4

English Guide

Overcoming English Learning

Difficulties

Grade Four

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Islamic Solidarity Fund for Development	International Islamic Charity Organization	Islamic Development Bank

The Executing Parties

Humanitarian Excellence Association – Kuwait

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Introduction

A learning difficulty is considered a condition that can cause an individual to experience problems in a traditional classroom learning context. It may interfere with literacy skills development and can also affect memory, ability to focus and organizational skills. A child with a learning difficulty may require additional time to complete assignments at school and can often benefit from strategy instruction and classroom accommodations.

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

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

Therefore, it is very important to develop the system of education of refugee schools, including teachers, students, educational environments and administration, by consulting a number of experts and specialists in emergency education and building upon the experiences and efforts of global organizations and institutions. Education is one of the most important areas in which the association works, especially with refugees and displaced persons in emergencies around the world. Learning a foreign language is important, but there are difficulties concomitant 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 deal with a variety of difficulties in the classroom while teaching English as a foreign language . They face many difficulties during teaching the students. This leads them to adapt strategies and programs related to the students' needs. The effective teacher should be able to recognize the difficulties and find solutions 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 of their right to education. As a result, this threatens the occurrence of a humanitarian disaster because of the rise of an uneducated generation during and after the war, thus impeding the development of those countries. Those people need special educational care in such a way that integrates them and makes them feel that they are a part of these countries (many of them are refugees and displaced). Education is one of their human rights, and despite the efforts exerted for their inclusion in education, it turns out that these efforts are still very limited if compared to their increased numbers.

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

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

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

Teacher

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

Students

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

- They feel nervous to construct any sentences.

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

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

- Students have no motive to express themselves.

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

- Students have negative attitudes regard to speaking English language.

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

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

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

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

- There is a lack of schooling experience.

Classroom Environment

- The classes are overcrowded.

- Classes are often large, so learners do not have enough opportunities to use and practice the language due to situations such as disruptions, noise and a lack of attention from their teachers.

- Most of students who reluctant to speak in English class feel that the classroom environment does not support them to participate in classroom interaction.

Curriculum

- Students find the content is usually either boring or difficult to understand.

- It is found that grade four textbooks do not provide students with frequency of opportunities to use English communicatively, and they do not include sufficient tasks that are particularly designed for speaking.

- Extracurricular activities that aim to improve students' speaking skill are very rare.

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

War

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

Financial

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

Activities and Learning Resources

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

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

Intervention Strategies

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

- ◆ E-Learning Strategies
- ◆ Paired Reading
- ◆ Choral Reading
- ◆ Graphic Organizers
- ◆ Paired Writing Method
- ◆ Puppet Based Learning

Scope and Sequence Matrix for English Language Course: Grade Four

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	**Phonological Difficulties**	❖ Refugee students have difficulties in recognizing letter-sound relationships. ❖ 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.	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

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Listen for Gist	❖ Refugee students have difficulties in listening for detailed description of something and guess what it is.				
		❖ Refugee students have difficulties in generating antonyms, synonyms, and definitions for words heard.				
		❖ Refugee students have difficulties in inferring the speakers' tone.				
	Vocabulary	❖ Refugee students have difficulties in learning new vocabulary in listening text.				
		❖ Refugee students have difficulties in guessing new word and vocabulary.				
		❖ Refugee students have difficulties in identifying words heard.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Sound Discrimination	❖ Refugee students have difficulties in discriminating 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 individual sounds in a word (Phonemic Isolation).				
		❖ Refugee students have difficulties in listening and saying new words when a sound is taken away (Phonemic deletion) .				
		❖ Refugee students have difficulties in listening and saying new words when a sound is added (Phonemic Addition).				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in substituting one phoneme for another to make a new word (Phoneme Substitution).				
Speaking Difficulties	**Pronunciation Difficulties**	❖ Refugee students have difficulties in recognizing numbers 22-29. ❖ Refugee students have difficulties in telling the time. ❖ 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. /ʧ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.).	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps Game technique E-learning Strategy	Nursery Rhymes Pictures Videos and realia *Visual aids Realia -CDs -Online resources -Books -YouTube	Songs games, *Role-Playing Activities Describe picture Dialogs -Watching videos -Audios -Dialogs	Tasks Quizes Assignments Tests Self-evaluation -Homework -Exercise

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in pronouncing some English consonant clusters (i.e. .grandfather. often mispronounced .grandfather).				
		❖ Refugee students have difficulties in knowing how to pronounce a certain word well.				
		❖ Refugee students have difficulties in understanding the pronunciation of the native English speaker.				
	Fluency Difficulties	❖ Refugee students have difficulties in expressing their ideas in a conversation.	Game technique E-learning strategy. Mobile Based Learning Mobile Applications (Mobile Apps) Cooperative learning strategy Students works in groups			
		❖ Refugee students have difficulties in introducing themselves and talking about their families.				
		❖ Refugee students have difficulties in offering and				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		requesting assistance during group work.	Questioning Role Play Puppets based learning			
	Communication & Interaction Difficulties	❖ Refugee students have difficulties in describing feelings.				
		❖ Refugee students have difficulties in expressing ability.				
		❖ Refugee students have difficulties in talking about one's daily life, and past simple tense.				
		❖ Refugee students have difficulties in giving advice.				
	Rhyming Skills	❖ Refugee students have difficulties in producing rhyming words.	Mobile learning applications Game technique E-learning Strategy Role Play Activities Questioning			

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Reading Difficulties	**Interpretation skills**	❖ Refugee students have difficulties in asking and answering questions in reading material (interpretation skills). ❖ Refugee students have difficulties in linking pronoun to its referents . ❖ Refugee students have difficulties in organizing ideas in sequence. ❖ Refugee students have difficulties in distinguishing between main idea and details, and recall the stated one.	Game technique E-learning Strategy Grafic Organizers Paired Reading Method	Flashcards Pictures Reading Texts *Visual aids Realia	*Role-Playing Activities Scaffolding *Story-Telling *Role-Playing Activities Describe picture	Tasks Quizes Assignments Tests
	Vocabulary Aspect	❖ Refugee students have difficulties in recognizing poor words or vocabulary . ❖ Refugee students have difficulties in connecting the meaning of unknown words	Game Technique (Pingo, Scavenger hunt) E-learning Strategy (Audio- Visual) Brainstorming Strategy			

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		to daily used objects or habits.	Graphic Organizer			
		❖ Refugee students have difficulties in remembering uncommon words .	Paired Reading Method			
		❖ Refugee students have difficulties in generating or label antonyms, synonyms and definition for words read	Mobile Based Learning (Mobile apps) such as "Prodigy game "or Learn English Vocabulary – Kids"			
		❖ Refugee students have difficulties in recognizing the lexical family to which a word belong.				
	Reading Fluency	❖ Refugee students have difficulties in reading aloud.	Game technique: Such as (Jigsaw/Scavenger hunt) E-Learning Collaborative strategy Brain storming Reading theater Choral and repeated reading			
		❖ Refugee students have difficulties in paraphrasing and summarizing a group of sentences.				
		❖ Refugee students have difficulties in reading different types of reading				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		texts to obtain information and show enjoyment.	Puppets based learning			
		❖ Refugee students have difficulties in reading independently to acquire information.				
		❖ Refugee students have difficulties in recalling stated main idea and/or details.				
	Identify and analyze the relationship in reading.	❖ Refugee students have difficulties in identifying and analyzing relationship among facts ,ideas, concept, and themes in reading materials.				
		❖ Refugee students have difficulties in in making connections between what they read and prior knowledge.				
		❖ Refugee students have difficulties in predicting content and outcome of situation.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Writing Difficulties	**Grammar**	❖ Refugee students have difficulties in expressing personal feeling or attitude towards characters, events, visuals, etc…., ❖ 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, verbs ...etc.) ❖ Refugee students have difficulties in transferring grammatical knowledge into communicative language use. ❖ Refugee students have difficulties in using the different kinds of sentences (the differences and formations of simple, compound, complex).	E- learning Strategies Online games Questioning Group work Role plays Puppets based learning	Pictures *Graphic organizers. *Models . *Visual aids Realia Songs		Tasks Quizes Assignments Tests -Homework Assignment -Exercise

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in expressing ability in the past.				
	Spelling & Mechanics	❖ Refugee students have difficulty in spelling commonly confused words (homophones). ❖ Refugee students have difficulties in spelling syllables division, prefixes and suffixes. ❖ Refugee students have difficulties in applying correct punctuation marks and capitalization.	E-Learning strategy Mobile Applications Game technique Cooperation strategy A discovery or inductive approach	Pictures *Graphic organizers. *Models . *Visual aids Realia	*Role-Playing Activities *Scaffolding * Describe picture	Tasks Quizes Assignments Tests -Homework Assignment -Exercise
	Vocabulary	❖ Refugee students have difficulties in remembering uncommon words . ❖ Refugee students have difficulties in using words for describing pictures.	E-Learning strategy Mobile Applications Game technique			

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Organization Skills	❖ Refugee students have difficulties in writing the paragraph chronological order.				
		❖ Refugee students have difficulties in making chart event mentioned in chronological order.				
		❖ Refugee students have difficulties in connecting new vocab to meaning.				
		❖ Refugee students have difficulties in organizing similarities and differences in a graphic organization				

Grade Four

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

Listening Difficulties
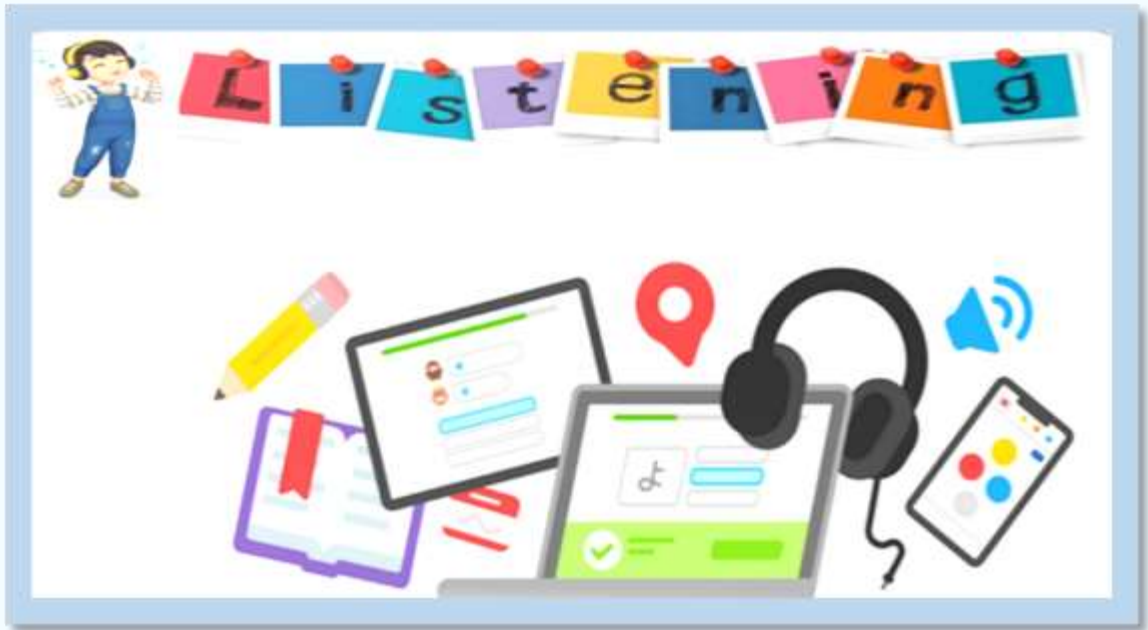
Introduction

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

(1) **Phonological Difficulties**	
(2) **Listen for the Gist**	
(3) **Vocabulary**	
(4) **Sound Discrimination**	
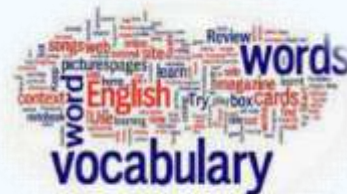
Topic One
The Phonological Difficulties

Indicators of the Difficulty

- ❖ Refugee students have difficulties in recognizing letter-sound relationships.
- ❖ 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, fourth grade students will be able to:
- ❖ Recognize letter-sound relationships.
- ❖ Recognize compound words containing short and long vowels.
- ❖ Develop students' listening skills and awareness of sounds in the environment.
- ❖ Infer the speakers' tone.
- ❖ Learn correct pronunciation.

Learning Resources

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

Intervention Strategies

Game Based Learning	**E-learning strategy** **(Audio-visual – Multimedia)**
Multisensory Approach **(Audio-visual – Multimedia)**	**Mobile Based Learning : Mobile Applications**

Procedures of The Topic

Recognizing students' learning difficulties (phonological difficulties)
- ❖ Identifying and discovering your students' learning difficulties in recognizing letter-sound relationships by circling these sounds in new words through using one of these methods:

First Method :
Recognizing Letter-Sound Relationships

- ❖ For each letter-sound relationship, instruction should include naming the letter or letters that represent the sound and it should associate a picture cue of an object with the target sound to help students remember the relationship between the letter and the sound.
- ❖ Teacher tells students to listen for a sound made or on the audio.
- ❖ Then teacher asks students to say the name of each picture and draw a line to match the letter with the sound.

Second Method
- ❖ Teacher reads the letter and students listen and then do the following exercise:
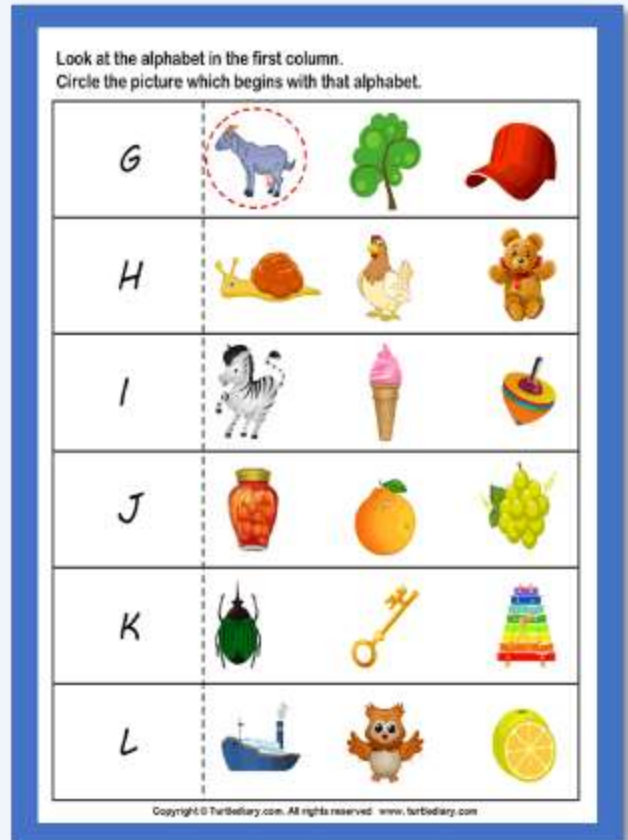
Recognizing Compound Words Containing Short and Long Vowels.

Recognizing students' learning difficulties (recognize compound words containing short and long vowels).
- ❖ Identify and discover your students' learning difficulties in sound word discrimination through using this method :-

Identifying Same and Different Sounds

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

Recognize Compound Words Containing Short and Long Vowels

- ❖ Recognizing students' learning difficulties in compound words containing short and long vowels, by circling these sounds in new words through using one of these methods:

First Method:	Second Method:
❖ Teacher asks students to listen to audio and do the following exercise: ❖ If students are not able to do this exercise, it means that they have learning difficulties in recognize compound words containing short and long vowels.	❖ Teacher asks students to listen to audio and try to write the compound words on their notebook, and then do the following exercise: ❖ If students are not able to do this exercise, it means that they have learning difficulties in recognizing compound words containing short and long vowels.

Discriminating Sounds of English Words in Listening

❖ Recognizing students' learning difficulties in Discriminate the sounds of English words in listening, Infer the speakers' tone, and learn correct pronunciation, by circling these sounds in new words through using one of the following methods:

First Method:	Second Method
❖ Teacher asks students to listen to audio and do the following exercise: ❖ If students are not able to do this exercise, it means that they have learning difficulties in recognizing compound words containing short and long vowels.	❖ Teacher asks students to listen to audio and do the following exercise: ❖ If students are not able to do this exercise, it means that they have learning difficulties in recognizing compound words containing short and long vowels.

https://www.liveworksheets.com/sv2324555fg

❖ Recognizing students' learning difficulties in substituting one phoneme for another to make a new word (Phonemic Substitution), recognizing the word that remains after a phoneme, separating sounds and counting how many sounds they hear (Phonemic Segmentation), and making a new word by adding a phoneme to an existing word (Phonemic Addition)   by circling these sounds in new words through using one of the following methods:

First Method:

- ❖ Teacher asks students to listen to audio and do the following exercise:
- ❖ If students are not able to do this exercise, it means that they have learning difficulties in recognize Phonemic containing short and long vowels.

Second Method

- ❖ Teacher asks students to listen to audio and do the following exercise:
- ❖ If students are not able to do this exercise, it means that they have learning difficulties in recognize compound words containing short and long vowels.

Short Vowels Test - YL

1.
a) bat
b) bit
c) but

2.
a) dig
b) dog
c) dug

3.
a) deck
b) dock
c) duck

4.
a) fash
b) fish
c) fush

5.
a) frag
b) frig
c) frog

6.
Pink
a) peg
c) pug

7.
a) cat
b) cot
c) cut

8.
a) ant
b) int
c) ont

9.
a) hat
b) hit
c) hut

10.
a) fan
b) fin
c) fun

11.
a) pan
b) pen
c) pin

12.
a) gen
b) gin
c) gun

13.
a) bad
b) bed
c) bid

14.
a) pat
b) pot
c) put

15.
a) pan
b) pin
c) pun

16.
a) bag
b) big
c) bug

Score: /16

Remediation Techniques

- ❖ The purpose of this topic is to introduce students to an essential part of learning, to phonological alphabet.
- ❖ 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 that provide a further insight to investigate into the alphabet.
- ❖ Discuss and perform various activities. Students will use the root words of compound words.
- ❖ Students have also worked in small and large groups to do various activities. A colorful, animated music video 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.
- ❖ Ideal videos for kids to learn the discrimination and pronunciation of vowels and consonants sounds are introduced.
- ❖ Ask the students to do the exercise by listening and clicking on the picture that matches the word.
- ❖ Each child selects two or three picture cards that match with the sounds, places the cards in the same order in which the sounds are heard, and explains the sequence of events.
- ❖ Each new letter that is introduced has a small picture beside to show its sound.
- ❖ Use free mobile applications in order to help students to learn the phonological alphabet and overcome any difficulty related to the new words, discriminate the Sounds of English words in listening, and learn correct pronunciation.

Activity (1) : Listen and Circle	Activity (2) : Listen and Circle

Activity (3) : Listen and Circle

❖ Students who comprehend the alphabetic principle and apply what they've learned about letter-sound are correspondent to transform printed letters and letter combinations into sounds and may read a large number of words accurately, including those they've never seen before in text. They have never encountered in text.

Words that Follow the CVC Spelling Pattern*			Words that Follow the CCVC Spelling Pattern
All Continuous Sounds	*Stop Sound at the End*	*Stop Sound at the Beginning*	*Beginning Blend Includes a Stop Sound*
man	nap	pan	spat
ran	map	can	scam
yam	rag	jab	scat
van	Meg	bed	step
men	fed	ten	sped
fin	rip	big	skit
rim	lid	tip	skip
win	rig	hid	spin
mom	rod	pot	stop
fun	fog	hop	spot
run	rub	jug	spun
sum	nut	gum	stud

Activity (4) : Listen and Circle

p e t — Now, change a letter to make it say *pet*.

p a t — Now, rearrange the letters to make it say *pat*.

t a p — Now, change a letter to make it say *tap*.

c a p — Now, change a letter to make it say *cap*.

c a n — Now, change a letter to make it say *can*.

c a t — write a *c*, then an *a*, then a *t*. Have students read the word.
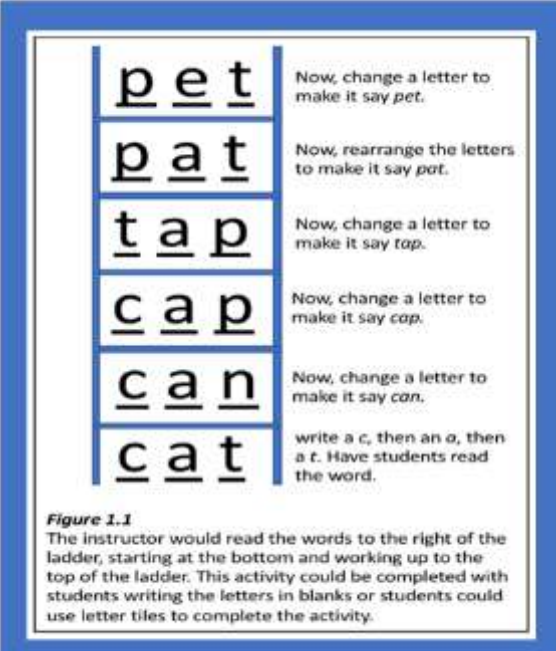
Figure 1.1
The instructor would read the words to the right of the ladder, starting at the bottom and working up to the top of the ladder. This activity could be completed with students writing the letters in blanks or students could use letter tiles to complete the activity.
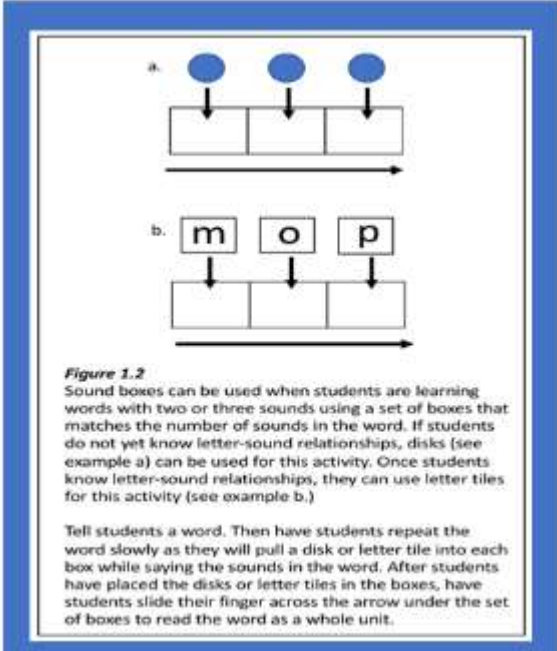
Figure 1.2
Sound boxes can be used when students are learning words with two or three sounds using a set of boxes that matches the number of sounds in the word. If students do not yet know letter-sound relationships, disks (see example a) can be used for this activity. Once students know letter-sound relationships, they can use letter tiles for this activity (see example b.)

Tell students a word. Then have students repeat the word slowly as they will pull a disk or letter tile into each box while saying the sounds in the word. After students have placed the disks or letter tiles in the boxes, have students slide their finger across the arrow under the set of boxes to read the word as a whole unit.

Activity 5	Activity 6
Mobile application game for practicing letter sounds and phonics	❖ Another Mobile application game for practicing letter sounds and phonics
❖ It is available on the following link:	❖ It is available on the following link:
	❖ 5 Kindle Apps that Teach Letter Sounds and Phonics (funlearningforkids.com)
	❖ https://funlearningforkids.com/5-kindle-apps-teach-letter-sounds-phonics/
❖ Winter Ending Sounds, Final Sounds Boom Cards (Digital Task Cards)	❖ Letter knowledge enables kids to recognize the letters of the alphabet, understand the purpose of those letters, and create the sounds that they make. Developing this familiarity with letters is important pre-reading skills that will help children develop strong decoding skills. These Letter Learning Apps for Kids are designed to get children playfully interacting and exploring pre-reading skills.
❖ Provide the practice students need to master ending sounds, final sounds with these digital, engaging winter snowman Boom Cards. The interactive nature of the cards & fun winter theme keep students engaged; plus, Boom cards require NO PREP making them easy for you. Students love building the ending sounds snowmen!	

Identifying Same and Different Sounds
Activity 1

❖ Prepare students for learning and connecting to prior knowledge by passing out compound word index cards. Instruct students to find a partner that creates one whole word.

❖ When partners have been formed, ask students to sit together near the electronic white board or device you're using to display our lesson.

❖ Ask students what they notice about the word they formed. Guide them to recognize that they are two words put together. Define compound word and write on chart paper.

❖ Tell students they will be learning about compound words. Read the first section of our lesson, Compound Words Lesson for Kids: Definition & Examples, 'What are Compound Words?

Ask the following questions:
- ✓ How are compound words different from regular words?
- ✓ Can any two words be put together to create a compound word?
- ✓ Read the next section, 'How do Compound Words Work?'

❖ Write several words on the board, some are compound words and some are not. Ask students to identify compound words and explain their identification.

'Examples,

Catfish	hatbox	bathmat	upset	suntan	cobweb	bathtub
Batman	Subset	bellman	catnip	shellfish	nutshell	
Cannot	trashcan	Gunship	sunlit	hotbed	setup	pitfall

shotgun within hubcap sunfish Sunbath bedpan catnap backspin

- ❖ Finally, allow students to identify compound words in sentences with the 'Let's Practice!' section. Have students copy the compound word into notebooks, and then share answers.

Recognize Compound Words Containing Short and Long Vowels

- ❖ 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 that provide a further insight to investigate into the alphabet.
- ❖ Discuss and perform various activities. Students will play Tic-tac-toe in which they will use the root words of compound words.
- ❖ Students have also worked in small and large group to do various activities. A colorful, animated music video 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.
- ❖ Ideal videos for kids to learn the discrimination and pronunciation of vowels and consonants sounds are introduced.
- ❖ Ask the students to do the exercise by clicking on the pictures that match the words.
- ❖ Point to a picture of the object making the sound and name it.
- ❖ An ideal video is good for kids to learn the pronunciation of some words and letters.
- ❖ Ask the students to do the exercise by clicking on the picture that matches with the word and read it loudly.
- ❖ Each child selects two or three picture cards that match the sounds, places the cards in the same order in which the sounds are heard and explains the sequence of events.
- ❖ Each new letter that is introduced has a small picture beside to show its sound.
- ❖ Use free mobile applications in order to help students to learn the phonological alphabet and overcome any difficulty related to the new words, discriminate the Sounds of English words in listening, and learn.

Activity 2

- ❖ Teacher tells students that compound words are formed when two smaller words combine to form a new word, as in these examples:

<div align="center">

mail + box = mailbox

milk + shake = milkshake

note + book = notebook

</div>

- ❖ Teacher should follow the easiest way to introduce compound words which is with letter tiles. Teacher chooses a word such as bathtub from the resource list and builds it with the tiles.

❖ Teacher explains to her/his students that the word bathtub has two smaller words in it, and invites him\ her to find those two smaller words. Letter tiles are great for this activity because your child can separate the compound word into two words, like this:
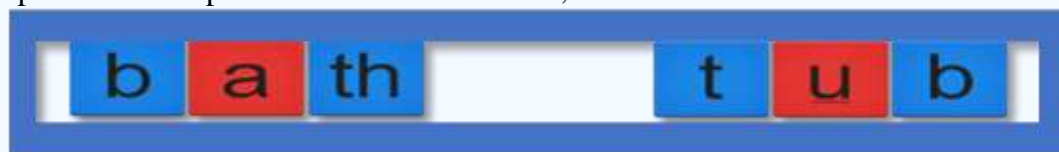
❖ Teacher presents other examples like sandbox, anthill, backpack, and windmill. This is a wonderful method for helping students visualize

Activity 3 "Bird Friends" Activity	Activity 4 "Banana Splits" Game
  ❖ Birds of a feather flock together … and in this fun reading activity, birds of a feather make compound words, too! Just have your Student select two matching birds and place them side by side on the branch. Each pair of birds makes a compound word. ❖ **Time : 10 minutes**	 ❖ Use compound words to build the yummiest banana split ever in this delicious multi-level reading game. Every player gets an ice cream bowl and a stack of candy covered scoops of ice cream to play with. Students of different levels can play together. ❖ **Time : 10 minutes**
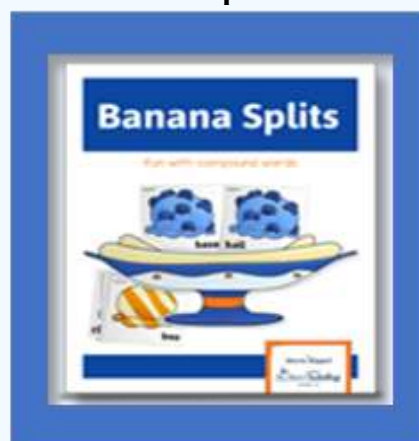
❖ Teachers explain to students the three different types of compound words:

Open Compounds
living room
ice cream
full moon
high school
↳ There is an open space between the words

Closed Compounds
campfire
earthworm
popcorn
snowball
↳ There is no space or hyphen between the words

Hyphenated Compounds
mother-in-law
merry-go-round
self-esteem
get-together
↳ A hyphen separates the words

Activity 5	Activity 6
❖ Teacher uses a song to help to introduce or review compound words. ❖ The song is available on the following link: https://drive.google.com/drive/folders/1QCzf43CSRTHZnZFiEgdvZD7Xd9Da5ZPT?usp=sharing 	 ❖ A free Mobile application is available on the following link: https://play.google.com/store/apps/details?id=com.gg.combiword ❖ Compound Words : Word puzzle game. Guess the Compound word from two images. A compound word is a word which is made up of two or more other words. For example, the word Cupcake is made up of two words, cup and cake. Similarly, this app contains many examples of common compound words. You have to guess the one word for each image and think to write

❖ **Another free mobile application is available on the following link: https://play.google.com/store/apps/details?id=makstyle.pickaword**

Pick A Word : 2 Pics 1 Word Guessing Game

About this game
- ❖ Pick A Word: 2 Picks 1 Word Guessing Game is a brain addictive game, it shows two pictures on screen and users have to guess the word bringing two photos together. There is some words in palette below the picture on screen. User has to guess the word and type the word from palette. You won't be able to stop playing Pick A Word, one of the most brains addicting word guessing games for family and friends!

Discriminating Sounds of English Words in Listening

Activity 1 :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 students have differentiation problems with.

Procedure

❖ To help students hear the difference , teacher explains that s/he 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 does the same with a sentence: "I saw a big ship, I saw a big ship, I saw a big ship, I saw a big ship, I saw a big sheep, I saw a big sheep…" until the students can hear the change.

❖ Teacher then writes, in phonemic script, the words 'Ali' and 'Malak' on the board above a picture of a man and woman. Teacher asks the students "Who is this?" When has it been established that the two characters are Ali and Malak? Teacher asks "Who is Ali's partner?" (And point to the / I / sound). An acceptable answer would be 'Mak', 'Malk', 'Mala', 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 asks, "What's Ali's favorite food / drink?" Answers could be 'milk', 'fish', 'chips', 'gin' etc. Teacher writes this information on the board and continues asking questions about Ali and Malak until there are two columns with information about Ali and Malak's lives (where they live, favorite colors, animals etc.)

❖ Then drill sentences such as "Jill likes fish and chips", "Jill likes Brad Pitt" or "Steve lives with Pete Reid" are drilled .

❖ In subsequent lessons, when a student makes a / I /or / i: / pronunciation error such as saying 'deeficult' instead of 'difficult', I write the word 'difficult' on the board and ask "Is this a Steve word or a Jill word?". Students can answer then be asked to pronounce the word correctly.

❖ **Time : 10 minutes**

Activity 2

1. **Listening** – listen to sounds on CD, then ask the students to: point to a picture of the object making the sound and name it, point to a real object that makes the sound and then try it out. Variation: – listen to the sound of real objects with eyes closed. Children guess and name.

2. **Play Sound Bingo** – listen to sounds on tape and cover the correct picture.

3. **Sound w**alk – students draw pictures or write down the names of the sounds they hear on the walk.

4. **Grouping sounds** – animals, musical instruments, vehicles, etc.

5. **Odd one out** – ask the students to identify the sound that is not part of a group of sounds, eg. dogs barking, pig grunting, cow mooing, musical instrument playing.

6. **Musical discrimination** – discriminating between loud/quiet, high/low, fast/slow notes. This should be part of a music lesson – ask a TA to observe.

7. **Clapping or tapping rhythms** – you can use students' names and polysyllable words. This activity can be linked with picture-noun recognition. Students can work in pairs, using picture-noun cards – take turns to clap syllable beats and choose the picture-noun card to match the number of beats.

8. **Same/different 1** – ask the students to listen to sets of two everyday sounds and identify those that are the same and those that are different.
9. **Same/different 2** – ask the students to listen to sets of two words and identify those that are the same and those that are different, eg. but/bat, bat/bet.
10. **Same/different 3** – ask the students to listen to sets of two words and identify those that rhyme and those that don't, eg. Cat/mat, bed/bud.
11. **Hands up 1** – ask the students to put up their hands when they hear a particular sound (sounds given one at a time).
12. **Sound bingo** – discriminating between initial sounds.
13. **Rhyme time** – ask the students to listen to a word. If it rhymes with the word that they have in their hand then they can keep it. The winner is the first person to collect five rhyming words.

Activity 3	Activity 4
❖ The teachers use video clips about the sound discrimination, it's available on the following link**:** https://drive.google.com/file/d/1Lb930wEmNJTrTpEF3DNDpFP9rrDJnnwo/view?usp=sharing 	❖ Teacher can use Mobile free application; it is available on the following link: **https://play.google.com/store/apps/details** **Phonics - Sounds to Words** ❖ Start learning the sounds a, m, s, t and the revision level. One In-App purchase gives you access to the remaining levels and sounds - no more to pay. ❖ No internet access is required and no adds.

Activity 5
❖ Teacher can use Mobile free application; it is available on the following link: ❖ https://play.google.com/store/apps/details?id=com.mts.soundessentials

- ❖ "Sounds Essentials" is a speech therapy app designed and developed to increase sound recognition and listening skills in children. The app has 4 engaging and beautiful activities, each of which is used to develop Auditory Discrimination skills for children.
- ❖ Sounds essentials is a perfect blend of education with entertainment. This edutainment application can be used by SLPs and speech therapies during therapy sessions to enable children build auditory memory and recognition skills.

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- ❖ It is substituting one phoneme for another to make a new word (Phonemic Substitution), recognizing the word that remains when a phoneme is substituted, separating sounds and counting how many sounds they hear (Phonemic Segmentation), and making a new word by adding a phoneme to an existing word (Phonemic Addition)

Activity 1

- ❖ Teacher explains to her/his students that Phonemes are the smallest units of sounds in a language. If a phoneme is changed, the word may change, e.g. change the l sound in 'lack' to a b and the word changes to 'back'.

Example

In English, the sound e in 'pet' and i in 'bit' are examples of vowel phonemes, the sounds j in 'judge' and sh in 'ship' are consonant phonemes. Diphthongs include the oy sound in 'boy' and the ay sound in 'bay'.

- ❖ If the teacher wants to focus on a sound which is problematic for her/his students, ask them to find five words with that sound and write them in phonemic script. With a little training, students could prepare their own 'minimal pairs', for example with the sounds /I/ and /i/. Depending on their level, they might come up with something like this:

/I/	/i:/
Sit- hit – will –mill - bin	Seat - heat – wheel – meal - been

Activity 2

❖ Teacher can use songs which enable students to listen and repeat the sounds: Animated phonics songs videos for revising and teaching letter-sounds. Catchy and easily adaptable, children want to sing along and invent their own. The song is available at the following link:

https://youtu.be/_Set9vvC0uI

Activity 3

❖ Teacher tells students that today we are learning about the letter's' and the /s/ sound. We will find words that start with the letter's' and make the /s/ sound. We are going to start collecting words so we can create a letters, sounds and word book. The first words/pictures we will add to our book are words starting with the letter or grapheme's'. Grapheme is another name for a letter shape.

❖ Video clip about grapheme, for example, Geraldine Giraffe:

❖ Let's watch Geraldine Giraffe practice the letter' s' sound. She is going to find some things around her house that start with this sound.

❖ When we hear the /s/ we are going to say it aloud and draw an 's 'in the air. Model this using the index finger. Make sure you use the hand you write with.

❖ After the video clip, bring children's attention to the whiteboard/easel with a plain A3 piece of paper attached. Write the letter 's' at the top then ask the children to recall some of the 's' objects Geraldine the Giraffe found starting with /s/ e.g. sunglasses, scarf, spoon, stinky smelly sock:

❖ Draw a picture of the object then write, the word next to it, saying the word as you write it.

❖ Ask students to pretend they are Geraldine Giraffe and look for things around the classroom that start with the /s/ sound. Encourage students to share the objects and reinforce the /s/ sound. Record (draw and write) these objects on the A3 poster too (e.g. scissors, sticky tape, Sam, Sun, seat, smile...) and   display.

❖ Students then work individually. Ask them to write the letter 's' in their letter, sound and word book and draw or   write some pictures and/or words from the poster or their own examples. Children requiring support may work in a small group with the teacher to complete this task.

❖ Students return to the whole group. Read a story with a number of words starting with /s/. Encourage children to put their hands on their head when they hear/see a word starting with /s/

❖ How to Catch a Star by Oliver Jeffers (2004) = star, stars, seek, sky, sunrise, sat, some, sun, saw, still, spaceship, seagull, something, sand….

❖ Ask students to record (draw and/or write) one of the words they heard from the story into their letter, sound and word book. Model by adding a picture and word to the A3 poster. Ensure the poster is displayed in the classroom   to support future reading and writing sessions.

Activity 4

❖ Teacher can use Mobile free application; it is available on the following link: https://play.google.com/store/apps/details?id=com.nessy.hairyphonics2us

❖

Hairy Phonics 2

❖ Hairy Phonics 2 develops phonemic awareness with the 9 most common vowel digraphs. This is where two vowels join together to make one sound.

❖ Another free mobile application that teacher can use with his/her students, is available at the following link: https://play.google.com/store/apps/details?id=com.rvappstudios.abc.spelling.toddler.spell.phonics

Spelling & Phonics: Kids Games

❖ It is a perfect game for kids to learn to spell, while having fun! 🎉 .The game helps young children learn to spell by sounding out words, phonics, and teaches how to associate letters with pictures.

Golden Tips:

❖ Use various tasks and activities to encourage and motivate students to participate in listening.

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

❖ Use simple and interesting listening texts suitable for your students.

❖ Try to use texts related to students' beloved country Syria.

Worksheets

Name: _____

The Letter G
Worksheet 2

Gg

I. Select the uppercase letter which matches the lowercase letter on the left.

g	M	G	T	P

2. Drag and drop the pictures into the correct boxes. Does It Begin with the Letter G?

YES	NO

3. Drag and drop the letter 'g' to complete each word.

___um	ru___	___host
g	g	g

LIVEWORKSHEETS

Consonant Sounds

Look at the picture. If it begins with **G**
write the letter on the 1st blank. If it ends with
write the letter on the 2nd blank.

PHONICS WORKSHEET: W　　　　**By TeacherMónica**

Listen and tick the pictures with the sound w:

Order:

i　w　g

e　b　w
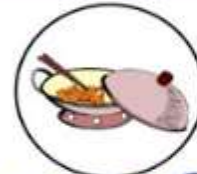
o　w　k

LIVEWORKSHEETS

- **It´s phonics time! /d/:** Click on the picture. Listen and tick the words with /d/
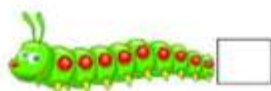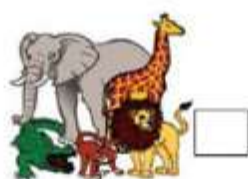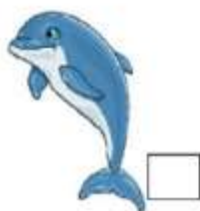
Listen to audio and answer the exercise

Compound Words

2 words put together to make 1 new word

sun + glasses = sunglasses

cup + cake = cupcake

rain + bow = rainbow

Draw a line to match the two words that will make a compound word.
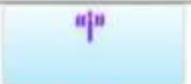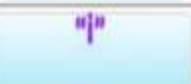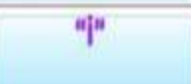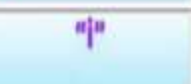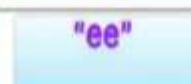
butter •   • snake

rattle •   • pack

space •   • ball

back •   • fly

foot •   • ship

Worksheet (6)
Listen to audio and answer the exercise, it is available at the link:

Listen. What sound do you hear, "i" or "ee"? Click on the correct sound.

Match the sound to the correct letter

s

a

t

p

i

n

Match the picture to the beginning sound.

s

a

t

p

i

n

THE ·T· SOUND

Select the pictures where you can hear the "t" sound.

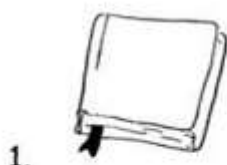Name_____ Number_____ Class_____

| a | b | c | d | e | f | g | h | i |

Write the letters for each picture then colour

1. ___ook

2. ___gg

3. ___pple

4. ___at

5. ___og

6. ___at

7. ___ish

8. ___nk
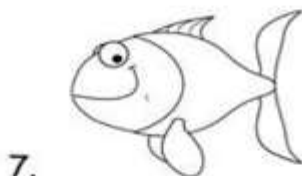
9. ___orilla

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Name:

Write the middle sounds for each of the following pictures:
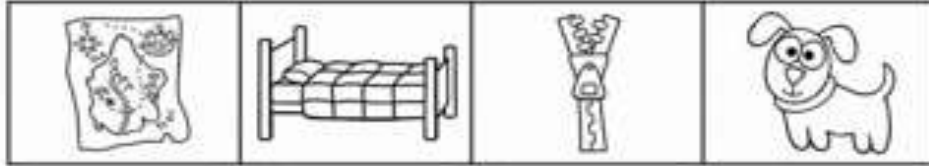
m p	b d	z p	d g

b s			h n

l d	c t	s n	p t
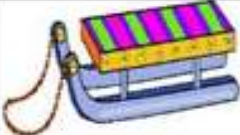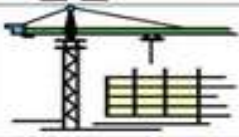
w t	b x	p n	b g

By Laura Pop © 2014

MIXED BLENDS

_ _ OOD	_ _ OW	_ _ ED	_ _ IDE
_ _ UIRREL	_ _ EATER	_ _ EAD	_ _ ARF
_ _ OCODILE	_ _ OCK	_ _ ASS	_ _ IP
_ _ ATE	_ _ ANE	_ _ IND	_ _ EEN
_ _ EAM	_ _ OWN	_ _ OBE	_ _ EAK
_ _ EECE	_ _ AM	_ _ ING	_ _ OUD

Name : _____

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Theoretical Background on Phonological Difficulties

❖ Phonological awareness is also considered a fundamental component of phonological processing, which refers to the use of speech sounds in the processing of both written (i.e., reading, spelling) and oral (i.e., listening, speaking) language (El-Hassan, 2017).

❖ According to Johnson & Geoswami (2010), phonological awareness improves in a developmental order, with syllable awareness coming first, then rhyme awareness, and eventually (partly via alphabetic learning) phoneme awareness. As a result, it's critical to understand the words Phonological Awareness, Phonemic Awareness, and Phonics in connection to phonology.

❖ The influence of linguistic expertise on phonology is generally less strong. Some researchers found it to be a strong predictor of phonological accuracy (Morrow et al., 2014;Ruiz-Felter et al., 2016), while others found it having relatively little effects on phonology (Almeida et al., 2012;Cooperson et al., 2013;Goldstein et al., 2005). 2010; Goldstein et al. We believe that even if a child has limited language experience in one language, bootstrapping from the phonology of the other language may compensate .

Resources

❖ https://improvingliteracy.org/ask-an-expert/whats-best-way-teach-alphabetic-principle
❖ https://www.kidsacademy.mobi/lesson/letter-sound-relationship-l-m-32112927/
❖ https://www.google.com/imgres?imgurl=https
❖ https://www.google.com/imgres?
❖ https://funlearningforkids.com/5-kindle-apps-teach-letter-sounds-phonics/
❖ https://improvingliteracy.org/ask-an-expert/whats-best-way-teach-alphabetic-principle
❖ https://www.kidsacademy.mobi/lesson/letter-sound-relationship-l-m-32112927/
❖ https://www.google.com/imgres?imgurl=https
❖ https://www.google.com/imgres?
❖ https://funlearningforkids.com/5-kindle-apps-teach-letter-sounds-phonics/
❖ https://blog.allaboutlearningpress.com/compound-words/
❖ https://www.mrsrichardsonsclass.com/compound-word-activities/
❖ https://www.teachingenglish.org.uk/article/sound-discrimination
❖ https://www.liveworksheets.com/cg2554759mb
❖ https://www.teachingenglish.org.uk/article/phoneme
❖ https://www.youtube.com/watch?v=pbxFOxz9c1g
❖ https://www.teachingenglish.org.uk/article/phonemic-chart
❖ https://www.pinterest.com/pin/286682332503854369/
❖ https://games4esl.com/greetings-and-introductions-esl-games/
❖ https://en.islcollective.com/english-esl-worksheets/search/reading+comprehension
❖ https://www.ateachableteacher.com/phonological-awareness-vs-phonemic-awareness/
❖ https://www.wilbooks.com/free-resources-free-online-books-second-grade
❖ https://www.eslkidstuff.com/esl-kids-games/vocabulary-games.htm
❖ https://www.liveworksheets.com/br2625913ie
❖ https://www.voorhees.k12.nj.us/
❖ https://www.youtube.com/watch?v=jP88434Whjs
❖ https://youtu.be/_Set9vvC0uI

Topic Two
Listen for Gist

Indicators of the Difficulty

- ❖ Refugee students have difficulties in listening for detailed description of something and guessing what it is.
- ❖ Refuges Students have difficulties in generating antonyms, synonyms, and definitions for words heard.
- ❖ Refugee students have difficulties in inferring the speakers' tone.

Learning Outcomes

By the end of this topic, fourth grade students will be able to:
- ❖ Listen for detailed description of something and guess what it is.
- ❖ Recognize compound words containing short and long vowels.
- ❖ Generate antonyms, synonyms, and definitions for words heard.
- ❖ Infer the speakers' tone.

Learning Resources

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

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 (Listening for Gist)

❖ Recognizing students' learning difficulties in listening for gist, by using one of the following methods:

First Method:	The second Method:
❖ Teacher asks students to watch a story and answer the following questions:	❖ Teacher asks students to listen and do the following exercise: it is available at the following link:

First Method:

❖ Teacher asks students to watch a story and answer the following questions:
  - ↓ What's the topic of the video?
  - ↓ What issues are they discussing?
  - ↓ What are these people talking about?
  - ↓ What's the main idea of video?

❖ If students are not able to answer the above questions, it means that they have learning difficulties in recognizing compound words containing short and long vowels.

❖ The video is available at the following link:

❖ https://www.youtube.com/watch?v=DNPo8d6zprU

The second Method:

❖ Teacher asks students to listen and do the following exercise: it is available at the following link:

❖ https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension/RbEn_6._Listening_Practice_3c_Trip_to_London_at_Christmas_Time_az1478525ep
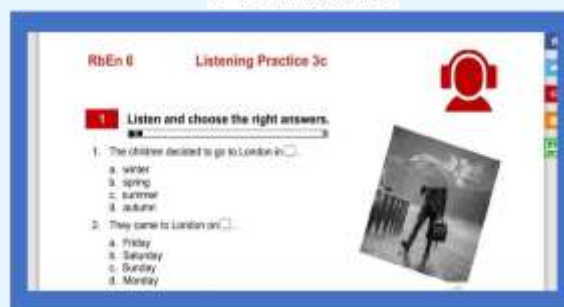
Remediation Techniques

❖ Teacher asks students to listen and do the following exercise; it is available at the following link:

❖ https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension/Listening_comprehension-Present_simple_zu594992ec

Listen to Mike's daily routine and answer the questions

1. Mike gets up at _____.

   a) half past five
   b) quarter to six
   c) half past six

2. After he wakes up. Mike _____

   a) goes for a walk
   b) has breakfast
   c) goes to the gym

3. Mike eats a _____ lunch.

   a) big
   b) average
   c) small

4. Mike works _____.
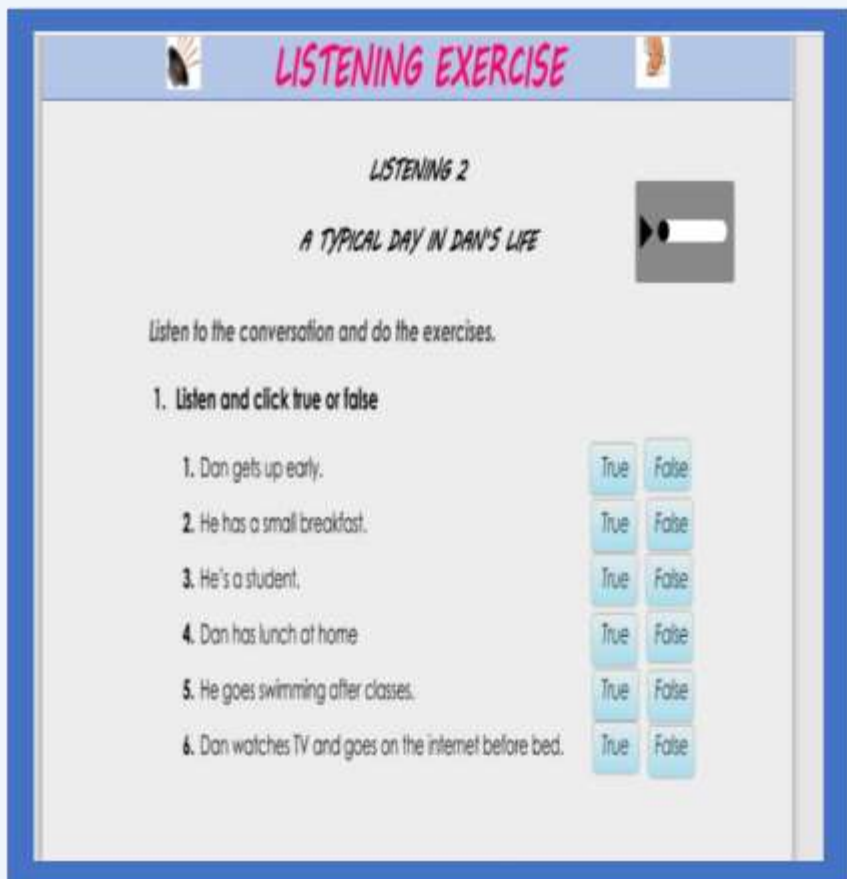
   a) at a school
   b) at an office
   c) at home

5. In the evening. Mike often _____.

   a) goes to internet cafes
   b) talks to friends
   c) works overtime

Activity 2

- ❖ Teacher asks students to listen and do the following exercise; it is available at the following link:
- ❖ https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension/Listening_comprehension-Present_simple_zu594992ec

Activity 3

- ❖ Teacher uses a short video with subtitles on a topic that interests students. Use the title to help students predict the content and then listen out for the content words.
- ❖ Students will try to understand what is happening even if he or she can't understand every phrase or sentence.

The video is available at the link: https://www.youtube.com/watch?v=s2eC9gTKVa8
https://drive.google.com/drive/folders/1qeB41JJ0Mw1mboPBedJk0Cz4JLCTNGWs?usp=sharing

Mr. Puell - Different Types of Homes

Warmer/Lead-in (3-5 minutes)
- ❖ • To set lesson context and engage students, display pictures of different types of homes around the world.

Pre- listening (5-7 minutes)
- ❖ It is to prepare students for the text and make it accessible
- ❖ Pre- teach vocabulary, show pictures of some of the presumed difficult words in the lesson: verandah, flat, house, walls, blinds, near, center, old style, modern, mosque, church, and village.

While- Listening (6-8 minutes)
- ❖ To provide students with less challenging gist and specific information listening tasks. Instruct the students to listen to the audio first.
- ❖ Play the video clip. Let the students continue in pairs/ groups. Pause and play the video clip, as required for the exercise work. Provide the answer keys around the room. Ask for feedback - Did they find the exercise easy or difficult?

Post-Listening (10-12 minutes)
- ❖ Controlled Speaking Practice
- ❖ Let students continue with each other's first and then as pairs. Monitor   and take notes.

Activity 4

- ❖ Teacher asks students to listen to audio clip and do the below exercise.
- ❖ Student should practice listening for gist.
- ❖ The audio clip is available at the link:

https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension/Listening_for_gist_uf25815hs

Listening for gist

1. What's the subject of the video? [   ]
2. What issue are they discussing? [   ]
3. What are these people talking about? [   ]
4. What's the main idea of the passage? [   ]

Listening for detail

1 Speaker: (не считая первого)

- Why does she like travelling? [   ]

2 speaker:

- How many times has he travelled to India? [   ]

3 speaker:

- When did she travel? [   ]

4 speaker:

- Why is it a good experience? [   ]

5 speaker

- What does speaker like while travelling? [   ]

Worksheets

Worksheet (1)

2. **Listen again and fill in the gaps with an activity from the box.**

get up!	go to university	meet friends	have lunch
	have breakfast	have dinner	go swimming

1. 5:00 a.m. _____

2. 6:00 a.m. _____

3. 8:00 a.m. _____

4. 11:00 a.m. _____

5. 2:00 p.m. _____

6. 5:00 p.m. _____

7. 7:00 p.m. _____

Listen and draw lines. There is one example.

Alice   Tom   Kim   Matt

Click here to LISTEN

Number

Write
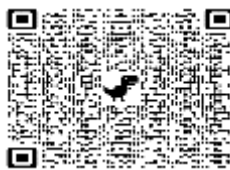
| king | prince | throne | princess | castle | queen | cloak | crown |

This is a
castle.

This is a
_____.

This is ___
_____.

This is __
_____.

This __ __
_____.

This __ __
_____.

__ __ __
_____.

__ __ __
_____.

Worksheet (4)

DAY :   (On Holiday)   DATE :

Activity 1 : Listen (Track 44) and look at the picture. Number them accordingly.

| Did | you he she they | swim? | Yes, No, | I he she they | did. didn't. |

1. Lynn   2. Mr Thomas   3. George   4. Helen   5. Mrs Dean
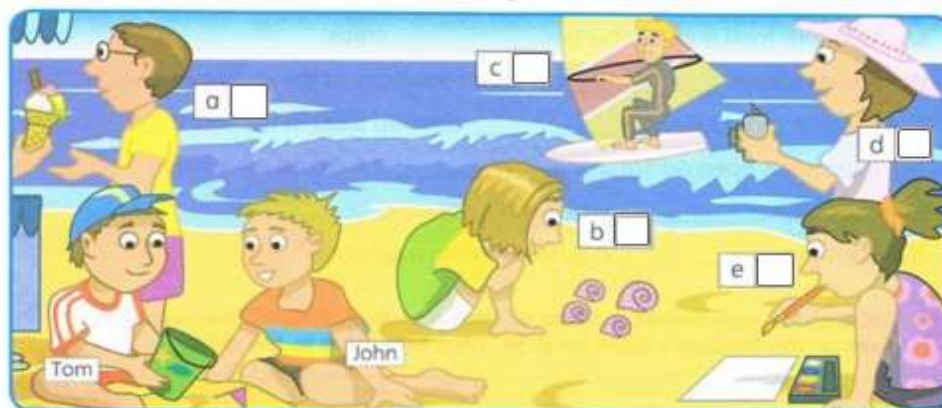
Activity 2 : Read and answer it yourself using *Yes, I did* or *No, I didn't*.

❶ Did you watch television yesterday? ⬜

❷ Did you eat fish yesterday? ⬜

❸ Did you play any sports yesterday? ⬜

❹ Did you go for holiday last month? ⬜

❺ Did you listen to music yesterday? ⬜

❻ Did you have breakfast in the morning? ⬜

Worksheet (5)

The bug
One, two, three!
There's a bug on me.
Where did it go?
I don't know.

Listen and answer.

Where are the ants?

Where is the bee?

Where are the butterflies?

Where is the cricket?

Where is the spider?

Where is the web?

Which insect lives under the ground?

Which one's make this sound?

Which one is yellow and black?

Which ones have wings of different colours?

Which animal has eight legs?

https://www.liveworksheets.com/ua1548222ne

Theoretical Background on Listen for Gist

❖ Listening for gist entails a broad understanding of a theme rather than a concentration on individual specifics or discrete facts. It is one of many styles of listening that seeks to answer primary questions about the central subject, topic, and goal of an oral text. In the first language (L1), one normally listens for gist before deciding whether to keep listening or stop. Listening for gist is commonly done in a second language (L2) despite linguistic restrictions (Elliot & Wilson, 2013) such as syntactic or lexical deficits that make comprehension difficult.

❖ Listening is used for a variety of purposes, including determining the overall meaning of a text, identifying a single piece of information, and determining the illocutionary force of an utterance. Listening for gist differs from other styles of listening in a way it has a wide purpose.

Resources

❖ https://improvingliteracy.org/ask-an-expert/whats-best-way-teach-alphabetic-principle
❖ https://www.kidsacademy.mobi/lesson/letter-sound-relationship-l-m-32112927/
❖ https://www.google.com/imgres?imgurl=https
❖ https://www.google.com/imgres?
❖ https://funlearningforkids.com/5-kindle-apps-teach-letter-sounds-phonics/

Topic Three
Vocabulary

Indicators of the Difficulty

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

Learning Outcomes

By the end of this topic, fourth grade students will be able to:
- ❖ Recognize the new vocabulary in listening text.
- ❖ Guess new words and vocabulary in listening.
- ❖ Develop students' listening skills and learning of the new vocabulary in the environment.

Learning Resources

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

Intervention Strategies

Game Based Learning	**Questioning**
Multisensory Approach (Audio-visual – Multimedia)	**Mobile Based Learning : Mobile Applications**
Using Songs Instruction	

Procedures of The Topic

Recognizing students' learning difficulties (Vocabulary in Listening)

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

First Method	**Second Method**

First Method

Difficulties in Learning New Vocabulary in Listening Text.

Touch and Go

❖ This method will require a little bit of preparation and is good as a warm-up for both high and low-level students .
❖ Use a text that includes essential vocabulary, and students will need flashcards with these words on.
❖ Pair up students or put them in small groups.
❖ Give each group 2-3 flashcards with vocabulary words on them.
❖ As you're reading the text, your students must raise the card with the correct vocabulary word when they hear it in the text.
❖ **Time : 10 minutes**

Second Method

Difficulties in Guessing New Word and Learning Vocabulary.

Guess what it is

❖ Put students into teams of 3 or 4 .
❖ Then everyone sits and listens carefully to the teacher for a description of something or someone (e.g., "This is an animal which lives in Africa and Asia. It loves taking baths. It flaps its ears to keep cool. It has a really long nose" answer: elephant).
❖ Then each team discusses what they think it is before giving an answer.
❖ You can give the description sentence by sentence, encouraging the students to guess each time, until one group wins.
❖ You can start with easy clues and slow speech, but then choose more difficult words and speak more quickly so the students really have to concentrate.
❖ **Time : 10 minutes**

Third Method : Learning & Guessing New Words
Secret Message

- ❖ Make two teams and have each stand in a line (parallel with each other).
- ❖ Take two students from the front of each line outside the classroom and whisper a sentence to them (e.g. "Tonight it is going to rain, and tomorrow it is going to be sunny").
- ❖ Then the students come back and whisper the sentence to the next student , who in turn whispers it to the next, and so on down the line.
- ❖ The student at the end either writes the correct sentence on the board or says the sentence to the teacher (depending on the level of the class).
- ❖ Points are awarded: 2 points for a perfect sentence, 1 point for nearly perfect and a bonus point if the team finishes first and get the sentence right.
- ❖ Then do it again with two new students.
- ❖ **Time : 10 minutes**

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 to help them guessing the meaning of the new words.
- ❖ The teacher shows a video which includes short stories, so the students get an overview of the content, and then ask students to answer the activity questions.

Learning New Vocabulary in Listening Text

- ❖ Teachers can use games in order to help students overcome any difficulties in learning new vocabulary in listening . There are many different games that can be used in listening to learn new words , such as:

Game (1) : I Went to the Zoo and I Saw a…

- ❖ This game is more advanced and involves listening as well as memorizing.

Procedures

- ❖ Choosing any animal names, start the game by saying "I went to the zoo, and I saw a monkey."
- ❖ Student responds with "I went to the zoo, and I saw a monkey and a lion."
- ❖ You respond with "I went to the zoo, and I saw a monkey, a lion, and a tortoise."
- ❖ For each turn, repeat the animals that have already been listed, in sequence, then add a new one. You may not repeat an animal.
- ❖ At first, this may be tricky, but with time you will be amazed at how many animals your student remember.
- ❖ After practicing this for a few time, students remember all the words and learn new words. This game can be varied with any list e.g. I went to the shop and I bought a…" or "In my fruit salad there is a…"
- ❖ **Time : 10 minutes**

Game (2) : Which One is the Odd One Out?

- ❖ *Which one is the odd out is a game that develops listening for a particular piece of information?*
- ❖ Say a list of words to your students that are part of a particular theme or category. Insert one word into the set that does not belong and ask your students to identify the word that doesn't belong.

Example:

- ❖ Apple, banana, lion, pear and apricot.
- ❖ The word lion is an animal, but the rest of the words are types of fruits.
- ❖ Start off with an easy example like this and later make the categories less obvious or make the odd word of a slightly different category.
- ❖ For example, say a list of vegetables and insert one fruit, or say a list of negative emotions and add in a positive emotion.
- ❖ **Time : 10 minutes**

Game (3) : The Whisper Game

- ❖ This game is best played with a group of students. For it to be most effective, you will need at least 6 students, so this could be a good game to play in a classroom.
- ❖ Divide students into two teams. Whisper a word to a student , who must then whisper it to the student next to him/her, and so it goes until the last student in line who has to say the word out loud. If he/she pronounces it correctly, the team gets a point.
- ❖ You can use this game through (Whisper a sentence to students).
- ❖ One student begins by whispering a sentence to the next student.
- ❖ They then have to whisper it to their friends and so on until the last student announces the sentence out loud.
- ❖ The first student should write down their sentence so that they can show the other students what they have actually said.

- ❖ It can be fun to alternate who comes up with the first sentence and who is the last student that must say it out loud.
- ❖ **Time : 10 minutes**

Listen to Stories

- ❖ You can use stories to learn new vocabulary through listening as follows:
- ❖ Listen to audiobook CDs or stories on YouTube, without looking at the screen.
- ❖ Ask your students about the story after s/he has heard it.
- ❖ Ask your students to close his eyes and listen to you reading the story without showing the pictures.
- ❖ Ask them to think about how s/he will draw the story for you in the morning.

You can use different stories such as the following :

- ❖ The first story, called Wake Up Mum, is about two little bears who try to wake their mother at the end of winter. They try all kinds of strategies to wake her – tickling her with spiders, getting a cuckoo to sing to her inside the cave, and eventually, awakening her with the sweet smell of honey.

Wake Up Mum

Two little bears peeped out of their cave. Winter was over and they could smell the fresh spring air. It was time to get up and play after their long sleep. "Let's run under the trees," said Ben. "I want to roll in the grass," said Bessie. "We'd better ask mum," said the bears together.

Ben and Bessie went into the cave where they had slept with their mum. There, she was in the far corner. Mother bear was still fast asleep. The two little bears tiptoed over to their mum and shook her gently. "Wake up mum. The snow has melted and it is time to play," said Ben.

Mother bear did not even move. She grunted and rolled over to carry on sleeping. "What can we do?" asked Bessie. "We need our mother to wake up and take us into the forest to have some fun." The two little bears sat outside the cave and tried to think of a way to wake up their mum. "I know, let's get some tickly spiders and see if they will wake up our mother," said Ben. The two bears went to find some tickly spiders. Bessie was feeling a bit scared of the spiders, but Ben collected them on a big leaf. He took them to where his mum was lying. The spiders walked off the leaf and across mother bear's back. Mother bear giggled in her sleep, but she did not wake up.

"I think we should ask a noisy cuckoo," said Bessie. The bears went out to the trees near the cave. Sitting in the tree was a cuckoo. "Cuckoo, cuckoo, cuckoo," sang the bird. The two bears asked the cuckoo to follow them back to the cave and call out to their mum. "Cuckoo, cuckoo, cuckoo," sang the bird but mum just rolled over and carried on sleeping.

The two little bears did not know what to do. They had tried tickling, making a loud noise and calling out to mum. "I know," said Ben. "What about something she likes to eat?" "Honey!" said the bears together. Off they ran to a beehive. They talked politely to the bees and the bees gave

them some honey. They ran back to the cave and tiptoed in to see if their mum would smell the honey.

Mum's big brown bear nose began to twitch. Then her nose began to wiggle, and she opened one eye. The baby bears took a few steps backwards. Mother bear opened both her eyes and blinked. The baby bears took a few more steps back. Now they were up at the opening of the cave. Mother bear sat up and gave a big sniff. "I smell honey," she said.

Mother bear was awake at last. Ben and Bessie were so happy. The little bears took a few more steps out of the cave and happily mother bear followed them. At last, they had found the best way to wake up mum! Three happy bears skipped into the forest to enjoy the spring and have fun together.

❖ Divide your students into groups and ask them to listen to the story and write the words they know while listening.

❖ Then , read the story slowly and ask them if they don't know the meaning of any word , they can ask you.

❖ Encourage students to try to guess the meaning of the new words . If they don't know, you can tell them.

❖ **Time : 15 minutes**

Guess the Meaning of New Word in Listening

❖ Use different activities to help students to guess the meaning of new word while listening and overcome any difficulties they face :

Activity (1): Listen & Guess

Topic: Appearance Function: describing people

Aims:

❖ Developing listening skills for selecting relevant information and learning new vocabulary and phrases to describe people .

Procedures:

❖ Listen to six people describing 6 other people they met in different situations .Ignore irrelevant information.

❖ Focus on their appearance and match the description you hear to the face in the pictures

❖ Pre-taught vocabulary: Beard, moustache, hair… Other new items are taught in context through visual/aural input

Follow-up activity:

❖ Play 'Guess who?' game , one student at a time describes a person from class. Other students guess who he\ she is.

❖ **Time : 10 minutes**

Identify Words Heard

Songs are an effective way to learn English because of many reasons:
- ❖ Songs introduce authentic language .
- ❖ They involve target language cultural aspects.
- ❖ They can be used to teach various language points.
- ❖ Using songs is a nice and joyful activity to foster listening skills.
- ❖ Songs are fun.
- ❖ Using songs in identifying the words heard is very effective.

Identifying Words in a Song

- ❖ Find a suitable song for your class and have copies of the lyrics.
- ❖ Give a set of cards for each group of 5 students . Each set of cards contains about 20 words. Some of these words are taken from the song. The others are not, but are similar in meaning or sound to the words from the song.

The Activity

- ❖ Give each group the set of words.
- ❖ Tell students that they have a few minutes to lay out the cards and decide what they think the song is about.

To help students brainstorm, ask a few questions:

Do you think it's sad or happy?

Is it a love song?
- ❖ *'Why?* Which *words make you think that?*
- ❖ Tell the students that in fact only some of these words are in the song, and that they'll listen to the song to find out which.
- ❖ If they hear one of the words, they should grab that card.
- ❖ The students in each group should compete to grab as many correct words as possible.
- ❖ They'll get +1 point for correct cards and -1 point for wrong cards.
- ❖ Play the song once for students to listen and grab.
- ❖ Then ask students how many cards they've got.
- ❖ Hand out the lyrics and ask students to find their words.
- ❖ The student with the highest number of points of each is the winner.

Follow up
- ❖ As a follow-up , use the lyrics for a variety of purposes, for example as a text for reading comprehension or language work, or for the class to sing together.
- ❖ **Time : 15 minutes**

Examples of Songs

Family song

Grandpa, Grandma!
Dad, Mom!
Brother, Sister!
Baby!

Family, family!
F-A-M-I-L-Y
Family, family!
I love my family!

https://www.liveworksheets.com/pv1841514is

The Listening Song
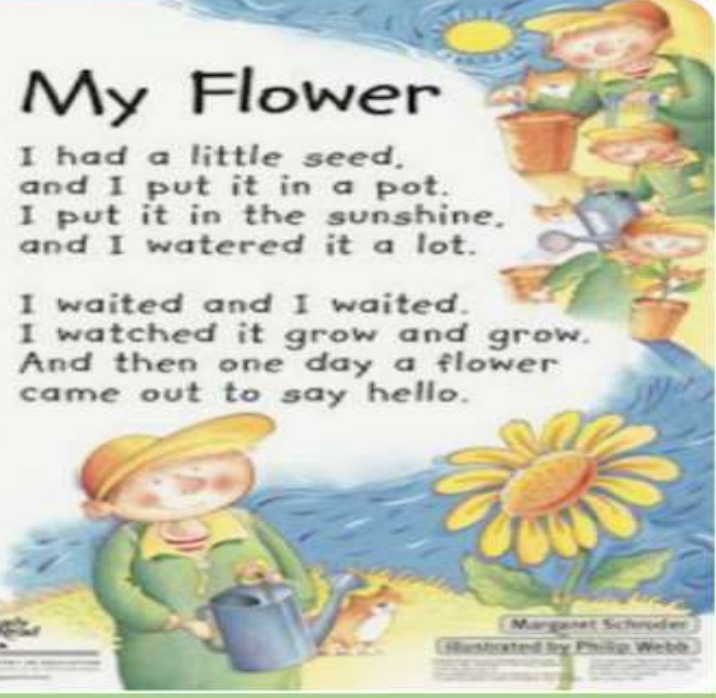(to the tune of Frère Jacques)

Eyes are watching,
Ears are listening,
Lips are closed,
Hands are still,
Feet are very quiet,
You should really try it.
Listening well, listening well.

My Flower

I had a little seed,
and I put it in a pot.
I put it in the sunshine,
and I watered it a lot.

I waited and I waited.
I watched it grow and grow.
And then one day a flower
came out to say hello.

Margaret Schroder
Illustrated by Philip Webb

- ❖ Use a free mobile application for helping students to learn the vocabulary in an exciting way ,and overcome any difficulty related to the new words through training at home with their parents such as: using Learn First Words – Baby application Learn First Words is an educational app designed to introduce your baby or toddler to everyday vocabulary. It is designed to teach your baby new words through sound, animation, and flash cards. It's fun, free, and perfect for children between the age of 1 to 5.

Learn First Words – Baby Application

Mobile Apps Activities for Students
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. Learning English Vocabulary app consists of two main parts. While the first part teaches basic English words with the help of flashcards, the learned vocabulary is tested in the second part. Learning English vocabulary offers a funny way to memorize words. You can find the easiest way to learn and memorize English words with this application. You don't need to know English to use the menus.

Another Free Mobile Application :Learning Vocabulary

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

Learn First Words - Baby

❖ Learn First Words is an educational app designed to introduce your baby or toddler to everyday vocabulary. It is designed to teach your baby new words through sound, animation, and flash cards. It's fun, free, and perfect for children between the 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 children allowing them to learn at their own pace.

Worksheets

Worksheet (1)

Clothes

By: Andrea Ges
@mypurpleclassroom

1 Listen and match:
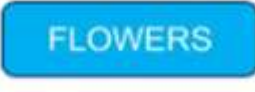
T-shirt

Shorts

Shoe

Socks

Hat

Dress

Jacket

Trousers

Shirt

https://www.liveworksheets.com/en221405jl

Worksheet (2)

1. Listen and match

🔊 🥚 (Easter egg)	BASKET
🔊 🧺 (basket)	EASTER EGG
🔊 🐰 (bunny)	BUNNY
🔊 (children egg hunt)	FLOWERS
🔊 (flowers)	EGG HUNT
🔊 🐤 (chick)	CHOCOLATE
🔊 (nest)	NEST
🔊 🍫 (chocolate)	CHICK

https://www.liveworksheets.com/er107033jd

Clothes and colours

Listen and choose the correct picture.

https://www.liveworksheets.com/hy520470om

WHO AM I?

1	2	3	4

🔊 I'm wearing an orange T-shirt	
🔊 I'm wearing black trousers	
🔊 I'm wearing a blue T-shirt	
🔊 I'm wearing an orange skirt	
🔊 I'm wearing a blue cap	
🔊 I'm wearing orange shoes	
🔊 I'm wearing a red jacket	
🔊 I'm wearing brown trousers	

https://www.liveworksheets.com/or1930383sa

LISTEN, DRAG AND DROP:

I LIKE   I DON´T LIKE

Designed by Freepik from Flaticon

LIVEWORKSHEETS

https://www.liveworksheets.com/xv1875548uu

Worksheet (7)

VOCABULARY
Food

Listen and write the correct number.

Worksheet (8)

FOOD

Listen and click

Theoretical Background on Vocabulary in Listening

- ❖ One sort of learning through meaning-focused input is vocabulary learning through listening. In order to obtain reasonable comprehension and success at guessing from context, learners would require at least 95% coverage of the running words in the input.
- ❖ Listening comprehension and vocabulary knowledge have a strong relationship. The 5000-word frequency was discovered to be the strongest predictor of variance in listening comprehension, both of which have important implications for EFL listening comprehension.

Resources

- ❖ https://www.fluentu.com/blog/educator-english/esl-listening-activities-for-kids/
- ❖ https://www.eslkidstuff.com/blog/top-10-lists/top-10-listening-activities-without-a-cd
- ❖ https://www.eslkidstuff.com/blog/top-10-lists/top-10-listening-activities-without-a-cd
- ❖ (https://empoweredparents.co/8-games-to-improve-your-childs-listening-skills/
- ❖ https://empoweredparents.co/funny-stories-for-kids/   https://ihworld.com/ih-journal/issues/issue-42/five-fun-ways-to-teach-listening-to-yl-effectively/
- ❖ https://unicefkidpower.org/listening-games-for-kids/
- ❖ https://busyteacher.org/14765-5-easy-listening-games-esl-beginners.html
- ❖ https://www.educationworld.com/a_tsl/archives/06-1/lesson011.shtml
- ❖ https://www.myenglishpages.com/blog/lesson-plan-identifying-words-in-a-song/
- ❖ https://www.pinterest.com/janineculbertson/kids-songs-with-actions/
- ❖ https://www.liveworksheets.com/en221405jl
- ❖ https://www.liveworksheets.com/er107033jd
- ❖ https://www.liveworksheets.com/hy520470om
- ❖ https://www.liveworksheets.com/or1930383sa
- ❖ https://www.liveworksheets.com/rh694045vq
- ❖ https://www.liveworksheets.com/es132982da
- ❖ https://www.liveworksheets.com/ox1240209ks
- ❖ https://www.liveworksheets.com/gm785510sj
- ❖ https://www.liveworksheets.com/xv1875548uu
- ❖ https://www.liveworksheets.com/tl1604517ka
- ❖ https://www.liveworksheets.com/ju76125vd

Golden Tips:

- ❖ **Use various tasks and activities to encourage and motivate students to participate in listening**
- ❖ **Praise your students and provide support such as (excellent work, well-done- ,...etc)**
- ❖ **Use simple and interesting listening texts suitable for your students.**
- ❖ **Try to use words and expressions related to students' beloved country Syria.**

Topic Four : 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 individual sounds in a word (Phonemic Isolation).
- ❖ Refugee students have difficulties in listening and saying new words when a sound is taken away (Phonemic deletion).
- ❖ Refugee students have difficulties in listening and saying new words when a sound is added .(Phonemic Addition).
- ❖ Refugee students have difficulties in substituting one phoneme for another to make a new word (Phoneme Substitution).

Learning Outcomes

By the end of this topic, fourth grade students will be able to:
- ❖ Recognize the word that remains when a phoneme is removed. (Phonemic deletion)
- ❖ Recognize the same sounds in different words (Phonemic Identity) .
- ❖ Recognize a word, in a set of three ,that has an odd sound.
- ❖ Listen to a sequence of separately spoken sounds and then combine the sounds to form a word.
- ❖ Cut a word into separate sounds and count how many sounds they hear.
- ❖ Make a new word by adding a phoneme to an existing word. (Phonemic Addition)
- ❖ Substitute one phoneme for another to make a new word.(Phoneme Substitution)

Learning Resources

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

Intervention Strategies

Game Based Learning	Questioning

Multisensory Approach (Audio-visual – Multimedia)	Mobile Based Learning : Mobile Applications

Puppets

Procedures of The Topic

Recognizing students' learning difficulties (sound discrimination)

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

First Method : Phoneme Deletion	Second Method Phoneme Deletion
What is My Word?	**Feed the Puppet Activity**

First Method : Phoneme Deletion

❖ In this method , students need to take-away-A-Sound.
❖ Ask students to listen and say new words when a sound is taken away.
❖ Start by telling them that they are going to take away sounds. When you say, 'What's my word? They 'll say the new word.
❖ Select word pairs that will be used. It is usually important to start with three phoneme words.
❖ Demonstrate by saying the word, "cat."
❖ The students repeat the word, "cat."
Then say , "Take away the /c/ sound. What's my word?"
❖ Students respond with "at".
and your students repeat words and/or sounds as needed.
❖ Continue and give new word pairs.
❖ You can say the word "cat" and then say the word "at" and ask students what sound was taken away.
❖ Deleting sounds in the middle and at the end of words is also a variation of this method .

Second Method Phoneme Deletion

❖ Use a puppet with a mouth. Use blocks to represent the sounds in words.
❖ Say the puppet wants to eat the /n/ sound today.
❖ Use the blocks and say a word that has the /n/ at the start or the end such as' nice'.
❖ Show the students the blocks for the sounds n-i-c-e
❖ 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 "ice".
❖ Repeat with other blocks of the sounds.

Third Method : Phoneme Addition
Add-A-Sound

❖ Ask students to listen and say new words when a sound is added.
❖ 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?
❖ The teacher and students repeat words and/or sounds as needed.
❖ Continue and give new word pairs.
❖ In addition , give them the following task:

LET'S ADD SOUNDS

Reading Phonics
Phoneme Addition

Add a sound at the front of each word
to spell the word for each picture.

lip   flip

arm   [   ]

lap   [   ]

Fourth   Method: Phoneme Addition
Hello, Block

- ❖ Give each student three blocks or cubes.
- ❖ Put two blocks together and tell them these blocks represent the word "en."
- ❖ Point to the first block (the one on your right, the student's left) and say /e/. 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 /t/.

When you add the /t/ block to the /en/ blocks "Hello, /t/" ask the students what is the new word ?

Fifth   Method : Phoneme Substitution
Silly Sound Switch

- ❖ Ask students to take familiar phrases and substitute sounds to make a silly phrase.
- ❖ Pre-select the phrase that will be used.
- ❖ Demonstrate by saying, "Row, row, row, your boat, gently down the stream" and students repeat.
- ❖ Next say, "Let's switch a new sound for the /b/ in boat. Let's try /g/. What's the new phrase?
- ❖ Students should respond with the right answer such as "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 method 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.

You can also apply the following worksheet:

Phoneme Substitution

Replace all the beginning sounds to make a new word. Write the new word on the lines. Use the pictures as clues.

sail   mouse   van

_____   _____   _____
....
_____   _____   _____

goat   jump   pain

_____   _____   _____
....
_____   _____   _____

Sixth Method :Sound Surprise

❖ Substitute the /ĭ/, /ă/ , /ŭ/ or sound for the short vowel sound in each word. Write the new word on the line.

Substituting Phonemes

Substitute the /ĭ/ sound for the short vowel sound in each word. Write the new word on the line.

1.	bull	_____	4.	wall	_____
2.	sat	_____	5.	bun	_____
3.	fun	_____	6.	mall	_____

Substitute the /ă/ sound for the short vowel sound in each word. Write the new word on the line.

7.	limp	_____	10.	con	_____
8.	curt	_____	11.	bit	_____
9.	it	_____	12.	dirt	_____

Substitute the /ŭ/ sound for the short vowel sound in each word. Write the new word on the line.

13.	tick	_____	16.	track	_____
14.	pat	_____	17.	fin	_____
15.	pin	_____	18.	pick	_____

Remediation Techniques

❖ Use activities, questions and games in order to help students overcome any difficulties in sound discrimination whether phoneme deletion , addition or substitution .

❖ First of all, teacher arouses students' interest and activates their prior knowledge in sound discrimination by giving them the following activities :

Activity (1)

Play 'Follow the Leader' with your family. One person chooses some body percussion (for example, patting their knees, clapping their hands or clicking their fingers), the rest of the family have to copy them. Take turns to be the leader.

Listen to some music at home with your family. Can you all clap along to the beat?

Teach everyone at home the "Pat-a-cake, pat-a-cake, baker's man" rhyme and show them how to clap their hands together to the beat.

How many different sounds can you make with your mouth?

Use your voice to make sounds like a car, a dog, a ghost, a train and bubbles under water.

Ask a grown up at home if they can remember any playground clapping games from when they were at school? Can you learn one and show it to your friends?

❖ Divide students into three groups and ask each group to discuss the pictures.

❖ Collaborate with students in their discussion as follows:

❖ Body Percussion - I can use my body to make sounds such as (tap feet, click fingers)

❖ Challenge students to copy simple patterns that you perform first - stamp! stamp! clap! stamp! stamp! clap!

Play an animal themed guessing game. Make some sound effects for different animal noises and encourage someone to guess what animal sound you were making. You could 'meow' like a cat, 'woof' like a dog or 'hissss' like a snake.

Teach a grown-up the song 'Old MacDonald Had a Farm'. What animals will be in your song? What noises do the animals make?

Try reading and saying these noisy sentences:
The car went beep, beep!
The lion went ROAR!
The cat went meow!
Can you think of a noisy sentence of your own?

Play a funny voices game as you listen to a story. Think about the sounds or voices each character might use and try saying some sentences as each character. Can you speak like a troll? How about a fairy? What other characters could you be? Can you change your voice to make different voices for each character?

Look through a storybook and add sound effects for everything that happens. E.g. magic beans falling on the floor, climbing up the beanstalk, giant's footsteps, etc.

Try making some different voice sounds to show different feelings and emotions e.g. 'oh!' when surprised, 'mmmm' when eating something yummy and 'sshh' when trying to be quiet!

Use your voice to create some sound effects. Can you make a sound like a ticking clock or a doorbell? Listen to sounds you hear around your home – can you make a sound just like them?

❖ Provide any help for students if they need.
❖ This activity helps students to revise their knowledge about general sound discrimination .

Zoe the Zookeeper wanted to name some of her animals. She wants the names to start with the same letter sound as the animal. So far she has thought of Charlie Chimp and Tommy Tiger. Can you help her think of some names for her Lion, Snake and Panda?

Charlotte the Chef is making some silly sound soups! Each soup needs 3 ingredients that start with the same letter sound. She has already made the 't' sound soup with toffees, tomatoes and toast! Can you think of 3 foods to put in the 'c' sound soup?

Go on a letter sound hunt! Look around at home or in an outside area and find things beginning with the same letter sound. Can you find 3 things beginning with 't'? What other letters can you choose?

❖ Divide students into three groups and ask each group to discuss its picture.
❖ Collaborate with students in their discussion.
❖ Provide any help for students if they need.
❖ This activity helps students to revise their knowledge about phoneme segmentation and isolation .
❖ After performing this activity , go to phoneme deletion , addition and substitution .

Activity (3): Sound Discrimination in Listening

Letters and Sounds

❖ All the elements in Letters and Sounds are focused on developing students' sound discrimination and listening skills (so hearing, not reading).

❖ Use lots of different practical activities for sound discrimination such as :-

Environmental Sounds

I can listen to, identify and join in with making sounds.

❖ Sounds we hear every day are all around us.

❖ Stand in your class with your students and close your eyes. What can you hear?

❖ You can do the same in the park or at any place. Are the sounds you hear different? Are there any sounds that you can't identify?

❖ Join in with the following activity , what sounds can you listen to?

Instrumental Sounds

❖ I can distinguish between 2 or 3 instruments.

❖ If you don't have percussion instruments (shakers, bells, whistles) in the house then you can improvise using plastic bottles with sand or rice in them, cooking pans upside down with wooden spoons as drumsticks, pan lids as cymbals...

- ❖ Play one of a small selection of instruments hidden from view of your student. Can they play the correct instrument back to you? Make it trickier by playing two instruments.
- ❖ Investigate musical instruments, what they look like and their sounds.
- ❖ Listen to different types of music and discuss the sounds you can hear in the following activity :

Create a musical show to perform! Use a variety of instruments and noise makers and create a musical show for your friends or family. Try creating a musical pattern using a variety of different sounds.

Do you have any musical instruments at home? Ask an adult to show you how they are played and try making some sounds with the instrument. Take a photo or draw a picture of your instrument to share with the group. Don't worry if you don't have any instruments – you could always make your own instrument, like a simple shaker!

Make a collection of toys and instruments/noise makers. Then use the instruments to create a sound effect for each toy. Talk about the different sounds the instruments make and why they match each toy.

Use the Internet to find out about some different instruments. See if you can listen to some different instruments. Which is your favourite? Draw a picture of your favourite instrument and write what it is called.

As you listen to a story or rhyme, use some instruments or noise makers to add sound effects to the story. Think about how different instruments could be played to create different effects. For example can you make a loud noise and a quiet noise using the same instrument?

Play a listening and copying game using a small set of instruments and noise makers. Play a sound for the other person to copy. Try creating loud and quiet sounds and also some simple sound patterns.

Phoneme Deletion

❖ Deleting and manipulating individual sounds is the most complex phonological awareness skill. It is an important task when students are brainstorming rhyming or alliterative words, or correcting their spelling.

❖ It involves identifying the sounds in words and deleting or swapping sounds to make new words.

❖ An example of deletion is: "What is 'swing' without the /s/?" The answer would be "wing"

❖ An example of manipulation is: "What happens when you take off the /d/ in 'dog' and swap it with /ck/?" The answer would be "dock".

❖ Present some examples of phoneme deletion to help your students overcome any difficulties in this skill:

❖ For example, the counters can be used to represent the phonemes in the following words:

Q. What is "flag" without the /f/?

word
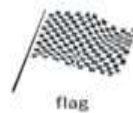
flag

1. The student can be scaffold to segment the word into its sounds:

phonemes	f	l	a	g
	fan	leg	cat	gap

2. The deletion of the /f/ sound can be modelled and/or shown visually with counters or letters

phonemes	f / fan	l / leg	a / cat	g / gap

3. The student and teacher can blend the sounds back together to make the word: "lag"

phonemes	l / leg	a / cat	g / gap

"lag"

In this example you could also replace the /g/ with a /ck/ sound.

"lag"

phonemes	l leg	a cat	~~g gap~~
phonemes	○	●	⊘

phonemes	l leg	a cat	k c gap
phonemes	○	●	○

❖ Vowel sounds can also be deleted or manipulated:

farm

phonemes	f fan	~~ar car~~	m met
phonemes	○	⊘	○

phonemes	f fan	ar cork	m met
phonemes	○	●	○

farm

one word

It can be more of a challenge to delete sounds that are not at the start of the word.

Q. What is "strung" without the /r/?

strung

phonemes	s sun	t tin	~~r red~~	u rub	ng sing
phonemes	○	○	⊘	●	○

❖ It can be more of a challenge to delete sounds that are not at the start of the word.
❖ Q.   What is "strung" without the /r/?

phonemes   s   t   u   ng
            sue   tip   rub   sing

phonemes   ●   ●   ●   ●

New Word   stung
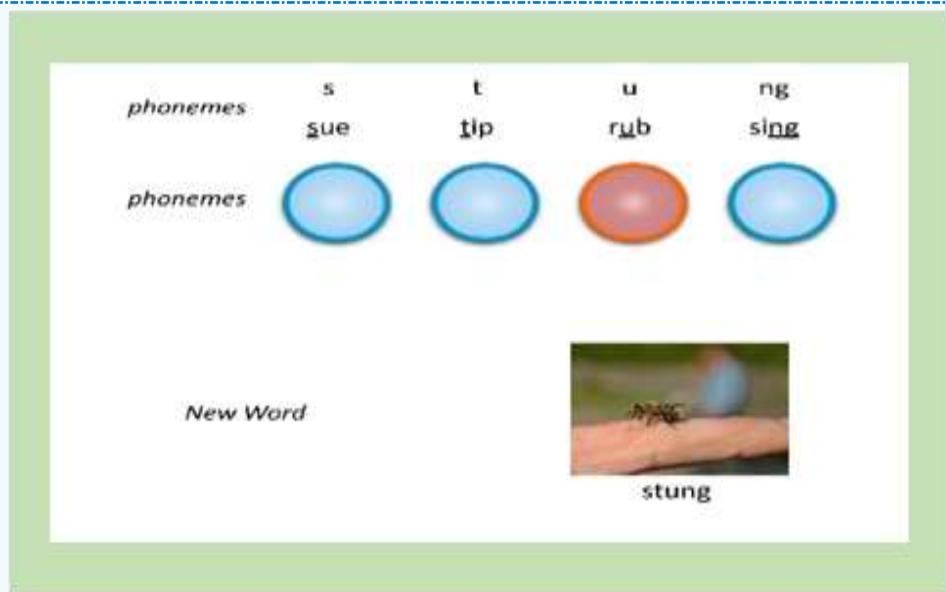
Note

❖ These phoneme deletion and manipulation tasks can be created with any word, and will often result in interesting and humorous new words.

❖ Students can use such activities to play with words and discuss what a real word ism and what is not.

❖ Ask students what word you get when you add:

❖ \b\ to the beginning of lock?

❖ \d\ to the beginning of rag?

❖ Tell them that deleting phonemes through:

❖ Say stop without \s\.

❖ Say frog without \r\.

Clarify to your students some information about phoneme deletion such as :

❖ Phoneme deletion is recognizing the word that remains when a phoneme is removed from another word.

❖ It is a skill that involves students manipulating spoken words by deleting specific phonemes.

❖ **You may ask your students the following:**

❖ *Say cat – now say cat without the /c/ sound.*

❖ *Say spark – now say spark without the /s/.*

Give your students examples of phoneme deletion to help students recognize it:

❖ Teacher: What is bunk without the /k/?

❖ Students answered: "Bunk" without the /k/ is "bun".

Using different intervention strategies to help students overcome any difficulties in phoneme deletion such as :-

Using picture cards

- ❖ Select the word(s) to use for the phoneme deletion.
- ❖ Tell students you are going to say some words out loud and ask them to say the words without specific sounds.
- ❖ Say the word out loud and prompt students to say the word without a specific sound (e.g., "What word do we have if we say bat without the /b/ sound?").
- ❖ Practice deleting both beginning and ending sounds in words.
- ❖ Repeat the tasks until students can fluently delete phonemes with accuracy.
- ❖ Complete this activity with picture cards where students delete the beginning or ending sound in a word.

Word Picture Cards

- ❖ Examples of word picture cards that can be used during phoneme deletion tasks and games.
- ❖ Hold a card and ask the students to say the word without the first sound.
- ❖ For example, if you are holding up a picture of a cat, the students would say 'at'.
- ❖ You can then do this but with the final sound in words.

Decide which sounds you'd like students to isolate beginning, middle, or ending sound.

Direct Teaching of Phoneme Isolation

Beginning Sound	The teacher says a spoken word or presents a picture card and asks the student to say the word without the initial phoneme. The student has to mentally delete the phoneme and say the word without it. Example: Teacher: "What word would be left if the /b/ sound was taken away from *bat*?" Student: "at" Teacher: "What word would be left if the /k/ sound was taken away from *clock*?" Student: "lock"
Ending Sound	The teacher says a spoken word or presents a picture card and asks the student to say the word without the ending phoneme. The student has to mentally delete the phoneme and say the word without it. Example: Teacher: "What word would be left if the /t/ sound was taken away from *pant*?" Student: "pan" Teacher: "What word would be left if the /s/ sound was taken away from *pots*?" Student: "pot"
Syllables	The teacher says a spoken compound word or presents a picture card and asks the student to say the word without a specific syllable. The student has to mentally delete the phoneme and say the word without it. Example: Teacher: "What word would be left if *base* was taken away from *baseball*?" Student: "ball" Teacher: "What word would be left if *cake* was taken away from *cupcake*?" Student: "cup"

Using Puppets : Feed the puppet activity

❖ Use a puppet with a mouth.
❖ Use blocks to represent the sounds in words.
❖ You could 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/ and ask:

Which block will I feed the puppet today?

❖ Have a student put the block in the puppet's mouth and then ask what the word is now.
❖ Students would then say 'at'.

Using different activities help students to practice phoneme deletion and overcome any difficulties students face such as :

Activity (1):Good-Bye, Block

❖ **Aim**: Practice phoneme deletion by manipulating blocks.
  <u>**Procedures**</u>
❖ Give each student three blocks or cubes.
❖ Show the students three blocks that are related 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.
❖ **Time: 15 minutes**

Activity (2):Deleting Phonemes

Say "mice".

Now say mice without the
/m/
(ice)

- ❖ **Aims** : This activity helps develop phonemic awareness, which is a part of phonological awareness. This is an advanced activity in which students take words apart, remove one sound, and pronounce the word without the removed sound .
- ❖ Resources : magnetic letters, or letter cards with a pocket chart.

Procedures:
- ❖ Teach students how to manipulate words by deleting individual phonemes in a word. Usually, phoneme deletion takes place orally, not using the written word, but this activity can be utilized along with magnetic letters, or letter cards with a pocket chart to incorporate tactile learning while manipulating letters and phonemes.
- ❖ Introduce the activity by starting with compound words and removing a part of the word. For example, use a word such as dollhouse, and ask the students to say it without doll. Students will say house. Next, tell students to say playground, without the ground or ice-cream without cream.
- ❖ Once students become familiar with removing parts of a compound word, direct them into omitting single sounds. This helps them recognize individual phonemes.
- ❖ For example, ask students to say ball without the /b/. They say all.
- ❖ Try this with many words by first omitting beginning sounds, then moving on to ending sounds.
- ❖ When the students can omit beginning and ending sounds successfully, they can start to omit middle sounds.
- ❖ **Time: 15 minutes**

Tips:
- ❖ It is important to start this activity with a lot of modeling and thinking aloud for the students as a form of scaffolding before asking them to do it on their own.
- ❖ *Give students different worksheet to check whether they can be able to apply phoneme deletion or not . (such as the following Worksheet :*

Phoneme Deletion

Delete the /s/ sound from each of the following words. Write the new word on the line.

1. mist   _____
2. stop   _____
3. sand   _____
4. fast   _____
5. gust   _____
6. shoot   _____
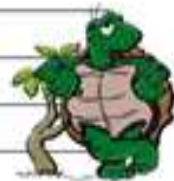
Delete the /d/ sound from each of the following words. Write the new word on the line.

7. stand   _____
8. band   _____
9. card   _____
10. seed   _____
11. dash   _____
12. tied   _____

Phoneme Addition

- ❖ Making a new word by adding a phoneme to an existing word.
- ❖ Teacher: What word do you have if you add /p/ to the end of lam?
1 : Lamp.
- ❖ Phoneme addition involves adding a phoneme to a word to make a new word. For example, add /s/ to the beginning of the word park. What word do you have now?

Using different activities help students to practice phoneme addition and overcome any difficulties , students face such as :

- ❖ Use picture cards and hold up objects that can have phonemes added to their words. For example, hold up a picture of a pot and ask your students what the new word is if I add "s" to the beginning of the word pot, /s/ /pot/. You can keep doing this with a variety of images.

Activity (1): What's My Word? Add-A-Sound Version

- ❖ **Aim**: students hear and say new words when a sound is added.
- **Procedures :**
- ❖ Say "Today we are going to add a sound to a word. 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.
- ❖ The teacher and students repeat words and/or sounds as needed.
- ❖ Game continues with the teacher giving new word pairs.
- ❖ **Time: 15 minutes**

Activity (2):Phoneme Addition: Hello, Block

- ❖ **Aim** : Students practice phoneme addition by manipulating blocks.
- ❖ To Teach: 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 students' 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 by introducing a new block.
- ❖ Hold a third block and call it /p/.
- ❖ When you add the /p/ block to the /in/ blocks "Hello, /p/" show the students that the new word is "pin."
- ❖ The level of difficulty may be increased by using more sounds and blocks.
- ❖ **Time: 15 minutes**

Activity (3):Practice Phoneme Addition to Make New Words

- ❖ Use this activity as a whole class activity to practice creating new words by adding sounds.
- ❖ To play, shuffle the cards and place them face down in rows in the middle of the playing area.
- ❖ Players take their turn by flipping over two cards to find a match.
- ❖ For example, if the students pulls the " 🎲 + d" card, they would match it to the " 🎲 " card because adding the /d/ phoneme creates the word "dice."
- ❖ If the cards make a match, the player keeps them and takes another turn. If the cards do not match, they turn the cards back over and the next player takes their turn.

- ❖ Play continues until there are no more cards left in the playing area. The player with the most matches wins!
- ❖ Show the card to students and have them say the picture word, then add the phoneme and say the new word.
- ❖ **Time: 15 minutes**

Activity (4):Show Me

- ❖ Give each student a mini dry-erase board and a dry-erase marker.
- ❖ Project a phoneme addition card and have your students write the new word made on their board.
- ❖ When everyone has written down their answer, say, "Show Me."
- ❖ Students will flip their boards, allowing you to see who needs extra support adding phonemes.

Activity (5):Odd Man Out

- ❖ Set up 8 stations by placing three cards at desks throughout the room—1 phoneme addition card and 2 picture cards, making sure 1 of the picture cards completes the added phoneme pair.
- ❖ Students pairs will rotate through each station and identify the cards that match, writing their answers on a separate sheet of paper.

Activity (6):Knock Off

- ❖ Have your students stand up and make a line across the room.
- ❖ Project a phoneme addition card on the screen.
- ❖ Draw a student's name and have them tell you the new word created when the specified phoneme is added.
- ❖ If the students correctly identify the new word, they tap the person on their left or right to send them back to their seat.
- ❖ If the students answer the card incorrectly, they must sit out. Game continues until there is only 1 student standing.
- ❖ *Give students different worksheet to check whether they can be able to apply phoneme addition or not . (such as the following Worksheet):*

Phoneme Addition

Say the name of the picture. Then add the phoneme provided to the beginning or end of the picture to form a new word. Write the new word on the line.

+ /t/   + /ow/   + /f/

_____   _____

+ /t/   /t/ +   + /d/

_____   _____

Phoneme Substitution

❖ Phoneme substitution is Substituting one phoneme for another to make a new word.
❖ It involves the students manipulating spoken words by substituting certain phonemes for others.

In Phoneme substitution , teacher may say:
❖ What word do we have if we change the /c/ sound to /r/ sound in cat?
❖ What word do we have if we change the /d/ sound to /l/ sound in dog?
❖ Teacher presents the following picture :

❖ Say to students the word is "sit." Change /s/ to /f/.
❖ Students respond : "Fit.

Using different activities help students to practice phoneme substitution and overcome any difficulties students face such as :

❖ Use plain colored pieces of paper for this activity. First, you need three of the same colored cards and display them so students can see (a pocket chart works well).
❖ Tap each card as students help you segment a given word – let's say 'hat'.
❖ Do this multiple times touching the index cards as you segment the word /h/ /a/ /t/. Now, you are going to 'chop' it – often a hand signal like a karate chop works well here. You will remove the first card and add a different colored card to that same spot. This is where you give them a new sound. Let's say /m/. Then blend those phonemes together to get the new word 'mat'.
❖ Repeat above but do it with counters.

Using different intervention strategies to help students overcome any difficulties in phoneme substitution such as :-

Word Picture Cards

- ❖ Select the word(s) to use for the phoneme substitution.
- ❖ Tell students you are going to say some words out loud and ask them to replace certain sounds with others and then say the new word.
- ❖ Tell them the new word might not always be a real word—it might be silly made up word.
- ❖ Say the word out loud and prompt students to replace a specific sound with another sound (e.g., "What word do we have if we change the /r/ in run to /b/?") .
- ❖ Practice substituting beginning, middle, and ending sounds.
- ❖ Repeat the tasks until students can fluently substitute phonemes with accuracy.
- ❖ Complete this activity with picture cards where students substitute the beginning, middle, or ending sounds in words.

    Decide which sounds you'd like students to substitute beginning, middle, or ending sound.

Direct Teaching of Phoneme Isolation	
Beginning Sound	The teacher says a spoken word or presents a picture card and asks the students to replace the beginning phoneme in the word with a new phoneme. The students have to mentally substitute the phonemes and say the new word. Example: Teacher: "What word do we have if we change the /k/ in cat to /r/?" Student: "rat" Teacher: "What word do we have if we change the /s/ in sat to /p/?" Student: "pat"
Middle Sound	The teacher says a spoken word or presents a picture card and asks the students to replace the middle phoneme in the word with a new phoneme. The students have to mentally substitute the phonemes and say the new word. Example: Teacher: "What word do we have if we change the /a/ in cat to /o/?" Student: "cot" Teacher: "What word do we have if we change the /o/ in clock to /i/?" Student: "click"
Ending Sound	The teacher says a spoken word or presents a picture card and asks the students to replace the ending phoneme in the word with a new phoneme. The students have to mentally substitute the phonemes and say the new word. Example: Teacher: "What word do we have if we change the /t/ in cat to /p/?" Student: "cap" Teacher: "What word do we have if we change the /p/ in clop to /m/?" Student: "clam"

Activity (1): Phoneme Substitution: Silly Sound Switch

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

- ❖ **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.

Note

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

Activity (2) :Phoneme Substitution: Trading Places

Substituting phonemes through:
- ❖ Identify what sound is different (e.g. well- shell; paste –pest; tent-tend).
- ❖ Aim : students practice phoneme substitution by manipulating blocks.
- ❖ To Teach: Give each child five or six blocks or 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.
- ❖ *Give students different worksheet to check whether they can be able to apply phoneme substitution or not .   (such as the following Worksheets):*

Phoneme Substitution

Replace the bolded letter with the phoneme in the box. Write each new word on the line.

1. l**i**ve   /ŏ/   _____

2. h**i**ve   /ă/   _____

3. **b**ag   /t/   _____

4. **r**ace   /f/   _____

5. r**i**b   /ū/   _____

6. si**n**   /r/   _____

7. fai**l**   /m/   _____

8. **cr**ab   /dr/   _____

9. **t**uck   /pl/   _____

10. **cl**ick   /tr/   _____

11. **l**ine   /f/   _____

<u>Using online games to help students overcome any difficulties in phoneme deletion, addition and substitution .</u>

❖ There are many websites that provide interesting online games such as :

❖ https://wordwall.net/en-us/community/phoneme-deletion

❖ This website includes different games related to phoneme deletion , addition and substitution such as the following:
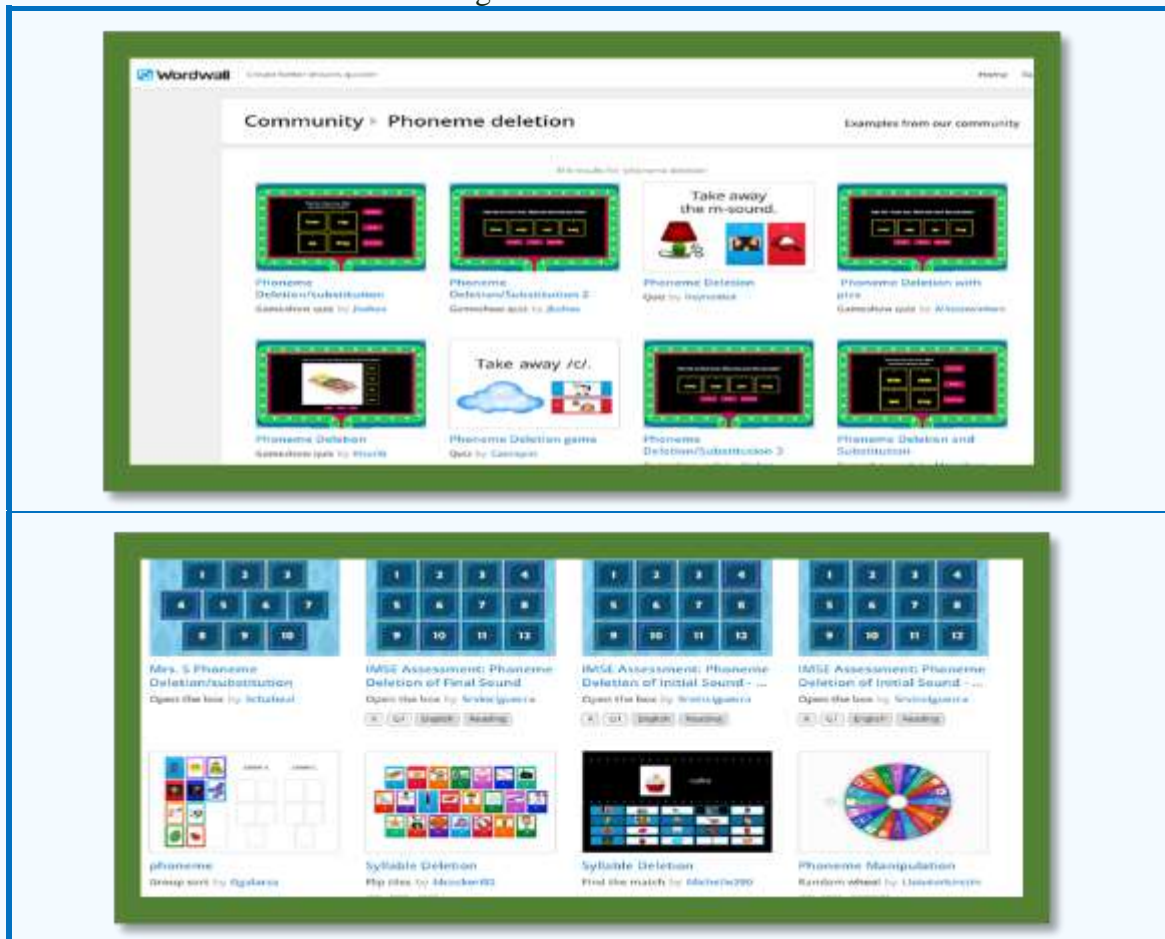
<u>When you choose any game and click on , you find the following:</u>
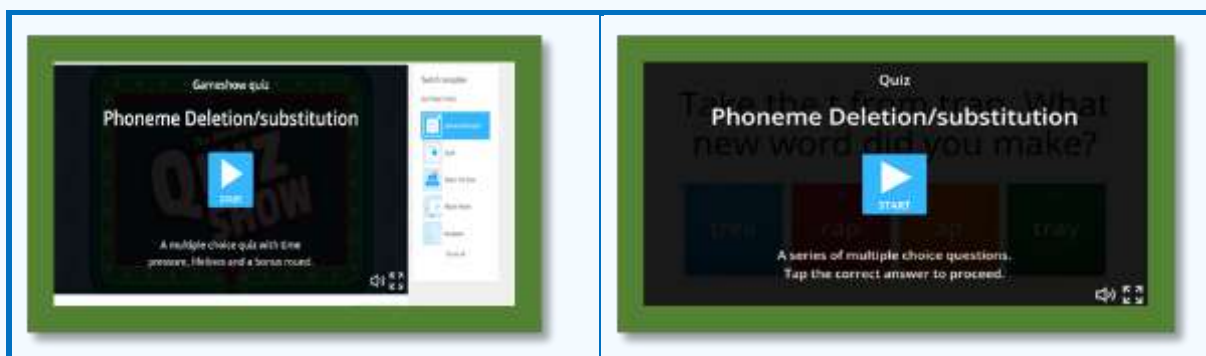
Using YouTube videos and songs   will help students practice phoneme deletion, addition and substitution

❖ Ask students to use the following link about phoneme substitution :
https://youtu.be/9GA1DgFy_do

❖ Ask them to use it and enjoy.
❖ Then discuss with them what they watch .
❖ Ask students to use the following link about Phoneme Deletion

❖ Ask them to use it and enjoy.
❖ Then discuss with them what they watch .
❖ Ask students to use the following link about Phoneme addition
https://youtu.be/2aOZWj0aaU0

❖ Ask them to use it and enjoy.
❖ Then discuss with them what they watch .

Worksheets

Matches the word with what fit :
Note: (B) for Blending and (D) for Deletion

Cl + ock = Clock ☐

Win - W = In ☐

Fl + ip = Flip ☐

Cold - C = Old ☐

Gl + ass = Glass ☐

Mice - M = Ice ☐

B

D

https://www.liveworksheets.com/ao1730072jf

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Phoneme Deletion

Phoneme deletion is the deleting or removing of a sound in words. Perform phoneme deletion by removing the sound in these words!

"Delete" the /s/ sound from the following words. What do you get?

Mist   Stop   Sand   Fast   Gust

"Delete" the /d/ sound from the following words. What do you get?

Stand   Band   Card   Dash

"Delete" the /t/ sound from the following words. What do you get?

Stand   Cart   Train   Trap   Taps

"Delete" the /b/ sound from the following words. What do you get?

Bam   Bat   Bash   Band   Bark

"Delete" the /n/ sound from the following words. What do you get?

Band   Cant   Bend   Rend

https://www.liveworksheets.com/mx1996919cx

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.

Swap the underlined sound in each word to form a new word. Write the new word below each picture.

w̲ing

_____	_____	_____

pump

_____	_____

fair

_____	_____

https://www.liveworksheets.com/ed2937553ny

Name: _____ • _____

Phoneme Addition Worksheet

s + top ➡ _____

m + at ➡ _____

t + ap ➡ _____

c + rib ➡ _____

b + and ➡ _____

c + at ➡ _____

Name _____ Phoneme Addition/Deletion

Phoneme Addition

Do phoneme addition in each of the boxes. Say the name of the picture. Then add the phoneme provided to the beginning or the end of the picture to form a new word. Write the new word on the line.

/s/+ 🌳 + /t/

🔔 + /t/

_____

_____

🎺 +/e/+ /t/

/h/ + 💪

_____

_____

/s/ + 🐱

/s/ + 🍳

_____

_____
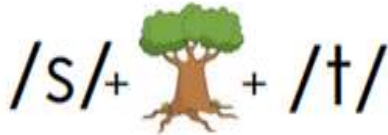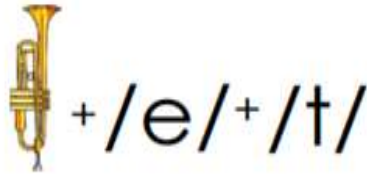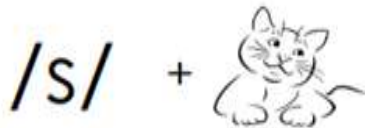
Name _____ Phoneme Addition/Deletion

Phoneme Deletion

Say the name of the picture. Then remove the phoneme provided from the name of the picture to form a new word. Write the new word on the line.

 –/k/

 – /t/

_____

_____

 –/l/

 –/s/

 – /s/

_____

_____

125
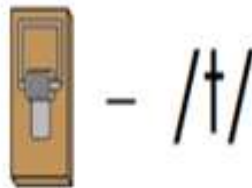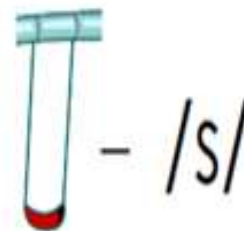
Name _____ Phoneme Addition/Deletion

Making New Words with
Phoneme Deletion

Delete the /t/ sound from each of the following words. Write the new word on the line.

1. taps _____

2. trap _____

3. train _____

4. cart _____

5. stand _____

6. trace _____

Delete the /b/ sound from each of the following words. Write the new word on the line.

7. bash _____

8. bat _____

9. bam _____

10. band _____

11. bark _____

12. braid _____

https://www.mathworksheets4kids.com/language-arts/phoneme/substitue.pdf

Phonemic Awareness – Phoneme Isolation

Click on the picture. Listen to each word. Write the letter for the missing sound.

1. _____o g

2. w i_____

3. _____ n t

4. f __ n

5. _____ e t
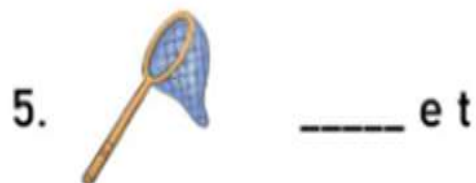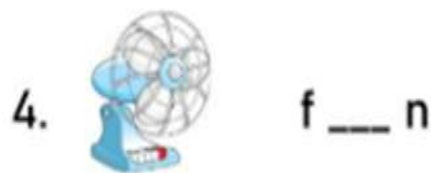
▪ **Start by working with short vowels. Look at the middle sound of each word. Replace each middle vowel with short vowel.**

Phoneme Substitution

Name: _____

Look at the middle sound of each word. Replace each middle vowel with short /o/.

map	lick	sacks
m _ p	l _ c k	s _ c k s

Look at the middle sound of each word. Replace each middle vowel with short /a/.

bug	bet	hut
b _ g	b _ t	h _ t

Look at the middle sound of each word. Replace each middle vowel with short /u/.

bag	hat	pop
b _ g	h _ t	p _ p

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▪ **Look at the beginning sound of each word. Replace the beginning sound with a given letter.**

Name: _____   /z/, /n/, and /b/

Look at the beginning sound of each word. Replace the beginning sound with the letter /z/.

boo	map	hero
_ o o	_ a p	_ e r o

Look at the beginning sound of each word. Replace the beginning sound with the letter /n/.

rut	vest	bet
_ u t	_ e s t	_ et

Look at the beginning sound of each word. Replace the beginning sound with the letter /b/.

rat	rug	fox
_ a t	_ u g	_ o x

▪ **Look at the middle sound of each word. Replace each middle vowel with short /u/.**

Name: _____

/u/, /i/, and /e/

Look at the middle sound of each word. Replace each middle vowel with short /u/.

son	cop	hog
s _ n	c _ p	h _ g

Look at the middle sound of each word. Replace each middle vowel with short /i/.

fox	lap	wag
f _ x	l _ p	w _ g

Look at the middle sound of each word. Replace each middle vowel with short /e/.

tan	not	log
t _ n	n _ t	l _ g

http://www.EnglishWorksheetsLand.com

Name _____ Phoneme Substitution

Phoneme Substitution

Replace the beginning sound of each word with the /**m**/ sound to create a new word that matches the picture. Write the new word on the line.:

sat

cap

nail

_____   _____   _____

Replace the beginning sound of each word with the /**k**/ sound to create a new word that matches the picture. Write the new word on the line.:

rap

bat

bar

_____   _____   _____

Replace the beginning sound of each word with the /**p**/ sound to create a new word that matches the picture. Write the new word on the line.:

hot

cup

man

_____   _____   _____

Phoneme Substitution

Replace the **ending** sound of each word with the /p/ sound to create a new word that matches the picture. Write the new word on the line.:

cab   man   cut

_____   _____   _____

Replace the **beginning** sound of each word with the /f/ sound to create a new word that matches the picture. Write the new word on the line.:

harm   wood   lace

_____   _____   _____

Replace the **ending** sound of each word with the /t/ sound to create a new word that matches the picture. Write the new word on the line.:

pod   cup   man

_____   _____   _____

Phoneme Substitution /ŭ/

Replace the short vowel sound of each word with the short /ŭ/ sound to create a new word. Write the new word on the line.

pat	net	pan
_____	_____	_____
mitt	pick	son
_____	_____	_____
bitter	rest	mist
_____	_____	_____

Theoretical Background on Sound Discrimination

❖ **PHONEME DELETION** is a strategy that helps develop students' phonemic awareness, which is part of phonological awareness. Phoneme deletion involves having students manipulate spoken words by deleting specific phonemes. If this task is too difficult initially, you can begin by having students delete syllables in compound words. Phoneme deletion tasks take place orally without the written word. Phoneme deletion should be taught using direct and explicit instruction, but after such instruction, it can also be reinforced with educational games/activities.

❖ **PHONEME SUBSTITUTION** is a strategy that helps develop students' phonemic awareness, which is part of phonological awareness. Phoneme substitution involves having students manipulate spoken words by substituting certain phonemes for others. Phoneme substitution tasks take place orally without the written word. Phoneme substitution should be taught using direct and explicit instruction but after such instruction, it can also be reinforced with educational games/activities.

Resources

❖ https://www.teachstarter.com/gb/blog/18-phonemic-awareness-activities-for-the-classroom-2/
❖ https://dpi.wi.gov/sites/default/files/imce/ela/bank/RF_PA_Deletion.pdf
❖ https://block3strategies.weebly.com/deleting-phonemes.html
❖ https://www.teachstarter.com/us/teaching-resource/phoneme-addition-match-up-activity/
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❖ https://www.liveworksheets.com/ao1730072j
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❖ https://www.liveworksheets.com/ed2937553ny
❖ https://www.easyteacherworksheets.com/
❖ http://www.EnglishWorksheetsLand.com
❖ https://www.teacherspayteachers.com/Product/Phoneme-Addition-Worksheet-3454450
❖ https://www.mathworksheets4kids.com/language-arts/phoneme/adding-words.pdf
❖ https://www.mathworksheets4kids.com/language-arts/phoneme/substitue.pdf
❖ https://www.liveworksheets.com/uc2396884it
❖ http://www.englishworksheetsland.com
❖ https://www.easyteacherworksheets.com/langarts/phonics-substitution.html/
❖ https://dpi.wi.gov/sites/default/files/imce/ela/bank/RF_PA_Substitution.pdf

Speaking Difficulties

Introduction

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

TOPICS

(1) **Pronunciation**	
(2) **Fluency**	
(3) **Communication & Interaction**	
(4) **Rhyming**	

Topic One: Pronunciation Difficulties

Indicators of the Difficulty

- ❖ Refugee students have difficulties in recognizing numbers 22-29.
- ❖ Refugee students have difficulties in telling the time.
- ❖ 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.).
- ❖ Refugee students have difficulties in pronouncing some English consonant clusters .
- ❖ Refugee students have difficulties in knowing how to pronounce a certain word well.
- ❖ Refugee students have difficulties in understanding the pronunciation of the native English speaker.

Learning Outcomes

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

- ❖ Recognize numbers 22-29.
- ❖ Tell the time.
- ❖ Pronounce the words in a correct manner 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/ as in .pat. and bat.).
- ❖ Understand the pronunciation of the native English speaker.

Learning Resources

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

Intervention Strategies

Game Based Learning	E-learning strategy (Audio-visual – Multimedia)

Multisensory Approach (Audio-visual – Multimedia)	Mobile Based Learning : Mobile Applications

Procedures of The Topic

Recognizing students' learning difficulties (pronunciation difficulties)

Recognizing students' learning difficulties in recognizing time by using one of the following methods:

First Method:	Second Method:
❖ Teacher asks students to do the following exercise. ❖ If students are not able to do the below exercise, it means that they have learning difficulties in telling the time.	❖ Teacher asks students to do the following exercise. ❖ If students are not able to do the below exercise, it means that they have learning difficulties in telling the time.

Activity 1

New Learning and Practice:

❖ 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 clock hand around as you do this).

❖ 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.

❖ Teach the time vocab. Hold up your clock and set a time (e.g. 4 o'clock). Ask the class "What time is it?". Elicit / teach "It's 4 o'clock". Move the hand to another time, and ask again (you can also ask "Please could you tell me the time?"). Go through the hours eliciting the times for the class until they have got the hang of the structures.

❖ **Time : 10 minutes**

Activity 2

❖ 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	Chorus Verse 2:
❖ It's two o'clock	❖ It's seven o'clock
❖ It's three o'clock	❖ It's eight o'clock
❖ It's four o'clock	❖ It's nine o'clock
❖ It's five o'clock	❖ It's ten o'clock
❖ It's six o'clock	❖ It's eleven o'clock
❖ Tick-tock-tick-tock	❖ It's twelve o'clock
❖ Tick-tock-tick-tock	❖ 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 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.

❖ **Time : 10 minutes**

Activity 3

❖ Play "*What time do you…?*" Still using the clocks, students are going to show teacher the time they usually do things.

❖ Ask the class questions, such as "What time do you usually wake up?" (If they are not sure teacher can use gestures to show what s/he means).

❖ As teacher asks 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 teacher can ask the time for : eating breakfast / lunch / dinner, going to bed, going to school, leaving school, taking a bath, doing homework, brushing teeth, etc.

Time : 10 minutes

Activity 4   :Do the Clock Craft Sheet

❖ Do the Clock Craft Sheet. Before class print out the clock shape craft sheet – enough so that each student has one. Teacher can either cut out the shapes before class or have his/her students cut out the shapes in class. Teacher 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 students. The student 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 take turn to ask each other.

❖ **Time : 10 minutes**

Activity 5

❖ Students can use free mobile application; it is available at the following link:https://play.google.com/store/apps/details?id=com.kidsclocklearning

Kids Clock Learning

About this app

❖ Kids' clock learning App is learning and having fun at the same time , and that is the aim of this time telling app for kids. It is an affective assistance to teach kids to read and understand the time and how clocks work

❖ Another free mobile application that students can use to learn telling the time is available at the following link:

https://play.google.com/store/apps/details?id=com.huilinghuanganzuo.learntime1

About this app

❖ The APP offers new and creative ways to learn telling time. Your kid will love it, and what is more important, your kid will successfully learn to read clock and make a distinction.

Identifying Students' Learning Difficulties in Recognizing Numbers from 22 to 29

First Method:

❖ Teacher asks students to listen to audio and do the following exercise:
❖ If students are not able to do this exercise, it means that they have learning difficulties in recognizing numbers from 22 to 29

Second Method:
❖ Teacher asks students to listen to audio and try to write the compound words on their notebook, and then do the following exercise:
❖ If students are not able to do this exercise, it means that they have learning difficulties in recognize compound words containing short and long vowels.

21	20	24

29	23	26

20	18	22

25	27	29

Activity 1
❖ Review numbers from 22 to 29, first write the numbers from 22 to 29 on the board and have everyone shout out the numbers as you write them. Next, get 8 soft balls, cubes or something similar (before class, tape numbers from 22 to 29 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 (e.g. "Noor, please give me number 23"). Finally, play and sing along to "The Numbers Song (Numbers from 22 to 29)" -
❖ Sing "The Numbers Song" again Sing the song again (with all the actions) to conclude the action part of this lesson topic. You can also put the song poster on the board for the students to follow as they sing. The song is available at the link: https://www.youtube.com/watch?v=c6eJ_i34b1c

https://drive.google.com/drive/folders/15V-JKC-P1uGM_2xT0Jhg1Dvkdj50jaFd?usp=sharing

- ❖ Students practice numbers 22-29 Put the Students in pairs and give each pair a number of objects (e.g. 3 plastic fruit, 3 cars, 2 toys, etc.) they are numbered from 22 to 29. Have the Students practice counting and touching the objects.
- ❖ **Time : 10 minutes**

Activity 2

- ❖ **Play "Put in the Box"**
- ❖ Then choose a student and say "Maher, put three (pencils) in the box". As the student picks up each object, make sure everyone counts along (1… 2 … 3). Then have the student count the objects as s/he puts them in the box.
- ❖ Do this with everyone. Finally, for a bit of crazy fun, throw all the objects out and let everyone scramble to find, count and put all of their objects back in the box again (all at the same time!).
- ❖ **Time : 10 minutes**

Activity 3

Do "Trace from22 to 29"	
❖ Worksheet: Finish with some quiet time doing a numbers worksheet. Use the "Trace 22-29" worksheet. As the students are tracing the numbers, walk around, monitor and offer lots of encouragement. Ask everyone questions (e.g. what number is this?") And encourage each student to say the number as they are tracing it.	
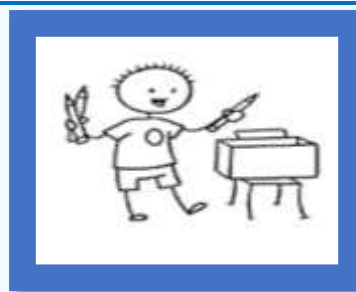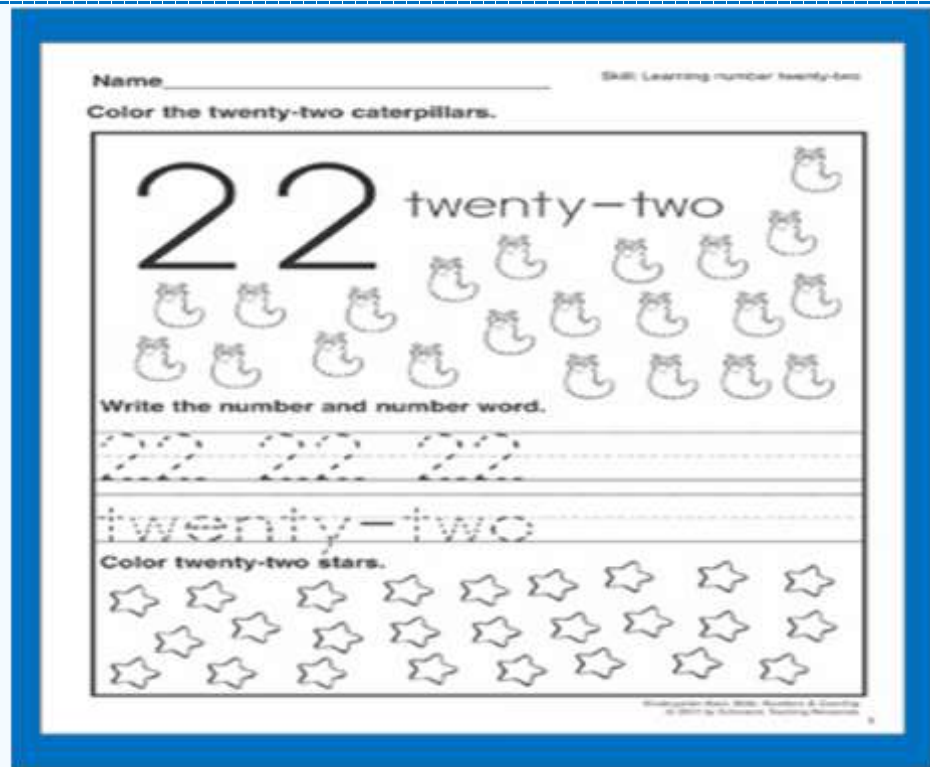
Time : 10 minutes

Activity 4

❖ Students can use free mobile application; it is available at the following link:

❖ https://play.google.com/store/apps/details?id=com.hiegames.countingnumbersforkidsfree

1 to 500 Number Counting Game

About this app

❖ 1 to 500 number counting games: You know which is the best way to teach numbers to students? It's teaching through games. Yes, Kids love to play a lot of games at their age. What if they get a chance to learn to count numbers with easy and fun counting games? That is exactly our concept. Learning about numbers is a first step toward becoming a young mathematician. In schools, math learning is all about counting, number recognition. Counting is the ability to recite numbers in order.

Activity 5

❖ Another free mobile application that students can use to learn counting numbers is available at the following link:

❖ Kids like to play games right? Our concept is to teach them 1 to 100 English Numbers while they are playing a simple and easy game. Whether your kid is in kindergarten, or going to attend preschool, this is a great idea to teach English Numbers to your children. What parents need to do is to start the game and let your children watch the screen, a small girl come across all the beautifully designed numbers while she is on her way to school. This game has a educational and child friendly soundtrack.

Identifying Students' Learning Difficulties in Describing Weather and Observe Weather Conditions and Seasons

First Method:

❖ Ask students to listen to audio and do the following exercise:
❖ If students are not able to do this exercise, it means that they have learning difficulties in describing weather and observe weather conditions and seasons

SEASONS AND THE WEATHER

It's _____ . It's _____ .

It's _____ . It's _____ .

It's _____ . It's _____

It's _____ . It's _____

| AUTUMN | SPRING | WINTER | SUMMER |
| RAINY | SUNNY | SNOWY | WINDY |

Second Method:

- ❖ Ask students to listen to audio and try to write the compound words on their notebook, and then do the following exercise:
- ❖ If students are not able to do this exercise, it means that they have learning difficulties in recognize compound words containing short and long vowels.

Activity 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.

❖ Play "Touch the cards" Once the class has started, you walk 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 students to do the gestures and say the words with You? Next, get all students to stand up. Shout 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 , it is worth having multiple pictures of each card placed around the walls of the room.	

Activity 2

Talk about the weather outside asking 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.

Activity 3

❖ 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) the player with the most cards is the winner.

Activity 4

❖ Sing "The Weather Song" First teacher puts the weather flashcards on the board in the order of the song (or use our Weather Song poster). Have all the students stand up and watch teacher as s/he sings along and uses the gestures. Encourage them to join in and sing along. Teacher plays 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

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

First Method:

Ask students to listen to audio and do the following exercise:

❖ If students are not able to do this exercise, it means that they have learning difficulties in pronouncing some pairs of English consonant sounds (i.e. /ʧ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.).

❖ Listen to audio and pronounce correctly:

❖ The audio is available at the following link:
   https://www.englishclub.com/audio/pronunciation/minimal-pairs/ch-sh.mp3

❖ Minimal Pair /tʃ/ and /ʃ/

▶ 0:00 / 0:04 ━━━━━ 🔊 ⋮
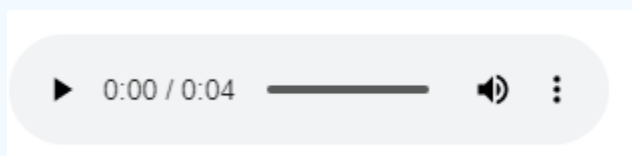
- ❖ chair   share
- ❖ choose   shoes
- ❖ chop   shop
- ❖ which   wish
- ❖ catch   cash
- ❖ cheap   sheep
- ❖ cheese   she's

Second Method:

- ❖ Ask students to listen to audio and try to do the following exercise:
- ❖ If students are not able to do this exercise, it means that they have learning difficulties in pronouncing some pairs of English consonant sounds (i.e. /ʧ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.).
- ❖ Listen to audio and pronounce correctly:
- ❖ The audio is available at the following link:
- ❖ https://www.englishclub.com/audio/pronunciation/minimal-pairs/ch-sh.mp3

▶ 0:00 / 0:04 ━━━━━━━━ 🔊 ⋮
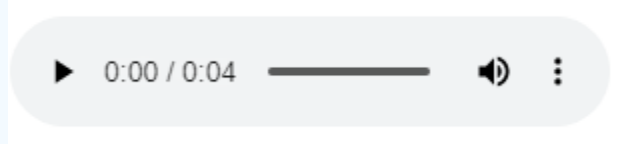
- ❖ chew   shoe
- ❖ March   marsh
- ❖ watch   wash
- ❖ cheat   sheet
- ❖ cherry   sherry
- ❖ chip   ship
- ❖ chose   shows
- ❖ ditch   dish
- ❖ match   mash
- ❖ switch   swish

Activity 1

- ❖ Ask students to listen to the audio and then answer the following exercise.
- ❖ These words are pronounced with the sound /ʧ/. Identify the word where Sh, S, or Ch. represents a different consonant sound.

chimney teach watch nature future Czech

- ❖ These words are pronounced with the sound /ʃ/. Identify the word where Sh, S, or Ch. represents a different consonant sound.

fish sure sugar shame television machine milkshake

	show	sheep
	hoe	heap
	sheet	shirt
	heat	hurt
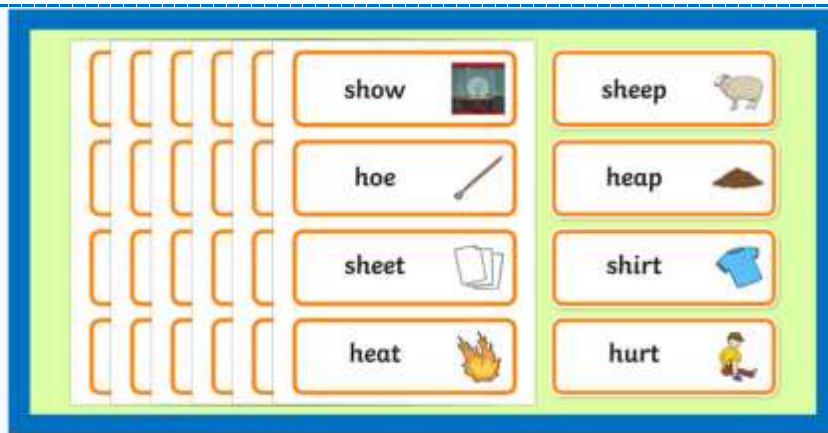
❖ Make revision with students by using the following pictures.

Sh [ʃː]

Ship ____   Fish

Shark   Shadow   Sheep   T-shirt

Dish   Bush   Shell   She
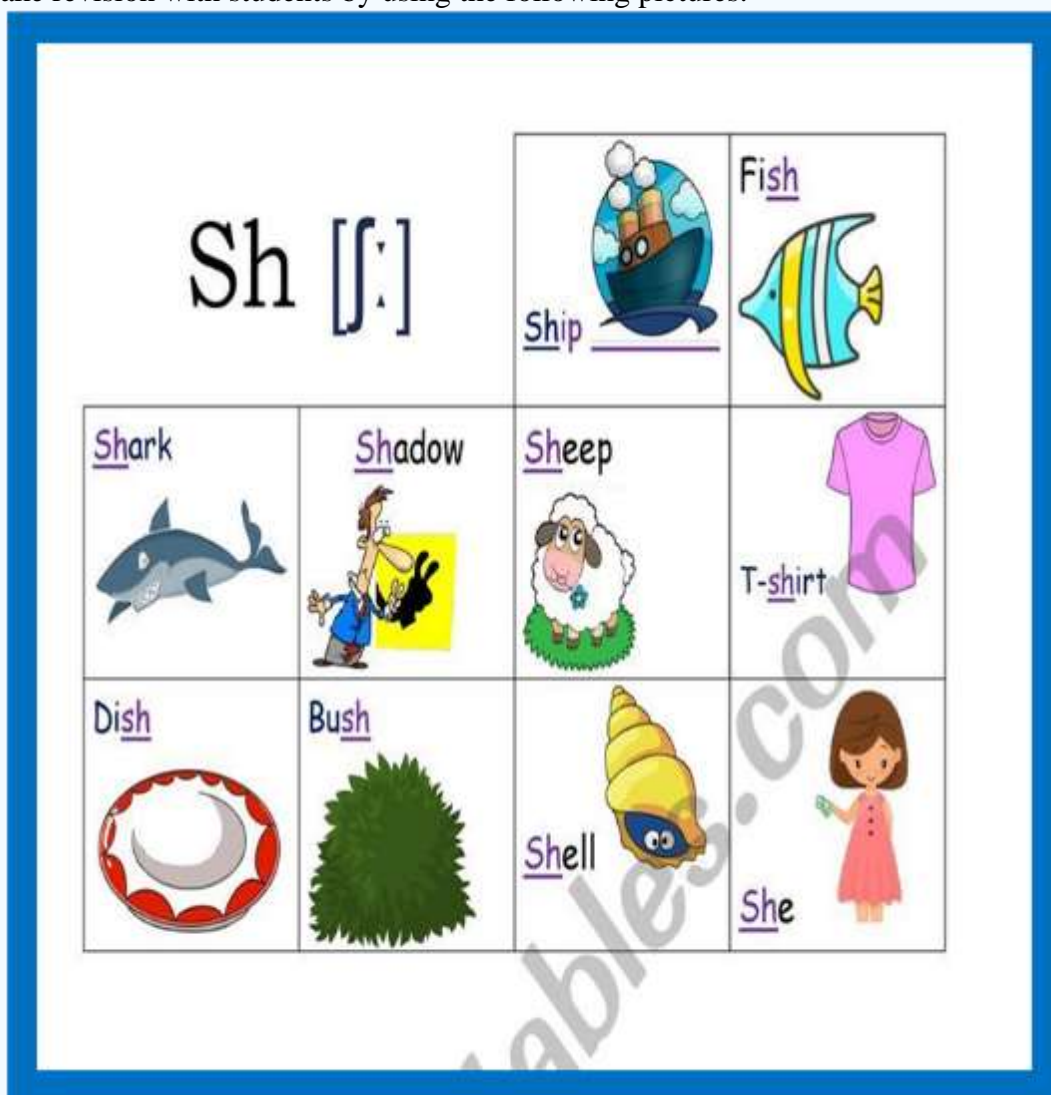
❖ Play the audio and asks students to identify the phonic sound /ʃ/, and then show the above pictures to help students to recognize the phonic sound /ʃ/.

❖ Ask students to do the exercise after listening to the audio.

Initial Sounds: Vv

Practice writing the letters.

V   v

Write a 'v' in the blank under the pictures that begin with 'v'.

1) _orm   _an

2) _ulture   _oon

3) _hree   _olcano

www.bogglesworldesl.com/initial_sounds.htm

❖ In this activity, students examine 6 words that are missing letters. Students fill in only the blanks with the letter /b/ or letter /p/. Picture clues are included. Students also practice tracing the letters.

Consonants: B and P

Practice writing the letters.

b   p

Write 'b' or 'p' in the blanks under the pictures.

1) _ear   _ear

2) _uppy   _ike

3) _ants   _ird

www.bogglesworldesl.com/initial_sounds.htm

Identifying Students' Learning Difficulties in Pronouncing Some English Consonant Clusters
and have Incorrect Pronunciation

.

First Method:

❖ Ask students to listen to audio and do the following exercise:

❖ If students are not able to do this exercise, it means that they have learning difficulties in pronouncing some English consonant clusters and have incorrect pronunciation.

❖

Listen to audio and pronounce correctly:

Consonant Clusters (Blends) /spr/

A consonant cluster (sometimes known as a consonant blend) is a group of consonants that appear together in a word without any vowels between them. When reading clusters, each letter within the cluster is pronounced individually. The following worksheet and activity help with initial clusters.

Match the correct word to the correct picture:

spring

spread

sprout

sprinkle

spray

Second Method:
❖ Ask students to listen to audio and try to do the following exercise:
❖ If students are not able to do this exercise, it means that they have learning difficulties in pronouncing some English consonant clusters and have incorrect pronunciation.

Listen to audio and pronounce correctly:
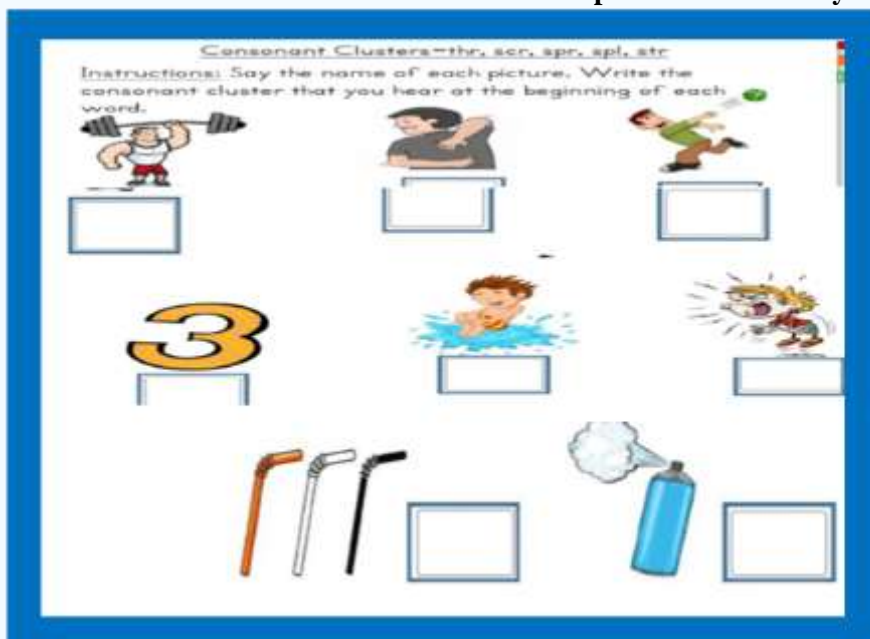
Activity 1
❖ Show a video about consonant clusters, it is available at the following link: https://www.youtube.com/watch?v=XrC-958NO8Y
❖ Explain to students that Consonant clusters in English pronunciation are a group of 2 or more consonants which come together in a word or phrase. In English, when a consonant cluster comes at the beginning of a word, we tend to separate these sounds when pronouncing a word.

Activity 2

❖ Show the following figure to the students.
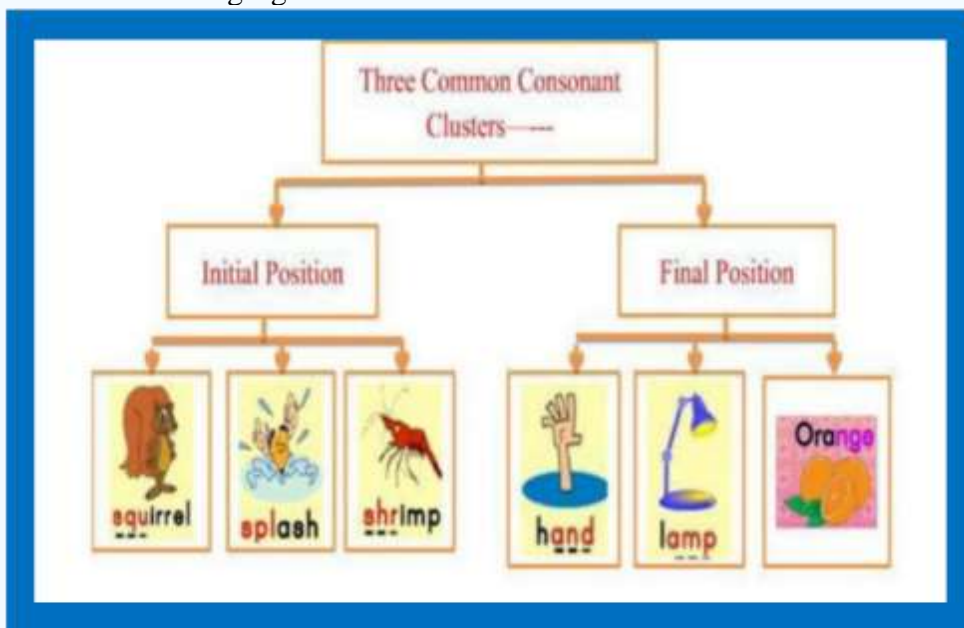
Activity 3

❖ Show a picture of spring season and ask the students: as;
❖ Which season is this? Possible answer would be : Spring.
❖ Show a flashcard of 'spray' and get students to say which word it is and note their responses on the board. Read spray and sprite again and ask 'What is the name of this drink? Possible answer would be as 'Sprite'. Read the contrasting words. 'Is it same or different? (same as it is having 'spr' letters different as it has 'ng', 'ry', 'te' letters and vowels ;I; and 'a')
❖ Ask the group to discuss for three minutes and write words starting with 'spr' (possible responses have been given at the end of the lesson).
❖ Let groups share ideas with other group members.
❖ Record all the responses on the board.
❖ Students practice the sounds by chanting/reading aloud using the list of words written on the board.
❖ Introduce the idea of three cluster consonants in the initial position.(see information for teachers)

Activity 4

❖ Write 'nts' on the board.
❖ Ask the students to discuss in groups and give possible answers for the consonant cluster in final position.
❖ Record their responses on the board. Possible responses: ants, fonts, hints, hunts, pants, paints, tents, etc.
❖ Point to the word and ask the students to read the word.
❖ Ask the students to copy the words with 'spr' (initial consonant cluster), 'nts' (final consonant cluster) in their notebooks.
❖ Students who have finished the written work can reinforce and read it again.

Identifying Students' Learning Difficulties in Pronouncing a Certain Word Well and Understanding the Pronunciation of the Native English Speaker

First Method:

- ❖ Ask students to listen to audio and do the following exercise:
- ❖ If students are not able to do this exercise, it means that they have learning difficulties in pronouncing some English consonant clusters and have incorrect pronunciation.

Listen to audio and pronounce correctly:

2. Listen to the pronunciation, read the word and decide if it the word has a silent letter or not.

🔊	plant	a) It has a silent letter. b) It doesn't have a silent letter.
🔊	build	a) It has a silent letter. b) It doesn't have a silent letter.
🔊	run	a) It has a silent letter. b) It doesn't have a silent letter.
🔊	walk	a) It has a silent letter. b) It doesn't have a silent letter.
🔊	talk	a) It has a silent letter. b) It doesn't have a silent letter.

Second Method:

- ❖ Ask students to listen to audio and try to do the following exercise:
- ❖ If students are not able to do this exercise, it means that they have learning difficulties in pronouncing some English consonant clusters and have incorrect pronunciation.

Listen to audio and pronounce correctly:

🔊	stay	a) It has a silent letter. b) It doesn't have a silent letter.
🔊	water	a) It has a silent letter. b) It doesn't have a silent letter.
🔊	thumb	c) It has a silent letter. d) It doesn't have a silent letter.
🔊	man	a) It has a silent letter. b) It doesn't have a silent letter.
🔊	bright	a) It has a silent letter. b) It doesn't have a silent letter.

Activity 1
❖   Show the below picture to the students for soft 'c' sound and ask them:

❖   What can you see in the picture? (Expected answer may be as; two mouse/rats)

❖   Tell the students they are called mice when two are together.

❖   What can you see in the picture number 2 and 3? (Expected answer may be as; city, cylinder).

1	2	3	4
A soft 'c; pronounced 's'	A hard 'c' pronounced 'k'	A soft 'g' pronounced 'j'	A hard 'g' pronounced 'g'
Cell, city, mice, cylinder	Clock, correct, cup, class, clap, cage, copy	Giraffe, giant, gel	Gun, grass, gate

❖   Ask the class to clap for the student who has given a correct answer.

❖   Write the words on the writing board under the soft 'c'. (Write the words on the board making four columns like this):

❖   Tell them that if the sound of the above mentioned words in first column is 's', it is called the soft 'c'.

❖   Where are you sitting? (Expected answer may be as; in the classroom)

❖   Tell the students that the 'k' sound is called a hard 'c'.

❖   Take a cap, cup, clock, copy and cat in the class or the pictures cards to the class and ask them:

❖   What are these things called? (Expected answer may be as; cat, cup, cap, clock, copy)

❖   Appreciate them by asking to clap for correct answers given by the students.

❖   Show the class a picture of a giraffe/giant/gel.

❖   Ask them "what is it?"

❖   When they answer, write it in column 3.

❖   Tell the students that the sound 'j' is called a soft 'g'.

❖   Show plastic gun or the picture of gun and ask them:

❖   What is it?

❖   When they answer, write the word in column 4.

❖   Tell the students that the 'g' sound is a hard 'g'.

❖   **A soft 'c' is pronounced as letter 's'; a hard 'c' is pronounce letter like 'k'.**

❖   **A soft 'g' is pronounced as letter 'j'; a hard 'g' is pronounced letter like 'g'.**

❖   Read the words written on the board aloud.

❖   Correct the students if they pronounce it incorrectly.

Activity 2

❖   Students will work in pairs and read the words written on the writing board from the previous activity.

❖   They can give more words with the same sounds.

❖   Ask them to identify if the word has soft sound of letters 'c' and 'g' or hard sound of letters 'c' and 'g'.

Soft c	Hard c	Soft g	Hard g
Consonant	Consonant	Consonant	Consonant
When followed by e, i or y	When followed by a, o or u	When followed by e, i or y	When followed by a, o or u
→ Centimetre	→ Candy	→ Gentle	→ Gate
→ Circle	→ Cool	→ Giant	→ Agonising
→ Decide	→ Cute	→ Energy	→ Gossip
→ Celebrate	→ Decorate	→ Gym	→ Glass
→ Exciting	→ Telescope	→ Angel	→ Angle
→ Cool	→ Decade	→ Digital	→ Gum

Ask the questions:

❖ Name a few things that start with soft 'c'.(Expected answer may be as; cell, city, cycle, cylinder)

❖ Name a few things that start with hard 'c'. (Expected answer may be as; call, clock, cup, cage, class)

❖ Name a few things that start with soft 'g'. (Expected answer may be as; giant, giraffe, gypsy)

❖ Name a few things that start with hard 'g'. (Expected answer may be as; golf, gun, great, gum, goat, grass)

Activity 3

❖ Ask students to listen and answer the exercise questions. The exercise is available at the link: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_and_Speaking/Listening_and_Speaking_KET_eo1233280zq

You will hear people talking in different situations, and for each recording you are given a set of images and a question which corresponds to each situation. For each question, choose the best answer A, B or C. You will hear each recoding twice.

1. What do Mark's parents do?

A   B   C

2. When is Mr. James seeing the dentist?

WEDNESDAY	TUESDAY	MONDAY
A	B	C

3. What are they going to do at Jim's party?

A

B

C

4. What colour hat did Mark buy?

A

B

C

5. Where is Aunt Lucy staying?
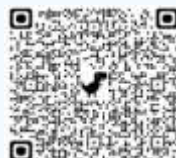
Activity 4

❖ Ask students to listen and drop the picture and record their answer. The exercise is available at the link:
https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_and_Speaking/Listening_and_speaking_eg2307870yu

Listen to the instruction. Drag and drop the pictures to the correct places. Record your answers.

Worksheets

Name:_____

Date:_____

Telling Time

Choose the correct time.

Clock	Options
(clock showing ~11:00)	11:00 / 11:40 / 11:10
(clock showing ~5:25)	5:30 / 5:00 / 5:25
(clock showing ~2:10)	2:10 / 2:30 / 2:00
(clock showing ~4:15)	4:15 / 4:00 / 4:30
(clock showing ~9:00)	9:50 / 9:00 / 9:20
(clock showing ~10:00)	10:30 / 10:40 / 10:00

Name:_____

Date:_____

Telling Time

Choose the correct time.

Clock		
	11:00	
	11:40	
	11:10	

	5:30
	5:00
	5:25

	2:10
	2:30
	2:00

	4:15
	4:00
	4:30

	9:50
	9:00
	9:20

	10:30
	10:40
	10:00

)

Time on the Clock

Write the time as shown by each clock in digital format.

1

__ __ : __ __

2

__ __ : __ __

3

__ __ : __ __

4

__ __ : __ __

5

__ __ : __ __

6

__ __ : __ __

All About the Number...

23

Draw 23 dots on the ten-frames.

23 23 23 23 23 23

Draw 23 worms.

Which sweet jar has 23 sweets? Circle the jar.

All About the Number...

23
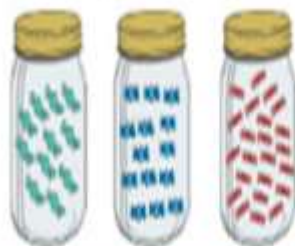
Draw 23 dots on the ten-frames.

23 23 23 23 23 23

Draw 23 worms.

ink saving Eco

Number of the Day

www.worldistupidthebook.com

23
twenty-three

twenty-
three

23
23
23

Count

Draw

Tally

Build

← 20 — 21 — 22 — ☐ — 24 — 25 — 26 →

Listen to audio and do the exercise

UNIT-9 WEATHER

Doğru ise ✓, yanlış ise ✗ boyayalım.

It's rainy.

It's snowy.

It's hot.

It's rainy.

It's windy.

It's warm.

It's cold.

It's foggy.

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?

_____

_____

How's The Weather?

MATCH THE WORD TO THE PICTURE

1. windy •   • ☀️

2. rainy •   • 🌧️

3. sunny •   • ☁️

4. cloudy •   • 🌬️

5. hot •   • ❄️

6. snowy •   • 🌡️

7. cold •   • 🌡️

Choose the correct text and label the season.

| Spring | Summer | Autumn | Winter |

Listen and choose the correct picture.

Listen and do the exercise

Name: _____

P B

A. Say. Write 'p' or 'b' to make words.

1. ___ ig
2. ___ ark
3. ___ at
4. ___ oat

5. ___ ed
6. ___ ee
7. ___ en
8. ___ ie

9. ___ oy
10. ___ an

B. Write the words from A.

/p/	/b/

Drag the consonant clusters to complete the words:

cr	cr	dr	dr	tr	tr
__ess					
__um					
__uck					
__ee					
__ayon					
__ab					

Listen and do the exercise

PRONUNCIATION

Mark the word you hear.

🔊	beat	bit
🔊	cheap	chip
🔊	ease	is
🔊	eat	it
🔊	he's	his
🔊	feet	fit
🔊	reach	rich
🔊	seat	sit
🔊	seen	sin
🔊	steel	still

PRONUNCIATION
TH SOUND

θ

ð

1. Watch the videos.

θ

ð

2. Listen and repeat.

θ

thank thanks three (3)

mouth think thirteen (13)

ð

there this that

they these those

The exercise is available at the link:

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

PRONUNCIATION

Mark the word you hear.

🔊	and	end
🔊	bag	beg
🔊	bat	bet
🔊	dad	dead
🔊	gas	guess
🔊	had	head
🔊	land	lend
🔊	man	men
🔊	pan	pen
🔊	sad	said

Listening Practice

Listen and choose the word you hear

🔊	tree	three
🔊	hot	hut
🔊	fun	fan
🔊	bread	breed
🔊	ship	sheep
🔊	hum	him
🔊	sing	sin

Theoretical Background on 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 is 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, borough all end in\ ough\ but all have a different British English pronunciation (though in American English pronunciation, the last syllable of borough rhymes with though).

Resources

❖ https://improvingliteracy.org/ask-an-expert/whats-best-way-teach-alphabetic-principle
❖ https://www.kidsacademy.mobi/lesson/letter-sound-relationship-l-m-32112927/
❖ https://www.google.com/imgres?imgurl=https
❖ https://www.google.com/imgres?
❖ https://funlearningforkids.com/5-kindle-apps-teach-letter-sounds-phonics/
❖ https://improvingliteracy.org/ask-an-expert/whats-best-way-teach-alphabetic-principle
❖ https://www.kidsacademy.mobi/lesson/letter-sound-relationship-l-m-32112927/
❖ https://www.google.com/imgres?imgurl=https
❖ https://www.google.com/imgres?
❖ https://funlearningforkids.com/5-kindle-apps-teach-letter-sounds-phonics/
❖ https://blog.allaboutlearningpress.com/compound-words/
❖ https://www.mrsrichardsonsclass.com/compound-word-activities/
❖ https://www.liveworksheets.com/worksheets/en/English_Language_Arts_(ELA)/Compound_words/Compound_Words_br2625913ie
❖ https://www.teachingenglish.org.uk/article/sound-discrimination
❖ https://www.voorhees.k12.nj.us/cms/lib/NJ01000237/Centricity/Domain/434/Activities%20to%20develop%20auditory%20discrimination%20skills.pdf
❖ https://www.liveworksheets.com/worksheets/en/English_Language_Arts_(ELA)/Phonics/Phonics_cg2554759mb
❖ https://www.teachingenglish.org.uk/article/phoneme
❖ https://www.teachingenglish.org.uk/article/phonemic-chart
❖ https://www.pinterest.com/pin/286682332503854369/
❖ https://games4esl.com/greetings-and-introductions-esl-games/
❖ https://en.islcollective.com/english-esl-worksheets/search/reading+comprehension
❖ https://www.ateachableteacher.com/phonological-awareness-vs-phonemic-awareness/
❖ https://www.wilbooks.com/free-resources-free-online-books-second-grade
❖ https://www.eslkidstuff.com/esl-kids-games/vocabulary-games.htm
❖ https://www.google.com/imgres?imgurl=https%3A%2F%2Fimages.
❖ https://www.englishclub.com/audio/pronunciation/minimal-pairs/ch-sh.mp3
❖ https://lessonplancoaches.com/lesson-planning-of-common-consonant-clusters-ii-subject-english-grade-v/

Topic Two
Fluency Difficulties

Indicators of the Difficulty

- ❖ Refugees students have difficulties in expressing their ideas in a conversation .
- ❖ Refugees' students have difficulties in introducing themselves and talking about their families.
- ❖ Refugees' students have difficulties in offering and requesting assistance during group work.

Learning Outcomes

By the end of this topic, fourth grade students will be able to:
- ❖ Express their ideas in a conversation and in classroom talking about holidays, places, animals.
- ❖ Introduce themselves and talking about their families.
- ❖ Offer and request assistance during group work.

Learning Resources

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

Intervention Strategies

Game Based Learning 	**E-learning strategy** **(Audio-visual – Multimedia)**
Multisensory Approach **(Audio-visual – Multimedia)** 	**Mobile Based Learning : Mobile Applications**

Procedures of The Topic

Recognizing students' learning difficulties (Fluency Difficulties)
- ❖ Identifying students' learning difficulties in expressing their ideas in a conversation and prefer to be silent and feel speechless in classroom talking about holidays, places, animals , by using one of the following methods:

First Method:

- ❖ Ask students to watch a video and answer the questions: the exercise is available at the link: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Holidays/Going_on_vacation_un768478jg
- ❖ If students are not able to do this exercise, it means that they have learning difficulties in expressing their ideas in a conversation and prefer to be silent and feel speechless in classroom talking about holidays, places, animals.

GOING ON VACATION

MY SUMMER VACATION

Watch the video and answer T (true) of F (false)

1. She's on vacation on Cuba.

2. Their favourtie food in the summer is corn on the cob.

3. Wind Surfing is a water sport.

4. While doing rock climbing you have to wear goggles.

5. You can't play Frisbee at the camp.

❖ Ask students to look at the below pictures, match the words to the pictures, and express their opinions about which places they prefer to spend their holiday in .

❖ If students are not able to do this exercise, it means that they have learning difficulties in expressing their ideas in a conversation.

Remediation Techniques

- The purpose of this topic is to enable students to express their ideas in a conversation and be confidant without fear talking about holidays, places, animals in classroom. This will achieve fluency in their speaking skill.
- Introduce themselves and talk about their families through discussing and performing various activities.
- Students have also worked in small and large groups to do various activities which help them to offer and request assistance during group work.
- Ideal videos are important for kids to learn how to talk, express their ideas, introduce themselves and their families.
- Ask the students to do the exercise by clicking on the picture that match the word and talk about it.
- 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.
- Use free mobile applications in order to help students to learn how to speak and express their ideas in order to achieve fluency in their speech.

Activity 1

- Use the below picture and ask students some questions to help them express their ideas in a conversation.

- Put students in teams and get each team to come up with a name - write the team names on the board.
- Ask questions from below - students have to put their hands up if they know the answer - the first ones with their hands up can answer and win a point for their team. If they answer incorrectly, select another student to answer form another team. Keep track of the score on the board - at the end, the team with the most points win:

QUESTIONS FOR PICTURE:
- How many people are there in the picture?
- How many children are there in the picture?
- How many adults are there in the picture?
- Why is the table full of food?
- What color are the cans?
- What color are the boys' clothes? Which color do you prefer and why?

- ❖ What things are on the table? (plates, glasses, food, drink, salt, cans, napkins, jugs, bowls ... and a turkey - 1 pint for each item)
- ❖ What is missing on the table?
- ❖ How do the members of the family feel?
- ❖ Describe in a sentence your own family?
- ❖ **Time : 15 minutes**

Activity 2

- ❖ Introduce the vocabulary with audio to enable students listen to the correct pronunciation; before class prepare the flashcards for the different places in the song: school, the park, the shops, the beach, my friend's house, the station, the zoo, home. Hold up each flashcard and elicit / teach the word. Have students pass each flashcard around the class with each student saying the word as s/he passes the card.
- ❖ Show the places of the pictures on the board.

"I'm going to… Game
- ❖ You need two sets of the places flashcards for this game, which practices the key structures "Where are you going?" and "I'm going to …". Get everyone to close their eyes as you place each card from the first set around the room (e.g. place the zoo card in the corner, the park card under a desk, etc.).
- ❖ Next, tell everyone to open eyes. Give a card (e.g. zoo) from the second set to a student. Have the following conversation (model): Teacher: "Where are you going?" Student: "I'm going to the zoo" Teacher: "Ok then. Goodbye" Student: "Goodbye.
- ❖ **Time : 15 minutes**

Activity 3 : Sing Song

❖ Sing the "Where are you Going?" song Put the places flashcards on the board in the order of the song (or put up the song poster). Get everyone to stand up and show them the gestures (see below). Then run through the song a few times.

Lyrics for the "Where are you Going?" song	Gestures for the "Where are you Going?" song
Chorus: Where are you going? Where are you going? Where are you going right now? **Verse 1:** I'm going to school, I'm going to the park, I'm going to the shops, I'm going to the beach. **Chorus:** Where are you going? Where are you going? Where are you going right now? **Verse 2:** I'm going to my friend's house, I'm going to the station, I'm going to the zoo, I'm going home.	The gestures are very simple and fun: • during the chorus everyone does the 'question gesture' (both palms up, looking quizzical) whilst swaying in time with the music. • during the verses everyone either walks around the classroom or walks on the spot – in time with the music.

❖ Play the "Where are you Going" board game, this is a great board game to play in groups of 2-4 players. Put the class onto groups and give out the boards and game cards (you'll need to print and cut out before the lesson). If you can blow up the size of the game board to A3 when you copy (if not, A4 size is fine).

Activity 4

❖ Teach the zoo animals' vocab ,if you have plastic toys for the animals or pictures, you can use them or you can use zoo animal flashcards. Before the class put the toys or flashcards in a bag. Bring out the bag and peer in – make surprised noises to get the full attention of your students. Slowly, inch by inch, pull out the animals – elicit /teach/chorus the animal name "e.g. What's this? It's a (lion).

* Then play "Pass the animals" Pass one of the animals or animal flashcards to the nearest student. As you pass, say "(lion) (roar)". Have the students pass all the animals around the circle, all while saying the animal name and sound, and ask students some questions about these animals to give each student chance to talk about them .

  For example,
* Do you like this animal? Why?
* Can you describe this animal?
* Which animal is the strongest one?
* **Time : 15 minutes**

Identifying Students' Learning Difficulties in Introducing Themselves and Talking about their Families

First Method:

- ❖ Ask students to watch a video and answer the questions.
- ❖ If students are not able to do this exercise, it means that they have learning difficulties in introducing themselves and talking about their families

Second Method:

- ❖ Ask students to look at the below pictures, introduce themselves using the given conversation .
- ❖ If students are not able to answer this exercise, it means that they have learning difficulties in introducing themselves and talking about their families

Activity 1

❖ Ask students to work on this puzzle about family

❖ Divide students into small groups.

Activity 2

❖ If possible, ask the parents before class to arrange for their kids to bring in family photos – parents, grandparents, brothers, sisters, themselves. Also, bring a few family photos.

❖ Draw 7 squares on the top of your board in a row (see image below).

❖ Hold up a photo of yourself and ask "Who is this?". Elicit that it is you, stick the photo inside the middle square and write your name under the photo.

❖ Next take out another photo (e.g. your father) and again ask "Who is this?". Elicit and teach the family vocab and stick the photo in one of the squares and write the word (e.g. "father") under the photo.

❖ Do for all of the following: father, mother, brother, sister, grandfather, grandmother - you may not have some of these family members, but for the sake of this lesson, use photos of friends, etc., and pretend they are your brother, grandmother, etc.
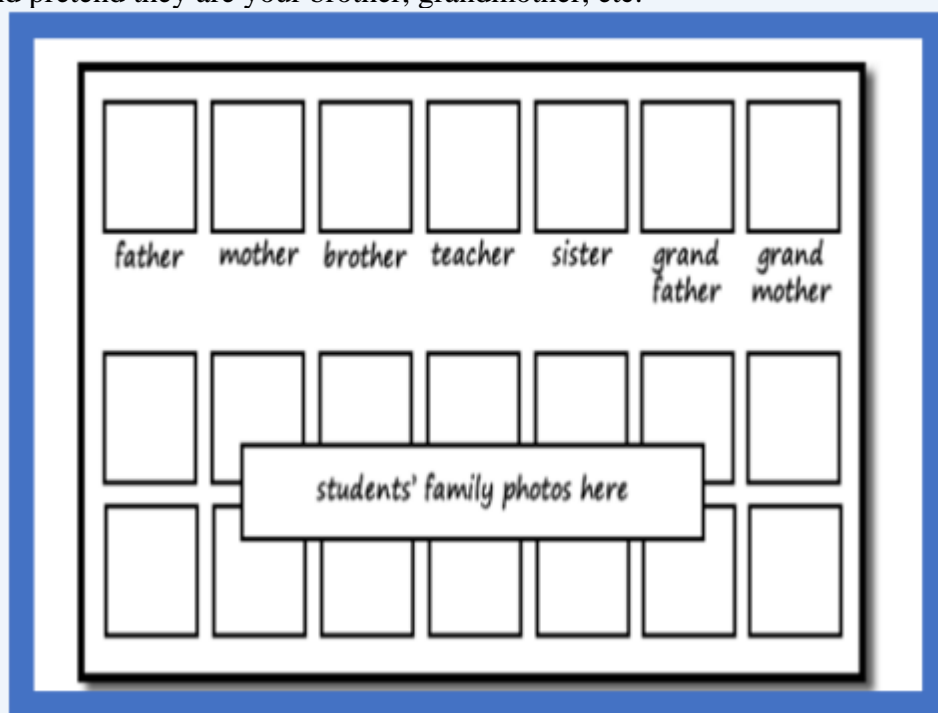
Activity 3

❖ Sing "The Family Song" Play the song and sing along - wiggling the correct puppet for each verse (e.g. verse 1 is "father"). If everyone enjoys the song, play it once more.

Lyrics for "The Family Song"

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

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

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

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

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

Verse 6:
Hello grandmother, Hello grandmother,

Gestures for "The Family Song"

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

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

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

- for the last verse (family) students wiggle all of their finger puppets

Activity 4 Reading a Story

Read classroom reader "The Monster Family"
- ❖ This will be a good review (kids love returning to favorite stories). As you go through each page, point to the pictures, elicit each key body word, and have your students guess which family member each monster is, for example:
- ❖ **Teacher**: Which family member is this?
- ❖ **Students: Sister**? Teacher: Yes, right! It's Little Monster's sister.
- ❖ And what are these? Students: Shoulders! Teacher: Yes, big shoulders!
- ❖ Everyone, touch your peer's shoulders (touching shoulders).
- ❖ **Students**: (Touching shoulders) Shoulders!
- ❖ **Teacher**: What color are her shoulders? **Students**: Pink! **Teacher**: Right! (Reading) This is my sister. She has big shoulders. Etc.
- ❖ Get the **Students** really involve in the story by asking lots of questions (e.g. eliciting colors) and getting them to touch and say the parts of the body in the story.
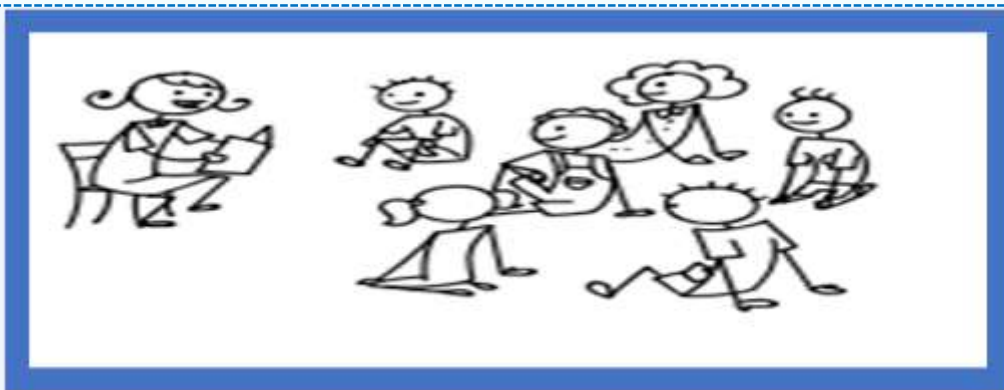
- ❖ At the end, ask each student to give a brief summary about the story and mention his/ her opinion in this family.
- ❖ **Time : 10 minutes**

Identifying Students' Learning Difficulties in Offering and Requesting Assistance during Group Work

First Method:

- ❖ Ask students to work in small groups to do the below exercise.
- ❖ If students are not able to do this exercise, it means that they have learning difficulties in offering and requesting assistance during group work.

MODAL VERB CAN

1- ORGANIZE THE SENTENCES IN THE CORRESPONDING COLUMN:

- Can I carry your notebooks?
- Can you borrow me the scissors?
- Can I help you with the project?
- Mary can't understand the text. Can you explain it to her?
- Can you call me at 10 O'clock?
- Can I help you with the lunch?

Request	Offer

Second Method:

- ❖ Ask students to work in small groups to do the below exercise.
- ❖ If students are not able to do this exercise, it means that they have learning difficulties in offering and requesting assistance during group work.

Make a request using (can/will)

Make an offer using (can/will)

Activity 1 : Requests Mingle

Making Requests Activity - Speaking: Asking and Answering
- ❖ In this making requests speaking activity, students practice making, accepting and declining requests using prompts on cards.
- ❖ Give each student a request card. On one side, there is a request prompt and on the other , there is a tick or cross.
- ❖ Students hold their cards, so the request prompt is facing towards them and the tick or cross is facing away.
- ❖ Students then go around the class making, accepting and declining requests with as many different partners as possible. If students see a tick, they accept the request. If there is a cross, students decline the request. When the students have finished, they exchange cards and repeat the activity, but this time they hold their card the other way round so the request prompt is facing away.
- ❖ Students then go around the class, making a different request each time they speak to a classmate.
- ❖ **Time : 10 minutes**

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Activity 2 : Race to Respond

Accepting and Declining Requests Game - Speaking: Asking and Answering Question

- ❖ In this making requests game, students race to accept and decline requests.
- ❖ In groups, students take it in turns to pick up a card, make an appropriate request based on the situation on the card and place the card face up on the table.
- ❖ Students with a matching accept or decline picture card, then race to respond to the request.
- ❖ The first student accepts or declines the request and lays their matching picture card down on top of the request card wins and keeps the two cards.
- ❖ The student with the most cards at the end of the game wins.
- ❖ **Time : 10 minutes**

Accept cards

❖ Divide students into small groups and ask them to do the below exercises

MAKE REQUESTS USING THE WORDS GIVEN

1- SEND THIS E-MAIL (COULD)
2- TURN ON THE LIGHTS (MAY)
3- WASH THE DISHES (CAN)
4- CLOSE THE WINDOW. IT IS COLD HERE (WILL)
5- BUY SOME BISCUITS (CAN)
6- HELP YOU (MAY)

COMPLETE THE DIALOGUE

A- I'M HUNGRY. LET'S .... (HAVE) A PIZZA
B. OK
A- WOULD YOU LIKE ME .... (MAKE) IT?
B. NO, OF COURSE NOT. I WILL .... (ORDER) ONE FROM THE TAKEAWAY. WHAT WOULD .... (LIKE) TO DRINK?
A- COKE, PLEASE. HOW .... (LAY) THE TABLE?
B- I WILL .... (HELP) YOU.
A- WHAT .... (HAVE) ICE-CREAM FOR DESSERT?
B- THAT WOULD BE GREAT.
A- WHY .... (BUY) SOME AFTER DINNER?
B. OK
A- THE PIZZA HAS JUST ARRIVED. LET'S .... (SIT) AT THE TABLE.

MAKE SENTENCES USING THE PROMPTS

1- YOU/ DO/ ME/ A FAVOUR? (REQUEST)
2- WE/GO/ TO / THE SEASIDE (SUGGESTION)
3- I / WRITE/ THE E-MAIL (OFFER)
4- YOU/ GO/ TO / THE POST OFFICE? (POLITE REQUEST)
5- YOU/ LIKE/ SOME/ TEA? (OFFER)
6- WE/ INVITE/ OUR FRIENDS? (SUGGESTION)
7- YOU/ CLOSE/ THE WINDOW? (REQUEST)
8- YOU/ BRING/ ME/ SOME STAMPS? (REQUEST)
9- HAVE/ A PARTY (SUGGESTION)
10- I/ DO/ THE SHOPPING (OFFER)

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Worksheets

Worksheet (1)

Listen to the audio about animals' names, then choose two of them and describe them.

TYPES OF HOLIDAYS VOCABULARY MATCHING WORKSHEET ANSWER KEY

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

hiking holiday	canoeing holiday	city holiday	cycling holiday
camping holiday	skiing holiday	safari	sailing holiday
luxury holiday	cruise	culture holiday	scuba-diving holiday
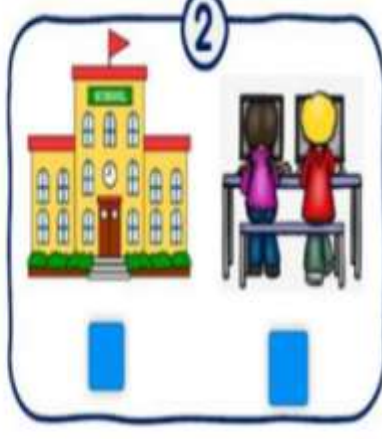
Worksheet (3)

Listen to the audio and check √

The exercise is available at the link:
https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension/Worksheet_1_fv2244942xh

Worksheet (4)
Listen to the audio and number, then choose one picture and talk about it

the exercise is available at the link:

Introducing yourself

Complete with your own information.

All about ME

my NAME

my favorite PET

my favorite HOBBY

I am from

my favorite MOVIE / T.V. show

I live in

I live WITH my

CHEER

my favorite COLOR

my favorite MUSIC

my BIRTHDAY

my favorite FOOD

my favorite SUBJECT in school

LIVEWORKSHEETS

FO2/1

Self Introduction

What's your name?

Hello! My name is _____ .

How old are you?

I am _____ years old.

How are you?

I'm _____ .

Where are you from?

I'm from _____ .

Where do you live?

I live in _____ .

What school do you go to?

I go to _____ school.

What subject do you like?

I like _____ .

What subject don't you like?

I don't like _____ .

That's me!

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LIVEWORKSHEETS

MY FAMILY TREE

* Label the FAMILY TREE.
[Etiqueta el siguiente ÁRBOL FAMILIAR]

[BROTHER]

[MOM]

[GRANDMA]

[SISTER]

[DAD]

[GRANDPA]

SAM   MARY

DANIEL   LAURA

EMMA   CAROL   ANDY
             ME
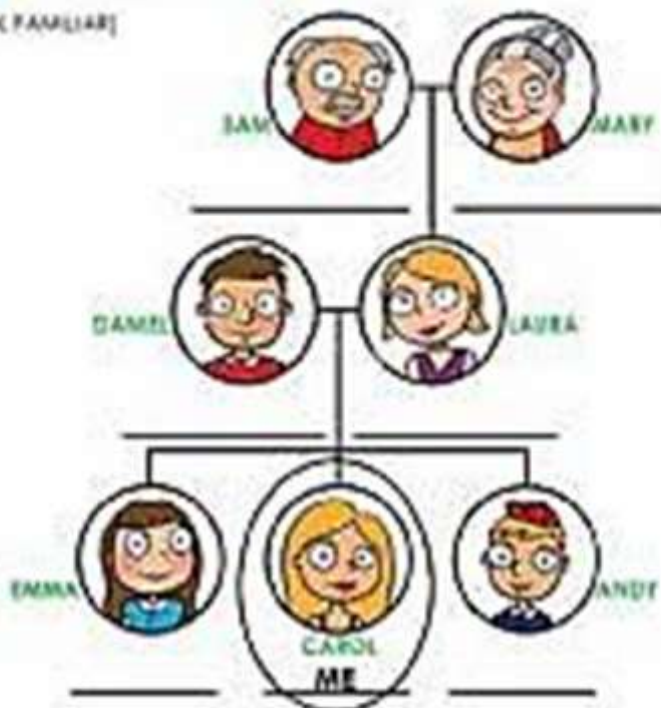
* Write the correct relationship in each sentence.
(Escribe el parentesco que corresponde en cada oración.)

1)   ANDY is my _____.

2)   SAM is my _____.

3)   LAURA is my _____.

4)   EMMA is my _____.

5)   MARY is my _____.

6)   DANIEL is my _____.

LIVEWORKSHEETS

Complete to form a request

MEET MY FAMILY

- Complete the family tree. Drag and drop the names.

SISTER

MOM

GRANDPA

AUNT

DAD

BROTHER

GRANDMA

UNCLE

COUSIN

me

Worksheet (9)

Choose the correct answer and complete the dialogue:

Complete the dialogue!

Choose the correct answer.

How many apples have you got?
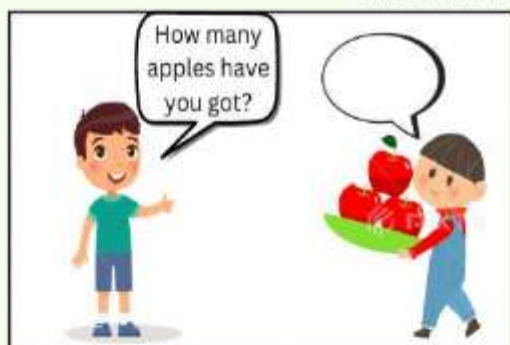
A. I like apples.
B. I have got three apples.
C. I don't like apples.

Answer: ☐

I don't like carrot!

A. What is the food you don't like?
B. What is the food you like?
C. How many carrots have you got?

Answer: ☐

I have got two cupcakes.

A. How many cupcakes have you got?
B. Do you like cupcakes?
C. What is the food you like?

Answer: ☐

What do you like to eat?

A. I have got a bowl of noodles.
B. I don't like to eat noodles.
C. I like to eat noodles.

Answer: ☐

LIVEWORKSHEETS

https://www.liveworksheets.com/lj3181033pi

Theoretical Background on Fluency in Speaking

❖ Learners must master not only linguistic information, but also culturally appropriate methods of engaging with others in various contexts and relationships in order to acquire the speaking skill. Speaking is effective due to a number of things. Abbaspour (2016:146) summarized several aspects of effective speaking. Grammar, discourse, sociolinguistics, strategy, interaction, accuracy, and fluency are all elements in speaking success, according to his research.

❖ Because accuracy is the foundation of fluency, and fluency is a further enhancement of a person's language skill, the two are linked (Abbaspour, 2016:147). In general, accuracy refers to the ability to make grammatically correct phrases, whereas fluency refers to the ability to speak or write a language or do an action fluently, accurately, and readily, which includes the ability to produce written or spoken language with ease.

Resources

❖ https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Pronunciation

❖ https://www.liveworksheets.com/worksheets/en/English_Language_Arts_(ELA)/Phonics/Phonics_cg2554759mb

❖ https://www.teachingenglish.org.uk/article/phoneme

❖ https://www.teachingenglish.org.uk/article/phonemic-chart

Topic Three
Communication & Interaction Difficulties

Indicators of the Difficulty

❖ Refugee students have difficulties in describing feelings.
❖ Refugee students have difficulties in expressing ability.
❖ Refugee students have difficulties in talking about one's daily life, and in past simple tense.
❖ Refugees' students have difficulties in giving advice.

Learning Outcomes

By the end of this topic, fourth grade students will be able to:
❖ Describe their feelings.
❖ Express their ability.
❖ Express their preferences.
❖ Talk about one's daily life, and past simple tense.
❖ Give advice through communication .

Learning Resources

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

Intervention Strategies

Game Based Learning	Questioning
Puppets based Learning	**Mobile Based Learning :** **Mobile Applications**
Cooperative learning strategy	**Role- Play**

Procedures of The Topic

Recognizing students' learning difficulties (communication and interaction)

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

First Method : Describe Feelings **Feelings Description Game**	Second Method : Expressing Ability **Make me say "Yes, I can"/Make me say "No, I can't"**
▪ Give students a pack of emotions adjective cards and ask them to take turns describing their feeling using as many words as they can. ▪ For example, one student starts with " I am happy , I pass the exam" and the next student continues with "l lose my watch , I feel sad". This can be turned into more of a competition by dealing the cards out between the students and the winner is the students who uses all the cards.	▪ Divide students into pairs or small groups. ▪ Ask students questions to which their real answer is "Yes, we can", e.g. "Can you speak English ?" and "Can you cook English food?" ▪ They can then move onto the more amusing variation where they should try to get "No, I can't" answers with questions like "Can you fly?" and "Can you swim ?"

Third Method **Describe Daily Routines**	Fourth Method **Giving Advice**
▪ Look at the following pictures and talk about a plan for the day : 	▪ Look at the following pictures and send advice to your partner : ▪ Divide students into pairs or small groups. ▪ Ask a student to make short dialogue with his/ her partner giving advice.

Remediation Techniques

Game Based Learning

- Practicing certain activities, exercises, and games can teach students to communicate and interact better.
- Introduce the communicative and interactive activities in an interesting way by using videos and audios which include songs, stories, cartoon, and pictures.
- Games provide a playful environment in which learners follow prescribed rules as they strive to attain a challenging goal. Games can be a way for students to be active learners. The game helps the teacher to create contexts in which the language is useful and meaningful.
- You can use different games to help students communicate and interact with each other and overcome any difficulties they face while communicating and interacting.

(1) Here are some examples of games and activities , you can use them to help students talk about their feelings.

Game (1) :Feelings mimes and Sounds

- Miming "happy", "sad" and "angry" is a very good way of making the meaning of the words clear. It can also be turned into a practice activity in which one student picks up a flashcard with a feelings word and/ or picture on it and   mimes it for their classmates to guess.
- For example, a student picks up a card and stomps their feet and shows their teeth until someone shouts out "angry".
- Ask students to mime whole sentences like "I am happy, I pass the exam" or "I feel sad , I lost my watch".
- You can make miming more active and make guessing more difficult by asking students to hide their faces. The easiest way of achieving this is by having them mime with their backs to their partners.
- In addition to miming, students keep their hands still and just make noises to show the feeling, e.g. yawning for "tired", sighing for "bored", growling for "angry". You could also do longer phrases with this game, e.g. roaring then screaming for "I am afraid because there is a lion".
- Tell your students how sounds are represented in English, e.g. with words like "ouch", "wow" and "phew" (all of which have a connection to feelings).
- **Time : 15 minutes**

Activity (1) : Feelings Pictionary

- Ask students to draw something to represent one feeling until their partner guesses which one it is.
- For example, drawing a face and tears for "sad". This can also be done with full sentences, e.g. "I am bored because I am doing my homework".
- Combine it with a recent vocabulary word by drawing "a happy carrot" (food vocab) or "an angry car" (transport).
- **Time : 15 minutes**
-

Game (2) :Feelings Definitions Game

- The students with the flashcard describe what it is for their classmates to guess the feeling, e.g. "It is how an elephant feels when it sees a mouse" for "scared" and "It is how I feel in English class" for "angry ".
- Students try to explain things that are associated with particular feelings. These could be things that make you feel a certain way, e.g. "It is noisy. I am happy . It makes me sad " .
- **Time : 15 minutes**

Game (3) :Feelings Dice Game
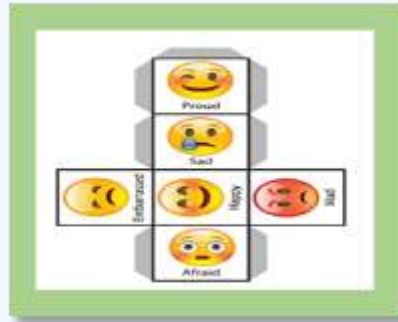
- Create "feeling dice" using clear acrylic photo cubes—slide drawings of faces depicting different emotions on each side. (You could also use photos or cutouts from magazines instead of drawings.)
- In a small group, give each student a chance to roll the dice.
- When the dice lands, ask the student to identify the feeling and describe a time when they felt that way.
- Read the feeling word that is on the top side of the dice or describe the emotion on the face.

For each round, students can do one of the following:
- Use the face to show what this feeling looks like on them.
- What clues does their body give them that they might have this feeling? • What kinds of things happen to you that might cause you feel this way?
- What kinds of things happen to others that might cause them feel this way?
- Do a short skit that acts this feeling out.
- Roll the die, don't let anyone see which one lands on top.
- Act out a short skit without words and have others guess what feeling it might be. • Tell about a time that you had this feeling and what caused it.
- Tell about a time that you saw someone else have this feeling and what may have caused it.
- Find the feeling on the dice that you would have if someone gave you a birthday present, a friend moved away *your brother rode your bike and broke it,* you did really well on your swimming test.
- Ask students to make their own activity.
- **Time : 15 minutes**

Activity: How Would You Feel If…

- Brainstorm some common scenarios that might elicit different feelings.

A few examples such as :
- ✓ *"Your mother picked you up after school and took you to get ice cream."*
- ✓ *"You passed the exam and got high marks."*
- ✓ *"Your mom bought a present for you."*
- ✓ *"You lost your bicycle."*

- Put the scenarios in a hat and pass the hat around the circle or small group while you play music. When you stop the music, the student left holding the hat should pick out a scenario . Then ask the students describe how they would feel if the scenario happened to them.

> **Using online games help students to express their feelings and communicate with their peers. There are different games that can be used online such as:**

Feeling Wheel Game

- Create a spinning wheel that features different feeling faces.
- Give each student a chance to spin the feeling wheel. When the spinner lands on a feeling face, ask the child to identify the feeling and talk about an incident that made them feel that emotion.

This game can be done online through the following :

- Open the following link : https://wordwall.net/resource/1478476/feelings-wheel

  Click on the link you will find the following **:**
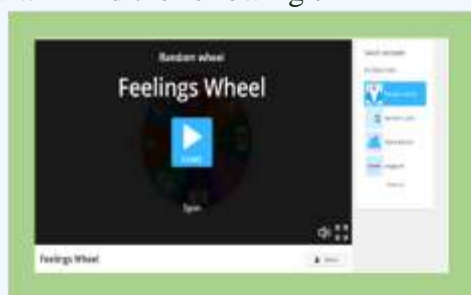
- Click on " start " , you will find :

- Click on " spin " , you will find :

- If you click on " random Cards" you will find different cards that reflect the feelings:

click on " open the box " you will find different boxes that reflect the feelings:

- If you click on " Anagram ", you will be asked to arrange the letters of the word in correct order :

Using Puppets Based Learning

Puppet Play
- Puppet play is a good activity to try one-on-one or in small groups to help students explore and express their feelings, ideas, and concerns.
- Many students find it easier to talk about feelings during puppet play, because it can give them some distance from scary or upset issues.
- Encourage students to pick up a puppet and be its voice while you or another student adopts the character of another puppet.
- You can discuss the students' feelings indirectly and offer another point of view through your puppet.
- Reversing the characters so that students play another role can also promote empathy by helping students experience ho feel.

(2) Here are some examples of games and activities , teachers can use to help students express their ability .

Can/Can't Board Game

- Students are given characters and choose between six and ten abilities for them. Those characters compete to work their way around a board game with squares like "There is a wall of fire in front of you" and "There is a huge dog under the floor".
- Students explain how they can use one of their abilities to get past that thing, or they have to stay on their previous square.
- You can also play the same game with students choosing which objects to take at the beginning of the game, making sentences like "We can use the knife to chop the fruits".

Can/can't Definitions Game

- One student makes can/ can't statements about an object, animal, real person, etc ….like "I can break it with my hands" and "It can fly " until someone works out what they are talking about.

Can/can't 20 questions

- This is like the previous game but asking questions like "Can I see one now?" and "Can you buy one in a supermarket?" and guessing the object from the answers.

My stickman can/can't

- This game is a little odd but has gone down really well with students .
- Divide the class into two teams and get one representative of each team up to the board.
- They draw a stickman each, including as many body parts as they can (e.g. also eyebrows).

- One of the teams says something that the other team's person can't do, e.g. "Your man can't play tennis". That team should delete the minimum number of body parts that they cannot match that description, e.g. just the hands so that they can throw.
- Students take turns trying to build up their own man from that point as quickly as possible, e.g. being able to put back the eyes, hands and fingers by saying "Our man can play ball".

Can Brainstorming

- Ask students to brainstorm true sentences with a single subject, e.g. "A plane can turn" and "A plane can carry people", or different sentences with one verb like "You can play with a ball " and "You can eat a sandwich"

Game : 20 Questions

- It is a wonderful game that enables student's ability to formulate and ask direct questions about their ability .
- Ask students to stand in a circle.
- Let one student stand in the center, and he / she can or can't do.
- 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.

Example :-
- Student A: Can you swim?
- Student B: yes, I can.
- Student A: Can the monkey fly?
- Student B: No, it can't
- Student A: Can you speak English?
- Student B: Yes, I can.
- Student A: Can you drive a plane?
- Student B: A plane !!! no, I can't .

Time : 15 minutes

Talking about One's Daily Life, and Past Simple Tense

- Divide the students into groups and ask them to talk about their daily life routines .
- Introduce the plan for the daily routines as follows:-

- What do you do every day? Tell us about your daily routine.

- Use the present simple tense to talk about daily routines and activities.
- Students will practice describing their daily routine while playing fun classroom games.
- Ask the students about what they did before they came to school.
- Ask them what the first thing they did that day .
- Elicit from them that the first thing they did was 'get up'.
- Write this on the board and ask students what they did next.
- Once you have a few activities on the board, ask students which of those activities they do every day, and at what time they usually do them.
- This should give students a clear idea that they talk about activities that they do on a regular basis. That is, their daily routine.
- Use the daily activities flashcards .
- Ask students to repeat after you and practice many times.
- Once students have practiced the daily routine phrases, introduce the key expressions.

For example,
- What time do you get up?
- I get up at 7 o'clock.

- Divide students into groups and ask them to talk about their daily routines.
- In this speaking activity, students will talk about their daily routine while progressing through 4 different levels.
- To begin, explain to students that the four corners of the classroom are 4 different levels. Level 1, 2, 3, and 4.
- Next, assign a daily activity to each of the levels. For example, level 1 = get up, level 2 = have breakfast, level 3 = go to school, and level 4 = go to bed.
- All students will start at level 1 (get up) and find a partner. Then with this partner they should ask and answer 'What time do you get up?'. Students should make their own answer.
- After the dialogue, students should play rock, scissors, paper. The winning students then advance to level 2 (have breakfast) and the losing students should stay at level 1.
- Next, students at level 2 should meet another student at level 2, and students at level 1 should meet another student at level 1.
- Again they should make a dialogue, then play rock, scissors, paper, and then advance to the next level if they win.
- When a student has advanced through all 4 levels, he gets a point (or sticker) and begins again at level 1. After 5 or 10 minutes, the student with the most points (stickers) is the winner.
- **Time : 15 minutes**

Activity (1): Daily Routines Board Game
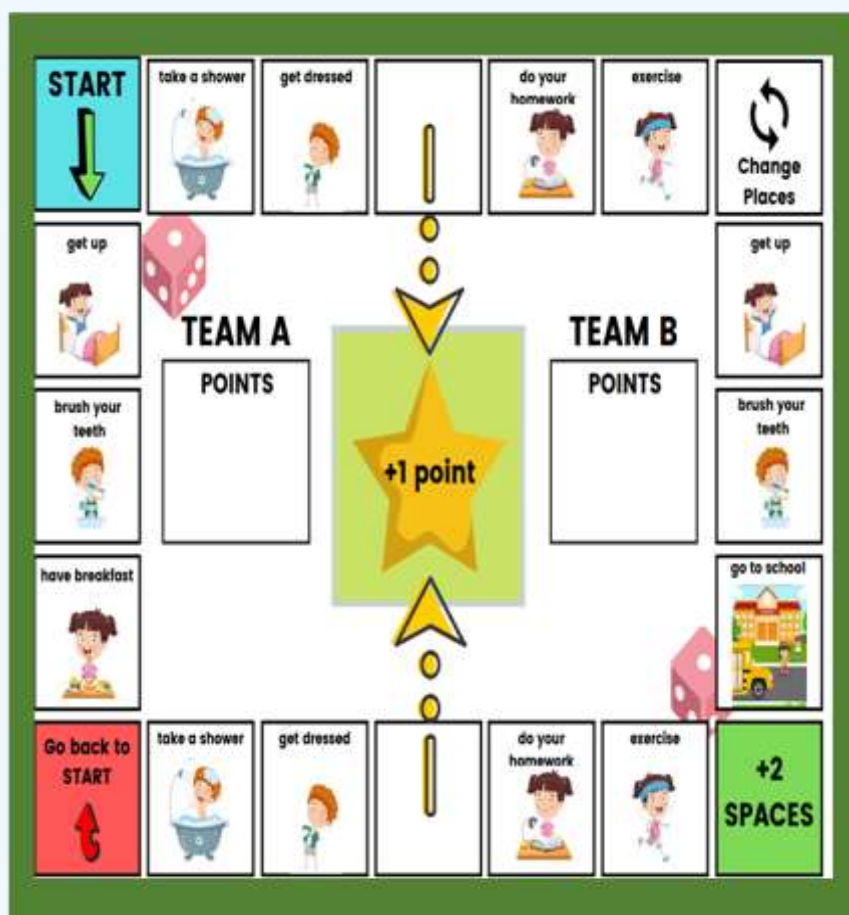
- Before class, print out the game and prepare some dice.
- Give one dice and one board game to each pair of students.
- To start, students should place their eraser at the 'Start' square.
- Next, one student should roll the dice and move their eraser. Then they should make a dialogue with their partner based on the picture in the square that they land on.

For example:

- If they land on the "brush your teeth" picture, they should ask their partner "What time do you brush your teeth?" and their partner should answer.
- Then, it is the other student's turn to roll the dice.
- The aim of the game is to get to the star in the middle of the board game to win a point.
- The only way to get to the star is to land on squares in the middle (the ones with the arrows). After winning a point, that student then goes back to the start square.
- Continue this game for 5 or 10 minutes, and the student with the most points at the end is the winner.
- **Time : 15 minutes**

Review Activity – Ball Toss

- Before finishing the lesson, review the key words and expressions that students learned.
- Elicit a daily activity from the students . Then tell students to ask their partner what time they do that activity.
- Next, toss a soft ball to one of the students . That student should tell the class what time their partner does that activity.
- Then that student can toss the ball to another student in the class to answer the question. Repeat with other daily activities to review what they have learned during the lesson.
- **Time : 15 minutes**

Worksheet 1

- In this daily routine worksheet, students should read the daily routine vocabulary and then connect it to the correct picture. To turn this worksheet into a speaking activity, once students have connected the dots, encourage them to ask their partners what time they do those activities. For example, "What time do you wake up?".

Should / Shouldn't

- Students take turns rolling the dice and moving their piece along the board.
- When a student lands on a square they need to give advice based on the problem stated in the square.
- For example, *I am always late for class. "You should leave home earlier"* The other players need to listen and decide if the answer is grammatically correct or not. If the answer is correct, the student stays on that square. If it is not correct ,they go back to their previous square. The first student to reach the finish square is the winner of the game.

Activity (1): Should- Shouldn't

- Divide students into pairs and ask them to look at each picture and say whether they should or shouldn't do it.

Should - shouldn't

You [▾] drink some water.

You [▾] visit the doctor.

You [▾] be late for school.

You [▾] do more exercise.

You [▾] drive too fast.

You [▾] smoke.

You [▾] clean your teeth.

You [▾] be rude to people.

You [▾] visit your grandparents.

You [▾] shout in class.

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

(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
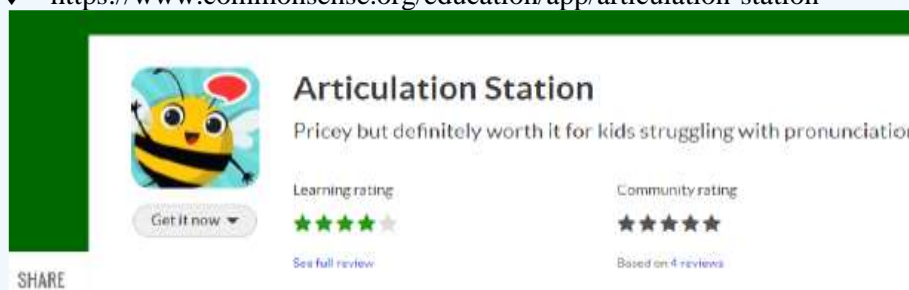
♦ English Language Arts, English-Language Learning
♦ Communication & Collaboration
♦ Younger students will need teacher assistance when working on Articulation Station, at least the first few times they use this app., Articulation Station may be used for independent student practice.

Worksheets

How are you? (3)

1. Look, drag and drop

angry
happy
tired
hot
cold
scared
sad
sick

2. Look and write " Yes,I am" or " No, I'm not".

6. Are you hot? 3. Are you scared? 5. Are you scared? 7. Are you hot?

4. Are you happy? 2. Are you sick? 8. Are you sad? 1. Are you cold?

3. Listen and choose.

1   2   3   4

https://www.liveworksheets.com/el2070543yv

220

HOW ARE YOU TODAY?

APRENDO

Listen and write the emotion in the correct little face.

HAPPY	HUNGRY
SAD	THIRSTY
TIRED	SLEEPY
ANGRY	SICK
SCARED	FINE

I'M [ ]

I'M [ ]   I'M [ ]   I'M [ ]

I'M [ ]   I'M [ ]   I'M [ ]

I'M [ ]   I'M [ ]   I'M [ ]

LIVEWORKSHEETS   LIVEWORKSHEETS

https://www.liveworksheets.com/du1773278fz

Listen, read and choose the correct answer.
(Escucha, lee y escoge la alternativa correcta.)

🔊 **I'm sad**			
🔊 **I'm tired**			
🔊 **I'm sleepy**			
🔊 **I'm happy**			
🔊 **I'm scared**			
🔊 **I'm hungry**			
🔊 **I'm angry**			
🔊 **I'm thirsty**			

https://www.liveworksheets.com/bp796709ze

FEELINGS

Match

● HAPPY

● SAD

● SCARED

● ANGRY

● TIRED

CAN/CANT

With Animals!

Lions [▾] run fast.

Monkey [▾] sing.

The tortoise [▾] climb trees.

Tigers [▾] eat pizza.

Elephants [▾] fly in the sky.

The octopus [▾] swim in the water.

Dogs [▾] talk to humans.

The Giraffe [▾] go to play tennis.

Mouses [▾] eat cheese.

The Crocodile [▾] drink mate.

Sheeps [▾] walk in the mountains.

The snake [▾] run fast.

Cats [▾] sleep a lot.

Look at the pictures. Are the sentences TRUE or FALSE?

Jack

Sally

1. Jack can ride a bike.   TRUE   FALSE
2. Sally can't skate.   TRUE   FALSE
3. Jack can't play basketball.   TRUE   FALSE
4. Jack can't play football.   TRUE   FALSE
5. Sally can swim.   TRUE   FALSE
6. Sally can skateboard.   TRUE   FALSE
7. Sally can ride a horse.   TRUE   FALSE
8. Jack can play tennis.   TRUE   FALSE

https://www.liveworksheets.com/do731355mh

CAN YOU...?

Watch the video. (Mira el video.)

Yes, I can
(si, puedo)

No, I can't
(no, no puedo)

Look at the pictures, read and answer the questions.
(Observa las imágenes, lee y responde las preguntas.)

Can you skateboard?

Can you do karate?

Can you swim?

Can you play basketball?

Can you do gymnastics?

Can you ride a bicycle?

Can you play tennis?

Can you rollerblade?

https://www.liveworksheets.com/qo1262962qj

♦ This worksheet is a daily routines board game. Each pair of students needs one board game and an eraser . To play, students should take turns flicking the eraser up the board. When it lands on a picture, the two students should then make a dialogue based on the daily routine in that area. For example, "What time do you get up?" – "I get up at 7 o'clock." After making a dialogue, the student who has flicked the eraser can write his / her name in that area. Then it is the next student's turn. At the end of the activity, the student with the most areas is the winner.

https://games4esl.com/esl-worksheets/daily-routine-worksheets/

♦ To complete this daily routine worksheet, students should ask their friends 'What time do you (have breakfast)?'. Then students should write their friend's name and the time at which they do those daily activities on the worksheet. The activity finishes once students have filled in all the blank spaces in the table.

Daily Routines

WHAT TIME DO YOU....?

Walk around the class and talk with your classmates. Ask your classmates what time they do the daily routines below. Then **write their name** and the **time** in the table.

What time do you...	Name	Time
... wake up?		
... have breakfast?		
... brush your teeth?		
... take a shower?		
... get dressed?		
... go to school?		
... eat lunch?		
... do your homework?		
... eat dinner?		
... watch TV?		
... play games?		
... go to bed?		

https://games4esl.com/esl-worksheets/daily-routine-worksheets/

♦ This daily routine bingo worksheet is an easy fun game to practice daily activity expressions. Students should cut out the daily routine pictures and arrange them in a 3×3 bingo grid. Then as the teacher calls out the daily routines (e.g. 'I wake up at 7 o'clock.) the students can turn over the picture. Once students have 3 in a line, they have 1 bingo line. The first student to get 2/3 lines of bingo is the winner.

BINGO
Daily Routines

wake up	get dressed	brush your teeth
take a shower	have breakfast	go to school
eat dinner	go to bed	do your homework

Cut out the squares and then make a **3x3** bingo grid in any order you want.

Giving advice

Look at the pictures. Choose the correct option.

You [____] brush your teeth [should / shouldn't] mes a day.

You [____] eat too many candies.

You [____] do exercise every day.

You [____] eat fruits and vegetables.

You [____] play videogames all day.

It's raining. You [____] take an umbrella.

You [____] wash your hands before eating.

You [____] pull the cat's tail.

You [____] go to bed late.

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Look and choose should or shouldn't

Mona [⌄] touch hob or the oven.

1.

Moaz [⌄] go to bed.

2.

Lucy [⌄] jump on the bed.

3.

https://www.liveworksheets.com/du3021838vy

SHOULD OR SHOULDN'T?

Fill in the blanks with the correct modal

1. You ▼ eat a lot of candy.

2. You ▼ eat a lot of fruit.

3. You ▼ drink a lot of water.

4. You ▼ drink of a lot of soda.

5. You ▼ exercise a lot.

6. You ▼ watch a lot of TV.

7. You ▼ eat a lot of chocolate

8. You ▼ play a lot of video games.

9. You ▼ brush your teeth.

10. You ▼ eat a lot of junk food!

11. You ▼ wash your hands often.

12. You ▼ play with fire.

13. You ▼ wear sunblock when outside.

14. You ▼ carry a heavy backpack.

15. You ▼ get enough sleep.

16. Children ▼ drink coffee.

https://www.liveworksheets.com/embed/1592237/gacggszm/embed.html

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 and 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.englishclub.com/efl/tefl-articles/emotions/
- https://www.togetheragainstbullying.org/app/files/public/a59a56fc-5b50-449d-9c6c-cea1fbd6976a/together-against-bullying-feelings-dice-game-6-sided.pdf
- https://blog.brookespublishing.com/10-activities-for-teaching-young-children-about-emotions/
- https://learnenglishkids.britishcouncil.org/writing-practice/my-day
- https://games4esl.com/lesson-plans/daily-routine/
- https://www.eslkidsgames.com/esl-board-games-interactive/should-shouldnt
- https://www.eslkidsgames.com/esl-board-games-interactive/should-shouldnt.
- https://games4esl.com/esl-worksheets/daily-routine-worksheets/
- https://www.liveworksheets.com/jb1290278ma
- https://www.liveworksheets.com/du3021838vy
- https://www.liveworksheets.com/embed/1592237/gacggszm/embed.html
- https://www.liveworksheets.com/do731355mh
- https://www.liveworksheets.com/qo1262962qj
- https://www.liveworksheets.com/ff1321164yy
- https://games4esl.com/esl-worksheets/daily-routine-worksheets/
- https://games4esl.com/esl-worksheets/daily-routine-worksheets/
- https://www.liveworksheets.com/el2070543yv
- https://www.liveworksheets.com/du1773278fz
- https://www.liveworksheets.com/bp796709ze
- https://www.liveworksheets.com/qu1817192id
- https://www.liveworksheets.com/uk2078742ha

Topic Four
Rhyming Difficulties

Indicators of the Difficulty

❖ Refugee students have difficulties in producing rhyming words.

Learning Outcomes

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

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

Learning Resources

Paper Resources :	Visual and Audio Resources :
❖ Student's Book	❖ Models-Rhyming Cards and Pictures
❖ Handouts	❖ Visual and Audio aids
Electronic Resources:	Additional Resources
❖ Mobile applications	❖ Common Classroom materials
❖ YouTube videos-Computers - Websites	

Intervention Strategies

Game Based Learning	Puppets based Learning
Questioning	Mobile Based Learning : Mobile Applications
Cooperative learning strategy	Role- Play

Recognizing students' learning difficulties (Rhyming production)

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

First Method : Pass the Rhyme	Second Method : Rhyming Word Ladders
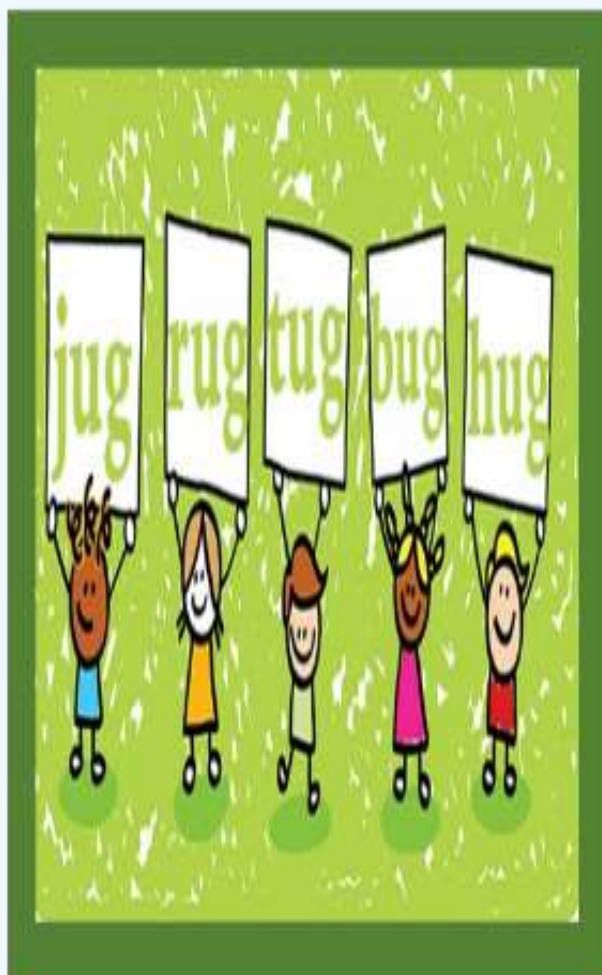
❖ Pass the rhyme is a fun circle time activity for students .

❖ The first student says a word out loud.

❖ The next student says a word that rhymes with that word.

❖ Play continues in a circle until all students in the circle have said a rhyming word.

❖ This is a fun activity for students and is a great way to expose them to more words and give them ample opportunities to practice speaking for those same ending sounds.

❖ Word ladders can be done as a whole group activity, in small groups, or during literacy centers.

❖ To begin, write a word at the bottom of the board.

❖ Have students think of a word that rhymes and write that word above it.

❖ Once they get the hang of the activity, have the students write the word on the board, going around the room until all students have had a turn and the ladder is complete.

Third 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 (--ug , --un) and have them build as many words as they can .
- ❖ Build the rhyming words they hear in a rhyming read aloud.

Remediation Techniques

Game Based Learning

- ❖ Practice certain activities, exercises, and games can teach students to communicate and interact better with each other.
- ❖ Introduce rhyming 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 produce rhymes and overcome any difficulties they face while producing rhyming words.

(1) Here are some examples of games and activities , teachers can use to help students produce rhyming words .

Activity (1): Rhyming Jars

- ❖ For this activity, you will need popsicle sticks, baby food jars, and colored tape.

- ❖ Write the rhyme on the tape and place it on the jar.
- ❖ Then, you write rhyming words directly on sticks or.
- ❖ Students will take all of the popsicle sticks with pre-written words and place them in the baby food jar marked with the rhyme.
- ❖ **Time : 15 minutes**

Activity (2): Rhyming I Spy

- ❖ With this activity, look around the room and say something like, "I spy something that rhymes with fable."
- ❖ Students are allowed to yell until someone replies 'table'.
- ❖ Then pick something else in the room or can then pass the "I Spy" to another student.
- ❖ **Time : 15 minutes**

Activity (3): Find Your Rhyming Partner

- ❖ Students need to move, and they get to interact with classmates in a fun way.

- ❖ For this activity, hand out cards that have their rhyming match in the deck.
- ❖ Every student gets a card and keeps it hidden from everyone.
- ❖ Students move around the room at the word "go", looking for the other Student that has their rhyme.
- ❖ **Time : 15 minutes**

Activity (4): Rhyming Ladders

Rhyme Ladders

- ❖ It is a rhyme production activity suitable for whole class or small group lessons.
- ❖ Start by drawing a ladder on the whiteboard.
- ❖ Write a word at the bottom of the ladder.
- ❖ The students then suggest words which rhyme with the base word. The teacher or a student writes the word on the next rung of the ladder.
- ❖ You can teach students to see the phoneme substitution of rhyming words with this activity. As they are thinking of suitable rhyming words, prompt them to change the beginning sound in the word to produce a new rhyming word. This will help them to see that even though the beginning sound changes, the ending stays the same.
- ❖ **Time : 15 minutes**

Rhyming Book Read-Aloud

- ❖ Read the book that emphasized rhyming words. The purpose of this activity is to train the students to identify sets of words that rhyme and produce new rhyming words .
- ❖ Nearly all rhyming books are set up in 4-line rhyming sequences, where in the second and fourth line rhymed, while the first and third line do not.
- ❖ The students were given the instructions, "listen for the rhyming words, and tell me when you hear two words that rhyme".
- ❖ Initially, you need to explicitly point out which word rhyme with each other. After that , students are able to pick out sets of rhyming words that you have read, then you go around the group, pointing to each student when it is his/her turn, and asking him/her to identify the pair of rhyming words that have just been read and produce new one.
- ❖ Each student is provided with the scaffolding he/she needs to be successful in determining which rhyming words were read.
- ❖ Scaffolding takes 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 follow rhyme with the original word.
- ❖ Following the book reading,   conduct the following additional activities designed to improve the student's rhyming skills.

Use the '' JAMBERRY '' book.
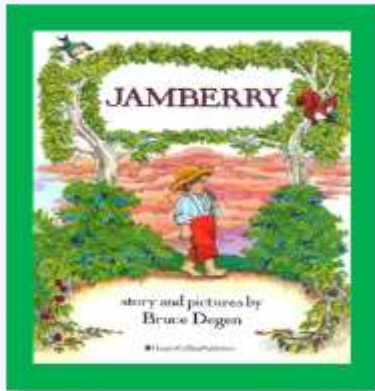
- ❖ Choose a rhythmic rhyming book to read aloud to the students . As you read the story, pause at the rhyming words to give the students the opportunity to predict and produce the rhyming word.
- ❖ Have students clap or jump on the words that rhyme .
- ❖ Have students help you write the rhyming words on index cards—place the cards in a pocket chart so you can discuss and sort them by spelling pattern
- ❖ Play "fill in the blank" (once students are familiar with a text, pause before you read a rhyming word and have students fill it in for you)
- ❖ The teacher reads the following with the students:-

Under the bridge
And over the dam
Looking for berries
Berries for jam

Three berry
Four berry
Hayberry
Strawberry

Strawberry ponies
Strawberry lambs
Dancing in meadows
Of strawberry jam

Finger and pawberry
My berry, your berry

Quickberry!
Quackberry!
Pick me a blackberry!

Rumble and ramble
In blackberry bramble
Billions of berries
For blackberry jamble

Raspberry rabbits
Brassberry band
Elephants skating
On raspberry jam

Moonberry
Starberry
Cloudberry sky

Mountains and fountains
Rain down on me
Buried in berries
What a jam jamboree!

Boomberry
Zoomberry
Rockets shoot by

Using Nursery Rhymes to help students to produce rhyming words

❖ The ability to recognize and produce rhyming words is very important for fourth year students.
❖ Ask students to watch and listen to the nursery rhyme (Five Little Apples) on the following link:
https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-little-apples/zvt8gwx
❖ Ask them to clap or jump on the words that rhyme .
❖ You can also provide your students with the video transcript of the nursery rhymes (Five Little Apples) and read it with them.
❖ Ask them to write the words rhyme and after finishing the song , ask them to produce new rhyming words.

Video Transcript: Five little apples

FIVE little apples so red and bright were dancing about on a tree one night. The wind came rustling through the town One little apple came tumbling down.	
FOUR little apples so red and bright were dancing about on a tree one night. The wind came rustling through the town One little apple came tumbling down.	THREE little apples so red and bright were dancing about on a tree one night. The wind came rustling through the town One little apple came tumbling down.
TWO little apples so red and bright were dancing about on a tree one night. The wind came rustling through the town One little apple came tumbling down.	ONE little apple so red and bright was dancing about on a tree one night. The wind came rustling through the town **One little apple came tumbling down.**

Using puppets based learning

Puppet Play

❖ Puppet play is a good activity to try one-on-one or in small groups to help students produce rhyming words.

❖ Many students find it easier to produce rhyming words during puppet play.

❖ Encourage students to pick up a puppet and be its voice while you or another student or adopts the character of another puppet.

❖ Help the puppet say a word and ask the students to produce new rhyming word.

Game Based Learning

- ❖ Using games help fourth 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.

Game (1): Use Bean Bags

- ❖ Say a word such as "hat". Then pass a bean bag to the student. The student will think of a word that rhymes with hat, say the word that rhymes, and then give the bean bag to another student.
- ❖ The game continues with the bean bag being passed around to different students until no one can think of more rhyming words. That student then gets to say a new word and the game continues.
- ❖ **Time : 15 minutes**

Game (2): The Name Game

- ❖ Write a student's name onto a whiteboard and have the class read it.
- ❖ That student then comes to the front and chooses a magnetic letter.
- ❖ The magnetic letter is placed on top of the first letter of their name on the whiteboard. (Asmaa , *Maisaa*) . Everyone now says the student's name and the new rhyming word.

❖ You can say only the rhyming word (*Asmaa*) and then the students say the name that rhymes ("Not *Asmaa* , it's Maisaa !).
❖ **Time : 15 minutes**

Game (3): Rhyming Circle

❖ This is a fun game. The students sit in a circle with the teacher.
❖ The teacher says a word out loud, and the next student has to produce a word which rhymes with the teacher's word.
❖ Continue around the circle until all the students have had a turn.
❖ **Time : 15 minutes**

Game (4): 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 bike, and I say like. I'm pointing a boat. I say goat, and you say boat.
❖ **Time : 15 minutes**

Here are some examples:

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

Using Mobile Application

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

Nursery Rhymes Songs & Kids
Puzzle Games Free

GunjanApps Studios   Casual   Music & Video

Ages 8 & Under

- ❖ This application is free application, students can download it from (play store).
- ❖ After installing in your students' mobiles or tablets, they can use it without internet access.
- ❖ First , go to play store and write (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.NurseyRhymes

Overview about the apps

- ❖ Best Nursery Rhymes Songs & Kids Puzzle Games Free is a fun & educational learning game for children, toddlers.
- ❖ Children 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 on screen 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 is fun and entertaining. Unlike other apps, the rhymes are highly interactive with educational games and 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 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.

Golden Tips:

- ❖ **Use various tasks and activities to encourage and motivate students to participate .**
- ❖ **Praise your students and provide support such as (excellent work, well-done- ,...etc)**
- ❖ **Use simple and interesting texts suitable for your students.**
- ❖ **Try to use texts related to students' beloved country Syria.**

Worksheets

Read the word on the ice cream cone. Find one rhyming for each cone. Drag and drop the words to the correct cone.

tag

hug   wag   ram

sun

ten

bad

bug

hut

bed

red

not

nut

pet

cot

sad   jam

set   run   pen

https://www.liveworksheets.com/pj3038875cl

complete the following:-

I like Friday,

It's my best d☐☐.

I get up late

And then I p☐☐☐.

I don't like Sunday,

I feel so s☐☐.

I get up early

So I'm not g☐☐☐.

https://www.liveworksheets.com/bd709705na

"it" words

Use the letters to create words from the "it" word family for the pictures.

p   s   h   f

 ◯ it   ◯ it

 ◯ it   ◯ it

https://www.liveworksheets.com/bc1964841bl

Finish the Poem

Use the rhyming words in the word bank to complete the poem.

Mr. Bear loves to eat _____

To fill his great big _____.

Then he plays with _____

Outside when it is _____.

bunny
sunny
honey
tummy

https://www.education.com/worksheet/article/complete-poem-bear/

Worksheet (5)

Answer the following by writing rhyming word:-

- ❖ What do you wear that rhymes with cat?-------

- ❖ What lives in the sea and rhymes with dish? -------

- ❖ What flies in the sky and rhymes with word? -------

- ❖ What do you read that rhymes with cook? -------

- ❖ What do you bake that rhymes with rake?------

- ❖ What do you eat with that rhymes with moon?-----

- ❖ What do you drive that rhymes with far?------

- ❖ What do you sing that rhymes with strong?-----

- ❖ Where do you sleep that rhymes with red?------

- ❖ What do you eat that rhymes with punch?------

- ❖ Where do you go for a walk that rhymes with shark?--------

http://bogglesworldesl.com

Theoretical Background on Rhyming

❖ Rhyming words are words that end with the same or a similar ending sound. When it comes to rhyming, it's all about phonemic awareness, which is the sounds that letters make. Not all rhyming words end with the same spelling, so it is important to teach students to listen for the sounds in words to determine if they end with the same and rhyme.

❖ Once students have a strong understanding of letter names and sounds, it's time to introduce rhyming words. Rhyming words are a key element in helping students segment words into sounds and hear patterns in words, thus improving their decoding skills and fluency.

Resources

❖ https://www.theprintableprincess.com/rhyming-activities-for-kindergarten/
❖ https://educationtothecore.com/2021/08/30-rhyming-activities-for-kindergarten/
❖ https://learningattheprimarypond.com/blog/5-active-engaging-rhyming-games-and-activities/
❖ https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-little-apples/zvt8gwx
❖ https://www.liveworksheets.com/pj3038875cl
❖ https://www.liveworksheets.com/bd709705na
❖ https://www.liveworksheets.com/bc1964841bl
❖ https://www.education.com/worksheet/article/complete-poem-bear/

Third Dimension

Reading Difficulties

Introduction

This dimension deals with reading difficulties that fourth grade students face. It includes interpretation skills , reading fluency difficulties , vocabulary difficulties and Identifying and analyzing the relationship in reading.

TOPICS

(1) **Interpretation Skills**	
(2) **Vocabulary Aspect**	
(3) **Reading Fluency**	
(4) **Identifying & analyzing the Relationship in Reading**	

Topic One: Interpretation Skills

Indicators of the Difficulty

- ❖ Refugee students have difficulties in asking and answering questions in reading material(interpretation skills).
- ❖ Refugee students have difficulties in linking pronouns to reference.
- ❖ Refugee students have difficulties in organizing ideas in sequence.
- ❖ Refugee students have difficulties in distinguishing between main idea and details, and recall the stated one.

Learning Outcomes

By the end of this topic, fourth grade students will be able to:
- ❖ Interpret reading materials.
- ❖ Answer questions out of the text.
- ❖ Ask questions to infer and interpret.
- ❖ Link pronouns mentioned in the text with their referent nouns.
- ❖ Organize ideas in sequence.
- ❖ Distinguish between main idea and details.
- ❖ Recall the stated main ideas and details of paragraphs or main text.

Learning Resources

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

Intervention Strategies

Game Techniques	E -learning strategy (audio /visuals)

Mobile Based Learning : Mobile Applications such as:	
 http://teacher.scholastic.com/clifford1/index.html	 https://www.starfall.com/h/im-reading/

Procedures of the Topic

Recognize student's 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 :Answering question:

❖ Read the text with your students , then ask them questions to check their understanding .

Text:

Salem's Day

Salem is student at Homs University. He is studying English there, but he is a bad student.   Everyday Salem seems very "busy". His alarm rings at 7:00 o'clock, but he usually turns it over and goes to sleep again. Sometimes he throws the clock across the room and wakes up late at about 8:30. He quickly runs to the bathroom to wash his face and brush his teeth. He doesn't have time for a shower or even breakfast. He reaches the at the University at 9:30, so he is always late for the first session. Salem comes back home at 4:00 pm and takes his dinner. After that, he sometimes watches TV or plays the guitar. He goes out with his friends every night. Salem never does his homework since he comes late at 2:00 or 3:00 o'clock. Being tired, he goes to sleep without doing anything. Tommorow, Salem will have another "busy day".

Answer the following question:

❖ Where does Salem study English?
❖ Does he wake up at 7:00 o'clock? Why?
❖ What does he do after he wakes up at 8:30?
❖ What time does he have dinner at?
❖ What does Salem usually do after the dinner?
❖ Do you think Salem is good at the university?
❖ Why do you think Salem's day was called as "busy day"?

Checking the student's ability to answer the questions through giving a full answer related to the information of the text.

Second Method :

Identifying Pronouns Referent

❖ Check the student's understanding of pronouns reference in text sentences.

❖ Using the previous text, ask students to read the following sentences and circle the pronouns in each sentence. Then change the underlined nouns into suitable pronouns.

The sentences are:

1) When the <u>alarm</u> rings, he turns over and goes to sleep.
2) <u>Salem</u> is a lazy student. He studies English at the <u>university</u> .It is located in Homs.
3) <u>Salem and his friends</u> go out at night to eat snack in <u>Sami's</u> restaurant.
4) My prediction towards him is that he likes to stay in <u>bed</u> all the day.
5) <u>My classmates and I</u> don't admire <u>Salem</u> and <u>his actions</u>.
6) He is always busy and never does his <u>homework</u>.

❖ Check their work and identify their difficulty after doing this exercise.

Third Method :

Identifying Organizing Ideas in Sequence

❖ Ask your student to read the following text :

> Before Sara goes jogging, she prepares her body for it. First, she stretches for five minutes. Next, she walks for one kilometer to get her legs warmed up and ready for her jog. Then she jogs for 30 minutes. After jogging, she slows down and walks again for two kilometers. Finally, she stops and stretches for another ten minutes.

❖ Write the following sentences on sticky strips of paper
- **She walks for one kilometer.**
- **She stretches for ten minutes.**
- **She Jogs for 30 minutes.**
- **She walks for two kilometers.**
- **She stretches for five minutes**

❖ Write on the board this title :

<p align="center">My Own Sequence of Sara's actions with numbers From 1→5</p>

❖ Mix the strips of paper and ask your students to come one by one , away from other students' sight, to arrange the events on the strips and stick them in order. Then ask them to add sequence signals as first, second , third , fourth , then, and last

❖ Collect the names of mistaken students on your notebook.

Identifying Distinguishing Main Idea and Details

❖ In order to discover the student's difficulty in distinguishing and recalling the stated main idea and details for a specific paragraph, ask your students to read this paragraph or read it aloud with them.

Paragraph.

> Did you know that the human thumb is very important? Most animals don't have thumps like a human thumps. Human thumps are special because we can touch every one of our fingers with it. Because of it, we can pick up small items , eat with spoon , play instrument , write with a pen, and much more.

❖ Give each student colored cards :
❖ One white card and five yellow ones.
❖ At the top of the white card, write the main idea and at the top of each yellow card write details numbering them from 1→5
❖ After reading the paragraph, ask each student to fill the required idea in the card.
❖ Check their cards putting to your left the correct cards and to the right the false cards for the students and discover their difficulty.

Remediation Techniques

❖ Grade four students begin to learn how to read a text, not just only for reading, but to think and talk about in order to find deeper information and messages. Students have to do this when they read the text independently, or when they read it with the whole class or with groups of students .So to build their reading skill, they have to learn how to interpret after reading and then have the ability to answer questions correctly with complete sentences	
❖ *You can display the questions out of the text from their textbook. Then explain to the students that you have to follow golden rules for answering :* ❖ Paying attention to the question word for the information needed: (What , Why, Where…..) after explaining each question word representation. ❖ Checking the tense used (do , did , does , or a helping verb , is, was, were…..) ❖ Comprehending the text for the needed information	

❖ Explain to them that they have to answer the question in a complete sentence after following these rules in an easy way by stealing words from the question itself.

For example: When does <u>Salem wake up every day to go to school?</u>

❖ The words that must be stolen from the question are the underlined ones in the question.
❖ Now apply the golden rules after stealing :
❖ When →means time
❖ The verb is does -wake becomes wakes
❖ The information needed is the time of waking up which is 8:30.
❖ This implies that the answer will be :
❖ Salem wakes up every day to go to the university at 8:30 O'clock.

- ❖ Practice teaching Wh /questions and their complete answers including visuals, using games and activities, introducing real picture scenes......
- ❖ Pronouns reference is another difficulty that students face in the reading material.
- ❖ Students must know that each pronoun must agree in number with the noun it refers to.
- ❖ They have to know that there should be only one possible referent for a pronoun to replace a noun(pronouns are nouns replacement)

- ❖ They could be taught through cooperative strategies using some activities and fun time worksheets.
- ❖ You can use story texts or even fairy tales which are great for pronouns reference as they often include a lot of characters, and student get amused by them.
- ❖ Introduce using pronouns in place of nouns when answering "WH" questions , so student could practice orally the ways of using pronouns and replacing nouns.
- ❖ Sequence is an outcome for understanding the events in a text or in a paragraph and putting them in order in the correct way with sequence signs (first, second , third.) or transition words as (first , next , then, last)

- ❖ It is very important to check students' understanding for this part.
- ❖ You can use this video to introduce the sequence to you students.

- ❖ You can cut the pages from an old calendar , mix up the months, and hand the stock of pages to the students to order them.
- ❖ You can ask each to give a main event happened in that month, write it on a card and then arrange them in sequence related to the month it happened in.
- ❖ You may use a sheet of paper (grid) divided into six large squares(later you will use more squares),pick one activity (outdoor, at home, or a classroom one)your student is familiar with , such as preparing for a picnic, preparing for the midyear exam , making cake with mom.) mix the steps and ask students to order them in the squares of the paper sheet from the beginning to the end .
- ❖ You may use picture cards to help you more.
- ❖ You may use some scientific topic as how plants grow from seeds, or how food is digested in our body starting from the mouth.

In addition to that , use some games and activities that are full of fun and benefit.

- ❖ Another difficulty your students may face is identifying main idea of the paragraph and its details.
- ❖ You may follow many strategies to teach your student how to distinguish or recall main ideas and details from a text or a paragraph.
- ❖ They should know first that they have to find what is the passage mostly about, and which information is the most important.
- ❖ Use an anchor chart (large, poster sized visuals with information on) which is a great tool for your visual learners who will find it a reference to refer to when needed.

- ❖ You may use pictures about the text, so students could identify the concept of the main idea by identifying what the pictures are mostly about.
- ❖ You could use picture cards. Then you can come to the title by presenting a paragraph on the board, but covering up everything except the title. Let your students make prediction what the hidden paragraph will be about based on this title.
- ❖ Use this title to help students think about supporting details.
- ❖ Moreover, ask them to give a title to an untitled paragraph, and from that they can conclude the main idea by doing a pair- share strategy.
- ❖ You may write the key words of the paragraph bolded, then put your students in groups and ask them after collecting the bolded key words to create from them the main idea statement, and then you ask them to find details related to the key words and the main idea.
- ❖ You could make main idea and details awareness amusing through fun activities, silly or entertaining graphic organizer, and visual aids.

Activity (1)

Identifying answering Wh/questions
- ❖ First use a visual (as indicated in the picture) to identify the question word and the information related to it.
- ❖ Don't forget to use key word sign paired with the question word in order that your student will understand the question types.
- ❖ After you get sure that your students understand each question type, work this activity with them.

Question/Answer Board Games:
- ❖ Draw a game board with "WH" questions in its square on the ground or on a big sheet of paper .
- ❖ Ask your students to land on that and answer the question that is written on .Or you may want to mix in some answers as well and students have to say what the question is.
- ❖ You may use a sheet marker for each student (a coin or an eraser, a dice)
- ❖ Divide the students into groups and write some questions in the squares (or even answers) as :
  - ♣ What do you like to do in your free time?
  - ♣ Where is your school located?
  - ♣ When do you usually go to bed ?
  - ♣ Who teaches you English at school?
  - ♣ How do you feel when you go on a trip?
  - ♣ How many hours do you spend at school?
- ❖ Ask each student to answer the question s/he lands on, if s/he failed, ask a student from his/her team to answer it .If not the team will lose and the other team will take turn.
- ❖ Continue playing until students practice well answering or asking questions.
- ❖ You may introduce in some squares:
- ❖ "Switch position with the student on your right " or "take a vacation" in order to make fun

Activity (2)

Picture Prompt WH/Questions Activity
- ❖ To teach students answering Wh/ question in an interesting way use the picture prompt.
- ❖ Use the picture given with its lots of interesting things .
- ❖ Ask your students questions using Wh / words about the picture.

For example :

- ♦ Where are the children?
- ♦ Who is having a lunch box?
- ♦ How many children are there in the garden?
- ♦ When do they have a picnic?
- ♦ What does the blond girl do?
- ♦ What color is the river?
- ❖ Divide the class into 2 groups A and B
- ❖ Ask the first group. If students answer in a full sentence correctly, they will take a point . If not the question will be answered by the second group.
- ❖ When questions are over , students could think of own questions with their partners about the picture in order to ask the other team.
- ❖ The higher the score is ,the winner the group will be.

Tips for Teachers

- ❖ If you are working on Wh/question goal, make sure your students are really struggling with Wh/ questions (not vocab, inference, the syntax of the question, etc….) Otherwise, a direct goal in the area might be more appropriate.

Worksheets

Identifying Pronouns Reference:
- ❖ Use visual to explain the subject and object pronouns (as indicated in the picture) ,so students could remember and understand the difference between them.

Pass the Pronouns

All you need is a beach ball, a list of sentences, some music, and a little empty room for this game. Clear out the desks or have students play from their seats if you'd prefer.
- ❖ Start playing a song.
- ❖ Have students pass the beach ball around the room. They can hand it, toss it or even spike it to each other.
- ❖ Stop the music and read a sentence. Depending on the class's skill level, the sentence should include a pronoun (beginner level) or noun (advanced level) .
- ❖ The student holding the ball identifies either the pronoun in the sentence or restates the sentence with a pronoun replacement.
- ❖ That student has to stay in if getting it right, and out if getting it wrong.
- ❖ Keep playing until the game is down to two students, or until so many students get them correct ,or you are sure they understand the skill.
- ❖ You can make it more challenging by including sentences with possessive pronouns

Pronoun PowerPoint

Create a PowerPoint presentation, or slide show, in which each odd-numbered slide features a sentence with at least one noun.
- ❖ On the even-numbered slides, add the sentence again, but replace the nouns with the correct pronouns.
- ❖ Split the class into two teams and invite one volunteer from each team to come to the front of the class.
- ❖ Present the slide show to your class.
- ❖ When they see the first sentence, volunteers raise their hands or hit a buzzer.
- ❖ Call on the one who had the answer first.
- ❖ They restate the sentence, replacing the nouns with pronouns.
- ❖ Click to the next slide to see if they were right.
- ❖ If they were, reward that team with one point per pronoun.
- ❖ For an easier version of the game, replace the sentence on the odd-numbered slides with one noun only. The next even-numbered slide can have just the pronoun that would replace it. This activity is great to practice pronoun referent.

Tips for Parents

- ❖ Reading stories for your children is beneficial. While reading, highlight what the characters are doing, or which pronoun, from a sheet of pronouns you hung in his room, can replace the characters' nouns.

Tips for Teachers

- ❖ Whenever you have a reading text try to ask for pronouns reference whatever the skill you are working about. Reviewing pronouns in every reading material will help understanding the text and improving your student's understanding comprehension and interpretation skills.

Worksheets

Identifying Sequence of Events

- ❖ In order to have a clear and close idea about sequence, you can use the following videos with your students.

https://youtube.com/watch?v=4AMptAmS
https://youtube.com/watch?v=GJFWTMNsF

- ❖ Then discussing with them a sequence example about their routine at home will ease their understanding for this concept.

Sequence My Day

- ❖ For example, first we wake up, then we wash our face and brush our teeth, after that we take our breakfast, and finally we go to school.

Activity (1)

Balloons and Sequence

- ❖ Select a story your students are familiar with as the "Rabbit and the Tortoise "" "Cinderella" or even a story from their textbook they had read it before.
- ❖ (You can use picture book or even a movie)
- ❖ Choose 5 to10 events from the story .Don't include any signal words or numbers.
- ❖ Divide the class into small groups of 4 to 5 students. Copy the events from the story on to 4 to 5 copies of 4 to 5 different colors
- ❖ Cut the events into small slips that can be rolled easily down the neck of the balloon as indicated in the picture.
- ❖ Place 2 or 3 events in each balloon of same color (the number of balloon is equal to the number of students in each group) ,then blow up the balloons and tie them of with the event slips in.
- ❖ Give each student a balloon to pop it and collect the specific colored slip in order to find the rest of their group.
- ❖ The group that can sequence the event in the least time will win. If they get one event wrong, you can tell them which one.

TEACHING SEQUENCING USING BALLOONS

Activity (2)

Select a familiar textbook or a famous fairy tale, and ask students that they should focus completely on the task at hand:

Sequencing :

❖ Read the story text with the students. Be careful they understand the story events.

❖ Give each student a copy of the story on a different color of paper so their paper strips will not mix up later.

❖ Ask the students to cut apart the story events. Then ask them to piece the story back together.

❖ By having paper strips, the students could easily manipulate the story , use key words about sequence (first ,second , ….) read it and make changes to make sense.

❖ Now ask them to glue the events in order on the recording sheet.

❖ For more challenging activity ask the students to use strips to write their own events that will lead to their own story.
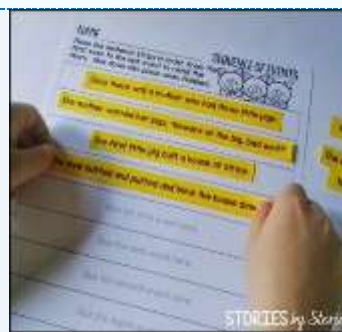
Tips

Tips for Parents

❖ You can help your children recognize sequence through the daily events, the steps of some cooking processes, and even the duration from birth up to this year considering every year of growing up as an event itself.

Tips for Teacher

❖ You can make like these booklets of events with your students as indicated in the picture, and they can label each booklet with sequence signals. (first, second , third ..)

Worksheet	
	Beach Day Mikey and his dad went to the beach. First, Dad put sunscreen on Mikey. Next, they went for a walk and put some shells into a pail. Then Mikey put on his floaties to go in the water. They had lots of fun swimming together and splashing around. When they got out of the water, Mikey and Dad built a huge sandcastle. **Write the numbers 1, 2, 3, 4, 5 and 6 to sequence the events below.** ____ Mikey and Dad walked and put shells in a pail. ____ Dad and Mikey went to the beach. ____ Mikey put his floaties on. ____ Dad put sunscreen on Mikey. ____ Mikey and Dad built a sandcastle. ____ They went swimming.
	Build a Snowman ☐ Add rocks for eyes and a carrot nose. ☐ Place one snowball on top of another. ☐ Give your snowman a scarf and hat. ☐ Put the third snowball on top. ☐ Roll three big snowballs. 1. ____ 2. ____ 3. ____ 4. ____

Main Idea and Supporting Details :

- ❖ Prepare a paper bag and place four items in it :youth brush , toothpaste, floss, and comb)
- ❖ Three of the items will go together and the fourth item (comb) doesn't belong.
- ❖ You may use chocolate, chips, flour, measurement cup, math cube.
- ❖ Or watercolor, scissors , a marker ,penny,
- ❖ Or crayons, pencil, toy, eraser.
- ❖ Ask students to look inside each bag and determine which item doesn't belong and tell why that item doesn't belong to the other items.
- ❖ Ask them to give a title that will provide the concept of the main idea of the group.
- ❖ Let them tell the role of these items to support the main idea by giving a sentence on each.
- ❖ Then they have to write these sentences on the anchor card that they prepared before. Later each will read his own main idea and the supporting details that he provides in the graphic organizer of his own, through scaffolding.

Activity (2)

Read Aloud

- ❖ "Read aloud "can be one of the most overlooking strategies that can be used to teach main idea and supporting details. When reading aloud with the students, modeling your thinking process out loud is a key for recognizing main idea.
- ❖ Use a little story booklet. Cover up the title and encourage the students to look at the cover.
- ❖ Discuss what they see and ask them to give a good title. Then ask them why they choose this title.
- ❖ Later ask them to predict from the picture of the cover what the story is about…., so they can conclude the main idea and write it in the hamburger template.
- ❖ Then show them the other pictures on each page and let them predict the details that appear here. Ask them to fill it in the hamburger template also.
- ❖ At the end, read with them the story aloud and let them check each idea in the hamburger and correct the wrong one .

Tips for Teachers

❖ You may use many strategies to find the main idea of a short paragraph without a title by looking at the first and the last sentences , key words , big idea, and small details.

❖ Or even you can give them four main ideas choices and they have to narrow their choices to reach to the correct choice if it is really hard for the students to understand this concept. Even through practicing and revising it often by asking "What is the main idea?" to the students while reading a non fiction passage , will ease the concept.

Worksheets

Reading

Read and choose TRUE or FALSE.

Hello! My name is Peter. I'm nine years old. I live in a big house with my mum, my dad and my older sister. I have got a dog, too.

I like listening to music. I love sports, too. I go to the swimming pool on Tuesday and Friday.

My sister's name is Anna. She's eleven years old. She likes reading and playing basketball. She can play basketball very well.

We live in a small town. There is a park next to my house. I go to the park at the weekend to play with my friends.

1. Peter lives in a small house.	TRUE	FALSE
2. He has got a brother and a sister.	TRUE	FALSE
3. Anna is eleven years old.	TRUE	FALSE
4. Peter doesn't like sports.	TRUE	FALSE
5. He goes swimming every day.	TRUE	FALSE
6. His sister is good at basketball.	TRUE	FALSE
7. She likes reading.	TRUE	FALSE
8. Peter goes to the park on Tuesday and Friday.	TRUE	FALSE
9. He hasn't got any pets.	TRUE	FALSE

Name: _____

Q. Reading Comprehension

Anna's lute

Anna's favorite hobby is playing lute. She spends a lot of her free time playing lute. She started learning to play lute when she was 5 years old. She played in her school's band.

Anna's dad bought her a lute and she started practicing every day after school. It was very loud, but her mother never complained. She improved a lot, and playing lute has been her favorite hobby ever since.

1) What is Anna's favorite hobby?
_____

2) When did Anna start to play lute?
_____

3) Who bought Anna a lute?
_____

4) What is the title of the story?
_____

5) Where did Anna perform lute?

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Flying a Kite

We Will Go to School

Sequencing

Read the story 3 times.

Matt the Dog

Matt is a dog. He likes to dig holes. One day, Matt was digging a hole I his back yard. Soon, he found a bone that he hid in the ground the day before. Matt was so happy that he began running around with the bone in his mouth. When he got tired of running, Matt started to chew on the bone. Later, he went to take a nap.

Put the events of the story in order.

1	2	3

4	5

Next, he found a bone	Then, he began running around	First, Matt dug a hole.

Last, Matt went to take a nap.	After that, he chewed on the bone.
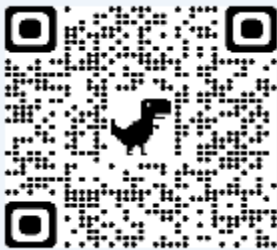
Write the number to sequence the story.

Soon the swing was ready.

Carol enjoyed the swing ride.

Father started building the swing.

Carol and her father decided to build a swing.

K5 Learning

Reading, sequencing and writing

Kindergarten Reading Comprehension Worksheet

Read the story:

Washing Hands

First turn on the water. Then make sure it is not too hot or too cold. Squirt a dab of soap onto one palm. Next rub your hands together until there are bubbles all over them. Then rinse your hands. Now dry them with a towel.

Write the steps to wash your hands in order:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Online reading & math for K-5   www.k5learning.com

SEQUENCE
read, cut, and sort

Name: _____   Date: _____

Read the parts of the story. They are not in the correct order. Cut them out and glue them in the correct sequence so that the story makes sense.

Super Kid flew down to the tree and tried to grab the cat, but it scratched her!

Super Kid used the blanket to grab the cat and flew it down to the ground. Finally, the cat was safe.

Super Kid was flying around when she saw a cat that was stuck in a tree. She wanted to help the cat get down.

After the cat tried to scratch her, Super Kid got a great idea. She went and got a blanket.

How to Give Your Dog a Bath

1 Cut   2 Read   3 Paste in order

	1
	2
	3
	4
	5
	6
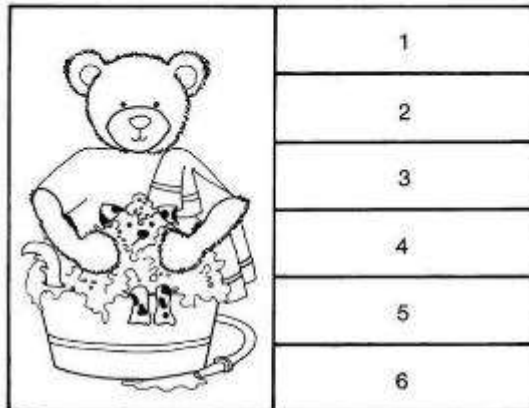
Put him in the water. | Wash the suds off the dog.

Dry him with the big towel and let him go. | Now catch your dog.

Fill a tub with water and get a big towel. | Rub the suds all over your dog.

Reading Comprehension
Main Idea & Supporting Details

Name: _____   Date: _____

The **main idea** tells you what a picture, paragraph or story is **mostly about**

Other sentences in the paragraph or a story that tell more about the main idea are called **supporting details.**

1. Write the main idea and two supporting details for the picture.

Main idea: _____

Detail: _____

Detail: _____

2. Read the paragraph below. *Cross out the sentences that does not provide supporting detail for the main idea.*

People come to The Bahamas from Africa. They had been taken from their homes by cruel people. I enjoy sleeping in my cool hammock. Many, many Africans died on the long journey to our islands. There are so many islands in The Bahamas. The Africans had to do all the hard work. They would be beaten or killed if they refused. Some come because they like our weather. They had to work all day and were never paid. Africans brought with them the things they used to do in Africa.

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Name:_____ Date:_____

Main Idea and Supporting Details

Today, Ellie walked outside with her big yellow jacket on. But, even with her jacket on she still had goosebumps. It was so cold! Her feet were in brown fuzzy boots to keep her toes warm. She quickly looked at her iPhone and the weather said it was 21 degrees outside! No wonder it was snowing! She did not like this weather. It was freezing! She decided to go back inside.

1) What is the **main idea** of the story?
   a. Ellie went outside with her friends.
   b. It was 21 degrees outside.
   c. It was very cold outside today.
   d. When Ellie walked outside, it was snowing.

2) Which of the following is a **supporting detail**?
   a. It was cold outside.
   b. Even with her jacket on, she still had goosebumps.
   c. She looked at her iPhone.
   d. It was not snowing.

3) *Circle* another **supporting detail** in the story.

FINDING THE MAIN IDEA
Unit 7 • Lesson 8

Name_____

← Read the story.
Pick the main idea.
Underline the main idea.

1. Jon and Anna play a game.
   First Jon tags Anna.
   Then Anna tags Jon.
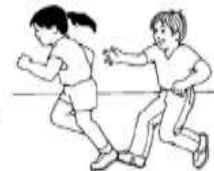
Main Idea: a. Jon and Anna play a game.
b. Then Anna tags Jon.

2. The class went to the post office.
   They saw bags of mail.
   The workers were friendly.
   The teacher mailed a letter.

Main Idea: a. The workers were friendly.
b. The class went to the post office.

3. The children had an art show.
   Some children made clay animals.
   Billy painted a picture.

Main Idea: a. Billy painted a picture.
b. The children had an art show.

Remind children that each story has just one main idea. It tells all about the parts of the story.

SILVER BURDETT ENGLISH 1   [Practice] READING/THINKING: Finding the Main Idea   73

LIVEWORKSHEETS

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name: _____

Main Idea and Supporting Details

Read the story and decide what the main idea is.

My dog is named Lucky. Lucky can do lots of tricks. She knows how to sit and lie down when I tell her to. Lucky also can roll over! Another thing Lucky can do is to shake her paw to say hello to people. Lucky is the best dog in the world.

Cut out the sentences and glue where they fit.

Main idea

Supporting Detail #1

Supporting Detail #2

Supporting Detail #3

Lucky can do lots of tricks.

Lucky can roll over.

She can sit and lie down.

She can shake paws.

Theoretical Background on Interpretation Skills

❖ Interpretation skill is one of the most important skills for reading in grade four.
❖ Through interpretation, you can teach the students what is being said or written by the speaker or author accurately.
❖ Using interpretation, students could set a relation between concepts and ideas so reading material will be in advance of becoming a quicker and easier learning process.
❖ Recognizing relationship between nouns and their pronouns reference , events and their sequence , main idea and its supporting details , asking and answering question , and comprehending a text, are steps , if achieved well, can overcome students difficulties for understanding reading material.

Resources

❖ https://www.teach-this.com/grammar-activities-worksheets/wh-questions
❖ https://www.home-speech-home.com/activities-for-wh-questions.html
❖ https://www.eslactivity.org/wh-questions-activities/
❖ https://www.smalltalkspeechtherapy.com.au/helping-your-child-answer-questions/
❖ https://grammar.yourdictionary.com/for-teachers/pronoun-activities.html
❖ https://youtube.com/watch?v=GJFWTMNsFNM&feature=share
❖ https://youtube.com/watch?v=4AMptAmS_xM&feature=share
❖ https://www.readingrockets.org/strategies/story_sequence
❖ https://www.upperelementarysnapshots.com/2017/06/9-strategies-you-should-be-using-to.html?m=1
❖ https://teachingmadepractical.com/teaching-main-idea/
❖ https://www.slideshare.net/RomyMarchiotti/lexical-games-53750712
❖ https://grammar.yourdictionary.com/for-teachers/pronoun-activities.html

Topic Two
Vocabulary Aspects

Indicators of the Difficulty

- ❖ Refugee students have difficulties in recognizing the lexical family to which a word belong.
- ❖ Refugee students have difficulties in recognizing words or vocabulary.
- ❖ Refugee students have difficulties in recognizing   connecting the meaning of unknown words to daily used objects or habits.
- ❖ Refugee students have difficulties in remembering uncommon words .
- ❖ Refugees students have difficulties in generating or labeling antonyms, synonyms and definition for words read.

Learning Outcomes
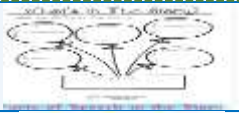
By the end of this topic, fourth grade students   will be able to:
- ❖ Recognize word or vocab in reading selection.
- ❖ Determine the meaning of unknown words of daily life items.
- ❖ Connect word meaning to a daily used object.
- ❖ Recognize uncommon words that they learned and didn't have the opportunity to use or hear them.
- ❖ Identify antonyms, synonyms, and definition for words read.
- ❖ Label, match and complete with antonyms ,synonyms and definition of words of reading material.
- ❖ Recognize the lexical group to which a word belong.

Learning Resources

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

Intervention Strategies

Game Technique	
E learning Strategy (audio /visuals)	
Mobile Based Learning (Mobile apps)such as: Kids Spelling Matching Game ACKAD Developer.	English For Kid Vocabulary G.O.T studio

Graphic organizers	
Brainstorming	
Peer Learning Strategy	

Procedures of The Topic

Recognize student's learning difficulties (Vocabulary Aspect)

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

First Method :

Recognizing Vocabulary and New Words.

❖ Read the text that is given below aloud with the students several times.
❖ For the indicated words, write sentences concerning the meaning of these words on strips of paper.(race, winner, team, athletes, score)
❖ On sheets of paper that are equal to the students number , write the indicated words each on a line alone.
❖ Distribute the sheets of paper with the strips for each student
❖ Ask each student to check the sentence on the strip and match it with the vocab on the paper and then stick it there.
❖ Check the students paper sheets and discover the students mistakes and as a result their difficulty recognizing vocabulary.

Sports

These men are playing an exciting game called soccer.
Every four years, people watch their favorite players at the World Cup Soccer Championships.
The team that wins the championship game is the best team in the world!
Another popular game is volleyball.
People play volleyball in 211 countries.
You can play volleyball inside or on the beach.
The first team to reach a score of 25 is the winner.
Many people watch the summer and winter Olympic Games .Almost every country in the world sends its best athletes to race and play in these games. Some athletes swim, and others run or jump to see which athletes are the best.

Sentence on the strips

1. I am the one who gains in a game

Who am I ?...

2. I am a group of players

Who am I ? ....

3. I am a contest in which different people try to win something

Who am I ?...

4. We are groups of people in a game

Who are we ?...

5. I am the number of points players want to reach in order to win

Who am I ? ......

Second Method :

Determining Unknown Words of Daily Used Objects

❖ Using real objects, try this activity with your students to discover their learning difficulty.

❖ You may ask about real objects collected in front of them on the table , or you may use picture cards representing these object.

❖ Write the name of each object on a strip of paper.

❖ Mix the strips and put them face down.

❖ Ask your student to come , choose one strip ,read it and go as fast as possible to match it with the object it represents. He/she will take this object to the left if the matching is right, and to the right if the matching is wrong.

❖ Count the number of items the student matches incorrectly and discover his difficulty

❖ Suggestion for some items are: glasses, letters, key, wallet , truck , etc…..

❖ You may use the objects of any daily routine topic and ask about.

Third Method :

Identifying Uncommon Forgotten Words

❖ Use a graphic organizer similar to the one given below.

❖ Write a topic you want your students to discover the forgotten words through   (this topic might have been taken two months ago).

❖ Write in the visual organizer the topic and place it in the center.

❖ Lines extend from the central topic where each represents a word or concept about this topic that had been taken before.

❖ Write a list of 20 words on the board and give each student a marker to cross the word that is related to the central topic after reading it.

❖ On the table , there will be picture cards that represent these seven branched words. He/she must go to choose

the card and stick it on one line extended from the central topic. ❖ If your students have many mistakes doing this, then they have this difficulty . ❖ Suggested words for nature topic are plains, fields , streams , picking flowers , insects , mountains ❖ Unrelated words: crayons , culture , spoon , celebrate , festival , player , wedding , score , team , envelop , costume , skate , office , airplane.	

Fourth Method :

Identifying Antonyms, Synonyms and Definition.

❖ Try the game of tossing the beach ball with your students to check their recognition for antonyms, synonyms and definition of some words.

❖ Write on each part of the beach ball the vocab words of a reading text from their book.(famous ,huge ,below, remark, upset, rapid)

❖ On cards write the antonyms ,synonyms , or even the definition of these words(well-known, little, above, note, angry, slow)

❖ Toss the ball to your student letting him/her read the word his/her thumb is placed on.

❖ He/she has to throw the ball to another student and run to the word cards to choose the suitable synonym or antonym or even the definition of this word. .

❖ If he/she does this correctly , the student must check a list of words(interest, collect, separate, reward, bowel, transport) written on the board, and try to give each a synonym , antonym or definition of his own.

❖ Student who struggle in both tasks are having difficulties.

Fifth   Method :

Identifying Lexical Group of Words

❖ Use a coloring freebie to check your student's recognition of the lexical categories of the vocab, they are studying in the reading material.

❖ Prepare a list of vocabulary students had taken in many texts with different lexical categories.

❖ Write this list randomly on the worksheet which is colored by code.

❖ Ask students to read the words written and then color each part of speech a different color.

❖ They may be nouns , verbs , adjectives, adverbs , prepositions and conjunctions.

❖ At the end student will get a design for something out of his coloring , if not then the student is struggling the lexical categories.

❖ If your students are struggling word meaning and you want to check specifically the lexical categories of the vocabulary, then coloring sheets must be accompanied by illustrated vocabulary sheet in this way. If the students don't know the meaning of one word used on a coloring sheet, they can refer to the vocabulary sheet as the one given.

Remediation Techniques

- ❖ It is hard for students to read and understand a reading material if they don't know what the words mean. You may engage strategies as playing vocabulary games, incorporating visual supports like graphic organizers and giving students the chance to see and use new words in real word contexts .Work with students weekly to choose five new words of daily used objects or daily life conversation which are the most frequent ones to learn through oral language or reading material ,or use words that are subject specific or topic specific after finding the appropriate text you want to teach.
- ❖ Try to come up with student's friendly definitions that is easy to understand.
- ❖ "Words Myth Children's Dictionary" is a good resource to help create students – friendly definitions. Introduce the word by saying it loud and having students repeat it, showing picture related to it, or displaying the words for students to see on a word wall, flip chart, or vocabulary graphic organizer. Then allow students to reflect on what they know about the words through flexible grouping.
- ❖ Read the text and pause to point out the vocabulary words in context.
- ❖ Teach them the part of speech of the word, antonym, synonym, prefix and the suffix to help define the word.
- ❖ Let them hunt for word before reading with partners since hunting for words first can reduce distractions later when the focus is on reading the text.
- ❖ Use quick fun activity to reinforce each new words' meaning as :
- ❖ Associating the new word with something they think of or other words that do with as "cooking" with food. vegetables , fruit, meat …
- ❖ Use their senses to describe whom they saw , heard , felt , tasted, or smelled   related to the word.
- ❖ Invite them to clap, jump, stand, sit …….. according to the part of speech chosen, related to this movement.
- ❖ Ask them to draw a picture that represents word meaning and then tell to differentiate between ideas, synonyms, and antonyms, whether they are example or non-examples of that word, or even invite them with a partner to share their examples .
- ❖ Play games like : Banana Race.
- ❖ Don't forget to include uncommon words, as well as daily life words that were taught in the past for additional reinforcement .
- ❖ Ask students to use vocabulary notebook to jot down when they use the words talking with other students in and out of the classroom.
- ❖ Activities are necessary to ease learning vocabulary and recognizing them , connecting daily life objects to their words meaning , generating or matching antonyms , synonyms, definitions, usage …, and at the end identifying the lexical family to which the words belong .

Activity (1)

Recognizing Vocabulary Words

- ❖ Create Graphic Organizer.
- ❖ Colorful organizer are terrific vocabulary activities .
- ❖ Use a text out of their textbook or any text you want to work on its vocabulary .
- ❖ Read the text with the students aloud.
- ❖ Highlight the vocabulary words .
- ❖ Give every students 4 by 4 grid equal to the number of vocabulary given.
- ❖ Ask students to write the vocab. words on the first vertical row keeping the three other rows one for definition, the second for poster and the third for knowledge connection.
- ❖ Then ask them to write the definition of each word in the second row.
- ❖ In the poster column, students must draw or pick a picture card you collected before and stick it facing the word.
- ❖ In the last column, , students have to write knowledge connection as examples , sentences related senses or even any information students can connect to this word correctly.
- ❖ Ask them to color the graphic organizer using the colors they like.
- ❖ Ask them to stick this on their desk in order to use words out of it whenever they want to introduce them in their speech, answers, sentences .etc…..

Activity (2)

Banana Race

- ❖ Students love this kind of activity that will encourage them to enrich their target vocabulary acquisition.
- ❖ It is basically a quiz game in which you ask the students questions related to the target vocabulary of the reading text like :"what 's this ? Why do we use it ? What does it smell?..........., or you can draw items on the board as "armchair", calendar" marching ....", or even make noises or sounds as that of "animals , truck, storm ,..........., so that your students can guess out the target words.
- ❖ You may split the class into small groups/ teams if you have a large class.
- ❖ Draw 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, that is each correct answer equals a step towards the goal line.
- ❖ The BANANA who arrives there first , wins.

Tips for Teacher:

- ❖ Explicit instruction helps students learn best by using easy to understand definition, engaging activities , and repeating exposure .
- ❖ Teaching this way will help students know how words are used in real life context, and that words can have different meanings depending on how they are used .It will help the students who have a hard time figuring out the meaning of a new word when they are reading, not thinking of comprehending the text they are reading.

Tips for Parents:

- ❖ You can share some resources (check the link) with your children at home that will help them get rich vocabulary recognition.
- ❖ Modal some of the strategies used at back to school nights, or another family event, so you can help your children grow their vocabulary.
- ❖ Link: https://bedrocklearning.org/literacy-blogs/21-fun-ways-to-improve-your-child-s-vocabulary/

Activity (1)

Identifying Unknown Words of Daily Used Objects or Habits
Badminton

- ❖ This activity is good for recognizing and identifying words of daily used objects or habits, or in other words vocabulary of communicative expression.
- ❖ Set a court in the classroom by placing a skip rope tied up to two chairs.
- ❖ Divide the class into two small teams .(the other students can be the challengers crowd)
- ❖ You can play this activity with students out of the classroom in the playground.
- ❖ Give each student a racket.(you can use a fly swatter).
- ❖ Inflate a balloon to be the ball of the game.
- ❖ Decide who serves. For every winning shot, the team must call out the word that represents its definition flash card or its picture card which is shown by the teacher in order to get a point.
- ❖ For more challenge, go to the next step that is using the word in their own sentences.

Daily Objects

CAP
STOCKINGS
STROLLER
SCOOTER
SLEEPING BAG
MOP
PILLOW
DOORBELL
FRAME
SLIPPERS
BELT
GOAL
MUZZLE

LIVEWORKSHEETS
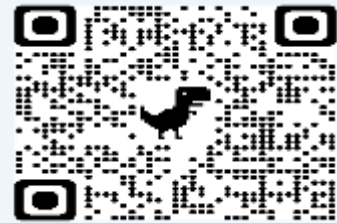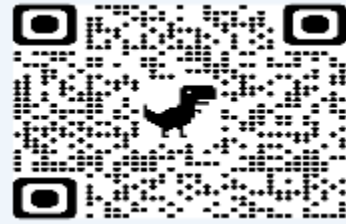
Activity (2)

Last Man Standing

- ❖ This is a game which gives students time to think, determine , and connect words to their daily topic.
- ❖ In addition to that, encourage peer learning for they can pick up some words as they hear other students speaking.
- ❖ Have all students form a circle and you have to stand at the center with a ball.
- ❖ All you have to do is naming a category (food, places , hobbies ,etc…)and pass the ball to one of the student.
- ❖ Let them toss it to another student as they name a word related to the theme.(daily used object)
- ❖ If they repeat a word or can't say any more words, they need to sit down .
- ❖ The last student (man)standing wins the game .

LAST MAN STANDING

Tips for Teachers

- ❖ "Long lists of vocabulary words that don't have personal relevance (real object, daily habit…)or unrelated to topics, students have been engaged in his real life are likely to be blocked by the brain's effective filters" write neurologist and former educator Judy Willis.
- ❖ So if a student acquires new information that is unrelated to anything daily used or to daily habits, or related to anything stored in his brain, it is hard for the new words or information to cling effectively and then your students will lose motivation to try.

- ❖ To identify uncommon forgotten words in order to activate the student's memory for some previously given words, follow these ways :
- ❖ Assign student frequent practice tests and quizzes .
- ❖ Combine visual and verbal by showing students visual aids.
- ❖ Encourage and help students to develop memory "cues" as memory boosting songs.
- ❖ Encourage peers' discussion and group based learning to retain words .
- ❖ Employ the spacing effect by revisiting word lists given before at regular intervals in the future.

Tips for Students:

- ❖ To remember uncommon words that you learned before:
- ❖ Use notebook to record vocab. in.
- ❖ Look, say, cover, write, and check: write a word, say it loud, cover it with your hand , write it again and check spelling.
- ❖ Learn words in groups and chunks as lexical sets (verbs , nouns .....).
- ❖ Try to use them in sentences of your own .
- ❖ Play word games to learn them in a fun way.

Cross the Odd Word

Cross out the odd word. Then add one more.

1 Ali   Ahmed   Ola   Kareem   ....
2- Dina   Faisal   Mona   Heba   ....
3- red   - green - black - cat   ....
4- dog   - pen   - pencil - book   ....
5- he   - she   - it   - at   ....
6- June   - English - Arabic - French   ....
7- science - history - maths - mouse   ....
8- banana potato   tomato   cucumber   ....
9- drive   driver   actor   waiter   ....
10- camel   boy   girl   child   ....
11- father - mother - sister - other   ....
12- car   - bus   - plane - plan   ....
13- bedroom - dining room - bed - kitchen ....
14- we   - us   - him   - them   ....
15- lamb   lamp   goat   cow   ....
16- mouse   keyboard mouth   computer   ....
17- ear   help   hand   head   ....
18- this - his   - that   - these   ....
19- me   - my   - our   - her   ....
20- cleaned - go   - visited - washed   ....
21- am   - was   - are   - is   ....
22- were   was   went   wear   ....

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Read and cross out the odd one.

0.	Pen	Crayon	~~Egg~~	Pencil
1.	Hamburger	Umbrella	Grapes	Tomato
2.	Candy	Door	Window	Table
3.	Book	Dog	Rubber	Ruler
4.	Lion	Tiger	Lorry	Elephant
5.	Octopus	Monkey	Shark	Fish
6.	Happy	Kite	Surprised	Scared
7.	Mother	Guitar	Brother	Grandpa
8.	Cake	Tea	Water	Juice
9.	Orange	Apple	Banana	Carrot
10.	Sunny	Finger	Rainy	Snowy
11.	Train	Plane	Teacher	Bus
12.	Yellow	Horse	Pink	Blue
13.	April	Monday	Friday	Saturday
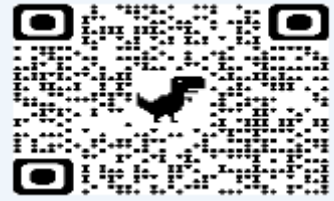
Activity (1)

- ❖ Use a suction cup ball (ball made up of several tiny suction cups that stick to white boards)
- ❖ Draw a target with concentric circles on the whiteboard each with different point value .
- ❖ Fill your whiteboard with letters of syllables and each student has to supply a word that starts with the letter or syllable they hit from the previous uncommon forgotten words taken before.
- ❖ Quiz the student for the word meaning or for the word matching with some picture cards you hang before on the word wall.
- ❖ If they give the right answer , they will get the points.
- ❖ Play the game with them until they remember all the words. Then let them write the words on strips of paper to hang them under the picture cards on the word wall

Activity (2)

Back to the Board Game

- ❖ This game is good to remember or practice uncommon words that students don't often use or hear in their surrounding environment.
- ❖ Through this practice , they can refresh their memory identifying them and repeat using them in order that their long - term memory can generate them in their expression and speech.
- ❖ Divide the students into 2 teams and let one student from each team stand in front of the board , facing away from it.

- ❖ Write one of the uncommon forgotten words on the board e.g. : "soccer " and the students have to explain that word to their team member e.g.: you can play it in a big playground , 2 teams play it , many players , needs a ball
- ❖ The first student out of the two standing in front of the board to guess the word wins a point for his / her team
- ❖ You may ,for more points to examine their expression ,ask them to use it in a sentence of their own so that it would be dragged into their speech or writing.
- ❖ The video's link: https://youtu.be/p7j-2xteKB4

Tips

- ❖ Teaching vocabulary or uncommon words, depends on using the students sensory systems, through seeing, tasting, hearing, smelling or feeling. These become sensory input .... the unnecessary ones will filter and meaningful output will move towards the short - term memory. Here the brain is programmed to pay attention to unusual attractive ways: data had been taught through activities movements, music, song, ... ,on one hand, and to the number of times practice is done.
- ❖ In this way the input (vocabulary) is structured and moves into long-term memory in a meaningful and memorable format . So, repetition with time spaces will keep the input (vocabulary) from being dumped.

Identifying Antonyms ,Synonyms and Definition for Words Read

- ❖ In order to get used and accustomed with antonyms , synonyms , and definition of some vocab , you have to put yourself in your students' shoes. This means that you have to think , feel ,see...... everything from their perspective .
- ❖ A hard synonym for example for a confused word will not develop understanding and acquisition process. Make it fun and engaging through some games and activities that will attract the student's attention.
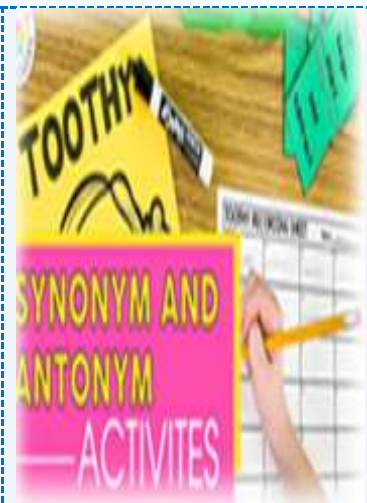
Activity (1)

FLYSWATTER GAME

- ❖ This game create serious excitement in the classroom which is a healthy environment to recognize vocabulary well.
- ❖ Fill the board with a bunch of synonyms, antonyms or even definitions for the list of vocabulary you are focusing on.
- ❖ One student from each team comes to the board and rakes a flyswatter.

- ❖ Give the word so the first student to slap the correct synonym, antonym or definition, gets a point for his / her team.
- ❖ The team that will win is the one that swats a bigger number of words on the board.
- ❖ If your students are struggling lexical categories of the words, write on the other side of the board : noun , verb , adjective , adverb , etc.......
- ❖ After they win the first point , tell them that it is doubled if they specify its lexical group.

Taboo words

- ❖ If you are looking for a game which helps your students practice synonyms, antonyms and definition , try Taboo words suitable for more recognition.
- ❖ Divide the class into two teams and have the two teams sit in opposite sides of the room, facing each other.
- ❖ Choose one student to sit in front of their team.
- ❖ Stand behind the students and hold a piece of paper with a word on .
- ❖ The team has 30 seconds to cooperate with each other to get one in front to express the word on paper.
- ❖ They can't say the word; they can only mention synonyms, antonyms, and description of the word you are holding.
- ❖ If time is over, it will turn to the other team and use all vocabulary word you want to practice with the students who will mention as many as synonyms and antonyms as they can.

Banana	**Guitar**	**Chocolate**	**Winter**
Fruit Yellow Monkey	Music String Play	Sweet Candy Black	Season Cold Snow
Present	**Snow**	**Laugh**	**Soap**
Birthday Christmas Gift	Cold Winter White	Funny Joke Giggle	Water Clean Wash
Football	**Raincoat**	**Toothbrush**	**Birthday**
Sport Ball Kick	Wear Protect Wet	Teeth Clean Eat	Happy Present Cake

Tips

Worksheets

Identifying Lexical Family to Which a Word Belongs
- ❖ Knowing the lexical category of the vocab helps students recognize them well, drag them to their own sentences correctly, and get used to comprehend reading material.
- ❖ Lexical Family will help student's acquisition for a variety and rich amount of vocabulary when focusing on the group of topics you specify as food, clothes, animals, places ….
- ❖ On the other hand, lexical categories (parts of speech of the words we are teaching)– help student identify them.
- ❖ Activities almost ease the way students can identify these categories.

Activity (1)

Categories Game
- ❖ Write as many vocabulary words that had been taken before as the students could deal with.
- ❖ Ask the students to draw six columns on the paper you distributed to them .
- ❖ Write a category at the top of each column (verb, noun, adverb ….) .
- ❖ Divide the class into two teams that line up in front of the board .   .
- ❖ Each front student has to run to the board, choose a word, read it aloud, cross it, and goes back to the team's paper and writes it.
- ❖ If the word is written in its correct column, then the team will gain a point. If not they lose a point, they have to write the word again on the board among the other uncrossed words.
- ❖ Suggested words: wheel, rapidly, splash, fabulous, teenager, slide down, amazingly, hard, etc……

Activity (2)

Velcro Dart Board

- ❖ Use the below text to do this activity.(you can use any text from their textbook)
- ❖ Hang Velcro Dart Board on the classroom wall after labeling its different sections with parts of speech. (adjective/ adverb/ verb/ common noun / proper noun)
- ❖ Read the text with the students aloud
- ❖ Divide the class into two groups .
- ❖ Choose one student from each group to throw a ball or a dart .
- ❖ His/her team has a sample of the text paper .They have to look for a word which is parallel to the part it lands on in 15 seconds.
- ❖ If time is off, then they will lose and it's the other team's turn.
- ❖ Continue playing until students choose most of the text words.

The Life of the Sunflower

The yellow beautiful sunflower's life begins with a little seed. To turn that black seed into a big plant, you firstly need to fill a pot with a bag of soil .Do this on Friday in March: plant the seed under the soil and moisten with a cup of water on the next Wednesday. The seed will sprout slowly.

As the sunflower grows up out of the soil, its roots grow down. These tiny roots get water and food from the soil, helping the sunflower to grow.
 A single smooth stem grows higher and higher above the ground, with bright yellow petals.
The bees come to get nectar from the flower; they bring pollen with them from other flowers.

You may ask comprehension questions to emphasize the pupils understanding :
1. What does the sunflower grow from?
2. Where do we plant the seed?
3. How do we take care of it when it is under the soil?
4. What grows up and what grow down?
5. Describe the petals using 2 adjectives.
6. What is the role of the bees?

Worksheets

Name _____ Date _____

PARTS OF SPEECH SORT

beautiful	garden	hike	kick	three	think
furry	drive	dress	dinosaur	scratchy	rooster
sing	blue	soft	candle	laugh	write
ocean	brain	touch	disgusting	old	chimney

Read the words. Then write the words in the correct section below.

nouns	verbs	adjectives
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____

Parts of Speech

Colour picture using the key below...

Adjectives: red   Nouns: yellow   Verbs: green

see mouse sleep doll ball
hear big write
ocean dad beautiful mum crawl
teacher wink swim
cake hen speak
sing dog
teddy car chair thick
hair forest biscuit fall
wall smelly think shoe
tree eat table tiny
tall basket cat
ride cow hill lamp
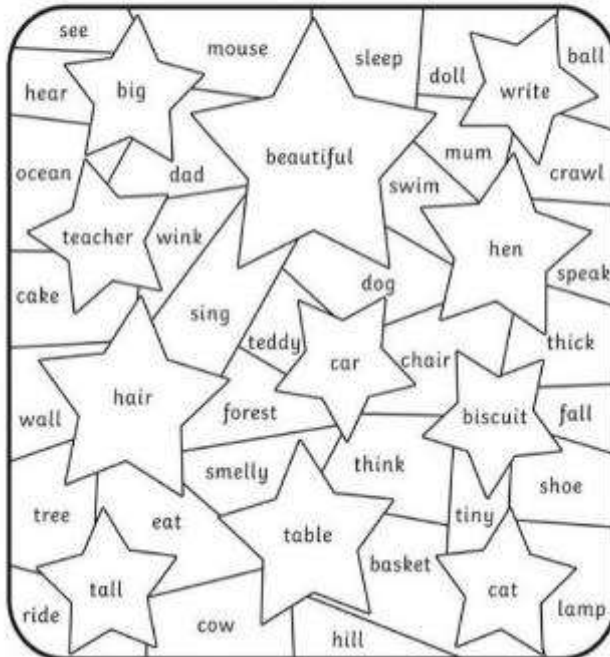
Parts of Speech Turkey

Name _____

Color the sections of the picture according to this code
Noun = orange   Adjective = brown   Verb = red

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Synonyms are words that have the same meaning.

Draw a line to the words that have the same meaning.

big	pretty
little	huge
beautiful	small
slim	quick
fast	laugh
happy	thin
giggle	glad

Super Synonyms!

Instead of using this word...	Use one of these words...
like	love, enjoy, adore, prefer
nice	kind, sweet, friendly, loving, cool, awesome
good	great, super, terrific, excellent, wonderful, amazing
bad	terrible, awful, horrible
big	huge, gigantic, giant, enormous
little	small, tiny, teeny, petite
happy	glad, joyful, cheerful, jolly

Paragraph

Second Grade Vocabulary Worksheet

Read the paragraph and fill in the missing words from the word list.

play	taking	friends	drops	places	sit

It had been raining all day. I could hear the _____ beat against the glass. I felt sad because I could not _____ with my friends outside. My dad said I could go _____ in his lap since I was in a bad mood. He said, "I get mad too when I can't play with my _____. Let's look at a map and pretend we're _____ a trip to all of the different _____ we see on it!" It ended up being a fun afternoon!

Vocabs in a text

Same and Opposite

Write a synonym and an antonym for each word.
Use the words from the word box.

laugh	false	difficult	moist
ill	different	healthy	full
easy	cowardly	sob	factual
similar	dry	famished	daring
construct	rich	destroy	poor

	SYNONYM	ANTONYM
true	_____	_____
damp	_____	_____
cry	_____	_____
alike	_____	_____
build	_____	_____
hard	_____	_____
sick	_____	_____
wealthy	_____	_____
hungry	_____	_____
brave	_____	_____

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	

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

Theoretical Background on Vocabulary Aspect

❖ Reading   a text without recognizing the vocabulary is almost a big confusion.
❖ Vocabulary, if identified, can facilitate the comprehension of increasingly complex text.
❖ Children need to have rich vocabulary that continually grow through language and literacy experience, in order to develop knowledge and skills.
❖ The importance of teaching vocabulary is to support students to become confident in word's meaning and to use in context. Otherwise, the student's ability to understand the read words and use them appropriately will be a doubt .So the knowledge of vocabulary influences the complexities and nuances student's thinking, and how well they will understand a printed text.

Resources

❖ https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocusvocab.aspx#:~:text=It%20is%20crucial%20that%20children,comprehension%20of%20increasingly%20complex%20texts.
❖ https://www.weareteachers.com/parts-of-speech-activities/
❖ https://bedrocklearning.org/literacy-blogs/21-fun-ways-to-improve-your-child-s-vocabulary/
❖ https://www.opportunity-china.com/blog/10-classroom-games-esl/
❖ https://bedrocklearning.org/literacy-blogs/21-fun-ways-to-improve-your-child-s-vocabulary/
❖ https://www.eslactivity.org/word-categories-games/
❖ https://www.readingrockets.org/article/making-it-stick-memorable-strategies-enhance-learning
❖ https://www.learningliftoff.com/7-strategies-to-help-students-remember-what-they-learn/
❖ https://www.opencolleges.edu.au/informed/features/how-to-make-learning-relevant/
❖ https://www.eslkidstuff.com/esl-kids-games/vocabulary-games.htm
❖ https://www.weareteachers.com/vocabulary-activities/
❖ https://www.aworldoflanguagelearners.com/parts-of-speech-coloring/
❖ https://www.understood.org/en/articles/how-to-teach-vocabulary-words

Topic Three
Reading Fluency

Indicators of the Difficulty

- ❖ Refugee students have difficulties in reading aloud.
- ❖ Refugee students have difficulties in paraphrasing and summarizing a group of sentences.
- ❖ Refugee students have difficulties in reading different types of texts to obtain information and show enjoyment.
- ❖ Refugee students have difficulties in reading independently to acquire information.
- ❖ Refugee students have difficulties in recalling stated main idea and/or details.

Learning Outcomes

By the end of this topic, fourth grade students will be able to:
- ❖ Read loudly and accurately with acceptable speed .
- ❖ Paraphrase and summarize a group of sentences.
- ❖ Read different types of texts to obtain information and show enjoyment.
- ❖ Read independently to acquire knowledge.
- ❖ Recall stated main idea and details.

Learning Resources

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

Intervention Strategies

Game Based Learning	Questioning
Brainstorming	Mobile Based Learning : Mobile Applications
Group Work	Role- Play

Procedures of The Topic

Recognizing students' learning difficulties (reading Fluency)

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

First Method
Reading Aloud
RECORD READING

- Sometimes students don't even notice that they are reading too slow or without expression.
- It's helpful if they can hear themselves reading.
- Use a voice recording app to let students record themselves reading a text.
- Then, have them listen to it while reading the text again.
- What do they notice? What can they do better

Read the story

Shan and the ship

Shan has a big blue ship .

She got it from her mother and father.

It had a purple shell on it.

Shan will call her pal Sam.

Shan and Sam pushed the ship into the water.

The pals saw a shark in the water.

The shark will not jump into the ship.

"Let us go home", said Shan.

Second Method
Summarize and Paraphrase
Try Sentence Trees

- They allow students to focus on each word, improving accuracy and speed along the way.
- Choose a text which contains short sentences.
- Ask students to try to read it loudly.
- Put a time period mode.
- Ask them to read it again and summarize the main points .

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.

Third Method : **Reading different types of reading texts to obtain information and show enjoyment** - Choose a text for students to read. - Ask one student to 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. 	**Fourth Method : Reading alone to get information** **READING CONTESTS (AGAINST THEMSELVES)** - Students like this method because they are in a race against themselves. - Give the students a text and use a 2-minute timer. - Ask them to read alone and when the time is up, they have to circle the last word they read in one color. - Then, reset the time and they reread the text, circling the last word in a different color. - After a few readings, check improvements in their fluency speed.
Fifth Method: Recall Stated Main Idea and/or Details - Choose a suitable text for students. - Ask them to read it in groups. - Write some questions related to the text. - Ask students to answer the questions correctly. - Discuss the answers with the students to check whether they recall the main ideas or the details. - Where does Michelle come from? - How old is he? - Whom does Michelle live with ? - What does his father look like? - Talk about Michelle's family.	

Remediation Techniques

Reading Aloud

Choral Reading Together

- Choral reading simply means you read a story out loud.

- Ask your students to read along with you at the same pace. This helps them understand what fluent reading feels like and gives them the chance to practice it themselves at your pace.

- Pick a book that they can already read themselves. That way, they're working on pacing and accuracy rather than decoding new words.

- Use for example the following book (Giraffes Can't Dance):
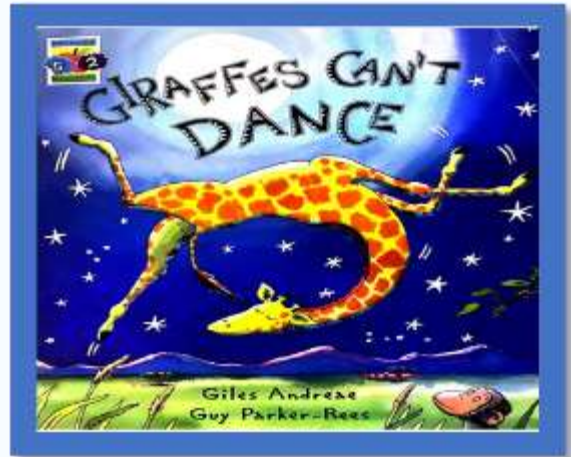
t Read the book aloud and ask your students to read with you.

- Then ask them to read together and observe if they need any help.

Here are some pages from the book:-

Gerald was a tall giraffe
Whose neck was long and slim,
But his knees were awfully bandy
And his legs were rather thin.

He was very good at standing still
And munching shoots off trees.

But when he tried to run around
He buckled at the knees.

Now every year in Africa
They hold the Jungle Dance,
Where every single animal
Turns up to skip and prance.

JUNGLE DANCE

And this year when the day arrived
Poor Gerald felt so sad,
Because when it came to dancing
He was really very bad.

Reader's Theater

Note:-

- Reader's theater is a strategy for developing reading fluency. It involves students in oral reading through reading parts in scripts. Using this strategy, students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills. The best reader's theater scripts include lots of dialogue.

- Readers Theater is a dramatic presentation of a written work in a script form. Readers read from a "script" and reading parts are divided among the readers. No memorization, costumes, blocking, or special lighting is needed.

How to use reader's theater

- Choose a story that can be divided into parts, or character.
- Assign reading parts to each student.
- Ask students to read their scripts orally for practice.
- Have students read assigned parts to the audience.

Learning Outcomes

- Reformat a text according to Readers Theatre guidelines.
- Perform a Readers Theatre piece.
- Read with fluency and expression.

Procedures

- Place students in groups to work with selected scripts, and assign students in each group the role (or roles) they will read.
- Have students use a highlighter to highlight their roles in the script. It is a good idea for each student in the group to use a different color highlighter or for students with multiple roles to highlight each of their roles in a different color.

- Provide time for the groups to practice reading through the scripts. Circulate around the room and give assistance as needed.
- Have groups take turns "performing" their script in front of the class.
- Lead a class discussion on ways that the groups could make their performance more enjoyable for the audience, reminding them of tips from "Readers on Stage."
- Place the selected script sheet for modeling. Demonstrate how to identify the specific script roles for the selected script.. Make a list of the roles.
- Read through the script and have students identify who is reading each part of the text. Write the name of the role on a sheet of paper to identify each portion of the text.
- Select students to read through the script based on the roles that were identified. Adjust roles as necessary during the reading in the event a role was omitted.

- Place students in the same groups and assign one script sheet to each group (giving each member a copy).
- Have students work in groups to identify the roles on their script sheet.
- After all the roles have been identified, students should read through the script to ensure that roles have not been overlooked.
- Have the groups read their scripts in front of the class.

Snow White and the Seven Dwarfs

Once upon a time, there was a princess. Her name was Snow White.

Snow White's mean stepmother was the Queen. She had a magic mirror. Every day, the Queen asked the mirror, "Who is the fairest in the land?" It always said that she was the fairest.

One day, the mirror said that Snow White was the fairest in the land. This made the Queen cross. She told her huntsman to ask Snow White to leave. The huntsman let Snow White run away.

Snow White found a cottage where seven dwarfs lived. They were called Dozy, Grouchy, Merry, Prof, Silly, Sniffy and Blushfall. Snow White stayed with the dwarfs.

The Queen found out that Snow White was still alive. She did a spell and turned into an old lady. She also gave Snow White a bad apple. When Snow White took a bite of the apple, she fell fast asleep. The dwarfs were very sad because they could not wake her up.

One day, a prince rode into the forest. He saw White and kissed her to wake her up.

The prince and Snow White lived happily ever after.

The red hen

Meg is my red hen.
Meg can sit on her green bed.

Meg has a bad leg.

She fell on an egg.
The white egg fell out off a brown nest.

Record, Evaluate, and Repeat

- When your student is reading out loud, record a passage and then listen to it together.
- You might celebrate that they read on pace, then record it a second time while aiming for more expression.

Activity (1):Read with Audio

- The teacher prepares a passage for students to read on paper, ensuring that the content is a grade above. That is since the students belong to 4th grade, the content is of 5th-grade level. An audio version of the same is also prepared for the same.
- In the classroom, teachers distribute a copy of the passage to all the students .
- The audio is turned on, now students read at the same pace as the audio.

- This activity can be an individual or a group activity that ensures students read at the right pace.

Summarize and Paraphrase

- Begin by asking your students to read a text.
- Ask them about the words they know while reading.
- Ask them to summarize what they read .
- Divide the students into groups and ask each group to paraphrase what they read in their own words.
- Help students while paraphrasing and encourage them even they make mistakes.

Reading Circles

- Use interesting and motivating books for your students to help them read fluently , for example the book entitled : "Duck & Goose Go to the Beach".

- Tell your students to imagine as if they just like going into the ocean at the beach, there's no better way to kick off your event than jumping right in. It's storytime".

- Divide students into groups and ask them to Read-Aloud .
- Gather the students around and hold the book so they can see the pictures as you read.

At the end of the story, ask the students questions, such as:

- Who's been to a beach?
- What did you do when YOU went to the beach?
- If you were going on an adventure, where would YOU go?
- Then ask them to read alone and summarize what they read and paraphrase it in their own words.

REREAD

- Rereading a sentence several times helps to increase fluency.
- Tell students that the first time they read a sentence, it may sound-like-a-robot, but each time they reread it, it sounds smoother.
- Encourage students to use expression as they reread.
- Have them practice with familiar texts and summarize what they read.
- Teacher can use an example from students' textbook and ask them to read and summarize .
- Students read and write their summary under the picture as follow:

The Lion and the Mouse

Read the passage below then summarize it.

Once when a Lion was asleep, a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, o King." cried the little Mouse: "Forgive me this time. I shall never forget it: Who knows, I may be able to do you a favor in return one of these days?"

The loin was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go. Some time after, the Lion was caught in a trap. The hunters who desired to carry him alive to the King tied him to a tree when they went in search of a wagon to carry him on. Just then, the little Mouse happened to pass by, and seeing the dangerous situation in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse.

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Read independently to acquire information and recall the main idea

Activity (1): Put on a Retelling Glove

- Retelling is a vital skill for students to work on to help them understand what they are reading.
- These gloves are a snappy accessory with labels that you can easily change.
- For fiction retellings, you can include setting, characters, problem, events, and solution.
- For nonfiction retellings, you can include main idea and supporting details.
- At the bottom of the glove, you can focus on making connections.

Activity (2): Toss a story ball around.

- Good readers need to be able to recall and make sense of, or comprehend, what they read.
- One of the best ways to increase comprehension in students of any age is with the Questioning Strategy.

How to use a Question Ball:
- Read a story together just as you normally make predictions, read with inflection, ask questions, discuss thoughts, etc.
- Bring out the Question Ball and let the students look at it. Talk about the question words written on it.
- Play catch! Whoever catches the ball gets to ask the question using the question word that his/her left thumb lands on.
- Answer the question and throw it back.

Task (1):

- Divide your students into groups.
- Give them a text to read and the following questions.
  - What does Annie do on Monday?
  - What does Annie do on Tuesday?
  - What does Annie do on Friday?
- After reading , ask them to answer the questions

Look at the picture.

Read.

Hello, my name is Annie. I am 9 years old. I live in London. I have got a dog.
I can ski and sing. I can't swim!
Every Monday, I play football with my brother at home. Every Tuesday, I sing English songs with my friends at school. On Wednesday, I read a book.
On Thursday, I can ride a bike. Every Friday, I do my homework.

Task (2):

- Read the following text and then amswer the questions:-

Snow White and the Seven Dwarfs

Once upon a time, there was a princess. Her name was Snow White.

Snow White's mean stepmother was the Queen. She had a magic mirror. Every day, the Queen asked the mirror, "Who is the fairest in the land?" It always said that she was the fairest.

One day, the mirror said that Snow White was the fairest in the land. This made the Queen cross. She told her huntsman to ask Snow White to leave. The huntsman let Snow White run away.

Snow White found a cottage where seven dwarfs lived. They were called Dozy, Grouchy, Merry, Prof, Silly, Sniffy and Blushfall. Snow White stayed with the dwarfs.

The Queen found out that Snow White was still alive. She did a spell and turned into an old lady. She also gave Snow White a bad apple. When Snow White took a bite of the apple, she fell fast asleep. The dwarfs were very sad because they could not wake her up.

One day, a prince rode into the forest. He saw White and kissed her to wake her up.

The prince and Snow White lived happily ever after.

Questions

1. Who was Snow White's stepmother? Tick one.
   - ○ the Queen
   - ○ a princess
   - ○ an old lady

2. **This made the Queen cross.** Tick one word that means the same as **cross.**
   - ○ fun
   - ○ mad
   - ○ good

3. Where did the dwarfs live? Tick one.
   - ○ in a tree house
   - ○ in a cave
   - ○ in a cottage

4. What did Snow White eat? Tick one.
   - ○ a peach
   - ○ an apple
   - ○ a plum

5. What happened at the end of the story? Tick one.
   - ○ They lived happily ever after.
   - ○ Snow White went home.
   - ○ The dwarfs were cross.

Activity (3): Mark Up the Main Idea

- This activity focuses on the main idea and key details.
- Read the comprehension passage together and answer the exercise questions.
- Read also to find the main idea and key details.

Task (1)

- Read the story , then answer the questions

Sharks

What has fins, sharp teeth, and swims in the ocean? A shark!

Sharks have been around for a very long time. Sharks have lived in the oceans even before dinosaurs roamed the earth! Sharks are fish, and there are over 400 types of sharks. When they have babies, the babies are called pups.

Sharks lose their teeth, like humans, but they don't just lose their baby teeth. They lose teeth throughout their lives. When a shark loses a tooth, a tooth from another row of teeth will move into its place. New teeth are always growing. Most sharks are carnivores, so they feed on other animals, like fish or seals.

- What is the main idea of the passage?
- Why are people dangerous to sharks?
- What are baby sharks called? Highlight the sentence that tells you the answer.

Worksheets

Read the story

Shan and the ship

Shan has a big blue ship .

She got it from her mother and father.

It had a purple shell on it.

Shan will call her pal Sam.

Shan and Sam pushed the ship into the water.

The pals saw a shark in the water.

The shark will not jump into the ship.

"Let us go home", said Shan.

Answer the question below

1. What did Shan get from her parents?
   Bike
   Ship
   Dress

2. What color was the shell?
   Pink
   Red
   Purple

3. Shan called Sam to _____.
   walk with her
   eat with her
   help her push

4. There was a _____ in the water.
   Shark
   Ball
   Hen

5. Select true or false.
   The shark jumped into the ship.
   True
   False

https://www.liveworksheets.com/da1486007na

Main Idea

Read the paragraphs below. Choose the statement that tells the main idea.

1. Mushrooms don't grow on trees. If you see mushroom stuck between the branches, you know they were put there. Most likely it was the work of a red squirrel. Red squirrels like mushrooms. They like to put them in trees. Then they have food to eat in the winter.

This story mainly tells...

a. Why there are mushrooms in trees

b. Why squirrels like mushrooms

c. Where to grow mushrooms

https://www.liveworksheets.com/ep2805930th

2. It's a salty world in which we live. There is salt in the ocean. There is salt in the earth. There is salt inside you-in your blood, in your sweat, and even in your tears. It's a good thing too. Without salt you couldn't live.

This story mainly tells...

a. How salty the world is

b. What salt is like

c. Why people use salt

3. Do you know why snakes stick out their tongues? They use their tongues to pick up smells and to feel things. The snake's tongue is not a stinger as many people think. The snake is just touch and smelling the world with it.

This story mainly tells...

a. Why snakes bite people

b. Why snakes stick out their tongues

c. What snakes eat

Main Idea and Supporting Details

Read the short poem below. Think about the main idea.

A butterfly goes by. It flies up to the sky. I see it fly away. Come back another day.

Think about the story. Choose the correct answer.

1. What is the poem all about?

   A. The sky

   B. A flower

   C. A butterfly

2. Which sentence tells the main idea?

   A. It is flying in the sky.

   C. A butterfly goes by.

   B. It will come back again.

   D. I see it fly away.

3. What is the best name for the poem?

   A. The Butterfly

   B. Blue Sky

   C. Pretty Flower

Read the story below. Then answer the questions.

My Dog

Can you see my dog? Look at my dog. His name is Ben. He is big and black. He can run fast. We like to play outside. We run and jump in the sun. He likes me to play with him.

1. What is the story all about? (1pt.)

    a dog   the sun

2. What is the name of the dog? (1pt.)

    Ben   Ted

3. What does the dog look? (1pt.)

little and black   big and black

4. Where does the dog like to play? (1pt.)

5. What does the dog do in the sun? (2pts.)

    and

https://www.liveworksheets.com/ta2803832zn

Froggy
Comprehension

Read the story. Answer the questions at the bottom.

Name_____

The frog lives in a pond.

He jumps on a log.

The frog eats a fly.

Then he hops in my bucket.

1. Where does the frog live?

2. What does he jump on?

3. What does the frog eat?

https://www.liveworksheets.com/io1289526qi

Instructions: Read the story and answer the questions.

The red net

Look at the red net. It is big. It is light. It is long. My mom can see the red net too. The net is in my hand. I use it to catch butterflies. I like my net. It is a big red net.

1. What is the story about?

(a). a net   (b). a toy   (c). a car

2. What color is the net?

(a). green   (b). blue   (c). red

3. What **TWO** words describe how the net looks?

(a). long   (b). light   (c). short   (d). heavy

4. What can you do with the net?

(a). catch bees   (b). catch fish   (c). catch butterflies

5. How do you use the net? We use the net with our:

(a). feet   (b). head   (c). hand

https://www.liveworksheets.com/ec1281259ux

The Sea

I am Bell. I saw the sea when I went to Goa. The sea was very big. It was blue in color. There were many fish in the sea. We saw many dolphins in the sea.

1. What is the girl's name?

    Bill   Ball   Bell

2. Where did she go?

    Goa   Juhu   Versova

3. The sea was very _____.

    dirty   small   big

4. What colour was the sea?

    purple   blue   orange

5. What did Bell see in the sea?

    deer   dogs   dolphins

My bedroom

Hello! My name is Karen and this is my bedroom. I share it with my brother, Peter. In this picture, we are on the floor. I'm reading a book. I like reading. My brother is drawing. He loves drawing. My bedroom is big. The walls are painted in yellow and the floor is green. There are two beds, a desk and two shelves. The desk is between the two beds, it's behind us. There is a computer and a camera on the desk. My brother's bag is next to his bed. There is a ball on his bed. My notebook is on my bed. My brother's tricycle is in front of my bed. The bin is between my brother's bed and the desk. Do you like my bedroom?

1- Where are Karen and her brother?

2- What's she doing?

3- Is her brother drawing?

4- What colour are the walls?

5- How many shelves are there?

6- Where are the computer and the camera?

7- Where's Peter's bag?

8- Where's Karen's notebook?

9- Where is the tricycle?

10- Where is the bin?

https://www.liveworksheets.com/qk766246pg

Worksheet (10)
Read the short story. Then answer each question.

Grandpa's Cooking

Ella loves her grandpa. He lives in Texas and comes to visit once a month. She wishes he came to visit every week because he tells great stories and makes her favorite dinner.

Ella asks her mom to make the barbeque chicken that Grandpa makes.

Ella's mom says, "I will try, but no one make it as well as Grandpa does.

Ella watches her mom prepare the sauce for the chicken. It looks tasty. When the chicken is finished cooking, Ella's family sits down to eat. Her mom was right; no one makes the barbeque chicken as well as Grandpa.

The next time her grandpa comes to visit, Ella tells him the story about her mom trying to make the chicken. Her grandpa says, "That is a great story." Then he teaches Ella and her mom how to make the chicken.

Ella and her mom make the barbeque chicken once a week. It still does not taste quite as good as Grandpa's. Ella loves her grandpa.

Theoretical Background on Reading Fluency

- ❖ Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.

- ❖ Reading Fluency involves comprehension, speed, accuracy, and expression. Fluency is the ability to read texts at an appropriate speed. Students with problem in fluency read too fast and make careless errors, read too slow and forget what they were reading, or read at a good pace, but in a monotone voice.

- ❖ When a student doesn't have fluency, not only does the sound choppy, but their comprehension suffers also, and then their reading skill will be negatively affected.

Resources

- ❖ https://www.readingrockets.org/helping/target/fluency
- ❖ https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/reading-fluency-strategies.html
- ❖ https://www.tejedastots.com/15-easy-activities-to-increase-fluency/
- ❖ https://www.liveworksheets.com/ec1281259ux
- ❖ https://www.liveworksheets.com/pm1684225nu
- ❖ https://www.weareteachers.com/reading-fluency-activities/
- ❖ https://www.liveworksheets.com/ri2624053se
- ❖ https://www.liveworksheets.com/da1486007na
- ❖ https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/reading-fluency-strategies.html
- ❖ https://numberdyslexia.com/fluency-activities-for-3rd-grade/
- ❖ https://www.readingrockets.org/strategies/summarizing
- ❖ https://www.weareteachers.com/second-grade-reading-comprehension-activities/
- ❖ https://www.teachingexpertise.com/classroom-ideas/2nd-grade-reading-comprehension-activities/
- ❖ https://www.readingrockets.org/strategies/readers_theater
- ❖ http://www.teachingheart.net/readerstheater.htm
- ❖ https://askamvillageschool.co.uk/wp-content/uploads/2020/06/Reading-Comprehension-Snow-White.pdf
- ❖ https://hoopoebooks.com/wp-content/uploads/2015/09/SillyChicken-Readers-Theater.pdf
- ❖ https://www.liveworksheets.com/da1486007na
- ❖ https://www.liveworksheets.com/ep2805930th
- ❖ https://www.liveworksheets.com/tx1515859qr
- ❖ https://www.liveworksheets.com/mg1475724ej

Topic Four

Identify and Analyze the Relationship in Reading

Indicators of the Difficulty

❖ Refugee students have difficulties in identifying and analyzing relationship among facts ,ideas, concept, and themes in reading materials.
❖ Refugee students have difficulties in making connections between what they read and prior knowledge.
❖ Refugee students have difficulties in predicting content and outcome of situation.
❖ Refugee students have difficulties in expressing personal feeling or attitude towards characters, events, visuals, etc….,

Learning Outcomes

By the end of this topic, fourth grade students   will be able to:
❖ Identify and analyze relationship among facts, ideas, concept, and theme in reading materials.
❖ Make connections between what they read and prior knowledge.
❖ Predict content and outcome of situation and some stories.
❖ Infer logical causes and effect after reading a text.
❖ Express personal attitude and feelings towards characters, event, visuals, etc…

Learning Resources

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

Intervention Strategies

Game Technique : Think ,Pair ,and Share 	**E learning strategy (audio /visuals)**
Mobile Based Learning (Mobile apps)such as: https://www.starfall.com/h/im-reading/ 	
Brainstorming	**Collaboration**

Role Play	**Paired Reading Method**

Procedures of The Topic

Recognizing students' learning difficulties (identifying and analyzing relationship)

❖ Discover your students learning difficulties by identifying and analyzing skills after using one of these methods:

First method : Identifying and Analyzing Relationship **Yes /No – Circle**	Text :
  ❖ Draw two circles on the board and label one "Yes" and the other "No" ❖ Choose a given text out of their textbook content, read it aloud with your students . ❖ Write some statements related to the content and others not, on the board ❖ Ask the student to read the statement and decide if it is true or false . ❖ If it is true, s/he must tap the "Yes" circle ❖ If it is not true, s/he must tap the "No" circle ❖ If the answer is correct, then s/he wins and gets a point and try again . ❖ If not, s/he will stop and lose a point.	Do you live in Syria? If not, I want to invite you to visit my country. It's a great place to live for many reasons. In my country there are many universities where there are students and teachers everywhere, who go to the coffee shop beside my house and talk about many interesting things. Although there are many cars and trades, it has good public transportation as buses; taxis, trains etc…. I go to school every day by bus. In my country you can enjoy your rest time in quiet parks with amazing nature. You may visit many famous restaurants for delicious meals, or even visit its libraries to read or study. Schools, hospitals , factories, and green fields extend everywhere in my country. If it is time to pray, mosques are here and there to welcome you. The markets are huge in my country where people can find all the items they are looking for. Syria is a beautiful country to live in.

True or false

1) The writer mentioned many reasons about living in Syria so people will visit it .

2) Universities are rare in Syria.

3) Syria has just got public transportation only.

4) You can visit a library in Syria to read books.

5) Places that spread everywhere in Syria are mosques and playgrounds.

6) The writer loves his country Syria a lot.

Anticipatory Guides

- ❖ Choose a topic from their textbook for example "Whales"
- ❖ Anticipatory guides are used so that students can consider , write and talk about their thoughts or concept through using them. Set out a list of assertions about "Whales" with which the students agree or disagree in order to assess the students prior knowledge or misunderstandings about the topic : "Whale "

The list of assertions:

- ♣ Whales aren't the largest animals ever in the sea.
- ♣ Whales live in every ocean on Earth.
- ♣ The blue whale weighs more than 100 tons.
- ♣ Whales are worm blooded animals live on land.
- ♣ Whales give birth to their youngsters and nurse them.
- ♣ Dolphins are not friendly whales that hurt people
- ♣ Whales have teeth to eat squid , fish and seals.
- ♣ There are many kinds of whales.
- ♣ Blue whales are endangered animals.
- ❖ Ask the students to agree or disagree about the following .
- ❖ Count their correct answers and discover their difficulty.

Third Method: (Prediction)

- ❖ Use pictures that represent a story with a title.
- ❖ Ask the student to take 1 minute to look at the pictures and its details and read the title.
- ❖ Then ask the students without reading the story to make predictions about what the story is mostly about.
- ❖ Ask them questions about how the character that appears in the picture, reacts.
- ❖ What the character will do and how a situation will turn out.
- ❖ Once your students give their predictions, read the little story for them to check their own ones.

Suggested text:

The Ant and the Grasshopper

One summer's day, in a field nearby, a Grasshopper was hopping about, chirping and singing to its heart's content. Ant passed by, struggling to carry an ear of corn he taking to his nest.

"Why not come and chat with me," said the Grasshopper, "instead of working so hard?"

"I am helping to store up food for the winter," said the Ant, "and I recommend that you do the same."

"Why bother about winter?" asked the Grasshopper; "we have plenty of food right now."

But the Ant went on its way and continued its work. When winter came the Grasshopper had no food and found itself hungry and weak, while it saw the Ants eating corn and grain every day from what they had collected all summer. Then the Grasshopper knew:

It is best to work and save things we will need later.

Click here for audio for the story.

Fourth Method: (Cause and Effect)	
Cause and Effect Symbol ❖ Introduce cause and effect with clouds and rain. ❖ The clouds would be the cause and the rain would be the effect. ❖ Then read the story below before you ask the students where each part of the story fits. ❖ Ask them to pick out the causes of Nader's Actions and place them on the clouds and the effect of these actions (result) and place them on the drops of rain. ❖ Check the answers and recognize the difficulty.	
Nader's Story:	
Nader is a bad boy. He always acts in an ugly way. Last Sunday, he threw the ball at the neighbor's window. The glass was broken into pieces. He ate a banana and threw its peel on the ground .His little brother step on it and slid to break his leg. He played with a lighted candle. The candle fell and burned the table blanket. He cut all the grown flower from his grandmother garden .His grandmother was very sad since she likes to see them growing Now his father has to............ because he is a bad boy. Ask them to continue the last line on their own if they know most of the previous part answers	
Fifth Method: Attitude and Feeling	
Boast up Exercise ❖ Use rows team. Ask students to sit in two facing rows. ❖ Ask the facing pairs to give good traits to each other. ❖ One gives a trait and the other will write it on the card that you give him/her and vice versa, you can direct them to say: ❖ What I like about you is...... ❖ Then ask them to give a bad trait about someone they imagine. ❖ Check the card of facing students and recognize the difficulty. ❖ You may ask them to give their feeling about a situation they had before such as passing the exam, falling down in the playground, saying some bad words for someone who doesn't deserve, losing time and then failing in the exam etc..... ❖ Check their feeling towards events and recognize their difficultly.	

Remediation Techniques

Analyzing relationships in a reading material has become the beating heart of English classes when reading a text.

- ❖ To reach to the indirect meaning they have to peel back layers one by one and read between the lines of the sentences.
- ❖ The process of engaging in a text , including viewing a film or observing a picture, means they have to understand the meaning it contains, and the relationships among facts, ideas, concepts and the themes.
- ❖ There are different approaches to teach reading, but most of these agree on the importance of using series of pre-reading activities, during reading activities, and post- reading activities.
- ❖ Pre- reading activities help students predict what the text is about through illustrations, title, video etc…,they may help emphasize what students know about the topic to be a prior knowledge for what they will learn from the reading material .
- ❖ During – reading activities (or while – reading) allow students to focus on the features or aspect of the text to understand it better and deal with it as if it was written in their first language ,so students will be able to confirm prediction about content, outcome reason…, gather information about character , events ideas …, organize information as relationships, causes and effects…,
- ❖ A lot of activities that you can use while reading deal with the plot, the main idea, literal questions, inferring meaning using context clues.
- ❖ You can ask them to code the text i.g they can use the margin marking, so they can place a question mark next to the statement they don't understand or an exclamation mark next to an idea that surprises them.
- ❖ You may read a paragraph and ask students to have conversation between two of them or among them in order to clear up any confusion they might have (student-to-student conversation)
- ❖ You can add to this scanning the text for specific information in the same manner as setting , characters, events , plot.
- ❖ Post reading activities are as many as student could get information as well as amusement.
- ❖ What about if the setting is not stated in the text directly and clearly??
- ❖ By looking for and gathering more information for example :
- ❖ If the text is about animals, then animals word could be discussed here among the students themselves through group works , games , or activities to conclude the predicted setting .
- ❖ Another example is when we ask for more details about the characters or other elements of the story. So going deep in the meaning or text content is analysis that will make relationship through ideas, connection between own concepts and the read one, predictions for some outcomes, inferring causes and effects for some events, and at the end could express their feeling or attitude towards the reading material with its characters, events, visuals.
- ❖ Your students often finish reading, close the book, and don't think about it again struggling analyzing ideas facts, concept, and themes or could not find a logical relationship among them:
  The following activities can be used to help student analyze concept for deeper understanding of ideas, and organize information for later retrieval .

Activity1: Stand up/Sit down	
❖ You can use this Activity to help students learn to differentiate between similarities and different of reading concepts: ❖ Read aloud with the students the below text or other text from their book. ❖ To help your students understand the differences between city life and country life you can give examples of each and have the students stand up if it's city life and sit down up it is country life. ❖ Students will grasp the concepts while getting their blood flowing- helping them stay alert and overcome their difficulty as they are playing. If you want to maintain your students' current energy level, ask them to put their thumbs up if they agree with city life or thumb down if they disagree.	

The text :

10 Lines on
Village Life vs City Life
1) Life in village and city both have their own importance.
2) Life in the village is totally different from city life.
3) Village life is very peaceful away from all the chaos of the city.
4) There is lack of facilities in villages.
5) People in villages mainly depend upon agriculture.
6) Villages are blessed with natural beauty.
7) The level of pollution is very less in villages.
8) City life is considered more comfortable than village life.
9) It is because there are different facilities available.
10) City life is highly competitive and full of chaos.
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Activity2: Response Cards	
❖ This is a great way to mix things up a bit. ❖ Have students create a stack of typical responses such as: agree/disagree, true/false, yes/no, multiple choices options, before/after, greater than/ less than, and everyday emotions. ❖ Create their responses on cards of their own. ❖ You can have them use the cards to respond in various settings. ❖ Read a text from their textbook, together as a class pause, and ask your students what the character is feeling right now. ❖ The student then selects one of the everyday emotion cards from their personal stack of cards and lifts it up to answer the question. ❖ Students may do this individually or as they are in groups.	

Tips for the Teacher:	
❖ If students are not confident of their answers and look around the class to see how the other students answer before they answer themselves, use "Secret Answer". To give the students a secret answer, assign different responses a number and have students hold up the number of finger that corresponds to the answer they think it is correct , and place their hand near their heart . In this way, if all the students are facing the teacher, it is difficult for them to copy their neighbor's answers.	

Personal Information

I am Alex. I am 10 years old. I am from Costa Rica. I live in San Jose. I am a student. I am in 5th grade. My school is Rafael Francisco Osejo. I like to use my mobile and I like to use Instagram and facebook. I like to eat chicken and fries. I love to play soccer and I like to go swimming. I love to play video games. I like to go to the movies too. I have a dog and a hamster. I have a brother and 2 sisters.

Complete the chart.

I am _____, I am 10 _____ old. I am from _____ Rica. I _____ in San Jose. I am a _____. I am in _____ grade. My _____ is Rafael Francisco Osejo. I like to use my _____ and I like to use Instagram and _____. I like to eat _____ and fries. I love to play soccer and I like to go _____. I love to play _____ games. I like to go to the _____ too. I have a dog and a _____. I have a brother and 2 _____.

Take Care

Complete the chart

Name	Country	City	Occupation	Apps	Food	Sports	Hobbies	Pets

2. Write the answer

Alex's favorite sport is _____

Alex's favorite food is _____

Alex's likes to play _____

Alex lives in _____

Alex's school is _____

Alex is in _____ grade.

Alex's occupation is _____

Reading comprehension:

1. Read the text.

My dad is forty years old. His name is Paul. He is tall and thin. He has got short blonde hair and green eyes. He wears glasses. He is very intelligent and very funny. He is an architect.

His favourite hobbies are running, reading and going fishing. He loves listening to music. He doesn't like rainy days.

He usually gets up at half past seven. He has a shower and he gets dressed. Then he has breakfast with my mom and me. He has toast and orange juice. At half past eight, he goes to the office by train.

At half past twelve, he goes home for lunch. At two o'clock, he goes back to the office, and he finishes work at five. Then, he picks me up from school and we have a snack together. At eight, we usually have dinner in the kitchen. My dad goes to bed at eleven.

2. True or False. Choose the correct option.

a. My dad is thirty years old. TRUE-FALSE

b. He has got short black hair. TRUE-FALSE

c. He wears glasses. TRUE-FALSE

d. He likes swimming and reading. TRUE-FALSE

e. He wakes up at half past seven. TRUE-FALSE

f. He goes to work by bus. TRUE-FALSE

- ❖ Prior knowledge is what the learner gather or learn before entering the class about a specific topic . Prior knowledge can help students understand new knowledge on one hand, and can help teacher connect with learner on other.
- ❖ Prior knowledge can be activated by teacher or a peer engaging with a student or by the self that is the student engaging independently in activities .

"Activating prior knowledge is like preparing soil before sowing the seeds of knowledge "said Profaner Jim Cummins

Activity 1: Think- Pair – Share

- ❖ This activity allows students to pause and process what they knew about the topic they are learning.
- ❖ Before reading a text ask your students questions about what they know about the topic. For example, "Winter Season".
- ❖ Students must first consider the questions by themselves .
- ❖ After giving them time to think , have them discuss the question with a partner.
- ❖ Once they discussed the questions and their prior ideas about the topic , invite students to share their answers with the class.
- ❖ By giving them this time to process , you enable them to be more engaged in their learning.
- ❖ Then read the text with them and check the connection between prior knowledge of each partner and the new information in the text .

10 Lines On Winter

Activity2:

- ❖ Write a topic on the board in a circle with branched bubbles.
- ❖ (for example: Life in the Sea.)
- ❖ Ask the class to make two rows facing each other.
- ❖ Then encourage your learners to ask each other what they know about the topic .
- ❖ Warn them that they only have 60 second to do so and provide them with enthusiasm.
- ❖ Once the 60 seconds are up, one of the rows rotates.
- ❖ So, each learner has new partner
- ❖ Repeat the process several times.
- ❖ Collect their prior knowledge from each partner and fill each bubble surrounding the topic circle.

Tips

- ❖ KWL chart is the most popular approach for activating a learners' prior knowledge
- ❖ In K (what I know section), student write and state what they already know about the topic.
- ❖ As students uncover new material (text), they add questions to the W (what I want to know)area.

❖ Finally, students express their learning in the L(what I learned) portion.

Worksheet

Name:_____ Subject: Year 1 General knowledge
Date:_____ Unit: Week 27

Answer the following questions:

- Which word needs a capital letter? (chair, tom, stick, ant)
  _____

- Would you find cows in the city or in the country? _____

- Which is the oldest, marbles or lego? _____

- In the nursery rhyme, who jumped over the moon? _____

- Is a lion a mammal or a reptile? _____

- What part of a plant anchors it in the ground? _____

- How many vowels are there in soldier? _____

- 16 minus 6 is _____

- Is a bottle a living thing? _____

- What part of the body do we use for blinking? _____

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Prediction:

- ❖ Prediction is a statement that is a guess about a story as what may happen in it, or what kind of story it may be, or even what the end of the story may be.
- ❖ Then evaluating the predictions is an important part of making sure that the meaning of the read story has been understood.
- ❖ This has big benefits for the student him/herself, since it will help him/her pay attention more to information read, look for details, and check comprehension.
- ❖ Making and evaluating predictions graphic organizer is helpful where the evidence box is the evidence that makes us guess from the story, the think bubble is our prediction, the arrow is the new evidence that we get as we are reading the story and last box is evaluation whether our prediction is correct or not.
- ❖ In addition to this organizer, you can join students in some activities.

MAKE A PREDICTION
use clues from the story to help figure out what might come next

Evidence → Prediction → New Evidence → Evaluate the Prediction

The detective is holding a magnifying glass. → This is a crime story. → Holmes was investigating a case with a hat and a goose. → True: Holmes was trying to find the owner of the hat and goose.
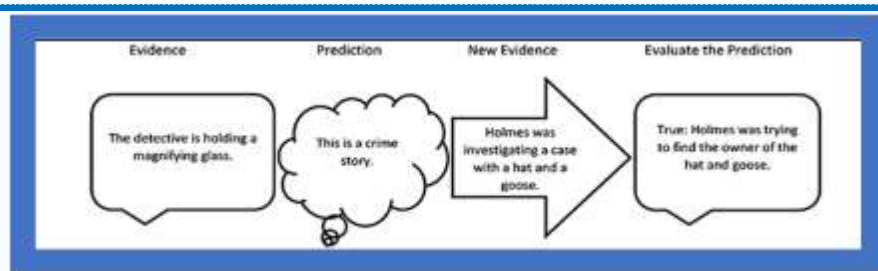
Activity 1 : Play Prediction of Kings and Queens.

- ❖ Make this friendly competition for predictions which your students will love a lot.
- ❖ Before reading or even during reading a text , ask students to stop and make prediction about: what a character will do, how a character will act, how an event will turn out, what an outcome of a situation will be.
- ❖ Once you've brainstormed some predictions, have students vote on which one they think will be true.
- ❖ Have students sit in " teams" according to their predictions.
- ❖ Then read the story and check which prediction was right.
- ❖ You could let the wining group do a happy dance, or if you could give them paper crowns and make them kings and queens of the day.
- ❖ You may use prediction teams to make predictions about the outcomes of a science experiment or have students make prediction about daily or a school event .

Activity 2: Prediction From Pictures or Title

- ❖ Select three or four pictures that are related to the topic of the reading (Thirsty Crow.)
- ❖ Ask the students to make small groups and give each group a copy of the pictures.
- ❖ Students should work together to connect the pictures and try to guess or predict the content of the reading material.
- ❖ Ask each group to take turn presenting their ideas.
- ❖ You can ask the small groups to predict their knowledge of the topic after giving them just the title.
- ❖ Students can share their ideas with the other group.

The text : Thirsty Crow

Tips for the Teacher	
❖ Find a short video relating to the topic of reading after watching the video yourself , prepare some simple discussion questions , play the video to the students ,pause and ask students to talk with a partner about what they predict will happen next. ❖ Or write a sentence the story is talking about .Ask the first student to add an idea and after that each student adds other ideas, and then compare theirs with that in the story. **https://youtu.be/VAmXKBSF6Zs**	

Cause and Effect

❖ 'Cause and effect' is a hard concept for children.

❖ It seems that students are always mixing up the "What happened" and " Why it happened " .

❖ Some will look for what is listed first in the text and assume it is cause.

❖ You can teach cause and effect by role -playing .

❖ Ask your student to role play the cause that is found on the role play card.

❖ He /she must read to the class what is on the card (cause / effect) and then has to role play the opposite.

❖ For example, if the card says the cause: "You were jumping on the bed" role play the effect.

❖ Student would have to guess what the effect of the cause is.

❖ Students may also role play both.

❖ Through hooking your students on cause and effect , they will engage in conversation four multiple effect to a single cause.

❖ You may download them freely

❖ After creating the cause and effect sentences , create a chain with paper clips and post its notes where each the causes and the effects have their own colors in order to flip them around , so the effect was first, and they could understand better after reading them.

Activity

- ❖ All of these causes and effects are related to the student's life, what about the story read?
- ❖ You can use " if... then.. "method. " if" is the cause and "then" is the effect. for example :
- ❖ the story says:
- ❖ If Mohammad works very hard, then he will pass the exam easily ".
- ❖ Therefore "Mohammad works hard is the cause and he will pass the exam easily is the effect. It was listed in the story as " Mohammad passed the exam easily since he worked very hard.
- ❖ Ask your students to put it in the " if... then" method to see if it makes sense: if Mohammed passes the exam easily, then he will work very hard, doesn't make sense implies the cause is not always listed first.
- ❖ You can use cause - and - effect anchor charts that help you introduce the concept to the students, then expand on the knowledge to improve Reading comprehension .You will have a lot of examples on this source : Nicole Marshall / Pinterest.
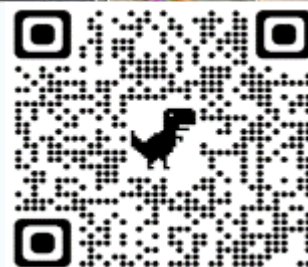
Activity 1 :Find your Match

- ❖ This activity gets your students up and moving.
- ❖ Create cause and effect card matches that correlates to story lines in the textbook or to the given text below.
- ❖ For example, your card matches might include the following concepts taken from the text.

Water Cycle

Causes	Effects
❖ Earth has 70%of its surface covered with water ❖ The water circulate ❖ Water changes from liquid to gas ❖ Water evaporates ❖ Water changes from gas to liquid ❖ Condensation occurs ❖ Water falls from atmosphere to the ground	❖ The planet earth is very wet ❖ It changes from one state to another ❖ Evaporate occurs ❖ Water disappears ❖ Condensation occurs ❖ Droplets of dew are formed ❖ Precipitation occurs

- ❖ Hand out one card to each student in the class and then ask him/her to get to and find the other student with the matching card.
- ❖ You may divide the class into 2 teams one for causes and the other for effects.
- ❖ They have to check for their matching card whether it is cause or effect after reading the text aloud for them .
- ❖ The team who will find the matching cards first is the winner .

Water cycle
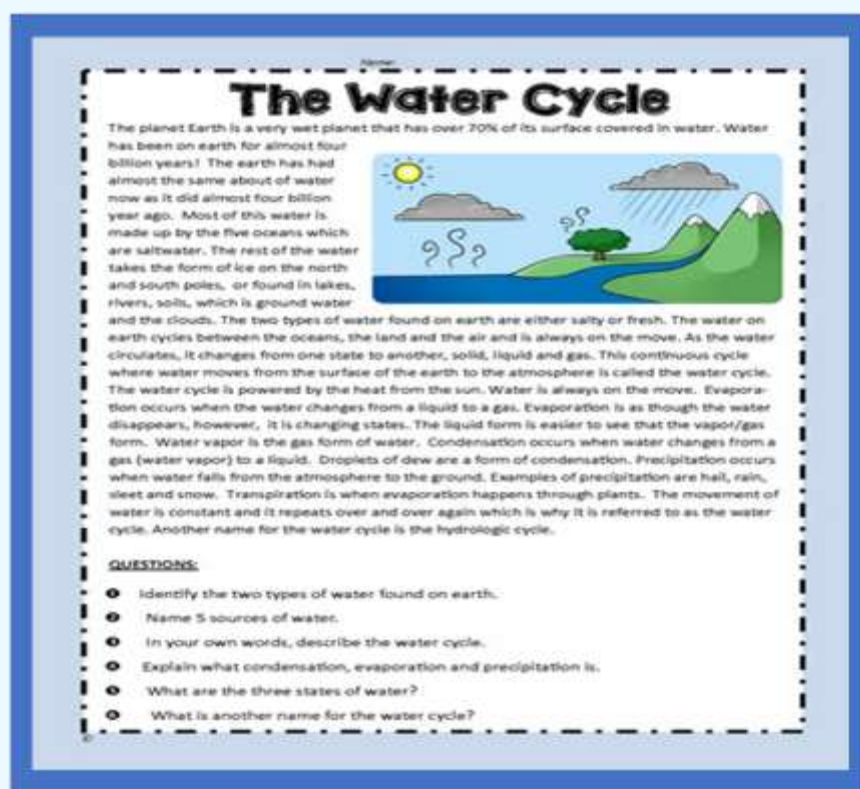
Activity2:Reader's Notebook Entry Organizer

❖ Students can really improve their skills when you give them multiple opportunities to identify their critical thinking.

❖ Divide the class into groups of pairs .Give each pair a reader's notebook (as shown in the picture)

❖ Ask them to read each tip and try to conclude the cause and the effect.

❖ The first pair finishes will try to go to the board with Cause and effect sentences out of their daily life

❖ The board has numbers.

❖ The groups who will fill the first numbers are the winners.

Tips for the Teachers.

❖ Encourage students to use graphic organizers (charts or maps) to help them visualize concepts and key relationships between ideas of their readings. Start this right after students have completed a reading.

Tips for the Parents

❖ Children use cause and effect in their daily life action, such as waking up early to go to school.

❖ They see their action have a reaction, but they can't translate it verbally to cause and effect. Try to help your children in everyday action.

❖ To differentiate and separate the parts of cause and effect , practice that daily with them.

Cause & Effect Reading Passage 1

Name: _____

Directions: Read the paragraph below and then find two causes and two effects from the passage.

A tornado is a violent rotating column of air extending from a thunderstorm to the ground. Tornadoes happen when a cold wind high up meets warmer air and warmer winds lower down. This causes the winds to swirl and the warmer air from below rushes upwards at terrific speed. As the tornado moves forward, this warm wind rushing upwards can pick up any objects in its path. The most violent tornadoes can destroy large buildings, uproot trees and throw vehicles hundreds of yards.

Cause		Effect
	→	
Cause		Effect
	→	

Name: _____

Cause and Effect

A cause is something that makes something else happen. It answers the question "Why did this happen."

An effect is what happens as a result of the cause. It answers the question "What happened."

⇨ Determine the cause and effect in the following sentences.

1. We didn't have school on Monday because we had 8 inches of snow.

CAUSE _____

EFFECT _____

2. Alyssa was very tired Friday night so she went to bed early.

CAUSE _____

EFFECT _____

3. Becky's flowers died because she forgot to water them.

CAUSE _____

EFFECT _____

4. John ate three hot dogs for lunch because he was very hungry.

CAUSE _____

EFFECT _____

5. We ran out of milk so we had to drink water for dinner.

CAUSE _____

EFFECT _____

nurulamal.com   Downloaded freely from The Teacher's Guide www.theteachersguide.com

Personal Feeling or Attitude.

❖ Telling about feelings and attitude is an important part of fourth grade.

❖ Teach them how to recognize and name them, how to talk about them, and how to pick up on the feelings of others as the characters in the stories they are reading.

❖ You can use the "Feelings ID "as a starting point – Generate a list of some feelings (happy, sad) and explain that this is a feeling.

❖ Give a second example, using a move complex feeling such as excitement or surprise.

❖ Ask students to generate others' feelings, using the events in a story, visual, characters' emotions, and add them to the list, and display the list for the students on chart paper or with a projector.

❖ Then identify feelings as good or not good from the feelings list and have the students give you a thumb-up for good feeling and a thumb-down for the not good one.

❖ After , conduct with them a follow-up discussion including some personal situations when they can give a thumb-up good feeling or a thumb-down bad feeling.

❖ Share with them a few simple games and activities to emphasize that.
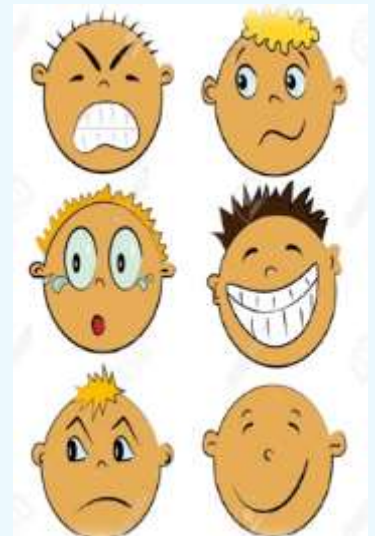
Activity: How Would You Feel If..

❖ Brainstorm some common scenarios that might elicit different feeling, a few examples :

❖ Your grandma picked you up after school and took you to get ice cream.

❖ Your classmate spilled paint on your drawing.

❖ Your mom yelled at you.

❖ Your brother wouldn't let you have a turn on the swings.

❖ Your friends came to your house to make for you a birthday party and you hadn't an idea about that before.

❖ Put the scenarios in a hat and pass the hat around the circle students are sitting in while you play music.

❖ When you stop the music, the student left holding the hat should pick out the scenario, read it, and describe how s/ he would feel if the scenario happened to them.

❖ The feelings charts hung on the wall can help them.

Answer each question using one of the spelling words.   Name _____

shy	worried	disappointed
sad	surprised	proud
happy	sorry	bored
angry	lonely	shocked

1. Another word for mad is _____.

2. She was so _____ that she danced with joy.

3. Another word for _____ is timid.

4. Another word for unhappy is _____.

5. She was _____ and outraged when she saw the show.

6. Ann was _____ when she won the spelling bee.

7. When you regret something, you feel _____.

8. Was he _____ when he lost the race?

9. Dan was _____ that he was might be late to school.

10. She was _____ when her best friend moved away.

11. Bill was _____ during the dull, two-hour lecture.

12. People are _____ when something happens unexpectedly.

Character's Feelings KIDS

Read each description of the character and check the smiley face to show how the character feels.

Karen had a hard time with math. She had a big test coming. She studied every day right after school with her best friend Sam. Karen worked hard and got an A on the test!

🙂 ☐   🙁 ☐   😡 ☐

Sam was always good at math, but she wanted to help her friend, so she studied with Karen every day after school. They both worked hard studying, but Sam got a C.

🙂 ☐   🙁 ☐   😌 ☐

Activity 2 :   Read and Learn

- ❖ Choose a story from their textbook or the suggested story below and read it aloud with the students.
- ❖ Be sure to point out all the actions or ways which the characters behave when they're acting on their feelings.

Use the following questions to guide your class discussion about feelings and attitude, after putting the students in pairs to give their answers:

- ❖ What was one of the feeling the character had?
- ❖ Do you think it was a good or not so good feeling?
- ❖ What did the character do to feel that way?
- ❖ Can you pick an event from the story you like?
- ❖ And another one you dislike?
- ❖ Can you think of a time when you felt that way? What kind of face can you make to show that feeling?

https://youtu.be/bzMyNQx2VA8

Tips for the Parents

- ❖ In their free time or during game or play time, try with your children "Feeling Mimes" or "Feeling Sounds". Write feelings (as happy, sad, angry, confused, disappointed….) on flashcards and ask to mime it, so that you can guess. Rather than miming, they just make noises to show the feeling e.g. yawning for tired, sighing for bored, growling for angry, and groaning for disappointed.

Tips for the Teachers

- ❖ Analysis is hard and provokes critical thinking of the students. In order that your students become focused ,or absorb and retain the information you present to them or discuss with them. Follow these tested ways to keep them interested and engaged all the time:
- ❖ Incorporate "Mystery" or unexpected things into your lesson.
- ❖ Don't repeat classroom material and present the information in a way different than the first time.
- ❖ Create classroom games and activities..
- ❖ Give your struggling students choices.
- ❖ Use technology.
- ❖ Don't take teaching so seriously ,but have some fun.
- ❖ Relate material to your students' lives in order to use the taught information in future.
- ❖ Flip your lessons so students are able to work at their own pace.
- ❖ Think outside the box inviting a guest speaker, go on a trip, or take learning outdoor.

The History of Popcorn

Read Steve's report about the history of popcorn.

Popcorn was discovered over 5,000 years ago in Mexico. It was an Indian food. Corn was thrown on hot stones in a fire. The fire made the corn pop. It was a game to catch the popcorn and eat it.

The Indians of North America also ate popcorn. When the first English settlers arrived in America, the Indians gave them popcorn. The settlers loved the food, and they often ate it with sugar for breakfast.

Answer these questions according to the text. Write complete sentences.

1. When was popcorn discovered?

2. Where was it discovered?

3. Who discovered it?

4. What other interesting facts are there in the report?

A Bad Eating Experience

Floki and Siggy are from Sweden. Last year, they went on holiday to Spain. One night, they went out for their dinner. They looked for a good restaurant. Outside one restaurant, they saw a man and a woman. The man looked cool and he smiled. Floki and Siggy greeted him and he answered them in Swedish, their language. He told them he was Swedish, like them. The restaurant was called 'La Hacienda'. They asked the man if it was a good restaurant. He recommended it and said it was excellent! He said it had the best food in Spain. Floki and Siggy trusted the man because he was from their country and they went in. They sat at a nice table outside the window. They ordered paella. The waiter brought their dish. It was terrible! There were only two small prawns in it, the chicken was undercooked and the rice was sticky and horrible. The wine was like vinegar and the water was warm. At the end of the meal, the waiter gave them the bill. It was very big! When they left the restaurant, the Swedish man was still there. Floki and Siggy told him he was wrong about the restaurant; they said it was dreadful, really awful! They asked him: 'Why did you recommend it?' 'Because I am the manager,' he answered.

Are the sentences TRUE or FALSE?

1) Floki and Siggy are Spanish.
2) They went to England on holiday.
3) One night, they went out to look for a good restaurant.
4) A Swedish man was standing outside a restaurant called 'La Hacienda'.
5) The man told them that 'La Hacienda' was a bad restaurant.
6) Floki and Siggy believed what the man said.
7) They sat beside the door.
8) The manager brought their food.
9) The food was excellent.
10) The wine was like vinegar.
11) Their bill was huge.
12) When they left, the man was not there.
13) The Swedish man was the restaurant manager.

Answer the questions:

a) Where are Floki and Siggy from?
b) When did they go to Spain?
c) Who did they see outside 'La Hacienda'?
d) What question did they ask?
e) Did the man advise them to go into the restaurant?
f) Why did they believe the Swedish man?
g) Where did they sit?
h) What did they order?
i) How was the food and wine?
j) What did the waiter give them at the end of the meal?
k) What did Floki and Siggy tell the Swedish man about the meal?
l) Why did the Swedish man recommend the restaurant?

Worksheets

Name: _____

Finding Feelings

Directions: Read the short story below. Write the words that express feelings or make you feel a certain way when you read them.

I went to the circus last night with my family. I was very excited. The clowns were very funny and made me happy to watch them. I was nervous when I saw the acrobats hanging high above us. My tummy was growling so mom bought me some popcorn. When the elephants came out all in a line, one stumbled and we all gasped. I felt sorry that the elephant tripped. My sister started to cry. But I hugged her and told her the elephant was just fine and she'd enjoy watching his tricks. My sister smiled and I knew she was happy again. The rest of the circus was fun and we had a great time. I can't wait until the circus comes back to town!

These are words I see above that show feelings.

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

These are words I see above that make me feel..

These words..   make me feel..
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

The History of Chocolate

Find the Evidence

Name _____ **Finding Proof**

Jason's Fresh Start

On the way to school, Jason dragged his feet along the sidewalk. The closer and closer he got, the worse he felt. His tummy began aching, his heart started to flutter.

When he got to the front door he took a deep breath. He opened it slowly and stepped inside.

His classroom was around the first corner. He hoped his teacher would not see him right away. He greeted his friends quietly and headed to his table spot.

Mr. Anderson saw him and said, "Good morning, Jason! It's nice to see you! Are you ready to have a fresh start today?"

A smile snuck across Jason's face and he answered, "Yes, I am. Thanks, Mr. Anderson!"

1. How is Jason getting to school?   Bus   Car   Walking
   Write the words/phrase that prove it.

2. Jason is worried about going to school.
   Underline all of the words & phrases that show you he is worried.

3. Did Jason see anyone he knew? _____ Write the words/phrases that prove it.

4. Mr. Anderson is a kind teacher. Copy the words/phrases that prove it.

5. Jason felt relieved. Copy the words/phrases that prove it.

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Making Inferences

Directions: Answer the following questions using complete sentences.

Something Special

Jamie woke up early and ran into the hall with a huge smile on her face. She had been waiting all week for Saturday to arrive. She ran into the kitchen. On the table was a large pile of hot, steaming pancakes with a candle in them. Jamie's father walked in holding a large box wrapped in sparkly pink paper and tied with a giant purple bow. Jamie beamed and quickly tore off the beautiful paper to reveal a box with a beautiful doll on the inside. She hugged and kissed her father and ran to call her best friend. The day was starting off wonderfully.

1. What do you think Jamie was waiting all week for?

_____

_____

2. How do you think Jamie felt when she woke up?

_____

_____

3. Why do you think Jamie's father gave her the gift?

_____

_____

K5 Learning

Drawing conclusions

Reading Comprehension Worksheet

Practice

A parent or tutor should read to the student and help the student to record their answers.

Drawing conclusions means figuring something out for yourself. To draw conclusions, you need to think about what *makes the most sense.*

Here are some examples of things you can figure out for yourself. Put an X in the box for the **conclusion** that *makes the most sense.*

1. Laura sat down beside her friend Allie and opened her lunchbox.
This is probably because:

☐ Laura is going to draw a picture.

☐ Laura is going to eat lunch.

☐ Laura is going to take a nap.

2. The movie ended and everyone in the audience clapped.
This is probably because:

☐ They wanted to see another movie.

☐ The movie was beginning.

☐ They all liked the movie.

Online reading & math for K-5   © www.k5learning.com

Name: _____

Making Inferences

Directions: Match each word to its antonym.

Petey and Ralphie went exploring last Saturday. Petey carried a net and a bag to put specimens in. Ralphie ran ahead and stuck his nose into a bush searching. Petey followed behind bending to grab a small, red and black, winged critter. Petey looked up, held out his hand, and decided to put on his wide brimmed hat and jacket. He tucked the specimen bag under his jacket so it wouldn't get wet.

When the sun came back out and the clouds moved away, Petey and Ralphie sat down for lunch. Petey had a ham sandwich, and Ralphie had a big, juicy steak bone. After lunch was finished, the boys trotted on home and observed their new pet. Later that day, the two played catch while the sun set. Summer was over, and Petey had to get up early tomorrow.

1. What did Petey and Ralphie go out to collect?

_____

2. What kind of critter Petey find?

_____

3. Why did Petey put on a hat and jacket?

_____

4. What do you know about Ralphie?

_____

5. Why do you think Petey has to get up early?

_____

What do you think might happen next?

_____

_____

© www.HaveFunTeaching.com

Name: _____

Date: _____

Drawing Conclusion

▶ Read the story. Look at the picture.
Circle the sentence that draws a conclusion
about the story.

Draw Conclusions
Lesson 24

1. Jade feeds Hank, her hamster, and gives
   him fresh water. When Hank is asleep,
   she reads about cats and dogs.

   Hank reads many books.
   Jade likes animals very much.

2. Tim and Neal jump into the water. It is
   cold! Dennis goes down the slide. "Neal,
   I like to play in your pool!" Dennis says.

   The boys are swimming at Neal's house.
   Neal and his friends can't swim well.

3. Nick and Dad hang a note at the store.
   The note says Lost cat, black with white
   feet. Nick says to Dad, "I hope he will
   be found. I miss him so much."

   Nick does not like cats.
   Nick feels sad.

Theoretical Background

❖ The definition of analysis is the process of breaking down a reading material into its parts to learn what they do and how they are related to one another.

❖ Literary analysis includes comprehension, interpretation and drawing conclusions.

❖ Analytical statements can include things like theme, author choices, events, characters, idea, etc.

❖ It is drawing conclusions about a work based upon story elements and reading parts connections.

Resources

❖ https://the-teacher-next-door.com/5-ways-to-make-teaching-cause-and-effect-fun/

❖ https://childrenslibrarylady.com/entertaining-cause-and-effect-activities/

❖ https://www.teachingexpertise.com/classroom-ideas/cause-and-effect-activities/

❖ https://eflmagazine.com/10-pre-reading-activities/

❖ https://www.extendednotes.com/after-school-articles/6-ways-to-make-reading-fun-for-your-students

❖ https://www.readingandwritinghaven.com/10-of-the-best-literary-analysis-activities-to-elevate-thinking

❖ https://englishpost.org/examples-of-while-reading-activities/#4_Confirm_Prediction

❖ https://www.rit.edu/ntid/sea/processes/readingwriting/incorporating/after

❖ https://www.rit.edu/ntid/sea/processes/readingwriting/incorporating/after

❖ https://study.com/learn/lesson/prior-knowledge.html

❖ https://www.teachjunkie.com/language-arts/ela-cause-effect-inferevidence/

❖ :https://www.theclassroom.com/cause-effect-activities-3rd-grade-8176980.htm

❖ :https://icebreakerideas.com/character-building-activities/

❖ https://www.indeed.com/career-advice/career-development/classroom-games

❖ https://theowlteacher.com/not-your-traditional-cause-and-effect/

❖ https://www.weareteachers.com/cause-and-effect-anchor-charts/

❖ https://iowareadingresearch.org/blog/effective-literacy-lesson-predictions-comprehension

❖ https://bookpagez.com/blog/your-reading-comprehension-toolkit-making-predictions/

❖ https://mystudentsessays.com/essay-on-winter/

❖ https://www.teachjunkie.com/language-arts/ela-cause-effect-inferevidence/

❖ https://www.weareteachers.com/cause-and-effect-anchor-charts/

❖ :https://theowlteacher.com/not-your-traditional-cause-and-effect

❖ :/https://www.thoughtco.com/ways-to-keep-your-class-interesting-4061719

❖ https://www.yourdictionary.com/analysis

❖ https://www.readinghorizons.com/blog/14-classroom-activities-that-increase-student-engagement/

❖ https://www.futureeducators.org/prior-knowledge-activities-classroom/

❖ https://images.app.goo.gl/5iZr1eXjiGciNyBb9

Writing   Difficulties

This dimension deals with writing   difficulties that fourth grade students face .
It includes grammar, mechanics , vocabulary difficulties and organization skills
.

TOPICS

(1) **Grammar**	
(2) **Mechanics**	
(3) **Vocabulary**	
(4) **Organization Skills**	

Topic One
Grammar Difficulties

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, verbs ...etc.)
- ❖ Refugee students have difficulties in transferring grammatical knowledge into communicative language use.
- ❖ Refugee students have difficulties in using the different kinds of sentences (the differences and formations of simple, compound, complex).
- ❖ Refugee students have difficulties in expressing ability in the past.

Learning Outcomes

By the end of this topic, fourth grade students will be able to:
- ❖ Apply the use of grammatical rules in an appropriate way.
- ❖ Write their sentences using the parts of speech (adjectives, adverbs, articles ...etc.) correctly.
- ❖ Transfer grammatical knowledge into their communicative language use.
- ❖ Differentiate between the simple, compound and complex sentences.
- ❖ Use types of sentences correctly (simple, compound and complex sentences).
- ❖ Write sentences expressing the ability in the past.
- ❖ Write meaningful sentences.

Learning Resources

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

Intervention Strategies

Game Based Learning	Communicative Activities
Interaction-Based Activities	**Mobile Based Learning : Mobile Applications**

Scaffolding	Story-Telling Writing assignments

Role play activities

Procedures of The Topic

Recognizing students' learning difficulties (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 applying grammatical rules:

❖ Select your material from magazines, websites, books, …etc.

❖ Your pictures must be clear.

❖ Working in groups:

❖ Divide the students into groups.

❖ Hand the students the worksheet that includes your material (picture).

❖   You should not hand them various or different pictures. Give all your students similar worksheets which include similar pictures.

❖ Ask the students to look at the pictures carefully.

❖ Ask the members of each group to write down the vocabularies based on their close observations

❖ Ask the students to write meaningful sentences based on the vocabulary they have written down.

❖ Ask them to write three version of the same picture taking into consideration different tenses (present and past tenses).

❖ Let each group choose one of them to describe their picture in front of the class.

❖ Write down your notices.

https://tinyurl.com/msr27w29

Second Method:

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

- ❖ Divide your board into two sections, one for the regular verbs, one for irregular verbs.
- ❖ Divide the regular verb section into two sections, one for the present, one for past. Redo the same for the irregular section.
- ❖ Give the students stickers containing verbs (regular and irregular) in the present and others in the past. (Each sticker contains only one verb).
- ❖ Ask to stick them in the right part on the board.
- ❖ Write down your notices .

Third Method

Identify and discover your students' learning difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs, articles, nouns, verbs ...etc.)

- ❖ Provide students with books suitable for their current reading level.
- ❖ Instruct students to go through a page or two and identify all the nouns.
- ❖ Ask students to sort these nouns into two lists according to whether they are common nouns or proper nouns.
- ❖ Redo the same procedures to compile other parts of speech.

Fourth Method

Identify and discover your students' learning difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs, articles, nouns, verbs ...etc.)

- ❖ Provide students with books suitable for their current reading level.
- ❖ Instruct students to go through an appropriate text length (e.g., paragraph, page, etc.) and compile a list of verbs.
- ❖ In groups, students should then discuss and categorize each verb according to whether they are dynamic or stative, transitive or intransitive, and/or auxiliary verbs.
- ❖ Redo the same procedures to compile other parts of speech.

Fifth Method

Identify and discover your students' learning difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs, articles, nouns, verbs ...etc.)

❖ Choose a suitable book and assign an appropriate number of pages or length of a chapter for students to work with.

❖ Students work their way through each page, picking out the number of each type of adjective they can identify using a table like the one below:

Adjective types	*Tally*
Comparative	Happier – shorter - ….
Possessive	My – his – her - ….
Descriptive	Beautiful – nice ….

Sixth Method

Identify and discover your students' learning difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs, articles, nouns, verbs ...etc.)

❖ Divide students into small groups to work collaboratively.

❖ Give students a worksheet containing a table divided into five columns. Each column bears a heading of one of the different types of adverbs (manner, time, frequency).

❖ Challenge each group to generate as many different examples as possible of each adverb type and record these in the table.

❖ Ask the students to make sentences with some of the adverbs.

❖ Let them underline the adverb.

❖ The winning group is the one with the most adverbs.

Adverbs of Manner	*Adverbs of Time*	*Adverbs of Frequency*
Happily,	Early	Usually,
Badly	Already	Often
Carefully		Rarely
Late		Sometimes

Seventh Method

❖ Divude students into small groups to work collaboratively.

❖ Give students a worksheet containing a table divided into five columns. Each column bears a heading of one of the different types of parts of speech (noun, verb, adjective, adverb).

❖ Challenge each group to generate as many different examples of each part of speech, record these in the table.

❖ Ask the students to make sentences with some of the parts of speech examples which include different types of speech.

❖ Ask them to classify each word in their sentences. For example:

Sami usually plays football professionally
  N   adv   v   n   adv

Fatema writes in a nice handwriting
  N   v   pre adj   N

Eighth Method

Identify and discover your students' learning difficulties in using their grammatical knowledge in a communicative way

❖ Divide students into small groups to work collaboratively.

❖ Hand students a worksheet containing sentences have grammatical mistakes and ask them to underline the mistakes and correct it.

❖ Give the Students another worksheet containing right and wrong sentences.

❖ Ask them to tick the correct sentences and cross the wrong ones.

❖ Ask them to underline the mistakes.

❖ Write down your notices about their replies and the mistakes which they made.

Nineth Method

Identify and discover your students' learning difficulties in using their grammatical knowledge in a communicative way

❖ Tell the students that we have an interview ,but students themselves will play this interview.
❖ Ask each student to select a partner. Give them 10 minutes to prepare their dialogues.
❖ Let each pair says their dialogue in front of the class.
❖ Write down your notices about their replies and the mistakes which they made.
❖ The aim of this game is to check subject – verb agreement.

Tenth Method

Identify and discover your students' learning difficulties in using their grammatical knowledge in a communicative way

❖ 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.
❖ The aim of this game is to check possessive adjectives.

Eleventh Method

Identify and discover your students' learning difficulties in using their grammatical knowledge in a communicative way

❖ 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:

in / I / Aleppo / live
Sami / swimming pool / in / swims / the
Last week / we/ to / went / theatre / the
Little brother / the / broke / glass / my / the

Twelfth Method

Identify difficulties in using the different kinds of sentences (the differences and formations of simple and compound sentences).

❖ Divide the students into small groups.
❖ Stick a picture on the whiteboard.
❖ Ask the students to generate simple sentences as possible as they can within a limited time.
❖ After they finish, write down your notices.
❖ Help them to recorrect their sentences.
❖ Ask them to connect each two sentences with a conjunction taking into consideration punctuation marks.
❖ After they finish, write down your notices.

Thirteenth Method

Identify difficulties in using the different kinds of sentences (the differences and formations of simple and compound sentences).

❖ Divide the students into groups.
❖ Give them a worksheet containing a group of simple and compound sentences.
❖ Let them identify the simple and compound sentences within a limited time.
❖ Give them another worksheet containing simple sentences.
❖ Ask them to complete the sentences using conjunctions taking into consideration punctuation marks.
❖ Write down your notices after they finish.

Fourteenth Method

Identify and discover your students' learning difficulties in expressing ability in the past.

❖ Ask the students to write on their notebooks individually answers to your questions that you will ask.
❖ Show them some photos. Ask them short questions about their abilities now, for example:

Can you swim?
Can you ride a horse?
Can you type on a keyboard?
Can you ride a bike?
Can you drive a car?
Can you play computer games or video games?

❖ After they finish, ask them to write about the things that they could do when they were younger.
❖ Go through the desks, look at their answers and write down your notices.

Golden Tips:

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

Remediation Techniques

- ❖ Students at this grade must move from fragments to fully formed sentences through a range of possible grammar lesson plans.
- ❖ Students in the fourth grade must be familiar with parts of speech and they should be able to identify the nouns, adjectives, adverbs, verbs…etc.
- ❖ Students who graduated to the fourth grade must be taught how to use the simple and compound sentences.
- ❖ Applying Communicative language and transferring grammatical knowledge is essential for students in this grade.
- ❖ Students who graduated to the fourth grade must be taught how to form sentences containing their abilities in the present and past.

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 and some tenses.
- ❖ 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 complement.

She	Eats	an apple	every morning

- ❖ Give them some examples about the simple and compound sentences and refer to the subject, verb and the complement.

S	V	C
She	visits	her grandparents every Friday
Laila	visited	her grandparents Last Friday
Ahmad	is reading	a story right now

- ❖ Ask them to write sentences by their own.
- ❖ Go through their desks and help them.
- ❖ Write some wrong sentences taking into consideration the subject – verb agreement. Ask them to refer to the mistakes.

My Friend	drink	a cup of milk ever morning
Mona	goed	to the cinema yesterday
We	swims	in the swimming pool every summer

- ❖ Inform them the differences between the previous sentences by dividing them into small group sand asking some questions, for example:
    - ♦ What do you usually do every morning? (Three answers are required at least).
    - ♦ What did you do yesterday? (Three answers are required at least).
    - ♦ What are you doing right now? (Three answers are required at least)

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

Fatima	…….	at 10.00 o'clock every evening.
We	have	………….
My sister	……	a new skirt last week.
Muhammad	went	…………..

Activity (1)
Tell A story from a picture
❖ Provide your students with a picture, ask them to observe it, and make a story out of what they see.
❖ Let them set the story in the past, present simple, and present continuous.

This activity will boost your student's knowledge of tenses, and they can boost their knowledge on how to use them.

https://tinyurl.com/4ykdes27

Activity (2)
❖ Knowing how to correctly use and identify verb tenses is an essential skill for students of all ages and abilities. Even though verb tenses are an important aspect of grammar, they can often be overlooked or seen as boring. The following games are a great way of getting away from the boredom of simply teaching the mechanics of grammar, and getting students actively involved in the learning process.

A Tense Race
❖ For this game, you will need to write out a list of verbs on index cards. You can use the following list the first time you play this game.

Am – Came – Run- Swim - Sing- Feel- Want- Make- Hear- See- Go- Smell- Taste- Cook- Drive- Play - Try

The rules of the game are as follows:
❖ Put the students into evenly divided teams and ask for a representative from each team to join you at the front of the class.
❖ Tell them you are going to read a verb and the student from team 1 has to give you either the past tense or present tense of that verb as quickly as possible.
❖ Begin by reading the first index card. Remember, only the student from team 1 may answer. If the student is correct, hand them the card and move on to the representative from team 2, and so on.
❖ If a student hesitates or speaks incorrectly, they must sit down and the next representative from their team goes to the front of the class.

- ❖ Repeat this way until every student has been eliminated or you have run out of cards.
- ❖ The winning team will have collected the most cards.
- ❖ To increase the difficulty, try playing the game using irregular verbs or by requiring students to use the past or present tense of the verb in a sentence.

Activity (3)

Insert the Verb

- ❖ This writing game incorporates creativity and humor.
- ❖ Instruct each student to take out a blank sheet of paper and a pencil, not a pen.
- ❖ Tell them to write one paragraph describing what they have done so far today. When they got up, what they ate, how they got to school, etc.
- ❖ After your students have finished writing, tell them to count the number of action verbs in their paragraph and write the number on the top of the paper. It's important that they only count verbs that involve a specific action.
- ❖ Instruct them to erase all of the action verbs from their paragraph with an eraser or black pen.
- ❖ Tell students to partner up and tell each other the total number of verbs they erased and vice versa.
- ❖ Now, on a clean sheet of paper, each student will write a list of verbs, in order, relating to activities they think their partner got up to that day. For example, if my partner, Sally, told me she had eight verbs, I would write the following list: got up, ate, went, brushed, ran, got on, saw, played.
- ❖ Then, partners exchange verb lists and insert the new verbs to replace the original verbs that have been erased.
- ❖ When the students finish adding the verbs, ask for volunteers to read their paper aloud. Because the paragraphs are about the student's day up to that point, all of the verbs should be past tense.

Activity (3)

- ❖ 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.

Tips:

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

____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.

Rewrite the fragments into complete sentences.

1. _____

2. _____

3. _____

4. _____

_____F_____ 1. The entrance to the movie theatre

Julie ate an apple.

_____ 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.

Rewrite the fragments into complete sentences.

1. _____

2. _____

3. _____

4. _____

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

Activity (2): Questions

❖ To practice prepositions of location in question form, have pairs of students work together in an activity similar to 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.

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 close 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.

Game (2) :The List: Prepositions of Time and Place

❖ It is an engaging team game to bring a bit of competition to the classroom.
❖ Divide 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.

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

Where's the cat ?

Where's the dog ?

In   on   between   under   in front of
Behind   on the right of   on the left of

A – The dog is .... the chair.
B – The cat is .... the table.
C – The cat is .... the computer.
D – The dog is .... the wardrobe.
   The cat is .... the wardrobe.
E – The dog is .... the bed.
   The cat is .... the bed.
F – The dog is .... the picture.
G – The cat is .... the cupboard.
H – The cat is .... the TV.
   The dog is .... the TV.
   The TV is .... the cat and the dog.
J – The dog is .... the chest of drawers.
   The cat 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.

| 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? _____

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

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 mother'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 is 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 is going through the list and suddenly stopping, and the other student is 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, a suggested example
- ❖ "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 Adjective 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 or other characters your students choose.

- ❖ 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.   Minnie opens her eyes.
Daisy closes her eyes.   Daisy opens her eyes.

Donald opens his mouth.   Donald closes his mouth.
Pluto opens his mouth.   Pluto closes his mouth.

Goofy wiggles his fingers.
Clarabelle wiggles her fingers.

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!

Goofy holds his nose.   Minnie holds her nose.

Minnie claps her hands.   Donald stamps his feet.
Clarabelle claps her hands.   Daisy stamps her feet.

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

(adverbs, articles, verbs ...etc.)

- ❖ You 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. You 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, you will switch to a different part of speech and have them attempt to write more words.

Presentation:

- ❖ You will write down phrases and sentences and underline the parts of speech to be learned (adjectives, adverbs and articles) on the board. Then you 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 adjective 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 may be(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, make the students practice what they have learned through using a variety of games for example:

1. Tic Tac Toe Game:

❖ Draw the basic Tic Tac Toe grid on the board. Then, 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.
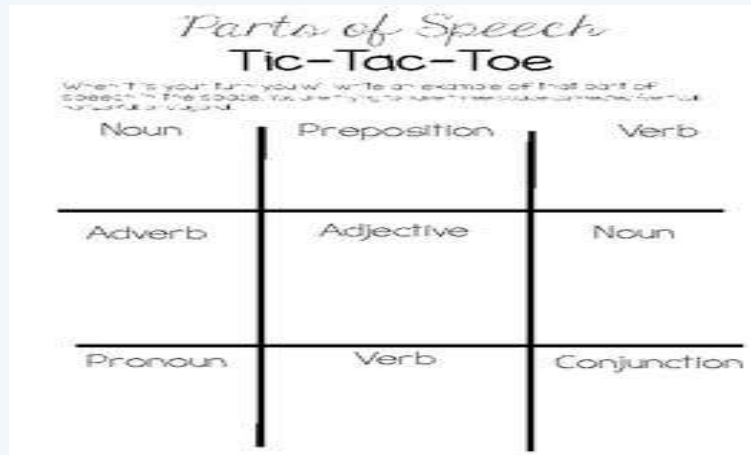
2. Hunt and sort eggs.

❖ The teacher will Fill plastic eggs with a variety of words and hide them around room. Then, 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.

Activity (2) : Colorful Copy work Grammar:

- ❖ Work in groups or in pairs.
- ❖ Give each group a card containing some sentences.
- ❖ Let the students circle the noun and 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 loudly.

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.

1. The large fan blew a cool breeze on us.
2. Bill rode his yellow skateboard down the steep hill.
3. We like pink lemonade better than regular lemonade.
4. The rocking chair is comfortable.
5. My dog has a plaid collar with his name on it.
6. Grandpa swept the dirty porch.
7. Pasta is Abby's favorite food.
8. Skunks are black and white.
9. The car's gas tank is empty.
10. I have a pen with red, blue and green ink.
11. My beautiful mom loves how peaceful the lake is.
12. Early morning is the best time to catch fish.

Adjectives are words that describe nouns

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 them that the adverb modifies the verb.
- ❖ Work in groups or in pairs.
- ❖ Give each group a card containing 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.

When 1. The practice (began) _sooner_ than we thought.

_____ 2. The movie ended _later_ than expected.

_____ 3. This race began _earlier_ than the last one.

_____ 4. She is supposed to be here _now_.

_____ 5. Be careful, there is juice _everywhere_.

_____ 6. Hang your coat _there_, by the door.

_____ 7. Come _here_, please.

_____ 8. The Jones are moving _far_ from here.

_____ 9. She dances _gracefully_.

_____ 10. The little boy answered the question _politely_.

_____ 11. Finish this task _rapidly_ so we can move to the next.

_____ 12. You should always answer the phone _promptly_.

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

Using the different kinds of sentences (the differences and formations of simple and compound sentences).

- ❖ 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, interest, and motivation, so grammar classes are becoming enjoyable and task –oriented for students' 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 blank fill 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: explaining the simple and compound sentences

- ❖ Ask students a sense of concept questions to lead them to discover the form of the simple sentence tense.

We visit our grandparents every Friday.

Question:
1. How many subjects are there?
2. How many verbs are there?

My brother and I go to school by bus every day
I got up early and drank a cup of coffee.
1. How many subjects are there?
2. How many verbs are there?

Ali reads novels, but Sami reads comics.
1. How many subjects are there?
2. How many verbs are there?

1. Skim the worksheet again to find more example.
2. Conclude the concept, form, and key words for simple and compound sentences.

Grade 3 Sentences Worksheet

Write "S" for simple sentences and "C" for compound sentences.

Emily won the game. (S)

Emily won the game, so she received a medal. (C)

___S___ 1. Clocks go forward in the spring.

_____ 2. They left early, so they arrived first.

_____ 3. Danny practices the guitar every day.

_____ 4. They did not brush their teeth, nor did they comb their hair.

_____ 5. This building has several elevators and stairwells.

_____ 6. We took the city bus, but it was crowded.

_____ 7. Some grocery stores are open on Sundays.

_____ 8. I did not eat any cookies, yet there are none left.

_____ 9. The ferry does not operate at night.

_____ 10. He finished his book, and he has nothing left to read.

_____ 11. The birds are singing in the trees and the bushes.

_____ 12. They do not fear ghosts, nor do they fear monsters.

https://www.k5learning.com/worksheets/grammar/grade-3-simple-compound-sentence-a.pdf

https://www.k5learning.com/free-grammar-worksheets/third-grade-3/sentences/simple-compound

Activity (1)

Practice:
- ❖ Now prepare cards with words on them and ask the students to form sentences using simple sentences.
- ❖ Ask the students to complete the sentences below to form compound sentences.
- ❖ Student will work in pairs. the pairs will pass on their cards to the next pair after 5 mins. students will look at the cards and work in pairs to form the sentence before it's time to get the new cards.
  1. Last year /wrote /I/
  2. Usually / Hani /reads/
  3. Hani and Tareq / magazines/ always
  4. Often /my sister/ watch and enjoy/
  5. cook and wash/ my mother/the dishes/

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 poster about nature, animals, daily habits, etc.…
- ❖ They may add pictures to the poster or even draw one with their own sentence under and written one with their grammatical concept taught. (Simple present tense)
- ❖ Go through the desks. When students face 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 on notebook.

Activity (2) : 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 simple and compound sentences.
- ❖ 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 rearrange scrambled words in the last sentence and then write their own sentence.

Read each pair of sentences. Then make a compound sentence by joining the two sentences with a comma and a conjunction. Write the new sentence on the line provided.

1. Margaret's poem is long. It is not complicated.

2. Margaret does not discuss Maizon in this poem. She does tell about her father's death.

3. The poem mentions Margaret's mother. It quotes advice from Ms. Dell.

4. Margaret could have refused to write the poem. She could have refused to read it to the class.

5. The poem was well written. Ms. Peazle was proud of Margaret's efforts.

6. The class did not say anything about the poem. They did react to it.

7. Maybe no one knew what to say. Maybe the students were afraid to say the wrong thing.

8. The students were silent. Ms. Peazle knew what to write.

https://www.scholastic.com/content/dam/teachers/blogs/mary-blow/migrated-files/simple-and-compound-sentences-1.pdf

Application for learning building sentence

Sentence with Practice
MBSAit
Contains ads

Identify and discover your students' learning difficulties in expressing ability in the past.

❖ 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 fill 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 and compound sentences

    ❖ *I can swim.*
    ❖ *I couldn't swim when I was six years old.*
    ❖ *I can type on a keyboard very fast.*
    ❖ *I couldn't type on a keyboard before I joined this course.*
    ❖ *She could paint before she started school.*
    ❖ *I couldn't cook until I went to university.*
    ❖ *When I lived next to the pool, I could go swimming every day.*

❖ Ask students a sense of concept questions to lead them to discover the differences between the precious sentences.
❖ Watch the following video for more explanations.

 https://www.youtube.com/watch?v=NvJF8csgPVc

Activity (1)

- ❖ Divide the students into groups.
- ❖ Ask them to read the sentences below and number the questions.
- ❖ Encourage them by saying: The fastest group is the winner.

    https://www.englishwsheets.com/ability-inability-1.html
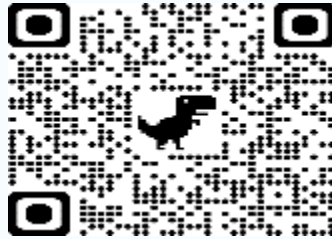
Activity (2)

- ❖ Divide the students into small groups.
- ❖ Ask them to look at the pictures carefully and read the sentences.
- ❖ Ask them to fill in the gaps (can or can't) according to the pictures.
- ❖ Assign a limited time.
- ❖ Encourage them by saying: The fastest group is the winner.
- ❖ Ask them to rewrite the sentences in the past.
- ❖ Ask them to write sentences about their abilities and inabilities now and in the past.
- ❖ Go through the desks and help them when needed.

    https://www.englishwsheets.com/ability-inability-7.html
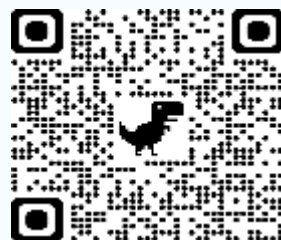
Activity (3)

- ❖ Application for learning building sentence using abilities and in abilities in the present and past

https://play.google.com/store/apps/details?id=com.gmail.prettyblackpinkk.modals

Tips for parents:

- ❖ Create a poster with your child 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

Grade 3 Sentences Worksheet

Write "S" for simple sentences and "C" for compound sentences.

Emily won the game. (S)

Emily won the game, so she received a medal. (C)

__S__ 1. Clocks go forward in the spring.

_____ 2. They left early, so they arrived first.

_____ 3. Danny practices the guitar every day.

_____ 4. They did not brush their teeth, nor did they comb their hair.

_____ 5. This building has several elevators and stairwells.

_____ 6. We took the city bus, but it was crowded.

_____ 7. Some grocery stores are open on Sundays.

_____ 8. I did not eat any cookies, yet there are none left.

_____ 9. The ferry does not operate at night.

_____ 10. He finished his book, and he has nothing left to read.

_____ 11. The birds are singing in the trees and the bushes.

_____ 12. They do not fear ghosts, nor do they fear monsters.

This is _____ bike.

_____ bike is pink.

This is _____ bone.

Look at _____ doll!

_____ new car is blue.

That's _____ house.

Is this _____ lollipop?
Yes, it is my lollipop.

| MY | HIS | HER | YOUR | OUR | THEIR | ITS |

We use can to talk about *present* abilities.

My sister can play the violin very well.

I can't speak French.

Lisa can sing beautifully.

We use could to talk about *past* abilities.

When he was younger, David could swim very well.

Maria couldn't read and write when she was four.

Fill in the blanks with <u>can / can't / could / couldn't.</u>

David has got a broken leg.
He _____ walk.

Albert was ill last week.
He _____ go to school.

Tom is very good at sports.
He _____ play tennis well.

My cousin is really talented.
He _____ make puppets.

Julia _____ draw nice pictures when she was child.

Tim has a problem with his eyes.
He _____ see without glasses.

Joe is a fat boy.
He _____ run fast

Adam went fishing yesterday and he_____ catch a big fish.

When she was in primary school, she _____ play the drum.

When 1. The practice (began) sooner than we thought.

_____ 2. The movie ended later than expected.

_____ 3. This race began earlier than the last one.

_____ 4. She is supposed to be here now.

_____ 5. Be careful, there is juice everywhere.

_____ 6. Hang your coat there, by the door.

_____ 7. Come here, please.

_____ 8. The Jones are moving far from here.

_____ 9. She dances gracefully.

_____ 10. The little boy answered the question politely.

_____ 11. Finish this task rapidly so we can move to the next.

_____ 12. You should always answer the phone promptly.

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.

PREPOSITIONS OF PLACE

Look at the picture and write

Where is the ball?	*It´s under*_____ the table.
_____ the fish?	_____ the fishbowl.
_____ the table?	_____ the armchair.
_____ the cat?	_____ the pillow.
_____ the dog?	_____ the armchair.
_____ the pillow?	_____ the cat.
_____ the magazine?	_____ the fishbowl.
_____ the armchair?	_____ the table and the dog.
_____ the fishbowl?	_____ the table.

on	next to	in front of	on	under	between	in	behind

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

5

MAKE A SENTENCE

Look at each picture. Make a sentence about the picture.

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, and the comparison of degree of adjectives.
- ❖ http://e-fit-nus.edu.sg,wongcy

Resources

- ❖ https://www.twinkl.com.tr/resource/t-s-3104-regular-past-tense-verb-jigsaws.
- ❖ https://tinyurl.com/5c2xzr43
- ❖ https://tinyurl.com/5c2xzr43
- ❖ https://tinyurl.com/4ykdes27
- ❖ https://www.k5learning.com/worksheets/grammar/grade-3-sentences-fragments-b.pdf
- ❖ https://www.k5learning.com/worksheets/grammar/grade-3-sentences-fragments-a.pdf
- ❖ https://en.islcollective.com/english-esl-worksheets/grammar/prepositions/prepositions-place-1/58687
- ❖ https://en.islcollective.com/english-esl-worksheets/grammar/prepositions/prepositions-place/70508
- ❖ https://en.islcollective.com/english-esl-worksheets/grammar/prepositions/prepositions-place/43946
- ❖ 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/worksheets/grammar/grade-3-simple-compound-sentence-a.pdf
- ❖ https://www.k5learning.com/free-grammar-worksheets/third-grade-3/sentences/simple-compound
- ❖ https://www.scholastic.com/content/dam/teachers/blogs/mary-blow/migrated-files/simple-and-compound-sentences-1.pdf
- ❖ https://play.google.com/store/apps/details?id=com.sentenceMbsait.sentence
- ❖ https://www.youtube.com/watch?v=NvJF8csgPVc
- ❖ https://www.englishwsheets.com/ability-inability-1.html
- ❖ https://www.englishwsheets.com/ability-inability-7.html
- ❖ https://play.google.com/store/apps/details?id=com.gmail.prettyblackpinkk.modals

Topic Two: Mechanics Difficulties

Indicators of the Difficulty

- ❖ Refugee students have difficulties in spelling commonly confused words (homophones).
- ❖ Refugee students have difficulties in spelling syllables division, prefixes and suffixes.
- ❖ Refugee students have difficulties in applying correct punctuation marks and capitalization.

Learning Outcomes

By the end of this topic, fourth grade students will be able to:
- ❖ Use suitable words for describing pictures. Spell commonly confused words (homophones)
- ❖ Spell syllables division, prefixes and suffixes.
- ❖ Apply correct punctuation marks.
- ❖ Apply correct capitalization.
- ❖ Integrate reading with writing process.
- ❖ Integrate meaning of the words with spelling.
- ❖ Develop and improve writing skills through correct spelling and mechanics usage.

Learning Resources

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

Intervention Strategies

Game Technique	E learning strategy (audio /visuals)
Mobile Based Learning (Mobile apps)such as:	**https://www.education.com/games/spelling/**
Paired Writing Method	

Procedures of The Topic

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

First Method :Recognizing Spelling Homophones

Word Search Puzzles
❖ Here, you will find a word search puzzle for grade four students.
❖ The words used in each puzzle correspond to homophones of grade four.
❖ There are 10 words to find and circle by students .
  (steel-steal /desert –dessert/tail –tale/ accept-except / stare-stair /
  pair/pear)
❖ Give each a puzzle and they have to find words which are hidden either horizontally , vertically or diagonally, in the direction easiest to read.
❖ Tell them that there are no back- words .
❖ First they have to read the sentences written on the board missing this word and then they have to recognize its spelling and find it hidden in the puzzle in order to come to the board and fill it by the end of the activity. Count the number of found words and recognize your student's difficulty.
❖ I have a ……………of my shoes in my cupboard.
❖ They …………… in the team, ……………the coach he ………. me.
❖ I read a ……………about a dog with a blond moving……
❖ He used a ……………..rod to break the window, and passed into the house to ……….money.
❖ Sand is for …………as sugar is for………………
❖ We ……………at him as he is walking down the………………

HOMOPHONES WORDSEARCH 1

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

Can you find the following words in the grid?

accept	except
aisle	isle
alter	alter
cite	site
desert	dessert
pair	pear
pedal	peddle
practice	practise
sceptic	septic
stair	store
steal	steel
tail	tale

Name:

Method 2: Identifying Syllables Division Spelling
Word Scramble Puzzle
❖ Students will need to unscramble the given words.
❖ When all words are unscrambled they will discover a mystery message (the answer to a joke)
❖ There are 14 words with syllables divisions spelling.
❖ Ask your students to unscramble the words and fill in the squares besides.
❖ If your students struggle, you can say verbally the word for them, and they have to write the letters in their correct order, depending on their syllable division.
❖ Students have to know many or lot of the words in order to discover the mystery message below.
❖ If the students fail, then count the words undone or done wrongly and discover your student's difficulty.

- ❖ The words are :
- ❖ Studies , homework ,notebook, subject , learning ,backpack ,finished ,project ,ruler, studying, educate ,classroom:"
- ❖ The mystery message "It went back for seconds"
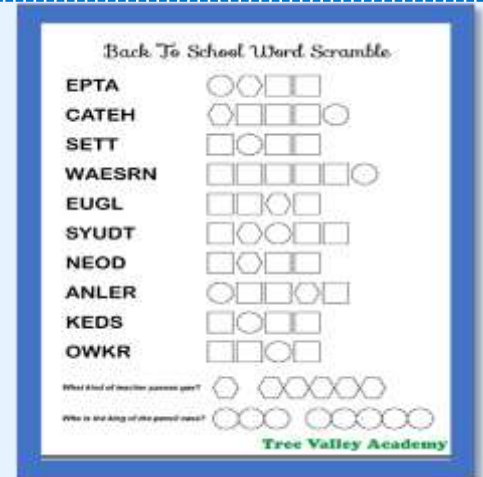
Third Method:(Punctuation and Capitalization)
Knock Off

- ❖ Have your students stand up and make a line across the room.
- ❖ Write sentences missing capitalization and punctuation marks on the cards that you put with face down.
- ❖ Ask your student to turn the card and provide the missing capitalization and punctuation.
- ❖ If s/he is correct s/he will tape the student to their left or right to take his /her turn.
- ❖ If the student answers the card incorrectly, he must continue with another card.
- ❖ Count the cards s/he doesn't answer correctly and discover your student's difficulty.

The sentences are:
1. do you like to visit demascus○
2. milk is yummy ○but tea is not tasty○
3. watch out○ mr adnan is driving rapidly○
4. does real madrid always win the game○
5. jasem is outside ○ he needs to travel to egypt○
6. he said ○i can play basketball on mondays in june○
7. kuweit charity school are located in lebanon ○aren't they○

Remediation Techniques

- ❖ Fourth graders find learning how to spell homophones or affix, syllable words confusing and source of stress.
- ❖ But through some strategies, they can overcome that.
- ❖ Provide students with individual word lists (out of the full list)that are first a manageable size for students to deal with, and well organized as homophones, affixes, word family……
- ❖ Build spelling context through writing homophones expressions as :

Reading for tales is as wagging for tails.

Eye for see is as water for sea.

Hot for desert is as yummy for dessert.

- ❖ Emphasize spelling rules using anchor charts such as suffix spelling rules   : Double the consonant (stopper) , drop the final "e'' (marker / adorable), keep   the final "e"(changeable , useful), keep the y (joyful or change the y into i (happiness)
- ❖ Use anchor charts to review the spelling of some prefixes as shown   .
- ❖ A homophone spelling is a challenge, and it is important to distinguish while writing.
- ❖ You may picture the difference by linking the homophones to a key picture using the same graphemes

Some examples to picture:

- ❖ A b**ear** eating a p**ear** and a p**air** of ch**air**s
- ❖ A lettuce l**ea**f with your m**ea**t and m**ee**ting under a tr**ee**

Use suitable words to help determining the correct homophone:

Example :

- ❖ There =here
- ❖ Their = my
- ❖ They're = they are

___ is a dog. **Here** is a dog makes sense – so use '**there**'.

___ dog is here. **My** dog is here makes sense – so use '**their**'.

___ getting a dog. **They are** getting a dog makes sense – so use '**they're**'.

- ❖ Teach morphology and etymology associated with words to remember the correct homophone.

Example: two is associated with twelve , twenty

- ❖ I had ………..pens . I had twetve pens ☐ two .
- ❖ Too is associated with also or excess.
- ❖ I have a pen …. I have a pen also ☐too

To is associated with verb or preposition

I go ……..swim (verb) ☐ to

- ❖ Overpronounce some silent letters in homophones as knight went out at night
- ❖ (You say the word knight with "k" pronounced to help children remember to add k)
- ❖ Another example : I will not undo this k-not
- ❖ Teach spelling through activities and let students to compare , contrast, conclude and devise strategies to remember the words.

Activity 1:Homophone Mingle

- ❖ Write homophones on strips of paper equal to the number of students .
- ❖ (dear –deer ,see- sea, ate- eight , night - knight)
- ❖ Write sentences on cards (with the same number)but with a missed homophone as:
  - ♦ I ……,eggs yesterday before going to sleep.
  - ♦ He got thirty ………..out of forty in math test.
  - ♦ My ………………mother has a birthday today.
  - ♦ Seven ………….are running in the rain forest.
  - ♦ Do you ……that bird on the tree?
  - ♦ Did you look far in the …………… where the sun sets?
  - ♦ That ………………held a golden sword from the world war II.
  - ♦ I must not stay out late during the ……….

- ❖ Distribute the paper strips everywhere in the classroom and give randomly the cards with sentences to each of your students .
- ❖ Students will have one minute to look for the correct homophone word or strips that match with the sentences cards.
- ❖ Play music, when music stops, let each student present his cards with paper strips.
- ❖ Let students correct to each other when they are mistaken.

Activity 2:Pair the Pear

- ❖ To make an anchor chart with your students about homophone, try this activity.
- ❖ Give each student a paper card with a homophone on (just cut some of the cards pictured below)
- ❖ Ask students to walk around the room to find their matching pair, or matching pear
- ❖ Have partners discuss the difference in spelling and meaning of words with the examples on each. Help discuss that with them.
- ❖ Then give them one of the differentiated recording sheets to record the homophones and write a sentence for each!
- ❖ You can ask students to choose a pair of homophones , then give each student a paper copy of " pair of " pears "
- ❖ On each of the pears, have them use each homophone in a sentence that shows the meaning of the word with its correct spelling.
- ❖ Ask them to display these pears on a bulletin board after checking their correction with the students when they go look at the bulletin board if they need help with spelling particular homophone.
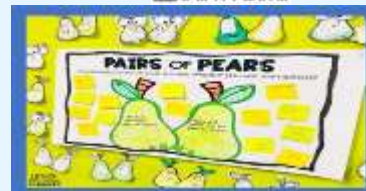
Homophones:
To, Too, or Two?

Fill in each sentence with the correct word.

to: a function word
too: also or very
two: a number

1. I am going _____ read a book.
2. Dixie ran _____ miles.
3. Is Alfred coming _____ ?
4. She got _____ wrong on the test.
5. My brother likes _____ play baseball.
6. I was at the park _____ times today.
7. Those clothes are _____ expensive.
8. Chantou got _____ strikes in bowling.
9. I need _____ write _____ pages for school.
10. I need you _____ help me. It's _____ heavy!

K5 Learning
Homophones
Grade 4 Vocabulary Worksheet

Circle the correct homophone.

Look at that (knight / night) on the horse.

The mountain (peak / peek) is covered with snow.

I (seam / seem) to have caught a cold.

I could barely stand on my (feet /feat).

An important quality of (steal / steel) is its strength.

I bought this at a (flea / flee) market for three dollars.

I got it a parcel in the (male / mail) today.

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K5 Learning
To, Too or Two
First Grade Vocabulary Worksheet

Write **to, too** or **two** in the blank spaces.

I am going _____ the library at _____ o'clock.

Your shoes are _____ big for me.

I'm _____ young _____ drive a car.

The book is _____ hard _____ read.

We are going _____ the park.

I have _____ dollars left.

My cat is _____ fat.

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Activity 3 :	Activity 4 :Spelling Tree

Activity 3 :

❖ Divide the class into groups of pairs.

❖ Read the words for each pair showing syllables division e.g :

Dis/ co /ver
Com/po/si/tion
Bas/ket/ball
In/te/res/ting

❖ One of the students will start writing the word on the paper by adding just one syllable. The next one adds the next syllable. Each student will use a different colored crayon.

❖ If one is not writing the syllable correctly the other will correct with his/her own color.
❖ Complete telling the list of spelling words, and then check the colors each part of word has.
❖ The one who wrote the more syllables correctly is the winner.
❖ You may give student individually cards with words but leaving a blank space or two for key syllables ,your students will have to put in correct syllables :

Examples:

Won/ _ _ _/ ful	Capi/_ _ _ _
Beau/_ _/ful	Ex/ _ _/ting

Activity 4 :Spelling Tree

❖ Start your activity with Bingo game
❖ Provide students with bingo boards that features words having prefixes and suffixes.
❖ Each square contains a number.
❖ Tell your student the clues that go with the word for example "to heat again"
❖ Students must figure out the words "reheat"
❖ Spell it separating the prefix or suffix from its main root.
❖ On the wall , there has been a prepared Word Tree Bulletin Board made from butcher paper with a large trunk and branches to the left and to the right (This will provide a visual of the position that prefixes, and suffixes have around a base word.)
❖ When students recognize the word " reheat " , s/he has to write the root word " heat " on the tree trunk , and the prefix " re "on the left branch of the tree.
❖ Whereas if the clue of the bingo was "without a place to live" (home) and the word is " homeless " the student will write the root word home on the tree trunk and the suffix " less " on the right branch of the tree to show that it comes on the right side of the word
❖ Continue playing this game with your student until they fill all the boxes and then on the other hand, students can always refer back to this tree through - out the time to practice spelling using the list developed.

35 HANDS-ON SPELLING ACTIVITIES
to use with any word list

https://www.liveworksheets.com/mc1301122fj

https://www.liveworksheets.com/pq1618033nj

Mechanics : Punctuation and Capitalization.
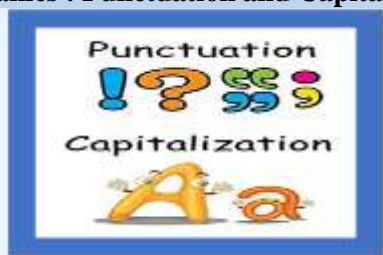
❖ Using correct punctuation and capitalization is essential in developing good writing skills for your students, and then knowing how and when to use the correct punctuation when writing.

❖ For them, way to practice an exercise of substituting different punctuation marks with action or sounds is important.

❖ For example, when the sentence needs a full stop ; bang on the table , a comma clap, a speech mark : click the fingers , an exclamation mark : raise a high five , a question mark : twist the hand . They will practice the natural rhythm and pauses of spoken sentences.

❖ After that ask them to punctuate and capitalize undress sentences from their reading text, and then compare them to way they are written in the text:

❖ (You must be sure the students have understood the concept)

❖ When reading aloud before coming to the writing process, emphasize strong emotion, pauses and come to a complete stop at the end of each sentence. .

❖ Hang punctuation and capitalization posters or anchors on bulletin boards for easy reference. Use a variety of punctuation and capitalization in morning messages and in writing activities.

❖ Encourage peer - checks and self- checks for punctuation and capitalization in daily journal writing. This will help students become more aware of their own punctuation and capitalization errors, as well as their skills. Use punctuation and capitalization task cards as a fun way to practice as a whole class activity .

❖ Use this video to emphasize learning punctuation and capitalization

https://youtube.com/watch?v=9viVfE5Yq6s&feature=share
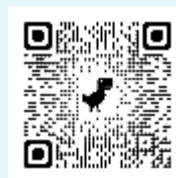
Activity 1	Activity 2:Race the Game Board
❖ Divide the students into two teams . ❖ On the board write out series of sentences that all run together : 1. my teacher is reading a story a bout cinderalla 2. we live in tripoli the second capital of lebanon 3. do you buy card picture and posters 4. wow it is an amazing day to meet messi 5. i will ask him what do you do Mohammad Salah to win the game	 ❖ Create a game board and a set of empty cards. ❖ At the bottom of the card are six capitalization rules , each corresponds to a number on a dice. ❖ Divide the students into 2 groups :"The red team "and " the blue team".

- ❖ The first student in a team to buzz the bell when you raise a hand up , will suggest corrections.
- ❖ A correct guess gives that team a point.
- ❖ After they finish all the sentences on the the board, ask each team to come up with four sentences without either capitalization or punctuation marks.
- ❖ In turn each team will write own sentences on the board for the other teams to correct.
- ❖ The team that has the best correction wins.

- ❖ Take turns throwing the dice.
- ❖ Ask students to check the number matching at the bottom of the board and choose a card to write his own sentence applying the rule for the matching number concerning capitalization.
- ❖ His/her sentence will consider wrong if it lacks correct punctuation.
- ❖ If her/his sentence is correct, s/he will move ahead according to the number of the thrown dice.
- ❖ The team, who will reach the "finish hat" first , wins.
- ❖ Ask your students to hang the correct sentence on the bulletin board as a reminder for capitalization and punctuation.
- ❖ For more challenging activity, ask your students to write their own paragraph using the rules down.

Tips for Parents

- ❖ Writing is an activity that needs mental processing.
- ❖ Your child can't sit down to directly write the perfect draft.
- ❖ So, to improve your children's writing skill, follow the steps:
- ❖ Encourage reading ,as good writers were first good readers.
- ❖ Help them get started by giving them first few words or sentences or asking them some providing questions.
- ❖ Provide them with a draft to brainstorm, put idea down, ensure thoughts flow, and revise for errors and mechanic.
- ❖ Allow free writing to open up a new avenue for self-expression. Any daily life topic is beneficial.

Fixing capitalization

Grade 4 Capitalization Worksheet

Rewrite the sentences below with the correct capitalization.

> Capitalize the first word in a sentence, proper names of people, places, and products, main words in titles, and days, months, and holidays.

1. we bought my sister nike sandals from canada.

2. the city of chicago is hosting a christmas festival in december.

3. i learned about president lincoln in a book called "born to lead".

4. my favorite singer, katy perry, will sing "firework" this saturday.

5. my family visits california to hear the band, maroon 5, in october.

6. in jamaica, we drank a lot of gatorade because it was hot there in july.

7. for thanksgiving, we visit my grandpa in new mexico.

8. in january, mayor henderson will be giving away a new toyota camry.

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Worksheets

★ HOMOPHONES ★

Read the sentences and circle the correct word

1. I saw a _____ on the flower.   be   bee

2. The wind _____ the leaves.   blue   blew

3. I will _____ my friend at the game.   meat   meet

4. He will play the _____ in the second play.   role   roll

5. What did you _____ at the store?   buy   bye   by

6. It would be nice to have _____ in the world.   piece   peace

7. It will be a _____ day today.   fare   fair

8. You should never _____ to your parents.   lye   lie

9. Do you like to eat _____?   beats   beets

10. I have _____ that movie before.   scene   seen

Homophones

Name _____

Circle the correct word to complete the sentence. Then write the word on the line.

1. Last week I _____ a horse along the trail in the mountains.
   road   rode

2. My dog hurt his front _____ from digging in the yard.
   paws   pause

3. I _____ all of my timed math tests and spelling tests.
   past   passed

4. My father cut the _____ in half for my tree house.
   bored   board

5. We _____ all of our soccer games this season.
   won   one

6. My mother has to _____ my blue button onto my coat.
   sew   so

7. Can you help me brush and comb my sister's _____?
   hair   hare

8. Grandma's favorite _____ is the rose.
   flour   flower

9. Timmy can't _____ his homework.
   fined   find

10. We are going to chop some _____.
    wood   would

Spelling Test #5

Name: _____

Homophones are words that have the same sound but different spelling and meaning.

Directions: Choose the correct homophone in parentheses to correctly complete each sentence. Write the word on the line. Be careful with spelling.

1. The _____ of the whale is of 2 tons.
   (wait - weight)

2. Last night I _____ some strange noises in my house.
   (heard - herd)

3. The boy was _____ about the math problem.
   (days - daze)

4. I fell down, but my knee soon will _____
   (heal - heel)

5. I would like to reach the _____ of the Everest.
   (peak - peek)

Name: _____

Right, Write

Directions: Read the sentences. Choose the proper form of the words **right or write** to complete each sentence.

1. After the stop sign, we had to take a _____,
   but instead we took a left, and we got lost.

2. Auntie Paula gave you a gift, so please _____
   a thank you note.

3. I am going to _____ a letter to the President
   to tell her my ideas!

4. I researched the answer to your question and it turns out I
   was _____!

5. Sarah uses her left hand to cut with scissors, but I use my
   _____.

6. My sister is in Kindergarten and is learning to
   _____ her letters.

7. When you are faced with a challenge, make the
   _____ decision.

8. A composer is the person to _____ a song for
   you.

9. Press the _____ button to turn it on.

10. _____ your name at the top of the paper.

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To, Too or Two
First Grade Vocabulary Worksheet

Write to, too or two in the blank spaces.

I am going ____ the library at ____ o'clock.

Your shoes are ____ big for me.

I'm ____ young ____ drive a car.

The book is ____ hard ____ read.

We are going ____ the park.

I have ____ dollars left.

My cat is ____ fat.

Homophones

Second Grade Vocabulary Worksheet

Homophones are words that sound the same but have different meanings and spellings.
Circle the correct homophone to complete the sentence.

The wind (blew / blue) the tent over.

Last week I (road /rode) a horse for the first time.

My dog hurt his (paws / pause).

I (won / one) the tennis match.

My mom will (sew / so) me a dress.

I need to brush my (hair / hare).

We need to chop some (wood / would).

Homophones

Second Grade Vocabulary Worksheet

Circle the correct homophone.

I can't (wait / weight) to receive your letter in the (male / mail).

We (ate / eight) lots of (meat / meet) for dinner.

We watched an eagle (soar / sore) through the sky.

Tomorrow, we're going to the (beach / beech).

My uncle always has a good (tale / tail) to tell.

Make sure the (brake / break) works on your bike.

What is the (some / sum) of 2 + 2?

Capitalization and punctuation worksheets

Capitalization and Punctuation

Directions: Read each sentence and determine which words need to be capitalized and if punctuation needs to be added. On the line below each sentence, write the sentence correctly using the correct capitalization and punctuation.

Example: on sunday my family will go out at olive garden.
On Sunday, my family will go out at Olive Garden.

1.   my friend david liked the story very much

2.   tomorrow we won the football game on saturday

3.   when i was little my favorite holiday was christmas

4.   mike tony and chris like to play basketball at the park

5.   i have a dentist appointment on thursday

6.   can we go to six flags for halloween on saturday

7.   my birthday is on april 7 2012 and i will turn 8

End Punctuation

Name _____

Directions: Fill in the correct end punctuation for each sentence.

1.   Many of the homes in Hill Country are made of limestone
2.   Can we take the boat out onto Canyon Lake today
3.   The tubing on the Guadalupe River is super fast today
4.   Are you going to attend Wurstfest in October this year
5.   Tomorrow it is supposed to be pretty windy in Austin
6.   My sister had a Mexican food truck on Congress Avenue
7.   I cannot wait to visit the Natural Bridge Caverns again with you
8.   My family and I love bike riding along the Comal River
9.   Have you ever walked the Riverwalk in San Antonio
10. I'd like to go camping this summer with my family

Interjections are words or phrases used to exclaim, or protest, or command. Sometimes, they stand by themselves. Exclamations are followed by exclamation points.

Directions: Write 5 words that can be used as interjections. Remember to use the end punctuation.

_____   _____
_____   _____
_____

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Capitalization & Punctuation

Correct these sentences with suitable capital letters & punctuation marks:

1. we took a lesson in german and translated it into english
2. ali lives in dubai, the united arab emirates
3. these pictures were taken during our holiday in california, usa
4. on saturday and sunday I am going to the metro centre in newcastle
5. how long did you study for the test
6. i like to take my children to albert park
7. did ramadan start on thursday
8. huda watched the news on the bbc
9. i think june is the longest month
10. muslims read the quran while the christians read the bible
11. my mother is called ann and my father is called tom
12. i am going to sheffield to visit my friend mary
13. there is a new post office opening on monday 12th of september
14. this train to london stops in manchester
15. what time do we meet on merton road
16. in the holiday, my family and i are going to paris on the eurostar
17. i live on olive street near the city centre
18. is there a medical centre near here

Punctuation

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

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

Punctuation

Directions: Add a period, exclamation point, or a question mark to the end of each sentence.

1. Are you going to the _____
2. We'll never make it out alive ___
3. The grass was soggy from all the rain ___
4. Please set the table, dear ___
5. Where are you going with that ladder ___
6. That's a fantastic idea ___
7. Is it over yet ___
8. For dinner we are chicken, broccoli, and mashed potatoes ___

Directions: Rewrite the sentences below, with the proper capitalization and punctuation.

1. dont throw pie in my face again exclaimed the angry clown

2. put on your shoes were late for the play

3. when a meteor hits the ground it becomes a meteorite sweet

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Add punctuation to a story

Punctuation

Directions: Add proper punctuation to the story, including quotations, question marks, exclamation points, periods, and capital letters.

once upon a time there lived a wolf named grey muzzle who loved to eat pigs one day he discovered that three small pigs had moved into his subdivision

grey muzzle said to his wife bethany im going to eat those three delicious swines that just moved in down the street

thats nice dear replied bethany but before you do that dont forget that you have a checkup with dr robert this afternoon

do i have to go whined grey muzzle

of course you do exclaimed bethany angrily why else do we pay that outrageous medical insurance premium

fine fine growled grey muzzle ill go and he walked over to dr roberts office

after running all the standard tests dr robert shook his head with grave concern mr grey muzzle your blood pressure is through the roof

is that bad asked grey muzzle

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CLASS 4 PUNCTUATION

Q. Rewrite the following sentences using punctuations.

1. has deepti submitted her project

Ans. _____

2. bacons essays are full of words of wisdom

Ans. _____

3. what a fine day it is

Ans. _____

4. kashmir the heaven on the earth is in india

Ans. _____

5. hurrah india has won the cricket world cup

Ans. _____

6. india got freedom on august 15 1947

Ans. _____

7. mr narendra modi is our prime minister

Ans. _____

8. wealth may seek us but wisdom must be sought

Ans. _____

9. delhi chennai mumbai and kolkata are the largest cities of india.

Ans. _____

10. hello how are you

Ans. _____

Capitalization & Punctuation

Rewrite the sentences with suitable capital letters & punctuation marks:

1. today we have english arabic and art.

_____

2. sara lives in dubai

_____

3. noha took this photo during her holiday in france

_____

4. where are the rugs from

_____

5. how long did you study for the quiz

_____

6. i like to take my children to bassa beach

_____

7. did ramadan start on friday

_____

8. huda watched the news on orion channel

_____

9. we will have our summer holiday on june

_____

10. yesterday majid had pasta soup and salad for dinner

_____

K5 Learning

Prefixes

Second Grade Vocabulary Worksheet

Prefixes are added to the beginning of a root or base word.

Underline the prefix and draw a circle around the base/root word for each word.

unlock	rewrite	dislike	relocate
distrust	untrue	unhook	disclose
remix	unsafe	unlucky	disown

K5 Learning

Suffixes

Second Grade Vocabulary Worksheet

Suffixes are added to the end of a root or base word.

Underline the suffix and draw a circle around the base/root word for each word.

easiest	colder	useful	bigger
wider	endless	cleanest	careful
harmless	latest	walker	playful

Prefix Test

Name: _____ Date: _____

Prefix Test

Use the words to write the prefix, root word, and the meaning in each box.

Word	Prefix	Root Word	Meaning
Unhappy			
Restart			
Dishonest			
Misbehave			
Unfair			
Disappear			
Review			
Misspell			
Redo			
Unsafe			
Disagree			
Retell			

Pick one word to write in a sentence:

_____

REMEMBER, the PREFIX (OR the FLOWER) can change...

BUT the ROOT ALWAYS STAYS the SAME!

LIVEWORKSHEETS

Suffixes

A suffix is a syllable added to the end of a root word.

Draw a line from the suffix to its meaning. *HINT: If you are stuck, think of a word you know that ends with the suffix.*

1. -ly   a. one who
2. -ful   b. without
3. -ion   c. answers how? Or how often?
4. -less   d. full of

Add a suffix to each root word so that it matches the new meaning.

Root word	Suffix
arm lock home	-less -ion -ly -ful
success dead magic	
most veterinary colour	

without a home _____   full of success _____

one who does magic _____   how was it? _____

without colour _____

Theoretical Background: Spelling

❖ Spelling, the art of correctly assembling words from their letters, is one of the essential components of successful writing. Being confident at spelling leads to confidence in all parts of writing .

❖ The ability to recognize the links between word of the same root and understanding word relationships has been proven to aid all the English skills.

❖ Research has found that spelling, reading, and comprehension skills are all closely linked. When it comes to writing spelling, punctuation, and capitalization are particularly important to make writing grammatically correct and joyful to read . Punctuation and capitalization help make the written messages meaningful and clear as well as telling the reader how to read the written sentences and understand the purpose of writing them.

Resources

❖ https://www.differentiatedteaching.com/punctuation-activities/
❖ https://minds-in-bloom.com/15-ways-to-teach-prefixes-and-suffixes/#:~:text=Write%20some%20base%20words%20on,the%20prefixes%20and%20suffixes%20change
❖ https://www.hurrayedutech.com/post/Importance-of-Punctuation-and-Capitalization#:~:text=Why%20are%20Punctuation%20and%20Capitalization,how%20to%20read%20your%20sentences.
❖ https://www.3plearning.com/blog/blog-importance-spelling/#:~:text=Spelling%2C%20the%20art%20of%20correctly,in%20all%20aspects%20of%20literacy.
❖ https://www.readandspell.com/how-to-improve-writing-skills-for-kids
❖ https://www.themeasuredmom.com/free-capitalization-game-to-teach-capitalization-rules/
❖ https://classroom.synonym.com/activities-teach-capitalization-punctuation-12012535.html
❖ https://littlelearningcorner.com/2018/04/puntucation-marks.html
❖ https://readingeggs.co.uk/articles/2014/02/20/help-child-with-punctuation/
❖ https://www.teachstarter.com/au/blog/10-fun-spelling-activity-ideas-use-classroom/
❖ https://lifebetweensummers.com/2021/05/12/homophones-activities-and-anchor-charts/
❖ https://crackingtheabccode.com/5-tips-for-learning-homophones/
❖ https://education.yourdictionary.com/spelling-and-word-lists/4th-grade-spelling-words.html
❖ https://www.teachstarter.com/us/teaching-resource/bowling-game-end-punctuation/
❖ https://www.treevalleyacademy.com/back-to-school-unscramble/

Topic Three
Vocabulary Difficulties

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 this topic, fourth 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 *:*	Visual and Audio Resources :
❖ Student's Book	❖ Models- Flash Cards and Pictures
❖ Handouts	❖ Visual and Audio aids
Electronic Resources:	**Additional Resources**
❖ Mobile applications	❖ **Common Classroom materials**
❖ YouTube videos - Computers - Websites	

Intervention Strategies

Game Based Learning	Questioning
Puppets based Learning	Mobile Based Learning : Mobile Applications
Cooperative learning strategy	Role- Play

Procedures of The Topic

Recognizing students' learning difficulties (Vocabulary)

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

First Method : Make a Word Map
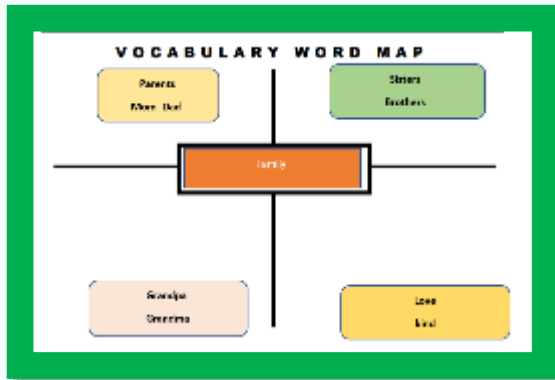
❖ Introduce the vocabulary word and the map to the students.

❖ Put the target word in the central box.

❖ Ask students to suggest words or phrases to put in the other boxes which answer the following questions: "What is it?" "What is it like?" and "What are some examples?"

❖ Encourage students to use synonyms, antonyms, and a picture to help illustrate the new target word.

Second Method : Remembering Words

❖ Introduce the following picture to your students.

❖ Ask them to look at the pictures and try to activate their prior knowledge about the words.

❖ Ask them to put each word in its appropriate place .

Third Method : Use suitable words for describing pictures

❖ Introduce the 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

Game Based Learning

- ❖ Using games helps fourth grade students to remember words .
- ❖ Practice certain activities, exercises, and games can help students overcome any difficulties they face in vocabulary.
- ❖ Introduce the activities in interesting ways by using videos and pictures .
- ❖ Games provide a playful environment in which learners follow prescribed rules as they strive to attain a challenging goal. Games can be a way for students to be active learners. The game helps the teacher to create contexts in which the language is useful and meaningful.
- ❖ Teachers can use different games to help students to overcome any difficulties they face in vocabulary .

(1) Here are some examples of games and activities , teachers can use to help students remember and use vocabulary .

Game (1):Last Man Standing

- ❖ This game is fast-paced, but gives students some time to think. It also encourages peer learning, as students are picking up on words they hear others speaking.
- ❖ To play the game, grab a ball and have all the students form a circle.
- ❖ Name a category or theme, such as things found in a kitchen, food, animals, and so on…..
- ❖ Begin by tossing the ball at a student, he will shout a word related to the theme and throw the ball to another student. As each person catches the ball, they need to come up with another word that fits the theme. If they repeat a word that has already been said or can't think of a new one within a few seconds, they are out and must sit on the sidelines.
- ❖ Take things up a notch with a different version of "Last Man Standing." Instead of naming a theme, each student gives the next student another theme. For example, you might start off with "something red." The first student to catch the ball could say "strawberry" and then choose another topic and throw the ball to the next student. This makes the game much more difficult, since students cannot think of a word until they know what their theme is.

Game (2): Charades

- ❖ Charades is quite similar to Pictionary, but it uses actions to communicate the secret word in place of photos.
- ❖ This is a great game when class is dragging, and students are falling asleep. Get them up and get them moving.
- ❖ Write down words on slips of paper for students to choose. Verbs are likely to be the easiest, but you can also use more complicated words, provided you are sure most of the students know them.
- ❖ Divide the class into two teams and have one student from each team choose a piece of paper and act out the word.
- ❖ The teams must guess the correct word before three minutes run out.
- ❖ For each correct word, that team receives a point. The team that hits ten points first is the winning team.

Game (3): Categories

- ❖ Have students draw six columns on their paper and write a category at the top of each column.
- ❖ Choose categories that fit with what students have been studying in class or go with some basics. Popular categories include food, names, colors, furniture, animals, and clothing.
- ❖ Choose a random letter and write it on the board.
- ❖ Give students enough time to write down a word for each category that starts with that letter.
- ❖ Repeat using new letters as many times as you like.

This game can be used online through the following steps:-
- ❖ Click on the following link : https://wordwall.net/resource/5432019/categories
- ❖ After clicking , the game starts , and you will see the following screen :

- ❖ You will be asked to find the match.

- ❖ Then you will be asked to match up
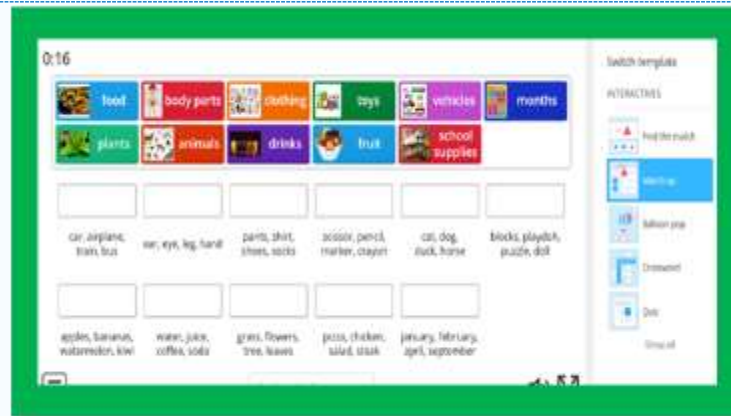
❖ You will find balloon pop, you ask to drag the suitable balloon on the category.

❖ The game also includes puzzle such as cross word
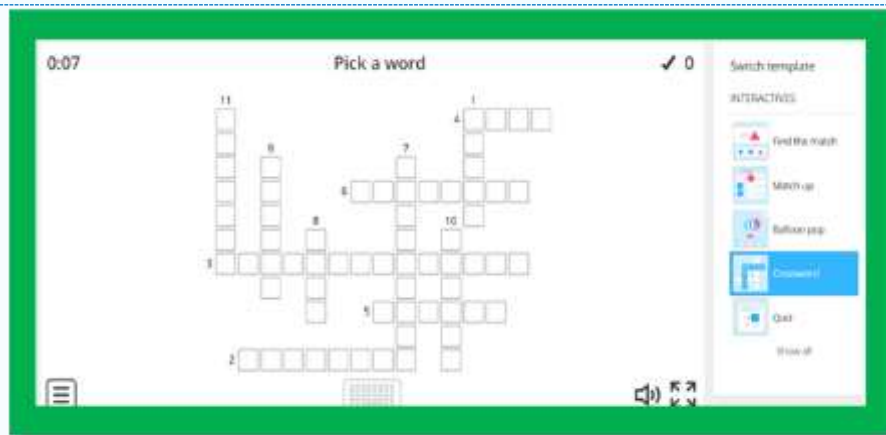
❖ The game also includes quiz consisted of (11) tasks :

❖ Encourage students to practice this game at home .

Game (4): Letter Scramble

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

Game (5): What Am I Thinking Of?

❖ Pair students up and have them think of an object such as :

❖ Each student should write 5-10 words describing the object on a piece of paper. When you call time, the students exchange papers and try to figure out what the other person described. The first team to have both words guessed correctly wins.

Game (6): Apple Pass

This game aims at helping fourth 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.

Activity (1) :Fruity Fun

❖ Find the fruit in the grid.
❖ Write the correct name under each fruit.
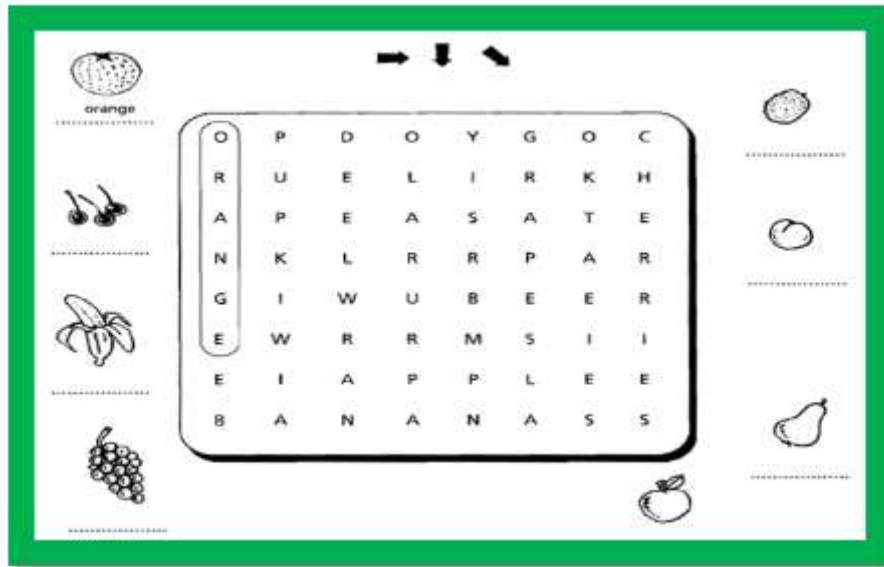
What is your favourite fruit?

Using Mobile Applications

Using mobile apps for overcoming any difficulties in using Vocabulary
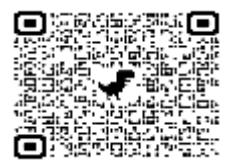
❖ Free Odd one out game.
❖ Find the item which doesn't belong to the group, is different from the others and is not like the others.
❖ Free children game find the odd one out. The child needs to pick the symbol which is not like the others and does not belong to the category.
❖ The student needs to find 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 child can play by himself.
❖ The game is excellent and educational.
❖ These children educational game enhances your child's cognitive, language and visual differentiation skills. The child 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, 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

https://play.google.com/store/apps/details?id=com.worldchip.bbpaw.logic.magiccube

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Using Words for Describing Pictures

❖ Present different pictures for students and ask them to describe these pictures through writing the words that are related to the pictures or you can ask students to describe the pictures through writing five or six sentences about each picture.

▪ **Provide different pictures such as:**
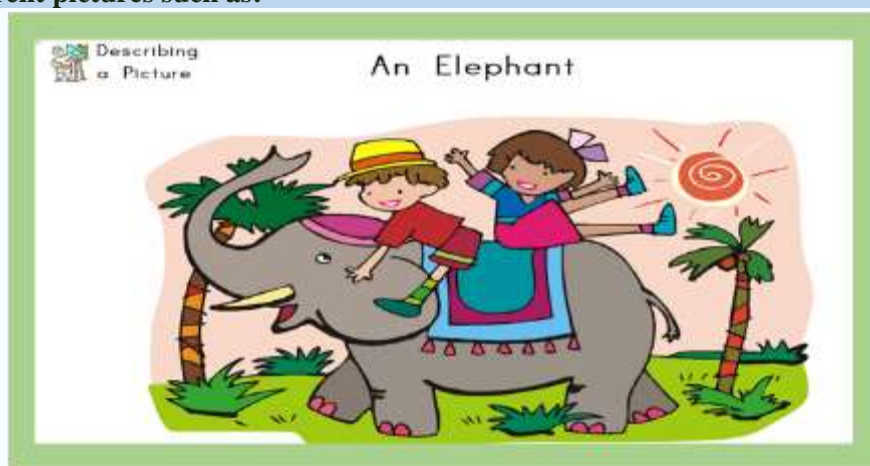
▪ *Using* **online** *games helps fourth grade students to use words for describing pictures such as:*

❖ 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.

English Vocabulary Games
Tien Ngo
Contains ads

25 MB | Rated for 3+ | 1K+ Downloads

Install

Overview

- ❖ This app will help you learn English Vocabulary with play games by pictures.
- ❖ Play Game is the best way to learn and remember English Vocabulary.
- ❖ If you are looking for an app to learn English vocabulary,
  this app is free to help you learn English vocabulary with play game by pictures.

Worksheets

Worksheet (1)

Describing a Picture

A Whale

Make six sentences that describe the picture above.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

https://bogglesworldesl.com/picture_descriptionsyk.htm#google_vignette

Describing a Picture

In a Tree

Make six sentences that describe the picture above.

1.
2.
3.
4.
5.
6.

https://bogglesworldesl.com/picture_descriptionsyk.htm#google_vignette

I LIKE FOOD

Match

Hamburger   Chicken   Fish   Milk

Apple   Egg   Cherries   Strawberry

Candies   Cheese   Chips   Pizza

Cake

Ice cream   Bananas   Bread

Chocolate   Tomato   Pear

By

https://www.liveworksheets.com/uy6326bt

Read and drag the food

Hello! My name is Alyson.
I have vegetables, burger and pineapple for dinner.

Hi! I´m Harry.
I have cereal, milk and apples for breakfast

Hi! I´m Charlie.
I have fish, chips and grapes for lunch.

Hello! My name is April.
I have chicken, salad and watermelon for lunch.

https://www.liveworksheets.com/al722307im

choose :

Transport

a boat	a train	a bus
a bike	a plane	a doll
a ball	a helicopter	a lorry
a bike	a bus	a plane
a motorbike	a boat	a helicopter
a train	a plane	a lorry
a bus	a plane	a car
a motorbike	a train	a lorry
a bike	a helicopter	a boat

https://www.liveworksheets.com/qf992424ty

Write the correct spelling

olld	stermon	nepla
rac	trina	albl
og-krat	bkie	teki

LIVEWORKSHEETS

https://www.liveworksheets.com/ck2249928of

How are you today?
Put in the correct order

3

Y H P A P

A D S

T R I Y H S T

I E T R D

Y U G H R N

R A I A D F

S E P L E Y

A R N G Y

N I O E L V

https://www.liveworksheets.com/du1490506av

Worksheet (8)

SUN
URANUS
NEPTUNE
EARTH
MARS
MERCURY
JUPITER
VENUS
SATURN

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

Finish!!

Theoretical Background on Vocabulary

❖ One kind of learning through meaning-focused input is vocabulary learning through writing . 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. Writing and vocabulary knowledge have a strong relationship.

Resources

❖ https://bogglesworldesl.com/picture_descriptionsyk.htm#google_vignette
❖ https://www.liveworksheets.com/qf992424ty
❖ https://www.liveworksheets.com/uy6326bt
❖ https://www.liveworksheets.com/al722307im
❖ https://www.liveworksheets.com/as818679kh
❖ https://www.liveworksheets.com/du1490506av
❖ https://www.readingrockets.org/strategies/word_maps
❖ https://www.fluentu.com/blog/educator-english/esl-vocabulary-games/
❖ https://bogglesworldesl.com/picture_descriptionsyk.htm#google_vignette

Topic Four
Organization Skills

Indicators of the Difficulty

- ❖ Refugee students have difficulties in writing the paragraph chronological order.
- ❖ Refugee students have difficulties in making chart event mentioned in chronological order.
- ❖ Refugee students have difficulties in connecting new vocab to meaning.
- ❖ Refugee students have difficulties in organizing similarities and differences in a graphic organizers.

Learning Outcomes
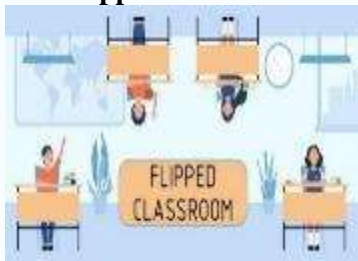
By the end of this topic, fourth grade students will be able to:
- ❖ Write the chronological order in a paragraph.
- ❖ Chart event mentioned in the chronological order .
- ❖ Connect words to their meaning.
- ❖ Organize similarities and differences in graphic organizers.
- ❖

Learning Resources

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

Intervention Strategies

Game Technique	**Mobile Based Learning : Mobile Applications**
E-Learning Strategy	**Flipped Classroom**

Recognizing students' learning difficulties (Identifying Organization Skills)

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

<table>
<tr><td>

First Method : Chronological Order
Chronology of Your Day

❖ Use some cards, either picture cards with picture events for the day or flash cards with some phrasal events on.

❖ Put a timeline including some exact time on the board as this:

| 6:30 | 6:45 | 7:15 | 7:30 | 8:00 | 2:00 | 3:30 | 7:00 | 9:00 |
| am | am | am | am | am | pm | pm | pm | pm |

The flash cards contain the following:
Wake up
Shower and brush teeth
Eat breakfast
Go by bus to school
Bell rings and time for going up to the classroom
Go back home
Have lunch
Prepare duties and studies.
Watch TV
Brush teeth and get on bed to sleep.

❖ Put the cards in random order in front of your students.

❖ Ask them to write the events of their day in a paragraph following the timeline drawn on the board.

❖ Check their writing and discover their difficulty.

</td><td>

Second Method
Chart Events
Events in a Chart

❖ Now give your students same flash cards with specific events mentioned on their back.

❖ Mix them with paper strips holding the events specific time.

❖ Ask them to fill the T-Chart drown on the sheet of paper that you have given them before.

❖ Ask them to re- arrange the random flash cards (the events mentioned on) with strips of paper holding the specific time the events happen in.

❖ Check their T-Chart and discover their difficulty.

</td></tr>
</table>
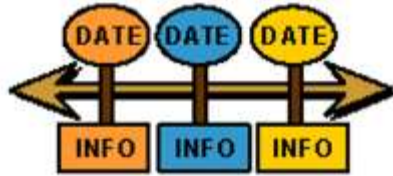
Third Method :
Connecting Vocab to Meaning
Bump Words Along

❖ Group vocab words together with a few words of similar meaning (synonyms)and with one that is odd.
❖ Ask students to identify the odd word that is not related to the other words in a group and "bump" it to the other words of the next group, filling in the next box of words
❖ Continue until the sheet is full .
❖ Check the sheets and discover your student's difficulty .
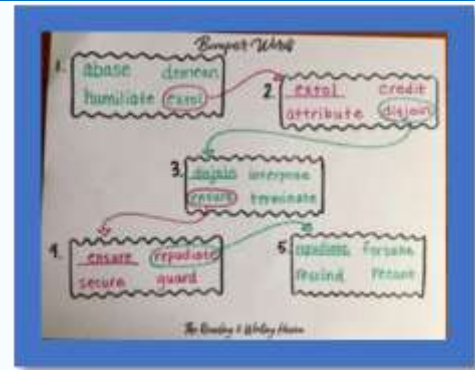
Fourth Method :
Graphic organizer :
Compare and Contrast Organizer

❖ Divide the students into groups of pairs .
❖ Give each pair a sheet with a Venn diagram of the compare and contrast to state the similarities and differences between each other.
❖ Ask each student to look at his partner and fill in the Venn diagram the similarities and between each other on the 2 sides parts as shown in the picture.
❖ Check each student's sheet and recognize their difficulties.
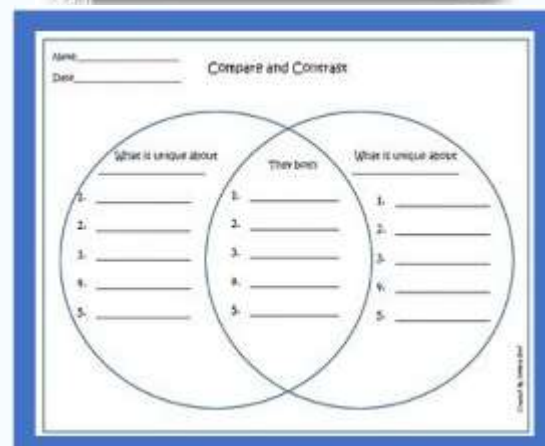
Remediation Techniques

❖ **Chronological order** is the order in which the events occurred, from first to last, in the order of time when telling a story or writing about non-fiction. It recounts the series of events that happened over time.
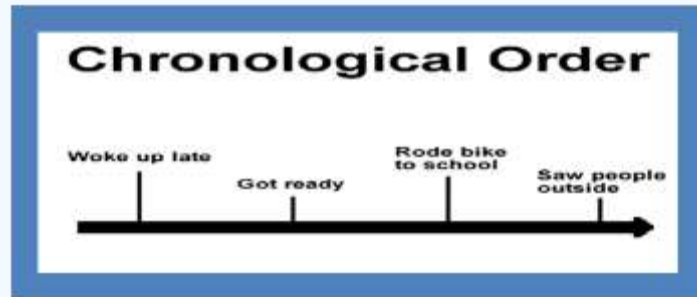
❖ The easiest way for students to follow what happens is sticking them with chronological time-line of events or history .

❖ For example: a timeline for "making cars history" from first invention until this day.
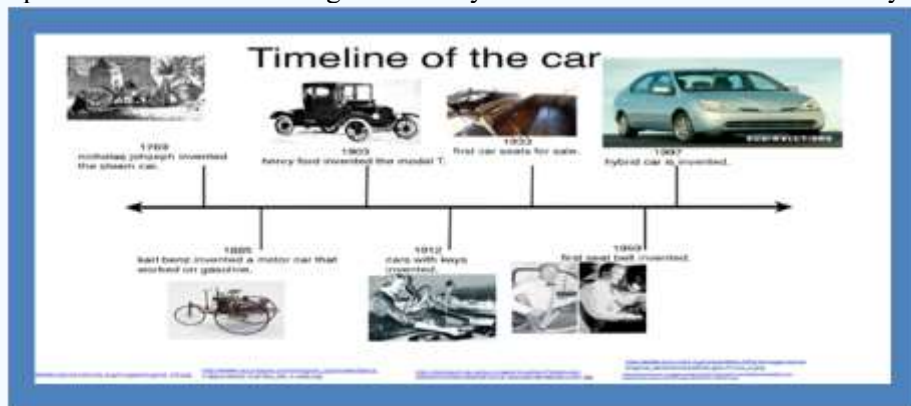
❖ You may teach your students chronology of writing a paragraph by a time line when starting a daily activity , a picnic program , a plan for exam preparation, the growth of some animals, art of making something , etc….

❖ Use a video and then students use graphic organizer to fill with events they watch in the video.

❖ Give chronological orders worksheet for little amusing texts (3 to 4)lines with a time graphic organizer, so that students will compete with each other to fill it within a time as the one shown below.

❖ You can give schedule about how to divide your time preparing for the final exam.

❖ Through activities they can use calendars to provide example they've seen or had of chronological order events using the dates.
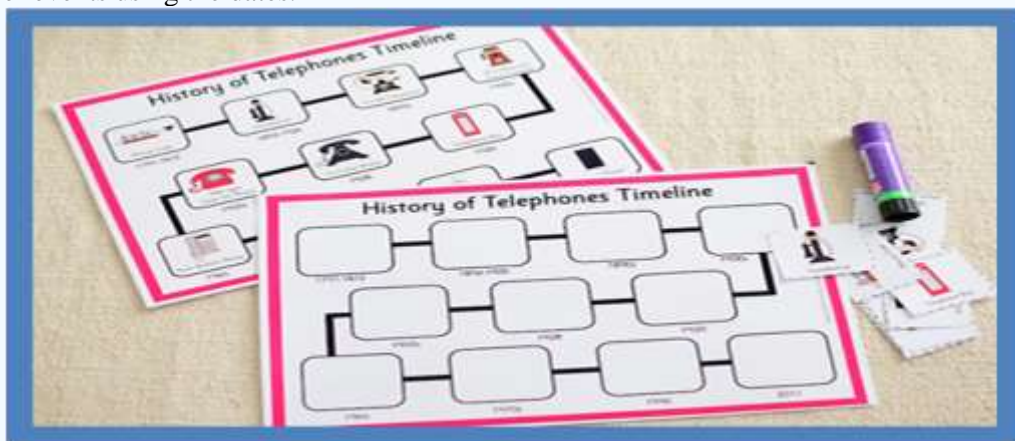
Chronological order worksheet

Name: _____   Date: _____

Sequencing a Story

Sequence is putting events in order as they happened.
Place the following sentences in story sequence.

First, she played in the sand.
She had an awesome time.
Molly went to the beach.
Then, she built a sandcastle.
Last, she ate a pop.

https://www.liveworksheets.com/iu1311239hj

Activity1	**Activity 2 :** **"The Wolf"**
  ❖ Print out the following sentences to be easily cut out into sets of sentence strips, each set has a different color to easily separate them when mixed together. ❖ Divide the class into teams ❖ Give each team the cut up line -sentences. ❖ Instruct teams to put the sentence chronological order as quickly as possible ❖ Now ask each team to join these in a paragraph that represents the chronological order of the events . **The sentences are :** ❖ Planting a garden is not difficult if you follow a schedule: ❖ Friday morning, choose an area of yard that has plenty of sunlight . ❖ Friday noon , decide on the type of plants you want to grow. ❖ Friday afternoon, prepare your garden by turning over the soil or adding fresh , new soil into your garden soil area. ❖ Saturday morning , go to the market and buy vegetable seeds or flower seeds. ❖ Saturday noon , plant the seeds in the garden . ❖ Day after day, after Saturday , water the seeds. ❖ Finally watch your garden come to life.	 ❖ Ask your students to watch the video to understand sequencing the events of the story in their chronology order. ❖ Watch the video that is presented on this link: ❖ Or you may choose other story videos. ❖ Encourage your students to ask: .... ❖ What happened first, second, third , etc…. ❖ What happened before or after a specific event step, or time? ❖ What happened in the end? ❖ Divide your students into groups to look for context clues to help extract the chronological order of events from the story ❖ Encourage them to add specific time expressions of their own. ❖ Role - play the events by the students, after having each a role to act. ❖ Give a task for the students to write their own paragraph summarizing the story of the video by presenting the events in their correct chronology.

Graphic Organizer:

❖ The most important use of graphic organizer is when we talk about chronological order T-charts which represents the time when events took place. It is the most important one for students to fill in and understand better and organize their thoughts.

❖ Many students need a visual aid to help clarify chronology of events in the story, and this is the easiest.

Activity 1: Scavenger Hunt	Activity 2 : Stair Steps Time

Activity 1: Scavenger Hunt

- ❖ Divide the class into two teams.
- ❖ Ask one team to stay outside the classroom and ask the second team to pick, from a story sheet you give them, the main events happened in this story.
- ❖ Ask them to write the events on paper strips and distribute them everywhere in the classroom.
- ❖ Now ask the first team to come and make a scavenger hunt for the events and arrange them on the graphic organizer (T-chart) and write them on the board in 1 min duration.
- ❖ For a more challenging activity, ask them to form a paragraph from this graphic organizer.
- ❖ Suggested story events:

Activity 2 : Stair Steps Time

- ❖ Use the following story about "What a Day" to make learning fun.
- ❖ Distribute sticky cards with the specific dates on each step of the going up stair.
- ❖ Start with the late time to the sooner one.
- ❖ Let each student choose a strip and write on it an event happened in the story.
- ❖ Ask them to run when you say "Go" and look for the step, they have to stand on according to the date related to the event.
- ❖ If students missed the correct step, ask them to stay away or to go back to the story and check which time step they have to replace.

Tips for Parents:

- ❖ Learning to specify chronological order is an important part of child's cognitive development, along with learning other mental concepts as compare and contrast or cause and effect relationship. Children learn how the world and its systems function according to patterns of time .
- ❖ Their life is full of examples about events you ask about using the following :
- ❖ "What comes next?",
- ❖ "What will happen later?"
- ❖ "What happens last? " ,
- ❖ "What will happen if this event is missed? "

Vocabulary

- ❖ Learning new words is like adding to the writing a word robe.
- ❖ The student writing becomes much more interesting when there are more options available.
- ❖ To teach students how to connect new words to their meaning and translate that to their writing ,you must first provide students with a variety of learning options to help them build their own word bank.
- ❖ Ask them to use word maps that deepen understanding of a vocab word by relating it to other words and concept students already know .For example: the word "respect" is connected to: character (esteem),action (treat nicely),home (parents),school (teachers).
- ❖ Use with your students Frayer Models where they can, from the definition of the word, list fact, characteristics, examples and non-examples.

THE FRAYER MODEL EXPLAINED

DEFINITION	CHARACTERISTICS
CONCEPT	
EXAMPLES	NON-EXAMPLES
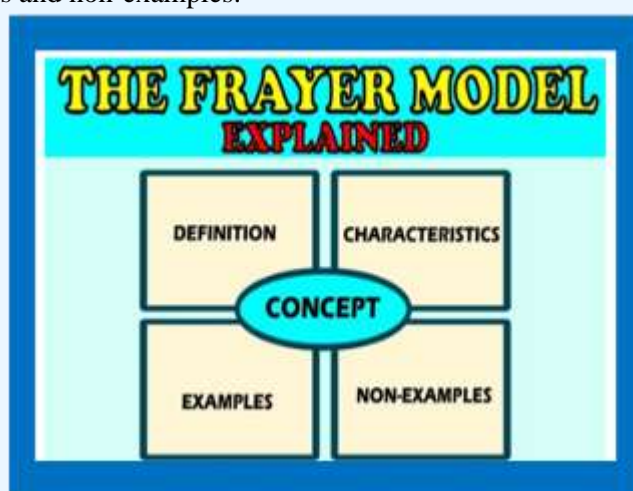
- ❖ You may use a visual association, sketch notes to help students to remember the meaning by drawing sketch that sums up each word.

Graffiti Wall

- ❖ It is important to recognize vocabulary well .It is like collaborated live word wall where you can post the words on the wall so that students can add sticky notes to illustrate the term by using either words or pictures.
- ❖ You may try an online tool "Pad let" or "Google Slides"

Digging deeper teaching resources.com

Activity 1	Activity 2

Personify a Word with Social Media

- ❖ This is one of the vocabulary activities students will want to do over and over again.
- ❖ Assign each student a word and have, them create a fake Facebook, Instagram, or other social media page for it.
- ❖ Ask them to draw free hand or post image to a shared Google slideshow so other students can use them for review.
- ❖ Students will check each other's words , on social media as they are engaged in this domain in their homes also.

https://www.wearesteachers.com/vocabulary-activities/
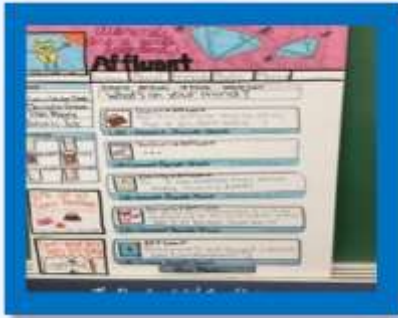
Act it and List it

- ❖ To make learning of vocabulary more joyful , try this activity with your students.
- ❖ Write some commands including the vocabulary words your students should recognize on cards such as :

Open the door noisily.
Walk across the room cautiously.
Come to the board closely.
Stand up anxiously.
Run rapidly forwards to the corner.
Mix the cards randomly.
Speak to the audience loudly.

- ❖ Then ask the students to have a card and act it out or pantomime in front of the class.
- ❖ The other student will try to guess the word or even the expression that the student is pantomiming.
- ❖ Each time a student guesses correctly, points are awarded.
- ❖ Then hand out each student a sheet with two columns next to the word they have guessed.
- ❖ Ask them to label the heading of each column with synonyms, antonym, and definition as well as the word meaning related to each column such as :

Noiselessly = acting without noise
Cautiously # safely
Closely =nearby
Anxiously= angrily
Rapidly # slowly
Randomly = not in order manner
Loudly #quietly

- ❖ Read the antonyms , the synonyms or definition of the given vocabulary.
- ❖ Students have to write these words next to the same or opposite word to get more points.

Tips :
The Word Collector:

- ❖ To change the traditional way of learning vocabulary, watch the word collector video so your student will not need a vocabulary list to learn new words which are all around them **.**
- ❖ Encourage them to collect words everywhere . Keep a word list or a journal of their own to record new words they want to explore and use them often**.**
  - ❖ They will become as " coin collectors **"** ,stamp collectors " , " bugs collectors ". " They will become "word collector **"**

https://youtu.be/9caTyzlZwws

Tips for Parents :

- ❖ Your children tend to fall prey to boredom if their teachers gave vocabulary words to be memorized.
- ❖ To help them get interested when learning vocabulary, provide them with engaging content and vocabulary fun activity.
- ❖ Keep your children on their toes by flashing the flash cards quickly, back to front , or upside down challenging a keyword.
- ❖ Don't forget to use sustainable or household materials to teach vocabulary to your children.

Similarities and Differences:

- ❖ Graphic Organizers are brilliant way for students to understand " compare and contrast" concept more easily **.**
- ❖ They will allow students to analyze similarities and differences of two pieces of work, identifying the key features of each**.**
- ❖ Students find it easily in their life to compare and contrast things as menu items , video games to play ,books to read , and sports to play . The challenge is to take that skill, the students use quite often , and help them to apply it to piece of information text and part of writing. To ease this activity, using graphic organizers will help. Venn diagram is a tried tool that teachers utilize when students are asked to compare and contrast**.**
- ❖ You can use a larger more visual Venn diagram by making one on the ground using hula hoops . Students can add differences and similarities by writing them , on index cards or small piece of paper when comparing two character in a story for example **.**
- ❖ Making more than one Venn diagrams in the classrooms, allows students to move around from one Venn diagram to another to see what other students are thinking.
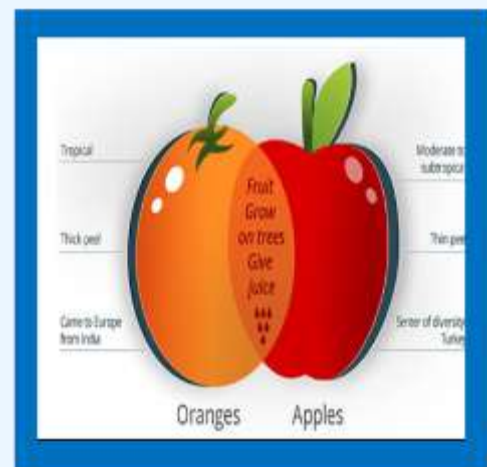
- ❖ Using class graphs that will be hung in the classroom for each student , as well as compare and contrast cards with familiar topic from their daily life as two different foods , animals , jobs , sports ... will lead students then to write similarities and differences between two characters in the story in the textbook and even two places they are writing about. From ordinary things in their life , they can apply this concept to the writing process they learn.
- ❖ In addition to this , they may compare characters, setting, events, themes, movies ….., using comparison tables.
- ❖ Through scaffolding and revisiting the materials (text , stories, topics) before, you can compare and contrast that using the table with an extra ease.
- ❖ Use the following print and digital Game to compare and contrast.

- ❖ Practice comparing and contrasting with this popular card game! Students must express how the terms on the card they are "throwing down" are alike and different. It's a fun way to review compare and contrast, and best yet - it's FREE!

/Compare-Contrast-UNO-Like-Card-Game-FREEBIE-445133

Activity 1: Class Graphs

- ❖ Use a Getting to Know You" activity where students are sharing their thought and opinion about decided topics.
- ❖ Each student will choose a topic and walk around asking each other: which type of sport , which season , pizza topping, school subject , forest animal , kind of fruit , color , place to visit , book is his / her favorite.
- ❖ Once they collect the result and make a colorful graph , put them on the bulletin board or on classroom wall called class's favorites.
- ❖ Then make your compare and contrast practice where you ask students to make three observations for their graph, from which they compare and contrast to complete their writing assignment.

Activity 2:Story set

- ❖ Choose two texts, two stories, or even two characters in the same story .
- ❖ You may choose a non - fiction text to compare 2 animals living in the forest or two kinds of plants or even two places .
- ❖ A suggested text is given below.
- ❖ Ask each student to write a fact about the first and a fact about the second .
- ❖ The first fact is on the green" post - it note" and the fact of the other is on the yellow" Post it note".
- ❖ They stick their" Post - it note" to the butcher paper as shown in the figure.
- ❖ Draw a Venn diagram on the board
- ❖ Check each note and read it to the students who will move their hand to the left if it is to the first , and to the right if it is to the second .
- ❖ Let them have a thumb up if it is common between both .
- ❖ Fill that accordingly in the Venn diagram by sticking the "Post - it notes" in their correct places.
- ❖ If the topic is general as comparison between two places , animals , people .Ask them to write their own post - it note using their favorite color.

Tips for Parents

- ❖ When you ask your children a "Would you rather." question, they have to make a choice between two options automatically , their mind will compare and contrast the two options ,weighing the pros and the cons of both .
- ❖ They will think more critically while comparing and contrasting between the two options.
- ❖ In addition , this can lead to some interesting discussion between you and them.

Worksheets

Sequence worksheet

Name: _____ Date: _____
Going on a Trip

1	We relax and have fun.
2	We get in the car and get ready to go.
3	We get to our hotel.
4	First we pack our bags.
5	We load the car with bags and goodies.
6	While riding we share our goodies.

What Is a Timeline?

A timeline is a way to show how time passes. Timelines help us understand history. This timeline shows what happened in one hour at Ivan's house before school. Directions: Look at the timeline and answer the questions.

7:00 am   7:15 am   7:30 am   7:45 am   8:00 am

1. What time did Ivan brush his teeth?
2. Circle the event that happened first.
   making the bed   getting dressed
3. What is the last event that Ivan completes before leaving for school? Use words.

What Is a Timeline?

Directions: Look at the types of transportation at the bottom of this page. When were these types of transportation used the most? Cut them out and put them in order on the timeline based on if they were used in the past or present. Then, draw what you think transportation will be like in the future.

Past	Present	Future

Johnny Appleseed Timeline

Name

When he was old enough, he left home.

He planted many apple seeds all over The USA.

He died in 1845 in Indiana.

He was born in 1774 in Massachusetts and named John Chapman.

Compare and Contrast
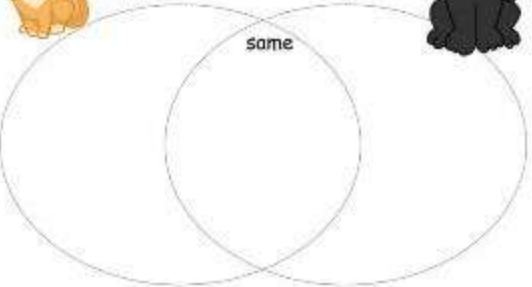
Read the passage below carefully then drag and drop the phrases below in to the right section on the diagram.

REMEMBER what is same about both cats must go in the middle

My teacher has two cats named Lucky and Sparky. They are both three years old but Sparky is the bigger cat. Lucky has soft brown fur but Sparky is as black as the night. Both cats like to play games.

different   different

same

Lucky   Sparky   Three years old

bigger cat   smaller cat   soft brown fur

black as night   Like to play games

LIVEWORKSHEETS

Butterflies and Bees

Butterflies and bees have many things in common. They are both insects that live all over the world. Another similarity is that they both have 4 wings. Their wings are very different though. Butterflies have brightly colored wings and a bee's wings are **transparent.** Bees live in large groups called colonies. Butterflies do not. They often travel by themselves. Butterflies and bees are also similar because they both feed off of nectar and pollen from flowers.
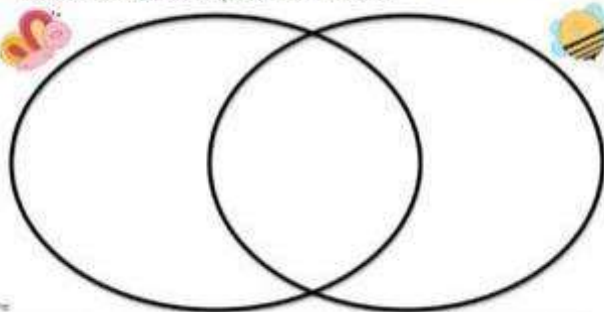
Name:

Name: _____ Date: _____

Compare and Contrast

Read the passage carefully then drag and drop the sentences at the bottom into the right section on the Venn diagram.

My teacher has two cats named Princess and Lucky. They are both three years old but Lucky is the bigger cat. Lucky has black and white fur whereas Princess is as black as the night. Both cats are friends and like to play games. The two cats always eat together but Lucky eats a lot quicker! After dinner, they go upstairs to rest. Lucky sleeps by the window and Princess likes to sleep on the bed.

Princess   Lucky
Both
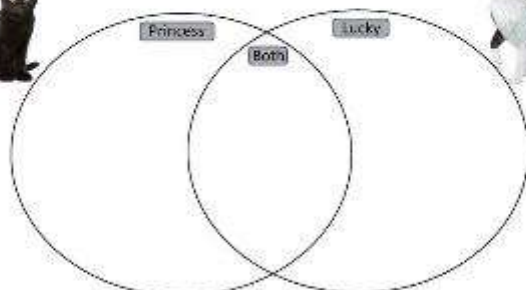
Sleeps on the bed.	Eats slowly.	Likes to play games.
Has fur black as night.	Very friendly.	Sleeps by the window.
Eats quickly.	Has black and white fur.	Three years old.

LIVEWORKSHEETS

Let's go shopping!

1 Find ten shopping words in the word search.

```
E  G  I  F  T  C  A  R  D
G  B  A  G  H  A  T  I  B
O  M  A  L  L  S  M  J  C
B  O  O  K  S  H  O  P  A
P  U  R  S  E  W  L  U  F
A  S  R  E  B  R  L  K  É
T  R  O  L  L  E  Y  O  D
```

2 Match the words and the pictures

1 grocery
2 cash
3 buying
4 supermarket
5 cashier
6 barcode
7 cash register
8 discount
9 shop - window
10 greengrocer's
11 price
12 shopping list
13 complaining
14 shopping basket
15 escalator

3 Find the odd word out.

1 butcher's - grocery - clothes shop - greengrocer's.

2 boutique - fishmonger's - clothes shop - shoe shop

3 e-shop - mall - market - delicatessen

4 barcode - cash - credit card - cashier

5 buying - complaining - selling - paying

4 Put the letters in the correct order.

1 rosdnute: _____   6 tlweal: _____
2 ghmosehi: _____   7 mghrfoitrs: _____
3 rekcp: _____   8 tisecogrrohs: _____
4 nelgsil: _____   9 eposrruoskt: _____
5 nawesinger: _____   10 cindotar: _____

5 What or who are they?

price   bakery   shop assistant
complaining   sale   shopping

1 A person who works in a shop: _____
2 Buying things from shops: _____
3 A shop that sells bread and cakes: _____
4 A time when a shop sells things for less money than usual:
_____
5 How much money you pay to buy something:
_____
6 Saying that you do not like something: _____

6 Where can you buy these things?

1 necklace earrings bracelet	2 milk cheese coffee
3 bread rolls cake	4 meat sausages chicken
5 vitamins soap perfume	6 jumping rope ball teddy bear
7 guinea pig dog food tank	8 cucumber peach cauliflower

Name _____   Date _____

BACK TO SCHOOL
Word Scramble

RRESAE

CKAACBKP

RTCLOUAALC

ERAALCND

PLIENC

MKARER

SCRSISSO

PPAER

CHIAR

OEOKTBTX

CLHAK

RPLEAST

BKONTOOE

FAGL

Worksheets Worksheets
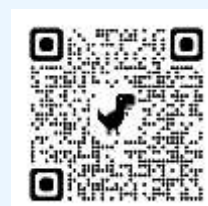
Vocabulary Worksheet

Name _____

Match each word with the correct definition.

1. Conclusion ●   ● Belonging to the present time.

2. Define ●   ● To be or become aware of, especially through careful and directed attention.

3. Observe ●   ● The striking of one body against another.

4. Impact ●   ● The act of reflecting or the state of being reflected.

5. Relationship ●   ● To state the precise meaning of (a word or sense of a word, for example).

6. Current ●   ● The close or last part; the end or finish.

7. Reflection ●   ● The condition or fact of being related.

Theoretical Background

- ❖ Organization is one of the most important elements of writing process that is often overlooked.
- ❖ An organized writing is clear, focused, logical and effective, so it will be easier to understand the ideas presented in the writing .
- ❖ To illustrate, imagine putting together a bike having all its necessary tools , parts , and directions , it will make the job easier to complete.
- ❖ The same logic is applied to writing when information is well organized.
- ❖ When all the parts are organized in chronological order for example ,it is both easier for the writer to put things together using graphic organizer and for the reader to understand what is presented in that writing.

Resources :

- ❖ https://courses.lumenlearning.com/suny-englishcomp1v2/chapter/organizing-an-essay/
- ❖ http://elementarynest.com/comparing-nonfiction-texts/
- ❖ https://the-teacher-next-door.com/compare-and-contrast-activities/
- ❖ https://www.twinkl.com/resource/amp/us2-e-47-stories-compare-and-contrast-activity-sheet#amp_tf=From%20%251%24s&aoh=16538963990143&referrer=https%3A%2F%2Fwww.google.com
- ❖ https://www.playosmo.com/kids-learning/vocabulary-activities/
- ❖ https://www.ukessays.com/essays/english-language/what-ideas-would-you-bring-to-classroom-english-language-essay.php
- ❖ https://www.verywellfamily.com/examples-of-graphic-organizers-2162277
- ❖ https://literacyideas.com/teaching-sequencing-in-english/
- ❖ https://www.twinkl.com/resource/t-n-2544681-sequencing-events-in-chronological-order-activity-sheet
- ❖ https://study.com/academy/lesson/chronological-order-activities-games.html
- ❖ https://worksheetland.com/worksheets/reading/text-structure/chronological-order-worksheet/
- ❖ https://worksheetland.com/worksheets/reading/text-structure/chronological-order-worksheet/
- ❖ https://www.teacherspayteachers.com/Product/Compare-and-Contrast-Graphic-Organizer-2113330
- ❖ http://fcit.usf.edu/fcat/references/strategies/co2.htm
- ❖ http://fcit.usf.edu/fcat/references/strategies/co4.htm
- ❖ http://fcit.usf.edu/fcat/references/strategies/co5.htm
- ❖ http://fcit.usf.edu/fcat/references/strategies/co3.htm

Summative Assessment

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

Compound Words

➢Match each Compound Word with its picture.

lip + stick •

mail + box •

fish + bowl •

butter + fly •

basket + ball •

tooth + brush •

• 🖼️ (mailbox)

• 🖼️ (fishbowl)

• 🖼️ (butterfly)

• 🖼️ (toothbrush)

• 🖼️ (basketball)

• 🖼️ (lipstick)

LIVEWORKSHEETS

https://www.liveworksheets.com/sb2173502hi

Name: _____ Age: ____

Compound Word

Two words that come together to make a new word.

Read the two pictures. Select a picture from below that makes the new word and drag it in the box provided.

pan	**+** cake	**=**	
hand	**+** bag	**=**	
lady	**+** bug	**=**	

handbag   ladybug   pancake
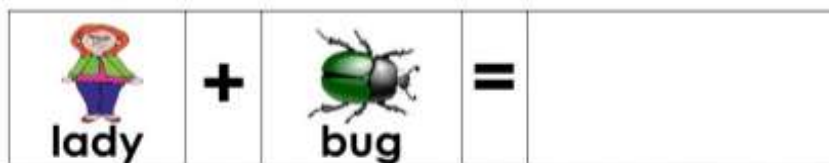
Created by SGL

LIVEWORKSHEETS

https://www.liveworksheets.com/lt409617mq

Clothes

LISTEN, DRAG AND DROP.

LISTEN AND REPEAT.

| shirt | dress | trousers |

| skirt | coat | shorts | boots | T-shirt | shoes |

https://www.liveworksheets.com/es132982da

LISTEN AND TICK:

1.

2.

3.

4.
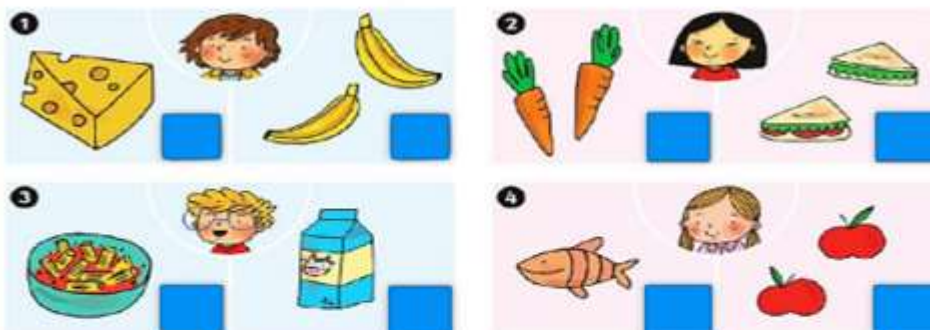
READ AND DRAG THE ANSWER TO THE CORRECT PICTURE:

No, I don't.   Yes, I do.   No, I don't.   Yes, I do.

1.
Do you like sandwiches?

2.
Do you like apples?

3.
Do you like strawberries?

4.
Do you like juice?

https://www.liveworksheets.com/ox1240209ks

(5)

Listen and tick ✔ or cross ✘.

Complete with A, AN, SOME

1 Would you like ⌄ apple?

2 Would you like ⌄ milk?

3 Would you like ⌄ tomato?

4 Would you like ⌄ butter?

5 Would you like ⌄ avocado?

6 Would you like ⌄ bread?

7 Would you like ⌄ juice?

8 Would you like ⌄ egg?

9 Would you like ⌄ fish?

10 Would you like ⌄ orange?

11 Would you like ⌄ water?

12 Would you like ⌄ cheese?

https://www.liveworksheets.com/gm785510sj

466

Vocabulary

5 Read and write the letters.
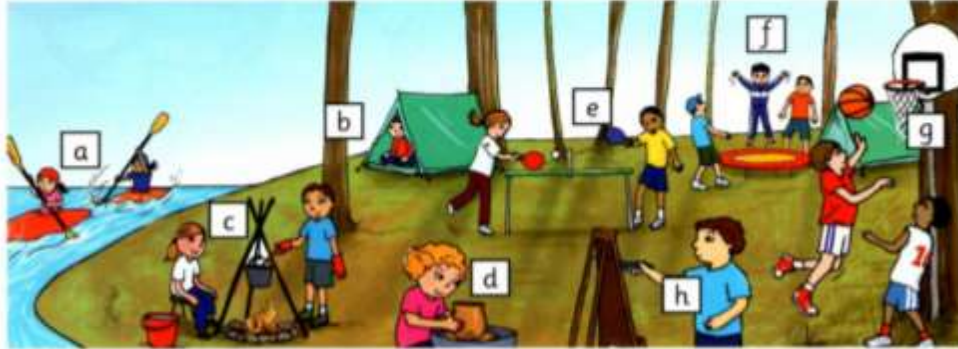
1	He's painting.	h	5	He's camping.	☐
2	They're kayaking.	☐	6	They're cooking outside.	☐
3	She's doing pottery.	☐	7	They're playing basketball.	☐
4	They're playing table tennis.	☐	8	He's trampolining.	☐

6 Look and write.

Nina   **Frank**

1 Nina likes _playing basketball_ and _____.

2 Frank likes _____ and _____.

3 Nina doesn't like _____ or _____.

4 Frank doesn't like _____ or _____.

5 Nina and Frank like _____.

Finish!!

https://www.liveworksheets.com/vv1533455cd

Appendix (1)

Individual Treatment Plan Model

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

Individual Treatment Plan Model

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

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

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

❖ ---

❖ --

❖ ---

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

❖ --

Objectives	Teaching methods and activities	Reinforcement	Evaluation	Notes
--------------- -------------	----------------------------- -----------------------------	--------------- ------------	--------------------- ---------------------	------------- -------------
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Remedial Teaching Guide for Students with English Language Learning Difficulties	
Objectives	**Techniques for achieving goals with an individual plan**
Minimize/reduce distractions	❖ Make your eyes meet the eyes of the students frequently. ❖ Ask the student to sit near you (the teacher). ❖ Attract the student's attention and interest by following his responses. ❖ Ask the student to sit away from places of noise (air conditioner / door / window) T ❖ Ask the student to sit next to his classmates with the desired behavior
Increasing the level of motivation	❖ Keep tasks short and divide them into small parts. ❖ Keep homework short, simple, straightforward, and interesting. ❖ Use the distributed practice method (many short sessions) ❖ Choose assignments, tasks, or actions that stimulate the student's motivation and interest. ❖ Increase the rate of new tasks that intrigue the student's curiosity.
Improve Organization	❖ Provide clear rules and regulations for acceptable behavior in the classroom. ❖ Accurately define your expectations as a teacher of students. ❖ Establish routine, specific places for things in the room. Provide complete lists of materials needed for each task. ❖ Review daily the student's performance of homework before the end of the school day. ❖ Use folders to organize work for each student. Use different colors for different theme files.

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

Individual Plan Mechanisms Implementation Guide	
Plan Dimensions	**Mechanisms**
Diagnosis and Evaluation	❖ Apply one of the individual or group intelligence tests. ❖ Apply an EFL test or get its score in the subject of difficulty. ❖ Apply the Distraction and exclusion narration (intelligence < average + achievement > average).

Behavior Analysis	❖ Identify the student's favorite positive and negative reinforcements . ❖ Determine the type of motivation that provokes the child to the optimal level of arousal.
Prepare individual plan	❖ Set the direct and indirect goals to be achieved. ❖ Provide a detailed explanation of the skills to be acquired by the student, supported by examples. ❖ Determine the activities and practices that the student must do to acquire these skills. ❖ Determine the basis for evaluating the student's performance of the tasks and skills to be acquired. ❖ Determine the types of reinforcements that are provided to the student in terms of type and timing.
Arousal Motivation	❖ Make the target tasks simple, brief, and at the level of the student's abilities. ❖ Make the target tasks exciting for him to feel successful and accomplished.
Activate activities	❖ Help the student to understand the causal relationship between the target behavior and its consequences ❖ Use the sequence and formation of the tasks targeted to the students' performance. ❖ Prepare a list to help students organize and carry out their assignments ❖ Provide an immediate corrective feed for the student's performance on these tasks

	❖ Use positive and negative reinforcements.
Follow the Reliability of Acquisition	❖ Compare the extent to which objective objectives have been achieved in terms of level and content ❖ Determine the extent to which the student acquires the new targeted skills in life appropriate. ❖ Determine the extent to which actual performance deviates from expected or targeted performance . ❖ Identify the correction mechanisms.

Appendix (2)

Educational Guidelines for Dealing with Students with Special Needs who are able to be included

The issue of inclusion of 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 Including 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. Inclusion means "including children with special needs in schools and regular classes with their normal peers, with the provision of special education and support services." Where inclusion depends on providing a better and friendly learning environment for all children based on the fact that every child has the right to education, an educational environment that welcomes all children, 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 included into the ordinary classes, their characteristics, the conditions for including each of them, and the appropriate teaching competencies according to the needs and requirements of each category.

Category	Characteristics	Inclusion Conditions	Supportive Educational Practices
Autism	❖ Mutual social interaction disorder is represented in poor eye contact and nonverbal communication in general, with a lack of friendship and withdrawal from social relationships, severe mood swings between extreme joy and laughter without reason, extreme sadness, and crying without reason. ❖ A communication disorder is represented by: a marked delay in the development of	❖ The child be from the category of "autistic traits" and they are individuals who suffer from simple autistic features that are easy to deal with and in many cases recover from and can be enrolled in regular schools despite their differences from their peers, provided that their typical behavior is functional and does not suffer from a lack of common attention in a way It prevents him from continuing to learn.	❖ Encouraging the autistic individuals to make eye contact and focus attention. ❖ Inclusion with ordinary children in enriching and complementary activities. ❖ Notify them of acceptance and support. ❖ Providing them with fewer minor problems than their normal peers to avoid feeling a failure ❖ Focusing on the positive points they have in the academic, technical and athletic aspects. ❖ Trying to discover their latent energies. Every child with autism has skills and

	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. ❖ Repetitive stereotyped behavior: body movements, excessive preoccupation with parts of things, abnormal attachment to some habits, or things.	❖	abilities, and developing them enhances his self-confidence
Down's Syndrome	❖ The need to repeat information ❖ Lack of ability to focus and focus for long periods. ❖ Slow response and delayed reaction. ❖ Lack of ability to imagine or visualize verbal communication.	❖ 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 inclusion programs with the ordinary.	❖ Satisfying children's needs for love, safety and appreciation because losing these feelings for them wastes a large part of their energies. ❖ Focus on their athletic and artistic talents. ❖ Reducing the chances of failure in front of the child. ❖ Satisfying the child's feeling of acceptance by others, especially parents and teachers, to improve his adaptive

	❖ Lack of ability to solve and generalize problems. ❖ Emotion in embarrassing and impulsive situations. ❖ Lack of motivation and ability to complete tasks	❖ The Modern category, with an IQ from 40 to 52 and are trainable in life skills and can be partially included	behavior and modify behavioral disorders. ❖ Uses with them the following strategies: Duncan method, Montessori method, programmed learning, modeling, and cooperative learning.
Attention-Deficit Hyperactivity Disorder (ADHD)	❖ Excessive and impulsive movement without thinking and aggressiveness for trivial reasons. ❖ The ability to be distracted by the simplest and smallest things. ❖ 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	❖ 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.	❖ Learning with positive reinforcement and making a conditional link between the award and performance on the agreed destination. ❖ Clarity of language and message delivery. It is important for the child to know what is expected of him clearly and without emotion. ❖ Verbal positive reinforcement for appropriate behavior. ❖ 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

	the inability to assume responsibility.	grouping pictures, classifying shapes, repetitive writing, jaw games and concentration) to learn by playing.
	❖ Difficulty in organization and lack of respect for the role while playing.	❖ - Following the contract method, which means making a clear agreement with the child on the basis of his performance of certain behaviors and corresponding to specific rewards?
	❖ 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.	❖ Extinction Extinguishing involves not providing feedback (not paying attention) to unwanted behavior
	❖ Weak attention as they cannot focus for more than (5:10) minutes only.	❖ Using strategies such as: curriculum dramatization, peer education, active learning, and educational games.
	❖ Delayed achievement performance despite the high IQ.	

Hearing Impaired	❖ The child understands speech difficulty far from the source and has difficulties in understanding language and literary topics in cases of simple hearing loss. As for medium hearing loss, the child understands speech from a close distance (3-5 feet), provided that they are facing the speaker. ❖ The child suffers from speech and language defects. ❖ The outcome of his vocabulary is few.	❖ Hearing impairment is a level of hearing impairment that can be included into ordinary classes, provided that the audiometric scale does not exceed 70 decibels.	❖ Speak out loud, so that it is not loud, and the speed of speech is medium. ❖ Paraphrasing the idea or question to make it clearer. ❖ Use visual aids, including transparencies, films, and tablets, and avoid having the source of information in a poorly lit place. ❖ Obtaining feedback from the student; To make sure he understands the topic. ❖ Encourage the development of communication, including speech, reading, finger spelling, and hand communication. ❖ Allow the student to sit in a place that allows him to benefit from visual information, from other students, and the teacher. ❖ Motivating the hearing-impaired student to participate in classroom activities.

			❖ Sitting in a place far from the source of the noise and close to the source of the sound so that the teacher can hear clearly.
			❖ They must be provided with individual headphones, especially if the hearing threshold is close to (40) decibels.
			❖ Providing academic support through the resource room to be trained by a specialized teacher in lip reading.
			❖ Supporting language development by treating speech and language defects.
			❖ - Using strategies such as: curriculum dramatization, visual presentations, concept maps, cooperative learning, practical demonstrations, educational games.
Visually Impaired	❖ Visual impairment negatively affects motor development with its two elements: moving safely and efficiently from one place to another and the ability to	❖ 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	❖ - 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.

	know one's destination in relation to the surrounding environment.	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 included baby.	❖ Encouraging the student to use certain tools when necessary, such as: recorders, magnifying lenses, and constantly wearing eyeglasses.

know one's destination in relation to the surrounding environment.

❖ Less participation in the physical activities available to his ordinary peers.

❖ His academic achievement is very close to the level of the average student if appropriate services and health care are provided to him.

❖ Less ability to make and keep friendships.

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 included baby.

❖ Encouraging the student to use certain tools when necessary, such as: recorders, magnifying lenses, and constantly wearing eyeglasses.

❖ Giving students of this category more time compared to the time allotted to ordinary students; to be able to perform the tasks assigned to them.

❖ Teaching using tactile teaching aids.

❖ - Observing the visual field and its sharpness while presenting images, drawings and videos so that they are enlarged and unnecessary details are reduced.

❖ Sitting in a suitable place to be able to see and follow the teacher.

❖ Incorporating him into classroom activities to support his social aspects and his exposure - to real and live experiences.

❖ - Develop visual ability through the use of magnifiers for textbooks and pens

			with a large dark black line while writing, and the use of a reading ruler to help him continue reading.
			❖ Putting tools and equipment in an accessible manner. Children 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	❖ Low level of academic achievement in all subjects in general. ❖ Poor ability to assimilate and comprehend.	❖ A qualified teacher to handle the class. ❖ Providing appropriate educational and technological means.	❖ Using various methods of reinforcement (physical, moral, symbolic, and verbal) and providing reinforcement immediately after obtaining the desired response.

	❖ Low IQ (84-70).	❖ Employing enrichment and complementary activities.
	❖ Problems with adaptive behavior.	❖ Providing a resource room in the school.
	❖ 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.	

❖ 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.

	❖ 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.		❖ 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	❖ Decreased achievement in some subjects related to its difficulty.	❖ A qualified teacher to handle the class. ❖ Providing appropriate educational and technological means.	❖ The classroom should be equipped so that its location is far from noise and external influences that distract the child's auditory attention. The classrooms should be well ventilated and

	❖ 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	❖ Quiet learning environment to reduce distraction. ❖ Providing a resource room in the school. ❖ Provide activities appropriate to the child's special difficulty.	furnished with sound furniture that comforts the child in his session. ❖ - Diversity of the educational situation and its enrichment with activities and educational and technological means that attract attention, because the child with 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

	behavior. He does not have self-esteem, underestimates the value of his achievements and is generally pessimistic. ❖ Does not pay attention to the symbols and may omit them, and the difficulty of understanding some words and concepts. ❖ Letter substitution or distortion, difficulty forming words and sentences, and difficulty recognizing them. ❖ The difficulty of logical thinking and reasoning, and the difficulty of assuming responsibility. ❖ His writings are unorganized and contain errors such as omissions and substitutions.		repetition, imagination, and problem solving, multisensory approach.

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