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Islamic Solidarity Fund for Development



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The Executing Parties



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Introduction

Learning difficulty is considered a condition causes an individual to experience problems in a traditional classroom learning context. It may interfere with the literacy skills development and can also affect memory, ability to focus and organizational skills. A student 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. Recently, 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 important to develop the system of education for refugee schools, including teachers, students, educational environments and administration, by consulting a number of experts and specialists in emergency education and building upon the experiences and efforts of global organizations and institutions. Education is one of the most important areas in which the association works, especially with refugees and displaced persons in emergencies around the world. Learning a foreign language is important, but there are difficulties related to this .Language teaching practice assumes that most of the difficulties that learners face in English instruction are a consequence of the degree to which the native language differs from the English language . 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 students.

This leads them to adapt strategies and programs related to students' needs. The effective teacher should be able to recognize the difficulties and find solutions for them. In addition, there are different reasons that cause English learning difficulties. First ,refugees who learn English in their home country are surrounded by an Arabic speaking environment. Their chances to hear English outside their classrooms are rare. Second, they lack the exposure to the English language and also lack a rich English environment. Third, there is a shortage of qualified teachers to teach students how to use the language, and the facilities inside the schools are insufficient.

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

Emergencies can be the main reason among refugee students learning English difficulties. They are defined as situations where the individuals' lives, dignity, and psychological state 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 English learning difficulties in different learning students who encounter 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 feel that speaking class is an embarrassing situation and become 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 classroom management. This can be another factor that relates to the problem of speaking difficulties.
- ♦ 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 their fear 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 toward 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 motivate them to participate in classroom interaction.

Curriculum

- Students find the content is usually either boring or very difficult to understand.
- ♦ It is found that grade five 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 socioeconomic status.
- ♦ The refugees work for long hours. There is no time for them to learn the language because the financial difficulties.
- ♦ Syrian refugees living in the USA also faced challenges in learning EFL. It is found that most of the Syrian refugees are deprived of their basic needs such as food, shelter, clothing, education, and medicine. This poses challenges to their learning.
- ♦ Some refugee students cannot be full time students because they work to earn money or are looking for jobs by day. They join the classes only at night.
- ♦ Most Syrian refugees are mainly concerned with fulfilling their needs such as, food, shelter, and clothing. Thus, education is less important for them.

Activities and Learning Resources

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

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

Intervention Strategies

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

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

Scope and Sequence Matrix for English Language Course Grade Five

Dimension s	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties	 Refuges students have difficulties in relating content or /and message heard to personal experiences or prior knowledge. Refuges students have difficulties in recognizing compound words containing short and long vowels. Refuges students have difficulties in discriminating the sounds of English words in listening. Refuges students have difficulties in inferring the speaker's 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

Dimension s	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Listen for the Gist	 Refugee students have difficulties in listening for detailed description of something and guessing what it is. Refugee students have difficulties in comprehending and interpreting what is heard. 				,
	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. 				
	Sound Discriminatio n	 Refugee students have difficulties in discriminating the sounds of English words in listening. Refugee students have difficulties in blending the sounds of English orally. Refugee students have difficulties in segmenting the sounds of English. 				

Dimension s	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		 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). 				

Dimension s	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Speaking Difficulties	Pronunciation Difficulties	 ❖ Refugee students have difficulties in pronouncing some pairs of English consonant sounds (i.e. /ʧ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.) ❖ Refugee students have difficulties in pronouncing some English consonant clusters (i.egrandfather. ❖ 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. 	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

Dimension s	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Fluency Difficulties	 Refugee students have difficulties in expressing their ideas in a conversation. Refugee students have difficulties in talking about places. Refugee students have difficulties in identifying the meaning of a spoken word in a short discourse. Refugee students have difficulties in talking about things, objects, and animals. Refugee students have difficulties in comprehending basic body language 	Game technique E-learning strategy. Mobile Based Learning Mobile Applications (Mobile Apps) Cooperative learning			
	Communicatio n & Interaction Difficulties	 Refugee students have difficulties in talking about routine actions. Refugee students have difficulties in giving reasons or an excuse for something. Refugee students have difficulties in offering and requesting assistance during group work. 	strategy Students works in groups Questioning Role Play Puppets based learning			

Dimension s	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		 Refugee students have difficulties in communicating in English clearly and correctly. Refugee students have difficulties in expressing their ideas through speaking. 	-			•
	Rhyming Skills	Refugee students have difficulties in producing rhyming words.				
Reading Difficulties	Interpretation skills	 Refugee students have difficulties in asking and answering question in reading materials(interpretation skills). Refugee students have difficulties in recognizing the main idea and stating the related details in reading text 	Game technique E-learning Strategy Grafic Organizers Paired Reading Method	Flashcards Pictures Reading Texts	*Role-Playing Activities Scaffolding	Tasks Quizes Assignments
	Vocabulary Aspect	 Refugee students have difficulties in recognizing the vocabulary. Refugee students have difficulties in classifying words into semantic or lexical families. 	Game Technique (Pingo, Scavenger hunt) E-learning Strategy (Audio- Visual) Brainstorming Strategy Graphic Organizer	*Visual aids Realia	*Story- Telling	Tests

Dimension s	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		 Refugee students have difficulties in remembering the uncommon words. Refugee students have difficulties in determining the meaning of adverb of frequency and their function as they are used in a text. 	Paired Reading Method Mobile Based Learning (Mobile apps) such as			
	Reading Fluency	 Refugee students have difficulties in reading correctly without any mistakes (accuracy and rate). Refugee students have difficulties in understanding simple reading material. Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment. Refugee students have difficulties in reading 	Game technique: Such as (Jigsaw/Scavenger hunt) E-Learning Collaborative strategy Brain storming Reading theater Choral and repeated reading Puppets based learning			

Dimension Learning S Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Identify and analyze the relationship in reading.	independently to acquire information. Refugee students have difficulties in recalling main ideas, actions, or events. Refugee students have difficulties in reading with expression, correct intonation, and phrasing (prosody) Refugee students have difficulties in identifying and analyzing the relationship among facts, Ideas ,concept ,themes in reading material. Refugee students have difficulties in explaining connection between what they read and their prior knowledge. Refugee students have difficulties in evaluating the author's purpose with reference to details in the text. Refugee students have difficulties in brainstorming				

Dimension s	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		concluding the required information.				
Writing Difficulties	Grammar	 ❖ 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,etc.). ❖ Refugee students have difficulties in using the different kinds of sentences (the differences and formations of simple, compound, complex). ❖ Refugee students have 	E- learning Strategies Online games Questioning Group work Role plays Puppets based learning	Pictures *Graphic organizers. *Models . *Visual aids Realia Songs	*Role-Playing Activities Describe picture	Tasks Quizes Assignments Tests -Homework Assignment -Exercise
		difficulties in writing short paragraphs.	E-Learning strategy Mobile Applications	Pictures *Graphic	*Role-Playing Activities	Tasks Quizes
	Spelling & Mechanics	Refugee students have difficulties in spelling words without rules.	Game technique Cooperation strategy	organizers. *Models .	*Scaffolding Describe	Assignments Tests

Dimension s	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		* Refugee students have difficulties in applying correct punctuation and capitalization.	E-Learning strategy Mobile Applications Game technique	*Visual aids Realia	picture	-Homework Assignment -Exercise
	Vocabulary	 Refugee students have difficulties in remembering uncommon words. Refugee students have difficulties in using words for describing pictures. 				
	Organization Skills	 Refugee students have difficulties in writing the paragraph. Refugee students have difficulties in writing friendly letters. Refugee students have difficulties in comparing and contrasting major similarities and differences between objects, characters, activities, etc Refugee students have difficulties in writing descriptive sensory details. 				

Grade Five



Reference guide for the treatment of learning difficulties in English for **grade five** includes background information about indicators of the difficulty, topic planning tools, components, goals, 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.

First Dimension

Listening Difficulties





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





Topic One Phonological Difficulties

Indicators of the Difficulty

- * Refugee students have difficulties in relating content or /and message heard to personal experiences or prior knowledge.
- * 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

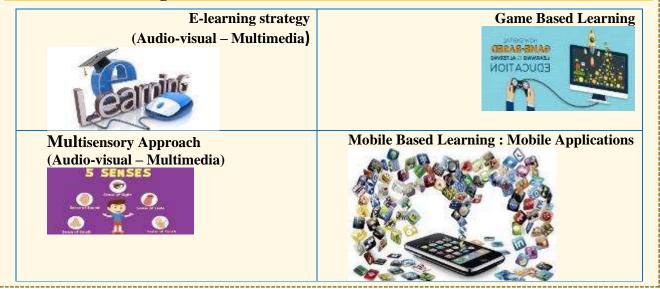
By the end of this topic, fifth grade students will be able to:

- * Relate content or /and message heard to personal experiences or prior knowledge.
- * Recognize compound words containing short and long vowels.
- ❖ Discriminate the sounds of English words in listening.
- Infer the speakers tone.
- Pronounce correctly.

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



Procedures of The Topic

Recognizing students' learning difficulties (phonological difficulties)

❖ Identify and discover students' learning difficulties in identifying the relate content or /and message heard to personal experiences or prior knowledge, inferring the speaker's tone, and pronouncing correctly through using one of these methods:

First Method:

Practice the morning routines verbs

- ❖ Put the cards randomly on the board (stick on with blue- tape) and draw a circle around each card.
- ❖ Start by chorusing each card quickly (T: "wake up", Ss: "Wake up").
- ❖ Go through chorusing all the cards at least three times, getting quicker and quicker as you go. Next, point to a card and say, "What's this?".
- ❖ Get everyone to say the card together.
- ❖ Point to each card and get the class to shout out the verbs together as you touch each card. Finally, remove one card from the board the circle it was in will still be there.
- ❖ Point to the empty circle and again say "What's this?"
- ❖ Get everyone to shout out together the missing card.
- ❖ Point to other cards and elicit them, slowly removing all the cards from the board leaving just their circles. See if everyone can remember the words without any cards being there!



Second Method

- Listen and answer the following exercise:Match the phrases with the correct picture.



Remediation Techniques

- ❖ The purpose of this topic is to introduce students to an essential part of learning to phonological alphabet to discriminate the sounds of English words in listening; infer the speakers tone and learn correct pronunciation.
- Students learn about compound words that include short and long vowels.
- ❖ Students will be able to relate content or /and message heard to personal experiences or prior knowledge.
- ❖ Sing a song to introduce the various letters and provide a further insight to investigate into the alphabet.
- ❖ Discuss and perform various activities. Students will play games and activities 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 is used to learn how to pronounce the sounds.
- ❖ Point to a picture of the object making the sound and name it.
- ❖ Use ideal videos for students to learn the discrimination and pronunciation of vowels and consonants sounds.
- ❖ Ask the students to do the exercise by clicking on the picture that match the word.
- ❖ Use ideal videos for students to learn the pronunciation of some words and letters.
- ❖ Ask the students to do the exercise by clicking on the picture that match the word and read it aloud.
- ❖ Each student selects two or three picture cards that match the sounds, places the cards in the same order in which the sounds are heard and explains the sequence of events.
- ❖ Ask the students to match the phrases with the correct picture.
- * Each new letter that is introduced has a small picture beside to show its sound.
- ❖ Use free mobile applications in order to help students to learn the phonological alphabet and overcome any difficulty related to the new words, discriminating the Sounds of English words in listening, and to learn correct pronunciation.

Activity (1)

Sing "The Morning Routines" song.

- ❖ Put the morning routine flashcards up on the board in the order of the song and ply the audio.
- ❖ Get everyone to stand up and teach the actions and gestures for the song (see Gestures and activities to use with "The Morning Routines Song" below).
- ❖ Then play the song and get everyone to sing and do the actions along with you. Play twice so everyone gets the hang of it.
- **Time: 15 minutes**

Lyrics for "The Morning Routines Song"

Chorus:

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

Verse 1:

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

Chorus:

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

Verse 2:

I eat my breakfast (eat, eat, eat),
I brush my teeth (brush, brush, brush),
I put on my shoes (put on, put on),
There's such a lot to do!

It's time to go to school.

Gestures for "The Morning Routines Song"

As you sing the song, follow these actions:

- "Good morning! Good Morning!" stretch your arms up (as if just waking up)
- "It's time to wake up" point at imaginary wrist watch for "It's time to" and open your hands in front of your eyes for "wake up" (to gesture opening your eyes)
- "I have to get up" do an energetic star jump on "get up".
- "I wash my face (wash, wash, wash)" gesture washing your face
- "I brush my hair (brush, brush, brush)" gesture brushing your hair
- "I get dressed (dressed, dressed)" gesture getting dressed
- "There's such a lot to do!" gesture wiping your forehead and looking tired out
- "I eat my breakfast (eat, eat, eat)" gesture eating breakfast
- "I brush my teeth (brush, brush, brush)" gesture brushing your teeth
- "I put on my shoes (put on, put on)" gesture putting on your shoes
- "It's time to go to school." point at imaginary wrist watch for "It's time to" and wave goodbye for "go to school".



"I wash my face (wash, wash, wash)"

- ❖ Then, does the "My Morning 1" Exercise
- give out the My Morning 1 exercise to each student.
- ❖ Model the exercise and then have everyone work on the sentences.
- ❖ As everyone is working on their worksheets go around the class and ask questions (e.g. what does that say?
- Do you take a shower in the morning?).

My Morning 1 Exercise

❖ Listen to the audio and then answer the following exercise:



Activity (2)

- Teacher asks students to watch a video about Rick story.
- The video is available at this link:
- https://www.youtube.com/watch?v=TFVWxQFNSsA





- ❖ Short stories are great to learn English; students can improve their speaking skills by listening to them and answering questions about the stories.
- ❖ After listening and watching the story , the teacher asks students some questions:
 - **♣** Who is Rick?
 - **♣** What did he eat?
 - ♣ Does he practice exercise?
 - ♣ How did she eat the Pizza?
- ❖ Then, teacher asks students to work in groups and write a summary about the story, after they finish each group come in front of the class and say their summary.
- **❖** Time: 15 minutes

Activity (3)

❖ A mobile free application is available on the following link: https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice



About this app

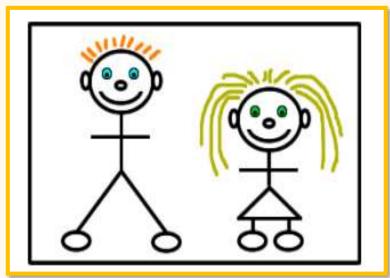
- The powerful English learning app
- ❖ This is a useful English learning app that will help you improve listening skills and speak English confidently and fluently.
- ❖ There are many lessons from basic to advanced built into the app to help you develop every English skill you are looking for and achieve many achievements in learning English. "English Listening & Speaking" is a free application for listening to speak English.
- ❖ In "English Listening & Speaking" all the articles are categorized and divided the level, which means that you can easily start your listening English practice from the level you're comfortable in and work your way through the more advanced level articles and conversations.
- ❖ With preset scenarios that cover almost all the aspects of the daily lives, you will soon find the results of listening English practice effectively affecting your English listening and speaking skills.

Activity (4)

- ❖ Teacher draws two circles (these will be the heads) at the top of the board draw. Elicit "circles".
- ❖ On each head draw a nose, ears and a mouth. Elicit each as you draw them. Then ask, "What's missing?".
- ❖ Elicit "eyes". Ask "What colors are they?" and give the students the options of the colors of markers / chalk you have. Then draw the eyes in the chosen colors with different colors for each set of eyes (NB: it's ok to have strange colors, such as yellow, for the eyes − this will just make it more fun)

- ❖ Elicit "hair" and again ask "What color is it?" on one head draw long hair in one color (for the girl) and on the other draw short hair (for the boy) in a different color. Teach / Elicit "long / short hair".
- ❖ Finally, teacher will need to draw 2 bodies. But rather than you draw them you are going to ask for 2 volunteers to do the drawings. For the girl, draw some shoes quite near the head (so that she will be short) and for the boy draw some shoes right down at the bottom of the board (so he will be tall). Have the students draw the bodies so that they join the heads with the shoes. Now teach / elicit "tall / short". It should end up looking something like this:

Now ,the completed pictures are on the board, chorus 3 times the following sentences and point to the pictures as you do:



- → He is tall. He has short hair. (GB: He's got short hair.) He has (blue) eyes. (GB: He's got (blue) eyes.) He has (orange) hair. (GB: He's got (orange) hair.
- **♣** She is short.
- ♣ She has long hair. (GB: She's got long hair.)
- ♣ She has (green) eyes. (GB: She's got (green) eyes.)
- ♣ She has (brown) hair. (GB: She's got (brown) hair.)
- ❖ Teacher should correct the pronunciation of her/his students.

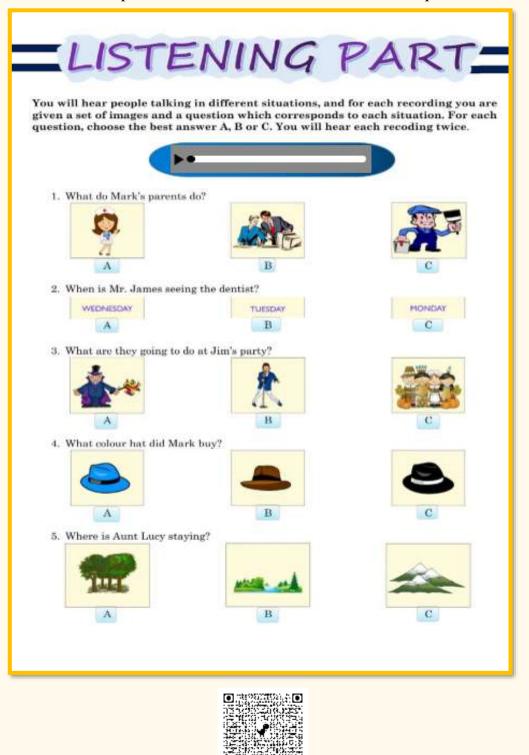
Golden Tips:

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

Exercise(1)

- * Listen to the audio and answer the following exercise:
- ❖ It is available at the following link:

https://www.liveworksheets.com/eo1233280zq



Exercise(2)

- ❖ Listen to the audio and answer the following exercise:
- ❖ It is available at the following link:

https://www.liveworksheets.com/jv1919352sm





Exercise(3)

- ❖ Listen to the audio and answer the following exercise:
- It is available at the following link:

https://www.liveworksheets.com/jv1919352sm

B1 Preliminary (PET) Listening

Listening part 1: pictures with multiple choice questions

1 - Which sound could the speaker not have heard?







- . A
- . .
- 2 Which activity was the speaker too busy to do?







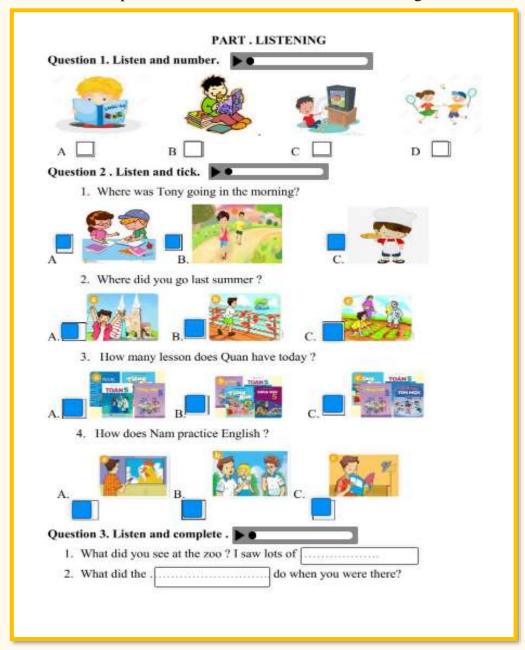
- . A
- . E
- . 0
- 3 What did the speaker leave for another person to do?



Exercise(4)

- * Listen to the audio and answer the following exercise:
- ❖ It is available at the following link:

https://www.liveworksheets.com/im2726131gn





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:

❖ Teacher asks students to listen and complete the compound word:

Compou	nd Words	1
Jse a word from the v	vord box below to make the pictures as clues.	
cake paste robe	paper berry ball pl	ane
news +	=	THE CO
pan +	=	340
bath +	=	· V
air +		1
straw +		
tooth +	=	The same of
basket +	_ =	1
pe yani dalif Education com-		Currette education

Second Method:

❖ Teacher asks students answer the following exercise and then listen to pronunciation of the compound words.

Compound Words Draw lines to make compound words. Then use the new words to complete the sentences. We roasted the ______seeds after the plants were grown. rattle down I heard the _____ in the bushes and was scared. port sun I need a ______ to travel to another country. My brother scored a ______ in his first football game. touch light I can sometimes see the ______through my bedroom window. snake moon 6. My _____ is my mother's mother. cloth day 7. The said there was a chance of rain today. is my favorite pink, juicy, and delicious fruit. fire mother 9. Sometimes I _____ when I should be doing my work. walk water I took a shower and used a _______ to clean myself. basket flower 11. My parents make us use the ______ to walk to school. 12. They scored fifty six points in the _____ game. dream pass 13. The _____ are loud and beautiful on the Fourth of July. wash man weather ball

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works

melon

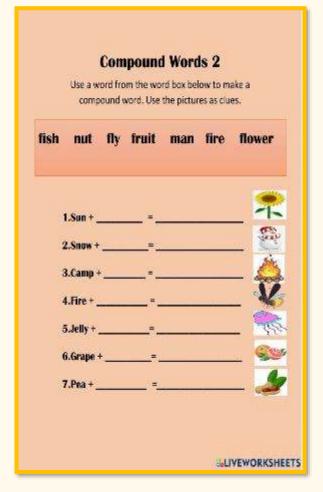
grand

cross

Turn the paper over and list ten other compound words that you know.

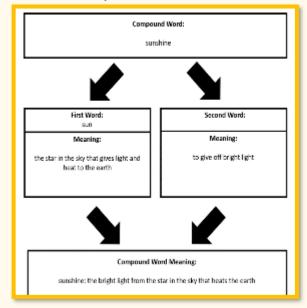
Activity (1)

- Prepare students for learning and connects to prior knowledge by passing out compound word index cards.
- ❖ Ask students who know the definition of compound words and then write the definition on the board.
- ❖ Ask students to present some examples and show students how the words come together on the board, like sun and flower.
- ❖ Go through these steps several times until the class has good understanding.
- ❖ Then ask students to answer the following exercise.



Activity (2)

- Use projected graphic organizer
- ❖ Tell students that they know the two words in this compound word, they can put them together to read the new word: "sunshine."
- ❖ Ask them to say it with you: "sunshine." Say it one more time: "sunshine."
- ❖ Now students can read the word, let's write it again in the bottom box of the graphic organizer.
- ❖ Write the word on the projected graphic organizer and have students write it on their graphic organizers as well.
- ❖ Next, teacher tells students that we can use the definitions of the two words we already know to help us understand the meaning of the compound word. Turn to your partner and discuss how you might put the two definitions together to define our compound word "sunshine."
- ❖ After 1 minute, call on students to define "sunshine" and provide positive or corrective feedback as necessary.
- ❖ Teacher asks students to write their definition of the compound word "sunshine" on their graphic organizer: "the bright light from the star in the sky that heats the earth."



Activity (3)

❖ Teacher plays a video about compound word which is available on the following link: https://www.youtube.com/watch?v=6-45u_BcNmg





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

The compound word in this song are:

skateboard - football - cowboy - rainbow - pancake - hotdog - starfish - seahorse

- ❖ Teacher explain on the board the difference between short and long vowels
- ❖ This is a fun compound words phonics song for learners of English.
- ❖ The teacher uses a colorful animated music video to help students to learn how to pronounce compound words. Compound words are when two or more words are used together to create a new meaning.
- ❖ Teacher asks students to repeat the song during their listening.

Activity (4)

❖ Students can use Mobil free applications to practice compound words activities; it is available at the following link:

https://play.google.com/store/search?q=compound+words+game&c=apps



❖ 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.

About this game

- ❖ CombiWord: Word puzzle game. Guess the Compound word from two images. A combine 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 compound word from it.
- Word Game: Compound Words
- ❖ Student will get two words on the screen that together creates a new (compound) word. Your task is to decide whether there should be a space (Open) or no space (Closed) between the words. Compound words fall within three categories, and here we are focusing on two of them. Closed and open compound words.
- ❖ Closed compound words (also sometimes called 'Solid compound words') are formed when two or more unique words are joined together without a space between them. Open compound words have a space between the words but when read together creates its own meaning, thus considered its own word. The third option is called hyphenated compound words, in which the words are separated with a hyphen (-).

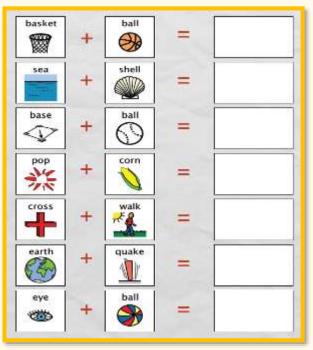


❖ Listen to the audio and then answer the Exercise



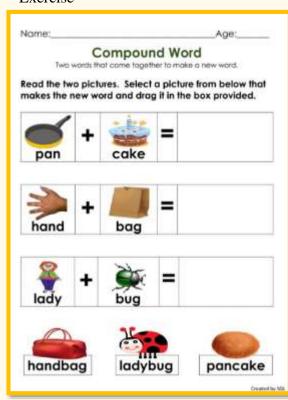
Exercise(2)

❖ Listen to the audio and then answer the Exercise



Exercise(3)

❖ Listen to the audio and then answer the Exercise



Exercise(4)

❖ Listen to the audio and then answer the Exercise



Discriminate the sounds of English words in listening.

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

First Method:

- ❖ Teacher asks students to listen and write the correct word:
- ❖ The exercise is available online on the following link:

https://www.liveworksheets.com/go2389920gn



Activity (1)

- ❖ Teacher explains to students the difference between long and short vowels. The long vowel sounds a, e, i, o, and u. Teacher writes the following Examples of long vowel sounds on the board:
 - Long "a" sounds: Rain, pain, sail, whale, fail
 - ♣ Long "o" sounds: Coat, boat, goat, whole, coal.
 - Long "i" sounds: Kite, bike, hike, fly, sigh.
 - ♣ Long "e" sounds: Tweet, sheet, meet, feet, and retreat.
 - Long "u" sounds: Glue, stew, phew, cube, suit.
- ❖ Teacher asks students to answer the following exercise:

Second Method

❖ Teacher asks students to work in groups to answer the following exercise, when they finish each group should read the answers and the whole class listen.

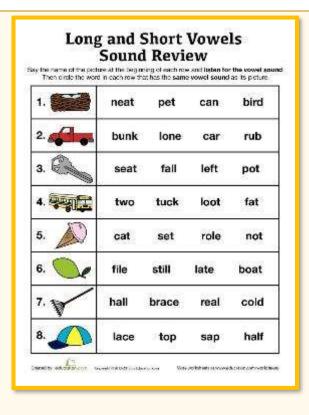


Activity (2)

❖ Teacher plays a song about vowel sounds which is available on the following link: https://www.youtube.com/watch?v=4TjcT7Gto3U



❖ Before play the song teacher makes review about long and short vowels. The Vowels Song by Scratch Garden teaches the different pronunciation of long vowels and short vowels in the English language.



❖ Teacher asks students to repeat the song. After listening to the song teacher asks students to answer the following exercise:

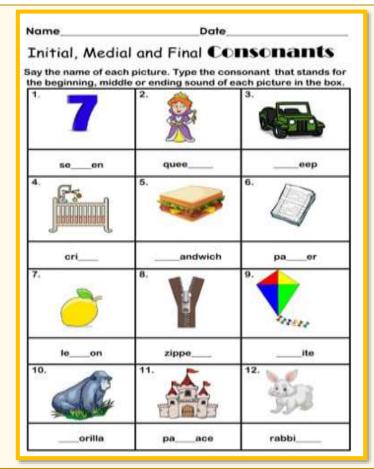


Activity (3)

❖ Teacher explains consonant sounds by using the following card:



❖ Then, teacher asks students to answer the following exercise to be sure that they understand the lesson.

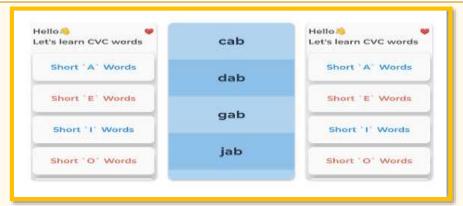


Activity (4)

❖ Free mobile application game for discriminating sounds, it is available on the following link: https://play.google.com/store/apps/details?id=com.britishcouncil.phonemicchart



- ❖ It is a free application, students can download it from (play store). After installing in your students' mobiles or tablets, they can use it without internet access. Students can learn vowels and consonant sounds easily.
- ❖ Another free mobile application which helps students to learn vowel and consonant sounds, it is available at the link:
- https://play.google.com/store/apps/details?id=com.iridescence.drawing.cvc



About this application

❖ This app has CVC (Consonant Vowel Consonant) words to improve and help kids to learn and read English words. CVC Words play an important step in practicing phonics and learning how to read. Words will be pronounced from the speaker as well to allow quick and easy learning.

Exercise(1)

- ❖ Listen to the audio and then answer yes or No
- ❖ The exercise is available at the link:

https://www.liveworksheets.com/yi1279567tr

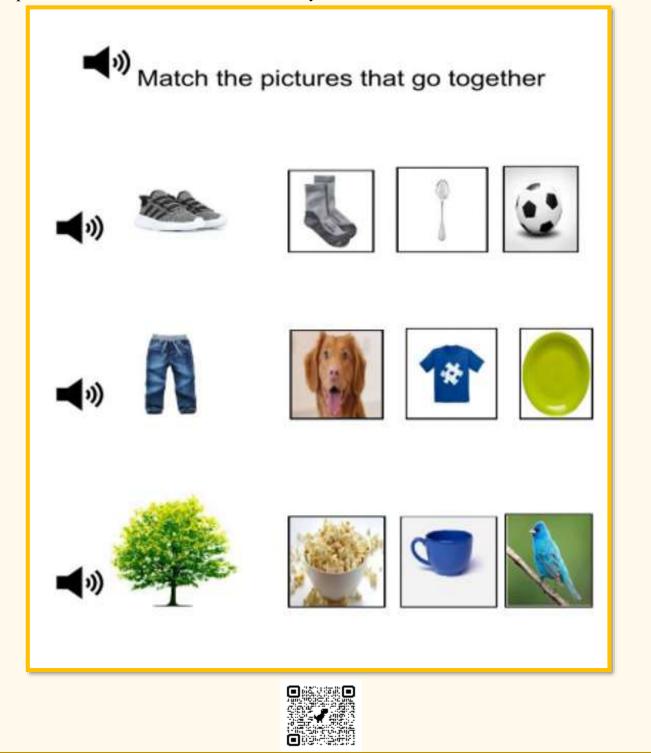




Exercise(2)

- ❖ Listen to the audio and then answer the exercise:
- ❖ The exercise is available at the link:

https://www.liveworksheets.com/fs1207487ly



Exercise(3)

❖ Listen to the audio and then answer the exercise:

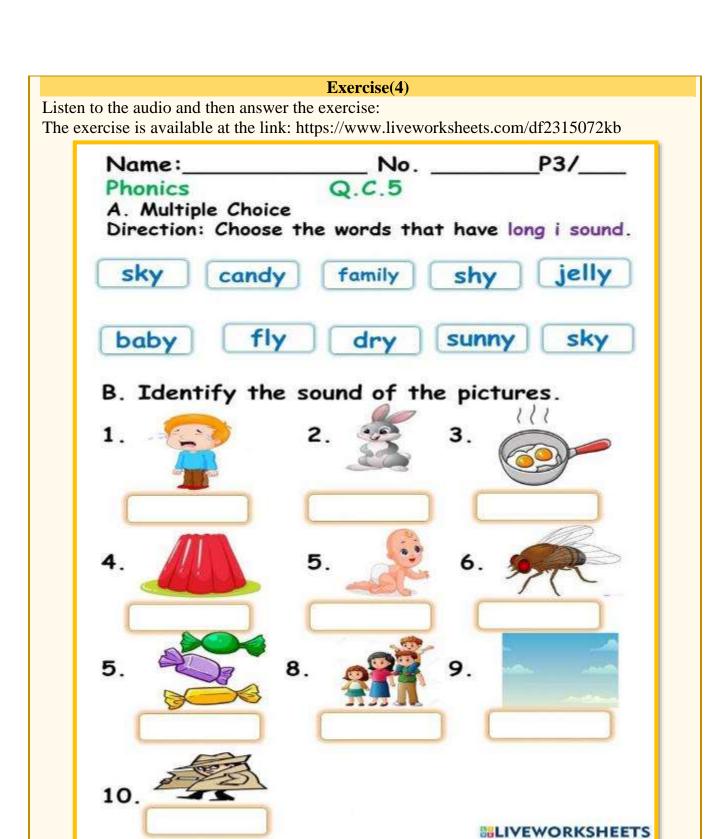
The exercise is available at the link: https://www.liveworksheets.com/xd247327gu

THE .T. SOUND

Click in which position you can hear the "t" sound.

())	Photo	Initial Position	Middle Position	Final Position
(())	-900	*	20	
(i)	2	*	20	-
(())		*	20	-
(C)	17	W.		
山)	Marie Contract	*	20	-
((D)	TIT	*	4	-
(i)		**	4	-
((D)	Ä	W.	201	-
((D)		Jan 1	20	-







Theoretical Background on Phonological Difficulties

- ❖ The ability to recognize and manipulate the components of oral language, such as words, syllables, and onsets and rimes, is known as phonological awareness. Students that are phonologically aware may detect words with similar starting sounds, such as "money" and "mother," and can create oral rhymes. They can also count the number of syllables in a word.
- ❖ The ability to concentrate on and control particular sounds (phonemes) in spoken words is referred to as phonemic awareness. The simplest components of spoken language are called phonemes. Syllables and words are created when phonemes mix. For instance, the word "mat" consists of the phonemes "m," "a," and "t."
- ❖ The English language has 44 phonemes, including sounds denoted by letter combinations like /th/. Because it serves as the basis for spelling and word identification abilities, developing phonemic awareness is crucial. One of the best indicators of how well kids will pick up reading throughout the first two years of schooling is phonemic awareness. Students that possess phonological awareness can identify and manipulate the sounds of spoken language. Learning to read requires it. While it is undeniable that students's phonological abilities serve as a basis for the development of decoding abilities, less is known about the abilities that support the development of word recognition.

Resources

- https://www.EFLkidstuff.com/lesson-plans/describing-people.html
- https://www.liveworksheets.com/eo1233280zq
- https://www.ixl.com/ela/grade-2/form-and-use-compound-words
- https://www.liveworksheets.com/eo1233280zq
- https://www.education.com/worksheet/article/compound-words-1-second/

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.
- * Refugee students have difficulties in generating antonyms, synonyms, and definitions for words heard.
- * Refugee students have difficulties in inferring the speaker's tone.

Learning Outcomes

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

- Listen for gist.
- ❖ Generate antonyms, synonyms, and definitions for words heard.
- Infer the speaker's tone.

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



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:

- ❖ Ask students to listen to the record, describe three pictures and identify the problems in these pictures.
- ❖ If students are not able to guess the problems, it means that they have learning difficulties in listening for gist.



The second Method:

- ❖ Ask students to watch a story and answer the following questions:
- ❖ What's the subject of the video?
- ❖ What issue 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 listening for gist. The video is available at the following link:

https://www.youtube.com/watch?v=mhvRk_46G_g

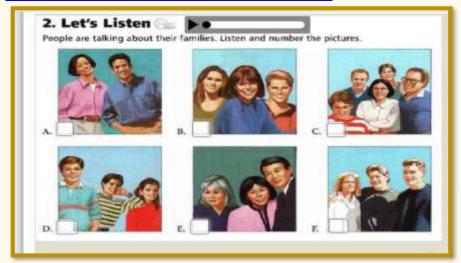




Remediation Techniques

Activity (1)

❖ Teacher asks students to listen and answer the following exercise. It is available at the following link: https://www.liveworksheets.com/mk2755337da





(Time: 10 minutes

Activity (2)

❖ The activity is available at the below link: (Time: 10 minutes) https://www.liveworksheets.com/iv1597544ta

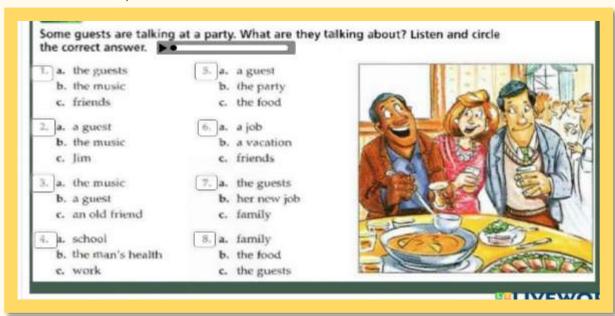


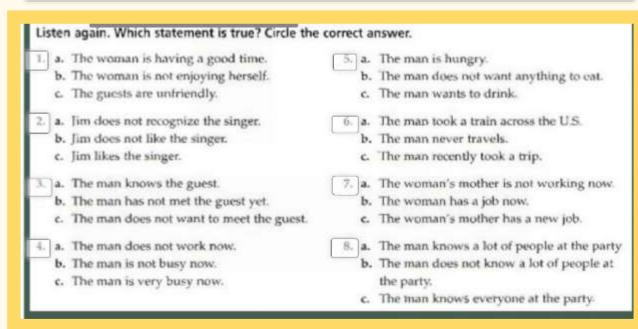


Activity (3)

❖ Teacher asks students to listen and answer the following exercise: it is available at the following link: https://www.liveworksheets.com/ex2809224ct

(Time: 10 minutes)



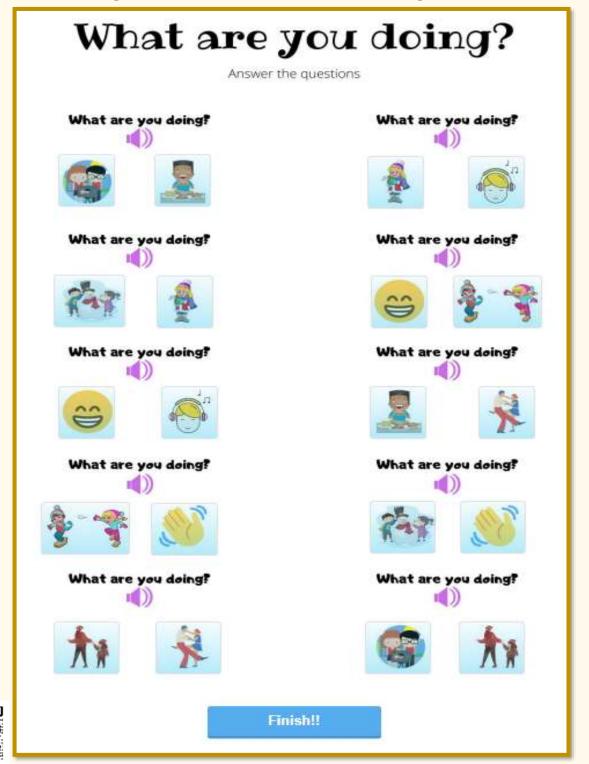


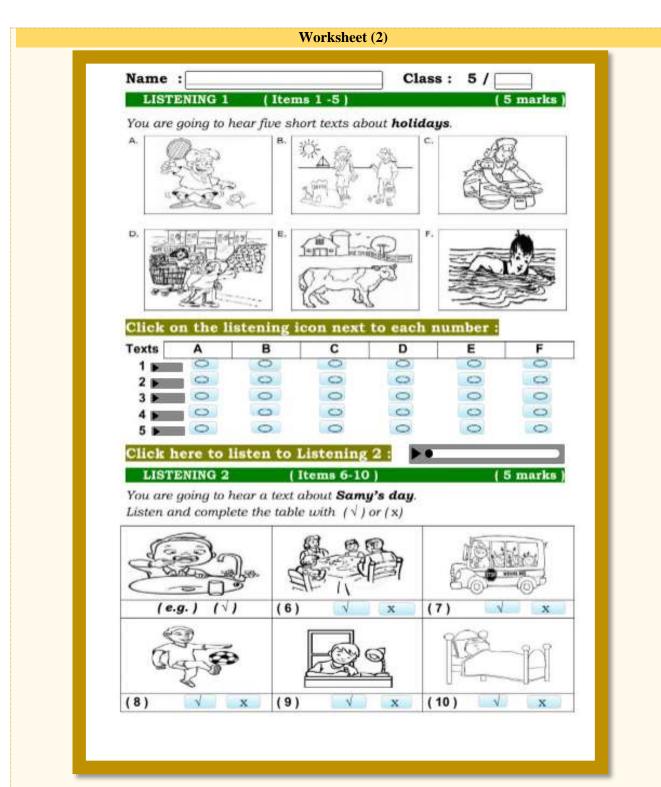


Worksheet (1)

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

https://www.liveworksheets.com/vs1488694xq

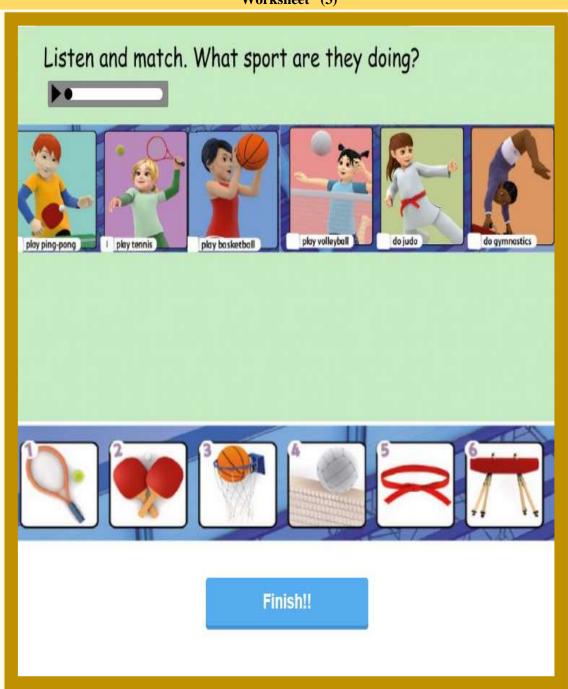




https://www.liveworksheets.com/pc1422085es



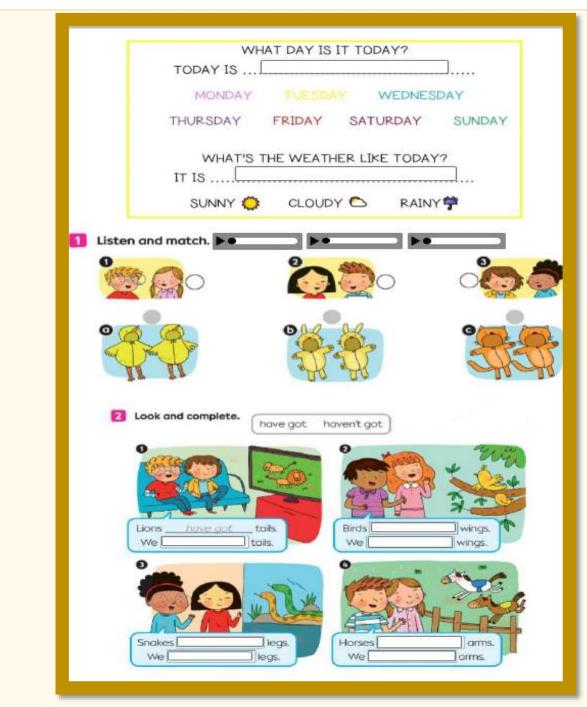
Worksheet (3)



https://www.liveworksheets.com/gv1057590th



Worksheet (4)



https://www.liveworksheets.com/cy1067591kj



Theoretical Background on Listen for Gist

- ❖ Listening is assuming greater and greater importance in foreign language classrooms. There are several reasons for this growth in popularity. By emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening.
- ❖ Listening to gist involves general thematic understanding, without any focus on specific details or discrete information. It is one of several listening techniques and seeks to respond to fundamental inquiries about the main idea, subject, and objective of an aural text. When speaking in one's first language (L1), one often listens for the gist before deciding whether to keep listening or stop.
- ❖ Thus, given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners.

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, fifth 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 Multisensory Approach (Audio-visual – 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

Difficulties in learning new vocabulary in listening text.

Memory Challenge



- ❖ It is a game that could be used to teach vocabularies to young learners.
- Students have to sit in pairs or form small groups.
- ❖ Each group is given three minutes to write down as many words as they can remember from their previous lesson e.g. Family.
- ❖ The group that recalls most words will win the game. Then ask students to stand up in a circle and count to three and give out the topic.
- After that, the first student in the circle will have to give a word related to the topic and so on. The student who cannot say a new word or repeat the words of the last student has to take a seat. The last student standing will be declared the winner.

Second Method

Difficulties in guessing new word and learning vocabulary.

Guess what it is



- Put students into teams of 3 or 4 students.
- ❖ Then everyone sits and listens carefully to the teacher for a description of something or someone (e.g., "This is a person which works at hospital and helps the ill.: answer: doctor).
- (e.g., "This is a person which works at hospital and helps the doctor.: answer: nurse).
- 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 off with easy clues and slow speech but then choose more difficult words and speak more quickly so the students really have to concentrate.

Third Method: Learning & guessing new words





- ❖ Students will pass the ball around the class and when the music stops, the student with the ball must answer a question from the teacher. For example, if you are teaching vocabulary to do with colors, the teacher might ask 'What color is it?'.
- ❖ Another way to play is, when the music stops, the student with the ball can ask the question and all the other students must answer. This way all students get to practice the vocabulary while playing the game. In addition, it will help the teacher to identify learning difficulties in learning new vocabulary in listening.

Remediation Techniques

- ❖ Introduce the new vocabulary in an interesting way by using videos and audios which include songs, stories, cartoon, and pictures.
- ❖ Games provide a playful environment in which learners follow prescribed rules as they strive to attain a challenging goal. Games can be a way for students to be active learners. The game helps the teacher to create contexts in which the language is useful and meaningful.
- ❖ Ask Students to listen to a story to identify the vocabulary and answer the questions.
- ❖ Discuss the new vocabulary with the students and ask them to do various activities. Students will watch the video and listen to the story and answer the activity questions.
- ❖ Students have to work in small and large groups to do various activities.
- ❖ Students listen to the audio, and during listening, teacher asks them some questions helping them to guess the meaning of the new words.
- ❖ The teacher shows a video includes short stories, so the students get an overview of the content of it, and then ask students to answer the activity questions.

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:

LISTENING GAME FOR VOCABULARY



- ❖ Use this fun listening game for vocabulary. It is appropriate for small groups of students and one-to-one. There is a variant for larger classes.
- ❖ To play this listening game with a small group, stand in a space with learners around you.
- Students should be close enough to touch you with an outstretched hand.
- Using colorful props can add to the fun.
- ❖ For example, tie scarves around you, with each child holding on to the end of a scarf.
- ❖ Although this kind of prop is optional, students love it. You may have two or perhaps three students holding on to the same scarf. Another option is to stand on a square of colored paper with students touching that square with one foot.
- ❖ Students must stay touching you, holding the scarf, or with one foot in the colored square until you say a magic word. When you say that word, try and 'catch' one of the students before they escape, releasing the scarf and running away to one of the classroom walls. When students reach a wall, they are safe. For example, tell learners the magic word 'mother.' Say 'father, brother, sister, grandmother...mother!' When you say 'mother,' students run off, and you try and touch one of them.
- ❖ You could try and touch a child without moving from the spot. Alternatively, chase after a child, who must reach a wall, or safe place, before you catch them.
- ❖ Vary the game by changing the setup. For example, you may have students seated around you on the floor. When they hear the magic word, they get up and move away to safety. Another idea is to have students stand on one leg while listening for the magic word and then clap and run away when they hear it. If a child cannot balance or forgets to clap before running away ்
- **❖** (Time: 10 minutes)

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 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)

Guessing new word, learning vocabulary and identifying word heard.

❖ Five Games that Can Be Used in Teaching Vocabulary to Young Learners Games, as stated before, are interesting methods to teach young learners vocabulary.

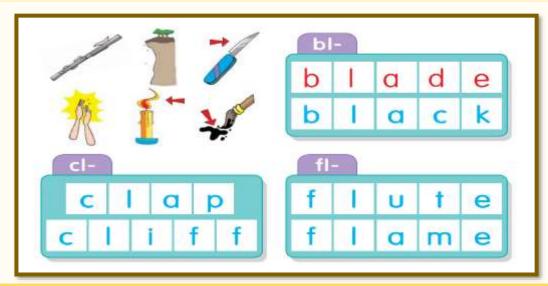
Hot Potatoes, Memory Challenge, Last One Standing, Pictionary, and Bingo



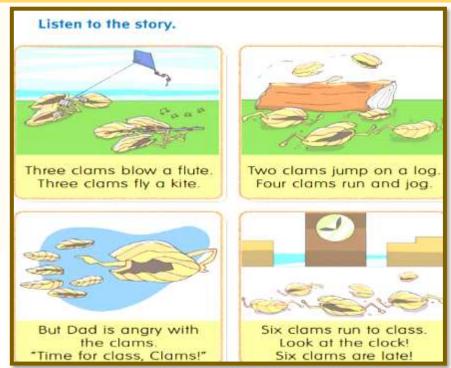
- ❖ The first game is called "Hot Potatoes". The class is divided into group A and B with both teams sitting on the opposite sides of the classrooms. Two chairs will be placed in the middle of the class so that whoever sits on the chair will face her/his team and the board must be behind them. Then, their teacher writes a word on the board, but the student on the chair will not see it. Each team will have one minute after signaling the beginning of the game. The other students are allowed to use verbs so that their seated teammate can guess the word written on the board. They should not say the exact word written on the board.
- **❖** (Time: 10 minutes)

Using tasks for assessing students' understanding:

Write the words in the correct boxes



Listen to Stories





- ❖ Talk about the pictures and then listen to the track on the following link: https://drive.google.com/file/d/18ryiRH6GHzxk9hB1wo8EOCBQvjPs82Xm/view?usp=sharing
- ❖ Teacher: Look at the first picture. What do you see?
- Student (1):I see clams.
- ❖ Teacher: Very good. How many clams do you see?
- Student (2):There are three clams.
- ❖ Teacher: Perfect. What else do you see?

Additional Activity --- Read Aloud

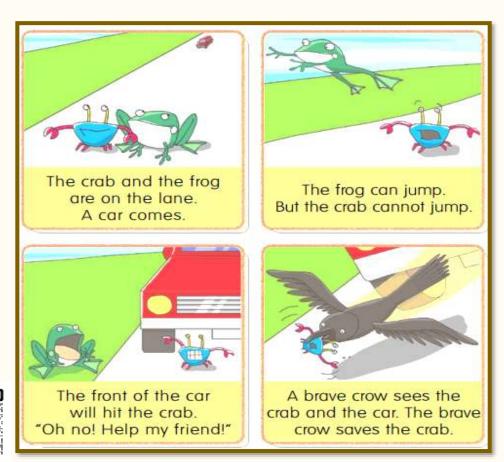
- * Read the sentences first and have students repeat them while pointing to the pictures.
- Number the pictures (1-4).
- * Read a sentence and have students give the number.
- ❖ Have students point to the pictures and read the sentences by themselves.
- ❖ Say the sentences at random and leave out key words. (Example: Three clams- a flute.)
- ❖ Have a student act out (with gestures) one of the pictures.

Assessment:

Listen to the following story on the following link:

https://drive.google.com/file/d/1f5sqwKWiUV8blFwG5MkHiD8G09bgmOrz/view?usp=sharing

- ❖ 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.





After listening to the story answer the following questions:

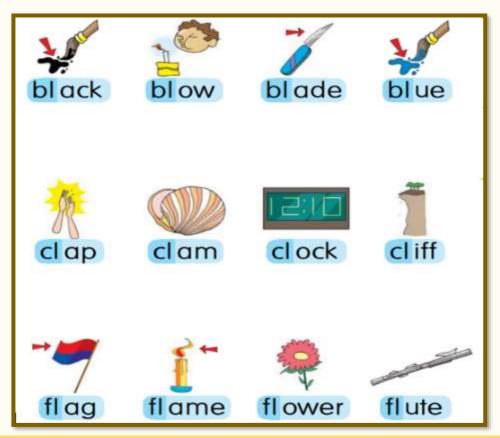
- Mention four words you know.
- What can frog do and crab cannot?

(Time: 10 minutes)

Guess the meaning of new word in listening

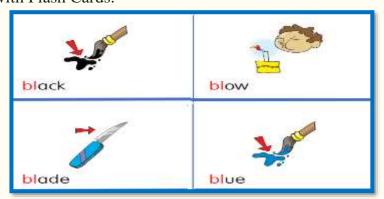
❖ Use different activities to help students to guess the meaning of new word while listening and overcome any difficulties they face :

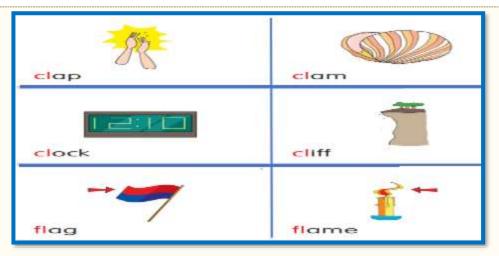
Activity (1): Listen to the words first, then say and write:



Listen and write the word and confirm the meaning by looking at the picture.

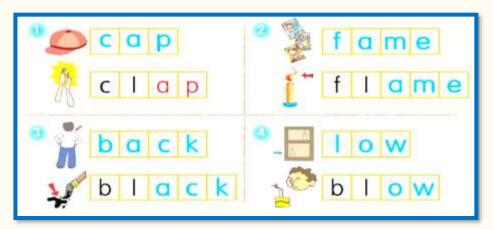
- ❖ Ask students to listen and look at the first word. What did you hear?
- students : (Black)
- ❖ Teacher: Yes! (/bl/ Black)! Let's write (black) here. B-L-A-C-K.
- * Continue with the other words.
- ❖ You can vary this activity by asking them : Put Them in Order.
- Review words with Flash Cards.





- ❖ Divide the class into two teams : Team A, Team B.
- ❖ Distribute picture cards to students (one set per team).
- Students may have more than one card.
- ❖ Say three of the words with the (/bl/,/cl/, or /fl/) sounds. (Example: black, clap, flag).
- * Have students holding those cards come forward and stand in order with their teammates.
- ❖ The three students who stand in order first, then say the words from their cards. (Example: black, clap, flag). That team gets a point.
- * Continue with three new words.
- ❖ Ask students to listen for the words. If you have the card with that word, come to the front and stand in order. Are you ready?
- Students: Yes.
- ❖ Teacher: OK. These are the words: black, clap, flag. [Students with those cards come forward and stand in order with their teammates.] Students from Team B: We're ready.
- ❖ Teacher: OK, Team B. What are your words? Ss
- ❖ Students from Team B: black, clap, flag.
- * Teacher: Excellent! Team B gets a point.
- ***** (Time: 20 minutes)

Listen, trace, and complete the words



Look at the first picture. Say the word and fill in the blanks with the correct letter(s).

- ❖ Ask students to look at the first picture. What is it?
- Students: It's a cap.
- ❖ Teacher: Yes, it is. How do you spell cap?
- **Students:** C-A-P.
- * Teacher: Very good. Trace the words.
- * Look at the words. What is it?
- Students: It's clap
- * Teacher: How do you spell clap?
- ❖ Students: C-L-A-P T: Excellent. How are "cap" and "clap" are different?
- Students: Clap adds '1'
- ❖ Teacher: Perfect! What sound does "CL" make?
- Students: It sounds /cl/.
- Continue with the remaining pictures and words.
- * (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.
- ❖ 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: 10 minutes)

Examples of Songs

Wiggle Your Fingers, Stomp Your Feet

❖ This chant is great for helping a student get their wiggles out and ready to focus on school.

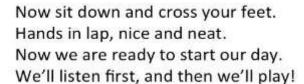
Wiggle Your Fingers, Stomp Your Feet!

(Chant)

Wiggle your fingers in the air.

Wiggle them, wiggle them everywhere! Stomp your feet upon the ground.

Stomp them, stomp them all around.





Do You Know What Time it Is?

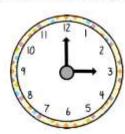
❖ It is a great song for practicing time.

Do You Know What Time it Is?

Tune: Muffin Man

Do you know what time it is? What time it is? What time it is? Do you know what time it is?

It's ______o'clock in the (morning, afternoon, evening).



This is the Way I Move!

Tune: Mulberry Bush

This is the way I touch my nose, touch my nose, touch my nose. This is the way I touch my nose, when I'm at school!

Variations:

- · jump up and down
- · spin around
- · hop in the air
- · stretch up high
- · bend to the floor
- · balance on one foot
- spin in a circle



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

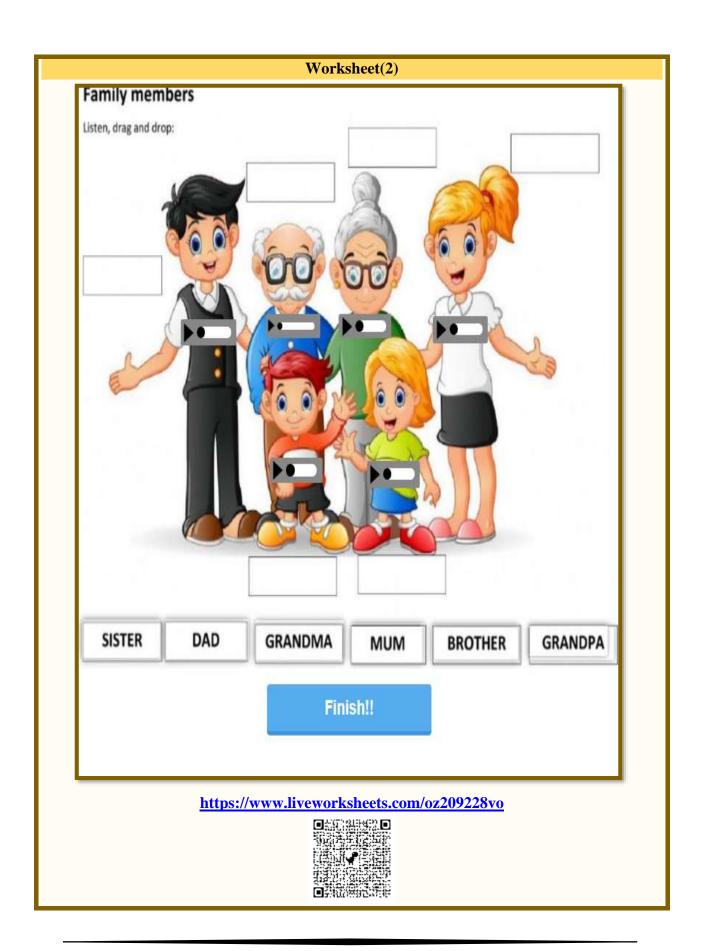
Learn First Words - Baby

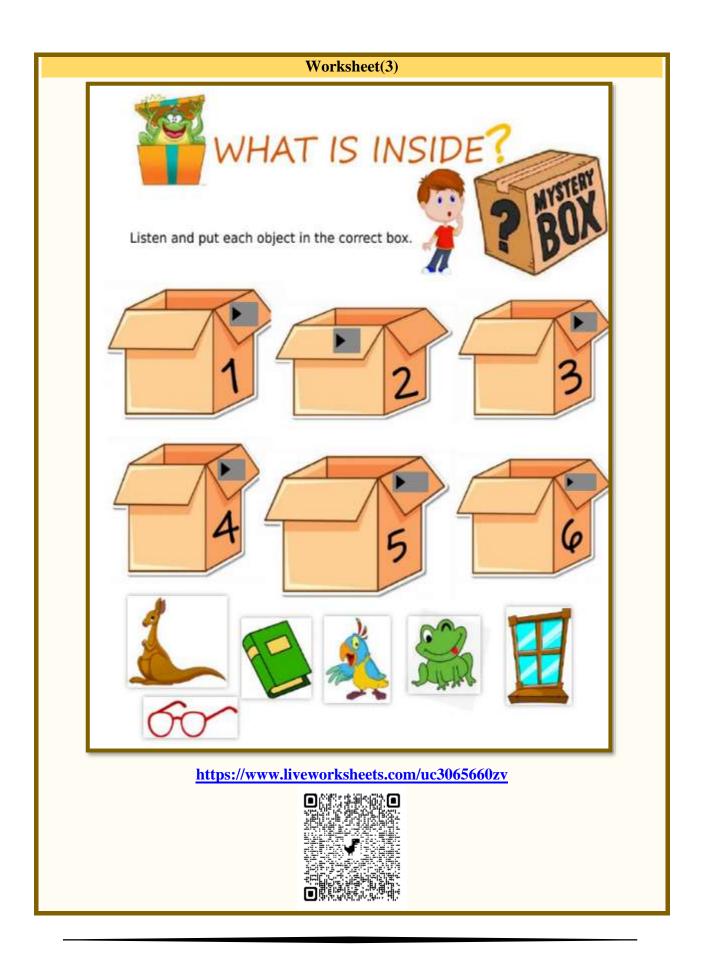


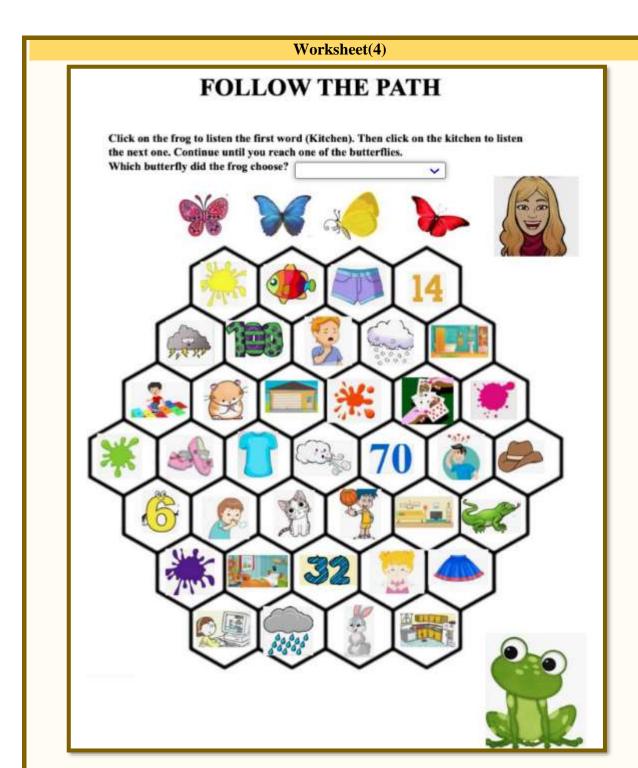
- ❖ Learn First Words is an educational app designed to introduce your baby or toddler to everyday vocabulary. It is designed to teach your baby new words through sound, animation, and flash cards. It's fun, free, and perfect for students between the ages of 1 to 5.
- ❖ Learn First Words features 15 kid friendly categories and over 150 words. Flashcards teaching method is great for babies, toddlers, and students allowing them to learn at their own pace.
 - https://play.google.com/store/apps/details?id=com.TooFunnyArtists&hl=ar&gl=US

Worksheets



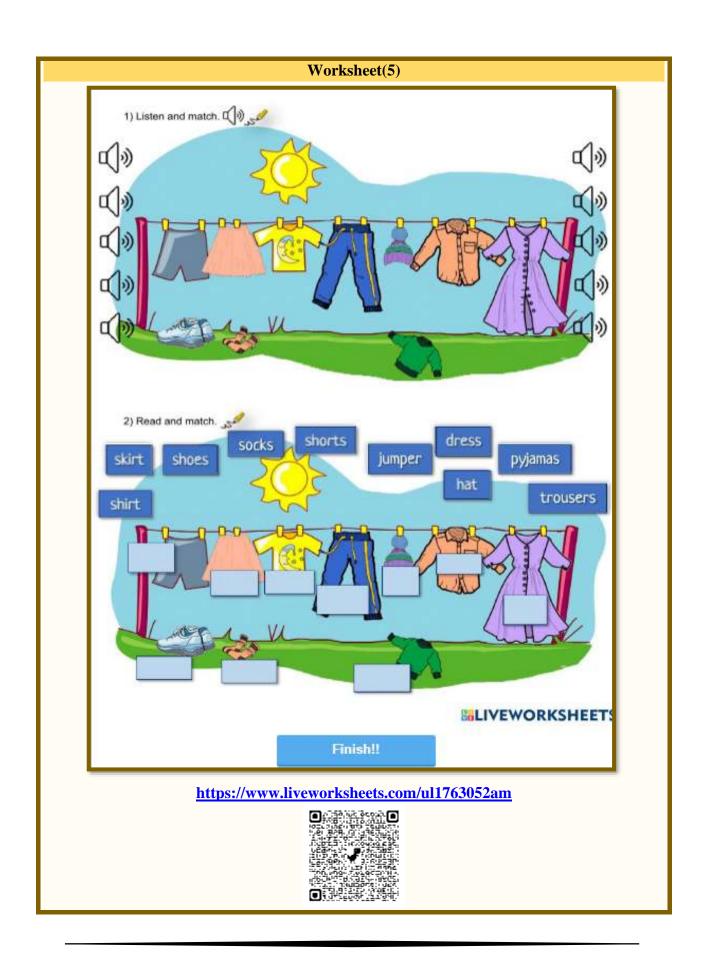


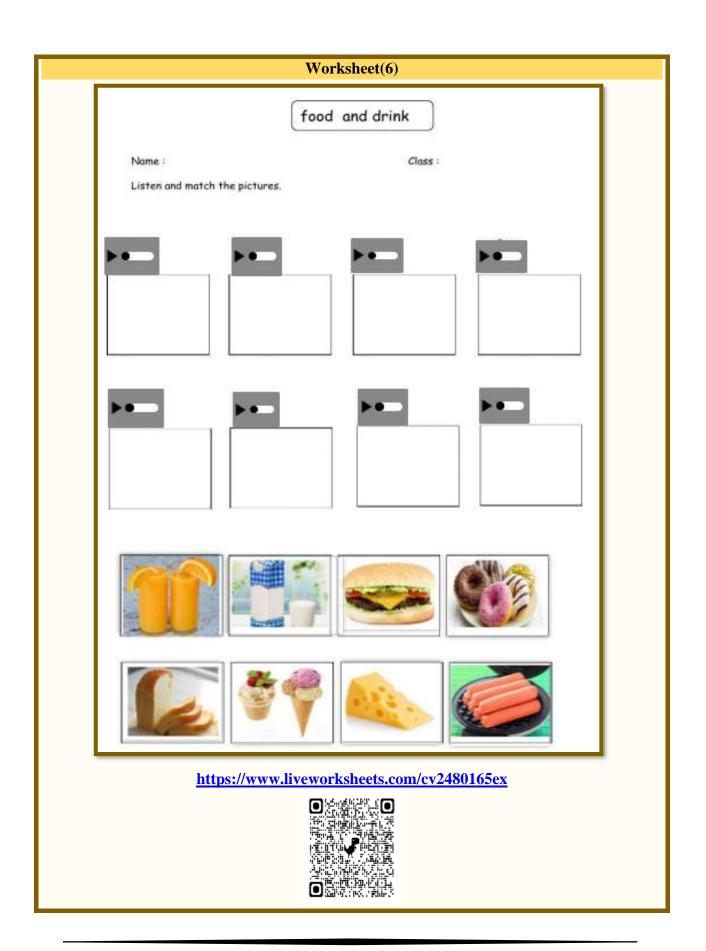


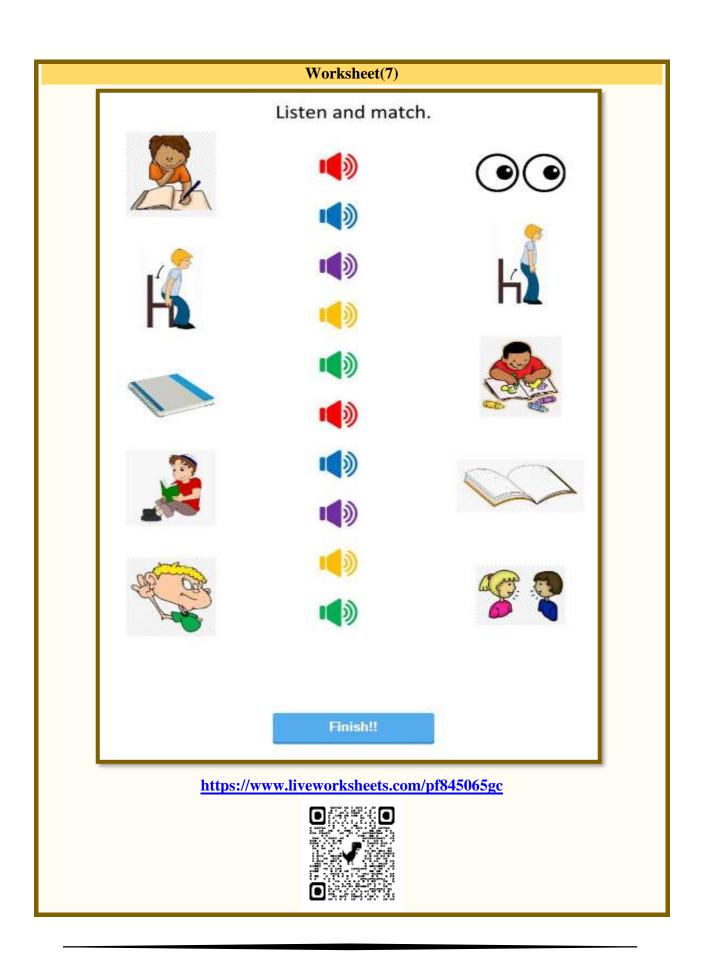


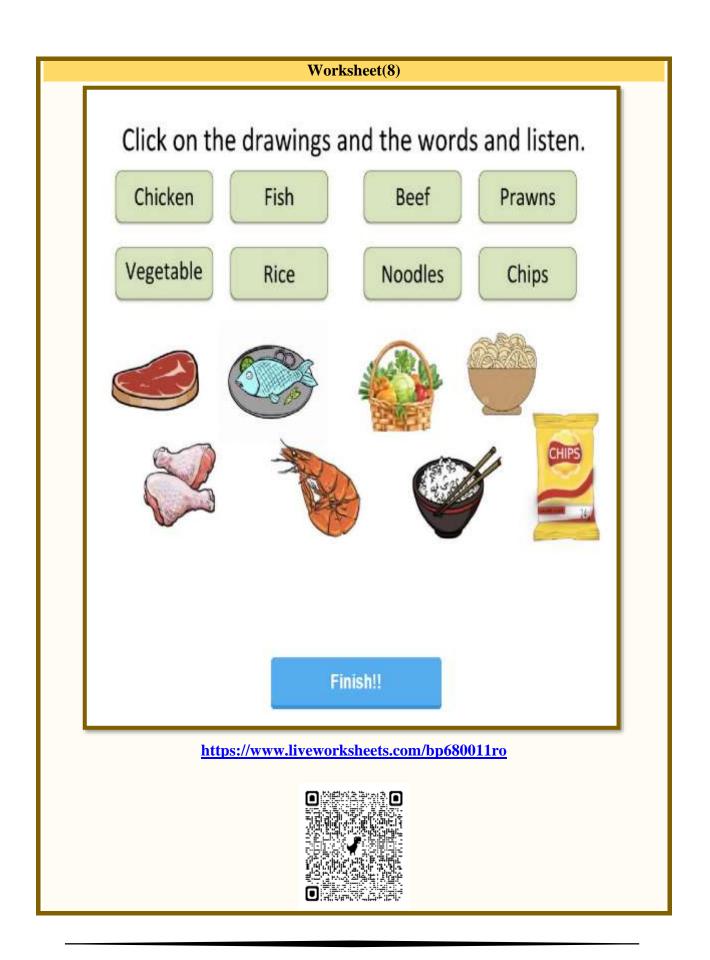
https://www.liveworksheets.com/yx763995fe











Theoretical Background on Vocabulary in Listening

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

Resources

- https://teachingenglishgames.com/listening-game-vocabulary-and-grammar/
- https://www.liveworksheets.com/ju76125vd
- https://teachingmama.org/10-preschool-transitions-songs-and-chants-to-help-your-day-run-smoothly/
- https://www.liveworksheets.com/ua2240291na
- https://www.liveworksheets.com/oz209228vo
- https://www.liveworksheets.com/uc3065660zv
- https://www.liveworksheets.com/yx763995fe
- https://www.liveworksheets.com/ul1763052am
- https://www.liveworksheets.com/cv2480165ex
- https://www.liveworksheets.com/pf845065gc
- https://www.liveworksheets.com/bp680011ro
- https://www.liveworksheets.com/rz2340789vi
- https://www.liveworksheets.com/ys1541658as
- https://www.liveworksheets.com/qe1277910dc

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 blending the sounds of English orally.
- * Refugee students have difficulties in segmenting the sounds of English.
- * 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, fifth grade students will be able to:

- * Recognize the difference between single phonemes.
- Orally blend onset-rimes.
- Orally blend syllables.
- Orally blend 2 or 3 phonemes into one word.
- ❖ Identify the Initial sound isolation.
- ❖ Identify the Final sound isolation.
- * recognize individual sounds in a word
- * 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 combining the sounds to form a word.
- ❖ Break 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)
- ❖ Identify whether words or sounds are the same or different.
- ❖ Identifying which word is different.

Learning Resources

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

Intervention Strategies

Game Based Learning



Multisensory Approach (Audio-visual – Multimedia)



Questioning



Mobile Based Learning : Mobile Applications



Puppets

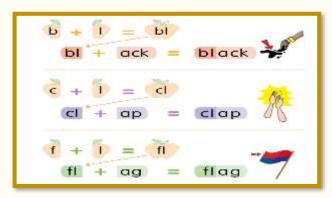


Procedures of The Topic

Recognizing students' learning difficulties (discriminating the sounds)

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

First Method: Listen, point, and repeat.



- ❖ Have students look at the pictures and words and listen to you.
- Ask them to Look at the picture of apple and ask them What is it?
- Students answer: It's an (apple).
- ❖ Ask them , what letter is on this half of the (apple)?
- Students answer : The letter (B).
- Ask them, what is this sound? pointing at (B).
 - ❖ Students answer: (/b/).
- ❖ Ask them, what letter is this?.
- ❖ They say: The letter (L).
- ❖ Ask them to say the sound. [pointing at (L)].
- ❖ Ask them to put the two sounds together. /b/ /l/.../bl/.
- ❖ Students should say /b/ /l/.../bl/.
- ❖ Ask them to Look at this word ending. [pointing at (/-ack/)] What sound does it make?
- ❖ Students answer : (/-ack/).
- ❖ Ask them , What sound do they make together? (/bl//ack/. Black)!
- ❖ Students answer : (/bl//ack/. Black)! .
- Then, ask them listen to the listening track on the following link:

https://drive.google.com/file/d/1VXfM7nu0H_Z6vpg-BuYaEsg7lHrMDn7s/view?usp=sharing

♣ Have them point at the letters and repeat the sounds.

Second Method:

Beginning, Middle and End Sounds



- ❖ In this method, students need to identify the sounds that come at the start of the word, middle and end sounds too.
- Present pictures of car, cap, cake and ask the students:
- ✓ What is the first sound in " car?"
- ✓ What is the middle sound in " cake ?"
- ❖ What is the final sound in " cap?"

Third Method: Phoneme Blending "Driving" the Sounds Together



- ❖ This simple method can be used to help students who may be having trouble blending the sounds and hearing the word.
- ❖ Use a toy car or truck for this activity.
- ❖ Use the students' arm, have them drive the car, repeating the sounds of a word you say- shoulder for beginning sound, elbow for middle sound, wrist for ending sound.
- ❖ Then have them drive the faster, blending the sounds again until they say the word.
- ❖ You can also do this activity on a table or floor, with three markers to distinguish each sound.
- ❖ First tell students that an onset is the first consonant or blend in a word, and the rime is the last group of sounds beginning with the vowel.
- ❖ Together, the onset and the rime create a word.
- ❖ Give an example (e.g., in the words cake and bake, /c/ and /b/ are the onsets; /ak/ is the rime).
- Explain that when the onset of a word is changed, a new rhyming word is created.

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 "at."
- Point to the first block (the one on your right, the student's left) and say /a/. Point to the other block and say /t/.
- ❖ 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 /c/.
- ❖ When you add the /c/ block to the /at/ blocks "Hello, /c/" ask the students what is the new word?

Fifth Method: Phoneme Substitution Trading Places

- ❖ Ask students practice phoneme substitution by manipulating blocks.
- Give each student five or six blocks.
- ❖ 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 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.

Remediation Techniques

- ❖ Use activities, questions and games in order to help students overcome any difficulties in discriminating the sounds whether phoneme deletion, addition and substitution.
- First of all, teacher arouses students' interest and activates their prior knowledge in sound discrimination by giving them the following activities:

Activity (1): Games to Play While Lined Up

Sentence game:

- ❖ Say a sentence, "The cat is fat".
- ❖ Tap the first 4 students on the head as you say each word of the sentence.
- ❖ Ask, "How many words?", four!
- Repeat the sentence, or say a different sentence, as you go down the line of students.

Rhyme game:

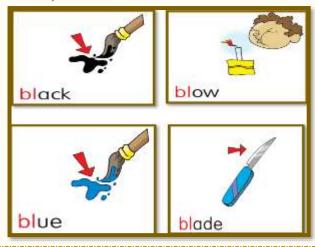
- Say a few words that rhyme, "cat, fat, bat".
- Prompt students to join in the game.
- Say some initial sounds: /p/ at, /s/ at, etc. Include silly words (/z/ at) and blends (/th/ at)!

My Turn/Your Turn syllable count game:

- ❖ (My Turn) Model clapping/stomping/tapping the syllables for objects you see in the classroom (Ceil-ing, floor, ta-ble, com-pu-ter).
- ❖ (Your Turn) Prompt students to imitate you.
- ❖ Ask after each word, "How many syllables?"
- * Repeat the beginning sound game:
- ❖ /c/ /c/ cat, /c/ /c/ cake, /c/ /c/ car. Prompt students to join in with other words

Activity (2): Guess the Word

- ❖ Have students listen for (/bl/) or (/cl/) sounds.
- ❖ Pick one of the four cards and makes one of the two sounds, such as the card for black and makes the sound /bl/.)

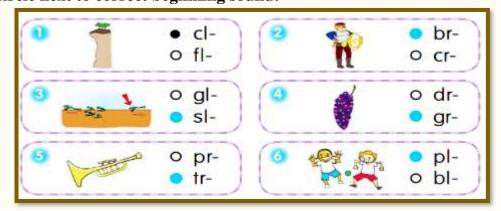


- ❖ Students guess which card teacher has by holding up that card.
- ❖ If they heard /bl/ correctly, they hold up either black or blow.
- Show the actual card and say the word, for example: show card and say, Black).
- ❖ Ask students to repeat and get one point for each correct guess.
- ❖ Play with your students the game; Who is the best at guessing?
- ❖ Teacher asks students, Do you have your four cards in front of you?
- Students: Yes
- The teacher says: I have four cards, too. I am going to pick up one card. I am not going to show you the card, but I will make the sound. Listen carefully. /bl/ /bl/. Try to guess. Which card is it? Hold up your card.
- ❖ Students are holding up card and the teacher says: The card is ... black! /bl/ Black!
- students repeat : /bl/ Black.
- ❖ Ask students the following question : How many are holding the card for black?
- ❖ Ask students to Put up their hands and count number of students.
- Encourage students to practice the game with different cards such as:



Task (1)

Fill in the circle next to correct beginning sound:



- Look at the picture. Say the word. Then, look at the sounds next to the picture.
- **.** Fill in the correct one.
- * Teacher ask students to look at the first picture and ask them, What is it?
- students reply: It's a cliff.
- ❖ Ask them ,which sound is correct?

- students reply: The first one, /cl/!
- ❖ Encourage them and them to Fill in the circle next to /cl/.
- Continue with the remaining pictures and words.

Task (2)

Listen and circle the sound that begins the word:



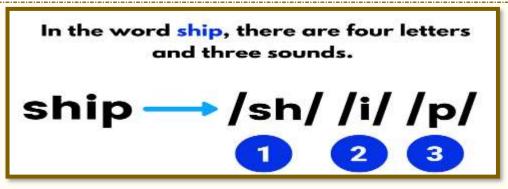
Phoneme Segmentation

- ❖ Phoneme segmentation is the ability to break words down into individual sounds. For example, a student may break the word "sand" into its component sounds −/sss/, /aaa/, /nnn/, and /d/.
 - ❖ There are so many great activities for phoneme segmentation
 - ❖ Tell your students, when we segment words, we say each sound (phoneme) in the word separately.

For example, to segment the word 'dog', you would split it into its three phonemes, d-o-g.



❖ When we segment words, we say each sound (phoneme) in the word separately. **For example**, to segment the word 'dog', you would split it into its three phonemes, d-o-g.



There are different strategies to develop phoneme segmentation skills such as the following:

Kung-fu segmenting

- ❖ Get the students in a circle, and then get them to stand up.
- ❖ Get them to 'bow to the master'. Just tell them you are the master, and they will believe you!
- ❖ Then give them a word, e.g. "pot".
- Choose a kung-fu action, such as a block.
- ❖ Get the students to do three slow blocks, and at the same time go "p-o-t." Then say (pot) at the end (blending the word back together).
- * Repeat with other words and other kung-fu skills. You can try blocks with arms going high or across their bodies.
- ❖ Just make them up, always doing three of an action whilst saying the sounds, and then blending them back into the word at the end. You may need to remind the students not to touch anyone else by mistake.
- ❖ Do the moves in the air.

Use a sound puppet to tell sounds in sound-talk

- ❖ Have a puppet and a bag of simple objects, each with three sounds in their names, e.g. a pin, a dog and a cat.
- The puppet picks out an object and the students try to say the name of the item in sound talk.

For example, the pin would be (p-i-n).

Use sound-talk in your daily routine

- ❖ Model segmenting in context whenever you can. It is great to just 'throw into' your normal daily routine whenever possible.
- ❖ This gives it context and makes it as simple as possible for the students to understand.
- Say for example, 'Can you put on your c-oa-t. Can you do clean your dre-ss.
- ❖ The students know what you are talking about, and so begin to understand that the sound talk.

There are different activities to develop phoneme segmentation skills such as the following:

Activity (1): Head, shoulders, Knees, & Toes

- ❖ Tell students a word with 1-4 phonemes (sounds), like "top".
- ❖ Have them stand up and touch their head, shoulders, knees, and/or toes as they are saying the sounds in words.
- For example, the word "cat" would be /c/ (head), /a/ (shoulders), and /t/ (knees).

❖ Start with 2-phoneme words, like "at", and as your students experience success over time, add 3, 4, and 5-phoneme words.

Activity (2): Smash the Sounds

Smash the sounds is a great phoneme segmentation activity for small groups. For this, you will need playdough. The party favor tubs are perfect for this. Each tub has just enough for a small group activity.



- ❖ Each Student will need enough dough to make 3-4 small balls (one small ball for each sound in the word- 2 balls for words with two sounds, three balls for a word with three sounds, etc.). As students say each word slowly, have them "smash" each ball as they make the sound.
- **❖** Time: 10 minutes

Activity (2) :Phoneme Jumping

- ❖ Place a green, yellow, and red mat on the floor (in that order).
- ❖ Begin by telling your students a word with 2-3 sounds.
- ❖ Have your students say the sounds they hear as they jump from mat to mat.
- For increased difficulty, move the mats so they are further apart.
- **❖** Time: 10 minutes

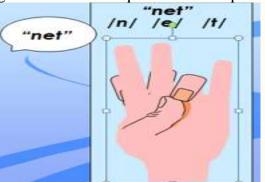
Activity (3): Bean Bag Sound Toss

- Give your student 5 bean bags and place a basket in front of them.
- \bullet Tell your student a word with 2 5 phonemes (start small).
- ❖ Have your student throw a bean bag for each sound he hears in a given word.
- A point is received for each bean bag that makes it into the basket. (Make sure your student is saying the sounds he hears as he throws the bean bag). When he is finished throwing, have him count up his points to determine the grand total.
- **❖** Time: 10 minutes

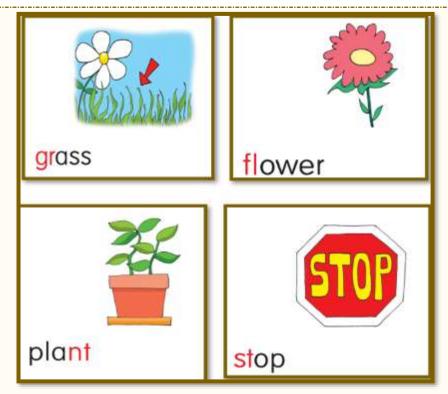
WORD	How Many Sounds Does 16 Have?	BEAN BAG POINTS
GRAND	TOTAL:	

Activity (4) : Finger Tapping

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



❖ Give the students the following cards and begin to practice phoneme segmentation.



***** Time: 10 minutes

Activity (5): Introduce first sound segmenting

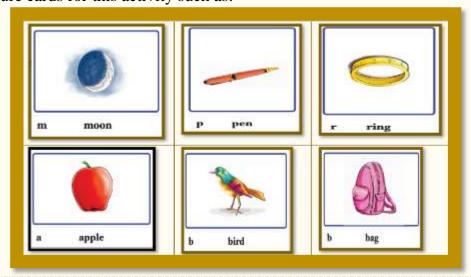
❖ This activity can be done in small group or whole class.

Time: ten minutes

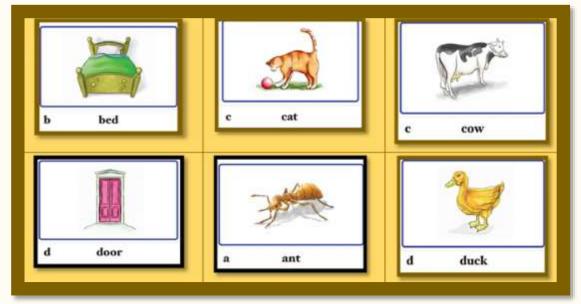
❖ Aids and material: A hand puppet is called Samer – picture cards.

Procedures:

- Give a spoken word, the student can say its first sound ("mat" -> /m/).
- Select picture cards for this activity such as:



- First make sure that students know the names of the pictures by going through the deck, asking students to name the pictures. If they come up with a name other than the one you are looking for, correct them and put the card in a separate pile. Then go through this pile and repeat until students can name all the pictures correctly.
- ❖ Lay out six picture cards to start the activity such as pen, ring, and moon.
- ❖ Bring out the puppet. Here's Samer. Today he wants to play a game with you. He's going to say a sound, and you have to find the word that begins with the same sound.
- ❖ My turn first. This is pen, ring, moon. Point to each picture card in turn. What's the sound, Mico? Find the word that starts with /m/. What's that? /m/ like man. Which word begins with /m/? Moon! Moon begins with /m/: mmmoon.
- * Replace the six picture cards with different cards such as bed, ant, cow, door, duck and cat.



- ❖ Okay, your turn. This is cat, ant, bed. What's the sound, Samer? Find the word that starts with /a/. What's that? /a/ like apple. Which word begins with /a/? Students: ant. Right! Ant begins with /a/: aaant.
- ❖ Continue with other sets of six picture cards. Watch for students who are not responding and give them an individual turn.
- ❖ If the activity is too difficult for a student, reduce the number of picture cards to 4 until the student can select the correct picture. Then increase the set back to 6 cards.
- Once students have mastered the 6-card activity, increase the number of picture cards to 8, then

Assessment: give your students a worksheet on first sound segmentation to check their understanding such as:



https://www.liveworksheets.com/bq956275mq





https://www.liveworksheets.com/ix302864un



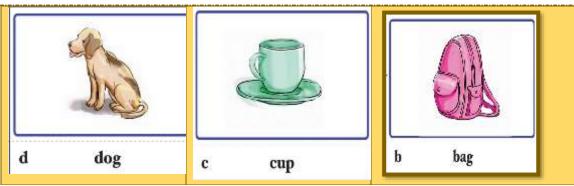
• For more worksheets, look at appendix at the end of the guide.

Activity (6): Introduce middle sound segmenting

- ❖ This activity can be done in small group or whole class.
- **Time**: ten minutes
- ❖ Aids and material: A hand puppet is called Samer picture cards.

Procedures:

- Give a spoken word, the student can say its middle sound ("mat" -> /a/).
- Select three picture cards for this activity.
- First make sure students know the names of the pictures by going through the deck, asking students to name the pictures. If they come up with a name other than the one you are looking for, correct them and put the card in a separate pile. Then go through this pile and repeat until students can name all the pictures correctly.
- ❖ Lay out three picture cards to start the activity such as are bag, cup, and dog.

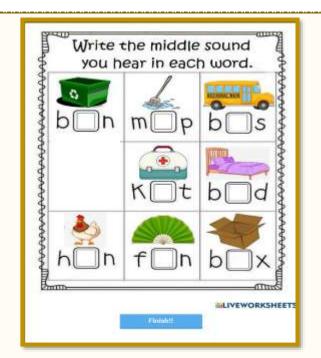


- ❖ Bring out the puppet. Here's Samer. Today he wants to play a game with you. He's going to say a sound, and you have to find the word that has the same sound in the middle.
- ❖ My turn first. This is bag, cup, dog.
- ❖ Point to each picture card in turn. What's the sound, Samer?
- Find the word that has /u/ in the middle. What's that? /u/ like hut.
- ❖ Which word has /u/ in the middle? Cup! Cup has /u/ in the middle: cuuup.
- ❖ Say it slowly like I just did. Students : cuuup. Can you hear the /u/?
- * Replace the 3 picture cards with different cards such as :nose, mop, and van.

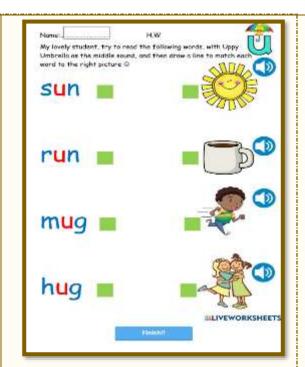


- Okay, your turn. This is nose, mop, van. What's the sound, Samer?
- Find the word that has /a/ in the middle. What's that? /a/ like in cat.
- ❖ Which word has /a/ in the middle? Students : van. Right! Van has /a/ in the middle: vvvaaan.
- ❖ Say it slowly like I just did. Students : vvvaaan.
- ❖ Continue with other sets of 3 picture cards. Watch for students who are not responding and give them an individual turn.
- ❖ If the activity is too difficult for a student, reduce the number of picture cards to 4 until the student can select the correct picture. Then increase the set back to 6 cards.
- ❖ Once students have mastered the 6-card activity, increase the number of picture cards to 8, then

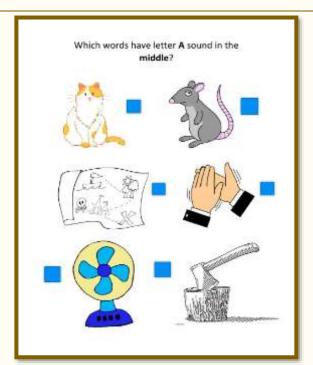
Assessment: give your students an exercise on middle sound segmentation to check their understanding such as:



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https://www.liveworksheets.com/ld1783858ij



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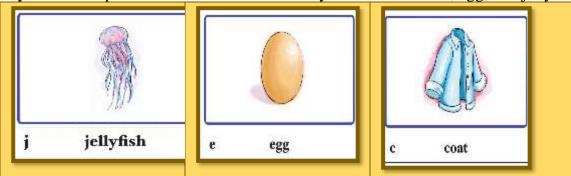


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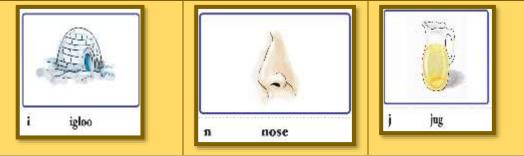
- ❖ For more worksheets, look at appendix at the end of the guide.
 - **Activity (7): Introduce last sound segmenting**
- ❖ This activity can be done in small group or whole class.
- ❖ Time : ten minutes
- ❖ Aids and material: A hand puppet is called Samer picture cards.

Procedures:

- Give a spoken word, the student can say its last sound ("mat" -> /t/).
- Select three picture cards for this activity.
- ❖ First make sure students know the names of the pictures by going through the deck, asking students to name the pictures. If they come up with a name other than the one you are looking for, correct them and put the card in a separate pile. Then go through this pile and repeat until students can name all the pictures correctly.
- Lay out three picture cards to start the activity such as are coat, egg, and jellyfish.



- ❖ Bring out the puppet. Here's Samer. Today he wants to play a game with you. He's going to say a sound, and you have to find the word that has the same sound in the sound.
- ❖ My turn first. This is coat, egg, jellyfish.
- ❖ Point to each picture card in turn. What's the sound, Samer?
- Find the word that ends with /t/. What's that? /t/ like ten. Which word ends with /t/? Coat! Coat ends with /t/: coooat.
- ❖ Say is slowly like I just did. Students : coooat. Can you hear the /t/?
- Replace the three picture cards with different cards such as :nose, lock, and igloo. Okay, your turn. This is nose, jug, igloo. What's the sound, Samer?
- ❖ Find the word that ends with /oo/. What's that? /oo/ like in mooon.
- ❖ Which word ends with /oo/? Students : igloo. Right! Igloo ends with /oo/: iglooo.
- Say it slowly like I just did. Students: iglooo.

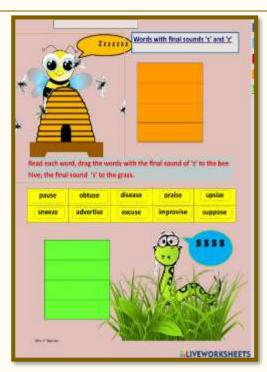


- ❖ Continue with other sets of 3 picture cards. Watch for students who are not responding and give them an individual turn.
- ❖ If the activity is too difficult for a student, reduce the number of picture cards to 4 until the student can select the correct picture. Then increase the set back to 6 cards.
- Once students have mastered the 6-card activity, increase the number of picture cards to 8, then

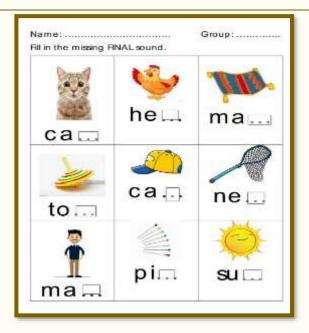
Assessment: give your students a worksheet on last sound segmentation to check their understanding such as:



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https://www.liveworksheets.com/jp236086



hall rall and and and tell and tell pell nall pell nall cultiveworkshieets

https://www.liveworksheets.com/kz186965qt

❖ For more worksheets, look at appendix at the end of the guide.

Segmenting syllables name game

- ❖ This game can be done in small group or whole class.
- ***** Time : ten minutes

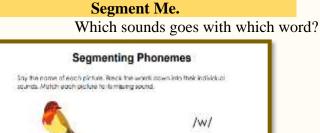
Procedures:

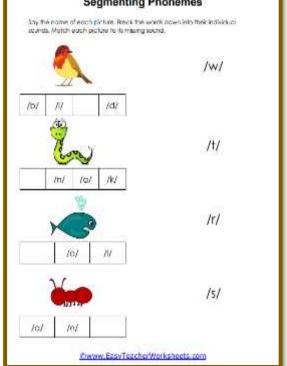
- ❖ Given a spoken word, the student can clap once for each syllable in the word ("pencil" -> clap, clap).
- ❖ Call out the names of the students in your class twice, the second time clapping each time you say a syllable.
- Reem, Re-eem, Maria, Ma-ri-a, Asmaa, As-m-aa-Do you want to join in? Reem, Re-eem, Maria, Ma-ri-a, Asmaa.
- ❖ Continue around the class. Look for students who are not clapping correctly so you can give them extra practice in a moment.
- ❖ When you have gone around the whole class say, Okay, let's change the game. This time, you say your own name clapping out each part of the word. Ready? Start with a student likely to get it right.
- For students who struggle, model the correct response and have them do it with you and then on their own.
- ❖ Then ask them to try the same for one of their friends' names.

Do you see how longer words often have more parts?

- Let's look at Maisaa and Jud. Write Maisaa and Gaidaa on the board, then clap them out. Mi-saaa has three parts. Jud has one.
- Now I'm going to choose someone and give you a word to clap out, just like you did with your name. Ready? Maria, your word is kitten. Again, have struggling students follow your model and try again on another word. It can be fun to choose words from a single category--such as animals or food--and then to ask students what the words have in common.

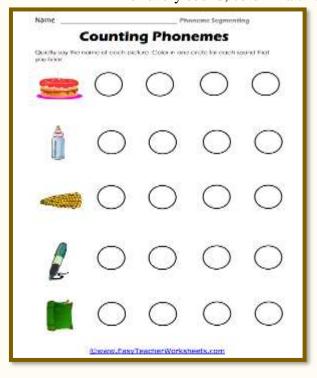
Use different worksheets on segmenting phonemes





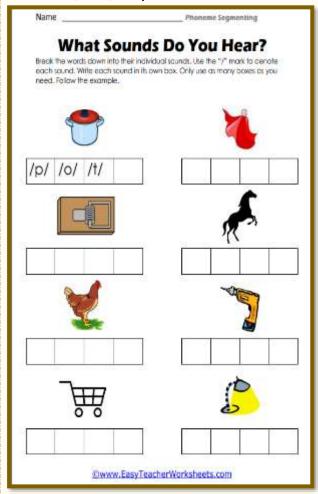
How many sounds?

For every sound, color in a circl



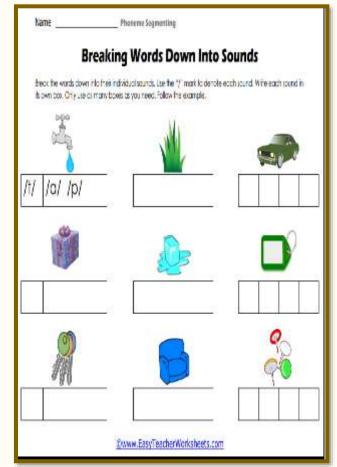
What Sounds Do you Hear?

Segment the words, pot, trap, hen, cart, cape, horse, drill, lamp.



Breaking Words Down into sounds

❖ Break the words down into their individual sounds. Use the "/" mark to denote each sound. Write each sound in its own box. Only use as many boxes as you need.



Counting words in sentences using magnets (whole class)

- ❖ In this sentence segmenting activity, the teacher works with students to count the words in sentences they generate using a magnet to represent each word
- ❖ Students can watch the video on the following link: https://youtu.be/ZAUm4YWQFeQ

 Blending

Activity (1): Guess-the-word game

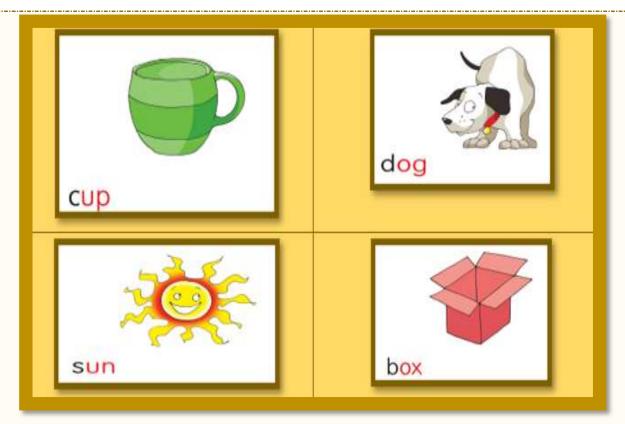
This activity is an example of how to teach students to blend and identify a word that is stretched out into its basic sound elements.

Objective:

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

Materials needed:

❖ Picture cards of objects that students are likely to recognize such as: sun, bell, fan, flag, snake, tree, book, cup, clock, plane, dog, box.



Activity:

- ❖ Place a small number of picture cards in front of students .
- ❖ Tell them you are going to say a word using "Snail Talk" a slow way of saying words (e.g., /ffffflllaaaag/).
- ❖ They have to look at the pictures and guess the word you are saying.
- ❖ It is important to have the students guess the answer in their head so that everyone gets an opportunity to try it. Alternate between having one student identify the word and having all students say the word aloud in chorus to keep students engaged.
- **Time: 10 minutes**

Sound blending using songs

- ❖ This activity is the tune of "If You're Happy and You Know It, Clap Your Hands."
- ❖ If you think you know this word, shout it out!
- ❖ If you think you know this word, shout it out!
- ❖ If you think you know this word,
- ❖ Then tell me what you've heard,
- ❖ If you think you know this word, shout it out!
- ❖ After singing, the teacher says a segmented word such as /k/ /a/ /t/ and students provide the blended word "cat."

You can give students practice blending using games or even in your daily instructions.

I-spy

- Spy is one of the most favorite blending games.
- ❖ Pick an item in the classroom, such as a pen.
- ❖ Then say: "I spy with my little eye a p-e-n."
- ❖ Ask your students to blend the sounds together to tell you what you see.
- For example, you can say, I spy with my little eye a c-l-o-ck.
- students blend the sounds together to tell you that you see a clock. If you write the letters on the board, they see that the word includes one digraph and there are only 4 sounds though there are five letters.
- **❖** Time: 10 minutes

Simon says

- Another game that works well for blending practice is Simon Says. The rules are the same as regular Simon Says, but, as in I-Spy, you say some part of the instructions in sounds, and students have to blend those sounds together.
- ❖ For example, "Simon says "S-i-t" down. You can also get a little more complicated by giving the sounds for more than one word as in "T-a-p your d-e-s-k" or "C-l-a-p your h-a-n-d-s."
- \$ Students who do the instruction when you didn't say 'Simon says' are out of the game.
- ❖ Make it clear to those students that they are blending the sounds together correctly.
- **❖** Time: 10 minutes

Regular instructions

- ❖ Just as in Simon Says, you can give instructions in a way that requires students to practice blending.
- ❖ For example, you can say S-i-t on the m-a-t.
- ❖ You can tell students at the beginning of the day that you will be asking them to blend your words, or you can tell them right before you give a segmented instruction.
- ❖ Ask students to do what you ask, then ask them to say the blended words. This may take a little more time than simply telling students what to do, but it works in practice throughout the day.
- **Time:** 10 minutes

Blending syllables name game

- ❖ This game can be done in small group or whole class.
- ❖ Time : ten minutes
- ❖ Material : A hand puppet- is called Samer.

Procedures:

- ❖ Given two or three spoken syllables, the student can say the word ("pen" + "cil" -> "pencil").
- ❖ When Samer says your name, stand up. But listen carefully, because he's going to try to trick you by saying your name in parts and he might say your middle name or even your last name.
- * Ready? Re-eem. Right! Reem. Ma...ri...a. Right! Leave about a second between each syllable.

- ❖ For students with one-syllable first names, use their middle name or their last name so that they have to blend the syllables to respond correctly. If you hear your name again, sit down. Maisaa and Gaidaa
- ❖ If a student you call on does not respond, glance over at them.
- ❖ In a few moments, call their name again.
- ❖ Continue until you have called everyone's name and some of them twice. Okay, everyone sit down.
- Now we'll play again, but Samer is going to add another word after he calls your name. You have to stand up and point to whatever object he says. Ready? Start with a student who will answer correctly. Ma...ri...a...black...board. Right! Samer said Maria and then blackboard.
- So...Ree...a...win...dow. If you run out of two-syllable objects to point at, you can use the same objects multiple times.
- Orally blending onset-rimes.
- Orally blending syllables.
 - ❖ Tell your students that in a one-syllable word, the onset consists of the initial consonant or consonant cluster of the word. The rime is the vowel and any consonants that allow the onset.
 - The researcher presented the following table to help students to understand the onset-rime

Units	Looks like	Sounds like	Bar .
Onset	An onset is the initial consonant(s) sound of a syllable.	Students identify onset in words as they are pronounced or heard. The first part of "ship" is sh/.	
Rime	A rime is the part of a syllable that contains the vowel and all that follows it.	Students identify rimes as they are pronounced or heard in a word. The last part of "ship" is /ip/.	1000

Riddle Rap

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

Procedures/Steps:

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

Identifying, segmenting, and blending onsets and rimes:

- ❖ What is the first sound in the word bike? If you take it away, what is left? /b/, -ike.
- ❖ What word would I be saying if you put these two parts together? /s/ -ound. Sound!
- ❖ What if I said these two parts? c/-ar. Car!
- ❖ Onset and rime: /s/ /am/ What word did I say? (Sam)
- ❖ Blending: /s/ /a/ /t/ What word did I say? (sat)

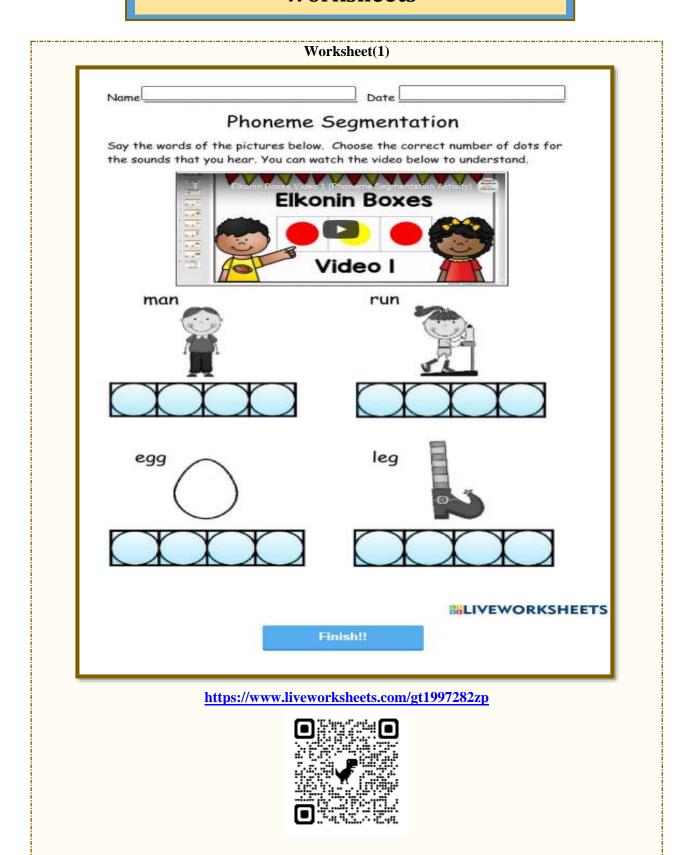
Onset and Rime Activities

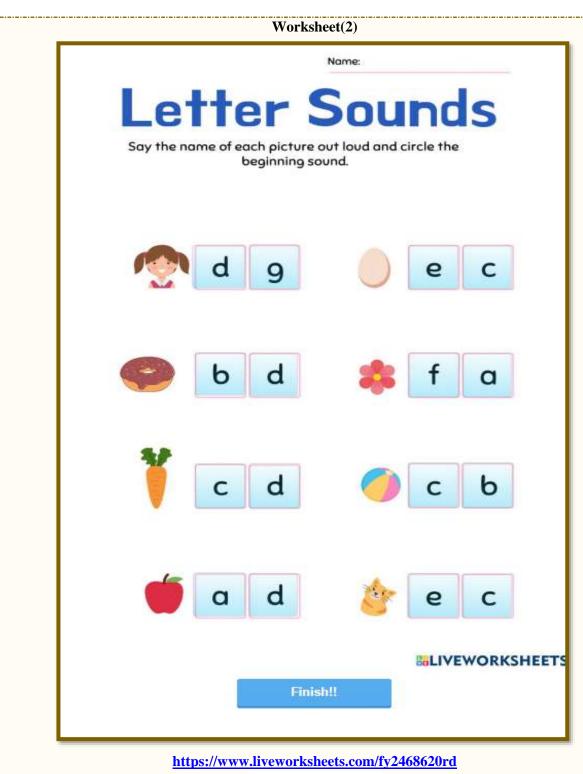
- **Onset and Rime Chant**
- **❖ Materials**: Words that can be easily divided into onset and rime.
- **Directions:** Say the following chant to students:
- ❖ It begins with /M/
- ❖ And it ends with /att/
- Put them together,
- ❖ And they say ______. (Matt)

Name Puzzle

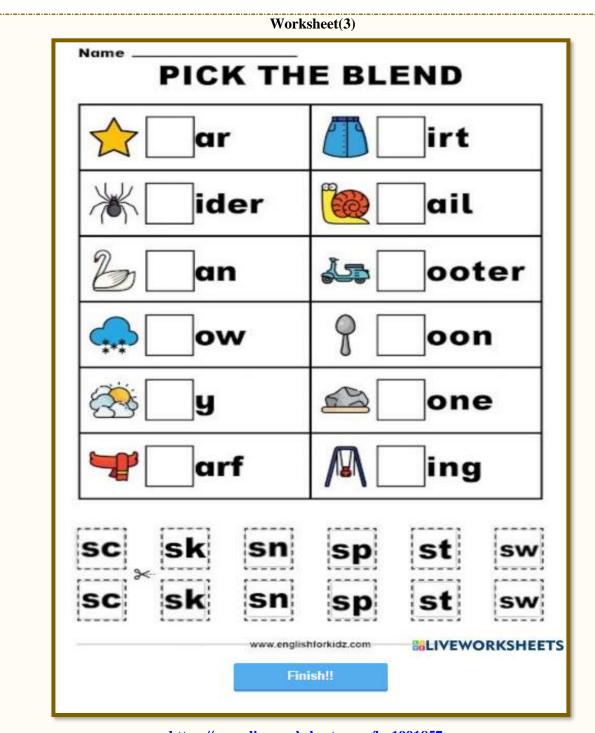
- ❖ Start with _____(use the onset of student's name /M/)
- ❖ End with _____ (use rime of students name /ary/)
- Put it together.
- And you have _____. (Mary)

Worksheets



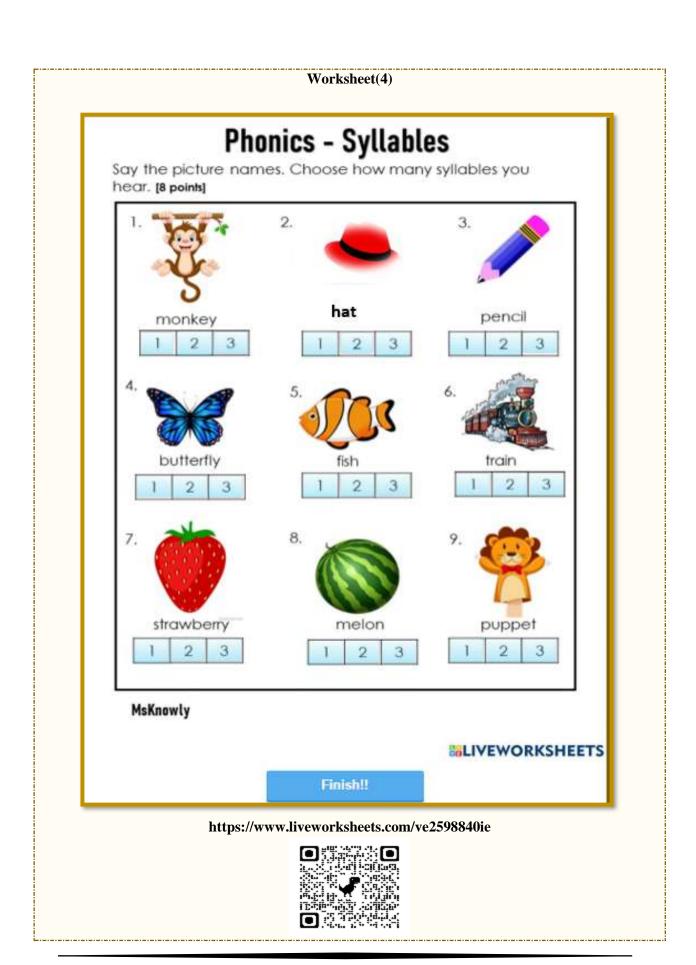


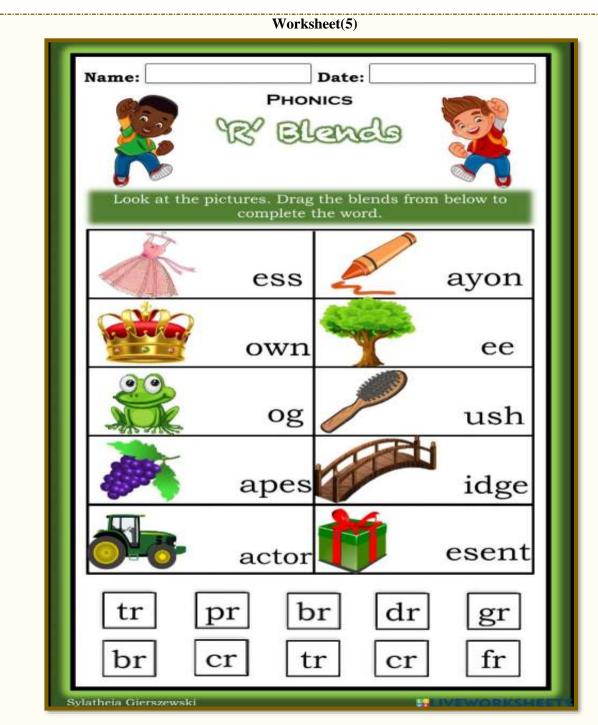




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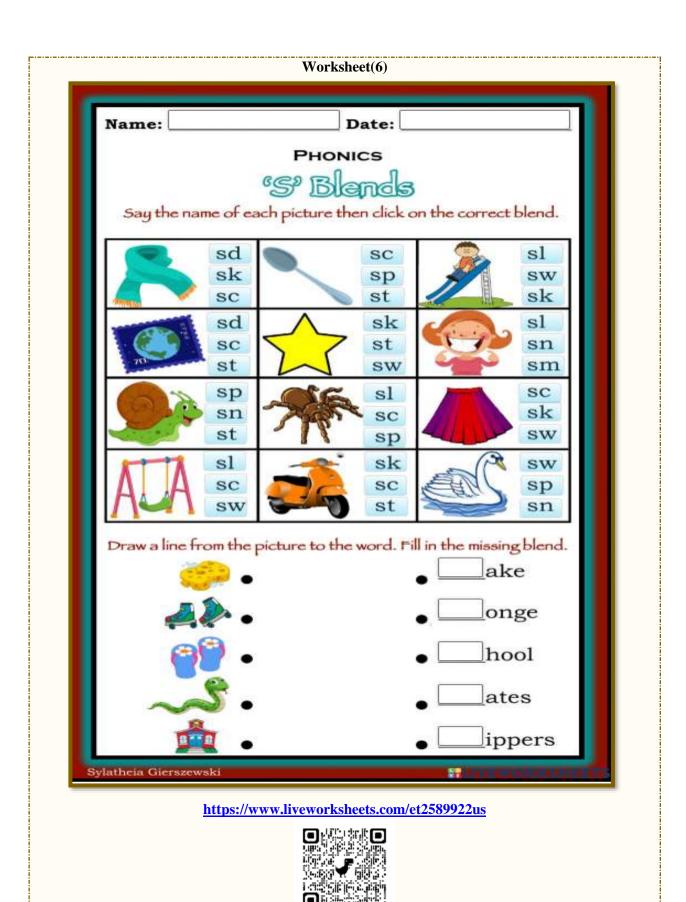


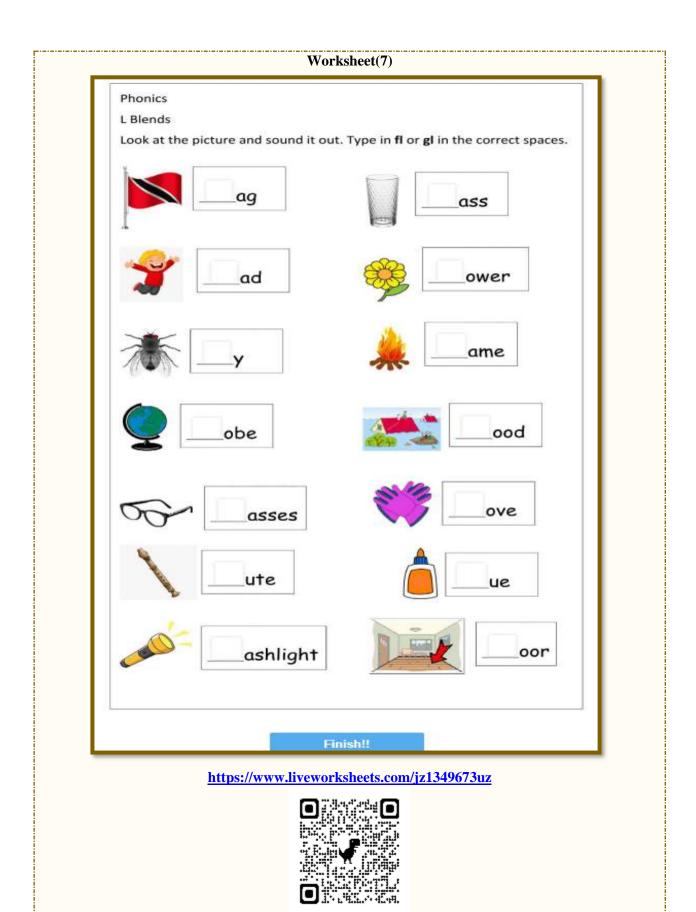


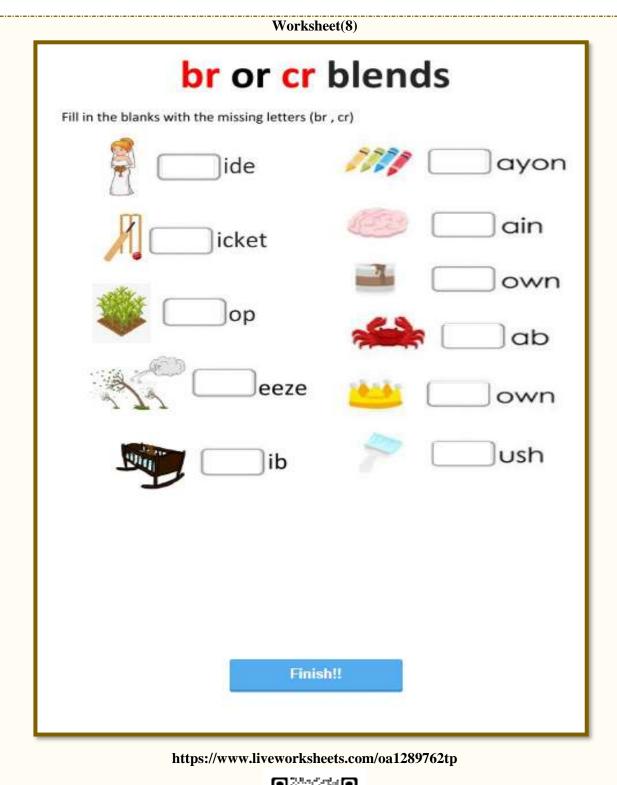


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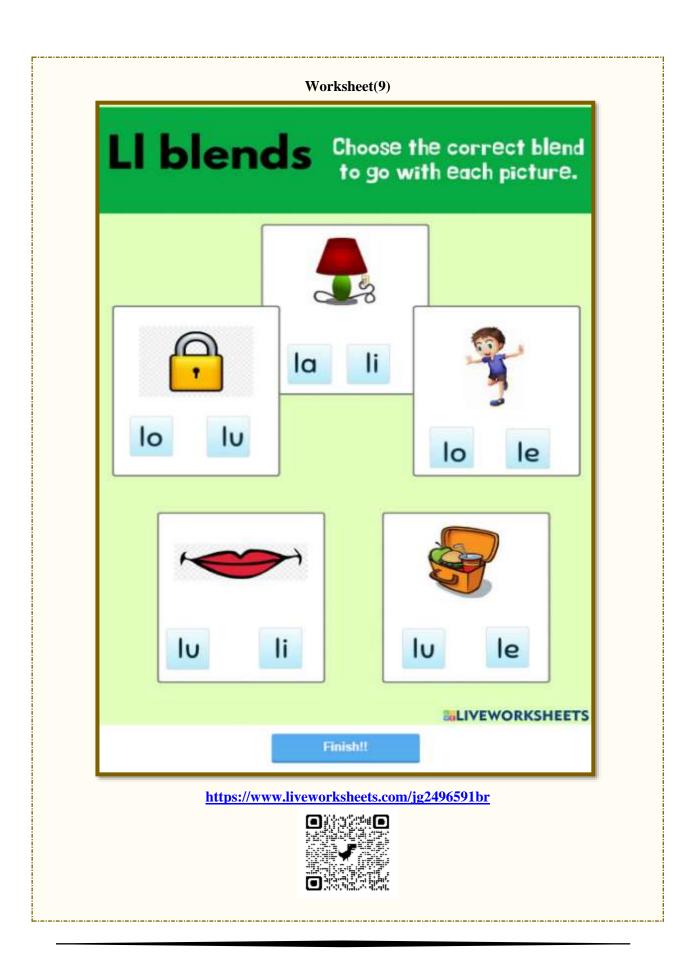














Theoretical Background on Sound Discrimination

- Blending (putting sounds together) and segmenting (pulling sounds apart) are skills that are necessary for learning to read and spell. When students understand that spoken words can be broken up into individual sounds (phonemes) and that letters can be used to represent those sounds, they have the insight necessary to read and write in an alphabetic language. Blending and segmenting games and activities can help students to develop phonemic awareness, a strong predictor of reading achievement.
- ❖ Phoneme segmentation is a foundational skill for reading and writing. It's important to start teaching phoneme segmentation skills early so students can develop this skill before it becomes more difficult to learn.
- ❖ Mastering phoneme segmentation helps readers break apart sounds in a word, blend them together, and read! Here are five activities you can do at home or school to teach this skill.

Resources

- http://www.bemidji.k12.mn.us/wp-content/uploads/2014/03/Phoneme-Segmentation-Activities2.pdf
- https://www.readingrockets.org/strategies/blending games
- https://www.freereading.net/wiki/Introduce_first_sound_segmenting_(Mico_version).html
- https://www.freereading.net/w/images/1/15/Index Picture Cards.pdf
- https://www.freereading.net/wiki/Introduce_middle_sound_segmenting_(Mico_ver sion).html
- https://www.freereading.net/wiki/Introduce_last_sound_segmenting_(Mico_version). html
- https://www.freereading.net/wiki/Segmenting_syllables_name_game.html
- https://www.freereading.net/wiki/Blending_syllables_name_game.html
- https://thriveedservices.com/how-to-teach-phoneme-segmentation/
- https://aplusclassroomcreations.com/7-amazing-activities-for-phoneme-segmentation-in-first-grade/
- https://earlyimpactlearning.com/oral-segmenting-activities-16-fantastic-games/
- https://www.easyteacherworksheets.com/pages/pdf/languagearts/phonics/segmenting/ 44.html
- https://topnotchteaching.com/literacy/phoneme-blending-games/

Second Dimension

Speaking Difficulties





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



(1) Pronunciation Difficulties	ENGLISH PRONUNCIATION
(2) Fluency Difficulties	Tacaman and a camana and a cama
(3) Communication & Interaction Difficulties	
(4) Rhyming Difficulties	RHYME

Topic One Pronunciation Difficulties

Indicators of the Difficulty

- * Refugee students fear mispronouncing the words.
- 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.)
- They 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.

Learning Outcomes

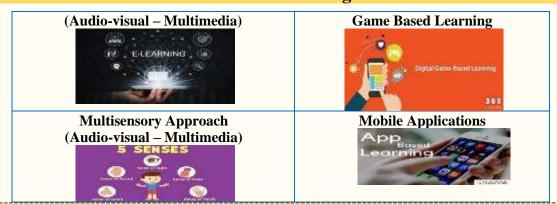
By the end of this topic, fifth grade students will be able to:

- Speak confidently without fear.
- 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.)
- ❖ Pronouncing some English consonant clusters (i.e. .grandfather. often mispronounced .grandfather).
- Pronounce a certain word well.
- ❖ Understand the pronunciation of the native English speaker.

Learning Resources

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

Intervention Strategies



Procedures of The Topic

Recognizing students' learning difficulties (Pronunciation Difficulties)

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

First Method:

Teacher divides students to groups and asks them to prepare their sentences to talk about things they like or dislike. If students are not able to guess the problems, it means that they have learning difficulties in speaking confidently and pronounce a certain words.



Second Method:

 Teacher divides students to groups and asks them to choose a topic to answer the questions.
 If students are not able to guess the problems, it means that they have learning difficulties in speaking confidently without fear and pronounce a certain words.



Remediation Techniques

- The purpose of this topic is to introduce students to an essential part of learning to speak confidently without fear through working activities in groups and sing songs orally.
- 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.)
- ❖ 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.
- ❖ Pronounce the initial and final sounds isolation will be discussed and various activities will be performed.
- Students have also worked in small and large group to do various activities.
- **Students** will be able to correctly circle or point to words/ items that begin with the letter.
- ❖ Point to a picture of the object making the sound and name it.
- Use an ideal video for students to learn the pronunciation of some words and letters.
- Ask the students to do the Exercise by clicking on the picture that match the word and read it 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.
- Use free mobile applications in order to help students to learn tracing and phonics and overcome any difficulty related to the new words, discriminating the Sounds of English words in listening, and to learn correct pronunciation.

Activity (1)

- Teacher shows a video and asks students to listen carefully to the honest cow and the tiger story in order to tell this story in their own words.
- ❖ Teacher asks students to and answer the following questions:
 - ♣ What's the subject of the video?
 - **♣** What issue are they discussing?
 - ♣ 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 understanding the pronunciation of the native English speaker.
- The story is available at the following link: https://www.youtube.com/watch?v=ta5eIcoxyOw



Activity (2)

- ❖ Play the "Describe Your Friend" song and do the active listening worksheets tell the class that they are going to listen to a song about a boy and a girl. Give out either "Describe your Friend Worksheet1" or "Describe your Friend Worksheet2" (Worksheet2 is better if you cannot print out colored worksheets).
- Read the instructions to the class and then play the song. As the song is playing students should do the Worksheetactivity. Play the song again if required. Finally, go through the song one more time stopping to check answers.



❖ If everyone enjoyed the song, you could play it again and have everyone sing along (especially as it's such a catchy tune!).

Lyrics for "Describe Your Friend" (US Version)

Tell me about your best friend!

Chorus:

What does he look like? What does he look like? Tell me all about him.

Verse 1:

He is tall
He has short hair
He has brown eyes
He has blonde hair
But most of all, he is great!

Tell me about your best friend!

Chorus:

What does she look like? What does she look like? Tell me all about her.

Verse 2:

She is short She has long hair She has blue eyes She has black hair

But most of all, she is great!

Lyrics for "Describe Your Friend" (GB Version)

Tell me about your best friend!

Chorus:

What does he look like? What does he look like? Tell me all about him.

Verse 1:

He is tall
He's got short hair
He's got brown eyes
He's got blonde hair
But most of all, he is great!

Tell me about your best friend!

Chorus:

What does she look like? What does she look like? Tell me all about her.

Verse 2:

She is short She's got long hair She's got blue eyes She's got black hair But most of all, she is great!

Gestures for "Describe Your Friend"

There are no gestures for this song - a listening activity with worksheets accompanies the song instead (see point 6 below). However, if students enjoy the song you can encourage them to sing along and dance!

For the active listening activity use either of the following worksheets:

- "Describe your Friend Worksheet 1" is a 'listen and circle what you hear' exercise.
- "Describe your Friend Worksheet 2" is a "listen and draw" exercise (this is better if you can't print out the color Worksheet 1)

Activity (3) Play "Guess Who?"

- ❖ For this activity, you'll need lots of magazine pictures of people. Try and get lots of different types of people pictures, with different color eyes and hair. The more pictures you can find and cut-out before class the better
- In class, lay out all of pictures on the floor or on a large table.
- Start by saying "My friend has (short, brown) hair, he is (tall) and he has (green) eyes" (GB: "My friend's got (short, brown) hair, he is (tall) and he's got (green) eyes").
- Everyone should try and guess which picture you are describing. You can also give additional clues (clothes, etc.). The student who guesses correctly can then have to describe someone.
- Now, everyone has got the idea of the game, put students into small groups and have them play the game together. Whilst they are playing, monitor, help and encourage the use of the lesson structures.



Activity (4)

❖ Use farm animal plastic toys for "play time" If you have a small class, start off sitting together playing with the farm animals and any other farm toys to go with them (buildings and barns, tractors, pens, other animals, etc.). For larger classes, if you have enough sets you can put the class into groups with the animal toys to play with. At this stage, you don't need to do any direct teaching − just play with the animals and have fun together! This stage, you don't need to do any direct teaching − just play with the animals and have fun together!



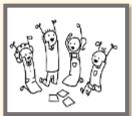
❖ Introduce the vocab as you are playing, start saying the animal vocab and animal sounds. E.g. "This is a pig −oink, oink!". As you and your students play with the animals tell them the animal names and sounds in English.



Teach & practice the vocab after playing for a while collect all of the toys and put them away, keeping the cow, dog, sheep, duck and pig out. You'll also need the same farm animal flashcards. Put the flashcards on the floor. Hold up one of the plastic animals and chorus the vocab, as follows: T: "cow, cow, cow" Ss: "cow, cow, cow" T: "And a cow says Moo. Moo, moo, moo" Ss: "Moo, moo, moo" Then ask which flashcard (on the floor) is the cow. Encourage your students to point or touch the correct flashcard. Then place the animal on its corresponding flashcard. Do for all of the animals.



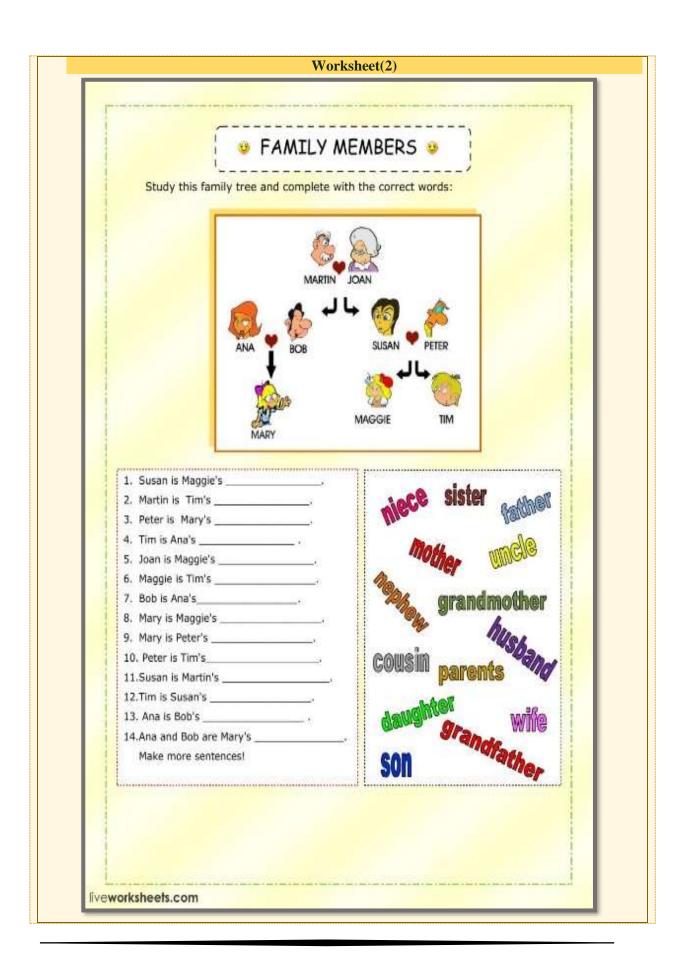
❖ Play "Put the animal on the flashcard" Now you have 5 animals' toys sitting on their flashcards. Pick up each animal toy and throw it somewhere in the classroom. Call out different students to pick up an animal and place it back on the correct flashcard.



Worksheet(1)

Every student chooses one topic and talk about it from the below worksheet:





Worksheet(3)

Teacher asks every student to choose one of the following cards and talk in front of the class:

Instructions: Select two or three speaking cards and ask the questions to your classmate. You can make some notes.

FOOD

- · What is your favorite dish?
- . Why do you like it?
- . When do you eat it?
- . How often do you cook it?



HOBBY

- What are your hobbies?
- . Why do you like them?
- . When did you start them



FRIENDS

- Who is your best friend?
- . How often do you see him/her?
- · Where does he/she live?
- . How does he/she help you?



ANIMALS

- What is your favorite animal?
- · Why do you like it?
- · Where does it live?
- What does it eat and drink?



BIRTHDAY

- · When is your birthday?
- How do you celebrate it?
- What presents do you like?
- How many friends do you usually invite?



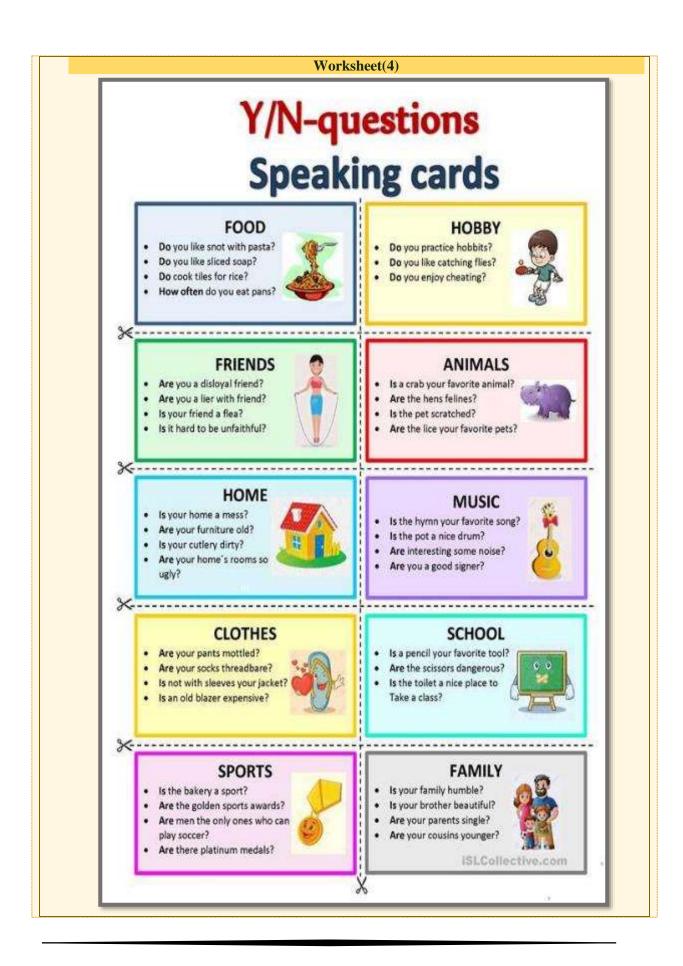
MUSIC

- . What is your favorite music?
- . Why do you like it?
- . When do you listen to it?
- Who is your favorite singer?



 $\underline{https://www.liveworksheets.com/sk1499936ye}$

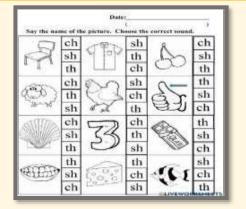




Worksheet(5) Speaking Worksheet - Can you ...? Ask and answer: Can you ...? Write 1. Can you No, I can't. 2. Can you No, I can't. 3. Can you No, I can't. 4. Can you No, I can't. No, I can't. 6. Can you (No, I can't. 7. Can you? Yes, I can. No, I can't. 8. Can you No, I can't. 9. Can you No, I can't. 10. Can you No, I can't. 11. Can you 👤 No, I can't. 12. Can you a No, I can't. Word bank cook - dance - play the guitar - play the piano - play tennis ride a bicycle - ride a horse - sing - skate - skip - speak English - swim iSLCollective.com

Identify and discover your students' learning 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.); through using one of these methods:

First Method



❖ If students are not able to answer this Worksheet, it means that they have learning difficulties in pronouncing consonant sounds (i.e. /ʧ/ and /ʃ/.

Second Method

❖ If students are not able to answer this Worksheet, 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.)

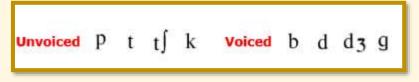


Activity (1)

- Teacher explains 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.).
- * Teacher presents some examples to help students to recognize the difference between them.
- Teacher read and students repeat after her/him.
- Teacher can also use records; students listen and repeat after her/hem.

Examples

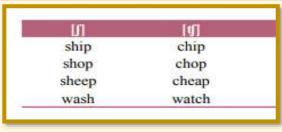
Consonants - Unvoiced and voiced pairs



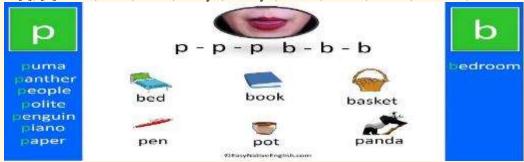


<u>church</u>	/t∫3:t∫/
<u>ch</u> in	/t∫m/
<u>ch</u> at	/t∫æt/

❖ Ch Makes the sound /tʃ/ in Chair, and /sh/ in chute



- Sounds [p], [b]: /rabid /, / cap /, / cub /, / rip /, /lobe /, /lab/
- Sounds [f], [v]: /vet /, /bet /, / bat /, / very /, / berry /, / leaf /, /base /, /vase /, /bicker /, /vicar/



- ❖ This video is available at the following link: https://www.youtube.com/watch?v=jjUVjpwQGxY
- Where students can listen and repeat correctly.
- ❖ Teacher asks students to answer the following Exercise to be sure that they understand the difference between English consonant sounds.

CH, TCH, CZ, and T all represent the sound /tʃ/ in these words, except in one of them, where they represent the sound /k/. Which one is it?



These words are pronounced with the sound /ʃ/.
Identify the word where SH, S or CH represent a
different consonant sound.

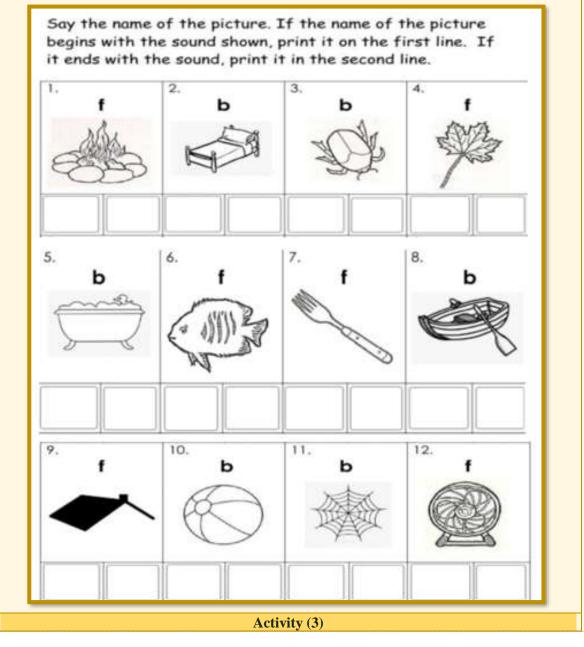
fish sure sugar shame television machine milkshake

These words are pronounced with the sound /f/.
Identify the word where PH, F or GH represent a
different consonant sound.

photo shepherd funny laugh cough knife dwarf

Activity (2)

- * Teacher divides students into groups and asks them to answer the following Worksheet.
- **❖** Time: 10 minutes



Teacher asks students to watch a video about consonant sounds song; it is available at the following link:

ch sh

❖ After watching the video teacher asks students to answer the following Worksheet **Time: 10 minutes**



Activity (4)
Activities for Students by mobile apps

About the second application

- Download the following mobile apps on your mobiles or tablets and enjoy learning English consonant sounds. It is available at the following links:
 - https://play.google.com/store/apps/det ails?id=animal.sound.kids
 - https://play.google.com/store/apps/det ails?id=com.intellijoy.android.phonics



About the first application

❖ Are you looking for an interesting, efficient way to help your child learn new things in English? ABC Kids − Phonics is here to help your kids learn both the numbers and alphabet in English. You can also help your kids learn animal names, animal sounds, do alphabet phonics sounds studies and many others.

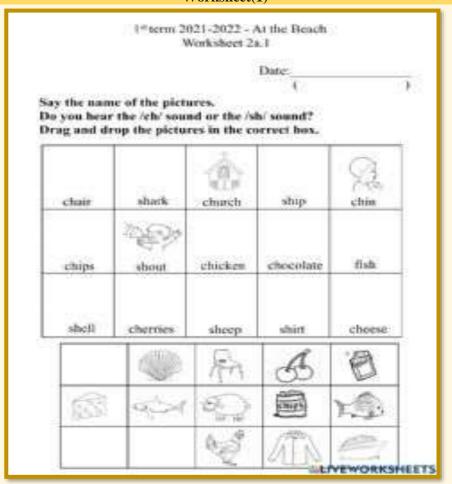
Letter Sounds with Carnival Kids Lite first, which contains the first four out of the eight activities.

About the third application

❖ Learn Consonant Vowel Consonant (CVC) Words: This app has CVC (Consonant Vowel Consonant) words to improve and help kids to learn and read English words. CVC Words play an important step in practicing phonics and learning how to read. Words will be pronounced from the speaker as well to allow quick and easy learning.

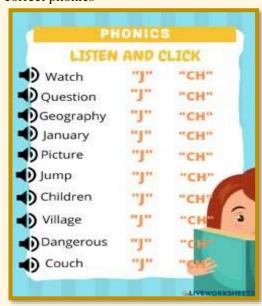


Worksheet(1)





❖ Teacher asks students to listen and click the correct phonics





Identify and discover your students' learning difficulties in pronouncing some English consonant clusters (i.e. .grandfather. often mispronounced .grandfather).; through using one of these methods:

First Method

- Teacher asks students to answer the Exercise and pronounce the words.
- ❖ If students are not able to answer this Worksheet, it means that they have learning difficulties in pronouncing some English consonant clusters.



Second Method

❖ Teacher asks students to answer the below Exercise and pronounce the words. If students are not able to answer this Worksheet, it means that they have learning difficulties in pronouncing some English consonant clusters.

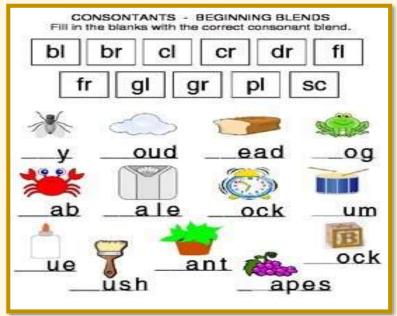


Activity (1)

❖ Teacher Introduces words with initial blends only of 4 sounds. When students are ready, introduce final blends still with only 4 sounds before finally tackling words with initial and final blends and three letter blends at the beginning.



Teacher asks students to answer the following Worksheet:



Activity (2)

❖ Teacher presents the below example to her/his students to make revision.



Play Games:

- Play with volume. Ask the students to say it in a louder voice, increasing volume or ask students to speak in a whisper, very quietly.
- ❖ Experiment with speed. 'How fast can you say it?' is building up speed like a train. Look at the board and tell me the difference and similarity in the list of words on the board. (Three letters having one vowel and two consonant letters.)
- ❖ Ask the students to give examples of some consonant letters and the words having three letters only, and some words having consonant and vowels in them.
- Then, teacher asks students to watch a video about consonant clusters; it is available at the following link:

https://www.youtube.com/watch?v=rn_AbSzk_b8

Activity (3)



- Show a picture of spring season and ask the students: as;
- Which season is this? Possible anger would be as; spring.
- ❖ Show a flashcard of 'spray' and get students to say which word is it 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.

Activity (5)

Activities for Students by mobile apps

- Download the following mobile apps on your mobiles or tablets and enjoy learning English consonant clusters. It is available at the following links:
- https://play.google.com/store/apps/details ?id=com.kejulnc.nlycnsnnts
- https://play.google.com/store/apps/details ?id=com.gminh.english.pronunciation

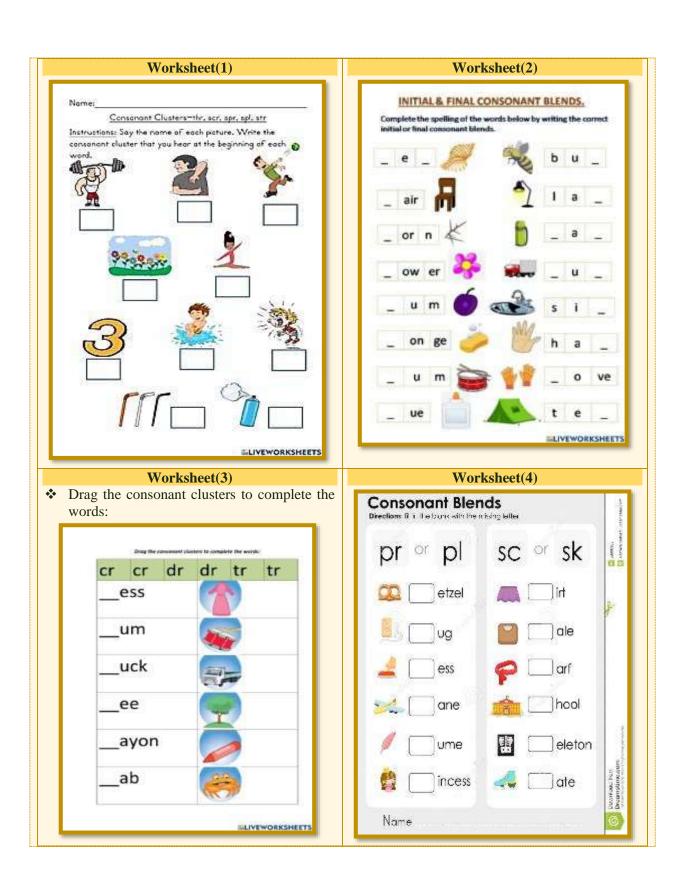


❖ This cool English alphabets game is the best option for you to learn about vowels and consonants. The game is specifically designed to engage kids, teenagers and adults alike. From is classic yet appealing layout, design and sound effects to its dozens of categories and levels, this game is all about taking you on a fun-filled ride of learning about English mistakes and correcting them as you complete words.

Another free mobile application



❖ As you know English language has 44 different sounds. This English Pronunciation App will help you be familiar with each sound and speak English naturally and easily. Therefore, you can improve your pronunciation and communication in English through common examples in terms of words, sentences, and phrases. IPA contains 12 vowels, 8 vowel diphthong and 24 consonants.



Theoretical Background on Pronunciation

- ❖ Good pronunciation skills are a key element to one's ability to speak in every language. Intelligible speech necessitates accurate production of many factors, e.g., phonemes, stress, linking, rhythm, and intonation.
- ❖ Pronunciation is one of the mechanical components of speaking ability, along with grammar and vocabulary. In order to communicate successfully, one needs have a good grasp of pronunciation. One's command of grammatical conventions and possession of a wide vocabulary may not ensure efficient communication if improper pronunciation is used. Despite mistakes in vocabulary, grammar, and pragmatics, a speaker who has good pronunciation is understandable; conversely, a speaker who has poor pronunciation makes understanding them difficult despite accuracy in other areas.

Resources

- https://en.islcollective.com/english-EFL-worksheets/vocabulary/home/househome-speakingcards/125231
- https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28EFL% 29/The_family/speaking_ox8728kb
- https://www.EFLprintables.com/speaking_worksheets/speaking_cards/My_favourite_Speaking_card 116275/
- ♦ https://mloredo.wordpress.com/2014/12/13/2-31-phonetics-consonant-sounds-%CA%83-%CA%A7-%CA%92d%CA%92/
- https://www.dreamstime.com/stock-illustration-consonant-blends-missing-letter-worksheet-education-fill-blank-image50906388
- https://lessonplancoaches.com/lesson-planning-of-common-consonant-clusters-ii-subject-english-grade-v/
- https://lessonplancoaches.com/lesson-planning-of-common-consonant-clusters-ii-subject-english-grade-v/

Topic Two: Fluency Difficulties

Indicators of the Difficulty

- * Refugee students have difficulties in expressing their ideas in a conversation and preferring to be silent and feel speechless in classroom.
- * Refugee students have difficulties in talking about places.
- * Refugee students have difficulties in identifying the meaning of a spoken word in a short discourse.
- * Refugee students have difficulties in talking about things, objects, books, films, computers, and animals.
- * Refugee students have difficulties in comprehending basic body language.

Learning Outcomes

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

- **Express** their ideas in a conversation without feel speechless in classroom.
- ***** Talk about places.
- ❖ Talk about things, objects, books, films, computers, and animals.
- Comprehend basic body language.

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



Procedures of The Topic

Recognizing students' learning difficulties (Fluency Difficulties)

❖ Identify and discover your students' learning difficulties in expressing their ideas in a conversation without feel speechless in classroom, talk about things, objects, books, films, computers, and animals, and comprehend basic body language; through using one of these methods:

First Method:

- Teacher asks every student to choose one of the topics below and express their ideas in front of the class; students should listen to each other and exchange their ideas.
- If students are not able to practice this Worksheet, it means that they have learning difficulties in in expressing their ideas in a conversation without feel speechless in classroom, talk about things, objects, books, films, computers, and animals, and comprehend basic body language



Second Method:

- Teacher asks students to describe the picture and record their answers; the Exercise is available at the following link:
 - https://www.liveworksheets.com/jb1263619ea
- If students are not able to practice this Worksheet, it means that they have learning difficulties in in expressing their ideas in a conversation without feel speechless in classroom, talk about things, objects, books, films, computers, and animals, and comprehend basic body language.



Remediation Techniques

- ❖ The purpose of this topic is to enable students to express their ideas in a conversation and to be confidant without fear in classroom talking about holidays, places, animals. This will achieve fluency in their speaking skill.
- Talk about things, objects, books, films, computers, and animals. Through discuss and perform various activities.
- ❖ Students have also work in small and large group to do various activities which help them to offer and request assistance during group work.
- Use ideal videos for students to learn how to talk, express their ideas, objects, books; films, computers, and animals
- ❖ 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)

- ❖ Sing "Let's Look at the Animals (Adjectives Song)"
- ❖ There are two options for this song either listening and doing the Worksheet or singing along doing the gestures. Or you can do both.
- **❖** Time: 15 minutes

Lyrics for "Let's Look at the Animals"

- Chorus: Let's look at the animals,
- Look, Look! What's that?
- ❖ Verse 1: It's a bear and it's big.
- ❖ It's a bear and it's big.
- ❖ It's a big bear!
- * Chorus Verse 2: It's a mouse and it's small.
- It's a mouse and it's small.
- It's a small mouse!
- Chorus Verse 3: It's a snake and it's long.
- ❖ It's a snake and it's long. It's a long snake! Chorus Verse 4: It's a hippo and it's fat,
- ❖ It's a hippo and it's fat, It's a fat hippo! Chorus Verse 5: It's a horse and it's fast,
- ❖ It's a horse and it's fast, It's a fast horse! Chorus Verse 6: It's a lion and it's strong,
- ❖ It's a lion and it's strong, It's a strong lion!

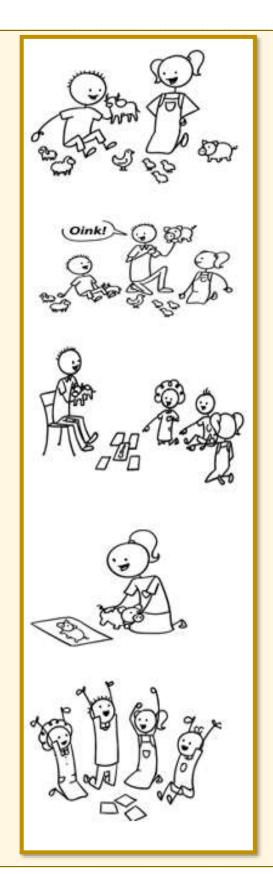
- As you play the song students listen and circle the animal which best fits the description in the song.
- Actions. Get everyone to stand up and do the following actions as they sing along to the song:
- "Let's look at the animals, Look, Look, Look!": put your palm above your eyes as if you are looking into the distance
- ❖ "What's that?": point at an imaginary animal
- bear: act big and strong and show your claws
- mouse: act small and run around like a mouse
 - snake: move your body like a slithering snake hippo: act big and fat (blow out your cheeks) and roar horse: gallop around like a horse lion: act big and strong and roar like a lion



Activity (2)

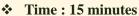
- 1. Use farm animal plastic toys for "play time" If you have a small class, start off sitting together playing with the farm animals and any other farm toys to go with them (buildings and barns, tractors, pens, other animals, etc.). For larger classes, if you have enough set you can put the class into groups with the animal toys to play with.
- 2. Introduce the vocabulary as you are playing, start saying the animal vocab and animal sounds. E.g. "This is a pig –oink, oink!" As you and your students play with the animals tell them the animal names and sounds in English.
- a while collect all of the toys and put them away, keeping the cow, dog, sheep, duck and pig out. You'll also need the same farm animal flashcards. Put the flashcards on the floor. Hold up one of the plastic animals and chorus the vocab, as follows: T: "cow, cow, cow" Ss: "cow, cow, cow" T: "And a cow says Moo. Moo, moo, moo" Ss: "Moo, moo, moo" Then ask which flashcard (on the floor) is the cow. Encourage your students to point or touch the correct flashcard. Then place the animal on its corresponding flashcard. Do for all of the animals.
- **4.** Play "Put the animal on the flashcard" Now you have 5 animals' toys sitting on their flashcards. Pick up each animal toy and throw it somewhere in the classroom. Call out different students to pick up an animal and place it back on the correct flashcard.
- flashcard" game put the animal toys away. Keep the flashcards on the floor. Tell your students to sit around the flashcards on the floor (or on a table) and to put their hands up in the air. Say a flashcard (e.g. "pig") and students have to quickly touch the correct card. Play a few rounds. After that, tell your students to close and to cover their eyes. Turn over one of the cards. Say "Open your eyes". The students have to shout out the missing card.

Time: 15 minutes



Activity (3)

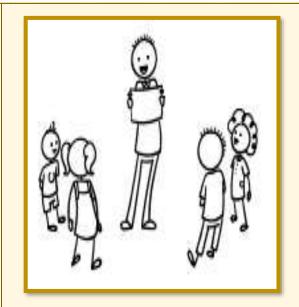
- Students are going to learn the words: table, chair, bookcase, door, and window. Before class, teacher prints off enough flashcard pictures of each of these words for each student in her/his class (so if teacher has 8 students you will need 9 table flashcards, 9 chair flashcards, etc.)
- ❖ Start off by getting everyone sitting on the floor in front of you. Hold up the table flashcard. Proceed as follows: Teacher: What's this? It's a table. Repeat "table". Students: "Table" (repeat 3 times) Teacher: Can you see a table in the classroom? Point to the table. Students: (Point to tables) Teacher: Yes! Good job!
- ❖ Lay the flashcard on the floor. Then do the same for the other 4 flashcards. Next give each student the same 5 flashcards and have them lay the cards out in front of them. Touch one of your cards (e.g. door) whilst saying the word and have your students touch and repeat on their cards. Go through all of the cards.



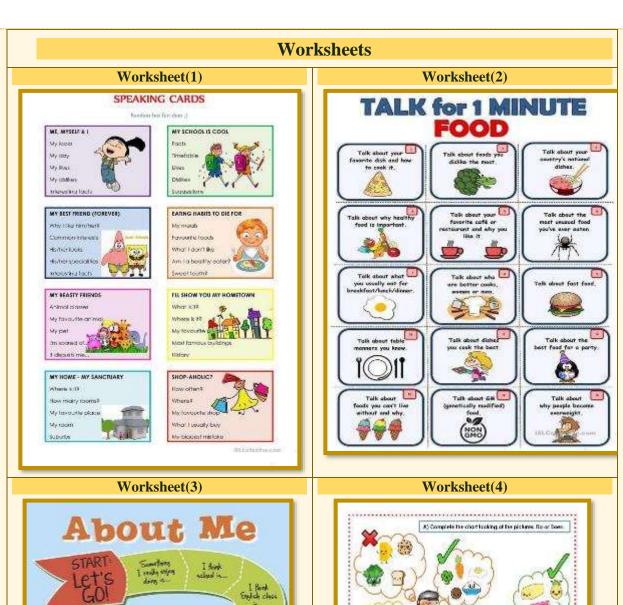
Activity (4)

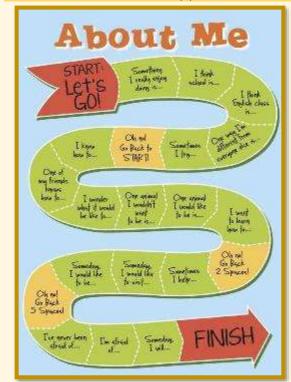
❖ Play "Stick the flashcards onto the classroom objects" Give each student a ball of Blue-Tack. Everyone will instantly want to play with it - allow a couple of minutes to play (encourage them to mound objects, such as fruit, etc.). Then bring the focus of the class back to yourself and demonstrate the activity: hold up the door flashcard, pull off a bit of Blue-Tack and stick it to the back of the card. Then walk over to a door in the classroom and stick the card to the door. Say "Door" as you do so. Hold up the next flashcard and encourage students to point to the object (act as if you have no idea where it is) then walk over and stick the card to the object, again saying the name. Do this for all 5 flashcards. Now your students can do the same thing. Teacher says an object (e.g. "table") and all of the students have to stick their flashcards onto the object, whilst saying the word. Do for all 5 objects.

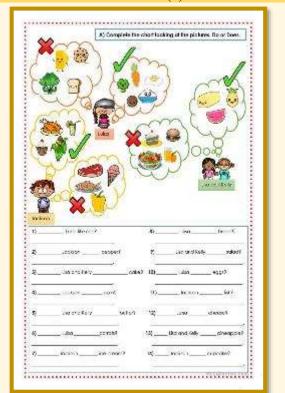
Time: 15 minutes











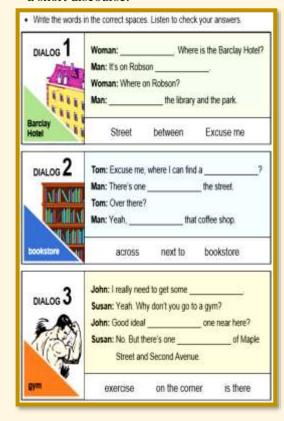
Identify and discover your students' learning difficulties in talking about places, and identifying the meaning of a spoken word in a short discourse; through using one of these methods:

First Method

❖ Teacher asks every student to write the words in the correct spaces and listen to check their answers, the exercise is available at the following link:

https://www.allthingstopics.com/places-around-town.html

If students are not able to practice this Worksheet, it means that they have learning difficulties in talking about places and identifying the meaning of a spoken word in a short discourse.

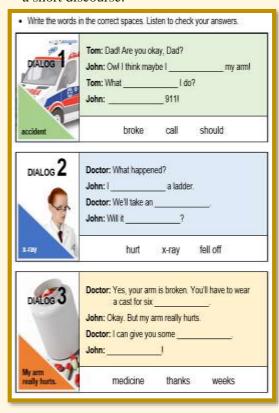


Second Method

Teacher asks every student to write the words in the correct spaces and listen to check their answers, the exercise is available at the following link:

https://www.allthingstopics.com/hospitals.html

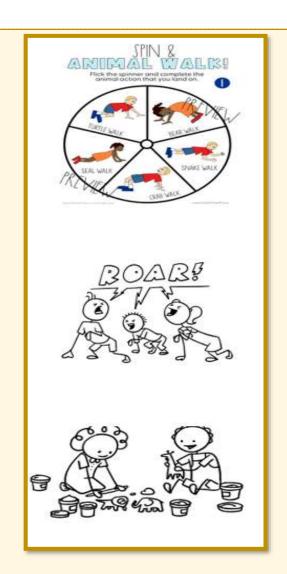
❖ If students are not able to practice this Worksheet, it means that they have learning difficulties in talking about places, and identifying the meaning of a spoken word in a short discourse.



Activity (1)

- 1. Play "What animal am I?" The song that you are going to sing later in the lesson covers two different vocabulary areas: animals and places. At this stage your students should have covered some animal vocab so this can be a review of many of those animals, before class, print out the animal flashcards for fish, cow, bear, camel, bat, duck, goat, hippo. Also add any other animals your students have studied in previous lessons. Start by modeling: look at a flashcard but don't show anyone. Then act out that animal (also doing sounds), for example, walking on all fours saying "moooo!" (for cow).
- 2. Play "Animals Walk" game Have everybody stand at one end of the classroom. First model: hold up a flashcard of a lion. Shout "Run like a lion!" Then get down and crawl across the room like a lion all the time roaring. Then have everyone do it. Then do for all the other animals (e.g. "Stomp like an elephant!", etc.).
- 3. Do "Zoo Animals Play- doh" You'll need different colored play- doh. Sit down the students in groups and show them how to make simple models of animals. Let everyone make the animals that they want and as they are doing so circulate and ask lots of questions (e.g. What's that? Is it a lion? What noise does a lion make? etc.).

Time: 15 minutes

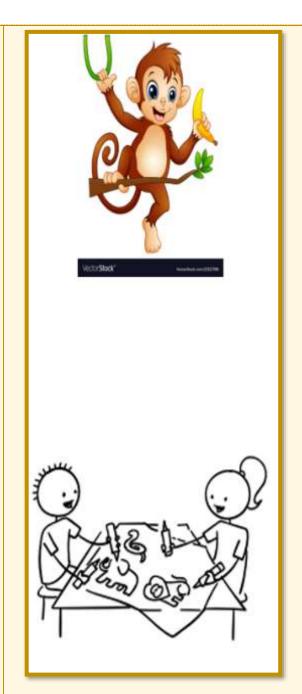


Activity (2)

- ❖ Teacher: "What animal is this?" (pointing at the monkey picture) Students: monkey!
- ❖ Teacher: Yes, that's right! It's a monkey! And what noise does a monkey make? Students: Ooh-ooh-ooh! Teacher: Right! And what is the monkey holding? (pointing at the bananas) Students: bananas!
- Teacher: Yes, good job! Bananas! And do snakes like bananas? Students: No! Teacher: Let's check
- Then teacher asks students some questions such as Do you like bananas? And let students ask each other What is your favorite fruits?

Do "Zoo Animals" worksheet

- Teacher prepares animals' worksheet, and then he/she takes a crayon and elicits its color (e.g. "What color is this?"). Then color one of the animals whilst eliciting its name. Do the same for the other animals. Give out the worksheets and have the students color the animals, all the time praising, and helping, encouraging and asking target questions (e.g. what is it'??). Finally, go to each S in turn, look at his/her worksheet, ask some questions and then give back with lots of praise.
- **❖** Time : 15 minutes



Activity (3)

- ❖ Before class, teacher prints off the flashcards for the animals in the song from our flashcards pages (dog, cat, hamster, rabbit, goldfish, mouse, turtle, parrot, horse, and elephant).
- ❖ Your students will probably already know some of the animal vocab (e.g. cat and dog), so rather than just holding up each picture you can play "Flashcard Reveal": take the first flashcard and place it behind the pack of the other cards, so it is hidden from view. Slowly push the flashcard up so that the picture is revealed, bit by bit, to the class.
- ❖ Encourage everyone to shout out what they think it is until someone gets the right answer. It is ok if students shout out the word in their language if they don't know it − but make sure you teach the English word.
- Chorus each word three times and stick onto the board. Once all of the cards are on the board, chorus them one more time. Then point to one picture and elicit the word, then write it clearly under the card.
- **❖** Time: 15 minutes

Activity (4)

Lyrics for the "Where Do You Live?"

Song Chorus:

- ❖ Where do you live?
- ❖ Where do you live?
- ❖ Where, oh where, oh Where do you live?

Verse 1:

- **
- . I am a fish. I live in the sea.
- ❖ I am a cow, I live on a farm.
- ❖ I am a bear. I live in a forest.
- ❖ I am a camel, I live in a desert.

Chorus Verse 2:

- ❖ I am a bat, and I live in a cave.
- ❖ I am a duck, I live on a lake.
- ❖ I am a goat, I live on a mountain.
- ❖ I am a hippo and I live in a river.

Chorus Verse 3:

- ❖ I live, I live, I live in a city.
- ❖ I live, I live, I live in a town.
- ❖ I live, I live, I live in a village.
- ❖ I live, I live, I live in the countryside
- Time: 15 minutes





- After finishing the song, teacher asks students to work in groups prepare their questions in order to ask each other the following questions:
 - ♣ Where Do You Live?
 - **♣** Where is your home located?
 - ♣ What does your house look like?





❖ Teacher asks students to work in groups to discuss the below questions about hotels





NAME: DATE: Word Bank NAME THAT TRANSPORTATION! Write the names of each of the 15 kinds of transportation next to the correct pictures. airliner (airplane) ambulance bicycle bus car cruise ship tire truck motorcycle police car sall boat school bus 000 scooter train truck van

Worksheet(4)

Theoretical Background on Fluency

- ♦ Fluency is the ability to communicate ideas clearly without pausing or hesitating so much that it creates hurdles or breaks down communication. Therefore, it is crucial that teachers support their students in communicating their communicative intent in listener-speaker situations while simultaneously assisting them in producing correct forms in English.
- Oral fluency, which in FL learning refers to a learner's ability to articulate freely and easily his or her thoughts, is a relative concept. Semantic fluency, lexical and syntactic fluency, and phonemic fluency were used to categorize these skills. Speech production, speech distinction, and the skills they needed were all influenced by a variety of social and cultural variables. Therefore, acceptability and continuity should be considered while explaining fluency.

Resources

- https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28EFL%29/Speaking/Speaking_Drill_jb1263619ea
- https://www.pinterest.com/enkeledaleda30/speaking-cards/
- https://en.islcollective.com/english-EFL-worksheets/grammar/do-or-does/do-or-does-food-speaking/109619
- https://www.EFLkidstuff.com/lesson-plans/pdf/classroom-objects-lesson-plan.pdf
- https://www.allthingstopics.com/hospitals.html
- https://www.toolstogrowot.com/therapy-resources/gross-motor/animal-walks
- https://www.vectorstock.com/royalty-free-vector/cartoon-monkey-on-a-branch-tree-and-holding-banana-vector-21527396

Topic Three

Communication & Interaction Difficulties

Indicators of the Difficulty

- Refugee students have difficulties in talking about routine actions.
- * Refugee students have difficulties in giving reasons or an excuse for something.
- * Refugee students have difficulties in offering and requesting assistance during group work.
- * Refugee students have difficulties in communicating in English clearly and correctly.
- Refugee students have difficulties in expressing their ideas through speaking because they don't have enough vocabulary

Learning Outcomes

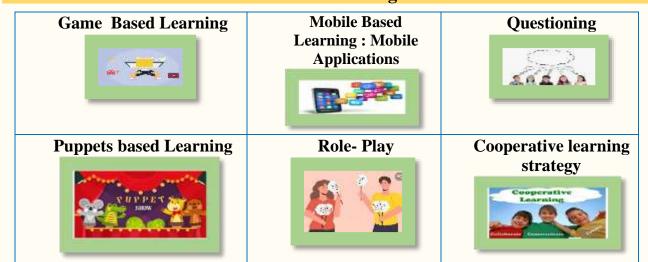
By the end of this topic, fifth grade students will be able to:

- **Talk about routine actions.**
- Give reasons for anything.
- Offer and request assistance.
- Communicate in English clearly and correctly.
- ***** Express their ideas through using enough vocabulary .

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



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 Daily Routines

 Look at the following picture and talk about a plan for the day:



- Divide students into pairs or small groups.
- Ask them to discuss what Anna does?
- Then, ask each one to talk about his\ her daily routines.

Second Method: Giving a reason or an excuse



- Divide students into pairs or small groups.
- Ask them to look pictures and tell the reason behind each situation ?

Third Method: Offer and Request



- Divide students into pairs or small groups.
- Ask them to look at the picture and make request and offer.
- Then, ask them to make request and offer from their choice.

Remediation Techniques

Game Based Learning

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

Talking about Routine Actions



Objectives:

- **Students** will use the present simple tense to talk about daily routines and activities.
- * They will practice describing their daily routine while playing fun classroom games.

Time: 15 minutes

Materials and Aids:

- Daily Routines Flashcards.
- Daily Routines Board Game.
- ❖ Daily Routines Guessing Game Video. https://youtu.be/-_M9ztaZH1k

Grammar and Expressions:

- * This activity focused on daily routines using the present simple tense.
- ❖ The present simple tense is used to talk about things we do regularly.
- ❖ Tell your students that when talking about daily routine ,they should use the present simple form of the verb.

Examples:

❖ I (get up) at 8 o'clock.

❖ He /She (gets) up at 8 o'clock.

Introduction and Warm up

- ❖ Before introducing the key words and expressions, it is important to put the target language into context.
- ❖ When teaching daily routines is to ask the students about what they did before they came to school.
- ❖ Ask them what the first thing they did that day was.
- Llicit from them that the first thing they did was (wake 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 the lesson will be about activities that they do on a regular basis. That is, their daily routine.

Using daily activity flashcards such as :





- ❖ 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.
- ❖ Once students have practiced enough, it's time to play a fun guessing game to practice daily routine expressions some more such as .



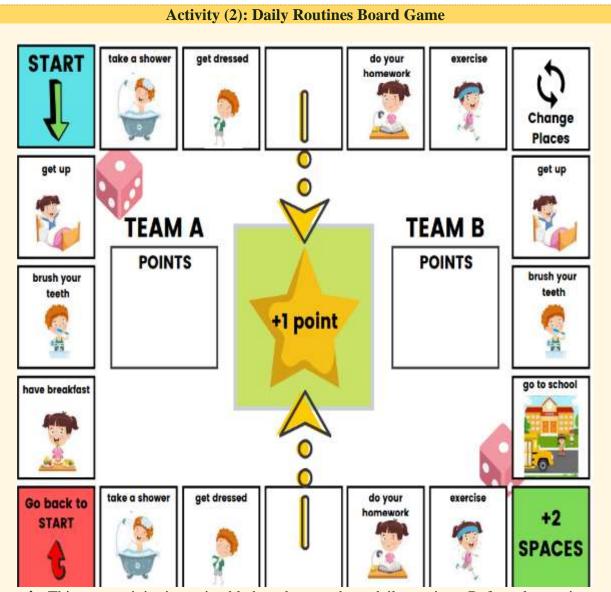




Activity 1: Daily Routines Guessing Game



- Click on the following link: https://youtu.be/-_M9ztaZH1k to present daily routines guessing game.
- * This video focused on to practice making English sentences about daily activities.
- To play, simply show the video in class. There are ten pictures of daily activities hidden behind colored shapes. As the shapes slowly disappear, students must try to guess what daily routine is in the picture.
- ❖ When students are ready to guess, they should answer using full sentences.
- ❖ After each question, pause the video and ask students what time they do that activity. For example, after seeing the (get up) picture, ask students what time they get up.
- * Repeat the game until students practice most of the daily routines.
- **❖** Time : 15 minutes



- This next activity is a printable board game about daily routines. Before class, print out the board 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 landed 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

Activity (3): Daily Routine Speaking Game



- Click on the following link: https://youtu.be/AwdeMdRyVRw to present daily routines speaking game.
- ❖ 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.
- ❖ Students 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, that students gets a point (or sticker) and begins again at level 1. After 5 or 10 minutes, the students with the most points (stickers) 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)

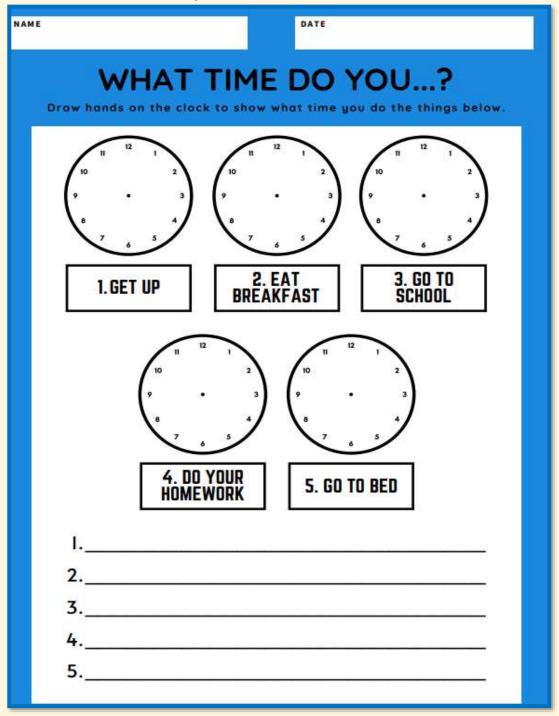
This daily routine bingo Worksheet is an easy a fun activity to practice daily activity expressions. Students should cut out the daily routine pictures and arrange them in a 3×3 bingo grid. Then as the teacher calls out the daily routines (e.g. 'I wake up at 7 o'clock.) the students can turn over the 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.



https://games4EFL.com/wp-content/uploads/Daily-Routine-Worksheet-Bingo.pdf

Worksheet(2)

❖ To complete this daily routine Worksheet students should draw hands on the clocks to show the time that they do those things. Then they should write a complete sentence on the lines beneath. To make this into a fun speaking activity, once students have completed the Worksheet you can ask them to walk around the class and ask their classmates about their daily routine



https://games4EFL.com/wp-content/uploads/Daily-Routine-Worksheet-Draw-Clocks.pdf

Give Reasons or Excuse for Something

Why & Because in 3-2-1

Select three photos such as the following:-







- **Show** all three photos to your students.
- ❖ In pairs, students can write and ask six why questions for each photo.
- ❖ In a large class, pairs will exchange papers.
- ❖ Then in one minute, students will try to give short answers to all six questions.
- ❖ Partners can take turns answers the questions as they read them:
 - ✓ Why is she wearing a hat?
 - ✓ Because it's sunny.
 - ✓ Why are they happy?
 - ✓ Because they are having fun.
 - ✓ Why is he wet?
 - ✓ Because it's raining.

Tips:

Choose photos that lend themselves to the language students know...

Curious Questions

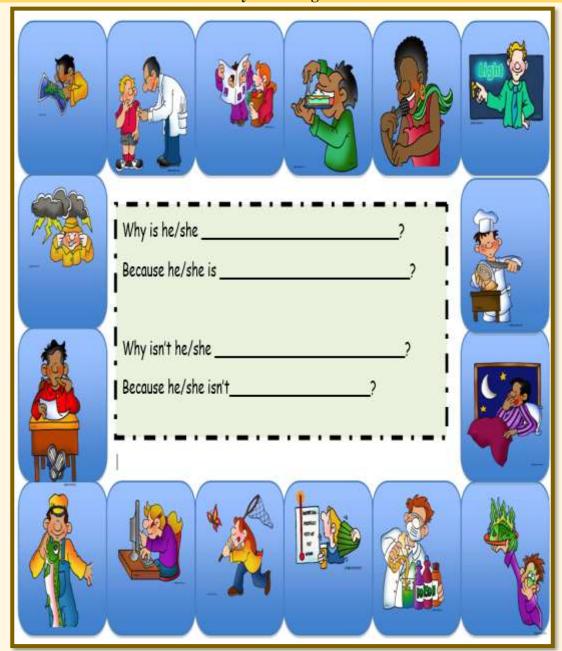
- **Students** can work in small groups.
- ❖ Students choose 2-3 personal items and place them on the desk in front of them.
- * Taking turns, students will ask the person to their left one question with why about one personal item. Why do you need this key? Why is your phone (turned) off? Etc. After an item is discussed, it can be removed from the table. For fun, you can switch directions after the first round of questions.

Why? Because: Pair work

- Divide students in pairs.
- ❖ Give student (A) a red card and students (B) a blue card
- ❖ Using the given statements on the cards, student A asks his partner:
- "Why are the students happy?"
- ❖ Student B notes the question on his paper and formulates an answer using the phrase "the holidays are there" because: "Because the holidays are here."
- ❖ Student A notes this answer. Then student B asks his partner the question about Samer and student A replies to the question. The students interrogate each other until all fields are filled.



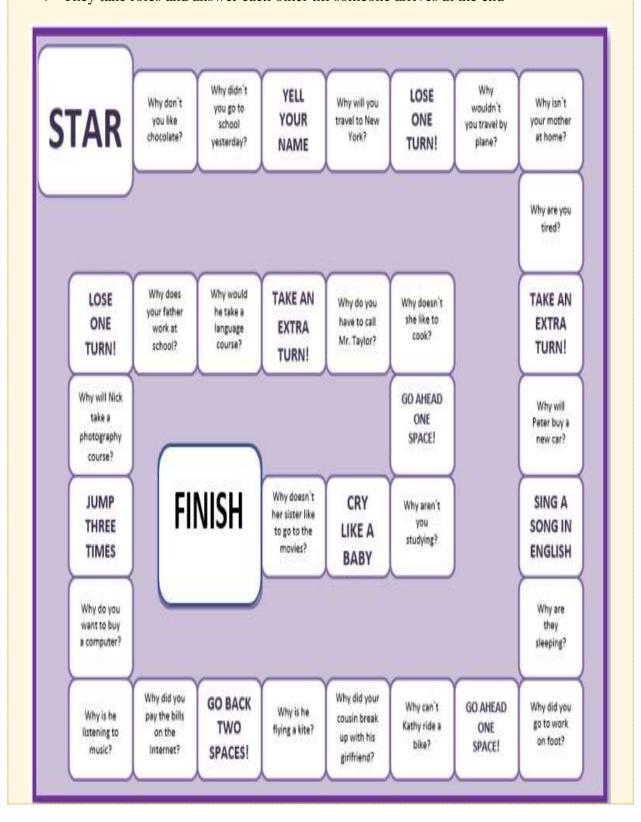
why because game

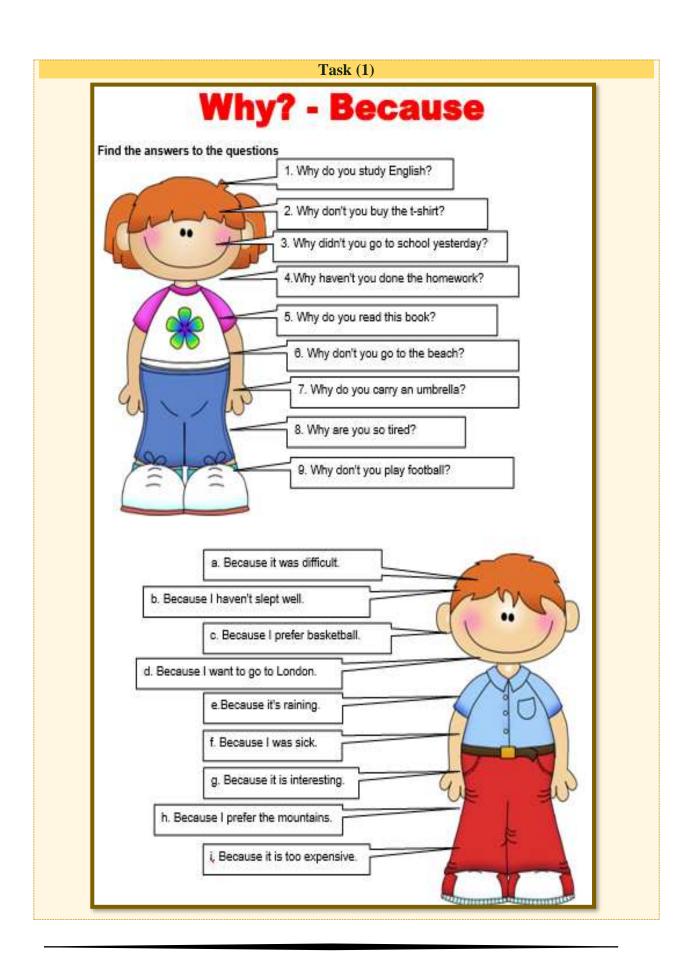


- To play, have the students fold the paper in half and write "why" on the top half and "because" on the bottom.
- Ask your students to play in teams, but you could play individually as well. They then write a simple question in the "why" half. why do you go to doctor?
- ❖ Have them fold the paper so that they "why" half is hidden and then switch papers with the other teams.
- ❖ The teams are not allowed to look at their "why" question and must make an answer starting with because. *because I am ill*.
- Collect the papers and read them out loud or have the students open their questions and read them to the class.

Why? Because: board game

- ❖ Divide students in ´small groups, using Dice.
- They take roles and answer each other till someone arrives at the end





Offer and Request

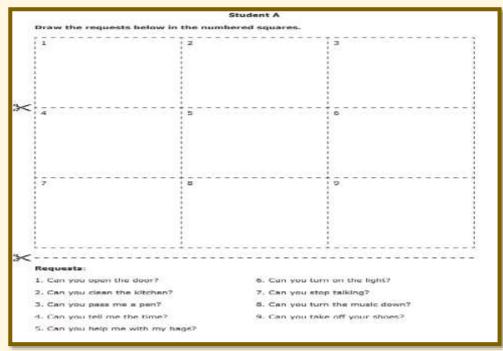
Guess the Request Game

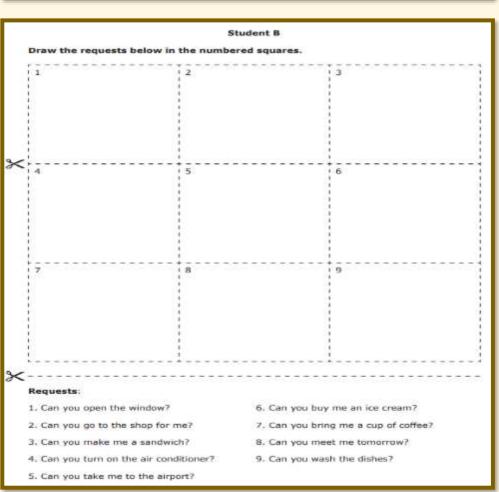
overview

- ❖ In making requests game, students draw pictures of requests and try to guess requests from pictures a partner has drawn.
- ❖ In two groups, students draw pictures of requests in corresponding numbered squares on the worksheet.
- ❖ Students then pair up with someone from the other group and give their partner their drawings.
- ❖ Students then take it in turns to guess the requests from their partner's pictures using *Can you*...?
- ❖ Students get three chances to guess the request in each picture.
- ❖ If a student guesses correctly on the first try, they score three points. On the second try, they get two points and so on. The student with the most points at the end of the game is the winner.
- **❖** Time : 15 minutes

Procedures

- ❖ Tell students that you are going to draw a picture of a request using Can you....? and that they have three chances to guess the request.
- Draw a picture for (can you close the door?) for example, an open door.
- ❖ See if the students can guess what the request is within three guesses.
- Next, tell students that they are going to draw similar situations where people make requests.
- ightharpoonup Divide the class into two groups (A B)
- . Give each student a worksheet.
- ❖ Ask the students to draw the requests on the Exercise in the numbered squares.
- ❖ While students are drawing, go around and help them with ideas on what to draw.
- ❖ When everyone has finished drawing their pictures, hand out some scissors and have the students cut the Worksheet.
- Students then pair up with someone from the other group and give their partner the drawings.
- Next, students take it in turns to guess the Can you...? Requests from their partner's pictures.
- Students get three chances to guess the request in each picture.
- ❖ If a student guesses correctly on the first try, they score three points. On the second try, they get two points. on the third try, they score one point.
- ❖ The student with the most points at the end of the game is the winner.





Using songs help students to make requests in an interesting way.

Asking for Help Songs

- ❖ A nice way to teach students how to ask for help or make polite requests is to use songs or chants.
- Ask students to use YouTube in order to watch and listen to songs that help them to make requests and practice it more and more.
- ❖ Ask students to click on the following link: https://youtu.be/5P-89FdwlGc





- ❖ After listening to the song, ask students to model what they listen and watch with their peers.
- **❖** Time : 15 minutes

Game: 20 Questions



- It is a wonderful game that enables student's to form request and offer.
- 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.
- Time: 15 minutes

Example:-

- Student A: Can you help me?
- Student B: yes, I can.
- Student A: Can you open the door?
- Student B: No, I can't
- Student A: Can you close the window?
- Student B: Yes, I can.

Using Puppets Based Learning



Puppet Play

- Puppet play is a good activity to try one-on-one or in small groups to help students make offer and request through using puppets.
- 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 how others feel.

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 Worksheets, 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

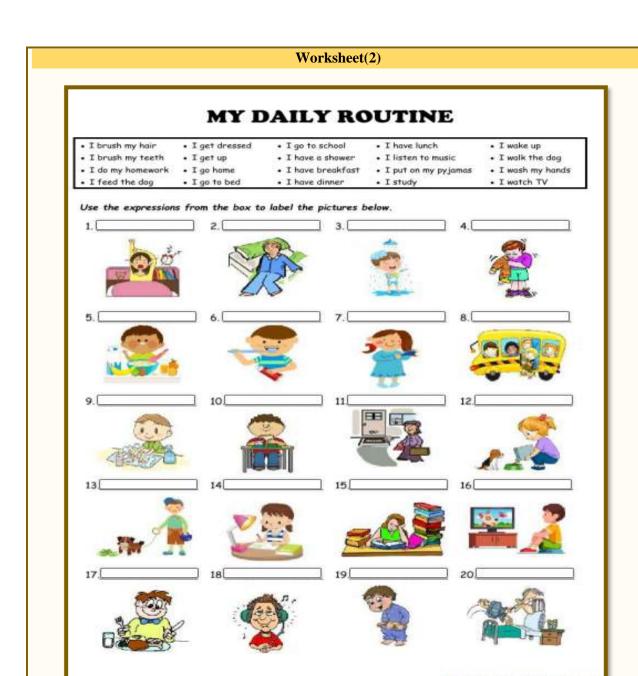
- ❖ Download the following mobile apps on your mobiles or tablets and enjoy learning speaking English through communication and interaction skills
- https://www.commonsense.org/education/app/articulation-station



- 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





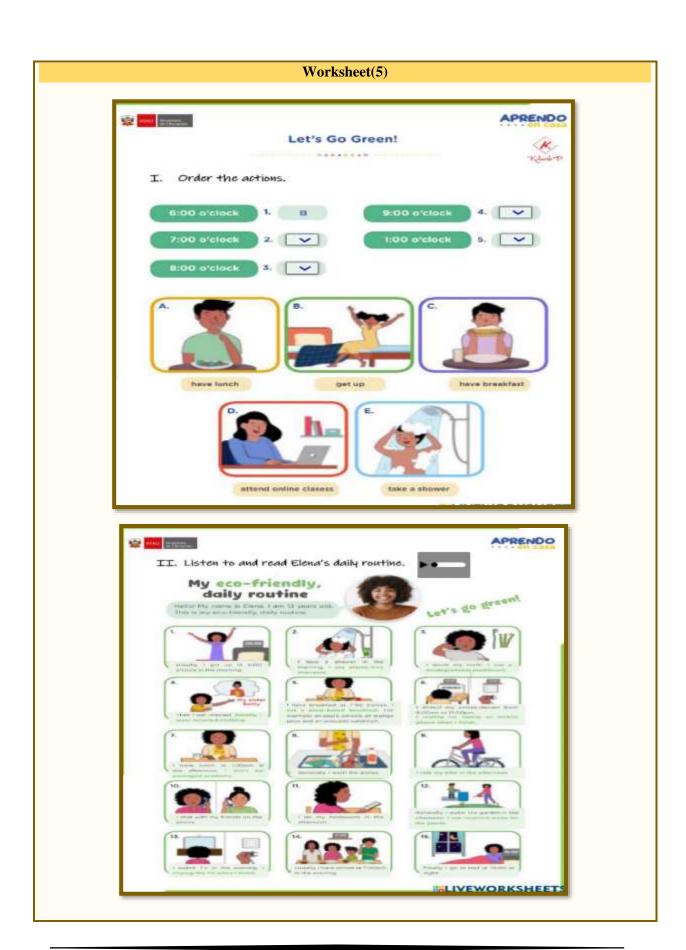
https://www.liveworksheets.com/pm1783527lh

SELIVEWORKSHEETS











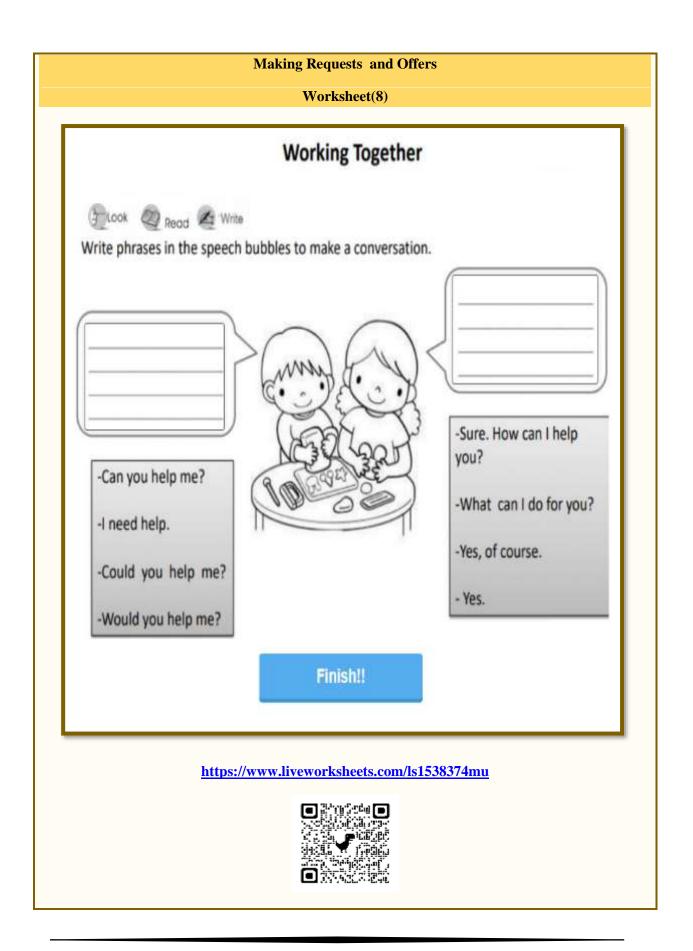


https://www.liveworksheets.com/kj2288185ab

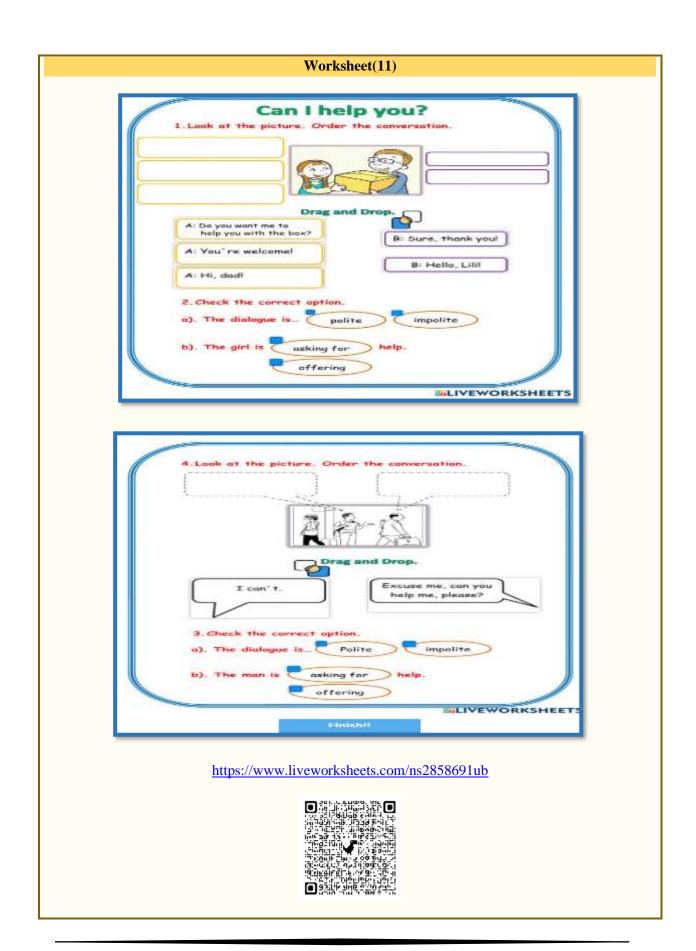












Theoretical Background on Communication and Interaction

- ❖ 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://games4EFL.com/lesson-plans/daily-routine/
- https://www.EFLkidstuff.com/lesson-plans/daily-routines-times-of-the-day.html
- https://www.EFLkidstuff.com/lesson-plans/pdf/daily-routines-lesson-plan.pdf
- https://englishwithjennifer.wordpress.com/2019/05/10/3-simple-fun-activities-to-practice-why-because/
- https://en.islcollective.com/english-EFL-worksheets/search/why%20because
- https://www.waygook.org/index.php?topic=14393.0
- https://www.EFLprintables.com/games_worksheets/board_games/Why_Because_board_game_944829/
- https://www.liveworksheets.com/pb668443fx
- https://www.liveworksheets.com/pm1783527lh
- https://www.liveworksheets.com/xi2043479fj
- https://www.liveworksheets.com/zg1731042un
- https://www.liveworksheets.com/kj2288185ab
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- https://www.liveworksheets.com/vn1989842vj
- https://www.liveworksheets.com/bf2979244kb
- https://www.liveworksheets.com/ls1281822ma
- https://www.liveworksheets.com/ls1538374mu
- https://www.liveworksheets.com/kk1604363qs
- https://www.teach-this.com/images/resources/guess-the-request.pdf
- https://www.EFLactivity.org/requesting-games-EFL/
- https://www.liveworksheets.com/ns2858691ub

Topic Four: Rhyming Difficulties

Indicators of the Difficulty

* Refugee students have difficulties in providing rhyming words to the end of lines of a verse.

Learning Outcomes

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

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

Learning Resources

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

Intervention Strategies

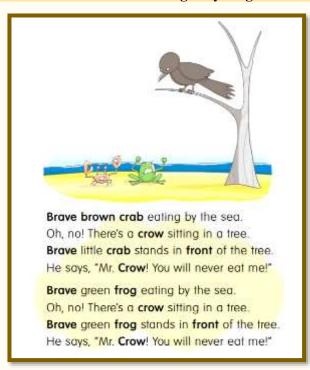
	0			
Game Based Learning	Based Learning Puppets based Learning			
Questioning	Mobile Based Learning : Mobile Applications			
Cooperative learning strategy	Role- Play			
Longerative Longerative				

Procedures of The Topic

Recognizing students' learning difficulties (Rhyming production)

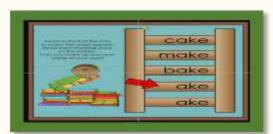
❖ Identify and discover your students' learning difficulties in rhyming production through using one of these methods:-

First Method: Generating Rhyming Words



- ❖ Have students look at the picture and read the fun rhyming chant.
- ❖ Have students identify and point at the rhyming words
- ❖ Ask them to produce new rhyming words .

Second Method: Rhyming Word Ladders



- 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, Worksheets, 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.
- **!** Here are some examples of games and activities , teachers can use them to help students produce rhyming words .

Identifying and Generating Rhyming Words, Body Part Game

This game can be done in small or whole group.

Goal:

- ❖ Given a spoken word, the student can say whether it rhymes with another word ("head, bed" -> "yes", "head, door" -> "no").
- ❖ Given a spoken word, the student can say another word that rhymes with it ("eye" -> "my").

Items:

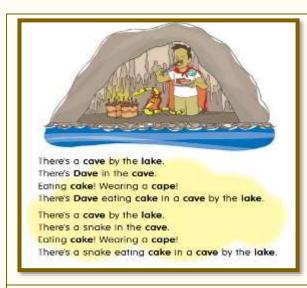
- ❖ Words that rhyme with head: (1-syllable) bed, bread, dead, fed, fred, red, said, shed, sled, spread, ted, thread, tread, (2-syllable) ahead, instead
- Words that rhyme with toe: (1-syllable) blow, bow, crow, dough, glow, go, grow, hoe, joe, know, low, no, oh, row, slow, snow, so, though, throw, tow, whoa, (2-syllable) ago, below, hello, outgrow

Procedures:

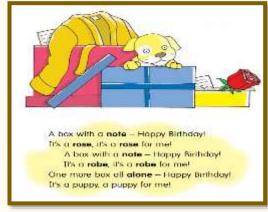
- ❖ Tell students that they would play the Body Rhyme Game.
- pick a part of your body, maybe head. Point to your head.
- Tell your students the following: now I'm going to say some words, and you have to tell me if the word I say rhymes with head. A rhyme is a word that sounds like another word. So if I said red, does that rhyme with head? Students: yes! Right!
- Okay, does bed rhyme with head? Students: yes.
- ❖ Good. Does cat rhyme with head? Students: no. Correct. Said...Ted...Door...
- Continue with a random selection of rhymes and non-rhymes.
- Stop repeating the target word (head in this case) after a few examples so that students have to test the rhyme silently for themselves.
- Proceed from 1-syllable words to 2-syllable words.
- See the list for words that rhyme with head (Words that rhyme with head: (1-syllable) bed, bread, dead, fed, fred, red, said, shed, sled, spread, ted, thread, tread, (2-syllable) ahead, instead
- ❖ Great! Now I'm going to pick a different part of my body...my toe.
- Point to your toe. Let's see...does snow rhyme with toe?
- Students: yes. Does desk rhyme with toe? Students: no. Correct. Go...blow...shirt?
- Go around the group giving students an individual turn with either a rhyming or non-rhyming word.
- ❖ Spend extra time with students who are not getting it.
- See the list for words that rhyme with toe(Words that rhyme with toe: (1-syllable) blow, bow, crow, dough, glow, go, grow, hoe, joe, know, low, no, oh, row, slow, snow, so, though, throw, tow, whoa, (2-syllable) ago, below, hello, outgrow).
- ❖ Good. Now let's try...eye. Hey, I have a good idea: maybe you can think of a word that rhymes with eye.

- ❖ Start with a student who is likely to get it right and continue around the class.
- ❖ If students run out of ideas, think of a rhyme and give them a clue--e.g.,
- ❖ When I go outside and look up, I see the... Then change the body part; feet, knee, and hand each have several rhyming words.
- ❖ If a student comes up with a non-word that rhymes, such as nie, say: Good. Nie rhymes with eye. But is nie a real word? I think it's a made up word. Can you think of a real word that rhymes with eye?
- ❖ Continue until everyone is able to produce a rhyming word.

Activity (1): Producing Rhyming Words









- Present two or three rhyming chants to your class.
- Divide your students into groups .
- ❖ Ask each group to read the rhyming chant and identify or circle the rhyming words.
- Ask them to write the rhyming words on paper and try to produce new rhyming words matching with chant.
- ❖ Ask them to write the chants again with the new rhyming words .
- ❖ After writing the new rhyming chant, ask them to read in front of their peers.

Time: 15 minutes

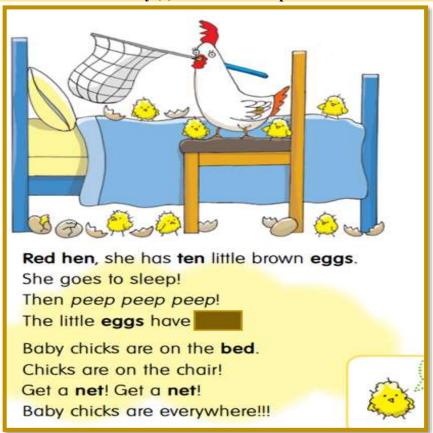
Activity (2): Rhyming Jars



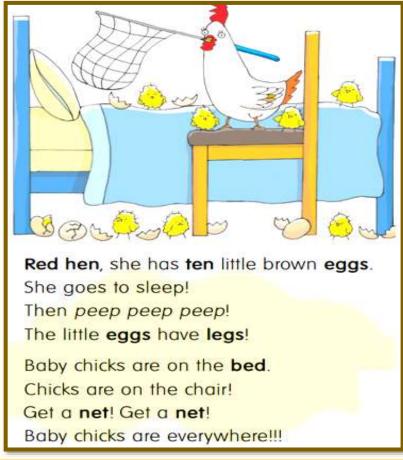
- For this activity, you will need popsicle sticks, baby food jars, and colored tape.
- ❖ Write the rhyme on the tape and place it on the jar.
- ❖ Then, you write rhyming words directly on sticks or.
- Students will take all of the popsicle sticks with pre-written words and place them in the baby food jar marked with the rhyme.

Time: 15 minutes

Activity (3): Read and Complete



- ❖ After reading the rhyming chant, ask students to sing it together as a group.
- ❖ In the fourth verse, leave out the last word and instruct students to identify a rhyming word that would complete the verse.
- ❖ Students could even be asked to create a complete rhyming verse on their own.
- ❖ After completing the chant , present the complete one and ask students to show the difference between both, as follows:



Activity (4): Draw-a-Rhyme Stories

- Explain to the students that they are going to draw a picture together, using rhyming words.
- Read each rhyme aloud and encourage the students to fill in the last rhyme word in the sentence.
- ❖ Add those parts to create the picture.

Monster Rhyme

When you draw a monster, it is said, you always begin with his head/ He'll be able to see when he flies, if we draw two bright eyes/ To tell which way the cold wind blows, our monster will need a great big nose/ Look to the north and look to the south, now we can give our monster a mouth/Some up above and some beneath, our monster has lots of teeth/ Now under this chin, let's just check, that's where we should put his neck/ So he won't be tipsy-toddy, let's give him a polka dot body/ If he really, really begs, I guess we could give him legs/ To make our monster nice and neat, we'll have to teach him to wipe his feet/ A notice sent by air mail, we can't forget our monster's tail/ He isn't fierce, he isn't hairy, but don't you think he's a little scary?

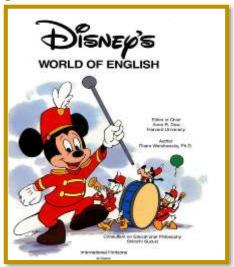
Clown Rhyme

When making a clown, it is said, always start with his big, round head/Make it really messy cuz clowns don't care, On top of his head, give him red curly hair/When people laugh, he wants to hear, so on each side, give him a great big ear/Now make him look very wise, by giving him two wide-open eyes/And yes, of course, everyone knows, give him a big, fat rounded nose/Now make a line as long as a mile, and turn it into a great big smile/Look at his clothes-the clown suit he is in, it has a ruffle, right under his chin/All over his suit are big colored spots, so give him lots of polka dots/Now look, can you believe? He has purple stripes on each long sleeve/He has two hands-one left, one right, one's painted yellow and the other white/At the bottom of his funny suit, you can see one big black boot and the other foot has not a shoe, cuz he just painted his toenails blue/Now if you listened and did everything right your little clown is a funny sight.

Rhyming Book Read-Aloud

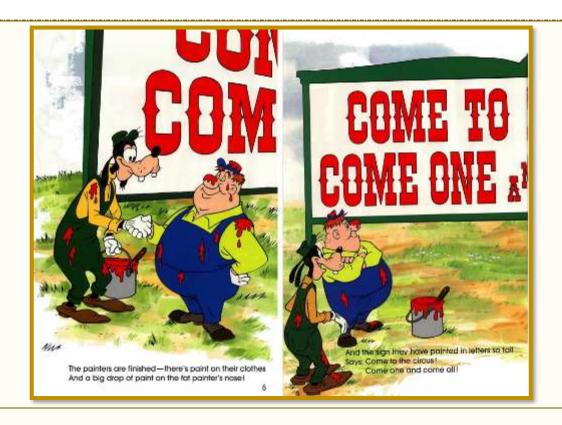
- The Read the book that emphasized rhyming words. The purpose of this activity is to train the students to identify sets of words that rhyme and produce new rhyming words.
- Nearly all rhyming books are set up in 4-line rhyming sequences, where in the second and fourth line rhymed, while the first and 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 "Disney's World of English" 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:-





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 fifth 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): Chant Rhyming Words To Music

- ❖ It is one of the all-time great rhyming games.
- ❖ It works well because it's pretty much impossible to go wrong. If the students at least join in, then they will be learning something about rhyme.
- ❖ Put some pumping music on
- ❖ Use something with no words, but with a good funky beat. Having no words helps, as the students don't get confused with what they are saying
- Get the students to stand up, with the music playing.
- Then pick a word that has lots of rhymes. Something like the word cat is a good one to go for.
- ❖ What you are going to do is chant the word cat to the beat of the music. It is better to make up actions as well. For example, do "cat's whiskers' in the air as you say cat. This helps make it as fun and multisensory as possible.
- After saying cat about four times, change it to another word that rhymes. For example, bat. Go 'bat, bat, bat, bat, with some kind of action (like bat wings) to bring it to life.
- ❖ Just keep going like this, with everyone copying, saying the words and doing actions.
 - **❖** Time : 15 minutes



Game (2): 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 (3): 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. (Nesreen, *Nermeen*). Everyone now says the student's name and the new rhyming word.
- ❖ You can say only the rhyming word (*Nesreen*) and then the students say the name that rhymes ("Not *Nesreen*, it's Nermeen!).

Time: 15 minutes

Game (4): 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 (5): 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:

•	Sheep – Deep	•	Fig – Dig	•	Ten – Pen	•	Look - Book
•	Cut – Nut	•	Fun – Bun	•	Fat – Mat		

Using Mobile Application

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



- This application is 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

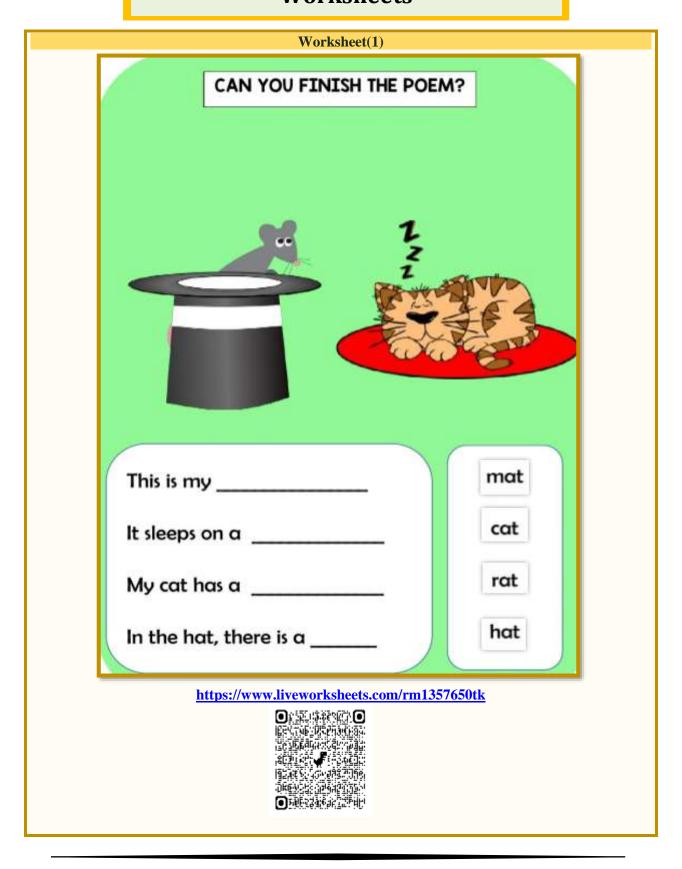
Overview about the apps

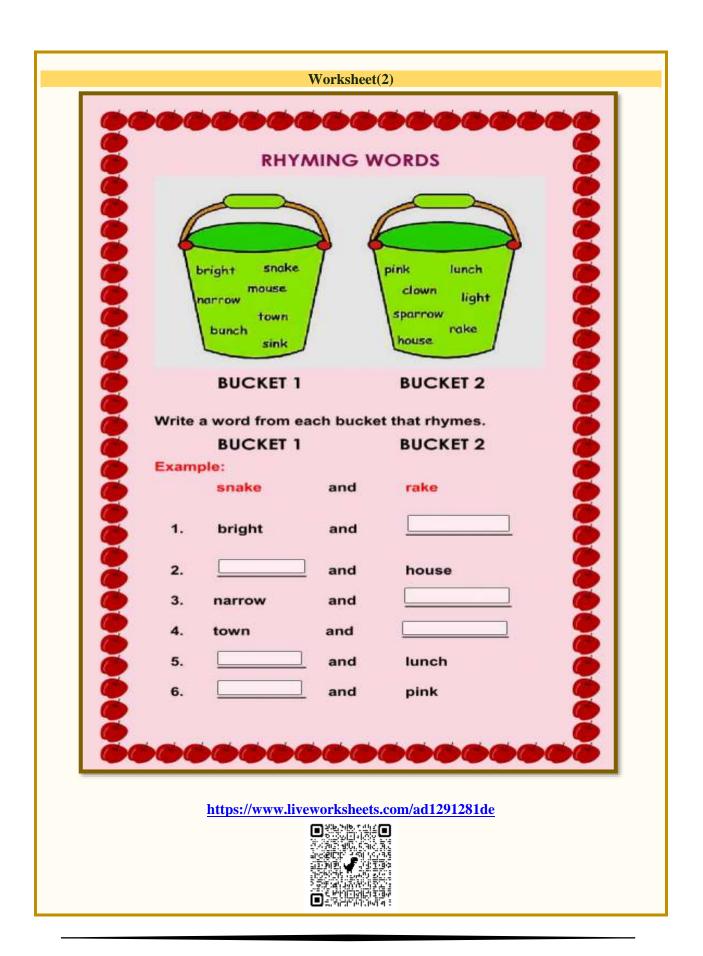
Best Nursery Rhymes Songs & Kids Puzzle Games Free is a fun & educational learning game for students, toddlers

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

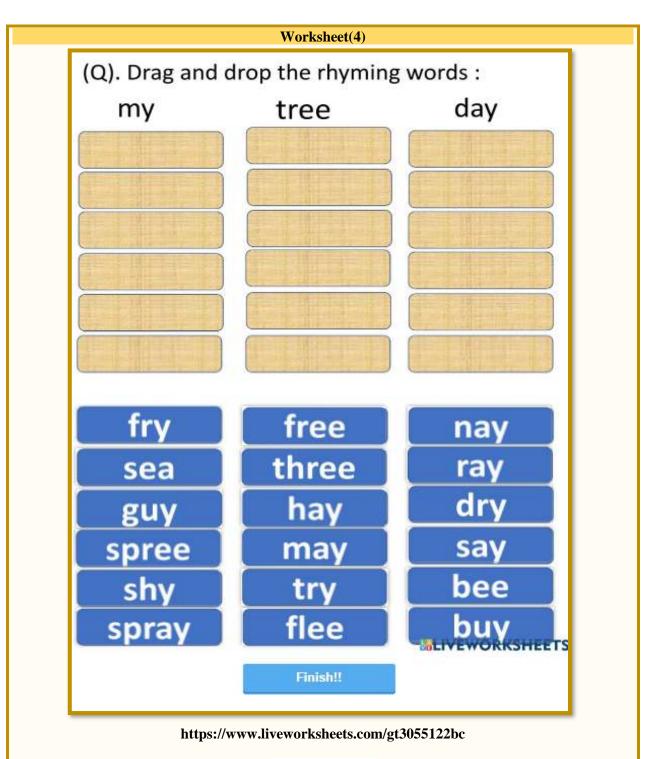


Worksheets



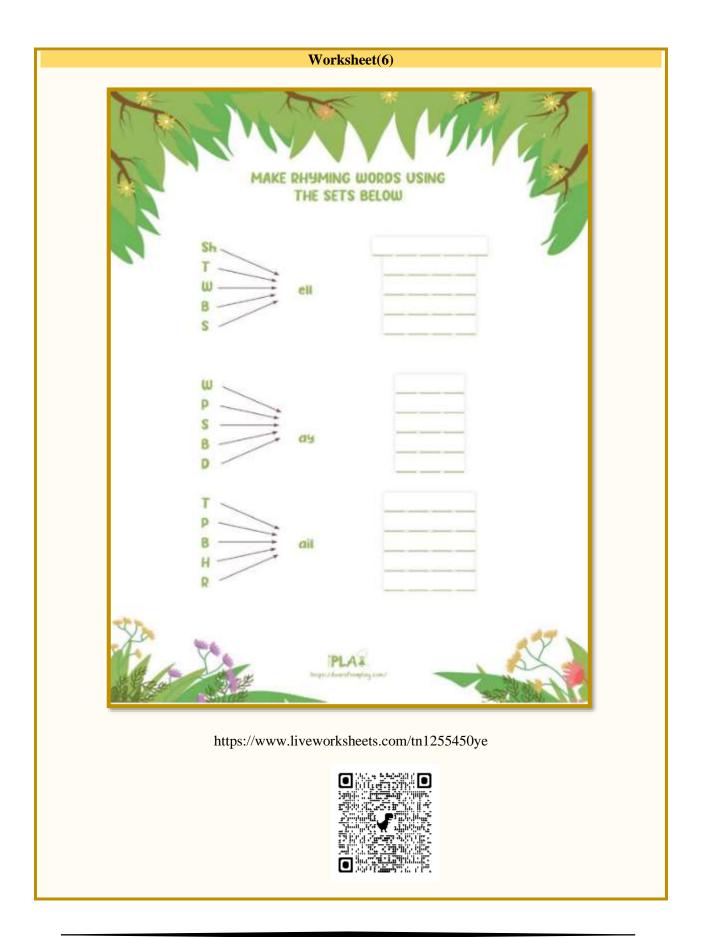


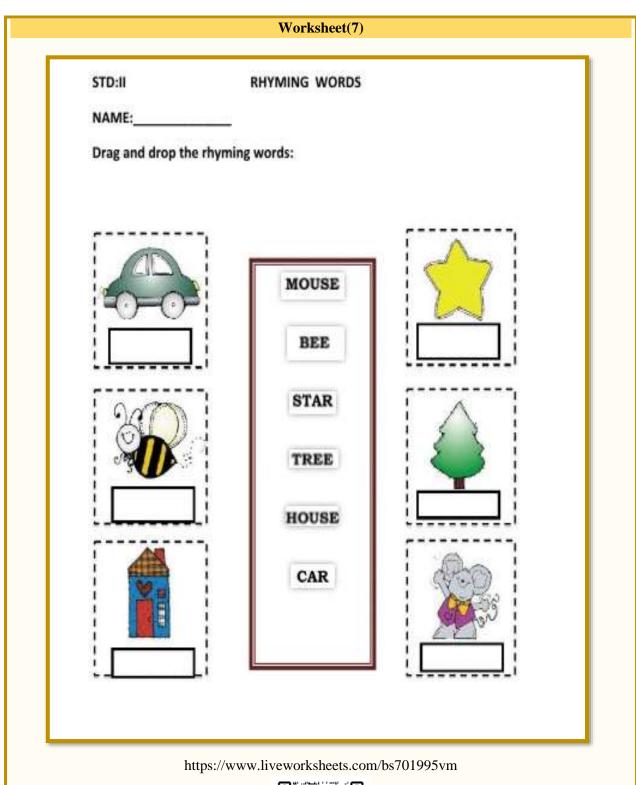
Worksheet(3)
Name Date Date
School:
Listen to the poem and write down the pair of rhyming words.
DING DONG BELL Ding dong bell, Pussy's in the well: Who put her in? LittleTommy Thin. Who pulled her out? Little Tommy stout? What a naughty boy was that To drown poor pussy cat. Who never did any harm. But killed all the mice in Father's barn.
But killed all the mice in Father's barn.
https://www.liveworksheets.com/za2140966ec
្រីក្រើស៊ីនិក ស្រីស៊ីនិក () ស្រីស៊ីនិក ស៊ីស៊ីនិក្សីស៊ីនិក ស្រីស្រីសូស៊ីនិក្សីស៊ីនិក



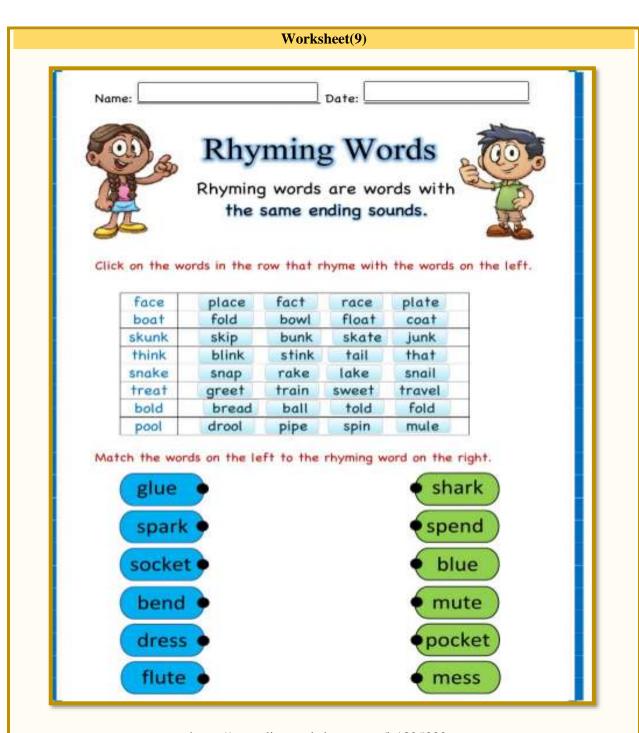












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Theoretical Background on Rhyming

- A 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.

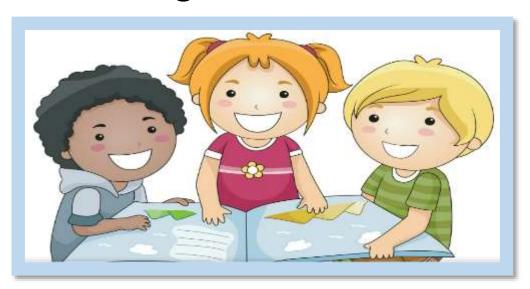
Resources

- https://www.freereading.net/wiki/Identifying_and_generating_rhyming_words,_body_part_ga me.html
- https://earlyimpactlearning.com/the-ultimate-18-rhyming-activities-that-actually-work/
- https://www.liveworksheets.com/rm1357650tk
- https://www.liveworksheets.com/gm2764085uj
- https://www.liveworksheets.com/za2140966ec
- https://www.liveworksheets.com/gt3055122bc
- https://www.liveworksheets.com/hy1247255ry
- https://www.liveworksheets.com/ad1291281de
- https://www.liveworksheets.com/tn1255450ye
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Third Dimension

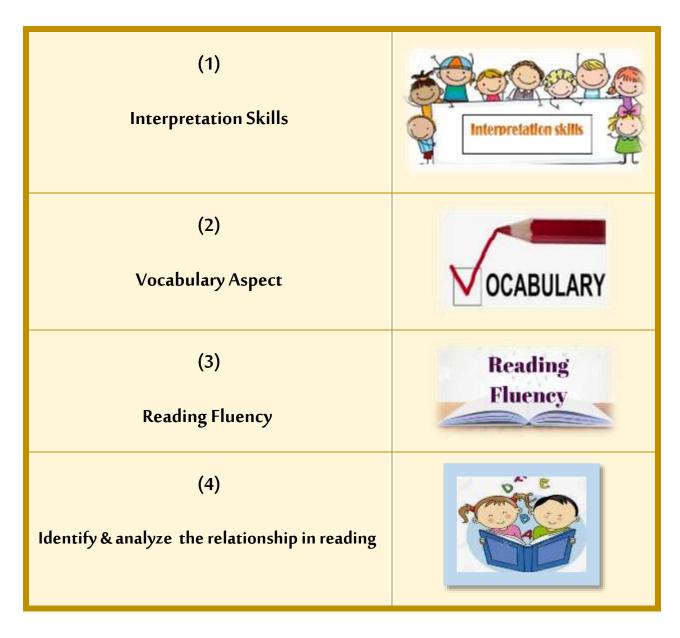
Reading Difficulties





This dimension deals with reading difficulties that fifth grade students face. It includes interpretation skills, reading fluency difficulties, vocabulary difficulties and Identify and analyze the relationship in reading.





Topic One Interpretation Skills

Indicators of the Difficulty

- Refugee students have difficulties in asking and answering question in reading materials (interpretation skills).
- * Refugee students have difficulties in recognizing the main idea and state the related details in reading text.

Learning Outcomes

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

- ❖ Interpret skills (asking and answering questions out of the text)
- Recognize the main idea and state the related details in a reading text.

Learning Resources

Paper Resources:

- Student's Book
- Handouts

Electronic Resources:

- Mobile applications
- YouTube videos-Computers Websites

Visual and Audio Resources:

- ❖ Models-Flash Cards and Pictures
- Visual and Audio aids

Additional Resources

Common Classroom materials

Intervention Strategies

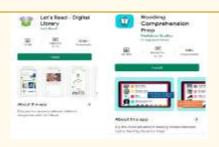
Game Techniques



E -learning strategy (audio /visuals)



Mobile Based Learning: Mobile Applications such as:

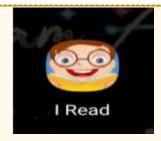




https://www.starfall.com/h/im-reading/



This application is helpful to determine main idea



This application is for reading comprehension and it contains charades

Brain storming



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 Questions

- ❖ Use a text from student's book or the given text below
- * Read the text aloud with your students after asking them to read it silently and individually.
- ❖ Write the below questions on the board then ask your students to answer each question in a complete sentence.
- ❖ If your students struggle comprehending the text and answering question, they will have interpretation skill difficulty.

Suggested Text

Viruses in our Body

Viruses may be small, but they may cause many diseases and illnesses to human body.

Viruses are very tiny so that you need a microscope to see them. They are smaller than bacteria. Some of them harm the plants and others harm animals and people. They have many different shapes. They Can cause common cold, influenza, or even Corona. Our body has an immune system to fight them. For example, when you breathe viruses, some of them are trapped in your nose hairs or in mucus. In our blood there are white blood cells that gather to fight the infection caused by viruses. They can kill the virus or the infected cell.

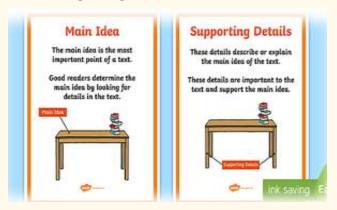
Answer the following comprehension questions.

- 1. What is the text talking about?
- 2. How can we see a virus in our body?
- Do viruses attack the human body only ?Explain
- 4. Name some disease caused by viruses?
- 5. How can white blood cells fight the virus in our body?
- 6. Write other questions you want to ask your classmates about.



Second Method

Recognizing Main Ideas and Details.



- ❖ Ask your student to read the previous text about Viruses again.
- ❖ You may choose another text from their textbook.
- ❖ Give your student 4 cards: One is red, and the others are yellow.
- Ask each to read the text individually and write on the red card the main idea and on the yellow cards 3 details related to the main idea.
- Check their answers and recognize their difficulty.

Remediation Techniques

Interpretation Skill and Reading Comprehension

- ❖ Interpretation skill and reading comprehension could be improved among fifth grade students through some important strategies that you follow with your students who struggle performing that after reading individually or as a whole with his classmate .First you can help them predict what is the text about from the title or given picture that lets your students visualize the text.
- ❖ Then start reading with them, trying to clarify the meaning of unknown words and expressions.
- ❖ Infer with them using some clues and practice drawing conclusions about some events, as well as paraphrasing or summarizing some ideas. Identify with them some facts and opinion, causes and effects, problems and solutions, some ideas, compare and contrast, and relating the ideas found in the text.
- Now start asking questions about all these strategies
- ❖ Use some activities that let them get rid of feeling bored or getting confused with some hard information.
- ❖ When teaching interpretation skill, use first short and simple texts to help your students engage in.
- ❖ Help understanding effective reading strategies that will lead them to recognize reading comprehension concepts, and as a result, answer questions correctly.

Activity 1:Anticipation Guides

- Anticipation guides arouse student's interest in a topic which will be the first stone for reading well to comprehend well.
- Use the anticipation guide as shown in the picture or download blank template for it
- ❖ Introduce the text to the students with its picture and title.



- ❖ Write predicted statements as shown in the picture and ask your students
- ❖ If they agree or disagree with , after reading each for them.
- Let them discuss with each other's, whether you divide them into groups or as a whole class and predicts their answers.
- Read the text aloud with the students, stopping at parts in the text that correspond to each of the given statements after revisiting it.
- Now ask the questions that are related to the statements whether they are about the setting, characters, events, or actions.
- **❖** Time: 15 minutes

My Newborn Brother

Sami is the only son for Shahin's family. He is ten years old.

He was admired by all the family members. He always goes with his father to many places as the market

to shop, the park to play basketball, the beach to swim, and the restaurant to have a delicious meal. Sami's mom was pregnant and today she would have a new baby born. Hearing

the scream of the newborn brother, Sami began laughing and his father began crying since this is his second son he was waiting for.

When Sami went into the room, he stared at his new baby brother surprisingly. It was the first time he could see such a little baby. His grandma and grandpa were sitting with full joy in their eyes. His mom called him to touch the baby's little hand; he hesitated first but later he didn't leave it. He felt that his little brother, Rami, is sending him a message through a look out of his tiny eyes:

"Our hands will not separate as long as to live?" His heart was beating like a drum. It was the most fabulous experience he would never have forgotten.

Statement to agree or disagree"

- Look at the picture. The boy in this story is very happy about this newborn baby.
- ❖ Being a one- parent's- son means you are neglected and left alone.

- The older son is the fellow-friend of the father.
- ❖ Knowing that you will have a newborn baby brother or sister is hateful.
- Tiny babies can send messages to their older brothers or sisters. .
- ❖ Having a new baby in your family will make everyone happy.
- ❖ When people as fathers are crying, they are always sad..

Post-Reading Questions

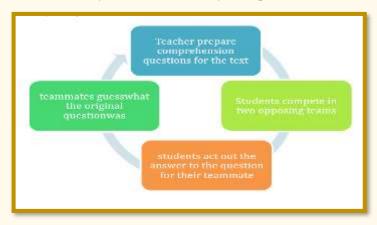
- ❖ Why was Sami was admired a lot by all the family members?
- ❖ Was he a fellow friend for his father? Why do say so?
- ❖ What feeling did the father have when he heard his newborn baby's voice?
- ❖ Did Sami have such an experience before? Why was he surprised?
- ❖ What message did his brother send after staring at his eyes?
- ❖ Why was Sami's heart beating like a drum?





Activity 2: Charades.

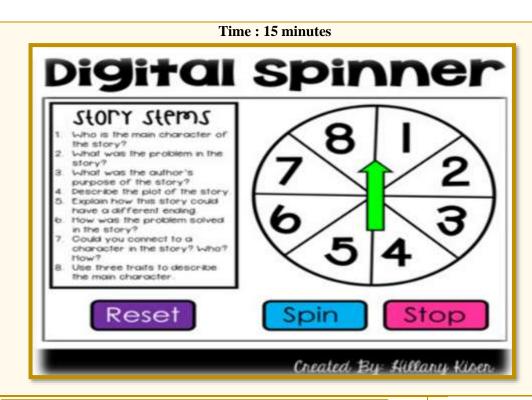
- Learning English skills must not be serious.
- ❖ It is more effective when students learn out of a game.
- Charades are more than a party game to get your students engaged in reading. It is best breaking the routine and moving while answering or asking comprehension questions related to the reading text.
- * Create a set of reading comprehension question whether they are on the fiction reading text which is easy to be acted by the students, or non-fiction one where questions are more complicated.
- ❖ You can ask two partners to act the answer or depend on key terms or concepts as cause and effect to act the answers using charade.
- After preparing the questions divide the class into two teams asking a player from the first team to act the answer of the first question for the opposing team
- Once the answer is guessed or not, the acting team has to give the question and explain how they were trying to show the answer. You may ask about theme, symbol plot, characters, events, etc...



- Use the text in Activity1 and try this game with your students.
- **❖** Time : 15 minutes

Activity 3:Story Spinner

- ❖ Using the spinners to answer comprehension question is much fun for the students. Hang a spinner on the board with numbers from 1 → 8. Use a list of questions numbered from 1 to 8 related to the text. If the text is fiction ask about story elements. If it is not you can add question related to causes, effects, problems solutions, fact opinion, etc
- After reading the text individually or reading the text aloud with the students, divide the class into 2 groups.
- Spin the spinner, students watch for the number it stops at and answer the question related to the number after thinking and preparing the answer with their partners from the text.
- Correct answer leads to a point for the winner group.
- ❖ You can use this activity to prepare students for an active revision before exams. These spinners could be used by students on a device as shown by projecting it on your Smart Board ,and clicking the Spin" button to let it go and the "stop" button to let it stop, while the Reset" button allows to spin it again.





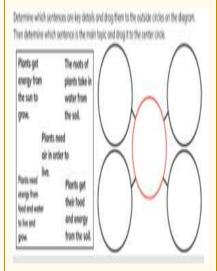


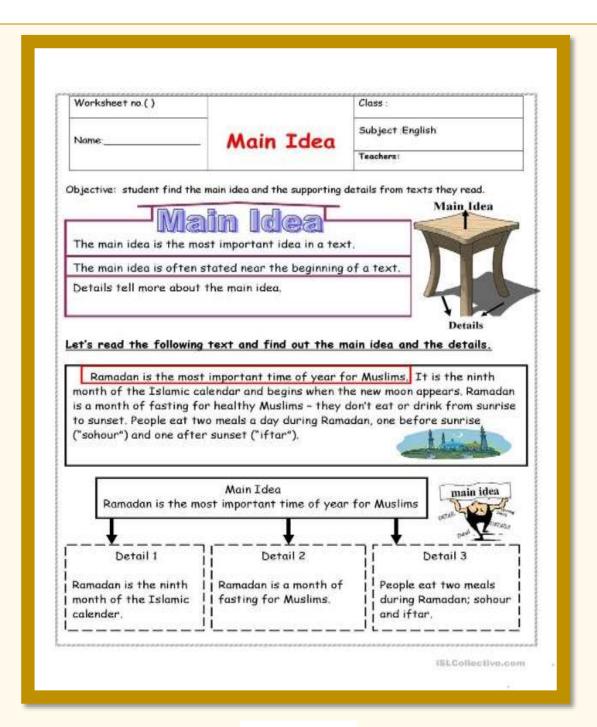
Interpreting Main Idea and Supporting Details

- ❖ The main idea is one of the confusing lessons teachers give to their students.
- ❖ Main Idea is the message the author wants to express about the reading material .It may be expressed directly or indirectly ,it may be found at the beginning of the paragraph and in the concluding sentences.
- ❖ In order to ease this concept for our students ask the questions of who (person & people), when (time), where (place), Why (reason or explanation) and how (method or way). You can start explaining this concept using anchor charts on which you discuss and differentiate between the main idea and supporting the details in a text or in a paragraph.
- ❖ Then give small text to apply the concept of main idea and supporting details on, using a graphic organizer as T- Chart or circle diagrams with ideas bubbles. You can use more than one example text until you find students become better.
- ❖ Later go to a bigger text that you can highlight the title to help find its main idea, in addition to the text features and the mentioned questions above.
- ❖ You can use the doughnut figure keeping the empty space in the middle for stating the main idea , and then spread the question words on the doughnut for the students to ask and answer .The collection of these answers will lead to the main idea. Let the doughnut be surrounded with the little dough ball that are cut from the middle of the doughnut and start hunting each supporting details from the rest of the paragraph to fill each dough with. When you direct your student to perform activities and compete using games, you overcome the boredom of reading again and again to conclude the main idea and supporting details.

Circle the Main Idea of the
Paragraph and
Underline the Details:

Yesterday, I got a new coat My
new coat has a blue hood and red
sleeves. My coat is very fuzzy so
I stay very warm. The zipper of
my coat is green. On the back,
there is a picture of a snow man.
I will wear my coat to school.











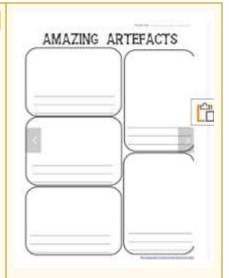
Activity 1: Bloom Ball

- ❖ Use the 3D activity to let your students know about the text presenting its main idea and the supporting details it is followed by.
- ❖ Your students will love this project.
- The bloom ball could be a series of many circles.
- Ask your students to create the ball with one face that represent the main idea of their reading aloud text, and the other stuck circle will hold all the supporting details in the text.
- Students can write and draw their own ideas about the text when you divide them into groups of two or three in order to discuss with each other the part they are responsible for.
- ❖ You can join all the sections in a bloom ball and hang it from the ceiling in the classroom.
- Struggling students could be helped by using some question to ask about the most important thing in the story.
- **❖** Time : 15 minutes



Activity 2: Amazing Artifacts.

- An artifact is an object that is the most important with a story behind. Each of us has an important object that s an artifact. Read the text in their textbook or the suggested text and ask your students to sit each with a partner in order to discuss and select 5 or more artifact from the text you have been reading, or they have been reading by themselves. They must later explain why they chose these artifact and what make them significant.
- ❖ Your students' artifact may not be so important, but they may select two out of five which have a big significance.
- ❖ Collect all their answers on the board and start sorting them in a T Chart as main idea and supporting details with the students.
- ❖ For more amusement, you may let your students add some drawings concerning these ideas and hang the T-Chart so students can get a final summary from.
- **❖** Time : 15 minutes



Suggested text:

The Future Car

Future car will be very exciting and amazing as most of the inventers announced . By the end of 2030 we will have cars that depend on computer technology to be driven and not on steering wheels ,so people will save effort driving them as they are driving themselves where all the riders are passengers. They can guide along the road and can even bark themselves and of course without mistakes.

Future cars will not pollute the air as they use water instead of gasoline to get in function.

They will be wider than nowadays cars and will hold many more passengers than

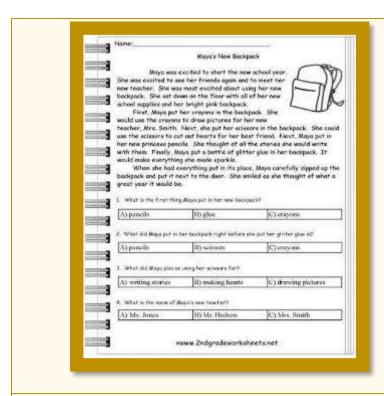
They will have more technical parts as T.V screen to enjoy, work ,or even be connected to others. Future cars are amazing and comfortable means of transport for all the citizens



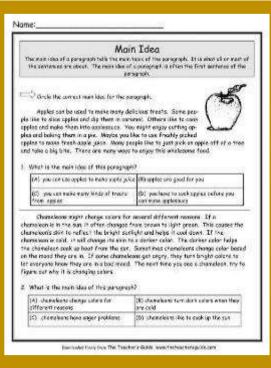
Tips for parents:

- In order to improve you student's reading comprehension skills, keep in mind the following:
- ❖ Make connection with prior knowledge (places /names /idea)
- ❖ Visualize "mind movies " (what it is look like? How you feel? what it smells)
- ❖ Ask questions to look for information or predict endings.
- Look for clues to infer and interpret.
- Ask what is important in the line read, so your child can conclude the main idea, supporting details, main character, problem solution,
- Stop from time to time to reread with your child the part that didn't make sense.
- Read, and read, and read to widen your students' knowledge for the outer world after discussing with them what was read.

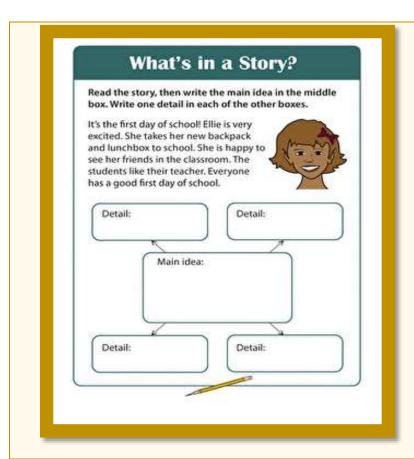
Worksheets



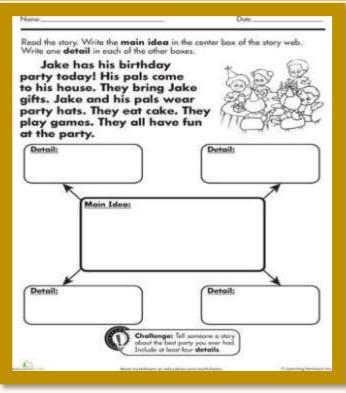




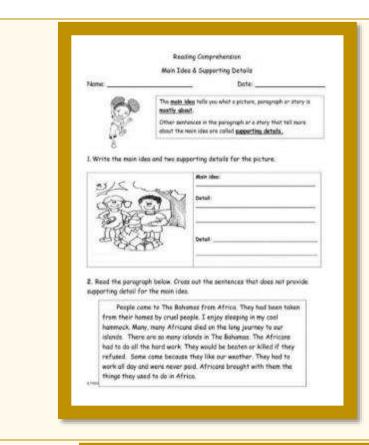




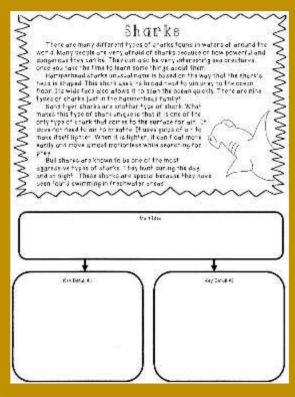
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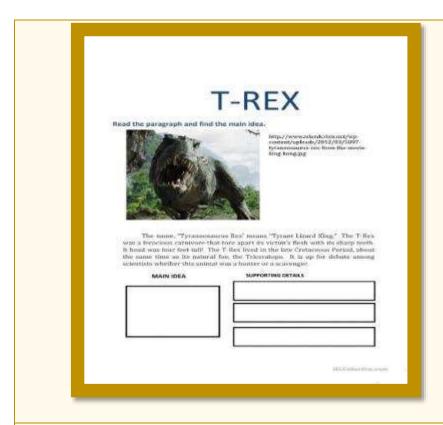














Main	ldea	and	Supporting	g Details
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Read the story and answer the questions.

Josh is a great football player. He practises every day after school. Josh plays for his school's football team. This year, he has scored six goals. Josh can kick the ball very far. He can also run very fast with the ball.

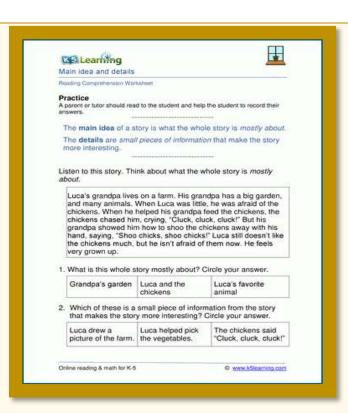
Write the main idea of the story.

Write 2 details that support the main idea.

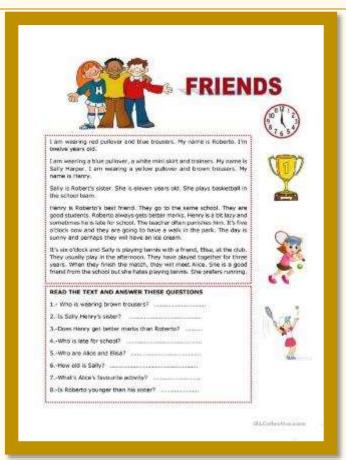
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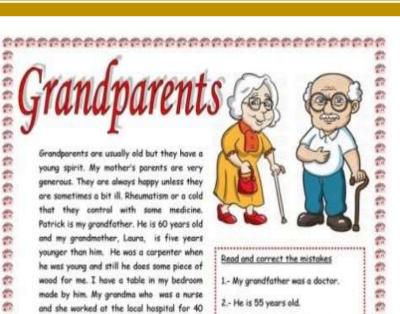












My dad's grandparents live in France because they have a house there. We go to visit them every two years. They are very friendly and they are quite old too. Lisa is her name and Paul his name. They were both teachers. They met at the school. They have lived together for 40 years.

years. They live 5 kilometers away from our

house so we don't see them every day. We

often have lunch on Sundays with them.

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People say that grandparents spoil grandchildren. Perhaps it's true but they are very happy to have their grandkids with them. They cook and buy presents for them. I love my grandparents very much.



- 2.- He is 55 years old.
- 3.-They live in near our house.

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- 4.-Frank is his name.
- 5.-My grandma is 40 years old.
- 6.-My dad's parents were carpenters.
- 7.-Lisa is my mom's mother.
- 8.-Paul is my dad's father.
- 9.-We never go to France.
- 10.-My dad's parents live in London.
- 11.-We have lunch on Saturdays with my grandparents.
- 12.-Laura is my dad's father.
- 13.-Grandparents don't spoil kids.
- 14.-Grandparents never give us presents.



















Theoretical Background on Interpretation Skills



- ❖ Interpretation in reading has become one of the most significant issues that attracts the attention of people who want to overcome language barriers that stand against comprehending the text and answering question related to same clues.
- ♦ Through interpretation, you can read between the lines and clearly understand what is being said by the author.
- ❖ You can reach deeper meaning in the text to help answer any question asked, recall the main ideas of the paragraph, and state their supporting details.

Resources

- https://www.understood.org/en/articles/7-tips-to-help-kids-understand-what-they-read
- http://www.coffeecupslessonplans.com/2015/07/reading-comprehension-with-bloom-balls.html?spref=pi&m=1
- https://teachersherpa.com/template/Story-Stems-Digital-Spinner/c56f87e1-78b1-46c9-a611-1a15595f8f7b/details?authorName=Hillary%20Kiser&afmc=f73e1705-476d-4d01-83cd-2f5dd1c292bf
- https://teachersherpa.com/template/Story-Stems-Digital-Spinner/c56f87e1-78b1-46c9-a611-1a15595f8f7b/details?authorName=Hillary%20Kiser&afmc=f73e1705-476d-4d01-83cd-2f5dd1c292bf
- https://literacyideas.com/reading-activities-for-any-book/
- https://www.wordgametime.com/grade/5th-grade
- https://literacyideas.com/reading-activities-for-any-book/
- https://www.wordgametime.com/grade/5th-grade
- https://www.teachingexpertise.com/classroom-ideas/5th-grade-reading-comprehension-activities/
- https://thisreadingmama.com/summarize-basic-signal-words/
- https://study.com/academy/lesson/reading-comprehension-games-for-5th-grade.html
- https://www.readingrockets.org/strategies/anticipation_guide

Topic Two Vocabulary Aspects

Indicators of the Difficulty

- * Refugee students have difficulties in recognizing vocabulary and words.
- * Refugee students have difficulties in classifying words into semantic or lexical families.
- Refugee students have difficulties in remembering uncommon words that they don't have the opportunity to hear them.
- Refugee students have difficulties in determining the meaning of adverb of frequency and their function as they are used in a text.

Learning Outcomes

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

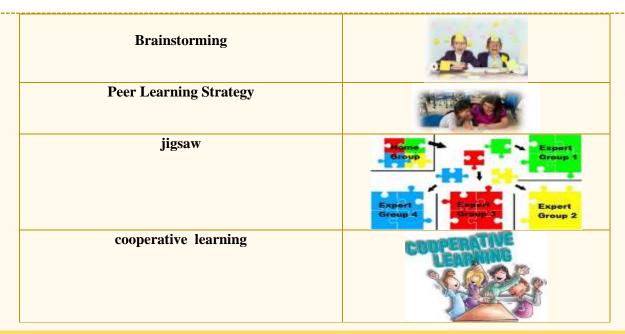
- * Recognize word or vocabulary in reading selection.
- Classify words into semantic or lexical families.
- Remember words or vocabulary that they learn as they don't have the opportunity to use or hear them.
- Determine the meaning of adverb of frequency and their function as they are used in the text.

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: Kids Spelling Matching Game	English For Kid Vocabulary G.O.T studio
Graphic organizers	Schedule St. St. St. Absorber



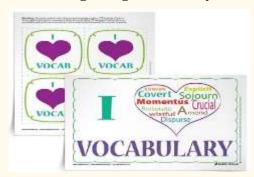
Procedures of The Topic

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



- To check if the students can make connection between the word and it's definition, try this method.
- ❖ Divide the class into two teams.
- ❖ Give a list for each team containing 10 vocabulary words.
- ❖ Let each team look for the meaning using dictionary or even the internet.
- ❖ They may look for the definition or synonym of the words.
- Ask the teams to take turn, read their findings (definition, synonyms) to the other team who will figure out the vocabulary word related.
 - ❖ Discover your students difficulty when they struggle guessing that.

Second Method:

Classifying Words into Semantic or Lexical Families



- ❖ You can prepare 8 categories of words and give each student a sheet of paper holding these categories.
- ❖ Ask your students to identify the item that should not be (odd one out) in each category that holds similar words.
- ❖ Discuss with your students the reasons for choosing this odd one (Why did they consider it odd?)

Suggested categories:

- ❖ dog rabbit, cat dragon, dog (dragon mythical)
- banana, tomato, peach, apple, orange (banana: shape)
- * car, train, airplane, truck, motorcycle (air plane: moves in air).
- engineer, doctor, teacher, engine, firefighter (engine, machine)
- ❖ highway, street road, path, stone (stone :material)
- Oceans, seas, mountains, rivers, streams (mountains: without water).
- beautiful, smart, adult, tall, good (adult noun).
- * water bottle, pencil, drink, shop (drinks: verb)

Third Method:

Uncommon Forgotten Words:

- Check your students' difficulty in remembering uncommon forgotten Words using this Crossword puzzle.
- ❖ It consists of series of interconnecting boxes, each of which contains one letter.
- Use the uncommon forgotten words.
- ❖ First divide them into lists of clues, across and down respectively,
- ❖ Ask your students to consider the meaning of words, number of letters, and surrounding words.
- Check your students' difficulty after they struggle filling the boxes.



Fourth Method:

Adverb of Frequency

- ❖ \This simple activity is to recognize your students' difficulty concerning adverb of frequency.
- ❖ Print a copy of Advert of frequency guessing game for each student.
- ❖ Ask students to fill in the blank sentences that have adverbs of frequency.
- ❖ Ask each student to work with a partner. After that, students take turns reading adverbs they used to fill in .
- ❖ His partner must then guess which sentence he used that adverb to complete. Sentences:
- ❖ I usually see my friends at the weekend.
- ❖ I normally.....on weekend.
- ❖ I occasionally..... when I am alone.
- ❖ I rarely.....in the morning.
- ❖ I always, but some time I forget.
- ❖ I often.....in class.
- ❖ I sometimeswhen I go on a trip.
- ❖ I frequencywhen I see mirror.



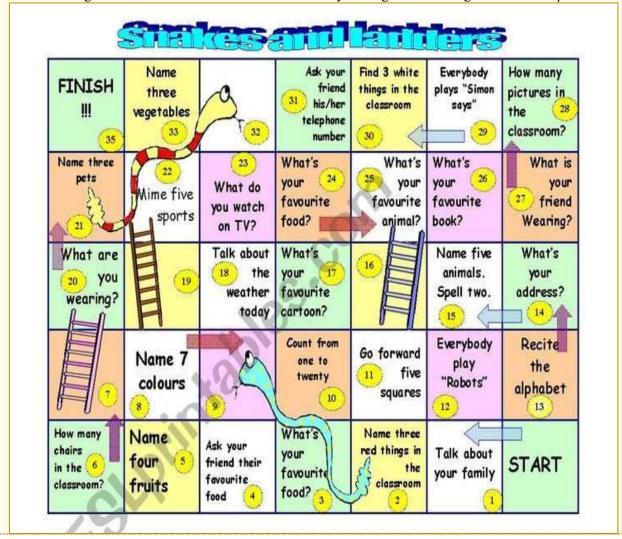
Remediation Techniques

- Suffering from comprehension comes directly from weak or poor vocabulary .Of course the first thing is that you have to choose the words out of their text or the words you want your students to focus on from their daily life.
- Then dive deep into the words all week.
- ❖ After choosing the word use it in a blank sentence.
- Here you are depending on their prior knowledge. Now compare the words they predict. Do they make sense?
- ❖ Then introduce the vocabulary word for this sentence and let your students compare it to their prediction.
- Or you may try all the vocabulary words to check which fits well in this sentence. Then student are going to copy its simple definition, synonym, antonym, or even draw a picture about it. After that, it's time for activities and fun. Students will practice vocabulary all week long.
- * There are a lot of games to practice vocabulary with your students as Vocab. Crossword puzzle, Bingo, Charades......
- Try some visual presentations that represent the vocabulary word, so that students could have a link between the word and the image in their mind.
- Add extra points for students who incorporate these vocabulary link to their language or use it while discussing an idea in the reading text or say that they have heard it before and where they heard it. You may ask questions that must include these word or even ask your students to give example or non-examples about the words.
- ❖ Use worksheets of "fill in the blanks", and after practicing that ,ask them to use it in sentences of their own.

Activity 1: Word Hunt



- ❖ Word acquisition is highly achieved when we ask for wide reading through which poor vocabulary becomes rich vocabulary .Students can see words in different contexts which will deepen their knowledge.
- ❖ Give your student a list of key words to look for or hunt.
- Ask your students to write each word and its sentence on a sticky note, then place it on their desk each time they encounter a keyword.
- ❖ At the end of each English period, ask your students to have some minutes reading each sticky note.
- **❖** Time : 15 minutes
- Make games as "The ladder and the Snake "or any other game and assign each word a point.



Activity 2

Cooperative Word Learning

- Processing information out of learning is done well when we use cooperating learning.
- ❖ In order to teach your students key vocabulary words effectively ,Jigsaw technique (students working with their peers) is beneficial
- Ask each student to learn three new words from text and then teach those words to their group after dividing the students into teams.
- The responsible student is asked to write the definition of the word (s/he may use his/her own word or you help him/her do so) and draw an illustration of the word.
- Ask him/her to come back to his/her group to teach his/her peers what he /she has learned
- ❖ Each student in the group can copy the new words they learn from the students in their notebook.
- **❖** Time : 15 minutes



Tips for parents:

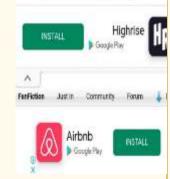
- Expose your students to the vocabulary they learn at school through talking, singing, listening, having conversations reading stories, or even inventing stories.
- You may act in a play with your students holding these vocabulary .You may play with them game in the park or the garden as word scavenger hunt.

Tips for teacher:

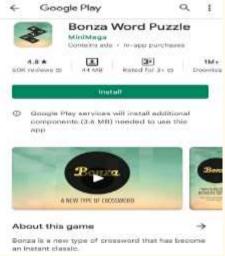
- ❖ Your students' perspective is different than yours. When teaching vocabulary, try to put yourself in your student's shoes.
- ♣ Have your students interact with words learned in a visual way for visual learners, auditory way for auditory learners and don't forget the kinesthetic learners who will find it easier to learn the word through physical activities.

Games

Download these games to practice vocabulary /



Link : https://play.google.com/store/apps/details?id=air.au.com.minime ga.bonza



Use this app to improve and practice English well.

Semantic or Lexical Families of Words

- Semantic families of words allow students to understand a story or any text, through understanding words out of context clues. This shows us relationships between words. Students must understand and learn the words meaning before understanding the concepts and ideas of the texts and before finding the lexical family or classification of the word. Students with poor words knowledge can't express their ideas due to the lack of being flexible in using these words.
- They can't make links between words and their lexical or semantic family.
- For example: They can say. The player runs fast, but they can't say.
- ❖ The refrigerator runs fast when it is connected to electricity.
- So, the difficulty is that she/he recognizes the word in mind but doesn't have the ability to understand how to use it appropriately. Games and activities will make learning fun and will lead to the objective of treating this difficulty with simplicity. Use downloaded games and applications that allow students to practice with joy and benefit, as word family games, synonyms snap, compound pictures pairs, compound word dominoes, Homophones pairs...





Activity 1:Compose a Tale



oww.elinartof.com - 47854

- Divide the students into 2 teams (red. and blue), and you put on the board a list of words with different parts of speech and different categories.
- ❖ It will be fun to compose sentences of a tale using these words by each student in the 2 teams. Ask students of the first team to take turns to pick one of the list words in order to compose a sentence with and add it to the ongoing tale / if student of the red team failed to write their own red sentence then student of the blue team will take turn and continue the sentence of the story in blue /sentences must be revised by the opposite team to check if the words are not used correctly with your help.
- At the end an absorb story with these words will be composed where the team with the most color appeared in sentences is the winner.
- List of words:
- Past time, dinosaur, lived, mountain, curious, open, favorite, discovered, boy, examined, shouted, amazing, morning, looked, rock, explore friends, cave, bones
- buried, run(you can add more)
- **❖** Time : 15 minutes

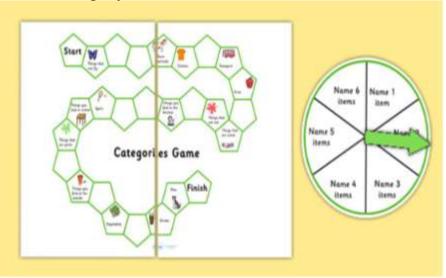
Activity 2:Scatergories



- Choose with your students ten categories that they like and are familiar to guess about.
- ❖ Write the alphabet letters on paper strips and throw them on the table randomly.
- One student will close his/her eyes and choose a letter strip.
- They will have one to two minutes according to the category difficulty to fill in the gaps with words starting with that letter, mentioning the part of speech (noun / verb/ adj/ adverb...) of that word.
- The winner is the one who will finish filling the space in the category or the one with the most filled in at the end.
- **❖** Time : 15 minutes

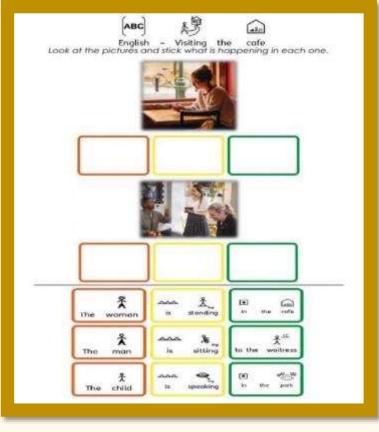
Suggested category:

- Country / body parts / actors / fish / jobs /birds (this can help the science teacher)
- * *(SALT) Semantic Categories Board Game is a learning resource to teach semantics in writing to download here: Sign up to Twinkl Teaching Resources
- https://www.tinkl.com/sign-up





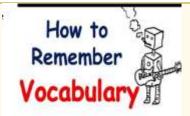






Recognizing Forgotten Words

- Remembering vocabulary words long term is a challenge your students are facing. Even through, they don't have the opportunity to use or to hear them in their surrounding environment. You can help.
- First, when you teach your students a word, try to jump above just its meaning, to its part of speech, spelling and even its uncommon ways of using these words.
- Second, you can help commit those words to long term memory by presenting the word with its image, writing them in different colors playing recording of them to your students through context clues of the reading text.
- Third, use a word wall to collect all the new words during the whole vear on.
- Don't forget to this visit wall to incorporate these words in daily discussion, instruction, class participation and feedback of the lesson
- Fourth, try to focus on the week five words to refresh your memory from time to time, or you will find it awesome to use mnemonics that work well to help your students remember some tough words.





Activity 1:Banana:

- * This game allows your students to have fun remembering long term vocabulary.
- ❖ It depends on a code word such as" banana " or you can choose another code word your student like more.
- Ask one student to step outside the classroom while the other student decide on a word from the previous word lists they have learned or from the word wall that collects the previous word lists.
- Students will ask their classmate when s/he comes back for information to discern the word, but they have to use a code words such as banana in place of the unknown word. They may ask:
- * "Is there a banana in this room?"
- "Can I write with a banana?"
- "Can I banana alone?"
- "Is banana- ing dangerous?"
- ❖ Game will go on until you review all the words with your students .
- ❖ You may use this way in order to practice vocabulary of reading text during the whole period you are working on the text and its skills .
- **❖** Time : 15 minutes

Suggested text with vocabulary:



- ❖ I love my country banana, but now I live in banana.
- ❖ I want to tell you about my banana, there are many bananas in my country
- Alease is one of them. We always banana in the river and there are many bananas near the river and they serve delicious bananas, but I prefer Kibbeh which is the most famous food in my country, I play with my bananas on the grass and pick many red bananas to our mothers

Flowers , restaurant, friends , rivers, plates , Syria , Lebanon, country ,swim

Activity2:Shop a Word



- ❖ Words forgotten by the students are related to some topic as :
- * "At the supermarket " At the cloths store ", At school" "on the mountain"
- * Tell your students that you went to the supermarket yesterday to buy something related to the topic.
- ❖ Give them clues and allow students to guess.
- ❖ You may tell them that you went up "the mountain, to the forest, to Soccer playground whatever is the related topic, in order to that you will bit by bit recognize the characterized words.
- They were very big,
- They were distinct animals.
- There were many types and names.
- Some are Carnivores and others are herbivores.
- They lived in the woods
- ***** They are dinosaurs.
- ❖ You may play the game with your students Several times, whenever you have a unit to study, and you can join its words to previous unit.
- **❖** Time: 15 minutes

Tips for parents:

❖ Many games can be played with your students during their free time as "Hangman, Pictionary, "Word Scavenger Hunt", Crossword Puzzle and others that you can improve fixing vocabulary in their long term memory with your help in a fun way.

Tips for Teachers:

- ❖ When giving new unit concerning reading, collect the list of words you have given in "Vocabulary Word Search" as shown in the picture.
- Play this game to recognize vocabulary given and if you want to make it more exciting, turn it into a challenge for who the first to complete the puzzle.

Meaning of Adverbs of Frequency and Function

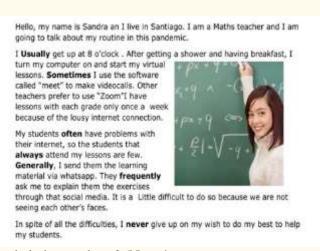


- Adverbs of frequency are important to be taught for the students to express the frequency of actions and show how the other perceive them . Using them correctly will show a progress in the student's language.
- ❖ To teach them easily for your students, try to link each with possible questions that they can answer as why? When? Where? How many? For example, when: Soon, tomorrow, daily .Where: Outside, inside ,away. How: Happily, sadly, quickly, slowly.
- So, students should recognize that there are many categories of adverbs which will ease using them or recognizing them in a text ,or even presenting them in sentence construction.
- ❖ You may create a noun action manner list with your students related to the reading text, or separately. If the text holds the word " frog", pair it with the action " hop " and ask your student to pair them in a sentence along with an adverb as " A frog hops quickly " choose nouns or actions from the reading text you are teaching the student about, and pair them with a lot of adverbs, whether they are adverbs of manner, time, place.....
- ❖ You can play a walk around adverb game from one corner of the classroom to another, asking the students to tell you how ,when , where "The teacher walked"

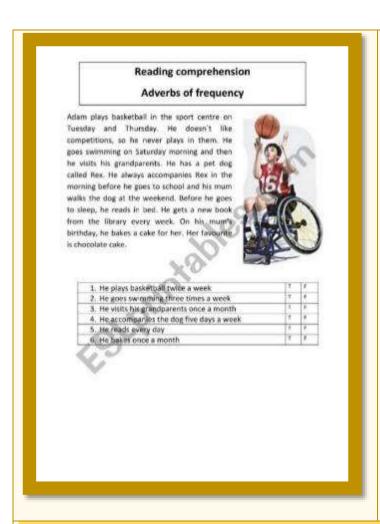
- ❖ You can choose sentences out of their reading texts with some adjectives in and ask students to change them into sentences with adverbs .
- Example: "The mother has loud(adj) voice, becomes: The mother speaks loudly (adv)
- * "Pair teaching method" can be used here to emphasize using adverbs, by dividing students into pairs. The first student will tell an incorrect sentence about the story read, including an adverb of his/her own to make the sentence correct. For example: "The lion roars quietly". The correct sentence is: "The lion roars loudly", and to make the activity more challenging ask them to give more than one correct choice:
- ❖ "The lion roars angrily....."
- ❖ A lot of games and activities are beneficial helping with adverb of frequency.



- ❖ Ask your students to move around the room and ask the other classmates questions as they are playing this game.
- First draw a ladder on the ground using the chalk. Write the following adverbs of frequency (often, sometimes , always , usually , never)On the rungs
- ❖ Student starts at the bottom asking their classmates question ,trying to elicit a response using the word "never" for example, about the given text.
- Then s/he will move up the ladder and try to elicit an answer with rarely and then usually, always, sometimes, often
- Students must go up the ladder if they ask questions and get answers with adverbs of frequency correctly. If they are mistaken, they go back to the start point. Student that reaches to the top first win.
- **❖** Text: (Sandra)



- ❖ Does Sandra stop wishing to help her students? (Never)
- ❖ Did the teacher send them material via WhatsApp ? (Generally)
- ❖ Does she wake up at 8 o'clock ?(usually)
- Do students have problem with internet ?(often)
- ❖ Do students need her to explain the excises through social media? (frequently)
- ❖ Does she use the software "meet "? (sometimes)
- Do few students attend her online class?(always)
- **❖** Time: 15 minutes





Activity2:Pre Frequency Hat

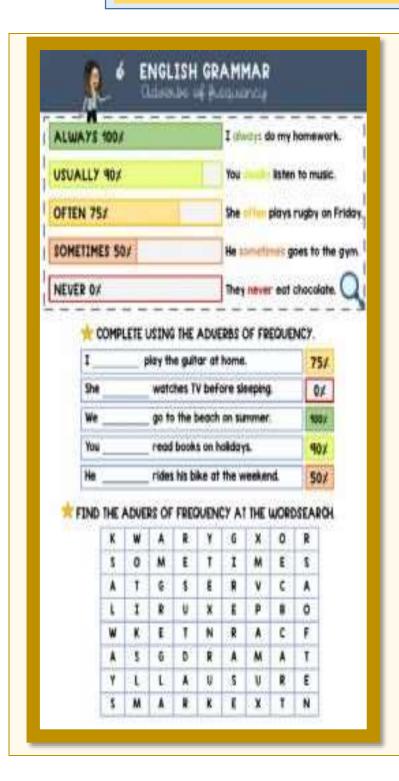


- This activity is being done before giving a text that focuses on adverbs of Frequency and their usage as a warmup to understand the text after reading it.
- ❖ Write on paper strips adverbs of frequency (often, seldom, rarely, etc) and time expressions (everyday, one a week, etc.) and collect them in a hat.
- ❖ Ask your students to sit in a circle with the hat of paper slips.
- Ask the first student to draw a slip and ask his/her front classmate a question to elicit the adverb or time expression on the slip of paper. For example, if the slip said" once a day", your student must ask" How often do you eat breakfast?"
- ❖ He may have three chances to ask a question to three different classmates.
- ❖ The student who can elicit the target word will win a point.
- Then going to the target text with adverbs to read and understand well is done easily and clearly.
- **❖** Time: 15 minutes

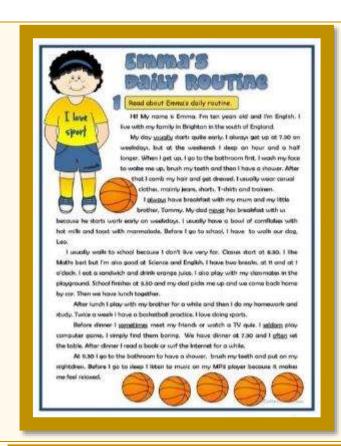
Tips:

Adverbs of frequency are important language skills, specially reading a text since they clarify the sentences well for readers. They seem to be the seasoning for the text sentences. They can tell us how often actions happen. They are quite important when talking about daily routine.

Worksheets



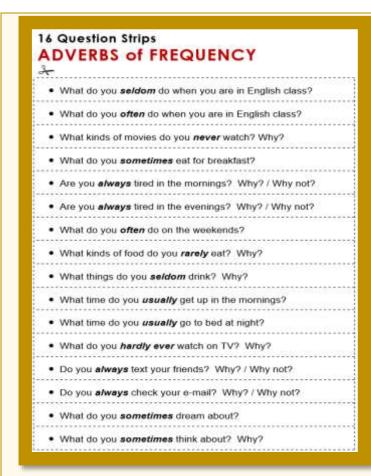


















Semantic worksheets









Reading and vocabulary worksheets



Level P Reader

scientist agricultural discrimination slavery productive circumstances

The Plant Doctor

George Washington Carver was an agricultural scientist who became one of America's most well-known inventors. His accomplishments are even more remarkable when we learn how his life began.

George certainly did not have an easy start to life. He was born into slavery just one year before it was made illegal in America. As a child, he lived with his mother's previous owners, the Carvers, who owned a farm in Missouri. There, Mrs. Carver taught him how to read and write and how to work the land.



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Theoretical Background on Vocabulary Aspect

❖ Vocabulary plays an important role in reading learning. It is the key to reading comprehension. Students need to know and use the words they hear orally to make sense to comprehend a text whether it is new or even more advanced. Vocabulary must be taught using direct and indirect approaches.

Resources

- https://www.weareteachers.com/vocabulary-activities/
- https://teambuilding.com/blog/vocabulary-games
- https://www.englishclub.com/efl/tefl-articles/adverbs-of-frequency/
- https://learningattheprimarypond.com/blog/5-fun-activities-for-teaching-adverbs-in-the-primary-grades/
- https://m.busyteacher.org/23627-adverbs-of-frequency-11-activities.html
- https://schools.magoosh.com/schools-blog/9-classroom-vocabulary-games-to-use-withyour-students
- https://teacherblog.ef.com/6-super-flexible-vocabulary-guessing-games/
- https://bilingualkidspot.com/2018/11/03/english-word-games-for-kids/
- https://www.teachhub.com/teaching-strategies/2019/10/teaching-strategies-5-ideas-for-instructing-vocabulary/
- https://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelinesand-activities
- https://www.themeasuredmom.com/how-to-teach-vocabulary-in-grades-3-5/
- https://sltforkids.co.uk/speech-clinic/speech-language-and-communication-problems-we-help/expressive-language-difficulties/vocabulary-and-semantic-skills/
- http://www.speechlanguage-resources.com/vocabulary.html
- https://vocablog-plc.blogspot.com/2011/01/word-games-to-target-five-language.html?m=1
- https://www.classcraft.com/blog/strategies-for-teaching-vocabulary/
- https://www.twinkl.com/resource/t-s-869-slt-semantics-categories-board-game
- https://www.teacherspayteachers.com/Browse/Price-Range/Free/Search:semantics+games

Topic Three: Reading Fluency

Indicators of the Difficulty

- Refugee students have difficulties in reading correctly without any mistakes (accuracy and rate).
- * Refugee students have difficulties in understanding simple reading material.
- Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment.
- * Refugee students have difficulties in reading independently to acquire information.
- * Refugee students have difficulties in recalling main ideas, actions, objects, or events.
- Refugee students have difficulties in reading with expression, correct intonation, and phrasing (prosody)

Learning Outcomes

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

- Read loudly and accurately without any mistake.
- understand simple reading Material.
- * Read different types of reading texts to obtain information and show enjoyment.
- * Read independently to acquire knowledge.
- * Recall stated main idea and details.
- * Read with expression, correct intonation, and phrasing

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
BRAINSTORM	
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 Accuracy and Rate Read the Following :

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.

- Give students "timed reading passage".
- ❖ Ask them to read the assigned part of the story .
- Set a time for their reading (one minute).
- Record how many words they can read in that time.
- Count the correct words and divide it by the total number of the words.

Second Method:

Reading different types of reading texts to obtain information and show enjoyment

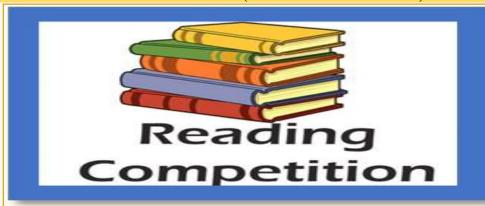
- Choose a short text for students to read.
- ❖ Ask one student to read the first two lines loudly
- ❖ After reading the two lines, ask him/her a question to obtain specific information.
- Repeat the same steps until finishing the text.



There is a tree in the backyard. It is a mango tree. The tree and tall and sturdy. It has many fruits. The fruits are green. They all look fresh and clean. I picked one from the mango tree. It smelled sour. I like to eat sour fruits so love mango fruits.

- ❖ What is the name of the tree in the backyard?
- ❖ Do you like eating it?

Third Method: Read independently to acquire 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 independently and when the time was up, they 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, students were able to notice improvements in their fluency speed.

Fourth 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 students to check whether they recall the main ideas or the details.

Best Friends

Hi, I'm Julie and my best friend is Hanna, we are always together. We are 13 years old and we are in the same class. Hanna lives in the same street as me and we like to walk together. When we have a break in school, we often play games and sometimes we have lunch. We always go home together and talk about our hobbies. When I am doing my homework and I don't understand a question, I often call Hanna for help and we do it together. When we finish our homework we always talk. We never go to sleep without talking.



At the weekends, we usually go to the shopping-mall,

Hanna always wants to go shopping but I sometimes want to go to the cinema. We plan our day together and we never quarrel. On Saturdays, we watch films, we usually eat pizza and rarely eat popcorn.

We like to wear beautiful clothes, jeans and T-shirts, pretty dresses or skirts. When I want to wear jeans, I often ask Hanna to give me her T-shirt because she has got really cool clothes. And I sometimes give her my dresses.

Hanna has an interesting hobby. She likes to take photos. She has got many beautiful pictures and she collects them on her computer.

I have a hobby too. I write poems and I think my poems are good. I read them to my parents and friends and they love my poems.

- ❖ Are Julie and Hanna cousins?
- **❖** How old is Hanna?
- ❖ Where do Julie and Hann live?
- ❖ What do both friends do on the weekend?
- ❖ What is Hanna's hobby?

Fifth Method: Reading with expression, correct intonation, and phrasing Reader's theater

- Choose a reading text that students are familiar with, and that has lots of dialogue.
- Ask students to take turns reading the passages aloud, using dramatic voices and gestures appropriate to the text.
- This method is a way to practice expression in reading aloud.
- This a sample of the text and you can read the full text from the following link:



https://drive.google.com/file/d/1KtMZreOCWeq4qU9moiRkReH2Al0WTiwM/view?usp=sharing



Remediation Techniques

Reading Accuracy and Rate

Reader Theatre

First, the teacher presents quick review about readers theatre as follows:

- Readers Theater is an exciting and easy method of providing students with an opportunity to practice fluency leading to a performance. Because Readers Theater minimizes the use of props, sets, costumes, and memorization, it is an easy way to present a play in the classroom. Students read from a book or prepared script using their voices to bring the text to life.
- * Readers Theater is a communication form that establishes contact with the audience.
- ❖ The script is always read and never memorized.
- Readers may be characters, narrators, or switch back and forth into various characters and parts.
- The readers may sit, stand, or both, but they do not have to perform any other actions.

- Readers use only the interpreter's tools to express emotion. These are eye contact, facial expressions, and vocal expression. The voice, especially, should be very expressive.
- Scripts may be from books, songs, poems, letters, etc. They can be performed directly from the original material or adapted specifically for the Reader's Theater performance.
- Musical accompaniment or soundtracks may be used but are not necessary.
- Very simple props may be used, especially with younger students, to help the audience identify the parts.
- Practice for the Readers Theater should consist of coached repeated, readings that lead to a smooth, fluent presentation.
- Then, choose a script or prepare one based on a text.
- Choose stories and develops scripts for each text.
- ❖ Make copies for the group, two for each member .
- ❖ Discuss the purpose and procedures for Readers Theater with the class/group.
- Assign students parts by having them volunteer .Practice needs to be done aloud and also silently.
- Model fluency by reading aloud the stories and offer a brief minilesson that presents explicit explanation of "Accuracy and rate" as aspects of reading fluency.
- Discuss with your students the scripts.
- Students start to practice reading personal copies of scripts, reading all the parts independently. They take these scripts at home for further practice.
- Then divide the students into groups and provide each group with specific script.
- ❖ Students read the script, taking different part with each reading.
- The circulates among the groups, coaching and providing feedback.
- Encourage the students to pay attention to their performance when reading.
- Students read and reread the script to which they are assigned.
- Students can read/perform their scripts for an audience of classmates, parents, or even the principal.
- Remember, this is not a performance based on memorization. They are reading the script they have practiced.
- **Time : 20 minutes**

Assigning Roles

Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, his or her attention will be focused on decoding words and comprehending the text rather than reading with fluency.

Meeting the Fluency Objective

The fluency objective for this script focuses on the use of repeated readings to increase reading rate and accuracy.

- ❖ Provide each student with a copy of the script. Tell students to highlight their lines and circle punctuation marks. These visual cues will make practicing easier.
- Allow students plenty of opportunities to practice reading the script. They can practice with their character groups as well as in their performance groups.
- Play the professional recording of the script prior to daily practice. Proper pacing, pronunciation, expression, etc., are characteristics of a fluent reader. Hearing the professional recording will provide a model for fluent reading as well as give students a goal to work toward. Encourage students to read their lines chorally with the recording.
- Divide students into their character groups and have them practice reading only their lines. Tell students to give each other feedback on what they are doing well and what they could do better.
- As students practice in their character and performance groups, walk around to monitor for participation and accurate readings. If you hear a student struggling, help him or her read the line with you until it is right. This applies to mispronouncing a word, not reading fluidly or with proper expression, etc.
- ❖ Choose scripts or plays that aligned to the reading levels of students and take into consideration any topics of interests to them. The students had a wide range of reading abilities, so she decided to split the group into two Readers Theater groups, according to their reading levels.
- ❖ Choose scripts closest to the group's average reading level.
- ❖ Model fluent reading by reading the scripts while the students listen. Then the students practice reading their lines over and over until they acquired an appropriate level of fluency.

Applying Reader Theatre with Reading Accuracy and Rate

- Select the reading script.
- ❖ Highlight each character's speaking parts with different color highlighter pens. This helps students track their parts without being distracted by the dialogue of others.
- After duplicating the necessary number of English scripts, use a highlighter pen to highlight all of the English lines or all in each copy of the script. Then instruct the students to focus solely on the blue lines (or green lines, or pink lines, etc.) in their reading of the script. This will help keep them focused on just the English lines (as appropriate).

Pre-Reading

- Present the script of "the cat and the fiddle)
- ❖ The students should all read their lines in an upbeat and lighthearted way.
- ❖ Then the teacher presents the original version of the script as follows:

ORIGINAL VERSION

Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped
Over the moon.
The little dog laughed
To see such sport,
And the dish ran away
With the spoon.

- The teacher repeats the first two lines several times and writes the word diddle in large letters on the chalkboard.
- Tell your students that they are going to replace the first letter in that word with another letter. The teacher says the new word for them and then invites them to repeat the first two lines using the new word. The teacher may wish to use the following words, and then encourage students to invent their own: such as biddle- middle- viddle, etc.
- ❖ STAGING: The narrator stands in back of or to the side of the characters. The characters may be standing or seated on tall stools.



The Cat and the Fiddle

NARRATOR: Hey, diddle, diddle,

The cat and the fiddle,

The cow jumped

Over the moon.

The little dog laughed

To see such sport,

And the dish ran away

With the spoon.

COW: This is a good story.

CAT: Why do you say that?

COW: Because I get to jump over the moon.

DOG: How do you do that?

COW: Well, I guess I'm pretty strong.

DISH: You must be. I've never seen a cow jump that high

before.

SPOON: I haven't either.

COW: Well, I've been doing a lot of exercises.

FIDDLE: You must have. I can't jump that high.

CAT: I can't either

DOG: But you [points to Cat] still can jump.

DISH: That's right. Cat is a very good jumper.

SPOON: Yes, I've seen him jump really high.

FIDDLE: But, in this story Cat doesn't jump.

COW: You're right

CAT: Yes, me and my friend Fiddle just sing.

DOG: Right. You sing "Hey, diddle, diddle."

DISH: I wish I could sing.

SPOON: Well, there's one thing you can do.

FIDDLE: That's right. You two [points to Dish and Spoon]

get to run away.

COW: Where do you go?

CAT: Yeah, where do you two go?

DISH: I don't know.

SPOON: I don't know, either. The person who wrote the

story didn't tell us.

DOG: Maybe you ran over to another story.

DISH: Maybe we did.

SPOON: And, maybe we didn't.

CAT: But, let's not forget our friend here [points to Dog].

FIDDLE: You're right. Our friend gets to laugh during the

whole story.

DOG: Ha, ha, ha!

- ❖ Read the script "The Cat and the Fiddle" with NO expression.
- * Read again, this time with expression, demonstrating good prosody and reading habits.
- After reading, ask students to decide which reading was more interesting/exciting. Have students respond by writing their answer on their whiteboards.

During Reading

- ❖ Divide students into two groups (One group of 10, one group of 10). Ask the students to begin reading their Readers Theater script in its entirety.
- Remind them to carefully and thoroughly read though the script. If there are any words that they do not know, are unsure of their meaning, or are unfamiliar with their pronunciation, ask the student to write it on their whiteboard, and discuss whole class post reading. This activity may take up to 15 mins.
- ❖ Each day the teacher guided students in a discussion of the purpose and procedures for Readers Theater in the whole group. He \ she emphasizes the following criteria: speak loudly enough for the audience to hear, pronounce words correctly, read with appropriate expression and pace, take turns accurately on a consistent basis, hold the scripts below face, and stand in one place.

Post Reading

- ❖ Assign parts if time allows then ask students to reread their parts only for one minute.
- Ask the students to read orally for one minute. Ask them to read in their normal manner, not overly fast or slow. Administer reading probes at least three times per year.
- Collect each student's script.
- ❖ Be aware of the errors students made while reading.
- **Calculation**: Total number of words read correct divided by Total words read (correct or corrected + uncorrected errors). Example: 137 words read correct / 145 total words read (137 correct + 8 uncorrected errors) = 94.5% correct.
- Scoring of wcpm: Count the number of words read correctly in one minute (Include errors corrected).

Task (1)

Read the following script (Pat -a- Cake) for one minute

A: Pat-a-cake,

B: Pat-a-cake

C: Baker's man!

D: Bake me a cake,

E: As fast as you can.

A: Pat it,

B: And prick it,

C: And mark it with a B.

D: Put it in the oven

E: For baby and me.

A: This time, you [points to B] start. O.K.

B: O.K. Here goes. Pat-a-cake,

C: Pat-a-cake

D: Baker's man!

E: Bake me a cake,

A: As fast as you can.

B: Pat it,

C: And prick it,

D: And mark it with a B.

E: Put it in the oven

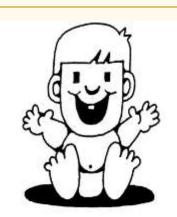
A: For baby and me.

B: Hey, that was fun. This time, you [points to C] start. O.K.?

C: O.K. Here goes. Pat-a-cake,

D: Pat-a-cake

E: Baker's man!



Pat-a-Cake

B: Put it in the oven

C: For baby and me.

D: Now, you [points to au di ence] can help

us out.O.K.?

AUDIENCE: O.K.

E: Here we go. Pat-a-cake,

AUDIENCE: Pat-a-cake,

A: Baker's man!

AUDIENCE: Bake me a cake,

A: Bake me a cake,

B: As fast as you can.

C: Pat it,

D: And prick it,

E: And mark it with a B.

A: Put it in the oven

B: For baby and me.

C: That was neat. Let's do it one more time!

D: O.K. Here goes. Pat-a-cake,

E: Pat-a-cake

A: Baker's man!

B: Bake me a cake,

C: As fast as you can.

D: Pat it,

E: And prick it,

A: And mark it with a B

B: As fast as you can. AUDIENCE: Pat it,

C: And prick it,

AUDIENCE: And mark it with a B.

D: Put it in the oven

AUDIENCE: For baby and me.

E: For baby and me!

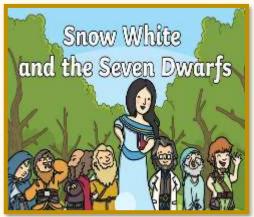
ALL: For baby and me!

Activity (1):Read with partners

- ❖ Ask your students to choose a story they need to read it.
- ❖ Ask them to stay in pairs.
- ❖ Ask them to start reading between each other.
- After that, ask each pair to read their story at the front of the class loudly.
- ❖ Let them read it and ask them to correct their mistakes by themselves
- **❖** Time : 20 minutes

Activity (2): Reading Circles

• Use interesting and motivating books for your students to help them read fluently, for example the book entitled: "Snow White and the Seven Dwarfs".



• Tell your students to imagine as if they like Snow White and the Seven Dwarfs, what can they do?

- 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.
- The story is available on the following link: https://drive.google.com/file/d/1FRsZultDT0UvPx-

H2WkY6FzWhvQ4oJ9e/view?usp=sharing

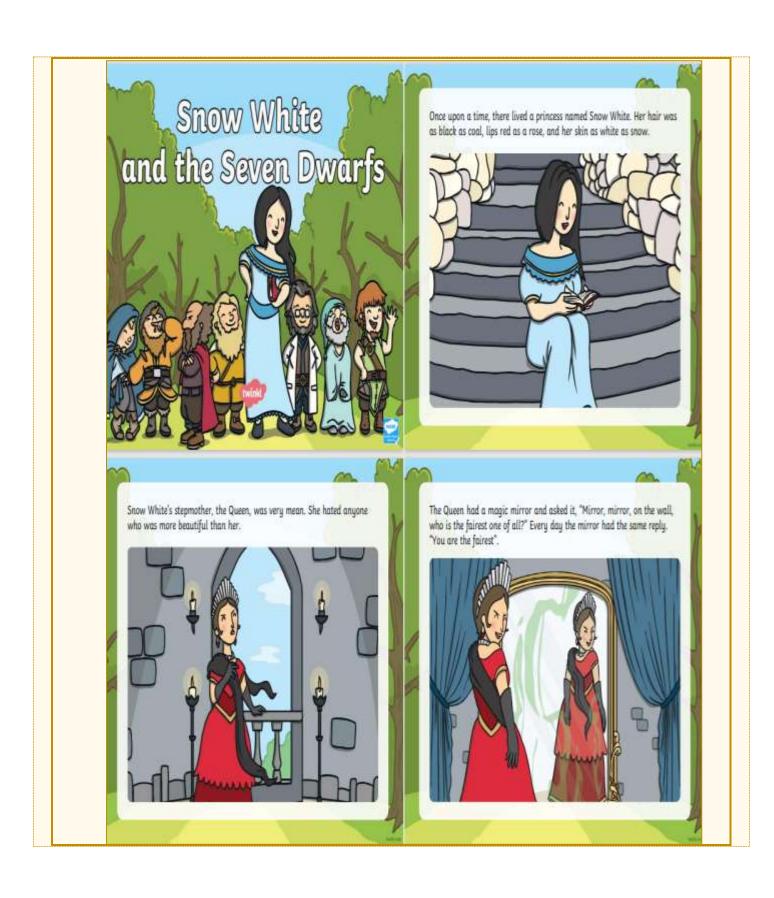


At the end of the story, ask the students questions, such as:

- ♣ Who's Snow White?
- **♦** Who was Snow White's stepmother?
- **♣** Where did the dwarfs live?
- What happened at the end of the story?
- Then ask them to read alone and write the maon ideas in the story.

❖ Time : 20 minutes







Activity (3) : 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:

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.

Sharks might look scary, but they are not usually dangerous to people. People are more dangerous to sharks, since people hunt sharks. To be safe, though, it is a good idea to leave sharks alone it you see



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❖ Time : 20 minutes



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.
- Time: 15 miuntes

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.



❖ Time : 20 minutes

Task (1):

- Divide your students into groups.
- Give them a story to read and answer questions followed the story.
- The story is also available on the following link:

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Read the short story. Then answer each question.

Oranges Everywhere

Bentley was wandering through the trees. The air smalled of oranges all around him, the weather was perfect, and the oranges were growing bigger by the day. He liked to walk through the groves, and loved the small of the oranges, but he didn't like that he and his family also pranges all the time. Sometimes, he wanted to avoid them for weeks at a time.

He wished his family could grow other things, like corn, or the ingredients for his tovarite dip that his man made. His mouth watered just thinking about his tovarite dip. Yes, those ingredients would be better than granges all the time.

"Mam, why do we have to have cranges almost every day?" Bentley asked.

"Wall, since we grow them, there are plenty ground," his man replied.

"Does every kid eat as many aranges as we do?" he asked.

"No, definitely not. There are parts of the country and parts of the world that dan't have the type of weather that aranges grow in... We're actually very lucky!"

"So some kids don't eat oranges at all?"

"We actually send oranges all over the world, so that if people can't grow their own cranges, they can still buy and eat them." said Mom.

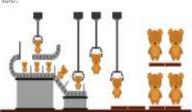
"Firmmen... so people move loads all over the world? Are there loads that I like that don't grow here?"

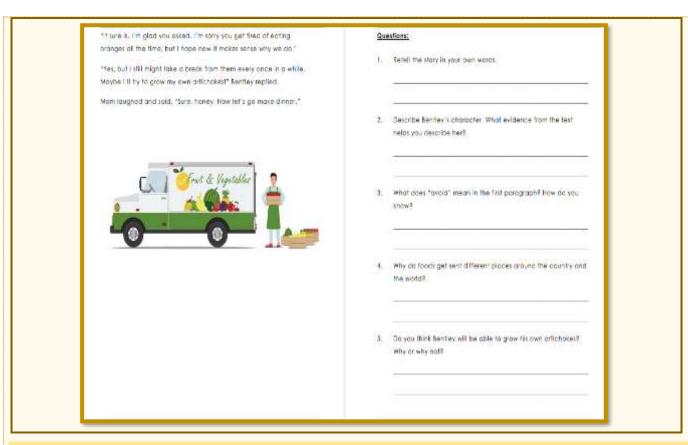
"There is an ingredient in the dip you like. Artichokes do not grow well here, so they have to be sent from somewhere where they grow well," realied Mom.

"I never knew!" exclaimed Bentley. "What else moves around like food?"

"Plenty of things! The factories that make your favorite toys are not at in our little town here. The companies make the tays then send the tays to other places. So food and products mave from where they can be grown or made easily to places where they can't be grown or made easily. People move themselves, too. Maybe they're looking for a specific job that isn't cround where they live, or they want to be closer to their families, or they just want a change of scenery."

"Wow! I never thought about where all of our load and toys come from, or about people moving far away. It's very interesting," Bentley said.





Task (2):

* Read the following story and then answer the questions:-



Questions:

- 1. How many sides does a cell in the hive have?
 - a. Three
 - b. Four
 - c. Six
 - d. Seven
- 2. What happens to the drones in the winter?
 - a. They sleep.
 - b. They find a new hive.
 - c. They are driven out.
 - d. They repair the hive.
- 3. Which is not a kind of bee?
 - a. Workers
 - b. Kings
 - c. Queens
 - d. Drones
- 4. Which word best describes bees?
 - a. Hard-working
 - b. Lazy
 - c. Stupid
 - d. Cuddly

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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 Exercisequestions.
- Read also to find the main idea and key details.
- Time: 10 minutes

Task (1)

Read the story , then answer the questions

The pack did not approve. They said.

Mosel the short story. Then answer each goestlon Will the Wolf Will was led up. All he wanted was to do things his way. Why aid all the waives have to do everything together anyway? They are logether, played lagether, slept together, and walked together. Everywhere, Everyday, II. was exhausting. Will was growing up. He could do things himself now, and he had some pretty good ideas, had but his more wouldn't let him try his ideas by himself. Will didn't get it. One day, the pack was walking through the woods. Will had on idea that there was food down a path, but the pack didn't want to go that way. Finally, Will said, "Why do we need a pacanyway? I'm going to go down that path and I'll have plenty to eath I. don't need you guys!"

Will didn't believe them. He can off on his own, the ran for miles. He started to get fired, and it was getting dark. Usually, the pack would all time a spat tagether to sleep, but Will had no pack now, He decided to find a cave. When his settled down to sleep, Will though, "Sleeping would be much easier with my pack all around me, it something comes, I'd have them to protect me."

He barely slept that night, in the morning, he decided to go back, will hoped he could find the

pack again. He
non back to where they'd kest been together. As he was
running, he smalled a deer, "Transmir.," Will thought, "The
pack would be impressed if I brought a deer for us all," So

Quietly, he crept through the woods. He tracked the deer into a clearing. Will looked around, Where was the deer? Suddenly, something disarged out of the thees at him! If was deer, and those antiers were sharp!!! If his pack were here, they would help him, but Will was alone. He ran from the deer as last as he could! After a while, the deer stopped chasing him.

Will rested. He started thinking how much easier this trip would have been with his pack by his side. He would have been attile to steep soundly. He would have been warmen with them all around him. He would have been able to take down the deer with his pack by his side. Now, Will was just hungry and lonery. He realized his pack had been right, packs do help them survive. Will knew that now, and was aetermined to find his pack and work hard to help them as much as they help him.

"Will, you can try going att an your own, but we need to

work together in our pack. Packs help as survive."



Questions:

- . Recount the story in your own words.
- What is the central lesson of the story?
- Describe Will. Would Will have learned a lesson if his personality was different?
- 4. How would a different setting have changed the stary*
- 5. Why does Will need his pack?

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Read with expression, correct intonation, and phrasing (Prosody)

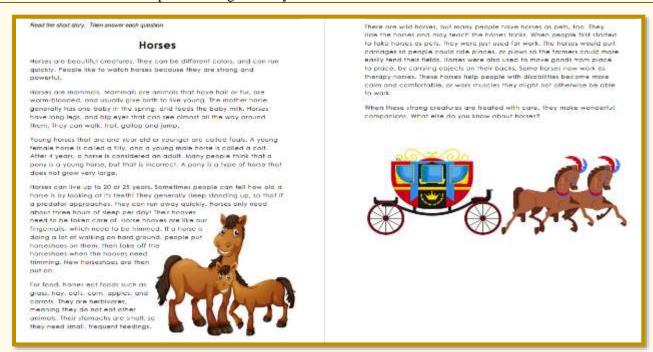
- Present the picture of the story (The horses) and begin to activate the students' prior knowledge (Brainstorming).
 - ♣ The teacher: What do you see in this picture?
 - Students: Horses.
 - The teacher: Did you see it before?
 - ↓ Students: yes, on TV.↓ The teacher: How?

Students: It is an animal.

♣ The teacher: Good.

♣ Students: Yeah!!!!!.

- Then the teacher read a line from a story: *Horses are beautiful creatures. They can be different colors, and can run quickly*. Did you hear how I grouped the words? That's because the words go together. And then I paused a little before I read the words. This comma (points to the comma) told me to do that.
- ❖ (Reads another line): "People like to watch horses because they are strong and powerful.!' .Did you hear how my voice got louder and more excited right here? That's because the author put in this exclamation mark (points to the exclamation mark) to show how the author said the words.
- Then ask students to complete reading the story as follows:-



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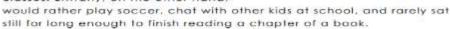
Worksheets

Worksheet(1)

Best Friend Blues

Alexa and Brittany were best friends.
They'd known each other since Brittany
moved next door in 2nd grade. They
hung out almost every day after
school... when they were getting along,
that is.

They were very different people. Alexa did great with her school work, read a lot of books, and took ballet classes. Brittany, on the other hand,



Often, Alexa and Brittany would play together at the park across the street. They'd play on the equipment, play tag with a group of neighborhood kids, or play soccer, If it was raining outside, they'd go in one of their houses to make crafts, play video games, or do their nails. Some days they could spend hours together without a single problem, but other days they just could not agree on what to do.

"Come on, let's play on the equipment. We've played soccer for the last three days!" Alexa said.

"They just cut the grass, I love playing soccer when the grass is nice and short. I don't want to play on the equipment," Brittany replied.

"We always do what you want to do Brittany, it's my turn to choose." Alexa was getting frustrated.

"Fine, go play on the equipment by yourself, I'm playing soccer," Brittany shouled.

Questions:

1. How were Alexa's and Brillany's experiences different?

Refell the story in your own words.

What does "fuming" mean in this story? How do you know?

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Worksheet(2)

How to Care for a Pet Fish

Taking care of a pet is a big responsibility, so you want to make sure you learn all about your pet before bringing it home! Many kids have fish as their first pet, and fish can give you a good idea of whether or not you'll be able to take care of a more complicated pet later on.

First, choose what types of fish and how many fish you will be getting. Freshwater fish are the best fish to start with, until you get really good at taking care of fish and their tanks. Some types of fish do not get along with other types, so you'll need to research types of fish before you choose what types and how many to buy.

Next, you need to make sure you have all of the necessary supplies that your fish will need. They need a place to live, such as a fish tank with a lid on it. Make sure it is big enough for how many fish you are planning to get! You can put the fish tank on a dresser or other piece of furniture, or you might need to get a fish tank stand. Fish tanks also need a light, so that they can tell the difference between night and day, and an air pump and filter, to keep the water from getting dirty too quickly. The water needs to be kept at a comfortable temperature for your type of fish, so you'll need a heater and a thermometer, as well. A water testing kit for aquariums is needed, too, to make sure the water quality is good for your fish. Be sure to also get food for your fish! The last thing you need is a fish net and cleaning products for your fish tank. Many people like to get decorations for their fish tank, so save up your money if you'd like decorations!

Now that you have your supplies, you'll need to set up your aquarium. Put the tank on the stand, close enough to an outlet so that you can plug in the equipment. Wash any gravel and decorations you're planning to put in the tank. Fill the bottom of the tank with the clean gravel and your decorations, then fill the tank with water. Test the water with a test kit to make sure it will be safe for your fish. Follow the instructions on the heater to heat up the water to the temperature your fish will need. Clean and follow the instructions on the filter and air pump to get those in your fish tank. Make sure your light is ready to go, tool Some people put their lights on a timer so they don't have to remember to turn the light on and off every morning and evening.

You are ready to pick up your fish! The employees at the pet store should be able to teach you how to make sure your fish get comfortable before you release them into your aquarium. Once the fish are in the tank, you'll want to watch them closely to make sure they don't get sick. Feed them in small amounts a few times a day. Too much extra food will make the quality of the water bad, and is not good for your fish! You will have to change some of the water at least once a week. You might need to change the water a little more often for the first few weeks. Be sure to test the water to make sure it is a healthy place for your fish to live. Enjoy your new pets!



2. What type of fish are best for people who have not taken care of fish before? 2. Why do you need to research types of fish before you buy them? 3. What does "release" mean in the last paragraph? How do you know? 4. What is the topic of the second paragraph? 5. Would a pet fish be a good fit for you? Why ar why not?

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Name Reading Fluency



The New Car

The Brown family is shopping for a new car. They look at many, many cars. The cars are all kinds of colors. John wants red car. Kate wants a blue car. Mary wants a yellow car. They do not agree on what color will be best. Mother says she wants a green car. None of the kids like green. John asks his father what color car he wants. He says he doesn't care about the color. Mr. Brown just wants a car that works!

- 1. What does the Brown family want to buy?
- 2. What kind of car does Mr. Brown want?

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Worksheet(4)

Read the following text in one minute:

Name Reading Fluency



The New House

Kent has a new house. It is in a new town. It is on a new street. Kent has a new room. Kent is shy. Kent likes his old house. His mother says he will like the new house too. Kent helps his mother and father move into the house. It is fun. They order pizza. They put things away. Kent gets to pick a color to paint his new room. Kent picks blue. Kent and his mother paint his new room. Kent looks out the window. He can see the big yard. He can see a big park. The new town has a nice school. Kent starts to like his new house.

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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, students 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://drive.google.com/file/d/1JQyvDzaMntwWDJJYiND0Qkd4YZV7YJrd/view?usp=sharing
- https://drive.google.com/file/d/1DZMJFcAw2qee2zTWTk6oPJ1cRYv0ez0r/view?usp=sharing
- https://www.readingrockets.org/reading-101-guide-parents/first-grade/fluency-activities-your-first-grader
- https://www.liveworksheets.com/my427509zd
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- Frederick s, A.D.(2007). Mother goose readers theatre for beginning readers. London: Teachers Ideas Press.
- ♦ https://drive.google.com/file/d/1drpJzdWelpBz7mz-IHVwUrUaC2kBoFWV/view?usp=sharing
- https://drive.google.com/file/d/179ZwGDNJcPOkraALK5jv3f55Uf_TPprr/view?usp=sharing
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- https://drive.google.com/file/d/1xHsloQsf4qGjXjM0tPPk9UytsVk33uVz/view?usp=sharing
- https://drive.google.com/file/d/1ULB4deGStgMdVxkraObqfM1LvSDcYAt0/view?usp=sharing

Topic Four

Identify and Analyze the Relationship in Reading

Indicators of the Difficulty

- * Refugee students have difficulties in identifying and analyzing the relationship among facts, Ideas ,concept ,themes in reading material.
- * Refugee students have difficulties in explaining connection between what they read and their prior knowledge.
- * Refugee students have difficulties in evaluating the author's purpose with reference to details in the text.
- * Refugee students have difficulties in brainstorming appropriate topics and concluding required information

Learning Outcomes

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

- ❖ Identify and analyze the relationship among facts, ideas, concepts, themes in reading material.
- **Explain** connection between what they read and their prior knowledge.
- Evaluate the author's purpose with reference to details in the text.
- **A** Brainstorm appropriate topics and conclude repaired information.

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





This application is helpful to determine main idea



This application for reading comprehension and it contains charades

Brainstorming



Procedures of The Topic

Recognizing students' learning difficulties (Analyzing Skills):

• Discover your students learning difficulties by identifying analyzing skills after using one of these methods:

First Method:

Friendly

Answer with agree or disagree whether the sentences are correct or incorrect and change them to fit the idea in the

- ❖ Jim was born on March 30.
- ❖ Jim went to a restaurant after watching a film.
- ❖ They explore for the city since it was night.
- Their lunch was burger and chips
- ❖ The film was about an action movie.
- ❖ They enjoy the rain and liked it.
- They thought that Jim's birthday was the biggest disaster at the end.
- ❖ What thing do you like to change if you were Jim?
- Give your students $5 \rightarrow 10$ minutes to answer and check their difficulty?



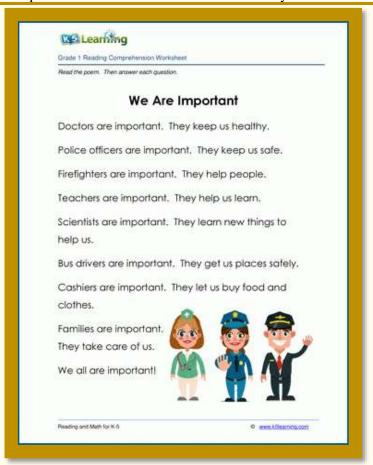


Second Method:(Prior Knowledge)



❖ Before reading a text to your students about Important Jobs or some people

- ❖ Ask question to check their prior knowledge
 - ♣ Name some jobs in the society?
 - **♣** Who treats people from illness?
 - ♣ Whom do you call to put off fire?
 - ♣ What do teachers have?
 - ♣ How can you go from place to place?
 - **♣** Whom do you pay money for at the market?
 - ♣ Who is the most important person for you in your life?
- Now ask your students to read the text and ask students to count the people mentioned in the text and tell about the job of each.
- Compare their answers and check their difficulty





Third Method

Author's Purpose



- Refer to the two previous texts (Friendly / We Are Important) or to any other text from their textbook.
- ❖ Ask students to read each again and answer the following questions.

- ❖ What is the author's purpose for writing this text? Why do you say so?
- ❖ If students struggle give them choices as to inform /to entertain/to persuade.
- ❖ "Friendly" is to entertain
- * "We are Important" is to inform.
- ❖ In addition, they have to explain their choice. Check and recognize their difficulty if they struggle.

Fourth Method

Brainstorming Ideas:



- ❖ Use the graphic organizer to check your students' difficulty in brainstorming
- Choose a topic you need to check your student's thoughts towards required information.
- ❖ Write the topic in a circle on the board ,for example "Fish".
- ❖ Draw branched bubbles surrounding the topic circle and connected to it.
- ❖ Ask your students to give ideas or information related to (fish).
- ❖ They may say Salmon, goldfish, Oscar, swim, ocean, salt water, fresh water, gills, scales......
- ❖ If students fail, then they have difficulty brainstorming ideas or topics.

Remediation Techniques

- ❖ The most difficult skill students struggle in their school days is analysis concerning relationship among facts, ideas, concepts, themes in a reading material.
- They fail to generate a complete analysis that draws a persuasive conclusion about those fact but fortunately teachers can help.
- ❖ Students must master any skill we want to teach . They must be taught the skill separately, so that they understand it.
- ❖ Then practice with student analysis away from the text, using general topics with different opinions. You may use visuals and discuss with them about it as the ad of "Teaching Through Covid-19". Argue with them about the text "The Use of Color"..... for example:
- ❖ Are bright colors associated with fun and youthful ?Let them go in a deep analysis.
- ❖ Ask them to look for evidence to reach this conclusion, they have to look for ideas and connect them using fundamentals.
- ❖ Stopping from time to time to make discussion or an open conversation is necessary for any confusing ideas students may face.
- Going to the text future or aspect, students could organize the information they gather and recognize relationships as a cause effect, character comparing and contrasting.

Activity One:

Get to Gist

- ❖ In order to analyze a text well, students should know first the main idea and details.
- ❖ You may play with them this game first by distributing cards and asking them to go out to the playground and draw or write every things found or done in the playground on the cards. When they come back, ask them show which card names the topics (playground), and which cards name the details about the topic (features). Arrange with the students the cards (main idea cards in the middle, surrounded with the details cards)
- Now come to the text you are giving to the students and tell them that we are going to follow the same steps.
- * Read the text with them and ask them to record sentences from the text on note cards.
- ❖ You can help specifying the most important sentences, and then post the cards throughout the classroom.
- * Have pair of students in turn move about to read the sentences on the cards and "get the gist" which is the main idea. Make a little discussion, comparing to the previous game you started with, to express why they consider this as the main idea.
- Then ask other pairs of students to get the details and discuss among each other if there is still a detail not mentioned on the distributed cards.
- **❖** Time : 15 minutes





Tips for Teachers:

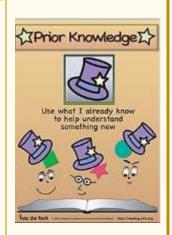
❖ Once you've identified students who struggle analyzing a text, dig a bit deeper to determine which skill or concept they need to build, when you address that, go to instructional activities that will help mastering that target analysis.

Tips for Parents:

❖ Discussion and asking logical question about your students' daily activity will help a lot to arouse their critical thinking as information must not be memorized, they must be analyzed. So, discussion with why how, when, where, must be on everyday little job.

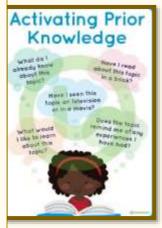
Prior Knowledge:

- ❖ Prior knowledge of students for a topic to be learned is considered to be the building blocks that are the base for new knowledge blocks in order to access upcoming content.
- ❖ When you develop a relationship with your students, you can recognize what they have already done, and help them to share that. So it is is your job to activate this through a variety of ways. The most effective way is KWL Chart which is tried. Ask your students to write what they already known about the topic in K, and in W they collect all the questions and ideas they want to know about. After reading the text, they will be able to write what they learned in L and elicit all the main questions in W. You may add another column to provide analysis which shows how students find answers to the questions.
- ❖ Another way to activate priori knowledge is the anticipation guides which arouse students' curiosity about what is coming next especially kinesthetic students who will stand up and sit down to agree or disagree about some mentioned statements . To gauge prior knowledge of students ,make pre-reading step by showing them poster about the text, a video, or a simpler preparatory text either with simpler English language or in their homes language so student will discuss each with a partner about connecting their prior knowledge to the new knowledge.



Activity one: Activating Prior Knowledge

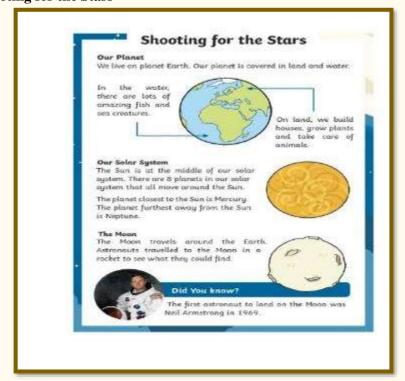
- Use a topic from their textbook or practice using prior knowledge with the student by introducing a topic about :trips, clothes ,sports ,animal, countries.....a
- Divide the class into 4 groups.
- ❖ Give each one of them the mentioned topic or you can give the same topic related to their reading materials.
- ❖ Ask the first Group who are struggling writing to draw what they already know about the topic (animals).
- ❖ Let them share their drawing with each other or draw one picture each has a part in .
- ❖ Ask the second group to create a mind map using word or simple phrases about the topic and share it with the other members or let them have one in common.
- ❖ Ask the third group to share sticky notes with what they already known about the topic and sort these notes into categories related to the topic.
- This is more advanced for a group 4. Ask them to write a paragraph about what they have already known about the topic by sharing its ideas. These are considered to be a warm up before starting to read a more complicated text.
- ❖ Use this game to allow students go back to their prior knowledge about a specific topic, for examples: outer space with related categories.



- ❖ Ask students to think of words associated with this topic that begin with a randomly selected letters.
- ❖ In order to encourage students to bond with others and reflect their prior knowledge about the topic, pick up a ball of yarn.
- First give words or phrase of your own. For example the related category could be "Planets", if the assigned letter is "m", say the "planet is Mars"
- ❖ If you need it to be easier, don't assign letters or categories and let it free about the topic. When you share your word or phrases, hold the end of the yarn string, and give the ball to the students who shares another word or phrases about the topic as "full of stars", "hold the sun and the moon", or" Saturn".
- ❖ When they have finished, they hold on to the yarn string and pass the ball again creating a physical representation of connecting with other students' prior knowledge about the topic.

Suggested Text:

Shooting for the Stars





Author's Purpose:

- ❖ Author's purpose could be expressed when students answer the question: Why did the author write this text?
- ❖ Use the following pie image to summarize the possible answers for this question
- ❖ Author writes to PIE (persuade, inform, entertain).
- ❖ Tell your students :Do you read the story? Do you laugh? Do you get amused? Then the writer entertains you.
- ❖ Do you get fact? Do you learn something? Then the author informs you.
- ❖ Do you change your mind? Do you get convinced? Then the author persuade you.
- ❖ Give your students little paragraphs to practice with them before coming to whole text .Example on text that informs:

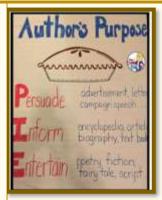
- ❖ Fish are animals that live either in seas or rivers. There are about 9700 types of fish species. Some are tiny whereas others are few tones as dolphins. Dolphins are mammals that give birth to their young.
- ❖ Use this mentor text over a few days to practice the "pie" parts. Let them sort pictures or small texts from books. Cut them and make their own booklet filling the three main parts: entertaining part, persuading part and informing parts.
- ❖ You may give them a topic about dogs for example and ask them to try to choose sentences that are applied on the same topic three purposes as:
- ❖ P: dogs Are Faithful pets and help in danger.
- ❖ I: dogs are mammals.
- **\Delta** E: once upon a time there was a dog.
- ❖ Here students become the authors themselves and from what they introduce they can inform, persuade, or entertain.
- Now go back to the reading text that is related to the same topic and discuss with them which part of the pie is applied on the text after they give their own ideas.
- Try this print and digital unit to practice author's purpose with your students on Pinterest, an application you download freely

Activity 1: PIE Visual Aid

- ❖ Create a handheld pie visual aid as an anchor chart that your students will return to whenever s/he is asked for author's purpose. Your students may create one of their own.
- ❖ Use a white paper plate that you divide into fourths (author's purpose, persuade, inform, entertain). Decorate the pie with colors and papers to match the Real Pie.
- Once finished ,decorate the classroom with them waiting to use them as visual aids when you discuss author's purpose for any types of reading you do in class.
- ❖ Give students examples about topics and let them guess which pie part they should annotate. For example: Fiction about animals, information about Corona Virus, Text about importance of travelling.
- **❖** Time : 15 minutes

Activity 2: Skits

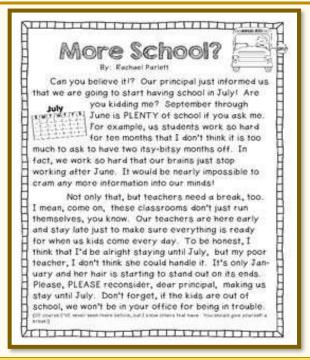
- Read the text with the students aloud, making sure that it's understood by each of them.
- Then divide students into actors to show the scene performed Infront of the class
- Give your students 10-minutes to prepare the scene related to the topic.
- Then ask the student to act out the scene in front of the class while the class can determine the purpose behind it.
- This is the most suitable for narrative or persuasive texts.
- **❖** Time: 15 minutes
- ❖ Suggested topic: "More School"











Tips For Teachers:

- ❖ Invite your student to the library or use your classroom library .Ask your students to read the back cover of the book and try to determine the purpose of the book using only the details.
- This will help your students master the skill of looking for certain words and simple things to determine what the purpose is.

Brainstorming:

- ❖ Generating ideas and thought to be examined later is the step that you teach your students to utilize in their future education and job .It's brainstorming.
- ❖ It allows free flow of ideas that improve your students' thinking process ,and helps them and eliciting the Prior knowledge ,recognizing colleagues thinking and reviewing when coming with a large numbers of ideas.
- ❖ But some students struggle doing that . There are several tools available to make it easier for students to share brainstorming activity related to the reading material such as: pre-printed maps ,concept Maps, online mapping tools, PowerPoint.
- ❖ You can place that topic or concept in the middle of mind map and branches of ideas .You may use a free-form style. But this need creativity and thinking quickly and efficiently .You can pick a simple scene or sequence from film or a story that was read before as Cinderella or Robin Hood and for a minute long ask your student to play it and see what they imagine the character in the scene to be saying no matter how silly or creative the ideas get.
- ❖ They will be creative with great fun.
- ❖ Game and activities are the best to let brainstorming and interesting task.
- Some application for brainstorming:



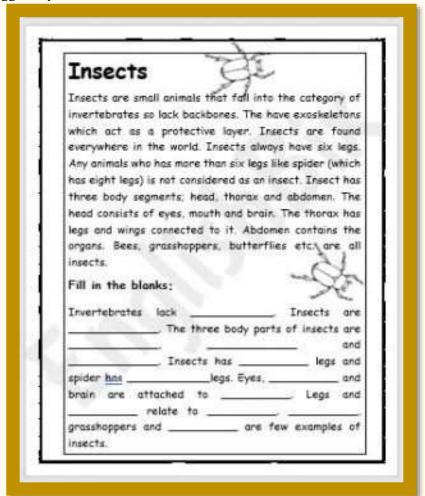






Activity 1: Brainstorming Time Bomb:

- ❖ This game works well to develop the skill of the quickly coming up with many ideas that link to a core theme.
- ❖ Ask a student to stand in a circle in the classroom.
- ❖ Inform them about the new reading topic that they are going to have.
- ❖ Write the topic on the board in a circle with branches around .
- Tell your students that a ball will be thrown to each of them whenever they get the ball they have to say a word ,phrase or small sentence about the topic. It can also work if students simply point each other out or if the ball is thrown around.
- ❖ For example, the first students could say "insect "and then pass the game on the next student as students are expressing their ideas about the topics you are writing them in the branched of bubbles around the topic.
- ❖ Game will continue until a lot of ideas are brainstormed to ease who is the reading material or until they recognize from each other many related ideas.
- **❖** Time : 15 minutes
- Suggest topic insects





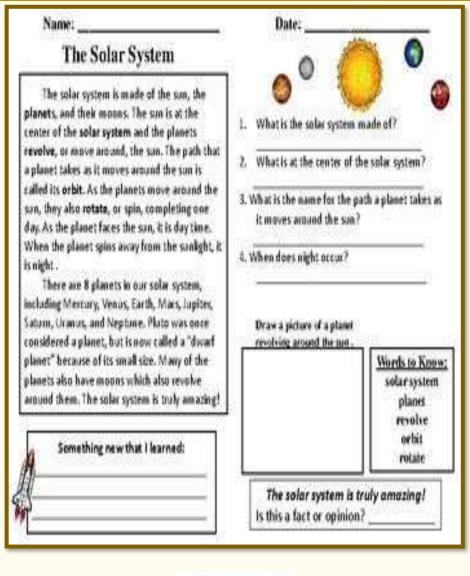




Activity two: Creating ideas

- ❖ This game is important, and it encourages creativity and brainstorming as they are related to each other to be achieved.
- ❖ The purpose of this game is to create as many ideas as possible quickly no matter if they are correct or incorrect ,real or odd.
- ❖ Give them any item or object and ask them to list as many different uses for that object as possible whether it is typical or not. For example, if you told them the "Solar System", students would expect to brainstorm ideas like some planets as Mercury. Students can interview other students during the break time in the playground. Students can collect other ideas or words so they can widen their creativity, thinking, and learning from others.



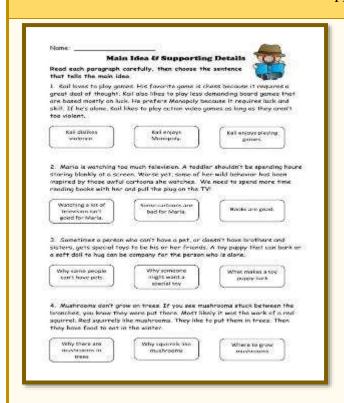




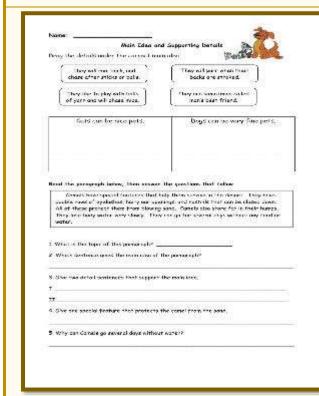
Worksheets

Brainstorming worksheets Date Wars Poores - Providing - Burntanning Vacation Brainstorm When I word on the vacation, the ... Food Places Cocols Questions

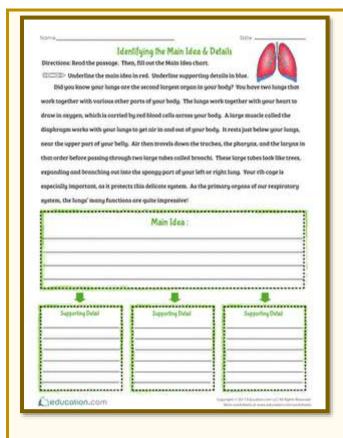
Main idea and supporting details worksheet



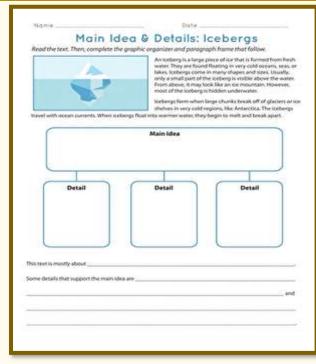


















Main Idea and Supporting Details



The main idea of a story is what the whole story is mostly about. The details are small pieces of information that make the story more interesting.

Luca's grundpa lives on a farm. His grundpa has a big garden, and many animals. When Luca was little, he was afraid of the chickens. When be helped his grandpa feed the chickens, the chickens chased him, erying, "Cluck, cluck, cluck!" But his grandpa showed him how to shoo the chickers away with his hand, saying, "Shoe chicks, shoe chicks." Luca still doesn't like the chickens much, but he isn't afraid of them now. He feels very grown up.

1. What is this whole story mostly about? Choose the answer

Grandpa's garden

Luca and the chickens Luca's favorite

lamica

2. Which of these is a small piece of information from the story that makes the story more interesting? Choose the answer.

Luca drew a picture of the farm.

Luca helped pick the vegetables.

The chickens said "Cluck, cluck, cluck?"



Theoretical Background

♦ To guide your students to be successful leaders, it is extremely important to improve analyzing a text which involves breaking down its ideas and structure to understand it better, think critically about it, elicit information targeted, brainstorm efficiently, and draw conclusions. When using analysis in the reading skill, it means to read critically to discern point of view, purpose, fact ,events, main ideas, themes, etc... Organizing the information will lead to understand how ideas are ordered and related in the text.

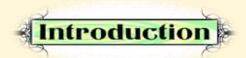
Resources

- https://www.twinkl.co.uk/resource/t2-e-1230-features-of-a-discussion-text-checklist
- https://www.mentoringminds.com/learn/blog/reading-to-understand-part-2
- https://www.mentoringminds.com/learn/blog/reading-to-understand
- https://www.edutopia.org/article/activating-prior-knowledge-english-language-learners#:~:text=Activating%20prior%20knowledge%20means%20both,order%20to%20access%20upcoming%20content.
- https://web.tech4learning.com/ideas-for-at-home-5th-graders
- https://www.indeed.com/career-advice/career-development/classroom-games
- https://www.upperelementarysnapshots.com/2015/01/authors-purpose-8-steps-easy-as-pie.html?m=1
- https://study.com/academy/lesson/authors-purpose-games-activities.html
- https://www.emmaand3.com/brainstorming-activities-for-students-how-to-teach-brainstorming-skills/
- https://www.englishbix.com/product/insect-reading-comprehension-worksheet/
- https://www.EFLactivity.org/brainstorming-games-activities/
- https://owl.excelsior.edu/orc/what-to-do-after-reading/analyzing/#:~:text=Analyzing%20is%20a%20vital%20skill,about%20it%2C%20and%20 draw%20conclusions.
- https://owl.excelsior.edu/orc/what-to-do-after-reading/analyzing/#:~:text=Analyzing%20is%20a%20vital%20skill,about%20it%2C%20and%20 draw%20conclusions.
- https://www.futureeducators.org/prior-knowledge-activities-classroom/
- https://www.readingandwritinghaven.com/10-of-the-best-literary-analysis-activities-toelevate-thinking
- https://www.teacherspayteachers.com/Browse/PreK-12-Subject-Area/Reading/Type-of-Resource/Games/Price-Range/Free
- https://3.bp.blogspot.com/gmJ5hH2mRIU/Vh1mgrRYBHI/AAAAAAAABD0/Ucq2HUdI_2w/s1600/Authors%2Bpurpose%2B pie%2Banchor%2Bchart.png

Fourth Dimension

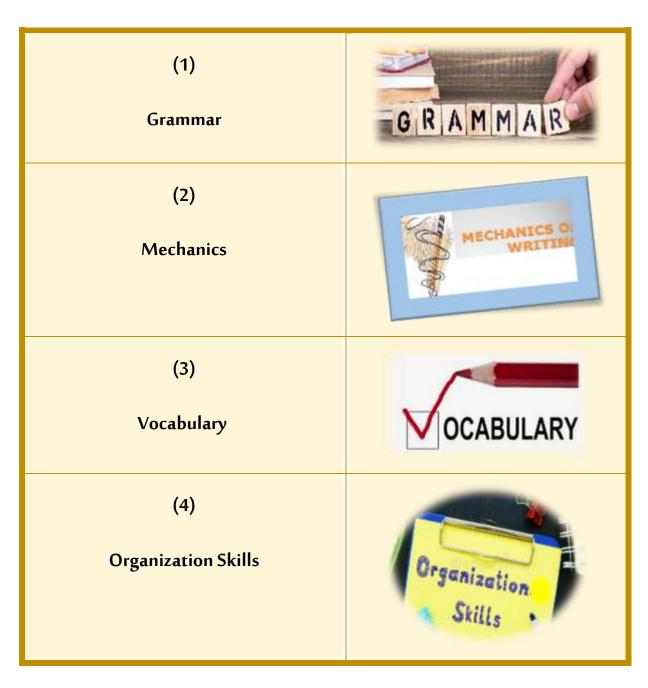
Writing Difficulties





This dimension deals with writing difficulties that fifth grade students face. It includes grammar, mechanics, vocabulary difficulties and organization skills.





Topic One Grammar

Indicators of the Difficulty

- * Refugee students have difficulties in applying the use of grammatical rules.
- Refugee students have difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs,...etc.).
- * Refugee students have difficulties in using the different kinds of sentences (the differences and formations of simple, compound, complex).
- * Refugee students have difficulties in writing short paragraphs.

Learning Outcomes

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

- ❖ Be able to apply the use of grammatical rules properly.
- ❖ Write their sentences using the parts of speech (adjectives, adverbs, articles ...etc.) correctly.
- ❖ Differentiate between the simple, compound and complex sentences.
- ❖ Use types of sentences correctly (simple, compound and complex sentences).
- ❖ Write meaningful short paragraphs.

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

Communicative activities	
Interaction-Based Activities.	

Describe pictures Writing assignments. Role Play Activities.

Procedures of The Topic

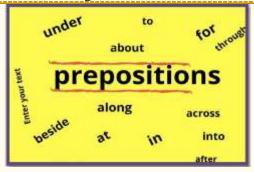
Recognizing students' learning difficulties (Grammar):

❖ Discover your students learning difficulties by identifying Grammar after using one of these methods:

First Method

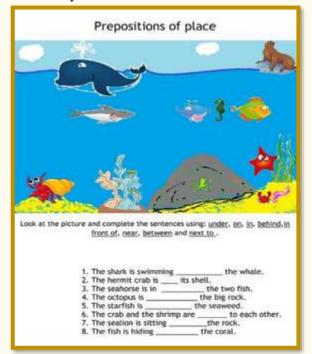
Identify and discover your students' learning difficulties in applying grammatical rules:

- ❖ Select material from magazines, websites, books, ...etc.
- ❖ Your worksheets and the written sentences on the whiteboard must be clear.
- ❖ Divide the students into pairs.
- ❖ Hand the students the worksheets that includes your pictures.
- ❖ The worksheet must have wrong and right sentences about using prepositions.
- ❖ Ask the students to look at the pictures carefully.
- ❖ Ask the members of each group to fill in the blanks the right preposition.



❖ Tips: you should not hand them various or different pictures. Give all your students similar worksheets which include similar pictures.

- ❖ Provide them another sheet containing true and false propulsions and ask them to circle the right ones.
- ❖ Write down your notices.



https://en.islcollective.com/english-EFL-worksheets/grammar/prepositions/prepositions





https://www.liveworksheets.com/worksheets/en/English as a Second Language (EFL)/
Prepositions



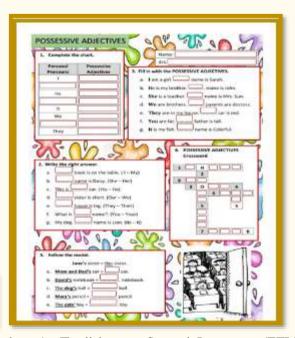
Third Method

Recognizing capitalization: Beach ball Capital Letters.

- ❖ Use a beach ball to discover student's difficulty in capitalization.
- On the sides of the beach ball write different types of parts of sentences as: common noun, proper noun, quotation book or text title, verbs, pronoun....
- ❖ Let your students stand in a circle and throw the ball to one of them.
- ❖ He or she has to write a sentence on the board using the words on the side his/her thumb placed on i.e.
- ❖ If his/her thumb is placed on proper noun he or she must run to the board to write: (Beirut is the capital of Lebanon), or (Omar always wins the basketball game).
- ❖ If he or she wrote the sentence without capitalizing the annotated part, their difficulty is then .



- ❖ Hand the students new worksheets that contain (possessive adjectives).
- * Redo the same previous steps.
- ❖ Provide them a crossword chart and ask them to solve it.
- ❖ You can also provide them a sheet containing a model of underlined words and ask them to replace the underlined words with the correct possessive adjective.
- ❖ Write down your notices.

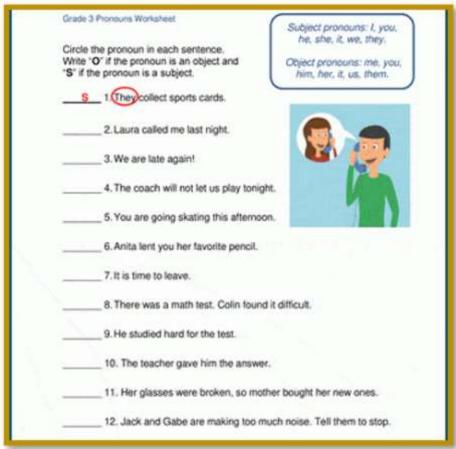




https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(EFL)/Possessive_adjectives

- ❖ Hand the students new worksheets that contain (object pronouns).
- * Redo the same previous steps.
- ❖ Provide them a sheet containing Exercise about the difference between the subject pronouns and object pronouns. So, ask them to circle the pronoun and decide if it is a subject pronoun or an object pronoun.

❖ Write down your notices.



https://www.k5learning.com/free-grammar-worksheets/fifth-grade-5/pronouns



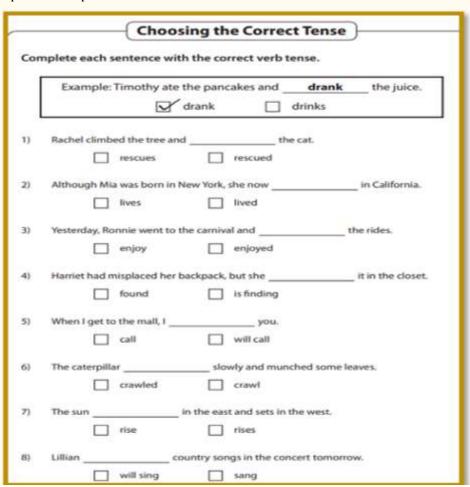
Second Method

Identify and discover your students' learning difficulties in applying grammatical rules.

- ❖ Select suitable material from websites, books, ...etc.
- ❖ The worksheets and the written sentences on the whiteboard must be clear.
- ❖ Divide the students into groups.
- ❖ Give the students the worksheets that includes tenses.
- The worksheet must have sentences with choices and ask them to choose the correct form of the verb.
- Hand students another sheet and ask them to tick ($\sqrt{}$) the correct sentences and cross (\times) the wrong ones.
- ❖ Tell them to correct the wrong sentences.
- ❖ Allocate a limited time to do the activity.

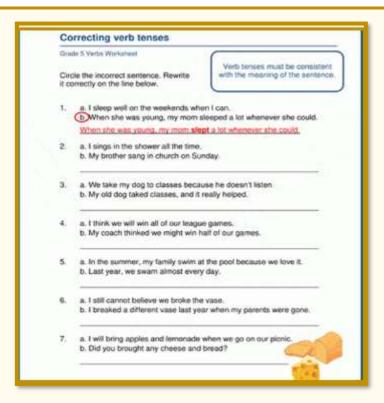


- ❖ Hand students new worksheets that contain (sentences with blanks to write the correct form of the verb).
- * Redo the same previous steps.



https://www.mathworksheets4kids.com/shift-verb-tenses.php





https://www.k5learning.com/free-grammar-worksheets/fifth-grade-5/verbs/correct-verb-tenses



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 texts suitable for their current reading level.
- ❖ Instruct students to go through a page or two and identify all the nouns, adjectives, adverbs and verbs.
- ❖ Ask students to sort these parts of speech into four lists as the following:

Nouns	Adjectives	Adverbs	Verbs
House	Red	Quickly	Come
Omar	Beautiful	Slowly	visit

Let the students go through the same text but this time ask them to sort the kinds of nouns, kinds of adjectives, kinds of adverbs and kinds of verbs as the following:

		Adject	ives			A	dverbs	
D	Descriptive	Demo	onstrative	Proper	Manner	Place	Time	Frequency
	large	-	Гhis	Indian	Slowly	Here	Now	Often
Nouns					Verbs			
	Proper		Com	mon	Stative	Transitive	Intransitive	Auxiliary
*	Africa	•	Bot	tle	want	throw	sleep	Is

- ❖ Allocate a limited time.
- ❖ Challenge each group to generate as many different examples as possible of each kind of speech.
- ❖ Ask them to classify each word in their sentences. For example:

Sami usually plays football professionally

N adv v n ad

Fatema writes in a nice handwriting

N v pre adj N

- ❖ The winning group is the one with the most adverbs. As a bonus, or tiebreaker,
- ❖ Write down your notices.



Fourth Method

Identify and discover your students' learning difficulties in using the different kinds of sentences (simple, compound).

- ❖ Divide the students into small groups.
- ❖ Provide the students a worksheet containing sentences with blanks.
- The worksheet must have a group of words at the top of the sentences to fill in the blanks by the students.
- ❖ Ask the students to write the correct part of speech in each blank.
- ❖ After they finish, write down your notices.
- ❖ Help them to recorrect their sentences.

Example:

Good – well – beautiful – beautifully – house – red – read- I am doing

- ♣ I have a backpack.
- ♣ My is near the bus station.
- ♣ I am at English.
- **4** the following instructions carefully.
- ♣ This painting is
- ♣ You play the piano

Fifth Method

Identify and discover your students' learning difficulties in writing short paragraphs.

- ❖ Divide the students into pairs.
- ❖ Show them a photo. The photo should have some questions below.
- ❖ Tell them to look at the picture carefully.
- ❖ Let them take a few moments before they start answering.
- ❖ Let them answer the questions.

- ❖ Go through the desks and help them if they need any vocabulary.
- ❖ The questions which they should be written on the photo:

You can show them photos about seasons

- What is in the picture?
- In the picture I can see
- There's / there are
- There isn't a
- There aren't any
- What is happening?
- The girl is ...ing
- The man is ...ing
- It is raining.
- Where in the picture?
- At the top/bottom of the picture
- In the middle of the picture
- On the left/right of the picture
- Next to ...
- In front of
- Behind/under/near
- Check their answers.
- ❖ Ask them to reorganize their answers in a short paragraph taking into consideration punctuation marks.
- ❖ Write down your notices.
- ❖ When they finish you can ask them to describe the classroom.

https://tr.pinterest.com/pin/392305817512880912/







Sixth Method

Identify and discover your students' learning difficulties in writing short paragraphs.

- ❖ Divide the students into pairs.
- ❖ Provide them a Worksheet containing some questions.
- ❖ Tell them to read the questions carefully.
- ❖ Let them take a few moments before they start answering.
- ❖ You can ask them the appearance of a photo or answer some questions about appearances. For example:
- ❖ You can also ask them about an event or trip they have made.
 - **♣** Is he tall or short?
 - ♣ What color are his/her eyes?
 - ♣ What color is hi/her hair?
 - **↓** Is his/her hair long or short. Soft or curl?

- **!** Let them answer the questions.
- ❖ Go through the desks and help them if they need any vocabulary.

The questions which they should be like the following:

- ♣ What's your name?
- ♣ How old are you?
- **♣** Which grade are you?
- ♣ Where do you live?
- ♣ What are your hobbies?
- **♣** What are your favorite subjects?
- ♣ Do you live in a flat or a big house?
- ♣ What time do you get up and sleep?
- ♣ How many brothers and sisters do you have?
- ♣ What does your father do?
- **♣** What does your mother do?
- ❖ Go through the desks and help them if needed.
- ❖ When they finish, ask them to rewrite their answers as a short paragraph.
- ❖ Write down your notices.

- does he/she have brown, blond, dark or white skin?
- **♣** What is he/she wearing?

https://cutt.ly/lK11Dcn





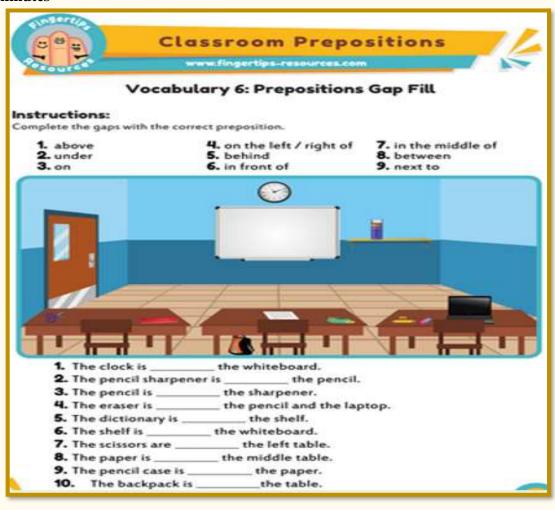
Remediation Techniques

- ❖ 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.

Time: 15 minutes



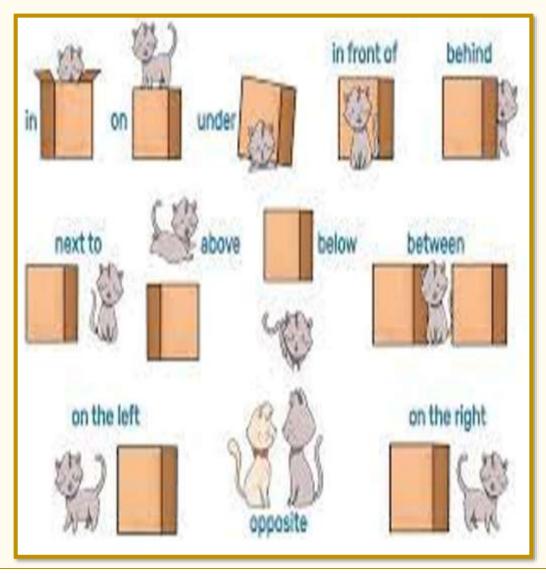
Activity (2): Questionable Questions

To practice prepositions of location in question form, have pairs of students work together in an activity similar to the activity one.

Time: 15 minutes

- 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:
- ***** is the cat under the box?
- ❖ The second student then answers the question.
- ❖ No, the cat is under the box.
- is the cat in the box?
- ❖ The second student then answers the question.

No, the cat is on the box.



Activity (3):Where is it?

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

Time: 15 minutes

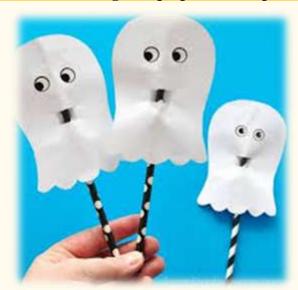
Using game-based learning helps students overcome any difficulties in prepositions of place

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

(Note: this game can be used at any grade level . The teacher can change while using it).

Game (1)

The classroom ghost: prepositions of place



- ❖ Inform 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.

Time: 15 minutes

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.

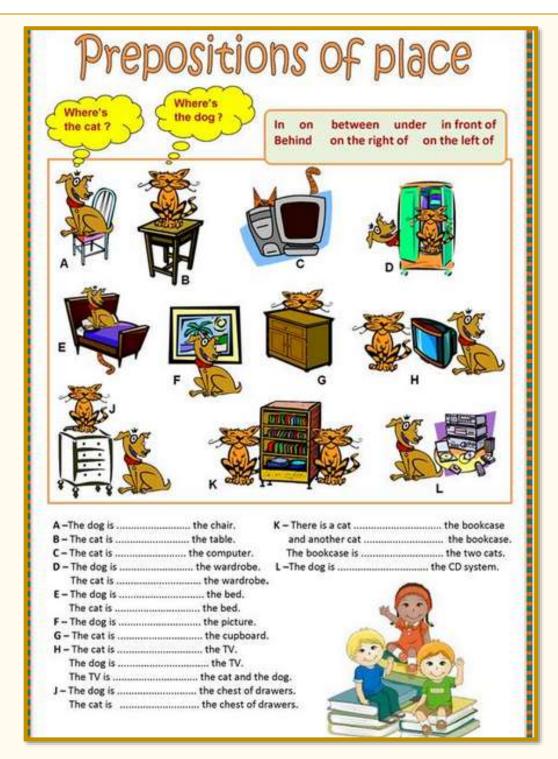
Game (2): The list: prepositions of time and place

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

Time: 15 minutes

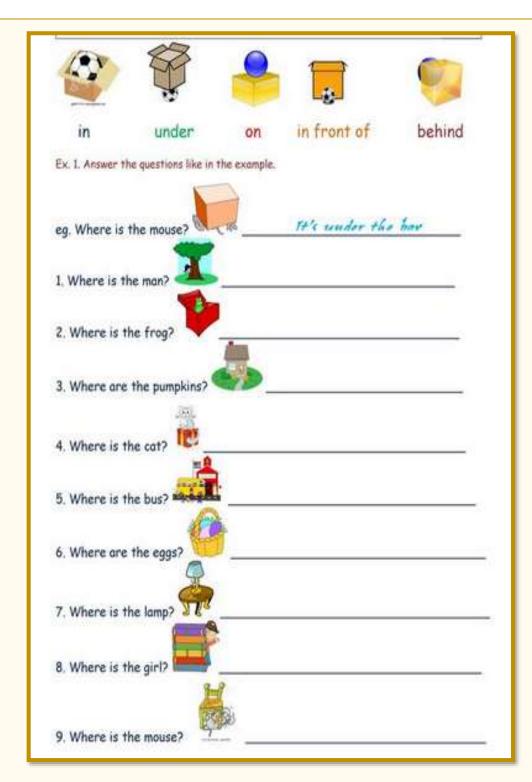
For example:

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



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





 $\underline{https://en.isl collective.com/english-EFL-worksheets/grammar/prepositions/prepositions-place/70508}$



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 Adel,
 - What is her name?
 - Her name is Soad.
- ❖ 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 throwing and catching or bouncing a ball on their own, seeing how far they can get through the list
- ❖ Building a tower of blocks until it falls down, with one block for the subject pronoun then one block for the possessive adjective each time
- ❖ One person going through the list and suddenly stopping, and the other student (s) racing to say the correct next word.

Possessive Adjective Practice Games My Name Your Name His Name Drawing Game

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



Your name is Ahmed " and "Its name is Goofy".



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

Possessive Adjectives Feeling Games

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

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

Game (1)

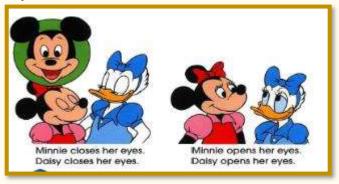
Possessive Adjectives: Celebrity Win Lose or Draw

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



- Divide your class into two teams.
- ❖ Have one person from each team come to the board and let one of them draw a celebrity from the hat.

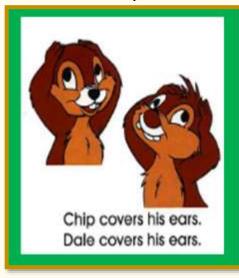
- On your go, the two players race to draw a picture of the person on the slip of paper while their team guesses who it is.
- ❖ In order for a guess to count, the players must start it with a phrase such as "His/her/its name is..."
- ❖ Give the artists two or three minutes to draw for their team before calling time. Award a point to any team that guesses the person correctly.

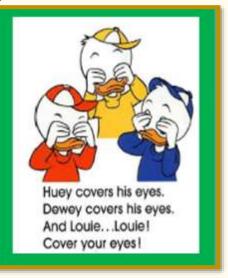


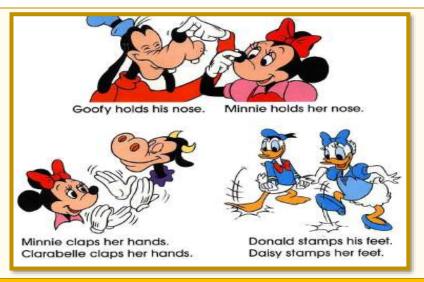


Role play

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







Applying Tenses

- ❖ Students at this grade must be moved from fragments to fully formed sentences through a range of possible grammar lesson plans (tenses. Possessive adjectives, object pronouns and prepositions)
- Students in the fifth grade must be familiar with parts of speech and they should be able to identify the nouns, adjectives, adverbs, verbs...etc.
- **Students** who promoted to the fifth grade must be taught how to use the simple and compound sentences.
- ❖ Students who promoted to the fifth grade must be taught how to write short paragraphs.

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.

❖ Give them some examples about the simple and continuous sentences and refer to the subject, verb and the complement.

S	V	С
Omar	sleeps	at 10:00 o'clock
Fatima	slept	at 10:00 o'clock yesterday
They	are watching	tv 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 brother play basketball every week

Mona goes to the mall yesterday

They have lunch at the moment

❖ Inform them the differences between the previous sentences

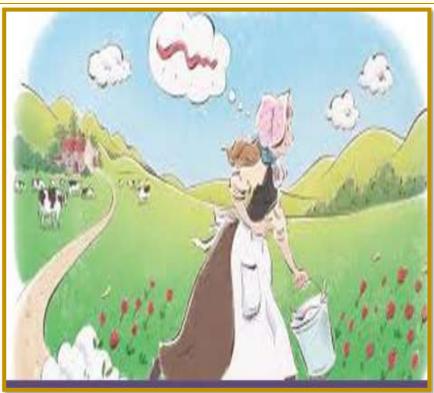
- Dividing them into small group.
- ❖ Ask them to answer some questions, for example:
 - What do you usually do every morning? (Three answers are required at least).
 - What did you do yesterday? (Three answers are required at least).
 - What are you doing right now? (Three answers are required at least)
- ❖ 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
				ev	ening.
We	Have				
My sister			A nev	w skirt las	t week.
Adel	Went				

Activity (1):Tell A story from a picture

- Provide your students with a picture, ask them to study it, and make a story out of what they saw.
- ❖ Let them set the story in the past, present simple, and present continuous.
- This activity will boost your students' knowledge of tenses, and they can boost their knowledge on how to use them.

Time: 15 minutes



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.

Time: 15 minutes

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.

J F J	8		
Am	Feel	❖ Go	Drive
Came	❖ Want	Smell	Play
Run	Make	Taste	Try
Swim	Hear	Cook	·
Sing	❖ See		

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 process 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 have finished 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.

Time: 15 minutes



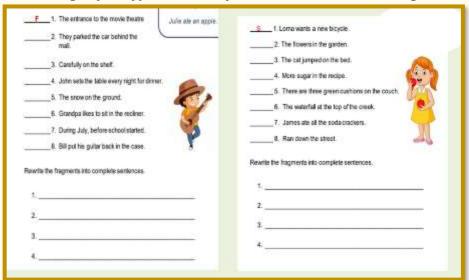
Activity (3)

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

Time: 15 minutes

Tips:

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



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



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



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

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

Presentation:

- The teacher will write down phrases and sentences and underline the parts of speech to be learned (adjectives, adverbs and articles) on the board. Then he/she will illustrate the differences between adjectives and adverbs and the different types of articles and their function.
- ❖ Ask the students what they know about the parts of speech especially (nouns, adjectives and adverbs.
- ❖ After you get their answers inform them that:
- Noun may be a (person, a thing, a place)
- **...** Give them some various examples.
- ❖ Ask them to classify the following words:

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

- * Adjective is a word that modifies a noun
- ❖ Give them some examples: (big, red, kind, beautiful, nice, cold, ...etc.).
- ❖ Ask the students to give you some adjectives from inside the class.
- ❖ Ask them to give you an 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 (usually, sometimes, often, always ...).
- Give them some time to classify some words:

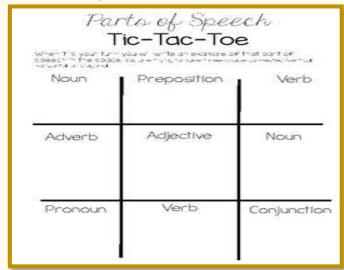
nouns	Adjectives	Adverbs		
quickly – Muhammad – slowly – white – yellow – man – kind - always				

Practice:

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

1. Tic Tac Toe Game:

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



(Note: this game can be used at any grade level . The teacher can change while using it).

2. Hunt and sort eggs.

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



(Note: this game can be used at any grade level . The teacher can change while using it).

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.



(Note: this game can be used at any grade level . The teacher can change while using it).

Activity (2):Colorful Copy work Grammar:

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

- 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.
- The rocking chair is comfortable.
- 5. My dog has a plaid collar with his name on it.
- Grandpa swept the dirty porch.
- Pasta is Abby's favorite food.
- Skunks are black and white.
- 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.
- The young boy helped his father to wash the dirty car.
- The pretty girl twirled in her new dress.
- 3. The clean windows shone in the sunlight.
- 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.
- 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.
- The children danced to the groovy music.
- 12. Luke organized his numerous toys on the shelf.



Adjectives are

describe nouns

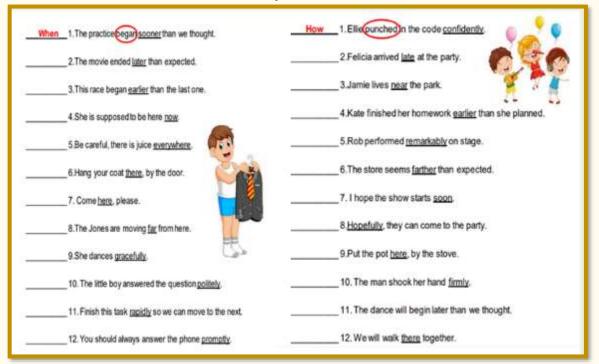
words that

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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 contains some sentences.
- let the students to circle the verb and underline the adverb.
- ❖ Tell them that the fastest groups are the winner.
- ❖ Go through the students and take a look at their activities.
- ❖ Help those who need a hand but don't give the answers.
- **!** Let the winner students read their answers loudly.



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, 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 Worksheets, 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
- 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.

Ouestion:

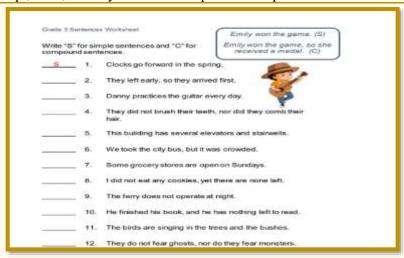
- How many subjects are there?
- ❖ How many verbs are there?

My brother and I go to school by bus every day

- ❖ I got up early and drank a cup of coffee.
- How many subjects are there?
- ❖ How many verbs are there?

Ali reads novels, but Sami reads comics.

- How many subjects are there?
- ❖ How many verbs are there?
- Skim the Worksheet again to find more example.
- Conclude the concept, form, and key words for simple and compound sentences.



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.
- **❖** Last year /wrote /I/
- Usually / Hani /read/
- Hani and Tareq / magazines/ always
- Often /my sister/ watch and enjoy/
- 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 natural, animals, daily habits, etc....
- They may add pictures to the poster or even draw one with their own sentence under and written with their grammatical concept taught. (Simple present tense)
- ❖ 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 from notebook.

Time: 15 minutes

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 rearranging scrambled words in the last sentence and then write their own sentence.
- **❖** Time: 15 minutes



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.
- 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.
- 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.

 $\underline{https://www.scholastic.com/content/dam/teachers/blogs/mary-blow/migrated-files/simple-and-compound-sentences-1.pdf}$



Application for learning building sentence



https://play.google.com/store/apps/details?id=com.sentenceMbsait.sentence



Writing short paragraphs

- * The benefits of teaching writing:
- ❖ It will help your students' writing be more interesting and full of details.
- ❖ It encourages students to use new vocabulary words.
- ❖ It can help students clarify their understanding of new subject matter material.

Activity (1): Five Senses chart

- Prepare the Five Senses chart
- ❖ Write the following headings on a piece of chart paper

What did you see?

What did you hear?

What did you smell?

What did you feel?

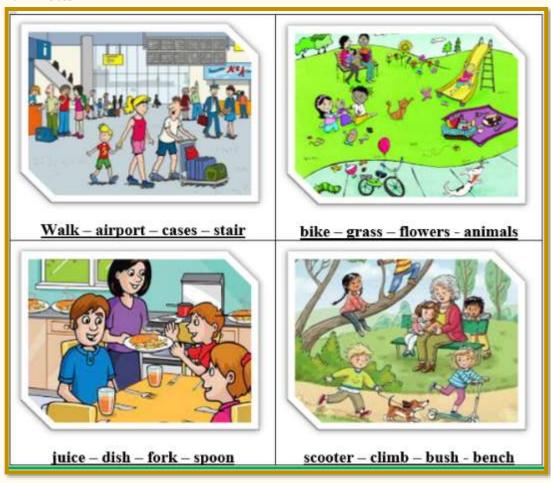
What did you taste?

- ❖ Invite students to discuss a recent school event or field trip.
- Explain that they will be writing a report about this event
- Present the Five Senses chart
- ❖ Refer to each heading on the *Five Senses* chart.
- ❖ Have students use their chart as they write a report about the chosen event.
- For more details: https://www.youtube.com/watch?v=4vMbbKMx1m4&t=122s



Activity (2):Describing pictures

- First of all, it is a good idea to get your class familiar with different parts of a photograph. Words such as foreground, background, center, in the distance, left, right, top, bottom, and corners are essential for this.
- ❖ Draw a rectangle on the board with some basic pictures and label these different areas. It is also handy to leave it on the board so they can use it for reference when doing their own picture descriptions.
- Next, check the suggested vocabulary on the worksheets and make sure they know these words. Be sure to add more vocabulary where you see fit.
- Finally, do a demonstration and describe a picture yourself for the class to see. This way they know clearly what their objectives are.
- Once your students have finished their picture description worksheets it is time to check what they wrote. This is the time to correct and grammar or punctuation errors.
- ❖ It is also often a good idea to get them to read their descriptions aloud to also get in some speaking and pronunciation practice during the class.
- **❖** Time: 15 minutes



https://bit.ly/3nyJMPu



Activity (3): Describing one's physical appearances

- Show them a photo of someone.
- ❖ Ask them about the following points
- Provide them some vocabulary and expressions
- ❖ Identify them as male or female when appropriate.
- * Take note of their skin color:
- ❖ (Pale dark brown blond dark) skin.
- **Stimate** their age range.
- ❖ He/she is (around 25), (probably 40)
- ❖ Give their height: Very tall tall average short very short.
- ❖ Describe their weight: He/she is very thin he/she has a very large build average
- ❖ Note their hair color, length, style, and appearance:
- ❖ Color: brown, black, blonde, sandy, red, gray
- ❖ Length: short, medium, long, shoulder-length, etc.
- ❖ Style: straight, curly, wavy, afro, ponytail, dreadlocks, bun, mohawk, etc.
- ❖ Appearance: messy, thinning, frizzy, glossy, clean, slicked, and so on.
- ❖ Mention their eye color, eye shape, eyebrows, and glasses.
- ❖ Color: black, brown, grey, blue, green, hazel
- ❖ Shape: wide, narrow, bulging, deep set, squinting, etc.
- ❖ Eyebrows: color plus qualities like bushy, thin, connected, and so on
- ❖ Glasses: note the color, shape, material, thickness, and any tinting
- ❖ Describe their clothing, or at least their overall "look" or style.
- ❖ He/she is wearing (hat, pants, shirt, shorts. Jeans. Skirt, shoes, jacket)
- ❖ He/she is well-dressed.
- ❖ After they finished answering the questions, ask them to rewrite them in a full paragraph.
- ❖ Correct their mistakes if They make grammatical mistakes or punctuation errors.
- Ask two or three students to read their paragraphs loudly in front of the class.
- **❖** Time: 15 minutes

You can also ask them to describe themselves, a friend in the class or a teacher ..etc.









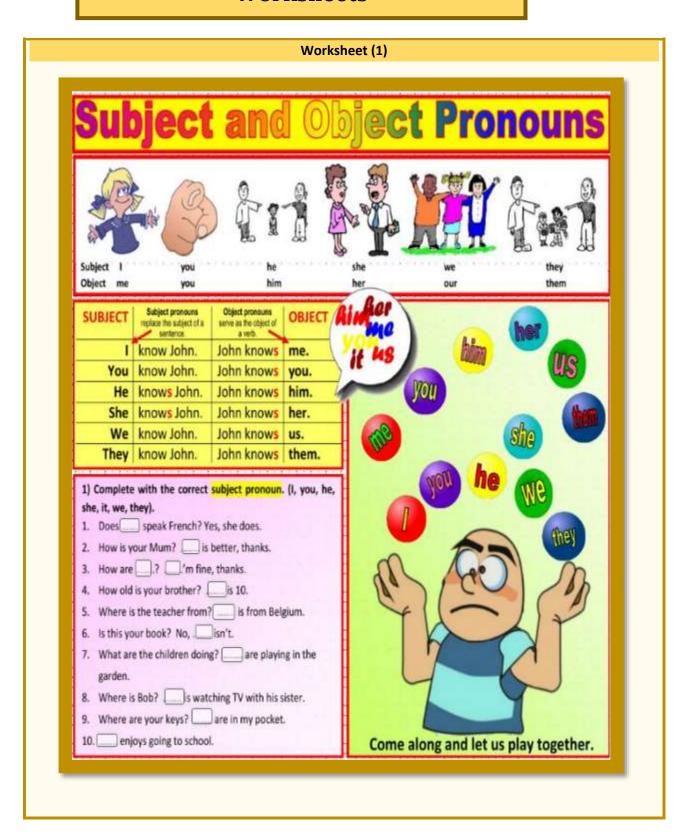
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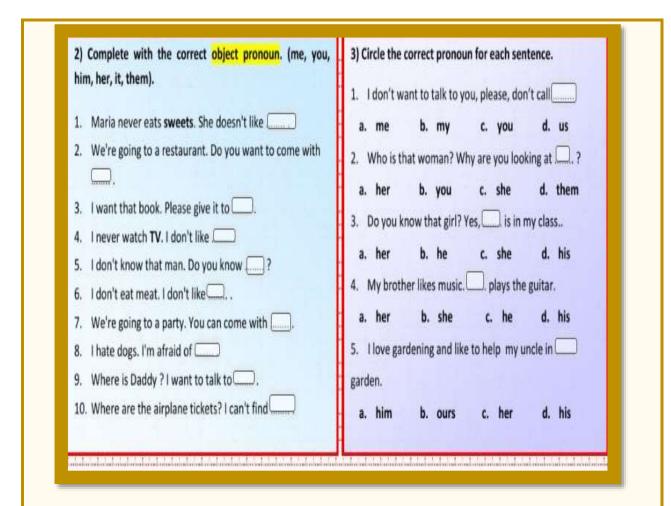


Tips for parents:

- 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"

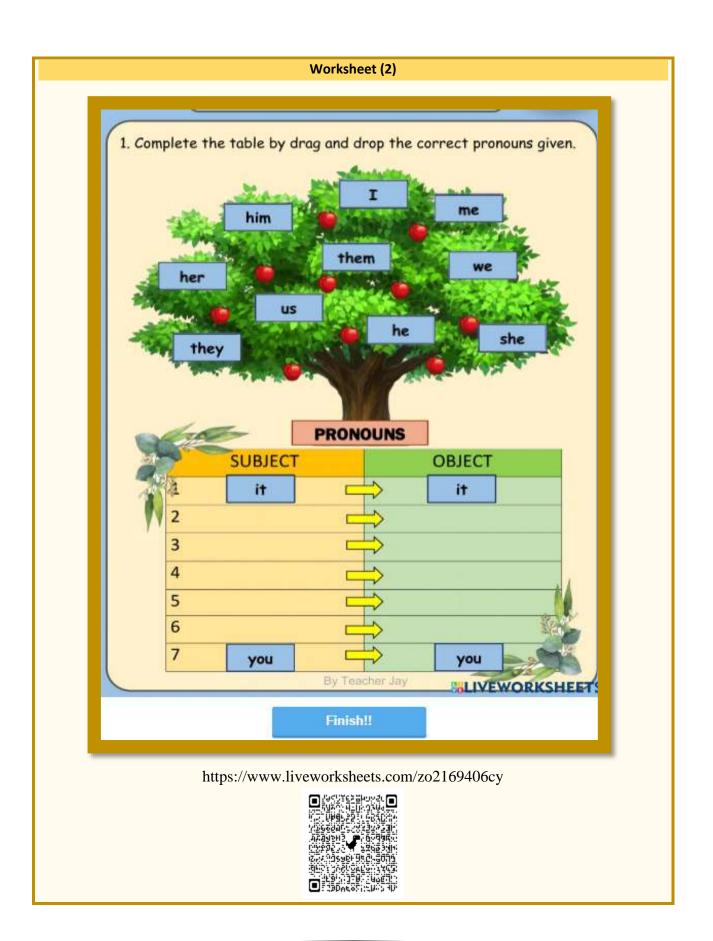
Worksheets

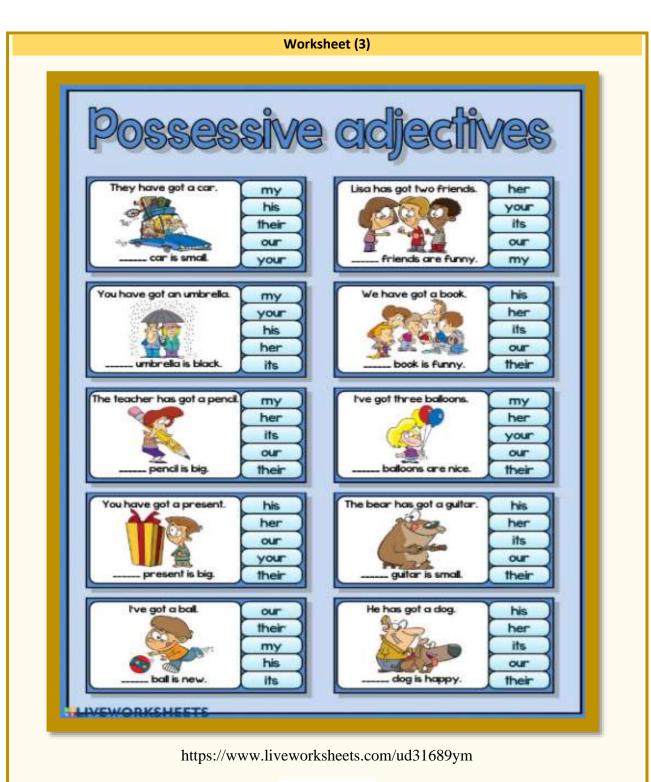




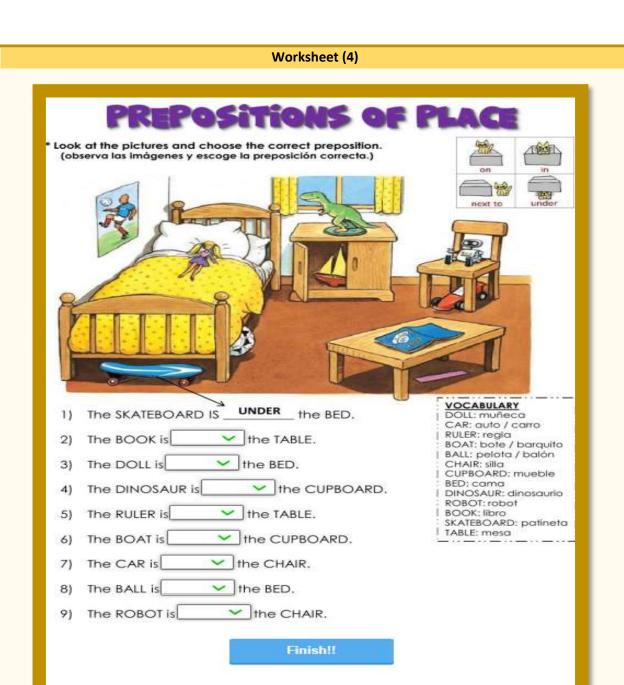
https://www.liveworksheets.com/xa421sz











https://www.liveworksheets.com/sh2239013te



Theoretical Background on Grammar

- Grammar has a fundamental role in achieving communicative, competence, which refer to the ability to interpret information express, oneself, negotiate meaning, and write expressively.
- ❖ So, when teaching grammar, rules will be easier and more effective when teaching them in context.
- This will lead to the top accuracy of the communicative language and it also shows how language works in sentences and leads to understand, form, and write organized words meaningfully in an accurate pattern.
- So, the need of grammar study is important to make speech and writing meaningful, and to elicit students' confusion about the usage of "who" and "whom", the matching of nouns with their verbs, the choosing of pronouns reference the comparison of degree of adjectives.

http://e-fit-nus.edu.sg,wongcy

Resources

- https://en.islcollective.com/english-EFL-worksheets/grammar/prepositions/prepositions
- https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(EFL)/Prep ositions
- https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(EFL)/Poss essive adjectives
- https://www.k5learning.com/free-grammar-worksheets/fifth-grade-5/pronouns
- https://www.mathworksheets4kids.com/shift-verb-tenses.php
- https://www.k5learning.com/free-grammar-worksheets/fifth-grade-5/verbs/correct-verbtenses
- https://tr.pinterest.com/pin/392305817512880912/
- https://en.islcollective.com/english-EFL-worksheets/grammar/prepositions/prepositions-place-1/58687
- https://en.islcollective.com/english-EFL-worksheets/grammar/prepositions/prepositions-place/70508
- https://en.islcollective.com/english-EFL-worksheets/grammar/prepositions/prepositions-place/43946
- https://tinyurl.com/4ykdes27
- https://www.k5learning.com/worksheets/grammar/grade-3-sentences-fragments-a.pdf
- https://www.k5learning.com/worksheets/grammar/grade-3-sentences-fragments-b.pdf
- https://cutt.ly/mK1N0rx
- https://cutt.ly/lK11Dcn
- 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/simpleand-compound-sentences-1.pdf
- https://play.google.com/store/apps/details?id=com.sentenceMbsait.sentence
- https://www.youtube.com/watch?v=4vMbbKMx1m4&t=122s
- https://bit.ly/3nyJMPu
- https://bit.ly/30xIKzc
- https://www.easyteacherworksheets.com/langarts/partsofspeech-objectpronoun.html
- https://www.pinterest.com/pin/586242076509511184/?mt=login
- https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(EFL)/Pro nouns/
- https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(EFL)/Poss essive_adjectives
- https://worksheetdigital.com/product/possessive-adjectives/
- https://www.liveworksheets.com/worksheets/en/English_language/Possessive_Adjectives
- https://en.islcollective.com/english-EFL-worksheets/grammar/possessive-pronouns/possessive-adjectives
- https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(EFL)/Prepositions
- https://en.islcollective.com/english-EFL-worksheets/grammar/be-auxiliary-verb/spiderboythere
- https://en.islcollective.com/english-EFL-worksheets/grammar/prepositions/prepositions/
- https://www.EFL-lounge.com/student/grammar/1g20-prepositions-error-correction.php

Topic Two Spelling and Mechanics

Indicators of the Difficulty

- * Refugee students have difficulties in spelling words without rules.
- * Refugee students have difficulties in applying correct punctuation and capitalization.

Learning Outcomes

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

- Spell words correctly
- ❖ Apply correct punctuation marks
- ❖ Apply correct capitalization

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 You Tube videos - Computers - Websites	Additional Resources ❖ Common Classroom materials

Intervention Strategies

Game Technique



Mobile Based Learning (Mobile apps) such as:





E learning strategy (audio /visuals)







For teacher download a lot of work sheet, games , activities



Procedures of The Topic

Recognizing students' learning difficulties (Mechanics and Spelling):

❖ Discover your students learning difficulties by identifying mechanics and spelling after using one of these methods:

First method

Identifying spellings: Unscrambled Words

- ❖ Prepare a list of words to estimate the students' spelling difficulties concerning frequently misspelled words for grade 5 students. Suggested list: absence, all right, already, although, citizen, especially, explanation, February, separate, surprise, thoroughly.
- ❖ Use flashcards and write the spelling words scrambled on each card.
- Put the cards face down and asked each student to take turn open the card.
- ❖ You tell them the word, and they have to unscramble it and write it on the other face of the card.
- ❖ Cards with correct spelling are put to the right and those that are incorrect to the left.
- **\Delta** Each student must have three trails.

Second Method

Recognizing Punctuation: Punctuate Paper Strips.

- ❖ Write a number of different types of sentences on strips of paper missing punctuation marks.
- Put them in a hat and ask your students to come and choose a strip from the hat and hurry to the board to write it punctuated correctly.
- ❖ If the student is mistaken to punctuate the sentence, put a red check with a marker. If she or he is right use a blue marker to check.
- Continue until all the sentences are punctuated.
- Count the red checks and recognize your student's difficulty.

Sentences:

- ♣ Dont run its dangerous
- ← Can you hear the bells ringing
- Look its going to rain
- ♣ What an amazing day it is
- **↓** Cars trucks and trains are means of transport
- While he was sleeping an accident happened

Third Method

Recognizing capitalization: Beach ball Capital Letters.

- Use a beach ball to discover your student's difficulty in capitalization.
- ❖ On the sides of the beach ball write different types of parts of sentences as: common noun, proper noun, quotation book or text title, verbs, pronoun....
- ❖ Let your students stand in a circle and throw the ball to one of them.
- ❖ He or she has to write a sentence on the board using the words on the side his/her thumb placed on i.e.
- ❖ If his/her thumb is placed on proper noun he or she must run to the board to write: (Beirut is the capital of Lebanon), or (Omar always wins the basketball game).
- ❖ If he or she wrote the sentence without capitalizing the annotated part, their difficulty is then .



Remediation Techniques

Spelling and Mechanic:

- Spelling most frequently used words that don't depend on the specific rules is a struggle for most of grade 5 learners.
- ❖ They get frustrated to read and write.
- So spelling is the superficial element of writing and with right strategies and activities, spelling challenges can often be overcome before it follows the student into adulthood.
- Some cognitive processes are involved in spelling as letter formation, encoding a word e.i. hearing the sound in word, and then know which letter maps to these sounds in order to write it.
- ❖ If words are not spelt as they are pronounced or as homophones: (there-their), they need to be remembered by the short-term memory by encountering the words and reading more and more.
- ❖ In addition, spelling is encoded as a series of muscle movements.
- So practicing using a pen or typing using a keyboard will help a lot.
- ❖ Have the student write each word several times in succession, especially sight words when taught.
- ❖ You can bring a magazine and ask your students to cut letters from the magazine and make the words of the spelling list they have to know.
- ❖ They will never forget some complicated words by this task of fun.
- ❖ Ask them to spell words out loud to internalize the correct order of the letter using ears as well as their eyes.
- Then keep these words on play in the class environment.
- Play games to practice the words spelling as crossword puzzles, hang-man.... so that students would be motivated to spell the word correctly to get points and win.



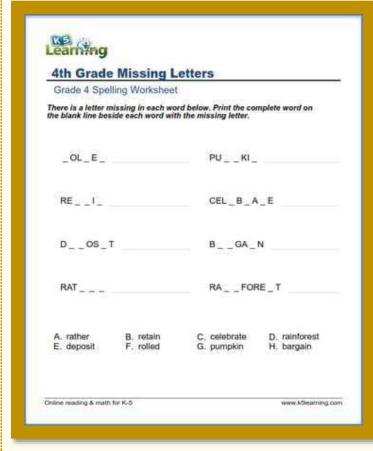


Activity 1:Missing Letters

- Here's a super simple idea to be done on board or as a worksheet.
- ❖ Make a list of spelling words. For example:
 - av ___ it __ (favorite)d __ t __ r ___ ne (determine)
 - <u>a</u> __t __ ugh __ (although)
 - + vo __ ab __ a __ (vocabulary)
 + g __ d __ l __ n __ (guideline)
- ❖ Ask students to fill in the blanks to complete the spelling words.
- ❖ For more challenge, students are asked to write the word again and also use it in a sentence.
- ❖ You may ask students to write word lists with missing letters for each other.
- This is not only to save time and effort, but also to give extra practice as both students can make and solve these spelling words.
- **❖** Time: 15 minutes



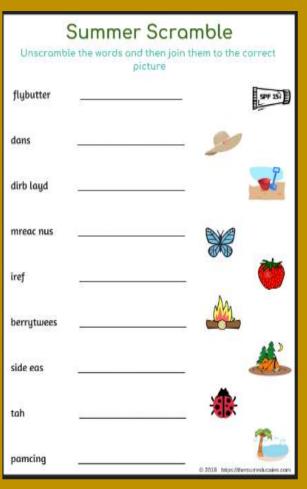














Activity 2: Charades.

- This is a classroom activity or game that allows students to practice spelling in a fun way.
- ❖ Arrange students into teams (A and B).
- ❖ On the board which is divided into 2 parts A and B representing the teams, announce the first word to be spelled.
- ❖ Ask one student from each team to come to the board and write one word under the teams words parts.
- As soon as the student returns to his desk, the next student writes another word, and so on.
- ❖ After 5 or 10 minutes, the team with the most correct words wins.
- ❖ You may ask the next student to check the word written by the first before writing their own.
- **❖** Time: 15 minutes

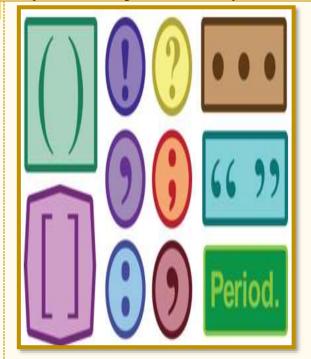
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THEF	DACHDONE	DUPID
DOUND	TREASURE	GARRACE
PARK	PRINTE	5401
STATE	WHISTLE	PALACE
BARRHALL	COAL	GUAL N
COMMISSION	интракать	COMPUTER
DOCKEF	ARRORATY	1077-200
SALTAND PEPPER	KEY	IFAU
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crecus	DATTER	HALMAN
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SKATE	racematery	LIGHTSMICH
THEF	TEAPOT	nene
REMIND	NATURE	BHALLOW
TONET	OUTWOE	AVMINGA
ROLLSKOLADING	OPPODEREAD NAM	SWITE.
HALC	STARK	WAX

Tips for Parents

❖ To help your students overcome spelling difficulties, develop their auditory and vocal skills, and restrict the amount of TV they watch. If they are good readers, then they are good writers, so replace TV with reading stories. Don't tackle an entire spelling bar in one sitting. Take 1/3 for example each evening to work on with your child

Punctuation

- * Run on sentences confuse readers to understand the written piece.
- ❖ If students write an instructed task as they chat on the cell phone, it will be a disaster.
- Punctuation is important to control our understanding to the text.
- ❖ Ask your students to make text messaging to a fake celebrity, and then change the message into a dialogue using correct punctuation.
- ❖ You can give students a cut up sentence to place correct punctuation in after putting the words into correct order. They can hold up the sentence for the rest of the class to see if it is correct.
- ❖ Finding errors outside classroom, on signs, advertisement, leaflets, and letters can be a fun way of practicing punctuation.
- Challenge learners to find the worst grammar mistake in your local community, so take lessons outside the classroom.
- Punctuation, if mistaken, can change the intention of a sentence as
- "Panda eats shoots and leaves" it must be "Panda eat, shoots, and leaves".

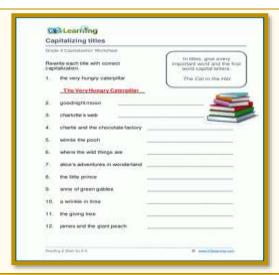














Activity 1:Punctuated Sentence War

- ❖ Divide the class into 2 teams.
- Before playing, create cards with all punctuation marks (or create a spinner).
- ❖ Ask the first Group member to spin the wheel and select a card.
- ❖ Depending on where the spinner lands, both students of the two teams will go to the board and write a sentence including this punctuation mark.
- ❖ If the student's sentence is correct, the next student from the same group will spin the wheel again and write his second sentence.
- ❖ If the student's sentence is incorrect, his partner in the same group must come and correct the sentence. Otherwise the other team will correct the sentence and win a point before they can start spinning the wheel again.
- ❖ Game is going on until all the punctuation marks are covered and the rules concerning punctuation are understood and practiced well by the students.

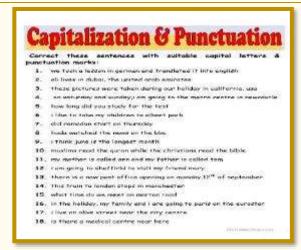
Activity 2:Punctuated Dice.

- ❖ This activity is to teach students that a text when punctuated, will be easier to read through adding pauses, breaks, and points to emphasize.
- ❖ It is also provided to add expressions, details, and switch perspective when characters and narrators are speaking.
- Create a diary with different types of punctuation marks on each side.
- ❖ Ask your students to make a story composed of written sentences, each gives his own while the other will complete the rest part of story sentences when it is his or her turn.
- ❖ Write the sentences on the board without using any punctuation mark.
- ❖ Then ask the first student to roll the dice and add the punctuation mark that appears on, whatever it is.



- ❖ Does it make sense? For example, the story starts with: Once upon a time there was a little boy who doesn't like sport? (This what comes on the dice side).
- ❖ Then ask the student to correct the punctuation mark since it is used randomly.
- ❖ Fun and laughter will fill the classroom during this activity since sentences will become silly punctuated.
- ❖ Playing this game will teach students to recognize that he or she must have into consideration correct punctuation while writing a story or any other writing piece.











Tips for Teachers:

- ❖ Use an anchor chart that holds the rules for punctuation, or you can distribute them on cards on all the walls of the classroom so that students can see them and remember to use them while writing as: period, comma, colon, question mark, parentheses, quotation mark, apostrophe, exclamation mark.....
- ❖ Try to use it on the cards with an example through a sentence.

Capitalization:

- ❖ It is odd to write an English sentence without some capitalized words that undergo certain rules.
- ❖ Effective writing must be followed by punctuation and capitalization. So to help students who use capitalization incorrectly while writing, first display a capitalization anchor chart in front of the classroom.
- * Emphasize on one role until your students master it, then move to the other. Provide your students with some newspaper or magazines pages to underline the words capitalized in them.
- Give your students sentences paper strip and ask them to find the rule for each capitalization.
- ❖ Engage them in writing letters to a friend or a star for example and focus on capitalization.
- Create with them a decorated notebook of rules for capitalization to be used to proofread or edit a their work. Put sticky notes on their desks with capitalization rules as a reference for them. Consider using games and Apps. to emphasize learning capitalization.

Activity 1: Jeopadry.

- ❖ For the capitalization rules, choose categories like people, places and things to write them on an index card.
- ❖ Each category has 5 questions with the point value 100, 200, 300, 400, 500 on separate index card from easiest to hardest.
- ❖ On the point values card write sentences missing capitalized letters.
- ❖ Put the category cards with the question cards.
- ❖ Give the player buzzers or bells.
- ❖ Ask the first student to choose a category with the point value, then read the sentence on its index card.
- ❖ Students must answer which words from the sentence should be capitalized in the form of the question, for example "what is I and Kuwait Charity School?"
- ❖ If the student is correct, give him or her the index card and he can choose the next card.
- ❖ If not, tell the correct answer, keep the card, and it's the turn for the student on the left.
- ❖ The winner will be the player with the most total points.

Activity 2: Swat

- Play "Swat" with your students to reinforce capitalization concept.
- ❖ Divide that class into teams.
- ❖ Use a fly swatter, and if there isn't, students can use their hands.
- ❖ Write the capitalization rules on the board, (for example "proper nouns" "1st pronoun", 1st word in a sentence, title, word after quotation....)
- ❖ Ask students to come in turn, then read the sentence out loud and repeat one word in the sentence (capitalized one).
- ❖ The students Swat the rule featured and repeated word of the sentence (for example, if the word is "Syria", students would then Swat "proper noun").
- ❖ The first to swat the correct answer wins a point.
- ❖ Keep playing until you get sure students recognize the rule.

Time: 15 minutes



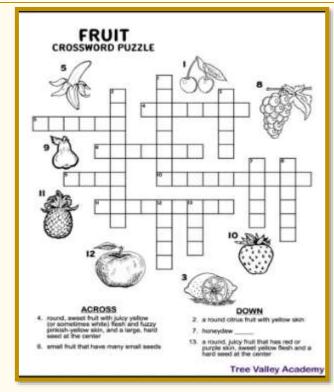
Time: 15 minutes



Worksheets



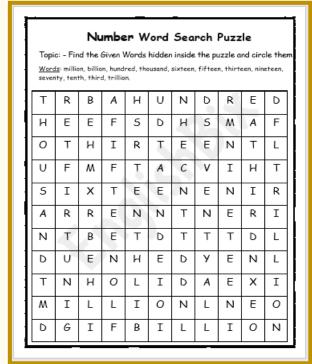




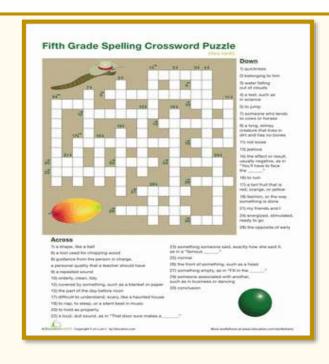


NUMBERS I - 10 WORD SCRAMBLE & WORD SEARCH vief etn inne herte urfo hetgi eno veesn wot MGVBELDSANHY CKPUXIZTWOJE TQFORAGVKFML DESNIYPHUIQB ZWREFOXJ TVEC FTHVNKZOESN NOMASEULRHTI PUEXJRNHDWGN YRHLOBTFSIXE GITENAWQVCRO Tree Valley Academy



















Capitalization

Carol and her cat need help with capital letters. Help them make each sentence correct by circling the letters that need to be capitalized.



- 1. david ate lunch with me.
- 2. Amy and i are going to the movies.
- 3. My dog's name is comet.
- 4. samantha does gymnastics with jack.
- 5. We are going to hawaii for vacation.
- 6. Tomorrow i am having a party.
- 7, where is the bathroom?
- 8. my birthday is in december.
- 9. brian and justin are brothers.
- 10. We're going to new york in june.











Theoretical Background on Spelling and Mechanics

❖ Spelling and mechanics are the writing standards that help any piece written to be effective, clear, and well understood by the readers. So to cement the relation between words, letters, and their sound correctly, master spelling that will avoid confusion not only in the task we write, but also in the text comprehended. Can you imagine your future having University tasks and the job applications littered with spelling errors and misused mechanics?

Resources

- https://grammar.yourdictionary.com/for-teachers/capitalization-games.html
- https://grammar.yourdictionary.com/games-puzzles-and-worksheets/games-for-grammar-usage-in-high-school.html
- https://www.theedadvocate.org/15-strategies-to-help-students-who-use-capitalization-incorrectly-while-writing/
- https://teachingfirsties.com/capital-letters/
- https://study.com/academy/lesson/capitalization-lesson-for-kids-rules-definition.html
- https://www.readandspell.com/how-to-teach-spelling-words
- https://www.spelling-words-well.com/educational-word-games.html
- https://www.spelling-words-well.com/5th-grade-spelling.html
- https://www.readandspell.com/spelling-difficulties
- https://www.greatschools.org/gk/articles/academic-vocabulary-words-for-fifth-graders/
- https://education.yourdictionary.com/spelling-and-word-lists/fifth-grade-spelling-words.html
- https://childdevelopmentinfo.com/learning/tips-for-helping-kids-and-teens-with-homework-and-study-habits/spelling/#gs.3yga8t
- https://readingeggs.co.uk/articles/2014/02/20/help-child-with-punctuation/
- https://www.niu.edu/writingtutorial/punctuation/index.shtml
- https://literacyideas.com/punctuation/
- https://www.differentiatedteaching.com/punctuation-activities/

Topic Three Vocabulary Difficulties

Indicators of the Difficulty

- Refugee students have difficulties in remembering uncommon words that they learn .
- * Refugee students have difficulties in using suitable words for describing pictures.

Learning Outcomes

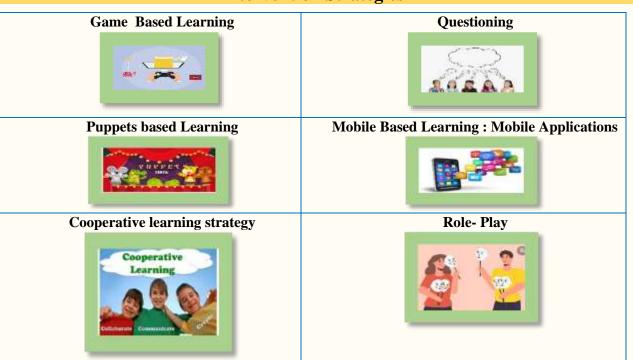
By the end of this topic, fifth grade students will be able to:

- Use word clusters to remember uncommon words.
- Use context to remember unfamiliar words.
- Use suitable words to describe pictures.

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



Procedures of The Topic

Recognizing students' learning difficulties (Vocabulary)

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



Write down a word in a block and ask the students to search and collect the blocks containing the words related to that word.

Second 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 fifth grade students to remember words .
- Practice certain activities, Worksheets, and games can help students overcome any difficulties they face in vocabulary.
- ❖ Introduce the activities in interesting way by using videos and pictures .
- ❖ Games provide a playful environment in which learners follow prescribed rules as they strive to attain a challenging goal. Games can be a way for students to be active learners. The game helps the teacher to create contexts in which the language is useful and meaningful.
- Teachers can use different games to help students 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):Unscramble the words

The Game:

This is a simple word game for students that needs a little preparation but will get them really thinking. Students will need to unscramble the letters to solve the word.

How to play:

- ❖ Write down a list of words on a page but scramble the letters so that they are not in order.
- ❖ Students will need to look at the scrambled letters to try to form the word.
- ❖ For younger students, it can be simple 3-4 letter words, for older ones to make it more challenging try some 5-8 letter words. This is a great vocabulary game for students of any age that will really test their problem solving skills.
- **❖** Time: 15 minutes

Application

❖ Present the following Exercise to your students and ask them to arrange the words.





❖ After performing the Exercise, discuss their answers and give them the answerkey as follows:



Game (2): Word Family Game

The Game:

This fun vocabulary game requires students to rhyme and think of new words. It can be played with 2 players or even a group.

How to Play:

- ❖ Choose one word to start with, and then everyone needs to write as many words that rhyme with that word. For example if the word is "Mat", answers could be: cat, sat, rat, pat etc.
- ❖ If you are playing in the car or on the go, you can do one word at a time.
- ❖ If you have paper, then start with a list of words and go through them all with a timer.
- ❖ The person with the most words wins.
- **❖** Time: 15 minutes

There are different vocabulary activities that teacher can use with their students:

Activity (1): Sidewalk chalk

Use sidewalk chalk to build word families. Suggest a word such as "cat" and have your child write a new word by replacing the first letter to make a new word.



Divide students into pairs or small groups and ask them to perform the activity with different words.

Activity (2): Word Searches

Word searches are a great way to practice word families. Here are some word searches with few words that are essential for students.



Activity (3): Do grocery shopping together

- Ask your students to create a short list of groceries that they need to buy every week, including their personal wishes (chocolate, treats, and other).
- And, if the students can't write yet, ask them to create the same list but in pictures and then tell you what they have drawn.
- . Help them to write what they want.



Activity (4): Creating new words

- This activity will help to develop logical thinking and enhance students' writing skills in vocabulary.
- Prepare several cards with short words (3-5 letters), then show them to your students and ask them to come up with two or more other words that consist of the same letters.



Categories Game

- ❖ Have students draw six columns on their paper and write a category at the top of each column.
- ❖ Choose categories that fit 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 with new letters as many times as you like.
- **❖** Time: 15 minutes

This game can be used online through the following steps:-

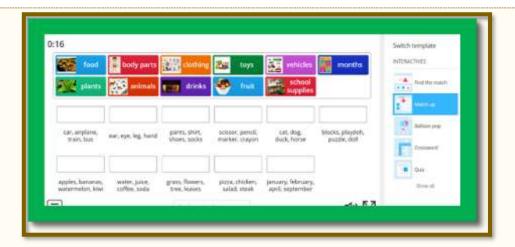
- Click on the following link: https://wordwall.net/resource/5432019/categories
- ❖ After clicking, the game is started, and you will see the following screen:



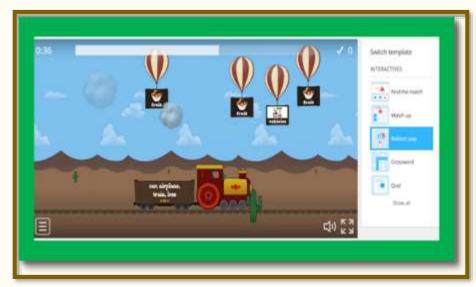
❖ You will be asked to find the match.



❖ Then you will be asked to match up

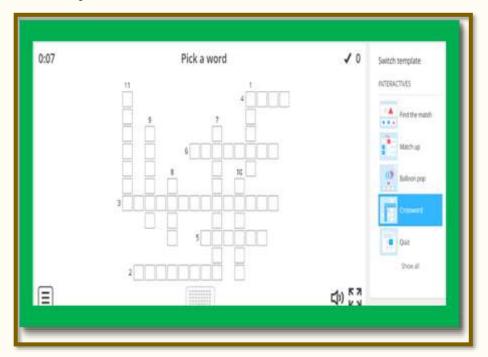


❖ You will find balloon pop, you ask to drag the suitable balloon on the category.





❖ 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 .
- ❖ The first one to finish deciphering all the words wins.

What Am I Thinking Of?

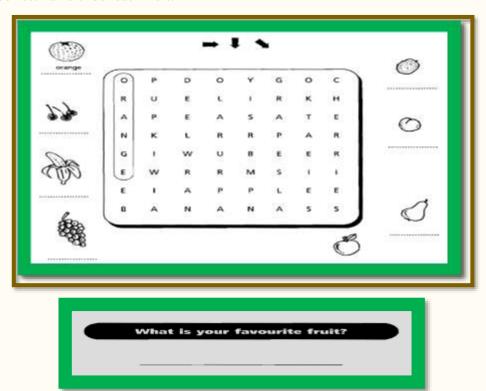
• Pair students up and have them think of an object such as:



❖ Each student should write 5-10 words describing the object on a piece of paper. When you call time, the students swap papers and try to figure out what the other person described. The first team to have both words guessed correctly wins.

Activity (1): Fruity Fun

- Find the fruit in the grid.
- ❖ Write the correct name under each fruit.



Time: 15 minutes

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 students 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 students 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 answer a fun animation comes up.
- ❖ After few correct answers the games moves to next level with more cards.
- ❖ Write the name of this game on play store and then install it.
- ❖ Click on the following link and enjoy playing this game: https://play.google.com/store/apps/details?id=com.weplaywelearn.different.



Tips

❖ You can use these apps to help you remember words such as :-



https://play.google.com/store/apps/details?id=ru.mokhin_tech.fourthextra



https://play.google.com/store/apps/details?id=com.worldchip.bbpaw.logic.magiccube

Using online games helps fifth grade students to use words for describing pictures such as:

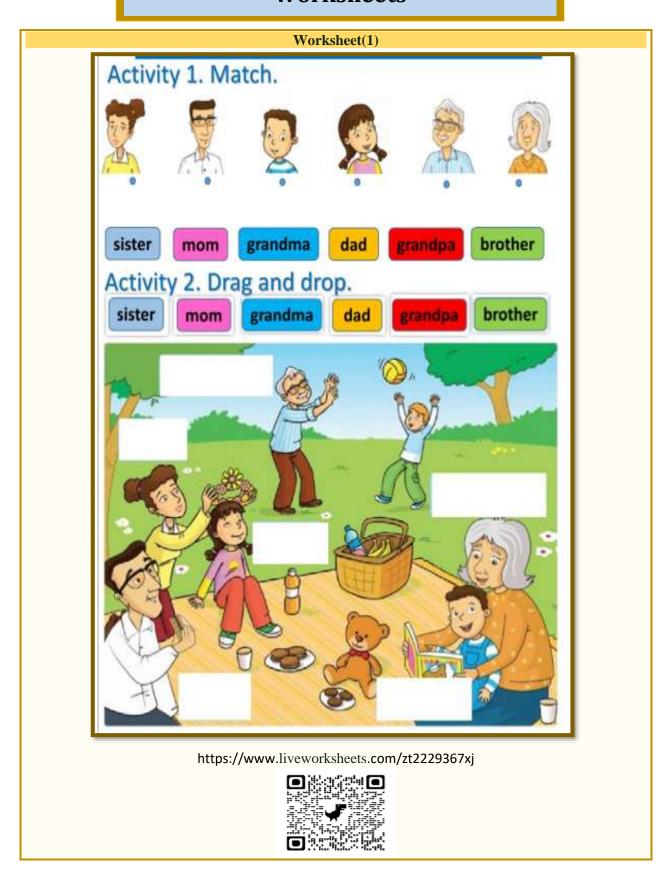
- ❖ First write (English Vocabulary Games) on google store.
- Click on the following link:
- https://play.google.com/store/apps/details?id=tienjoneey.com.english_vocabulary
- ❖ Download it and enjoy using it.

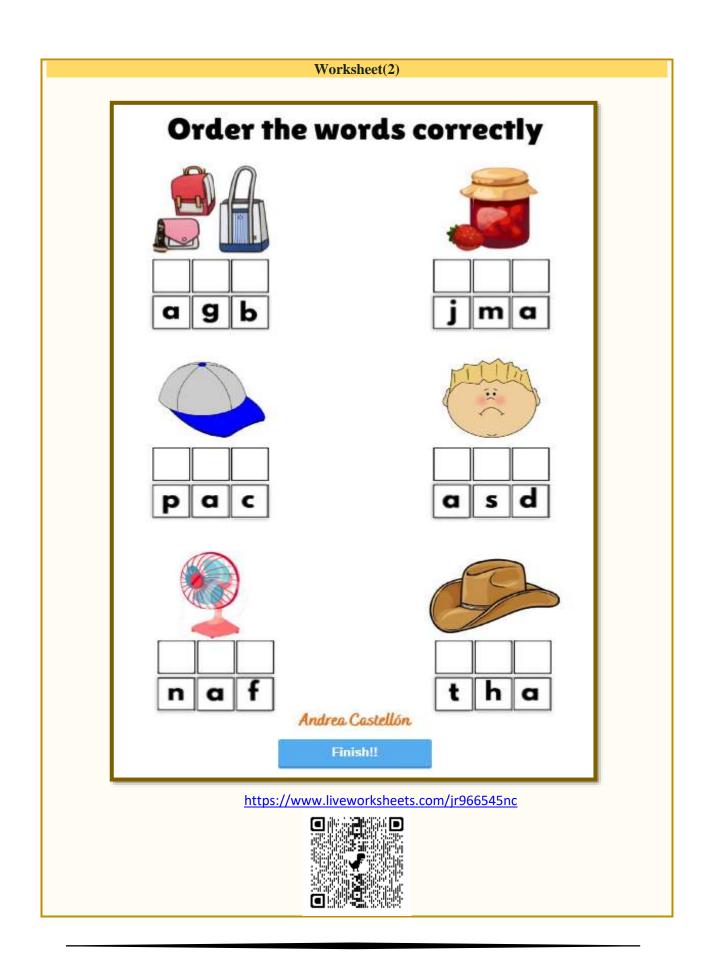


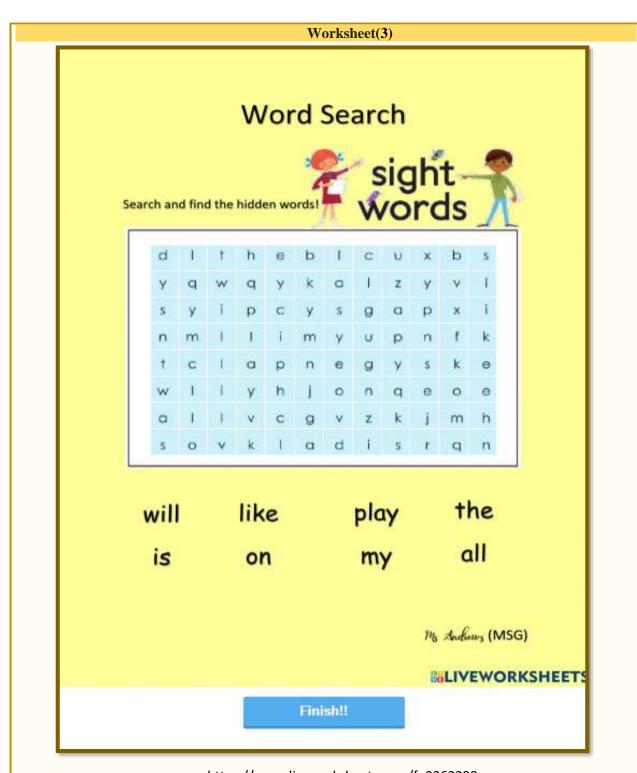
Overview

- ❖ This app will help you learn English Vocabulary with play games by pictures.
- ❖ Play games is the best way to learn and remember English Vocabulary.
- ❖ If you are looking for an app to learn English vocabulary.
- This app is a free app to help you learn English vocabulary with play game by pictures.

Worksheets

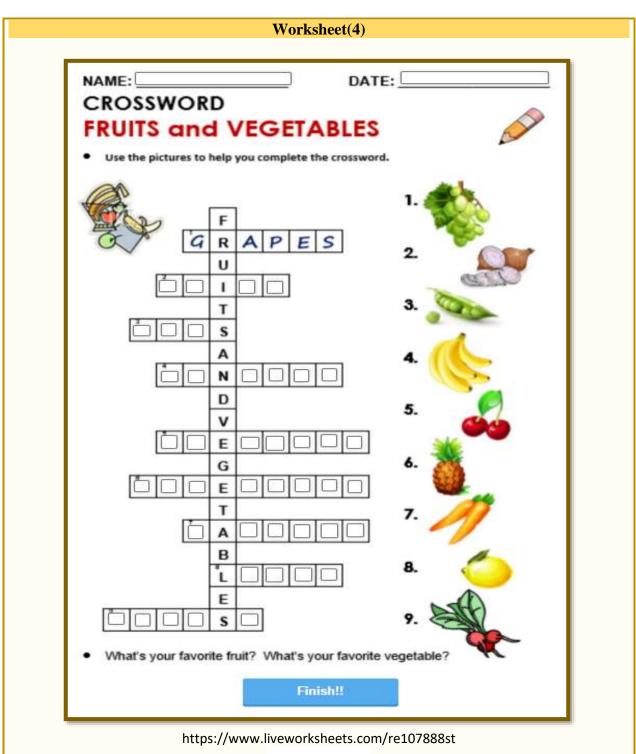




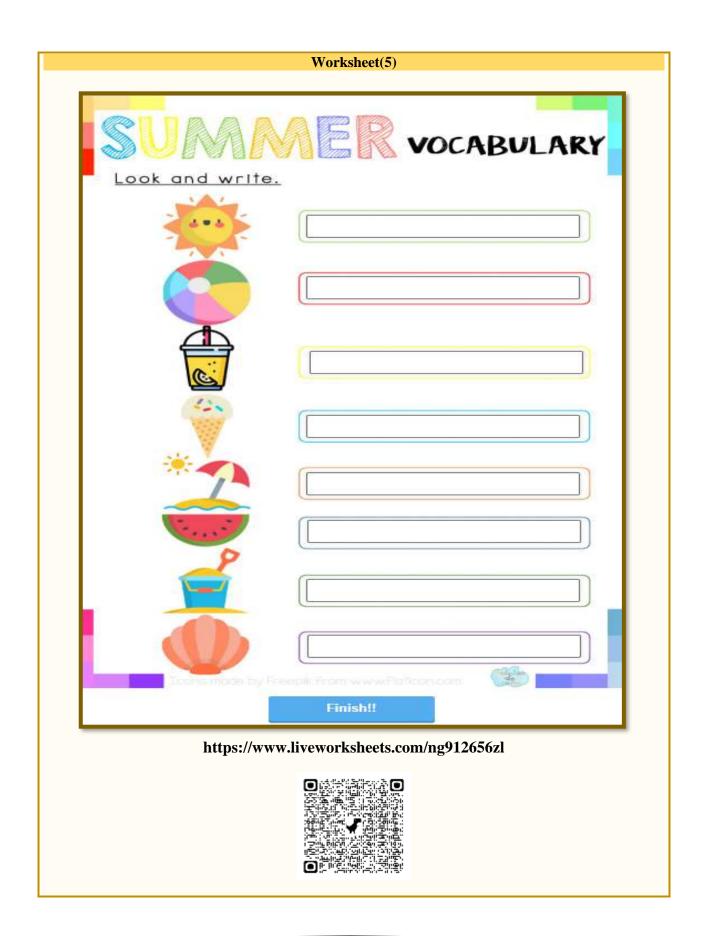


https://www.liveworksheets.com/fn2362398ao

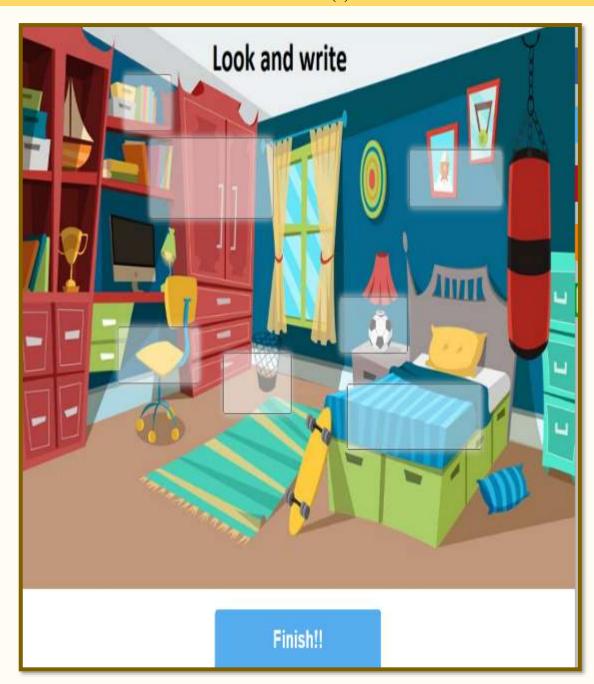






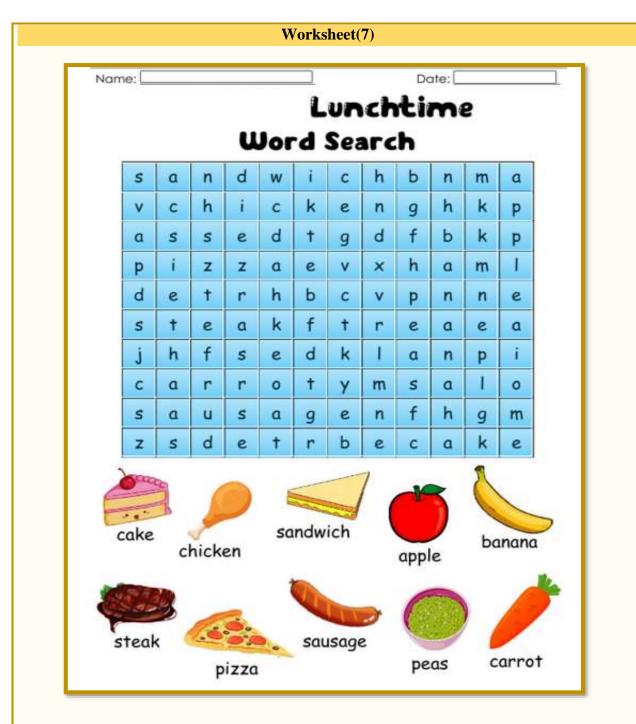


Worksheet(6)



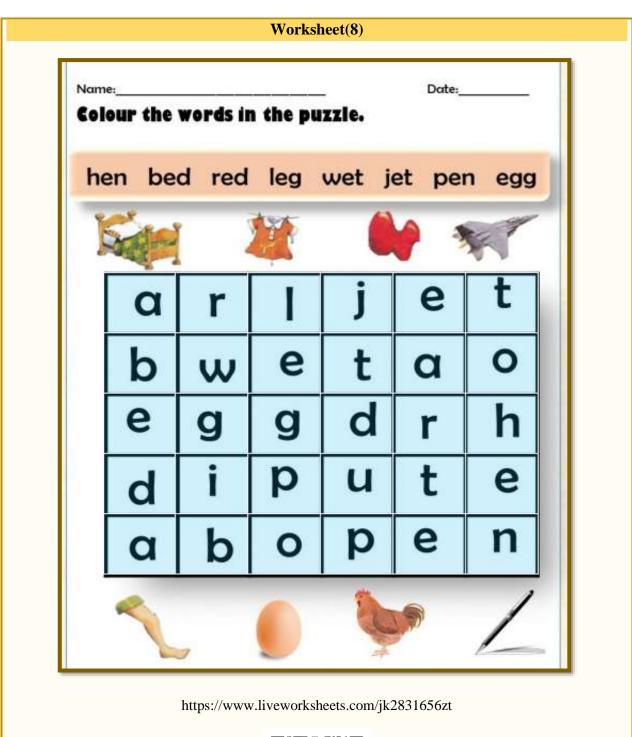
https://www.liveworksheets.com/jq1203578mn





https://www.liveworksheets.com/cv2317938cc







Theoretical Background on Vocabulary

One sort 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://archive.nytimes.com/www.nytimes.com/learning/teachers/xwords/solution/2006 1215.html
- https://tist.school/blog/vocabulary-building-activities-for-kids/
- https://www.liveworksheets.com/xf2725801px
- https://www.liveworksheets.com/zt2229367xj
- https://www.liveworksheets.com/jr966545nc
- https://www.liveworksheets.com/dd1292557ct
- https://www.liveworksheets.com/ho2027326ve
- https://www.liveworksheets.com/bk1709823as
- https://www.liveworksheets.com/fn2362398ao
- https://www.englishwsheets.com/birthdays%20vocabulary%20EFL%20unscramble%20the %20words%20worksheet%20for%20kids.pdf
- https://mumslittleexplorers.com/word-games-for-kids-vocabulary/
- https://encouragingmomsathome.com/word-family-activities/
- https://www.liveworksheets.com/cv267077vm
- https://princess-awesome.com/blogs/news/top-10-fun-writing-activities-for-kids
- https://www.liveworksheets.com/dl1834521yo
- https://www.liveworksheets.com/ry1928788gl
- https://www.liveworksheets.com/ng912656zl
- https://www.liveworksheets.com/jq1203578mn
- https://www.liveworksheets.com/og575107ec

Topic Four Organization Skills

Indicators of the Difficulty

- * Refugee students have difficulties in writing the paragraph
- * Refugee students have difficulties in writing friendly letters.
- * Refugee students have difficulties in comparing and contrasting major similarities and differences between two objects, characters, activities, etc....
- * Refugee students have difficulties in writing descriptive sensory details.

Learning Outcomes

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

- * Write the paragraph chronological order.
- ❖ Write friendly letter.
- ❖ Compare and contrast major similarities and differences between two objects, characters, activities, etc.....
- ❖ Write descriptive sensory details.

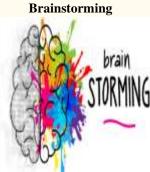
Learning Resources

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







Procedures of The Topic

Recognizing students' learning difficulties (Organization Skills):

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

First Method:

Identifying spellings

paragraph chronological order steps in process

- ❖ Ask students about what chronology is.
- ❖ Tell them to think of chronological process they could write about.
- ❖ Ask them to select any process from the daily habits and right it's chronological steps as:
 - How to brush your teeth.
 - ♣ How to learn a new language.
 - ♣ How to download an app.
 - How to prepare breakfast.
- ❖ Once students choose one of the process , ask them to step-by-stop chronological instructions.
- ❖ Check the steps and discover your student's difficulty.



Second Method

Recognizing Punctuation: Writing friendly letter

- ❖ Divide the student in your class into pairs.
- ❖ Ask age to have a white sheet of paper and a pen.
- ❖ Each person to write a friendly letter to his or her partner telling him about any topic she or he needs to talk about.
- ❖ Ask them to follow the main parts of the letter: address, greeting, main body, and signature.
- ❖ Check the letters and discover their difficulty.



writing a friendly letter An independent Activity for Writing Centers Consoln Writing Task Cana 4 lares prompts Lined papare 4 lares pare 4 lares prompts Lined papare 4 lares pare 4 lares papare 4 lares pare 4 la

Third Method

Recognizing capitalization: Compare and contrast skills

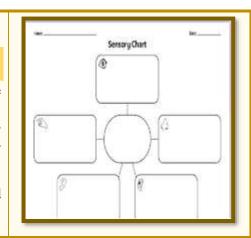
- ❖ Ask your students to set in pairs and it is preferable to sit a girl and a boy as partners.
- ❖ Give each a sheet paper and a pen.
- ❖ Ask each to divide the sheet of paper into two parts longitudinally or using a Venn-diagram and order to compare and contrast between each other as partners.
- ❖ You may estimate your students individually by asking each of them to compare and contrast between home and school, cats, and dogs, etc... and write their own points on a separate sheet of paper.
- ❖ Check the writing and recognize their difficulty.



Fourth Method

Recognizing Punctuation: sensory details Five Senses Brainstorm

- ❖ Give each student a Five Senses Brainstorm Sheet as shown in the figure.
- ❖ Ask your students to use this sheet and order to organize their ideas about what they see, feel, taste, smell, and here when they go on a picnic to the field.
- ❖ Let each student fill in the circle related to the sense mentioned.
- ❖ Ask them to close their eyes to imagine or use a poster to visualize and describe what is in.
- ❖ Check the sheets and discover your students' difficulty.



Remediation Techniques

*Writing a paragraph and chronological order is a challenge for students of a great 5. Understanding the concept well Leeds to a well-organized paragraph writing. So, you must familiarize students with an essential chronology of events before using this and there is of writing. Using historical events or narrative events, students can go on running dictation, that is students well run around to make handwritten notes on the key events in a timeline prior to developing the narrative paragraph (example Cinderella Story).



- ❖ While doing this, help students with "what should take place next?" format.
- Write their thoughts and compare it with what actually happened.
- ❖ You can provide your students with a timeline of events arranged randomly. They then have to "cut and paste" Each event and arrange them in their correct orders and column provided.
- ❖ Ask students to justify why they have placed the event and that particular place.
- ❖ You may ask your students to watch a video, and then work with them to make a video documentary of their own by writing notes and adding images alongside each event.
- ❖ Activities and games are the most efficient strategies to ease this concept.
- ❖ Use calendars and grades in school (from 1---- 6) as examples to explain the concept of chronological for your students to understand.

Activity 1: Jobs in order

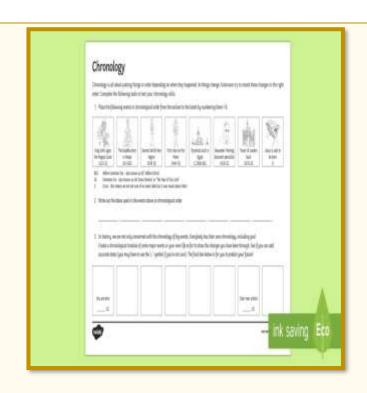
- ❖ Repair Samsung fences about any "step and process" or "events and succession", for example "preparing for exam".
- ❖ Copy and print out the following sentences below and an enlarged text with only one sentence per line.
- ❖ Don't forget to print each set on different colored piece of paper to avoid being lost after mixing them.
- ❖ Divide your students into teams and give each team a set of one colored sentence strips (10 sentences).
- ❖ Sentences on to chronological order as quickly as possible.
- ❖ Award price to the first team who correctly arrange the steps.

10 sentences for chronological order

- ❖ It is efficient to prepare well for an exam if you follow a few easy steps.
- ❖ Prepare a timeline for all the dates of the subject you have and the exam (Arabic, English, ...).
- ❖ Put a schedule concerning this subject for a whole week with main subject titles.
- ❖ Write subtitles for the material to be studied in each subject.
- ❖ Stop all the activities and visits and it's time to study.
- Study all the rules and understand concepts relating to some lessons.
- Practice Worksheets via concerts and rules to reenforce your information.
- ❖ Write notes on sticky papers about the mistakes you've done or some confused ideas.
- ♣ Have a quick review for some hard lesson, and a last look for the notes.
- ❖ Go to the exam, feeling confident you will do it well.













Activity 2: Make a story

- ❖ Practicing chronological order is fun and when students or out of their chairs, or even outdoors.
- ❖ Prepare a set of cards, each for a student to write on.
- ❖ Give us student time to think about the events of a particular day as "Teachers day", "Independence Day", or "Mother's Day".
- ❖ Ask each student to describe an event occurred on that day.
- ❖ Students will each ride the events randomly on their cards.

Tips for Parents

❖ Play the game of writing a story or event of the whole day. Newspaper strips Android parts of the advance each on a paper strip and your child were right the other events on the strips. Mix them with each other and ask your child to arrange them and write a paragraph depending on these events.

Tips for teacher

You may play a video and give each student a graphic organizer with 5 or 6 boxes to write and even row the events numbering them and Order about this video.





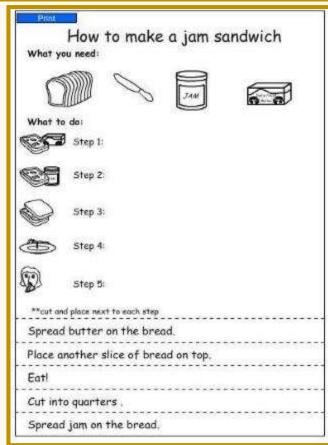
* This power point presentation may help.







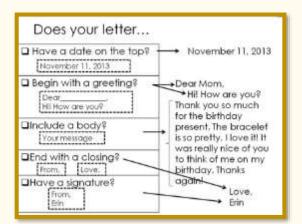






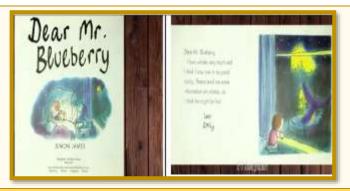
Writing Friendly Letters

- ❖ Improving writing skills as well as communication one, writing a friendly letter is considered to be a vital task that must be told to fifth graders. But it is a challenging task 1 teaching the basic foundational elements, when you provide opportunities for practice using fun games or activities, you will succeed helping them master writing a successful letter.
- To perform this world, you have to evaluate your students writing skills by a signing an initial letter writing Exercise (for example writing a brief thank you not or an activity day enjoy during a trip) before teaching the letter writing to your students (check for ideas, tone, grammar, spellings).
- No it's time to teach the basics of letter writing which are address, greeting, a body containing the messages of the letter, and a closing containing "sincerely", "Best", "Thank you" followed by the writer's signature.
- To perform writing well, ask for collaboration on letters together or in pairs. You can before write a short letter on the board and ask students to identify it's basics.
- Ask each student to come and turn to the board and add on part or sentence to the letter until it is complete. (For example, writing fictional character).
- To have fun ask them to write a letter to their future self.
- Try to get your students write one letter a week since writing letters takes time and practice to be mastered, where you can provide continuous feedback on the letter writing.
- ❖ Writing the letter be achieved by using activities that your students like a lot.
- ❖ Use this video about "Dear Mr Blueberry".
- This story features a imaginative friendly letters written from a student to a teacher.
- ❖ Your students love her tall tales that you can present one by one every two or three days for students.



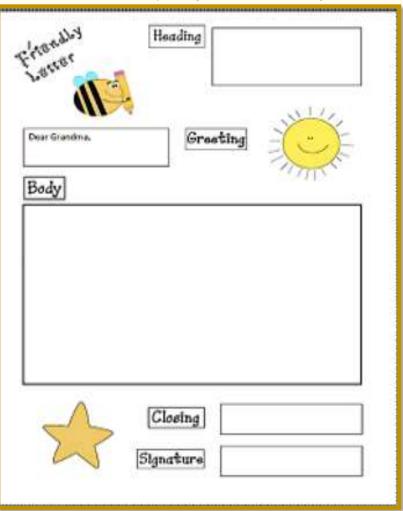
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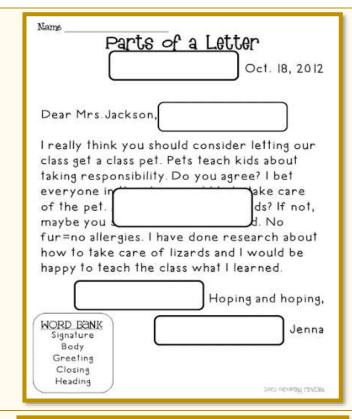




Tips for teacher

❖ Use an anchor chart will it's funny illustration to attract your students attention towards the basic of letters as it is hung on the classroom wall and front of their eyes to get used while writing their own friendly letter.











Activity 1: Activity letter writing

- ❖ Using the anchor chart of "Meet-Letter-Larry" up the fun factor in letter writing, perfectly.
- ❖ Talk with your students about reasons to write the letter (a "Thank you" or a "Question"). Then talk about who you are writing the letter to.
- Create with each student and own address book to write the names of persons (classmates, friends, teachers, relatives...) and the addresses.
- ❖ Sing with them the song of letter basics or parts: day, greeting, body, closing, signature (same tune of head, shoulders, knees, and toes).
- ❖ Use a rubric as given when your students write the letter. It will be an example to be followed by your students.
- Now divide the students into groups of 4 students each (holding some students of higher level).
- ❖ Ask them to write letters (each group will write one) including messages they want to tell the other group about.
- ❖ ask he Grove to read his own letter to the group they want to address for.
- ❖ Then hang the letters on the wall after decorating them with shapes and colors.
- ❖ You can't repeat this activity once a week, so students will address another group in their next letters.
- **❖** Time : 15 minutes

Activity 2:

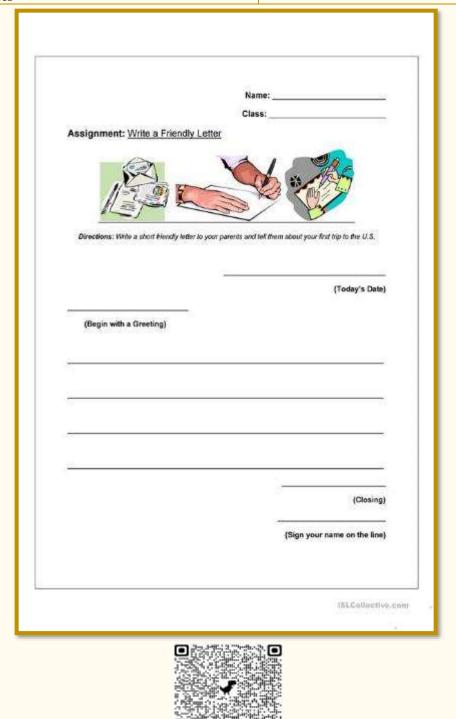
This is one of the engaging activities that will promote your students passions to write letters.

- ❖ Before introducing an a letter writing activity set up "Letter Writing Center" That includes mailbox, stationery, stamps, envelopes, letter writing anchor charts, and the graphic organizers as the address book.
- ❖ This will motivate your students to practice and writing and instruction. Name it "Writing Post Office".
- ❖ Divide the class into groups with three to four students each.
- ❖ Ask them to write a friendly letter to a friend who lives aboard telling him or her about his own country, Syria.
- ❖ Allow peer discussions, for the more discussion opportunities, the better the writing. Students can verbalize their thoughts, gain perspectives of others, receive feedback, and adjust reverse thinking. So they can lead to a stronger writing when they build up on each other's ideas.
- ❖ Let them to start writing their own sketch as a group highlighting the heading and purple, reading in the green, the body and yellow, the closing and red, and the signature in blue.
- ❖ You can provide them with graphic organizers parts as shown in the picture to have if your support. Eventually students will not need the graphic organizer.





- ❖ Then let each other group collect what is written on each part of the graphic organizer and perform a full detailed letter.
- ❖ Ask each grow to read his own to the other group before putting it in an envelope and use a stamp over.
- **❖** Time : 15 minutes



Tips for parents:

❖ Ask your students to write "thank you note", "invitation letter", or any other letters to one of your friends or relatives. Encourage them to do once a week since this will reinforce their practice writing letters.

Compare and contrast Skill:

- ❖ When we compare and contrast, it's generally between two items, objects, characters, activities or even stories. When we compare, we look for similarities, and when we contrast, we look for differences. If these are not taught well do the students, there reading comprehension and writing skills will be hindered.
- ❖ Used to everyday objects as marker and pencil start with obvious features, purpose, physical characteristics, as shown in the picture.
- ❖ Allow time to think deeper one working with allow time to share and listen to others ideas.
- ❖ Play with them guessing game and watch you give a similarity with difference, and the students guess what in box that you hide the item or object in or you hide a paper strap that holds its name.
- ❖ Teaches students how to use a graphic organizers such as Venn diagrams, T-charts, side-by-side diagrams, so when you ask them to compare two characters in the story for example, they can organize their ideas well separating what is common from what is uncommon as shown in the picture
- ❖ To write the Venn diagram ideas in a paragraph, someone joining words and phrases must be recognized by the students, so brainstorm words to compare and contrast and make an anchor chart shown in the picture and tell students that they use each one time in the writing. (But both, while,...).
- Use pictures to compare and contrast sense, activities, people..., or compare and contrast task cards are shown in the picture.





















Activity 1 :Two settings.

- ❖ In order to record comparison between 2 setting of two stories students are familiar with as (Cinderella and Little Red Ridding Hood) or (Zoro and Robin Hood), task cards are the best to use in this activity.
- ❖ Divide the class and two teams (boys and girls) if possible.
- Remind age theme with two stories and then ask each team to write on the cards the story elements related to each story.
- ❖ Let students be responsible for setting, others for characters, fathers for events and some for themes.
- ❖ Each group will write the story elements on separated cards for each story.
- ❖ Then ask each team to collect the cards for the story they are responsible for and stick them on t-chart graphic organizer as shown in the picture.
- Now it's the theme turn to join all the cards in a writing piece holding the conjunction
- ❖ ns from the anchor chart word that you had hung before on the wall.
- ❖ Ask representatives to read what is written by each team.
- The winner is the team who will finish the writing first or the one who will have a good writing piece.

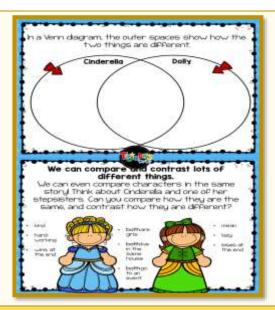
You can use one of these video to clarify more:













Activity 2: Compare and contrast snowball.

- ❖ Tell your students that they will have this activity of a snowball to compare and contrast between Syria and Lebanon.
- ❖ Create signs with your students for the two countries: One said "Syria", another said "Lebanon" And the remaining two signs said "Both Countries" and "Neither Countries".
- Posted the signs on the four corners of the classroom.
- ❖ To prepare the snowball, give each of your students a sheet of paper to write down a statement that corresponds to one of the signs you just created.
- ❖ They may write, "it's capital is Damascus". This statement would correspond with "Syria" sign. " it is 10452km2", responding to Lebanon sign.
- "located on the Mediterranean" Is for both signs and "in Europe" goes for "neither countries" sign help students and their statements and then ask each to crumple up the sheet of paper to make a snowball.
- ❖ When you say go, students should throw their snowballs to each other.
- ❖ When you say freeze, students should freeze immediately, pick up one snowball, open it up, read the statement, and the stand next to the sign that it corresponds to.
- ❖ You may ask your dance to re-crumple there's no ball and repeat the game again.
- ❖ If students are standing in the wrong spot help them after discussing with them the correct step.
- **❖** Time : 10 minutes





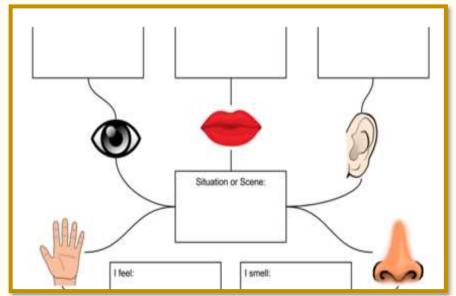
Descriptive sensory details:

- ❖ In order to write descriptive paragraph for a place for example, we don't use our eyes only an order to remember the parts we describe.
- Sensory details are what the writers use when writing description to put the reader in a special setting and make it real.

- To help students recognize and understand to write sensory details and the writing piece let them write notes from message full of sensory details:
- * what is heard, seen, smelled, tasted, or felt.
- ❖ Let them make a five senses chart and then journals to record any sensory detail they find during the day.



- Tell them you have to find as many details as you can and at the end of the week, the one with more sensory details will win. This will excite students to work toward this common goal.
- ❖ Ask them to report the details they find for you and Adam to The anchor chart that you prepared before (see the picture). This reporting will allow students to recognize sensory details other students or finding which will provide the hand for students having learning difficulty with sensory details , that well in turn lead to a difficulty and descriptive writing.
- ❖ Wireless students are writing descriptions , remind them to include sensory details from the anchor chart and in front of their eyes.
- ❖ Let students ask themselves, while writing, some questions such as, "have you included how a place smells and so on".



Activity 1: Color coding.

- ❖ Use a projector how to present a piece of description about the backyard or a nearby beach.
- ❖ Students should have five different crayons present sons such as right for small, blue for sight, and so on.
- ❖ Ask students to find sensory details in the projector description and write it on his blank sheet of paper with the specific color.
- ❖ When students have found all the details and the writing, ask them to look at the colors used on the paper sheet.
- ❖ If they miss any of the specified colors or other word senses, they have to discuss that with their peers and with your help and order to add all the targeted colors on their paper.
- ❖ If some students struggle, let them get help from the anchor chart prepared before and their classroom.
- ❖ For more challenge, ask them to add own sensory descriptive detail to the topic they are working on.
- The more details they add, the winner they are.
- **❖** Time: 15 minutes

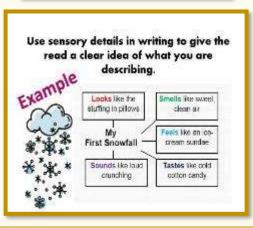


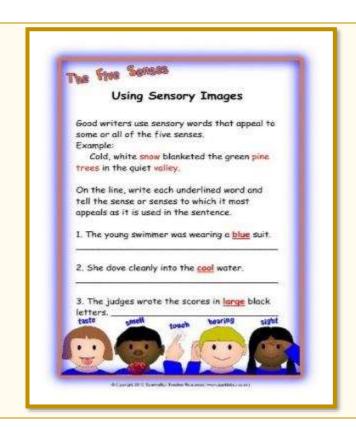


Activity 2:Senses game board.

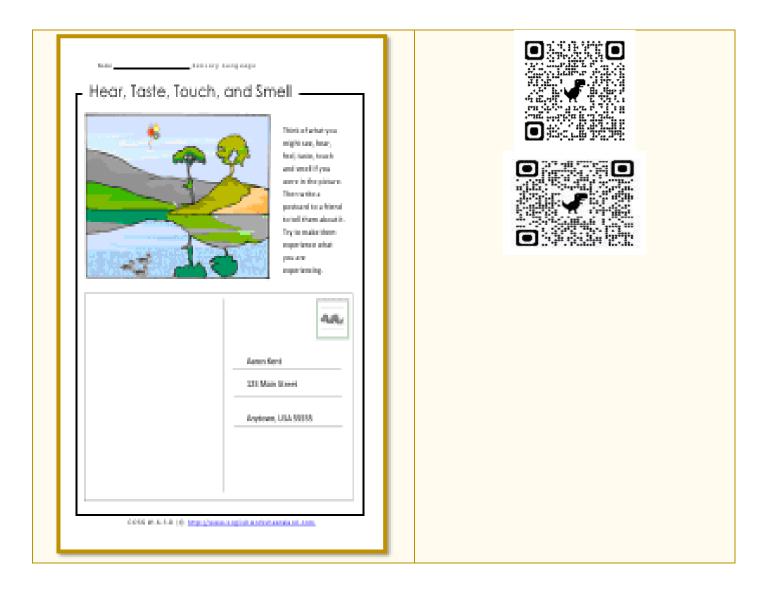
- ❖ Teaching sensory details through games make it fun for the students to engage effectively and that will be reflected on the type of improvement They're writing will have.
- ❖ Assign a descriptive writing task for the students such as the describing "Kasyoun Mountain in Damascus".
- ❖ You may help the students with a picture for the mount.
- ❖ to play the game with your student while writing a descriptive paragraph about "Kasyoun Mountain in Damascus" you need a game board, dice and some counts.
- ❖ Let your students roll the dice and move that number of spots.
- ❖ Then they have to name the sons they land on as shown in the picture.
- ❖ Then they have to use the sunset in detail related to the sense they land on in a statement that describe "Kasyoun" for example "feel the cold breeze up the mountain", or "you smell and the fresh on its top".
- ❖ Help students get use of the anchor chart with its enormous number of sensory details that is hung in the classroom.
- ❖ Continue rolling the dice and adding more statements with sensory details by your students and tell you finish writing the descriptive paragraph.
- **❖** Time: 15 minutes





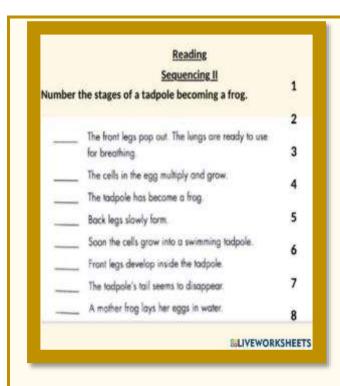






Worksheets

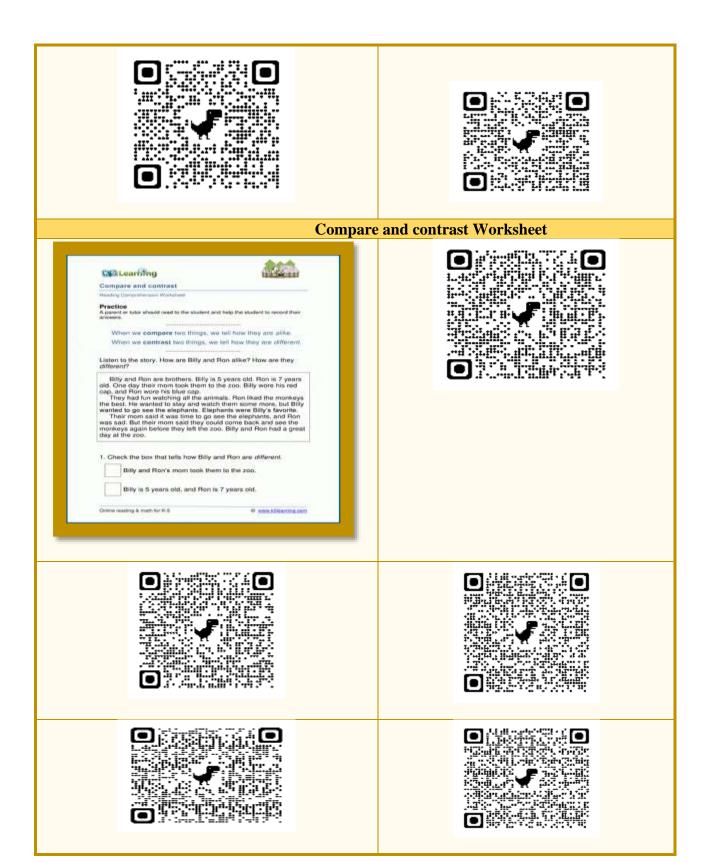
Chronological worksheet No More Tears DISICTIONS: Read the story. Then put the events in CREATIONS: Read the story. Then you're Right who event is challed. Order Notice was a new years have a say a serie Right who was a bally to the discovaries. It is to easily to the discovaries, the tradeony who had some ranginal powers, described in treath Note a become. They and as per ill as the boy that relate him as employed as a described which had been been paid to the both of an able him as an able to extend the story of the treather and the sizes. A story observe a battler, the sided when a gift sould her had a new boldy state, the order of them to the sizes of t Instead. From that day Torward, Mager was one of the niced bays in laws. No are but his that her ever their what had daysed his change of heart. Rager cass when his teacher reads about a litter. Roger to a budy to the classes are s. Rager often to help carry the swed bay's backs. Regers teacher puts a spetion has envir. Basy Transfer Work sheets, som The Little House Pay are now where I had open a him. The furnity III is hower put approximates any large temperature of the pays of the pays the pays the public of the pays the pays of the pays the pays of the pays contribute to the order of the contribute of the "They is below "The faty count." "I will "The has the region of the faty wheel first has demanded, to prove could refree. "Lander to get fitting includ." The hasy wheel first has been been a fat to demanded, a traper could refree. They is with the Americania good at facing operation in him being they been demanded and a service of the country of the service of the country of According to each 1st approve the forces. A Total opening Will allow Account from the 1854 Incom-Assistant tags on the Still down The fore below, he had also to be free feature. none Basy Territor (Troth Streets, 1479)

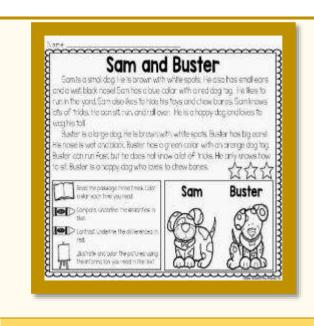






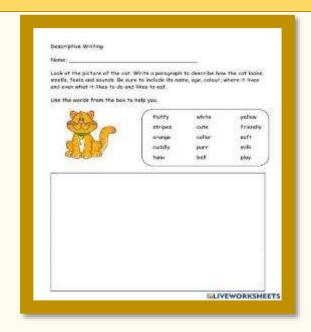








Sensory descriptive







Theoretical Background

Organization skill is simply taught or acquired to organize one's own writing. It leads to understand the rhythm pieces by readers. For the method of organization with it's techniques that one May choose to write an essay is just as important as the content of the essay itself. So attracting the reader attention and real interest depends on the pattern of organization which will remove confusion, clear meaning, and connect ideas leading to a target coherence for the writing task

Resources

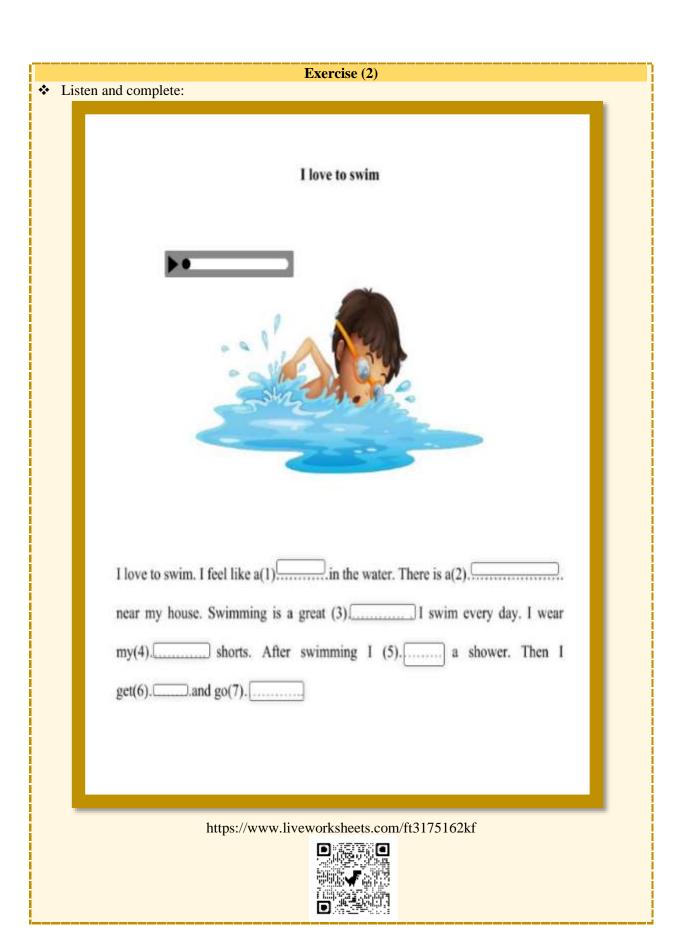
- https://www.wikihow.com/Teach-Letter-Writing
- https://study.com/academy/lesson/chronological-order-activities-games.html
- https://www.classtools.net/blog/timeline-jigsaw/
- https://elementaryedu.com/wp-content/uploads/2013/12/LetterRubric.png
- https://elementaryedu.com/wp-content/uploads/2013/12/AddressBook.png\
- https://theteachingq.com/5-proven-letter-writing-activities-to-boost-your-lessons/
- https://www.brighthubeducation.com/lesson-plans-grades-3-5/32851-teaching-about-sensory
 - details/#:~:text=Ask%20students%20to%20tell%20you,they%20just%20provided%20sensory %20details.
- https://open.lib.umn.edu/writingforsuccess/chapter/9-3-organizing-your-writing/
- https://teachingmadepractical.com/compare-and-contrast-snowball/
- https://the-teacher-next-door.com/compare-and-contrast-activities/
- https://www.tejedastots.com/the-why-and-how-of-teaching-comparing-and-contrasting/
- https://www.tejedastots.com/the-why-and-how-of-teaching-comparing-and-contrasting/

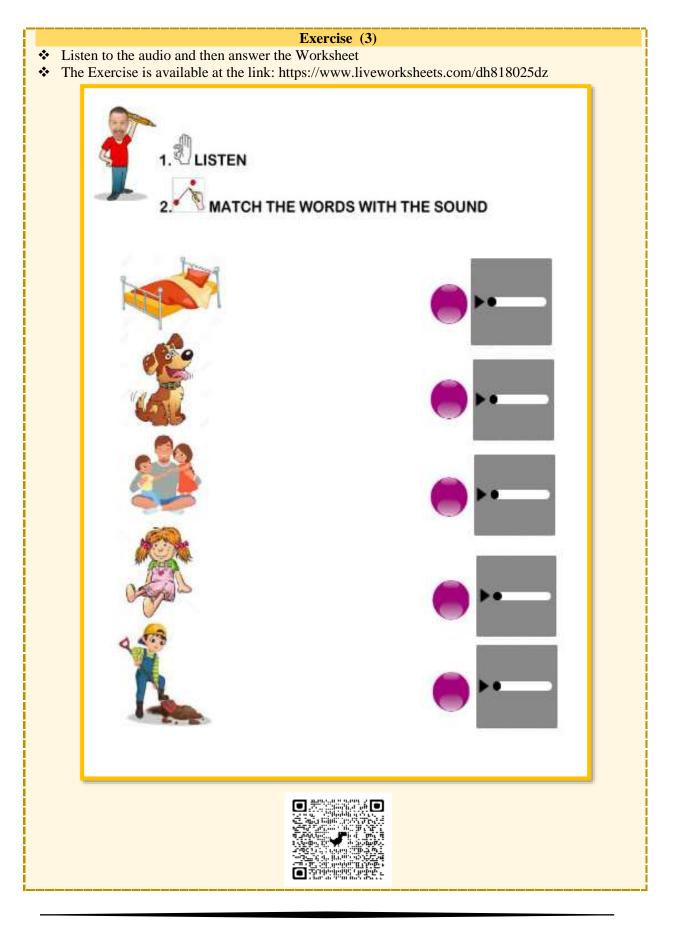
Summative Assessment

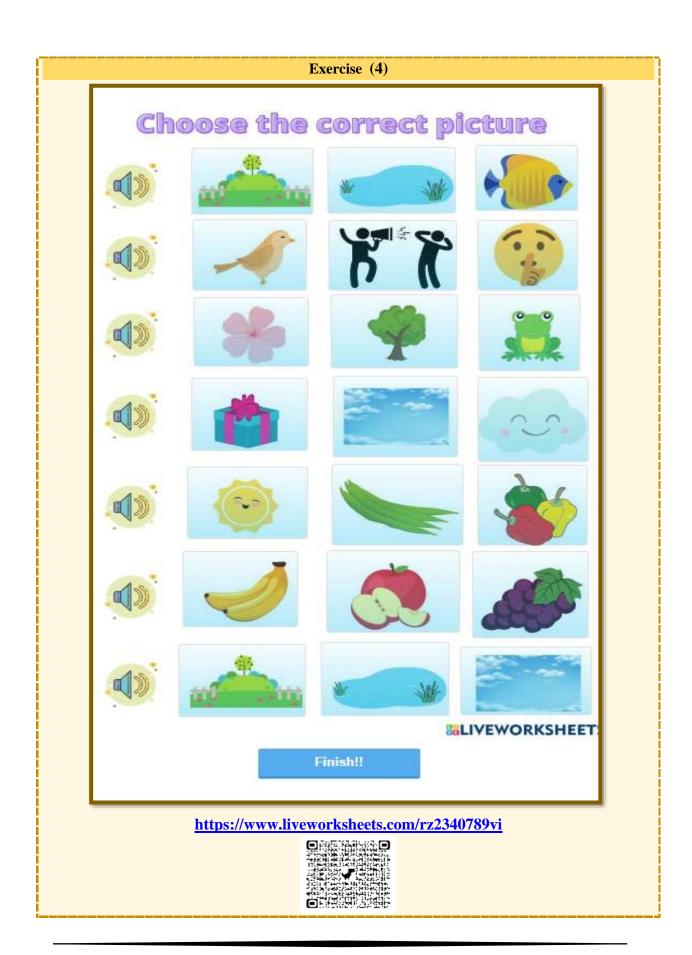


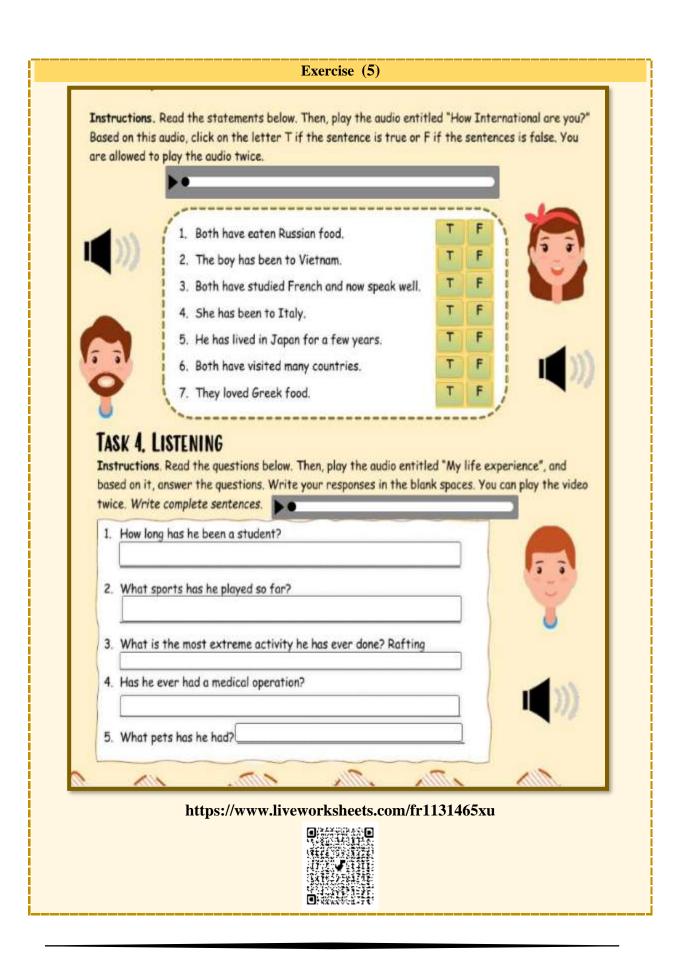
This part includes some Worksheets which help teacher to integrate language skills (listening , speaking , reading and writing) to get comprehensive learning process

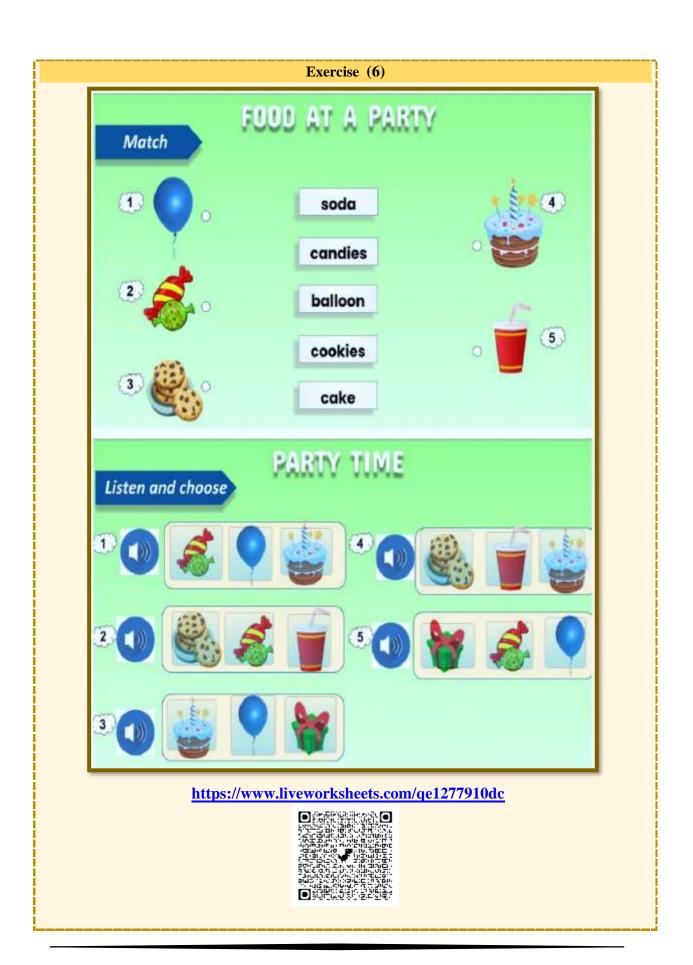


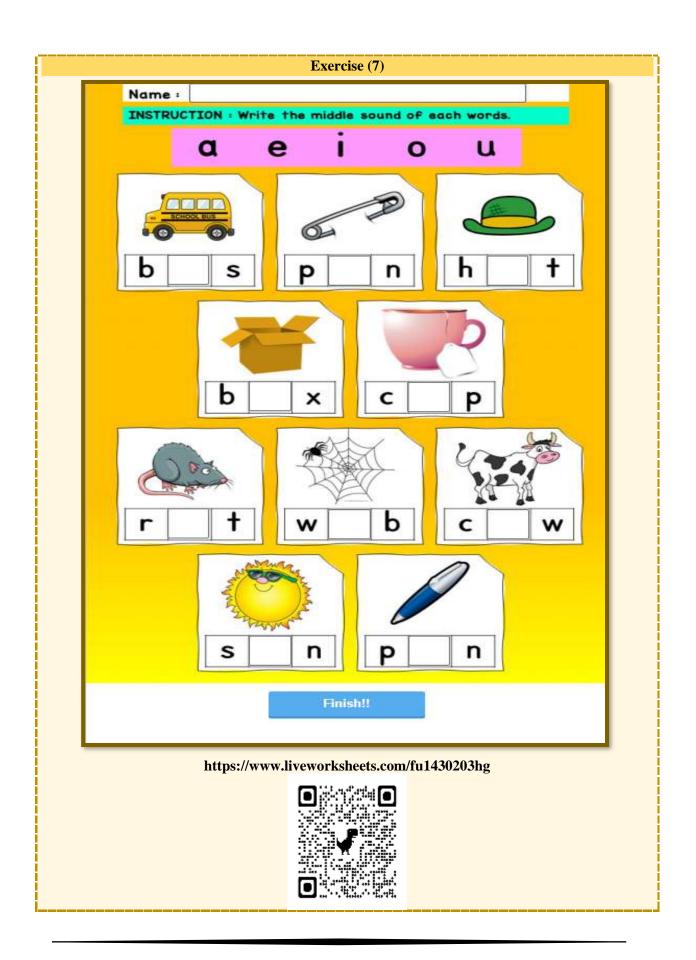


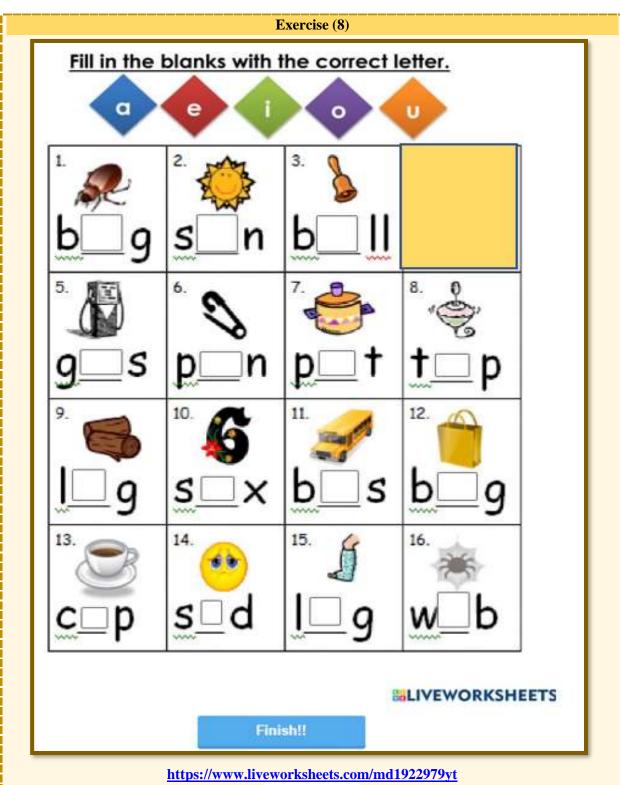




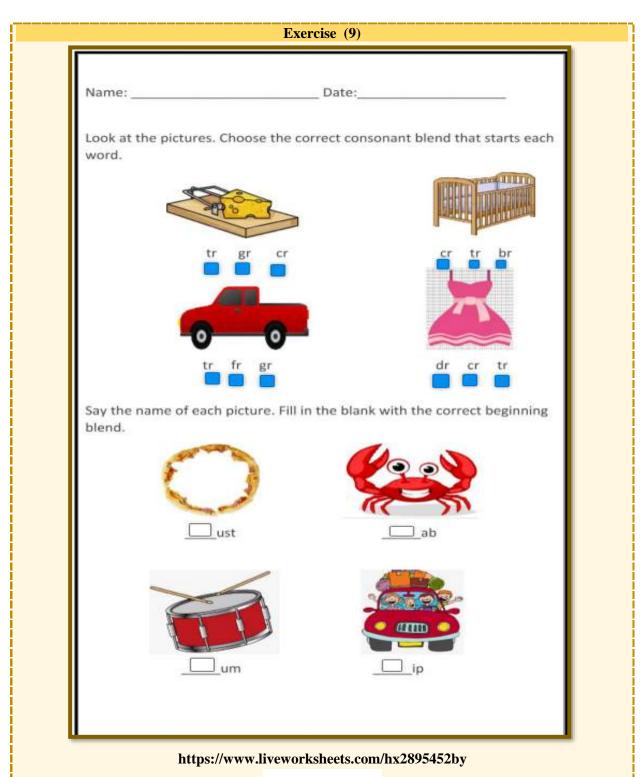




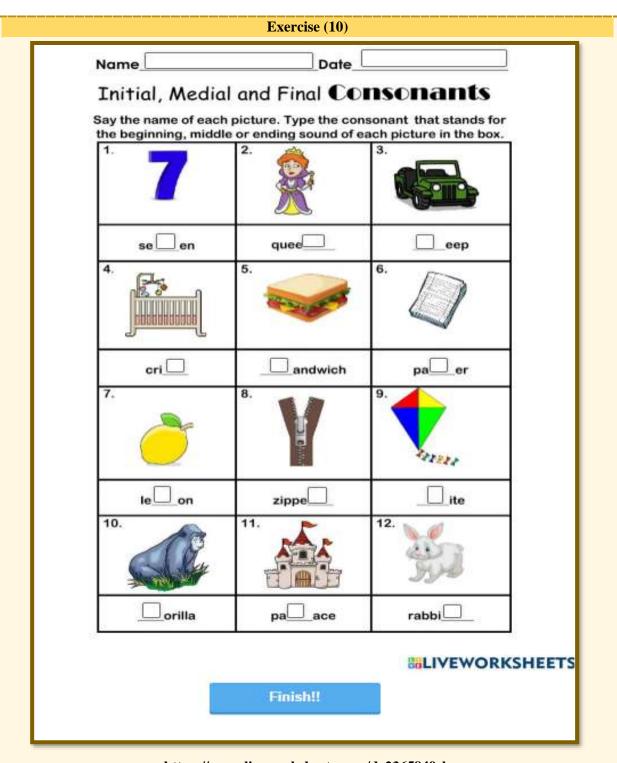






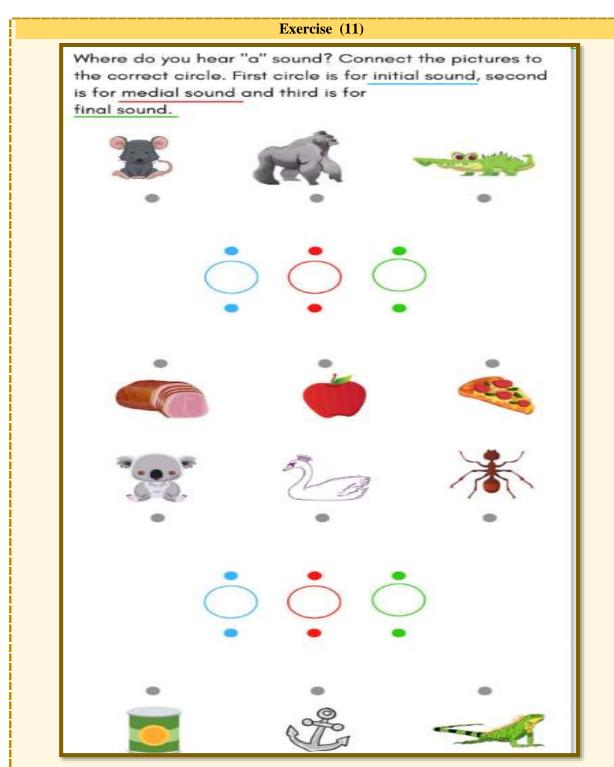






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https://www.liveworksheets.com/tb1236956pg

Exercise (12)

Name	Reading Fluency

The New Cat

Ann got a cat for her birthday. The cat is black and orange. The cat has stripes. Ann named the cat Moon.

Moon is playful. Moon is sweet. Ann plays with Moon. Moon likes Ann. Moon also likes Ann's dog. Ann's dog is named Pete. Pete is big. Pete is grumpy. Pete does not like Moon.

Moon jumps on Pete. Moon hits Pete. Moon meows at Pete.

Moon wants to play with Pete. Pete does not want to play.

Pete looks sad. Woof, says Pete. Ann pets Pete. Poor Pete.

He will like Moon soon!

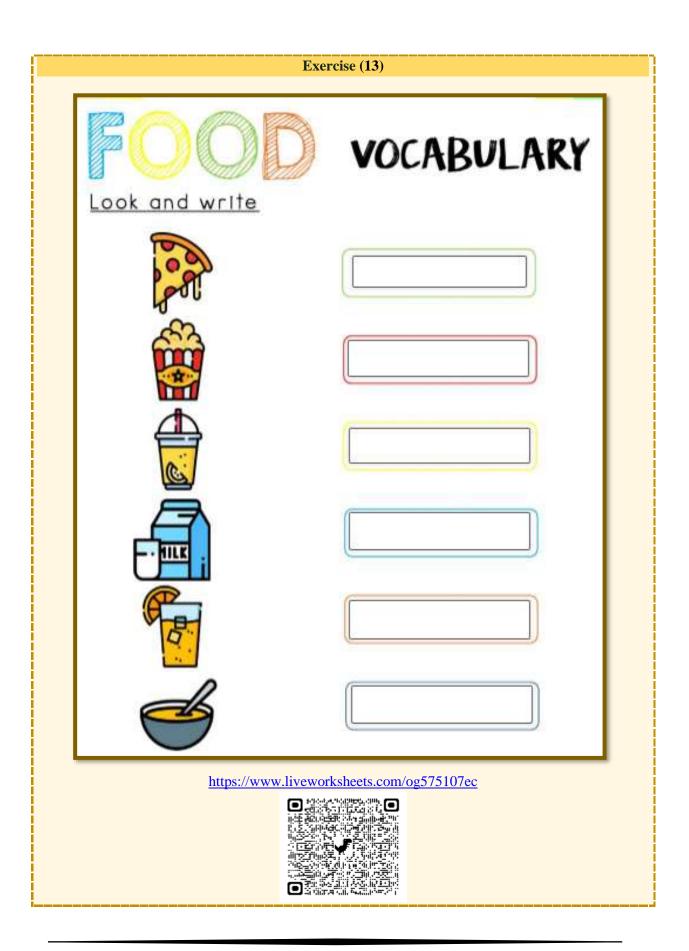
- 1. What does Ann get for her birthday?
- 2. Who is Moon?



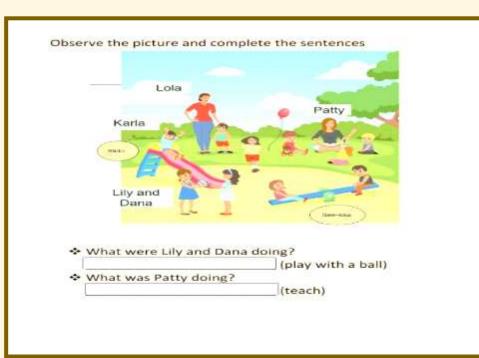
- 3. Who is Pete?
- 4. Does Pete like Moon?

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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 Nan	ne: Age:	Class:			
General Diffic	culty:				
Sub-Related I	Difficulties:				
*					
*					
*					
* The most i	mportant points and some gene	eral notes about	the student base	ed on the	
report and	the opinions of teachers and p	arents			
*					
Objectives	Teaching methods and activities	Reinforcement	Evaluation	Notes	

Remedial Teaching Guide for Students with English Language Learning Difficulties			
Objectives	Techniques for achieving goals with an individual plan		
Minimize/reduce distractions	 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 integrated

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

The concept of Integrating Special Needs

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

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

Category	Characteristics	Integration Conditions	Supportive Educational Practices
Autism	 Mutual social interaction disorder is represented in poor eye contact and nonverbal communication in general, with a lack of friendship and withdrawal from social relationships, severe mood swings between extreme joy and 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 students in enriching and complementary activities. Notify them of acceptance and support. Providing them with fewer minor problems than their normal peers to avoid feeling a failure Focusing on the positive points they have in the academic, technical and athletic aspects. Trying to discover their latent energies. Every child with autism has skills and

	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 integration programs with the ordinary.	 Satisfying students'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 integrated	 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 	 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,

- the inability to assume responsibility.
- Difficulty in organization and lack of respect for the role while playing.
- Insist on performing activities inappropriate for their age.
- ❖ Difficulty of restraint and commitment to sitting, due to the difficulty of their commitment to school rules.
- ❖ Weak attention as they cannot focus for more than (5:10) minutes only.
- Delayed achievement performance despite the high IQ.

- grouping pictures, classifying shapes, repetitive writing, jaw games and concentration) to learn by playing.
- Following the contract method, which means making a clear agreement with the child on the basis of his performance of certain behaviors and corresponding to specific rewards?
- Extinction Extinguishing involves not providing feedback (not paying attention) to unwanted behavior
- Using strategies such as: curriculum dramatization, peer education, active learning, and educational games.

Hearing Impaired

- ❖ Hearing impairment is a level of hearing impairment that can be integrated into ordinary classes, provided that the audiometric scale does not exceed 70 decibels.
- ❖ Speak out loud, so that it is not loud, and the speed of speech is medium.
- Paraphrasing the idea or question to make it clearer.
- ❖ Use visual aids, including transparencies, films, and tablets, and avoid having the source of information in a poorly lit place.
- Obtaining feedback from the student; To make sure he understands the topic.
- Encourage the development of communication, including speech, reading, finger spelling, and hand communication.
- ❖ 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.
- 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 integrated baby.

- Encouraging the student to use certain tools when necessary, such as: recorders, magnifying lenses, and constantly wearing eyeglasses.
- ❖ Giving students of this category more time compared to the time allotted to ordinary students; to be able to perform the tasks assigned to them.
- ❖ Teaching using tactile teaching aids.
- Observing the visual field and its sharpness while presenting images, drawings and videos so that they are enlarged and unnecessary details are reduced.
- Sitting in a suitable place to be able to see and follow the teacher.
- ❖ Incorporating him into classroom activities to support his social aspects and his exposure to real and live experiences.
- Develop visual ability through the use of magnifiers for textbooks and pens

			 with a large dark black line while writing, and the use of a reading ruler to help him continue reading. Putting tools and equipment in an accessible manner. Students with visual impairment need to place the tools close to them so that they can see them.
			❖ 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).
- Problems with adaptive behavior.
- Impulsivity and rush to answer which makes it wrong.
- He has difficulty in memory compared to his peers, with difficulty in retaining and recalling information.
- Poor attention for a sufficient period, failure to complete duties, and failure to listen to orders.
- ❖ He suffers from difficulties in social and emotional behavior. He does not have self-esteem, underestimates the value of his achievements and is generally pessimistic.

- Employing enrichment and complementary activities.
- Providing a resource room in the school.
- 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	repetition,	imagination, a	nd problem
self-esteem, underestimates	solving, mu	ach.	
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.			
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- 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.