

# 6 English Guide

لبنان - الأردن - تركيا (الداخل السوري)

# Overcoming English Learning Difficulties

## Grade Six



تميز الإنساني  
Humanism

لهيئة التحرير الإسلامية العالمية

International Islamic Charity Organization



**View**

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Islamic Development Bank

## The Supportive Parties



**Islamic Solidarity Fund for  
Development**



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Organization**



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## The Executing Parties



**Humanitarian Excellence Association – Kuwait**

## Project Higher Committee

**Eng. Badr Saud El-Samiet**

General Manager  
International Islamic Charity  
Organization

**Mr. Abdel-Rahman Abdel-Aziz  
El-Motawa**

Vice General Manager  
International Islamic Charitable  
Organization

**Mr. Mohamed El-Amin  
Mohamed El-Hady**

Leader of Ability, Resilience and  
Fragility- Islamic Development  
Bank

**Eng. Mohamed Abdel-Sallam  
El-Aosta**

Acting Regional Office  
Islamic Development Bank - Cairo

**Dr. Khalid Mohamed ElSobiehy**

Chairman of the Board  
Humanitarian Excellence  
Association

**Dr. Ashraf Khadam**

Islamic Development Bank  
Regional Office in Cairo

**Mr. Mohamed Moustafa El-Gawarba**

Representative of  
Islamic Solidarity Fund for Development

**Dr. Abdel-Rahman El -Mamary**

Member & Rapporteur the Higher Committee  
International Islamic Charity Organization

## Scientific & Administrative Supervision of the Project

**Project General Supervisor**

**Dr. Khalid Mohamed ElSobiehy**

Chairman of the Board  
Humanitarian Excellence Association-  
Kuwait

**Project Technical Supervisor**

**Dr. Ali Ahmed El-Gamal**

Professor of Curriculum and former Dean of the Faculty of  
Education, Ain Shams University- Founder of the idea of  
the project

**Project Administrative Supervisor**

**Dr. Medhat Soliman**

Director of Education Department -Humanitarian Excellence Association

## Project Executive Committee

### **Prof. Ali Ahmed El-Gamal**

The technical supervisor of the project and the founder of its idea  
Professor of Curriculum and former Dean of the Faculty of Education - Ain  
Shams University

### **Dr. Medhat Mohamed Suleiman**

Project Administrative Supervisor  
Director of the education sector at the Humanitarian Excellence Association

### **Prof. Moheb Al-Rafei**

Curriculum Professor - Faculty of Graduate Studies - Ain Shams University  
Former Egyptian Minister of Education

### **Prof. Jehan Kamal**

Assistant Egyptian Minister of Education - Former Director of the National Center for  
Educational Research and Development

### **Prof. Yasser Sayed Hassan**

Head of Science Team - Professor of Curriculum and Teaching Methods  
Faculty of Education - Ain Shams University

### **Prof. Abdel Hamid Sabry Abdel Hamid**

Head of the Social Studies Team  
Professor of curricula and Dean of Curriculum Development Research Section at the  
National Center for Educational Research and Development

### **Dr. Amal Mohammad Farghaly Ahmad**

Curriculum expert - Educational Excellence Center - Faculty of Education - Ain  
Shams University

### **Eng. Ardhan Muhammad Khaled Damerji**

Member of the Project's Internal Follow-up and Quality Committee and Expert in  
support programs with associations affiliated with the United Nations High  
Commissioner for Lebanon

## Administrative Teams in the Three Countries

|                |                                              |                                                                                                                                                                                     |
|----------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Jordan</b>  | <b>Dr. Shaker A. Aladwan</b>                 | Project Manager, Principal Investigator - Head of Public Administration Department, Faculty of Economics and Administrative Sciences - Yarmouk University                           |
|                | <b>Prof. Reem Adnan Wasef AL-Kharouf</b>     | Project Coordinator - Director of the Refugees, Displaced Persons, and Forced Migration Studies Center - Professor at the Faculty of Arts, Geography Department, Yarmouk University |
|                | <b>Prof. Zaid Suleiman Mohammed Al-Adwan</b> | Educational Expert - Jordan - Professor of Curriculum and Teaching Styles - Director of National Training of Trainers Institute Al- Balqa' Applied University- Jordon               |
|                | <b>Dr. Anas Mohammed Ramadan El-Sobh</b>     | Administrative Coordinator – Vice Director of the Refugees, Displaced Persons, and Forced Migration Studies Center-, Yarmouk University                                             |
| <b>Lebanon</b> | <b>Mr. Mustafa Khader Alloush</b>            | General Coordinator of the project - Director of the Education Office in Lebanon                                                                                                    |
|                | <b>Dr. Mamoun Abdel Rahman Fatfat</b>        | Project Technical Coordinator - Deputy Director of the Education Office in Lebanon                                                                                                  |
|                | <b>Mr. Maan Diab Al-Zaytoun</b>              | Project Administrative Coordinator                                                                                                                                                  |
|                | <b>Ms. Loulous Al Qashash</b>                | English Language Coordinator at Kuwait Charity Schools in Lebanon - Technical Affairs Official / Student Support Unit - Lebanon                                                     |
|                | <b>Eng. Ardhan Muhammad Damerji</b>          | Follow-up and Quality Committee Official                                                                                                                                            |
|                | <b>Mr. Omar Nabhan Sheikh Nabhan</b>         | Director of the Student Support Unit in Lebanon                                                                                                                                     |
|                | <b>Mr. Omar Al-Etr</b>                       | Project Financial Official                                                                                                                                                          |
| <b>Syria</b>   | <b>Ms. Djana Baroudi</b>                     | The technical supervisor of the project . Researcher in clinical psychology                                                                                                         |
|                | <b>Mr. Hossam El-Din Mohamed Salkho</b>      | Project Executive Coordinator - Director of the Office of the Irtiqaa Educational Foundation                                                                                        |
|                | <b>Ms. Nour Muhammad Moayed Al-Jandali</b>   | Scientific and Technical Coordinator of the Project and Preparer of Curriculum and Programs in various educational projects                                                         |
|                | <b>Mr. Basam Taha</b>                        | Administrative Coordinator - Project Coordinator at Ataa Association                                                                                                                |
|                | <b>Mr. Ibrahim Al-Naddaf</b>                 | Director of the Student Support Unit in Syria                                                                                                                                       |





### Preparation Team

#### **Dr. Hasnaa Sabry Abdel-Hamid Helwa**

Head of the English Team-Professor of Curriculum and English Teaching Methods (TEFL) and Head of English Section - Faculty of Education – Benha University – Egypt

#### **Dr. Ziayed Khalil Saher El-Harsis**

Foreign Language Curricula Member at the Curriculum and Textbook Department - Ministry of Education - Jordan

#### **Dr. Nesreen Youssef Abd Elrauf**

PHD. In Curriculum and Teaching Methods (TEFL) – Ain Shams University- Egypt

#### **Loaloaa Kachach**

English Language Coordinator at Kuwait Charity Schools in Lebanon - Technical Affairs Official / Student Support Unit - Lebanon

#### **Mahran Ibrahim El-Ghayeb**

English language lecturer at El-Maali University and Bashak Shahir University- Syria

### Field Teams In the Countries

|                |                              |                        |
|----------------|------------------------------|------------------------|
| <b>Lebanon</b> | <b>Dorria El-Helw</b>        | <b>Jouis El-Bittar</b> |
| <b>Syria</b>   | <b>Maisaa ElHamawy</b>       | <b>Gamil El-Rashid</b> |
| <b>Jordan</b>  | <b>Nour Ali Elshowdiafat</b> | <b>Hend Madi</b>       |

#### **Educational Review**

#### **Dr. Eman Mohamed Abdel-Hack**

Professor of Curriculum and Teaching Methods (TEFL) and Dean of Faculty of Education – Benha University

#### **Academic Review**

#### **Dr. Nagwa Younis**

Professor of Linguistics - Faculty of Education - Ain Shams University

#### **Linguistic Review**

The English Team

#### **Technical Design**

Dr. Hasnaa Sabry Abdel-Hamid Helwa

## Jury Members Committees in Countries

### Jordon

#### **Prof. Rouba El Bataina**

Former Executive Director of the National Center for Curriculum Development -  
Professor of English Language Curricula - Yarmouk University

#### **Prof. Hany Hatml Obeidat**

Vice Dean of the College of Education - Professor of Social Studies Curricula -  
Yarmouk University

#### **Prof. Fawaz El-Momany**

Former Director of the Center for Refugee Studies - Professor of Counseling  
Psychology -Yarmouk University

#### **Dr. Hady Mohamed Ghaleb Tawalba**

Former Assistant Dean of Education - Professor of Social Studies Curricula -  
Yarmouk University

#### **Prof. Wesal Hany Salem El-Amry**

Vice Dean of the Faculty of Education, Yarmouk University - Professor of  
Science Curricula -Yarmouk University

#### **Prof. Ma'mon Mohamed Ahmed El-Shanak**

Head of the Statistical Analysis Unit - Professor of Mathematics Curricula -  
Yarmouk University

#### **Prof. Mohamed Fouad El-Hawamda**

Head of Curriculum and Instruction Department - Professor of Arabic Language  
Curriculum -Yarmouk University

|                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------|
| <b>Lebanon</b>                                                                                                         |
| <b>Dr.Amina Harbaly</b><br>General Coordinator of the Faculty of Education - Arab Open University - Lebanon Branch     |
| <b>Dr. Mona Tahsldar</b><br>Professor of English Language Curriculum - Faculty of Education at the Lebanese University |
| <b>Dr.Haitham Kotb</b><br>Professor of French Language Education - Faculty of Education at the Lebanese University     |
| <b>Dr.Sanaa Aitany</b><br>Professor of Arabic Language - Arab Open University                                          |
| <b>Dr.Fadia Beittar</b><br>PhD in Social Studies Curriculum - Arab Open University                                     |
| <b>Dr.Shady Almeer</b><br>Associate Professor of Mathematics - Lebanese University                                     |
| <b>Dr.Rola ElGamal</b><br>Associate Professor of Psychology - Lebanese University                                      |
| <b>Syria</b>                                                                                                           |
| <b>Prof. Seham Abdel-Aziz</b><br>Professor of Curriculum and Instruction, General Education                            |
| <b>Prof. Emad Bark</b><br>Professor of rehabilitation and care for people with special needs                           |
| <b>Dr. Abdel-Hay El- Hamoud</b><br>PhD in special education                                                            |

|                                                                                         |
|-----------------------------------------------------------------------------------------|
| <b>Dr. Raneem El-Yousafy</b><br>PhD in Curriculum and Instruction, Basic Education      |
| <b>Dr. Mohamed El-Hamady</b><br>Ph.D. Curriculum and Teaching Methods - Basic Education |
| <b>Dr. Mohamed Zidan</b><br>PhD in Curriculum and Instruction, Basic Education          |
| <b>Dr. Hossam Ibrahim</b><br>PhD in Curriculum and Teaching Methods Basic Education     |
| <b>Dr.Hanan Hamady</b><br>PhD in Curriculum and Teaching Methods Basic Education        |
| <b>Dr.Yaser El-Yousef</b><br>Doctor of Mathematics                                      |
| <b>Dr.Ramz Korge</b><br>PhD in Arabic                                                   |
| <b>Dr. Mohamed Moustafa</b><br>PhD in Oriental Languages                                |
| <b>Mr. Moustafa Anan</b><br>Arabic Language Curriculum Expert                           |
| <b>Mr. Ahmed Fa'z Ne'na'</b><br>English Language Curriculum Expert                      |



# Introduction

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

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

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

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

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

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

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

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

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

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

### **Teacher**

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

### **Students**

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

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

### **Classroom Environment**

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

### **Curriculum**

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

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

### **War**

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

### **Financial**

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



## Activities and Learning Resources

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

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

## Intervention Strategies

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

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

## Scope and Sequence Matrix for English Language Course

### Grade Six

| Dimensions                    | Learning Difficulties            | Indicators                                                                                                                                   | Teaching Methods and Strategies                                                                                                                                                                                 | Learning Resources                                                                           | Instructional Activities                                                                      | Assessment Techniques                                         |
|-------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <b>Listening Difficulties</b> | <b>Phonological Difficulties</b> | ❖ Refugee students have difficulties in listening to a sound that is not present in their native language inventory of phonemes (e.g. G -V). | Visual -Audios material<br>Game technique<br>E-learning strategy.<br>Multisensory Approach (Audio-visual – Multimedia)<br><br>Game Based Learning<br>Mobile Based Learning<br>Mobile Applications (Mobile Apps) | Videos supplementary materials<br>*Models .<br>*Visual aids<br>Realia<br>YouTube<br>Computer | *Songs ,<br>*games,<br>*Role-Playing Activities<br>-Games<br>- videos<br>-Listening to Audios | Tasks<br>Quizzes<br>Tests<br>Homework Assignment<br>-Exercise |
|                               |                                  | ❖ Refugee students have difficulties in discriminating sounds of English words in listening.                                                 |                                                                                                                                                                                                                 |                                                                                              |                                                                                               |                                                               |
|                               |                                  | ❖ Refugee students have difficulties in listening to any text actively.                                                                      |                                                                                                                                                                                                                 |                                                                                              |                                                                                               |                                                               |
|                               |                                  | ❖ Refugee students have difficulties in recognizing rhyming words in the listening text.                                                     |                                                                                                                                                                                                                 |                                                                                              |                                                                                               |                                                               |
|                               |                                  | ❖ Refugee students have difficulties in listening to learn correct pronunciation.                                                            |                                                                                                                                                                                                                 |                                                                                              |                                                                                               |                                                               |
|                               | <b>Listen for Gist</b>           | ❖ Refugee students have difficulties in listening to detailed                                                                                |                                                                                                                                                                                                                 |                                                                                              |                                                                                               |                                                               |

| Dimensions | Learning Difficulties | Indicators                                                                                                               | Teaching Methods and Strategies | Learning Resources | Instructional Activities | Assessment Techniques |
|------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------|--------------------------|-----------------------|
|            |                       | description of something and guess 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.                                                         |                                 |                    |                          |                       |
|            | Function              | ❖ Refugee students have difficulties in understanding and responding appropriately to direct requests in listening text. |                                 |                    |                          |                       |
|            | Sound Discriminating  | ❖ Refugee students have difficulties in discriminating sounds of English words in listening.                             |                                 |                    |                          |                       |
|            |                       | ❖ Refugee students have difficulties in sequencing sound in listening.                                                   |                                 |                    |                          |                       |
|            |                       | ❖ Refugee students have difficulties in sorting sound in listening.                                                      |                                 |                    |                          |                       |

| Dimensions                   | Learning Difficulties             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Teaching Methods and Strategies                                                                               | Learning Resources                                                                                                           | Instructional Activities                                                                                           | Assessment Techniques                                                                 |
|------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                              |                                   | <ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in listening to a sound that is not present in their native language inventory of phonemes.</li> <li>❖ Refugee students have difficulties in blending the sounds of English orally.</li> <li>❖ Refugee students have difficulties in segmenting the sounds of English.</li> <li>❖ Refugee students have difficulties in recognizing the same sounds in different words</li> <li>❖ Refugee students have difficulties in recognizing individual sounds in a word.</li> </ul> |                                                                                                               |                                                                                                                              |                                                                                                                    |                                                                                       |
| <b>Speaking Difficulties</b> | <b>Pronunciation Difficulties</b> | <ul style="list-style-type: none"> <li>❖ Refugee students fear mispronouncing the words .</li> <li>❖ 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.)</li> <li>❖ Refugee students have difficulties in pronouncing some English consonant clusters (i.e.</li> </ul>                                                                                                                            | CDs<br>Mobile Assisted Language Learning (MALL) Tools<br>Mobile Apps<br>Game technique<br>E-learning Strategy | Nursery Rhymes<br>Pictures<br>Videos and realia<br>*Visual aids<br>Realia<br>-CDs<br>-Online resources<br>-Books<br>-YouTube | Songs games,<br>*Role-Playing Activities<br>Describe picture<br>Dialogs<br>-Watching videos<br>-Audios<br>-Dialogs | Tasks<br>Quizzes<br>Assignments<br>Tests<br>Self-evaluation<br>-Homework<br>-Exercise |

| Dimensions | Learning Difficulties                               | Indicators                                                                                                                                                                                                                                                                                                                                                                                             | Teaching Methods and Strategies                                                                                                                                                                                                                                | Learning Resources | Instructional Activities | Assessment Techniques |
|------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------|-----------------------|
|            |                                                     | <p>.grandfather. often mispronounced .grandfather).</p> <p>❖ Refugee students have difficulties in pronouncing a certain word correctly.</p> <p>❖ Refugee students have difficulties in understanding the pronunciation of the native English speaker.</p>                                                                                                                                             |                                                                                                                                                                                                                                                                |                    |                          |                       |
|            | <b>Fluency Difficulties</b>                         | <p>❖ Refugee students have difficulties in expressing their ideas in a conversation and prefer to be silent and feel speechless in classroom interaction.</p>                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                |                    |                          |                       |
|            | <b>Communication &amp; Interaction Difficulties</b> | <p>❖ Refugee students have difficulties in talking about future plans.</p> <p>❖ Refugee students have difficulties in describing things, objects and situations.</p> <p>❖ Refugee students have difficulties in communicating in English clearly and correctly .</p> <p>❖ Refugee students have difficulties in expressing their ideas through speaking because they don't have enough vocabulary.</p> | <p>Game technique</p> <p>E-learning strategy.</p> <p>Mobile Based Learning</p> <p>Mobile Applications (Mobile Apps)</p> <p>Cooperative learning strategy</p> <p>Students works in groups</p> <p>Questioning</p> <p>Role Play</p> <p>Puppets based learning</p> |                    |                          |                       |



| Dimensions                  | Learning Difficulties        | Indicators                                                                                                                                                          | Teaching Methods and Strategies                                                                                                                                                                                                                                                                                                                                                            | Learning Resources                                                | Instructional Activities                                  | Assessment Techniques                   |
|-----------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------|
|                             | <b>Rhyming Skills</b>        | ❖ Refugee students have difficulties in providing rhyming words to the end of lines of a verse.                                                                     | Mobile learning applications<br>Game technique<br>E-learning Strategy<br>Role Play Activities<br>Questioning                                                                                                                                                                                                                                                                               |                                                                   |                                                           |                                         |
| <b>Reading Difficulties</b> | <b>Interpretation skills</b> | ❖ Refugee students have difficulties in asking and answering question out of the text(interpretation skills ).                                                      | Game Technique (Pingo, Scavenger hunt)<br>E-learning Strategy (Audio- Visual)<br>Brainstorming Strategy<br>Graphic Organizer<br>Paired Reading Method<br>Mobile Based Learning ( Mobile apps ) such as “Prodigy game “or Learn English Vocabulary – Kids”<br>Game technique: Such as (Jigsaw/Scavenger hunt )<br>E-Learning<br>Collaborative strategy<br>Brain storming<br>Reading theater | Flashcards<br>Pictures<br>Reading Texts<br>*Visual aids<br>Realia | *Role-Playing Activities<br>Scaffolding<br>*Story-Telling | Tasks<br>Quizes<br>Assignments<br>Tests |
|                             | <b>Vocabulary Aspect</b>     | ❖ Refugee students have difficulties in recognizing words or vocabulary .                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                   |                                                           |                                         |
|                             |                              | ❖ Refugee students have difficulties in remembering uncommon words that they don’t have the opportunity to hear them.                                               |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                   |                                                           |                                         |
|                             |                              | ❖ Refugee students have difficulties in recognizing new words meaning out of the context clues since they get busy with word articulations rather than its meaning. |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                   |                                                           |                                         |
|                             |                              | ❖ Refugee students have difficulties in skimming the material before reading to                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                   |                                                           |                                         |

| Dimensions | Learning Difficulties                   | Indicators                                                                                                                 | Teaching Methods and Strategies                       | Learning Resources | Instructional Activities | Assessment Techniques |
|------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------|--------------------------|-----------------------|
|            | <b>Skimming, Scanning and Inference</b> | determine the purpose or the type of the reading material.                                                                 | Choral and repeated reading<br>Puppets based learning |                    |                          |                       |
|            |                                         | ❖ Refugee students have difficulties in identifying specific information after scanning the reading material.              |                                                       |                    |                          |                       |
|            |                                         | ❖ Refugee students have difficulties in inferring while reading any text.                                                  |                                                       |                    |                          |                       |
|            | <b>Reading Fluency</b>                  | ❖ 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.                                      |                                                       |                    |                          |                       |

| Dimensions                  | Learning Difficulties                                    | Indicators                                                                                                                                                                                                                                                                                                                                                                                 | Teaching Methods and Strategies                                                                             | Learning Resources                                                               | Instructional Activities                        | Assessment Techniques                                                           |
|-----------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------|
|                             |                                                          | <ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in recalling main ideas, actions, objects, or events.</li> <li>❖ Refugee students have difficulties in reading with expression, correct intonation, and phrasing ( prosody).</li> </ul>                                                                                                                        |                                                                                                             |                                                                                  |                                                 |                                                                                 |
|                             | <b>Identify and analyze the relationship in reading.</b> | <ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in identifying and analyzing relationships among facts, ideas, concepts, and themes in reading materials.</li> <li>❖ Refugee students have difficulties in explaining connection between what they read and prior knowledge.</li> </ul>                                                                        |                                                                                                             |                                                                                  |                                                 |                                                                                 |
| <b>Writing Difficulties</b> | <b>Grammar</b>                                           | <ul style="list-style-type: none"> <li>❖ Refugee students have difficulties in expressing grammatically correct sentences due to the significant differences in the grammar of the native language of the students.</li> <li>❖ Refugee students have difficulties in applying the use of grammatical terminology.</li> <li>❖ Refugee students have difficulties in transferring</li> </ul> | E- learning Strategies<br>Online games<br>Questioning<br>Group work<br>Role plays<br>Puppets based learning | Pictures<br>*Graphic organizers.<br>*Models .<br>*Visual aids<br>Realia<br>Songs | *Role-Playing<br>Activities<br>Describe picture | Tasks<br>Quizes<br>Assignments<br>Tests<br>-Homework<br>Assignment<br>-Exercise |

| Dimensions | Learning Difficulties           | Indicators                                                                                                                                    | Teaching Methods and Strategies                                                                                                                                                           | Learning Resources                                                      | Instructional Activities                                      | Assessment Techniques                                                            |
|------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------|
|            |                                 | grammatical knowledge into communicative language use.                                                                                        |                                                                                                                                                                                           |                                                                         |                                                               |                                                                                  |
|            |                                 | ❖ Refugee students have difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs, articles ...etc.).    |                                                                                                                                                                                           |                                                                         |                                                               |                                                                                  |
|            |                                 | ❖ Refugee students have difficulties in using the different kinds of sentences (the differences and formations of simple, compound, complex). |                                                                                                                                                                                           |                                                                         |                                                               |                                                                                  |
|            | <b>Spelling &amp; Mechanics</b> | ❖ Refugee students have difficulties in spelling words with silent letters (knife)                                                            | E-Learning strategy<br>Mobile Applications<br>Game technique<br>Cooperation strategy<br>A discovery or inductive approach<br>E-Learning strategy<br>Mobile Applications<br>Game technique | Pictures<br>*Graphic organizers.<br>*Models .<br>*Visual aids<br>Realia | *Role-Playing Activities<br>*Scaffolding<br>*Describe picture | Tasks<br>Quizzes<br>Assignments<br>Tests<br>-Homework<br>Assignment<br>-Exercise |
|            |                                 | ❖ Refugee students have difficulties in spelling some words with suffix and prefix.                                                           |                                                                                                                                                                                           |                                                                         |                                                               |                                                                                  |
|            |                                 | ❖ Refugee students have difficulties in punctuating the four types of sentence( declarative , imperative, interrogative, and exclamatory).    |                                                                                                                                                                                           |                                                                         |                                                               |                                                                                  |
|            | <b>Vocabulary</b>               | ❖ Refugee students have difficulties in remembering uncommon words .                                                                          |                                                                                                                                                                                           |                                                                         |                                                               |                                                                                  |

| Dimensions | Learning Difficulties      | Indicators                                                                                                              | Teaching Methods and Strategies | Learning Resources | Instructional Activities | Assessment Techniques |
|------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------|--------------------------|-----------------------|
|            |                            | ❖ Refugee students have difficulties in using suitable words for describing pictures.                                   |                                 |                    |                          |                       |
|            | <b>Organization Skills</b> | ❖ Refugee students have difficulties in using various pattern of organization (e. g process, cause effect, comparison). |                                 |                    |                          |                       |
|            |                            | ❖ Refugee students have difficulties in writing topic sentence (introductory sentence in the paragraph.                 |                                 |                    |                          |                       |
|            |                            | ❖ Refugee students have difficulties in writing supporting details in the paragraph.                                    |                                 |                    |                          |                       |
|            |                            | ❖ Refugee students have difficulties in writing concluding sentence in a paragraph.                                     |                                 |                    |                          |                       |
|            |                            | ❖ Refugee students have difficulties in changing the simple sentences into compound and complex sentences.              |                                 |                    |                          |                       |



## Grade Six



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

## First Dimension

# Listening Difficulties



### Introduction

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

# TOPICS

(1)

Phonological Difficulties



(2)

Listen for Gist



(3)

Vocabulary



(4)

Function



(5)

Sound Discrimination



# Topic One

## Phonological Difficulties

### Indicators of the Difficulty

- ❖ Refugee students have difficulties in listening to a sound that is not present in their native language inventory of phonemes (e.g. G -V).
- ❖ Refugee students have difficulties in discriminating sounds of English words in listening.
- ❖ Refugee students have difficulties in listening to any text actively.
- ❖ Refugee students have difficulties in recognizing rhyming words in the listening text.
- ❖ Refugee students have difficulties in listening to learn correct pronunciation.

### Learning Outcomes



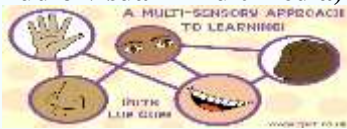

*By the end of this topic, sixth grade students will be able to:*

- ❖ Recognize a sound that is not present in their native language inventory of phonemes (e.g. G -V).
- ❖ Discriminate the sounds of English words in listening.
- ❖ Listen to any text actively.
- ❖ Recognize rhyming words in the listening text.
- ❖ Pronounce correctly.

### Learning Resources

|                                                                                                                                                     |                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper Resources :</b> <ul style="list-style-type: none"> <li>❖ Student's Book</li> <li>❖ Handouts</li> </ul>                                     | <b>Visual and Audio Resources :</b> <ul style="list-style-type: none"> <li>❖ Models-Flash Cards and Pictures</li> <li>❖ Visual and Audio aids</li> </ul> |
| <b>Electronic Resources:</b> <ul style="list-style-type: none"> <li>❖ Mobile applications</li> <li>❖ YouTube videos-Computers - Websites</li> </ul> | <b>Additional Resources</b> <ul style="list-style-type: none"> <li>❖ Common Classroom materials</li> </ul>                                               |

### Intervention Strategies

|                                                                                                                                                           |                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>E-learning strategy</b><br><b>(Audio-visual – Multimedia)</b><br>   | <b>Game Based Learning</b><br>                                 |
| <b>Multisensory Approach</b><br><b>(Audio-visual – Multimedia)</b><br> | <b>Mobile Based Learning</b><br><b>Mobile Applications</b><br> |

## Procedures of The Topic

### Recognizing students' learning difficulties (Phonological Difficulties )

- ❖ Identify and discover your students' learning difficulties in recognizing a sound that is not present in their native language inventory of phonemes (e.g. G -V) and pronounce correctly through using one of these methods:
















#### First Method

- ❖ Teacher asks students to listen and tick the words with the sound G; the exercise is available at the following link:

<https://www.liveworksheets.com/gz1268295us>

- ❖ If the students are not able to do this exercise, it means that they have learning difficulties in recognizing a sound that is not present in their native language inventory of phonemes.

• It's phonics time! /G/: Click on the picture. Listen and tick the words with /G/

|                                                                                     |                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|   |   |   |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |





## Second Method










- ❖ Teacher asks students to listen and tick the words with the sound G; the exercise is available at the following link:

<https://www.liveworksheets.com/ot1659702hs>




- ❖ If the students are not able to do this exercise, it means that they have learning difficulties in recognizing a sound that is not present in their native language inventory of phonemes



**PHONICS WORKSHEET: V**
By TeacherMónica

Listen and tick the pictures with the sound V:

|                                                                                     |                                                                                     |                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|    |    |    |    |
| <input type="checkbox"/>                                                            | <input type="checkbox"/>                                                            | <input type="checkbox"/>                                                            | <input type="checkbox"/>                                                             |
|   |   |   |   |
| <input type="checkbox"/>                                                            | <input type="checkbox"/>                                                            | <input type="checkbox"/>                                                            | <input type="checkbox"/>                                                             |
|  |  |  |  |
| <input type="checkbox"/>                                                            | <input type="checkbox"/>                                                            | <input type="checkbox"/>                                                            | <input type="checkbox"/>                                                             |

Listen and order:

|                                                                                     |                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |
| a v n                                                                               | e v t                                                                               | s e v t                                                                              |
| <input type="text"/> <input type="text"/> <input type="text"/>                      | <input type="text"/> <input type="text"/> <input type="text"/>                      | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>  |

## Remediation Techniques

- ❖ The purpose of this topic is to introduce students to an essential part of learning the phonological alphabet to be able to discriminate the sounds of English words in listening, listen to any text actively, recognize rhyming words in the listening text, and to learn correct pronunciation.
- ❖ Students learn about sound discrimination and pronunciation of vowels and consonants sounds.
- ❖ 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 will provide a further insight to investigate into the alphabet.
- ❖ Discuss and perform various activities. Students will play games and activities in which they will recognize rhyming words in the listening text and learn correct pronunciation.
- ❖ Students also work in small and large group to do various activities with colorful, animated music video to learn how to pronounce the sounds and words correctly.
- ❖ Ask students to point to a picture of the object making the sound and name it.
- ❖ Ideal videos for students to learn sound discrimination and pronunciation of vowels and consonants sounds.
- ❖ Ask the students to do the exercise by clicking on the picture that match with the word.
- ❖ Ask the students to do the exercise by clicking on the picture that match with the word and read it loudly.
- ❖ Each student selects two or three picture cards that match with the sounds, places the cards in the same order in which the sounds are heard and explains the sequence of events.
- ❖ 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, discriminate the Sounds of English words in listening, and learn correct pronunciation.

### Activity (1) :

#### Introduce the Letters (V- G) with Flashcards

- ❖ Make a quick review of each letter V & G by holding up alphabet flashcards – e.g. hold up the “V” flashcard and elicit its name, its sound and then elicit the picture on the other side.
- ❖ Gather around students, so they are close .
- ❖ Have them sit on the floor with, if possible.
- ❖ Teacher wants everyone to be close enough, so he/she can easily pass cards back and forth with them.
- ❖ Teacher holds up an alphabet letter V & G flashcard so all students can see it.
- ❖ Say the letter V & G 3 to 5 times with some examples. Then ask each student individually to say the letter.
- ❖ Provide an example of an object that begins with the letter.
- ❖ Double-sided flashcards with the letter on one side and a picture on the other are great for this. (e.g. "What's this?" (elicit "V"). "And V is for..." (elicit "ah"). "And 'ah' is for ... (turning the card over) "vase!". Chorus the word and check individually.





### Activity (2)

Below are some activities teacher can use each time to teach a new letter. Use different activities for each letter to keep things fun and interesting.

- ❖ **Give and give back:** Give the letter flashcard to a student and get him/her to say the letter, sound and picture and ask the student to present an example before passing back to you. Then do the same with some other students.
- ❖ **Pass It:** Sit with your students in a circle. Hold up a flashcard letter and say the letter (e.g. "V"). Pass it on to the next student who also says it and passes it on to the next student.
- ❖ **Pick it up:** put the flashcard on the floor and ask individual students to pick it up, say the name, sound, word and picture and then give back to you.
- ❖ **Write on the board:** students like writing on the blackboard or whiteboard. After teaching each letter, give a chalk / marker pen to a student and ask him/her to write the letter onto the board (as large as they can and write three words and pronounce them loudly in front of the class). You can have more than one student do this for each letter.
- ❖ **Magic Finger:** hold the flashcard letters v & G up in front of each student and let them trace the letter on the card with their 'magic' finger. Then the teacher, using his/her magic finger, traces the letter in the air and the students follow. The teacher and the students can then use their magic fingers to trace the letter on all sorts of fun places. For example, "Draw 'V' on your hand. Now on the floor. Now on your partner's back. Now on your cheek. Now on the wall. Now on your foot" etc.
- ❖ **Letter Touch:** Place the alphabet letter cards; faceup, on the floor. Students sit in a circle around the cards. Tell everyone to hold up their hands. The teacher then says a letter and the students must race to touch that letter first. The person who touches the letter first picks up the card and keeps it. At the end of the game, the student with the most letter cards is the winner.

### Activity (3)

- ❖ Teacher asks students to listen to the following song about V & G letters and repeat the song,
- ❖ The song is available at the links:

<https://www.youtube.com/watch?v=gSO2t9bOdQ4>  
<https://www.youtube.com/watch?v=D49mGNT5YCI>



**Time : 15 minutes**

### Activity (4)

- This is a free mobile application
- It is available on the following link:

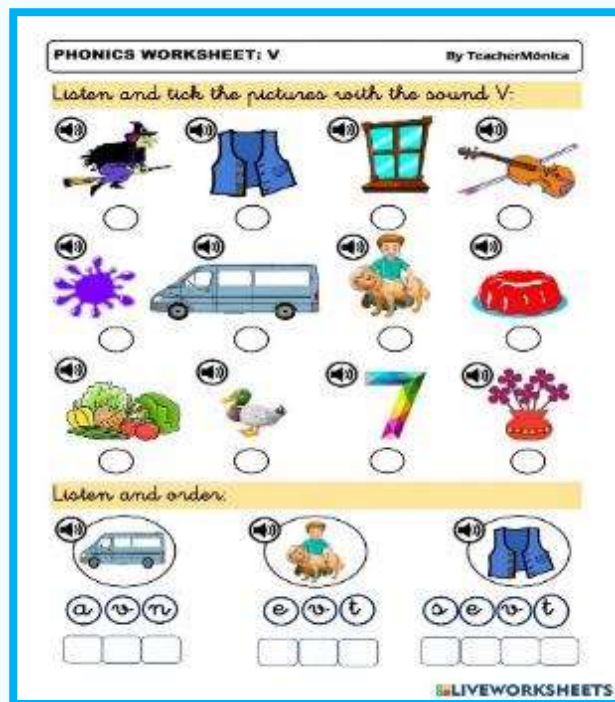


#### About this free mobile application

- ❖ The Live Letter universe is an educational wonderland with more than 400 mini games for kids. Preschool learning games get your child ready for school with alphabet learning activities that include tracing letters and reading games for kids. Letters to syllables to reading on their own, these kids learning games are designed by experts in early education.

### Worksheet (1)

- ❖ Listen to the audio and then do the following exercise: the exercise is available at the following link:



### Worksheet (2)

- ❖ Listen to audio and then do the following exercise: the exercise is available at the following link:

**Letter V Worksheet**

Click on all pictures beginning with the letter Vv



Listen and match

|                                                                                   |                                                                                   |        |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------|
|  |  | violin |
|  |  | vest   |
|  |  | van    |
|  |  | vase   |
|  |  | vet    |

www.liveworksheets.com




### Worksheet (3)

Name: \_\_\_\_\_

**The Letter G Worksheet 1**

**Gg**

1. Select all the pictures that begin with the letter 'g' sound.



2. Find all the letter Gg's.

|   |   |   |   |   |
|---|---|---|---|---|
| G | c | g | i | G |
| A | h | s | g | R |
| g | E | G | m | b |

www.liveworksheets.com





# Consonant Sounds



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



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_







Name \_\_\_\_\_

Alphabet Worksheet  
Letter Recognition

Circle the words that begin with the letter G.

giraffe team rain gift garden  
guide group touch great  
phone grow lamp green goose

The letter G can have more than one sound. Circle the pictures that start with the letter G, then color them!



Alphabet Worksheets | © Copyright Kuhlmann@Station.com | [www.kuhlmann@station.com](http://www.kuhlmann@station.com)



- ❖ Identify and discover your students' learning difficulties in discriminating the sounds of English words, pronouncing correctly, and listening to any text actively through using one of these methods:

### First Method

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



### Second Method

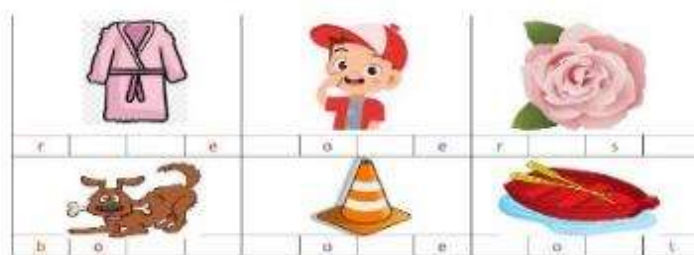
- ❖ Teacher asks students to work in groups to do the following exercise, when they finish each group should read the answers and the whole class listen.
- ❖ The exercise is available online on the following link:



- ❖ If students are not able to answer this exercise, it means they have learning difficulties in discriminating the sounds of English words, pronouncing correctly, and listening to any text actively.

Short or Long Oo

## What's that Word?



Listen and write the short vowel sound (a - i - u - o).

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



LIVEWORKSHEETS

## Activity (1): Listening walk

- ❖ Ask students to stand and listen carefully for different noises and sounds.
- ❖ Choose a student and ask her/him what he/she can listen.
- ❖ Ask everyone else to listen out for it too. Move on, pause and listen again.

**Key vocabulary:** listen; sound; noise; loud; quiet; hear.

- ❖ Encourage students to discriminate between similar sounds, for example, different types of birds and vehicles.
- ❖ Giant sound bingo
- ❖ **Resources:** floor surface; playground chalks; selection of sound making objects; very large container; 12 beanbags.
- ❖ Then teacher gathers a selection of sound making objects and puts them in a very large tub or bin.

- ❖ Use playground chalk to draw out two large lotto boards, each with six boxes featuring pictures that match the selection of sound making objects. Place six beanbags next to each board.
- ❖ Divide the students into two teams and stand each team next to a board. Explain that you are going to make a sound. They should listen, see if the sound matches a picture on their board and if so, place a beanbag on the picture. The first team to cover all six pictures should shout 'BINGO'.
- ❖ Keep the sounds making objects inside the large container so the children cannot see them as you make each sound.
- ❖ Key vocabulary: listen, sound, match, picture, bingo.
- ❖ Extension ideas: play bingo using sounds from the local environment - for example, traffic, birds, airplanes, road works, wind, trains, voices and animals.

**Time : 10 minutes**

### Activity (2) Picture Pairs Activity:

- ❖ Pick a pair of the pictures (minimal pairs), e.g. car/tar



- ❖ Place the pictures in front of students and ask them to listen very carefully.
- ❖ Now, say one of the words e.g. car and ask students to place an item, e.g. brick, toy or sweet/or post the picture that they hear.
- ❖ Try to do this 10 times in no specific order.
- ❖ Ask them to tell you which picture to take an item from, i.e. 'car' or 'tar' until all of the pieces are removed. Don't worry if they say it wrong- it is more important that they hear you say it. You can check by pointing to the one that you hear and praising them.

**Time : 10 minutes**

### Activity (3)

- ❖ Explain to students the difference between long and short vowels. The long vowel sounds a, e, i, o, and u.
- ❖ Write 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.
- ❖ Ask students to do the following exercise:

**Time : 10 minutes**

**Now, some students enjoy being the 'teacher:'**

### ❖ Secret messages activity:









- ❖ For a different activity, cut up the pictures of a pair, e.g. 'saw and door' and place them in a bag/ container.
- ❖ Take turns to pick a card from the bag and do not show each other.
- ❖ Keep the card hidden and say the word. The other person must choose which word they heard by pointing at the matching picture on the table. When they have picked, the card can be revealed to see if they were right












**Time : 10 minutes**

**GRADE 1 IN READING 3**  
**LONG AND SHORT VOWEL SOUND**

A. Fill in the missing long vowel (a, e, i, o and u) to make the word complete.

|                                                                                     |         |                                                                                       |         |
|-------------------------------------------------------------------------------------|---------|---------------------------------------------------------------------------------------|---------|
|  | B _ _   |  | F _ C E |
|  | R _ I L |  | M _ I L |
|  | _ A S T |  | G _ A T |
|  | T R _ _ |  | F _ E T |

B. Fill in the missing short vowel (a, e, i, o and u) to make the word complete.

|                                                                                      |         |                                                                                       |         |                                                                                       |         |
|--------------------------------------------------------------------------------------|---------|---------------------------------------------------------------------------------------|---------|---------------------------------------------------------------------------------------|---------|
|  | a _ _ t |  | f _ _ h |  | e _ _ e |
|  | g _ _ s |  | t _ _ t |  | p _ _ t |
|  | g _ _ l |  | e _ _ g |  | f _ _ g |





#### Activity (4)

- ❖ Play a song about vowel and consonant sounds which is available on the following link:

[https://www.youtube.com/watch?v=PNWj2\\_q1ypk](https://www.youtube.com/watch?v=PNWj2_q1ypk)



- ❖ Before playing the song, make a review about long and short vowels and consonants. The Vowels Song by Scratch Garden teaches the different pronunciation of long vowels and short vowels in the English language.
- ❖ Ask students to repeat the song. After listening to the song, ask students to do the following exercise:

**Time : 10 minutes**

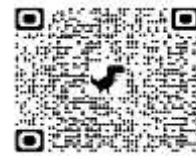
**Christmas Short and Long Vowel Sounds** Score: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Read the words below. Listen to the audio file vowel sound and a word sound. Circle long if you hear a long vowel sound and short if you hear a short vowel sound.

|          |               |          |               |
|----------|---------------|----------|---------------|
| holly    | long<br>short | home     | long<br>short |
| cane     | long<br>short | angel    | long<br>short |
| pup      | long<br>short | reindeer | long<br>short |
| St. Nick | long<br>short | light    | long<br>short |
| tree     | long<br>short | teddy    | long<br>short |

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#### Activity (5)

- ❖ Explain consonant sounds by using the following card



- ❖ Then, ask students to do the following exercise to be sure that they understand the lesson.

**Beginning Consonants**

Read the letter. Say the sound it makes. Circle the picture that does not begin with the sound.

|   |  |  |  |
|---|--|--|--|
| z |  |  |  |
| s |  |  |  |
| b |  |  |  |
| l |  |  |  |
| g |  |  |  |
| p |  |  |  |
| j |  |  |  |

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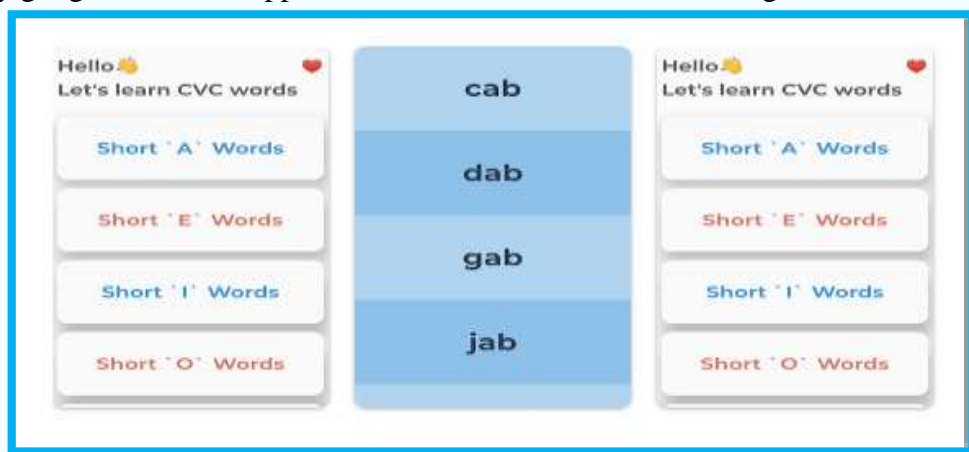


### Activity (6)

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



- ❖ 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. Students can learn vowels and consonant sounds easily.
- ❖ Another free mobile application which helps students to learn vowel and consonant sounds 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.

## Worksheet (1)










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

cvc

Name: \_\_\_\_\_

**Ending Sound: n, m, b?**

**Directions:** Look at and say each picture. Listen to the beginning sound. Write a **n**, **m**, or **b** in the blank for each picture.


|                                                                                            |                                                                                            |                                                                                             |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <br>r a   | <br>s u   | <br>r i  |
| <br>h a  | <br>j o  | <br>r u  |
| <br>m o | <br>b i | <br>p e |

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## Worksheet (2)

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


 Name: \_\_\_\_\_

### Beginning Sound Match

Directions: Cut the cards on both pages.  
 (Teachers, you can laminate these cards to create a center.)  
 Match the pictures to the correct beginning sounds.

|                                                                                    |    |                                                                                   |    |
|------------------------------------------------------------------------------------|----|-----------------------------------------------------------------------------------|----|
|   | ch |  | sh |
|   | th |  | br |
|  | cr |  | fr |

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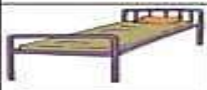





## Worksheet (3)

- ❖ Listen to the audio and then do the worksheet . The exercise is available at the link:

CVC Name: \_\_\_\_\_

### Beginning Sound: h, c, p?

Directions: Look at and say each picture. Listen to the beginning sound.  
 Write a **h**, **c**, or **p** in the blank for each picture.

|                                                                                     |                                                                                     |                                                                                     |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |
| an                                                                                  | ug                                                                                  | up                                                                                  |
|  |  |  |
| ot                                                                                  | op                                                                                  | et                                                                                  |
|  |  |  |
| am                                                                                  | ub                                                                                  | in                                                                                  |

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### Worksheet (4)

- ❖ Listen to the audio and then do the worksheet . The exercise is available at the link:

**Long and Short Vowels**

Select whether each word has a long vowel or a short vowel sound

|                                                                                                                      |                                                                                                                      |                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|  <b>cake</b><br>long a<br>short a   |  <b>hive</b><br>long i<br>short i   |  <b>egg</b><br>long e<br>short e      |
|  <b>rope</b><br>long o<br>short o   |  <b>apple</b><br>long a<br>short a  |  <b>umbrella</b><br>long u<br>short u |
|  <b>pink</b><br>long i<br>short i |  <b>seal</b><br>long e<br>short e |  <b>orange</b><br>long o<br>short o  |

LIVEWORKSHEETS

<https://www.liveworksheets.com/kp1814315jm>



- ❖ **Identify and discover your students' learning difficulties in recognizing rhyming words in the listening text through using one of these methods:**

### First Method

- ❖ Teacher asks students to listen and circle the words which rhyme with the first word given. If students are not able to answer, it means that they have learning difficulties in listening for gist.

Grade 2 English Phonics & Sounds

**Rhyming Words**

Circle the word which rhymes with first word given.

Cat = sat bat fish

Hit = drip wit sit

Ball = fall lap tall

Four = rain roar bore

Face = race place blue

Cave = save gave stole

Cook = cake look hook

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Topic: Phonics & Sounds for Class 2 of English



### Second Method

- ❖ Teacher asks students to listen and fill in the blanks with the correct rhyming words. If students are not able to answer, it means that they have learning difficulties in listening for gist.

**Rhyming Words**

Fill in the blanks with correct rhyming words.

1) bin, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

2) pot, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

3) bat, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

4) ran, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

5) cut, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

6) dot, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

7) led, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

8) nag, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.



## Activity (1) Play the Body Rhyme Game

### Object:

- ❖ Recognizing rhyming words in the listening text.

- ❖ **Time : 15 minutes**

### Procedures :

- ❖ Ask students to touch a part of their body...let's see...maybe head.
- ❖ Point to your head.
- ❖ Tell your students that you are going to say some words, and they have to tell you if the word you say rhymes with head.
- ❖ Clarify to your students that a rhyme is a word that sounds like another word.
  - Say red, and ask them the following :
  - 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 them. Proceed from 1-syllable words to 2-syllable words.
- ❖ Tell your students that now you are going to touch 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?
- ❖ Now 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.
- ❖ 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 (2)

- ❖ Students interact with rhyming songs at the following link:  
<https://www.youtube.com/watch?v=tWe93wO0VmE>
- ❖ Listen to a rhyming song.
- ❖ Interact with the song (claps when the words rhyme).
- ❖ Shake head "no" when the words do not rhyme.
- ❖ Draw pictures of the rhyming pairs in the song (e.g., cat and hat).
- ❖ Teacher's evaluation.



### Activity (3)

- ❖ It is a free mobile application game for discriminating sounds, it is available on the following link:



### This is a free mobile application:

- ❖ This application is intended to be used use with Lola's Learning Pack PRO app. Learn to Read with Lola - Rhyming Word Jungle is our tenth learning application! It has been carefully designed according learning results from tens of millions of Lola Panda fans.

### Activity (4)

#### Object:

- ❖ Match rhyming words in the listening text.

- ❖ **Time : 15 minutes**

#### Procedures

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



### Activity (5)

#### Object:

- ❖ Match rhyming words in the listening text.

- ❖ **Time : 15 minutes**

#### Procedures

- ❖ Place Rhyming Game board, cube, and cards in a stack on a flat surface.
- ❖ Place game pieces at the START space on the game board.
- ❖ Taking turns, the students roll the cube and move game piece according to the number shown.
- ❖ Name the picture where the game piece lands and look through the deck of cards to find a rhyming match.
- ❖ If a match is made, say the match and leave the game piece on the space. If a match is not made, then return the game piece to its previous space.
- ❖ Place all cards back in the stack.
- ❖ Continue until all students are at the END.







## Rhyming pairs

Cut out the rhyming pairs and paste onto cards or leaf shapes to use for matching, and sentence extension.



house



mouse



well



bell



bat



rat



star



car



toes



nose



rake



snake



head



bed



## Worksheet (2)

### Which Words Rhyme?

Circle the pictures that rhyme on each row.



dog



bird



car



hog



mouse



mat



house



pot



boy



ball



toy



fish



box



rocks



cup



cap



cat



pear



log



bear



### Worksheet (3)

## Rhyming words match

Choose one picture that rhymes with the first one.



map

Pink

bug

cap



car

nut

jar

dog



jet

nap

wet

lip



### Golden Tips:

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

### **Theoretical Background on Phonological Skills**

- ❖ Phonological awareness facilitates skills necessary for listening and speaking and this also develops from listening and speaking experience. Comprehension difficulties arise when students are unable to set up or sustain a phonological representation of the incoming verbal information.
- ❖ Phonological awareness relies upon precise neural timing in the auditory system and integration of this auditory timing information with motor and cognitive networks. Phonological abilities and comprehension skills are more systematic controlling word reading ability and using a wide range of phonologically based assessments.

### **Resources**

- ❖ <https://www.liveworksheets.com/gv2730269mq>
- ❖ <https://www.liveworksheets.com/sl1779210ul>
- ❖ <https://www.eslkidstuff.com/lesson-plans/describing-people.html>
- ❖ <https://www.liveworksheets.com/eo1233280zq>
- ❖ <https://www.shutterstock.com/image-vector/little-children-showing-basic-language-skills-1183092457>
- ❖ <https://www.ixl.com/ela/grade-2/form-and-use-compound-words>
- ❖ <https://www.education.com/worksheet/article/compound-words-1-second/>
- ❖ <https://www.liveworksheets.com/eo1233280zq>
- ❖ [https://www.freereading.net/wiki/Identifying\\_and\\_generating\\_rhyming\\_words\\_body\\_part\\_game.html](https://www.freereading.net/wiki/Identifying_and_generating_rhyming_words_body_part_game.html)

## Topic Two

### Listening for Gist

#### Indicators of the Difficulty

- ❖ Refugee students have difficulties in listening to detailed description of something and guess what it is.
- ❖ Refugee students have difficulties in comprehending and interpreting what is heard.

#### Learning Outcomes

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

- ❖ Listen for the gist.
- ❖ Listen to answer questions.

#### 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

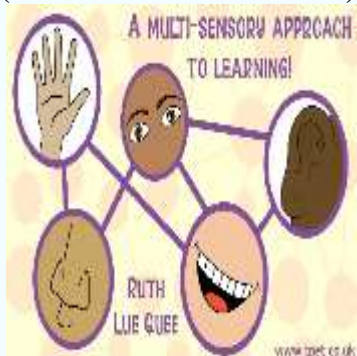
##### **E-learning strategy (Audio-visual – Multimedia)**



##### **Game Based Learning**



##### **Multisensory Approach (Audio-visual – Multimedia)**



##### **Mobile Based Learning Mobile Applications**



## Procedures of The Topic

### Recognizing students' learning difficulties (Listening for Gist )

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

#### First Method

- ❖ Teacher asks students to listen to the video and answer the below questions. The video is available at the following link:  
<https://www.liveworksheets.com/ty25946hd>
- ❖ If students are not able to answer, it means that they have learning difficulties in listening for gist.

#### Listening for gist:

- What is the video about?
- Where was Walt Disney born?
- What are the main cartoons of Walt Disney?

#### Listening for detail:

- When was Walt Disney born?
- What did he open in 1923?
- What happened 5 years later?
- When did Walt Disney begin to work on Snow White and the seven dwarfs?
- What happened in 1940?
- What is the most famous attraction in the world?
- How did the film critics call Walt Disney's musical «Mary Poppins»?



#### Second Method

- ❖ Teacher asks students to listen to the record and answer the following questions:
- ❖ The video is available at the following link:  
<https://en.islcollective.com/english-esl-worksheets/vocabulary/describing-people/listening-living-japan/8494>
- ❖ If students are not able to answer, it means that they have learning difficulties in listening for gist.

**Living in Japan**

1. How much do you know about Japan? Discuss the questions with your partner and write your answers.

2. What is a common name for Japan?  
a) The Land of the Samurai  
b) The Land of Rice  
c) The Land of the Rising Sun

3. Japan is...  
a) a series of islands.  
b) all on the mainland.  
c) partly on the mainland, partly islands.

4. What is the capital of Japan?  
a) Tokyo b) Beijing c) Taipei

5. What is the population of the capital?  
a) 10 million b) 20 million c) 30 million

6. Which of these mountains is in Japan?  
a) Mount Kilimanjaro b) Mount Himalaya  
c) Mount Fuji

7. What is the most popular spectator sport in Japan?  
a) football b) baseball c) sumo wrestling

8. What did people use as money in the past?  
a) rice b) metal c) gold

9. What is the Japanese word for "bread"?  
a) bread b) pan c) bannu

10. What other aspects of Japan are discussed in the listening passage. Think about:

- Where most people live
- Mount Fuji
- Sports
- The Japanese diet

**Listening for gist**

2. Listen to the first part of the interview. Which three of the topics does Malcolm mention?

- marriage in Japan
- the ethnic mix in Japan
- the ethnic mix in North America
- Japanese food
- How the Japanese view their culture

**Listening for detail**

3. Listen again and take notes about the topics mentioned in 2. Complete the table below.

| Topic 1: | Topic 2: | Topic 3: |
|----------|----------|----------|
|          |          |          |
|          |          |          |
|          |          |          |

4. Listen to the rest of the interview. Are the statements true or false according to Malcolm?

- It's easy to integrate into Japanese society.
- The Japanese are indifferent to foreigners.
- The Japanese are eco police and farmers.
- The Japanese respect for old people is a good thing.
- Malcolm tries to be sensitive to Japanese culture.
- Japanese people feel comfortable being foreigners.

**Have your say!**

a) Do you think Malcolm enjoys living in Japan?  
b) Would you like to live in another country?  
If yes, where and why? If no, why not?  
RSC/01/02/ENG/000





## Remediation Techniques

- ❖ The purpose of this topic is to listen to any text actively.
- ❖ Students will be able to relate content or /and message heard to personal experiences or prior knowledge.
- ❖ Discuss and perform various activities. Students will play games and activities in which they will recognize rhyming words in the listening text, and to learn correct pronunciation.
- ❖ Students have also worked in small and large group to do various activities with colorful, animated music video to learn how to pronounce the sounds and words correctly.
- ❖ Point to a picture of the object making the sound and name it.

### Activity (1) :

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

<https://www.liveworksheets.com/pb1355812co>



**Predicting types of conversation**

1 Write the people under the correct places. Some people may go in more than one category.

|           |                    |                   |                           |           |
|-----------|--------------------|-------------------|---------------------------|-----------|
| assistant | cashier<br>patient | customer<br>pilot | lifeguard<br>receptionist | passenger |
|-----------|--------------------|-------------------|---------------------------|-----------|

|      |      |                     |       |         |
|------|------|---------------------|-------|---------|
| bank | shop | doctor's<br>surgery | beach | airport |
|      |      |                     |       |         |
|      |      |                     |       |         |

2 Write a possible conversation you might hear in each place. There is an example.

1 bank: *a customer talking to a cashier*

2 shop: .....

3 doctor's surgery: .....

4 beach: .....

5 airport: .....

3 Listen to four short conversations and match to show who is talking.

|                            |                                |     |
|----------------------------|--------------------------------|-----|
| 1 <input type="checkbox"/> | A a customer and an assistant  | ▶ ● |
| 2 <input type="checkbox"/> | B a patient and a receptionist |     |
| 3 <input type="checkbox"/> | C a customer and a cashier     |     |
| 4 <input type="checkbox"/> | D a swimmer and a lifeguard    |     |

## Activity (2)

- ❖ The activity is available at the below link:
- ❖ <https://www.liveworksheets.com/pb1355812co>



### Predicting key words

1 Cross out the words you probably will not hear in each location.

- |                       |                                |                                  |                                 |                                    |
|-----------------------|--------------------------------|----------------------------------|---------------------------------|------------------------------------|
| 1 in a hotel:         | <input type="checkbox"/> guest | <input type="checkbox"/> manager | <input type="checkbox"/> room   | <input type="checkbox"/> bus       |
| 2 at a cinema:        | <input type="checkbox"/> film  | <input type="checkbox"/> ticket  | <input type="checkbox"/> flight | <input type="checkbox"/> popcorn   |
| 3 at a vet's:         | <input type="checkbox"/> pet   | <input type="checkbox"/> flowers | <input type="checkbox"/> sick   | <input type="checkbox"/> medicine  |
| 4 at a train station: | <input type="checkbox"/> drive | <input type="checkbox"/> ticket  | <input type="checkbox"/> travel | <input type="checkbox"/> seat      |
| 5 in a school:        | <input type="checkbox"/> class | <input type="checkbox"/> exam    | <input type="checkbox"/> price  | <input type="checkbox"/> staffroom |

2 Write three words you might hear in each location.

- at an airport:
- at a port:
- in a restaurant:
- in a park:
- on a bus:

3 Listen and match each conversation to a location. Listen for key words to help you.

- |                        |                   |
|------------------------|-------------------|
| 1 <input type="text"/> | A in a hotel      |
| 2 <input type="text"/> | B in a restaurant |
| 3 <input type="text"/> | C at a cinema     |
| 4 <input type="text"/> | D in a park       |



4 Listen again and write the key words from each conversation.

- 
- 
- 
-



### Activity (3)

❖ Teacher asks students to listen and do the following exercise. It is available at the following link:  
<https://www.liveworksheets.com/xk1192797jn>



Listen to the audio twice (two times) and complete.

This is Andy. He's my uncle. He's a tour guide. He goes to a lot of different countries.

                     he is going to Colombia and                      he is going to China.













Sometimes he takes a group                      in the hills and mountains or on                      trips in Brazil.

Last year I went with him to                     . It was great. One day we went on a boat trip on the Amazon River. It was                      foggy on the river when we got to the boat. But it was beautiful. From the boat we could hear the sounds of                      and monkeys in the trees. There were very noisy! And we                      some tapir drinking water from the river. It was amazing! I want to be a tour guide when I'm older.



### Activity (4)

- ❖ Teacher asks students to listen and do the following exercise: it is available at the following link: <https://www.liveworksheets.com/gr1196754kq>

|                                           |                                                                                   |                                                                                   |
|-------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1. Would you like a cake?                 |  |  |
| A. Yes, please <input type="checkbox"/>   |                                                                                   |                                                                                   |
| B. No, thank you <input type="checkbox"/> |                                                                                   |                                                                                   |
| 2. Would you like some milk?              |  |  |
| A. Yes, please <input type="checkbox"/>   |                                                                                   |                                                                                   |
| B. No, thank you <input type="checkbox"/> |                                                                                   |                                                                                   |
| 3. Would you like an orange?              |  |  |
| A. Yes, please <input type="checkbox"/>   |                                                                                   |                                                                                   |
| B. No, thank you <input type="checkbox"/> |                                                                                   |                                                                                   |
| 4. Would you like a burger?               |  |  |
| A. Yes, please <input type="checkbox"/>   |                                                                                   |                                                                                   |
| B. No, thank you <input type="checkbox"/> |                                                                                   |                                                                                   |
| 5. Would you like an apple?               |  |  |
| A. Yes, please <input type="checkbox"/>   |                                                                                   |                                                                                   |
| B. No, thank you <input type="checkbox"/> |                                                                                   |                                                                                   |
| 6. Would you like a watermelon?           |  |  |
| A. Yes, please <input type="checkbox"/>   |                                                                                   |                                                                                   |
| B. No, thank you <input type="checkbox"/> |                                                                                   |                                                                                   |






### Worksheet (1)




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

**LISTENING ACTIVITIES**

**1. Listen and cross**

|               |  Tony |  Jess |  George |
|---------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| sick          |                                                                                          |                                                                                          |                                                                                             |
| a cough       |                                                                                          |                                                                                          |                                                                                             |
| a sore throat |       |                                                                                          |                                                                                             |
| a headache    |                                                                                          |                                                                                          |                                                                                             |
| an earache    |                                                                                          |                                                                                          |                                                                                             |
| a stomachache |                                                                                          |                                                                                          |                                                                                             |

**2. Listen and look at the pictures. Then, complete the sentences.**

|                                                                                     |                                                                                     |                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |  |
|  |  |  |  |

A. If you feel dizzy, you should .....

B. If you've got a cold, you shouldn't .....

C. If you've got an earache, you should .....



## Worksheet (2)

- ❖ Teacher asks students to listen and do the following exercise; it is available at the following link:  
<https://www.liveworksheets.com/jo1003557bz>

### 1 BEFORE YOU LISTEN Look at these activities. How can they keep you healthy?



meditation



table tennis



tai chi

### 2 Listen to people talking about their lifestyles. Choose (✓) True or False.

1. Brian works with computers.
2. He walks to work every day.
3. He only eats pizza.
4. Erin doesn't enjoy her work.
5. She does tai chi to relax.
6. She usually cooks at home.

True      False

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |



### 3 Listen again and complete the advice. Who is the advice for? Write B (Brian), E (Erin), or BO (both).

1. You should get some exercise. B
2. You \_\_\_\_\_ drive everywhere. \_\_\_\_\_
3. You \_\_\_\_\_ eat so much fast food. \_\_\_\_\_
4. You \_\_\_\_\_ cook fresh food. \_\_\_\_\_
5. You \_\_\_\_\_ drink so much soda. \_\_\_\_\_



### 4 Listening PLUS. Listen to more of Brian and Erin. Choose the correct answer.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Erin wants to talk to Brian because ____.</li> <li style="padding-left: 20px;">a. she thinks she knows him</li> <li style="padding-left: 20px;">b. she saw him earlier</li> <li>2. Erin is drinking something and Brian ____.</li> <li style="padding-left: 20px;">a. wants to try it</li> <li style="padding-left: 20px;">b. doesn't like it</li> <li>3. Erin and Brian ____.</li> <li style="padding-left: 20px;">a. both drink a lot of soda</li> <li style="padding-left: 20px;">b. are both drinking coffee</li> </ol> | <ol style="list-style-type: none"> <li>4. Brian's idea of exercise is ____.</li> <li style="padding-left: 20px;">a. walking to his car</li> <li style="padding-left: 20px;">b. driving to the gym</li> <li>5. Erin thinks that Brian should ____.</li> <li style="padding-left: 20px;">a. walk to the gym every day</li> <li style="padding-left: 20px;">b. walk to the gym sometimes</li> <li>6. Erin and Brian want to ____.</li> <li style="padding-left: 20px;">a. change their lifestyles</li> <li style="padding-left: 20px;">b. change their lifestyles immediately</li> </ol> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|




### Worksheet (3)


- ❖ Teacher asks students to listen and do the following exercise. It is available at the following link:  
<https://www.liveworksheets.com/xcl51850rr>

### Healthy habits


Complete the sentences with the words in the box. Then listen and check.




exercise regularly




eat fruit and vegetables




drink water




brush your teeth




cook fresh food



have a hobby



be organised



take a break

- 1 Come on, you've worked hard all day. It's time to \_\_\_\_\_.
- 2 No wonder you can't find your Science project, Tony – look at your desk! You have to \_\_\_\_\_ . It's easier that way.
- 3 Dentists say it's OK to \_\_\_\_\_ 3 times a day.
- 4 \_\_\_\_\_ before you go for a run, but don't have too much.
- 5 Do you \_\_\_\_\_ ? You know, reading, playing video games, doing a sport?
- 6 Have you had dinner at Rachel's house? Her dad's a great cook. He likes to \_\_\_\_\_ and he makes the best pasta I've ever tried.
- 7 You have to \_\_\_\_\_ , Tom. You'll feel much better for it! Come for a run with me tomorrow!
- 8 I think you're eating too much cake and chocolate, Sam you need to \_\_\_\_\_ .





## Worksheet (4)

- ❖ Teacher asks students to listen and do the following exercise. It is available at the following link:  
<https://www.liveworksheets.com/eh2062147ok>

### Listening

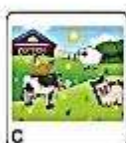
#### • Part One - Numbers 1 to 5 •

Listen to the following dialogues. For questions 1 to 5, choose the correct picture. Mark A, B or C on your Answer Sheet.

1. What did Stella do on Saturday morning?



2. Where is John going to take his pupils tomorrow?



3. How does Nick's son go to school?



4. What does James want to have?



5. What time does Helen want to go to the train station?



#### • Part Two - Numbers 6 to 10 •

You will hear five short conversations. For questions 6 to 10, decide whether the statements are True or False. On your Answer Sheet, mark T if the statement is True and F if it is False.

6. Nick will not go to the cinema with Kate.
7. The blue shirt is not very expensive.
8. Vivian doesn't want to buy the brown sofa.
9. Jessica's coffee is very sweet.
10. Andrew lives in London.

| T                        | F                        |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |



## Theoretical Background on Listening for Gist

- ❖ Listening needs to separate out three target areas: types of listening (for gist, for information, etc.), discourse features (reference, markers, etc.), and techniques (predicting, anticipating, recognizing international cues, etc. This includes using knowledge of the topic to predict what will be heard, working out gist by identifying key words, and learning to recognize 'new' information marked by sentence stress.
- ❖ Listening for gist, in which the listener had to try to extract the general idea of a listening clip even if s/he could not understand every phrase or sentence. The key to success in listening for gist task is to ignore the ambiguous parts and extract the main idea by juxtaposing those parts which are understood.
- ❖ Thus, learners focus on 'key words' far more often than focusing on the overall meaning or gist on the passage, so 'effective listening' is also articulated in practice as the ability to identify discrete details and individual items of vocabulary.

## Resources

- ❖ [https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_%28ESL%29/Listening\\_comprehension](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Listening_comprehension)
- ❖ <https://en.islcollective.com/english-esl-worksheets/vocabulary/describing-people/listening-living-japan/8494>
- ❖ <https://www.liveworksheets.com/eh2062147ok>
- ❖ <https://www.liveworksheets.com/xcl51850rr>

## 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, sixth grade students will be able to:*

- ❖ Recognize the new vocabulary in listening text.
- ❖ Guess new words and vocabulary in listening.
- ❖ Develop students' listening skills and learning of the new vocabulary in the environment.

#### Learning Resources

##### Paper Resources :

- ❖ Student's Book
- ❖ Handouts

##### Visual and Audio Resources :

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

##### Electronic Resources:

- ❖ Mobile applications
- ❖ YouTube videos-Computers - Websites

##### Additional Resources

- ❖ Common Classroom materials

#### Intervention Strategies

##### Game Based Learning



##### Questioning



##### Multisensory Approach (Audio-visual – Multimedia)



##### Mobile Based Learning : Mobile Applications



##### Using Songs Instruction





## Procedures of The Topic

### Recognizing students' learning difficulties (Vocabulary in Listening )

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

#### First Method

Difficulties in learning new vocabulary in listening text.

**Listen , Discuss and Write**



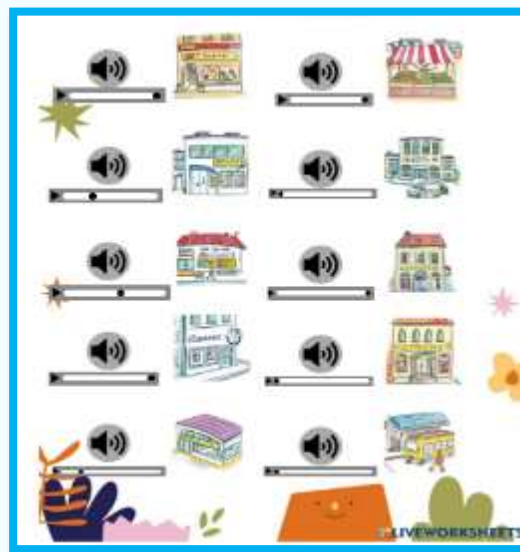
<https://www.liveworksheets.com/je1100602mz>

- ❖ Divide students into small groups.
- ❖ Ask them to look at the picture and guess the new words they will listen .
- ❖ Ask students to write these words on papers .
- ❖ Exchange students' papers and start discussing what they wrote.
- ❖ Turn on the audio and ask them to check whether their guessing is right or not.
- ❖ Repeat the audio two times and ask them to write the new words after listening.
- ❖ Discuss with them the meaning of these words .
- ❖ Repeat these steps whenever needed.

#### Second Method

Difficulties in guessing new word and learning vocabulary.

**Listen and Guess what place it is**



<https://www.liveworksheets.com/xp2768805db>

- ❖ Put students into teams of 3 or 4 students .
- ❖ Then everyone sits and listens carefully to the audio for a description of something (e.g., "in this place, you can buy different things such as: fruits, vegetables, or fish. This place can be big. : answer: market ).
- ❖ (e.g. , in this place, you can practice lots of sports , for example: basketball, football, tennis. : answer: sports center).
- ❖ 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**

#### **Pass the Ball**



- ❖ Ask students to pass the ball around the class . 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 jobs, the teacher might ask ‘What job 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.
- ❖ Ask students to practice the vocabulary while playing the game.
- ❖ This method helps 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:

#### Listen and Guess Vocabulary Game



##### Aims

- ❖ describe the meaning of vocabulary word.
- ❖ guess vocabulary words from clues given.
- ❖ follow the rules of the game.

**Time: 15 minutes**

##### Procedures

###### Before the Game

- ❖ Prepare index cards 4x6 or larger.
- ❖ Write one vocabulary word or term on each card.
- ❖ Arrange one chair/desk to face the front of the class; it should face the same direction as all the other students' desks. Place a second chair in front of that one so that it faces the first chair and the other students.
- ❖ Divide the class into two teams. The game is more fun if each team has students of all ability levels.
- ❖ Choose one volunteer from each team; one of those students will serve as the official Timekeeper and the other will be the Scorekeeper.

###### Explain the Game

- ❖ To start the game, call two students from one team to the chairs at the front of the room. One student will be the Clue Giver; that student will sit in the chair facing the front of the classroom. The Clue Receiver will sit in the chair that faces the Clue Giver and the other students.
- ❖ Have the Timekeeper set the timer for 60 seconds. Then show one of the vocabulary cards to the Clue Giver and the rest of the students in the class; the Clue Receiver is the only person in the class who cannot see the word. The Clue Giver must give clues that will help the Clue Receiver say the word on the card. When the Clue Receiver says the correct word, immediately hold up the next word. Continue playing in this manner until the timer goes off to signal the end of 60 seconds.

**The Clue Giver may use words, phrases, or sentences. He/she may not :**

- ✚ ---use hands or body language,
- ✚ ---name letters or parts of the word,

- ✚ ---say any part or form of the word on the card,
- ✚ --- say "sounds like" or "rhymes with," or
- ✚ --- use sound effects of any kind.

### **The Clue Giver may**

- ✚ --- use words or phrases such as "prefix" or "suffix" and
- ✚ --- say things like "Yes, that's the word, but give it a different ending."
- ❖ At the end of a round, the two players take their seats and two players from the other team take their places as Clue Giver and Clue Receiver.

### **Tips**

- ❖ This game can be an effective vocabulary-teaching tool.
- ❖ Pause between turns to give students a chance to model "good clues" for words that are passed on during the round. Doing that gives more exposure to the vocabulary; that is especially helpful for students who might not be good in this area.
- ❖ If a student with weak vocabulary skills is sitting in the Clue Giver or Clue Receiver seat, you might hand-select easier word cards for that round.
- ❖ It works well to praise good effort, even when the score isn't great. I regularly mix up the cards and recycle "passed" cards.
- ❖ Arrange teams so when it comes to players getting a second turn in a game they are paired with a different partner than the first time around.
- ❖ Play a different role than they played the first time around. If the player was Clue Giver last time, he or she should be Clue Receiver the second time around.
- ❖ This game works well in a 45-minute teaching period. If students have played many times before, it can be a good 15-minute filler activity.

### **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 have 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 aloud.

### Identifying words heard

- ❖ It is more interesting and motivating to use different activities to help students identify the words heard such as the following:

#### Activity (1): Put in order

**Time : 10 minutes**

- ❖ Put your students in teams and have them sit together.
- ❖ Give each group around 10 objects or picture flashcards ,each team must have the same things.
- ❖ Say all the words for items in front of the students , the students listen but mustn't touch the objects.
- ❖ Finally, say "Put the objects in the correct order" and the teams have to put in order the objects in the order that the teacher says them.
- ❖ Make sure you write down the order as you say it .
- ❖ Use the following task to help students practice this activity



<https://www.liveworksheets.com/mk215516am>

#### Activity (2): Listening Dialogues

- ❖ Before class, prepare some dialogues based on the lesson theme.
- ❖ Also, prepare some comprehension questions based on the dialogues.
- ❖ In class, have two students read the dialogue and the other students have to listen and then answer the questions.



<https://www.pinterest.com/pin/13862711345192348/?mt=login>



## Activity (1)

**Woof!**

**Dan:** What do you want to do today, Brian?

**Brian:** I want to play baseball with my **little brother**. What do you want to do?

**Dan:** I want to play **outside**, but I can't.

**Brian:** Why not?

**Dan:** Because there is a big brown dog outside. I am **afraid** the big dog will **bite** me.

**Brian:** I'm not afraid of dogs! **Come on**, let's go outside!




❖ What is Dan afraid of?

❖ What are you afraid of?

❖ Why are you afraid?

❖ What animals can bite you?

**Make a sentence: I'm not afraid of \_\_\_\_\_!**



- ❖ Present the dialogue to your students and ask them to practice it and perform role play.
- ❖ Then ask them to answer the following questions .

## Activity (2)

**Camping Trip**

**Dave:** What do you want to do this **weekend**?

**Stan:** I want to go to the **mountains**.

**Dave:** Why do you want to go there?

**Stan:** I want to go camping! I want to **sleep outside** in a **tent**.

**Dave:** That sounds like fun! I want to go camping, too! Can I go with you?

**Stan:** You will **have to** ask your parents first.



❖ Where do Stan and Dave want to go?

❖ What do they want to do?

❖ Do you like to go camping?

❖ What can you see in the mountains?

❖ What do you want to do this weekend?

**Make a sentence: You will have to \_\_\_\_\_ first.**

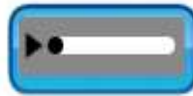


- ❖ Present the dialogue to your students and ask them to practice it and perform role play.
- ❖ Then ask them to answer the following questions .



## Task (1)

Listen and write the correct answers.



I'm sorry, I can't.

Great!

I'm not sure.

Good idea!

Sorry, I don't want to.

Yes, I'd love to!



Boy 1: Let's catch a fish.

Boy 2:



Girl: Let's go and look for seashells.

Boy:



Girl 1: Let's have a picnic.

Girl 2:



Boy 1: Let's go swimming.

Boy 2:



Girl 1: Let's go for a walk.

Girl 2:



Boy 1: Let's build a sandcastle.

Boy 2:



<https://www.liveworksheets.com/qd2219990mg>

### 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 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, the 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 :

Listen and check the word you hear.

|                                                                   |                                                                 |                                                                   |
|-------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------|
| 1 <input type="checkbox"/> train<br><input type="checkbox"/> mail | 2 <input type="checkbox"/> day<br><input type="checkbox"/> gray | 3 <input type="checkbox"/> pay<br><input type="checkbox"/> crayon |
| 4 <input type="checkbox"/> wait<br><input type="checkbox"/> rain  | 5 <input type="checkbox"/> pay<br><input type="checkbox"/> gray | 6 <input type="checkbox"/> rain<br><input type="checkbox"/> mail  |



- ❖ Ask students to listen to the track on the following link:  
<https://drive.google.com/file/d/1veLuYQhJIjmALGWZd8Gst929mZm1rPtC/view?usp=sharing>
- ❖ While listening , they check the words they hear.

## Task (1)



★ Listen and tick. 🎧 🔍 🎧

1. 🎧



a ☐ b ☐



a ☐ b ☐

2. 🎧



a ☐ b ☐



a ☐ b ☐

★ Read and write. 🦉 📖 🎧



1. Linda:  my friend  
Mary.  
Peter: , Mary. I'm  
Peter.



2. Nam: This is   
Tony.  
Quan: , Tony.  
Nice to meet you.



<https://www.liveworksheets.com/os2567168mu>

### Golden Tips:

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

### Listen to Stories

 Listen to the story.

|                                                                                    |                                                                                     |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|   |   |
| It is a gray day. The girls are waiting for a train.                               | It starts to rain. It is OK. They have a big pink umbrella.                         |
|  |  |
| They wait a long time. They have wet toes.                                         | "Look, it is Dad!"<br>"Hi, girls! Get in the car."<br>Now the girls are happy.      |



- ❖ Talk about the pictures and then listen to the track on the following link:  
<https://drive.google.com/file/d/1JErEgmlRRIDWm80y34uGiCk4LtuxzEMu/view?usp=sharing>
- ❖ Teacher: Look at the first picture. What do you see?
- ❖ Student (1):two girls.
- ❖ Teacher: Very good. What are they doing?
- ❖ Student (2):waiting bus.
- ❖ Teacher: Perfect. What else do you see?

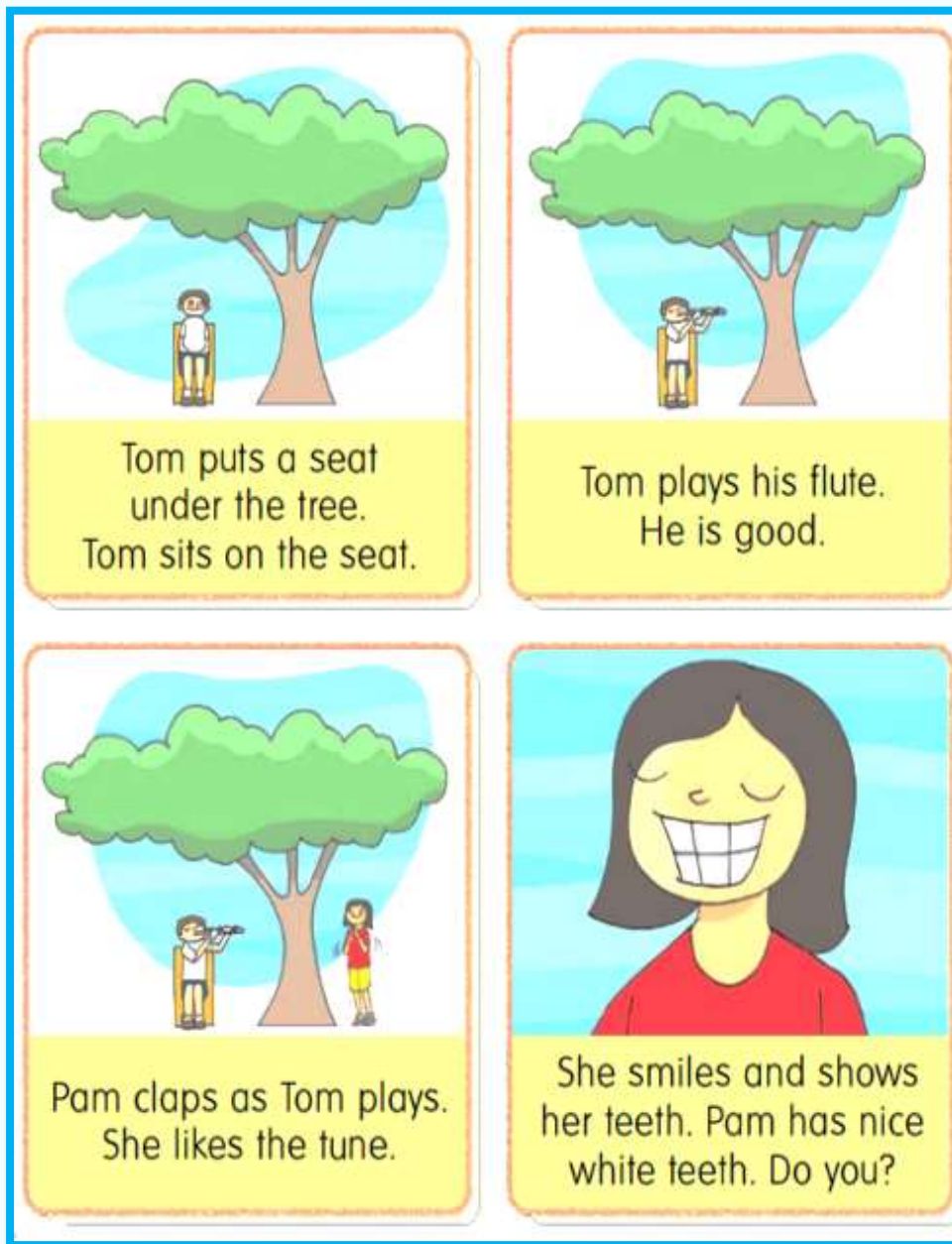
### Additional Activity --- Read Aloud

- ❖ 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/1p4q7PaUV-YaUthK\\_vKysl4UEDPW2X-U\\_/view?usp=sharing](https://drive.google.com/file/d/1p4q7PaUV-YaUthK_vKysl4UEDPW2X-U_/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.
- ❖ Model the story with your peers in your own words.

### 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:






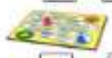
• Listen and tick :

|      |                          |      |                          |       |                          |
|------|--------------------------|------|--------------------------|-------|--------------------------|
| hop  | <input type="checkbox"/> | pin  | <input type="checkbox"/> | cub   | <input type="checkbox"/> |
| hope | <input type="checkbox"/> | pine | <input type="checkbox"/> | cube  | <input type="checkbox"/> |
| cut  | <input type="checkbox"/> | not  | <input type="checkbox"/> | plan  | <input type="checkbox"/> |
| cute | <input type="checkbox"/> | note | <input type="checkbox"/> | plane | <input type="checkbox"/> |

• Listen and select :

|                                                                                   | a-e | u-e | i-e | o-e |
|-----------------------------------------------------------------------------------|-----|-----|-----|-----|
|  |     |     |     |     |
|  |     |     |     |     |
|  |     |     |     |     |
|  |     |     |     |     |

• Listen and complete :

|                                                                                   |                                                                                   |                                                                                   |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  |  |  |
| b <input type="text"/> k <input type="text"/>                                     | h <input type="text"/> m <input type="text"/>                                     | h <input type="text"/> d <input type="text"/>                                     |
|  |  |  |
| m <input type="text"/> t <input type="text"/>                                     | n <input type="text"/> n <input type="text"/>                                     | g <input type="text"/> m <input type="text"/>                                     |

LIVEWORKSHEETS



<https://www.liveworksheets.com/od1710015xq>

#### Activity (2)

Listen and complete the monster body parts



Listen and complete the sentences.

1. He has .
2. He has .
3. He has .
4. He has .
5. He has .

- A big nose
- 3 small eyes
- 2 short legs
- A big mouth
- 4 long arms



<https://www.liveworksheets.com/fe1948676ch>



### 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.
- ❖ Use 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?*

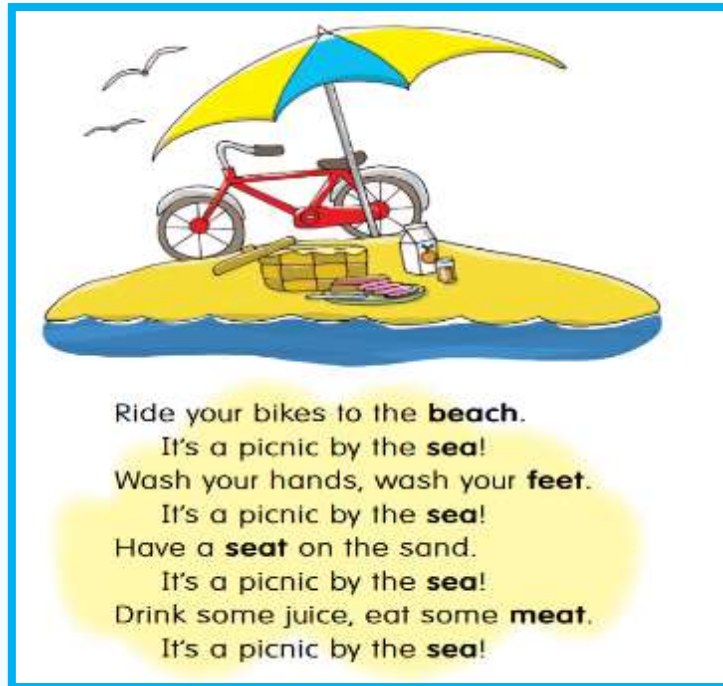
- ❖ 'Why? Which words make you think that?
- ❖ Tell the students that in fact only some of these words are in the song, and that they'll listen to the song to find out which.
- ❖ If they hear one of the words, they should grab that card.
- ❖ The students in each group should compete to grab as many correct 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.

## Examples of Songs

### Song (1)



### Song (2)



<https://www.pinterest.com/pin/467107792617023100/>

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

### Learn First Words – Baby Application



### Mobile Apps Activities for Students

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

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



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

### Another free mobile application :Learning Vocabulary

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





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

# Worksheets

## Worksheet (1)

Listen and put in order.



<https://www.liveworksheets.com/tp224950jn>



## Worksheet(2)

8 Let's learn Our world get smart

Listen and put the actions in order. Write (2-6)

a. Alan cut wood. ☐

b. Alan made a fire. ☐

c. Alan had breakfast. ☐

d. Alan woke up at 5:30.

e. Alan fed the cows. ☐

f. Alan studied for a test. ☐



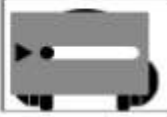
Finish!!



<https://www.liveworksheets.com/sn1205846ld>


### Worksheet (3)

## JOBS LISTENING



Listen to Paul talking to a friend about his family. What does each person do? Write the letter next to the name.

| PEOPLE                               | JOBS             |
|--------------------------------------|------------------|
| 1 Sally <input type="text"/>         | A bank clerk     |
| 6 Bill <input type="text"/>          | B doctor         |
| 7 David <input type="text"/>         | C farmer         |
| 8 Paul's mother <input type="text"/> | D shop assistant |
| 9 Paul's father <input type="text"/> | E stopped work   |
| 10 Paul <input type="text"/>         | F student        |
|                                      | G teacher        |
|                                      | H writer         |



LIVEWORKSHEET

Finish!!

[https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Jobs\\_and\\_occupations/Jobs\\_Listening\\_ar1886828up](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Jobs_and_occupations/Jobs_Listening_ar1886828up)





## Worksheet (4)

• Listen and order the following :



a drum . and , a book a ball

1- On the table there is .....



an apple and . a cake a potato ,

2- In the basket, there is .....



and a sheep , a duck . a cow , a hen

3- In the farm, there is .....

LIVEWORKSHEETS



. a mouth , a nose two ears , and an eye

4- He has got .....



a school . a shop , and , a cafe a clinic

5- In my town , there is .....



<https://www.liveworksheets.com/by2033978cn>



## Worksheet (5)

Listen and put the actions in order. Write (2-6)

a. Alan cut wood.

b. Alan made a fire.

c. Alan had breakfast.

d. Alan woke up at 5:30.

e. Alan fed the cows.

f. Alan studied for a test.



<https://www.liveworksheets.com/sn1205846ld>



## Worksheet (6)

**ABOUT ME...**

Listen and click on the correct answer.

**What is your favorite sport?**

**What is your favorite food?**

**What is your favorite book?**

Mr. Navarro

**ABOUT ME...**

Listen and click on the correct answer.

**What is your favorite video game?**

**What is your favorite app?**

**What is your favorite English word?**

Mr. Navarro

[Finished!](#)



<https://www.liveworksheets.com/jx2771735gx>

## Worksheet (7)

### Tennis Joe

**Max:** Hey Joe, what is your **favorite sport**?

**Joe:** My favorite sport is **tennis**. What is your favorite sport?

**Max:** I like to play baseball, but I like tennis, too! Who do you play with?

**Joe:** I play with my father. He's a good tennis player.

**Max:** **How often** do you play?

**Joe:** We play every **weekend**. Do you want to play with us?

**Max:** Okay!



- ❖ What is your favorite sport?
- ❖ Who do you play with?
- ❖ When do you play your favorite sport?
- ❖ Are you a good player?
- ❖ How often do you play your favorite sport?

**Make a sentence: I like to \_\_\_\_\_ every day.**



<https://www.stickyball.net/category/dialogues/dialogues-for-beginner-students>

## Theoretical Background on Vocabulary in Listening

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

## Resources

- ❖ <https://www.liveworksheets.com/gv2730269mq>
- ❖ <https://www.liveworksheets.com/sl1779210ul>
- ❖ <https://www.liveworksheets.com/fe1948676ch>
- ❖ <https://www.liveworksheets.com/os2567168mu>
- ❖ <https://www.liveworksheets.com/ro1228742jf>
- ❖ <https://www.liveworksheets.com/je1100602mz>
- ❖ <https://www.liveworksheets.com/xp2768805db>
- ❖ [https://www.educationworld.com/a\\_tsl/archives/06-1/lesson011.shtml](https://www.educationworld.com/a_tsl/archives/06-1/lesson011.shtml)
- ❖ <https://www.eslkidstuff.com/blog/top-10-lists/top-10-listening-activities-without-a-cd>
- ❖ <https://www.liveworksheets.com/mk215516am>
- ❖ <https://www.liveworksheets.com/tp224950jn>
- ❖ <https://www.liveworksheets.com/ms1710870bk>
- ❖ <https://www.liveworksheets.com/by2033978cn>
- ❖ <https://www.liveworksheets.com/hf1439923ba>
- ❖ <https://www.liveworksheets.com/jx2771735gx>
- ❖ <https://www.pinterest.com/pin/13862711345192348/?mt=login>
- ❖ <https://www.stickyball.net/category/dialogues/dialogues-for-beginner-students>
- ❖ <https://www.stickyball.net/category/dialogues/dialogues-for-beginner-students>
- ❖ <https://www.liveworksheets.com/od1710015xq>
- ❖ <https://www.liveworksheets.com/qd2219990mg>

## Topic Four

### Function in Listening

#### Indicators of the Difficulty

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

#### Learning Outcomes

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

- ❖ Listen effectively.
- ❖ Respond appropriately to direct requests in listening text.

#### Learning Resources

##### **Paper Resources :**

- ❖ Student's Book
- ❖ Handouts

##### **Visual and Audio Resources :**

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

##### **Electronic Resources:**

- ❖ Mobile applications
- ❖ YouTube videos-Computers - Websites

##### **Additional Resources**

- ❖ Common Classroom materials

#### Intervention Strategies

##### **Game Based Learning**



##### **Questioning**



##### **Multisensory Approach (Audio-visual – Multimedia)**



##### **Mobile Based Learning : Mobile Applications**



##### **Using Songs Instruction**





## Procedures of The Topic

### Recognizing students' learning difficulties (Function in Listening )

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

#### First Method

##### Using Student's Name



- ❖ Get your students' attention before delivering your message. For example., "Sham , please stand up and close the window "
- ❖ Ask students to listen to what you say and perform the action.
- ❖ The student can only concentrate on one thing at a time.
- ❖ Call your student's name until you have their attention before you speak.
- ❖ Repeat again and again:
- ❖ Sham , please stand up and close the window .
- ❖ Sham , please stand up and close the window.
- ❖ If they don't respond to you, this means that they have a difficulty in listening to responding .

#### Second Method

##### Listen and perform



<https://www.liveworksheets.com/io10759uo>

- ❖ Put students into teams of 3 or 4 students .
- ❖ Then everyone sits and listens carefully to the audio and perform the action.
- ❖ Then ,write the correct expression under its own picture.



#### Golden Tips:

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



## Remediation Techniques

### Game Based Learning

- ❖ 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.

#### Game (1): Playing the Simon Says Game with Students



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



- ❖ Students should listen carefully and do the command.
- ❖ Repeat the command more and more until students understand and do it.
- ❖ Praise the students who do the commands correctly.

**Time : 20 minutes**

### Game (2): Do This, Do That.

- ❖ Standing in front of your student, perform certain actions by saying either "do this" or "do that."
- ❖ For example, you could tap your head, clap your hands or do a jump.
- ❖ When you say do this your student must do the action, but when you say do that they must stand still.
- ❖ Students love this game.
- ❖ It takes a lot of concentration not to move and first listen to whether they should perform the action or not.

Teachers can use activities in order to help students overcome any difficulties in listening for function in listening, such as:

#### Activity (1): Give Multiple Instructions



- ❖ Give your student instructions around the classroom. Make them clear.
- ❖ Start with one instruction. Please close the window.
- ❖ Ask your student to repeat the instruction back to you, and then follow it.
- ❖ Build it up to two instructions. Please, come on and close the window.

**Time : 10 minutes**

#### Activity (2): Draw a Picture with Instructions

- ❖ Give your student a piece of paper and colored crayons/pencils. Ask to follow your instructions carefully.
- ❖ This is an exercise to check whether listening skills are in place or require some development.
- ❖ Ask students to listen and do the command. For example, you as a teacher says draw an apple in the right corner of the page and draw three trees in the middle of the page, draw three flowers.
- ❖ Draw some grass on the ground.

#### Activity (3): Listen and Draw

- ❖ Describe a picture to the students in great detail and ask them to listen carefully.
- ❖ Then handover some drawing sheets and crayons and tell them to draw what you described.  
Encourage them to ask questions if they aren't clear.

### Play the Game – What's Next?

- ❖ First, give your student one instruction. "Go into the kitchen."
- ❖ Next, give your student two instructions. "Go into the kitchen and grab a spoon."
- ❖ Then give your student three instructions, "go into the kitchen, grab a spoon and hide under the table."
- ❖ Build up the instructions over time.
- ❖ Then switch so that your student gets to give you instructions to follow as well.

**Time : 10 minutes**

### Task (1)



<https://www.liveworksheets.com/vt3055714pt>

### Using Songs to provide instructions and requests

#### Sing it as a song

- ❖ Use songs to make instructions more fun.
- ❖ Try asking students to do something and use the following song:
  - ✚ If you're ready for a snack, look at me.
  - ✚ If you're ready for a snack, look at me.
  - ✚ If you're ready and you know it,
  - ✚ Then your face will surely show it.
  - ✚ If you're ready for a snack, look at me!
- ❖ There is another song :
  - ✚ This is the way we wash our hands.
  - ✚ Wash our hands.
  - ✚ Wash our hands.
  - ✚ This is the way we wash our hands
  - ✚ Before we eat our dinner.

**Time : 10 minutes**

## Activity

- ❖ Present the picture of the song to each group.
- ❖ Tell students that they have a few minutes to look at the picture 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.

### **Examples of Songs**

#### Song (1)



## Song (2)



### Mobile Apps Activities for Students

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

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

#### Simon Says

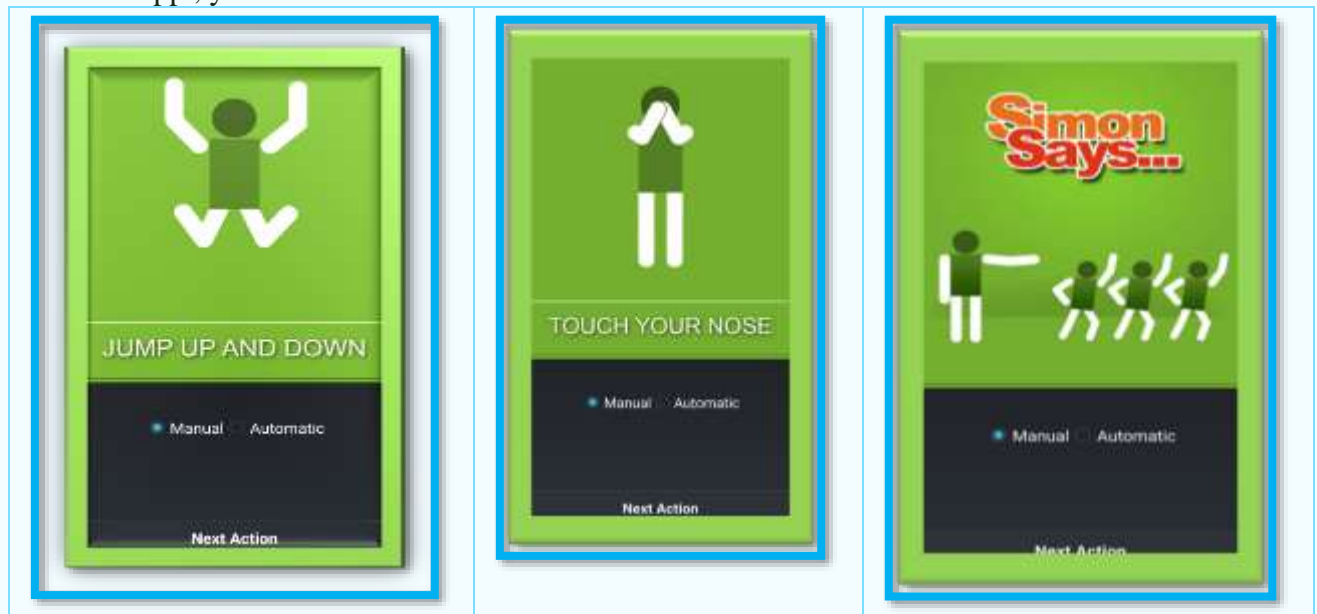


- ❖ This application is free application, students can download from (play store ).
- ❖ Click on this link and download the app.
- ❖ <https://play.google.com/store/apps/details?id=cl.app.simonsays>
- ❖ Click on installing to enjoy the app.






- ❖ After installing in your students' mobiles or tablets, they can use it without internet access.
- ❖ In this app , you will listen and do the command as follows:













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



# Worksheets

## Worksheet (1)

  
My colours. Color and write the pictures.

Name \_\_\_\_\_ Class \_\_\_\_\_

|                                                                                     |                       |                                                                                       |
|-------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------|
|    | THE CAT IS _____      |    |
|                                                                                     | THE GRASS IS _____    |                                                                                       |
|    | THE HEART IS _____    |    |
|                                                                                     | THE ROSE IS _____     |                                                                                       |
|    | THE VIOLETS ARE _____ |    |
|                                                                                     | The ORANGE IS _____   |                                                                                       |
|   | THE BANANAS ARE _____ |  |
|                                                                                     | THE SNOWMAN IS _____  |                                                                                       |
|  | THE DOG IS _____      |  |
|                                                                                     | THE SEA IS _____      |                                                                                       |

**Finish!!**

<https://www.liveworksheets.com/hd3089983rc>





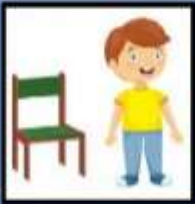



## Worksheet (2)

2.1.2 Listen and Follow Simple Instruction

Read and fill in the blanks.

stand up      hands up

hands down      sit down      thank you

  
  
  
  
  
  
 you're welcome

LIVEWORKSHEET

Finish!!

<https://www.liveworksheets.com/hm2096817pl>



### Worksheet (3)

## LISTEN AND CIRCLE THE CORRECT INSTRUCTIONS

1 

2 

3 

4 

5 

6 

LIVEWORKSHEETS

Finish!!



<https://www.liveworksheets.com/op203034fs>

## Worksheet (4)

Objective = I can match the classroom rules

**Match**



Take out your pencils

put your bags away

Please take a seat

Take out your books

Please open the window

**LIVEWORKSHEETS**

**Finish!!**





<https://www.liveworksheets.com/lf2334522vk>





## Worksheet (5)

▶ Listen and put the pictures in order.

| ▶ 1                                                                               | ▶ 2                                                                               | ▶ 3                                                                                | ▶ 4                                                                                 |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |



Finish!!

<https://www.liveworksheets.com/ea1359701cn>



## Worksheet (6)



**INSTRUCTIONS**  
Listen and Match



English!


COUNT TO 10

READ

WRITE

PICK UP

PUT DOWN



**INSTRUCTIONS**  
YES OR NO



English!

|             |                                                                                     | YES | NO |
|-------------|-------------------------------------------------------------------------------------|-----|----|
| COUNT TO 10 |  | ✓   | ✗  |
| READ        |  | ✓   | ✗  |
| WRITE       |  | ✓   | ✗  |
| PICK UP     |  | ✓   | ✗  |
| PUT DOWN    |  | ✓   | ✗  |





<https://www.liveworksheets.com/th1868143hz>

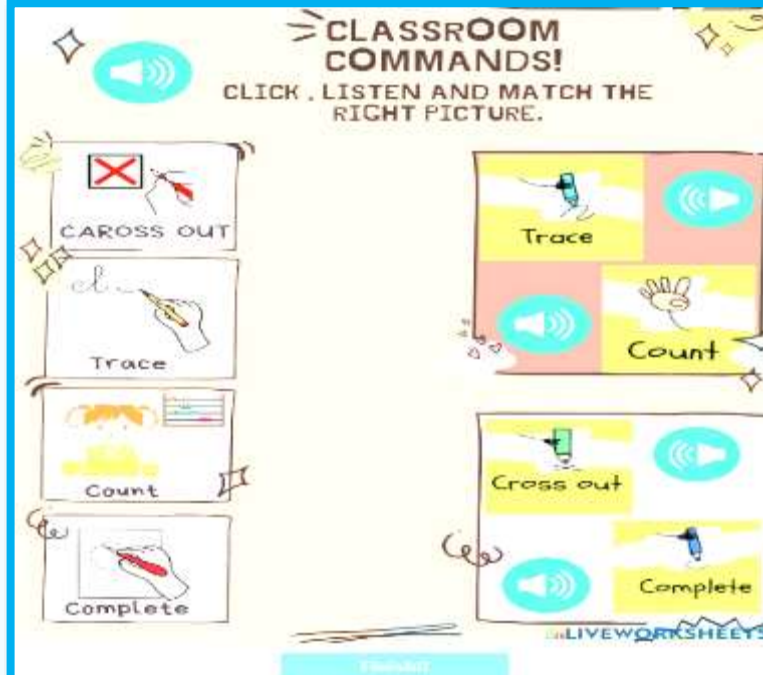
## Worksheet (7)

**CLASSROOM COMMANDS!**  
CLICK, LISTEN AND SELECT THE RIGHT PICTURE.



This worksheet features a central area with two columns of command cards. The left column has four cards: 'Color' (child coloring), 'Cut' (child cutting paper), 'Paint' (child painting), and 'Draw' (child drawing a sun). The right column has four cards: 'Draw' (child drawing a line), 'Paint' (child painting a wall), 'Color' (child coloring a page), and 'Cut' (child cutting paper). Each card includes a speaker icon for audio playback. A 'LIVEWORKSHEETS' logo is at the bottom right.

**CLASSROOM COMMANDS!**  
CLICK, LISTEN AND MATCH THE RIGHT PICTURE.



This worksheet features a central area with two columns of command cards. The left column has four cards: 'CROSS OUT' (child crossing out a word), 'Trace' (child tracing a word), 'Count' (child counting items), and 'Complete' (child completing a drawing). The right column has four cards: 'Trace' (child tracing a line), 'Count' (child counting fingers), 'Cross out' (child crossing out a word), and 'Complete' (child completing a drawing). Each card includes a speaker icon for audio playback. A 'LIVEWORKSHEETS' logo is at the bottom right.



<https://www.liveworksheets.com/hq2332804ms>

## Theoretical Background on Function in Listening

- ❖ Listening comes first in the basic way of learning a language and forms the foundation for communicative competences in the new language. Listening is receiving language through ears. It is an aural input which involves a sender, a message and a receiver. When we listen to something, we have to identify sounds of speech and process them into words and sentences.

### *The primary aims of developing listening skills are to*

- ❖ understand and infer concepts, ideas, facts by merely listening.
- ❖ identify the speaker's purpose and tone.
- ❖ facilitate verbal interaction between people.
- ❖ lay the foundation of learning a language.

## Resources

- ❖ <https://www.pinterest.pt/pin/6051780740687657/>
- ❖ <https://www.liveworksheets.com/bv1997051hc>
- ❖ <https://www.liveworksheets.com/tq1482731ht>
- ❖ <https://www.liveworksheets.com/hq2332804ms>
- ❖ <https://www.liveworksheets.com/th1868143hz>
- ❖ <https://www.liveworksheets.com/vt3055714pt>
- ❖ <https://www.liveworksheets.com/ea1359701cn>
- ❖ <https://www.liveworksheets.com/lf2334522vk>
- ❖ <https://www.liveworksheets.com/hm2096817pl>
- ❖ <https://empoweredparents.co/8-games-to-improve-your-childs-listening-skills/>
- ❖ <https://www.liveworksheets.com/io10759uo>
- ❖ <https://www.kindercare.com/content-hub/articles/2020/may/teaching-children-good-listening-skills>
- ❖ <https://www.liveworksheets.com/hd3089983rc>
- ❖ <https://parenting.firstcry.com/articles/listening-activities-games-and-exercises-for-kids/>
- ❖ <https://www.liveworksheets.com/jp1747331sh>
- ❖ <https://vyapam.co.in/role-of-listening-and-speaking/>
- ❖ <https://pridereadingprogram.com/improve-auditory-processing-with-these-fun-activities/>
- ❖ <https://www.liveworksheets.com/rj1440281pi>

## Topic Five : Sound Discrimination

### Indicators of the Difficulty

- ❖ Refugee students have difficulties in discriminating the sounds of English words in listening.
- ❖ Refugee students have difficulties in sequencing sound in listening.
- ❖ Refugee students have difficulties in sorting sound in listening.
- ❖ Refugee students have a difficulties in hearing a sound that is not present in their native language inventory of phonemes.
- ❖ 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
- ❖ Refugee students have difficulties in recognizing individual sounds in a word.

### Learning Outcomes

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

- ❖ Recognize the difference between single phonemes.
- ❖ Identify the Initial sound isolation.
- ❖ Identify the Final sound isolation.
- ❖ Recognize individual sounds in a word.
- ❖ Recognize the same sounds in different words .
- ❖ Listen to a sequence of separately spoken sounds and then combining the sounds to form a word.
- ❖ Segment a word into separate sounds and count how many sounds they hear.
- ❖ Identify whether words or sounds are the same or different .
- ❖ Identify 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



#### Questioning





### Multisensory Approach (Audio-visual – Multimedia)



### 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 :

##### Identifying Sounds in the Environment

- ❖ Have students look at the surrounding
- ❖ Tell the students to close their eyes and listen for a sound you'll make. Then make a sound they would likely hear at the classroom, such as the following:
  - ✚ Opening and closing the door.
  - ✚ Dropping something.
  - ✚ Whispering .
  - ✚ Opening the book.
- ❖ Have the students raise their hands when they know what the sound is.
- ❖ Repeat the sound. Then have everyone or an individual says the answer.
- ❖ Repeat the sound while students watch so they associate the sound with the action.
- ❖ Continue with other classroom sounds. After students know the activity well, invite individuals to make sounds for others to guess.
- ❖ Repeat the activity, making the sounds very loud or very soft. Have students identify the sound and tell if it was loud or soft.
- ❖ Have students' eyes still closed, identify the sound and point to where they heard it.

#### Second Method :

##### Practice Sequencing with Sounds

- ❖ Ask your students to cover their eyes with their hands while you make a noise such as closing the door, sneezing, or playing a key on the piano.
- ❖ Have your students first identify the noise.
- ❖ Then try two noises, one after the other.
- ❖ Your students will then identify the two sounds in sequence.
- ❖ Add the number of sounds in the sequence until your students get tired with the game. Some ideas for noises are:
  - ✚ Whistling
  - ✚ Snapping fingers
  - ✚ Sharpening a pencil
  - ✚ Tearing paper
  - ✚ Slamming a book closed
  - ✚ Ringing a bell
  - ✚ Blowing a whistle
  - ✚ Clapping
  - ✚ Coughing

## Remediation Techniques

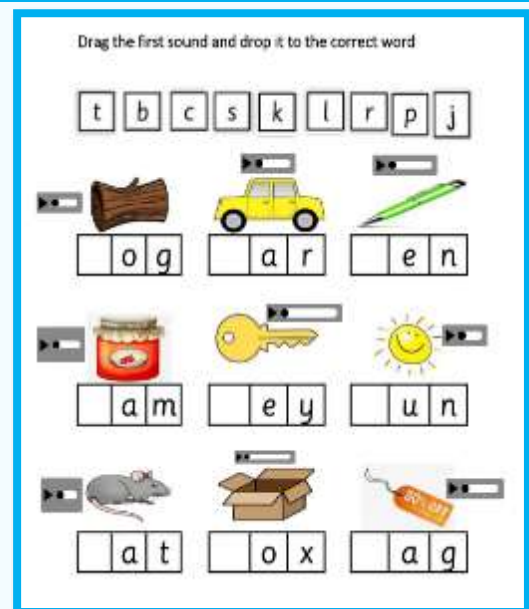
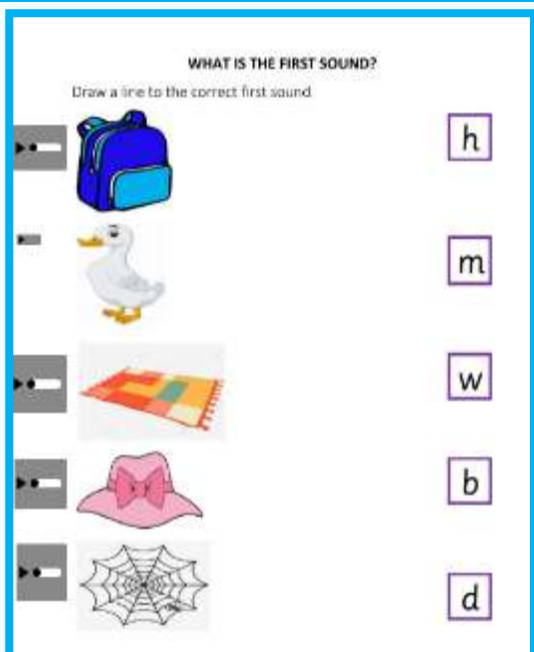
- ❖ Use activities, questions and games in order to help students overcome any difficulties in discriminating the sounds whether phoneme deletion, addition and substitution.
- ❖ First of all, teacher arouses students' interest and activates their prior knowledge in sound discrimination by giving them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

### Activity (1): Clapping Syllables

- ❖ Start out by pronouncing each family member's name by clapping it syllable by syllable.
- ❖ Then ask students to say and clap the name along with you.
- ❖ Each clap represents a syllable.
- ❖ After each name has been clapped ask, "How many syllables did you hear?"
- ❖ You can also have your students place two fingers under their chin, so that they can feel their chin drop for each syllable. This also allows your students to feel the vibration of each syllable.

### Activity (2): Sound Sort

- ❖ Make picture cards using magazines or computer art. Glue the pictures on index cards and laminate them if you want to.
- ❖ Spread selected pictures in front of your students and ask them to find the picture whose name begins with a certain sound.
- ❖ As each picture is found, have your students name the picture and the initial sound.
- ❖ For example, you can say, "what picture begins with the sound /s/? Your students might respond – "snake, /s/."
- ❖ Then repeat using middle and ending sounds.

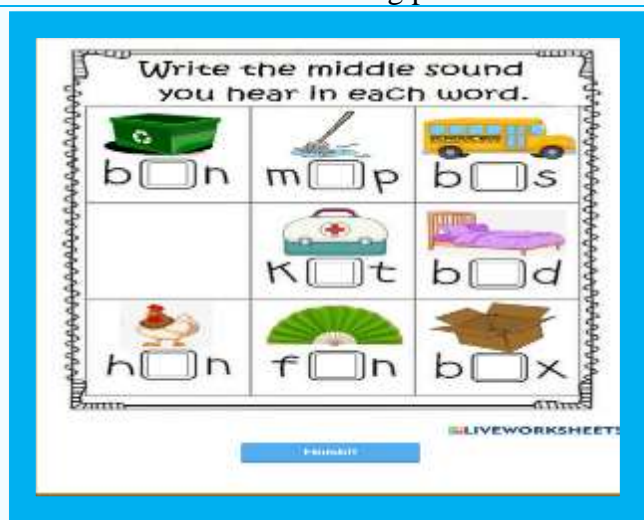


## Task (1)

Write the correct beginning sound of each picture.



- ❖ Look at the picture. Say the word and identify the beginning sound.
- ❖ Tell students to look at the first picture and ask them , What is it?
- ❖ students reply: It's a igloo.
- ❖ Ask them ,which is the beginning sound in this picture?
- ❖ students reply: The first one, /i/!
- ❖ Continue with the remaining pictures .

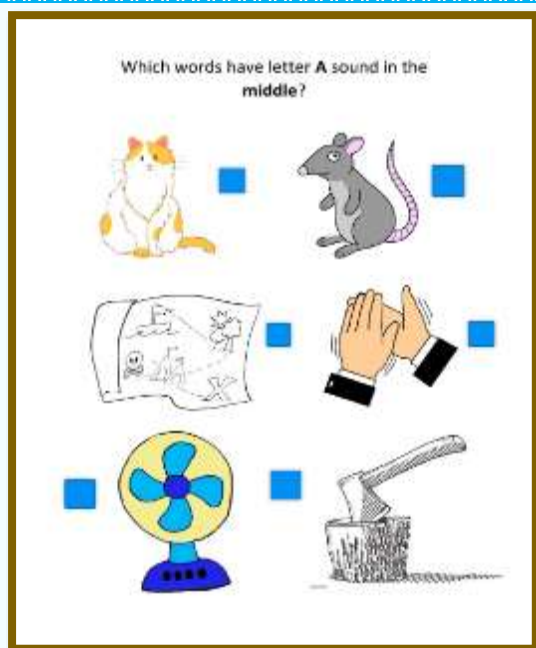


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### Activity :Listen for Sounds

- ❖ Have students sit on the floor, close their eyes and identify sounds that you make.
- ❖ You can drop a pencil, bounce a ball, tap on the window, use a stapler, cut with scissors, sip on a cup of coffee, or type on your computer.
- ❖ Exchange roles and then let your students make different sounds that you have to identify.

### Segmenting syllables name game

- ❖ This game can be done in small groups 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 ,clap for the second 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-sa-aa 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 struggled 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 ask students what the words have in common.


### Use different worksheets on segmenting phonemes

#### Segment Me.

Which sounds goes with which word?


### Segmenting Phonemes

Say the name of each picture. Break the words down into their individual sounds. Match each picture to its missing sound.




|     |     |  |     |
|-----|-----|--|-----|
| /b/ | /f/ |  | /d/ |
|-----|-----|--|-----|

/w/




|  |     |     |     |
|--|-----|-----|-----|
|  | /n/ | /a/ | /k/ |
|--|-----|-----|-----|

/t/



|  |     |     |
|--|-----|-----|
|  | /a/ | /f/ |
|--|-----|-----|

/r/



|     |     |  |
|-----|-----|--|
| /a/ | /n/ |  |
|-----|-----|--|

/s/

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#### How many sounds?

For every sound, color in a circle


Name \_\_\_\_\_ Phoneme Segmenting

### Counting Phonemes


Quietly say the name of each picture. Color in one circle for each sound that you hear.




|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
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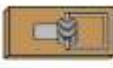





## What Sounds Do you Hear?

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

Name: \_\_\_\_\_ Phonics Segmenting

### What Sounds Do You Hear?

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. Follow the example.

|                                                                                   |                                                                                   |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  |  |
| /p/ /o/ /t/                                                                       |                                                                                   |
|  |  |
|                                                                                   |                                                                                   |
|  |  |
|                                                                                   |                                                                                   |
|  |  |
|                                                                                   |                                                                                   |

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## Segmenting Words Down into sounds

- ❖ Cut 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.

Name: \_\_\_\_\_ Phonics Segmenting

### 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. Follow the example.

|                                                                                   |                                                                                     |                                                                                     |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |
| /t/ /a/ /p/                                                                       |                                                                                     |                                                                                     |
|  |  |  |
|                                                                                   |                                                                                     |                                                                                     |
|  |  |  |
|                                                                                   |                                                                                     |                                                                                     |

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## 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 blend and identify a word that is stretched out into its component sounds.

#### Materials needed:

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

|                                                                                            |                                                                                              |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <br>cup | <br>dog |
| <br>sun | <br>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., /ffffffllllaaaag/).
- ❖ 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.

### 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

- ❖ 'I 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 although there are five letters.

### 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 without saying 'Simon says' are out of the game.
- ❖ Make it clear to those students that they are blending the sounds together correctly.

### 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 after practicing throughout the day.

### Blending Syllables Name Game

- ❖ This game can be done in small groups 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 sits 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 of times.

# Worksheets

## Worksheet (1)

### Beginning letter Sound

Write the initial letter of each picture inside the square.

1



2



3



4



5



6



7



8



9



10



11



12



13



14



15



16



17



18



<https://www.facebook.com/materialesparatilakrodt>

LIVWORKSHEET

Finish!!

<https://www.liveworksheets.com/sb1884179xm>



# Phoneme Segmentation

Instructions:

Say the words of the picture below. Click the correct number of dots for the sounds that you hear.



dog

|   |   |   |   |
|---|---|---|---|
| ○ | ○ | ○ | ○ |
|---|---|---|---|



lamp

|   |   |   |   |
|---|---|---|---|
| ○ | ○ | ○ | ○ |
|---|---|---|---|



play

|   |   |   |   |
|---|---|---|---|
| ○ | ○ | ○ | ○ |
|---|---|---|---|



smile

|   |   |   |   |
|---|---|---|---|
| ○ | ○ | ○ | ○ |
|---|---|---|---|




Miss Dwarka - Infant 2



# Phoneme Segmentation

Instructions:

Say the words of the picture below. Click the correct number of dots for the sounds that you hear.

|                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>tap</p> <div><input type="radio"/></div> <div><input type="radio"/></div> <div><input type="radio"/></div> <div><input type="radio"/></div>     |  <p>cake</p> <div><input type="radio"/></div> <div><input type="radio"/></div> <div><input type="radio"/></div> <div><input type="radio"/></div>  |
|  <p>sleep</p> <div><input type="radio"/></div> <div><input type="radio"/></div> <div><input type="radio"/></div> <div><input type="radio"/></div> |  <p>mad</p> <div><input type="radio"/></div> <div><input type="radio"/></div> <div><input type="radio"/></div> <div><input type="radio"/></div> |

Miss Dwarka - Infant 2

LIVEWORKSHEETS

<https://www.liveworksheets.com/qh2492714om>



### Worksheet (3)

Match the picture with the sequence number they happen in story - What's that sound, Little mouse?



1



2



3



4



5



6



7



8



<https://www.liveworksheets.com/zk2444754ro>

## Worksheet (4)

### Blending

|    |    |    |   |   |                      |
|----|----|----|---|---|----------------------|
| s  | n  | ai | l | → | snail                |
| t  | r  | ai | n | → | <input type="text"/> |
| g  | oa | t  |   | → | <input type="text"/> |
| t  | oa | s  | t | → | <input type="text"/> |
| l  | ou | d  |   | → | <input type="text"/> |
| sh | ou | t  |   | → | <input type="text"/> |
| t  | ie |    |   | → | <input type="text"/> |

### Segmenting

|       |   |                      |                      |                      |                      |
|-------|---|----------------------|----------------------|----------------------|----------------------|
| pie   | → | <input type="text"/> | <input type="text"/> |                      |                      |
| mouth | → | <input type="text"/> | <input type="text"/> | <input type="text"/> |                      |
| boots | → | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Finish!!


<https://www.liveworksheets.com/ro1469108hq>





## Worksheet (5)


Name:  Date:


Write the correct beginning letter.


1.   
apple  
 pple

2.   
cat  
 at

3.   
book  
 ook

4.   
duck  
 uck

5.   
car  
 ar

6.   
fish  
 ish

 LIVEWORKSHEET

Finish!!



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

## Worksheet (6)

Look at the pictures. Write the beginning sounds



ig



eft



ap



ed

2. Look at the pictures. Write the middle sounds



c  p



d  g



s  n



3. Look at the pictures. Write the ending sound



ba



ca



bo



tru

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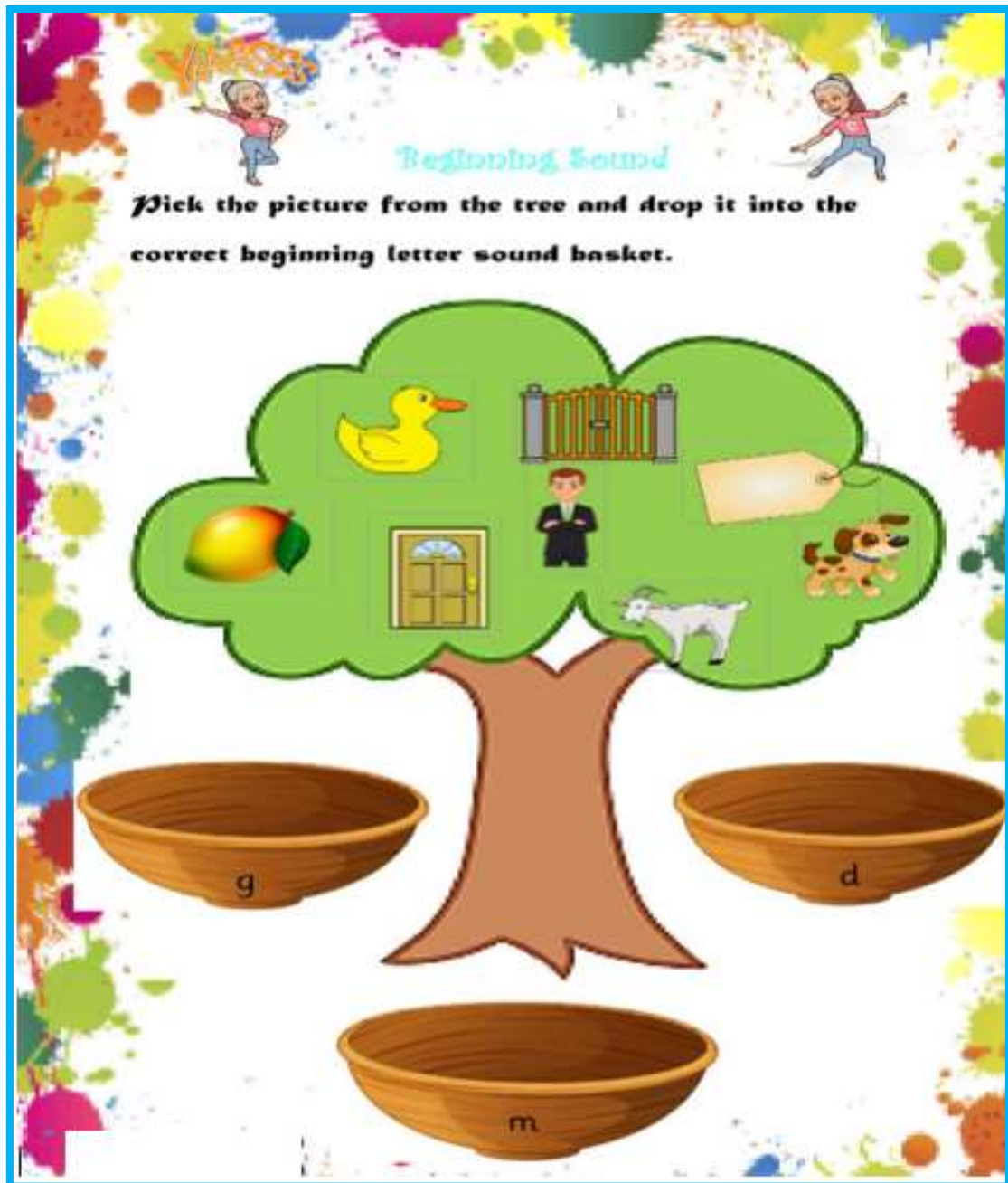
Finish!!



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Worksheet (7)



<https://www.liveworksheets.com/hl2593886pr>



## **Theoretical Background on Sound Discrimination**

- ❖ Blending (putting sounds together) and segmenting (pulling sounds apart) are skills 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 children can develop this skill before it becomes more difficult to learn.
- ❖ Mastering phoneme segmentation helps readers cut apart sounds in a word, blend them together, and read!

## **Resources**

- ❖ [https://www.readingrockets.org/strategies/blending\\_games](https://www.readingrockets.org/strategies/blending_games)
- ❖ <https://www.liveworksheets.com/fy2468620rd>
- ❖ <https://www.liveworksheets.com/zk2444754ro>
- ❖ <https://pridereadingprogram.com/improve-auditory-processing-with-these-fun-activities/>
- ❖ <https://www.liveworksheets.com/zv2488903ce>
- ❖ <https://www.liveworksheets.com/tb2155493xq>
- ❖ <https://www.liveworksheets.com/hl2593886pr>
- ❖ <https://www.liveworksheets.com/hu2098957nt>
- ❖ <https://www.liveworksheets.com/tx2999916pu>

## Second Dimension





# Speaking Difficulties



### Introduction

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

# TOPICS

|                                                                       |                                                                                      |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>(1)</p> <p><b>Pronunciation Difficulties</b></p>                   |    |
| <p>(2)</p> <p><b>Fluency Difficulties</b></p>                         |   |
| <p>(3)</p> <p><b>Communication &amp; Interaction Difficulties</b></p> |  |
| <p>(4)</p> <p><b>Rhyming Difficulties</b></p>                         |  |

# 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.)
- ❖ Refugee students have difficulties in pronouncing some English consonant clusters (i.e. .grandfather. often mispronounced .grandfather).
- ❖ Refugee students do not know how to pronounce a certain word correctly.
- ❖ Refugee students do not understand the pronunciation of the native English speaker.

### Learning Outcomes





*By the end of this topic, sixth 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 correctly.
- ❖ Understand the pronunciation of the native English speaker.

### Learning Resources

|                                                                                                                                                     |                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper Resources :</b> <ul style="list-style-type: none"> <li>❖ Student's Book</li> <li>❖ Handouts</li> </ul>                                     | <b>Visual and Audio Resources :</b> <ul style="list-style-type: none"> <li>❖ Models-Flash Cards and Pictures</li> <li>❖ Visual and Audio aids</li> </ul> |
| <b>Electronic Resources:</b> <ul style="list-style-type: none"> <li>❖ Mobile applications</li> <li>❖ YouTube videos-Computers - Websites</li> </ul> | <b>Additional Resources</b> <ul style="list-style-type: none"> <li>❖ Common Classroom materials</li> </ul>                                               |

### Intervention Strategies

|                                                                                                                                              |                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>E-learning strategy: (Audio-visual – Multimedia)</b>   | <b>Game Based Learning</b>                           |
| <b>Multisensory Approach (Audio-visual – Multimedia)</b>  | <b>Mobile Based Learning<br/>Mobile Applications</b>  |



## Procedures of The Topic

### Recognizing students' learning difficulties (Pronunciation Difficulties )

- ❖ Identify and discover your students' learning difficulties in speaking confidently without fear, Pronouncing a certain word correctly, and understanding the pronunciation of the native English speaker; through using one of these methods:

#### First Method

- ❖ Divide students to groups and ask them to prepare their sentences to talk about one of the topics. If students are not able to speak, it means that they have learning difficulties in speaking confidently and pronounce a certain words.
- ❖ If the students are not able to answer this exercise, it means that they have learning difficulties in recognizing a sound that is not present in their native language inventory of phonemes.



#### Second Method

- ❖ Divide students to groups and ask 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 singing songs orally.
- ❖ 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.)
- ❖ 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.
- ❖ Ask students to work in small and large groups 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 matches with the word and read it aloud.
- ❖ Each child selects two or three picture cards that match with the sounds, places the cards in the same order in which the sounds are heard and explains the sequence of events.
- ❖ Use free mobile applications in order to help students to learn tracing and phonics and overcome any difficulty related to the new words, discriminating sounds of English words in listening, and learning 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 watch the story and answer the following questions:
  - ✚ What's the topic of the video?
  - ✚ What issues 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=M56dxQZORbY>



## Activity (2)

### Sing the "What Can You Do?" Song

- ❖ Teacher places the flashcards on the board in the order of the song or pin up the "What can you do?" song poster. Play the song and sing along – encourage everyone to sing and do the actions with you. For the first time you use this song, play it a couple of times.

#### Lyrics for "What Can You Do?"

(Each verse gets faster and faster)

#### Verse 1: What can you do? What can you do? Can you jump?

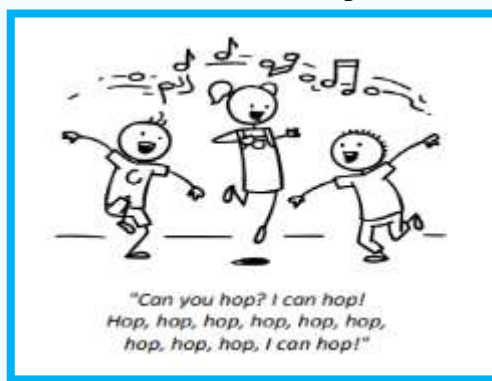
- ❖ I can jump! Jump, jump, jump, jump, jump, jump, jump, jump, jump, I can jump! Can you run? I can run! Run, run, run, run, run, run, run, run, run, I can run!

#### Verse 2: What can you do? What can you do? Can you swim?

- ❖ I can swim! Swim, swim, swim, swim, swim, swim, swim, swim, swim, I can swim! Can you hop? I can hop! Hop, hop, hop, hop, hop, hop, hop, hop, hop, I can hop!

#### Verse 3: What can you do? What can you do? Can you stomp your feet?

- ❖ I can stomp my feet! Stomp, stomp, stomp, stomp, stomp, stomp, stomp, stomp, stomp, I can stomp my feet.
- ❖ The actions of this song are simple – simply do each action as they come up in the song. It's probably best for everyone to do the actions on the spot otherwise things could get a bit hectic.



- ❖ Can you turn around? I can turn around! Turn; turn, turn, turn, turn, turn, turn, turn, turn, turn, I can turn around!

#### Verse 4: (Let's do all six!)

- ❖ Let's jump, jump, jump, jump, jump, and jump. Let's run, run, run, run, run, and run. Let's swim, swim, swim, swim, swim, and swim. Let's hop, hop, hop, hop, hop, and hop. Let's stomp, stomp, stomp, stomp, stomp, and stomp. Let's turn, turn, turn, turn, turn, and turn. Let's jump, run, swim, hop, stomp, and turn. We can!

## Activity (3)

### Play "Stick the flashcards onto the classroom objects"

- ❖ Give each student a ball of Blue-Tack. Everyone instantly wants to play with it - allow a couple of minutes to play (encourage them to mold objects, such as fruit, etc.). Then bring the attention 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 say 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.



#### Activity (4)

##### Play "Knock-knock"

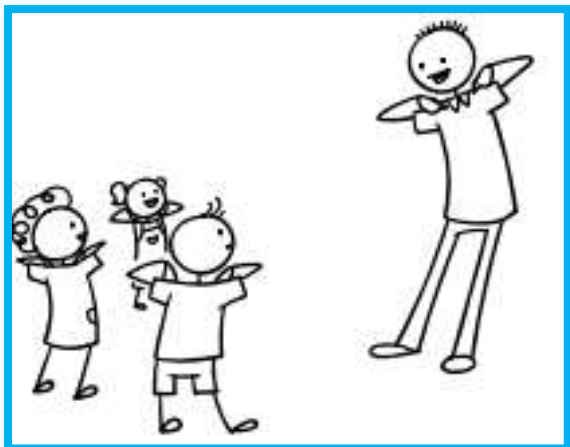
- ❖ Collect up the flashcards.
- ❖ Tell everyone to close their eyes. Walk up to one of the objects (e.g. the window) and knock twice on it. Encourage the students to shout out what they think you are knocking on. Each time they can open their eyes to check.



- ❖ Then pair up your students and get them to play "Knock-knock" together.

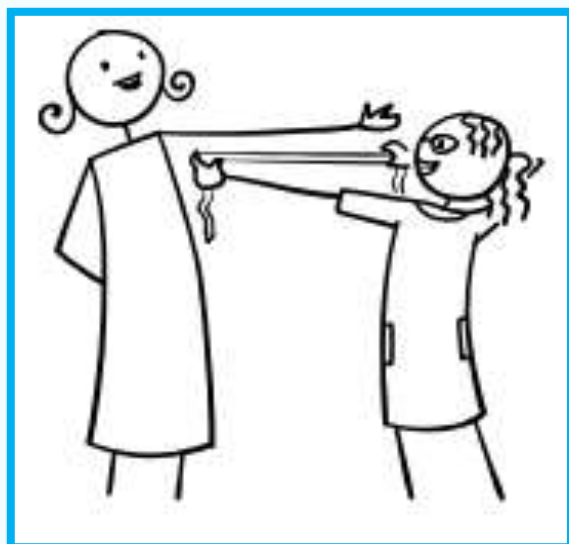
### Activity (5): Play "Teacher Says" game

- ❖ This is the game "Simon Says" but using the word "teacher", or your name, instead. Go straight into the game (no explanations necessary) by saying "Teacher says touch your (knees)". Do the action and make sure everyone else follows along. Do a few more "touch your eyes, touch your toes", etc. Then at some point give a command without the "Teacher says" part (e.g. "Touch your mouth"). First time round, everyone will touch their mouth, so make it very clear that they shouldn't do this when you don't say "Teacher says". After a while your students will get the hang of it. Play the game faster and faster. When a student makes a mistake they have to sit the rest of the game out. The last student standing is the winner.



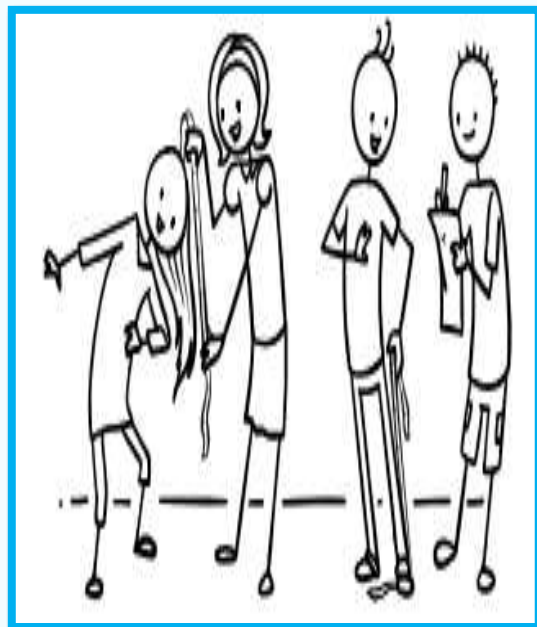
### Model how to measure

- ❖ Have everyone sit down, facing the board. Hold out your arm and take a tape measure or ruler. Attempt to measure your arm but make it obvious that it is too difficult to do by yourself. Then ask for a volunteer to help you. Get your volunteer to measure your arm and ask "How long is my arm?". Elicit the number and then teach the word "centimeters". Write on the board "My arms are (73) cm long. Then ask for another volunteer to help you measure your hair and write the sentence on the board (e.g. "My hair is 20 cm long"). Continue with different volunteers helping to measure different parts of your body as shown in the worksheet "Measurements". By the end you should have 7 sentences written on the board



### Pairs measure each other and complete "Measurements" worksheet.







- ❖ Put everyone in pairs and give each student a worksheet. Pairs work together to measure each other and fill in their worksheets. Encourage everyone to say the measurements rather than just showing on the ruler or tape measure. Also encourage the use of structures, such as (write on the board):
  - "How tall am I?"
  - "How long is my ...?"
  - "You are ... cm tall"
  - "Your ... is/are ... cm long"





## Worksheet (1)

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

| <h1>Would like to</h1> <p>Complete with WOULD LIKE TO or WOULD NOT LIKE TO:</p>                                                                             |                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>It's sunny today, so I <input type="text"/> go for a camping.</p>       | <p>I feel sick, so I <input type="text"/> go to the party.</p>                      |
| <p>I have a headache, so I <input type="text"/> take some medicine.</p>   | <p>I finish my homework, so I <input type="text"/> to go out with my friends.</p>  |
| <p>I have my arm broken, so I <input type="text"/> play volleyball.</p>  | <p>I have a stomachache, so I <input type="text"/> eat a cake.</p>                |
| <p>I fall down, so I <input type="text"/> to have a rest.</p>            | <p>I feel cold, so I <input type="text"/> drink coffee.</p>                       |



# Speaking



The image shows five baskets of food, each labeled with a number in a colored circle. Basket 1 is a wicker basket with a handle, containing a loaf of bread, a bottle of wine, and various vegetables. Basket 2 is a blue plastic basket with a handle, containing a loaf of bread, a bottle of wine, and various vegetables. Basket 3 is a red plastic basket with a handle, containing a loaf of bread, a bottle of wine, and various vegetables. Basket 4 is a wicker basket with a handle, containing a loaf of bread, a bottle of wine, and various vegetables. Basket 5 is a green plastic basket with a handle, containing a loaf of bread, a bottle of wine, and various vegetables.

- Choose one basket of food
- Take turns to ask questions about your classmates' basket.
- *Is there any jam?*  
No, there isn't any jam.
- *Are there any apples?*  
Yes, there are / No, there aren't
- *How many apples are there?*  
There are 4 apples.
- You have to guess which basket your classmate chose.

LIVEWORKSHEETS



### Worksheet (3)

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

## SPEAKING CARDS

Random but fun-dom :)

### ME, MYSELF & I

My looks  
My day  
My likes  
My dislikes  
Interesting facts



### MY SCHOOL IS COOL

Facts  
Timetable  
Likes  
Dislikes  
Suggestions



### MY BEST FRIEND (FOREVER)

Why I like him/her?  
Common interests  
His/her looks  
His/her specialities  
Interesting facts



### EATING HABITS TO DIE FOR

My meals  
Favourite foods  
What I don't like  
Am I a healthy eater?  
Sweet tooth?



### MY BEASTY FRIENDS

Animal classes  
My favourite animal  
My pet  
I'm scared of...  
It disgusts me...



### I'LL SHOW YOU MY HOMETOWN

What is it?  
Where is it?  
My favourite place  
Most famous buildings  
History



### MY HOME - MY SANCTUARY

Where is it?  
How many rooms?  
My favourite place  
My room  
Suburbs



### SHOP-AHOLIC?

How often?  
Where?  
My favourite shop  
What I usually buy  
My biggest mistake





# Worksheet (4)

|                                                                                                                                       |                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Is TV good for children?<br/>Why or why not?</p>  | <p>What do you like to do on the weekend? Why?</p>      |
| <p>What is your favorite restaurant?<br/>Why?</p>    | <p>What kind of weather do you like? Why?</p>           |
| <p>What time do you go to sleep?<br/>Why?</p>      | <p>What time do you wake up in the morning? Why?</p>  |
| <p>What are you afraid of? Why?</p>                | <p>What is your favorite season? Why?</p>             |



# SPEAKING CARDS IF... 2

IF YOU COULD change something at your appearance, what would it be?



IF YOU COULD become a famous person one day in what field would you be?



IF YOU COULD take a prize for something, what it would be for?



IF YOU COULD marry a famous star who would he/she be?



IF YOU COULD leave this country and move somewhere else, where would you go?



IF YOU had the chance to be rich, what good things would you do?



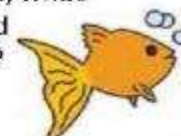
IF YOU COULD be a famous person in history, who would you be?



IF YOU COULD choose the job of your life, what would you choose?



IF YOU found the golden fish, what wish would you make?



IF YOU COULD live in a story/fairy tale, what it would be?



IF YOU COULD live more than 200 years, what good things would you do?



IF YOU COULD be invisible, what would you do?



IF YOU COULD have magical powers, what would you do for your friends?



IF YOU COULD see the future, what would you do?



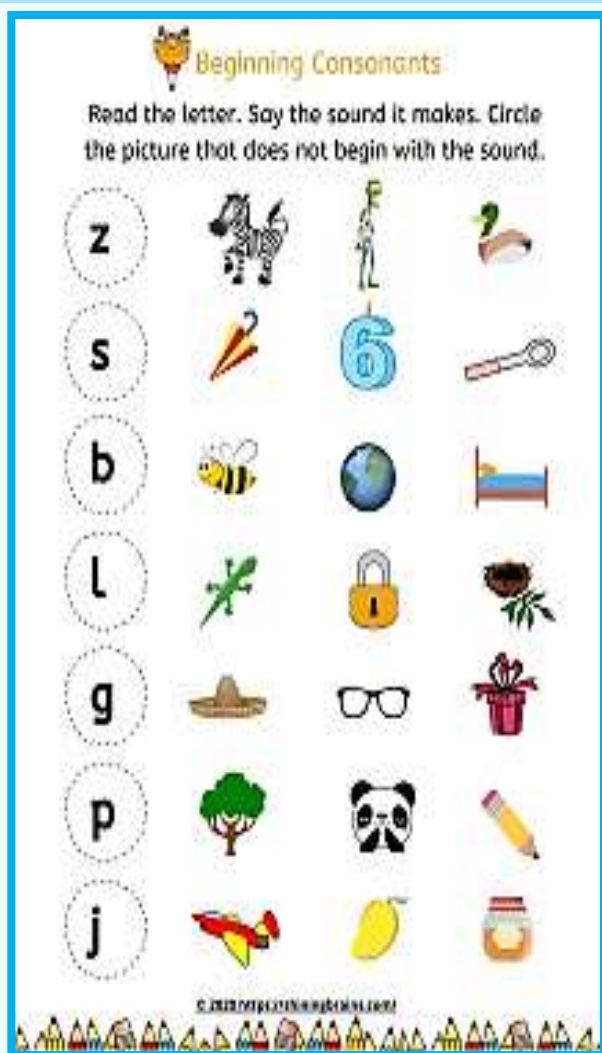
IF YOU had to eat the same food for a month, what would you choose?





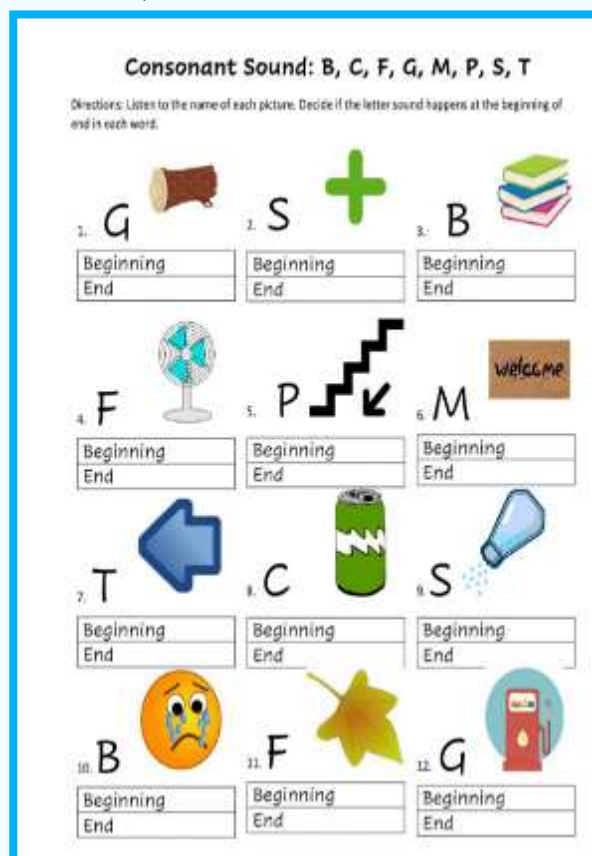
- ❖ Identify and discover your students' learning difficulties in pronouncing some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.) ; through using one of these methods:

### First Method



### Second Method

- ❖ If students are not able to do this exercise, it means that they have learning difficulties in pronouncing some pairs of English consonant sounds (i.e. /tʃ/ 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 reads and students repeat after her/him.
- ❖ Teacher can also use records; students listen and repeat after him/her.

| Consonant sounds and spelling |         |                 |           |
|-------------------------------|---------|-----------------|-----------|
| no vibration                  |         | usual spelling  | but also! |
|                               | ch      | cheap children  |           |
| /tʃ/                          |         |                 |           |
| chess                         | tch     | watch match     |           |
|                               | t(+ure) | picture culture |           |

| Consonant sounds and spelling |            |                     |           |
|-------------------------------|------------|---------------------|-----------|
|                               |            | usual spelling      | but also! |
|                               | sh         | shopping shoes      | sugar     |
| /ʃ/                           |            |                     |           |
| shower                        |            | fish Spanish        | sure      |
|                               | ti(+vowel) | station information |           |

| Consonant sounds and spelling |   |                |           |
|-------------------------------|---|----------------|-----------|
|                               |   | usual spelling | but also! |
|                               | v | very eleven    | of        |
| /v/                           |   |                |           |
| vase                          |   | live travel    |           |
|                               |   | river love     |           |

| Consonant sounds and spelling |    |                     |           |
|-------------------------------|----|---------------------|-----------|
|                               |    | usual spelling      | but also! |
|                               | f  | fifteen wife Friday |           |
| /f/                           |    |                     |           |
| flower                        | ph | photo elephant      |           |
|                               | ff | office coffee       |           |

| Consonant sounds and spelling |    |                |           |
|-------------------------------|----|----------------|-----------|
|                               |    | usual spelling | but also! |
|                               | p  | paper pilot    |           |
| /p/                           |    |                |           |
| parrot                        |    | sleep Poland   |           |
|                               | pp | apple happy    |           |

| Consonant sounds and spelling |    |                |           |
|-------------------------------|----|----------------|-----------|
|                               |    | usual spelling | but also! |
|                               | b  | be table job   |           |
| /b/                           |    |                |           |
| bag                           |    | builder number |           |
|                               | bb | rubber bubble  |           |



- ❖ This video is available at the following link: <https://www.youtube.com/watch?v=41m-igTNUkE>
- ❖ Where students can listen and repeat correctly.
- ❖ Teacher asks students to do the following exercise to be sure that they understand the difference between English consonant sounds.

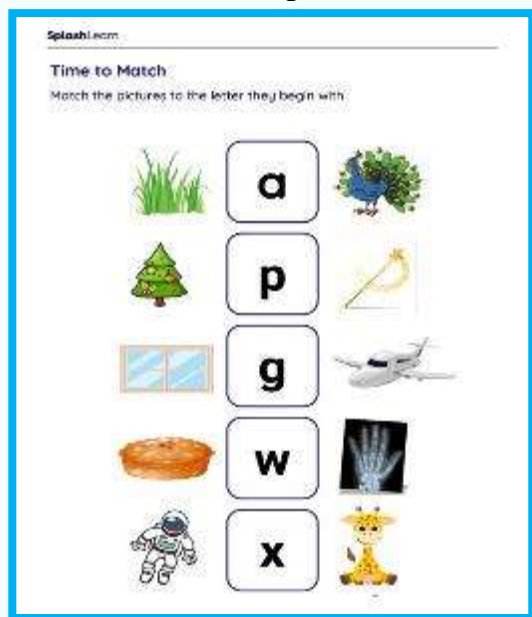
Connect the phonetic symbol with the words containing the sound represented by this symbol.

www.EnglishForKidz.com



### Activity (2)

- ❖ Teacher divides students into groups and asks them to do the following exercise.



### Activity (3)

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



- ❖ After watching the video teacher asks students to do the following exercise



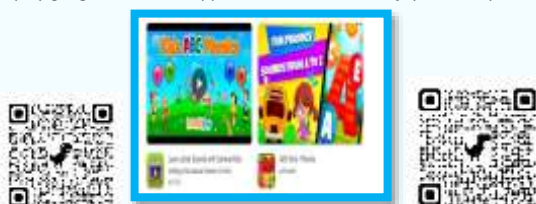
### Activity (4)

#### Activities for Students by mobile apps

- ❖ 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/details?id=animal.sound.kids>

<https://play.google.com/store/apps/details?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.

#### About the second application

- ❖ 'Letter Sounds with Carnival Kids Lite' first 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)

❖ The exercise is available at the following link:  
<https://www.liveworksheets.com/al1581088il>

# PHONICS

## LISTEN AND CLICK

|                                                                                               |     |      |
|-----------------------------------------------------------------------------------------------|-----|------|
|  Watch       | "J" | "CH" |
|  Question    | "J" | "CH" |
|  Geography   | "J" | "CH" |
|  January     | "J" | "CH" |
|  Picture     | "J" | "CH" |
|  Jump      | "J" | "CH" |
|  Children  | "J" | "CH" |
|  Village   | "J" | "CH" |
|  Dangerous | "J" | "CH" |
|  Couch     | "J" | "CH" |






## Worksheet (2)


Name: \_\_\_\_\_


### Phonics – Initial Consonant Review


Choose the correct initial consonant for each picture.


1. ☐ C  ☐ H

2. ☐ Y  ☐ Q

3. ☐ L  ☐ P

4. ☐ L  ☐ G

5. ☐ B  ☐ M

6. ☐ V  ☐ Y

 LIVEWORKSHEETS





### Worksheet (3)

- ❖ Teacher asks students to listen and click the correct phonics

**PHONICS**


**LISTEN AND CLICK**


|           |     |      |
|-----------|-----|------|
| Watch     | "J" | "CH" |
| Question  | "J" | "CH" |
| Geography | "J" | "CH" |
| January   | "J" | "CH" |
| Picture   | "J" | "CH" |
| Jump      | "J" | "CH" |
| Children  | "J" | "CH" |
| Village   | "J" | "CH" |
| Dangerous | "J" | "CH" |
| Couch     | "J" | "CH" |


LIVWORKSHEETS


## Consonants Review.


Listen and tick on the missing letter.

1.  \_\_\_\_ ish  
☐ F      ☐ L      ☐ S

2.  \_\_\_\_ emon  
☐ C      ☐ L      ☐ N

3.  \_\_\_\_ iger  
☐ P      ☐ B      ☐ T

4.  \_\_\_\_ adio  
☐ C      ☐ R      ☐ M

5.  \_\_\_\_ attery  
☐ M      ☐ P      ☐ B



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






### First Method

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

Name: \_\_\_\_\_

### Final Blends

Directions: Complete each word by listening for the final blends. Use final blends bank to help you.

|                                                                                        |         |                                                                                                                   |
|----------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------|
| 1.    | te _ _  | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> st<br/>rt<br/>nt<br/>mp<br/>rn </div> |
| 2.    | co _ _  |                                                                                                                   |
| 3.   | toa _ _ |                                                                                                                   |
| 4.  | la _ _  |                                                                                                                   |
| 5.  | ca _ _  |                                                                                                                   |



### Second Method

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

1. Look at the picture and circle the correct consonant blend. Look at the examples:

|                                                                                            |                                                                                             |                                                                                              |                                                                                              |                                                                                             |                                                                                             |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <br>brain | <br>crown | <br>trash | <br>grass | <br>frog | <br>draw |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|

|                                                                                                  |                                                                                                   |                                                                                                   |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 1. <br>cr br   | 2. <br>dr br   | 3. <br>tr pr   |
| 4. <br>tr dr | 5. <br>tr dr | 6. <br>br gr |
| 7. <br>dr tr | 8. <br>fr cr | 9. <br>br fr |



### 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 do the following exercise:

### Circle the End Sound

Look at the picture. Say its name. Circle the correct ending sound.



st nd nk lf



lt gr st mp



cr nd lt bl



nk tr lf pl

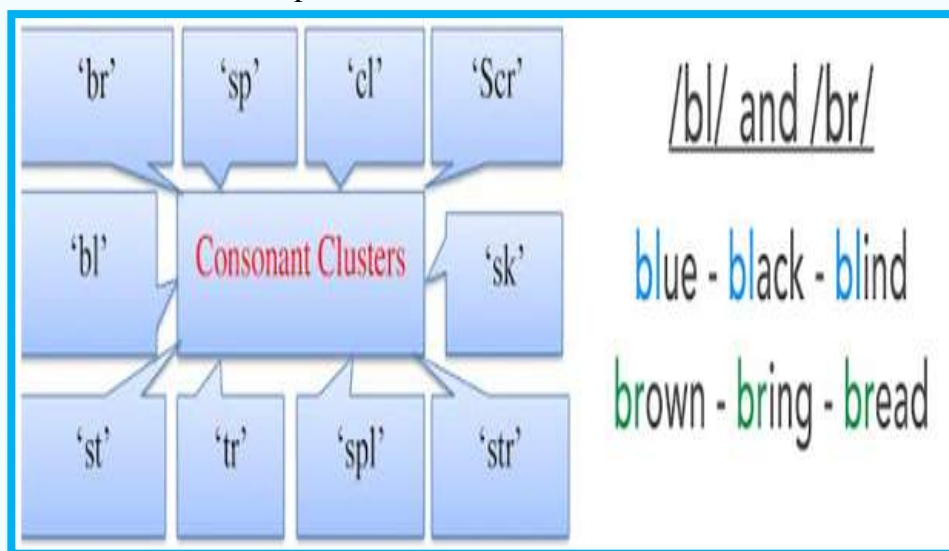


st nd nk tr

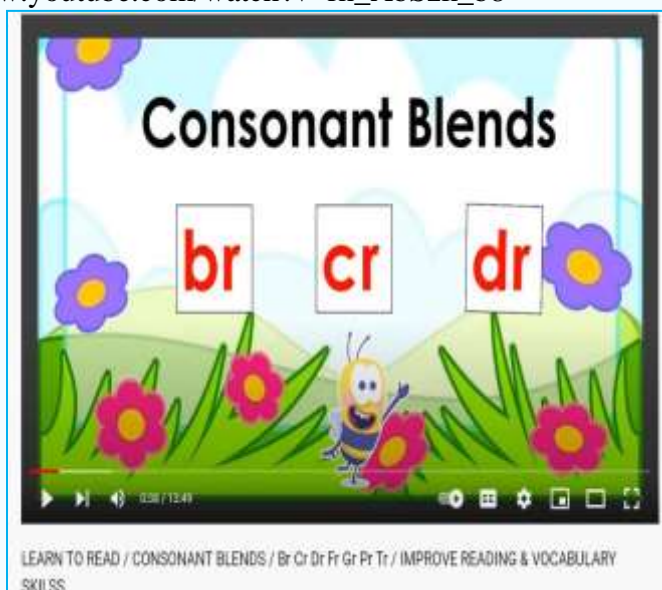


### Activity (2)

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



- ❖ Then teacher explains when two or three consonants are combined they make consonant clusters words, cluster means group, bunch or collection. So two consonant clusters are two consonants without a vowel between them, and both of them are pronounced. The cluster can be at the beginning or the end of a word, such as sky or desk.
- ❖ Examples are two consonant clusters are: Brave, brief, claw, clean, true, and trap.
- ❖ Teacher writes the following consonants clusters br-, bl- in the initial position and –sk, -st in the final position.
- ❖ Ask them to brainstorm and come up with words starting with above consonants clusters.
- ❖ Write the new words under each consonants cluster after taking their feedback.
- ❖ Now ask different students to pronounce these words loudly.
- ❖ Correct the students who mispronounce the words.
- ❖ 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](https://www.youtube.com/watch?v=rn_AbSzk_b8)





### Activity (3)

- ❖ Divide class in pairs.
- ❖ Draw the pictures of following words on the board, as; (Stick, cross, flag, crown, tray, crab, dress, spot, glasses). It is suggested to take help from the work sheet given at the end of the lesson.
- ❖ Now ask different students to take the name of the drawn pictures
- ❖ Check their pronunciation of the words.
- ❖ Tell them to recognize consonant clusters in the given words.



### Activity 4: Play Games:

- ❖ Hold a slate in your hand and ask students: What is it?
- ❖ Show a flash card of slash and get students to say which word is it, writing their response on the board.
- ❖ Read one of the words twice. 'What is similar in it? (Three consonant letters 'sla;.) Show a picture of slab (piece of wood/cutting board of stone/marble) to students. Read the contrasting words. 'is it same or different?' (same as it is having 'sla' letters-different as it has 'b' letter)
- ❖ Ask the groups to discuss for three minutes and write 2 words starting with 'sla'.
- ❖ Let groups share ideas with other group members.
- ❖ Record all the responses on the board.
- ❖ Model reading of this exercise is done by the teacher.
- ❖ Students practice the sounds by chanting/reading aloud using the list of words on the board.
- ❖ Introduce the idea of three cluster consonants in the initial position.

### 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.kejuInc.nlycnsnnts>
- ❖ <https://play.google.com/store/apps/details?id=com.gminh.english.pronunciation>



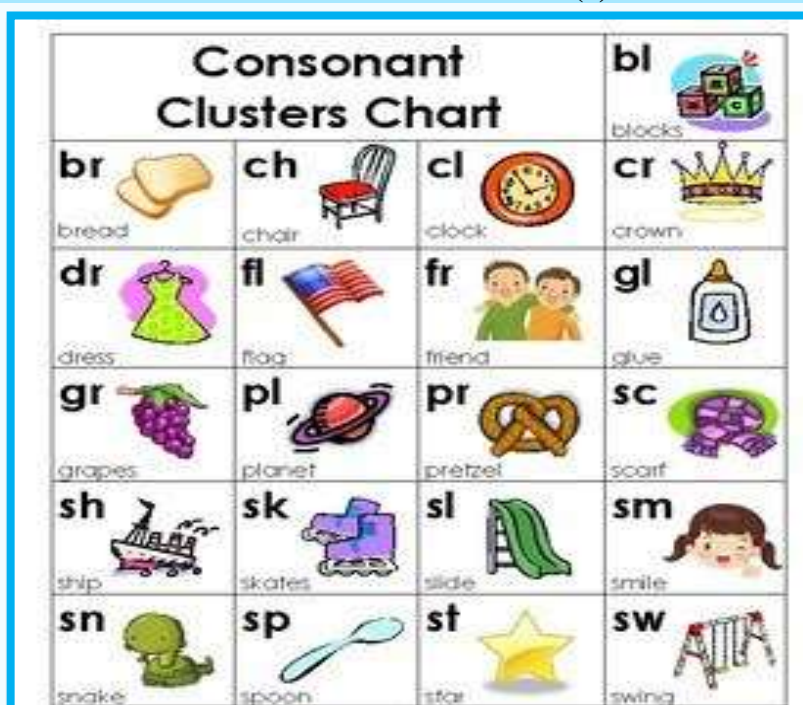
- ❖ This cool English alphabets game is the best option for you to learn about vowels and consonants. The game is specifically designed to engage kids, teenagers and adults alike. From its classic yet appealing layout, design and sound effects to its dozens of categories and levels, this game is all 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.

Worksheet (1)



### Worksheet (3)

**Consonant Clusters (Blends) /spr/**

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

Match the correct word to the correct picture:



spring

spread

sprout

sprinkle

spray



### Worksheet (4)

**Consonant Blends**

st fl nt st nd fl **Camping**

Fill in the correct consonant blends in the spaces below using the letter combinations above. Next, draw a line from each word to the correct picture.

\_\_ames

te\_\_

\_\_ashlight

fore\_\_

\_\_icks

po\_\_



More worksheets at [www.education.com/worksheets](http://www.education.com/worksheets)



### Golden Tips:

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

## Theoretical Background on Pronunciation

- ❖ Pronunciation is the ability to produce English sounds clearly and correctly. Regardless of the changing trends in or attitudes towards pronunciation teaching, it has always been acknowledged that pronunciation is a fundamental part of one's oral ability in the target language. Currently, discussions about the goals of pronunciation teaching often revolve around the concepts of intelligibility and comprehensibility” a judgment of how easy or difficult an individual's pronunciation is ” Derwing, 2010:29. Today, pronunciation instruction is an integral part of the curriculum in English Language.

## Resources

- ❖ <https://www.slideshare.net/conchimena/consonant-sounds-and-spelling>
- ❖ <https://lessonplancoaches.com/lesson-planning-of-consonant-clusters-subject-english-grade-3rd/>
- ❖ Derwing, T. M. (2010). Utopian Goals for Pronunciation Teaching. In J. Levis& K. K. LeVelle (Eds.), Proceedings of the 1st Pronunciation in Second Language Learning and Teaching Conference, Iowa State University, Sept. 2009 (pp. 24-37). Ames, IA: Iowa State University.
- ❖ <https://en.islcollective.com/english-esl-worksheets/vocabulary/home/househome-speaking-cards/125231>
- ❖ [https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_ox8728kb](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_ox8728kb)
- ❖ [https://www.eslprintables.com/speaking\\_worksheets/speaking\\_cards/My\\_favourite\\_Speaking\\_car\\_116275/](https://www.eslprintables.com/speaking_worksheets/speaking_cards/My_favourite_Speaking_car_116275/)
- ❖ <https://mloredowordpress.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 prefer to be silent and feel speechless in classroom interaction.

#### Learning Outcomes

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

- ❖ Express their ideas in a conversation without feeling speechless in classroom.

#### 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

##### **E-learning strategy (Audio-visual – Multimedia)**



##### **Game Based Learning**



##### **Multisensory Approach (Audio-visual – Multimedia)**



##### **Mobile Based Learning Mobile Applications**





## Procedures of The Topic

### Recognizing students' learning difficulties (Fluency Difficulties )

- ❖ Identify and discover your students' learning to express their ideas in a conversation and prefer to be silent and feel speechless in classroom interaction; 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 exercise, it means that they have learning difficulties in expressing their ideas in a conversation without feeling speechless in classroom.



#### Second Method

- ❖ Teacher asks students to work in groups to talk about sports.
- ❖ If students are not able to practice this exercise, it means that they have learning difficulties in expressing their ideas in a conversation without feeling speechless in classroom.



## Remediation Techniques

- ❖ The purpose of this topic is to enable students to express their ideas in a conversation and to be confident 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 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 matches with the word and talk about it.
- ❖ Each student selects two or three picture cards that match with the sounds, places the cards in the same order in which the sounds are heard and explains the sequence of events.
- ❖ 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) :

#### Introduce the clothes vocab

- ❖ No doubt the large pile of clothes in the classroom will have attracted a great amount of attention, so you'll have little difficulty in introducing the topic! Settle the class down and get everyone to sit down. Ask for a volunteer and have him/her stand at the front of the class with you. Tell the class the volunteer is going to get dressed up – with as many different types of clothes as possible! Pull out the first clothing item (e.g. a t-shirt). Elicit / teach and chorus the word for the item. Then help your volunteer to put it on. Only put on each item of clothing when you are satisfied that everyone has chorused the word correctly. Then move onto the next clothing item. As you select each item think about the order – you want your volunteer to put the jacket, shoes and hat on last. Keep adding clothes until your volunteer is really well dressed up.



### Activity (2)

#### Play "Team Racing"

- ❖ Divide the class into 2 teams. Line up the 2 teams at one end of the classroom with the old clothes on the floor at the other end. You will shout out an instruction (e.g. "Put on some socks!") and one member from each team will race against the other to the pile of clothes, put on the clothing item and run back to their team. The person who gets back first wins a point for his/her team. At the end, the team with the most points is the winner.



### Activity (3)

#### Sing the song of "Let's Get Dressed"

- ❖ The song is also an active listening exercise. Students will have to listen for the clothing item and then put it on. Pile the clothes in a big heap and start the song. As the first clothing item is mentioned (shirt) the students have to scramble in the pile of clothes to find a shirt and put it on before the next item of clothing is mentioned. As the song is played the students put on all the clothes until they are fully dressed. Then finish the game by getting the students to race in taking off their adult-sized clothes – the first to remove them is the winner!

#### Lyrics for "Let's Get Dressed"

- ❖ It's time to go to school Let's get dressed! Put on your shirt, put on your shirt, Quick,
- ❖ Get ready, put on your shirt. Put on your \*pants, put on your \*pants, Quick, get ready, put on your \*pants.
- ❖ Put on your socks, put on your socks, Quick, get ready, put on your socks. Put on your jacket,
- ❖ Put on your jacket Quick, get ready, put on your jacket. Put on your shoes, put on your shoes, Quick, get ready, put on your shoes.
- ❖ Put on your hat, put on your hat, Quick, get ready, put on your hat. It's time to go to school, It's time to go to school,
- ❖ Quick, get ready, let's get dressed!



- ❖ Gestures for "Let's Get Dressed" During the song your students will play a wonderful dressing up game – a lot of fun! Before class you need to collect as many old (adult size) clothes as you can for the following vocab: shirt, pants/trousers, socks, jacket, shoes, and hat. If you can't get enough, ask parents to bring in some old clothes for the lesson. The clothes need to be adult size as the students are going to put them over their own clothes – having such big clothes actually makes the activity more fun! Depending on how many clothes you can find, you can either have everyone dress up at the same time or you can have a few students come up to the front of the class to do the activity. Pile the clothes in a big heap and start the song. As the first clothing item is mentioned (shirt) the students have to scramble in the pile of clothes to find a shirt and put it on before the next item of clothing is mentioned. As the song is played the students put on all the clothes until they are fully dressed. Then finish the game by getting the students to race in taking off their adult-sized clothes – the first to remove them all is the winner!



### Activity (5):

#### Left / right / forward / back pair activity

- ❖ Put the students into pairs. If you have hula-hoops, you can use them but if not they aren't necessary. Tell the student to stand in the hula-hoop (or just in some space). Say to the student "Jump forward" and the student must do that. Then Say another action (e.g. "Jump to the right"). Continue giving instructions so the student jumps around the space in the hula-hoop (or just in the space in the room). Now, get your pairs to do the activity, with one student shouting out instructions to his/her partner. After a while, get the pairs to change.



### Activity (5)

- ❖ Play "Pin the Tail to the Donkey". To finish the lesson we'll play a fun game - one that is a really popular party game. You'll need a blindfold and large picture of a donkey or alternatively, draw one on the board. In fact, it doesn't even need to be a donkey - it can be any animal with a tail (cat, dog, monkey, etc.). If using a picture, cut the animal out and then cut out the tail. The tail needs to have a something sticky attached to it, such as blu-tak, so it can be stuck onto the picture. Students are then blindfolded, and the rest of the class gives him/her directions which way to go - left, right, up or down. The winning student is the one that places the tail closest to the correct position.



## ALL ABOUT ME *Spoken by a child*

What's your  
address?



Have you got a pet?



What's your  
telephone number?



Who's your best  
friend?



Have you got any  
brothers or sisters?



What's your  
favourite food?



Freshy's MoPax





# PASSIVE VOICE

## Speaking cards

- Are your shoes made from leather?
- Was your breakfast cooked by you today?
- Will your apartment be cleaned tomorrow?



- Was your English book bought by you?
- Have the dishes been washed today?
- Was your pet given food yesterday?



- Was your cell phone bought last year?
- Will new schools be built in your city?
- Are your problems discussed with your close friend?



- Are you allowed to come home late at night?
- Were your clothes ironed yesterday?
- Have you been prescribed any medicine recently?



- Were you told an interesting story yesterday?
- Will many friends be invited for your next birthday?
- Have you been invited to the party recently?



- Were you sent many messages yesterday?
- Will new trees be planted in your city?
- Are you often asked for help?



- How many new words were learnt by you yesterday?
- Will any new things be bought by you next week?
- Were you given many presents as a child?



- Were many photos made by you last month?
- Are you often sent on business trips?
- Will new restaurants be built in your city?



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## **Theoretical Background on Fluency**

- ❖ Oral fluency refers to the capacity to express thoughts concisely without stopping or hesitating so much that it hinders or obstructs dialogue. Therefore, it is essential that teachers help their students produce proper English grammar while supporting them in articulating their communicative intent in listener-speaker settings.
- ❖ Oral fluency is a relative notion that in FL learning refers to a learner's capacity to freely and simply express his or her views. These abilities were divided into three categories: phonemic fluency, lexical and syntactic fluency, and semantic fluency. Numerous social and cultural factors affect speech production, speech distinction, and the abilities required for each. As a result, when describing fluency, acceptability and continuity should be taken into consideration.

## **Resources**

- ❖ <https://www.slideshare.net/conchimena/consonant-sounds-and-spelling>  
<https://www.liveworksheets.com/worksheets/en/English>
- ❖ <https://www.pinterest.com/enkeledaleda30/speaking-cards/>
- ❖ <https://en.islcollective.com/english-esl-worksheets/grammar/do-or-does/do-or-does-food-speaking/109619>
- ❖ <https://www.eslkidstuff.com/lesson-plans/pdf/classroom-objects-lesson-plan.pdf>
- ❖ <https://www.allthingstopics.com/hospitals.html>

## Topic Three

### Communication & Interaction Difficulties

#### Indicators of the Difficulty

- ❖ Refugee students have difficulties in talking about future plans.
- ❖ Refugee students have difficulties in describing things, objects and situations.
- ❖ 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, sixth grade students will be able to:*

- ❖ Talk about future plans.
- ❖ Describe pictures and situations clearly.
- ❖ Communicate in English clearly and correctly.
- ❖ Express their ideas through using enough vocabulary .

#### Learning Resources

|                                                                                                                                                     |                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper Resources :</b> <ul style="list-style-type: none"> <li>❖ Student's Book</li> <li>❖ Handouts</li> </ul>                                     | <b>Visual and Audio Resources :</b> <ul style="list-style-type: none"> <li>❖ Models-Flash Cards and Pictures</li> <li>❖ Visual and Audio aids</li> </ul> |
| <b>Electronic Resources:</b> <ul style="list-style-type: none"> <li>❖ Mobile applications</li> <li>❖ YouTube videos-Computers - Websites</li> </ul> | <b>Additional Resources</b> <ul style="list-style-type: none"> <li>❖ Common Classroom materials</li> </ul>                                               |

#### Intervention Strategies

|                                                                                                                             |                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Game Based Learning</b><br>           | <b>Questioning</b><br>                                     |
| <b>Puppets based Learning</b><br>        | <b>Mobile Based Learning :<br/>Mobile Applications</b><br> |
| <b>Cooperative learning strategy</b><br> | <b>Role- Play</b><br>                                      |

## Procedures of The Topic

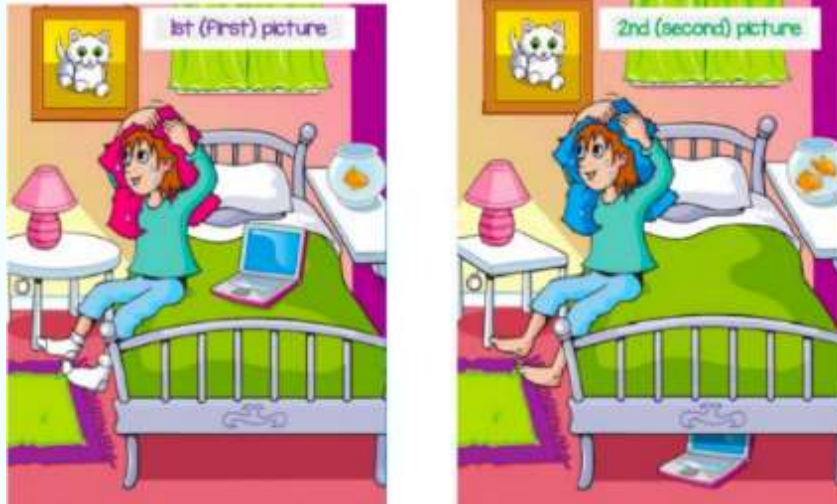
### Recognizing students' learning difficulties (communication and interaction )

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

#### First Method :

##### Describe the following picture

- Look at the following pictures and describe both of them by comparing between them .



- Divide students into pairs or small groups.
- Ask them to look at first and second picture and describe both of them by clarifying the differences.

#### Second Method :


##### Future plans: What do you want to be in the future?



- Divide students into pairs or small groups.
- Ask each student to look at the picture and tell the class what he wants to be in the future.
- Repeat the method until everyone speak about his future plans.




# All about me



Hi!

My name is . I come from . I live in . I am  years old. I have a . Her name is , and she is  years old.

My favourite food is . I also like to eat  and , but I don't like  and I never eat .



My favourite drink is . I also like to drink  and . I don't like .


My favourite TV show is .

My idol is .

My favourite colour is . I also like  colour. I never wear .

My favourite toy is . I also like to play with  and , but I don't like .

My favourite season is . During  I go  and I can play . I also like , but I don't like .




My favourite TV show is .

My idol is .

My favourite colour is . I also like  colour. I never wear .

My favourite toy is . I also like to play with  and , but I don't like .



my photo here

Collective.com

<https://www.liveworksheets.com/rm1012060oj>



- Divide students into pairs or small groups.
- Ask them to communicate with each other by telling everything about them .
- Start first by speaking about yourself and encourage your students to speak about themselves.



## Remediation Techniques

### Game Based Learning

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

#### Future Plans using "going to"

- ❖ In this activity, students practice talking about **future plans** using **"going to"**.
- ❖ They ask questions, play a board game, read a funny story and write their own classroom reader.

#### Introduce the actions vocab: play "Actions Charades"

- ❖ Before class, print cut out enough of the "Actions Charades Game Cards" sets for each small group of students . Then in class, put students in groups of 3 or 4, seated around a table.
- ❖ Start by modeling the activity. Look at a card (not showing the class) and act out the verb on the card (e.g. kicking a ball, hitting a tennis ball, throwing a basketball, etc. for the "play a sport" card) until someone shouts out the correct answer.
- ❖ Groups now play charades ,put the cards, face down, in the middle of the table. One student picks up a card and acts out the verb. The first student in the group to guess the answer wins a point. Continue with the next student until all the cards have been used up. Make sure you are on hand during the game to help with any vocabulary issues. The player with the most points at the end is the winner.

#### Introduce "going to" + infinitive verb

- ❖ Write on the top, left-side of the board "This weekend" (or "Next weekend", depending on which day of the week it is). Pick one of the cards from the charades game and write the words from it on the board, e.g. "go shopping".
- ❖ Make it clear that you are going to go shopping this weekend , point to yourself and the phrases on the board, nodding you head and say "Yes". Put a check mark (✓) next to the activity. Point to a few students and ask, "go shopping?" and elicit "yes" or "no".
- ❖ Next, write "I am going to" on the board. Say "*This weekend, I am going to go shopping*". Point to one of the students who has said yes, and ask "*What are you going to do this weekend?*" Make sure the student answers "*This weekend, I am going to go shopping*".

### This weekend

I am going to  
(I am not going to)

go shopping ✓

eat out ✗

sleep a lot ✓

### During the summer

I am going to  
(I am not going to)

go abroad ✓

visit relatives ✓

go to the beach ✗

- ❖ Next, ask a student who said no and elicit “*This weekend, I am **not** going to go shopping*”. Write “I am not going to” on the board.
- ❖ Write two more activities (e.g. “eat out” and “sleep a lot”) on the board and follow the same procedure, getting students to say the structure.
- ❖ Next, on the right-side of the board write “During the summer”. Again, write three actions on the board and ask students to say the structures.

### Practice saying future plans

- ❖ In the same small groups, get students to point to different cards and say sentences, such as:
- ❖ *During the summer, I am going to go to the beach.*
- ❖ *This weekend, I am not going to play video games.etc.*
- ❖ Encourage students to give true answers. Finish by going around the class asking each student to say one sentence.

### Ask 5 “Wh” questions

- ❖ We are going to get students extend their conversations by introducing questions. Wipe the board clean and stick 2 photos of people on either side of board. As a class, you are going to write a conversation (see the board layout below).
- ❖ Start by drawing a speech bubble from the left person photo and inside write:

What \_\_\_\_ you \_\_\_\_ do this weekend?

- ❖ Elicit and write the missing words *What **are** you **going to** do this weekend?*
- ❖ Then from the right person photo draw another speech bubble:

I \_\_\_\_ go shopping.

- ❖ Again, elicit and write the missing words *I **am going to** go shopping.*
- ❖ Now continue the conversation. Draw a large speech bubble from the left person photo and write:

Oh really?

Who \_\_\_\_ you \_\_\_\_ with?

Where \_\_\_\_ you \_\_\_\_ ?

When \_\_\_\_ you \_\_\_\_ ?

Why \_\_\_\_ you \_\_\_\_ ?

What \_\_\_\_ you \_\_\_\_ ?

- ❖ Have students copy the text from the board into their notebooks and then put into pairs to fill in the blanks. After a few minutes, have different students come up to the board to fill in the blanks.
- ❖ Elicit an answer from the class for the first question (e.g. “*I am going to go shopping with my friend.*”) and write it under the first question.
- ❖ Students in pairs write their own answers to the questions in their notebooks. Then go around the class asking everyone for their answers and writing one example below each question.
- ❖ By now, your board should look similar to this:



#### Do controlled conversations

- ❖ Get everyone to stand up and find a partner. Your students are going to have multiple conversations, each time with a different partner. Follow the below process, each time telling students to find a new partner after each conversation:
- ❖ **Conversation 1:** Role play the conversation on the board.
- ❖ **Conversation 2:** Do the same conversation but using the answers in their notebooks.
- ❖ **Conversation 3:** Change the activity (e.g. play tennis, watch TV, etc.). Practice this with 2 different partners.
- ❖ **Conversation 4:** Change “This weekend” to “During the summer”. Practice this with 2 different partners.
- ❖ Finally, get everyone to sit down and do a check by asking different pairs to stand up and act out a conversation in front of everyone. Be sure to applaud and give lots of praise, as well as helping with any mistakes.

#### Play the "What are you going to do ...? True or False board game.

- ❖ Now students will get the chance to use the structures they have just learned by playing a fun board game. Before class, print out enough copies of the game for each group of 2-3 players. You'll also need a dice for each group and enough counters (anything small) so that each person has one.
- ❖ Put students into groups of 2-3 around a table and give out the game boards, instruction sheets, dice and counters. Read through the instructions as a class and make sure everyone understands the game.
- ❖ Then let everyone start playing. Circulate around the class checking that everyone is using the correct structures and help out with any vocabulary issues.
- ❖ When everyone has finished, ask who won in each group and find out something they talked about.

## Activities for Developing communication and interaction

### Listen and Draw



- ❖ This game is easy to play but not so easy to “win.” It requires participants’ full attention and active listening.
- ❖ Gather your group of participants together and hand out a piece of paper and a pen or pencil to each player. Tell them you will give them verbal instructions on drawing an object, one step at a time.

**For example, you might give them instructions like:**

- ✚ Draw a square, measuring 5 inches on each side.
- ✚ Draw a circle within the square, such that it fits exactly in the middle of the square.
- ✚ Intersect 2 lines through the circle, dividing the circle into 4 equal parts.
- ❖ As the exercise continues, it will get progressively harder; one misstep could mean that every following instruction is misinterpreted or misapplied. Participants will need to listen carefully to ensure their drawing comes out accurately. Once the instructions have all been read, compare drawings and decide who won.
- ❖ For added engagement, decide in advance on what the finished product is supposed to represent (e.g., a spiderweb, a tree).
- ❖ Time: 10 minutes
- ❖ Materials Required: Blank Paper, plus the picture that students will be drawing.
- ❖ Drawing a picture is a fun way to practice body parts or descriptive words (big, small, long, etc).
- ❖ **Time : 15 minutes**

- ❖ The students sit back to back and one person is the “talker” and the other one is the “drawer.” If you haven’t already guessed, it’s basically a partner drawing activity.
- ❖ The person talking describes something that they’re looking at to their partner (a face, body, city, etc) and that person draws what they hear. Make sure that the student who is drawing doesn’t look at the original picture of this warm-up activity isn’t as fun.

### Procedure for this Listen and Draw Activity

- ❖ Two students sit back to back but close enough to talk to each other.
- ❖ Give student A a picture of some kind, based on whatever you are studying. I usually put something up on the PowerPoint and have the drawer sit with their back towards the screen.
- ❖ Student A describes the picture to student B who must draw it, without looking at the original picture. Student B can ask some questions to student A to clarify if necessary.
- ❖ Compare the original picture with the drawing and laugh a lot!

### Teaching Tips for this Partner Drawing Activity

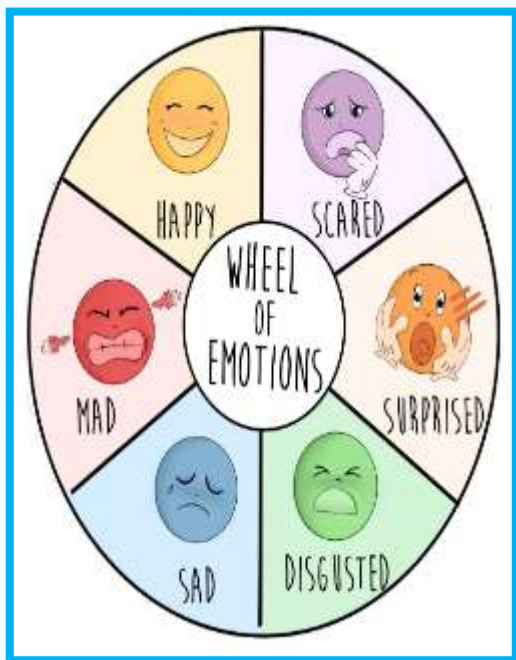
- ❖ Here are a few things to keep in mind if you want this speaking and listening activity to run smoothly.
- ❖ Remember that students are sitting back to back. This means that they’ll have to speak a bit more loudly to be able to hear each other. Because of this, I recommend only using it for smaller classes, or with larger classes when students are able to spread out over a large classroom.
- ❖ Emphasize that the game isn’t fun if students cheat and look while they’re doing it.

### Guess the Emotion

- ❖ It involves acting out and guessing emotions. This helps all participants practice empathy and better understand their coworkers or group members' reactions.

Follow these instructions to play this engaging game:

- ❖ Divide the group into two teams.
- ❖ Place on a table (or put in a box) a packet of cards, each of which has a particular emotion typed on it.
- ❖ Have a participant from Group A take the top card from the table and act out (pantomime) the emotion for his/her group. This is to be done in a fixed time limit (such as a minute or two).
- ❖ If the emotion is guessed correctly by Group A, they receive ten points.
- ❖ Now have a participant from Group B act out an emotion, award points as appropriate.
- ❖ Rotate the acting opportunities between the two groups.
- ❖ After 20 to 30 minutes of acting and guessing, call time and announce the winning team based on its point total.
- ❖ If you have a particularly competitive group, consider giving a prize to the winning team.





### The Guessing Game

- ❖ Another fun and engaging game that can develop communication skills: "The Guessing Game." it's similar "Twenty Questions"
- ❖ To start, separate the group into two teams of equal size.
- ❖ Instruct one player from each team to leave the room for one minute and come up with a common object that can be found in most offices (e.g., a stapler, a printer, a whiteboard).
- ❖ When this person returns, their teammates will try to guess what the object is by asking only "Yes or No" questions (i.e., questions that can only be answered with "yes" or "no").
- ❖ The team can ask as many questions as they need to figure it out but remind them that they're in competition with the other team. If there's time, you can have multiple rounds for added competition between the teams.
- ❖ Take the last 10 minutes or so to discuss and debrief. Use the following points and questions to guide it:
- ❖ Tell the group that obviously it took a long time and effort for us to find out the object in each round, but what if we didn't have time and only had one question to ask to find out the object, what would that question be?
- ❖ The question would be "What is the object?" which is an open-ended question.
- ❖ Open-ended questions are an excellent way to save time and energy and help you get to the information you need fast, however, closed questions can also be very useful in some instances to confirm understanding or to help control the conversation.



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>Picture-Telling</b></p> <ul style="list-style-type: none"> <li>❖ This game involves picture-description, which helps the kids develop their analyzing skills as well. Perform the game by:</li> <li>❖ Hand out a variety of random pictures to your students, which can be simple as well complex. You can also make levels.</li> <li>❖ Set a time-limit and ask them to describe it within that time.</li> <li>❖ Students learn how to analyze and organize their thoughts in a limited time period.</li> <li>❖ You can do the same for the writing skills by giving them a written picture-description test.</li> <li>❖ To make it more engaging, you can split the students into teams and award them points accordingly. This will encourage them to perform better.</li> </ul> | <p style="text-align: center;"><b>Can You Hear Me Now?</b></p> <ul style="list-style-type: none"> <li>❖ ‘Can You Hear Me Now?’ is one of the easiest virtual communication games.</li> <li>❖ To play the game, participants need paper and pens.</li> <li>❖ Each round, one player takes a turn describing an item for other participants to draw one shape or line at a time. For instance, the sun, a tree, a stoplight, or a cat.</li> <li>❖ The object of the game is for players to try to guess the object before the drawing is complete.</li> <li>❖ The game emphasizes the importance of giving clear instructions and reveals how seemingly simple statements can have unexpected interpretations.</li> <li>❖ Also, it is fun to see how the drawings turn out.</li> </ul>                                                                                                            |
| <p style="text-align: center;"><b>Back-Back</b></p> <ul style="list-style-type: none"> <li>❖ This game helps in developing the listening and speaking skills of the players involved.</li> <li>❖ The game involves a pair of students, in which one listens and the other follows.</li> </ul> <p><b>It can be done in the following manner:</b></p> <ul style="list-style-type: none"> <li>❖ Ask the pair of students to sit back-to-back so that they don’t see each other.</li> <li>❖ Then ask one of the students to describe a drawing, a picture, or an object which the other student will try to recreate or answer what that thing is.</li> <li>❖ The same activity can also be done through a paper-folding game, where one student will describe it, and the other will fold the paper that way.</li> </ul> | <p style="text-align: center;"><b>Stand Up for Fillers</b></p> <ul style="list-style-type: none"> <li>❖ We often add fillers to our speech when we have to fill up the silent spaces, but the utterances like, “um,” “uh”, “so,” or “right” makes you look nervous and less confident. The stand-up filler is made to avoid such fillers.</li> </ul> <p><b>The game is played by:</b></p> <ul style="list-style-type: none"> <li>❖ Giving each student a topic on which they are asked to speak for 1-3 minutes.</li> <li>❖ The game starts when the student starts speaking, and the rest of the students stand-up on hearing the fillers.</li> <li>❖ The class listens and the speaker becomes hyper-aware of the words they are using. The standing-up of the whole class becomes a deliberate shock to the speaker, and this makes them become more conscious of the words used.</li> </ul> |
| <p style="text-align: center;"><b>Who Am I?</b></p> <ul style="list-style-type: none"> <li>❖ Involves a question game to make the whole class engage in a communication activity.</li> <li>❖ You are required to put sticky notes with any noun on it, such as the name of a famous person or animal and stick them on students’ foreheads without them seeing the writing.</li> <li>❖ Each of the remaining students will come and describe the related thing to that noun so that the student with the sticky note on the forehead answers the question “who I am?”</li> </ul>                                                                                                                                                                                                                                      | <p style="text-align: center;"><b>Find It Together</b></p> <ul style="list-style-type: none"> <li>❖ This is another blindfold activity where you are needed to:</li> <li>❖ Divide the group into pairs in which one of the students remains blindfolded.</li> <li>❖ Then the job of the other student becomes to navigate the blindfolded student to find specific objects from a designated circle.</li> <li>❖ This game requires effective communication skills between the students to accomplish the goals.</li> <li>❖ It is teamwork done through effective communication skills.</li> </ul>                                                                                                                                                                                                                                                                                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>Simon Says</b></p> <ul style="list-style-type: none"> <li>❖ Simon Says is an activity that gets students moving and it is exceptional for learning different parts of the body and physical directions like right and left. You can have them act out more elaborate scenarios and activities, like “Simon Says, make a sandwich,” “Simon Says, go fishing!” or even “Simon Says, stir the tomato sauce”</li> <li>❖ After everyone is ready and spaced around the room, begin your commands. “Simon says, touch your nose with your left knee.” It is a great idea to start off with a few easy-to-understand and silly-to-do commands all students will easily respond to have fun .</li> <li>❖ After students begin to fall out of the game, it will continue on until there is only one student left as the victor. Make your commands challenging as the game goes on and save a few of the hardest for those final moments.</li> </ul> | <p style="text-align: center;"><b>Back-to-back Drawing</b></p> <ul style="list-style-type: none"> <li>❖ Back-to-back Drawing is a drawing activity that centers about description and active listening. Students pair up and sit back to back. Player one holds a completed picture or drawing, and player two has a blank piece of paper and a writing instrument. Player one must tell a story or describe the picture to player two, and player two must try to draw the described scene. At the end of the activity, the two players put the pictures side by side and compare the images.</li> </ul> |
| <p style="text-align: center;"><b>Game : 20 Questions</b></p> <ul style="list-style-type: none"> <li>▪ It is a wonderful game that enables student to talk about their future plans.</li> <li>▪ Ask students to stand in a circle.</li> <li>▪ Let one student stand in the center, and he / she can or can't do.</li> <li>▪ The other students in the group have to identify it by asking a set of 20 questions.</li> <li>▪ The student can respond by saying only yes or no.</li> <li>▪ In case the group fails to guess, the student in the center is declared the winner.</li> </ul> <p><b>Example :-</b></p> <ul style="list-style-type: none"> <li>▪ Student A: Do you want to be an English teacher in the future?</li> <li>▪ Student B: yes, sure.</li> <li>▪ Student A: Do you like teaching English?</li> <li>▪ Student B: yes, of course.</li> </ul>                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p style="text-align: center;"><b>Using Puppets Based Learning</b></p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>▪ ‘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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

- 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.

### Using Mobile Applications for overcoming any communication difficulties such as:

#### Who Am I ?Application

- ❖ A Game designed for kids to learn various facts about animals, plants, vegetables, fruits, places, natural resources and much more. Very interesting and rich in knowledge game which can be enjoyed by kids as well as people of all ages.
- ❖ As students to download this app from Appstore or play store on the following link:

[https://play.google.com/store/apps/details?id=com.hegodev.who\\_am\\_i](https://play.google.com/store/apps/details?id=com.hegodev.who_am_i)



### Activities for Students by mobile apps

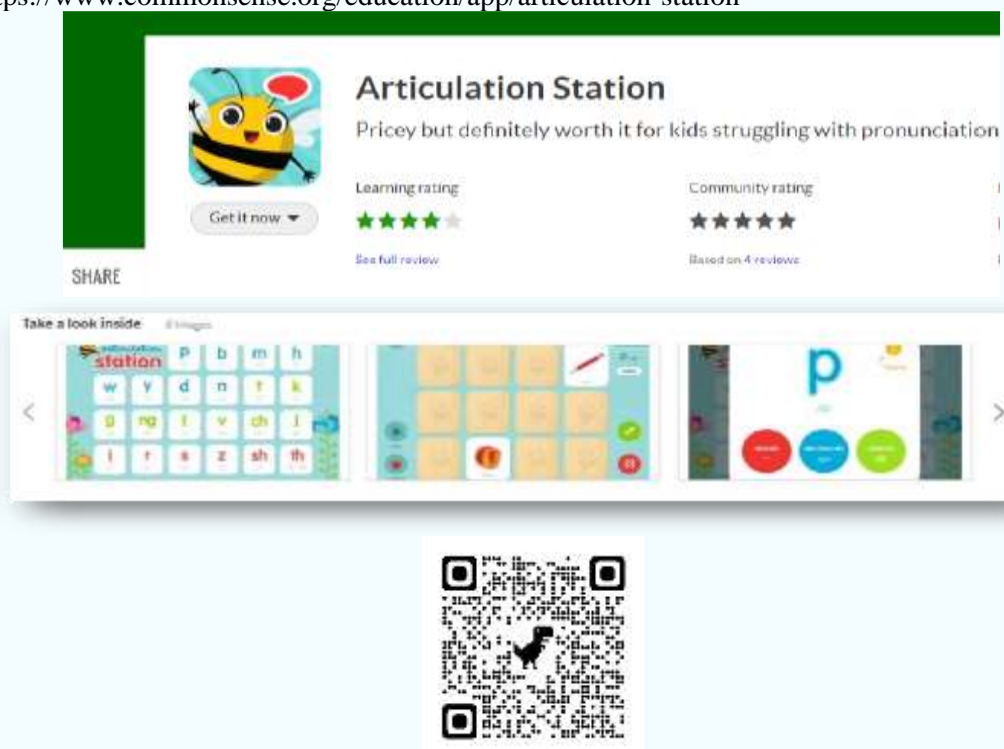
- ◆ Download the following mobile apps on your mobiles or tablets and enjoy learning speaking English through communication and interaction skills.
- ◆ <https://www.common sense.org/education/app/conversationbuilder>



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

## (2) Learning Speaking English by Mobile Apps

- ◆ Download the following mobile apps on your mobiles or tablets and enjoy learning speaking English through communication and interaction skills
- ◆ <https://www.common sense.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.

### Golden Tips:

- ❖ Encourage pupils to communicate and interact with their peers using simple words and expressions without fearing of making mistakes.
- ❖ Enhance confidence and self-efficacy among pupils by using edutainment activities ( games- songs ).
- ❖ Behave friendly with your pupils.



## Worksheets

## Worksheet (1)

**In pairs, describe the picture orally**



<https://www.liveworksheets.com/ku1464656nx>



## Describing a Picture: At the Park



<https://www.liveworksheets.com/nh2587089iv>

### Worksheet (3)

In groups , describe at the following pictures:

What can you see at the

beach ?



Example:

The girl has a sun hat.

LIVEWORKSHEET

<https://www.liveworksheets.com/th3183466hh>



## Worksheet (4)

### What are they doing?

#### STUDENT A



Ask questions as in the example to fill in the chart:

\*What is *Robert* doing? He is making a cake.

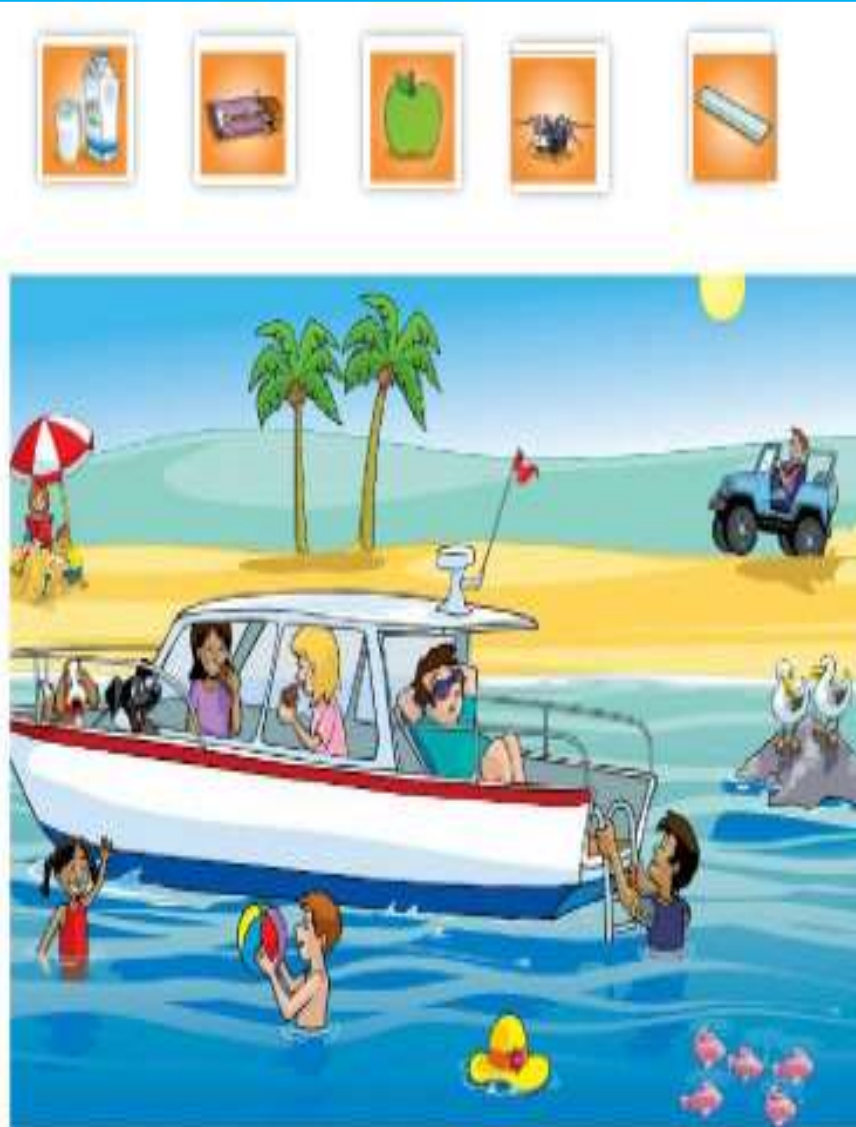
| Name                | Action               |
|---------------------|----------------------|
| Robert              | Making a cake        |
| Jenny               |                      |
| Molly               | Sitting on the chair |
| Dave and Frank      |                      |
| Jason               | Eating chips         |
| Jess and Sam        |                      |
| Sarah               | Sleeping on the sofa |
| Emma                |                      |
| Amy                 | Writing on the book  |
| Jack                |                      |
| Tobby               |                      |
| Catherine and Heidi | Singing a song       |
| Jenny and Molly     | Sitting on the chair |

<https://www.liveworksheets.com/xd2418740cp>



### Worksheet (5)

Describe the following picture orally :



<https://www.liveworksheets.com/im2604380xl>





## **Theoretical Background on Communication and Interaction**

- ❖ Effective classroom interaction has two implications. The first one concerns creating a good atmosphere in the classroom with friendly relationships among the participants of the learning process. The second one encourages students to become effective communicators in a foreign language. This can be achieved through various ways: by implementing different student's and teacher's roles, and by employing a variety of activities, by helping students to express

### **Communication for Children:**

- ❖ Communication for children needs to consider different abilities and needs at different ages, and thus must be child-centered and age-appropriate. Quality communication can support existing development programs and priorities to address particular needs or competencies.

### **Why are Communication Activities for Kids Essential?**

- ❖ Not every child feels engaged in a book and may need something more than words on a paper. If you are still prioritizing books and academics for your child's communication skills, then you may not find the results for a very long time.
- ❖ Some kids feel more engaged in communication games than books
- ❖ Communication games provide kids with an environment where they are free to make mistakes, and thus, this helps them to learn at a better pace.
- ❖ Communication games not only develop communication skills but also develop interpersonal skills like emotional intelligence, caring, body language and others.
- ❖ Kids with better communication skills express their ideas better than the kids who are only academically good.

### **Principles and Guidelines for using communication for children.**

Communication for children should be age-appropriate and child- friendly:

- ❖ Guidelines for this principle:

#### **Use child-appropriate language, characters, stories, music and humor:**

- ❖ Children learn best when communication is tailored to their specific developmental age, needs and interests. Good-quality and effective communication begins with an understanding of the basics of child development and how to best nurture this development and learning. Each age group also has specific strengths and interests that translate into the most appropriate choices in selecting storylines, characters and specific content.

### **Encourage and model Rationale:**

- ❖ Interactive communication is when children are inspired to be more attentive and to participate in the story or other medium. Participatory communication, like participatory education, is more



child-friendly, providing children with the opportunity to be engaged cognitively, physically and emotionally, especially compared to didactic forms of communication. The more we invite our audiences to express themselves, use body movement, think critically and provide feedback, the closer we come to true participatory communication.

#### **Use special effects judiciously and wisely:**

- ❖ Learning and entertainment come from a good story and characters. Special effects were developed to make something special that was ordinary. For example, a close-up camera shot, or “zoom” is used to get viewers to pay attention to something important, while a specific camera angle might make us look at something from a different perspective. Video, audio or print communication are attractive. Therefore, it is important to remember balance: one that accommodates and supports learning of children without overburdening their minds.

#### **Communication for children should be positive and strengths-based :**

Strengths-based communication focuses on portraying and nurturing the strengths and potential in every child rather than focusing on the deficits or problems. . Regardless of situation, it means developing communication that invites children to imagine or be transported to seeing things they have not previously experienced; that excites children about possibilities of what they can do today or become in the future; and channels their energy into positive thought and action. Such communication can be transformative. Using this principle, the goal is not only to teach but also to develop resilience and the capacity to cope. It helps move communication from focusing only on problems to suggesting and presenting options and possibilities.

#### **Guidelines for this principle:**

##### ***Build self-confidence as well as competence Rationale:***

- ❖ A confident child might not only learn better, but will more likely want to learn more. In most development communication to date and specifically in communication for children, the focus has been almost solely on raising awareness and building skills. However, where children repeatedly see and hear that they are valued and important, they learn to build a foundation for critical thinking and a lifetime love of learning. More important than what children need to learn is what they can be. Self-confidence promotes coping skills, solution-finding and the full potential of every child regardless of their situation. Self-confidence is displayed in resilient individuals who show resourcefulness, perseverance, optimism, determination and creativity.

#### **8 Tips on How to Teach Communication Skills:**

- ❖ Before you teach communication skills, it's helpful to build a framework for your students.
- ❖ Physical: How a speaker uses their body language, facial expressions, and voice.

- ❖ Linguistic: The speaker's use of language, including their understanding of formality and rhetorical devices.
- ❖ Cognitive: The content of what a speaker says and their ability to build on, challenge, question, and summarize others' ideas.
- ❖ Social and emotional: How well a speaker listens, includes others, and responds to their audience
- ❖ Once you have a good framework for understanding communication, try these 8 ways to foster effective communication in your children or students:
  - ❖ Teach your kids empathy so they can get a sense of what the other person is thinking and feeling.
  - ❖ Teach your kids conversation skills with techniques like puppets and video modeling, which they can then apply in exercises and activities.
  - ❖ Establish listening and speaking procedures in the classroom or at home .
  - ❖ Teach respectful vocabulary and remind students that being “cold” (passive) or “hot” (angry) will probably result in less understanding and more conflict.
  - ❖ Teach the power of pausing (e.g., encourage them to pause, think, and ask questions like “What do you mean by that?” and “Why?”).
  - ❖ Have your kids practice speaking and listening in natural settings (e.g., outside of the home and classroom).
  - ❖ Encourage introspection in your children; it will help them understand themselves better as well as those around them.
  - ❖ Practice taking turns with a talking stick or a ball, teaching your children that they can speak when they have the object but they are expected to listen when others are talking

## Resources

- ❖ Dagarin, M. (2004). Classroom interaction and communication strategies in learning English as a foreign language. ELOPE: English Language Overseas Perspectives and Enquiries, 1(1-2), 127-139.
- ❖ Winnicott, C., & Kanter, J. (1997). Communicating with children.
- ❖ <https://therealschool.in/blog/activities-to-improve-communication-skills>
- ❖ <https://positivepsychology.com/communication-games-and-activities/>
- ❖ <https://therealschool.in/blog/activities-to-improve-communication-skills/>
- ❖ <https://teambuilding.com/blog/communication-games>
- ❖ <https://www.fluentu.com/blog/educator-english/tpr-esl>
- ❖ <https://www.liveworksheets.com/vi1319661oc>
- ❖ <https://www.liveworksheets.com/or2344361rb>
- ❖ <https://www.eslkidstuff.com/lesson-plans/future-plans-going-to.html>
- ❖ <https://eslspeaking.org/draw-a-picture/>
- ❖ <https://www.liveworksheets.com/ku1464656nx>
- ❖ <https://en.islcollective.com/english-esl-worksheets/grammar/questions-interrogative/communication/126345>
- ❖ <https://www.liveworksheets.com/jc2102753dy>
- ❖ <https://www.liveworksheets.com/it2790417gy>
- ❖ <https://www.liveworksheets.com/ir2202121ah>

## 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, sixth 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:**

- ❖ Mobile applications
- ❖ YouTube videos-Computers - Websites

##### **Additional Resources**

- ❖ **Common Classroom materials**

#### Intervention Strategies

##### Game Based Learning



##### Puppets based Learning



##### Questioning



##### Mobile Based Learning : Mobile Applications



### Cooperative learning strategy



### Role- Play

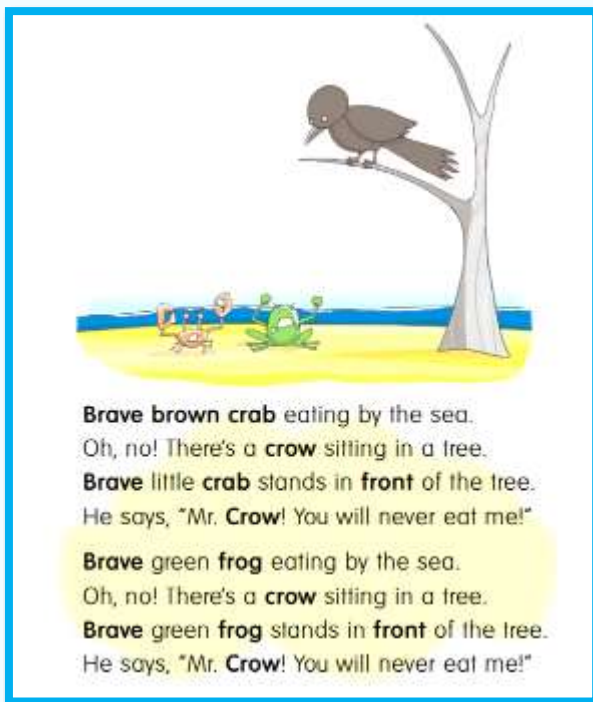


## Procedures of The Topic

### Recognizing students' learning difficulties (Rhyming production )

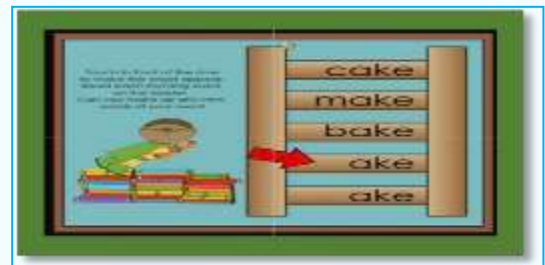
- ❖ Identify and discover your students' learning difficulties in rhyming production through using one of these methods:-

### 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 : Name the Mistake

- ❖ Recite or read aloud a familiar text, poem, or rhyme changing the words .
- ❖ Students should raise their hand and shout out whenever they hear a mistake.
- ❖ Change the words, grammar, sound and meaning.
- ❖ Also, swap the word order or word parts.

#### Here are a few examples:

- ❖ Once a time upon...
- ❖ Old McDole had a farm...
- ❖ Twinkle, twinkle little car

## Remediation Techniques

### Game Based Learning

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

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

### Activity (1): Producing Rhyming Words



Help, Mr. Owl!  
There's a little **brown mouse** in my **house**!  
Help, Mr. Owl!  
There's a little **brown mouse** in my **house**!  
He ate all the bread.  
He ate all the cheese.  
Help me catch him, please, please, please!  
Help, Mr. Owl!  
There's a little **brown mouse** in my **house**!



Down at the **zoo** by the big, cool **pool**  
Lives a crazy jumping kangaroo!  
He jumps in the house, he jumps at school,  
He jumps on his sister's **book**!  
He jumps on a **spoon**, he jumps to the **moon**,  
He jumps on his brother's **foot**!  
Down at the **zoo** by the big, cool **pool**  
There's a crazy jumping kangaroo!





I drove my **car** to the **farm** one day  
To watch the little **cows** play.  
**Short horns, short horns**, they all had **short horns**.  
I drove my **car** to the **farm** one day  
To watch the little **goats** play.  
**Short horns, short horns**, they all had **short horns**.



Sammy plays **soccer**.  
He got a **soccer shirt** for his **birthday**.  
Debby is a **dancer**.  
She got a **fur skirt** for her **birthday**.  
Eddy is a boy who really loves to eat.  
So his mommy took her **purse** to the big **bakery**.  
Eddy loves to eat.  
So he got three cakes for his **birthday**!

- ❖ 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 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.

### 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.

### Activity (3): Read and Complete



Who put **jam** on my ?  
Who put **jam** on my ?  
You're so **bad**!! I'm so **mad**!!  
I will tell my !

Who put  on my **yam**?  
Who put  on my **yam**?  
You're so **bad**!! I'm so **sad**!!  
I will tell my !

- ❖ 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:



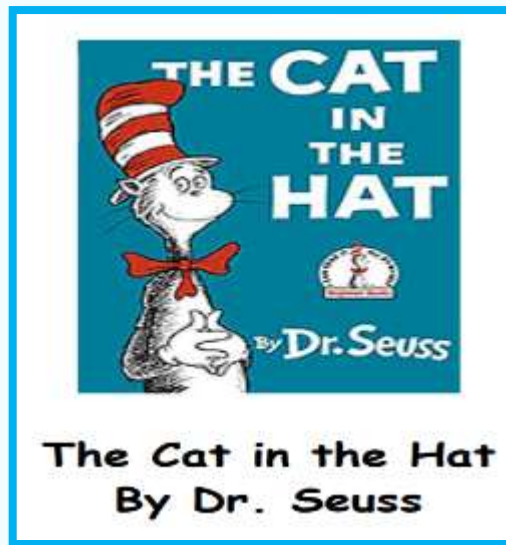
Who put **jam** on my **cap**?  
Who put **jam** on my **cap**?  
You're so **bad**!! I'm so **mad**!!  
I will tell my **dad**!

Who put **jam** on my **yam**?  
Who put **jam** on my **yam**?  
You're so **bad**!! I'm so **sad**!!  
I will tell my **dad**!

### Rhyming Book Read-Aloud

- ❖ ‘ ‘ Read the Book ‘ emphasizes 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 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 read, conduct the following additional activities designed to improve the student's rhyming skills.

Use " The Cat in the Hat " book.



- ❖ Choose a rhythmic rhyming book to read aloud to the students . As you read the story, pause at the rhyming words to give 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:-

The sun did not shine.  
It was too wet to play.  
So we sat in the house  
All that cold, cold, wet day.

I sat there with Sally.  
We sat there, we two.  
And I said, "How I wish  
We had something to do!"

Too wet to go out  
And too cold to play ball.  
So we sat in the house.  
We did nothing at all.

So all we could do was to  
Sit! Sit! Sit! Sit!  
And we did not like it.  
Not one little bit.

And then  
Something went BUMP!  
How that bump made us jump!

We looked!  
Then we saw him step in on the mat!  
We looked!  
And we saw him!  
The Cat in the Hat!  
And he said to us,  
"Why do you sit there like that?"

"I know it is wet  
And the sun is not sunny.  
But we can have  
Lots of good fun that is funny!"

"I know some good games we could play,"  
Said the cat.  
"I know some new tricks,"  
Said the Cat in the Hat.  
"A lot of good tricks.  
I will show them to you.  
Your mother  
Will not mind at all if I do."

Then Sally and I  
Did not know what to say.  
Our mother was out of the house  
For the day.

But our fish said, "No! No!  
Make that cat go away!  
Tell that Cat in the Hat  
You do NOT want to play.  
He should not be here.  
He should not be about.  
He should not be here  
When your mother is out!"



"Now! Now! Have no fear.  
Have no fear!" said the cat.  
"My tricks are not bad,"  
Said the Cat in the Hat.  
"Why, we can have  
Lots of good fun, if you wish,  
With a game that I call  
UP-UP-UP with a fish!"

"Put me down!" said the fish.  
"This is no fun at all!  
Put me down!" said the fish.  
"I do NOT wish to fall!"  
  
"Have no fear!" said the cat.  
"I will not let you fall,  
I will hold you up high  
As I stand on a ball.  
With a book on one hand!  
And a cup on my hat!  
But that is not ALL I can do!"  
Said the cat...

### 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 to say a word and ask the students to produce new rhyming word.

### Game Based Learning

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

#### Game (1): 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 played.



- ❖ 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.

### **Game (2): I Have Who Has:**

- ❖ This activity is great one for whole class or small group literacy lessons. You will need a set of cards with 2 rhyming pictures on each card. One picture is a rhyming answer and the other, a rhyming question.
- ❖ The person with the starting card asks their "who has a picture rhyming with..." question.
- ❖ The student with the correct rhyming answer says "I have!" and then asks their "who has..." rhyming question that is on their card.
- ❖ The game continues in this question and answer pattern until the entire deck of cards has been played and every student has had a turn.

### **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 !).

#### 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.

#### 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 (1)

### Rhyme Scheme Worksheet

#### Directions

1. Read the following poems by Kenn Nesbitt.
2. For each poem, identify the rhyme scheme and write it below the poem.

#### My Cat #1

My cat is nice.  
My cat likes mice.  
My cat is fat.  
I like my cat.

Rhyme scheme:



#### My Cat #2

My cat is nice.  
My cat is fat.  
My cat likes mice.  
I like my cat.

Rhyme scheme:

#### Mr. Brown the Circus Clown

Mr. Brown, the circus clown  
puts his clothes on upside down.  
He wears his hat upon his toes  
and socks and shoes upon his nose.

Rhyme scheme:



#### All My Great Excuses

I started on my homework  
but my pen ran out of ink.  
My hamster ate my homework.  
My computer's on the blink.

Rhyme scheme:

#### My Penmanship is Pretty Bad

My penmanship is pretty bad.  
My printing's plainly awful.  
In truth, my writing looks so sad  
it ought to be unlawful.

Rhyme scheme:

#### Today I Had a Rotten Day

Today I had a rotten day.  
As I was coming in from play  
I accidentally stubbed my toes  
and tripped and fell and whacked my nose.

Rhyme scheme:



Finish!!

<https://www.liveworksheets.com/kn1430507an>



## Worksheet (2)

### Rhyme Scheme

Read the nursery rhymes carefully and write the rhyme scheme next to the lines in the stanzas.



### Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,   
How I wonder what you are!   
Up above the world so high,   
Like a diamond in the sky.   
Twinkle, twinkle, little star,   
How I wonder what you are!

### Humpty Dumpty

Humpty Dumpty sat on the wall.   
Humpty Dumpty had a great fall.   
All the king's horses and all the king's men,   
Couldn't put Humpty together again.



### Little Miss Muffet

Little Miss Muffet   
Sat on a tuffet,   
Eating her curds and whey;   
Along came a spider,   
Who sat down beside her   
And frightened Miss Muffet away.

### All Things Bright and Beautiful

By: Cecil Frances Alexander

All things bright and beautiful,   
All creatures great and small,   
All things wise and wonderful,   
The Lord God made them all.



 LIVEWORKSHEETS

Finish!!

<https://www.liveworksheets.com/zc184868qs>





complete the following:

(Pay attention to the rhyming pattern)

Springtime

I do like the season of **Spring**  
 And the songs that the birdies all   
 But I don't like the   
 (Getting wet is a **pain**!)  
 And wet clothes to my body do **cling**.

Summer Fun

There once was a young girl named **Kay**  
 Who went to the beach every   
 As she stood in the   
 She'd think, "Life is **grand**!"  
 And she'd wish it was here she could

Autumn

My mother really likes   
 It's her favorite season of **all**!  
 "Nothing can compare **are**  
 To the cool Autumn   
 My mother would say when she **called**.

Wintertime

There once was a young man named **Joe**  
 Who earned money by shoveling   
 So when there was a   
 And the others would **mourn**,  
 He'd say, "Off to make money I !"

<https://www.liveworksheets.com/qa2961166dm>



Wind On The Hill

*By A. A. Milne*

No one can tell me,  
Nobody **knows**,  
Where the wind comes from,  
Where the wind .

It's flying from somewhere  
As fast as it **can**,  
I couldn't keep up with it,  
Not if I .

But if I stopped holding  
The string of my **kite**,  
It would blow with the wind  
For a day and a .

And then when I found it,  
Wherever it **blew**,  
I should know that the wind  
Had been going there .

So then I could tell them  
Where the wind **goes**...  
But where the wind comes from  
Nobody .



<https://www.liveworksheets.com/en736256et>



### **Theoretical Background on Rhyming**

- ❖ Rhyming words are words that end with the same or a similar ending sound. When it comes to rhyming, it's all about phonemic awareness, which is the sounds that letters make. Not all rhyming words end with the same spelling, so it is important to teach students to listen for the sounds in words to determine if they end with the same end 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\\_game.html](https://www.freereading.net/wiki/Identifying_and_generating_rhyming_words,_body_part_game.html)
- ❖ <https://earlyimpactlearning.com/the-ultimate-18-rhyming-activities-that-actually-work/>
- ❖ <https://pridereadingprogram.com/improve-auditory-processing-with-these-fun-activities/>
- ❖ <https://www.liveworksheets.com/kn1430507an>
- ❖ <https://www.liveworksheets.com/zc184868qs>
- ❖ <https://www.liveworksheets.com/xa2931703qj>
- ❖ <https://www.easyteacherworksheets.com/pages/pdf/languagearts/rhyme/22.html>
- ❖ <https://www.easyteacherworksheets.com/pages/pdf/languagearts/rhyme/34.html>

## Third Dimension

# Reading Difficulties



### Introduction

This dimension deals with reading difficulties that sixth grade students face . It includes interpretation skills , reading fluency difficulties , skimming, scanning and inference, vocabulary difficulties and identify and analyze the relationship in reading.

# TOPICS

(1)

**Interpretation Skills**



(2)

**Vocabulary Aspect**



(3)

**Skimming, Scanning & Inference**



(4)

**Reading Fluency**



(5)

**Identify & analyze the relationship in reading**





# Topic One

## Interpretation Skills

### Indicators of the Difficulty

- ❖ Refugee students have difficulties in asking and answering question out of the text(interpretation skills).

### Learning Outcomes






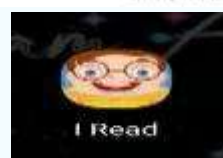

*By the end of this topic, sixth grade students will be able to:*

- ❖ Interpret skills (asking and answering questions out of the text).

### Learning Resources

|                                                                                                                                                     |                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper Resources :</b> <ul style="list-style-type: none"> <li>❖ Student's Book</li> <li>❖ Handouts</li> </ul>                                     | <b>Visual and Audio Resources :</b> <ul style="list-style-type: none"> <li>❖ Models-Flash Cards and Pictures</li> <li>❖ Visual and Audio aids</li> </ul> |
| <b>Electronic Resources:</b> <ul style="list-style-type: none"> <li>❖ Mobile applications</li> <li>❖ YouTube videos-Computers - Websites</li> </ul> | <b>Additional Resources</b> <ul style="list-style-type: none"> <li>❖ Common Classroom materials</li> </ul>                                               |

### Intervention Strategies

|                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Game Techniques</b><br>                                                                                                                                                                                                                                                                                       | <b>E- learning Strategy (audio /visuals )</b><br>                                                                                                                          |
| <p><b>Mobile Based Learning (Mobile apps)such as:</b><br/> <a href="https://www.starfall.com/h/im-reading/">https://www.starfall.com/h/im-reading/</a></p>   <p><b>This application is helpful to determine main idea</b></p> |   <p><b>This application is for reading comprehension and it contains charades</b></p> |
| <b>Brainstorming</b>                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                            |

## Procedures of The Topic

### Recognizing students' learning difficulties (Interpretation Skills )

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

#### First Method :

- ❖ Read the text given below aloud with the students (**My Bedroom** )
- ❖ Divide the text into two parts .
- ❖ Divide the class into two groups.
- ❖ Give each student in each group a copy for the text.
- ❖ Ask all students to prepare 5 questions related to the text on a sheet of paper.
- ❖ Check their writing questions correctly and discover their difficulty in forming correct question.
- ❖ After checking the questions, choose the correct sheets and give them to the students to find answers out of the given text. You may add your own question if the students' questions are not sufficient.
- ❖ Let each student reads his / her answer and check their difficulty.



Hello! My name is Karen and this is my bedroom. I share it with my brother, Peter. In this picture, we are on the floor. I'm reading a book. I like reading. My brother is drawing. He loves drawing. My bedroom is big. The walls are painted in yellow and the floor is green. There are two beds, a desk and two shelves. The desk is between the two beds, it's behind us. There is a computer and a camera on the desk. My brother's bag is next to his bed. There is a ball on his bed. My notebook is on my bed. My brother's tricycle is in front of my bed. The bin is between my brother's bed and the desk. Do you like my bedroom?

1- Where are Karen and her brother?

2- What's she doing?

3- Is her brother drawing?

4- What colour are the walls?

5- How many shelves are there?

6- Where are the computer and the camera?

7- Where's Peter's bag?

8- Where's Karen's notebook?

9- Where is the tricycle?

10- Where is the bin?

<https://www.liveworksheets.com/qk766246pg>



## Remediation Techniques

### Interpretation Skill and Reading Comprehension

- ❖ To clarify the reading material and understand the content, a strategy that helps students to engage in the text and achieve this goal must be identified. Good readers challenge comprehending the text by asking questions. Struggling reader are less interactive.
- ❖ Asking questions will lead the student to deeper meaning in the text when they find answers to the question as:
  - ✚ What does that word mean?
  - ✚ What is that happening?
  - ✚ Why did the character do that?
  - ✚ Why did the author write this?
- ❖ When the students ask questions before, during ,and after reading they can interpret the text well after getting an answer for these questions.
- ❖ Help your students ask questions before reading as: What will the text or the story be about? What will we learn? What do we know about this topic?

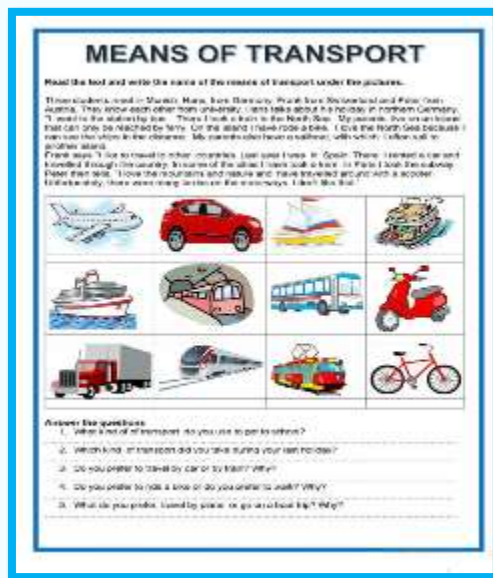
- ❖ During reading question must be asked about clues, something that doesn't make sense, a word meaning or confusing sentence or part. So, it depends on the main idea of the text.
- ❖ After reading, questions are for evaluation, for example:
- ❖ How were their question answered?
- ❖ Or even not answered and what they learn from the text.
- ❖ To achieve this, play with them "what's in the box?"
- ❖ Hide an object like a rubber or a pencil in the box and let students ask as many questions as they can to guess the object.
- ❖ Encourage them to ask open-ended questions as: Why do we use it? What do you use it for? Rather than "Is it a book?" in order to get better understanding .
- ❖ After this activity, choose a short simple text and try with the students the before, during, and after questioning strategy . For more help, put suggested questions given above on anchor chart for students to get help of.
- ❖ They can also use "Post-it note" for questions on the text itself on the column side.

### Activity 1 : Act as a Teacher

- ❖ Have each student sit with a partner.
- ❖ Prepare two pieces of Reading materials .
- ❖ You may divide the suggested text below into two parts .
- ❖ Give each partner in pair one text part .
- ❖ Have the students read their part and write questions about.
- ❖ Help in the form of the question if students struggle forming it.
- ❖ Have them trade the text part with a partner and they can answer each other's questions.
- ❖ Each student will act as a teacher and check their partner's answers to their own questions.
- ❖ You may warm up for this activity by practicing asking and answering questions for a simple piece of reading and student will model that:

#### Suggested text:

- ❖ Means of Transport





### Summer Vacation Reading Worksheet



Instructions: Read the story and answer the WH questions below.

My name is Martha. I had a great summer. I went camping with my sister Susan in Algonquin Park. We went camping because it was my sister's birthday and she loves to spend time outdoors. We stayed there for 5 days. We left on August 15 and came home on August 21. We went fishing, hiking and swimming everyday. It was a wonderful summer.

Questions:

- Who went camping? Martha summer Algonquin Park
- She went camping alone. True False
- Who is Susan? sister friend mother
- Where did she go camping? Martha summer Algonquin Park
- Why did they go camping?
  - Because it was Martha's birthday.
  - Because it was Susan's birthday.
  - In Algonquin Park for 5 days.
- When did she go camping? June July August
- How many days was she gone? 5 15 21
- Martha enjoyed her summer vacation. True False
- Check 3 things she did while she was camping:
 

fishing kayaking snorkeling hiking swimming

LIVEWORKSHEETS



### Aren't firefighters cool?

Yesterday I was playing videogames in my room when I heard people screaming. I went out and saw my neighbor's house was on fire!

In less than 10 minutes the firemen arrived and fought against the fire for one hour until they made it. Wow! They are really brave! One of them entered the house and saved the Johnson's dog that was trapped in the fire.

I made a decision: I want to be a fireman when I grow up. I'll be strong and brave enough to fight against the fire, to save people's lives and property. I can't wait! I can already see it in the newspaper: "Brave fireman rescues a family of four". Mom will be really proud.



Mark true (T) or false (F). When it's false, you'll have to justify your answer orally:

The boy's house was on fire. ( )

The boy thinks the firemen are brave. ( )

He admires the firefighters. ( )

It took long the firemen to arrive. ( )

It took one hour to extinguish the fire. ( )

The boy's neighbors have a pet. ( )

A fireman saved the dog's life. ( )

The boy wants to be a firefighter when he grows up. ( )

He wants to be as strong and brave as the firefighters. ( )

Answer the questions:

What was the boy doing when the neighbor's house caught fire?

Did he want to be a fireman before that day?

Why did he decide to be a fireman in the future?

What qualities does he think are essential for being a fireman?

What can he already see in the newspaper?

Who do you think the newspaper is referring to?

How does the boy think his mother will feel? Do you agree with him?



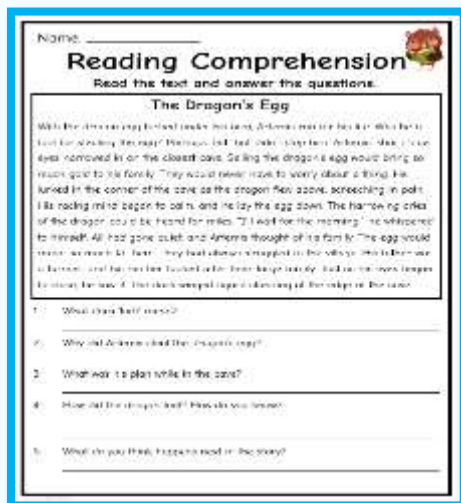


### Activity 2: Morning Activity

- ❖ This morning activity is super and simple in the same time. It will activate asking and answering question, encouraging student to ask and practice questions form with their answers.
- ❖ Divide the class into two teams .
- ❖ Ask the first team to prepare answers and stick out to post it on the board. For example:
- ❖ "2:30 Pm" "Our school" " my classmates" "love playing "
- ❖ After students post the answers note, the other team writes possible questions for these suggested answers.
- ❖ Celebrate and praise when students ask good questions by "High 5" or "Well Done" or "Great Question"!
- ❖ You can use a text , let the second team pick answers from it and have the first team form questions about the picked answers.
- ❖ The team with the most collected questions and answers is the winner.



<https://www.k5learning.com/reading-comprehension-worksheets>



<https://myfreeenglishworksheets.com/grade-4-reading-comprehension/>



Name: \_\_\_\_\_

## Reading Comprehension

Read the text and answer the questions.

### The Magic of The Moon

The moon rose from behind the clouds as butterflies drifted at the western edge. Amy had no idea why she was chosen. Each night her powers came to life. She had full control of insects around her. She could speak to them as if she was one of them. They responded to her thoughts and reacted to her feelings. Young and naive, Amy chose to use her powers to help others. "Help!" cried a voice in the distance.

She summoned her insects and rushed towards the voice. Lying flat on her back in a pit and staring at the night sky was a young girl, surrounded by insects. Amy crawled down on the back of 100 butterflies. "Are you okay?" she whispered. The girl just glared at her and began to laugh maniacally. Her face morphed into that of an old witch. "Your powers are mine," she said with an evil look in her eye. This was a trap.

As the witch approached, Amy called to the insects of the forest. Thousands of insects swarmed, but were met by a magical forcefield. The witch had trapped her. "You are no match for me," she laughed triumphantly.

All of a sudden, ground insects emerged from beneath the witch's feet. Amy closed her eyes, and a moment so many as she could. The witch fought and screamed hopelessly. They enveloped her, sucking her into the earth as the forest fell dead.

The moon shone brighter than ever as Amy made her way home. Surrounded by 100 beautiful butterflies, she smiled. Amy knew more evil was out there and was ready for the fight.



<https://myfreeenglishworksheets.com/grade-6-reading-comprehension/>

### Tips for Teachers:

- ❖ As you are reading a text aloud with your students, give them sticky notes with different colors: red for pre-reading questions, yellow for post- reading questions, and white for during reading questions.
- ❖ Have them write a question for pre- during- post so that each student will have three questions . They have to put their questions in a box or stick them on the bulletin board.
- ❖ After reading, read the question to the class to answer and compare the pre- reading question to the during and post reading ones.
- ❖ Tell your students about the importance of asking and answering questions to understand and comprehend a reading material.

# Worksheets

## Worksheet (1)



My name is Annie and this is what I normally do. I love to walk on the mountain. During the week I wake up early and go for a small walk on the mountain. I usually go with my father or my brother. We like to get some fresh air before we start our day. We live in the country far away from the city. We think that our country life is wonderful because we are away from the noise and pollution of the city. We often walk for about one-half hour and then return to our home. I always take my bus after our walk and at about 8:30 a.m. and arrive at school at 9:00 a.m. My father takes his car and goes to town to work. He works at a veterinary clinic. He is a vet and loves to help animals. We have 3 dogs and two cats.

On the week end we wake up early and go for a hike on the mountain. It is so nice to smell the fresh air and see the wild animals. We stay there for about three hours and bring our lunch with us. As you can see my family loves nature.

### ANSWER THESE QUESTIONS

1. What does Annie love to do?
2. Who does she walk with?
3. Where does she live?
4. How long does she walk ?
5. What time does she arrive at school?
6. Where does her father work?
7. What do they do on the week end?

### ANSWER TRUE OR FALSE

1. Annie is a vet.  
(t) ..... (f) .....
2. Annie does not like the mountain.  
(t) ..... (f) .....
3. Annie lives in the city.  
(t) ..... (f) .....
4. Her father is a farmer.  
(t) ..... (f) .....
5. They seldom walk on the mountain.  
(t) ..... (f) .....

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# MY WEEK

HI! MY NAME IS MIKE. I'M 9 YEARS OLD.

ON WEEKDAYS I GO TO SCHOOL BY BUS.

ON MONDAY I GO SWIMMING IN THE POOL  
WITH MY LITTLE SISTER. ON TUESDAY I GO  
FOR A WALK WITH MY DOG JERRY IN THE  
PARK. ON WEDNESDAY I LISTEN TO MUSIC  
AND DANCE WITH MY FRIENDS. ON  
THURSDAY I READ A BOOK IN THE GARDEN.  
ON FRIDAY I WATCH MOVIES AND EAT  
POP-CORN WITH MY FAMILY.

AT THE WEEKEND I VISIT MY  
GRANDPARENTS. THEY LIVE IN A VILLAGE.

ON SATURDAY I CLIMB TREES AND RIDE MY  
BIKE. ON SUNDAY I HELP MY GRANNY.





## 1. TRUE OR FALSE?

1. HE LISTENS TO MUSIC AND DANCES ON WEDNESDAY.
2. HE GOES SWIMMING WITH HIS SISTER ON MONDAY.
3. HE GOES FOR A WALK WITH HIS FRIEND JERRY IN THE PARK ON TUESDAY.
4. HE PLAYS COMPUTER GAMES ON SATURDAY.
5. HE WATCHES MOVIES AND EATS PIZZA ON FRIDAY.
6. HE READS BOOKS ON THURSDAY.
7. HE HELPS HIS PARENTS ON SUNDAY.

TRUE/FALSE

☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐

<https://www.liveworksheets.com/fu2375861cn>





### Worksheet (3)

Doctors help sick people get well while Vets help sick animals. Nurses are very important. They take care of people, help doctors and give shots. Exercises instructors help us use our muscles correctly. They are all health workers.

TV reporters tell us what are the news and what is happening in the world. Journalists write stories for the newspapers. Computer programmers help us get information fast. They are all information workers.

Plumbers give us running hot and cold water. Electricians put eletricity in our houses. Architects design buildings and carpenters build things out of wood. They are all construction workers, who help us live eith comfort.

### ANSWER:

What do nurses do?

Who are the education prefessionals?

Who put eletricity in our homes?

What do carpenters and plumbers do?

|  |
|--|
|  |
|  |
|  |

<https://www.liveworksheets.com/sd38821mc>



# Air Pollution



Air is important as many living things need them to survive. Air pollution is perhaps the most common and the most dangerous type of pollution. It involves the release of chemicals into the environment. The chemicals are harmful as they then become the part of the air around us that all the living things take in. Air pollution comes from a wide variety of sources and they are vehicle or manufacturing exhaust, forest fires, volcanic eruptions, dry soil erosion, and other natural sources, and building construction or demolition. Possible effects are smog, acid rain, crop depletion from lack of oxygen, and asthma. Global warming is also related to increased air pollution.

Select the best option to answer the questions.

1. What do living things need to survive?

soil

home

air

2. What does air pollution mean?

type of soil

type of pollution

type of rock

3. What does air pollution involve?

release of  
chemicals

Release of gases

release of smog

4. What does air pollution affect?

Our body

Our environment

Our school

5. What do chemicals look like?

harmful

eco friendly

healthy

6. Where does air pollution come from?

ocean

sky

forest fires

7. What could be the possible effects of polluted air?

lack of soil

lack of trees

lack of oxygen

8. What increases air pollution?

Global  
warming

Global  
pollution

Global  
deforestation

<https://www.liveworksheets.com/dj2237481qh>



## Worksheet (5)

### My new house

From: Helen  
To: Jessica  
Subject: Hi!

Hi Jess!

We have got a new house! It's great. It has got six rooms. The kitchen is downstairs. It has a big window and you can see the garden. In the garden there is a small kennel for Toby, my dog. Next to the kitchen is the dining room. My favourite room downstairs is the living room. It's huge and it has got a fireplace.

My bedroom is very big. Everything in my room is blue. I've got a bed, a desk, a chair, a wardrobe and a bookcase. There are posters of my favourite singers on the walls. I haven't got a TV in my bedroom but I've got a CD player and a computer.

Our new house is really great! Come and visit us anytime. Have to go now. Bye!

Helen



|                                               |     |    |
|-----------------------------------------------|-----|----|
| There are six rooms.                          | yes | no |
| The kitchen is upstairs.                      | yes | no |
| You can see the garden from the kitchen.      | yes | no |
| Helen has got a cat Toby.                     | yes | no |
| The living room is downstairs.                | yes | no |
| There is a fireplace in the dining room.      | yes | no |
| Helen's room is blue.                         | yes | no |
| There are posters of animals in Helen's room. | yes | no |
| There is a chair and a bookcase in her room.  | yes | no |
| Helen has got a computer.                     | yes | no |

<https://www.liveworksheets.com/su985675mj>



## **Theoretical Background on Interpretation Skills**

- ❖ What does it mean to interpret a reading material? It means being a reader who comprehend a text through asking questions about what you read, thinking critically between the lines, focusing on the main idea, and answering the question related to what the writer want us to learn or know. Interpretation is very important to understand a reading material well.

## **Resources**

- ❖ <https://www.classroomnook.com/blog/reading-strategy-asking-questions>
- ❖ <https://www.classroomnook.com/blog/making-inferences>
- ❖ <https://www.classroomnook.com/blog/making-connections>
- ❖ <https://www.teacherspayteachers.com/Product/Distance-Learning-Slideshow-Ask-and-Answer-Questions-about-Fiction-5th-Grade-5526324>
- ❖ <https://teachwithouttears.com/tips-for-teaching-asking-and-answering-questions-in-literature/>
- ❖ <https://www.teachstarter.com/us/blog/10-simple-ways-encourage-students-ask-questions-2-2/>



## Topic Two

### Vocabulary Aspects

#### Indicators of the Difficulty

- ❖ Refugee students have difficulties in recognizing words or vocabulary.
- ❖ Refugee students have difficulties in remembering uncommon words that they don't have the opportunity to hear them.
- ❖ Refugee students have difficulties in recognizing new words meaning out of the context clues .

#### Learning Outcomes






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

- ❖ Have rich vocabulary recognition.
- ❖ Recognize and use uncommon words that they learnt and they don't have the opportunity to use or hear them in the surrounding environment.
- ❖ Recognize new words meaning out of context clues.

#### Learning Resources

|                                                                                                                                                     |                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper Resources :</b> <ul style="list-style-type: none"> <li>❖ Student's Book</li> <li>❖ Handouts</li> </ul>                                     | <b>Visual and Audio Resources :</b> <ul style="list-style-type: none"> <li>❖ Models-Flash Cards and Pictures</li> <li>❖ Visual and Audio aids</li> </ul> |
| <b>Electronic Resources:</b> <ul style="list-style-type: none"> <li>❖ Mobile applications</li> <li>❖ YouTube videos-Computers - Websites</li> </ul> | <b>Additional Resources</b> <ul style="list-style-type: none"> <li>❖ Common Classroom materials</li> </ul>                                               |

#### Intervention Strategies

|                                                                                                                                                                                                                                                                   |                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>Game Techniques</b></p>                                                                                                                      | <p style="text-align: center;"><b>E- learning Strategy (audio /visuals )</b></p>  |
| <p style="text-align: center;"><b>Mobile Based Learning (Mobile apps)such as: EWA</b></p>   | <p style="text-align: center;"><b>Cooperative Learning</b></p>                    |

### Brainstorming



### Peer Learning Strategy



## Procedures of The Topic

### Recognizing students' learning difficulties (Vocabulary Aspect )

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

#### First Method : Vocabulary Recognition



- ❖ Give students a pen and a paper.
- ❖ Give them 3 minutes to list as many words as they can from the words they have learnt or known before.
- ❖ You may give alphabet letters and ask them to give words starting with the given letters and they know their meaning well
- ❖ Let each student reads his own list and explains the words meaning that they include, and the students with the least words have difficulty or poor words recognition.

#### Second Method : Uncommon Forgotten Words





- ❖ Select ten words from texts or selections student had learned long before.
- ❖ Write these words on paper strips and ask student to read each vocabulary and try to give its meaning.
- ❖ For each student, the strips with correct meaning are put to the right and those with wrong or forgotten meaning are put to the left.
- ❖ Count the strips at the left and discover your students' difficulty.

#### Third Method :Meaning out of Context Clues



- ❖ Select 5 to 6 words from a text students are about to read, or you can use the suggested text below.
- ❖ Have students underline sentences in text in which each word is located.
- ❖ Ask students to read the words in context and figure out its meaning.
- ❖ Ask them to write down what they think each word means.
- ❖ Check their answers and discover their difficulty.

## Suggested Text:

### Context clues

Reading Comprehension Worksheet

**Practice**

Context clues are *hints* to the meaning of a difficult word. These hints can be in the same sentence or in the sentences before or after the sentence that uses the difficult word.

As you read the story, pay attention to the underlined words, and any hints you might find about the meanings of these words.

**The Water Cycle**

You can't see it, but the water cycle is always in motion on the earth. This series of events goes round and round, again and again, providing clean, fresh water for the land and seas. As water goes through this cycle, it is sometimes solid ice, sometimes liquid water, and sometimes a gas called water vapor.

The energy that drives the water cycle is heat. When heat is added to ice, the ice melts into water. When heat is added to water, it evaporates, turning from liquid into gas. When heat is taken away from water vapor, it condenses, turning from gas into liquid. When heat is taken away from water, it freezes, turning from liquid to solid.

The heat from the sun warms the water in oceans and rivers. The water changes into water vapor that rises into the air. High above the earth, the water vapor cools and becomes tiny particles of water that create clouds. As the clouds gather more and more particles of water, the water falls as rain or snow, which are two forms of precipitation. This precipitation is absorbed in the ground or is added to the water in oceans, lakes, and rivers. The cycle is always, constantly, in process, everywhere in the world.

Online reading & math for K-5

© [www.k5learning.com](http://www.k5learning.com)



Name: \_\_\_\_\_

### Find the Meaning from the Text

"The Velveteen Rabbit" is a story of a stuffed toy that is given a life by the E. Bennett. As time passes, the rabbit is worn and old, but it is still loved by the child who gave it life. Below is a paragraph from the beginning of the story.

**The Velveteen Rabbit** by Margery Williams

For a long time he lived at the top of the house, in the nursery, where he was much about him. He was extremely shy. Being made of velveteen, some of the more expensive toys were envious of him. The mechanical toys were very superior and looked down upon everyone else. They were full of wooden cogs, and they pretended to be wise. The rabbit, who had lived through two seasons and was now of the third, caught the idea from them. He would never see an opportunity of referring to his ragging or to his ragging. The rabbit could not close on his mouth of anything, for he had been told that the rabbit could not close on his mouth of anything. He would never see an opportunity of referring to his ragging or to his ragging. He would never see an opportunity of referring to his ragging or to his ragging.

**Match the Meanings**

Write the letter of the word on the right which has about the same meaning as the word or phrase on the left. Use the words in the box to complete the meaning.

|                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>_____ 1. naturally</p> <p>_____ 2. velveteen</p> <p>_____ 3. expensive</p> <p>_____ 4. envious</p> <p>_____ 5. superior</p> <p>_____ 6. seasons</p> <p>_____ 7. opportunity</p> <p>_____ 8. referring to</p> <p>_____ 9. ragging</p> <p>_____ 10. closed</p> <p>_____ 11. rabbit</p> <p>_____ 12. out of open</p> | <p>A. talking about</p> <p>B. chance</p> <p>C. old-fashioned</p> <p>D. soft velvet cloth</p> <p>E. time of the year</p> <p>F. soft cloth</p> <p>G. usually</p> <p>H. head</p> <p>I. special knowledge</p> <p>J. ignored</p> <p>K. cost a lot of money</p> <p>L. built up</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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## Remediation Techniques

### Vocabulary Recognition:

- ❖ Even though much vocabulary is learnt without formal teaching from conversation, observation media, and eventually reading, research show that teaching the word well enough can improve reading comprehension as well.
- ❖ When teaching vocabulary, focus on rich meanings not just definitions as synonym, antonym, part of speech, classification, (semantic group it belongs to), comparison ( it is like-----) real life examples, graphic versions, (pictures, drawing), or acting it out.
- ❖ These nine different explanations will enrich the recognition of the word and allow students to acquire more than a tool to express meaning on one hand and link meanings on the other.
- ❖ Instead of the stream flow instruction about vocabulary, expose students to the same word many times to support learning by asking them to use this word in a sentence of their own, and tell them that it's ok to make mistakes in order to learn independently.



- ❖ Bring technology like digital games or apps. into the classroom suited to teach vocabulary and let students practice through that.
- ❖ Create with them vocabulary notebook that encourages students to expand their knowledge. They can jot down new words and their meanings. Motivate them to write synonym and antonym beside each new words and even use it in a sentence.
- ❖ Connect word meaning with semantic maps that display relationships between words categories. For example, choose the word” job” and ask the student to participate in creating the map and write words that are connected to the key words.



### Activity 1 : Jobs Map



- ❖ This game is played by students to learn new words through their semantic category since this will ease learning for a lot of words related to the chosen category .
- ❖ Divide the class into two teams.
- ❖ Write the main words or category name in the middle of the board on a carton paper.
- ❖ Choose the words that represent the topic you have in the Reading material for example "Jobs".
- ❖ Before reading the text, ask the student to compete giving words related to the topic such as doctor, engineer, salesman, firefighter, office, clinic, trade, etc....
- ❖ Every team will gain a point if they give a correct meaning of the word in bubbles or branches around the main words.
- ❖ Now read the text and ask the student to highlight the word that are connected to the topic main words (jobs) and add them to the word map after discussing their meaning with your classmates.

- ❖ Then hang this word map on the bulletin board during the whole time the text is given for students to practice.
- ❖ Give more synonym and antonym, use in sentences, and finally understand comprehending the text and answering questions.
- ❖ Semantic Maps help build students' vocabulary and reading comprehension.
- ❖ You may ask a student to make a research at their homes for more challenging words everyday.

### Suggested Text: Jobs

**Dear Anita,**

I'm 18 years old and I've always wanted to be a police officer. But my father is a lawyer and he strongly suggests that I also become a lawyer. He says that being a police officer is dangerous and that the salary as a lawyer is much better. He says that I am free to choose any job that I want, but I know that he will be very unhappy if I become a police officer. What should I do?

Elizabeth

**Dear Anita,**

I'm 50 years old and I have been a farmer for 32 years. I enjoy my job and the life that goes with it - I like getting up early and working hard and going to bed early. And I enjoy working outside and watching things grow.

My problem is that I want to be an artist or maybe an actor. Do you think I should sell the farm and try something new? Both my children are grown up now, but my wife might not be very happy about the change.

John

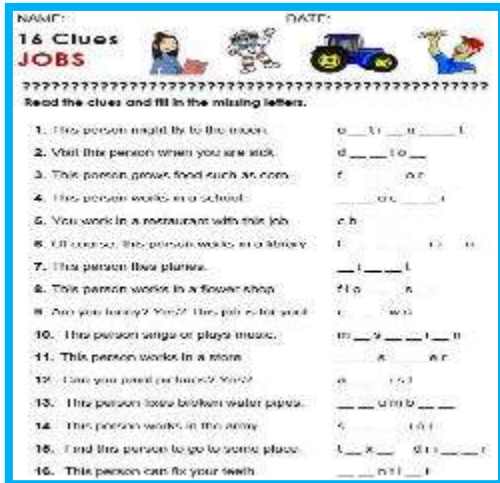


**Dear Anita,**

I just graduated from high school and I should be very happy, but I'm not. All of my friends know what kinds of jobs they want. Some of my friends are going to study to become doctors, some are going to become engineers, some are going to become business people. My best friend Sarah is even going to become an astronaut! My problem is this: I have no idea what kind of job I want and no idea what I should study. How can I know what to do with the rest of my





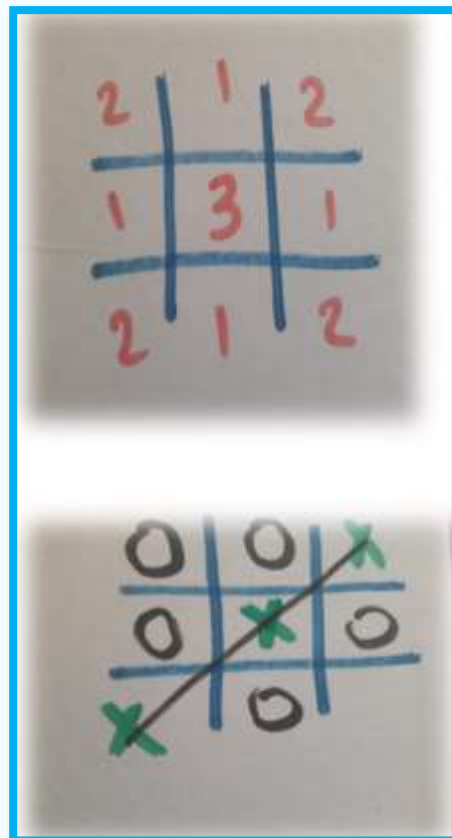


### Activity 2: Tic-Tac-Toe

- ❖ Draw on the board the Tic Tac Toe grid with numbers 1,2, 3 as shown in the figure.
- ❖ Prepare vocabulary (synonym, antonym, sentence, and definition) on folded paper, and divide the class into two teams X&O.
- ❖ Ask a general question concerning vocabulary as: Give me five vocabularies we learnt before.
- ❖ The team who answers correctly will start the game with number 3, which means they have to pick three of the vocab folded paper and guess the vocab word in them.
- ❖ If they guess the three vocab they will put X or O on the three squares and win the three points. If they guess 2, they will put on two and win two points, if one they will win one point, then it is the other team's turn.
- ❖ The winner is the team who can matches 3 squares as shown below.

#### Suggested vocabulary:

- ❖ the property of being known: fame
- ❖ related: connected
- ❖ brave: opposite of crowd
- ❖ The ..... sense of flowers in vases amazes us: fabulous



## Uncommon Forgotten Words

- ❖ Overflow instructions related to the reading material vocabulary during which the text is given allow a short memory recognition for the vocabulary words. However, when you ask about them later or look for their usage in the students conversation or writing, you will be surprised that they were forgotten.
- ❖ A new word must be used 10 times before you let it go to the long-term memory.
- ❖ Ask your students to organize vocabulary in a notebook that they will visit every week or month to refresh their memory by a game activity or a quiz.
- ❖ Let them learn words with a friend for it is more fun to learn with someone else and chat with each other using these words.
- ❖ Review with them the words on a word wall that you with their help, gather all the words on since the beginning of the year. Review words everyday they have the period last 5-minutes free ,where you ask them to use these words in sentences of their own .
- ❖ Reward the students who return to this wall or their notebook to grab a word and use it in a various way.
- ❖ Another way of ensuring the words recognition, is "word of the day."
- ❖ If you pick a forgotten word every day and give some minutes for a student to remember, discuss , and drag to his sentence, you will find your students are getting familiar with all the words given during the year .
- ❖ Use the word puzzle, crossword, word scratch game, etc.....
- ❖ Make word cards for the most forgotten uncommon words, students can post it up their desk.

Number: \_\_\_\_\_ Date: \_\_\_\_\_

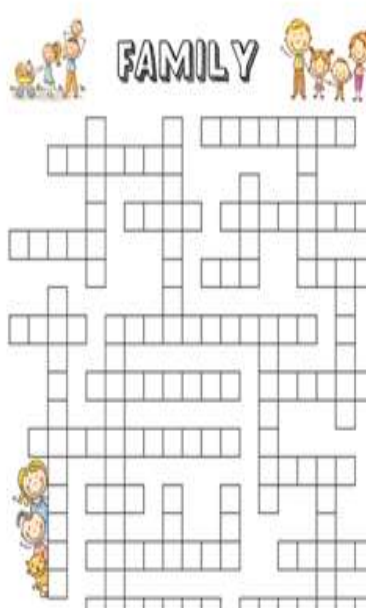
### Scratch

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

costume  
green flag  
code  
background

import  
mouse y  
module  
stage

degrees  
mouse x  
variable  
sprite




**FAMILY**

|           |           |           |            |           |           |             |
|-----------|-----------|-----------|------------|-----------|-----------|-------------|
| 2 letters | 4 letters | 5 letters | 6 letters  | 7 letters | 8 letters | 11 letters  |
| boy       | aunt      | niece     | cousin     | brother   | children  | grandfather |
| dad       | baby      | uncle     | father     | grandma   | daughter  | grandmother |
| man       | teen      | dad       | mother     | husband   | son       | grandson    |
| sister    | wife      | son       | stepmother | parents   | grandson  | stepson     |

Tree Valley Acad

### Crossword puzzle



EclipseCrossword.com

### Activity1:



- ❖ In order to boost students' vocabulary skills, play with them games using the words on their notebook or on the word wall.
- ❖ Divide the class into 3 teams, each will have an activity.
- ❖ Give the first team various categories such as part of speech, noun, verb..... Job, sport ,friendship, science... Students will have 10 minutes sorting the collected word on the word wall into the given categories.
- ❖ Give the second team and on purpose errors included in a list of sentences( word used incorrectly in sentences), and ask your student to correct replacing the word out of the word wall. They just have 10 minutes to finish this.
- ❖ Ask the third to make mind map by creating a graphic organizer of how the key words are connected to other words. This must also be done in 10 minutes.
- ❖ Check their work and announce the winner team.

#### Tips for Teacher:

- ❖ There are a lot of games you can play with your students in their free time or whenever you have a rainy day staying in class during recess, such as unscrambling words with Pictionary, Scavenger Hunt, Bingo, the Word Wheel, Hung Man .....
- ❖ This will refresh Long Memory recognition of the words through fun.



#### Tips for Parents :

- ❖ Give a list of words to your children and play with them composing a story and acting it out . Take turns with them picking words from the list and adding a sentence to ongoing silly story. Review with them the sentence to check if the word is used correctly, then act the story out with your children and let the laughter fill everywhere.



## Vocabulary Words out of Context Clues



- ❖ When vocabulary are taught separately away from reading material, they will make no sense.
- ❖ Acquisition of vocabulary word is achieved well when they are in context. Students, when understanding that, could easily master comprehension and get interested in the text.
- ❖ They need to think about words in Context, look for meaning and sentences that form them. The ordinary steps to do this are to pre-read and read ahead, identify contexts surrounded words, decide or guess a meaning, and check the meaning in the context related to the main idea. But does this work with all students? Practice is the Magic Key that improves the context clues strategy through some activities.
- ❖ First, to help a student build confidence and proficiency with context clues strategy, display related sentences with missing words( they must be familiar with).

### For example :

- ❖ My grandpa is the oldest ...in my family. He has two sons and one..... He .... in a nearby house.
- ❖ Ask student to suggest words in the blanks and they have to tell about the other words that help make this suggestions. Scaffolding practice will help to improve them.
- ❖ You can replace the blank space and the sentence by “made up silly words” and students have to replace them with real words.
- ❖ For example
- ❖ After school I was feeling noozlerly going back home since it was my birthday party.(happily)
- ❖ As there are common kinds of clauses as: direct definition,antonym, synonym and example, create an anchor chart with your student and include an example on each so that they can go to a reference before asking a teacher for help.

### Activity 1: Context Clues Letters

- ❖ This activity is to practice finding words out of context clues and reading material.
- ❖ Read the text aloud with the student .
- ❖ The text has six highlighted vocabulary.
- ❖ Separate the sentence containing the vocabulary words on the paper strips where the same sentence is written two times: in the first time, the vocabulary word is written in its place, and in the second ,the vocabulary word is left out, but there are blank spaces where each letter of the meaning word will fit.
- ❖ For example: Fancied: - - - - - (amazed)




**CONTEXT CLUES**

• **Step 1: Reread and read ahead.**  
Stop and reread the words that come before and after the unfamiliar word.

• **Step 2: Identify context clues.**  
Think about the meaning of the words in the text that surround the unfamiliar word.

• **Step 3: Decide on a meaning.**  
Use what you know from the context to make a guess about the meaning of the unfamiliar word.

• **Step 4: Check that meaning in the context.**  
The meaning you decided on should make sense in the sentence and in relation to the main idea of the text.




**"THE UGLY DUCKLING"**

Hans Christian Andersen wrote his story of "The Ugly Duckling." It tells about a small baby duck, called a duckling, who is a very ugly duck. He is not very happy because all the farm animals make fun of him. Then, one day the duckling grows up. He finds out he is not a duck, but a beautiful swan!

Below is part of the story.

The poor duckling had crept out of his shell last of all. He looked so ugly! He was bitten and pushed and made fun of not only by the ducks, but by all the poultry. "He is too big," they all said. The turkey, who fancied himself really an emperor, puffed himself out like a vessel in full sail. The fear of the duckling, and became quite red in the face with passion. The poor little duckling did not know where to go. He was quite miserable because he was so ugly and laughed at by the whole farmyard. So it went on from day to day till it got worse and worse. The poor duckling was disliked by everyone, even his brothers and sisters were unkind to him. They would say, "Ah, you ugly creature. I wish the cat would get you."



**LIVWORKSHEETS**



you." The ducks pecked him, the chickens beat him, and the girl who fed the poultry kicked him with her feet. So at last he ran away, frightening the little birds in the hedge as he flew off.

• **Write the word that means almost the same thing as the underlined word. Use the rest of the sentence to help find the correct meaning.**

- "...made fun of, not only by the ducks, but by all the poultry."   
A. vegetables B. birds C. clouds
- "The turkey, who fancied himself really an emperor..."   
A. ran B. dressed C. believed
- "...puffed himself out like a vessel in full sail." A. ship B. cake C. goose
- "...became quite red in the face with passion..."   
A. sunniness B. rain C. anger
- "was quite miserable because he was so ugly and laughed at..."   
A. calm B. unhappy C. hungry
- "...even his brothers and sisters were unkind to him..."   
A. mean B. helpful C. asleep
- "...would say, 'Ah, you ugly creature. I wish the cat would get you.'"   
A. door B. animal C. apple
- "So at last he ran away, frightening the little birds..."   
A. writing B. feeding C. scaring

- ❖ Students read the sentence and try to find out the meaning using context clues.
- ❖ If they fail to find the word meaning, you can add one letter at a time until students find out the word.
- ❖ Students give a friendly definition for the word without filling the blank spaces and if it is true, accept it.
- ❖ The winner in the class is the one who can fill and figure out the most words.



## Another suggested text

One cold day in the winter, Lucy decided to go outside to build a snowman. She said to Harry, "Would you like to build one with me?" "I would like that!" said Harry. Lucy and Harry walked outside into the snow. The snow was deep this year. They were both happy that there was lots of snow to use for their snowman. They started to roll the snow into a ball to make the body. Harry was sad because his hands were cold. "It will be worth it when it is finished," said Lucy. After Lucy and Harry had made the body and head for the snowman, they stuck two small sticks in either side for the arms. Harry found a dirty, old scarf for the snowman to wear around his neck and Lucy fetched a carrot from the fridge. They both found some small rocks for his eyes and mouth. After they had finished their snowman, they walked back to the warm house to have a nice cup of hot chocolate.



### Activity 2 :Taboo Words

- ❖ This activity is to help the student to recognize the meaning of new words out of context clues.
- ❖ Let class sit in groups of 4 students each, and ask them to prepare their vocabulary taboo cards .
- ❖ On each card, you have to write the new vocab word with a sentence and under them three taboo words that are somehow related to the words and are forbidden from being used by the students who gives the clues.
- ❖ As a clue giver (student from each team)have him/her read the sentence for his/her team and they have to guess while the other team is watching out for the taboo words not to be said by the clue giver.
- ❖ If they don't know or forget out the meaning in the sentence, the clue giver has one minute to explain the word to his team using just words, (no actions , no sounds).
- ❖ For every word the team guesses, they will win a point and move on to the next word.

#### sunny

bright  
cloudy  
day  
afternoon  
days  
weather  
rainy  
warm  
sun  
hot  
holiday

#### happy

sad  
glad  
joy  
content  
gay  
smile  
fun  
rejoice  
elated  
pleased  
elation

#### speaking

talking  
listening  
words  
english  
conversation  
telling  
speech  
shout  
tube  
clock  
mouth

#### learning

knowledge  
education  
school  
teaching  
books  
book  
hard  
teach  
taught  
time  
wisdom

# Worksheets



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reading Comprehension  
Context Clues-A Friend to Many

## A Friend to Many

Frank Benson wanted to improve life for everyone in Hillsdale. His many projects helped **countless** people he never even met. Because Frank felt that everyone should be **literate**, he started a program to teach people who couldn't read. He also **founded** a Library on Wheels program that brought books to people living out in the country. It was the first program of its kind in the state.

When Frank passed away at the age of 92, a **memorial** service was held at the town's main library. Many family members and friends told stories about all the good things Frank had done in his life. Later, the town voted to rename the library after Frank. The brass **plaque** on the front door reads, "Frank Benson: A Friend to Many."

(A) Match the word with its meaning. Write the letter.

- |                                               |                                                     |
|-----------------------------------------------|-----------------------------------------------------|
| 1. _____ countless                            | A. started                                          |
| 2. _____ literate                             | B. many                                             |
| 3. _____ founded                              | C. something done to remember a person who has died |
| 4. _____ memorial                             | D. a sign                                           |
| 5. _____ plaque                               | E. able to read                                     |
| 6. How old was Frank when he died? _____      |                                                     |
| 7. What was renamed after Frank Benson? _____ |                                                     |



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Context Clues Worksheet (Writing Part 6)

Context Clues are words in the sentence that help you figure out the meaning of a difficult word that you do not know.

Directions: Read the words in the box below. Write each word where it belongs.

|           |       |              |           |
|-----------|-------|--------------|-----------|
| visualize | rebel | dramatic     | awareness |
| hatchet   | vague | transmission | frown     |

- I used a \_\_\_\_\_ to cut the branch of the tree.
- The sad clown had a \_\_\_\_\_ painted on his face.
- We needed to bring \_\_\_\_\_ to the deadly disease.
- I couldn't understand the teacher's \_\_\_\_\_ directions.
- The \_\_\_\_\_ army fought against the government in power.
- My sister was being so \_\_\_\_\_ about what she saw.
- I tried to \_\_\_\_\_ what I would look like in ten years.
- The \_\_\_\_\_ of my car broke down.



### Play the Word Meaning Game!

Instructions: Cut out each sentence, then cut out the words at the bottom.  
In each sentence, one word is red. The student finds a word on a card that has a similar meaning and places it over the red word in the sentence. Underlined words are context clues.

1. A twister blew down the barn during a bad storm.
2. The factory produces 100 dolls a day.
3. We shiver at the bus stop when it is cold.
4. The teacher noticed that Jim was not in his seat.
5. The clever cat found a way to open the cupboard.
6. He was a good scholar who made all As.

tornado makes shakes saw smart student

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Name: \_\_\_\_\_

### Word Discovery

Each sentence below has an underlined word. Circle the letter of the word below the sentence that means the same thing. Use other words in the sentence to help find the right word.

1. The cruel girl stole her sister's cookies.  
A. slow B. garden C. mean
2. The fish swam in the large stream.  
A. car B. river C. fan
3. The wealthy woman gave money to the poor children.  
A. rich B. purple C. hungry
4. The mouse nibbled on the cheese.  
A. sat B. slept C. ate
5. We looked at the atlas to find India.  
A. map B. pencil C. clouds
6. Her mother's ancestors came from France many years ago.  
A. cartoon B. family C. lunch

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## READING COMPREHENSION Context Clues

Name: \_\_\_\_\_ Grade: Two

**Instructions:** Read the story below. Then answer the questions.

### Leah's Cat

Leah's cat didn't like to be left alone. Leah never knew what Honey did when the family was away from home. Sometimes the cat just slept all day in her comfy bed. But sometimes she was really bad. One day, Leah found a big mess in the bathroom. Honey had unrolled the toilet paper. It was in shreds. Bits of it was everywhere. Leah was furious! It took a long time to clean up Honey's big mess.



1. Who is the main character in the story?

The main character: \_\_\_\_\_

2. Where did this story take place?

The story took place: \_\_\_\_\_

3. What happened at the end of the story?

- (a) Honey took a nap.
- (b) Leah cleaned up Honey's mess.
- (c) Honey was punished.

4. What does the word shreds mean?

- (a) rolls
- (b) pieces
- (c) packs

5. From the story, what does the word furious mean?

- (a) glad
- (b) excited
- (c) angry



## Scratch Word Search

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| L | O | R | T | N | O | C | G | L | I | D | E | B | G |
| I | M | L | P | C | P | A | I | N | T | S | O | G |   |
| O | N | E | O | I | M | P | O | R | T | M | V | R | E |
| N | H | P | G | O | T | H | N | O | I | T | O | M | S |
| E | V | V | A | R | I | A | B | L | E | H | N | N | C |
| O | V | T | L | C | A | L | O | O | K | S | A | L | R |
| I | P | E | F | S | I | S | P | R | I | T | E | N | A |
| S | O | U | N | D | S | E | N | S | I | N | G | U | T |
| I | H | C | A | T | L | R | E | G | A | T | S | M | C |
| T | T | O | N | S | S | B | L | O | C | K | S | B | H |
| P | E | N | W | E | R | Q | N | H | I | D | E | E | O |
| S | R | C | A | R | W | U | S | T | E | S | P | R | U |
| B | T | E | T | A | C | I | L | P | U | D | A | T | T |
| I | A | N | I | M | A | T | I | O | N | C | L | O | P |

PEN  
BLOCKS  
FLAG  
SCRATCH  
IMPORT  
QUIT  
EVENTS  
SHOW  
SOUND  
SPRITE  
MOTION  
HIDE  
PAINT  
NUMBER  
STAGE  
ANIMATION  
GLIDE  
VARIABLE  
LOOKS  
DUPLICATE  
CONTROL  
REST  
SENSING

Play this puzzle online at : <https://thewordsearch.com/puzzle/2014056/>





## Sports Words Search

Write the words from the word bank under the correct pictures and then find them in the grid below.

### Word Bank

badminton  
hockey

baseball  
soccer

basketball  
tennis

football  
volleyball

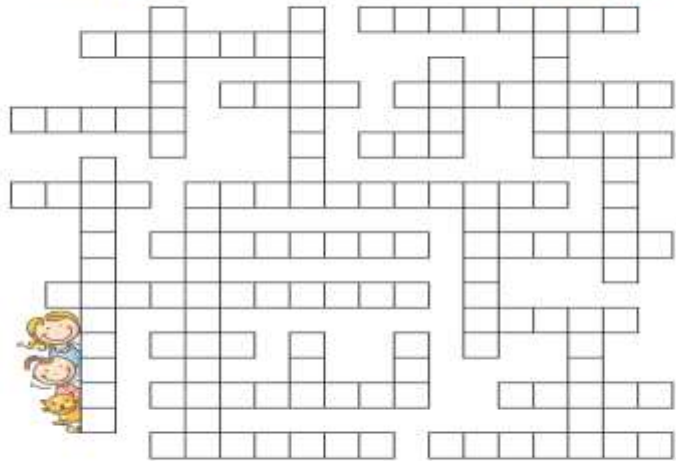


|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| B | D | W | Q | B | B | O | M | T | L | P | X | X | S | B | N | K | M |
| W | R | Z | A | A | P | L | T | N | L | E | R | N | U | Q | A | S | Z |
| J |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

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## FAMILY



**3 letters**  
boy  
dad  
mom  
son

**4 letters**  
aunt  
baby  
twins  
wife

**5 letters**  
niece  
uncle  
visit

**6 letters**  
cousin  
father  
mother  
nephew  
sister

**7 letters**  
brother  
grandma  
husband  
parents

**8 letters**  
children  
daughter  
family  
grandson  
siblings

**11 letters**  
grandfather  
grandmother  
grandparent  
sister-in-law

Tree Valley Academy





**Word Detective**

Read each sentence and use the context clues to determine the meaning of the word in **bold**.

1. Jonathan was **reluctant** to ride his bike after he fell and broke his arm the last time he cycled.  
a. angry      b. unwilling      c. annoyed

2. The students were very **fond** of the gentle guide dog that visited the classroom.  
a. have a liking for      b. being scared of      c. finding bored

3. The two girls were **identical**, with the same height, hair, and eyes.  
a. looking closely      b. acting like someone      c. looking alike

4. After attending extra lessons and spending more time studying, David's test scores began to **improve**.  
a. get better      b. get worse      c. stay the same

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**Choosing Effective Vocabulary**

1. The teacher was **impressed** by the student's **impressive** performance.  
a. surprised      b. disappointed      c. amazed

2. The teacher was **impressed** by the student's **impressive** performance.  
a. surprised      b. disappointed      c. amazed

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## **Theoretical Background on Vocabulary Aspect**

- ❖ When it comes to Reading comprehension, vocabulary are considered the base stone for understanding what is read ,knowing that 70% of the words in a reading material leads the reader to understand what is heard and printed . The more the text is complicated the bigger is the amount of the new words learnt. Comprehension here is interrupted when the new words, they are reading, are not a part of their vocabulary.

## **Resources**

- ❖ <https://k12.thoughtfullearning.com/blogpost/7-effective-vocabulary-building-activities>
- ❖ <https://www.readingrockets.org/article/five-key-principles-effective-vocabulary-instruction>
- ❖ <https://www.prodigygame.com/main-en/blog/vocabulary-strategies/>
- ❖ <https://www.lexialearning.com/blog/context-clues-5-fun-activities-boost-vocabulary-development>

## Topic Three

### Skimming, Scanning and Inference

#### Indicators of the Difficulty

- ❖ Refugee students have difficulties in skimming material before reading to determine the purpose or the type of the reading material.
- ❖ Refugee students have difficulties in identifying specific information after scanning the reading material.
- ❖ Refugee students have difficulties in inferring while reading any text.

#### Learning Outcomes

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

- ❖ Skim the material before reading to determine the purpose or the type of the text.
- ❖ Identify information after scanning the reading material.
- ❖ Infer answers while or after reading a text.

#### Learning Resources

##### Paper Resources :

- ❖ Student's Book
- ❖ Handouts

##### Visual and Audio Resources :

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

##### Electronic Resources:

- ❖ Mobile applications
- ❖ YouTube videos-Computers - Websites

##### Additional Resources

- ❖ Common Classroom materials

#### Intervention Strategies

##### Game Techniques :Skimming and Scanning game



[https://play.google.com/store/apps/details?id=com.amrustudio.ss&hl=en\\_IN&gl=US](https://play.google.com/store/apps/details?id=com.amrustudio.ss&hl=en_IN&gl=US)

##### E- learning Strategy (audio /visuals )



##### Collaborative Learning



<https://www.cliffordelementarybilingual.com/highlights/grade-6/>

##### Modelling



<https://www.engageny.org/resource/grade-6-mathematics-module-1-topic-b-overview>

##### Brainstorming



## Procedures of The Topic

### Recognizing students' learning difficulties (Skimming, Scanning and Inference )

- ❖ Identify and discover your students' learning difficulties in skimming , scanning and inference through using one of these methods:-

#### First Method : Skimming for Purpose and Type of Text

- ❖ On pieces of paper, write the routine of your morning everyday (I wake up at 8:00 a.m., wash my face, brush my teeth, have breakfast,...), steps in process ( how to make a cup of tea: boil some water, add some dry tea, prepare a cup with little sugar...) for expository or informative text type. On another piece, write' a review of a book to encourage people to read it': (this book is about immune system. It is very important for everyone to read....) or a speech for your classmates to vote for you to be the class president (I am your faithful friend who will do his best to help you solve any problem...) for persuasive type . On the last piece of paper write a funny story( this is the funniest story I have ever heard about ,the fat and the thin dwarfs who ....), or a short story about an animated object ( the active pencil has a story with the little boy ...) for entertaining type.
- ❖ Put the pieces in a box, and have each student come and choose one , read, and tell about the purpose or type of text on it
- ❖ Discover your struggling students and identify their difficulty.



<https://www.quizalize.com/blog/2018/03/02/classroom-games/>

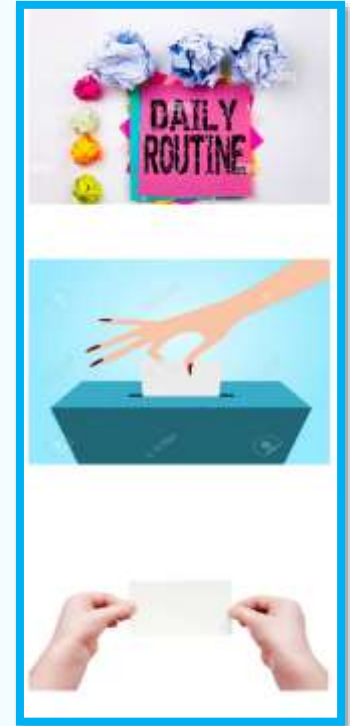
#### Second Method: Scanning the text for specific information

- ❖ Give students blank sheet of paper with pens.
- ❖ Present the following text on the board or type it on the sheet of paper and give each student one.
- ❖ Ask them to scan the text for some information after they read the required phrases first, and supply the information in 5-minutes:

#### Phrases are:

- ✚ Location of Syria
- ✚ Capital of Syria
- ✚ Nearby sea
- ✚ Borders of Syria
- ✚ Location of Syrian desert
- ✚ Rivers of Syria
- ✚ Climate of Syria
- ✚ People in Syria
- ✚ Year of Independence

<https://www.dreamstime.com/syria-map-rivers-roads-cities-hand-drawn-middle-east-cartography-image193872246>



### **Suggested text: Profile of Syria**

- ❖ One of the nicest country in the Middle East is Syria ,whose capital, Damascus, is one of the oldest cities in the world.
- ❖ Syria is located on the Eastern side of the Mediterranean Sea, and is bordered with Iraq, Jordan, Turkey, Palestine , and Lebanon. A big extended desert lies east of the mountains.
- ❖ The climate of Syria is dry, but it is somehow wet near Orontes and Euphrates Rivers. Most of the Syrian population are Arabs who live in all areas and Syria. Others are the Kurds who live at the sides. After France gained control of Syria in 1920, Syria won independence in 1946 and since that day, they have celebrated the Independence Day every year.



- ❖ Check the students' answers and discover their difficulty

### **Third Method: Inference in Reading**

- ❖ Present this story with missed ending on the board or on sheets of paper and ask each student to read it well or you can read it aloud for them.
- ❖ Give them 5 minutes to infer an ending for the given story.
- ❖ Then have each student read the piece they inferred.
- ❖ Check the inference and discover their difficulty.

<https://www.istockphoto.com/photos/child-treasure-box>

### **Suggested story**

Once upon a time as Ibrahim was walking back home from school, he thought to go to the nearby forest and pick some colored flowers for today is the “ Mother’s Day”

Immediately he went there and began picking out flowers. A golden key is shining between the bushes. He knew that where there was a key, there must be a lock. He got the golden key and dug in the ground and found an iron chest. “There must be a lot of jewelry .I can give my mom on her day,” he said. He unlocked the chest and opened the lid and.....



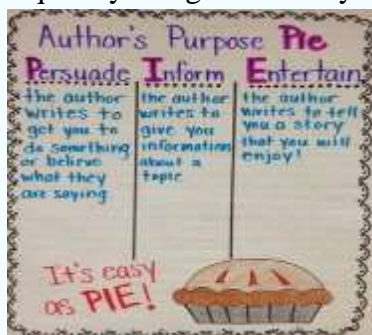
## Remediation Techniques

### Skimming a Reading Material.

- ❖ Skimming is done to get general idea of a text ignoring little details and taking into consideration each first paragraph sentence, the beginning and the end of a reading material. When practicing skimming, students could know which prior information they are taking and what's important. Students' critical thinking, memory, and as a result reading comprehension will improve more and more after it was a challenging concept before.
- ❖ Try this exercise with them first . Put an eraser under a word in the reading text randomly and ask students to read that quickly. Then put it under another word and ask them to read the word before or a 3 words away from the word that you are pointing at.



- ❖ The second step is that giving the students a very simple text which they need to scan and find out if it is fiction or non-fiction. Let them focus on headings and subheadings where they can highlight words as :”Once upon a Time” fiction or “many causes for polluted water” non-fiction. Tell your students that you don’t have to understand each word specifically when looking for the author’s purpose while skimming a text. First use an anchor chart as the one given here in order to review with them the three types of author’s purpose. Start your investigation with “Why did the writer write the text?” First keep a running author’s purpose board with a list of various reasons author wrote ,such an advertisement, opinion article, news, animated story ,joke.... Then surround the students with pieces of information everywhere in the classroom. Ask students to hunt for these pieces using the anchor chart and the scan them quickly to figure out why authors write.



- ❖ Giving a small pieces of writing will let students focus on practicing their reading comprehension and text evidence skills.

### Activity 1: Text Types

- ❖ Instead of skimming the only copy of text by all the students who are sitting in their desk traditionally, students in this activity will work in groups to practice skimming texts (identifying the author's purpose) while reading several short texts they will move around the room to engage with the reading text, talk to each other, and use teamwork to answer the question related to author's purpose or any other general question.
- ❖ Select 5 short text of different types and post one copy of each text on the classroom walls ,windows, doors etc... identify each text with a letter: a b c d e
- ❖ Divide the class into five groups: a b c d e and tell each group that they will have five minutes to look for the text letter of their own, skim the text, discuss with each others, circle the keywords, and determine the author's purpose.
- ❖ If one of the groups struggles, let them get help from the anchor chart or from each other or from you.
- ❖ Let each team present their answers about the author's purpose with clues that explain that.

Refer to the link for the five suggested texts

<https://www.centergrove.k12.in.us/>



### Activity 2: Library Purposes

- ❖ From the library 10 books are borrowed with a summary written on the back cover of each.
- ❖ Divide your class into teams with a buzzer for each team.
- ❖ Tell them that you will read the back cover of the books one by one. As you are reading the first team to buzz and discover the authors purpose will win a point.
- ❖ Start the game and collect points for the team who will answer correctly. If they buzz first but fail to give the correct answer the other team will answer.
- ❖ Each team will win 1-point as they just tell the purpose of writing the book and two points if they give explanation.
- ❖ End the game by giving extra two or three points for the team who will give examples of their own about the three types of author's purposes.

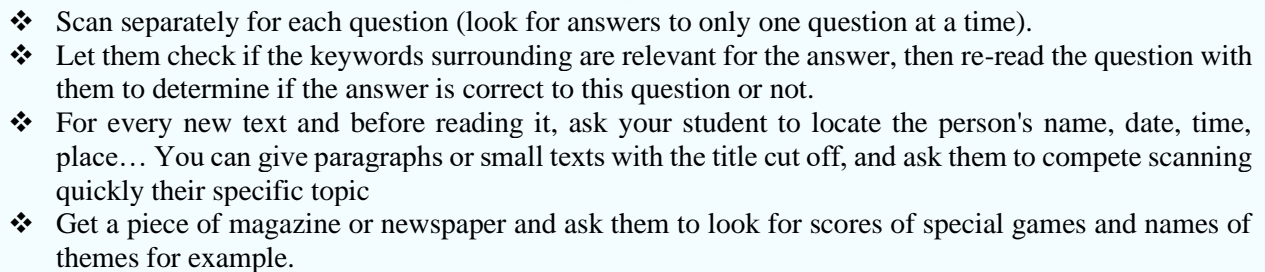


### Tips for Teachers:

- ❖ Reinforce skimming skill for the students through giving titles, phrases, clues, etc .....and play guessing games during the period last three minutes with your students concerning authors' purpose.
- ❖ Add sticky notes everywhere in the classroom holding these hints.

### Scanning texts for specific information

- ❖ While skimming is a quick eye perspective on the reading text, scanning is a deeper searching for specific information between the lines of the text. Scanning is used to answer specific questions, search for a word, number, year, name, etc... When teaching scanning to answer the questions, ask your student to read the questions completely before starting to scan. If you can specify each question's paragraph , student will later go to the paragraph to help scan quickly and easily at the beginning.
- ❖ Tell them to choose keywords from the question itself for it helps a lot.



- ❖ Make a race with the students to find a word after scanning a text as fast as possible.
- ❖ Write the below text on the board, and write down a word on the board that only occurs once in the text
- ❖ The first student to stand up and say the sentence that holds the word is the winner.
- ❖ You may use this activity to draw the students' attention to vocabulary words before teaching them or when choosing the text key word ,students can know what the text is about.
- ❖ This is considered to be a warm up before playing the other part of activity.
- ❖ Write questions on strips of paper enough for all students.
- ❖ Put students in pairs where each has a copy of the text in front .
- ❖ Give each pair question number one only and they have to find the answer and run to show you it written correctly before you give them question number 2 and so on until they will answer all the questions correctly .




## Shortbread biscuits

**Ingredients**

125g / 4oz butter  
55g / 2oz caster sugar  
180g / 6oz plain flour

**Method**

1. Heat the oven to 190C / 375F / Gas 5.
2. Beat the butter and the sugar together until smooth.
3. Stir in the flour to get a smooth paste. Turn on to a work surface and gently roll out until the paste is 1cm/1/2in thick.
4. Cut into rounds or fingers and place onto a baking tray. Sprinkle with icing sugar and chill in the fridge for 20 minutes.
5. Bake in the oven for 15-20 minutes, or until pale golden-brown. Set aside to cool on a wire rack.



### Answer the Questions

1- Write the ingredients we need in to cook the biscuits.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2- How many minutes do we need to bake the biscuits in the oven?

\_\_\_\_\_

LIVEWORKSHEETS



<https://www.liveworksheets.com/rp1663846gn>

### Inference

- ❖ Reinforcing inference skills is a must since it is the foundation for comprehending a text using context , determining character traits, finding solutions to some problems, and predicting conclusions.
- ❖ To introduce , make a class discussion about scenarios or life situations as: “Clouds fill up the sky ,we infer that it’s going to rain” or” when injuries appear on someone's face, it means he /she had an accident” .
- ❖ The second step is using the anchor chart which is considered as a visual to support for learners and show them that inference means to use the clues from the text and our prior knowledge (schema)
- ❖ Before reading a text, start with a poster , picture, or image so students can observe and explain their interference about.





- ❖ Watch short films from YouTube with students where you can pause the film to have your students make some inference.



- ❖ Use “what's happening?” or “what is it?” task cards as shown in the pictures to infer the actions or objects in the picture by the students.
- ❖ Use a picture book to infer what is going on in the story.

### Activity 1: Think in Bubbles



- ❖ When coming to the text, one of the favorite inference activities is asking students to infer what a character is thinking of in the story .
- ❖ A thought bubble is added to explain that.
- ❖ Use a text with many copies ( equal to the number of students).
- ❖ Ask your students to read the story text, tell them that they have to stop at least once during reading time and use a paper or sticky note to make a thought bubble for one of the characters in the story. In this bubble let them know what the character is thinking about, and why



- ❖ Then students will share the inference thought with the other students.
- ❖ The student with the most thought bubbles is the winner

#### **Suggested Text:**

#### **A Wise Old Owl**

There was an old owl who lived in an oak tree. Every day, he observed incidents that occurred around him. Yesterday, he watched a young boy helped an old man carry a heavy basket. Today, he saw a young girl shouting at her mother. The more he saw, the less he spoke. As the days went on, he spoke less but heard more. The old owl heard people talking and telling stories. He heard a woman saying an elephant jumped over a fence. He heard a man saying that he had never made a mistake. The old owl had seen and heard what happened to people. There were some who became better, some who became worse. But the old owl in the tree had become wiser, each and every day. Bubbles are put for every person mentioned in the story and for the Owl's thought.



### Activity 2:

- ❖ Before starting this activity warm-up with the student through hanging any photo or picture on the board and have multiple of inference from all the students about the same photo or picture



- ❖ Now it's time to infer from short texts or paragraphs as shown below
- ❖ Tell them that you have to look for clues in the picture that help you figure things out. Be a detective and search for clues about what is happening in the story.
- ❖ You may do the reading or students can read by themselves when putting them in pairs and asking them to co-operate with each other to read and answer the questions below.
- ❖ Give each pair a copy and specify time for them to infer and answer the required questions.
- ❖ Students must write their inference and the evidence that "clued them in" in the T-Chart below.

| Making an Inference Chart   |                                                            |           |
|-----------------------------|------------------------------------------------------------|-----------|
| Text Clues<br>(What I Read) | Background Knowledge<br>(Schemas)<br>(What I Already Know) | Inference |
|                             |                                                            |           |
|                             |                                                            |           |
|                             |                                                            |           |

- ❖ When students struggle, try to help or let other students help.

### Tips for teachers:

- ❖ Skimming, scanning, and inference are skills that can be acquired easily by the students. They need time and practice to master them. Modelling can ease achieving that properly.

Name: \_\_\_\_\_
Date: \_\_\_\_\_

### — Make Your Own Inferences 2 —

Use each sentence below to make a reasonable inference.

| Sentence                                                   | Your Inference                         |
|------------------------------------------------------------|----------------------------------------|
| Example:<br>Sarah kept yawning during breakfast.           | Sarah didn't get a good night's sleep. |
| 1. Ryan's clothes were soaking wet.                        |                                        |
| 2. Becca apologized to Jeremy.                             |                                        |
| 3. Tien giggled as she watched the movie.                  |                                        |
| 4. A baseball rolled on the floor under the broken window. |                                        |
| 5. Tomas shivered in his seat.                             |                                        |



<https://www.liveworksheets.com/kb1274699sj>

# MAKING INFERENCES

Name: \_\_\_\_\_



## BEHIND THE DOORS

The children crept through the house, trying hard to keep their footsteps silent. They made their way to the spare bedroom and looked around. Glimmers of moonlight shone into the room, barely lighting up the old furniture that lay within. They moved towards the ancient wardrobe, unsure what they would find inside but feeling curiously drawn towards it. Their hands were shaking, and their hearts were racing. Both children took a deep breath in and quickly opened the doors. With a loud screech, the doors swung open, revealing a bright light within. They peered in cautiously and saw a mysterious and strange world hidden in the back of the wardrobe. The trembling children took a hesitant step towards the strange new world, eager to discover what lay within!

1. Why do you think the children were trying to be quiet?

\_\_\_\_\_

How did you make this inference?

\_\_\_\_\_

2. Do you think the story took place during the day or the night?

\_\_\_\_\_

How did you make this inference?

\_\_\_\_\_

3. How do you think the children felt before opening the doors?

\_\_\_\_\_

How did you make this inference?

\_\_\_\_\_

LIVWORKSHEETS



<https://www.liveworksheets.com/cl1714681kt>



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Make Your Own Inferences 2

Use each sentence below to make a reasonable inference.

| Sentence                                                   | Your Inference                         |
|------------------------------------------------------------|----------------------------------------|
| Example:<br>Sarah kept yawning during breakfast.           | Sarah didn't get a good night's sleep. |
| 1. Ryan's clothes were soaking wet.                        |                                        |
| 2. Becca apologized to Jayme.                              |                                        |
| 3. Tien giggled as she watched the movie.                  |                                        |
| 4. A baseball rolled on the floor under the broken window. |                                        |
| 5. Tomas shivered in his seat.                             |                                        |








<https://www.liveworksheets.com/kb1274699sj>

Name \_\_\_\_\_ Date \_\_\_\_\_

### Making Inferences with Pictures

Directions: What is happening in the picture? Circle your guess.

|                                                                                   |                                                                                                                   |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|  | <input type="radio"/> The girl is sad.<br><input type="radio"/> The girl is happy.                                |
|  | <input type="radio"/> The dog wants to eat a treat.<br><input type="radio"/> The dog doesn't want to eat a treat. |
|  | <input type="radio"/> The boy has a lot of energy.<br><input type="radio"/> The boy is tired.                     |
|  | <input type="radio"/> It is fall.<br><input type="radio"/> It is summer.                                          |
|  | <input type="radio"/> The girl just went swimming.<br><input type="radio"/> The girl just played soccer.          |




<https://www.education.com/worksheet/article/making-inferences-with-pictures/>

Name: \_\_\_\_\_

## MAKING INFERENCES

### BEHIND THE DOORS



The children crept through the house, trying hard to keep their footsteps silent. They made their way to the spare bedroom and looked around. Glimmers of moonlight shone into the room, barely lighting up the old furniture that lay within. They moved towards the ancient wardrobe, unsure what they would find inside but feeling curiously drawn towards it. Their hands were shaking, and their hearts were racing. Both children took a deep breath in and quickly opened the doors. With a loud screech, the doors swung open, revealing a bright light within. They peered in cautiously and saw a mysterious and strange world hidden in the back of the wardrobe. The trembling children took a hesitant step towards the strange new world, eager to discover what lay within!

1. Why do you think the children were trying to be quiet?

\_\_\_\_\_

How did you make this inference?

\_\_\_\_\_

2. Do you think the story took place during the day or the night?

\_\_\_\_\_

How did you make this inference?

\_\_\_\_\_

3. How do you think the children felt before opening the doors?

\_\_\_\_\_

How did you make this inference?

\_\_\_\_\_

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<https://www.liveworksheets.com/cl1714681kt>

# Worksheets

Name \_\_\_\_\_ Date \_\_\_\_\_

Page 1

## Author's Purpose: Multiple Choice

Authors have three main purposes for writing:

**Persuade:** The author wants you to believe or do something.

**Inform:** The author wants to tell or teach you something.

**Entertain:** The author wants to tell a story that you will enjoy.

Remember the word **PIE**! It is a trick to remember the three main reasons why authors write a piece of text



**Directions:** Read the short passages below, then answer the questions that follow.

### Text 1: FOOTBALL

Football is an American sport. It is a popular game in which two teams compete. This is a dangerous sport for the players on the field. Players must wear special equipment for games. They wear pads and a helmet. This gear keeps them safe. The game includes throwing a ball and running. The players try to score points, but the other team tries to stop them. Players block and tackle in order to prevent the other team from scoring. Many players become injured from this physical and harmful sport.

**1. What is the author's purpose?**

- a. To inform about the fun game
- b. To inform about how football is played
- c. To entertain with the facts about football
- d. To inform about football being dangerous

**2. Which sentence from the text shows the author's opinion?**

- a. Football is an American sport.
- b. They wear pads and a helmet.
- c. The game includes throwing a ball and running.
- d. This is a dangerous sport for the players on the field.

**3. Read the sentence from the text: "This is a dangerous sport for the players on the field." From the sentence, the reader can tell that...**

- a. The author thinks that the game of football is harmful.
- b. The author thinks that football is an exciting game to play.
- c. The author thinks that people should stop playing football.
- d. The author thinks that football is an exciting game to watch.



## Author's Purpose: **Multiple Choice**

### Text 2: **TORNADO DRILL**

The day was almost over and we were about to load the buses to go home when we heard the tornado sirens. We looked at my teacher so she could tell us what to do. She guided us through the tornado drill steps. Except this time, it was real.

While we all stayed in position in the hallway and waited until the storm passed, it got very uncomfortable on our knees. We were crouched low and had our hands covering our heads. The time seemed to pass by slowly. Finally an announcement was made that we were able to go home.

We got home so late that day, but I know it was safer for us to stay in the building than to be on the buses during that storm. I'm glad no one got hurt!

#### 1. What is the author's purpose?

- a. To entertain with a story about a storm
- b. To inform about how to be safe in a storm
- c. To persuade you to be safe during a storm
- d. To inform about a time when a storm came

#### 2. Which sentence shows the author's opinion?

- a. I'm glad no one got hurt!
- b. Except this time, it was real.
- c. We got home so late that day.
- d. We were crouched low and had our hands covering our heads.

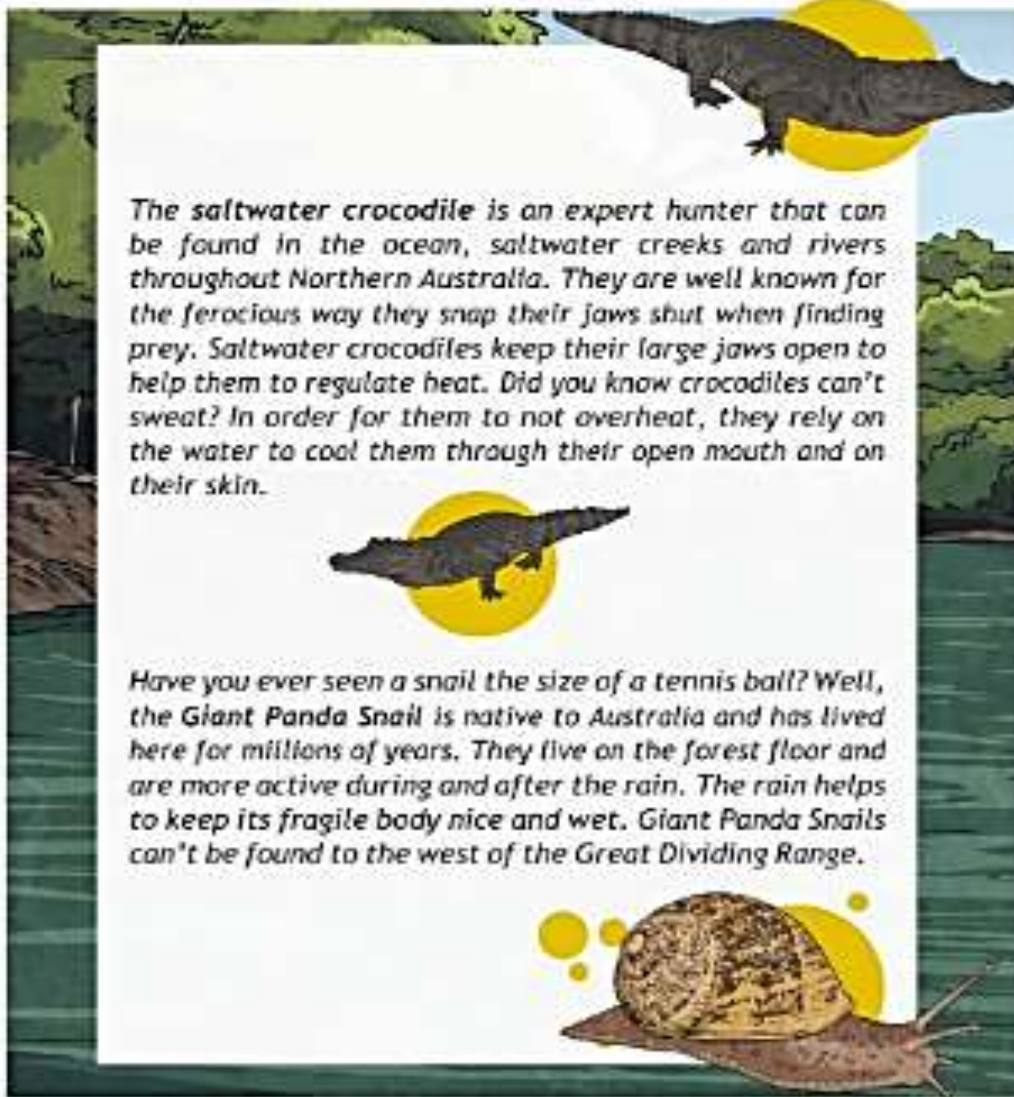
#### 3. Read the sentence from the text: "We got home so late that day, but I know it was safer for us to stay in the building than to be on the buses during that storm." From the sentence, the reader can tell that...

- a. The author thinks that the tornado was not real.
- b. The author thinks that following the tornado routine was a bad idea.
- c. The author thinks that following the tornado routine was a good idea.
- d. The author thinks that they would have been safer on the the bus.




## Skimming and Scanning Interesting Australian Animals


*Skim and scan the passage below to find the answer to the questions. Remember, you don't need to read the whole text, just look for clues to help you answer each question.*



The saltwater crocodile is an expert hunter that can be found in the ocean, saltwater creeks and rivers throughout Northern Australia. They are well known for the ferocious way they snap their jaws shut when finding prey. Saltwater crocodiles keep their large jaws open to help them to regulate heat. Did you know crocodiles can't sweat? In order for them to not overheat, they rely on the water to cool them through their open mouth and on their skin.



Have you ever seen a snail the size of a tennis ball? Well, the Giant Panda Snail is native to Australia and has lived here for millions of years. They live on the forest floor and are more active during and after the rain. The rain helps to keep its fragile body nice and wet. Giant Panda Snails can't be found to the west of the Great Dividing Range.



[https://www.liveworksheets.com/worksheets/en/English\\_language/Reading\\_comprehension/DIS\\_Term\\_1\\_Week\\_15\\_Lesson\\_3\\_and\\_4\\_ei2697557gs](https://www.liveworksheets.com/worksheets/en/English_language/Reading_comprehension/DIS_Term_1_Week_15_Lesson_3_and_4_ei2697557gs)



### World Book Day – Skimming and Scanning Task

Books are brilliant! They can whisk you off to new and exciting places. They can show you things you have never seen before. They can open your mind to new ideas. World Book Day is all about enjoying books. It is also about exploring the work of authors and illustrators. More than 100 countries across the world take part in World Book Day each year.

On World Book Day, £1 book tokens are handed out to children across the country. The token can be swapped for any exciting book from the World Book Day list. Or simply use your token to get £1 off any book you like. Then lose yourself in a whole new adventure!

How are you going to enjoy World Book Day this year? Here are a few ideas for you to try:

- Dress up as your favourite character.
- Design a front cover.
- Write the blurb for a back cover.
- Write a review of your favourite book.
- Pretend you are interviewing your favourite author.
- Rewrite the ending of a story.
- Draw and describe a character.
- Draw and describe a setting.
- Sit in a circle and take turns in adding bits to a story. Where will your adventure take you?

If you are dressing up, then you could also donate £1 to Book Aid International. They send much needed books to libraries in Africa. You could be helping a child to lose themselves in an exciting new world too!

#### Skimming and Scanning Challenge

1. The word 'your' appears 6 times. Underline them all in red.
2. The word 'you' appears 11 times. Underline them all in blue.
3. The word 'to' appears 9 times. Underline them all in green.

**classroomsecrets.com**

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Skimming and Scanning Task – World Book Day – Beginner

<https://www.pinterest.co.uk/pin/6966574404616627/>



# MAKING INFERENCES

Name: \_\_\_\_\_



## THE VOLCANO

The explorers were hiking to the highest ridge of the volcano to collect data for science. Beads of sweat were dripping down their bodies as they walked higher and higher. Finally they reached the top and started collecting the samples for their research. Without warning the ground beneath them started to tremble powerfully. "It's erupting!" they screamed, "RUN!" They sped down the volcano as a dark grey cloud spewed from above. Ash and rock started to rain down on them as they raced towards safety. A thunderous BOOM sounded and they could feel the heat of the lava behind them. They sprinted down until they reached the helicopter. Up, up, up into the air they went. They made it!

1. How do you think the explorers felt when they realised the volcano was erupting?

---

---

How did you make this inference?

---

---

2. Why do you think beads of sweat were dripping down their bodies?

---

---

How did you make this inference?

---

---

3. How do you think the explorers initially arrived at the volcano?

---

---

How did you make this inference?

---

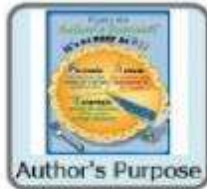
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<https://www.pinterest.com/pin/18999629667790408/>



# Matching

Draw a line between the matching items.



To make you laugh or to let you enjoy a story.

The reason an author wrote a text.

To make you do something or change your mind.

To share information or teach something.

<https://www.liveworksheets.com/ez1330990ms>





## Theoretical Background on Skimming, Scanning and Inference

- ❖ Skimming, scanning, and inference are important skills for reading as they arouse students' critical thinking to tell what general information is within a section when skimming and help locate a particular fact when scanning while reading the text rapidly in both cases.
- ❖ In addition to that, inference is important to achieve the main objective of reading skills which is good for comprehension. It is a higher order skill to read between the lines and conclude with evidence.

## Resources

- ❖ [https://play.google.com/store/apps/details?id=com.amrustudio.ss&hl=en\\_IN&gl=US](https://play.google.com/store/apps/details?id=com.amrustudio.ss&hl=en_IN&gl=US)
- ❖ <https://www.quizalize.com/blog/2018/03/02/classroom-games/>
- ❖ <https://www.dreamstime.com/syria-map-rivers-roads-cities-hand-drawn-middle-east-cartography-image193872246>
- ❖ <https://www.istockphoto.com/photos/child-treasure-box>
- ❖ <https://www.centergrove.k12.in.us/>
- ❖ <https://en.islcollective.com/english-esl-worksheets/skill/reading/authors-purpose/11108>
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- ❖ <https://www.liveworksheets.com/vc1663940ur>
- ❖ <https://www.liveworksheets.com/rp1663846gn>
- ❖ <https://en.islcollective.com/english-esl-worksheets/vocabulary/describing-people/making-inferences-pictures-1/122513>
- ❖ <https://www.education.com/worksheet/article/making-inferences-with-pictures/>
- ❖ <https://www.liveworksheets.com/kb1274699sj>
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- ❖ <https://www.ereadingworksheets.com/worksheets/reading/authors-purpose/authors-purpose-quiz-01/>
- ❖ <https://www.goodworksheets.com/authors-purpose-worksheets/>
- ❖ [https://www.liveworksheets.com/worksheets/en/English\\_language/Reading\\_comprehension/DIS\\_Term\\_1\\_Week\\_15\\_Lesson\\_3\\_and\\_4\\_ei2697557gs](https://www.liveworksheets.com/worksheets/en/English_language/Reading_comprehension/DIS_Term_1_Week_15_Lesson_3_and_4_ei2697557gs)
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- ❖ <https://www.liveworksheets.com/ez1330990ms>
- ❖ <https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/>



## Topic Four

### 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, sixth 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

|                                                                                                                                                       |                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper Resources :</b> <ul style="list-style-type: none"> <li>❖ Student's Book</li> <li>❖ Handouts</li> </ul>                                       | <b>Visual and Audio Resources :</b> <ul style="list-style-type: none"> <li>❖ Models- Flash Cards and Pictures</li> <li>❖ Visual and Audio aids</li> </ul> |
| <b>Electronic Resources:</b> <ul style="list-style-type: none"> <li>❖ Mobile applications</li> <li>❖ YouTube videos - Computers - Websites</li> </ul> | <b>Additional Resources</b> <ul style="list-style-type: none"> <li>❖ Common Classroom materials</li> </ul>                                                |

#### Intervention Strategies

|                                                                                                             |                                                                                                                |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>E-Learning</b><br>    | <b>Storyteller</b><br>     |
| <b>Brainstorming</b><br> | <b>Game Technique</b><br> |

## 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 :

#### Lost Pencil

**Ahmad lost his yellow pencil. He couldn't find it. "Where is my yellow pencil?" he asked his sister. His sister didn't know. "I don't know where your pencil is." She said. Ahmad thought about it. He thought and thought. He used his yellow pencil before lunch. He used to write note to his teacher. The note said: " Dear teacher, thank you for helping me. Ahmad". He put the note in an envelope. Where was the envelope? He looked in the kitchen. He looked in the kitchen counter. He found the envelope; it was next to the toaster. He found the pencil. It was under the toaster.**



- ❖ 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.



### 2. Once you read. Choose true or false.

- |                                         |      |       |
|-----------------------------------------|------|-------|
| a. Julia doesn't like eating chocolate. | True | False |
| b. Julia likes playing with her dolls.  | True | False |
| c. Julia's friends hate reading comics. | True | False |
| d. Julia doesn't like drawing.          | True | False |
| e. Julia hates running.                 | True | False |
| f. Julia doesn't like jumping.          | True | False |
| g. Julia hates playing soccer.          | True | False |

<https://www.liveworksheets.com/qh2719908er>



### 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 are able to notice improvements in their fluency speed.
- ❖ Ask students to read this text:

Princess Aura always has the best birthday parties and this year friends from all over the galaxy were heading to her planet to enjoy the celebrations. Captain Fantastic and his wonder dog Winston had picked the perfect present for their inspiring friend. However, Captain Fantastic's arch nemesis, the evil Doctor Zob was determined that there would be no birthday cake for the pair at the end of this trip.

An illustration of Captain Fantastic, a man with red hair wearing a blue space suit, kneeling on a sandy surface and petting a brown dog named Winston. In the background, a large, multi-colored rocket ship is on a launch pad, with a cityscape visible in the distance under a cloudy sky.

The Rocketship stood proudly on the launch pad ready for takeoff. Captain Fantastic had just finished loading Princess Aura's awkwardly long birthday present. "That's it, Winston," he said patting his faithful dog. "Now I just need to go and return all this wrapping paper," and he headed towards the hanger while untangling himself from all the super sticky tape he'd used to wrap up the gift.

Winston gave a happy bark and off Captain Fantastic went into the space hanger. As Winston returned to the spaceship he thought he saw someone walking away from their Rocket Ship. He looked familiar: was that Doctor Zob?



#### 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.

## THE CASE OF THE MISSING SMILE

The Case of The Missing Smile is about a little girl who lost her smile. Not because she was unhappy, but because she was afraid of losing a friend - the Tooth Fairy.



"Now this looks like a very interesting case," Detective Peterson said aloud, as she reviewed the huge stack of reports on her desk. "I think I will handle this one myself."

- ❖ What is the case of this story?
- ❖ Why the girl was afraid?



## 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:


### MONEY COUNTS





**Characters**

Narrator 1      Melissa  
Ben                Mr. Cash  
Narrator 2      Mrs. Cash

**Setting**

This reader's theater takes place in and around the home of Mr. and Mrs. Cash.



**Act 1**

**Narrator 1:** A man and woman just moved in to the house next door to Ben and Melissa.

**Ben:** "Melissa, look at the sign in our neighbors' yard."

**Narrator 2:** The sign says, "Help Wanted."

**Melissa:** "Ben, this could be our chance to make some money!"

**Ben:** "Let's see what we have to do."

**Narrator 1:** Ben and Melissa walk to their neighbors' house. They see a bunch of other signs in the yard.

**Melissa:** "Look at this sign, Ben. It says we could make one dollar if we sweep the front porch."

**Narrator 2:** Just then, Melissa and Ben hear voices.

**Mr. Cash:** "Hello! I'm Mr. Cash and this is my wife, Mrs. Cash. We're your new neighbors."

**Melissa:** "Hi! I'm Melissa and this is my brother Ben."

**Ben:** "We saw the sign in your front yard, Mr. Cash. It says you need help around the house."

**Mr. Cash:** "That's right, Ben. This old house needs a lot of work. We would gladly pay anyone who's willing to help."

**Melissa:** "I'll sweep your front porch. The sign says you'll pay one dollar for that job."

**Narrator 1:** Melissa sweeps the porch quickly. She's very pleased with her work.

**Mrs. Cash:** "Melissa, you have earned one dollar. How would you like to be paid?"


**Melissa:** "What do you mean?"

**Mr. Cash:** "We could pay you with a dollar bill. Or, maybe you'd like four quarters instead?"

**Melissa:** "Does it matter?"

**Mrs. Cash:** "Nope. It's all the same amount of money."

**Melissa:** "Then, I'll take the four quarters."



## Remediation Techniques

### Reading Accuracy and Rate

#### Reader Theatre

**First , the teacher presents fast 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 children, 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 develop 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 mini lesson 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.
- ❖ They 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 .

#### 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 giving 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 fluently or with proper expression, etc.
- ❖ Choose scripts or plays that align with 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 *CLICK, CLACK, MOO Cows That Type to read it*<sup>1</sup>
- ❖ The students should all read their lines in an upbeat and lighthearted way.
- ❖ Then the teacher presents the original version of the script
- ❖ The teacher repeats the first two lines several times ..
- ❖ STAGING: The narrator stands in back of or to the side of the characters. The characters may be standing or seating on tall stools.

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▪ <sup>1</sup> Moore ,M.(2011). *Improving the Reading Comprehension of Second Grade Struggling Reader's through the Instructional Activity of Readers' Theater*. Unpublished master thesis, Caldwell College.

## CLICK, CLACK, MOO Cows That Type

### Characters:

*Narrator 1 Narrator 4*

*Narrator 2 Narrator 5*

*Narrator 3 The Cows*

*Farmer Brown*

- ❖ **Narrator 2:** Farmer Brown has a problem. His cows like to type. All day long he hears .
- ❖ **Narrator 3:** Click, clack, moo. Click, clack, moo. Clickety, clack, moo.
- ❖ **Narrator 4:** At first he couldn't believe his ears. Cows that type? Impossible!
- ❖ **Narrator 5:** Click, clack, moo. Click, clack, moo. Clickety, clack, moo.
- ❖ **Narrator 1:** Then, he couldn't believe his eyes.
- ❖ **Cows:** Dear Farmer Brown, The barn is very cold at night. We'd like some electric blankets. Sincerely, The Cows
- ❖ **Narrator 2:** It was bad enough the cows had found the old typewriter in the barn, now they wanted electric blankets!
- ❖ **Farmer Brown:** "No way! No electric blankets."
- ❖ **Narrator 3:** said Farmer Brown. So the cows went on strike. They left a note on the barn door.
- ❖ **Cows:** Sorry. We're closed. No milk today.
- ❖ **Farmer Brown:** "No milk today!"
- ❖ **Narrator 4:** cried Farmer Brown. In the background, he heard the cows busy at work.
- ❖ **Narrator 5:** Click, clack, moo. Click, clack, moo. Clickety, clack, moo.
- ❖ **Narrator 1:** The next day, he got another note: Cows: Dear Farmer Brown,
- ❖ The hens are cold too. They'd like electric blankets. Sincerely, The Cows
- ❖ **Narrator 2:** The cows were growing impatient with the farmer. They left a new note on the barn door.
- ❖ **Narrator 3:** Closed. No milk. No eggs.
- ❖ **Farmer Brown:** "No eggs!"
- ❖ **Narrator 4:** cried Farmer Brown. In the background he heard them.
- ❖ **Narrator 5:** Click, clack, moo. Click, clack, moo. Clickety, clack, moo.
- ❖ **Farmer Brown:** "Cows that type. Hens on strike! Whoever heard of such a thing? How can I run a farm with no milk and no eggs!"
- ❖ **Narrator 1:** Farmer Brown was furious. Farmer Brown got out his own typewriter.
- ❖ **Farmer Brown:** Dear Cows and Hens: There will be no electric blankets. You are cows and hens. I demand milk and eggs. Sincerely, Farmer Brown
- ❖ **Narrator 2:** Duck was a neutral party, so he brought the ultimatum to the cows.
- ❖ **Narrator 3:** The cows held an emergency meeting. All the animals gathered around the barn to snoop, but none of them could understand Moo.
- ❖ **Narrator 4:** All night long, Farmer Brown waited for an answer.
- ❖ **Narrator 5:** Duck knocked on the door early the next morning. He handed Farmer Brown a note:
- ❖ **Cows:** Dear Farmer Brown, We will exchange our typewriter for electric blankets. Leave them outside the barn door and we will send Duck over with the typewriter. Sincerely, The Cows
- ❖ **Narrator 1:** Farmer Brown decided this was a good deal.
- ❖ **Narrator 2:** He left the blankets next to the barn door and waited for Duck to come with the typewriter.
- ❖ **Narrator 3:** The next morning he got a note: Narrator 4: Dear Farmer Brown, The pond is quite boring. We'd like a diving board. Sincerely, The Ducks
- ❖ **Narrator 5:** Click, clack, quack, Click, clack, quack. Clickety, clack, quack.

- ❖ Read the script “**CLICK, CLACK, MOO Cows That Type**” 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 through 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 guides 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 students to read 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)for one minute

Sportspeople wear special clothes to suit their chosen sport. Female swimmers wear an all-in-one swimsuit. Male swimmers wear swimming shorts and leisure swimmers often wear swimming shorts net lining. Tennis players must wear clothes according to the rules of the country and tournament they are playing in. The Wimbledon tournament in England has a very strict dress code. All players must wear white clothes but are allowed some colors, with the logo of companies displayed. Men must wear a white-collared cotton shirt with white shorts, white socks and white tennis shoes. Women must wear a white tennis dress or white skirt and blouse with a collar, with white socks and trainers.





### Activity (1): Read with partners

- ❖ Ask your students to choose a story they need to read.
- ❖ 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



### Script Pinocchio

#### Characters:

Narrator 1  
Narrator 2  
Geppetto  
Pinocchio  
Blue Fairy  
Onlooker 1  
Onlooker 2



**Narrator 1:** Once there was an old man who carved himself a fine wooden puppet.

**Geppetto:** I will name you Pinocchio. I will teach you to walk and talk like a real boy.

**Pinocchio:** Thanks, father, but when can I go out to play?

**Geppetto:** First you must go to school. I will sell my only coat to buy you a School book.

**Narrator 2:** But when Pinocchio left the house he did not listen to his father.

**Pinocchio:** School? No way! I will trade my book for a ticket to a puppet show!

**Narrator 1:** Pinocchio ran away. He stole, cheated and lied. When he lied, his nose grew longer and longer.

**Narrator 2:** One day a kind Blue Fairy appeared to Pinocchio.

**Blue Fairy:** What a nose! You should tell the truth.

**Pinocchio:** But I always tell the truth!

**Narrator 1:** His nose grew and grew some more.

**Pinocchio:** Oh Blue Fairy, why am I made of wood? I wish I were a real boy.

**Blue Fairy:** If you can be good and tell the truth, your wish will come true. No more lies!

**Narrator 2:** Just then, people gathered on a nearby beach.

**Onlooker 1:** Look, it's Geppetto! What is he doing?

**Onlooker 2:** He is worried about his son. He is trying to find him.

**Onlooker 1:** But there are giant whales out there in the water! And where is his coat?

**Onlooker 2:** On no! That big whale is trying to swallow him!

**Onlooker 1:** Pinocchio can see that his father is in trouble. He's swimming after him!

**Pinocchio:** Here I come, father! I will save you!

**Onlooker 1:** Oh look! A giant whale just gobbled up Pinocchio!

**Narrator 1:** And who do you think he met inside the whale's belly? It was his father, Geppetto!

**Geppetto:** Pinocchio, I am over here!

**Pinocchio:** Father, I am so sorry I ran away.

**Narrator 2:** Just then, the whale spit Pinocchio and Geppetto out and they swam to safety. Pinocchio: Father, I will never cheat or lie again!

**Geppetto:** I always knew you were a good boy.

**Narrator 2:** Pinocchio returned home and did as he promised. And soon the Blue Fairy came to him again.

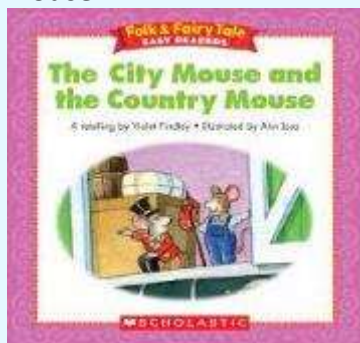
**Blue Fairy:** You have kept your promise to be good and tell the truth. Now close your eyes and make a wish.

**Narrator:** And on that day, Pinocchio became a real live boy.

**Everyone:** And he never lied again!

## Activity (2): Reading Circles

- Use interesting and motivating books for your students to help them read fluently, for example the book entitled: **The City Mouse and the Country Mouse**.

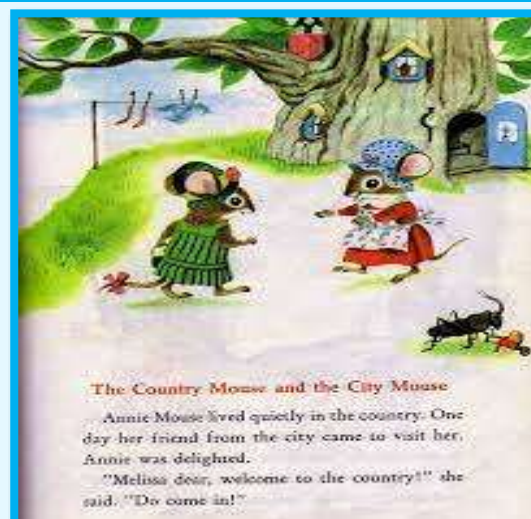
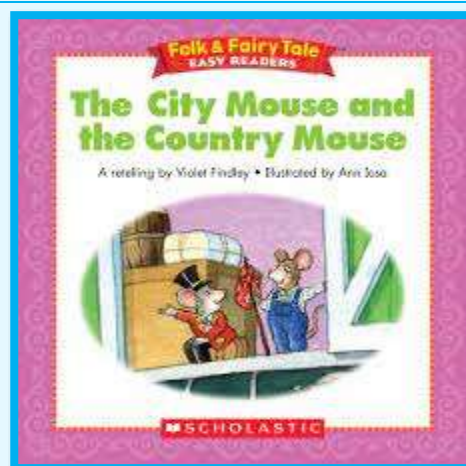


- Tell your students to imagine as if they like the two mice, what can they do?

- 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.

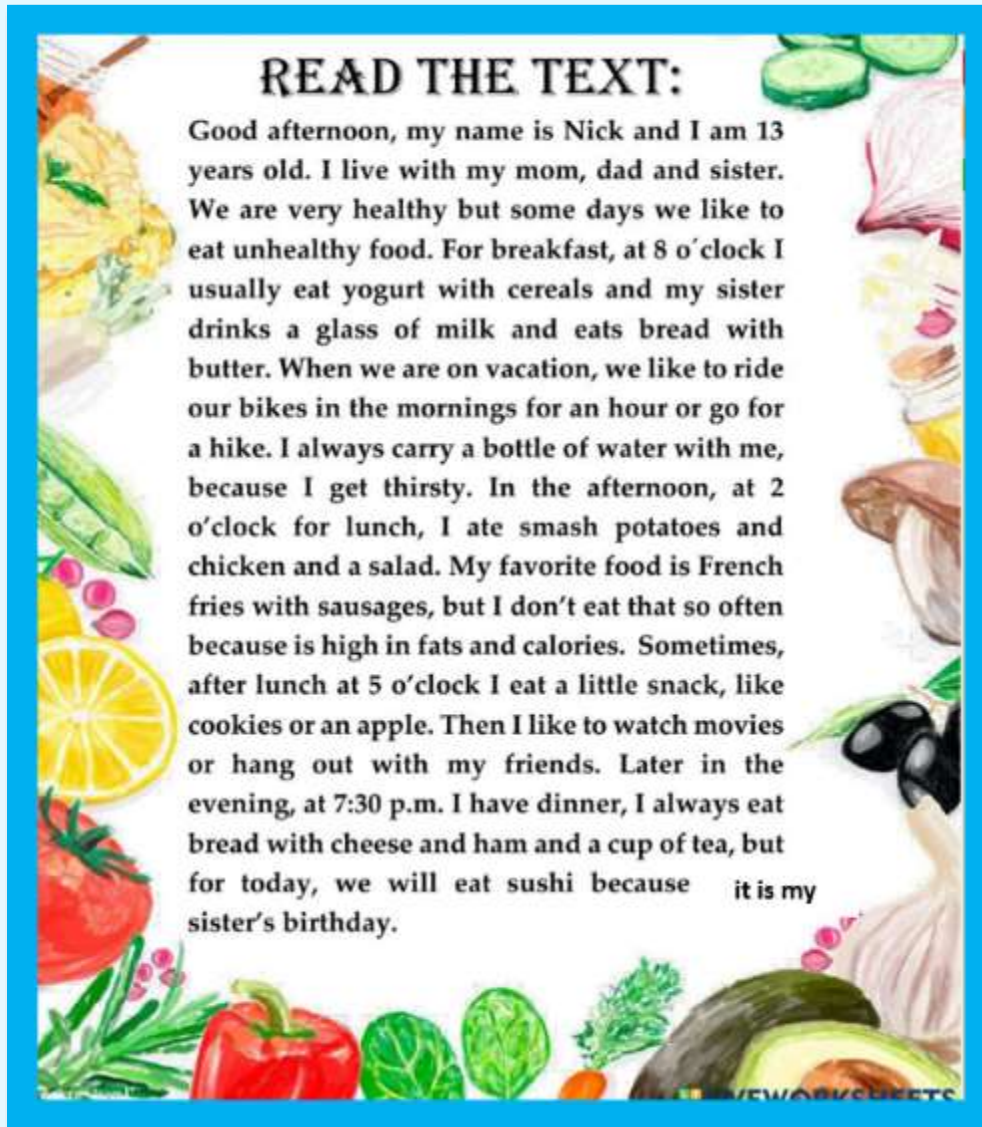
At the end of the story, ask the students questions, such as:

- Who are the two mice?
- What do the city mouse eat on dinner?
- What does Melissa have in the city?
- What happened at the end of the story?
- \*Then ask them to read alone and write the main ideas in the story.



### 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:



**READ THE TEXT:**

Good afternoon, my name is Nick and I am 13 years old. I live with my mom, dad and sister. We are very healthy but some days we like to eat unhealthy food. For breakfast, at 8 o'clock I usually eat yogurt with cereals and my sister drinks a glass of milk and eats bread with butter. When we are on vacation, we like to ride our bikes in the mornings for an hour or go for a hike. I always carry a bottle of water with me, because I get thirsty. In the afternoon, at 2 o'clock for lunch, I ate smash potatoes and chicken and a salad. My favorite food is French fries with sausages, but I don't eat that so often because it is high in fats and calories. Sometimes, after lunch at 5 o'clock I eat a little snack, like cookies or an apple. Then I like to watch movies or hang out with my friends. Later in the evening, at 7:30 p.m. I have dinner, I always eat bread with cheese and ham and a cup of tea, but for today, we will eat sushi because it is my sister's birthday.

<https://www.liveworksheets.com/uj2046270ma>





## Read independently to acquire information and recall the main idea

### Activity (1): Put on a Retelling Glove



- Retelling is a vital skill for students to work on to help them understand what they are reading.
- These gloves are a snappy accessory with labels that you can easily change.
- For fiction retellings, you can include setting, characters, problem, events, and solution.
- For nonfiction retellings, you can include main idea and supporting details.
- At the bottom of the glove, you can focus on making connections.

### Activity (2): Toss a story ball around.



- Good readers need to be able to recall and make sense of, or comprehend, what they read.
- One of the best ways to increase comprehension in students of any age is with the Questioning Strategy.

#### How to use a Question Ball:

- Read a story together just as you normally make predictions, read with inflection, ask questions, discuss thoughts, etc.
- Bring out the Question Ball and let the students look at it. Talk about the question words written on it.
- Play catch! Whoever catches the ball gets to ask the question using the question word that his/her left thumb lands on.
- Answer the question and throw it back.



### Task (1):

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

<https://www.liveworksheets.com/tk1297400im>



**Instructions:** Read each section carefully, then answer the questions to the best of your ability.

### Cathy and The Crab

Every summer, Cathy looked forward to vacationing on the sweet island of Andros. While there, she would spend time with her grandmother in the corn fields and picking sea grapes with her cousins. One activity she absolutely loved was "crabbing". She would ask her grandfather to take her out every evening so she could practice her crab catching skills. Cathy was so eager to crab that she snuck out one night while her grandparents were asleep. She grabbed her flashlight and rushed into the bush. Soon after, she bellowed a loud cry. In her mad dash, she had forgotten her tennis and a huge black crab was holding onto her big toe. After that experience, Cathy decided to never sneak out the house again!



1. Who is the main character in this story?

the crab

the grandparents

Cathy

2. Where and when did the story take place?

time: day time

night time

place: in Andros

on the beach

3. What was the plot of the story?

Cathy likes crabbing a lot

Cathy went crabbing by herself

4. Which TWO words follow the magic "e" rule? Tick the correct answers.

☐ take

☐ sweet

☐ pet

☐ huge

5. Quote the exclamatory sentence found in the short story. Write the whole sentence.

Answer:

6. Which word best describes Cathy's character?

rude

determined

selfish

polite



### Task (2):

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

#### EVERYBODY HAVE TO KNOW MY FAVORITE FOOD.

Once upon a time a little girl that wants that everybody knows about her favorite food. This little girl is called Amelia. So, she went to the central park in her town because she knows that everybody goes there for fun. The next **step** for her was waiting the best moment to share her favorite food but the weather changed and started to rain, so everybody went to their homes. The girl was sad, so her mom said to her daughter "**Darling** write in a paper I am going to help you" The girl thought that is impossible but she did it. The little girl wrote "Hey I am Amelia. I am 10 years old and I would like to **share** my favorite food. I am going to start with my favorite **dessert** that is ice cream with some chocolate. My favorite junk food is the hamburger but I cannot eat anymore because I am allergic to the bread and I do not why if somebody can help me I would be so grateful" This message the mother wrote in a website to help her daughter and 5 days later a man wrote her back and said that maybe the Amelia's problem is that she is allergic to the gluten. The both try to not eat gluten and it works so they were very happy and Amelia can eat a hamburger again.



1. Underlined the most suitable main idea of the short story.

- a. My favorite food is the hamburger but I cannot eat.
- b. A little girl that wants that everybody knows about her favorite food
- c. I cannot eat bread.
- d. The mom wants to help the little girl.

2. Fill in the table below with the specific information is asking for.

|                                |                      |
|--------------------------------|----------------------|
| Where is develop the story?    | <input type="text"/> |
| Which are the characters?      | <input type="text"/> |
| What was the problem?          | <input type="text"/> |
| Who cannot eat the hamburguer? | <input type="text"/> |

3. Choose the antonym of the following words according to the previous reading.

a. Share

- Contribution
- Total
- Division

b. Darling

- Enemy
- Ange
- Baby

c. Dessert

- Junk food
- Candy
- Sweet

<https://www.liveworksheets.com/by1417232bt>



### Activity (3): Mark Up the Main Idea

- This activity focuses on the main idea and key details.
- Read the comprehension passage together and answer the exercise questions.
- Read also to find the main idea and key details.



#### Task (1)

- Read the following , then answer the questions:



**TED:** I'm a scientist. I do experiments in a big lab. There's a library next to the lab and I read about new theories there. I love my job because I can do different things. It's really interesting! On Mondays and Wednesdays, I go to work by car with a friend. He is a scientist too and we work together. On Tuesdays and Thursdays I go to the lab by bus. And on Fridays I ride my bike to work. I live in a big town so my lab is quite far from my house.

**MATT:** I'm a chef. I cook in an Italian restaurant. There's a huge kitchen and it's very new. I like the place! I've got a fantastic job because I can prepare the food that I like. My favorite dish is pizza. I cook lunch and dinner during the week. And on Saturdays and Sundays I also cook breakfast. On Fridays, there are a lot of people in the restaurant and the job isn't very easy. But there's a good thing, I live opposite the restaurant and I can walk to work.



1 - READ ABOUT TED AND MATT. THEN, ANSWER THE QUESTIONS.

1. What is Ted's job?



2. Where does Ted work?

3. How does he go to work on Tuesdays and Thursdays?

5. What does Matt do?



7. What does he do on Saturdays and Sundays?

8. Does he drive his car to work?


<https://www.liveworksheets.com/zz1432078oi>





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

- ❖ Present the picture of the story (Zoo) and begin to activate the students' prior knowledge (Brainstorming).
  - ✚ The teacher: What do you see in this picture?
  - ✚ Students: Animals in the Zoo.
  - ✚ The teacher: Do you know these animals before?
  - ✚ Students: yes, we saw them before.
  - ✚ The teacher: Where?
  - ✚ Students: On the TV.
  - ✚ The teacher: Good.
  - ✚ Students: Yeah! ! ! ! ! !.
- ❖ Then the teacher reads a line from the text:
- ❖ **So, Angela , you went to the zoo last week. Did you have a good time? Did you hear how I grouped the letters? That's because the letters go together.**
- ❖ Read another line:
- ❖ **First we went to the aquarium because Maria loves dolphins. Really, and how many dolphins did you see? Did you hear how my voice got louder and more excited right here?**
- ❖ Then ask students to complete reading as follows:-



# At the zoo

**Man** : So, Angela, you went to the zoo last week. Did you have a good time?

**Angela** : Yes, we had a great day. I took my little sister Maria – it was her birthday. First we went to the aquarium because Maria loves dolphins.

**Man** : Really? And how many dolphins did you see?

**Angela** : Oh, there were about six or seven, quite a lot. I wanted to see a blue whale, but there weren't any whales at all. I suppose they're too big. But there were some sharks – just small ones, with big teeth!

**Man** : So what did you see after the aquarium?

**Angela** : Well, then we had lunch. And after lunch we went to see the 'big cats' – the lions and the tigers. They were great!

**Man** : Lions and tigers! Hmm. And how many other animals did you see?

**Angela** : Um, we saw some bears – three or four bears, I think. Maria loved them. But she wanted to see some elephants too, and we couldn't see them at all – I think they were sleeping. There weren't any camels either, or giraffes, but we really did a great day...

<https://www.liveworksheets.com/dt2231246bb>





### **Tips for Teachers**

- ❖ Choose material that interests/motivates the students.
- ❖ Build interest before reading (by using brainstorming, for example).
- ❖ Vary the type of material.
- ❖ Use the material to practice different skills.
- ❖ Use realistic comprehension tasks that aid understanding.
- ❖ Incorporate activated phases that naturally lead on from the text.

### **Golden Tips:**

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

# Worksheets

## Worksheet (1)

the joy of flying

Feel the peace of mind of flying with an AeroCruze autopilot.

LEARN MORE



**Workout Intensity**  
Could Affect Appetite Control



# Reading

## Yesterday

Yesterday was a nice day. I was on small trip with my family.  
We were at the park for one hour.  
My mother was surprised because finally we were not at home.  
My father was a little worried because of the virus.  
My sister was happy and in love with the sun.  
My grandpa was bored because he stayed at home.  
The weather was great, it was hot and sunny.  
The park was green and clean, it was beautiful.  
It was one of the best days of my life.



## IS IT TRUE OR FALSE?

### True or false

- ☐ They were at the beach yesterday.
- ☐ His mother was surprised.
- ☐ His father was a little worried because of the virus.
- ☐ His grandpa was bored at the park.
- ☐ The weather was cold and cloudy.
- ☐ The park was green and clean.

|      |       |
|------|-------|
| TRUE | FALSE |
| TRUE | FALSE |
| TRUE | FALSE |
| TRUE | FALSE |
| TRUE | FALSE |
| TRUE | FALSE |

## The dog who came to stay.

Last summer, Matthew and Fiona went on holiday to Spain. They stayed in a small cottage. One day, Matthew went for a long walk. He found a dog! It was lost! It was a stray dog. It wagged its tail. It followed Matthew home. Fiona liked the dog and she gave it some food. It ate the food very quickly. It sat down outside their front door. At 10 pm, it was cold. Fiona let the dog inside. It sat beside her on the sofa. It was a girl dog. They gave her a name - Hilda. Hilda stayed in the cottage with them. Six days later, it was time to go home. Back to England! Fiona took Hilda to a dog rescue centre. Sadly, they had no place for Hilda. But, they offered to help! They transported Hilda to England, to Fiona and Matthew's house. Fiona and Matthew paid the dog rescue people a fee. The fee was £500. Now, Hilda lives with Matthew and Fiona! She sleeps on the bed and eats Pedigree Chum and nice dog biscuits. Matthew takes her for a long walk every day and she sits on Fiona's knee in the evenings. Matthew and Fiona love Hilda and Hilda loves them.



**Find the past simple of these verbs in the text. Write them on the line.**

1.  Find
2.  Transport
3.  Pay
4.  Take
5.  Go
6.  Sit
7.  Stay
8.  Wag
9.  Give
10.  Offer
11.  Follow
12.  Have
13.  Eat
14.  Like

**Are the sentences TRUE or FALSE? Correct the false ones:**

- 1) Two years ago, Matthew and Fiona went on holiday to Greece.
- 2) They stayed in a big hotel.
- 3) One day, Matthew went for a walk.
- 4) On his walk, Matthew found a mountain goat.
- 5) The stray dog wagged its tail.
- 6) The dog went back to its owners.
- 7) Fiona liked the dog and she gave it something to eat.
- 8) The dog didn't eat the food.
- 9) It sat outside their front door.
- 10) At 9:30, it started raining and so Fiona let the dog indoors.
- 11) When the dog came indoors, it sat beside Fiona on the sofa.
- 12) They called the dog Hilda.
- 13) Hilda stayed outside in the garden.
- 14) Matthew and Fiona took Hilda to a dog rescue centre.
- 15) The rescue centre had a place for Hilda.
- 16) They transported Hilda to Spain.
- 17) Matthew and Fiona paid a fee of £200.
- 18) Now, Hilda lives with Matthew and Fiona.
- 19) They treat the dog very well.
- 20) They love their dog.

## Worksheet (3)

### She speaks a lot of languages.

Mary is a little girl but she has a brilliant **brain**. She actually speaks seven languages. One day, she saw publicity in which the winner has to speak more than 5 languages to win. So, the next day she went to the local in which where develop the **competition** in order to win that prize. The next morning the secretary ask her how many languages does she speak? She said I can speak many languages like Korea, French, German, Italian, Portuguese, Chinese and, finally Russian. The secretary said that is really good but she could not win anything because she has to know Spanish and English. She was a little bit upset and starting to ask why? The secretary said that there are the rules that she has to follow and she cannot help me with. Then, Mary said to her this is not fair I am good at speaking languages, I come here because it said that the competitor needs to now five languages it did not mention which languages. The secretary starts to call her boss, she explained the **facts** and then she said it is true you are correct so here you have your **prize**, congratulations.



1. Underlined the most suitable main idea of the short story.

- a. she has a brilliant brain because she speaks seven languages.
- b. she went to the competition in order to win that prize.
- c. The secretary said that are the rules I cannot help you with.
- d. I am good at speaking languages

2. Fill in the table below with the specific information is asking for.

|                             |  |
|-----------------------------|--|
| NAME OF THE SHORT STORY:    |  |
| Where is develop the story? |  |
| Which are the characters?   |  |
| What was the problem?       |  |
| Why was the woman upset?    |  |

3. Match the word with the correct meaning.

- a. brain
- b. competition
- c. prize
- d. facts

- A thing that is known or proved to be true.
- An organ located in the head.
- A thing given as a reward to the winner
- The activity or condition of competing.

<https://www.liveworksheets.com/na1386791je>



## Worksheet (4)

Read and answer the questions:-



A family sees the shoes.  
'What beautiful shoes!' they say.  
'We must buy them. Here are nine gold coins.'  
'Nine gold coins!' says the shoemaker.  
'But ... who is making all these shoes?'

That night the shoemaker hides. He  
and his wife hide. And they wait.  
At midnight they see two little elves!





The little elves run in. They jump onto the table.

'Here's the leather!' they say. 'Let's work! Let's make some beautiful shoes!'

All night they work. They work and work and work. The shoemaker and his wife watch.



In the morning the elves run away.  
But there's something on the table.  
Four beautiful pairs of shoes!

'Now we know,' says the shoemaker.  
'We know who helps us.'

'Yes,' says his wife. 'Two little elves.  
But what can we do for them?'

'I know,' says the shoemaker. 'Let's make some clothes for them.'  
'Oh yes!' says his wife. 'Yes!'



Night comes. They leave the clothes on the table. Then they hide.

At midnight the little elves run in.

'What's this?' they say. 'Something for us? For us? Oh yes! It's something for us!'

They put on the new clothes and they dance. Dance, dance, dance!



'Now it's time for us to go. Because they know! Because they know!' say the elves. 'Goodbye, Shoemaker!'

The elves never come back. But now the shoemaker makes good shoes. He works hard.

Now his shop is a good shop. And he is happy.



## Exercises

### 1 Write the words.

two pair pairs four some one



### 2 Circle the correct words.

- The shoemaker's shop doesn't make much money / leather.
- The lady buys the shoes because they are old / beautiful.
- The shoemaker buys shoes / leather with the gold coins.
- The elves work at night / in the morning.
- The shoemaker and his wife make shoes / clothes for the elves.



3 What do they say? Write the words.



Three gold \_\_\_\_\_ !



I can make two more  
\_\_\_\_\_ now.



Make them in the \_\_\_\_\_ .



Let's \_\_\_\_\_ !

4 Answer the questions. Write Yes or No.

- 1 Are the shoes beautiful? Yes.
- 2 Are the shoes in the shop window? \_\_\_\_\_
- 3 Does a man see the shoes? \_\_\_\_\_
- 4 Does the lady buy them? \_\_\_\_\_
- 5 Does she buy them for two gold coins? \_\_\_\_\_



<https://www.liveworksheets.com/cs1034021zf>



## **Theoretical Background on Reading Fluency**

- ❖ Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.
- ❖ Reading Fluency involves comprehension, speed, accuracy, and expression. Fluency is the ability to read texts at an appropriate speed. Students with problem in fluency read too fast and make careless errors, read too slow and forget what they were reading, or read at a good pace, but in a monotone voice. When a student doesn't have fluency, not only does the sound choppy, but their comprehension suffers also, and then their reading skill will be negatively affected.
- ❖ Fluency is a set of skills that allow the reader to decode a text quickly while maintaining a high level of comprehension . It is the most important skills related to fluency.
- ❖ As students learn to read, the speed with which they read becomes an important measure of fluency

## **Resources**

- ❖ <https://www.goodreads.com/book/show/44098010-the-lost-pencil>
- ❖ <https://www.ivingswoodacademy.org/attachments/download.asp?file=1207&type=pdf>
- ❖ <https://read.gov>
- ❖ <https://www.liveworksheets.com/uj2046270ma>
- ❖ <https://www.liveworksheets.com/tk1297400im>
- ❖ <https://www.liveworksheets.com/dt2231246bb>
- ❖ <https://www.liveworksheets.com/by1417232bt>
- ❖ <https://www.liveworksheets.com/na1386791je>
- ❖ <https://www.liveworksheets.com/cs1034021zf>



## Topic Five

### Identify and Analyze the Relationship in Reading

#### Indicators of the Difficulty

- ❖ Refugee students have difficulties in identifying and analyzing relationships among facts, ideas, concepts, and themes in reading materials.
- ❖ Refugee students have difficulties in explaining connection between what they read and prior knowledge.

#### Learning Outcomes

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

Identify and analyze the relationship among facts, ideas, concepts, and themes in reading materials.

- ❖ Explain connection between what they read and prior knowledge.

#### Learning Resources

|                                                                                                                                                     |                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper Resources :</b> <ul style="list-style-type: none"> <li>❖ Student's Book</li> <li>❖ Handouts</li> </ul>                                     | <b>Visual and Audio Resources :</b> <ul style="list-style-type: none"> <li>❖ Models-Flash Cards and Pictures</li> <li>❖ Visual and Audio aids</li> </ul> |
| <b>Electronic Resources:</b> <ul style="list-style-type: none"> <li>❖ Mobile applications</li> <li>❖ YouTube videos-Computers - Websites</li> </ul> | <b>Additional Resources</b> <ul style="list-style-type: none"> <li>❖ Common Classroom materials</li> </ul>                                               |

#### Intervention Strategies

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>Collaborative Learning</b></p>  <p style="text-align: center;"><a href="https://www.gettingsmart.com/2016/12/26/the-7-great-educational-online-games/">https://www.gettingsmart.com/2016/12/26/the-7-great-educational-online-games/</a></p>                                                                                                                                                                                                                                                                                                                      | <p style="text-align: center;"><b>E- learning Strategy (audio /visuals )</b></p>                                                                                                                            |
| <p style="text-align: center;"></p> <p style="text-align: center;"><a href="https://www.common Sense.org/education/website/light sail">https://www.common Sense.org/education/website/light sail</a></p>                                                                                                                                                                                                                                                                                                                                                                                            | <p style="text-align: center;"><b>Game Techniques</b></p>                                                                                                                                                   |
| <p style="text-align: center;"><b>Mobile Application</b></p>  <p style="text-align: center;"><a href="https://apps.apple.com/us/app/accomplish-reading/id977303261">https://apps.apple.com/us/app/accomplish-reading/id977303261</a></p>  <p style="text-align: center;"><a href="https://topteachingtasks.com/product/video-games-digital-reading-comprehension-activity-for-google-slides/">https://topteachingtasks.com/product/video-games-digital-reading-comprehension-activity-for-google-slides/</a></p> | <p style="text-align: center;"><b>Brainstorming</b></p>  <p style="text-align: center;"><b>Role-Play Strategy</b></p>  |

## Procedures of The Topic

### Recognizing students' learning difficulties (Identify and analyze the relationship in reading)

- ❖ Identify and discover your students' learning difficulties in analyzing the relationship in reading through using one of these methods:-

#### First Method : Prior Knowledge



- ❖ Given the text below. Read it aloud with students or have each student read it individually.
- ❖ Write the following questions on flash cards and put face down.
- ❖ After reading, ask students to come and choose a card, read the question, and answer it out of prior knowledge.
- ❖ The question card that is answered correctly by the student is put face up and the incorrectly answered ones are put face down.
- ❖ Count the cards with face down and discover your students' difficulty.

#### Suggested Text:

##### The Well



Once upon a time a farmer bought a well from his cunning neighbor, as he was looking for a source of water for his farm. The next day the farmer came to draw water from his well, but his neighbor didn't let him take any water. He said "I didn't sell you the water. I just sold you that well". The farmer directly went to the King to seek justice. One of the wisest courtiers, Sajed, ask the neighbor why he didn't let the farmer take water even after he had sold him that well. Sajed said "You sold the well and keep the water. The well is his, and you don't have to leave your water in. You have either to pay rent for the farmer or take your water out of his well". Knowing that cheating will not get him anything, the neighbor apologized and went back home.

#### Suggested questions:

- ❖ Have you ever known anyone like the farmer or neighbor?
- ❖ Has something similar happened to you?
- ❖ Could this story be real? Why or why not?
- ❖ Is the story similar to any other stories you have remembered before? How?

#### Second Method

- ❖ Use the text of "The Well" or any other text from the students' textbook.
- ❖ Ask students to read it individually, or you can read it with them loudly.
- ❖ Ask students to use analysis to pick information about the following from the reading story text.
  - ✚ The theme of the story
  - ✚ The three characters with 1 trait for each
  - ✚ A cause and an effect
  - ✚ A similarity and a difference between the farmer and the neighbor
  - ✚ Inference for the neighbor's feeling and the farmer's feeling after judgement.
- ❖ Check the students' answers and discover their difficulty.



## Remediation Techniques

- ❖ Stated ideas and concepts in Reading material are easy to recognize and then to apply to any type of Reading objectives. On the other hand, implied ideas and concepts and their relationships need analysis to be defined and recognized by drawing conclusions using the information in the text. Analysis is a difficult skill for many students .
- ❖ Help your students to be detectives looking for clues to discover the implied relationships and ideas of reading materials. (Fact+Fact = Conclusion)



- ❖ First, students should discover fact or relevant information after reading the selection and that can be easily done through asking lower level question (do not involve analysis), or short summaries for certain parts. Your detective students could in this way investigate and gather information.
- ❖ These information should be visualized to the students to become useful and that can be done through arranging or organizing them in a graphic organizer to identify their importance and discover new relationships.



- ❖ Use cognitive strategy sentence starters to help students understand the reading material . While you are reading pause and give starters like “I think the second event is.....”, “The most important message is .....”, “I have an opposite opinion here since.....”
- ❖ Have your students use highlighting or color-coding to identify specific fact, ideas ,concepts ,and themes.
- ❖ Teach students to ask questions about ideas they found confusing.

### Activity 1: Relevant or Off



- ❖ For students to find relevant concepts or ideas connected to the topic:” Animals” ,use this activity to reach with them to the related conclusion drawn about characters, setting, theme...
- ❖ Have student read the given text (or another text from the textbook) .
- ❖ Divide students into groups of three.
- ❖ Give the students supported sentences related to the character trait, or not a trait, setting or a false one, event or not an event .....

### For example: The Proud Rose



- ✦ A rose mocks a cactus and other plants.
- ✦ The rose is beautiful and proud
- ✦ The cactus is ugly and tough.
- ✦ It was a cold winter in the desert.

- ❖ Have students sort them if they are relevant or off the topic .You can ask them to find a couple more examples on their own from the topic.
- ❖ Use a washer tape to draw shapes on the floor such as: bubble map for analyzing character, house for analyzing setting, circle for analyzing theme.....
- ❖ Have the students stick Post-it note inside the shape if it is relevant and outside if it is off topic.

### Suggested text:

#### The Rose and The Cactus

Once upon a time in a desert far away, there was a rose who was so proud of her beautiful look. Her only complain was growing next to an ugly cactus.

Every day the beautiful rose would insult and mock the cactus on his look while the cactus remained quiet .All the other plants nearby tried to make the rose feel with others, but she was too proud of her own looks

One hot summer, the desert became dry and there was no water left for the plants. The rose quickly began to wilt .Her beautiful petals dried up losing the nice color.

Looking at the cactus ,she saw a sparrow dipping his beak into the cactus to drink some water. Though ashamed, the rose asked the cactus if she could have some water .The kind cactus readily agreed, helping them both through the tough summer, as friends.

#### Activity 2: Character Interviews



- ❖ Role-play is a strategy that helps students understand and tolerate relationships better in the reading material
- ❖ Students role-play an interview with one of the characters.
- ❖ Assign students the roles of the characters ( change student after each play)
- ❖ The rest of the class prepare questions to ask the actors who will put themselves in the characters shoes to give suitable answers.
- ❖ For more fun, ask them to imagine that the interviews are taking place on a TV Chat show. For more fun,ask the actor to put on a big sized shoes, you had gotten before to resemble the saying” Put yourself in the characters shoes”
- ❖ When a classmate asks a question and the actor fails to answer, another character actor will put on the shoes.
- ❖ Help classmates with some questions relevant to specific ideas and concepts you want students to focus on for analyzing the relationship
- ❖ Gather all the relevant characters on Map relationships on the board

❖ You may ask them to interview the author of the writing material to ask about non-fiction texts

**Suggested text :**

### The Needle Tree



Once upon a time , there were two brothers who lived at the woods edge. The older brother was unkind with his brother. His younger brother snatched all good things from him .The older brother used to sell to the market firewood collected from the forest ,shopping of the branches of every tree.

He came upon a magical tree.

That tree stopped him and asked him to spell its branches and it will provide him with golden apples.

Overcome by greed, the oldest brother threatened to cut the tree if it didn't provide him with more apples .Showering him with tiny needles the brother fell to the ground, crying in pain. The younger brother got worried and went to search for his older brother. When he found him he rushed starting to remove each needle with love. The oldest brother apologized for treating him so badly. The magic changes and his heart and.....

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Picture Analysis: Let's enjoy the Good Weather!**

Look at the picture for a few minutes and then **answer the questions below:**

**Answer the following in full sentences:**

1. What are these people having? \_\_\_\_\_
2. What are they cooking? \_\_\_\_\_
3. What are the two old ladies on the left drinking? \_\_\_\_\_
4. How many dogs can you see? \_\_\_\_\_
5. What is the girl in a blue skirt and pink top eating? \_\_\_\_\_
6. What is a man doing to his blue car? \_\_\_\_\_

**Circle (True) or (False). And then correct all mistakes:**

|                                                 |      |       |
|-------------------------------------------------|------|-------|
| 1. Two dogs look really hungry.                 | True | False |
| 2. A cat is drinking a fizzy drink.             | True | False |
| 3. The tour bus is full of passengers.          | True | False |
| 4. The tree house is empty.                     | True | False |
| 5. Nobody is sleeping in this picture.          | True | False |
| 6. Some children are jumping on the trampoline. | True | False |
| 7. Everyone looks really happy.                 | True | False |

**Discussion:** Do you like family gatherings in the summer time in your garden or backyard? What do you do?

ISLCollective.com



<https://en.islcollective.com/english-esl-worksheets/vocabulary/summer/picture-analysis-3-lets-enjoy-good-weather/127553>



NAME: \_\_\_\_\_

EVALUATION I

Instructions: Analyze the following categorize of these texts by filling the table below:

**TEXT 1**

Last week, my school had a study tour to Suong Angkhong Mung Village in Banteay. We started our journey very early in the morning. There were six buses to take our groups. We stopped in the area once before we directly visited Banteay.

When we arrived at Suong Angkhong Mung Village, we were welcomed by five Banteay Mung children known as Banteay. It was very unique. After that, we were around the getting that with the Banteay Mung children. We then walked in the field, it was a beautiful stage. Every body was smiling.

The Angkhong's dance was begun with a performance of a large group of dancers and Angkhong players. Then, the master of ceremony introduced himself and offered the audience a short course in play Angkhong. She then taught the audience to play the Angkhong, with rhythm.

After that the audience knew the local school, we all played popular songs together. The master ceremony spoke in English and because there foreigners among the visitors. At the end of the dance, we were selected to join the performing children to dance together.

We really enjoyed the performance of Banteay Mung's musical instruments combined with the wonderful dances and nice music of ceremony. We were all very cheerful and enjoyed after the dance.

Source: <https://englishbusiness.com/>

**TEXT 2**

Last month, Mr. Harris's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pain was in her leg. Yusuf had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbour to come and help his mother. The neighbour went out on the first and took Yusuf's mother to the clinic.

When Mr. Harris came home, he was told him what had happened. He was very proud of his son. "When you are a man, you will be just like your father," he said.

Source: <https://www.hipmash.com/>

| Category                                         | Text 1 | Text 2 |
|--------------------------------------------------|--------|--------|
| 1. Orientation                                   |        |        |
| When did the story happen?                       |        |        |
| Where did the story take place?                  |        |        |
| What happened?                                   |        |        |
| 2. Series of events                              |        |        |
| First thing to happen                            |        |        |
| 2 <sup>nd</sup> event                            |        |        |
| 3 <sup>rd</sup> event                            |        |        |
| 4 <sup>th</sup> event                            |        |        |
| 5 <sup>th</sup> event                            |        |        |
| Last event                                       |        |        |
| 3. Re-orientation                                |        |        |
| How did the writer feel at the end of the story? |        |        |
| Language Features:                               |        |        |
| Verbs in Simple Past Tense:                      |        |        |
| Adverb of time in the past:                      |        |        |
| Temporal conjunctions:                           |        |        |

LIVEWORKSHEETS




<https://www.liveworksheets.com/vm2109174hj>

Name: \_\_\_\_\_ 590L

## Setting Records

Shawn and Dan were two troublemakers at Falls Bridges Elementary School. They caused the most trouble on the playground. Shawn and Dan had a new plan today. Their plan today was to break their record for how many times they could go down the slide. So far, their record was seventeen times. Dan and Shawn wanted to try to make it down the slide twenty times. When class let out, the boys ran towards the playground. They ran up and slid down nineteen times during recess. They broke their record. They did not make it to their goal though.



- Who are the characters in the text?
- What is the setting of the text?
- What events happen in the beginning?

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<https://www.liveworksheets.com/fq1227669dt>

## Prior Knowledge:

- ❖ Prior Knowledge means collecting and referring to all the readers' experience and information throughout their lives. Activating it effectively will bring the words to life and it would be understood well by the students' mind. For example, when reading a text with its new vocabulary, it is preferable to introduce and review new vocabulary before beginning Reading by teaching words and categories

|                                                                                                                                                                                                                |                                                                                                                                                                                                                  |                                                                                                                                                                                                                   |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Topic: _____                                                                                                                                                                                                   |                                                                                                                                                                                                                  | Name: _____                                                                                                                                                                                                       |  |
| <div style="font-size: 2em; font-weight: bold; margin-bottom: 10px;">K</div> <div style="font-size: 0.8em; margin-bottom: 10px;">What I Know</div> <div style="height: 150px; border: 1px solid black;"></div> | <div style="font-size: 2em; font-weight: bold; margin-bottom: 10px;">W</div> <div style="font-size: 0.8em; margin-bottom: 10px;">What I Wonder</div> <div style="height: 150px; border: 1px solid black;"></div> | <div style="font-size: 2em; font-weight: bold; margin-bottom: 10px;">L</div> <div style="font-size: 0.8em; margin-bottom: 10px;">What I Learned</div> <div style="height: 150px; border: 1px solid black;"></div> |  |

LIVEWORKSHEETS

- ❖ Activate your students' prior knowledge for example about fruits before Reading by making a list or creating a KWL, doing a turn and talk ,brainstorming or taking a moment to think silently during reading. Try to make meaningful connections with the text and themselves, other texts and the world . Use modelling strategy here when reading aloud. After reading show your student how prior knowledge can help them understand and analyze the text very well. For example, use comparisons and contrasts as possible like “Is tomato a type of fruit? why is it or why is it not a kind of fruit? This is for further understanding of concepts.
- ❖ Using analogies such as “smiling is to happiness ,as gnawing is to anger” “,feather is to bird as fur is to dog.”
- ❖ Encourage reading, and reading, and reading to enrich their knowledge.
- ❖ Ask parents to embrace multimedia under control, as it helps students getting introduced to words and concepts that can build their knowledge.
- ❖ Let them predict what the text is about when observing the picture, and then giving evidence.
- ❖ Recall a prior knowledge using this infographic

### Activity 1:KWL Chart

- ❖ Using the word wall with all the studied vocabulary, as some are familiar for the students to play with .
- ❖ First introduce the word and ask students to complete .
- ❖ First ask students to split the paper into 3 columns :know, want to know ,learned
- ❖ Have student sort the word wall words into “Know” , “Want to know” ,and “Learned” column
- ❖ Using this technique with informational part as ” Bear’s Life “ , student has to brainstorm about the topic own ideas related to “ Bears “ in K column. Write the own enquiry questions about “ Bears “ in W column. Then after recognizing ideas and finding answers to their questions they drag the question answers from W to L

**Suggested Text:****Polar Bears**

Polar bears are large bears that can survive in the cold arctic habitat . They are the largest meat eating animals on land. They have sharp teeth and claws ;they use for hunting their prey. Polar bears eat mostly seals where they hand seals by waiting on the ice for a seal to surface for air or by swimming beneath the ice.

Male polar bears can grow up to 10 feet tall and weigh up to 1400 Pounds, females can reach 7 feet tall and weigh 650 Pounds. Polar bears have black skin that is covered with thick oily fur, the oil protects the bear while it swims through the cold water. Under the skin, there is a thick layer of blubber that helps the polar bear keep warm. Today there are between 20000 and 40000 polar bears living and surviving in the Arctic.

**KWL**

| What I Know | What I Want to Know | What I Learned |
|-------------|---------------------|----------------|
|             |                     |                |

**Activity 2: Tug of War****The given text is about “Caring for Animals”**

- ❖ Write in the middle:” People have a positive impact on animals and their habitat'
- ❖ Then give students sticky notes to write down their ideas to support or not this (refute it)
- ❖ Students will give as many ideas as you can imagine since they are interested .
- ❖ While sorting out the sticky notes, make conversations with a lot of engagement for your student to activate their thinking skill.

**Suggested text :****Positive Effect on Children of Owning a Dog**

Brendan's best friend is Tip. Tip and Brendan are inseparable. They teach each other things and they look after each other. Tip has helped Brendan become more responsible, more caring, and a better friend. Brendan is a nine-year-old boy, and Tip is a ten-year-old dog. Brendan and Tip are an example of how owning a dog can have a positive effect on a child's development. Having a dog develops a child's sense of responsibility, broadens his capacity for empathy, and teaches the nature of friendship.

Having a dog helps a child learn how to act responsibly. As a dog owner, the child must take care of the animal's daily needs. The dog must be fed and exercised every day. A dog is



completely dependent on its owner for all its needs, including the need for good health and a safe environment. Therefore, being responsible for a dog also means taking care of the dog so that it stays healthy. Furthermore, the owner must take responsibility for the safety of the dog and the safety of the people it comes into contact with. If the child forgets any of these duties and responsibilities, or ignores any of the dog's needs, the dog will suffer. This teaches the child that his responsibility to the dog is more important than his desire to play with his toys, talk on the phone, or watch TV. This is true not only for the care of a dog, but also for the care of oneself, another person, or one's job. Learning how to take responsibility for the health and welfare of a dog leads to learning how to take responsibility for oneself.

### Tips for Parents

- ❖ During your children's free time, choose animals they like the most in order to make with them page of the week project. It will include things they like to post or learn about; for example "spider".....



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Reading Comprehension**

Instructions: Read each section carefully, then answer the questions to the best of your ability.

**Cathy and The Crab**

Every summer, Cathy looked forward to vacationing on the sweet island of Andros. While there, she would spend time with her grandmother in the corn fields and picking sea grapes with her cousins. One activity she absolutely loved was "crabbing". She would ask her grandfather to take her out every evening so she could practice her crab catching skills. Cathy was so eager to crab that she snuck out one night while her grandparents were asleep. She grabbed her flashlight and rushed into the bush. Soon after, she belched a loud cry. In her mad dash, she had forgotten her tennis and a huge black crab was holding onto her big toe. After that experience, Cathy decided to never sneak out the house again!

1. Who is the main character in this story?

the crab      the grandparents      Cathy

2. Where and when did the story take place?

time: day time      night time      place: in Andros      on the beach

3. What was the plot of the story?

Cathy likes crabbing a lot      Cathy went crabbing by herself

4. Which TWO words follow the magic "e" rule? Tick the correct answers.

☐ take      ☐ sweet      ☐ pet      ☐ huge

5. Quote the exclamatory sentence found in the short story. Write the whole sentence.

Answer: \_\_\_\_\_

6. Which word best describes Cathy's character?

rude      determined      selfish      polite



<https://www.liveworksheets.com/tk1297400im>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Making Judgment**

**Instructions:** Write **K** if the person is doing something kind.  
Write **N** if the person is doing something that is not kind.

1. Sam took Tim's homework to him because he was sick. \_\_\_\_\_
2. Don shared his lunch with his classmate, Dora. \_\_\_\_\_
3. Sid pinched Ted without him looking. \_\_\_\_\_
4. Rick threw the trash on the desk. \_\_\_\_\_
5. Did you see that pretty lady? \_\_\_\_\_

**Instructions:** Write **H** if it is something that makes someone happy.  
Write **S** if it is something that makes someone sad.

6. The girls dance to every song. \_\_\_\_\_
7. Alex cries every time she hears that song. \_\_\_\_\_
8. My teacher could not teach all the students. \_\_\_\_\_
9. We shopped all day for new toys. \_\_\_\_\_
10. I like my new dog. \_\_\_\_\_



<https://www.liveworksheets.com/ds663708kg>

Reading / Printout

# Knowledge Quest

Before each after reading

- Draw the sheet below into your library book.
- Before reading your book, fill in the first two columns and list everything you **know** and **would like to know** about the topic you are about to read about.
- Fill in the last column, about what you have **learned**, after you have read the book.

Topic: \_\_\_\_\_

| Know | Want to Know | What I Learned |
|------|--------------|----------------|
|      |              |                |




<https://www.esprintables.com/printable.asp?id=403359>



# Worksheets



Name: \_\_\_\_\_ Date: \_\_\_\_\_

 **Finding the Theme**

| IS                                                                                                                                             | A THEME | IS NOT                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>the moral, lesson, or message the author wants you to learn</li> <li>a real-world connection</li> </ul> |         | <ul style="list-style-type: none"> <li>a summary</li> <li>a message specific only to your story</li> </ul> |

Directions: Read the passage and answer the following questions.

**An Improbable Friend**

It was the beginning of the school year and Sasha was not happy that Jake was her reading partner. School had only been in session for two weeks and Jake had already made fun of her glasses and her blue shoes. Sasha told Mrs. Nelson, her fourth grade teacher, about these rude interactions in hopes of switching reading partners. Unfortunately, Mrs. Nelson told Sasha that Jake would remain her partner for the realistic fiction unit.

Sasha felt upset about having to work with Jake. Sasha avoided eye contact with him when he walked into their room after recess. Until, thud! When Sasha heard this loud noise, she looked up to see that all of Jake's books had fallen out of his backpack. Jake's face turned bright red as he bent down to pick up the mess. Sasha rushed over to him. Despite Jake's rude behavior to her during the first two weeks of school, Sasha helped Jake pick up his books and said, "No worries, Jake. Isn't it hard to have to lug all of these books around?"

That afternoon during their reading partnership, Jake thanked Sasha for her kind gesture. He even mentioned that the ideas she shared that day helped him to think of literary reflections. Sasha realized she was learning a lot from Jake, too. As the realistic fiction unit came to a close, Sasha and Jake both realized that they learned a great deal from each other and had even found a new friend.

1) What problem did Sasha face in this story?  
\_\_\_\_\_

2) How did Sasha solve this problem?  
\_\_\_\_\_  
\_\_\_\_\_

3) What is the **theme** of this story? Think about the lesson that Sasha learned.  
\_\_\_\_\_

4) Write about how you have noticed this theme in your own life.  
\_\_\_\_\_

<https://www.liveworksheets.com/lz477513dt>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Predict and Infer*

Choose specific events from the story and predict what you think will happen next. Use the words and pictures to give you clues as to what might happen. Then, write what really happened in the story to see if you were correct.

Title: \_\_\_\_\_

| Event | What I Think Will Happen | Clues From The Story | What Really Happened |
|-------|--------------------------|----------------------|----------------------|
|       |                          |                      |                      |
|       |                          |                      |                      |
|       |                          |                      |                      |

HaveFunTeaching.com

<https://www.havefunteaching.com/resource/reading/predict-and-infer-graphic-organizer/>

Name: \_\_\_\_\_

## Reading Comprehension: Cactus

**Directions:** Read, or listen to the teacher read, the passage below about the cactus plant. Answer the questions about the text. Then, ask your own question that can be answered by reading the text.

### Cactus

The cactus plant grows in areas of the world that are hot, dry, and have little rain. The roots, stems, and leaves of a cactus store water for the plant so it can survive during dry periods. The cactus leaves are called spines; they are pointy and sharp.

Cactus flowers are big and come in many colors such as red, yellow, pink, and even blue. The life of a cactus can be 25 years to 300 years, depending on the kind of cactus. People can drink the water inside the cactus, which is thick and white in color, if they need it in an emergency. The tallest cactus may grow to about 20 feet tall.

Answer these questions about the text.

1. What parts of the cactus store water for the plant?

\_\_\_\_\_

2. In what type of environment does a cactus live?

\_\_\_\_\_

3. How tall might a cactus grow?

\_\_\_\_\_

Ask a question about this text.

\_\_\_\_\_

www.IHaveFunTeaching.com


<https://www.pinterest.com/pin/103090278957484322/>





### Lively Discussion Topics

## Thorny Issues: Euthanasia



**Use a dictionary if necessary**

**Read the text**

My father was lying in bed and was in terrible pain. For months before he had been diagnosed with terminal lung cancer and was admitted to hospital because he couldn't breathe or he can't anymore and needed constant pain medication. Now these problems, including the morphine drip, couldn't bring relief anymore. Every way was an ordeal.

He called me and my brother to his bedside and asked us to help him because of the agonizing pain and the fact that there was no hope whatsoever of recovery. He wanted us to ask the doctors to help him die. He didn't want to suffer, not like the little dignity he had still left. I thought it was a fair request. My brother, however, didn't see it that way.

**Vocabulary**

agonizing  
cancer  
cure/relief  
diagnose  
dignity  
medication  
morphine  
morphine drip  
ordeal  
painkiller  
suffer  
terminal

**Discussion Questions**

1. If you want a horrible pain and dying, would you ask for euthanasia?
2. Do you think people have the right to end the suffering for good?
3. If you saw a loved one suffering endlessly and beyond hope, what would you do?
4. Is euthanasia legal where you live? If so, do you agree? If not, is it done anyway?
5. Should helping someone die with dignity be punished as a crime?
6. Should patients in a lifelong coma be euthanized? If so, who decides?
7. Most people think putting animals out of their misery is an act of mercy. Should we show mercy to people as well?
8. Wouldn't it be better if euthanasia was mandatory for all incurable or comatose patients, as well as for the severely handicapped and convicted murderers?

**Brainstorm: For and against**

Why euthanasia is a good idea:

|  |
|--|
|  |
|  |
|  |
|  |
|  |

Why euthanasia is a bad idea:

|  |
|--|
|  |
|  |
|  |
|  |
|  |

**Take a stand: Debate, speak or write**

Prepare a short speech or essay in which you outline your point of view or organize a whole-class debate.

|                                                                                                                      |                                                                |                                                        |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------|
| I am for/against euthanasia because<br>Doctors who assist patients.<br>If I had someone close to me I would do that. | I think<br>Killing others is...<br>People who help others die. | I would never...<br>Possible exceptions...<br>Finally. |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------|

More worksheets available on [www.ESLprintables.com](http://www.ESLprintables.com) Author: Philip

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<https://en.islcollective.com/english-esl-worksheets/material-type/fun-activities-and-games/thorny-issues-euthanasia-lively-discussion-topics/676>



Topic: \_\_\_\_\_

**Fact and Opinion Worksheet 4**

Decide, Read each statement and then decide whether it is a fact or opinion. Write in your answer.

1. There is a lot of rain in the summer.  
Fact or Opinion: Opinion
2. The average size of dogs is 100 pounds.  
Fact or Opinion: Opinion
3. There are a lot of children in a lot of different places.  
Fact or Opinion: Opinion
4. The average size of dogs is 100 pounds.  
Fact or Opinion: Opinion
5. A place that makes a child feel safe is a home.  
Fact or Opinion: Opinion
6. A person who is a doctor is a person who is not a person.  
Fact or Opinion: Opinion
7. There is a lot of rain in the summer.  
Fact or Opinion: Opinion
8. A person who is a doctor is a person who is not a person.  
Fact or Opinion: Opinion
9. There is a lot of rain in the summer.  
Fact or Opinion: Opinion
10. There is a lot of rain in the summer.  
Fact or Opinion: Opinion
11. There is a lot of rain in the summer.  
Fact or Opinion: Opinion
12. There is a lot of rain in the summer.  
Fact or Opinion: Opinion
13. There is a lot of rain in the summer.  
Fact or Opinion: Opinion
14. There is a lot of rain in the summer.  
Fact or Opinion: Opinion
15. There is a lot of rain in the summer.  
Fact or Opinion: Opinion

<https://www.ereadingworksheets.com/reading-worksheets/fact-and-opinion-worksheet.pdf>

## Theoretical Background

- ❖ Analyzing a reading material involves the breaking down of its ideas and structure to make a clear understanding for the text . It is vital for activating critical thinking and as a result drawing conclusions and point of views towards a piece of the topic. Analysis shows why evidence is important and how it connects the ideas in the text.

## Resources

- ❖ <https://en.islcollective.com/english-esl-worksheets/vocabulary/summer/picture-analysis-3-lets-enjoy-good-weather/127553>
- ❖ <https://www.liveworksheets.com/vm2109174hj>
- ❖ <https://www.liveworksheets.com/fq1227669dt>
- ❖ <https://www.liveworksheets.com/tk1297400im>
- ❖ <https://www.liveworksheets.com/lz477513dt>
- ❖ <https://www.pinterest.com/pin/103090278957484322/>
- ❖ <https://www.liveworksheets.com/aa1769014ah>
- ❖ <https://en.islcollective.com/english-esl-worksheets/material-type/fun-activities-and-games/thorny-issues-euthanasia-lively-discussion-topics/676>
- ❖ [https://www.researchgate.net/figure/A-sample-K-W-L-chart-and-steps-of-K-W-L-344-Worksheets\\_fig1\\_40540086](https://www.researchgate.net/figure/A-sample-K-W-L-chart-and-steps-of-K-W-L-344-Worksheets_fig1_40540086)
- ❖ <https://www.liveworksheets.com/ix1414719oz>
- ❖ <https://www.ereadingworksheets.com/reading-worksheets/fact-and-opinion-worksheet.pdf>
- ❖ <https://www.education.com/worksheet/article/reading-comprehension-drawing-conclusions/>
- ❖ <https://en.islcollective.com/english-esl-worksheets/vocabulary/describing-people/my-fabulous-sister-describing-people/26318>
- ❖ <https://www.ereadingworksheets.com/reading-worksheets/fact-and-opinion-worksheet.pdf>

## Fourth Dimension

# Writing Difficulties



### Introduction

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



# TOPICS

|                                              |                                                                                      |
|----------------------------------------------|--------------------------------------------------------------------------------------|
| <p>(1)</p> <p><b>Grammar</b></p>             |    |
| <p>(2)</p> <p><b>Mechanics</b></p>           |   |
| <p>(3)</p> <p><b>Vocabulary</b></p>          |  |
| <p>(4)</p> <p><b>Organization Skills</b></p> |  |

# Topic One

## Grammar

### Indicators of the Difficulty

- ❖ Refugee students have difficulties in expressing grammatically correct sentences due to the significant differences in the grammar of the native language of the students.
- ❖ Refugee students have difficulties in applying the use of grammatical terminology.
- ❖ Refugee students have difficulties in transferring grammatical knowledge into communicative language use.
- ❖ Refugee students have difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs, articles ...etc.).
- ❖ Refugee students have difficulties in using the different kinds of sentences (the differences and formations of simple, compound, complex).

### Learning Outcomes

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

- ❖ Express grammatically correct sentences due to the significant differences in the grammar of the native language of the students.
- ❖ Apply the use of grammatical terminology
- ❖ Transferring grammatical knowledge into communicative language use.
- ❖ Apply the use parts of speech and their functions in the sentence (adjectives, adverbs, articles ...etc.).
- ❖ Differentiate between the simple, compound and complex sentences.
- ❖ Use kinds of sentences correctly (simple, compound and complex sentences).

### Learning Resources

#### Paper Resources :

- ❖ Student's Book
- ❖ Handouts

#### Visual and Audio Resources :

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

#### Electronic Resources:

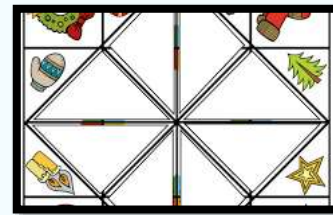
- ❖ Mobile applications
- ❖ YouTube videos - Computers - Websites

#### Additional Resources

- ❖ Common Classroom materials

### Intervention Strategies

- ❖ Activities based on the meaning
- ❖ Communicative activities.
- ❖ Write a brief bio
- ❖ Interaction-based Activities.
- ❖ student-centered activities
- ❖ Scaffolding.
- ❖ Writing assignments
- ❖ Story-Telling Writing assignments.
- ❖ Role Play Activities.
- ❖ Describe picture



## Procedures of The Topic

### Recognizing students' learning difficulties (Grammar )

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

#### First Method :

Expressing grammatically correct sentences due to the significant differences in the grammar of the native language of the students.

- ❖ Select your material from magazines, websites, books, ...etc.
- ❖ Your worksheets must be clear.
- ❖ Working in pairs:
- ❖ Organize the students into pairs.
- ❖ Provide the students with worksheets include your material (picture).
- ❖ Ask the students to rearrange the sentences correctly.
- ❖ Ask the students to look at the worksheets carefully.
- ❖ Ask the members of each pair to write down the answers based on their close observations
- ❖ Write down your notices.



[https://www.english-hilfen.de/en/exercises/word\\_order/sentences3.htm](https://www.english-hilfen.de/en/exercises/word_order/sentences3.htm)

1 they on the bench sit

2 in the forest walk often we

3 the boys are playing hockey

4 after Frank and Robert meet school

5 Scotland is from she

6 at home read books I

7 sometimes tests we write

8 sister two he brothers one has and

9 go to the club the girls Saturday every

10 you are kitchen the in

#### Note:

- ❖ Redo the same steps mentioned above.
- ❖ Provide the students with worksheets containing negative sentences.
- ❖ Provide the students with worksheets containing scrambled sentences.
- ❖ You can find the materials in the worksheet part in the end of this file.

## Second Method:

Expressing grammatically correct sentences due to the significant differences in the grammar of the native language of the students.

- ❖ Write on your whiteboard a group of sentences.
- ❖ Organize the students into pairs.
- ❖ Ask them to write down their answers on a sheet.
- ❖ The first three groups are the winners.
- ❖ First, ask them to find the subject in the first two sentences.
- ❖ Second, ask them to find the verb in the second two sentences.
- ❖ Third, ask them to find the mistaken Subject-Verb agreement.
- ❖ Write down your notices.

### Find the subject:

1. "The student felt nervous before the speech."
2. "Thought about leaving the room."

### Find the verb:

3. "Many scientists, such as Einstein, think in strange ways."
4. "I thought about visiting my aunt."

### Subject – Verb agreement:

5. "The group of students are complaining about grades."
6. "A recipe with more than six ingredients are too complicated."

## Third Method

Identify and discover how to apply the use of grammatical terminology.

- ❖ Divide the students into pairs.
- ❖ Provide students with worksheets.
- ❖ Instruct students to go through the worksheet.
- ❖ Ask students to fill in answers directly on the worksheet.
- ❖ Go through the students and help them when needed.
- ❖ Write down your notices.



### Exercise A

Write the correct possessive pronoun.

1. Did you finish \_\_\_\_\_ homework?
2. Eduardo is looking for \_\_\_\_\_ backpack.
3. I thought this was \_\_\_\_\_ car, but Sara told me that it was \_\_\_\_\_ car.
4. The TV has a scratch on \_\_\_\_\_ screen.
5. The neighbors put up \_\_\_\_\_ Christmas lights early this year.
6. \_\_\_\_\_ family values honesty and kindness.
7. Shauna and \_\_\_\_\_ boyfriend are going to the dance together.
8. \_\_\_\_\_ mom always told me to believe in myself.
9. Have you bought Harrison a gift for \_\_\_\_\_ birthday?
10. The mama cat takes good care of \_\_\_\_\_ kittens.

### Exercise B

Write the independent possessive pronoun.

1. You can order whatever you want. The choice is \_\_\_\_\_.
2. All my friends like to cook. Cooking is a favorite activity of \_\_\_\_\_.
3. My brother and I bought a car together to share, so it is \_\_\_\_\_.
4. The candy belongs to Sarah. It is \_\_\_\_\_.
5. I bought the food, so it's \_\_\_\_\_.

❖ The following link contains the worksheets with key answers:

<https://assets.ltkcontent.com/files/middle-school-pronoun- worksheet.pdf>



## Fourth Method

Identify and discover your students' learning difficulties in transferring grammatical knowledge into communicative language use.

- ❖ Work in pairs.
- ❖ Inform them that the activity will be about (name, surname, address, phone no ...etc.)
- ❖ Provide your students with worksheets suitable for their current reading level.
- ❖ Name each one of the pair as (a teacher)
- ❖ Ask them to fill in the blanks some communicative questions.
- ❖ Try to do the same activity orally.
- ❖ Write down your notices.

The image shows two identical worksheets for a 'DRAMA CLUB' activity. Each worksheet has a header with a cartoon character and the club name. The left worksheet is for a student to fill out, and the right one is for a teacher to ask questions. Both have sections for 'Name', 'Surname', 'Address', and 'Phone number'.

- ❖ [https://www.eslprintables.com/teaching\\_resources/teaching\\_methods/communicative\\_approach/Personal\\_Information\\_Name\\_Su\\_580218/](https://www.eslprintables.com/teaching_resources/teaching_methods/communicative_approach/Personal_Information_Name_Su_580218/)



## Fifth Method

Identify and discover your students' learning difficulties in transferring grammatical knowledge into communicative language use.

- ❖ Make groups of four.
- ❖ Choose three categories and ask the questions from the chart below.
- ❖ Let the group members answer the questions.
- ❖ For every correct question, he/she gets a point.
- ❖ Take turns asking and answering questions.
- ❖ Inform them that the activity will be about (comparative and superlative.)
- ❖ Provide your students with worksheets suitable for their current reading level.
- ❖ Ask them to fill in the blanks some communicative questions.
- ❖ Try to do the same activity orally.

- ❖ Write down your notices.



[https://www.eslprintables.com/teaching\\_resources/teaching\\_methods/communicative\\_approach/Comparative\\_s\\_A\\_Communicative\\_\\_385996/](https://www.eslprintables.com/teaching_resources/teaching_methods/communicative_approach/Comparative_s_A_Communicative__385996/)



## Sixth Method

Identify and discover your students' learning difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs, articles, nouns, verbs ...etc.)

- ❖ Choose a suitable book and assign an appropriate number of pages or length of a chapter for students to work with.
- ❖ Students work their way through each page, tallying up the number of each type of adjective they can identify using a table like the one below:

| Adjective types | Tally                     |
|-----------------|---------------------------|
| Comparative     | taller – bigger - ....    |
| Possessive      | their – our – your - .... |
| Descriptive     | wonderful – handsome .... |

## Seventh 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:

| Adjectives  |               |         | Adverbs    |              |           |           |
|-------------|---------------|---------|------------|--------------|-----------|-----------|
| Descriptive | Demonstrative | Proper  | Manner     | Place        | Time      | Frequency |
| Large       | This          | Indian  | Slowly     | Here         | Now       | Often     |
| Nouns       |               |         | Verbs      |              |           |           |
| Proper      | Common        | Stative | Transitive | Intransitive | Auxiliary |           |
| Africa      | Bottle        | want    | throw      | sleep        | Is        |           |

- ❖ Allocate a limited time.
- ❖ Challenge each group to generate as many different examples 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    adv  
Fatema writes in a nice handwriting  
N    v    pre    adj    N
- ❖ The winner group is the one with the most adverbs.
- ❖ Write down your notices.



## Eighth Method

Identify difficulties in using the different kinds of sentences (the differences and formations of simple and compound sentences).

- ❖ Organize the students into small groups.
- ❖ Stick a picture on the whiteboard.
- ❖ Ask the students to generate simple sentences as possible as they can within a limited time.
- ❖ Help them to recorrect their sentences.
- ❖ Ask them to connect each two sentences with a coordinator taking into consideration punctuation marks.
- ❖ After they finish, write down your notices.



## Ninth Method

Identify difficulties in using the different kinds of sentences (the differences and formations of simple and compound sentences).

- ❖ Divide the students into groups.
- ❖ Give them a worksheet containing a group of simple and compound sentences.
- ❖ Let them identify the simple and compound sentences within a limited time.
- ❖ Give them another worksheet containing simple sentences.
- ❖ Ask them to complete the sentences using coordinators taking into consideration punctuation marks.
- ❖ Write down your notices after they finish.



1. The children wore their dirty boots.
2. It was time for bed, yet it was still light outside.
3. The front door was locked, so she entered through the back.
4. They took a lot of pictures when they visited Montana.
5. After the show began, he sat very quietly.
6. The girl was wearing a red dress.
7. He was playing on his computer.
8. Before the bell rings, the student lined up at the door.
9. We turned off the lights.
10. We turned off the lights after our mom told us to go to sleep.

<https://www.liveworksheets.com/xy1230637mb>



## Remediation Techniques

- ❖ Students at this grade must move from fragments to fully formed sentences through a range of possible grammar lesson plans.
- ❖ Students in the sixth grade must be familiar with parts of speech and they should be able to identify the nouns, adjectives, adverbs, verbs...etc.
- ❖ Students who were promoted to the sixth grade must be taught how to use the simple and compound sentences.
- ❖ Applying Communicative language and transferring grammatical knowledge is essential for students in this grade.
- ❖ Students who are promoted to the sixth grade must be taught how to express grammatically correct sentences.
- ❖ Students who are promoted to the sixth grade must be taught how to apply the use of grammatical terminology.
- ❖ They must be taught transfer grammatical knowledge into communicative language use.
- ❖ Expressing grammatically correct sentences due to the significant differences in the grammar of the native language of the students. Students must be able to write simple sentences taking into consideration the use of basic grammatical rules such as:
- ❖ It is hard to express thoughts and ideas through spoken language. Kids with this issue typically understand what they hear, but they can have trouble forming and producing a spoken response, the components of simple sentence and some tenses. subject – verb agreement.
- ❖ The complement of the sentence should make a sense to be able to write meaningful simple sentences applying the basic rules of grammar.

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

|     |      |          |               |
|-----|------|----------|---------------|
| She | Eats | an apple | every morning |
|-----|------|----------|---------------|

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

| S     | V          | C                             |
|-------|------------|-------------------------------|
| She   | visits     | her grandparents every Friday |
| Laila | visited    | her grandparents Last Friday  |
| Ahmad | is reading | a story right now             |

- ❖ Ask them to write sentences by their own.
- ❖ Go through their desks and help them.
- ❖ Write some wrong sentences taking into consideration the subject – verb agreement. Ask them to refer to the mistakes.

|           |       |                                   |
|-----------|-------|-----------------------------------|
| My Friend | drink | A cup of milk ever morning        |
| Mona      | goed  | to the cinema yesterday           |
| We        | swims | In the swimming pool every summer |

- ❖ Inform them the differences between the previous sentences by dividing them into small group sand asking some questions, for example:
- ❖ What do you usually do every morning? (Three answers are required at least).
- ❖ What did you do yesterday? (Three answers are required at least).
- ❖ What are you doing right now? (Three answers are required at least)
- ❖ Write some examples without complement or a verb and ask them to complete your examples to make sure that they are able to create a sense in their sentences.

|           |       |                                 |
|-----------|-------|---------------------------------|
| Fatima    | ..... | at 10.00 o'clock every evening. |
| We        | have  | .....                           |
| My sister | ..... | a new skirt last week.          |
| Muhammad  | went  | .....                           |

### Activity (1)

- ❖ Tell a story from a picture
- ❖ Provide your students with a picture, ask them to observe it, and make a story out of what they saw.
- ❖ Let them set the story in the past, present simple, and present continuous using some adverbs and idioms which relate to the correct tense.
- ❖ This activity will boost your child's knowledge of tenses, and they can boost their knowledge on how to use them.



<https://tinyurl.com/4ykdes27>

### Activity (2)

- ❖ Knowing how to correctly use and identify verb tenses is an essential skill for students of all ages and abilities. Even though verb tenses are an important aspect of grammar, they can often be overlooked or seen as boring. The following games are a great way of getting away from the boredom of simply teaching the mechanics of grammar, and getting students actively involved in the learning process.

#### A Tense Race

- ❖ For this game, you will need to write out a list of verbs on index cards. You can use the following list the first time you play this game.
- ❖ Am – Came – Run – Swim - Sing
- ❖ Feel – Want – Make – Hear - See
- ❖ Go – Smell – Taste – Cook - Drive
- ❖ Play - Try

#### The rules of the game are as follows:

- ❖ Put the students into evenly divided teams and ask for a representative from each team to join you at the front of the class.
- ❖ Tell them you are going to read a verb and the student from team 1 has to give you either the past tense or present tense of that verb as quickly as possible.
- ❖ Begin by reading the first index card. Remember, only the student from team 1 may answer. If the student is correct, hand them the card and move on to the representative from team 2, and so on.
- ❖ If a student hesitates or speaks incorrectly, they must sit down and the next representative from their team goes to the front of the class.
- ❖ Repeat this process until every student has been eliminated or you have run out of cards.
- ❖ The winner team will collect 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 finish 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 have erased and vice versa.
- ❖ Now, on a clean sheet of paper, each student will write a list of verbs, in order, relating to activities they think their partner got up to that day. For example, if my partner, Sally, told me she had eight verbs, I would write the following list: got up, ate, went, brushed, ran, got on, saw, played.
- ❖ Then, partners exchange verb lists and insert the new verbs to replace the original verbs that have been erased.
- ❖ When the students finish adding the verbs, ask for volunteers to read their paper aloud. Because the paragraphs are about the student's day up to that point, all of the verbs should be past tense.

#### Activity (4)

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

#### Tips:

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

  S   1. Loma wants a new bicycle.

       2. The flowers in the garden.

       3. The cat jumped on the bed.

       4. More sugar in the recipe.

       5. There are three green cushions on the couch.

       6. The waterfall at the top of the creek.

       7. James ate all the soda crackers.

       8. Ran down the street.

Rewrite the fragments into complete sentences.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

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



F   1. The entrance to the movie theatre

\_\_\_\_\_ 2. They parked the car behind the mall.

\_\_\_\_\_ 3. Carefully on the shelf.

\_\_\_\_\_ 4. John sets the table every night for dinner.


\_\_\_\_\_ 5. The snow on the ground.

\_\_\_\_\_ 6. Grandpa likes to sit in the recliner.

\_\_\_\_\_ 7. During July, before school started.

\_\_\_\_\_ 8. Bill put his guitar back in the case.

Julie ate an apple.



Rewrite the fragments into complete sentences.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

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



### Activity (5)

- ❖ Tell the difference between the auxiliary verb and main verb
- ❖ Auxiliary verbs (be – do – have - modals) and the other verbs are main.
- ❖ Sometimes verb to be and verb to have function as main verbs.

I have a car

I did my homework

I have been there.

- ❖ Main verbs are divided into three cases.
- ❖ Ask the student to underline the main verb in the following sentences:
- ❖ Some students pursue master's degrees, while others study to receive doctorates.
- ❖ For example, business students get an MBA, which means "Master of Business Administration."
- ❖ I have done my homework.
- ❖ A doctorate is the highest degree that a student can earn.
- ❖ Most medical doctors train for an MD, which comes from the Latin medicine doctor.
- ❖ Someone with a PhD is a Doctor of Philosophy.
- ❖ He is having his lunch
- ❖ Many students earn a PhD, but not many study the field of philosophy specifically.
- ❖ In 2010, almost 50,000 students received a PhD.
- ❖ Most of the degrees were in science and engineering.



- ❖ I have been there for three years.
- ❖ Some students complete a master's program before they start a PhD program.
- ❖ A PhD usually requires three years of full-time study, and then students must pass special exams.
- ❖ PhD students also carry out original research.
- ❖ Students present their findings by writing a long research report or dissertation, which can take years to complete.
- ❖ Doctoral students may experience a lot of stress

### Activity (6)

- ❖ Subject-verb agreement refers to the special way in which a subject and verb work together to make a sentence correct. Basically, the two must agree in number. For example, if the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.
- ❖ Without correct subject-verb agreement, a reader or listener can become easily confused; therefore, students must be taught to apply three basic rules when speaking and writing. Here's what they need to know.

#### Subject-Verb Agreement Rules:

Shurley English  
www.shurley.com

|               |                                                                                                                                                                                              |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rule 1</b> | If you have a <b>singular subject</b> , you must use these verbs: <b>is, was, has, does, or verbs ending in s or es</b> because these verbs are singular verb forms.                         |
| <b>Rule 2</b> | If you have a <b>plural subject</b> , you must use these verbs: <b>are, were, have, do, or verbs without s or es endings</b> because these verbs are plural verb forms.                      |
| <b>Rule 3</b> | Any time you have the pronoun <b>YOU</b> as the subject of the sentence, you <b>MUST</b> use the plural verb forms, which are <b>are, were, have, do, or verbs without s or es endings</b> . |

- ❖ Step 1: Identify the subject of the sentence and underline it with one line.
- ❖ Step 2: Identify the subject as singular or plural because the answer will help to identify the correct subject-verb agreement rule.
- ❖ Step 3: Check the rule that is applied to the subject located in the sentence.
- ❖ Step 4: Write the rule number in the box provided.
- ❖ Step 5: Following the rule, identify the correct verb choice with competence and confidence.

Examples:

| Step 1:<br>Underline the subject once.                             | Step 2:<br>S/P | Step 3:<br>Check the Rule Box | Step 4:<br>Rule # |
|--------------------------------------------------------------------|----------------|-------------------------------|-------------------|
| 1. <u>Chloe</u> (type, <u>types</u> ) quickly on her computer.     | S              | ✓                             | 1                 |
| 2. Those <u>dogs</u> ( <u>bark</u> , barks) loudly all night long. | P              | ✓                             | 2                 |
| 3. <u>You</u> ( <u>was</u> , <u>were</u> ) the star of the show!   | P              | ✓                             | 3                 |

Step 5: Underline the correct verb twice.

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**Choose the correct answer:**

1. The dog ( eat / eats ) the bone.
2. My mom ( like / likes ) pizza and tacos.
3. My friends ( watch / watches ) a lot of television.
4. My brother and sister ( play / plays ) basketball.
5. One of the cars ( go / goes ) very fast.
6. Mr. Brown, the banker, ( count / counts ) a lot of money.
7. The cats ( roll / rolls ) around in the mud.
8. This ice cream ( taste / tastes ) delicious.
9. My cousins ( live / lives ) in Chicago.
10. My team ( lose / loses ) games all the time.



<https://www.k5learning.com/worksheets/grammar/grade-4-subject-verb-agreement-a.pdf>



**Possessive pronouns**  
**How to apply the use of grammatical terminology.**

- ❖ In this engaging set of possessive adjective games, students play a guessing game, memory game and matching game where they make sentences with his, her, and their. First, students play a guessing game about who the objects on the cards belong to. Next, students take it in turns to turn over a picture card (showing who owns the object) and a possessive adjective card. If the cards match, the student makes a sentence with the possessive adjective, e.g. 'It's his bicycle'. The student then keeps the two cards and has another turn. The student with the most pairs of cards wins the game. Next, one student takes the picture cards and the other two students take the possessive adjective cards. The student with the picture cards turns over the top card, shows the card to the two students and says 'It's...' The two students then race to find the correct possessive adjective and give it to the student, completing the sentence at the same time, e.g. 'It's their house'. The first student to do this keeps both cards. The student with the most pairs of cards at the end of the game wins.



<https://www.teach-this.com/parts-of-speech-activities-worksheets/possessives>



## Using parts of speech and their functions in the sentence (adjectives, adverbs, articles, 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 tea cup): 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. Hunt and Sort Eggs.**

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

**Activity (1):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.
4. The rocking chair is comfortable.
5. My dog has a plaid collar with his name on it.
6. Grandpa swept the dirty porch.
7. Pasta is Abby's favorite food.
8. Skunks are black and white.
9. The car's gas tank is empty.
10. I have a pen with red, blue and green ink.
11. My beautiful mom loves how peaceful the lake is.
12. Early morning is the best time to catch fish.

Adjectives are words that describe nouns

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




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



## Activity (3)

- You can tell the students that the adverb usually tells (how, when and where) the action happens.
- Remind 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.

| When                                                            | How                                                            |
|-----------------------------------------------------------------|----------------------------------------------------------------|
| 1. The practice began <u>sooner</u> than we thought.            | 1. Ellie punched <u>in</u> the code <u>confidently</u> .       |
| 2. The movie ended <u>later</u> than expected.                  | 2. Felicia arrived <u>late</u> at the party.                   |
| 3. This race began <u>earlier</u> than the last one.            | 3. Jamie lives <u>near</u> the park.                           |
| 4. She is supposed to be here <u>now</u> .                      | 4. Kate finished her homework <u>earlier</u> than she planned. |
| 5. Be careful, there is juice <u>everywhere</u> .               | 5. Rob performed <u>remarkably</u> on stage.                   |
| 6. Hang your coat <u>there</u> , by the door.                   | 6. The store seems <u>farther</u> than expected.               |
| 7. Come <u>here</u> , please.                                   | 7. I hope the show starts <u>soon</u> .                        |
| 8. The Jones are moving <u>far</u> from here.                   | 8. <u>Hopefully</u> , they can come to the party.              |
| 9. She dances <u>gracefully</u> .                               | 9. Put the pot <u>here</u> , by the stove.                     |
| 10. The little boy answered the question <u>politely</u> .      | 10. The man shook her hand <u>firmly</u> .                     |
| 11. Finish this task <u>rapidly</u> so we can move to the next. | 11. The dance will begin later than we thought.                |
| 12. You should always answer the phone <u>promptly</u> .        | 12. We will walk <u>there</u> together.                        |



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



## Using Games to Teach Parts of Speech

### Nouns

#### What is a Noun?

- Nouns are a part of speech that are used to name people, places, animals, objects and ideas. Almost every sentence will definitely have a noun, and they perform different roles in a sentence. Nouns can act as the subject, an indirect object, a direct object, a subject complement and an object complement. Nouns can also function as adjectives and verbs.

#### Examples of Nouns:

- **People** – Rahul, Sheela, Man, Person, Tommy, Women, Girl, The Prime Minister
- **Places** – Bangalore, India, Mexico, North Pole, South Africa, The Nile River, Classroom, Bedroom, Basketball Court, Cricket Ground, Swimming Pool
- **Animals/Birds/Aquatic Animals/Reptiles** – Lion, Zebra, Snake, Ostrich, Flamingo, Bear, Cat, Fish, Shark
- **Ideas** – Evolution, Invention, Extinction, Argument, Destruction
- **Objects/Things** – Bat, Cycle, Curtains, Paper, Bag, Blackboard, Cupboard



### Game (1)

- These two games are great for teaching nouns. You could choose either of them, do them on different days, or maybe do one for common nouns, and one for proper nouns.
- For I Spy...Find an item from the classroom to “Spy” and then give clues like “I spy something green (plant), or I spy something moving (clock). Kids guess the noun you described. Simple!
- In I’m Thinking of Someone Who (or of a place that...) for proper nouns, you can describe students in the classroom using clothing or physical appearance kinds of clues, or you could

describe them using things you know about them, like which musical instruments the child plays or which sports he/she enjoys.

- You could also expand this to include well known historical characters your kids might know, like George Washington or Martin Luther King, Jr. Famous or not, your clues might be, "I'm thinking of someone (in our classroom or famous) who wears glasses/has a yellow shirt/play lacrosse/plays the flute/was the first president..."
- Verbs in English can be classified into two categories: **stative** verbs and **dynamic** verbs. Dynamic verbs (sometimes referred to as "action verbs") usually describe actions we can take, or things that happen; stative verbs usually refer to a state or condition which is not changing or likely to change. The difference is important, because stative verbs cannot normally be used in the continuous (BE + ING) forms. This will explain the differences between the two types of verb, and give lots of examples of each kind.



### Action verbs

- There are many types of dynamic verbs, but most of them describe activities or events which can begin and finish. Here are some examples:

| Dynamic Verb | Examples                  |
|--------------|---------------------------|
| <b>Play</b>  | <b>She plays tennis</b>   |
| <b>Melt</b>  | The snow is melting       |
| <b>Hit</b>   | <b>he hits his friend</b> |

- State of being verbs

| Dynamic Verb              | Examples         |
|---------------------------|------------------|
| <b>Be (am / is / are)</b> | He is a teacher  |
| <b>Be (was / were)</b>    | He was a student |

### Game (2)

- Okay, here's one my kids LOVE to do, the little hams... and it's charades! To play this game, I use a small whiteboard to show the acting volunteer (but not the class) clues for the verb he/she is going to act out.

I try to choose verbs that are more interesting than just run or hop and include clues like make a pizza, mix a cake, lift a weight like an Olympic weightlifter. The ideas are endless, which is a good thing because their desire to play this game also seems endless!

**For more games about parts of speech, you can watch the following video:**



<https://www.education.com/game/parts-of-speech-sorting/>



### **Using the different kinds of sentences (the differences and formations of simple and compound sentences).**

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

**You can use the deductive approach:**

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

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

#### **Practice:**

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

#### **Production:**

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

#### **Example on that explanation: the simple and compound sentences**

- ❖ Ask students a sense of concept questions to lead them to discover the form of the simple sentence tense.



**We visit our grandparents every Friday.**

**Question:**

- ❖ 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.

Grade 3 Sentences Worksheet

Write "S" for simple sentences and "C" for compound sentences.

  S   1. Clocks go forward in the spring.

\_\_\_\_\_ 2. They left early, so they arrived first.

\_\_\_\_\_ 3. Danny practices the guitar every day.

\_\_\_\_\_ 4. They did not brush their teeth, nor did they comb their hair.

\_\_\_\_\_ 5. This building has several elevators and stairwells.

\_\_\_\_\_ 6. We took the city bus, but it was crowded.

\_\_\_\_\_ 7. Some grocery stores are open on Sundays.

\_\_\_\_\_ 8. I did not eat any cookies, yet there are none left.

\_\_\_\_\_ 9. The ferry does not operate at night.


\_\_\_\_\_ 10. He finished his book, and he has nothing left to read.

\_\_\_\_\_ 11. The birds are singing in the trees and the bushes.

\_\_\_\_\_ 12. They do not fear ghosts, nor do they fear monsters.

Emily won the game. (S)

Emily won the game, so she received a medal. (C)



<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.

## 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.

## Application TO Learn Building Sentence



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



For more games of simple, compound and complex sentences, watch the following video:



<https://www.tinytap.com/activities/g35o6/play/simple-compound-complex-sentences>



### 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

## Worksheet (1)

### Make a Sentence

Use the following words to make a sentence.  
(If you need help, look in your comic book!)



1. us / sensors / let / These / Earth / digest / . / food

2. chicken / . / some / grilled / had / Roger

3. . / delicious / it / said / He / tasted

4. fantastic / was / it / and / , / dish / curry / a / tried / I / .



<https://www.liveworksheets.com/nz2708667io>

## Worksheet (2)

teacherfiera.com™

Arrange the words and phrases and write sentences.

21.



I have

bag.

a blue

22.



Adam loves

football.

to play

23.



green.

is

The van

24.

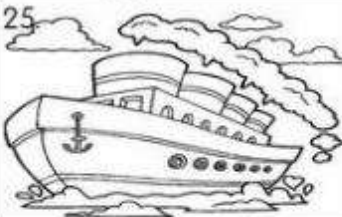


toys.

These are

my

25.



The ship

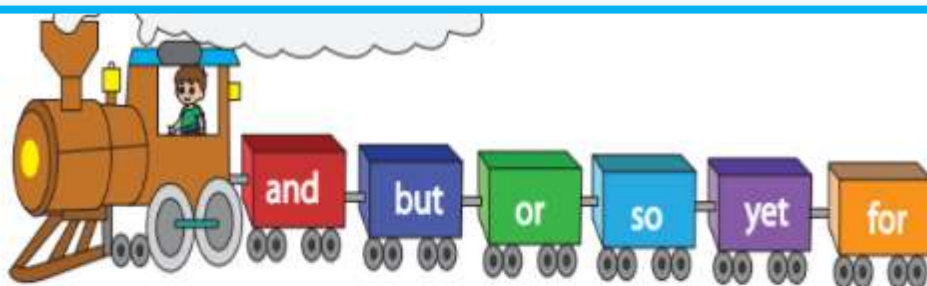
big.

is





### Worksheet (3)



1) Harry met me this morning. He didn't mention the camp. (yet)

\_\_\_\_\_

2) Mia has a golden furry kitten. She calls it Goldie. (and)

\_\_\_\_\_

3) We are dressed in blue and red. We are playing in the band. (for)

\_\_\_\_\_

4) I will go swimming. I will help Mom make dinner. (or)

\_\_\_\_\_

5) Lenny has invited me to the parade. I won't be able to make it. (but)

\_\_\_\_\_

6) Aunt Grace hasn't been keeping well. Let's visit her today. (so)

\_\_\_\_\_

\_\_\_\_\_



1. The dog ( eat / eats ) the bone.
2. My mom ( like / likes ) pizza and tacos.
3. My friends ( watch / watches ) a lot of television.
4. My brother and sister ( play / plays ) basketball.
5. One of the cars ( go / goes ) very fast.
6. Mr. Brown, the banker, ( count / counts ) a lot of money.
7. The cats ( roll / rolls ) around in the mud.
8. This ice cream ( taste / tastes ) delicious.
9. My cousins ( live / lives ) in Chicago.
10. My team ( lose / loses ) games all the time.





# Sentences Structure



Write the sentences in order



1 . by train / sometimes / Steven / to work / drives / .

2 . are making / toys / We / for all the children / .

3 . soccer / play / during the break / Cloe and Taylor / .

4 . a new tv set / My father / us / bought / .

5 . His family / Mary / to the party / invited / .

6 . from Martha's vineyard / a postcard / Samuel / sent / .

7 . for my brother / made / The tailor / a suit / .

8 . all her friends / cooked / a delicious meal / He / .

9 . bought / two years ago / We / this car / .

10 . to the seaside / drives / He / at the weekend / .



Worksheet (6)

1. at/ get up/ six/ I/ o'clock

2. I/ half past/ have/ at/ twelve/ lunch

3. seven/ I/ at/ have/ half past/ a shower

4. home/ I/ at/ go/ o'clock/ three

5. at/ nine/ half past/ I/ school/ go to

6. I/ at/ play/ o'clock/ four/ football

7. work/ I/ half past/ at/ five

8. half/ seven/ at/ I/ breakfast/ past/ have

9. I/ supper/ at/ seven/ have/ o'clock

10. to/ I/ go/ at/ ten/ bed/ o'clock



## POSSESSIVE ADJECTIVES

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fill in each blank with a possessive adjective from the box.

|    |      |     |       |     |     |     |
|----|------|-----|-------|-----|-----|-----|
| my | your | our | their | her | its | his |
|----|------|-----|-------|-----|-----|-----|

1. They have a car. This is \_\_\_\_\_ car.
2. The cat has a fish. This is \_\_\_\_\_ fish.
3. Ali has many books. These are \_\_\_\_\_ books.
4. We have a dog. This is \_\_\_\_\_ dog.
5. The dog has a tail. That is \_\_\_\_\_ tail.
6. The monster has wings. Those are \_\_\_\_\_ wings.
7. You have a Batman picture. This is \_\_\_\_\_ Batman picture.
8. The dogs have a bag of bones. These are \_\_\_\_\_ bones.
9. I have a teddy bear. This is \_\_\_\_\_ teddy bear.
10. The cat has a blanket. This is \_\_\_\_\_ blanket.





## Worksheet (8)

**S**

1. They collect sports cards.
2. Laura called me last night.
3. We are late again!
4. The coach will not let us play tonight.
5. You are going skating this afternoon.
6. Anita lent you her favorite pencil.
7. It is time to leave.
8. There was a math test. Colin found it difficult.
9. He studied hard for the test.
10. The teacher gave him the answer.
11. Her glasses were broken, so mother bought her new ones.
12. Jack and Gabe are making too much noise. Tell them to stop.




## Worksheet (9)

1. I bought a **beautiful** dress at the mall.  
☐ a. verb ☐ b. noun ☐ c. adjective
2. I **play** with my friends after school.  
☐ a. verb ☐ b. noun ☐ c. adjective
3. My **shoes** are under the kitchen table.  
☐ a. verb ☐ b. noun ☐ c. adjective
4. If I finish my **homework**, I can play.  
☐ a. verb ☐ b. noun ☐ c. adjective
5. On Mondays, I **study** English.  
☐ a. verb ☐ b. noun ☐ c. adjective
6. The kitten is **soft** and sneaky.  
☐ a. verb ☐ b. noun ☐ c. adjective
7. The Hulk is very **strong**.  
☐ a. verb ☐ b. noun ☐ c. adjective
8. **Spiderman** fights the villains.




## Worksheet (10)

### Make a Sentence



Use the following words to make a sentence.  
(If you need help, look in your comic book!)



1. . / why / know / I / now / and / , / overweight / are / We

2. will / . / him / of / We / take / care

3. made / I / mistake / big / . / a

4. you / questions / any / Do / ? / have



<https://www.liveworksheets.com/mh2497716vx>

## Theoretical Background on Grammar

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

## Resources

- ❖ [https://www.englisch-hilfen.de/en/exercises/word\\_order/sentences3.htm](https://www.englisch-hilfen.de/en/exercises/word_order/sentences3.htm)
- ❖ [https://www.englisch-hilfen.de/en/exercises/word\\_order/sentences4.htm](https://www.englisch-hilfen.de/en/exercises/word_order/sentences4.htm)
- ❖ <https://assets.ltkcontent.com/files/middle-school-pronoun->
- ❖ [https://www.eslprintables.com/teaching\\_resources/teaching\\_methods/communicative\\_approach/Personal\\_Information\\_Name\\_Su\\_580218/](https://www.eslprintables.com/teaching_resources/teaching_methods/communicative_approach/Personal_Information_Name_Su_580218/)
- ❖ [https://www.eslprintables.com/teaching\\_resources/teaching\\_methods/communicative\\_approach/Comparitives\\_A\\_Communicative\\_\\_385996/](https://www.eslprintables.com/teaching_resources/teaching_methods/communicative_approach/Comparitives_A_Communicative__385996/)
- ❖ <https://www.liveworksheets.com/xy1230637mb>
- ❖ <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:// www.k5learning.com/worksheets/grammar/grade-4-subject-verb-agreement-a.pdf](https://www.k5learning.com/worksheets/grammar/grade-4-subject-verb-agreement-a.pdf)

- ❖ <https://www.k5learning.com/worksheets/grammar/grammar-worksheet-grade-3-adjectives-0.pdf>
- ❖ <https://www.k5learning.com/free-grammar-worksheets/third-grade-3/adverbs/how-when-where>
- ❖ <https://www.careerpower.in/adjective.html>
- ❖ <https://www.education.com/game/parts-of-speech-sorting/>
- ❖ <https://play.google.com/store/apps/details?id=com.sentenceMbsait.sentence>
- ❖ <https://www.scholastic.com/content/dam/teachers/blogs/mary-blow/migrated-files/simple-and-compound-sentences-1.pdf>
- ❖ <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.tinytap.com/activities/g35o6/play/simple-compound-complex-sentences>
- ❖ <https://tr.pinterest.com/pin/639018634641702340/>
- ❖ <https://worksheetdigital.com/product/possessive-adjectives/>
- ❖ [https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ES\\_L\)/Possessive\\_adjectives\\_and\\_pronouns/Possessive\\_adjectives\\_and\\_pronouns\\_ml18673an](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ES_L)/Possessive_adjectives_and_pronouns/Possessive_adjectives_and_pronouns_ml18673an)
- ❖ <https://www.k5learning.com/free-grammar-worksheets/third-grade-3/pronouns/subject-object-pronouns>
- ❖ [https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ES\\_L\)/Parts\\_of\\_Speech/Parts\\_of\\_Speech\\*\\_Noun,\\_verbs,\\_and\\_adjectives\\_oz2821824tz](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ES_L)/Parts_of_Speech/Parts_of_Speech*_Noun,_verbs,_and_adjectives_oz2821824tz)
- ❖ <https://tr.pinterest.com/pin/335588609725018920/>

## Topic Two

### Mechanics and Spelling

#### Indicators of the Difficulty

- ❖ Refugee students have difficulties in spelling words with silent letters (knife)
- ❖ Refugee students have difficulties in spelling some words with suffix and prefix.
- ❖ Refugee students have difficulties to punctuating the four types of sentences( declarative , imperative, interrogative, and exclamatory).

#### Learning Outcomes


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

- ❖ Spell words with silent letters.
- ❖ Spell words with prefixes and suffixes.
- ❖ Punctuate well the four types of sentences (declarative /interrogative/ imperative/ exclamatory )

#### Learning Resources

|                                                                                                                                                     |                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper Resources :</b> <ul style="list-style-type: none"> <li>❖ Student's Book</li> <li>❖ Handouts</li> </ul>                                     | <b>Visual and Audio Resources :</b> <ul style="list-style-type: none"> <li>❖ Models-Flash Cards and Pictures</li> <li>❖ Visual and Audio aids</li> </ul> |
| <b>Electronic Resources:</b> <ul style="list-style-type: none"> <li>❖ Mobile applications</li> <li>❖ YouTube videos-Computers - Websites</li> </ul> | <b>Additional Resources</b> <ul style="list-style-type: none"> <li>❖ Common Classroom materials</li> </ul>                                               |

#### Intervention Strategies

|                                                                                                                                                                   |                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>Game Techniques</b></p>                      | <p style="text-align: center;"><b>E- learning Strategy (audio /visuals )</b></p>  |
| <p style="text-align: center;"><b>Mobile Based Learning (Mobile apps)</b></p>  |                                                                                    |



## Procedures of The Topic

### Recognizing students' learning difficulties (Mechanics and Spelling )

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

#### First Method : Silent letters spelling words

- ❖ Prepare a list of words with silent letters .
- ✚ k :knife /knob/knee/know/knot/
- ✚ g:sign/foreign/assign/design/
- ✚ n:autumn/column/solemn/
- ✚ w:who/whole/ two/write/ wring/answer
- ✚ c:ascent, muscle/sense/science/scissors
- ✚ l:half/talk/ chalk/ would/ should/ could/ walk
- ✚ h: ghost/ what/whether/rhythm/ hour
- ❖ Give each student a blank sheet of paper.
- ❖ Dictate them words mixed together.
- ❖ Check their spelling and discover their difficulty.

#### Second Method : Suffix and Prefix Spelling Words

- ❖ Prepare two lists of spelling words with prefixes and suffixes each, for example prefixes and suffixes words:

|                       |                   |
|-----------------------|-------------------|
| Anti: antibody.       | able: usable      |
| Auto :automobile.     | en : brighten     |
| Circum: circumscribe. | ir : pointer      |
| Co : co-pilot.        | ful : hopeful     |
| De: deduce.           | ible: digestible  |
| Dis :disappear.       | ness : cleverness |
| Ex: extract.          | ly : kindly       |
| Inter: intersect.     | less : worthless  |
| Non: nonfiction.      | ion : direction   |
| Un: unfinished        |                   |

- ❖ Give each student a blank sheet of paper.
- ❖ Dictate them the list of words where prefixes are mixed with words with suffixes.
- ❖ For more recognition, ask the student to circle suffix and prefix.
- ❖ Check their spelling and discover their difficulty.

#### Third Method :Punctuating Four Types of Sentences

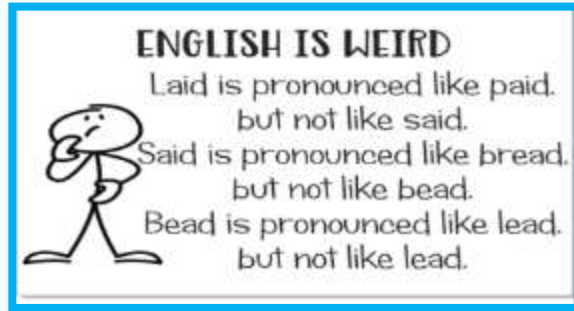
- ❖ Write different type of sentences (declarative /interrogative/ imperative/ and exclamatory) on flashcards and distribute them everywhere in the classroom or outside the classroom.
- ❖ Play with your students "Scavenger Hunt" to discover their difficulty in punctuation .
- ❖ Students start looking for the cards with sentences that are not punctuated.
- ❖ Then they read the sentence and punctuate it before giving it to you.
- ❖ Student with sentences punctuated incorrectly have difficulty.

#### Suggested sentences:

- ❖ Wow it's an amazing scene
- ❖ What do you like to eat for the dinner
- ❖ What an interesting story this is
- ❖ Order the sentences according to their sequence
- ❖ The little red bug lands on the yellow flower
- ❖ Look It's raining heavily now
- ❖ Would you prefer some sugar in your tea
- ❖ Get me some please
- ❖ We studied Math Arabic English and Science at school didn't we
- ❖ Oh no I forget Civics

## Remediation Techniques

### Spelling Words with Silent Letters



- ❖ Silent letters are letters that are written but not pronounced, and this is one of the trickiest point that frustrates the students and causes common mistakes .The question is “Why?”. The answer is:
- ❖ "English is weird".
- ❖ Tell your student that silent letters in English are not pronounced as in Island →(I land).
- ❖ But they are included when the word is spelled as (is-land)
- ❖ So when they are practicing for spelling, they have to tell the words as if the silent letter is pronounced.
- ❖ Ask them to list and categorize words with silent letters and then practice the target language in writing.
- ❖ The key to remember their spelling is practice, practice, practice using the "look ,say, cover, write, and check"
- ❖ Ask them to link the word with another to help hear and remember the silent letter
- ❖ as sign→ signal
- ❖ crumb→ crumble
- ❖ Use mnemonic that put the word with silent letters in a sentence with other words beginning with that letters.
- ❖ Warren wrestles well.
- ❖ I know I can't knit knickers with a knife on my knee.
- ❖ Use games and activities to teach these words with fun.

### Activity 1 : Shout Out

- ❖ This game is highly competitive where it is the silent letter face- off.
- ❖ After teaching lists or categories of words with silent letters, now it's time for activity.
- ❖ Divide the class into two teams.
- ❖ Tell your students that they have to write and shout out words with silent letter depending on your instruction.
- ❖ When you ask for words with silent "gh," students will directly write words with silent gh.
- ❖ The first team to run out of words loses, giving the point to the other team.
- ❖ Continue giving another silent letters category, so students come up with their next set of words until you cover all the given lists.
- ❖ This game is a game of thinking that motivates a student to keep in mind some silent letters of words.

### Activity 2:

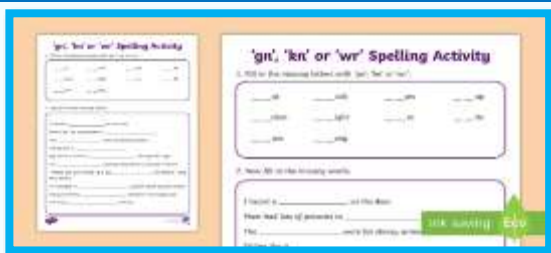
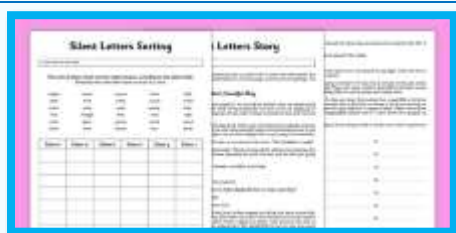
- ❖ Veer away from usual stand- and –recite- these- words procedures and add elements of fun and excitement by using games to teach silent letter word spelling.
  - ❖ Let students sit in pairs and give each pair a list of words and their homophones.
  - ❖ Ask the student to prepare a sheet with blank spaces away from his partner's eyes.
  - ❖ Let them choose the words with silent letters and its homophone without silent letters and write one blank space for each letter in each word as follows:
- Hour/ our      \_\_\_\_\_ / \_ \_ \_ \_  
Know/ no      \_\_\_\_\_ / \_ \_ \_
- ❖ Now let them ask his/her partner to guess the letters after telling the words
  - ❖ To make the activity harder you may let the partner guess the letter and if they guess write it in any blank.
  - ❖ It should be as if they guess the letter "o," write it on the first blank space.
  - ❖ At the end they have to know which letter is written, but it is silent comparing the two words and pronouncing the words correctly.

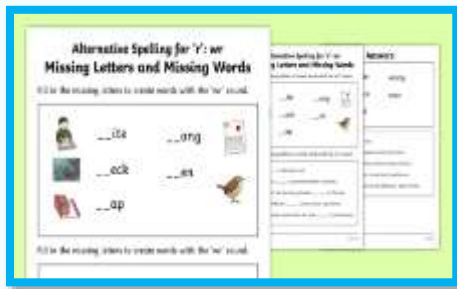
#### Suggested list:

|             |                |              |
|-------------|----------------|--------------|
| Hour/ our   | Muscle/ mussel | Write /right |
| Knew/ new   | Where/ wear    | Would /wood  |
| Knows/ nose | Which / witch  | Wrap / rap   |

### Tips For Teachers:

- ❖ Arrange the lists or categories of words with silent letters on anchor chart and hang it on the bulletin board after asking a student to highlight the silent letter in each of them.
- ❖ Students will find this a reminder to keep recognizing these words.





## Spelling Words with Suffixes and Prefixes



- ❖ First, your students must know that a prefix is a word part you add to the beginning of the words (root) and it changes its meaning, whereas the suffix is a word part you add to the end of the ( root) word and it changes the meaning of the root word.
- ❖ Knowing the spelling of these words when you recognize its prefix and suffix will be an easy playful task.
- ❖ Segment words down into smaller parts for example **misunderstand** → **mis** / **understand**. When you separate the prefix or suffix, the word become more familiar to your students as **endless** → **End/ less**.
- ❖ Let them before practice each suffix or prefix spelling separately and then they will find it easy to write it linked to the root words.
- ❖ You can do word puzzle and games from which you may choose (crosswords acrostics /scrabble and boggle) to practice spelling suffix and prefixes words. You can reinforce vocabulary when using puzzles.



- 

- # SPELLING MNEMONICS

**should, would, could**

Shed like a  
lucky duck. No  
complaints  
about it.



**because**

big elephants can always  
understand small  
elephants



**what**

what's inside and how




**said**

saiden and words dance





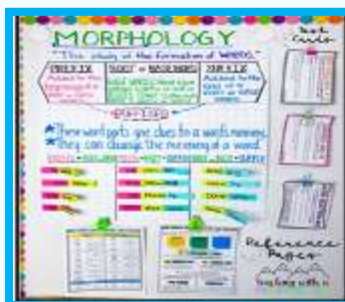

Use as posters or flashcards



- 
- Prefixes
- in-not
- over-too, above
- un-not
- under-too little below
- de-down, away from
- mis-wrong
- im-not
- re-again
- out-out of
- blo-

- [illegible]





### Activity 1: Sorting Words

- ❖ This activity allows the students to practice affix words spelling when recognizing the root part linked to either a suffix or prefix part.
- ❖ Ask your student for a book or magazine scavenger hunts. TV gets student to think. They have to cut words with the prefixes or suffixes.
- ❖ Then students have to highlight either prefix root or suffix in each word and place it under the correct category as shown in the picture.
- ❖ They will stick that on pages on The Notebook.
- ❖ To complete the list ask student to add more words related to each category out of their own.
- ❖ They may form their own words from letters they cut out of the magazine.
- ❖ Not forgetting to highlight the target part, students have to tell the words for the other classmates to check its correction.
- ❖ If they give thumb up, then the word is correct, and students can add it to their lists.



### Activity 2 Catch the Affix:

- ❖ All you need for this activity is an affix word spelling list and a ball.
- ❖ Divide the class into two groups of 3 students each and ask one group to come to the front of the class with the ball.
- ❖ Set a timer for one minute and read the first word from the list.
- ❖ The student with the ball says and spells the suffix or the prefix of the word. If it's correct, they toss the ball to another student who spells and says the root word.
- ❖ The third students in the team will run to write the whole word on the board and get a point . If it's correct, they sit down and it's the next team's turn.
- ❖ Repeat until all words of the list are practiced .



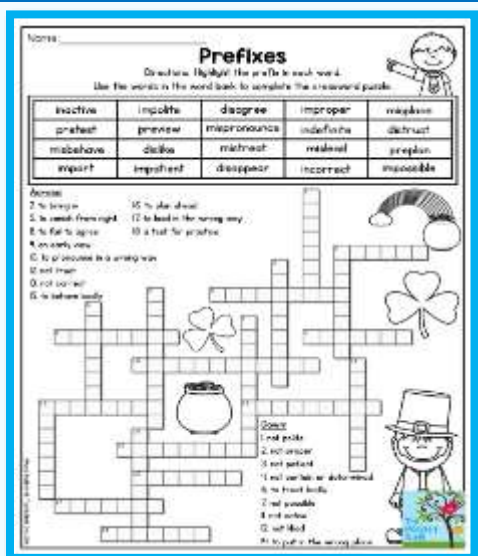
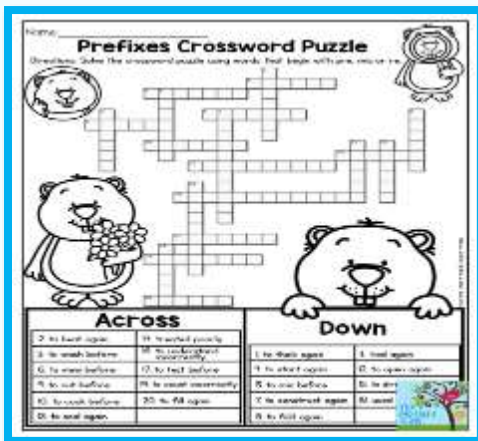
**Suggested list:**

- ❖ The team will lose if they misspelled the word, drop the ball ,or the 1-minute time is over.

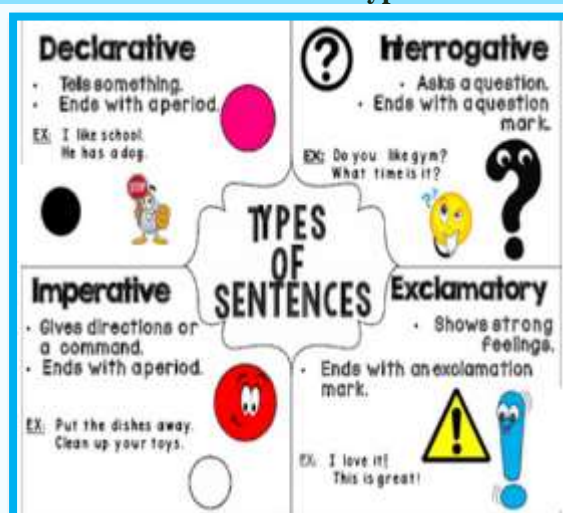
- |              |               |
|--------------|---------------|
| ○ Antigen    | ○ portable    |
| ○ Discuss    | ○ friendly    |
| ○ Interfere  | ○ composition |
| ○ Exclude    | ○ legible     |
| ○ Automatic  | ○ kindness    |
| ○ Nonsense   | ○ widen       |
| ○ unfamiliar | ○ beautiful   |
| ○ cooperate  | ○ homeless    |
| ○ deduct     | ○ engineer    |

### Tips For Parents :

- ❖ Hang everywhere in your house flashcards with some prefixes and suffixes, and daily ask your children to give an example on each of his own . Then collect examples they give on a chart in their room . Reward them when they reach specific number of correct spelling words.



## Punctuation For the Four Types of Sentence



- ❖ Punctuation in writing skill is a foundational need student must focus on, as students struggle punctuating the type of sentences because they are never given formal opportunities to practice this skill.
- ❖ Students must first know the different types of sentences:

### Declarative:

I have seen a bird flying high.

### Interrogative:

Does that team win the last soccer game?

### Imperative:

Go out to the garden and pick some flowers.

### Exclamatory:

Wow! What a surprise to see you!

- ❖ Recognizing the sentences guide and highlighting the punctuation each sentence ends with, are easy ways for student to punctuate well.
- ❖ Writing these sentences on an anchor chart which is put on the little reminder board for students when practicing, can get help out of them.
- ❖ Use Post-it note on their desks to have a quick revision every day for the punctuation of the four sentences.
- ❖ You may ask them to text messaging as there are several fake SMS generator online, and students can utilize one of these to generate a text conversation between two students and then turn this conversation using the four types of sentences into a dialogue with correct punctuation.
- ❖ There are a lot of games and activities students could be engaged into to recognize



### Activity 1: Flipped Classroom

- ❖ Flipped learning helps increase student's self-efficacy, schedules their out of class time revising, and thus leads to effective learning achievement (Lai and Hwang 2016)
- ❖ Use flipped learning by setting students research about the four types of sentences punctuation to do at home.
- ❖ They come to class ready to teach their classmates what they have found out.
- ❖ Their finding must include examples and sentence types with their punctuations .
- ❖ Student will love taking control of your classroom to teach the rest of the class and make presentation with creativity. Using PowerPoint here is very effective.



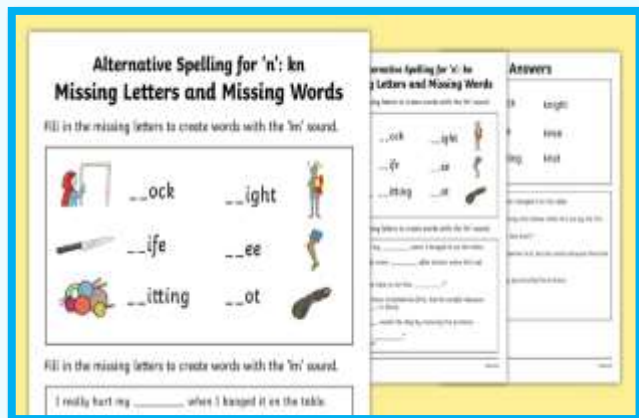
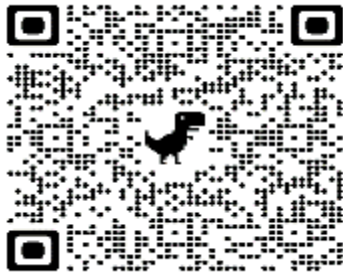
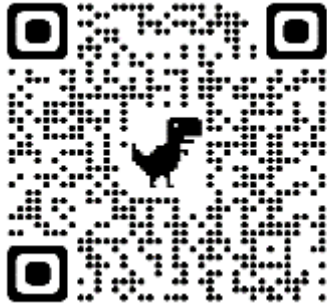
### Activity 2: Dice with Types

- ❖ Prepare a dice with the four types of sentences on its four faces and on the other two faces add "Tag question" and "listing items".
- ❖ Divide students into two teams.
- ❖ Ask a representative from each team to come and roll the dice.
- ❖ Their teammates will write 2 sentences with their correct punctuation for the dice face up and the face one down as well .
- ❖ If their sentences are correct and punctuated well, they will take two points. If not, it's the other team's turn who will correct the mistaken sentences , get a point ,and take turns playing.
- ❖ The team with the most points wins.



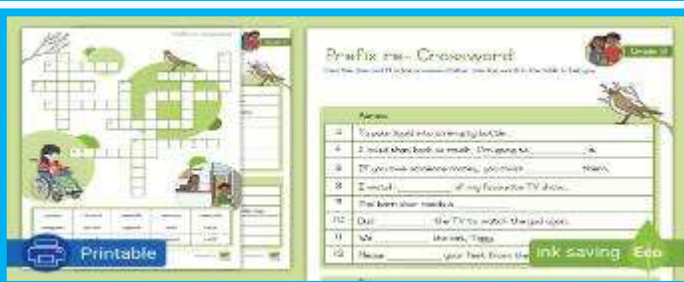
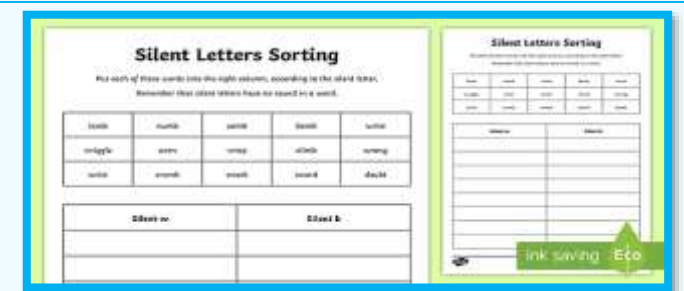
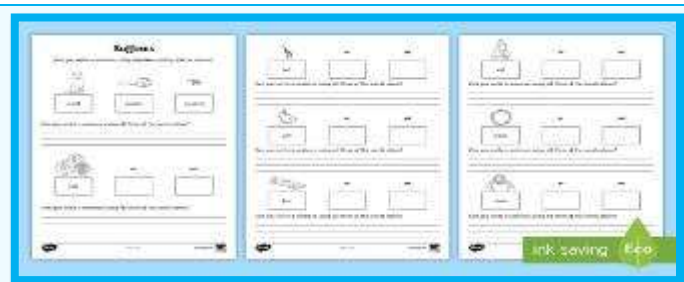


# Worksheets






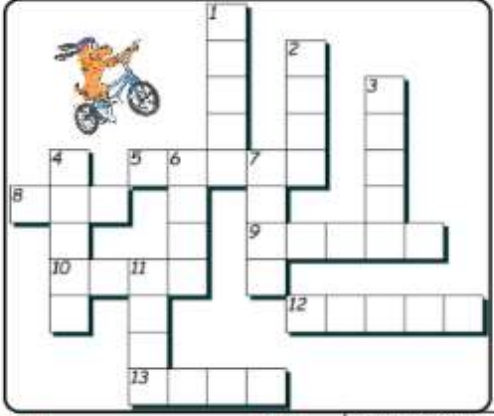







Name: \_\_\_\_\_ Date: \_\_\_\_\_

### SPRING Prefix and Root Words Crossword Puzzle


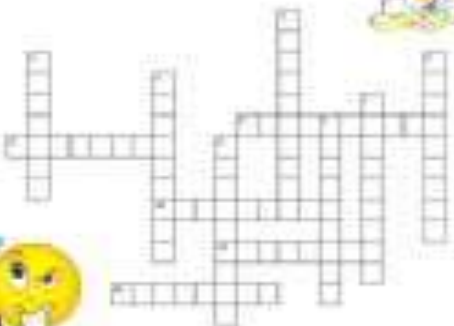

Teaching Staff Place

|                                                                                                                              |                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                        |       |     |       |      |       |      |       |      |       |       |      |      |  |      |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----|-------|------|-------|------|-------|------|-------|-------|------|------|--|------|
| <p><b>Across:</b></p> <p>5 misspell</p> <p>6 prefix</p> <p>9 uncover</p> <p>10 return</p> <p>12 rebloom</p> <p>13 redraw</p> | <p><b>Down:</b></p> <p>1 bicycle</p> <p>2 retell</p> <p>3 triangle</p> <p>4 rebirth</p> <p>6 preplan</p> <p>7 unlock</p> <p>11 reread</p> | <p><b>FIND the ROOT WORD</b><br/>- from this list -<br/>for each <b>WORD</b> listed.</p> <table border="0"> <tr> <td>angle</td> <td>fox</td> </tr> <tr> <td>birth</td> <td>lock</td> </tr> <tr> <td>bloom</td> <td>plan</td> </tr> <tr> <td>cover</td> <td>read</td> </tr> <tr> <td>cycle</td> <td>spell</td> </tr> <tr> <td>draw</td> <td>tell</td> </tr> <tr> <td></td> <td>turn</td> </tr> </table> | angle | fox | birth | lock | bloom | plan | cover | read | cycle | spell | draw | tell |  | turn |
| angle                                                                                                                        | fox                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                        |       |     |       |      |       |      |       |      |       |       |      |      |  |      |
| birth                                                                                                                        | lock                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                        |       |     |       |      |       |      |       |      |       |       |      |      |  |      |
| bloom                                                                                                                        | plan                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                        |       |     |       |      |       |      |       |      |       |       |      |      |  |      |
| cover                                                                                                                        | read                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                        |       |     |       |      |       |      |       |      |       |       |      |      |  |      |
| cycle                                                                                                                        | spell                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                        |       |     |       |      |       |      |       |      |       |       |      |      |  |      |
| draw                                                                                                                         | tell                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                        |       |     |       |      |       |      |       |      |       |       |      |      |  |      |
|                                                                                                                              | turn                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                        |       |     |       |      |       |      |       |      |       |       |      |      |  |      |




### WORD FORMATION PREFIXES AND SUFFIXES

un- dis- im- in- ir-  
under- re- over-  
-ful -less

|                                                                                                                                                   |                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>WORDS:</b></p> <p>a short sentence</p> <p>a 100% full cup</p> <p>an opposite of beautiful</p> <p>a 100% full cup</p> <p>a 100% full cup</p> | <p><b>WORDS:</b></p> <p>1. 100% full cup</p> <p>2. 100% full cup</p> <p>3. 100% full cup</p> <p>4. 100% full cup</p> <p>5. 100% full cup</p> <p>6. 100% full cup</p> <p>7. 100% full cup</p> <p>8. 100% full cup</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Autism is a form of  
social play and interaction

## Theoretical Background on Mechanics and Spelling

- ❖ Spelling is considered as a complex skill and an important part of writing process. When spelling is good, it means that contributing clear communication is done well. Spelling requires knowledge about English language. One of this knowledge is morphemes which are the smallest parts of words that carry meaning and can be free( morphemes stand-alone: play as in playing )or bound morphemes that can't stand alone, as prefixes and suffixes.
- ❖ The other critical component for effective writing is mechanics. Mechanics are standard to follow to contribute a clear communicated ideas. It's considered as important as the writing content itself.

## Resources

- ❖ <https://www.brighthubeducation.com/lesson-plans-grades-3-5/99300-activities-for-teaching-silent-letters/>
- ❖ <https://www.linguhouse.com/esl-lesson-plans/general-english/silent-letters>
- ❖ <https://www.twinkl.com/resource/amp/t2-e-1685-spell-some-words-with-silent-letters-rules-pack>
- ❖ <https://littlelearningcorner.com/2018/04/punctuation-marks.html>
- ❖ <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/litfocusspelling.aspx#:~:text=Spelling%20is%20a%20complex%20skill,communication%20of%20a%20written%20message.>
- ❖ <https://prowritingaid.com/art/1455/how-to-teach-punctuation-in-school.aspx>
- ❖ <https://www.differentiatedteaching.com/punctuation-activities/amp/>
- ❖ <https://grammar.yourdictionary.com/games-puzzles-and-worksheets/spelling-word-games.html>
- ❖ <https://teachingwithamountainview.com/teaching-prefixes-and-suffixes/>
- ❖ <https://teachingwithamountainview.com/teaching-prefixes-and-suffixes/>

## Topic Three

### Vocabulary Difficulties

#### Indicators of the Difficulty

- ❖ Refugee students have difficulties remembering uncommon words that they learn as they don't have the opportunity to use them.
- ❖ Refugee students have difficulties in using suitable words for describing pictures.

#### Learning Outcomes

*By the end of this topic, sixth 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

##### Game Based Learning



##### Questioning



##### Puppets based Learning



##### Mobile Based Learning : Mobile Applications



##### Cooperative learning strategy



##### Role- Play





## Procedures of The Topic


### Recognizing students' learning difficulties (Vocabulary )


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


#### First Method : Building Block


**Word Search**


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


  
cake


  
chicken


  
sandwich


  
apple


  
banana

  
steak

  
pizza

  
sausage

  
peas

  
carrot

- ❖ 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. The picture is about ( day in the park).
- ❖ 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 sixth grade students to remember words .
- ❖ Practice certain activities, exercises, and games can help students overcome any difficulties they face in vocabulary.
- ❖ Introduce the activities in interesting 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 .**

- ❖ The teacher presents the new vocabulary to students.
- ❖ Say the word aloud and have the students repeat the word.
- ❖ For visual support, display the words and their definitions for students to see, such as on a word wall, flip chart, or vocabulary graphic organizer.
- ❖ Showing pictures related to the word can be helpful, too.
- ❖ Allow time for students to reflect on what they know or don't know about the words.
- ❖ Read the text you've chosen. You can read it to your students or have students read on their own (either a printed version or by listening to an audio version).
- ❖ Ask students to repeat the word after you've read it in the text. Then remind students of the word's definition. If a word has more than one meaning, focus on the definition that applies to the text.

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

#### Tic Tac Toe Game

- ❖ The teacher draws the basic Tic Tac Toe grid on the board.
- ❖ Then, put different letters in each of the nine squares.
- ❖ Students are divided into teams.
- ❖ Each team selects a square and name three words that begin with the letter. Then, they put one word of the three in a sentence.
- ❖ If a team can think of all three words 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 letter and tries to perform the same task.
- ❖ The team who gets three Xs or three Os in a row first wins the game.

#### Vocabulary Dice Game

- ❖ In their turn, each student picks a folded card from the box and is given a dice.
- ❖ Each student rolls the dice and unfold the card. If they can correctly put the word in a sentence from their own, they receive points according to the number on the rolled dice.
- ❖ Time for answering is 20 seconds.

## 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.

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

#### Activity (1): Word Train

- ❖ The teacher divides the blackboard into two sections, left and right.
- ❖ Then, he\she writes 10 vocabulary words in each section.
- ❖ After this, he\she divides the students into two groups.
- ❖ Upon the teacher's instruction, the first student from each group approaches the board (each in their separate section) and chooses a word for the student behind them to define and put it in a sentence from their own.
- ❖ Once the second student answers correctly, the first student erases the word and goes at the back of the line, while the second student comes to the board and chooses a word for the third in line. The first group that manages to erase all the words in their section wins.

#### 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.

#### 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.

- ❖ Help them to write what they want .



### Online quiz

- ❖ The teacher gives the students an online quiz on the vocabulary learned to assess their understanding created via Quizalize.com.
- ❖ Students access the quiz through the link the teacher shares with them.
- ❖ They play the quiz individually.
- ❖ After answering each question, students receive immediate feedback with the number of points earned and the time taken to answer.
- ❖ After completing the quiz, each student receives his score and the number of stars he got.

### Categories Game

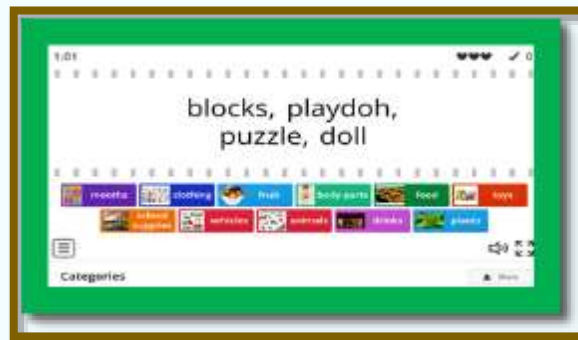
- ❖ Have students draw six columns on their paper and write a category at the top of each column.
- ❖ Choose categories that fit what students have been studying in class or go with some basics. Popular categories include food, names, colors, furniture, animals and clothing.
- ❖ Choose a random letter 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.

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

- ❖ Click on the following link : <https://wordwall.net/resource/5432019/categories>



- ❖ After clicking , the game starts , and you will see the following screen :



- ❖ You will be asked to find the match.



- ❖ Then you will be asked to match



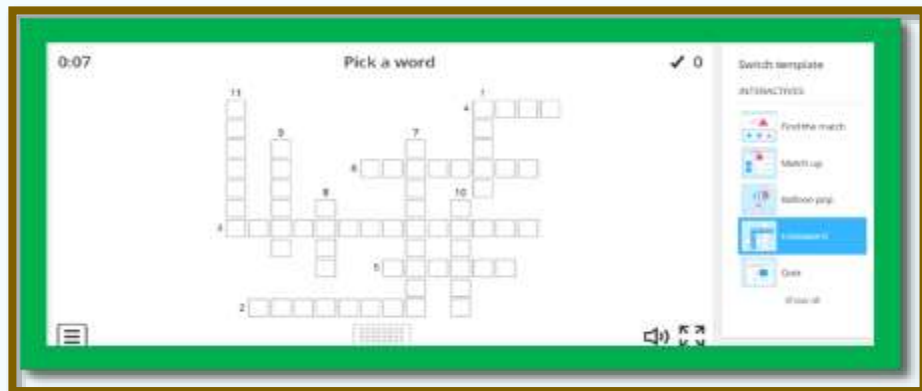
- ❖ You will find balloon pop, you ask to drag the suitable balloon on the category.







- ❖ 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.

## Using Mobile Applications

### Using mobile apps for overcoming any difficulties in using Vocabulary



#### Free Odd One Out Game.

- ❖ Find the item which doesn't belong to the group, is different from the others and is not like the others.
- ❖ Free children game find the odd one out. The child needs to pick the symbol which is not like the others and does not belong to the category.
- ❖ The student needs to find out what the pictures have in common and find out which image is different from the other images.
- ❖ This odd one out game is free and fully functional. Game includes images from more than 15 categories.
- ❖ A child can play by himself.
- ❖ The game is excellent and educational.
- ❖ This children educational game enhances your child's cognitive, language and visual differentiation skills. The child learns and recognizes new objects names.

- ❖ How to play?
- ❖ The game has two difficulty levels:



- ❖ Level 1 - All symbols are identical except for one. Pick the item which is different from the others.
- ❖ Level 2 - All symbols are from same category except for one. Find the item which does not belong to the family.
- ❖ After correcting 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=ru.mokhin_tech.fourthextra)



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

### Using online games helps sixth 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](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

## Worksheet (1)

### Family word search

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

Grandmother

Sister

Mother

Grandfather

Uncle

Brother

Auntie

Father

Cousin

Baby



Teacher Paula

Finish!!

<https://www.liveworksheets.com/zg1544728zm>





# WORD SEARCH

Look for the words listed below.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| P | E | N | T | J | I | X | S | S |
| E | K | S | A | X | U | R | C | H |
| N | O | W | U | D | K | U | H | A |
| C | R | A | Y | O | N | L | O | R |
| I | H | J | X | C | W | E | O | P |
| L | A | P | A | S | D | R | L | E |
| C | N | D | B | O | O | K | B | N |
| A | R | U | B | B | E | R | A | E |
| S | Y | C | W | H | R | X | G | R |
| E | D | P | E | N | C | I | L | L |

Pen  
Pencil case  
Book

Crayon  
Rubber  
Ruler

Sharpener  
Pencil  
School bag

Finish!!

<https://www.liveworksheets.com/ff1497926oz>



# WORD SEARCH

Look for the words listed below.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| S | S | U | N | W | G | N | P | U | A | S |
| U | U | G | O | O | D | N | I | G | H | T |
| G | O | O | D | M | O | R | N | I | N | G |
| B | O | E | N | E | U | E | A | A | T | B |
| L | L | O | W | R | R | D | Y | N | N | L |
| O | O | L | D | B | O | T | S | D | F | O |
| C | C | A | M | B | E | A | C | H | U | C |
| T | H | A | N | K | Y | O | U | C | N | K |
| P | P | I | N | E | H | E | L | L | O | P |



Hello  
Good morning  
Goodbye

Good night  
Thank you



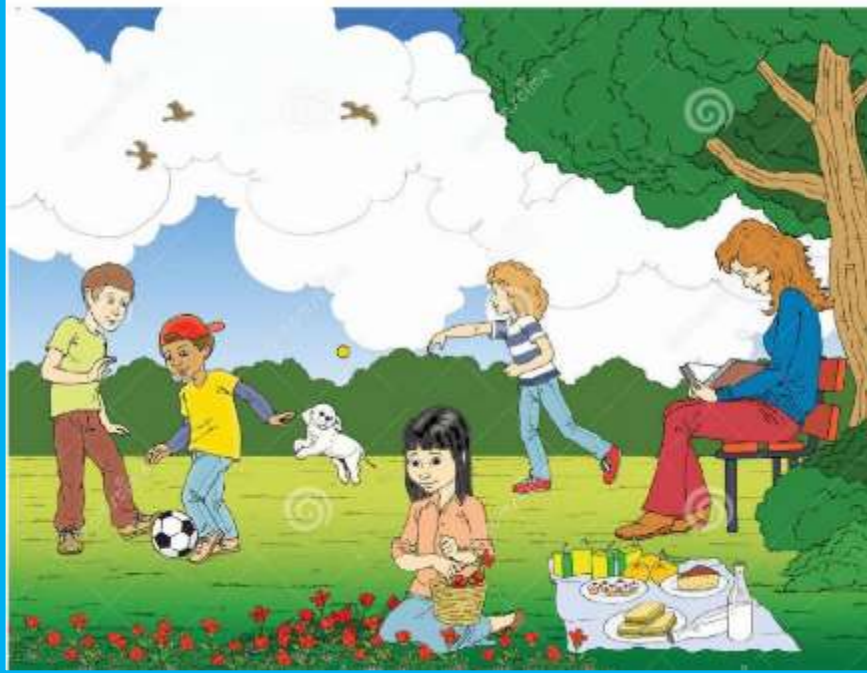
Finish!!

<https://www.liveworksheets.com/vn1523973zs>



#### Worksheet (4)

NOW, LOOK AT THIS PICTURE AND WRITE YOUR DESCRIPTION:



<https://www.liveworksheets.com/oh1339944iz>

#### Worksheet (5)

Describing a Picture: At the Park



<https://www.liveworksheets.com/nh2587089iv>

### **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**

- ❖ **Abdel-Rahman, E. A. G. (2021). Using gamification for developing EFL vocabulary learning and motivation among freshmen students at faculty of education (Unpublished Master's Thesis, Benha Faculty of Education, Egypt).**
- ❖ **<https://eslgames.com/no-prep-warm-up-activities/>**
- ❖ **<https://quizizz.com>**
- ❖ **<https://www.understood.org/en/articles/how-to-teach-vocabulary-words>**
- ❖ **<https://www.liveworksheets.com/zz1336680kg>**
- ❖ **<https://www.liveworksheets.com/cv2317938cc>**
- ❖ **<https://www.liveworksheets.com/sh2091205qb>**
- ❖ **<https://www.liveworksheets.com/zg1544728zm>**
- ❖ **<https://www.liveworksheets.com/ff1497926oz>**
- ❖ **<https://www.liveworksheets.com/vn1523973zs>**
- ❖ **<https://www.liveworksheets.com/nh2587089iv>**

## Topic Four

### Organization Skills

#### Indicators of the Difficulty

- ❖ Refugee students have difficulties in writing using various pattern of organization (e. g process, cause effect, comparison).
- ❖ Refugee students have difficulties in writing topic sentence (introductory sentence in the paragraph.
- ❖ Refugee students have difficulties in writing supporting details in the paragraph.
- ❖ Refugee students have difficulties in writing concluding sentence in a paragraph.
- ❖ Refugee students have difficulties in changing simple sentences into compound and complex sentences.

#### Learning Outcomes





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

- ❖ Write using various pattern of organization (e.g process, cause effect, comparison).
- ❖ Write topic sentence (introductory sentence) in the paragraph.
- ❖ Write supporting details in the paragraph.
- ❖ Write concluding sentence in a paragraph.
- ❖ Change simple sentences into compound and complex sentences.

#### Learning Resources

|                                                                                                                                                     |                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper Resources :</b> <ul style="list-style-type: none"> <li>❖ Student's Book</li> <li>❖ Handouts</li> </ul>                                     | <b>Visual and Audio Resources :</b> <ul style="list-style-type: none"> <li>❖ Models-Flash Cards and Pictures</li> <li>❖ Visual and Audio aids</li> </ul> |
| <b>Electronic Resources:</b> <ul style="list-style-type: none"> <li>❖ Mobile applications</li> <li>❖ YouTube videos-Computers - Websites</li> </ul> | <b>Additional Resources</b> <ul style="list-style-type: none"> <li>❖ Common Classroom materials</li> </ul>                                               |

#### Intervention Strategies

|                                                                                                                                      |                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Game Techniques :Cause and effect game</b><br> | <b>E- learning Strategy (audio /visuals )</b><br> |
| <b>Brainstorming</b><br>                          | <br><b>cause-and-effect Jeopardy!</b>             |



## Procedures of The Topic

### Recognizing students' learning difficulties (Organization Skills)

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

#### First Method : Quiz their Pattern of Organization

- ❖ Make an MCQ estimation for students concerning pattern of organization.
- ❖ The estimation consists of several questions with multiple choices. These choices represent the pattern of organization as the following:
  - a) cause and effect
  - b) process steps
  - c) compare and contrast
  - d) problem and solution
  - e) description
  - f) chronological order
- ❖ Write the following sentences on the sheets of , and distribute them to the students to choose the best answer for each:

#### Organize data and time.

- ❖ Present details or examples to help imagine or draw a picture.
- ❖ Present a situation with a conflict and end up with a resolution.
- ❖ A step-by-step making a cup of tea.
- ❖ Because the weather is good ,the trip is held to the beach
- ❖ My friend's apartment is different from mine.
- ❖ When I go to the supermarket, I look for the items ,check the prices, choose the best, and pay at the counter.
- ❖ How to improve your level in English when you're weak.

#### Fourth Method: Concluding Sentence

- ❖ Following the same steps of previous method, ask students to use again the same sheet of paper they wrote the topic sentence and then supporting details on, in order to complete writing the paragraph concluding sentence.
- ❖ If the students struggle writing the first two part of the paragraph you can give your student a paragraph missing the concluding sentence and they have to fill it in.

#### Suggested paragraph:

Going on a trip is exciting but it needs preparation. , decide which place you have to go to . Second, prepare food ,water , fruit ,and soft drink , then join riding the same bus on the road

#### Second Method : Topic Sentence

- ❖ In order to estimate writing topic sentence for the students, the best way is to give students some topics and ask them to write a topic sentence or introductory sentence that introduces the topic when writing a paragraph about suggested topics.
  - a) duties you perform at home
  - b) daily routine
  - c) describing a forest
  - d) a problem with a friend
  - e) process steps to make pizza
  - f) comparing two people
  - g) how to pass the final exam
- ❖ Check the writing and discover their difficulties.

#### Third Method: Supporting Details

- ❖ Use the students previous writings for the topic or introductory sentence .
- ❖ Ask them to use the previous sheets of paper to write supporting details for the topic sentence they wrote before.
- ❖ Students must give more than two details for their topic sentence.
- ❖ Check the writing and discover their difficulties.

#### Fifth Method:

- ❖ Write 6 pairs of simple sentences on the board with joining words in parenthesis .

#### For example

- 1) The man went to the farm to work. Nobody was there to help him (but)
- 2) I choose a red car. My friend chooses the white car (and)
- 3) There is not enough food. We have to prepare some for dinner (so)
- 4) The family stayed at home. There is a big storm outside (because)
- 5) The teacher came to the classroom. The student stood up (when)
- 6) He was watching TV. The Bell rang (as)

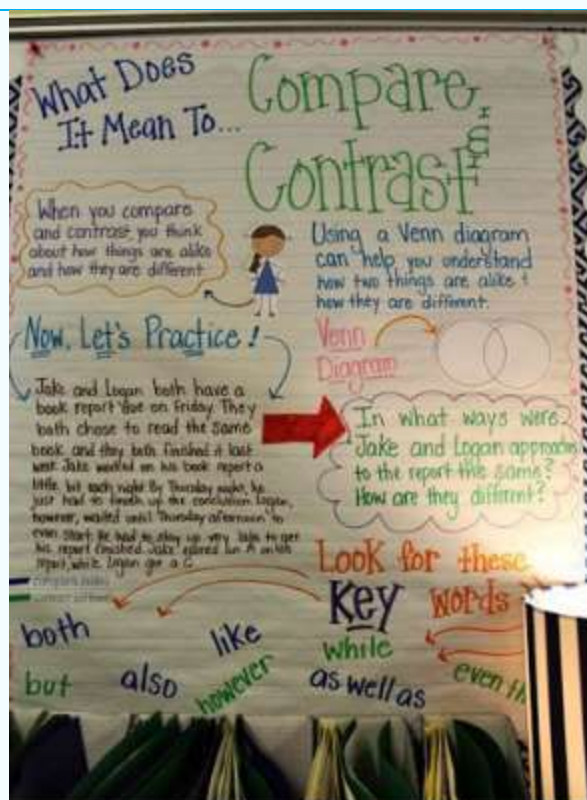
- .....  
.....  
.....
- ❖ Check your students' writing their concluding sentence and discover their difficulty.

- ❖ Ask the students to change the first three pairs into compound sentences and the last three into complex ones using the joining words.
- ❖ After students finish their writing check their difficulty.

## Remediation Techniques

- ❖ Patterns of organization are used to show how details of a paragraph are related. This relation helps understand what the writer is thinking of while writing, so the message will reach clearly and structured well through the building facts and ideas presented to help your 6th grade recognize them easily .
- ❖ First, you have to identify the main idea for writing a paragraph . For example, if the topic is about sequence, let students ask sequence of what?
- ❖ Recipe? Steps of jobs ?Events ? Then after identifying the main idea, come to the details that support this main idea using transitional words .

- ✚ **For cause:** since because
- ✚ **For effect :**so
- ✚ **For the process:** first ,second , last
- ✚ **Compare :**both
- ✚ **Contrast:** but



- ❖ To show the relationship between ideas within a sentence, ask students to list ideas related to the topic they are writing about by sharing their peers with ideas that are inspiring to use in the paragraph.
- ❖ That is all done by brainstorming through which you can allow students to fix the specific ideas and eliminate that odd one. After that you will reach with your students to the best mind map that organizes their thoughts in an intuitive way, Then using the transitional words, as a tool, will join them efficiently to come out with an interesting written task.
- ❖ Use anchor charts to clarify ideas related to comparison, cause, effect ,process, so students can get help from when writing them. Then use activities that ease this task.

### Activity 1

- ❖ Divide students into groups and ask each group to choose a topic they like to write about, for example: compare and contrast between two friends or items, causes and effects of problem between friends and its solution, steps in process to make a cake.
- ❖ Tap up the board three titles cards as shown in the pictures.
- ❖ Prepare two or three cards holding ideas related to the topics chosen and mix them randomly so each group will come and read them in order to grab the idea related to the topic they have chosen before.
- ❖ Let each group tap up the cards and the related pattern of organization.
- ❖ Now it's their turn to write and complete with their own one.
- ❖ Give students of each group a white card and ask them to discuss among each other to add more ideas similar to the ones on the tap up cards.

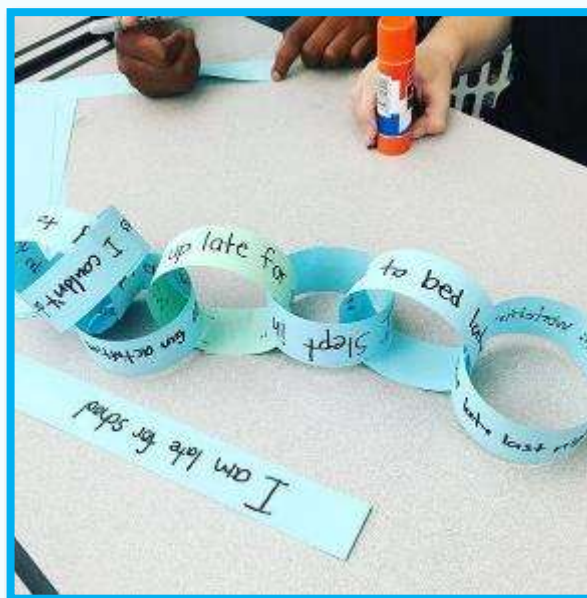


- ❖ Give some help if student struggle, and if the idea is correct, let them tap it up under its related one.
- ❖ The group that wins, is the one that can collect and write too many ideas correctly.
- ❖ Ask each group to read the other groups' writing.

### Activity 2: Creating a Paper Chain

- ❖ This activity could be played for various pattern of organization.
- ❖ You can ease teaching "cause and effect" but whatever the pattern of organization is, it will be useful.
- ❖ Hand out pieces of foldable paper of different colors to the class after dividing them into pairs.
- ❖ Next, the pairs work together to come up with four different "cause and effect" events to record on the paper for example:  
 "The bird sat on the nest" cause "The baby birds hatched out of eggs" affect "  
 Or  
 It's started to rain cause We took our umbrellas effect
- ❖ Once the pair has finished the papers they mix them up, place them in an envelope and write their names on the front.
- ❖ The next day, play scavenger hunt with your students to look for others' pair envelopes, open them, watch "cause and effect" papers and create a paper chain looping together a cause and an effect with fun.

- ❖ This can be used to make a chain for steps in process, problem solution, or similarities and differences.
- ❖ Then ask them to write on their notebook the sentence joining them now with transitional signals as: so, as a result, because, since, for, ....



### Tips for Teachers:

- ❖ When students come to writing, they gather all the information thought in the previous three skills: listening ,speaking, and Reading ,and fill it up in the writing pieces .So good readers, listener, or speakers are surely good writers.

### Tips

- ❖ When choosing some topics to write about , try to include some which are related to theme of values as honesty, cooperation,..... Remember that you are raising up a human being before raising up a learner.

Student: \_\_\_\_\_

### Cause and Effect

Read the cause and write an effect.  
Then, write one full sentence that states the cause and effect.

**Example:**  
Cause: A flood hit the city.  
Effect: All the schools were closed.  
Sentence: A flood hit the city, so all the schools were closed.

1. Cause: I got lost on my way home.  
Effect: \_\_\_\_\_  
Sentence: \_\_\_\_\_

2. Cause: my sister stayed up past midnight.  
Effect: \_\_\_\_\_  
Sentence: \_\_\_\_\_

3. Cause: I got spooked while all over the book.  
Effect: \_\_\_\_\_  
Sentence: \_\_\_\_\_

4. Cause: David stayed up for guitar lessons.  
Effect: \_\_\_\_\_  
Sentence: \_\_\_\_\_

Source: Texas Tech Worksheets - [www.sophomorelearningresources.com](http://www.sophomorelearningresources.com)

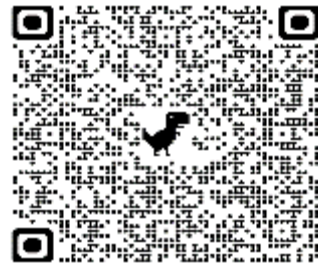


[file:///C:/Users/master/Downloads/causeeffect2\\_WBMBD.pdf](file:///C:/Users/master/Downloads/causeeffect2_WBMBD.pdf)

1. The cause of the flood was the heavy rain.  
Effect: The flood hit the city.  
Sentence: The heavy rain caused the flood to hit the city.

2. The cause of the flood was the heavy rain.  
Effect: The flood hit the city.  
Sentence: The heavy rain caused the flood to hit the city.

3. The cause of the flood was the heavy rain.  
Effect: The flood hit the city.  
Sentence: The heavy rain caused the flood to hit the city.



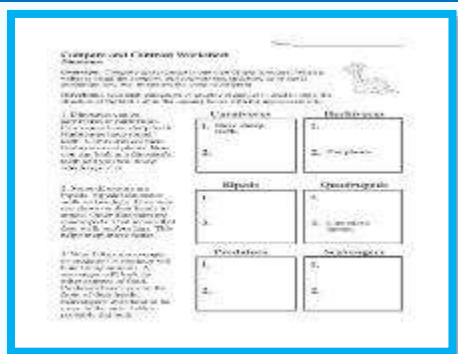
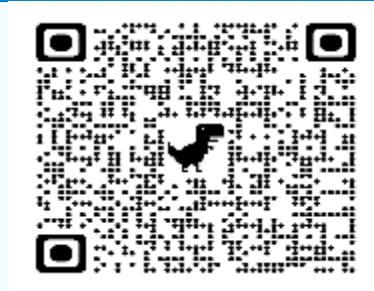
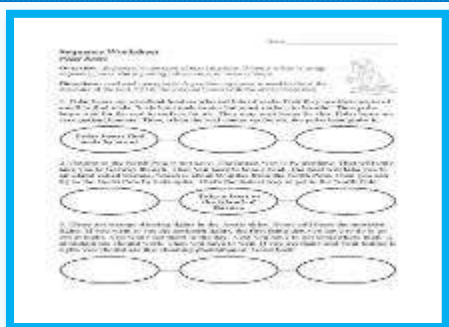
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Effect: The flood hit the city.  
Sentence: The heavy rain caused the flood to hit the city.







### Writing a Paragraph

#### Topic sentence ,Supporting details and Concluding sentence

- ❖ As writing is considered to be the final result for the other three skills taught, it depends, to be achieved well, on many combined factors .For this, you will find more struggling writer who just don't seem to be growing, as reluctant writers who don't get much writing completed, or they misunderstood a well-organized piece of writing Format such as: a topic sentence, supporting details ,and concluding sentence of a paragraph
- ❖ To help those struggling writers ,you have to follow up some ways:
- ❖ You can give a writing instruction for short or mini lessons, for example: how can writers introduce a topic about favorite food? or how can you support topic ideas of why you love Math? Or how do you end a topic about spending a day full of fun?
- ❖ As students become better writers with practice for daily topic in separation.
- ❖ Then try to lessen the time you talk and cut it down to the student to write and implement what was taken in the lesson.

#### Teacher's talking time < student's writing time.

- ❖ Master with the students one part of a paragraph well (topic sentence before moving to another) as children will mix skills if taught together and will never really master them.
- ❖ Try to exemplify the skill you are teaching and show what good writing looks like before asking them to write their own ,as readers make the best writers. For example, if the topic is about cause and effect of losing time, give your students a topic sentence as:” Losing time is parallel to losing success in life, and that has two causes and two resulting bad effects.”
- ❖ Use an anchor chart that can be considered as a reference to go back to for paragraph parts when they are writing independently, as they forget and need a visual reminder.
- ❖ Allow students at the beginning to choose what they like to write about since invested and excited writers will learn and overwhelm practicing the target skill better.
- ❖ Then later, you can instruct the topic you want them to write about and they follow your direction .
- ❖ Give students a chance to learn from one another and improve their writing when you motivate them to share writing with a partner (pair writing) . They must set goals before starting to share writing.



- ❖ Use flash cards , play games with dice ,try an activity outdoor, make the writing task a competition with gained and lost points.

### Activity 1 :Matching

- ❖ If you are teaching your students how to write a well-organized paragraph, then you have a probably thought of a strong topic sentence that must give a decent overview of what the rest of the paragraph will be about. It must tell about the topic and must be controlled by the required data given as: cause and effect, problem solution ,.....
- ❖ To teach this without letting students get bored, use this exciting activity.
- ❖ Photocopy many well written paragraphs from Student textbook or any non-fiction books.
- ❖ Cut them up so that the topic sentences are separated from the rest of paragraphs.
- ❖ Divide the students into two teams: the first having the paragraph missing the topic sentences and the other having the cut topic sentences.
- ❖ Ask a student to mill around the room and look for the matching part amongst the other students.
- ❖ After 10 minutes ask a student to share read their full own paragraph to the other classmates and reflect on the following question :
- ❖ What attributes to good topic sentence share
- ❖ How could you tell what topic sentences went with what paragraph?
- ❖ What is it like to read a paragraph without a topic sentence?

### Activity 2: Creative Topic Sentence

- ❖ This activity is a friendly competition to choose writing a creative topic sentence .
- ❖ Divide students into small groups .
- ❖ Tell them that they are competing to write good topic sentences.
- ❖ Make a score sheet on your board and choose a committee of the 3 students in addition to you to be the judges.
- ❖ Shout out a topic ,for example( recycling or pet animals)
- ❖ The teams have 3 minutes to discuss with each other and come up with a captivating topic sentence.
- ❖ After students submit their sentences, judges should confer to select the winning sentence to get a point for that round.
- ❖ You can continue playing through at least 10 topics or until you find that your students recognize and practice writing creative topic sentences.
- ❖ Help when they struggle in one of the given topics.

**Read and match the titles with the topic sentences.**

| Title                | Topic Sentence                                        |
|----------------------|-------------------------------------------------------|
| 1. A Day at the Zoo  | 1. My cousin said I have many pets at home.           |
| 2. My Mother's Job   | 2. My favorite time of day is school is left class.   |
| 3. My Favorite Class | 3. I have many pets to do on home when school.        |
| 4. My School Day     | 4. My mother is a chef on an Italian restaurant.      |
| 5. Our Pets          | 5. When I go to the zoo, I spend the whole day there. |

**What is your favorite animal? Write a title and a topic sentence.**

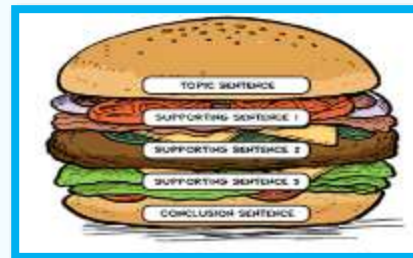
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### Activity 3: Detailed Tree

- ❖ The central message of the story is the main idea. It is the tree trunk where the details are the branches of the tree that originate from this main idea and support it.
- ❖ You can play with your student asking: “Does it belong?”
- ❖ Identify the main idea for a topic you choose with your students such as:” There are three fun ways you can choose to spend your leisure time during the holiday .”
- ❖ Ask your students after dividing them into pairs or groups of three or four to just think of ideas related to the main idea and can support it well.
- ❖ Give them 5 to 10 minutes to prepare their ideas, then ask each group to read his own.
- ❖ When each sentence is read, the other students give thumb up/ down depending on whether the details belong or not.
- ❖ Then use a tree visual where the main idea of the topic is written on its trunk .Students whose details are accepted will create a branch for tree.
- ❖ For more challenge, ask your student to write the topic main idea and supporting details using transition words on their notebook.



#### Activity four: Relevant Details

- ❖ Provide a prompt or ask a student to brainstorm ideas for paragraphs.
- ❖ Give each students a Lego piece.
- ❖ Tell them that you need them to build using these Lego pieces.
- ❖ After choosing the topic, you can tell them an idea or you may review with them practicing the main idea for the topic given, for example “Your preferable season “
- ❖ Have students create relevant details with the transition words and present each for another classmate if they accept it, and they have to tell why they accept or reject it and if the transition word helps with the flow.
- ❖ The writer students will build using the LEGO piece. You may separate tha Pieces by colors.
- ❖ If the details are irrelevant, then another classmate will help making it relevant in order to complete the LEGO building task.
- ❖ Use a rubric to assess paragraph writing and help students.



Q1: Read the following text then answer the questions below:

We need trees in order to live. Trees give us oxygen. They help cool the Earth and give off water. When we cut down a tree, we can plant another one. This new tree will grow and give us oxygen, too. Many things are made from trees. If you want to do something to help the Earth, you can plant a tree!

1. Circle the answer below that tells what the paragraph is all about.

a. Oxygen  
b. The importance of trees  
c. Helping the Earth.

2. Write the main idea of this text and the supporting details.

| Main Idea |          |
|-----------|----------|
| Detail 1  | Detail 2 |

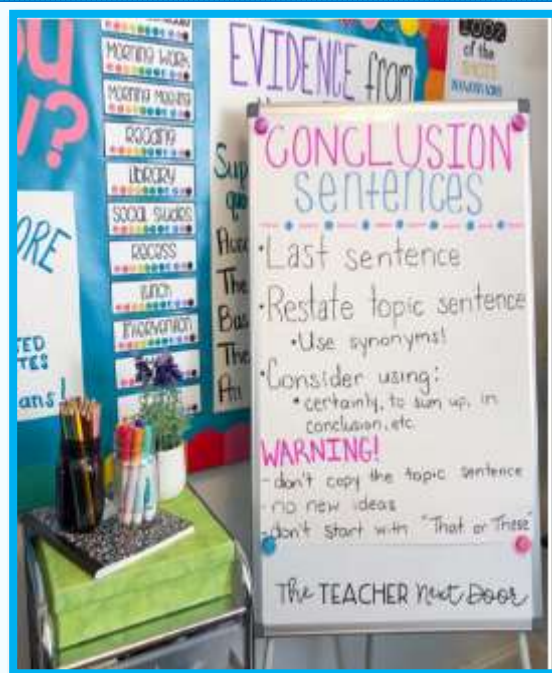
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[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Reading comprehension/Identify main idea and supporting details ft2286084of](https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Reading+comprehension/Identify+main+idea+and+supporting+details+ft2286084of)

### Activity 5: Compare with Originals

- ❖ A closing or concluding sentence of a paragraph should accomplish the main point restating the topic, summarizing the main points, and providing a feeling or an opinion.
- ❖ To practice writing a good closing, print out some paragraphs that you would like to use and cut off their closing sentence. You will need this sentence later, so save them.
- ❖ Then offer them the missing ending paragraph ,so students can write their own concluding sentences using one of the main points mentioned above.
- ❖ After they complete their own conclusions, hand out the original cut of closing sentences, and allow students time to compare and contrast.
- ❖ Focus with them on what things the authors have included in his conclusion and why and how the original sentence does or doesn't act as theirs.



### Activity 6: Follow Anchor Chart

- ❖ Students may be able to write a topic sentence and star ideas with details, but when it comes to add a conclusion sentence it is almost like they have run out of steam. Scaffolding practice using all the paragraphs used in recognizing the main or topic sentences or all the supporting details will be beneficial.
- ❖ To give students practice conclusions drawings , put all the pieces of writings of previous activities in a paper bag.
- ❖ Ask students to come in pairs and pick one piece of writing (missing conclusion), and have discussion between each other to conclude the closing.
- ❖ Students will write a closing and read it to the other classmates. Following the Anchor Chart given is important .
- ❖ If they make a thumb up, then the paragraph is full and it just need proof reading to gain a point.
- ❖ And if not, the pair will put the piece of writing back in the bag, or they get help to adjust it well.
- ❖ You can ask editing or proofreading each paragraph ending for some mechanic, grammatical or structural mistakes, omitting or replacing some words with synonyms or with other vocab words.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Writing with Graphic Organizers

Writing can at times be a challenging task. At times, it can be difficult to think of ideas to answer writing prompts. Then, even after we think of an idea, it can be hard to get started and hard to structure our paragraph correctly. Sometimes, we can also be afraid of making errors in spelling, grammar, and punctuation. What we have to remember is that these kinds of mistakes can be easily corrected during the editing process, so no worries there. As for structuring our ideas, there is a "formula" we can learn for writing paragraphs well. It goes like this:

|                           |                                                                                                   |
|---------------------------|---------------------------------------------------------------------------------------------------|
| a) topic sentence         | My favorite toys are my collection of Hot Wheels cars.                                            |
| b) supporting sentence #1 | I have been collecting them since I was eight and now, four years later, I have over 100 of them! |
| c) supporting sentence #2 | They are so fun to play with on my Hot Wheels tracks with my friends at my uncle's.               |
| d) supporting sentence #3 | I love displaying my collection in my room, and I will keep it even when I am an adult.           |
| e) concluding sentence    | Hot Wheels cars are truly the toys I love best!                                                   |

And you see that? In order, we can write more than just these elements, and even more than just one paragraph. And, as we go along we will not be as basic in our writing. But for now, remembering these five simple paragraph elements is a GREAT way to get started building your confidence and writing skills!

**Number the sentences to put them in the correct order to make a paragraph for the prompt: *What is your favorite snack and why?***

Second, cereal is great because it tastes better than chips, candy, or other snacks.

For all these reasons cereal is my favorite snack!

First, I love cereal because we always have some in the house when I am hungry.

Cereal is the snack I have most in the whole world...

Third, I can eat it both dry or with milk and both ways are yummy!

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Name: \_\_\_\_\_

## Main Idea and Details

Main Idea:

Detail:

Detail:

Detail:

Concluding Sentence:

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LIVEWORKSHEETS







<https://www.liveworksheets.com/zu1246407kt>

### Simple Compound and Complex Sentences

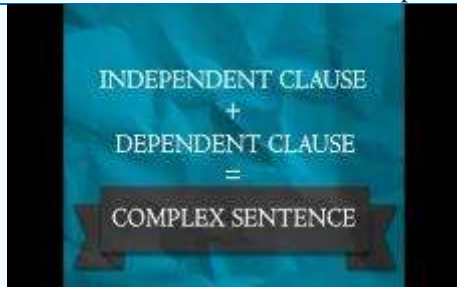
- ❖ One of the most important aspects of teaching grammar is showing students how grammar is related to Reading and Writing.
- ❖ For sentence structure depends on nouns, verbs, adjectives, adverbs, preposition, grammatical concepts taught as single but recognized as a group of words that form a sentence.
- ❖ Student should spend time applying their knowledge of sentence structure.
- ❖ Focus on the subject and verbs since students can modify their sentences when they identify these in the clauses.
- ❖ Writing sentences must start with the simple one to be written correctly before coming to compound and complex ones.
- ❖ Modeled writing is a great way to help demonstrate to students how to write correct simple sentences. Then choose two related simple sentences such as: summer vacation day are a lot of fun. Hot weather bothers you.
- ❖ Give them a list of conjunctions (and, so, but, or, ..... ) and ask them to use one to join the two simple sentences with:
- ❖ Summer vacation days are a lot of fun, but hot weather bothers you.
- ❖ Conclude with them that
- ❖ compound = simple\_ conjunction \_simple.
- ❖ Introduce subordinating conjunction to the students in a list
- ❖ (because, after, before, when, while, as)
- ❖ Tell your students that a complex sentence is a multi-clause( two clauses: dependent and independent )with a connective.
- ❖ independent - connective - dependent

### Example

- ❖ I went to the doctor because I was sick
- ❖ Whereas the simple sentence is made out of a single clause:
- ❖ Last week, I went to the doctor
- ❖ Watch this video given below for a simpler explanation with your students then give your students who sit in pairs time to form complex sentences of their own working cooperatively. Then play the

video again and discuss: revisit the sentence you wrote :does it qualify as a complex sentence? Why? Or Why not ?

- ❖ Ask students to modify it with their partner.
- ❖ Use fun activities to add more simplicity for writing sentences.



<https://youtu.be/kfwq5FQmpPU>



### Activity 1: My Compound Sentence



- ❖ Compound sentences are extremely common in writing, so it is very important to know how to use them correctly.
- ❖ Remind your student that the easiest way to remember the seven coordinating conjunction that join two simple sentences to form a compound sentence is to use the acronym:

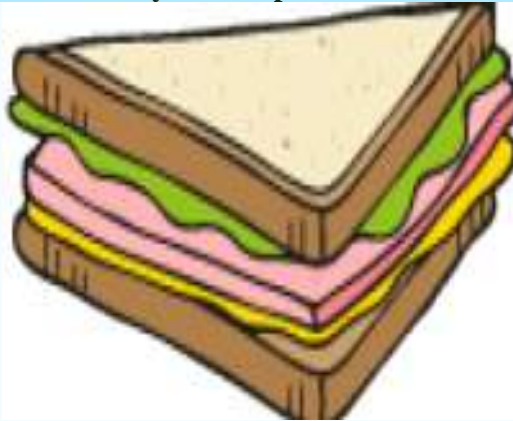
#### **FANBOYS**

- ❖ For ,and, nor, but, or , yet, so
- ❖ Divide your class into two teams.
- ❖ Give each student three blank index cards to write one simple sentence with a subject ,verb, and a single idea.

#### **such as :**

- ❖ English is an interesting subject.
- ❖ I like to speak English.
- ❖ The Internet can help you learn English.
- ❖ Ask a student from each team to come and choose one of the index card( each has a coordinating conjunction on )
- ❖ Fan them out, so students will choose without seeing what's on them.
- ❖ Students will go back to their team to use this index card with the conjunction on , in order to combine the simple sentences their teammates wrote and make compound sentences.
- ❖ Give your teams one minute and then ask them to read the sentences aloud and win a point for each compound sentence written correctly.
- ❖ Repeat the game until they practice well writing a correct compound sentence. Give a prize to the team with the most correct compound sentences.

## Activity 2: Complex Sandwich



- ❖ Encouraging students to write a complex sentence can be a challenge.
- ❖ This activity will turn writing sentences with its three types into your students' heads a lot of fun.
- ❖ Using a visual will make it easier for students to extend a sentence.
- ❖ Much like a sandwich, a complex sentence requires a start and an end bread and an extra bit in the middle( the filling ).
- ❖ Present on the board a picture of sandwich or hamburger to get help writing their sentences on.
- ❖ Starting with the simple sentence use the five "Whs" Who? What? When? Where? Why?
- ❖ Help your struggled students to stretch their sentence, for example :
- ❖ Who? My little brother.
- ❖ Doing what? My little brother eats a cake
- ❖ When? At lunch time my little brother eats a cake.
- ❖ Where? At lunch time my little brother eats a cake in the kitchen.
- ❖ Why? At lunchtime my little brother eats a cake in the kitchen because it's yummy.
- ❖ The “why” class is the filling of the sandwich. The five "Whs" can be turned into a momery game.
- ❖ You can add "and what ", "but what ", or " so what "to form compound sentence in place of “why”.
- ❖ You can play the sandwich game with them by providing the bread of the sentence yourself and ask your students to only add "the filling"

### For example

- ❖ I went to the park:" bread"
- ❖ because it's fun playing with the friends : "Filling"
- ❖ Give bonus points for any extra filling to make the sandwich tastier.
- ❖ For example:
- ❖ I went to the park with my brother and played football there because it's fun.
- ❖ Adding Extra Filling will improve the flow of writing and challenge here will activate their enthusiasm to write more and more .The tastiest sandwiches with more filling will be rewarded.

### Tips for Parents:

- ❖ Practice, using the sandwich activity with your children, the way to write sentences. You can divide the family members into Whs representatives ,i.e. someone represents “who”, other “what” another “when”, and so on . Play the sentence formation game with them for each will give the part he or she responsible for, and make as many sentences as you can everyday.



# Worksheets

## Worksheet (1)

Name: \_\_\_\_\_

### Find the Topic Sentence

Read each paragraph.  
Draw a line under the topic sentence.  
Tell your partner why you chose that sentence.



#### A Rainbow

A rainbow is made up of many colors. It has red, purple, and blue stripes. It has orange, yellow, and green stripes. Sometimes the colors are dark. Sometimes the colors are pale.



#### Frogs

Frogs hop on land. They dive into a pond. They swim in the water. They leap for food. A frog can move in many different ways.



#### Ice Cream

The very best food in the world is ice cream. It is cold and sweet. I like to lick it as it drips down the cone. I like all the different flavors.

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Parts of a Paragraph 11





# Simple VS Compound Sentence

Hint:  
Mark finished his meal. (S)  
They children ate supper, and  
they went outside to play. (C)

Tick the correct box for each sentence. S for the Simple Sentence C for the Compound Sentence

|                                                               | S                        | C                        |
|---------------------------------------------------------------|--------------------------|--------------------------|
| 1. Bill is playing a videogame, and he is listening to music. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Danny did not wash his clothes, but he will fold them.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Roger is the fastest runner of the school.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Debra completed the test, so now she can read her book.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Marty feeds his cats, and he cleans their litter box.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Taking care of animals is a big responsibility.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The forks go on the left, but the knife is on the right.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The table is set for dinner                                | <input type="checkbox"/> | <input type="checkbox"/> |



Combine each pair of sentences using the word in brackets.

1. You like football. She likes soccer. (and)

Example:

You read the book. You can start your report. (so)

You read the book, so you can start your report.

2. Timmy plays volleyball. He doesn't play hockey. (but)

3. We swept the floor. We vacuumed the carpet. (and)



LIVEWORKSHEETS

<https://www.liveworksheets.com/nq2649139do>



### Worksheet (3)

Look at the picture of the cat. Write a paragraph to describe how the cat looks, smells, feels and sounds. Be sure to include its name, age, colour, where it lives and even what it likes to do and likes to eat.

Use the words from the box to help you.



|         |        |          |
|---------|--------|----------|
| fluffy  | white  | yellow   |
| stripes | cute   | friendly |
| orange  | collar | soft     |
| cuddly  | purr   | milk     |
| tuna    | bell   | play     |

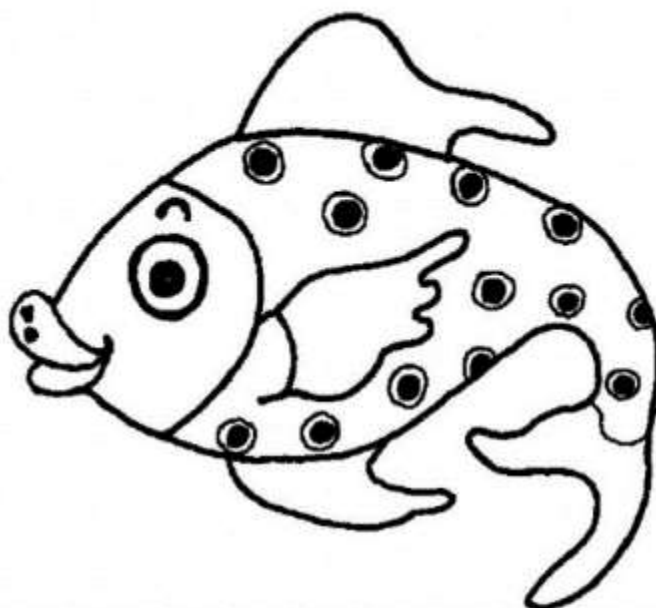
 **LIVEWORKSHEETS**

<https://www.liveworksheets.com/nj1916056zj>



Worksheet (4)

Write four sentences about the fish.



<https://www.liveworksheets.com/nh1585855hy>



Write a descriptive paragraph about the picture below.



|  |
|--|
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|  |
|  |
|  |
|  |
|  |
|  |

<https://www.liveworksheets.com/sj2684280go>





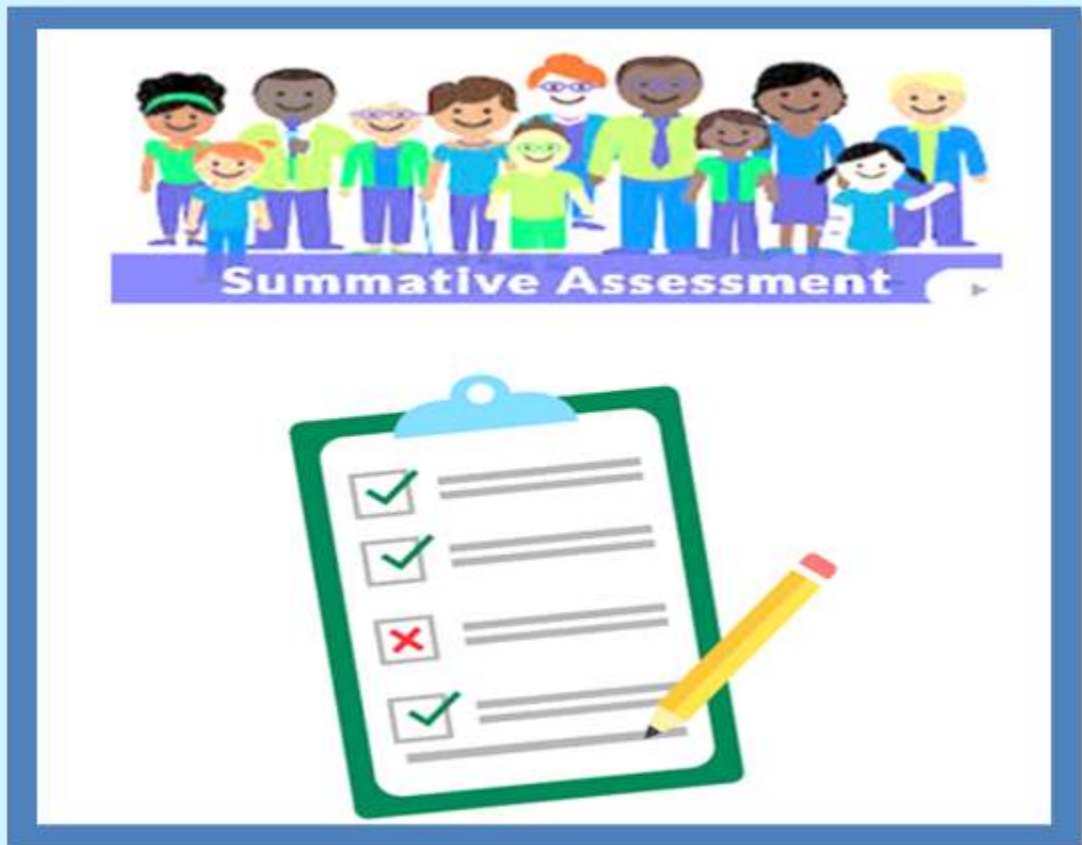
### **Theoretical Background on Organization Skills**

- ❖ The organization method chosen in any writing piece is as important as its content.
- ❖ Without a clear organizational pattern the readers of the writing piece find it difficult to understand its objective, become confused, and lose interest.
- ❖ H/she can draw connection between the details and the topic or main idea. In addition to that, when writing, the structure keeps you focus when you plan and perform a piece of writing.

### **Resources**

- ❖ <https://www.weareteachers.com/cause-and-effect-lesson-plans/>
- ❖ <https://www.twinkl.com/resource/amp/complex-sentences-worksheet-nz-e-1640144819>
- ❖ <https://notsowimpyteacher.com/2017/04/10-ways-to-help-struggling-writers.htm>
- ❖ <https://study.com/academy/lesson/topic-sentence-games-activities.html>

## Summative Assessment



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

## Exercise (1)

# Rhyming words match

Choose one picture that rhymes with the first one.



map



Pink



bug



cap



car



nut



jar



dog



jet



nap



wet



lip



Exercise (2)

**A. READ THE QUESTIONS. LISTEN AND WRITE ONE NUMBER OR ONE NUMBER. THERE IS ONE EXAMPLE.**



1. What is the boy's name?

Alex

2. What is the girl's name?

3. How old is the boy?

4. How old is the girl?

5. How many apples are there?

6. What is the dog's doing?

**B. READ THE QUESTIONS. LISTEN AND WRITE ONE NUMBER OR ONE NUMBER. THERE IS ONE EXAMPLE.**



1. What is the boy's name?

Bill

2. What is the girl's name?

3. How many dogs has the boy got?

4. How many cats has the girl got?


5. What's the name of the boy's favourite animal?



<https://www.liveworksheets.com/ro1228742jf>



### Exercise (3)

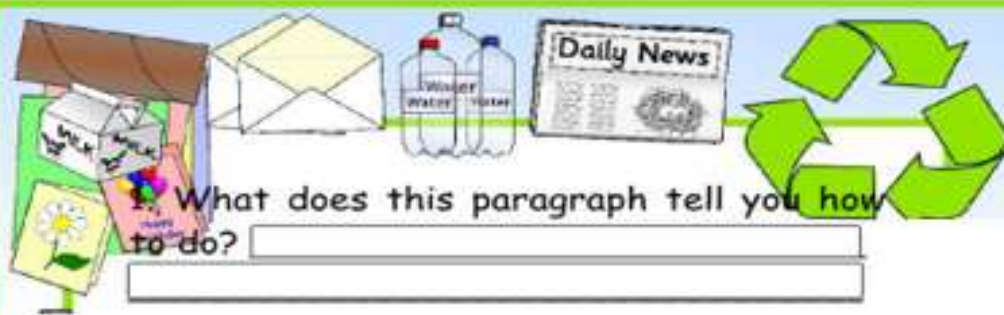


## How to Recycle Paper at Home

Help save trees by recycling paper at home. First, gather all your old and unwanted newspapers, magazines, and catalogs. Then, separate the newspapers from the glossy paper inserts. The inserts go with magazines and catalogs to be recycled. Next, place each kind of paper in a separate pile. When you have a bundle that is about 10 inches ( 25 cm) high, tie up both lengthwise and around the middle with strong string. Finally, store your paper bundles in a dry place until recycling pickup day. If your community doesn't have a pickup day, find out where you can take your paper to be recycled.



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1. What does this paragraph tell you how to do?

2. What is the first step?

3. What is the final step?



4. What time order does the writer use?



Taken from Language Arts Grade 4, Harcourt Family Learning.













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<https://www.liveworksheets.com/ry1468972id>



Exercise (4)

**LISTEN AND WRITE**







|                                                                                     |                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |   <br><input type="text"/>       |
|   |   <br><input type="text"/>     |
|  |   <br><input type="text"/> |
|  |   <br><input type="text"/> |


 LIVEWORKSHEETS



<https://www.liveworksheets.com/gv2730269mq>

### Exercise (5)















Name:

Grade:

Date:



*Listen and choose the correct picture.*







Drag and Drop



Sit down

Close your book

Stand up

Open your book

Pick up your pencil

<https://www.liveworksheets.com/bv1997051hc>





## Exercise (6)

**Polite requests**

Listen to the sentences and match them with the pictures

1

2

3

4

Finish!!



<https://www.liveworksheets.com/rj1440281pi>



### Exercise (7)



Describe what are the kids doing  
They are making \_\_\_\_\_



Describe what is she doing  
She is playing \_\_\_\_\_



<https://www.liveworksheets.com/el2486953qk>



## Exercise 8

Name your favourite things and activities



My favourite food is ..  ..

My favourite colour is

My favourite toy is.  ..

My favourite activity is.  ..

<https://www.liveworksheets.com/lj3167209vz>



## Exercise 9

### SPOT THE DIFFERENCES - PREPARING A SPOKEN INTERACTION (PAIRS)

#### FUNCTIONAL LANGUAGE – asking and answering about a picture



Your partner's picture is very similar to yours; but there are 6 very tiny differences. To find the differences without looking at your partner's picture you must ask questions. He/she must answer them and ask you some questions, too.

COMPLETE THE QUESTIONS ABOUT THE PICTURES WITH THE PHRASES/WORDS IN THE BOX and then CHOOSE THE CORRECT ANSWER about the picture on the left.

How many    near the flowers    How many    Can you see    Is it flying  
on the right or on the left    are there    on the blanket    can you see    How many

1. Can you see a family in the picture? Yes, I can. / No, I can't.
2. How many people can you see? I can see / can't see 4 people.
3. Is the girl smiling? Yes, she is. / No, she isn't.
4. Is there a bird in your picture? Yes, there is. / No, there isn't.
5. \_\_\_\_\_ over the people? Yes, it is. / No, it isn't.
6. Are there lines behind the bird? \_\_\_\_\_ ? Yes, there are. / No, there aren't. There are 2 lines.
7. \_\_\_\_\_ feathers does the bird's tail have? It has / it doesn't have 3 feathers.
8. How many clouds \_\_\_\_\_ in the sky? There is / There are 5.
9. \_\_\_\_\_ any garden benches in the picture? \_\_\_\_\_ ? Yes, I can. / No, I can't. I can see one. I can see two.
10. How many flowers \_\_\_\_\_ ? I can see 2 flowers. / I can't see any flowers.
11. How many grass tufts can you see \_\_\_\_\_ ? I can see 2 tufts / 3 tufts.
12. Can you see any teacups \_\_\_\_\_ ? How many? Yes, I can. / No, I can't. 2
13. Is the handle of the green teacup \_\_\_\_\_ ? It is on the left. / It is on the right.

Finish!!

<https://www.liveworksheets.com/kv1543570gd>



## Exercise 10

Click each line and listen to the poem. Write down the word that rhymes on the word given.



1. bell -

2. in -

3. out -

4. that -

5. Tommy -

<https://www.liveworksheets.com/nv2145591gh>





## Exercise 11

### SINGING AND RHYMING ALONG BY THE CAMPFIRE









1. Describe the picture



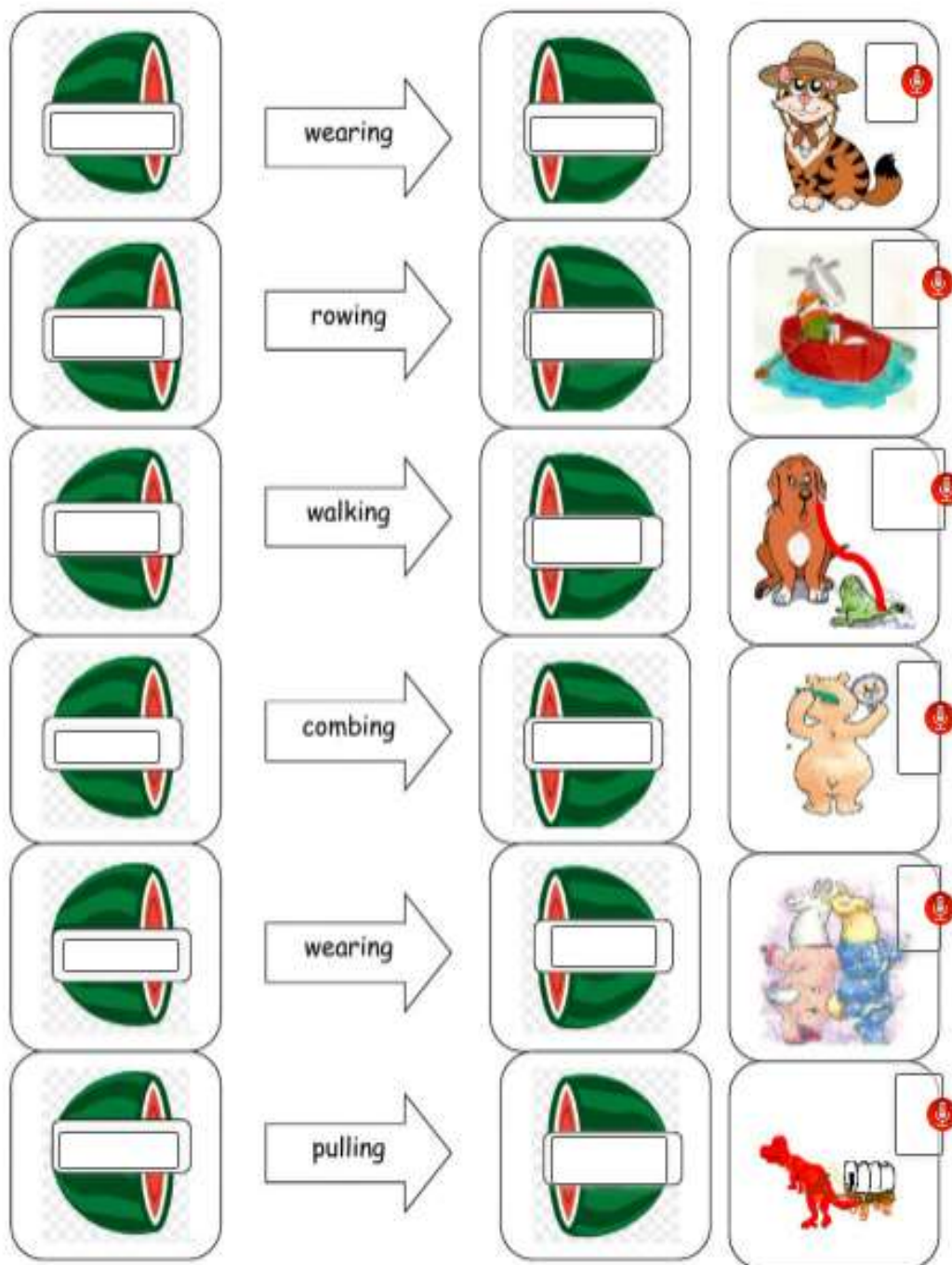
1. What part of the day is it?
2. How many people are there in the picture? How many adults/ children/boys and girls do you see?
3. Where are they sitting? Are they sitting on the chairs?
4. What colour is the campfire?
5. What do you see in the sky? Do you see any clouds?
6. What is the man holding in his hands? What is he wearing?
7. What are people do by the campfire? How do people feel by the campfire?

2. Listen to the famous campfire song "Down By The Bay"

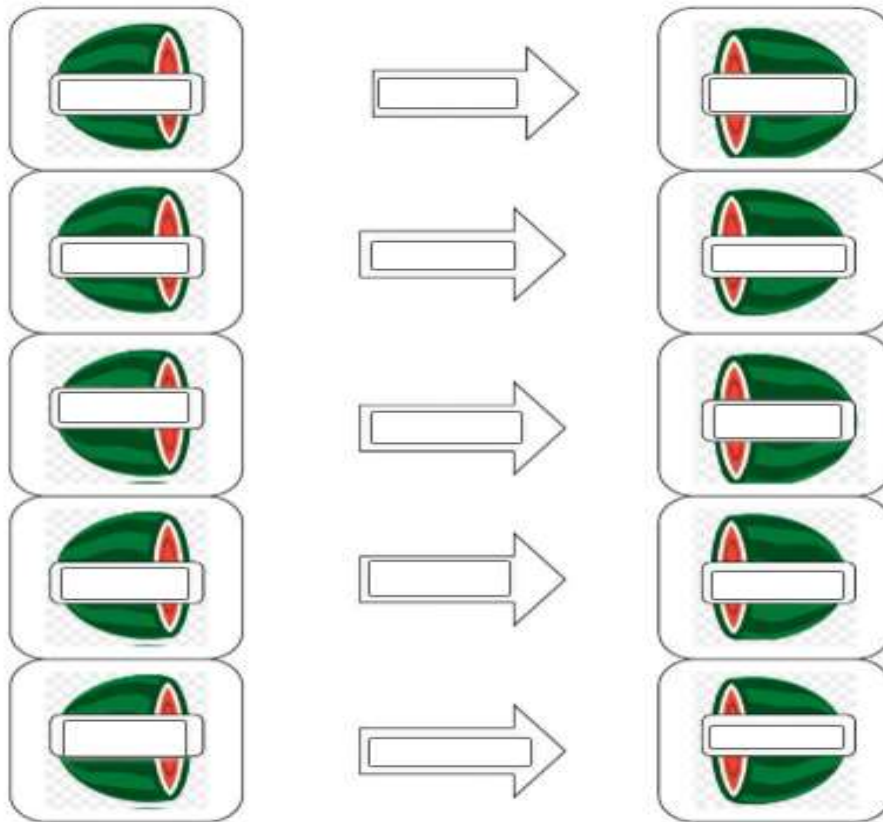


|                                                                                                  |                                                                                                  |                                                                                                                  |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <br>Down        | <br>by the bay  | <br>where the watermelons grow |
| <br>BACK       | <br>to my home | <br>I dare                    |
| <br>not       | <br>go        | <br>for if I do              |
| <br>My mother | <br>will say  | <br>Did you ever             |
| <br>see a     |               |                                                                                                                  |

LIVEWORKSHEETS



Did You Ever Have A Time To Make Another Rhyme?



 **LIVEWORKSHEETS**

**Finish!!**

<https://www.liveworksheets.com/xh438649de>



## Exercise 12

1. Read and answer the questions based on the text!

### Dania's Classroom



This is Dania's classroom. There are thirty students in her class. They are fourteen boys and sixteen girls. The classroom has fifteen tables and thirty chairs. It also has one whiteboard, two cupboards, five pictures, a fan, a vase and two maps. The classroom is very clean and beautiful. The fan is beside the cupboards and the maps are in front of the picture.

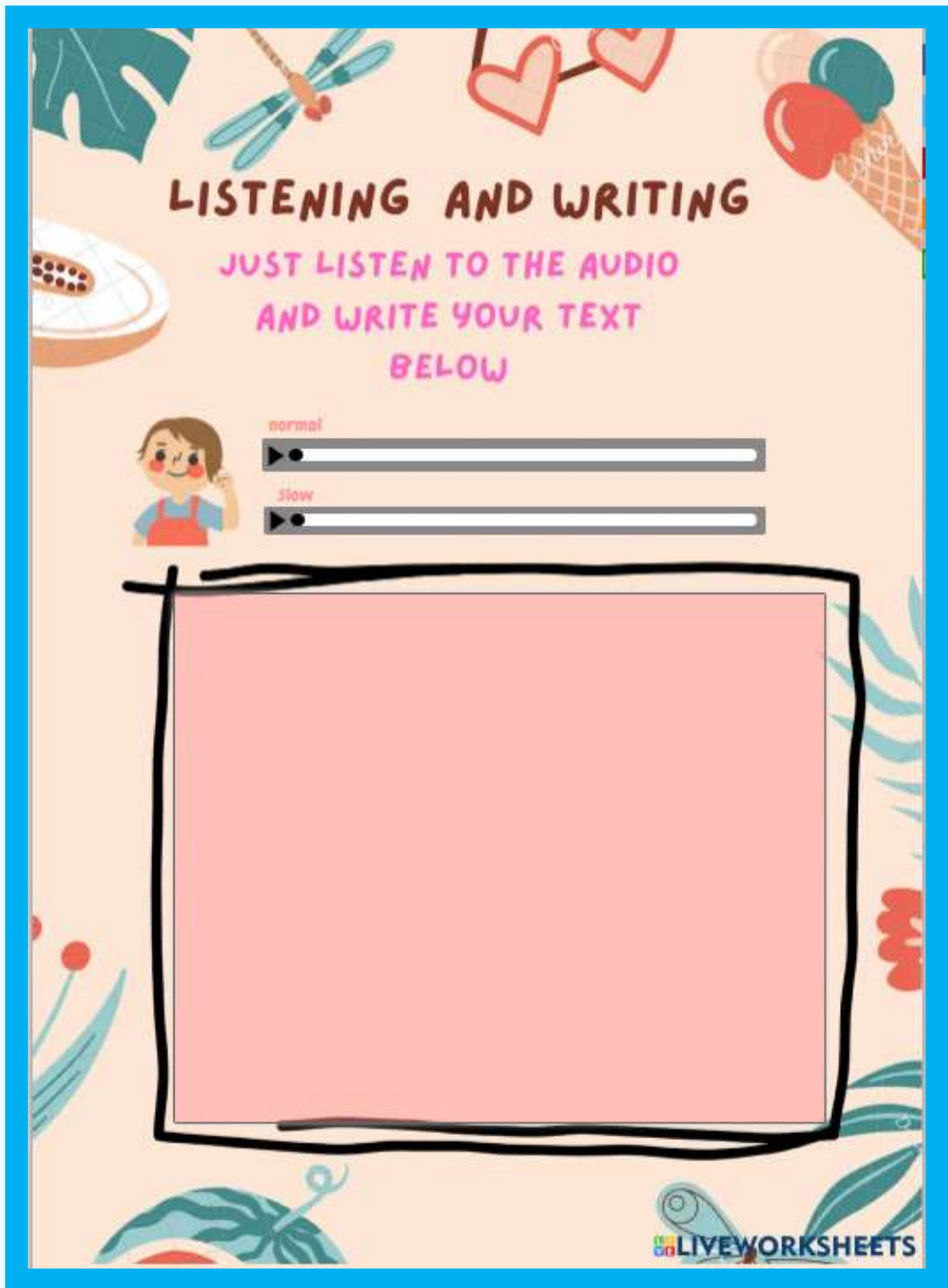
1. How many students are in Dania's classroom ?
2. There are  boys in the classroom.
3. There are  girls in the classroom.
4. How many tables are in the classroom ?
5. How many chairs are in the classroom ?
6. How many maps are in the classroom ?
7. Where is the fan ?
8. Where are the maps ?
9. How many pictures are in the classroom ?
10. What is the title of the text ?

<https://www.liveworksheets.com/zl2635540rk>





### Exercise 13



The interface is titled "LISTENING AND WRITING" in a bold, brown, sans-serif font. Below the title, the instructions "JUST LISTEN TO THE AUDIO AND WRITE YOUR TEXT BELOW" are written in a pink, sans-serif font. To the left of the speed controls is a cartoon illustration of a boy with brown hair, wearing a blue shirt and red overalls, with his hand to his ear as if listening. There are two horizontal sliders for audio speed: the top one is labeled "normal" and the bottom one is labeled "slow", both in a small, red, sans-serif font. Below the sliders is a large, empty rectangular box with a thick black border and a light pink fill, intended for writing the text. The entire interface is set against a light orange background decorated with various colorful illustrations: a green monstera leaf in the top left, a blue dragonfly in the top center, two red hearts in the top right, a red and green ice cream cone in the top right, a white plate with brown spots in the middle left, a red flower in the bottom left, a green plant in the bottom left, and a blue seashell in the bottom right. The "LIVEWORKSHEETS" logo is located in the bottom right corner of the interface.

**LISTENING AND WRITING**

JUST LISTEN TO THE AUDIO  
AND WRITE YOUR TEXT  
BELOW

normal

slow

LIVEWORKSHEETS

check your results here

'I live for my sport - I love it. We train hard every weekday, usually at the sports ground, but sometimes we go running or cycling in the countryside. We cycle for miles, often to the sea. I really love the beaches near Newcastle, they're beautiful, but I don't go swimming there - I never swim - the North Sea is too cold. It's freezing, summer and winter, not like in Australia! Tony goes swimming sometimes - but then he doesn't feel the cold ... he's from Newcastle! Saturday is the BIG day, Match Day! On Friday evening, Tony always cooks a huge meal for us, white rice or potatoes, with chicken and green vegetables, but of course we don't drink any alcohol! I love the excitement on Saturday - especially when we win! Sunday? ... Sunday, we don't do much, we're so tired. We just relax and watch TV - sport of course. My favourite is the skiing, 'Ski Sunday', and football, I'm a Newcastle United fan - of course. Oh, and I 'Skype' my mum and dad in Australia. I miss them a lot. They want me to play for Australia one day.'

<https://www.liveworksheets.com/sh3082561qz>



## Exercise 14



1. sunny / . / was / It / day / beautiful / a  
It was a beautiful sunny day.
2. . / forests / of / story / the / tells / museum / The
3. buildings / The / are / . / wood / of / all / made
4. . / years / old / It / 400 / than / is / more
5. the / really / like / I / . / elephant / giant



# Describing food

In the boxes below you will find many **adjectives** you can use to describe the different foods.

Can you also come up with suggestions of your own for describing the many types of food?

## TOUCH

Rotten, greasy, crunchy,  
crispy, mushy, ripe,  
sticky, grubby, melted,  
slimy, soft, hard, prickly

## SHAPE

round, square, straight,  
triangular, oval, sleek,  
blobby, flat, elliptical,  
crooked, wavy

## COLOUR

pink, red, orange, black,  
yellowish, blue, dark,  
green, purple, white,  
grey, brown

## TASTE

sweet, salty, bitter,  
flavoured, sour, spicy,  
juicy, fresh, tasteless,  
hot, mild

1



1.
2.
3.
4.
5.

2



1.
2.
3.
4.
5.

3



1.
2.
3.
4.
5.

4



1.
2.
3.
4.
5.

5



1.
2.
3.
4.
5.

6



1.
2.
3.
4.
5.

7



1.
2.
3.
4.
5.

8



1.
2.
3.
4.
5.

<https://www.liveworksheets.com/pd3167733gg>



## **Appendix (1)**



## Individual Treatment Plan Model

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

### Individual Treatment Plan Model

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

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

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

- ❖ -----
- ❖ -----
- ❖ -----

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

- ❖ -----
- 

| Objectives     | Teaching methods and activities | Reinforcement  | Evaluation     | Notes          |
|----------------|---------------------------------|----------------|----------------|----------------|
| -----<br>----- | -----<br>-----                  | -----<br>----- | -----<br>----- | -----<br>----- |
| -----<br>----- | -----<br>-----                  | -----<br>----- | -----<br>----- | -----<br>----- |
| -----<br>----- | -----<br>-----                  | -----<br>----- | -----<br>----- | -----<br>----- |
| -----<br>----- | -----<br>-----                  | -----<br>----- | -----<br>----- | -----<br>----- |

## Remedial Teaching Guide for Students with English Language Learning Difficulties

| Objectives                                | Techniques for achieving goals with an individual plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Minimize/reduce distractions</b>       | <ul style="list-style-type: none"> <li>❖ Make your eyes meet the eyes of the students frequently.</li> <li>❖ Ask the student to sit near you (the teacher).</li> <li>❖ Attract the student's attention and interest by following his responses.</li> <li>❖ Ask the student to sit away from places of noise (air conditioner / door / window) T</li> <li>❖ Ask the student to sit next to his classmates with the desired behavior</li> </ul>                                                                                                        |
| <b>Increasing the level of motivation</b> | <ul style="list-style-type: none"> <li>❖ Keep tasks short and divide them into small parts.</li> <li>❖ Keep homework short, simple, straightforward, and interesting.</li> <li>❖ Use the distributed practice method (many short sessions)</li> <li>❖ Choose assignments, tasks, or actions that stimulate the student's motivation and interest.</li> <li>❖ Increase the rate of new tasks that intrigue the student's curiosity.</li> </ul>                                                                                                        |
| <b>Improve Organization</b>               | <ul style="list-style-type: none"> <li>❖ Provide clear rules and regulations for acceptable behavior in the classroom.</li> <li>❖ Accurately define your expectations as a teacher of students.</li> <li>❖ Establish routine, specific places for things in the room. Provide complete lists of materials needed for each task.</li> <li>❖ Review daily the student's performance of homework before the end of the school day.</li> <li>❖ Use folders to organize work for each student. Use different colors for different theme files.</li> </ul> |

|                                |                                                                                                                                                                                                                                                                                                                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Improve listening tasks</b> | <ul style="list-style-type: none"> <li>❖ Keep the instructions simple and short.</li> <li>❖ Have the student repeat the instructions to himself aloud. Attract the students' attention by using the words "keep your mind", "stay with me", etc.</li> <li>❖ Use visual aids such as: wall charts , graphics.</li> </ul> |
| <b>time management</b>         | <ul style="list-style-type: none"> <li>❖ Divide the time of the lesson in a specific way and then prove these divisions.</li> <li>❖ Prepare a list to help students organize their assignments.</li> <li>❖ Use behavior contracts that include completing tasks within a specified time.</li> </ul>                     |

| <b>Individual Plan Mechanisms Implementation Guide</b> |                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan Dimensions</b>                                 | <b>Mechanisms</b>                                                                                                                                                                                                                                                                                                       |
| <b>Diagnosis and Evaluation</b>                        | <ul style="list-style-type: none"> <li>❖ Apply one of the individual or group intelligence tests.</li> <li>❖ Apply an EFL test or get its score in the subject of difficulty.</li> <li>❖ Apply the Distraction and exclusion narration (intelligence &lt; average + achievement &gt; average).</li> </ul>               |
| <b>Behaviour Analysis</b>                              | <ul style="list-style-type: none"> <li>❖ Identify the student's favorite positive and negative reinforcements .</li> <li>❖ Determine the type of motivation that provokes the child to the optimal level of arousal.</li> </ul>                                                                                         |
| <b>Prepare individual plan</b>                         | <ul style="list-style-type: none"> <li>❖ Set the direct and indirect goals to be achieved.</li> <li>❖ Provide a detailed explanation of the skills to be acquired by the student, supported by examples.</li> <li>❖ Determine the activities and practices that the student must do to acquire these skills.</li> </ul> |

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <ul style="list-style-type: none"> <li>❖ Determine the basis for evaluating the student's performance of the tasks and skills to be acquired.</li> <li>❖ Determine the types of reinforcements that are provided to the student in terms of type and timing.</li> </ul>                                                                                                                                                                                                                         |
| <b>Arousal Motivation</b>                    | <ul style="list-style-type: none"> <li>❖ Make the target tasks simple, brief, and at the level of the student's abilities.</li> <li>❖ Make the target tasks exciting for him to feel successful and accomplished.</li> </ul>                                                                                                                                                                                                                                                                    |
| <b>Activate activities</b>                   | <ul style="list-style-type: none"> <li>❖ Help the student to understand the causal relationship between the target behavior and its consequences</li> <li>❖ Use the sequence and formation of the tasks targeted to the students' performance.</li> <li>❖ Prepare a list to help students organize and carry out their assignments</li> <li>❖ Provide an immediate corrective feed for the student's performance on these tasks</li> <li>❖ Use positive and negative reinforcements.</li> </ul> |
| <b>Follow the Reliability of Acquisition</b> | <ul style="list-style-type: none"> <li>❖ Compare the extent to which objective objectives have been achieved in terms of level and content</li> <li>❖ Determine the extent to which the student acquires the new targeted skills in life appropriate.</li> <li>❖ Determine the extent to which actual performance deviates from expected or targeted performance .</li> <li>❖ Identify the correction mechanisms.</li> </ul>                                                                    |

## **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 children 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 children based on the fact that every child has the right to education, an educational environment that welcomes all children, providing them with high-quality educational opportunities, emphasizing that the existence of individual differences, physical, mental or achievement differences. It does not mean at all to exclude any of the groups and deprive them of this right.

**The following defines the categories that can be 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Autism</b> | <ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ A communication disorder is represented by: a marked delay in the development of</li> </ul> | <ul style="list-style-type: none"> <li>❖ 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.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Encouraging the autistic individuals to make eye contact and focus attention.</li> <li>❖ Inclusion with ordinary children in enriching and complementary activities.</li> <li>❖ Notify them of acceptance and support.</li> <li>❖ Providing them with fewer minor problems than their normal peers to avoid feeling a failure</li> <li>❖ Focusing on the positive points they have in the academic, technical and athletic aspects.</li> <li>❖ Trying to discover their latent energies. Every child with autism has skills and</li> </ul> |

|                        |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>speech or complete loss of it, frequent and constant use of language, loss of the ability to play imaginative and imaginative play, with weak ability to imitate.</p> <p>❖ Repetitive stereotyped behavior: body movements, excessive preoccupation with parts of things, abnormal attachment to some habits, or things.</p> | ❖                                                                                                                                                                                                                                                                                     | abilities, and developing them enhances his self-confidence                                                                                                                                                                                                                                                                                                                                           |
| <b>Down's Syndrome</b> | <p>❖ The need to repeat information</p> <p>❖ Lack of ability to focus and focus for long periods.</p> <p>❖ Slow response and delayed reaction.</p> <p>❖ Lack of ability to imagine or visualize verbal communication.</p>                                                                                                       | <p>❖ The Mild categories, who obtain intelligence coefficients from 52 to 70 on standardized intelligence scales, and have sufficient skills for self-reliance with a small amount of support and follow-up, and they learn and engage in integration programs with the ordinary.</p> | <p>❖ Satisfying children's needs for love, safety and appreciation because losing these feelings for them wastes a large part of their energies.</p> <p>❖ Focus on their athletic and artistic talents.</p> <p>❖ Reducing the chances of failure in front of the child.</p> <p>❖ Satisfying the child's feeling of acceptance by others, especially parents and teachers, to improve his adaptive</p> |

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <ul style="list-style-type: none"> <li>❖ Lack of ability to solve and generalize problems.</li> <li>❖ Emotion in embarrassing and impulsive situations.</li> <li>❖ Lack of motivation and ability to complete tasks</li> </ul>                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>❖ The Modern category, with an IQ from 40 to 52 and are trainable in life skills and can be partially integrated</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                | <p>behavior and modify behavioral disorders.</p> <ul style="list-style-type: none"> <li>❖ Uses with them the following strategies: Duncan method, Montessori method, programmed learning, modeling, and cooperative learning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Attention-Deficit Hyperactivity Disorder (ADHD)</b> | <ul style="list-style-type: none"> <li>❖ Excessive and impulsive movement without thinking and aggressiveness for trivial reasons.</li> <li>❖ The ability to be distracted by the simplest and smallest things.</li> <li>❖ Stubbornness, difficulty controlling, loneliness, and mood swings.</li> <li>❖ Low self-concept and low self-confidence.</li> <li>❖ Decreased ability to persevere in accomplishing the tasks assigned to him and</li> </ul> | <ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ 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.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Learning with positive reinforcement and making a conditional link between the award and performance on the agreed destination.</li> <li>❖ Clarity of language and message delivery. It is important for the child to know what is expected of him clearly and without emotion.</li> <li>❖ Verbal positive reinforcement for appropriate behavior.</li> <li>❖ Scheduling the tasks, work and duties required and paying attention to the achievement in fragmented stages.</li> <li>❖ - Do activities that increase attention, focus and perseverance (such as</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|  | <p>the inability to assume responsibility.</p> <ul style="list-style-type: none"> <li>❖ Difficulty in organization and lack of respect for the role while playing.</li> <li>❖ Insist on performing activities inappropriate for their age.</li> <li>❖ Difficulty of restraint and commitment to sitting, due to the difficulty of their commitment to school rules.</li> <li>❖ Weak attention as they cannot focus for more than (5:10) minutes only.</li> <li>❖ Delayed achievement performance despite the high IQ.</li> </ul> |  | <p>grouping pictures, classifying shapes, repetitive writing, jaw games and concentration) to learn by playing.</p> <ul style="list-style-type: none"> <li>❖ - 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?</li> <li>❖ Extinction Extinguishing involves not providing feedback (not paying attention) to unwanted behavior</li> <li>❖ Using strategies such as: curriculum dramatization, peer education, active learning, and educational games.</li> </ul> |
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| <p><b>Hearing Impaired</b></p> | <ul style="list-style-type: none"> <li>❖ The child understands speech difficulty far from the source, and has difficulties in understanding language and literary topics in cases of simple hearing loss. As for medium hearing loss, the child understands speech from a close distance (3-5 feet), provided that they are facing the speaker.</li> <li>❖ The child suffers from speech and language defects.</li> <li>❖ The outcome of his vocabulary is few.</li> </ul> | <ul style="list-style-type: none"> <li>❖ 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.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Speak out loud, so that it is not loud, and the speed of speech is medium.</li> <li>❖ Paraphrasing the idea or question to make it more clear.</li> <li>❖ Use visual aids, including transparencies, films, and tablets, and avoid having the source of information in a poorly lit place.</li> <li>❖ Obtaining feedback from the student; To make sure he understands the topic.</li> <li>❖ Encourage the development of communication, including speech, reading, finger spelling, and hand communication.</li> <li>❖ Allow the student to sit in a place that allows him to benefit from visual information, from other students, and the teacher.</li> <li>❖ Motivating the hearing-impaired student to participate in classroom activities.</li> </ul> |
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|                          |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ They must be provided with individual headphones, especially if the hearing threshold is close to (40) decibels.</li> <li>❖ Providing academic support through the resource room to be trained by a specialized teacher in lip reading.</li> <li>❖ Supporting language development by treating speech and language defects.</li> <li>❖ - Using strategies such as: curriculum dramatization, visual presentations, concept maps, cooperative learning, practical demonstrations, educational games.</li> </ul> |
| <b>Visually Impaired</b> | <ul style="list-style-type: none"> <li>❖ Visual impairment negatively affects motor development with its two elements: moving safely and efficiently from one place to another and the ability to</li> </ul> | <ul style="list-style-type: none"> <li>❖ 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</li> </ul> | <ul style="list-style-type: none"> <li>❖ - 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|  | <p>know one's destination in relation to the surrounding environment.</p> <ul style="list-style-type: none"> <li>❖ Less participation in the physical activities available to his ordinary peers.</li> <li>❖ His academic achievement is very close to the level of the average student if appropriate services and health care are provided to him.</li> <li>❖ Less ability to make and keep friendships.</li> </ul> | <p>or glasses or without them after enlarging the printed materials in large letters with the use of medical glasses, taking into account the field of vision of the integrated baby.</p> | <ul style="list-style-type: none"> <li>❖ Encouraging the student to use certain tools when necessary, such as: recorders, magnifying lenses, and constantly wearing eyeglasses.</li> <li>❖ 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.</li> <li>❖ Teaching using tactile teaching aids.</li> <li>❖ - Observing the visual field and its sharpness while presenting images, drawings and videos so that they are enlarged and unnecessary details are reduced.</li> <li>❖ Sitting in a suitable place to be able to see and follow the teacher.</li> <li>❖ Incorporating him into classroom activities to support his social aspects and his exposure - to real and live experiences.</li> <li>❖ - Develop visual ability through the use of magnifiers for textbooks and pens</li> </ul> |
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|                      |                                                                                                                                                                         |                                                                                                                                                                    | <p>with a large dark black line while writing, and the use of a reading ruler to help him continue reading.</p> <ul style="list-style-type: none"> <li>❖ Putting tools and equipment in an accessible manner. Children with visual impairment need to place the tools close to them so that they can see them.</li> <li>❖ 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.</li> <li>❖ Using strategies such as: storytelling, cooperative learning, multiple intelligences, role-playing, and brainstorming.</li> </ul> |
| <b>Slow learning</b> | <ul style="list-style-type: none"> <li>❖ Low level of academic achievement in all subjects in general.</li> <li>❖ Poor ability to assimilate and comprehend.</li> </ul> | <ul style="list-style-type: none"> <li>❖ A qualified teacher to handle the class.</li> <li>❖ Providing appropriate educational and technological means.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Using various methods of reinforcement (physical, moral, symbolic, and verbal) and providing reinforcement immediately after obtaining the desired response.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <ul style="list-style-type: none"> <li>❖ Low IQ (84-70).</li> <li>❖ Problems with adaptive behavior.</li> <li>❖ Impulsivity and rush to answer which makes it wrong.</li> <li>❖ He has difficulty in memory compared to his peers, with difficulty in retaining and recalling information.</li> <li>❖ Poor attention for a sufficient period, failure to complete duties, and failure to listen to orders.</li> <li>❖ 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.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Employing enrichment and complementary activities.</li> <li>❖ Providing a resource room in the school.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Diversity in the teaching methods used, especially individual education and group education.</li> <li>❖ Ensuring that education is functional, serving the student in his life, and is planned in advance in an orderly manner.</li> <li>❖ Focusing on the weaknesses faced by students of this category, and enhancing their positive aspects and strengths.</li> <li>❖ - 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.</li> <li>❖ Enhancing the process of positive interaction between students of this category and their regular colleagues.</li> <li>❖ Teaching using educational and technological means to attract attention and help it understands and comprehends.</li> </ul> |
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|                            | <ul style="list-style-type: none"> <li>❖ Does not pay attention to the symbols and may omit them, and the difficulty of understanding some words and concepts.</li> <li>❖ Letter substitution or distortion, difficulty forming words and sentences, and difficulty recognizing them.</li> <li>❖ The difficulty of logical thinking and reasoning, and the difficulty of assuming responsibility.</li> <li>❖ His writings are unorganized and contain errors such as omissions and substitutions.</li> </ul> |                                                                                                                                                                    | <ul style="list-style-type: none"> <li>❖ Reducing the scientific material presented to him, as his intelligence is lower than the ordinary.</li> <li>❖ Increasing reinforcement and moral incentives to encourage him to continue learning and provide support in the resource room.</li> <li>❖ Use strategies such as: modeling, peer teaching, cooperative learning</li> </ul> |
| <b>Learning Difficulty</b> | <ul style="list-style-type: none"> <li>❖ Decreased achievement in some subjects related to its difficulty.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>❖ A qualified teacher to handle the class.</li> <li>❖ Providing appropriate educational and technological means.</li> </ul> | <ul style="list-style-type: none"> <li>❖ 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</li> </ul>                                                                                                                                   |

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| <ul style="list-style-type: none"> <li>❖ Disturbance in attention, perception, remembering and thinking.</li> <li>❖ Excessive activity in some cases.</li> <li>❖ His IQ is normal (90) or above. It shows superiority in some subjects and delayed in others.</li> <li>❖ Impulsivity and rush to answer which makes it wrong.</li> <li>❖ He has difficulty in memory compared to his peers, with difficulty in retaining and recalling information.</li> <li>❖ Poor attention for a sufficient period, failure to complete duties, and failure to listen to orders.</li> <li>❖ He suffers from difficulties in social and emotional</li> </ul> | <ul style="list-style-type: none"> <li>❖ Quiet learning environment to reduce distraction.</li> <li>❖ Providing a resource room in the school.</li> <li>❖ Provide activities appropriate to the child's special difficulty.</li> </ul> | <p>furnished with sound furniture that comforts the child in his session.</p> <ul style="list-style-type: none"> <li>❖ - 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.</li> <li>❖ 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.</li> <li>❖ Consistently use the senses to increase attention, focus, support memory tasks, and reduce and divide tasks.</li> <li>❖ - Practical application of theoretical information to develop cognition and thinking skills.</li> <li>❖ - Using strategies such as: educational games, transfer, transformation, verbal</li> </ul> |
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|  | <p>behavior. He does not have self-esteem, underestimates the value of his achievements and is generally pessimistic.</p> <ul style="list-style-type: none"> <li>❖ Does not pay attention to the symbols and may omit them, and the difficulty of understanding some words and concepts.</li> <li>❖ Letter substitution or distortion, difficulty forming words and sentences, and difficulty recognizing them.</li> <li>❖ The difficulty of logical thinking and reasoning, and the difficulty of assuming responsibility.</li> <li>❖ His writings are unorganized and contain errors such as omissions and substitutions.</li> </ul> |  | <p>repetition, imagination, and problem solving, multisensory approach.</p> |
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| <p><b>Learning Delay</b></p> | <ul style="list-style-type: none"> <li>❖ His achievement is low in all subjects.</li> <li>❖ Lack of motivation for learning and achievement.</li> <li>❖ He has no IQ problem</li> <li>❖ The reason for his academic delay is due to environmental problems, neglect and psychological problems.</li> <li>❖ The academic delay is linked to behavioral problems in the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>❖ - Academic advisor in the school.</li> <li>❖ - A psychiatrist to follow up on the condition</li> <li>❖ - A qualified teacher to handle the class.</li> <li>❖ - Providing appropriate educational and technological means.</li> <li>❖ - Providing a resource room in the school.</li> </ul> | <ul style="list-style-type: none"> <li>❖ He needs a case study and the intervention of a psychologist and academic advisor to identify his psychological, social and environmental problems.</li> <li>❖ Increasing his motivation to learn through classroom and extracurricular activities.</li> <li>❖ Modify his unwanted behaviors by constantly monitoring his performance.</li> <li>❖ Encouragement, psychological support, and reinforcement of positive behaviors to increase the likelihood of recurrence.</li> <li>❖ Use strategies such as contract learning, educational games, role-playing, demonstrations, and problem solving.</li> </ul> |
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