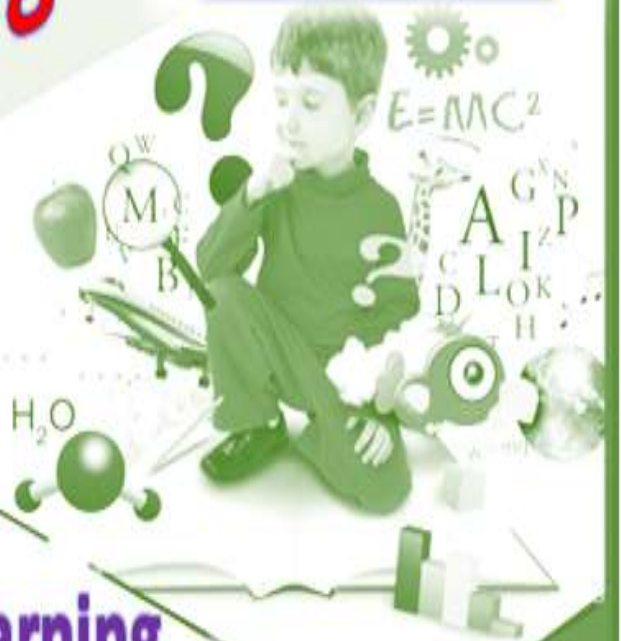


Training Package

مشروع بناء برامج تعويضية

لصعوبات تعلم المواد الدراسية للاجئين السوريين

لبنان - الأردن - تركيا (الداخل السوري)



Overcoming English Learning Difficulties

Grades 1-3





The Supportive Parties



Islamic Solidarity Fund for Development



International Islamic Charity Organization



Islamic Development Bank

The Executing Parties



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Introduction

Dear Trainer,

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 they have 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 related to this. Language teaching practice assumes that most of the difficulties learners face in the study of English are a consequence of the degree to which the native language differs from English. These difficulties can occur at different levels of proficiency in terms of three linguistic areas : the syntactic, the phonological and the semantic areas. Teachers face a variety of difficulties in the classroom while teaching students English as a foreign language. This leads them to adapt strategies and programs related to the students' needs. An effective teacher should be able to recognize the difficulties and find solutions for them. Hence, there is a need to plan and design rehabilitation and enrichment programs to take care of learners in emergency situations, enrich their experiences and provide services that help meet these needs. Various problem-solving and social skills help them raise their standard of living and overcome the difficulties they face.

The current project seeks to build compensatory programs and educational materials for the curricula to address the problems of refugee students resulting from difficulties of learning school subjects to reduce the phenomenon of school dropouts.

This project cannot achieve its objectives without preparing teachers who are able to diagnose the various learning difficulties and address them by relying on the latest and most important modern strategies in diagnosing and treating the learning difficulties, and then raising the level of the learners' ability to think and analyze in order to raise the level of their skills to the extent that qualifies them to recognize, identify and treat those difficulties, and even go further by adopting proactive steps that prevent these difficulties from occurring in many cases. Therefore, the training package that is in your hands shows you, in systematic steps, how to help students to overcome the English learning difficulties and its skills, by relying on active learning strategies, collaborative and cooperative learning, puppets based learning and different learning strategies such as game-based learning, multisensory approach, mobile based learning, etc....

***Best Wishes
Preparation Team***

The Training Package Guide

The General Objective of the Training Package

The training package aims to provide English language teachers with the knowledge and skills that enable them to diagnose all learners' English language learning difficulties in emergency situations, design and implement all activities, tasks and teaching practices that contribute to the treatment of these difficulties.



Learning Outcomes of the Training Package

- ◆ Explain the philosophy of building compensatory programs project for the learning difficulties in different school subjects for Syrian refugees.
- ◆ List the importance of the project to learners in emergency situations.
- ◆ Identify the topics of the guide (1-3)
- ◆ Use the guide correctly to diagnose the English language learning difficulties.
- ◆ Identify sound discrimination in listening.
- ◆ Identify and learn vocabulary in listening , reading and writing context.
- ◆ Understand and respond appropriately to direct requests in listening text (function).
- ◆ Pronounce the words correctly.
- ◆ Communicate and interact effectively.
- ◆ Identify and produce the rhyming words.
- ◆ Read loudly and fluently .
- ◆ Write the correct spelling of the words .
- ◆ Overcome any phonological difficulties
- ◆ Ask and answer questions in reading material(interpretation skills).
- ◆ Apply the grammatical rules correctly.



Target Participants

- ◆ Teachers for grades (1-3)



Training Time

- ◆ Three Days with six sessions.



The General Framework of the Training Program Matrix

Orientation Session

Part A: Introductory Session about the project and the English Guides for grades (1-3)

Topic	Preface & Orientation		
Learning Outcomes	<ul style="list-style-type: none"> Explain the philosophy of building compensatory programs for the learning difficulties in different school subjects for Syrian refugees. List the importance of the project to learners in emergency situations. Identify the topics of the guide (1-3) Use the guide correctly to diagnose the English language learning difficulties. 		
Training Activities	Activity (1) : Introduction to the project		
	<ul style="list-style-type: none"> Greet the trainees and welcome them and introduce yourself to them. Ask the trainees about their expectations of the session Present a set of images and videos that express the difficult educational conditions for learners in emergency situations Discuss photos and videos with the trainees. Conduct brainstorming on how to solve education problems in emergency situations Present the origin of the project idea, the historical development and its stages . Discuss with the trainees the philosophy on which the project is based. 		
	Activity (2) : The Content of the Guides		
	<ul style="list-style-type: none"> Present the contents of the guides for grades (1-3). Identify the basic dimensions for each topic and its difficulties. Ask the trainees to present the difficulties their pupils face in each dimension. 		
Training Strategies	Activity (3) : How to use the Guides		
	<ul style="list-style-type: none"> Present the guides for grades (1-3) to the trainees through data show . Explain the procedures for using the guides. 		
Learning Resources	<ul style="list-style-type: none"> Handouts Worksheets 	<ul style="list-style-type: none"> Tablets Computers 	<ul style="list-style-type: none"> Paper Resources : (English Guides (1-3)) Data Show
Evaluation Techniques	<ul style="list-style-type: none"> Oral & Written Questions 		<ul style="list-style-type: none"> Tests

Part B: English Language Learning Difficulties

Topic	English Language Learning Difficulties			
Learning Outcomes	<ul style="list-style-type: none">▪ Explain the English language learning difficulties in listening and speaking .▪ Explain the English language learning difficulties in reading and writing.			
Training Activities	Activity (1) : Listening Difficulties			
	<ul style="list-style-type: none">▪ Ask the trainees about their expectations of the session.▪ Present the scope and sequence matrix related to listening for grades (1-3) and discuss the matrix with the trainees .▪ Present some videos or pictures related to listening difficulties.▪ Ask trainees to express their opinions related to the point.			
	Activity (2) : Speaking Difficulties			
	<ul style="list-style-type: none">▪ Present the scope and sequence matrix related to speaking for grades (1-3) and discuss the matrix with the trainees .▪ Present some videos or pictures related to speaking difficulties.▪ Ask trainees to express their opinions related to the point.			
	Activity (3) : Reading Difficulties			
	<ul style="list-style-type: none">▪ Present the scope and sequence matrix related to reading for grades (1-3) and discuss the matrix with the trainees .▪ Present some videos or pictures related to reading difficulties.▪ Ask trainees to express their opinions related to the point.			
	Activity (4) : Writing Difficulties			
	<ul style="list-style-type: none">▪ Present the scope and sequence matrix related to writing for grades (1-3) and discuss the matrix with the trainees .▪ Present some videos or pictures related to writing difficulties.▪ Ask trainees to express their opinions related to the point.			
	Training Strategies		<ul style="list-style-type: none">▪ E-Learning Strategy▪ Peer Learning	<ul style="list-style-type: none">▪ Brainstorm & Discussion▪ Cooperative Learning
	Learning Resources	<ul style="list-style-type: none">▪ Handouts▪ Worksheets	<ul style="list-style-type: none">▪ Tablets▪ Computers	<ul style="list-style-type: none">▪ Paper Resources : (English Guides (1-3))▪ Data Show
Evaluation Techniques	<ul style="list-style-type: none">▪ Tests		<ul style="list-style-type: none">▪ Oral & Written Questions	
Applying Trainees' satisfaction Scale Related to the training, the trainer and the training Content				

First Training Day:

Session One: Listening and Speaking Difficulties for Grade one

Topic	Listening and Speaking Difficulties for Grade one
Learning Outcomes	<ul style="list-style-type: none">▪ Identify whether words or sounds are the same or different.▪ Identify which word is different.▪ Recognize the difference between single phonemes.▪ Develop students' listening skills and awareness of sounds in the environment.▪ Discriminate between the sounds and letters.▪ Match sounds heard to actual objects.▪ Identify words heard.▪ Recognize the new vocabulary in listening text.▪ Develop students' listening skills and learning new vocabulary in the environment.▪ Practice listening intently with purpose and carrying on collaborative conversations.▪ Listen effectively.▪ Respond appropriately to direct requests in listening text.▪ 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.).▪ Differentiate between vowels and consonants and pronounce a certain consonant or vowel well.▪ Define consonants and vowels.▪ Identify consonants and vowels.▪ Give instructions.▪ Introduce themselves.▪ Develop speaking skills and learning of the new vocabulary in the environment.▪ Practice speaking intently with purpose and carrying on collaborative conversations.▪ Describe daily activities.▪ Identify rhyming words and 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 identify rhyming words.▪ Listen to a wide variety of rhymes, poems, songs and rhyming stories.

Training Activities

Listening Activities

Activity (1): Bell-Ringer

- Give each trainee an Alphabet Photo Card with a different letter of the alphabet on, starting at “a” (e.g., if you have seven students, distribute cards a through g).
- Have them move around the room to music, looking at each other’s Alphabet Photo Cards to decipher the letter. When the music stops, they must line up in order.

Activity (2) : Pass the Basket

- Ask trainees to play this game in small groups with your help.
- Ask them to collect a number of everyday objects from the classroom or from home and place them in a basket. There should be enough objects for each student in the group.
- **Pass the basket around the group.**
- As the basket reaches each student, the students remove an object from the basket and say what it is (for example, pen).
- Then say a word (real or nonsense) that rhymes with ‘pen (for example, hen . The trainee repeats both words.
- The basket is then passed to the next student.
- Continue This until all trainees have had a turn.

Activity (3) : Which One is Different

- Ask the trainees to listen to words and identify the word (or words) that does not begin with the same sound as the majority of the other words.
- Clap /click fingers to identify the words beginning with the same sound. Repeat the words more than once.

Listening Difficulties (Vocabulary)

Activity (1): Recognize New Vocabulary in the Listening Text

- Play a video about part of a house through YouTube on the following link:



- Before starting to show the video, the teacher writes the new words on the board, so the students get an overview of its content.
- After watching the video, the students will answer the questions orally.

Activity (2) : Tic Tac Toe Game

- Show the picture and give some questions related to the picture
- Write some words related to the topic on the whiteboard and read the words then ask the students to repeat.
- Tell the students how to play Tic-Tac-Toe Game with the rule of the Game.
- Divide the class into two teams, A and B.
- Draw grids on the board.

- On one grid, fill in the squares with the structures or vocabulary areas you want to practice.
- Leave the other blank for scoring. As each team gets an answer right, you write their team letter in the corresponding box
- The object of the game is to get the answer right and win a box for your team. The team who gets three boxes in a row in any direction is the winner.

Listening Difficulties (Function)

Activity (1): Give Multiple Instructions

- Give your students instructions around the classroom. Make them clear.
- Start with one instruction: Please open the door.
- Ask your student to repeat the instruction back to you, and then follow it.

Activity (2): Draw a Picture with Instructions

- Give your student a piece of paper and colored crayons/pencils. Ask him\ her to follow your instructions carefully.
- This is 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.

Speaking Activities

Speaking Difficulties (Pronunciation)

Activity (1): Sing a Song of Consonant Sounds (i.e. /tʃ/ and /ʃ/)

- ◆ The teachers use video clips about consonant sounds (/tʃ/ and /ʃ/ song .

Activity(2)

- ◆ The teachers use video clips about the consonant sound video , available online .

Speaking Difficulties (Communication and Interaction)

Activity (1) : Describe your School

- During the lesson, it's important to spend a great deal of time speaking with your students. Describe the activities you share and the objects that fill your environment.



- Before starting to show the above picture, write the new words on the board, so the students get an overview of its content .
- Ask the students to describe the picture and then everyone describes her/his family house.
- Ask the students some questions.

- Ask students to share their ideas with their pairs by asking each other.

Activity (2): Describe Places at your School

- Ask students to do the following exercise in pairs.
- The teacher shows the following pictures about places at school and asks students some questions.
- Ask students to work in pairs to answer the above questions with each other each other.

Activity (3): "Times of the Day Boxes" Game



- Introduce 4 times of the day: morning, afternoon, evening and night. Quickly introduce the 4 words by drawing a picture on the board. Then draw a sun just rising over the horizon. Teach/Elicit "morning" and chorus 3 times.
- Next, erase the moon and stars and invite a student up to the board. Say, "Draw afternoon".
- Help if necessary and have the student draw the sun high in the sky. Erase the sun and invite other students to draw the other times of the day.
- The teacher will need to prepare 5 cardboard boxes and print the flashcards.

Activity (4) : Play Game "Find the Vegetables"




- Bring real vegetables: a carrot, a potato, a cabbage, an onion, a pumpkin, corn, a radish, lettuce. If you can't bring vegetables into class, other options are plastic vegetables or vegetable flashcards.
- Pass the basket around the group. As the basket reaches each student, the students remove an object from the basket and say what it is (for example, carrots).
- Then the teacher says a word and the students repeat each word.
- The basket is then passed to the next student.
- This continues until all students have a turn.
- Students describe vegetables and they express their opinions about what they like and dislike.

Speaking Difficulties (Rhyming Difficulties)

Activity (1) : Match Rhyme Time

- Ask students to play a game by matching rhyming picture cards.
- Place the two separate stacks of "rhyme" and "time" cards face down on a flat surface.
- Working in pairs, students turn over a card from each stack and name the pictures.

	<ul style="list-style-type: none"> ▪ If a match is being played say "Rhyme time" and keep the pair. If a match is not made, return the cards randomly to the appropriate stack and student two takes a turn. ▪ Continue until all matches are made. <p style="text-align: center;">Activity (2) : FISHING</p>  <ul style="list-style-type: none"> ▪ Make a fishing rod out of a stick, string and a magnet (for the hook). Attach paper clips to the cards and place face up on the floor. ▪ Ask student to catch the pictures by using the magnetic fishing rod. ▪ Keep one word from each rhyming group (i.e. words that have the same endings – e.g. "cat" and "hat" both have an "at" sound at the end). ▪ Encourage students to catch all of the pictures that rhyme with one of the cards you have kept from the different rhyming groups. <p style="text-align: center;">Activity (3): MEMORY</p> <ul style="list-style-type: none"> ❖ Do the same thing for the different rhyming groups. ❖ Play the game MEMORY. Shuffle the cards. ❖ Place them face down on the table in 4 rows of 6 (i.e. 6 cards across and 4 cards down). ❖ Take it in turns to turn over 2 cards. ❖ Say the name of each card as you turn it over. ❖ If the cards rhyme (i.e. Have the same ending), the person gets to keep the pair and gets another turn. ❖ If the cards are different they are turned back over, and the next person has a turn. The winner is the person with the most pairs at the end. <p>Mobile apps Activities</p>
Training Strategies	<ul style="list-style-type: none"> ❖ Game Based Learning ❖ Multisensory Approach (Audio-visual multimedia) ❖ Mobile Based Learning -Mobile Applications (Mobile Apps) ❖ E- Learning Strategy ❖ Role Play Activities ❖ Questioning
Learning Resources	<p>Paper Resources :</p> <ul style="list-style-type: none"> ▪ Student's Book ▪ Handouts.

	<p>Visual and Audio Resources :</p> <ul style="list-style-type: none"> ▪ Models- Realia- Flash cards- Pictures- Audio files <p>Electronic Resources:</p> <ul style="list-style-type: none"> ▪ Mobile applications ▪ Computers ▪ YouTube Videos ▪ Websites <p>Additional Resources</p> <ul style="list-style-type: none"> ▪ Common Classroom materials
Evaluation Techniques	<ul style="list-style-type: none"> ▪ Tasks ▪ Quizzes ▪ Assignments ▪ Tests ▪ Homework ▪ Assignment ▪ Exercise
Break Time (30 Minutes)	

Session Two: Reading and Writing Difficulties for Grade one

Topic	Reading and Writing Difficulties for Grade one
Learning Outcomes	<ul style="list-style-type: none"> ▪ Know many sight words from the list of grade 1. ▪ Read sight words in sentences and in simple text. ▪ Cross out words that don't belong to the given lexical category. ▪ Sort Vocabulary words correctly in their lexical categories. ▪ Read word by word and comprehend their meaning. ▪ Answer basic questions. ▪ Match words read to actual objects. ▪ Develop students' reading skills and learning new vocabulary in his society. ▪ Integrate the reading skill with speaking and writing ones and write spelling words. ▪ Regard punctuation and read with expression. ▪ Read phrases as a whole not word by word . ▪ Read the sentences in a text loudly. ▪ Acquire self-confidence and high self-reading esteem. ▪ Read fluently and comprehend the reading content with accuracy as well as expression. ▪ Approach a text through reading with expression and answer comprehension questions related to it. ▪ Develop fluency reading skills for texts related to their daily life. ▪ Predict and brainstorm ideas about the reading content through the title and visuals. ▪ Integrate the reading skill with listening ,speaking, and writing ones. ▪ Cooperate and collaborate through tasks. ▪ Develop trust and open communication relationship with the others. ▪ Spell words with short vowels correctly. ▪ Spell words with long vowels correctly. ▪ Read and write common high frequency words. ▪ Manipulate letters to correctly spelled high frequency words. ▪ Classify a set of dictated words into semantic groups. ▪ Match familiar dictated words to written synonyms.

Training Activities

Reading Difficulties (Vocabulary Aspect)

Activity 1:Sight Word Game: Hide & Seek:



- Write 5 to 6 words on paper cups or use labels and stick each on a cup.
- Show your student each word and read it with him\ her and practice this a couple of time ; then get ready to play *Hide and Seek*
- Ask your student to close his\ her eyes and hide a little toy bear underneath one of the cups .
- Ask your student to seek for the bear ,but he\ she has to read the sight word first correctly in order to lift up the cup and seek under it
- Once he finds out the little bear under the cup, you can remove that and continue playing again until one sight word cup is left
- In order not to read a word on its own , you can write the word within a simple sentence .

Activity (2):Roll - Read – Race



- Use the given picture with 6sight words.
- Ask your student to roll the dice.
- Once he \ she rolls the dice he\ she has to find the sight word that is matched with the number he rolls. for example :
- If he\ she rolls 2, he has to read the word "little" and then he\ she has to write it in the box above.
- Once one column is completely filled, the game will be over. You may change the sight word "little" for example into a sentence : "I have a little cup"

Reading Difficulties (Reading Fluency)

Activity (1):Scoop Phrases

- Prepare phrases, scooped as shown on the cards (in the cab/ on the step) Cards.
- Train the student's eye to look at several words at once with scooped phrases.

- Ask your student to read each word carefully, then reread and scoop his\ her fingers on the arch to read smoothly.
- Now introduce these phrases in sentences and then in a text and use arches to scoop the phrases so the student can follow.

Activity (2):Recording Reading

- Use the DVD of the text , textbook and let students watch it twice and listen to its audio.
- Stop the video and ask your student to read transcript of the text.
- Use dice with changeable voices cards on each side . So, student will roll the dice and read using the voice appeared on it . In this way student will not get bored of re – reading.
- Ask comprehension questions to check his understanding.

Activity (3) :Reader's Theatre



- Prepare a mini play for your students.
- Practice reading the role of each character with you students individually .
- Rehearse for a class presentation to practice fluency.
- Let your student have fun acting out his role with a partner (collaborating and communicating).
- Never make a student feel bad for trying even if he made huge mistakes . encourage student to stay positive and keep acting.


Writing Difficulties (Mechanics)

Activity (1): Spell and Say Words with A



- Spell and say the words with an A.
- Have students go on a treasure hunt to find the sight words of the day.
- After cutting out the sight word flash cards and placing each word in a mystery bag around the room , students walk around the room with a partner and find the hidden sight words.

Writing Difficulties (Vocabulary)


	<p style="text-align: center;">Activity (1): Nice To Meet You Game</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> ▪ Introduce the Topic, Keywords and Expression ▪ Before teaching the key words for the lesson, it is important to put the lesson into context so that students understand what they will learn. This will also activate the students existing knowledge about family vocabulary. ▪ Show students pictures of family and ask them to guess who they are. ▪ Show students the flashcard one by one and ask them to repeat after you. Then, show students again and ask them to say the words on their own. <p style="text-align: center;">Mobile apps Activities</p>
Training Strategies	<ul style="list-style-type: none"> ▪ Game Based Learning ▪ Multisensory Approach (Audio-visual multimedia) ▪ Mobile Based Learning- ▪ Mobile Applications (Mobile Apps) ▪ E- Learning Strategy ▪ Role Play Activities ▪ Collaborative Strategy ▪ Reader's theater ▪ Brainstorming strategy: ▪ Questioning
Learning Resources	<p>Paper Resources :</p> <ul style="list-style-type: none"> ▪ Student's Book ▪ Handouts. <p>Visual and Audio Resources :</p> <ul style="list-style-type: none"> ▪ Models- Realia- Flash cards- Pictures- Audio files <p>Electronic Resources:</p> <ul style="list-style-type: none"> ▪ Mobile applications ▪ Computers ▪ YouTube Videos ▪ Websites

	Additional Resources
	<ul style="list-style-type: none"> ▪ Common Classroom materials
Evaluation Techniques	<ul style="list-style-type: none"> ▪ Tasks ▪ Quizzes ▪ Assignments ▪ Tests ▪ Homework ▪ Assignment ▪ Exercise
Applying Trainees' satisfaction Scale Related to the training, the trainer and the training Content	

Second Training Day:

Session One: Listening and Speaking Difficulties for Grade Two

Topic	Listening and Speaking Difficulties for Grade Two
Learning Outcomes	<ul style="list-style-type: none">▪ Recognize soft 'g' and soft 'c' by circling these sounds in new words.▪ Discriminate the Sounds and letters of English words in listening.▪ Pronounce letters correctly.▪ Identify words heard.▪ Recognize the new vocabulary in listening text.▪ Practice listening intently with purpose and carrying on collaborative conversations.▪ Differentiate and discriminate between (Bb) and (Pp) sounds.▪ Differentiate and discriminate between (Gg) and (Kk) sounds.▪ Differentiate and discriminate between (Mm) and (Nn) sounds.▪ Differentiate and discriminate between (Dd) and (Tt) sounds.▪ Recognize the letter-sound relation.▪ Discriminate the sounds in listening texts.▪ Identify the initial sound isolation.▪ Match initial phonemes in words.▪ Identify the Final sound isolation.▪ Match final phonemes in words.▪ Match sounds heard to actual objects.▪ Count numbers from 1 to 12.Discriminate the Sounds and letters of English words in listening.▪ Pronounce words correctly.▪ Blend onset-rimes orally.▪ Blend syllables.▪ Identify initial and final sound.▪ Tell about possessions.▪ Greet and respond orally.▪ Describe pictures.▪ Introduce themselves.

	<ul style="list-style-type: none"> Express their ideas through speaking enough vocabulary. Produce a rhyming word. Increase awareness of words that rhyme and develop knowledge about rhyme. Recognize rhyming words. Listen and attend to the rhyming strings. Talk about words that rhyme and produce rhyming words. Listen to a wide variety of rhymes, poems, songs and rhyming stories. Join in with rhymes, poems, songs and rhyming stories. Complete a known rhyme. Supply an alternative rhyming word and rhyme judgment consistently and accurately. Say if two words do/don't rhyme, select the non-rhyming word from a list. Generate rhyming words, supply a rhyming word for a given word and create a string of rhyming words .
Training Activities	<p style="text-align: center;">Listening Activities</p> <p style="text-align: center;">Listening Difficulties (Phonological Difficulties)</p> <p style="text-align: center;">Activity 1: Using a Song</p> <ul style="list-style-type: none"> Use a song about the Soft g / Sounds like 'j' / Phonics Song, available online at:  <p style="text-align: center;">Activity 2: Play Sound Discrimination Games.</p> <ul style="list-style-type: none"> Say two words and see if they can tell that the words begin with the same sound or with a different sound. Gradually increase the number of words presented to students, where there may be two words with the same beginning sound. Have the students tell the word that begins with the different sound. <p style="text-align: center;">Listening Difficulties (Vocabulary)</p> <p style="text-align: center;">Activity 1: Dog & Cat Chase.</p> <ul style="list-style-type: none"> Have students sit in a circle. Walk around outside the circle patting on the head saying "dog" each time. Suddenly, say "cat" as s/he touches a students' head and then that student must chase you around the circle. Try to sit in the student's spot before being tagged by the chasing them. <p style="text-align: center;">Activity 2: Give Me Game</p> <ul style="list-style-type: none"> Use objects or flashcards. This works well with plastic fruit. Gather and elicit the different kinds of plastic fruit you have. Then throw all the fruit around the classroom .

- Once the students collect the fruit , say "Give me an apple". The student with the apple should approach and hand you the fruit "Here you are".

Listening Difficulties (Sound Discrimination)

Activity 1: Matching Picture Cards.

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

Activity 2: Hop Letter Sounds Game

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

Speaking Activities

Speaking Difficulties (Pronunciation)

Activity (1) The 4 Corner Game

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

Activity 2: Whisper Game

- Write many words from the lesson on the board (at least 10).
- Then divide the class into two teams and ask them to make two lines in front of the board.
- Give the student at the front of each line a board eraser.

- Next, whisper one of the words to the students at the back of the lines.
- Then those students should quickly whisper the word to the next student in line, and then that student should whisper to the next one, and so on down the line.

Speaking Difficulties (Function, Communication and Interaction)

Activity 1:Self-Introduction

- Tell some more information about yourself in English.
- As you head into a new class, you are going to say something about yourself. Students have to tell the same

Activity 2:Hot Seat Game

- Hold up a flash card with a vocabulary word for the other students to see.
- The other students must then describe the word to the student on the "hot seat" until that student guesses the correct term.

peaking Difficulties (Rhyming Difficulties)

Activity 1:Rhyming Tic. Tac. Toe.

- If the group consists of more than two students , put the students into two teams, one for X and one for O.
- The first student or team picks the square on the board where they would like to put an X or O.
- One from that team reads the word in that square, then, tells a word that rhymes.
- Decide whether acceptable rhyming words include real words and/or nonsense words.
- If the word rhymes with the game board word, then that student or team places an X or O in that square. If it does not rhyme, then nothing on the board is changed.
- The next student or team takes a turn.
- Continue the steps until one student or team gets "tic-tac-toe," or until the board is full.

Activity 2:Rhyming Match-Up

- You can draw simple pictures on notecards if you don't have picture cards in your classroom.
- There is a couple of different ways you can play this game.
- The first option is to have students match pictures based on if they rhyme.
- They can match pairs of pictures or make a whole stack of pictures that rhyme.
- The second option is to have students match the picture card to a rhyming word card. This gives them a little more practice with decoding CVC words. This option is a bit more advanced as they will use their phonics skills as well as their phonemic awareness skills.

Training Strategies	<ul style="list-style-type: none"> ▪ Game Based Learning ▪ Multisensory Approach : (Audio-visual multimedia) ▪ Mobile Based Learning- Mobile Applications (Mobile Apps) ▪ E- Learning Strategy ▪ Role Play Activities ▪ Collaborative Strategy ▪ Reader's theater ▪ Brainstorming strategy: ▪ Questioning
Learning Resources	<p>Paper Resources :</p> <ul style="list-style-type: none"> ▪ Student's Book ▪ Handouts. <p>Visual and Audio Resources :</p> <ul style="list-style-type: none"> ▪ Models- Realia- Flash cards- Pictures- Audio files <p>Electronic Resources:</p> <ul style="list-style-type: none"> ▪ Mobile applications ▪ Computers ▪ YouTube Videos ▪ Websites <p>Additional Resources</p> <ul style="list-style-type: none"> ▪ Common Classroom materials ▪
Evaluation Techniques	<ul style="list-style-type: none"> ▪ Tasks ▪ Quizzes ▪ Assignments ▪ Tests ▪ Homework ▪ Exercise
Break Time (30 Minutes)	

Session Two: Reading and Writing Difficulties for Grade Two

Topic	Reading and Writing Difficulties for Grade Two
Learning Outcomes	<ul style="list-style-type: none"> ▪ Interpret reading materials. ▪ Answer questions out of the text. ▪ Read the text in order to learn and understand what is written "Reading to learn". ▪ Gain critical reading confidence skill. ▪ Practice responding to the text. ▪ Read and process what is read to improve comprehension. ▪ Replace proper nouns in text with their pronoun references. ▪ Replace nouns using subject and object pronouns. ▪ Know many sight words from the list of grade 2. ▪ Read sight words in a small text. ▪ Acquire vocabulary recognition skill. ▪ Practice and recognize uncommon words that they have learned. ▪ Have the opportunity to communicate among each other using these words. ▪ Comprehend words out of text. ▪ Answer comprehension questions out of text. ▪ Explain connection between what they read and prior knowledge through games that keep their bodies and brains working accordingly. ▪ Develop students' vocabulary reading skills through daily life texts with prior knowledge. ▪ Integrate reading with listening, speaking, and writing skills. ▪ Teach vocabulary words out of context. ▪ Learn more complex vocabulary (prefix and suffix) using several strategies to recognize the meaning of new words. ▪ Read aloud . ▪ Read fluently with accuracy and expression to ease comprehension. ▪ Collaborate and communicate to achieve reading goals. ▪ Read different types of reading texts to obtain information and show enjoyment. ▪ Develop fluency reading skills for text related to their daily life activities or amusing stories. ▪ Express the other feeling, when taking roles in a play of other characters. ▪ Read independently to acquire knowledge. ▪ Predict and brainstorm through illustration related to the contents and through title.

	<ul style="list-style-type: none"> ▪ Use cooperation and collaboration strategy to improve "Reading to Learn " and not "Learning to Read" only. ▪ Understand texts and use critical thinking to conclude. ▪ Make connection between what they read and prior knowledge. ▪ Connect the use of illustration to improve reading and related writing skills. ▪ Integrate speaking, listening , and writing skill with the reading skills. ▪ Recognize nouns as person , thing or place . ▪ Use the articles a, an. ▪ Use subject pronoun I, He and She with verb to be. ▪ Use present simple of the verb "have" to describe oneself and others. ▪ Use present continuous tense correctly. ▪ Write a short list of dictated sentences. ▪ Spell words correctly. ▪ Apply correct punctuation marks and capitalization. ▪ Recognize interactive writing through writing complete sentences with their ending marks: period, question marks ,exclamation mark, comma . ▪ Develop students' writing skills through mechanics usage. ▪ Integrate writing with reading. ▪ Introduce cooperated and collaborated learning to achieve enthusiasm ▪ Integrate learning new vocabulary to improve the spelling development of the pupil ▪ Develop spelling words with given rules by dictating them in sentences with other words without specific rules. ▪ Relate understanding and reading with expression into a writing technique related to punctuation for the text given. ▪ Integrate listening with writing through dictating sentence with many repetitions. ▪ Integrate reading with spelling concepts (letter tiles). ▪ Develop students writing skills through mechanics usage ▪ Use word clusters to remember uncommon words ▪ Use context to remember unfamiliar words
Training Activities	<p style="text-align: center;">Reading Activities Reading Difficulties (Interpretation Skills)</p> <p style="text-align: center;">Activity 1: Roll and Retell</p> <ul style="list-style-type: none"> ▪ Divide students into two groups or play this as a partner activity. ▪ Use this printed sheet of roll and retell and the dice numbered faces are having comprehension questions or story elements for the reading text.

- Read the text from the textbook aloud with the students.
- Ask the pupil to roll the dice.
- Go to the sheet to retell or answer the number that appears on the dice front face.
- Go rolling until the student cover all the dice dots number.

Activity 2:Pass the Pronoun

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

Reading Difficulties (Vocabulary Aspect)

Activity (1): K W L Chart :

Activity 2:Bingo

- Have each student work individually in the game of Bingo.
- Choose a grade level text as shown below and compile a list of vocab words from it.
- Read each word aloud, giving about 5 seconds before moving on to the next.
- It's a race against your clock to find the words, so the student can try to remember them while looking for the others .When he finds the words, he can mark them out. .Once the list is done, allow 20 more seconds to wrap up any remaining words.
- Ask your student to give a definition, draw a picture, or stick a card on the word.

Activity 3:Swat the Bug

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

Reading Difficulties (Reading Fluency)

Activity 1:Jigsaw

- Give each student in a group one or a few pieces of the puzzle. Each has one sentence from the written narrative story from their textbook.
- Give each one a part of the story puzzle with one sentence on each.
- Ask one student who has the full text of the story to read the sentences in order loudly.

- The one who has the sentence must re-read it loudly and give it to the main student who is arranging the parts of the puzzle.
- When the puzzle is completed, s/he has to read the text loudly by him/herself.

Activity 2: Whisper Phones

- These are such fun tools for helping any student really to hear him/herself read.
- Ask trainee to talk softly into the phone, and the sound is amplified in his/her ear.
- Use a different voice. Student will love changing his/her voice to practice fluency. Ask your student to read the text in a “Micky Mouse” voice, monster voice, or any creative voice you can think of.

Writing Activities

Writing Difficulties (Grammar)

Activity (1): Grammar Game: Matching and Forming Sentences (Group Work)

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

Activity (2): Board Game

- ❖ Divide the students into groups of three or four.
- ❖ Give each group a copy of the game board, a dice and counters. Students will also need a pen and paper for keeping score. Nominate one student in each group to be the timekeeper.
- ❖ The players place their counters on the start square. The players then take it in turns to roll the dice and move their counter along the board.
- ❖ When a player lands on a "True or false?" square, they complete the statement with the correct article (a, an, or the) and read it to the group. If the players are able to do this correctly, they score a point. If not, they move back two squares.

- ❖ If the statement is correct, the other group members guess whether it's true or false for the player. The player then reveals the answer. The students who guessed correctly, each scores one point.
- ❖ When a player lands on a 'Talk about...' square, they complete the 'Talk about...' sentence with the correct article (a, an, or the) for one point. If the player doesn't complete the sentence correctly, they go back two squares.
- ❖ If the sentence is correct, the player then talks about the topic for 30 seconds for an extra point.

Time : 10 minutes

Writing Difficulties (Spelling and Mechanics)

Activity1 : Running Dictation

- Choose a short text or a part of a text from their textbook .
- Cut it out and make 2 copies
- Paste the copies in the classroom and outside the room .
- Split the class into 2 teams and choose a writer with a pen and a paper. The other student is a runner , who runs to the text, reads and memorizes a line of the text and runs back to the writer to dictate the line of text s/he has memorized .

Activity 2: I Spy with my Capital Eye

- Ensure there are words and items all around the room that would be capitalized if they were written.
- Write them on cards with other card words that must not be capitalized and spread them in the classroom .
- Ask the students to choose one item or word that would be capitalized if written .
- The student says " I spy with my capital eye something that starts with capital
- The other students can guess.

Writing Difficulties (Vocabulary)

Activity 1:Telephone

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

Activity 2: Odd One Out

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

- Game Based Learning


Training Strategies	<ul style="list-style-type: none"> ▪ Multisensory Approach : (Audio-visual multimedia) ▪ Mobile Based Learning- Mobile Applications (Mobile Apps) ▪ E- Learning Strategy ▪ Role Play Activities ▪ Collaborative Strategy ▪ Reader's theater ▪ Brainstorming strategy ▪ Questioning 	
Learning Resources	<p>Paper Resources :</p> <ul style="list-style-type: none"> ▪ Student's Book ▪ Handouts. <p>Visual and Audio Resources :</p> <ul style="list-style-type: none"> ▪ Models- Realia- Flash cards- Pictures- Audio files <p>Electronic Resources:</p> <ul style="list-style-type: none"> ▪ Mobile applications ▪ Computers ▪ YouTube Videos ▪ Websites <p>Additional Resources</p> <ul style="list-style-type: none"> ▪ Common Classroom materials 	
Evaluation Techniques	<ul style="list-style-type: none"> ▪ Tests ▪ Homework ▪ Exercise 	<ul style="list-style-type: none"> ▪ Tasks ▪ Quizzes ▪ Assignments
<p>Applying Trainees' satisfaction Scale Related to the training, the trainer and the training Content</p>		

Third Training Day:

Session One: Listening and Speaking Difficulties for Grade Three

Topic	Listening and Speaking Difficulties for Grade Three
Learning Outcomes	<ul style="list-style-type: none">▪ Identify the 'oo', 'au', 'oi', 'aw', 'ow', 'ew', 'oy', vowel blends/teams.▪ Recognize compound words containing short and long vowels.▪ Pronounce sounds correctly.▪ Become aware of the sounds in their environment.▪ Identify words heard.▪ Recognize the new vocabulary in listening text.▪ Develop students' listening skills and learning of the new vocabulary in the environment.▪ Practice listening intently with purpose and carrying on collaborative conversations.▪ Recognize individual sounds in a word▪ Recognize the same sounds in different words.▪ Recognize a word, in a set of three that has an odd sound.▪ Listen to a sequence of separately spoken sounds and then combining the sounds to form a word.▪ Break a word into separate sounds and count how many sounds they hear.▪ Recognize the word that remains when a phoneme is removed.▪ Make a new word by adding a phoneme to an existing word.▪ Substitute one phoneme for another to make a new word.▪ Count (Numbers 30-50).▪ Tell the time.▪ Express actions happening now.▪ Pronounce the words in confidently and without fear.▪ Describe weather and observe weather conditions and seasons.▪ Pronounce some pairs of English consonant sounds (i.e. /tʃ/ and /f/ as in chair, and .share; /v/ and /f/ as in .van, and .fan; /p/ and /b/.▪ Pronounce some English consonant clusters (i.e. grandfather).▪ Understand the pronunciation of the native English speaker.▪ Express their ideas through speaking through having enough vocabulary.


	<ul style="list-style-type: none"> ▪ Talk about their school subjects. ▪ Talk about their preferences. ▪ 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.
Training Activities	<p style="text-align: center;">Listening Activities</p>
	<p style="text-align: center;">Listening Difficulties (Phonological Difficulties)</p>
	<p style="text-align: center;">Activity (1):Using Songs</p>
	<ul style="list-style-type: none"> ▪ Divide the class into two groups. Give them five minutes to write /aw/, /oo/, /oi/, /aw/, /ow/, /ew/, /oy/, and /au/ words on the loose paper sheet. ▪ Allow them to share their responses. ▪ Write their answers on the writing board. ▪ Allow one student to point out to the words on the writing board while the two groups exchange their sheets and add more words to each other`s group work for /aw/ and /au/ sound words.
	<p style="text-align: center;">Activity (1): Hot Potatoes Game</p> <ul style="list-style-type: none"> ▪ Divide the class into groups A and B with both teams sitting on 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. ▪ Write a word on the board, but the person on the chair will not see it. ▪ Each team will have one minute after signaling the beginning of the game. The other trainees are allowed to use verbs so that their seated teammate can guess the word written on the board. <p style="text-align: center;">Mobile free application Activities</p>
	<p style="text-align: center;">Speaking Activities</p>
	<p style="text-align: center;">Activity (1):Count (Numbers 30-50).</p> <ul style="list-style-type: none"> ▪ First write the numbers 30-50 on the board and have everyone shout out the numbers as you write them.

	<ul style="list-style-type: none"> ▪ Next, get 50 small soft balls, cubes or something similar (before class, tape numbers 30-50 onto the balls) and chorus the numbers on each ball. ▪ Then throw the balls around the room and ask individual students to bring you different numbers, say it loudly, and write it on the board. <p style="text-align: center;">Activity (2):Telling the Time.</p> <ul style="list-style-type: none"> ▪ Introduce a clock and review numbers 1 to 12. ▪ Start the lesson by bringing in a clock or alternatively make a craft clock using our clock shape craft sheet. ▪ Elicit and chorus the word "clock". Then point to number 1 and elicit the number. ▪ Point to each number 1-12 in order and elicit the numbers . ▪ Teach the time vocab hold up your clock and set a time (e.g. 4 O'clock). ▪ Move the hand "What time is it?" to another time and ask again .Go through the hours eliciting the times from the class until they have got the hang of the structures. <p style="text-align: center;">Activity (3):Expressing Actions happening Now</p> <ul style="list-style-type: none"> ▪ Play "What are you doing?" actions Start by modeling the activity. ▪ Get a volunteer to help you. Start running on the spot and have your volunteer say "What are you doing?" and reply "I am running!". ▪ Then start doing a cooking action and have the student ask again "What are you doing?". Reply "I am cooking!". ▪ Continue this for all of the verbs, in the order of the song, using the flashcards on the board <p style="text-align: center;">Activity (4):Game : 20 Questions</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> ▪ Stand in a circle. ▪ Let one trainee stand in the center, and he\ she has to think of favorite school subjects or hobbies. ▪ The other trainees in the group have to identify it by asking a set of 20 questions. They can respond by saying only yes or no. ▪ In case the group fails to guess, the person in the center is declared the winner. <p>Mobile Applications Activities</p>
<p>Training Strategies</p>	<ul style="list-style-type: none"> ▪ Game Based Learning ▪ Multisensory Approach : (Audio-visual multimedia) ▪ Mobile Based Learning- Mobile Applications (Mobile Apps) ▪ E- Learning Strategy ▪ Role Play Activities ▪ Collaborative Strategy

	<ul style="list-style-type: none"> ▪ Reader's theater ▪ Brainstorming strategy: <p>Questioning</p>
Learning Resources	<p>Paper Resources :</p> <ul style="list-style-type: none"> ▪ Student's Book ▪ Handouts. <p>Visual and Audio Resources :</p> <ul style="list-style-type: none"> ▪ Models- Realia- Flash cards- Pictures- Audio files <p>Electronic Resources:</p> <ul style="list-style-type: none"> ▪ Mobile applications ▪ Computers ▪ YouTube Videos ▪ Websites <p>Additional Resources</p> <ul style="list-style-type: none"> ▪ Common Classroom materials
Evaluation Techniques	<ul style="list-style-type: none"> ▪ Tasks ▪ Quizzes ▪ Assignments ▪ Tests ▪ Homework ▪ Exercise
Break Time (30 Minutes)	

Session Two: Reading and Writing Difficulties for Grade Three

Topic	Reading and writing Difficulties for Grade three
Learning Outcomes	<ul style="list-style-type: none"> ▪ Interpret reading materials. ▪ Comprehend text to answer questions. ▪ Explain information and identify the main topic and the central idea. ▪ Integrate reading with writing to deepen students' comprehension through locating specific details in the text. ▪ Propose logical solutions to problems. ▪ Think creatively and critically to overcome the hard part in problem –solving task. ▪ Know many sight words. ▪ Use the sight words in sentences of their own words. ▪ Read these sight words through a text. ▪ Recognize vocabulary and new words well. ▪ Learn vocabulary word out of the context clues. ▪ Practice using uncommon words they have learned before. ▪ Communicate with others using unfamiliar words. ▪ Answer comprehension questions out of the text using vocabulary. ▪ Develop their vocabulary acquisition to integrate what they read with what they write. ▪ Integrate reading with listening, speaking and writing skills. ▪ Use unfamiliar words they have understood in their productive expression and sentences. ▪ Collaborate and help each other without losing confidence. ▪ Read aloud . ▪ Read fluently with accuracy and expression to ease comprehension. ▪ Collaborate and communicate to achieve reading goals. ▪ Read different types of reading texts to obtain information and show enjoyment. ▪ Develop fluency reading skills for text related to their daily life activities or amusing stories. ▪ Express the other feeling, when taking roles in a play of other characters. ▪ Read independently to acquire knowledge. ▪ Predict and brainstorm through illustration related to the contents and through title. ▪ Use cooperation and collaboration strategy to improve "Reading to Learn " and not "Learning to Read" only. ▪ Understand texts and use critical thinking to conclude.

	<ul style="list-style-type: none"> ▪ Make connection between what they read and prior knowledge. ▪ Connect the use of illustration to improve reading and related writing skills. ▪ Integrate speaking, listening, and writing skill with the reading skills. ▪ Apply the use of grammatical rules. ▪ Use the prepositions of place (on the left , next to , on the right, etc.) correctly. ▪ Use the possessive adjectives (my- your- his – her) correctly. ▪ Use parts of speech and their functions (adjectives, adverbs, articles) correctly. ▪ Transfer grammatical knowledge into communicative language use. ▪ Write simple sentences correctly. ▪ Categorize words which contain soft and hard "C" ▪ Add suffix "ly" to appropriate words in a text. ▪ Differentiate between adjectives and adverbs. ▪ Put events in their correct sequence in a story. <ul style="list-style-type: none"> ▪ Fill in the missing details or ending. ▪ Divide words into syllables and spell them correctly. ▪ Integrate pronunciation of syllable words with writing (spelling). ▪ Apply correct punctuation marks and capitalization. ▪ Identify interactive writing of sentences by using different ending marks(period , comma, question mark, exclamation mark). ▪ Recognize different types of sentences (affirmative , interrogative, imperative, exclamatory) ▪ Apply paragraph indentation and leave spaces between sentence words. ▪ Integrate writing with punctuation into writing with expression. ▪ Develop students writing skills through mechanics usage and spelling correction. ▪ Cooperate and collaborate to learn and fill gaps without losing confidence.
Training Activities	<p style="text-align: center;">Reading Activities</p> <p style="text-align: center;">Activity (1): Build a Pyramid</p> 

- Read the story in the textbook for your students and let them read aloud.
- Prepare 5 cups that are coded with symbols to represent different story elements as shown in the picture.
- Divide the students into five groups according to the number of cups
- After reading, each group will share each story element while building their cup pyramid from the bottom- up.
- To integrate writing and check their understanding, students can then write the story elements on the matching graphic organizer, as shown in the picture.

Activity (2): Crossword Puzzles

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

Activity (3): Sight Word Spot it

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

Activity (4): Recognizing Vocabulary and New Words in a Story

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



Activity (5): Identifying Uncommon Words

- Divide the board into three columns and distribute the alphabet letters in them.

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



Activity (6): Graffiti Wall

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

Activity (7): Sight Word Stepping Stones

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

Activity (8): Rolling Words Activity

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

Activity (9) : Readers Theatre

- Choose a text for students to read.
- Make copies for the group, two for each member .
- Discuss the purpose and procedures for Reader's Theater with the class/group.
- Assign students parts by having them volunteer.
- Practice needs to be done aloud and also silently .
- Model fluency by reading aloud the text.
- Ask the students to start to practice reading scripts, reading all the parts independently. They take these scripts home for further practice.
- Then divide the students into groups and provide each group with specific script. Students read the script, taking different parts with each reading.
- Circulate among the groups, coaching and providing feedback.
- Encourage the students to pay attention to their performance when reading.
- Choose a suitable short story suitable for your students.

Activity (10): Paired or "Buddy" Reading



- Ask one student to read for a while, and then another one reads for a while. He \ she no longer feels that he or she has to do it all on her own. With this method, the student feels your support, and learns from your fluent reading.
- Take turns reading aloud the text.
- Ask student to re-read the same page you just read.

Writing Activities

Activity (1)

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

Activity (2):Look Around



- Have pairs of students take turns saying where items in the classroom are without saying the object itself.
- The second student guesses which item his partner is describing.

Activity (3):Questionable Questions

- To practice prepositions of location in question form, pairs of students work together in an activity similar to the activity one.
- The first student asks a question about a classroom item using a preposition of location that does not describe the object's correct location .

Activity (4): Game: The Classroom Ghost: Prepositions of Place

- Inform students that you have some bad news; there seems to be a mischievous classroom ghost.
- Put students into pairs to make a note of what the "ghost" has moved around and ask them to use "prepositions of place" to make sentences.
- You could even assign a secret ghost (one student) to make a few more changes to the classroom objects for the following day, and then review again with your students the next day to check what they remember.

Activity (5): Possessive Adjective Practice Games: My Name Your Name His Name Drawing Game

- Ask students to draw themselves, their partner, other people in the class such as the teacher, famous people, fictional characters, cartoon characters etc., and their partner tries to say that person's name in a correct sentence
- The game is most amusing if they only have names to choose from when they try to draw, but you might want to have pictures ready that they can at least glance at to help if they are otherwise likely to be slow getting started with their drawings.

Activity (6):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 (7):Colorful Copy Work Grammar

- Work in groups or in pairs.
- Give each group a card containing some sentences.
- Let the students circle the noun, underline the adjective.
- Tell them that the fastest groups are the winners.
- Go through the students and take a look at their activities.

	<ul style="list-style-type: none"> ▪ Help those who need a hand but don't give the answers. ▪ Let the winning students read their answers aloud. <p style="text-align: center;">Activity (8): Soft 'c ' and Hard ' c ' ' Sorting and Writing</p> <ul style="list-style-type: none"> ▪ Prepare picture sorting pages for hard and soft c ▪ Divide the class into 2 teams, one team will sort the pictures and the other will write the words related to the words " c " sound column ▪ Ask the first team to cut the picture out, sort the words pictures out glue them down on a page with two "c" sound columns. ▪ The other student will take the word and write it on the board in the column related to it. ▪ Ask your student to tell what they notice about words that have a hard "c" or soft "c" to emphasize the rule. ▪ Sorting worksheet will help a lot in this issue. <p style="text-align: center;">Activity (9):Suffix "ly" Gallery Walk</p> <ul style="list-style-type: none"> ▪ Make a big poster with "ly" suffix for them . ▪ Give students about 6 minutes to walk around and add words that have this suffix. ▪ This is a snapshot on what your students already knew about suffix and how they worked (a lot of made up words) ▪ Explain the form and uses of this suffix, and review the words written on the poster as a class, discussing correct and incorrect answers. ▪ Check for the spelling of some special suffixes and discuss the rules with them. ▪ You may ask students to fill in the blanks in sentences containing this suffix to check their understanding. <p style="text-align: center;">Activity (10):Pizza Party</p> <div data-bbox="1234 810 1514 933" data-label="Image"> </div> <ul style="list-style-type: none"> ▪ Capture your student attention and reinforce the concept of sequencing by making your own pizza party. ▪ After cleaning their work surface, give each student a portion of pizza dough and single service of sauce, cheese and other toppings that you line up on the counter. ▪ Ask students to create their own pizza recipe, but they need to write down each step of their pizza making process. As the pizza is baked, discuss the order in which they add their topping. ▪ Ask what will happen if they add sauce before the rolling out the dough, put cheese before the sauce, or bake the dough before adding topping. ▪ Collect their sentences in “a steps in process” writing.
	<ul style="list-style-type: none"> ▪ Game Based Learning ▪ Multisensory Approach : (Audio-visual multimedia)

Training Strategies	<ul style="list-style-type: none"> ▪ Mobile Based Learning- Mobile Applications (Mobile Apps) ▪ E- Learning Strategy ▪ Role Play Activities ▪ Collaborative Strategy ▪ Reader's theater ▪ Brainstorming strategy <p>Questioning</p>	
Learning Resources	<p>Paper Resources :</p> <ul style="list-style-type: none"> ▪ Student's Book ▪ Handouts. <p>Visual and Audio Resources :</p> <ul style="list-style-type: none"> ▪ Models- Realia- Flash cards- Pictures- Audio files <p>Electronic Resources:</p> <ul style="list-style-type: none"> ▪ Mobile applications ▪ Computers ▪ YouTube Videos ▪ Websites <p>Additional Resources</p> <p>Common Classroom materials</p>	
Evaluation Techniques	<ul style="list-style-type: none"> ▪ Tests ▪ Homework ▪ Exercise 	<ul style="list-style-type: none"> ▪ Tasks ▪ Quizzes ▪ Assignments
Applying Trainees' satisfaction Scale Related to the training, the trainer and the training Content		
Project		



Preface & Orientation

Aim of this part

- Introducing information about the project and the English Guides for grades (1-3).

Learning Outcomes

By the end of this session, trainees will be able to:

- Explain the philosophy of building compensatory programs project for the learning difficulties in different school subjects for Syrian refugees.
- List the importance of the project to learners in emergency situations.
- Identify the topics of the guides (1-3)
- Use the guide correctly to diagnose the English language learning difficulties.
- Identify the English language learning difficulties in listening
- Identify the English language learning difficulties in speaking .
- Identify the English language learning difficulties in reading.
- Identify the English language learning difficulties in writing

Topics

- Introduction to the project
- The Content of the Guides
- How to use the Guides
- Listening Difficulties.
- Speaking Difficulties.
- Reading Difficulties.
- Writing Difficulties.

Training Strategies

- Discussion
- Brainstorming
- Cooperative Learning
- Peer Learning
- E-Learning Strategy

Learning Resources

- Paper Resources :(English Guides (1-3)
- Data Show
- Tablets
- Computers
- Handouts
- Worksheets

Evaluation Techniques

- Oral and written Questions

Time:

- 30 minutes

Warm-Up Activity

Introducing Ourselves



- Introduce yourself to your trainees.
- Ask them to introduce themselves.
- **Time: 5 minutes**

Ice-Breaking Questions Activity

- Prepare trainees for the session.
- Ask them some questions that help them to be more interested and motivated such as:
 - ❖ What about your day?
 - ❖ What is the last book you read?
 - ❖ Are you happy to join this training session?
 - ❖ Do you prefer working in groups, teams or individually ?

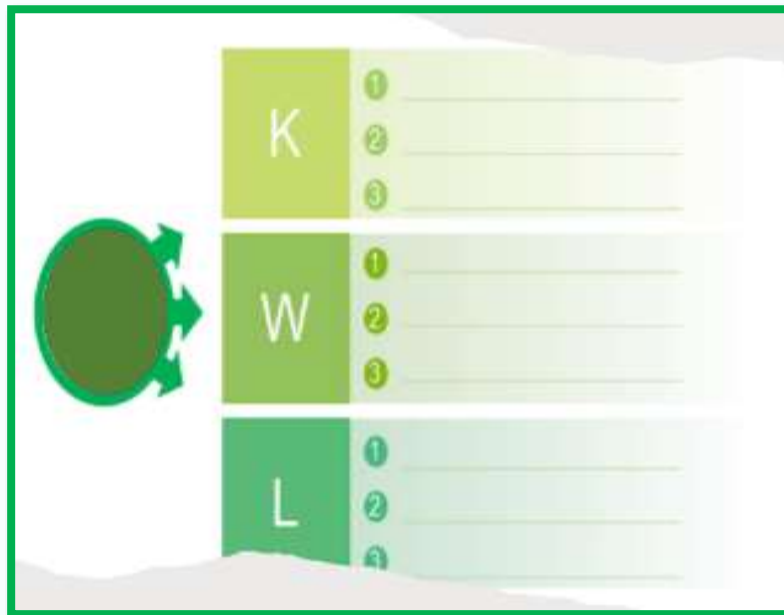
Time: 5 minutes

Introduction to the project

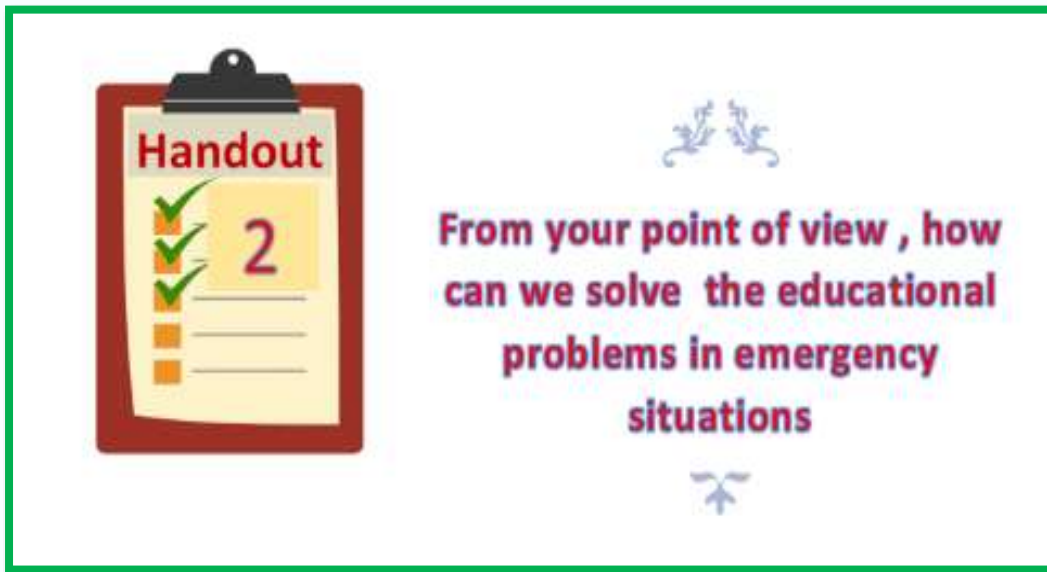
- Greet the trainees and welcome them.
- Ask the trainees about their expectations of the session by completing handout (1).
- **Time: 15 minutes**



- Distribute the (KWL) Chart to your trainees and ask them to fill it in at the beginning of the course.
- Then at the end of the session, ask them to modify it to check whether they got the point or not.



- Present a set of images that express the difficult educational conditions for learners in emergency situations.
- You can find all the information about the project in the following link:
https://docs.google.com/presentation/d/1krlH5lfcYbkgyL9hGY_P2lq56hgk5VMd/edit?usp=sharing&ouid=116393309928223243218&rtpof=true&sd=true
- Present a set of videos that express the difficult educational conditions for learners in emergency situations
- Discuss photos and videos with the trainees.
- Conduct brainstorming on how to solve educational problems in emergency situations by asking trainees to complete handout (2).



- Present the starting point of the project idea, the historical development and its stages .
- Discuss with the trainees the philosophy on which the project is based.

Learning Resources



- The Project aimed to build compensatory programs to treat learning difficulties for Syrian refugees in Lebanon, Jordan, and Turkey (Northern Syria). To achieve this goal, common difficulties among students were identified through surveying a group of regional and international studies in English.
- Learning difficulties were also identified in the field through applying both a set of questionnaires on learning difficulties to teachers, and diagnostic tests for learning difficulties to learners. The results revealed a high percentage of difficulties with a negative impact on the learners' results. In light of this, a set of documents was prepared for the programs that define in detail the difficulties for each subject and set a detailed plan to address them by defining activities, sources, diagnostic and treatment strategies, and evaluation methods.
- The problem of learning difficulties is exacerbated with the significant increase in the number of refugees and displaced persons around the world because of conflict increasing and the exacerbation of crises and their repercussions. It also becomes a threat to the safety of the all-educational process. This problem represents one of the most important reasons for the increase of the educational loss, because it is considered the main reason for the high failure rates among students, and it represents one of the reasons for educational dropout from school. Thus, it causes a learning disability, and slows down the process of developing academic skills and abilities.

Idea of the Project

The current Project seeks to build compensatory programs to treat learning difficulties for Syrian refugees (Lebanon - Jordan - Turkey "Northern Syria") to reduce educational loss and address the phenomenon of dropout. In light of this, the project aims to achieve the following objectives:

- Monitoring learning difficulties associated with English language .
- Building compensatory programs and educational materials based on the learning difficulties that students face as a result of the difficulty of the study material for each major.
- Bridging the gap of poor achievement among students to reduce educational loss and address the phenomenon of school dropout.
- Satisfying the diverse needs of learners in emergency situations psychologically and socially.
- Upgrading the educational level of students.
- Providing the teachers with the necessary skills to address the problems resulting from the difficulty of the study material among the learners.
- Providing learners with self-knowledge and skills to continue their studies.
- Building units to address the difficulties of study materials and psychological and social support.
- Building an electronic platform to enhance communication between schools, teachers and experts, and provide all forms of academic, educational and psychological support.

Stages of the Project

- The project includes the six stages :



Continuous Assessment

Discussion (Oral and Written)

- Divide trainees into groups and ask them to write short notes on what they understood.
- Then discuss what they write with each other orally.
- Monitor the groups and provide any support or help to them.
- Feel free to share in the discussion with your trainees (set a rapport with them).
- Encourage all groups to participate.
- Praise their efforts and participations.
- **Time : 5 minutes**

Task

Ask trainees to answer the following questions:

- What is the idea of the project?
- Do you think this project is important? Why or Why not?
- How many stages are there in the project?
- Which stage is the most important?

The Content of the Guides

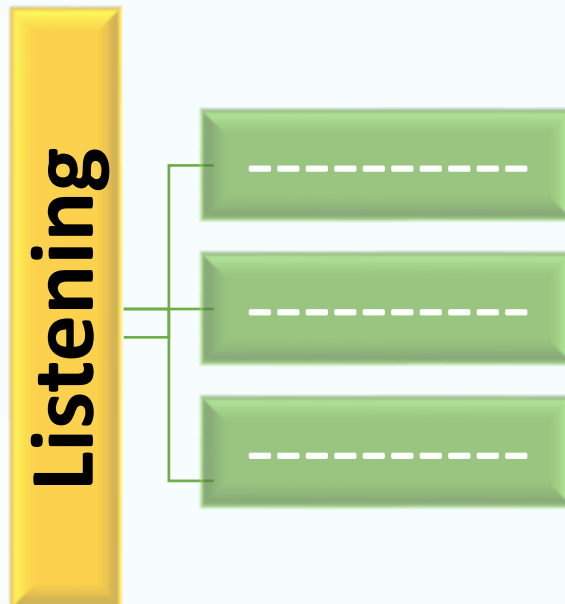
- Present the pictures of the guides to trainees as follows:



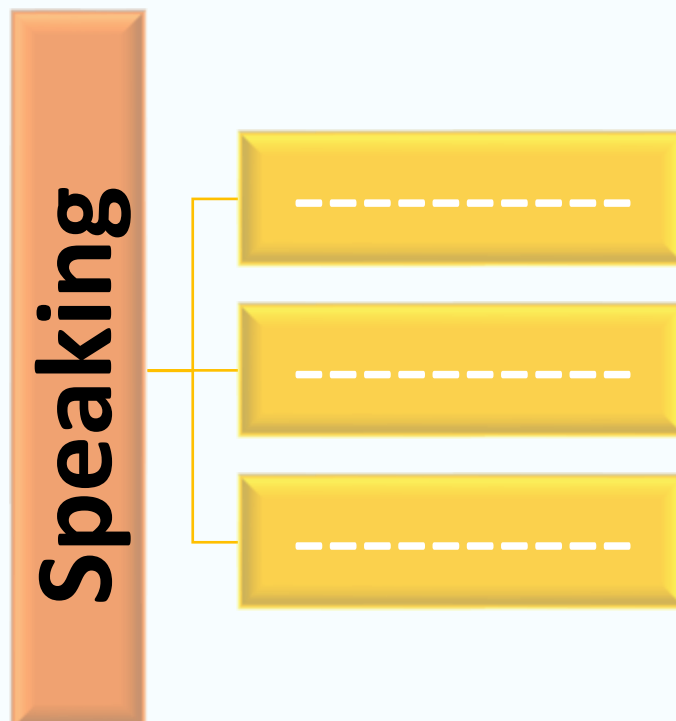
- Ask them to guess what these guides include.
- Present the contents of the guides for grades (1-3) through using data show or forming WhatsApp group and send samples from the contents of the guides to trainees.
- Identify the basic dimensions for each topic and its difficulties.
- English language in these guides includes four dimension (these dimensions reflect the four language skills : listening , speaking , reading and writing).
- Divide trainees into groups and ask them to present the difficulties their pupils face in each dimension.
- **Time : 5 minutes**

In groups write three or more difficulties related to the following :

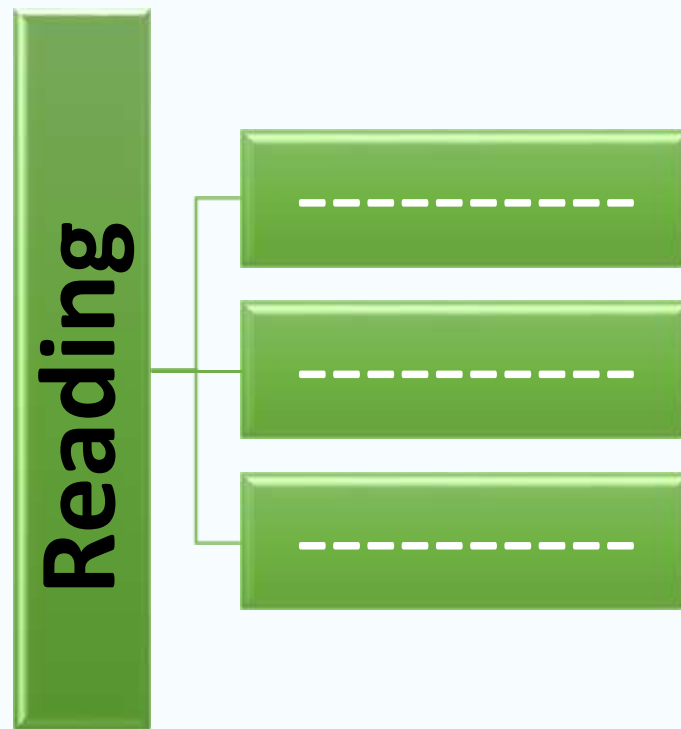
Group (1)



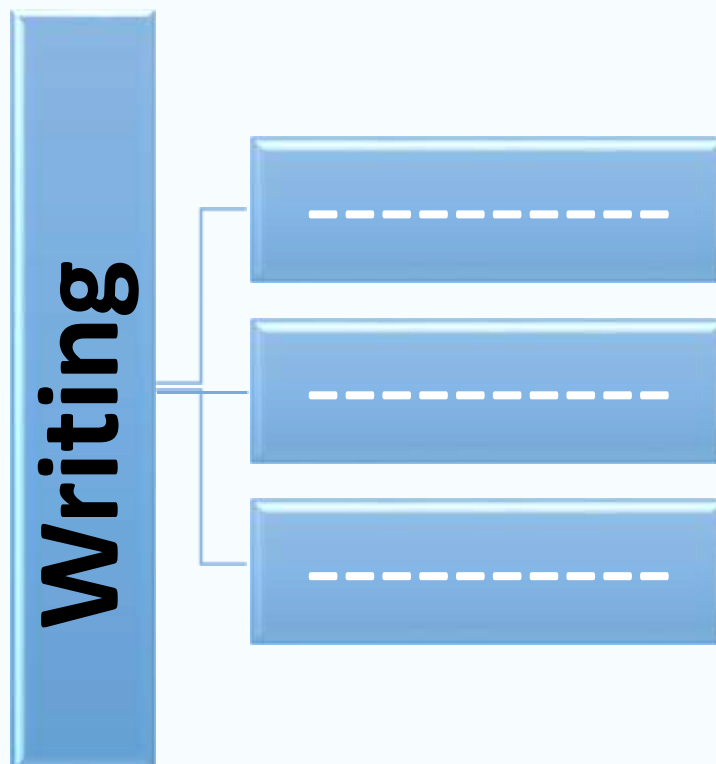
Group (2)



Group (3)



Group (4)



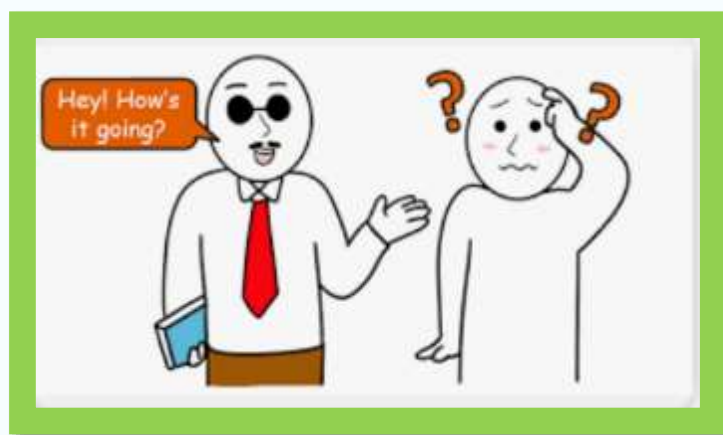
How to use the Guides

- Present the guides for grades (1-3) to the trainees through data show .
- Explain the procedures for using the guides.
- Ask them about the they get after presenting the guides.

Activity (1) : Listening Difficulties

- After break, greet the trainees and welcome them.
- Ask the trainees about their expectations of the session.
- Present the following picture and ask trainees to describe it and try to clarify what this picture reflects.

Brainstorming Activity



Tell trainees that this picture reflects listening difficulties and ask them the following questions :-

Quiz

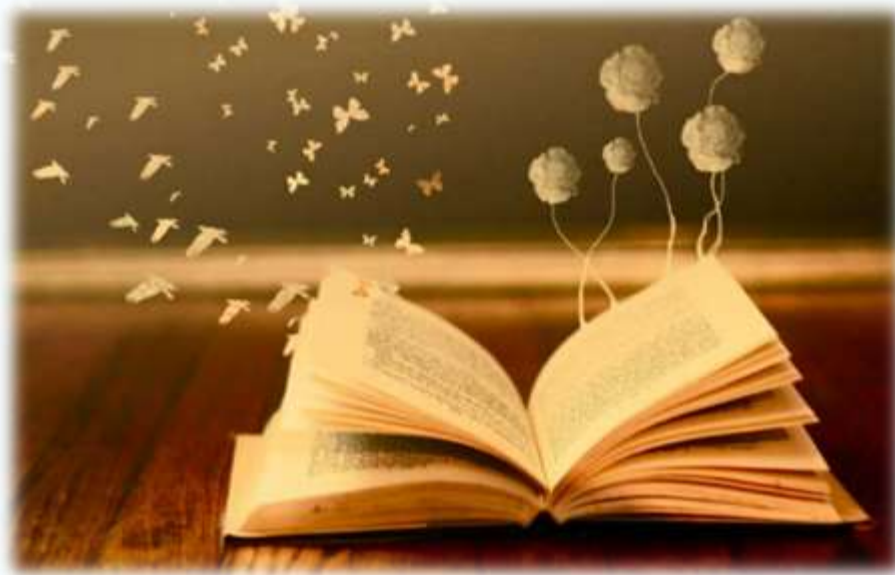
Do you have these annoying problems among your students?

- They can't understand native speakers.
- They find it difficult to improve their listening.

They don't have time to improve their listening skills.

- Present the scope and sequence matrix related to listening for grades (1-3)
- Discuss the matrix with the trainees.

Learning Resources



Scope and Sequence Matrix for English Language Course : Grade One

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties : Sound Discrimination	Refugee students have difficulties in identifying whether words or sounds are the same or different.	Visual -Audios material Game technique E-learning strategy.	Videos supplementary materials *Models . *Visual aids Realia YouTube Computer	*Songs , *games, *Role-Playing Activities -Games - videos -Listening to Audios	Tasks Quizzes Tests Homework Assignment -Exercise
		Refugee students have difficulties in identifying which word is different.				
		Refugee students have difficulties in identifying the difference between single phonemes.				
		Refugee students have difficulties in matching sounds heard to actual objects.				
	Vocabulary	Refugee students have difficulties in identifying words heard.	Visual -Audios material- Game techniques			
		Refugee students have difficulties in learning new vocabulary in listening text.				
	Function	Refugee students have difficulties in understanding and responding appropriately to direct requests in listening text.	Role play			

Scope and Sequence Matrix for English Language Course : Grade Two

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties	❖ Refugee students have difficulties in recognizing soft 'g' and soft 'c' by circling these sounds in new words.	Visual -Audios material Game technique E-learning strategy. Multisensory Approach (Audio-visual – Multimedia) Game Based Learning Mobile Based Learning Mobile Applications (Mobile Apps)	Videos supplementary materials *Models . *Visual aids Realia YouTube Computer	*Songs , *games, *Role-Playing Activities -Games - videos -Listening to Audios	Tasks Quizzes Tests Homework Assignment -Exercise
		❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in listening to learn correct pronunciation.				
	Vocabulary	❖ Refugee students have difficulties in learning new vocabulary in listening text.				
		❖ They have difficulties in guessing new word and vocabulary.				
		❖ Refugee students have difficulties in identifying words heard.				
	Sound Discriminating	❖ Refugee students have difficulties in discriminating sounds of English words in listening.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in recognizing letter-sound relation.				
		❖ Refugee students have difficulties in orally blending on set-rimes.				
		❖ Refugee students have difficulties in orally blending syllables.				
		❖ Refugee students have difficulties in identifying initial sound.				
		❖ Refugee students have difficulties in identifying final sound isolation.				
		❖ Refugee students have difficulties in talking about possessions.				

Scope and Sequence Matrix for English Language Course : Grade Three

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties	❖ Refugee students have difficulties in identifying the 'oo', 'au', 'oi', 'aw', 'ow', 'ew', 'oy', vowel blends/teams.	Visual -Audios material Game technique E-learning strategy. Multisensory Approach (Audio-visual – Multimedia) Game Based Learning Mobile Based Learning Mobile Applications (Mobile Apps)	Videos supplementary materials *Models . *Visual aids Realia YouTube Computer	*Songs , *games, *Role-Playing Activities -Games - videos -Listening to Audios	Tasks Quizzes Tests Homework Assignment -Exercise
		❖ Refugee students have difficulties in recognizing compound words containing short and long vowels.				
		❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in inferring the speakers tone.				
		❖ Refugee students have difficulties in listening to learn correct pronunciation.				
	Vocabulary	❖ Refugee students have difficulties in learning new vocabulary in listening text.				
		❖ Refugee students have difficulties in guessing new word and vocabulary.				
		❖ Refugee students have difficulties in identifying words heard.				
	Sound Discrimination	❖ Refugee students have difficulties in discriminating sounds of English words in listening.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		<ul style="list-style-type: none"> ❖ Refugee students have difficulties in recognizing individual sounds in a word (Phonemic Isolation) ❖ Refugee students have difficulties in recognizing the same sounds in different words (Phonemic Identity). ❖ Refugee students have difficulties in recognizing a word, in a set of three ,that has an odd sound (Phoneme Categorization) ❖ Refugee students have difficulties in listening to a sequence of separately spoken sounds and then combining the sounds to form a word (Phonemic Blending) 				

- Present some videos or pictures related to listening difficulties.

Video



<https://www.youtube.com/watch?v=7sRor1zfxz4>



- Ask trainees to express their opinions related to the pictures or videos they watch.

Activity (2) : Speaking Difficulties

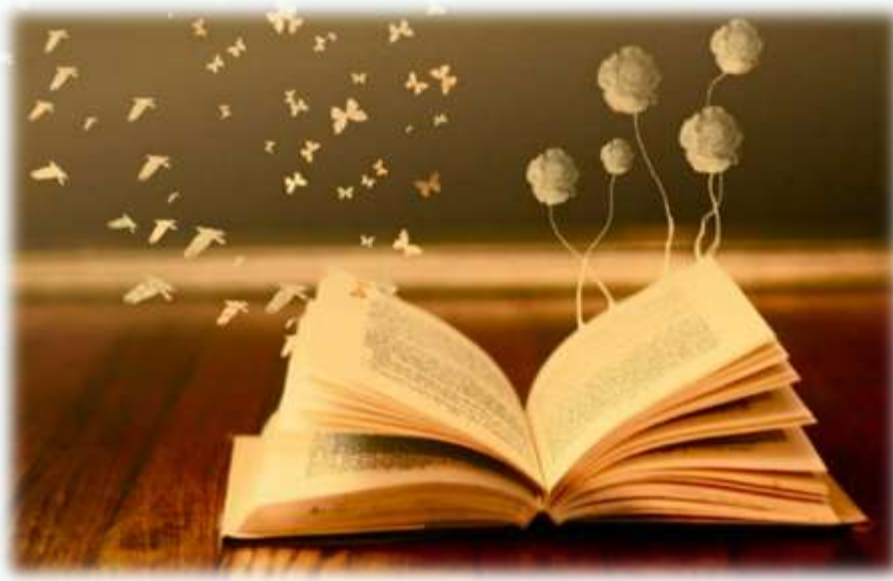
- Present the following picture and ask trainees to describe it and try to clarify what this picture reflects.

Brainstorming Activity



- Present the scope and sequence matrix related to speaking for grades (1-3)
- Discuss the matrix with the trainees .

Learning Resources



Scope and Sequence Matrix for English Language Course : Grade One

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Speaking Difficulties	Pronunciation Difficulties	Refugee students have difficulties in pronouncing some pairs of English consonant sounds (i.e. /ʃ/ and /j/ as in .chair. and .share;. /v/ and /f/ as in .van. and .fan;. /p/ and /b/ as in .pat. and .bat.).	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps Game technique E-learning Strategy	Nursery Rhymes Pictures Videos and realia *Visual aids Realia -CDs -Online resources -Books -YouTube	Songs games, *Role-Playing Activities Describe picture Dialogs -Watching videos -Audios -Dialogs	Tasks Quizes Assignments Tests Self-evaluation -Homework -Exercise
		Refugee students do not know how to pronounce a certain consonant or vowel well.	-E-learning strategy. Visual -Audios material			
		Refugee students have difficulties in counting numbers 1-5)	Game technique Role play			
	Communication & Interaction Difficulties	Refugee students have difficulties in giving instructions.	Brainstorming strategy E-learning Strategy			
		Refugee students have difficulties in introducing themselves				
		Refugee students have difficulties in describing daily activities.				
	Rhyming Skills	Refugee students have difficulties in identifying rhyming words	E-learning Strategy Mobile learning applications			

Scope and Sequence Matrix for English Language Course : Grade Two

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Speaking Difficulties	Pronunciation Difficulties	❖ Refugee students have difficulties in counting numbers from 1 to 12.	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps Game technique E-learning Strategy	Nursery Rhymes Pictures Videos and realia *Visual aids Realia -CDs -Online resources -Books -YouTube	Songs games, *Role-Playing Activities Describe picture Dialogs -Watching videos -Audios -Dialogs	Tasks Quizes Assignments Tests Self-evaluation -Homework -Exercise
		❖ Refugee students have difficulties in pronouncing correctly.				
		❖ Refugee students have difficulties in orally blending on set-rimes.				
		❖ Refugee students have difficulties in orally blending syllables.				
		❖ Refugee students have difficulties in identifying initial sound.				
		❖ Refugee students have difficulties in identifying final sound isolation.				
		❖ Refugee students have difficulties in talking about possessions.				
	Function , Communication	❖ Refugee students have difficulties in greeting and responding orally.	Game technique E-learning strategy. Mobile Based Learning			

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	& Interaction Difficulties	❖ Refugees students have difficulties in describing pictures or actions.	Mobile Applications (Mobile Apps) Cooperative learning strategy Pupils works in groups Questioning Role Play			
		❖ Refugees students have difficulties in introducing themselves and communicating with other.				
	Rhyming Skills	❖ Refugee students have difficulties in producing rhyming words.	Mobile learning applications Game technique E-learning Strategy Role Play Activities Questioning			

Scope and Sequence Matrix for English Language Course : Grade Three

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

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		some English consonant clusters.				
		❖ Refugee students have difficulties in pronouncing a certain word correctly.				
		❖ Refugee students have difficulties in understanding the pronunciation of the native English speaker.				
	Communication & Interaction Difficulties	❖ Refugee students have difficulties in communicating in English clearly .	Game technique E-learning strategy. Mobile Based Learning Mobile Applications (Mobile Apps) Cooperative learning strategy Students works in groups Questioning Role Play Activities Puppets based learning			
		❖ Refugee students have difficulties in expressing their ideas through speaking.				
		❖ Refugee students have difficulties in talking about school subjects.				
		❖ Refugee students have difficulties in talking about their preferences.				
	Rhyming Skills	❖ Refugee students have difficulties in producing rhyming words.				

- Present some videos or pictures related to speaking difficulties.



- Ask trainees to express their opinions related to the pictures or videos they watch.

Activity (3) : Reading Difficulties

- Present the following picture and ask trainees to describe it and try to clarify what this picture reflects.

Brainstorming Activity



- Present the scope and sequence matrix related to reading for grades (1-3)
- Discuss the matrix with the trainees .

Learning Resources



Scope and Sequence Matrix for English Language Course : Grade One

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Reading Difficulties	Vocabulary Aspect	Refugee students have difficulties in knowing many sight words (e.g.it-the).	Brainstorming strategy Collaboration Readers Theatre Game technique	Flashcards Pictures Reading Texts *Visual aids Realia	*Role-Playing Activities Scaffolding *Story-Telling	Tasks Quizes Assignments Tests
		Refugee students have difficulties in crossing out words that do not belong to the given lexical category.				
		Refugee students have difficulties in reading the word and comprehend it.				
	Reading Fluency	Refugee students have difficulties in reading words individually				
		Refugee students have difficulties in reading word by word robot (Robot Model Reading)				
		Refugee students have difficulties in reading loudly				

Scope and Sequence Matrix for English Language Course : Grade Two

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Reading Difficulties	Interpretation skills	❖ Refugee students have difficulties in asking and answering questions in reading material(interpretation skills).	Game Technique (Pingo, Scavenger hunt) E-learning Strategy (Audio- Visual) Brainstorming Strategy Graphic Organizer Paired Reading Method Mobile Based Learning (Mobile apps) such as “Prodigy game “or Learn English Vocabulary – Kids”	Flashcards Pictures Reading Texts *Visual aids Realia	*Role-Playing Activities Scaffolding *Story-Telling	Tasks Quizes Assignments Tests
		❖ Refugee students have difficulties in replacing proper nouns in text with their pronouns referent.				
	Vocabulary Aspect	❖ Refugee students have difficulties in knowing many sight words (e.g. it, they).				
		❖ Refugee students have difficulties in recognizing word or vocabulary.				
		❖ Refugee students have difficulties in remembering uncommon words .				
		❖ Refugees students have difficulties in explaining connection between what they read and prior knowledge.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Reading Fluency	<ul style="list-style-type: none"> ❖ Refugee students have difficulties in reading aloud. ❖ Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment. ❖ Refugee students have difficulties in reading independently to acquire information. ❖ Refugee students have difficulties in explaining connection between what they read and prior knowledge. 	<p>Game technique: Such as (Jigsaw/Scavenger hunt)</p> <p>E-Learning</p> <p>Collaborative strategy</p> <p>Brain storming</p> <p>Reading theater</p> <p>Choral and repeated reading</p>			

Scope and Sequence Matrix for English Language Course : Grade Three

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Reading Difficulties	Interpretation skills	❖ Refugee students have difficulties in asking and answering questions in reading material .	Game Technique (Pingo, Scavenger hunt) E-learning Strategy (Audio-Visual) Brainstorming Strategy Graphic Organizer Paired Reading Method Mobile Based Learning (Mobile apps) such as “Prodigy game “or Learn English Vocabulary – Kids”	Flashcards Pictures Reading Texts *Visual aids Realia	*Role-Playing Activities Scaffolding *Story-Telling	Tasks Quizes Assignments Tests
		❖ Refugee students have difficulties in proposing logical solution to problems.				
	Vocabulary Aspect	❖ Refugee students have difficulties in knowing many sight words (e.g they, it .)				
		❖ Refugee students have difficulties in recognizing words or vocabulary.				
		❖ Refugee students have difficulties in remembering uncommon words .				
		❖ Refugee students have difficulties in using the unfamiliar words.				
	Reading Fluency	❖ Refugee students have difficulties in reading aloud.				
		❖ Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment.				
		❖ Refugee students have difficulties in reading independently to acquire information.				
		❖ Refugee students have difficulties in explaining connection between what they read and prior knowledge.				

- Present some videos or pictures related to reading difficulties.



- Ask trainees to express their opinions related to the pictures or videos they watch.

Activity (4) : Writing Difficulties

- Present the following picture and ask trainees to describe it and try to clarify what this picture reflects.

Brainstorming Activity



- Present the scope and sequence matrix related to writing for grades (1-3)
- Discuss the matrix with the trainees .

Learning Resources



Scope and Sequence Matrix for English Language Course : Grade One

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Writing Difficulties	Mechanics	Refugee students have difficulties in writing a list of dictated words.	Brainstorming strategy Collaboration Game technique	Pictures *Graphic organizers. *Models . *Visual aids Realia	*Role-Playing Activities *Scaffolding *Describe picture	Tasks Quizes Assignments Tests -Homework Assignment -Exercise
		Refugee students have difficulties in spelling words.				
	Vocabulary	Refugee students have difficulties in classifying a set of dictated words into sematic groups.				
		Refugee students have difficulties in matching familiar dictated words to written synonyms.				

Scope and Sequence Matrix for English Language Course : Grade Two

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Writing Difficulties	Grammar	❖ Refugee students have difficulties in expressing grammatically correct sentences.	E- learning Strategies Online games Questioning Group work Role plays	Pictures *Graphic organizers. *Models . *Visual aids Realia Songs	*Role-Playing Activities Describe picture	Tasks Quizes Assignments Tests -Homework Assignment -Exercise
		❖ Refugee students have difficulties in writing a simple sentence.				
		❖ Refugee students have difficulties in applying the use of grammatical rules.				
		❖ Refugee students have difficulties in using tenses and parts of speech (nouns, article..etc)				
	Spelling & Mechanics	❖ Refugee students have difficulties in writing a short list of dictated sentences.	E-Learning strategy Mobile Applications Game technique Paired Writing Method			
		❖ Refugee students have difficulties in spelling words.				
		❖ Refugee students have difficulties in applying correct punctuation.				
		❖ Refugees students have difficulties in applying capitalization.				
	Vocabulary	❖ Refugee students have difficulties in remembering uncommon words				

Scope and Sequence Matrix for English Language Course : Grade Three

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Writing Difficulties	Grammar	❖ Refugee students have difficulties in writing the sentences in correct grammar.	E- learning Strategies Online games Questioning Group work Role plays Puppets based learning	Pictures *Graphic organizers. *Models . *Visual aids Realia Songs	*Role-Playing Activities *Scaffolding Describe picture	Tasks Quizes Assignments Tests -Homework Assignment -Exercises
		❖ Refugee students have difficulties in writing a simple sentence.				
		❖ Refugee students have difficulties in applying the use of grammatical rules.				
		❖ Refugee students have difficulties in using tenses and parts of speech (nouns, article..etc)				
	Spelling & Mechanics	❖ Refugee students have difficulties in categorizing words which contain soft and hard "C".	E-Learning strategy Mobile Applications Game technique Cooperative Learning			
		❖ Refugee students have difficulties in putting events in the correct sequence in a story.				
		❖ Refugee students have difficulties in spelling words.				

		❖ Refugee students have difficulties in spelling words related to syllable division.				
		❖ Refugee students have difficulties in adding suffix "ly" to appropriate words in a text.				
		❖ Refugee students have difficulties in applying correct punctuation marks and capitalization.				
		❖ Refugee students have difficulties in applying paragraph indentation and leaving spaces between words.				
	Vocabulary	❖ Refugee students have difficulties in remembering uncommon words .				
		❖ Refugee students have difficulties in using words for describing pictures.				

- Present some videos or pictures related to writing difficulties.



- Ask trainees to express their opinions related to the pictures or videos they watch.
- After finishing the session , ask trainees if they have any questions .



Assessment

- Ask the trainees to complete and modify the (KWL) Chart they got at the beginning of the session .



K	1	
	2	
	3	
W	1	
	2	
	3	
L	1	
	2	
	3	

- Divide trainees into groups and ask each group to present the points they got form this session.

The diagram consists of two side-by-side rectangular boxes. The left box has a green border and a green checkmark icon at the top center. Below the icon, the text "Do's" is written in black. The right box has a red border and a red 'X' icon at the top center. Below the icon, the text "Don'ts" is written in black.

Break : 30 minutes



The First Training Day



Session One:

Listening and Speaking Difficulties for Grade one

Aim of the Session

- Introducing listening and speaking difficulties for grade one

Learning Outcomes

By the end of this session, trainees will be able to:

- Identify whether words or sounds are the same or different.
- Identify which word is different.
- Recognize the difference between single phonemes.
- Develop students' listening skills and awareness of sounds in the environment.
- Discriminate between the sounds and letters.
- Match sounds heard to actual objects.
- Identify words heard.
- Recognize the new vocabulary in listening text.
- Develop students' listening skills and learning new vocabulary in the environment.
- Practice listening intently with purpose and carrying on collaborative conversations.
- Listen effectively.
- Respond appropriately to direct requests in listening text.
- 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.).
- Differentiate between vowels and consonants and pronounce a certain consonant or vowel well.
- Define consonants and vowels.
- Identify consonants and vowels.
- Give instructions.
- Introduce themselves.
- Develop speaking skills and learning of the new vocabulary in the environment.
- Practice speaking intently with purpose and carrying on collaborative conversations.
- Describe daily activities.
- Identify rhyming words.
- 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 identify rhyming words.
- Listen to a wide variety of rhymes, poems, songs and rhyming stories.

Topics of the Session

- Listening Difficulties for grade one.
- Speaking Difficulties for grade one.

Training Strategies

- Discussion
- Game Based Learning
- Multisensory Approach (Audio-visual multimedia)
- Mobile Based Learning
- Mobile Applications (Mobile Apps)
- E- Learning Strategy
- Role Play Activities
- Questioning

Learning Resources

Paper Resources :

- Student's Book
- Handouts.

Visual and Audio Resources :

- Models- Realia- Flash cards- Pictures- Audio files

Electronic Resources:

- Mobile applications
- Computers
- YouTube Videos
- Websites

Additional Resources

- Common Classroom materials

Evaluation Techniques

- Tasks
- Quizzes
- Assignments
- Tests
- Homework
- Assignments
- Exercise

Time: 120 minutes

Warm-Up Activity



- Based on the scope and sequence matrix we covered in the orientation session , ask trainees about the dimensions we will cover in listening .

Time: 5 minutes

Tell them the following :

In the first part of the session , we deal with listening difficulties that first grade students face. It includes the phonological difficulties (sound discrimination skills) , vocabulary and function.



Brainstorming Activity

- *As a teacher, how can you deal with students that have listening difficulties?*
- *What about the activities or methods you use?*

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in sound discrimination in order to identify and discover students' learning difficulties in sound discrimination.
- Then , start training them to use a variety of activities to overcome these difficulties.

Listening Difficulties (Sound Discrimination)

- Ask trainees to watch the following video and tell you what they got.



<https://www.youtube.com/watch?v=n1m4h79JZso>

Time: 5 minutes

- ◆ Use different activities to clarify how to overcome any difficulty in sound discrimination such as:

Activity (1):Bell-Ringer



Bell-Ringer Activity (5–10 minutes)

- Give each trainee a different Alphabet Letter Photo Card, starting at “a” (e.g., if you have seven students, distribute cards a through g).
- Have them move around the room to music, looking at each other’s Alphabet Photo Cards to decipher the letter. When the music stops, they must line up in order.

Provide Direct Instruction and Modeling (10–15 minutes)

- Display the Letters of the Alphabet Cards one at a time. Use the Letter-sound Chart to guide you as you review the names of each letter and the different phonemes each letter can make (e.g., the letter “a” can make the sound “ae” as in cat, “aw” as in caught, and “ay” as in Kate).
- Start by pronouncing the letter name. Then say the sound it makes and give two example words: “A is for ae, as in add and hat.”
- Have students mimic your pronunciations of the letters names and the sounds they make.
- Introduce the pictures before you start. You need to make sure your student can recognize the sound pictures.
- ❖ Show pictures to students individually and make the sound (with the action if appropriate) so that they learn which picture goes with which sound and action.

- ❖ Repeat this three times, checking individually, to make sure each student is pronouncing the “ae” sound correctly.
- ❖ Once you have completed all 26 letters, end with a final check:
 - ✓ T: What’s this?
 - ✓ S: A
 - ✓ T: And A is for...?
 - ✓ S: A is for ae as in hat.
 - ✓ S: A is for ae as in hat.



Activity (2) : Pass the Basket



- Ask trainees to play this game in small groups with your help.
- Ask them to collect a number of everyday objects from the classroom or from home and place them in a basket. There should be enough objects for each student in the group.
- Pass the basket around the group.
- As the basket reaches each student, the students remove an object from the basket and say what it is (for example, pen).
- Then say a word (real or nonsense) that rhymes with ‘pen (for example, hen . The trainee repeats both words.
- The basket is then passed to the next student.
- Continue this until all trainees have had a turn.
- **Time : 10 minutes**

Activity (3) : Which one is different



- Ask the trainees to listen to words and identify the word (or words) that does not begin with the same sound as the majority of the other words.

They listen to the following examples.

- Ball- Lizard- Banana - Bat.
- Dog- Cat- Dad- Door.
- Hen - Pink - Hat - Head.
- Clap /click/ fingers
- To identify the words beginning with the same sound, repeat the words more than once.

- **Time : 10 minutes**

Independent Practice

In groups , choose one activity and apply it to sound discrimination



- **Time : 10 minutes**










Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to sound discrimination such as :

Name: _____

Beginning Sounds Animals

Directions: Look at each animal below. Say the animal's name. What sound do you hear at the beginning of each animal's name? Circle the letter for the sound you hear.

 g t p	 h r m	 h l w
 m n t	 m b p	 r b d
 r l d	 p m r	 d m r

©www.HaveFunTeaching.com

<https://drive.google.com/file/d/1ZYt9vIXi7d4wCvvrk60wWviEzSGxNBTK/view>

For more exercises , go back to the English guide for grade one.

Enrichment Reading Material



- Sound discrimination is the act of deciphering differences between phonemes (units of sound). It focuses on deciding the differences and similarities between a sound. This could be applied on decoding the sounds of the names of animals, transport or instruments or simply splitting up a word to understand its units. For more information you can use the following link:

<https://www.twinkl.com/teaching-wiki/auditory-discrimination>

- Sound discrimination is the ability to recognize similarities and differences between sounds. It allows students to distinguish between phonemes in words. Phonemes are the smallest units of sound in any given language. Sound discrimination allows someone to tell the difference between words and sounds that are similar and words and sounds that are different.
- *A child who has trouble with sound discrimination may have difficulty telling the difference between words such as “sister” and “sitter” or “cat” and “cot.” Overall, the children can’t distinguish between the slight differences in the sounds of words.*
- This problem can sometimes make it hard for children to understand what people are saying. This is exacerbated in noisy environments such as classrooms or even a child’s home if they belong to a large family or have loud music and television.
- Sound and word discrimination plays an essential role in both language and reading development. To achieve literacy, children must have phonemic awareness; difficulties with auditory discrimination can challenge young readers.
- If a child is reading a book or passage that included something about bees, s/he should notice that the word “bees” has three sounds “b,” “ee,” and “ZZ.”

For more information you can use the following link:

<https://www.readingranch.com/sound-and-word-discrimination/>

Listening Difficulties (Vocabulary)

- First , ask trainees to apply the methods of recognizing students' learning difficulties in vocabulary in order to identify and discover students' learning difficulties in vocabulary .
- Then , start training them on using variety of activities to overcome these difficulties.

Activity (1): Recognize New Vocabulary in the Listening Text

- Play a video about part of a house through YouTube using the following link:



- Before starting to show the video, the teacher writes the new words on the board, so the students get an overview of its content.
- After watching the video, the students will answer the questions orally such as:

A. What do you see in the video?

B. What is the color of the roof?

- Time : 10 minutes**

Activity (2) :Tic Tac Toe Game

- Show the picture and give some questions related to the picture.
- Write some words related to the topic on the whiteboard and read the words then ask the students to repeat.
- Tell the students how to play Tic-Tac-Toe Game and also the rule of the game.
- Divide the class into two teams, A and B.
- Draw grids on the board. On one grid, fill in the squares with the structures or vocabulary areas you want to practice. Leave the other blank for scoring. As each team gets an answer correct, write their team letter in the corresponding box
- The aim of the game is to get the answer correct and win a box for your team. The team who gets three boxes in a row in any direction is the winner.***
- Time : 10 minutes**

Fruits	food	sports
Animals	colors	transport

A	B	B
B	A	A
B	B	A

Independent Practice

In groups , choose one activity and apply it :

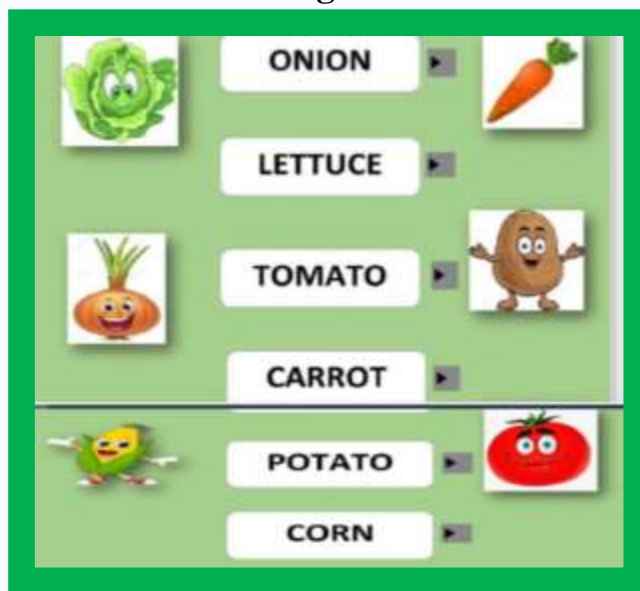


Time : 10 minutes

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to vocabulary such as :

Listen and match the vegetables with their names:



<https://drive.google.com/file/d/1vzNtdsIna42MgbYOzbbKq0loMBFSkQKe/view>

For more exercises , go back to the English guide for grade one.

Enrichment Reading Material



- Learning vocabulary through listening is one type of learning through meaning-focused input. Learners would need at least 95% coverage of the running words in the input in order to gain reasonable comprehension and have reasonable success at guessing from context.

For more information you can use the following link:

<https://www.cambridge.org/core/books/abs/learning-vocabulary-in-another-language/vocabulary-and-listening-and-speaking/E1AACDB39B0F72636009BC910FD455C5>

- It is important for language students to learn vocabulary, and it is equally important for students to practice the listening skill. After all, listening and speaking always develops hand-in-hand.

For more information you can use the following link:

<https://mainenglish.com/blog/tips-increase-vocabulary-in-english-skills/>

Listening Difficulties (Function)

- First , tell trainees to apply the methods of recognizing students' learning difficulties in function in order to identify and discover students' learning difficulties in function .
- Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1): Give Multiple Instructions



- Give your students instructions around the classroom. Make them clear.
- Start with one instruction such as please open the door.
- Ask student to repeat the instruction back to you, and then follow it.
- **Time : 10 minutes**

Activity (2): Draw a Picture with Instructions

- Give your student a piece of paper and colored crayons/pencils. Ask him\ her to follow your instructions carefully.
- This exercise is 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, say: 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.

The " Draw My Picture" Game



- ❖ The game involves one person giving verbal directions about a picture to another.
- ❖ It is easy to play, and it requires no advanced preparation other than collecting a few household materials.

Materials:

- ❖ Pencils or crayons - White paper- Clipboards.

Time : 10 minutes

Directions:

- ❖ Have each player partner up with another player.
- ❖ Give each person a piece of paper.
- ❖ Tell the players to sit back-to-back with their partners.
- ❖ Explain that one person (the Artist) will draw a picture using only simple shapes and lines.
- ❖ The other player (the Apprentice) cannot look while he is doing that. When the Artist has done it, he must give the Apprentice verbal directions about how to draw his picture.
- ❖ The Artist may not look at the Apprentice's work while he is drawing.
- ❖ When the Apprentice has finished, the two players compare their drawings. They can then switch roles and play again.

Example

- ❖ Draw a circle in the middle of your paper.
- ❖ Draw a square below the circle.

Independent Practice

In groups , choose one activity and apply it to sound discrimination



- **Time : 10 minutes**

Assessment

- ❖ Tell your trainees that after performing the activities , provide students with different assignments and exercises related to function such as :

1-Listen and choose the correct color:

LIVEWORKSHEETS

Finish!!

https://www.liveworksheets.com/worksheets/en/English_language/Listening/Listen_number_color_qh2639597my
For more exercises , go back to the English guide for grade one.

Mobile apps Activities



Brainstorming Activity

Ask trainees whether they can you use Mobile applications to overcome any difficulties in listening ?

- Tell trainees that it is very important to use mobile application to overcome any difficulties in listening such as :

Alphabets Game Application



Phonics - Sounds to Words for beginnin...
PARROTF... • Educational • Language • Casual
📌 Installed



Simon Says



Enrichment Reading Material



- Listening plays an integral part of communication, and the differences from actively listening can be seen in multiple facets of our lives and development.

Active listening helps to:

- Learn and understand things better in a social and professional environment .
- Become better at socializing .
- Better sympathize with friends and family.
- Build stronger relationships by making people feel valued .
- Improve problem solving skills .
- Absorb information better

For more information you can use the following link:

<https://www.bangor.ac.uk/humanresources/documents/Thursday-COVID-19-Communication-Theimportanceoflistening.pdf>

Warm-Up Activity



▪ Based on the scope and sequence matrix we covered , ask trainees about dimensions we will cover in speaking .

▪ **Time : 5 minutes**

Tell them the following :

In the first part of the session , we deal with speaking difficulties that first grade students face. It includes pronunciation difficulties, communication & interaction difficulties and rhyming difficulties .



Brainstorming Activity

- *As a teacher, how can you deal with students with speaking difficulties?*
- *What about the activities or methods you use?*

Speaking Difficulties (Pronunciation)

- First, tell trainees to apply the methods of recognizing students' learning difficulties in speaking in order to identify and discover students' learning difficulties in pronunciation.
- Then, start training them to use a variety of activities to overcome these difficulties.

Activity (1): Sing a Song of Consonant Sounds (i.e. /tʃ/ and /ʃ/)

- Use video clips about consonant sounds (/tʃ/ and /ʃ/ song), available online at:



<https://www.youtube.com/watch?v=qHupKlQ69fc>

- This is a fun, digraphs phonics song for learners of English. A colorful, animated music video to learn how to pronounce the "ch/sh" sounds.
- Before the song, the teacher writes the new words on the board, so the students get an overview of its content. As the song is played, students try to repeat it.
- **Time : 10 minutes**

Activity (2)

- Use video clips about the consonant sound video, available online at:



<https://www.youtube.com/watch?v=r9vgXNpuW-A>

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

Activity (3)

- Use video clips about the consonant and vowel video, available online at:



<https://www.youtube.com/watch?v=eh6CDFcHqGU>

- Say, "Now that we can recognize our letters, let's find out about a special group of letters we call vowels."
- Distribute capital letter cards a, e, i, o, u, and y to six students, one card per student.
- Tell the class that these are the vowel letters and that every word has at least one vowel letter in it. Ask the class to name the vowel letters on the cards.
- **Time : 10 minutes**

Mobile apps Activities



Brainstorming Activity

Ask trainees whether they can you use Mobile applications to overcome any difficulties in pronunciation .

- Tell trainees that it is very important to use mobile application to overcome any difficulties in pronunciation such as :

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

Fun English Reading Vowels and Consonants learning game Application



- Students listen to the audio and complete the sentence with the correct word to match the picture. This activity will assess students' ability to listen and discover the consonants and vowels sounds.

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to pronunciation such as :

Write the consonant sound /tʃ/ or /ʃ/ in the following words:



For more exercises , go back to the English guide for grade one.

Enrichment Reading Material



- It's important to note that English is not a phonetic language. This indicates that we can't tell how to pronounce a word just by looking at it.
- You'll listen to the 3 types of English vowels – long vowels, short vowels and English diphthong vowels, through Listening to each vowel sound and consonant sound by itself and in words.
- There are more than 40 sounds in English. Vowel sounds and consonant sounds are the two types of sounds .

Speaking Difficulties (Communication and Interaction)

- First , tell trainees to apply the methods of recognizing students' learning difficulties in speaking in order to identify and discover students' learning difficulties in communication and interaction.
- Then , start training them to use a variety of activities to overcome these difficulties.

Brainstorming Activity

- Watch the following story and tell what you understand:
- Can you perform what you watch with your friend?



<https://www.youtube.com/watch?v=GDya4yaF8GQ>

Time : 5 minutes

Activity (1): Describe your School

- Use activities related to your students and satisfy their needs such as describing school .
- Describe the activities you share and the objects that fill your environment.



- Before starting to show the above picture, write the new words on the board, so the students get an overview of its content.
- Ask the students to describe the picture, and then everyone describes her/his family house.
- Ask the students some questions such as :-
 - a. Do you like your school? Why?
 - b. Can you describe your school ?
 - c- What does your school look like?
 - d. How many rooms are there at your school ?
- Ask students to share their ideas with their pairs by asking each other.
- **Time : 10 minutes**

Activity (2): Describe Places at your School

- Ask students to do the following exercise in pairs.
- Show the following pictures about places at school and ask students some questions:
 - ❖ “Do you know what it is?”
 - ❖ Do you like your school?
- Ask students to work in pairs to answer the above questions with each other.
- **Time : 10 minutes**

Activity (3): Play "Times of the Day Boxes" Game



- Introduce 4 times of the day: morning, afternoon, evening and night. Quickly introduce the 4 words by drawing a picture on the board. Then draw a sun just rising over the horizon. Teach/Elicit "morning" and chorus 3 times.
- Next, erase the moon and stars and invite a student up to the board. Say, "Draw afternoon".
- Help if necessary and have the student draw the sun high in the sky. Erase the sun and invite other students to draw the other times of the day.
- Prepare 5 cardboard boxes and print the flashcards.
- **Time : 10 minutes**

Activity (4) : Play "Find the Vegetables" Game



- Bring real vegetables: a carrot, a potato, a cabbage, an onion, a pumpkin, corn, a radish, lettuce. If you can't bring vegetables into class, other options are plastic vegetables or vegetable flashcards.
- Pass the basket around the group. As the basket reaches each student, the students remove an object from the basket and say what it is (for example, carrots).
- Say a word and the students repeat each word.
- The basket is then passed to the next student.
- This continues until all students have a turn.
- Ask students to describe vegetables and express their opinions about what they like and dislike.

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to communication and interaction such as :



<https://www.liveworksheets.com/ix2027002lo>

For more exercises , go back to the English guide for grade one.

Enrichment Reading Material



- Improving students' communication and interaction skills of all ages now may assist future generations, preserving the strength of verbal communication in a society awash with electronic alternatives. Developing communication and interaction skills can assist students in a variety of areas, including social gatherings, family life, and their professional career.
- Therefore, having effective communication and interaction skills is more important than ever. In order to deliver and understand information quickly and accurately, good verbal and writing communication skills are required. Effective communication is an important life skill that should not be disregarded.
- The process of comprehending and exchanging meaning might be defined as communication. To communicate effectively, you must first comprehend and then be understood. This can be accomplished in the following ways:
 - ❖ Verbally - your voice. Visually - e.g. images, graphs, maps, info graphics
 - ❖ Non-verbally - e.g. body language, eye contact, gestures
 - ❖ Written – e.g. books, websites, emails.
- Thus, one of the most effective instruments at teacher disposal for teaching his/her students about the world and fostering healthy self-worth, self-confidence, and emotional stability is continual communication and interaction.

Speaking Difficulties (Rhyming Difficulties)

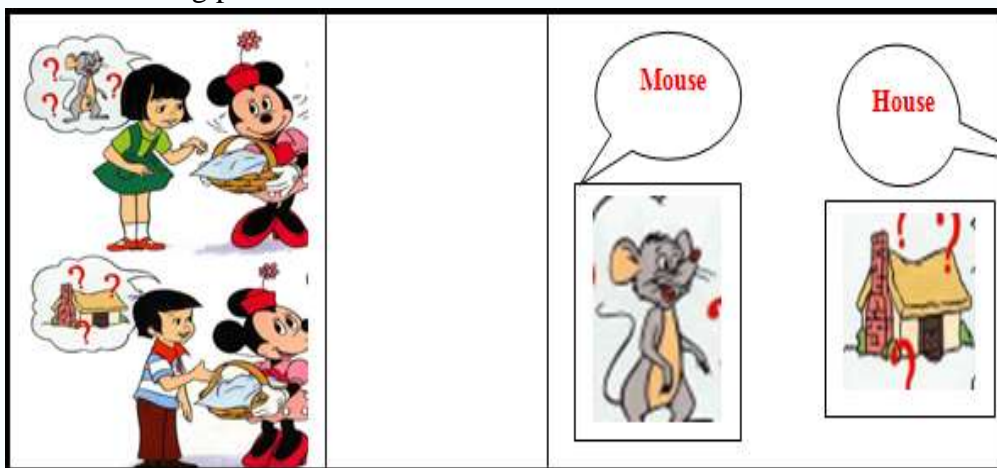
- First , tell your trainees to apply the methods of recognizing students' learning difficulties in speaking in order to identify and discover students' learning difficulties in rhyming .
- Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1) :Using Cartoon Characters

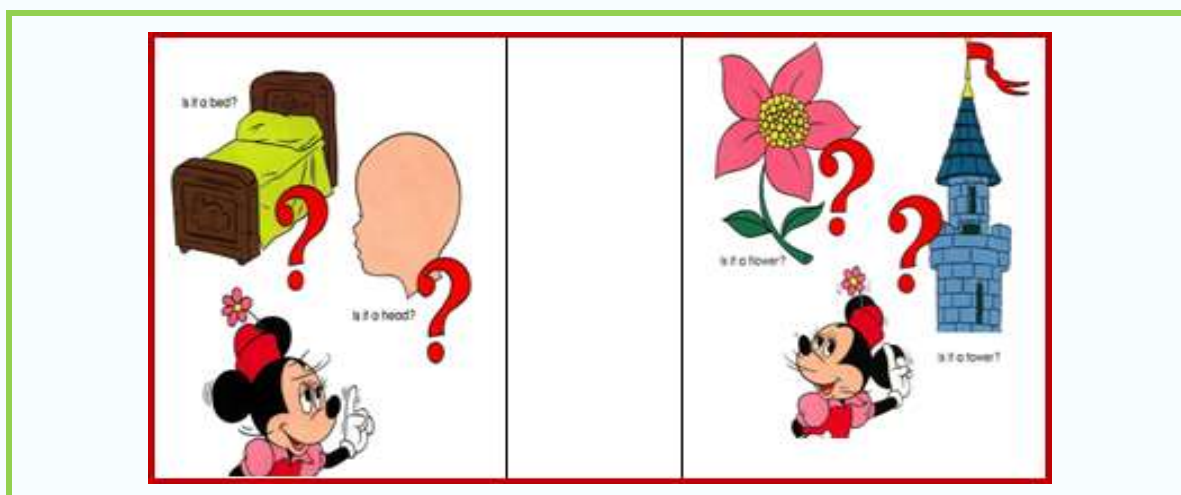
- Give your students more examples of the rhyming and non-rhyming words through presenting a funny story of the characters of *Micky Mouse and Mini Mouse* as follows:



- Present these pictures and ask students what are these? The students will say (cat- hat) thus, these are rhyming words as they end in the same sound. Then ask them what they see in the following picture:



- Give your students more examples about rhyming and non-rhyming words as follows:



Activity (2) : Match Rhyme Time

- Ask students to play a game by matching rhyming picture cards.
- Place the two separate stacks of "rhyme" and "time" cards face down on a flat surface.
- Working in pairs, students turn over a card from each stack and name the pictures.
- If a match is being played say "Rhyme time" and keep the pair. If a match is not made, return the cards randomly to the appropriate stack and student two takes a turn.
- Continue until all matches are made.

Activity (3) : FISHING



- Make a fishing rod out of a stick, string and a magnet (for the hook). Attach paper clips to the cards and place face up on the floor.
 - Ask student to catch the pictures by using the magnetic fishing rod.
 - Keep one word from each rhyming group (i.e. words that have the same endings – e.g. "cat" and "hat" both have an "at" sound at the end).
 - Encourage students to catch all of the pictures that rhyme with one of the cards you have kept from the different rhyming groups.
- ❖ Do the same thing for the different rhyming groups.
- ❖ **Time : 10 minutes**

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to rhyming such as :

Rhyming Words

Join the rhyming words.

ran	fun
pot	bet
bun	pin
pet	fan
win	hot



<https://www.liveworksheets.com/oq2087481xa>

For more exercises , go back to the English guide for grade one.

Enrichment Reading Material



- Rhyming words are words that have the same ending sound. In simpler terms, it can be defined as the repetition of similar sounds.

For more information you can use the following link:

<https://byjus.com/english/rhyming-words/>

Mobile apps Activities



Brainstorming Activity

Ask trainees whether they can use Mobile applications to overcome any difficulties in speaking .

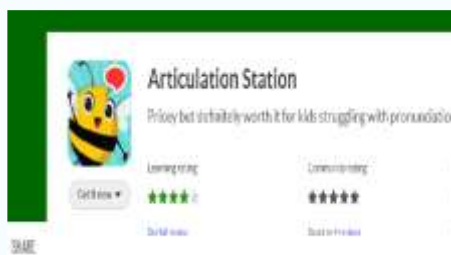
- Tell trainees that it's very important to use mobile application to overcome any difficulties in speaking such as :

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

Fun English Reading Vowels and Consonants learning game Application



Learning speaking English by mobile apps



Break : 30 minutes



Session Two:

Reading and Writing Difficulties for Grade one

Aim of the Session

- Introducing reading and writing difficulties for grade one

Learning Outcomes

By the end of this session, trainees will be able to:

- Know many sight words from the list of grade 1.
- Read sight words in sentences and in simple text.
- Cross out words that don't belong to the given lexical category.
- Sort Vocabulary words correctly in their lexical categories.
- Read word by word and comprehend their meaning.
- Answer basic questions.
- Match words read to actual objects.
- Develop students' reading skills and learning new vocabulary in his society.
- Integrate the reading skill with speaking and writing ones and write spelling words.
- Regard punctuation and read with expression.
- Read phrases as a whole not word by word.
- Read the sentences in a text loudly.
- Acquire self-confidence and high self-reading esteem.
- Read fluently and comprehend the reading content with accuracy as well as expression.
- Approach a text through reading with expression and answer comprehension questions related to it.
- Develop fluency reading skills for texts related to their daily life.
- Predict and brainstorm ideas about the reading content through the title and visuals.
- Integrate the reading skill with listening, speaking, and writing ones.
- Cooperate and collaborate through tasks.
- Develop trust and open communication relationship with the others.
- Spell words with short vowels correctly.
- Spell words with long vowels correctly.
- Read and write common high frequency words.
- Manipulate letters to correctly spelled high frequency words.
- Classify a set of dictated words into semantic groups.
- Match familiar dictated words to written synonyms.

Topics of the Session

- Reading Difficulties for grade one.
- Writing Difficulties for grade one.

Training Strategies

- Game Based Learning
- Multisensory Approach (Audio-visual multimedia)
- Mobile Based Learning
- Mobile Applications (Mobile Apps)
- E- Learning Strategy
- Role Play Activities
- Collaborative Strategy
- Reader's theater
- Brainstorming strategy:
- Questioning

Learning Resources

Paper Resources :

- Student's Book
- Handouts.

Visual and Audio Resources :

- Models- Realia- Flash cards- Pictures- Audio files

Electronic Resources:

- Mobile applications
- Computers
- YouTube Videos
- Websites

Additional Resources

- Common Classroom materials

Evaluation Techniques

- Tasks
- Quizzes
- Assignments
- Tests
- Homework
- Assignments
- Exercise

Time : 120 minutes

Warm-Up Activity



- Based on the scope and sequence matrix we covered, ask trainees about the dimensions we will cover in reading.

Time : 5 minutes

Tell them the following :

In the first part of the session , we deal with reading difficulties that first grade students face. It includes reading fluency difficulties and vocabulary difficulties



Brainstorming Activity

- *As a teacher, how can you deal with students with reading difficulties?*
- *What about the activities or methods you use?*
- First , tell your trainees to apply the methods of recognizing students' learning difficulties in vocabulary aspect in order to identify and discover students' learning difficulties in vocabulary aspect .
- Then , start training them to use a variety of activities to overcome these difficulties.

Reading Difficulties (Vocabulary Aspect)

Activity 1:Sight Word Game: Hide & Seek:



- Write 5 to 6 words on paper cups or use labels and stick each on a cup.
- Show your student each word and read it with him\ her and practice this a couple of time ; then get ready to play Hide and Seek
- Ask your student to close his\ her eyes and hide a little toy bear underneath one of the cups .
- Ask your student to seek for the bear ,but he\ she has to read the sight word first correctly in order to lift up the cup and seek under it
- Once he find out the little bear under the cup, you can remove that and continue playing again until one sight word cup is left
- In order not to read a word on its own , you can write the word within a simple sentence .

Time : 10 minutes

Activity 2: Roll - Read – Race



- Use the given picture with 6sight words.
- Ask your student to roll the dice.
- Once he \ she rolls the dice he\ she has to find the sight word that is matched with the number he rolls. for example :
- If he\ she rolls 2, he has to read the word "little" and then he\ she has to write it in the box above.
- Once one column is completely filled the game will be over.
- You may change the sight word "little" for example into a sentence : "I have a little cup"
- However, keep underlining the word "little", so the student will focus on this word and write it above after reading it in a sentence.

Time : 15 minutes

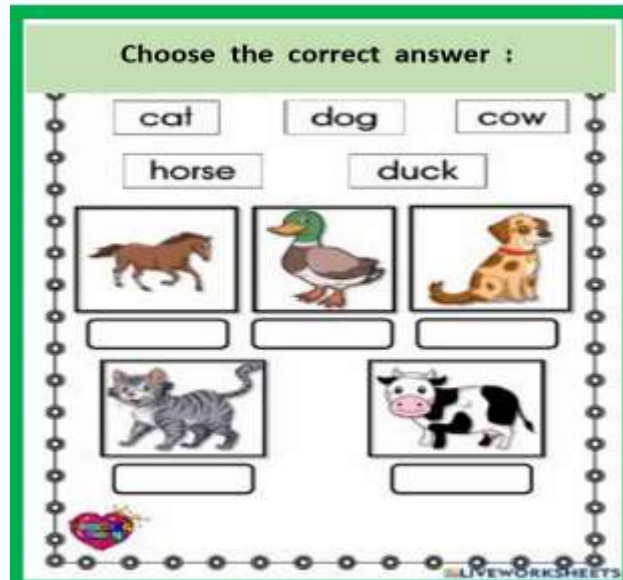
Applicaction for dice games:

- <https://www.educationalappstore.com/best-apps/best-dice-games-for-ios-and-android>

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to vocabulary aspect such as :

Circle the words that resemble the pictures



+<https://www.liveworksheets.com/search.asp?content=+animal+farm>

For more exercises , go back to the English guide for grade one.

Enrichment Reading Material



- Reading frequently sight words is often encountered by first graders.
- The purpose of learning them is to recognize them by students instantly as they're reading.
- The first grade's sight word lists include words that aren't easy to sound out because they don't follow traditional phonics method rules.
- By repeating or writing these sight words using flash cards for example ,students begin to memorize them, and this will improve their reading for sentences and texts . First graders should master 100 sight words by the end of the first grade .
- Lexical category is another vocabulary aspect
- The five lexical categories (nouns ,verbs, adjectives, adverbs and prepositions) carry meaning , have synonyms and antonyms , and they are heads of phrases . So ,when language borrows new words ,these will mainly be nouns , verbs ,adjectives, prepositions,.... i. e. lexical categories .

Reading Difficulties (Reading Fluency)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in reading fluency in order to identify and discover students' learning difficulties in reading fluency .
- Then , start training them to use a variety of activities to overcome these difficulties.

Warm-Up Activity



<https://www.youtube.com/watch?v=113SScPkcEI>

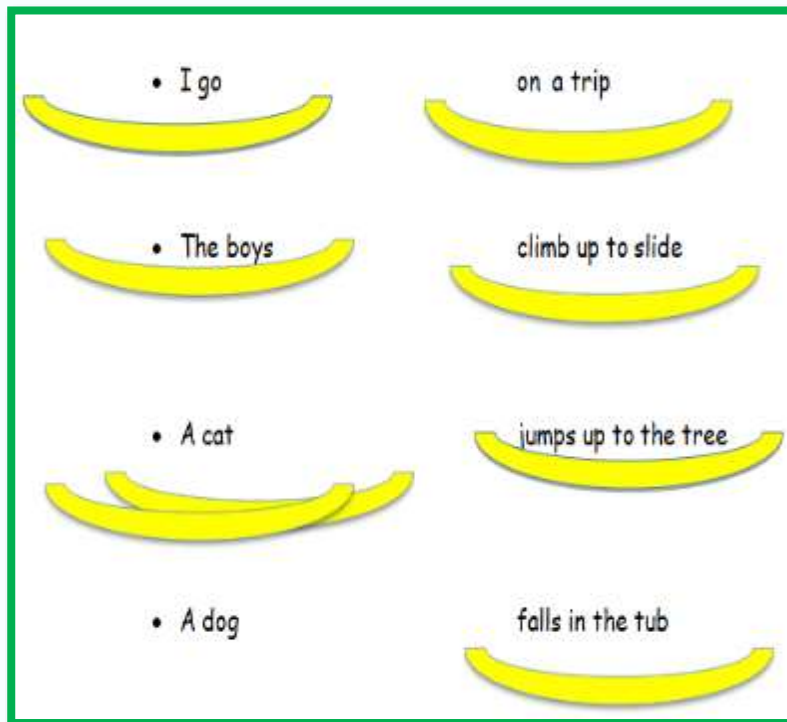
Time : 5 minutes

Activity (1): Scoop Phrases

- Prepare phrases, scooped as shown on the cards (in the cab/ on the step) Cards.
- Train the student's eye to look to several words at once with scooped phrases.
- Ask your student to read each word carefully, then reread and scoop his\ her fingers on the arch to read smoothly.
- Now introduce these phrases in sentences and then in a text and use arches to scoop the phrases so the student can follow.
- **Time : 10 minutes**

Text:

- I go on a trip .
- The boys climb up to slide .
- A cat jumps up to the tree.
- A dog falls in the tub .
- At the park, it is fun.



- Ask students to share reading this text.
- Each will read a scoop phrase, or the other reader will echo his friend's phrase back.



Activity (2):Recording Reading

- Use the DVD of the text , textbook and let students watch it twice and listen to its audio.
- Stop the video and ask your student to read transcript of the text.

<https://youtube.com/watch?v=A5RxAuCnNqk&feature=share>



- ❖ Use a voice recording application on your mobile to record his reading.
- ❖ Then have him listen to it before repeating reading the text again and improving fluency.
- ❖ If your student is shy, let him practice his reading out loud to a stuffed friend animal pal, as if his fuzzy can hear everything he is saying .
- ❖ **Time : 10 minutes**

Activity (3) :Reader's Theatre

- Prepare a mini play for your students.
- Practice reading the role of each character with you students individually .
- Rehearse for a class presentation to practice fluency.
- Let your student have fun acting out his role with a partner (collaborating and communicating).
- Encourage student to stay positive and keep acting.
- Present the following video to watch how to model reader theatre.



<https://www.youtube.com/watch?v=Jbgj3qldLYw>

Time : 10 minutes

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to vocabulary such as :

Pam the Cat
I can see Pam the cat, Pam is funny.
Pam is fat, Pam will sit on the little
mat. I love Pam the cat, Pam had a big
red hat. Do you like Pam the cat? Pam
want to nap. He will hop in the big bed.



1. Who is the main character in this story?
2. How would you describe Pam?
3. What does Pam have that is red?

<https://www.liveworksheets.com/ri2624053se>

For more exercises , go back to the English guide for grade one.

Enrichment Reading Material



- 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 also their comprehension suffers, and then their reading skill will be negatively affected.
- How to teach Reading for Grade1 and achieve fluency: from A to Z
- Teaching through phonics:
- Teach the students the alphabet letters (names with pictures).
- Teach the students the sounds that each letter makes (consonants, blended sounds (br, st)short vowel sounds, long vowel sound) .
- Spend time with each student who is struggling differentiating between phonemes, sounds.....
- Be sure that your student is not suffering from dyslexia (Reading for him is slow and even a difficult process).

Mobile apps Activities



Brainstorming Activity

Ask trainees whether they can you use Mobile applications to overcome any difficulties in reading .

- Tell trainees that it's very important to use mobile application to overcome any difficulties in reading such as :



Websites for Reading Fluently



- ❖ <https://www.tejedastots.com/15-easy-activities-to-increase-fluency/>
- ❖ <https://www.weareteachers.com/reading-fluency-activities/>
- ❖ [https://wikihow.geofranz.com/www.wikihow.com/Teach-Reading-to-Students-\(for-Teachers\)#](https://wikihow.geofranz.com/www.wikihow.com/Teach-Reading-to-Students-(for-Teachers)#)

Warm-Up Activity



- Based on the scope and sequence matrix we covered , ask trainees about the dimensions we will we cover in writing .

Time : 5 minutes

Tell them the following :

In the first part of the session , we deal with reading difficulties that first grade students face. It includes mechanics difficulties and vocabulary difficulties.



Brainstorming Activity

- *As a teacher, how can you deal with students with writing difficulties?*
- *What about the activities or methods you use?*

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in mechanics in order to identify and discover students' learning difficulties in mechanics .
- Then , start training them to use a variety of activities to overcome these difficulties.

Writing Difficulties (Mechanics)

Activity (1): Spell and Say Words with A













- Spell and say the words with an A.
- Students will become familiar with common A sight words. It all starts with a fun "sight word hunt" around the classroom to introduce the lesson and ends with a word game that incorporates movement.
- Have students go on a treasure hunt to find the sight words of the day.
- After cutting out the sight word flash cards and placing each word in a mystery bag around the room , student walk around the room with a partner and find the hidden sight words.
- After your students have found all of the words, tell them that they will be working on spelling and saying A sight words.
- Write each sight word on an individual card.
- Cover the card with another piece of paper, and gradually uncover the letters as you show the students how to spell the word.
- Invite students to repeat after you as each letter is uncovered. Say each word aloud and ask students to repeat the word as you point to it on the board.
- Tell students to turn and talk to say the word to a partner.
- Tell your students that you would like for them to use their own mixed up letter cards to spell and say the words that you call out.
- Call out the following A sight words: a, at, am, and, are.
- Have your students use their word cards to spell the words on the desk where they are sitting.
- After each word, have your students “write” the word in the air with their fingers.
- After each word, invite your students to give examples of a sentence that could be made with that word.
- Hold up each letter in the sight word and ask students to find the matching letter from their letter cards.
- Say the word aloud and have students repeat it aloud.
- Pair students with a partner to complete this activity.
- Ask your students to complete corresponding worksheets with the following sight words: at, am, and are (worksheet 1-2-3).
- Work with a small group of students to complete the worksheets.
- Strategically pair students together to complete the worksheets with a partner to support them.
- **Time : 15 minutes**

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to mechanics aspect such as :

1st Grade Circle Words
Grade 1 Spelling Worksheet

Circle the correct word for each picture.

	sonset sunsat sunset		bucket backet buket
	pett pet pat		wel wett wit
	carpet karpet carput		planut planet planot
	bel bell bull		cul catt kut
	rupe rop rope		meal meel mele

<https://www.k5learning.com/spelling-worksheets/first-grade-1/identify-word>

For more exercises , go back to the English guide for grade one.

Enrichment Reading Material



Conventional writing and spelling

- At this stage, children spell most words correctly, with a reliance on phonics knowledge to spell longer words. Writers use punctuation marks correctly and use capital and lower case letters in the correct places. Writing for different purposes becomes more important. First and second grade students often write signs for their bedroom doors or a letter to a friend. Storybook language, "Once upon a time," and "happily ever after," become a part of writing samples as the child joins the league of writers with a storytelling purpose. As students' progress through the writing stages, various pieces become more automatic and fluent. Handwriting becomes easier, as does the spelling of a majority of words.

For more information , use the following link:

<https://www.readingrockets.org/reading-101-guide-parents/writing-basics>

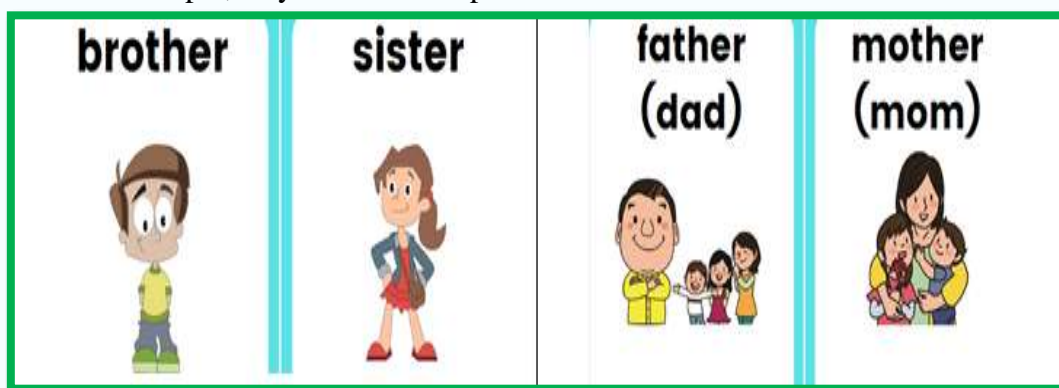
Writing Difficulties (Vocabulary)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in vocabulary in order to identify and discover students' learning difficulties in vocabulary .
- Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1): Nice To Meet You Game



- Introduce the Topic, Keywords and Expression.



- Before teaching the key words for the lesson, it is important to put the lesson into context so that students understand what they will learn. This will also activate the students existing knowledge about family vocabulary.
- Show students pictures of family and ask them to guess who they are.
- Show students the flashcard one by one and ask them to repeat after you. Then, show students again and ask them to say the words on their own.
- Once students have practiced several times, it's time to introduce the key expressions you will use during the lesson.

Here are a few example sentences you can use while teaching a lesson about family:

- ❖ Who's this/that? – This is my (father- mother).
- ❖ Who's he/she – He/ She is my (brother/sister)
- Place the family flashcards on the board in a horizontal line. Then divide the class into two teams.
- Next, the two teams should line up at opposite ends of the line of flashcards.
- One student from each team should move down the line towards each other, touching each flashcard and saying the key sentence as they go. For example, This is my father., This is my mother., and so on.
- When they meet, they should stop and have a dialogue using the key expressions.
- **Time : 10 minutes**

Mobile apps Activities



Brainstorming Activity

Ask trainees whether they can use Mobile applications to overcome any difficulties in writing .

- Tell trainees that it is very important to use mobile application to overcome any difficulties in writing such as :



<https://play.google.com/store/apps/details?id=com.rvappstudios.abc.spelling.toddler.spell.phonics>



❖ <https://play.google.com/store/apps/details?id=au.com.espace.spelling.firstgrade&hl=ar&gl=US>



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



Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to vocabulary such as :

A worksheet titled "My Family" with a blue header. Below the title is a small illustration of a family. The main part of the worksheet is a large empty rectangular box for drawing, with the instruction "Draw your family in the box below." written above it. Below the drawing box are several horizontal lines for writing.

- For more exercises , go back to the English guide for grade one.

Enrichment Reading Material

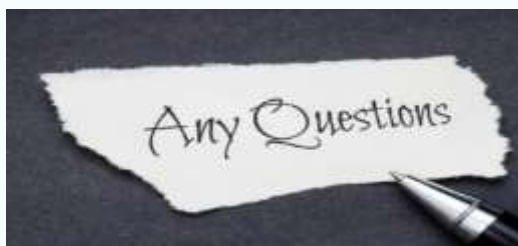


- Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary refers to the words we need to know to understand what we hear. Speaking vocabulary consists of the words we use when we speak. Reading vocabulary refers to the words we need to know to understand what we read. Writing vocabulary consists of the words we use in writing.

For more information , use the following link:

<https://www.readingrockets.org/helping/target/vocabulary>

- After finishing the session , ask trainees if they have any questions .



Independent Practice

In groups , choose one activity and apply it to any topic in reading and writing



Time : 15 minutes

Satisfaction Scale

- Apply trainees' satisfaction scale related to the training, the trainer and the training content.

Training Satisfaction Scale					
▪ Trainer Name:-----		Date: -----			
▪ Trainee Name:-----					
▪ Training Name:-----					
Statements	Not Satisfied	Somewhat Satisfied	Neutral	Satisfied	Very Satisfied
The training Content.					
The relevance of the content to your specialization					
The presentation of information					
The trainer's knowledge of the content					
The training duration is suitable.					
The course trainers are competent.					
The assessments methods are varied					
The trainer's administration of the training is acceptable.					
There are suitable facilities for training					
The atmosphere of training is comfortable and non-threatening					
Do you have any comments or recommendations in the next training ?	▪ ----- ▪ ----- ▪ -----				

- Provide appreciation and gratitude to trainees for their attendance and participation on the training day , say goodbye and see you soon in the second training day.

Time : 5 minutes

The End of The First Training Day

The Second Training Day



Session One:

Listening and Speaking Difficulties for Grade Two

Aim of the Session

- Introducing listening and speaking difficulties for grade two.

Learning Outcomes

By the end of this session, trainees will be able to:

- Recognize soft 'g' and soft 'c' by circling these sounds in new words.
- Discriminate the Sounds and letters of English words in listening.
- Pronounce letters correctly.
- Develop students' listening skills and awareness of sounds in the environment.
- Identify words heard.
- Recognize the new vocabulary in listening text.
- Develop students' listening skills and learning of the new vocabulary in the environment.
- Practice listening intently with purpose and carrying on collaborative conversations.
- Differentiate and discriminate between (Bb) and (Pp) sounds.
- Differentiate and discriminate between (Gg) and (Kk) sounds.
- Differentiate and discriminate between (Mm) and (Nn) sounds.
- Differentiate and discriminate between (Dd) and (Tt) sounds.
- Recognize the letter-sound relation.
- Discriminate the sounds in listening texts.
- Identify the initial sound isolation.
- Match initial phonemes in words.
- Identify the Final sound isolation.
- Match final phonemes in words.
- Match sounds heard to actual objects.
- Count numbers from 1 to 12. Discriminate the Sounds and letters of English words in listening.
- Pronounce words correctly.
- Blend onset-rimes orally.
- Blend syllables.
- Identify initial sound.
- Identify final sound.
- Tell about possessions.
- Greet and respond orally.
- Describe pictures.
- Introduce themselves.
- Express their ideas through speaking enough vocabulary.
- Produce a rhyming word.
- Increase awareness of words that rhyme and develop knowledge about rhyme.
- Recognize rhyming words.
- Listen and attend to the rhyming strings.
- Talk about words that rhyme and produce rhyming words.
- Listen to a wide variety of rhymes, poems, songs and rhyming stories.

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

Topics of the Session

- Listening Difficulties for grade two.
- Speaking Difficulties for grade two.

Training Strategies

- Discussion
- Game Based Learning
- Multisensory Approach (Audio-visual multimedia)
- Mobile Based Learning : Mobile Applications (Mobile Apps)
- E- Learning Strategy
- Role Play Activities and Questioning

Learning Resources

Paper Resources :

- Student's Book
- Handouts.

Visual and Audio Resources :

- Models- Realia- Flash cards- Pictures- Audio files

Electronic Resources:

- Mobile applications
- Computers
- YouTube Videos and Websites

Additional Resources

- Common Classroom materials

Evaluation Techniques

- Tasks , Quizzes
- Assignments
- Tests
- Homework
- Assignments
- Exercise

Time : 120 minutes

Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , ask trainees about the dimensions we will cover in listening .

Time : 5 minutes

Tell them the following :

In the first part of the session , we deal with listening difficulties that second grade students face. It includes the phonological difficulties , vocabulary and sound discrimination.



Brainstorming Activity

- *As a teacher, how can you deal with students with listening difficulties?*
 - *What about the activities or methods you use?*
- First , tell your trainees to apply the methods of recognizing students' learning difficulties in Phonological Difficulties
 - in order to identify and discover students' learning difficulties in Phonological Difficulties
 - Then , start training them to use a variety of activities to overcome these difficulties.

Listening Difficulties (Phonological Difficulties)

Activity (1):Using Songs

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



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

Play sound discrimination games.

- Say two words and see if they can tell that the words begin with the same sound or with a different sound. Gradually increase the number of words presented to students, where there may be two words with the same beginning sound and a foil. Have the students tell the word that begins with the different sound. This format can be used when working with ending and medial sounds in words.

Time : 10 minutes

Activity (2):Play Sound Discrimination Games.


- Say two words and see if they can tell that the words begin with the same sound or with a different sound.
- Gradually increase the number of words presented to students, where there may be two words with the same beginning sound .
- Have the students tell the word that begins with the different sound.
- **Time : 10 minutes**


Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to phonological difficulties such as :

ON – IN- UNDER

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





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

YES	NO
YES	NO
YES	NO
YES	NO

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

For more exercises , go back to the English guide for grade two.

Enrichment Reading Material



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

Listening Difficulties (Vocabulary)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in vocabulary in order to identify and discover students' learning difficulties in vocabulary .
- Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1):Dog & Cat Chase.



- Have students sit in a circle.
- Walk around outside the circle patting on the head saying "dog" each time.
- Suddenly, say "cat" as s/he touches a students' head and then that student must chase you around the circle.
- Try to sit in the student's spot before being tagged by the chasing them.
- **Time : 10 minutes**

Activity (2) :Give Me Game



- Use objects or flashcards. This works well with plastic fruit.
- Gather and elicit the different kinds of plastic fruit you have. Then throw all the fruit around the classroom .
- Once the students collect the fruit .
- Say "Give me an apple". The student with the apple should approach and hand you the fruit "Here you are".

Enrichment Reading Material



- 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.

How to play the Hop Letter Sounds Game

- The student should stand right in front of the letter “a” and toss the die (dice) to find out how many spaces to move. They can walk over each letter or hop. Once, they have moved that many spaces, they should name the letter and tell you the sound it makes.
- **Time : 10 minutes**



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



Activity (2):Erase the Sound

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




Time : 10 minutes


Assessment


- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to sound discrimination such as :


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

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

Finish!!

LIVEWORKSHEETS

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

For more exercises , go back to the English guide for grade two.

Enrichment Reading Material



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

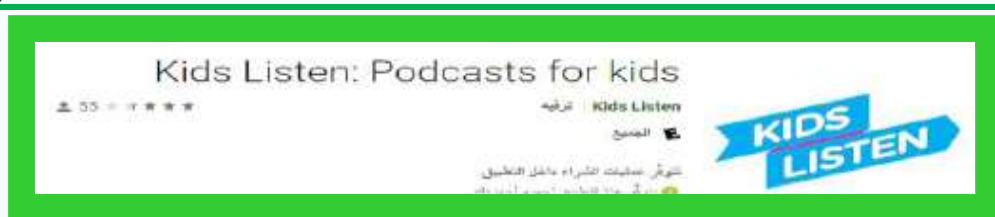
Mobile apps Activities



Brainstorming Activity

Ask trainees whether they can use Mobile applications to overcome any difficulties in listening .

- Tell trainees that it is very important to use mobile application to overcome any difficulties in listening such as :



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



Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , ask trainees about the dimensions we will cover in speaking .

Time : 5 minutes

Tell them the following :

In the first part of the session , we deal with speaking difficulties that second grade students face. It includes pronunciation difficulties ,function , ,communication & interaction difficulties, and rhyming difficulties .



Brainstorming Activity

- *As a teacher, how can you deal with students with speaking difficulties?*
- *What about the activities or methods you use?*

Speaking Difficulties (Pronunciation)

Activity (1) The 4 Corner Game

- Assign a word to the 4 corners of the classroom. Then, choose one student to come to the front and close their eyes. Then the other students have 5 seconds to move to one of the corners of the classroom. After the time is off, the student at the front will choose one of the words while keeping his/her eyes closed. The students standing in the corner, assigned with that word are out, and must sit down.
- The game continues like this until one student is left. That student is the winner, and then the next student comes to the front and close their eyes.
- During the game, teacher asks students to say the words loudly and he/she corrects their pronunciation.
- Time : 10 minutes**



Activity (2): Whisper Game



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

How To Play:

- Write many words from the lesson on the board (at least 10). Then divide the class into two teams and ask them to make two lines in front of the board.
- Give the student at the front of each line a board eraser.
- Time : 10 minutes**
- Next, the teacher should whisper one of the words to the students at the back of the lines. Then those students should quickly whisper the word to the next student in line, and then that student should whisper to the next one, and so on down the line.
- When the word is whispered to the student at the front of the line, he/she should quickly run to the board and erase that word. The quickest one to erase that word wins a point for their team. Then change the student at the front and play again.

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to pronunciation such as :

Count the animals on the train and write the result:



For more exercises , go back to the English guide for grade two.

Speaking Difficulties (Function, Communication and Interaction)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in speaking in order to identify and discover students' learning difficulties in function, communication and interaction .
- Then , start training them to use a variety of activities to overcome these difficulties.

Warm-Up Activity

Close your eyes and try to describe anything you are interested in

Time : 5 minutes

Brainstorming Activity

Watch the following story and tell what you understand:

- Can you perform what you watch with your friend?



<https://www.youtube.com/watch?v=mItj9Q6gT5k&list=PLi5rkhsE0LeI1U-PJZ2s1inRgnzjggR>

Time : 10 minutes

Activity (1): Self-Introduction




- Self-introduction is simply the act of introducing yourself to someone else. You might just be introducing yourself to a new person you have never met before.
- A self-introduction should include your name and occupation (or desired occupation) and key facts that will help you to make an impression on the person you're speaking to.
- . Introducing yourself is much more than saying your name. You need to tell some more information about yourself in English.
- As you head into a new class, you are going to say something about yourself.
- **Time : 10 minutes**

Activity (2): Hot Seat Game

- **"Hot Seat,"** requires one student to sit on a chair with her/his back to the other students.
- The teacher holds up a flash card with a vocabulary word for the other students to see.
- The other students must then describe the word to the student on the "hot seat" until that student guesses the correct term.
- A similar game involves miming. The teacher usually starts as the mime and acts out an action without speaking. The students must describe the action using accurate terms. After correctly terming the action, students may take turns acting out their own action for the others to guess.
- **Time : 10 minutes**


Assessment


- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to interaction, communication and interaction such as :





All about myself
Day 1- Greeting


Choose the correct answer:


1. 
A: Good morning!
B: Good afternoon!

3. 
A: Good evening!
B: Hi!

5. 
A: Good afternoon!
B: It's T-O-M, Tom.

2. 
A: Hello!
B: Good afternoon!

4. 
A: Good morning!
B: Good night!

6. 
A: Good night!
B: My name's Ben.

- <https://www.liveworksheets.com/bs2342069aq>
- For more exercises , go back tot he English guide for two.

Speaking Difficulties (Rhyming Difficulties)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in speaking in order to identify and discover students' learning difficulties in rhyming .
- Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1) : Rhyming Tic.Tac.Toe.

- If the group consists of more than two students , put the students into two teams, one for X and one for O.
- The first student or team picks the square on the board where they would like to put an X or O.
- One from that team reads the word in that square, then, tells a word that rhymes.
- Decide whether acceptable rhyming words include real words and/or nonsense words.
- If the word rhymes with the game board word, then that student or team places an X or O in that square. If it does not rhyme, then nothing on the board is changed.
- The next student or team takes a turn.
- Continue the steps until one student or team gets “tic-tac-toe,” or until the board is full.
- **Time : 10 minutes**

Activity (2) : Rhyming Match-Up



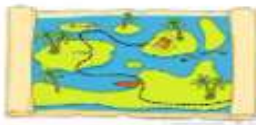


- You can draw simple pictures on notecards if you don't have picture cards in your classroom.
- There is a couple of different ways you can play this game.
- The first option is to have students match pictures based on if they rhyme.
- They can match pairs of pictures or make a whole stack of pictures that rhyme.

- The second option is to have students match the picture card to a rhyming word card. This gives them a little more practice with decoding CVC words. This option is a bit more advanced as they will use their phonics skills as well as their phonemic awareness skills.
- **Time : 10 minutes**

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to rhyming such as :

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

1. 	a. nut
2. 	b. wig
3. 	c. bat
4. 	d. cap
5. 	e. can

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

For more exercises , go back to the English guide for grade two.

Break : 30 minutes



Session Two:

Reading and Writing Difficulties for Grade Two

Aim of the Session

- Introducing reading and writing difficulties for grade two

Learning Outcomes

By the end of this session, trainees will be able to:

- Interpret reading materials.
- Answer questions out of the text.
- Read the text in order to learn and understand what is written "Reading to learn".
- Gain critical reading confidence skill.
- Practice responding to the text.
- Read and process what is read to improve comprehension.
- Replace proper nouns in text with their pronoun references.
- Replace nouns using subject and object pronouns.
- Know many sight words from the list of grade 2.
- Read sight words in a small text.
- Acquire vocabulary recognition skill.
- Practice and recognize uncommon words that they have learned.
- Have the opportunity to communicate among each other using these words.
- Comprehend words out of text.
- Answer comprehension questions out of text.
- Explain connection between what they read and prior knowledge through games that keep their bodies and brains working accordingly.
- Develop students' vocabulary reading skills through daily life texts with prior knowledge.
- Integrate reading with listening, speaking, and writing skills.
- Teach vocabulary words out of context.
- Learn more complex vocabulary (prefix and suffix) using several strategies to recognize the meaning of new words.
- Read aloud .
- Read fluently with accuracy and expression to ease comprehension.
- Collaborate and communicate to achieve reading goals.
- Read different types of reading texts to obtain information and show enjoyment.
- Develop fluency reading skills for text related to their daily life activities or amusing stories.
- Express the other feeling, when taking roles in a play of other characters.
- Read independently to acquire knowledge.
- Predict and brainstorm through illustration related to the contents and through title.
- Use cooperation and collaboration strategy to improve "Reading to Learn " and not "Learning to Read" only.
- Understand texts and use critical thinking to conclude.
- Make connection between what they read and prior knowledge.
- Connect the use of illustration to improve reading and related writing skills.

- Integrate speaking, listening , and writing skill with the reading skills.
- Recognize nouns as person , thing or place .
- Use the articles a, an.
- Use subject pronoun I, He and She with verb to be.
- Use present simple of the verb “have” to describe oneself and others.
- Use present continuous tense correctly.
- Write a short list of dictated sentences.
- Spell words correctly.
- Apply correct punctuation marks and capitalization.
- Recognize interactive writing through writing complete sentences with their ending marks: period, question marks ,exclamation mark, comma .
- Develop students’ writing skills through mechanics usage.
- Integrate writing with reading.
- Introduce cooperated and collaborated learning to achieve enthusiasm
- Integrate learning new vocabulary to improve the spelling development of the pupil
- Develop spelling words with given rules by dictating them in sentences with other words without specific rules.
- Relate understanding and reading with expression into a writing technique related to punctuation for the text given.
- Integrate listening with writing through dictating sentence with many repetitions.
- Integrate reading with spelling concepts (letter tiles).
- Develop students writing skills through mechanics usage
- Use word clusters to remember uncommon words
- Use context to remember unfamiliar words

Topics of the Session

- Reading Difficulties for grade two.
- Writing Difficulties for grade two.

Training Strategies

- Game Based Learning
- Multisensory Approach (Audio-visual multimedia)
- Mobile Based Learning
- Mobile Applications (Mobile Apps)
- E- Learning Strategy
- Role Play Activities
- Collaborative Strategy
- Reader's theater
- Brainstorming strategy:
- Questioning

Learning Resources

Paper Resources :

- Student's Book
- Handouts.

Visual and Audio Resources :

- Models- Realia- Flash cards- Pictures- Audio files

Electronic Resources:

- Mobile applications
- Computers
- YouTube Videos
- Websites

Additional Resources

- Common Classroom materials

Evaluation Techniques

- Tasks
- Quizzes
- Assignments
- Tests
- Homework
- Assignments
- Exercise

Time : 120 minutes

Warm-Up Activity

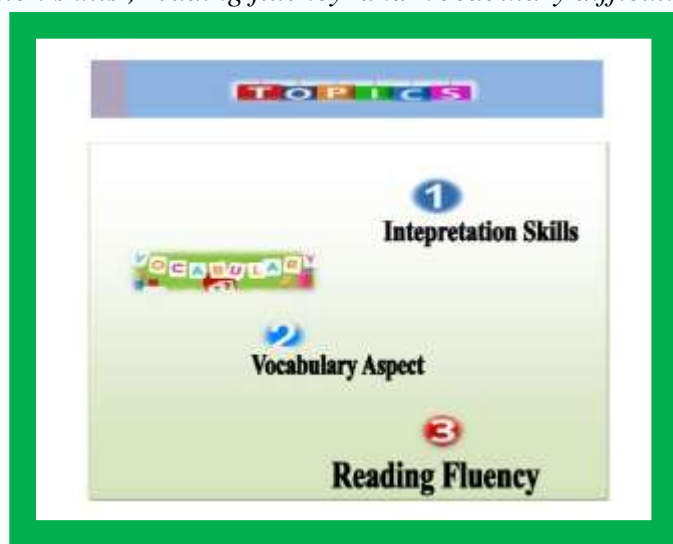


- Based on the scope and sequence matrix we covered on the first training day , ask trainees about the dimensions we will cover in reading .

Time : 5 minutes

Tell them the following :

In the first part of the session , we deal with reading difficulties that second grade students face. It includes interpretation skills , reading fluency and vocabulary difficulties.



Brainstorming Activity

- *As a teacher, how can you deal with students with reading difficulties?*
 - *What about the activities or methods you use?*
- First , tell your trainees to apply the methods of recognizing students' learning difficulties in interpretation skills in order to identify and discover students' learning difficulties in interpretation skills .
 - Then , start training them to use a variety of activities to overcome these difficulties.

Reading Difficulties (Interpretation Skills)

Activity 1: Roll and Retell

- Divide students into two groups or play this as a partner activity.
- Use this printed sheet of roll and retell and the dice numbered faces are having comprehension questions or story elements for the reading text.
- Read the text from the textbook aloud with the students.

- Ask the pupil to roll the dice.
- Go to the sheet to retell or answer the number that appears on the dice front face.
- Go rolling until the student cover all the dice dots number.



Time : 10 minutes

Activity (2) : Pass the Pronoun



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

Time : 10 minutes

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to interpretation skills such as :



For more exercises , go back to the English guide for grade two.

Enrichment Reading Material



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

Reading Difficulties (Vocabulary Aspect)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in vocabulary aspect in order to identify and discover students' learning difficulties in vocabulary aspect .

Activity (1): K W L Chart :

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

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

- You can keep the KWL Chart up displayed on the classroom wall, to reuse it again by wiping it clean.
- Present on the board the big poster of the text with its title :
- Then , start training them on using variety of activities to overcome these difficulties.
- Time : 10 minutes**

Activity (2) : Bingo



- Have each student work individually in the game of Bingo.
- Choose a grade level text as shown below and compile a list of vocab words from it.
- Read each word aloud, giving about 5 seconds before moving on to the next.
- It's a race against your clock to find the words, so the student can try to remember them while looking for the others .When he finds the words, he can mark them out. .Once the list is done, allow 20 more seconds to wrap up any remaining words.

- Ask your student to give a definition, draw a picture, or stick a card on the word.
- **Time : 10 minutes**

Paired Reading Method:



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

Paired Reading Steps:

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

Time : 10 minutes

Activity (3): Swat the Bug/Worms

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



Time : 10 minutes

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to vocabulary aspects such as :



For more exercises , go back to the English guide for grade two.

Reading Difficulties (Reading Fluency)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in reading fluency in order to identify and discover students' learning difficulties in reading fluency.
- Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1): Jigsaw



- Give each student in a group one or a few pieces of the puzzle. Each has one sentence from the written narrative story from their textbook.
- Give each one a part of the story puzzle with one sentence on each.
- Ask one student who has the full text of the story to read the sentences in order loudly.
- The one who has the sentence must re-read it loudly and give it to the main student who is arranging the parts of the puzzle.
- When the puzzle is completed, s/he has to read the text loudly by him/herself.
- **Time : 10 minutes**

Activity (2): Whisper Phones



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

Time : 10 minutes

Assessment

- ❖ Tell your trainees that after performing the activities , provide students with different assignments and exercises related to reading fluency such as :



For more exercises , go back to the English guide for grade two.

Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , ask trainees about the dimensions we will cover in writing.

Time : 5 minutes

Tell them the following :

In the first part of the session , we deal with writing difficulties that second grade students face. It includes grammar, spelling ,mechanics and vocabulary difficulties



Brainstorming Activity

- *As a teacher, how can you deal with students with writing difficulties?*
- *What about the activities or methods you use?*

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in grammar in order to identify and discover students' learning difficulties in grammar .
- Then , start training them to use a variety of activities to overcome these difficulties.

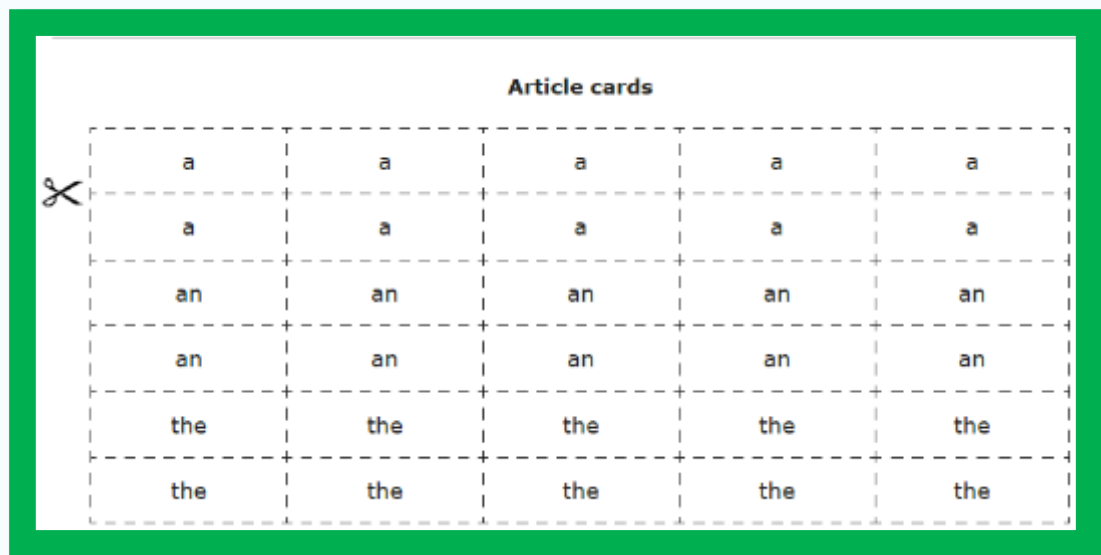
Writing Difficulties (Grammar)

Activity (1):

Grammar Game: Matching and Forming Sentences (Group Work)

- Divide the students into groups of three or four.
- Give each group a set of articles cards and a set of picture cards.
- Students will also need a pen and paper for keeping score.

- If the article matches with the noun, the students score a point. The student can then score an extra point by making a sentence with the article and noun.
- The student then keeps the cards and has another turn. If the cards don't match, the student turns them back over, keeping them in the same place.
- The game continues until all the cards have been matched.
- The student with the most points at the end of the game wins.
- Finally, go through the correct answers with the class and review how articles are used and deal with any problem words, e.g. an hour.
- **Time : 10 minutes**



Activity (2):Board Game

Introduction

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

Preparation

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

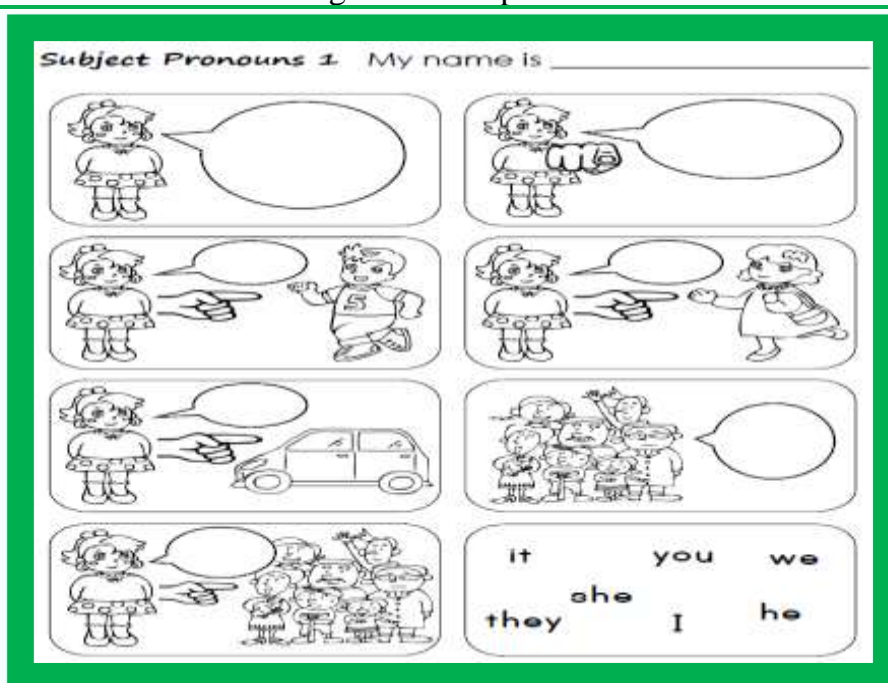
Procedures

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

Time : 10 minutes

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to grammar aspect such as :



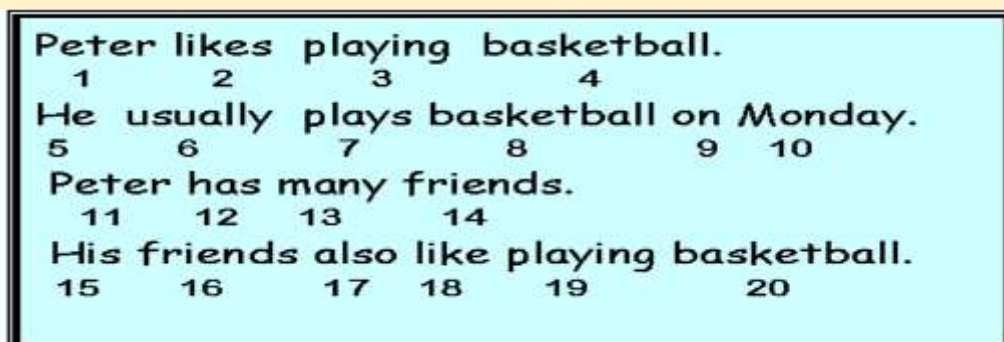
https://drive.google.com/file/d/1-WKXrzh6IP7WO6aADz-IKD5UGmY_OZMZ/view?usp=sharing

For more exercises , go back to the English guide for grade two.

Writing Difficulties (Spelling and Mechanics)

- ❖ First , tell your trainees to apply the methods of recognizing students' learning difficulties in spelling and mechanics in order to identify and discover students' learning difficulties in spelling and mechanics .
- ❖ Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1): Running Dictation



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

Time : 10 minutes

Activity (2):I Spy with my Capital Eye



- Ensure there are words and items all around the room that would be capitalized if they were written.

- Write them on cards with other card words that must not be capitalized and spread them in the classroom .
- Ask the students to choose one item or word that would be capitalized if written .
- The student says " I spy with my capital eye something that starts with capital .
- The other students can guess.

Time : 10 minutes

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to spelling and mechanics such as :

Name:

Capitalization:
The Word I

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

Select the sentences which use capital letters correctly.

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

LIVEWORKSHEETS

Finish!!

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

- For more exercises , go back to the English guide for grade two.

Writing Difficulties (Vocabulary)

- ❖ First , tell your trainees to apply the methods of recognizing students' learning difficulties in vocabulary in order to identify and discover students' learning difficulties in vocabulary .
- ❖ Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1) : Telephone

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

Time : 10 minutes

Activity (2): Odd One Out

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

Time : 10 minutes

Using Online Games in Vocabulary

WORDSEARCH

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



Word search

- ❖ This is a simple online word search game that students can use to practice basic English vocabulary. You have to find the words to match the images before the timer runs out.
- ❖ Before playing the game, you choose a set of content to use. There are about 30 sets to choose from and they cover a range of vocab topics. The game then selects about 18 items from that set to use in the game; the selection is based on how long the words are.
- ❖ To play the game, you have to look at the images and guess the matching words. Then you try to find the words in the jumble of letters. For example, if you see a picture of a phone, you have to find the letters for 'phone'. Spaces are excluded and so 'the sun' is changed to 'thesun'.
- ❖ You can click or tap on the images to see how the words are spelled, and there is also a hint button that can be activated by first clicking on the settings button. The challenge comes from finding all the words before the time runs out. If the time runs out, the game is lost but you can retry.
- ❖ Points are awarded for each word correctly found; however, points are lost for wrong guesses, for clicking on the images and for getting hints.
- ❖ It is hoped that learning can occur through the association of words, images and audio.
- ❖ The images present meaning, and this is paired with the English word through the process of finding the word's letters. This is also reinforced when the audio plays. The game also practices spelling as you have to know how the words are spelled in order to find them.



Time : 15 minutes

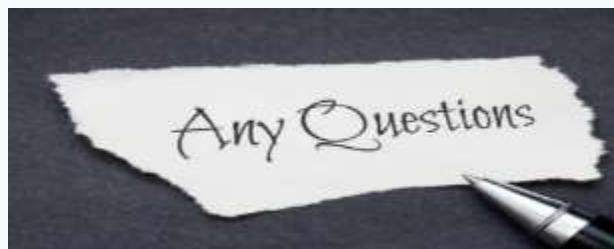
Assessment

- ❖ Tell your trainees that after performing the activities , provide students with different assignments and exercises related to vocabulary such as :



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

- For more exercises , go back to the English guide for grade two.
- After finishing the session , ask trainees if they have any questions .



Independent Practice

In groups , choose one activity and apply it to any topic in reading and writing



Time : 10 minutes

Satisfaction Scale

- Apply trainees' satisfaction scale related to the training, the trainer and the training content.

Training Satisfaction Scale					
▪ Trainer Name:-----					
▪ Trainee Name:-----		Date: -----			
▪ Training Name:-----					
Statements	Not Satisfied	Somewhat Satisfied	Neutral	Satisfied	Very Satisfied
The training Content.					
The relevance of the content to your specialization					
The presentation of information					
The trainer's knowledge of the content					
The training duration is suitable.					
The course trainers are competent.					
The assessments methods are varied					
The trainer's administration of the training is acceptable.					
There are suitable facilities for training					
The atmosphere of training is comfortable and non-threatening					
Do you have any comments or recommendations in the next training ?	<ul style="list-style-type: none"> ▪ ----- ▪ ----- ▪ ----- ▪ ----- 				

- Provide appreciation and gratitude to trainees for their attendance and participation on the training day , say goodbye and see you soon on the third training day.
- Time : 5 minutes**

The End of The Second Training Day

The Third Training Day



Session One

Listening and Speaking Difficulties for Grade Three

Aim of the Session

- Introducing listening and speaking difficulties for grade three.

Learning Outcomes

By the end of this session, trainees will be able to:

- Identify the 'oo', 'au', 'oi', 'aw', 'ow', 'ew', 'oy', vowel blends/teams.
- Recognize compound words containing short and long vowels.
- Pronounce sounds correctly.
- Become aware of the sounds in their environment.
- Identify words heard.
- Recognize the new vocabulary in listening text.
- Develop students' listening skills and learning of the new vocabulary in the environment.
- Practice listening intently with purpose and carrying on collaborative conversations.
- Recognize individual sounds in a word
- Recognize the same sounds in different words.
- Recognize a word, in a set of three that has an odd sound.
- Listen to a sequence of separately spoken sounds and then combining the sounds to form a word.
- Break a word into separate sounds and count how many sounds they hear.
- Recognize the word that remains when a phoneme is removed.
- Make a new word by adding a phoneme to an existing word.
- Substitute one phoneme for another to make a new word.
- Count (Numbers 30-50).
- Tell the time.
- Express actions are happening now.
- Pronounce the words in confidently and without fear.
- Describe weather and observe weather conditions and seasons.
- Pronounce some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in chair, and .share; /v/ and /f/ as in .van, and .fan; /p/ and /b/).
- Pronounce some English consonant clusters (i.e. grandfather).
- Understand the pronunciation of the native English speaker.
- Express their ideas through speaking through having enough vocabulary.
- Talk about their school subjects .
- Talk about their preferences .
- 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).

Topics of the Session

- Listening Difficulties for grade three.
- Speaking Difficulties for grade three.

Training Strategies

- Discussion
- Game Based Learning
- Multisensory Approach (Audio-visual multimedia)
- Mobile Based Learning
- Mobile Applications (Mobile Apps)
- E- Learning Strategy
- Role Play Activities
- Questioning
- Puppets based Learning
- Cooperative learning strategy

Learning Resources

Paper Resources :

- Student's Book
- Handouts.

Visual and Audio Resources :

- Models- Realia- Flash cards- Pictures- Audio files

Electronic Resources:

- Mobile applications
- Computers
- YouTube Videos
- Websites

Additional Resources

- Common Classroom materials

Evaluation Techniques

- Tasks- Quizzes
- Assignments
- Tests
- Homework
- Exercise

Time : 120 minutes

Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , ask trainees about the dimensions we will cover in listening .

Time : 5 minutes

Tell them the following :

In the first part of the session , we deal with listening difficulties that second grade students face. It includes the phonological difficulties, vocabulary and sound discrimination..



Brainstorming Activity

- *As a teacher, how can you deal with students with listening difficulties?*
 - *What about the activities or methods you use?*
- First , tell your trainees to apply the methods of recognizing students' learning difficulties in Phonological Difficulties
 - In order to identify and discover students' learning difficulties in Phonological Difficulties start training them to use a variety of activities to overcome these difficulties.

Listening Difficulties (Phonological Difficulties)

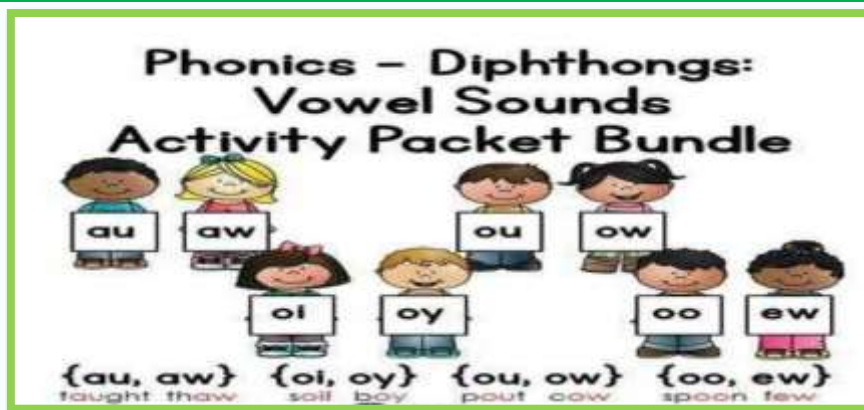
Activity (1):Using Songs

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



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

Time : 10 minutes



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

Say:

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

Say:

- When we find a word that rhymes with one of the words in the list maintained on the writing board, chances are it is normally spelled with the same vowel patterns”
- Divide the class into small groups. Give each group a few blank paper sheets and ask students to look at the words written on the writing board and to think of one new word that rhymes with the word on their sheet and write it on the blank paper sheets. If they think of more than one same sound word, they can use the additional sheets. Remind them to keep the spelling pattern the same unless they think they have thought of an exception. Allow 5 minutes for this activity.
- Ask each group to check the spelling of any words they have written by looking at other group's work.
- Ask students to write the /aw/, /oo/, /oi/, /aw/, /ow/, /ew/, /oy/ diphthong words in the notebooks.
- Time : 10 minutes**

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to phonological difficulties such as :



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

Listening Difficulties (Vocabulary)

- First, tell your trainees to apply the methods of recognizing students' learning difficulties in vocabulary in order to identify and discover students' learning difficulties in vocabulary .
- Then, start training them to use variety of activities to overcome these difficulties.

Activity (1): Hot Potatoes



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

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to vocabulary such as :



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

For more exercises , go back to the English guide for grade three.

Listening Difficulties (Sound Discrimination)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in sound discrimination in order to identify and discover students' learning difficulties in function.
- Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1): Phoneme Categorization

Pocket Chart Matching Sounds



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



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



Time : 10 minutes

Activity (2): Phoneme Categorization: Telephone



- ❖ I-Spy is one of 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 could say, I spy with my little eye a c-l-o-ck.
- ❖ Students blend the sounds together to tell you that you see a clock.

Time : 10 minutes

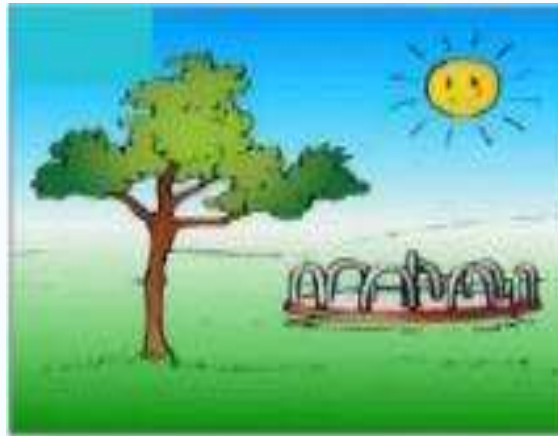
Activity (3): Phoneme Deletion: What's My Word?

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

Time : 10 minutes

Activity (4): Phoneme Segmentation

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





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



Time : 10 minutes

Assessment

- ❖ Tell your trainees that after performing the activities , provide students with different assignments and exercises related to sound discrimination such as :

Pick the Blend
Choose the correct blend and drag to complete the word.

fr	cr	dr	br	tr
	ee			
	uit			
	um			
	ab			
	oom			

fr	cr	dr	br	tr
	ess			
	ead			
	og			
	uck			
	ayon			

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

For more exercises , go back to the English guide for grade three.

Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day, ask trainees about the dimensions we will cover in speaking.

Time : 5 minutes

Tell them the following :

In the first part of the session, we deal with speaking difficulties that third grade students face. It includes pronunciation difficulties, function, communication & interaction difficulties, and rhyming difficulties .



Brainstorming Activity

- *As a teacher, how can you deal with students with speaking difficulties?*
- *What about the activities or methods you use?*

Speaking Difficulties (Pronunciation)

- First, tell your trainees to apply the methods of recognizing students' learning difficulties in speaking in order to identify and discover students' learning difficulties in pronunciation.
- Then, start training them to use a variety of activities to overcome these difficulties.

Activity (1): Play "Pass the Parcel Numbers 30-50"

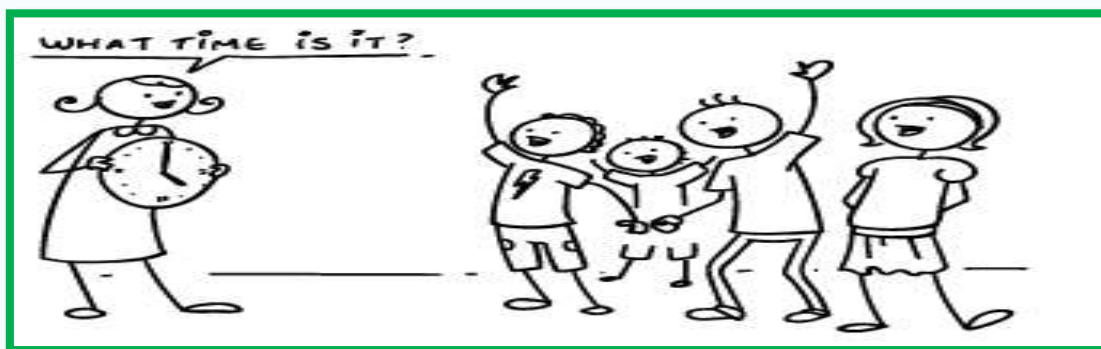
- Play a version of "Pass the Parcel" to introduce the numbers **30-50**.
- Before class get **10** sheets of A4 paper and write a number (**30-50**) on each sheet.
- Shuffle the papers up so they are ordered randomly.
- Now make your parcel — roll one sheet of paper onto a ball (with the number on the inside) and then wrap the next sheet (number inside) around the ball.
- **Time : 10 minutes**

Keep wrapping the sheets around the ball until all are used up and you have a parcel. If you like, you can include a small sweet with each sheet of wrapped paper. In class,



Activity (2) Telling the Time

- Teach the time vocab hold up your clock and set a time (e.g. 4 O'clock).
- Ask the class to elicit / teach "its 4 O'clock".
- Move the hand "What time is it?" to another time and ask again (you can also ask "Please could you tell me the time?").
- Go through the hours eliciting the times from the class until they have got the hang of the structures.
- **Time : 10 minutes**






Activity (4) : Fruit Salad

- This is generally a game where the students sit in a circle with one students standing in the middle.
- The students have each been designated as a type of fruit. The middle student calls a fruit, and all of the students who've been assigned that fruit must rush to change places while the middle student tries to take one of their chairs.
- Periodically they can call "**fruit salad!**" and then everyone must change places. Instead of using the names of fruits, you can designate words containing minimal pairs to groups of students, and maybe choose another word for the "fruit salad!" command.
- **For example**, as the students are sitting in the circle they "number off" one by one around the circle with: "**pea,**" "**bee,**" "**pin,**" "**bin**"
- Then the person in the middle will call "pin!" or another given word to get their peers running around.
- **Time : 10 minutes**

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to pronunciation such as :

Count the animals on the train and write the result:

30		32	33		
36				40	
	43		45		47
	49				

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

https://www.liveworksheets.com/worksheets/en/Math/Fill_in_the_blanks/Number_30-50_rv316405gz

Speaking Difficulties (Function, Communication and Interaction)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in speaking in order to identify and discover students' learning difficulties in function, communication and interaction .
- Then , start training them to use a variety of activities to overcome these difficulties.

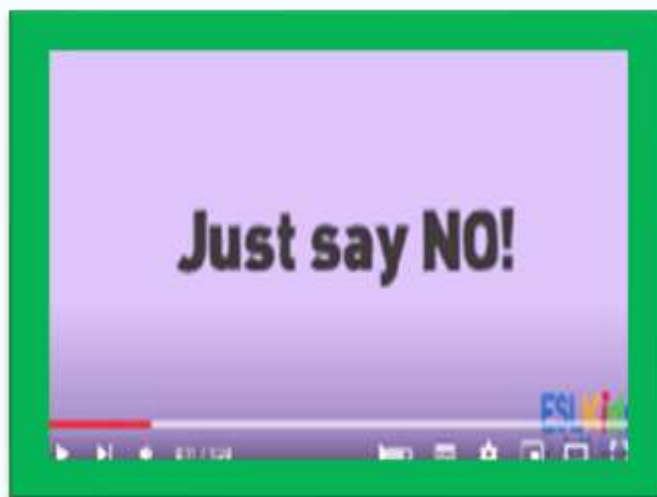
Warm-Up Activity

Ask trainees to close their eyes and try to describe anything they are interested in.

Activity (1): The Yes Game



- Students get one point for each question they ask by answering answer "Yes" to questions such as:
- Are you Syrian?
- Do you like Syria?
- Is English your favorite school subject?
- Students can then ask each other questions in the same way.
- Move onto getting points for each "No" answer such as :-
- Are you a doctor?
- Repeat the game with different questions about school subjects and what the students prefer.
- Note : this game helps students to increase their vocabularies , communicate with each other and express their ideas clearly.
- You can watch this video for more clarity .



<https://www.youtube.com/watch?v=qpm9Fd0iE1U>

Time : 10 minutes

Activity (2): Puppetry



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

You can watch this video for more understanding :



<https://www.youtube.com/watch?v=f-P7CFSps0U>

Time : 10 minutes

Activity (3): Interview your Classmate







- Get students to sit in pairs. Each student has to ask a few questions to his partner.
- The teacher can give a few questions as a guide, but the students can come up with their own questions.
- **Time: 15 minutes**
- **Some examples of questions are:**
 - *What is your full name?*
 - *Where do you live?*
 - *How many brothers do you have?*
 - *How many sisters do you have?*
 - *What are your hobbies?*
 - *What is your favorite school subject?*
- It is best that each student writes the answers down.
- At the end of the interview, each student introduces his/her partner in front of the class. The answers that are written down can be used as a guide for the presentation. Teachers should encourage students not to read the answers but present it in their own words.
- **Time : 10 minutes**


Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to interaction, communication and interaction such as :

MY FAVORITE SUBJECT

Answer the questions

-  What is her favorite subject?
-  What is his favorite subject?
-  What is her favorite subject?
-  What is her favorite subject?
-  What is his favorite subject?



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

For more exercises , go back to the English guide for grade three.

Speaking Difficulties (Rhyming Difficulties)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in speaking in order to identify and discover students' learning difficulties in rhyming .
- Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1) : Do these Words Rhyme? Why or Why Not?

- A final activity designed to improve students' rhyming identification and discrimination abilities is one in which the students are presented with one of two tasks. For one task, the students are each presented with two words auditory.
- They are instructed to state whether the two words rhymed and provide a reason as far as why or why not. If the two words rhyme, their reasoning simply needs to include “they end with the same sound” or “the words are in the same word family.” If the words do not rhyme, the student's reasoning needs to include, “they don’t end with the same sound” or “they start with the same sound but don’t end with the same sound.”
- For the other task, the students are presented with one stimulus picture (e.g., a picture of a ‘fig’), and one of three other pictures, one of which rhymes with the stimulus picture (e.g., ‘wig’), one of which starts with the same sound but does not end with the same sound (e.g., ‘pot’), and one of which starts with the same sound but ends with a different rime sound (e.g., ‘bag’). When presented with the stimulus picture and one of the other pictures, each student is told to, as described above, state whether the two words rhyme and provide a reason as far as why or why not.
- **Time : 10 minutes**

Activity (2) : Transportation Name Game



How to Play:

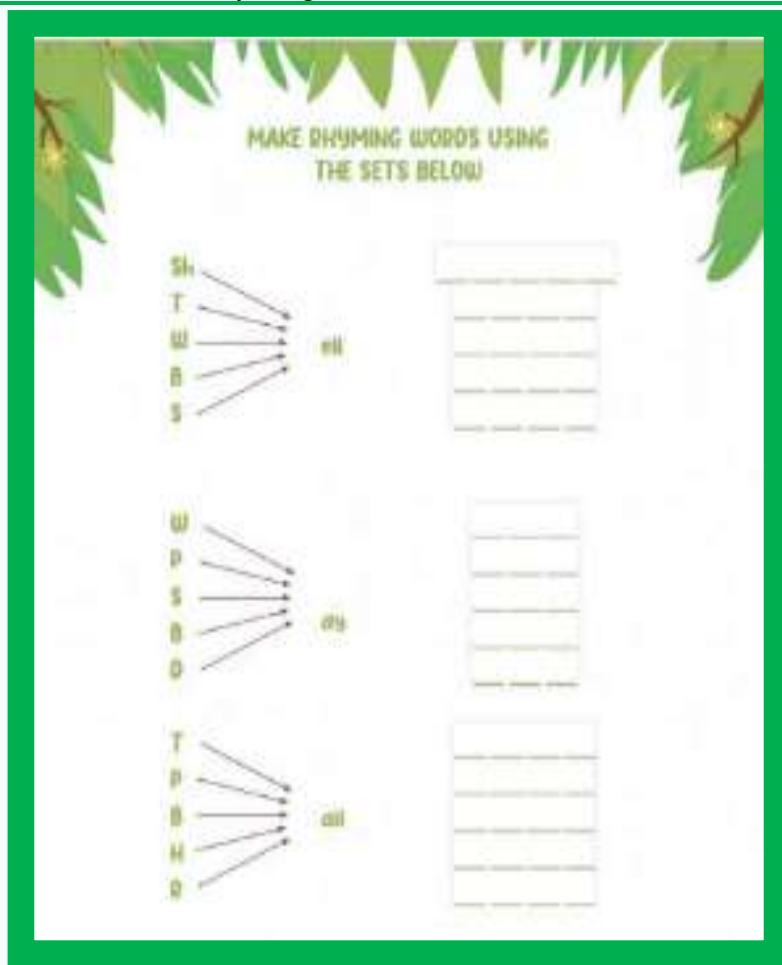
- Begin by modeling how to rhyme.
- Point to a vehicle, while saying a word that rhymes with it.
- Student should say the real name of the vehicle. This puts rhyming into his/her ears with a visual cue (pointing).
- If you point to a car and say star, he/she will automatically say car.
- Tell your student, "We are going to play a rhyming game.
- Rhyming words have the same sound endings. *I'm going to point to one of these vehicles. You're going to say the word that rhymes with what I say that tell us the real name of the vehicle. Okay?"*
- Give him/her two examples: "I'm pointing to a train, and I say crane. You say train. I'm pointing a boat. I say coat, and you say boat. **Time : 10 minutes**

Here are some examples:

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

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to rhyming such as :



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

For more exercises , go back to the English guide for grade three.

Break : 30 minutes



Session Two

Reading and Writing Difficulties for Grade Three

Aim of the Session

- ❖ Introducing reading and writing difficulties for grade three.

Learning Outcomes reading

By the end of this session, trainees will be able to:

- ❖ Interpret reading materials.
- ❖ Comprehend text to answer questions.
- ❖ Explain information and identify the main topic and the central idea.
- ❖ Integrate reading with writing to deepen students' comprehension through locating specific details in the text.
- ❖ Propose logical solutions to problem.
- ❖ Think creatively and critically to overcome the hard part in problem –solving task.
- ❖ Know many sight words.
- ❖ Use the sight words in sentences of their own words.
- ❖ Read these sight words through a text.
- ❖ Recognize vocabulary and new words well.
- ❖ Learn vocabulary word out of the context clues.
- ❖ Practice using uncommon words they have learned before.
- ❖ Communicate with others using unfamiliar words.
- ❖ Answer comprehension question out of the text using vocabulary.
- ❖ Develop their vocabulary acquisition to integrate what they read with what they write.
- ❖ Integrate reading with listening, speaking and writing skills.
- ❖ Use unfamiliar words they have understood in their productive expression and sentences.
- ❖ Collaborate and help each other without losing confidence.
- ❖ Read aloud .
- ❖ Read fluently with accuracy and expression to ease comprehension.
- ❖ Collaborate and communicate to achieve reading goals.
- ❖ Read different types of reading texts to obtain information and show enjoyment.
- ❖ Develop fluency reading skills for text related to their daily life activities or amusing stories.
- ❖ Express the other feeling, when taking roles in a play of other characters.
- ❖ Read independently to acquire knowledge.
- ❖ Predict and brainstorm through illustration related to the contents and through title.
- ❖ Use cooperation and collaboration strategy to improve "Reading to Learn " and not "Learning to Read" only.
- ❖ Understand texts and use critical thinking to conclude.
- ❖ Make connection between what they read and prior knowledge.
- ❖ Connect the use of illustration to improve reading and related writing skills.
- ❖ Integrate speaking, listening , and writing skill with the reading skills.
- ❖ Apply the use of grammatical rules.
- ❖ Use the prepositions of place (on the left , next to , on the right, etc.) correctly.
- ❖ Use the possessive adjectives (my- your- his – her) correctly.

- ❖ Use parts of speech and their functions (adjectives, adverbs, articles) correctly.
- ❖ Transfer grammatical knowledge into communicative language use.
- ❖ Write simple sentences correctly.
- ❖ Categorize words which contain soft and hard "C"
- ❖ Add suffix "ly" to appropriate words in a text.
- ❖ Differentiate between adjectives and adverbs.
- ❖ Put events in their correct sequence in a story.
- ❖ Fill in the missing details or ending.
- ❖ Divide words into syllables and spell them correctly.
- ❖ Integrate pronunciation of syllable words with writing (spelling).
- ❖ Apply correct punctuation marks and capitalization.
- ❖ Identify interactive writing of sentences by using different ending marks(period , comma, question mark, exclamation mark).
- ❖ Recognize different types of sentences (affirmative , interrogative, imperative, exclamatory)
- ❖ Apply paragraph indentation and leave spaces between sentence words.
- ❖ Integrate writing with punctuation into writing with expression.
- ❖ Develop students writing skills through mechanics usage and spelling correction.
- ❖ Cooperate and collaborate to learn and fill gaps without losing confidence.
- ❖ Use word clusters to remember uncommon words.
- ❖ Use context to remember unfamiliar words.
- ❖ Use suitable words for describing pictures.

Topics of the Session

- ❖ Reading Difficulties for grade three.
- ❖ Writing Difficulties for grade three.

Training Strategies

- ❖ Game Based Learning
- ❖ Multisensory Approach (Audio-visual multimedia)
- ❖ Mobile Based Learning
- ❖ Mobile Applications (Mobile Apps)
- ❖ E- Learning Strategy
- ❖ Role Play Activities
- ❖ Collaborative Strategy
- ❖ Reader's theater
- ❖ Brainstorming strategy:
- ❖ Questioning
- ❖ Cooperation strategy
- ❖ A discovery or inductive approach

Learning Resources

Paper Resources :

- ❖ Student's Book
- ❖ Handouts.

Visual and Audio Resources :

- ❖ Models- Realia- Flash cards- Pictures- Audio files

Electronic Resources:

- ❖ Mobile applications
- ❖ Computers
- ❖ YouTube Videos
- ❖ Websites

Additional Resources

- ❖ Common Classroom materials

Evaluation Techniques

- ❖ Tasks
- ❖ Quizzes
- ❖ Assignments
- ❖ Tests
- ❖ Homework
- ❖ Exercise

Time : 120 minutes

Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , ask trainees about dimensions we will cover in reading.

Time : 5 minutes

Tell them the following :

In the first part of the session , we deal with reading difficulties that second grade students face. It includes interpretation skills , reading fluency and vocabulary difficulties.



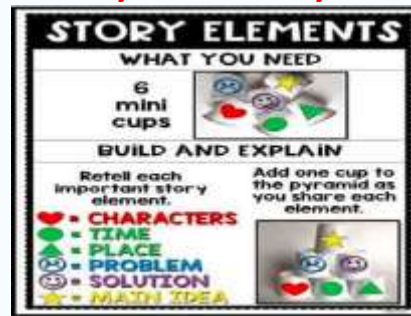
Brainstorming Activity

- *As a teacher, how can you deal with students having reading difficulties?*
- *What about the activities or methods you use?*

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in interpretation skills in order to identify and discover students' learning difficulties in interpretation skills .
- Then , start training them to use a variety of activities to overcome these difficulties.

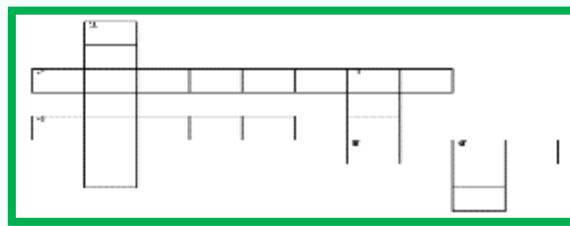
Reading Difficulties (Interpretation Skills)

Activity 1: Build a Pyramid



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

Activity 2: Crossword Puzzles



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

Story :

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

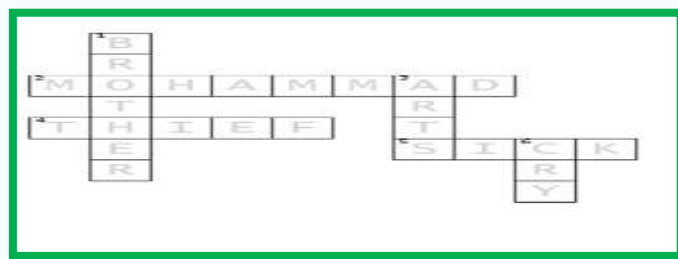
- ❖ A thief came to the house, what will he do ?
- ❖ Surprise. It was his lost cat
- ❖ At the end he became glad.

ACROSS

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

DOWN

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



Activity (3) : Problem Solving Cards

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

If a solution fits more than one problem s/he can stick it to all the quadrant, and when s\he finishes the 4 quadrants, s/ he wins.

Told a lie	Lost my homework
Friend was absent and he was sick	Late for the class

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

Examples on problems and solutions:

P: my friend wants to cheat from my test

S : talk to her after the test

P: I forget to study my lesson

S: I say the truth and apologize to the teacher

Time : 10 minutes

Assessment

- ❖ Tell your trainees that after performing the activities , provide students with different assignments and exercises related to interpretation skills such as :

PROBLEM AND SOLUTION MATCH UP

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

STORIES FROM SECOND

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



For more exercises , go back to the English guide for grade three.

Reading Difficulties (Vocabulary Aspect)

- ❖ First , tell your trainees to apply the methods of recognizing students' learning difficulties in vocabulary aspect in order to identify and discover students' learning difficulties in vocabulary aspect .

Activity (1): Sight Word Steppingstones

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



Tip

- ❖ 75 % of the words used in text geared towards young readers are sight words
- ❖ Then , start training them on using variety of activities to overcome these difficulties.
- ❖ **Time : 10 minutes**

Activity (2): Identifying Unfamiliar Words in a Sentence Graffiti Wall

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

- ❖ **Time : 10 minutes**

Activity (3) : Free Time Vocabulary Activities

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

- ❖ When they guess the word ask them to write it on the board to check their correct spelling.
- ❖ To win more points they have to write it in a sentence of their own.
- ❖ Ask your student to give a definition, draw a picture, or stick a card on the word.



Time : 10 minutes

Activity (4): Pop Game

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



- ❖ Ask your students to take turns pulling one stick out of the container. If they pull a word stick , they must give its definition.
- ❖ You can ask them to give a synonym or antonym or even to use in a sentence of their own .
- ❖ If they answer correctly they keep the stick, if they are wrong , it goes back into the container after you provide them with the answer in order to recognize it later.
- ❖ If they draw a pop , they must put all of their sticks back in the container.
- ❖ After they collect all the sticks ,ask your student to fill in the blank of the text that misses these vocabulary words.

❖ Time : 10 minutes

Assessment

- ❖ Tell your trainees that after performing the activities , provide students with different assignments and exercises related to vocabulary aspects such as :

Sight Words (Fill in the blank)
Choose the correct word for each sentence.

one get say make come two they our

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

LIVEWORKSHEETS



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

For more exercises , go back to the English guide for grade three.

Reading Difficulties (Reading Fluency)

- ❖ First , tell your trainees to apply the methods of recognizing students' learning difficulties in reading fluency in order to identify and discover students' learning difficulties in reading fluency .
- ❖ Then , start training them to use a variety of activities to overcome these difficulties.

Readers Theatre

- Choose a text for students to read.
- Make copies for the group, two for each member .
- Discuss the purpose and procedures for Reader's Theater with the class/group. Assign students parts by having them volunteer .
- Practice needs to be done aloud and also silently .
- Model fluency by reading aloud the text .
- Ask the students start to practice reading scripts, reading all the parts independently. They take these scripts at home for further practice.
- Then divide the students into groups and provides each group with specific script. Students read the script, taking different part with each reading.
- Circulate among the groups, coaching and providing feedback.
- Encourage the students to pay attention to their performance when reading.

- Students read and reread the script to which they are assigned
- Students can read/perform their scripts for an audience of classmates, parents.
- **Choose suitable short story suitable for your students.**
- Present the picture of the story (*The Three Princesses*) and begin to activate the students' prior knowledge (*Brainstorming*).



❖ **The Teacher:** What do you see in this picture?

❖ **Students:** Three girls.

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

❖ **Students:** yes, on TV.

❖ **The Teacher:** How?

❖ **Students:** It is a cartoon.

❖ **The Teacher:** Good.

❖ **Students:** Yeah! ! ! ! ! !.

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



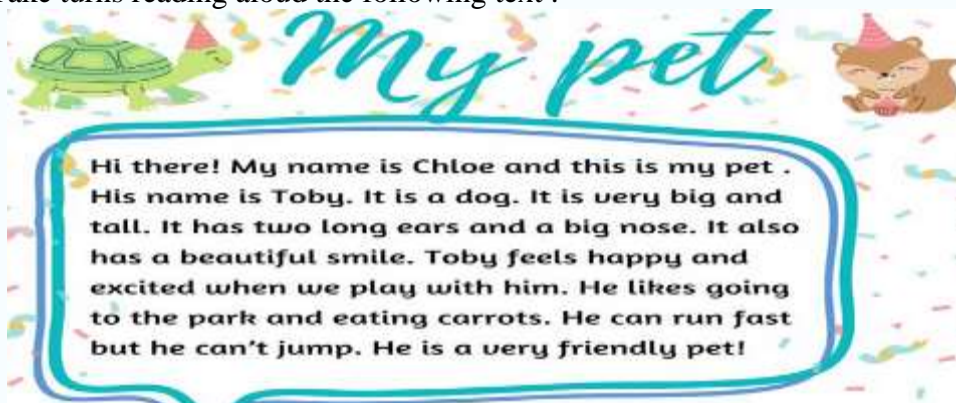


For more information , look at the guide for grade three

Activity (1): Paired or “Buddy” Reading



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

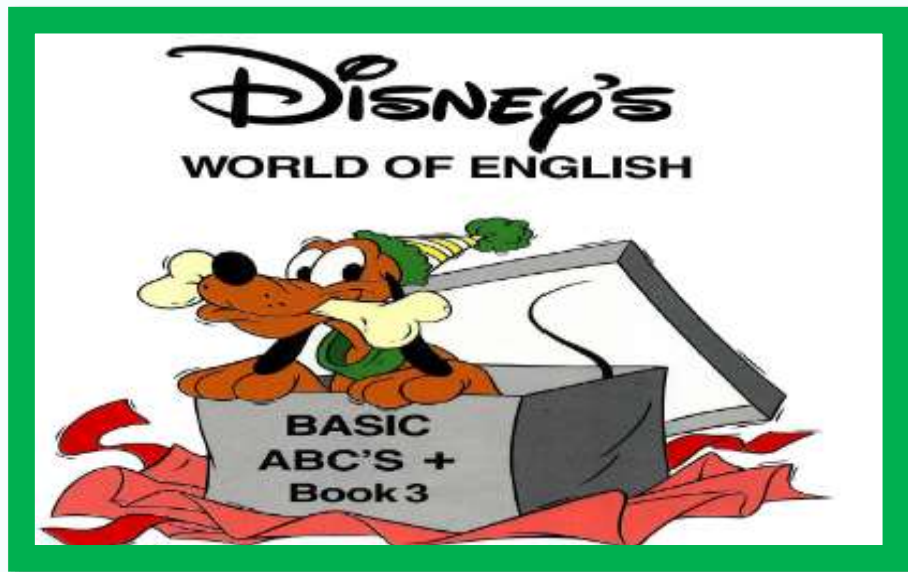


- Ask your student to re-read the same page you just read. You'll notice that your student's reading will start to sound more and more like yours. Do this for several pages.
- Once your student is comfortable enough, and familiar enough with the book, take turns reading page for page.

Time : 10 minutes

Activity (2): Echo Game

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



Time : 10 minutes

Mobile apps Activities



Brainstorming Activity

Ask trainees whether they can you use Mobile applications to overcome any difficulties in reading.

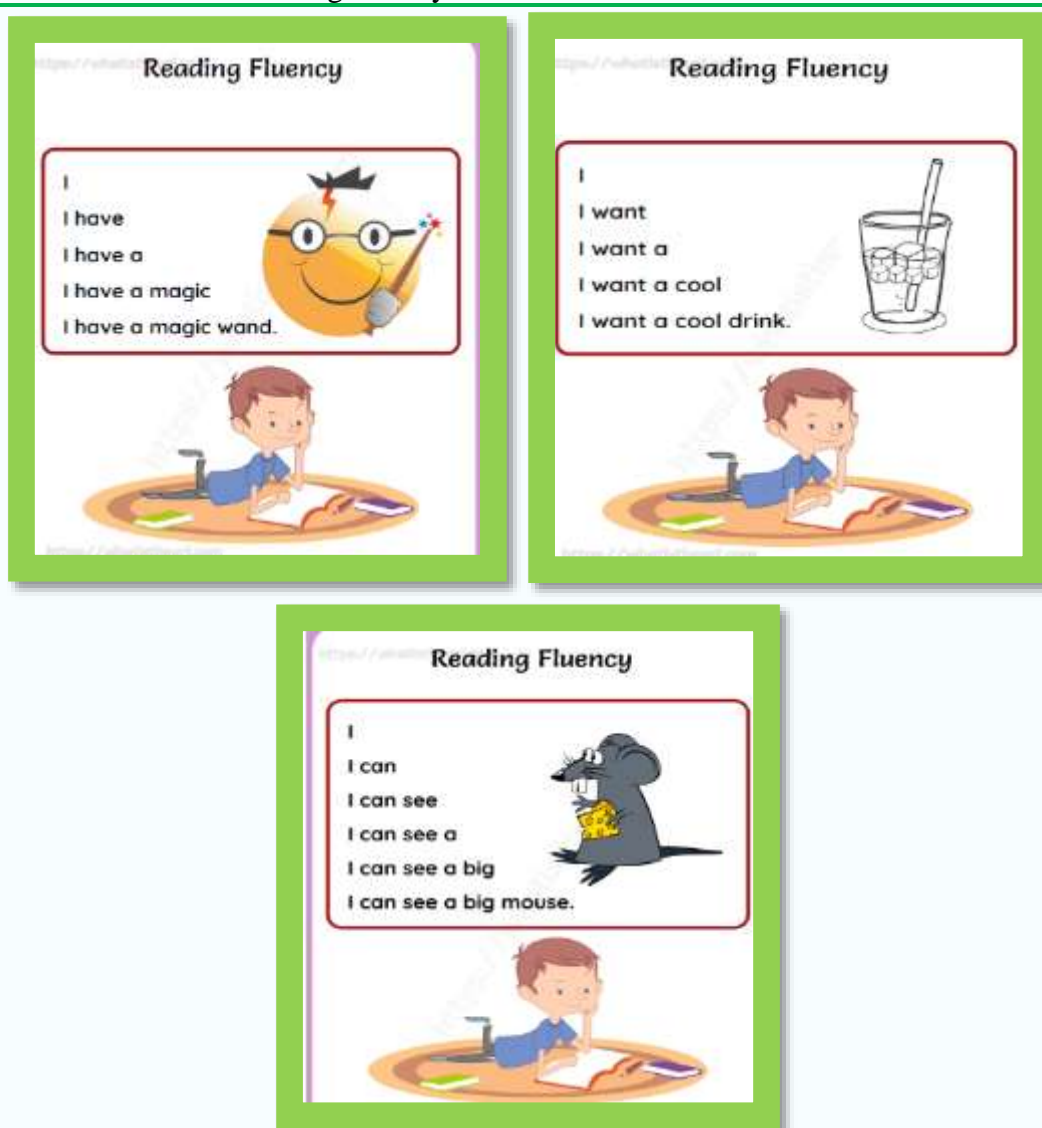
- Tell trainees that it's very important to use mobile application to overcome any difficulties in reading such as :



<https://play.google.com/store/apps/details?id=com.teachyourmonstertoread.rff>

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to reading fluency such as :



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



For more exercises , go back to the English guide for grade three.

Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , ask trainees about the dimensions we will cover in writing .

Time : 5 minutes

Tell them the following :

In the first part of the session , we deal with writing difficulties that second grade students face. It includes grammar, spelling ,mechanics and vocabulary aspect



Brainstorming Activity

- *As a teacher, how can you deal with students with writing difficulties?*
 - *What about the activities or methods you use?*
- First , tell your trainees to apply the methods of recognizing students' learning difficulties in grammar in order to identify and discover students' learning difficulties in grammar .
 - Then , start training them to use a variety of activities to overcome these difficulties.

Writing Difficulties (Grammar)

Activity (1): Sentence or Fragment

- ❖ Work in pairs.
- ❖ Ask the student to look at the picture carefully.
- ❖ Let them decide if each group of words is a sentence or a fragment.
- ❖ Ask them to write (s) if words are a sentence and (f) if they are fragment.
- ❖ Assign a certain time.
- ❖ Ask them to rewrite the fragments into complete sentences.
- ❖ Meanwhile go through the desks and offer help to those who have questions.
- ❖ Choose a student to answer only one sentence. Then choose another one to the next sentence ... etc.
- ❖ **Time : 10 minutes**

Activity (2): Look Around



- ❖ Have pairs of students take turns saying where items in the classroom are without saying the object itself.
- ❖ For example, a student could say, "This object is *over* the door."
- ❖ The second student guesses which item his partner is describing. "Is it the clock?" If the student gets the answer right, they switch roles.
- ❖ Student (1): Where is the desk?
- ❖ Student (2): It is next to the door.
- ❖ Repeat until you cover the prepositions of place.
- ❖ **Time : 10 minutes**

Activity (3): The Classroom Ghost: Preposition of Place



- ❖ Inform your students that you have some bad news; there seems to be a mischievous classroom ghost.
- ❖ Things are not the same as they were when you left the room yesterday. Some items are now in different positions, but you can't remember what was where, and you need their help.
- ❖ This game takes some preparation. You will have to move some things around.

- ❖ For example, you could place some books under a student's chair, put a marker pen on the windowsill, put the clock on the teacher's chair, and put the CD player behind the door, and so on.
- ❖ Put students into pairs to make a note of what the "ghost" has moved around and ask them to use "prepositions of place" to make sentences.

For example:

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

❖ **Time : 10 minutes**

Assessment

- ❖ Tell your trainees that after performing the activities , provide students with different assignments and exercises related to grammar aspect such as :



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

For more exercises , go back to the English guide for grade three.

Writing Difficulties (Spelling and Mechanics)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in spelling and mechanics in order to identify and discover students' learning difficulties in spelling and mechanics .
- Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1): Stand up – Sit Down

- Prepare flashcards with soft and hard "c" words.
- Ask students to stand up if the word is with soft "c" and clap with hands one time. If the word is with hard " c" they have to stand up and clap twice .After clapping the student must write the word in the column related to on the board and tell why it is soft or hard "c" sound
- For more practice, let them give words of their own that have soft or hard "c" sound to add in the columns.
- The strategy with its activities could be applied on "g" sound also.
- **Time : 10 minutes**

Activity (2) :Identifying Suffix : Suffix “ly” Gallery Walk

- To discuss suffix formation, we use gallery walk so all your students can share.
- Make a big poster with "ly" suffix for them .
- Give students about 6 minutes to walk around and add words that have this suffix.
- This is a snapshot on what your students already knew about suffix and how they worked (a lot of made up words)
- Explain the form and uses of this suffix, and review the words written on the poster as a class, discussing correct and incorrect answers.
- Check for the spelling of some special suffixes and discuss the rule with them.
- You may ask student to fill in the blank in sentences containing this suffix to check their understanding.
- **Time : 10 minutes**



Activity (3): Sequence : Scrambling and Ordering

- Teaching students how to sequence is an essential skill in writing. Sequencing is important because even the student's daily routine involves sequences events such as getting dressed or making a snack.
- Sequencing activities are especially beneficial when you incorporate visual aids.
- Using story board enables the students to visualize the activity and make connection pictures and the activity that need to be taking place.
- Story board are great sequence tools because they are made up of cells in row or column, which helps students keep ideas, details, and pictures in correct order .“Manipulating events whether on a computer or on paper form gives students a more concrete understanding of the event sequence.
- In order to let your students, understand the sequence of a story, read or even write his own story: The Beginning, The Middle, The End. Sequence board is typical to write that.
- They can use it as a graphic organizer to fill it with images and then text the events.
- If your student are retelling a story, create the cells that you want the student to sequence ,and then print.
- Have the students cut the cells out and place them in random order.
- Have students paste or tape them in correct order on a separate sheet of paper.

You may use the First Last story board to sequence a recipe for example.



Time : 10 minutes

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to spelling and mechanics such as :

NAME TEACHER

CLASS DATE

LETTER MIX-UP!

Unscramble the letters to spell the words correctly



shocol



tahcere



kpra



gdo



<https://www.liveworksheets.com/sz1590699ux>



- For more exercises , go back to the English guide for grade three.

Writing Difficulties (Vocabulary)

- ❖ First , tell your trainees to apply the methods of recognizing students' learning difficulties in vocabulary in order to identify and discover students' learning difficulties in vocabulary .
- ❖ Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1): Describing People

The aim of the Activity :

- ❖ Learn and practice how to describe people's appearance and clothing.
- ❖ Use "verb to be" to describe height, body build and age.
- ❖ Use "have" and " has" to describe hair color , hair length and facial features.
- ❖ Use "wear" to talk about clothes.

Introduction

- ❖ This describing appearance lesson helps to teach students how to describe people's appearance and clothing.

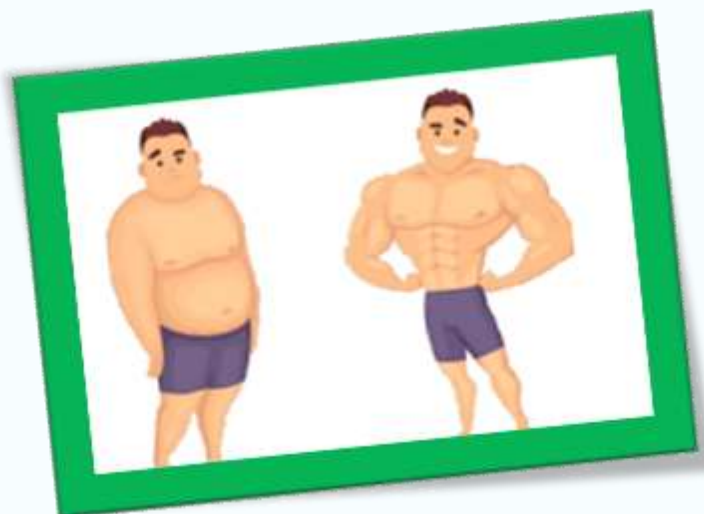
Procedures:

- ❖ Give each student a copy of the picture.
- ❖ Students begin by learning how to use the verb 'to be' to describe height, body build and age.
- ❖ Ask students to brainstorm adjectives for height, body build and age.
- ❖ Then, have the students write short descriptions of the people in the pictures using the verb to be and adjectives, e.g. : **The girl is young and short.**

Example

Height , Body Build and Age

- ❖ When describing people , we use the verb (to be) to describe height , body build and age .



Examples

- ❖ I am tall and thin.
- ❖ He is fat.
- ❖ You are old and short.
- ❖ Mohammed is young.

Time : 10 minutes

Activity (2) : Quiz Game: Banana Race



- ❖ It is basically a QUIZ game in which you (teachers) ask students questions (Target Vocabulary to check students' remembering the words they learnt) like:
- ❖ "What's this?"
- ❖ What fruit is red and round?
- ❖ What is your favorite school subject?"
- ❖ What is your father's job?
- ❖ Divide the class into small groups/teams if you have a large class.
- ❖ The teacher draws on the board a racetrack and each team or student will be a BANANA waiting at the Starting Line. They will approach the Goal line as they answer each question.
- ❖ Each right answer equals a step towards the Goal Line. The BANANA who arrives there first, WINS.

Time : 10 minutes

Activity (3): Apple Pass



- ❖ **This game aims at helping third grade students to remember words.**
- ❖ Have all students sit in a circle?
- ❖ Use a fake apple and toss it to one student.
- ❖ But you must say one English word as you pass.
- ❖ The student then throws to another student and says a different English word.
- ❖ If the student you have thrown it to, drops it, he/she is out.
- ❖ And the game keeps going until you have one winner.
- ❖ It can be played with different categories, such as Food, Animals, Etc.

❖ **Time : 10 minutes**

Using Online Games in Vocabulary

WORDSEARCH

- ❖ Using games whether online or offline to overcome any difficulties in vocabulary :
- ❖ you can click on the following link and enjoy using this online game :

https://play.google.com/store/apps/details?id=tienjoneey.com.english_vocabulary



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.

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to vocabulary such as :


word search
Animals


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



lizard


spider


rabbit


dog


frog


elephant


rat


duck


bird


cat

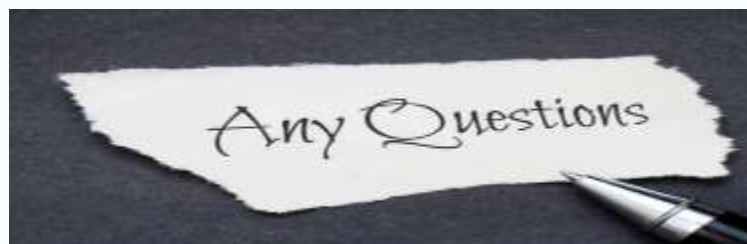
Finish!!



<https://www.liveworksheets.com/ze1332555db>

- For more exercises , go back to the English guide for grade three.

- After finishing the session , ask trainees if they have any questions .



Satisfaction Scale

- Apply trainees' satisfaction scale related to the training, the trainer and the training content.

Training Satisfaction Scale					
▪ Trainer Name:----- ▪ Trainee Name: ----- Date: ----- ▪ Training Name:-----					
Statements	Not Satisfied	Somewhat Satisfied	Neutral	Satisfied	Very Satisfied
The training Content.					
The relevance of the content to your specialization					
The presentation of information					
The trainer's knowledge of the content					
The training duration is suitable.					
The course trainers are competent.					
The assessments methods are varied					
The trainer's administration of the training is acceptable.					
There are suitable facilities for training					
The atmosphere of training is comfortable and non-threatening					
Do you have any comments or recommendations in the next training ?	▪ ----- ▪ ----- ▪ ----- ▪ ----- ▪ -----				

- Provide appreciation and gratitude to trainees for their attendance and participation on the training day , say goodbye and see you soon in the third training day.
- **Time : 5 minutes**

The End of The Third Training Day

The Project



The aim of the project:

- Treating the English language difficulties among students in grades (1-3).

Steps of the project

- Ask trainees (grades' (1-3) teachers to identify the students who had learning difficulties in English through applying the methods of recognizing the English learning difficulties.
- Implement the different activities and strategies with them at the English corner.
- Record their teaching and how they treat the difficulties through videos.
- Write a detailed report and present it in front of their colleagues and the trainers who are responsible for treating to evaluate their performance.

Individual Treatment Plan Model

- ❖ The Individual Educational Plan: that plan is specifically designed for a particular pupil in order to meet his educational needs so as to include all the objectives expected to be achieved according to certain standards and in a specific period of time.

Individual Treatment Plan Model

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

General Difficulty:-----

Sub-Related Difficulties:-----

- ❖ -----
- ❖ -----
- ❖ -----

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

- ❖ -----

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

Remedial Teaching Guide for Students with English Language Learning Difficulties

Objectives	Techniques for achieving goals with an individual plan
Minimize/reduce distractions	<ul style="list-style-type: none"> ❖ Make your eyes meet the eyes of the students frequently. ❖ Ask the pupil to sit near you (the teacher). ❖ Attract the pupil's attention and interest by following his responses. ❖ Ask the pupil to sit away from places of noise (air conditioner / door / window) ❖ Ask the pupil to sit next to his classmates with the desired behavior
Increasing the level of motivation	<ul style="list-style-type: none"> ❖ Keep tasks short and divide them into small parts. ❖ Keep homework short, simple, straightforward, and interesting. ❖ Use the distributed practice method (many short sessions) ❖ Choose assignments, tasks, or actions that stimulate the student's motivation and interest. ❖ Increase the rate of new tasks that intrigue the pupil's curiosity.
Improve Organization	<ul style="list-style-type: none"> ❖ Provide clear rules and regulations for acceptable behavior in the classroom. ❖ Accurately define your expectations as a teacher of the students. ❖ Establish routine, specific places for things in the room. Provide complete lists of materials needed for each task. ❖ Review daily the student's performance of homework before the end of the school day. ❖ Use folders to organize work for each student. Use different colors for different theme files.
Improve listening tasks	<ul style="list-style-type: none"> ❖ Keep the instructions simple and short. ❖ Have the pupil repeat the instructions to himself aloud. Attract the students' attention by using the words "keep your mind", "stay with me", etc. ❖ Use visual aids such as: wall charts , graphics.
time management	<ul style="list-style-type: none"> ❖ Divide the lesson time in a specific way and then prove these divisions. ❖ Prepare a list to help students organize their assignments. ❖ use behavior contracts that include completing tasks within a specified time.

Individual Plan Mechanisms Implementation Guide	
Plan Dimensions	Mechanisms
Diagnosis and Evaluation	<ul style="list-style-type: none"> ❖ Apply one of the individual or group intelligence tests. ❖ Apply an EFL test or get its score in the difficulty subject . ❖ Apply the Distraction and exclusion narration (intelligence < average + achievement > average).
Behavior Analysis	<ul style="list-style-type: none"> ❖ Identify the pupil's favorite positive and negative reinforcements . ❖ Determine the type of motivation that provokes the child to the optimal level of arousal.
Prepare individual plan	<ul style="list-style-type: none"> ❖ Set the direct and indirect goals to be achieved. ❖ Provide a detailed explanation of the skills to be acquired by the pupil, supported by examples. ❖ Determine the activities and practices that the pupil must do to acquire these skills. ❖ Determine the basis for evaluating the pupil's performance for the tasks and skills to be acquired. ❖ Determine the types of reinforcements that are provided to the pupil in terms of kind and timing.
Arousal Motivation	<ul style="list-style-type: none"> ❖ Make the target tasks simple, brief, and at the level of the student's abilities. ❖ Make the target tasks exciting for him/her in order to feel successful and accomplished.

<p>Activate activities</p>	<ul style="list-style-type: none"> ❖ Help the pupil to understand the causal relationship between the target behavior and its consequences . ❖ Use the sequence and formation of the tasks targeted to the students' performance. ❖ Prepare a list to help students organize and carry out their assignments . ❖ Provide an immediate corrective feed for the student's performance on these tasks ❖ Use positive and negative reinforcements.
<p>Follow the Reliability of Acquisition</p>	<ul style="list-style-type: none"> ❖ Compare the extent to which objective/ objectives have been achieved in terms of level and content ❖ Determine the extent to which the student acquires the new targeted skills in life appropriately. ❖ Determine the extent to which actual performance deviates from expected or targeted performance . ❖ Identify the correction mechanisms.

Best Wishes

Preparation Team