

Training Package

مشروع بناء برامج تعويضية

لصعوبات تعلم المواد الدراسية للاجئين السوريين

لبنان - الأردن - تركيا (الداخل السوري)



Overcoming English Learning Difficulties

Grades 1-3



الهيئة الخيرية الإسلامية العالمية
International Islamic Charity Organization



مبدأ التكافل
ISFD
صندوق التضامن الإسلامي للتنمية
Islamic Solidarity Fund for Development



البنك الإسلامي للتنمية
Islamic Development Bank

Trainees Guide



The Supportive Parties



Islamic Solidarity Fund for Development



International Islamic Charity Organization



Islamic Development Bank

The Executing Parties



Humanitarian Excellence Association – Kuwait

Project Higher Committee

Eng. Badr Saud El-Samiet General Manager International Islamic Charity Organization	Mr. Abdel-Rahman Abdel-Aziz El-Motawa Vice General Manager International Islamic Charity Organization	Mr. Mohamed El-Amin Mohamed El-Hady Leader of Ability, Resilience and Fragility- Islamic Development Bank
Eng. Mohamed Abdel-Sallam El-Aosta Acting Regional Office Islamic Development Bank - Cairo	Dr. Khalid Mohamed ElSobieh Chairman of the Board Humanitarian Excellence Association	Dr. Ashraf Khadam Islamic Development Bank Regional Office in Cairo
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Project Administrative Supervisor Dr. Medhat Soliman Director of Education Department -Humanitarian Excellence Association	

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<p>Dr. Hossam Ibrahim</p> <p>PhD in Curriculum and Teaching Methods Basic Education</p>	Syria

Introduction

Dear Trainees,

This training package is designed to treat the English learning difficulties. It can be noted that the students who suffer from learning difficulties are normal in terms of their mental abilities. Moreover, they do not suffer from any disability but suffer from difficulties in learning and acquiring the English language skills (listening – speaking – reading – writing). The category of students with learning difficulties has received a great deal of attention from researchers and specialists.

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 that learners face in the study of English are a consequence of the degree to which the native language differs from English. These difficulties can occur at different levels of proficiency in terms of three linguistic areas : the syntactic, the phonological and the semantic areas. Teachers face a variety of difficulties in the classroom while teaching students English as a foreign language . This leads them to adapt strategies and programs related to the students' needs. 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 that 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 in 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 and 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 and 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 behind the project to build 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 in diagnosing 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 words in correct spelling.
- ◆ 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.



Activities and Handouts



Warm-Up Activity

- Dear trainee, in this activity , you introduce yourself to your colleagues and the trainer.

Introducing Ourselves



Ice-Breaking Questions Activity

- Dear trainee in this activity , you will be asked some questions that help you to be more interested and motivated .



❖ What about your day?

❖ What is the last book you read?

❖ Are you happy to join this training?

❖ Do you prefer working in groups, teams or individually ?

Introduction to the project

- Dear trainee in this activity , you will be asked about your expectations of the session by completing handout (1).

Handout (1)

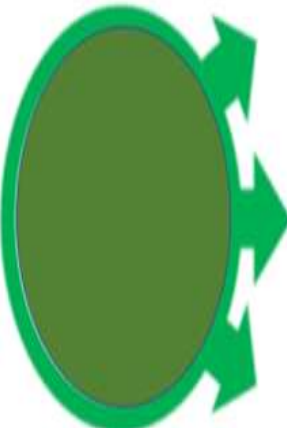
What are the expectations of the training?



A series of horizontal dashed lines for writing, spanning the width of the page.

Complete the KWL Chart

- Dear trainee in this activity , you will be asked to fill it in at the beginning of the course. Then at the end of the session, you will modify it to check whether you got the point or not.



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

- Dear trainee , after conducting brainstorming on how to solve educational problems in emergency situations complete handout (2).

Handout (2) :



From your point of view , how can we solve the educational problems in emergency situations?

A large area for writing, consisting of many horizontal dashed lines, intended for the trainee to provide their answer to the question.

- Dear trainee , after presenting the previous information, check your understanding.

Evaluation Task



Answer the following questions:

- What is the idea of the project?

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- Do you think this project is important ? Why or Why not?

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- How many stages are there in the project?

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- Which stage is the most important?

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The Content of the Guides



- Dear trainee, in this activity , the contents of the guides for grades (1-3) will be presented through using data show or WhatsApp group and guess what in these guides.

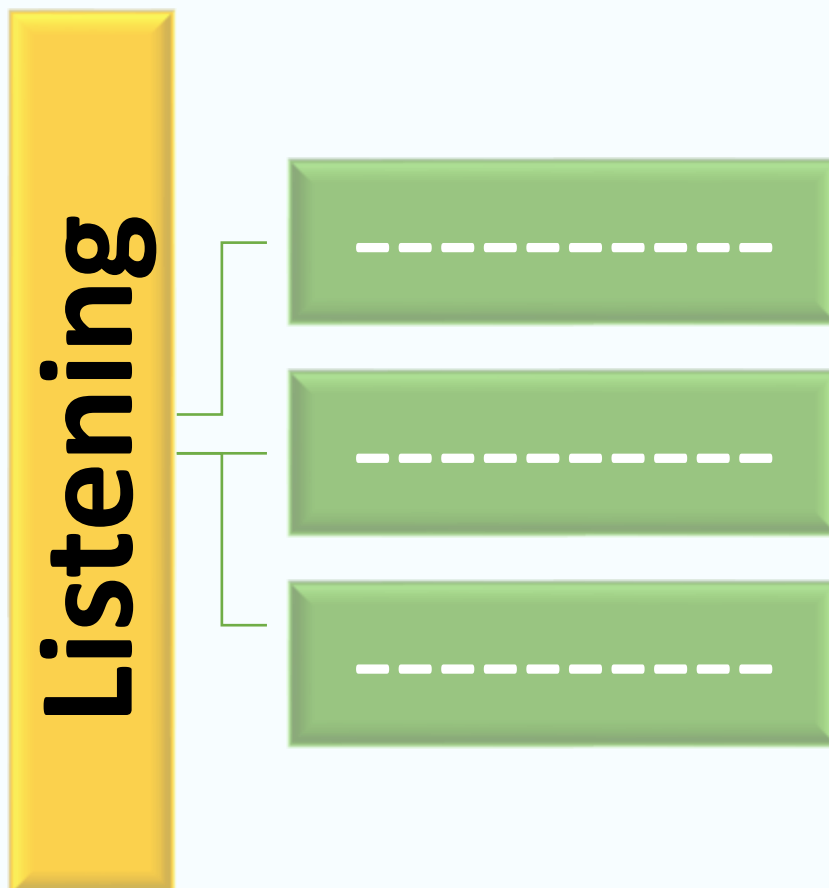


Guess what these guides:

Activity

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

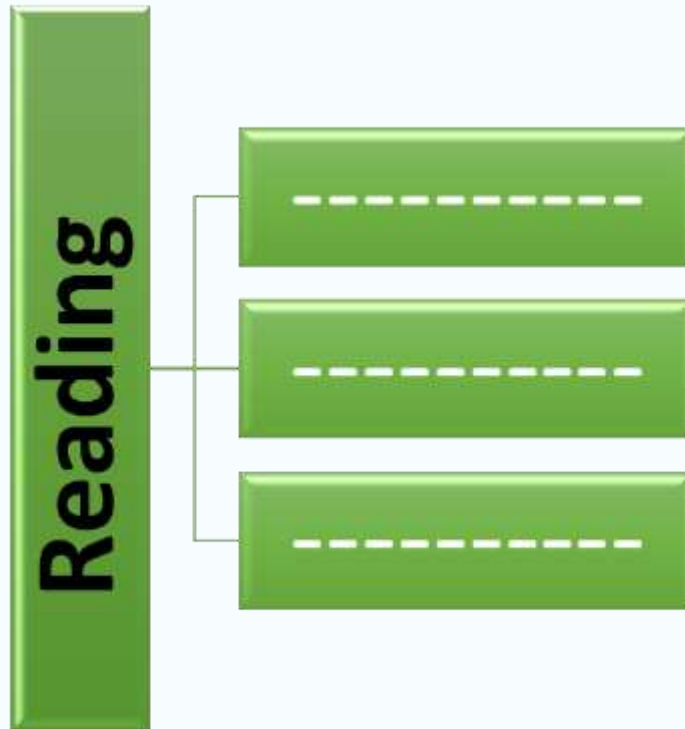
Group (1)



Speaking

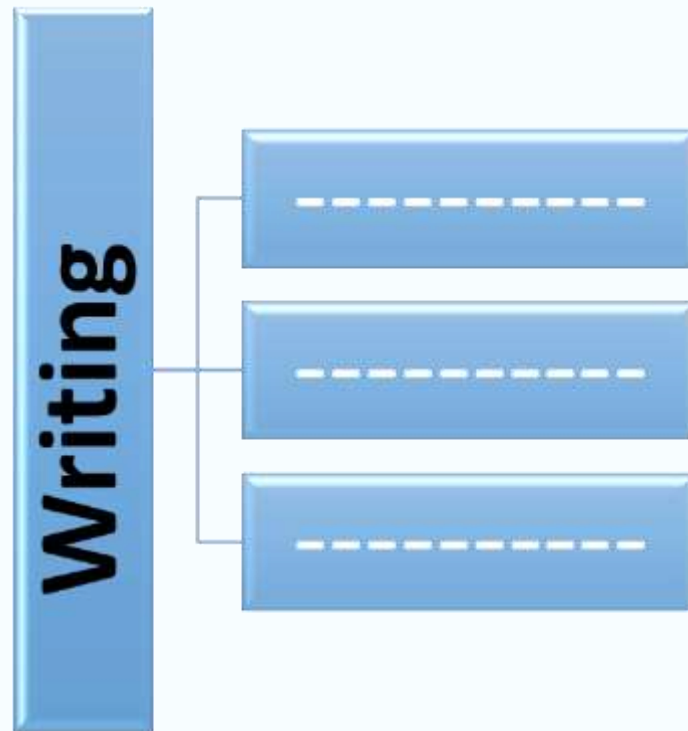
[illegible]

Group (3)



A series of horizontal dashed lines for writing.

Group (4)



Handwriting practice lines consisting of multiple rows of dashed lines for tracing and writing practice.

How to use the Guides

- Dear trainee , the guides for grades (1-3) are presented to you through data show to clarify the procedures for using the guides. You will be asked about the you get after presenting the guides.

Task



- Which points do you get after presenting the guides?

[illegible]

Listening Difficulties

- Dear trainee, in this handout you will be asked about your expectations of the session.

Handout (1)

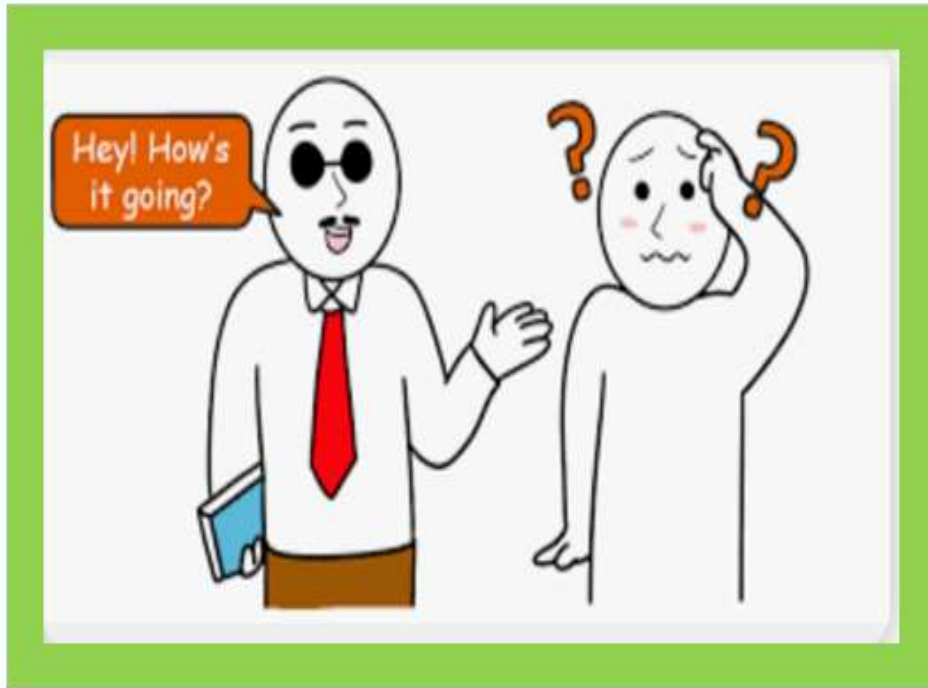
What are the expectations of this session?



A large rectangular area with a green border, containing numerous horizontal dashed lines for writing.

- Dear trainee , you will be asked to describe the following picture and try to clarify what this picture reflects.

Brainstorming Activity



What does this picture reflect?

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Describe what you notice.

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- Dear trainee ,after describing the previous picture answer the following quiz.

Quiz

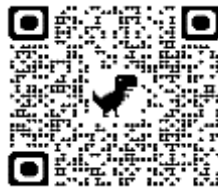
Do you have these annoying problems?

- You can't understand native speakers.
- You find it difficult to improve your listening.
- You don't have time to improve your listening skills.

This image shows a full page of handwriting practice paper. It features multiple sets of horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no margins or additional markings.

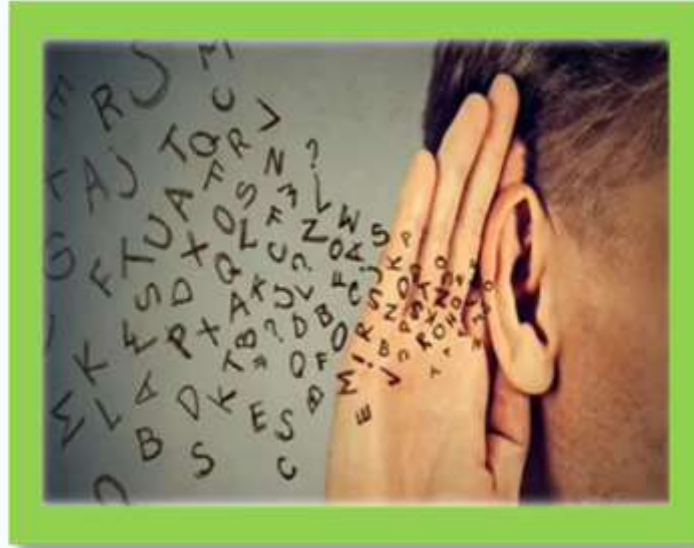
- Dear trainee , you will be asked to watch the following video about difficulties in listening and discuss what you understand.

Video



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





- What about your opinions related to the pictures or videos they watch ?

Speaking Difficulties

- Dear trainee , you will be asked to describe the following picture and try to clarify what this picture reflects.

Brainstorming Activity



What does this picture reflect?

Describe what you notice.



- What about your opinions related to the pictures or videos you watch?

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Reading Difficulties

- Dear trainee , you will be asked to describe the following picture and try to clarify what this picture reflects.

Brainstorming Activity



What does this picture reflect?

Describe what you notice.





- What about your opinions related to the pictures or videos you watch?

Handwriting practice lines consisting of multiple horizontal dashed lines for writing.

Writing Difficulties

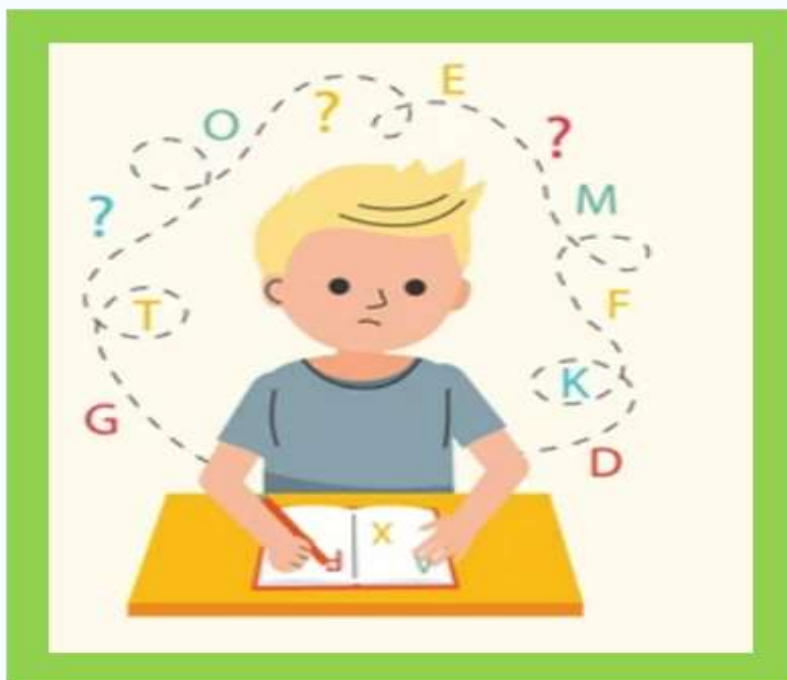
- Dear trainee , you will be asked to describe the following picture and try to clarify what this picture reflects.

Brainstorming Activity



What does this picture reflect?

Describe what you notice.





- What about your opinions related to the pictures or videos you watch.?

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Assessment

Modify the (KWL) Chart you got at the beginning of the session .

The image shows a KWL chart template. It consists of three rows, each with a large letter in a colored box on the left and three numbered boxes on the right. The rows are labeled K (Knowledge), W (Want to know), and L (Learned). A green oval with arrows is on the left side of the chart.

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

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 ?	<div style="display: flex; flex-direction: column; gap: 5px;"> <div>▪ -----</div> <div>▪ -----</div> <div>▪ -----</div> <div>▪ -----</div> <div>▪ -----</div> </div>				

The First Training Day



Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , which dimensions will we cover in listening ?

[illegible]

Brainstorming Activity

As a teacher, how can you deal with students with listening difficulties?

What about the activities or methods you use?

Listening Difficulties (Sound Discrimination)

- Dear trainee, watch the following video and tell me what you got.



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

Activity (1):Bell-Ringer



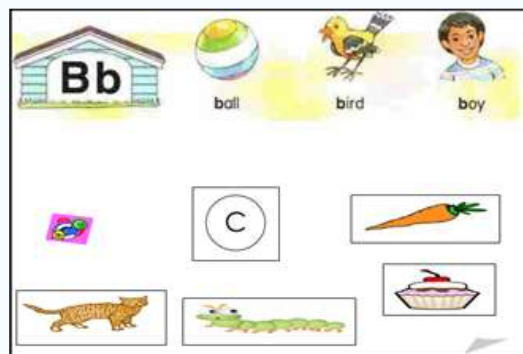
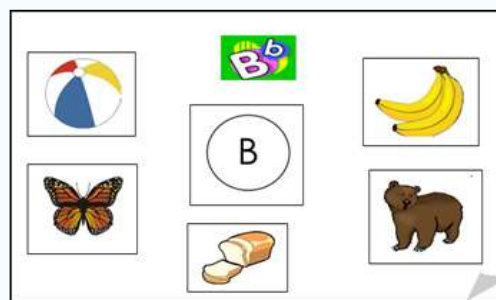
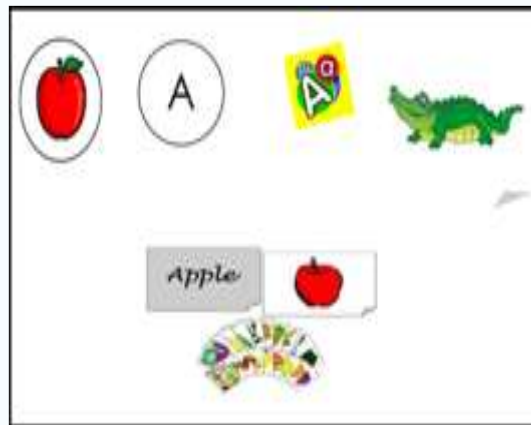
Bell-Ringer Activity (5–10 minutes)

- Give each trainee an Alphabet Photo Card with a different letter of the alphabet on it, 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 letter 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 which 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, do 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.



- ❖ You can apply the same steps to the other alphabets letters.

Activity (2) : Pass the Basket



- Ask your students 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 students have had a turn.
- **Time : 10 minutes**

Perform this activity with your students practically.

This image shows a full page of primary-ruled paper. It features ten sets of horizontal dashed lines, each set consisting of three parallel lines. These lines are evenly spaced across the entire page, providing a guide for letter height and placement. The background is white, and there are no margins or additional markings present.

Activity (3) : Which one is different



- Ask the students 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.

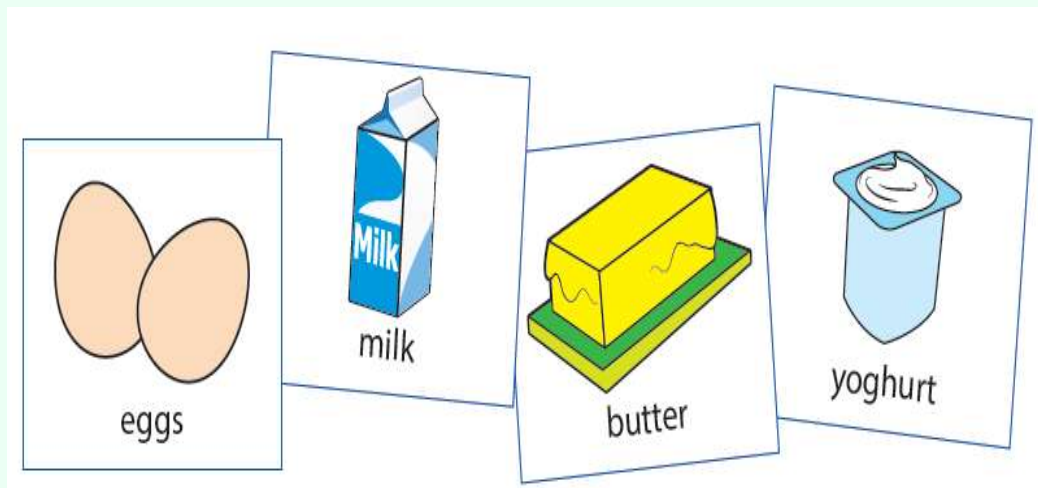
They listen to the following examples.

- 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**

Perform this activity with your students practically.

Activity (4) : Memory Game

- **Time : 10 minutes**
- **Play the game ‘I went to the market and bought ...**
- Start with one student saying one item and other students add one or more item each time. Each student in turn should remember their own item plus the others preceding it.



Perform this activity with your students practically.

Independent Practice

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












Assessment

- You can find various assignments and exercises related to sound discrimination inside the guide for grade one:-

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

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



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

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 the content of it.
- 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?-----

Write the words you got from the video:-

Activity (2) :Tic Tac Toe Game

- Showing the picture and giving some questions related to the picture
- Write some words related to the topic on the whiteboard and reading the words then asking the students to repeat.
- Telling 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 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.
- **Time : 10 minutes**

Fruits	food	sports
Animals	colors	transport

A	B	B
B	A	A
B	B	A

Independent Practice

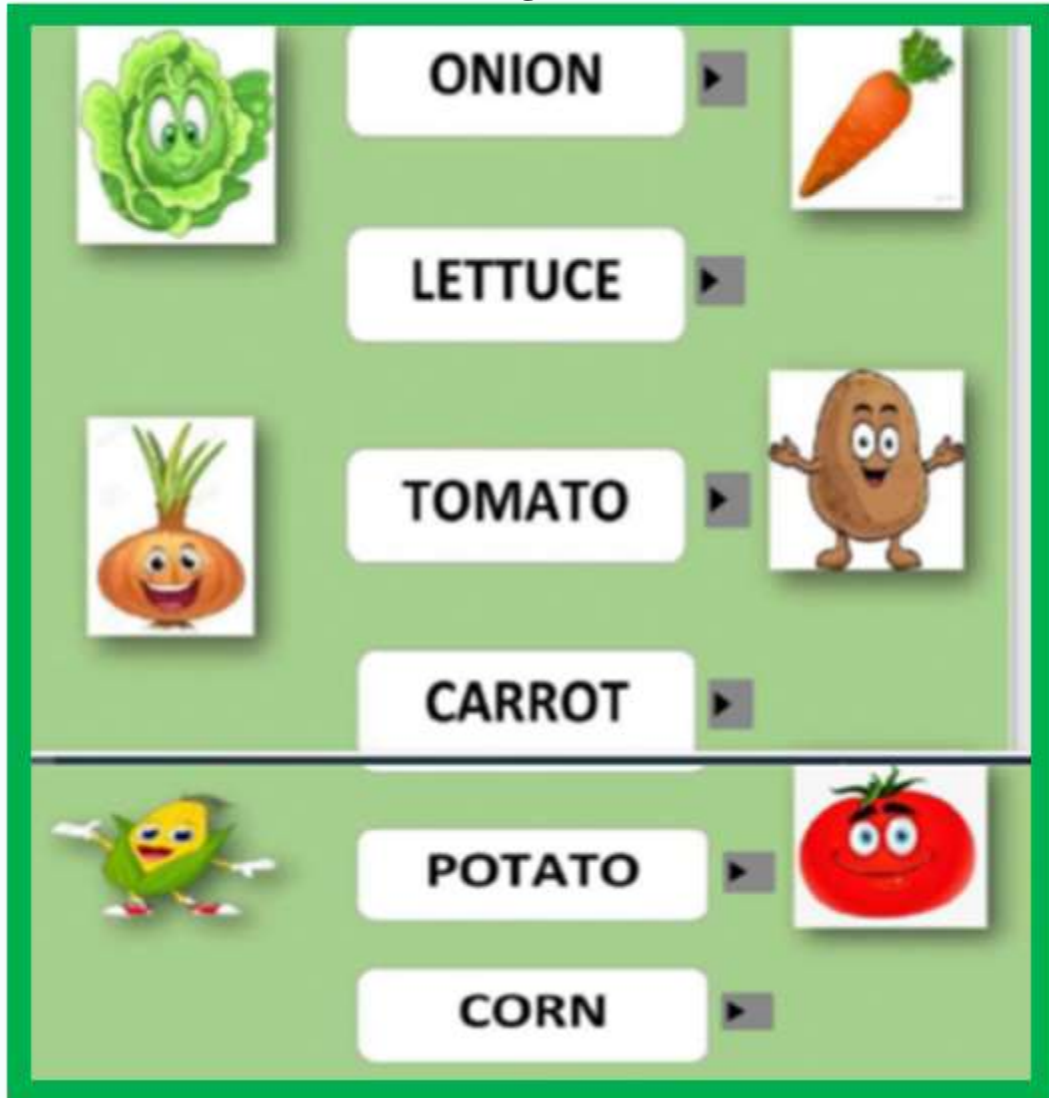
In groups , choose one activity and apply it :



Assessment

- You can find different assignments and exercises related to vocabulary in the guide :

Listen and match the vegetables with their names:



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

W



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

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.
- **Time : 15 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 is an exercise to check whether listening skills are in place or require some development.
- Ask students to listen and do the command. For example, you as a teacher says draw an apple in the right corner of the page and draw three trees.
- In the middle of the page, draw three flowers.
- Draw some grass on the ground.

The Draw My Picture Game



- ❖ The game involves one person giving verbal directions about a picture to another.
- ❖ It is easy to play and requires no advanced preparation other than collecting a few household materials.
- ❖ While it is good for helping students of any age develop their skills in giving and receiving oral instructions, it can also be used to help students learn shapes and colors or provide vocabulary practice for foreign language learners.

Materials:

- ❖ Pencils or crayons - White paper- Clipboards.

Time : 10 minutes

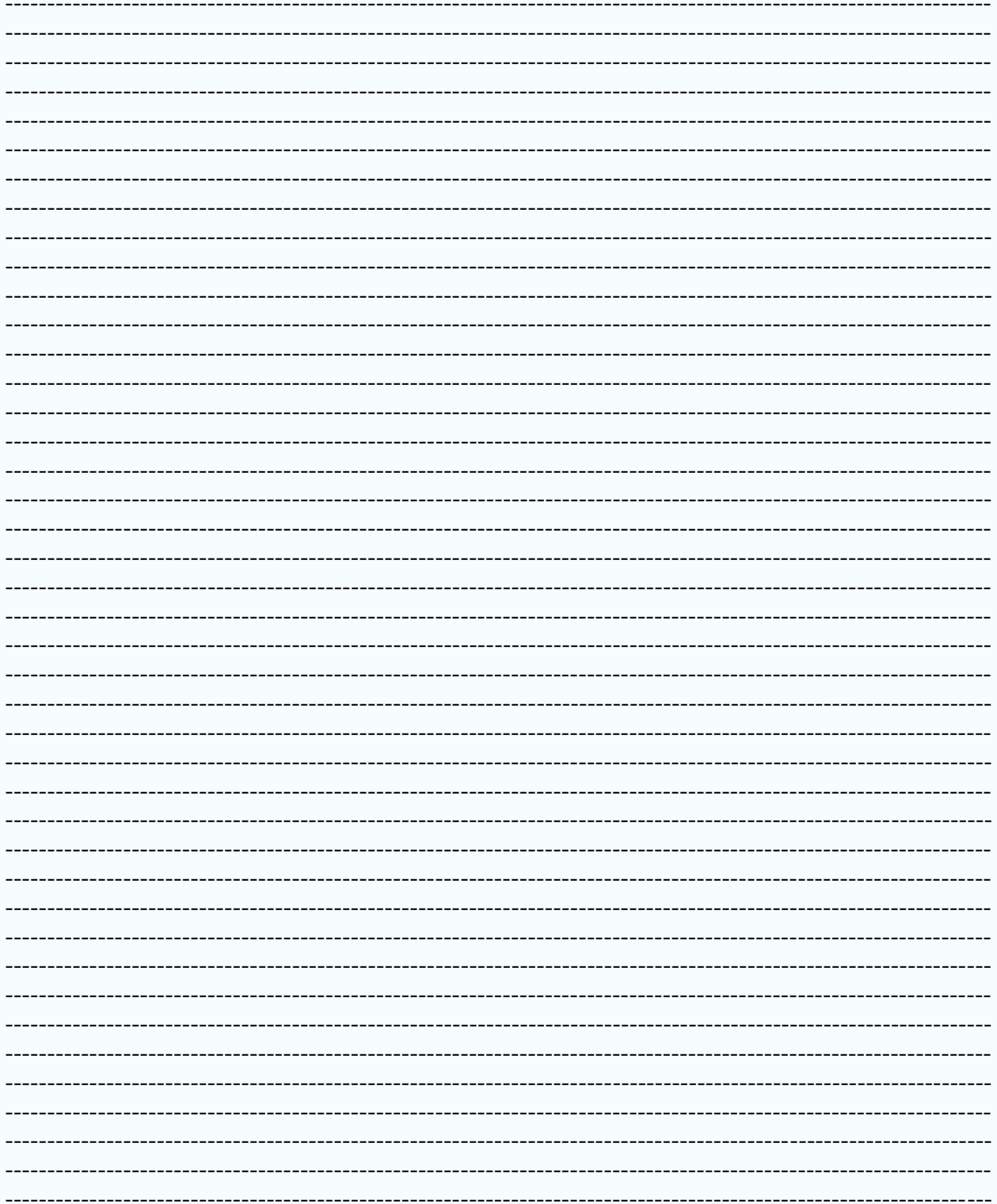
Directions:

- ❖ 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 it. When the Artist is done, he must give the Apprentice verbal directions on how to draw his picture.
- ❖ The Artist may not look at the Apprentice's work while he is drawing.
- ❖ When the Apprentice is 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.

Perform this activity with your students practically.



Independent Practice

In groups , choose one activity and apply it

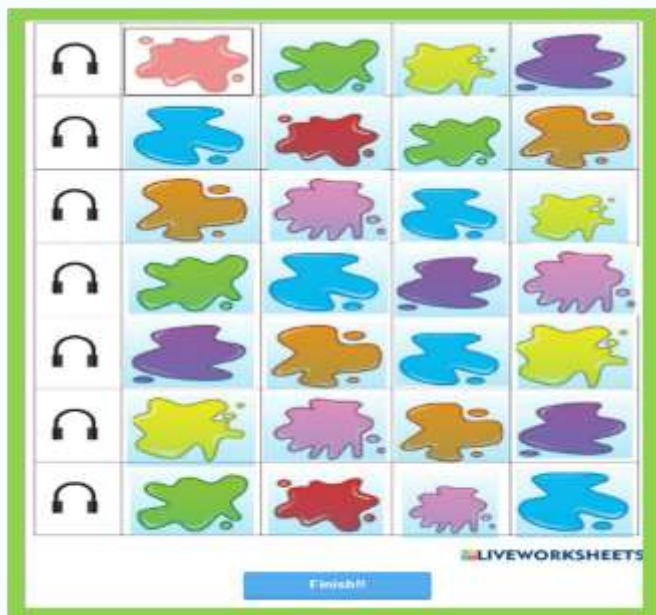


A series of horizontal dashed lines for writing practice, spanning the width of the page.

Assessment

- You can find different assignments and exercises related to function such as :

2-Listen and choose the correct color:



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

Can you use Mobile applications to overcome any difficulties in listening ?

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Alphabets Game Application



- This is a free application, students can download it from (play store).
- Through this app , students train on the alphabets and their sounds. This application provides flashcards, animations and sounds (multisensory) that helps students to overcome any difficulty they face such as the following :
- **The app provides quizzes as assessment techniques as follows:**



- ▣ Use mobile apps such as phonics- sounds to words to help students train more and more and overcome any difficulties as follows:
- ▣ Download the app from play store . It is a free app.
- ▣ The app helps students to listen to the sound for each letter and practice it.



Phonics - Sounds to Words for beginnin...

PARROTF... • Educational • Language • Casual

✓ Installed



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

Simon Says



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

Click on stalling to enjoy the app.

Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , which dimensions will we cover in speaking ?

[illegible]

Brainstorming Activity

As a teacher, how can you deal with students with speaking difficulties?

[illegible]

What about the activities or methods you use?

[illegible]

Speaking Difficulties (Pronunciation)

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=qHupKIQ69fc>



- 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 the content of it. As the song plays, students try to repeat it.

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 the content of it.

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**

📱 **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

- You can find different assignments and exercises related to pronunciation such as :
Write the consonant sound /tʃ/ or /ʃ/ in the following words:



Shark.....

Switch

Trash.....

Chain

Watch.....

Fish.....

Cheese.....

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

Speaking Difficulties (Communication and Interaction)

Brainstorming Activity

Watch the following story and tell me what you understand:

- Can you perform what you watch with your friend?



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

Activity (1): Describe your School



- Before starting to show the above picture, writes the new words on the board, so the students get an overview of the content of it.
- 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**

Describe anything you want .

This image shows a full page of primary-ruled paper. It features ten sets of horizontal dashed lines, each set consisting of three parallel lines. These lines are evenly spaced vertically across the entire page, providing a guide for letter height and placement in handwriting practice. The background is white, and there are no margins or additional markings.

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 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 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).
- 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

- You can find different assignments and exercises related to communication and interaction such as :



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

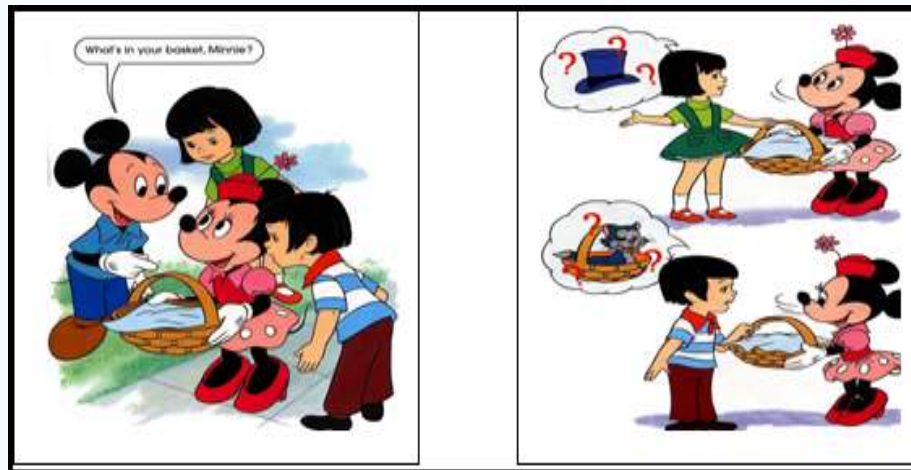


For more exercises , look at the English guide for grade one.

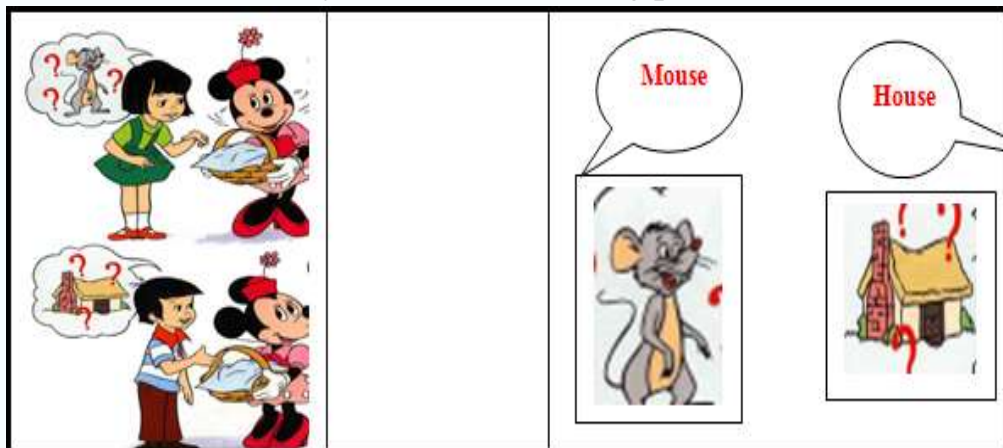
Speaking Difficulties (Rhyming Difficulties)

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 Minni Mouse* as follows:



- Present these pictures and ask students what are these? The students will say (cat- hat) thus, these are rhyme 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 (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

Perform this activity with your students practically.

This image shows a blank sheet of primary-ruled paper. It features a series of horizontal dashed lines spaced evenly down the page, designed for handwriting practice. A solid green vertical line runs along the left edge, creating a margin. The paper is otherwise white and contains no other markings or text.

Assessment

- You can find 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.

Mobile apps Activities

Brainstorming Activity

Can you use Mobile applications to overcome any difficulties in speaking ?

[illegible]

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

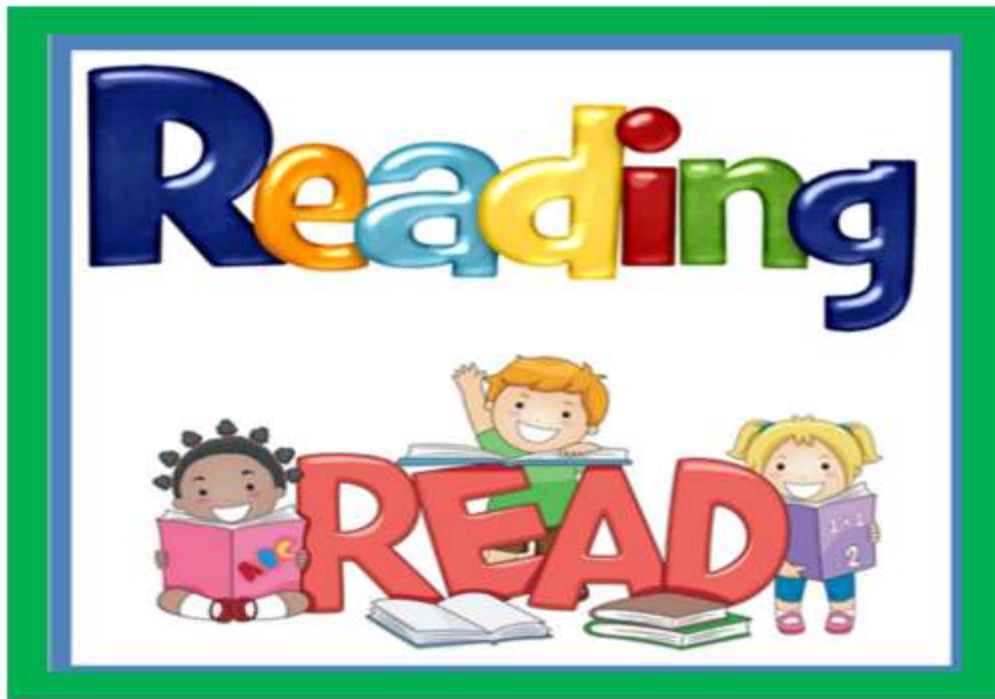
Fun English Reading Vowels and Consonants learning game Application



Learning speaking English by mobile apps



Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , which dimensions will we cover in reading ?

[illegible]

Brainstorming Activity

As a teacher, how can you deal with students with reading difficulties?

[illegible]

What about the activities or methods you use?

[illegible]

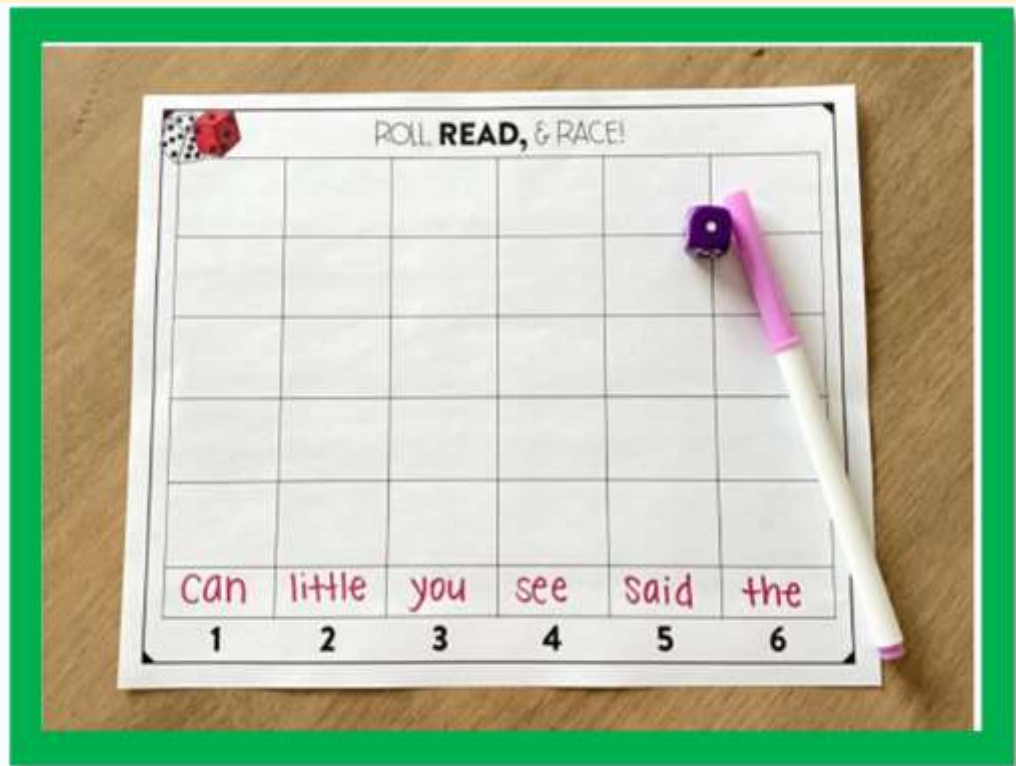
Reading Difficulties (Vocabulary Aspect)

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

Activity 2: Roll - Read – Race

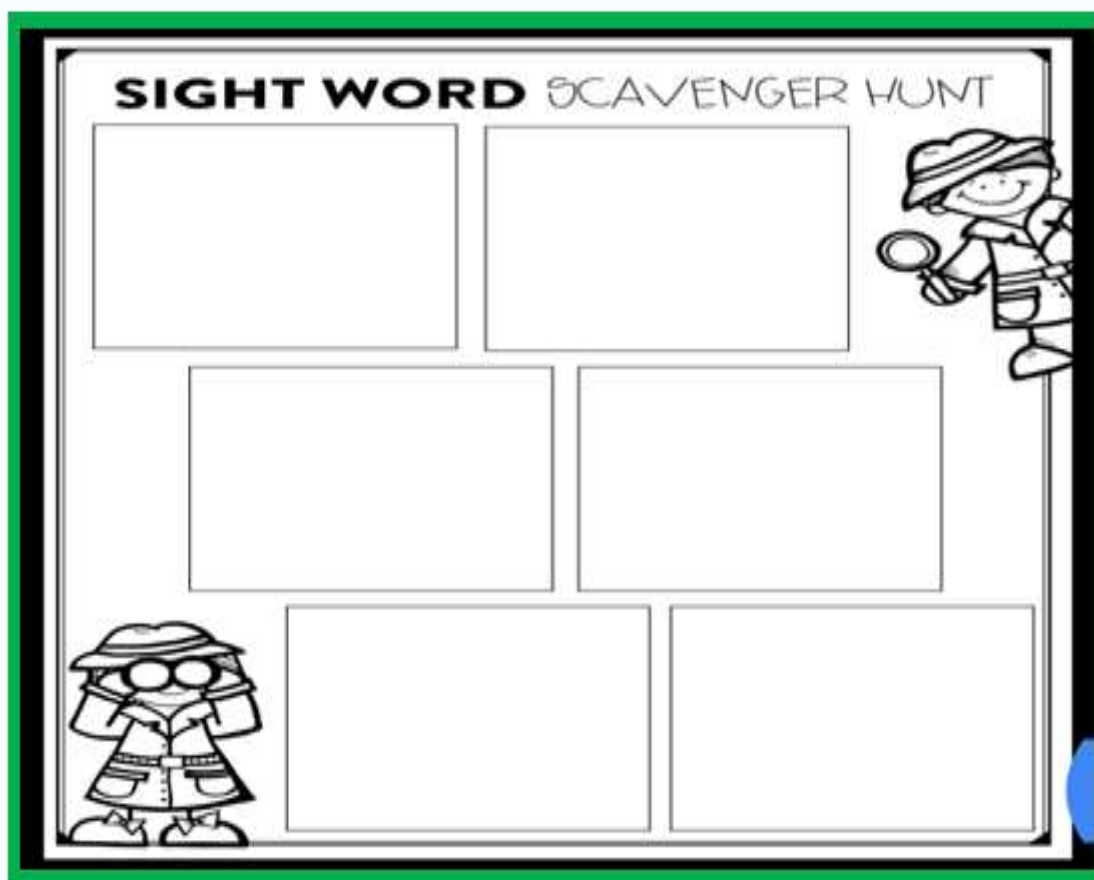
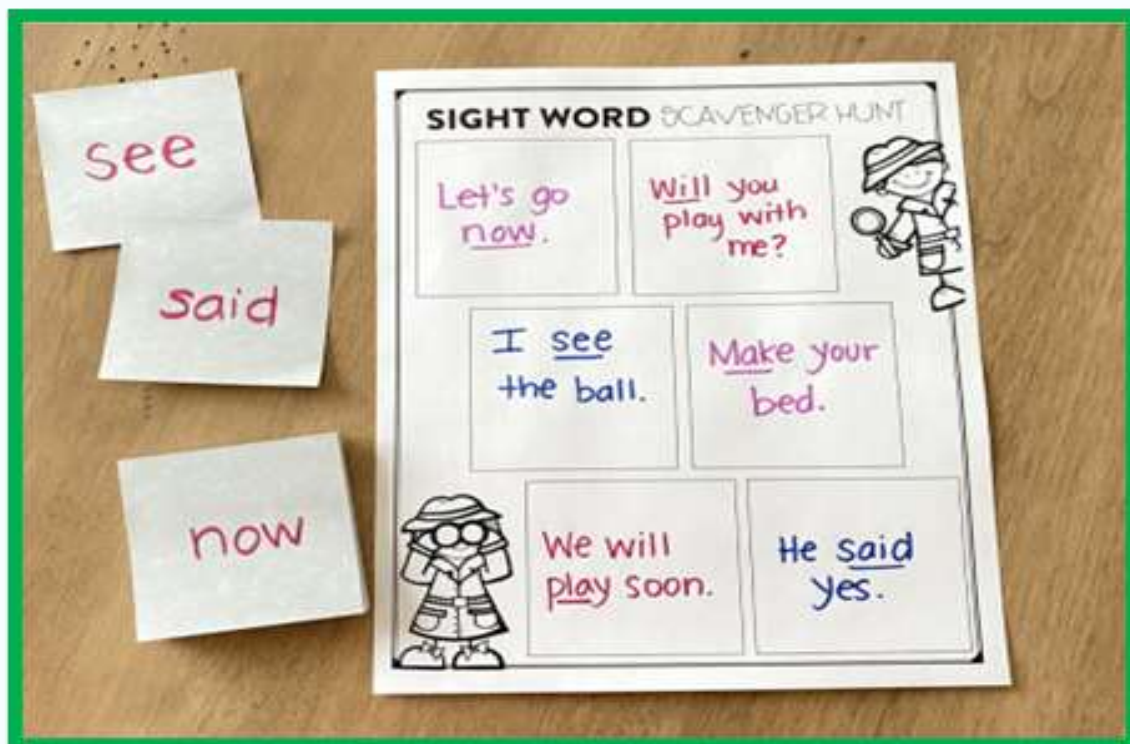


- Use the given picture with 6 sight words.
- Ask your student to roll the dice.
- Once he \ she rolls the dice he\ she has to find the sight word that is matched with the number he rolls. for example :
- If he\ she rolls 2, he has to read the word "little" and then he\ she has to write it in the box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

Application for dice games:

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




■ A Worksheet for the second activity Roll and Dice




ROLL, READ, & RACE!


123456




[My Store:](#)
Hundreds of resources for K-2 students!




[YouTube:](#)
I share a free game or activity each week!



[Susan Jones Teaching:](#)
My blog with my latest ideas!

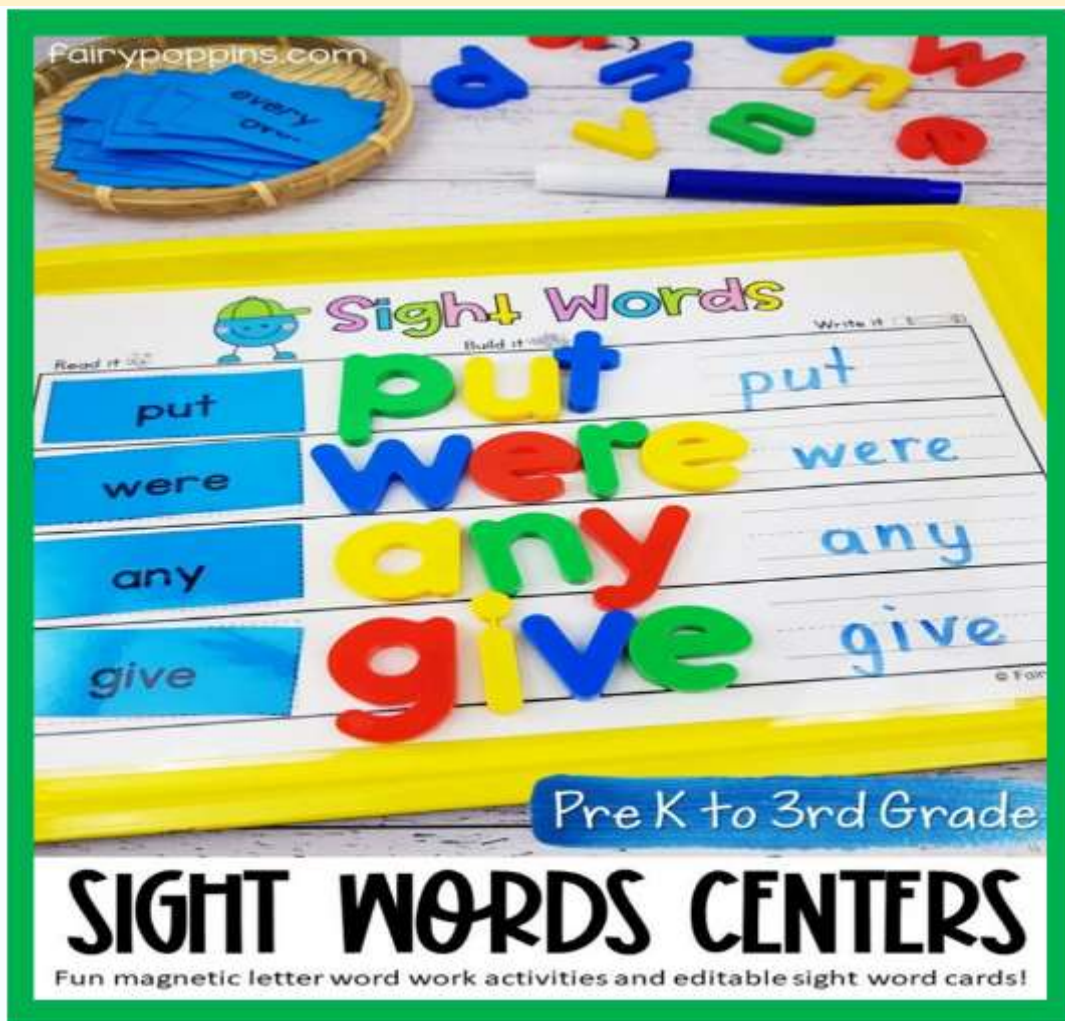


[Instagram:](#)
@susanjonesteaching



[Facebook:](#)
@susanjonesteaching

Activity (3) : Read it, Build it, Write it Mats








- **Preparation** – Start by printing and laminating the activities for added durability. Print each set of words on a different color, so that they're easy to keep track of. Next, grab a cookie tray, some magnetic letters and an erasable marker.


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

Choose the correct answer :

cat	dog	cow
horse	duck	
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>		<input type="text"/>



[+https://www.liveworksheets.com/search.asp?content=+animal+farm](https://www.liveworksheets.com/search.asp?content=+animal+farm)



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

Reading Difficulties (Reading Fluency)

Warm-Up Activity



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

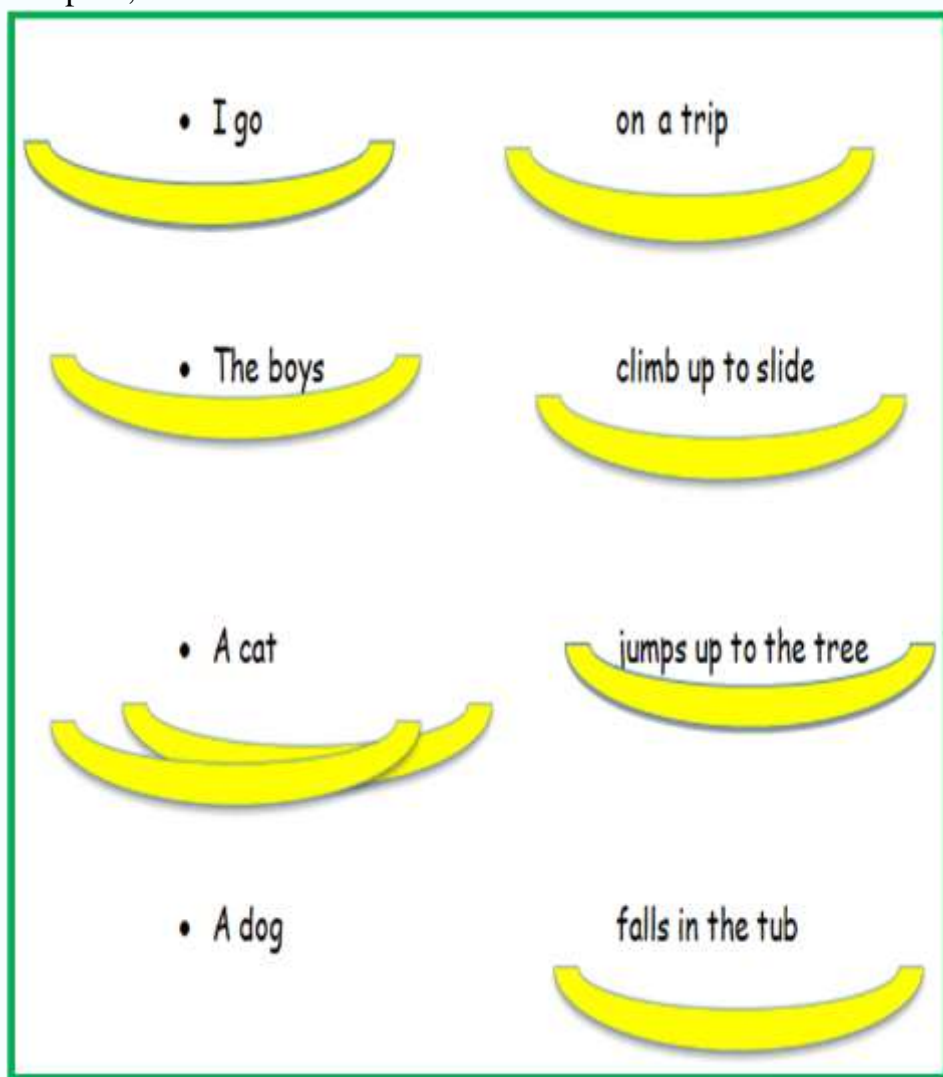
Watch and tell me what you got:

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.

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) : Try Sentence Trees

- Write the sentences as: "you could go I stop" each on a colored card in the form of a tree as shown in the picture
- Ask student to make a chain holding hands.
- Ask the first student to read the top word (you).
- Then move the card to the second to read the below part. (you could).
- Continue passing the card in the same manner with the other parts to be read by the rest of the chain students.
- If one of the students missed reading his part, the chain will be cut, and he will replace the first one .
- Repeat doing this until your student recognizes all the sentence parts on the tree.
- Go on with the other cards until they practice all the sentences parts.
- Ask each student to write the sentences recognized on the board, one after the other.
- Add punctuation marks and ask your student to read with the expressions given Text.

Activity (3):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 .

Activity (4) :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>

Watch and perform with your partners

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.

Mobile apps Activities

Brainstorming Activity

Can you use Mobile applications to overcome any difficulties in reading ?

- Tell trainees that its 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 on the first training day , which dimensions will we cover in writing ?

Brainstorming Activity

As a teacher, how can you deal with students with writing difficulties?

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

What about the activities or methods you use?

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice. There are no margins, text, or other markings on the page.

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.

Mobile apps Activities

Brainstorming Activity

Can you use Mobile applications to overcome any difficulties in writing ?

[illegible]

- It is very important to use mobile application to overcome any difficulties in writing such as :



- ❖ This application is free application, students can download it from (play store).
- ❖ Click on this link and download the app.
- ❖ <https://play.google.com/store/apps/details?id=com.rvappstudios.abc.spelling.toddler.spell.phonics>
- ❖ After installing in your students' mobiles or tablets, they can use it without internet access.

In this app, you will find the following:

- ❖ The perfect game for kids to learn to spell, while having fun.
- ❖ The game helps students learn to spell by sounding out words, phonics, and teaches how to associate letters with pictures.



- ❖ Spelling: A picture is shown on the screen with letters outlined just above it. Students match the letters at the top by choosing from the tiles below, placing them in the correct order to spell out words. Kids get to learn to spell while learning phonics in the process.
- ❖ Fill In Blank: Kids can spell out the name of the picture using letters on the screen. There's just one catch, though: all the letters are jumbled up.
- ❖ Blank Spelling: Letters are placed at the bottom of the screen, but this time there's no clue at the top.

- ❖ CVC: Consonant vowel consonant mode includes 5 additional free learning modes for kids to practice and to learn cvs's.



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

Examples of Mobile Apps , students can use them for training at home with parents



- ❖ <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>
- ❖ Kids Spelling Learning helps Kids to learn English spellings and improve their word power. All the commonly used words are included. This is helpful for class

1 to class 5 students. Using this application, they can learn spelling of 3 letters to 11 letters. Kids can learn to spell and pronounce English Spellings.

- ❖ All the spellings are categorized for easy to understand and learning. Kids can learn themselves without anyone's help. This is real English Spelling fun game.
- ❖ Kids can learn and spell by daily practice. This can help them improve the English word vocabulary. All the spelling has its picture for easy to learn. Kids need to enter spelling of given picture. They can use help option if they don't know the spelling.
- ❖ Application interface is very beautifully designed so kids can easily understand. Using backspace, they can easily delete wrongly entered letter and using erase button they can remove whole word they typed. Pronounce button can help to learn how to pronounce the spelling. There are options to skip the spellings next or previous.











Assessment

You can find 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		wet wett wit
	carpet karpet carput		planut planet planot
	bel bell bull		cut catt kut
	rupe rop rope		meal meel mele

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



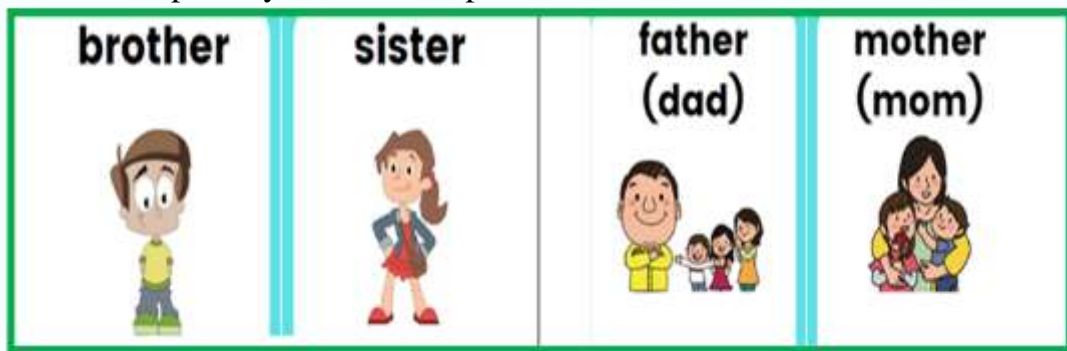
For more exercises , go back to the English guide for grade one.

Writing Difficulties (Vocabulary)

Activity (1): Nice To Meet You Game



- Introduce the topic, keywords and expression.

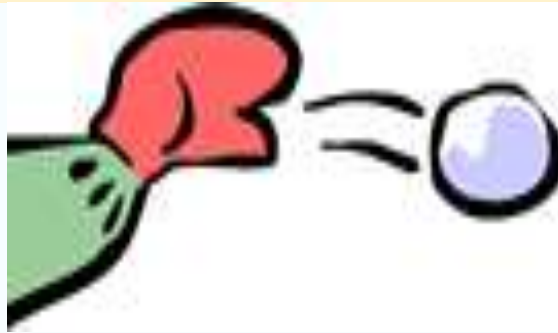


- Before teaching the key words for the lesson, it is important to put the lesson into context so that students understand what they will learn. This will also activate the students existing knowledge about family vocabulary.
- Show students pictures of family and ask them to guess who they are.
- Show 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 on 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.

Activity (2) : Snowballs



- Make two teams.
- The teacher or the students draw on the board items related to the target lesson (fruits, animals, Family, etc.) One student from each team gets a wet tissue ("Snowball") and stands up.
- The rest of the class picks a card which cannot be seen by the two standing, who will throw their "snowball" as they hear the other call an item out (e.g.: "Apple!").
- The team whose participant hits closer to the item called out, gets a point and write it.
- This game helps students to dictate well and put the words they dictate in a list.

Task : Odd one out.

- Write up four words on the board, one of which is the odd one out, e.g. Adel- Mohamed- Mahmoud- Mona. Mona is the odd the out.
- Get your students to make their own examples and test each other.

Perform this activity with your students practically.

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.

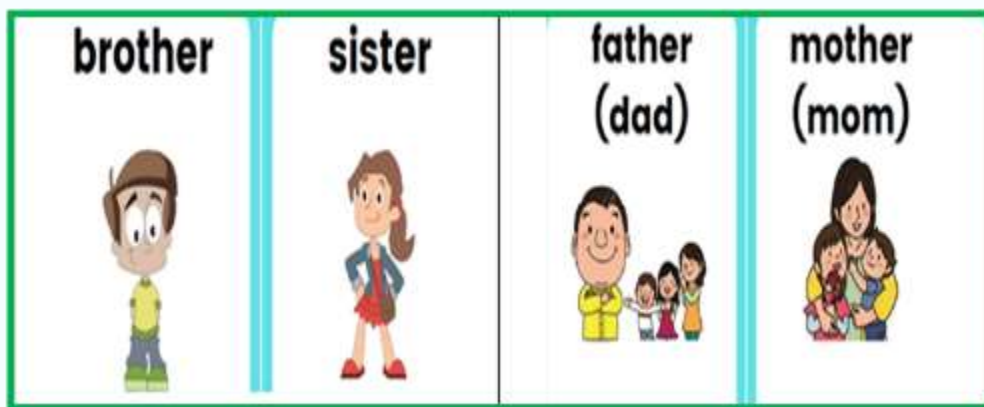
Activity (3):Pass The Ball



- This classroom game is fun and a great activity to get your students motivated and energized.
- It's also a fun way to introduce or review vocabulary with students.
- All you need is a softball and some flashcards.

How To Play:

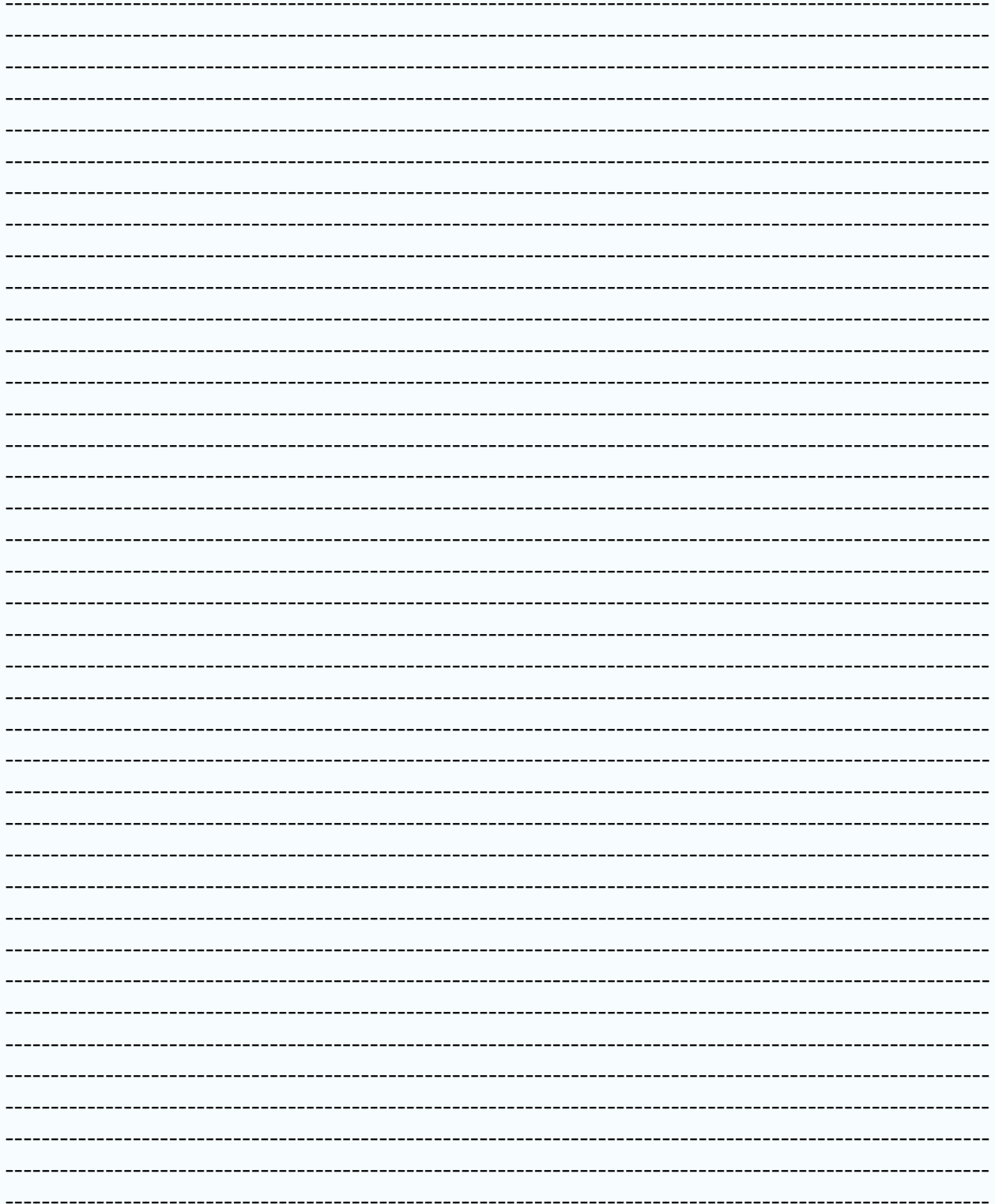
- Students will pass the ball around the class and when the music stops, the student with the ball must answer a question from the teacher. For example, if you are teaching vocabulary to do with colors, the teacher might ask ‘What color is it?’
- If you are teaching vocabulary to do with family, the teacher might ask ‘What is your father's name?’
 - ❖ Who's this/that? – This is my (father- mother).
 - ❖ Who's he/she – He/ She is my (brother/sister)



- Another way to play is, when the music stops, the student with the ball can ask the question and all the other students must answer. This way all students get to practice the vocabulary while playing the game.
- Ask your students to make a list of the words they have.
- Repeat and ask your students to write the words they dictate in a list.

Time: 20 minutes

Perform this activity with your students practically.

A large rectangular area with a green border, containing 30 horizontal dashed lines for writing.

Mobile apps Activities

Brainstorming Activity

Can you use Mobile applications to overcome any difficulties in writing ?

[illegible]

- It is very important to use mobile application to overcome any difficulties in writing such as :



This a free application , students can download it from (play store).

- ❖ Click on this link and download the app.
- ❖ https://play.google.com/store/apps/details?id=com.hegodev.who_am_i&hl=ar&gl=US
- ❖ After installing in your students' mobiles or tablets, they can use it without internet access.

In this app , you will find the following :

- ❖ A Game designed for kids to learn various facts about animals, plants, vegetables, fruits, places, natural resources and much more.
- ❖ Very interesting and rich in knowledge game which can be enjoyed by kids as well as people of all ages.
- ❖ This game is about finding the words to explain something. It will expand your student 's vocabulary of adjectives and verbs.

How to play What am I?

- ❖ Your student closes his\ her eyes, and you find any object in the room and hide it behind your back
- ❖ You must describe the object while your student guesses what it is.
- ❖ Use riddle phrases such as I am long, I am shiny, I am used to eat with, I hold liquids, What am I? (a spoon)
- ❖ Give as many clues as you need to until she guesses the object.
- ❖ When your student guesses correctly, it is then her turn to hide an object behind her back and describe it.
- ❖ The reason you should go first is to model how to use descriptive phrases without giving away what the object it.
- ❖ The younger your student , the simpler and more obvious the clues will be that he\ she uses but as she gets older she will learn how to be more cryptic.
- ❖ It's often difficult to see progress in students while you are teaching them something through play – the progress is noticed with time.
- ❖ However, this is a game where you will see how quickly your student goes from giving very short, obvious clues to using language to describe the texture, color, size, function, etc.
- ❖ For more practice, please download the app and enjoy learning .

Assessment

- You can different assignments and exercises related to vocabulary such as :

NAME _____ DATE _____

My Family

Draw your family in the box below.

[Large empty box for drawing]

- This family worksheet asks students to draw their family. There is also writing lines so students can write about their family in English. This can be used in many family lessons. For example, lessons with key expressions such as "This is my father." / "She's my sister." / My mom is a teacher." etc.
- For more exercises , go back to the English guide for grade one.

Independent Practice

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



A series of horizontal dashed lines for writing practice, spanning the width of the page.

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 ?	<div style="display: flex; flex-direction: column; gap: 5px;"> <div>▪ -----</div> <div>▪ -----</div> <div>▪ -----</div> <div>▪ -----</div> <div>▪ -----</div> </div>				

The End of The First Training Day

The Second Training Day



Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , which dimensions will we cover in listening ?

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

Brainstorming Activity

As a teacher, how can you deal with students with listening difficulties?

[illegible]

What about the activities or methods you use?

This image shows a blank sheet of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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.

Activity (2) : Listening Walks



- This is a listening activity that can take place indoors or outdoors.
- Remind the students about the things that good listeners do (e.g. keep quiet, have ears and eyes ready).
- Invite the students to show you how good they are at listening .
- Encourage the students to listen attentively to the sounds around them.
- Talk about the different sounds they can hear.
- The students could use "cupped ears" or make big ears on headbands to wear as they go on the listening walk.
- After the students have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember.
- The list can be in words or pictures and prompted by replaying sounds recorded on the walk.

[illegible]

Activity (3):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.

Activity (4):Bell-Ringer Activity

- Give each one an alphabet photo card with a different letter of the alphabet, starting at “a” .
- Have students move around the room with music, looking at each other’s Alphabet Photo Cards to decipher the letter. When the music stops, they must line up in order.





Assessment

- You can find 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.

Listening Difficulties (Vocabulary)

Activity (1): Charade



- Have a student come to the front of the class and show a flashcard or whisper a word to that student.
- Ask students to act out that word and the first one to guess can be the next player.

Activity (2): 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.

Activity (3) :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".

Assessment

- You can find different assignments and exercises related to vocabulary such as :

Listen to the audio, choose from the two pictures, and write the answer:

123 Listening.com Choose the Correct Picture and Write the Answer

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

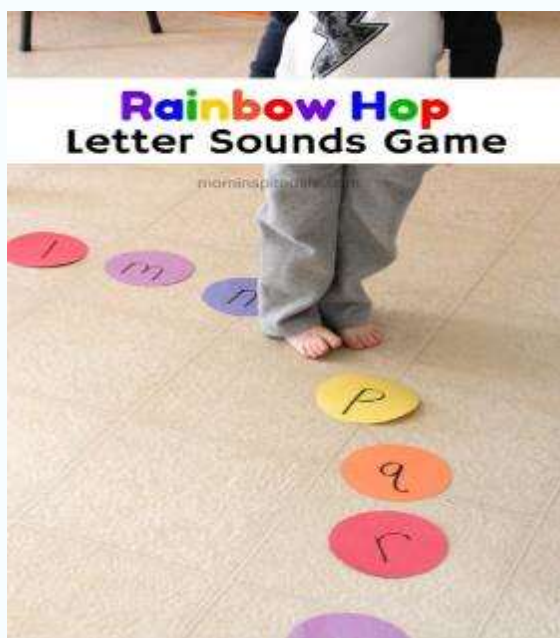
10. _____



https://www.123listening.com/files/print-worksheets.php?file=classroom_ccp2_write
For more exercises , go back to the English guide for grade two.

Listening Difficulties (Sound Discrimination)

Activity (1): Hop Letter Sounds Game



- <https://funlearningforkids.com/letter-sounds-alphabet-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.

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.



- 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.



Activity (3): Mystery bag

- Place three objects within a bag like a ball, bat and banana for the letter (b).
- Have your student name each item and guess the (mystery letter) that unites all of the objects.
- If you have more than one little learning phonics, you can have them fill a bag for the others with objects around the house to have the others guess.



<https://www.rasmussen.edu/degrees/education/blog/phonics-activities-for-preschoolers/>

Activity (4): Beginning Sound Paint Sticks









- This is a fun, hands-on literacy center activity that will provide students to practice identifying beginning sounds.
- Start by collecting paint sticks, one for each student in your small group. Attach the soft side of the adhesive Velcro on each paint stick from top to bottom as shown in the picture at the top. Next, laminate the pictures and cut out. Attach a piece of hard adhesive Velcro to the back of each picture.
- Give each student in your small group one paint stick. You can attach the letters to the top before they begin playing or allow them to choose.
- Then, the student searches for pictures that start with the beginning sound at the top of their paint stick and attaches those pictures to their stick. When they finish they can switch sticks to keep playing.


Assessment

- You can find different assignments and exercises related to sound discrimination such as :

Name: Date:

Write the correct beginning letter.

1.  apple <input type="text"/> pple	2.  cat <input type="text"/> at
3.  book <input type="text"/> ook	4.  duck <input type="text"/> uck
5.  car <input type="text"/> ar	6.  fish <input type="text"/> ish

 **LIVEWORKSHEETS**

Finish!!

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



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

Mobile apps Activities

Brainstorming Activity

Can you use Mobile applications to overcome any difficulties in listening ?

- -----

- Tell trainees that its 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_to_ddler_tracing_phonics&hl=ar&gl=US



Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , which dimensions will we cover in speaking ?

[illegible]

Brainstorming Activity

As a teacher, how can you deal with students with speaking difficulties?

[illegible]

What about the activities or methods you use?

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Speaking Difficulties (Pronunciation)

Activity (1):Play "Stand in the Right Order"

- Give each student a number sheet from the board. If you have more than 10 students make more numbers, so you have two groups. For less than 10 students, give out more sheets per student but make sure the numbers they have are in sequence (e.g. give a student numbers 14 and 15, not 14 and 18).
- Tell students to stand in a line in the right order. Everyone has to shuffle around until they are standing and holding their numbers in order 11-20.
- Get the class to shout out their numbers from 11-20, down the line.
- Make it a game each round try and do it faster than the last.



Activity (2) 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.



Activity (3): 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.
- 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.

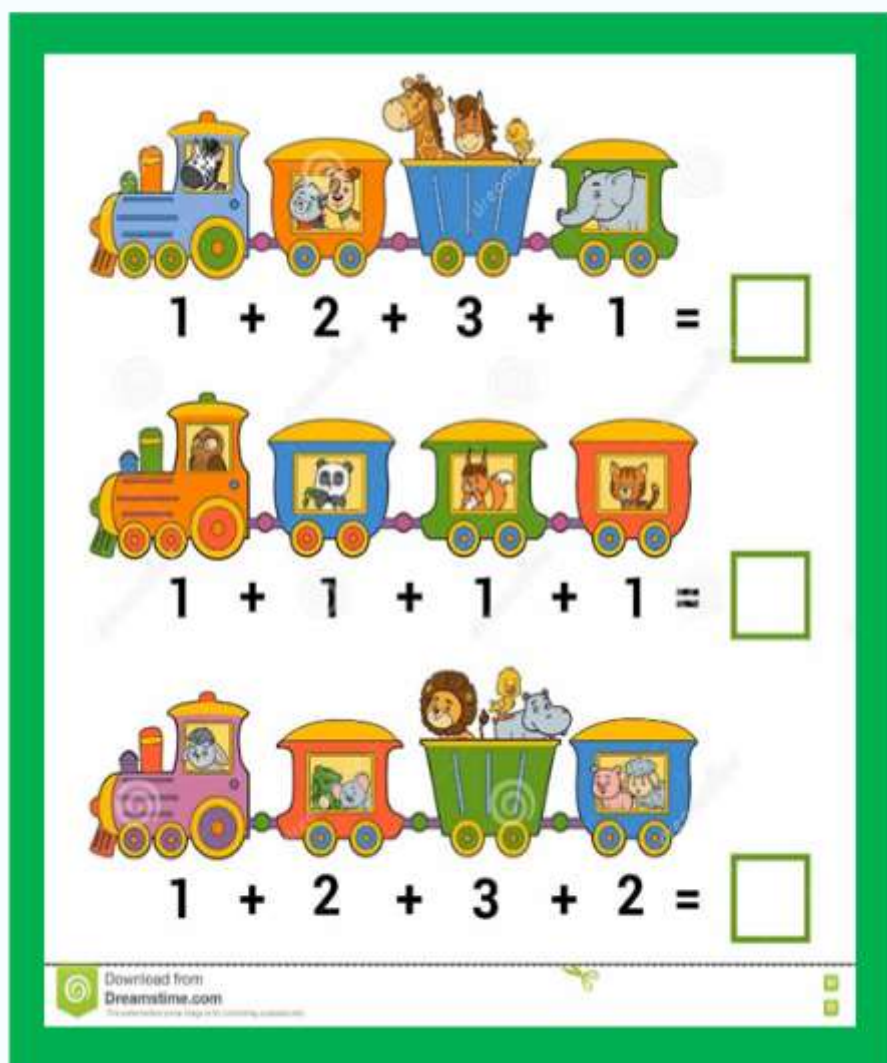
Activity (4) : “Driving” the Sounds Together

- This one is super simple and can be used to help students who may be having trouble blending the sounds and hearing the word. You will need a toy car or truck for this activity.
- Using the students' arm, have them drive the car, repeat the sounds of a word you say-shoulder for beginning sound, elbow for middle sound, wrist for ending sound. Then have them drive faster, blending the sounds again until they say the word.
- You can also do this activity on a table or floor, with three markers to distinguish each sound.

Assessment

- You can find different assignments and exercises related to pronunciation such as :

Count the animals on the train and write the result:



The image shows three trains, each with a locomotive and several passenger cars. The first train has a blue locomotive with 1 animal, an orange car with 2 animals, a blue car with 3 animals, and a green car with 1 animal. The second train has an orange locomotive with 1 animal, a blue car with 1 animal, a green car with 1 animal, and a red car with 1 animal. The third train has a purple locomotive with 1 animal, an orange car with 2 animals, a green car with 3 animals, and a blue car with 2 animals. Below each train is a math problem with a blank box for the answer.

1 + 2 + 3 + 1 =

1 + 1 + 1 + 1 =

1 + 2 + 3 + 2 =

Download from
Dreamstime.com



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

Speaking Difficulties (Function, Communication and Interaction)

Warm-Up Activity

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

[illegible]

Brainstorming Activity

Watch the following story and tell me what you understand:

- Can you perform what you watch with your friend?



<https://www.youtube.com/watch?v=mItj9Q6gT5k&list=PLii5rkhsE0LeIi1U-PJZ2s1inRgnzjggR>

Activity (1): Self-Introduction

Let Me Introduce Myself

- Hi, my name is ...
- I come from ... (country)
- I live in ... (city)
- I'm ... (age)
- There are ... people in my family. They are ...
- I'm a student at ...
- My major is ... (majors)
- My favorite subject is ... (subjects)



- 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, however much you don't want to.

Watch the following video and perform in front of your friends:



<https://www.youtube.com/watch?v=KZn42zsbPN0>

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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 naming the action, students may take turns acting out their own action for the others to guess.

You can watch the following video on how to play this game :



<https://www.youtube.com/watch?v=IyjZKQBR65U>

Assessment

- You can find 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!

2. 

☐ A: Hello!
☐ B: Good afternoon!

3. 

☐ A: Good evening!
☐ B: Hi!

4. 

☐ A: Good morning!
☐ B: Good night!

5. 

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

6. What's your name? 

☐ A: Good night!
☐ B: My name's Ben.

<https://www.liveworksheets.com/bs2342069aq>



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

Speaking Difficulties (Rhyming Difficulties)

Watch the following video then write the rhyming words :



<https://www.youtube.com/watch?v=uWHPH3WMjME>

Handwriting practice lines consisting of ten sets of three horizontal dashed lines.

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.



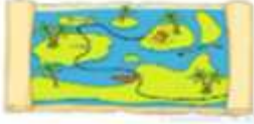


Activity (2) : Rhyming Match-Up

- 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.

Assessment

- You can find 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.

Mobile apps Activities

Brainstorming Activity

Can you use Mobile applications to overcome any difficulties in speaking ?

[illegible]

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





- ♦ Free mobile application game for tracing and phonics is available on the following link:
https://play.google.com/store/apps/details?id=es.monkimun.lingokids&hl=en_US&gl=US

Effective English Learning Apps for Kids

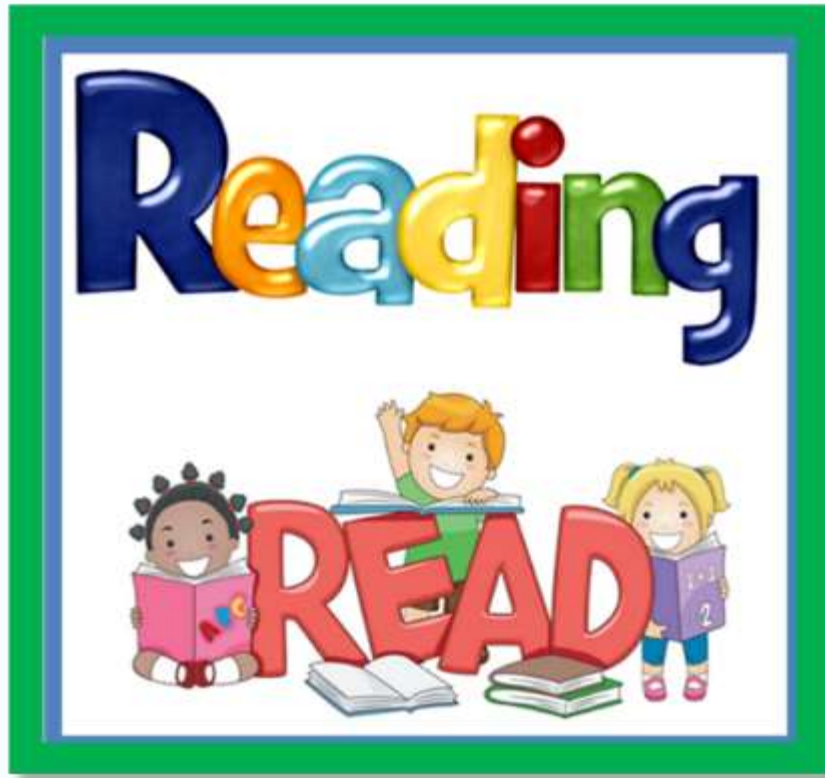
Lingokids



- ♦ Another free mobile application game for tracing and phonics is available on the following link:
https://play.google.com/store/apps/details?id=com.earlystart.android.monkeyjunior&hl=en_US&gl=US



Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , which dimensions will we cover in reading ?

Brainstorming Activity

As a teacher, how can you deal with students with reading difficulties?

[illegible]

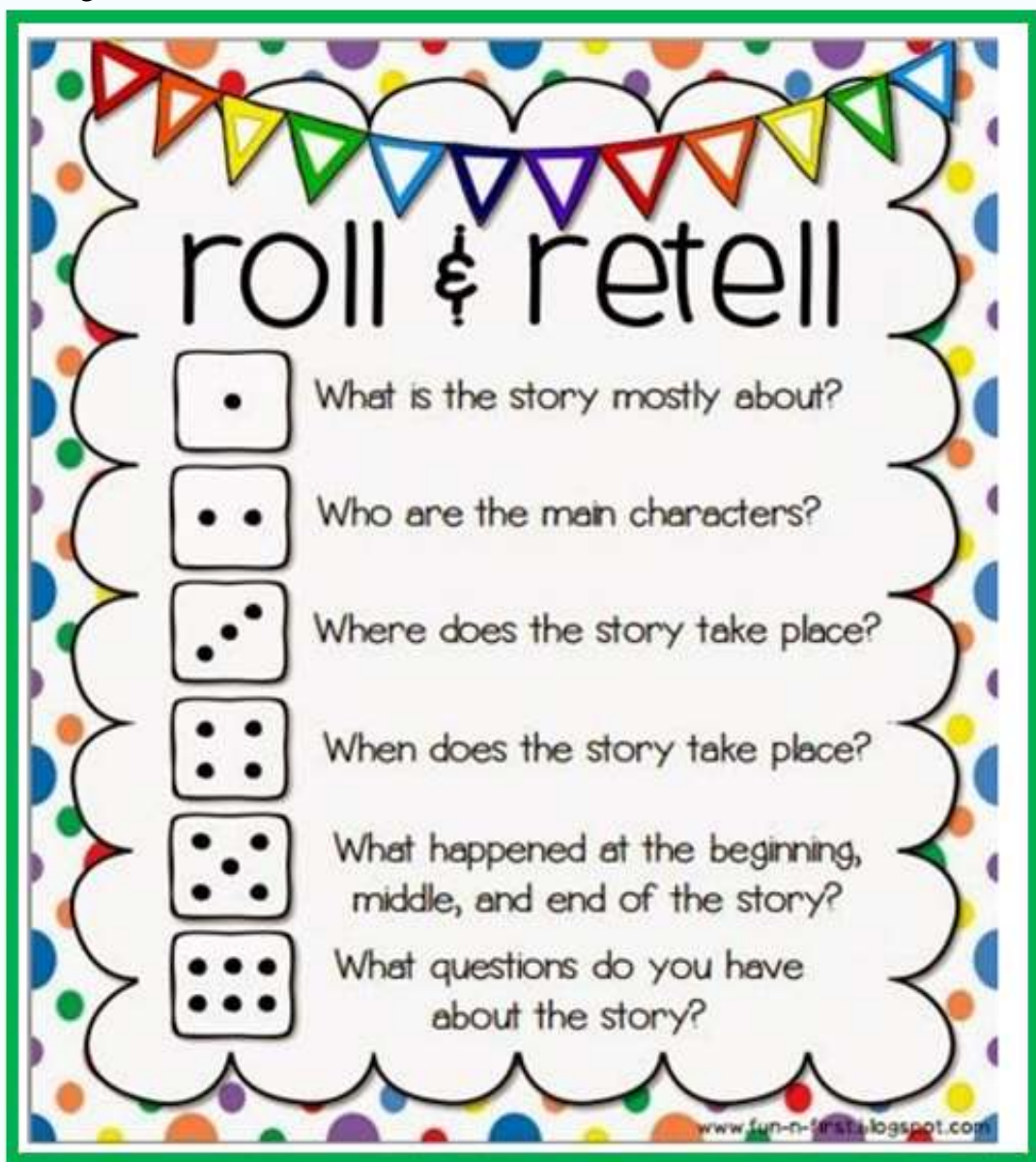
What about the activities or methods you use?

[illegible]

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.



Activity 2: Question Ball



- Practice questioning with Question Ball. Good readers need to comprehend what they read by questioning strategy.
- Read a story using paired reading strategy between students.
- Bring out the Question Ball and let the students look at it .
- Talk about the question words written on it .
- Play catch! Throw the ball to your student.
- When he catches it , use the question word that his/her left thumb lands on to form a question about the text read and ask your students about the story they read in pairs.

Activity (3) : 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.

Assessment

- You can find different assignments and exercises related to interpretation skills such as :

Subject pronouns- he she it

 **He**
A boy

 **She**
A girl

  **It**
A thing or an animal

Circle the correct subject pronoun on each snowball.

 He
She
It

 He
She
It

 He
She
It

 He
She
It

 He
She
It

 He
She
It

 He
She
It

 He
She
It

This is a snowman.
It has a tall hat.



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

Reading Difficulties (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 What I Already Know	W What I Want to know	L What I Have Learned

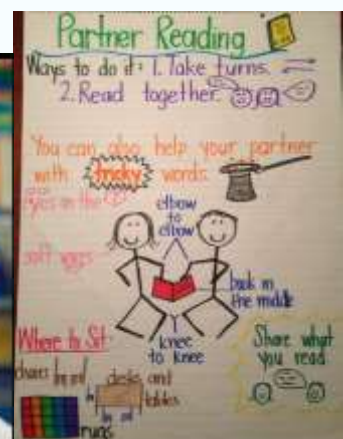
- You can keep the KWL Chart up displayed on the classroom wall, to reuse it again by wiping it clean.
- Present on the board the big poster of the text with its title :
- Then , start training them on using variety of activities to overcome these difficulties.
-

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.

Paired Reading Method:



- ❖ You can practice Paired Reading Method with your students after recognizing the vocabulary words in order to improve reading and identifying 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

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.



Assessment

You can find different assignments and exercises related to vocabulary aspects such as :

Vocabulary

Q1: Match the words with the pictures:

present

tennis

clothes

think

stick

crisps

sandwiches

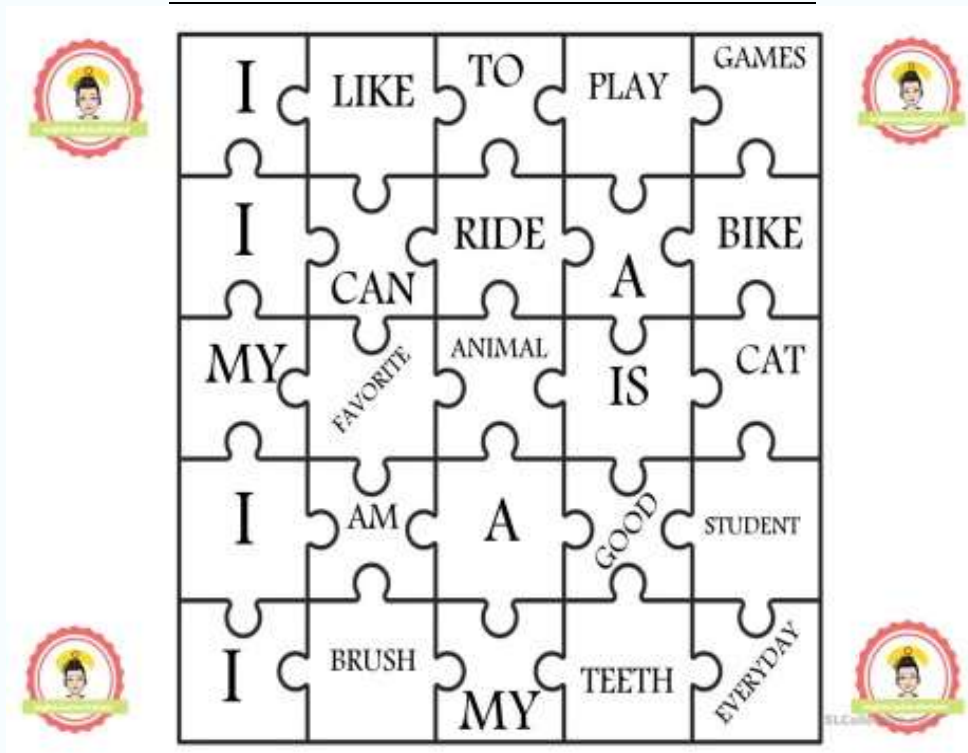
swimming

singing

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

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 a fun tools for helping your child really hear him/herself read! Your child 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 child to read more than one time can be boring, right? It's less so when you use a different voice! Your child will love changing his/her voice to practice fluency. Ask your child to read the text in a “Micky Mouse” voice, monster voice, or any creative voice you can think of.
- ❖ It is important for adults to read aloud to children modeling what good reader do.

Perform this activity with your students practically.

[illegible]

Mobile apps Activities

Brainstorming Activity

Can you use Mobile applications to overcome any difficulties in reading ?

- -----

- Tell trainees that its 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://www.wikihow.com/Teach-Reading-to-Students-\(for-Teachers\)#](https://www.wikihow.com/Teach-Reading-to-Students-(for-Teachers)#)

Assessment

- You can find different assignments and exercises related to reading fluency such as :

My pet

Hi there! My name is Chloe and this is my pet . His name is Toby. It is a dog. It is very big and tall. It has two long ears and a big nose. It also has a beautiful smile. Toby feels happy and excited when we play with him. He likes going to the park and eating carrots. He can run fast but he can't jump. He is a very friendly pet!

1. Chloe has a as her pet.
a) turtle b) cat c) dog

2. Toby is a dog.
a) long and small b) big and long c) tall and big

3. What does Toby like? He likes ...
a) sleeping b) eating carrots c) opening presents

4. What Toby can do?
a) He can jump high b) He can run fast c) He can bark loud

5. Toby is a dog.
a) friendly b) nervous c) scary

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 , which dimensions will we cover in writing ?

A series of horizontal dashed lines for writing.

Brainstorming Activity

As a teacher, how can you deal with students with writing difficulties?

[illegible]

What about the activities or methods you use?

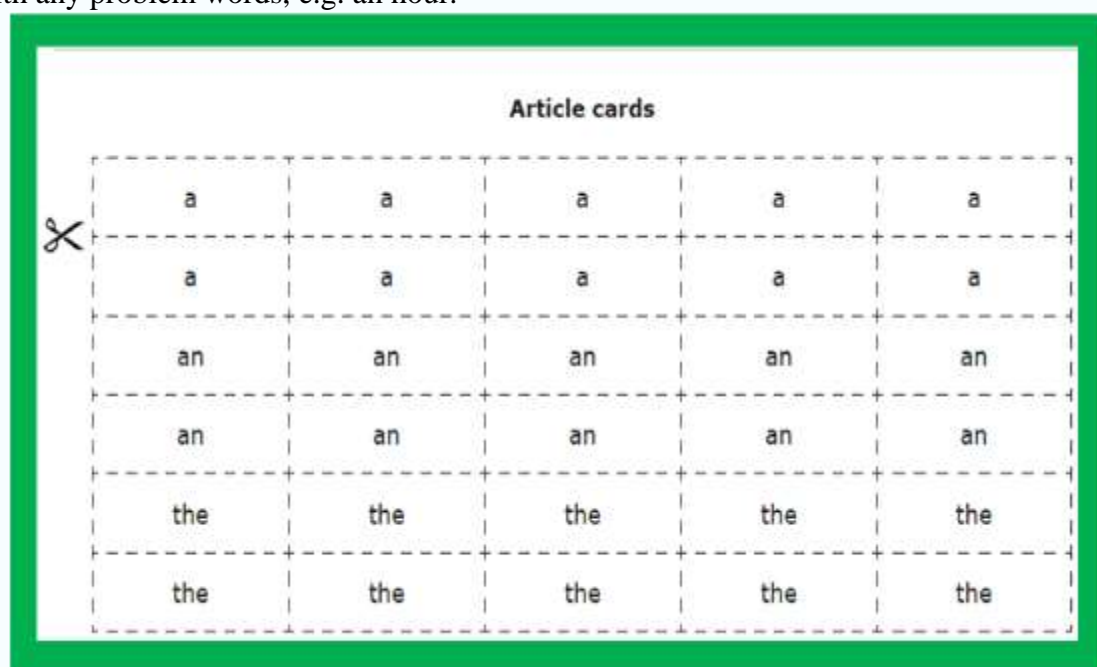
[illegible]

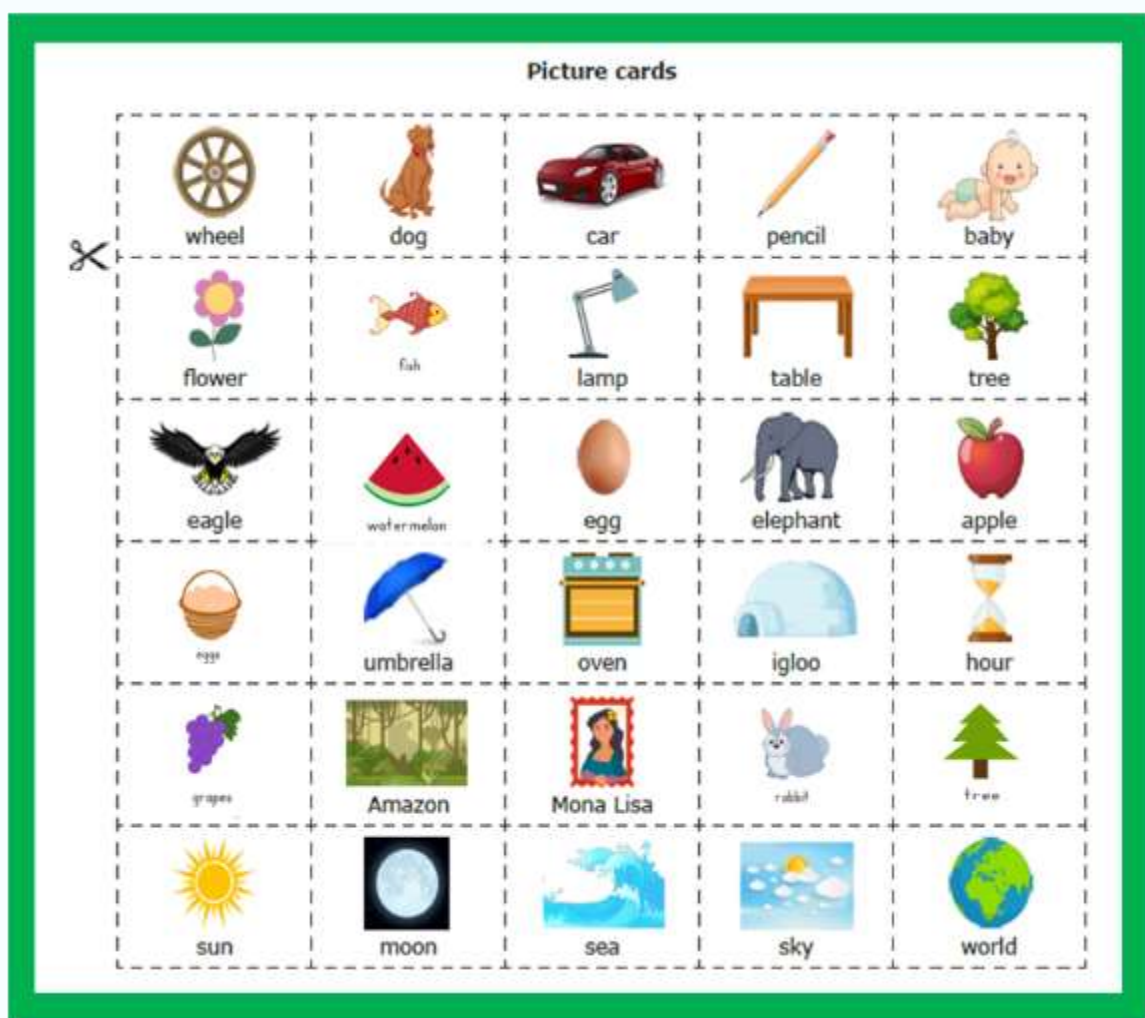
Writing Difficulties (Grammar)

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 students 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

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.

Procedure

- ❖ 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.
- ❖ 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.

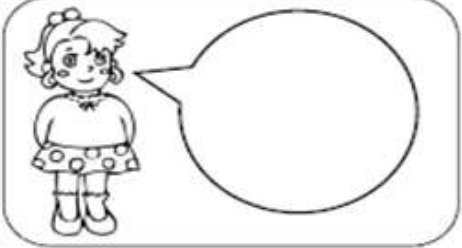
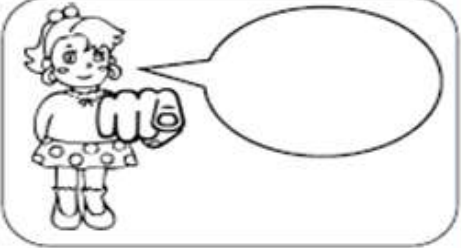





Perform this activity with your students practically.

[illegible]

Assessment

- You can find different assignments and exercises related to grammar aspect such as:

Subject Pronouns 1 My name is _____

	
	
	
	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>it you we</p> <p> she</p> <p>they I he</p> </div>

https://drive.google.com/file/d/1-WKXrz6IP7WO6aADz-lKD5UGmY_OZMZ/view?usp=sharing



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

Writing Difficulties (Spelling and Mechanics)

Activity (1): Running Dictation

Peter likes playing basketball.
1 2 3 4

He usually plays basketball on Monday.
5 6 7 8 9 10

Peter has many friends.
11 12 13 14

His friends also like playing basketball.
15 16 17 18 19 20

- 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

Activity (2) : Punctuation Paddles.

- ❖ Have students glue the different punctuation marks to the end of popsicle.
- ❖ Write series of sentences on the board without Punctuation marks.
- ❖ Go through the sentences one by one, asking students to hold up punctuation mark the sentences should have.
- ❖ If the student gets it wrong, correct it for him/her and give him/her another set of sentences.



Activity (3): I Spy with my Capital Eye



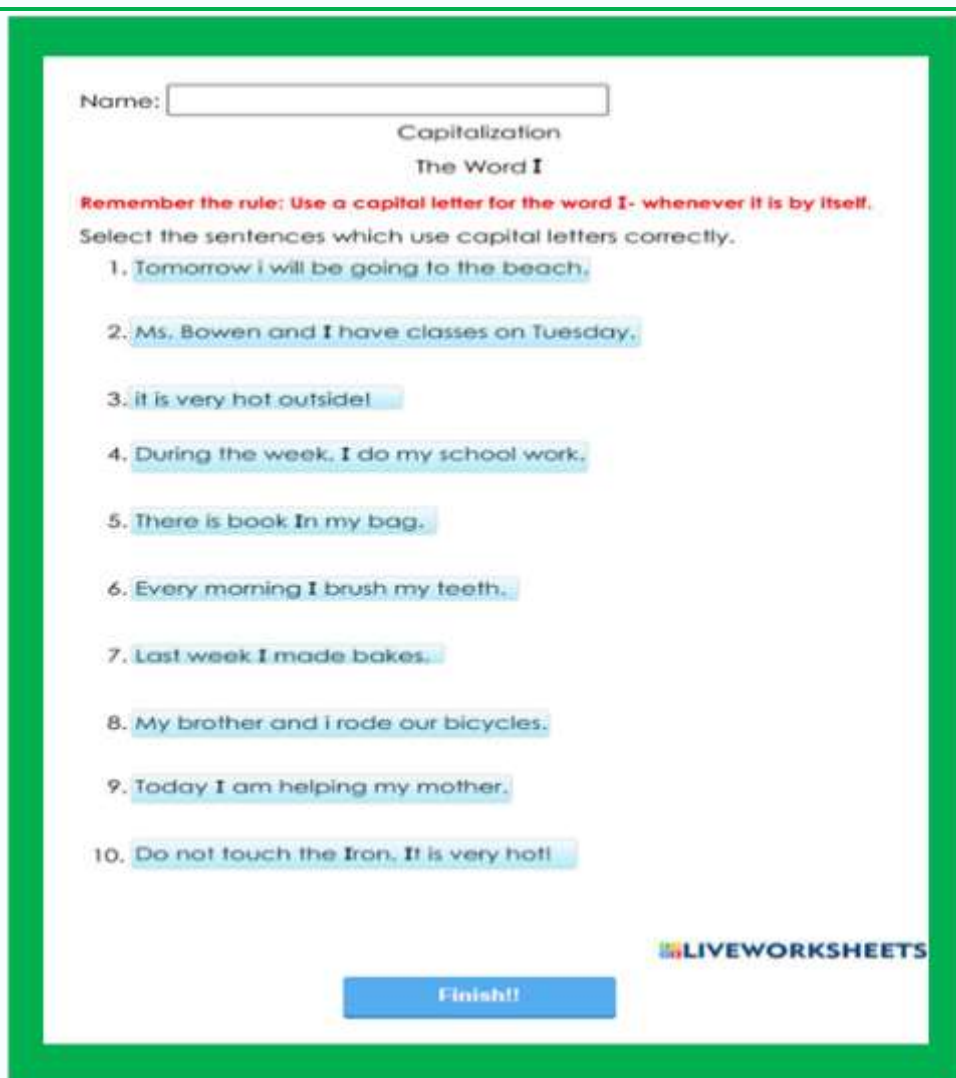
- Ensure there are words and items all around the room that would be capitalized if they were written.
- Write them on cards with other card words that must not be capitalized and spread them in the classroom .
- Ask the students to choose one item or word that would be capitalized if written .
- The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

Perform this activity with your students practically.

[illegible]

Assessment

- You can find different assignments and exercises related to spelling and mechanics such as :



The screenshot shows a worksheet titled "Capitalization The Word I". It includes a "Name:" field, a rule about capitalizing the word "I", and ten numbered sentences for selection. The sentences are: 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! The worksheet is branded with "LIVEWORKSHEETS" and has a "Finish!!" button.


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

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



- For more exercises , look at the English guide for grade two.

Writing Difficulties (Vocabulary)

Activity (1): The I Spy Strategy

- ❖ In the I Spy strategy; teachers give students a number or list of words to hunt for in a text. You can also ask them to “spy” any unfamiliar words.
- ❖ Students can play individually or in teams.
- ❖ Pick a word that is on display somewhere in the classroom (like a bulletin board). Say, “I spy with my little eye a word that begins with ‘P’.”
- ❖ Repeat this a few times.
- ❖ After a few rounds, explain that you’re going to play a variation of this game to help you find unfamiliar words in the text.
- ❖ Show them the list of the words you’re looking for in the text (use the board or a screen or a printed list).
- ❖ Once they’ve found all of the words, I discuss the words using the strategies “I know” which is effective for explaining unfamiliar words.

The first few times, I play as a class until they get the hang of it.

This image shows a full page of white paper with horizontal dashed lines. The lines are evenly spaced and run across the entire width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the paper.

Activity (2) : Telephone

- [illegible]

Activity (3): Odd One Out

- [illegible]

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.



Assessment

- You can find 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.

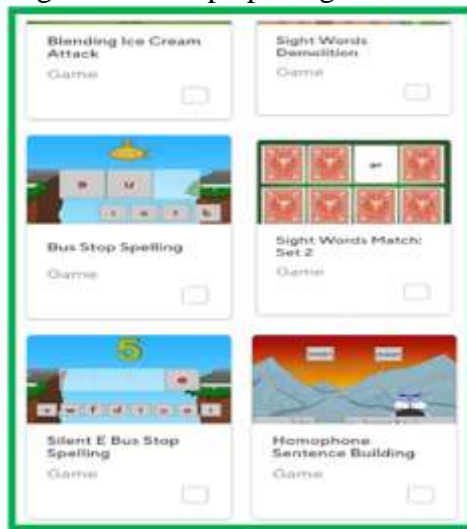
Mobile apps Activities

Brainstorming Activity

Can you use Mobile applications to overcome any difficulties in writing ?

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

- ❖ Online games to practice spelling :
- ❖ <https://www.education.com/game/bus-stop-spelling/>



Independent Practice

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

[illegible]

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"> ▪ ----- ▪ ----- ▪ ----- ▪ ----- ▪ ----- 				

The End of The Second Training Day

The Third Training Day



Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , which dimensions will we cover in listening ?

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Brainstorming Activity

As a teacher, how can you deal with students with listening difficulties?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

What about the activities or methods you use?

[illegible]

Listening Difficulties (Phonological Difficulties)

Activity (1):Using Songs

Activity (1): Whisper Game

Objective

- ◆ Pronounce words correctly

Time : 15 minutes

Procedures

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



How To Play:

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

Independent Practice

- ◆ In groups try to implement the game (Whisper Game)

Listening Difficulties (Vocabulary)

Activity (1): Hot Potatoes



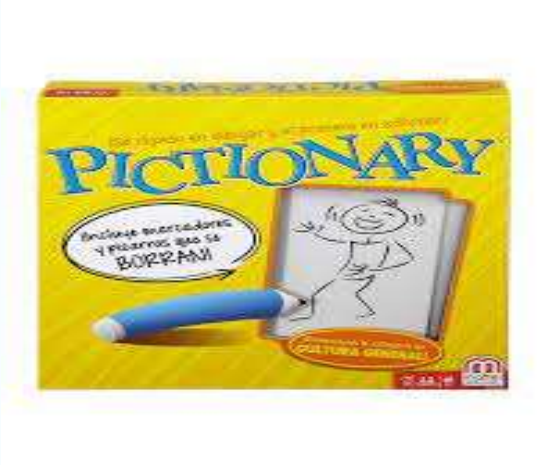
- The class is divided into groups A and B with both teams sitting on the opposite sides of the classrooms. Two chairs will be placed in the middle of the class so that whoever sits on the chair will face her/his team and the board must be behind them. Then, their teacher writes a word on the board, 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.

Independent Practice

- ♦ In groups try to implement the activity (Hot Potatoes)

This image shows a full page of handwriting practice paper. It features a solid green border around the edges. The interior of the page is white and contains ten sets of horizontal dashed lines, evenly spaced from top to bottom, providing a guide for letter height and placement. There are no other markings, text, or illustrations on the page.

Activity (2):Pictionary.



- The classes have to be divided into two teams. Each team will sit on the opposite side of the classroom. One student from both teams will be asked to come to the board where the teacher will give out a word or phrase for the student to be drawn on the board as a clue. The team who can guess the word will get the point.

Independent Practice

- ◆ In groups try to implement the activity.

[illegible]

Activity (7) :Memory Challenge



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

Independent Practice

◆ In groups try to implement the activity.

- ◆ In groups try to implement the activity.

Mobile apps Activities



Brainstorming Activity

Can you use Mobile applications to overcome any difficulties in listening ?

This image shows a full page of white paper designed for handwriting practice. It features 20 evenly spaced, horizontal dashed lines that run across the entire width of the page. The lines are thin and black, providing a guide for letter height and placement. There are no margins, text, or other markings on the page.

Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day, which dimensions will we cover in speaking?

[illegible]

Brainstorming Activity

As a teacher, how can you deal with students with speaking difficulties?

What about the activities or methods you use?

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

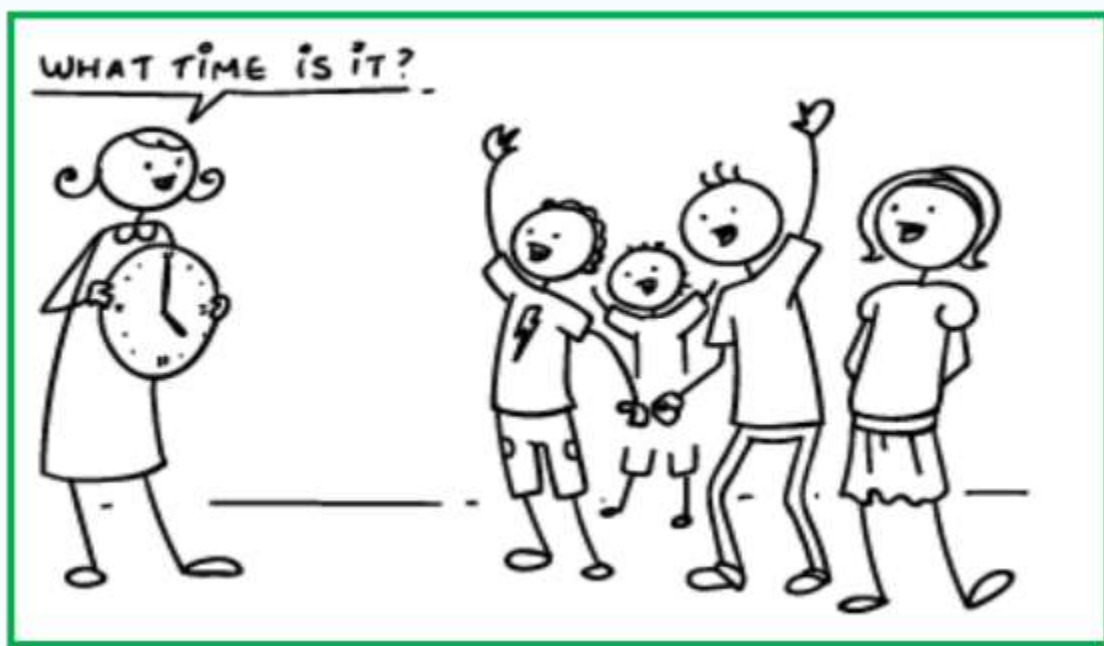
- Play a version of "Pass the Parcel" to introduce the numbers **30-50**.
- Before class get **10** sheets of A4 paper and write a number (**30-50**) on each sheet.
- Shuffle the papers up so they are ordered randomly.
- Now make your parcel — roll one sheet of paper onto a ball (with the number on the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

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.



Independent Practice

- ◆ In groups try to implement the activity.

Activity (4) : Fruit Salad

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

Independent Practice

- ◆ In groups try to implement the activity.

Speaking Difficulties (Function, Communication and Interaction)

Warm-Up Activity

Close your eyes and try to describe anything you 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's and express their ideas clearly.

Independent Practice

- ◆ In groups try to implement the activity.

[illegible]

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 want to help the puppet by solving the problem.
- The students could use puppets to retell all or part of a story they have listened to, or to speak .

- Give students an opportunity to operate a puppet.
- Encourage the students to explain to the puppets when they are not sure about things. This will help you assess their understanding more effectively. They know the answer so there is no point in wasting time explaining. However, the puppet doesn't know, so their explanations will tend to be fuller.
- If the puppets become friends that the students can confide in, they can help when you need to find out why students are upset. The students may not want to tell you but may be willing to tell the puppet.
- To help with class management, a puppet could be asked to look around the class and choose students who are listening attentively.
- Divide the students into groups and ask each student in the group to represent a different character.
- Ask them to write a Go-Givers play with each character contributing their own lines.

Independent Practice

- ◆ In groups try to implement the activity.

[illegible]

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?*
 - *Do you have a pet? What is it?*
 - *What is your favorite school subject?*
 - It is best that each student writes the answers down.
 - At the end of the interview, each student introduces his/her partner in front of the class.
- The answers that are written down can be used as a guide for the presentation. Teachers should encourage students not to read the answers but present it in their own words.

Independent Practice

- ◆ In groups try to implement the activity.

[illegible]

Speaking Difficulties (Rhyming Difficulties)

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."

Here are some examples:

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

Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , which dimensions will we cover in reading?

[illegible]

Brainstorming Activity

As a teacher, how can you deal with students having reading difficulties?

What about the activities or methods you use?


Reading Difficulties (Interpretation Skills)

Activity 1: Build a Pyramid

STORY ELEMENTS

WHAT YOU NEED

6
mini
cups



BUILD AND EXPLAIN

Retell each
important story
element.

♥ = **CHARACTERS**

● = **TIME**


▲ = **PLACE**

☹ = **PROBLEM**

☺ = **SOLUTION**

★ = **MAIN IDEA**

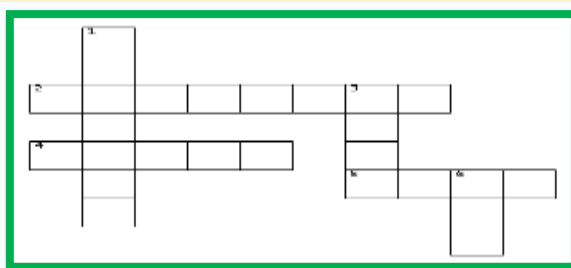
Add one cup to
the pyramid as
you share each
element.



❖ Constructing cup towers is the student's great passion and love at any chance possible.

197

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.

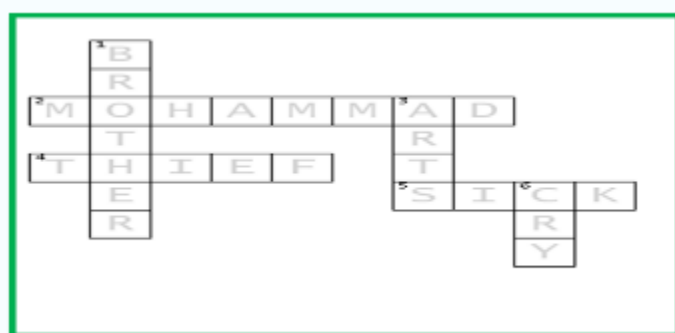
- ❖ A thief came to the house, what will he do ?
- ❖ Surprise. It was his lost cat
- ❖ At the end he became glad.

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



Independent Practice

- ◆ In groups try to implement the activity.

Handwriting practice area with 25 horizontal dashed lines.

Reading Difficulties (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.

Independent Practice

- ◆ In groups try to implement the activity.

[illegible]

Activity (2): Identifying Unfamiliar Words in a Sentence

- 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)

Independent Practice

- ◆ In groups try to implement the activity.

This image shows a full page of handwriting practice paper. It features multiple sets of three horizontal dashed lines, each set providing a guide for letter height and placement. The lines are evenly spaced across the entire page, leaving ample room for practicing various letters and words. There are no margins, text, or other markings on the paper.

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 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.

Independent Practice

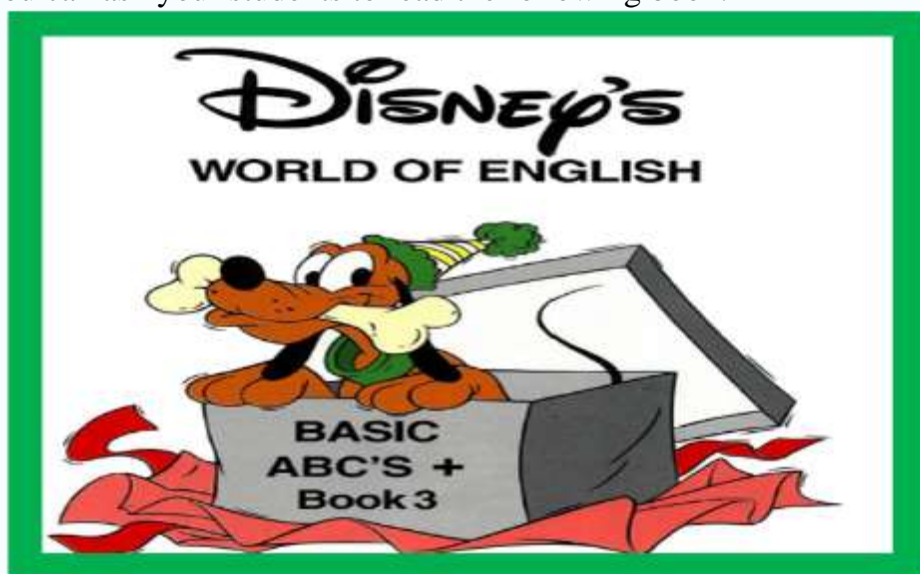
- ◆ In groups try to implement the activity.

[illegible]

Reading Difficulties (Reading Fluency)

Activity (1): 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:



Independent Practice

- ◆ In groups try to implement the activity.

Warm-Up Activity



- Based on the scope and sequence matrix we covered on the first training day , which dimensions will we cover in writing ?

[illegible]

Brainstorming Activity

As a teacher, how can you deal with students with writing difficulties?

What about the activities or methods you use?

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.

Independent Practice

- ◆ In groups try to implement the activity.

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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.

[illegible]

- ◆ In groups try to implement the activity.

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.

Independent Practice

- ◆ In groups try to implement the activity.

[illegible]

Writing Difficulties (Spelling and Mechanics)

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.

Independent Practice

- ◆ In groups try to implement the activity.

[illegible]

Writing Difficulties (Vocabulary)

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.**

Independent Practice

- ◆ In groups try to implement the activity.

[illegible]

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.

Independent Practice

- ◆ In groups try to implement the activity.

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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 threw it to drops it, he/she is out.
- ❖ And the game keeps going until you have one winner.
- ❖ It can be played with different categories, such as Food, Animals, Etc.

Independent Practice

◆ In groups try to implement the activity.

- ◆ In groups try to implement the activity.

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 ?	<div style="display: flex; flex-direction: column; gap: 5px;"> <div>▪ -----</div> <div>▪ -----</div> <div>▪ -----</div> <div>▪ -----</div> <div>▪ -----</div> </div>				

The End of The Third Training Day

The Project

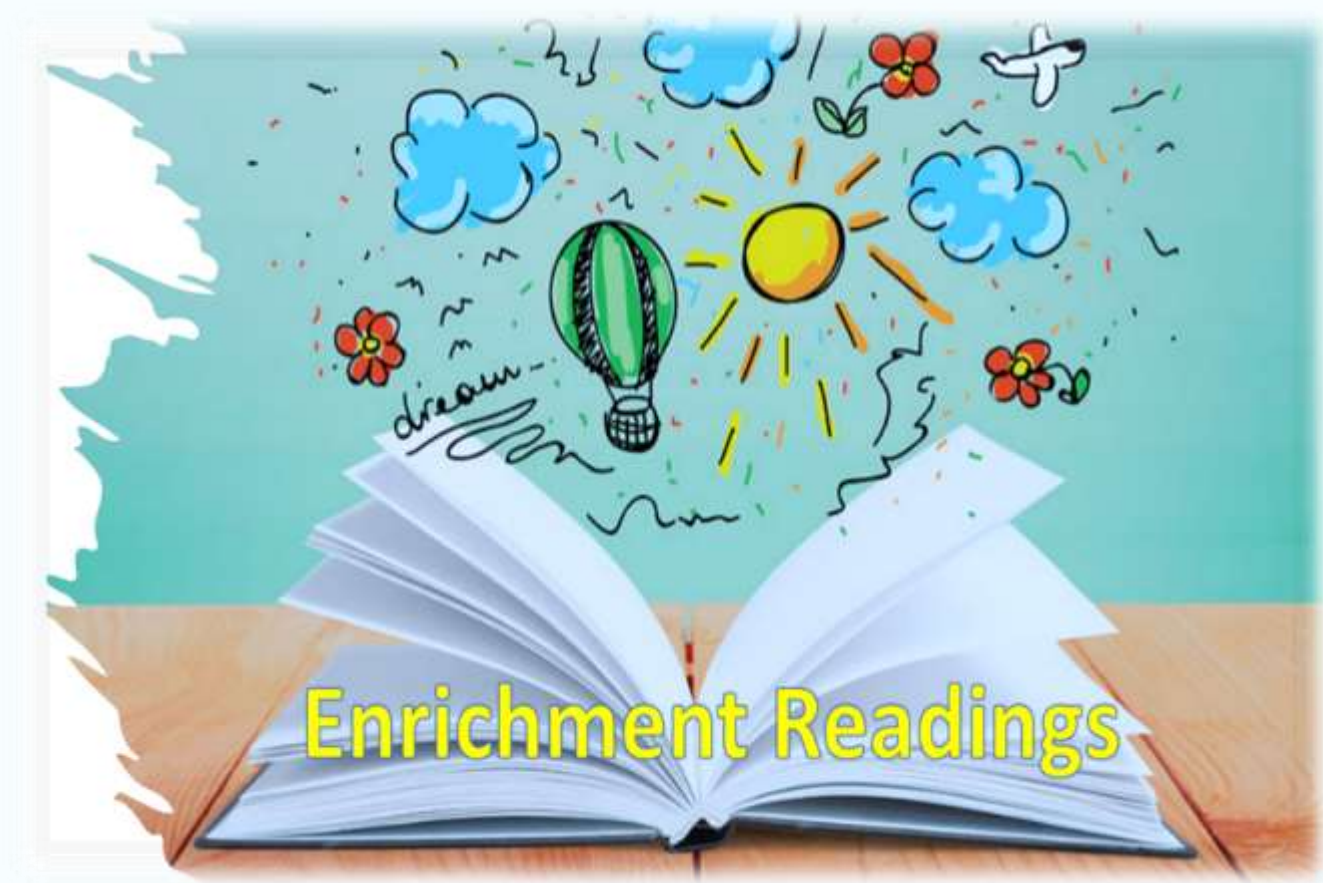


The aim of the project:

- 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.



The Project idea, the historical development and its stages

- 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 increasing in 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 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 six stages :



The first phase (monitoring)

- The purpose of this phase is to understand the reality and development paths through the following tasks: (surveying previous studies, teacher questionnaires, construct the diagnostic tests for students, applying questionnaires and tests, construct a range and sequence document to treat material learning difficulties) .

The second phase (Construction)

- Building a number of forty- two (42) compensatory programs to treat learning difficulties and including Syrian refugee curricula; 34 programs in seven subjects: (Science - Mathematics - Social Studies - Arabic Language - English Language - French Language - Turkish Language), five programs in the field of psychological and social support, and three programs in national identity and belonging.

The third phase(Training)

- Preparing professional development programs and training teachers of primary school subjects to use them.

The fourth phase(application)

- The phase of applying compensatory programs in the field to students in each of the following: (Lebanon - Jordan - Turkey "Northern Syria").

The fifth phase (evaluation)

- Project evaluation and identification of challenges and opportunities.

The sixth phase (generalization)

- Generalizing the project and making it available to specialists and interested parties.

Continuous Assessment

Discussion (Oral and Written)

- Divide trainees into groups and ask them to write short notes about what they understand.
- 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.

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			

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. /tʃ/ and /ʃ/ as in .chair. and .share;. /v/ and /f/ as in .van. and .fan;. /p/ and /b/ as in .pat. and .bat.).	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps Game technique E-learning Strategy	Nursery Rhymes Pictures Videos and realia *Visual aids Realia -CDs -Online resources -Books -YouTube	Songs games, *Role-Playing Activities Describe picture Dialogs -Watching videos -Audios -Dialogs	Tasks Quizes Assignments Tests Self-evaluation -Homework -Exercise
		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				

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				
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
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.				
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			
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 .				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in explaining connection between what they read and prior knowledge.				
	Reading Fluency	❖ Refugee students have difficulties in reading aloud.	Game technique: Such as (Jigsaw/Scavenger hunt) E-Learning Collaborative strategy Brain storming Reading theater Choral and repeated reading			
		❖ Refugee students have difficulties in 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.				
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				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		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
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.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in identifying words heard.				
	Sound Discrimination	❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in recognizing individual sounds in a word (Phonemic Isolation)				
		❖ Refugee students have difficulties in recognizing the same sounds in different words (Phonemic Identity).				
		❖ Refugee students have difficulties in recognizing a word, in a set of three ,that has an odd sound (Phoneme Categorization)				
		❖ Refugee students have difficulties in listening to a sequence of separately spoken sounds and then combining the sounds to form a word (Phonemic Blending)				
	Pronunciation Difficulties	❖ Refugee students have difficulties in counting numbers (30-50).	CDs Mobile Assisted Language Learning (MALL) Tools	Nursery Rhymes Pictures	Songs games, *Role-Playing	Tasks Quizes Assignments

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

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Communication & Interaction Difficulties	<ul style="list-style-type: none"> ❖ Refugee students have difficulties in communicating in English clearly . ❖ Refugee students have difficulties in expressing their ideas through speaking. ❖ Refugee students have difficulties in talking about school subjects. ❖ Refugee students have difficulties in talking about their preferences. 	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			
	Rhyming Skills	<ul style="list-style-type: none"> ❖ Refugee students have difficulties in producing rhyming words. 				
Reading Difficulties	Interpretation skills	<ul style="list-style-type: none"> ❖ Refugee students have difficulties in asking and answering questions in reading material . ❖ Refugee students have difficulties in proposing logical solution to problems. 	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
	Vocabulary Aspect	<ul style="list-style-type: none"> ❖ Refugee students have difficulties in knowing many sight words (e.g they, it .) ❖ Refugee students have difficulties in recognizing words or vocabulary. 				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ 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.	Game technique: Such as (Jigsaw/Scavenger hunt) E-Learning Collaborative strategy Brain storming Reading theater Choral and repeated reading Puppets based learning			
		❖ 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.				
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	*Role-Playing Activities *Scaffolding Describe picture	Tasks Quizes Assignments Tests -Homework Assignment
		❖ Refugee students have difficulties in writing a simple sentence.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in applying the use of grammatical rules.		Songs		-Exercises
		❖ 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.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Vocabulary	❖ Refugee students have difficulties in remembering uncommon words .				
		❖ Refugee students have difficulties in using words for describing pictures.				

The First Training Day



Listening difficulties



Sound Discrimination

- ❖ **Listening for sounds and telling the difference between one and the other is called sound discrimination.**
- ❖ Sound discrimination is very important to early readers and writers, because when a student wants to write the words "panda" or "bat," it will be very important to be able to identify all the sounds in those words.
- ❖ Otherwise, reading and writing small words like these will be impossible without memorizing what every single word looks like, right down to the last letter.
- ❖ Students who learn to listen to and distinguish between each syllable and letter sound in the words that they read have a much better chance of reading and writing well than those who do not.

Vocabulary

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

Speaking difficulties



Reading difficulties



Writing difficulties



1

Mechanics



2

Vocabulary Aspect

The Second Training Day



Listening difficulties

TOPICS

Letters and Sounds

1

Phonological Difficulties

VOCABULARY

2

Vocabulary

Letters and Sounds

3

Sound Discrimination

Speaking difficulties



Reading difficulties



TOPICS

1

Grammar



Spelling & Mechanincs

2



3

Vocabulary Aspect

The Third Training Day



Listening difficulties

TOPICS

Letters and Sounds

1

Phonological Difficulties

VOCABULARY

2

Vocabulary

Letters and Sounds

3

Sound Discriminating

Speaking difficulties

TOPICS

Letters and Sounds

1

Phonological Difficulties

VOCABULARY

2

Vocabulary

Letters and Sounds

3

Sound Discriminating



1

**Interpretation
Skills**

2

Vocabulary Aspect

3

Reading Fluency

Writing difficulties

