

Training Package

مشروع بناء برامج تعويضية

لصعوبات تعلم المواد الدراسية للاجئين السوريين

لبنان - الأردن - تركيا (الداخل السوري)



Overcoming English Learning Difficulties

Grades 4-6



الهيئة الخيرية الإسلامية العالمية
International Islamic Charity Organization



البنك الإسلامي للتنمية
Islamic Development Bank



The Supportive Parties



Islamic Solidarity Fund for Development



International Islamic Charity Organization



Islamic Development Bank

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Introduction

Dear Trainer,

Learning difficulties are an important category and the interest in developing their treatment programs has begun. It can be noted that the students who suffer from learning difficulties are normal in terms of mental abilities. Moreover, they do not suffer from any disability but suffer from difficulties in learning and acquiring the English language skills (listening – speaking – reading – writing). The category of students with learning difficulties has received a great deal of attention from researchers and specialists. Learning difficulties (LDs) refer to a variety of conditions that might affect the acquisition, retention, organization, understanding and use of nonverbal and verbal language. It impacts students' learning. Understanding students with LDs and their learning is important for teachers to understand how to provide a positive learning environment.

Therefore, it is very important to develop the system of education of refugee schools including teachers, students, educational environments and administration, by consulting a number of experts and specialists in emergency education and building upon the experiences and efforts of global organizations and institutions. Education is one of the most important areas in which the association works, especially with refugees and displaced persons in emergencies around the world. Learning a foreign language is important, but there are difficulties 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 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 guides (4-6)
- ◆ 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 (4-6)



Training Time

- ◆ Three Days with six sessions.



The General Framework of the Training Program Matrix

Orientation Session

Introductory Session about the project and the English Guides for grades (4-6)

Topic	Preface & Orientation
Learning Outcomes	<ul style="list-style-type: none"> Identify the topics of the guides (4-6) Explain the English language learning difficulties in listening and speaking . Explain the English language learning difficulties in reading and writing.
Training Activities	<p>Activity (1) : The Content of the Guides</p> <ul style="list-style-type: none"> Present the contents of the guides for grades (4-6). Identify the basic dimensions for each topic and its difficulties. Ask the trainees to present the difficulties their pupils face in each dimension. <p>Activity (2) : Listening Difficulties</p> <ul style="list-style-type: none"> Ask the trainees about their expectations of the session. Present the scope and sequence matrix related to listening for grades (4-6) and discuss the matrix with the trainees . Present some videos or pictures related to listening difficulties. Ask trainees to express their opinions related to the point. <p>Activity (3) : Speaking Difficulties</p> <ul style="list-style-type: none"> Present the scope and sequence matrix related to speaking for grades (4-6) and discuss the matrix with the trainees . Present some videos or pictures related to speaking difficulties. Ask trainees to express their opinions related to the point.

	Activity (4) : Reading Difficulties		
	<ul style="list-style-type: none"> Present the scope and sequence matrix related to reading for grades (4-6) and discuss the matrix with the trainees . Present some videos or pictures related to reading difficulties. Ask trainees to express their opinions related to the point. 		
	Activity (5) : Writing Difficulties		
	<ul style="list-style-type: none"> Present the scope and sequence matrix related to writing for grades (4-6) and discuss the matrix with the trainees . Present some videos or pictures related to writing difficulties. Ask trainees to express their opinions related to the point. 		
Training Strategies	<ul style="list-style-type: none"> Peer Learning E-Learning Strategy 	<ul style="list-style-type: none"> Brainstorming & Discussion Cooperative Learning 	
Learning Resources	<ul style="list-style-type: none"> Handouts Worksheets 	<ul style="list-style-type: none"> Tablets Computers 	<ul style="list-style-type: none"> Paper Resources : (English Guides (4-6)) Data Show
Evaluation Techniques	<ul style="list-style-type: none"> Oral & Written Questions 	<ul style="list-style-type: none"> Tests 	
Applying Trainees' satisfaction Scale Related to the training, the trainer and the training Content			

First Training Day:

Session One: Listening and Speaking Difficulties for Grade Four

Topic	Listening and Speaking Difficulties for Grade Four
Learning Outcomes	<ul style="list-style-type: none"> ▪ Recognize letter-sound relationships. ▪ Recognize compound words containing short and long vowels. ▪ Develop students' listening skills and awareness of sounds in the environment. ▪ Infer the speakers' tone. ▪ Learn correct pronunciation. ▪ Listen for detailed description of something and guess what it is. ▪ Recognize compound words containing short and long vowels. ▪ Generate antonyms, synonyms, and definitions for words heard. ▪ Infer the speakers' tone. ▪ Recognize the new vocabulary in listening text. ▪ Guess new words and vocabulary in listening. ▪ Develop students' listening skills and learning of the new vocabulary in the environment. ▪ Recognize the word that remains when a phoneme is removed. (Phonemic deletion) ▪ Recognize the same sounds in different words (Phonemic Identity) . ▪ Recognize a word, in a set of three ,that has an odd sound. ▪ Listen to a sequence of separately spoken sounds and then combine the sounds to form a word. ▪ Cut a word into separate sounds and count how many sounds they hear. ▪ Make a new word by adding a phoneme to an existing word. (Phonemic Addition) ▪ Substitute one phoneme for another to make a new word.(Phoneme Substitution) ▪ Recognize numbers 22-29. ▪ Tell the time. ▪ Pronounce the words in a correct manner without fear. ▪ Describe weather and observe weather conditions and seasons. ▪ Pronounce some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.). ▪ Understand the pronunciation of the native English speaker. ▪ Express their ideas in a conversation and in classroom talking about holidays, places, animals.

	<ul style="list-style-type: none"> ▪ Introduce themselves and talking about their families. ▪ Offer and request assistance during group work. ▪ Describe their feelings. ▪ Express their ability. ▪ Express their preferences. ▪ Talk about one's daily life, and past simple tense. ▪ Give advice through communication . ▪ Produce a rhyming word. ▪ Increase awareness of words that rhyme and develop knowledge about rhyme. ▪ Recognize rhyming words. ▪ Listen and attend to the rhyming strings. ▪ Talk about words that rhyme and produce rhyming words. ▪ Listen to a wide variety of rhymes, poems, songs and rhyming stories. ▪ Join in with rhymes, poems, songs and rhyming stories. ▪ Complete a known rhyme. ▪ Supply an alternative rhyming word and rhyme judgment consistently and accurately, say if two words do/don't rhyme, select the non-rhyming word from a list. ▪ Generate rhyming words, supply a rhyming word for a given word and create a string of rhyming words (including nonsense words).
Training Activities	<p style="text-align: center;">Listening Activities</p> <p style="text-align: center;">Activity 1: Identifying Same and Different Sounds</p> <ul style="list-style-type: none"> ▪ Prepare students for learning and connecting to prior knowledge by passing out compound word index cards. Instruct students to find a partner that creates one whole word. ▪ When partners have been formed, ask students to sit together near the electronic white board or device you're using to display our lesson. ▪ Time : 10 minutes <p style="text-align: center;">Activity 2</p> <ul style="list-style-type: none"> ❖ Tell students that compound words are formed when two smaller words combine to form a new word, as in these examples:

mail + box = mailbox
milk + shake = milkshake
note + book = notebook

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

- **Time : 10 minutes**

Activity 3: “Bird Friends” Activity



- ❖ Birds of a feather flock together ... and in this fun reading activity, birds of a feather make compound words, too! Just have your Student select two matching birds and place them side by side on the branch. Each pair of birds makes a compound word.

Activity 4: “Banana Splits” Game



- ❖ Use compound words to build the yummiest banana split ever in this delicious multi-level reading game. Every player gets an ice cream bowl and a stack of candy covered scoops of ice cream to play with. Students of different levels can play together.

Time : 10 minutes

Activity 5 : Using Songs

- ❖ Use a song to help to introduce or review compound words.
- ❖ The song is available on the following link:
<https://drive.google.com/drive/folders/1QCzf43CSRTHZnZFiEgdvZD7Xd9Da5ZPT?usp=sharing>



Time : 10 minutes

Discriminating Sounds of English Words in Listening

Activity 1 :Sound Discrimination

- ❖ This is an activity to help students differentiate and produce the short / I / sound as in 'milk' and the longer / i: / sound as in 'beef', although it can be adapted to any pair of sounds which students have differentiation problems with.
- ❖ **Time : 10 minutes**

Activity 2

- 1. Listening** – listen to sounds on CD, then ask the students to: point to a picture of the object making the sound and name it, point to a real object that makes the sound and then try it out. Variation: – listen to the sound of real objects with eyes closed. Children guess and name.
 - 2. Play Sound Bingo** – listen to sounds on tape and cover the correct picture.
 - 3. Sound walk** – students draw pictures or write down the names of the sounds they hear on the walk.
 - 4. Grouping sounds** – animals, musical instruments, vehicles, etc.
 - 5. Odd one out** –
- Time : 10 minutes**

Activity 3 : using Videos

- ❖ Use video clips about the sound discrimination, it's available on the following link:



<https://drive.google.com/file/d/1Lb930wEmNJTrTpEF3DNDpFP9rrDJnnwo/view?usp=sharing>

- ❖ **Time : 10 minutes**

Activity 4: Using Songs

- ❖ Use songs which enable students to listen and repeat the sounds: Animated phonics songs videos for revising and teaching letter-sounds. Catchy and easily adaptable, children want to sing along and invent their own. The song is available at the following link: <https://youtu.be/Set9vvC0uI>



- ❖ **Time : 10 minutes**

Listening Difficulties (Listen for Gist)

Activity 1

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

The video is available at the link: <https://www.youtube.com/watch?v=s2eC9gTKVa8>



<https://drive.google.com/drive/folders/1qeB41JJ0Mw1mboPBedJk0Cz4JLCTNGWs?usp=sharing>

Listening Difficulties (Vocabulary)

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

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

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

- ❖ Which one is the odd out is a game that develops listening for a particular piece of information?

Listen to Stories

- ❖ You can use stories to learn new vocabulary through listening as follows:

Guess the Meaning of New Word in Listening

Activity (1): Listen & Guess

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

Listening Difficulties (Sound Discrimination)

Activity (1): Good-Bye, Block

- ❖ **Aim:** Practice phoneme deletion by manipulating blocks.
- ❖ **Time: 15 minutes**

Activity (2): Deleting Phonemes



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

❖ **Time: 15 minutes**

Activity (3): What's My Word? Add-A-Sound Version

- ❖ **Aim:** students hear and say new words when a sound is added.

❖ **Time: 15 minutes**

Activity (4): Phoneme Addition: Hello, Block

- ❖ **Aim :** Students practice phoneme addition by manipulating blocks.

❖ **Time: 15 minutes**

Speaking Difficulties (Pronunciation)

Activity (1)

- ❖ Sing the "What Time Is It?" song
- ❖ Now everybody is ready to do the gestures for the song "What Time Is It?".
- ❖ **Time: 10 minutes**

Activity (2)

- ❖ **Play "Put in the Box"**

❖ Then choose a student and say “Maher, put three (pencils) in the box”. As the student picks up each object, make sure everyone counts along (1... 2 ... 3). Then have the student count the objects as s/he puts them in the box.

❖ Do this with everyone. Finally, for a bit of crazy fun, throw all the objects out and let everyone scramble to find, count and put all of their objects back in the box again (all at the same time!).

❖ **Time : 10 minutes**

Speaking Difficulties (Fluency Difficulties)

Activity 1

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



❖ **Time : 15 minutes**

Activity 2

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



- ❖ : "Where are you going?" Student: "I'm going to the zoo" Teacher: "Ok then. Goodbye" Student: "Goodbye."
- ❖ **Time : 15 minutes**

Speaking Difficulties (Communication & Interaction Difficulties)

Game (1) :Feelings mimes and Sounds

- Miming “happy”, “sad” and “angry” is a very good way of making the meaning of the words clear. It can also be turned into a practice activity in which one student picks up a flashcard with a feelings word and/ or picture on it and mimes it for their classmates to guess.

▪ **Time : 15 minutes**

Activity (1) : Feelings Pictionary

- Ask students to draw something to represent one feeling until their partner guesses which one it is.
- Combine it with a recent vocabulary word by drawing “a happy carrot” (food vocab) or “an angry car” (transport).

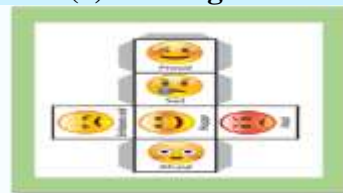
▪ **Time : 15 minutes**

Game (2) :Feelings Definitions Game

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

▪ **Time : 15 minutes**

Game (3) :Feelings Dice Game



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

▪ **Time : 15 minutes**

Speaking Difficulties (Rhyming Difficulties)

Activity (1): Rhyming Jars




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

Activity 2): Find Your Rhyming Partner



- ❖ Students need to move, and they get to interact with classmates in a fun way.
- ❖ For this activity, hand out cards that have their rhyming match in the deck.
- ❖ Every student gets a card and keeps it hidden from everyone.
- ❖ Students move around the room at the word “go”, looking for the other Student that has their rhyme.
- ❖ **Time : 15 minutes**

	<p style="text-align: center;">Game (3): The Name Game</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> ❖ Write a student's name onto a whiteboard and have the class read it. ❖ That student then comes to the front and chooses a magnetic letter. ❖ The magnetic letter is placed on top of the first letter of their name on the whiteboard. (Asmaa , <i>Maisaa</i>) . Everyone now says the student's name and the new rhyming word. ❖ You can say only the rhyming word (<i>Asmaa</i>) and then the students say the name that rhymes (“Not <i>Asmaa</i> , it’s <i>Maisaa</i> !”). ❖ Time : 15 minutes <p>Mobile apps Activities</p>
Training Strategies	<ul style="list-style-type: none"> ❖ Game Based Learning ❖ Multisensory Approach (Audio-visual multimedia) ❖ Mobile Based Learning -Mobile Applications (Mobile Apps) ❖ E- Learning Strategy ❖ Role Play Activities ❖ Questioning
Learning Resources	<p>Paper Resources :</p> <ul style="list-style-type: none"> ▪ Student's Book ▪ Handouts. <p>Visual and Audio Resources :</p> <ul style="list-style-type: none"> ▪ Models- Realia- Flash cards- Pictures- Audio files <p>Electronic Resources:</p> <ul style="list-style-type: none"> ▪ Mobile applications ▪ Computers ▪ YouTube Videos ▪ Websites

	Additional Resources <ul style="list-style-type: none"> ▪ Common Classroom materials
Evaluation Techniques	<ul style="list-style-type: none"> ▪ Tasks ▪ Quizzes ▪ Assignments ▪ Tests ▪ Homework ▪ Assignment ▪ Exercise
Break Time (30 Minutes)	

Session Two: Reading and Writing Difficulties for Grade Four

Topic	Reading and Writing Difficulties for Grade Four
Learning Outcomes	<ul style="list-style-type: none"> ▪ Interpret reading materials. ▪ Answer questions out of the text. ▪ Ask questions to infer and interpret. ▪ Link pronouns mentioned in the text with their referent nouns. ▪ Organize ideas in sequence. ▪ Distinguish between main idea and details. ▪ Recall the stated main ideas and details of paragraphs or main text. ▪ Recognize word or vocab in reading selection. ▪ Determine the meaning of unknown words of daily life items. ▪ Connect word meaning to a daily used object. ▪ Recognize uncommon words that they learned and didn't have the opportunity to use or hear them. ▪ Identify antonyms, synonyms, and definition for words read. ▪ Label, match and complete with antonyms ,synonyms and definition of words of reading material. ▪ Recognize the lexical group to which a word belong. ▪ Read loudly and accurately with acceptable speed .

- Paraphrase and summarize a group of sentences.
- Read different types of texts to obtain information and show enjoyment.
- Read independently to acquire knowledge.
- Recall stated main idea and details.
- Identify and analyze relationship among facts, ideas, concept, and theme in reading materials.
- Make connections between what they read and prior knowledge.
- Predict content and outcome of situation and some stories.
- Infer logical causes and effect after reading a text.
- Express personal attitude and feelings towards characters, event, visuals, etc...
- Apply the use of grammatical rules in an appropriate way.
- Write their sentences using the parts of speech (adjectives, adverbs, articles ...etc.) correctly.
- Transfer grammatical knowledge into their communicative language use.
- Differentiate between the simple, compound and complex sentences.
- Use types of sentences correctly (simple, compound and complex sentences).
- Write sentences expressing the ability in the past.
- Write meaningful sentences.
- Use suitable words for describing pictures. Spell commonly confused words (homophones)
- Spell syllables division, prefixes and suffixes.
- Apply correct punctuation marks.
- Apply correct capitalization.
- Integrate reading with writing process.
- Integrate meaning of the words with spelling.
- Develop and improve writing skills through correct spelling and mechanics usage.
- Use word clusters to remember uncommon words.
- Use context to remember unfamiliar words.
- Use suitable words for describing pictures.
- Write the chronological order in a paragraph.

	<ul style="list-style-type: none"> ▪ Chart event mentioned in the chronological order . ▪ Connect words to their meaning. ▪ Organize similarities and differences in graphic organizers.
<p>Training Activities</p>	<p style="text-align: center;">Reading Difficulties (Interpretation Skills) Activity 1 : Identifying answering Wh/questions</p> <div data-bbox="1151 357 1608 735" data-label="Image"> </div> <ul style="list-style-type: none"> ▪ First use a visual (as indicated in the picture) to identify the question word and the information related to it. ▪ Time: 15 minutes <p style="text-align: center;">Activity 2: Picture Prompt WH/Questions Activity</p> <div data-bbox="1196 855 1572 1129" data-label="Image"> </div> <ul style="list-style-type: none"> ▪ To teach students answering Wh/ question in an interesting way use the picture prompt. ▪ Use the picture given with its lots of interesting things . ▪ Ask your students questions using Wh / words about the picture. ▪ Time: 15 minutes

Reading Difficulties (Vocabulary Aspects)

Activity (1): Banana Race

- Students love this kind of activity that will encourage them to enrich their target vocabulary acquisition.
- It is basically a quiz game in which you ask the students questions related to the target vocabulary of the reading text.
- **Time: 15 minutes**

Activity (2): Last Man Standing



- This is a game which gives students time to think, determine, and connect words to their daily topic.
- **Time: 15 minutes**

Reading Difficulties (Reading Fluency)

Activity (1): Put on a Retelling Glove



- Retelling is a vital skill for students to work on to help them understand what they are reading.
- These gloves are a snappy accessory with labels that you can easily change.
- **Time : 10 minutes**

Activity (2): Toss a story ball around.



- Good readers need to be able to recall and make sense of, or comprehend, what they read.
- One of the best ways to increase comprehension in students of any age is with the Questioning Strategy.
- **Time : 10 minutes**

Activity (3): Mark Up the Main Idea

- This activity focuses on the main idea and key details.
- **Time : 10 minutes**



Reading Difficulties (Identify and Analyze the Relationship in Reading)

Activity1: Stand up/Sit down



- You can use this Activity to help students learn to differentiate between similarities and different of reading concepts:
- Read aloud with the students the below text or other text from their book.
- **Time : 15 minutes**

Activity2: Response Cards

- This is a great way to mix things up a bit.
- Have students create a stack of typical responses such as: agree/disagree, true/false, yes/no, multiple choices options, before/after, greater than/ less than, and everyday emotions.
- **Time : 15 minutes**

Activity 3 : Play Prediction of Kings and Queens.

- Make this friendly competition for predictions which your students will love a lot.
- Before reading or even during reading a text , ask students to stop and make prediction about: what a character will do, how a character will act, how an event will turn out, what an outcome of a situation will be.
- Once you've brainstormed some predictions, have students vote on which one they think will be true.
- **Time : 15 minutes**



Writing Difficulties (Grammar)

Activity (1):Tell A Story from a Picture

- Provide your students with a picture, ask them to observe it, and make a story out of what they see.
- Let them set the story in the past, present simple, and present continuous.
- This activity will boost your student's knowledge of tenses, and they can boost their knowledge on how to use them.
- **Time : 15 minutes**

Activity (2):Look Around



- Have pairs of students take turns saying where items in the classroom are without saying the object itself.
- For example, a student could say, "This object is over the door."
- The second student guesses which item his partner is describing. "Is it the clock?" If the student gets the answer right, they switch roles.
- Using different games such as : Possessive Adjectives : Celebrity Win Lose or Draw

Writing Difficulties (Mechanics Difficulties)

Activity 1:Homophone Mingle

- Write homophones on strips of paper equal to the number of students .
- (dear –deer ,see- sea, ate- eight , night - knight)
- Write sentences on cards (with the same number)but with a missed homophone.
- students correct to each other when they are mistaken.
- **Time: 15 minutes**

Writing Difficulties (Vocabulary Difficulties)

Game (1): Last Man Standing



- This game is fast-paced, but gives students some time to think. It also encourages peer learning, as students are picking up on words they hear others speaking.
- **Time : 15 minutes**

Game (2): Charades



- Charades is quite similar to Pictionary, but it uses actions to communicate the secret word in place of photos.
- This is a great game when class is dragging, and students are falling asleep. Get them up and get them moving.
- **Time : 15 minutes**

Game (3): Categories

- ❖ Have students draw six columns on their paper and write a category at the top of each column.
- ❖ Choose categories that fit with what students have been studying in class or go with some basics. Popular categories include food, names, colors, furniture, animals, and clothing.
- ❖ Choose a random letter and write it on the board.
- ❖ Give students enough time to write down a word for each category that starts with that letter.
- ❖ Repeat using new letters as many times as you like.
- ❖ **Time : 15 minutes**

Writing Difficulties (Organization Difficulties)

Activity1



- ❖ Print out the following sentences to be easily cut out into sets of sentence strips, each set has a different color to easily separate them when mixed together.
- ❖ **Time : 15 minutes**

Activity 2: Scavenger Hunt



- ❖ Divide the class into two teams.
- ❖ Ask one team to stay outside the classroom and ask the second team to pick, from a story sheet you give them, the main events happened in this story.
- ❖ Ask them to write the events on paper strips and distribute them everywhere in the classroom.
- ❖ **Time : 15 minutes**

Activity 3 : Stair Steps Time

- ❖ Use the following story about “What a Day” to make learning fun.
- ❖ Distribute sticky cards with the specific dates on each step of the going up stair.
- ❖ Start with the late time to the sooner one.
- ❖ Let each student choose a strip and write on it an event happened in the story.
- ❖ Ask them to run when you say "Go" and look for the step, they have to stand on according to the date related to the event.
- ❖ **Time : 15 minutes**
- **Mobile apps Activities**
 - Game Based Learning

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

Second Training Day:

Session One: Listening and Speaking Difficulties for Grade Five

Topic	Listening and Speaking Difficulties for Grade Five
Learning Outcomes	<ul style="list-style-type: none">▪ Relate content or /and message heard to personal experiences or prior knowledge.▪ Recognize compound words containing short and long vowels.▪ Discriminate the sounds of English words in listening.▪ Infer the speakers tone.▪ Pronounce correctly.▪ Listen for gist.▪ Generate antonyms, synonyms, and definitions for words heard.▪ Infer the speaker's tone.▪ Recognize the new vocabulary in listening text.▪ Guess new words and vocabulary in listening.▪ Develop students' listening skills and learning of the new vocabulary in the environment.▪ Recognize the difference between single phonemes.▪ Orally blend onset-rimes.▪ Orally blend syllables.▪ Orally blend 2 or 3 phonemes into one word.▪ Identify the Initial sound isolation.▪ Identify the Final sound isolation.▪ recognize individual sounds in a word▪ Recognize the word that remains when a phoneme is removed. (Phonemic deletion)▪ recognize the same sounds in different words (Phonemic Identity) .▪ Recognize a word, in a set of three ,that has an odd sound.▪ Listen to a sequence of separately spoken sounds and then combining the sounds to form a word.▪ Break a word into separate sounds and count how many sounds they hear.▪ Make a new word by adding a phoneme to an existing word. (Phonemic Addition)

- Substitute one phoneme for another to make a new word.(Phoneme Substitution)
 - Identify whether words or sounds are the same or different .
 - Identifying which word is different.
 - Speak confidently without fear.
 - Pronounce some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.)
 - Pronouncing some English consonant clusters (i.e. .grandfather. often mispronounced .grandfather).
 - Pronounce a certain word well.
 - Understand the pronunciation of the native English speaker.
 - Express their ideas in a conversation without feel speechless in classroom.
 - Talk about places.
 - Talk about things, objects, books, films, computers, and animals.
 - Comprehend basic body language.
 - Talk about routine actions.
 - Give reasons for anything.
 - Offer and request assistance .
 - Communicate in English clearly and correctly.
 - Express their ideas through using enough vocabulary .
 - Produce a rhyming word.
 - Increase awareness of words that rhyme and develop knowledge about rhyme.
 - Recognize rhyming words.
 - Listen and attend to the rhyming strings.
 - Talk about words that rhyme and produce rhyming words.
 - Listen to a wide variety of rhymes, poems, songs and rhyming stories.
 - Join in with rhymes, poems, songs and rhyming stories.
 - Complete a known rhyme.
 - Supply an alternative rhyming word and rhyme judgment consistently and accurately say if two words do/don't rhyme, select the non-rhyming word from a list.
- Generate rhyming words, supplying a rhyming word for a given word and create a string of rhyming words (including nonsense words).

Training Activities

Listening Activities

Activity (1) Sing "The Morning Routines" song.

- Put the morning routine flashcards up on the board in the order of the song and play the audio.
- Get everyone to stand up and teach the actions and gestures for the song
- Then play the song and get everyone to sing and do the actions along with you. Play twice so everyone gets the hang of it.
- Time : 15 minutes**

Activity (2)

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



- Time : 15 minutes**

Activity (3)

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



- Time: 10 minutes**

LISTENING GAME FOR VOCABULARY



- Use this fun listening game for vocabulary. It is appropriate for small groups of students and one-to-one. There is a variant for larger classes.
- To play this listening game with a small group, stand in a space with learners around you.
- **Time: 10 minutes.**

The Whisper Game



- This game is best played with a group of students. For it to be most effective, you will need at least 6 students, so this could be a good game to play in a classroom.
- **Time: 10 minutes**

Activity (4): Games to Play While Lined Up

Sentence game:

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

Rhyme game:

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

- **Time: 15 minutes**

Activity (5) :Phoneme Jumping

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

- **Time: 10 minutes**

Activity (6) :Bean Bag Sound Toss

- Give your student 5 bean bags and place a basket in front of them .
- Tell your student a word with 2 – 5 phonemes (start small).
- Have your student throw a bean bag for each sound he hears in a given word.

- **Time: 10 minutes**

Speaking Activities

Activity 1:

- Teacher shows a video and asks students to listen carefully to the honest cow and the tiger story in order to tell this story in their own words.
- Teacher asks students to and answer some questions.
- If students are not able to answer the above questions, it means that they have learning difficulties in understanding the pronunciation of the native English speaker.

- **Time : 10 minutes**

Activity (2): Play "Guess Who?"

- For this activity, you'll need lots of magazine pictures of people. Try and get lots of different types of people pictures, with different color eyes and hair. The more pictures you can find and cut-out before class the better
- In class, lay out all of pictures on the floor or on a large table.
- Start by saying "My friend has (short, brown) hair, he is (tall) and he has (green) eyes" (GB: "My friend's got (short, brown) hair, he is (tall) and he's got (green) eyes").



Activity (3)

- Play "What animal am I?" The song that you are going to sing later in the lesson covers two different vocabulary areas: animals and places. At this stage your students should have covered some animal vocab so this can be a review of many of those animals, before class, print out the animal flashcards for fish, cow, bear, camel, bat, duck, goat, hippo. Also add any other animals your students have studied in previous lessons. Start by modeling: look at a flashcard but don't show anyone. Then act out that animal (also doing sounds), for example, walking on all fours saying "mooooo!" (for cow).
- **Time : 15 minutes**

Activity 4: Daily Routines Guessing Game



- Click on the following link : https://youtu.be/_M9ztaZH1k to present daily routines guessing game.
- **Time : 15 minutes**

Activity (5): Daily Routine Speaking Game



- Click on the following link : <https://youtu.be/AwdeMdRyVRw> to present daily routines speaking game.
- In this speaking activity, students will talk about their daily routine while progressing through 4 different levels.
- To begin, explain to students that the four corners of the classroom are 4 different levels. Level 1, 2, 3, and 4.
- **Time : 15 minutes**

Activity (6): Rhyming Jars



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


Time : 15 minutes

Game (1): The Name Game






- Write a student's name onto a whiteboard and have the class read it.
- That student then comes to the front and chooses a magnetic letter.

Time : 15 minutes

	Game (2): Rhyming Circle 	
	<ul style="list-style-type: none"> This is a fun game. The students sit in a circle with the teacher. Time : 15 minutes 	
Training Strategies	<ul style="list-style-type: none"> Collaborative Strategy Reader's theater Brainstorming strategy: Questioning Role Play Activities 	<ul style="list-style-type: none"> Game Based Learning Multisensory Approach : (Audio-visual multimedia) Mobile Based Learning- Mobile Applications (Mobile Apps) E- Learning Strategy
Learning Resources	<p>Paper Resources :</p> <ul style="list-style-type: none"> Student's Book Handouts. <p>Visual and Audio Resources :</p> <ul style="list-style-type: none"> Models- Realia- Flash cards- Pictures- Audio files <p>Electronic Resources:</p> <ul style="list-style-type: none"> Mobile applications Computers YouTube Videos Websites <p>Additional Resources</p> <ul style="list-style-type: none"> Common Classroom materials 	
Evaluation Techniques	<ul style="list-style-type: none"> Tests Homework Exercise 	<ul style="list-style-type: none"> Tasks Quizzes Assignments
Break Time (30 Minutes)		

Session Two: Reading and Writing Difficulties for Grade Five

Topic	Reading and Writing Difficulties for Grade Five
Learning Outcomes	<ul style="list-style-type: none"> ▪ Interpret skills (asking and answering questions out of the text) ▪ Recognize the main idea and state the related details in a reading text. ▪ Recognize word or vocab in reading selection. ▪ Classify words into semantic or lexical families. ▪ Remember words or vocabulary that they learn as they don't have the opportunity to use or hear them. ▪ Determine the meaning of adverb of frequency and their function as they are used in the text. ▪ Read loudly and accurately without any mistake. ▪ understand simple reading Material. ▪ Read different types of reading texts to obtain information and show enjoyment. ▪ Read independently to acquire knowledge. ▪ Recall stated main idea and details. ▪ Read with expression, correct intonation, and phrasing ▪ Identify and analyze the relationship among facts, ideas, concepts, themes in reading material. ▪ Explain connection between what they read and their prior knowledge. ▪ Evaluate the author's purpose with reference to details in the text. ▪ Brainstorm appropriate topics and conclude repaired information. ▪ Be able to apply the use of grammatical rules properly. ▪ Write their sentences using the parts of speech (adjectives, adverbs, articles ...etc.) correctly. ▪ Differentiate between the simple, compound and complex sentences. ▪ Use types of sentences correctly (simple, compound and complex sentences). ▪ Write meaningful short paragraphs. ▪ Spell words correctly ▪ Apply correct punctuation marks ▪ Apply correct capitalization ▪ Write the paragraph chronological order. ▪ Write friendly letter

	<ul style="list-style-type: none"> ▪ Use word clusters to remember uncommon words. ▪ Use context to remember unfamiliar words. ▪ Use suitable words to describe pictures. ▪ Compare and contrast major similarities and differences between two objects, characters, activities, etc..... ▪ Write descriptive sensory details.
Training Activities	<p style="text-align: center;">Reading Activities</p> <p style="text-align: center;">Activity 1: Anticipation Guide</p> <ul style="list-style-type: none"> ❖ Anticipation guides arouse student's interest in a topic that will be the first stone for reading well to comprehend well. ❖ Use the anticipation guide as shown in the picture or download blank template for it ❖ Introduce the text to the students with its picture and title.  <ul style="list-style-type: none"> ❖ Write predicted statements as shown in the picture and ask your students <p style="text-align: center;">Activity 2: Story Spinner</p> <ul style="list-style-type: none"> ❖ Hang a spinner on the board with numbers from 1 → 8. Use a list of questions numbered from 1 to 8 related to the text .If the text is fiction ask about story elements. If it is not you can add question related to causes, effects, problems solutions ,fact opinion, etc  <p style="text-align: center;">Activity (3) : Bloom Ball</p> <ul style="list-style-type: none"> ❖ The bloom ball could be a series of many circles. ❖ Ask your students to create the ball with one face that represent the main idea of their reading aloud text ,and the other stuck circle will hold all the supporting details in the text. <p style="text-align: center;">Activity (4): Word Hunt</p>  <ul style="list-style-type: none"> ▪ Give your student a list of key words to look for or hunt. ▪ Ask your students to write each word and its sentence on a sticky note, then place it on their desk each time they encounter a keyword.



Activity (5) : Compose a Tale



- Divide the students into 2 teams (red. and blue), and you put on the board a list of words with different parts of speech and different categories.
- It will be fun to compose sentences of a tale using these words by each student in the 2 teams .

Activity (6): Shop a Word



- ❖ Tell your students that you went to the supermarket yesterday to buy something related to the topic.
- ❖ Give them clues and allow students to guess.

Activity (7): Pre Frequency Hat



- ❖ Write on paper strips adverbs of frequency (often, seldom, rarely, etc) and time expressions (everyday, one a week, etc.) and collect them in a hat.
- ❖ Ask your students to sit in a circle with the hat of paper slips.

Activity (8): Read With a Partner

- Ask your pupils to choose a story they need to read it.
- Ask them to stay in pairs.
- Ask them to start reading between each other.



Activity (9): Reading Circles

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



- Tell your pupils to imagine as if they like Snow White and the Seven Dwarfs , what can they do?
 - Divide pupils into groups and ask them to Read-Aloud .
 - Gather the pupils around and hold the book so they can see the pictures as you read.

Writing Activities

Activity (1):The Classroom Ghost: Preposition of the 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.
- 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.

Activity (2):Tell a Story From a Picture

- ❖ Provide your students with a picture, ask them to study it, and make a story out of what they saw.
- ❖ Let them set the story in the past, present simple, and present continuous.



Activity (3):Tic Tac Toe

- ❖ The teacher will draw the basic Tic Tac Toe grid on the board. Then, he/she will put different parts of speech in each of the squares. The students are divided into teams.

Activity (4): Punctuated Sentence War

- ❖ Divide the class into 2 teams. Before playing, create cards with all punctuation marks (or create a spinner).
- ❖ Ask the first Group member to spin the wheel and select a card.



Activity (5) : Jeopardy

- ❖ For the capitalization rules, choose categories like people, places and things to write them on an index card.
- ❖ Each category has 5 questions with the point value 100, 200, 300, 400, 500 on separate index card from easiest to hardest. On the point values card write sentences missing capitalized letters.
- ❖ Put the category cards with the question cards. Give the player buzzers or bells.



Activity (6): Swat

- ❖ Divide that class into teams.
- ❖ Use a fly swatter, and if there isn't, students can use their hands.
- ❖ Write the capitalization rules on the board, (for example “proper nouns” “1st pronoun”, 1st word in a sentence, title, word after quotation....)



Activity (7): Make a Story

- ❖ Prepare a set of cards, each for a student to write on.
- ❖ Give us student time to think about the events of a particular day such as “Teachers day”, “ Independence Day”, or “Mother’s Day”.
- ❖ Ask each student to describe an event occurred on that day.

	<p style="text-align: center;">Activity (8) : Friendly Letter</p> <ul style="list-style-type: none"> ❖ Divide the class into groups with three to four students each. ❖ Ask them to write a friendly letter to a friend who lives aboard telling him or her about his own country, Syria. ❖ Allow peer discussions, for the more discussion opportunities, the better the writing. Students can verbalize their thoughts, gain perspectives of others, receive feedback, and adjust reverse thinking. So they can lead to a stronger writing when they build up on each other's ideas. ❖ Let them to start writing their own sketch as a group highlighting the heading and purple, reading in the green, the body and yellow, the closing and red, and the signature in blue. <p style="text-align: center;">Activity (9): Compare and Contrast Snow Ball</p> <ul style="list-style-type: none"> ❖ Create signs with your students for the two countries: One said "Syria", another said "Lebanon" And the remaining two signs said "Both Countries" and "Neither Countries". ❖ Post the signs on the four corners of the classroom. ❖ To prepare the snowball, give each of your students a sheet of paper to write down a statement that corresponds to one of the signs you just created. <div style="text-align: center;">  </div> <p style="text-align: center;">Activity (10): Color Coding</p> <ul style="list-style-type: none"> ❖ Students should have five different crayons present sons such as right for small, blue for sight, and so on. ❖ Ask students to find sensory details in the projector description and write it on his blank sheet of paper with the specific color. <div style="text-align: center;">  </div>
<p>Training Strategies</p>	<ul style="list-style-type: none"> ▪ Game Based Learning ▪ Multisensory Approach : (Audio-visual multimedia)

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

Third Training Day:

Session One: Listening and Speaking Difficulties for Grade Six

Topic	Listening and Speaking Difficulties for Grade Six
Learning Outcomes	<ul style="list-style-type: none">▪ Recognize a sound that is not present in their native language inventory of phonemes (e.g. G -V).▪ Discriminate the sounds of English words in listening.▪ Listen to any text actively.▪ Recognize rhyming words in the listening text.▪ Pronounce correctly.▪ Recognize a sound that is not present in their native language inventory of phonemes (e.g. G -V).▪ Discriminate the sounds of English words in listening.▪ Listen to any text actively.▪ Recognize rhyming words in the listening text.▪ Pronounce correctly.▪ Listen for the gist.▪ Listen to answer questions.▪ Recognize the new vocabulary in listening text.▪ Guess new words and vocabulary in listening.▪ Develop students' listening skills and learning of the new vocabulary in the environment.▪ Listen effectively.▪ Respond appropriately to direct requests in listening text.▪ Recognize the difference between single phonemes.▪ Identify the Initial sound isolation.▪ Identify the Final sound isolation.▪ recognize individual sounds in a word.▪ recognize the same sounds in different words .▪ Listen to a sequence of separately spoken sounds and then combining the sounds to form a word.▪ Break a word into separate sounds and count how many sounds they hear.▪ Identify whether words or sounds are the same or different .▪ Identifying which word is different.

	<ul style="list-style-type: none"> ▪ Speak confidently without fear. ▪ Pronounce some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.) ▪ Pronouncing some English consonant clusters (i.e. .grandfather. often mispronounced .grandfather). ▪ Pronounce a certain word well. ▪ Understand the pronunciation of the native English speaker. ▪ Express their ideas in a conversation without feel speechless in classroom. ▪ Talk about future plans. ▪ Describe pictures and situations clearly. ▪ Communicate in English clearly and correctly. ▪ Express their ideas through using enough vocabulary . ▪ Produce a rhyming word. ▪ Increase awareness of words that rhyme and develop knowledge about rhyme. ▪ Recognize rhyming words. ▪ Listen and attend to the rhyming strings. ▪ Talk about words that rhyme and produce rhyming words. ▪ Listen to a wide variety of rhymes, poems, songs and rhyming stories. ▪ Join in with rhymes, poems, songs and rhyming stories. ▪ Complete a known rhyme. ▪ Supply an alternative rhyming word and rhyme judgment consistently and accurately say if two words do/don't rhyme, select the non-rhyming word from a list. ▪ Generate rhyming words, supplying a rhyming word for a given word and create a string of rhyming words (including nonsense words).
<p>Training Activities</p>	<div style="text-align: center;"> <p>Listening Activities</p> <p>Activity (21) : Long and Short vowels</p> </div> <ul style="list-style-type: none"> ❖ Explain to your students the difference between long and short vowels. The long vowel sounds a, e, i, o, and u. ❖ Write the following examples of long vowel sounds on the board: <ul style="list-style-type: none"> 🚦 Long "a" sounds: Rain, pain, sail, whale, fail. 🚦 Long "o" sounds: Coat, boat, goat, whole, coal. 🚦 Long "i" sounds: Kite, bike, hike, fly, sigh. 🚦 Long "e" sounds: Tweet, sheet, meet, feet, and retreat. 🚦 Long "u" sounds: Glue, stew, phew, cube, suit.

Activity (32): Listen and Guess What

- ❖ To start the game, call two students from one team to the chairs at the front of the room. One student will be the Clue Giver; that student will sit in the chair facing the front of the classroom. The Clue Receiver will sit in the chair that faces the Clue Giver and the other students.



Activity (3): Do This Do That

- ❖ Standing in front of your student, perform certain actions by saying either "do this" or "do that."
- ❖ For example, you could tap your head, clap your hands or do a jump.

Activity (4): Listen and Draw

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

Mobile free application Activities



Speaking Activities

Activity (1) :Video Show.

- ❖ Teacher shows a video and asks students to listen carefully to "Never tells a lie" story in order to tell this story in their own words.
- ❖ Teacher asks students to watch the story and answer the questions:
- ❖ If students are not able to answer the above questions, it means that they have learning difficulties in understanding the pronunciation of the native English speaker.

Activity (2):Consonant Sounds


- ❖ Teacher explains English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.).
- ❖ Teacher presents some examples to help students to recognize the difference between them.
- ❖ Teacher read and students repeat after her/him.

	<ul style="list-style-type: none"> ❖ Teacher can also use records; students listen and repeat after him/her. <p style="text-align: center;">Activity (3): Listen And Draw</p> <ul style="list-style-type: none"> ❖ This game is easy to play but not so easy to “win.” It requires participants’ full attention and active listening. ❖ Gather your group of participants together and hand out a piece of paper and a pen or pencil to each player. Tell them you will give them verbal instructions on drawing an object, one step at a time. <p style="text-align: center;">Activity (4):Game : 20 Questions</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> ▪ Stand in a circle. ▪ Let one trainee stand in the center, and he\ she has to think of favorite school subjects or hobbies. <p style="text-align: center;">Activity (5):The Name Game</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> ❖ Write a student's name onto a whiteboard and have the class read it. ❖ That student then comes to the front and chooses a magnetic letter. <p>Mobile Applications Activities</p>
Training Strategies	<ul style="list-style-type: none"> ▪ Game Based Learning ▪ Multisensory Approach : (Audio-visual multimedia) ▪ Mobile Based Learning- Mobile Applications (Mobile Apps) ▪ E- Learning Strategy ▪ Role Play Activities ▪ Collaborative Strategy ▪ Reader's theater ▪ Brainstorming strategy: <p>Questioning</p>
Learning Resources	<p>Paper Resources :</p> <ul style="list-style-type: none"> ▪ Student's Book ▪ Handouts.

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

Session Two: Reading and Writing Difficulties for Grade Six

Topic	Reading and writing Difficulties for Grade Six
Learning Outcomes	<ul style="list-style-type: none"> ▪ Interpret skills (asking and answering questions out of the text). ▪ Have rich vocabulary recognition. ▪ Recognize and use uncommon words that they learnt and they don't have the opportunity to use or hear them in the surrounding environment. ▪ Recognize new words meaning out of context clues. ▪ Skim the material before reading to determine the purpose or the type of the text. ▪ Identify information after scanning the reading material. ▪ Infer answers while or after reading a text. ▪ Read loudly and accurately without any mistake. ▪ understand simple reading Material. ▪ Read different types of reading texts to obtain information and show enjoyment. ▪ Read independently to acquire knowledge. ▪ Recall stated main idea and details. ▪ Read with expression, correct intonation, and phrasing. ▪ Identify and analyze the relationship among facts, ideas, concepts, and themes in reading materials. ▪ Explain connection between what they read and prior knowledge. ▪ express grammatically correct sentences due to the significant differences in the grammar of the native language of the students. ▪ apply the use of grammatical terminology. ▪ They have difficulties in transferring grammatical knowledge into communicative language use. ▪ Apply the use parts of speech and their functions in the sentence (adjectives, adverbs, articles ...etc.). ▪ Differentiate between the simple, compound and complex sentences. ▪ Use kinds of sentences correctly (simple, compound and complex sentences). ▪ Spell words with silent letters. ▪ Spell words with prefixes and suffixes. ▪ Punctuate well the four types of sentences (declarative /interrogative/ imperative/ exclamatory) ▪ Use word clusters to remember uncommon words. ▪ Use context to remember unfamiliar words.

	<ul style="list-style-type: none"> ▪ Use suitable words to describe pictures. ▪ Write using various pattern of organization (e.g process, cause effect, comparison). ▪ Write topic sentence (introductory sentence) in the paragraph. ▪ Write supporting details in the paragraph. ▪ Write concluding sentence in a paragraph. ▪ Change simple sentences into compound and complex sentences.
Training Activities	<p style="text-align: center;">Reading Activities</p> <p style="text-align: center;">Activity (1): Act as a Teacher</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> ❖ Have each student sit with a partner. Prepare two pieces of Reading materials . You may divide the suggested text below into two parts . Give each partner in pair one text part . <p style="text-align: center;">Activity (2): Morning Activity</p> <ul style="list-style-type: none"> ❖ This morning activity is super and simple in the same time. It will activate asking and answering question, encouraging student to ask and practice questions form with their answers. ❖ Divide the class into two . <p style="text-align: center;">Activity (3): Text Types</p> <ul style="list-style-type: none"> ❖ Instead of skimming the only copy of text by all the students who are sitting in their desk traditionally, students in this activity will work in groups to practice skimming text (identifying the author's purpose) while reading several short texts they will move around the room to engage with the reading text, talk to each other, and use teamwork to answer the question related to author's purpose or any other general question. <p style="text-align: center;">Activity (3): My Word Is</p> <ul style="list-style-type: none"> ❖ Make a race with the students to find a word after scanning a text as fast as possible. ❖ Write the below text on the board, and write down a word on the board that only occurs once in the text ❖ The first student to stand up and say the sentence that holds the word is the winner. <p style="text-align: center;">Activity (4): Act Relevant or Off</p>



- ❖ For students to find relevant concepts or ideas connected to the topic” Animals” ,use this activity to reach with them to related conclusion drawn about characters, setting, theme...
- ❖ Have student read given text (or another text from the textbook) . Divide students into groups of three.

Writing Activities

Activity (1): A Tense Race

- ❖ For this game, you will need to write out a list of verbs on index cards.
- ❖ Put the students into evenly divided teams and ask for a representative from each team to join you at the front of the class.
- ❖ Tell them you are going to read a verb and the student from team 1 has to give you either the past tense or present tense of that verb as quickly as possible.

Activity (2):Insert The Verb

- ❖ This writing game incorporates creativity and humor.
- ❖ Instruct each student to take out a blank sheet of paper and a pencil, not a pen.
- ❖ Tell them to write one paragraph describing what they have done so far today. When they got up, what they ate, how they got to school, etc.
- ❖ After your students have finished writing, tell them to count the number of action verbs in their paragraph and write the number on the top of the paper. It's important that they only count verbs that involve a specific action.
- ❖ Instruct them to erase all of the action verbs from their paragraph with an eraser or black pen.

Activity (3): Silent Letters

- ❖ Veer away from usual stand- and –recite- these-words procedures and add elements of fun and excitement by using games to teach silent letter word spelling.
- ❖ Let students sit in pairs and give each pair a list of words and their homophones.
- ❖ Ask the student to prepare a sheet with blank spaces away from his partner's eyes.

Activity (4):Idea Cards

- ❖ Divide students into groups and ask each group to choose a topic they like to write about, for example: compare and contrast between two friends or items, causes and effects of , problem between friends and its solution, steps in process to make a cake.
- ❖ Tap up the board three titles cards as shown in the pictures.

	❖ Prepare two or three cards holding ideas related to the topics chosen and mix them randomly so each group will come and read them in order to grab the idea related to the topic they have chosen before.	
Training Strategies	<ul style="list-style-type: none"> ▪ Game Based Learning ▪ Multisensory Approach : (Audio-visual multimedia) ▪ Mobile Based Learning- Mobile Applications (Mobile Apps) ▪ E- Learning Strategy ▪ Role Play Activities ▪ Collaborative Strategy ▪ Reader's theater ▪ Brainstorming strategy <p>Questioning</p>	
Learning Resources	<p>Paper Resources :</p> <ul style="list-style-type: none"> ▪ Student's Book ▪ Handouts. <p>Visual and Audio Resources :</p> <ul style="list-style-type: none"> ▪ Models- Realia- Flash cards- Pictures- Audio files <p>Electronic Resources:</p> <ul style="list-style-type: none"> ▪ Mobile applications ▪ Computers ▪ YouTube Videos ▪ Websites <p>Additional Resources</p> <p>Common Classroom materials</p>	
Evaluation Techniques	<ul style="list-style-type: none"> ▪ Tests ▪ Homework ▪ Exercise 	<ul style="list-style-type: none"> ▪ Tasks ▪ Quizzes ▪ Assignments
Applying Trainees' satisfaction Scale Related to the training, the trainer and the training Content		
Project		



Preface & Orientation

Aim of this part

- Introducing information about the English Guides for grades (4-6).

Learning Outcomes

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

- Identify the topics of the guides (4-6)
- Use the guide correctly in diagnosing the English language learning difficulties.
- Identify the English language learning difficulties in listening
- Identify the English language learning difficulties in speaking .
- Identify the English language learning difficulties in reading.
- Identify the English language learning difficulties in writing

Topics

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

Training Strategies

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

Learning Resources

- Paper Resources :(English Guides 4-6)
- Data Show
- Tablets
- Computers
- Handouts
- Worksheets

Evaluation Techniques

- Oral and written Questions

Time:

- 30 minutes

Warm-Up Activity

Introducing Ourselves



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

Ice-Breaking Questions Activity

- Prepare trainees for the session.
- Ask some questions that help them be more comfortable and motivated such as:
 - ❖ What about your day?
 - ❖ What is the last book you read?
 - ❖ Are you happy to join in this training?
 - ❖ Do you prefer working in groups, teams or individually ?
- **Time: 5 minutes**

Activity (1) : The Content of the Guides

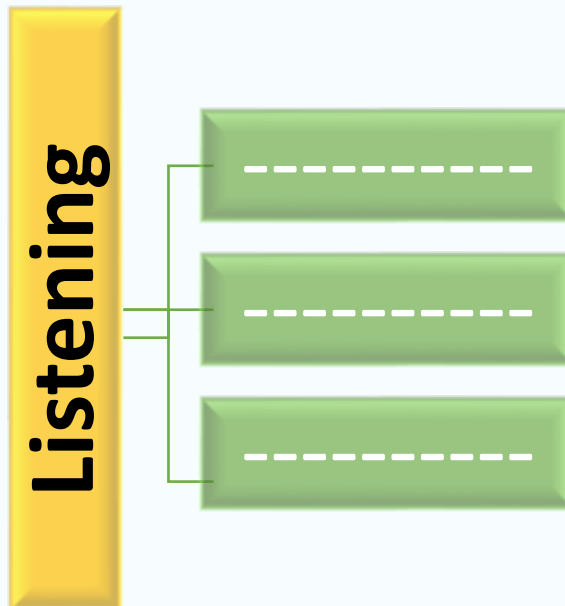
- Present the pictures of the guides to trainees as follows:



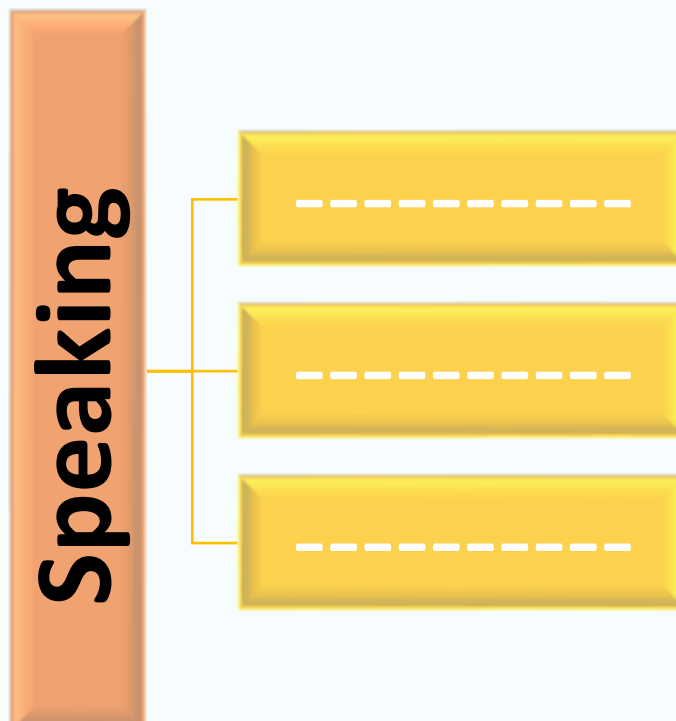
- Ask them to guess what these guides include.
- Present the contents of the guides for grades (4-6) through using data show or forming WhatsApp group, and send samples from the contents of the guides to trainees.
- Identify the basic dimensions for each topic and its difficulties.
- English language in these guides includes four dimension (these dimensions reflect the four language skills : listening , speaking , reading and writing).
- Divide trainees into groups and ask them to present the difficulties their pupils face in each dimension.
- Time : 5 minutes**

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

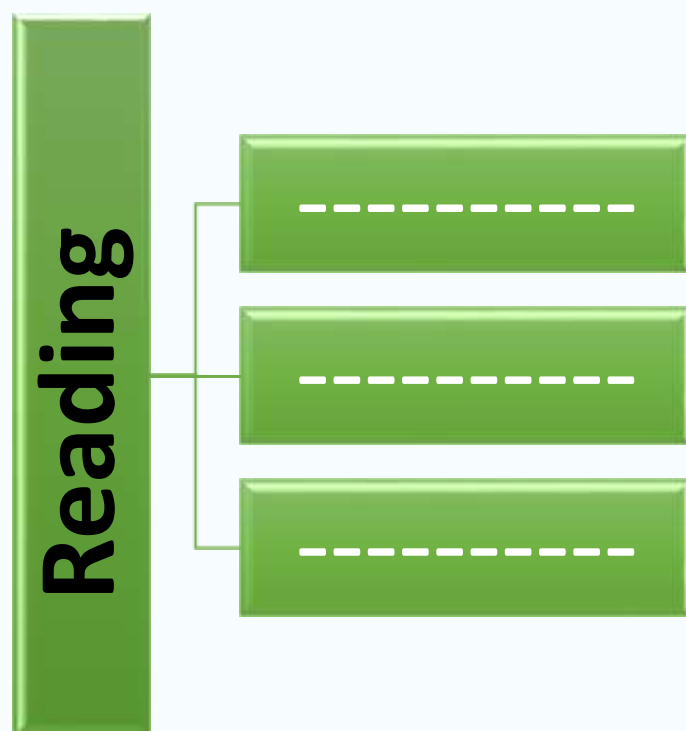
Group (1)



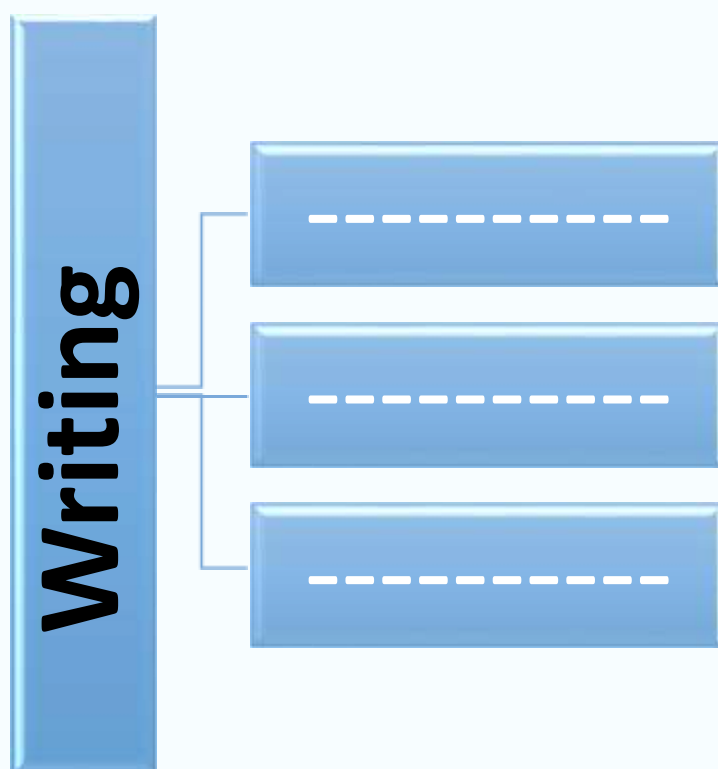
Group (2)



Group (3)



Group (4)



Activity (1) : Listening Difficulties

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



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

Quiz

Do you have these annoying problems?

- Your students can't understand native speakers.
 - Your students find it difficult to improve their listening.
 - Your students don't have time to improve their listening skills.
-
- Present the scope and sequence matrix related to listening for grades (4-6)
 - Discuss the matrix with the trainees

Learning Resources



Scope and Sequence Matrix for English Language Course : Grade Four

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties	❖ Refugee students have difficulties in recognizing letter-sound relationships.	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.				
	Listen for Gist	❖ Refugee students have difficulties in listening for detailed description of something and guess what it is.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in generating antonyms, synonyms, and definitions for words heard.				
		❖ Refugee students have difficulties in inferring the speakers' tone.				
	Vocabulary	❖ Refugee students have difficulties in learning new vocabulary in listening text.				
		❖ Refugee students have difficulties in guessing new word and vocabulary.				
		❖ Refugee students have difficulties in identifying words heard.				
	Sound Discrimination	❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in recognizing the same sounds in different words (Phonemic Identity).				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		<ul style="list-style-type: none"> ❖ Refugee students have difficulties in recognizing individual sounds in a word (Phonemic Isolation). ❖ Refugee students have difficulties in listening and saying new words when a sound is taken away (Phonemic deletion) . ❖ Refugee students have difficulties in listening and saying new words when a sound is added (Phonemic Addition). ❖ Refugee students have difficulties in substituting one phoneme for another to make a new word (Phoneme Substitution). 				

Scope and Sequence Matrix for English Language Course : Grade Five

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties	❖ Refugees students have difficulties in relating content or /and message heard to personal experiences or prior knowledge.	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
		❖ Refugees students have difficulties in recognizing compound words containing short and long vowels.				
		❖ Refugees students have difficulties in discriminating the sounds of English words in listening.				
		❖ Refugees students have difficulties in inferring the speaker's tone.				
		❖ Refugee students have difficulties in listening to learn correct pronunciation.				
	Listen for the Gist	❖ Refugee students have difficulties in listening for detailed description of something and guessing what it is.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Vocabulary	❖ Refugee students have difficulties in comprehending and interpreting what is heard.				
		❖ Refugee students have difficulties in learning new vocabulary in listening text.				
		❖ Refugee students have difficulties in guessing new word and vocabulary.				
		❖ Refugee students have difficulties in identifying words heard.				
	Sound Discrimination	❖ Refugee students have difficulties in discriminating the sounds of English words in listening.				
		❖ Refugee students have difficulties in blending the sounds of English orally.				
		❖ Refugee students have difficulties in segmenting the sounds of English.				
		❖ Refugee students have difficulties in recognizing the same sounds in different words (Phonemic Identity).				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		<ul style="list-style-type: none"> ❖ Refugee students have difficulties in recognizing individual sounds in a word (Phonemic Isolation). ❖ Refugee students have difficulties in listening and saying new words when a sound is taken away (Phonemic deletion). ❖ Refugee students have difficulties in listening and saying new words when a sound is added .(Phonemic Addition). ❖ Refugee students have difficulties in substituting one phoneme for another to make a new word (Phoneme Substitution). 				
	Pronunciation Difficulties	<ul style="list-style-type: none"> ❖ Refugee students fear mispronouncing the words . ❖ Refugee students have difficulties in pronouncing some pairs of English 	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps	Nursery Rhymes Pictures Videos and realia	Songs games, *Role-Playing Activities Describe	Tasks Quizes Assignments Tests Self-

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Speaking Difficulties		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.)	Game technique E-learning Strategy	*Visual aids Realia -CDs -Online resources -Books -YouTube	picture Dialogs -Watching videos -Audios -Dialogs	evaluation -Homework -Exercise
		❖ Refugee students have difficulties in pronouncing some English consonant clusters (i.e. .grandfather.				
		❖ Refugee students have difficulties in knowing how to pronounce a certain word well.				
		❖ Refugee students have difficulties in understanding the pronunciation of the native English speaker.				
		❖ Refugee students have difficulties in expressing their ideas in a conversation.				

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

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

Dimension s	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in remembering the uncommon words .	Paired Reading Method Mobile Based Learning (Mobile apps) such as			
		❖ Refugee students have difficulties in determining the meaning of adverb of frequency and their function as they are used in a text.				
	Reading Fluency	❖ Refugee students have difficulties in reading correctly without any mistakes (accuracy and rate) .	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 understanding simple reading material.				
		❖ Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment.				
		❖ Refugee students have difficulties in reading independently to acquire information.				

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

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

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

Scope and Sequence Matrix for English Language Course : Grade Six

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties	❖ Refugee students have difficulties in listening to a sound that is not present in their native language inventory of phonemes (e.g. G -V).	Visual -Audios material 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 any text actively.				
		❖ Refugee students have difficulties in recognizing rhyming words in the listening text.				
		❖ Refugee students have difficulties in listening to learn correct pronunciation.				
	Listen for Gist	❖ Refugee students have difficulties in listening to detailed description of something and guess what it is.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in comprehending and interpreting what is heard.				
	Vocabulary	❖ Refugee students have difficulties in learning new vocabulary in listening text.				
		❖ Refugee students have difficulties in guessing new word and vocabulary.				
		❖ Refugee students have difficulties in identifying words heard.				
	Function	❖ Refugee students have difficulties in understanding and responding appropriately to direct requests in listening text.				
	Sound Discriminating	❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in sequencing sound in listening.				
		❖ Refugee students have difficulties in sorting sound in listening.				
		❖ Refugee students have difficulties in listening to a sound that is not present in their native language inventory of phonemes.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in blending the sounds of English orally.				
		❖ Refugee students have difficulties in segmenting the sounds of English.				
		❖ Refugee students have difficulties in recognizing the same sounds in different words				
		❖ Refugee students have difficulties in recognizing individual sounds in a word.				

- Present some videos or pictures related to listening difficulties.

Video



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



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

Activity (2) : Speaking Difficulties

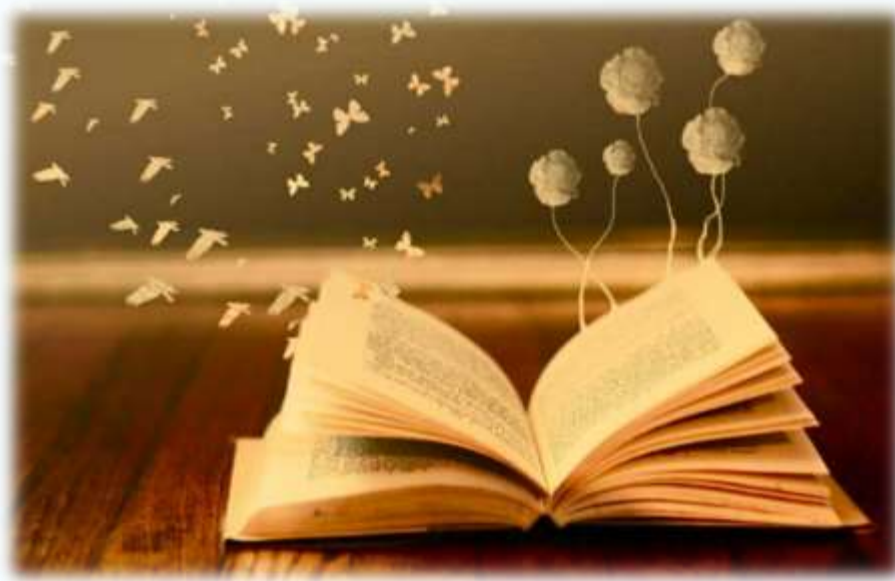
- Present the following picture and ask trainees to describe it and try to clarify what this picture reflects.

Brainstorming Activity



- Present the scope and sequence matrix related to speaking for grades (4-6)
- Discuss the matrix with the trainees .

Learning Resources



Scope and Sequence Matrix for English Language Course : Grade Four

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Speaking Difficulties	Pronunciation Difficulties	❖ Refugee students have difficulties in recognizing numbers 22-29.	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps Game technique E-learning Strategy	Nursery Rhymes Pictures Videos and realia *Visual aids Realia -CDs -Online resources -Books -YouTube	Songs games, *Role-Playing Activities Describe picture Dialogs -Watching videos -Audios -Dialogs	Tasks Quizes Assignments Tests Self-evaluation -Homework -Exercise
		❖ Refugee students have difficulties in telling the time.				
		❖ Refugee students fear mispronouncing the words .				
		❖ Refugee students have difficulties in describing weather and observe weather conditions and seasons.				
		❖ Refugee students have difficulties in pronouncing some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.).				
		❖ Refugee students have difficulties in pronouncing some English consonant				

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

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

Scope and Sequence Matrix for English Language Course : Grade Five

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties	❖ Refugees students have difficulties in relating content or /and message heard to personal experiences or prior knowledge.	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
		❖ Refugees students have difficulties in recognizing compound words containing short and long vowels.				
		❖ Refugees students have difficulties in discriminating the sounds of English words in listening.				
		❖ Refugees students have difficulties in inferring the speaker's tone.				
		❖ Refugee students have difficulties in listening to learn correct pronunciation.				
	Listen for the Gist	❖ Refugee students have difficulties in listening for detailed description of				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		something and guessing what it is.				
		❖ Refugee students have difficulties in comprehending and interpreting what is heard.				
	Vocabulary	❖ Refugee students have difficulties in learning new vocabulary in listening text.				
		❖ Refugee students have difficulties in guessing new word and vocabulary.				
		❖ Refugee students have difficulties in identifying words heard.				
	Sound Discrimination	❖ Refugee students have difficulties in discriminating the sounds of English words in listening.				
		❖ Refugee students have difficulties in blending the sounds of English orally.				
		❖ Refugee students have difficulties in segmenting the sounds of English.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		<ul style="list-style-type: none"> ❖ Refugee students have difficulties in recognizing the same sounds in different words (Phonemic Identity). ❖ Refugee students have difficulties in recognizing individual sounds in a word (Phonemic Isolation). ❖ Refugee students have difficulties in listening and saying new words when a sound is taken away (Phonemic deletion). ❖ Refugee students have difficulties in listening and saying new words when a sound is added .(Phonemic Addition). ❖ Refugee students have difficulties in substituting one phoneme for another to make a new word (Phoneme Substitution). 				

Scope and Sequence Matrix for English Language Course : Grade Six

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Speaking Difficulties	Pronunciation Difficulties	❖ Refugee students fear mispronouncing the words .	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 some pairs of English consonant sounds (i.e. /tʃ/ and /f/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.)				
		❖ Refugee students have difficulties in pronouncing some English consonant clusters (i.e. .grandfather. often mispronounced .grandfather).				
		❖ Refugee students have difficulties in pronouncing a certain word correctly.				
		❖ Refugee students have difficulties in understanding the pronunciation of the native English speaker.				
	Fluency Difficulties	❖ Refugee students have difficulties in expressing their ideas in a conversation and prefer to be silent and feel speechless in classroom interaction.	Game technique E-learning strategy. Mobile Based Learning			

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 talking about future plans. ❖ Refugee students have difficulties in describing things, objects and situations. ❖ Refugee students have difficulties in communicating in English clearly and correctly . ❖ Refugee students have difficulties in expressing their ideas through speaking because they don't have enough vocabulary. 	Mobile Applications (Mobile Apps) Cooperative learning strategy Students works in groups Questioning Role Play Puppets based learning			
	Rhyming Skills	<ul style="list-style-type: none"> ❖ Refugee students have difficulties in providing rhyming words to the end of lines of a verse. 	Mobile learning applications Game technique E-learning Strategy Role Play Activities Questioning			

- Present some videos or pictures related to speaking difficulties.



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

Activity (3) : Reading Difficulties

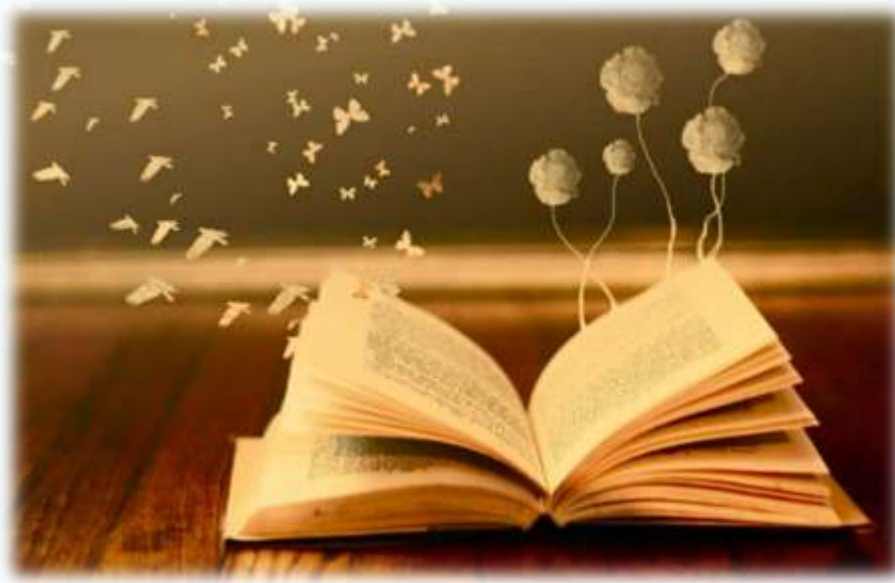
- Present the following picture and ask trainees to describe it and try to clarify what this picture reflects.

Brainstorming Activity



- Present the scope and sequence matrix related to reading for grades (4-6)
- Discuss the matrix with the trainees .

Learning Resources



Scope and Sequence Matrix for English Language Course : Grade Four

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

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

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

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in expressing personal feeling or attitude towards characters, events, visuals, etc....,	E- learning Strategies Online games Questioning Group work Role plays Puppets based learning	Pictures *Graphic organizers. *Models . *Visual aids Realia Songs		Tasks Quizes Assignments Tests -Homework Assignment -Exercise

Scope and Sequence Matrix for English Language Course : Grade Five

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Reading Difficulties	Interpretation skills	❖ Refugee students have difficulties in asking and answering question in reading materials(interpretation skills).	Game technique E-learning Strategy Grafic Organizers Paired Reading Method	Flashcards Pictures Reading Texts *Visual aids Realia	*Role-Playing Activities Scaffolding *Story-Telling	Tasks Quizes Assignments Tests
		❖ Refugee students have difficulties in recognizing the main idea and stating the related details in reading text				
	Vocabulary Aspect	❖ Refugee students have difficulties in recognizing the vocabulary .	Game Technique (Pingo, Scavenger hunt)			
		❖ Refugee students have difficulties in classifying words into semantic or lexical families.	E-learning Strategy (Audio- Visual) Brainstorming Strategy Graphic Organizer Paired Reading Method			
		❖ Refugee students have difficulties in remembering the uncommon words .	Mobile Based Learning (Mobile apps) such as			

Dimension s	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in determining the meaning of adverb of frequency and their function as they are used in a text.				
	Reading Fluency	❖ Refugee students have difficulties in reading correctly without any mistakes (accuracy and rate) .	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 understanding simple reading material.				
		❖ Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment.				
		❖ Refugee students have difficulties in reading independently to acquire information.				
		❖ Refugee students have difficulties in recalling main ideas, actions, or events.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in reading with expression, correct intonation, and phrasing (prosody)				
	Identify and analyze the relationship in reading.	❖ Refugee students have difficulties in identifying and analyzing the relationship among facts, Ideas, concept, themes in reading material.				
		❖ Refugee students have difficulties in explaining connection between what they read and their prior knowledge.				
		❖ Refugee students have difficulties in evaluating the author's purpose with reference to details in the text.				
		❖ Refugee students have difficulties in brainstorming appropriate topics and concluding the required information.				

Scope and Sequence Matrix for English Language Course : Grade Six

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Reading Difficulties	Interpretation skills	❖ Refugee students have difficulties in asking and answering question out of the text(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
	Vocabulary Aspect	❖ Refugee students have difficulties in recognizing words or vocabulary .	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 remembering uncommon words that they don’t have the opportunity to hear them.				
		❖ Refugee students have difficulties in recognizing new words meaning out of the context clues since they get busy with word articulations rather than its meaning.				
	Skimming, Scanning and Inference	❖ Refugee students have difficulties in skimming the material before reading to determine the purpose or the type of the reading material.				
		❖ Refugee students have difficulties in identifying				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		specific information after scanning the reading material.				
		❖ Refugee students have difficulties in inferring while reading any text.				
	Reading Fluency	❖ Refugee students have difficulties in reading correctly without any mistakes (accuracy and rate) .				
		❖ Refugee students have difficulties in understanding simple reading material.				
		❖ Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment.				
		❖ Refugee students have difficulties in reading independently to acquire information.				
		❖ Refugee students have difficulties in recalling main ideas, actions, objects, or events.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in reading with expression, correct intonation, and phrasing (prosody).				
	Identify and analyze the relationship in reading.	❖ Refugee students have difficulties in identifying and analyzing relationships among facts, ideas, concepts, and themes in reading materials.				
		❖ Refugee students have difficulties in explaining connection between what they read and prior knowledge.				

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Activity (4) : Writing Difficulties

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

Brainstorming Activity



- Present the scope and sequence matrix related to writing for grades (4-6)
- Discuss the matrix with the trainees .

Learning Resources



Scope and Sequence Matrix for English Language Course : Grade Four

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Writing Difficulties	Grammar	❖ Refugee students have difficulties in applying the use of grammatical rules.	E-Learning strategy Mobile Applications Game technique Cooperation strategy A discovery or inductive approach	Pictures *Graphic organizers. *Models . *Visual aids Realia Songs	*Role-Playing Activities *Scaffolding *Describe picture	Tasks Quizes Assignments Tests -Homework Assignment -Exercise
		❖ Refugee students have difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs, verbs ...etc.)				
		❖ Refugee students have difficulties in transferring grammatical knowledge into communicative language use.				
		❖ Refugee students have difficulties in using the different kinds of sentences (the differences and formations of simple, compound, complex).				
		❖ Refugee students have difficulties in expressing ability in the past.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Spelling & Mechanics	<ul style="list-style-type: none"> ❖ Refugee students have difficulty in spelling commonly confused words (homophones). ❖ Refugee students have difficulties in spelling syllables division, prefixes and suffixes. ❖ Refugee students have difficulties in applying correct punctuation marks and capitalization. 				
	Vocabulary	<ul style="list-style-type: none"> ❖ Refugee students have difficulties in remembering uncommon words . ❖ Refugee students have difficulties in using words for describing pictures. 				
	Organization Skills	<ul style="list-style-type: none"> ❖ Refugee students have difficulties in writing the paragraph chronological order. 				

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

Scope and Sequence Matrix for English Language Course : Grade Five

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

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

Scope and Sequence Matrix for English Language Course : Grade Six

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Writing Difficulties	Grammar	❖ Refugee students have difficulties in expressing grammatically correct sentences due to the significant differences in the grammar of the native language of the students.	E- learning Strategies Online games Questioning Group work Role plays Puppets based learning	Pictures *Graphic organizers. *Models . *Visual aids Realia Songs	*Role-Playing Activities Describe picture	Tasks Quizes Assignments Tests -Homework Assignment -Exercise
		❖ Refugee students have difficulties in applying the use of grammatical terminology.				
		❖ Refugee students have difficulties in transferring grammatical knowledge into communicative language use.				
		❖ Refugee students have difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs, articles ...etc.).				
		❖ Refugee students have difficulties in using the different kinds of sentences (the differences and formations of simple, compound, complex).				
			E-Learning strategy Mobile Applications Game technique	Pictures *Graphic organizers.	*Role-Playing Activities *Scaffolding	Tasks Quizes Assignments

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Spelling & Mechanics	❖ Refugee students have difficulties in spelling words with silent letters (knife) ❖ Refugee students have difficulties in spelling some words with suffix and prefix. ❖ Refugee students have difficulties in punctuating the four types of sentence(declarative , imperative, interrogative, and exclamatory).	Cooperation strategy A discovery or inductive approach E-Learning strategy Mobile Applications Game technique	*Models . *Visual aids Realia	* Describe picture	Tests -Homework Assignment -Exercise
	Vocabulary	❖ Refugee students have difficulties in remembering uncommon words . ❖ Refugee students have difficulties in using suitable words for describing pictures.				
	Organization Skills	❖ Refugee students have difficulties in using various pattern of organization (e. g process, cause effect, comparison). ❖ Refugee students have difficulties in writing topic sentence (introductory sentence in the paragraph.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in writing supporting details in the paragraph.				
		❖ Refugee students have difficulties in writing concluding sentence in a paragraph.				
		❖ Refugee students have difficulties in changing the simple sentences into compound and complex sentences.				

- Present some videos or pictures related to writing difficulties.



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



Break : 30 minutes



The First Training Day



Session One:

Listening and Speaking Difficulties for Grade Four

Aim of the Session

- Introducing listening and speaking difficulties for Grade Four

Learning Outcomes

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

- Recognize letter-sound relationships.
- Recognize compound words containing short and long vowels.
- Develop students' listening skills and awareness of sounds in the environment.
- Infer the speakers' tone.
- Learn correct pronunciation.
- Listen for detailed description of something and guess what it is.
- Recognize compound words containing short and long vowels.
- Generate antonyms, synonyms, and definitions for words heard.
- Infer the speakers' tone.
- Recognize the new vocabulary in listening text.
- Guess new words and vocabulary in listening.
- Develop students' listening skills and learning of the new vocabulary in the environment.
- Recognize the word that remains when a phoneme is removed. (Phonemic deletion)
- Recognize the same sounds in different words (Phonemic Identity) .
- Recognize a word, in a set of three ,that has an odd sound.
- Listen to a sequence of separately spoken sounds and then combine the sounds to form a word.
- Cut a word into separate sounds and count how many sounds they hear.
- Make a new word by adding a phoneme to an existing word. (Phonemic Addition)
- Substitute one phoneme for another to make a new word.(Phoneme Substitution)
- Recognize numbers 22-29.
- Tell the time.
- Pronounce the words in a correct manner without fear.
- Describe weather and observe weather conditions and seasons.
- Pronounce some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.).
- Understand the pronunciation of the native English speaker.
- Express their ideas in a conversation and in classroom talking about holidays, places, animals.
- Introduce themselves and talking about their families.
- Offer and request assistance during group work.
- Describe their feelings.
- Express their ability.

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

Topics of the Session

- Listening Difficulties for grade four.
- Speaking Difficulties for grade four.

Training Strategies

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

Learning Resources

Paper Resources :

- Student's Book
- Handouts.

Visual and Audio Resources :

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

Electronic Resources:

- Mobile applications
- Computers
- YouTube Videos
- Websites

Additional Resources

- Common Classroom materials

Evaluation Techniques

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

Time: 120 minutes

Warm-Up Activity



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

Time: 5 minutes

Tell them the following :

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

(1) Phonological Difficulties	
(2) Listen for the Gist	
(3) Vocabulary	
(4) Sound Discrimination	

Brainstorming Activity

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

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

Listening Difficulties (Phonological Difficulties)

Recognizing Letter-Sound Relationships



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



Time: 5 minutes

Use different activities to clarify how to overcome any difficulty in phonological difficulties .

- Tell the students that today we are going to learn about compound words that contain short and long vowels
- Sing a song to introduce the various letters that provide a further insight to investigate into the alphabet.
- Discuss and perform various activities. Students will use the root words of compound words.
- Students have also worked in small and large groups to do various activities. A colorful, animated music video to learn how to pronounce the sounds.
- Students will be able to correctly circle or point to words/ items that begin with the letter.
- Point to a picture of the object making the sound and name it.
- Ideal videos for kids to learn the discrimination and pronunciation of vowels and consonants sounds are introduced.
- Ask the students to do the exercise by listening and clicking on the picture that matches the word.
- Each child selects two or three picture cards that match with the sounds, places the cards in the same order in which the sounds are heard, and explains the sequence of events.
- Each new letter that is introduced has a small picture beside to show its sound.
- Use free mobile applications in order to help students to learn the phonological alphabet and overcome any difficulty related to the new words, discriminate the Sounds of English words in listening, and learn correct pronunciation.

Identifying Same and Different Sounds

Activity 1

- Prepare students for learning and connecting to prior knowledge by passing out compound word index cards. Instruct students to find a partner that creates one whole word.
- When partners have been formed, ask students to sit together near the electronic white board or device you're using to display our lesson.
- Ask students what they notice about the word they formed. Guide them to recognize that they are two words put together. Define compound word and write on chart paper.
- Tell students they will be learning about compound words. Read the first section of our lesson, Compound Words Lesson for Kids: Definition & Examples, 'What are Compound Words?'

Ask the following questions:

- ✓ How are compound words different from regular words?
- ✓ Can any two words be put together to create a compound word?
- ✓ Read the next section, 'How do Compound Words Work?'
- Write several words on the board, some are compound words and some are not. Ask students to identify compound words and explain their identification.

'Examples,

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

shotgun within hubcap sunfish Sunbath bedpan catnap backspin

- Finally, allow students to identify compound words in sentences with the 'Let's Practice!' section. Have students copy the compound word into notebooks, and then share answers.
- **Time : 10 minutes**

Activity 2

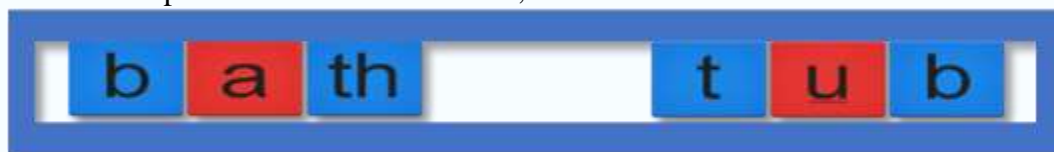
- Tell students that compound words are formed when two smaller words combine to form a new word, as in these examples:

mail + box = mailbox
milk + shake = milkshake
note + book = notebook

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



- Explain to her/his students that the word bathtub has two smaller words in it, and invites him/her to find those two smaller words. Letter tiles are great for this activity because your child can separate the compound word into two words, like this:



- Present other examples like sandbox, anthill, backpack, and windmill. This is a wonderful method for helping students visualize
- **Time : 10 minutes**

Activity 3 “Bird Friends” Activity



- ❖ Birds of a feather flock together ... and in this fun reading activity, birds of a feather make compound words, too! Just have your Student select two matching birds and place them side by side on the branch. Each pair of birds makes a compound word.
- ❖ **Time : 10 minutes**

Activity 4 “Banana Splits” Game



- ❖ Use compound words to build the yummiest banana split ever in this delicious multi-level reading game. Every player gets an ice cream bowl and a stack of candy covered scoops of ice cream to play with. Students of different levels can play together.
- ❖ **Time : 10 minutes**

Activity 5 : Using Songs

- ❖ Use a song to help to introduce or review compound words.
- ❖ The song is available on the following link:
<https://drive.google.com/drive/folders/1QCzf43CSRTHZnZFiEgdvZD7Xd9Da5ZPT?usp=sharing>



- **Time : 10 minutes**

Discriminating Sounds of English Words in Listening

Activity 1 :Sound Discrimination

- This is an activity to help students differentiate and produce the short / I / sound as in 'milk' and the longer / i: / sound as in 'beef', although it can be adapted to any pair of sounds which students have differentiation problems with.
- Procedure
- To help students hear the difference , teacher explains that s/he is going to say a word with the / I / sound several times, then change to a word with the / i: / sound. The students should raise their hands when they hear the word change. Teacher then says "ship, ship, ship, ship, ship, sheep, sheep,...". This procedure can be repeated with other words ("hit"/"heat", "it"/"eat" etc.)
- To help students differentiate these sounds in the context of longer utterances, teacher then does the same with a sentence: "I saw a big ship, I saw a big ship, I saw a big ship, I saw a big ship, I saw a big sheep, I saw a big sheep..." until the students can hear the change.
- Teacher then writes, in phonemic script, the words 'Ali' and 'Malak' on the board above a picture of a man and woman. Teacher asks the students "Who is this?" When has it been established that the two characters are Ali and Malak? Teacher asks "Who is Ali's partner?" (And point to the / I / sound). An acceptable answer would be 'Mak', 'Malk', 'Mala', or any other name containing the / I / sound. If you want to make it easier, you could ask "Who's her partner, Chris or Pete?" Students should understand the idea of this game quite quickly.
- Teacher then asks, "What's Ali's favorite food / drink?" Answers could be 'milk', 'fish', 'chips', 'gin' etc. Teacher writes this information on the board and continues asking questions about Ali and Malak until there are two columns with information about Ali and Malak's lives (where they live, favorite colors, animals etc.)
- Then drill sentences such as "Jill likes fish and chips", "Jill likes Brad Pitt" or "Steve lives with Pete Reid" are drilled .
- In subsequent lessons, when a student makes a / I /or / i: / pronunciation error such as saying 'deeficult' instead of 'difficult', I write the word 'difficult' on the board and ask "Is this a Steve word or a Jill word?". Students can answer then be asked to pronounce the word correctly.
- **Time : 10 minutes**

Activity 2

- Listening – listen to sounds on CD, then ask the students to: point to a picture of the object making the sound and name it, point to a real object that makes the sound and then try it out. Variation: – listen to the sound of real objects with eyes closed. Children guess and name.
- Play Sound Bingo – listen to sounds on tape and cover the correct picture.
- Sound walk – students draw pictures or write down the names of the sounds they hear on the walk.
- Grouping sounds – animals, musical instruments, vehicles, etc.
- Odd one out – ask the students to identify the sound that is not part of a group of sounds, eg. dogs barking, pig grunting, cow mooing, musical instrument playing.

- Musical discrimination – discriminating between loud/quiet, high/low, fast/slow notes. This should be part of a music lesson – ask a TA to observe.
- Clapping or tapping rhythms – you can use students' names and polysyllable words. This activity can be linked with picture-noun recognition. Students can work in pairs, using picture-noun cards – take turns to clap syllable beats and choose the picture-noun card to match the number of beats.
- Same/different 1 – ask the students to listen to sets of two everyday sounds and identify those that are the same and those that are different.
- Same/different 2 – ask the students to listen to sets of two words and identify those that are the same and those that are different, eg. but/bat, bat/bet.
- Same/different 3 – ask the students to listen to sets of two words and identify those that rhyme and those that don't, eg. Cat/mat, bed/bud.
- Hands up 1 – ask the students to put up their hands when they hear a particular sound (sounds given one at a time).
- Sound bingo – discriminating between initial sounds.
- Rhyme time – ask the students to listen to a word. If it rhymes with the word that they have in their hand then they can keep it. The winner is the first person to collect five rhyming words

❖ **Time : 10 minutes**

Activity 3 : using Videos

- ❖ Use video clips about the sound discrimination, it's available on the following link:



<https://drive.google.com/file/d/1Lb930wEmNJTrTpEF3DNDpFP9rrDJnnwo/view?usp=sharing>

❖ **Time : 10 minutes**

Activity 4: Using Songs

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

https://youtu.be/_Set9vvC0uI



- ❖ **Time : 10 minutes**

Independent Practice

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



- **Time : 10 minutes**

Assessment

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



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

Enrichment Reading Material



- Phonological awareness is also considered a fundamental component of phonological processing, which refers to the use of speech sounds in the processing of both written (i.e., reading, spelling) and oral (i.e., listening, speaking) language (El-Hassan, 2017).
- According to Johnson & Geoswami (2010), phonological awareness improves in a developmental order, with syllable awareness coming first, then rhyme awareness, and eventually (partly via alphabetic learning) phoneme awareness. As a result, it's critical to understand the words Phonological Awareness, Phonemic Awareness, and Phonics in connection to phonology.
- The influence of linguistic expertise on phonology is generally less strong. Some researchers found it to be a strong predictor of phonological accuracy (Morrow et al., 2014; Ruiz-Felter et al., 2016), while others found it having relatively little effects on phonology (Almeida et al., 2012; Cooperson et al., 2013; Goldstein et al., 2005). 2010; Goldstein et al. We believe that even if a child has limited language experience in one language, bootstrapping from the phonology of the other language may compensate .

Listening Difficulties (Listen for Gist)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in” Listening for Gist” in order to identify and discover students' learning difficulties in” Listening for Gist” .

- ❖ Ask students to watch a story and answer the following questions:
 - What's the topic of the video?
 - What issues are they discussing?
 - What are these people talking about?
 - What's the main idea of video?
- ❖ If students are not able to answer the above questions, it means that they have learning difficulties in recognizing compound words containing short and long vowels.
- ❖ The video is available at the following link:
- ❖ <https://www.youtube.com/watch?v=DNPo8d6zprU>



Time : 10 Minutes

- Then , start training them to use a variety of activities to overcome these difficulties.

Activity 1

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



Listen to Mike's daily routine and answer the questions

1. Mike gets up at _____.

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

2. After he wakes up, Mike _____.

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

3. Mike eats a _____ lunch.

- a) big
- b) average
- c) small

4. Mike works _____.


- a) at a school
- b) at an office
- c) at home

5. In the evening, Mike often _____.


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

Activity 2

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




LISTENING EXERCISE



LISTENING 2

A TYPICAL DAY IN DAN'S LIFE



Listen to the conversation and do the exercises.

1. Listen and click true or false

1. Dan gets up early.	<input type="button" value="True"/>	<input type="button" value="False"/>	
2. He has a small breakfast.	<input type="button" value="True"/>	<input type="button" value="False"/>	
3. He's a student.	<input type="button" value="True"/>	<input type="button" value="False"/>	
4. Dan has lunch at home	<input type="button" value="True"/>	<input type="button" value="False"/>	
5. He goes swimming after classes.	<input type="button" value="True"/>	<input type="button" value="False"/>	
6. Dan watches TV and goes on the internet before bed.	<input type="button" value="True"/>	<input type="button" value="False"/>	



Activity 3

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

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





Warmer/Lead-in (3-5 minutes)

- ❖ • To set lesson context and engage students, display pictures of different types of homes around the world.

Pre- listening (5-7 minutes)

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

While- Listening (6-8 minutes)

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

Post-Listening (10-12 minutes)

- ❖ Controlled Speaking Practice
- ❖ Let students continue with each other's first and then as pairs. Monitor and take notes.

Activity 4

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

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Listening comprehension/Listening for gist uf25815hs](https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Listening+comprehension/Listening+for+gist+uf25815hs)



Listening for gist

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

Listening for detail

1 Speaker: (не считая nepopo)

- Why does she like travelling?

2 speaker:

- How many times has he travelled to India?

3 speaker:

- When did she travel?

4 speaker:

- Why is it a good experience?

5 speaker:

- What does speaker like while travelling?

Independent Practice

In groups , choose one activity and apply it :



- Time : 10 minutes

Assessment

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

DAY :
(On Holiday)
DATE :

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

Did
you
he
she
they
swim?

Yes

No

I
he
she
they

did

didn't

1. Lynn
2. Mr Thomas
3. George
4. Helen
5. Mrs Dean

Activity 2 : Read and answer it yourself using *Yes, I did* or *No, I didn't*.

❶ Did you watch television yesterday?

❷ Did you eat fish yesterday?

❸ Did you play any sports yesterday?

❹ Did you go for holiday last month?

❺ Did you listen to music yesterday?

❻ Did you have breakfast in the morning?

<https://www.liveworksheets.com/nc2251049qq>

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

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Enrichment Reading Material



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

Listening Difficulties (Vocabulary)

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

Difficulties in Learning New Vocabulary in Listening Text.

Touch and Go



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

Difficulties in Guessing New Word and Learning Vocabulary.

Guess What it is



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

Learning & Guessing New Words

Secret Message



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

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

Learning New Vocabulary in Listening Text

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

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

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

Procedures

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

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

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

Example:

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

Game (3) : The Whisper Game



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

- ❖ They then have to whisper it to their friends and so on until the last student announces the sentence out loud.
- ❖ The first student should write down their sentence so that they can show the other students what they have actually said.
- ❖ It can be fun to alternate who comes up with the first sentence and who is the last student that must say it out loud.
- ❖ **Time : 10 minutes**

Listen to Stories

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

You can use different stories such as the following :

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



Wake Up Mum

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

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

Mother bear did not even move. She grunted and rolled over to carry on sleeping. “What can we do?” asked Bessie. “We need our mother to wake up and take us into the forest to have some fun.” The two little bears sat outside the cave and tried to think of a way to wake up their mum.

“I know, let’s get some tickly spiders and see if they will wake up our mother,” said Ben. The two bears went to find some tickly spiders. Bessie was feeling a bit scared of the spiders, but Ben collected them on a big leaf. He took them to where his mum was lying. The spiders walked off the leaf and across mother bear’s back. Mother bear giggled in her sleep, but she did not wake up.

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

The two little bears did not know what to do. They had tried tickling, making a loud noise and calling out to mum. “I know,” said Ben. “What about something she likes to eat?” “Honey!” said the bears

together. Off they ran to a beehive. They talked politely to the bees and the bees gave them some honey. They ran back to the cave and tiptoed in to see if their mum would smell the honey. Mum's big brown bear nose began to twitch. Then her nose began to wiggle, and she opened one eye. The baby bears took a few steps backwards. Mother bear opened both her eyes and blinked. The baby bears took a few more steps back. Now they were up at the opening of the cave. Mother bear sat up and gave a big sniff. "I smell honey," she said. Mother bear was awake at last. Ben and Bessie were so happy. The little bears took a few more steps out of the cave and happily mother bear followed them. At last, they had found the best way to wake up mum! Three happy bears skipped into the forest to enjoy the spring and have fun together.

- ❖ Divide your students into groups and ask them to listen to the story and write the words they know while listening.
- ❖ Then , read the story slowly and ask them if they don't know the meaning of any word , they can ask you.
- ❖ Encourage students to try to guess the meaning of the new words . If they don't know, you can tell them.
- ❖ **Time : 15 minutes**

Guess the Meaning of New Word in Listening

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

Activity (1): Listen & Guess

Topic: Appearance Function: describing people



Aims:

- ❖ Developing listening skills for selecting relevant information and learning new vocabulary and phrases to describe people .
- ❖ Procedures:
- ❖ Listen to six people describing 6 other people they met in different situations .Ignore irrelevant information.
- ❖ Focus on their appearance and match the description you hear to the face in the pictures
- ❖ Pre-taught vocabulary: Beard, moustache, hair... Other new items are taught in context through visual/aural input
- ❖ Follow-up activity:
- ❖ Play 'Guess who?' game , one student at a time describes a person from class. Other students guess who he\ she is.
- ❖ **Time : 10 minutes**

Identify Words Heard

Songs are an effective way to learn English because of many reasons:

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

Identifying Words in a Song

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

The Activity

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

To help students brainstorm, ask a few questions:

Do you think it's sad or happy?

Is it a love song?

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

Follow up

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

Examples of Songs



<https://www.liveworksheets.com/pv1841514is>

Independent Practice

In groups , choose one activity and apply it to vocabulary



- Time : 10 minutes

Assessment

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



<https://www.liveworksheets.com/en221405jl>

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

Mobile apps Activities



Brainstorming Activity

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

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

- ❖ This Mobile application game is used for practicing letter sounds and phonics
- ❖ It is available on the following link:
- ❖ 5 Kindle Apps that Teach Letter Sounds and Phonics (funlearningforkids.com)
- ❖ <https://funlearningforkids.com/5-kindle-apps-teach-letter-sounds-phonics/>



- ❖ Letter knowledge enables kids to recognize the letters of the alphabet, understand the purpose of those letters, and create the sounds that they make. Developing this familiarity with letters is important pre-reading skills that will help children develop strong decoding skills. These Letter Learning Apps for Kids are designed to get children playfully interacting and exploring pre-reading skills.



- ❖ A free Mobile application is available on the following link:
<https://play.google.com/store/apps/details?id=com.gg.combiword>

Compound Words : Word puzzle game. Guess the Compound word from two images. A compound word is a word which is made up of two or more other words. For example, the word Cupcake is made up of two words, cup and cake. Similarly, this app contains many examples of common compound words. You have to guess the one word for each image and think to write

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

Pick A Word : 2 Pics 1 Word Guessing Game



About this game

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

- ❖ Teacher can use Mobile free application; it is available on the following link:
<https://play.google.com/store/apps/details>

Phonics - Sounds to Words



- ❖ Start learning the sounds a, m, s, t and the revision level. One In-App purchase gives you access to the remaining levels and sounds - no more to pay.

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



- ❖ "Sounds Essentials" is a speech therapy app designed and developed to increase sound recognition and listening skills in children. The app has 4 engaging and beautiful activities, each of which is used to develop Auditory Discrimination skills for children.
- ❖ Sounds essentials is a perfect blend of education with entertainment. This edutainment application can be used by SLPs and speech
- ❖ Use a free mobile application for helping students to learn the vocabulary in an exciting way ,and overcome any difficulty related to the new words through training at home with their parents such as: using Learn First Words – Baby application Learn First Words is an

educational app designed to introduce your baby or toddler to everyday vocabulary. It is designed to teach your baby new words through sound, animation, and flash cards. It's fun, free, and perfect for children between the age of 1 to 5.

Learn First Words – Baby Application



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



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

Another Free Mobile Application :Learning Vocabulary

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



- ❖ Learn First Words is an educational app designed to introduce your baby or toddler to everyday vocabulary. It is designed to teach your baby new words through sound, animation, and flash cards. It's fun, free, and perfect for children between the ages of 1 to 5.
- ❖ Learn First Words features 15 kid friendly categories and over 150 words. Flashcards teaching method is great for babies, toddlers, and children allowing them to learn at their own pace.

Enrichment Reading Material



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

For more information you can use the following link:

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

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

For more information you can use the following link:

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

Listening Difficulties (Sound Discrimination)

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

Phoneme Deletion

What is My Word?



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

Phoneme Deletion

Feed the Puppet Activity



- ❖ Use a puppet with a mouth. Use blocks to represent the sounds in words.
- ❖ Say the puppet wants to eat the /n/ sound today.
- ❖ Use the blocks and say a word that has the /n/ at the start or the end such as 'nice'.
- ❖ Show the students the blocks for the sounds n-i-c-e
- ❖ Which block will I feed the puppet today?
- ❖ Have a volunteer put the block in the puppet's mouth and then ask what is the word now?
- ❖ Students would then say "ice".
- ❖ Repeat with other blocks of the sounds.

Phoneme Addition

Hello, Block



- ❖ Give each student three blocks or cubes.
- ❖ Put two blocks together and tell them these blocks represent the word "en."
- ❖ Point to the first block (the one on your right, the student's left) and say /e/. Point to the other block and say /n/.
- ❖ Tell the students that each block stands for one sound.
- ❖ Show the students that new words can be made for introducing a new block.
- ❖ Hold a third block and call it /t/.

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

Phoneme Substitution Silly Sound Switch



- ❖ Ask students to take familiar phrases and substitute sounds to make a silly phrase.
- ❖ Pre-select the phrase that will be used.
- ❖ Demonstrate by saying, "Row, row, row, your boat, gently down the stream" and students repeat.
- ❖ Next say, "Let's switch a new sound for the /b/ in boat. Let's try /g/. What's the new phrase?"
- ❖ Students should respond with the right answer such as "Row, row, row, your goat, gently down the stream."
- ❖ Play continues with the teacher and students giving new sounds for the identified word in the phrase and saying the phrase with the silly switch.
- ❖ The teacher may vary this method by switching the sound for several identified words instead of just one. For example: /m/ - "Mow, mow, mow, your boat, gently down the stream," and /sh/ - "Show, show, show, your boat, gently down the stream."
- ❖ Switch sounds at the end of identified word/words.

You can also apply the following worksheet:

- Then , start training them on using variety of activities to overcome these difficulties.
- Use activities, questions and games in order to help students overcome any difficulties in sound discrimination whether phoneme deletion , addition or substitution .
- First of all, teacher arouses students' interest and activates their prior knowledge in sound discrimination by giving them the following activities :

Using Puppets : Feed the Puppet Activity



- ❖ Use a puppet with a mouth.
- ❖ Use blocks to represent the sounds in words.
- ❖ You could say the puppet is wanting to eat the /m/ sound today. Use the blocks and say a word that has the /m/ at the start or the end such as mat.
- ❖ Show the students the blocks for the sounds /m/ /a/ /t/ and ask:
Which block will I feed the puppet today?
- ❖ Have a student put the block in the puppet's mouth and then ask what the word is now.
- ❖ Students would then say 'at'.

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

Activity (1): Good-Bye, Block

- ❖ **Aim:** Practice phoneme deletion by manipulating blocks.

Procedures

- ❖ Give each student three blocks or cubes.
- ❖ Show the students three blocks that are related to each other and tell them that these blocks represent the word (meat). Students say, Meat.
- ❖ Point to the first block (the one on your right, the students' left) and say /m/. Point to the next block and say /ē/. Point to the last block and say /t/. Explain that each block stands for one sound.
- ❖ Separate the first block from the others (leave the second two blocks connected) and show them that you are looking at and hearing /m/ pause /ēt/. Remove the /m/ block completely, "Good-bye /m/" and show them that the remaining word is eat.
- ❖ The level of difficulty may be increased by using more sounds and blocks.
- ❖ **Time: 15 minutes**

Activity (2):Deleting Phonemes



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

Procedures:

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

Phoneme Addition

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

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

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

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

- ❖ **Aim:** students hear and say new words when a sound is added.

Procedures :



- ❖ Say "Today we are going to add a sound to a word. When I say, 'What's my word?' you'll say the new word."
- ❖ Select word pairs that will be used.
- ❖ Start with two phoneme words (e.g., it-hit, at-bat, up-pup).
- ❖ Teacher says "at" and students repeat the word.
- ❖ Teacher says, "Add the /c/ sound to the beginning. What's my word?"
- ❖ Students respond with, "cat."
- ❖ The teacher may vary this game by saying the word "at" and then saying the word "cat" and asking what sound was added.
- ❖ Adding sounds in the middle and at the end of words is also a variation of this game.
- ❖ The teacher and students repeat words and/or sounds as needed.
- ❖ Game continues with the teacher giving new word pairs.
- ❖ **Time: 15 minutes**

Activity (2):Phoneme Addition: Hello, Block

- ❖ **Aim :** Students practice phoneme addition by manipulating blocks.
- ❖ To Teach: Give each student three blocks or cubes.
- ❖ Put two blocks together and tell them these blocks represent the word "in."
- ❖ Point to the first block (the one on your right, the students' left) and say /i/.
- ❖ Point to the other block and say /n/.
- ❖ Tell the students that each block stands for one sound.
- ❖ Show the students that new words can be made by introducing a new block.
- ❖ Hold a third block and call it /p/.
- ❖ When you add the /p/ block to the /in/ blocks "Hello, /p/" show the students that the new word is "pin."
- ❖ The level of difficulty may be increased by using more sounds and blocks.
- ❖ **Time: 15 minutes**

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



- ❖ Use this activity as a whole class activity to practice creating new words by adding sounds.
- ❖ To play, shuffle the cards and place them face down in rows in the middle of the playing area.
- ❖ Players take their turn by flipping over two cards to find a match.
- ❖ For example, if the students pulls the “ + d” card, they would match it to the “” card because adding the /d/ phoneme creates the word “dice.”
- ❖ If the cards make a match, the player keeps them and takes another turn. If the cards do not match, they turn the cards back over and the next player takes their turn.
- ❖ Play continues until there are no more cards left in the playing area. The player with the most matches wins!
- ❖ Show the card to students and have them say the picture word, then add the phoneme and say the new word.
- ❖ **Time: 15 minutes**

Activity (4):Show Me

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

Activity (5):Odd Man Out

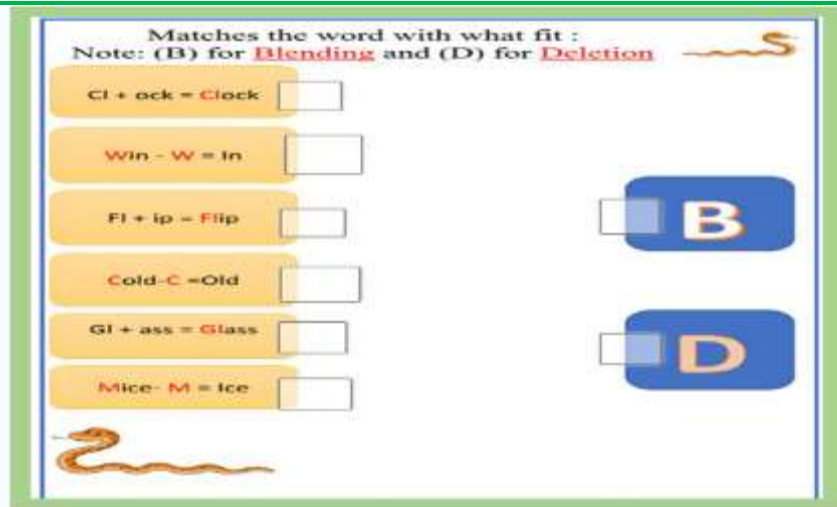
- ❖ Set up 8 stations by placing three cards at desks throughout the room—1 phoneme addition card and 2 picture cards, making sure 1 of the picture cards completes the added phoneme pair.
- ❖ Students pairs will rotate through each station and identify the cards that match, writing their answers on a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

Activity (6):Knock Off

- ❖ Have your students stand up and make a line across the room.
- ❖ Project a phoneme addition card on the screen.
- ❖ Draw a student’s name and have them tell you the new word created when the specified phoneme is added.
- ❖ If the students correctly identify the new word, they tap the person on their left or right to send them back to their seat.
- ❖ If the students answer the card incorrectly, they must sit out. Game continues until there is only 1 student standing.

Assessment

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



<https://www.liveworksheets.com/ao1730072jf>

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

Enrichment Reading Material



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

Warm-Up Activity




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

▪ **Time : 5 minutes**

Tell them the following :

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

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

Brainstorming Activity

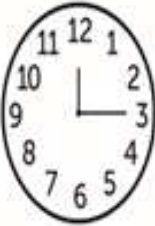







- *As a teacher, how can you deal with students with speaking difficulties?*
- *What about the activities or methods you use?*


Speaking Difficulties (Pronunciation)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in speaking in order to identify and discover students' learning difficulties in pronunciation .
- ❖ Teacher asks students to do the following exercise.
- ❖ If students are not able to do the below exercise, it means that they have learning difficulties in telling the time.

What time is it? Name: _____

INSTRUCTIONS: Write the time below each clock.

			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>













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

NAME: _____ DATE: _____

WHAT TIME IS IT?

Look at the time and draw the clock hands on the clocks below. Then write the time in the blank space.

 3:00 _____	 2:00 _____	 4:00 _____	 8:00 _____
 5:00 _____	 1:00 _____	 12:00 _____	 7:00 _____
 6:00 _____	 11:00 _____	 10:00 _____	 9:00 _____

www.Games4esl.com

- Then , start training them on using variety of activities to overcome these difficulties.

Activity (1)

- ❖ Sing the "What Time Is It?" song
- ❖ Now everybody is ready to do the gestures for the song "What Time Is It?".
- ❖ Start the song and demonstrate moving your arms to show the times as the song is sung - get everyone to follow you and sing along.
- ❖ Lyrics for "What time is it?"



- ❖ Tick-tock-tick-tock
- ❖ Tick-tock-tick-tock
- ❖ Chorus: What time is it? What time is it? Please could you tell me the time?

Verse 1: It's one o'clock ❖ It's two o'clock ❖ It's three o'clock ❖ It's four o'clock ❖ It's five o'clock ❖ It's six o'clock ❖ Tick-tock-tick-tock ❖ Tick-tock-tick-tock	Chorus Verse 2: ❖ It's seven o'clock ❖ It's eight o'clock ❖ It's nine o'clock ❖ It's ten o'clock ❖ It's eleven o'clock ❖ It's twelve o'clock ❖ Tick-tock-tick-tock ❖ Tick-tock-tick-tock
--	---

- ❖ Gestures for "What time is it?" For this song your students are going to be human clocks, using their arms to show the time. Have everybody stand up to move their arms around without hitting anyone. 1. For the question words sing along and hold your hands out, palms up, in the question gesture. 2. For the times, hold your arms straight out in the time.
- ❖ **Time : 10 minutes**

Activity (2)

- ❖ Play "What time do you...?" Still using the clocks, students are going to show teacher the time they usually do things.
- ❖ Ask the class questions, such as "What time do you usually wake up?" (If they are not sure teacher can use gestures to show what s/he means).
- ❖ As teacher asks the questions, everyone should move the hands on their clock to the time they do these activities.
- ❖ Then select some students to orally tell you their time (e.g. "I wake up at 7 o'clock").
- ❖ We are only concentrating on "o'clock" for this lesson, so if students have times on their clock such as 7.20 you can teach "About 7 o'clock". Other routine questions teacher can ask the time for : eating breakfast / lunch / dinner, going to bed, going to school, leaving school, taking a bath, doing homework, brushing teeth, etc.



Time : 10 minutes

Activity (3)

- ❖ Review numbers from 22 to 29, first write the numbers from 22 to 29 on the board and have everyone shout out the numbers as you write them. Next, get 8 soft balls, cubes or something similar (before class, tape numbers from 22 to 29 onto the balls) and chorus the numbers on each ball. Then throw the balls around the room and ask individual students

to bring you different numbers (e.g. "Noor, please give me number 23"). Finally, play and sing along to "The Numbers Song (Numbers from 22 to 29)" -

- ❖ Sing "The Numbers Song" again Sing the song again (with all the actions) to conclude the action part of this lesson topic. You can also put the song poster on the board for the students to follow as they sing. The song is available at the link: https://www.youtube.com/watch?v=c6eJ_i34b1c



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

- ❖ **Time : 10 minutes**

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

Activity (4)

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

Activity(5)

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



Activity(6)

- ❖ Ask students to listen and drop the picture and record their answer. The exercise is available the link: [https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Listening and Speaking/Listening and speaking eg2307870yu](https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Listening+and+Speaking/Listening+and+speaking+eg2307870yu)



Mobile apps Activities



Brainstorming Activity

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

- Tell trainees that it's very important to use mobile application to overcome any difficulties in pronunciation such as :
 - Students can use free mobile application; it is available at the following link:<https://play.google.com/store/apps/details?id=com.kidsclocklearning>



Kids Clock Learning

About this app

- Kids' clock learning App is learning and having fun at the same time , and that is the aim of this time telling app for kids. It is an affective assistance to teach kids to read and understand the time and how clocks work
- Another free mobile application that students can use to learn telling the time is available at the following link:
<https://play.google.com/store/apps/details?id=com.huilinghuanganzuo.learntime1>



About this app

- The APP offers new and creative ways to learn telling time. Your kid will love it, and what is more important, your kid will successfully learn to read clock and make a distinction.
- Students can use free mobile application; it is available at the following link:
<https://play.google.com/store/apps/details?id=com.hiegames.countingnumbersforkidsfree>



1 to 500 Number Counting Game

Assessment

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



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

Enrichment Reading Material



- Accurate pronunciation is an important part of learning any language, and especially when you're learning English. The way your speech sounds can have a big impact on whether or not people understand what you are saying and their initial impression of you. The tricky thing about pronunciation is that it is not just a question of acquiring knowledge, it's a physical skill that you need to practice regularly.
- English pronunciation is not always predictable from the spelling forms that you see. Words that look the same might have very different pronunciations. For example, cough, tough, though, bough, borough all end in \ough\ but all have a different British English pronunciation (though in American English pronunciation, the last syllable of borough rhymes with though).

Speaking Difficulties (Fluency Difficulties)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in speaking in order to identify and discover students' learning difficulties in fluency .
- ❖ Ask students to watch a video and answer the questions: the exercise is available at the link:
[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Holidays/Going_on_vacation_un768478jg](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Holidays/Going_on_vacation_un768478jg)
- ❖ If students are not able to do this exercise, it means that they have learning difficulties in expressing their ideas in a conversation and prefer to be silent and feel speechless in classroom talking about holidays, places, animals.

GOING ON VACATION



MY SUMMER VACATION

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

1. She's on vacation on Cuba. ☐
2. Their favourite food in the summer is corn on the cob. ☐
3. Wind Surfing is a water sport. ☐
4. While doing rock climbing you have to wear goggles. ☐
5. You can't play Frisbee at the camp. ☐

- Then , start training them to use a variety of activities to overcome these difficulties.

Activity 1

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



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

QUESTIONS FOR PICTURE:

- How many people are there in the picture?
- How many children are there in the picture?
- How many adults are there in the picture?
- Why is the table full of food?
- What color are the cans?
- What color are the boys' clothes? Which color do you prefer and why?
- What things are on the table? (plates, glasses, food, drink, salt, cans, napkins, jugs, bowls ... and a turkey - 1 point for each item)
- What is missing on the table?
- How do the members of the family feel?
- Describe in a sentence your own family?
- **Time : 15 minutes**

Activity 2

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



"I'm going to... Game

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

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

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

All about me

1 Match the questions with the answers

What's your name?
How old are you?
Where are you from?
Where do you live?
What's your favourite subject?
Do you like pizza?
Have you got a pet?

I'm from Spain.
Yes, I've got a cat.
My name is Cecilia.
No, I don't.
I live in Sevilla.
I'm ten years old.
My favourite subject is Maths.

2 Unscramble the sentences

is name My Karen
live I London in
am England I from
old I'm years twelve
brothers got two I've
is colour favourite my red
like I football don't
I've blond got hair
play I the can guitar

3 Fill in the gaps

My name is David.
I'm from New York, but
I'm from Germany.
I'm thirteen years old.
I've got two sisters and one brother.
My favourite colour is blue.
I like pizza, but
I don't like hamburgers.
I've got black hair and green eyes.
I can play the piano.
My favourite subject is Science.

Activity 3

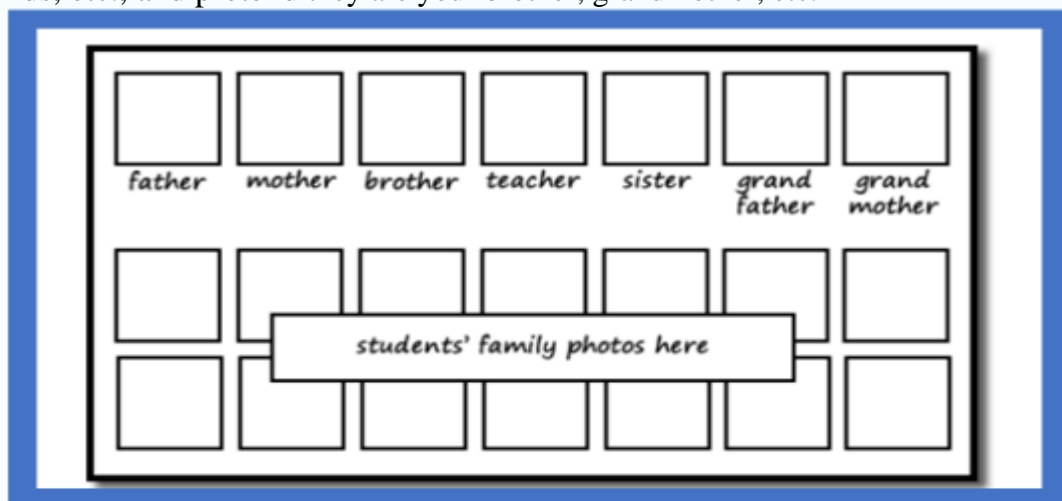
- Ask students to work on this puzzle about family



- Divide students into small groups.
- Time : 15 minutes**

Activity 4

- If possible, ask the parents before class to arrange for their kids to bring in family photos – parents, grandparents, brothers, sisters, themselves. Also, bring a few family photos.
- Draw 7 squares on the top of your board in a row (see image below).
- Hold up a photo of yourself and ask "Who is this?". Elicit that it is you, stick the photo inside the middle square and write your name under the photo.
- Next take out another photo (e.g. your father) and again ask "Who is this?". Elicit and teach the family vocab and stick the photo in one of the squares and write the word (e.g. "father") under the photo.
- Do for all of the following: father, mother, brother, sister, grandfather, grandmother - you may not have some of these family members, but for the sake of this lesson, use photos of friends, etc., and pretend they are your brother, grandmother, etc.




- ❖ **Time : 15 minutes**

Assessment

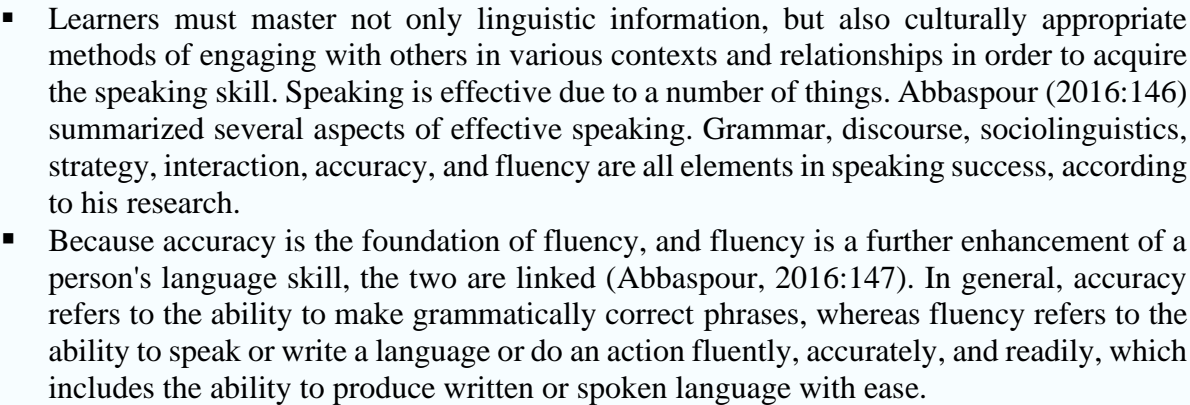
- Listen to the audio about animals' names, then choose two of them and describe them.
- 
- For more exercises , go back to the English guide for Grade Four.

A collection of 30 cartoon animals arranged in a 5x6 grid. The animals include: Row 1: toucan, penguin, rhino, fox, turtle, elephant; Row 2: snail, lion, cheetah, alligator, chicken, rabbit; Row 3: turtle, mantis, tiger, bear, kangaroo, duck; Row 4: parrot, crocodile, blue bear, panda, ladybug, deer; Row 5: swan, camel, chicken, horse, goat, sheep, dog, parrot.

Enrichment Reading Material



- Learners must master not only linguistic information, but also culturally appropriate methods of engaging with others in various contexts and relationships in order to acquire the speaking skill. Speaking is effective due to a number of things. Abbaspour (2016:146) summarized several aspects of effective speaking. Grammar, discourse, sociolinguistics, strategy, interaction, accuracy, and fluency are all elements in speaking success, according to his research.
- Because accuracy is the foundation of fluency, and fluency is a further enhancement of a person's language skill, the two are linked (Abbaspour, 2016:147). In general, accuracy refers to the ability to make grammatically correct phrases, whereas fluency refers to the ability to speak or write a language or do an action fluently, accurately, and readily, which includes the ability to produce written or spoken language with ease.



Speaking Difficulties (Communication & Interaction Difficulties)

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

Describe Feelings

Feelings Description Game

- Give students a pack of emotions adjective cards and ask them to take turns describing their feeling using as many words as they can.
- For example, one student starts with “ I am happy , I pass the exam” and the next student continues with “I lose my watch , I feel sad”. This can be turned into more of a competition by dealing the cards out between the students and the winner is the students who uses all the cards.

Expressing Ability

Make me say “Yes, I can”/Make me say “No, I can’t”

- Divide students into pairs or small groups.
- Ask students questions to which their real answer is “Yes, we can”, e.g. “Can you speak English ?” and “Can you cook English food?”

They can then move onto the more amusing variation where they should try to get “No, I can’t” answers with questions like “Can you fly?” and “Can you swim ?”

Describe Daily Routines

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



Giving Advice

- Look at the following pictures and send advice to your partner :



- Divide students into pairs or small groups.
- Ask a student to make short dialogue with his/ her partner giving advice.

- Then , start training them to use a variety of activities to overcome these difficulties.

Game Based Learning

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

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

Game (1) :Feelings Mimes and Sounds

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

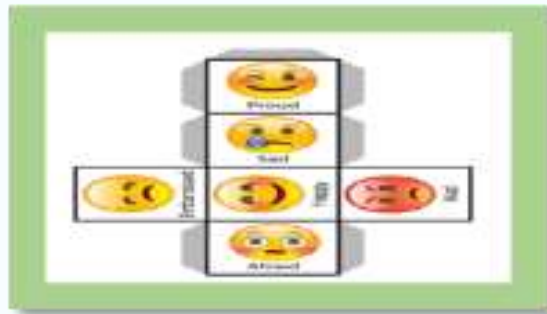
Activity (1) : Feelings Pictionary

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

Game (2) :Feelings Definitions Game

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

Game (3) :Feelings Dice Game



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

For each round, students can do one of the following:

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

Using Puppets Based Learning



Puppet Play

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

Game : 20 Questions



- It is a wonderful game that enables student's ability to formulate and ask direct questions about their ability.
- Ask students to stand in a circle.
- Let one student stand in the center, and he / she can or can't do.
- The other students in the group have to identify it by asking a set of 20 questions.
- The student can respond by saying only yes or no.
- In case the group fails to guess, the student in the center is declared the winner.

Example :-

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

Time : 15 minutes

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

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



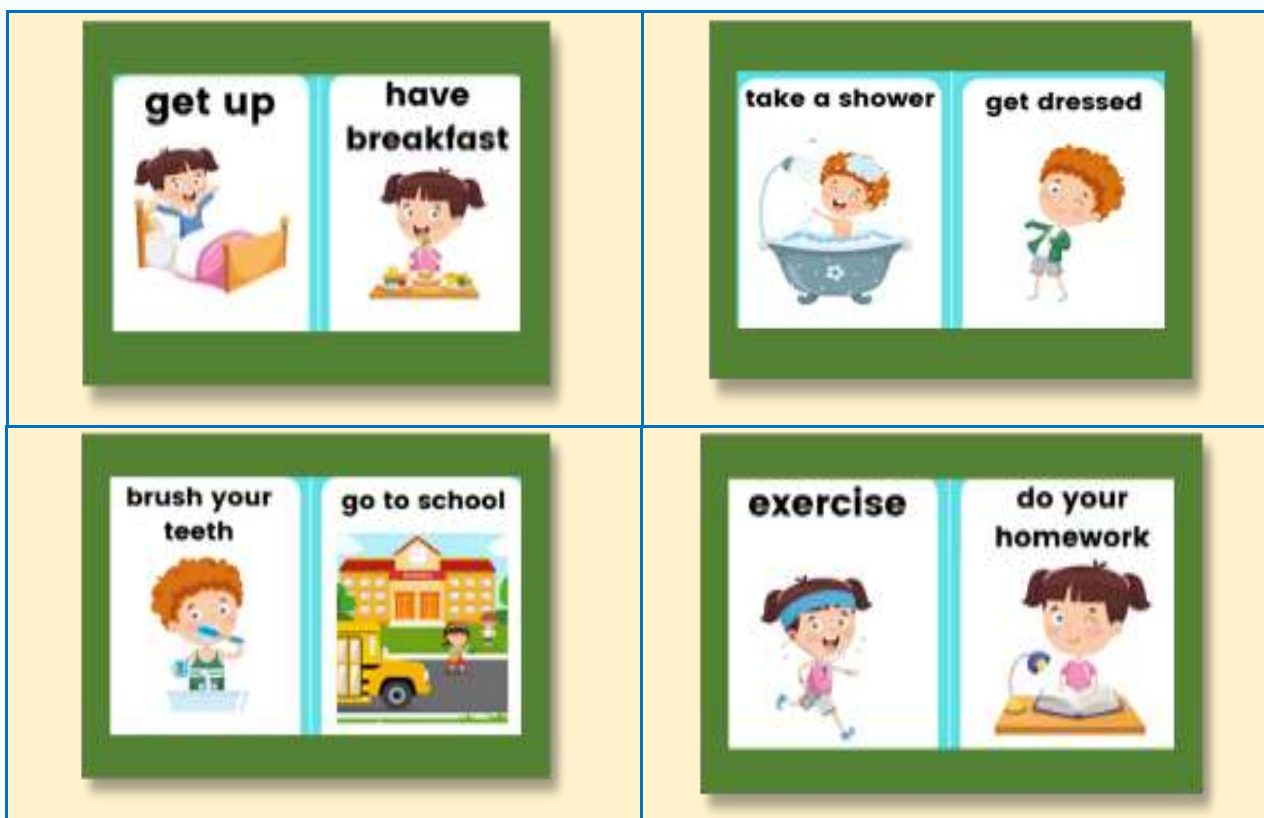
- What do you do every day? Tell us about your daily routine.



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

For example,

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



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


Assessment

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



HOW ARE YOU TODAY?

Listen and write the emotion in the correct little face.


 HAPPY

 SAD


 TIRED

 ANGRY

 SCARED


 HUNGRY

 THIRSTY

 SLEEPY

 SICK

 FINE


 I'M


 I'M


 I'M


 I'M


 I'M



 I'M


 I'M


 I'M


 I'M


 I'M




<https://www.liveworksheets.com/du1773278fz>

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

<https://www.liveworksheets.com/du1773278fz>

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

Enrichment Reading Material



- ❖ Communication and Interaction are two terms that often go together although there is a difference between these two words.
- ❖ Communication refers to the act of sharing information. On the other hand, interaction refers to acting in such a manner so as to affect the other.
- ❖ Communication refers to the act of sharing information and this usually takes place between two or more people. Language is usually considered as one of the means through which we communicate with one another. It allows us to share information or convey a message in an effective manner. However, communication is not confined to language alone.

Interaction refers to **acting in such a manner so as to affect the other**. This is believed to be reciprocal. Interaction does not always have to be through language; it can even be through gestures. However, the vital feature is that there should be a clear response to the action.

Speaking Difficulties (Rhyming Difficulties)

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

First Method : Pass the Rhyme



- ❖ Pass the rhyme is a fun circle time activity for students .
- ❖ The first student says a word out loud.
- ❖ The next student says a word that rhymes with that word.
- ❖ Play continues in a circle until all students in the circle have said a rhyming word.
- ❖ This is a fun activity for students and is a great way to expose them to more words and give them ample opportunities to practice speaking for those same ending sounds.

Second Method : Rhyming Word Ladders



- ❖ Word ladders can be done as a whole group activity, in small groups, or during literacy centers.
- ❖ To begin, write a word at the bottom of the board.
- ❖ Have students think of a word that rhymes and write that word above it.
- ❖ Once they get the hang of the activity, have the students write the word on the board, going around the room until all students have had a turn and the ladder is complete.

- Then , start training them on using variety of activities to overcome these difficulties.

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

Game Based Learning

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

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

Activity (1): Rhyming Jars



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

Activity (2): Rhyming I Spy



- ❖ With this activity, look around the room and say something like, "I spy something that rhymes with fable."

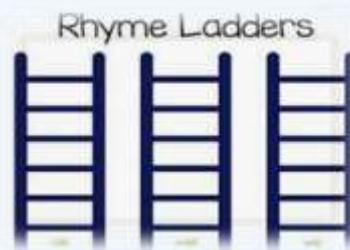
- ❖ Students are allowed to yell until someone replies 'table'.
- ❖ Then pick something else in the room or can then pass the "I Spy" to another student.
- ❖ **Time : 15 minutes**

Activity (3): Find Your Rhyming Partner



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

Activity (4): Rhyming Ladders



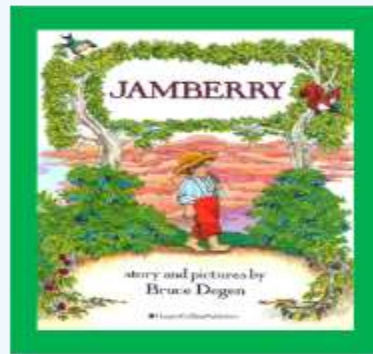
- ❖ It is a rhyme production activity suitable for whole class or small group lessons.
- ❖ Start by drawing a ladder on the whiteboard.
- ❖ Write a word at the bottom of the ladder.
- ❖ The students then suggest words which rhyme with the base word. The teacher or a student writes the word on the next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

Rhyming Book Read-Aloud

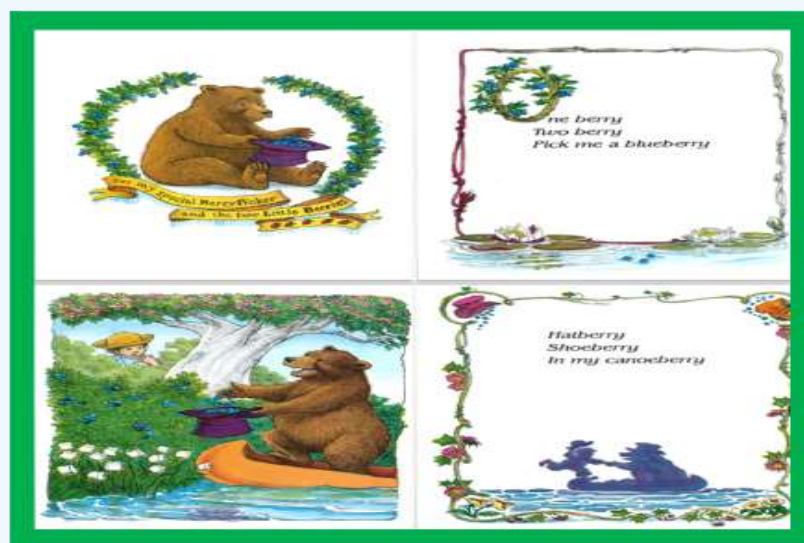
- ❖ Read the book that emphasized rhyming words. The purpose of this activity is to train the students to identify sets of words that rhyme and produce new rhyming words.
- ❖ Nearly all rhyming books are set up in 4-line rhyming sequences, where in the second and fourth line rhymed, while the first and third line do not.
- ❖ The students were given the instructions, "listen for the rhyming words, and tell me when you hear two words that rhyme".

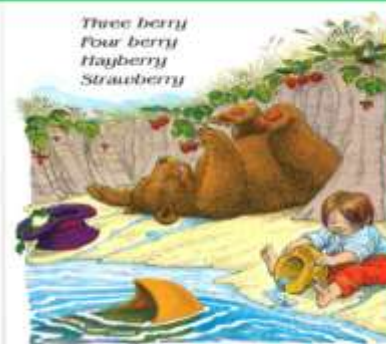
- ❖ Initially, you need to explicitly point out which word rhyme with each other. After that , students are able to pick out sets of rhyming words that you have read, then you go around the group, pointing to each student when it is his/her turn, and asking him/her to identify the pair of rhyming words that have just been read and produce new one.
- ❖ Each student is provided with the scaffolding he/she needs to be successful in determining which rhyming words were read.
- ❖ Scaffolding takes the form of rereading the 4 lines, reading the lines again and more slowly, using intonation to emphasize the rhyming words more than the other words in the phrases, or providing the student with the first rhyming word and asking him to listen and state which of the words that follow rhyme with the original word.
- ❖ Following the book reading, conduct the following additional activities designed to improve the student's rhyming skills.

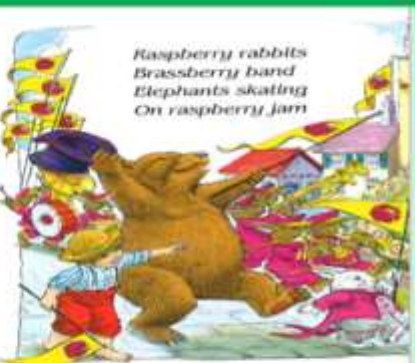
Use the " JAMBERRY " book.

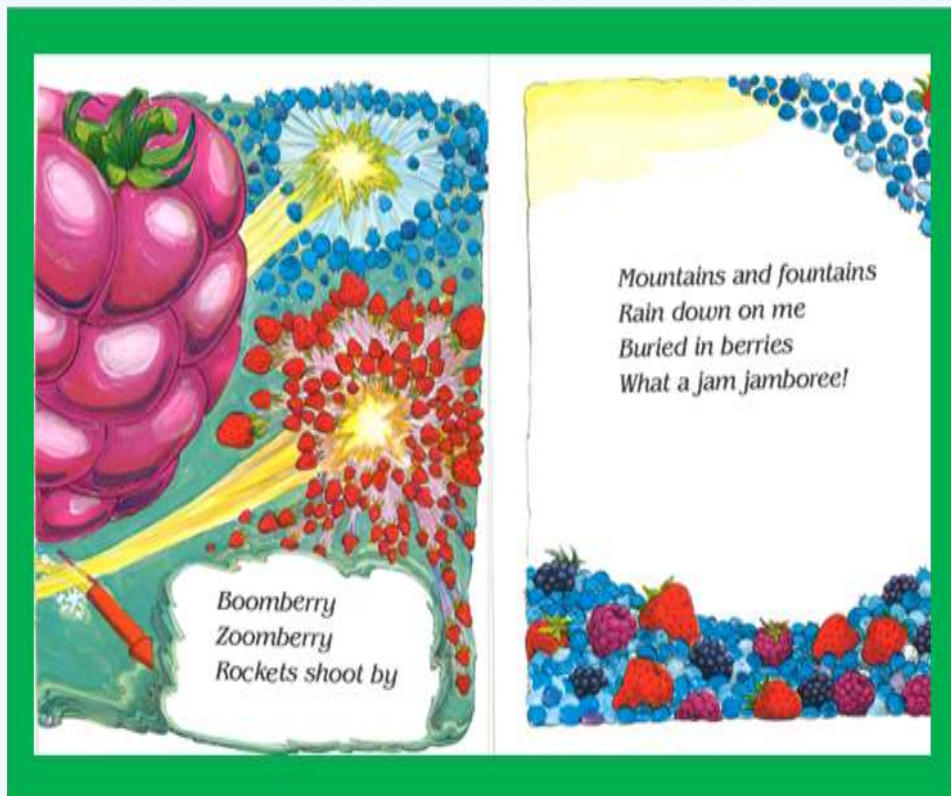


- ❖ Choose a rhythmic rhyming book to read aloud to the students . As you read the story, pause at the rhyming words to give the students the opportunity to predict and produce the rhyming word.
- ❖ Have students clap or jump on the words that rhyme .
- ❖ Have students help you write the rhyming words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









Using Nursery Rhymes to help students to produce rhyming words

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

Video Transcript: Five little apples



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

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

Using puppets based learning



Puppet Play

- ❖ Puppet play is a good activity to try one-on-one or in small groups to help students to produce rhyming words.
- ❖ Many students find it easier to produce rhyming words during puppet play.
- ❖ Encourage students to pick up a puppet and be its voice while you or another student adopts the character of another puppet.
- ❖ Help the puppet say a word and ask the students to produce new rhyming word.

Game Based Learning

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

Game (1): Use Bean Bags



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

Game (2): The Name Game



- ❖ Write a student's name onto a whiteboard and have the class read it.
- ❖ That student then comes to the front and chooses a magnetic letter.
- ❖ The magnetic letter is placed on top of the first letter of their name on the whiteboard. (Asmaa , Maisaa) . Everyone now says the student's name and the new rhyming word.
- ❖ You can say only the rhyming word (Asmaa) and then the students say the name that rhymes ("Not Asmaa , it's Maisaa !).
- ❖ **Time : 15 minutes**

Game (3): Rhyming Circle



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

Game (4): Transportation Name Game



How to Play:

- ❖ Begin by modeling how to rhyme.
- ❖ Point to a vehicle, while saying a word that rhymes with it.
- ❖ Student should say the real name of the vehicle. This puts rhyming into his/her ears with a visual cue (pointing).
- ❖ If you point to a car and say star, he/she will automatically say car.
- ❖ Tell your student, "We are going to play a rhyming game.
- ❖ Rhyming words have the same sound endings. I'm going to point to one of these vehicles. You're going to say the word that rhymes with what I say that tell us the real name of the vehicle. Okay?"
- ❖ Give him/her two examples: "I'm pointing to a bike, and I say like. I'm pointing a boat. I say goat, and you say boat.
- ❖ **Time : 15 minutes**

Here are some examples:

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

Assessment

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



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

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

Enrichment Reading Material



- ❖ Rhyming words are words that end with the same or a similar ending sound. When it comes to rhyming, it's all about phonemic awareness, which is the sounds that letters make. Not all rhyming words end with the same spelling, so it is important to teach students to listen for the sounds in words to determine if they end with the same and rhyme.
- ❖ Once students have a strong understanding of letter names and sounds, it's time to introduce rhyming words. Rhyming words are a key element in helping students segment words into sounds and hear patterns in words, thus improving their decoding skills and fluency.

Mobile apps Activities



Brainstorming Activity

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

- Tell trainees that it's very important to use mobile application to overcome any difficulties in speaking such as :
 - Download the following mobile apps on your mobiles or tablets and enjoy learning speaking English through communication and interaction skills.



(2) Learning Speaking English by Mobile Apps

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



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



Break : 30 minutes



Session Two:

Reading and Writing Difficulties for Grade Four

Aim of the Session

- Introducing reading and writing difficulties for Grade Four

Learning Outcomes

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

- Interpret reading materials.
- Answer questions out of the text.
- Ask questions to infer and interpret.
- Link pronouns mentioned in the text with their referent nouns.
- Organize ideas in sequence.
- Distinguish between main idea and details.
- Recall the stated main ideas and details of paragraphs or main text.
- Recognize word or vocab in reading selection.
- Determine the meaning of unknown words of daily life items.
- Connect word meaning to a daily used object.
- Recognize uncommon words that they learned and didn't have the opportunity to use or hear them.
- Identify antonyms, synonyms, and definition for words read.
- Label, match and complete with antonyms ,synonyms and definition of words of reading material.
- Recognize the lexical group to which a word belong.
- Read loudly and accurately with acceptable speed .
- Paraphrase and summarize a group of sentences.
- Read different types of texts to obtain information and show enjoyment.
- Read independently to acquire knowledge.
- Recall stated main idea and details.
- Identify and analyze relationship among facts, ideas, concept, and theme in reading materials.
- Make connections between what they read and prior knowledge.
- Predict content and outcome of situation and some stories.
- Infer logical causes and effect after reading a text.
- Express personal attitude and feelings towards characters, event, visuals, etc...
- Apply the use of grammatical rules in an appropriate way.
- Write their sentences using the parts of speech (adjectives, adverbs, articles ...etc.) correctly.
- Transfer grammatical knowledge into their communicative language use.

- Differentiate between the simple, compound and complex sentences.
- Use types of sentences correctly (simple, compound and complex sentences).
- Write sentences expressing the ability in the past.
- Write meaningful sentences.
- Use suitable words for describing pictures. Spell commonly confused words (homophones)
- Spell syllables division, prefixes and suffixes.
- Apply correct punctuation marks.
- Apply correct capitalization.
- Integrate reading with writing process.
- Integrate meaning of the words with spelling.
- Develop and improve writing skills through correct spelling and mechanics usage.
- Use word clusters to remember uncommon words.
- Use context to remember unfamiliar words.
- Use suitable words for describing pictures.
- Write the chronological order in a paragraph.
- Chart event mentioned in the chronological order .
- Connect words to their meaning.
- Organize similarities and differences in graphic organizers.

Topics of the Session

- Reading Difficulties for grade four.
- Writing Difficulties for grade four.

Training Strategies

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

Learning Resources

Paper Resources :

- Student's Book
- Handouts.

Visual and Audio Resources :

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

Electronic Resources:

- Mobile applications
- Computers
- YouTube Videos
- Websites

Additional Resources

- Common Classroom materials

Evaluation Techniques

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

Time : 120 minutes

Warm-Up Activity



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

Time : 5 minutes

Tell them the following :

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

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

Brainstorming Activity

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

Reading Difficulties (Interpretation Skills)

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

- ❖ Grade four students begin to learn how to read a text, not just only for reading, but to think and talk about in order to find deeper information and messages. Students have to do this when they read the text independently, or when they read it with the whole class or with groups of students .So to build their reading skill, they have to learn how to interpret after reading and then have the ability to answer questions correctly with complete sentences.



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

For example: When does Salem wake up every day to go to school?

- ❖ The words that must be stolen from the question are the underlined ones in the question.
- ❖ Now apply the golden rules after stealing :
- ❖ When → means time
- ❖ The verb is: does -wake becomes wakes
- ❖ The information needed is the time of waking up which is 8:30.
- ❖ This implies that the answer will be :
- ❖ Salem wakes up every day to go to the university at 8:30 O'clock.
- ❖ Practice teaching Wh /questions and their complete answers including visuals, using games and activities, introducing real picture scenes.....
- ❖ Pronouns reference is another difficulty that students face in the reading material.
- ❖ Students must know that each pronoun must agree in number with the noun it refers to.
- ❖ They have to know that there should be only one possible referent for a pronoun to replace a noun(pronouns are nouns replacement)



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

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

- ❖ Another difficulty your students may face is identifying main idea of the paragraph and its details.
- ❖ You may follow many strategies to teach your student how to distinguish or recall main ideas and details from a text or a paragraph.
- ❖ They should know first that they have to find what the passage is mostly about, and which information is the most important.
- ❖ Use an anchor chart (large, poster sized visuals with information) which is a great tool for your visual learners who will find it a reference to refer to when needed.
- ❖ You may use pictures about the text, so students could identify the concept of the main idea by identifying what the pictures are mostly about.
- ❖ You could use picture cards. Then you can come to the title by presenting a paragraph on the board, but covering up everything except the title. Let your students make prediction what the hidden paragraph will be about based on this title.
- ❖ Use this title to help students think about supporting details.
- ❖ Moreover, ask them to give a title to an untitled paragraph, and from that they can conclude the main idea by doing a pair- share strategy.
- ❖ You may write the key words of the paragraph bolded, then put your students in groups and ask them after collecting the bolded key words to create from them the main idea statement, and then you ask them to find details related to the key words and the main idea.
- ❖ You could make main idea and details awareness amusing through fun activities, silly or entertaining graphic organizer, and visual aids.

Activity (1)

Identifying answering Wh/questions



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

Question/Answer Board Games:

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

Activity (2)

Picture Prompt WH/Questions Activity



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

For example :

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

Activity (3)

Identifying Pronouns Reference:

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

Pass the Pronouns

All you need is a beach ball, a list of sentences, some music, and a little empty room for this game. Clear out the desks or have students play from their seats if you'd prefer.

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

I, me, we, us, you,

PRONOUNS

he, she, him, her, it, they

Personal Pronoun Chart

Subjective	Objective	Possessive	Reflexive
I	Me	My, Mine	Myself
We	Us	Our, Ours	Ourselves
You	You	Your, Yours	Yourself
He	Him	His	Himself
She	Her	Her, Hers	Herself
They	Them	Their, Theirs	Themselves

Beach Ball Learning

Assessment

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

YOUR DICTIONARY

IDENTIFYING POSSESSIVE PRONOUNS

A. Underline all the possessive pronouns in the following sentences.
HINT: There are 15.

- I took my dog to a dog show.
- His tail was longer than hers.
- I saw that her dog was smaller than their dog.
- Someone asked, "Is that dog yours?"
- I replied, "Yes, he's mine."
- I wonder whose dog is the sweetest.
- My dog won a first place ribbon.
- His ribbon was big and its color was blue.
- My parents and I were proud of our dog.
- Everybody thinks that one's dog is special.
- I'm sure your dog is special, too.

B. Fill in the blank with the proper possessive pronoun:
mine, ours, his, hers, yours, its, theirs

- I paid for my scarf, so it is _____.
- Pick any of these desserts. The choice is _____.
- The math book belongs to Ralph. It is _____.
- All my brothers love video games. Playing them is a favorite pastime of _____.
- We bought this game together, so it is _____.

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

Enrichment Reading Material



- ❖ Interpretation skill is one of the most important skills for reading in grade four.
- ❖ Through interpretation, you can teach the students what is being said or written by the speaker or author accurately.
- ❖ Using interpretation, students could set a relation between concepts and ideas so reading material will be in advance of becoming a quicker and easier learning process.
- ❖ Recognizing relationship between nouns and their pronouns reference , events and their sequence , main idea and its supporting details , asking and answering question , and comprehending a text, are steps , if achieved well, can overcome students difficulties for understanding reading material.

Reading Difficulties (Vocabulary Aspects)

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

Activity (1)

Recognizing Vocabulary Words

- ❖ Create Graphic Organizer.
- ❖ Colorful organizer are terrific vocabulary activities .
- ❖ Use a text out of their textbook or any text you want to work on its vocabulary .
- ❖ Read the text with the students aloud.
- ❖ Highlight the vocabulary words .
- ❖ Give every students 4 by 4 grid equal to the number of vocabulary given.
- ❖ Ask students to write the vocab. words on the first vertical row keeping the three other rows one for definition, the second for poster and the third for knowledge connection.
- ❖ Then ask them to write the definition of each word in the second row.
- ❖ In the poster column, students must draw or pick a picture card you collected before and stick it facing the word.
- ❖ In the last column, , students have to write knowledge connection as examples , sentences related senses or even any information students can connect to this word correctly.
- ❖ Ask them to color the graphic organizer using the colors they like.
- ❖ Ask them to stick this on their desk in order to use words out of it whenever they want to introduce them in their speech, answers, sentences .etc.....
- ❖ **Time: 15 minutes**



Activity (2)

Banana Race

- ❖ Students love this kind of activity that will encourage them to enrich their target vocabulary acquisition.
- ❖ It is basically a quiz game in which you ask the students questions related to the target vocabulary of the reading text like : "what 's this ? Why do we use it ? What does it smell?.....", or you can draw items on the board as "armchair", calendar" marching", or even make noises or sounds as that of "animals , truck, storm ,.....", so that your students can guess out the target words.
- ❖ You may split the class into small groups/ teams if you have a large class.
- ❖ Draw on the board a racetrack and each team or student will be a BANANA waiting at the starting line.
- ❖ They will approach the goal line as they answer each question, that is each correct answer equals a step towards the goal line.
- ❖ The BANANA who arrives there first , wins.
- ❖ **Time: 15 minutes**

Activity (2)

Last Man Standing



- ❖ This is a game which gives students time to think, determine, and connect words to their daily topic.
- ❖ In addition to that, encourage peer learning for they can pick up some words as they hear other students speaking.
- ❖ Have all students form a circle and you have to stand at the center with a ball.
- ❖ All you have to do is naming a category (food, places, hobbies, etc...) and pass the ball to one of the student.
- ❖ Let them toss it to another student as they name a word related to the theme. (daily used object)
- ❖ If they repeat a word or can't say any more words, they need to sit down.
- ❖ The last student (man) standing wins the game.
- ❖ **Time: 15 minutes**

Activity (3)

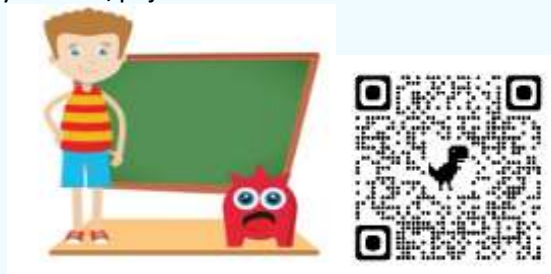
- ❖ Use a suction cup ball (ball made up of several tiny suction cups that stick to white boards)
- ❖ Draw a target with concentric circles on the whiteboard each with different point value.
- ❖ Fill your whiteboard with letters or syllables and each student has to supply a word that starts with the letter or syllable they hit from the previous uncommon forgotten words taken before.
- ❖ Quiz the student for the word meaning or for the word matching with some picture cards you hang before on the word wall.
- ❖ If they give the right answer, they will get the points.
- ❖ Play the game with them until they remember all the words. Then let them write the words on strips of paper to hang them under the picture cards on the word wall
- ❖ **Time: 15 minutes**



Activity (2)

Back to the Board Game

- ❖ This game is good to remember or practice uncommon words that students don't often use or hear in their surrounding environment.
- ❖ Through this practice , they can refresh their memory identifying them and repeat using them in order that their long - term memory can generate them in their expression and speech.
- ❖ Divide the students into 2 teams and let one student from each team stand in front of the board , facing away from it.
- ❖ Write one of the uncommon forgotten words on the board e.g. : "soccer " and the students have to explain that word to their team member e.g.: you can play it in a big playground , 2 teams play it , many players , needs a ball
- ❖ The first student out of the two standing in front of the board to guess the word wins a point for his / her team
- ❖ You may ,for more points to examine their expression ,ask them to use it in a sentence of their own so that it would be dragged into their speech or writing.
- ❖ **Time: 15 minutes**
- ❖ The video's link: <https://youtu.be/p7j-2xteKB4>



Assessment

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



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

Enrichment Reading Material



- Reading a text without recognizing the vocabulary is almost a big confusion.
- Vocabulary, if identified, can facilitate the comprehension of increasingly complex text.
- Children need to have rich vocabulary that continually grow through language and literacy experience, in order to develop knowledge and skills.
- The importance of teaching vocabulary is to support students to become confident in word's meaning and to use in context. Otherwise, the student's ability to understand the read words and use them appropriately will be a doubt .So the knowledge of vocabulary influences the complexities and nuances student's thinking, and how well they will understand a printed text.

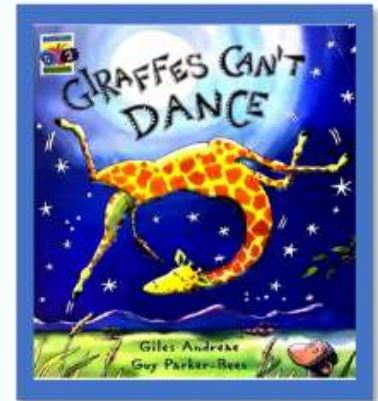
Reading Difficulties (Reading Fluency)

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

Reading Aloud

Choral Reading Together

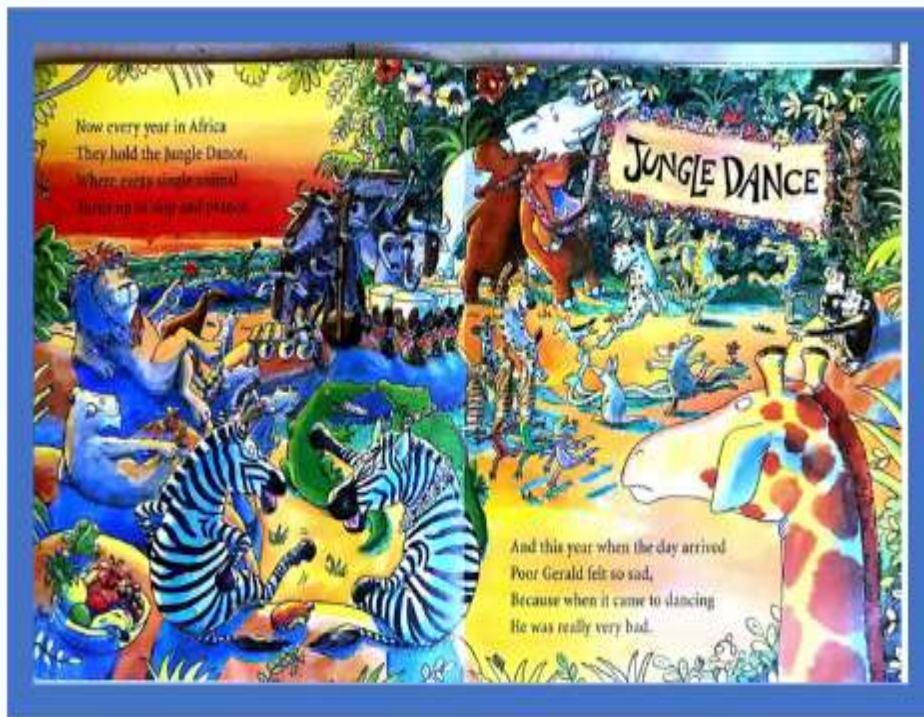
- Choral reading simply means you read a story out loud.
- Ask your students to read along with you at the same pace. This helps them understand what fluent reading feels like and gives them the chance to practice it themselves at your pace.
- Pick a book that they can already read themselves. That way, they're working on pacing and accuracy rather than decoding new words.
- Use for example the following book (Giraffes Can't Dance):
- **Time: 5 minutes**



- Start Read the book aloud and ask your students to read with you.
- Then ask them to read together and observe if they need any help.

Here are some pages from the book:-





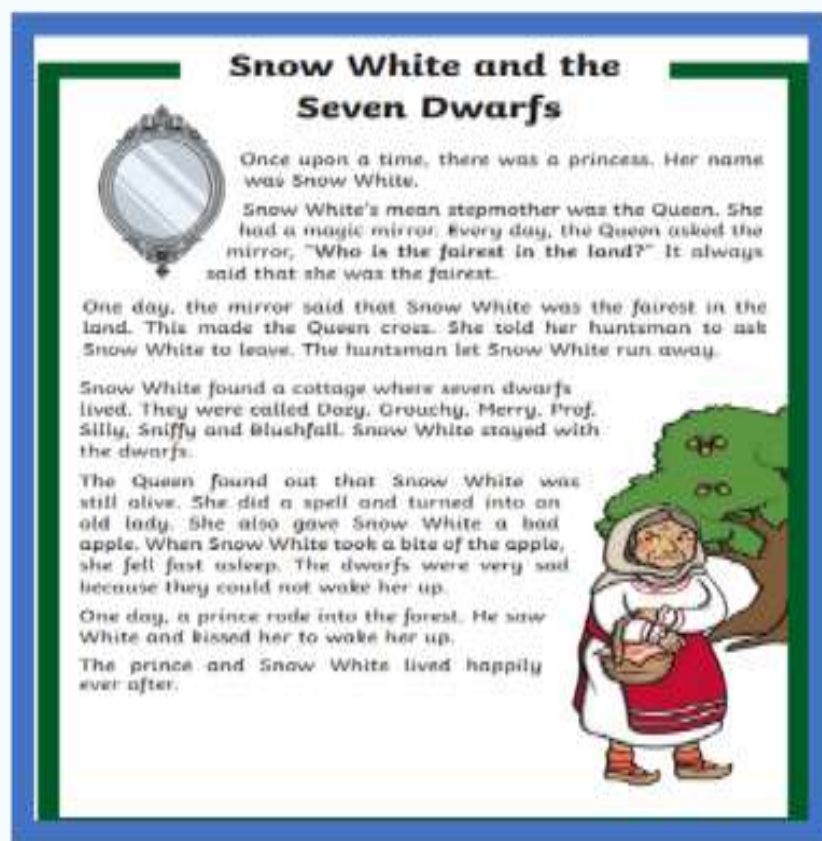
Reader's Theater

Note:-

- Reader's theater is a strategy for developing reading fluency. It involves students in oral reading through reading parts in scripts. Using this strategy, students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills. The best reader's theater scripts include lots of dialogue.
- Readers Theater is a dramatic presentation of a written work in a script form. Readers read from a "script" and reading parts are divided among the readers. No memorization, costumes, blocking, or special lighting is needed.

<p><u>How to use reader's theater</u></p> <ul style="list-style-type: none"> ▪ Choose a story that can be divided into parts, or character. ▪ Assign reading parts to each student. ▪ Ask students to read their scripts orally for practice. ▪ Have students read assigned parts to the audience. <p><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> ▪ Reformat a text according to Readers Theatre guidelines. ▪ Perform a Readers Theatre piece. ▪ Read with fluency and expression. <p><u>Procedures</u></p> <ul style="list-style-type: none"> ▪ Place students in groups to work with selected scripts, and assign students in each group the role (or roles) they will read. ▪ Have students use a highlighter to highlight their roles in the script. It is a good idea for each student in the group to use a different color highlighter or for students with multiple roles to highlight each of their roles in a different color. 	<ul style="list-style-type: none"> ▪ Provide time for the groups to practice reading through the scripts. Circulate around the room and give assistance as needed. ▪ Have groups take turns "performing" their script in front of the class. ▪ Lead a class discussion on ways that the groups could make their performance more enjoyable for the audience, reminding them of tips from "Readers on Stage." ▪ Place the selected script sheet for modeling. Demonstrate how to identify the specific script roles for the selected script.. Make a list of the roles. ▪ Read through the script and have students identify who is reading each part of the text. Write the name of the role on a sheet of paper to identify each portion of the text. ▪ Select students to read through the script based on the roles that were identified. Adjust roles as necessary during the reading in the event a role was omitted.
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- Place students in the same groups and assign one script sheet to each group (giving each member a copy).
- Have students work in groups to identify the roles on their script sheet.
- After all the roles have been identified, students should read through the script to ensure that roles have not been overlooked.
- Have the groups read their scripts in front of the class.



Record, Evaluate, and Repeat

- When your student is reading out loud, record a passage and then listen to it together.
- You might celebrate that they read on pace, then record it a second time while aiming for more expression.

Activity (1): Read with Audio

- The teacher prepares a passage for students to read on paper, ensuring that the content is a grade above. That is since the students belong to 4th grade, the content is of 5th-grade level. An audio version of the same is also prepared for the same.
- In the classroom, teachers distribute a copy of the passage to all the students.
- The audio is turned on, now students read at the same pace as the audio.
- This activity can be an individual or a group activity that ensures students read at the right pace.

Summarize and Paraphrase

- Begin by asking your students to read a text.
- Ask them about the words they know while reading.
- Ask them to summarize what they read.
- Divide the students into groups and ask each group to paraphrase what they read in their own words.
- Help students while paraphrasing and encourage them even they make mistakes.

Reading Circles

- Use interesting and motivating books for your students to help them read fluently, for example the book entitled: "Duck & Goose Go to the Beach".



- Tell your students to imagine as if they just like going into the ocean at the beach, there's no better way to kick off your event than jumping right in. It's storytime".
- Divide students into groups and ask them to Read-Aloud .
- Gather the students around and hold the book so they can see the pictures as you read.

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

- ✚ Who's been to a beach?
- ✚ What did you do when YOU went to the beach?
- ✚ If you were going on an adventure, where would YOU go?
- Then ask them to read alone and summarize what they read and paraphrase it in their own words.

REREAD

- Rereading a sentence several times helps to increase fluency.
- Tell students that the first time they read a sentence, it may sound-like-a-robot, but each time they reread it, it sounds smoother.
- Encourage students to use expression as they reread.
- Have them practice with familiar texts and summarize what they read.
- Teacher can use an example from students' textbook and ask them to read and summarize .
- Students read and write their summary under the picture as follow:



The Lion and the Mouse

Read the passage below then summarize it.



Once when a Lion was asleep, a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, o King," cried the little Mouse: "Forgive me this time. I shall never forget it: Who knows, I may be able to do you a favor in return one of these days?"

The lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go. Some time after, the Lion was caught in a trap. The hunters who desired to carry him alive to the King tied him to a tree when they went in search of a wagon to carry him on. Just then, the little Mouse happened to pass by, and seeing the dangerous situation in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse.

Read independently to acquire information and recall the main idea

Activity (1): Put on a Retelling Glove



- Retelling is a vital skill for students to work on to help them understand what they are reading.
- These gloves are a snappy accessory with labels that you can easily change.
- For fiction retellings, you can include setting, characters, problem, events, and solution.
- For nonfiction retellings, you can include main idea and supporting details.
- At the bottom of the glove, you can focus on making connections.
- **Time : 10 minutes**

Activity (2): Toss a story ball around.



- Good readers need to be able to recall and make sense of, or comprehend, what they read.
- One of the best ways to increase comprehension in students of any age is with the Questioning Strategy.

How to use a Question Ball:

- Read a story together just as you normally make predictions, read with inflection, ask questions, discuss thoughts, etc.
- Bring out the Question Ball and let the students look at it. Talk about the question words written on it.
- Play catch! Whoever catches the ball gets to ask the question using the question word that his/her left thumb lands on.
- Answer the question and throw it back.
- **Time : 10 minutes**



Activity (3): Mark Up the Main Idea

- This activity focuses on the main idea and key details.
- Read the comprehension passage together and answer the exercise questions.
- Read also to find the main idea and key details.
- **Time : 10 minutes**



Assessment

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

Main Idea



Read the paragraphs below. Choose the statement that tells the main idea.

1. Mushrooms don't grow on trees. If you see mushroom stuck between the branches, you know they were put there. Most likely it was the work of a red squirrel. Red squirrels like mushrooms. They like to put them in trees. Then they have food to eat in the winter.

This story mainly tells...

- a. Why there are mushrooms in trees
- b. Why squirrels like mushrooms
- c. Where to grow mushrooms

<https://www.liveworksheets.com/ep2805930th>

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

Enrichment Reading Material



- Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.
- Reading Fluency involves comprehension, speed, accuracy, and expression. Fluency is the ability to read texts at an appropriate speed. Students with problem in fluency read too fast and make careless errors, read too slow and forget what they were reading, or read at a good pace, but in a monotone voice.
- When a student doesn't have fluency, not only does the sound choppy, but their comprehension suffers also, and then their reading skill will be negatively affected.

Mobile apps Activities



Brainstorming Activity

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

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



Websites for Reading Fluently



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

Reading Difficulties (Identify and Analyze the Relationship in Reading)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in reading in order to identify and discover students' learning difficulties in identifying and analyzing the relationship in reading .

: Identifying and Analyzing Relationship




Yes /No – Circle



- ❖ Draw two circles on the board and label one "Yes" and the other "No"
- ❖ Choose a given text out of their textbook content, read it aloud with your students .
- ❖ Write some statements related to the content and others not, on the board
- ❖ Ask the student to read the statement and decide if it is true or false .
- ❖ If it is true, s/he must tap the "Yes" circle
- ❖ If it is not true, s/he must tap the "No" circle
- ❖ If the answer is correct, then s/he wins and gets a point and try again .
- ❖ If not, s/he will stop and lose a point.

Text :

Do you live in Syria? If not, I want to invite you to visit my country.
It's a great place to live for many reasons.
In my country there are many universities where there are students and teachers everywhere, who go to the coffee shop beside my house and talk about many interesting things.
Although there are many cars and trades, it has good public transportation as buses; taxis, trains etc..... I go to school every day by bus .
In my country you can enjoy your rest time in quiet parks with amazing nature. You may visit many famous restaurants for delicious meals, or even visit its libraries to read or study. Schools, hospitals , factories, and green fields extend everywhere in my country. If it is time to pray, mosques are here and there to welcome you. The markets are huge in my country where people can find all the items they are looking for. Syria is a beautiful country to live in.



True or false

- 1) The writer mentioned many reasons about living in Syria so people will visit it .
- 2) Universities are rare in Syria.
- 3) Syria has just got public transportation only.
- 4) You can visit a library in Syria to read books.
- 5) Places that spread everywhere in Syria are mosques and playgrounds.
- 6) The writer loves his country Syria a lot.

Prior knowledge

Anticipatory Guides

- ❖ Choose a topic from their textbook for example "Whales"
- ❖ Anticipatory guides are used so that students can consider , write and talk about their thoughts or concept through using them. Set out a list of assertions about "Whales" with which the students agree or disagree in order to assess the students prior knowledge or misunderstandings about the topic : "Whale "

The list of assertions:

- + Whales aren't the largest animals ever in the sea.
- + Whales live in every ocean on Earth.
- + The blue whale weighs more than 100 tons.
- + Whales are warm blooded animals live on land.
- + Whales give birth to their youngsters and nurse them.
- + Dolphins are not friendly whales that hurt people
- + Whales have teeth to eat squid , fish and seals.
- + There are many kinds of whales.
- + Blue whales are endangered animals.
- ❖ Ask the students to agree or disagree about the following .
- ❖ Count their correct answers and discover their difficulty.



(Prediction)



- ❖ Use pictures that represent a story with a title.
- ❖ Ask the student to take 1 minute to look at the pictures and its details and read the title.
- ❖ Then ask the students without reading the story to make predictions about what the story is mostly about.
- ❖ Ask them questions about how the character that appears in the picture, reacts.
- ❖ What the character will do and how a situation will turn out.

- ❖ Once your students give their predictions, read the little story for them to check their own ones.

Suggested text:



(Cause and Effect)

Cause and Effect Symbol

- ❖ Introduce cause and effect with clouds and rain.
- ❖ The clouds would be the cause and the rain would be the effect.
- ❖ Then read the story below before you ask the students where each part of the story fits.
- ❖ Ask them to pick out the causes of Nader's Actions and place them on the clouds and the effect of these actions (result) and place them on the drops of rain.
- ❖ Check the answers and recognize the difficulty.

Nader's Story:

Nader is a bad boy. He always acts in an ugly way. Last Sunday, he threw the ball at the neighbor's window. The glass was broken into pieces. He ate a banana and threw its peel on the ground. His little brother step on it and slid to break his leg.

He played with a lighted candle. The candle fell and burned the table blanket.

He cut all the grown flower from his grandmother garden. His grandmother was very sad since she likes to see them growing

Now his father has to..... because he is a bad boy.

Ask them to continue the last line on their own if they know most of the previous part answers



Attitude and Feeling

Boast up Exercise

- ❖ Use rows team. Ask students to sit in two facing rows.
- ❖ Ask the facing pairs to give good traits to each other.
- ❖ One gives a trait and the other will write it on the card that you give him/her and vice versa, you can direct them to say:
- ❖ What I like about you is.....
- ❖ Then ask them to give a bad trait about someone they imagine.
- ❖ Check the card of facing students and recognize the difficulty.
- ❖ You may ask them to give their feeling about a situation they had before such as passing the exam, falling down in the playground, saying some bad words for someone who doesn't deserve, losing time and then failing in the exam etc.....
- ❖ Check their feeling towards events and recognize their difficulty.



- Then , start training them to use a variety of activities to overcome these difficulties.

Analyzing relationships in a reading material has become the beating heart of English classes when reading a text.



- ❖ To reach to the indirect meaning they have to peel back layers one by one and read between the lines of the sentences.
- ❖ The process of engaging in a text , including viewing a film or observing a picture, means they have to understand the meaning it contains, and the relationships among facts, ideas, concepts and the themes.
- ❖ There are different approaches to teach reading, but most of these agree on the importance of using series of pre-reading activities, during reading activities, and post- reading activities.
- ❖ Pre- reading activities help students predict what the text is about through illustrations, title, video etc...,they may help emphasize what students know about the topic to be a prior knowledge for what they will learn from the reading material .
- ❖ During – reading activities (or while – reading) allow students to focus on the features or aspect of the text to understand it better and deal with it as if it was written in their first language ,so students will be able to confirm prediction about content, outcome reason...,

gather information about character , events ideas ... , organize information as relationships, causes and effects....,

- ❖ A lot of activities that you can use while reading deal with the plot, the main idea, literal questions, inferring meaning using context clues.
- ❖ You can ask them to code the text i.g they can use the margin marking, so they can place a question mark next to the statement they don't understand or an exclamation mark next to an idea that surprises them.
- ❖ You may read a paragraph and ask students to have conversation between two of them or among them in order to clear up any confusion they might have (student-to-student conversation)
- ❖ You can add to this scanning the text for specific information in the same manner as setting , characters, events , plot.
- ❖ Post reading activities are as many as student could get information as well as amusement.
- ❖ What about if the setting is not stated in the text directly and clearly??
- ❖ By looking for and gathering more information for example :
- ❖ If the text is about animals, then animals word could be discussed here among the students themselves through group works , games , or activities to conclude the predicted setting .
- ❖ Another example is when we ask for more details about the characters or other elements of the story. So going deep in the meaning or text content is analysis that will make relationship through ideas, connection between own concepts and the read one, predictions for some outcomes, inferring causes and effects for some events, and at the end could express their feeling or attitude towards the reading material with its characters, events, visuals.
- ❖ Your students often finish reading, close the book, and don't think about it again struggling analyzing ideas facts, concept, and themes or could not find a logical relationship among them:
 - ❖ **The following activities can be used to help student analyze concept for deeper understanding of ideas, and organize information for later retrieval .**

Activity1: Stand up/Sit down



- ❖ You can use this Activity to help students learn to differentiate between similarities and different of reading concepts:
- ❖ Read aloud with the students the below text or other text from their book.
- ❖ To help your students understand the differences between city life and country life you can give examples of each and have the students stand up if it's city life and sit down up it is country life.

- ❖ Students will grasp the concepts while getting their blood flowing-helping them stay alert and overcome their difficulty as they are playing. If you want to maintain your students' current energy level, ask them to put their thumbs up if they agree with city life or thumb down if they disagree.


❖ **Time : 15 minutes**

The text :

**10 Lines on
Village Life vs City Life**

- 1) Life in village and city both have their own importance.
- 2) Life in the village is totally different from city life.
- 3) Village life is very peaceful away from all the chaos of the city.
- 4) There is lack of facilities in villages.
- 5) People in villages mainly depend upon agriculture.
- 6) Villages are blessed with natural beauty.
- 7) The level of pollution is very less in villages.
- 8) City life is considered more comfortable than village life.
- 9) It is because there are different facilities available.
- 10) City life is highly competitive and full of chaos.

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Activity2: Response Cards

- ❖ This is a great way to mix things up a bit.
- ❖ Have students create a stack of typical responses such as: agree/disagree, true/false, yes/no, multiple choices options, before/after, greater than/ less than, and everyday emotions.
- ❖ Create their responses on cards of their own.
- ❖ You can have them use the cards to respond in various settings.
- ❖ Read a text from their textbook, together as a class pause, and ask your students what the character is feeling right now.
- ❖ The student then selects one of the everyday emotion cards from their personal stack of cards and lifts it up to answer the question.
- ❖ Students may do this individually or as they are in groups.

❖ **Time : 15 minutes**





Prior Knowledge

- ❖ Prior knowledge is what the learner gather or learn before entering the class about a specific topic . Prior knowledge can help students understand new knowledge on one hand, and can help teacher connect with learner on other.
- ❖ Prior knowledge can be activated by teacher or a peer engaging with a student or by the self that is the student engaging independently in activities .

"Activating prior knowledge is like preparing soil before sowing the seeds of knowledge"
said Profaner Jim Cummins

Activity 1: Think- Pair – Share



- ❖ This activity allows students to pause and process what they knew about the topic they are learning.
- ❖ Before reading a text ask your students questions about what they know about the topic. For example, "Winter Season".
- ❖ Students must first consider the questions by themselves .
- ❖ After giving them time to think , have them discuss the question with a partner.
- ❖ Once they discussed the questions and their prior ideas about the topic , invite students to share their answers with the class.
- ❖ By giving them this time to process , you enable them to be more engaged in their learning.
- ❖ Then read the text with them and check the connection between prior knowledge of each partner and the new information in the text .
- ❖ **Time : 15 minutes**

10 Lines On Winter

1. Winter is very cold and Chilly Season
2. The Wind becomes soft & cool.
3. People wear warm clothes and drink hot coffees
4. Many people like adventure, trekking & picnic in winter.
5. Winter season gives us many fruits like apples, oranges, papayas etc.
6. Apart from fruits, many great fresh vegetables like raddish, carrot, onion, turnip etc grow in winter.
7. In high hilly areas, there happens rain and hailstorm in winter season.
8. Due to heavy rain and snowfall the routine life gets disturbed.
9. The normal life like schools, offices, business etc become impacted.
10. Winter is a blessing, it is infact very necessary for us



Activity2:

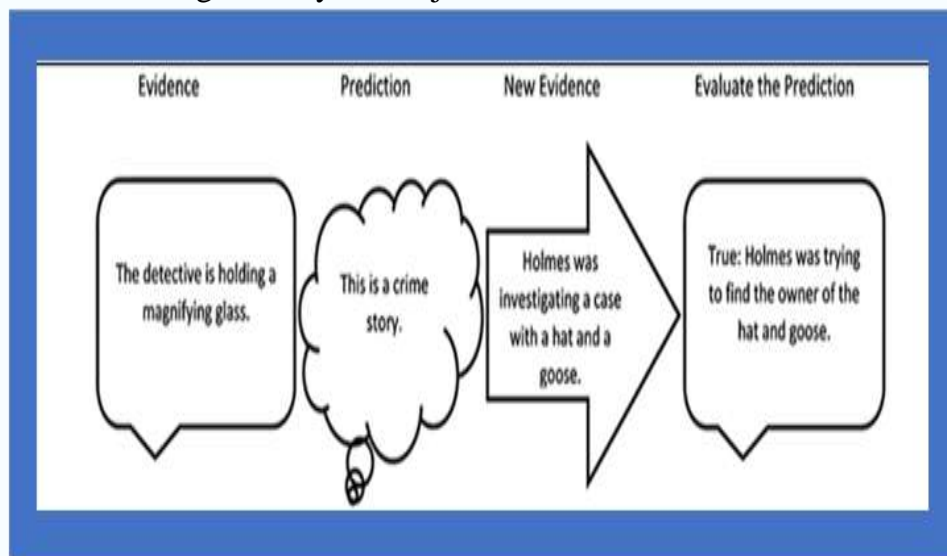
- ❖ Write a topic on the board in a circle with branched bubbles.
- ❖ (for example: Life in the Sea.)
- ❖ Ask the class to make two rows facing each other.
- ❖ Then encourage your learners to ask each other what they know about the topic .
- ❖ Warn them that they only have 60 second to do so and provide them with enthusiasm.
- ❖ Once the 60 seconds are up, one of the rows rotates.
- ❖ So, each learner has new partner
- ❖ Repeat the process several times.
- ❖ Collect their prior knowledge from each partner and fill each bubble surrounding the topic circle.
- ❖ **Time : 15 minutes**



Prediction:



- ❖ Prediction is a statement that is a guess about a story as what may happen in it, or what kind of story it may be, or even what the end of the story may be.
- ❖ Then evaluating the predictions is an important part of making sure that the meaning of the read story has been understood.
- ❖ This has big benefits for the student him/herself, since it will help him/ her pay attention more to information read, look for details, and check comprehension.
- ❖ Making and evaluating predictions graphic organizer is helpful where the evidence box is the evidence that makes us guess from the story, the think bubble is our prediction, the arrow is the new evidence that we get as we are reading the story and last box is evaluation whether our prediction is correct or not.
- ❖ In addition to this organizer, you can join students in some activities.



Activity 1 : Play Prediction of Kings and Queens.

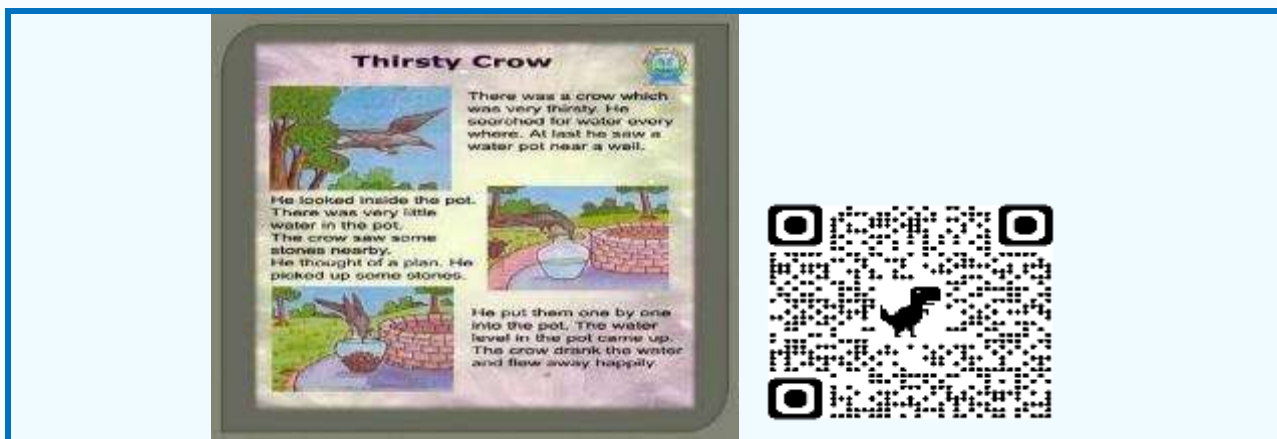
- ❖ Make this friendly competition for predictions which your students will love a lot.
- ❖ Before reading or even during reading a text , ask students to stop and make prediction about: what a character will do, how a character will act, how an event will turn out, what an outcome of a situation will be.
- ❖ Once you've brainstormed some predictions, have students vote on which one they think will be true.
- ❖ Have students sit in “ teams” according to their predictions.
- ❖ Then read the story and check which prediction was right.
- ❖ You could let the winning group do a happy dance, or if you could give them paper crowns and make them kings and queens of the day.
- ❖ You may use prediction teams to make predictions about the outcomes of a science experiment or have students make prediction about daily or a school event .
- ❖ **Time : 15 minutes**



Activity 2: Prediction From Pictures or Title

- ❖ Select three or four pictures that are related to the topic of the reading (Thirsty Crow.)
- ❖ Ask the students to make small groups and give each group a copy of the pictures.
- ❖ Students should work together to connect the pictures and try to guess or predict the content of the reading material.
- ❖ Ask each group to take turn presenting their ideas.
- ❖ You can ask the small groups to predict their knowledge of the topic after giving them just the title.
- ❖ Students can share their ideas with the other group.
- ❖ **Time : 15 minutes**

The text : Thirsty Crow



Cause and Effect



- ❖ 'Cause and effect' is a hard concept for children.
- ❖ It seems that students are always mixing up the "What happened" and "Why it happened".
- ❖ Some will look for what is listed first in the text and assume it is cause.
- ❖ You can teach cause and effect by role-playing.
- ❖ Ask your student to role play the cause that is found on the role play card.
- ❖ He/she must read to the class what is on the card (cause / effect) and then has to role play the opposite.
- ❖ For example, if the card says the cause: "You were jumping on the bed" role play the effect.
- ❖ Student would have to guess what the effect of the cause is.
- ❖ Students may also role play both.
- ❖ Through hooking your students on cause and effect, they will engage in conversation for multiple effect to a single cause.



- ❖ You may download them freely
- ❖ After creating the cause and effect sentences , create a chain with paper clips and post its notes where each the causes and the effects have their own colors in order to flip them around , so the effect was first, and they could understand better after reading them.



Activity (1)

- ❖ All of these causes and effects are related to the student's life ,what about the story read?
- ❖ You can use “ if... then.. method”. “ if” is the cause and “then” is the effect. for example :
- ❖ the story says:
- ❖ If Mohammad works very hard, then he will pass the exam easily “.
- ❖ Therefore “Mohammad works hard is the cause and he will pass the exam easily is the effect. It was listed in the story as “ Mohammad passed the exam easily since he worked very hard.
- ❖ Ask your students to put it in the “ if... then” method to see if it makes sense: if Mohammed passes the exam easily, then he will work very hard, doesn't make sense implies the cause is not always listed first.
- ❖ You can use cause - and - effect anchor charts that help you introduce the concept to the students, then expand on the knowledge to improve Reading comprehension .You will have a lot of examples on this source : Nicole Marshall / Pinterest.



Activity (2) :Find your Match

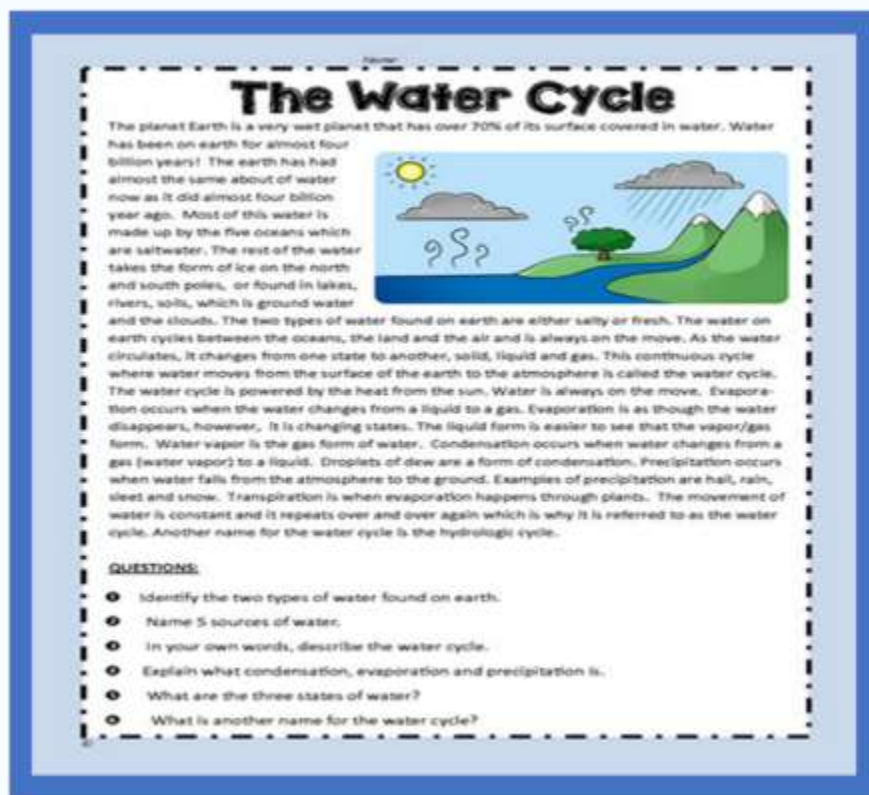
- ❖ This activity gets your students up and moving.
- ❖ Create cause and effect card matches that correlate to story lines in the textbook or to the given text below.
- ❖ For example, your card matches might include the following concepts taken from the text.

Water Cycle

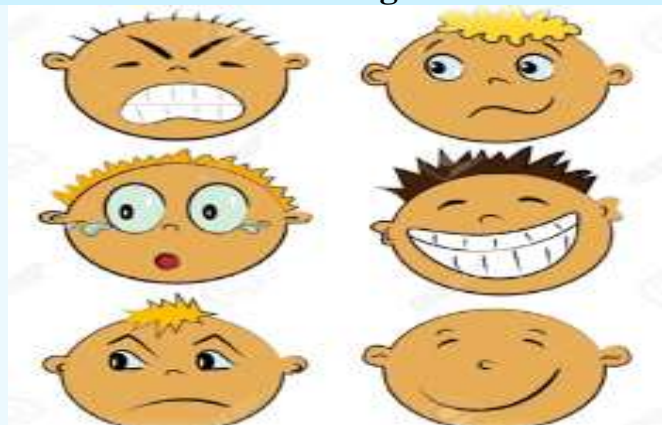
Causes	Effects
<ul style="list-style-type: none"> ❖ Earth has 70% of its surface covered with water ❖ The water circulate ❖ Water changes from liquid to gas ❖ Water evaporates ❖ Water changes from gas to liquid ❖ Condensation occurs ❖ Water falls from atmosphere to the ground 	<ul style="list-style-type: none"> ❖ The planet earth is very wet ❖ It changes from one state to another ❖ Evaporate occurs ❖ Water disappears ❖ Condensation occurs ❖ Droplets of dew are formed ❖ Precipitation occurs

- ❖ Hand out one card to each student in the class and then ask him/her to get to and find the other student with the matching card.
- ❖ You may divide the class into 2 teams one for causes and the other for effects.
- ❖ They have to check for their matching card whether it is cause or effect after reading the text aloud for them .
- ❖ The team who will find the matching cards first is the winner .

Water cycle



Personal Feeling or Attitude.



- ❖ Telling about feelings and attitude is an important part of fourth grade.
- ❖ Teach them how to recognize and name them, how to talk about them, and how to pick up on the feelings of others as the characters in the stories they are reading.
- ❖ You can use the “Feelings ID “as a starting point – Generate a list of some feelings (happy, sad) and explain that this is a feeling.
- ❖ Give a second example, using a more complex feeling such as excitement or surprise.
- ❖ Ask students to generate others’ feelings, using the events in a story, visual, characters’ emotions, and add them to the list, and display the list for the students on chart paper or with a projector.
- ❖ Then identify feelings as good or not good from the feelings list and have the students give you a thumb-up for good feeling and a thumb-down for the not good one.
- ❖ After that , conduct with them a follow-up discussion including some personal situations when they can give a thumb-up good feeling or a thumb-down bad feeling.
- ❖ Share with them a few simple games and activities to emphasize that.

Activity: How Would You Feel If..



- ❖ Brainstorm some common scenarios that might elicit different feeling, a few examples :
- ❖ Your grandma picked you up after school and took you to get ice cream.

- ❖ Your classmate spilled paint on your drawing.
- ❖ Your mom yelled at you.
- ❖ Your brother wouldn't let you have a turn on the swings.
- ❖ Your friends came to your house to make for you a birthday party and you hadn't an idea about that before.
- ❖ Put the scenarios in a hat and pass the hat around the circle students are sitting in while you play music.
- ❖ When you stop the music, the student left holding the hat should pick out the scenario, read it, and describe how s/ he would feel if the scenario happened to them.
- ❖ The feelings charts hung on the wall can help them.
- ❖ **Time : 15 minutes**

Assessment

- Tell your trainees that after performing the activities , provide students with assignments and exercises related to identify cause and effect relationship in reading such as :

When it comes to a pandemic...



there's no school like home!

Studying at home

Pedro is 12 years old and he's Portuguese. Pedro is a good student and he usually gets good results in his tests and exams, but he now doesn't go to school. The truth is he lives in a big city, where there are many schools, but all the schools are closed. There is a pandemic in the world and children can't go to school.

Pedro studies at home. He's got books, pens and pencils but his lessons are on the computer. Every morning Pedro sits in front of his laptop for three hours and watches and listens to his lessons. His teachers use cameras and interactive worksheets. He can talk to his teachers and the other students in his "class". In the afternoon, Peter often does his homework or he reads History, Geography or Maths books. He always emails his homework to his teachers on Friday afternoon.

All the children are at home at the moment Pedro misses his friends and his teachers but he knows that he has to stay at home. It is all for the best. He hopes the pandemic goes away soon so that he can go back to school and play in the school yard with his friends.

Read the text and say if the sentences are true or false. Correct the false ones:

1. Pedro lives in a big city.
2. He goes to school every day.
3. All the children are at home at the moment because they are tired.
4. Every morning Pedro stays in bed.
5. His lessons last three hours.
6. His teachers use interactive worksheets.

LIVEWORKSHEETS

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

Enrichment Reading Material



- The definition of analysis is the process of breaking down a reading material into its parts to learn what they do and how they relate to one another.
- Literary analysis includes comprehension, interpretation and drawing conclusions.
- Analytical statements can include things like theme, author choices, events, characters, idea, etc.
- It is drawing conclusions about a work based upon story elements and reading parts connections.

Warm-Up Activity



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

Time : 5 minutes

Tell them the following :

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

(1) Grammar	A hand is placing a letter block on the word "GRAMMAR" which is spelled out with letter blocks.
(2) Mechanics	A spiral notebook with a blue cover and the words "MECHANICS OF WRITING" in orange and yellow text.
(3) Vocabulary	A red pencil is writing a checkmark next to the word "VOCABULARY" in black capital letters.
(4) Organization Skills	A yellow clipboard with a blue clip at the top and the words "Organization Skills" written in blue on a piece of paper.

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)

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

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

- ❖ Select your material from magazines, websites, books, ...etc.
- ❖ Your pictures must be clear.
- ❖ Working in groups:
- ❖ Divide the students into groups.
- ❖ Hand the students the worksheet that includes your material (picture).
- ❖ You should not hand them various or different pictures. Give all your students similar worksheets which include similar pictures.
- ❖ Ask the students to look at the pictures carefully.
- ❖ Ask the members of each group to write down the vocabularies based on their close observations
- ❖ Ask the students to write meaningful sentences based on the vocabulary they have written down.
- ❖ Ask them to write three version of the same picture taking into consideration different tenses (present and past tenses).
- ❖ Let each group choose one of them to describe their picture in front of the class.
- ❖ Write down your notices.



<https://tinyurl.com/msr27w29>

- Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1): Tell A Story from a Picture

- ❖ Provide your students with a picture, ask them to observe it, and make a story out of what they see.
- ❖ Let them set the story in the past, present simple, and present continuous.
- ❖ This activity will boost your student's knowledge of tenses, and they can boost their knowledge on how to use them.
- ❖ **Time : 15 minutes**



<https://tinyurl.com/4ykdes27>

Activity (2)

- ❖ Knowing how to correctly use and identify verb tenses is an essential skill for students of all ages and abilities. Even though verb tenses are an important aspect of grammar, they can often be overlooked or seen as boring. The following games are a great way of getting away from the boredom of simply teaching the mechanics of grammar, and getting students actively involved in the learning process.

A Tense Race

- ❖ For this game, you will need to write out a list of verbs on index cards. You can use the following list the first time you play this game.

Am – Came – Run- Swim - Sing- Feel- Want- Make- Hear- See- Go- Smell- Taste- Cook- Drive- Play - Try

The rules of the game are as follows:

- ❖ Put the students into evenly divided teams and ask for a representative from each team to join you at the front of the class.
- ❖ Tell them you are going to read a verb and the student from team 1 has to give you either the past tense or present tense of that verb as quickly as possible.
- ❖ Begin by reading the first index card. Remember, only the student from team 1 may answer. If the student is correct, hand them the card and move on to the representative from team 2, and so on.
- ❖ If a student hesitates or speaks incorrectly, they must sit down and the next representative from their team goes to the front of the class.
- ❖ Repeat this way until every student has been eliminated or you have run out of cards.
- ❖ The winning team will have collected the most cards.
- ❖ To increase the difficulty, try playing the game using irregular verbs or by requiring students to use the past or present tense of the verb in a sentence.
- ❖ **Time : 15 minutes**

Activity (3): Insert the Verb

- ❖ This writing game incorporates creativity and humor.
- ❖ Instruct each student to take out a blank sheet of paper and a pencil, not a pen.
- ❖ Tell them to write one paragraph describing what they have done so far today. When they got up, what they ate, how they got to school, etc.
- ❖ After your students have finished writing, tell them to count the number of action verbs in their paragraph and write the number on the top of the paper. It's important that they only count verbs that involve a specific action.
- ❖ Instruct them to erase all of the action verbs from their paragraph with an eraser or black pen.
- ❖ Tell students to partner up and tell each other the total number of verbs they erased and vice versa.
- ❖ Now, on a clean sheet of paper, each student will write a list of verbs, in order, relating to activities they think their partner got up to that day. For example, if my partner, Sally, told

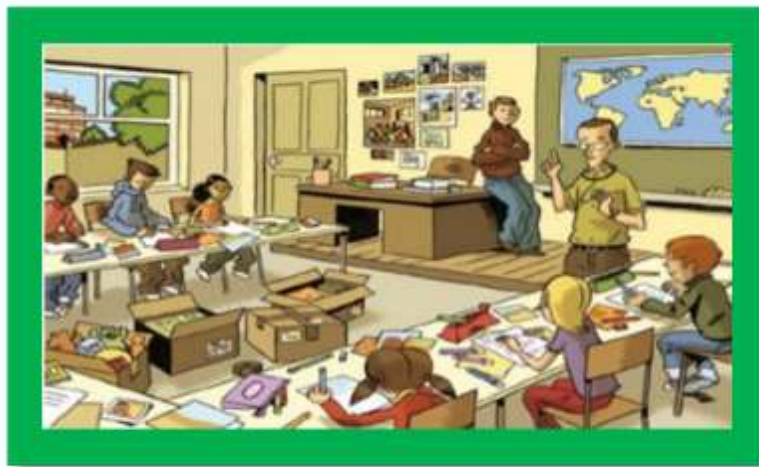
me she had eight verbs, I would write the following list: got up, ate, went, brushed, ran, got on, saw, played.

- ❖ Then, partners exchange verb lists and insert the new verbs to replace the original verbs that have been erased.
- ❖ When the students finish adding the verbs, ask for volunteers to read their paper aloud. Because the paragraphs are about the student's day up to that point, all of the verbs should be past tense.

Use the prepositions of place (on the left, next to, on the right, etc.) correctly

- ❖ Using different activities to help students use and apply the prepositions of place correctly as follows:

Activity (1): Look Around



- ❖ Have pairs of students take turns saying where items in the classroom are without saying the object itself.
- ❖ For example, a student could say, "This object is over the door."
- ❖ The second student guesses which item his partner is describing. "Is it the clock?" If the student gets the answer right, they switch roles.
- ❖ Student (1): Where is the desk?
- ❖ Student (2): It is next to the door.
- ❖ Repeat until you cover the prepositions of place.
- ❖ **Time : 15 minutes**

Activity (2): Questions

- ❖ To practice prepositions of location in question form, have pairs of students work together in an activity similar to activity one.
- ❖ The first student asks a question about a classroom item using a preposition of location that does not describe the object's correct location such as:
 - ✚ Are the boxes under the desks?
 - ✚ The second student then answers the question.
 - ✚ No, the boxes are on the floor.
- ❖ **Time : 15 minutes**

Activity (3): Where is it?

- ❖ Have students bring an unusual item to class or provide one yourself.
- ❖ Let students take turns hiding the object in the classroom while the other students close their eyes.
- ❖ Once the student is back in his seat, his classmates ask questions using prepositions of location to try to locate the item.
- ❖ The student who hid the object answers their questions until someone guesses correctly. The student who guesses correctly gets to hide the item for the next round.
- ❖ **Time : 15 minutes**

Using Game-Based Learning helps students overcome any difficulties in prepositions of place

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

Game (1) : The Classroom Ghost: Prepositions of Place



- ❖ Inform your students that you have some bad news; there seems to be a mischievous classroom ghost.
- ❖ Things are not the same as they were when you left the room yesterday. Some items are now in different positions, but you can't remember what was where, and you need their help.
- ❖ This game takes some preparation. You will have to move some things around.
- ❖ For example, you could place some books under a student's chair, put a marker pen on the windowsill, put the clock on the teacher's chair, and put the CD player behind the door, and so on.
- ❖ Put students into pairs to make a note of what the "ghost" has moved around and ask them to use "prepositions of place" to make sentences.
- ❖ **Time : 15 minutes**

For example:

The bin is in the wrong corner. It should be behind the door.

The books are under students' chair. They are usually on the shelf.

- ❖ You could even assign a secret ghost (one student) to make a few more changes to the classroom objects for the following day, and then review again with your students the next day to check what they remember.

Game (2) :The List: Prepositions of Time and Place

- ❖ It is an engaging team game to bring a bit of competition to the classroom.

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

For example:

- ❖ Team A: We think we can write eight.
- ❖ Team B: We can do ten.
- ❖ Both teams now work closely together to write eight and ten accurate sentences.
- ❖ If both teams accurately produce the number of sentences, they said they could, they are awarded that number of points: Team A gets eight points and Team B gets ten points.
- ❖ If a team gets even one sentence wrong and does not get the number they said they would, they get zero points.
- ❖ If Team A is confident that Team B will not be able to write ten accurate sentences, they can challenge them to list them. If Team B then gets even one sentence wrong, Team A steals their points.
- ❖ **Time : 15 minutes**

Fun Classroom Practice Activities for Possessive Adjectives

Possessive Adjectives Drilling Games

Possessive Adjective Practice Games

My Name Your Name His Name Drawing Game

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



- ❖ "*Your name is Ahmed* " and "*Its name is Goofy*".



- ❖ The game is most amusing if they only have names to choose from when they try to draw, but you might want to have pictures ready that they can at least glance at to help if they are otherwise likely

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

Game (1): Possessive Adjectives

Celebrity Win Lose or Draw

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



- ❖ Divide your class into two teams.
- ❖ Have one person from each team come to the board and let one of them draw a celebrity from the hat.
- ❖ On your go, the two players race to draw a picture of the person on the slip of paper while their team guesses who it is.
- ❖ In order for a guess to count, the players must start it with a phrase such as "His/her/its name is..."
- ❖ Give the artists two or three minutes to draw for their team before calling time. Award a point to any team that guesses the person correctly.



Role play

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



Assessment

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



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

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

Enrichment Reading Material



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

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

Writing Difficulties (Mechanics Difficulties)

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

Recognizing Spelling Homophones

Word Search Puzzles

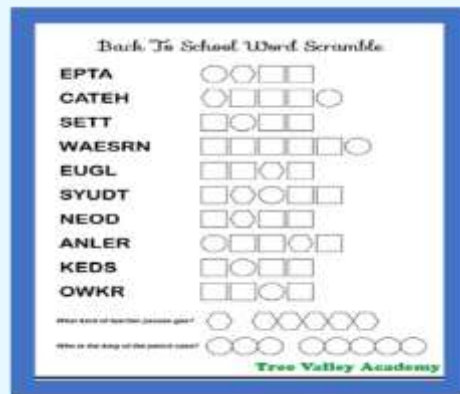
- ❖ Here, you will find a word search puzzle for grade four students.
- ❖ The words used in each puzzle correspond to homophones of grade four.
- ❖ There are 10 words to find and circle by students .
(steel-steal / desert –dessert / tail –tale / accept-except / stare-stair / pair/pear)
- ❖ Give each a puzzle and they have to find words which are hidden either horizontally , vertically or diagonally, in the direction easiest to read.
- ❖ Tell them that there are no back- words .
- ❖ First they have to read the sentences written on the board missing this word and then they have to recognize its spelling and find it hidden in the puzzle in order to come to the board and fill it by the end of the activity. Count the number of found words and recognize your student's difficulty.
- ❖ I have aof my shoes in my cupboard.
- ❖ They in the team,the coach he me.
- ❖ I read aabout a dog with a blond moving.....
- ❖ He used arod to break the window, and passed into the house tomoney.
- ❖ Sand is foras sugar is for.....
- ❖ Weat him as he is walking down the.....



Identifying Syllables Division Spelling

Word Scramble Puzzle

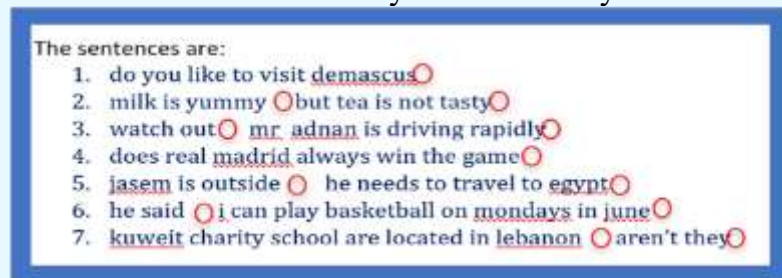
- ❖ Students will need to unscramble the given words.
- ❖ When all words are unscrambled they will discover a mystery message (the answer to a joke)
- ❖ There are 14 words with syllables divisions spelling.
- ❖ Ask your students to unscramble the words and fill in the squares besides.
- ❖ If your students struggle, you can say verbally the word for them, and they have to write the letters in their correct order, depending on their syllable division.
- ❖ Students have to know many or lot of the words in order to discover the mystery message below.
- ❖ If the students fail, then count the words undone or done wrongly and discover your student's difficulty.
- ❖ The words are :
- ❖ Studies , homework ,notebook, subject , learning ,backpack ,finished ,project ,ruler, studying, educate ,classroom:"
- ❖ The mystery message "It went back for seconds"



Punctuation and Capitalization)

Knock Off

- ❖ Have your students stand up and make a line across the room.
- ❖ Write sentences missing capitalization and punctuation marks on the cards that you put with face down.
- ❖ Ask your student to turn the card and provide the missing capitalization and punctuation.
- ❖ If s/he is correct s/he will tape the student to their left or right to take his /her turn.
- ❖ If the student answers the card incorrectly, he must continue with another card.
- ❖ Count the cards s/he doesn't answer correctly and discover your student's difficulty.





- Then , start training them on using variety of activities to overcome these difficulties.
- Fourth graders find learning how to spell homophones or affix, syllable words confusing and source of stress.
- But through some strategies, they can overcome that.
- Provide students with individual word lists (out of the full list)that are first a manageable size for students to deal with, and well organized as homophones, affixes, word family.....
- Build spelling context through writing homophones expressions as :

Reading for tales is as wagging for tails.

Eye for see is as water for sea.

Hot for desert is as yummy for dessert.

- Emphasize spelling rules using anchor charts such as suffix spelling rules : Double the consonant (stopper) , drop the final "e" (marker / adorable), keep the final "e"(changeable , useful) , keep the y (joyful or change the y into i (happiness)
- Use anchor charts to review the spelling of some prefixes as shown .
- A homophone spelling is a challenge, and it is important to distinguish while writing.
- You may picture the difference by linking the homophones to a key picture using the same graphemes

Some examples to picture:

- A bear eating a pear and a pair of chairs
- A lettuce leaf with your meat and meeting under a tree

Use suitable words to help determining the correct homophone:

Example :

- There =here
- Their = my
- They're = they are

___ is a dog. **Here** is a dog makes sense – so use '**there**'.

___ dog is here. **My** dog is here makes sense – so use '**their**'.

___ getting a dog. **They are** getting a dog makes sense – so use '**they're**'.

- Teach morphology and etymology associated with words to remember the correct homophone.

Example: two is associated with twelve , twenty

- I hadpens . I had twelve pens □ two .
- Too is associated with also or excess.
- I have a pen I have a pen also □ too

To is associated with verb or preposition

I goswim (verb) to

- Overpronounce some silent letters in homophones as knight went out at night
- (You say the word knight with "k" pronounced to help children remember to add k)
- Another example : I will not undo this k-not
- Teach spelling through activities and let students to compare , contrast, conclude and devise strategies to remember the words.



Activity 1: Homophone Mingle

- ❖ Write homophones on strips of paper equal to the number of students .
- ❖ (dear –deer ,see- sea, ate- eight , night - knight)
- ❖ Write sentences on cards (with the same number)but with a missed homophone as:
 - ✚ Ieggs yesterday before going to sleep.
 - ✚ He got thirtyout of forty in math test.
 - ✚ Mymother has a birthday today.
 - ✚ Sevenare running in the rain forest.
 - ✚ Do youthat bird on the tree?
 - ✚ Did you look far in the where the sun sets?
 - ✚ Thatheld a golden sword from the World War II.
 - ✚ I must not stay out late during the



- ❖ Distribute the paper strips everywhere in the classroom and give randomly the cards with sentences to each of your students .
- ❖ Students will have one minute to look for the correct homophone word or strips that match with the sentences cards.
- ❖ Play music, when music stops, let each student present his cards with paper strips.
- ❖ Let students correct to each other when they are mistaken.
- ❖ **Time: 15 minutes**

Activity 2: Pair the Pear

- ❖ To make an anchor chart with your students about homophone, try this activity.
- ❖ Give each student a paper card with a homophone on (just cut some of the cards pictured below)
- ❖ Ask students to walk around the room to find their matching pair, or matching pear
- ❖ Have partners discuss the difference in spelling and meaning of words with the examples on each. Help discuss that with them.
- ❖ Then give them one of the differentiated recording sheets to record the homophones and write a sentence for each!
- ❖ You can ask students to choose a pair of homophones , then give each student a paper copy of " pair of " pears "
- ❖ On each of the pears, have them use each homophone in a sentence that shows the meaning of the word with its correct spelling.
- ❖ Ask them to display these pears on a bulletin board after checking their correction with the students when they go look at the bulletin board if they need help with spelling particular homophone.
- ❖ **Time: 15 minutes**



Activity 3 :

- ❖ Divide the class into groups of pairs.



- ❖ Read the words for each pair showing syllables division e.g :

Dis/ co /ver

Com/po/si/tion

Bas/ket/ball

In/te/res/ting

- ❖ One of the students will start writing the word on the paper by adding just one syllable. The next one adds the next syllable. Each student will use a different colored crayon.



- ❖ If one is not writing the syllable correctly the other will correct with his/her own color.
- ❖ Complete telling the list of spelling words, and then check the colors each part of word has.
- ❖ **Time: 15 minutes**
- ❖ The one who wrote the more syllables correctly is the winner.
- ❖ You may give student individually cards with words but leaving a blank space or two for key syllables ,your students will have to put in correct syllables :

Examples:

Won/_ _ _/ful

Beau/_ _/ful

Capi/_ _ _ _

Ex/_ _/ting

Am/use/_ _ _

Activity 4 :Spelling Tree



- ❖ Start your activity with Bingo game
- ❖ Provide students with bingo boards that features words having prefixes and suffixes.
- ❖ Each square contains a number.
- ❖ Tell your student the clues that go with the word for example "to heat again"
- ❖ Students must figure out the words "reheat"
- ❖ Spell it separating the prefix or suffix from its main root.
- ❖ On the wall, there has been a prepared Word Tree Bulletin Board made from butcher paper with a large trunk and branches to the left and to the right (This will provide a visual of the position that prefixes, and suffixes have around a base word.)
- ❖ When students recognize the word "reheat", s/he has to write the root word "heat" on the tree trunk, and the prefix "re" on the left branch of the tree.
- ❖ Whereas if the clue of the bingo was "without a place to live" (home) and the word is "homeless" the student will write the root word home on the tree trunk and the suffix "less" on the right branch of the tree to show that it comes on the right side of the word
- ❖ Continue playing this game with your student until they fill all the boxes and then on the other hand, students can always refer back to this tree through - out the time to practice spelling using the list developed.
- ❖ **Time: 15 minutes**



Mechanics : Punctuation and Capitalization.



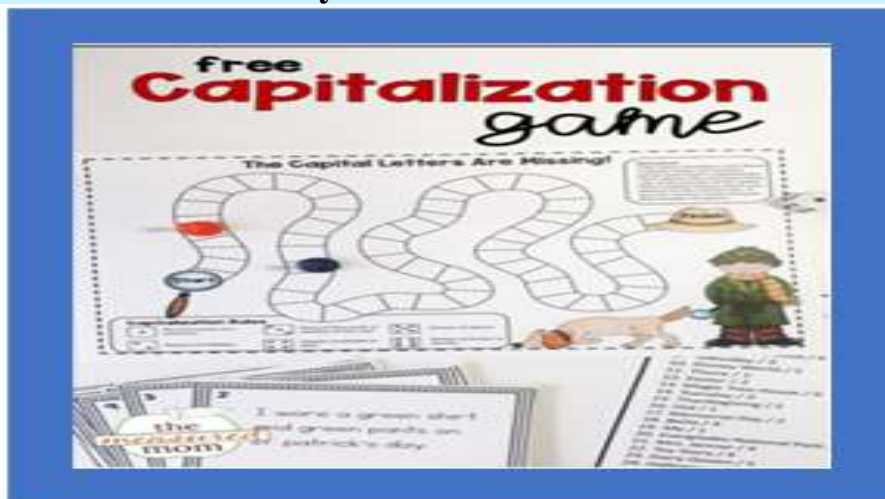
- ❖ Using correct punctuation and capitalization is essential in developing good writing skills for your students, and then knowing how and when to use the correct punctuation when writing.
- ❖ For them, the way to practice an exercise of substituting different punctuation marks with action or sounds is important.
- ❖ For example, when the sentence needs a full stop ; bang on the table , a comma clap, a speech mark : click the fingers , an exclamation mark : raise a high five , a question mark : twist the hand . They will practice the natural rhythm and pauses of spoken sentences.
- ❖ After that ask them to punctuate and capitalize undress sentences from their reading text, and then compare them to way they are written in the text:
- ❖ (You must be sure the students have understood the concept)
- ❖ When reading aloud and before coming to the writing process, emphasize strong emotion, pauses and come to a complete stop at the end of each sentence. .
- ❖ Hang punctuation and capitalization posters or anchors on bulletin boards for easy reference. Use a variety of punctuation and capitalization in morning messages and in writing activities.
- ❖ Encourage peer - checks and self- checks for punctuation and capitalization in daily journal writing. This will help students to become more aware of their own punctuation and capitalization errors, as well as their skills. Use punctuation and capitalization task cards as a fun way to practice as a whole class activity .
- ❖ Use this video to emphasize learning punctuation and capitalization
<https://youtube.com/watch?v=9viVfE5Yq6s&feature=share>



Activity 1

- ❖ Divide the students into two teams .
- ❖ On the board write out series of sentences that all run together :
 1. my teacher is reading a story a bout cinderalla
 2. we live in tripoli the second capital of lebanon
 3. do you buy card picture and posters
 4. wow it is an amazing day to meet messi
 5. i will ask him what do you do Mohammad Salah to win the game
- ❖ The first student in a team to buzz the bell when you raise a hand up , will suggest corrections.
- ❖ A correct guess gives that team a point.
- ❖ After they finish all the sentences on the the board, ask each team to come up with four sentences without either capitalization or punctuation marks.
- ❖ In turn each team will write own sentences on the board for the other teams to correct.
- ❖ The team that has the best correction wins.
- ❖ **Time: 15 minutes**

Activity 2: Race the Game Board



- ❖ Create a game board and a set of empty cards.
- ❖ At the bottom of the card are six capitalization rules , each corresponds to a number on a dice.
- ❖ Divide the students into 2 groups : "The red team "and " the blue team".
- ❖ Take turns throwing the dice.
- ❖ Ask students to check the number matching at the bottom of the board and choose a card to write his own sentence applying the rule for the matching number concerning capitalization.
- ❖ His/her sentence will consider wrong if it lacks correct punctuation.
- ❖ If her/his sentence is correct, s/he will move ahead according to the number of the thrown dice.
- ❖ The team, who will reach the "finish hat" first , wins.
- ❖ Ask your students to hang the correct sentence on the bulletin board as a reminder for capitalization and punctuation.
- ❖ For more challenging activity, ask your students to write their own paragraph using the rules down.
- ❖ **Time: 15 minutes**

Assessment

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



HOMOPHONES



Read the sentences and circle the correct word

1. I saw a _____ on the flower. be bee
2. The wind _____ the leaves. blue blew
3. I will _____ my friend at the game. meat meet
4. He will play the _____ in the second play. role roll
5. What did you _____ at the store? buy bye by
6. It would be nice to have _____ in the world. piece peace
7. It will be a _____ day today. fare fair
8. You should never _____ to your parents. lye lie
9. Do you like to eat _____? beats beets
10. I have _____ that movie before. scene seen

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

Enrichment Reading Material

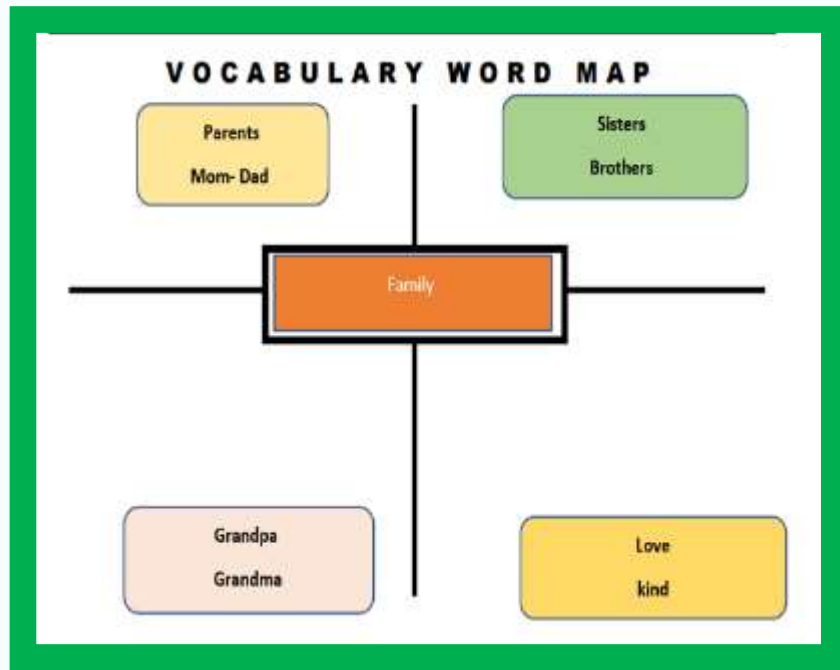


- ❖ Spelling, the art of correctly assembling words from their letters, is one of the essential components of successful writing. Being confident at spelling leads to confidence in all parts of writing .
- ❖ The ability to recognize the links between word of the same root and understanding word relationships has been proven to aid all the English skills.
- ❖ Research has found that spelling, reading, and comprehension skills are all closely linked. When it comes to writing spelling, punctuation, and capitalization are particularly important to make writing grammatically correct and joyful to read . Punctuation and capitalization help make the written messages meaningful and clear as well as telling the reader how to read the written sentences and understand the purpose of writing them.

Writing Difficulties (Vocabulary Difficulties)

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

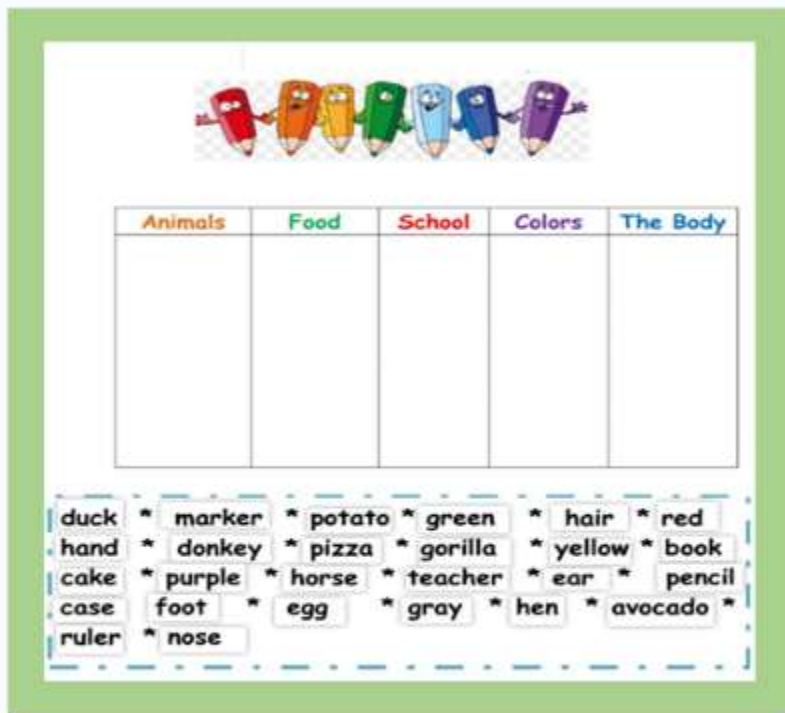
Make a Word Map



- ❖ Introduce the vocabulary word and the map to the students.
- ❖ Put the target word in the central box.
- ❖ Ask students to suggest words or phrases to put in the other boxes which answer the following questions: "What is it?" "What is it like?" and "What are some examples?"
- ❖ Encourage students to use synonyms, antonyms, and a picture to help illustrate the new target word.

Remembering Words

- ❖ Introduce the following picture to your students.
- ❖ Ask them to look at the pictures and try to activate their prior knowledge about the words.
- ❖ Ask them to put each word in its appropriate place .



Use suitable words for describing pictures



- ❖ Introduce the picture to your students.
- ❖ Divide the students into groups.
- ❖ Ask them to look at the pictures and write the words they know.
- ❖ Ask students to write the words in a list and discuss it with their groups.

- Then , start training them to use a variety of activities to overcome these difficulties.

Game Based Learning

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

Here are some examples of games and activities , teachers can use to help students to remember and use vocabulary .

Game (1):Last Man Standing



- ❖ This game is fast-paced, but gives students some time to think. It also encourages peer learning, as students are picking up on words they hear others speaking.
- ❖ To play the game, grab a ball and have all the students form a circle.
- ❖ Name a category or theme, such as things found in a kitchen, food, animals, and so on.....
- ❖ Begin by tossing the ball at a student, he will shout a word related to the theme and throw the ball to another student. As each person catches the ball, they need to come up with another word that fits the theme. If they repeat a word that has already been said or can't think of a new one within a few seconds, they are out and must sit on the sidelines.
- ❖ Take things up a notch with a different version of "Last Man Standing." Instead of naming a theme, each student gives the next student another theme. For example, you might start off with "something red." The first student to catch the ball could say "strawberry" and then choose another topic and throw the ball to the next student. This makes the game much more difficult, since students cannot think of a word until they know what their theme is.
- ❖ **Time : 15 minutes**

Game (2): Charades



- ❖ Charades is quite similar to Pictionary, but it uses actions to communicate the secret word in place of photos.
- ❖ This is a great game when class is dragging, and students are falling asleep. Get them up and get them moving.
- ❖ Write down words on slips of paper for students to choose. Verbs are likely to be the easiest, but you can also use more complicated words, provided you are sure most of the students know them.
- ❖ Divide the class into two teams and have one student from each team choose a piece of paper and act out the word.
- ❖ The teams must guess the correct word before three minutes run out.
- ❖ For each correct word, that team receives a point. The team that hits ten points first is the winning team.
- ❖ **Time : 15 minutes**

Game (3): Categories

- ❖ Have students draw six columns on their paper and write a category at the top of each column.
- ❖ Choose categories that fit with what students have been studying in class or go with some basics. Popular categories include food, names, colors, furniture, animals, and clothing.
- ❖ Choose a random letter and write it on the board.
- ❖ Give students enough time to write down a word for each category that starts with that letter.
- ❖ Repeat using new letters as many times as you like.
- ❖ **Time : 15 minutes**

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

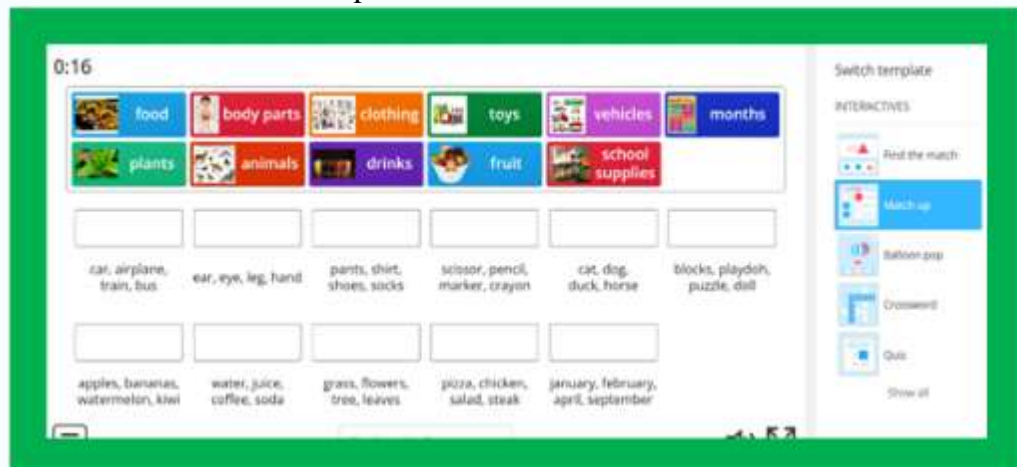
- ❖ Click on the following link : <https://wordwall.net/resource/5432019/categories>
- ❖ After clicking , the game starts , and you will see the following screen :



- ❖ You will be asked to find the match.



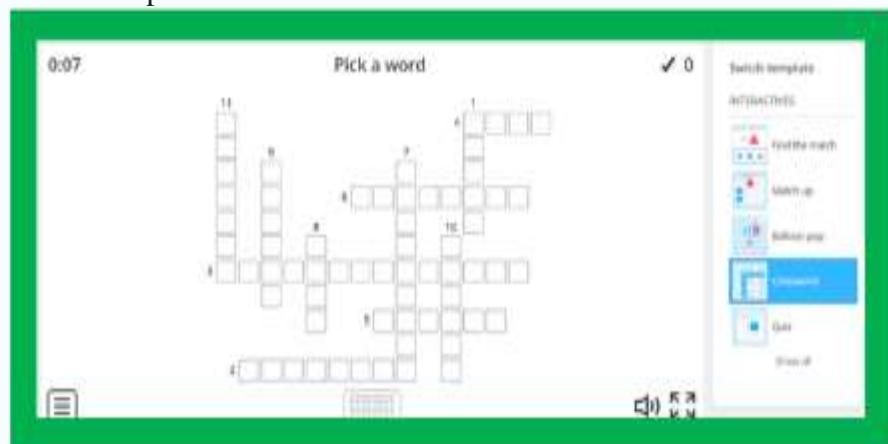
- ❖ Then you will be asked to match up



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



- ❖ The game also includes puzzle such as cross word



- ❖ The game also includes quiz consisted of (11) tasks :



- ❖ Encourage students to practice this game at home .

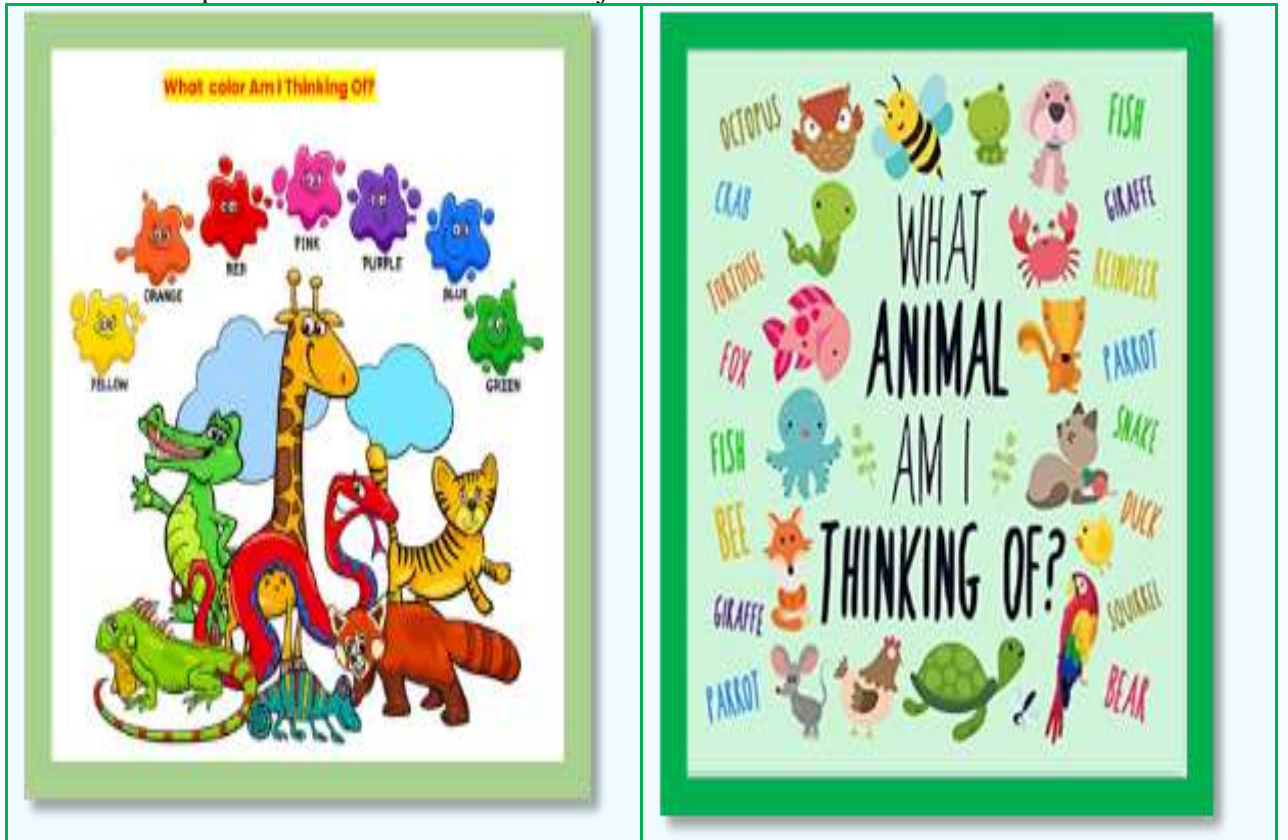
Game (4): Letter Scramble



- ❖ Take a list of words that students have recently learned and write a scrambled version of each on the board.
- ❖ Allow students to unscramble the words on their paper.
- ❖ The first one to finish deciphering all the words wins.

Game (5): What Am I Thinking Of?

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



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

Game (6): Apple Pass

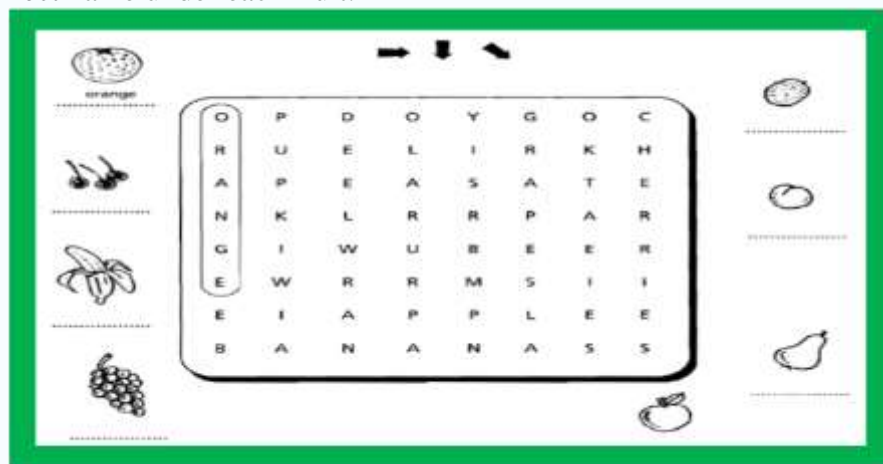


This game aims at helping fourth grade students to remember words.

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

Activity (1) :Fruity Fun

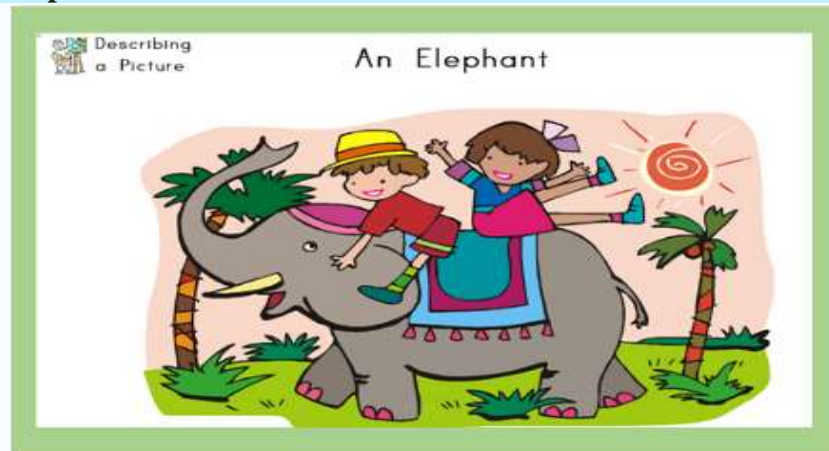
- ❖ Find the fruit in the grid.
- ❖ Write the correct name under each fruit.



What is your favourite fruit?

- ❖ Present different pictures for students and ask them to describe these pictures through writing the words that are related to the pictures or you can ask students to describe the pictures through writing five or six sentences about each picture.

- **Provide different pictures such as:**



Assessment

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

Describing a Picture

A Whale



Make six sentences that describe the picture above.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

https://bogglesworldesl.com/picture_descriptionsyk.htm#google_vignette

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

Enrichment Reading Material

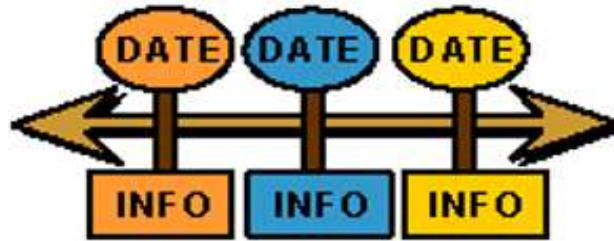


- ❖ One kind of learning through meaning-focused input is vocabulary learning through writing . In order to obtain reasonable comprehension and success at guessing from context, learners would require at least 95% coverage of the running words in the input. Writing and vocabulary knowledge have a strong relationship.

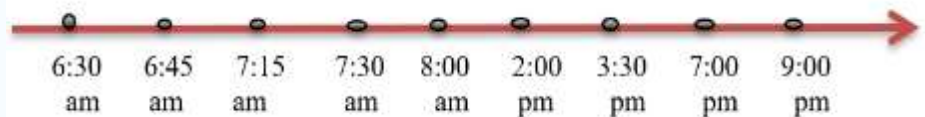
Writing Difficulties (Organization Difficulties)

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

Chronological Order: Chronology of Your Day



- ❖ Use some cards, either picture cards with picture events for the day or flash cards with some phrasal events on.
- ❖ Put a timeline including some exact time on the board as this:



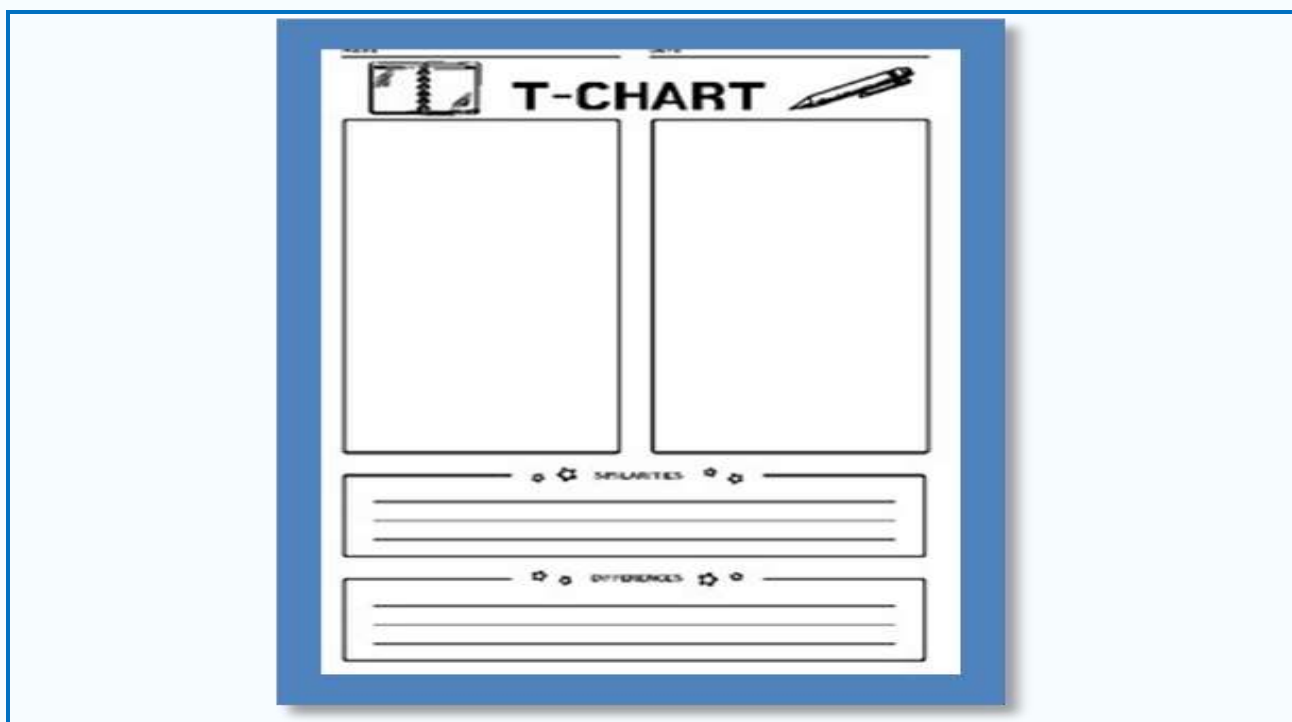
The flash cards contain the following:

Wake up
Shower and brush teeth
Eat breakfast
Go by bus to school
Bell rings and time for going up to the classroom
Go back home
Have lunch
Prepare duties and studies.
Watch TV
Brush teeth and get on bed to sleep.

- ❖ Put the cards in random order in front of your students.
- ❖ Ask them to write the events of their day in a paragraph following the timeline drawn on the board.
- ❖ Check their writing and discover their difficulty.

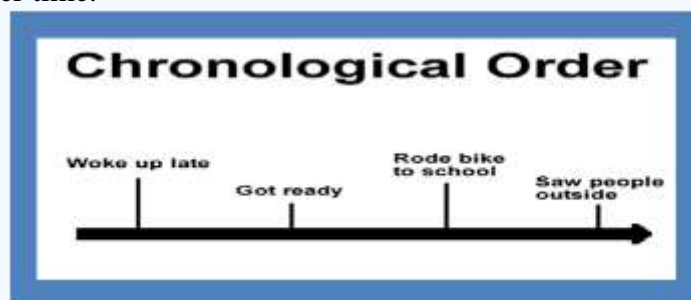
Chart Events : Events in a Chart

- ❖ Now give your students same flash cards with specific events mentioned on their back.
- ❖ Mix them with paper strips holding the events specific time.
- ❖ Ask them to fill the T-Chart drawn on the sheet of paper that you have given them before.
- ❖ Ask them to re- arrange the random flash cards (the events mentioned on) with strips of paper holding the specific time the events happen in.
- ❖ Check their T-Chart and discover their difficulty.



- Then , start training them to use a variety of activities to overcome these difficulties.

- ❖ **Chronological order** is the order in which the events occurred, from first to last, in the order of time when telling a story or writing about non-fiction. It recounts the series of events that happened over time.



- ❖ The easiest way for students to follow what happens is sticking them with chronological time-line of events or history .
- ❖ For example: a timeline for “making cars history” from first invention until this day.



- ❖ You may teach your students chronology of writing a paragraph by a time line when starting a daily activity , a picnic program , a plan for exam preparation, the growth of some animals, art of making something , etc....



- ❖ Use a video and then students use graphic organizer to fill with events they watch in the video.
- ❖ Give chronological orders worksheet for little amusing texts (3 to 4) lines with a time graphic organizer, so that students will compete with each other to fill it within a time as the one shown below.
- ❖ You can give schedule about how to divide your time preparing for the final exam.
- ❖ Through activities they can use calendars to provide example they've seen or had of chronological order events using the dates.



Activity1



- ❖ Print out the following sentences to be easily cut out into sets of sentence strips, each set has a different color to easily separate them when mixed together.
- ❖ Divide the class into teams
- ❖ Give each team the cut up line -sentences.
- ❖ Instruct teams to put the sentence chronological order as quickly as possible
- ❖ Now ask each team to join these in a paragraph that represents the chronological order of the events .
- ❖ **Time : 15 minutes**
- The sentences are :**

- ❖ Planting a garden is not difficult if you follow a schedule:
- ❖ Friday morning, choose an area of yard that has plenty of sunlight .
- ❖ Friday noon , decide on the type of plants you want to grow.
- ❖ Friday afternoon, prepare your garden by turning over the soil or adding fresh , new soil into your garden soil area.
- ❖ Saturday morning , go to the market and buy vegetable seeds or flower seeds.
- ❖ Saturday noon , plant the seeds in the garden .
- ❖ Day after day, after Saturday , water the seeds.
- ❖ Finally watch your garden come to life.

Graphic Organizer:

- ❖ The most important use of graphic organizer is when we talk about chronological order T-charts which represents the time when events took place. It is the most important one for students to fill in and understand better and organize their thoughts.
- ❖ Many students need a visual aid to help clarify chronology of events in the story, and this is the easiest.



Activity 2: Scavenger Hunt



- ❖ Divide the class into two teams.
- ❖ Ask one team to stay outside the classroom and ask the second team to pick, from a story sheet you give them, the main events happened in this story.
- ❖ Ask them to write the events on paper strips and distribute them everywhere in the classroom.
- ❖ Now ask the first team to come and make a scavenger hunt for the events and arrange them on the graphic organizer (T-chart) and write them on the board in 1 min duration.
- ❖ For a more challenging activity, ask them to form a paragraph from this graphic organizer.
- ❖ **Time : 15 minutes**
- ❖ Suggested story events:

Name: _____

A Walk to Grandma's

Directions: Read the story below.
Write numbers to order the sentences correctly.



Last Saturday, Jean and her brother, Carl, walked to their Grandma's house. On the way, they stopped by the fruit store and bought an apple each, and ate them as they walked. While crossing through the park, Carl picked some wildflowers for Grandma. They hopped over a fence and left the park. Jean waved hello to Mr. Harps and helped him catch some newspaper the wind had caught. Finally, Jean and Carl arrived at Grandma's house. She came out and gave them both a big hug and a plate of cookies.

_____	Jean helped Mr. Harps catch some newspapers.
_____	Carl picked flowers for Grandma.
_____	Grandma gave the kids a hug and cookies.
_____	Carl and Jean bought and ate some apples.
_____	They hopped over a fence.
_____	Jean and her brother walked to see Grandma.

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Activity 3 : Stair Steps Time

- ❖ Use the following story about “What a Day” to make learning fun.
- ❖ Distribute sticky cards with the specific dates on each step of the going up stair.
- ❖ Start with the late time to the sooner one.
- ❖ Let each student choose a strip and write on it an event happened in the story.
- ❖ Ask them to run when you say "Go" and look for the step, they have to stand on according to the date related to the event.
- ❖ If students missed the correct step, ask them to stay away or to go back to the story and check which time step they have to replace.
- ❖ **Time : 15 minutes**

Name: _____

What a Day!

From beginning to end, Alexander has a rough day!
Cut out the sentences below.
Find eight sentences that tell about the story.
Glue the sentences in order.



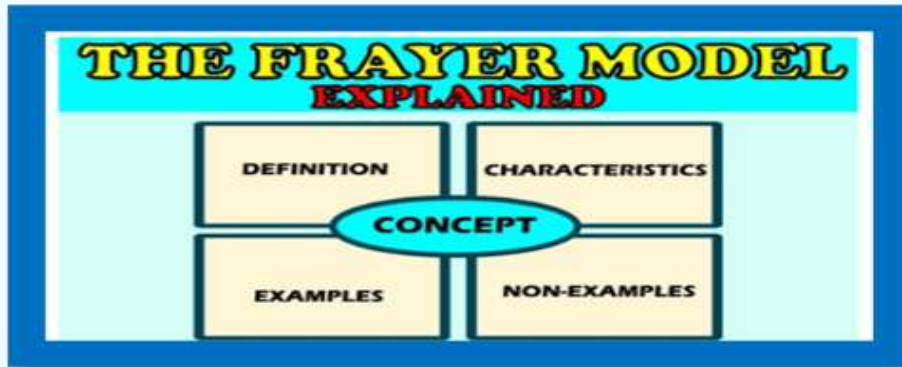

Write the number of the sentence that tells about the story in the order it happened.

1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

<input type="checkbox"/> Mrs. Dickens likes Paul's picture better than Alexander's.	<input type="checkbox"/> Alexander moves to Australia.
<input type="checkbox"/> Alexander's night-light turns out.	<input type="checkbox"/> Paul says that Alexander is not his best friend anymore.
<input type="checkbox"/> Alexander yells at Rick and Anthony on the playground.	<input type="checkbox"/> Alexander wakes up with gum in his hair.
<input type="checkbox"/> Alexander doesn't find a prize in his breakfast cereal box.	<input type="checkbox"/> Alexander finds out that no amount of gum put in his teeth.
<input type="checkbox"/> Alexander finds out that he has a fever.	<input type="checkbox"/> Alexander gets soap in his eyes.

Vocabulary

- ❖ Learning new words is like adding to the writing a word robe.
- ❖ The student's writing becomes much more interesting when there are more options available.
- ❖ To teach students how to connect new words to their meaning and translate that to their writing ,you must first provide students with a variety of learning options to help them build their own word bank.
- ❖ Ask them to use word maps that deepen understanding of a vocab word by relating it to other words and concept students already know .For example: the word "respect" is connected to: character (esteem),action (treat nicely),home (parents),school (teachers).
- ❖ Use with your students Frayer Models where they can, from the definition of the word, can list fact, characteristics, examples and non-examples.



- ❖ You may use a visual association, sketch notes to help students to remember the meaning by drawing sketch that sums up each word.

Graffiti Wall

- ❖ It is important to recognize vocabulary well .It is like collaborated live word wall where you can post the words on the wall so that students can add sticky notes to illustrate the term by using either words or pictures.
- ❖ You may try an online tool "Pad let" or "Google Slides"

Digging deeper teaching resources.com

Activity 4: Personify a Word with Social Media

- ❖ This is one of the vocabulary activities students will want to do over and over again.
- ❖ Assign each student a word and have them create a fake Facebook, Instagram, or other social media page for it.
- ❖ Ask them to draw free hand or post image to a shared Google slideshow so other students can use them for review.
- ❖ Students will check each other's words , on social media as they are engaged in this domain in their homes also.



<https://www.weareteachers.com/vocabulary-activities/>

Activity 5: Act it and List it



- ❖ To make learning of vocabulary more joyful , try this activity with your students.
- ❖ Write some commands including the vocabulary words your students should recognize on cards such as :

Open the door **noisily**.

Walk across the room **cautiously**.

Come to the board **closely**.

Stand up **anxiously**.

Run **rapidly** forwards to the corner.

Mix the cards **randomly**.

Speak to the audience **loudly**.

- ❖ Then ask the students to have a card and act it out or pantomime in front of the class.
- ❖ The other student will try to guess the word or even the expression that the student is pantomiming.
- ❖ Each time a student guesses correctly, points are awarded.
- ❖ Then hand out each student a sheet with two columns next to the word they have guessed.
- ❖ Ask them to label the heading of each column with synonyms, antonym, and definition as well as the word meaning related to each column such as :

Noiselessly = acting without noise

Cautiously # safely

Closely = nearby

Anxiously= angrily

Rapidly # slowly

Randomly = not in order manner

Loudly #quietly

- ❖ Read the antonyms , the synonyms or definition of the given vocabulary.
Students have to write these words next to the same or opposite word to get more points.

Assessment

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



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

Enrichment Reading Material



- ❖ Organization is one of the most important elements of writing process that is often overlooked.
- ❖ An organized writing is clear, focused, logical and effective, so it will be easier to understand the ideas presented in the writing .
- ❖ To illustrate, imagine putting together a bike having all its necessary tools , parts , and directions , it will make the job easier to complete.
- ❖ The same logic is applied to writing when information is well organized.
- ❖ When all the parts are organized in chronological order for example ,it is both easier for the writer to put things together using graphic organizer and for the reader to understand what is presented in that writing.

Mobile apps Activities



Brainstorming Activity

- Ask trainees whether they can use Mobile applications to overcome any difficulties in listening .
- Tell trainees that it's very important to use mobile application to overcome any difficulties in writing such as :



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



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

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

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



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



Independent Practice

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



Time : 15 minutes

Satisfaction Scale

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

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

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

Time : 5 minutes

The End of the First Training Day

The Second Training Day



Session One:

Listening and Speaking Difficulties for Grade Five

Aim of the Session

- Introducing listening and speaking difficulties for Grade Five

Learning Outcomes

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

- Relate content or /and message heard to personal experiences or prior knowledge.
- Recognize compound words containing short and long vowels.
- Discriminate the sounds of English words in listening.
- Infer the speakers tone.
- Pronounce correctly.
- Listen for gist.
- Generate antonyms, synonyms, and definitions for words heard.
- Infer the speaker's tone.
- Recognize the new vocabulary in listening text.
- Guess new words and vocabulary in listening.
- Develop students' listening skills and learning of the new vocabulary in the environment.
- Recognize the difference between single phonemes.
- Orally blend onset-rimes.
- Orally blend syllables.
- Orally blend 2 or 3 phonemes into one word.
- Identify the Initial sound isolation.
- Identify the Final sound isolation.
- recognize individual sounds in a word
- Recognize the word that remains when a phoneme is removed. (Phonemic deletion)
- recognize the same sounds in different words (Phonemic Identity) .
- Recognize a word, in a set of three ,that has an odd sound.
- Listen to a sequence of separately spoken sounds and then combining the sounds to form a word.
- Break a word into separate sounds and count how many sounds they hear.
- Make a new word by adding a phoneme to an existing word. (Phonemic Addition)
- Substitute one phoneme for another to make a new word.(Phoneme Substitution)
- Identify whether words or sounds are the same or different .
- Identifying which word is different.
- Speak confidently without fear.
- Pronounce some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.)

- Pronouncing some English consonant clusters (i.e. .grandfather. often mispronounced .grandfather).
- Pronounce a certain word well.
- Understand the pronunciation of the native English speaker.
- Express their ideas in a conversation without feel speechless in classroom.
- Talk about places.
- Talk about things, objects, books, films, computers, and animals.
- Comprehend basic body language.
- Talk about routine actions.
- Give reasons for anything.
- Offer and request assistance .
- Communicate in English clearly and correctly.
- Express their ideas through using enough vocabulary .
- Produce a rhyming word.
- Increase awareness of words that rhyme and develop knowledge about rhyme.
- Recognize rhyming words.
- Listen and attend to the rhyming strings.
- Talk about words that rhyme and produce rhyming words.
- Listen to a wide variety of rhymes, poems, songs and rhyming stories.
- Join in with rhymes, poems, songs and rhyming stories.
- Complete a known rhyme.
- Supply an alternative rhyming word and rhyme judgment consistently and accurately say if two words do/don't rhyme, select the non-rhyming word from a list.
- Generate rhyming words, supplying a rhyming word for a given word and create a string of rhyming words (including nonsense words).

Topics of the Session

- Listening Difficulties for grade five.
- Speaking Difficulties for grade five.

Training Strategies

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

Learning Resources

Paper Resources :

- Student's Book
- Handouts.

Visual and Audio Resources :

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

Electronic Resources:

- Mobile applications
- Computers
- YouTube Videos and Websites

Additional Resources

- Common Classroom materials

Evaluation Techniques

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

Time : 120 minutes

Warm-Up Activity

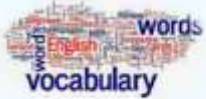


- Based on the scope and sequence matrix we covered on the first training day , ask trainees about the dimensions we will cover in listening .

Time : 5 minutes

Tell them the following :

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

<p>(1)</p> <p>Phonological Difficulties</p>	
<p>(2)</p> <p>Listen for Gist</p>	
<p>(3)</p> <p>Vocabulary</p>	
<p>(4)</p> <p>Sound Discrimination</p>	

Brainstorming Activity

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

Listening Difficulties (Phonological Difficulties)

- First, tell your trainees to apply the methods of recognizing students' learning difficulties in listening in order to identify and discover students' learning difficulties in Phonological Difficulties

First Method :Practice the Morning Routines Verbs

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

Activity (1)

Sing **"The Morning Routines"** song.

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

Activity (2)

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



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


Assessment

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


- ❖ Listen to the audio and answer the following exercise:
- ❖ It is available at the following link: <https://www.liveworksheets.com/im2726131gn>

PART . LISTENING


Question 1. Listen and number. ▶ ●




A ☐



B ☐




C ☐




D ☐

Question 2 . Listen and tick. ▶ ●


1. Where was Tony going in the morning?



A ☐




B ☐




C ☐


2. Where did you go last summer ?



A ☐




B ☐




C ☐


3. How many lesson does Quan have today ?



A ☐




B ☐




C ☐


4. How does Nam practice English ?



A ☐



B ☐



C ☐

Question 3. Listen and complete . ▶ ●

1. What did you see at the zoo ? I saw lots of

2. What did the do when you were there?

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

Enrichment Reading Material



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

Listening Difficulties (Listen for Gist)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in listening in order to identify and discover students' learning difficulties in “ Listening for Gist” .

- ❖ Ask students to watch a story and answer the following questions:
- ❖ What's the subject of the video?
- ❖ What issue are they discussing?
- ❖ What are these people talking about?
- ❖ What's the main idea of video?
- ❖ If students are not able to answer the above questions, it means that they have learning difficulties in listening for gist. The video is available at the following link:

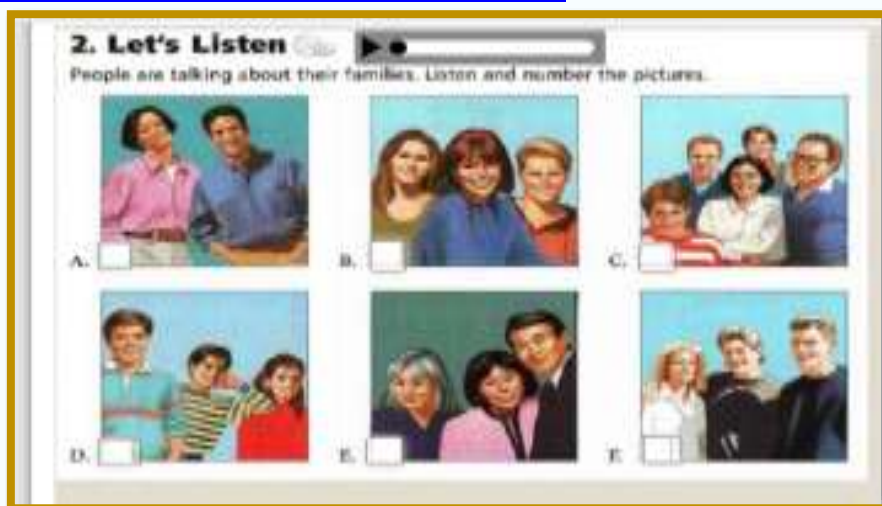
https://www.youtube.com/watch?v=mhvRk_46G_g



- Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1)

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



Time: 10 minutes

Enrichment Reading Material



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

Assessment

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

Listening 1 (Items 1-6) 10 marks

You are going to hear five short texts about holidays.

1. 2. 3. 4. 5. 6.

Click on the listening icon next to the audio player.

Texts	A	B	C	D	E	F
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Click here to listen to Listening 1

Listening 2 (Items 7-10) 10 marks

You are going to hear a text about living in a city.

Listen and complete the table with (Y) or (N).

Texts	Y	N
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>

<https://www.liveworksheets.com/pc1422085es> ▪

- For more exercises , go back to the English guide for Grade Five.

Listening Difficulties (Vocabulary)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in listening in order to identify and discover students' learning difficulties in “Vocabulary” .

Difficulties in guessing new word and learning vocabulary.

Guess What it is



- ❖ Put students into teams of 3 or 4 students .
 - ❖ Then everyone sits and listens carefully to the teacher for a description of something or someone (e.g., “This is a person who works at hospital and helps the ill. : answer: doctor).
 - ❖ (e.g. , “This is a person who works at hospital and helps the doctor. : answer: nurse).
 - ❖ Then each team discusses what they think it is before giving an answer.
 - ❖ You can give the description sentence by sentence, encouraging the students to guess each time, until one group wins.
 - ❖ You can start off with easy clues and slow speech but then choose more difficult words and speak more quickly so the students really have to concentrate.
- Then , start training them to use a variety of activities to overcome these difficulties.**

LISTENING GAME FOR VOCABULARY



- ❖ Use this fun listening game for vocabulary. It is appropriate for small groups of students and one-to-one. There is a variant for larger classes.
- ❖ To play this listening game with a small group, stand in a space with learners around you.
- ❖ Students should be close enough to touch you with an outstretched hand.
- ❖ Using colorful props can add to the fun.
- ❖ For example, tie scarves around you, with each child holding on to the end of a scarf.

- ❖ Although this kind of prop is optional, students love it. You may have two or perhaps three students holding on to the same scarf. Another option is to stand on a square of colored paper with students touching that square with one foot.
- ❖ Students must stay touching you, holding the scarf, or with one foot in the colored square until you say a magic word. When you say that word, try and ‘catch’ one of the students before they escape, releasing the scarf and running away to one of the classroom walls. When students reach a wall, they are safe. For example, tell learners the magic word ‘mother.’ Say ‘father, brother, sister, grandmother...mother!’ When you say ‘mother,’ students run off, and you try and touch one of them.
- ❖ You could try and touch a child without moving from the spot. Alternatively, chase after a child, who must reach a wall, or safe place, before you catch them.
- ❖ **Vary the game by changing the setup.** For example, you may have students seated around you on the floor. When they hear the magic word, they get up and move away to safety. Another idea is to have students stand on one leg while listening for the magic word and then clap and run away when they hear it. If a child cannot balance or forgets to clap before running away.
- ❖ **(Time: 10 minutes)**

The Whisper Game



- ❖ This game is best played with a group of students. For it to be most effective, you will need at least 6 students, so this could be a good game to play in a classroom.
- ❖ Divide students into two teams. Whisper a word to a student, who must then whisper it to the student next to him/her, and so it goes until the last student in line who has to say the word out loud. If he/she pronounces it correctly, the team gets a point.
- ❖ You can use this game through (Whisper a sentence to students).
- ❖ One student begins by whispering a sentence to the next student.
- ❖ They then have to whisper it to their friends and so on until the last student announces the sentence out loud.
- ❖ The first student should write down their sentence so that they can show the other students what they actually said.
- ❖ It can be fun to alternate who comes up with the first sentence and who is the last student that must say it out loud.
- ❖ **Time: 10 minutes**

Assessment

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



<https://www.liveworksheets.com/oz209228vo>

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

Enrichment Reading Material



- ❖ 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.

Listening Difficulties (Sound Discrimination)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in listening in order to identify and discover students' learning difficulties in “ Sound discrimination” .

Beginning , Middle and End Sounds



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

- Then , start training them on using variety of activities to overcome these difficulties.**

Activity (1): Games to Play While Lined Up

Sentence game:

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

Rhyme game:

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

My Turn/Your Turn syllable count game:

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

- ❖ **Time: 15 minutes**

Activity (2): Guess the Word

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



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



❖ **Time: 15 minutes**

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

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

- ❖ Tell the students a word with 1-4 phonemes (sounds), like "top".
- ❖ Have them stand up and touch their head, shoulders, knees, and/or toes as they are saying the sounds in words.
- ❖ For example, the word "cat" would be /c/ (head), /a/ (shoulders), and /t/ (knees).
- ❖ Start with 2-phoneme words, like "at", and as your students experience success over time, add 3, 4, and 5-phoneme words.
- ❖ **Time: 10 minutes**

Activity (2) : Smash the Sounds

- ❖ Smash the sounds is a great phoneme segmentation activity for small groups. For this, you will need playdough. The party favor tubs are perfect for this. Each tub has just enough for a small group activity.
- ❖ **Time: 10 minutes**



Activity (3) :Phoneme Jumping

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

Activity (4) :Bean Bag Sound Toss

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

BEAN BAG SOUND TOSS		
WORD	How Many Sounds Does It Have?	BEAN BAG POINTS
GRAND TOTAL:		

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

I-spy

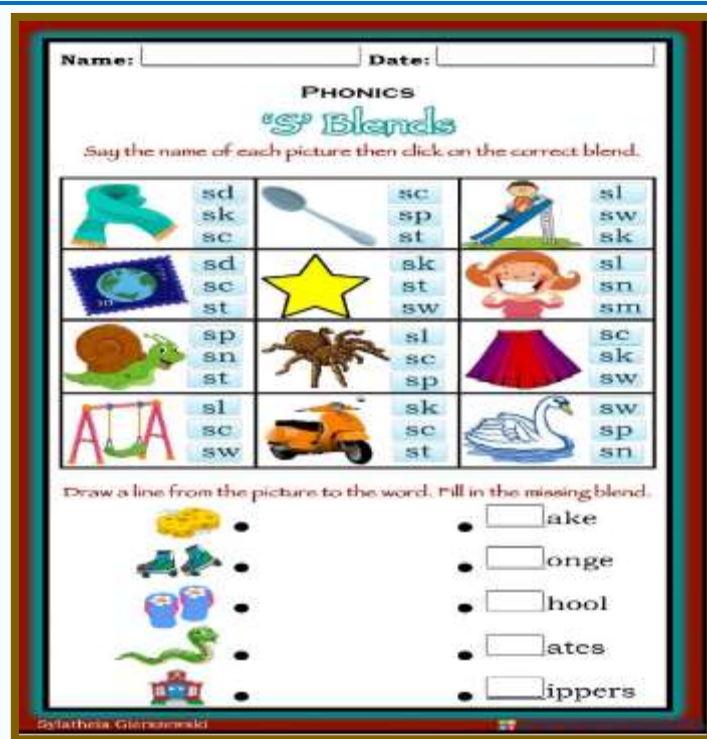
- ❖ Spy is one of the most favorite blending games.
- ❖ Pick an item in the classroom, such as a pen.
- ❖ Then say: “I spy with my little eye a p-e-n.”
- ❖ Ask your students to blend the sounds together to tell you what you see.
- ❖ For example, you can say, I spy with my little eye a c-l-o-ck.
- ❖ Students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

Simon says

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

Assessment

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



<https://www.liveworksheets.com/et2589922us>

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

Enrichment Reading Material



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

Mobile apps Activities



Brainstorming Activity

- Ask *trainees whether they can you use Mobile applications to overcome any difficulties in listening .*
- Tell trainees that it's very important to use mobile application to overcome any difficulties in listening such as :

❖ A mobile free application is available on the following link:

<https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice>



❖ This is a free mobile application to learn vocabulary available on the following link

<https://play.google.com/store/apps/details?id=hh.sez>



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

Learn First Words - Baby



Warm-Up Activity




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

Time : 5 minutes

Tell them the following :

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

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

Brainstorming Activity

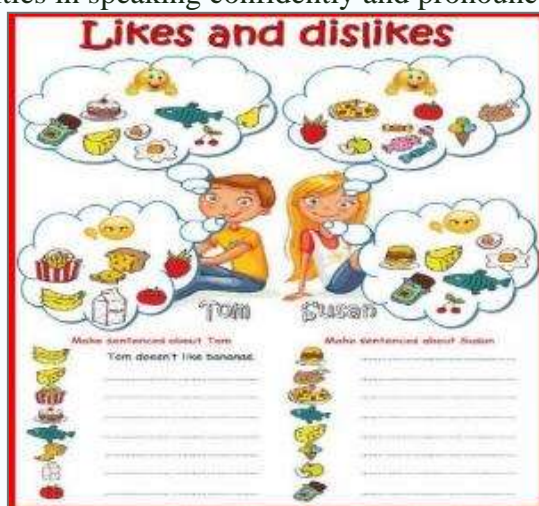
- As a teacher, how can you deal with students with speaking difficulties?*
- What about the activities or methods you use?*

Speaking Difficulties (Pronunciation)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in speaking in order to identify and discover students' learning difficulties in “Pronunciation” .

First Method :

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



- Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1)

- ❖ Teacher shows a video and asks students to listen carefully to the honest cow and the tiger story in order to tell this story in their own words.
- ❖ Teacher asks students to and answer the following questions:
 - ✚ What's the subject of the video?
 - ✚ What issue are they discussing?
 - ✚ What's the main idea of video?
- ❖ If students are not able to answer the above questions, it means that they have learning difficulties in understanding the pronunciation of the native English speaker.
- ❖ **Time : 10 minutes**
- ❖ The story is available at the following link:

<https://www.youtube.com/watch?v=ta5eIcoxyOw>



Activity (2)

Play "Guess Who?"

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



❖ **Time : 10 minutes**

Assessment

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

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

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

FOOD

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



HOBBY

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



FRIENDS

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



ANIMALS

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



BIRTHDAY

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



MUSIC

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



<https://www.liveworksheets.com/sk1499936ye>

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

Enrichment Reading Material



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

Speaking Difficulties (Fluency)

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

<div style="text-align: center; border: 2px solid blue; background-color: #d0d0ff; margin-bottom: 10px;"> <h3 style="margin: 0;">CLOTHES</h3>  <ul style="list-style-type: none"> Has your mother got a black dress? Have you got red socks? Have you got a white T-shirt? Has your father got yellow shoes? </div> <div style="text-align: center; border: 2px solid red; background-color: #ffd0d0;"> <h3 style="margin: 0;">TV</h3>  <ul style="list-style-type: none"> Have you got a favorite cartoon? Has your family got a big TV? Have you got a favorite film? Has your TV got 500 channels? </div>	<div style="text-align: center; border: 2px solid green; background-color: #d0ffd0; margin-bottom: 10px;"> <h3 style="margin: 0;">SCHOOL</h3>  <ul style="list-style-type: none"> Has your school got 4 floors? Have you got a favorite subject? Have you got a favorite teacher? Has your school got a cafeteria? </div> <div style="text-align: center; border: 2px solid yellow; background-color: #ffffd0;"> <h3 style="margin: 0;">FRIENDS</h3>  <ul style="list-style-type: none"> Have you got a friend? Has your friend got black hair? Has she/he got a pet? Has she/he got a car? </div>
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- Then , start training them to use a variety of activities to overcome these difficulties.

Activity (1)

1. Play "What animal am I?" The song that you are going to sing later in the lesson covers two different vocabulary areas: animals and places. At this stage your students should have covered some animal vocab so this can be a review of many of those animals, before class, print out the animal flashcards for fish, cow, bear, camel, bat, duck, goat, hippo. Also add any other animals your students have studied in previous lessons. Start by modeling: look at a flashcard but don't show anyone. Then act out that animal (also doing sounds), for example, walking on all fours saying "moooo!" (for cow).
2. Play "Animals Walk" game Have everybody stand at one end of the classroom. First model: hold up a flashcard of a lion. Shout "Run like a lion!" – Then get down and crawl across the room like

a lion all the time roaring. Then have everyone do it. Then do for all the other animals (e.g. "Stomp like an elephant!", etc.).

3. Do "Zoo Animals Play- doh" You'll need different colored play- doh. Sit down the students in groups and show them how to make simple models of animals. Let everyone make the animals that they want and as they are doing so circulate and ask lots of questions (e.g. What's that? Is it a lion? What noise does a lion make? etc.).

Time : 15 minutes

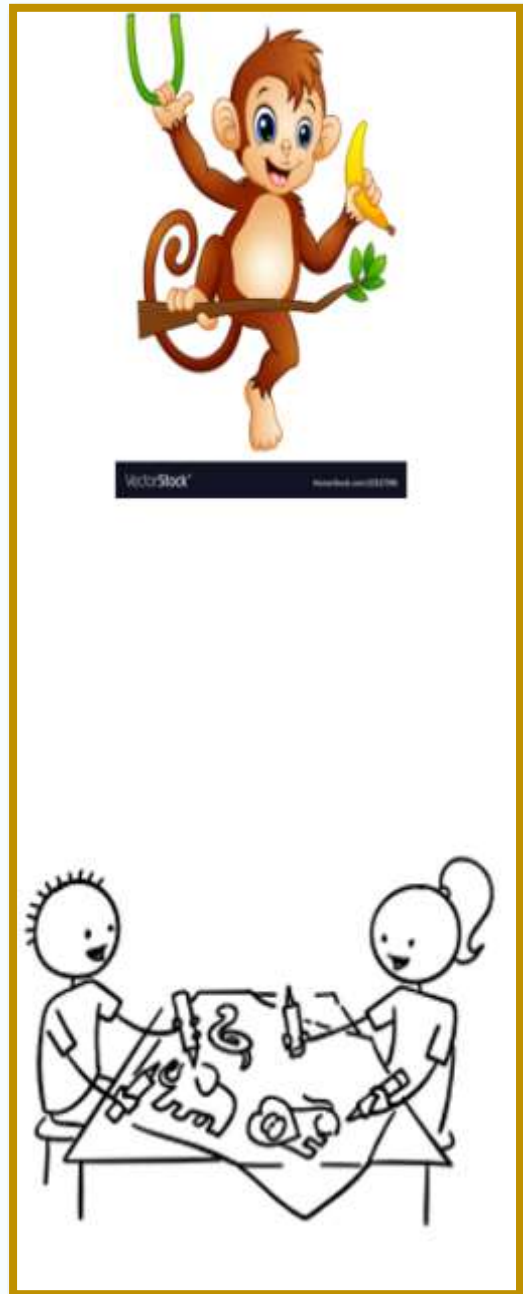


Activity (2)

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

Do "Zoo Animals" worksheet

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



Assessment

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

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

HOTELS
• When was the last time you stayed at a hotel?
• What is your favorite hotel? Why?
• Would you like to work at a hotel? Why? / Why not?
• Would you like to own a hotel? Why? / Why not?
• Do you like to stay at hotels? Why? / Why not?
• What are three good things about hotels?
• What are three bad things about hotels?
• Compare 1-star hotels and 4-star hotels.
• Tell me about a good hotel you stayed at.
• Tell me about a bad hotel you stayed at.
• What did people do before hotels were invented?
• Do you plan to stay at a hotel again soon? If 'yes', why?
• Do you know about any strange or unusual hotels?
• What is a porter (bell hop)? Would you like to be a porter?
• What is an 'airport hotel'? Have you ever stayed at one?
• Can you think of any good hotels in your town or city?

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

Enrichment Reading Material



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

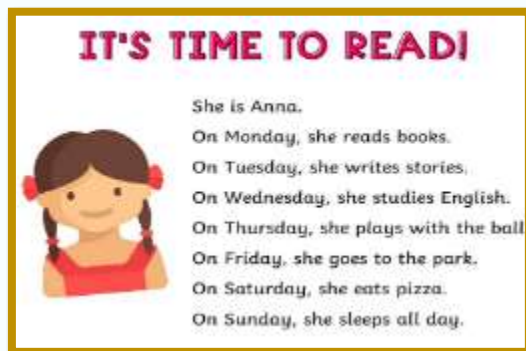
Speaking Difficulties (Function, Communication and Interaction)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in speaking in order to identify and discover students' learning difficulties in function, communication and interaction .

First Method :

Describe Daily Routines

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



- Divide students into pairs or small groups.
- Ask them to discuss what Anna does ?

Then , ask each one to talk about his\ her daily routines.

- Then , start training them to use a variety of activities to overcome these difficulties.

Activity 1: Daily Routines Guessing Game



- ❖ Click on the following link : https://youtu.be/-_M9ztaZH1k to present daily routines guessing game.
- ❖ This video focuses on how to practice making English sentences about daily activities.

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

Activity (2): Daily Routine Speaking Game



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

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

Asking for Help Songs

- ❖ A nice way to teach students how to ask for help or make polite requests is to use songs or chants.
- ❖ Ask students to use YouTube in order to watch and listen to songs that help them to make requests and practice it more and more.
- ❖ Ask students to click on the following link: <https://youtu.be/5P-89Fdw1Gc>



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

Assessment

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



<https://www.liveworksheets.com/pm1783527lh>

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

Enrichment Reading Material

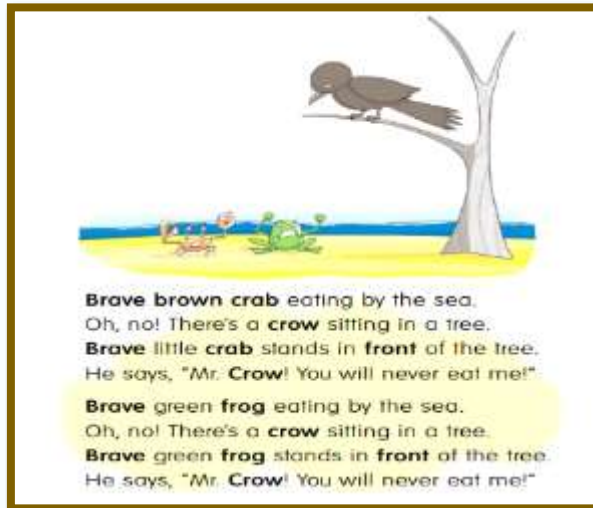


- ❖ Communication and Interaction are two terms that often go together although there is a difference between these two words.
- ❖ Communication refers to the act of sharing information. On the other hand, interaction refers to acting in such a manner so as to affect the other.
- ❖ Communication refers to the act of sharing information and this usually takes place between two or more people. Language is usually considered as one of the means through which we communicate with one another. It allows us to share information or convey a message in an effective manner. However, communication is not confined to language alone.
- ❖ Interaction refers to **acting in such a manner so as to affect the other**. This is believed to be reciprocal. Interaction does not always have to be through language; it can even be through gestures. However, the vital feature is that there should be a clear response to the action.

Speaking Difficulties (Rhyming Difficulties)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in speaking in order to identify and discover students' learning difficulties in “Rhyming”.

Generating Rhyming Words





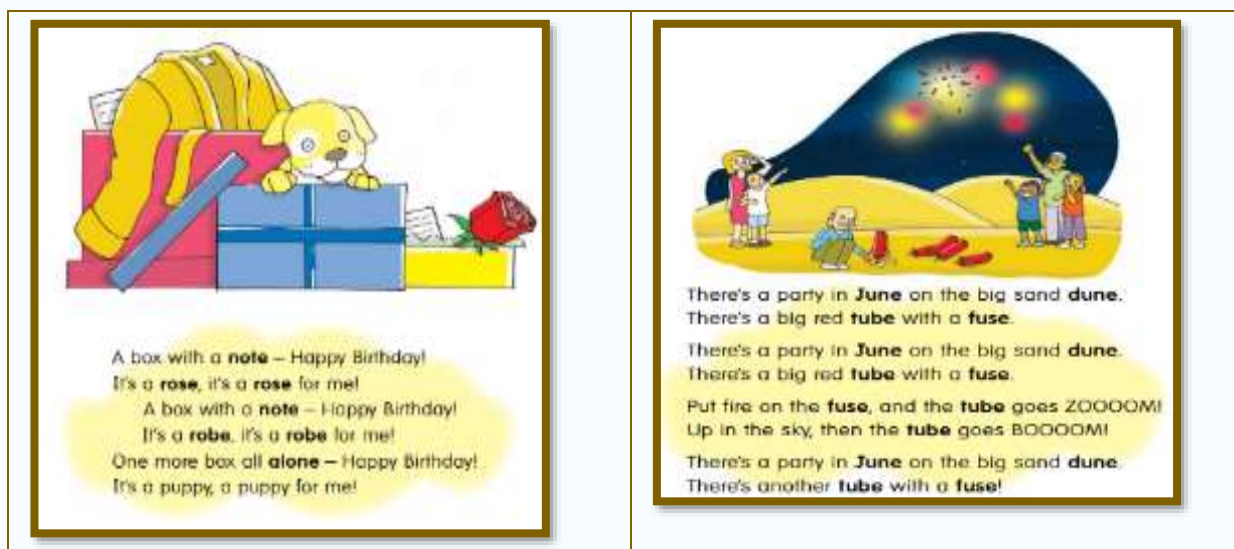
- ❖ Have students look at the picture and read the fun rhyming chant .
- ❖ Have students identify and point at the rhyming words

Ask them to produce new rhyming words .

- Then , start training them on using variety of activities to overcome these difficulties.

Activity (1): Producing Rhyming Words

 <p>There's a cave by the lake. There's Dave in the cave. Eating cake! Wearing a cape! There's Dave eating cake in a cave by the lake.</p> <p>There's a cave by the lake. There's a snake in the cave. Eating cake! Wearing a cape! There's a snake eating cake in a cave by the lake.</p>	 <p>What time is it? What time is it? Oh, no! Oh, no! I'm late! I have a soccer game today! I'm late, late, late! Through the gate and down the lane. Running, running to the game! I hate, I hate, I hate, when I'm late, late, late!</p>
---	--



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

Time : 15 minutes

Activity (2): Rhyming Jars



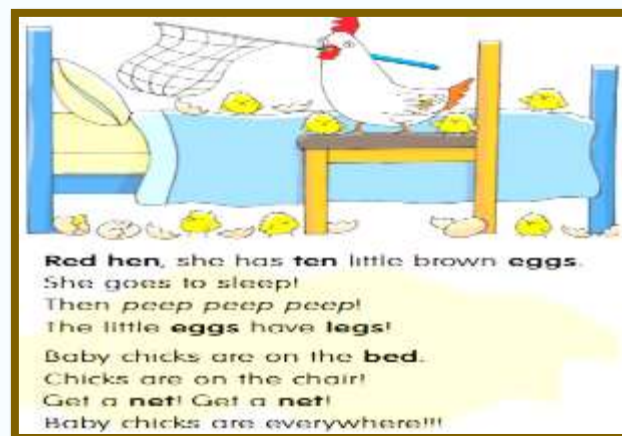
- ❖ For this activity, you will need popsicle sticks, baby food jars, and colored tape.
- ❖ Write the rhyme on the tape and place it on the jar.
- ❖ Then, you write rhyming words directly on sticks or.
- ❖ Students will take all of the popsicle sticks with pre-written words and place them in the baby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

Time : 15 minutes

Activity (3): Read and Complete



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

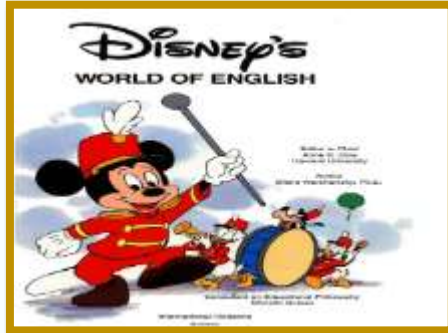


Rhyming Book Read-Aloud

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

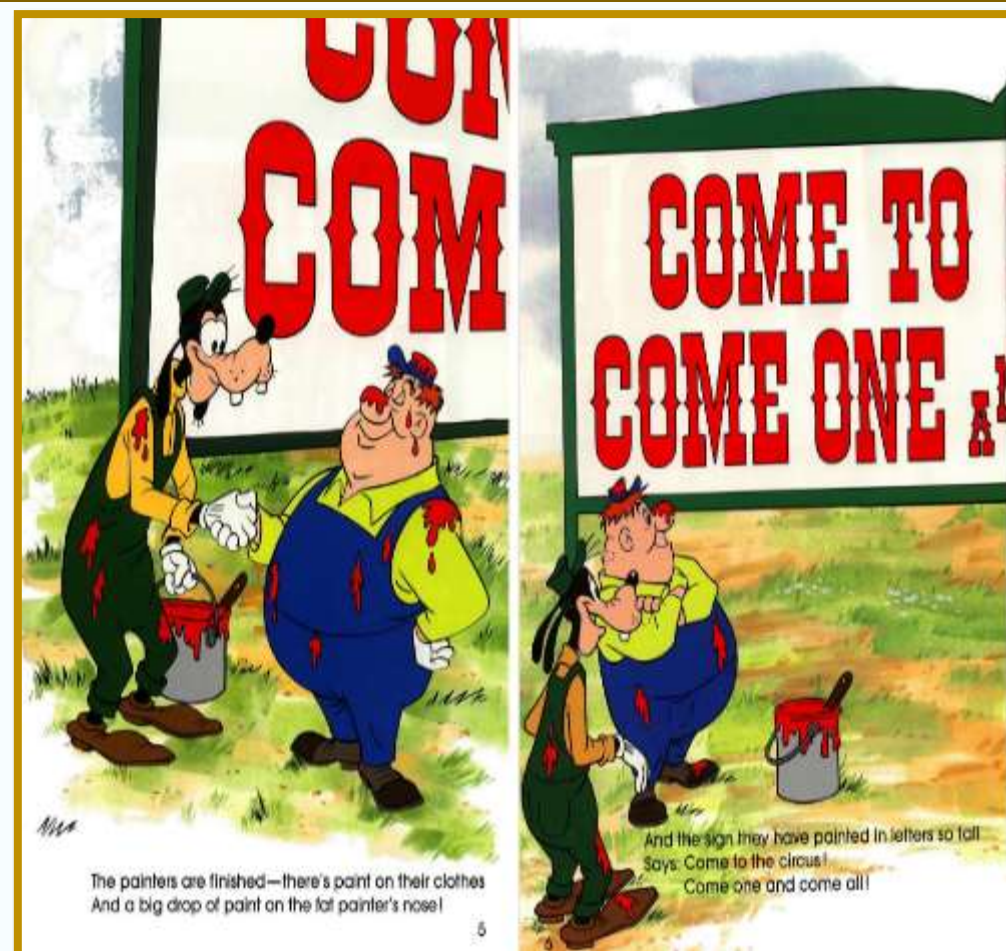
- ❖ Scaffolding takes the form of rereading the 4 lines, reading the lines again and more slowly, using intonation to emphasize the rhyming words more than the other words in the phrases, or providing the student with the first rhyming word and asking him to listen and state which of the words that follow rhyme with the original word.
- ❖ Following the book reading, conduct the following additional activities designed to improve the student's rhyming skills.

Use the " Disney's World of English " book.



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





Using Puppets Based Learning



Puppet Play

- ❖ Puppet play is a good activity to try one-on-one or in small groups to help students to produce rhyming words.
- ❖ Many students find it easier to produce rhyming words during puppet play.
- ❖ Encourage students to pick up a puppet and be its voice while you or another student or adopts the character of another puppet.
- ❖ Help the puppet to say a word and ask the students to produce new rhyming word.

Game (1): The Name Game



- ❖ Write a student's name onto a whiteboard and have the class read it.
- ❖ That student then comes to the front and chooses a magnetic letter.
- ❖ The magnetic letter is placed on top of the first letter of their name on the whiteboard. (Nesreen , Nermeen) . Everyone now says the student's name and the new rhyming word.
- ❖ You can say only the rhyming word (Nesreen) and then the students say the name that rhymes (‘Not Nesreen , it’s Nermeen !).

Time : 15 minutes

Game (2): Rhyming Circle




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


Assessment

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

RHYMING WORDS



BUCKET 1



BUCKET 2

Write a word from each bucket that rhymes.

BUCKET 1

Example:
snake and rake

1. bright and

2. and house

3. narrow and

4. town and

5. and lunch

6. and pink

BUCKET 2

<https://www.liveworksheets.com/ad1291281de>

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

Enrichment Reading Material



- ❖ Rhyming words are words that end with the same or a similar ending sound. When it comes to rhyming, it's all about phonemic awareness, which is the sounds that letters make. Not all rhyming words end with the same spelling, so it is important to teach students to listen for the sounds in words to determine if they end with the same and rhyme.
- ❖ Once students have a strong understanding of letter names and sounds, it's time to introduce rhyming words. Rhyming words are a key element in helping students segment words into sounds and hear patterns in words, thus improving their decoding skills and fluency.

Mobile apps Activities





Brainstorming Activity

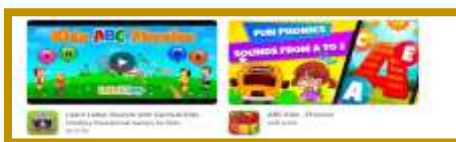
- Ask trainees whether they can use Mobile applications to overcome any difficulties in listening .
- Tell trainees that it's very important to use mobile application to overcome any difficulties in speaking such as :

Activities for Students by mobile apps

- ❖ Download the following mobile apps on your mobiles or tablets and enjoy learning English consonant sounds. It is available at the following links:

 <https://play.google.com/store/apps/details?id=animal.sound.kids>

 <https://play.google.com/store/apps/details?id=com.intellijoy.android.phonics>



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

About the third application



Activities for Students by mobile apps

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



Break : 30 minutes



Session Two:

Reading and Writing Difficulties for Grade Five

Aim of the Session

- Introducing reading and writing difficulties for Grade Five

Learning Outcomes

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

- Interpret skills (asking and answering questions out of the text)
- Recognize the main idea and state the related details in a reading text.
- Recognize word or vocab in reading selection.
- Classify words into semantic or lexical families.
- Remember words or vocabulary that they learn as they don't have the opportunity to use or hear them.
- Determine the meaning of adverb of frequency and their function as they are used in the text.
- Read loudly and accurately without any mistake.
- understand simple reading Material.
- Read different types of reading texts to obtain information and show enjoyment.
- Read independently to acquire knowledge.
- Recall stated main idea and details.
- Read with expression, correct intonation, and phrasing
- Identify and analyze the relationship among facts, ideas, concepts, themes in reading material.
- Explain connection between what they read and their prior knowledge.
- Evaluate the author's purpose with reference to details in the text.
- Brainstorm appropriate topics and conclude repaired information.
- Be able to apply the use of grammatical rules properly.
- Write their sentences using the parts of speech (adjectives, adverbs, articles ...etc.) correctly.
- Differentiate between the simple, compound and complex sentences.
- Use types of sentences correctly (simple, compound and complex sentences).
- Write meaningful short paragraphs.
- Spell words correctly
- Apply correct punctuation marks
- Apply correct capitalization
- Write the paragraph chronological order.
- Write friendly letter.
- Compare and contrast major similarities and differences between two objects, characters, activities, etc.....
- Write descriptive sensory details.

Topics of the Session

- Reading Difficulties for Grade Five.
- Writing Difficulties for Grade Five.

Training Strategies

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

Learning Resources

Paper Resources :

- Student's Book
- Handouts.

Visual and Audio Resources :

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

Electronic Resources:

- Mobile applications
- Computers
- YouTube Videos
- Websites

Additional Resources

- Common Classroom materials

Evaluation Techniques

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

Time : 120 minutes

Warm-Up Activity



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

Time : 5 minutes

Tell them the following :

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

(1) Interpretation Skills	
(2) Vocabulary Aspect	
(3) Reading Fluency	
(4) Identify & analyze the relationship in reading	

Brainstorming Activity

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

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

Reading Difficulties (Interpretation Skills)

Activity 1: Anticipation Guide

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



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

Now ask the questions that are related to the statements whether they are about the setting, characters, events, or actions.

Activity 2: Story Spinner

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



Activity (3) : Bloom Ball

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




Assessment

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

What's in a Story?

Read the story, then write the main idea in the middle box. Write one detail in each of the other boxes.

It's the first day of school! Ellie is very excited. She takes her new backpack and lunchbox to school. She is happy to see her friends in the classroom. The students like their teacher. Everyone has a good first day of school.




Detail:

Detail:

Main idea:

Detail:

Detail:



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

Enrichment Reading Material



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

Reading Difficulties (Vocabulary Aspect)

- ❖ First , tell your trainees to apply the methods of recognizing students' learning difficulties in Reading in order to identify and discover students' learning difficulties in “Vocabulary Aspect” .

Activity (1): Word Hunt



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



Activity (2) : Compose a Tale



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

Activity (3): Shop a Word



- ❖ Words forgotten by the students are related to some topic as :
- ❖ "At the super market " At the cloths store ", At school" "on the mountain"
- ❖ Tell your students that you went to the super market yesterday to buy some thing related to the topic.
- ❖ Give them clues and allow students to guess.
- ❖ You may tell them that you went up "the mountain, to the forest, to Soccer playground whatever is the related topic, in order to that you will bit by bit recognize the characterized words.
- ❖ They were very big,
- ❖ They were distinct animals.
- ❖ There were many types and names.
- ❖ Some are Carnivores and others are herbivores.
- ❖ They lived in the woods
- ❖ They are dinosaurs.

You may play the game with your students several times, whenever you have a unit to study, and you can join its words to previous unit.

Activity (4): Pre Frequency Hat



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

Then going to the target text with adverbs to read and understand well is done easily and clearly.

Assessment

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

Islam — Ramadan
What is Ramadan?

Fill in the blanks.

_____ is the _____ month in the Muslim calendar.
 At this time, Muslims will _____ during _____
 hours for the whole month. During Ramadan, Muslims celebrate
 the time when the verses of their holy book, the _____
 were revealed to the Prophet _____.

Muslims fast during Ramadan to help them remember poorer
 people and to be more _____ and more
 generous. As well as fasting, they will spend lots of time
 _____ and _____ the Qur'an. They will also try
 to do _____ and will give money to charity.

Ramadan is a time to spend with _____ and family, too.
 Often the fast is broken by several families coming together. The
 first meal eaten after sunset is called the _____. This often
 consists of _____. A bigger meal will also be eaten in the
 evening.

At the end of Ramadan there is a big festival called _____.
 The fasting is over. People wear their best _____
 and give _____ to children. They must also give money to
 _____ for the poor so they can celebrate too. Friends
 and family will gather together to celebrate.

Eid-ul-Fitr ninth dates good deeds iftar gifts
 self-disciplined fast Ramadan Muhammad charity
 praying friends Qur'an clothes daylight reading

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

Reading Difficulties (Reading Fluency)

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

Activity (1): Read with a Partner

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



Activity (2): Reading Circles

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



- Tell your pupils to imagine as if they like Snow White and the Seven Dwarfs , what can they do?
- Divide pupils into groups and ask them to Read-Aloud .
- Gather the pupils around and hold the book so they can see the pictures as you read.
- The story is available on the following link:

<https://drive.google.com/file/d/1FRsZultDT0UvPx-H2WkY6FzWhvQ4oJ9e/view?usp=sharing>

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

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

Mobile apps Activities



Brainstorming Activity

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

- Tell trainees that it is 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)#)

Assessment

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

Read the following text in one minute:

Name _____ Reading Fluency



The New House

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

<https://drive.google.com/file/d/1JQyvDzaMntwWDJJYiND0Qkd4YZV7YJrd/view?usp=sharing>

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

Warm-Up Activity



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

Time : 5 minutes

Tell them the following :

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

(1) Grammar	
(2) Mechanics	
(3) Vocabulary	
(4) Organization Skills	

Brainstorming Activity

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

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

Writing Difficulties (Grammar)

Activity (1):The Classroom Ghost: Preposition of the 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 pupil's chair, put a marker pen on the window sill, 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.

Activity (2):Tell a Story From a Picture

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



<https://tinyurl.com/4ykdes27>

Activity (3):Tic Tac Toe

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



Assessment

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



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

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

Writing Difficulties (Spelling and Mechanics)

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

Activity (1): Punctuated Sentence War

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



Activity (2) : Jeopardy

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

- ❖ The winner will be the player with the most total points

Let's Play						
C	A	P	I	T	A	L
<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>
<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>
<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>

Activity (3): Swat

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



Assessment

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

Name: _____ Date: _____

Capital Letters in Titles

Capitalize:

- ✓ Most words in titles of stories or writing pieces
 - ALWAYS capitalize the first and last word in a title
 - Do not capitalize small words like *at, of, and, in, to, or the*

Example: Charlie and the Chocolate Factory

Rewrite each title using capital letters correctly.

- 1) goodnight moon _____
- 2) Charlotte's web _____
- 3) the very hungry caterpillar _____
- 4) where the wild things are _____
- 5) how to brush your teeth _____
- 6) diary of a wimpy kid _____
- 7) green eggs and ham _____
- 8) James and the giant peach _____
- 9) Curious George _____
- 10) the velveteen rabbit _____
- 11) the secret garden _____
- 12) the wonderful wizard of oz _____

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- For more exercises , go back to the English guide for Grade Five.

Writing Difficulties (Organization Skill)

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

Activity (1): Make a Story

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

Activity (2) : Friendly Letter

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



Activity (3): Compare and Contrast Snow Ball

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



Activity (4): Color Coding

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

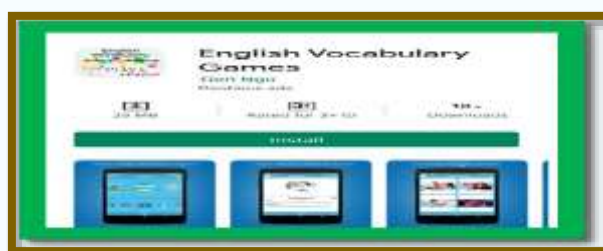


Using Online Games in Vocabulary

WORDSEARCH

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

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



Overview

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

This app is a free app to help you learn English vocabulary with play game by pictures.

Assessment

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

Name _____

Page no _____

No More Tears

DIRECTIONS: Read the story. Then put the events in order.

Once there was a very small boy called Roger who was really fit for his classmates. His teacher, who had some magical powers, decided not to teach him a lesson. She put a spell on the boy that made him so sensitive that he would start crying if he felt hurt or if anything uncomfortable. He did not want his teachers read the story about children. He did not want to get into the bad of other kids either. He tried when his teacher was quiet and a change of mood. By the end of the school day, the teacher's spell had worn off, but her lesson failed. When the boy was walking home, he saw a small boy who was struggling to carry his books. Roger did not cry, but instead of feeling sad or angry at the small boy's weakness, he offered to help carry the small boy's books instead. From that day forward, Roger was one of the most happy boys in town. He did not feel like his teacher's spell had changed his change of heart.

_____ Roger did not feel like his teacher's spell had changed his change of heart.

_____ The spell wore off.

_____ Roger saw the small boy struggling with his books.


_____ Roger is really fit for his classmates.

_____ Roger did not feel like his teacher's spell had changed his change of heart.

_____ Roger offered to help carry the small boy's books.

_____ Roger's teacher put a spell on him.

www.EnglishTeacherWorkbooks.com



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

Mobile apps Activities



Brainstorming Activity

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

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

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



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



Independent Practice

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



Time : 10 minutes

Satisfaction Scale

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

Training Satisfaction Scale

- Trainer Name:-----
- Trainee Name: ----- Date: -----
- Training Name:-----

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

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

The End of The Second Training Day

The Third Training Day



Session One

Listening and Speaking Difficulties for Grade Six

Aim of the Session

- Introducing listening and speaking difficulties for Grade Six

Learning Outcomes

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

- Recognize a sound that is not present in their native language inventory of phonemes (e.g. G -V).
- Discriminate the sounds of English words in listening.
- Listen to any text actively.
- Recognize rhyming words in the listening text.
- Pronounce correctly.
- Recognize a sound that is not present in their native language inventory of phonemes (e.g. G -V).
- Discriminate the sounds of English words in listening.
- Listen to any text actively.
- Recognize rhyming words in the listening text.
- Pronounce correctly.
- Listen for the gist.
- Listen to answer questions.
- Recognize the new vocabulary in listening text.
- Guess new words and vocabulary in listening.
- Develop students' listening skills and learning of the new vocabulary in the environment.
- Listen effectively.
- Respond appropriately to direct requests in listening text.
- Recognize the difference between single phonemes.
- Identify the Initial sound isolation.
- Identify the Final sound isolation.
- Recognize individual sounds in a word.
- Recognize the same sounds in different words .
- Listen to a sequence of separately spoken sounds and then combining the sounds to form a word.
- Break a word into separate sounds and count how many sounds they hear.
- Identify whether words or sounds are the same or different .
- Identifying which word is different.
- Speak confidently without fear.
- Pronounce some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.)
- Pronouncing some English consonant clusters (i.e. .grandfather.)
- Pronounce a certain word well.
- Understand the pronunciation of the native English speaker.
- Express their ideas in a conversation without feel speechless in classroom.
- Talk about future plans.
- Describe pictures and situations clearly.
- Communicate in English clearly and correctly.
- Express their ideas through using enough vocabulary .
- Produce a rhyming word.
- Increase awareness of words that rhyme and develop knowledge about rhyme.

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

Topics of the Session

- Listening Difficulties for Grade Six.
- Speaking Difficulties for Grade Six.

Training Strategies

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

Learning Resources

Paper Resources :

- Student's Book
- Handouts.

Visual and Audio Resources :

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

Electronic Resources:

- Mobile applications
- Computers
- YouTube Videos
- Websites

Additional Resources

- Common Classroom materials

Evaluation Techniques

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

Time : 120 minutes

Warm-Up Activity



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

Time : 5 minutes

Tell them the following :

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

(1) Phonological Difficulties	
(2) Listen for Gist	
(3) Vocabulary	
(4) Function	
(5) Sound Discrimination	

Brainstorming Activity

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









Listening Difficulties (Phonological Difficulties)

Activity (1): Long and Short Vowel










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

QUIZ # 1 IN READING 8
LONG AND SHORT VOWEL SOUND

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

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

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

 _ _ _ t	 f _ _ h	 m _ _ k
 g _ _ s s	 c _ _ t	 p _ _ t
 q _ _ e e	 _ _ _ g	 f _ _ g

Assessment

- Tell your trainees that after performing the activities , provide students with different assignments and exercises related to phonological difficulties such as :
 - ❖ Listen to the audio and then do the worksheet . The exercise is available at the link:

Long and Short Vowels

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

 cake long a short a	 hive long i short i	 egg long e short e
 rope long o short o	 apple long a short a	 umbrella long u short u
 pink long i short i	 seal long e short e	 orange long o short o



<https://www.liveworksheets.com/kp1814315jm>
For more exercise, go back to the guide of Grade Six

Listening Difficulties (Vocabulary)

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

Activity (1): Listen and Guess What



Aims

- Describe the meaning of vocabulary word.
- Guess vocabulary words from clues given.
- Follow the rules of the game.

Time: 15 minutes

Procedures

Before the Game

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

Explain the Game

- To start the game, call two students from one team to the chairs at the front of the room. One students will be the Clue Giver; that students will sit in the chair facing the front of the classroom. The Clue Receiver will sit in the chair that faces the Clue Giver and the other students.
- Have the Timekeeper set the timer for 60 seconds.\ Then show one of the vocabulary cards to the Clue Giver and the rest of the students in the class; the Clue Receiver is the only person in the class who cannot see the word. The Clue Giver must give clues that will help the Clue Receiver say the word on the card. When the Clue Receiver says the correct word, immediately hold up the next word. Continue play in this manner until the timer goes off to signal the end of 60 seconds.
- **The Clue Giver may use words, phrases, or sentences. He/she may not :**
 - ✚ ---use hands or body language,
 - ✚ ---name letters or parts of the word,
 - ✚ ---say any part or form of the word on the card,

- say "sounds like" or "rhymes with," or
- use sound effects of any kind.

The Clue Giver may

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

Activity (2): Listening Dialogue

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



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

Activity (3): Listen to a Story

- Listen to the following story on the following link:
- https://drive.google.com/file/d/1p4q7PaUV-YaUthK_vKysl4UEDPW2X-U_/view?usp=sharing
- Divide your students into groups and ask them to listen to the story and write the words they know while listening.
- Then read the story slowly and ask them if they don't know the meaning of any word, they can ask you.
- Encourage students to try to guess the meaning of the new words. If they don't know, you can tell them.



Tom puts a seat
under the tree.
Tom sits on the seat.



Tom plays his flute.
He is good.



Pam claps as Tom plays.
She likes the tune.



She smiles and shows
her teeth. Pam has nice
white teeth. Do you?

After listening to the story answer the following questions:

- Mention four words you know.
- Model the story with your peers in your own words.

Assessment

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



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

- For more exercises , go back to the English guide for Grade Six.

Listening Difficulties (Function)

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

Activity (1): Do this, Do that

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

Activity (2): What's Next?

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

Activity (3): The Song is About

- Present the picture of the song to each group.
- Tell students that they have a few minutes to look at the picture and decide what they think the song is about.

To help students brainstorm, ask a few questions:

Do you think it's sad or happy?

Is it a love song?

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

Follow up

- As a follow-up, use the lyrics for a variety of purposes, for example as a text for reading comprehension or language work, or for the class to sing together.

Examples of Songs

Song (1)



Song (2)



Activity (4): Listen and Draw

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

Assessment

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



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

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

Warm-Up Activity



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

Time : 5 minutes

Tell them the following :

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

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

Brainstorming Activity

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

Speaking Difficulties (Pronunciation)

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

Activity (1): Video Show

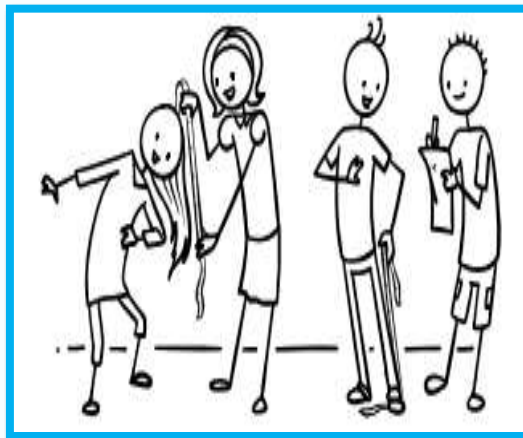
- Teacher shows a video and asks students to listen carefully to " Never Tell A lie " story in order to tell this story in their own words.
- Teacher asks students to watch the video and answer the following questions:
 - ✚ What's the subject of the video?
 - ✚ What issue are they discussing?
 - ✚ What's the main idea of video?
- If students are not able to answer the above questions, it means that they have learning difficulties in understanding the pronunciation of the native English speaker.
- The story is available at the following link:

<https://www.youtube.com/watch?v=M56dxQZORbY>



Activity (2): Pairs Measurement

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



Activity (4) : Consonant Sounds

- Teacher explains English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.).
- Teacher presents some examples to help students to recognize the difference between them.
- Teacher read and students repeat after her/him.
- Teacher can also use records; students listen and repeat after him/her.

Consonant sounds and spelling			Consonant sounds and spelling		
no vibration	usual spelling	but also!		usual spelling	but also!
/tʃ/	ch	cheap children	/ʃ/	sh	shopping shoes
	chess tch	watch match		fish Spanish	sugar
	t(=ure)	picture culture		station information	sure

Consonant sounds and spelling			Consonant sounds and spelling		
	usual spelling	but also!		usual spelling	but also!
/v/	v	very eleven	/f/	f	fteen wife Friday
	vase	live travel		flower ph	photo elephant
	river love	col		ff	office coffee

Consonant sounds and spelling			Consonant sounds and spelling		
	usual spelling	but also!		usual spelling	but also!
/p/	p	paper pilot	/b/	b	be table job
	parrot	sleep Poland		bag	builder number
	pp	apple happy		bb	rubber bubble

- This video is available at the following link: <https://www.youtube.com/watch?v=41m-igTNUkE> where students can listen and repeat correctly.

Assessment

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



For more exercises, go back to the guide of Grade Six.

Speaking Difficulties (Communication & Interaction Difficulties)

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

Warm-Up Activity

Ask trainees to close their eyes and try to talk about their future plans.

Activity (1): Action Charades

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

Activity (2): Listen and Draw



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

For example, you might give them instructions like:

- ✚ Draw a square, measuring 5 inches on each side.
- ✚ Draw a circle within the square, such that it fits exactly in the middle of the square.
- ✚ Intersect 2 lines through the circle, dividing the circle into 4 equal parts.

- ❖ As the exercise continues, it will get progressively harder; one misstep could mean that every following instruction is misinterpreted or misapplied. Participants will need to listen carefully to ensure their drawing comes out accurately. Once the instructions have all been read, compare drawings and decide who won.
- ❖ For added engagement, decide in advance on what the finished product is supposed to represent (e.g., a spiderweb, a tree).
- ❖ Time: 10 minutes
- ❖ Materials Required: Blank Paper, plus the picture that students will be drawing.
- ❖ Drawing a picture is a fun way to practice body parts or descriptive words (big, small, long, etc).
- ❖ The students sit back to back and one person is the “talker” and the other one is the “drawer.” If you haven’t already guessed, it’s basically a partner drawing activity.
- ❖ The person talking describes something that they’re looking at to their partner (a face, body, city, etc) and that person draws what they hear. Make sure that the student who is drawing doesn’t look at the original picture of this warm-up activity isn’t as fun.

Procedure for this Listen and Draw Activity

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

Teaching Tips for this Partner Drawing Activity

- ❖ Here are a few things to keep in mind if you want this speaking and listening activity to run smoothly.
- ❖ Remember that students are sitting back to back. This means that they’ll have to speak a bit more loudly to be able to hear each other. Because of this, I recommend only using it for smaller classes, or with larger classes when students are able to spread out over a large classroom.

Activity (3): 20 Questions


- ❖ It is a wonderful game that enables students to talk about their future plans.
- ❖ Ask students to stand in a circle.
- ❖ Let one student stand in the center, and he / she can or can't do.
- ❖ The other students in the group have to identify it by asking a set of 20 questions.
- ❖ The student can respond by saying only yes or no.
- ❖ In case the group fails to guess, the student in the center is declared the winner.

Example :-

- ❖ Student A: Do you want to be an English teacher in the future?
- ❖ Student B: yes, sure.
- ❖ Student A: Do you like teaching English?
- ❖ Student B: yes, of course.



Assessment

- 







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

Speaking Difficulties (Rhyming Difficulties)

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

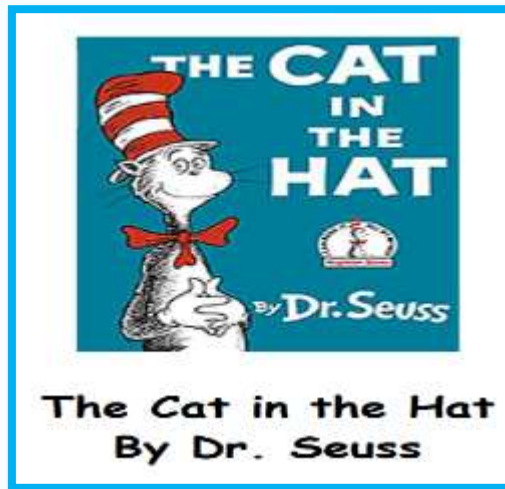
Activity (1) : Producing Rhyming Words

 <p>Help, Mr. Owl! There's a little brown mouse in my house!</p> <p>Help, Mr. Owl! There's a little brown mouse in my house!</p> <p>He ate all the bread, He ate all the cheese. Help me catch him, please, please, please!</p> <p>Help, Mr. Owl! There's a little brown mouse in my house!</p>	 <p>Down at the zoo by the big, cool pool Lives a crazy jumping kangaroo!</p> <p>He jumps in the house, he jumps at school, He jumps on his sister's book!</p> <p>He jumps on a spoon, he jumps to the moon, He jumps on his brother's foot!</p> <p>Down at the zoo by the big, cool pool There's a crazy jumping kangaroo!</p>
 <p>I drove my car to the farm one day To watch the little cows play. Short horns, short horns, they all had short horns.</p> <p>I drove my car to the farm one day To watch the little goats play. Short horns, short horns, they all had short horns.</p>	 <p>Sammy plays soccer. He got a soccer shirt for his birthday. Debby is a dancer. She got a fur skirt for her birthday.</p> <p>Eddy is a boy who really loves to eat. So his mommy took her purse to the big bakery. Eddy loves to eat. So he got three cakes for his birthday!</p>

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

- ❖ After writing the new rhyming chant , ask them to read in front of their peers.

Activity (2) : Read Aloud



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

Activity (3) : The Name Game



- ❖ Write a student's name onto a whiteboard and have the class read it.
- ❖ That student then comes to the front and chooses a magnetic letter.
- ❖ The magnetic letter is placed on top of the first letter of their name on the whiteboard. (Jihan , *Jilan*) . Everyone now says the student's name and the new rhyming word.
- ❖ You can say only the rhyming word (*Jilan*) and then the students say the name that rhymes (“Not *Jilan* , it’s Jihan !).

Assessment

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

(Pay attention to the rhyming pattern)

<p><u>Springtime</u></p> <p>I do like the season of Spring And the songs that the birdies all <input type="text"/> But I don't like the <input type="text"/> (Getting wet is a pain!) And wet clothes to my body do cling.</p>	<p><u>Summer Fun</u></p> <p>There once was a young girl named Evy Who went to the beach every <input type="text"/> As she stood in the <input type="text"/> She'd think, "Life is grand!" And she'd wish it was here she could <input type="text"/></p>
<p><u>Autumn</u></p> <p>My mother really likes <input type="text"/> It's her favorite season of all! "Nothing can compare To the cool Autumn <input type="text"/>" My mother would say when she called</p>	<p><u>Wintertime</u></p> <p>There once was a young man named Joe Who earned money by shoveling <input type="text"/> So when there was a <input type="text"/> And the others would mourn, He'd say, "Off to make money I <input type="text"/>!"</p>

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

- ❖ For more exercises , go back to the English guide for Grade Six.

Break : 30 minutes



Session Two

Reading and Writing Difficulties for Grade Six

Aim of the Session

- Introducing reading and writing difficulties for Grade Six

Learning Outcomes

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

- Interpret skills (asking and answering questions out of the text).
- Have rich vocabulary recognition.
- Recognize and use uncommon words that they learnt, and they don't have the opportunity to use or hear them in the surrounding environment.
- Recognize new words meaning out of context clues.
- Skim the material before reading to determine the purpose or the type of the text.
- Identify information after scanning the reading material.
- Infer answers while or after reading a text.
- Read loudly and accurately without any mistake.
- Understand simple reading Material.
- Read different types of reading texts to obtain information and show enjoyment.
- Read independently to acquire knowledge.
- Recall stated main idea and details.
- Read with expression, correct intonation, and phrasing.
- Identify and analyze the relationship among facts, ideas, concepts, and themes in reading materials.
- Explain connection between what they read and prior knowledge.
- Express grammatically correct sentences due to the significant differences in the grammar of the native language of the students.
- Apply the use of grammatical terminology.
- Apply the use parts of speech and their functions in the sentence (adjectives, adverbs, articles ...etc.).
- Differentiate between the simple, compound and complex sentences.
- Use kinds of sentences correctly (simple, compound and complex sentences).
- Spell words with silent letters.
- Spell words with prefixes and suffixes.
- Punctuate well the four types of sentences (declarative /interrogative/ imperative/ exclamatory)
- Use word clusters to remember uncommon words.
- Use context to remember unfamiliar words.
- Use suitable words to describe pictures.
- Write using various pattern of organization (e.g process, cause effect, comparison).
- Write topic sentence (introductory sentence) in the paragraph.
- Write supporting details in the paragraph.
- Write concluding sentence in a paragraph.
- Change simple sentences into compound and complex sentences.

Topics of the Session

- Reading Difficulties for Grade Six.
- Writing Difficulties for Grade Six.

Training Strategies

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

Learning Resources

Paper Resources :

- Student's Book
- Handouts.

Visual and Audio Resources :

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

Electronic Resources:

- Mobile applications
- Computers
- YouTube Videos
- Websites

Additional Resources

- Common Classroom materials

Evaluation Techniques

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

Time : 120 minutes

Warm-Up Activity



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

Time : 5 minutes

Tell them the following :

In the first part of the session , we deal with reading difficulties that sixth grade students face. It includes interpretation skills , skimming, scanning, & inference difficulties, and identifying & analyzing relationship in readings difficulties.

(1) Interpretation Skills	
(2) Vocabulary Aspect	
(3) Skimming, Scanning & Inference	
(3) Reading Fluency	
(4) Identify & analyze the relationship in reading	

Brainstorming Activity

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

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

Reading Difficulties (Interpretation Skills)

Activity 1: Act as a Teacher

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




Activity 2: Morning Activity

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



Assessment

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



On the week-end we wake up early and go for a hike on the mountain. It is so nice to smell the fresh air and see the wild animals. We stay there for about three hours and bring our lunch with us. As you can see my family loves nature.

ANSWER THESE QUESTIONS

1. When does Anis love to do?
2. Who does she walk with?
3. Where does she live?
4. How long does she walk?
5. When time does she arrive at school?
6. Where does her father work?
7. What do they do on the week-end?

ANSWER TRUE OR FALSE

1. Anis is a girl.
() ()
2. Anis does not like the mountains.
() ()
3. Anis lives in the city.
() ()
4. Her father is a farmer.
() ()
5. They seldom walk on the mountain.
() ()

My name is Anis and this is what I normally do... I love to walk on the mountain. During the week I wake up early and go for a small walk on the mountain. I usually go with my father or my brother. We like to get some fresh air before we start our day. We live in the country far away from the city. We think that our country life is wonderful because we are away from the noise and pollution of the city. We often walk for about one half hour and then return to our home. I always take my bag of food with me and eat about 5:30 a.m. and arrive at school at 8:00 a.m. My father takes his car and goes to town to work. He works at a nursery school. He is a car and loves to help animals. We have 3 dogs and two cats.



- ❖ For more exercises , go back to the English guide for Grade Six.

Reading Difficulties (Vocabulary Aspects)

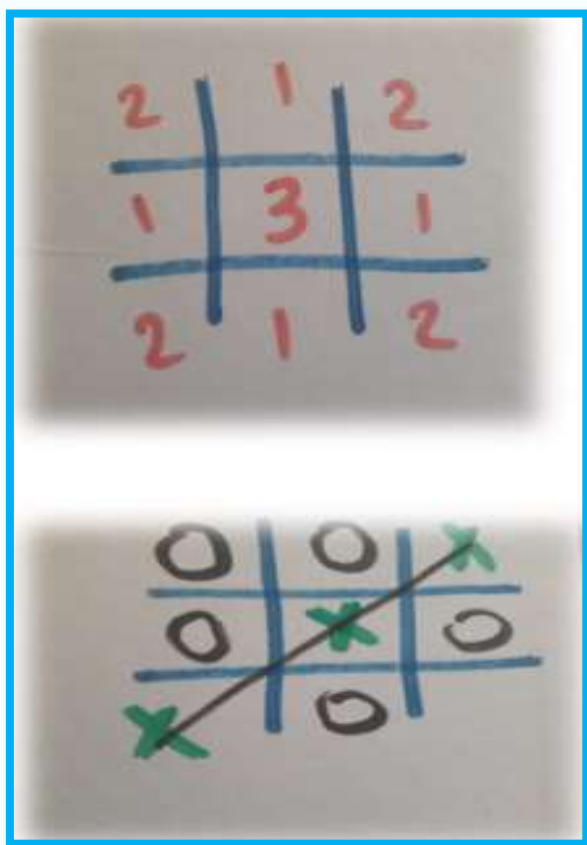
- ❖ First , tell your trainees to apply the methods of recognizing students' learning difficulties in Reading in order to identify and discover students' learning difficulties in “vocabulary” .
- ❖ Then use different activities such as:

Activity 2:Tic-Tac-Toe

- ❖ Draw on the board the Tic Tac Toe grid with numbers 1,2, 3 as shown in the figure.
- ❖ Prepare vocabulary (synonym, antonym, sentence, and definition)on folded paper , and divide the class into two teams X&O.
- ❖ Ask a general question concerning vocabulary as: Give me five vocabularies we learnt before.
- ❖ The team who answers correctly will start the game with number 3, which means they have to pick three of the vocab folded paper and guess the vocab word in them.
- ❖ If they guess the three vocab they will put X or O on the three squares and win the three points . If they guess 2, they will put on two and win two points, if one they will win one point, then it is the other team's turn.
- ❖ The winner is the team who can matches 3 squares as shown below.

Suggested vocabulary:

- ❖ the property of being known: fame
- ❖ related: connected
- ❖ brave: opposite of crowd
- ❖ The sense of flowers in vases amazes us: fabulous



Uncommon Forgotten Words

- ❖ Overflow instructions related to the reading material vocabulary during which the text is given allow a short memory recognition for the vocabulary words. However, when you ask about them later or look for their usage in the students conversation or writing, you will be surprised that they were forgotten.
- ❖ A new word must be used 10 times before you let it go to the long-term memory.
- ❖ Ask your students to organize vocabulary in a notebook that they will visit every week or month to refresh their memory by a game activity or a quiz.
- ❖ Let them learn words with a friend for it is more fun to learn with someone else and chat with each other using these words.
- ❖ Review with them the words on a word wall that you with their help, gather all the words on since the beginning of the year. Review words everyday they have the period last 5-minutes free ,where you ask them to use these words in sentences of their own .
- ❖ Reward the students who return to this wall or their notebook to grab a word and use it in a various way.
- ❖ Another way of ensuring the words recognition, is "word of the day."
- ❖ If you pick a forgotten word every day and give some minutes for a student to remember, discuss , and drag to his sentence, you will find your students are getting familiar with all the words given during the year .
- ❖ Use the word puzzle, crossword, word scratch game, etc.....
- ❖ Make word cards for the most forgotten uncommon words, students can post it up their desk.

Name: _____
Date: _____

Scratch

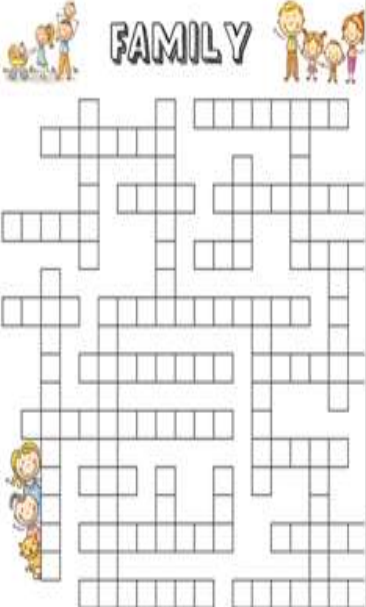
I B Z T J H P G R E E N F L A G X
 S V Z U M E T I R P S B L F M N Y
 J S J W P E T C E E A I P G O J M
 Q D T Y Y V Q P H C L I Y T U I K
 F O F B R W M H K E T B Y K O Z Q
 B Q E V Z Q J G W U Q T A Q X R V
 U L C M N C R G H D N S N I J Y E
 D X P Y U O P K L D L U X F R V Y
 M E Y N U T G G M T I G A M J A Q
 N F G N B S S Q J X O E O U P Y V
 B V D R I J U O E C A U L Y E O V
 E G D B E K E S C Q S Q W C A E C
 O W N V G E U Q B E Q E S H C L L
 O N X U A O S H Y P T M V H Q U C
 T R O P M I D H P C X C H H E D O
 X X Q G D T W E K M Y D L F M O D
 F M C R F P S S D S T A G E Q M E

costume
green flag
code
background

import
mouse y
module
stage

degrees
mouse x
variable
sprite


FAMILY



2 letters	4 letters	5 letters	6 letters	7 letters	8 letters	11 letters
boy	aunt	niece	cousin	brother	children	grandfather
dad	baby	uncle	father	grandma	daughter	grandmother
man	son	sister	mother	husband	family	grandparent
son	wife	girl	nephew	parents	grandson	sister-in-law
			son		siblings	

Tree Valley Academy

Crossword puzzle



EclipseCrossword.com

Assessment

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

Scratch Word Search

L	O	R	T	N	O	C	G	L	I	D	E	B	G
I	M	L	L	P	C	P	A	I	N	T	S	O	G
O	N	E	O	I	M	P	O	R	T	M	V	R	E
N	H	P	G	O	T	H	N	O	I	T	O	M	S
E	V	V	A	R	I	A	B	L	E	H	N	N	C
O	V	T	L	C	A	L	O	O	K	S	A	L	R
I	P	E	F	S	I	S	P	R	I	T	E	N	A
S	O	U	N	D	S	E	N	S	I	N	G	U	T
I	H	C	A	T	L	R	E	G	A	T	S	M	C
T	T	O	N	S	S	B	L	O	C	K	S	B	H
P	E	N	W	E	R	Q	N	H	I	D	E	E	O
S	R	C	A	R	W	U	S	T	E	S	P	R	U
B	T	E	T	A	C	I	L	P	U	D	A	T	T
I	A	N	I	M	A	T	I	O	N	C	L	O	P

PEN
BLOCKS
FLAG
SCRATCH
IMPORT
QUIT
EVENTS
SHOW
SOUND
SPRITE
MOTION
HIDE
PAINT
NUMBER
STAGE
ANIMATION
GLIDE
VARIABLE
LOOKS
DUPLICATE
CONTROL
REST
SENSING

Play this puzzle online at : <https://thewordsearch.com/puzzle/2014056/>

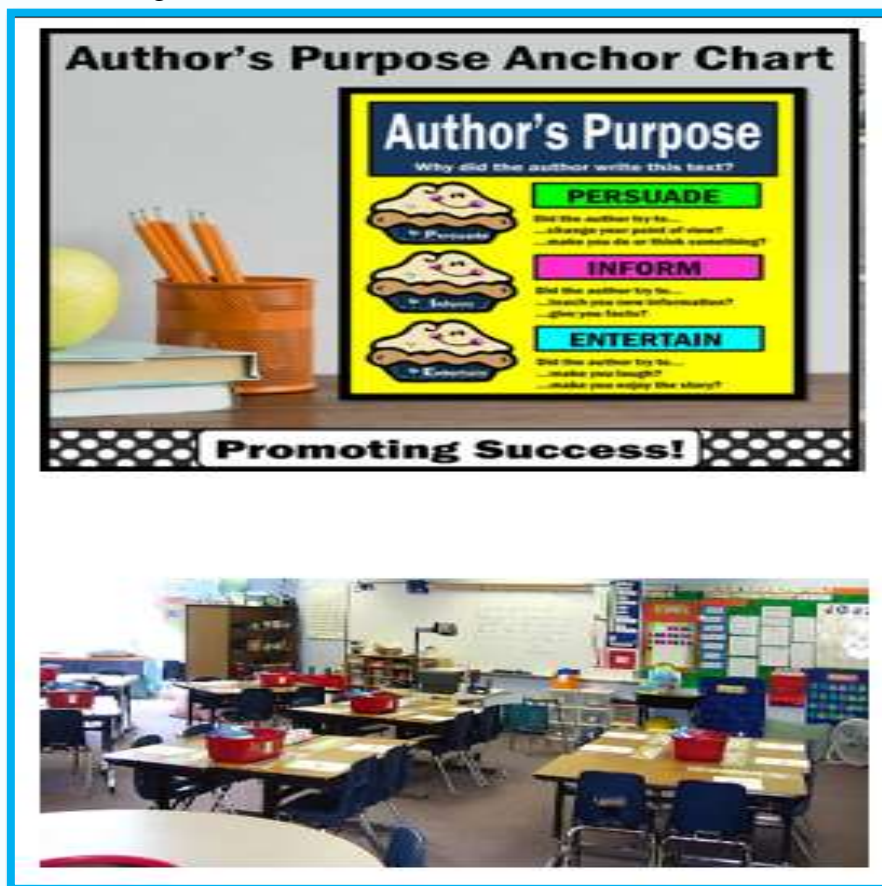
For more exercises , go back to the English guide for Grade Six.

Reading Difficulties (Skimming, Scanning and Inference)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in Reading in order to identify and discover students' learning difficulties in “Skimming Scanning and Inference” .

Activity (1): Text Types

- Instead of skimming the only copy of text by all the students who are sitting in their desk traditionally, students in this activity will work in groups to practice skimming text (identifying the author's purpose) while reading several short texts they will move around the room to engage with the reading text, talk to each other, and use teamwork to answer the question related to author's purpose or any other general question.
- Select 5 short text of different types and post one copy of each text on the classroom walls ,windows, doors etc... identify each text with a letter: a b c d e
- Divide the class into five groups: a b c d e and tell each group that they will have five minutes to look for the text letter of their own, skim the text, discuss with each others, circle the keywords, and determine the author's purpose.
- If one of the groups struggles, let them get help from the anchor chart or from each other or from you.
- Let each team present their answers about the author's purpose with clues that explain so.
- Refer to the link for the five suggested texts
- <https://www.centergrove.k12.in.us/>



Activity (2): Library Purpose

- From the library 10 books aware a summary is written on the back cover of the book.
- Divide your class into teams with a buzzer for each team.
- Tell them that you were at the back cover of the books one by one. As you are reading the first team to buzz and discover the authors purpose will win a point.
- Start the game and collect points for the team who will answer correctly. If they buzz first but fail to give the correct answer the other team will answer.
- Each team will win 1-point as they just tell the purpose of writing the book and two points if they give explanation.
- The game will continue by giving extra two or three points for the team who will give examples of their own about the three types of author's purposes.



Activity (3) : My Word Is

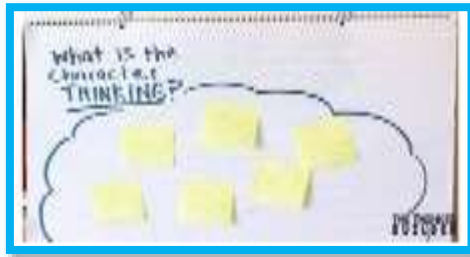
- ❖ Make a race with the students to find a word after scanning a text as fast as possible.
- ❖ Write the below text on the board, and write down a word on the board that only occurs once in the text
- ❖ The first student to stand up and say the sentence that holds the word is the winner.
- ❖ You may use this activity to draw the students' attention to vocabulary words before teaching them or when choosing the text key word ,students can know what the text is about.
- ❖ This is considered to be a warm up before playing the other part of activity.
- ❖ Write questions on strips of paper enough for all students.
- ❖ Put students in Pairs where each pair has a copy of the text in front of them.
- ❖ Give each pair question number one only and they have to find the answer and run to show you it written correctly before you give them question number 2 and so on until a group will answer all the questions correctly .



Activity (4): Think in Bubbles



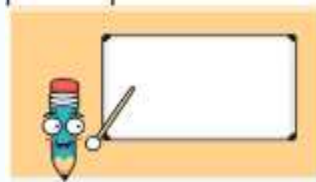
- When coming to the text, one of the favorite inference activities is asking students to infer what a character is thinking of in the story .
- A thought bubble is added to explain that.
- Use a text with many copies (equal to the number of students).
- Ask your students to read the story text, tell them that they have to stop at least once during reading time and use a paper or sticky note to make a thought bubble for one of the characters in the story. In this bubble let them know what the character is thinking, and why



- Then students will share the inference thought with the other students.
- The students with the most thought bubbles is the winner

Activity (5): Your Inference

- ❖ Before starting this activity warm-up with the student through hanging any photo or picture on the board and have multiple of inference from all the students about the same photo or picture



- ❖ Now it's time to infer from short texts or paragraphs as shown below
- ❖ Tell them that you have to look for clues in the picture that help you figure things out. Be a detective and search for clues about what is happening in the story.
- ❖ You may do the reading or students can read by themselves when putting them in pairs and asking them to co-operate with each other to read and answer the questions below.
- ❖ Give each pair a copy and specify time for them to infer and answer the required questions.
- ❖ Students must write their inference and the evidence that “clued them in” in the T-Chart below.

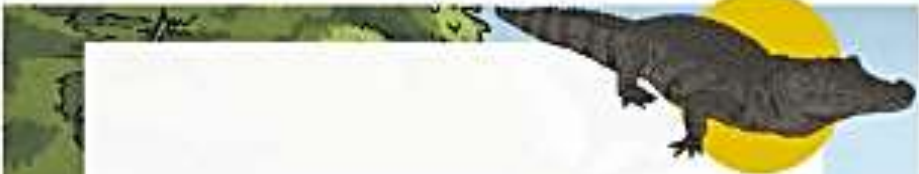
Making an Inference Chart		
Text Clues (What I Read) =	Background Knowledge (What I Already Know) =	Inference

Assessment


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

Skimming and Scanning
Interesting Australian Animals


Skim and scan the passage below to find the answer to the questions. Remember, you don't need to read the whole text, just look for clues to help you answer each question.



The saltwater crocodile is an expert hunter that can be found in the ocean, saltwater creeks and rivers throughout Northern Australia. They are well known for the ferocious way they snap their jaws shut when finding prey. Saltwater crocodiles keep their large jaws open to help them to regulate heat. Did you know crocodiles can't sweat? In order for them to not overheat, they rely on the water to cool them through their open mouth and on their skin.



Have you ever seen a snail the size of a tennis ball? Well, the Giant Panda Snail is native to Australia and has lived here for millions of years. They live on the forest floor and are more active during and after the rain. The rain helps to keep its fragile body nice and wet. Giant Panda Snails can't be found to the west of the Great Dividing Range.



https://www.liveworksheets.com/worksheets/en/English_language/Reading_comprehension/DIS_Term_1_Week_15_Lesson_3_and_4_ei2697557gs

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

Reading Difficulties (Reading Fluency)

- First , tell your trainees to apply the methods of recognizing students' learning difficulties in Reading in order to identify and discover students' learning difficulties in “reading fluency” .
- Then use different activities such as:

Activity (1):Read with partners

Activity (1):Read with partners

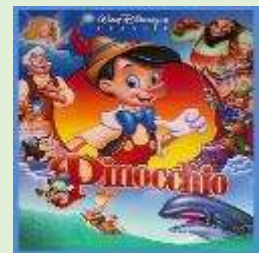
- ❖ Ask your students to choose a story they need to read .
- ❖ Ask them to stay in pairs.
- ❖ Ask them to start reading between each other.
- ❖ After that, ask each pair to read their story at the front of the class loudly.
- ❖ Let them read it and ask them to correct their mistakes by themselves



Script Pinocchio

Characters:

Narrator 1
 Narrator 2
 Geppetto
 Pinocchio
 Blue Fairy
 Onlooker 1
 Onlooker 2



Narrator 1: Once there was an old man who carved himself a fine wooden puppet.

Geppetto: I will name you Pinocchio. I will teach you to walk and talk like a real boy.

Pinocchio: Thanks, father, but when can I go out to play?

Geppetto: First you must go to school. I will sell my only coat to buy you a School book.

Narrator 2: But when Pinocchio left the house he did not listen to his father.

Pinocchio: School? No way! I will trade my book for a ticket to a puppet show!

Narrator 1: Pinocchio ran away. He stole, cheated and lied. When he lied, his nose grew longer and longer.

Narrator 2: One day a kind Blue Fairy appeared to Pinocchio.

Blue Fairy: What a nose! You should tell the truth.

Pinocchio: But I always tell the truth!

Narrator 1: His nose grew and grew some more.

Pinocchio: Oh Blue Fairy, why am I made of wood? I wish I were a real boy.

Blue Fairy: If you can be good and tell the truth, your wish will come true. No more lies!

Narrator 2: Just then, people gathered on a nearby beach.

Onlooker 1: Look, it's Geppetto! What is he doing?

Onlooker 2: He is worried about his son. He is trying to find him.

Onlooker 1: But there are giant whales out there in the water! And where is his coat?

Onlooker 2: On no! That big whale is trying to swallow him!

Onlooker 1: Pinocchio can see that his father is in trouble. He's swimming after him!

Pinocchio: Here I come, father! I will save you!

Onlooker 1: Oh look! A giant whale just gobbled up Pinocchio!

Narrator 1: And who do you think he met inside the whale's belly? It was his father, Geppetto!

Geppetto: Pinocchio, I am over here!

Pinocchio: Father, I am so sorry I ran away.

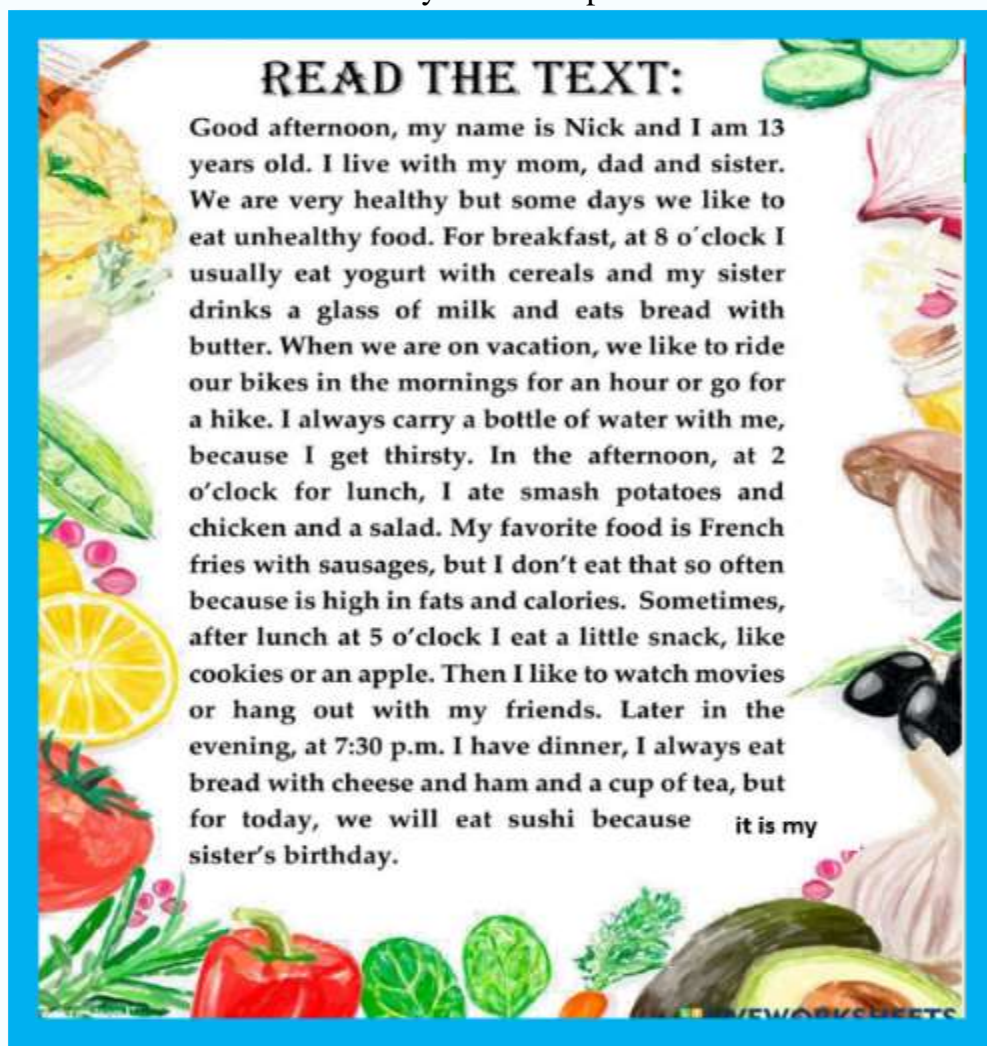
Narrator 2: Just then, the whale spit Pinocchio and Geppetto out and they swam to safety.
Pinocchio: Father, I will never cheat or lie again!
Geppetto: I always knew you were a good boy.
Narrator 2: Pinocchio returned home and did as he promised. And soon the Blue Fairy came to him again.
Blue Fairy: You have kept your promise to be good and tell the truth. Now close your eyes and make a wish.
Narrator: And on that day, Pinocchio became a real live boy.
Everyone: And he never lied again!

Activity (2) :REREAD

- Rereading a sentence several times helps to increase fluency.
- Tell students that the first time they read a sentence, it may sound-like-a-robot, but each time they reread it, it sounds smoother.
- Encourage students to use expression as they reread.
- Have them practice with familiar texts and summarize what they read.
- Teacher can use an example from students' textbook and ask them to read and summarize.
- Students read and write their summary under the picture as follow:

READ THE TEXT:

Good afternoon, my name is Nick and I am 13 years old. I live with my mom, dad and sister. We are very healthy but some days we like to eat unhealthy food. For breakfast, at 8 o'clock I usually eat yogurt with cereals and my sister drinks a glass of milk and eats bread with butter. When we are on vacation, we like to ride our bikes in the mornings for an hour or go for a hike. I always carry a bottle of water with me, because I get thirsty. In the afternoon, at 2 o'clock for lunch, I ate smash potatoes and chicken and a salad. My favorite food is French fries with sausages, but I don't eat that so often because is high in fats and calories. Sometimes, after lunch at 5 o'clock I eat a little snack, like cookies or an apple. Then I like to watch movies or hang out with my friends. Later in the evening, at 7:30 p.m. I have dinner, I always eat bread with cheese and ham and a cup of tea, but for today, we will eat sushi because it is my sister's birthday.



Assessment

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

Read and answer the questions:-



What beautiful shoes!

A family sees the shoes.
'What beautiful shoes!' they say.
'We must buy them. Here are nine gold coins.'
'Nine gold coins!' says the shoemaker.
'But ... who is making all these shoes?'

The illustration shows a family of four in a shoe store. A woman in a green dress and a young girl in a pink dress are looking at a pair of shoes on a table. A man in a blue suit is standing behind the table, and an older man in a white shirt and purple pants is standing next to him. The table is covered with various shoes and gold coins. A speech bubble from the woman says, 'What beautiful shoes!'

That night the shoemaker hides. He
and his wife hide. And they wait.
At midnight they see two little elves!



The illustration shows the shoemaker and his wife hiding in a room. The shoemaker is on the stairs, and his wife is on the floor. Two little elves, one in a green hat and one in a red hat, are running through the room. A clock on the wall shows the time is midnight. The room has a large window with a crescent moon and stars outside.

The little elves run in. They jump onto the table.

'Here's the leather!' they say. 'Let's work! Let's make some beautiful shoes!'

All night they work. They work and work and work. The shoemaker and his wife watch.



Now we know.

In the morning the elves run away.
But there's something on the table.
Four beautiful pairs of shoes!

'Now we know,' says the shoemaker.
'We know who helps us.'

'Yes,' says his wife. 'Two little elves.
But what can we do for them?'

'I know,' says the shoemaker. 'Let's make some clothes for them.'
'Oh yes!' says his wife. 'Yes!'



Night comes. They leave the clothes on the table. Then they hide.

At midnight the little elves run in.

'What's this?' they say. 'Something for us? For us? Oh yes! It's something for us!'

They put on the new clothes and they dance. Dance, dance, dance!



'Now it's time for us to go. Because they know! Because they know!' say the elves. 'Goodbye, Shoemaker!'



The elves never come back. But now the shoemaker makes good shoes. He works hard.

Now his shop is a good shop. And he is happy.



Exercises

1 Write the words.

two pair pairs four some one



one shoe



a of shoes



leather



gold coins



two of shoes



little elves

2 Circle the correct words.

- The shoemaker's shop doesn't make much money / leather.
- The lady buys the shoes because they are old / beautiful.
- The shoemaker buys shoes / leather with the gold coins.
- The elves work at night / in the morning.
- The shoemaker and his wife make shoes / clothes for the elves.

3 What do they say? Write the words.



Three gold !



I can make two more now.



Make them in the .



Let's !

4 Answer the questions. Write Yes or No.

1 Are the shoes beautiful? Yes.

2 Are the shoes in the shop window?

3 Does a man see the shoes?

4 Does the lady buy them?

5 Does she buy them for two gold coins?



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

Reading Difficulties (Identifying and Analyzing the Relationship)

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

Activity (1): Act Relevant or Off



- ❖ For students to find relevant concepts or ideas connected to the topic” Animals” ,use this activity to reach with them to related conclusion drawn about characters, setting, theme...
- ❖ Have student read given text (or another text from the textbook) .
- ❖ Divide students into groups of three.
- ❖ Give the students supported sentences related to the character trait, or not a trait, setting or a false one, event or not an event

For example: The Proud Rose



- ✚ A rose mocks a cactus and other plants.
 - ✚ The rose is beautiful and proud
 - ✚ The cactus is ugly and tough.
 - ✚ It was a cold winter in the desert.
- ❖ Have students sort them if they are relevant or off the topic .You can ask them to find a couple more examples on their own from the topic.
 - ❖ Use a washer tape to draw shapes on the floor such as: bubble map for analyzing character, house for analyzing setting, circle for analyzing theme.....
 - ❖ Have the students stick Post-it note inside the shape if it is relevant and outside if it is off topic.

Activity (2): Character Interview



- ❖ Role-play is a strategy that helps students understand and tolerate relationships better in the reading material
- ❖ Students role-play an interview with one of the characters.
- ❖ Assign students the roles of the characters (change student after each play)
- ❖ The rest of the class prepare questions to ask the character actor who will put themselves in the characters shoes to give suitable answers.
- ❖ For more fun ask them to imagine that the interviews are taking place on a TV Chat show. For more fun ask the actor to put on a big sized shoes, you had gotten before to resemble the saying” Put yourself in the characters shoes”
- ❖ When a classmate asks a question and the actor fails to answer, another character actor will put on the shoes.
- ❖ Help classmates with some questions relevant to specific ideas and concepts you want students to focus on for analyzing the relationship
- ❖ Gather all the relevant characters on Map relationships on the board
- ❖ You may ask them to interview the author of the writing material to ask about non-fiction texts

Activity (3): KWL Chart

- ❖ Using the word wall with all the studied vocabulary, where some are familiar for the students to play with the student.
- ❖ First introduce the word and ask students to complete individually KWL chart will give you an idea of how much students know about the words
- ❖ First ask students to split the paper into 3 columns :know, want to know ,learned
- ❖ Have student sort the word wall words into “Know” , “Want to know” ,and “Learned” column
- ❖ Using this technique with information part as ” Bear’s Life “ , student has to brainstorm about the topic own ideas about “ Bears “ in K column. Write the own enquiry questions about “ Bears “ in W column. Then after recognizing ideas and finding answers to their questions they drag the question from W to L


Suggested Text:

Polar Bears

Polar bears are large bears that can survive in the cold arctic habitat . They are the largest meat eating animals on land. They have sharp teeth and claws ;they use for hunting their prey. Polar bears eat mostly seals where they hand seals by waiting on the ice for a seal to surface for air or by swimming beneath the ice.

Male polar bears can grow up to 10 feet tall and weigh up to 1400 Pounds, females can reach 7 feet tall and weigh 650 Pounds. Polar bears have black skin that is covered with thick oily fur, the oil protects the bear while it swims through the cold water. Under the skin, there is a thick layer of blubber that helps the polar bear keep warm. Today there are between 20000 and 40000 polar bears living and surviving in the Arctic.

KWL		
What I Know	What I Want to Know	What I Learned



Mobile apps Activities



Brainstorming Activity

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


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



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


Assessment

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



Lively Discussion Topics

Thorny Issues: Euthanasia



Read the text

My father was lying in bed and was in terrible pain. Six months earlier he had been diagnosed with terminal lung cancer and was admitted to hospital because he couldn't breathe on his own anymore and needed constant pain medication. Now those painkillers, including the morphine drip, couldn't bring relief anymore. Every day was an ordeal. He called me and my brother to his bedside and asked us to help him. Because of the agonizing pain and the fact that there was no hope whatsoever of recovery, he wanted us to ask the doctors to help him die. He didn't want to suffer, nor lose the little dignity he had still left. I thought it was a fair request. My brother, however, didn't see it that way.

Vocabulary

- agonizing
- cancer
- coma(tose)
- diagnose
- dignity
- mandatory
- mercy
- miser
- morphine
- ordeal
- recovery
- relief
- painkiller
- suffer
- terminal

Discussion Questions

1. If you were in terrible pain and dying, would you ask for euthanasia?
2. Do you think people have the right to die or the obligation to live?
3. If you saw a loved one suffering endlessly and beyond hope, what would you do?
4. Is euthanasia legal where you live? If so, do you agree? If not, is it done anyway?
5. Should helping someone die with dignity be punished as a crime?
6. Should patients in a lifelong coma be euthanized? If so, who decides?
7. Most people think putting animals out of their misery is an act of mercy. Should we show mercy to people as well?
8. Wouldn't it be better if euthanasia was mandatory for all incurable or comatose patients, as well as for the severely handicapped and convicted murderers?

Brainstorm: For and against

Why euthanasia is a good idea:	Why euthanasia is a bad idea:

Take a stand: Debate, speak or write

Prepare a short speech or essay in which you outline your point of view or organize a whole-class debate.

I am for/against euthanasia because...	I think...	I would never...
Doctors who assist patients...	Killing others is...	Possible exceptions...
If I had someone close to me in such a situation...	People who help others die...	Finally...

More worksheets available on www.ESLprintables.com

Author: Philip R.

- <https://en.islcollective.com/english-esl-worksheets/material-type/fun-activities-and-games/thorny-issues-euthanasia-lively-discussion-topics/676>

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

Warm-Up Activity





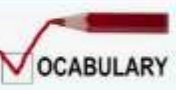

Writing

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

Time : 5 minutes

Tell them the following :

In the first part of the session , we deal with writing difficulties that six grade students face. It includes grammar, spelling & mechanics and organization skills.

(1) Grammar	
(2) Mechanics	
(3) Vocabulary	
(4) Organization Skills	

Brainstorming Activity

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

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

Writing Difficulties (Grammar)

Activity (1): A Tense Race

- ❖ For this game, you will need to write out a list of verbs on index cards. You can use the following list the first time you play this game.
- ❖ Am – Came – Run – Swim - Sing
- ❖ Feel – Want – Make – Hear - See
- ❖ Go – Smell – Taste – Cook - Drive
- ❖ Play - Try

The rules of the game are as follows:

- ❖ Put the students into evenly divided teams and ask for a representative from each team to join you at the front of the class.
- ❖ Tell them you are going to read a verb and the student from team 1 has to give you either the past tense or present tense of that verb as quickly as possible.
- ❖ Begin by reading the first index card. Remember, only the student from team 1 may answer. If the student is correct, hand them the card and move on to the representative from team 2, and so on.
- ❖ If a student hesitates or speaks incorrectly, they must sit down and the next representative from their team goes to the front of the class.
- ❖ Repeat this process until every student has been eliminated or you have run out of cards.
- ❖ The winning team will have collected the most cards.
- ❖ To increase the difficulty, try playing the game using irregular verbs or by requiring students to use the past or present tense of the verb in a sentence


Activity (2): Insert a Verb

- ❖ This writing game incorporates creativity and humor.
- ❖ Instruct each student to take out a blank sheet of paper and a pencil, not a pen.
- ❖ Tell them to write one paragraph describing what they have done so far today. When they got up, what they ate, how they got to school, etc.
- ❖ After your students have finished writing, tell them to count the number of action verbs in their paragraph and write the number on the top of the paper. It's important that they only count verbs that involve a specific action.
- ❖ Instruct them to erase all of the action verbs from their paragraph with an eraser or black pen.
- ❖ Tell students to partner up and tell each other the total number of verbs they erased and vice versa.
- ❖ Now, on a clean sheet of paper, each student will write a list of verbs, in order, relating to activities they think their partner got up to that day. For example, if my partner, Sally, told me she had eight verbs, I would write the following list: got up, ate, went, brushed, ran, got on, saw, played.
- ❖ Then, partners exchange verb lists and insert the new verbs to replace the original verbs that have been erased.
- ❖ When the students are finished adding the verbs, ask for volunteers to read their paper aloud. Because the paragraphs are about the student's day up to that point, all of the verbs should be past tense.

Assessment

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

1. I bought a beautiful dress at the mall.
☐ a. verb ☐ b. noun ☐ c. adjective
2. I play with my friends after school.
☐ a. verb ☐ b. noun ☐ c. adjective
3. My shoes are under the kitchen table.
☐ a. verb ☐ b. noun ☐ c. adjective
4. If I finish my homework, I can play.
☐ a. verb ☐ b. noun ☐ c. adjective
5. On Mondays, I study English.
☐ a. verb ☐ b. noun ☐ c. adjective
6. The kitten is soft and sneaky.
☐ a. verb ☐ b. noun ☐ c. adjective
7. The Hulk is very strong.
☐ a. verb ☐ b. noun ☐ c. adjective
8. Spiderman fights the villains.



- ❖ For more exercises , go back to the English guide for Grade Six.

Writing Difficulties (Spelling and Mechanics)

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

Activity (1): Silent Letters

- ❖ Veer away from usual stand- and –recite- these-words procedures and add elements of fun and excitement by using games to teach silent letter word spelling.
- ❖ Let students sit in pairs and give each pair a list of words and their homophones.
- ❖ Ask the student to prepare a sheet with blank spaces away from his partner's eyes.
- ❖ Let them choose the words with silent letters and its homophone without silent letters and write one blank space for each letter in each word as follows:
✚ Hour/ our _ _ _ _ / _ _ _
✚ Know/ no _ _ _ _ / _ _
- ❖ Now let them ask his/her partner to guess the letters after telling the words
- ❖ To make the activity harder you may let the partner guess the letter and if they guess write it in any blank.
- ❖ It should be as if they guess the letter "o," write it on the first blank space.
- ❖ At the end they have to know which letter is written, but it is silent comparing the two words and pronounce the words correctly.

Suggested list:

Hour/ our	Muscle/ mussel	Write /right
Knew/ new	Where/ wear	Would /wood
Knows/ nose	Which / witch	Wrap / rap

Activity (2) :Sorting Words

- This activity allows the students to practice affix words spelling when recognizing the root part linked to either a suffix or prefix part.
 - Ask your student for a book or magazine scavenger hunts. TV gets student thinking. They have to cut words with the prefixes or suffixes.
 - Then students have to highlight either prefix root or suffix in each word and place it under the correct category as shown in the picture.
 - They will stick that on pages on The Notebook.
 - To complete the list ask student to add more words related to each category out of their own.
 - They may form their own words from letters they cut out of the magazine.
 - Not forgetting to highlight the target part, students have to tell the words for the other classmates to check its correction.
- If they give thumb up, then the word is correct, and students can add it to their lists.



Activity (3): Flipped Classroom

- ❖ Flipped learning helps increase student's self-efficacy, schedules their out of class time revising, and thus leads to effective learning achievement (Lai and Hwang 2016)
- ❖ Use flipped learning by setting students research about the four types of sentences punctuation to do at home.
- ❖ They come to class ready to teach their classmates what they have found out.
- ❖ Their finding must include examples and sentence types with their punctuations .
- ❖ Student will love taking control of your classroom to teach the rest of the class and make presentation with creativity. Using PowerPoint here is very effective.



Assessment

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

Silent Letters Sorting

Put each of these words into the right column, according to the silent letter.

Remember that silent letters have no sound in a word.

lamb	numb	comb	bomb	write
wriggle	wren	wrap	climb	wrong
wrist	crumb	wreck	sword	doubt

Silent w	Silent b

Silent Letters Sorting

Put each of these words into the right column, according to the silent letter.

Remember that silent letters have no sound in a word.

lamb	numb	comb	bomb	write
wriggle	wren	wrap	climb	wrong
wrist	crumb	wreck	sword	doubt

Silent w	Silent b



- ❖ For more exercises , go back to the English guide for Grade Six.

Writing Difficulties (Vocabulary)

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

Tic Tac Toe Game

- ❖ The teacher draws the basic Tic Tac Toe grid on the board.
- ❖ Then, put different letters in each of the nine squares.
- ❖ Students are divided into teams.
- ❖ Each team selects a square and name three words that begin with the letter. Then, they put one word of the three in a sentence.
- ❖ If a team can think of all three words under a set time limit, then they can mark their X or O in the spot. Then, the other team selects a square that has a different letter and tries to perform the same task.
- ❖ The team who gets three Xs or three Os in a row first wins the game.

Activity (1): Word Train

- ❖ The teacher divides the blackboard into two sections, left and right.
- ❖ Then, he\she writes 10 vocabulary words in each section.
- ❖ After this, he\she divides the students into two groups.
- ❖ Upon the teacher’s instruction, the first student from each group approaches the board (each in their separate section) and chooses a word for the student behind them to define and put it in a sentence from their own.
- ❖ Once the second student answers correctly, the first student erases the word and goes at the back of the line, while the second student comes to the board and chooses a word for the third in line. The first group that manages to erase all the words in their section wins.

Activity (2): Word Searches

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



Using Online Games in Vocabulary

WORDSEARCH

- ❖ Using games whether online or offline to overcome any difficulties in vocabulary :
- ❖ you can click on the following link and enjoy using this online game :
- ❖ https://play.google.com/store/apps/details?id=ru.mokhin_tech.fourthextra



Overview

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

This app is a free app to help you learn English vocabulary with play game by pictures.


Assessment

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

Name: _____


Find the Topic Sentence

Read each paragraph.
Draw a line under the topic sentence.
Tell your partner why you chose that sentence.




A Rainbow

A rainbow is made up of many colors. It has red, purple, and blue stripes. It has orange, yellow, and green stripes. Sometimes the colors are dark. Sometimes the colors are pale.



Frogs

Frogs hop on land. They dive into a pond. They swim in the water. They leap for food. A frog can move in many different ways.



Ice Cream

The very best food in the world is ice cream. It is cold and sweet. I like to lick it as it drips down the cone. I like all the different flavors.

© EveryMan Corp. • DRC (46) • Paragraph Writing Parts of a Paragraph 11

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

Writing Difficulties (Organization Skills)

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

Activity (1): Idea Cards

- ❖ Divide students into groups and ask each group to choose a topic they like to write about, for example: compare and contrast between two friends or items, causes and effects of pollution , problem between friends and its solution, steps in process to make a cake.
- ❖ Tap up the board three titles cards as shown in the pictures.
- ❖ Prepare two or three cards holding ideas related to the topics chosen, and mix them randomly so each group will come and read them in order to grab the idea related to the topic they have chosen before.
- ❖ Let each group tap up the cards and the related pattern of organization.
- ❖ Now it's their turn to write and complete with their own one.
- ❖ Give students of each group a white card and ask them to discuss among each other to add more ideas similar to the ones on the tap up cards.



- ❖ Give some help if student struggle, and if the idea is correct, let them tap it up under its related one.
- ❖ The group that wins, is the one that can collect and write too many ideas correctly.
- ❖ Ask each group to read the other groups' writing.

Activity (2) : Creating a Paper Chain

- ❖ This activity could be played for various pattern of organization.
- ❖ You can ease teaching “cause and effect “, but whatever the pattern of organization is it will be useful.
- ❖ Hand out pieces of foldable paper of different colors to the class after dividing them into pairs.
- ❖ Next, the pairs work together to come up with four different” cause and effect” events to record on the paper for example:

Or

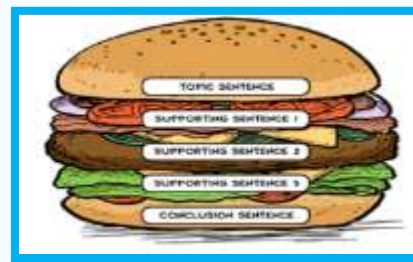
- ❖ Once the pair has finished the papers they mix them up, place them in an envelope and write their names on the front.
- ❖ The next day, play scavenger hunt with your students to look for others pair envelopes, open them, watch “cause and effect” papers and create a paper chain looping together a cause and an effect with fun .
- ❖ This can be used to make a chain for steps in process , problem solution, or similarities and differences.
- ❖ Then ask them to write on their notebook the sentence joining them now with transitional signals as: so, as a result, because ,since ,for.....



- ❖ This activity is a friendly competition to choose writing a creative topic sentence .
- ❖ Divide students into small groups .
- ❖ Tell them that they are competing to write good topic sentences.
- ❖ Make a score sheet on your board and choose a committee of the 3 students in addition to you to be the judges.
- ❖ Shout out a topic ,for example(recycling or pet animals)
- ❖ The teams have 3 minutes to discuss with each other and come up with a captivating topic sentence.
- ❖ After students submit their sentences, judges should confer to select the winning sentence to get a point for that round.
- ❖ You can continue playing through at least 10 topics or until you find that your students recognize and practice writing creative topic sentences.
- ❖ Help when they struggle in one of the given topics.

Activity (4): Detailed Tree

- ❖ The central message of the story is the main idea. It is the tree trunk where the details are the branches of the tree that originate from this main idea and support it.
- ❖ You can play with your student asking: “Does it belong?”
- ❖ Identify the main idea for a topic you choose with your students such as:” There are three fun ways you can choose to spend your leisure time during the holiday day.”
- ❖ Ask your students after dividing them into pairs or groups of three or four to just think of ideas related to the main idea and can support it well.
- ❖ Give them 5 to 10 minutes to prepare their ideas, then ask each group to read his own.
- ❖ When each sentence is read, the other students give thumb up/ down depending on whether the details belong or not.
- ❖ Then use a tree visual where the main idea of the topic is written on its trunk .Students whose details are accepted will create a branch for tree.
- ❖ For more challenge, ask your student to write the topic main idea and supporting details using transition words on their notebook.



Activity (5): Follow Anchor Chart

- ❖ Students may be able to write a topic sentence and supporting ideas with details, but when it comes to add a conclusion sentence it is almost like they have run out of steam. Scaffolding practice using all the paragraphs used in recognizing the main or topic sentences or all the supporting details will be beneficial.
- ❖ To practice conclusions drawings , put all the pieces of writings of previous activities in a paper bag.
- ❖ Ask students to come in pairs and pick one piece of writing (missing conclusion), and have discussion between each other to conclude the closing.
- ❖ Students will write a closing and read it to the other classmates. Following the Anchor Chart given is important .
- ❖ If they make a thumb up, then the paragraph is full and it just need proof reading to gain a point.
- ❖ And if not, the pair will put the piece of writing back in the bag, or they get help to adjust it well.
- ❖ You can ask editing or proofreading for each paragraph ended for some mechanic, grammatical or structural mistakes, omitting or replacing some words with synonyms or with other words.

Unit 6: Concluding sentences

Match the concluding sentences to the correct paragraphs.

- 1 We can save water by reusing it again. The washed water used for washing jewelry and dirty dishes is suitable for washing the floor and the drains. The water from the last wash can be used to water the plant since it has less soap.
- 2 All Malaysian households have to start separating their waste into different categories. The waste will be separated into several categories including plastic, paper, cardboard, glass, metal, food waste and farm waste.
- 3 We have to stop wasting our food. When we eat at a restaurant, take only the amount that we can eat. Leftover food such as rice can be turned into a new dish such as fried rice. The food waste that we throw at the landfill will be smelly and attract a lot of flies and rat.
- 4 Recycling is the process that changes waste materials into things that we can use. We must manage our waste that we create. We can put our waste into separate bins. We can make new things from waste items such as plastic bottles or aluminum cans.
- 5 We should try and collect rainwater. Malaysia receives abundant of rainwater throughout the year. We can use rainwater for many purposes such as to water the plants, to wash the floor, to flush the toilet, to wash the dirty clothes or more. We can conserve water.

Choose your answers from this list.

- A) Hence, reducing the amount of our food waste will also help save the environment.
- B) Thus, we will use less water and save on water bills.
- C) Thus, rainwater is very useful and will save our water bills.
- D) So, by practising recycling we can cut down on waste and protect our environment.
- E) Therefore, we can reduce the amount of waste sent to the landfill.

PARAGRAPH WRITING



Unit 2 - Writing Skill

การเขียนย่อหน้าเขียนอย่างไร

คำหลัก: 10/11/20

Part 1 : Topic Sentences

Directions : Read each sentence and choose that which is a topic and a controlling idea.

1. People should consider joining a health club.

topic:	controlling idea:
--------	-------------------

2. Emergency towing service is great to have if your car breaks down.

topic:	controlling idea:
--------	-------------------

3. Cell phones allow parents to stay in better contact with their children.

topic:	controlling idea:
--------	-------------------

4. Pesticides should not be used on farm products.

topic:	controlling idea:
--------	-------------------

5. The beaches along the Mediterranean Sea are some of the best beaches in the world.

topic:	controlling idea:
--------	-------------------

LIVEWORKSHEETS

Mobile apps Activities



Brainstorming Activity

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

- Tell trainees that it's very important to use mobile application to overcome any difficulties in writing such as :
 - ❖ Online games to practice spelling :



[https://play.google.com/store/apps/details?id=com.weplaywelearn.different.](https://play.google.com/store/apps/details?id=com.weplaywelearn.different)

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



Satisfaction Scale

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

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

- Provide appreciation and gratitude to trainees for their attendance and participation on the training.
- Time : 5 minutes**

The End of the Third Training Day

The Project



The aim of the project:

- Treating the English language difficulties among students in grades (4-6).

Steps of the project

- Ask trainees (grades" (4-6) 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 you treat the difficulties through videos.
- Write a detailed report and present it in front of the colleagues and the trainers who are responsible for treating to evaluate their performance.

Individual Treatment Plan Model

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

Individual Treatment Plan Model

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

General Difficulty:-----

Sub-Related Difficulties:-----

- ❖ -----
- ❖ -----
- ❖ -----

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

- ❖ -----

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

Remedial Teaching Guide for Students with English Language Learning Difficulties

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

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

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

Best Wishes

Preparation Team