Training Package

مشروع بناء برامج تعويضية

لصعوبات تعلم المواد الدراسية للاجئين السوريين

لبنان - الأردن - تركيا (الداخل السوري)

Overcoming English Learning Difficulties



Grades 4-6





H,O







The Supportive Parties



Islamic Solidarity Fund for Development



International Islamic Charity
Organization



Islamic Development Bank

The Executing Parties



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Introduction

Dear Trainees,

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 guide (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.



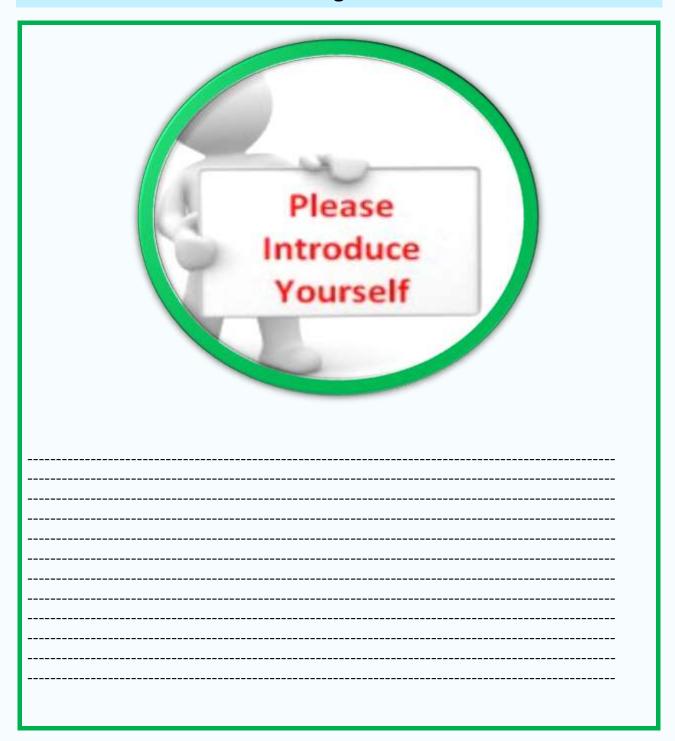




Warm-Up Activity

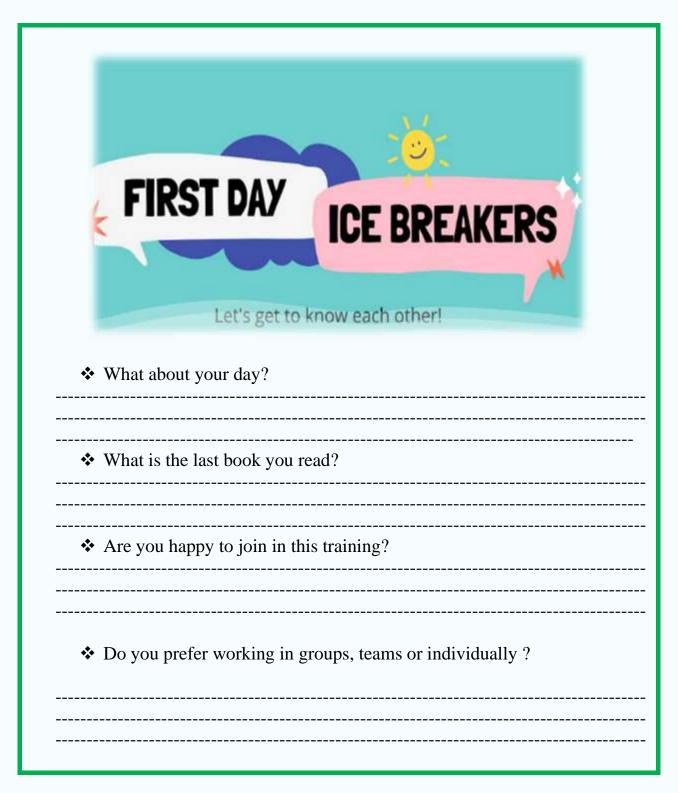
• Dear trainee, in this activity, you introduce yourself to your colleagues and the trainer.

Introducing Ourselves



Ice-Breaking Questions Activity

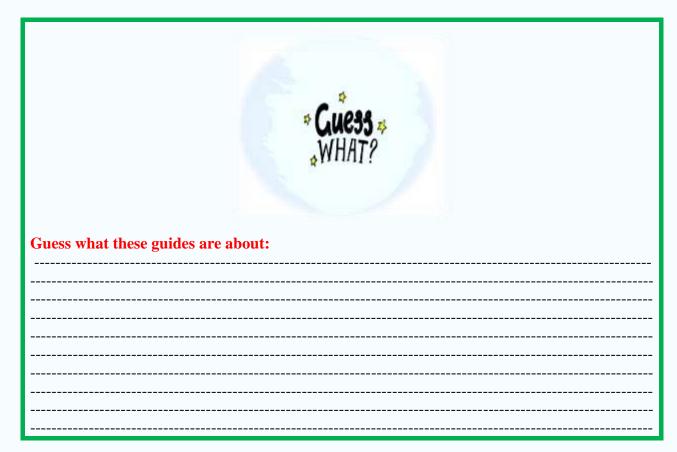
■ Dear trainee in this activity, you will be asked some questions that help you to be more interested and motivated.

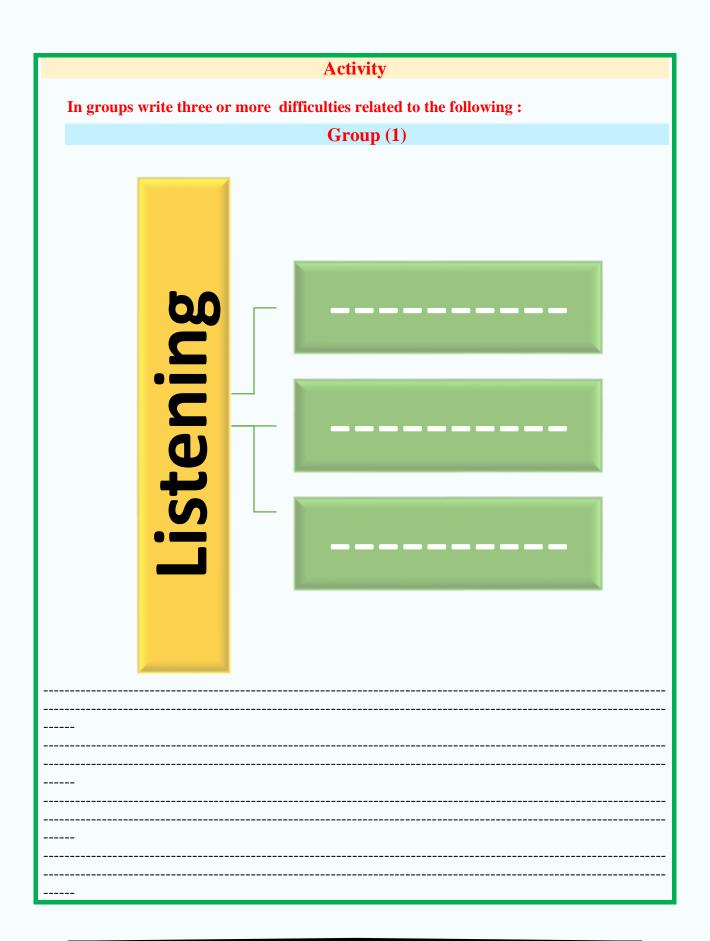


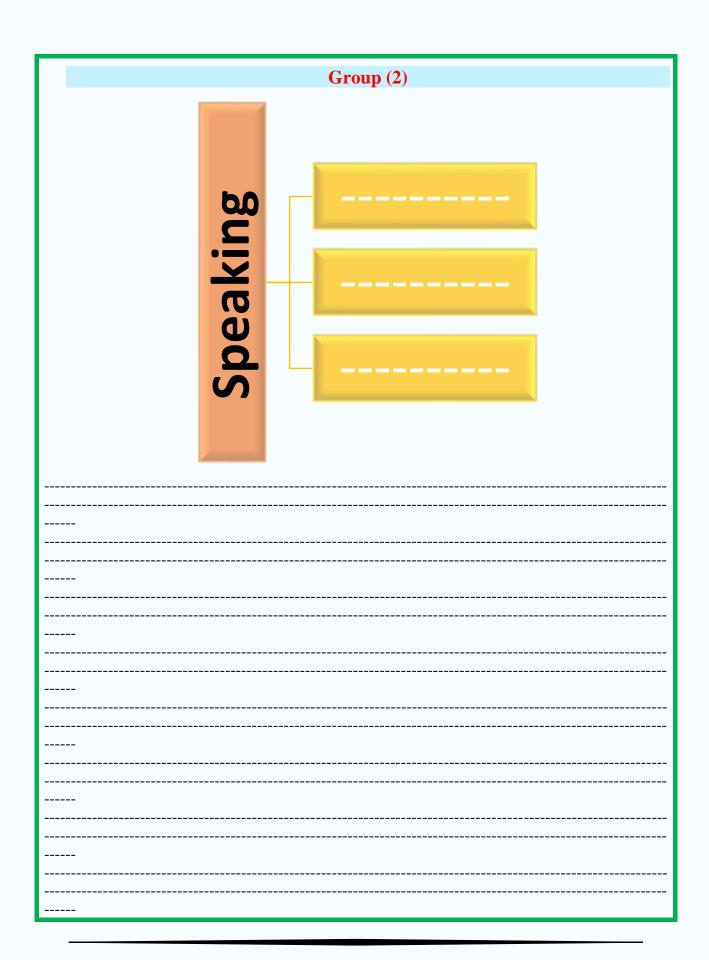
Activity (1): The Content of the Guides

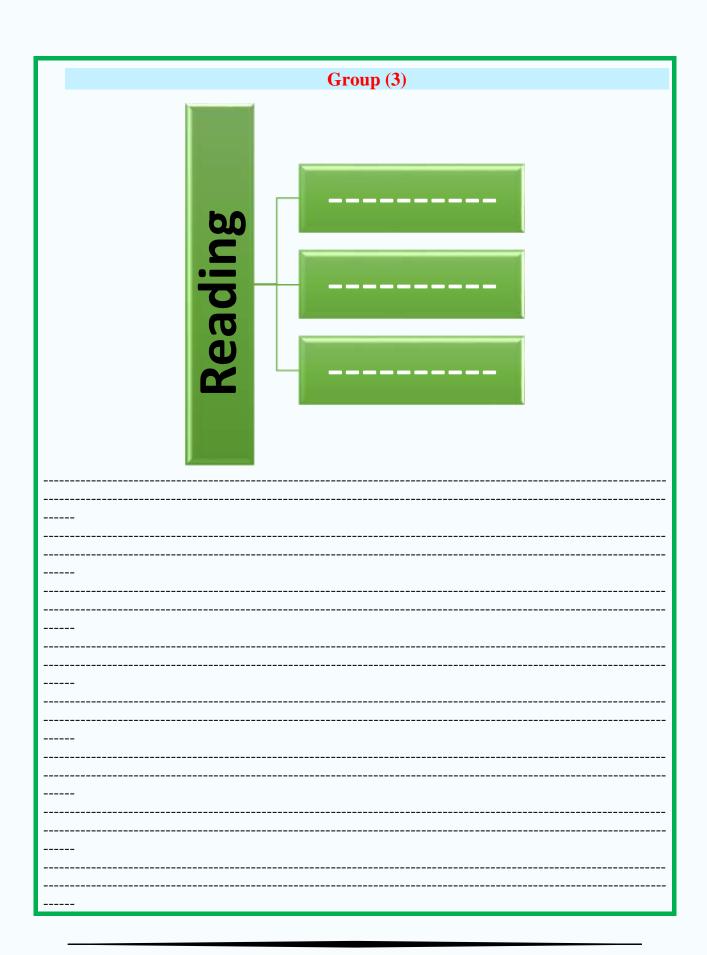


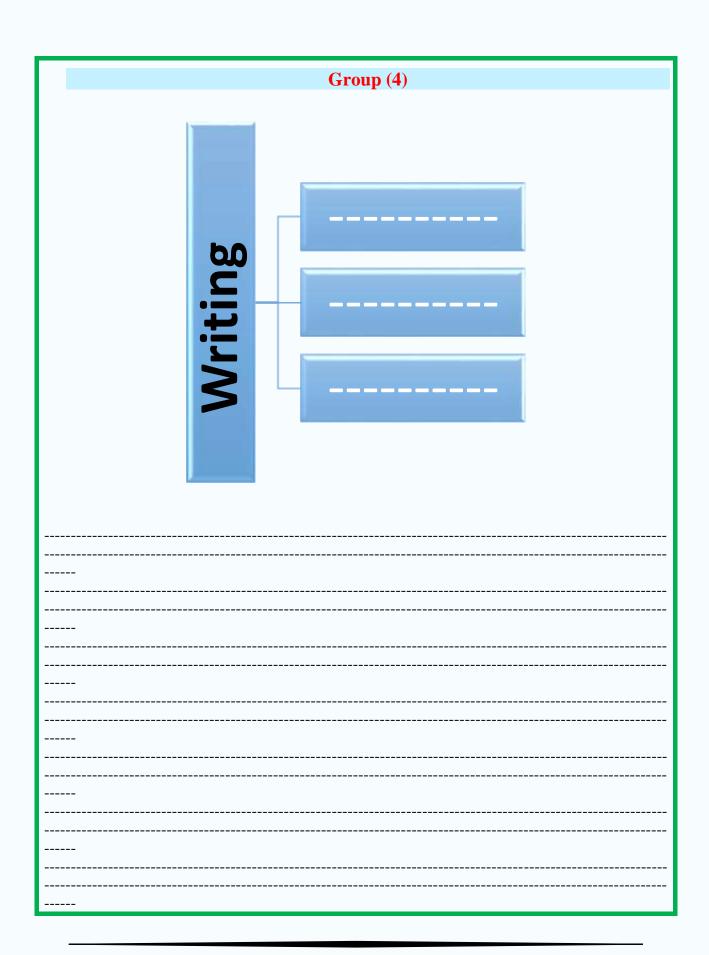
■ Dear trainee, in this activity, the contents of the guides for grades (1-3) will be presented through using data show or WhatsApp group and guess what in these guides.





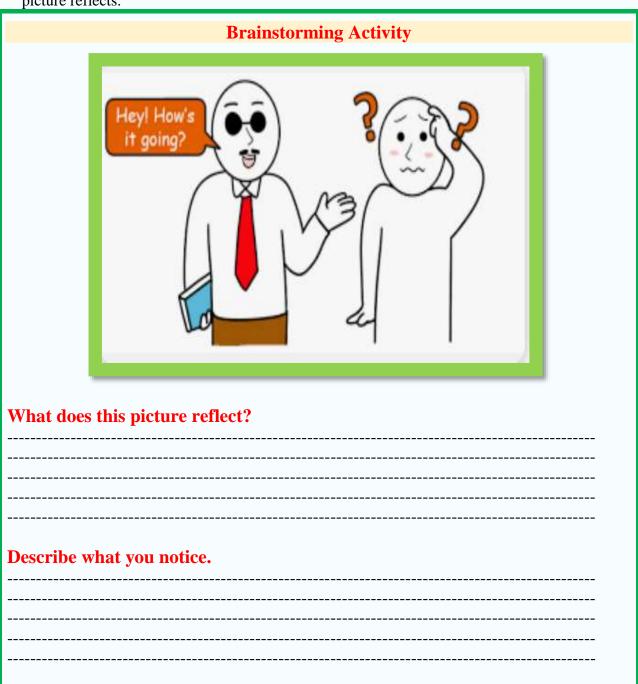






Listening Difficulties

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



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

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

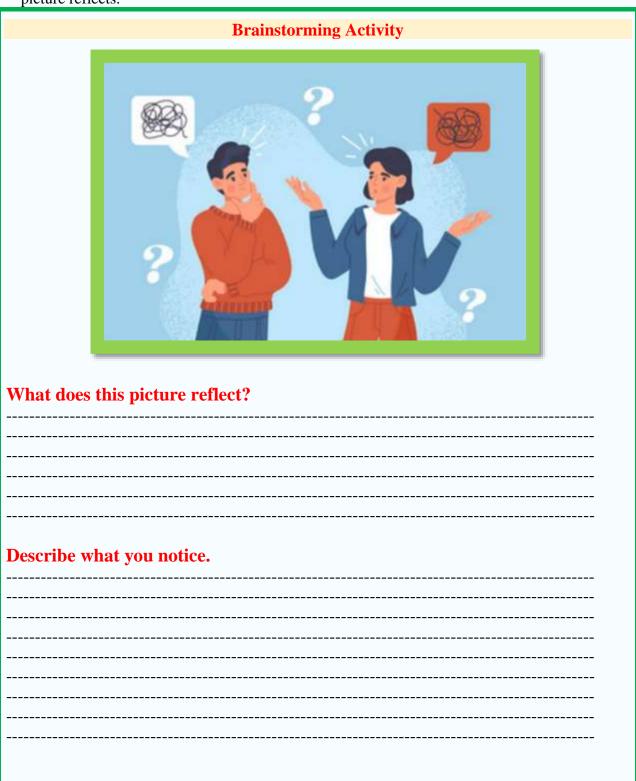


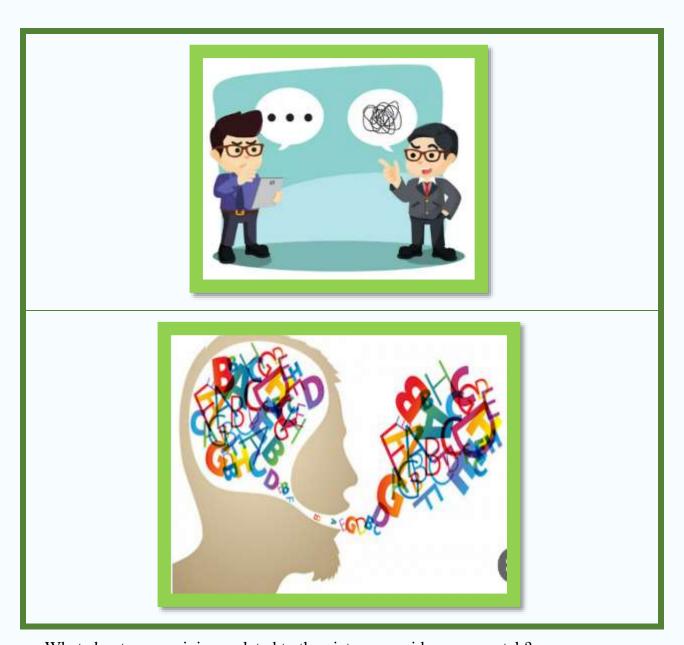


What about your opinions related to the pictures or videos you watch?

Speaking Difficulties

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

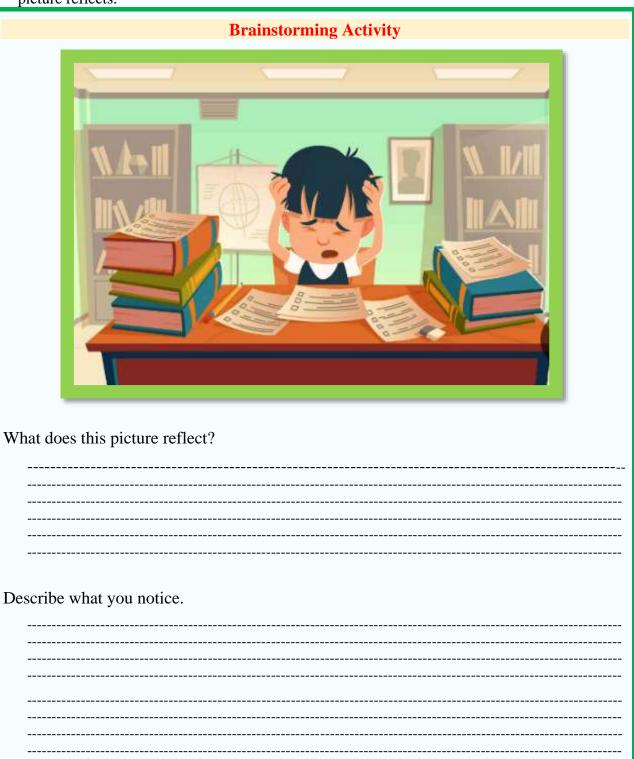


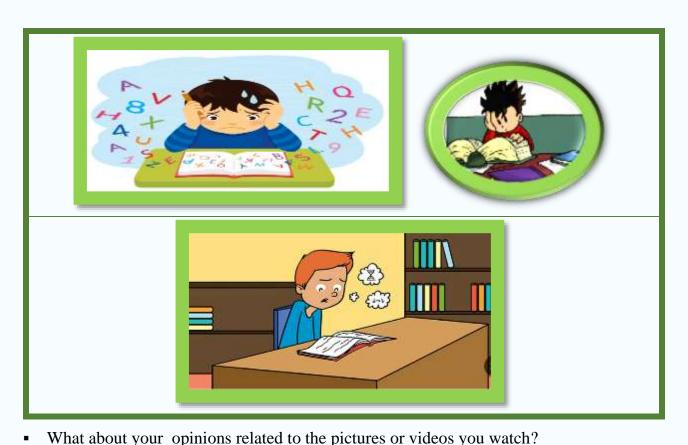


What about your opinions related to the pictures or videos you watch?

Activity (3): Reading Difficulties

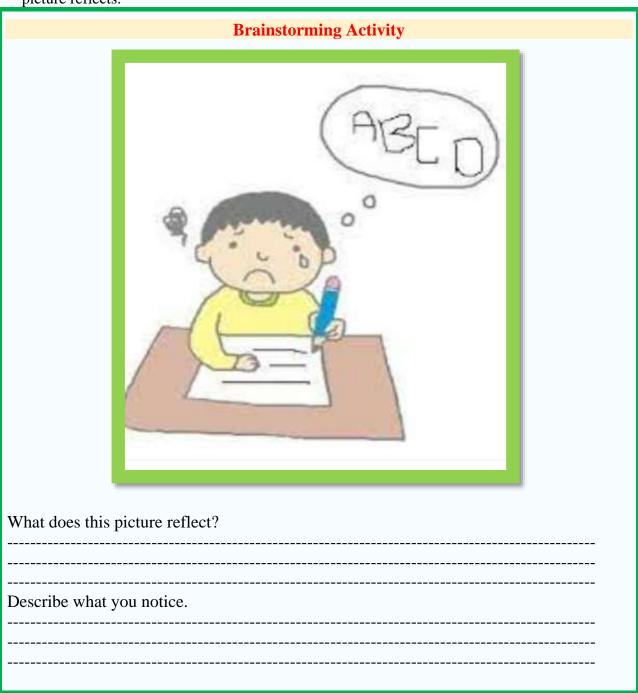
Dear trainee, you will be asked to describe the following picture and try to clarify what this
picture reflects.

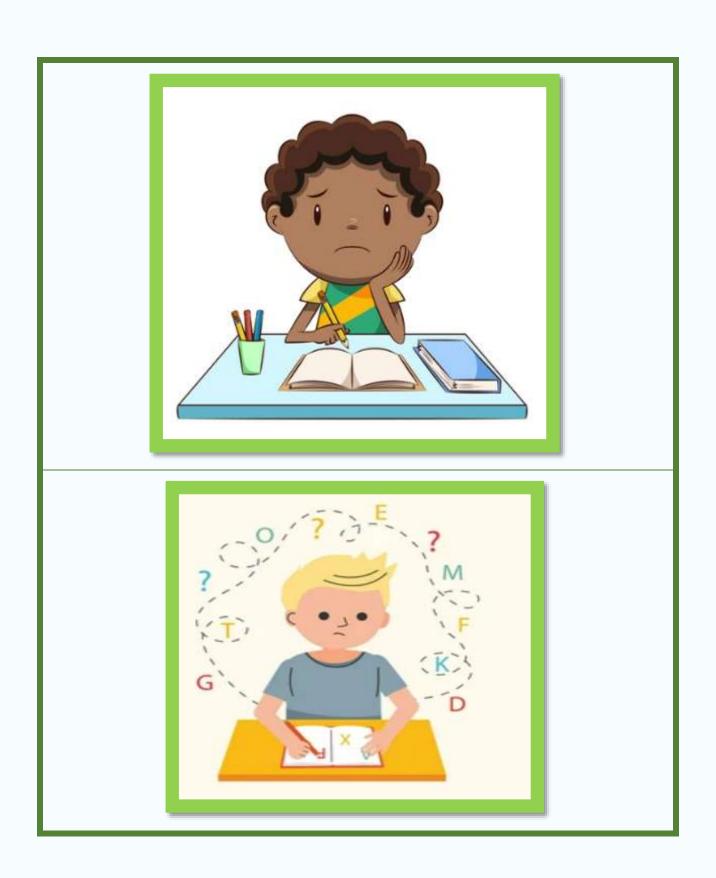


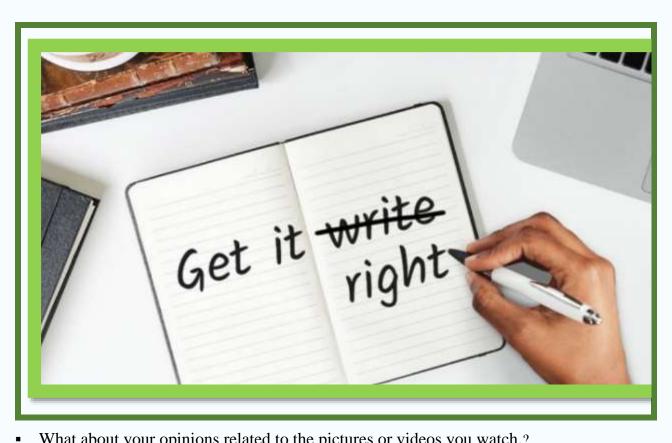


Activity (4): Writing Difficulties

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







what about your opinions related to the pictures of videos you watch.

Satisfaction Scale

•	Trainer's Name:	
•	Trainee's 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?					

The First Training Day



Warm-Up Activity



on the scope and sequence sions will we cover in lister	on the first training day	, which

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)

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

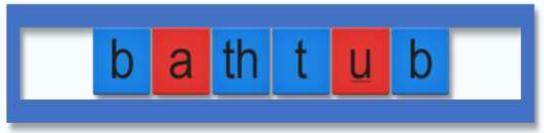
•	Finally, allow students to identify compound words in sentences with the 'Let's Practice! section. Have students copy the compound word into notebooks, and then share answers Time: 10 minutes

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

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, 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 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
•	

Perform this activity with your students practically.

Practice

In groups, choose one activity for sound discrimination and apply it.



• Time: 10 minutes

Assessment

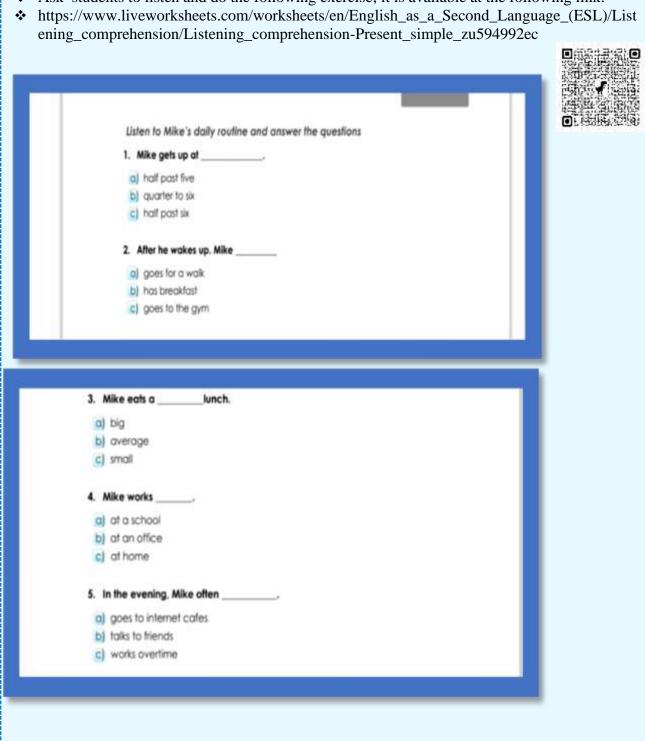
• Tell your trainees that after performing the activities, provide students with different assignments and exercises related to phonological difficulties such as:



Listening Difficulties (Listen for Gist)

Activity 1

❖ Ask students to listen and do the following exercise; it is available at the following link:



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)/List ening_comprehension/Listening_comprehension-Present_simple_zu594992ec







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)

UB	t-Eistening (10-12 innutes)
*	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



Listening for gist
What's the subject of the video?
What issue are they discussing?
What are these people talking about?
What's the main idea of the passage?
Listening for detail
1 Speaker: (не считая первого)
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

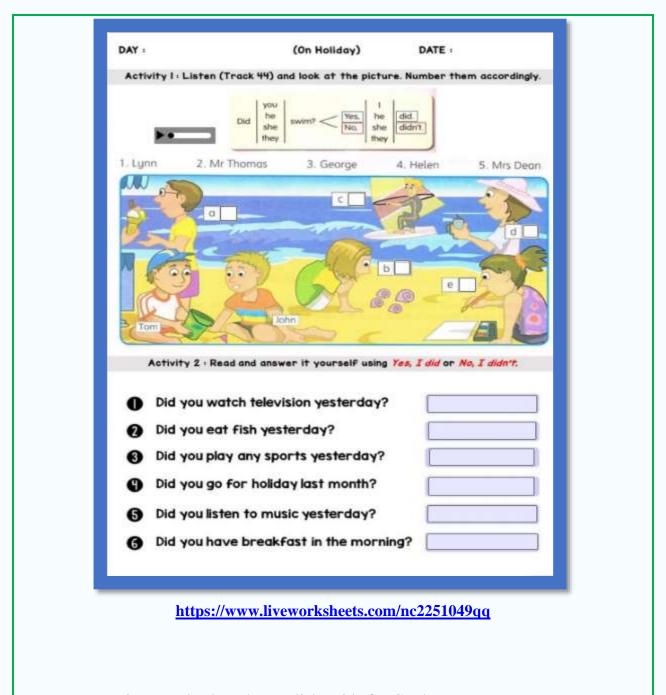




■ Time: 10 minutes

Assessment

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



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

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.

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…"

or in his fact there is a
❖ Time : 10 minutes

Game (2	$: \mathbf{W}$	hich	One is	the Odd	l One	Out?
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- * 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 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

Independent Practice

In groups, choose one activity about vocabulary and apply it.



■ Time: 10 minutes

Assessment

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



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/





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



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

Phonics - Sounds to Words



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



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



Another Free Mobile Application : Learning Vocabulary

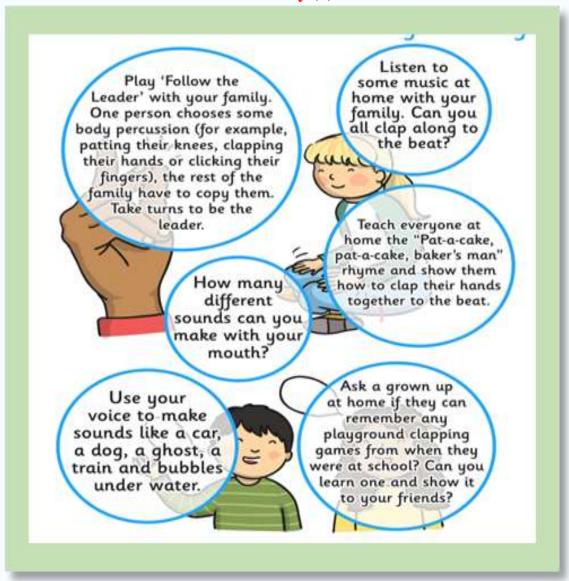
Download the following mobile apps on your mobiles or tablets and enjoy learning English
 Learn First Words - Baby





Listening Difficulties (Sound Discrimination)

Activity (1)



- Divide students into three groups and ask each group to discuss the pictures.
- Collaborate with students in their discussion as follows:
- Body Percussion I can use my body to make sounds such as (tap feet, click fingers) Challenge students to copy simple patterns that you perform first stamp! stamp! clap! stamp! Clap!



- Provide any help for students if they need.
- ❖ This activity helps students to revise their knowledge about general sound discrimination .

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. \$\text{Show the students} the blocks for the sounds \frac{m}{a} \text{/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'.

 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 the
 Give each student three blocks or cubes. Show the students three blocks that are related to each other and tell them that the
 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 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) as 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

Say "mice".

Now say mice without the /m/
(ice)

- ❖ 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

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

❖ Aim: students listen 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
*	

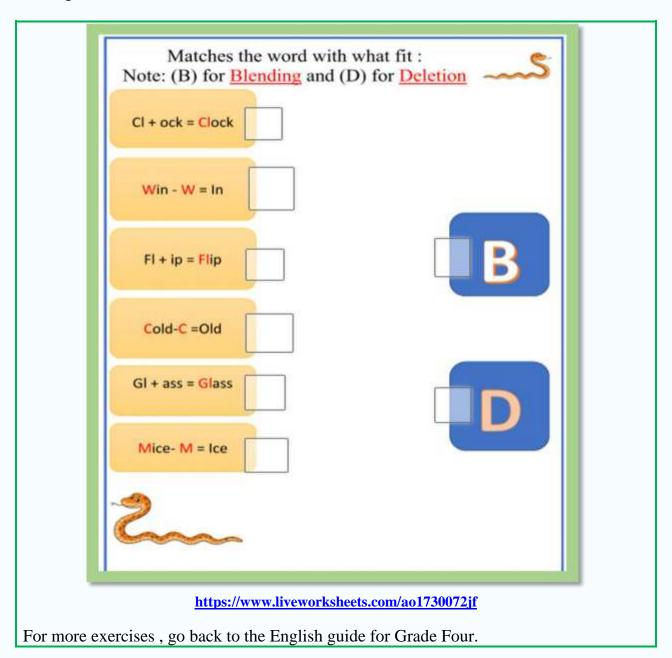
Activity (2):Phoneme Addition: Hello, Block

- ❖ 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
	**C **D **C ** T
***	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 " \bigcirc " + d" card, they would match it to the " \bigcirc " 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 the students and have them say the picture word, then add the phoneme and say the new word.
*	Time: 15 minutes

Assessment

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



Warm-Up Activity



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

■ Time: 5 minutes

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

Speaking Difficulties (Pronunciation)

Activity (1)

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

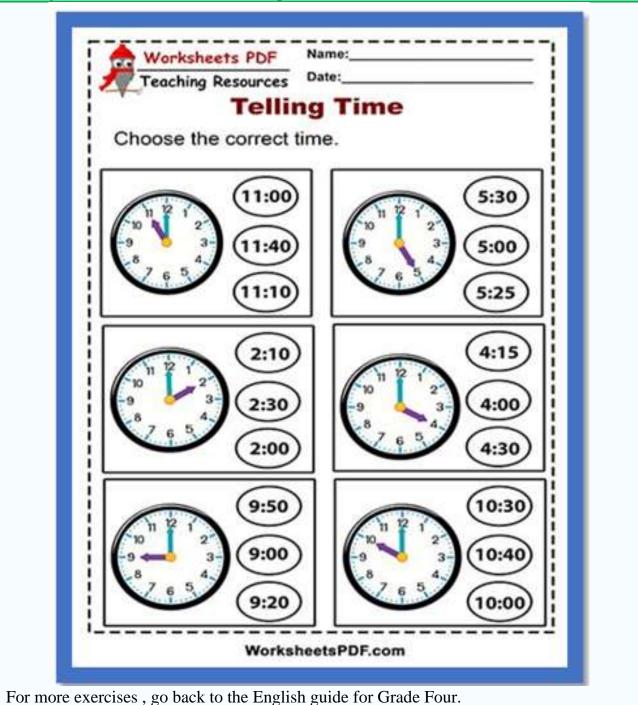
Mobile apps Activities



Brainstorming Activity Can you use Mobile applications to overcome any difficulties in pronunciation

Assessment

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



Speaking Difficulties (Fluency 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 form 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 pint for each item)
- ❖ What is missing on the table?

❖ Time : 15 minutes

- ❖ How do the members of the family feel?
- Describe in a sentence your own family?

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

Activity 3

❖ Ask students to work on this puzzle about family



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

Assessment

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

Listen to the audio about animals' names, then choose two and describe them.

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

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.
- 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).

	cai (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 allow 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

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:

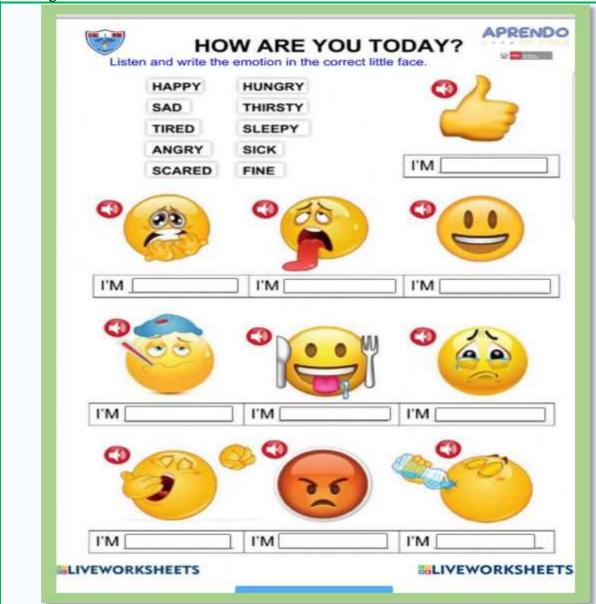
- Student A: Can you swim?
- Student B: yes, I can.
- Student A: Can the monkey fly?
- Student B: No, it can't
- Student A: Can you speak English?
- Student B: Yes, I can.

Time: 15 minutes

- Student A: Can you drive a plane?
- Student B: A plane !!! no, I can't .

Assessment

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



https://www.liveworksheets.com/du1773278fz

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

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.

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
	hat pen bell truck
* * *	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		
Rhyme 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		

Using Puppets Based Learning



Puppet Play

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

***	Help the puppet to say a word and ask the students to produce new rhyming word.

Game (1): Use Bean Bags Bean Bag 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.



Mobile apps Activities

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

Break: 30 minutes



Session Two:

Reading and Writing Difficulties for Grade Four

Warm-Up Activity



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

Time: 5 minutes

Reading Difficulties (Interpretation Skills)

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 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?

❖ The higher the score is ,the winner the group will be.

- ♣ 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.

Activity (3)

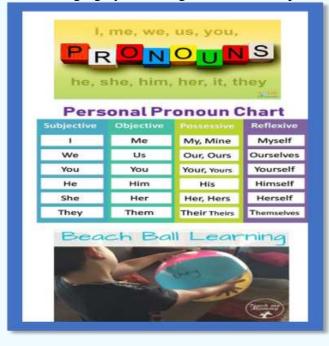
Identifying Pronouns Reference:

❖ 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

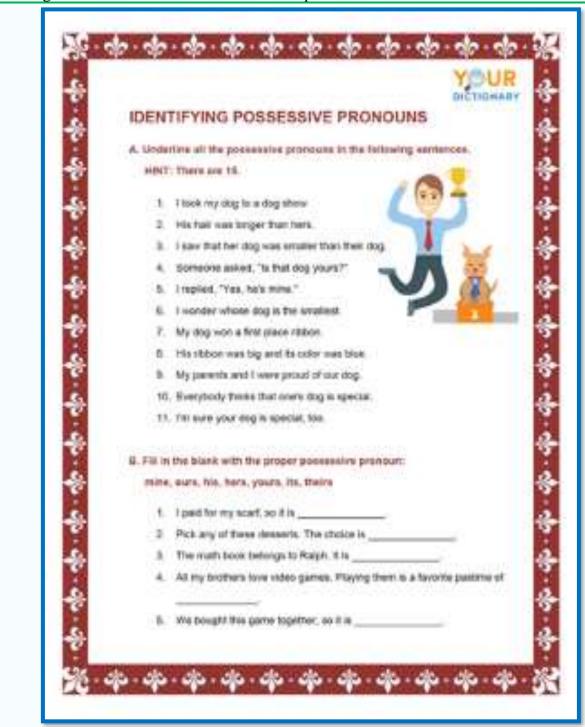
All you need is a beach ball, a list of sentences, some music, and a little empty room for this game. Clear out the desks or have students play from their seats if you'd prefer.

- **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.



Assessment

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



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

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.

towards the goal line.
The BANANA who arrives there first, wins.
❖ Time: 15 minutes

Activity (2)

Last Man Standing

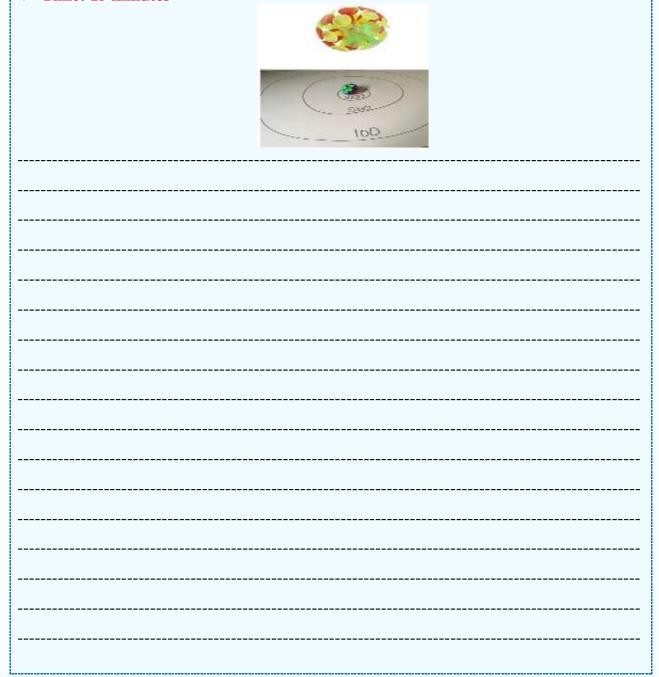


- * This is a game which gives students time to think, determine, and connect words to their daily topic.
- ❖ In addition to that, encourage peer learning for they can pick up some words as they hear other students speaking.
- ❖ Have all students form a circle and you have to stand at the center with 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)

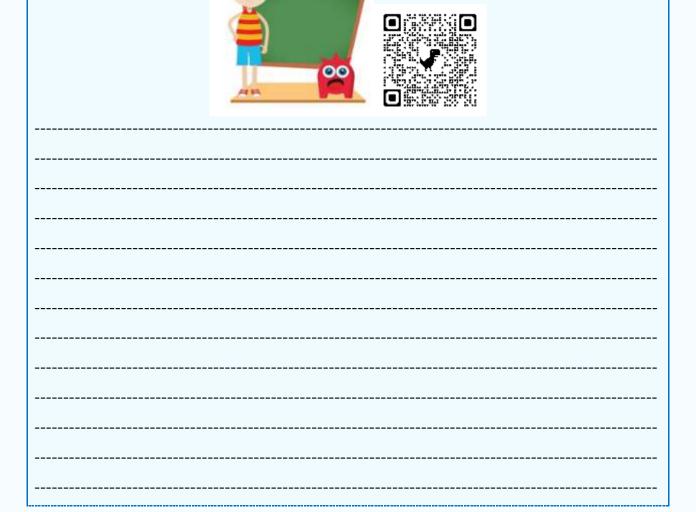
- Use a suction cup ball (ball made up of several tiny suction cups that stick to white boards)
- Draw a target with concentric circles on the whiteboard each with different point value.
- Fill your whiteboard with letters of syllables and each student has to supply a word that starts with the letter 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.

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.
- 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

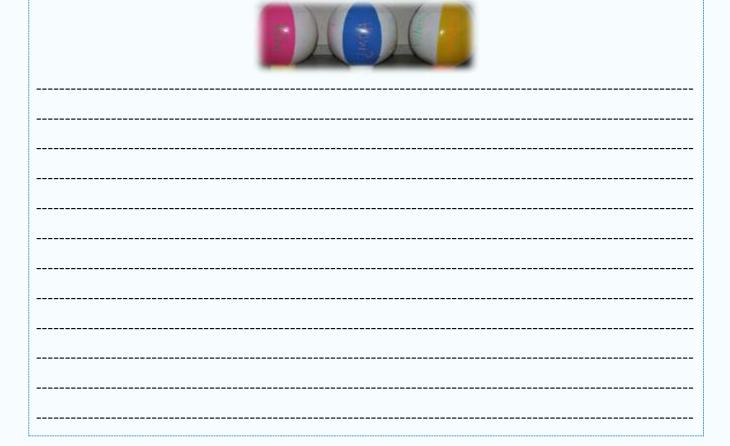
Activity (2): Toss a story ball around.



- 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:

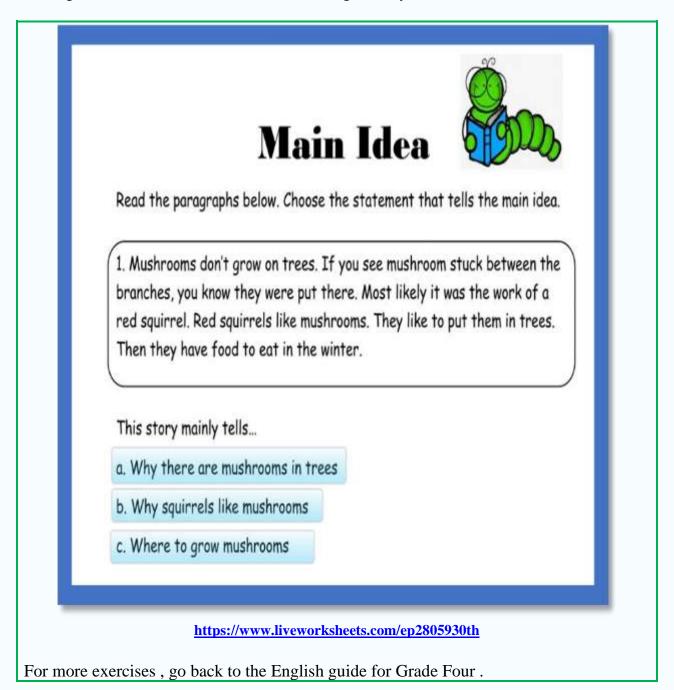
- Read a story together just as you normally make predictions, read with inflection, ask questions, discuss thoughts, etc.
- Bring out the Question Ball and let the students look at it. Talk about the question words written on it.
- Play catch! Whoever catches the ball gets to ask the question using 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:



Mobile apps Activities



Brainstorming Activity		
Ask trainees whether they can you use Mobile applications to overcome any difficulties in reading.	y	
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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.
- ❖ 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 if 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.

	life or t	humb down if they disagree.	
*	Time:	15 minutes	
Th	ne text :		
		10 Lines on Village Life vs City Life	
		1) Life in village and city both have	

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.



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





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



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**



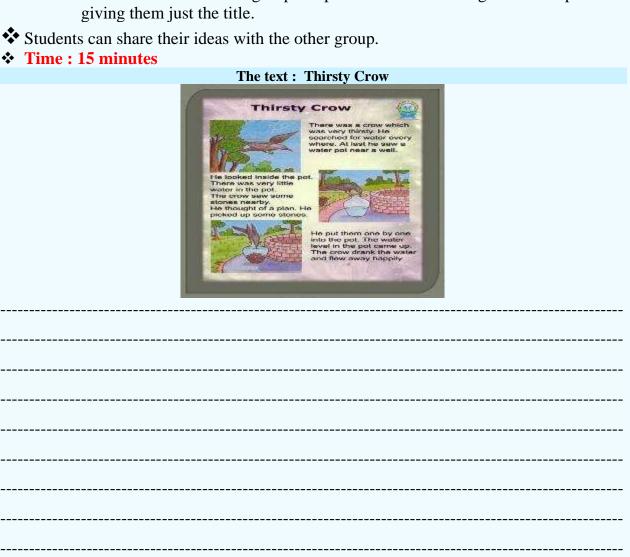
Activity 1: Play Prediction of Kings and Queens.

- ❖ 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 "groups" 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**



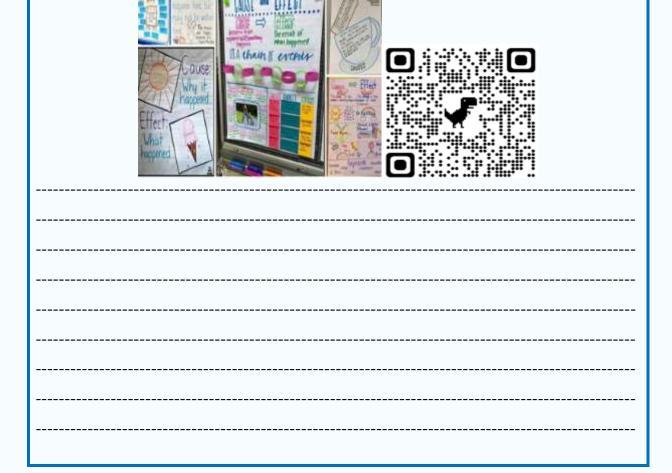
Activity 2: Prediction From Pictures or Title

- 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



Activity (3)

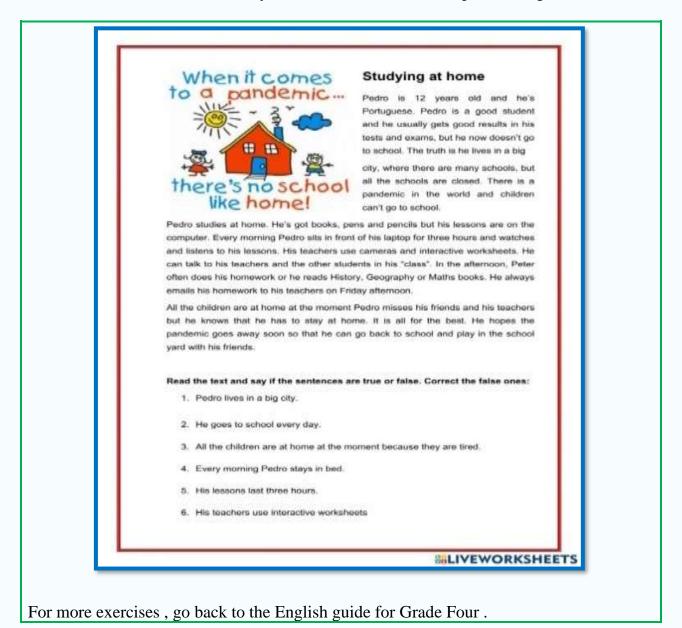
- ❖ All of these causes and effects are related to the student's life ,what about the story read?
- ❖ You can use "if... then.. "method. "if" is the cause and "then" is the effect. for example:
- * the story says:
- ❖ If Mohammad works very hard, then he will pass the exam easily ".
- ❖ Therefore "Mohammad 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: How Would You Feel If.. scared ❖ 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:



Warm-Up Activity



•	Based on dimensions	the scope as we will cov	and sequence wer in writing	matrix	we c	covered	, 8	ask t	rainees	about	the

Time: 5 minutes

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

Writing Difficulties (Grammar)

Activity (1): 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



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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.

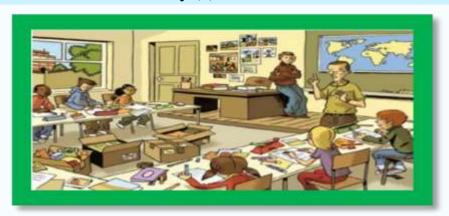
Activity (3): Insert the Verb

- ❖ 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

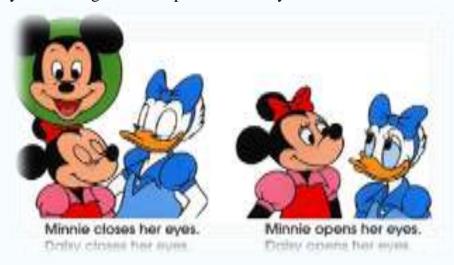
Game (1): Possessive Adjectives Celebrity Win Lose or Draw

- ❖ 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.

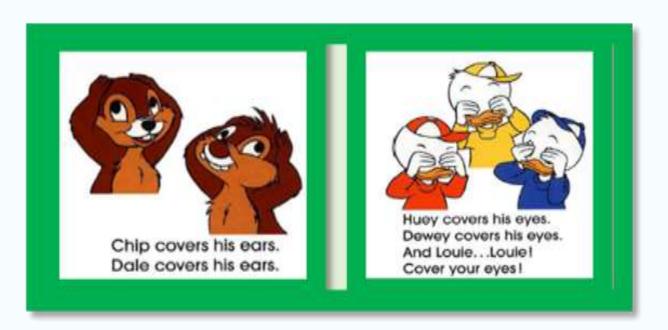
- On your go, the two players race to draw a picture of the person on the slip of paper while their team guesses who it is.
- ❖ In order for a guess to count, the players must start it with a phrase such as "His/her/its name is..."
- ❖ Give the artists two or three minutes to draw for their team before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

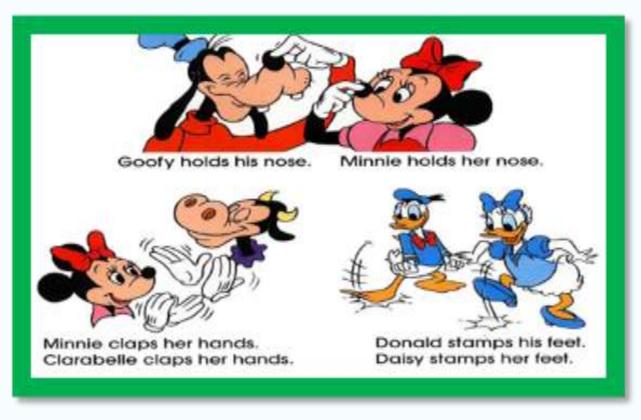




Role play

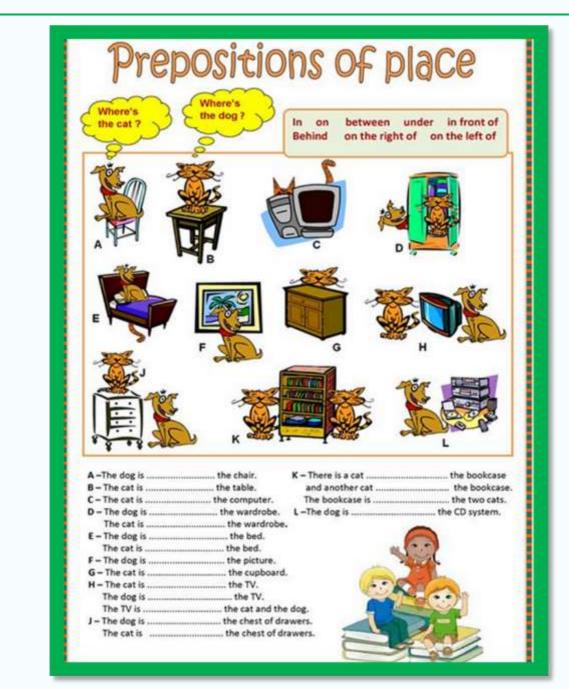
❖ Ask students to take turns to perform the following with each other.





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.

Writing Difficulties (Mechanics Difficulties)

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)

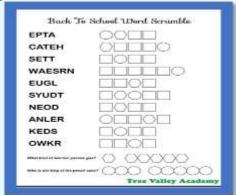
- Give each a puzzle and they have to find words which are hidden either horizontally, vertically or diagonally, in the direction easiest to read.
- ❖ Tell them that there are no back- words.
- ❖ First they have to read the sentences written on the board missing this word and then they have to recognize its spelling and find it hidden in the puzzle in order to come to the board and fill it at 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.

The sentences are:

1. do you like to visit demascus

2. milk is yummy obut tea is not tasty

3. watch out madnan is driving rapidly

4. does real madrid always win the game

5. jasem is outside he needs to travel to egypt

6. he said i can play basketball on mondays in june

7. kuweit charity school are located in lebanon are in they



- 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 twetve pens \square 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

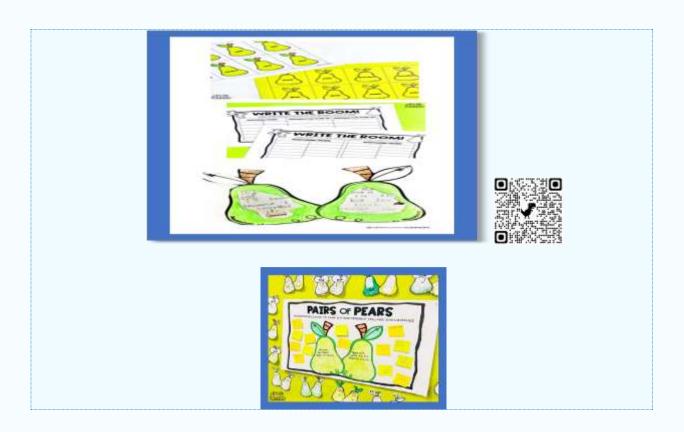
- * Write homophones on strips of paper equal to the number of students.
- ❖ (dear –deer ,see- sea, ate- eight , night knight)
- Write sentences on cards (with the same number)but with a missed homophone as:
 - ↓ I,eggs yesterday before going to sleep.
 - ♣ He got thirtyout of forty in math test.
 - ♣ 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.



- ❖ 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 :

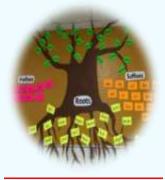
Examples:

Won/_ _ _/ ful Capi/_ _ _ Am/use/_ _ _ Beau/_ _/ful Ex/ _ _/ting

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, 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 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 groups.
- 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 board, ask each team to come up with four sentences without either capitalization or punctuation marks.
- ❖ In turn each group 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:

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	E .
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	
4. He will play the in the second play. role roll 5. What did you at the store? buy bye by	
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	
	Ě
6. It would be nice to havein the world. piece	
	peace
7. It will be a duy today. fare fair	
8. You should never to your parents. lye lie	
9. Do you like to cat? beats beets	
10. I have that movie before. scene seen	

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 pick up on words they hear others speaking.
- ❖ To play the game, grab a ball and have all the students make 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



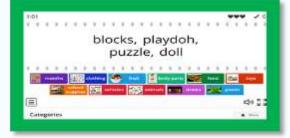
- Charades is quite similar to Pictionary, but it uses actions to communicate the secret word in place of photos.
- ❖ This is a great game when class is dragging, and students are falling asleep. Get them up and get them moving.
- ❖ Write down words on slips of paper for students to choose. Verbs are 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

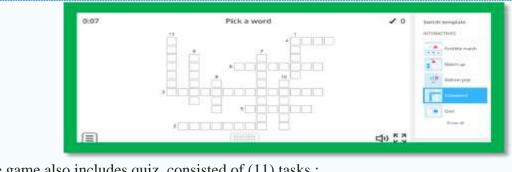


❖ You will find balloon pop, you ask to drag the suitable balloon on the category.





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

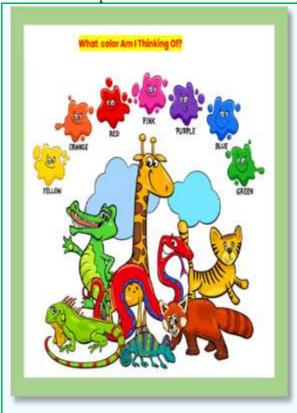


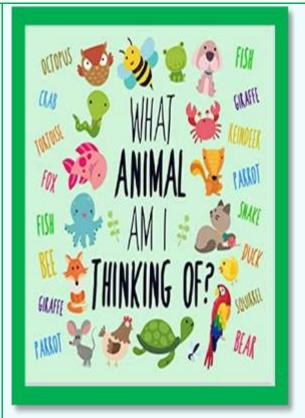
- * Take a list of words that students have recently learned and write a scrambled version of each on the board.
- ❖ Allow students to unscramble the words on their paper.

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

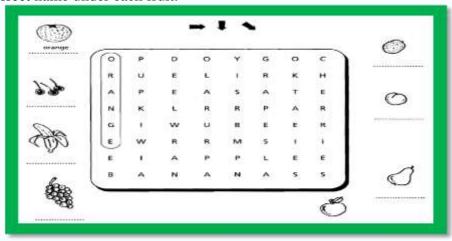


This game aims at helping fourth grade students to remember words.

- ❖ 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.

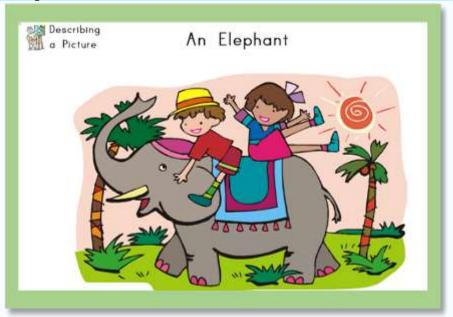


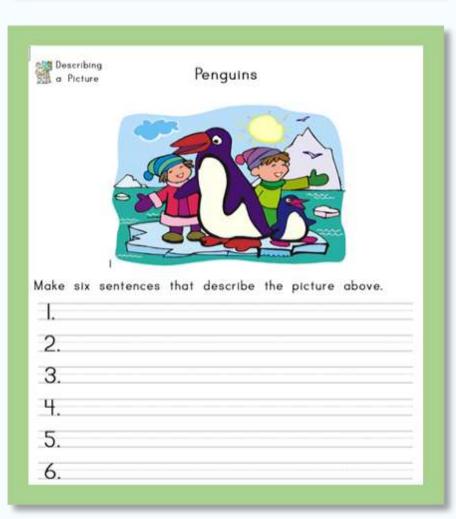


Using Words for Describing Pictures

❖ 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:



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

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

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.
- 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.

Activity 2: Scavenger Hunt



- Divide the class into two groups .
- ❖ 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:



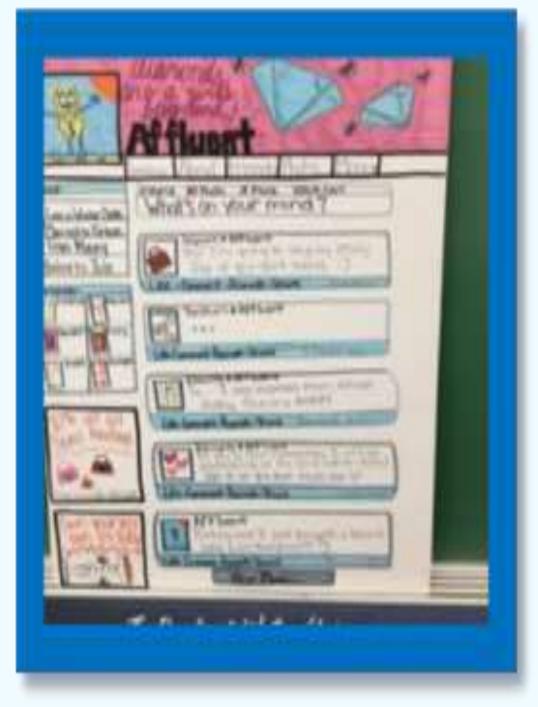
Activity 3: Stair Steps Time

- ❖ 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**



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.

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



Mobile apps Activities



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

In groups, choose one activity and apply it to any topic in reading and writing
Time: 15 minutes

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

Satisfaction Scale

I	Statements	Not	Somewhat	Neutral	Satisfied	Very	
•	Training Name:						
•	■ Trainee's Name:		Date:				
•	Trainer's 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 in the training, say goodbye and see you soon on the second training day.

Time: 5 minutes

The End of The First Training Day

The Second Training Day



Session One:

Listening and Speaking Difficulties for Grade Five

Warm-Up Activity



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

Time: 5 minutes

Listening Difficulties (Phonological Difficulties)

Activity (1)

Sing "The Morning Routines" song.

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

❖ Time : 15 minutes

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

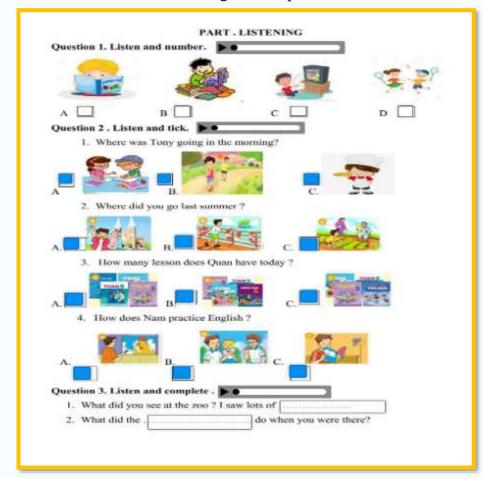




- ❖ Short stories are great to learn English; students can improve their speaking skills by listening to them and answering questions about the stories.
- ❖ After listening and watching the story , the teacher asks students some questions:
 - **♣** Who is Rick?
 - What did he eat?
 - ♣ Does he practice 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

- 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



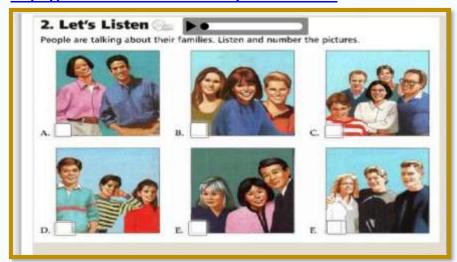


For more exercises, go back to the English guide for Grade Five.

Listening Difficulties (Listen for Gist)

Activity (1)

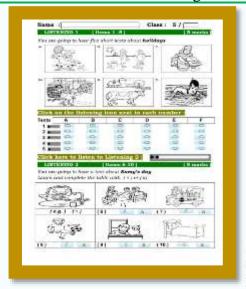
❖ Teacher asks students to listen and answer the following exercise. It is available at the following link: https://www.liveworksheets.com/mk2755337da





Time: 10 minutes

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





https://www.liveworksheets.com/pc1422085es

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

Listening Difficulties (Vocabulary)

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)

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



Listening Difficulties (Sound Discrimination)

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:

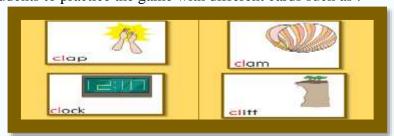
- ❖ (My Turn) Model clapping/stomping/tapping the syllables for objects you see in the classroom (Ceil-ing, floor, ta-ble, com-pu-ter).
- ❖ (Your Turn) Prompt students to imitate you.
- ❖ Ask after each word, "How many syllables?"
- * Repeat the beginning sound game:
- ♦ /c/ /c/ cat, /c/ /c/ cake, /c/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



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

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

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

***	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 .
- ightharpoonup 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



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

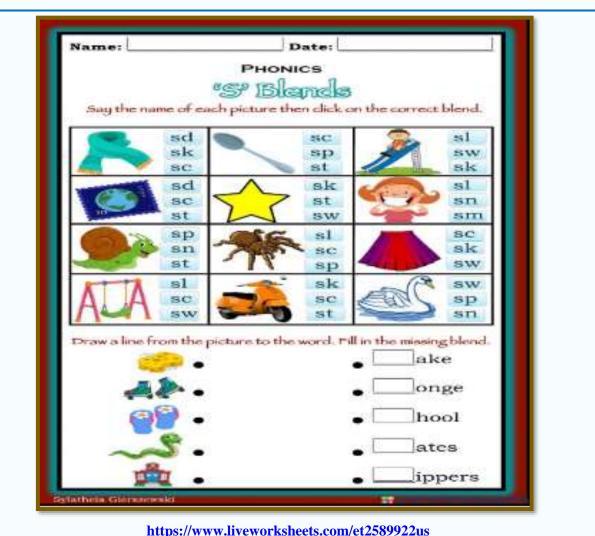
- Spy is one of the most favorite blending games.
- ❖ Pick an item in the classroom, such as a pen.
- ❖ Then say: "I spy with my little eye a p-e-n."
- ❖ Ask your students to blend the sounds together to tell you what you see.
- For example, you can say, I spy with my little eye a c-l-o-ck.
- Students 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:



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

Mobile apps Activities



	Brainstorming Activity			
•	 Ask trainees whether they can you use Mol difficulties in listening. 	bile applications to overcome any		
	ufficultes in usiening.			

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

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

Speaking Difficulties (Pronunciation)

Activity (1)

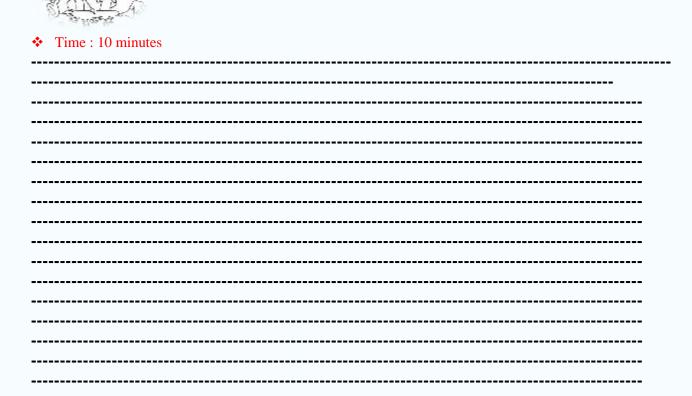
- ❖ Teacher shows a video and asks students to listen carefully to the honest cow and the tiger story in order to tell this story in their own words.
- Teacher asks students to and answer the following questions:
 - What's the subject of the video?
 - ♣ What issue are they discussing?
 - ♣ What's the 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

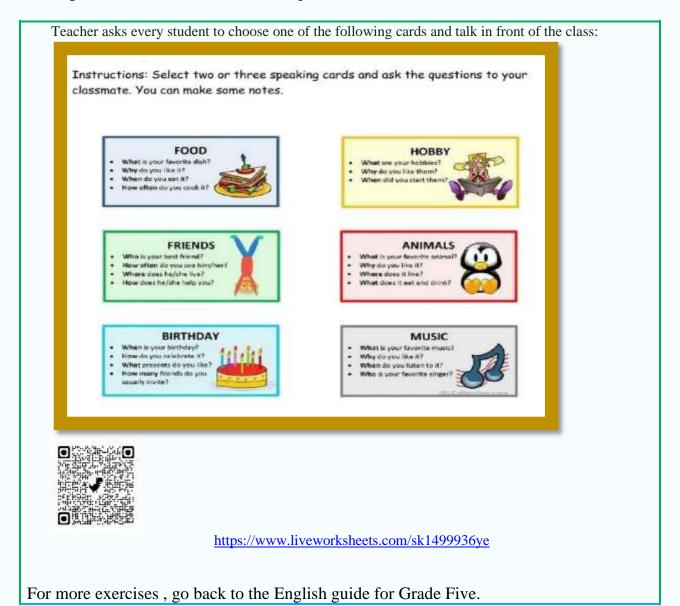


Activity (2) Play "Guess Who?"

- ❖ 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.



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



Speaking Difficulties (Fluency)

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

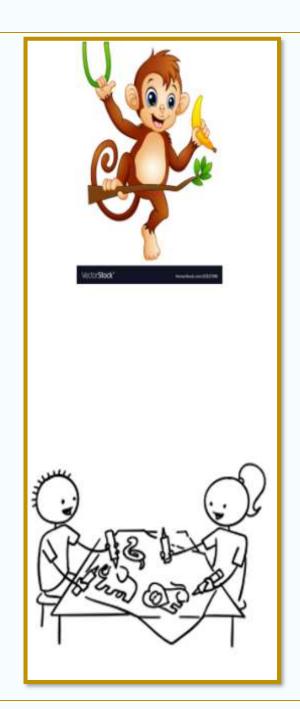


Activity (2)

- ❖ 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-oohooh-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 your favorite fruits is.

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



• 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



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

Speaking Difficulties (Function, Communication and Interaction)





- 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 students gets a point (or sticker) and begins again at level 1. After 5 or 10 minutes, the students with the most points (stickers) is the winner.
- **❖** Time: 15 minutes

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

Asking for Help Songs

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



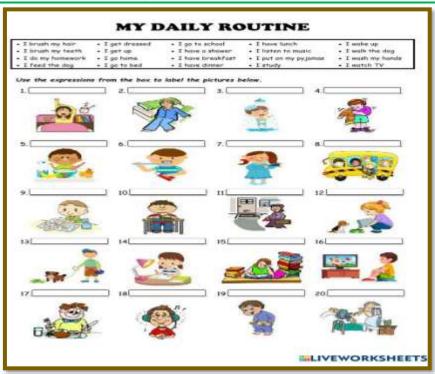






- ❖ After listening to the song, ask students to model what they listen and watch with their peers .
- **❖** Time : 15 minutes

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

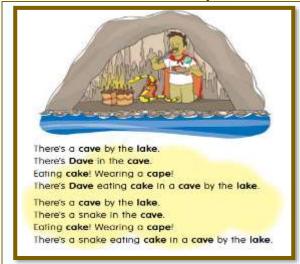


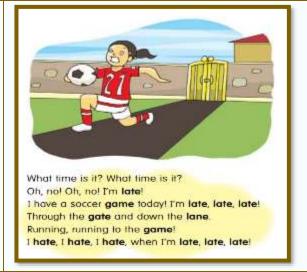
https://www.liveworksheets.com/pm1783527lh

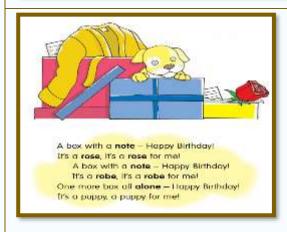
For more exercises, go back to the English guide for Grade Five.

Speaking Difficulties (Rhyming Difficulties)

Activity (1): Producing Rhyming Words









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

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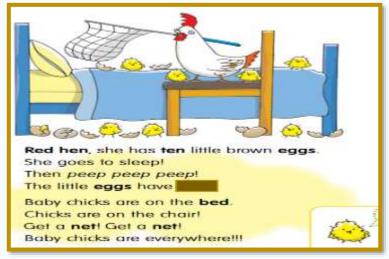
Activity (2): Rhyming Jars



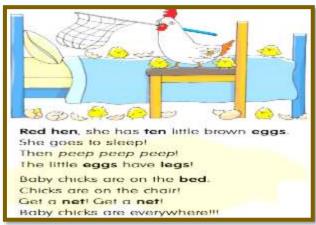
- For this activity, you will need popsicle sticks, baby food jars, and colored tape.
- ❖ Write the rhyme on the tape and place it on the jar.
- ❖ Then, you write rhyming words directly on sticks or.
- Students will take all of the popsicle sticks with pre-written words and place them in the baby food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

Time: 15 minutes

Activity (3): Read and Complete



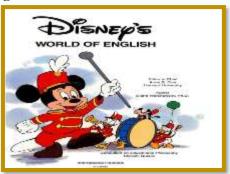
- ❖ After reading the rhyming chant, ask students to sing it together as a group.
- ❖ In the fourth verse, leave out the last word and instruct students to identify a rhyming word that would complete the verse.
- Students could even be asked to create a complete rhyming verse on their own.
- ❖ After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



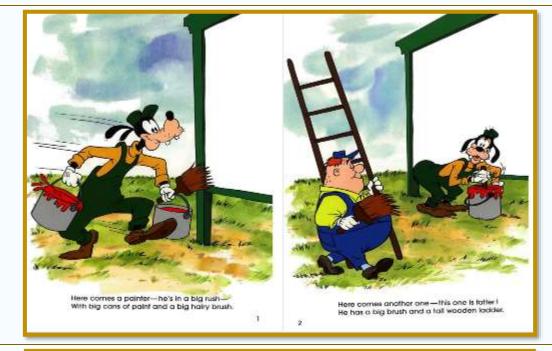
Rhyming Book Read-Aloud

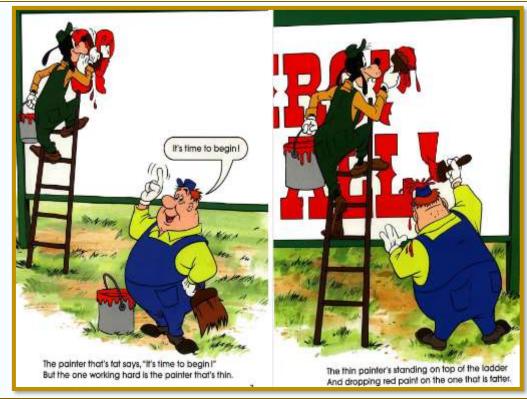
- The Read the book that emphasized rhyming words. The purpose of this activity is to train the students to identify sets of words that rhyme and produce new rhyming words.
- Nearly all rhyming books are set up in 4-line rhyming sequences, where in the second and fourth line rhymed, while the first and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

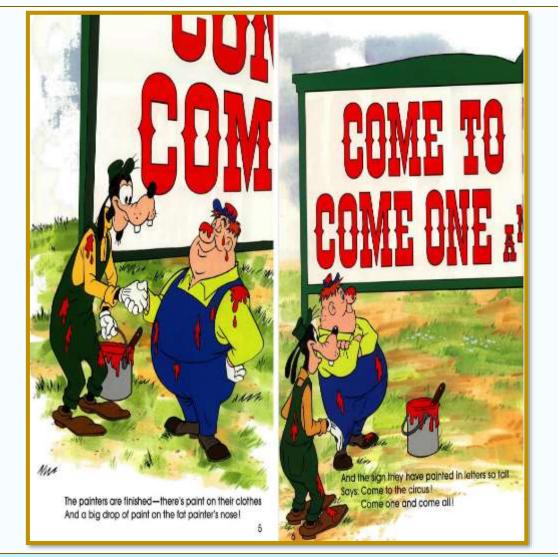
Use the "Disney's World of English "book.



- 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 produce rhyming words
- ❖ Many students find it easier to produce rhyming words during puppet play.

- * Encourage students to pick up a puppet and be its voice while you or another student or adopts the character of another puppet.
- ❖ Help the puppet say a word and ask the students to produce new rhyming word.

Game (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

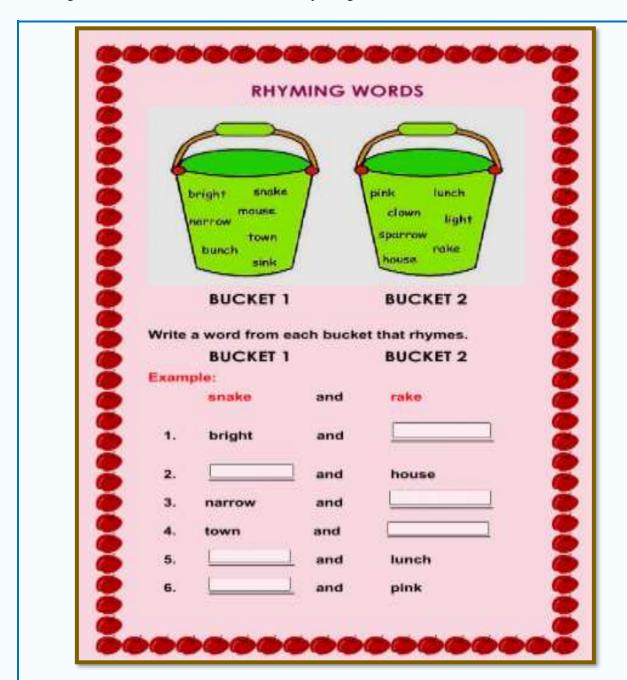
Game (2): Rhyming Circle



- ❖ 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:



https://www.liveworksheets.com/ad1291281de

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

Mobile apps Activities



	Brainstorming Activity
•	Ask trainees whether they can you use Mobile applications to overcome any
	difficulties in listening.

Break: 30 minutes



Session Two:

Reading and Writing Difficulties for Grade Five

Warm-Up Activity



Based on the scope and sequence matrix we covered on the first training day, as trainees about the dimensions we will cover in reading.
Time: 5 minutes

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)

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.

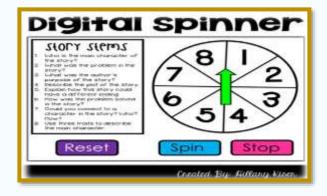


- ❖ Write predicted statements as shown in the picture and ask your students
- ❖ If they agree or disagree with , after reading each for them.
- ❖ Let them discuss with each other's, whether you divide them into groups or as a whole class and predicts their answers.
- * Read the text aloud with the students, 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.



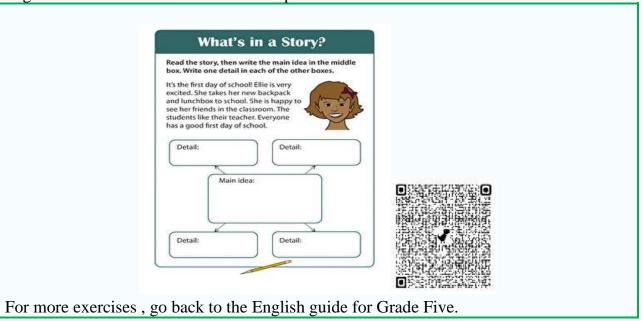
Activity (3): Bloom Ball

- 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 represents 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:

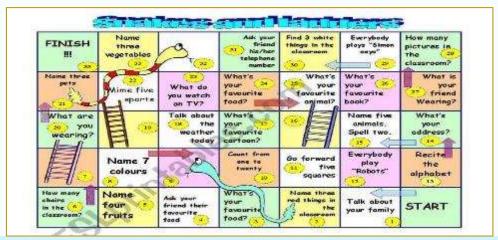


Reading Difficulties (Vocabulary Aspect)

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 groups. Ask students of the first group 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 something related to the topic.
- Give them clues and allow students to guess.
- ❖ You may tell them that you went up "the mountain, to the forest, to Soccer playground whatever is the related topic, in order to that you will bit by bit recognize the characterized words.
- They were very big,
- They were distinct animals.
- There were many types and names.

- Some are Carnivores and others are herbivores.
- They lived in the woods
- ***** They are dinosaurs.

You may play the game with your students several times, whenever you have a unit to study, and you can join its words to previous unit.

Activity (4): Pre Frequency Hat

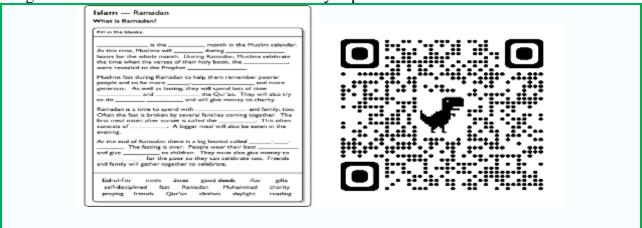


- This activity is being done before giving a text that focuses on adverbs of Frequency and their usage as a warmup to understand the text after reading it.
- ❖ Write on paper strips adverbs of frequency (often, seldom, rarely, etc) and time expressions (everyday, one a week, etc.) and collect them in 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:



Reading Difficulties (Reading Fluency)

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:

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

Mobile apps Activities



Brainstorming Activity

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

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:





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



about the dimensions we will cover in writing.

Time: 5 minutes

Brainstorming Activity
As a teacher, how can you deal with students with writing difficulties?
• What about the activities or methods you use?
- What about the activities of methods you use:

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://tinyu

rl.com/4ykdes27

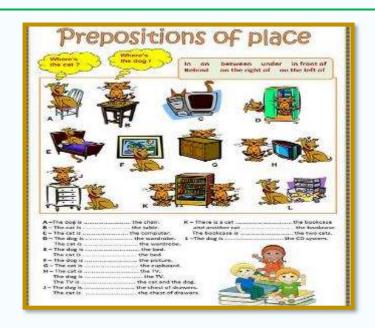
Activity (3):Tic Tac Toe

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)

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) : Jeoparady

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

The winner will be the player with the most total points



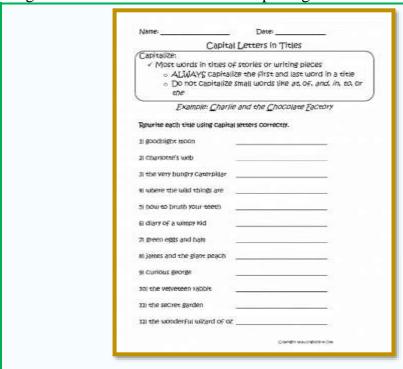
Activity (3): Swat

- ❖ 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 can 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:





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

Writing Difficulties (Organization Skill)

Activity (1): Make a Story

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

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 aboard telling him or her about his own country, Syria.

- ❖ Allow peer discussions, for the more discussion opportunities, the better the writing. Students can verbalize their thoughts, gain perspectives of others, receive feedback, and adjust reverse thinking. So they can lead to a stronger writing when they build up on each other's ideas.
- ❖ Let them to start writing their own sketch as a group highlighting the heading and purple, reading in the green, the body and yellow, the closing and red, and the signature in blue.
- ❖ You can provide them with graphic organizers parts as shown in the picture to have if your support. Eventually students will not need the graphic organizer.
- ❖ Then let each other group collect what is written on each part of the graphic organizer and perform a full detailed letter.

Ask each grow to read his own to the other group before putting it in an envelope and use a stamp over.



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", corresponding 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.



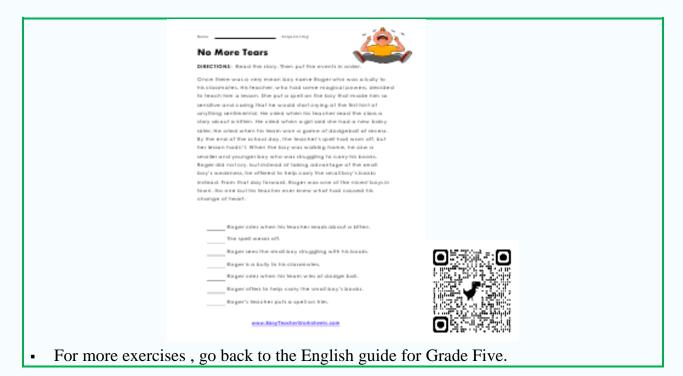
Overview

- ❖ 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:



Mobile apps Activities



Brainstorming Activity	
Ask trainees whether they can you use Mobile applications to overcon	ne any
difficulties in writing .	

Independent Practice

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

Time: 10 minutes

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

Satisfaction Scale

•	Training Name:	Trainer's Name:
•	Trainee's Name:	Date:

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 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

Warm-Up Activity



■ train	Based on the scope and sequence matrix we covered on the first training day, as ees about the dimensions we will cover in listening.

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Time: 5 minutes

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) Activity (2): Long and Short Vowel

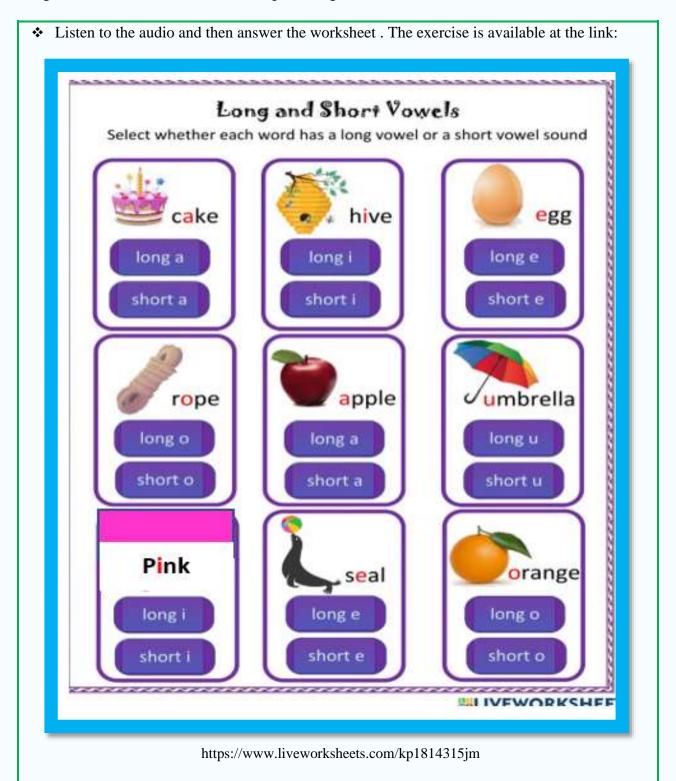
- ❖ Explain to your students the difference between long and short vowels. The long vowel sounds a, e, i, o, and u.
- ❖ Write the following examples of long vowel sounds on the board:
 - Long "a" sounds: Rain, pain, sail, whale, fail.
 - **↓** Long "o" sounds: Coat, boat, goat, whole, coal.
 - **↓** 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:





Assessment

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



Listening Difficulties (Vocabulary)

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 groups. 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.
		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
	1	heir places as Clue Giver and Clue Receiver.

Activity (2):Listening Dialogue

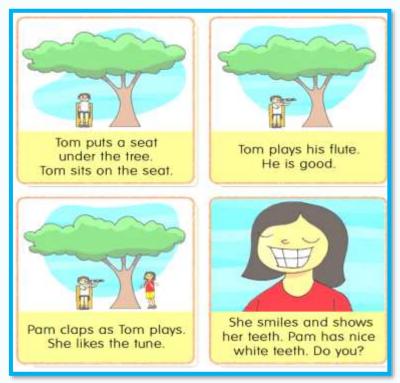
- ❖ Before class, prepare some dialogues based on the lesson theme.
- ❖ Also, prepare some comprehension questions based on the dialogs.
- ❖ In class, have two students read the dialogue and the other students have to listen and then answer the questions.



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.



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)

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 love 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	un the	instructions	over time

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 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





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.

Mobile apps Activities



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

Warm-Up Activity



train	ees about the dimensions we will cover in speaking.
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Time: 5 minutes

Brainstorming Activity
As a teacher, how can you deal with students with speaking difficulties?
What about the activities or methods you use?
- what about the activities of methods you use:

Speaking Difficulties (Pronunciation)

Activity (1): Video Show

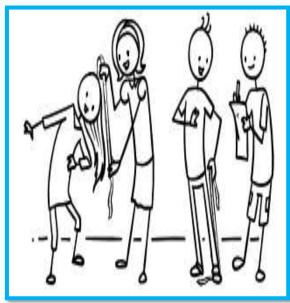
- Teacher shows a video and asks students to listen carefully to the honest cow and the tiger story in order to tell this story in their own words.
- ❖ Teacher asks students to watch the story and answer the following questions:
 - ♣ What's the subject of the video?
 - What issue are they discussing?
 - ♣ 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





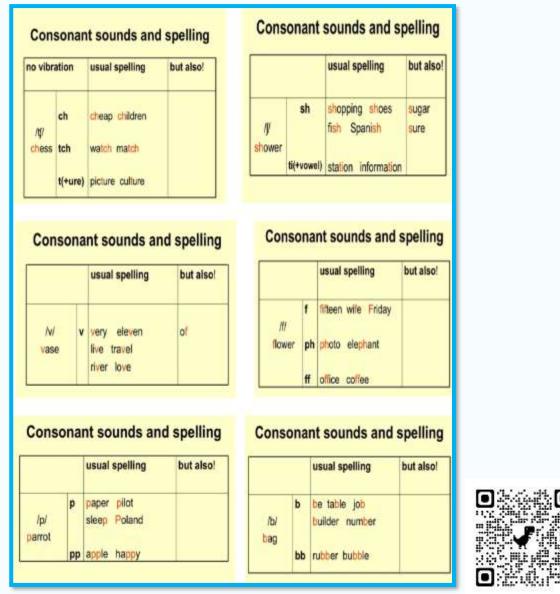
Activity (2): Pairs Measurement

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

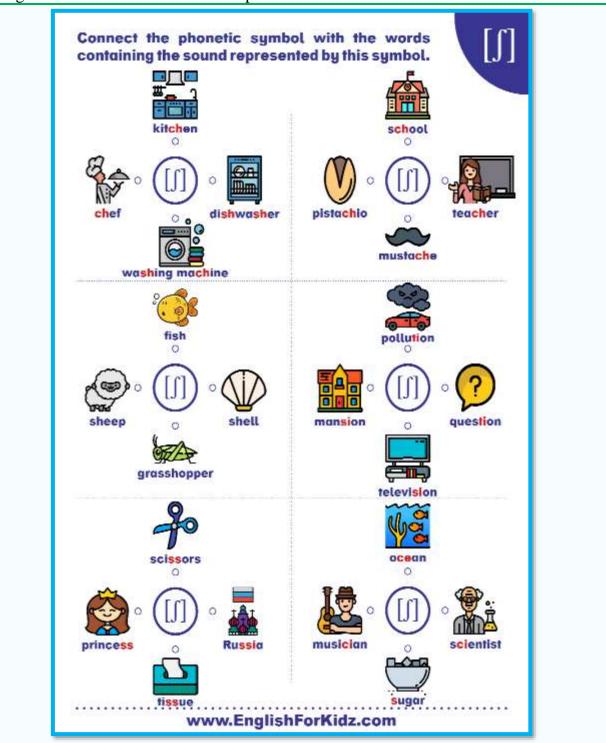
- ❖ Teacher explains English consonant sounds (i.e. /ʧ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.).
- * Teacher presents some examples to help students to recognize the difference between them.
- ❖ Teacher read and students repeat after her/him.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



- ❖ 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)

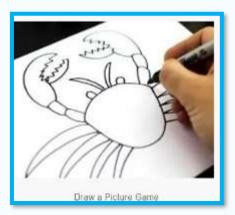
Warm-Up Activity

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.
- Trawing 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.

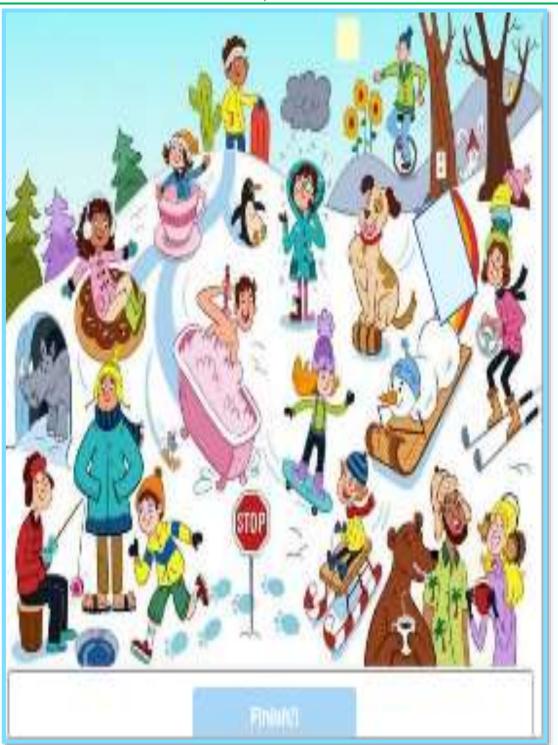
Example:-

- 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

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

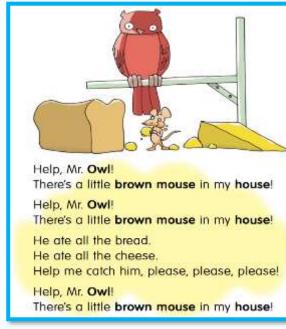


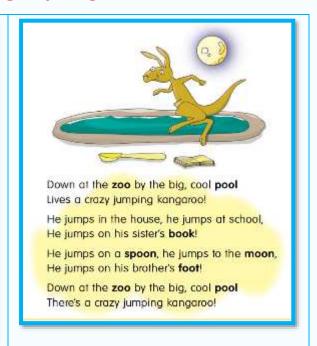
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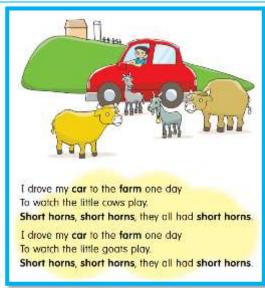
• For more exercises, go back to the English guide for Grade Six.

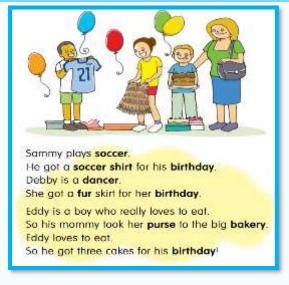
Speaking Difficulties (Rhyming Difficulties)

Activity (1): Producing Rhyming Words



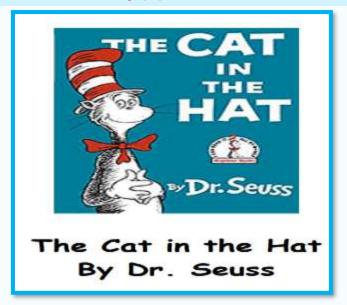






- Present two or three rhyming chants to your class.
- Divide your students into groups .
- ❖ Ask each group to read the rhyming chant and identify or circle the rhyming words.
- Ask them to write the rhyming words on paper and try to produce new rhyming words matching with chant.
- ❖ Ask them to write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

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)

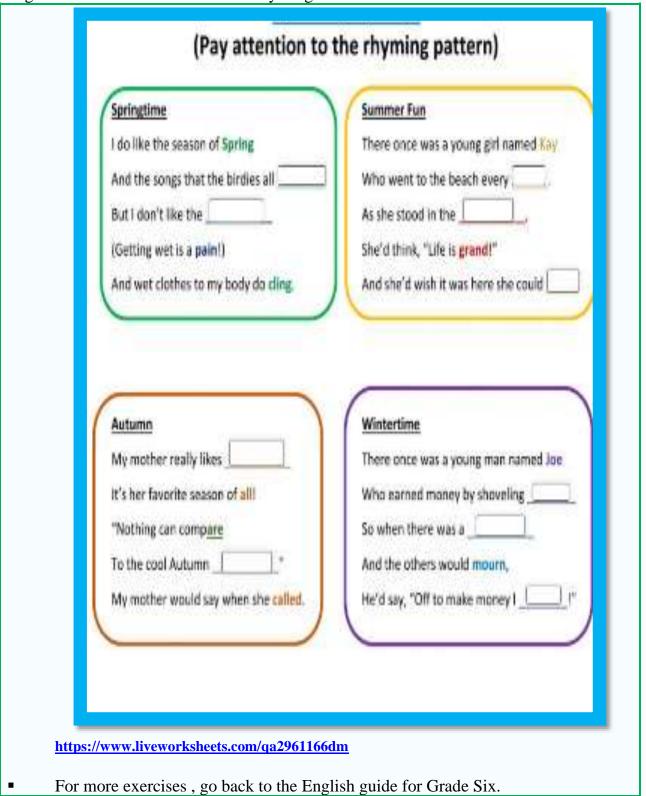
Activity (3): The Name Game



- ❖ 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 (*Jihan*) and then the students say the name that rhymes ("Not *Jihan*, it's Jilan!).

Assessment

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



Mobile apps Activities

Brainstorming Activity

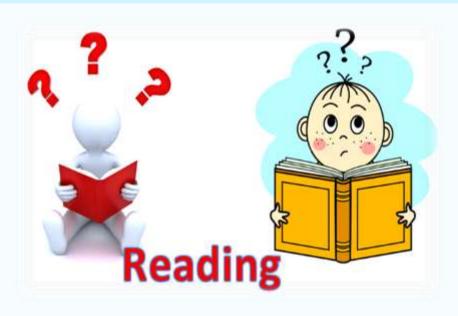
Dramstorning Activity					
Ask trainees whether they can you use Mobile applications to overcome any difficulties in speaking .					

Break: 30 minutes



Session Two Reading and Writing Difficulties for Grade Six

Warm-Up Activity



 Based on the scope and sequence matrix we covered on the first training day , trainees about dimensions we will cover in reading. 	
Time: 5 minutes	

	Brainstorming Activity
	As a teacher, how can you deal with students having reading difficulties?
 	• What about the activities or methods you use?
	Reading Difficulties (Interpretation Skills)
* * * * * * * *	Activity 1: 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 groups.
- ❖ 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.

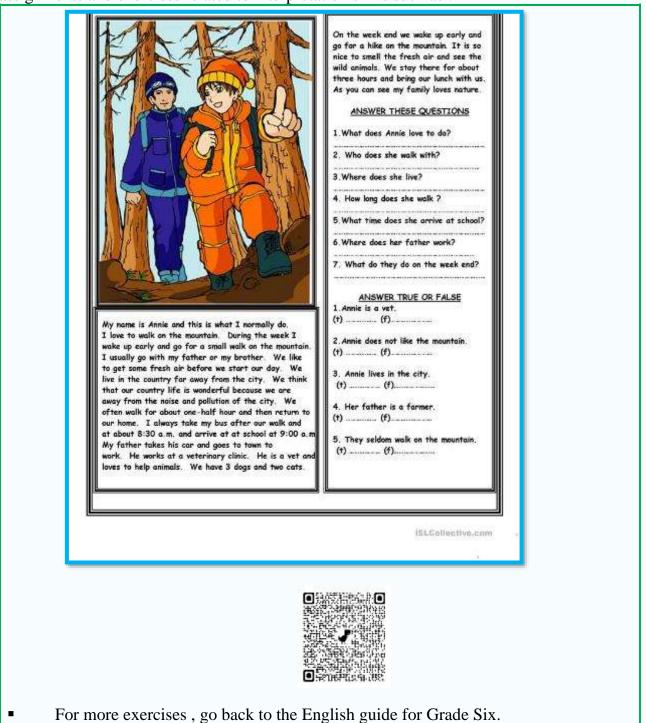
The team with the most collected questions and answers is the winner.



Assessment

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



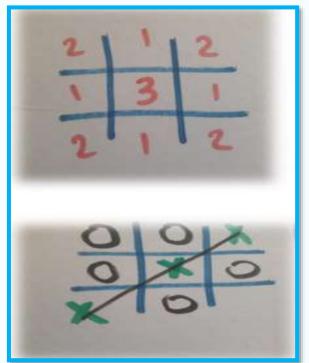
Reading Difficulties (Vocabulary Aspects)

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.

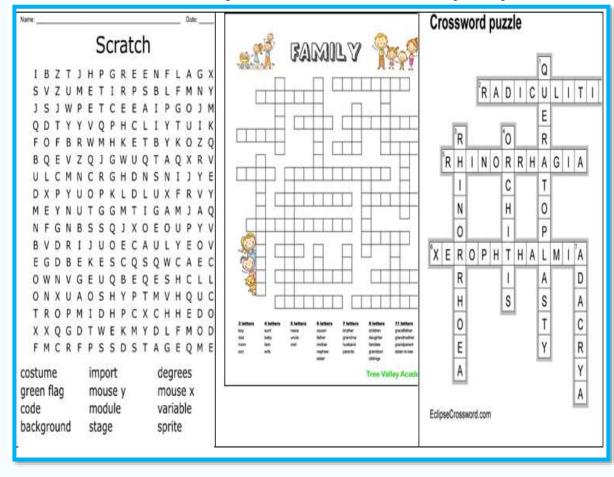
Suggested vocabulary:

- 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.



Reading Difficulties (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 of they give explanation.
- and the game by giving extra two or three points for the team who will give examples of their own about the three types of authors 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.

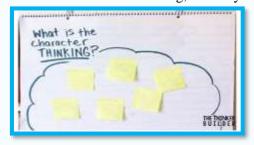
Give each pair question number one only and they have to find the answer and run to show you it written correctly before you give them question number 2 and so on until a group will answer all the questions correctly.



Activity (4): Think in Bubbles



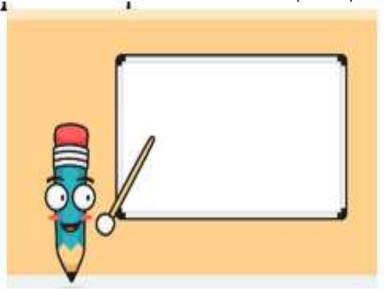
- When coming to the text, one of the favorite inference activities is asking students to infer what a character is thinking of in the story.
- A thought bubble is added to explain that.
- Use a text with many copies (equal to the number of students).
- Ask your students to read the story text, tell 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



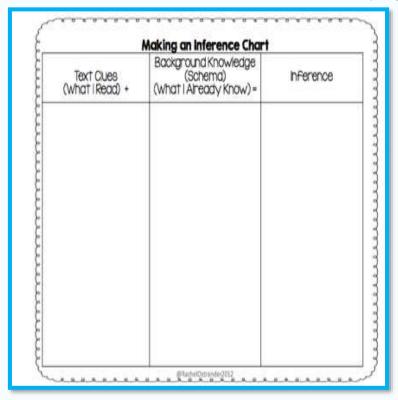
- Then students will share the inference thought with the other students.
- The students with the most thought bubbles is the winner

Activity (5): Your Inference

Sefore 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.



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.

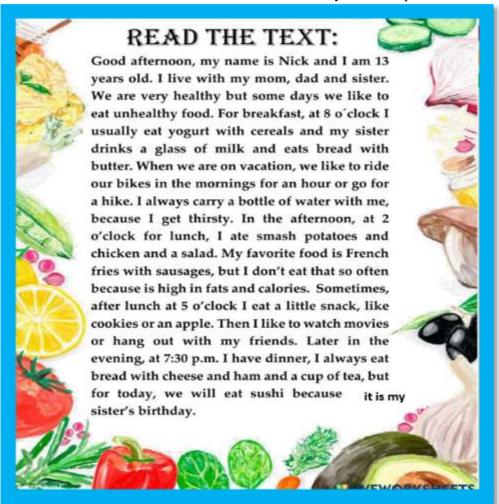
Blue Fairy: You have kept your promise to be good and tell the truth. Now close your eyes and make a wish.

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:



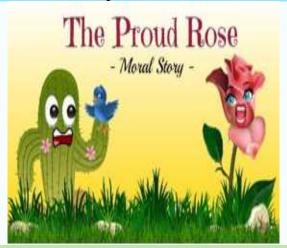
Reading Difficulties (Identifying and Analyzing the Relationship)

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.
- ❖ 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.

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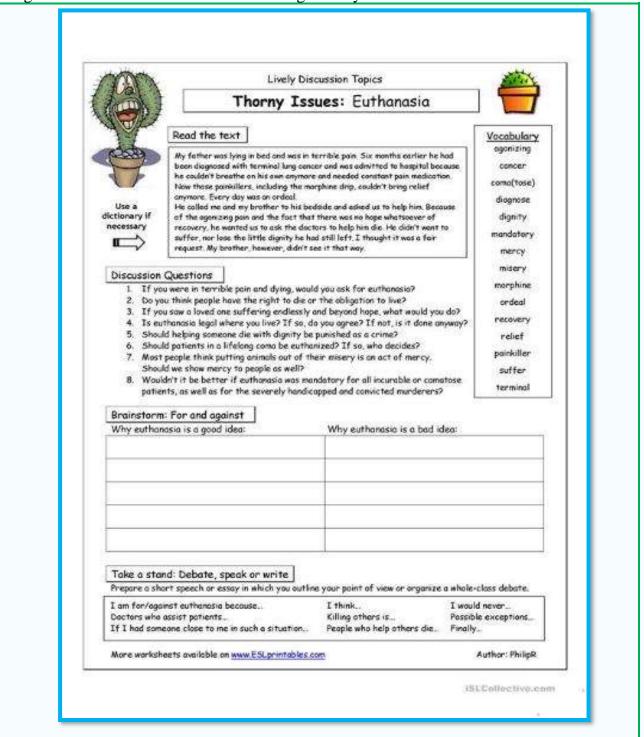
Mobile apps Activities



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

Assessment

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



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

trainees about the dimensions we will cover in writing.	•

Time: 5 minutes

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

Writing Difficulties (Grammar)

Activity (1): 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 ve	erb lists an	d insert th	e new ve	erbs to rep	lace the	original	verbs t	hat l	iave t	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.

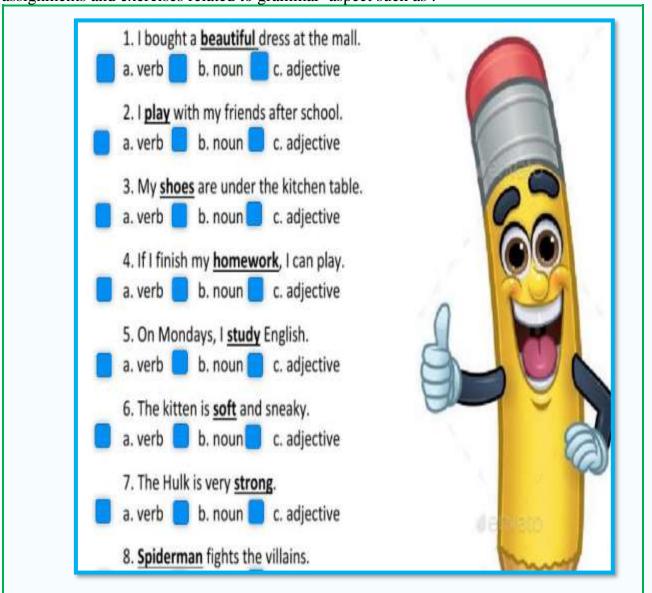
Activity (3): Hunt the Sort Eggs

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



Assessment

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



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

Writing Difficulties (Spelling and Mechanics)

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	/
4	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
	1	

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.



Assessment

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



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.

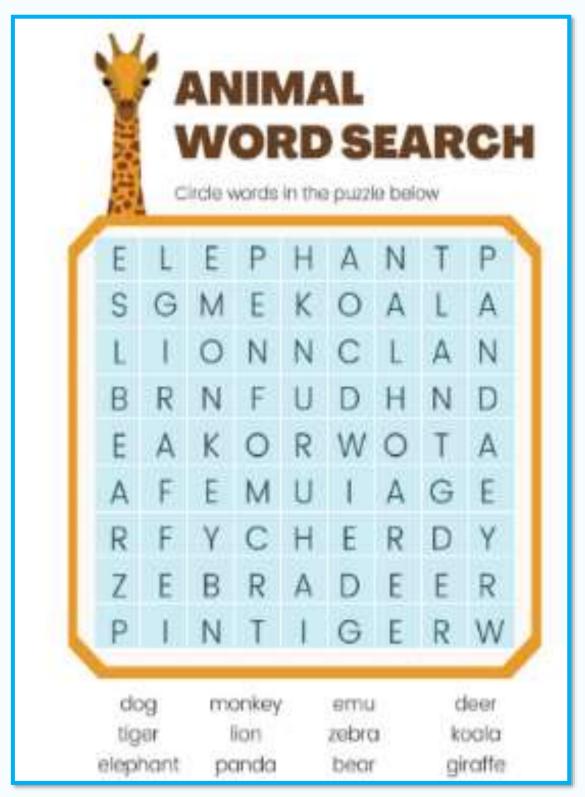
Activity (1): Word Train

- 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.

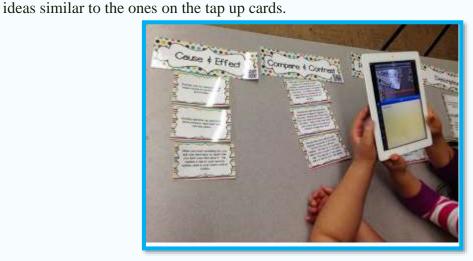
This app is a free app to help you learn English vocabulary with play game by pictures.

Writing Difficulties (Organization Skills)

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



- Give some help if student struggle, and if the idea is correct, let them tap it up under its related one.
- The group that wins, is the one that can collect and write too many ideas correctly.
- Ask each group to read the other groups' writing.

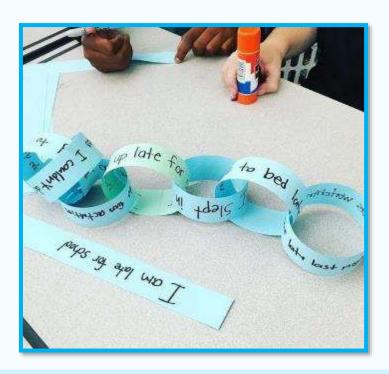
Activity (2): Creating a Paper Chain

- ❖ This activity could be played for various pattern of organization.
- ❖ You can ease teaching "cause and effect," but whatever the pattern of organization is it will be useful.
- Hand out pieces of foldable paper of different colors to the class after dividing them into pairs.
- Next, the pairs work together to come up with four different" cause and effect" events to record on the paper for example:

"The bird sat on the nest "cause" The baby birds hatched out of eggs "affect"

It's started to rain cause We took our umbrellas effect

- Once the pair has finished the papers they mix them up, place them in an envelope and write their names on the front.
- The next day, play scavenger hunt with your students to look for others pair envelopes, open them, watch "cause and effect" papers and create a paper chain with 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.....



Activity (3): Creative Topic Sentence

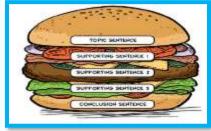
- This activity is a friendly competition to choose writing a creative topic sentence.
- Divide students into small groups .
- ❖ Tell them that they are competing to write good topic sentences.
- ❖ Make a score sheet on your board and choose a committee of the 3 students in addition to you to be the judges.
- Shout out a topic ,for example(recycling or pet animals)
- The teams have 3 minutes to discuss with each other and come up with a captivating topic sentence.
- After students submit their sentences, judges should confer to select the winning sentence to get a point for that round.
- ❖ You can continue playing through at least 10 topics or until you find that your students recognize and practice writing creative topic sentences.
- ❖ Help when they struggle in one of the given topics.

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.

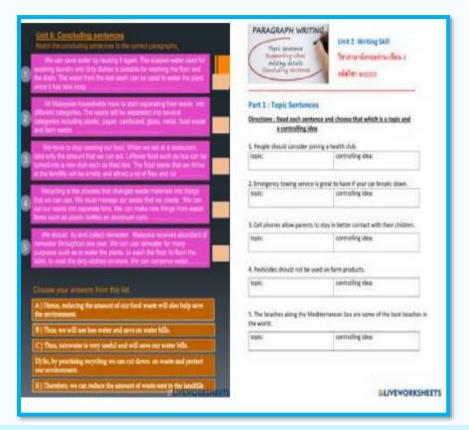




Activity (5): Follow Anchor Chart

- Students may be able to write a topic sentence and star ideas with details, but when it comes to add a conclusion sentence it is almost like they have run out of steam. Scaffolding practice using all the paragraphs used in recognizing the main or topic sentences or all the supporting details will be beneficial.
- To give students practice conclusions drawings, put all the pieces of writings of previous activities in a paper bag.
- Ask students to come in pairs and pick one piece of writing (missing conclusion), and have discussion between each other to conclude the closing.
- Students will write a closing and read it to the other classmates. Following the Anchor Chart given is important.
- ❖ If they make a thumb up, then the paragraph is full and it just need proof reading to gain a point.
- ❖ And if not, the pair will put the piece of writing back in the bag, or they get help to adjust it well.

You can ask editing or proofreading for each paragraph ended for some mechanic, grammatical or structural mistakes, omitting or replacing some words with synonyms or with other vocab words.



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





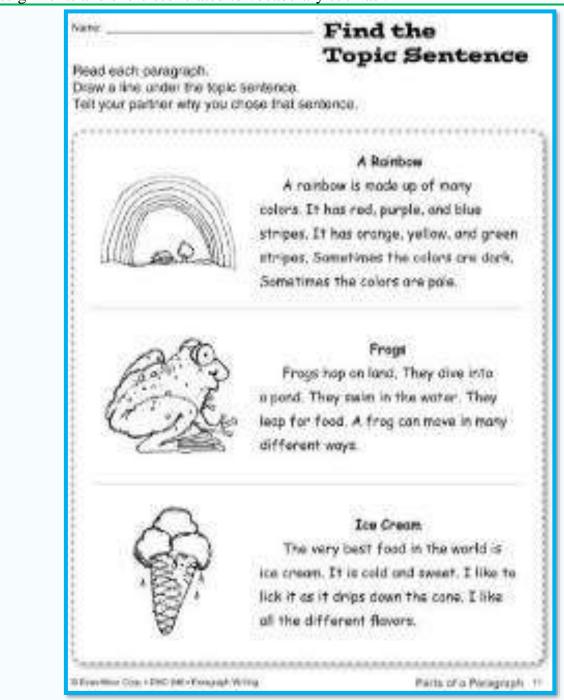
Overview

- ❖ 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:



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

Mobile apps Activities



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

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

Satisfaction Scale

-	Training Name:	Trainer Name:
-	Trainee Name:	Date:

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 in the training, say goodbye and see you soon on the third training day.
- Time: 5 minutes

The End of the Third Training Day

The Project



The aim of the project:

• Treating the English language difficulties among students in grades (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 they treat the difficulties through videos.
- Write a detailed report and present it in front of their colleagues and the trainers who are responsible for treating to evaluate their performance.

Best Wishes

Preparation Team