

Speaking Difficulty

Rhyming Difficulties -3

Indicators of the Difficulty

- ❖ Refugee students have difficulties in producing rhyming words.

Learning Outcomes

By the end of the topic, third grade students will be able to:

- ❖ Produce a rhyming word.
- ❖ Increase awareness of words that rhyme and develop knowledge about rhyme.
- ❖ Recognize rhyming words.
- ❖ Listen and attend to the rhyming strings.
- ❖ Talk about words that rhyme and produce rhyming words.
- ❖ Listen to a wide variety of rhymes, poems, songs and rhyming stories.
- ❖ Join in with rhymes, poems, songs and rhyming stories.
- ❖ Complete a known rhyme.
- ❖ Generate rhyming words, supplying a rhyming word for a given word and create a string of rhyming words (including nonsense words).

Learning Resources

Paper Resources :

- ◆ Student's Book
- ◆ Handouts.

Visual Resources :

- ◆ Models.
- ◆ Visual & Audio aids
- ◆ Realia
- ◆ Flash Cards & Pictures

Electronic Resources:

- ◆ Mobile applications
- ◆ YouTube videos
- ◆ Websites

Additional Resources

- ◆ Common Classroom materials

Intervention Strategies

◆ Game Based Learning



◆ Multisensory Approach (Audio-visual – Multimedia)



◆ Mobile Based Learning Mobile Applications (Mobile Apps)



Activities and Remediation Techniques

- There are many different ways to help third grade students overcome any difficulties in rhyming production.
- The teacher can use many different aids, including flash cards, rhyming books and songs.

Some rhyming exercises to help third grade students produce to rhyme:

Read rhyming stories such as those by Dr. Seuss.

- Read the book to the students.
- Read it a second time, asking the students to clap when they hear a specific rhyming sound.

Use a POCKET CHART

- Put three cards in a pocket chart. Two of the cards should rhyme and the third should not. Have the students point out the card that does not rhyme.

Group Rhyming

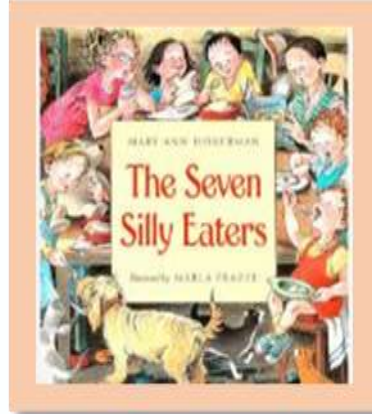
- Say a word to the students, then go around the class and have each student say a rhyming word. If you run out of rhyming words before you get to the last student, start the next student with a new word.

Fill in the blanks

- Have the students finish sentences with rhyming words.
- For example, say, "The mouse lives in the..." The students must finish with the correct rhyming word, which is "house" in this example.

Use Flash Cards

- Shuffle picture cards together, making sure you have some rhyming cards next to each other. Have the students pick two cards.
- Have a student read the words on the cards, then tell you if they rhyme.
- Divide the students into small groups of 3-4 and were given direct rhyming-centered instruction by the teacher. The rhyming tasks chosen were selected specifically because they were found to be appropriate for the age and linguistic level of the third grade students.
- The teacher uses the (**Seven Silly Eater Book**) as a resource for rhyming instruction.



Rhyming Instruction Activities

Rhyming Book Read-Aloud

- The teacher reads the book that emphasized rhyming words. The purpose of this activity is to train the students to identify sets of words that rhymed.
- Nearly all rhyming books were set up in 4-line rhyming sequences, wherein the second and fourth line rhymed, while the first and third line did not.
- The students were given the instructions, "*listen for the rhyming words, and tell me when you hear two words that rhyme*".
- Initially, the teacher needed to explicitly point out which word rhymed with each other. However, by the third or fourth session, several of the students were able to pick out sets of rhyming words that the teacher had read, then the teacher went around the group, pointing to each student when it was his/her turn, and asking him/her to identify the pair of rhyming words that had just been read.
- Each student was provided with the scaffolding he/she needed to be successful in determining which rhyming words were read.
- Scaffolding took 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 followed rhymed with the original word.
- Following the book reading, the teacher conducted the following additional activities designed to improve the students' rhyming skills.
- The teacher used the "*Silly Seven Eaters*" book.
- The teacher reads the following with the students:-

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Not so long ago, they say,
A mother lived – just like today.
Mrs. Peters was her name;
Her little boy was named the same.

- Tell the students that the words (**say- today**) are rhyming words as they end with the same sound (ay).
- Then ask them to listen and read with the last two lines to identify the rhyme words (**name- same**) { direct explanation }.
- Then , give them another example, and helped them in identifying the rhyming words { guided practice } such as: { **son-one**).

مشروع صعوبات التعلم



Now Peter was a perfect son
In every way – except for one.

- At the end, give the students some exercises and ask them to identify the rhyming words in them. { **Independent practice** }.



When Peter was just one year old,
He did not like his milk served cold.
He did not like his milk served hot.

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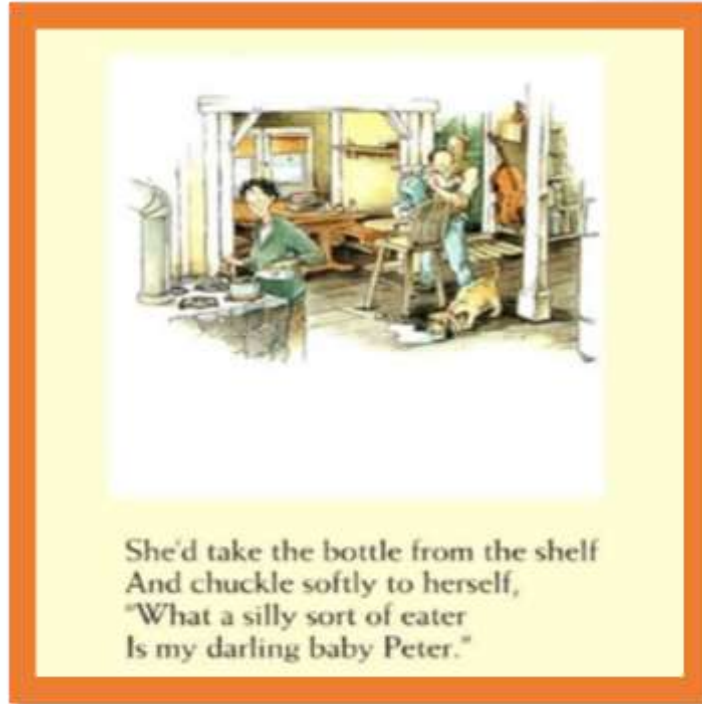


He liked it warm...and he would not
Drink it if he was not sure
It was the proper temperature.



But Mrs. Peters did not mind.
She was a mother sweet and kind,
And when his milk spilled on the floor,
She patiently prepared some more.

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Task (2)

Word Families/Poem Formulation

- This task is focused on "word families" and their central role in rhyming.
- The students were taught that a word family consists of different words that all end with the same set of sounds (i.e., "rime"), but begin with different sounds or sound-clusters.
- Show the students that because all the words in a given word family had all sounds in common except the first sound, they rhymed.
- Therefore, by placing different letters in front of the "rimes", the students could come up with new rhyming words.
- Initially, the students were presented with a given word family rime (i.e., "and") and each one was given a letter written on an index card, and asked to combine their letter with the word family rime to form a word in that word family.
- Once they realized how word families worked, the students were instructed to each come up with a real word (as opposed to a made-up word which was originally accepted) that would belong to the word family in question, (this time without being told which letter to place in front of the rime).
- Students were given scaffolding in the form of: instructions to look at the

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alphabet strip hanging on the wall, for ideas of which letter(s) to place in front of the rime; or hints to help them think of certain words that would belong to the targeted word family (i.e., if the word family rime was "and", and a student was having difficulty coming up with a word in that family, the researcher might say, *'what is the name of a body part that would belong to this word family? "Hand"'*).

- After each student in the group came up with at least one word that belonged to the targeted word family, given significant assistance from the experimenter, they formed a 3-4 line (often silly) poem, in which each line ended with one of the words the students had come up with.
- **For example**, if the words the students had come up with were: **'hand'**, **'sand'** & **'land'**, the teacher would provide most of the line and have the students fill in the rhyming word (i.e. **"I used my(hand), to dig in the(sand), in a faraway(land)."**)
- If time allowed for it, the students were presented with other word family rimes and the task described above was repeated.
- **For example**, the easiest word family rimes were those from which many common words could be constructed, and which were comprised of either one vowel sound ('ee', as in: 'see,' 'bee') or a VC combination ('ip' as in: 'hip,' 'lip').
- Then students are ready to construct words using rimes that were VCC (a vowel+ a consonant blend, such as: 'est' as in: 'best,' 'rest') and 2-syllable VCV ('ony' as in: 'pony,' 'Tony') in structure.
- Furthermore, the students are each given their own word family rime and ask to come up with as many words as possible that belong to that word family.
- At the end of the lesson, each student comes up with at least four words that belong to the word family they are assigned, dictated a four-line poem to the teacher, wherein each line ended with one of their rhyming words from their word family.
- Students are given assistance as needed, and then the teacher writes out their poem. The students copy their poems onto lined paper, decorate the paper, and take home their poem as a reminder of the rhyming work they have completed.

Task (3)

Rhyming Riddles

- Another task is designed to stimulate the students' rhyming production abilities was a "rhyming riddles" task.
- During this activity, read aloud a 2-line riddle that ended in a blank, where a rhyming word was supposed to go.
- **For example**, "I am an animal that barks, and I rhyme with 'log' ("dog"). Each student was given a turn to complete 1-3 rhymes per session. The rhymes placed very few cognitive demands on the students and were simplified in instances where the students demonstrated difficulty coming up with the correct answer.

Activity (1)

Do these Words Rhyme? Why or why not?

- A final activity designed to improve students' rhyming identification and discrimination abilities was one in which the students were presented with one of two tasks. For one task, the students were each presented with two words auditory.
- They were instructed to state whether the two words rhymed and provide a reason as far as why or why not. If the two words rhymed, their reasoning simply needed to include "they end with the same sound" or "the words are in the same word family." If the words did not rhyme, the student's reasoning needed to include, "they don't end with the same sound" or "they start with the same sound but don't end with the same sound."
- For the other task, the students were presented with one stimulus picture (e.g., a picture of a 'pig'), and one of three other pictures, one of which rhymed with the stimulus picture (e.g., 'wig'), one of which started with the same sound but did not end with the same sound (e.g., 'pot'), and one of which started with the same sound but ended with a different rime sound (e.g., 'bag'). When presented with the stimulus picture and one of the other pictures, each student was told to, as described above, state whether the two words rhymed and provide a reason as far as why or why not.

Game based Learning

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

Transportation Name Game



How to Play:

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

Here are some examples:

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

❖ Time: 15 minutes

Class Activity: Sorting Rhymes:

- Each student is given a picture card illustrating a word that rhymes with one of the transportation items.
- Each card is going on a trip but can only get there via the mode of transportation that rhymes with them (e.g. the "coat" cannot travel in the ship, train or jet; it must travel in the "boat")
- The class is given time to card in the right mode of transportation (the one that rhymes with it).

Mobile Applications

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



- This is a free application, students can download it from (play store).
- After installing in your students' mobiles or tablets, they can use it without internet access.
- First, go to play store and write (*Nursery Rhymes Songs & Kids Puzzle Game Free*) and click installing. Or click on this link and install it. <https://play.google.com/store/apps/details?id=com.KidsFreeGames.Puzzles.NurseyyRhymes>



Tips for Teachers



While dealing with the English language learning difficulties you should put into your considerations the following tips:-

- Keep in touch with your students .
- Believe in your students.
- Follow up with the students on the activities, tasks and assignments.
- Find ways to connect with your students through creating a follow-up WhatsApp group with students as a form of communication channel with them and their parents .
- Enhance motivation and positive attitudes among your students.
- In the case that one of the students does not respond to you , guide him \ her to the social and psychological support.