

Speaking Difficulty

Rhyming Difficulties-5

Indicators of the Difficulty

- ❖ Refugee students have difficulties in providing rhyming words to the end of lines of a verse.

Learning Outcomes







By the end of this topic, fifth 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.
- ❖ Supply an alternative rhyming word and rhyme judgment consistently and accurately say if two words do/don't rhyme, select the non-rhyming word from a list.
- ❖ Generate rhyming words, supplying a rhyming word for a given word and create a string of rhyming words (including nonsense words).

Learning Resources

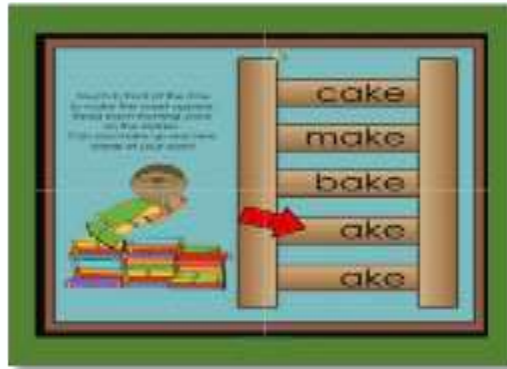
Paper Resources : <ul style="list-style-type: none"> ❖ Student's Book ❖ Handouts 	Visual and Audio Resources : <ul style="list-style-type: none"> ❖ Models-Rhyming Cards and Pictures ❖ Visual and Audio aids
Electronic Resources: <ul style="list-style-type: none"> ❖ Mobile applications ❖ YouTube videos-Computers - Websites 	Additional Resources <ul style="list-style-type: none"> ❖ Common Classroom materials

Intervention Strategies

Game Based Learning 	Puppets based Learning 
Questioning 	Mobile Based Learning : Mobile Applications 
Cooperative learning strategy 	Role- Play 

Activities and Remediation Techniques

Activity (1) : Rhyming Word Ladders



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

Activity (2) : Build a Rhyme



- Lay out a picture card and have students build a word that rhymes with it.
- Say a word and have students build a word that rhymes with it.
- Have students build 2 words that rhyme.
- Give students a word family such as (--ug , --un) and have them build as many words as they can
- Build the rhyming words they hear in a rhyming read aloud.

Game Based Learning

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

Identifying and Generating Rhyming Words, Body Part Game

- ❖ This game can be done in small or whole group.

Goal:

- ❖ Given a spoken word, the student can say whether it rhymes with another word ("head, bed" -> "yes", "head, door" -> "no").
- ❖ Given a spoken word, the student can say another word that rhymes with it ("eye" -> "my").

Items:

- ❖ Words that rhyme with head: (1-syllable) bed, bread, dead, fed, fred, red, said, shed, sled, spread, ted, thread, tread, (2-syllable) ahead, instead
- ❖ Words that rhyme with toe: (1-syllable) blow, bow, crow, dough, glow, go, grow, hoe, joe, know, low, no, oh, row, slow, snow, so, though, throw, tow, whoa, (2-syllable) ago, below, hello, outgrow


Procedures :

- ❖ Tell students that they would play the Body Rhyme Game.
- ❖ pick a part of your body, maybe head. Point to your head.
- ❖ Tell your students the following: now I'm going to say some words, and you have to tell me if the word I say rhymes with head. A rhyme is a word that sounds like another word. So if I said red, does that rhyme with head? Students: yes! Right!
- ❖ Okay, does bed rhyme with head? Students: yes.
- ❖ Good. Does cat rhyme with head? Students: no. Correct. Said...Ted...Door...
- ❖ Continue with a random selection of rhymes and non-rhymes.
- ❖ Stop repeating the target word (head in this case) after a few examples so that students have to test the rhyme silently for themselves.
- ❖ Proceed from 1-syllable words to 2-syllable words.
- ❖ See the list for words that rhyme with head (*Words that rhyme with head: (1-syllable) bed, bread, dead, fed, fred, red, said, shed, sled, spread, ted, thread, tread, (2-syllable) ahead, instead*)
- ❖ Great! Now I'm going to pick a different part of my body...my toe.
- ❖ Point to your toe. Let's see...does snow rhyme with toe?
- ❖ Students: yes. Does desk rhyme with toe? Students: no. Correct. Go...blow...shirt?
- ❖ Go around the group giving students an individual turn with either a rhyming or non-rhyming word.
- ❖ Spend extra time with students who are not getting it.
- ❖ See the list for words that rhyme with toe (*Words that rhyme with toe: (1-syllable) blow, bow, crow, dough, glow, go, grow, hoe, joe, know, low, no, oh, row, slow, snow, so, though, throw, tow, whoa, (2-syllable) ago, below, hello, outgrow*).
- ❖ Good. Now let's try...eye. Hey, I have a good idea: maybe you can think of a word that rhymes with eye.
- ❖ Start with a student who is likely to get it right and continue around the class.

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- ❖ If students run out of ideas, think of a rhyme and give them a clue--e.g.,
- ❖ When I go outside and look up, I see the... Then change the body part; feet, knee, and hand each have several rhyming words.
- ❖ If a student comes up with a non-word that rhymes, such as nie, say: Good. Nie rhymes with eye. But is nie a real word? I think it's a made up word. Can you think of a real word that rhymes with eye?
- ❖ Continue until everyone is able to produce a rhyming word.

Activity (1): Producing Rhyming Words




There's a **cave** by the **lake**.
There's **Dave** in the **cave**.
Eating **cake**! Wearing a **cape**!
There's **Dave** eating **cake** in a **cave** by the **lake**.

There's a **cave** by the **lake**.
There's a **snake** in the **cave**.
Eating **cake**! Wearing a **cape**!
There's a **snake** eating **cake** in a **cave** by the **lake**.



What time is it? What time is it?
Oh, no! Oh, no! I'm **late**!
I have a soccer **game** today! I'm **late, late, late**!
Through the **gate** and down the **lane**.
Running, running to the **game**!
I **hate, I hate, I hate**, when I'm **late, late, late**!



A box with a **note** – Happy Birthday!
It's a **rose**, it's a **rose** for me!
A box with a **note** – Happy Birthday!
It's a **robe**, it's a **robe** for me!
One more box all **alone** – Happy Birthday!
It's a **puppy**, a **puppy** for me!



There's a party in **June** on the big sand **dune**.
There's a big red **tube** with a **fuse**.
There's a party in **June** on the big sand **dune**.
There's a big red **tube** with a **fuse**.
Put fire on the **fuse**, and the **tube** goes ZOOGOOM!
Up in the sky, then the **tube** goes BOOOOM!
There's a party in **June** on the big sand **dune**.
There's another **tube** with a **fuse**!

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

Time : 15 minutes

Activity (2): Rhyming Jars



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

Time : 15 minutes

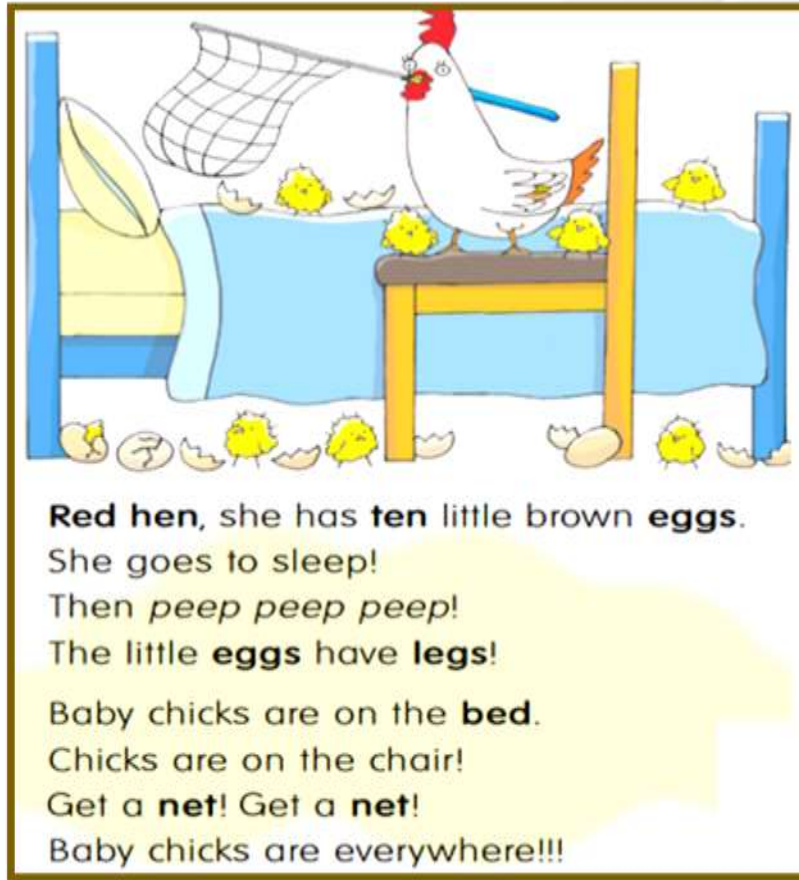
Activity (3): Read and Complete

Red hen, she has ten little brown eggs.
 She goes to sleep!
 Then *peep peep peep!*
 The little **eggs** have XXXXXXXXXX

Baby chicks are on the **bed**.
 Chicks are on the **chair!**
 Get a **net!** Get a **net!**
 Baby chicks are everywhere!!!

- ❖ 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:

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Activity (4): Draw-a-Rhyme Stories

- ❖ Explain to the students that they are going to draw a picture together, using rhyming words.
- ❖ Read each rhyme aloud and encourage the students to fill in the last rhyme word in the sentence.
- ❖ Add those parts to create the picture.

Monster Rhyme

When you draw a monster, it is said, you always begin with his head/ He'll be able to see when he flies, if we draw two bright eyes/ To tell which way the cold wind blows, our monster will need a great big nose/ Look to the north and look to the south, now we can give our monster a mouth/Some up above and some beneath, our monster has lots of teeth/ Now under this chin, let's just check, that's where we should put his neck/ So he won't be tipsy-toddy, let's give him a polka dot body/ If he really, really begs, I guess we could give him legs/ To make our monster nice and neat, we'll have to teach him to wipe his feet/ A notice sent by air mail, we can't forget our monster's tail/ He isn't fierce, he isn't hairy, but don't you think he's a little scary?

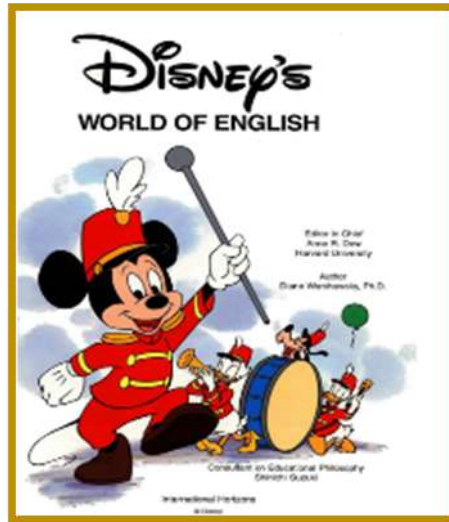
Clown Rhyme

When making a clown, it is said, always start with his big, round head/Make it really messy cuz clowns don't care, On top of his head, give him red curly hair/When people laugh, he wants to hear, so on each side, give him a great big ear/Now make him look very wise, by giving him two wide-open eyes/And yes, of course, everyone knows, give him a big, fat rounded nose/Now make a line as long as a mile, and turn it into a great big smile/Look at his clothes-the clown suit he is in, it has a ruffle, right under his chin/All over his suit are big colored spots, so give him lots of polka dots/Now look, can you believe? He has purple stripes on each long sleeve/He has two hands-one left, one right, one's painted yellow and the other white/At the bottom of his funny suit, you can see one big black boot and the other foot has not a shoe, cuz he just painted his toenails blue/Now if you listened and did everything right your little clown is a funny sight.

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:-

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Here comes a painter—he's in a big rush—
With big cans of paint and a big hairy brush.

1



Here comes another one—this one is fatter!
He has a big brush and a tall wooden ladder.

2



The painter that's fat says, "It's time to begin!"
But the one working hard is the painter that's thin.



The thin painter's standing on top of the ladder
And dropping red paint on the one that is fatter.

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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 Based Learning

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

Game (1): Chant Rhyming Words To Music

- ❖ It is one of the all-time great rhyming games.
- ❖ It works well because it's pretty much impossible to go wrong. If the students at least join in, then they will be learning something about rhyme.
- ❖ Put some pumping music on
- ❖ Use something with no words, but with a good funky beat. Having no words helps, as the students don't get confused with what they are saying
- ❖ Get the students to stand up, with the music playing.
- ❖ Then pick a word that has lots of rhymes. Something like the word cat is a good one to go for.
- ❖ What you are going to do is chant the word cat to the beat of the music. It is better to make up actions as well. For example, do "cat's whiskers" in the air as you say cat. This helps make it as fun and multisensory as possible.
- ❖ After saying cat about four times, change it to another word that rhymes. For example, bat. Go 'bat, bat, bat, bat, with some kind of action (like bat wings) to bring it to life.
- ❖ Just keep going like this, with everyone copying, saying the words and doing actions.

❖ **Time : 15 minutes**

Game (2): Use Bean Bags



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

Game (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. (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 (4): 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 (5): Transportation Name Game



How to Play:

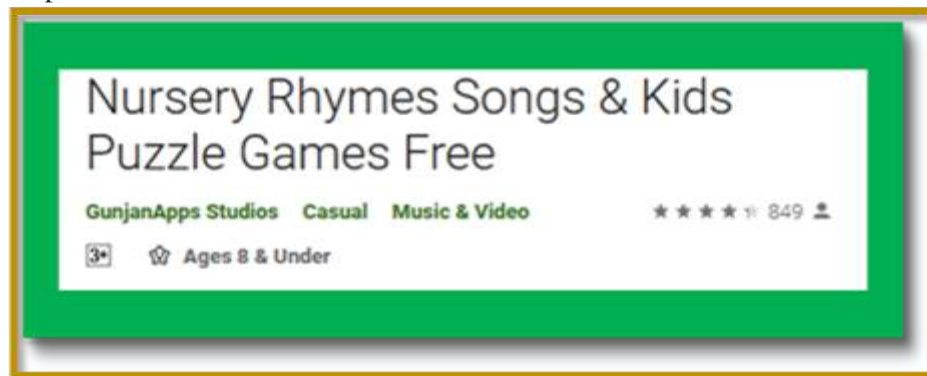
- ❖ Begin by modeling how to rhyme.
- ❖ Point to a vehicle, while saying a word that rhymes with it.
- ❖ Student should say the real name of the vehicle. This puts rhyming into his/her ears with a visual cue (pointing).
- ❖ If you point to a car and say star, he/she will automatically say car.
- ❖ Tell 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:

• Sheep – Deep	• Fig – Dig	• Ten – Pen	• Look – Book
• Cut – Nut	• Fun – Bun	• Fat – Mat	

Using Mobile Application

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



- ❖ This application is 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.NurseyRhymes>

Overview about the apps

- ❖ Best Nursery Rhymes Songs & Kids Puzzle Games Free is a fun & educational learning game for students,

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toddlers.

- ❖ Students can tap on the animals, characters & activities on screen to make them come alive with funny animations & sounds within the game.
- ❖ This top rhymes app is enriched with Animations, Sounds, Songs, Puzzles & interactivity for repeat playing & learning.
- ❖ This Free jigsaw like puzzle game helps your kids develop matching, tactile & fine motor skills while playing different Animals Puzzles.
- ❖ Nursery rhymes for kids interact with the characters onscreen as they learn, play & sing along.
- ❖ Kids & little baby will have fun interacting & touching the animals to hear the sounds.
- ❖ Favorite Nursery rhymes for kids & nursery songs that are included in this free apps for kids - Twinkle Twinkle little Star, Old McDonald Had a farm, Mary had a little lamb, Row Row Row your boat, Tisket Tasket, Skip to my Lou, wheels on the Bus, Alphabet Song.
- ❖ This top rhymes app can be used by Parents, Nursery Teachers and Kids for learning & teaching new rhymes to kids making learning process is fun and entertaining. Unlike other apps, the rhymes are highly interactive with educational games help cognitive skills. Sing along & play with songs for kids, baby rhymes & play preschool games, activities.
- ❖ Best Rhymes game for kids on Android offers free nursery rhymes for toddlers and babies, early learning kids songs, toddler games and Kids Puzzles, Animal Puzzles and kids games. Fun, educational toddler games that help the little kids learn. These include jigsaw puzzle games, animal games, baby sounds and more
- ❖ No Wi-Fi is needed, all nursery rhymes, songs, videos and puzzles are offline. Nursery Rhymes and songs for kids are the toddler apps with preschool songs & music for kids.



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.