

## Speaking Difficulty

### Rhyming Difficulties-6

#### 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, sixth 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 :

- ❖ Student's Book
- ❖ Handouts

##### Visual and Audio Resources :

- ❖ Models-Rhyming Cards and Pictures
- ❖ Visual and Audio aids

##### Electronic Resources:

- ❖ Mobile applications
- ❖ YouTube videos-Computers - Websites

##### Additional Resources

- ❖ Common Classroom materials

#### Intervention Strategies

##### Game Based Learning



##### Puppets based Learning



##### Questioning



##### Mobile Based Learning : Mobile Applications



##### Cooperative learning strategy




##### Role- Play



## The Procedures

### Diagnostic Pre-Testing

- Ask students to answer the following quiz :



**Brave brown crab** eating by the sea.  
Oh, no! There's a **crow** sitting in a tree.  
**Brave little crab** stands in **front** of the tree.  
He says, "Mr. **Crow!** You will never eat me!"

**Brave green frog** eating by the sea.  
Oh, no! There's a **crow** sitting in a tree.  
**Brave green frog** stands in **front** of the tree.  
He says, "Mr. **Crow!** You will never eat me!"

- ❖ Have students look at the picture and read the fun rhyming chant .
- ❖ Have students identify and point at the rhyming words
- ❖ Ask them to produce new rhyming words .

## Remediation Techniques

### Game Based Learning

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

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

### Activity (1): Producing Rhyming Words



Help, Mr. Owl!  
There's a little **brown mouse** in my house!  
Help, Mr. Owl!  
There's a little **brown mouse** in my house!  
He ate all the bread.  
He ate all the cheese.  
Help me catch him, please, please, please!  
Help, Mr. Owl!  
There's a little **brown mouse** in my house!



Down at the **zoo** by the big, cool **pool**  
Lives a crazy jumping kangaroo!  
He jumps in the house, he jumps at school,  
He jumps on his sister's **book**!  
He jumps on a **spoon**, he jumps to the **moon**,  
He jumps on his brother's **foot**!  
Down at the **zoo** by the big, cool **pool**  
There's a crazy jumping kangaroo!

## مشروع صعوبات التعلم



I drove my **car** to the **farm** one day  
To watch the little **cow**s play.  
**Short horns, short horns,** they all had **short horns**.  
I drove my **car** to the **farm** one day  
To watch the little **goat**s play.  
**Short horns, short horns,** they all had **short horns**.



Sammy plays **soccer**.  
He got a **soccer shirt** for his **birthday**.  
Debby is a **dancer**.  
She got a **fur skirt** for her **birthday**.  
Eddy is a boy who really loves to eat.  
So his mommy took her **purse** to the big **bakery**.  
Eddy loves to eat.  
So he got three **cakes** for his **birthday!**


- ❖ 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 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): 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 (3): Read and Complete



Who put **jam** on my ?  
 Who put **jam** on my ?  
 You're so **bad**!! I'm so **mad**!!  
 I will tell my !

Who put  on my **yam**?  
 Who put  on my **yam**?  
 You're so **bad**!! I'm so **sad**!!  
 I will tell my !

- ❖ 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:



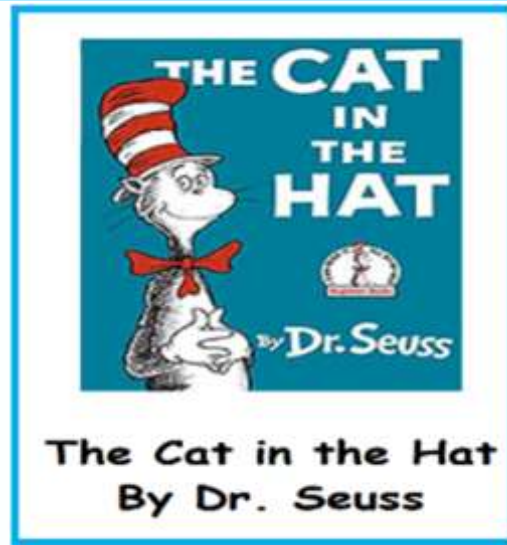
Who put **jam** on my **cap**?  
 Who put **jam** on my **cap**?  
 You're so **bad**!! I'm so **mad**!!  
 I will tell my **dad**!

Who put **jam** on my **yam**?  
 Who put **jam** on my **yam**?  
 You're so **bad**!! I'm so **sad**!!  
 I will tell my **dad**!

## Rhyming Book Read-Aloud

- ❖ “ Read the Book ‘ emphasizes 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 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 read, conduct the following additional activities designed to improve the student's rhyming skills.

Use " The Cat in the Hat " book.



- ❖ Choose a rhythmic rhyming book to read aloud to the students . As you read the story, pause at the rhyming words to give 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:-

## مشروع صعوبات التعلم

The sun did not shine.  
It was too wet to play.  
So we sat in the house  
All that cold, cold, wet day.

I sat there with Sally.  
We sat there, we two.  
And I said, "How I wish  
We had something to do!"

Too wet to go out  
And too cold to play ball.  
So we sat in the house.  
We did nothing at all.

So all we could do was to  
Sit! Sit! Sit! Sit!  
And we did not like it.  
Not one little bit.

And then  
Something went BUMP!  
How that bump made us jump!

We looked!  
Then we saw him step in on the mat!  
We looked!  
And we saw him!  
The Cat in the Hat!  
And he said to us,  
"Why do you sit there like that?"

"I know it is wet  
And the sun is not sunny.  
But we can have  
Lots of good fun that is funny!"

"I know some good games we could play,"  
Said the cat.

"I know some new tricks,"  
Said the Cat in the Hat.

"A lot of good tricks.  
I will show them to you.  
Your mother  
Will not mind at all if I do."

Then Sally and I  
Did not know what to say.  
Our mother was out of the house  
For the day.

But our fish said, "No! No!  
Make that cat go away!  
Tell that Cat in the Hat  
You do NOT want to play.  
He should not be here.  
He should not be about.  
He should not be here  
When your mother is out!"

## مشروع صعوبات التعلم

"Now! Now! Have no fear,  
Have no fear!" said the cat.  
"My tricks are not bad,"  
Said the Cat in the Hat,  
"Why, we can have  
Lots of good fun, if you wish,  
With a game that I call  
UP-UP-UP with a fish!"

"Put me down!" said the fish.  
"This is no fun at all  
Put me don!" said the fish.  
"I do NOT wish to fall!"  
"Have no fear!" said the cat.  
"I will not let you fall,  
I will hold you up high  
As I stand on a ball.  
With a book on one hand!  
And a cup on my hat!  
But that is not ALL I can do!"  
Said the cat...

### 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 Based Learning

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

#### Game (1): 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 played.
- ❖ Then pick a word that has lots of rhymes. Something like the word cat is a good one to go for.



## مشروع صعوبات التعلم

- ❖ 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.

### Game (2): I Have Who Has:

- ❖ This activity is great one for whole class or small group literacy lessons. You will need a set of cards with 2 rhyming pictures on each card. One picture is a rhyming answer and the other, a rhyming question.
- ❖ The person with the starting card asks their "who has a picture rhyming with..." question.
- ❖ The student with the correct rhyming answer says "I have!" and then asks their "who has..." rhyming question that is on their card.
- ❖ The game continues in this question and answer pattern until the entire deck of cards has been played and every student has had a turn.

### 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 !).

### 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.

## 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>



## Worksheets

### Worksheet (1)

#### Rhyme Scheme Worksheet

##### Directions

1. Read the following poems by Kenn Nesbitt.
2. For each poem, identify the rhyme scheme and write it below the poem.

##### My Cat #1

My cat is nice.  
My cat likes mice.  
My cat is fat.  
I like my cat.



Rhyme scheme:

##### My Cat #2

My cat is nice.  
My cat is fat.  
My cat likes mice.  
I like my cat.

Rhyme scheme:

##### Mr. Brown the Circus Clown

Mr. Brown, the circus clown  
puts his clothes on upside down.  
He wears his hat upon his toes  
and socks and shoes upon his nose.



Rhyme scheme:

##### All My Great Excuses

I started on my homework  
but my pen ran out of ink.  
My hamster ate my homework.  
My computer's on the blink.

Rhyme scheme:

##### My Penmanship is Pretty Bad

My penmanship is pretty bad.  
My printing's plainly awful.  
In truth, my writing looks so sad  
it ought to be unlawful.

Rhyme scheme:

##### Today I Had a Rotten Day

Today I had a rotten day.  
As I was coming in from play  
I accidentally stubbed my toes  
and tripped and fell and whacked my nose.

Rhyme scheme:



Finish!!

<https://www.liveworksheets.com/kn1430507an>

Worksheet (2)

**Rhyme Scheme**

Read the nursery rhymes carefully and write the rhyme scheme next to the lines in the stanzas.

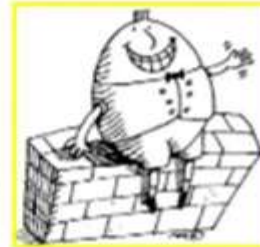


**Twinkle, Twinkle, Little Star**

Twinkle, twinkle, little star,   
 How I wonder what you are!   
 Up above the world so high,   
 Like a diamond in the sky.   
 Twinkle, twinkle, little star,   
 How I wonder what you are!

**Humpty Dumpty**

Humpty Dumpty sat on the wall.   
 Humpty Dumpty had a great fall.   
 All the king's horses and all the king's men,   
 Couldn't put Humpty together again.



**Little Miss Muffet**

Little Miss Muffet   
 Sat on a tuffet,   
 Eating her curds and whey;   
 Along came a spider,   
 Who sat down beside her   
 And frightened Miss Muffet away.

**All Things Bright and Beautiful**

By: Cecil Frances Alexander

All things bright and beautiful,   
 All creatures great and small,   
 All things wise and wonderful,   
 The Lord God made them all.



LIVWORKSHEETS

Finish!!

<https://www.liveworksheets.com/zc184868qs>

## Worksheet (3)

complete the following:

(Pay attention to the rhyming pattern)

### Springtime

I do like the season of **Spring**

And the songs that the birdies all

But I don't like the

(Getting wet is a **pain!**)

And wet clothes to my body do **cling**.

### Summer Fun

There once was a young girl named **Kay**

Who went to the beach every .

As she stood in the

She'd think, "Life is **grand!**"

And she'd wish it was here she could

### Autumn

My mother really likes

It's her favorite season of **all!**

"Nothing can **compare**

To the cool Autumn

My mother would say when she **called**.

### Wintertime

There once was a young man named **Joe**

Who earned money by shoveling

So when there was a

And the others would **mourn**,

He'd say, "Off to make money I

<https://www.liveworksheets.com/qa2961166dm>

## Worksheet (4)

### Wind On The Hill

By A. A. Milne

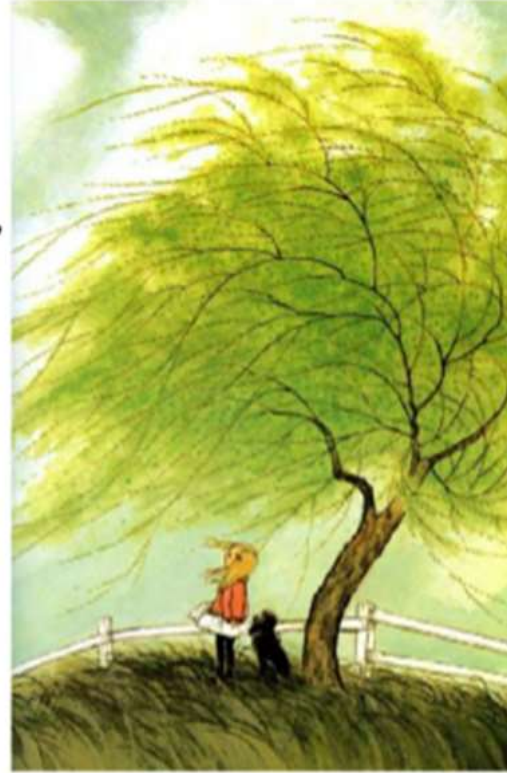
No one can tell me,  
Nobody **knows**,  
Where the wind comes from,  
Where the wind .

It's flying from somewhere  
As fast as it **can**,  
I couldn't keep up with it,  
Not if I .

But if I stopped holding  
The string of my **kite**,  
It would blow with the wind  
For a day and a .

And then when I found it,  
Wherever it **blew**,  
I should know that the wind  
Had been going there .


So then I could tell them  
Where the wind **goes**...  
But where the wind comes from  
Nobody .



<https://www.liveworksheets.com/en736256et>

## Diagnostic Post-Testing

- Ask students to answer the following quiz again to check whether the difficulty is treated or not:



**Brave brown crab** eating by the sea.  
Oh, no! There's a **crow** sitting in a tree.  
**Brave little crab** stands in **front** of the tree.  
He says, "Mr. **Crow!** You will never eat me!"

**Brave green frog** eating by the sea.  
Oh, no! There's a **crow** sitting in a tree.  
**Brave green frog** stands in **front** of the tree.  
He says, "Mr. **Crow!** You will never eat me!"

- ❖ Have students look at the picture and read the fun rhyming chant .
- ❖ Have students identify and point at the rhyming words
- ❖ Ask them to produce new rhyming words .

## 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.