

SECTION II:

# Sarah, David and YOU Read Hebrew



## A THREE BOOK SET TEACHING HEBREW READING AND WRITING

- Book 1 – Red
- Book 2 – Orange
- Book 3 – Purple

## DESIGN FEATURES THAT HELP YOU TEACH

This section introduces design features that have been built into the reading curriculum.

**The design features provide teaching tools, discussion points for the curriculum and highlight specific activities for the student.** These features also add to the fun qualities of the curriculum. The following list of design features/teaching tools correlates to the sample pages that follow in this section.

### FRONT COVER

Each workbook is a different color. The largest box in the right column represents the workbook being used and shows the letters to be learned. (pg. 20, Book Cover)

### THE CARTOON CHARACTERS

Sarah, David, Ben and Rachel are 'friends' accompanying students through the learning process. **They appear on the covers, inside covers, certificates, progress charts and many interior pages.** They each have a biography available on the website! Please share them with your students or send them to the site to read for themselves. (pg. 21, Cartoon Characters)

### INSIDE COVERS (FRONT AND BACK)

The inside covers show the characters marching into and out of the book dressed according to season (in New Jersey!). The characters also appear on the certificates and progress charts coordinated with the back inside cover of their respective workbook (pg. 21, Figures 1, 2). Children notice the outfits and check to see if they are keeping up by season!

### TEACHER NOTES

The Teacher Notes appear on page four of each workbook. They highlight teaching points and new skills being introduced in the workbook. It is important for the teacher to read the notes and practice the new exercises and skills being introduced before teaching them. (pg. 22)

### CONTENTS PAGE

The Contents Page is page five of each workbook. The Contents Page a) highlights letters, vowels and skills to be learned, b) reviews the letters learned in previous books, and c) repeats the "what to look for" list of letter features. Remember to use the 'corners and curves' language during lessons. Use this page with your students to review and set the agenda for the new workbook. (p23)

### INTRODUCING A NEW LETTER OR VOWEL

Each new letter and vowel is introduced as a separate lesson. Letters are introduced with The Aleph Bet Story Picture. Vowels are introduced with the googlehead icon.

### ALEPH BET CHART AND VOWEL CHART

These charts appear on the last page of each workbook. The Aleph Bet Chart includes the script form of the letters and shows the letters in relation to the line, i.e., sitting on, above or extending below the line (pg. 27, Figure 1). The vowel chart appears under the aleph bet chart. Use both for review.

## MORE DESIGN FEATURES TO USE IN TEACHING

### PAGE TEMPLATES

There are four templates used throughout the workbooks. The four headings are:

- I Can Read Hebrew
- I Can Write Hebrew
- I Can Speak Hebrew
- Activity

These headings define the goal for the page. Students become familiar with the headings and the type of activity to be completed. (p26, Figures 5, 6, 7, 8)

**Home Connection:** At the bottom of each page there is a place for the teacher to assign homework. See page 26, figures 5, 6, 7, 8. Let parents know that they can use the online answer keys and transliteration to help guide their children when doing their homework.

**Note:** To build reading skills, reading homework should always be assigned. Writing pages should be done in class to ensure that it is being done correctly.

17 Book 3

I CAN READ HEBREW

Instructions: Read each line. Pick three words on this page and write them on line seven.

1. עוֹד עִם עַד עַל עִם

2. עַל עָלְיוֹ עָלִינוּ עֲלֵיהֶם

3. עֵין עֶזְרָא עֲמִי עוֹנָה עוֹנָה

4. יוֹדֵעַ יְדוּעַ מוֹשִׁיעַ לְהוֹשִׁיעַ

5. וְעַד בְּעַד עֶפֶר דְּעָה

Siddur Phrases:

6. לְעוֹלָם וָעֶד יוֹם רִאשׁוֹן לְעֶמֶר

7. \_\_\_\_\_

For Homework

FIGURE 1: Book 3, PAGE 17

## READING PAGES—KEY DESIGN FEATURES

The workbook pages incorporate the following design features:

- black and white presentation
- big print
- limited number of lines per page
- reading repetition

These same features are also helpful to adults and special needs students.



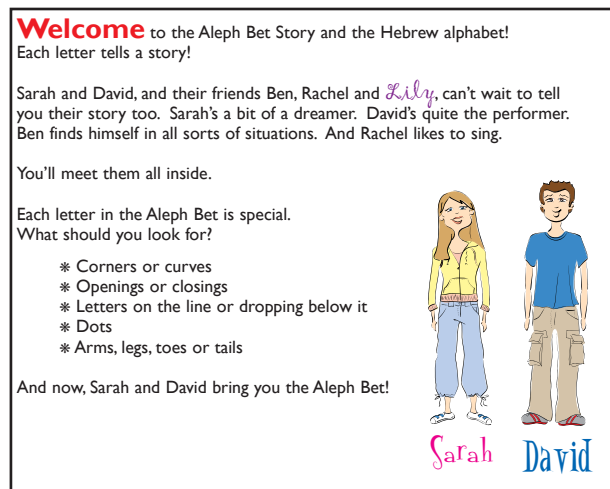
**The Aleph Bet Story is a method for teaching the Hebrew letters.** This section will point out the elements embedded in the story that teach the letters. These elements become both tools and a language for the teacher to use when teaching the letters. We begin with the goals of The Aleph Bet Story.

## GOALS

The goals of The Aleph Bet Story are to:

- a) make each letter distinctive and easy to remember
- b) eliminate confusion between similar looking letters
- c) teach students to look critically at the shape of the letters
- d) make learning letters a fun experience
- e) provide language and teaching tools for the teacher
- f) enable parents to help their children learn the letters using the storybook approach

### 1) WELCOME PAGE: "WHAT SHOULD YOU LOOK FOR?"



The 'Welcome Page' introduces the language used to describe the letters. This consists of the statement, question and descriptors used to describe the letters:

"Each letter in the Aleph Bet is special. What should you look for?"

- corners or curves
- openings or closings
- letters on the line or dropping below it
- dots
- arms, legs, toes or tails

**Open by pointing out that the letter (to be taught) is special and then use the 'corners and curves' language to teach, discuss and ask the students about each letter.** For example, ask 'what is special about the letter?' or ask the student to look for features, e.g. "Do you see the toe? Does the letter have a tail?" In short, this language becomes a tool for teaching the letters. Primary grade children (K-2nd) very quickly are up on their feet trying to be an aleph or a bet.



