

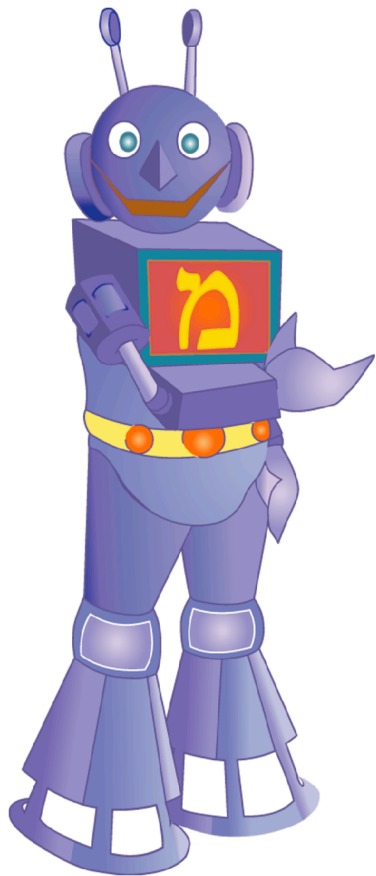


# “FALL BACK”ACTIVITY:

## A Return-to-School *Mitkadem* Warm-up

- Students can work alone, in pairs, or at workstations organized by topic.
- Content can be *Ramah*-specific or cover material that has been learned by all students.
- All activities can be made self-correcting by using coding on reverse side of flash cards.
- **GOOD FOR YEAR-ROUND REVIEW.**

Flashcards can be a valuable tool in a teacher’s idea kit.



The use of flashcards allows for an efficient and simultaneous review of material. The teacher can personalize the material each student reviews based on his or her specific needs. For example, if a student needs to review definitions, he or she would require Hebrew word cards along with cards bearing their English translation. If a student needs to review *shoreshim*, Hebrew roots, he or she would require cards with Hebrew words that incorporate the particular roots, as well as cards that show only the *shoresh*.

The categories of material to be reviewed can be used to create classroom stations.

Stations can be *Ramah*-specific. For example, one station might be “*Shoreshim – Ramah 8*,” while another is “Grammatical elements– *Ramah 9*”

Students can be assigned to particular stations or they can rotate from station to station.

TOPIC TO BE REVIEWED	MATERIALS NEEDED	STUDENT ACTION
<i>Shoreshim</i>	<ul style="list-style-type: none"><li>• Cards with words that contain the roots to be reviewed</li><li>• Cards with roots</li></ul>	Student matches words with applicable roots
Prayer texts	<ul style="list-style-type: none"><li>• Significant prayer vocabulary (e.g., <i>echad</i>)</li><li>• Cards with prayer names (e.g., <i>Shema</i>)</li></ul>	Student places key words under prayer headings
Order of the service	<ul style="list-style-type: none"><li>• Cards with prayer names</li><li>• Cards with service time/days (Shabbat/weekday, evening/morning)</li></ul>	Student orders the prayers in a particular service
Main prayer themes	<ul style="list-style-type: none"><li>• Cards with main prayer themes (e.g., creation, redemption, revelation)</li><li>• Cards with applicable words (Hebrew and/or English)</li></ul>	Student sorts words into correct thematic categories
Grammatical elements	<ul style="list-style-type: none"><li>• Cards with words that contain elements to be reviewed</li></ul>	Student sorts words by prefix, suffix, possessive, noun, adjective, singular/plural, <i>kamatz katan</i> , <i>ach</i> read “backwards”
Names and Attributes of God in prayer	<ul style="list-style-type: none"><li>• Cards with Hebrew and English translations of vocabulary pertaining to God</li></ul>	Student matches English and Hebrew vocabulary
General vocabulary	<ul style="list-style-type: none"><li>• Cards with Hebrew words and cards with English translations of the Hebrew</li></ul>	Student matches English and Hebrew vocabulary