

TEACHER'S GUIDE

דִּרְךְ חִכְמָה

PRAYER READING SKILLS



BEHRMAN HOUSE

Dear Teacher:

Your students have learned the Hebrew alphabet and the sounds vowels make. They can put them together to read whole Hebrew words, but some things still bother them.

Can your students read words like

מִצוֹת or do they say mitz - ot?

רוּחַ or do they say ru - chah?

הָלוּ or do they say ha - loo?

To solve these common Siddur reading problems, and many others, there are five types of exercises in *Derech Chochmah*. Each lesson begins with a **LETTER/VOWEL REVIEW**. Then students are given specific **READING RULES**. They learn to apply these rules in **SIDDUR PHRASES**. Each lesson also contains **WORD BUILDING** exercises that teach necessary word-attack skills.

PRAYER PASSAGES are presented at the end of every lesson, so that students can apply their skills in a meaningful way, leading to rhythmic, fluent Hebrew reading.

In this Teaching Guide you will find basic procedures to implement these five types of exercises in the classroom. We are eager to hear about your students' progress and to offer any additional help you may need. Please let us hear from you.

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THE FIVE TYPES OF EXERCISES

I. LETTER/VOWEL REVIEW

II. READING RULES

III. SIDDUR PHRASES

IV. WORD BUILDING

V. PRAYER PASSAGES

I. LETTER/VOWEL REVIEW

Some letters and vowels in the Hebrew alphabet confuse students. Each lesson begins with a LETTER/VOWEL REVIEW. Students are taught to distinguish between look-alike letters (Example: ם ס), sound-alike letters (Example: ן ב), difficult vowels (Example: ן ו).

A. BASIC CLASSROOM PROCEDURES

1. Have students read aloud the sound of each letter or vowel as it is introduced. To help students see the difference between look-alike letters (see page 23), ask them to describe what makes the two or three letters look the same and how we can tell them apart.

Ask students to mark the differences with a pencil or highlight pen. (Example: נג - נו - סם - החת)

2. Several lines of reading practice immediately follow the LETTER/VOWEL REVIEW. Assign two students to each line. The pairs of students take turns reading aloud the sounds on that line. One is the *voice* and the other is the *echo*. (Example: page 23 – Voice: “הָ”; Echo “הָ”; Voice: “תִּי”; etc.) For variations of this *Echo Technique*: half the class can be the *echo*; the teacher can be the *voice* and the class the *echo* or one student can be the *voice* and the rest of the class the *echo*.

3. Assign a letter or a vowel to each student. Each one finds and reads the words in the Siddur Phrases that contain the assigned sound. (Example: Student is assigned

the letter ה on page 30. Then, turning to page 31, the same student says "line 5 הַבַּיִת and on line 8, two words: הַלֵּל and הַלְּאֵל."

4. Use a section of the class bulletin board to display "pockets" made from envelopes. Write* sets of sound-alike and look-alike letters on the front of each envelope. Have students make flashcards with words containing the sounds as they are introduced and insert them into the appropriate "pocket." Students can use these cards for additional reading practice as required.

* When using *Derech Chochmah*, the use of manuscript print writing (not script) is recommended for the preparation of all flashcards, charts and chalkboard work.

II. READING RULES

Each lesson introduces students to one or more READING RULES. (See pages 12-13). These rules pave the way to fluent prayer reading. Each rule is followed by exercises so students can immediately apply the rule.

A. BASIC CLASSROOM PROCEDURES

1. Read the rule aloud to the class (Example: page 32 "ACH") Call on individual students to read the rule. Ask students to explain the rule in their own words. Then have students read the words that accompany the READING RULE (לִיחַ רִיחַ שְׂמִיחַ).
2. Direct students to the word building list following each READING RULE. Students read aloud the part of each word that demonstrates the READING RULE.
3. Ask students to look in the Siddur Phrases and in the Prayer Passage for words that highlight the READING RULE (page 33: line 2 לְשַׁבַּח; line 4 נְזַבַּח; etc. page 34: line 1 לְשַׁבַּח).
4. Students can create their own files of word cards. Each time they learn a new READING RULE, they write three words from the Word Building list or three Siddur Phrases that highlight the rule. Periodically, students go to their files to challenge themselves or a partner to read each of the word cards correctly. (Example: page 25 – "THE SILENT ה" — מְצָה הַיָּהּ סְלָה etc.)

III. SIDDUR PHRASES

Each lesson contains SIDDUR PHRASES which highlight the Letter/Vowel Review (see pages 10-11) and SIDDUR PHRASES which highlight the Reading Rule (See pages 12-14). SIDDUR PHRASES reinforce reading patterns thereby easing students into fluent prayer reading.

A. BASIC CLASSROOM PROCEDURES

1. One student reads a phrase in the text omitting one word. Another student reads the "missing" word and then the complete phrase.
2. Place numbers in a box. Each number corresponds to a numbered SIDDUR PHRASE in the text. Students, in turn, select a number from the box, find the phrase in the text and read it aloud.
3. Students each select three phrases to read. For each correct reading, students accumulate the number of points indicated by the number next to the selected phrase.
4. Write each word in each phrase on a separate index card. Using the text, students align the cards to form complete phrases on the chalkboard ledge, in a pocket chart or on a clipboard. Student reads the completed phrase aloud. (Store sets of cards in separate zip lock bags.)

IV. WORD BUILDING

WORD BUILDING exercises highlight the Reading Rules and the introductory Letter/Vowel Reviews. Students read the words in "parts" and then blend word-parts together to read a whole word. You may be interested to know the rationale used for dividing the words in *Derech Chochmah*. While the words are not divided according to any grammatical rules, this way of dividing words has proven very effective in helping students to approach words comfortably. Here is how the words are divided (numbers indicate the numbers of letters in each word-part):

2-letter word, not divided (כח); 3-letter word, 1 & 2 (ת - מיר); 4-letter word, 2 & 2 (ל - דון); 5-letter word, 2-1-2 (ה - ת - מיר); 6-letter word, 2-2-2 (מ - ח - מיר). Words written with Sh'va (א) do not always fit into these patterns. The Sh'va is a natural "stopping place." Often the "stopping place" is after the Sh'va (ה - ל - כ - ת); at other times it is between two Sh'vas (ת - ש - ב) or even before the Sh'va (ה - ל - ל - ו - י).

A. BASIC CLASSROOM PROCEDURES

1. Student 1 reads the word parts and student 2 reads the whole word. For variation: The teacher reads the word parts and the class reads the whole word; half the class reads the word parts and the other half of the class reads the whole word. (Example: page 30 - Student 1 reads the word parts "ל - א - ד - ו - נ" and student 2 reads the whole word: "ל - א - ד - ו - נ.")

2. Have students cover the right column of each list (word-parts). Students read each whole word fluently.

3. Each student receives a 3 x 5 index card. Students independently select a word from the list and write the word on the card. (You might assign a word to each student so as not to duplicate the words.) Students cut the card into the word-parts. (Your students might like to design the cut pieces to look like jig saw puzzle pieces.) They mix the pieces up and pass them to the student on the right. Those students assemble the pieces in the correct order and read the whole word. Students continue to pass the word-parts to person on the right and each assembles and reads the word correctly. (Store cards in separate zip lock bags.)

4. Using a pocket chart or clipboard place word-parts (from one word) in random order. Students find the word-parts in the list, assemble the pieces in the correct order and read the word fluently. You might place word-parts from two or three words in the pocket chart and challenge students to assemble them correctly.

V. PRAYER PASSAGES

Each lesson concludes with a PRAYER PASSAGE. The PRAYER PASSAGE brings together, in a meaningful way, the reading skills developed throughout the lesson and reinforces skills taught in previous lessons.

A. BASIC CLASSROOM PROCEDURES

1. Divide the class into 2 groups. Each group sits in a circle and reads the PRAYER PASSAGE, each student reading one word in turn. Have the groups read through the passage two more times – each time have a different student begin the reading.
2. Pair students. Each pair reads the passage alternating either words, lines or sentences.
3. Divide the class into Team Aleph and Team Bet. Assign Team Aleph even numbered lines in the PRAYER PASSAGE and Team Bet odd numbered lines. Each team assigns specific lines to teammates. The class reads through the passage, each line in turn, with teams alternating.
4. Students silently read each line in turn looking for important key prayer words and phrases such as **לְעוֹלָם וָעֶד** **יְיָ מֶלֶךְ יִשְׂרָאֵל**. Each one found is read aloud and added to a growing class list entitled “Important Prayer Words & Phrases.”

SUGGESTED CLASSROOM GAMES

Games can add variety and interest to your lessons. They provide practice and reinforcement of reading skills in an active atmosphere, providing an occasional substitute for necessary drill work. Do choose games that move quickly, with rules that are easy to follow.

The following games will work well with *Derech Chochmah*. You probably have others in your own personal repertoire that can also be successfully adapted to the textbook. Do feel free to use them as well.

TIC-TAC-TOE

Draw a Tic-Tac-Toe diagram on the chalkboard. Divide the students into two teams. Call on a student from one team to read a word or phrase from a particular exercise or prayer passage in the text. If the student reads correctly, an "X" is placed in one of the squares. Call on a student from the second team to read another word or phrase. If the student reads correctly, an "O" is placed in one of the squares. The first team to get Tic-Tac-Toe (three in a row horizontally, vertically or diagonally) wins.

BINGO

Give each student an 8-1/2 x 11 sheet of paper divided into 8 or 12 squares. Each student selects 8 or 12 words from a particular exercise in the text and writes them in random order in the boxes.

Write all of the words in that exercise on individual slips of paper and place the slips into a container. Students receive pieces of paper or paper clips to use as markers.

Appoint a "caller" to read the words as they are taken from the container. As each word is "called," students place a marker on the appropriate square. The first player to complete a line of boxes, across or down, is the winner.

BASEBALL

Draw a design of a baseball diamond on the bulletin board, on a large piece of poster board, or on the chalkboard. Attach a small paper cup to each base and one to home plate. Attach a cup to the pitcher's mound for "outs." Divide the class into 2 teams. Give each team 10-20 small pieces of construction paper of their team color. "Pitch" a line to the first batter by calling out the number of a line in an exercise or prayer passage in the text. If the "batter" reads the line correctly, a piece of paper is placed into the first base cup. If the "batter" does not "hit" (read the line correctly) a chip is placed into the "outs" cup. Each time a new batter "hits" — reads a line correctly — a chip is placed in the next base cup. Four lines correctly "hit" means bases are loaded and one run is scored. After three outs, the second team has a turn.

WHAT'S MY PHRASE?

Player selects a phrase in an exercise or prayer passage in the text. The player gives the class 2 or 3 clues. After each clue, students guess the phrase by reading their choice aloud. The student who identifies the phrase correctly takes the next turn. If students do not guess correctly after 2 clues, the player reveals the phrase and another player is chosen to continue the game. (Example: page 44 — line 2
Sample clues: the phrase has 4 words. There are 2 different final letters in the phrase. Yud as part of a vowel sound appears 3 times.)

WHAT'S MISSING?

Divide your students into 2 teams. Select a phrase from an exercise or prayer passage in the text. Write it twice on the chalkboard, with one word missing. Using the text for reference, a player from each team locates the phrase, races to the board and writes in the missing word. The first player to finish reads the complete phrase correctly and scores 1 point for the team. If the player makes a mistake, the opponent is given the opportunity to read the phrase and score a point.