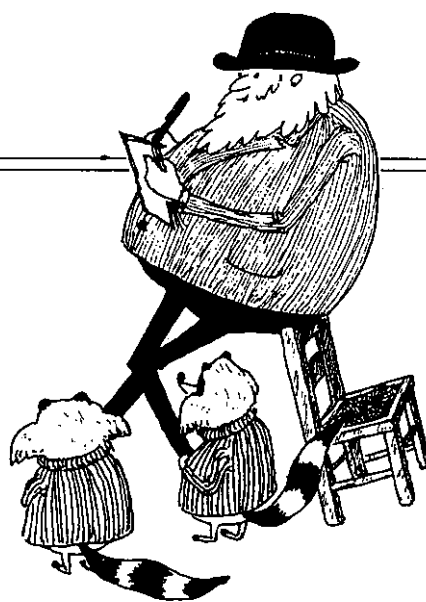


TEACHING GUIDE

Let's Learn the **ALEF BET**

A Reading Readiness Book for
The Hebrew Primer

דָּרָךְ בִּינָה



BEHRMAN HOUSE, INC.

PURPOSE

Teaching the Hebrew alphabet is the first step in developing reading skills. LET'S LEARN THE ALEF BET provides the materials required to teach the names, the shapes and the sounds of the Hebrew letters as well as the correct order of the alef bet. Vowels are not introduced at this readiness level.

AGE LEVEL

LET'S LEARN THE ALEF BET is designed for children ages six through eight. (Note: When introducing the Hebrew alphabet to four and five year olds, use SAM THE DETECTIVE'S READING READINESS BOOK.)

OBJECTIVES

- To introduce the names of the letters of the Hebrew alphabet
- To introduce the sounds of Hebrew letters
- To introduce the order of the alef bet
- To develop visual discrimination between letter symbols
- To develop auditory discrimination of letter sounds
- To develop right to left eye movement
- To develop letter-sound associations

CONTENTS

Letters are introduced in the order of the Hebrew alphabet

ALEF	1	MEM	43
BET/VET	2	NUN	47
GIMMEL	4	SAMECH	51
DALET	6	AYIN	55
HAY	9	PAY	58
VAV	12	FAY	62
ZAYIN	15	TSADEE	66
CHET	18	KOOF	70
TET	21	RESH	74
YUD	26	SHIN	78
KAF	30	SIN	82
CHAF	34	TAV	86
LAMED	39		

INTRODUCING THE LETTERS

Each Hebrew letter is presented on a separate page. To introduce each letter, say: "This is a Hebrew letter. The name of the letter is _____. The letter makes the sound _____." Carefully demonstrate how the sound is made. Then have the children repeat the sound and the name several times with you.

Ask the children point to the Hebrew letter printed on the top of the page. Say the name of the letter again. (Remember: The name of the letter reinforces the sound the letter makes.) Have the children say the name of the letter and its sound several times.

Ask the children to trace the broken outline of the letter with their fingers as they repeat the name and the sound of the letter.

This procedure will help them to commit the shape and the sound to memory. Then have them trace and color in the outlined letters. This activity concretizes the shape of the letter through the kinetic sense. When possible, encourage the use of a crayon whose color begins with the sound of the letter (Gimmel-green; Bet-blue, brown; Yud-yellow; Resh-red; Pay-purple).

WRITING READINESS

The line of stick letters provides Hebrew "print" writing readiness. "Printing" (manuscript writing) most closely resembles the printed letters students encounter in books. Reading is, therefore, reinforced through manuscript writing. The introduction of script writing is not recommended at this "readiness phase." First, have the children trace the stick letters with their fingers, as they say each letter's name and sound. Then the letters can be traced with a pencil. For variety, see if students can form the stick letters using popsicle sticks. Or, for a special treat, provide small stick pretzels for "letter making." After the children correctly form letters with the pretzel sticks, they can eat them!

SPECIAL LETTERS

Some Hebrew letters require special attention. ALEF and AYIN are silent letters. Be sure that students understand that these letters make no sound.

CHET and CHAF are difficult letters, for there is no parallel sound for them in English. The sound is therefore difficult for English speaking children to make. Point out to students that the sound is transliterated as "CH".

In English, the sound of the letter TSADEE is a blend. The "TS" sound never appears at the beginning of an English word.

Be sure to give your students extra practice with these letters.

FINAL LETTERS

Final letters (CHAF, MEM, NUN, FAY, TSADEE) are introduced with their corresponding letters. You might like to explain that these letters always come at the end of a word. But at this "readiness phase" it is really only important that students recognize the shape and learn the name and the sound of each final letter.

ACTIVITY PAGES

A variety of exercises is included to practice each new letter. Be sure to explain the directions to students and discuss the purpose of each activity. The example in each exercise shows the students what to do. Students will:

Practice Visual Discrimination

- 1) Connect letters that are the same.
(pp. 3, 28, 48, 63, 79, 84)
- 2) Circle letters that are the same.
(pp. 5, 13, 20, 31, 46, 59, 75, 88)

- 3) Circle the letter that is different.
(pp. 7, 19, 27, 40, 52, 83)
- 4) Circle the letters that are the same
as the letter in the box.
(pp. 22, 35, 53, 67)

Practice Auditory Discrimination

- 1) Circle the Hebrew letter with the
saying sound of the English letter in
the box.
(pp. 8, 17, 23, 41, 57, 64, 72, 81)
- 2) Circle the English letter with the
saying sound of the Hebrew letter in
the box.
(pp. 10, 13, 29, 32, 45, 54, 60, 76)
- 3) Connect the letters that sound the
same.
(pp. 36, 49, 73, 87)

Practice the Names of the Letters

- 1) Connect the name to the Hebrew
letter.
(pp. 3, 7, 14, 24, 42, 61)
- 2) Circle the Hebrew letter named in
the box.
(pp. 5, 16, 33, 44, 56, 68, 71, 80)
- 3) Connect each letter to its final
form.
(p. 69)

Practice the Order of the Alef Bet

- 1) Say the letters in the correct
order.
(pp. 11, 25, 37, 50, 65, 77, 89)
- 2) Say the name of each missing letter.
(pp. 17, 37)
- 3) Connect the dots in the correct
order.
(pp. 11, 25, 37, 50, 65, 77, 89)

EXTENDING THE TEXT ACTIVITIES

Connect the letters that are the same.

(pp. 3, 28, 48, 63, 79, 84):

After students have completed the exercise, ask them to say the names of the unconnected letters in each box.

Circle letters that are the same.

(pp. 5, 13, 20, 31, 46, 59, 75, 88):

After students have circled the twins, ask them to say the name of the circled letters and to supply the saying sounds.

Circle the letter that is different.

(pp. 7, 19, 27, 40, 52, 83):

Ask students to supply the name and saying sound of each circled letter.

Circle the letters that are the same as the letter in the box. (pp. 22, 35, 53, 67):

Have students say the name of each boxed Hebrew letter. Ask students for the names of the uncircled letters on each line.

THE ALEF BET SONG

One of the best ways to remember the order of letters in the alphabet is to sing them. Make The Alef Bet Song an ongoing classroom experience.

THE ALEF BET CHART

Here are suggested procedures to use with an alef bet chart:

- 1) Point to individual letters on the chart. Each child in turn pronounces the "saying sound" and name of the letter.

2) Say the name of a Hebrew letter and ask a student to point to the correct letter.

3) Say the sound of a Hebrew letter and ask a student to point to the letter or letters that have that "saying sound."

4) Select a student to point to as many letters as he wishes, each time saying the sound the letter makes or the letter's name.

Note: Alef Bet Charts are available from Behrman House.

ALEF BET FLASHCARDS

Here are suggested procedures to use with alef bet flashcards:

1) Hold up a letter card. Students say the name and pronounce the saying sound.

2) Display several letter cards. Take one away. Students guess which letter is missing.

3) Distribute cards to students. Each holds up the card matching the name or sound announced.

4) Match the letters with the same sound.

5) Have students arrange the cards in the correct alef bet order.

Each student can have a set of alef bet flashcards. Duplicating masters for student flashcards appear in the Teacher's Guide for The Hebrew Primer: Derech Binah (Masters 4 - 7). The duplicating sheets can be cut apart and mounted on index cards for classroom use and home practice. Provide each student

with a storage envelope. This can be stapled to the inside cover of the text. It is a good idea to write the name and saying sound of the letter on the back of each card.

Note: Printed alef bet flashcards are available from Behrman House.

PARENT PARALLEL STUDY

When a child begins to learn to read Hebrew, some parents may regret their own inability to do so. Such parents can be made aware of an adult text that does not require a teacher or a formal classroom structure: **READING HEBREW: A Programmed Instruction Book** (Castberg and Adler; Behrman House, Inc.; 1966). Using it, a parent can learn along with the child, each helping the other.

We hope that the materials in LET'S LEARN THE ALEF BET and the suggestions in this Guide will encourage the use of your own teaching techniques. We have made the materials as motivational as we could. Not only to make children want to learn, but to make you want to teach - to use your special skills and personality in the classroom.

We are very interested to hear about your experiences with these readiness materials. Please let us hear from you.

B'hatslachah!