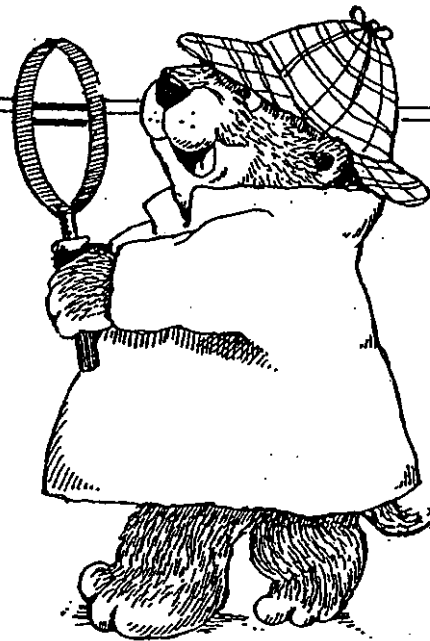


TEACHING GUIDE

Sam the Detective's Reading Readiness Book



BEHRMAN HOUSE, INC. NEW JERSEY

PURPOSE

Helping children learn the Hebrew alphabet is the first step in developing reading skills. Sam the Detective's Reading Readiness Book provides materials to teach the shapes, the names and the sounds of Hebrew letters. (Vowels are not introduced nor are letters presented in combination at the readiness level.)

AGE LEVEL

Sam the Detective's Reading Readiness Book and the teaching procedures and activities in this Guide are designed for children ages five through seven.

OBJECTIVES

- To introduce the names of the letters of the Hebrew alphabet
- To introduce the sounds of Hebrew letters
- To develop visual recognition of letter symbols
- To develop visual and auditory discrimination
- To develop right to left eye movement
- To develop letter-sound associations
- To provide pictorial reinforcement linking letters and sounds

CONTENTS

- Instruction Pages (3-4) show children how to use the book
- Letter/Picture Pages (odd numbered pages 5-55) present:
 - the printed form of each Hebrew letter
 - the name of the Hebrew letter
 - a broken outline form of the Hebrew letter
 - pictures that begin with the sound of the Hebrew letter
- Activity Pages (even numbered pages 6-56) contain basic readiness activities:
 - circling or connecting letters that are the same
 - crossing out the letter that is different
 - finding the letter that has the beginning sound of the picture
- Alphabet Pages (58-63) show the complete alphabet
- Achievement Certificate (page 64) certifies that the child is ready to learn to read Hebrew
- Back Cover is perforated for removal of Sam's bookmark

INSTRUCTION PAGES

The directions on pages 3 and 4 are given in a visual, non-verbal way. Explain the directions as you lead your students through the four learning steps. Tell them that they will:

- (1) Say the name of the letter
- (2) Trace each letter
- (3) Color it in
- (4) Sound the picture words

These activities will help them learn the names, the shapes and the sounds of the letters in the Hebrew alphabet. After they have learned the twenty two letters, they will be ready to learn to read Hebrew!

LETTER/PICTURE PAGES

Introduce the Hebrew letter on each page. (Hebrew alphabet flash cards are available from Behrman House.) Say: "This is a Hebrew letter. The name of the letter is ____." Introduce the sound of the letter. Carefully demonstrate how the sound is made. Then have the children repeat the sound several times with you.

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

Ask the children to find and to say the names of the things in the picture beginning with the sound of the Hebrew letter. Encourage them with questions such as: "What is Sam wearing around his neck? What are the sheep doing to the shoe?" Each time the children "sound a picture" have them point to the Hebrew letter printed on the top of the page. This will insure the constant connection between the shape of the letter and the sound that it makes. (See the back of this Guide for a complete list of the picture sounds contained in the book. You may be surprised to see how many there are and to discover some you may have missed.)

ACTIVITY PAGES

The example at the top of each activity page shows the children what to do. They will:

- (1) Circle the letters that are the same (pp. 6, 8, 10, 12, 22, 30, 40, 48, 54).
- (2) Cross out the letter that is different (pp. 6, 8, 16, 28, 34, 42, 50).
- (3) Connect the letters that are the same (pp. 10, 20, 26, 38, 46, 52).
- (4) Find the letter that has the beginning sound of the picture (pp. 14, 18, 24, 32, 36, 44, 56, 57).

Be sure to explain the directions and to discuss the purpose of each activity. You may work together with the group on one or two items, but then allow each child to finish the page independently. Check to see that children are working on the activity from right to left, following the direction of the arrows.

Review the completed page together. Give lots of praise for a job well done. If there are errors on a page, give encouragement by saying things like: "Let's look at this one together. Does this letter look like this one? Does this letter sound like the beginning sound of the picture?"

After each activity page has been completed, use the printed letters on that page to review the names of the letters. Call out a letter's name and have students point to or hold the back cover's "magnifying glass" on the letter with that name. Call out the sound of a letter and have students find a letter that makes that sound. Say the name or sound of a letter and see how many letters the children can find on the page with that name or sound.

ALPHABET PAGES

The last six pages in the readiness book present the complete Hebrew alphabet in the correct alef bet order.

Outline forms of the letters appear on pages 58-59. These can be colored in as each letter is learned, showing children the relationship between letters and providing a sense of accomplishment as the number of "colored-in" letters increases. Or the activity can be done after all of the letters have been introduced. The Alef Bet Song will teach the order of the letters in a fun way. Children can point to each letter as the song is sung. (The Alef Bet Song is available from Behrman House on the LP recording in the Musical Curriculum for Hebrew and Heritage).

The stick letter alphabet on pages 60-61 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. Cursive script writing should not be introduced in this "readiness phase." First have the children trace the stick letters with their fingers, as they say each letter's name. Then the letters can be traced with a pencil. 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!

Pages 62-63 review all of the letters and their sounds. Children say the name of each letter and its sound. Encourage them to try to increase their speed while going through the maze. Call out the name or sound of a letter and have children point to or hold the back cover's "magnifying glass" on the letter with that name or sound.

BACK COVER

The illustration on the back cover is perforated for easy removal. It can be used as a bookmark and, as already suggested, a "magnifying glass" to playfully encourage closer examination of the letters in the book. Children may also circle each letter on the bottom of the bookmark as the letter is learned. Be sure to have children write their names on the back of the bookmark as soon as they push it out from the cover. This will avoid possible confusion if it is lost or misplaced.

SPECIAL LETTERS

Three Hebrew letters require special attention. There is no sound in English to parallel the sound of the letters Chet and Chaf. The sound is therefore difficult for children to make. In English, the sound of the letter Tsadee is a blend and never appears at the beginning of a word. Be sure to give your students extra practice with these letters.

ACTIVITIES TO EXTEND THE LESSON

Provide the group with old magazines, scissors, paste and paper. Let the children make a large "picture" poster for each Hebrew letter as it is learned. Or make a collage. Draw a large Hebrew letter on poster paper. Have the children fill in the outline by pasting in pictures that begin with the sound of the letter.

Ask the children to find familiar objects in the classroom that begin with the sound of the letter being studied.

Play a guessing game. Tell the class that you are thinking of something that begins with the sound of the letter _____. Encourage them to ask questions before they guess the answer: "Can it spin? Can you wear it?"

Have a "tasting party." Ask children to close their eyes and guess, by taste, what letter name they are eating (Mem-matzah; Koof, Kaf-cookie; Resh-raisin). Or play a "smelling game." Have the children guess what letter name they are smelling (Pay-pickle; Fay-flower).

Reinforce the sounds of the letters by using directives such as: "Anyone whose name begins with the sound of Resh may _____. Everyone wearing a Bet color shirt may _____."

Ask the children to pantomime an action that begins with the sound of a Hebrew letter. The class has to guess which Hebrew letter is being "acted out" (Samech-skip; Hay-hug; Lamed-laugh).

Create an "Alef Bet Zoo" bulletin board display. Have children draw or cut out pictures of animals and place the correct Hebrew letter under each (Hay-hippo; Lamed-leopard; Yod-yak; Samech-seal).

Make a TV using a box and two dowels on which you can turn a long roll of paper. Have children draw "sound pictures" on the roll of paper. As the roll is turned, the children can view the show and call out the names of the Hebrew letters that sound like the pictures.

Use real object to demonstrate Hebrew letters (Zayin-zipper; Dalet-drum; Gimmel-guitar).

We hope that the materials in Sam the Detective's Reading Readiness Book 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!

Ruby G. Strauss

PICTURE SOUNDS USED IN SAM THE DETECTIVE'S
READING READINESS BOOK

א ALEF (p. 31)
(silent letter)

ב BET (p. 15)

ball
balloons
basket
bear
bees
birthday
birthday cake
book
bottle
bow
bubble
bunny
butterfly

ב VET (p. 17)

vampire
van
vegetables
vest
viking
violin
volcano
vulture

ג GIMMEL (p. 23)

garden
gate
ghost

glass
glasses
goose
gopher
grapes
grasshopper
guitar

ד DALET (p. 11)

daisy
dancer
dish
dog
doll
donut
dragon
dragonfly
dress
drink
drum
duck
dunce cap

ה HAY (p. 25)

hamburger
hammer
hamster
hat
hatchet
handbag
handkerchief
harp
heart

hello
helmet
hippo
hole
honey
horn

ו VAV (p. 53)

van
vegetables
vest
video game
vulture

ז ZAYIN (p. 43)

zebra
zero
zoo
zoom
zipper

ח CHET (p. 27)

challah

ט TET (p. 45)

teacup
teapot
teddy bear
telephone
ten
tie

tiger
toast
toaster
tongue
towel
truck
tulip
turtle

י YOD (p. 29)
yak
yarn
yawn
yo-yo

כ KAF (p. 39)
cactus
camera
canteen
cap
cards
carriage
castle
cat
caterpillar
cloud
clown
cone
kite

ח CHAF (p. 41)
ch-h-h-h (gargle)

ל LAMED (p. 13)
ladder
lantern
leaves
leopard
letter
lick
lightning
lizard
lollipop

מ MEM (p. 19)
magnifying glass
marbles
masks
mice
money
monkeys
monster
moon
motorcycle
mummy
mushroom
music

נ NUN (p. 21)
nails
nest
newspaper
nightshirt
nightcap
nose
numbers
nuts

ס SAMECH (p. 55)
sailboat
Sam
sand
sand castle
sandwich
sea
seal
scuba diver
six
soda
spin
spoon
spots
star
starfish
straw
stripes
sun
sunglasses
surfer
swim

ע AYIN (p. 33)
(silent letter)

פ PAY (p. 47)
pajamas
parrot
patch
pear
penguin
pencils
pens
perch

piano
pie
pillow
pineapple
pipe
pirate
plant
popcorn
pot
puppet

candy
cannister
cape
carrots
clock
cookies
cooking
crown
cupcake
keys
kick
king
kitchen
kitty

scarf
seven
six
ski
skunk
sled
smile
snowman
snowball
spider
squirrel
star
sun
sweater

פ FAY (p. 49)

fan
feather
fish
fishing
five
flag
float
flower
food
fork
four
frog
fruit

ר RESH (p. 9)

rabbit
racket
radio
rain
raincoat
rake
rat
ribbon
rings
robot
rocket
rocks
rollerskates
rope

ת TAV (p. 5)

target
teapot
teddy bear
tie
toot
top
toys
track
train
truck
trunk
twin
two

צ TSADEE (p. 51)

lots of spots
pots
matzah

ש SHIN (p. 7)

sheet
sheriff
shine
shirt
shoe
shovel

ק KOOF (p. 37)

cabinet
cake
can

ש SIN (p. 35)

sailboat
Sam
sandwich