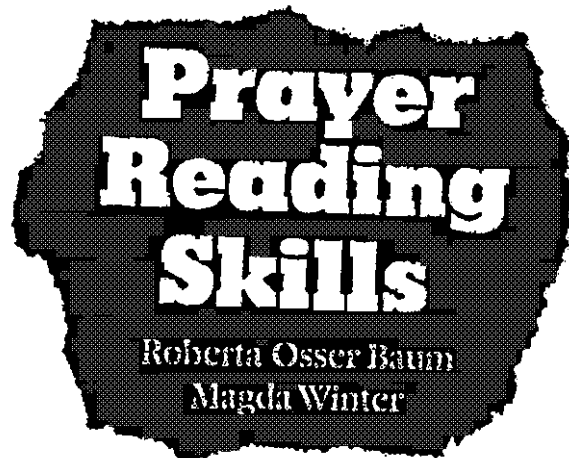


TEACHER'S GUIDE

**THE NEW SIDTUR PROGRAM
FOR HEBREW AND HERITAGE**

עֲבֵרִית חֲדָשָׁה
לְתוֹדָעַת תְּפִלָּה



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Dear Teacher:

The *Prayer Reading Skills Workbook* for the new Siddur Program for Hebrew and Heritage is designed to solve common siddur reading problems. There are nine types of exercises in the workbook. In this Teaching Guide you will find a description of each exercise type and basic techniques to implement the exercises in your 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.

Magda Winter

Roberta Osser Baum

THE NINE TYPES OF EXERCISES

- I. WORDS YOU KNOW
- II. LETTER/VOWEL SKILLS
- III. FROM THE SIDDUR
- IV. WORD BUILDING SKILLS
- V. DEVELOPING THE ROOT
- VI. REAPPEARING WORDS
- VII. PRAYER READING WITH UNDERSTANDING
- VIII. RHYTHM READING
- IX. TONGUE TWISTERS

I. WORDS YOU KNOW (See page 2)*

Each lesson in the Prayer Reading Skills Workbook begins with words selected from the *Words to Study* list in the textbook. Students read the four Hebrew words on each line and find the one that means the same as the English.

Basic Classroom Techniques

1. One student reads aloud the Hebrew words on a line, omitting the word that means the same as the English word. Another student reads the Hebrew word that was omitted and its English meaning.
2. Students read aloud each line in turn, looking for other familiar words, and give the English meaning of the other words they know that have not been translated.
3. Make two sets of word cards—one with the English words and one with their Hebrew meanings. Place the two separate sets of cards in mixed-up order in a pocket chart, or clip them to a piece of poster board. Students match the Hebrew words with their English meanings. Store the cards in zip lock bags.
4. Turning to the story in the textbook for that lesson, ask the students to find and read the Hebrew words equivalent to the English words listed in the exercise. Challenge students to translate the complete sentence in which each word appears within the story.

*NOTE: All page references in this guide refer to pages in the Prayer Reading Skills Workbook.

II. LETTER/VOWEL SKILLS (See page 3)

Some letters and vowels in the Hebrew alphabet confuse students. In each lesson in the Prayer Reading Skills Workbook, students are taught to distinguish between look-alike letters (ם ט), sound alike vowels (ם ן), sound alike letters (ן ן), confusing vowels (ן ן).

Basic Classroom Techniques

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, ask them to describe what makes the letters look the same and how we can tell them apart. Students can mark the differences with a pencil or highlight pen.

2. Several lines of reading practice follow the *Skills* exercises. 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 14—Voice: " ן "; Echo: " ן "; Voice: " ן ", etc.)

VARIATIONS: Half the class can be the voice and the other half the echo; the teacher can be the voice and the class the echo; 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 *From the Siddur* exercise that contain the assigned sound. (Example: Student is assigned a letter (ן on page 19.) Then, turning to page 20,

the same student says "line 7 2nd word **יְלִיף** and line 8 3rd word **יְפִיף**." Student then reads the complete phrase.

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 in this workbook and insert them into the appropriate "pocket." Students can use these cards for additional reading practice as required.

III. FROM THE SIDDUR (See page 3)

Each lesson in the workbook contains siddur phrases in an exercise called *From the Siddur*. These exercises highlight *Letter/Vowel Skills* and reinforce reading patterns, thereby easing students into fluent prayer reading.

Basic Classroom Techniques

1. One student reads a phrase in the workbook, omitting one word. Another student reads the "missing" word and then the complete phrase.
2. Place pieces of paper with numbers written on them into a box. Each number corresponds to a numbered phrase in the exercise. Students, in turn, select a number from the box, find the phrase with that number, and read it aloud.
3. Write each word in each phrase on a separate index card. Students align the cards to form the complete phrases on the chalkboard ledge, in a pocket chart or on a clipboard. Students read the completed phrase aloud. (Store sets of cards in zip lock bags.)
4. Each student selects a number next to a Siddur Phrase. The student is "teacher" for that phrase, calling on a classmate to read the phrase next to that number. The "teacher" for that phrase makes any corrections needed.
5. The class is divided into two groups. One group is assigned all even numbered phrases;

the other is assigned all odd numbered phrases. Each member of the group selects a phrase to read aloud. Group members practice reading their selected phrase. Each student then reads a phrase aloud in numerical order, with alternating group members reading in turn.

IV. WORD BUILDING SKILLS(See page 31)

Students read the words in "parts" and then blend the word-parts together to read a whole word. While the words in this workbook are not divided according to grammatical rules, they are divided in a way which has proven very effective in helping students to approach words comfortably.

Basic Classroom Techniques

1. Student 1 reads the word parts and student 2 reads the whole word.

VARIATIONS: The teacher reads the word parts and the class reads the whole word; half the class reads the word parts and the other half reads the whole word.

2. Students cover the word-parts and read the whole word fluently.
3. Each student receives a 3 × 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 to avoid duplication.) Students cut the card into the word-parts. 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 the person on the right and each assembles and reads the word correctly. (Store the cards in zip lock bags.)

4. Using a pocket chart or clipboard, place in random order word-parts of one of the words taken from the Word Building Skills of the lesson being learned. Students find those word-parts on the list, assemble the pieces in the correct order and read the word. For a class with strong reading skills, you might use word-parts from two or three words at the same time, challenging students to assemble them correctly. Remember, this technique should be undertaken with the students' workbooks opened to the appropriate Word Building Skills exercise.

5. Each student is assigned a word from the Word Building list. The students write the assigned words on paper or on pre-cut strips of construction paper. Each one now folds the paper into word parts. The student reads aloud each word-part as it is unfolded and shown to the class, and then the whole word.

VARIATION: Write each whole word on the chalkboard and challenge students to divide the words correctly without looking at the workbook.

V. DEVELOPING THE ROOT (See page 4)

In the exercise *Developing the Root*, students read words built on a root and recognize the common root letters within the context of words and phrases. Recognition of roots helps to develop fluent reading and comprehension.

Basic Classroom Techniques

1. Write a root on the chalkboard (Example page 25: **בִּרְכַּ**). Under the root write a list of words built on the root (Example: **בִּרְכּוּ, הִמְבִּרְךָ, בִּרְכּוּ**). Call on students to read aloud the three root letters that head the list. Then ask students to read each word in turn explaining any changes in the root letters ie. **כ-ב, ג-ב**, etc.

2. On the chalkboard, write a list of words built on the same root. Challenge students to recognize the root and to write the root letters at the top of the list.

VARIATION: Write two or more lists of words, each list built on a different root that has already been taught.

3. Write two or more roots as headings on the chalkboard. Write a column of words on one side of the chalkboard. Call on students to recognize the root of each word and to write each word under the correct heading.

4. Use a section of the class bulletin board to highlight each root. Head each column with root letters written on an index card. Ask students to select words from the workbook

that contain the root letters and to write the words on other index cards. (The students might highlight the root letters with a highlight pen or crayon.) Students write the meaning of the root on the back of each card and tack the card on the bulletin board under the root.

EXTENSION: Remove two or more sets of words from the bulletin board and place them, in mixed-up order, on the chalkboard ledge or in a pocket chart. Challenge students to read each word in turn, to tell the letters that comprise the root of the word, give the meaning of the root and place the word under the correct heading on the bulletin board.

VI. REAPPEARING WORDS (See page 6)

The exercise *Reappearing Words* reinforces reading patterns within a prayer passage. Students are called on to recognize a word in more than one context. Heightening students' awareness of words that reappear in a passage develops their fluent reading and comprehension skills.

Basic Classroom Techniques

1. Ask students to locate and read the reappearing word in each set of phrases before reading each phrase in the set.
2. Pair students. Each set of partners is assigned a reappearing word. The partners read to each other the set of phrases that follow the word—one reading the reappearing word and the other reading the other words in the phrase. The partners then change roles and read through the phrases once again.
VARIATION: Each partner reads a complete phrase, line by line, in alternating order until every phrase has been read by each partner to the other.
3. Write a set of phrases on the chalkboard, omitting the reappearing word. Have students write in the missing word using *Reappearing Words* in the workbook for reference.
4. Prepare individual word cards from the phrases in the exercise making sure to keep the

Reappearing Word groups separated (in zip lock bags). Display, in mixed up order, one group of cards on the chalkboard or clip board. Call on students to place the word cards in the correct order to match the phrases in the workbook.

5. Create two sets of word cards. Each card in the first set contains a reappearing word. Each card in the second set contains the English meanings. Place both sets separately in random order on the ledge of the chalkboard or in a pocket chart. Challenge students to match the Hebrew words with the English meanings. (Store sets of cards in zip lock bags.)

EXTENSION: Label a section of the class bulletin board "Reappearing Siddur Words." As students match the Hebrew with the English meanings, add the matched sets to a growing list of prayer vocabulary words.

VII. PRAYER READING WITH UNDERSTANDING

(See page 19)

The exercise *Prayer Reading with Understanding* introduces and reinforces key vocabulary words taken from blessings introduced in the text. The English meaning is given for each Key Word. Students read other similar words on each line and select the one that matches the Key Word. This procedure heightens visual discrimination and enables students to translate the blessings, developing reading comprehension.

Basic Classroom Techniques

1. Direct students to cover the right-hand column of the page where the English meanings appear. Teacher says each of the English words in turn. Students select and read the correct Hebrew word.

2. Create individual cards with the Key Words and cards with their English meanings. Have students match the Hebrew words with their English meanings.

VARIATION: Place the Hebrew cards in random order. Students then put the cards in the correct order to read a complete blessing, or part of a blessing. Students select the correct English words and place them below the Hebrew words.

3. Give students a Key Word in Hebrew from the exercise in the workbook and ask them to

read a blessing from the textbook that contains the word. Note that the textbook page number containing the blessings is always suggested on the bottom of the Prayer Reading With Understanding page in the workbook.

VARIATION: Give the Key Word in English and ask students to say the word in Hebrew and to recite a blessing that contains that word. Challenge students to give the English translation of the complete blessing.

VIII. RHYTHM READING (See page 5)

The *Rhythm Reading* exercise emphasizes reading patterns. The repetition of a reading pattern sharpens students' word-attack skills by focusing their attention on common elements.

Basic Classroom Techniques

1. Individual students read all the sounds in a patterned set. (Example: page 40—one student reads **יִם בְּיָם**; a second student reads **יִם בְּיָם**; a third student reads **יִם בְּיָם**; etc.)

2. Pair students. Each set of partners alternates reading aloud the word-parts and the words. The rhythm inherent in the pattern will be emphasized, reinforcing the sound. (Example page 36: Student one reads the word-part "בְּ" and student two reads the word-part "יָם". Now second pair of partners continues aloud. Example page 61: Student one reads the word-part "יָם" and student two reads the ending word-part "בְּ".)

VARIATION: Instruct each set of partners to practice silently the rhythmic reading of an entire line. The two partners will then together read aloud the practiced line with a rhythmic beat (see page 61).

3. Place students in groups of three. The members of each group read aloud a set of rhythmic sounds. (Example page 5: First student reads "בְּ"; second student reads "יָם"; third student reads "בְּיָם".)

4. Use the "voice/echo" technique: The "voice" reads each word or word-part. The "echo" repeats. Assign two students to play these roles; assign one student to be the "voice" and the class the "echo"; half the class can be the "voice" and the other half of the class the "echo."

5. Cumulative Reading: A student reads one word, the next student repeats the same word and the following word. Each student continues adding on a word until the line is completed. Then the class repeats the complete line.

IX. TONGUE TWISTERS (See page 24)

Visual discrimination between look-alike letters is practiced in the exercise *Tongue Twisters*. Students enjoy the challenge of tongue twisters while they distinguish between confusing letters.

Basic Classroom Techniques

1. Each student in turn reads a "tongue twister word."
2. Each student reads the complete line of tongue twisters.
3. Divide the class into two teams. Each player on team I reads aloud one tongue twister alternating with a player on team II OR each player reads a line of tongue twisters.
VARIATION: One team reads all the tongue twisters that have the same letter sound repeated (Example page 8: $\psi\psi$); second team reads all the tongue twisters with two different letter sounds ($\psi\sigma$). Score a point for each tongue twister read correctly.
4. Students can create their own tongue twisters and challenge each other. (This technique can be used throughout the workbook when working with confusing letters: $\pi\eta$, η etc.)

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 this reading workbook. You probably have others in your own personal repertoire that can also be successfully adapted. 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 in the workbook. 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 × 11 sheet of paper divided into 8 or 12 squares. Each student selects 8 or 12 words from a particular exercise in the workbook 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 in the workbook. 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 (paperclip) 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 in the workbook. 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 15—line 4
Sample clues: the phrase has 4 words. There is a final letter in the phrase. The name of a King appears in the phrase.)

WHAT'S MISSING?

Divide your students into 2 teams. Select a phrase from an exercise in the workbook. 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.