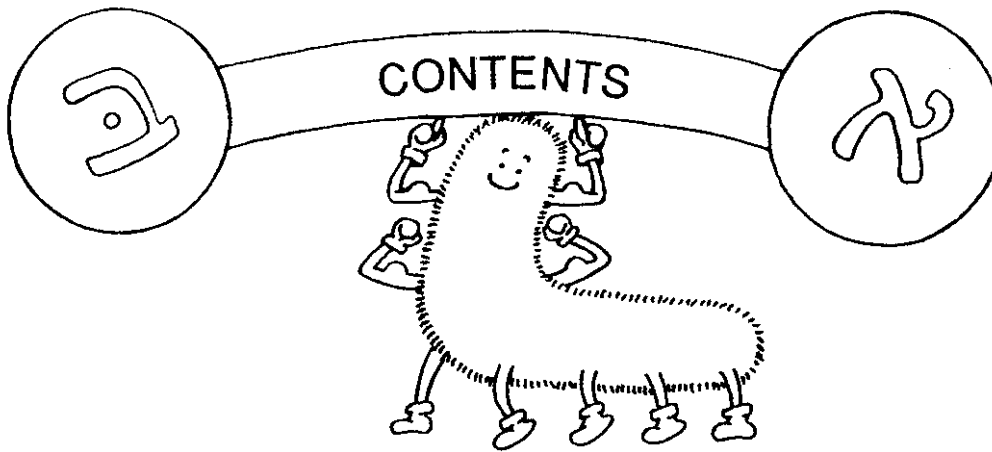


TEACHING GUIDE

POWER READING





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■ WHAT IS POWER READING?

Power Reading is a Hebrew phonics reinforcement book. It provides the practice needed to produce fluent, accurate, and rhythmic Siddur readers.

■ WHEN SHOULD POWER READING BE USED?

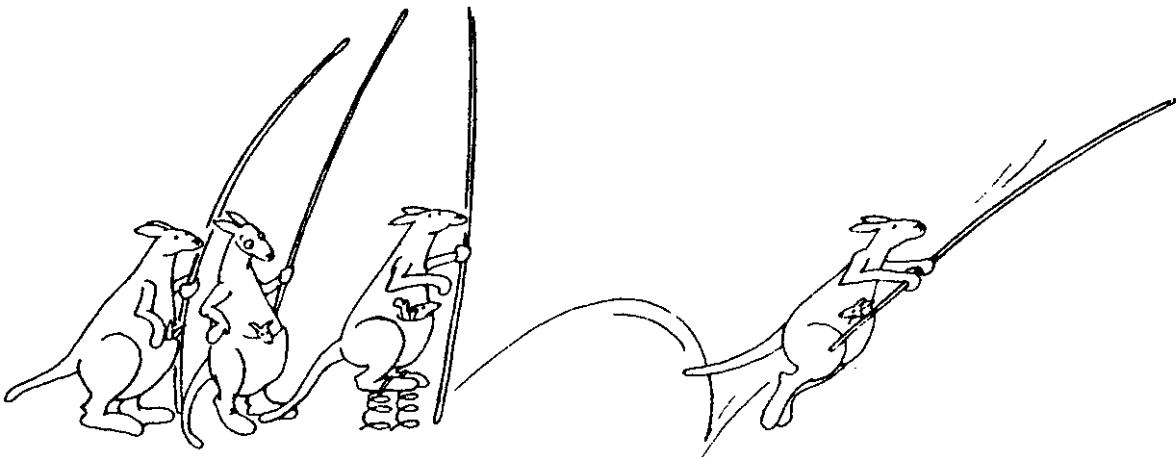
Power Reading is designed for use in two classroom settings:

1. Use it right along with the *Primer for the New Siddur Program*. The order of letter and vowel review in *Power Reading* is exactly the same as the *Primer's*. After each letter has been introduced and practiced in the *Primer* and in one of the writing workbooks, additional practice can be immediately provided with *Power Reading*.

or

2. Use it after completing the *Primer for the New Siddur Program*, or any other primer, as a reinforcement experience. When used this way, *Power Reading* re-introduces letters and vowels, providing additional practice to complete the school year.

The use of *Power Reading*, in either setting, will help students become better Hebrew readers and will ensure their success in the *New Siddur Program for Hebrew & Heritage*.

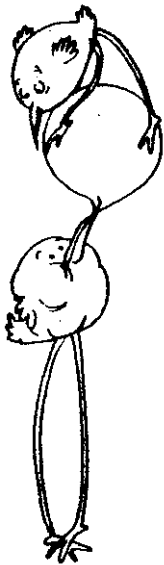


■ THE ORDER OF THE LETTERS

Power Reading can be used as a reading workbook for the *Primer* for the *New Siddur Program*. The letters and vowels are presented in the same order in both books.

The following list shows where each letter is first introduced in *Power Reading*:

ג	40	ב	ת	ת	ש	א	ה	ו	3
ט	42								5
ז	44							ב	7
ף	46							ק	11
כ	49							מ	13
ך	50							ם	15
								ל	18
								ע	20
								י	22
								פ	27
								ר	29
								כ	31
								צ	33
								ץ	35
								ש	38



■ WHAT KINDS OF READING EXERCISES ARE INCLUDED?

Power Reading provides five types of reading activities:

Word Building

Students read words in "parts" (e.g. הַקָּהָה יְצַדֵּק וְיִצְדַּק) and then blend the word-parts together to read a whole prayer word (e.g. הַקָּהָה יְצַדֵּק).

Siddur Phrases

Students read key Siddur phrases to reinforce reading patterns and ease them into fluent prayer reading (e.g. הַקָּהָה יְצַדֵּק וְיִצְדַּק).

Rhythm Reading

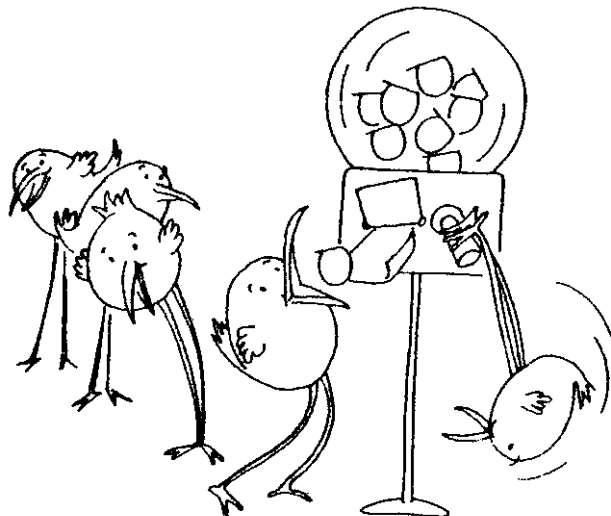
Students read words with similar letter or vowel patterns (e.g. הַקָּהָה יְצַדֵּק וְיִצְדַּק). The repetition of a reading pattern improves reading fluency.

Progress Tests

Teacher tests students to ensure that they are properly reading letters and vowels like א - ע ט - נ ו - י which are often confused (e.g. Students circle the Hebrew word that begins with the English sound TOE or the word that ends with MOO).

Power Reading Challenges

Students rate and improve their individual fluency and speed. (e.g. Students practice until they can read 12 Hebrew words in 25 seconds).



■ TEN WAYS TO REVIEW LETTERS AND VOWELS







As you know, constant review is essential to the success of any Hebrew reading program. Be sure to review letters and vowels at the beginning of every lesson. Here are some classroom procedures for you to try.

- ❶ Write letters on the chalkboard.
- ❷ Post letters on the flannel board or magnetic board.
- ❸ Pronounce the names and sounds of the letters and have the class repeat in unison (chorally) or individually.
- ❹ Have students point to and name letters on an *alef bet* chart.
- ❺ Write a vowel under a letter and ask the class to pronounce what you have written. Erase and change the vowel until you have used all the vowels the class knows.
- ❻ Follow the same procedure but change the letters instead of the vowels.
- ❼ Follow the same procedure at the flannel board or magnetic board.
- ❽ Display several letter cards. Take one card away and ask which one is missing.
- ❾ Have the students make the letters or vowels out of pretzel sticks or licorice strips, and then enjoy the treat.
- ❿ Attach letter cards to popsicle sticks and have students parade around the classroom chanting the sound of their letter or vowel.






■ CLASSROOM TECHNIQUES FOR READING DRILL

We know that students must practice. There is no substitute for reading drill. The only way to produce fluent readers is to have them read and read, and then read some more. Too often we simply begin at the first row and have the kids read line by line, going around the room. Those in the back of the class have no need to follow along. They know it will be quite some time before their turns come. And our students vary in ability. Slower readers can make it difficult to keep the pace of the classroom lively. What can we do?

Here are some techniques for making reading practice more interesting and varied in *your* classroom. Don't feel obligated to use a suggestion that does not suit your teaching style. Different people teach in different ways. And *do* repeat an activity or method that worked especially well for you.

-  Have students work in pairs reading lines to each other. Match a stronger reader with a weaker reader. Listen as they practice; correct errors that you hear.
-  Let the student roll a die. Whichever number comes up is the line the student must read.
-  Have the students try singing the sounds to the tune of a simple song such as Twinkle Twinkle Little Star, Doe a Deer, etc.
-  Have students take turns reading two words at a time with the class responding in unison.
-  Draw a tic-tac-toe grid on the chalkboard. Divide the class into two teams. To place an X or an O on the board, the students must correctly read a line in the book.
-  Have a child read until you clap your hands. At that time, the next student reads. Determine the number of words according to the student's ability and reading fluency, keeping the pace lively.



-  Have the first row of students read the first line in unison. Have the second row read the second line, and so on until all the lines have been read.
-  Seat the class in a circle. Going around the circle, have each child read a word.
-  Use a stopwatch to time reading. Students enjoy competing against their own best time.
-  Allow each student the opportunity to read one line of their choice. Have them identify the line number before reading.
-  Have one student read a line and then call out another line number for the next student to read, or call out the name of the next reader.

- 📖 Have the students read down the page by columns instead of across the page by lines (works well with Rhythm Reading exercises).
- 📖 Have four students work together to correct each other as members of the group take turns reading complete lines.
- 📖 Call out a specific word, such as "line 3, fourth word" and have a child read that word. Have that child call out the next one, or continue to call them out yourself with emphasis on words or letters that need extra attention.
- 📖 Change the line sequence by first reading all the odd-numbered lines followed by the even-numbered lines.
- 📖 Keep students on their toes by calling on the same child more than once.
- 📖 Have students read three words at a time. The first student reads three words. The second student overlaps by reading three words beginning with the second word. The third student begins with the third word, and so on. Another variation is to have each student begin with the previous student's last word.
- 📖 Have Student A read the "word parts" (e.g. הַקֶּֿרֶֿטְֿ הַֿצֵּֿר הַֿצֵּֿר) and Student B read the whole word (הַקֶּֿרֶֿטְֿ הַֿצֵּֿר). Or you read the word parts and the class reads the whole word.
- 📖 Encourage students to concentrate by having them follow the reading with their fingers.
- 📖 Have one student read aloud all the Hebrew sounds on a line, omitting one. Another student reads the Hebrew sound that was skipped.
- 📖 Record students as they each read a page. Two or three weeks later have the students, in the same order, read the same pages on a second tape. Play back both and compare.

■ REMEDIATION

If reading problems are identified, what should you do to remedy them? The strategy you choose depends on the specific nature of the problem:

When students mispronounce words...

Read a word and have the class repeat ("echo") it.

When students are not reading fluently...

Have the students read into a tape recorder.

Tape record a page and have individual students read along .

Use a stopwatch to encourage reading fluency.

When students lack confidence in reading...

Assign classmates for peer tutoring.

Group students of varying abilities together.

Encourage parental assistance.

When class-wide errors occur...

Reteach the material.

Offer more class drill.

When motivation to improve is needed...

Offer praise and encouragement.

Allow the students to act as teacher for a few minutes.

Give out certificates or small prizes.

Communicate with parents.

■ WE'D LOVE TO HEAR FROM YOU!

We are eager to hear about your students' progress and to offer any additional help you may need.

Please call us.

Ruby

Ruby G. Strauss

Terry

Terry Kaye

(800)221-2755



PRIMER

New Siddur Program for Hebrew & Heritage

AVAILABLE SUPPORT MATERIALS:

- TEACHER'S EDITION
- WORKBOOK (SCRIPT WRITING)
- WORKBOOK (MANUSCRIPT PRINT)
- POWER READING
- TEACHING GUIDE FOR POWER READING
 - L'HAMSHICH
 - MY HEBREW TUTOR
 - ALEF BET POSTERS
 - PICTURE LETTER CARDS
 - ALEF BET FLASH CARDS
 - WORD FLASH CARDS
- PRIMER PARTNERS FAMILY EDUCATION



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