

## **Ma'ayan Program: Differentiated Learning**

### **PROGRAM SUMMARY:**

Ma'ayan is a program we designed as a vehicle to ensure that all students, regardless of academic or other abilities and/or needs, participate in the school's Hebrew and Judaics program, at a level that is appropriate for them. It is also designed to ensure that students who want to come to our school and have not been studying Hebrew and/or Judaics are not deterred from attending our school. Finally, it is a proven tool through which we provide Hebrew classes at a high enough/challenging level for Israeli students (or those who come to our school who are fluent in the language).

**SAMPLE LESSON PLAN:** See page 4.

### **PROGRAM DESCRIPTION AND IMPACT:**

#### **Program Goal(s):**

1. To ensure that all students, regardless of academic or other abilities and/or needs participate in the school's Hebrew and Judaics program, at a level that is appropriate for them.
2. To ensure that students who want to come to our school and have not been studying Hebrew and/or Judaics are not deterred from attending our school.
3. To provide Hebrew classes at a high enough/challenging level for Israeli students (or those who come to our school who are fluent in the language).

#### **Intended audience:**

1. Students with learning difficulties and/or those with special needs that require them to work with interventionists during the day.
2. New students to the school, starting in 2<sup>nd</sup> grade.
3. Israeli students or those who come into the school with near fluency.

#### **Student selection:**

All students that fall into intended audiences 1, 2 or 3 above are eligible to participate in the program.

**Need in the Jewish Community:**

The Jewish Community needs more individuals whose Jewish identity is strengthened and whose pride in their heritage keeps growing. We believe we do this by instilling a love of learning of Hebrew and Judaism, all on a level to which the individual child is able to relate and absorb.

**How the program fulfills that need:**

One of our core values, and one on which we will not compromise, is the sentiment that ALL of our students must be given an opportunity to participate in our Hebrew and Judaics programs. We understand that it is often difficult for a student who has learning differences to grasp a second language. Likewise, if a child is pulled out (as we do at no extra cost to the families) for different types of services (academic coaching, speech therapy, occupational therapy, reading or math intervention) the subjects/courses that suffer are the “optional” ones like Hebrew and Judaics. Through our Ma’ayan Program we work with student schedules to offer modified individualized curriculum that vary in length, frequency and intensity and are tailored to each individual child. We neither deny the student of this learning experience, nor do we required them to get outside tutelage. We provide the service ourselves. Likewise, someone who is advanced in their studies should be able to be further challenged and enriched. We believe that, ultimately, this offering provides a great service to the Jewish Community. Children enjoy these classes and actually learn, thereby connecting them to the Jewish community. The pull-out program does not sacrifice our ability to also push-in in the classrooms. To that end, we have a couple of teachers who work with students in the classroom, to provide additional support.

**How program differs from others:**

It is our understanding that we have a unique program that actually pulls out children at both ends of the learning/ability spectrum for additional tutelage and/or enrichment. Rather than skipping Hebrew and Judaics, we meet the students on their terms and adapt this aspect of our program, even if in some cases they have fewer hours per week of Hebrew and Judaics than do their typical counterparts. This program is tailored and engaging so students truly come to love and connect with the subject-matter. Because we have not found the ideal curriculum for this program, in large part because we tailor it to individual students’ needs, we have created curriculum, lesson plans and materials. Please see PDF attachments.

## **ASPECTS OF THE PROGRAM THAT WORK**

- Small groups are extremely beneficial to appropriately tailoring this program to student needs.
- Flexible grouping allows for the fluidity that we need over time.
- We are able to alternate between Hebrew instruction in Hebrew versus English and modifying that as needed. In our mainstream classes we aim to teach Hebrew, in Hebrew only.
- This set-up offers an additionally nurturing classroom environment.
- We are able to develop student/teacher relationships in a way you cannot, in large classes. Students in this program allow themselves to take more risks.
- The program allows for more experiential learning (cooking/rituals, etc.) based on the rituals and/or content they are learning.
- We are able to use technology to aid in our instruction.
- We have been able to individualize the pace of instruction and modify the amount of content (more time to re-teach and individualizing how fast/slow we go).

## **ASPECTS OF THE PROGRAM THAT POSE CHALLENGES:**

- The program requires a great deal of planning, especially because we run multiple small groups at one time.
- We are understaffed. At this point we have 2 FTEs and could use a third.
- To the extent we have students with behavioral challenges, they are difficult to manage when we have multiple groups functioning at one time.
- Students are grouped by ability and not age. This is sometimes a very positive aspect of the program but can sometimes lead to problems, socially.
- We could use additional space in which to function. Until this year, we operated the program out of a small space and could not accommodate all children in the way we would have liked.
- We do not start the program until the students are in 2<sup>nd</sup> grade. There is some disagreement about the appropriate age to start. Some in our school believe the younger students would benefit but others think it is best to figure out whether or not the students will excel after some time, on their own.

**OTHER:** Program Materials (See Attached PDFs)  
Photos (See Attached JPGs)

**Ma'ayan and Israelis Program**  
Lesson plan for the week of 11/7-11/11

Submitted by Etti and Chana

**8:15-9:00**

**7th Ma'ayan-** New students and Students on IEP's

**Holocaust Study in English (1<sup>st</sup> Unit for *Shorashim*)**

- Students read articles on Holocaust Denial.
- Group discussion on Holocaust Denial.
- Class assignment: Write why you feel it's important to learn about the Holocaust.

**7th Israelis**

**Holocaust Study in Hebrew (1<sup>st</sup> Unit for *Shorashim*)**

- Students read articles on Holocaust Denial.
- Group discussion on Holocaust Denial.
- Class assignment: Write why you feel it's important to learn about the Holocaust.

**8:20-9:45**

**2A- Ma'ayan-** New student

- Learning the Final Hebrew letters in print.
- Practice decoding Hebrew words with letter *Alef-Peh* +shin and vowels Ah, Ee, and Eh.

**9:00-9:45**

**2A- Israelis-**

- Hebrew Comprehension with "*tzoadim b'derech hamilim*" Unit: Friends.
- Gematria exercises.

### **3A- Ma'ayan – New student and Students on IEP's**

#### **New student**

- Practice decoding Hebrew text.
- Practice cursive writing.
- Learning new vocabulary.
- Introduction to “zeh” and “zohr” with feminine and masculine nouns.
- Gematria exercises.

#### **Students on IEP's**

- Practice decoding Hebrew words with letter Alef-Peh +shin and vowels Ah, Ee, and Eh.
- Working on *Ivrit La'kol*.
- Writing sentences with nouns, and adjectives, using sentence starters, “zeh” and “zohr”.
- Gematria exercises.

### **5C- Ma'ayan - Student on IEP's**

- Mind, Body and Soul Unit: Study of the Rambam's life and his health advices.
- Practice decoding Hebrew text.
- Gematria exercises.

### **10:15-11:00**

#### **5A- Ma'ayan- Student on IEP's**

- Mind, Body and Soul Unit: Study of the Rambam's life and his health advices.
- Practice decoding Hebrew text.

#### **New student (came in 3<sup>rd</sup> grade)**

- Mind, Body and Soul Unit: Study of the Rambam's life and his health advice.
- Writing paragraph in Hebrew about the shtetl.
- Practice reading Biblical Hebrew text.

## 6<sup>th</sup> grade- Israelis

- Reading "*Hab'chor L'bet Av*". Class discussion on Ben Yehudah.
- Assignments in class and at home: to write a letter of acknowledgement to Ben Yehudah and to create advertisement to promote Hebrew as a spoken language.

10:15-11:30

## 3B – *Ma'ayan*- Students on IEP's

- Decoding Hebrew words with letter Alef-Peh +shin and vowels Ah, Ee, and Eh. (**came to *Ma'ayan* in 3<sup>rd</sup> grade**)
- Practice Hebrew reading comprehension. (**came to *Ma'ayan* in 2<sup>nd</sup> grade**)
- Working on *Ivrit L'kol*.
- Writing sentences with nouns, and adjectives, using sentence starters, "zeh" and "zoht".
- Gematria exercises.

11:00-11:30

## 3B- Israelis

- Comprehension through "*Ivrit Safa Yafa*" and story writing with an assigned opening sentence.

## 4B- *Ma'ayan*- New student

- Decoding Hebrew text practice.
- Learning Hebrew vocabulary.
- Introduction to "zeh" and "zoht" with feminine and masculine nouns.
- Introduction to writing sentences with "zeh" and "zoht".
- Gematria exercises.

## New student (came in 4<sup>th</sup> grade)

- Introducing "Shem Hapoal".
- Writing short paragraphs about Shabbat and pets.
- Practice decoding from biblical text.
- Gematria exercises.

**11:00-11:45**

**5B- Ma'ayan**

**New student (came in 3<sup>rd</sup> grade)**

- Mind, Body and Soul Unit: Study of the Rambam's life and his health advices.
- Introduction to writing sentences with "zeh" and "zoht".
- Practice decoding Hebrew text.

**5B- Israelis**

- Mind, Body and Soul Unit: Study of the Rambam's life and his health advices.

**11:45-12:30**

**5C- Ma'ayan- Student on IEP's**

- Mind, Body and Soul Unit: Study of the Rambam's life and his health advices.
- Practice decoding Hebrew text.

**12:30-2:00**

**4A Ma'ayan- New student**

- Practicing decoding Hebrew text
- Practicing cursive writing.
- Learning Hebrew vocabulary.
- Introduction to "zeh" and "zoht" with feminine and masculine nouns.

**1: 00-1:45**

**8<sup>th</sup>- Ma'ayan- Students on IEP's**

- Reading about 'The life of Eli Cohen'
- Class assignments: write his biography and letter to his family upon his death.

**2:00-2:30**

**2B- Israelis**

- Comprehension with “tzoadim b’derech hamilim” Unit: Friends.
- Comprehension of short stories.
- Cursive writing.

**2:45-3:15**

**4B- Ma’ayan- New student:**

- Practicing Hebrew vocabulary.
- Writing sentences with individual support.

**New student (came in 4<sup>th</sup> grade)**

- Practice exercises on *Shem Hapoal*

**2:30-3:15**

**6<sup>th</sup> –Ma’ayan- New (came in 4<sup>th</sup> grade)**

- Ben Yehuda PowerPoint.
- Basic Hebrew vocabulary and grammar (feminine and masculine nouns and adjectives).