

***License to Read Hebrew***

**Grade level: 5th grade, can be modified and adapted to grades 3, 4 & 6**

**Curriculum Area: Hebrew phonetic reading**

**Time frame: one month, repeated monthly, if necessary**

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***DIFFERENTIATED INSTRUCTION***

The ability to read in Hebrew, the language of our people, opens many doors. It helps develop skills that are necessary in participating in t'fillot and even leading services in school and in synagogues. It helps unlock the teachings of our rabbis. It helps understand the lives of our ancestors. It sometimes enables us to figure things out without having to rely on someone else translating into English.

One of the challenges facing students in a Hebrew immersion classroom is the ability to read accurately and fluently. A large percentage of class time is spent on oral activities. It is necessary to continue providing activities that help children reinforce and retain their Hebrew phonetic reading skills. As they're prepare to become B'nai Mitzvah, they are also preparing to take their place in the adult Jewish community. They will attend the Bar/Bat Mitzvah services of their friends as well. Once they have become b'nei mitzvah, they will be able to take their places in various minyanim and even lead. It is crucial that these skills are solidified in advance of the teen years if students are to be competent and comfortable in their Jewish practices.

The 'License to Read Hebrew' was designed to draw upon the students' enthusiasm for technology-related activities and non-traditional homework assignments. The technology related activities help the students reinforce their skills with the particular applications, enabling to be well versed in the necessary 21st century skills they'll need as they progress through their formal education and beyond.. The 'racetrack' has sixteen spaces on it from start to finish. Each space has a box for initialing indicating that the task was completed.

The students are provided with a 4X4 sheet. It lists four different types of Hebrew literature: Torah (the first 9 verses from the current weekly portion), liturgy, modern Hebrew literature and poetry/song. The students are directed to divide the 16 tasks on the racetrack among the four types of literature.

By the end of the racetrack, the children will have completed several summative assessments. Some of the tasks, however, do not provide for any accountability. They are inserted for fun and with the hope that as a child reads familiar material aloud, they begin to sense whether or not they're reading accurately. Once everything has been successfully completed, the students receive a replica of a driver's license. If necessary, the entire process can be redone with a new selection of reading material.

The tasks are very varied. As the children are assessed throughout the process, problems are identified and the children receive individual or small group instruction on the problem areas. The children are assessed by the classroom teacher in Google Voice and the other recordings

as well as the final space on the track. The children are also assessed when they come to the step where they read to two teachers in the school.

The tasks, translated into English, beginning with the starting spot on the racetrack:

- Read to a picture.
- Read to someone in the family.
- Read to someone in a whisper.
- Sing on GarageBand.
- Read to someone on the phone or on Google Voice.
- Read with a musical instrument.
- Read with a disk with the selection.
- Read with an accent to someone.
- Read on the grass.
- Read in VoiceThread or PhotoBooth.
- Read in a group of three people.
- Read to a friend not in the same school.
- Read to a doll or pet.
- Read to two teachers in the school.
- Read to someone on Skype or FaceTime.
- Read to the teacher.

The entire program is easily adaptable for other grades. A version of this is currently being used in fourth grade. The fourth grade program is even more individualized and provides remediation where necessary. It involves some support at home as well as being accountable for reading practice.