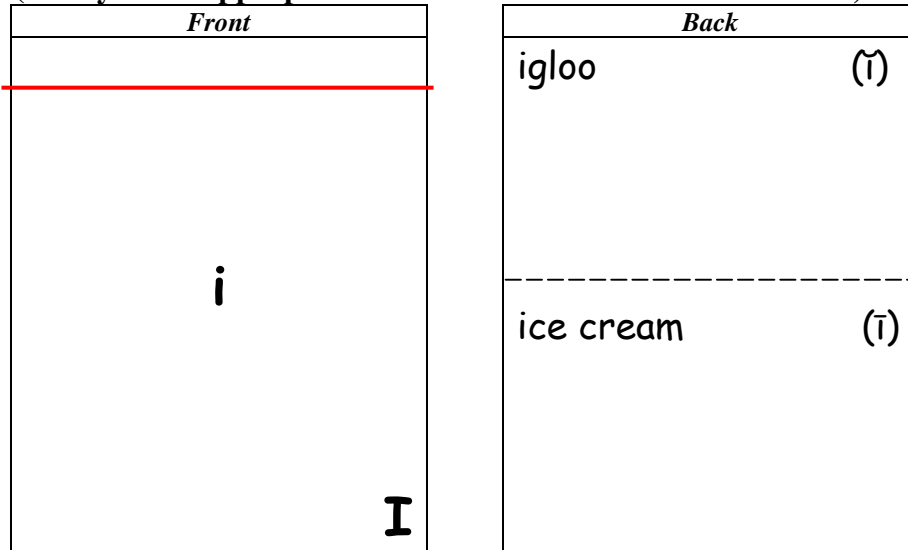


Teaching new material: Lesson 1a: i, t, p, closed syllables rule

1. **Make a white card for 'i'** (red line on top of front).

Suggested clue words: short i- igloo, in, Indian; long i- ice cream, I.
(or any other appropriate word the learner knows and wants.)



Why does this card have a red line at the top? Because it's a vowel

(אות ניקוד). A vowel is a letter (a, e, i, o, u, sometimes y) that you have to open your mouth to say. When you say a vowel, nothing touches inside your mouth (no tongue to teeth, teeth to lips, etc.)

2. **Vowels make long and short sounds.**

The long vowels (אותיות ניקוד ארוכות) say their names and you open your mouth more extremely when you say them (try it, and have the student try it; give her a mirror to look at her mouth).

The short vowels (אותיות ניקוד קצרות) sound more like each other; they're harder, at first, for Hebrew speakers to differentiate, maybe because they don't all exist in Hebrew, e.g. the (ä) in *apple*.

3. **How we write sounds:** When you are writing the *sound* of a letter, you write the phonetic symbol in parentheses e.g. (i) and (ī).

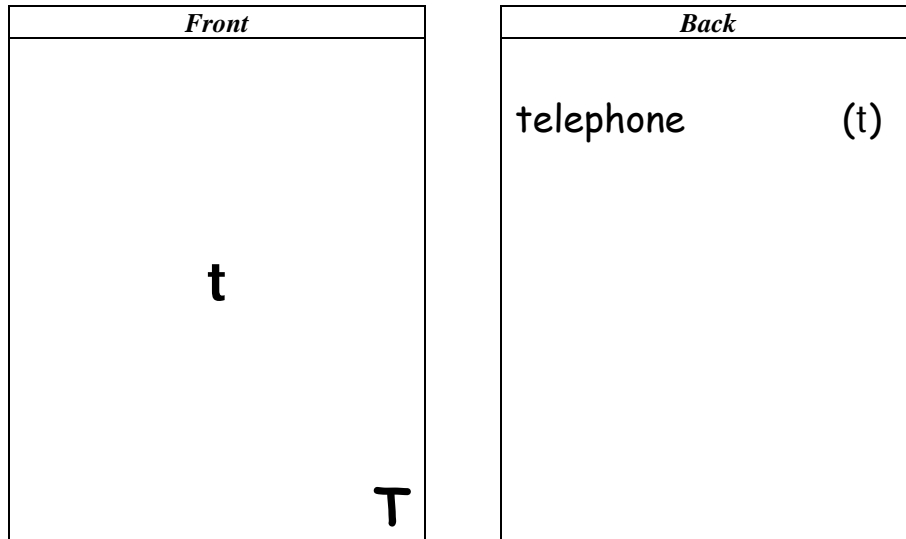
The symbol above short vowels is a "smiley": ä, ë, ĩ, ö, ů.

The symbol above long vowels is a straight line: ā, ē, ī, ō, ū.

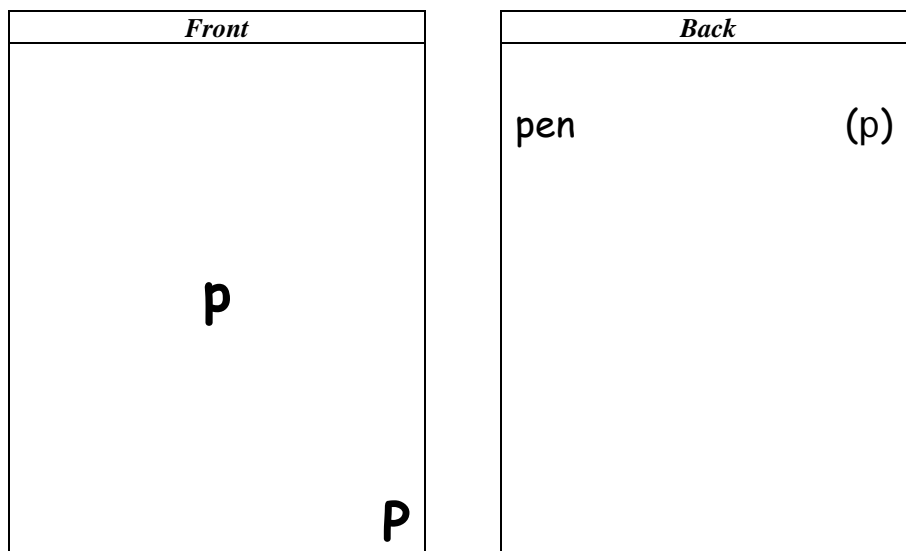
4. **Make a blue card to record the clue word for each sound.**

(i)	(ī)
igloo	ice cream
Student's name	Student's name

5. **Practice writing *I* and *i*** on white board and in notebook (“machberet chachama”), preferably in cursive (especially for students with directional issues). Encourage a flowing rhythm, like waves. For capitals, use print form.
6. **The other letters that are not vowels are called *consonants* (אותיות עיצור).**
When you say consonants, something touches inside your mouth (t: tongue to front of palate, f: teeth to lips, etc.) Both of you experiment with different letter sounds to verify and demonstrate this, using a mirror if you need it to make the point.
7. **Make a white card for t.** Suggested clue words: ten, telephone.



8. **Practice writing *t* and *it* on the board.** T’s make waves, like I’s. Lower-case t goes halfway into the sky. Dot the i’s and cross the t’s after you finish writing the word.
9. **Make a white card for p.** Suggested clue words: pen, pink.



10. Make a blue card to record the clue word for each sound.

<p>(t)</p> <p>telephone</p> <p style="text-align: right;">Student's name</p>	<p>(p)</p> <p>pen</p> <p style="text-align: right;">Student's name</p>
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11. Practice writing *p, pit, and tip* on the board.

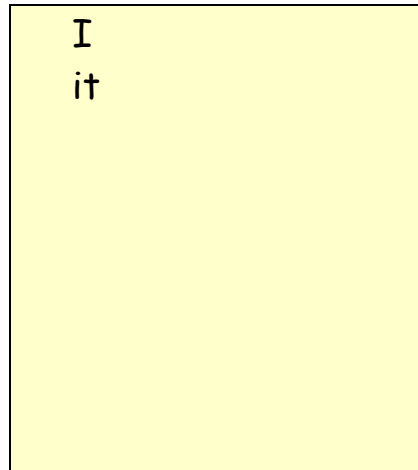
12. Make and explain the pink rule card for the “closed syllables” rule.

- What’s a “syllable” (הברה)? – Clap to explain the number of “beats” to a word, using learner’s name, your name, other short and long words in Hebrew and English.
- In English, every syllable must have at least one vowel.
- What’s a “closed syllable?” (הברה סגורה)? – a syllable that ends with a consonant (אות ציבור). In a closed syllable, the vowel is usually short (of course, there are exceptions, as with every rule).
- Bring a necklace – show how it droops in the middle to make a smiley short vowel symbol when it is squeezed in at the end by a consonant, how it is long and straight when the syllable is open.

<p><i>Front</i></p> <p style="text-align: center; font-size: 2em;">הברה סגורה</p>	<p><i>Back</i></p> <p>הברה סגורה מסתוימת פ-אות ציבור .</p> <p>לכן אות הניקוד קצרה .</p> <p>pin tip pit</p>
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13. You can already arrange the white cards on the table into words that the student can read by putting the sounds together in order: pit, tip, pin, in, it, I.

14. **Make a yellow “exceptional and common words” card.** (You can have the learner write, in pencil in Hebrew, the meaning of each word – this helps to learn vocabulary.)



15. **Now explain how to practice reading using the cards at home.** This is the only homework that the learner must do. It has to become a regular habit.

Why is this review routine so essential? This is the way everything you learn in your lessons will be transferred from the learner’s short-term memory to his/her long-term memory, so s/he won’t forget it.

- Explain: there are connections in the brain, called “neuron paths”; these have to be strengthened in order to make a skill or knowledge permanent. It’s like inscribing a line (*חריטה*) – you have to go over the same line a number of times before it will last permanently. You can draw lines across your skull to illustrate this point.
- Another image for making this point: If you walk across the grass, the grass will be pressed down where the footsteps were, but within a short time, the grass will spring back to its original upright position and there will be no remaining sign of the path. But if you walk back and forth over the same path often enough, without giving the grass time to “forget” in between, eventually a permanent path will remain across the lawn.

How does the learner practice at home?

- a. **Pick a regular time** (or times) every day to practice; it only takes a few minutes – e.g. when they do their homework and when they get into bed.
- b. Hold the pack of cards with all the fronts facing you.
- c. Look at the front of the first card.
 - i. If the learner remembers without a problem, put the card down on the table.
 - ii. If the learner couldn’t remember the clue word or the sound, s/he should peek at the back of the card to remind her/himself of the words, then move the card to the back of the pack so that it will come up again.
- **White cards:** say the **SOUND of the letter** and the **CLUE WORD** (“י - igloo; י - ice cream”).

- **Pink cards:** name the rule and repeat the rule.
 - i. Again – put card down if s/he remembers it successfully,
 - ii. Peek and put the card in the back of the pack in the hand if s/he doesn't.
- **Yellow cards:** just read the words and pronounce them. (If you want to emphasize vocabulary building, you can also ask them to memorize and repeat the definitions. But since they are visible, this is not equally strict.)
- **Optional Note: For enrichment** at a later stage, for some more advanced learners, you may want to add additional material to be incorporated into the periodic (daily, twice daily, thrice weekly) review — but you cannot do this until the student knows enough letters to be able to read the words.

You can make cards of a different color for:

- i. *Vocabulary* – such as pairs of irregular verbs (if that's what the class is learning: come-came, go-went, have-had, is-was etc.)
- ii. *Grammar* (I **am**, He/She/It **is**, They/You/We **are**) You can use blue cards for this purpose, since the students do not have blue cards in their reading packs. To help memorize definitions, you can fold the card so that the student reads the English word and the Hebrew definition is covered – then they can peek to see them.