


LESSON 2



עַם



אָבָא

Bet בַּ Ayin עַ Alef אַ ← **What's New?**

Vowels You Know

ִ ֵ ֶ ֹ ֻ

Letters You Know

שׁ מ ם

Letter Hint

The letters אַ and עַ do not make any sound of their own. When an אַ or an עַ has a vowel under or next to it, it makes only the sound of the vowel.



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LESSON 2

Pages: 9–12

Key Words: עַם אָבָא

New Letters: בַּ עַ אַ

Recommended Instructional Materials:

Phonics Flash Cards #3–5 and 7–9, Word Cards #1–4, a baby doll, a necktie

Review Activity

Play Tic-Tac-Toe (see page 14 for instructions) using letter and vowel combinations that the students learned in Lesson 1. Place the most difficult combinations, such as C-V-C syllables, in the four corners and the center of the game. Ask students to answer the questions you posed about the digital application at the end of Lesson 1 (see page 20).

Set Induction

Ask students to look at the picture of the man and woman at the bottom of page 9 in their books and to interpret the drawing—without reading the explanation above it. Can students suggest a better way of depicting letters that make no sound? Invite volunteers to draw or act out their suggestions.

Introducing the Key Words and Deducing Their Sound-Symbol Associations

Ask for a boy volunteer. Place the knotted necktie loosely around his neck and ask him to hold the doll as if it were a baby. Present your actor to the class, and say: אָבָא. Ask students to repeat after you. Point to the picture of the father and say: אָבָא. Again, have students repeat.

Introduce the new letters using the “Multi-Sensory Approach to Hebrew Phonics” described on page 11.

Next, introduce the second key word, עַם. Ask the students what they see in the picture. (*ancient tribe or people standing at a mountain*)

Help students imagine the mountain as Mount Sinai and the people as the Israelites—the Jewish nation or people.



Oral Language Lesson (Optional)

Review the previous lesson’s oral language lesson by saying: אָבָא פֶּה.

Walk across the room, point to the “father” actor, and say: אָבָא שָׁם.

Wave to him and say: שָׁלוֹם אָבָא.

Letter Hint

Invite a volunteer to read the English explanation.

Super Reading Secret #1

Every syllable has a consonant (letter) and one vowel: **בְּ**
 Some syllables have two consonants and a vowel: **עֵם**
 Some words have more than one syllable: **אֶבֶט**

Blend letters and vowels into smooth syllables. Then blend syllables into smooth words. Practice reading these syllables out loud. Circle every syllable in each word:

מֶשׁ **שׁ** = **שְׁמֶשׁ**

1. **אֶשׁ** **אֶשׁ** **אֶשׁ**
 2. **שְׁמֶשׁ** **שְׁמֶשׁ** **שְׁמֶשׁ**



Word Building

Read these Hebrew syllables out loud.

1. **אָ** **בְּ** **שׁ** **עֵ** **מְ** **אֶ**
 2. **אָם** **בָּם** **שָׁם** **עָם** **מָם** **אָם**
 3. **מָבֵם** **בָּ-מָבֵם** **שָׁ-מָבֵם** **שָׁ-מָבֵם** **שָׁ-מָבֵם** **שָׁ-מָבֵם**
 4. **שְׁ-מֶשׁ** **שְׁ-מֶשׁ** **שְׁ-מֶשׁ** **שְׁ-מֶשׁ** **שְׁ-מֶשׁ** **שְׁ-מֶשׁ**
 5. **שְׁ-מֶשׁ** **שְׁ-מֶשׁ** **שְׁ-מֶשׁ** **שְׁ-מֶשׁ** **שְׁ-מֶשׁ** **שְׁ-מֶשׁ**

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Word Building

Call on students to read these C-V and C-V-C syllables. Take note of any student who has difficulty blending the second consonant of the C-V-C syllables and provide remediation as necessary.

Once every student has had the opportunity to read the lines, for variety ask students to read the words in each *column*.

Super Reading Secret #1

The ability to separate complex words into their component syllables is known as “syllable segmentation.” This “word-attack” skill enables students to break a new, unknown word into its individual components in order to systematically sound it out. Even students who can read C-V and C-V-C syllables with ease often have trouble decoding multi-syllabic words because they cannot break the word down into syllables.

Visual segmentation, in which students break printed words into their component syllables, is a more difficult skill than *auditory* segmentation, in which students analyze spoken words.

Although researchers have not found a definitive reason for this, some speculate that auditory segmentation may involve neurological processes that do not automatically transfer to the analysis of written language. For this reason, you may wish to begin by asking students to clap out the syllables in a variety of words:

מְעַם שְׁבַע שְׁעַם מְבֵם עֵם שָׁם בָּם בָּא

As students clap out the words, ask them to identify the number of syllables contained in each. This activity creates a bridge between auditory and visual segmentation.

Next, display word cards 2 and 4, then 1 and 3 on the chalkboard or whiteboard ledge. Ask students to clap out the syllables for **עָם** and **שָׁם** then **שְׁמֶשׁ** and **אֶבֶט**. Ask students, How many syllables are in the words **עָם** and **שָׁם**? (*one*) How many syllables are in the words **שְׁמֶשׁ** and **אֶבֶט**? (*two*) Next, ask them how many vowels are in the words **עָם** and **שָׁם** (*one*), and how many are in the words **שְׁמֶשׁ** and **אֶבֶט** (*two*). Help students recognize that the emphasis in **אֶבֶט** is on the first syllable and the emphasis in **שְׁמֶשׁ** is on the second syllable.

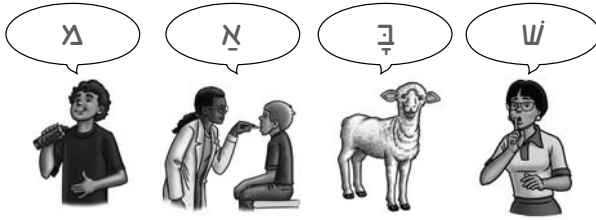
Ask a volunteer to read the English explanation. Have students read each Hebrew line quietly to themselves while they circle the syllables in each word. Review as a class.

Sound Off

What are they saying? Write the correct sound in each speech bubble. Use the sound box to help you.

Sound Box

בּ מ אַ שׁ



Clue to the Quest

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Sounds of Silence

Read these Hebrew sentences out loud. Circle all the letters that make no sound of their own, just the sound of the vowel.

בּאָבאָ אַבאָ אַבאָ .עַמֶּשׁ אַבאָ אַבאָ .אָמֶשׁ אַבאָ אַבאָ .אָמֶשׁ אָמֶשׁ

How many total letters did you circle? 9

How many different letters did you circle? 2

Add these numbers together 11

Use this number to score bonus points in the Animal Antics game in Lesson Two of the Quest for the Golden Kiddush Cup.



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Sound Off

Identifying the relationship between a sound and its written symbol (letter and/or vowel) is the most important skill in phonetic decoding. "Sound Off" helps students review the sound-symbol relationships they have learned so far. Circulate among students as they complete this activity individually.



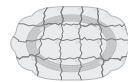
Clue to the Quest: Sounds of Silence

Ask a volunteer to read the directions. Allow students to circle the letters individually then discuss their answers as a class to make sure that each student has the correct total number. (11) Ask students to complete Lesson 2 in the digital application at home. You might ask students to print out or e-mail their lesson summaries when they have completed all the activities in the lesson.

In the game for this lesson, Animal Antics, students win points for shooting words that contain the new letters in this lesson. Encourage students to have fun with this fast-paced game that trains them to distinguish specific Hebrew letters.

Challenge students to come to class next time with the answers to the following questions. They can find the answers in Lesson 2 of the digital application.

1. In what desert is Timna Valley Park located?
(*the Negev*)
2. What animal did Ben, Batya, and Rachel find there?
(*a camel*)



Quest for the Golden Kiddush Cup

When students complete this lesson in their digital application, have them color piece #2 on the plate on page 4 of their book. They can also write in the key words and the new letters for this lesson.



Assessment

For information on assessing students' progress, see page 9.