

EVERYTHING YOU WANTED TO KNOW ABOUT KADIMAH AND ZMAN LIKRO

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I INTRODUCTION

- a. Personal introductions
- b. Goals of the session

II OVERVIEW OF THE PROGRAM

a. **Kadimah: *Get Ready for Hebrew*** (Hebrew reading readiness)

- 1) Goals: consonant sounds (most), and oral vocabulary
- 2) Target population: pre-readers (6+)
- 3) Duration: one school year or less (30-45 minutes for 20 sessions)
- 4) Materials: Workbook, felt/movable letters, teacher's guide, Z'man Lashir (song tape)

b. **Z'man Likro: *Time to Read Hebrew*** (Hebrew primer)

- 1) Primary goal: ability to open a siddur or any vowelized text and decode 99.9%.
Supplementary goals: basic Jewish concepts, core Hebrew vocabulary, simple Hebrew sentence structures
- 2) Target population: 3rd – 4th grade (appropriate also for older students)
- 3) Duration: **one** year (1-2 weekly sessions)
- 4) Materials: 2 workbooks, activity book, felt/movable letters, key word cards, teacher's Guide, teacher training video

c. **Supplementary Materials:**

- a) *Z'man Likro Activity Book*
- b) *Z'man Lashir* audiotape

III Characteristics of **KADIMAH**

- a. Excellent preparation for Z'man Likro
- b. New letters are introduced through **20 key words**
- c. Key words are clustered into five conceptual units: Shabbat, classroom, animals, Pesach, Jewish life.
- d. Each new letter is introduced through a Key Word which begins with the new sound (spelled with this new letter).
- e. The sequence of letter introduction was designed to reduce visual confusion
- f. Final letters and confusing letters that have a different pronunciation without the dagesh are not taught (e.g., vet, fey, chaf)
- g. Activities to promote awareness of sounds (phonemic awareness) are integrated both into the lesson structure and into the exercises in the workbook
- i. Builds on the familiar: core Jewish vocabulary and cognates (foreign words used in Hebrew).
- j. Vocabulary is reinforced through the Z'man LaShir songs.

IV Characteristics of *Z'MAN LIKRO*

- a. New letters and vowels are introduced through one or two key words per Lesson, which are usually basic Jewish concepts.
- b. Program is systematic and explicit, integrates sound segmentation skills, and optimizes retention:
 - 1. Confusing concepts are separated
 - 2. Difficult concepts are taught directly
 - 3. Students are encouraged to segment key words orally
 - 4. Builds on previous knowledge
 - 5. Provides cumulative reading practice
 - 6. Provides opportunities to practice through written exercises
 - 7. Teaches a core Jewish vocabulary, introduces students to the root structure, introduces basic sentence structures
 - 8. Use of large movable letters allows for easy introduction of new letters
 - 9. Provides for ongoing monitoring of progress through reading evaluations
- c. Lesson Sequence
- d. Reinforcement activities (cognate cards, Tic-Tac-4, Shva cubes)
- e. Summary of key changes in *Z'man Likro*, 2002 edition

V The 7 Lesson Steps in *Z'man Likro*

- 1. Review**
- 2. Evoke** the Key Word
- 3. Break** the word into component sounds
- 4.** Teach the **new symbol sound(s)**
- 5.** Read from the **Reading Page(s)**
- 6.** Supervise students as they complete the **worksheets**
- 7. Evaluate and remediate** trouble spots

VI Brainstorming: PROBLEM SOLVING

- a. Evaluations
- b. Absenteeism
- c. Dealing with students progressing at different rates
- d. Completing *Z'man Likro* in one year
- e. Pronunciation in *Z'man Likro*
- f. Teaching Hebrew script
- g. Summer vacation

VI Questions