Welcome to *Hidden Sparks Without Walls*. We will be starting shortly...

To alleviate background noise and ensure a quiet session, your phones have been automatically muted. Questions and comments can be submitted via the **CHAT FEATURE**.

While we are waiting, activate the chat feature by clicking in the “Chat” tab that is located below the attendees list on the right of your screen.

**When chatting, please remember:**

- Select “**All Participants**” if you would like everyone to see your message. Select “**All Panelists**” if you would like only the presenter and facilitator to see your message.

- If you have any clarifying questions about the format, or the topic, you may click on the “**Q&A**” tab located below the presenter list and enter your questions.
**Hidden Sparks** is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks develops and supports professional development programs for Jewish day schools to help increase understanding and support for teaching to diverse learners.

Guided by a philosophy that helping schools meet the needs of children with learning and behavioral differences will ultimately benefit all students, Hidden Sparks’ programs combine professional development in learning and positive behavioral support, guided classroom observation and one on one coaching. The Hidden Sparks model and program is currently in 23 Jewish Day Schools/Yeshivot in New York and with the support of a Covenant Foundation grant, in 3 schools in Baltimore, through a partnership with SHEMESH and in 2 schools in Chicago through a partnership with REACH.

More than 20 schools have received Hidden Sparks services through the No Child Left Behind program.
Welcome & Conference Etiquette

Below are some tips that will help make this conference call successful:

• PLEASE NOTE: We will be muting phones automatically to reduce background noise.

• For best reception, we recommend your using a landline rather than a cellphone.

• Chat Room & Question/Answer Box – Those participating on-line may use the chat room and question/answer box on the lower right of their screen to enter questions and comments at any time. Questions will be addressed periodically throughout the session and at the end. Please select “All Participants” from the dropdown menu if you would like everyone to see your message; select “All Panelists” if you would like only the presenter and facilitator to see your message.
The Art of Teaching Rashi to the Struggling Student: Demands and Strategies

With Sara Chaya Farbstein

February 24, 2015
Sara Chaya Farbstein, PhD, is assistant principal at Bais Yaakov of the East Side and a Hidden Sparks Coach and workshop presenter. She also serves as a full-time instructor at Daemen College and teaches courses in literacy instruction for students with disabilities. She has a passion for reading instruction and for bringing the best of educational practices to reach all students in the Judaic Studies classroom. Mrs. Farbstein earned her master’s degree at Touro College and her doctorate degree from Capella University, and is certified in general and special education.
Overview of the Session

By understanding the neurodevelopmental demands of learning Rashi, participants will be able to pinpoint specific weaknesses and develop a comprehensive management plan for building skills. Considerations for higher order thinking and understanding the logic of Rashi will also be discussed.
Session Goals

• To understand the neurodevelopmental demands of learning Rashi

• To begin to develop an appropriate management plan for dysfunction in learning Rashi

• To identify some best practices in teaching Rashi
What are the demands of learning this Rashi?

Write your answers in the chat section.
Surface Demands

Recognizing Rashi letters

How many letters are very different from print?

Write your answer in the chat section.

Reading without הנקודות

Can students read non-Rashi text without הנקודות?

Using appropriate phrasing

Can students read and pause in the correct places?
Which Rashi letters are easily confused?

Write your answers in the chat section.
Overview of the Neurodevelopmental Framework

Attention
Language
Memory
Spatial ordering
Temporal sequential ordering
Neuromotor functions
Higher order cognition
Social cognition
Task Analysis of Learning Rashi - Attention Processing Controls

Elements of Attention
- Cognitive Activation
- Focal Maintenance
- Processing Depth

Demands in play when learning a Rashi
- Linking new information with what is already known about the בית המקדש, sustaining concentration for enough time to learn the entire Rashi, focusing with sufficient intensity to capture all the details of the Rashi, including the proofs

Teaching strategies
- Graphic organizers
- Short breaks
- Turn and talk
- Highlight within the Rashi
# Graphic Organizers - Comparison and Contrast

## Column Chart

<table>
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<th>מדריך</th>
<th>ביאו פרשה?</th>
<th>התאריך</th>
<th>מתי?</th>
<th>המניין</th>
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Graphic Organizers - Comparison and Contrast

Venn Diagram

רמזים
ככוונים

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What graphic organizers might you use in teaching Rashi?
Task Analysis of Learning Rashi - Attention

Production Controls

Elements of Attention
- Previewing
- Pacing

Demands in play when learning a Rashi
- Developing a plan for organizing the Rashi, working at the appropriate pace to understand all of its points

Teaching Strategies
- Graphic organizers
- Categorize Rashi by type of question
- System of organization - e.g. - What’s Bothersing Rashi
Sample Structure for Learning Rashi-Based on What’s Bothering Rashi

1. מה הוא אמר?  
2. מה הוא אמר?  
3.那里 他說？
a)ROSS " מsaid  
b)ROSS ממרן  
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Task Analysis of Learning Rashi- Receptive Language

Elements of Receptive Language
- Sentence Comprehension
- Discourse

Demands in play when learning a Rashi
- Understanding Rashi’s argument, understanding language specific to Rashi

Teaching Strategies
- Word bank of common Rashi words and phrases for sight reading and for comprehension (word wall, key ring, etc.)
Sample Rashi Word Bank Activity

1. When quotes a פסוק reshie, he uses the word...
   a. סוף
   b. לכלמה
   c. לפנים

2. When quotes a story or idea from somewhere else, he uses the word...
   a. וכנענה
   b. כתיב
   c. וגו'
Task Analysis of Learning Rashi- Long Term Memory

Elements of Long-term Memory

- Paired Association

Demands in play when learning a Rashi

- Identifying Rashi letters

Teaching Strategies

- Cue card of Rashi letters for student to refer to
- Mnemonics (stories, visual hints)
Task Analysis of Learning Rashi - Active Working Memory

Demands in play when learning a Rashi

• Recalling the פֶסֶוק when learning Rashi, mentally suspending information while learning

Teaching Strategies

• Highlight the פֶסֶוק
• Keep referring back to the פֶסֶוק
Task Analysis of Learning Rashi - Spatial Ordering

Demands in play when learning a Rashi

- Keeping track of the place when looking back at the פסוק and at the board

Teaching Strategies

- Post-it flag to keep the place on the פסוק and/or Rashi
- Index card with “window” cut out
- Document camera or Smartboard projection of the Rashi
Task Analysis of Learning Rashi - Higher Order Cognition

Elements of Higher Order Cognition

• Critical thinking
• Concept formation
• Creativity

Demands in play when learning a Rashi

• Forming a logical argument, understanding Rashi’s argument, identifying Rashi’s questions and answers, linking and explaining concepts

Teaching Strategies

• Use questions to enhance reasoning- e.g.- can you prove that? How does Rashi prove his point? Why? Why not?
• Reduce the demands of memory to facilitate logical thinking
• Focus on the big ideas
• Highlight and add punctuation
Underline the question of Rav Nassan in red.

Underline the words נשיאים in yellow.

Underline the proof that Rashi brings in green.

Circle what the נשיאים brought for the מלאכת המשכן.
Classroom Take-Aways

• Rashi word bank
• Rashi fluency practice
• Categorize Rashi types
• Rashi letters cue card
• Graphic organizers
• Turn and talk
Resources

- Chinuch.org
  - Rabbi Shmuel Strickman audio file on teaching Rashi reading
  - Rebbetzin Busel a”h on types of Rashi
- Ksav Rashi (workbook from Ptach)
- What’s Bothering Rashi (Bonchek)
### Upcoming Hidden Sparks Without Walls Sessions

<table>
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<tr>
<th>Date</th>
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<tr>
<td>Tue. 3/17/2015</td>
<td>For Parents and Teachers: Sensory Processing Strategies at Home</td>
</tr>
<tr>
<td>Tue. 4/14/2015</td>
<td>For Parents and Teachers” Helping Boost Your Child’s Self Esteem</td>
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**Learning Lenses Blended Course**

- **Taking place this summer in NYC!**
- **Applications will be available in March.**

To bring a blended course to your community, please be in touch with Sara Diament, Director of School Services, at 212-767-7707/Sara@HiddenSparks.org
Contacting Hidden Sparks

Contact Presenter:
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