

Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

To alleviate background noise and ensure a quiet session, your audio connection has been muted.

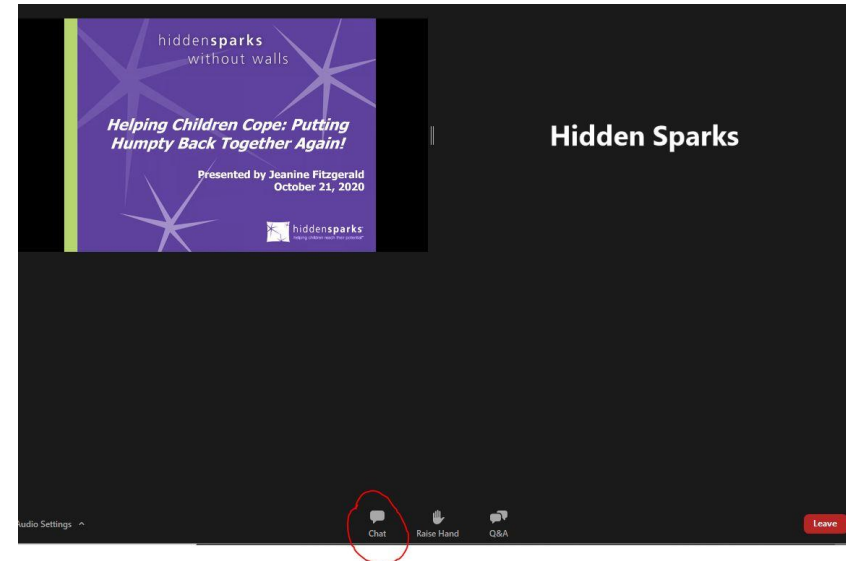
Chat: Asking Questions & Sharing Thoughts

You are encouraged to ask questions and share your thoughts on the chat.

Please activate the chat feature on the bottom of the screen. You may choose to chat to panelists and all attendees or just panelists.

Audio:

If you would like to call in via phone for audio, please look up the call in number, webinar id, and passcode information on your webinar invite.



ABOUT HIDDEN SPARKS

Hidden Sparks is a non-profit that helps educators and schools nurture the Hidden Spark within each student. We do this by developing and facilitating professional development programs for Jewish day schools to help increase understanding and support for **diverse learners**.

Hidden Sparks provides an award winning **professional development** program in understanding learning and behavior, conducting classroom **observations**, **coaching teachers** and developing **peer coaches**. By helping teachers meet the needs of struggling students, **ultimately all students benefit**.

- **125 Jewish day schools** across the country with **hundreds of teachers** participate in PD programs annually.
- Impacting over **7,000 students** every year.
- Over **350 school peer coaches** have received training and mentoring.
- Hidden Sparks Without Walls international webinar program has reached thousands of teachers and parents.
- New in 2020! SEL Initiative

Please be in touch to find out how to bring Hidden Sparks programs to your school!

hiddensparks
without walls

***An Orton Gillingham Approach for
Teaching Hebrew Decoding***

**Presented by Sonia Levin
12/6/2022**



hiddensparks
helping children reach their potential™

Our Guest:



Sonia Levin is the founder of OG for Hebrew. In 2016, in partnership with Andie Greer, a fellow of the Orton Gillingham Organization, Sonia developed a unique revolutionary methodology for teaching Hebrew decoding, based on the essentials of Orton-Gillingham methodology. Over the last 10 years, she has been facilitating many professional education trainings across the country and in Israel. Sonia holds an MA in Education from Tel Aviv University, an MA in Jewish Education from Jewish Theological Seminary in New York, as well as a Special Education certification from Teachers College at Columbia University.

Overview of the Session

- The essentials of the Orton-Gillingham approach and the application of the approach to Hebrew reading/decoding instruction.
- The reasons behind the struggle: why are our learners have difficulties of acquiring Hebrew decoding? Types of learning difficulties and how they affect our learners.
- The skills for reading readiness: phonemic awareness, sound-symbol correspondence, visual and auditory perception and discrimination.
- The “Magic Four” multisensory modalities.
- The OG lesson plan: how to build a systematic and structured instruction in order to become a competent reader and independent learner.
- From the card drill to syllable instruction and the transition to the printed text.
- The order of instruction: introduction of vowels and letters, types of Hebrew syllables.
- The *sheva*, vowels patterns and tips for practicing fluency.

Understanding Our Learners

- 10-20 % of the students may have learning disabilities (LD), one student can have more than one LD.
- 3 in 10 students have anxiety, often accompanied with depression.
- 2 in 10 students ADHD and behavioral issues.
- 8 in 10 students present difficulties in language acquisition. (language learning disabilities or LLD - dyslexia, dysgraphia, language processing)
- 80% of all students that are poor readers that are not specifically diagnosed with any specific disabilities.
- Students with English language background often present more difficulties in acquiring Hebrew reading skills.
- The role of a teacher - Preparing the kids for the road and the road for the kids in the right combination.

Types of Learning Difficulties

Visual Perception and Discrimination

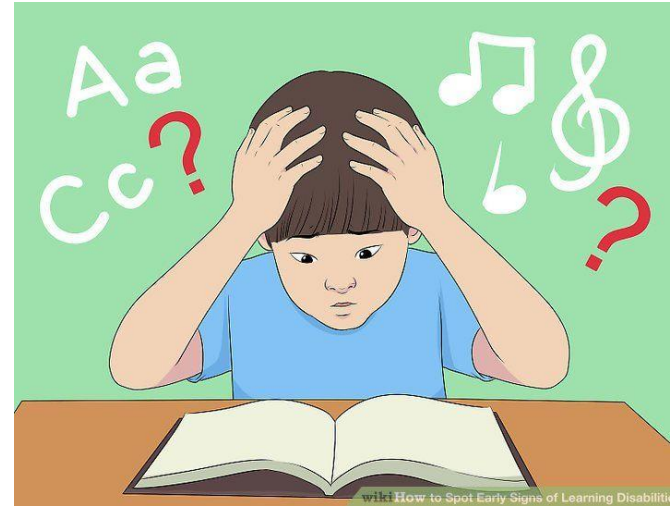
Phonemic Perception

Visual and Auditory Memory

Language Difficulties

Concentration and Focus

Sensory Issues and Sensory – Motor skills



The Reasons Behind the Reading Struggle

- Phonemic awareness is the primary cause for reading failure
- The importance of sound-symbol relationship, visual and auditory perception and discrimination, audio and visual memory.



Specifics of Hebrew language

- Visual perception and discrimination of Hebrew letters
- Directionality
- Visual and auditory discrimination of the letters that represent the same sound
- Final letters
- Problematic sounds that present problems for native English speakers
- Confusion of the symbols that play a dual role of representing vowels and consonant sounds
- Shallow orthography (most words look like blocks) make word recognition difficult
- Hebrew vowels are represented by symbols



The Essentials of Orton-Gillingham approach

- A revolutionary approach to reading failure: Samuel Orton and Anna Gillingham
- Personalized/Individualized
- Diagnostic and Prescriptive
- Multisensory The Essentials of Orton-Gillingham approach
- Direct Instruction
- Systematic and Structured
- Research based; data driven approach
- Addresses the most important processes involved in reading:
phonemic awareness, sound-symbol correspondence visual perception
discrimination

Main Principals of Orton-Gillingham Approach for Hebrew

- VOWELS FIRST! (Letters second)
- Letter + vowels combination and syllable drills.
- Vowel pattern drills.
- Identifying vowel patterns in words.
- The role of *sheva* and *sheva* pattern drills.
- From syllables to words and sentences - tips for fluency practice.
- Drilling spelling words and sight words.



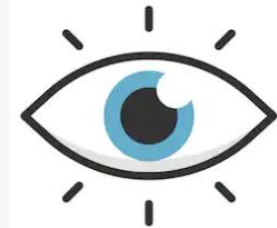
The “Magic 4” multi - sensory approach

The multisensory approach reduces reading failure by maximizing memorization.



Tactile

Visual



shutterstock.com • 710732452



Auditory

Oral
-Kinesthetic



Learning to Read and Learning to Listen

Learning to look (read)

- Explore each symbol individually.
- Blend symbols to read word.
- Blend words to read sentences.

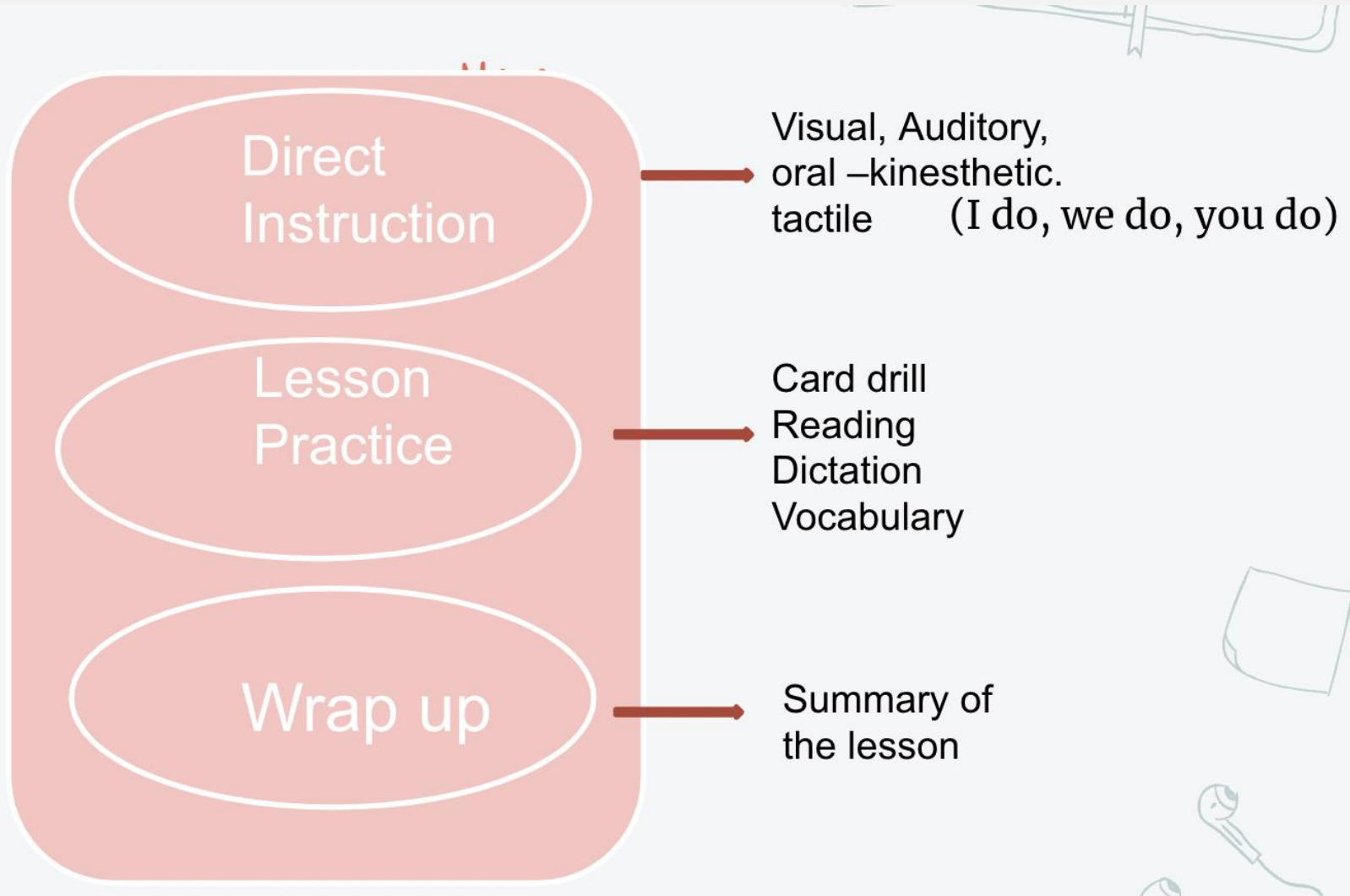


Learning to listen (spell)

- Explore each sound individually.
- Know the letters that represent each sound.
- Spell the word/sentence



OG Lesson Plan

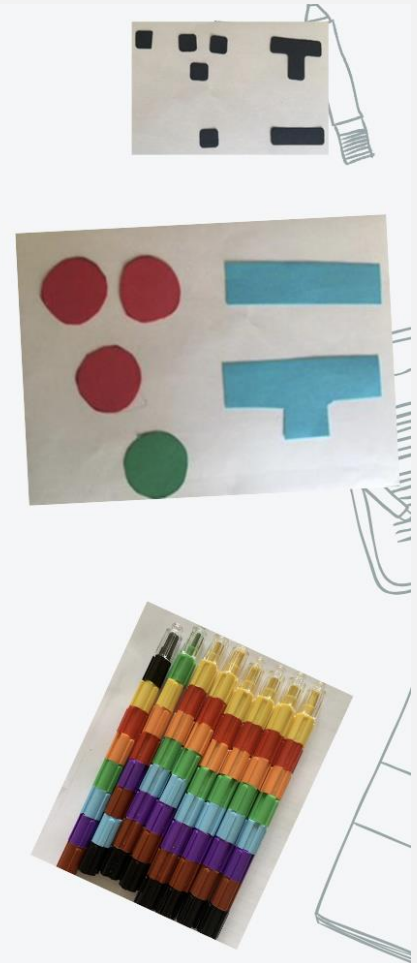
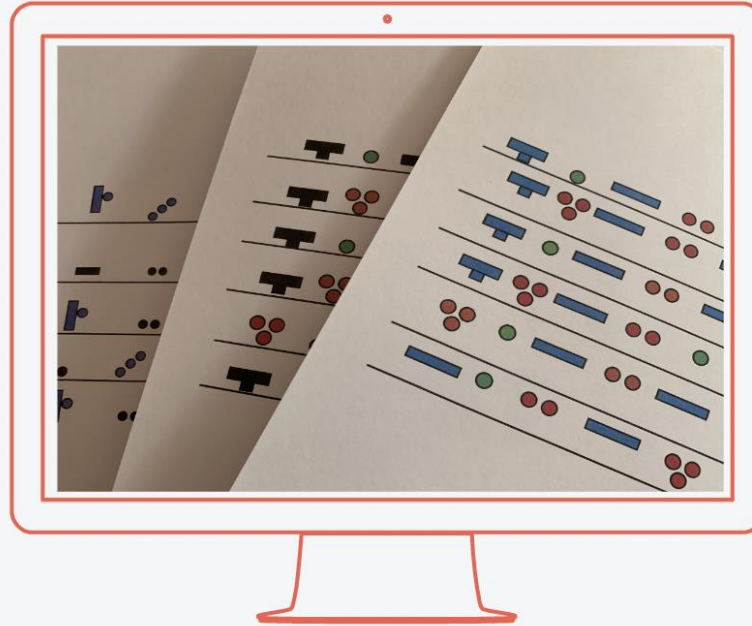


3 Codes (steps) of Reading

- **phonemes** (vowels and consonants) (22 letters, 5 vowels, 26 speech sounds)
- **syllables** (2 types - open and closed)
- **morphemes** (prefixes, roots, suffixes) (50 most common)



Vowel Instruction

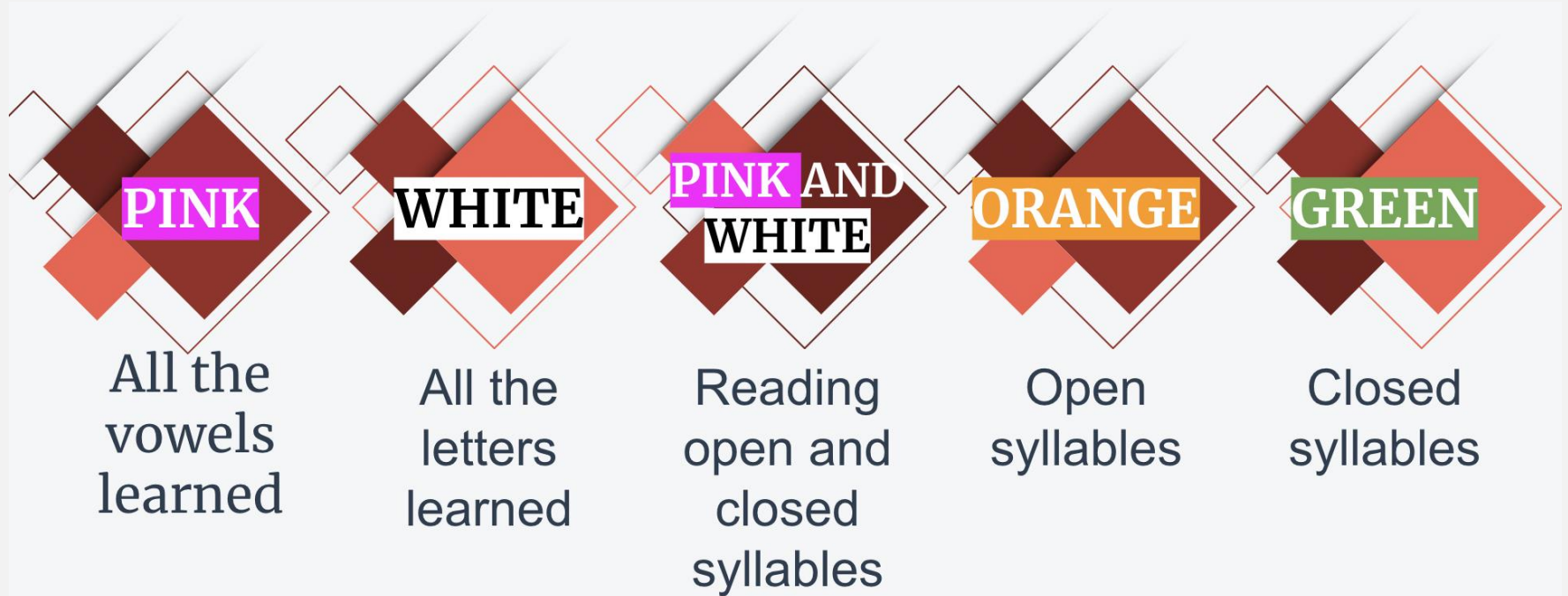


MATERIALS FOR VOWEL INSTRUCTION

Spelling Dictation

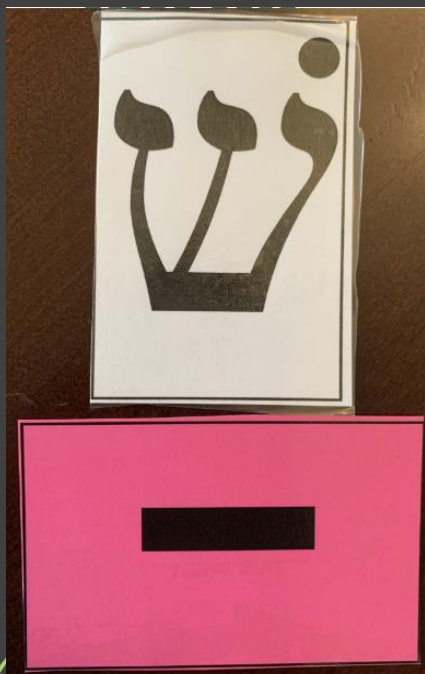


Card Drill Order and Letter Instruction



Types of Hebrew Syllables

Open CV



Closed cvc



Transition to Orange Cards



Introduction of *Sheva*



Sheva na vs sheva nach

שוא נע ושוא נח



Components of Reading Fluency

- Take time before each word to quickly “scan” it to identify the vowel pattern and number of syllables.
- Pre-read the vowel pattern before reading the whole word.
- While scanning the word, look for *sheva* and isolate the *sheva* syllable and read it first.
- Quickly scan the vowels that are before and after the closed shva syllable and then read the whole word.
- Practice these steps silently and read the word “in one breath”.
- Identify number of words in the sentence and scan each one. When ready – read the whole sentence.
- Practice reading the sight words with/without vowels to increase reading speed and transitioning to reading not vocalized words.



Syllable division practice in the text.

גַּלְגַּל | גַּלְגַּל



גַּלְגַּל | גַּלְגַּל

סַפְסַפ | סַפְסַפ

סַנְדָּל | סַנְדָּל

אַרְנָב | אַרְנָב

הַפְטָרָה | מַמְתָּק

2 consecutive shvayim

תִּזְכְּרוּ | תִּזְכְּרוּ

and same letter in a row

וְאֵלֶּה	בְּשִׁבְתְּךָ
חֲגִגָּה	וּבְלַכְתְּךָ
מִתְפַּלְלִים	תִּזְכְּרוּ
סוֹבְבִים	יִגְמְלוּנוּ
הַתְּעוֹרָרִי	תִּשְׁמְעוּ
וּמֵהֶלְלִים	כְּמִשְׁפָּחוֹת
הַלְלוּיָהּ	בְּשִׁמְחָה
הַלְלִי	חֲסִדְךָ

Upcoming Hidden Sparks Without Walls Sessions

Tuesday, January 11, 2023 8:30 PM	Reading and the Decoding and Fluency Presented by Hollis Dannaham
Monday, February 13, 2023 8:30 PM	Learning Gemara – A Task Analysis Presented by Rabbi Dr. Avi Wasser

**If you are interested in bringing
Hidden Sparks
to your school or city, please contact us:
[212-767-7707](tel:212-767-7707) or sara@hiddensparks.org**

Contacting Hidden Sparks

**Contact Presenter:
Sonia Levin**

ogivrit@gmail.com

Contact Hidden Sparks:

www.hidden-sparks.org

news@hidden-sparks.org (212) 767-7707

www.facebook.com/HiddenSparks



Our Supporters & Partners

OUR SUPPORTERS & PARTNERS

GEORGE ROHR FOUNDATION



Gitler Foundation

LEO OPPENHEIMER
& FLORA OPPENHEIMER HAAS
FOUNDATION



Howard and Geraldine
Polinger Family Foundation

Tobin Family Foundation



2022 Hidden Sparks

