

Kriyah Review Resources

By Rabbi Dovid Kossowsky

Grade Level: Elementary, Middle School

Description:

A collection of programs and ideas designed to improve Hebrew reading proficiency. This fully-indexed cross-referenced compilation organizes many individual Chinuch.org submissions by grade level, making it easy for Rebbeim or principals to find ideas to use in the classroom. Use this booklet for quick and easy access to tried and true kriyah resources. These are all resources culled from the Chinuch.org database; therefore, you will be directed to download each resource individually (all Chinuch.org numbers are listed for your convenience).

Goals/Objectives:

Teachers and principals will find creative and effective Kriyah review games and ideas easily and quickly.

Instructions:

1. The booklet contains an index followed by a brief description of each item which includes a reference page number (when applicable). Skim through the index and/or the short descriptions for quick access to suitable material for your class.
2. This document is cross-referenced, which means if one control-clicks on an idea in the index, the program will take you to the corresponding page.
3. Also, you can control-click on the number found in the first section and the program will take you to the full explanation later in the document.

2010-
2011

Ideas for reading fluency

Ideas for all grades

D. Kossowsky
Yeshivas Darchei Torah
2010-2011



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Introduction

Reading is the foundation that every student must become fluent with. As research has discovered, reading must not only be mastered but even more; a student's ability to read must reach a point where it's automatic, it must be without effort, or else it will be a stumbling block for the rest of his life.

Therefore, it has been proven that all grades must have a reading program that is utilized on a regular basis. It is to this end that I have gathered as many reading programs as I could find, organize them, and put them in this pamphlet, so that all rebbeim of all ages can find ideas to use in their classroom.

It is my heartfelt wish that I can help other principals and teachers to be more successful in this area.

בהצלחה רבה,

Dovid Kossowsky

Here are some quotes from other mechanchim in this matter...

We must always know that our emphasis to be Mechaneich al pi darko, must be according to Chazal's guidelines. Hagaon Reb Avrohom Chaim Levin asked me to see that there should be a lot of "Girsa". Chazal call our children's learning "Girsa Deyankusa". The more our Talmidim will be reading Chumash & Rashi, Mishna & Gemora, the better their learning skills will be.

Rabbi Elisha Klausner

I would like to point out the following. Reading practice and skills in Gemara must be instituted and developed thoroughly in the 5th Grade and thereafter carried over to the 6th Grade. The innovation craze that has swept up educators in the secular world has harshly infiltrated into the Yeshivos as well, thus undermining many of our essential Yesodos Hachinuch.

"Ligros Inish Vhodor Lisbor" Chazal's emphasis on rote first and subsequently comprehension is regrettably frowned upon by many Mechanchim, ultimately resulting in serious handicaps in reading. It is very difficult to deal with reading deficiency as the boys get older. At a young age they will enjoy the rote repetition of Chumash and Gemara. As they get older they will resent it. Chazal Beruach Kodshum knowing the intricacies of the human mind accordingly advised utilizing the mind for rote learning at first and afterwards progressing slowly, gradually, into comprehension at depth. Over emphasis on comprehension in the age of rote development can have a negative effect on the child's academic development. Yeshiva day schools should re-evaluate their agenda. The call of the day is for innovative programs that will recapture the beauty of the past Yagdil Torah Veyahdir.

Rabbi Rapaport

Menahel, Yeshiva Torah Temimah

READING IS THE MOST IMPORTANT. This is the first time many of the students are reading Aramaic. If they don't learn how to read these words properly now... when will they learn? We can't jump into the gemara without teaching the talmidim how to read. Reading is one of the biggest weaknesses we have in our schools today. It is an epidemic in our schools. It needs to be addressed.

Shmuel field

Phoenix Hebrew Academy

Younger Grades

תהלים

We in BYDRH of Montreal, have a program called Aliya B'Kriya, which is used in conjunction with reading a perek of Tehillim each day. Each week, we distribute a bookmark to each child to put into her Sefer Tehillim at the perek that the class is up to. Each bookmark has on one side a kriya rule, and on the other side a list of words, mostly from Tehilim, which illustrate that rule. Approximately three times a week, when the girls are reading Tehillim, the teacher reviews the rule, and has the girls read the list of words. This way, they're reading and simultaneously working on review of rules. The teacher points out in their reading of Tehillim that day, words which illustrate the rule that we are reviewing.

To further reinforce the rule that we are reviewing, there is a homework sheet, again with the rule and a list of illustrative words, to be read three times during that week at home.

The bookmark changes each week.

Miriam Freylich
Montreal Quebec
Beth Jacob D'Rav Hirschprung

Haedud V'hachidud

Another idea is a book called Haedud V'hachidud by Rabbi Eliyahu Reichman. It has lists of pairs of words that are similar to each other. You have to read the words carefully not to mix them up. This trains the student to read carefully. Also, the book is divided according to kria'h rules so it provides the opportunity to review the rule beforehand and instruct the class to look out for it. You can also listen to an audio of my kria'h workshop at:

http://chinuch.org/av_library.php?id=402

You might get some other ideas as well.

Yaakov Aichenbaum
Scranton Hebrew day school

Mrs. Grama

I know that many schools have Tehillim reading programs but I find the children really enjoy Mrs. Grama's books because they have pictures and the content is more meaningful, thus the children are more motivated to read.

C. Monoker

Matzah Game

This fast-paced classroom game will hold students' attention. Read the words, relate the object to Pesach and pack it away in the matzah cover! (see NL_00018 for full description)

By Torah Umesorah Educational Resource Center – Brooklyn, NY

Kriyah Booklets:

A collection of four kriyah booklets which can be used in conjunction with any reading program. There are word lists and sentences and a few stories which are meant to provide an enjoyable reading experience for the students. The students are not required to understand the sentences or words but rather just to read them. The booklets increase in the difficulty of the words and sentences. (see G_00769, G_00770, G_00771 and G_00772 for full description)

By Mrs. Sara Gruenbaum

READING GAME IDEAS

Assorted games using common material found in a classroom like flashcards.

(see page 12 for a full list.)

By: Rochie Blau, Chabad Hebrew School, Merrick, NY

Older/Younger הברותה Pairs Encourage Internalizing the Lessons of Sefira

This system for Kriyah review is great for improving your students' reading proficiency and provides a wonderful opportunity for them to work on their V'ahavtah L'rayechah. At the beginning of Sefirah, pair all the first graders with Kindergarteners. Then, twice a week, for the duration of Sefirah, bring the first graders to the Kindergarten classroom for 30 minutes of Kriyah review. The Kindergarteners must read their kriyah primers to their first grade chavrusos.

And the big 1st Grade tutors, must listen, encourage and correct their charges in a respectful way – always remembering the lesson they learnt from the students of Rabbi Akiva. (see Q_00123 for full description)

By Shana Kramer

Race Track Hebrew Reading Contest

The race car theme is used as a motivational tool to encourage students to read in Hebrew throughout the year. Each time a student finishes his reading chart for reading, he can advance on the race track which is hung in the classroom. (see R_01257 for full description)

By Mrs. Robin Isaacs

Middle (all) grades

שנים מקרא

Read a mechanech's suggestion about starting a Shnayim Mikra V'echad Targum program in your school/classroom. Benefits include kriyah proficiency, a broad familiarity with pesukim, and possible shemira against going off the derech, among others. (G_00844 for full description)

Rabbi Menachem Yoel Yormark

Read for speed

This program uses perek 119 of Tehillim as a way for students to practice reading. They try to read the 8 pesukim for each letter of the aleph beis as quickly and accurately as possible and they are then tested by the teacher. This is a fun way to motivate the students to practice kriyah.

I have also seen Rabbeim use the shir shel yom, ankolus, and tehilim. In Atlanta, we had a school wide raffle all year round. Every 10 minutes read allows you a raffle ticket. Any student who finishes all of tehilim will receive their own sefer tehilim at the end of the year. (see G_00884, G_00876, G_00836 for full description)

Shmuel field

Phoenix Hebrew Academy

תהלים

The rebbi has the class read תהלים. They go around the class and one boy reads a פסוק and everyone reads after him (like a Chazan). You go around the classroom each boy reads one פסוק, the Rebbi also is in the rotation. Afterwards you can make a מי שברך for חולים if you want. You get to hear how they read when it's their turn to lead. And everyone else is also practicing all of the פסוקים. It is also words that they are unfamiliar with.

Rabbi Nosson Adlin

Menahel/Dean, Scranton Hebrew Day School

D.E.A.R. (Drop Everything And Read) Program for Chanukah

(Purim and Shavuos are also available)

This is a simple & fun yet very effective reading program by which kids really improve their Hebrew reading - almost instantly. Students take turns reading and listening to each other read from a sheet of words or phrases and then they peer check each other to point out mistakes. Included is the program for CHANUKAH - including V'al Hanissim, Maoz Tzur & Biyimei Mattisyahu. There are 2 sets of instruction/practice reading sheets - for boys with a boy clipart and the same for girls. (see G_00739, G_00727, G_00718 for full description)

By Rabbi Chaim Boruch Alevsky

Megillah Kriah Incentive Program

The entire text of Megillas Esther is printed in linear form with careful attention paid to the correct nekudos, specifically the shva na and nach. The purpose of this text of the Megillah is to encourage the students to read the words of the Megillah properly. It is part of a Kriah Incentive Program for Megillas Esther. (see G_00829 for full description)

By Rabbi Shmuel Feldman

Tape recorder

If the rebbe makes a recording, one pasuk at a time with a pause in between, the kids who have a harder time reading will have a "self-checking" way to practice kriyah. My husband did this for his 5th graders and they loved using the tapes to practice. He also inserted short messages in between to motivate them.

Donna Zeffren
Torah Umesorah

Rashi Riddles

These riddles with accompanying answers are written in Rashi script and transliterated from English to allow students to practice reading k'sav Rashi. Students will be motivated to decode the Rashi script in order to figure out the solution to the riddle. The riddles at the end are written without nekudos to increase the difficulty level. (see B_00985 for some examples)

By Rabbi Manoach Gelbfish

Rashi Poetry

Cute poems transliterated in Rashi script. (see page 15 for some examples)

Bowling Kriah Game

Included are instructions and game forms for a bowling kriah game. Different types of game forms are included. Students read words correctly to "score". A list of words is available separately in file R_00525-002.

By Rabbi Nachum Bergos

Older grades

שנים מקרא ואחד תרגום

Have the entire class read one עליה every day. The rebbe will listen to one student a day individually and the rest of the class will read by themselves. Hopefully, since it is a חיוב for them to do so, the students will read the עליה with minimal supervision which can free the rebbe to listen to one student at a time.

Rabbi Zvi Nissan Meth
Yeshiva Darchei Noam (Monsey)

Version # 2

The idea of the rebbe listening to one (I think 2 or 4 is better) student a day while e/o else reads is good, the others shouldn't read to themselves. Rather they should read בהברות, after you've trained them what the listener's job is and how to take turns. I like to say that the rebbe is "deputizing" the whole class to be on kriyah patrol, so every student is benefitting from feedback every day, not just the one(s) with the rebbe. The rebbe then circulates from הברות to הברות and adds his own shmira to that of the הברות. (That's why I say he listens to 2 or 4 per day).

Rabbi David Jacobson, Ph.D.
Director, Yeshiva Educational Services, Inc.

חברות

One idea is to have a program where an older grades makes הברות with a younger grade. This provides an excuse to review the skills with the older class (you teach them how to teach the rule to the younger class). The older class can then practice with the younger class. This also provides extra practice for the younger class. A win/win situation.

Y. Aichenbaum

Stop watch

I read every גמרא out loud to the class with a stop watch on. First I read it my fastest and then I read it at a normal speed. The students are tested orally in class the next day on their fluency and accuracy. Every second over the allotted time is minus one point and any kriyah mistakes are one point each. (Example: I am teaching המפקיד. The first משנה was read out loud (by me) quickly in 19 seconds and at a normal pace of 70 seconds.)

Once the students are proficient in reading then I move on to translating.

Shmuel field
Phoenix Hebrew Academy

Self-study

The boys have to do ten minutes of reading every night from a separate pamphlet which has the gemara with nedukos.

Rabbi S. Binyomin Ginsberg
Dean, Torah Academy
St. Louis Park, MN 55416

Voice mail

The boys have to call their rebbi's voice mail at school and record the gemara that they learned that day.
-VERY VERY SUCCESSFUL.

Rabbi S. Binyomin Ginsberg

Resource room

Our "resource room" Rebbi pulls older boys for the exclusive activity of reading. No one in the 8th grade is exempt (it is not considered "resource room" for them). I would love to do it for 7th grade, but the usual restraints don't allow for it.

Rabbi Eli Speiser

Peer reading

Peer reading, rebbe walks around the class and listens in to talmidim read to each other.

Rabbi Pliner
pliner@eitzchaim.com

Other person

Boys prepare and are tested by the menahel or other member of the faculty or a rav in town every several weeks.

Rabbi Pliner
pliner@eitzchaim.com

READING GAME IDEAS

By: Rochie Blau, Chabad Hebrew School, Merrick, NY

- *To begin teaching Alef – Bais you may want to give a Reading Evaluation so you can ascertain the students level.*

- *Alef-Bais shaped cookies- you can make these cookies on occasion of teaching a new letter or as a review of the letters, children can write their name with Alef-Bais cookie cutters.*

- *Hopscotch – cover the numbers with letters and when children step on it they have to say the letter*

- *Musical chairs – place letters on chairs, when music stops children quickly find their seat and say the letter or word on their chair.*

- *Step-on-it: Call out a specific letter or word and the child that is on it can get a little treat, can also do it to teach some Hebrew words such as Yayin, Challah, pick up the object and if they are stepping on it can get a treat.*

- *Alef Bais Bingo with licorice pieces. Play it with letters only or with vowels.*

- *Have an oak tag with many letters mixed up on it in all sizes. Divide the class into 2 teams. Draw 150 boxes for each team. Call on a child from Team A and from Team B. Instruct the child from Team A to search for a specific letter, while the child from Team A is searching for it, the child from Team B should draw X's in the boxes, one at a time, as soon as the child calls out I found it, Team B, puts the chalk down and does not draw any X's anymore. The 2 players switch roles. When they are done call on 2 new players.*

- *Racko with the letters of the Alef Bais – children have to put it in the correct order.*

- *Team work – each group gets a stack of cards, each card has a different letter with Nekuda, call out a word such as Matzah and teams have to quickly scramble to find the word, the first team to put together the word correctly earns 2 points, other teams that get it correct earns 1 point*

- *Wordfind-Have large word find on board or individual word find, say word and students have to find it and circle it.*
- *hot and cold letters- find the letters that are hiding by saying the sound that the letter makes*
- *Jeopardy Game – play this game with different categories, can be different Nekudos, the longer the word is, the more points they get.*
- *I went to Israel – everyone gets a paper suitcase with a word or letter written on it. The first student says, “I went to Israel and I took with me Matzah” (the word on his paper), the next student then says, “I went to Israel and I took with me Matzah (reads the first students paper and then his own) and Challah (his suitcase). All students must read all the previous suitcases, if read it correctly can give a reward.*
- *Hangman*
- *Connect 4 – you can take a regular connect 4 game or draw your own. Divide the class into 2 teams. Before each team places their piece down, one student reads a letter or a word from the deck of cards.*
- *Find it – put a whole bunch of letters around classroom, when you call out the letter, each child has to quickly search for it.*
- *Alef Bais Dice – out of tissue boxes create your own dice(s) and on all 6 sides, write another letter. Children come up and spin it and say the letter as they spin.*
- *Candyland Board Game – read different letters, words as they go along*
- *Chutes and Ladders – can adapt it to a reading game*
- *Timed Reading – bring in a timer or stop watch and see how many words or lines each child can read in a minute. It might be a good idea to keep the records so children can see the progress they are making.*

- *Around the world – with Alef Bais*

- *Match it Game – for practicing the Alef Bais, as they pick up the letters to try to find a match, children should read out loud the letter.*

- *Tic Tac Toe Game – prepare a few tic- tac-toe boards with different levels. Instead of leaving the boards empty fill each space with a letter or word. Students work in pairs, can only go in the space of their choice if they are able to read the specific letter or word. When they are finished, they come up to get the next board. You can reward winning student with raffle ticket and then draw a raffle at the end.*

- *Grab bag – Fill up a non-see-through bag of flashcards, let children stick their hand in and pick out a flashcard and read it.*

- *Centers – create different centers that children rotate and do.*

- *Pizza – on a big poster board, create a pizza pie with different letters on each slice. Create a duplicate pie with the same letters, but cut it into slices. Place the pie in front of the students. Place the individual slices with letters facing down. Each student can pick a piece of pizza, name the letter, and place it in the proper place of the pie.*

combine a Yom Tov theme with an Alef Bais Review. Here are some examples.

- *Chanukah draidel game – rather than just playing a draidel game, combine it with reading. Have 4 piles of cards one for Nun, Gimmel, Hey, Shin. When draidel goes on Gimmel, will have to read a more difficult word and can get rewarded with either coins or chocolate chips.*

- *Bedikas Chometz – children go in groups and have to find 10 pieces of “bread”. After children read the letters or words that they find.*

Rashi Poetry

Name _____

RASHI CHALLENGE:

Poetry reading.

Please note: this assignment is designed partly for practice and partly for fun. DON'T PANIC. Also, don't spend too much time on this-- if it's taking too long, move on to some REAL homework...

Allah and her Challah

דר ונס וס אה גרל נימד אלה
הו רילי לבד טו ביק חלה
שי וד ניד דא דו
אנד דן איט וד גרו
אנטיל דא חלה סד,
אלה -- או נו!!

Sam the Mess Making Man

דר וס אמן היס נים וס סם
הי לבד טו מיק אמס.
הי וד איבן וק ארונד דא רום
מסינג פיפרס דוריג אטסט.
דא טיציר סד, "יף סילי סם,
ליף איס נט פור מיקינג אמס.
נו גו פוט אול דא פיפרס בק
אנד גו פיניש יור טסט."