

# #1-THE LIST IS HERE! AN EFFECTIVE, SYSTEMATIC, AND USER-FRIENDLY PROGRAM FOR TEACHING CHUMASH

By Rabbi Yaakov Aichenbaum and  
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Since 2008, we have presented over forty workshops on Chumash instruction at various schools and conferences. We have received enthusiastic feedback from participants in our workshops and we have integrated the many wonderful ideas that we have heard from our colleagues into our presentations as well. This new presentation elevates our classic Chumash workshop to a **new league**. If you are searching for ways to upgrade yourself to be a top-notch *mechanech* and to insure that **every** child in your classroom will acquire the skills that are necessary to learn *Chumash* independently, you will reap tremendous benefit from this workshop.

The goal of this workshop is to insure that **all** students will have the ability to translate and understand *passukim* **independently** and we therefore devote the majority of the workshop to solutions. In order to accomplish this goal, we rely upon many timeless *chinuch* principles that are found in the words of *chazal*. We will present a system that is 100% loyal to our *mesorah* and that incorporates state-of-the-art, research-based methodologies as well. This system can be implemented in a variety of educational settings and it will benefit average students as well as gifted and special need students. In addition, this program will encourage students to look inside the Chumash and actively participate in class. As a result, teachers can expect substantial quantitative and qualitative gains in their classroom curriculum from this program.

In addition to the actual presentation, we will introduce you to our teacher's manual. This groundbreaking manual contains a summary of the main points of this workshop and it serves as a reference book for teachers to refer to as they begin to implement the various components of our program. Another exciting aspect of our teacher's manual is **THE LIST**. **THE LIST** is a comprehensive, research-based list of all the frequent words that appear in Chumash. A unique aspect of this list is that it is organized according to the order of the Chumash. Each word is referenced according to the first time it appears in Chumash and each word is translated into English and Yiddish. This facilitates systematic and organized vocabulary instruction and review.

Our student workbook series (THE KEY TO CHUMASH) will also be discussed. THE WORKBOOK contains review exercises that are arranged according to the *parshiyos*. The exercises reinforce the frequent words and the prefixes/suffixes that appear in THE LIST and train the student to identify these words in the Chumash. THE KEY TO CHUMASH on *parshas Noach* and *Lech Lecha* are now available and will *b'ezras Hashem* be followed by the other *parshiyos* in *sefer bereishis* in the near future.

## #2-The Kriah Workshop By Rabbi Yaakov Aichenbaum

Kriah workshops usually attract a large audience since Mechanchim are searching for ways to help all of their students become fluent in *kriah*. If you are looking for a quick solution to *kriah* issues, this workshop is not for you. However, if you have long-term vision and are willing to invest time into understanding the dynamics of fluent *kriah*, you will experience what past participants have called “the best *kriah* in-service that they ever had!” This workshop will show you how to turn fluent *kriah* into a realistic goal.

Among the points that this workshop addresses are the following:

- What are our *kriah* goals
- What do *chazal* teach us about learning *kriah*
- What useful information can we gain from state-of-the-art reading research
- The vital role of overlearning and automaticity in fluent *kriah*
- A wide range of interactive instructive techniques will be demonstrated that can be used in the regular classroom as well as in the special education classroom.
- The above information will be used to show how a school can significantly enhance their *kriah* curriculum while being 100% loyal to their *mesorah*
- It will also be shown how to implement a school-wide *kriah* program that will empower students to become fluent in *kriah* and that will promote continuity and growth in *kriah* from grade to grade.

This system can enable a school to be months ahead of schedule in its *kriah* program with a significantly higher degree of fluency among both gifted, average, and weaker students.

### **#3-Laying the foundation for learning Gemara independently by Rabbi Freeman**

A primary goal is that each student should develop into a successful Ben-Torah who is confident in his ability to tackle a blatt Gemara. In order to accomplish this goal and to ensure that our students get a geshmak from their learning, we need to help them overcome the challenges that Gemara learning presents.

Three major points are addressed:

- How to help the student become comfortable with the text of the Gemara through the acquisition of a substantial Gemara vocabulary.
- How to empower the student with an understanding of the structure of the Gemara
- How to insure that the student grasps the concepts of the Gemara that are taught in class.

Addressing these areas of instruction will be beneficial in helping both the stronger and weaker students gain the ability to achieve independence in their study of Gemara.

### **#4-Motivating Students with Minor Learning Disabilities by Rabbi Aichenbaum**

Many teachers find it difficult to motivate and work with children with special needs. Children with special needs can be a challenge both in the mainstream classroom, the resource room,

and in one-on-one tutorials. This challenge is magnified when in addition to learning disabilities the child also has emotional and/or behavioral issues. The situation becomes even more problematic when the child needs drill-type practice of basic skills that can be tedious and uninteresting.

This workshop will show you how to infuse an atmosphere of enthusiasm into your instruction to children with special needs. Participants will leave the workshop with the skills to motivate even the most challenging students. The workshop will address the following major points:

- Creating and maintaining a proper attitude from the teacher's perspective.
- Helping children who have attention issues to keep their focus.
- The workshop will present a wide range of tools and instructional techniques that can be implemented in various settings. These tools will enable the teacher to empower the student to cooperate and succeed in an enjoyable and motivating way.

Among the various techniques that will be presented, several *out-of-the-box* techniques will also be demonstrated such as miming a lesson and learning in the dark by flashlight.

## **#5-HOW TO DESIGN ADAPTED AND MODIFIED PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS by Rabbi Aichenbaum**

Mechanchim are aware that children with special needs often require adaptations and modifications in their curriculum in order to function to their capacity in the mainstream classroom and in the resource room. Unfortunately, many mechanchim have minimal training in how to design and implement such programs. Likewise, even resource room personnel sometimes do not know how to determine and prioritize the many goals that need to be considered in order to design an effective program.

This workshop will address the following main points:

- How to evaluate areas of weakness and strength
- How to determine short-term and long-term goals
- How to build skills in the mainstream classroom and resource room
- How to design modified tests and assignments
- How to motivate children with special needs to cooperate with these accommodations
- How to explain to children why they need accommodations

Participants in the workshop will gain many practical methods and techniques that they can use to help children with special needs to excel in all areas of limudei kodesh including kariah, Chumash, and Gemara. An emphasis will be placed on having **long-term vision** in order to build the skills that the child is lacking even though short-term classroom goals might be sacrificed in the interim.

## **#6-HOW TO ESTABLISH AND RUN A LIMUDEI KODESH RESOURCE ROOM by Rabbi Aichenbaum**

In spite of the considerable attention that special education has received in recent years, many schools do not have a properly staffed research-based Jewish Resource Room. In this presentation, you will learn how to establish a Jewish Resource Room in your school. You will learn about the significant strides that students can make both academically, emotionally and behaviorally when their needs are properly addressed in a resource room. Among the many topics that will be addressed is professional training for resource personnel, referral procedures, assessments, determining educational goals, collaborating with staff members, and social stigma.

A second focus of this presentation is how a resource room can help the classroom teacher. A resource room is not just a resource for the students, but also a resource for the whole school. We will show you how a resource room can help design modified/adapted curriculums, provide alternative testing sites, monitor classroom kriaH, assess classroom performance, etc. You will learn that when the resource room and teachers utilize each other, it is a win-win situation.

## **#7-HOW TO CONDUCT KRIAH EVALUATIONS By Rabbi Aichenbaum**

This workshop will train you how to evaluate the kriaH skills of students. You will learn what skills need to be assessed, how to assess these skills, and how to interpret the results. During the workshop, I will also conduct one or two actual assessments with your students.