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 supports professional development for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks’ programs combine school-based professional development in learning and positive behavioral support, classroom observation and coaching. Our philosophy is that by helping teachers meet the needs of struggling students, ultimately all students will benefit.

Now in its 10th year, Hidden Sparks has trained 210 coaches in 69 Jewish day schools in New York, New Jersey, Baltimore, Boca Raton, and Chicago, and 4 Israeli cities (Jerusalem, Modiin, Ramle, Ra’anana).
Welcome to *Hidden Sparks Without Walls*. The webinar will be starting at 8:30 pm

Thank you for joining the webinar. There will be no sound until we begin at 8:30 pm.

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 would like to call in by phone for audio, the number is **1-650-429-3300** Access code: 856 100 404
Making Chumash Come Alive in a Classroom of Diverse Learners

Presented by Etti Siegel
February 6, 2018
Our Guest: Etti Siegel

Mrs. Etti Siegel holds a MS in Teaching and Learning/Educational Leadership and brings sound teaching advice to her audiences culled from her over 30 years of teaching and administrative experience. Etti spent four years as an Adjunct Professor at Aspen University and is now an Adjunct at Concordia College of NY. She is a coach and educational consultant for educational coaching agencies such as Catapult and HigherSchools, is a sought after mentor and workshop presenter around the country, and a popular presenter for Sayan (a teacher mentoring program), Yachad/OU, and the Consortium of Jewish Day Schools.
The questions we need to ask ourselves:

Am I teaching so that the students can learn? OR Am I teaching just so that I can cover the required material?

Even more specifically:

Am I teaching to the test OR Am I teaching to the neshama?
To explore:

1. Understanding the underlying purpose of teaching Chumash to children
2. Keeping in mind the 3 everyday goals for a Chumash lesson
3. Engaging every student in every lesson
4. Facilitating a personal connection between students and the life lessons of the Torah
Hidden Sparks is not just another subject. It needs to be viewed as Exciting and Relevant.
Using all the senses possible every day is key to raising ability and interest levels.

LISTENING, READING, WRITING, TALKING increases excitement for learning.

It also creates a no-opt-out classroom where every child, regardless of level, will shine.
We Learn:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we both see and hear
- 70% of what is discussed with others
- 80% of what we experience personally
- 95% of what we teach someone else

William Glasser
What are our goals when teaching Chumash?

1. Skills

2. Knowledge

3. Love for Hashem - His Torah and Mitzvot
Lecture Doesn’t Work

I know you’re as excited as I am about today’s lesson!
Active Learning is “Engaging students in a learning experience that requires them to think about the subject matter.”

McKeachie, 1999
What are our goal when teaching Chumash?

1. Skills

**Reading:** being able to read the words with proper nikud

**Decoding:** prefixes, suffixes, shorashim, commonly used words

**Familiarity** with how Chumash and Rashi text look

…and present themselves
The more we read, the more enlightened we become. Gaining knowledge empowers our mind and broadens its range.

http://www.literacyworks.org
Two ways to teach Chumash to beginners

One approach is to teach by memory/rote. In this method, when a ‘new’ pasuk is taught, each word is translated to the child. The children then repeat the pasuk and translate the words in the timeless singsong tune passed down through the generations.

This is primarily a memory-based exercise, where the children retain the words they are taught – all the while building a growing vocabulary of words that they have already memorized.

The other approach is a skill-based one. This method is based on the notion that children ought to first (or simultaneously) be taught the basic structure of lashon hakodesh. They are introduced to the meaning and usage of the main shorashim (root words) and shimushim (prefixes and suffixes) that are used to conjugate the root words.

Rabbi Yakov Horowitz - http://www.rabbihorowitz.com
Rote learning on the other hand, requires an enormous amount of memorization and only works well for children for whom committing large amounts of material to memory comes very easily.

Additionally, the rote process is often difficult for creative children, for visual learners, and for restless/distractible children.

Finally, it leaves many children – and adults – with a great volume of knowledge, but not necessarily the ability to connect the dots and form an understanding of the Hebrew language that will allow them to open a Chumash and read a [Rashi or] Ramban with ease.

Rabbi Yakov Horowitz - http://www.rabbihorowitz.com
Memorization – Rote Learning
Investing the time to teach our sons and daughters the skills that they will need to succeed is the greatest gift we can afford them.

A skill-based approach to chinuch results in independent learners who have the tools to enjoy the exploration of the various limudim they engage in.

Rabbi Yakov Horowitz - http://www.rabbihorowitz.com
✓ Memorization does NOT lead to transference.

✓ Student comprehension and reflection is very important.
“More than ninety percent of all words that appear in Chumash are variations of only 270 root words!!

There are 26 verbs (ex.aus, הלך) and 38 nouns (ex.мест,מקום) that appear in Chumash more than 500 times each! If we were to give children a rudimentary understanding of lashon hakodesh” – teach them the skills – “before or as soon as they start learning Chumash, we would be providing them with the chinuch ‘training wheels’ they need to succeed.”

Rabbi Yakov Horowitz -http://www.rabbihorowitz.com
New

Building on prior knowledge

New but accessible

Familiar

הבנה מן הידוע אל הבלתי ידוע

2018 Hidden Sparks
“Language acquisition, first or second, occurs when comprehension of real messages occurs, and when the acquirer is not 'on the defensive'...”

“Real language acquisition develops slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect.”

Steps of a Lesson:

- Decoding
- Comprehension
- Engagement and extras
- Review
Shoresh rings
Shorashim word wall
Weekly drills
“Can you find a shoresh” running activity
For Best Retention

Use the skill as much as you can to reinforce the learning.

Using Rashi font this way allows for self checking as well.
For Best Retention

Teach it, Review it, Revisit it!
What is our goal when teaching Chumash?

2. Knowledge

All (Jewish) concepts can be found in the Torah. All basic דיעות can be learned within its pages.

3. Love for Hashem, the Torah, and Mitzvot
שלום בית
היפלא מה' דבר
כל המתפלל בעד
חברו
בקר וחולם
כנוד הרביעיות
כנוד 그리고 מורים
אהבתו יראת היא
אמונה / בטחון
For Best Retention

Teach it, Review it, Revisit it!
What is our goal when teaching Chumash?

2. Knowledge
3. Love for Hashem the Torah and Mitzvos

*Make it relevant*
*Make it interesting*
*Catch their attention!*
What are the components of a good and lasting lesson?

• Well thought out, logical, and clear

• Relevant to the student’s life

• Opportunities for ENGAGEMENT in the lesson for all types of learners
Post-its are great for student engagement too!

Also great for checking for understanding…

Can be used to:

• Make text connections
• Track shorashim
• Write down a question
• Answer a question
• Share a thought
• Exit ticket
Building excitement through:

- Pictures
- Analogy, Story
- Songs
- Clue/word
- Motions

BRINGS CLARITY
&
MAKES LEARNING EXCITING
&
ALLOWS ALL TYPES OF LEARNERS TO CONNECT TO THE MATERIAL
What does a child think of when picturing a well?

A small hole in the ground or trash can with a roof?

This photo helps us **understand** so many of the pesukim about wells!
Our city kids are not familiar with caravans of camels – especially how they carry luggage – this goes a long way towards clarifying different events; especially Eliezer taking 10 camels…
Yaakov gave gifts to Eisav.

This relates to the way Yaakov gave gifts to Eisav.

Line children up:

- Individually
- By 2s
- By 4s

What looks like a larger class? Smaller class?

How does this relate to the way Yaakov gave gifts to Eisav?
Each camel drinks 10+ gallons of water. What is a gallon?

Get two gallons. Have children carry the gallon back and forth, relay race style. (Use recess if you have to—it’s fun!)

וַתּ ֹ֗אמֶר גַַּ֤ם לִגְמַלֶֶּ֨יךָ֙ אֶשְׁא ָ֔ב עַַ֥ד אִם־כִּלּ֖וּ לִשְׁתּ ֹֽת
Rashi asks - Why does the possuk tell us what the Arab merchants were carrying? (Why should we care?)

Because normally, on their trade route, they would transport items with a bad odor. Hashem ensured that this group of Arab merchants were carrying fragrant spices so that Yosef would not have to suffer from the bad smells.
Great time to discuss science: How grapes grow and wine making!
Great memory game that leads right into a fun siyum
Network with others to share ideas and brainstorm for more.
Engaging students and checking for understanding in your Chumash classroom is vital to success.
Let’s try a Possuk:
Warm Up / Review

Lesson = Skills: decoding, comprehension

Checking for Understanding

Engagement

Extras

Wrap Up

Objective: פרק י"ט פסוק א

[슬ש[א] ויבא אחר המלאכים שדה בוער

ולפי ישיבしまう סדר ורא慮 גוס והים לפנים

וישת-hero אפס ארצה.
**Warm up** - I would throw in a few hints that there are some big questions I know they are going to find. I would be obviously excited about beginning a new Perek. I would ask review questions on last Perek. I would make sure they remember the storyline.

(1) א"ה א: "העשתה אשת ישיבת" (2) א"ה א: "מאה פעות בשמה שלח לחיי המשותף" (3) א"ה א: "אמות שליה את הש_rent" (4) א"ה א: "לא תקחתי" (5) א"ה א: "הממשה את מראות"
Lesson - Skills - kriah, shorashim, prefixes & suffixes

Read this Possuk with the class, break up the words, circle shorashim...
Engagement and Extras - This skill work would ultimately lead the class to obvious higher order thinking questions - Two malachim? Where did the third one go? Why was Lot sitting at the gate? Why was it evening? We would peek into Rashi, predict what might happen...

Wrap up - close by going through HW that is assigned for that night. Hint for tomorrow… build excitement.
Older grades should be pairing up to decode Pesukim on their own.

They could then be brought back into class where the teacher checks for understanding and takes questions before moving on to more complex material.

The teacher can then bring relevance to the lesson:

- Modern day issues
- Halacha on the topic
- Debate
- Construction
- Banner / song/ dance
Check for Understanding- for yourself!!!

You want to know if your lesson was absorbed and understood, i.e. can you move on or do you need to review again?
“Formative Assessment gives teachers information that they can use to inform their teaching and improve learning while it is in progress and while the outcome of the race can still be influenced.”

Laura Greenstein
What Teachers Really Need to Know about Formative Assessment
1. You have a curriculum to follow.

2. Remember to prepare a curriculum map to keep you on schedule.
Every child should feel success in the Chumash classroom

Ask yourself:

Does my class love learning Chumash?

Is every child feeling success?

Do they beg to learn more?

A Jewish child should feel attached to the Torah, successful in their learning, and feel your love for it as well.
B’hatzlacha!
Upcoming Hidden Sparks Without Walls Sessions

| For Teachers | Calm: The Teachers Guide to Supporting Anxious Students  
Presented by Zipora Schuck |
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| For Teachers | Focusing In: Strategies for Supporting Students’ Focus  
Presented by Mindy Rosenthal |
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Does your school participate in Hidden Sparks? Find out about how your school can train internal faculty coaches to deepen its ability to reach diverse learners.

Please contact us:

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