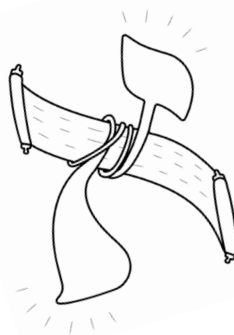
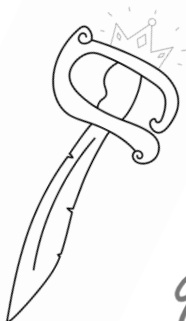


Letter  
Lab™

אֵלֶּךָ בֵּית



WORKLET COMPANION



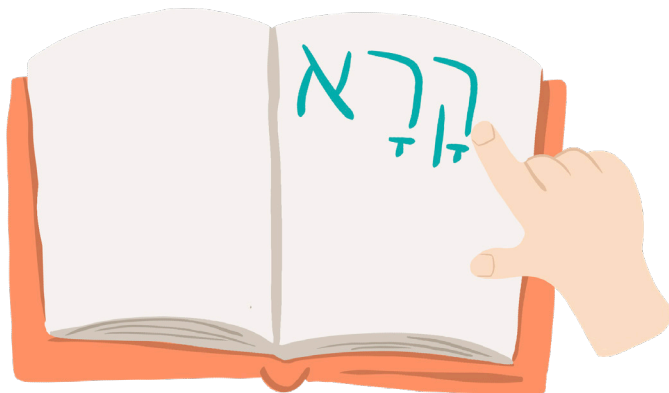
# Welcome to your Letter Lab Worklet Guide!

## What is the Letter Lab Worklet?

To make learning Aleph Bet a fun and meaningful experience for kids and set a foundation for lifelong growth in Hebrew and Torah literacy.

## How do I know if a child is ready to learn Alef Bet?

The Letter Lab Worklets are designed for kids ages 4 to 10 but can be used by kids of all ages.



Here are some questions you can ask to know whether your child is ready to use the Letter Lab worklet.

## Does your child:

- ① Show interest in books and in the alphabet?
- ① Eagerly label items in the environment?
- ① Understand that they can write their name with letters?
- ① Pretend or try to write words?
- ① Enjoy playing with rhymes and alliteration?
- ① Show responsibility when using a writing utensil such as a crayon or pencil?



If the answer to most of these questions is “Yes”, then the **Letter Lab Worklets** are a great method to introduce your child to the Alef Bet!



## What is included?

Each worklet bundle comes with a beautiful keepsake box and 32 individual booklets.



The 32 worklets are divided into five units, one for each row of the alef Bet charts: red, yellow, green, blue and purple.

## How does it work?

- 1 The child receives a keepsake box and the first worklet.
- 2 The rest of the worklets remain with the educator. The child adds each worklet to the box after its completion.
- 3 When a child finishes a worklet, the child can check off that worklet on the included checklist (on the cover of the box), so that they can see their progress.
- 4 As the child progresses through the program, they will collect completed worklets in their keepsake box, serving as a personal “sefer library” that they can review and share with their family and friends.



NOTE: We suggest that kids use pencils (as opposed to markers or crayons) to fill out the worklets, because they allow for more precise writing, won't bleed through the pages, and are erasable.

## Is there any teaching background or prep required?

Nope! This worklet is designed using a clear system of written instructions and command icons that give instructions as to what the child is expected to do on each page.

What may look like a series of fun worksheets is actually a calculated system of scaffolded learning to help kids build letter-learning skills, step-by-step.

This guide will explain the literary frameworks behind each page, helping you understand the process and intention of the activities, and how to give the best possible instruction.

### COMMAND ICONS

These icons tell you the type of action you need to do for each skill or activity.



## How do I know if my child is making progress?

As long as they are progressing through the workbook, regardless of their pace, they are building foundational literacy skills!

Here are some helpful indicators to know whether they are ready to move on to the next worklet:

- ① Are they able to complete most of the tasks with little prompting?
- ② Have they completed the final page of the worklet independently?
- ③ Are they able to complete the worklet with 95% accuracy?
- ④ Are they able to fix mistakes themselves, with minimal support?
- ⑤ Have they taken and passed the final assessment?





# A Closer Look at What's Inside

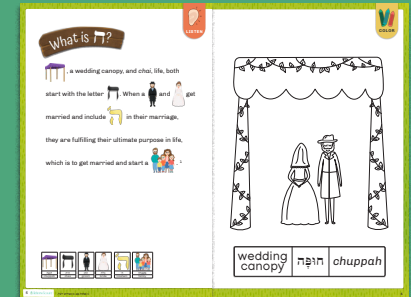
## INTRODUCTION LETTER PAGE

(worklet page 3)



## LETTER STORY PAGES

(worklet page 4+5)



### What is Multi-Sensory Instruction?

Multi-sensory Instruction is a way of teaching that engages more than one sense at a time. When kids learn, they often rely on sight to look at text and pictures and to read information. Many kids also rely on hearing to listen to what the teacher is saying. Multisensory teaching isn't limited to reading and listening, but incorporates all of the senses to create a more meaningful learning experience.

### Why is it important?

When a child is using all of their senses to experience a new letter, it enables different parts of their brain to wire together in order to make a long-term memory. When introducing a new letter, have kids look at, listen to, feel, and say the letter. This multi-sensory experience is very helpful in having the kids retain a meaningful memory of the letter.

NOTE: Provide parallel sensory experiences in your classroom to go along with this activity, such as tracing the letters on sand paper, forming the letters with playdoh, writing the letter in sand, writing the letter in jumbo on a large white board or chalk board.

Learn more about some of our favorite multisensory classroom materials.



### What is an Embedded Picture?

Embedded Pictures are pictures that remind the kids of the letter sound.

### Why is it important?

Letter symbols are very abstract and hard for many kids to remember. Associating letters with pictures and stories helps to make the letter more concrete and tangible, and creates more meaningful connections and memories. These can reduce the amount of repetition needed for kids to learn the letters and sounds, with less confusion, better long-term memory, and greater ability to transfer or apply this knowledge in reading and spelling.

### Universal design for learning:

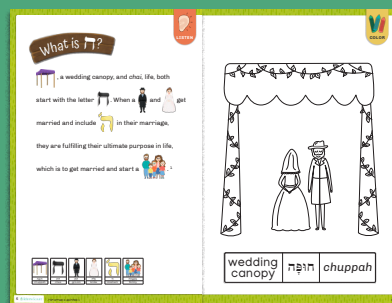
#### Kriah for Everyone

We designed this curriculum with a vision for it to be useable for all types of learners. We know how supportive embedded pictures can be for children who struggle with remembering letters symbols. Using an educational model that works for all types of learners means that even children who don't need extra support end up benefiting. What could be better?



## LETTER STORY PAGES

(worklet page 4+5)



## OPEN-ENDED ACTIVITY PAGE

(worklet page 6)



### What is a Visual Vocabulary Story?

A Visual Vocabulary Story is one that mixes words with icons and pictures. The Letter Lab visual stories are Torah-sourced, incorporating vocabulary words from Tanach and Jewish themes.

### Why is it important?

“Vocabulary is one of the foundational pillars of early literacy.” Source: National Reading Panel

We include visual vocabulary stories sourced from the Torah to add a Jewish richness and association to the Alef Bet learning experience. These visual stories not only help kids become exposed to Hebrew vocabulary, but teach them Torah-related stories, as well as build on letter knowledge. We want kids to hear words numerous times so they become familiar with the words and can start using them too. Later, when they start reading, their understanding of written language will piggyback on their knowledge of oral language. The foundation in Hebrew vocabulary that they are building now will support their ability to learn to read in the future.

### What is Child-Led Expression?

Child-Led Expression is giving kids open-ended opportunities for expression so that they can demonstrate their comprehension and their own understanding of the letters.

### Why is it important?

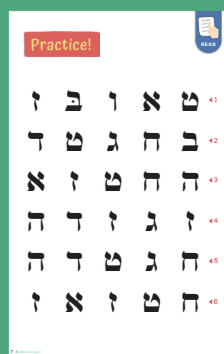
Each one of the Hebrew letters has endless creative energies and stories. As educators, we attempt to help the child connect to some of these energies and stories.

Have kids share and illustrate what they think of when they see the Hebrew letter. This can be based on letter story, a personal experience, game, vocabulary word, etc.

There's no right or wrong, only the child's current understanding of the letter.

# LETTER NAMING FLUENCY PAGE

(worklet page 7)



# ROUTE TO READING PAGE

(worklet pages 8–9)



## What is Letter Naming?

Letter Naming is the ability to name the letters, and do so quickly. An important part of letter naming is the **3-second rule**. If a child is able to name a letter in under 3 seconds, we know that they have the automaticity and fluency to maintain this letter knowledge and can move on to learning Hebrew syllables.

## Why is it important?

In Hebrew, unlike English, knowing the letters' names can assist a child when learning how to read. Learning the letter names before the vowels and syllables is the traditional method of Hebrew reading, and research supports this practice as well.

After ensuring that kids actually know the letter names, this activity serves as a drill to test fluency. You can do this activity twice; the first time in sequence with the rest of the worklet, and then again when the whole worklet is complete as an assessment of progress.

NOTE: If a child is taking longer than 3 seconds to name letters, this could mean that they are at risk of forgetting the letter names and will have a harder time blending syllables. Take the time to review letter names and practice letter naming to ensure that they can reach this 3-second benchmark.

## What is Phonological Awareness?

Phonological Awareness is the ability to work with sounds in spoken language, and it sets the stage for decoding, blending, and, ultimately, word reading. Phonological awareness begins with awareness of words in a sentence, compound words, syllables, rhymes and finally the smallest chunk of sounds in a word – called phonemes.

## Why is it important?

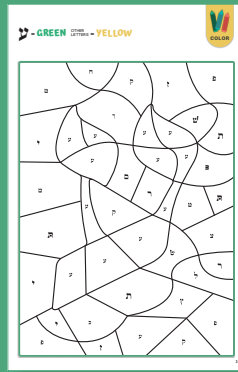
The Hebrew letters do not have their own sound. The Hebrew letters only represent an oral position that needs to be formed to articulate the letter. In order to hear a sound, the letter needs to be paired with a vowel. The Hebrew letters are compared to a body and the vowels are the souls of the letters that give it life.

As a foundation for reading, kids need to identify the initial sounds of letters that they will soon use to blend syllables. They will also need this skill to understand the connections between oral language and written language—the sounds they hear and the written words they see.



## COLOR-BY-LETTER/ SYMBOL IMAGERY PAGE

(worklet page 10)



## FONT-FUN PAGE

(worklet page 11)



### What is Visual Discrimination?

Visual Discrimination is being able to see the difference between the target letter and other distracting letters.

### Why is it important?

This is an essential skill required for kids to gain fluency in letter recognition, as many Hebrew letters look alike and can be confusing. It also helps reinforce letter knowledge and recognition. This activity uses the child's interest to engage them and allows them to have fun with symbol imagery.

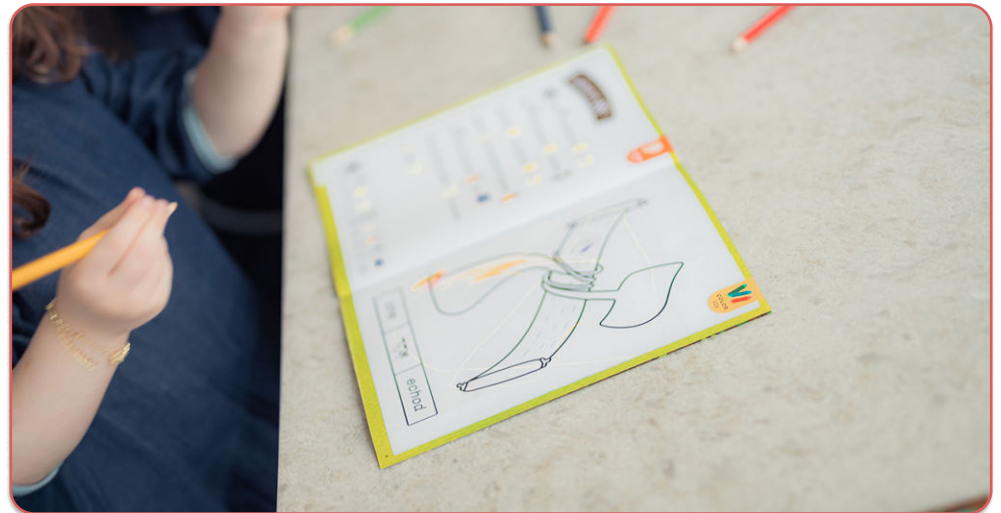


### What is Font Discrimination?

Font Discrimination is exposing kids to different fonts of letters helps them recognize letters in different styles.

### Why is it important?

Even though we do have our primary font for Alef Bet, used in the Siddur, we also want kids to become accustomed to the letters and be able to identify them in their different forms.



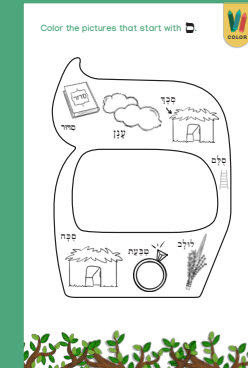
## WHERE IS THE LETTER? PAGE

(worklet page 12–13)



## EXTENDED LEARNING PAGE

(worklet page 14)



### What is Print Awareness/Speech-to-Text Connection?

This skill is making the connection between the first sound they hear in a word and the first letter they see in a word. (i.e.: when they hear the “g” sound, they can connect it to the letter “gimmel” in the beginning of the word “gesher”).

### Why is it important?

This is the first step of encoding and decoding words and an important initial sound activity. We are working only with initial letters/sounds, because this is the first step for phonemic awareness and print awareness. We are not expecting children to read through the whole words, but rather to become aware of first letter and sound of words.

This also helps broaden exposure to more Hebrew vocabulary. Kids will realize that they actually know many of the words by now, and that learning new words is within their reach.

NOTE: We’ve included the translation and transliteration of all words used in the activity, which can be helpful for educators who are still learning Hebrew themselves.

On pages 12–13, kids are exposed to the first-sound/ first-letter concept and connection. Now we extend that skill to distinguishing between words that start with the target letter sounds and those that don’t.

### 2 Stages of Vocabulary Acquisition

**Level 1:** I never heard this word before.

**Level 2:** I heard this word before. I can recognize this word with some clues.

**Level 3:** I can understand this word in context.

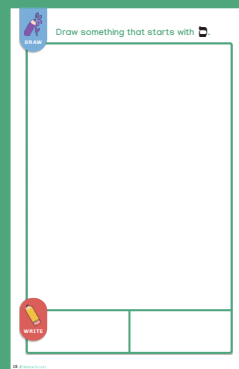
**Level 4:** I can use this word with confidence.

Our curriculum’s objective is to expose children to the same words again and again in different contexts until they remember them and can use them confidently. We use games, books, writing practice, and other formats to introduce a new word in order to help it stick in their minds, helping them process not only the word itself but its meaning and usage as well.



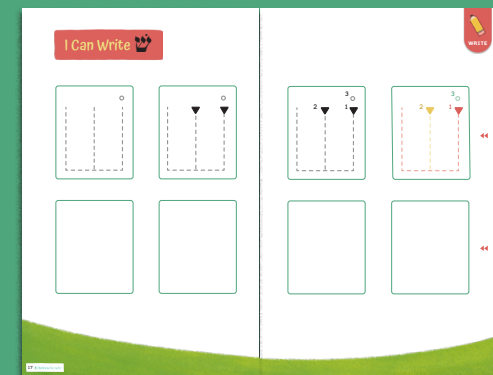
## DRAW SOMETHING PAGE

(worklet page 15)



## I CAN WRITE PAGE

(worklet page 16–17)



### Personal Connection:

This page can be used as a prompt that helps the child extend their learning to their personal lives and real-life surroundings.

#### Ideas:

- **Show-and-Tell:** Create a home-to-school connection by having kids bring in items from their home that start with the target letter
- **Classroom Hunt:** Take the kids around the classroom to search for items that start with the target letter

After drawing their image, assist kids in writing what they drew in English and Hebrew.

### Why Teach Handwriting?

When learning letters, handwriting assists with memory and helps kids remember the letter symbols. We specifically choose to teach block letters (as opposed to script Hebrew), because learning a whole additional set of symbols would be very challenging and not all kids will be ready for that at this point. We want to first teach them the style of letter that is similar to what they will be seeing more often (in the Siddur, Chumash etc.).

NOTE: You can teach handwriting using multiple means of expression, like stamps, stencils, moveable alphabet, etc. to make the experience more engaging.

Check out this article to learn more about handwriting and literacy.





## CULMINATING ACTIVITY

(worklet page 18–19)



These last pages allow a child to demonstrate progress and skills gained from the worklet. You read the word and the child fills in the missing letter, referencing the letter bank in the top corner. If a child can do 7–8 words correctly with minimal or no support, then they are ready to move on to the next worklet. This indicates that they have acquired a well-rounded letter knowledge and can begin learning a new letter.

NOTE: If a child has reached the end of the worklet and is still in need of more practice before progressing, we have a parallel game curriculum that provides more practice without repetition. This is meant for children who just need more review without extensive re-learning.

Check out our Letter Lab game packs [here!](#)

## We've Got Your Back!

We know the journey to Hebrew fluency can seem challenging, but we've got you covered! We feel like our curriculum is pretty top-notch, and hope you'll see it for yourself. We've put a lot of time and effort into making sure it's comprehensive and fun to use, taking everything we know about literacy learning to make sure this experience is as well-rounded, holistic, and systematic as possible. Our lessons are designed to be effective and enjoyable, and we'll be with you every step of the way to help your child master the Hebrew alphabet.

Our curriculum design is intentional and built for success, with activities that build on each other gradually. This design is based on a concept called the **zone of proximal development**, where we ensure that the tasks kids are required to do are not too easy or too hard, but exactly in their zone. Giving children work that is right on their level is the key to promoting achievement. We want them to understand what they are learning, and feel challenged to learn more, but not so much that they feel overwhelmed or lost. The goal is for children to come to a task already armed with the background and skills to conquer it, then build on it gradually. Our scaffolded curriculum is based on assignments that are gradually increasing in complexity, making sure children are constantly challenged, engaged, and at a level that is right for them.

With all of our experience, research, and testing that we've gone through, we strongly believe that this worklet will enable students to develop their Hebrew skills and achieve their goals. We are committed to supporting our learners every step of the way and are confident that they will have a rewarding and enriching learning experience.

We're really excited for you to give it a try and we're confident you will have a great time teaching with our worklet. Let us know if you have any questions or need any help – we're here to support you!

## But Wait, There's More!

In any classroom setting or learning environment, we are looking to have a balance between explicit instruction – where the teacher is giving over information, guided practice – where children work while being monitored and given feedback, and independent practice – where children complete tasks on their own. This form of teaching is called scaffolded instruction, and follows the pattern “I do, We do, You do.” Our worklets are based off of scaffolded instruction and include experiences for this type of learning, which is all about breaking things down into smaller steps and providing support along the way.

For an even more well-rounded learning experience, you might want to try incorporating some of our other Letter Lab materials into your teaching. We have a whole slew of beautifully designed resources and materials that can be used for extra practice or additional review. As children get more confident, you can gradually reduce the amount of support and let them take the reins. By combining different materials and using scaffolded instruction, your students will know the Alef Bet like pros in no time!

Check out our  
other Letter  
Lab materials!



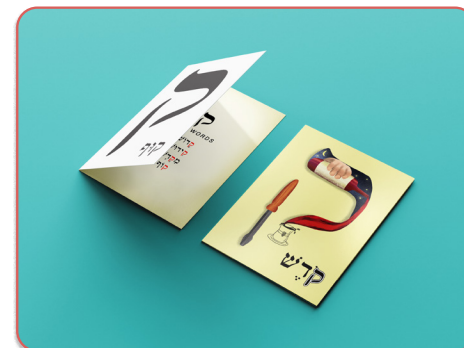
### Posters



### Curriculum Cards



### Tabletop Cards



### Coloring Book



לה"ץ

THIS WORKLET COMPANION BELONGS TO:

PUBLISHED BY



**Letter Lab** is a division of **Hebrew Scouts**, a complete language-based Hebrew reading curriculum.

CREATED BY:  
Nechamy Segal Ms.Ed

CREATIVE DIRECTOR:  
Esty Raskin

ILLUSTRATION:  
Rosie Goodman

LAYOUT:  
Gitty Rosenberg, Mushka Scheinfeld

ADDITIONAL ARTWORK:  
Mussie Wagner, Viktoria Buchkov

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the written permission of the publisher. For information regarding permission, write to: Hebrew Scouts LLC 1710 Pacific Street, Brooklyn NY 11213

First Printing August 2022.  
Printed in the USA.

Copyright © 2022  
by Hebrew Scouts.



[hebrewscouts.com](http://hebrewscouts.com)