

# Orientation for the Letter Lab Alef Bet Worklets

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## Objective:

1. Why we created the LL Worklets
2. Readiness
3. Contents and Organization
4. Havarot
5. Multisensory Instruction
6. Hebrew letters for Hebrew words
7. Mnemonics - Embedded Pictures
8. Letter naming (Phonological memory and speed)
9. Phonological Awareness
10. Letters are like bodies
11. Font awareness
12. Handwriting
13. Encoding
14. Gradual Release of Responsibility
15. Progress monitoring

# Why we created the Letter Lab Alef Bet Worklets:



## Determine Readiness

- Ideally Age 4-5
- Range 4-10

Younger children may need:

- More repetition
- Error tolerance
- Parallel practice
- Play and exploration

### Does your child:

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



## What's Included in the a Worklet Kit

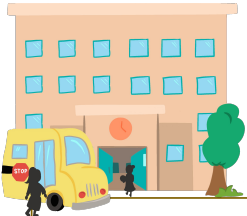
### Individual Students Kit

- 1 Keepsake box with checklist
- 1 Companion
- 32 Worklets, divided into 5 color bands



### Classroom Kit for 10 Students

- 10 flat packed keepsake boxes with checklists
- 10 individually packed companions
- 32 bundles of 10 worklets, each letter individually wrapped, divided into five color bands



## Worklet Organization System

1. Educator keeps all worklets organized and presents one at a time, ensuring child's readiness
2. Child completes their first worklet and checks off the Alef on the cover
3. Child takes home the completed worklet in a box to share with family and friends
4. Child tracks progress and builds a portfolio of completed worklets in their Worklet keepsake box

**Teaching reinforces learning and solidifies learning**



Easy to follow Instructions:

## COMMAND ICONS

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



LISTEN



READ



WRITE



FEEL



SAY



DRAW



MATCH



LOOK

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## Havarot/ Pronunciations

- Choose a dominant accent (e.g., Ashkenazi, Sephardic, Israeli)
- Represent other accents based on student population
- Teach multiple pronunciations are valid
- Foster acceptance of linguistic diversity



# Multisensory- Simultaneous Instruction



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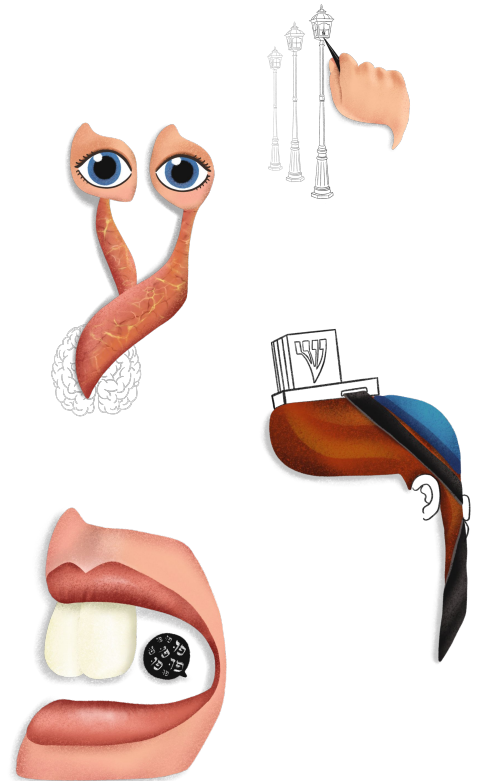
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## Hebrew Letters for Hebrew Text

- **Enhances Hebrew language skills:** Strengthens foundation for reading, writing, and speaking Hebrew.
- **Cultural connection:** Preserves Hebrew language and cultural heritage.
- **Speech to Print Connections,** recognizing patterns and relationships between sounds and letters
- **Foundation to Literacy** Prepares children for decoding and encoding skill (reading and spelling)
- **Stronger Phonological Awareness:** Develops ability to hear and manipulate individual sounds in Hebrew words.



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## Embedded Picture Mnemonics


-Support symbol imagery

-Associate abstract symbols with memorable illustrations and stories


What is **בַּיִת** ?

**בַּיִת** is like a  with a



big base on the bottom.

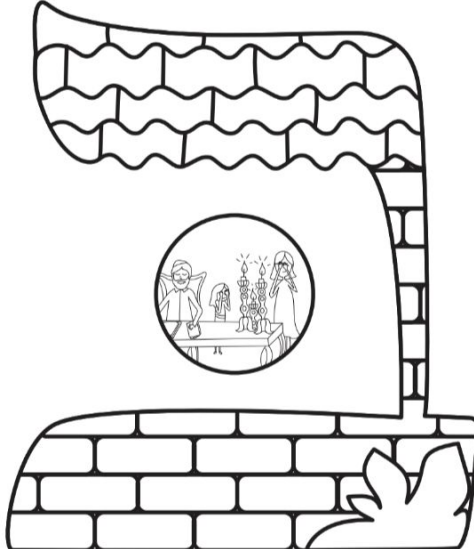


**בַּיִת**  
bais/bet



**בַּיִת**  
house

 LISTEN
  COLOR



house

**בַּיִת**

bayit

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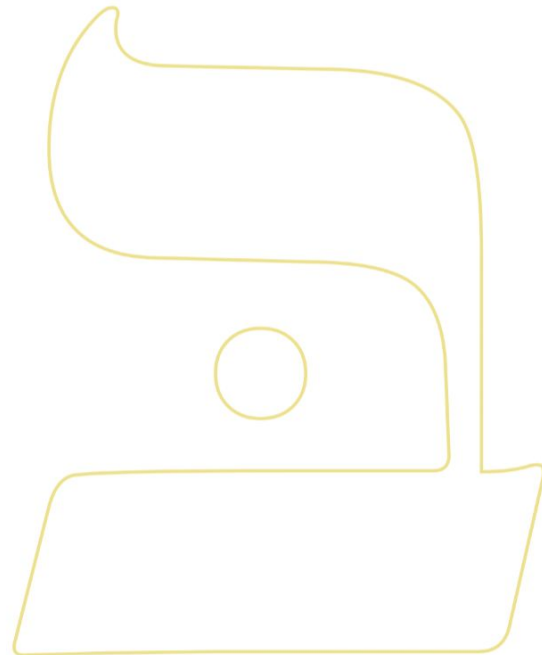
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## Create Your Own Mnemonic

Differentiate for Expression



What do you think of when you see **בַּיִת** ?



## Letter Naming

Children are required to:

- Convert written symbol to spoken sound
- Recognize symbol through visual memory (symbol imagery)
- Store and recall letter names (phonological memory)
- Quickly access and articulate letter names (phonological processing rate)

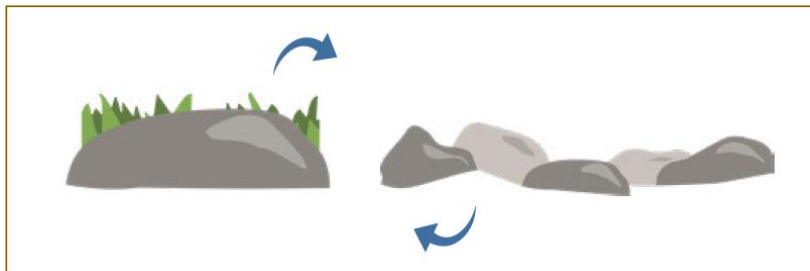
Practice!



## Phonological and Phonemic Awareness

The Ability to hear and manipulate individual sounds of words. Two key skills:

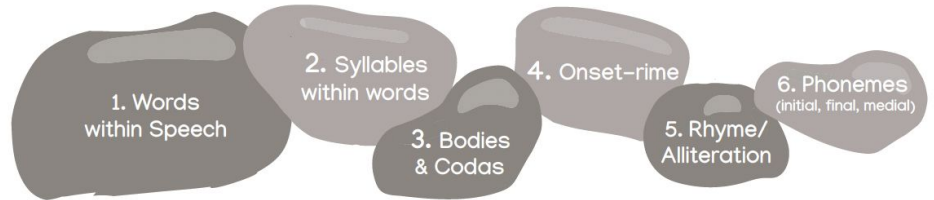
- **Segmenting:** Separating words into individual sounds (for spelling)
- **Blending:** Combining individual sounds into words (for reading)



# Phonological Awareness Progression

Children develop phonological processing skills from awareness of large units of sound to smaller ones, progressing from:

1. Word awareness
2. Syllable awareness
3. Body- Coda awareness
4. Onset and rime awareness
5. Rhyme and alliteration awareness
6. Phonemic awareness (identifying, segmenting, blending, and manipulating individual sounds)



A Hebrew letter is like a musical instrument, needing a soul to give it sound, otherwise it remains silent.



In the Hebrew language, in order to hear a sound we need to have both a letter and vowel.



A letter is like a body.



A nikudah is like a soul.



A nikudah gives sound to a letter like a soul gives life to a body.





# Letters Represent Syllables, Not Sounds


Sometimes we see the vowel, and sometimes we don't but we know it's there.





## Phonemic Awareness

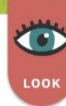
We call the letters by their holy names.


Isolate the first sound of letters names and words.




 LISTEN

 SAY


 LOOK

 FEEL

 READ


Step 3

Look! When you say this sound, your mouth looks like this:








Step 4

How does your mouth feel when you make this sound?




Say the first sound of each letter:





◀



Step 1


Say the letter name.



bais/bet

Step 2

Say the first sound of the letter name.



bais/bet

# Font Awareness

- **Letter Recognition:** Enhances letter recognition and decoding skills
- **Letter Discrimination:** Helps distinguish between similar-looking letters ex: bet/ kaf/ nun with a dagesh
- **Comprehension:** In the future, font differences (e.g., bold, italic) aids comprehension
- **Fluency:** Develops ability to focus on content, not just font style,



## Speech- to- Text Connections

LISTEN  
 CIRCLE  
 COLOR

בַּיִת

be'er (well)

בֵּיצָה

beitzah (egg)

בֵּית

bayit (house)

בֵּית  
כְּנֶסֶת

beit k'nesset (shul)

בֵּית  
סֵפֶר

beit sefer (school)

בֵּית  
הַמִּקְדָּשׁ

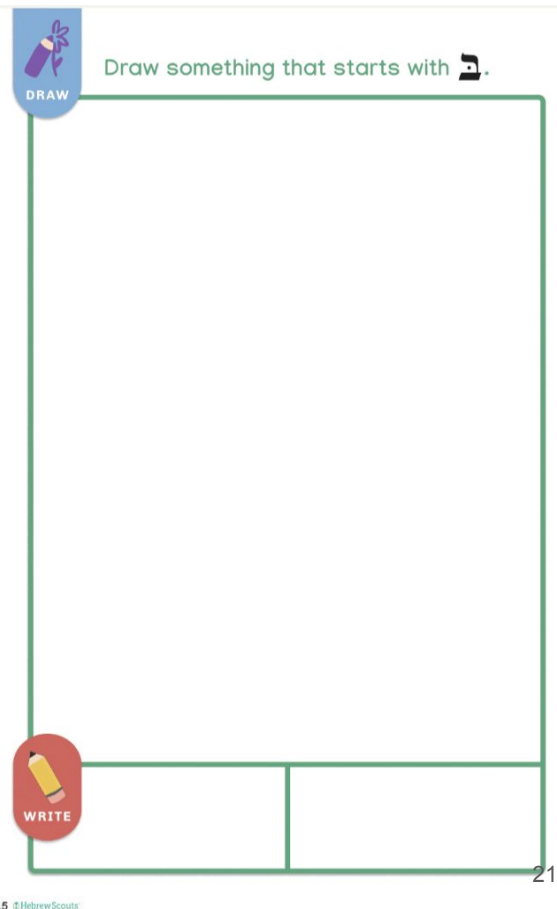
Beit Hamikdash (Holy Temple)

Where is ב?

Circle the ב in each word.

# Make the Letters Personal

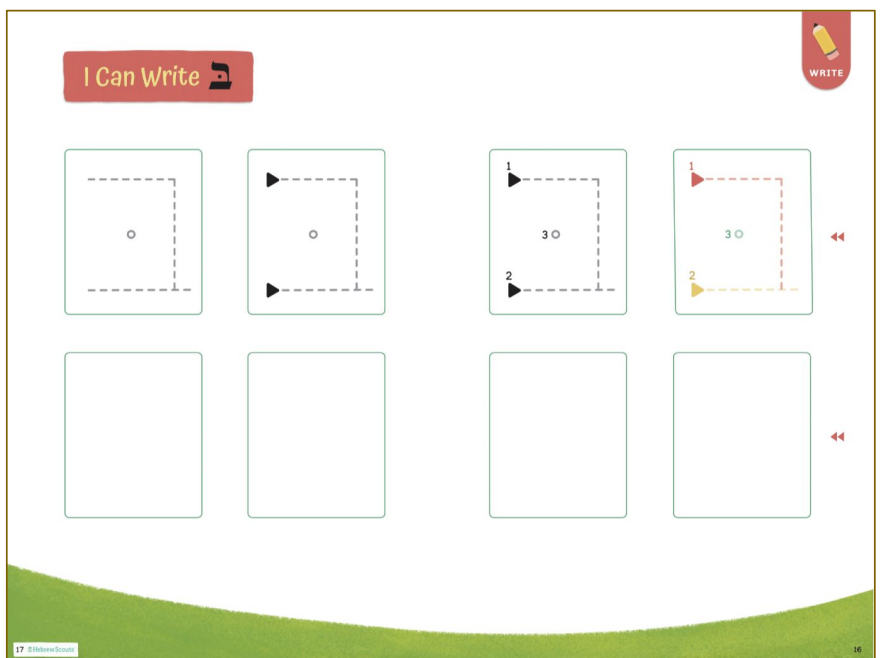
- Show- and- tell
- Mystery bags
- Treasure Hunts



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## Handwriting


- Multisensory experience: combines visual, kinesthetic, and tactile learning
- Practicing handwriting helps children develop muscle memory for letterforms
- Writing letters similar to print fonts aids recognition and decoding skills



## Targets:

- **Letter Recognition:** Ability to recognize letters and recall their names
- **Phonemic Awareness:** Identity and match the first sound of letters and words
- **Early Orthography:** Knowledge of letter-sound associations and basic patterns for letter usage

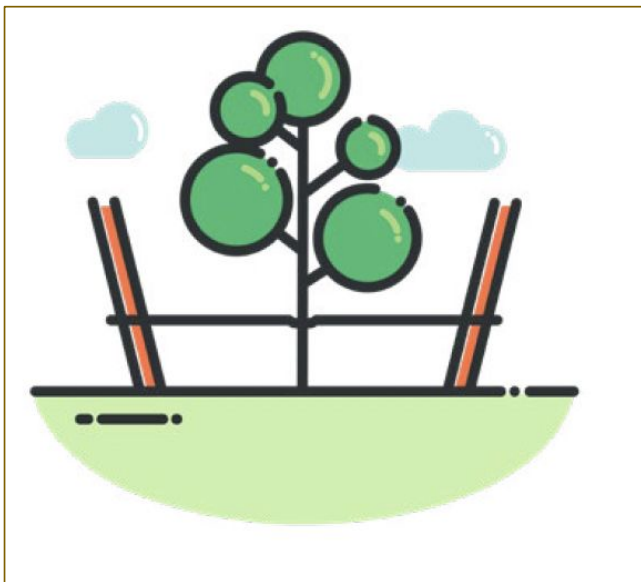
**LISTEN** **WRITE** Write the missing letter in each word.

 שָׁמִים <input type="text"/>	 רֶזֶן קוֹדֶשׁ <input type="text"/>	 יֵת <input type="text"/>	 תְּרוּגָה <input type="text"/>
 לוֹן <input type="text"/>	 אֵר <input type="text"/>	 מָא <input type="text"/>	 יֵצָה <input type="text"/>

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## Gradual Release of Responsibility

How can you support students to take responsibility of their learning?



<b>I Do</b> 	<b>We Do</b> 
<b>You Do it Together</b> 	<b>You do it Alone</b> 

## Progress Monitor

How to monitor if a student is progressing and materials isn't too hard.

The child can:

- Do independent work after instruction, guided practice & feedback
- Name letters in 3 seconds or less
- Complete final page (encoding letters) with 1 or 0 mistakes
- Fix mistakes with minimal guidance
- Pass external assessments



## What are your questions?

- What are you excited about?
- What are you worried about?
- Who can you seek support from?
- How will you measure and celebrate your and your student's progress?

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