

# **ENGLISH TEACHING - THE PRACTICAL GUIDE - ELEMENTARY SCHOOL, FOUNDATION LEVEL**

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## **Rationale**

*One of the beauties of teaching is that there is no limit to  
one's growth as a teacher, just as there is no knowing  
beforehand how much your students can learn.*

*— Herbert Kohl*

This guide is a collection of the most important topics, useful sources, practices and strategies of the English teaching in Israel, based on the English Curriculum.

I wrote it for my own practice in the elementary school in Eilat to have the whole "picture" that would include various resources, materials and guidelines for areas of the English teaching in one place, and that would assist my planning processes.

In addition to sources that we - the English teachers must know and use, I included my personal experiences, work and reflections, that were gathered by me throughout seven years of teaching English.

My greatest motivation was a lesson for the Inspectorate, which showed that more attention to the English Curriculum is needed in my work in the classroom. This guide is meant to provide guidelines for teaching, first for my future practice, but I strongly believe that it can be helpful for other elementary teachers of English, especially the new ones.

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Based on [Revised English Curriculum](#)



# **1. Language Learning and Language Teaching should be Meaningful**

Key words of Meaningful Processes: active, constructive, authentic, cooperative. "Useful for life activities", learning by doing. Cognitive and affective involvement.

Teachers promote learning when:

- ✓ They are using English in the classroom.
- ✓ Provide language rich-environment: verbal and visual stimuli (see appendix - photo of my English Room).
- ✓ Use the L1 occasionally - when needed.
- ✓ Choose interesting [topics](#), materials and activities.
- ✓ Provide success-oriented tasks and positive feedback (see "[mivdakey atzlaha](#)").
- ✓ Create supportive learning environment.
- ✓ Choose content that is built on learner's prior knowledge.
- ✓ Pay attention and take into account the pupils' diversity (see appendix for a differential lesson plan "Walt Disney").
- ✓ Give meaningful exercises that allow learners to practice grammar, vocabulary and specific language points.

- ✓ Teach many lexical items.
- ✓ Provide real-world tasks that require learners to use the target language for [communication](#).
- ✓ Encourage reflection and metacognitive awareness before, during and after learning.
- ✓ Explain the objectives of the instructional unit, lesson and specific tasks.
- ✓ Teach [language-learning strategies](#) and provide opportunities for applying them.
- ✓ Encourage learners to set goals and evaluate their own progress.
- ✓ Provide challenging tasks that require the application of higher-order thinking skills

## 2. Higher Order Thinking Skills



In an effective classroom, students should not only know what they are doing, they should also know why and how. — **Harry Wong**

Higher Order Thinking Skills are necessary for learners to acquire and use knowledge effectively and efficiently and have value of themselves as a life-skill.

Learners at all levels are activated in ways that encourage them to use HOTS in all four domains (see the list of HOTS in the lesson plan template in the appendix of this document).

- ✓ Include procedures where students can choose between a variety of texts or tasks.
- ✓ Set aside time for independent reading and reading for pleasure. Provide a variety of texts

that suit the learners reading levels (see [The English Library](#) document).

Language learning is facilitated when learners:

- ✓ have maximum exposure to the language through encounter with a variety of written and spoken texts.
- ✓ are motivated to invest effort.
- ✓ develop positive self-image and confidence.
- ✓ are aware of their own progress.
- ✓ understand language rules.
- ✓ are challenged.
- ✓ increase their vocabulary, practice grammar and language points.
- ✓ take responsibility for their own language learning.

**Foundation Level: Higher-Order Thinking Skills and Strategies**

The following list of higher-order thinking skills (HOTS) is cumulative, not exhaustive, and presented in alphabetical order.

The following HOTS should be included in the teaching/learning process. Others may be added by teachers or coursebook writers.

Thinking Skill	Learners will be able to
Classifying and categorizing	categorize information according to criteria.
Comparing and contrasting	find similarities (comparing) and differences (contrasting) and draw conclusions.
Generating possibilities	create something new on the basis of a text or other kind of cue or stimulus.
Inferring	infer implicit meaning by being able to read-between-the-lines.
Integrating	access information from various parts of the text or from different sources in order to answer a specific question.
Making connections	make connections between what is being taught and learners' prior knowledge. make connections between different ideas, events, etc.
Predicting	predict content or outcome based on available information.

### **3. The Beginning Stages of Language Acquisition** (Pre-Foundation Level)

#### **\*Guidelines for the Teaching of English at the Pre-Foundation Level**

The emphasis is on aural/oral skills, which later form the basis of success in reading and writing. Teaching should first provide for extensive listening and speaking practice (stage one) - at least two months, prior to the introduction of reading and writing (stage two).

English teachers promote beginning language learning when they:

- ✓ Work together with the homeroom teacher to ensure L1 literacy (Plan meetings with homeroom teachers in the beginning of the year).
- ✓ Focus on the most useful high-frequency words and conversational expression.
- ✓ Provide multiple opportunities for learners to listen to and recite rhymes, chants, songs and simple dialogues.
- ✓ Teach phonemic awareness.
- ✓ Teach learners to decode and **encode** letters and syllables.
- ✓ Make the acquisition of a sight-reading vocabulary by providing extensive practice in simple reading.

Beginning language learning is facilitated when learners:

- ✓ develop a basic oral vocabulary in English before starting to read and write.
- ✓ reinforce their listening comprehension and speaking skills through extensive repetition.
- ✓ learn the letters and their corresponding sounds.
- ✓ can automatically, accurately and rapidly recognize a range of high-frequency written words and expressions.

### **Pre-Foundation Benchmarks**

There are two stages: reading readiness (aural/oral and alphabetics) and beginning reading and writing (decoding, encoding, writing and fluency). They are both forming transition to the foundation level. It is important for teachers to allow individual differences in the rate of progress. Progression of pupils may not always be forward - some pupils may take two steps forward and then one step backward.

In addition, to intensive oral and aural work, the pupils need to be exposed to print environment: shapes of letters, spaces between words, directionality, orthographic patterns and high frequency sight words. Alphabet charts, bulletin boards, labeled objects, story books, pupils' names and birthdays should be part of the learning environment (see the photo of my English Room).

The introduction of children's literature into classroom teaching is important and it plays two major roles: it provides opportunities to become familiar with language patterns, vocabulary, stress, rhythm and intonation. It also acquaints pupils with cultures and enhances appreciation of literary works.

### **Aural/oral stage:**

- \*listening

- \*speaking - pupils should be encouraged to repeat words, lexical chunks, sentences, sing songs, recite chants.

- \*phonemic awareness

- \*segmentation

- \*blending - pupils are learning to recognize, segment, blend sounds that make meaningful words. Teachers should draw pupils' attention to individual sounds and their positions in different words and provide opportunities for sound manipulation.

### **Alphabetics stage**

Pupils learn the names and shapes of letters, their sounds, correspondence between them. Teachers should engage pupils in intensive practice of letter recognition and formation.

- \*Beginning reading and writing

- \*Decoding and encoding



The ability to break up words into their components and create words by combining components. This ability allows pupils to recognize words without effort, thus leading to automaticity in reading. Automaticity enables readers to focus attention on meaning construction. It becomes possible through the building of sight vocabulary, high-frequency words and lexical chunks (see band 1 vocabulary in appendix). Reading easy, interesting relevant texts with no unfamiliar vocabulary and writing activities that focus on how lexical items are spelled.

## **Writing**

Pupils need to engage in writing tasks that support reading. Both processes focus on letters and sounds and therefore reinforce awareness of spelling patterns.

## **Fluency**

Refers to ability to read with appropriate phrasing, expression, pace and intonation. It also refers to the ability to process language in lexical chunks/ phrases rather than word by word, thus increasing intelligibility. Fluency development forms the bridging link between decoding and comprehension. Pupils with sound base will be able to direct attention to developing reading comprehension. To ensure this sound base, pupils require extensive practice in reading texts with familiar vocabulary and higher-level texts to encounter a wider vocabulary and range of grammatical patterns.



## ***MUSTS*** for Teaching at the Pre-Foundation Level

	<b>Must</b>	<b>Rationale</b>
1	Ensure a period of listening and speaking (aural-oral) practice prior to the teaching of reading. Allow one year prior to fourth grade or three to four months for those beginning in fourth grade.	Listening to and speaking English exposes learners to high-frequency topic vocabulary, lexical chunks and language patterns that will later form the basis of initial reading of simple texts.
2	Afford many opportunities for learners to listen to and recite rhymes, chants, songs, simple dialogues, etc.	Extensive repetition reinforces listening comprehension and speaking skills. It also creates an essential foundation for language learning.
3	Read aloud to model correct pronunciation and expression. Ensure that pupils practice stress, rhythm and intonation.	Reading aloud with correct pronunciation, stress, rhythm, chunking, and intonation facilitates comprehension.
4	Spend sufficient time focusing on the alphabetic code (both sounds and names of letters). Pupils need practice with letters in both upper and lower case.	Decoding and encoding require mastery of letter-sound correspondence. Sounding out, naming and forming letters constitute the foundations for reading and writing.
5	Provide pupils with extensive practice in reading previously learned lexical items (in the aural/oral stage) both in isolation and familiar texts.	Extensive practice with familiar texts builds automatic word and phrase recognition and contributes to the development of a large sight vocabulary (all necessary to free cognitive processes from decoding to 'meaning making').

***MUSTS***  
**for Teaching at the Pre-Foundation Level**  
**(continued)**

	<b>Must</b>	<b>Rationale</b>
6	Set vocabulary acquisition goals and ensure pupils achieve them by monitoring their progress.	Communication in general and reading comprehension in particular hinge on vocabulary knowledge.
7	Expose learners to varied text types and multiple texts to ensure the recycling and recontextualizing of previously learned lexical items.	Repeated encounters with lexical items in varied contexts (within and across texts) consolidate and enhance vocabulary knowledge.
8	Direct pupils' attention to the spelling of words, spelling patterns and rules. Engage pupils in extensive spelling practice.	Practicing spelling (encoding) facilitates decoding and draws awareness to spelling patterns and rules necessary both in reading and writing.
9	Create opportunities for learners to manipulate sounds and letters in writing their own words and texts.	Manipulation of sounds and letters allows for the internalization and application of alphabetic knowledge in reading and writing.
10	Introduce children's literature compatible with pupils' age and language knowledge at all stages of language instruction.	Exposure to literature nurtures literary and cultural appreciation and boosts motivation to learn the language.

## Section Five: Benchmarks for the Pre-Foundation Level - Stages One and Two

The following are the benchmarks for the Pre-Foundation Level:

### Stage One

Reading Readiness	Benchmark
Aural / Oral Listening and Speaking Aural / Oral Phonemic Awareness, Segmentation and Blending	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>• understand and use language to carry out basic communicative tasks and to engage in simple interactive activities.</li> <li>• identify different sounds of the English language, such as voiced / unvoiced sounds that are different phonemes.</li> <li>• manipulate sounds to play with words (add or remove from word).</li> <li>• segment word into: <ul style="list-style-type: none"> <li>a. syllables;</li> <li>b. sounds.</li> </ul> </li> <li>• blend sounds together.</li> <li>• be aware of sound patterns.</li> <li>• be aware of the differences between sounds in their own language and similar sounds in English.</li> <li>• know and be able to pronounce common sound combinations.</li> </ul>

### Stage Two

Reading Readiness	Benchmark
Alphabetics	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>• identify the letters by their sounds, their names, and their shapes.</li> <li>• form letters by copying correctly in the right direction and producing letters upon hearing their sounds / names.</li> <li>• be aware of sound patterns, letter sequences and common letter combinations and be able to pronounce them</li> </ul>
Basic Reading	<ul style="list-style-type: none"> <li>• write letters and syllables according to sounds.</li> <li>• decode and encode phonetically-spelled lexical items.</li> <li>• read and understand lexical items they have learned orally.</li> </ul>

READING READINESS	Benchmark	Sample Classroom Activities	Pupil Performance: Evidence of Achieving the Benchmark
	Pupils will be able to:	The teacher:	Pupils will achieve the benchmark when they:
<b>Aural / Oral Listening and Speaking</b>	understand and use language to carry out simple tasks and to engage in simple interactive activities.	<ul style="list-style-type: none"> <li>• exposes pupils to repetitive patterns with variation through authentic storybooks (e.g. "The Gingerbread Man"). S/he has pupils join in the repetition of chunks of language (Run, run as fast as you can. You can't catch me, I'm the Gingerbread Man!)</li> </ul>	<ul style="list-style-type: none"> <li>• draw or arrange a sequence of pictures to represent a learned story and "read" it either individually or in small groups.</li> <li>• choose a picture and match it to what the teacher says.</li> <li>• complete a lexical chunk/phrase begun by the teacher.</li> <li>• arrange a picture puzzle of a learned story according to the order of events.</li> </ul>

		<ul style="list-style-type: none"> <li>• reads stories interactively, encouraging pupils to predict, join in, and act out parts of the story, e.g. teacher / pupil begins the story and others continue.</li> <li>• encourages pupils to re-tell a story using chunks of language from the story or from previous knowledge.</li> <li>• encourages pupils to create variations and their own versions of a story/song orally or and/or in pictures.</li> <li>• encourages pupils to express their likes/dislikes of a story/song: I liked this story/song; I didn't like this story/song/chant because...</li> <li>• encourages pupils to follow simple instructions: open the book, join in, clap when you hear..., etc.</li> <li>• exploits an interactive print-rich environment for on-going activities.</li> <li>• communicates in English: short conversational dialogues / conversations, such as: Hello, Good Morning, How are you today?, I'm fine thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• make a "copy cat" story book based on a story studied in class. This can be done individually, in groups or as a class activity.</li> <li>• participate in short dialogues / conversations and / or role plays.</li> </ul>
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Pre-Foundation Benchmarks and Suggestions for Teaching and Assessing (continued)

READING READINESS	Benchmark	Sample Classroom Activities		Pupil Performance: Evidence of Achieving the Benchmark
	Pupils will be able to:	The teacher:		Pupils will achieve the benchmark when they:
<b>Aural / Oral Phonemic Awareness, Segmentation and Blending</b>	identify the sound(s) of a letter as it appears in different positions and in different words e.g. /c/ or voiced / unvoiced sounds that are different phonemes.	<ul style="list-style-type: none"> <li>• plays the game "I spy".</li> <li>• asks pupils: Whose name starts with the sound /b/? Who has the sound /d/ in their name? Whose name ends with /t/?</li> </ul>		<ul style="list-style-type: none"> <li>• listen to teacher say two words. Pupils raise their "happy faces" if the sounds are the same or their "sad faces" if they are different ☹ ☹</li> <li>• listen to teacher say two words. Pupils raise their "happy faces" if a given sound is in the same position or their "sad faces" if a given sound is in a different position ☹ ☹</li> </ul>
	manipulate sounds to play with words (add or remove from word).	<ul style="list-style-type: none"> <li>• says the word "tap" and asks the pupils to replace the /t/ with /c/ and say the new word.</li> </ul>		<ul style="list-style-type: none"> <li>• listen to the word 'tar' and then the word "star" and are asked: What sound is added? /s/</li> <li>• listen to the word 'star' and are asked to add /t/. What is the new word?</li> <li>• listen to the word "start" and are asked to remove the final sound and say the word "star".</li> </ul>



#### 4. The choice of materials:

Teaching materials need to include a coursebook (coursebook is used as a tool). Additional materials may be either print or digital.

Key features:

- ✓ Include items from the grammatical and lexical syllabuses in the curriculum.
- ✓ Include a variety text types and media.
- ✓ Are targeted to meet a variety of purposes as well as different audiences.
- ✓ Provide opportunities for meaningful communication.
- ✓ Promote independent learning.

The choice and design of tasks

Tasks provide opportunities for learners to achieve the benchmarks and to provide evidence of language achievements.

Basic principles:

- ✓ Tasks link to the learners' prior knowledge
- ✓ Provide opportunities for higher-order thinking skills
- ✓ Allow learners to respond using multiple modes of expression: drawing, writing, singing
- ✓ Promote opportunities for peer interaction
- ✓ Provide learners with simulated or real-world issues to apply or adapt new knowledge
- ✓ Encourage learners to use English as a means for gaining information in other subject areas

- ✓ Tasks require learner's reflection, self-evaluation, and/or peer assessment

## 5. Domains, Benchmarks, Standards, Levels

What greater joy can a teacher feel than to witness a child's success? —  
Michelle L. Graham



### Standards

Standards are set for the four domains of language learning: *Social Interaction, Access to Information, Presentation, Appreciation of Language, Literature and Culture*. The standards define the body of knowledge for each domain. \*All pictures can be enlarged.

#### Section Six: Standards, Levels of Progression and Benchmarks for All Levels

The table below presents the standards for each of the domains.

Domain	Standard
Social Interaction	Learners interact effectively in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.
Access to Information	Learners access information in English from oral and written texts from a wide range of printed and digital media and make use of that information for a variety of purposes.
Presentation	Learners present ideas and information in an organized, planned manner in a variety of formats in spoken and written English on a wide range of topics, using print and digital media.
Appreciation of Language, Literature and Culture	Learners appreciate the nature of language and become aware of the differences between English and their own and other languages. Learners appreciate literature that is written in English and through it develop sensitivity to a variety of cultures.





## Foundation Level

## Standard

Domains			
Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture
Learners interact effectively in English, orally and in writing, in different social contexts with people from varied linguistic and cultural backgrounds.	Learners access information in English, from oral and written texts from a wide range of printed and digital media and make use of that information for a variety of purposes.	Learners present ideas and information in an organized, planned manner in a variety of formats in spoken and written English on a wide range of topics, using print and digital media.	Learners appreciate the nature of language and the differences between English and other languages.  Learners appreciate literature that is written in English and develop sensitivity to a variety of cultures.

## Level of Progression

Domains			
Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture
Learners interact and convey simple messages.  Learners interact using appropriate vocabulary and comprehensible grammar for this level.	Learners obtain and use information from short oral and written texts that deal with familiar topics, in simple language that may include occasional unfamiliar grammatical structures and vocabulary.  Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media, and frequently used discourse markers.	Learners organize and present ideas and information orally and in writing about personal topics.  Learners use appropriate vocabulary and accurate grammar for this level.	Learners appreciate that languages are different.  Learners read or listen to age- and level-appropriate literary texts. Learners are aware that their culture is different from other cultures.

## Domains

Domains are areas of language ability and knowledge. The four domains are interrelated and do not operate in isolation.

## Foundation Level

## Possible topics, texts, media

Domains				
Social Interaction	Access to Information		Presentation	Appreciation of Language, Literature and Culture
Learners meet the standard when they				
<b>Conversation topics:</b> <ul style="list-style-type: none"><li>• family</li><li>• familiar topics</li><li>• feelings</li><li>• likes and dislikes</li><li>• personal interests</li><li>• school</li></ul> <b>Written text types:</b> <ul style="list-style-type: none"><li>• invitations</li><li>• friendly letters</li><li>• notes</li></ul> <b>Digital media:</b> <ul style="list-style-type: none"><li>• blogs</li><li>• email</li></ul>	<b>Spoken texts:</b> <ul style="list-style-type: none"><li>• advertisement</li><li>• announcement</li><li>• conversation</li><li>• description</li><li>• interview</li><li>• instructions</li><li>• message</li><li>• news/ weather report</li><li>• story</li></ul> <b>Written texts:</b> <ul style="list-style-type: none"><li>• advertisement</li><li>• book cover</li><li>• cartoons</li><li>• chart/table</li><li>• comic strip</li><li>• description</li><li>• informative text</li></ul>	<ul style="list-style-type: none"><li>• invitation</li><li>• friendly letter</li><li>• list</li><li>• menu</li><li>• note</li><li>• notice</li><li>• poster</li><li>• recipe</li><li>• story</li><li>• timetable/schedule</li></ul> <b>Digital media:</b> <ul style="list-style-type: none"><li>• computer-mediated written and spoken texts</li><li>• email</li><li>• web pages</li></ul>	<b>Topics:</b> <ul style="list-style-type: none"><li>• descriptions of things/people/ events</li><li>• stories</li><li>• personal experiences</li></ul> <b>Digital media:</b> <ul style="list-style-type: none"><li>• online word processors such as WORD presentation creation tools such as PowerPoint</li><li>• simple Web 2.0 tools such as blogs</li></ul>	<b>Texts:</b> <ul style="list-style-type: none"><li>• stories</li><li>• poems</li><li>• songs</li><li>• simplified stories</li><li>• proverbs</li><li>• quotations</li></ul>

A variety of activities to use in order to teach and assess the benchmarks for Foundation level can be found on the website <http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/MaagariMesimot.htm> under יסודי: אנגלית

# Benchmarks

## Foundation Level

## Benchmarks

Domains			
Social Interaction	Access to Information	Presentation	Appreciation of Language, Literature and Culture
Learners meet the standard when they			
<ul style="list-style-type: none"> <li>express feelings, likes and dislikes.</li> <li>interact for a limited range of purposes, such as following basic instructions and directions, asking for and giving information, making and fulfilling simple requests.</li> <li>engage in short conversations/ discussions by asking and answering simple questions about familiar topics and everyday situations</li> <li>create and respond to a limited range of written message types.</li> </ul>	<ul style="list-style-type: none"> <li>understand the general meaning, main ideas, and the sequence of events in a text, and use this knowledge as needed.</li> <li>identify different text types and use this knowledge as needed.</li> <li>identify facts, feelings and explicit opinions in a text.</li> <li>follow a short sequence of simple instructions/ directions in familiar contexts.</li> <li>extract information from visual data, such as timetables, schedules.</li> <li>locate relevant information for a specific purpose.</li> <li>use information tools such as a glossary, a simplified learner's dictionary, online dictionary, table of contents, guided search engines, simplified E-books, YouTube videos.</li> </ul>	<ul style="list-style-type: none"> <li>present information on limited content, supported by visual aids.</li> <li>express a personal reaction to the content of something read, seen or heard, using the appropriate higher-order thinking skills for this level.</li> <li>describe people, places, things, events and personal experiences in familiar settings.</li> <li>design a means for collecting information and list the results.</li> <li>use given criteria, such as a checklist/ rubric to prepare presentations.</li> </ul>	<ul style="list-style-type: none"> <li>identify words that are the same in English and in their home language.</li> <li>know how word order, sound and writing systems in English are organized and how these elements compare with their home language.</li> <li>are aware that not all words can be translated on a one-on-one correspondence.</li> <li>identify and describe events, setting and main characters in literary texts, using lower-order thinking skills.</li> <li>analyze and interpret literary texts, using higher-order thinking skills.</li> <li>recognize the use of basic literary techniques in a text.</li> <li>understand the historical, social and/or cultural contexts of the text and its author.</li> <li>provide an oral, written or visual response to a literary text.</li> <li>reflect on the literary text.</li> <li>are familiar with different cultural practices and traditions from reading literary texts.</li> </ul>

## Domain of Social Interaction

The ability of learners to interact in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.

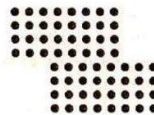
### Domain of Social Interaction

#### Standard

Learners interact effectively in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.

#### Levels of Progression

Foundation Level	Intermediate Level	Proficiency Level
Learners interact and convey simple messages. Learners interact using appropriate vocabulary and comprehensible grammar for this level.	Learners interact fluently using appropriate register for a limited range of social contexts.	Learners interact fluently using appropriate register for a limited range of social contexts.
Learners use appropriate vocabulary and accurate grammar for this level.		





## Domain of Social Interaction Benchmarks

Benchmarks		
Foundation Level	Intermediate Level	Proficiency Level
Learners meet the standard for the domain of Social Interaction when they:		
express feelings, likes and dislikes.	express and elaborate on personal wishes and opinions.	express ideas and opinions, providing in-depth explanations.
interact for a limited range of purposes, such as following basic instructions and directions, asking for and giving information, making and fulfilling simple requests.	interact for a variety of purposes, such as agreeing and disagreeing, giving and following instructions and directions, complimenting, and giving advice	interact for a wide variety of purposes, such as persuading, discussing and group decision making.
engage in short conversations/discussions by asking and answering simple questions about familiar topics and everyday situations, such as family, school, and personal interests.	engage in conversations about general topics, such as current events, and future plans, using language to suit context, audience and purpose.	engage in conversations on a wide range of general topics, such as social and global issues, using language to suit context, audience, and purpose.
create and respond to a limited range of written message types, such as notes, email, blogs, invitations, personal letters, greeting cards.	create, collaborate and respond to a variety of written texts in print or handwriting, as well as digital media, such as web-based conferencing tools, discussion forums, and different Web 2.0 tools showing awareness of context, audience and purpose.	



## Domain of Access to Information

The ability of learners to access information in English from oral and written texts from a wide range of printed and digital media.

### Domain of Access to Information

#### Standard

Learners access information in English from oral and written texts from a wide range of printed and digital media and make use of that information for a variety of purposes.

#### Levels of Progression

Foundation Level	Intermediate Level	Proficiency Level
<p>Learners obtain and use information from short oral and written texts that deal with familiar topics, in simple language that may include occasional unfamiliar grammatical structures and vocabulary.</p> <p>Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media, and frequently used discourse markers.</p>	<p>Learners obtain and use information from a variety of longer oral and written texts that deal with less familiar topics, in more complex language.</p> <p>Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media and a variety of discourse markers.</p>	<p>Learners obtain and use information from authentic or minimally adapted oral and written texts on a wide range of topics.</p> <p>Learners obtain and use information by applying knowledge of vocabulary, grammar, punctuation, text structure, digital media, and a wide variety of discourse markers.</p>

### Domain of Access to Information Benchmarks

#### Benchmarks for the Domain of Access to Information

Foundation Level	Intermediate Level	Proficiency Level
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Learners meet the standard for the domain of Access to Information when they:

understand the general meaning, main ideas, and the sequence of events in a text, and use this knowledge as needed.	understand the general meaning, main ideas and supporting details in a text, and use this knowledge as needed.	follow the development of an argument in a range of texts and use this knowledge as needed.
identify different text types and use this knowledge as needed.	identify the features of different text types and use this knowledge as needed.	
identify facts, feelings and explicit opinions in a text.	draw inferences in order to identify the points of view in a text, distinguishing fact from opinion.	identify and infer the attitudes of the writer/ speaker and draw conclusions.
follow a short sequence of simple instructions/directions in familiar contexts.	follow directions and a sequence of complex instructions in a variety of contexts.	
extract information from visual data, such as timetables, schedules.	interpret information from visual data, such as graphs, diagrams, and maps.	independently find and integrate information from multiple sources for a specific purpose.
locate relevant information for a specific purpose.	extract and integrate relevant information from a limited number of sources for a specific purpose.	transfer information extracted from visual data, such as diagrams.
use information tools, such as a glossary, a simplified learner's dictionary, online dictionary, table of contents, guided search engines, simplified E-books, or YouTube videos.	use information tools, such as a dictionary or simplified Web 2.0 tools.	use information tools, such as online thesaurus, Google, or Web 2.0 tools.

## Domain of Presentation

The ability of learners to present ideas and information in an organized, planned manner in spoken and written English.

### Domain of Presentation

#### Standard

Learners present ideas and information in an organized, planned manner in a variety of formats in spoken and written English on a wide range of topics, using print and digital media.

#### Levels of Progression

Foundation Level	Intermediate Level	Proficiency Level
Learners organize and present ideas and information orally and in writing about personal topics. Learners use appropriate vocabulary and accurate grammar for this level.	Learners organize and present ideas and information orally and in writing about general topics, suiting register and text type to purpose and audience. Learners use appropriate vocabulary and accurate grammar for this level, incorporating discourse markers, following conventions of prosody/print.	Learners organize and present ideas and information in depth orally and in writing on a wide range of topics, suiting register and text type to purpose and audience. Learners use appropriate vocabulary and accurate grammar for this level, incorporating a variety of discourse markers, following conventions of prosody/print.

### Domain of Presentation Benchmarks

#### Benchmarks for the Domain of Presentation

Foundation Level	Intermediate Level	Proficiency Level
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Learners meet the standard for the domain of Presentation when they:

present information on limited content, supported by visual aids.	summarize and present information from a limited range of sources.	synthesize and present information in depth from multiple sources.
express a personal reaction to the content of something read, seen, or heard, using the appropriate higher-order thinking skills for this level.	react to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level.	react in depth to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level.
describe people, places, things, events, and personal experiences in familiar settings.	present an argument for or against a particular point of view.	present an argument for or against a particular point of view.
design a means for collecting information, such as a simple questionnaire and list the results.	design different means for collecting information, such as surveys and interviews, and report on the results and conclusions using appropriate higher-order thinking skills for this level.	
use digital media tools, such as online word processors, presentation creation tools, and simple Web 2.0 tools.	use digital media tools, such as podcasts and Web 2.0 tools.	
use given criteria, such as a checklist/rubric to prepare presentations.	review and edit presentations based on feedback from peers/teacher.	



## Domain of Appreciation of Language, Literature and Culture

The ability of learners to appreciate the nature of language and become aware of the differences between English and their own and other languages.

### Domain of Appreciation of Language, Literature and Culture

#### Standard

Learners appreciate the nature of language and the differences between English and other languages. Learners appreciate literature that is written in English and through it develop sensitivity to a variety of cultures.

### Domain of Appreciation of Language, Literature and Culture, Benchmarks Language

Benchmarks for the Appreciation of Language Learners meet the standard for the domain of the Appreciation of Language when they:		
Foundation Level	Intermediate Level	Proficiency Level
identify words that are the same in English and in their home language.	distinguish between words that sound the same in both languages but have different meanings.	are aware of subtle meanings and connotations of words and expressions, differences between synonyms or translations, and word derivations.
are aware of the way words are structured (morphology)		
know how word order, sound and writing systems in English are organized and how these elements compare with their home language	compare different elements of English, such as tense and syntax, to their home language.	
are aware that not all words can be translated on a one-to-one correspondence.	are aware that languages differ in syntax.	are aware that languages use different idiomatic expressions in order to convey the same idea.
	are aware of differences in cultural conventions in English and their mother tongues, such as in greetings.	are aware of the differences between languages in communicative function and use, and of the dynamics of language changes, such as shifts in word meanings and connotations.


## Domain of Appreciation of Language, Literature and Culture, Benchmarks Literature and Culture

Benchmarks for the Appreciation of Literature and Culture		
Foundation Level	Intermediate Level	Proficiency Level

Learners meet the standard for the domain of the Appreciation of Literature and Culture when they:

identify and describe events, setting and main characters in literary texts, using lower-order thinking skills		
analyze and interpret literary texts, using higher-order thinking skills.		
recognize the use of basic literary techniques in a text, such as repetition, personification, rhythm, and rhyme.	recognize and explain the use of literary techniques in a text, such as imagery, irony, metaphor.	
understand the historical, social and/or cultural contexts of the text and its author.	understand the historical, social and/or cultural contexts of the text and its author and explain how these are reflected in the text or how they have influenced the writing of the text.	
provide an oral, written or visual response to a literary text.		
reflect on the literary text.	reflect on the literary text and the process of integrating the higher-order thinking skills.	
become familiar with different cultural practices and traditions from reading literary texts.	compare different cultural practices, behaviors and traditions with their own, based on the reading of literary texts and other sources.	are aware of the relationship between cultural practices, literature, and a variety of cultural products.

For practical information about the teaching of literature according to the curriculum, see:

[tlc.cet.ac.il](http://tlc.cet.ac.il) 





## Levels

Levels of Progression		
Foundation Level	Intermediate Level	Proficiency Level
Learners understand some simple differences between languages.	Learners are aware of various ways in which English differs from their home language.	Learners gain insight into the complexities of languages.
Learners read or listen to age- and level- appropriate literary texts, such as simplified children's stories, poems, chants and graded readers for extensive reading.	Learners read age- and level- appropriate literary texts, such as short stories, poems and graded readers for extensive reading.	Learners read age- and level- appropriate literary texts, such as novels, plays, and books for extensive reading.
Learners are aware that their culture is different from other cultures.	Learners become acquainted with norms and behaviors in a variety of cultures.	Learners become acquainted with norms and behaviors in a variety of cultures. Learners develop critical perspectives toward different cultural values and norms.

*\*Pre-Foundation level is usually achieved by either the end of third grade or by the first half of the fourth grade.*

## Professional Standards for English Teachers

"Dear Colleagues,

We are pleased to present you the document: Professional Standards for English Teachers: Knowledge and Performance. The purpose of these guidelines is to set standards for the training and evaluation of English teachers for Israeli schools. This document can be used for a variety of purposes, audiences and contexts in pre- and in-service teacher training. It should also help to raise the awareness and level of the English teacher as a professional.

We hope that the use of this document will result in more carefully defined and systematic teacher preparation and evaluation, thereby raising the standard of English language teaching and learning in Israel".

## תיק תוכניות לימודים - הוראת אנגלית, יסודי

(נושאים מרכזיים, ידע, חומרי למידה, מיומנויות, ערכים)

כיתה	קישור	מיומנויות
ג'	<a href="#">אנגלית לכיתה ג'</a>	<p><b>מיומנויות קוגניטיביות</b></p> <p>להבין את הנשמע ולפעול לפי הוראות פשוטות – <b>הבנה ויישום</b></p> <p>לכתוב מילים ומשפטים קצרים ולהבין אותם – <b>הבנה ויישום</b></p> <p>להכיר את האותיות, לקרוא ולכתוב אותן, להכיר אוצר מילים – <b>ידע</b> בסיסי לפי נושאי תוכן</p> <p>להבין שירים וסיפורים קצרים – <b>ידע והבנה</b></p> <p>לקרוא קריאה שוטפת של מילים שנלמדו ולהבין אותן – <b>ידע והבנה</b></p> <p><b>מיומנויות תוך אישיות</b></p> <p>לגלות התמדה במהלך תרגול הקריאה, הכתיבה והבנת – <b>התמדה</b> הנשמע</p> <p>להאמין בכוחו לתרגל ולבסס בהדרגה את שטף קריאתו – <b>מסוגלות</b></p> <p>לגלות עניין בשפה האנגלית ורצון להרחיב את אוצר – <b>סקרנות</b> המילים</p> <p><b>מיומנויות בין אישיות</b></p> <p>לנהל שיח קצר עם אחרים בעזרת אוצר מילים בסיסי – <b>ניהול שיח</b></p> <p>לבצע משימה קבוצתית תוך כדי עבודת צוות – <b>עבודת צוות</b></p> <p>להשתתף בשירה באנגלית ביחד עם חברי הקבוצה – <b>שיתוף פעולה</b></p>
ד'	<a href="#">אנגלית לכיתה ד'</a>	<p><b>מיומנויות קוגניטיביות</b></p> <p>cognates - להכיר מילים לועזיות – <b>ידע</b></p> <p>להכיר שירים ודקלומים בעל פה – <b>ידע</b></p> <p>לקרוא מילים עם: 1. צירופי תנועות 2. צירופי עיצורים 3. – <b>ידע</b> a-e, e-e, i-e, o-e צירופי עיצורים ותנועות 4. תבניות בסיסיות, כגון</p>

<p>the, I כגון sight words, – קריאת מילים שכיחות מאוד + u-e, וכדומה there, here, one,</p> <p>להכיר ולהבין אוצר מילים בעל פה ובכתב – לזהות, – <b>ידע והבנה</b> להבין, לקרוא, לכתוב ולהגות נכון מילים וביטויים חדשים על פי רשימת אוצר מילים המיועד לרמה זו, ולהביןם בתוך טקסטים מוכרים ולא מוכרים</p> <p>לזהות סוגי טקסטים פשוטים (מכתב, מודעה וכדומה), – <b>ידע והבנה</b> להשיב על שאלות של טקסט כתוב או דבור, לתת שם חדש לטקסט על פי רעיון מרכזי</p> <p>להציג ידע בדרכים שונות כגון במצגת, בפוסטר, בשיר – <b>ייצוג ידע</b></p> <p>להביע תגובה לסיפור כתוב ודבור באנגלית – <b>יישום</b></p> <p><b>מיומנויות תוך אישיות</b></p> <p>לגלות התמדה במהלך תרגול הקריאה, הכתיבה והבנת – <b>התמדה</b> הנשמע</p> <p>להאמין בכוחו לתרגל ולבסס בהדרגה את שטף הקריאה, – <b>מסוגלות</b> הדיבור והכתיבה</p> <p>לגלות עניין בשפה האנגלית ורצון להרחיב את – <b>סקרנות</b> הידע באנגלית</p> <p><b>מיומנויות בין אישיות</b></p> <p>להשתתף בשיח קצר עם אחרים בעזרת אוצר מילים – <b>ניהול שיח</b> בסיסי</p> <p>לבצע משימה קבוצתית תוך כדי עבודת צוות יעילה – <b>עבודת צוות</b></p> <p>להשתתף בפעילויות במהלך השיעור באנגלית ביחד – <b>שיתוף פעולה</b> עם חברי הקבוצה</p>		
<p><b>מיומנויות קוגניטיביות</b></p> <p>לתת כותרת לטקסט או לפסקאות בתוך טקסט ספרותי - <b>הכללה</b></p> <p>להסיק מסקנות במהלך קריאת טקסט – <b>הסקת מסקנות</b></p> <p>להשוות מידע בתוך טקסט ובין טקסטים – <b>השוואה</b></p> <p>לזהות סוגי טקסט שונים, כגון מכתב, הודעות דוא"ל ופרסומת – <b>ידע</b></p>	<p><u><a href="#">אנגלית לכיתה ה'</a></u></p>	<p>ה'</p>

<p>לדעת מילים דומות באנגלית ובעברית -<b>ידע</b></p> <p>לקרוא טקסט קצר ולהאזין לו לקרוא טקסט לפי <b>-ידע והבנה</b> מוסכמות בסיסיות בקריאה (סימני פיסוק, כיווניות)</p> <p>לזהות, להבין, לקרוא, לכתוב ולהגות מילים על פי <b>-ידע והבנה</b> רשימת אוצר מילים וביטויים המיועדת לרמה זו בתוכנית הלימודים (כ- 600 מילים וביטויים שנלמדו בהדרגה במשך שלוש שנים)</p> <p>לפענח מילים בתוך טקסט קצר <b>-ידע והבנה</b></p> <p>לכתוב או להביע בעל פה משפטים פשוטים לפי תבניות <b>-ייצוג ידע</b> There is/are, I have, I can see: פשוטות, כגון</p> <p>לכתוב או להביע בעל פה משפטים שמתארים חפצים <b>-ייצוג ידע</b> : מקומות ואנשים לפי תבניות נלמדות, כגון  לקתוב טקסט לפי מוסכמות בסיסיות, He/She/it is, ....This is ...., בקריאה (סימני פיסוק, כיווניות)</p> <p>להקשיב ולקרוא סיפורים פשוטים <b>-יישום</b> (storytelling / extensive reading)</p> <p><b>מיומנויות תוך אישיות</b></p> <p>לגלות התמדה במהלך תרגול הקריאה, הכתיבה והבנת <b>-התמדה</b> הנשמע</p> <p>להאמין בכוחו לתרגל ולבסס בהדרגה את שטף הקריאה, <b>-מסוגלות</b> הדיבור והכתיבה</p> <p>לגלות עניין בשפה האנגלית ורצון להרחיב את הידע <b>-סקרנות</b> באנגלית</p> <p><b>מיומנויות בין אישיות</b></p> <p>לגלות אכפתיות, רגישות ונכונות לסייע לאחרים במהלך <b>-מעורבות</b> הלמידה והתרגול באנגלית</p> <p>לנהל שיח קצר עם אחרים בעזרת אוצר מילים בסיסי <b>-ניהול שיח</b></p> <p>לבצע הוראות מורכבות הניתנות לקבוצה באנגלית, <b>-שיתוף פעולה</b> תוך שיתוף פעולה עם חברי הקבוצה</p>		
<p>מיומנויות קוגניטיביות</p> <p>להתבונן ולהבין מידע המוצג בטבלאות – <b>הבנה</b></p>	<p><u><a href="#">אנגלית לכיתה ו'</a></u></p>	<p>ו'</p>

<p>לפתח מודעות והבנה לרקע וההקשר ההיסטורי, התרבותי, - <b>הבנה</b> הספרותי והגיאוגרפי של טקסטים מתרבויות שונות + חשיבה ברמה גבוהה בהקשר ספרותי</p> <p>לדעת להשתמש במילון רגיל ודיגיטלי, בדפי תוכן באינטרנט - <b>ידע</b></p> <p>ליצור משפטים בנושאים שונים ובנושאים הנוגעים בחייו לפי - <b>ידע</b> כללי דקדוק בסיסיים</p> <p>לדעת מוסכמות בסיסיות בכתיבה (סימני פיסוק, כיווניות) - <b>ידע</b></p> <p>לזהות, להבין, לקרוא, לכתוב ולהגות מילים חדשות על - <b>ידע והבנה</b> פי רשימת אוצר מילים המיועדת לרמה זו + מילים וביטויים נוספים המופיעים בספר הלימוד או שנבחרו על ידי המורה (כ-1,200 מילים וביטויים שנלמדו בהדרגה משך ארבע שנים – מתחילת כיתה ג ועד סוף כיתה ו)</p> <p>לזהות סוגות טקסטים, להשיב על שאלות של טקסט - <b>ידע והבנה</b> כתוב או דבור ברמות חשיבה נמוכות וגבוהות</p> <p>לקרוא קריאה שוטפת של ספרים וטקסטים בסוגות - <b>ידע והבנה</b> שונות, להבין ולהגיב אליהם בכתב ובעל פה בהתאם</p> <p>להציג ידע בכתב ובעל פה באמצעות מצגת לאור ראיון, - <b>ייצוג ידע</b> סקר, שאלון</p> <p><b>מיומנויות תוך אישיות</b></p> <p>לגלות התמדה במהלך תרגול הקריאה, הכתיבה והבנת - <b>התמדה</b> הנשמע</p> <p>להאמין בכוחו לתרגל ולבסס בהדרגה את שטף הקריאה, - <b>מסוגלות</b> הדיבור והכתיבה באנגלית</p> <p>לגלות עניין בשפה האנגלית ורצון להרחיב את הידע - <b>סקרנות</b> באנגלית</p> <p><b>מיומנויות בין אישיות</b></p> <p>לנהל שיח באופן ספונטני על נושאים אישיים ושגרתיים - <b>ניהול שיח</b></p> <p>לגלות אכפתיות, רגישות ונכונות לסייע לאחרים במהלך - <b>מעורבות</b> הלמידה והתרגול באנגלית</p> <p>לבצע הוראות מורכבות הניתנות לקבוצה באנגלית, - <b>שיתוף פעולה</b> תוך שיתוף פעולה עם חברי הקבוצה</p>		
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## 7. Assessment

*"...good teachers continually assess their students relative to learning goals and adjust their instruction on the basis of this information." (McMillan, 2001, 140)*

Assessment is an integral part of the teaching-learning process. It involves collecting evidence of learning over a period of time, using a variety of methods. These include both traditional test-based assessment tools and alternative assessment tools such as [portfolio](#), projects, [performance-based tasks](#).

There are two forms of Assessment: Formative (to provide information to learner and teacher that will enable ongoing improvement) and summative (done in order to provide a final grade).

### The basic principles:

- \*The tools are valid and reliable.
- \*Multiple methods of assessment are used for collecting information regarding students' progress and language development over a period of time.
- \*Feedback is given in ways that are beneficial for both learners and their parents.
- \*Assessment should include tasks, such as thematic projects that promote learner's involvement and reflection on learning strategies and resources.
- \*Criteria for assessment are known to the learners prior to the assessment.

\*Steps are taken to minimize test anxiety, such as preparing and explaining test layout, and teaching test-taking strategies.

### Assessment in Practice:

\*[Classroom Assessment](#) Presentation.

\*My '[Meitzav Preparation Presentation](#)' might be helpful.

*\*Tip: check the pupils' notebooks as frequently as possible - it gives the connection between the teacher and the pupil; accuracy check - to see if they copied correctly, it can be a part of assessment.*

### **8. Integration of Information Communications Technology (ICT)**

Different skills are required to ensure that learners are enabled to make full and appropriate use of digital tools in their language learning. The following principles underlie the integration of information and communications technology within language teaching and learning:

\*Learners are encouraged to interact with digital media.

\*Learners are provided with tools for evaluating the reliability of Internet Information.

\*Learners are encouraged to create and share original digital products online.

\*Learners are encouraged to utilize different modes and channels of digital communication: email, voice and video chat applications.

\*Opportunities are provided for learners to engage in collaborative language-learning activities based on Web environments, Google Docs, Wikis.

\*Activities are provided to encourage learners to access online information, according to their language abilities.

\*Opportunities are provided for learners to communicate and collaborate with other local and/or global communities.

*While my master's degree Studies, I encountered a very useful instrument that helps to decide whether and how to incorporate technology in my English lessons. This model is called [TPACK](#):*

מודל TPACK מהווה מסגרת הבנה של כיצד שימוש בטכנולוגיה פוגש צרכים פדגוגיים הנדרשים כדי ללמוד תוכן מסוים. תוכן, פדגוגיה וטכנולוגיה והקורלציה ביניהם הם מרכיבים מרכזיים של המודל. על המורים חשוב להבין שקשר פדגוגיה-תוכן יקבע לגישות שונות של הוראה; טכנולוגיה ותוכן - כיצד נציג בעזרת טכנולוגיה תוכן מסוים; יחסי טכנולוגיה פדגוגיה - איזה טכנולוגיה תתאים לצרכים פדגוגיים. במאמר בו צוין המודל מופיע עיקרון הבא:

"Teachers must create a form of knowledge that goes beyond the three separate bases." (Koehler, 2013).

## **9. Components of Language Teaching**

Lexis and grammar play a central role in the development of language proficiency. By the end of foundation level (the elementary school) the pupils need to know 1200 items for each level (both core and expansion) - see the [practical guide](#) for teaching vocabulary.

In addition to the link to this practical guide, I am going to summarize it in a few crucial points:



\*Vocabulary is the most important component of language knowledge.

\*Vocabulary needs to be actively taught.

\*A teacher needs to spend quite a lot of lesson time on teaching new vocabulary and reviewing it throughout the year.

\*Teach about 12 new items a week in elementary school.

\*In order to make sure that students have mastered the items, they need to review them at least ten times, probably more.

Here is the overview of the main components of the practical guide:

### **Strategies:**

\*Make students responsible.

\*Use quick, five-minute vocabulary activities every lesson.

\*Use homework for vocabulary study.

\*Combine fluency exercises in the four skills with a focus on vocabulary.



State of Israel  
Ministry of Education  
Pedagogical Secretariat  
Language Department  
English Language Education

## A PRACTICAL GUIDE FOR TEACHING VOCABULARY

- **READING**

Same as for listening, but in writing.

Simply ask them to reread a digital or photocopied text that included items you want them to learn, underlining the items they remember you taught them. They ask each other and/or you if there are any words in the text that they don't remember.

For more detailed explanations of some of these ideas, and lots more, see the next section.

### C. MORE IDEAS 1: VOCABULARY EXPANSION – PRACTICAL IDEAS FOR EXPANDING STUDENTS' VOCABULARY AT ALL LEVELS

You'll see that ideas are coded, according to whether they are appropriate for elementary school (EL), junior high (JH), or high school (HS). Many of them are appropriate for two, or even all three, levels.

#### BRAINSTORM: ASSOCIATIONS (EL, JH, HS)

1. Give a theme word, students call out any other words or phrases that occur to them that are associated, any part of speech.
2. Add more yourself, and teach the new items.

#### BRAINSTORM: WHAT GOES WITH...? (EL, JH, HS)

1. Give a noun, students suggest all the adjectives that might describe it (e.g. *road*: a long road, a busy road, a new road...).
2. Add more yourself, and teach them.



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## A PRACTICAL GUIDE FOR TEACHING VOCABULARY

### STRATEGIES AND PRACTICAL IDEAS

Here are some useful strategies for teaching vocabulary without adding extra work and time, together with practical ideas that use them.

#### STRATEGY 1: MAKE STUDENTS RESPONSIBLE.

- Share with students why they need to learn a lot of vocabulary: it's probably the most important aspect of language that they need to know.
- Tell students that they'll need to work on vocabulary expansion themselves outside the lessons: there's simply no time during lessons to teach them all the vocabulary they need and review it. There are some ideas in the next section about ways students can expand their own vocabulary.
- Tell students to keep vocabulary / dictionary notebooks (could be on smartphones or tablets) to keep a record of new vocabulary learnt.
- Give students five minutes during class to check through their vocabulary lists or notebooks and remind themselves of things they've learnt.
- Make opportunities for students to share their personal strategies for learning and reviewing new vocabulary.

#### STRATEGY 2: USE QUICK, FIVE-MINUTE VOCABULARY ACTIVITIES EVERY LESSON.

- Ask students to call out all the items they've learnt in the last two weeks, write them up as fast as you can. Add any they've forgotten.
- Challenge students in groups to recall as many items as they can: who can remember most?
- Have the items on the board at the beginning of the lesson; ask students to scan them, say if there are any whose meaning they don't remember; tell them.
- Dictate the items in L1, ask students to say the English equivalents (in chorus); or vice versa.
- Ask individual students to say one word or expression they've recently learnt or come across. They/you explain meanings where necessary.
- Teach a new extra item ('word of the day') at the beginning of every lesson (could be an idiom or a proverb).
- Brainstorm all the words you know that have to do with (a topic).



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### STRATEGY 3: USE HOMEWORK FOR VOCABULARY STUDY.

- If you can, send parents the lists of items you've taught so that they - or siblings, or grandparents - can help students at home (use the school website).
- Tell students to find a word or expression (in the textbook, literature, newspaper, Internet or any other source) that they didn't know before, find out what it means, come to class and tell the others.
- Students spend 10 minutes (by the clock!) reviewing all the items they've been taught over the last two weeks.
- Students look up six words they have already learnt in the dictionary and find out either a) added meanings or b) phrases that include them that they didn't know before.
- Students do vocabulary work online. See Section D. (More resources) for some recommended websites.

### STRATEGY 4: COMBINE FLUENCY EXERCISES IN THE FOUR SKILLS WITH A FOCUS ON VOCABULARY.

- **SPEAKING**  
Groups get a list of 20-30 items you want to review and tell (not write!) a story which brings in as many of the items as they can. Each student has to contribute at least one sentence.
- **WRITING**  
Give each student a word or expression you want to review (remind them of meanings if necessary). Ask an informative question beginning 'Can you tell me about' (e.g. 'Can you tell me about someone in your family?'). Students write a sentence or paragraph that has to bring in their word or expression. Then students share what they have written: read it aloud; or leave their own writing displayed on their tables and walk around reading other students' texts.
- **LISTENING**  
Students write down the numbers 1-20 down the left-hand side of a page (or screen). Say 20 statements (which can be true or false), each one including one word or expression that you've recently taught and want to review. Students write ✓ or x by each number, according to whether they think it is true or false. Then check answers.





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### MYTHS

There are some assumptions that lead us to teach vocabulary not very efficiently, and which are not in fact true. Let's look at some of these.

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#### *MYTH #1: YOU SHOULDN'T TRANSLATE NEW WORDS INTO L1.*

Not true. You may. Use other means as well - pictures, mime, explanations, examples – but don't feel guilty about clarifying by means of the L1. And of course, later review should be mainly in English: but for the first time you explain a word, L1 can be really helpful.

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#### *MYTH #2: IT'S MORE IMPORTANT TO TEACH READING STRATEGIES THAN VOCABULARY.*

Not true. Reading strategies are no substitute for knowing vocabulary. Learning how to skim, scan, infer from context etc., is of surprisingly limited value in reading comprehension when students don't know enough vocabulary. So it's not worth spending too much time practicing reading strategies: make students aware of them, certainly, but it'll be much more helpful to them if you spend most of your time teaching and reviewing vocabulary.

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#### *MYTH #3 VOCABULARY SHOULD ALWAYS BE TAUGHT AND REVIEWED IN (SENTENCE OR LONGER) CONTEXT.*

Not always. There's a place for teaching and review of single items on their own. And often putting a new word into a brief phrase is just as helpful as putting it into a full sentence. Both these, of course, are much quicker than full-context activities. Bottom line: vocabulary should be taught both within contexts and as single, decontextualized, items.



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### *MYTH #4: STUDENTS CAN ALWAYS GUESS MEANINGS FROM CONTEXT.*

Not true. They usually can't. Not just because they're untrained, and not just because the texts are too difficult, but simply because research shows that even educated native speakers often can't guess a word from context correctly: the context doesn't give enough clues to meaning. Only in the minority of cases does the surrounding context make the meaning of an unknown word clear. So don't waste time pushing students to infer words in class: just tell them what they mean. (That doesn't mean that inferring from context is useless – students will use it in their own independent reading – only that it's not a very efficient way to teach new words in class).

### *MYTH #5: IT'S ENOUGH TO EXPOSE A LEARNER THREE OR FOUR TIMES TO A NEW WORD FOR THEM TO LEARN IT.*

Not true. This isn't enough. According to research, a learner will only master a new item if he or she gets ten or more opportunities to review (some say as much as 20). So it's important to review new items you taught at the end of the same lesson, and again in the next lesson; but then remember that you'll need to come back to them after a week, and again later. Of course you won't have time to review every single item ten or more times, but remind students to refresh their memories every now and then (see Strategies below).

### *MYTH #6: WHEN READING A NEW TEXT, STUDENTS CAN ALWAYS LOOK NEW WORDS UP IN A DICTIONARY, SO THEY DON'T NEED TO LEARN SO MANY IN ADVANCE.*

Not true. Looking up in a dictionary is time-consuming and often results in mistakes. And there's research to show that students who use dictionaries for reading comprehension understand no better than those who don't! There is no substitute for knowing lots of vocabulary. (Incidentally, the more vocabulary students know, the more likely they are to use dictionaries successfully when needed.)

### More ideas:

\*Brainstorm (associations), what goes with...?, build words into a picture, vocabulary - centered mini projects.

\*Presenting new vocabulary: write it and say it, repeat it, translate, show a picture, mime, define the meaning in English, explain the meaning using opposites or synonym's, give examples, contexts, review the new words in the same lesson.

\*Vocabulary review:

Quick bingo, recall and share, make a mini-context, odd one out, various forms of dictations, classroom spelling bee, pictionary, sentence race, charades, spell it together, information gap, muscle memory, competitive dictation, know your country, think of a word, free finish dictations, cloze dictation, memory challenge, last one standing.

\*Collaborative preparation for a vocabulary quiz.

\*Collaborative quiz composition.

\*Self-learning vocabulary cards and word boxes.

### Vocabulary assessment:

\*Samples of test items formats for assessing vocabulary: multiple choice, matching, sentence completion, gapfill, translation, yes/no checklist, cloze, sentence writing,

\*When writing on the board use separate colors for words in English and words in Hebrew.

\*Pupils need to have special vocabulary notebooks.

\*Classroom games (using flashcards, songs and chants):

## Grammar:

Grammar instruction is recognized as essential for efficient language acquisition in the context of the learning of an additional language at school. The learning of grammar includes learning of form, meaning and use of grammatical structures which promotes learners' understanding of what they hear or read, and enables them to convey meaning appropriately.

\*Grammatical knowledge has been divided into the following components: syntax, verb, nouns, adjectives, adverbs and prepositions.

### Foundation Level: Grammar

Learners apply their grammatical knowledge in order to achieve the benchmarks at the Foundation Level.

The lists below, alphabetically ordered, refer to grammatical components to be taught explicitly (productive knowledge): the rule meanings and forms are taught, practiced and used in communication. The lists are according to syntax, verbs, nouns, adjectives/adverbs, prepositions and conventions of print and prosody. The lists do not include grammar that learners are naturally exposed to in the teaching/learning process in the classroom (receptive knowledge).

The process of learning grammar in the fourth grade includes learning lexical items, lexical chunks and syntactic patterns. (See the table below for examples.) Learning the rules for the appropriate grammatical structures begins in the fifth grade.

Terminology	Examples
lexical item	played
lexical chunk	last night
syntactic pattern	eat ice cream
rule	how to formulate yes/no questions

#### Syntax

- simple sentence structure (subject-be-complement, subject-verb-object), including affirmative, negative, interrogative ('yes/no' and 'WH' questions)
- compound sentence structure using connectors, such as, and, but, because, or
- there is / there are

>>



## Foundation Level: Grammar

### Verbs

- affirmative, negative and interrogative forms of the present simple
- affirmative, negative and interrogative forms of the past simple
- affirmative, negative and interrogative forms of the present progressive
- modals: can, should, must + verb
- future (will / be going to)
- imperative
- contracted forms

### Nouns

- count/non-count nouns
- definite/indefinite articles (a/an/the)
- demonstrative pronouns (this, that, these, those)
- personal subject pronouns
- object pronouns
- possessive determiners
- possessive 's

### Adjectives/Adverbs

- basic quantifiers, such as some, any, many, much for count and non-count nouns
- comparative and superlative
- position of adverbs

### Prepositions (according to Band I)

#### Writing Conventions

- punctuation (period, comma, question mark, exclamation point)
- capital letters
- apostrophe marks for contracted forms

### Conventions of Prosody

- comprehensible pronunciation of known lexical items
- stress and intonation patterns of familiar words, lexical chunks and utterances



## 10. Teaching Literature:

When working with texts, several [steps](#) - are important (see the bookmark).

### ✓ Pre-Reading Activity

Activities that motivate the learners and encourage involvement in the topic and theme of the text.

### ✓ Understanding of the text

Use questions that relate to the literal meaning of the text. While working on the text: teach and review relevant lexical items and grammatical structures. When necessary, background knowledge should be taught (*a lesson plan about Walt Disney in the appendix is focused on the reading comprehension strategies*).

### ✓ Analysis and Interpretation

Probe beyond the literal meaning of the text. Activities should include tasks that involve HOTS - when including HOTS, take into consideration: type of text, the level of the class.

### ✓ Bridging Text and Context

Activities that help learners to understand connections between the text and relevant information from other sources, such as biography of the author, historical and social contexts.

### ✓ Post-reading Activity

To make connections between the text and the pupils' own experiences (creative responses to the text).

### ✓ Reflection

1. Reflection on the piece of literature
2. Reflection on the process of learning and applying HOTS
3. Reflection on how this process has influenced their reading of the text

## **11. The Able Kit**

The [kit](#) supplies assessment tools for basic literacy in English. It relates to Oral Language Processing, and Written language processing. Such areas are checked: awareness of the sounds, relationship between letters and sounds, word decoding and spelling, vocabulary recognition, reading comprehension. There are two tests in the kit: The Screening Test and the Diagnostic test.

### The Diagnostic Tests

After having the names of the pupils who required deeper testing (after the screening test), you began to execute the diagnostic tests - one pupil at a time. The tests include the pupils' background: age, country of birth, language spoken with family, overall achievement in English. The following types of tasks are given to the pupils: phonological representation, phonological awareness, grapheme-phoneme correspondence, decoding high and low frequency words and spelling.

**My note:** "According to the findings, I was able to think of suitable intervention for these pupils and maybe try to group them for helping as many pupils as possible. The diagnostic tests helped me to get to know my pupils better (I am the only English teacher at school and I teach 8 classes). Naturally, their difficulties and problems became clearer - I could often see the connection between the mother tongue difficulties and difficulties in English".

### The Intervention Program

The Intervention program was based on remedial teaching methods, such as the "Hickey Method" and "Phonographix". These methods are meant to help in teaching struggling learners to read. Their "secrets" are in special order of letters, visual details, vocabulary choice, auxiliary aids and of course repetition and again repetition. Very often the struggling readers have difficulty to memorize teaching items. It is important to notice that these methods and their secrets were presented to me at the "ishtalmut" course for English teachers. Special books were also discussed. My intervention program had several directions: I had a group of pupils who needed the remedial teaching unit, based on the mentioned books. I had a group of pupils who needed special attention during the English lessons themselves and I had the pupils who required minor completions, such as digraphs, vowels, certain letters or vocabulary review - "partani" hours were used for this sake. In this paper I will present a part of this intervention program. I am going to focus on one pupil. I will relate to

her diagnostic test results. Two lessons will be presented. Follow up on Success will be discussed.

A.

A. is a girl. She studies in one of my fifth grades. I teach her since third grade. According to the results, it is possible to understand that A. requires an intervention for decoding. Her oral language and listening skills can be helpful in the building blocks process. Her poor spelling can be improved with the help of remedial teaching strategy for acquiring the letters and their sounds.

I believe, that in any process the starting point is crucial, this is why I decide to present here in this paper namely two first lessons of A.'s intervention program. There were several goals for these lessons: motivational aspect - A. knew she had difficulties. I needed to make sure she understands that we are going to start a process, that is going to help her. She is not alone, and I am here to help. I even shared with A. that this strategy is something that I myself learned recently and it's new for me too. "Let's try it together" - was the message. Another goal was to explain that our first step to success in reading in English is to acquire the letters of the "ABC". I presented the workbook - "[The English Club](#)", written by Fern Levitt. In terms of educational goals, A. needed to learn first five letters - "Ii, Tt, Pp, Nn, Ss".

The list of activities for two lessons for example:

1. Letter cards preparation (lower case letter in the middle, capital letter in the corner, the drawings of the "sounds" on the other side of the card).
2. Work with the cards - say the name of the letter, its sound and a word or words of the drawing.
3. Letter line writing.
4. Reading a short-illustrated text where words are built from the target letters (decoding and comprehension that is based on these very illustrations).
5. Focusing on the letters in the text, emphasizing them.
6. \*Before the next step I decided to take the cards out again. (I believe that remedial teaching is about "baby steps" and repetition, you don't move to something new until you are not sure the current topic is learned).
7. The next step: practicing vocabulary words, such as: sit, it, pit, pin, etc. - writing lines and working with a very clear table that has three columns: picture - word - place to write it again. \*The books (Levitt, F., 2018) include a yellow stripe for practicing the vocabulary - you can cover any column with the stripe in order to practice your memory (most of my diagnostic tests include a note about pupils' difficulty to memorize new material).
8. A game - there are many variations of possible games: snakes and ladders, for instance is quite popular. A word search that was believed to be "a waste of lesson's time", is

believed to be a useful part of remedial teaching strategies now. The pupils can focus on target words and their letters and see the order of the letters in a word.

\*The next lessons are about repetition and introduction of some new letters (the order of the letters matters). I do believe that each set of letters has to take two lessons at least.

A. could read the words by the end of these lessons, she could read and translate the text, her writing became clearer. Her reading progress was seen by my counselor and A.'s mother, who was touched by this change.

### Following up on Success

The process of following up is about the words: organization, record, attention, consistency. The teacher that has a "remedial teaching" group has to be organized - a special folder with the lesson plans is needed. The teacher plans the lessons, checks if there are changes needed before moving forward. It is important to write down the progress - a special diary can help. It is important for the teacher who has such groups in his classes to pay attention to these pupils during each lesson. The process must be consistent, otherwise each time it will be started as if the previous step was not taken at all. Another word that I didn't mention is "motivation". It is not easy, for example, in the fifth grade to teach letters again and it is not easy for the pupils to learn them when their classmates are sitting in front of the course books. The atmosphere in the class

matters. I believe, that the atmosphere of learning and progressing of each pupil in his or her pace is the key. Once the pupils understand the goals and can objectively see where they are and how close they are to these goals, it is easier to help them from the teacher's side.

## Reflection

I would like to write my reflection on the basis of an article - it speaks about assessment in general and about [assessment for instruction](#), in particular.

A teacher constantly needs to conduct some kind of assessment of the student before making decisions. The role of an effective teacher is to reach these decisions reflectively. According to McMillan (1997) there are aspects that influence teacher's decision making: multidimensionality - students with different preferences and abilities. Simultaneity - many things happen at once. Immediacy - the pace of classrooms is rapid. Unpredictability - distractions are frequent. Assessment is an umbrella concept that encompasses different techniques, strategies and uses. In case of English teachers - our main instrument for assessment is the Able Kit.

A teacher should ask assessment questions: before instruction, during instruction and after instruction. The examples of such questions are: before instruction - how much do my students know? Are my students motivated to learn? During instruction - what question should I ask? Which students need my individual attention?



After instruction - Are students ready for the next unit?  
How well have my students mastered the material? How  
should I change my instruction? (McMillan, 1997)

A teacher would usually be provided with general district or school learning goals for a particular grade level or subject. These goals are used as a starting point to develop more specific learning targets that take into account characteristics of the pupils and teacher's style and beliefs. Pre-instructional assessment is an essential step. If you can't identify what specific knowledge, skills, attitudes are important, it would be difficult to know when you were successful. The approach "backward design" can be helpful. Usually, instructional planning considers assessment an activity that is done after instruction. It is helpful to think like an assessor before planning. Once acceptable evidence is identified, the teachers select instructional strategies and activities to meet the targets.

This year and my work with the "Building Blocks" program, the course and the process with the counselor, showed me how both assessment and instruction are important and crucial for succeeding in such complex progress as "Teaching Reading". The basic idea of the Able Kit and then writing an intervention program indeed means "no child left behind" - something that was sadly happening in my school and not only from year to year, these struggling kids were moving classes without given proper chance to succeed. I do have to write that teachers needed more instruments and guidance of how to take care of these kids and now they

have them, as I mentioned above: The Able Kit for diagnostics and the Building Blocks that supplies materials for writing a remedial intervention program for these kids.

I want to believe that now my English room (see photo in the Appendix) is a place, where everyone feels progressing and succeeding.

## **12. Building Blocks Section**

This year my school entered the "Building Blocks Project" and now is called the BB School. There is the official site of this program. The site includes as follows:

*Dear English Teacher,*

*Reading is the key to academic success ... and being able to read in English is vital for learners of English as a foreign language. In Israel today, far too many elementary and Junior High school students have not yet mastered the basic rudiments of reading in English.*

*Building Blocks is a national program initiated by the English Inspectorate in October 2018. It aims to provide you, dear teachers, with basic knowledge regarding the acquisition of key literacy skills and to suggest ways to apply them to your classroom.*

*On this website, you will find:*

- *inspiring academic articles and studies*
- *diagnostic tests for both elementary and JH levels, including teachers' guides and results templates*
- *a playlist of carefully selected clips for teachers*
- *a separate playlist of clips for students' viewing both in class and at home*
- *useful digital and non-digital teaching resources and materials*

*We hope you find this site helpful. You are invited to send us any additional materials you think would help other teachers who browse this site.*

*We welcome your input and your feedback at [buildingblocks789@gmail.com](mailto:buildingblocks789@gmail.com)*

*Best of luck,*

**The Building Blocks' Team**

<https://sites.google.com/view/buildingblocksisrael/home?authuser=2>

The following [site](#) is highly appreciated by me and is also included in Building Blocks program. The site includes both theoretical and practical materials.

An example of idea, that you could find on this site and will be used by me next year:

"In order for every single pupil to be involved in the learning process, regional counselor Channi Schklar suggests providing all pupils with a small whiteboard to practice reading and writing rules. Instead of having just one or two pupils come to write on the board, let everyone join in the fun!"

### **My Building Blocks Inputs: Teaching Struggling Readers and Spellers**

The following text presents my personal relation to methods of helping students master reading and spelling skills, presented in the movie "Teaching Struggling Readers and Spellers", (Youtube). My writing is organized in a "checklist", which covers the problematic areas of reading and spelling mastery.

#### **1. Print to Speech Connection**

- ✓ The sounds are more important than names of the letters.
- ✓ Using pictures is a good visual tool, but it may be confusing when taking phonograms into account. "A" has more sounds than the sound that appears in "apple" (the picture of an apple). Instead, use cards with lower case letters first and present the sounds of these letters. It is a direct memory link for our students. Teach the name of the letters when presenting upper case letters.

#### **2. Exceptions**

- ✓ English (and any language) is full of exceptions that are confusing, for instance: "chair vs school". There are logical students and intuitive students. Intuitive students "feel" the exceptions and acquire them

easily. Logical students need our help to gain the needed patterns for them. Solution: "Teach students the 74 phonograms and 30 spelling rules which logically explain 98% of English rules".

### **3. Sight words**

- ✓ A good technique to help our students to memorize words is to teach them to "glue and unglue them". For example: "j-u-m-p" and the students jump around.

### **4. Confused Directionality and Reversals**

- ✓ Training our Visual Muscle Memory is coming to help. There is a certain direction of reading our eyes need to get used to. Teachers can even execute classroom actions to help, like cleaning the board in a certain direction.
- ✓ Use your finger or a piece of paper to direct reading.

### **5. Lack of Regular Practice**

- ✓ We need to practice to learn how to ride a bike, so we do when reading. Teach reading to mastery. Dedicate time for it - prioritize when planning. The reading instruction should be intensive.

### **6. Learning Style Mismatch**

- ✓ We as teachers must understand that our students have different learning styles. There are visual, auditory and kinesthetic students. These are their strengths - we must not ignore them. Our lessons should involve different activities for different styles.
- ✓ Spelling dictations are a good example.

## **7. Whole to parts teaching**

- ✓ Language should be taught systematically. We have to take into account development stages of the students. For example, teach from a sound to a word, then a sentence, then a text, then a book.

## **8. Boring teaching**

- ✓ Avoid teaching when students are passive. They have to be engaged.

## **9. Disrespect and Misunderstanding**

- ✓ Back to learning styles. Some students feel shame for being kinesthetic. We give them this feeling, because often we misunderstand.
- ✓ Motivation - what motivates our students? It's better we know them enough to answer this question.

## **10. Broken hearts**

Give our struggling readers and spellers hope. It is okay to apologize for not getting to them or not understanding their true needs, but after this get back to "hope" - together we will find the way!

## **13. Learners diversity - learning disabilities - taken from the Adapted English Curriculum**

The classrooms are characterized by diversity. There are several reasons for the existence of diversity: native speakers, learners who come from bilingual homes, Arabic speakers, new immigrants who have to acquire Hebrew first (my school is characterized by a big number of new immigrants who come from France, Russia, Ukraine, Sri Lanka and etc.). There are also socio-economic reasons. Learners with special needs: hearing and vision problems,

dyslexia, attention disorders, emotional and cognitive impairments.

"With the appropriate professional support and teaching methods, students with disabilities are indeed capable of learning English."

The recommendations suggested in the guide should not be implemented in isolation. There should be cooperation between the English teacher and the homeroom teacher, the special education teacher, the guidance counselor and the school psychologist. This way there is the possibility to build an individual educational program (IEP). It is obligatory for the English teacher to obtain all the necessary information regarding the students in order to plan instruction accordingly. The characteristics of the disorder, capabilities and difficulties of the learner should be taken into account. Students with disabilities commonly share learning difficulties, such as learning how to read and or write, processing information quickly, kinesthetic, emotional, social difficulties that can affect learning.

Teaching hours:

In inclusion classrooms - students with disabilities who are included in a regular class are to receive the same number of hours of English instruction as their classmates. The possibility to add additional hours of intervention should be considered.

Teachers are to adapt the material and teaching methods to the specific needs of the individual student, taking into account the benchmarks in the English Curriculum.

The possible disabilities and practical tips:

- Learning disabilities

Students with learning disabilities should be expected to meet the standards of the English Curriculum. It is recommended that the English teacher consult with the special education teacher in the school.

- Visual impairments

Totally blind or visually-impaired students require adaptation of the English Curriculum. Enlarged or bold type texts, Braille, use of auditory and kinesthetic modalities, listening to books + consultation with the professional teacher should be executed by the English teacher.

- Auditory impairments

(hearing impairment exceeding 30 DB in both ears). Reading should be taught at the very first stages of instruction, exposing students to the vocabulary and structure of the language. Use visual aids, dictionaries for teaching vocabulary, be in contact with the professional, speak clearly and slowly, address the student correctly.

- Physical disabilities

Students with physical disabilities can use assistive technology or other facilities. When the lesson includes activities that require movement, there should be a consultation with the professional.

- Behavioral disabilities

Difficulties in self-control, hyperactivity, hyper-introversion, deficits in attention and concentration, problems with organization. Very often such disabilities occur in conjunction with L.D. and, in some cases, with social/emotional disabilities.

- Social/emotional disabilities

The students' English potential depends on the extent of their cooperation, the willingness to learn. The teacher should select assignments and subject matter that suit the student's abilities and interests.

- Pervasive developmental disorders (PDD)

Students have difficulty in developing interpersonal relationships, understanding social cues, situations - impairments in social interaction, imaginative activity, verbal and nonverbal communication, limited number of interests (Asperger's syndrome). The students require individual language programs. The program should be written in cooperation with the homeroom teacher, speech therapist and parents. Visual processing of information is easier for most of these students.



- Slight or moderate cognitive delay

The intelligence of the students is below the norm.

Special methods and teaching aids should be employed.

Teaching recommendations for two major areas of difficulty:

Domains	Limited vocabulary	Difficulty in acquiring literacy skills
<b>General recommendation</b>	<ul style="list-style-type: none"> <li>*Draw awareness to foreign words in English that are in everyday use in Hebrew.</li> <li>*Teach vocabulary in context.</li> <li>*Employ multi-sensory means: pictures, objects, songs and chants.</li> <li>*Drill vocabulary repeatedly by means of word games, flashcards.</li> <li>*Use word maps and teach word families.</li> <li>*Teach students to create associations that help them memorize words - mnemonics.</li> </ul>	<ul style="list-style-type: none"> <li>*Pre-reading skills need to be taught both in English and in Hebrew: phonological awareness, isolation of sounds, breaking a word into syllables, identifying opening and closing sounds, rhyming, distinguishing between graphic shapes.</li> <li>*Listening, conversations, songs help.</li> </ul>
<b>Social Interaction</b>	<ul style="list-style-type: none"> <li>*Establish supportive environment.</li> <li>*Create occasions for social interaction.</li> <li>*Use English in class - teach in English.</li> <li>*Drill all topics taught through conversation.</li> <li>*Include pair work or group work.</li> <li>*Use role-play activities.</li> </ul>	<ul style="list-style-type: none"> <li>*supply a vocabulary bank relevant to the subject.</li> <li>*teach adjectives.</li> <li>*teach the interrogative and request patterns.</li> <li>*teach each text type separately.</li> <li>*use sorting games to identify the type of text.</li> </ul>

	*Present language patterns visually.	
Access to Information	<p>*To promote reading comprehension ask lead-in questions. Teach reading strategies:</p> <ul style="list-style-type: none"> <li>*identifying text type.</li> <li>*using the title to think about the possible content.</li> <li>*paying attention to pictures and other visuals.</li> <li>*pointing to capital letters, familiar words.</li> <li>*direct students to find and mark words they are familiar with in order to help them understand the ideas in the text.</li> <li>*provide preliminary exposure to keywords in the text.</li> <li>*teach use of the dictionary.</li> <li>*teach the meaning of prefixes and suffixes: unhappy, happiness.</li> </ul>	<ul style="list-style-type: none"> <li>*give students a variety of texts and assignments, even when they are on the level of merely recognizing the words.</li> <li>*train students to ask themselves questions while reading the text.</li> <li>*the students need to distinguish between main and supporting ideas.</li> <li>*teach external elements: title, pictures, paragraphs and internal elements: general idea, cause and effect. Teach signal words: "for example, such as". Teach students how to ask Wh questions about the text.</li> <li>*practice telling a story according to the pictures.</li> <li>*practice words like then, after, first, second, finally.</li> <li>*practice arranging sentences and paragraphs in sequences.</li> <li>* use graphic organizers.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>*choose topics from among the subjects studied in English lessons - topics that include familiar vocabulary.</li> <li>*provide detailed written instruction and teach to collect the information.</li> <li>*treat more complex assignments in phases: brainstorming the topic,</li> </ul>	<ul style="list-style-type: none"> <li>*present many sentences with the same structure.</li> <li>*compare the structure of the sentence with that of the native language.</li> <li>*teach students to build a sentence out of single words, using the model.</li> <li>*cut out the words or use the computer.</li> <li>*teach sequence words: first, then, after.</li> </ul>

	<p>collecting information, writing drafts.</p> <p>*assessment of such assignments should include a checklist, specific criteria: quality of the presentation, content, correct use of language, syntax.</p> <p>*is the structure of the paper correct? Title page, table of contents, list of references.</p> <p>*invite parents to watch the presentations.</p>	<p>* use a model to teach construction of a paragraph.</p> <p>*cut out the sentences from which to build a paragraph or to use a computer.</p> <p>*ask questions: who did you write you? What did you want to tell?</p> <p>*guide the class to find positive when seeing the presentations - positive feedback.</p>
Appreciation of Literature, Culture and Language	<p>*present video clips featuring different cultures and customs.</p> <p>*teach expressions of etiquette in different contexts.</p>	<p>*compare the local culture with the learned culture.</p> <p>*prepare the list of characters and present them to students prior reading.</p>

\*The Native Speakers of English:

[http://cms.education.gov.il/EducationCMS/Units/Mazkirut\\_Pedagogit/English/NativeSpeakers/Defining+the+Native+Speaker+Student.htm](http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/NativeSpeakers/Defining+the+Native+Speaker+Student.htm)

\*Recommended Amendments to the English Curriculum for Visually-Impaired and Blind Students - see the "Adapting the English Curriculum for Students with Disabilities" document (p.36, 37).

#### **14. Implementing the Curriculum**

Recommendations:

- \*Hours for English should be spread out during the week - no double hours for the elementary school.
- \*Extensive reading (Reading for pleasure) should be an integral part of English studies (the English library project - [see the example](#)).
- \*Schools should encourage extra-curricular activities in English, such as English Days ([see my school events in English](#)).
- \*Keep yourself informed by regularly visiting the site of the English Inspectorate: [www.edu.gov.il/english](http://www.edu.gov.il/english)
- \*Teachers should be encouraged to be members of professional development organizations, such as the English Teachers' Association in Israel (Etai).
- \***A note from me:** every teacher requires a source or sources for confidence, motivation and inspiration in addition to all the previous points (see appendix for Motivation).

#### **15. Classroom Management**

I must admit that my first years were dedicated to two big goals: pupils' motivation towards English (it was very low) and classroom management. While working on these goals I was always searching for any information, literature and

sources that would be helpful and practical. Luckily, I found such a source:

<https://www.smartclassroommanagement.com/>

Based on this site, its weekly articles and the books that I purchased, I created my classroom management plan for the English Room. You can find it here:

<https://sites.google.com/site/teachingenglishyuliamichurin/classroom-management>

Enjoy the peaceful teaching!:) )



## **16. A collection of practical activities and sites - to be continued**

Vocabulary	Speaking	Reading	Writing	Listening	General
<u>Useful sites:</u> *Just the word *For better English *Learn English - feel good *English vocabulary quizzes *Brainpop *Quizlet *Spelling City *Wordle **Learning Chocolate *ELF learning	<u>1. אסטרטגיות וטכניקות הוראה של שפה דבורה.</u> <u>2. דיבור - "בריטיש קאנסיל".</u> <u>3. ילדים ודיבור. סאלי טרוברידג'.</u> <u>4. דיבור בכיתה. צעירה.</u> <u>5. פעילויות הדיבור -</u>	Wh Questions cubes			*Fast Finisher's Folder - prepare a folder with various worksheets for pupils,

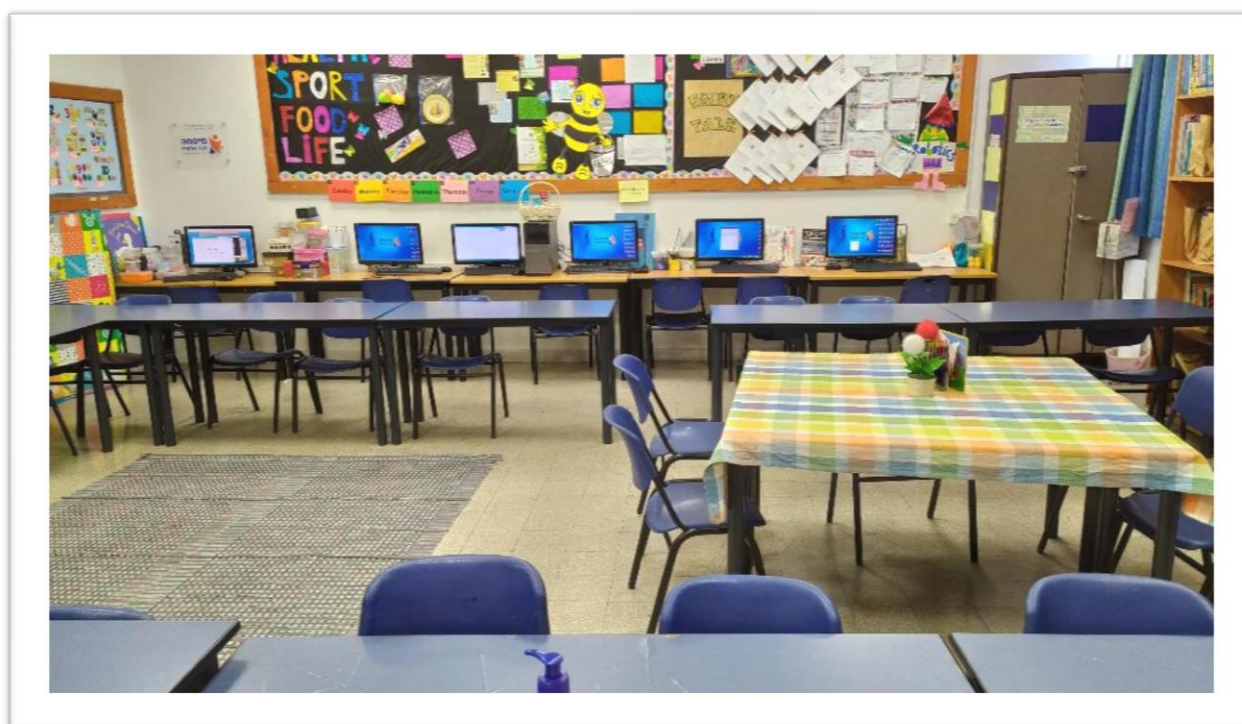
<ul style="list-style-type: none"> <li>*ESL Games</li> <li>*LearnEnglish.British Council</li> <li>*Merriam-Webster dictionary</li> <li>*Wordsmith</li> <li>*Vocabulary</li> <li>*Ten good games</li> <li>*Level tests on-line</li> <li>*Norbert Schmitt - Resources</li> <li>*pixton.com</li> </ul>	<a href="#">אנגלית כשפה שנייה.</a> <a href="#">6. פעילות בעבקות צפייה בסרטון.</a> <a href="#">7. חמישה אספקטים של הוראת שפה דבורה.</a> <a href="#">8. מדריך להוראת שפה דבורה - פרופסור פני אור.</a> <a href="#">9. פורטל לעובדי הוראה - דיבור.</a> <a href="#">10. כלי דיגיטלי לעידוד הדיבור.</a>				who finish their tasks quickly.
Word walls in the classroom	<a href="#">Story cubes for teaching speaking</a>	<a href="#">Picture/story cards method</a>			<a href="#">Professor Penny Ur - about Teaching English</a>
<a href="#">10 ways to remember English vocabulary</a>					
<a href="#">10 ways to play vocabulary games</a>					
Use English Adventure Teacher's Guide (1,2,3) for sight words games					



## 17. Appendix

You can find here: My English Environment photo, General teaching notes (mashov), BAND 1 - vocabulary, Lesson Plan - Template, Unit Planner, "Partani" Planner, An example of a successful differentiated lesson - Walt Disney, My Motivation.

1.



## 2. General notes taken from "mashov" to one of my lessons:

1. מטרות השיעור צריכות להיות בהלימה לתכנית הלימודים.
2. תלמידים בשיעור - הם במרכז.
3. מבנה השיעור מאפשר להשתחרר מהדרישה להיות קשובים למורה זמן ממושך.
4. תהליכי למידה צריכים להיות עצמאיים, מעמיקים, משמעותיים.
5. תשתית עבודה מאפשרת הבניה מדורגת של ידע ומיצוי היכולות של כלל תלמידי הכיתה.
6. יש לעבוד לאורך זמן עם קבוצת מיקוד עם מטרות ברורות ומדידות תוך שילוב דפי עבודה ואביזרים שונים על מנת לקדם את התלמידים על פי רמתם.
7. יש לספק משוב מקדם למידה - להסביר את הטעות, להסביר מה טוב בתשובה.
8. יש להקצות זמן וכלים לתיקון טעויות (הערכת עצמית, הערכת עמיתים).
9. השתתפות פעילה של כלל תלמידי הכיתה חשובה.

### Foundation Level: Lexis – Band I

Learners have knowledge of at least 1200 items, including the core items in Band I.

a/an	am, I'm	back	black	by	class
about	and	<i>Give back the money!</i>	blue	<i>by the wall</i>	classroom
above	angry	bad	board	call	clean (v)
across	animal	bag	body	<i>Please call me at six!</i>	clean (adj)
action	another	baby	book	<i>They called him Tom</i>	clear
address (n)	answer (n)	be	bored	can (v)	close (v)
afraid	answer (v)	beautiful	boring	capital	closed (adj)
after	any	because	bottle	<i>a capital letter</i>	coffee
afternoon	anyone	because of	box	car	cold
again	anything	bed	boy	Take care!	color
age	appear	before	bread	careful	come
ago	April	begin	break (v)	Be careful!	come back
agree	are	behind	breakfast	cat	computer
all	arrive	believe	bring	catch	cool
(not) at all	ask	beside	brother	center	copy (v)
almost	ask for	best	brown	chair	cost (v)
alone	at	better	build	change (v)	count
alphabet	at home	between	bus	cheap	country
already	August	big	busy	children	of course
also	autumn	birthday	but	(child)	cross the
always	away	a bit (of)	buy	chocolate	road/street

### Foundation Level: Lexis – Band I

Learners have knowledge of at least 1200 items, including the core items in Band I.

cry (v)	<i>Don't go! Don't touch it!</i>	enjoy	family	first	funny
cut (v)	door	enough	far	five	game
dad	down	enter	fast	flower	garden
dark	draw	evening	<i>They run fast</i>	fly (v)	get
date	dress (n)	every	father	food	girl
daughter	drink (v)	everybody	favorite	foot, feet	give
day	drive (v)	everyone	February	for	glad
<i>Have a good day!</i>	dry (adj)	everything	feel	forget	glass
Dear (as in	each	example	a few	four	go
email/letter)	early	for example	fifteen	fourteen	go on
<i>Dear Helen, ...</i>	ears	excuse me	fifth	fourth	going to
December	easy	exercise (n)	fifty	forty	good
decide	eat	expensive	film	free (adj)	good at
dictionary	eighteen	extra	find	<i>I'm free this afternoon</i>	goodbye
different	eighty	eyes	find out	<i>It costs nothing. It's free.</i>	grade
difficult	eleven	face	fine	Friday	<i>I study in the sixth grade.</i>
doctor	email	in fact	<i>a fine day</i>	friend	grade
do	the end	fair	<i>Fine!</i>	from	<i>My final grade was 90.</i>
dog	in the end	<i>That's not fair!</i>	finish	in front of	great
don't!	English	fall (v)	fire (n)	full	green

&gt;&gt;

## Foundation Level: Lexis – Band I

Learners have knowledge of at least 1200 items, including the core items in Band I.

grow	help	immediately	kid	<i>I wrote a letter to my cousin</i>	how many?
guess (n)	her	important	kind (n)	lie	March
guess (v)	herself	impossible	kind of	<i>It was wrong to lie to my friend.</i>	it doesn't matter
hair	here	in	know	lie down	What's the matter?
half	high	inside	large	life	May
half past	him	interested in	last (adj)	light (n)	maybe
hand	himself	interesting	last night	like (prep)	me
hang	his	into	late	like (v)	mean
happen	hold	invite	learn	listen	I mean
happy	home	is	at least	little	What do you mean?
hard (adj)	hope (v)	it	leave	<i>a little girl</i>	meaning
hard (adv)	hot	its	left	live (v)	meet
work hard	hour	itself	<i>I write with my left hand</i>	long look	meeting
hat	house	January	less	at lost	memory
have	how	job	lesson	a lot of	message
have to	How are you?	June	let's	lots of love	middle
he	hundred	July	letter	lunch	milk
head	hungry	just	<i>The last letter of the alphabet is Z.</i>	make	Do you mind?
hear	idea	<i>She's just a baby.</i>	letter	man, men	minus
hello	if	keep		many	minute (n)

>>

## Foundation Level: Lexis – Band I

Learners have knowledge of at least 1200 items, including the core items in Band I.

in a minute	How much?	nineteen	once upon a time	pay (v)	project
mistake	music	ninety	one	pen	pupil
mix	my	no	only	pencil	push
mom / mum	myself	nobody	open (v)	people	put
at the moment	name	no-one	open (adj)	perhaps	question
Monday	What's your	not	or	person	quick
money	name?	notebook	other	pick up	quiet
month	My name is ...	nothing	our	picture	Be quiet!
moon	near	November	ourselves	piece (of)	radio
more	need	now	out	place (n)	read
morning	neighbor	number (n)	over	plan (n)	ready
most	never	October	own	plan (v)	Are you ready?
mother	new	of	(my own, your own ...)	play	I'm ready
mouth	news	often	<i>He writes his own music.</i>	play a game	real
move	next	OK / okay	parents	please	really
movie	next to	old	page	poor	red
Mr	nice	How old are you?	paper	possible	remember
Mrs	night	I'm ... years old	part (n)	practice (v)	rest (v)
Ms	at night	on	past (n & adj)	problem	return
much	nine	once		no problem!	rich

>>



## Foundation Level: Lexis – Band I

Learners have knowledge of at least 1200 items, including the core items in Band I.

right	send	six	sometimes	sure	there
<i>my right hand</i>	sentence	sixteen	son	take	there is, there are
right	September	sixty	soon	talk (v)	these
<i>the right answer.</i>	seven	size	song	tall	they
right now	seventeen	<i>What size...?</i>	sorry	tea	thing
all right, alright	seventy	sky	I'm sorry	teach	think
road	she	sleep	speak	telephone	third
room	short	special	spell (v)	television	thirteen
round	<i>The movie was short.</i>	spring	sport	tell	thirty
rule	shout	summer	start	tell a story	this
run	show (v)	slow	still	test	those
sad	shut (adj)	small	<i>They're still waiting</i>	than	three
the same (as)	shut (v)	smart	story	thank you	Thursday
Saturday	sick	<i>You look very smart!</i>	straight	thanks	time
say	side (n)	smile (n)	strong	that	What's the time?
school	sign (n)	smile (v)	student	the	The time is...
second	simple	so	suddenly	their	to
<i>I was happy with</i>	sing	some	sun	them	today
<i>second place</i>	sister	somebody	Sunday	themselves	together
see	sit	something	supper	then	tomorrow

>>

## Foundation Level: Lexis – Band I

Learners have knowledge of at least 1200 items, including the core items in Band I.

tonight	under	way	what	world
too	understand	Which way...?	when	worse
<i>You can come too.</i>	until	we	where	worst
too	up	wear	while	write
<i>The question is too hard.</i>	us	Wednesday	white	wrong
too much	use (v)	week	who	year
town	usually	welcome	why	yellow
tree	vacation	you're welcome!	will	yes
go on a trip	very	well	window	yesterday
truck	wait (for) (v)	<i>I feel very well.</i>	winter	you
true	walk (v)	well	wish	young
try	wall	<i>He did the job well.</i>	with	your
Tuesday	want	as well	without	
turn (v)	was, were	as well as	woman, women	
turn left/right	wash	Well done!	wonderful	
twenty	watch	What a pity	word	
two	water	shame!	work	

## 4. Lesson Plan Template

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

No. of pupils: \_\_ Class background information: (see note 1) \_\_

Course book: \_\_\_\_\_ Unit: \_\_\_\_\_ No. of lesson within the unit: \_\_\_\_\_

Topic of lesson: \_\_\_\_\_

External text (not from the course book): Yes/No	Type of external text: _____ (see note 2)	Purpose of choice of external text: _____ (see note 3)	Source of text: _____
--	---	--	-----------------------

Domain (choose one related to the overall goal of the lesson)	Benchmarks (see note 4)
<input type="checkbox"/> Social Interaction <input type="checkbox"/> Access to Information <input type="checkbox"/> Presentation <input type="checkbox"/> Appreciation of Literature, Culture and Language	

**Overall lesson objective/s:** SWBATs (Students will be able to...)

(See Note 5 for examples of verbs for defining objectives/SWBATs)

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<b>Topic related lexis (new and recycled): vocabulary/chunks</b>	
<b>HOTS (new and spiraled)</b> (see note 8)	*

Fill in the components that apply to your lesson.

<b>Grammar</b> (related to/ taught in lesson)	
<b>Text Type</b> (see note 6)	
<b>Item/Question Types</b> (see note 7)	
<b>Reading/ Listening/ Writing and Speaking Strategies</b> (see note 9)	
<b>ICT activity<sup>2</sup></b> (see note 10)	

1. Chunks are expressions we learn as global units: by the way, I don't know, never mind, back and forth, in favor of, make a difference, etc.

ICT- Integration of Communication Technology

### Lesson Procedure

Time	Stage of Lesson	Activity	Mode of Interaction (Whole class/ Group/Pair /Independent work)	Materials/ Tools (See Note 11 for possibilities)
10 min.	<b>Opening</b> (May include: warm-up, brainstorming, review of previously learned material, introducing the topic)			
25 min,	<b>Body</b>  (May include written / oral practice)			
5 min.	<b>Closure</b>  (May include: summary of main points covered, pupils' reflection)			
<b>Homework assignment:</b>				
<b>Teacher's reflection:</b>				



<b>Follow up</b>	
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### Notes

<b>Note 1</b>	Heterogeneous class/Partani hour (enrichment, LD pupils, other.....)/ Streaming A,B,C,D(only JH)		
<b>Note 2</b>	Written text, Spoken text, Literary piece, other.....		
<b>Note 3</b>	Supplementing missing lexis and grammar, text types, question/item types, etc. based on the Revised English Curriculum and the TOS of the Meitzav examinations, enriching taught material, relevant topics, etc.		
<b>Note 4</b>	Revised <a href="http://cms.education.gov.il/NR/rdonlyres/8BEF1800-58BB-47FC-B1A3-AA53587FBFD1/184577/Englishcurriculum1.pdf">English Curriculum</a> November 2103 ( <a href="http://cms.education.gov.il/NR/rdonlyres/8BEF1800-58BB-47FC-B1A3-AA53587FBFD1/184577/Englishcurriculum1.pdf">http://cms.education.gov.il/NR/rdonlyres/8BEF1800-58BB-47FC-B1A3-AA53587FBFD1/184577/Englishcurriculum1.pdf</a> ), Teacher's Guide		
<b>Note 5</b>	<b>Examples of verbs to use in defining objectives:</b> read , write , act out , talk about , design , use , complete , answer , ask, match, put in the correct order (sequencing), compare, predict, show understanding of cause & effect/different perspectives , explain why/how, distinguish, identify, evaluate, produce, describe, respond, recognize, express, present, react, create, infer, etc.		
<b>Note 6</b>	<b>Examples of text types:</b> advertisement announcement article /report biography blog blurb book cover broadcast/radio program brochure captions comic strip conversation diary entry description excerpt from a lesson	extended form flyer forum graph instructions/directions interview invitation labels list letter/email message newspaper item news/weather report notice/note opinion oral presentation	poem postcard poster questionnaire recipe review riddles timetable/schedule short expository text speech speech bubbles story/short story travel guide web page
<b>Note 7</b>	<b>Examples of item/question types:</b> carrying out instructions, filling in a chart / table, matching, multiple choice, open-ended (e.g. w/h-questions), sentence completion, true/false, sequencing, graphic organizers ( e.g. Venn diagram/cause & effect/ flow chart/pie chart/ bar graph/KWL chart/ story map <a href="http://edhelper.com/teachers/graphic_organizers.htm">http://edhelper.com/teachers/graphic_organizers.htm</a> )		
<b>Note 8</b>	<b>HOTs:</b> predicting, inferring, sequencing, identifying parts and whole, classifying and categorizing, comparing and contrasting, explaining cause and effect, distinguishing different perspectives, problem solving, uncovering motives, generating possibilities, making connections, justification, integrating.		
<b>Note 9</b>	Skimming, scanning, brainstorming, main idea/ supporting ideas, sequencing, cause and effect, comparing and contrasting, previewing and predicting, specifying purpose, identifying genre,		

	questioning, recognizing topics, recognizing patterns of relationships, identifying and using words which signal the patterns of relationships, recognizing and using pronouns, connectors and referents, paraphrasing, summarizing, drawing conclusions, reading critically, etc.
<b>Note 10</b>	<b>ICT</b> -Integration of information and communications technology within language teaching and learning provides opportunities for learners to engage in collaborative language-learning activities based on Web environments, such as Google Docs, wikis, etc.
<b>Note 11</b>	Digital tools, flashcards, games, worksheets, etc.

## 5. Unit Planner

State of Israel

Ministry of Education

English Inspectorate

### Unit Planner

Teacher's Name:		Date:	
Name of School:		From teacher's guide	Grade taught: <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
The topic:			
Targeted Higher-Order Thinking Skills (HOTS)		Students will be Able	
1.			
2.			
3.			
Relevant Vocabulary and Language Focus to be Taught			
Targeted Domains and Benchmarks			

## Unit Planner

[illegible]

## 6. "Partani" Planner

נושאי הלימוד – תכנים אסטרטגיות הוראה	דרכי הערכה	עזרים	תאריך	דו"ח הביצוע (הספק ונוכחות)

## 7. Motivation - Nomination in 2018

Just like our pupils need someone to believe in them, teachers, in my opinion, have the same need. I was nominated to this prize in 2018. Despite the fact, that I didn't get through the second tour - this belief in me gave me power and confidence to work the best way I can.

שלום רב,

הננו שמחים להודיעך כי הומלצת להיות מועמד/ת לקבלת פרס החינוך לשנת תשע"ח.

פרס החינוך הינו יוזמה של מערכת החינוך בעיר התומכת במצטיינים בתחום החינוך. הפרס בא להאיר אנשי חינוך, תושבי העיר אילת, מי שעושים מעל ומעבר, יוזמים ויצירתיים, כאלה שראויים לכך שפועלם ועשייתם יהוו אות ומופת לאחרים.

העובדה כי הומלצת לקבלת פרס החינוך מעידה כי יש מי שמאמינים בתרומתך למערכת החינוך, תרומה שעונה למדדים שנקבעו לבחירת המצטיינים במסגרות החינוך השונות בעיר אילת.

ועדת פרס החינוך מודה לך על עשייתך המבורכת ומאחלת לך שנים רבות של מצוינות למען החינוך בעיר אילת.

למתמודדים שיעלו לשלב השני תישלח הודעה בהמשך.

ישר כח!

8. An example of a successful differentiated lesson - it was a lesson that was observed and approved by my counselor.

Teacher: \_\_\_\_\_ Yulia Michurin \_\_\_\_\_ Date: \_\_\_\_\_ 5/2019 \_\_\_\_\_ Grade: \_\_\_\_\_ fifth \_\_\_\_\_

No. of pupils: \_\_\_\_\_ 27 \_\_\_\_\_ Class background information: \_\_\_\_\_ heterogeneous class \_\_\_\_\_

Course book: \_\_\_\_\_ "Let's Find Out" \_\_\_\_\_ Unit: \_\_\_\_\_ 4 \_\_\_\_\_ No. of lesson within the unit: \_\_\_\_\_ 3rd \_\_\_\_\_

Topic of lesson \_\_\_\_\_ Walt Disney \_\_\_\_\_

External text (not from the course book): Yes/No _____	Type of external text: _____ (see note 2)	Purpose of choice of external text: _____ (see note 3)	Source of text: _____
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Domain (choose one related to the overall goal of the lesson)	Benchmarks (see note 4)
<input type="checkbox"/> Social Interaction <input type="checkbox"/> Access to Information <input type="checkbox"/> Presentation <input type="checkbox"/> Appreciation of Literature, Culture and Language	*understand the general meaning, main ideas and sequence of events in a text and use this knowledge as needed.  *locate relevant information for a specific purpose.

**Overall lesson objective/s:** SWBATs (Students will be able to...)

(See Note 5 for examples of verbs for defining objectives/SWBATs)

The students will be able to use the target vocabulary in sentences (to put the words in the correct order).

The students will be able to read the text about Walt Disney and to answer the questions in two levels.

Topic related lexis (new and recycled): vocabulary/chunks	young, poor, famous, drawing, cartoons, decides, also, talks, his, hear, movie, the first time, sound, popular, character.
HOTS (new and spiraled) (see note 8)	Compare and contrast, infer

Fill in the components that apply to your lesson.

Grammar (related to/ taught in lesson)	Present Simple, Past Simple - exposure
Text Type (see note 6)	Biography
Item/Question Types (see note 7)	Multiple choice, open-ended, sentence completion
Reading/ Listening/ Writing and Speaking Strategies (see note 9)	Skimming, scanning, previewing and predicting, summarizing.

ICT activity<sup>2</sup> (see note 10)

The text is demonstrated and played from the digital book. Power Point slide for summary.

### Lesson Procedure

Time	Stage of Lesson	Activity	Mode of Interaction (Whole class/ Group/Pair /Independent work)	Materials / Tools (See Note 11 for possibilities)
10 min.	<b>Opening</b> (May include: warm-up, brainstorming, review of previously learned material, introducing the topic)	1. Vocabulary review and introduction to the topic. Pupils work in pairs - they get sets of paper cups with stickers on them. There are words on the stickers. The pair's task is to organize the cups in a sentence. Each sentence includes a target word or words, which are emphasized. Each pair will read its sentences to the class. The teacher would write it on the board. The class will read the sentences together, while using the fingers to count the number of words in a sentence. The words are needed for reading a text, that was chosen for this lesson.	Pair Whole class	Board Paper cups with stickers with the words on them
30 min	<b>Body</b> (May include written / oral practice)	2. The teacher asks: What do you see on these glasses? (the pink panther). It comes from a cartoon. Today we are going to read a text about a person that made cartoons. 3. Open your book to page 142. Do you know this man? Who is it? His name is Walt Disney. Find his name in the text and show me (hold your finger on the name and I will go over and check). What is the most famous cartoon that he created? Look at the pictures - they will help. Mickey Mouse. What is a mouse? It's	Whole class Individual work	Course books Computer Task cards

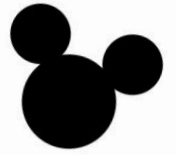


		<p>an animal. Look for the animals in the text.</p> <p>Look also for the words in the glasses.</p> <p>4. I am going to play this text and every time you hear animals or words from the glasses, clap your hands.</p> <p>5. What is special about his movie? Let's find the answer, while we read this text together.</p> <p>*While reading the text together, the teacher keeps asking information-oriented questions. So, what is special about his movie? The movie is the first cartoon with the sound.</p> <p>6. Working on the text, the tasks. The pupils get differentiated task cards, there are three levels. The cards are named. Task card #1: Reading comprehension questions from the book, p. 143 + an extra task, a crossword, workbook p. 148.</p> <p>Task card #2: Three reading comprehension questions (multiple choice) from the book, that are simplified. Task card#3: "Hickey Mouse" - there are three pupils, who work with me in the framework of the Hickey Method, due to their learning disabilities. The word Dd - "D as Disney" is practiced.</p> <p>*There is one pupil, who may participate partially in a lesson, due to his complex psychological and family background.</p>		
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5 min.	<b>Closure</b>  (May include: summary of main points covered, pupils' reflection)	The pupils fill in orally an informative slide to show their ability to use the target vocabulary and to demonstrate their understanding of the text.	Whole class	Power point slide
<b>Homework assignment:</b>		Read more about Walt Disney and Mickey Mouse on the net.		
<b>Teacher's reflection:</b>		I chose to dedicate this lesson to reading comprehension since the benchmarks and the objectives of the previous observation lessons were not achieved. An additional goal was to practice a reading text model, that was given to me in the framework of this year instruction.		
<b>Follow up</b>		<b>Language Focus: adjectives</b>		

## Task Card #1

Name \_\_\_\_\_



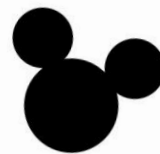
1. Book - p. 143	ענו על השאלות בעמוד 143 בספר הלימוד. כתבו תשובות במחברת.
2. Extra	השלימו את ההגדרות בעזרת המילים שבמחסן ולאחר מכן פתרו את התשבץ, חוברת עבודה עמ' 148.

*Enjoy*

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## Task Card #2

Name \_\_\_\_\_



Let's complete.

בחרו את התשובה הנכונה לשאלה שלפניכם.

1. In 1928 Walt Disney is \_\_\_\_\_.
  - a. poor
  - b. funny
  - c. special
  - d. good
  
2. He loves \_\_\_\_\_.
  - a. to draw cartoons
  - b. to eat ice-cream
  - c. to sing songs
  - d. to meet a mouse
  
3. His movie is the first cartoon movie that \_\_\_\_\_.
  - a. has sound
  - b. has a mouse
  - c. has color
  - d. has taste

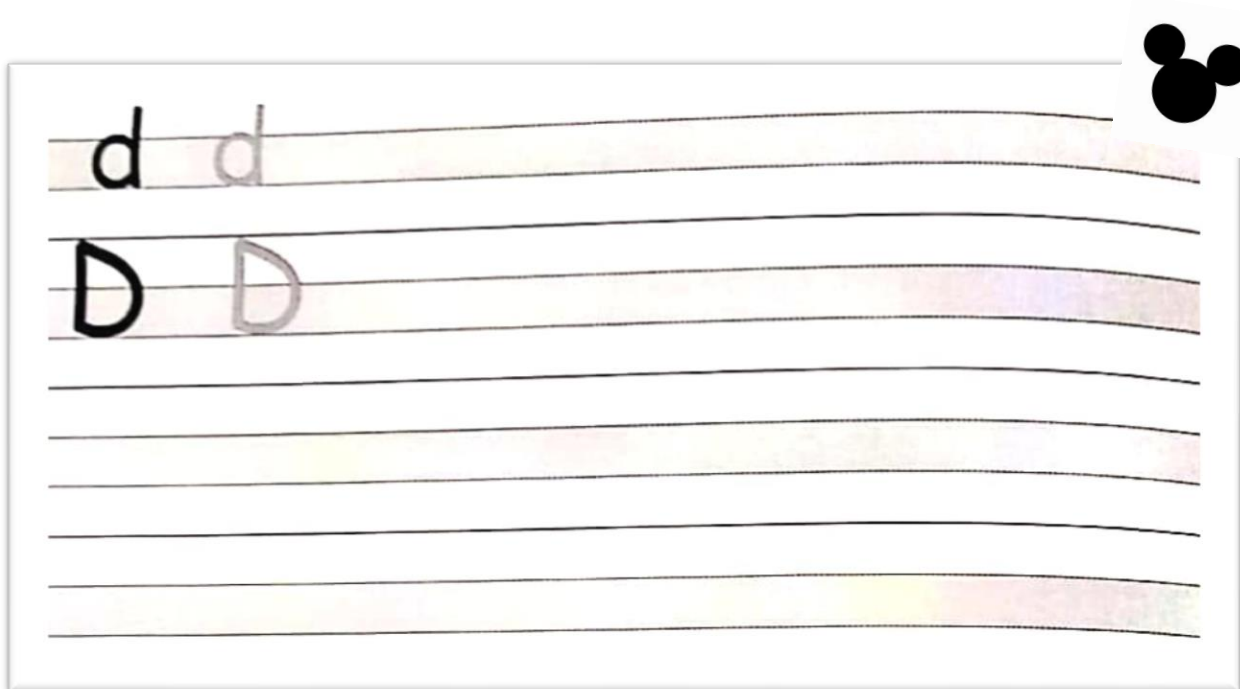
## Task Card #3

Name \_\_\_\_\_

Write. Read. Circle.

תרגלו את האות. קראו מילים. הקיפו את האות. כתבו מילים שוב.

# *Dd is for Disney*



+ a table, which includes a column for a picture, a column for a suitable word with the target letter and a column to write the word again.