

## #OnwardHebrew: In the words of education directors

*BONUS: Complementary resources are offered in green font after select comments.*

### In what ways has the structure for Hebrew learning changed?

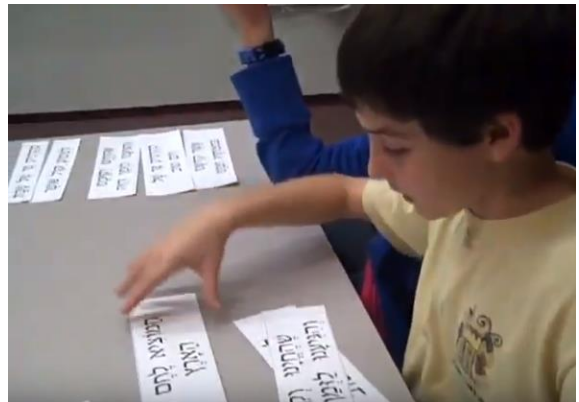
- **“Hebrew has moved out of the 9:30-10:30 slot on Sundays to more deeply infiltrate the learning program. In many ways we are creating a Hebrew-rich environment.”**
- **Zoom learning is continuing for some.**
  - “Online learning is more convenient for parents because it offers scheduling options.”
  - “It improves attendance since children can reschedule to a different day during a sport’s season.”
  - “Learning is more transparent – if a teacher is in contact with the home to say a child isn’t doing too well, or if a child complains that Hebrew is boring, the parent already has a clue because they have heard what’s going on.”
  - “When teachers move to another city and learning is on Zoom, they can continue teaching for the program.”
  - “Teachers from other communities can teach in the local one.”
- **One-on-one learning gets rave reviews** from those who are using it. Some directors use one-on-one exclusively, while others use it to complement weekend group learning with individual time during the week.
  - “It eliminates distractions and inhibitions.”
  - “It is efficient, focusing on the learning style, pacing and needs of an individual child.”
  - “It eliminates embarrassment when a child has entered the program late – either later in the year or as an older student. They don’t sit in a classroom with kids who know more. It’s not scary and it’s not embarrassing.”
  - “When we meet children where they are and get them to where they need to be, they are just fine and ready. Children who enter at a later age, aren’t embarrassed by being



in a class with children one to three years younger than them. The older ones soak up the Hebrew.”

- “The more personal connection between teacher and student (in one-on-one learning) offers a different entry point for the child and the family into the congregation, especially if the same teacher works with the same child (or family) for multiple years.”
- “The one-on-one learning time can be easily slid into the busy schedule of a child and family. When on Zoom, it eliminates harried rush hour traffic and carpool challenges.”
- “Our main program is on Sunday, but we offer one-on-one ten minute check-ins during the week. I don’t think that parents notice that this is ‘extra time’ when offered this way.”
- **It is beneficial to introduce decoding after children have built a repertoire of Hebrew “sounds,” as well as having matured as learners.**

- “Children aren’t burned out with decoding by the time they reach fifth grade.”
- “In the past, children who didn’t master decoding in third grade got stuck; they continued to have issues year after year.”
- “We have more success introducing decoding in fourth grade than third. It goes smoother and it’s easier to pinpoint a problem as it emerges.”
- “Children who aren’t yet in a grade where they learn decoding are showing motivation. Our third and fourth graders ask when they can learn to ‘read’ Hebrew – they want to be the kids who can decode, who can point to words shown in *t’fillah* (something that fifth graders and above are invited to do).”
- “We can better tap into previous background. I’ll tell a child, ‘It’s in your head, so slow down and read it. I know you know it.’”
- “I find that children who learn *t’fillah* aurally often mumble along. So, we are using sound-to-print techniques to help them learn to decode/read/pronounce the words correctly.”



[For a video that offers four S2P strategies for teaching decoding, click here: <https://youtu.be/u3zwwkd31Eo>]