

Reading strategies:

Decoding- teachers should start with teaching the consonants which are easier to compare into Hebrew like: B – ב, D – ד etc. afterwards to teach clusters of consonants with emphasizing the pronunciation of each cluster. For example: th, gh and also suffixes such as: tion, ture etc.

Finally teachers should teach the vowels and make it as simplified as necessary for the students to understand how to read. The teacher should emphasize that we don't pay attention to the name of the letter but only to how we read it. (Appendix A)

Texts to practice reading in a low level can be found in books such as Reading 2, Goals 2 (ECB).

Dictionary skills – in each lesson students should have an exercise requiring them to use the dictionary. Teachers should explain how to use the dictionary – guide words, first page, entries, parts of speech, pronouns and their definitions + the way they can be replaced in other words but we have to keep them in mind while we read. For example: Sara – she, Sara and I – we etc, and the verb to be which is related to each. Students should learn the way to find a word in the dictionary- first, second, third letters etc (Appendices B+C). Students should be aware of word families. Text that can be used to practice word families can be I Love New York – unseen no. 4 from Focus on Reading 3 (UPP). Another text that can be used to practice word families is Barbie – unseen no. 9 from Focus on Reading 1 (UPP). A text that can be used to teach parts of speech is Hobbies – unseen no. 7 from Focus on Reading 1 (UPP). Students should learn the correct **word order** in English in order to be able to write a sentence correctly.

Using Eye catchers. Teachers should explain how to get into a text. Take a look at the **title**, words with **capital letters** - when do we use capital letters and how it helps us to answer questions such as "who", "what", "where". **Numbers, years and days** which are bold and emphasized can help us answer questions such as "when". Students should learn how to do skimming and scanning and of course to know the differences between them in order to find the requested answer. A good text to teach with can be Nkosi Johnson – unseen no. 10 from Focus on Reading 3 (UPP). Students should be aware that there are **different text types**, so in each lesson they should be asked about the type of the text and how they recognized it.

Recommended text to work with 7th graders can be Mini Israel – unseen no. 4 from Even More Unseens 1 (ECB)

Recommended text to work with 8th graders can be Welcome to Santorini – unseen no. 16 from Even More Unseens 2 (ECB)

Recommended text to work with 9th graders can be Summer Is Here – unseen no. 9 from Even More Unseens 3 (ECB).

Using WH questions students should learn the WH questions and their definitions. They have to understand what they are asked about in order to find the correct answer.

Recommended text to work with 7th graders can be Water Camp – unseen no. 8 from Even More Unseens 1 (ECB) – in this text the teacher can explain the present simple as well but shortly and in the context. – Also talk about text type – interview.

Recommended text to work with 8th graders can be Letter to A Friend – unseen no. 3 from Even More Unseens 2 (ECB) – Again – text type – informal letters, eye catchers etc.

Recommended text to work with 9th graders can be Living in Space – unseen no. 10 from Even More Unseens 3 (ECB) – eye catchers, interview etc.

Following instructions students should be practiced on understanding the instructions – reading the whole question before starting to answer, understanding the questions

Recommended text to work with 7th graders can be Save Water – unseen no. 4 from Focus on Reading 1 (UPP) – there are different types of instructions and different kinds of questions students have to answer.

Recommended text to work with 8th graders can be The Notting Hill Carnival – unseen no. 1 from Focus on Reading 2 (UPP)

Recommended text to work with 9th graders can be Medicine or Witchcraft – unseen no. 16 from Focus on Reading 3 (UPP)

Main idea and supporting details – students should be aware to where we can find the main idea and what the supporting details are in order to be able to write a paragraph by themselves. Recommended text to work with 7th graders can be Pet Shop – unseen no. 8 from Focus on Reading 1 (UPP) Recommended text to work with 8th graders can be White Nights – unseen no. 7 from Focus on Reading 2 (UPP)

Recommended text to work with 9th graders can be Reading For Pleasure – unseen no. 7 from Focus on Reading 3 (UPP)

Synonyms- Antonyms students should understand why a writer uses synonyms, they should know how to use synonyms when they write in

order to create interest in their writing and not repeat themselves over and over again. Recommended text to work with 7th graders can be What Makes You Happy – unseen no. 2 from Focus on Reading 1 (UPP)

Recommended text to work with 8th graders can be Pens – unseen no. 6 from Focus on Reading 2 (UPP)

Recommended text to work with 9th graders can be Princess Diana – unseen no. 16 from Focus on Reading 2 (UPP)

Sequencing students should be aware to the sequence in a text; they should pay attention to clue words such as first, next, then, last etc. they should be able to answer questions or graphic organizers with sequencing. Students also be aware to sequencing in a process like in a recipe or a biological lab assignment- what to do first, next etc.

Recommended text to work with 7th graders can be Lost Cat – unseen no. 7 from Even More Unseens 1 (ECB)

Recommended text to work with 8th graders can be Raining Mice – unseen no. 5 from Even More Unseens 2 (ECB)

Recommended text to work with 9th graders can be Drugs Can Steal – unseen no. 5 from Even More Unseens 3 (ECB). Another good text to teach with is The Dead Sea Scrolls, unseen no. 3 from Focus on Reading 3 (UPP).

Reference making students should learn reference in order to be able to answer questions that ask them to refer a pronoun to a noun.

Recommended text to work with 7th graders can be Dear Diary – unseen no. 3 from Focus on Reading 1 (UPP)

Recommended text to work with 8th graders can be An Ancient Detective Story – unseen no. 14 from Focus on Reading 2 (UPP)

Recommended text to work with 9th graders can be The Amish – unseen no. 10 from Focus on Reading 1 (UPP)

Cause and effect students should understand connections of cause and effect in a sentence and pay attention to clue words such as because, so etc. Recommended text to work with 7th graders can be The Weather – unseen no. 15 from Focus on Reading 1 (UPP)

Recommended text to work with 8th graders can be Dreams – unseen no. 15 from Focus on Reading 3 (UPP)

Recommended text to work with 9th graders can be Michael Crichton – unseen no. 15 from Even More Unseens 4 (ECB)

Fact and opinion students should be able to recognize facts and opinions and to know the differences between them. Teachers should guide them and explain that in opinions there are usually adjectives and that facts we

can prove. Recommended text to work with 7th graders can be Kiteboarding – unseen no. 1 from Even More Unseens 2 (ECB)

Recommended text to work with 8th graders can be Bambi Lovers–unseen no. 13 from Even More Unseens 2 (ECB)

Recommended text to work with 9th graders can be Tatooes – unseen no. 19 from Even More Unseens 4 (ECB)

For and against students should be able to state their opinions for and against a certain issue. Recommended text to work with 7th graders can be A Visit to London – unseen no. 15 from Even More Unseens 1 (ECB)

Recommended text to work with 8th graders can be Handwriting – unseen no. 17 from Focus on Reading 2 (UPP)

Recommended text to work with 9th graders can be Video Pills – unseen no. 12 from Even More Unseens 4 (ECB)

Comparing and Contrasting students should learn to identify contrasting, using clue words like however, but, although, despite etc. they should also be aware of comparisons using words like: such as, like, alike etc. Recommended text to work with 7th graders can be Party Food – unseen no. 8 from Even More Unseens 2 (ECB)

Recommended text to work with 8th graders can be Be An Inventor – unseen no. 3 from Even More Unseens 3 (ECB)

Recommended text to work with 9th graders can be Chinese Medicine – unseen no. 13 from Focus on Reading 3 (UPP). Another good text to use is Herbs – unseen no. 16 from Even More Unseens 4

For the 9th grade students I will also recommend teaching – making generalizations, drawing conclusions and creative writing.

General Instructions

In each lesson, previous things that are learned already should be tested and checked.

Teachers should prepare their students to see long tests like the Meitzav test so that students won't get scared when they see it for the first time in the Meitzav exam.

Teachers should practice the weak students especially in 2 listening texts, 2 writing tasks – short and long one and 2 reading comprehension texts – the shorter ones from Meitzav exams. Teachers should encourage their students to write and produce English orally or in writing even with mistakes.

In some of the texts there are graphic organizers or time lines – teachers should emphasize the use of these tools and the way they help students understand plots and order of events.

Teachers can go into the site of Rama and they will be able to find many tasks they can use and also information / previous Meitzav exams they can use.

<http://cms.education.gov.il/EducationCMS/Units/Rama/MivchaneyMadafLamore02/>

In this teaching plan I included books that are recommended but teachers should be free to use any other material they need.

Each lesson plan should be written according to the English Curriculum including the specified benchmarks that are used in the lessons.

Listening Comprehension should be included in the lessons. Possible books to find CDs are Summer 7/8/9 of ECB.

Sometimes students in the 8th grade or the 9th grade are very weak and the teacher can not use the recommended texts. In that case I suggest that the teacher will start teaching texts that are more simplified (for example- texts that I recommended for the 7th grades) and from that to climb up. Teachers should help the students acquire the skills.