

Preparing 10th grade remedial students (non-readers or false start readers) to take the three-unit English bagrut at the end of 11th grade

by Kerem Perlman (from teaching experience starting in 2015)

The first time I attempted this was when I taught a 10th grade special education class of 8 girls. I adapted parts of the Hickey method to meet the classes needs. Overall, it went well. For example, in the first lesson we reviewed the "oa" long vowel combination and then read the story I had written together. I gave them the word list and they wrote the Hebrew translation. To follow up, they worked on writing exercises to reinforce their knowledge and then I gave them a dictation quiz.

I have developed some "unseens" (models posted here) along with questions, adding in some sight words, to prepare students for the format of that portion of the three-unit English bagrut. I go over the sight words with them beforehand to supplement the words they learn in the Hickey order. Sometimes I include the translation of new words at the bottom. I include line numbers to mimic the format of bagrut texts.

The No Friends document was actually a test I gave them after we finished levels 1-10. The students scored 100.

At first my students were unrealistic about which bagrut they would be able to take. You might want to bring them samples of what the easiest modules look like to help them see what they would have to work on to get to that point. Then they better understand their level. In terms of motivation - at some point, my students start to understand that whether they can take the bagrut is their hands. For example - when one of them asks if I can give him work to take home.

When I was wondering how to motivate my students, Fern related this story: she overheard a swimming teacher at the pool with her young student. The instructor wanted the child to get out and practice some dives into the water, the girl was resisting and procrastinating. The teacher said simply, "I'd like to play some games with you at the end of the lesson - whether we have time left to do that depends entirely on you." The student thought about it for a few seconds, then hopped out of the pool. The payoff, and the reality that achieving it was in her hands, motivated her.