

Teaching new material: Lesson 5: e, sh

1. Make a white card for the letter “e” (vowel - red line on top of front).

“e” has two sounds, short and long.

Suggested clue words: (ĕ): egg, elephant, elbow, end; (ē): evening, equals

<i>Front</i>	<i>Back</i>
<p style="font-size: 2em; margin: 0;">e</p> <p style="font-size: 3em; margin: 0;">E</p>	<p>egg (ĕ)</p> <hr style="border-top: 1px dashed black;"/> <p>evening (ē)</p>

2. Make a blue card to record the clue word for each sound.

<p style="text-align: center; font-size: 1.5em;">(ĕ)</p> <p style="font-size: 1.5em;">egg</p> <p style="text-align: right; margin-top: 20px;">Student's name</p>		<p style="text-align: center; font-size: 1.5em;">(ē)</p> <p style="font-size: 1.5em;">evening</p> <p style="text-align: right; margin-top: 20px;">Student's name</p>
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3. Teach how to write capital and small “e” in print (E, e) and in cursive ().

4. Practice writing letters and words on white board and in Machberet Chachama.

Words to practice writing: pen, ten, the, he, happen, happens, send, end, test

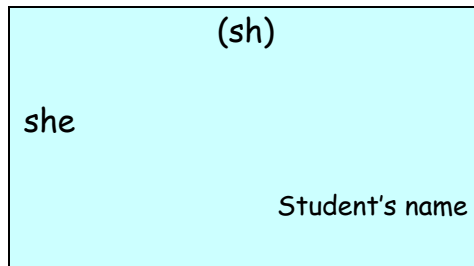
5. Make a white card for ‘sh’.

Suggested clue words: she, sheep, ship.

<i>Front</i>	<i>Back</i>
<p style="font-size: 2em; margin: 0;">sh</p> <p style="font-size: 3em; margin: 0;">SH</p>	<p>she (sh)</p>

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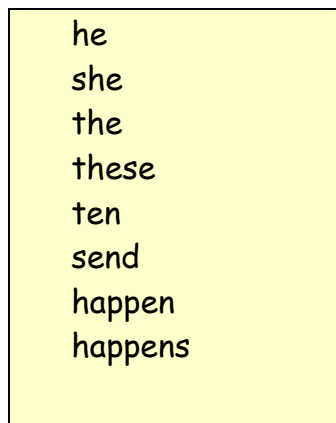
6. Make a blue card to record the clue word for each sound.



7. Teach how to write capital and small “sh” in print (**Sh**, **sh**) and in cursive ().

8. Practice writing letters and words on white board and in Machberet Chachama.
Words to practice writing: she, ash, ship, shin

9. Add to the last, or make a new, yellow “exceptional and common words” card. (You can have the learner write, in pencil in Hebrew, the meaning of each word.)



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9. **Open syllables rule:** Make a pink card, and explain that: Open syllables end with a vowel. The vowel is *open*, and it is long.

You can take off your necklace and hold it up to show the “short” smiley symbol when a syllable is closed and crowds the vowel to keep it short, vs. an open syllable, that is not closed in by a consonant, that allows the vowel to be long and say its name.

Front	Back
הַבְּרָה פְּתוּחָה	הַבְּרָה פְּתוּחָה חֲסִתִּימָת בְּ-אֹת נִיקוּד . אֲכַן אֹת הַנִּיקוּד אֲרוּבָה. me he she

11. With the learner, look at the *Open and Closed Syllables (at Lesson 5) sheet*. It has two columns, one with one-syllable open syllable words (she, he, I) and one with one-syllable closed syllable words (pin, sit). There are some letters on this sheet you haven't covered yet, but the first words on the list show words with letters, including vowels i, a and e, that you have covered. These examples can help to illustrate the point. Go over the words, their pronunciation, and how each fits into the open-long and closed-short pattern. Write these words or others on the white board until the learner understands the point.