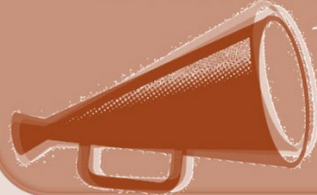




State of Israel
Ministry of Education
Pedagogical Secretariat
Language Department
English Language Education



Spread
the
Word

Newsletter for English Teachers

APRIL 2021
VOLUME 1
ISSUE 4



STAY UP TO DATE



Dear English Teachers,

Welcome to the 4th issue of our newsletter. Spring is in the air and most of you are transitioning to teaching more hours at school.

This newsletter includes information on additional in-service courses that have opened for those of you looking to expand your knowledge, skills and gmulim.

You will also find details for our upcoming **Mind the Gap** webinar – please register soon.

Be sure to read all about the 3 R's from Aharona, Diplomacy major, this month's Showcase, the elementary school section, COBE Moodle, International Ambassadors and more!

Any additional suggestions for our newsletter are welcome – please email Gail with any ideas you have.

I hope you find this newsletter informative and useful.

Best wishes,

Tziona

Dr. Tziona Levi,
Chief Inspector of English

Sunday 9th May 2021
16:30-18:30
or
19:00-21:00
Click [here](#) to
register!
elementaryonline2020@gmail.com



MIND THE GAP STAYING ON TRACK TO LITERACY

READING IS THE KEY TO ACADEMIC SUCCESS. READING OPENS DOORS TO CULTURE. IT ENABLES COMMUNICATION. THE ABILITY TO READ IN ENGLISH IS VITAL FOR OUR FOREIGN LANGUAGE LEARNERS.

THIS PAST YEAR OF COVID 19 HAS SET EVEN MORE CHALLENGES FOR THE READING ACQUISITION PROCESS, READING FLUENCY AND READING COMPREHENSION (LITERACY). AS A RESULT, IN ISRAEL TOO, FAR TOO MANY ELEMENTARY AND JUNIOR HIGH SCHOOL STUDENTS HAVE NOT YET MASTERED THE BASIC RUDIMENTS OF READING IN ENGLISH OR ARE NOT FLUENT IN THEIR READING SKILLS.

TEACHERS OF ALL LEVELS ARE INVITED TO JOIN THE NATIONAL ENGLISH INSPECTORATE FOR A WEBINAR THAT WILL PROVIDE PRACTICAL TOOLS FOR IMPROVING YOUR STUDENTS' READING ABILITIES WHICH WILL IN TURN LEAD TO HIGHER ENGLISH LANGUAGE ACHIEVEMENTS.

Dr. Tziona Levi:

Elaine Coleman:

Dr. Susie Russak:

Aharona Gvoryahu:

Welcome & Introduction

From Phonics to Fluency

What does it mean to know a word?

Really Reading with Reading Comprehension

**SUNDAY, MAY 9TH
REGISTER HERE**



Bagrut Updates

You can read about all the Bagrut updates on the front page of [Stay Up To Date under Bagrut](#).

COBE updated rubrics - April 2021

For those of you preparing students for the summer dates of the COBE, please notice the update in the rubrics as of April 2021 regarding deduction for multiple files. The updated rubrics appear on the [stay up to date site](#) under special announcements or directly on the COBE page. We have updated the 4-5 point rubrics to encourage students to focus on their proficiency/fluency rather than on the technical aspect of opening files by mistake (the instructions for answering in one recording are still valid). [Direct link to the document with the updated rubrics](#).



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Take a coffee break and zoom into

Beverly's COBE Hotline

Sundays from 3:30-4:30 p.m.*

For official information and just to share

*To schedule staff or personal zoom meetings at other times call:

Beverly Chazan COBE National Counselor:

058-490-2765

[Zoom Link](#)



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<http://www.etai.org.il>



[Visit the Site for Diplomacy and International Communication in English!](#)

Model United Nations

One of the activities which really exemplifies the Diplomacy major is Model United Nations, or MUN for short. MUN is a simulation of a committee from the UN in which each student plays the role of a delegate from a different country, discussing a topic which may be addressed in that committee, for example, the topic of the distribution of vaccines in the World Health Organization, or the situation of the Uighur Muslims in China in the Human Rights Commission.

The eleventh grade Diplomacy curriculum includes a MUN simulation. In addition, several schools host conferences which dozens of other schools attend with their students. MUN conferences give students the opportunity to research and learn about global issues, improve their confidence with public speaking, practice debating and negotiating, make spontaneous speeches, and create bonds with students from other schools and sectors. Furthermore, many students take leadership roles by planning the conferences, writing committee study guides, chairing committees, training new delegates, and more. This year, schools had the additional challenge of moving the conferences online.

YachadMUN, which included expert guest speakers on the committee topics in the weeks leading up to the event, dealt with issues such as the revival of the global economy, statelessness, and an Arab League meeting about The New Middle East. All committees were for beginners, and the chairs of the committees made sure to guide the delegates through every step of the meeting, from opening speeches, through drafting resolutions and voting.



A Security Council Committee of Yachad MUN

Roy Meir, from Branco Weiss Rabin in Mazkeret Batya, wrote, "Before the debate I wasn't really sure about the instructions, and how it would work, what if I have an internet connection problem,



Tips

- From the WhatsUp Project: [International Women's Day](#)
- [4 Activities to Practice Simple Past and Present Perfect](#)
- [6 Tips for Teaching Impromptu Speaking](#)
- [English from Home](#) – Your go-to website for hybrid teaching and learning!

SHOWCASE

[April Showcase!](#)

Showcase would like to thank Tamara and her team for sharing their ideas and hard work with the entire English teaching community in Israel for the April edition of this column. Please click here to read the article:

[A Collaborative Educational Newsletter? ABSOLUTELY!](#)

Would you like to showcase your work? Your staff? A special teacher? An English event in your school? Complete this [short form](#) and we will [contact](#) you. Spread the word about something important to YOU!

what if my camera turns off? But when the debate began, I was very surprised to see that everything went very fluently and it was very professional. There weren't any problems with the internet or anything of that nature, and it felt like any other debate."

The annual DarcaMUN conference took place not on zoom, but on Darca's private virtual campus where delegates debated as avatars sitting around virtual tables! It was an innovative and fun way to experience MUN as close to the real thing as possible. Maayan Shahar from Darca Begin Gadera, and chair of the Human Rights Committee, said, "Thank you for giving us this opportunity! Even though it was really different, it was amazing! I had an awesome time and I'm sure I'm not the only one."

([Click here to view a video clip of a DarcaMUN committee.](#))

Two twelfth-grade students from Tichon Hamoshava in Zichron Ya'akov chose to take on the challenge of an online MUN conference as their leadership project. The event involved two schools, two committees, 40 student delegates, four co-chairs, and one topic - "The Responsibility to Protect Syrian Refugees and Internally Displaced Persons." Students completed the event not only having demonstrated numerous skills, such as extensive research, public speaking, negotiations and collaboration, but also having had lots of fun. Typical unelicited responses included, "Thank you to everyone; it was an amazing experience!" "Yeah it was very, very fun 🥰 thanks for making it happen!" "Well done, this was incredible!!!"

In short, MUN is an authentic activity, taking place in English as the language of international diplomacy, which not only gives students important skills, but is also really fun. Many students "catch the MUN bug" and go on to participate in many more national and international conferences.

COBE on MOODLE

Ministry of Education Moodle Platform

"הכנה לבגרות בעל פה באנגלית" - Preparation for COBE"

- Youtube video: [Try Moodle for Practicing for the COBE in One Platform](#)

Practice for the COBE (Computerized Oral Bagrut Exam) from school and home on the Ministry of Education Moodle Platform "הכנה לבגרות בעל פה באנגלית" - Preparation for COBE".

To see a sample copy of this Moodle Template and try it out as a student [click here](#).

To request as many copies of the template as you need with your students already enrolled [click here](#).

For more information, [please click here](#).

[Smore newsletter](#)



RRR

English teachers have always been challenged by the multiple levels of learners in our classrooms. Including learners with special needs is NOT something new to many. Issues regarding how to test, how to really identify what a student has learned or knows continues to be something that many teachers are concerned about. Inclusion or active inclusion of these learners in our 2021 classrooms that are now being recreated will remain a challenge for the months ahead and for next year as well.

It is very overwhelming- and sometimes it seems as if the challenges and the gaps in our learners' knowledge, and skill base are so enormous – we will never be able to begin to close it.

Something that seems to make a difference is to set specific, clearly defined and achievable goals. That of course is easier said than done, however [this clip](#) about one small thing we can do to try to protect the environment can serve as a guiding light for our teaching as well.

If we look at clarifying for ourselves how to manage with this situation of so much to do, and so little time to do it along with – so much to help our students learn, this idea of reduce, reuse and recycle along with 5 other R's can make a difference.

1. Don't set goals that are completely unrealistic as far as learning vocabulary and developing grade appropriate language skills.

Reduce the amount – and purify the content. Filter out what is not totally necessary right now and focus on what is! Choose the most important, most used, most necessary words that are presented in the teaching units.

2. **Reuse** the vocabulary, practice it, play with it, present and activate with it, make it come alive and make it useful. It has a much better chance of becoming part of your students' mind that way. Some will ONLY understand the word when they see it OR hear it, some will recognize it in print, others might be able to say the words, others might be able to write the word and yet others will be able to do all of that. Ideally, eventually it might become a word that is used in speech and in writing.
3. **Recycle** the vocabulary- don't let it get away OR buried in the layers of "I taught that already". If it is important and you have marked it as such, then you will find yourself using it, and it will appear in activities, texts, and stories often. Bring the vocabulary, and the language that you have taught back into your students' worlds in different ways so that it stays with them.

Exposure is great, practice is better. Activating the students by giving them opportunities for success is encouraging. Success builds confidence, and confidence in language learning makes it possible to take more chances with language use.

Practice makes better. Doing, moving, and living with the language helps to propel our learners along their way. Along with the active reduction of amount and the active reuse and recycling of the material that is being taught, five other R's join in:

- i. **Repeat**- the teacher repeats, the students repeat after the teacher.
- ii. **Review**- come back and review what you have taught.
- iii. **Reteach**- perhaps the second or third time more students will understand more completely, and perhaps some will actually understand it for the first time.
- iv. **Remind**- for those learners who have a hard time remembering or recalling what they learned, or what you tried to teach, they can be reminded- using clues, mnemonics or anchor charts (more about that next time).
- v. **READ!!!!!!**- read the words, read passages with the new words! Reading is one of the best ways to help us to remember.

They will then see how much they actually remember or hopefully KNOW!!!

Show them!

Please feel free to send us ideas or tools that you use successfully to help YOUR students remember what they know!

akgvaryahu@gmail.com

Aharona

FUN TIME



- Read even more about DINGBATS
- See the answers from last time
- Try new ones (updated every issue).

בס"ד

למדינה בונה אדם
המזכירות המרכזית
אגף אי שבת
המיוקד על הוראת האנגלית

MONDAY 3RD MAY 2021
כ"א אייר תשפ"א

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LEARN IN TUNE

E- TALENT COMPETITION WINNERS
[YOU CAN SEE OUR TALENTED WINNERS
ON OUR SITE](#)

FEEL FREE TO [READ OUR BLOG](#) OF BI-
WEEKLY BROADCASTS FULL OF IDEAS TO
ENHANCE TEACHING ENGLISH WITH
MUSIC AND A DIFFERENT DIGITAL TOOL
EACH TIME.

mondly

Our March Mondly Winner is
Emily Kinsbruner from Ilanot
School.

Emily says that in light of the
Corona period she has had
many hours to learn English
with Mondly.

What an inspiration. Many
thanks to her teacher Ella
Shtainer and her parents for the
support.

Please check earlier "Spread
the Word" issues for details on
Mondly.

[Watch the clip of our interview
with Emily and her parents](#)

INTERNATIONAL AMBASSADORS OF CHILDREN'S RIGHTS

שגרירי זכויות ילדים בינלאומיים ילדים למען ילדים בעולם



הפיקוח לזכויות התלמידים ומפמ"ר אנגלית מזמינים אתכם להשתתף
 בתוכנית שגרירי זכויות הילדים לפי עקרונות מודל האו"ם
 התוכנית מתאימה לפיתוח ה'ח'

Students will research the Implementation of the Convention on the Rights of the Child (CRC) in various countries.

Students will write position papers and present them to diplomats and to the UN Committee on the Rights of the Child.

תלמידים יחקרו את מימוש אמנת זכויות הילדים במדינות שונות.

תלמידים יכתבו ניירות עמדה ויצגו אותם בפני דיפלומטים ובפני הוועדה לזכויות הילדים של האו"ם.

The study process includes:

- research and analysis of resources (articles/books/webpages) written in English.
- spoken presentation and participation in debate.
- interaction with foreign embassies and with The UN Committee on the Rights of the Child.

תהליך הלמידה כולל:

- תהליכי חקר ועיבוד של מקורות (מאמרים, ספרים, דפי אינטרנט) בשפה האנגלית.
- פרזנטציה דבורה והשתתפות בדיבויט.
- קשר עם שגרירויות ועם הוועדה לזכויות הילד באו"ם.

A digital interactive site with information resources, learning activities, games, and LMS will be available to participating teachers.

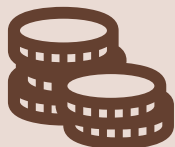
[Click to visit the demo site](#)

לרשות המורים המשתתפים בתוכנית תעמוד סביבה דיגיטלית אינטראקטיבית, הכוללת מקורות מידע, פעילויות למידה, משחקים וכלים לניהול למידה.

ניתן להצטרף להשתלמות מלווה (הכוללת 30 ש' גמול) לקראת השתתפות בתוכנית בשנת תשפ"ב בקישור זה.

[Click here to register](#)





Financial Management - A new interdisciplinary program for HS English Teachers

In the modern global world young adults are required to make many financial decisions. The students themselves often raise the need to learn more about responsible economic management. The financial education curriculum is designed to help the student develop knowledge and life skills, which will help students as young adults to make wise financial decisions.

The contents of the program deal with personal and family budgeting, advertising and money management, savings, loans, and wise investments. These contents deal with topics that students encounter during their day-to-day life at the personal and national level.

The program is currently taught in Hebrew combining frontal teaching and online instruction. We would like to develop a similar program in the English language, eventually making an interdisciplinary connection.

Teachers who are interested in taking part in the program are welcome to register in the link in [this letter](#), which was sent out to your principals. The course is planned for 30 hours in 2021-2022. Further details will be sent to those who register.



GEO – teaching Geography in English

A new GEO -English course opened this month with a leading team of 30 JHS teachers interested in teaching geography in the English language classroom (8th grade). This course offers essential practice in teaching geographical issues such as global warming, geological events on Earth, map skills and the coldest places in the world. Exposing students to stimulating information about the world that better prepares them for future academic success.

Click [here](#) for the course syllabus. For more information about the project click [here](#).



Adapting the course books to the revised Curriculum 2020

This course is for elementary, junior high, **high school teachers and Bagrut markers** who have a basic knowledge and understanding of the Curriculum 2020 document. The aim of the course is to empower English teachers to facilitate effective, relevant, and meaningful use of the English language in the classroom and beyond. Throughout the course teachers will work on building and creating a teaching unit that is in accordance with the updated curriculum.

Participants choose content from the current course books and plan units which include all 4 language activities (reception, production, interaction, and mediation) and linguistic competences which will be appropriately scaffolded and mutually reinforcing with the aim of ensuring the self-efficacy of pupils as language users and will enable them to achieve the learning outcomes as described in the can-do statements.

The majority of the sessions are asynchronous, and the course grants the teachers 30 hours gmul for Ofek and Oz. The first session, which is synchronous, is on the 11th of April.

Register today by pressing on the following link.

[Adapting the course books.](#)