

# Brighter Horizons

for our children

## Overview of

### “A comprehensive K-6th grade curriculum: teaching the Young English Speaker”

Too often the native English speakers “the dovrei anglit” do not fulfill their potential and are left to learn books that are one or two years ahead of Hebrew Speakers.

We begin to teach reading with a phonetic approach in Kindergarten, moving on to teaching sight words in first grade. Second grade finds us reading more, and initiating our spelling skills. In third grade we start to develop our writing skills with short paragraphs. While we still work on reading, writing is more emphasized, focusing on paragraph construction that will lead to short reports and longer projects. While still reading, exposing the students to many different genres, there will be much more emphasis on creative writing in the 4-6 grades.

I suggest the use of several different motivators to get the student to read. On average a student should read about 25 books during the year. I suggest different types of contests and incentives, as well as an excellent library.

I will explain how to create a comprehensive program with no gaps. I stress graded readers, individual work sheets and cards for stronger and weaker students, and a graded spelling program.

#### **By the end of the course, you will have received:**

- A.** A review of most aspects of language arts for the skills discussed
- B.** An understanding of how to structure a comprehensive English program
- C.** Suggestions of possible textbooks for each level and stage of learning
- D.** Handouts of example of worksheets of different topics spelling/grammar/writing
- E.** An opportunity to purchase some of these educational materials

The information gained during this seminar is applicable to all English speaking Programs, regardless of grade level, for the student who has not participated in a structured English language arts program.

