“It doesn’t get better by chance, it gets better by change.”

By

Ora Frietzis & Judy Mutzari
Effective teaching **all year long** fosters the best results.

Student success should never depend on “teaching for the test” or having a 2 week crash course beforehand.

Be prepared, not scared.

“BEE” AWARE, “BEE” PREPARED AND YOU’LL “BEE” HAPPY
The “Magic Four”

• **Organization:**
  – Set test, quiz and mock-Meitzav dates from the beginning of the year and keep the dates!

• **Awareness:**
  – Map your tests by skills/question types and use the results to accommodate your teaching.

• **Consistency:**
  – It takes time and effort – don’t give up!

• **Motivation**
  – Engage and challenge your students with interesting ideas in order to develop their critical thinking skills.
You can’t change your destination overnight, but you can change your direction overnight.”

Jim Rohn
Must Do’s:
Dynamic Mapping
for Beginning of the Year Test

• Prepare a dynamic mapping of the beginning of the year test:
  • Divide the test into skills (Listening; Reading, Writing) and make a sum column for each skill
  • Within the skills note the type of question: is it a Multiple Choice? Completion? Open Question?
  • Check to see if there is a tendency in the class to have difficulties with a certain type of question: if there is – work on that question type orally and in writing in every lesson!

• Analyze your pupils’ strengths and weaknesses according to the test results.
• Accommodate your teaching in your lessons to fulfill those needs.
• Build Work Plans for Partani based on the results.
• Meitzav –File: Keep all your information in one place for easy access and comparison.
Example of Dynamic Question Type Mapping

<table>
<thead>
<tr>
<th>Task number</th>
<th>Question type</th>
<th>Points allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 3 Story</td>
<td>MC</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MC</td>
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</tr>
<tr>
<td></td>
<td>MC</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MC</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MC</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MC</td>
<td>3</td>
</tr>
<tr>
<td>Sum</td>
<td>MC</td>
<td>16</td>
</tr>
<tr>
<td>Task 4</td>
<td>OQ</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OQ</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MC</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>OQ</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MC</td>
<td>3</td>
</tr>
<tr>
<td>Sum</td>
<td>C</td>
<td>17</td>
</tr>
<tr>
<td>Task 5</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MC</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OQ</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MC</td>
<td>3</td>
</tr>
<tr>
<td>Sum</td>
<td>MC</td>
<td>4</td>
</tr>
<tr>
<td>Sum</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

MC – Multiple Choice
C – Complete the sentence
OQ – Open Question
Must Do’s:
Dynamic Mapping for Short Quizzes

– Give quizzes on short reading comprehension paragraphs: Give results without marks!

– Mark the quiz according to the benchmarks (main idea; sequencing; locating information, etc.)

<table>
<thead>
<tr>
<th>Text type: Informative Text</th>
<th>Names</th>
<th>Understand the main ideas</th>
<th>Sequence of events</th>
<th>Extract inf. from visual data</th>
<th>Locate relevant inform.</th>
<th>Integration</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Zelda</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td>Dina</td>
<td>✓ (OK)</td>
<td>(Failed)</td>
<td>✓ (OK)</td>
<td>✓ (OK)</td>
<td>✓ (OK)</td>
<td>(Failed)</td>
</tr>
<tr>
<td></td>
<td>Sima</td>
<td>OK</td>
<td>Failed</td>
<td>0K</td>
<td>Failed</td>
<td>Failed</td>
<td>Failed</td>
</tr>
</tbody>
</table>
Make your students your partners!

Each text gives us some kind of information. What information can *this* text give us? Elicit from - or call to the student’s attention to the particularities characteristics and difficulties each text type provides.
A student needs to encounter a new word 10 to 16 times to learn it effectively.

To effectively acquire new vocabulary students must go through four essential stages:

1. Notice a word with help
2. Recognize the word at first with help
3. Recognize the word their own
4. Students both recognize and produce the word.

Remember to cater to different learning styles or multiple intelligences.
Classroom Language: Vocabulary chunks which have consistently appeared in the Meitzav tests

reuse, recycle, find a word a friend, what else can you say, talk to the class about, talk with a friend, wear a hat, start to cook, finished school, worked too fast, *heard something funny, *was very tired, *have/has a surprise for, make food, *make noise, grow tomatoes, wrote about, read about, speak about, *study for tests, study together, *have a good time, *have a lot of fun, *had a great day, feed animals, came to visit, something *happened, see you tomorrow, get wet, play in the pool…

“Without Vocabulary Nothing Can be Conveyed”, Wilkins
<table>
<thead>
<tr>
<th>Verbs</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>wake up</td>
<td>What <em>did</em> they give..?</td>
</tr>
<tr>
<td>hear a noise</td>
<td>Why <em>was</em> ... sad?</td>
</tr>
<tr>
<td>bring things</td>
<td>What <em>do</em> you like you...?</td>
</tr>
<tr>
<td>copy one word</td>
<td>What <em>does</em> ....find ?</td>
</tr>
<tr>
<td>speak slowly</td>
<td>What <em>is</em> the ... about?</td>
</tr>
<tr>
<td>I don’t have (want, know)</td>
<td>Why <em>is</em> ... sad on the first day in her new school?</td>
</tr>
<tr>
<td>She / He doesn’t like, want, speak, have</td>
<td>How <em>do</em> the kids help her?</td>
</tr>
<tr>
<td>Chunks</td>
<td>Reenter, reuse recycle, reduce failure</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>read a book</td>
<td>read a story</td>
</tr>
<tr>
<td>write a letter, *copy one word</td>
<td>write a sentence</td>
</tr>
<tr>
<td>invite a friend</td>
<td>invite +people</td>
</tr>
<tr>
<td>play games</td>
<td>play on the computer</td>
</tr>
<tr>
<td>wear a hat</td>
<td>wear sandals</td>
</tr>
<tr>
<td>eat (for) breakfast</td>
<td>*eat (for) lunch</td>
</tr>
<tr>
<td>visit family</td>
<td>visit friends</td>
</tr>
<tr>
<td>*bring clothes</td>
<td>bring a present</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Suggestions for working with Word - Chunks

Make cards:
Begin your lesson with fishing a word chunk from a pile of cards and putting it in a sentence.

Generate possibilities:
What else can we wear...
What else can we read...
What else can we play

Make an activating Word – Wall with the chunks.
High Frequency Words

- **Dolch Word List** *(Click on link for list)*
- From 50-75% of all words used in school books, library books, newspapers, and magazines are in the Dolch Basic Sight Vocabulary of 220 words).

- Most cannot be learned through the use of pictures. Many of these words cannot be sounded out because they do not follow decoding rules and, therefore, must be learned as sight words.
- Raps and repetition are great for learning sight words. Try out this site: [Havefunteaching](Click on link for list)
Table of Specifications

1. Map out your textbook according to the Table of specifications. *(Where do I have riddles/ an invitation/ stories. Informative articles... etc)*

2. Practice each type of text.

3. Discuss the particularities, demands and characteristics of each text type.

Table Grade 5
Difficulties of Listening Texts

• With speech - the words disappear...evaporate – nothing is left
• Students get overwhelmed: what are they talking about???
• Students forget the text
• Texts are too long - too many words to hear
• Students don’t understand the accent of the speaker
• The speaker reads too quickly
• In dialogues – students have difficulty understanding who says what
All Year Round...

• Make sure you devote class time to speaking and listening activities (student to student!)

• Spoken and written texts must be prepared with:
  • Pre- tasks
  • While Listening Tasks
  • Post tasks
Pre-Tasks for Texts (Listening or Reading) with pictures

Listening/reading texts with pictures:

Look at the pictures.

– Students say to themselves *in English* as many words as they can that they see in the picture (prepare a word bank; map out where everything is on the page – it saves time later)

– Write sentences about the pictures

– Predict what the text will be about according to the pictures: topic, place, time, characters, text type
Pre-tasks for Texts with written questions

Read the questions before listening/reading

• What kind of information is being asked?
  – A chart to fill in?
  – A flow chart?
  – An open question? (Students do not need to write full sentences!)
  – A list?
  – A MC question?
    • If so – read the options first
  – Matching?
  – True/ False Questions?

• Find the words you know first

• Decide on the key words of the question: make sure (try to!) understand the question: what information do I need?

• Predict what the text will be about from the questions:
  – what kind of a text will it be – a conversation? A story? A telephone conversation?

Teachers should model the think aloud process for finding answers
While listening tasks

Put text in context:

• Listen to background noises:
  – where is the text being spoken: at school?
  – Who is speaking – children? a teacher in a classroom?
  – Are these messages left on an answering system? A telephone conversation? Who says what?

• Listen to *tone of voice*:
  – identify the tone of voice of the speaker. Play “Change your Voice – Tone games in the classroom”

• Listen for connectors of sequence (text organization)
  – first, second, third, finally, at the the end

• Comparisons:
  – therefore, as a result of, like, in contrast to, instead of
While reading tasks

Put text in context:

• Bring the text into the students’ world:
  – Is this situation familiar to you?
  – Can you give me another example of...

• What’s the main idea?

• Pay attention to connectors of sequence (text organization)
  – first, second, third, finally, at the the end

• Pay attention to words for comparisons:
  – therefore, as a result of, like, in contrast to, instead of
“Bee” Aware – Prepare!

• Practice “wh” questions:
• Make sure students can match types of answer to question: Where: place; When – time/date, Who – name/person; What – noun; Why – because...
• Practice yes/no questions by “yes/no” statements
• Practice finding reference words that support understanding e.g. it, this, that these, those, his, hers, ours, their; Pay attention if it is singular or plural. Go back to the text and ask: “What does ‘x’ refer to?

Teachers should model the think aloud process for finding answers.

• Notice special punctuation marks and text “glossing” - i.e. what the symbol * next to a word means – students have the translation at the bottom of the text
Pre - tasks for written texts

READ THE QUESTIONS

• What kind of information is being asked?
  – A chart to fill in? A flow chart? An open question? (Students do not need to write full sentences!) A list? A MC question? (If so – read the options first) Matching?
  – True/ False Questions?

• Find the words you know first

• Decide on the key words of the question: make sure (try to!) understand the question: what information do I need?

• Return to the text: make sure to read the entire paragraph before responding!

• Inferring and reading between the lines:
  – Does this question require reading between the lines?
  – Synonyms and Antonyms: Does the same meaning appear using different words? Does the opposite of the key word appear?

Teachers should model the think aloud process for finding answers
Working in the classroom with listening texts

• 1\textsuperscript{st} listening:
  – Don’t write/mark – focus on the key words. Raise your hand when you hear an answer or a key word.
  – Make sure to listen to the end before you answer:
  – Pay attention that the key word can come with negation: e.g., “I don’t want pizza”

• 2\textsuperscript{nd} listening:
  – Answer the questions...if you “missed” – go ahead – listen for next question – what’s gone is gone...

• 3\textsuperscript{rd} listening:
  – Check answers with the students.

*Remember – in the Meitzav there are only 2 repetitions
Working in the classroom with listening texts –
For a weak classroom or weaker students

– Break listening texts up into smaller parts; get used to listening to the text sequentially
– Start with very short texts. Ask one question. Gradually lengthen texts and add questions
Working in the classroom – with written texts

• Break a long text into paragraphs

• Individual Work:
  – Work with a “Stopper”: Give the students 5 minutes to cope alone...gradually expand the time students’ working alone time

• After each paragraph, discuss the main idea and the supporting details: the examples.

• Students ask themselves: What did I read? What did I understand? What is the main idea? How can I say it in my own words?

• Find and highlight the key words in the paragraph. Notice if the key words appear with negation! Make sure the students read the entire paragraph before marking key words and answering the questions

• Vocabulary students don’t know – try to elicit from the context!
Working in the classroom – with written texts
Find Markers!

• Become acquainted with the characteristics, formats and general features of books: title, author, summary, recommendations

• Where can you find what?
  – Books - on the spine, back cover, title page;
  – Letters: date, salutations, greetings, closure, signature, introduction, body, end

• Recognize markers that supply information about texts
• in a book, ‘by’ would signal the author.
  – In a letter, ‘Dear’ would signal the person being addressed
  – ‘Yours’ or ‘Love’ would signal the sender
  – In an email, ‘To’ would signal the person addressed
  – ‘From’ would signal the writer or sender
  – ‘subject’ would signal the main idea.
Working in the classroom – with written texts

Organizational clues

- Find connectors that signal **organization**:  
  - first, second, third, finally, therefore, as a result of.

- Find **cause and effect** words:
  - for this reason, consequently, on that account, hence, because, made

- Explicitly teach the skill of inference.
  - Play riddle games and word games
  - **Use TLC – Activities for Teaching Inference**
  - **Use Pictures – TLC on Inference – Pictures**
Writing in the Classroom

- Practice writing opening sentences that use the words from the question
- Encourage guided (structured) and free writing
- Provide opportunities to write and present the students’ writing – in the English corner or on the English site:

Make writing a meaningful activity

Be Proud to Be Published
Presentation Tasks - How to Prepare

• Provide opportunities for writing in every lesson – on the sentence or paragraph level

• Start with simple sentence structure Teach and practice lexical chunks: I can see; There is/are; The ... is...the...;

• Teach paragraph starters: In my opinion; I think that; I agree; I don’t agree with...

• Have students write sentences/paragraphs that are meaningful to them

• Suggestion: Use the Bank of Performance Based Tasks from RAMA
Writing Accurately

• Pupils must read the instructions in Hebrew carefully and pay attention to what tense is required.

• Pupils must read the instructions in Hebrew carefully and pay attention to what is being asked of them.

• Share the rubrics from the Meitzav exam with your pupils to enable them to understand how their work is evaluated.

MAKE YOUR STUDENTS PARTNERS!
Writing Accurately

Grade 5

• Check: *capital letters at the beginning and a period at the end of the sentence*

• Emphasize *simple sentence structure* and use “formulas”

• Skim the test for vocabulary: ideas and correct spelling

Assessment Criteria

• A sentence must include a subject and a verb and an object when necessary.

**Content / Vocabulary**
• comprehensibility
• relevance

**Accuracy**
• articles
• capitalization
• full stops
• prepositions
• pronouns
• sentence structure
• spelling
• subject-verb agreement
• verb forms
• word order
Post Listening/Reading/Writing

• Check answers
• Discuss with your students what was difficult and how they solved the problems.
• Listen to other suggestions for solving the problems.
• Students in the class read their sentences out loud
ALWAYS READ THE INSTRUCTIONS

Students usually don’t read instructions!

Practice:
1. **Underlining the “action words”** (verbs) that tell you what to do.
2. **Underlining important additions** (write only one idea...)
3. Students **write the instructions** in their own words.
4. Students **tell other students** what the instructions are.
This presentation is based on

“What can We Learn From Item Analysis – Recommendations for Teachers”

TLC on Inference:
http://tlc.cet.ac.il/ShowItem.aspx?ItemID=cc091d34-b0c9-4da2-805f-4025e3d203a0&lang=EN

TLC – Inference by pictures
http://tlc.cet.ac.il/ShowItem.aspx?ItemID=19a5b020-9b84-4d70-a48a-f05c33951b0e&lang=EN

Scoring Key for the English Test – Grade 5 2012/B