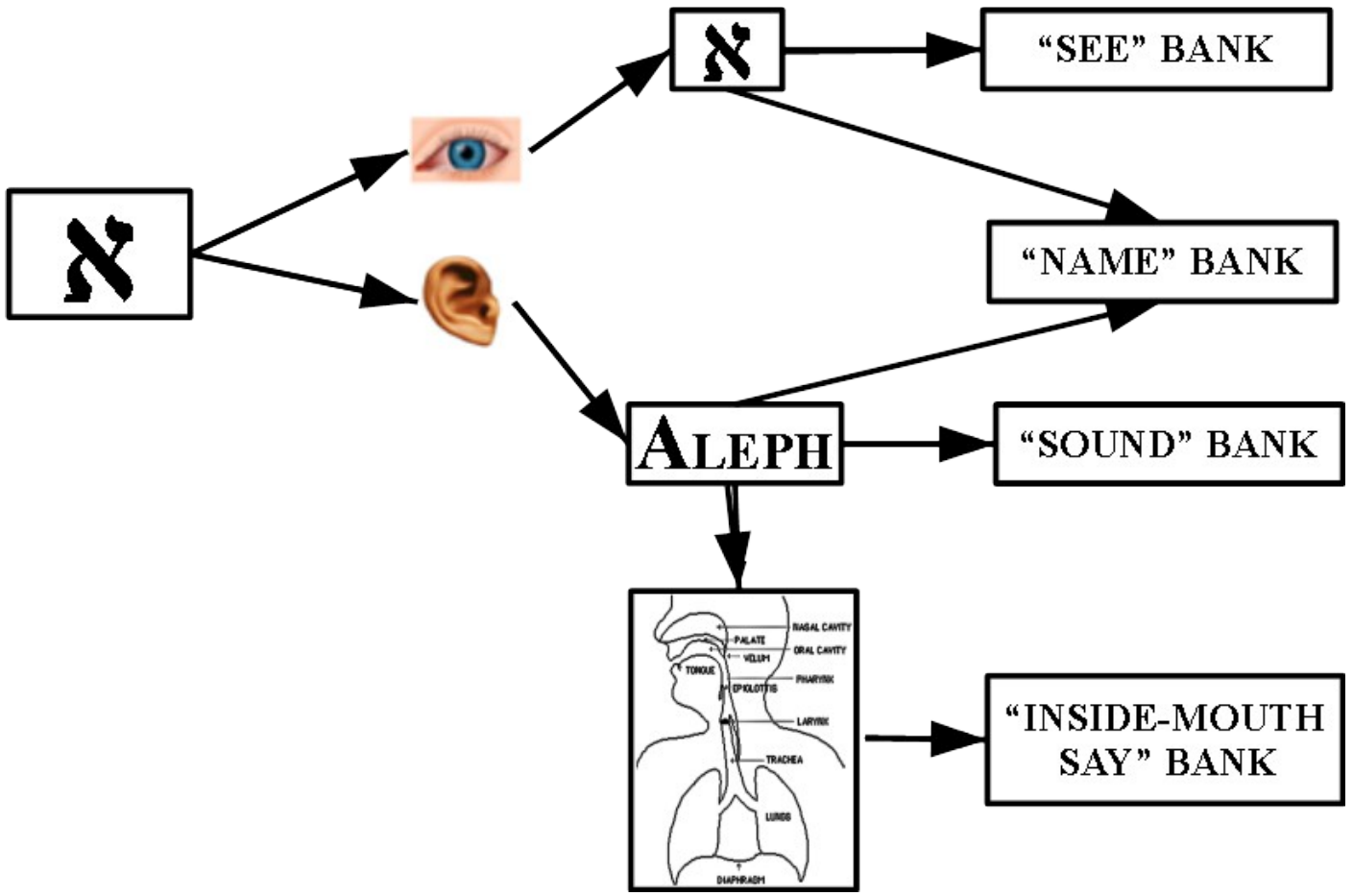


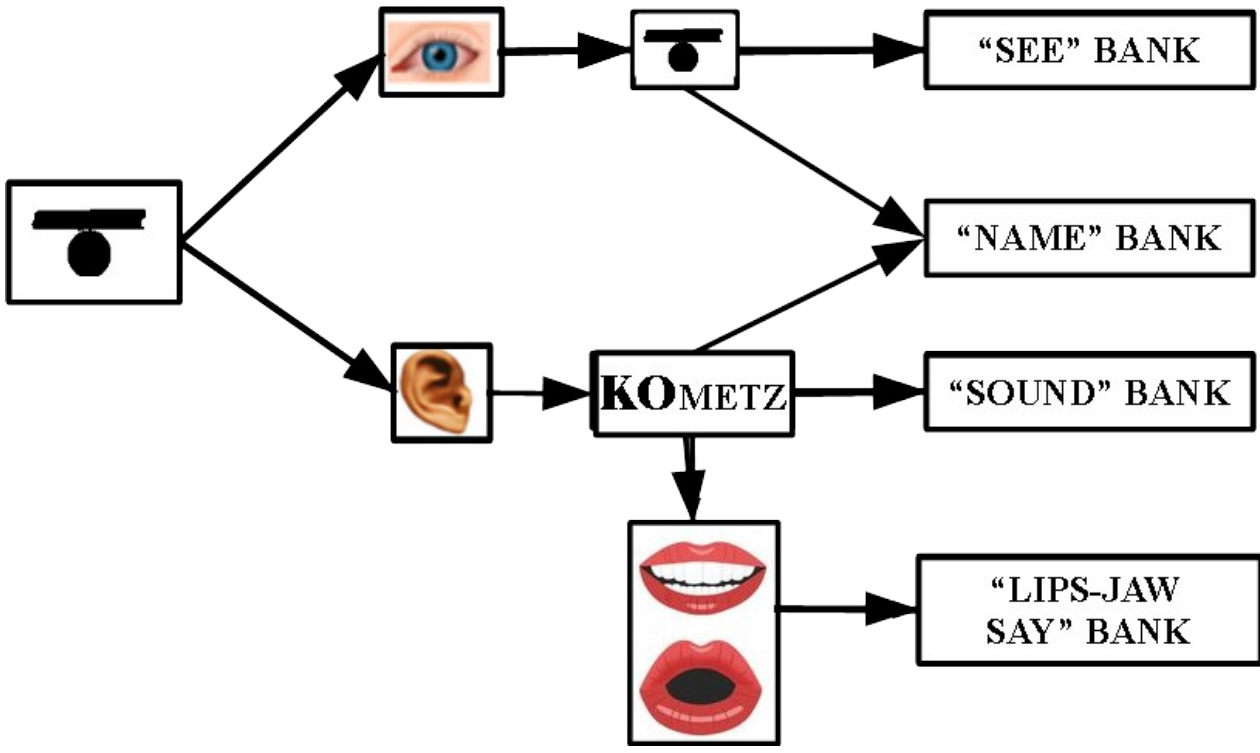
The Massorah of Learning to Read



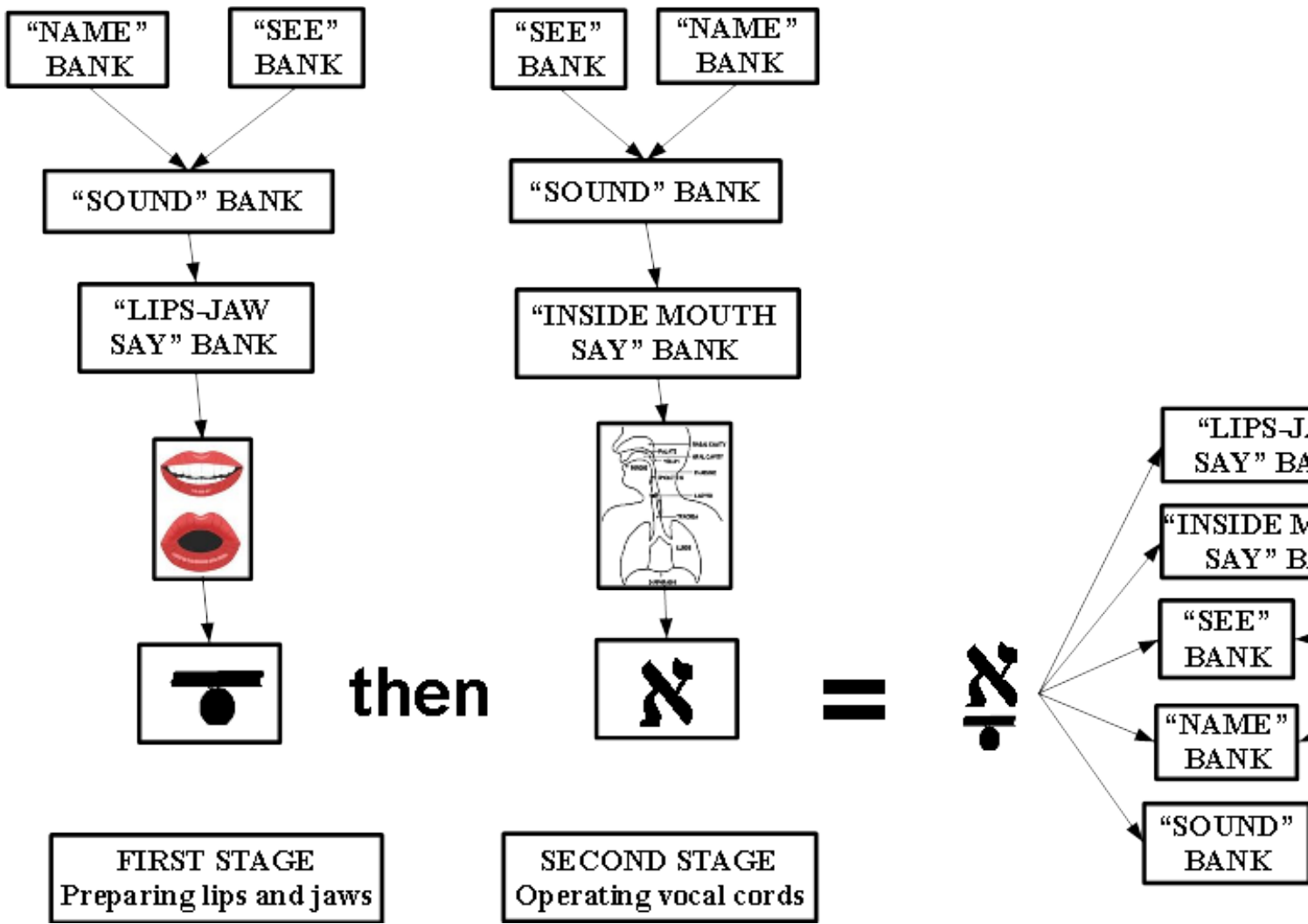
Massorah – Ossios and Nikud



Multi-Sensory Inputs



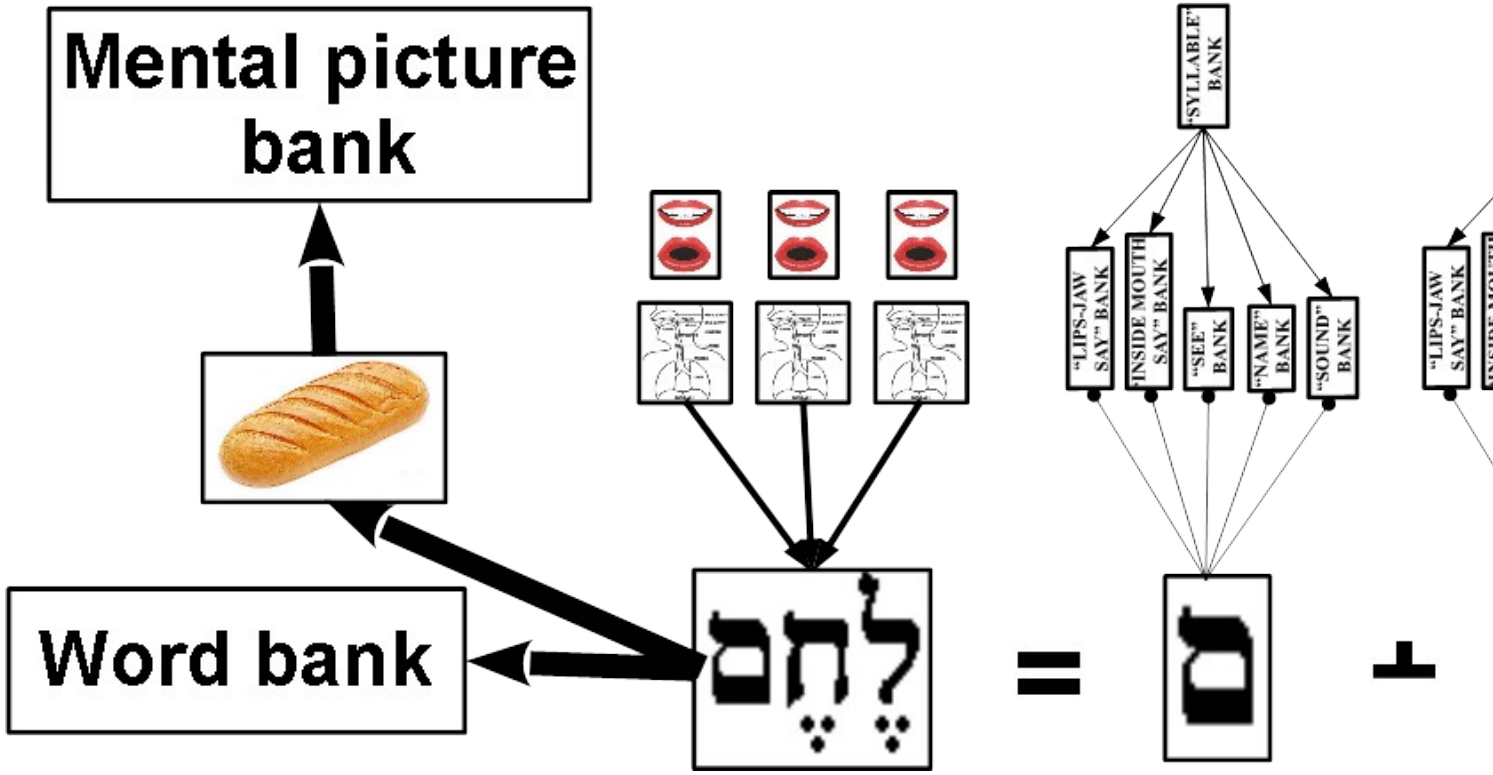
Massorah – Syllables



Massorah – Words

Look at each syllable – Think how to string them together to make a whole word

Then say it as a **whole word**



Visual versus Phonic

ears
are
listening



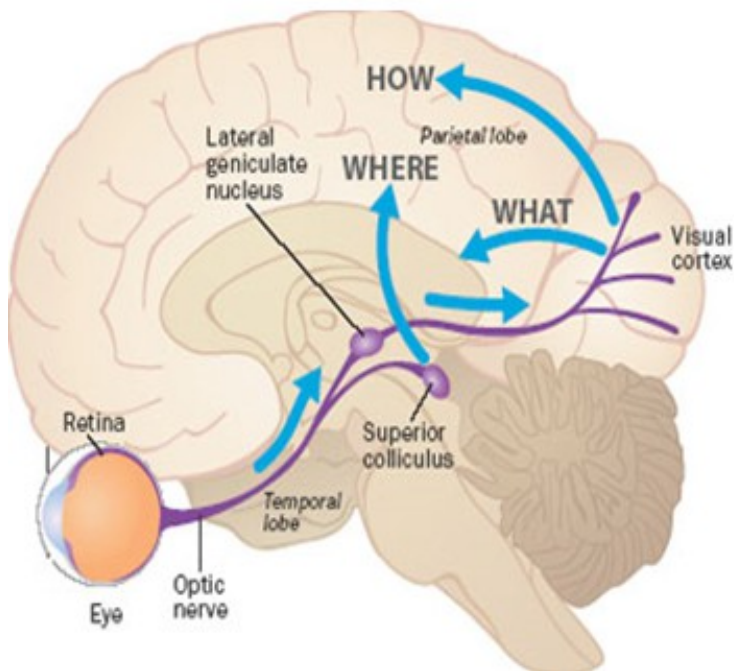
eyes
are
looking



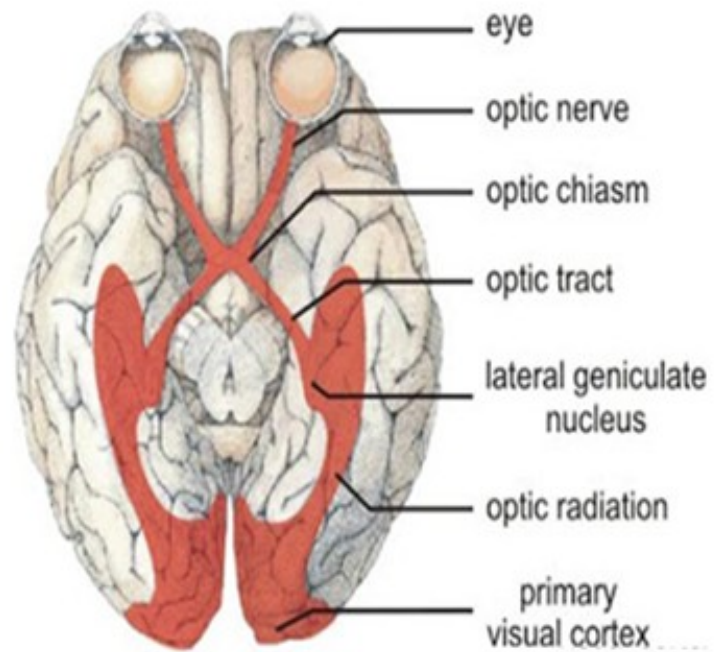
But which is Dominant?

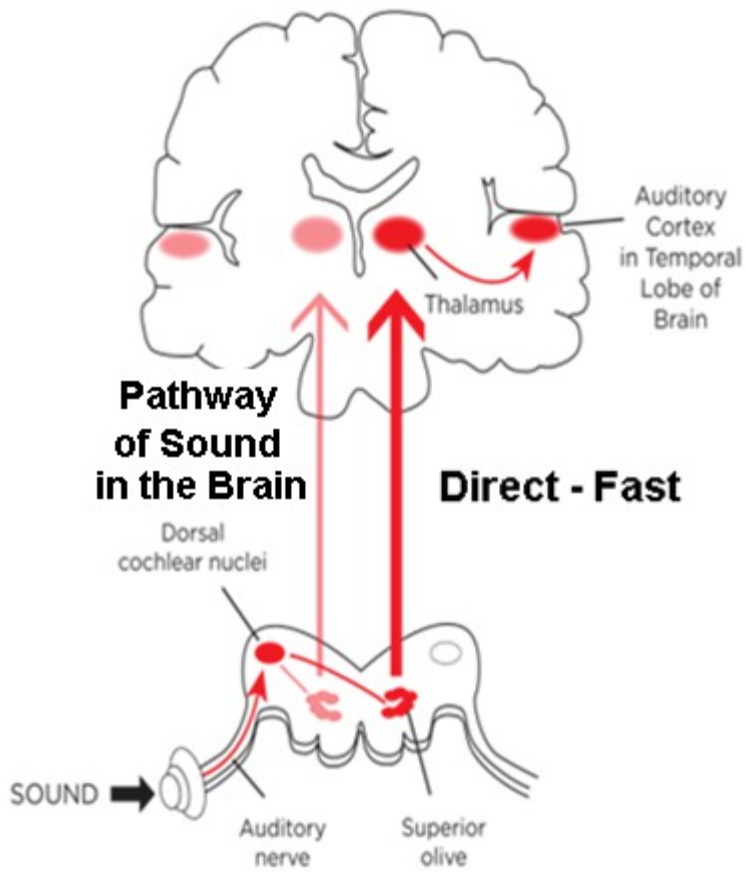
Optic and Audio Pathways

Optic Pathway in the Brain

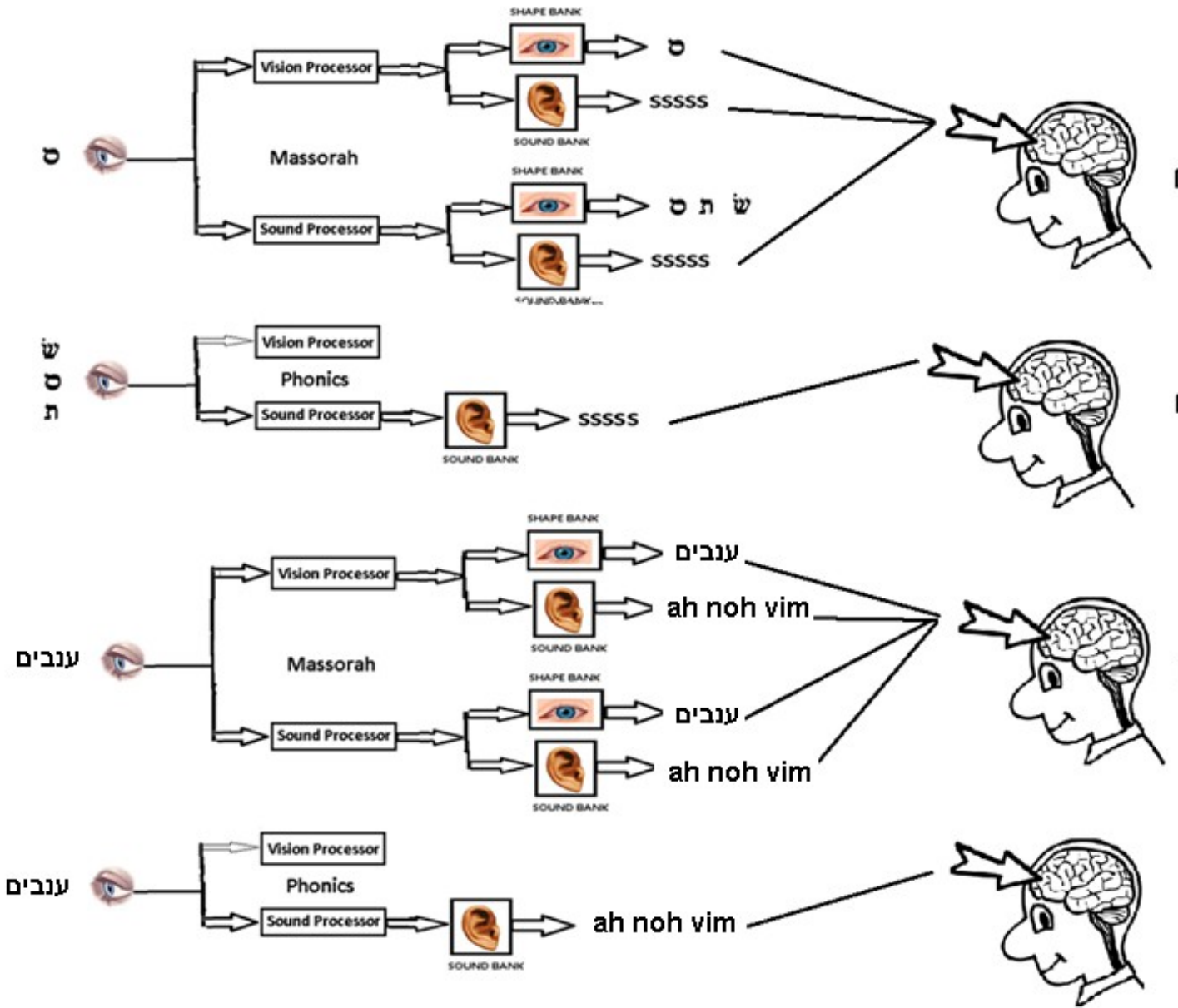


Complex - Slow





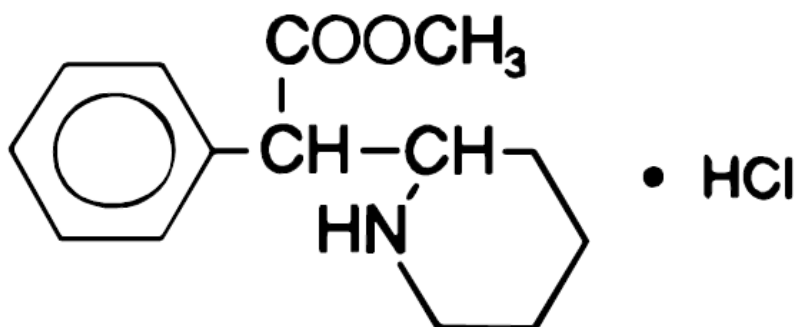
Chapter E02 Massorah Compared with Phonics



Absolute Language

RITALIN

methyl α -phenyl-2-piperidineacetate hydrochloride,



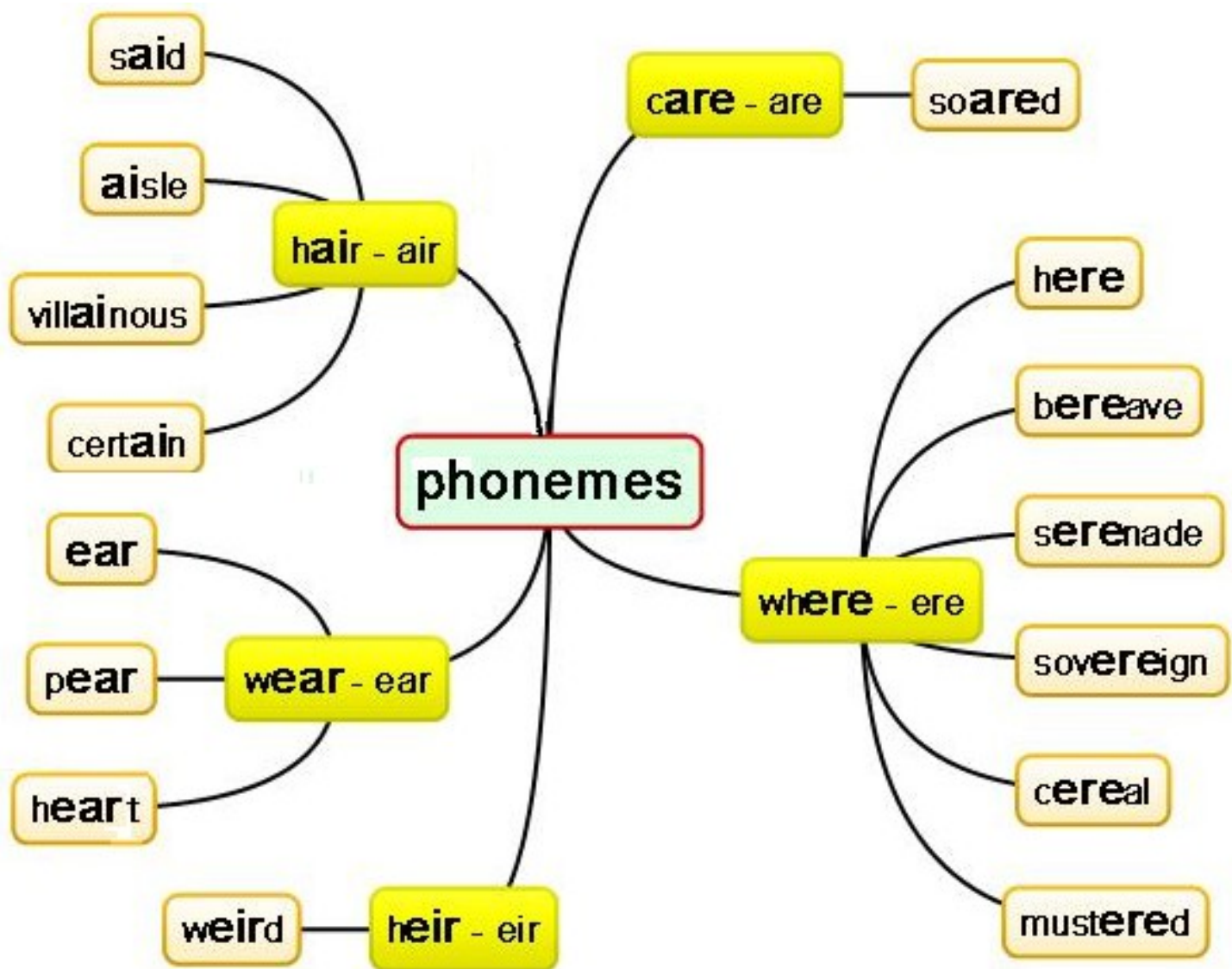
8 = 26 = ,ן' = א

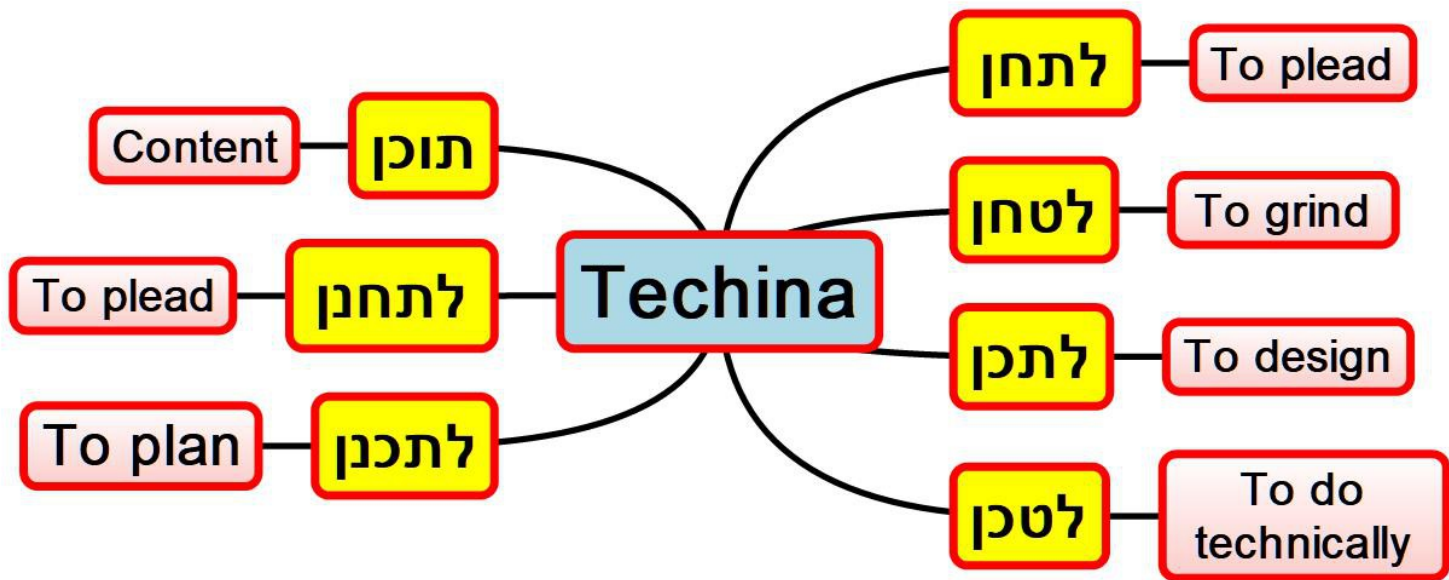
10 = ןן = ך = ב

ט Or ט

The Phonics Nightmare

Any technique designed to aid dealing with the phonics of English, will probably be counter-productive for Hebrew.

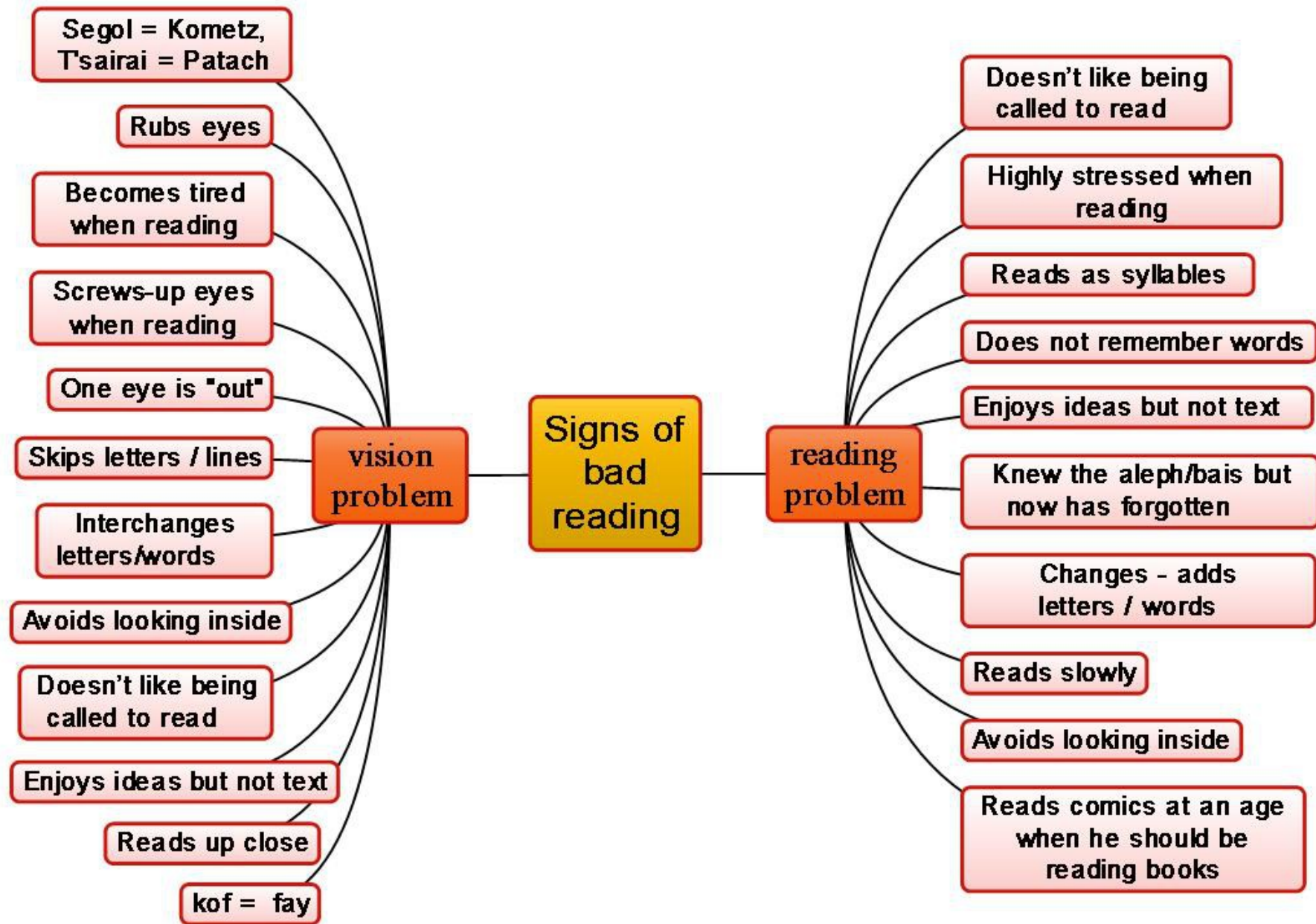




Limitation of available Brain-Power

1 Good Reader	2 Poor Reader	3. Highly Intelligent Poor Reader	4. Good reader with problems
1. Recognizing the letters	1. Recognizing the letters	1. Recognizing the letters	1. Recognizing the letters
2. Recognizing the vowels	2. Recognizing the vowels	2. Recognizing the vowels	2. Recognizing the vowels
3. Combining them into words	3. Combining them into words	3. Combining them into words	3. Combining them into words
4. Understanding the words	4. Understanding the words	4. Understanding the words	4. Understanding the words
5. thinking about what is being read	5. Thinking about what is being read	5. thinking about what is being read	Problems
			5. Thinking about what is being read

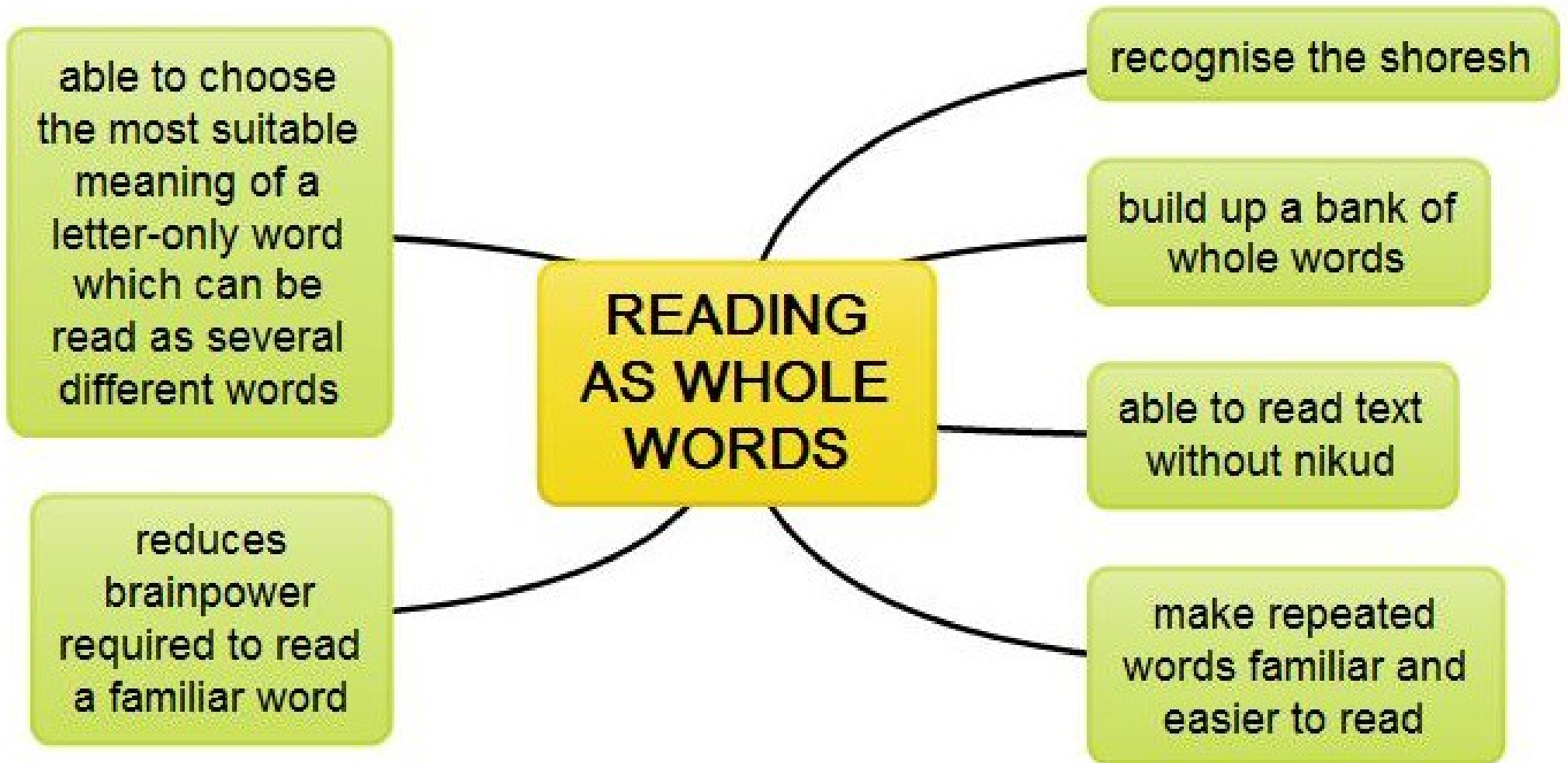
Signs of Bad Reading



Target – Get Reading to be . .



Reading as Whole Words



Comprehension

Comprehension

to make
brain-power
available for
comprehension

efficient
letter/nikud
recognition

to enable fast
bonding of the
letters/nikud
into words
and then into
sentences

speed of
letter/nikud
recognition

extensive word-understanding
bank

desire to understand

building
whole
words
accurately

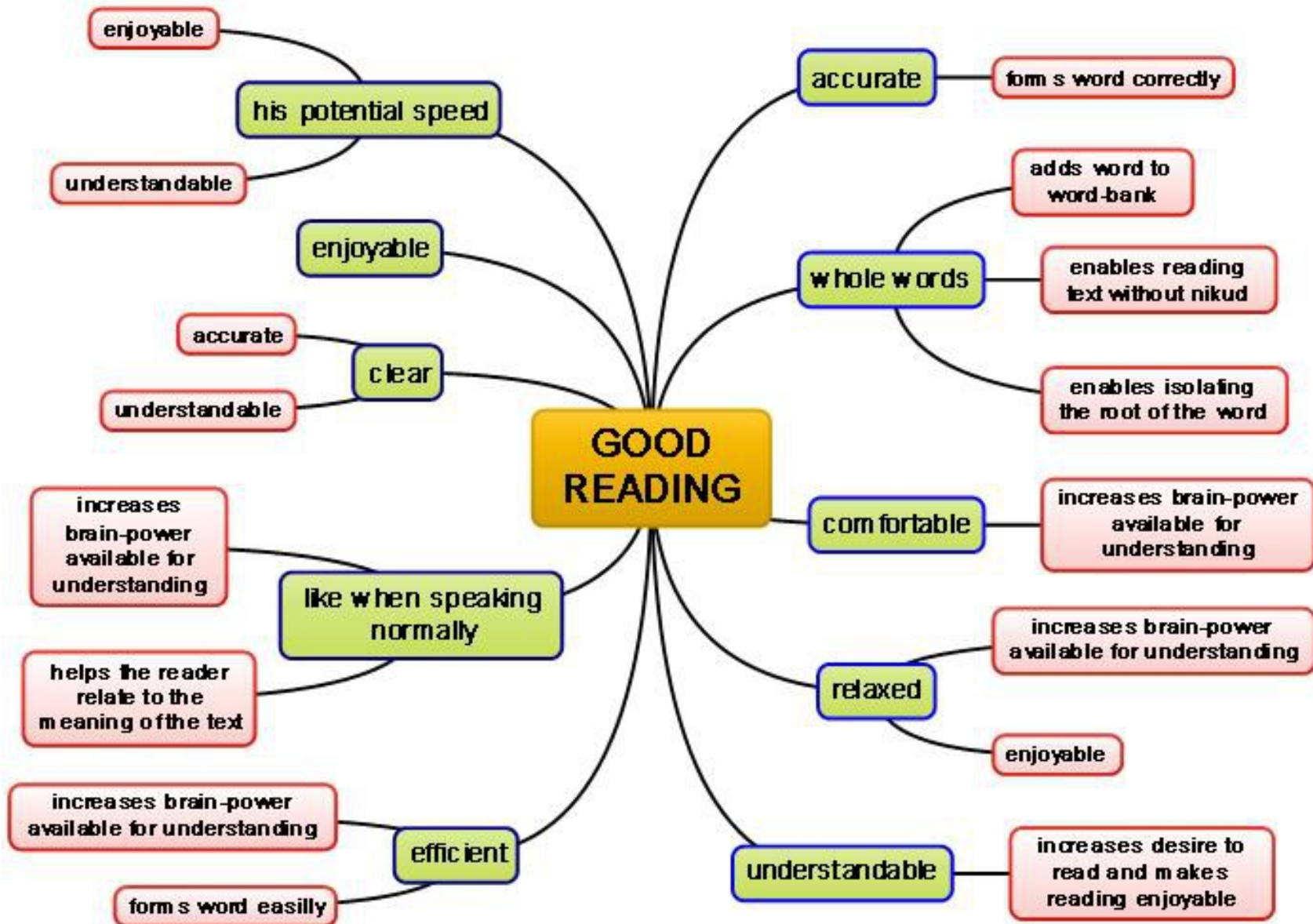
accurate
tracking

relating to
words as
units of
information

knowing
that words
have
meanings

knowing how to
combine the units of
meanings into phrases
and sentences

Good Reading



Read in Syllables? – NO!

First, you teach the ossios. Then you teach the nikud. Then you teach how to combine an oss with a nikud to make a syllable. Then you teach how to combine syllables to make a word. Once the reader has learnt how to read words, words become the priority.

**enjoyment
and
understanding
comes from
whole words**

**syllables do
not isolate
the shoresh**

**Read in
Syllables?
- NO!**

**only whole
words build a
word-bank**

**meaning
comes from
whole words**

