PrayerTech Teacher Introduction
Using PrayerTech With Your Students

PrayerTech is a multi-platform multi-dimensional electronic prayer learning system. It uses a website for administration and monitoring student progress. There are web portals for the administrators, the teachers, and parents. Administrators can set the curriculum for each class, monitor student progress, and decide who is using **PrayerTech**. Teachers can monitor each student and their class progress. Parents can monitor the progress of their child.

It uses an application for student interface. The application works on PC, MAC, IOS, and Android. Students access the prayer the class is working on and do playful activities. While completing the activities they earn "game time" that allows them to play a really good (non-educational) games as a reward for their work on the prayers.

PrayerTech is being developed by Torah Aura Production.

HOW TO USE PRAYERTECH

PrayerTech is a tool (think shovel) and it can be used in many ways.

- **PrayerTech** can be a stand-alone self-study resource for mastering prayers online. All you need to do is assign someone to monitor student progress.

- **PrayerTech** can be used in a classroom as an expansion of how a teacher teaches.

- **PrayerTech** can be used as reinforcement (at home or at school—or both) to any prayer study system, curriculum, or methodology.

- **PrayerTech** is a perfect companion in class or as homework for all Torah Aura Prayer study curricula.

- **PrayerTech** also works perfectly with any non-Torah Aura prayer curricula.

Your imagination will find other uses for **Prayertech** and as we continue to develop the system and go on meeting your needs.

PRAYERTECH: CLASSWORK AND/OR HOMEWORK

PrayerTech is a tool. You can put together lots of different things with a screw driver. Likewise, prayer mastery can happen in a lot of different ways when we combine, you, your class, and **PrayerTech**.

1. **PrayerTech** can be used as a homework tool. With its game based format it can motivate a lot of students to put in extra time working on material at home. This is the best way to go if your school does not have the technology needed to use the materials in class.

2 **PrayerTech** can be used for in class study if the technology is available.

3. **PrayerTech** can be used back and forth between the classroom and the home because the student username and login are not tied to a specific machine but can be entered by any machine.

PRAYERTECH OBJECTIVES

PrayerTech has the follow objectives (for its first build)

1. That student will be familiar with the name, location, theme, and purpose of each of the prayers studied.
2, That students can recognize and state the meaning of key roots in words draw from prayers.
3. That students can recognize and translate key prefixes and suffixes found in words from key siddur passages.
4. That students develop a significant prayer vocabulary.
5. That students develop the ability to "approximate the meaning" of given prayer passages given knowledge that already have of prayer elements.
6. That students perfect the performance of prayers or prayer parts.

PRAYERTECH TIMING

The teacher controls **PrayerTech**, the program does not control you. With your principal you will determine where and how **PrayerTech** will be used. You will balance class and at home time. You will set target goals for the year.

1. Start with a calendar of the school year. See how many sessions you have to teach the prayers you have been assigned.
2. Exclude from the count any sessions where you will not be able to teach.
3. Take your list of prayers and see how long you have by dividing the number of prayers into the number of useful sessions, you will see how many weeks you have to teach each prayer. Some prayers may need more than others.
4. This teacher's guide will give you an outline of the activities and goals available for each prayer. This will give you a map of what is available to cover.
5. Given the available time, you need to set pace for the class.

YOU HAVE CHOICES

You have a lot of choices in what you do. There are anywhere between four to eight activities to be done for each prayer. These are built out of nine options with three parts that are standard to every prayer, and five that may or may not be available in a prayer's activity list.

The following exercises are part of every prayer's activity list.

a. **INTRODUCTION.** There is an intro to each prayer that covers name, theme, location, structure and more. There is not yet interaction here.

b. **PRACTICE THIS PRAYER.** There is a first reading of the prayer that comes with the sounds of someone reading the prayer and translations.

c. **CHOOSE THE BEST TRANSLATION.** There is the "approximation of translation" that has students amass knowledge to state the meaning of a passage.

d. **PRACTICE AND RECORD.** There is a read and record activity that sends a copy of the student reading to their teacher.

Some or all of these exercises may appear in a prayer's activity list.

e. **VOCABULARY MATCH.** There is a vocabulary match that connects Hebrew words, roots, and pictures (icons).

f. **CONCENTRATION.** There is a concentration style match game.

g. **FIND YOUR WAY.** There is a cross the river game that deals with finding matching items.

h. **SPIN YOUR WHEELS.** There is a spinner game that comes with identifying matching items.

i. **TICKLE ME.** There are the tickle prayers that match heard versions of a word with written versions.

No prayer contains all of these elements. Many elements can meet more than one objective. You need to look at the number of exercises you are doing (e.g. how many lines of reading do you want perfected given the time that you have.) Each exercise offers a description of the exercise, what we expect students to be able to do and, in the case of reading/reading and recording, how many lines of text there.

In the course of this guide we will present a prayer by prayer guide. We will share background on the meaning of prayers and insight into the objectives. We will assume the following. Part of the time students will take part in a class, part of the time student will work on-line on their own. You will find an appendix to this guide that makes suggestions to those who are guides to students working on their own without a class.

CLASSWORK

1. Students not using Torah Aura texts will have their greatest problem with the vocabulary icons. While their idea is solid, to skip translation and go straight to their Hebrew meaning, in practice it is hard to go straight to meaning for every drawing. Here is an example: We wanted the word יִשְׂרָאֵל *Yisrael* (Israel) to indicate the "people of Israel." While an Israeli flag would more obviously say "Israel," it would give the wrong connotation for the word Israel as used in the Siddur. We use a drawing Moses leading the "people of Israel" through the Red Sea. Once the meaning is explained, the image is clear. By preparing the vocabulary with *S'fatai Tiftaḥ* "Mini-Vocabulary Posters," you will make it much easier for students to succeed at PrayerTech.

2. The same is true of root recognition and the sorting out of prefixes and suffixes.

3. The WORST thing to do is have students read (alone) out loud. Not only does personal failure embarrass the student who failed, but the whole class becomes embarrassed and is made uncomfortable by the process.

a. PrayerTech makes reading out loud a private experience shared by teacher and student.

b. Any oral reading done by the class should be (1) rehearsed with a partner and (2) performed with a group. The synagogue skill we are after is not solo performance but congregational reading.

QUESTIONS?

Have questions about how PrayerTech will work in your school? Need help setting up your account? Please contact us at Torah Aura (800) 238–6724. We are here to help.