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Preface

You are about to introduce your students to the exciting world of modern Hebrew. In doing so, you will help them to experience the thrill of adventure that comes with learning a new language, while connecting them to Israel and to the language of the Jewish people.

Shalom Ivrit 1 will teach your students to read and understand modern Hebrew. Through stories, dialogues, and poems, *Shalom Ivrit* will develop a level of reading fluency and comprehension that will surprise and delight your students. The fun, interactive comprehension activities—including puzzles, sentence-completion exercises, true and false, and word–picture matches—will reinforce instruction and assess progress while engaging and reassuring the young learner.

Intent and Purpose of Shalom Ivrit 1

Shalom Ivrit 1 is the first in a three-volume series that will teach fluent reading and comprehension of modern Hebrew, including a gentle introduction of Hebrew vocabulary and grammar. *Shalom Ivrit* will:

- Help students acquire Hebrew language skills through use of the language, rather than through learning rules in isolation or by rote.
- Build skills sequentially and incrementally, while at the same time reinforce and assess students' learning.
- Introduce carefully selected and controlled vocabulary—often represented pictorially—in short, digestible lists: the *milon* (dictionary), containing words that recur throughout the series; and the *tarmilon* (literally “back-pack”), which contains words that are unique to the chapters in which they appear.
- Present Hebrew grammar rules simply and clearly, after students have encountered them in the context of the chapter story.

Shalom Ivrit 1 teaches Hebrew language skills in the context of a Jewish holiday celebration. By teaching everyday, core vocabulary as well as both new and familiar cultural words, *Shalom Ivrit 1* will contribute to the student's sense of belonging and participation in Jewish tradition. And the familiar cultural words will ease them into usage of modern Hebrew vocabulary.

Shalom Ivrit is designed to make the acquisition of Hebrew language skills a joy for your students—and to inspire and encourage them to learn more.

How To Use the Textbook

Using This Teacher's Edition to Teach the Textbook

This Teacher's Edition contains the entire text of *Shalom Ivrit 1*, reproduced in reduced size. The pages are annotated with suggested activities, teaching methods, and other information to assist you—every step of the way. Every element in the textbook is covered, including the introduction of new vocabulary, the reading of each chapter story, and the review and reinforcement of all material.

Keep in mind that students learn in different ways, and a student's primary learning mode may be aural, visual, or tactile. Similarly, teachers teach in different ways. Don't feel obligated to use a method that feels uncomfortable for your personal teaching style. By the same token, remember that since students learn in different ways, you should vary your teaching methods accordingly. Feel free to repeat an activity or method that works especially well for you and your students.

The information and suggestions in this Teacher's Edition are intended to assist you in developing your own teaching plan. You do not need to follow every suggestion on every page. Rather, allow the guide to provide you with many different options from which to choose. Only you, the teacher, knows what works best for your class and with your teaching style.

Structure of the Teacher's Edition

This Teacher's Edition provides teaching techniques and suggestions that correspond to features in the textbook. Each section of the Teacher's Edition indicates the corresponding page number in the student text.

In addition, each chapter in the Teacher's Edition contains the following features:

- **Lesson Objectives** Specific learning goals for each chapter, including an overview of the chapter's new language concepts and a chart of new vocabulary words and phrases.
- **New Milon Words and Phrases** A comprehensive list of the chapter's new core vocabulary.
- **What We'll Need** A checklist of materials that will come in handy as you teach the lesson.
- **Where We Are** A brief synopsis of where we are in *Shalom Ivrit's* “story,” to help familiarize students with



the book's theme and recurring characters.

- **Let's Review** An interactive exercise to review grammar and vocabulary from the previous lesson.
- **Introducing the Lesson** A warm-up exercise to gently introduce vocabulary that is central to the new lesson.
- **Mastering the Milon** Ideas and techniques to introduce each new word (or phrase) individually and to ensure that students have absorbed its meaning.
- **Looking Ahead** A brief introduction of material to be learned in the following chapter.

Each chapter in this Teacher's Edition also contains many of the following enrichment ideas, supplementary information, and activities:



Ready for Reading Warm-up questions and exercises to prepare your students for reading the chapter's main stories.



Read Aloud! Ideas and techniques to help your class fully absorb—and enjoy—the chapter's main stories.



The Extra Mile Questions and fill-ins for reviewing each chapter's stories, dialogues, and poems.



Put It Together Exercises to help your students synthesize new vocabulary by combining words and phrases.



Captain Grammar Helpful hints to clarify and explain rules of Hebrew grammar and syntax.



Using the Photograph Ideas for using the book's photos and captions as teaching tools.



Our Tradition Tidbits of Jewish ritual and tradition to highlight the sacred nature of the Hebrew language.



Bring It to Life Ideas for teaching through art, song, movement, and food!



Conversation Corner Short dialogue games and activities to encourage students to speak Hebrew with one another.



Game Box Review exercises and activities to enhance the lesson's learning experience.

Strategies for Teaching Chapter Stories

Every chapter in *Shalom Ivrit 1* contains at least one Hebrew story (used here to mean narratives, dialogues, songs, and poems) that gently immerses your students into reading and speaking עִבְרִית רַק—Hebrew only. This Teacher's Edition contains techniques and strategies for teaching all chapter stories and the material that follows them.

Here are some general techniques for reading and reviewing chapter stories:

- Ask questions that will help the class prepare to read together. For example, before reading “הַיְסֻדֵּךְ,” ask your students to share some of their families' special Passover traditions. Ask which of the objects in the illustration look familiar, and list them on the board.
- First read the entire story aloud to your class. Have students follow along with their fingers or by pointing to each word as you read it. Read slowly and clearly, with particular attention to new words and phrases. If the story has rhyme or a regular rhythm, be sure to emphasize it. You may wish to have students repeat each line or stanza after you say it. Encourage students to raise their hands and ask questions when you are finished.
- Have the class read the chapter story twice: a “slow read,” during which students familiarize themselves with new words and grammatical constructions, and a “fast read,” during which they challenge themselves to read smoothly and clearly.
- Assign reading parts to individual students (this works best with the dialogues). Have students read at their desks or come to the front of the class and “perform” the story. If time allows, have students rehearse their parts, then perform the story for a younger class!

Pacing

Students differ in ability. Teachers differ in style. Schools differ in the number of class sessions scheduled each week. Ultimately, you must decide how to pace your class through the text.

The chapters in *Shalom Ivrit 1* vary in length. Some may take only one or two class sessions to cover, while others may take three or four. A short, but more difficult, lesson may take more time to teach than a longer, simpler lesson.

Homework

Whether or not to give homework is a question that should be addressed by your school principal. Homework can provide



students with additional contact, repetition, and reinforcement of material that has already been learned in class. But homework should not be used as a tool to teach new information.

If you do give homework, *Shalom Ivrit 1* makes assigning it easy. Built into each lesson are a variety of exercises that reinforce reading comprehension. Any one of these exercises—especially the “Checkpoint” features, which appear after every three chapters—can be used for homework.

Be sure to review homework assignments during the following class session. Doing this reassures the students that their efforts were noted and were a worthwhile expenditure of time.

Family Education

A partnership between home and school will help your students reach their greatest potential, and every effort should be made to facilitate this partnership. One way to do this is to include parents in the learning of some basic modern Hebrew vocabulary.

- Send home a letter after the first day of class to tell them about their child’s Hebrew program and to teach a few simple words. A sample black-line master is provided on page 25.
- Send home short letters periodically throughout the year to help bring some Hebrew vocabulary into your students’ homes. Black-line masters are included after Chapters 3, 6, 9, and 12.

