

# Enrichment Ideas for Chapters



## Chapter 1 • שלום

### Welcome to *Let's Talk!*

Have students imagine that they are about to go on a trip to Israel. Ask which places they would like to visit and what things they would like to do while in Israel. List student responses on a large sheet of paper.

Explain to students that this year they will learn to speak Hebrew as they follow the journey of four young travelers to Israel. Give each student a copy of *Let's Talk!* Call on volunteers to describe in English the scenes depicted on the front and back covers. Read aloud the blurb on the back cover which describes the contents of the book. Have your class join you in reading the Hebrew phrase **נְסִיעָה טוֹבָה!** (Enjoy your journey!) Welcome them on their journey to Israel.

Tell your students that at the end of the year the class will compare the list of places they would like to visit to the places visited by the travelers in *Let's Talk!*



### Introducing the Dialogue

Direct students to look at the illustrations on pages 4 and 5. Ask the following questions:

- ▶ Who is traveling? (דְּנִיָּאל, מִיָּה, דִּינָה, בֶּן)  
*Note:* If students do not have labels for Dinah and Ben in the illustration on page 5, have them label the characters themselves.
- ▶ Where are they? (*in an airport*)
- ▶ Are they in Israel or the United States? (*United States*)
- ▶ How can you tell from the illustration? (*signs are only in English*)
- ▶ To which airline do the airplanes outside belong? (*El Al*)  
Explain to your class that while there are many airlines that fly to Israel, El Al was established in 1948 as the national airline of Israel.

Ask your students if they know how the travelers would say “hello” to each other in Hebrew. (שלום)



## Welcome Board

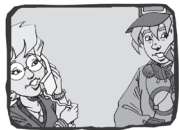
Create a Welcome Board for your classroom. Write **שְׁלוֹם כְּתוּבָה ו'** (or whatever grade you teach) across the top of a large sheet of poster board. Ask each student to bring in a recent photo of him or herself. Give out pieces of construction paper and instruct students to mount the photo onto the construction paper. Then have students write a caption for their photo by completing the phrase

שְׁלוֹם. אֲנִי \_\_\_\_\_.

Encourage students to decorate the “frame” of their photographs. Have each student show his or her photo to the class and tell the class:

שְׁלוֹם. אֲנִי \_\_\_\_\_.

Mount all the framed photographs on the poster board. Display the Welcome Board in your classroom.



## What's Your Name?

Have students sit in a circle. Using the name of one student, ask who that person is, for example, **מִי טוֹבָה?** That student (Tovah) responds by saying: **אֲנִי טוֹבָה.** Continue by having the first student (Tovah) ask about another student in the class. Continue until all students have had a turn asking **? מִי \_\_\_\_\_** and responding with **אֲנִי \_\_\_\_\_**. Applaud your students for speaking Hebrew.

*Note:* English names can be used instead of Hebrew.



## Who Am I?

Place two chairs at the front of the classroom. Invite a student to sit on one of the chairs and blindfold him or her. Silently choose a second student and have that student sit on a chair next to the blindfolded student. The blindfolded student must guess who is sitting in the next chair. The “guesser” must ask: **? \_\_\_\_\_ אַתָּה/אתָ.** The second student responds with either **כֵּן, אֲנִי \_\_\_\_\_** or **לֹא, אֲנִי לֹא \_\_\_\_\_**. Encourage students to use silly voices to disguise their identity. Allow the “guesser” three chances to correctly identify the other student. Invite two more students to the front of the room. If time allows, continue until all students have had a turn.



## A World of Shalom

Explain to your students that the word **שְׁלוֹם** is from the root letters **שלמ**, meaning “completeness.” Tell them that in the Bible, **שְׁלוֹם** has many meanings, for example:

completeness	safety	soundness
welfare	health	prosperity
peace	quiet	tranquility

Ask: What are the three meanings of **שְׁלוֹם** today? (*hello, good-bye, peace*)

Divide your class into groups of 4–6 students. Distribute siddurim to all students. Challenge them to find and list in five minutes as many songs and prayers — with their page numbers — containing the word **שְׁלוֹם**. *Answers may include:*

**שְׁלוֹם עֲלֵיכֶם, שִׁים שְׁלוֹם, עוֹשֶׂה שְׁלוֹם, שְׁלוֹם רַב**

Have one group read its list. Have all groups with the same song or prayer cross theirs out. Continue until all groups have read and compared their lists. The group with the most songs and prayers remaining on its list wins. If time permits, sing a few of these songs or invite the cantor to teach a song to your class.