

Teaching Strategies

This section provides suggestions and techniques for teaching *Let's Talk!* and its recurring features most effectively. You may wish to refer back to this section as you plan your lessons for each chapter.

Creating a Hebrew Environment

If your students find pleasure and meaning in Hebrew, they will more likely absorb and retain their knowledge of Hebrew throughout their lives. Hebrew posters and music, as well as the use of Hebrew in everyday classroom routines, will help make the language real and accessible. To create a Hebrew environment in your classroom:

- ▶ Label classroom items with their Hebrew names.
- ▶ Hang an Israeli flag and a map of Israel in your classroom.
- ▶ Hang an *alef bet* chart, word cards, and attractive Hebrew posters on the walls.
- ▶ Display images and products of Israel, including Hebrew newspapers and magazines, or food products with Hebrew labels.
- ▶ Call on students using their Hebrew names. This will not only help your students feel more comfortable with spoken Hebrew, but will also reinforce a sense of Jewish identity and belonging.
- ▶ Take attendance and ask other routine questions in Hebrew.
- ▶ Encourage the students to answer in Hebrew, saying, for example, אֲנִי פֹה (I am here).
- ▶ Play Hebrew music at the beginning of class as students are arriving, during class when students are working on projects, and at the end of class as students are packing up to leave.
- ▶ Set the home page of your classroom computer to an Israeli web site. Use a scene from Israel as wallpaper for the computer.

- ▶ Have simple Hebrew books and Hebrew versions of familiar English children's books available for children who finish their work early.
- ▶ Have two clocks in the classroom — one set to local time and the other set to Israeli time.

Learning Styles

Students learn in a variety of ways. You can enrich the classroom experience for all your students by acknowledging this diversity and providing meaningful experiences for each type of learner. Here are a few ways to create effective learning opportunities for:

1. **Visual learners.** Ask questions that require students to imagine themselves in or to interpret the chapters' photos or illustrations.
2. **Auditory learners.** Give your students plenty of opportunities to both hear and speak Hebrew. Encourage short conversations.
3. **Kinesthetic ("learn by doing") learners.** Have students role play the scenes depicted in the illustrations, draw objects on the board and name them, act out vocabulary words, or pantomime sentences from the dialogues.
4. **Group learners.** Create cooperative learning groups to develop activities. Stress individual accountability: Assign each student a clearly defined function within the group, such as reader, recorder, or presenter. Give each group the opportunity to present its work to the class.

Using the Recurring Features

Let's Talk! contains a number of features that appear in many of the chapters. These features provide students with opportunities to practice their Hebrew in the context of a familiar, repeating format. The following are some ways you may wish to use these recurring features. (Please note that ideas for using the chapters' photographs and illustrations may be found in the section "Enrichment Ideas for Chapters.")

The Milon

Every chapter contains a מילון (dictionary) — a list of vocabulary words introduced in that chapter. Present the words to your class before they read the chapter dialogue. To do so, you can:

- ▶ Use a new word in a Hebrew sentence and have students guess its meaning.
- ▶ Say a new word as you act it out. Again, have students guess its meaning.
- ▶ Bring in objects or pictures of objects listed in the *milon*. Hold them up as you tell students the Hebrew words for these objects or pictures.
- ▶ Have students repeat the new word and then repeat a sentence that includes that word.
- ▶ Challenge students to use the new words in a sentence.
- ▶ Invent — or have your students invent — ways to remember the meaning of new words. For example, קר (cold) sounds like "car," and one rides in a car when it is cold.
- ▶ Conduct easy oral quizzes by saying a Hebrew word and having volunteers translate it aloud into English. Increase the challenge by saying an English word and having students translate it into Hebrew.

- ▶ Have students read the *milon* in unison as a review.

Hint for teaching a long milon:

Divide longer *milonim* into shorter lists. Your students will be happier and more successful when required to learn a maximum of seven words in a lesson. When teaching chapter 7, for example, you will see that there are nineteen words in the *milon*. While you will need to introduce — perhaps by having students read aloud — the entire *milon* before students hear the dialogue, you should focus on only the first seven words during the first lesson. Present those seven words as described above. Play a short game or conduct a short drill with just those seven words. During the reading of the dialogue, have students refer to the *milon* for the meaning of all new words.

During the second lesson, focus on the next six words, fully presenting each of those words, and then doing an activity or game that reviews those words along with the first seven. During the third lesson, present the remainder of the words and review all the words from the *milon*.

The Dialogue

Each chapter begins with a simple and often humorous dialogue among the travelers. Plan ahead to present these dialogues in varied and interesting ways. Since *Let's Talk!* emphasizes conversational Hebrew, your students should hear and speak all or parts of a dialogue before they read it. This will help auditory learners and will increase the class's fluency in speaking. At first, students can be less reliant on the written word and can focus instead on the skills needed for conversational Hebrew. They will have an opportunity to read the dialogues after they have heard and repeated them orally.

Keep the following suggestions in mind as you plan your lessons:

- ▶ *Capture your students' interest.* Use set inductions before beginning a new dialogue to stimulate your students' interest and to focus their attention. You will find suggestions for set inductions ("Introducing the Dialogue" has questions and discussions that set the mood for the dialogue) in the section "Enrichment Ideas for Chapters." Set inductions help students to relate personally to the dialogues. You might also ask your students to look at the *milon* and to guess, based on the *milon*, what will take place in the dialogue.
- ▶ *Be an actor.* As you present the dialogue, students' books should be closed. Direct students to look at you and listen as you read the new dialogue. You may choose to:
 - Include props, such as sunglasses for Daniel (Los Angeles), a maple leaf garment for Dina (Toronto), a sombrero for Ben (Mexico), and an "I love NY" sign for Maya (New York). Use a prop as you say each character's lines.
 - Change where you stand for each character, pretending that the characters are all speaking to one another.
 - Alter your voice for each character to reflect their personalities. Make the dialogue funny by speaking in a very low or very high voice.
 - Be dramatic; use hand and body motions to make the presentation more interesting and to aid student comprehension.
 - Draw an illustration on the board or hang a poster about Israel that is related to the dialogue.
- ▶ *Be a model.* For dialogue with short sentences, you should say one line at a time, and have students echo you. Repeat

the line several times until students can say it easily and fluently.

- To make the repetition entertaining change the tone of your voice and have students repeat the line in the same kind of voice.
 - Have students mimic your hand or body motions.
 - You may want to divide the class into groups, and have each group represent a specific character and echo the lines of its character. After presenting the dialogue once, assign each group to be a different character and repeat the dialogue.
- ▶ *Discuss the dialogue.* Ask students questions about the dialogue. Vary questions to be both simple, such as **הַחֲבֵרִים רוֹצִים לְסוּעַ לְאֵילַת?** (Do the friends want to travel to Eilat?), and more complex, for example, **מָה צָרִיךְ בְּאֵילַת?** (What does one need in Eilat?). Applaud your students for answering questions with their books closed. If your students have difficulty answering the questions, allow them to refer to the book.
 - ▶ *Have students present the dialogue.* Divide the class into groups, assigning each person in a group to be a particular character. Give the groups time to practice the dialogue. Encourage students to memorize their lines as this will help with fluency. Allow students to use props for the different characters. Ask for a group to present the dialogue. If you have several groups, you may want to stagger the presentations and have only one or two groups present a dialogue on a given day. Other groups can present the dialogue as the opening activity for subsequent lessons on that chapter.

Remember to vary your techniques to maintain interest!

Chapter Activities

Each chapter includes four pages of exercises designed to reinforce both passive and active use of the vocabulary and grammar presented in *Let's Talk!* Once students understand the dialogue, they are ready for the exercises.

1. Completing the activity. Call on a student to read aloud both the title of the activity and the instructions. To ensure that students understand the directions you may choose to:

- ▶ Ask for a volunteer to do the first exercise as an example for the class.
- ▶ Ask all students to do the first exercise independently and then review the answer together.
- ▶ Refer students to an earlier page that has a similar activity.

After all students understand the instructions, direct them to complete the activity individually, in pairs, or in groups.

2. Reviewing the activity. To check students' work you may choose to:

- ▶ Invite a student to the front of the room to be the teacher. That student may then call on classmates to give the answers. You may want to write the answers on the board to help the visual learners.
- ▶ Direct students to compare their answers with their neighbor's answers. If there are discrepancies, they should check with other classmates. Walk around the room, making sure students have the correct answers.
- ▶ Call on different students to read their answers.

It is essential that all students both check and correct their work. Simply marking an answer as incorrect will not help the student to learn. Make sure that your students are

correcting all the exercises and that they understand the answer. Collect and review your students' textbooks at the end of a chapter for assessment.

3. Making accommodations. It is important to plan for the students who finish work quickly as well as for those who work slowly.

The students who work quickly will need enrichment activities to maximize learning. You might, for example, challenge those students to:

- ▶ memorize several lines of the chapter dialogue.
- ▶ write a short story using new vocabulary words.
- ▶ rewrite a dialogue changing sentences from masculine to feminine or vice versa.
- ▶ create their own activities, games, or quizzes.

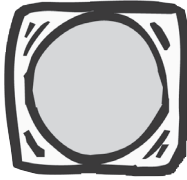
Adjust the work load for slower workers. You may want to:

- ▶ direct slower learners to complete only a portion of the exercise, such as four out of six items.
- ▶ assign them shorter lines of dialogue to read aloud.
- ▶ leave the assignment open-ended by telling them to complete as much as they can within a certain time.

Above all, give lots of encouragement.

4. Building on the activities. Some types of activities recur in several chapters. The following ideas will help you build on these activities to add variety to your lessons.

Most activities can be expanded to give your students greater exposure to the new vocabulary and grammar. Invite your students to think of new ways to present these activities. They will be delighted when you use their ideas as a class activity.



Search and Circle

Challenge students to say the Hebrew for the words that they have not circled.



Word Search Ask students to read a sentence from the dialogue that includes a word from the Word Search.



Make the Connection Direct students to cover all the English words and to say the English for each of the Hebrew words.



Perfect Fit Have students create sentences that include the words that they have not circled.



Yes or No? Challenge students to change the true sentences to false sentences and vice versa.



Picture Match Ask students to make up their own sentences to describe the pictures.



What's the Question? Challenge students to think of one or two new questions for each sentence.

Other Games and Conversation Exercises

The following games and exercises can add variety and energy to your classroom. They reinforce learning and capture students' attention through a lively, active medium. The games can be used with any of the chapters in *Let's Talk!* Feel free to invent your own variations and adapt them to your own classroom and students.

Friendly Feud

Make Hebrew word cards of the chapter's words. Divide the class into two teams, א and ב. One player from each team goes to the front of the room. Hold up a word card. The players raise their hands if they can use the word in a sentence. The student who raises a hand first gets a chance at answering. If the player says a correct sentence, that team gets two points. If the player is wrong, the other player gets to try; if correct, that team wins two points. If this second player also makes a mistake, all remaining students may raise their hands. In this follow-up round, the student who uses the word correctly wins one point for his or her team.

The team with the most points wins the game.

Around the World

Students sit on chairs in a circle. Student א is selected to be the first "world traveler" and stands behind a neighbor's chair (Student ב). Show a word card; if Student א reads it correctly first, that student moves one place around the circle. If Student ב reads it correctly first, Student ב switches places with Student א and attempts to be the one to go around the world — back to his or her original seat. Applaud the student who manages to go around the world, as well as a few more students who travel the furthest.

Hebrew Baseball

Using four chairs (one for each base), create a mock baseball diamond in your classroom. Divide the class into two teams and have them sit on opposite sides of the room. Choose a team to be at bat. That team will send one student at a time to home plate. That student will then choose the difficulty level of a question that he or she will answer: a single, double, triple, or home run. Prepare questions for each level in advance.

Sample questions include:

- For a single: What is the English translation of the word **מָחָר**? (*tomorrow*)
- For a double: In Hebrew, name three things you can wear. (*Answers may include: כֶּפֶה, כּוֹבֵעַ, בְּגָדִים*)
- For a triple: Answer the following question in Hebrew:

**מִי רוֹצֵה לְקַנֹּת טְלִית?
(מִיָּה רוֹצֵה לְקַנֹּת טְלִית.)**

- For a home run: Say the Hebrew for “I like to play basketball with friends.”

**אֲנִי אוֹהֵב/אוֹהֶבֶת לְשַׁחֵק כְּדוֹרְסָל
עִם חֲבֵרִים.**

If the student answers correctly, he or she advances the number of bases chosen (and anyone on base advances the same number of bases). If the student is incorrect, it's an out. Three outs, then the next team is at bat. Play as many innings as you'd like, but make sure the second team gets the final turn at bat.

Sentence Builders

Choose several simple sentences from a dialogue, making sure that a variety of pronouns and verb forms are represented. Write each word from these sentences on a separate index card. Give each student a card. Have students find other students with whom

they can create a sentence. The first group that creates a grammatically correct sentence wins. Play several rounds with the same set of cards by simply shuffling and redistributing them.

Scrambled!

Give each student a blank sheet of paper and a pencil. Using a given set of words from a dialogue or activity, challenge students to create as many complete sentences as they can in five minutes.

After the time has expired, have each student read one sentence aloud. Determine whether the sentence is correct, based on gender and number. (**זֹאת כְּדוֹרְסָל** and **אֲנִי לְשִׁתוֹת**, for example, are not, and therefore don't count.) Have all students with the same sentence cross theirs out.

Students receive points for unique sentences, based on the number of words in the sentence:

2 words. 1 point
3 words. 2 points
4 words. 3 points

The student with the most points at the end of the game is the winner.

Beat the Clock

Using a stopwatch or a watch with a second hand, time individual students as they read an assigned set of lines from a dialogue. Students should try to improve their own previous records. If a student makes a mistake, ask that student to read the word correctly before proceeding. Allow each student a maximum time of 60 seconds before proceeding to the next student. You may wish to challenge your students to reach a target time, perhaps 25 seconds.

Interview a Star

Invite several students to the front of the room. Assign each student the role of a character in the chapter's dialogue. Give each student a name tag or a prop to help classmates identify the character. Have the rest of the class interview the characters. You may wish to provide a few questions to begin the interview. For example, students may ask:

בֶּן, מָה אַתָּה אוֹהֵב לְאָכּוֹל?

(Ben, what do you like to eat?)

The student who is role-playing Ben might answer:

אֲנִי אוֹהֵב לְאָכּוֹל בּוּרִיטוֹ.

(I like to eat a burrito).

If possible, use a video camera to record the interviews. You may wish to have a “cast party” as you enjoy watching the video.

Stop!

Assign one or more students to read the dialog until they reach a specific word. For example, say: “Please read until you come to the Hebrew word for ‘backpack’” or “Please read until you come to the Hebrew word for ‘mountain.’” Ask the class to call out “Stop!” when the reader reaches the designated word. Then continue the game with other students.