

TEACHER'S EDITION

שְׁלוֹם עִבְרִית 2
Welcome to Modern Hebrew

Josh Davis Zweiback



Behrman House Publishers

For Jacqueline
אוֹהֶבֶת עֵבְרִית

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encouragement and guidance.

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Preface

Your students are about to resume their journey into the exciting world of modern Hebrew. As their teacher and guide, you will help them 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 2 will continue to 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/false statements, and word-picture matches—will reinforce instruction and assess progress while engaging and reassuring the young learner.

Intent and Purpose of Shalom Ivrit 2

Shalom Ivrit 2 is the second in a three-volume series that will teach fluent reading and comprehension of modern Hebrew, including a more thorough exploration of Hebrew vocabulary and grammar. Like *Shalom Ivrit 1*, *Shalom Ivrit 2* 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 continually reinforcing and assessing students' learning.
- Introduce carefully selected and controlled vocabulary—often represented pictorially—in short, digestible *milon* (dictionary) lists containing words that recur throughout the series.
- Present Hebrew grammar rules, simply and clearly, after students have encountered them in the context of the chapter story.

The ten chapters in *Shalom Ivrit 2* teach Hebrew language skills in the context of a core Jewish value. By teaching everyday vocabulary as well as both new and familiar cultural words, *Shalom Ivrit 2* will contribute to the students' sense of belonging and participation in Jewish tradition. And the familiar cultural words will help students build confidence in their modern Hebrew vocabulary.

In *Shalom Ivrit 2*, students will explore the meaning and lessons of the following Jewish values:

peace	שְׁלוֹם
good manners	דְּרָךְ אֶרֶץ
truth	אֱמֶת
happy with one's lot	שְׂמֵחַ בְּחֻלְקוֹ
industriousness	חֲרִיצוּת
self-respect	כְּבוֹד עַצְמִי
generosity	נְדִיבוּת
friendship	יְדִידוּת
humility	עֲנָוָה
peace in the home	שְׁלוֹם בַּיִת

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 2*, 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 makes you uncomfortable. 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, know 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 vocabulary, organized by the page on which its *milon* list appears.
- **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 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.
- **What a Value!** An exploration of the chapter's ethical lesson, including suggestions for conversation and personal reflection.
- **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.



Gold Medal Challenge Higher-level exercises, designed for classes that are ready for more advanced work.



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

Strategies for Teaching Chapter Stories

Every chapter in *Shalom Ivrit 2* contains at least one Hebrew story (used here to mean narratives, dialogues, songs, and poems) that gently immerse your students into reading and speaking **רק עברית**—Hebrew only. This Teacher's Edition contains techniques and strategies for teaching all chapter stories and the material that follows each.

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 "הַחֶרְגוּל וְהַנְּמֻלָּה," which teaches the value of industriousness, ask your students to share personal examples of the importance of hard work.
- 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 2* vary in length. Some may take two or three class sessions to cover, while others may take four or more. A short but 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’s 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 2* 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 that appear after chapters 4, 7, and 10—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.

You may wish to send home a letter after the first day of class to tell parents about their child’s Hebrew program and to teach a few simple words. A sample black-line master is provided on page 24.

Enrichment Aids and Activities

Using the Chalkboard

Use the chalkboard to introduce new words and phrases, demonstrate similarities between words, answer questions, play games, and present assignments.

Remember to vary the way in which you use the chalkboard. This can be as simple as changing the chalk (or dry erase marker) color or varying the size of the words you write.

Draw a picture on the chalkboard to help illustrate the lesson. (The less polished an artist you are, the more the class will love your drawings.)

Incorporate your students' need for physical movement. Plan quick-paced exercises that involve coming to the board. For example, have the students illustrate a word that you have written on the chalkboard. There is really nothing more special about writing on a chalkboard than on paper—unless you are a child. Coming to the front of the room and writing on the chalkboard is exciting to many students. If they enjoy using the chalkboard, let them do it.

Using the Prayer Companion

In order to help you incorporate prayer learning into your class, the *Shalom Ivrit Prayer Companion 2* is available for use with *Shalom Ivrit 2*. The *Prayer Companion* presents the seven blessings in the Shabbat morning Amidah, as well as chapters on the prayer before the Amidah (*Adonai, Sfatai*), and the closing meditation after completion of the Amidah (*Elohai, N'tzor*). Its focus is on Jewish values and virtues—humility, acts of loving-kindness, healing others, showing appreciation, and more—and how students can make these values part of their own lives.

Techniques for integrating the *Prayer Companion* into your *Shalom Ivrit* program include:

1. Teach a *Prayer Companion* chapter after each *Shalom Ivrit* chapter. Both books have as their theme Jewish values.
2. Designate a portion of your day for prayer study. Use the *Prayer Companion* for 10–15 minutes of each session as a complement to your Hebrew language study.
3. Link *Prayer Companion* chapters to your class values discussions. For example, for the chapters on peace and peace in the home in *Shalom Ivrit 2* (Chapters 1 and 10), you can integrate a discussion of the concepts of peace presented in *Birkat Shalom* and *Oseh Shalom* in the *Prayer Companion* (Chapters 8 and 10).

Using the Word Cards

There is also a set of *Shalom Ivrit* Word Cards. These cards, printed on durable, heavy cardboard, include all *milon* words introduced in the book. (Each Word Card is numbered for easy reference when working on activities in this Teacher's Edition.) The English meaning is on the back of each word card.

Word Cards may be used by individuals or small groups of students, or by the class as a whole. Possible games and teaching strategies using Word Cards are endless, and each teacher can develop many ways of using them. The following suggestions may be implemented as presented here or adapted as necessary.

Remember to use the Word Cards regularly and with a variety of techniques.

General Word Card Techniques and Games

1. Display a number of Word Cards on the chalkboard ledge. Provide a clue about one of the words and ask the students to read the correct word. For example:
מָה עַל הַשּׁוֹלְחָן? (גִּיר)
2. Distribute Word Cards to the class. Call out, one at a time, English meanings of the Hebrew words or phrases found on the cards. Ask the student with the corresponding card to stand up, display the card, and read the word or phrase.
3. Display on the chalkboard ledge Word Cards that create a sentence of 4–6 words. Have students, one at a time, come to the board and replace one of the Word Cards with another Word Card that would change the meaning of the sentence but still make sense.
4. Post at least six words in a column on the board. Ask individuals or teams to take turns “climbing up the ladder” by reading and translating the words in the column in ascending order. Score one point for each word translated correctly. Then play again by having students read the words in descending order to climb down the ladder.
5. Have students display new Word Cards to the class and teach their meanings through pantomime, that is, in which they are allowed to use the Hebrew word and no other verbal clues.

Classroom Games

Games can add variety and energy to your classroom. They reinforce learning and capture students' attention through a fun, lively medium. As you plan to use the games below, or others you may develop or choose to use, keep the following considerations in mind:

1. *Use games that move quickly.* Some games below require physical movement; some are timed; some challenge students to think and respond on the spot.
2. *Stop when students' interest begins to wane.* If the game does not capture your students' attention, it's best to move on to another activity or version of the game.
3. *See that all students are actively involved.* The games below allow participation by all class members. If you find that some of the students are bored or feel excluded, you may wish to assign those students specific roles, such as score-keeper or team captain. Or make a rule that each student may only answer two or three times to allow all students the opportunity to answer.
4. *Choose games that contribute to improving specific skills.* If your goal is to improve reading fluency, play "מְצַאתִי—I Found It!" or "Jeopardy!" If you're ready to reinforce reading comprehension, play "Hebrew Match-Up" or "Concentration." This Teacher's Edition will provide specific suggestions for games (and varieties of games) in each chapter.
5. *Maintain control of the class.* Games are effective because they provide a sense of excitement and variety. Make sure that students understand that while they are having fun, excessive noise and disruptive behavior will not be tolerated.

The Magic Stone

1. Have the class sit or stand in a circle. Provide a student with a tennis ball or bean bag—the "magic stone." The student holding the magic stone is the Wizard. The student to the Wizard's right is the Apprentice. The Wizard "tests" the Apprentice in one of the following ways:
2. Shows the Hebrew side of a Word Card and asks for its English translation.
3. Shows the English side of a Word Card and asks for its Hebrew translation.
4. Using the textbook, asks questions based on chapter story or exercise. Depending on your students' level, you may choose to have the Wizard ask questions in Hebrew or English. However, answers should always be provided in Hebrew.

If the Apprentice answers correctly, he or she receives the magic stone and becomes the Wizard. If the Apprentice answers incorrectly, that student must step out of the circle, and the Wizard asks the next Apprentice a different question. The last student left holding the magic stone is the winner.

מְצַאתִי—I Found It!

Have students locate a word or phrase on a given page, based on clues that you provide.

Sample clues may include:

- Find the word for "feathers."
- Find the words that mean, "The rainbow is purple."
- Find the name of our patriarch Abraham's wife.

Have students call מְצַאתִי! (I found it!) when they locate the word or phrase. The first student who calls מְצַאתִי! should read the word or phrase correctly. If that student reads correctly, he or she receives a point. If that student does not, the other students have an opportunity to call מְצַאתִי! and read the word or phrase.

An alternate form of the game requires the students to also read the words *before* and *after* the word or phrase in question.

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, who will then choose the difficulty level of the question that will be asked of him or her: a single, double, triple, or home run. The higher the chosen hit, the more difficult the question you will ask. You may wish to prepare questions for each level beforehand.

Sample questions are:

- For a single: What is the English translation of the word חָתוּל?
- For a double: List five colors in Hebrew.
- For a triple: Translate כָּל הַחֲבֵרִים בְּגֵן ("all the friends are in the garden") into English.
- For a home run: Translate "A little bee sits on the nose of the king" (דְּבוֹרָה קְטָנָה יוֹשֶׁבֶת עַל הָאָף שֶׁל הַמֶּלֶךְ) into Hebrew.

If the answer is correct, the student advances the number of bases tried for (and anyone on base will advance the same number of bases). If the student is incorrect, he or she is out.

After three outs the next team comes to bat. Play as many innings as you'd like, but make sure the second team gets its final turn at bat.

Beat the Clock

Individual Competition

Using a stopwatch or a watch with a second hand, time individual students as they read an assigned set of lines (dialogue stories will work best). Students should try to improve their previous records. If a student reads a word incorrectly, two seconds are added to the total time. 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.

Teams

Divide the class into two teams—**א** and **ב**. Ask each member of **א** to read a line, in turn, until the passage is completed, while timing the team with a stopwatch. Then ask **ב** to try to achieve a better time while reading the same selection in the same way. Then reverse the order, using a different set of lines, with **ב** going first.

If a reader makes a mistake, ask that student to read the word correctly before proceeding, or “pass along” the word to the next student, who finishes the first student’s word(s) and then continues with his or her own.

Class

Announce a “target time”—a period of time for the class to beat while reading a particular set of lines. Ask each student to read one word in turn. If the class beats the target time, have students repeat the lines, and try to beat the time again.

Concentration

Create one set of 5" x 7" index cards with Hebrew words, and one set of cards with the English translations (or illustrations). All cards should be blank on one side. Combine both sets and shuffle together.

Place all cards, word-side up, on the floor or a large table. Then turn the cards over so that the blank side faces up. Ask students individually (or in teams) to try to match the Hebrew and English word (or picture) pairs by turning any two cards over.

If they match, award the player or team a point and remove the matched pair of cards. If they do not match, place the cards back in their original position and ask another student

(or the other team) to go. Continue the game until all cards have been removed. The player or team with the most points wins.

Tic-Tac-Toe on the Go

Arrange nine chairs in three rows of three chairs each. Prepare ten strips of paper—five white and five blue—to use as “markers” for each tic-tac-toe spot. Divide the class into two teams—**לָבֵן** (white) and **כָּחוֹל** (blue). Give the strips of paper to the students.

Show a student from the **לָבֵן** team the Hebrew side of a Word Card, or ask a question based on the chapter story or exercise. If the student answers the question correctly, he or she may choose to sit—with the team’s “marker”—in any of the nine chairs. Then ask a student from the **כָּחוֹל** team a question. If that student answers correctly, he or she may choose to sit in any of the remaining chairs. The team that gets three in a row, in any direction, wins.

Around the World

Have students sit in a semicircle. Assign a “world traveler” to stand behind the student at either end of the semicircle. Ask for the English translation of a Word Card, or ask a question based on the chapter story. Only the “world traveler” and the student seated in front of him or her may answer. The first of the two students to answer correctly stands behind the next student in the semicircle; the student who did not answer is “out.” If neither student answers correctly, provide the correct answer and read another.

The goal is for the “world traveler” to travel completely around the “world” (the class) by correctly answering all the questions. If both students answer correctly at the same time, provide another question.

מַה הַמִּילָה—What’s the Word?

Have a student choose a word from the chapter. The other students must guess what the word is, based on questions they ask. They can ask any question—in English—that will help them guess the word.

Suggested questions are:

- Is the word masculine or feminine?
- Is the word a person, place, or thing?
- How many letters are there in the word?

The class may ask as many questions as they like, but each student may guess only once. The student who guesses correctly receives a point and chooses the next word. The student with

the most points at the end of ten rounds is the winner.

Hebrew Match-Up

Write questions in Hebrew based on the *milon* or chapter story on colored paper—one for each student in the class—and put them in a box. Write answers, also in Hebrew, to the questions on white paper and put them in a second box. Divide the class into **א** and **ב**. Ask each student on **א** to take a question from the question box, and each student on **ב** to take an answer from the answer box. Ask a player from **א** to read his or her question. The player from **ב** who believes his or her card has the correct answer should read the card.

If that student is correct, **ב** receives a point. Continue this way with **א** members reading the question and **ב** trying to find the correct answers.

After all the questions and answers have been correctly matched, collect and return them to their respective boxes and reverse the assignments so that members of **ב** ask the questions, and **א** members provide the answers. The team with the most points at the end of three complete rounds wins.

Jeopardy!

Draw the following chart on the board:

Read It!	Know It!	Say It!
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5

Prepare 15 Word Cards and questions, one for each number on the chart.

- For the “Read It!” category, prepare to show the Hebrew side of five Word Cards, at varying levels of difficulty. Students will be asked to accurately read the Hebrew.
- For the “Know It!” category, prepare to show the English side of five different Word Cards, also at varying levels of difficulty. Students will be asked to translate the word into Hebrew.
- For the “Say It!” category, prepare five questions (in English or Hebrew, depending on your students’ skill levels), based on the *milon* words or chapter story you are reviewing.

Divide the class into two teams—**א** and **ב**. Select a student from **א** to pick a category and a number below it, determining the level of difficulty (1 is easy; 5 is hard). Then, allow any-

one in the class to answer. Call on the student who raises his or her hand first. Cross off the number from the chart, and do not use it again.

If the student answers correctly, the question’s point value is awarded to his or her team. If the student answers incorrectly, the question’s point value is deducted from his or her team, and the other team may answer. The team with the most points after all 15 questions have been asked is the winner.

Variations on the game may include:

- *Double Up!* Once all 15 questions have been asked, redraw the chart with doubled point values (2, 4, 6, etc.), and continue playing.
- *Risk It!* Once all 15 questions have been asked, have each team decide how many points it wishes to risk (an amount between 0 and the number of points they have). Then ask a question that includes all three category skills. For example: “Read aloud the sixth and seventh lines on page 96, then translate them.” Each team has an opportunity to do so. If the team is correct, the amount “risked” is added to the score. If the team is incorrect, the amount is deducted. The team with the most points after “Risk It!” is the winner.

Scrambled!

Give each student a blank sheet of paper and a pencil. Challenge the students to create as many complete sentences as they can in five minutes, using a given set of words from a chapter story or activity.

After the time has expired, have each student read one sentence aloud. Determine whether the sentence is correct, based on gender and number. (**אָהוּת קָדָשׁ** and **אֲנִי גֵירוֹת**, 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.

Shalom Ivrit 2 Word Cards: Master List

The following is a list of Word Cards included in Shalom Ivrit 2:

food	אָכַל	38
like, as	כְּמוֹ	39
puts (m/f)	שָׂם/שָׂמָה	40
feathers	נוּצוֹת	41
sound of a crow	קָרַע	42
here	פֹּה	43
and	וְ	44
chalk	גִּיר	45
cat	חַתּוּל	46
paper	נִיר	47
milk	חֶלֶב	48
zero (f)	אֶפֶס	49
one (f)	אַחַת	50
two (f)	שְׁתַּיִם	51
three (f)	שְׁלוֹשׁ	52
four (f)	אַרְבַּע	53
five (f)	חֲמִשׁ	54
six (f)	שֵׁשׁ	55
seven (f)	שִׁבְעַת	56
eight (f)	שְׁמוֹנָה	57
nine (f)	תִּשְׁעַת	58
ten (f)	עֶשְׂרֵת	59
how many	כַּמָּה	60
before, in front of	לְפָנַי	61
two (m)	שְׁנַיִם	62
after, behind	אַחֲרַי	63
between, among	בֵּין	64
woman, wife	אִישָׁה	65
place, space	מְקוֹם	66
dog	כֶּלֶב	67
take! (m/f)	קח/קחי	68
cow	פָּרָה	69
street	רְחוּב	70
guest	אוֹרֵחַ	71
barks (m)	נוֹבֵחַ	72
run! (m/f)	רוץ/רוצי	73
already	כְּבָר	74

rainbow	קֶשֶׁת	1
goes down (m/f)	יורד/יורדת	2
color(s), crayons, paint	צִבּוּעַ	3
once	פְּעַם	4
was (m)	הָיָה	5
purple	סָגוּל	6
now	עַכְשָׁיו	7
friends	חֲבֵרִים	8
together	בְּיַחַד	9
symbol	סִמּוּל	10
student (m/f)	תַּלְמִיד/תַּלְמִידָה	11
name	שֵׁם	12
your (m/f)	שְׁלֹךְ/שְׁלָךְ	13
my	שְׁלִי	14
tent	אוֹהֶל	15
one (m)	אֶחָד	16
his, her	שְׁלוֹ/שְׁלָהּ	17
to sleep	לִישׁוֹן	18
want (pl)	רוֹצִים	19
sit (pl)	יוֹשְׁבִים	20
suddenly	פְּתָאֵם	21
hole	חוֹר	22
to see	לְרֹאוֹת	23
only	רַק	24
above	מֵעַל	25
to	אֶל	26
we	אֲנַחְנוּ	27
love (m/f pl)	אוֹהֵבִים/אוֹהֶבֶת	28
from	מִן	29
go, walk! (m/f)	לֵךְ/לְכִי	30
fast	מְהֵרָה	31
runs (m/f)	רָץ/רָצָה	32
then	אָז	33
crow(s)	עוֹרֵב/עוֹרְבִים	34
sees (m/f)	רוֹאֵה/רוֹאֶה	35
dove(s)	יוֹנָה/יוֹנִים	36
give (pl)	נוֹתְנִים	37

to help	לְעֻזֹר	114
to give	לָתֵת	115
quietly	בְּשֶׁקֶט	116
laughs (m/f)	צוֹחֵק/צוֹחֶקֶת	117
computer	מְחַשָּׁב	118
hears (m/f)	שׁוֹמֵעַ/שׁוֹמְעֶת	119
it/he/she does not have	אֵין לוֹ/אֵין לָהּ	120
that	שֶׁ	121
he has, she has	יֵשׁ לוֹ/יֵשׁ לָהּ	122
bee	דְּבוּרָה	123
palace	אֲרָמוֹן	124
angry (m)	כוֹעֵס	125
catches (m)	תּוֹפֵס	126
pardon me	סְלִיחָה	127
to go, to walk	לָלֶכֶת	128
can, able (m/f)	יָכוֹל/יָכוֹלָה	129
knows (m/f)	יּוֹדֵעַ/יּוֹדְעֶת	130
truly	בְּאֵמֶת	131
living, live (m)	חַי	132
flies (m/f)	עָף/עָפָה	133
tomorrow	מָחָר	134
under	מִתַּחַת	135
goes up (m/f)	עוֹלָה/עוֹלָה	136
awful (m)	נוֹרָא	137
white (f)	לְבָנָה	138
not so, not so much	לֹא כָל־כֶּךָ	139
everyone	כָּל אֶחָד	140
bites (m)	נוֹשֵׁךְ	141
peace	שָׁלוֹם	142
good manners	דְּרֵךְ אֲרָץ	143
truth	אֵמֶת	144
happy with one's lot	שָׂמֵחַ בְּחַלְקוֹ	145
industriousness	חֲרִיצוּת	146
self-respect	כְּבוֹד עֲצָמָי	147
generosity	נְדִיבוּת	148
friendship	יְדִידוּת	149
humility	עֲנוּוָה	150
peace in the home	שָׁלוֹם בַּיִת	151

outside	בַּחוּץ	75
runs away (m)	בוֹרַח	76
grasshopper	חֲרָגוֹל	77
dances (m/f)	רוֹקֵד/רוֹקֶדֶת	78
gathers (m/f)	אוֹסֵף/אוֹסֶפֶת	79
summer	קִיץ	80
autumn	סְתִי	81
winter	חֹרֶף	82
please	בְּבִקְשָׁה	83
pine tree	אוֹרֵן	84
leaf, leaves	עָלָה/עָלִים	85
which	אֵיזָה	86
gold	זָהָב	87
glass	זְכוּכִית	88
wind	רוּחַ	89
breaks (m/f)	שׁוֹבֵר/שׁוֹבֶרֶת	90
fell (m)	נָפַל	91
smashed (m)	הִתְפּוֹצֵץ	92
what a pity	חֶבֶל	93
potted flower	פָּרַח עֲצִיץ	94
flower pot	עֲצִיץ	95
window	חִלּוֹן	96
peeks (m)	מִצִּיץ	97
there	שָׁם	98
alone	לְבַד	99
here	כְּאֵן	100
city (f)	עִיר	101
houses	בָּתִּים	102
to put	לָשִׂים	103
more	יּוֹתֵר	104
they (m)	הֵם	105
room	חֶדֶר	106
tablecloth	מִפָּה	107
put! (m/f)	שִׂים/שִׂימִי	108
mirror	מִרְאָה	109
another, more	עוֹד	110
two (f)	שְׁתֵּי	111
basket(s)	סַל/סָלִים	112
half	חִי	113

Time Management

One of the most difficult things to do when planning a curriculum is to decide exactly how to use the class time. The following charts are designed to help you decide how to allocate the time available. Each class session should be divided into at least four distinct components:

1. An opening activity to review previous material or to set up the class session
2. Introduction of new material
3. Reinforcement of new material
4. A closing activity to summarize and reinforce the class session's content

The amount of time spent on each component should depend on the overall amount of time available for Hebrew instruction and on what you wish to accomplish. Completing a Lesson Plan Form (sample black-line master included on page 24) in advance of every class session will help you to manage your time so that your goals can be met.

If You Meet Once a Week for Hebrew Instruction...

If your school meets 1–1½ hours per week for thirty weeks, you should allow approximately three classroom sessions per chapter. Keep in mind that some chapters will introduce 15–20 new words and phrases, while others will introduce only a few. Therefore, some chapters will require more than three classroom sessions, while other chapters may be covered in two class sessions.

If You Meet Twice a Week for Hebrew Instruction...

If your school meets 2–3 hours per week for thirty weeks, you should allow four to six classroom sessions per chapter. Again, you will need to take into consideration the number of *milon* words introduced in each chapter and pace your class accordingly.

Sample Class Sessions (60 Minutes)

Chapter 4 of *Shalom Ivrit 2* contains 12 new words. Although it will depend on the length of the sessions, you will probably need three class sessions to teach this chapter. Here are sample outlines for these three sessions. Remember that detailed teaching instructions for each chapter are included in this Teacher's Edition.

Chapter 4, Textbook pages 36–37, Teacher's Edition pages 61–63.

Activity	Purpose	Examples	Time
Opening Activities <ul style="list-style-type: none"> • "Where We Are" • "Let's Review" • "Introducing the Lesson" 	Reinforce previous learning; create interest in new material	<ul style="list-style-type: none"> • Read "Where We Are" aloud. • Review Chapter 3 vocabulary by asking volunteers to count first from 0 to 10, then backward from 10 to 0. Have a contest: Use a stopwatch to see who can count most quickly. • Introduce פָּרָה and כֶּלֶב using Word Cards 67 and 69, and through pantomime. 	25 min.
Introduction of New Material <ul style="list-style-type: none"> • "Mastering the Milon" (p. 37) • Chapter Story: Part A of בֵּית קָטָן (pp. 36–37) 	Present core curriculum materials	<ul style="list-style-type: none"> • Teach the five words from the <i>milon</i> on page 37, using the techniques in this Teacher's Edition; then play "Pet Sounds" to review the names of animals. • Have students read בֵּית קָטָן aloud. Ask "The Extra Mile" questions after each page. 	35 min.

Chapter 4, Textbook pages 38–43, Teacher's Edition pages 64–69.

Activity	Purpose	Examples	Time
Reinforcement <ul style="list-style-type: none"> • "Picture Perfect" (p. 38) • "Sentence Match" (p. 39) 	Refine reading fluency and comprehension; reinforce new material	<ul style="list-style-type: none"> • Quiz the students on the names of animals, using the pictures on page 38. • Have students complete "Sentence Match," then read answers aloud. 	15 min.

<p>Exploration of Jewish Value Chapter Story: Part B of "בֵּית קָטָן" (pp. 40–41)</p>	<p>Connect Hebrew vocabulary to ethical lesson</p>	<ul style="list-style-type: none"> • Have students read "בֵּית קָטָן" aloud. Ask "The Extra Mile" questions after each page. • Review "What a Value" on page 67. Using the sample questions, discuss what the story characters—and your students—learned about the value of שְׂמִיחַ בְּהַלְקוֹ. 	<p>25 min.</p>
<p>Reinforcement</p> <ul style="list-style-type: none"> • "Who Lives in the House?" (p. 42) • Short Dialogue: "סוּס" (p. 42) • "Let's Get Personal" (p. 43) 	<p>Refine reading fluency and comprehension; reinforce new material</p>	<ul style="list-style-type: none"> • Have students complete "Who Lives in the House?" then continue with the suggested follow-up questions in this Teacher's Edition. • Have students complete "Let's Get Personal," then read answers aloud using "Bring It to Life." 	<p>20 min.</p>

Chapter 4, Textbook pages 44–45, Teacher's Edition pages 70-71.

Activity	Purpose	Examples	Time
<p>Introduction of New Material</p> <ul style="list-style-type: none"> • "Mastering the Milon" (p. 44) • Chapter poems: "פֶּלֶב" and "עֵבֶבֶר" (p. 44) 	<p>Present core curriculum materials</p>	<ul style="list-style-type: none"> • Teach the seven words from the <i>milon</i> on page 44, using the techniques in this Teacher's Edition. • Have students take turns to see who can read the poems the most quickly—and accurately. 	<p>35 min.</p>
<p>Reinforcement</p> <ul style="list-style-type: none"> • "Is There Room?" (p. 45) • "Be a Poet" (p. 45) 	<p>Refine reading fluency and comprehension; reinforce new material</p>	<p>Encourage students to have fun with new vocabulary using "Be a Poet."</p>	<p>15 min.</p>
<p>Closing Activity Play "Hebrew Match-Up"</p>	<p>Provide reinforcement</p>	<p>Play two versions of the review game: one using your questions, one using the students'.</p>	<p>If time allows</p>

Lesson Plan Form

Teacher's Name _____ Grade _____ Lesson Date(s) _____

Text pages in *Shalom Ivrit 2* to cover _____

Goals:

Review

Introduce

Practice

Instructional Materials Needed

Planned Activities

Time Estimate

Homework Assigned

Notes

Dear Parent,

This year our class will continue to acquire an exciting new skill—reading and understanding modern Hebrew.

Today your child received a new textbook called *Shalom Ivrit 2*—the second book in a three-year series. With *Shalom Ivrit*, not only will your child continue to develop and sharpen his or her Hebrew reading skills, he or she will also *understand* the meaning of the words. And, of course, we will focus on modern language skills—words and phrases that are used in Israel today. We hope that your child will both experience the joy of discovery that comes with learning a new language and build a strong connection to Israel and to the language of the Jewish people.

There are a number of ways you can participate in your child’s Hebrew learning, even if you don’t know Hebrew yourself. Try to express your interest, praise your child’s achievements, and motivate your child to learn. Perhaps each week, ask him or her to share a few new words from that week’s *Shalom Ivrit* lesson.

Learning to understand Hebrew can be a very exciting experience. We hope you will encourage your child and share the excitement!

L’Shalom,

