

TEACHER'S EDITION

שְׁלוֹם עִבְרִית 3
Welcome to Modern Hebrew

Ellen J. Rank



Behrman House Publishers

To my parents, Marvin and Mildred Simson,
my husband, Perry,
and our children, Rami, Shuli and Jonah
who are all a constant source of support

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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 3 will continue to teach your students to read and understand modern Hebrew. Through stories, dialogues, and poems, *Shalom Ivrit 3* 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 3

Shalom Ivrit 3 is the third 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* and *Shalom Ivrit 2*, *Shalom Ivrit 3* 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 fourteen chapters in *Shalom Ivrit 3* teach Hebrew language skills in the context of the daily lives of teenagers, including relationships with family and friends. By teaching everyday vocabulary as well as new and familiar cultural words, *Shalom Ivrit 3* will contribute to the students' sense of belonging and participation in Jewish tradition. The familiar cultural words will continue to help students build confidence in their modern Hebrew vocabulary.

Shalom Ivrit 3 encourages students to learn by synthesizing prior knowledge. For example, students will deduce the mean-

ing of a new vocabulary word based on the word's shorash, the word's structure, and similar words.

Shalom Ivrit 3 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 3*, 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.
- **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.



A Day in the Life An exploration of the chapter's ethical lesson, including suggestions for conversation and personal reflection.

Strategies for Teaching Chapter Stories

Every chapter in *Shalom Ivrit 3* contains at least one Hebrew story (used here to mean narratives, dialogues, songs, and poems) that gently immerse your students into reading and speaking **רַק עִבְרִית**—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 "שְׂכֵנִים הֶחְדָּשִׁים," which tells the story of a friend who moves away, ask your students to share personal examples of how they felt when a friend moved to another city or when they themselves moved away.
- 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 3* 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 3* 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, 11, and 14—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.

שָׁלוֹם עִבְרִית 3 Scope and Sequence Chart for:

Chapter	Story	Page	Nouns	Verbs	Other
1	מִי בַּמַּחְנֶה	4	מַחְנֶה כְּדוֹרְסֵל בְּרִיכָה כִּיף	infinitives: לְקַרֵּא לְשַׁחֵק לְשִׁיר לְרַקֹּד לְצִיר לְשַׁבֵּת	זֹאת
2	בְּחֹדְרֵהָאֵכֶל	12	חֹדֵר אֵכֶל סָלַט פִּיצָה אוֹהֵל, אוֹהֵלִים סְפוּר, סְפוּרִים אִשׁ שִׁיר, שִׁירִים קְבוּצָה חֹלְצָה כְּדוֹר דְּבוּרָה, דְּבוּרִים	present tense: מְסַפְּרִים/מְסַפְּרוֹת מְשַׁחֵקִים/מְשַׁחֵקוֹת	שָׁלוֹנוֹ לָנוּ אֵין לָךְ/אֵין לְךָ
3	לְהִתְרַאוֹת בְּכַתָּה	20	סוּף בֵּית-סֵפֶר בֵּר-מְצוּהָ בֵּת-מְצוּהָ אַנְגְּלִית חֶזֶן בֵּית-כְּנֶסֶת תְּפִילָּה תְּפִילוֹת רַב מִיץ ה'	present tense: זוֹכֵר/זוֹכֶרֶת לוֹמֵד/לוֹמֵדֶת צָרִיף/צָרִיכָה קָם/קָמָה חוֹלָה/חוֹלֵה	לְהִתְרַאוֹת אָמֵן מֵזֶל טוֹב

Scope and Sequence Chart for: שְׁלוֹם עִבְרִית 3

Chapter	Story	Page	Nouns	Verbs	Other
4	הַחֲגִיגָה	28	עָרֵב שְׂמֵלָה בְּגָדִים אוֹרֵחַ, אוֹרְחִים אוֹטוֹ מְסַעְדָּה קָמַח	present tense: לוֹבֵשׁ/לוֹבֶשֶׁת infinitive: לְעֲשׂוֹת	בְּשָׁבוּעַ הַבָּא אַרְבָּעִים עָנִי אֶפְשָׁר בְּלִי כָּל-כֶּף
		36	Checkpoints		
5	עַל-יַד הָאָגָם	38	אָגָם תֵּיק דוֹב	present tense: עוֹזֵר/עוֹזֶרֶת אֵין לָנוּ מְחַכְּבִים/מְחַכְּבוֹת past tense: בוֹרַח הֵלֵךְ/הֵלְכָה אָכַל/אָכְלָה הָיָה לָנוּ infinitives: לְדוּג לְקַחַת לָנוּחַ לְדַבֵּר imperative: בּוֹא/בּוֹאִי	מְתִי בְּשָׁעָה שְׁמוֹנָה
6	גוֹלְדָה מוֹכֶרֶת דָּגִים	46	חֲנוּת מִילָה	present tense: מוֹכֵר/מוֹכֶרֶת מוֹצִיא/מוֹצִיאָה infinitive: לְהוֹצִיא	הַבִּיטָה כָּתוּב

שְׁלוֹם עִבְרִית 3 Scope and Sequence Chart for:

Chapter	Story	Page	Nouns	Verbs	Other
7	שְׂכָנִים חֲדָשִׁים	54	שָׁכֵן/שְׂכֵנָה שְׂכָנִים אֶתְמוּל שִׁיעוּרִים מְשֻׁחָקִים	present tense: יֵשׁ לָהֶם/יֵשׁ לָהֶן past tense: בָּא/בָּאָה אָמַר/אָמְרָה לָמַד/לָמְדָה אָהַב/אָהַבָה הָיָה לִי infinitive: לְעִבּוֹד	הָכֵי טוֹב/ הָכֵי טוֹבָה לָאָן הוּא/הִיא
		62	Checkpoints		
8	חֲבֵרוֹת טוֹבוֹת	64	הָאָרֶץ פָּרַח עֲצִיץ עֲצִיץ חֲלוֹן	past tense: יָשְׁבוּ יָדְעוּ רָץ/רָצָה עָלָה/עָלְתָה שָׁכַב/שָׁכְבָה סָגַר/סָגְרָה עָמַד/עָמְדָה נָתַן/נָתְנָה יָרַד/יָרְדָה infinitive: לְרוּץ	אֲתֵם הֵן
	הַכָּלָב שְׁלִי	67	כָּלָבִים	past tense: כָּתַב/כָּתְבָה אָבַד/אָבְדָה הָיָה מְדַבֵּר	תָּמִיד עַל-יָדֵי

שְׁלוֹם עִבְרִית 3 Scope and Sequence Chart for:

Chapter	Story	Page	Nouns	Verbs	Other
9	טֵלְפוֹן מִירוּשָׁלַיִם	72	יּוֹם, יָמִים	past tense: דָּבַר/דִּבְּרָה סָפַר/סִפְּרָה שָׁאַל/שָׁאַלָה infinitives: לְכַתּוֹב לְקַנּוֹת לְבוֹא	שִׁישָׁה אֶתִּי לְפָנַי אוּ... אוּ...
10	שְׁנֵי עֶבְרָיִם	80	דָּלַת שָׁדָה גֶרְעִינִים	past tense: הָיָה מְסַפֵּר הָיָה גֵר הָיָה לוֹ/הָיָה לָהּ קָם/קָמָה שָׁמַח/שָׁמְחָה חָשְׁבוּ שָׁם/שָׁמָּה בָּרַח/בָּרְחָה	אַחַר
11	מָרְק לְפֶסֶח	88	מָרְק שָׂדֵה-תְּעוּפָה מְטָבַח יְרֻקוֹת פְּלֶפֶל	past tense: לְקַחְנוּ זָכַר/זָכְרָה שָׂרוּ קָרְאוּ עָזַר/עָזְרָה צָעַק/צָעְקָה צָחֲקוּ	אוֹתָךְ/אוֹתָךְ
		96	Checkpoints		

שְׁלוֹם עֵבְרִית 3 Scope and Sequence Chart for:

Chapter	Story	Page	Nouns	Verbs	Other
12	אורחים לפסח	98	חֲתוּלָה יָד, יָדַיִם	present tense: מוֹצֵא/מוֹצֵאת past tense: שָׁמְעוּ רָאוּ infinitive: לְמוֹצֵא	
13	טיול בירושלים	106	טיוֹל/טיוֹלִים רְחוֹבוֹת נוֹצְרִים מוֹסְלָמִים עִיר-הַקֹּדֶשׁ בֵּית-הַמִּקְדָּשׁ שָׁנִים קִיר הַכּוֹתֵל אֲבָנִים	present tense: נוֹסֵעַ/נוֹסְעֵת past tense: אָתֵם/אָתֶּן נָסְעוּ infinitive: לְהִתְפַּלֵּל	
14	ארץ ישראל	114	תְּקוּהָה מְקוֹמוֹת כְּנָרֵת מְדַבֵּר גָּמַל חוֹל יָם אָדוּם בִּירָה	past tense: נָתַתִּי infinitive: לְטַיֵּל	לוֹ הִיא
		121	Checkpoints		

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 3* is available for use with *Shalom Ivrit 3*. The *Prayer Companion* presents the Torah service and concluding prayers, including Aleinu, Kaddish, and Ein Keloheinu. Its focus is on becoming a Bar or Bat Mitzvah—and how students can make the prayers part of their own lives. Students learn background to the prayers; they read and construct their own meaning from “Back to the Sources” (quotes from related biblical and Talmudic sources); they create a Prayer Dictionary for each chapter; and they practice the choreography of the prayer.

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

1. Teach a *Prayer Companion* chapter upon completion of a *Shalom Ivrit* chapter.
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. Locate and define words from prayers that have the same root letters as words in *Shalom Ivrit* stories.

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:
כִּמָּה הַיּוֹם לְפָנַי הַיּוֹם? (אֶתְמוּל)
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 "מצאתי!—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

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:

1. Shows the Hebrew side of a Word Card and asks for its English translation.
2. Shows the English side of a Word Card and asks for its Hebrew translation.
3. Using the textbook, asks questions based on a 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.

מצאתי!—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 "bag."
- Find the words that mean, "In the morning, at six o'clock."
- Find the number of children in one tent at camp.

Have students call **מצאתי!** (I found it!) when they locate the word or phrase. The first student who calls **מצאתי!** 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 **מצאתי!** 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. That student 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 **בִּמְחֻנָּה**? (*camp*)
- For a double: In Hebrew, name three activities people like to do in their free time. (*Answers include: לְרַקֹּד; לְשַׁחֵק; לְקַרֹּא.*)
- For a triple: Translate **כִּיף לְשַׁחֵק בַּבְּרִיכָה** into English. (*It is fun to play in the pool.*)
- For a home run: Say the Hebrew for "I like to play basketball at camp."
(**אֲנִי אוֹהֵב/אוֹהֶבֶת לְשַׁחֵק בְּדוֹרְסָל בַּמְחֻנָּה.**)

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—**לָבָן** (white) and **כָּחוֹל** (blue). Give the strips of paper to the students.

Show a student from the **לָבָן** 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 anyone 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 “risky” 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. (אני לקרוא and זאת כדורסל, 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 3 Word Cards: Master List

The following is a list of Word Cards included in Shalom Ivrit 3:

bar mitzvah (m)	בַּר־מִצְוָה	32
bat mitzvah (f)	בַּת־מִצְוָה	33
English	אֲנִגְלִית	34
studies, learns (m/f)	לֹמֵד, לֹמְדָה	35
cantor	חַזָּן	36
synagogue	בֵּית־כְּנֶסֶת	37
needs (m/f)	צָרִיךְ/צָרִיכָה	38
prayer(s)	תְּפִילָּה, תְּפִילּוֹת	39
rabbi	רַב	40
gets up (m/f)	קָם/קָמָה	41
sick (m/f)	חֹלָה/חֹלָה	42
juice	מִיץ	43
praised, blessed	בְּרוּךְ	44
Adonai	ה'	45
amen	אָמֵן	46
congratulations, good luck	מִזְל טוֹב	47
evening	עָרֵב	48
wears (m/f)	לֹבֵשׁ/לֹבֶשֶׁת	49
dress	שִׁמְלָה	50
clothes	בְּגָדִים	51
guest(s)	אֹרֵחַ, אֹרְחִים	52
car	אוֹטוֹ	53
next week	בְּשָׁבוֹעַ הַבָּא	54
restaurant	מְסַעְדָּה	55
forty	אַרְבָּעִים	56
poor (m)	עָנִי	57
to do	לַעֲשׂוֹת	58
it is possible	אֶפְשָׁר	59
without	בְּלִי	60
flour	קֶמַח	61
so; so much	כָּל־כָּךְ	62

camp	מַחֲנֶה	1
this (f)	זֹאת	2
to read	לְקַרֵּא	3
to play	לְשַׁחֵק	4
basketball	כַּדּוּרְסָל	5
to sing	לְשִׁיר	6
to dance	לְרַקֹּד	7
to draw	לְצַיֵּר	8
pool	בְּרִיכָה	9
fun	כִּיף	10
to sit	לְשֵׁבֶת	11
dining room	חֲדַר־אֶכֶל	12
salad	סָלַט	13
pizza	פִּיצָה	14
our	שֵׁלֵנוּ	15
tent(s)	אוֹהֶל, אוֹהֲלִים	16
to us	לָנוּ	17
story, stories	סְפוּר, סְפוּרִים	18
fire	אֵשׁ	19
tell (m/f pl)	מְסַפְּרִים/מְסַפְּרוֹת	20
poem(s), song(s)	שִׁיר, שִׁירִים	21
team, group	קְבוּצָה	22
shirt	חוּלְצָה	23
you (m/f) do not have	אֵין לְךָ/אֵין לְךָ	24
play (m/f pl)	מְשַׁחֵקִים/מְשַׁחֵקוֹת	25
ball	כַּדּוּר	26
bee(s)	דְּבוּרָה, דְּבוּרִים	27
so long; see you later	לְהִתְרָאוֹת	28
end	סוֹף	29
school	בֵּית־סֵפֶר	30
remembers (m/f)	זוֹכֵר/זוֹכֶרֶת	31

(he/she) liked, loved	אָהַב/אָהָבָה	96
to where	לָאן	97
he/she, it (m/f)	הוּא/הִיא	98
homework, lessons	שִׁיעוּרִים	99
to work	לְעֵבוֹד	100
games	מְשׁוּקִים	101
you (m pl)	אַתֶּם	102
(he/she) gave	נָתַן/נָתְנָה	103
they (f)	הֵן	104
(they) sat	יָשְׁבוּ	105
(he/she) stood	עָמַד/עָמְדָה	106
(they) knew	יָדְעוּ	107
(he/she) ran	רָץ/רָצָה	108
(he/she) went up	עָלָה/עָלְתָה	109
to run	לָרוֹץ	110
(he/she) lay down	שָׁכַב/שָׁכְבָה	111
the ground	הָאָרֶץ	112
(he/she) closed	סָגַר/סָגְרָה	113
(he/she) went down	יָרַד/יָרְדָה	114
(he/she) wrote	כָּתַב/כָּתְבָה	115
(he/she/it) was lost	אָבַד/אָבְדָה	116
(he) used to speak	הָיָה מְדַבֵּר	117
always	תָּמִיד	118
next to me	עַל־יָדַי	119
dogs	כְּלָבִים	120
(he/she) spoke	דַּבֵּר/דַּבְּרָה	121
with me	אַתִּי	122
(he/she) told	סָפַר/סָפְרָה	123
to write	לְכַתּוֹב	124
six (m)	שִׁשָּׁה	125
day(s)	יוֹם, יָמִים	126
ago, before, in front of	לְפָנַי	127
to buy	לְקַנּוֹת	128

lake	אָגָם	63
to fish	לְדוּג	64
to take	לְקַחַת	65
bag	תֵּיק	66
when	מָתַי	67
at _____ o'clock	בְּשַׁעָה _____	68
helps (m/f)	עוֹזֵר/עוֹזֵרֶת	69
we had	הָיָה לָנוּ	70
eight (m)	שְׁמוֹנָה	71
(he/she) walked, went	הֵלַךְ/הֵלְכָה	72
we do not have	אֵין לָנוּ	73
wait (m/f pl)	מְחַכִּים/מְחַכּוֹת	74
to rest	לְנוּחַ	75
bear	דוּב	76
to speak	לְדַבֵּר	77
(he/she) ate	אָכַל/אָכְלָה	78
come! (m/f)	בּוֹא/בּוֹאִי	79
sells (m/f)	מוֹכֵר/מוֹכֵרֶת	80
to the house	הַבַּיְתָה	81
store	חֲנוּת	82
written	כָּתוּב	83
to take out	לְהוֹצִיא	84
word	מִילָה	85
takes out (m/f)	מוֹצִיא/מוֹצִיָּאָה	86
neighbors	שְׁכֵנִים	87
I had	הָיָה לִי	88
neighbor (m/f)	שָׁכֵן/שָׁכְנָה	89
the best (m)	הַיָּבֵשׁ טוֹב/הַיָּבֵשׁ טוֹבָה	90
yesterday	אֶתְמוֹל	91
(he/she) came	בָּא/בָּאָה	92
(he/she) said	אָמַר/אָמְרָה	93
they have (m/f pl)	יֵשׁ לָהֶם/יֵשׁ לָהֶן	94
(he/she) learned, studied	לָמַד/לָמְדָה	95

hand(s)	יד, יָדִים	162
trip(s)	טיול, טיולים	163
travels (m/f)	נוסע/נוסעת	164
(they) traveled	נסעו	165
streets	רחובות	166
old (m/m pl)	ישן/ישנים	167
holy (f)	קדושה	168
Christians	נוצרים	169
Muslims	מוסלמים	170
the holy city	עיר־הקודש	171
the Holy Temple	בית־המקדש	172
years	שנים	173
wall	קיר	174
the (Western) Wall	הכותל	175
stones	אבנים	176
to pray	להתפלל	177
(I) gave	נתתי	178
to him	לו	179
hope	תקנה	180
places, spaces	מקומות	181
to go on a trip	לטייל	182
Lake Kinneret	כנרת	183
it (f), she	היא	184
desert	מדבר	185
camel	גמל	186
sand	חול	187
sea	ים	188
Red Sea	ים אדום	189
capital	בירה	190

(he/she) asked	שאל/שאלה	129
to come	לבוא	130
either... or...	או... או...	131
door	דלת	132
(he) used to tell	היה מספר	133
(he) used to live	היה גר	134
he had/she had	היה לו/היה לה	135
field	שדה	136
seeds	גרעינים	137
(he/she) got up	קם/קמה	138
(he/she) was happy	שמח/שמחה	139
(they) thought	חשבו	140
(he/she) put	שם/שמה	141
another, different	אחר	142
(he/she) ran away	ברח/ברחה	143
soup	מרק	144
you (m/f)	אותך/אתך	145
(we) took	לקחנו	146
airport	שדה־תעופה	147
kitchen	מטבח	148
vegetables	ירקות	149
pepper	פלפל	150
(he/she) remembered	זכר/זכרה	151
(they) sang	שרו	152
(they) read	קראו	153
(he/she) helped	עזר/עזרה	154
(he/she) shouted	צעק/צעקה	155
(they) laughed	צחקו	156
to find	למצוא	157
finds (m/f)	מוצא/מוצאת	158
(they) heard, listened	שמעו	159
cat (f)	חתולה	160
(they) saw	ראו	161

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

While the above structure is recommended, the sequence in the text of stories and reinforcement activities may dictate that not all of these components are taught on a single day.

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 23) 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 4–6 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 3 of *Shalom Ivrit 3* contains 21 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 3, Textbook pages 20–21, Teacher's Edition pages 45–47.

Activity	Purpose	Examples	Time
<p>Opening Activities</p> <ul style="list-style-type: none"> • "Where We Are" • "Let's Review" • "Introducing the Lesson" 	<p>Reinforce previous learning; create interest in new material</p>	<ul style="list-style-type: none"> • Read "Where We Are" aloud. • Review Chapter 2 vocabulary by inviting students to illustrate select words. • Introduce new vocabulary words related to the synagogue. Have students predict what the story in Chapter 3 will be about, based on these words. 	<p>20 min.</p>
<p>Introduction of New Material</p> <ul style="list-style-type: none"> • "Mastering the Milon" (p. 20–21) • Chapter Story: Part A of לְהִתְרָאוֹת בְּפֶתַח (pp. 20–21) 	<p>Present core curriculum materials</p>	<ul style="list-style-type: none"> • Teach the three words from the <i>milon</i> on page 20, using the techniques in this Teacher's Edition; then ask students to complete the sentences in "Put It Together" using these new words. • Teach the four words from the <i>milon</i> on page 21, using the techniques in this Teacher's Edition; then ask students to choose the correct words to complete the sentences in "Put It Together." • Have students read "לְהִתְרָאוֹת בְּפֶתַח" aloud. Ask "The Extra Mile" questions after each page. 	<p>40 min.</p>

Chapter 3, Textbook pages 22–23, Teacher’s Edition pages 48–50.

Activity	Purpose	Examples	Time
<p>Introduction of New Material</p> <ul style="list-style-type: none"> • “Mastering the Milon” (pp. 22–23) 	<p>Present core curriculum materials</p>	<ul style="list-style-type: none"> • Teach the three words from the <i>milon</i> on page 22, using the techniques in this Teacher’s Edition; then draw illustrations on the chalkboard and ask a student to describe them in “Put It Together.” • Review סְמִיכוֹת as described in “Captain Grammar.” • Teach the first five words from the <i>milon</i> on page 23, using the techniques in this Teacher’s Edition; then have students act out the sentences in “Put It Together.” • Teach the last four words from the <i>milon</i> on page 23, using the techniques in this Teacher’s Edition; then have students create and act out sentences in “Put It Together.” 	<p>20 min.</p>
<p>Introduction of New Material</p> <ul style="list-style-type: none"> • Chapter Story: גִּילָה קוֹרֵאת בְּתוֹרָה (pp. 22–23) 	<p>Present core curriculum materials</p>	<ul style="list-style-type: none"> • Have students read “גִּילָה קוֹרֵאת בְּתוֹרָה” aloud. Ask “The Extra Mile” questions after each page. • Have students sing the song סִימֵן טוֹב וּמְזֵל טוֹב. 	<p>30 min.</p>
<p>A Day In the Life</p>	<p>Connect chapter story to personal experience and values</p>	<ul style="list-style-type: none"> • Have students discuss ways to feel more confident at their upcoming bar and bat mitzvah ceremonies. 	<p>10 min.</p>

Chapter 3, Textbook pages 24–27, Teacher’s Edition pages 50–53.

Activity	Purpose	Examples	Time
<p>Reinforcement</p> <ul style="list-style-type: none"> • Connections (p. 24) • Play “Concentration” 	<p>Refine reading fluency and comprehension; reinforce new material</p>	<ul style="list-style-type: none"> • Have students review new vocabulary by matching the Hebrew to its English meaning. 	<p>25 min.</p>
<p>Reinforcement</p> <ul style="list-style-type: none"> • צָרִיף אוֹ צָרִיפָה (p. 25) • בְּעֵבְרִית אוֹמְרִים... (p. 26) 	<p>Refine reading fluency and comprehension; reinforce new material</p>	<ul style="list-style-type: none"> • Have students complete the written exercises on צָרִיף/צָרִיפָה. • Have students check the Hebrew sentence that means the same as the English in בְּעֵבְרִית אוֹמְרִים. 	<p>20 min.</p>
<p>Reinforcement</p> <ul style="list-style-type: none"> • “It’s That Verb!” (p. 27) • Using the Photograph 	<p>Refine reading fluency and comprehension; reinforce new material</p>	<ul style="list-style-type: none"> • Have students identify the verb that correctly completes each sentence. • Challenge students to write new sentences based on sentences in “It’s That Verb!” 	<p>15 min.</p>

Lesson Plan Form

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

Text pages in *Shalom Ivrit 3* 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 3*—the third book in a three-year series. With *Shalom Ivrit 3*, 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 3* lesson.

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

L’shalom,