

Shalom, Reader

57 Hebrew Activities to Show What You Know

Teaching Guide

by Dina Maiben

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Introduction

Shalom, Reader is designed to help beginning Hebrew readers transition from a primer to more complex texts. It serves as an introduction or extension of the Hebrew language skills they may have already gained as they learned to decode, while also acting as a springboard to reading both prayer texts and simple passages in modern Hebrew.

Shalom, Reader approaches Hebrew as a living heritage language. Students are introduced to Hebrew through scenarios that they have personally experienced and that are very familiar to them. These include holiday celebrations, school, family, pets, time, and the weather. Much of the vocabulary introduced here overlaps with the Bible and siddur, making *Shalom, Reader* an excellent bridge between a Hebrew primer and continuing Hebrew study.

Structure of *Shalom, Reader*

Shalom, Reader is organized into ten chapters, each with a theme. Every chapter begins with an introduction of new vocabulary and guided conversations, then moves on to reading games and activities that foster reading comprehension skills. An additional feature in half of the chapters in *Shalom, Reader* (chapters 1, 2, 4, 5, and 8), called “Did You Know,” provides fun facts about the Hebrew language and blessings in the siddur.

When and Where to Use *Shalom, Reader*

Shalom, Reader is designed to serve as a bridge between a Hebrew primer and the reading of large bodies of Hebrew text, either as part of a prayer curriculum or a language program. Because *Shalom, Reader* contains authentic texts, the student must have completed a Hebrew primer in order to be able to decode and read the materials it contains. In schools that complete the primer with several weeks to spare *Shalom, Reader* can be used at the end of the year to allow new readers the opportunity to immediately apply their new Hebrew reading skills to interesting texts. It can be incorporated at the end of the primer as long as students have mastered all of the letters and vowels in the chapter of *Shalom, Reader*. For example, students using the primer *Alef Bet Quest* must complete lesson 19 of the primer before they can use *Shalom, Reader*. In schools that require a full year to complete the primer, *Shalom, Reader* can be used at the beginning of the following year to help review basic reading skills and introduce new readers to larger texts.

Teaching Strategies for the Recurring Features

Before You Begin

Beginning readers need a systematic review of the decoding strategies they acquired earlier. This is especially true after a break, such as summer or extended periods of time away from Hebrew. For at least the first five chapters, it is recommended that you provide a brief (five- to ten-minute) review of Hebrew phonics. As a general rule, spend the least amount of time reviewing the most common letters, like ׀ and ׀, because students have already had more practice with them. This is also true about the letters that students learned earliest, because these letters have received the most prior practice and are more likely to be retained over time. By contrast, however, remember that vowels are a particular problem in all alphabetic languages. They present a special problem in Hebrew because they are tiny dots and dashes located above and below, as well as within the line of print. Research done in Israel suggests that vowels are the leading cause of mistakes, accounting for up to 38% of all errors in Hebrew reading.

For these reasons, we recommend reviewing vowels as part of each review session, starting with Chapter 1. At the same time, each phonics review should be directly applicable to the materials covered in the chapter whenever possible. The chart below contains recommend items to include in the review before each session:

Chapter	Items to Review
1	Vowels: א, ע, א, א, א, א, א, א, א; Special rule: נָ נָ נָ (the silent <i>sh'va</i>)*; Consonants: ש, מ, כ, ב
2	Vowels: א, ע, א, א as well as those introduced in the previous review Consonants: ף, כ, ח, א as well as those introduced in the previous review

3	Vowels: וי, א/א as well as those introduced in the previous reviews Consonants: ו as a consonant as in בְּמִצּוֹתָיו; ב/ו, צ/ץ, ש/ס as well as those introduced in the previous reviews
4	Vowels: פֶּתַח גְּנוּבָה (the “furtive <i>patach</i> ”) as in לֹחַם or שָׁמַח; as well as those introduced in the previous reviews Consonants: פ/ף, נ/ן as well as those introduced in the previous reviews
5	Vowels: אֵ vs. אִ and as compared with אָ, אַ, אֲ and אִי, אֵי, אֲ; as well as those introduced in the previous reviews Consonants: ט/ת/ת as well as those introduced in the previous reviews

**Note:* Even though both types of *sh’va* are presented in Chapter 1, the silent *sh’va* is both the more common type and the one that causes the greatest number of problems for beginning readers, who often read every *sh’va* as נַע נֶאֱשָׁר. We do not recommend reviewing both types of *sh’va* together, as this will increase the likelihood of confusion. The same applies to letters that look similar. For this reason, review ש for the first session, but not ש even though it also occurs in this chapter 1. For similar reasons, the vowel א is not reviewed in the first session.

Words to Know

Each chapter opens with a “Words to Know” vocabulary list. Most often, the meanings of these words are conveyed through pictures so that the learner can make a direct association between the Hebrew word and the object, action, or concept it represents. When illustrating a word’s meaning is not possible, an English translation is provided. The approach taken in *Shalom, Reader* is based on the inductive approach called the Direct Method. In the Direct Method, word meanings are taught through direct associations between the word and the object (or a picture of the object). Translations are used only when the word meaning cannot be conveyed in a direct way. In this way, students are not presented with grammatical rules. Rather, they are given examples of target language sentences or features and are allowed to figure out the rule for themselves.

When introducing each chapter, we strongly recommend an initial oral presentation. This is because *Shalom, Reader* uses a method for learning a second language via a natural course that parallels the way we learn our first language. Specifically, listening comprehension precedes oral production, which in turn is followed by reading and eventually, writing.

A few teachers believe that second language learners need to spend the same number of years just hearing a new language before speaking or reading it. However, there are important differences between infants and toddlers acquiring their first language and older learners acquiring a second language. In second language learning, speech and reading can come into

play almost immediately and serve as excellent vehicles for reinforcing the learning. For students who are more introverted, use alternative strategies (see “Special Learning Situations,” page 7.)

Whether you are teaching in live or virtual classrooms, introduce new vocabulary with an oral presentation. This means presenting the picture of the item and modeling the pronunciation of the new word as learners repeats it aloud. Especially if learning online, supplement this oral introduction with a slideshow using a PowerPoint or other presentation program. You will also need to provide illustrations for the verbs and guided conversation starters (see “הִתְחַבֵּר/Conversation,” next page). Here are some ideas for how to convey meanings of new vocabulary:

- Use large pictures, actual items, or toys for nouns (animated images known as GIFs may work especially well in online environments).
- Act out verbs through physical demonstration.
- Introduce adjectives with images and different emojis or facial expressions for feelings. Slowly pronounce the new word, then ask students to repeat it with you, and then repeat it after you to encourage proper pronunciation. Ask a few individual students to repeat each new item so you can assess their understanding. This is especially important in an online class because sound carried over the Internet is easily distorted, making it more difficult to determine which students are repeating correctly and which are not.
- Have students get out of their seats and act out the verbs, as movement has been shown to be an excellent enhancer of learning through increased blood flow to the brain. In the case of language learning, movement also provides a kinesthetic reinforcement for the auditory and visual presentation. As part of this presentation you can also model the questions and answers found in the הִתְחַבֵּר sections that are at the bottom of the first page of each chapter.

הִתְחַבֵּר/Conversation

All new vocabulary is followed by prompts to guide a conversation. These prompts give students the opportunity to put their new vocabulary into immediate use by chatting with another person in Hebrew. In a group setting, these conversations can foster friendships using Hebrew as the medium of communication. For example, the first conversation appears at the bottom of page 3 of *Shalom, Reader*.

For an in-person environment: ask students to stand in a circle to introduce themselves to the entire class. You can also play a game in which one student introduces themselves, and the entire group then has to greet that student by name and greet each student who has gone before. This should all be done in Hebrew. For the other הִתְחַבֵּר activities, you can group students in pairs or small groups. Try to vary the pairings as much as possible, allowing students to self-select their

partners at times and assigning groups at other times to assure diversity in gender and level of proficiency.

In an online setting: Model these conversations with the group as a whole the first few times. After that, send pairs or small groups into breakout rooms if your platform has this feature. If you have tutors or helpers, assign them to different breakout groups to help facilitate and monitor the discussion, ensure that everyone has the opportunity to participate, and check whether they are speaking correctly.

Reading Practice

The second page of each chapter centers on decoding and reading practice through a partner or group game such as Tic-Tac-Toe, Four in a Row, or Connect the Dots. This practice is important for beginning readers as they move from blending syllables into words to blending words into phrases. Many of the words included for practice are drawn from siddur texts, providing a bridge between decoding and prayer recitation. This gives students a boost in reading with comprehension. All chapters include a prayer, blessing, or song text on this reading page. (Except in Chapters 3 and 7: The Chapter 3 prayer text can be found on page 12. No prayer text is included in Chapter 7, but you can provide copies of the Shabbat blessings from another source.) Additionally, some of the words used for reading practice reinforce the Hebrew vocabulary introduced at the beginning of each chapter.

Each chapter also includes relevant group games, such as charades and Pictionary to help students master each chapter's Hebrew vocabulary. When teaching in person, the reading games can be played in pairs or small groups. You can also play the games with a large group on a whiteboard or chalkboard. For this, you will need a set of flashcards in a font large enough for everyone to see that can be attached to the board.

In an online environment, you can create Tic-Tac-Toe boards in a few different ways, such as via whiteboard and annotate functions if your video conference platform has that function or an online shareable whiteboard such as [Miro](#). You could also pre-populate a document with the vocabulary and share your screen. Instead of using Xs and Os to capture the squares in a Word document, you can use highlighter colors to fill in the squares. This can be displayed on the screen allowing teams to play together.

Here's an example:

כָּל	שָׁלוֹם	יִשְׂרָאֵל
הוּא	בְּמִרוֹמָיו	עָשָׂה
יַעֲשֶׂה	וְעַל	עָלֵינוּ

Students often need additional review opportunities for mastering new vocabulary and word reading. Flashcards can provide excellent practice in these areas, especially games based on flashcards, such as Concentration/Memory. Place flashcards face down on a table. Then have players alternate turning two cards over. If the cards match, the player collects the set and takes another turn. If they do not match, the next player takes a turn. Online flashcard-making sites, like [Quizlet](#) and [Dah Bear](#) allow teachers to create their own flashcards and include a variety of solitaire games that can be played online. Even if learning is online, students may want to make their own physical flashcards to reinforce the vocabulary.

Reading Comprehension

The remaining pages in each chapter provide students with meaningful reading practice. These activities include vocabulary practice and review with some practical grammar to help students understand what they are reading. The grammar activities focus on Hebrew plurals, noun-adjective agreement, word order, and an introduction to Hebrew's root word system. Each chapter ends with reading comprehension passages. All of these activities use the classic types of activities designed for developing first language reading comprehension, such as asking comprehension questions (usually by filling in the blanks or checking boxes), asking students to select all of the sentences that describe a picture, and asking students to determine the best title for the passage.

The activities that review vocabulary, such as those on pages 10, 21, or 43, are generally designed to be completed individually. If you use small groups for reading practice or assessment, have one group work on these pages while you work with another group. This can be easily accomplished in an in-person environment. You can use breakout rooms for this kind of work in an online setting, but you may want to have an assistant who can monitor the group you

are not working with directly. If this method isn't possible given your video conference platform, consider having the student or their parent take a picture of the completed page or scan it and then send it to you for review.

There are six practical grammar activities. Those on pages 11, 16, and 20 deal with plurals and noun-adjective use in Hebrew, where students are asked to examine language data and create their own theories about how the language works. These activities are designed to be completed with a partner, as this allows students to discuss the nature of the language together. Pages 26, 39, and 44 are related to grammar centered on the Hebrew root word system. Pages 26 and 39 ask students to examine a collection of words derived from a root and to determine what three letters comprise the root. The activity on page 44 adds the component of examining individual words and classifying them according to their root families. These pages can either be done individually or with a partner.

The final page of each chapter contains some reading comprehension passages. In addition, the lyrics from two simple Hebrew songs, accompanied by reading comprehension activities, have been included on pages 15 and 38. We recommend that students do all of the reading comprehension pages in a group. Some of the passages are short illustrated sentences. Students can take turns reading these selections out loud. Other passages are dialogues. These can be read using a reader's theater format: For in-person learning, you can provide props and costumes and allow students to act the dialogues out. For added fun, you may want to videotape the group production and share it with the parents. If you have a large group, you will need to make multiple videos so that every student has the opportunity to participate. (Of course, always check with your school director about any school policies related to filming or photographing students.) If you are working in an online setting, ask students (or parents) to record short videos of the dialogues using props they have at home. Play acting can also be done on video conference platforms and you can record that portion of the session to send out to parents.

Special Learning Situations

While students in all learning situations learn and develop in unique ways, students who have special learning needs can bring additional challenges. Be sure to check with your education director for any information about individual students who may have identified learning needs. As a general rule, it is always best to incorporate multisensory approaches to each lesson. By incorporating visual, auditory, and kinesthetic or tactile activities, you give every learner a pathway to success in Hebrew reading and language learning.

Here are some techniques for addressing specific learning needs:

- **Lack of attention:** Seat the student close to you, if possible. Repeat directions. Privately establish a refocusing system with the student, such as a gentle tap on the shoulder or

moving closer to the student's table. Students may also benefit from working in a smaller group or 1-1 with a helper.

- Auditory processing difficulty: Minimize noise and classroom distractions. Have the student repeat sounds and words back to you to ensure correct pronunciation.
- Visual processing difficulty: Read written directions aloud. If possible, have the student work with an aide or classmate who can read directions or listen to the student read aloud. Use a finger or index card to track the line they are reading, or cover the portion of the page not being worked on.

(For more details on providing assistance in decoding and reading for students with special needs, see page 16 of the Alef Bet Quest Teacher's Edition.)

In addition to the kinds of learning issues that can arise in any classroom, language learners can face unique challenges that are unrelated to learning disabilities. An example of this is the special challenge that introverted students face in learning a new language. Research has consistently pointed to the fact that extroverted students have an easier time acquiring a language as they are more likely to attempt utterances of their own, which is a key to language learning. Introverted students are often hesitant to put themselves on the line when it comes to speaking. As a teacher, you can use alternative question techniques to allow students to demonstrate their understanding in a nonverbal way, such as presenting a variety of pictures and asking students to point to the one that you describe. Similarly, you can ask students to hold up כן or לא cards to indicate their agreement about a word's meaning as a substitute for oral production.

SHALOM, READER

57 Hebrew Activities
to Show
What You Know

By Dina Maiben
with illustration by Andre Ceolin



BEHRMAN
HOUSE

Tic-Tac-Toe

Play these games with a friend. One of you should be "X" and the other "O." Begin with the game on the right. Take turns reading a word. If you read the word correctly, lightly make your mark in that box.

כָּל	שָׁלוֹם	יִשְׂרָאֵל
הוּא	בְּמִרוֹמָיו	עֲשֵׂה
יַעֲשֵׂה	וְעַל	עָלֵינוּ

תִּלְמִיד	אַתָּה	מוֹרֶה
הִיא	תִּלְמִידָה	אֲנִי
מוֹרֶה	אַתָּה	הוּא

Did You Know?

The Hebrew word **שָׁלוֹם** means "peace" or "wholeness." Now that's a great way to greet people or to say farewell! Read or sing these phrases with a friend. Then circle the words that mean "peace" or "wholeness." Draw a box around the word that means "he." Challenge: Find and underline the word that means "Israel."

עֲשֵׂה **שָׁלוֹם** בְּמִרוֹמָיו, הוּא יַעֲשֵׂה **שָׁלוֹם** עָלֵינוּ.
וְעַל כָּל יִשְׂרָאֵל, וְאָמְרוּ אֲמֵן.

מי אני?

Read the sentences in each box. Start on the top right. Then use the information to complete the sentences below using words from the word box.



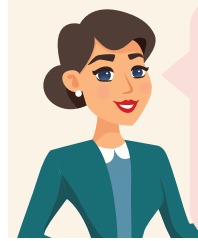
שָׁלוֹם! שְׁמִי אֶסְתֵּר.
אֲנִי מַלְכָּה.



שָׁלוֹם! שְׁמִי דָוִד.
אֲנִי מֶלֶךְ.



שָׁלוֹם! שְׁמִי יַעֲקֹב.
אֲנִי מוֹרֶה.



שָׁלוֹם! שְׁמִי רַחֵל.
אֲנִי מוֹרֶה.



שָׁלוֹם! שְׁמִי חַנָּה.
אֲנִי תַלְמִידָה.



שָׁלוֹם! שְׁמִי דָנִי.
אֲנִי תַלְמִיד.

מי אֶסְתֵּר? **היא** מַלְכָּה.
הוא תַלְמִיד. חַנָּה **תַלְמִידָה**
יַעֲקֹב **מוֹרֶה**. **רַחֵל** מוֹרֶה.

WORD BOX

תַלְמִידָה

רַחֵל

מוֹרֶה

היא

הוא

Four in a Row

Play this game with a friend. One of you should be "X" and the other "O." Take turns reading a word. If you read the word correctly, lightly make your mark in that box. The first player to get four boxes in a row across, down, or diagonally wins.

שָׁלוֹם	הַשָּׁלוֹם	לְשָׁלוֹם	מִלְאָכִי
הַשְּׁרֵת	עָלֵינוּ	עֲלֵיכֶם	עֲלִיוֹן
מִמֶּלֶךְ	מִלְכִי	הַמְּלָכִים	מִלְכָּה
צֵאתְכֶם	בּוֹאֲכֶם	בְּרֻכּוֹנִי	הַקָּדוֹשׁ

Did You Know?

Many Jewish families begin Shabbat dinner at home with this song. Read or sing it with a partner. Circle every word that means "peace."

1. שָׁלוֹם, עֲלֵיכֶם, מִלְאָכִי הַשְּׁרֵת, מִלְאָכִי עֲלִיוֹן,
מִמֶּלֶךְ מִלְכִי הַמְּלָכִים, הַקָּדוֹשׁ בְּרוּךְ הוּא.
2. בּוֹאֲכֶם לְשָׁלוֹם, מִלְאָכִי הַשָּׁלוֹם, מִלְאָכִי עֲלִיוֹן,
מִמֶּלֶךְ מִלְכִי הַמְּלָכִים, הַקָּדוֹשׁ בְּרוּךְ הוּא.
3. בְּרֻכּוֹנִי לְשָׁלוֹם, מִלְאָכִי הַשָּׁלוֹם, מִלְאָכִי עֲלִיוֹן,
מִמֶּלֶךְ מִלְכִי הַמְּלָכִים, הַקָּדוֹשׁ בְּרוּךְ הוּא.
4. צֵאתְכֶם לְשָׁלוֹם, מִלְאָכִי הַשָּׁלוֹם, מִלְאָכִי עֲלִיוֹן,
מִמֶּלֶךְ מִלְכִי הַמְּלָכִים, הַקָּדוֹשׁ בְּרוּךְ הוּא.

Spot Check

Check all the sentences that answer the questions.



מי המלכה?

- ☐ חנה תלמידה.
- ☐ היא אִמָּא.
- ☒ אֶסְתֵּר המלכה.



מי זאבי?

- ☒ זאבי כלב.
- ☒ זאבי הכלב של דני וחנה.
- ☐ הצפור בבית.



מי בבית?

- ☐ זאבי כלב.
- ☐ זאבי הכלב ושוקו.
- ☐ החתול בבית.
- ☒ הצפור והדג בבית.



מי שוקו?

- ☒ שוקו חתול.
- ☒ שוקו החתול של דני וחנה.
- ☐ הצפור בבית.

Connect the Dots

With a friend, take turns drawing lines to connect two dots and make one side of a square. To capture a square, the player who completes a box must read the word and say what it means. If that player cannot do that, the other player can steal it by reading and explaining the word. The player who captures the most boxes wins.



מי בסֵכָה?

Fill in the blanks with **יושב** or **יושבת** to make each sentence correct.
With a partner, practice asking and answering the question, **מי בסֵכָה?**



אֵבָא יושב בסֵכָה. אִמָּא יושבת בסֵכָה.



חֲנָה יושבת בסֵכָה. דָּנִי יושב בסֵכָה.



Playful Plurals

Work with a partner. Study the Hebrew words and their pictures. Then talk about the questions below. Write in your answers when you and your partner agree.

2



1



- What letters are at the end of each word in column 2? **ות**
- What does this word ending show us? **feminine plural**
- What happens to the letter **ה** in **חלה** and **סֶכָּה** when the word ending is added? **It is dropped and replaced with a feminine plural word ending**

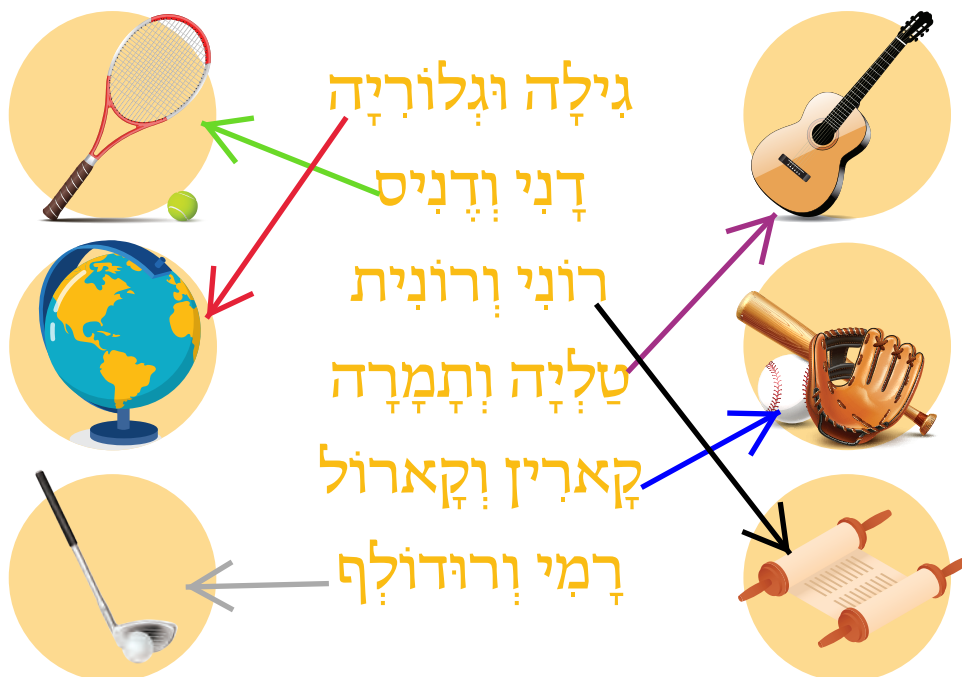
מי לומד עברית?

Practice reading this poem with a partner.

- | | |
|----------------------|---------------------|
| 1. מי לומד עברית? | 5. מי לומד בייסבול? |
| רוני ורונית. | קארין וקארול. |
| 2. מי לומד טניס? | 6. מי לומד גולף? |
| דני ודניס. | רמי ורודולף. |
| 3. מי לומד היסטוריה? | 7. מי לומד גיטרה? |
| גילה וגלוריה. | טליה ותמרה. |
| 4. מי לומד תורה? | 8. מי לומד תורה? |
| אני, את ואתה. | אני, את ואתה. |

From Z'man LaShir: Time to Sing Hebrew, music and lyrics by Fran Avni

Now, draw lines from the names of the people to their matching pictures.



Playful Plurals

Work with a partner. Study the Hebrew words and their pictures. Then talk about the questions below. Write in your answers when you and your partner agree.

2

1



מְלָכִים

סִפְרִים

מוֹרִים

תְּלָמִידִים

בָּתִּים



מֶלֶךְ

סֵפֶר

מוֹרֶה

תְּלָמִיד

בֵּית

1. What letters are at the end of each word in column 2? ים

2. What does this word ending show us? male plural

3. What happens to the letter ה in מוֹרֶה when the word ending is added?
It is dropped and replaced with a male plural word ending

4. If חֵג means "holiday," what do you think חֲגִים means? Holidays

בִּכִּיתָה

Look at the picture, and then complete the sentences that follow. You can use the words from the word box to help you.



1. איפה העֶפְרוֹן?

העֶפְרוֹן עַל הַ שְׁלָחַן .

2. איפה המְחַבֶּרֶת?

המְחַבֶּרֶת עַל הַשְׁלָחַן.

3. איפה הַשְׁלָחַן?

הַשְׁלָחַן בִּכְיָתָה .

4. איפה הַסְפָּרִים?

הַסְפָּרִים עַל הַשְׁלָחַן שֶׁל הַמוֹרָה.

5. מָה עַל הַלוֹחַ?

עֵבְרִית עַל הַלוֹחַ.

WORD BOX

מְחַבֶּרֶת סְפָרִים עֶפְרוֹן עַל
כֶּסֶּא עֵבְרִית כִּיתָה מוֹרָה שְׁלָחַן

Four in a Row

Play this game with a friend. One of you should be "X" and the other "O." Take turns reading a word. If you read the word correctly, lightly make your mark in that box. The first player to get four boxes in a row across, down, or diagonally wins.

בְּרוּךְ	בְּרָכָה	בְּרָכוּ	בְּרִכּוּנִי	הַמְּבָרֵךְ
מֶלֶךְ	מַלְכָּה	הַמְּלָכִים	מַלְכֵי	מִמְּלָךְ
קִדְשָׁנוּ	קְדוּשָׁה	קְדוּשָׁה	הַקְּדוּשָׁה	וַיִּתְקַדֵּשׁ
כְּפָתוּב	מִכְתָּב	כְּתוּבָה	כּוֹתֶבֶת	כּוֹתֵב
מִצּוֹה	מִצּוֹת	בְּמִצּוֹתָיו	צִוָּה	וַיְצַוֵּנוּ

Did You Know?

One Hebrew term for a holiday is **יום טוב**. What does this phrase mean?

"A **Good** **Day**."

Practice reading the blessing for lighting the holiday candles with a partner.

בְּרוּךְ אַתָּה, יְיָ אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
אֲשֶׁר קִדְשָׁנוּ בְּמִצּוֹתָיו, וַיְצַוֵּנוּ לְהַדְלִיק נֵר שֶׁל יוֹם טוֹב.

Adjectives that Agree

Work with a partner. Review the Hebrew words and their pictures. Then talk about each question that follows. Write in your answers when you and your partner agree.

2

1



תלמידה
טובה



מורה טובה



עוגה טובה



תלמיד טוב



מורה טוב



בקר טוב

In Hebrew, all nouns are either masculine or feminine.

1. All of the nouns and adjectives in column 1 are masculine.
2. All the nouns and adjectives in column 2 are feminine.
3. In Hebrew, adjectives come after the noun.
4. Is this the same or different from English? different.

Did You Know?

In Israel, when someone greets you by saying **בְּקָר טוֹב**, the usual response is **בְּקָר אֹר**.

This phrase means "morning of light."

Great Greetings

Check the correct phrase(s) to say at each time of day.



יּוֹם טוֹב. ☐

לַיְלָה טוֹב. ☐

עֶרֶב טוֹב. ☒



בְּקָר טוֹב. ☒

בְּקָר אֹר. ☒

עֶרֶב טוֹב. ☐



לַיְלָה טוֹב. ☐

עֶרֶב טוֹב. ☐

שַׁבָּת שְׁלוֹם. ☒



עֶרֶב טוֹב. ☐

לַיְלָה טוֹב. ☒

בְּקָר אֹר. ☐



Yes and No

Read the stories. Then decide if the statements that follow are correct or incorrect. If a statement is correct, check the box for **כן** (yes). If a statement is incorrect, check the box for **לא** (no).



1. חנה תלמידה. היא קוראת וכותבת על הלוח.

2. דני לומד עברית. הוא קורא בספר וכותב במחברת.

3. דני לומד ביסבול. חנה לומדת ביסבול.

4. זאבי לא לומד ביסבול.

לא

כן



המורה כותבת על הלוח.

דני כותב במחברת.

חנה קוראת בספר.

דני לומד גיטרה.

דני לומד ביסבול.

חנה לומדת טניס.

Connect the Dots

With a friend, take turns drawing lines to connect two dots and make one side of a square. To capture a square, the player who completes a box must read the word and say what it means. If that player cannot do that, the other player can steal it by reading and explaining the word. The player who captures the most boxes wins.



סביבון, טוב, טוב, טוב!

This is a popular Hanukkah song. Read it with a partner. Then circle every word that means "spin." Draw a triangle around every word that means "holiday." Draw a box around every word that names the holiday.



Match Game

Connect each picture to the sentence that describes it.

3.



1. דְּנִי אוֹהֵב אֶת זֵאֲבִי.

4.



2. סִבֵּתָא אוֹהֶבֶת אֶת הַיְלָדִים.

5.



3. חֲנָה אוֹהֶבֶת אֶת שׁוּקוֹ.

2.



4. דְּנִי אוֹהֵב שׁוּקוֹלָד.

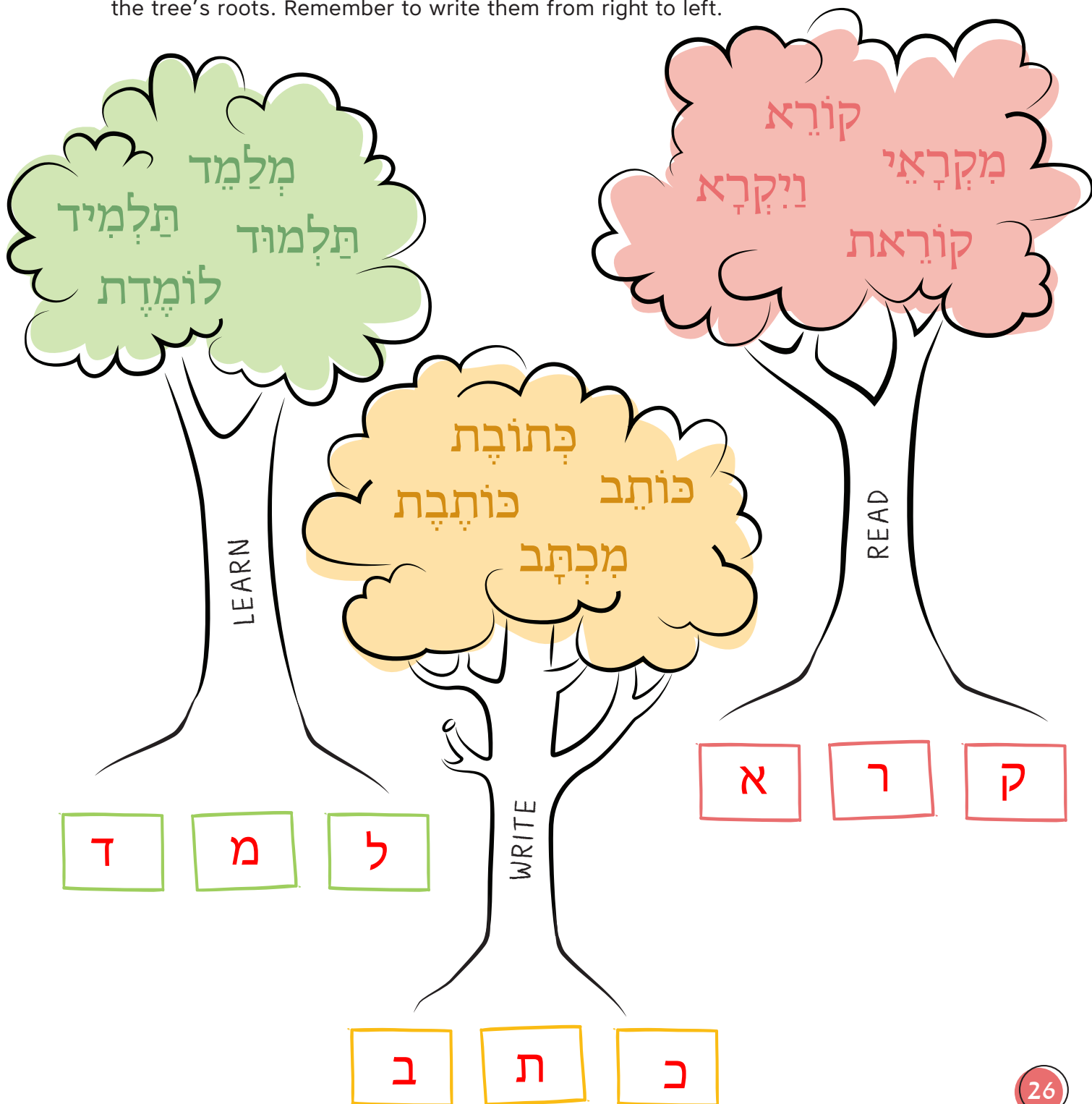
1.



5. דְּנִי מִשְׁחֵק בִּיסְבּוּל,
זֵאֲבִי לֹא מִשְׁחֵק בִּיסְבּוּל.

Root, Root, Root for the Word Trees

In Hebrew, many words can grow from a single root. And those words are often related. Most Hebrew roots have three letters. Study the words in each Hebrew word family tree and find the three common letters. Then write the root letters in the tree's roots. Remember to write them from right to left.



Choose the Title

Read the story and study the pictures. Then choose the title that best describes the story.

1. לילה בבית. יש חנכה על השלחן. יש גרות בחנכה.

2. יש לביבות וסופגניות על השלחן.

3. דני אוכל סופגניה ועוגה.

4. אבא אוכל לביבה וסופגניה.

5. הסביבון לא על השלחן.

6. חנה משחקת בסביבון.

7. זאבי אוכל לביבה. שוקו לא אוכל.

8. שוקו משחק בסביבון.



Which title best describes the story?

סביבון, טוב, טוב, טוב ☐

בתאבון ☐

חג שמח ☒

Now make up your own title!

Yes OR No

Read each sentence and look at its picture. Write **כן** if the sentence correctly describes the picture. Write **לא** if the sentence does not match the picture.

דוד מלך.
הוא המלך של ישראל.
כן



זאבי לומד
ביסבול.
לא



חנה תלמידה טובה.
כן



דני אוכל סלט
ושותה מים.
לא



זאבי כלב טוב!
לא



שוקו חתול טוב.
כן



חנה לומדת
עברית.
כן



זאבי הכלב של
דני וחנה.
כן



יום שבת

Read the stories and look at the pictures. Then answer the questions that follow.



1. עָרַב שַׁבָּת בְּבֵית. יֵשׁ שְׁלֵג בְּשַׁבָּת.
2. הַמְשַׁפָּחָה בְּבֵית.
3. חָלָה, גֵּרוֹת, וַיֵּיזֵן עַל הַשְּׁלֶחֶן. שַׁבָּת שְׁלוֹם!



4. שַׁבָּת בִּבְקָר. יֵשׁ שֶׁמֶשׁ בִּבְקָר.
5. הַמְשַׁפָּחָה בְּבֵית כְּנֶסֶת.
6. אָבָא קוֹרֵא בַּתּוֹרָה. אִמָּא קוֹרֵאת בַּתּוֹרָה.
7. דָּנִי לּוֹמֵד תּוֹרָה. חָנָה לּוֹמֵדֶת תּוֹרָה.



8. שַׁבָּת בִּבְקָר. זֵאבִי הַכָּלָב וְשׁוֹקוֹ הֶחָתוּל בְּבֵית.
9. זֵאבִי שׁוֹתֶה מַיִם. שׁוֹקוֹ מִשְׁחָק.

WORD BOX

כֵּן לֹא עַל
אָבָא אִמָּא הַשְּׁלֶחֶן

1. יֵשׁ שְׁלֵג בְּעָרַב שַׁבָּת? כֵּן
2. אֵיפֹה חָלָה, גֵּרוֹת, וַיֵּיזֵן? עַל הַשְּׁלֶחֶן
3. מִי קוֹרֵא בַּתּוֹרָה בְּשַׁבָּת? אָבָא וְ אִמָּא
4. זֵאבִי לּוֹמֵד תּוֹרָה? לֹא

Spot Check

Check all the sentences that describe each picture.



המחברת על השלחן. ☒

חנה לומדת עברית. ☒

דני לומד עברית. ☒

שבת שלום! ☐



דוד הוא מלך ישראל. ☐

סביבון טוב, טוב, טוב! ☒

רודולף לומד גולף. ☐

חג שמח! ☒



חלה, גרות, ויזין על השלחן. ☒

המשפחה בסכה. ☐

זאבי כלב טוב. ☐

שבת שלום! ☒



חג שמח! ☐

זאבי הכלב של דני וחנה. ☒

המורה יושב בפיתה. ☐

זאבי כלב טוב. ☒

Match Game

Draw a line to connect each picture with the passage that describes it.



1. אָמא מוֹרָה. הִיא עוֹבֶדֶת בְּבֵית סֵפֶר.
הִיא אוֹהֶבֶת אֶת הַתְּלָמִידִים.



2. סָבָא מוֹרָה. הוּא אוֹהֵב סִפְרִים.
הוּא עוֹבֵד בְּבֵית סֵפֶר.



3. סִבָּתָא אוֹהֶבֶת פֶּרָחִים. הִיא עוֹבֶדֶת בִּגְן.
דְּנִי שׁוֹתֶה קוֹלָה. הוּא לֹא עוֹבֵד בִּגְן.



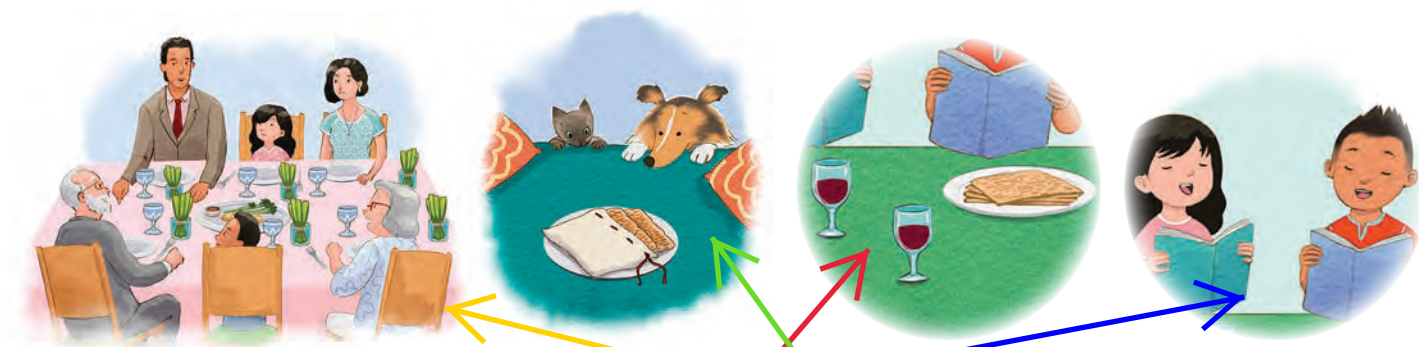
4. חֲנָה אוֹהֶבֶת יִרְקוֹת. הִיא עוֹבֶדֶת בִּגְן.
זֶאבִי לֹא אוֹהֵב יִרְקוֹת.
זֶאבִי לֹא עוֹבֵד בִּגְן.

מי בסדר פסח?

Practice reading this poem with a partner. Then match the questions below to their pictures.

1. מי ומה? איפה ה...?
2. מי בסדר פסח?
3. מה על השלחן?
4. מי שואל "מה נשתנה"?
5. ואיפה האפיקומן?
6. מי בסדר פסח?
7. אבא ואמא,
8. סבא וסבתא,
9. ילד וילדה.
10. מי בסדר פסח?
11. כל המשפחה.
12. מה על השלחן בסדר פסח?
13. יין לקדוש והגדה,
14. מצה, מרור, כרפס, חרוסת,
15. גם זרוע וגם ביצה.
16. מי בסדר פסח שואל "מה נשתנה"?
17. ילד קטן וילדה קטנה.
18. איפה, איפה האפיקומן?
19. על הכסא, או תחת שלחן?
20. על הגדה, או תחת מצה?
21. איפה, איפה?
22. הנה הוא כאן!

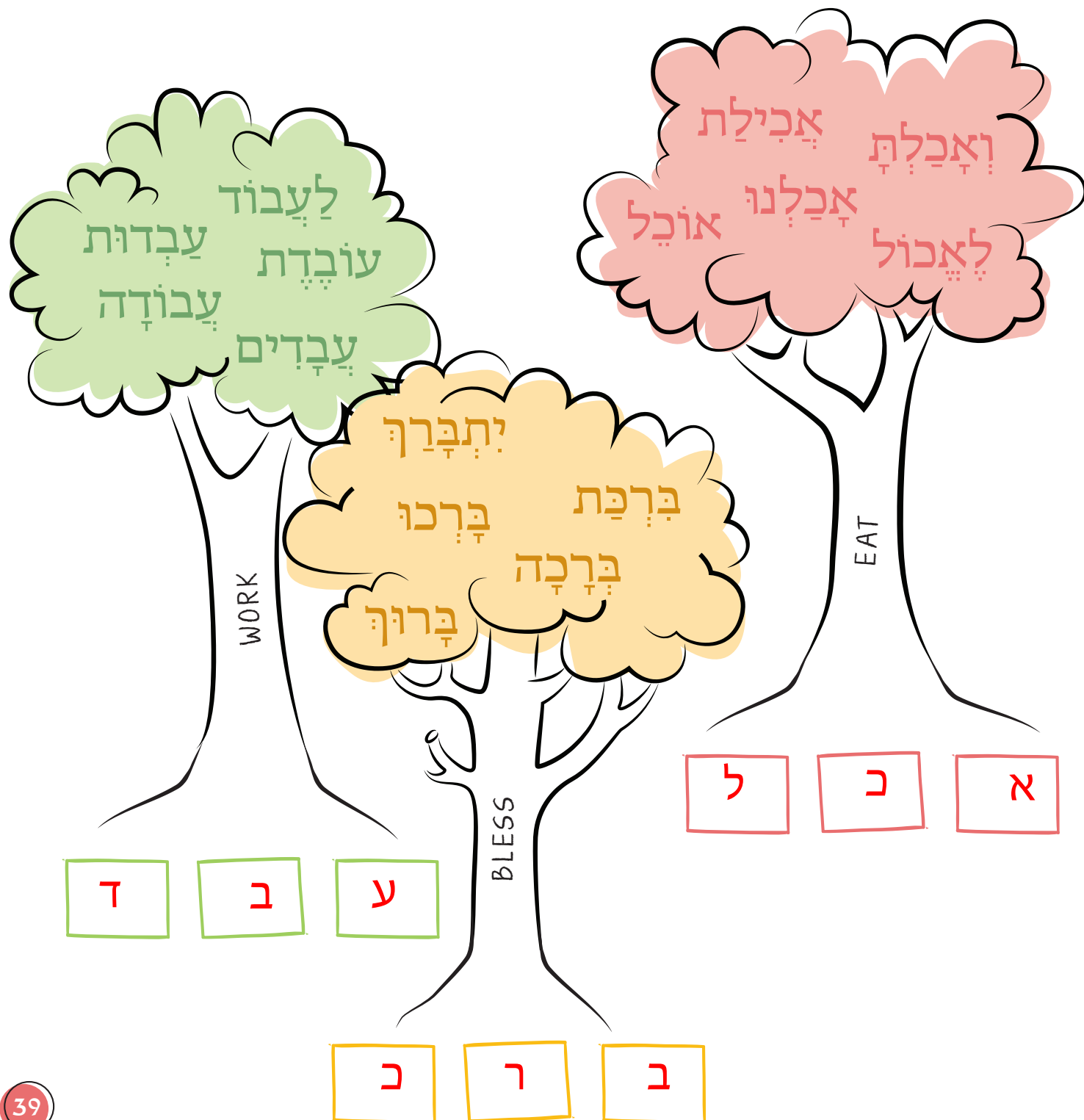
From Z'man LaShir: Time to Sing Hebrew, music and lyrics by Fran Avni



מי בסדר פסח?
ואיפה האפיקומן?
מי שואל "מה נשתנה"?
מה על השלחן?

Root, Root, Root for the Word Trees

Some Hebrew letters have regular and final forms (like כ and ך), but are still the same letter. Study the words in each Hebrew word family tree. Find the three common letters and write them in the tree's roots. Remember to write them from right to left.



בְּסֵדֶר פֶּסַח

Read the stories and study the pictures. Then answer the questions that follow.

בְּעֶרֶב פֶּסַח הַמִּשְׁפָּחָה בְּבֵית. הַמִּשְׁפָּחָה בְּסֵדֶר פֶּסַח.



אָבָא: אָנִי רוֹצֶה יַיִן.

סָבָא: גַּם אָנִי רוֹצֶה יַיִן.

אִמָּא: מִי רוֹצֶה מַיִם?

דָּנִי: אָנִי לֹא רוֹצֶה מַיִם. אָנִי רוֹצֶה קוֹלָה.



חֲנָה: אָנִי קוֹרֵאת בַּהֲגָדָה.

דָּנִי: אָנִי שׁוֹאֵל מָה נִשְׁתַּנָּה.

סִבָּתָא: דָּנִי קוֹרֵא עֵבְרִית טוֹב.

סָבָא: חֲנָה תִּלְמִידָה טוֹבָה. הִיא קוֹרֵאת טוֹב!



חֲנָה: אָנִי אוֹהֶבֶת יִרְקוֹת. אָנִי אוֹכֶלֶת כֶּרֶפֶס וְסָלַט.

אָבָא: זֵאֲבִי אוֹכֵל מִצָּה. הוּא רוֹצֶה זְרוּעַ.

דָּנִי: אָנִי אוֹהֵב מְרוֹר. אָנִי אוֹכֵל חֲרוּסֶת וּמְרוֹר.

אִמָּא: שׁוֹקוּ אוֹהֵב דָּג, אָבֵל הוּא לֹא אוֹהֵב מְרוֹר!



1. מָה שׁוֹתָה סִבָּא? סָבָא שׁוֹתָה יַיִן

2. מָה קוֹרֵאת חֲנָה? חֲנָה קוֹרֵאת בַּהֲגָדָה

3. מָה שׁוֹקוּ לֹא אוֹהֵב? הוּא לֹא אוֹהֵב מְרוֹר

Match Game

Connect each reading to the season it describes.



1. מַה מֵזַג הָאָוִיר בְּאֲבִיב?
לֹא קָר וְלֹא חָם בְּאֲבִיב.
בְּאֲבִיב יֵשׁ שֶׁמֶשׁ. בְּאֲבִיב יֵשׁ גֶּשֶׁם.



2. מַה מֵזַג הָאָוִיר בִּקְיָץ?
חָם בִּקְיָץ. יֵשׁ שֶׁמֶשׁ בִּקְיָץ.



3. מַה מֵזַג הָאָוִיר בִּסְתָיו?
לֹא חָם וְלֹא קָר בִּסְתָיו.
בִּסְתָיו יֵשׁ שֶׁמֶשׁ. בִּסְתָיו יֵשׁ גֶּשֶׁם.



4. מַה מֵזַג הָאָוִיר בַּחוּרְף?
לֹא חָם בַּחוּרְף. קָר בַּחוּרְף.
בַּחוּרְף יֵשׁ שֶׁלֵּג.

Root, Root, Root for the Word Trees

Some Hebrew letters have regular and final forms (like כ and ך), but are still the same letter. Study the words in each tree. Find the three common letters and write them in the roots. Then add in the missing word from the box into each Hebrew word family tree.

ASK

שואלת
שאלה
שואל
שאלון

LOVE

ואהבת
אהבה
אוהב
אוהבת

COMPLETE

שלמה
שלום
לשלם

WORD BOX

שאלה
אהבה
שלום

Root Boxes:

- ASK: ל, א, ש
- LOVE: ב, ה, א
- COMPLETE: מ, ל, ש

חג שמח

Read the passages. Then write the name of each holiday in its season.

1. יש שופר בראש השנה.

ראש השנה חג בסתיו.

2. המשפחה בסדר פסח.

דני אוכל מרור.

חנה קוראת בהגדה.

פסח חג שמח באביב.

3. חנה אוכלת לביבות בחנכה.

בחנכה שוקו משחק בסביבון.

חנכה חג שמח בחורף.

4. אבא קורא בתורה בשבועות.

שבועות חג בקיץ.



חורף

חג: חנכה



קיץ

חג: שבועות



סתיו

חג: ראש השנה



אביב

חג: פסח