

Level 3

Level 3 introduces more nouns. In addition, some smaller words and word parts are inserted into commands **without** being taught directly.

By this level you should be able to introduce new terms without having small groups of children sitting in chairs next to you.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	לָקוּם לְשֵׁבֶת לְלַכֵּת לְעָצוּר לָרוּץ לְקַפּוֹץ לְהִסְתַּוֵּבֵב	כּוֹלֵם קְבוּצָה א' קְבוּצָה ב'		לָאֵט מְהֵר בְּמָקוֹם	אֵל עִכְשָׁיו רַק לֹא כֵּן וְ
2 nd segment		(ה) מוֹרָה (ה) מוֹרָה (ה) מְדַרְיָד (ה) מְדַרְיָכָה			
3 rd segment		(ה) לוּחַ (ה) חֲלוֹן (ה) רְצֵפָה			

If there are multiple examples of an item in the room, use the word without the definite article (the ה). For example, if there are several chairs tell students: לְקַפּוֹץ אֵל כְּסֵא. But, if there is only one door, use the definite article (the ה): לְקַפּוֹץ אֵל הַדְּלֵת.

INTRODUCING WORDS FOR WHICH YOU HAVE A PROP OR A PICTURE:
This one-minute video shows you how!
 Pay attention to (and practice) the different steps:
https://youtu.be/P6Yvd4cdO_4

Once children have learned the nouns in this lesson, simply use the words in the miscellaneous column in context. אֵל לֹא וְ רַק There is no need to teach them specifically – just use them as you would in normal language. Examples:

לְקַפּוֹץ אֵל הַדְּלֵת.

לקפוץ אל כסא ולשבת.

עכשיו לרוץ אל הכסא.

לקחת לאט אל הכסא. <<shake your head “no” לא לשבת.

Students need to feel successful. If you see that they are hesitant, model the correct action for any command. If you notice the group becoming restless, vary the pace, change the number of active participants, and/or introduce an unexpected command.

1st Segment

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
דלת	<ul style="list-style-type: none"> Point or touch door(s) in the learning space. Share photos of several interesting doors (to the sanctuary, a castle, a barn). Point to the door on a doll house.
שולחן	<ul style="list-style-type: none"> Touch/point to different desks or tables one-at-a-time when saying שולחן – touch to the teacher’s desk, as well as different children’s desks. Use a doll house dining room table. Show photos of different kinds of tables.
כסא	<ul style="list-style-type: none"> Touch/point to different chair(s) including those children use, as well as the teacher’s. Show photos of different chairs (work chair, throne, rocking chair). Show a chair from an early childhood classroom or doll house.

1) Begin with a review/warm-up.

2) Introduce the new words. Say each word three times and show a different way of illustrating the word (see ideas in the chart, above).

3) Integrate the old words with the new ones. Model some integrated commands and then call on a couple of children or a group, offering commands like these for each:

לקפוץ אל כסא - Mandy, Miriam and Jon

לקחת אל הדלת.

להסתובב אל כסא.

לשבת.

#2

#1

קבוצה א' - לרוץ אל הדלת.	קבוצה ב' - לקום לאט.
לעצור.	לשבת מהר.
לקחת מהר אל פסא.	לקום.
לשבת מהר.	לקפוץ אל שולחן. לשבת.
לקום.	לקום מהר ולרוץ אל פסא.
לשבת לאט.	לשבת.

End the session by using one or two of these words of encouragement:

Nice	יופי
Excellent	מצויין
Very good	טוב מאוד
Very nice	יפה מאוד
Well done	כל הכבוד
Terrific	סבבה
Wonderful	מעולה
Applaud	למחוא כפיים (clap together!)



LEVEL 3 MODEL LESSON

For a video of a master teacher introducing Level 3, see:

<http://www.hebrewthroughmovement.org/level-3.html> (scroll down) or
use this YouTube link: <https://youtu.be/-qjZsr0CoYY>

2nd Segment

Word to be introduced	<p>Options for illustrating the word. Consider objects, actions, photos, etc. <i>Note: You may wish to introduce just one of the genders, for example just מוֹרֶה or just מוֹרֶה. Or, if you have only one teen assistant who is female-identifying, you might want to introduce only that noun, not both genders. The choice is yours.</i></p>
מוֹרֶה	<ul style="list-style-type: none"> • If you are a male-identifying teacher, point to yourself. • Invite a male-identifying teacher to come into the room when introducing this word. • Use photos of other male teachers, either of actual ones in the educational program or photos found online. Make sure that there are items in the photo that show the person’s job as teacher, rather than just a male. • If there is an age-appropriate celebrity or tv/movie character in the role of a teacher, use a photo of them. [Example – Hagrid in <i>Harry Potter</i>.] • Have some photos of male-identifying people in other professions. Show the photo, shake your head, wag your finger “no” and say: לא מוֹרֶה. After introducing photos of male teachers and males in other professions you can show children a thumbs up when you say כֵּן מוֹרֶה and a thumbs down when you say לא מוֹרֶה. <i>Thumbs up and thumbs down gives you another teaching option – you can show learners an object or photo, give it a name and have them do a thumbs up if the Hebrew correctly matches the item or a thumbs down if not.</i> <p>NOTE: Photos may be held and shown OR posted around the room. When giving a command to jump, run or spin to any of the people mentioned, children may move to a real person or a posted photo.</p>
מוֹרֶה	<ul style="list-style-type: none"> • If you are a female-identifying teacher, point to yourself. • Use photos of other female-identifying teachers, either of actual ones in the educational program or photos found online. Make sure that there are items in the photo that show the person’s job as teacher, rather than just a female. • If there is an age-appropriate celebrity or tv/movie character in the role of a teacher, use a photo of them. [Example - Ms. Frizzle.] <p>Ditto on posting of photos around the room and using thumbs up and down.</p>
מְדַרְיָךְ	<ul style="list-style-type: none"> • Use similar illustrations as noted for “teacher,” above.
מְדַרְיָכָה	<ul style="list-style-type: none"> • Use similar illustrations as noted for “teacher,” above.

Possible commands for integrating old and new words in Segment 2:

לְרוּץ אֶל הַמוֹרֶה.

לְהִסְתוֹבֵב אֶל הַמְדַרְיָכָה.

לְהִסְתוֹבֵב בְּמָקוֹם.

לְלַכֵּת לְאִט אֶל כְּסֵא. לא (shake your head and wag your finger: “no”)

עֲכָשׂוּ, לְשָׁבֵת.

לקום וְלקפץ אֶל המורה.

לרוץ מהר בַּמקום.

לעצור.

לְלכת לַאט אֶל מְדריד. לא מהר- לַאט!!

לקפץ אֶל חלון.

לקפץ לקפץ.

לעצור.

לְלכת אֶל כּסא וְלשָׁבת.

End the session by using one or two of these words/phrases of praise/encouragement:

Nice	יוֹפִי
Excellent	מְצוּיָן
Very good	טוֹב מְאֹד
Very nice	יְפֵה מְאֹד
Well done	כָּל הַכְּבוֹד
Terrific	סַבָּבָה
Wonderful	מְעֵלָה
Applaud	לְמַחוא כַּפַּיִם (clap together!)



3rd Segment

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לוח	<ul style="list-style-type: none"> Point to or touch the whiteboard, chalkboard and/or bulletin board. Show photos of any of the above. Show a small hand-held whiteboard (the kind people put in their kitchen or dorm room).
חלון	<ul style="list-style-type: none"> Point to or touch any windows in the room. Point to or touch a window in the door (if any). Show photos of different kinds and sizes of windows.
רצפה	<ul style="list-style-type: none"> Point to or touch the floor. If there is both carpet and tile/wood, point to both. Walk out of the door and point to the floor in the hall. Show photos of different floors. Be sure to point directly to the floor. Find photos of interesting floors in popular culture, like from the Harry Potter movies.

Possible commands for integrating old and new words in Segment 3:

#2	#1
קבוצה ב' - לקום.	קבוצה א' - לקום.
לשבת.	לרוץ במקום.
לקום ולרוץ אל רצפה (Indicate they should run to a <u>photo</u> of a floor) .	ללכת אל הדלת.
להסתובב לאט אל הדלת.	לקפוץ אל הלוח.
לקפץ אל הלוח ולשבת.	להסתובב אל החלון.
	לרוץ אל המורה.
	לקפץ אל כסא ולשבת.

End the session by using words of praise.