

Level 4

For this level and all that follow, continue planning and teaching with all of the steps outlined earlier. Increase the number of chains in a command. Try to say the unexpected or ask children to do something that feels silly. Modify the commands according to the children's ability to understand and follow directions.

At this level, and beyond, the levels are not divided into segments. Continue to introduce three new vocabulary terms at a time.

Verbs	Nouns	Adjectives	Adverbs	Misc.
לָקוּם	כּוֹלָם		לְאַט	אֶל
לְשַׁבֵּת	קְבוּצָה א'		מְהֵר	עֲכָשְׁיוֹ
לְלַכֵּת	קְבוּצָה ב'		בְּמִקּוּם	רַק
לְעֲצוֹר	(ה)דָּלֵת			לֹא
לְרוּץ	(ה)שׁוֹלְחָן			כּוֹ
לְקַפּוֹץ	(ה)כֶּסֶא			!
לְהִסְתּוֹבֵב	(ה)מוֹרָה			
	(ה)מוֹרָה			
	(ה)מְדְרִיד			
	(ה)מְדְרִיכָה			
	(ה)לוּחַ			
	(ה)חֲלוֹן			
	(ה)רְצֵפָה			
*לְהִצְבִּיעַ עַל...				עַל
*לְהִצְבִּיעַ אֶל...				
לְגַעַת ב...				

*לְהִצְבִּיעַ עַל... is used when pointing to something close by

...לְהִצְבִּיעַ אֶל... is used when pointing to something at a distance



As with all languages, it's important to pay attention to the correct prepositions connected to each Hebrew verb. Not including a preposition is as incorrect as using the wrong one. In English, we know to say "I sat **on** the chair" as compared to saying "I sat **at** the chair." And certainly, "I sat chair" makes no sense to an English speaker or reader. Hebrew needs such attention, too, so prepositions are included with the verbs for which it makes a difference. NOTE: The word charts in this guide always includes the correct preposition.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
על	<p>This preposition is being introduced because the upcoming verb, להצביע, can be followed by either אל (pointing to/towards) or על (pointing “on”). Before introducing the new verb, it will be helpful for children to hear the preposition על and have a sense of its meaning. However, vocabulary choices are limited at this point when it comes time to integrate vocabulary (one option is: לשבת על השולחן).</p> <ul style="list-style-type: none"> • Illustrate על by placing different items ON other items. Say על as you do so, but do not offer the Hebrew name of any items you are using unless the children know them.
להצביע	<ul style="list-style-type: none"> • Use your finger and simply point to various objects. • Show photos with people pointing. <p>Note that when it is time to integrate vocabulary, you will need to illustrate the difference between ...להצביע על... - used when pointing to something close by ...להצביע אל... - used when pointing to something at a distance</p>
לגעת	<ul style="list-style-type: none"> • Touch various items in the room. • Use photos that show people or animals touching something.

Be sure to include commands that will be entirely unexpected and that will provide entertainment and humor (like directing a child to sit on the table or floor).

Also, each session, be sure to mix up the order of the groups you work with (א,ב,ג – ג,א,ב – א,ב,ג) so that children cannot anticipate when they will be called upon, nor feel that א always is the first group. This curriculum guide mixes things up for you, offering **sample scripts right to left** on a page like this (see below).

Possible commands for integrating old and new words:

#3	#2	#1
קבוצה א' – לקום.	קבוצה ג' – לקום.	קבוצה ב' – לקום.
להצביע אל מורה.	ללכת במקום.	לרוץ אל לוח.
להצביע אל חלון.	להסתובב אל דלת.	לגעת בלוח.
לקפץ אל מדריכה.	להצביע על הדלת.	לקפץ במקום.
להסתובב לאט אל לוח.	לקפץ במקום.	להצביע אל חלון.
לגעת בלוח.	להצביע על דלת.	להסתובב לאט אל פסא.
לרוץ במקום.	ללכת לאט אל פסא ולשבת.	לשבת.
עכשו, לרוץ אל פסא ולשבת.		

Because each class progresses at a different pace and children have different strengths, script planning is now fully in your hands! YOU need to decide what will work best with your learners.

- To help you think about which words to review and creative ways you might introduce new vocabulary use the script planning worksheet (<https://tinyurl.com/HTM-scriptworksheet> or pages 179-184 in this guide).
- Use the charts on that sheet to create your review and integrating-of-old-and-new commands, for example:

Adverb or noun	Verb w/preposition as needed	Conj. or misc form	Noun	Preposition	Verb	Who (person or group)
			המורה	על	להצביע	
מהר	לקפוץ	ו	המורה	על	להצביע	

- OR simply write out commands on regular paper, sentence style:

להצביע אל הלוח.

Foundational Level 4 – Script
 An HTM community of practice used the script planning worksheet for Level 4 and shared it.
<https://tinyurl.com/HTM-level4>

Teacher-Student Role Reversal

At this point, after the children have responded to several hours of commands, you may begin to hear them spontaneously beginning to say Hebrew phrases.

When this happens, ask for volunteers to give the commands; this is called “role reversal.” Encourage students to participate, but only call on those who volunteer. Ask them to speak loudly. Do not show disappointment in a poorly pronounced word or grammatically incorrect phrase. If you understand the meaning, lead the other students in performing the command, then restate the command as it should be. Be gentle - you want to support the student who offered the command, not embarrass them.

Note that student speaking is not necessary for this program to work in Jewish educational settings - but speaking does enhance recall when children are ready to talk! You will be surprised to find that some students will offer commands in new combinations - ones that they have not heard from you.