

# יום העצמאות

“Israel Independence Day”

(Students should have already completed Foundational Level 6 so that they know the word לְתֵת)

Terms marked with \* may already be familiar to your students from other experiences.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1: <b>Making an Israeli flag</b>		כחול לבן דגל* מגן דוד			ככה
Option 2: <b>Images of Israel</b>		ישראל* תמונה עברית דגל*			
Option 3: <b>The Map of Israel</b>		ישראל* תמונה מפה ירושלים תל אביב חיפה אילת			

## Option 1: Making an Israeli flag

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
כחול לבן	Children may know these words from Foundational Level 7 (it focused on colors). Teach or review them using clear examples of the colors. <ul style="list-style-type: none"> <li>Point to objects that are each of these colors and label them as such.</li> </ul>
דגל	Children may have been introduced to this word during a <i>Simhat Torah</i> HTM lesson. If that’s the case, this is a review. <ul style="list-style-type: none"> <li>Share a variety of flags. They can be fabric or plastic flags (small or large), flag stickers, or printed from <a href="https://images.google.com">images.google.com</a>. If possible, include a <i>Simhat Torah</i> flag.</li> <li>Share photos of flags in use – in front of buildings, in an auditorium (or sanctuary), in a parade, etc.</li> </ul> Your education program might be willing to purchase enough small flags that each child could take one home. Israeli flag stickers shared with children are also an option.
מגן דוד	<ul style="list-style-type: none"> <li>Offer a variety of examples of a Star of David – on a necklace, on the cover of a prayerbook, on an Israeli flag, etc.</li> </ul>

<p><b>יִשְׂרָאֵל</b></p>	<p>Children have probably heard the word “Israel” multiple times, but perhaps not its Hebrew name יִשְׂרָאֵל. That is why it is introduced in this lesson.</p> <ul style="list-style-type: none"> <li>• Use a map of Israel (check with your director to see which version is preferred for your setting).</li> <li>• Share photos of life in Israel; these could be the same ones used for cities in Option 2, plus others that are not “big city” but could be known to your students (like a “sister city”).</li> </ul> <p><i>There is a chance that your learners will connect the Hebrew name of Israel (יִשְׂרָאֵל) with the Sh'ma or Mah Tovv. However, these are found in our t'fillah and refer to the People of Israel, rather than the country. Some learners might also remember that Jacob (from the Torah) had two Hebrew names, one being Yisrael. Just be aware that some confusion may arise from the multiple meanings. You may want to ask a Judaic studies or t'fillah teacher to address this in more detail with your learners.</i></p>
--------------------------	---

In integrating the learning, for each student you will need a sheet of white paper, two precut strips of blue paper, a precut Star of David, plus a glue stick. This lesson is best done where children have a designated seat, ideally at a table.

Before starting, give everyone a gluestick and tell them לֹא לְגַעַת. Also, in advance spread enough blue Stars of David around the room, one per learner.

One *k'vutzah* at a time, give students commands similar to these so they will each have a sheet of white paper:

לְקוּם!

לְקַפֵּץ אֶל הַשְּׁלָחוֹ וְלְקַחַת לְבוֹ.

Hold up one finger so they know to take one piece of white paper

לְרוּץ אֶל כֶּסֶא וְלִשְׁבֹּת.

Call on two students (e.g., Kelly and Micah) to come to you. Give each student enough blue strips so they each can give one to their classmates (all students should end up with two blue strips).

קְלִי וּמִיכָה – לְקוּם.

לְרוּץ אֶל הַמוֹרָה.

[Give “Kelly and Micah” multiple blue strips.] לְקַחַת כָּחֵל.

לְקַפֵּץ לְאֵט אֶל סָמִי לְתֵת כָּחֵל לְסָמִי:

קְלִי לְתֵת כָּחֵל לְסָמִי.

מִיכָה לְתֵת כָּחֵל לְסָמִי.

Hold up one finger so they know to give one strip of blue to “Sammy.”

Then direct them to the next student (Hannah).

קְלִי לְתֵת כָּחֵל לְחַנָּה.

מִיכָה לְתֵת כָּחֵל לְחַנָּה.

Give a hand signal so Kelly and Micah know each needs to continue giving one strip of blue to each student. Then say:

להסתובב אל כסא ולשבת.

At this point, all the learners should have a glue stick, one sheet of white paper and two blue strips.

Stick your own white sheet on the wall (or board) so learners can see where you are gluing each item. Be sure to say and then model the actions so that learners know where to put their items on the paper. As you demonstrate the specific actions, feel free to use the word כָּכָה ("like so") without explanation.

לשים לבן על השלחן.

לשים כחל על הלבן – ככה.

Use the glue stick and demonstrate gluing the first blue strip towards the top of the paper; make sure to leave enough room for the star in the middle.

Use the glue stick and demonstrate gluing the second blue strip towards the bottom of the paper.

Then say:

קבוצה ג' – לקום.

להצביע אל מגן דוד.

לרוץ אל מגן דוד.

להרים מגן דוד ולשים על הראש.

לקפץ אל הכסא ולשבת.

Repeat for the other *k'vutzot* with variations in running, jumping, etc.

Then say:

כלם – לקחת מגן דוד ולשים על לבן – ככה.

Use the glue stick and demonstrate gluing the star in the middle of the paper.

Point to your flag and say:

דגל ישראל!

Point to the children's flags and say:

דגל ישראל!

להרים דגל ישראל.

לקום וללכת.

ללכת מהר.

ללכת לאט.

לשים דגל ישראל על השלחן.

לשבת על כסא.

למחא כפיים!

Here are flags made during a Zoom class. The commands were modified to fit the realities of what children had at home:



**Option 2: Images of Israel**

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
<p><b>יִשְׂרָאֵל</b></p>	<p>Children have probably heard the word “Israel” multiple times, but perhaps not its Hebrew name יִשְׂרָאֵל. That is why it is introduced in this lesson. If learners have completed Option 1 they will be familiar with the word.</p> <ul style="list-style-type: none"> <li>• Use a map of Israel (check with your director to see which version of the map is preferred for your setting).</li> <li>• Share photos of life in Israel; these could be the same ones used for cities in Option 3, plus others that are not “big city” but could be known to your students (like a “sister city”).</li> </ul> <p>See the note in <i>italics</i> in Option 1’s יִשְׂרָאֵל vocabulary box.</p>
<p><b>תְּמוּנָה</b></p>	<p>This word is being introduced because it will help students identify that you are looking for a picture of something, not the object (or location) itself. If children learned the word תְּמוּנָה in Foundational Level 10, this will be a review.</p> <ul style="list-style-type: none"> <li>• Point and say כִּסֵּא while pointing to a chair. Then point to a picture of a chair and say תְּמוּנָה שֶׁל כִּסֵּא. Say the word תְּמוּנָה by itself, pointing to different pictures so learners hear the word clearly.</li> <li>• Have photos or pictures of items in your room that children already know (like chair, table, door). Point to pictures/photos and label them as a תְּמוּנָה. Point to real items in the room and say לֹא תְמוּנָה. When integrating learning, use pictures/photos of items your students recognize and say תְּמוּנָה שֶׁל ____.</li> </ul>

<p><b>עברית</b></p>	<ul style="list-style-type: none"> <li>• Offer word cards printed in Hebrew.</li> <li>• Show examples of Hebrew being used or displayed in everyday life, especially from Israel (as compared to more ancient Hebrew in a <i>siddur</i>/prayerbook or bible). Consider sharing photos of Hebrew on Israeli store windows, in newspapers (downloadable from the internet OR brought back from someone's trip to Israel), in books, etc.</li> <li>• Have photos of other languages being used in everyday life. Ask: עברית – כן או לא? If possible, share apples-to-apples examples such as the same children's book in Hebrew as in English. Ask: עברית – כן או לא?</li> </ul>
<p><b>דגל</b></p>	<p>Children may have been introduced to this word during a <i>Simhat Torah</i> HTM lesson. If that is the case, this is a review.</p> <ul style="list-style-type: none"> <li>• Share a variety of flags. They can be fabric or plastic flags (small or large), flag stickers, or printed from <a href="https://images.google.com">images.google.com</a>. If possible, include a <i>Simhat Torah</i> flag.</li> <li>• Share photos of flags in use – in front of buildings, in an auditorium (or sanctuary), in a parade, etc.</li> </ul> <p>Your education program might be willing to purchase enough small flags that each child could take one home. Israeli flag stickers shared with children are also an option.</p>

Before you begin your lesson, place examples of Israel (maps or photos), flags and Hebrew around the room. Some examples of integrating learning for this option:

Offer examples of maps of Israel and other countries, as well as photos of Israel/other countries. Ask:

ישראל – כן או לא?

Offer examples of different flags. Ask:

דגל ישראל – כן או לא?

Offer examples of Hebrew and words/letters in other languages. Ask:

עברית – כן או לא?

Then, begin working with small groups of learners:

קבוצה ג' – לקום.

להצביע על תמונה של ישראל.

לקפץ על תמונה של ישראל.

לקחת תמונה של ישראל ולהרים את ישראל.

להוריד תמונה של ישראל ולהסתובב על פסא. לעצר.

לשים תמונה של ישראל תחת הפסא.

לשבת על הרצפה.

**קְבוּצָה א' – לְהִסְתוּבֵב אֶל תְּמוּנָה שֶׁל עֵבְרִית.**

לְקַחַת תְּמוּנָה שֶׁל עֵבְרִית.

לְרוּץ לָאֵט אֶל קְבוּצָה ב'. לְעֲצוּר!

לְשִׁים תְּמוּנָה שֶׁל עֵבְרִית עַל-יַד קְבוּצָה ב'.

לְקַפֵּץ אֶל דָּגֵל יִשְׂרָאֵל.

לְקַחַת דָּגֵל יִשְׂרָאֵל וְלָרוּץ מֵהָר אֶל כְּסֵא עִם תְּמוּנָה שֶׁל יִשְׂרָאֵל.

לְשִׁים דָּגֵל יִשְׂרָאֵל תַּחַת כְּסֵא - עַל יִשְׂרָאֵל.

לְשִׁבֵּת עַל הָרִצְפָּה.



**קְבוּצָה ב' – לְקַחַת תְּמוּנָה שֶׁל עֵבְרִית.**

(Point to the Hebrew pictures that *K'vutzah Gimmel* put near *Bet*)

לְהָרִים תְּמוּנָה שֶׁל עֵבְרִית!

לְשִׁים תְּמוּנָה שֶׁל עֵבְרִית עַל הָרֵאשׁ וְלְקַפֵּץ אֶל חִלּוֹן!

לְהִסְתוּבֵב בְּמָקוֹם. לְעֲצוּר!

לְלַכֵּת לָאֵט אֶל כְּסֵא עִם תְּמוּנָה שֶׁל יִשְׂרָאֵל וְדָגֵל יִשְׂרָאֵל.

לְשִׁים תְּמוּנָה שֶׁל עֵבְרִית עַל דָּגֵל יִשְׂרָאֵל.

לְקַפֵּץ. לְעֲצוּר.

לְקַחַת עֵבְרִית, דָּגֵל יִשְׂרָאֵל, וְיִשְׂרָאֵל וְלַתַּת לַמּוֹרָה.

לְשִׁבֵּת עַל הָרִצְפָּה.

כָּלֵם לְקוֹם.

לְלַכֵּת אֶל כְּסֵא וְלְשִׁבֵּת.

### **Option 3: The Map of Israel**

In this activity you will have the children walk, jump, and spin to reach the different cities in Israel. Note that children under third (and maybe fourth) grade probably do not know yet about the scale/size of maps; they also may not understand that a map represents a large area of the world.

For this lesson you will need a large map of Israel that clearly marks the four major cities. You may draw an outline map with chalk or make it with masking tape. It might be on the floor, a parking lot (both of these options allow children to walk from city-to-city) or on a large sheet of bulletin board paper tacked to a wall. An oversize printed map of Israel is also an option.

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
<p><b>יִשְׂרָאֵל</b></p>	<p>Your children will have been formally introduced to this word if they previously completed Option 1 or 2, above. If not, they probably have heard the word “Israel” multiple times, but perhaps not יִשְׂרָאֵל. That’s why it is introduced in this lesson.</p> <ul style="list-style-type: none"> <li>• Share photos of recognizable places in the four cities (see below, in the row with the cities listed).</li> </ul> <p>See the note in <i>italics</i> in Option 1’s יִשְׂרָאֵל vocabulary box.</p>
<p><b>תְּמוּנָה</b></p>	<p>This word is being introduced because it will help students identify that you are looking for a picture of something. If children learned the word תְּמוּנָה in Foundational Level 10, this will be a review.</p> <ul style="list-style-type: none"> <li>• Have photos or pictures of items in your room that children already know (like chair, table, door). Point to pictures/photos and label them as a תְּמוּנָה. Point to other items in the room and say תְּמוּנָה לא.</li> <li>• You might also point and say כִּסֵּא while pointing to a chair. Then, point to a picture and say תְּמוּנָה שֶׁל כִּסֵּא. Repeat with other words learners know.</li> </ul>
<p><b>מַפָּה</b></p>	<ul style="list-style-type: none"> <li>• Show several examples of maps, even the foldout kind if you can find one!</li> <li>• Share a map of Israel (check with your director to see which version of the map is preferred for your setting).</li> <li>• Create an oversize map of Israel (see the note at the beginning of Option 2). Mark the location of each of Israel’s four big cities. Feel free to add your community’s “sister city” if you have one.</li> </ul>
<p><b>יְרוּשָׁלַיִם תֵּל אָבִיב חַיִּפָּה אֵילַת</b></p>	<ul style="list-style-type: none"> <li>• Share photos of recognizable places in the four cities. For example:             <ul style="list-style-type: none"> <li>○ <i>Y'rushalayim</i> (Jerusalem) – the <i>Kotel</i> (Western Wall), a wide city view including the Dome of the Rock, people on Ben Yehudah street.</li> <li>○ <i>Tel Aviv</i> – the coastline, the city itself with its distinctive towering buildings and highways.</li> <li>○ <i>Haifa</i> – the harbor with a view that includes Mt Carmel, the Baha’i Gardens.</li> <li>○ <i>Eilat</i> – the beach, a view of the mountains behind the city.</li> </ul> </li> </ul> <p>Wikipedia could be a good source for finding photos – each city has multiple ones available for free use. Label each photo with the name of the city in Hebrew and in English transliteration (write <i>Y'rushalayim</i> instead of Jerusalem).</p>

To begin integrating learning, use your hands to point to the large map and say מַפָּה. Point to each of the labeled cities and give their name in Hebrew. Walk over and pick up one of the city photos you placed around the room, say its name (for example, תֵּל אָבִיב), then walk over to Tel Aviv's location on the map and put the photo on top of (or close to) the city. Repeat with different cities, picking up a photo and putting it on the correct place on the map. Then involve your learners with commands like these.

קְבוּצָה ב' – לְקוּם!

לְהַצְבִּיעַ אֶל הַמַּפָּה.

לְקַפֵּץ אֶל הַמַּפָּה.

לְגַעַת בְּחִיפָה עַל הַמַּפָּה.

לְלַכֵּת וְלַקְחַת תְּמוּנָה שֶׁל חִיפָה.

לְשִׁים תְּמוּנָה שֶׁל חִיפָה עַל הַבֶּטֶן.

לְקַפֵּץ אֶל הַמַּפָּה.

לְשִׁים תְּמוּנָה שֶׁל חִיפָה עַל חִיפָה בַּמַּפָּה.

לְהַצְבִּיעַ עַל חִיפָה.

לְהִסְתוֹבֵב אֶל מְדֻרִיכָה (מִזְרָח) וְלִשְׁבֵּת.

Create similar scripts for the other groups and cities, each time asking children to take a photo from the city you mention and put it on the map in the correct area of the country.