Ivrit Diber Ivrit by Sarah Pew

Subject Area: Hebrew
Tool or game
Target Age Group: 4th grade and up

Objective: To use song, repetition, play on words, and theatrics to help students learn Hebrew

Brief summary: There are many Hebrew words that have homonyms in English. For example the Hebrew word "peel" means "elephant" in English. With this tool, you can put on cute skits to teach students these words. For the aforementioned example two people could say

A: "Oh my goodness, there’s a fork in ma’s leg"
B: "What, there’s a fork in ma’s leg?"
A: "Yes, there’s a fork in ma’s leg. Help me get it out!"
A&B: "mazleg, fork"
"fork, mazleg"
"ivrit, ivrit, ivrit diber ivrit"
“hey! La, la, la, la, la. La, la, la, la!”

Procedure:
1. This is a game/tool that can be used at the beginning or end of each class as a fun way to remember words that were taught. Choose at what point in the class you will use this tool.
2. At the chosen time each class day have this skit presented to the students
   a. For younger students, two teachers can create and present the skit
   b. For older students, once they understand how the skit works, the students can begin to present the skit
3. Choose the word you are going to present that day.
4. For older students – ask if they can come up with a skit
5. For younger students – just present the skit
6. After you have presented the new skit during any given class, check what the students remember from previous skits
   a. Have volunteers present skits from previous words
   b. Just ask the kids what certain Hebrew words mean in English
7. After a few weeks of doing Ivrit Diber Ivrit and when students have learned some more words, see what skits the students can come up with themselves – you’ll be surprised what words they find that you might never have thought of!
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Here are some words to start you on your Ivrit Diber Ivrit path 😊

<table>
<thead>
<tr>
<th>Hebrew</th>
<th>English</th>
<th>Useable sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peel</td>
<td>Elephant</td>
<td>My elephant is sick, he needs a “pill”</td>
</tr>
<tr>
<td>Kees</td>
<td>Pocket</td>
<td>There’s a Hershey’s “Kiss” in my pocket</td>
</tr>
<tr>
<td>Mazleg</td>
<td>Fork</td>
<td>There’s a fork in “ma’s leg”</td>
</tr>
<tr>
<td>Ohel</td>
<td>Tent</td>
<td>“O’ hell” the tent’s on fire</td>
</tr>
<tr>
<td>Gam</td>
<td>Also</td>
<td>I also have some “gum” in my pocket</td>
</tr>
<tr>
<td>Mapit</td>
<td>Napkin</td>
<td>“Ma, Pete” spilt his milk. Give him a napkin.</td>
</tr>
<tr>
<td>Af</td>
<td>Nose</td>
<td>Get the bee“off” my nose!</td>
</tr>
</tbody>
</table>

Helpful hints:

When teaching these words, make sure you emphasize the correct Hebrew pronunciation in the skit even if it makes the English sound a little odd.

Know your class! If one of these skits if going to throw a group of boys into a fit of uncontrollable laughter, don’t use it! Think of an alternative.

Feel free to come up with your own skits – replacing words here if you like others better, or adding new ones. On the hard copy of this lesson plan, please feel in the chart on the last page with any new (or changed) examples of skits.