



BODY PARTS חלקי הגוף

Submitted by: SHOSHI BILAVSKY

Subject Area: Hebrew Language

Specify: *multi-lesson unit*, 4-5 lessons about our body parts

Target Age Group(s): K-4th grade

Lesson Objective(s):

- Students will be able to identify the parts of the human body in Hebrew;
- Students will be able to use the vocabulary in sentences in both oral and written formats;
- Students will be able to understand the Hebrew grammatical application regarding body parts (i.e., feminine form is used for paired body parts; masculine form is used for singular body parts); and
- Students will practice Hebrew spelling words associated with the body.

Lesson Plans Guide Lines: This is a multi-lesson unit that can be used for as few as 2-3 class sessions or for as many as 5-6 class sessions within a period of 3-4 weeks. It is a very flexible fun unit that students in all grades can relate to easily. This unit is based on recent neuron-scientific research on brain-based learning and applied research on language instruction (A Natural Approach to Hebrew Language Acquisition).

We start with oral activities which introduce the new vocabulary. After the children are familiar with the new vocabulary, we introduce them to the next step of reading and writing. The natural approach to second language instruction distinguishes between language learning and language acquisition.

Krashen claims that “learning is a conscious attainment of explicit knowledge about language. Learning is developed by formal instruction and is thought to be aided by the practice of error correction. Examples of language learning are the memorization of verb conjugations or of dialogues. Language acquisition, on the contrary, is subconscious in two ways:

- 1) The process is subconscious – i.e. we have the impression that we are doing something else such as having a conversation or reading a book; and
- 2) The knowledge is subconscious – i.e. we are not always aware that we have learned something.

For example, native speakers, who learn language through natural interactions with others, often do not know language rules. Krashen's hypothesis is consistent with brain-based research, which indicates that the human brain possesses a language instinct. That is to say, the human mind is biologically structured to recognize and internalize countless patterns of



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syntax and grammar without any formal teaching. The brain is, so to speak, a pattern identifier or seeker. Krashen claims that although, according to research, grammatical structure develops naturally in a predictable order, grammatical sequencing in instruction might be harmful to language acquisition. Knowledge of the order is helpful in order to understand the errors that students make, to set expectations accordingly, and to select appropriate didactic material. Yet, there is no need to "teach" according to the order, as the brain itself creates the order." Tal Am

- You can choose any worksheet that you think are appropriate to your class. You have a variety of worksheets to choose from.

Lesson 1: (3 activities, 15- 20 min. each)

Introduction to the body parts in Hebrew

Introduce and practice the Hebrew vocabulary (see body parts vocabulary sheet):

1. Say 'head' ראש while clearly pointing to yours and get children to repeat. Do the same for all words. Repeat a number of times.
Eventually don't point to the body part, but say the word clearly and encourage children to point to appropriate part of the body.
2. **Check meaning:** Point to head and say 'shoulders' כתפיים and ask 'yes כן or no או לא ?'
Do same for other parts, sometimes being correct and sometimes not. Point to part of the body and encourage children to say the word.
3. Play the game "Simon Says" שמעון אמר or הרצל אמר Hertzal Amar. The teacher will start. Point to the right parts for the first few times (introducing the parts in Hebrew), then continue the game using the directions to touch - לגעת ב- הרצל/שמעון אמר : head ראש, eyes עיניים, ears אוזניים, nose אף, lips שפתיים, shoulders כתפיים, chest חזה, neck צוואר, elbow מרפק, arms-hands ידיים, knees ברכיים, legs רגליים, etc. (body parts חלקי הגוף). Keep the game at a lively pace and observe students to see if they touch the correct body parts. Next step: assign students to instruct the group and rotate the students. Following the game, ask one student to volunteer to lie down on a large piece of butcher paper or craft paper. Teacher traces his/her outline. Ask the students to add eyes, other features and to name the body parts they know. Teacher will label the drawing as the children give responses. (This will be your poster for this unit. In our next activity each of the students will draw their own body.) See supplement No. 1

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4. Sing in Hebrew the familiar English song:

Head and shoulders ראש וכתפיים

Head and shoulders ראש וכתפיים
 Knees and toes ברכיים אצבעות רגליים
 Knees and toes ברכיים אצבעות רגלים
 Head and shoulders ראש וכתפיים
 Knees and toes ברכיים אצבעות רגליים
 Knees and toes ברכיים אצבעות רגליים
 Eyes and ears and mouth and nose עיניים אוזניים פה ואף
 Head and shoulders ראש וכתפיים
 Knees and toes ברכיים אצבעות רגליים
 Knees and toes ברכיים אצבעות רגליים

Lesson 2 (3 activities total 45 min.)

1. Show pictures of the parts of the body with the words clearly written beneath. Say the words while pointing to the words. Give out pictures of the parts of the body and separate pieces of paper with the words. The children then match the sets. This can be done in groups of two or three. If the group is too big, some children may not actually participate and will be left out.
2. A. Pair your students; B. Give each pair stickers; C. Ask them to write body parts on each sticker in Hebrew (4th-5th grade). If students are younger, you can provide stickers with body part written on them in Hebrew; D. Ask children to mention body parts to their partner; E. Each student will put a sticker on the partner's matching body part. Switch turns. Or play this in another way: Divide the class into teams – ideally five members in each team. Choose a confident and outgoing child from each team to stand or sit at the front of the class and be THE BODY. Other members of the team each get a sticker with a body part word written on it. Each team stands behind a line away from the front of the class. One at a time a team member has to run to the front and put the sticker on the appropriate part of THE BODY. It is a race and the first team to correctly label its BODY is the winner. If the children know other parts of the body, you can also use these words.
3. Provide copies of the body parts and students will fill in the correct names for each. (Students may use the big drawing hanging on the board). Have students take copies home to share with their parents. HW assignment is for students and parents to study body parts together.

Review: 1. Sing "Head and Shoulders" in Hebrew.

2. Play Simon Says, with students instructing the group and rotating leadership.



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Lesson 3: (45 min.)

Label Body parts

Materials

- Large sheets of paper or newsprint for each student
- Markers or crayons
- Copies of body parts vocabulary in Hebrew
- Optional:
 - Yarn (for hair)
 - Construction paper
 - Glue

Procedures

1. Review the list of body parts with students.
2. Put the list on the board and say each word aloud in Hebrew. Ask students to point to the correct body part as you name it.
3. Give each student a copy of the body parts vocabulary handout. (See supplement no. 2)
4. Divide the class up into partners.
5. Give each student a sheet of paper that is large enough to accommodate his/her height.
6. Have each student lie down on top of the paper and have her partner trace the outline of her body.
7. Ask students to draw the features of the face and other body parts (such as fingers, toes, etc.)
8. Optional: help students glue on yarn for hair and make clothes out of construction paper.
9. Instruct students to label each body part.
10. Remind them to check their spelling by referring to the body parts vocabulary handout.
11. Display the finished bodies around the classroom with the students' names underneath them. (You may leave the display up until the end of the unit.)

Review: Simon says game and the Head and Shoulders song.

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Lesson 4: (45 min)

Have students stand up and take a step forward. Ask what parts of their body they used to walk (foot, leg). Have students sit down and pat the part of their body that makes noises when it's hungry (belly). Have students take a deep breath. Ask what part of their body moves when they breathe (chest). Have students wave to you. Ask what parts of their body they used to wave (hand, arm). Have students look over their shoulder. Ask what part of their body they turned (head). Tell students that all of these parts put together make up their body. I have two feet, two legs, two arms, and two hands. I have one belly, one chest, and one head. I have one nose, one mouth. I have two ears, two eyes, two lips; two nostrils. (see words in Hebrew supplement no. 2) Teach the grammar rule in Hebrew. Use the feminine form for paired body parts and the masculine form for single body parts.

For example :

ראש אחד , ראש יפה , ראש גדול
אוזן אחת , אוזן קטנה , אוזן יפה , יד ארוכה, יד אחת, יד גדולה אף אחד , אף קצר , אף יפה

(See work sheet supplement no 1)

Expand the discussion by having students place their hands palm-to-palm with another student. Have them count the number of fingers on each hand in Hebrew. Ask students to tell how many fingers each person has on each hand. Have them compare the shapes and sizes of their fingers and hands. Ask them to tell what they found. Reinforce in Hebrew that while most students have two hands with five fingers on each one, the shapes and sizes, and perhaps the color, are different. Introduce and model: Have two students (one short, נמוך one tall, גבוה) come to the front. Have each remove one shoe and sock, and place their left legs and feet next to one another's. Ask students to tell in English first, what is alike (five toes, two legs) and what is different about their feet and legs. Then repeat in Hebrew.

כמה אצבעות יש לי? לך? כמה ידיים יש לי לך? כמה רגליים יש לי לך?
יש לי חמש אצבעות בכף הרגל, שתי רגליים, יש לי עשר אצבעות בשתי הרגליים.
יש לי רגל ארוכה, יש לי רגל קצרה, יש לי רגליים ארוכות, יש לי רגליים קצרות
יש לי חמש אצבעות ביד אחת, יש לי עשר אצבעות בשתי ידיים
יש לי אצבעות גדולות, יש לי אצבעות קטנות
יש לי ידיים קטנות, יש לי ידיים ארוכות : יש לי כף יד קטנה, יש לי כף יד גדולה



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Have the students hold out their arms. Ask students in Hebrew to tell what is alike and different about their hands and arms (five fingers, two hands, שתי ידיים). Have each student at the front of the class point to his/her belly, chest, and head. Ask students in Hebrew to tell how they are alike (each student has one of each) and different ?

Check for understanding: ask students to find another student with the same size legs arms and point to his/ her legs and arms and say the words in Hebrew.

גם לי יש רגל קצרה , גם לי יש רגל ארוכה
יש לי יד קטנה , יש לי כף יד גדולה , יש לי זרוע ארוכה
יש לנו רגליים גדולות , יש לנו רגליים קטנות

Show students the words on the board and point out the words we studied.

Lesson 5: (45 minute)

Show the students the two large labeled drawings (one boy and one girl) and have them compare the use of the verbs with the human body parts when a boy is talking and when a girl is talking, (i.e., what is similar and what is different). Teacher records on butcher paper. Discuss with the students the importance of their bodies, and all of the things they can do.

יש לי שתי עיניים, אני רואה, יש לו שתי אוזניים, הוא שומע, יש לי פה וגם שיניים,

היא אוכלת, יש לי ראש אחד, אני חושב, היא מדברת, יש לי שתי רגליים, אני הולך, יש לה שתי

ידיים, היא בונה, יש לי ישבן, אני יושב, אני יושבת,



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Using the Worksheets for Practice

Extend the activity for 4th grade:

Celebrate the students' writing by having them write short poems about each part of the body in Hebrew. Then have them read their poems aloud.

Have students share their writing with as many different audiences as possible. Poetry may be published through classroom or school-wide displays, a poetry book, a school newsletter or website, an online poetry contest, or through any other creative form of communication.

Have students choose parts of the body that have very different functions (hands, feet, head, toes, eyes, ears, and so on). Children with a larger vocabulary for parts of the body can be encouraged to write a new verse for the song using other parts of the body and then perform them to each other using the correct actions.

It isn't necessary to pre-teach all the language individually as long as you model each activity and ensure the children are doing the appropriate actions for each part of the song.

Worksheets sources : Shoshi: Yoni; Yesodot Ha'lashon: Ani v'gufi work book

The worksheets that are attached in the word document are original.

For the Ha'sifria hard copy lesson plan, I will add more worksheets that I copied from other books.