



State of Israel
Ministry of Education
The Pedagogical Secretariat
Languages Department
Inspectorate for English
Language Education

TEACHERS' GUIDE

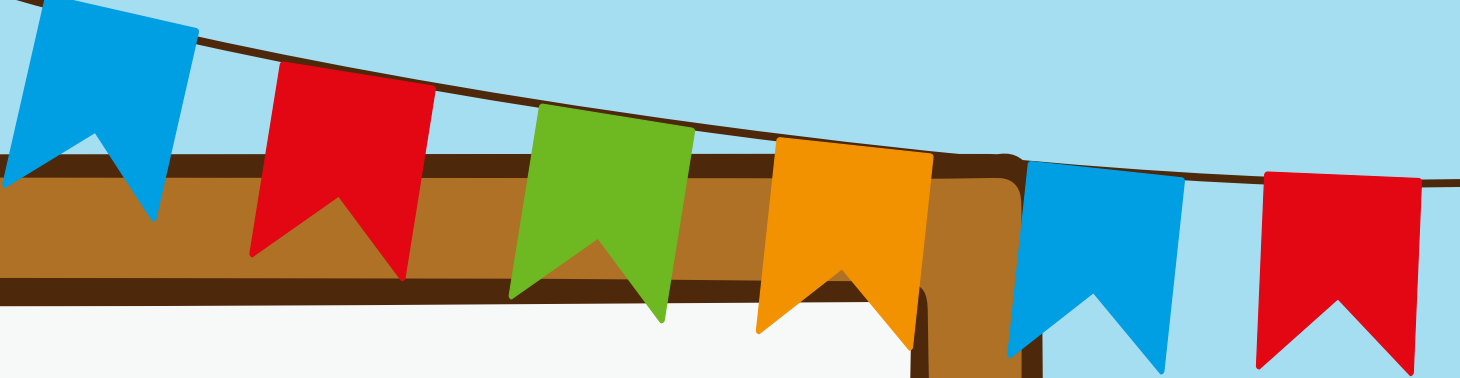


Home at Last

Elementary Lesson Plan

Marking the Return of Twenty Hostages to Israel

October 2025



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LESSON OBJECTIVES



SPOKEN RECEPTION

Pupils can recognize familiar key words and phrases in short, basic descriptions spoken slowly and clearly.



SPOKEN PRODUCTION

Pupils can describe what they see in pictures and video clips.



WRITTEN RECEPTION

Pupils can understand creative texts that are written in level-appropriate language.



WRITTEN PRODUCTION

Pupils can use simple words, phrases and sentences to write about how something makes him/her feel.

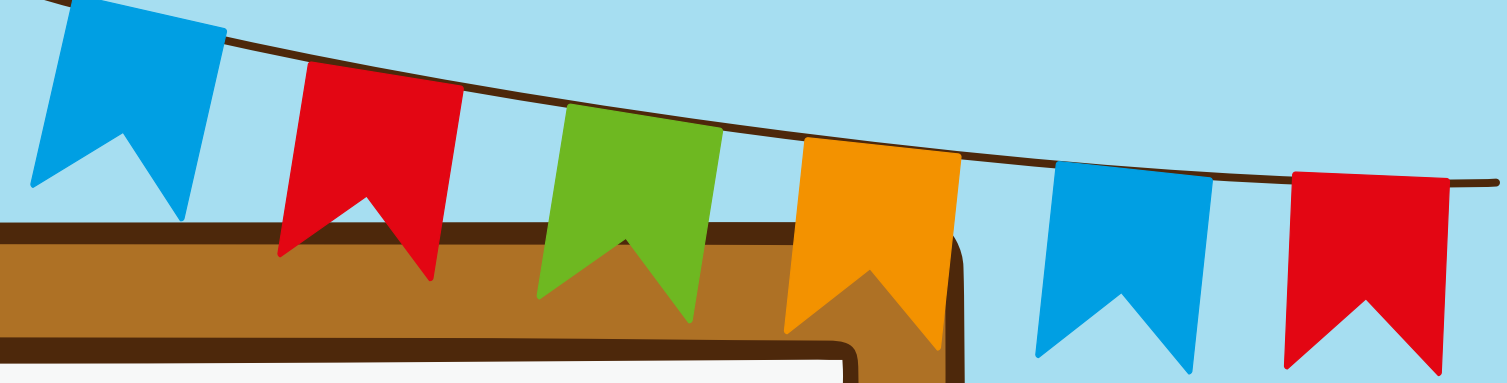
ICEBREAKER

Israeli Hostages Reunite with their Families

Screen the YouTube clip [without](#) the audio switched on.

Pupils sit back-to-back in pairs. Pupil A watches the clip and explains what he / she sees to Pupil B who cannot see the screen.

Pupils switch positions. Now Pupil B explains what he / she sees in the clip to Pupil A.



PRE-TEACH NEW VOCABULARY

excited
to come back
to go outside
to take
safe
to fly a flag
peace
anything else

**Click
Here**



PUPILS PRACTICE NEW VOCABULARY

01.

In pairs, the pupils choose to play at least two of the vocabulary games in the link.

[Click Here](#)

02.

Write the vocabulary items OR stick vocabulary flashcards on the whiteboard. After one or two minutes, tell the pupils to turn their backs to the board. Delete one of the vocabulary items. Ask the pupils to face the board now and work out which item is missing.

03.

Divide the class into two teams. Each team chooses a representative to sit at the front of the classroom, facing their teammates, with their backs to the whiteboard. You write a new word or phrase on the board. Each team should help their representative guess the word that's on the board without actually saying it. The representative who says the correct word or phrase first, wins a point for his/her team. The team with the highest number of points wins the game.

[Click Here](#)



PRE-READING ACTIVITIES

01. Before showing them the text, ask the pupils to look at the new vocabulary words and to guess what the text might be about.
02. Next, tell them to look at the title of the text and the accompanying photo. Then encourage them to brainstorm their predictions on paper with their partner while you walk around the classroom helping and ensuring all the pupils are on task.



WHILE LISTENING OR READING

**Click
Here**

If you read the text aloud, the pupils can listen out for the answers to the following general questions. Alternatively, the pupils can scan the text to find the answers while reading.

1. Who is writing in her diary?
2. Why is 13th October 2025 a special day in Israel?
3. Who is the writer with during the day?



POST-READING WORKSHEET

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Here**



PERSONAL RESPONSE

- Draw a picture about the best part of the day when the hostages returned to Israel.
- Everyone should label the different things in their drawings.
- If you can, give your drawing a title and write a short sentence (a caption) below to describe it.
- If you're ready for a challenge, write about what you did or felt that day. Try to use at least three new words or phrases that you learned today.



PUPIL'S CHECKLIST

I drew a picture about the best part of the day the hostages returned.

☐

I labeled everything important in my drawing and used the right words.

☐

My labels are easy to read and are pointing to the correct things.

☐

I wrote a title for my drawing.

☐

My labels are easy to read and are pointing to the correct things.

☐

I wrote a caption (a short note) below the picture.

☐

My caption clearly tells what the picture is about.

☐

I wrote about my own experience that day.

☐

I used at least 3 new words from today's lesson in my writing.

☐

My writing is clear and easy to understand.

☐

The spelling of all the words is correct.

☐

There are full stops and capital letters in the right places.

☐

TEACHER'S ASSESSMENT RUBRIC

Criteria	4 Points (Excellent/Advanced)	3 Points (Good/Proficient)	2 Points (Developing/Basic)	1 Point (Minimal/Needs Work)
Labeling of Items (All Pupils)	Labels are present, clearly written, accurately placed next to every key item, and use correct vocabulary.	Labels are present, mostly clear, and accurately placed next to most key items. Minor vocabulary errors.	Some labels are missing or are difficult to read. Placement is inconsistent, or basic vocabulary errors interfere with meaning.	Labels are mostly missing or the drawing is too messy to assess. Vocabulary is inappropriate or heavily incorrect.
Title & Caption (Ability-Based)	Clear title is provided. The caption is a complete sentence (or two) that clearly and fully describes the drawing's content.	Clear title is provided. The caption is present and gives a good, but brief, description of the drawing.	Either the title or the caption is missing. The provided caption is very short, vague, or contains multiple basic errors.	Both the title and caption are missing, or what is provided is entirely unclear.
Advanced Writing (Challenge)	Writes a detailed personal experience that fully addresses the prompt. Successfully integrates 3+ new vocabulary items correctly. Text is highly clear with minimal language errors.	Writes a clear personal experience addressing the prompt. Successfully integrates 3 new vocabulary items, with only minor usage errors. Text is easy to understand.	Writes a brief personal experience but it lacks detail or only partially addresses the prompt. Uses fewer than 3 new vocabulary items or uses them with significant errors.	The writing is missing or is too short/unclear to assess. New vocabulary items are not used or are used incorrectly.



EXIT TICKET A

Give the students exit tickets. They each need to write their names on them and hand them to you as they leave the classroom.

Circle Yes or No after each sentence.

1. Lior wants to remember this special day.

Yes / No

2. President Trump often flies to Israel.

Yes / No

3. Lior was happy all day long.

Yes / No

4. I learned 5 new words / phrases or more in this lesson.

Yes / No

BONUS!!!

One more thing I learned today is _____

EXIT TICKET B

Give the students these exit tickets as they can help you check if you have achieved your lesson objectives.
Pupils must write their names on them and hand them to you as they leave the classroom.

- 1 I can understand familiar words and phrases, spoken slowly and clearly.
- 2 I can explain what I see in pictures and video clips.
- 3 I can understand written creative texts.
- 4 I can write about how something makes me feel.



1 אני יכול/ה להבין מילים וביטויים מוכרים כשאומרים אותם לאט וברור.

2 אני יכול/ה להסביר מה שאני רואה בתמונות ובקטעי וידאו.

3 אני יכול/ה להבין טקסטים יצירתיים כתובים.

4 אני יכול/ה להשתמש במילים, ביטויים ומשפטים פשוטים כדי לכתוב איך משהו גורם לי להרגיש.



NOW, ASK YOURSELF: HAVE YOU - THE TEACHER - ACHIEVED YOUR LESSON OBJECTIVES?



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SPOKEN PRODUCTION



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WRITTEN RECEPTION



Pupils can understand creative texts that are written in level-appropriate language.



WRITTEN PRODUCTION



Pupils can use simple words, phrases and sentences to write about how something makes him/her feel.

Questions?

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