

Nechama Leibowitz

Sample Lesson for Elementary Level

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I D Card of Lesson

Grade:	5-6
Topic:	Nechama Leibowitz
At the end of this lesson, students ...	1. ... can identify the main information in simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.
At the end of this lesson, students ...	2. ... can express agreement or disagreement using simple formulaic expressions to explain why.
At the end of this lesson, students ...	3. ... can write basic descriptions of events, past activities and personal experiences.
Reading Rules to be Reviewed	The 2 vowels rule e.g. near, hear, tear, fear etc.

The Lesson Plan:

Name of Activity	Description of Activity	Individual / pair / group / whole class work Objectives per Activity	Required Materials and Resources
1. Teach and practice new vocabulary.	<ul style="list-style-type: none"> - Use quizlet flashcards to teach the new vocabulary. Play the games on quizlet to practice the new vocabulary. • New Vocabulary: parents, a brother, to begin, to teach classes, a husband, they never left, to write many books, to travel everywhere, by bus, by taxi, very clever, a big heart, to visit Review the two vowels reading rule e.g. near, hear etc. 	whole class Vocabulary Instruction and Practice	Quizlet Between the Lions: "When Two Vowels Go Walking"
2. Icebreaker	<p>Teacher screens photos of Miriam the Prophetess (Moshe and Aron's sister), Queen Esther and Nechama Leibowitz. In pairs, write what you see in the three photos.</p> <ul style="list-style-type: none"> • Start your sentences with one of the following sentence starters: <ul style="list-style-type: none"> - I see a / an / some ... - I can see a / an / some ... - There is a / an ... - There are some ... - She is ... - She has ... - They are ... - They have ... <p>After 5 minutes the teacher says: "All change!" Each pupil sits next to a different pupil. They check how many of their sentences are the same and how many are different. The teacher asks the class to vote (can be by raising hands or using a mentimeter or zoom poll): Which of these women do you know about? Which of these women do you want to know more about?</p> <p>On the board, teacher writes the topic of the lesson: NECHAMA LEIBOVITZ and explains that today, we are going to learn about a very special woman.</p>	<ul style="list-style-type: none"> • pairwork x2 • Spoken and Written Production • Interaction • Mediation 	Women in Tanach and Nechama Leibowitz.png <ul style="list-style-type: none"> • pencils and notebooks

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3. Pre-reading activities.	<p>Teacher screens the text and hands one out to each student. Then she asks:</p> <ul style="list-style-type: none"> • Where would you find this text? • What do you know from the picture and the title of the text? • Circle the numbers. • Underline words that begin with capital letters but are not at the beginning of sentences. Why do you think they are capitalized? • Take another look at the list of new vocabulary. • Let's skim the reading comprehension questions (but not answers) together. Can you see any key words there? • Can you predict what the text will be about? <p>Teacher says she will read the text aloud. While reading, the students should think about the answer to this question:</p> <ul style="list-style-type: none"> • Why is Nechama Leibowitz important? • The question is asked by the teacher orally and is also written on the board. 	<ul style="list-style-type: none"> • whole class • Written Reception 	<p>Who Was Nechama Leibowitz?</p> <ul style="list-style-type: none"> • pencils and printed texts for each student
4. Read the Text	<ul style="list-style-type: none"> – The teacher reads the text aloud slowly with no interruptions. – The pupils read it aloud alternately in pairs. – Finally, each pupil reads the text to himself silently. <p>The teacher repeats this question while pointing at it on the board:</p> <ul style="list-style-type: none"> • Why is Nechama Leibowitz important? 	<ul style="list-style-type: none"> • whole class • pair work • individual work <p>Written Reception</p>	<p>Who Was Nechama Leibowitz?</p> <ul style="list-style-type: none"> • printed text for each student

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5. Reading Comprehension	The students answer the questions on the worksheet . Advanced students answer exercises A, B and C. Average students can complete activities A and B and then can be encouraged to answer exercise 3. Struggling students can answer exercise A.	<ul style="list-style-type: none"> individual work Written Reception and Production 	<ul style="list-style-type: none"> Reading Comprehension Worksheet: Who Was Nechama Leibowitz? a printed worksheet per student
6. Personal Response	<ul style="list-style-type: none"> Choose one writing activity. <ul style="list-style-type: none"> Imagine you are a taxi driver. Nechama Leibowitz gets into your taxi and asks you politely to drive her to Haifa University where she will teach a Torah lesson to 500 students. The journey will take an hour. In pairs, write 5-7 questions and answers. Then turn this into a role-play. One of you is the taxi driver and the other is Nechama Leibowitz. Your mother comes home from a talk by Nechama Leibowitz. It's the first time she has ever seen her and listened to her speak. What does your mother tell you? How does she feel and how does she make you feel? Once the students have finished writing, they should turn to a friend and tell him about this conversation with his mom. 	<ul style="list-style-type: none"> pair work Written and Spoken Production 	<ul style="list-style-type: none"> Personal Response Activity pencils and worksheets

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7. Assessment How will I know if I have achieved my lesson objectives?	<ul style="list-style-type: none"> • The teacher hands out small pieces of paper (exit tickets) to the students. Each student must write his name on it and complete the following sentence, then hand it back to the teacher as he leave the class: • At the end of this lesson: <ul style="list-style-type: none"> – I can say ... – I can read ... – I can listen to ... – I can write ... 	<ul style="list-style-type: none"> • Written Production 	<ul style="list-style-type: none"> • exit tickets on small, colorful pieces of cardboard.
8. Summary: At the end of this lesson, students can identify the main information in simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.	... express agreement or disagreement using simple formulaic expressions to explain why.	... write basic descriptions of events, past activities and personal experiences.