



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

# TEACHERS' GUIDE

# Welcome Home Ran Gvili

Elementary Lesson Plan

Marking the Return of the Final Hostage to Israel

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# LESSON OBJECTIVES

1

## SPOKEN RECEPTION

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

2

## SPOKEN PRODUCTION

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

3

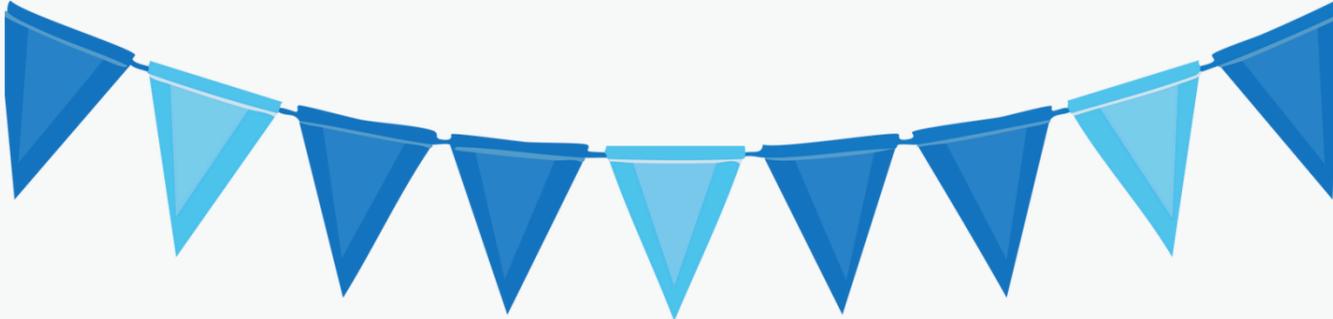
## WRITTEN RECEPTION

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

4

## WRITTEN PRODUCTION

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



# ICEBREAKER

Ran Gvili is finally home. This is his story.

Screen the YouTube clip with the audio switched off . 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

came back home  
a country  
needed to do something  
very difficult  
a brave policeman  
a hero  
a story  
to give up  
to thank the army  
yesterday  
south



# 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

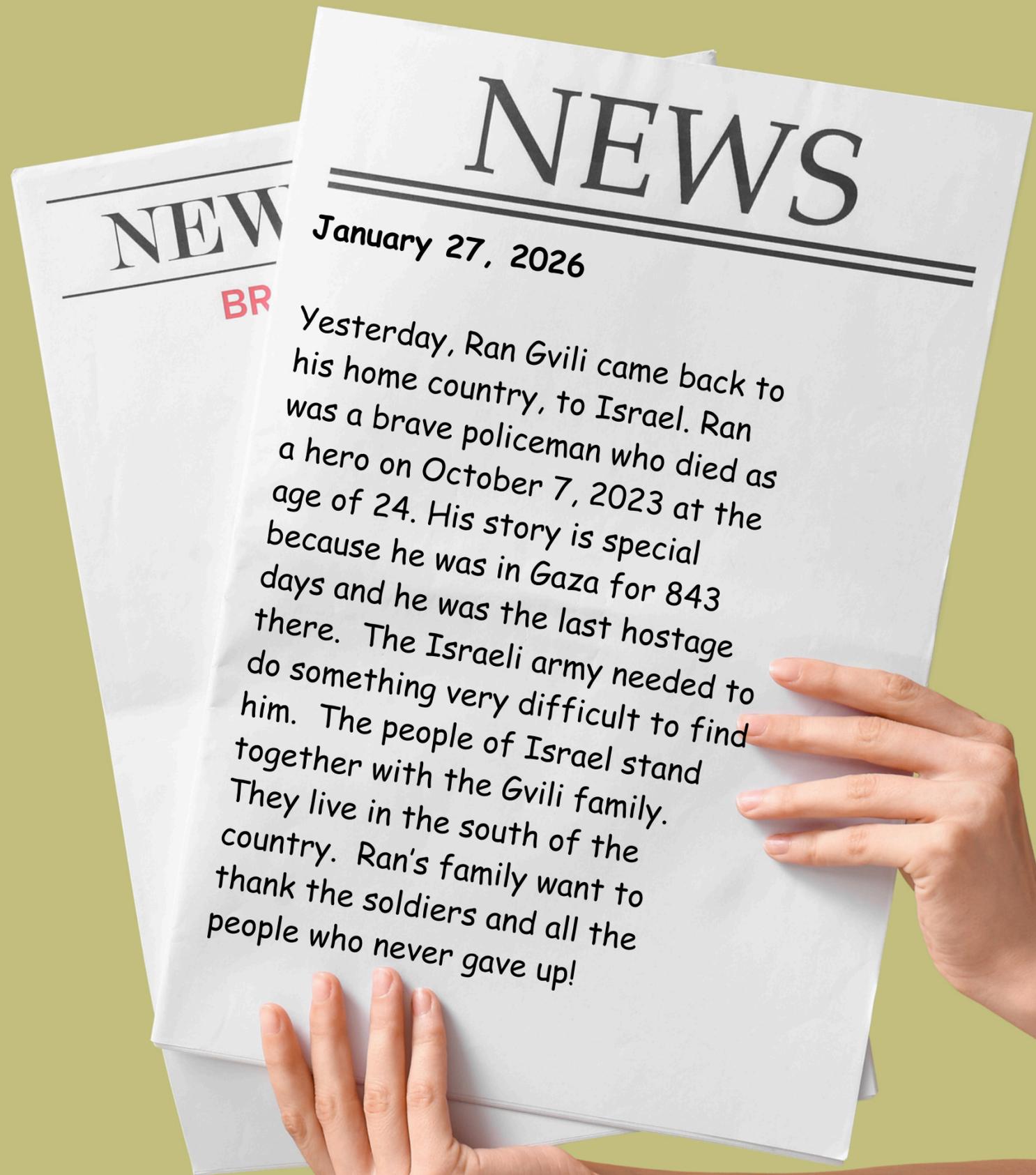
01. Before showing them the text, ask the pupils to look at the new vocabulary words and to guess what the text might be about.
02. Next, tell them to look at the title of the text and the accompanying photo. Then encourage them to brainstorm their predictions on paper with their partner while you walk around the classroom helping and ensuring all the pupils are on task.
03. Ask your pupils to listen for the answers to the While Reading questions on Slide 8 while you read the newspaper article on Slide 9 aloud to them.

## WHILE LISTENING OR READING

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. How many days was Ran Gvili in Gaza?
2. Who brought Ran home?
3. What do his family want to say to the army?





# POST-READING WORKSHEET

Click  
Here



## PUPIL'S WRITING CHECKLIST

- I drew a picture about Ran's return and gave it a title.
- I labeled the picture with clear, correct words.
- I wrote a short note (caption) under my picture.
- I wrote about my feelings using 3 new words.
- My spelling, capital letters, and full stops are correct.



## TEACHER'S ASSESSMENT RUBRIC FOR PERSONAL RESPONSE

Criteria	4 Points (Excellent/Advanced)	3 Points (Good/Proficient)	2 Points (Developing/Basic)	1 Point (Minimal/Needs Work)
<b>Labeling of Items (All Pupils)</b>	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.
<b>Title &amp; Caption (Ability-Based)</b>	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.
<b>Advanced Writing (Challenge)</b>	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 hand them to you as they leave the classroom.

Circle Yes or No after each sentence.

1. Ran Gvili was a hero.  Yes / No

2. He went to Gaza on October 10, 2023. Yes / No

3. Ran's family thanks the army. Yes / No

4. I learned 5 new words / phrases or more in this lesson. Yes / No

**BONUS!!!**

One more thing I learned today is \_\_\_\_\_

My name 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.

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



אני יכולה להבין מילים וביטויים מוכרים כשאומרים אותם לאט וברור.



אני יכולה להסביר מה שאני רואה בתמונות ובקטעי וידאו.



אני יכולה להבין טקסטים יצירתיים כתובים.



אני יכולה להשתמש במילים, ביטויים ומשפטים פשוטים כדי לכתוב איך משהו גורם לי להרגיש.



## NOW, ASK YOURSELF: HAVE YOU - THE TEACHER - ACHIEVED YOUR 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.

# Questions?

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