**Sarah, David, and You Read Hebrew**

**BOOK 1**

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**NAME IN ENGLISH**

**NAME IN HEBREW**

**GRADE**

**TEACHER**

*By Diana Yacobi and Lily Yacobi*
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<th>Page</th>
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</thead>
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<td>6</td>
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</tbody>
</table>

You'll soon learn that each letter has something special:
- Corners or curves
- Openings or closings
- Letters on the line or dropping below it
- Dots
- Arms, legs, toes or tails

Look for these clues with each new letter.
What makes shin special?

Shape: Shin sits on the line and has three arms up in the air. Shin has a dot on the right. That dot puts the "sh" in shin.

Sound: Ben SHivers in the SHnow. Shin "sh" sound.

Read storybook page 21.

Vowels are symbols that always come below, beside or above the letters.

Both of these vowels come below the letter and make the "ah" sound.

위 combined with ;charset (ah) or _CHARSET (ah) is read as "sha" (위) or "sha" (위).
Shin “sh” Sound

Start reading from right to left.

Practice the shape of shin.
I CAN READ HEBREW

.1

.2

.3

.4

.5

Today's Homework: ________________________ Parent Initials: ________________________
Instructions: Cross out the sound on each line that is different from the rest.
Instructions: Teacher say each picture word out loud. Ask students to repeat. Students listen for the ש sound and underline the letter.

.1
שֶׁבַּה

.2
שֹׁוֵר

.3
שֶׁלֹּמָ
When we write in Hebrew, we use the script form.

Step 1: Practice Right to Left Direction
Teachers: Demonstrate the right to left direction on the board using an arrow and target.
Students: Practice the right to left direction using the arrow and target below.

Step 2: Practice Swirls on the Board
Teachers: Make big, full arm, clockwise swirls on the board, going from right to left.
       Invite students to the board to write big swirls to learn the round shape and direction of script letters.

Step 3: Practice Swirls on Blank Paper
Teachers: Provide students with blank paper to practice writing swirls. Move around the room.
       Watch that students are doing this correctly.
I CAN WRITE HEBREW

From right to left round and round.
This is how we get started!!

Instructions: Practice making swirls on the lines.
I CAN WRITE HEBREW

script ℓ ♠ print

Make more swirls. Then write the letter ℓ.

1

2

3

4

5
Instructions: Find the letter shin and then trace it. How many shins can you find?

I found _______ shins.
What makes *bet* special?

**Shape:**  *Bet* sits on the line. It has a little tail extending from the bottom right corner and is open on the left side. *Bet* has a belly button!

**Sound:** That belly button gives *bet* the "b" sound.

Read storybook page 2.
Bet "b" Sound

Practice the shape of bet.
I CAN READ HEBREW

.1

.2

.3

.4

.5

.6

Today's Homework: ____________________________  Parent Initials: ____________________________
Instructions: Ben and Rachel were trying to build the letter bet from bricks. How many bets did they build? Find and color each bet. Don’t forget to add the belly buttons!
I CAN WRITE HEBREW

Instructions: Write a line of each letter or sound.

script

print

.1

.2

.3

.4

.5

.6
Match the print and script.

Instructions: The sound in one cloud matches the sound in one box. Write the number of the cloud in the matching box.

<table>
<thead>
<tr>
<th>Cloud</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>נח</td>
</tr>
<tr>
<td>8</td>
<td>ב</td>
</tr>
</tbody>
</table>

Clouds with numbers:
- 12: ש
- 11: ב
- 10: שפ
- 9: פ
- 16: שפ
- 15: ב
- 14: ש
- 13: פ

Today's Homework: ___________________________  Parent Initials: ___________________________
I CAN SPEAK HEBREW

Instructions: Teacher say each picture word out loud. Ask students to repeat. Students listen for the ב sound and underline the letter.

1. מונה
2. בובת
3. בלון
4. בקבוק
Instructions: Teacher say each phrase out loud. Ask students to repeat. Students listen for the ב sound and underline the letter.

ברוך אתה...
ברוך אתה...
TAV

What makes tav special?

Shape:   Tav has two legs that connect to its top. Tav sits on the line, and tav has toes.

Sound:   Tav’s toes twinkle with toe polish. Tav “t” sound.

Read storybook page 22.
Tav "t" Sound

Practice the shape of tav.
I CAN READ HEBREW

1. ת ת ת ת .
2. ת ת ת ת .
3. שבת בָּהָ בין שבת.
4. שבת תַּהְלֵל שבת.
5. נִנְנָה בִּנְנָה שבת.
Instructions: Circle the two words that rhyme.

1. שָׁב שָׁב  בֶּשָׁב  שָׁב תֶּחְתָּה
2. שָׁב שָׁב  בֶּשָׁב  בֶּשָׁב שָׁב מָב
3. שָׁב שָׁב  בֶּשָׁב  בֶּשָׁב שָׁב מָב
4. שָׁב שָׁב  בֶּשָׁב  בֶּשָׁב שָׁב מָב
5. שָׁב שָׁב  בֶּשָׁב  בֶּשָׁב שָׁב מָב

Today’s Homework: ___________________________  Parent Initials: ___________________________
Instructions: Complete the chart and solve the letter riddles.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Sound</th>
<th>Script</th>
<th>Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>shin</td>
<td>e</td>
<td>א</td>
<td>.1</td>
</tr>
<tr>
<td></td>
<td>“b”</td>
<td></td>
<td>.2</td>
</tr>
<tr>
<td></td>
<td>ז</td>
<td></td>
<td>.3</td>
</tr>
</tbody>
</table>

What letter am I?

1. I have 3 arms up in the air and a dot on the right.
   What letter am I? ________
   What sound do I make? ________
   How do I look in script? ________

2. I have a tail on the right and a belly button.
   What letter am I? ________
   What sound do I make? ________
   How do I look in script? ________

3. I have 2 legs connected to my top and toes on the left.
   What letter am I? ________
   What sound do I make? ________
   How do I look in script? ________

Today’s Homework: ________________________   Parent Initials: ________________________
Instructions: Write a line of each sound or word.
Instructions: Teacher say each picture word out loud. Ask students to repeat. Students listen for the ה sound and underline the letter.
Let's review words with ר, ב, ח.

Instructions: Teacher, say each picture word out loud.
Student, write the first letter of each word on the line.
This vowel is called cholam.

"oh" sound

The "oh" vowel sound can be made two ways.

"oh" with the vav

"oh" without the vav

Here are two sounds showing both forms of the "oh" sound.


"oh" sound

Practice the shape of the "oh" sound.
1. יהודו בווּג שֶׁנֶּאֶשָּׁה
2. יהוד בוּג יהוד
3. שֶׁנֶּאֶשָּׁה בְּשַׁבָּה
4. בוּג היה בוּג
5. יהודו שֶׁנֶּאֶשָּׁה שֶׁנֶּאֶשָּׁה
Match the print and script.

Instructions: The sound in one cloud matches the sound in one box. Write the number of the cloud in the matching box.
What makes *lamed* special?

**Shape:**  *Lamed* is long like lightning and lands on the line.

**Sound:**  *Lamed* is like lightning. *Lamed* "l" sound.

Read storybook page 12.
Lamed "l" Sound

Practice the shape of lamed.
1. לְהָב לְהַנָּה לְלָל

2. נְזוֹלֶה הַתָּל לוֹב לֶשֶׂח

3. נְזֵל לְלָה בָּהל נְזוֹלֶה תָּוָל

4. לְנוּזֶה לְבָב נֶשָּׁבָה נְזוֹלֶה

5. לְבָב תָּוָל בָּהל לֶשֶׂח

6. לְבָב נְזוֹלֶה נְזוֹלֶה נְזוֹלֶה נְזוֹלֶה

Today's Homework: ___________________________  Parent Initials: ___________________________
Instructions: Cross out the word on each line that is different from the rest.

1. חט שעוה חלה
2. לוֹב לוֹב לוֹב לוֹב
3. בַּל בַּל בַּל בַּל
4. שבת שבת שבת שבת
5. בֶּלֶד בֶּלֶד בֶּלֶד בֶּלֶד

Today's Homework: _________________________  Parent Initials: _________________________
Instructions: For each line, circle all the sounds that match the sound in the gray box.

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<td>ר</td>
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<td>נ</td>
<td>ר</td>
<td>ה</td>
<td>נ</td>
<td>ר</td>
<td>כ</td>
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<td>נ</td>
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<td>ה</td>
<td>נ</td>
<td>ר</td>
<td>כ</td>
<td>ב</td>
</tr>
</tbody>
</table>

Today's Homework: __________________________ Parent Initials: __________________________
Instructions: Write a line of each letter.

1. א
2. ל
3. מ
4. ה
5. ש

Today’s Homework: ___________________________  Parent Initials: ___________________________
Instructions: Add an arrow to each script letter on line 2 to show how it is written.

Instructions: Write a line of each sound or word.

Today's Homework: ________________________  Parent Initials: ________________________
Instructions: Teacher say each picture word out loud. Ask students to repeat.
Students listen for the ה sound and underline the letter.

1. לִילָּה
2. לְיָם
3. לְחֵיתָם
This vowel is called_cheereek_.

The "ee" vowel sound can be made two ways.

"ee" without a yud

"ee" with a yud

1. נט בַּת ל
2. נטי בַּתי ל

Yud and "ee" together make an "ee bean"!

3. נט

Circle all the "ee beans" you can find on lines four and five.

4. לְבֵי לוֹ הַיִּל הַמְּת
5. הָיָה הָזֹּרְפֵל שִׁיל הָזָה
“ee” sound

1. בֵּל נָשָׁה
2. חֹלֵל בֵּי נָשָׁי
3. גֵּיל נִשְׂ֫אֵל הֶיִל
4. בֵּלֵי הַיֵּיל הַיֵּיל
1. בֵּית נַשְׁיָל הָיִל
2. לֵיל בֵּיל לַבֵּי
3. בִּינֶשׁ נַשְׁיֵית
4. לֵיל בֵּיל הָיִל
5. הַיִל נַשְׁיָי לֵיל הָיִל
I CAN WRITE HEBREW

Instructions: Add an arrow to each script letter on line 2 to show how it is written.

1.

Instructions: Write each sound or word.

3.

4.

5.

6.

Today's Homework: ________________________ Parent Initials: ________________________
Instructions: Read the sound in English.
Write the sound in Hebrew a different way on each line.

lah $\mathfrak{f}$ $\mathfrak{f}$
lee ___ ___
shah ___ ___
sho ___ ___
loh ___ ___
tee ___ ___
bee ___ ___
toe ___ ___
teel ___ ___
toe ___ ___
shee ___ ___
Can you hear the "ee" sound in these words?

Instructions: Teacher say each picture word out loud. Ask students to repeat. Students listen for the "ee" sound and underline it in the words.
MEM SOFEET

What makes mem and mem sofeet special?

Shape:  Mem sits on the line and is always open on the bottom. Poor Molly is always losing her marbles.

Sofeet:  Mem Sofeet is part of this family. It comes at the end of a word, sits on the line, and is always closed. Lucky for Mort, he gets to keep his marbles.

Sound:   Molly, Mort and their marbles! 
          Mem, mem sofeet “m” sound.

Read storybook page 13.
Mem “m” Sound

1. בָּּוָּו
2. בָּּוָּו בָּּו
3. בָּּוָּו בָּּו בָּּו
4. בָּּוָּו בָּּו בָּּו בָּּו
5. בָּּוָּו בָּּו בָּּו בָּּו בָּּו

Practice the shape of mem.

△

6.
I CAN READ HEBREW

1. י, ח, מ, נ, ק, ל
2. ט, י, ר, ש, פ
3. ש, ק, נ, מ, ה
4. ב, מ, ד, נ, כ
5. מ, ב, מ, ל, ד

Today's Homework: ___________________________  Parent Initials: ___________________________
Mem Sofeet “m” Sound

Mem Sofeet is always at the end of a word.

Practice the shape of mem sofeet.

---

Today's Homework: ___________________________  Parent Initials: ___________________________
I CAN READ HEBREW

1. חִילֵּים מַלֵּי
2. מַשֵּׁים מֵלָה מְשֵׁל
3. מַשֵּׁים שֵׁם שֵׁבָה
4. חַלְחֵים שֵׁם שֵׁלָה
5. חָלָּה חַלְלָה מַלֵּי

Today's Homework: ____________________________ Parent Initials: ____________________________
I CAN READ HEBREW

"שלום""‏

1. בִּיסּ בָּאָר לִימָ נָשָׁיַם
2. נָצִים מְנָשָׁהְמָ לֹא לָא
3. חַיָּל חַיָּלִים
4. בִּיסּ בָּאָר לִימָ נָשָׁיַם
5. בִּיסּ בָּאָר לִימָ נָשָׁיַם
6. שֶׁבָּת שֶׁלֹּא

Today's Homework: ___________________________ Parent Initials: ___________________________
Instructions: Write a line of each letter or word.

1. נ
2. פ
3. ס
4. פ' נ
5. רידע
I CAN WRITE HEBREW

Instructions: Add an arrow to each script letter on line 2 to show how it is written.

ב ד ל מ ב ש ח .1
נ ג פ נ ג י צ .2

Instructions: Write a line of each word.

pe .3

pin .4

pid .5

pide .6

pide nae .7

Today's Homework: ___________________________________ Parent Initials: _____________________
Instructions: Teacher say each picture word out loud. Ask students to repeat.
Students listen for the י sound and underline the letter.
Instructions: Complete the letter chart. Then fill in the vowel sounds.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Sound</th>
<th>Script</th>
<th>Print</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>.1</td>
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<tr>
<td></td>
<td></td>
<td>יָ</td>
<td></td>
</tr>
<tr>
<td>&quot;י&quot;</td>
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<td>יָ</td>
<td>.2</td>
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<td>lamed</td>
<td>&quot;י&quot;</td>
<td>נּ</td>
<td>.3</td>
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<td></td>
<td></td>
<td>בּ</td>
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<td>בּ</td>
<td>.6</td>
</tr>
</tbody>
</table>

\[\text{__} = \text{י} \quad \text{ah} = \text{ה} .7\]

\[\text{__} = \text{י} \quad \text{__} = \text{י} .8\]

\[\text{__} = \text{י} \quad \text{__} = \text{י} .9\]
THE ALEPH BET

Circle the letters that you know!

Vowels are symbols that always come below, beside or above the letters.
Circle the vowels that you know!

<table>
<thead>
<tr>
<th>OO</th>
<th>OH</th>
<th>IH</th>
<th>EH</th>
<th>AY</th>
<th>EE</th>
<th>AH</th>
<th>AH</th>
</tr>
</thead>
</table>