

A Gamified Alef-Bet & Modern Hebrew Curriculum: In the Middle of The Shuk - באמצע השוק

For 4th - 6th Graders and their Educators in Reform Supplemental Religious Schools
with 30min of Hebrew instruction per week & Game-Based Homework



Hebrew Union College - Jewish Institute of Religion
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Capstone Project for 5781

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Introduction:

Background

When I was in high school I participated in a program called Science Research, where I worked to develop a video game to teach Spanish as a second language. Ten years later, I am returning to work on a similar project, except this time to teach Hebrew letters to 4th-6th graders.

For a long time, I have been passionate about bringing more technology into our Religious School classrooms and curricula, as technology plays an integral part in our learners lives in the 21st century. The Covid-19 pandemic shifted Jewish education online for virtual learning, and our educators learned to use new online tools.

At the time, I was in a class called Leadership through Innovation offered by the Glean Network.¹ As part of the program, I began to develop digital materials to teach the Alef-Bet online, which I have spent the last year developing into the capstone curriculum. Enjoy it!

These lesson materials are posted to a [Google Classroom](#) as well as a blog for easier access and navigation.

Intended Audience

This curriculum is designed for fourth to sixth grade based on recommendations from #OnwardHebrew² to begin decoding later learners' lives. The program suggests beginning with Hebrew with Hebrew Through Movement (HTM), which is a more natural way of learning a language, where learners hear the language before beginning to learn how to read it. As Rabbi Greninger, one of the educators who developed #Onward Hebrew said, learners are able to "read to learn" in their native language around fourth grade. Before that, they are simply reading, sounding out the letters, without learning. Therefore, she believes there are great benefits to waiting to decode.

The #OnwardHebrew recommendation is for younger learners to engage with Hebrew-through-Movement, which allows learners to gain an understanding and ear for Hebrew in a way that is more similar to the way that hearing learners learn their first language. Hebrew-through-Movement was also developed using research from Total Physical Response, that gets the body moving and doing, which is a form of kinesthetic learning. It introduces Hebrew vocabulary through immersion and listening, which is

¹ <https://www.gleannetwork.org/>

² <https://www.onwardhebrew.org/>

the natural way to learn a language. The next recommendation from #Onward Hebrew is to move from sound, to print.

The following curriculum offers an additional step. It is an introduction of the letters of the Alef-Bet through a gamified decoding curriculum that comes between Hebrew through Movement and "Side by Side" in #Onward Hebrew's approach. If using the Shalom U'vracha Series by Berman House, I would use this curriculum before starting that book. The curriculum can be used in a hybrid classroom, where lessons are taught in person, or as a fully online, asynchronous, curriculum.

Description of Content

The goal of this modern Hebrew decoding curriculum is to create another bridge from Hebrew-through-Movement to Hebrew reading, offering a "taste" of Modern Hebrew and opening a door of curiosity towards modern Hebrew. My recommendation for educators thinking about using this modern Hebrew curriculum, would be to offer the 15 lessons in 4th grade. HTM educators may even be able to incorporate some of these words into their HTM lessons.

The curriculum begins with an introduction: Welcoming the class to the Shuk, and by that I mean Mahane Yehuda Shuk in Jerusalem. After this lesson, learners will be ready to enter into the Shuk so that they can "Oo" and "Ah" at everything they are about to see inside. In this first lesson, learners will share information about themselves, their favorite foods, and flavors. They will then learn about some of the Hebrew vowels. During this lesson, learners will learn that the letter Alef needs a vowel to make a sound. And practice pronouncing and recognizing the vowels on the Alef.

The following lesson materials include Hebrew-English cognates and borrowed words found in modern Hebrew today. These cognates are words that look the same or sound the same in both Hebrew and English. It is important to note that some of these words do not come from English, such as sushi (Japanese) but they should be recognizable to English speakers. Hebrew has borrowed words from other languages as well, such as Arabic. In Hebrew these words are called: **מילים לועזיות**

I spoke with Barak Dan at the Academy of the Hebrew Language **האקדמיה ללשון העברית** who shared, "English did not influence Modern Hebrew much, until about 50 years ago. Many of the foreign words in Hebrew which are related also to English, such as **טכנולוגיה** or **אוניברסיטה**, were not borrowed from English, but from European languages such as German, Polish and Russian. It is true that many food names are foreign"(Interview, February, 2021).

Our learners, who are native English speakers will already understand what these words mean, because they already use these words in English. The learners will be activating a representation that already exists, which will allow them to understand and internalize

it significantly faster. It is important to note that the ability to recognize cognates is not automatic and needs to be taught to make the connection, this is even the case for Spanish where the words can be sounded out (Montelongo, 2017).

The curriculum resources:

15 lessons

- 1 lesson on vowels
- 11 lessons on letters
- 1 lesson on final letters
- 2 optional family activities

The lessons generally follow the same order as the popular Hebrew textbook title Shalom U'vracha which is published by Berman House. Behrman House is a textbook provider that is "popular among part-time Jewish schools" (Benor et al., 2020, p. 32). They have developed two apps to work with their Shalom Uvracha Series and Shalom Quest textbook. One of these apps is called Shalom Hebrew and is more of a gamified learning experience. Ideally, this curriculum will be compatible with the Shalom U'vracha textbook, as well as the Shalom Hebrew app.

Google Slides

The Google Slides are designed to teach one to three Hebrew letters at a time followed by time for the learners to practice engaging with that letter through reading, writing, activities, and games.

Card Games

There are several different in person gaming options for each lesson, which aim to reinforce the letters and Hebrew words being taught. At the end of each unit, there is also an activity to check and achieve mastery of the entire unit by reviewing all of the letters and words taught.

Family Engagement

This curriculum encourages parents to play the games and activities for homework with their young children. Playing games together allows children and parents to bond and learn together. In this 2015 HuffPost article, it states that 59% of parents and children played video games together weekly.³

Additionally, there are two optional "at home" activities throughout the curriculum which will add an additional layer of understanding to the material in class. For example, the first family lesson asks children and parents to take a look at the groceries / food for Hebrew letters. They may do this with items already in their home or on a trip to the grocery store. The second lesson offers an opportunity for parents and children to cook an Israeli meal of pita, falafel, and hummus together. The goal is to also

³ <http://images.huffingtonpost.com/2015-04-14-1429028248-3373483-parents.JPG>

familiarize parents with the material that their children are learning for more seamless integration. The parents may choose to go as far as to take the course asynchronous themselves.

Rationale & Literature Review

In the research article entitled, “Let’s stop calling it “Hebrew School” : Rationales, Goals, and Practices of Hebrew Education in Part-time Jewish Schools”, Sarah Bunin Benor and colleagues (2020) found that many part-time religious schools are teaching Hebrew for the “purpose of ritual participation.” Learners are prepared to read prayer, to read from the Torah, and ultimately become B’nei Mitzvah. However, there is another reason to learn this foreign language, to connect to the second largest Jewish population in the world who lives in the Land of Israel. As Hebrew has become a living, modern, spoken language, it has absorbed culture. It creates relevance in our kids' lives because Hebrew isn’t just something you use in the temple, it is a spoken Jewish language outside temple life, such as for secular Israelis, as well.

With the exception of a few videos on Jewish interactive, I am not aware of a Hebrew decoding that creates a bridge from HTM to the study of modern Hebrew post b’nei mitzvah. I believe that this curriculum for supplemental religious schools will provide a compelling addition to Hebrew books on the market like Shalom Uvracha and #Onward Hebrews Approach. The curriculum will enrich our learners' understanding of Jewish peoplehood and life in the Land of Israel.

According to the Jewish Cleveland Center (JECC), the Hebrew alphabet can be taught in a single year and then augmented with other curriculum, rather than being repeated multiple times in grades 2-5. An excellent digital component, such as a module with games and activities, that encourages and motivates learners to engage with Hebrew both inside and outside the classroom can help to reinforce all aspects of Hebrew language learning, can promote practice outside of class, and therefore encourage quicker progress through the material. The benefits of a digital curriculum are that it can be easily accessed and reviewed at the learners pace. If we want progress, then there needs to be highly focused learning in the classroom and practice outside the classroom -- that’s where technology plays a role in our supplementing our supplemental learning. An additional benefit of a digital curriculum is that it is easily edited, updated, and maintained.

Why this content?

Every single religious school that I have taught the alef-bet as part of their curriculum. Some schools start teaching the letters as early as kindergarten, while others like Niki Geringer’s congregation teach the letters in sixth grade. When the letters are taught later, #Onward Hebrew’s idea is that they do not need to be repeated for multiple years, creating time for additional Hebrew learning.

Why educational technology?

Over the last two decades, public schools have invested more than a hundred fold in educational technology (Cher Ping Lim, et al 2013). We have seen SmartBoards replace overhead projectors, and laptops replace computer labs. Recently, there has been a significant amount of research regarding the use of iPads in an educational setting. "In the larger context of the language arts, iPads used during instruction have been found to increase academic engagement, especially for learners with language-based disabilities "(Cumming & Draper, 2013).

In the article "Using iPads to Your Advantage" (2016) math teacher, Jennifer Zarkrewski, shares how iPads have led to deeper engagement, participation and collaboration in her classroom. Jennifer had posed to her class a problem using fractions, which was called "The Mango Problem." In small groups, learners had to work together to solve the problem and show their work on the iPad. Using an AppleTV connector, each group then had the opportunity to project their solution onto the screen and share their approach. With more than one way to solve the problem, the groups were exposed to different problem solving skills and solutions. When the teacher asked the learners about the process, "all learners agreed that they enjoyed the presentations. One learner said that she felt safe presenting her work from her seat because she had the support of her team" (Zakrzewski 2016). The teacher stated that she "found the learners to be more engaged in mathematics than I (she) had seen in a long time" (Zakrzewski 2016). The process allowed all the learners to participate in solving the math problem. And the use of iPads saved time in that the work did not have to be transferred from a piece of paper onto the blackboard.

Through the multi-sensory experience of online modules and gaming, we will reach our learners and create deeper engagement and motivation in Hebrew. In class, learners can have the opportunity to gain Hebrew enrichment through small groups drills with an iPad. With this tool, our learners will be able to spend classroom time engaged with practice and gain one-on-one attention with our teachers. In a classroom of 12 learners, this blended learning model has the potential to change our learning dynamic and meet every learner where they are at.

The benefit of technology-based learning is that it can be more individualized. In a TED Talk about Khan academy, the speaker offers a math example. A learner can take a math test and get an 80% and pass. However, if they never return to the 20% of material that they missed, then that missing knowledge will add up. If the learner never learns this subject, it can continue to add up to a point where they feel awful about math. With Khan Academy, the learner can go back and re-listen and re-learn the material that they need, fast forwarding the parts they don't and replay the video as many times as they want until they really understand. Without needing to ask the teacher to repeat themselves multiple times.

The educator serves as the guide or the moderator in this curriculum. After offering a short lesson, the educator will be available to work with learners in the classroom who need more help. The educator will help guide the kids in their own autonomous learning. Learners are encouraged to take an active role in guiding their own learning.

One of the challenges with technology-based learning is that the learner does need to be focused and self motivated. However, being able to focus is necessary in class as well. The technology and software also has to work, and there needs to be a back-up plan in the event of an unforeseen circumstance (like a power outage)..

Why games?

There are many reasons why I focused on integrating games. First, in reflecting back on my own childhood years, I memorized the names of hundreds of Pokemon by collecting their trading cards, watching the tv show, and eventually playing the video games on my Nintendo Gameboy. I wanted to foster excitement and fun through as learners collect and develop their own cards in modern Hebrew and play their own games. A new generation of card players and gamers.

Gamified language learning has a number of benefits. First, it encourages learners to try again and again to keep improving their skills. It also creates a safe environment for failure because nobody is judging them for their wrong answers; they can simply just try again. The experience is different than being asked to read Hebrew out loud in front of a group of peers. It can also make learning more fun!

Second, in a recent publication titled "Let's Stop Calling it Hebrew School"⁴, the researchers found that a "small amount of gamified homework" can be assigned to encourage learning outside of the classroom (Benor et al., 2020, p. 2).

Third, video games have become a part of American culture. In 2018, 75% of Americans had at least one gamer in their household and 74% of parents believed that video games had educational value for their children.⁵

Finally, video games are also fun! It brings me great joy to watch my learners' faces light up when they beat the high score on a game and get to type in their name at the top of the leaderboard.

⁴ Benor, Sarah, et. al. (2020). Let's Stop Calling it "Hebrew School": Rationales, Goals, and Practices of Hebrew Education in Part-time Jewish Schools. Retrieved October 17, 2020, from <https://www.casje.org/HebrewEdPartTime>

⁵

<https://www.theesa.com/wp-content/uploads/2019/05/2019-Essential-Facts-About-the-Computer-and-Video-Game-Industry.pdf>

Why modern Hebrew?

Modern Hebrew allows learners to engage with a living language, spoken today in the land of Israel. For generations, Jews have read and communicated using the ancient language, which Ben Yehuda (and others) transitioned to the living modern language format spoken today. By learning modern Hebrew, we may gain a sense of belonging to Israelis and the other Jews throughout the world.

Many of our current Hebrew learning programs include “Jewish Liturgy Vocabulary” that comes from liturgy and ritual, and not specifically based in modern Hebrew. In “Let’s Stop Calling it Hebrew School”⁶, the researchers also found that parents would like their kids to be more engaged in conversational Hebrew. While it is unrealistic to expect that our supplemental school learners will learn conversational Hebrew in only 20 minutes a week, I believe we do have an opportunity to more deeply inspire our learners to continue learning modern Hebrew in the future. If there is enough interest and commitment, then next steps could be taken to connect learners with other Hebrew language learning opportunities.

This modern Hebrew decoding curriculum is meant to be a small taste of modern Hebrew with words that they can already recognize. They may be surprised to encounter these words in their lives and recognize them, which will help them relate to the Hebrew language and connect them to Jewish Peoplehood.

Why Cognates and Borrowed Words?

Language learners make connections to material based on what they know already. The learners will be activating a visual representation that already exists in their minds, which will allow them to understand and internalize it significantly faster. (Montelongo, J., et al. 2017). It is important to note that the ability to recognize cognates and borrowed words is not automatic and needs to be taught to make the connection. (Montelongo, J., et al. 2017)

English began to make an impact during the British Mandate, and today it is making a huge impact as it becomes an international language, perhaps following the central position of the United States in the world.

⁶ Benor, Sarah, et. al. (2020). Let's Stop Calling it "Hebrew School": Rationales, Goals, and Practices of Hebrew Education in Part-time Jewish Schools. Retrieved October 17, 2020, from <https://www.casje.org/HebrewEdPartTime>

Examples of borrowed words:

Japanese: sushi

English: Hi, Bye,

Turkish: yogurt

Desired Results

Priority Goals

- To learn the letters of the alef-bet through the living language of modern Hebrew.
- To develop a connection to Israel in order to strengthen the connection to Jewish peoplehood.
- To understand the relevancy of learning the letters of the alef-bet

Enduring Understandings

- Hebrew is the living language of the land and the people in Israel.
- Modern Hebrew borrows words from other languages, including English.
- Active participation in gamified learning is an effective way to learn a new language/decoding.

Essential Questions

1. How is Hebrew relevant for me today?
2. What words has Hebrew borrowed from the English language?
3. How can we make Hebrew learning more fun and engaging for our learners?
4. Where does Hebrew show up in learners' lives?
5. How can learning the alef-bet be meaningful for you and your family?

Learner Outcomes

- Knowing: Learners will be able to identify the letters of the Hebrew alef-bet and a corresponding set of Hebrew vocabulary words
- Doing: Learners will be able to identify and distinguish between Hebrew letters, and associate specific foods that begin with the letter
- Believing: Learners will feel excited and driven to learn Hebrew
- Belonging: Learners will feel more connected to Jews around the world, especially in Israel, through this common language

Evidence for Learning

At the end of this curriculum, learners should be able to identify all the letters of the alef-bet on their own. The learners should also be able to discriminate between letters of the alef-bet in different fonts and describe the distinctions that they see between the different letters. By the end of each lesson, learners should also be able to identify cognates associated with the letters taught.

There are 15 lessons in this curriculum, which includes two optional at home family activities. Educators are invited to divide up the lessons according to their own needs. However, it is currently intended for 15 thirty minute lessons. After each lesson, the learner will complete an interactive online game to demonstrate their knowledge of the lesson.

Along the way, learners collect flashcards. There is a vowel & final letter reference card, a card for each letter of the alef-bet, 11 locations cards, and one taste card. Throughout the curriculum, learners will participate in games, activities, and exercises with their card deck in order to review the content they have learned thus far.

The board game, in the Middle of the Shuk, is another assessment tool. It can be played throughout this curriculum to help learners become more familiar with the Shuk and the shapes of the letters.

A final form of assessment are family activities at the midpoint and at the end of this curriculum. Learners are encouraged to complete an activity with their family. Learners will reflect on what they see, record their answers on a worksheet, and discuss with a family member.

The educator can also make space for the learner to share their reflection and experience with the Family Activity in class. They may complete a drawing prompt about the experience where they illustrate some of their findings. This will also test their ability to recall Hebrew letters.

To recap, the tools for evaluation are:

- Identification of Hebrew Letter on each reference cards
- Online games for each lesson (one to three Hebrew letters per lesson)
- A board game to review the letters
- Family Activities

These many steps of evaluation should reveal the learners' own progress.

Letter to the Facilitator

Dear Facilitator,

This modern Hebrew curriculum is what I would have wanted as a young learner. It is full of games, art, relevancy, and opportunities to explore modern Hebrew through the letters of the alef-bet. I hope it inspires you and your learners to explore the Hebrew language further as you embark on an adventure through Mahane Yehuda Shuk in Jerusalem, Israel.

In order to facilitate this curriculum, you will need to feel confident in discriminating between the letters of the Alef-Bet. I encourage you to familiarize yourself with the material before teaching each lesson. There is a video recording for each lesson, and although it was recorded as a recap for students, it would be beneficial for you to watch it and familiarize yourself with the steps for each lesson before teaching it. The benefit of the recording and games is that you can repeat them as many times as you need to in order to master the lesson.

I also encourage you to Google Mahane Yehuda Shuk in Jerusalem and take a look at some of the current pictures and images from inside. If you have been to the shuk and have pictures, then you should share them and the stories about them with your kids.

There are four learning domains in this curriculum: Hebrew Decoding, Cognates and Borrowed Words, Educational Technology, and Gamification.

The educational technology integrated is meant to be accessible through Google Classroom, so that you can follow the steps and assignment submissions along the way. If electronic devices are not accessible in the classroom, then the online games may be assigned for homework and the in-class games can focus on the physical, printed, card deck.

In each letter lesson:

- Introduce new location and new letters
- Learners receive location card
- Learners receive one to three letter cards
- Learners add rules to letter cards
- Educator teaches learners to read letters with vowels and reviews
- Class plays a game to review (see appendix figure 8)
- In class play the Wordwall review game
- For Homework: Assign the Scratch Game
 - Some students may choose to remix (add to and edit) the game to add new rules or tricks.

The curriculum was inspired by the transition to online learning during the COVID-19 pandemic, because instructors have needed to use much more technology in their learning environments and have become more experienced with this technology. The materials were tested by 24 online Hebrew learners during the COVID-19 pandemic, who shared their feedback and helped to reshape the curricular content presented.

Let's start by designing your taste card (see figure 5.2 in the appendix), so that you can share the flavors that bring you happiness with your learners.

Enjoy this taste of the shuk!

Warmly,
Rachel

Learning Activities

The gamified learning activities, including alef-bet training cards presented in this curriculum may be printed for use without electronic devices. However, the lesson mini-games and unit games will require the use of electronic devices, and therefore may be assigned for homework.

The activities throughout the curriculum vary to account for the needs and preferences of different learners such as visuals, audio, and kinesthetic learning. During each lesson, the learners will add rules to their alef-bet cards, which can be used for in class games such as tic-tac-toe and around the world (see appendix figure 10) for sample in class games. The benefit of creating these cards digitally is that they can be easier to organize and keep track of as the learner moves along. For printed sets printed, the educator may consider purchasing plastic flash card boxes for each learner.

	Location	Lesson Theme	Core Concept	Learning Activities	Materials
1	Welcome to The Shuk - Vowels	Welcome! Me Vowels	Learn Alef -Practice with Vowels	-Design your taste(s) card based on your own favorite foods and flavors -Watch Viral TikTok on Hebrew Vowels -Review Google Slides on Vowels or Watch Video to learn the vowels -Play "match" on Quizlet	-Taste Cards -Vowels Reference Card -Tik Tok Video -Match on Quizlet -Google Slides
2	Iraqi Market	Fruit: Banana, Mango, Lemon	Learn Bet, Mem, Lamed	-Learn about the Iraqi Market -Learn three Hebrew letters	-Cards for Bet, Mem, Lamed -Google Slides

				<ul style="list-style-type: none"> -Receive four cards -Add "rule stickers" to letter cards -Play in class card game to review -Wordwall Game -Scratch Game 	
3	Aroma	Cafe: Tea Coffee Honey (Dvash)	Learn: Tav, Koof, Vet	<ul style="list-style-type: none"> -Learn about Aroma Cafe -Learn three Hebrew letters -Receive four cards -Add "rule stickers" to letter cards -Play in class card game to review -Wordwall Game -Scratch Game 	<ul style="list-style-type: none"> -Cards for Tav, Koof, Vet -Google Slides
4	Aldo's Ice Cream	Flavors: Chocolate Vanila Strawberry	Learn Shin, Vav, Tav, Patach	<ul style="list-style-type: none"> -Learn about Aldo's Ice Cream -Learn three Hebrew letters -Receive four cards -Add "rule stickers" to letter cards -Play in class card game to review -Wordwall Game -Scratch Game 	<ul style="list-style-type: none"> -Cards for Shin, Vav, and Tav -<u>Google Slides</u>

5	Super Shuk	Kosher Food in the Supermarket : Kosher Food Yogurt	Learn: Kaf, Chaf, Yud	-Learn about Super Shuk -Learn three Hebrew letters -Receive four cards -Add "rule stickers" to letter cards -Play in class card game to review -Wordwall Game -Scratch Game	-Cards for Kaf, Chaf, Yud -Google Slides
6. At Home: Family Activity: Groceries and Kosher Food - Ochel Kasheir					-Lesson Plan -Kashrut Guide -Kosher Food Quiz -Groceries with Hecksheirs -Worksheet -Article on Kosher Food in Israel
7	Segev Hamburgers	Hamburger Meat Grill	Learn: Hey, Sin, Gimmel	-Learn about Segev's Hamburgers -Learn three Hebrew letters -Receive four cards -Add "rule stickers" to letter cards -Play in class card game to review -Wordwall Game -Scratch Game	-Cards for Hey, Sin, Gimmel -Google Slides
8.	A.R. Fish	Fish	Learn	-Learn about	-Cards for Dahlet

			Dahlet	A.R. Fish -Learn one Hebrew letter -Receive two cards -Add "rule stickers" to letter cards -Play in class card game to review -Wordwall Game -Scratch Game	-Google Slides
9	Itzik's Fruit and Veggies	Tsabra	Learn: Tsadee	-Learn about Itzik's -Learn one Hebrew letter -Receive two cards -Add "rule stickers" to letter cards -Play in class card game to review -Wordwall Game -Scratch Game	-Cards for Tsadee -Google Slides
10	Marzipan	Cake Nutella Rugelach	Learn: Ayin, Nun, Resh	-Learn about Marzipan -Learn three Hebrew letters -Receive four cards -Add "rule stickers" to letter cards -Play in class card game to review -Wordwall	-Cards for Ayin, Nun, Resh -Google Slides

				Game -Scratch Game	
11	Wok Market	Sushi Tuna Avocado	Learn: Samech, Tet, Alef	-Learn about Aroma Cafe -Learn three Hebrew letters -Receive four cards -Add "rule stickers" to letter cards -Play in class card game to review -Wordwall Game -Scratch Game to Make Sushi Avocado Rolls	-Cards for Samech, Tet, Alef -Google Slides
12	Pereg Spices	Spices: Za'atar	Learn: Zayin	-Learn about Pereg Spices -Learn one Hebrew letter -Receive two cards -Add "rule stickers" to letter cards -Play in class card game to review -Wordwall Game -Scratch Game to correctly identify and sort spices based on their labels	-Cards for Zayin -Google Slides
13	HaAgas (The Pear) 1	Pita, Falafel, Hummus	Learn: Pay, Fey, Chet	-Learn about HaAgas 1 -Learn three	-Cards for Pay, Fey, Chet -Google Slides

				Hebrew letters -Receive four cards -Add "rule stickers" to letter cards -Play in class card game to review -Wordwall Game -Scratch Game to learn to make Hummus, Pita, and Falafel	
14. At Home: Family Activity: Israeli Cooking					-Video of Israeli family making Hummus, Pita, Falafel -Recipe with select words from this curriculum in Hebrew
15. Final Letters					-Reference card for Final Letters -Google Slides

Sample In Class Lessons

In each letter lesson:

- Introduce new location and new letters
- Learners receive location card
- Learners receive one to three letter cards
- Learners add rules to letter cards
- Educator teaches learners to read letters with vowels and reviews past lessons
- Class plays a game to review (see appendix figure 8)
- In class play the Wordwall review game
- For Homework: Assign the Scratch Game
 - Some students may choose to remix (add to and edit) the game to add new rules or tricks.

Lesson #4: Aldo's Ice Cream

Would you like Shokolad, Vanil, or Toot?

Timeline:

- 0:00 - 0:10 Teach the letters Shin, Vav, and Tav using the PPT
- 0:10- 0:20 Learners Design Playing Cards for three letters
- 0:20 - 0:30 Review vowel sounds and practice decoding using PPT
- 0:30 - 0:35 Play around the World with Hebrew Letter Cards
- 0:35 - 0:40 Play Word Wall Game
- Homework - Play the Ice Cream Shop Game

Materials:

- Google Slides
- Three cards (Shin, Vav, Tav) for each learner
- (optional) Electronic Devices like iPads and Computers to play review games

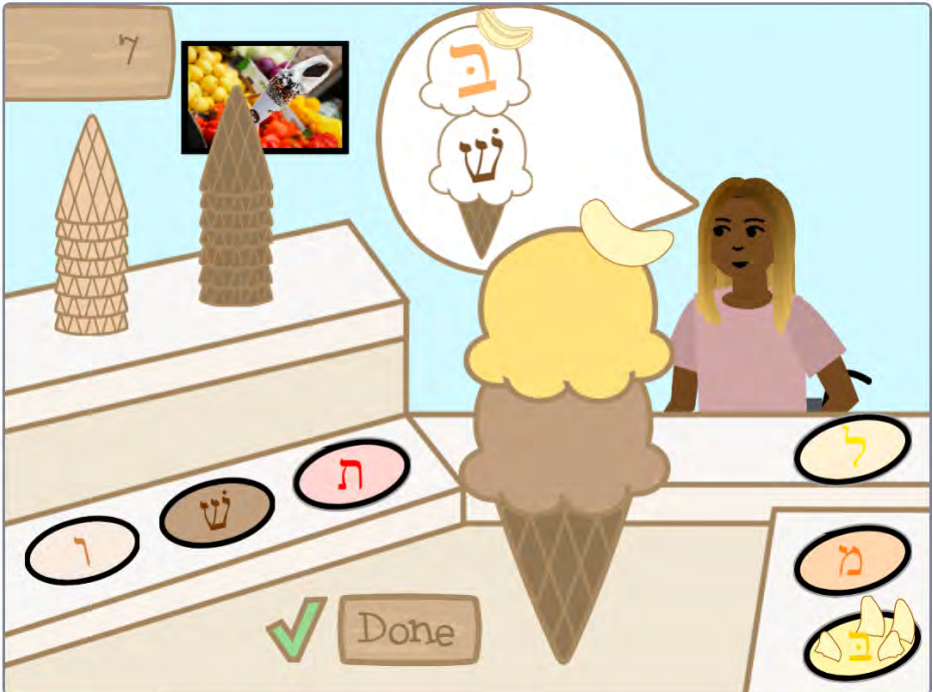
Detailed Outline:

- 0:00 - 0:10 Teach the letters Shin, Vav, and Tav using the Google Slides
 - Educator says: Today we are learning three new Hebrew letters Shin, Vav, and Tav which can be found in these three ice cream flavors:
 - The flavors are Shokolad (Shin), Vanil (Vav), and Toot (Tav)
 - Let's mix them up - you repeat : Shin is for Shokolad.. Etc.
- 0:10- 0:20 Learners Design Playing Cards for three letters
 - Educator says: We are now going to find the three playing cards for Shin, Vav, and Tav like we did for Bet, Mem, and Lamed in Lesson #1

- You can be as creative as you would like with your story and XP points. This is your deck of cards for your game!
 - Learners add tips and tricks to their reference deck
 - Learners quiz themselves with the cards
- 0:20 -0:30 Review vowel sounds and practice decoding using Google Slides
 - Educator says, "We will now add the vowels that we learned in lesson one with Shin, Vav, and Tav. If you need help, you can pull out your vowels reference card."
- 0:30 - 0:35 Play around the World with Hebrew Letter Cards
 - See instructions for Around the World in Appendix Figure 10
- 0:35 - 0:40 Play Word Wall Game
 - <https://wordwall.net/resource/12796884/lesson-4-aldos-ice-cream>
 - Educator says, "We will be reviewing all the Hebrew letters that we have learned up until this point."
 - Find the Hebrew letter card that matches the letter name shown
 - Example: Lamed = ל



- Homework - Play the Ice Cream Shop Game
 - Educator says, "Please play the ice cream shop game for homework and remember that you need to first select the correct cone to put the ice cream in. Otherwise, it would just drip all over you!"
 - <https://scratch.mit.edu/projects/457827620/>



Sample Family Lesson

Lesson #6 - Kosher Food - Ochel Kasheir?

Timeline:

- 0:00 - 0:10 Read the Introduction
- 0:10- 0:20 Watch the BimBam Video or read the transcript, "What makes food Kosher?"
- 0:20 - 0:25 Take the Trivia Quiz
- 0:25 - 0:50 Family Activity: Inspect your groceries at home or at the supermarket. Answer the questions that follow.
- 0:50 - 0:60 Read and discuss kosher restaurants in Israel

Materials:

- Internet Enabled Device
- BimBam Video
- Trivia
- Worksheet
- Groceries
- Article

Detailed Outline:

0:00 - 0:10 Read the Introduction

Introduction

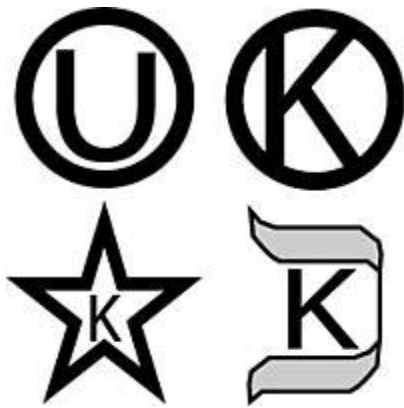
In Mahane Yehuda Shuk you will find many certificates indicating whether or not a stand is kosher. But these symbols are not just in the shuk in Israel, you can find symbols indicating if food is certified as kosher on processed foods in America. Today you and your family are going to look around the grocery store or your kitchen for these kashrut symbols.

Let's take a step back though for a moment and talk about what makes food kosher. Fruits and vegetables are automatically considered kosher. However, they should be washed and inspected for little critters that may have found their way inside the produce. Insects are not kosher.

The three main rules of keeping kosher are:

1. Not mixing dairy products and meat products
 - a. There's also a third category called parve - these do not contain dairy or meat like eggs and fish.
2. Slaughtering meat in a particular way
3. Not eating non-kosher animals (treif) like pork and shellfish

Still, your bananas are kosher even though they don't have a symbol on them. Those symbols are called "hek-sheirs". The heksheir means that the food has been prepared in a kosher way, on equipment meant for dairy or meat or parve. There are a variety of kosher symbols from different organizations. Take a look at the picture guide for examples. Some heksheirs include...



"The O/U, O/K, Star-K and Kof-K are the largest relied upon kosher agencies in the world today." ~Kosher Quest⁷

0:10- 0:20 Watch the BimBam Video or read the transcript, "What makes food Kosher?"

Watch the BimBam Video, "What is Kosher?"

Transcript of Bim Bam Video: Why do people keep Kosher?

- There's no one answer. For some, it's simply I'm an observant Jew, God commanded it. For others it's, I grew up eating kosher and it's what I'm used to and what I'm comfortable with. Or It just feels Jewish or what you consume

⁷ "What Is Kosher?" *Kosherquest.org - Online Kashrus Information*, 12 Sept. 2015, kosherquest.org/what-is-kosher/.

matters and eating should be a mindful experience. It makes the spiritual, physical. Or even it makes me part of something bigger - my Jewish community.

When bringing food into the home of someone who keeps kosher

- be respectful of their food restrictions
- stick with fresh fruits or vegetables or packaged foods that have kosher symbols.

What are the rules of kashrut?

There are three basic rules.

1. You can eat some animals
2. The animals you do eat need to be slaughtered in a special way.
3. You can't combine milk and meat.

What animals are not Kosher?

- Famously, of course, pork and shrimp and shellfish
- However, the Torah has a long list of animals calling some of them clean, and some of them unclean.
 - Pigs they're out.
 - Cows, chickens, ducks, turkeys, salmon, tuna, can be kosher.

What is kosher slaughter?

- Called Shechtiah
- Lots of rules on how different animals need to be butchered and prepared in a special way.

What's this kosher labeling system?

- Certifying agencies, famously the OU put their labels, their hekshers, on food.
- Most food in the grocery store is not kosher, you may have to hunt around a bit for some products or even go to a separate store to find things like kosher meats and one.

A note on not combining milk and meat.

- Yes, this does mean no cheeseburgers but it goes on.
- For instance, you can't use butter and mashed potatoes you're serving with Turkey
- Some people wait an hour or three or even six between eating milk and meat.
- If you're invited to a kosher meal, it will either be a milk meal, or a meat meal.
- This is why kosher restaurants are either dairy restaurants or meat restaurants,
- Kosher kitchens at home, generally have two sets of everything: dishes, pans and sometimes yes, even kitchen sinks

- There's rules for kosher originally came from the Torah, which is about the specifics. All the Torah says about milk and meat for instance you shall not boil the kid in the milk of its mother, which some believe was in response to an ancient pagan ritual where they did that.
 - The rest of the rules of kosher come from 1000s of years of tradition where people asked,
 - The three basic kosher laws got extrapolated and evolved into the consensus Jews have today that by the way is still evolving.
 - For instance, one of the debates right now is whether to include ethical labor practices inside the kosher conversation kosher standards vary by community.
 - The main motivation is making conscious holy choices every day, and remains the same.

Shared kosher standards help to bring communities closer, through everything from potlucks to shiva calls to Shabbat dinners.

0:20 - 0:25 Take the Trivia Quiz

Trivia Game is it Kosher? Kein (Yes) or Lo (No)

Trivia Questions:

1. Do some Jews who keep kosher have two separate sets of dishes for milk and meat?
Can yes well no
2. Is shrimp kosher? Yes or no
3. Is it kosher to eat matzah on Hanukkah?
4. Are eggs considered part of (neither me nor dairy)
5. Is the kosher symbol on a package of food called Heckscher Heckscher?

0:45 - 0:50 Family Activity: Inspect your groceries at home or at the supermarket

Which hecksheirs did you find? (Use the matching guide)

Draw a picture of the most common symbol:

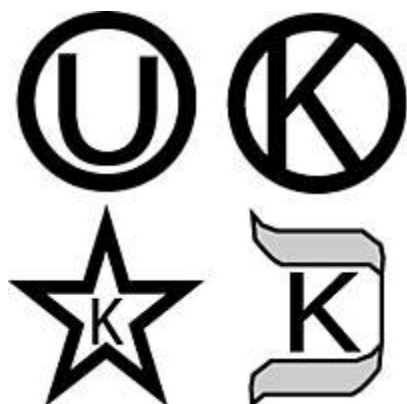
Draw a picture of the least common symbol:

O/U _____

O/K _____

Star-K

Kof-K _____



"The O/U, O/K, Star-K and Kof-K are the largest relied upon kosher agencies in the world today." ~Kosher Quest⁸

Did you find a symbol with Hebrew words? If so, draw that heksheir here:

Which dairy or meat heksheir were you most surprised to find on a food item?

"OTHER NOTES

The following are some Kashrus designations with their meanings:

D — Dairy

DE — Dairy Equipment (no actual dairy in ingredients, hence it can be eaten after a meat meal, but not together with meat)

P — Passover; Kosher for all year including Passover (Note: "P" NEVER designates pareve)

Pareve — Non-dairy and non-meat

Chalav Yisrael — Kosher supervised milk used in ingredients

Pas Yisrael — Jewish baked goods

Yashan — Not from current grain crop"

0:50 - 0:60 Read and discuss kosher restaurants in Israel

Sharon, J. (2020, January 06). Could kosher restaurants soon be able to open on Shabbat? *The Jerusalem Post*. Retrieved March 15, 2021, from

⁸ "What Is Kosher?" *Kosherquest.org - Online Kashrus Information*, 12 Sept. 2015, kosherquest.org/what-is-kosher/.

<https://www.jpost.com/judaism/Could-kosher-restaurants-soon-be-able-to-open-on-Shabbat-613317>

Jerusalem Post > Judaism

Could kosher restaurants soon be able to open on Shabbat?

The Chief Rabbinate has for a long time however refused to grant kashrut licenses for restaurants which open on Shabbat.

By JEREMY SHARON JANUARY 6, 2020 21:46



Yehonatan Nadai in front of his Bab al-Yemen restaurant
(photo credit: MARC ISRAEL SELLEM)

Photo: Yehonatan Nadai



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01:18

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Could restaurants that maintain the requirements and standards to be considered kosher soon be able to obtain a kashrut license while being open on Shabbat?

This is the question the High Court of Justice will consider on Wednesday morning, which has been petitioned by the [Bab al-Yemen](#) restaurant in Jerusalem. Bab al-Yemen observes kashrut practices, is open on Shabbat and does not violate the laws of Shabbat while it is open – and yet does not have a kashrut license.

The [Chief Rabbinate](#) has for a long time, however, refused to grant kashrut licenses for restaurants that are open on Shabbat. It maintains that it is not feasible to supervise them or necessary for them to open.

But Bab al-Yemen owner Yehonatan Vadai and the Ne'emanai Torah Va'Avodah religious-Zionist organization, which has taken up his legal petition to the High Court, want to change that.

Diners interested in eating at restaurants on Shabbat can order their food in advance. The restaurant will prepare the food ahead of Shabbat, so it will be ready to be served when they arrive. Payment can be made ahead of time. For diners who come in without having pre-ordered, a non-Jewish member of the restaurant staff takes down their details and sends a request for payment after Shabbat.

Food is not cooked in the restaurant on Shabbat, since that would violate Shabbat laws, so extra portions of the menu items are prepared to provide for customers without a reservation.

Attorney Elad Lubitch, who is representing Vadai's case in court, said kosher hotels serve food to their guests on Shabbat and are licensed by the rabbinate. Therefore, there is no reason why kosher restaurants should not be able to be as well, he said.

"The rabbinate does not give kashrut licenses to kosher restaurants on Shabbat that do not violate Shabbat laws, despite the fact that such restaurants operate in the same way as hotels, which open on Shabbat and do not violate Shabbat laws – and get a kashrut license from the rabbinate," Lubitch said. The petition simply asks the rabbinate to act with "consistency," he said.

Forward by McMeel Web Board

The rabbinate sees things differently.

In dealing with an earlier appeal by Vadai for a kashrut license, the Chief Rabbinate wrote that restaurants are different than hotels. Hotels generally know how many people they will be serving before Shabbat begins, but a restaurant cannot know, and there is a greater chance food will be prepared on Shabbat for unexpected diners, the rabbinate said.

In addition, hotels host kashrut supervisors, so they are immediately available to do their work, the rabbinate said. But supervisors would be required to walk to any restaurant they are supposed to be supervising, and this is hard to find.

Also, hotels host guests and must provide them with food, but there is no urgent need for restaurants to provide kosher food over Shabbat, the rabbinate said.

At least two kosher restaurants did operate with a rabbinate kashrut license in Jerusalem, but this ended in the 1980s.

The late chief rabbi and revered religious-Zionist leader Rabbi Mordechai Eliyahu said it was "certainly possible" for restaurants to operate a system where they serve food on Shabbat to diners but do not cook or take payment on Shabbat.

Sample Board Game Lesson

In the Middle of the Shuk - באמצע השוק

Board Game

Big Idea

Hebrew is a modern, living language spoken in Israel

Hebrew is a part of the Jewish culture

Objective

Learn to discriminate between the letters of the Alef-Bet

Materials:

- One Board (Printed or Digital)
- Two Dice
- 4 Player Markers (2-4 player or 2-4 team game)
- 4 Eco-Friendly Shuk Baskets to carry money and food
- 54 Shekel Tokens - (2 copies of each of the 27 letters in the alef-bet)
- 11 Location Tags (worth two tastes each)
- Cards
 - 54 alef- bet cards
 - 11 locations cards
 - 1 Tasting cards
 - 4 player cards / tasting cards

How to Play

- There are two Hebrew letter tiles for each letter of the all of the alef bet (54 total)
 - At the start of a new game these tiles will be randomly placed around the board
- This game is 2-4 players (2-4 teams)
 - Choose the number of players playing
 - Green is Player 1
 - Blue is Player 2
 - Red is Player 3
 - Yellow is Player 4
 - If you're playing with the class then the teams offer an added benefit for collaboration as well as competition.

- In the bottom of the screen there are tabs that say how many tastes (points) each player has.
 - Each player starts with a blank card, zero tastes
 - Learners can also click on their player to see their tastes on their taste card
 - If in person, learners can keep track of their tastes (points) by placing the foods and location tabs that they pick up on their taste cards
- On your turn roll both die
 - Move that number of spaces
 - If you land on a Hebrew letter shekel coin, pick it up
 - You cannot hold more than nine unplayed shekel coins at a time - additional coins must be left on the street
 - If you land on a location, you may pick up that location's card
 - You cannot hold more than three location cards at a time
 - If you land on a blank space, you will get a letter card. You will immediately play this card unless otherwise indicated.
 - If you land on the middle of the shuk, you will earn a surprise gift
 - Either a Hebrew Letter Shekel, A Hebrew Card, A Location Card, A food Item, or Shekels that can be used at any location (rare)
 - Check what Hebrew letters you have and bring them to the locations to purchase food items
 - For example, if you have a samech, go to Wok Market to redeem it for a piece of sushi - that is worth one taste
 - Players need to collect Hebrew letters and bring them to the correct location on the board.
 - If they collect all the missing letters and location card for that location, then they earn the location tag (bonus)
 - Each location tag earns you three additional points.
- Take turns.
- The first player rolls the two dice and moves that number of spaces in any direction. They can move forward and then backwards in the same turn.
 - If they land on a Hebrew letter, the player picks up the Hebrew letter on that tile.
 - If playing the extended version then the player must successfully complete the activity in a single try to win the shekel
 - The shekel should be placed into your shuk cart/wallet
 - The food should be placed directly onto your taste card
 - The letter must be redeemed at the correct location

Ways to win the game:

- Earn Tastes
 - Two players - earn 12 tastes first
 - Three players - earn 10 tastes first
 - Four players - earn 8 tastes first
- Or have the most number of tastes when time runs out of class.
- Have the most number of tastes when all the location cards have been claimed.
- Earn the 50 shekel and collect the number of missing tastes to win.

Happy tasting!

Appendix

Figure 1 - Front of Cards

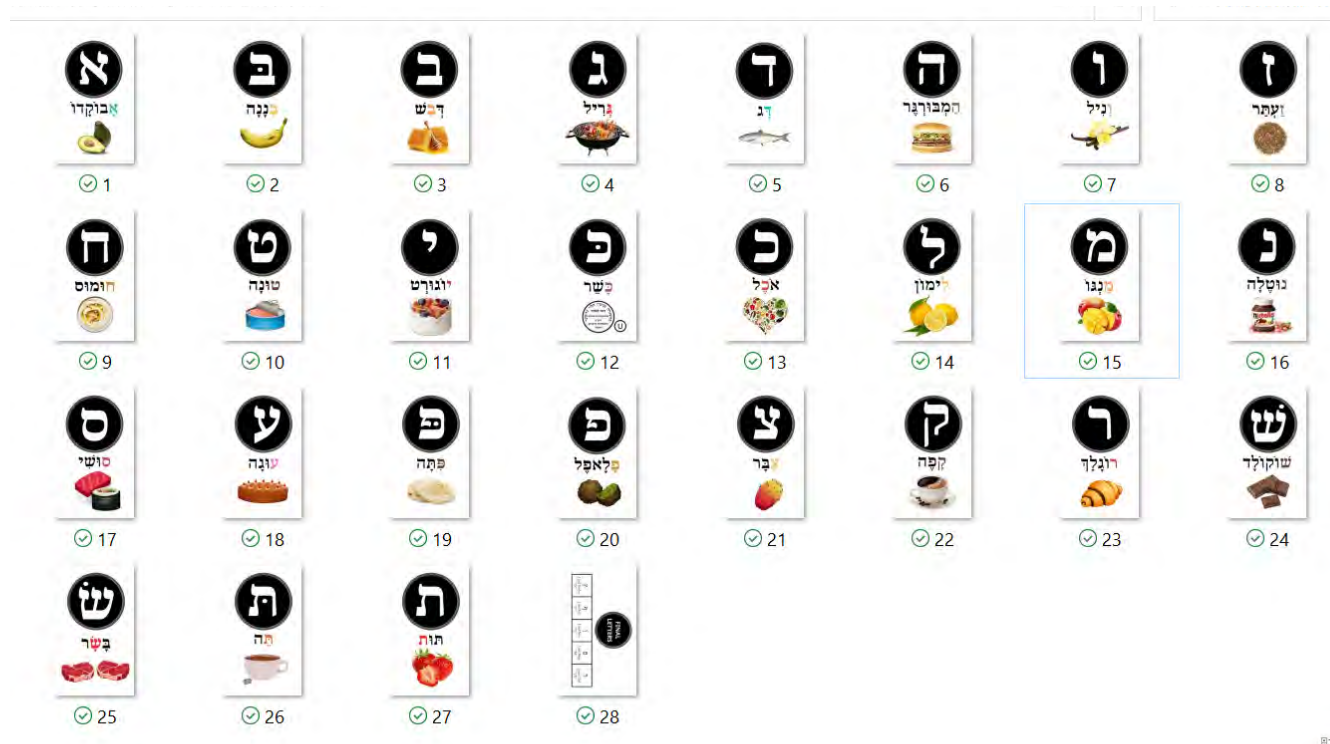


Figure 2- Back of Cards

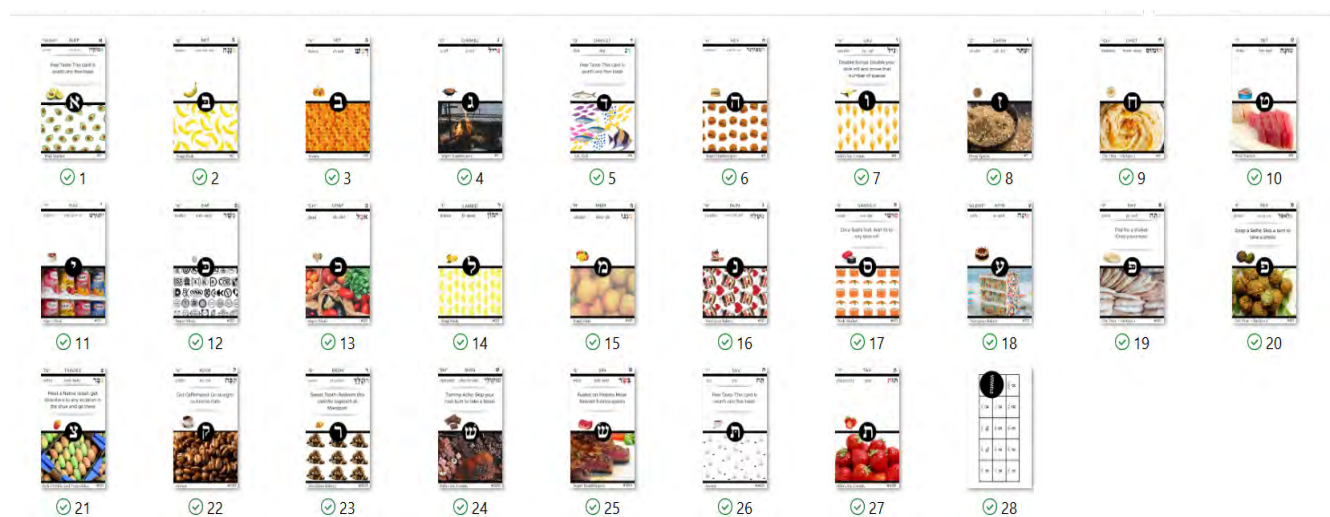


Figure 3- Location Cards (11 total)

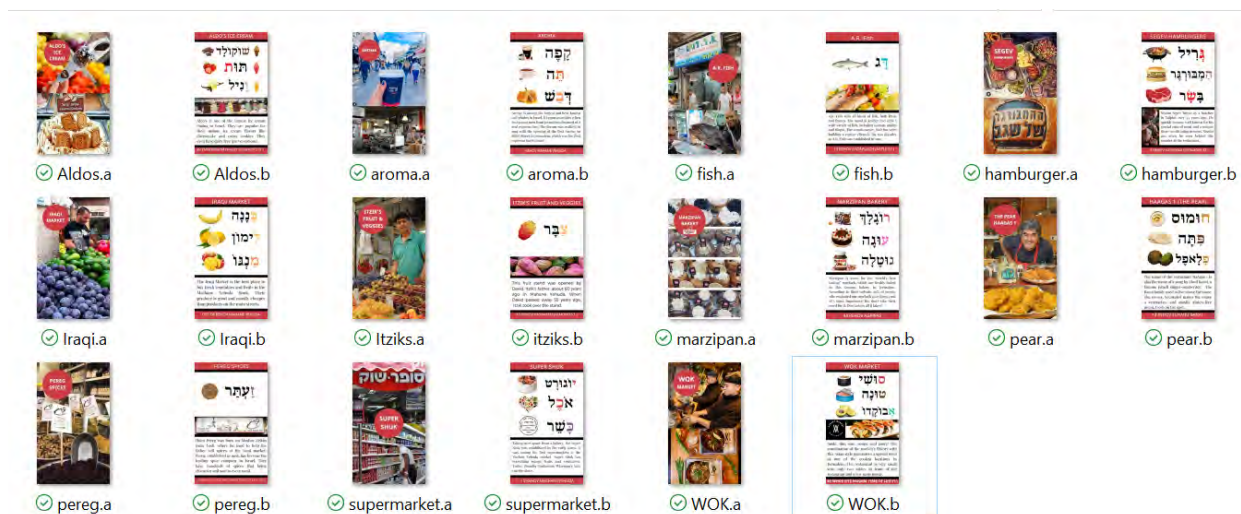


Figure 4 - Coins / Shekelim (27 coins - need two of each)

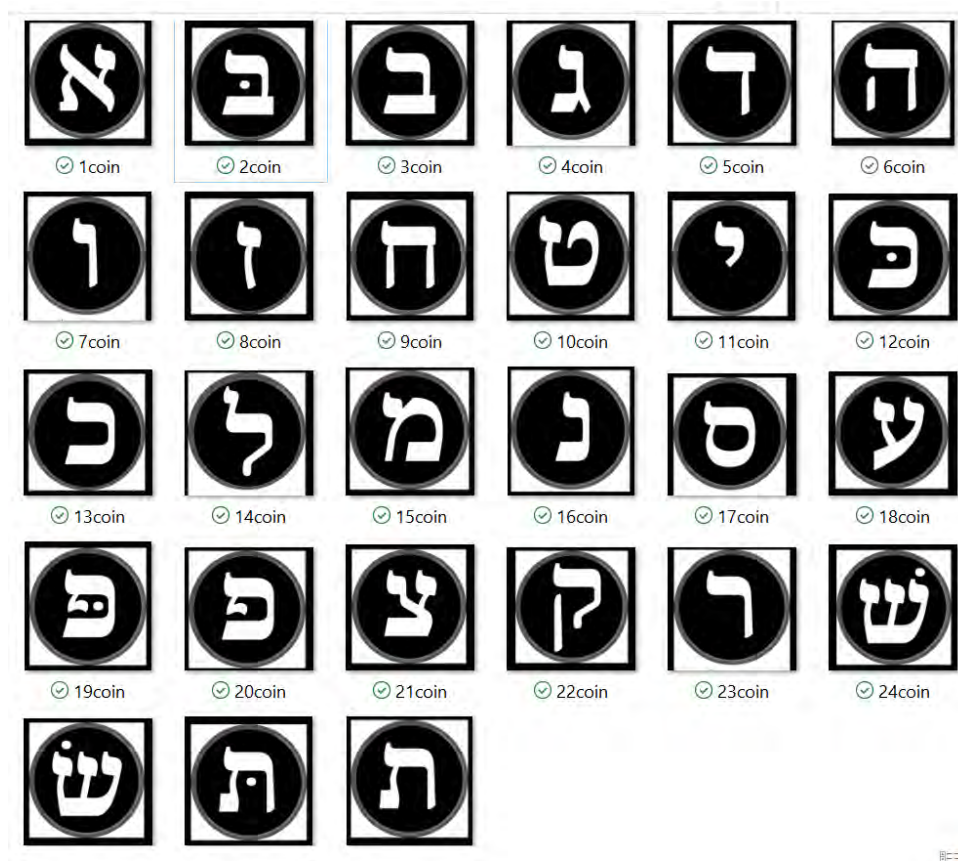


Figure 5.1 Taste Card (Sample)

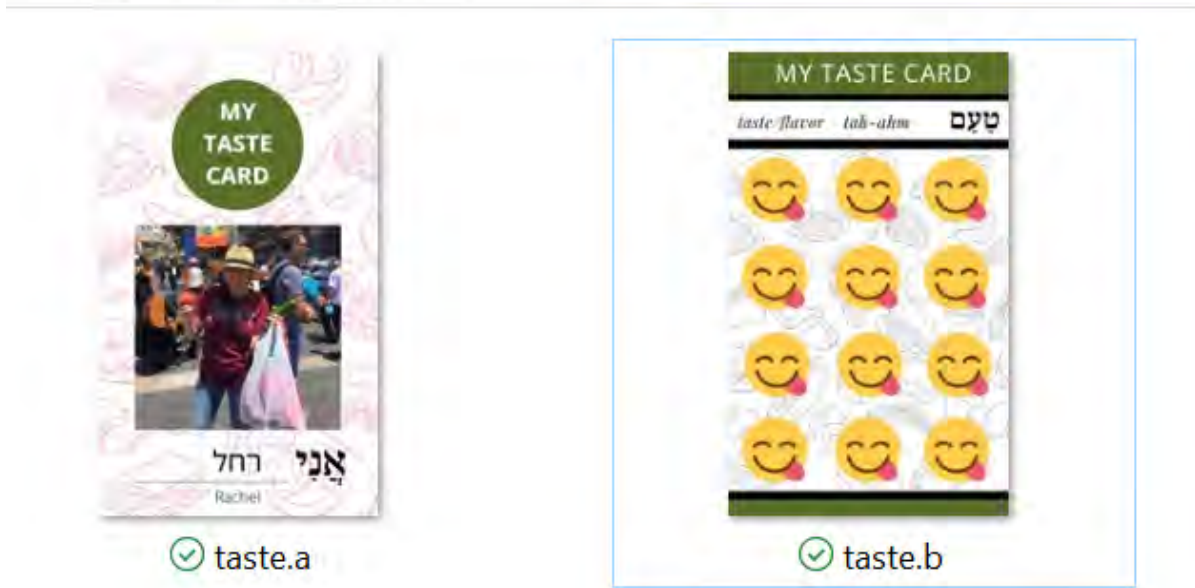


Figure 5.2 Taste Card (Blank)



Figure 6 - Board for Board Game



Figure 7 - Players

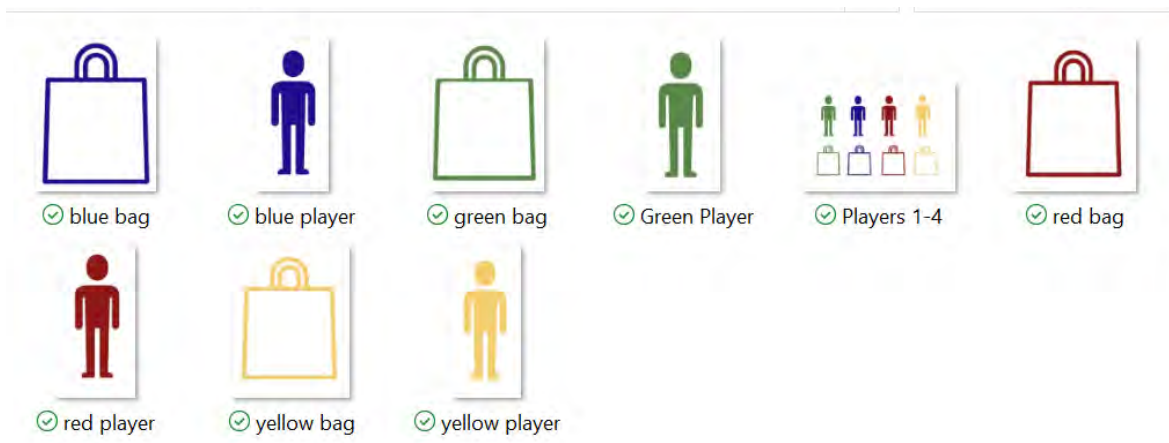


Figure 8 - Sticker List of Various Moves for Back of Cards (Samples)

- Free Taste: This card is worth one free taste
- Double Scoop: Double your dice roll and move that number of spaces
- On a Sushi Roll: Add 10 to any dice roll
- Pita for a shekel: Grab yours now
- Snap a Selfie: Skip a turn to take a photo
- Meet a Native Israeli: get directions to any location in the shuk and go there
- Get Caffeinated: Go straight to Aroma Cafe
- Sweet Tooth: Redeem this card for rugelach at Marzipan!
- Tummy Ache: Skip your next turn to take a break
- Fueled on Protein: Move forward 5 extra spaces



Figure 9 - Digital Scratch Game Set-Up

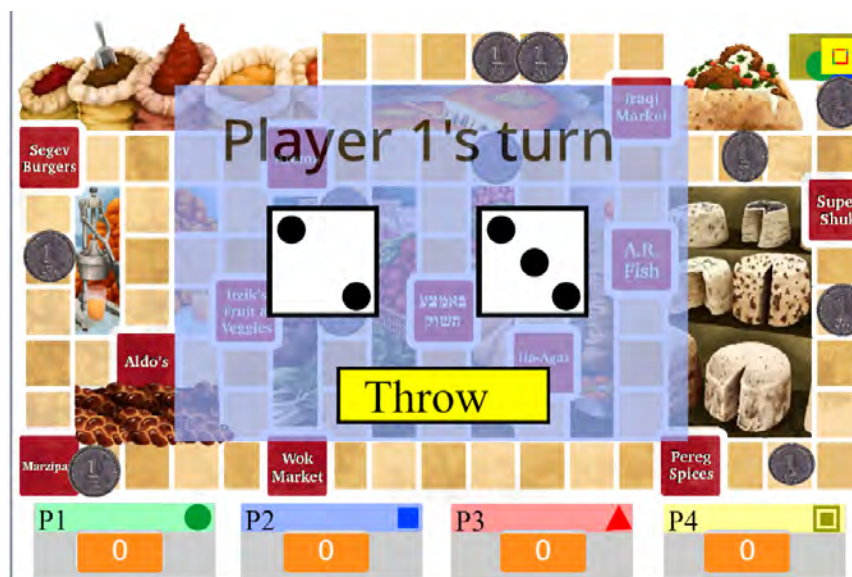


Figure 10 - In Class Card Games

Around the World

1. Ask two kids to stand up.
2. Explain the rules. You will show the kids a Hebrew letter or word. The first person to answer the question correctly will move to the next challenger, while the other person sits down. The person who answered correctly and the new challenger stands up together.
3. A new Hebrew letter or Word will be shown- the first person to answer the question correctly will move to the next challenger, and so forth throughout the classroom.
4. The person who makes his or her way around the room back to their original seat wins the game.

Bingo (After Lesson 4)

1. Have learners create a 3x3 board by laying out 9 cards= 3 cards in each row of 3
2. Educator draws random cards
3. Learners place bingo chips on any letters called that they have laid down
 - a. Learners are not to move their cards around
4. The first learner to get three in a row wins
 - a. You can also play till a learner has their whole board filled to win or a learner fills their corners
 - b. After lesson 7, you can expand the size of your board and play a 4x4 or 5x5 board

Flashcard Friendship

- Learner sits with another learner in the class.
 - Both learners have their own deck of cards
- One learner holds up a card and the other learner needs to:
 - Say the name of the letter
 - Find the same letter in their deck
 - Both hold up the same letter
- Then both letters will place the letters down, forming a deck in the same order.
- Once all the cards are gone through, the learners can alternate naming the letters on the top of their decks.

Annotated Bibliography

An, Y. (2020). Designing Effective Gamified Learning Experiences. *International Journal of Technology in Education*, 3(2), 62. doi:10.46328/ijte.v3i2.27

Yunjo An demonstrates the design of a gamification is vital for effective learning and it can be detrimental to learning and motivation if not taken into account. In this literature review, he shares eight elements to consider when designing a game. The first is meaning, which may come in the form of an overarching story or narrative. The second is user centered design - to consider who the learners are because different game players have different motivations. For example, some learners hate leaderboards because they encourage competition, while other learners find this motivating. The fourth is choices that allow for autonomy - for example the learner should be able to choose the difficulty they want to attempt or whether they have to play at all. The fifth element involves extrinsic rewards like points, badges, and levels because these elements can become trite and repetitive. There may be more motivation in social elements or intrinsic motivation. The sixth element is social interaction, which has been found particularly important for females. This leads into number seven, cooperation and competition because a game does not and should not only be competitive. There are benefits to cooperation among the team. Finally, number eight was to include opportunities for failure, because we learn through failure and games create a safe environment where we can fail over and over again and we keep trying. According to McGonigal's 2011 Gamers spend 80% of their time failing and still enjoy what they're doing. It is a challenge and an accomplishment when the learner finally succeeds.

Benor, Sarah, et. al. (2020). Let's Stop Calling it "Hebrew School": Rationales, Goals, and Practices of Hebrew Education in Part-time Jewish Schools. Retrieved October 17, 2020, from <https://www.casje.org/HebrewEdPartTime>

There were two phases to this research study of Hebrew instruction in part-time Jewish schools throughout the United States. These include schools across the different denominations of Judaism (Reform, Conservative, Orthodox etc). In the first phase directors of the part-time Jewish schools were surveyed. In the second phase the researchers observed Hebrew school classrooms in action and also collected surveys from stakeholders within these institutions.

The researchers found that most schools were emphasizing decoding and prayer, while only some covered modern Hebrew. However, the researches also found that constituents were more interested in Modern Hebrew instruction than directors estimated. A major challenge for these part-time schools was total contact hours as they found an average of 1.7 hours of Hebrew instruction per week

The researchers offered a number of suggestions. One suggestion was to infuse Hebrew throughout the curriculum. While a second suggestion was to incorporate small amounts of gamified homework with parent buy-in. A third suggestion was to set affective goals. These three suggestions have guided the above curriculum in decoding the Alef-Bet with Modern Hebrew.

Montelongo, José A., et al. "Teaching English-Spanish Cognate-Recognition Strategies through the Américas Book Award-Winners and Honor Picture Books." *Journal of Latinos and Education*, vol. 17, no. 4, 2017, pp. 300–313., doi:10.1080/15348431.2017.1348299.

In this study researchers considered Latino Spanish speakers who were learning English as a second language. They discussed the importance of teaching cognates as a way to lift up the Spanish language in a positive light, and empower children to make connections between their native language and the English language. The researcher suggested that as early as elementary school teachers should teach patterns that help identify cognates such as suffixes and prefixes which are derived from Latin. There is a long list of these rules in Spanish. The researcher suggests that elementary school teachers should teach these rules in order to help their students better succeed in academics. It has been demonstrated that learning about cognates makes Spanish speaking children better readers and spellers. Furthermore, by teaching these cognates using Americas Book Award Winners or honor books with pictures, the children's native language and heritage can be elevated rather than seen negatively.

Wang, D. (2017). Gamified learning through unity 3D in visualizing environments. *Neural Computing and Applications*, 29(5), 1399-1404. doi:10.1007/s00521-017-2928-5

The study is on the use of Unity, a free game design platform, and JanusVR to create 3D visuals to engage Chinese high school students, age 15 and 16, in learning contemporary history. They developed a game: War to resist the US and assist Korea, where students would learn from visuals and exploration. In order to complete the game, the students needed to make their way through five battles. The researchers surveyed 20 students, which is limiting because of the small sample size, and found that students preferred the gamified learning experience, they were more attentive and satisfied by this experience in comparison to their regular classroom history lectures.

Chen, Meng-Hua, et al. "The Effectiveness of Digital Game-Based Vocabulary Learning: A Framework-Based View of Meta-Analysis." *British Journal of Educational Technology*, vol. 49, no. 1, 2016, pp. 69–77., doi:10.1111/bjet.12526.

In this meta-analysis the researcher looked at 10 different studies of vocabulary language acquisition using gamified learning. The overall study revealed no

differences in Learning based on age or previous language knowledge. There was a difference in the effectiveness of vocabulary acquisition based on the game design. The game needs to fall within the learners zone of proximal development in order for it to remain fun and not boring or anxiety producing. There are a number waves to do this including immediate feedback and the ability for the learner to try again and improve. Adventure-based games were positive for those beginning a subject because they were not too difficult. The story kept the learners growing.

Resources and Reading List

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Learning Materials to Support the Curriculum

A list of learning materials to support the curriculum (online resources, textbooks, professional guides) - includes my digital purchases of all these books

Alef Bet Rap: <https://www.youtube.com/watch?v=q2b0YVazSOg>

JI Interactive, Alef-Bet Videos:

https://www.youtube.com/watch?v=Qcfzn5D_Vn4&list=PL5INgJjS3ubh23d7JcK15Q0Hf5gvuQEIE

Primer Express:

<https://store.behrmanhouse.com/index.php/downloadable/download/link/id/MC4wNTl4NzMwMCAxNTk4OTc3OTQ3Mjl3OTExMjMwNjEyMjE%2C/>

Shalom Uvracha

<https://www.behrmanhouse.com/turnpage/su.html>

Shalom Hebrew:

<https://store.behrmanhouse.com/index.php/downloadable/download/link/id/MC4wMzA1NTkwMCAxNTk4OTc3OTQ3Mjl3ODExMjMwMzEyMzc%2C/>

Let's Talk:

<https://store.behrmanhouse.com/index.php/downloadable/download/link/id/MC4wNzQ0MzUwMCAxNTk4OTc3OTQ3Mjl4MDExMjMwOTExNDQ%2C/>

Ten-Minute Reader:

<https://store.behrmanhouse.com/index.php/downloadable/download/link/id/MC4xMTY5NjMwMCAxNTk4OTc3OTQ3Mjl4MjExMjMxNTEyNDY%2C/>

Shalom, Reader:

<https://store.behrmanhouse.com/index.php/downloadable/download/link/id/MC4wOTYxNTQwMCAxNTk4OTc3OTQ3Mjl4MTEyMjMxMjEyNDU%2C/>