

## **Marvelous Mischakim: Games to Learn By**

### **Froma Fallik**

**Subject Areas:** Hebrew language, Israel, Shabbat, holidays

**Multi-lesson plan**

**Target ages:** Kindergarten, 1<sup>st</sup> – 3<sup>rd</sup>, 4<sup>th</sup> – 5<sup>th</sup> (varies)

**Objectives:** Vary for each game.

Games can be used to assess knowledge before or after teaching a subject, to enhance learning, and to reinforce learning. In playing games, children learn about organization, rules, role play, strategy, patience, politeness, problem solving, concentration, and creativity. Above all, games are fun. These games can be used as part of a lesson plan. Some of them can be used to fill time at the end of a period. Most of these games do not require any materials.

#### **The games:**

##### **1. Lo Nachon! (Wrong!)**

**Objectives:** To assess initial knowledge of a subject or to assess what has been learned or to make a familiar story interactive

**Materials:** none

##### **2. Getting Ready for Shabbat**

**Objective:** To review Shabbat or holiday practices

**Materials:** none. **Target age:** 4 to 10

##### **3. Associations**

**Objective:** To assess what students know about a subject prior to teaching it

**Materials:** none. **Target age:** 5 to 10

##### **4. Israel / Geography**

**Objective:** To teach or review the geography of Israel. To familiarize students with the geographic locale of various sites within Israel.

**Materials:** map of Israel for each student. **Target age:** 8 to 12

##### **5. Magazine Scavenger Hunt / Collage**

**Objective:** To review Shabbat or holiday practices. **Target age:** 5 to 10

**Materials:** magazines with pictures. Scissors, paper. Glue. Markers and/or crayons.

## **6. Mystery verb**

**Objective: To repeat a new vocabulary word many times to reinforce learning it**

**Materials: none. Target age: 6 to 10**

## **Lo Nachon! (Wrong!)**

**Objectives:** To assess initial knowledge of a subject or

To assess what has been learned or

To make a familiar story interactive

**Materials:** none

**Target age:** 4 to 10

1. Students sit informally- in a circle on a carpet is ideal.
2. Ask students how to show they agree with something, how they disagree. Teach the Hebrew phrase “Lo Nachon!” (literally “not right”) to show disagreement in Hebrew. Tell the students that you are going to tell them a story but that you don’t remember it very well. Ask them to yell out “Lo Nachon!” if you make a mistake.
3. Begin the story. For example,
  - a. “Hanukkah is a holiday that comes in the summer. (Lo Nachon) It is the holiday where we light candles and eat apples and honey (Lo Nachon).....
4. Each time the students yell, Lo Nachon, the teacher asks the student for the correct answer (Oh, well then when does Hanukkah come? or What special food do we eat on Hanukkah?)

## **Getting Ready for Shabbat**

**Objective:** To review Shabbat or holiday practices

**Materials:** none

**Target age:** 4 to 10

**When to use this game:** at the completion of a unit of study about Shabbat or a holiday. Alternatively, this can be used to review vocabulary.

1. Students sit informally- in a circle on a carpet is ideal.
2. The game begins with the first student saying “I’m getting ready for Shabbat and I’m....” The student fills in an appropriate short phrase (cooking, baking challah, buying flowers, cleaning the house, putting out candles, etc.)

3. The next student repeats the sentence that the first student said and adds a phrase. (ex. "I'm getting ready for Shabbat and I'm cooking and baking challah.")
4. Each student adds a phrase. If a student forgets a phrase, he or she is "out." The winner is the student who can recite all the phrases successfully.

This can also be used to practice Hebrew vocabulary. (ex. "I love eating fruit especially <name a fruit>" or "I love to paint, especially with <name a color>." The teacher may use a memory aid (pictures of fruit, a box of crayons) so that students can focus on remembering the Hebrew vocabulary.

### **Associations**

**Objective:** To assess what students know about a subject prior to teaching it

**Materials:** none

**Target age:** 5 to 10

**When to use this game:** at the beginning of a unit of study about a holiday

1. Students sit informally- in a circle on a carpet is ideal.
2. The teacher explains that we are going to be making associations about a holiday.
3. The game begins with the teacher saying the name of the holiday (for example, "Pesach").
4. The first student calls out a word that that holiday invokes (for example, "matzah").
5. The next student calls out a word that the previous words invokes (for example, "charoset").
6. If the associations move away from the subject, the teacher gently redirects the students back to the subject.
7. The teacher takes note of the associations made and then lists them for the students. The teacher can use the association as a springboard to talk about more memories and associations or may choose one association to begin teaching about the holiday.

### **Israel / Geography**

**Objective:** To teach or review the geography of Israel. To familiarize students with the geographic locale of various sites within Israel.

**Materials:** map of Israel for each student

**Note:** This can be played with a map of modern or ancient Israel

**Target age:** 8 to 12

This is a variant of a game that most students will know. Each student must name a place that begins with the last letter of the place named previously. In this game, natural formations (rivers,

mountains, lakes) may be named- as long as they are within Israel). Players are not allowed to repeat words previously used. A player has a specific amount of time- perhaps, 30 seconds, to come up with a word.

For example, the chain might be: “Jerusalem,” “Metulla,” “Achziv,” etc. If a student tries to use a Hebrew name for a place that has already been named in English , or vice verca, (for example, “Yerushalayim” when “Jerusalem” has been used), the teacher should point out that Yerushalayim is Hebrew for Jerusalem. The player gets an additional 30 seconds to find a place that has not yet been named.

### **Magazine Scavenger Hunt / Collage**

**Objective:** To review Shabbat or holiday practices

**Materials:** magazines with pictures. Scissors, paper. Glue. Markers and/or crayons.

**Target age:** 5 to 10

**When to use this game:** as part of a unit of study about Shabbat or a holiday. To find pictures for a collage art project prior to a holiday.

1. Students brainstorm a list of items associated with Shabbat or a holiday. Teacher writes list on board.
2. Students search in magazines for items on the list. If students think of other items while they are searching, these items may be added to the list.
3. Students use the items they have cut out from the magazines to create a collage.

### **Mystery verb**

**Objective:** To repeat a new vocabulary word many times to reinforce learning it

**Materials:** none

**Target age:** 6 to 10

1. Teacher chooses a verb in Hebrew that the children are not familiar with (for example, “rokeyd”, dance). One student leaves the room or covers his/her ears. The other students are told what the verb means and practice whispering it several times.
2. The student who left the room returns and asks questions about the verb: Can I “rokeyd” in the rain? Can a dog “rokeyd?” Do people “rokeyd” on tv? The student must guess the meaning of the word within a specified time period.

**3. Students take turns going out.**