

PREFACE

Shalom and welcome to Hebrew Through Movement, a language acquisition strategy in which students learn Hebrew by hearing and responding to Hebrew commands. Since 2002, Hebrew Through Movement (HTM) has been bringing laughter and smiles to the learning of Hebrew across North America. And, because of its kinesthetic nature, Hebrew is sticking deeply in the *kishkes* of its learners.

Hebrew Through Movement is an adaptation of James J. Asher's Total Physical Response (TPR).¹ TPR was designed by Asher as the foundation of a full language learning program, but it has also been effective in situations with limited language goals, like part-time/synagogue educational programs. Hebrew versions of Total Physical Response are used in Jewish day schools, camps, early childhood and part-time/synagogue educational programs. HTM builds the sounds of Hebrew in the ears and hearts of learners, making it a key part of sound-to-print learning that is the foundation of the #OnwardHebrew initiative (<http://OnwardHebrew.org>).

The curriculum for Hebrew Through Movement (HTM) starts by introducing common Hebrew verbs and nouns. In part-time Jewish educational settings, its ultimate goal is developing understanding of the prayers in our *siddur*, as well as synagogue and Jewish life vocabulary. In other settings (early childhood, day schools and camps²), HTM offers beginning steps toward modern Hebrew language learning.

Hebrew Through Movement was developed by faculty at the Siegal College of Judaic Studies and then spread locally and nationally via courses and community workshops. As with TPR curricula for any world language, HTM introduces Hebrew in a playful and meaningful way, creating a positive link between children and the target language. Hebrew Through Movement is supported by research on brain-based learning, providing an aural, visual and kinesthetic foundation that opens the door to easier Hebrew decoding and reading.

HTM's learning model is based on ways that children learn naturally:

They learn by moving and doing.

They learn in an environment of positive emotional support.

They learn when they feel safe from the embarrassment of "not knowing."

They learn when they can progress at a comfortable pace.

They learn best when learning is joyful and playful.

Hebrew Through Movement takes minimal time - lessons are generally 15 minutes each, taught with a specific structure that creates success. In part-time Jewish

¹ Detailed information on the program can be found on Asher's TPR website (<http://www.TPR-world.com/>) and in the classic TPR manual authored by Asher: *Learning Another Language Through Actions*, 7th edition. Los Gatos, CA: Sky Oaks Productions, 2009. Bina Guerrieri, a former staff member of the BJE of San Francisco, was one of the pioneers in adapting TPR to Jewish settings.

² A guide specifically for Jewish camps may be downloaded at no cost from the homepage of <http://HebrewThroughMovement.org>.

educational settings, HTM is scheduled each time that children are in session, once or twice a week. Early childhood programs, camps and day schools often schedule multiple sessions weekly.

Following the natural flow of a young child's language learning, there are no expectations for learners to speak aloud in a Hebrew Through Movement lesson. Rather, the teacher offers Hebrew commands and the students react to the language. When learners hear *קוּמ* they stand up, and when they hear *שִׁבְת* they sit down. To lower the stress that often accompanies language learning, HTM learners are encouraged to watch and then mimic others, if needed. This creates a very social experience, bringing everyone into the fun and learning process.

Prior to the 2020 Covid-19 pandemic, Hebrew Through Movement was taught only in-person. However, the need to be physically distant during the international health crisis forced the adaptation of HTM to virtual teaching environments, most often on Zoom. A curriculum guide for virtual learning was developed in the summer of 2020 and posted to the homepage of HebrewThroughMovement.org. Yes, HTM taught online is successful, but more so is the shared energy of in-person learning.

The HTM curriculum, in any form, is a guide and not a recipe or blueprint. HTM works best when it is responsive to specific individuals, groups and settings. Teachers are encouraged to start with the Foundational Unit and select or adapt other units that are right for them -- this is what makes Hebrew Through Movement most effective.

We hope you enjoy using this guide and will be pleased with how happily and productively your children learn.

QUICK PEEKS AT HTM LEARNING

For an overview of Hebrew Through Movement, watch the video titled, "Curious? Click for a Quick Overview" on <http://HebrewThroughMovement.org>.

For a look at how Hebrew Through Movement can be used to teach the vocabulary of rituals, prayers and blessings, watch the Pesah video here: <http://www.hebrewthroughmovement.org/pesah.html>. It shows the use of Hebrew Through Movement to teach core Hebrew vocabulary of two lines of the Four Questions. Know that at the end of the recording session, when the video camera was turned off, the children had strange looks on their faces. When asked why, they said, "we never knew what the words meant before." The application of Hebrew Through Movement to the rituals of our tradition is truly its superpower!

What Teachers and Directors Need to Know

... *about Hebrew Through Movement*

Hebrew Through Movement is based on the premise that we can teach more effectively if we follow the process by which infants learn their first language. This involves a conversation between adult and child during which the adult suggests actions to the child (“take the bottle,” “wave bye-bye”) and the child reacts physically. Babies are not expected to respond orally in the first year or so of life – there is a long silent period before the child speaks their first words and sentences. Grammar is not taught formally (“repeat after me: *I take, he takes, she takes, you take*”) and vocabulary is not memorized (“here are ten objects found in a kitchen; learn them all in the next two days”). Language for a baby, however, is often controlled, with short phrases and sentences clearly enunciated (“say bye-bye,” instead of “give your aunt a big hug, a kiss good-bye, and wish her a good trip”).

Based on many of the same principles by which a baby learns his or her native language, Hebrew Through Movement is:

- *Playful* – Students enjoy and have fun learning with HTM.
- *Experiential* – In addition to movement, rich experiences are provided through use of props/objects and pictures.
- *Based on language patterns* – Hebrew Through Movement assumes that language patterns are as important as vocabulary. Students internalize language patterns that they hear repeatedly without having to formally learn rules of grammar. A core pattern is the use of the infinitive (for example, לקום) which means that children do not have to learn different grammatical verb forms for males and females; it also respects gender-neutral language.
- *Based on novelty, using language in many ways* – Students are surprised by unexpected or unusual commands. Ideally, they should not be able to anticipate the teacher’s next steps.
- *Systematic* – New terms are introduced in a carefully controlled way. In Hebrew Through Movement, teachers choose the vocabulary of movement (“stand up and sit down”), as well as vocabulary that students encounter in the synagogue and in Jewish living.

LOOKING OVER THE SHOULDER OF A NOVICE TEACHER BEING INTRODUCED TO HTM

For two videos of a supervisor offering an overview of Hebrew Through Movement to a new teacher, click the video link on the top right side of this webpage: <http://www.hebrewthroughmovement.org/background.html>.

Teachers - this video quickly and clearly offers you an overview of HTM.

Directors - this video helps you learn strategies to support your teachers.

... *about the timing of Hebrew Through Movement in Jewish educational settings*

HTM is ideally taught each time students are in session, whether once a week or more frequently. Of course, those who are exposed to Hebrew Through Movement multiple times a week become more proficient in Hebrew learning than those who are exposed to it less often. The early work of Bina Guerrari at Congregation Beth Am (Los Altos Hills, CA), showed that once-a-week learning, 15 minutes at a time, moves students along comfortably. On the other hand, HTM scheduled every other week or monthly is NOT recommended – there is too much time between learning blocks for learners to progress.

... about young learners and Hebrew Through Movement



friends if they are not sure what to do.

People learn more easily in an atmosphere that is joyful and low-stress. In Hebrew Through Movement, the teacher does not correct mistakes, but simply demonstrates the correct response. Just as parents show excitement with children's first approximations of words, teachers honor and show enthusiasm for partial successes. In addition, students are encouraged to learn from one another and to look to their

... about the learning model

Learning begins with Foundational Units that teach basic vocabulary; learners literally get up and move. In lessons taught completely in Hebrew, students are introduced to commands: Get up, sit down, stop, run, jump, spin, point to, lift up, etc.

To fit short bursts of learning time (15ish minutes) the Hebrew infinitive is used לקום (stand up) rather than a command directed to

- one male קום
- one female קומי, or
- a group קומו

While at first it may seem awkward to use the infinitive (לְשֹׁבֵת), this verb form is frequently used in Israeli exercise classes and in other settings. The infinitive prevents embarrassment (“I don’t remember if that word is for a boy or girl. Do I move or not?”) and doesn’t assume gender identities. It makes good use of learning time since, in once or twice a week sessions of HTM, it would be impossible to learn the specifics of verb conjugations and the gendered agreement of nouns and adjectives.

Infinitives, used in command form, are combined with nouns, for example:

Run to the door. לְרוץ אֶל הַדְּלֵת

Point to a book. לְהַצְבִּיעַ אֶל סֵפֶר

Stand up and jump to the window. לְקוּם וּלְקַפוץ אֶל הַחַלּוֹן

... about the learning principles behind Hebrew Through Movement

Dr. Lifsa Schachter, creator of HTM, has said that, “There are different kinds of Hebrew (Biblical, prayer, communicative/modern, etc.) and there are a variety of great teaching methods (immersion, games, songs, etc.). All are valid. But, if one is teaching Hebrew Through Movement, it is important to follow certain learning/teaching principles for each 15-minute lesson.” The principles ask that HTM teachers:

1) Prepare for learning by thinking through and writing a lesson plan called a “learning script.” HTM teachers:

- Develop lesson scripts/plans by using the script planning worksheet (see pages 179-184).
- Gather props and pictures. Place them in a convenient spot for use during the lesson.
- Pre-plan the timing and pacing of the lesson.

2) Create a rich learning environment. HTM teachers:

- Have props/objects, pictures and other items at hand.
- Speak Hebrew! Unless there is a safety concern or emergency, plan to teach lessons fully (100%) in Hebrew. This means thinking through in advance how to illustrate new vocabulary through actions, props or pictures. Yes, there may be a few times when an English translation is needed (like when teaching a Hebrew-phrased *concept* in a prayer or blessing – this is best done in English prior to the start of the HTM lesson). Really, most lessons can be taught 100% in Hebrew.
- Use authentic props (the “real thing”) as much as possible. These might be ritual objects (a *lulav*, a *hanukkiyah*), items in the room (chair, book, pencil), or anything else that can be held or pointed to. If it is hard to find a hands-on prop, feel free to print pictures. You might:

- Place photos of HTM words around the room, perhaps with the Hebrew words typed on them.
Before you search for photos, check each unit’s tab on HebrewThroughMovement.org to see if photos already exist. These Sukkot pictures may be downloaded and printed from the tab “Holidays” >> “Sukkot.”



- Move to a location in the building that matches the vocabulary. For example, a class that is learning about items in the synagogue would ideally have their lesson in that space. If that is impossible to schedule, ritual items could be brought to class (a Torah scroll, *tallit*, *siddur*) OR photos placed around the room.

3) Set a playful and safe tone in the classroom. HTM teachers:

- Explain in English before the first lesson:³
 - What you will do – for example, “I will speak in Hebrew and show you what the word means.”
 - What learners will do - “You should watch me, listen to me, and show me you understand what I just said. If I say ‘jump’ in Hebrew, then you jump when you hear that word.”
 - What they will not do – “Do not repeat the Hebrew aloud; just follow the command I give you.”

Tell them that it is okay to look to other children if they cannot remember what to do. Emphasize that learning Hebrew will be fun!

- Smile, laugh and be upbeat.
- Use unexpected commands, as appropriate (“Put the paper under the door” or “Sit under the table”).
- Do not make a child feel badly if they make a mistake.
- Shift immediately to English if a safety issue arises. Otherwise, stay in Hebrew.

4) Follow a three-part learning progression. HTM teachers:

- Review words children already know. Where possible, offer new (and fun) commands they might not have heard before.
 - For example, if children learned the Hebrew word for “book” in an earlier lesson, in the review segment have two children each place a book by the window and then have everyone jump over to one of the books.
- Introduce three new terms, either verb-commands, nouns or adjectives.
 - Teach/model new vocabulary in sets of three.
 - Too many new words may be hard to remember.
 - Too few items do not help learners to think (i.e., with only two choices, the response can only be one or the other).
 - Introduce each word one at a time, with at least three examples. For example
 - Say אֲרֹב and point to a student’s chair. Repeat אֲרֹב and point to the teacher’s chair. Repeat אֲרֹב and point to a photo of a rocking chair. Do not add extra words – say אֲרֹב and not אֲרֹב הַיְּדֵי.
 - Say מְהֵרָה. To illustrate the adverb you might: run quickly; show a photo of a horse running quickly; and/or show a photo of a rowboat and a speed boat (point to the boat that is moving quickly).
 - Repeat the three words just learned, but mix up their order. Point to the objects/illustrations OR actively demonstrate their meaning. This should take only a minute or so.

³ More information on introducing HTM to learners (as well as parents and other teachers) is found in this easy-to-follow presentation: <https://tinyurl.com/Explaining-HTM>

- Integrate old and new learning. Create commands for children to follow that mix new vocabulary with the words children already know. Generally, this section takes the most time in a lesson. Begin by modeling a few integrated commands and then expand to a few students joining WITH you before involving larger groups or the entire class. As children get more comfortable with the vocabulary, give commands but let the children move without you offering movement clues (see #6, below).

5) Direct 2-3 commands to small numbers of learners and then to the entire group. HTM teachers:

- Never ask a child to follow a command alone.
 - HTM is social learning. Always ask two or more children to participate at a time; children need to feel comfortable looking at another learner if they forget what to do.
 - This also allows some children to simply observe the actions of others, rather than be “on” the entire time.
- Rotate small groups of learners so that each is “up” for about a minute. This keeps all children engaged by moving or watching and listening.

6) Check comprehension/understanding by observing student actions and language. HTM teachers:

- Introduce new vocabulary when approximately 2/3 of the learners show they understand words previously taught.
- Give commands without moving/demonstrating as much as possible during a lesson’s review/warm-up (part one) and integration segment (part three). This breaks students’ dependence on the teacher and helps them gain confidence. [Yes, it’s perfectly fine for students to watch each other.] It also allows the teacher to identify students who are doing well, as well as those who need extra support.

7) Do not ask children to speak or respond verbally until after a minimum of 10 hours of HTM learning. HTM teachers:

- Do not ask children to repeat the Hebrew words you speak during a lesson.
 - Students should listen and respond physically, not orally. A 2023 study notes that when a person repeats a word immediately after hearing it, the brain’s resources are shifted to speaking, rather than remembering the word⁴. Besides mimicking the



⁴ “Repeating New Words Out Loud Isn’t Always the Best Way to Learn Them,” <https://neurosciencenews.com/language-learning-repetition-22294/>

passive learning process known as “acquisition,” we want our children to remember the HTM words, not be distracted by speaking.

- Also, when many people are talking, learners cannot hear vocabulary pronounced clearly and accurately.
- Listen for clues that students are ready to offer commands.
 - Children *will* voluntarily and naturally begin to use speech, perhaps in class or in the halls before school begins.
 - Another clue may be that parents report that children are using Hebrew at home.
- Invite children that show readiness to reverse roles with you, the teacher. They may offer a few commands during the last part of the lesson. [See page 46, below, for more information about “role reversal.”]

8) Receive all children’s responses with enthusiasm. HTM teachers:

- Use words of encouragement, like:

Nice	יוֹפִי
Excellent	מְצוּיִן
Very good	טוֹב מְאֹד
Very nice	לְפָה מְאֹד
Well done	כָּל הַכְּבוֹד
Terrific	סְבִבָּה
Wonderful	מְעֻלָּה
Applaud	לְמַחֵוּא כְּפַיִּים (clap together!)



- Model/demonstrate a correct command when children are uncertain what to do.

9) Encourage children to support one another. Hebrew Through Movement is a social learning activity, one that is cooperative, not competitive.

10) Encourage others to reinforce Hebrew Through Movement learning. When a teen assistant or another adult teacher participates in Hebrew Through Movement lessons with their students, they eventually gain enough language background to give HTM commands themselves. For example, if the group needs to move to *t’fillah*, the teen assistant may ask learners to stand up and walk to the door. Clergy, educators and other adults can powerfully reinforce student learning by using HTM commands in assemblies or other settings, and reinforcing the Hebrew (not Yiddish) words for *latkes*, *graggers*, and more. *For ideas on how to explain and gain the help of others in your classroom or building, go to the homepage of HebrewThroughMovement.org and find the short slide deck in the section, “Explain HTM to Others before You Begin Teaching.”*

... about using Hebrew Through Movement over multiple years

Jewish educational programs can successfully use HTM for six years or more with their learners, between preschool and sixth grade. The key is to use words

from the Foundational Language Unit to introduce vocabulary of the holidays, prayers/blessings, and to reinforce decoding/reading.

- The **Foundational Language Unit**⁵ introduces the students to the Hebrew Through Movement method and provides the vocabulary that enables them to move about and interact with objects (point to, pick up, etc.). At a more advanced level, the Foundational Unit furthers children's abilities to perform classroom tasks in Hebrew. Groups of learners new to HTM always begin with Foundational Level 1 and progress through at least five foundational levels before branching off into thematic vocabulary (Holidays, prayers, etc.). No matter the age or experience level of the learners, teachers consistently review Foundational Unit vocabulary.
- The **Holiday⁶ and Synagogue⁷ Units** introduce and reinforce ritual objects, concepts and other vocabulary. Teachers should check the note at the top of each of the Holiday units to see whether children will need to have completed Foundational Level 5 or Level 6 to successfully engage with that holiday's vocabulary.
- The **Prayer Unit**⁸ offers avenues for Hebrew Through Movement to enhance student understanding of Hebrew prayers, blessings and rituals. Curriculum for specific prayers and blessings is available for free and immediate download from this webpage:
<http://www.hebrewthroughmovement.org/prayers--blessings.html>
- The **Print-Literacy Strand**⁹ offers a variety of ways to use HTM to reinforce decoding or reading skills. Before being introduced to print-literacy, students should have learned (or are currently learning) to decode Hebrew. They should also have completed through Foundational Level 3. Those who have completed through Foundational Level 5, as well as many of the holiday, synagogue and prayer lessons, will have more to work with.



HTM may also be used to teach/reinforce Jewish Life Vocabulary (JLV),¹⁰ one of the elements of #OnwardHebrew.¹¹

⁵ Beginning on page 25

⁶ Beginning on page 65

⁷ Beginning on page 149

⁸ Beginning on page 159. HTM curriculum that supports teaching the *Sh'ma* and its blessings, the *Amidah*, and a few other prayers are available for easy and free download from <http://www.hebrewthroughmovement.org/prayers--blessings.html> or <http://JECC-iPrayer.weebly.com> (both sites have the same materials).

⁹ Beginning on page 165

¹⁰ <https://www.onwardhebrew.org/jewish-life-vocabulary.html>

¹¹ <http://OnwardHebrew.org>

As noted, Hebrew Through Movement is used successfully from early childhood through Grade Six and even beyond. A normative sequence in part-time Jewish educational settings divided by grade levels is:

- Kindergarten (or the first year that HTM is introduced in an educational program) – Introduce the first five or six Foundational Units and then work with any of the holidays that come later in the year.
- First Grade – Review Foundational Units previously covered and decide which others to introduce this year. When ready, introduce one or more of the “options” offered in any of the Holiday Units. Integrate Jewish Life Vocabulary (JLV), as appropriate.
- Second Grade – Review Foundational Units previously covered and introduce any others desired. Review previously taught Holiday “options” and introduce new ones. Some programs complete all of the Holiday segments in this grade. Integrate JLV, as appropriate.
- Third Grade (or whichever year that blessings and prayers are introduced) - Review Foundational and Holiday Units, introduce the Synagogue Unit, and choose select prayers/blessings.⁴ Integrate JLV, as appropriate.
- Fourth Grade – Review all previous learning and introduce *Sh'ma* and its Blessings (or whatever prayers/blessings are focused on this year).⁴ JLV.
- Fifth Grade – Review all previous learning and introduce the *Amidah* (or whatever prayers/blessings are focused on this year).⁴ JLV.
- Sixth Grade – Review all previous learning and introduce whatever prayers/blessings are focused on this year.¹² JLV, as appropriate.

As noted on the previous page, the Print-Literacy Strand may be introduced at any time after Foundational Level 3 and after children have learned (or are learning) the Alef-Bet.



Early childhood programs often start with Foundational Units and then branch out to holidays, as well other vocabulary appropriate to the setting – food, clothing, names for the room’s learning centers, etc. For supports in planning some of these other areas, check the HTM Camp Curriculum Guide that is available as a free download on the homepage of HebrewThroughMovement.org; it has units on food, clothing and locations.

An education program may certainly use the Foundational vocabulary to teach any other Hebrew one desires – for example a song, locations in the synagogue, ritual objects, and as mentioned, Jewish Life Vocabulary.

Students who enter an educational program beyond the first year(s) that HTM is introduced, catch up quite easily when teachers assure them that they may look

¹² Note that the JEC has integrated HTM for the Torah blessings in the curriculum guide found here: <http://www.jeccmarketplace.com/torah-blessings/> (free download).

to any other child in the room to gain the meaning of a word or command they don't understand or remember.

... about planning HTM scripts/lessons

A teacher who plans their HTM lesson in advance teaches with more confidence since all props are anticipated and gathered (no more: “oops, I forgot to get ___”), the learning sequence can be better streamlined (no more: “ugh, I should have reviewed a different word at the beginning”), and no stumbling in the middle of the lesson to create commands or to find ways to keep children on their toes and having fun.

Planning an HTM lesson involves several steps:

- Choosing three new words to teach.
- Considering which actions or props would best illustrate each new word.
- Deciding what words reviewed at the beginning could help with the new vocabulary (for example, the word לְהַרְיִם might be useful to review if teaching the word סָפַר, but the word לְגַעַת would be a better choice if teaching מְזוּזָה).
- Brainstorming commands one might use throughout the session.

HTM offers several supports for script planning:

- A very helpful three-page script planning worksheet sheet is found on pages 179-184 of this guide. A version you may download and print is here: <https://tinyurl.com/HTM-scriptworksheet> (yes, click on “make a copy”). Step-by-step, it takes a teacher through the planning process noted above. Want extra help? View this eight-minute video that explains how to use the worksheet: <https://youtu.be/EWqvGRS7ECI>.
- Module Eight in the online seminar is devoted specifically to planning one's script.
- The curriculum guide includes sample scripts for most of the Foundational Levels and for all of the Holiday Units. The prayer/blessing lessons offer suggestions of how to introduce and reinforce each word.
- A number of additional scripts have been linked to the homepage of HebrewThroughMovement.org. They may easily be found in the “Script Writing Worksheet” section of that page.

SCRIPT PLANNING WORKSHEET

Today's Lesson Focus _____

Words that will be introduced (if a verb has a preposition, include it)

- 1) _____
- 2) _____
- 3) _____

PLANNING FOR REVIEW/WARM-UP - Place on the web words you could review during the warm-up:

PLANNING FOR NEW WORDS - Brainstorm using this chart

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc

... about arranging the learning space

Students should sit in a semi-circle either on a carpet or on comfortable-enough chairs so they can see the teacher and each other. They should be able to get

up and move about easily. The teacher sits center-front with a table or shelf for props nearby, and a board or easel for pictures. For a slide show that explains how to set up a classroom use this link: <http://tinyurl.com/gksczrm>.

If the learning space does not lend itself to this set-up, search out another location in your building that better supports Hebrew Through Movement. Members of the “Hebrew Moves Me!” Facebook group are happy to offer ideas for making the best use of one’s space – feel free to post the question or search for a past thread on this topic.



... about getting and making learning objects/props

Wherever possible teachers use multiple examples of authentic objects – more than one *hanukkiyah* or *m’zuzzah* will help children identify the specific meaning of a word (i.e., “all of these are examples of this word, *hanukkiyah*”) as compared to one particular item.

I was recently reminded of the reason why three different props should be used whenever introducing new vocabulary. I was introducing the word *אָזן*. First I pointed to my left ear, then my right ear, and, finally, the ear on a teddy bear. After the lesson, one of my students said, "When you first taught us the word for ear, I was confused. I didn't know if you meant ear or earring. But when you showed us the teddy bear's ear, I knew you meant ear because the bear didn't have an earring." As is often the case, my best feedback comes from my students.

Facebook posting by Linda Duke
HTM Master Teacher

Photographs may be used when an actual object is hard to obtain, or a concept would benefit by several illustrations. These are provided for a number of Holiday Units (check the HebrewThroughMovement.org website) and most of the blessing/prayer units (check lessons posted here <http://www.hebrewthroughmovement.org/prayers--blessings.html> or here <http://JECC-jPrayer.weebly.com>; both websites have the same materials available for free and immediate download).

Food may be a very useful prop, never mind that eating helps bond memory. After learning words like *hallah*, or *l’vivot*, offer students an opportunity to eat these foods.

Teachers should have a supply of props in their rooms for quick and easy access. These may be grouped by unit (in boxes or bags), or placed together in a large bin or box. Props may be donated (especially real ritual objects)



or purchased. One school using Hebrew Through Movement to teach Hebrew for a number of years gathered the following:¹³

- Jewish holiday wooden sets from Kid Kraft
To get price comparisons SEARCH: Jewish holiday wooden sets
- Plush Judaica objects like hallah, lulav, etrog, and Torah
To get price comparisons SEARCH: Jewish plush toys
- Judaica ritual objects bought at after-season retail sales or local garage sales
- Jewish-themed posters and *matzah* paper available from the JEC's Teacher Center (<http://JECCMarketplace.com>)
- *S'vivonim* (*dreidels*) from Israel as well as the United States
- Different kinds of candles (Shabbat, birthday, *havdallah*, Hanukkah, scented, etc.)
- Crayons, fruit, balloons and other items in assorted colors
- Plastic replicas of different types of bread (helpful for representing hametz). *To get price comparisons SEARCH: toy bread set*
- Photographs of props and ritual items when authentic ones are not available



A list of specific props for each learning unit, developed by Temple Isaiah, Lafayette, CA, may be found at the bottom of this page:

<http://www.hebrewthroughmovement.org/background.html>. In addition, Teacher Tip videos on attaining and organizing props are found at the top of this webpage: <http://www.hebrewthroughmovement.org/teacher-tips.html>. HTM teachers who do not have their own teaching space/classroom often use wheeled containers, pushcarts or *schlep* bags to bring their supplies to students.

... about flashcards (*not!*)

Babies learn language through listening, responding physically and eventually speaking. Reading occurs at a much later stage. HTM, as a language acquisition model, does not encourage the use of Hebrew flash/word cards in the first few years of the program.

¹³ With thanks to Gloria Grischkan, The Temple – Tifereth Israel (Cleveland, OH), for assembling this list.

However, as noted in the Print-Literacy Strand (pages 165-178), there are a number of ways that Hebrew decoding and/or Hebrew reading (where the printed word has meaning to the reader) may be integrated into the learning process at a later stage.

Yes, some older learners do better when seeing print as part of their language learning process. That said, HTM is designed to be mostly aural and kinesthetic. The word cards on the <http://HebrewThroughMovement.org> Foundational Language and Holiday Unit webpages were provided to support print literacy at a later stage of learning. In addition, there are picture cards with Hebrew words for posting in the room, though not for use as flashcards. Search <http://JECCEMarketplace.com> for Hebrew Through Movement picture cards.

... about tracking student progress

In Hebrew Through Movement, informal assessment goes hand-in-hand with teaching. The teacher constantly monitors the group in order to know when to add new vocabulary or grammatical patterns. It is helpful for a person (a teen assistant, other teacher, or friendly supervisor) to unobtrusively observe classes to see how the students are responding to the commands. HTM is no longer suggesting that actual checklists be used; just observe and maybe take a few notes.

A chart titled, "Words Learned this Year," is found on page 189 of this guide. It offers a helpful way to track specific learning from group-to-group and year-to-year. Teachers should use it for themselves and then share it with their students' next year's teacher.

While one may assess student learning based on the amount of vocabulary learned, Hebrew Through Movement progresses to increasingly complex language beyond individual words. Achievement will vary with different groups of students and hours of instruction. *Note that HTM learning flows between all these phases; for example, a teacher may work with elements of Phase 1 at the same time they are using elements from Phase 2.*

Phase 1

The students will be able to:

- Follow single commands.
- Follow two commands.
- Interact with objects.
- React correctly to some holiday and synagogue-based vocabulary.
- Reverse roles with the teacher and begin to offer commands of their own.

Phase 2

The students will be able to:

- Follow more complex commands.
- Integrate holiday and classroom themes with HTM action commands.

- Respond יָ (thumbs up) and אָ (thumbs down) to simple questions or commands.
- Speak sentences that the teacher did not teach or previously use¹⁴.
- Integrate Jewish Life Vocabulary with HTM commands (optional).

Phase 3 and beyond

The students will be able to:

- Extend all of the above, with the addition of print-literacy activities.
- Follow more complex chains of commands.
- Respond to commands that include masculine and feminine adjectives.
- Expand role reversal.
- Use their Hebrew Through Movement Hebrew knowledge to better understand Jewish prayers and ritual.

In a part-time educational setting, Phases 1 and 2 will generally (but not always) be accomplished during the years a child is in kindergarten through second grade; children who enter later into the program will pick up on these just fine.

Phase 3 assumes that students are introduced to the recitation and meaning of Hebrew prayers/blessings.

A form is available on page 191 of this curriculum guide to help chart student progress through these three phases over the course of the year. *A mini-version is here >>>*

After charting the progress of current students, share the completed form with next year's teacher ... and start a new form for your new students.

Hebrew Through Movement Progress

Teacher _____ Group of Students _____ Year _____

	Novice	Emerging	Proficient
Phase 1 The students are able to:			
• Follow single commands			
• Follow two commands			
• Interact with objects			
• React correctly to some holiday and synagogue-based vocabulary			
• Reverse roles with the teacher and begin to offer commands of their own			
Phase 2 The students are able to:			
• Follow more complex commands			
• Integrate holiday and classroom themes with HTM commands			
• Respond יָ (thumbs up) and אָ (thumbs down) to simple questions or commands			
• Offer some new responses when giving commands*			
• Integrate Jewish Life Vocabulary with Through Movement commands (optional)			
Phase 3 and beyond The students are able to:			
• Extend all of the above, with the addition of print literacy activities			
• Follow more complex chains of commands			
• Respond to commands that include masculine and feminine adjectives			
• Expand role reversal			
• Use their Hebrew Through Movement knowledge of Hebrew to better understand Jewish prayers and rituals			

¹⁴ When students internalize language patterns, they will say things the teacher never said or taught previously. For example, in this video, a boy offers what he thinks is the plural of the word hallah: <http://tinyurl.com/m7w7f5n>

What Directors Need to Know

... about group size

The best HTM learning happens with up to 15 learners; group dynamics are more manageable at this size. However, there are programs that have larger class sizes. Directors and teachers who have more than 15 students should be alert to the challenges that might arise.

... about teacher background

The most ideal Hebrew Through Movement teachers are fluent speakers BUT one doesn't need to be a native Hebrew speaker to teach HTM well. Some modern Hebrew background – in one's past as a day school or college student, or as an adult learner – is sufficient because in HTM lessons the language is controlled and well-planned in advance. However, teachers do need to:

- read Hebrew comfortably enough to access the curriculum guide
- understand and use basic Hebrew vocabulary
- write or type their learning scripts
- be committed to teaching in Hebrew 99% of the time.

Teachers without a Hebrew language background will find it difficult to plan scripts and teach comfortably. However, for those who need a boost, “HTM *Shalom Ivrit*” introduces vocabulary and grammatical patterns to non-fluent teachers using an approach similar to that of Hebrew Through Movement. Teachers hear Hebrew, match vocabulary with pictures and actions, learn kinesthetically, and are encouraged to practice giving commands aloud. The order of the sessions follows that of HTM's Foundational Units. This is a free, asynchronous program linked from the homepage of HebrewThroughMovement.org and found here: <https://www.hebrewthroughmovement.org/htm-shalom-ivrit.html>.



Note that there are very few translations accompanying the curriculum guide's vocabulary lists. However, there are a number of supports on the HebrewThroughMovement.org website for those with less-than-fluent Hebrew background:

- On the left side of each webpage for the Foundational and Holiday Units is a short video that pronounces and translates each of the vocabulary words.
- On the right side of each webpage is a short video that explains special grammatical points.

... about use of teachers

Two different models are employed across the country:

- Some programs hire classroom teachers who commit to devoting 15ish minutes to HTM during each learning session. Classroom-based HTM

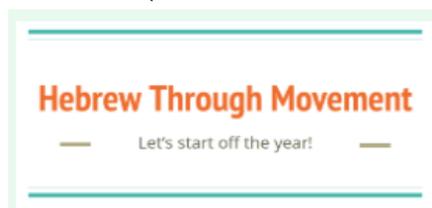
teachers do well in this role when their Hebrew background is sophisticated enough to handle HTM and they are committed to teaching it on a consistent basis. When either premise is not true, classroom teachers “forget” to teach Hebrew Through Movement regularly and thus the benefits are lost.

- Many educational programs hire Hebrew Through Movement specialists, i.e., teachers with Hebrew background and excitement for working with this model. When specialists arrive in another teacher’s classroom, or when students are scheduled to come to them, they are consistently able to build learning from one session to another.

... about staff training and development

Formal training and ongoing support ensure success of Hebrew Through Movement teachers. The JEC’s online seminar coupled with three levels of teacher certification, regular teacher meetings and supervisor observations using the teaching rubric will all help HTM teachers grow professionally.

In addition, others assigned to sit in on the HTM lessons (Judaic teachers, teen assistants, etc.) need background before the year starts. Support is offered in the section, “Explain HTM to Others before You Begin Teaching” on the homepage of HebrewThroughMovement.org; click on this image on that webpage >>>>>



The Jewish Education Center of Cleveland has developed a 10 module online seminar available 24/7. The asynchronous online seminar takes approximately 10 total hours of learning and may be completed individually (even in one’s pajamas in the middle of the night), or with learning partners or small groups. The seminar is fast, it’s efficient, and teachers with the training are more successful developing lessons and teaching them, compared to those who “wing it.” Ideally, new teachers should complete through Module 9 prior to teaching HTM for the first time; the final module (which prepares teachers to submit a video of their teaching) may be completed after they have some teaching experience. *More information is under the “Online Seminar” tab on HebrewThroughMovement.org.*

Recognizing that supports are helpful to teachers taking on new skills, the JEC offers a no charge director/supervisor slot in the online HTM seminar when an educational program enrolls three teachers or more between June of one year through May of the next. More information is available on the registration page of the HebrewThroughMovement.org website.

There are three levels of teacher certification – seminar completion, teacher certification and master teacher. Information on all three are available from the homepage of HebrewThroughMovement.org and pages 196-197 of this guide. Certification is based on the HTM teaching rubric found at the end of this curriculum guide and granted by the online seminar facilitators at no additional

charge to the participant. Note that application for certification is not “pass/fail” – it can take more than one recording of a lesson for a teacher to demonstrate the required elements for each level. The facilitators offer feedback to support improved teaching.



A number of communities and educational programs offer communities of practice for Hebrew Through Movement teachers, creating an opportunity for staff to share successes, challenges and supports to each other. The benefit of this professional development model is that teachers working with other teachers quickly become more sophisticated users of HTM.

Finally, a relatively active Facebook group offers teachers and directors an opportunity to celebrate successes, to post questions and respond to those of others. The group loves seeing photos and videos from HTM classrooms, however, the person posting needs to attain parental permission for Facebook on behalf of any children in view. On Facebook search for “Hebrew Moves Me!”

... about teacher supervision and formative assessment

It can take a number of years for teachers to integrate into their teaching all of the HTM learning principles, above. There is a lot to remember and do.

To support teacher growth, a rubric based on HTM’s central learning principles was developed. A copy of the rubric is found on pages 193-195 at the end of this guide and here: <https://tinyurl.com/HTM-teaching-rubric>. It may also be downloaded as either a PDF or Word Doc from the homepage of HebrewThroughMovement.org.

The rubric is scored using a very informal rating system called: roses, buds and thorns.

- Roses are identifiable actions or practices that a teacher does really well.
- Buds are identifiable actions or practices that are just beginning to take shape.
- Thorns are identifiable actions or practices that need improvement.

A few notes about using the rubric:

- It is helpful if, in advance of a lesson observation, a goal is identified by the teacher, whether independently or with whomever might be observing.

- This could be a principle in the rubric that the teacher wishes to work on (for example, standing still after saying a command that children already know).
- Or,
- The goal could be unit-specific, for instance to make a connection between the Hebrew command לְשֹׁבֵי בֵּית הַסֻּכָּה and the ending of the blessing for sitting/dwelling in a *sukkah* לִישֹׁב בֵּית הַסֻּכָּה.
- An observer (another teacher or a supervisor) should highlight actions/practices seen (or not seen) during the lesson.
- The bud column is for handwritten notes on practices that could be nurtured into roses.
- A richer conversation will develop if the teacher self-assesses the lesson on another copy of the form before meeting with the observer.



Enjoy all that Hebrew Through Movement brings
to your learners and educational program!