

HEBREW THROUGH MOVEMENT

מוֹדִים



Originally developed as a complement to the JECC's curriculum,
Lakum ... La'amod, plus V'ahavta

Jewish Education Center of Cleveland

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INTRODUCTION TO USING HEBREW THROUGH MOVEMENT WITH PRAYERS AND BLESSINGS

This unit is one of a series developed by the Jewish Education Center of Cleveland as a starting point for planning prayer and blessing lessons using Hebrew Through Movement. Indeed, the power of Hebrew Through Movement is in its ability to introduce and reinforce key vocabulary of Jewish prayers and rituals by using the foundational commands that have students walking, running, turning, and pointing. With HTM, students learn Hebrew by listening and reacting, and as a result, words and phrases stick in their heads much easier than when they attempt to memorize a list of words.

A few things to note:

- At the stage of language that Hebrew Through Movement operates, students will never fully be able to understand all the Hebrew words and phrases of a blessing or prayer. But they can be introduced to enough vocabulary so that the blessing begins to take on meaning.
- To work with the prayers and blessings, students need to have completed Foundational Level Five in the curriculum guide (available for free download from the home page of: HebrewThroughMovement.org).¹ This level of learning provides the basic vocabulary to introduce and reinforce the complicated language of Hebrew prayers. Core commands that will be helpful include:

לָקוּם	get up
לְלַכּוֹת אֶל	walk to
לְקַפוֹץ אֶל	jump to
לְהַצְבִּיעַ עַל	point to
לְקַחַת	take
לְגַעַת ב	touch
לְהַרְיֵם אֶת	raise up
לְהוֹרִיד אֶת	lower
לְשִׂים _____ עַל	put (the)(a) _____ on

- Most of the time, HTM focuses on individual words, but at times an entire phrase is offered as the object of a command.
- Note that the JECC develops curriculum in response to the needs of local Cleveland congregations. After evaluation and revision during a pilot year, our materials are then shared nationally. The Hebrew Through Movement lessons are embedded into two JECC prayer curricula:
 - *Lasim Lev* (a focus on the *Sh'ma* and its Blessings, plus *Kiddush*)
 - *Lakum...La'amod* (a focus on the *Amidah*, plus *V'ahavta*)

¹ Teachers gain the basic skills for working with Hebrew Through Movement through the 10 hour online-seminar offered by the Jewish Education Center of Cleveland: <http://www.hebrewthroughmovement.org/online-seminar-registration.html>

Both are available for free download from JECCMarketplace.com. If your program needs a specific prayer, blessing, or vocabulary that is not included, use the general template provided in these lessons to create your own.

This guide contains:

- Suggestions for the vocabulary a teacher might choose in working with a prayer or blessing
- Ideas for teaching each of the chosen vocabulary words
- Resource Sheets with pictures that will help with the teaching of concepts (print these in color, preferably on cardstock; lamination is optional)
- Explanations of when students may have learned specific vocabulary if your program uses *Lasim Lev* or *Lakum...La'amod* OR if your program has been teaching the prayers/blessings in the same order by which these guides are organized.

Three teaching tips:

- Teachers are welcome to introduce vocabulary from this guide in any order they wish BUT it is helpful to complement student learning with words that match the current focus of their *t'fillah* class. Thus, if you are a Hebrew Through Movement teaching specialist, be sure to stay in contact with the classroom teacher so you choose the most helpful vocabulary, weekly
- Remember to start each lesson with a review of past vocabulary. This review should contain words students have already learned that will assist in the rest of the lesson. For instance, if you know students will be touching objects (לְגַעַת בּ) and picking them up (לְהָרִים אֶת), include those verb forms in the review.
- Anytime you complete a Hebrew Through Movement lesson based on a prayer, blessing or ritual, end your session by helping your students recite the actual blessing. This creates immediate and strong reinforcement between the vocabulary just learned and the actual prayer.

Make sure to recite the blessing מוֹדִים after your HTM class session.

Vocabulary options for HTM are indicated in red:

מוֹדִים אֲנַחְנוּ לָךְ,
 שְׂאֵתָה הוּא,
 יי אֱלֹהֵינוּ וְאֱלֹהֵי אֲבוֹתֵינוּ וְאִמּוֹתֵינוּ,
 לְעוֹלָם וָעֶד.
 צוֹר חַיֵּינוּ, מִגֵּן יִשְׁעֵנוּ,
 אֵתָה הוּא לְדוֹר וָדוֹר.

It's pretty amazing that students have learned almost all of the words in the first part of this blessing during their Hebrew Through Movement lessons. Everything indicated in red, above, is a review with the exception of the pronouns. Students using Lakum...La'amod are challenged in their t'fillah lesson to figure out what the Hebrew of מוֹדִים means, based on all they have learned in the past. They accomplish this by working in a series of guided learning centers. If your HTM lesson precedes their t'fillah work, you will ease the way. If your HTM lesson comes after their t'fillah work, your own lesson will flow a bit smoother.

● מוֹדִים אֲנַחְנוּ (We are thankful)

REVIEW FROM מוֹדָה אֲנִי \ מוֹדָה אַנְי which is the singular version of מוֹדִים אֲנַחְנוּ: Have a variety of objects around the room that students know in Hebrew, ideally items that relate to a recent or upcoming holiday (e.g., a *ra'ashan*, *m'gillah*, Shabbat candles, a *siddur*, *sefer* plate). Give commands like the following:

לְקַפּוֹץ אֶל הַמְּגִילָה, לְגַעַת בַּמְּגִילָה, לְקַחַת אֶת הַמְּגִילָה, לְרוֹץ אֶל שָׂרָה וְמָרְק
 לְתַת אֶת הַמְּגִילָה לְשָׂרָה וְמָרְק.

Then, go to Sarah and Mark and indicate that they should show thanks by bowing a little while you say:

מוֹדִים אֲנַחְנוּ (תוֹדָה) מוֹדִים אֲנַחְנוּ

Feel free to have whomever is following your commands to give an object to only to one student so that you may reinforce the singular response:

מוֹדָה אֲנִי (תוֹדָה) מוֹדָה אֲנִי

(As a phrase). Ask students to point to or touch this phrase on a poster of the prayer.

(con't)

• **אתה** (you)

REVIEW FROM גבורות: This is not a normative Hebrew Through Movement word, but it would be helpful for students to know אתה in regard to this blessing since it repeats. In English, review that Hebrew uses different forms of some words because it pays attention to people who are male and female, and assigns nouns as masculine and feminine. For instance, HTM students already know about בנות and בנים .

When we say the Hebrew word “you” in Hebrew, we match the form of the word “with the gender we see” of the person we are talking to.

Point to a boy and say: אתה. Point to a girl and say: את. Point to a boy and say: כן או לא? Repeat, by pointing to a girl and saying the same phrase (which is לא). Repeat similarly for את.

Feel free to add in אני. If students worked on מודה אני last year with the JECC’s Alef-Bet Review curriculum, they’ll have already been introduced to it. You can also work with more explicitly with אנחנו (we) and הוא (he).

• **יהוה** (God)

By now, students should know this word.

• **אבות ואמהות** (Fathers and Mothers)

• **אבותינו ואמותינו** (Our Fathers and Our Mothers)

Place the pictures of the Patriarchs and Matriarchs from the illustrations (pages 9-11, below) around the room. Use the Foundational commands to enable students to interact with them (e.g., run to אבותינו, spin to אמותינו, point to אבותינו and אמותינו, etc). Ask a student לקחת אבותינו and then do something with the picture (לשים אבותינו על ראש של ____). Feel free to explain in English that when נו is at the end of a word, it means “our whatever the word means.” So here the two words mean, “our fathers and our mothers.”

• **לעולם ועד** (for ever and ever)

REVIEW FROM ברכו and קדישה. To illustrate the idea of “forever,” command students to “sit-stand” (an down-up sequence) לשבת לקום, לשבת לקום, לשבת לקום and then command: לעולם לעולם לעולם (then YOU do something that shows it’s forever... for example, as the students are going down-up, down-up “forever,” you sit at your desk, open a book and read).

• מגן (shield)

Use the photos of different shields to teach this word (pages 13-19, below). Place them around the room, along with other nouns students know. Using the Foundational words, have students run, turn, jump, point. etc. to find the words you tell them.

• לדור ודור (from generation to generation)

REVIEW FROM קדושה: Show students photos that have people from one generation (labeled: דור, pages 21-27). Shift to English for a few moments to see if they remember what the word means.

Then introduce the photos on pages 29-31 labeled לדור ודור - point to the older generation when you say דור, and then the young one when you say ודור.

אבות



אברהם



יעקב



יצחק

אמהות



רבקה



שרה



לאה



רחל

מגן (shield)



(shield of Portugal)

[https://upload.wikimedia.org/wikipedia/commons/9/90/Shield_of_the_Kingdom_of_Portugal_\(1481-1910\).png](https://upload.wikimedia.org/wikipedia/commons/9/90/Shield_of_the_Kingdom_of_Portugal_(1481-1910).png)

מִגֵּר



(Yale univ. shield)

https://upload.wikimedia.org/wikipedia/commons/thumb/0/07/Yale_University_Shield_1.svg/2000px-Yale_University_Shield_1.svg.png

מגן



(shield of Israel)

https://upload.wikimedia.org/wikipedia/commons/thumb/8/8f/Emblem_of_Israel.svg/2000px-Emblem_of_Israel.svg.png

מגן אברהם shield of Abraham



דור



https://farm4.staticflickr.com/3532/5786257787_516746fb3f_o_d.jpg

דור



[https://upload.wikimedia.org/wikipedia/commons/3/34/Douglas Fairbanks and Mary Pickford 02.jpg](https://upload.wikimedia.org/wikipedia/commons/3/34/Douglas_Fairbanks_and_Mary_Pickford_02.jpg)



https://c2.staticflickr.com/6/5034/5903960326_46abc12e7d_b.jpg



http://media.salon.com/2012/06/dancing_rect.jpg



<http://www.theweddingentias.com/wp-content/uploads/2010/10/marietta-ga-real-jewish-wedding10.jpg>



http://chm.gmu.edu/cyh/archive/fullsize/batmitzvah_26ab135067.jpg

