

Level 2

Level 2 introduces some adverbs to allow teachers to modify actions (fast, slow, in place), as well as a few nouns to make it possible to move students into groups.

New vocabulary throughout this manual is introduced in **bold** letters.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	לָקוּם לְשֶׁבֶת לְלַכֵּת לְעֲצוֹר לְרוּץ לְקַפּוֹץ לְהִסְתוּבֵב				לֵאט מְהֵר בְּמְקוֹם
2 nd segment		כּוֹלָם *קְבוּצָה א' *קְבוּצָה ב'	Previous editions introduced בְּנִים and בְּנוֹת in this lesson. With increased societal gender sensitivity, we are suggesting that children be given stickers or lanyards with Hebrew letters and referred to as 'קְבוּצָה א' or 'קְבוּצָה ב' There could be groups labeled א and א (or any other Hebrew letters you choose) as well, depending on numbers. While sample HTM videos may still refer to boys and girls, we are moving forward with "k'vutzah," instead of gender labels.		

This kind of chart offers many teaching **OPTIONS**. Choose what works for you!

1st Segment

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לֵאט	<ul style="list-style-type: none"> • Move really, really slowly. • Use a tambourine to mark the pace while walking slowly. • Get a picture of a turtle, or find a toy turtle. Slowly move your prop showing that a turtle is slow.
מְהֵר	<ul style="list-style-type: none"> • Move really, really fast. Then switch to moving slowly and say לֵאט. Repeat the difference between fast and slow. • Use a tambourine to mark the pace while walking fast. • Get a picture of a horse, or find a toy horse. Quickly move your prop showing that a horse moves very very fast.
בְּמְקוֹם	<ul style="list-style-type: none"> • Run (לְרוּץ) across the room. Then run in one spot while saying בְּמְקוֹם. Repeat for other movement words like: walk, jump, spin, etc.

1) Begin with a review/warm-up.

2) Introduce the new words. Say each word three times and show a different way of illustrating the word (see ideas in the chart, on page 32). Then, integrate the words. For example:

Say **קוּם** and get up.

Say **לֵךְ** and begin walking.

Say **לֵךְ מְהֵרָה** and begin walking fast (in an exaggerated way).

Say **לֵךְ לְאִט** and begin walking slowly (in an exaggerated way).

Say **לֵךְ בַּמָּקוֹם** and begin walking in place.

3) Integrate the old words with the new ones. Invite children first in groups of two, then in larger groups, to follow the commands.

Tell the children to stand, to walk, to walk fast, to walk slowly. Every now and then, command them to stop.

קוּם!

לֵךְ.

לֵךְ מְהֵרָה.

לֵעֵצָר.

לֵךְ בַּמָּקוֹם.

לֵךְ לְאִט.

לֵךְ מְהֵרָה.

לֵךְ לְאִט.

לֵךְ בַּמָּקוֹם.

לִשְׁבֹּת.

Integrate other verbs they know (like run, spin, sit, stand up) and ask children to do the actions fast or slowly. Some verbs can be done in place (like run and spin).

Here are two other short sample scripts to try:

#2	#1
לְקוּם!	לְקוּם!
לְלַכֵּת לְאַט.	לְלַכֵּת.
לְקַפֵּץ.	לְלַכֵּת מְהֵר.
לְקַפֵּץ מְהֵר.	לְרוּץ לְאַט.
לְעֲצֹר.	לְעֲצֹר.
לְרוּץ בְּמְקוּם.	לְהִסְתוּבֵב לְאַט.
לְהִסְתוּבֵב אֶל כְּסֵא.	לְעֲצֹר.
לְשַׁבֵּת.	לְשַׁבֵּת.

Be sure to include words of encouragement מצויִן, טוב מאד, כָּל הַכְּבוֹד!

End the session by saying טוב and doing thumbs-up. Feel free to clap, as well.

- From the very beginning:
- Keep children on their toes.
 - Change the order of words.
 - Offer some unexpected or unusual commands.
 - Work with both small groups and the full group.
 - Call children by name.
 - If a child or children respond incorrectly, simply demonstrate the correct movement.
 - Start a set or new segment when 2/3 of the children can respond quickly and accurately to the commands of words already introduced.

2nd segment

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
כּוֹלֵם	<ul style="list-style-type: none"> • Point to individual children, saying their name. Then, say כּוֹלֵם with your arms open wide, meaning everyone. • In advance, cut a photo with many people into thirds (1/3). Point to each of the segments then put the photo together and say כּוֹלֵם.

<p>קבוֹצָה א'</p>	<ul style="list-style-type: none"> • If children are sitting at different tables, put a large <i>Alef</i> on one of them. Say 'קבוֹצָה א' when you point to those at the <i>Alef</i> table. • If children are sitting on the floor, move them so they are sitting in two groupings. Put an <i>Alef</i> in front of one group. Say 'קבוֹצָה א' when you point to those in this group. • Give half of the children a card or sticker with the letter <i>Alef</i>. When you ask for 'קבוֹצָה א', help them all get together in a group. Say 'קבוֹצָה א' when you point to the children with an <i>Alef</i>. • Call out 4 children by name, have them stand in one area and hand one of them an <i>Alef</i>. Use hand gestures to show they are all 'קבוֹצָה א'.
<p>קבוֹצָה ב'</p>	<ul style="list-style-type: none"> • Repeat the ideas above, but for 'קבוֹצָה ב'.

1) Begin with a review/warm-up.

2) Introduce the new words. Say each word three times and show a different way of illustrating the word (see ideas in the chart, above).

3) Integrate the old words with the new ones. Demonstrate some commands where you integrate old and new words. Then, invite groups of children to follow your directions.

Call on the children in 'קבוֹצָה א' by name, pointing to the *Alef* that identifies them and then give the command. For example:

Jeremy, Elana, Avraham קבוֹצָה א', לקפוץ מהר.

Call on the children in 'קבוֹצָה ב' by name, pointing to the *Bet* that identifies them and then give the command. For example:

Sarah, Ben, Samantha קבוֹצָה ב', להסתובב לאט.

Add more commands. Here are three sample scripts:

#3	#2	#1
פָּלֵם – לָקוּם!	קבוֹצָה ב' – לָקוּם.	קבוֹצָה א' - לָקוּם.
לְקַפֵּץ.	לָרוּץ.	לְלַכֵּת.
לְקַפֵּץ מֵהָר.	לְעֹצֵר.	לְעֹצֵר.
לְעֹצֵר.	לָרוּץ בַּמָּקוּם.	לְהִסְתוֹבֵב.
לְהִסְתוֹבֵב.	לְעֹצֵר.	לְעֹצֵר.
לְעֹצֵר.	לְשַׁבֵּת.	לְלַכֵּת לְאֵט.
לְשַׁבֵּת.		לְשַׁבֵּת.

Keep mixing up groups and your commands. Feel free to introduce the Hebrew letters *Gimmel* and *Dalet* (or any others you wish) so you can divide the children into smaller or different groupings.

Be sure to include words of encouragement - מְצוּיָן, טוֹב מְאֹד, כָּל הַכְּבוֹד, סְבִיבָה

End the session by saying טוב and doing a thumbs-up gesture and/or clap.

LEVEL 2 MODEL LESSON

For a video of a master teacher introducing Level Two, see: <http://www.hebrewthroughmovement.org/level-2.html>
Scroll down to find "Sample Lesson: Level 2."

This video lesson, recorded many years ago, divides boys and girls into separate groups. This is no longer good practice. You should create your groups by calling children by name (David, Alex, Sami) or AlefBet letters.

A FEW THOUGHTS ON WRITING SCRIPTS:

- Writing scripts is not as easy as one may think, so keep practicing!
- Use the script planning worksheet to help create each lesson (a copy is here: <https://tinyurl.com/HTM-scriptworksheet>).
- Make sure you plan three parts of each lesson: a review of previously learned terms, an introduction of new terms, and an integration of old and new learning.
- If your Hebrew is not strong, ask someone to check your script before you teach. Later, it will be hard for children to unlearn words that have been mispronounced and/or with incorrect grammar.
- Take the time to practice your script aloud before teaching it. You do not need to memorize the commands before teaching, but you also do not want to be reading commands to your children like a robot.
- Save your scripts for future years!