

Level 5

Verbs	Nouns	Adjectives	Adverbs	Misc.
לָקוּם לְשַׁבֵּת לְלַקֵּת לְעַצוֹר לְרוּץ לְקַפּוֹץ לְהַסִּיב לְהַצְבִּיעַ עַל... לְהַצְבִּיעַ אֶל... לְגַעַת ב...	כּוּלָם קְבוּצָה א' קְבוּצָה ב' (ה)דָּלֶת (ה)שׁוֹלְחָן (ה)כֶּסֶא (ה)מוֹרָה (ה)מוֹרָה (ה)מְדַרְיָד (ה)מְדַרְיָכָה (ה)לוּחַ (ה)חֵלוֹן (ה)רְצֵפָה		לָאֵט מְהֵרָה בְּמִקּוּם	אֶל עִכְשָׁיו רַק לֹא כֵּן וְ! עַל
לְהָרִים לְהוֹרִיד לְשִׂים עַל...	רֹאשׁ בֶּטֶן יָד (יָדַיִם) רַגְל (רַגְלַיִם) עֵין (עֵינַיִם)			עַל-יָד תַּחַת

Use the script planning worksheet to help you brainstorm what you need to review and how you will introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לְהָרִים	<ul style="list-style-type: none"> Demonstrate this verb by lifting items up. Do not use photos to illustrate לְהָרִים because it would be difficult to tell if the item in the picture is being lifted up or put down.
לְהוֹרִיד	<ul style="list-style-type: none"> Demonstrate this verb by lifting items up. Do not use photos to illustrate לְהוֹרִיד because it would be difficult to tell if the item in the picture is being lifted up or put down.
לְשִׂים	<ul style="list-style-type: none"> Take an item and with exaggerated movement, put it somewhere else
רֹאשׁ בֶּטֶן יָד (יָדַיִם) רַגְל (רַגְלַיִם) עֵין (עֵינַיִם)	For all these body parts: <ul style="list-style-type: none"> Point to the part on your body or on the body of someone else in the room. [<i>Do not touch another person unless you have asked them in advance.</i>] Use photos that focus in on the specific body parts – whether on a person or an animal. Multiple examples will help children figure out if you are pointing to a pair of pants OR a leg, a hand OR fingers. Point to and name body parts on a stuffed animal or a doll.

	<ul style="list-style-type: none"> Project a picture of a person on the wall and clearly point out various body parts. At first, introduce body parts only in the singular (for example רֶגֶל), waiting to introduce the plural (רַגְלִים) during another session or later in the year.
על-יד	<ul style="list-style-type: none"> Show an object by itself, point to it then add a second object next to it. As you say על-יד do a hand motion that starts at the new object and then indicates the first one. Your goal is to illustrate “next to.” Offer a command where you stand next to a student, a door, window, chair or any other object the students know.
תחת	<ul style="list-style-type: none"> Point under a table or chair. Place something under a table or chair. Show a photo of something clearly under another object (have fun with this – perhaps a mouse under an elephant!).

Be sure to mix up the order of the groups so that children cannot anticipate when they will be called upon. Some examples of commands to use when integrating learning for this level:

#3	#2	#1
קְבוּצָה ב' – לָקוּם.	קְבוּצָה א' – לָקוּם.	קְבוּצָה ג' - לְהַרְיֵם יָד.
לְשִׁים אֶת הָרֹאשׁ עַל הַשֵּׁלֶחַן.	לְלַכֵּת אֶל הַדְּלֵת.	לְהוֹרִיד יָד.
לָקוּם.	לְשִׁים רֶגֶל עַל הַדְּלֵת.	לָקוּם - לְקַפֵּץ לְקַפֵּץ לְקַפֵּץ.
לְהַצְבִּיעַ עַל הַבֶּטֶן.	לְהוֹרִיד רֶגֶל.	לְעַצֵּר.
לְגַעַת בְּרֶגֶל.	לְהִסְתוֹבֵב מֵהָר אֶל כְּסֵא.	לְרוֹץ אֶל כְּסֵא.
לָקוּם וְלָרוּץ אֶל לֹחַ.	לְהַרְיֵם כְּסֵא.	לְשִׁים אֶת הַכְּסֵא עַל-יָד חֲלוֹן.
לְשִׁים רֹאשׁ עַל הַלֹּחַ.	לְהוֹרִיד אֶת הַכְּסֵא.	לְהִסְתוֹבֵב אֶל הַדְּלֵת.
לְקַפֵּץ מֵהָר אֶל שֵׁלֶחַן.	לְשָׁבֵת עַל הַכְּסֵא.	לְשָׁבֵת עַל הָרִצְפָּה.
לְשָׁבֵת תַּחַת הַשֵּׁלֶחַן.		

While Hebrew Through Movement is NOT a version of “Simon Says” (שִׁמְעוֹן אוֹמֵר) it is possible to play the game after completing one’s formal lesson. שִׁמְעוֹן אוֹמֵר works nicely after the next unit as well, where students will learn more body parts. Remember to always use the full verb form students know from HTM (לְהַצְבִּיעַ עַל הַבֶּטֶן); do NOT simply say יָדִים עַל הַבֶּטֶן.

Next steps:
After Level 5, the students know enough vocabulary that you may introduce Shabbat 1, Rosh Hashanah and Yom Kippur, and/or Hanukkah, if seasonally appropriate.

