

HEBREW THROUGH MOVEMENT: CAMP CURRICULAR GUIDE



PHOTO SOURCE: <http://tinyurl.com/pu95mq5>

**A curriculum developed by
Dr. Lifsa Schachter,
Professor Emeritus, Siegal College of Judaic Studies**

**Summer camp version adapted by
Nachama Skolnik Moskowitz and Marcia Anouchi
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NOTE: In the guide that follows, pages 5-17 were written for those supporting Hebrew Through Movement (HTM) at camp – education directors, Judaic specialists, faculty, etc. These pages offer information on setting up the program, elements that ensure success, and ideas that are key to developing professional development opportunities for the teaching staff. While they may be shared with the teaching staff, past users have felt that they were too overwhelming for very busy camp staff.

However, as part of their orientation to this approach to Hebrew teaching, those who teach the actual units (e.g., *sh'lihim*, counselors, unit heads) would benefit from:

- viewing and discussing some of the embedded videos
- reading and discussing the document “Hebrew Through Movement Lesson and Teaching Techniques” (pages 14-16) and
- examining the teaching rubric at the back of the document (pages 79-81)
- spending time learning to plan scripts by using a personal copy of the teaching units (pages 19 and following)

LET'S GET SUMMER CAMPERS JUMPING AND RUNNING TO LEARN HEBREW!

Hebrew Through Movement has been energizing Hebrew learning across North America for a number of years.¹ With its start in Cleveland, OH over a dozen years ago, HTM brings laughter and smiles to the learning of Hebrew. And, because of its kinesthetic nature, Hebrew is sticking deep in the *kishkes* of its learners.

While also part of learning in early childhood and day school settings, HTM has gained huge traction in part-time Jewish educational programs. Based on the number of teachers who have enrolled in the Jewish Education Center of Cleveland's online seminar (over 1100), it would be easy to suggest that 15,000 youngsters have been jumping, running and pointing their way to Hebrew learning.

Why play the number game? Because it's informing to consider how many children attending our Jewish summer camps might have a Hebrew background that is different from past generations of campers. It's an opportune time introduce Hebrew Through Movement at Jewish summer camps, creating a stronger synergy between Hebrew learning in congregational and camp settings!

QUICK PEEK AT HTM LEARNING

For an overview of Hebrew Through Movement, watch the video on the top right-hand side of <http://HebrewThroughMovement.org>.

OVERVIEW OF THE LEARNING MODEL

Hebrew Through Movement is based on the principles of "Total Physical Response" (TPR), developed by Dr. James J. Asher decades ago. TPR is an acquisitional language learning model, meaning that it follows the learning process of babies in their native language – they first hear language and then move their bodies in response (think of a baby who lifts her hands in the air when an adult says "up" right before lifting the child up). With multiple exposure, the young child develops a more sophisticated understanding of vocabulary – "chair" refers to that big soft brown item in the living room, the harder chairs in the dining room, and the highchair in which s/he is fed.

Following the natural flow of a young child's language learning, there are no expectations for learners to produce language in a Hebrew Through Movement lesson. Rather, the lesson leader offers commands and the students react to the language. When learners hear לָקוּם they stand up, and when they hear לֵשָׁבּת 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 all into the fun and learning process.

CAMP CONSIDERATIONS

There is no doubt that HTM in Jewish summer camp looks different from a congregational or day school setting. Whereas the ultimate goal of Hebrew Through Movement in most congregations is to open up the Hebrew of rituals, prayers and blessings, summer camp allows

¹ The JECC is also aware of its use internationally, as well.

for an expanded set of vocabulary like Hebrew names of camp buildings and locations, clothing, utensils used when eating, food, sports, and more!

Hebrew Through Movement takes minimal time - lessons are only 10-15 minutes each, taught with a specific lesson structure that creates success. In part-time Jewish educational settings, HTM is scheduled each time that children are in session, once or twice a week. Camp offers the advantage of daily (or almost daily) Hebrew learning. A two week session with 10 HTM lessons, would produce as much, if not more learning than a part-time program once a week over a semester. Frequent, short learning opportunities, with little or no absences, creates a powerful language learning model.

While Jewish summer camps are ideal Hebrew Through Movement laboratories, they also offer unique implementation challenges. However, these are easily mitigated.

- **HEBREW BACKGROUND OF HTM LESSON LEADERS:** Ideally, a Hebrew Through Movement facilitator/teacher has intermediate to advanced Hebrew language fluency. However, HTM has been successfully taught by teachers who are day school graduates, or have taken a semester of Hebrew in college, or a couple of adult education language courses. Chances are that Jewish summer camps can find multiple people with the requisite background to lead HTM sessions. A bonus is that as other staff participate in Hebrew Through Movement lessons, they learn enough Hebrew to reinforce the learning throughout the day – in the *hadar ohel*, on the way to sport activities, etc.
- **GROUP SIZE:** The best HTM learning happens with up to 15 learners because group dynamics are more manageable at this size. Hebrew Through Movement would be challenging with an entire unit of 40-60 campers, but there are ways to divide the group into manageable sections (e.g., bunks or interest groups) with multiple staff trained to lead the learning. This also means creative thinking about when and where campers might enjoy HTM during the day.
- **THE CAMP SCHEDULE:** For Jewish educators in part-time Jewish educational settings, a camp's 24/7 advantage is a coveted luxury. But for those who work at camp, time may be considered a challenge because of tightly coordinated schedules between multiple units and hundreds of campers. If time is already dedicated to Hebrew learning, HTM is easy to integrate. However, for camps that don't yet schedule Hebrew learning, there are some options to consider:
 - Before or after an all-group program it may be easy enough to integrate a 10 minute HTM lesson.
 - While waiting for campers in the pool to clear out for the next scheduled group, a staff member can jump into action.
 - Specialists could integrate Hebrew learning in their disciplines (e.g., *teva*, art), taking 10 minutes a few sessions a week to introduce vocabulary the group might use during a session.
 - A cabin counselor could take time for an HTM lesson after campers have finished chores like cabin clean up or *hadar ohel* set up.



- **CAMPERS WITH PREVIOUS HEBREW BACKGROUND** – There will be campers with deep Hebrew background, whether from a day school, congregational program, or as a native Hebrew speaker. Previous experience with the model shows that even those who know Hebrew, love the kinesthetic program and that they rise to the occasion as leaders within the larger camp group.
- **STAFF TRAINING** - It might be tempting to assume that formal training isn't needed for facilitators/teachers of Hebrew Through Movement, but it is. Hebrew Through Movement lessons have three distinct parts that create success for learners (teachers, too), as well as guiding principles that support the learning model.
 - The Jewish Education Center of Cleveland has developed an online, 10 module seminar that is available 24/7. Registration information is here: <http://www.hebrewthroughmovement.org/online-seminar-registration.html>
 - A number of summer faculty (Jewish education directors who serve for part of the summer at camp) have taken the JECC's online seminar. They could teach HTM, help coordinate between HTM staff, and coach those new to this model of Hebrew learning.

THE CURRICULUM

Learning begins with Foundational Units that teach that basic vocabulary that get learners moving, literally. In lessons taught completely in Hebrew, campers are introduced to commands: Get up, sit down, stop, run, jump, spin, point to, lift up, etc. To maximize the 10-15 minutes of learning, the Hebrew infinitive is used **לָקוּם** rather than the grammatical forms directed to one male **קוּם**, one female **קוּמִי**, or a group **קוּמוּ**. There simply isn't enough time to help novice language learners gain all the grammatical nuances.

The infinitives are then combined with nouns and campers progress through at least five of the Foundational Units before branching off into thematic vocabulary like:

- | | |
|---|-------------------------------------|
| • Places around camp | • Clothing |
| • Items in a cabin | • Nature (e.g., tree, flower, path) |
| • Objects used at meals (e.g, fork, plate, cup) | • Sports |
| | • Shabbat |

NOTE ABOUT TERMS

In the camp version of the Hebrew Through Movement curriculum guide, these three terms are used interchangeably: *teacher*, *facilitator*, *lesson leader*. They all refer to the staff member teaching the HTM lesson.

GETTING STARTED WITH HEBREW THROUGH MOVEMENT

What You Need to Know...

...about Hebrew Through Movement

Hebrew Through Movement is based on the premise that the human brain is naturally programmed to learn languages and that we can teach more effectively if we follow the process by which infants acquire 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. Children are not expected to respond orally in the first year or so of life - there is a long silent period before the child speaks his or her first words and then 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 generally controlled, with short phrases and sentences clearly enunciated ("say bye-bye," instead of "give your aunt a big hug, kiss good-bye, and wish her a good trip").

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

- *Playful* – Learners enjoy and have fun doing Hebrew Through Movement.



Modeling לרוץ with two campers, prior to the group participating.

Picture source: <http://tinyurl.com/hlwtrur>

- *Experiential* – Rich experiences are provided through use of props, pictures, and manipulation of objects in addition to movement.
- *Based on language patterns* – Hebrew Through Movement assumes that language patterns are as important as vocabulary. Campers internalize language patterns that they hear over and over without having to formally learn rules of grammar. A core pattern is the "command as an infinitive" (for example, לָקוּם) which in Hebrew initially avoids issues of different grammatical forms for males and females.
- *Based on novelty, using language in many ways* – Campers are surprised by new and novel commands, and generally cannot anticipate the lesson leader's next steps.
- *Systematic* – New terms are introduced in a sequential and carefully controlled way. In Hebrew Through Movement we choose the vocabulary of movement ("stand up and sit down"), as well as vocabulary that learners will encounter in camp.

...about young learners and Hebrew Through Movement

Hebrew Through Movement assumes that when learning a second language, children should spend a great deal of time hearing a language and responding to it through movement before attempting to speak. Hebrew Through Movement follows the same sequence. There is a long period of exposure to the language before expecting children to speak. Language production is never forced; children communicate when they are ready.

Children learn more easily in an atmosphere that is joyful and low-stress. In Hebrew Through Movement, the teacher does not correct mistakes, but rather models the correct response to errors. Just as parents show excitement with children's first approximations of words, lesson leaders honor and show enthusiasm for partial successes. In addition, learners are encouraged to learn from one another and to look to their friends if they are not sure what to do.

Hebrew Through Movement also assumes that a foundation in oral language supports literacy. Children build templates in their brains for the sounds and patterns of their mother tongue before they are taught to decode or read. Hebrew Through Movement follows this principle.

... about the learning model

Learning begins with Foundational Units that teach that basic vocabulary – learners literally get up and move. In lessons taught completely in Hebrew, campers are introduced to infinitives used in command form and combined with nouns, for example:

Run to the door.	לָרוץ אֶל הַדֶּלֶת
Point to a book.	לְהַצְבִּיעַ אֶל סֵפֶר
Stand up and jump to the window.	לָקוּם וְלִקְפוץ אֶל הַחֲלוֹן

All lessons begin with a review of past vocabulary. The facilitator then models the meaning of three new words, bringing campers into the movements and thus, the learning. Each lesson ends with an integration of the new learning with previous knowledge.

... about language production (i.e., speaking)

The developers of Hebrew Through Movement are clear that the end-goal of HTM is not communicative Hebrew. This program was designed to capitalize on passive language learning – students hear and react, but don't necessarily produce, i.e., speak. But, as with very young children learning their mother tongue, the desire to speak often upstages listening. Indeed, one adult reported that she was having a hard time keeping a group of children together, when suddenly a child called out לְעֶצוֹר - everyone screeched to a stop and control was established.

There comes a point when many facilitators integrate role reversal into their lessons, offering the opportunity for a couple of campers to come forward and offer a few commands for the group to follow. Some prefer doing this at the very beginning of a lesson (during the warm-up/review) and others wait till the end when new and old learning is integrated. Either part of the lesson is fine. Facilitators are encouraged not to

rush this element – passive Hebrew learning gains much because the adult facilitator has the skill to pronounce vocabulary correctly and use correct grammar; campers not necessarily so.

...about group size

The best HTM learning happens with up to 15 learners; group dynamics are more manageable at this size. Programs with more than fifteen campers learning together in a Hebrew Through Movement lesson should be alert to the challenges that might arise.

...about arranging the learning space

So as to see the lesson leader and one another, campers sit in a semi-circle, whether on the floor, on chairs, or a group of logs. Learners should be able to get up and move about easily. The facilitator/teacher sits center-front with props nearby.

...about getting and making props

Props are essential for conveying the meaning of many of terms. Wherever possible use multiple examples of authentic objects – for example, pointing to more than one tree will help children identify the “group” of object (i.e., “all of these are examples of this word, עץ”) and not with one particular species. Photographs may be used when an actual object is hard to obtain, or a concept would benefit by several illustrations. Food can be a very useful prop, never mind that eating helps bond memory. After learning a word like חֶלֶב learners should have an opportunity to eat this food.

...about creating learning scripts

This guide includes many sample scripts, as well as examples of sentences that could be used in a learning sequence. They need to be adapted to each particular group; new ones should also be written for specific situations. Those facilitating learning should write practice scripts in a designated notebook or if possible, type them using a computer. Practice all scripts so that when with campers you can use them automatically and flexibly, freeing you to pay close attention to learner responses.

...about typing Hebrew in Microsoft Word.

Microsoft Word may be set up for Hebrew language. Go to the “Control Panel,” click on “Regional and Language Options,” and then on “Languages”. Add Hebrew. Under “Language Bar” allow for the bar to be displayed.

After accessing the window to add the Hebrew keyboard, choose “Hebrew” and then click on options – select “regular Hebrew” and delete the standard option.

To change keyboard languages, click the icon on your toolbar to shift from ENG to עבר. One may also simultaneously hit ALT/SHIFT on the right side of the keyboard to shift to Hebrew, and then ALT/SHIFT on the left side to return to English.

To insert the vowel signs, place your cursor to the left of the Hebrew letter you wish to work with. Lock your caps (CAPS LOCK), press SHIFT and simultaneously push the key with the vowel sign you wish to insert.

Letters and Vowel signs may be entered with the assistance of this keyboard chart: <http://tinyurl.com/KeyboardHebrew> The Hebrew in this curriculum guide was developed using the font David, at size 14.

RESOURCES TO COMPLEMENT THIS SECTION

While the resources below were developed for educational settings that meet during the school year, camp educators will find the general suggestions to be helpful.

- For two videos of a supervisor offering an overview of Hebrew Through Movement to a novice teacher, see: <http://www.hebrewthroughmovement.org/background.html>. [Click the video link on the right side of the page.]
- 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>

A NOTE ABOUT THE EXPERIMENTAL CAMP EDITION:

All JECC curriculum is first printed in an experimental edition, tested, and then revised. We assume there are typos lurking in this material and we suspect there are explanations that need to be made clearer. In addition, the photo illustrations are mostly from non-camp settings.

Therefore, if you are using this camp edition in the summer of 2018, we ask that you note any issues and pass them along to the JECC's Director of Curriculum Resources, Nachama Skolnik Moskowitz. We would welcome photos of campers learning Hebrew Through Movement as long as their photo permissions would extend to this document.

Thanks!

If you made notes in your curriculum guide, feel free to put the pages in the mail to:
Nachama Moskowitz, JECC, 2030 S. Taylor Road, Cleveland Hts, OH 44118

or scan them to:
nmoskowitz@jecc.org

Organization of the Curricular Units

There are three Hebrew Through Movement units for camp settings: the Foundational Language Unit, the Camp Unit, and the Holiday Unit (Shabbat) – the latter two (Shabbat and Camp) may be taught in any order.

- The **Foundational Language Unit**² introduces campers to the Hebrew Through Movement method and provides vocabulary that enables campers to move about and begin to manipulate objects. At a more advanced level, the Foundational Unit furthers children’s ability to perform tasks in Hebrew. Note that in many camp settings, there is time enough only for campers to progress through the Foundational Unit’s lessons.

LEVEL 1, 2 and 3 MODEL LESSONS

For an example of a Foundational lessons in action see the video here: <http://www.hebrewthroughmovement.org/level-1.html> [Click on Levels 2 and 3, too]

- The **Camp Unit**³ offers avenues to introduce Hebrew that enriches the summer camp experience. Campers need to have completed Foundational Levels 5 or 6 to move into this unit – the lessons are based on the movements provided by the Foundational Unit and may be taught in any order.
- The **Shabbat Holiday**⁴ **Unit** introduces and reinforces concepts and vocabulary for Shabbat. An advantage of introducing the two Shabbat mini-units PRIOR to any of the Camp ones is that the Shabbat scripts provide lesson leaders with a clear model of how to teach non-Foundational units.

SHABBAT MODEL LESSON

For an example of a Shabbat lesson in action see the video here: <http://tinyurl.com/jy72kty>

The early **units** are divided into **levels** that are further divided into **segments**. The number of sessions it takes to complete a level or a unit depends on the group’s responsiveness, how frequently the group meets, and the length of each session. Generally, Hebrew Through Movement is taught in short learning-segments -- ten to fifteen minutes is the average amount of time usually designated in camp settings, though more time may certainly be used.

A lesson is created around “teaching scripts” (or alternatively “learning scripts”); these are plans for conducting the lesson. For the first three levels, as well as for the Shabbat Unit, sample scripts are provided. From Level 4 and onward and with the camp-specific lessons, teachers are expected to plan scripts suitable for their own campers.

The vocabulary for each unit is found in charts arranged according to parts of speech to make it easier for the facilitator to create original scripts. The new vocabulary for each unit is written in **bold**. The charts are cumulative to make it easier for the facilitator to incorporate vocabulary from past levels when creating teaching scripts.

² Beginning on page 17

³ Beginning on page 57

⁴ Beginning on page 43

Curriculum Mapping

It does not matter if the Camp Units are introduced before or after the Shabbat ones, though as noted above, the Shabbat Unit has clear scripts and teaching ideas that support a lesson leader new to HTM.

Campers are not ready for 2 שָׁבֹת until the verbs לָתַת and לְקַחַת are introduced in Level 6.

The Camp Units may be taught in any order, though Clothing, Dining Hall, Sport and Clothing require the vocabulary through Level 6.

The Hebrew Through Movement Lesson and Teaching Techniques

Hebrew Through Movement techniques are used throughout the program and modified according to the learners' levels. The techniques provide multiple learning pathways to increase memory, therefore enhancing greater internalization and comprehension.

For each session:

- *The facilitator/teacher prepares for learning by thinking through and writing out a lesson plan (called a "learning script" in HTM parlance).*
 - Consideration is given in advance to how vocabulary will be introduced – through hand motions, gestures, body language, props, pictures, or some other way. It's important to develop a plan of how to introduce the words without using English.
 - Props and pictures are gathered and placed in a convenient spot for the facilitator to access.
 - The timing and pacing of the lesson is thought out in advance.
- *The facilitator creates a rich learning environment with pictures and other items at hand.*
 - Authentic props are key to learning! As much as possible, use the "real thing" – chairs, beds, t-shirts, etc. Where needed, feel free to locate and print pictures (children tell us they like photographs over drawings or clipart). Feel free to ask your camp photographer or other staff member to help you gather pictures of camp buildings, children playing sports, etc.
 - For instance, a group that is learning nature vocabulary should be outside. However, camps are experiencing a particularly rainy season may print and post photos of target vocabulary around the learning space).



- A group that is learning about *Shabbat* might find a variety of candlesticks on a table in the dining hall.
- *The facilitator sets a playful and safe tone.*
 - The facilitator is upbeat, smiles and laughs.
 - Commands, as appropriate, may be silly ("Put the spoon on Sarah's head").
 - Children who make mistakes are not made to feel badly.
- *The facilitator follows a three-part learning progression. This means:*
 - Starting with a warm-up, using previously heard commands, thus reviewing earlier learning. Often old terms are used, but in novel ways. For example, if children learned the Hebrew word for *book*, the facilitator might place one in a tree and have everyone jump over to it.
 - Introducing three new terms, either verb commands, nouns or adjectives.

- Integrating old and new learning.
- *The facilitator directs commands to pairs, a small group and then to the larger group of campers.*
 - This novelty keeps children engaged, both watching and listening.
 - It also allows some children to simply observe the actions of others, rather than be “on” the entire time.
- *The facilitator checks comprehension by observing camper action and language.*
 - New vocabulary is introduced when approximately 65% of the group comprehends and acts on the old vocabulary, fluently and correctly.
 - In the warm-up and integration learning segments, the facilitator stands and observes campers, modeling only when necessary. This helps learners gain confidence, and breaks their dependence on the lesson leader. [Yes, it’s perfectly fine for campers to watch each other.] It also allows the facilitator to identify children who are competent and those that need extra support.
- *The facilitator models new vocabulary in sets of no more than three new terms.*
 - Too many new terms becomes overwhelming.
 - Too few items do not prompt camper thinking (i.e., with only 2 choices, the response can only be one or the other).
 - The number of new sets in a session varies with each group.
- *The lesson leader has no expectation for any verbal response from campers until after a minimum of 10 hours of exposure.*
 - The children’s verbal contributions are never forced (i.e., do not say, “repeat after me!”).
 - Children voluntarily and naturally will begin to use speech, perhaps in the cabins or dining hall. Counselors may report that their campers are using Hebrew on the way to swimming or another activity.
 - Campers *will* give indications that they are ready to reverse roles and offer commands to the others. For instance, they may speak spontaneously during the Hebrew Through Movement lesson or during informal activities afterwards.
 - Children who begin to offer verbal responses may be encouraged to reverse roles with the lesson leader, offering commands for others to follow.

Note that the Hebrew Through Movement model does not call for learners to simultaneously say or repeat words with the facilitator during a lesson. This becomes a distraction to learners who then cannot hear vocabulary pronounced clearly and accurately. Just as a baby doesn’t repeat words or sentences offered by a more fluent speaker, campers listen and respond physically, not orally.

- *The lesson leader receives all children’s responses with enthusiasm.*
 - S/he models and redirects behavior when children are uncertain about their response.
 - S/he frequently uses words of encouragement, like:
 - Nice יֹפִי
 - Excellent מְצִיָּן
 - Very good טוֹב מְאֹד
 - Very nice יְפֵה מְאֹד
 - Well done כָּל הַכְּבוֹד

Applaud למחוא כפיים

- *The facilitator encourages children to support one another.* Hebrew Through Movement is a social learning activity, one that is cooperative, not competitive.
- *Others may reinforce Hebrew Through Movement learning.*
 - When other staff participates in Hebrew Through Movement lessons with campers, they eventually gain enough language background to use HTM commands organically, i.e., when walking with their campers to other locations or when eating meals.
 - Senior staff can powerfully complement Hebrew learning by using HTM commands in all-group settings (*t'fillah*, meals, programs, etc.).

PHASES OF HEBREW THROUGH MOVEMENT LEARNING

*Note that HTM learning flows between all these phases, without demarcation.
A teacher will access elements of Phase 1 simultaneously with Phase 2.*

Phase 1

The campers will be able to:

- Follow single commands
- Follow two commands
- Manipulate objects within the learning environment
- Understand Shabbat and camp-related vocabulary
- Reverse roles with the lesson leader and begin to offer commands of their own

Phase 2

The campers will be able to:

- Follow more complex commands
- Integrate camp vocabulary with Hebrew Through Movement commands
- Respond ׀ and ׀ to simple questions or commands
- Offer some novel responses when giving commands⁵
- Integrate Jewish value words with Hebrew Through Movement commands

Phase 3 and beyond

The campers will be able to:

- Extend all of the above
- Follow more complex chains of commands
- Respond to commands with masculine and feminine adjectives
- Expand role reversal
- Use their Hebrew Through Movement Hebrew knowledge to better understand Jewish prayers and ritual. This goal is more relevant for non-camp settings, but it's easy enough to accomplish at camp if it fits the educational philosophy of the program. For HTM *t'fillah* teaching ideas, click on individual prayers/blessings here: <http://www.hebrewthroughmovement.org/prayers--blessings.html>.

⁵ When campers are given the opportunity to internalize the language patterns they will say things that are novel – that is, using the vocabulary to which they have been exposed, they will say things they never heard the facilitator/teacher say. For example, in this video, a boy offers what he thinks is the plural of the word *hallah*: <http://tinyurl.com/m7w7f5n>

THE FOUNDATIONAL LANGUAGE UNIT



INTRODUCTION

The Foundational Language Unit lays the groundwork for all subsequent HTM units. It introduces campers to the Hebrew Through Movement method and provides the vocabulary that enables them to move about and to begin to manipulate objects.

GETTING STARTED

With the learners sitting in a semi-circle, and with props you will be using at hand, introduce the program. In English, tell the children that they are going to learn to understand Hebrew by hearing Hebrew, seeing what it means and then following along. Explain that their job is to **listen** to what you say (point to your ears), to **watch** what you do (point to your eyes), and then when they are asked, to **do** what you say (point to the students). Emphasize that this is going to be a fun and easy way to learn Hebrew! This first day you use English as you begin, but your goal is to quickly move to all (or almost all) Hebrew teaching. Consider asking which of your campers know Hebrew – from learning with Hebrew Through Movement in their synagogue, as a day school student, as a native speaker, or because of other background.

During your initial introduction of new vocabulary, invite two campers to come forward, one to sit on either side of you. These two children will be the first to do the actions with you. Remind the campers sitting next to you, as well as all learners, to listen to what you say and watch what you do.

- State the command – and then model it.
- Then state the command and through hand gestures, invite the campers sitting next to you to do the action.

After several times, give a command and then watch to see if the children perform the action before you model it. Your goal is for campers to listen and do, without you needing to model.

Repeat this process with another pair of children, then with a small group or two, and finally with the entire set of learners. Ideally, the first part of this sequence should take no more than 3-4 minutes, total. When approximately 65% of the children perform the command without looking at you, it indicates their readiness to be introduced to new vocabulary.

When introducing new vocabulary, do so in sets of *two or three terms*, only. A “set” is a coherent unit of teaching. Your challenge is to introduce new words without speaking English.

A DIRECTOR’S INTRODUCTION TO A NOVICE TEACHER

For two videos of a supervisor explaining to a novice teacher how to get started with Hebrew Through Movement, see: <http://www.hebrewthroughmovement.org/background.html>. [Click the video link on the right side of the page.]

Part two of the video includes both an explanation and demonstration of the first lesson.

Level 1

On the first level, you will be giving simple commands consisting of one verb per action.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	<p>לָקוּם</p> <p>לְשֵׁבֶת</p>				
2 nd segment	<p>לָלֶכֶת</p> <p>לְעָצוֹר</p> <p>לְרוֹץ</p>				
3 rd segment	<p>לְקַפּוֹץ</p> <p>לְהִסְתּוֹבֵב</p>				

Sample scripts for Level 1:

These three segments may take several lessons. Remember that each lesson after the initial/introductory one, begins with a warm-up/review of past learning, moves to an introduction of new vocabulary and ends with an integration of the old and the new.

1st Segment:

Invite two campers to sit on either side of you. Indicate that they should listen (point to your ears) and watch you (point to your eyes).

Say לָקוּם and stand up.

Say לְשֵׁבֶת and sit down.



In this photo, the teacher is indicating to learners that they should watch her as she introduces new vocabulary.

Repeat each of these commands two times, while modeling.

Now repeat these words while gesturing to the two campers to accompany you.

Repeat these words without modeling and wait to see if the learners initiate the actions.

Gesture to all the campers to follow the commands.

2nd Segment:

Invite two different campers to sit on either side of you and follow the same procedure – they first listen and watch.

Say **קוים** and get up.

Say **לקת** and begin to walk. Repeat saying **לקת** two to three times (no more!) as you walk.

Say **לעצור** and stop.

Repeat **לקת** and **לעצור** with actions (two times).

Gesture to the two campers sitting by your side and repeat the commands, indicating that they should follow the actions.

Say **קוים** → **לקת** → **לעצור** and repeat the actions with the two campers.

After doing this twice give the command, wait to see if the campers begin to move before you do.

Select another group of children to follow these commands. Then, have the entire group follow the commands, repeating these words while gesturing to the children to accompany you.

Indicate with gestures that you are going to do something new and that campers should listen (point to your ears) and watch (point to your eyes).

Say **קוים** and get up.

Say **לרוץ** and begin to run.

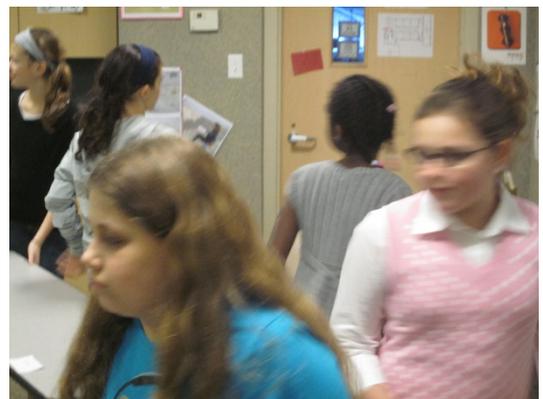
Say **לעצור** and stop

Say **קוים** → **לרוץ** → **לעצור** and repeat the actions with the campers.

Repeat these words without modeling and wait to see if the learners initiate the actions.

Select different groups of children to follow these commands. Then, have the entire group follow the commands, repeating these words while gesturing to the campers to accompany you.

When most campers are following the commands without modeling by you, call on children in groups of two or three to follow the commands. Have the children return to their places by way of commands. For example: “Annie, Michael, and Jane: **קוים** → **לקת** and (pointing to their places/seats) **לשבת**.”



3rd Segment:

By now, you should have an idea of how to introduce new commands. Introduce לקפוץ⁶ and להקטוב based on the sample scripts from the first two segments.

Remember to work with the vocabulary words in many different combinations so that they become internalized by the campers. **Sufficient practice in many different combinations** is the key to success in Hebrew Through Movement.

LEVEL 1 MODEL LESSON

For a video of a novice teacher introducing Level One (with supervisor feedback), see: <http://www.hebrewthroughmovement.org/level-1.html>



לקפוץ

Pacing of lessons is always a challenge. Remember to add more vocabulary after 65% of the campers demonstrate understanding of words they are working with. It will take three to seven sessions to move through each level.

- Don't expect perfection from your campers.
- Don't rush, but also don't stay stuck "forever."

If you feel campers are not catching a particular level or learning segment after a number of sessions, move on by introducing new vocabulary. Circle back to the words that campers didn't learn. Hebrew Through Movement is supposed to be fun and energizing – keep it so!

⁶ Among HTM users there is an eternal debate about this word being pronounced לקפוץ or לקפוצ. An explanation is provided in this video: <http://tinyurl.com/krnaw69> (also found in on the Teacher Video Tips page of the HTM website). The JECC has chosen to pronounce the word with a *Pay*, but teachers may make their own decision as long as there is consistency in an educational program.

Level 2

Level 2 introduces some adverbs to allow you to modify actions, as well as some nouns to make it possible to address different groupings of campers.

Note that in today's gender-sensitive world, as campers gain more vocabulary, you will wish to find ways other than gender to divide your learners into smaller groups.

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

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	לָקוּם לְשַׁבֵּת לְלַכֵּת לְעַצוֹר לְרוּץ לְקַפּוֹץ לְהִסְתוֹבֵב			לְאֵט מִהָר בְּמָקוֹם	
2 nd segment		כּוֹלָם בְּנִים בָּנוֹת קְבוּצָה א' ב'			

Sample scripts for Level 2:

Remember that each lesson begins with a warm-up/review of past learning, moves to an introduction of new vocabulary and ends with an integration of the old and the new.

1st Segment:

Begin by reinforcing past learning by doing a review of the words in Level 1.

Then, reinforce differentiation-in-pacing by introducing the words **לְאֵט** and **מִהָר**, using a tambourine or other percussion instrument to help keep pace. Remember to start by first modeling with you alone, and then with two learners sitting on either side of you. Finally involve the entire group.

Say **לָקוּם** and get up.

Say **לֵלְכֵת** and begin walking.

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

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

Say **לֵלְכֵת בְּמָקוֹם** and begin walking in place.

Follow the same procedure, inviting children first in pairs, then in larger groups, to follow these commands. Tell the children to stand, to walk, to walk fast, to walk slowly, repeating the Hebrew words as you change pace. Intermittently command them to stop. Modify other verbs with these two adverbs.

Be sure to interject words of encouragement **מְצויִן, טוֹב מְאֹד, כָּל הַכְּבוֹד!**

From the very beginning, vary the terms that children know. Change the order, and for a few minutes, work with pairs and small groups. Refer to individuals by name. If a child or children respond incorrectly, simply demonstrate the correct movement. You are ready to move on to a new segment when more than half of the children can respond quickly and accurately to the commands in the segment.

2nd segment:

Use the new terms to address individual campers, the boys, the girls, and the whole group with the verbs that they have already learned.

For example, say:

בּוֹלָם, לְקוֹם.

Then call on three boys by name, add the Hebrew word for “boys” and then give the command:

בְּנֵיִם, לְקַפּוֹץ מְהֵרָה Jeremy, Ben, Avraham

Then call on three girls by name, add the Hebrew word for “girls” and give the command:

בָּנוֹת, לְהִסְתּוֹבֵב לְאִט Sarah, Elana, Samantha.

Etc.

Alternatively, divide campers by groups:

קְבוּצָה א' לֵלְכֵת בְּמָקוֹם

LEVEL TWO MODEL LESSON

For a video of a master teacher introducing Level 2, see:

<http://www.hebrewthroughmovement.org/level-2.html>

(scroll down for the second video in this series)

At this point, it would be helpful for you to try your hand at writing a script for a group of children with whom you are working. Write out your commands and then practice saying them until they come fluently and naturally.



Take the time to write practice scripts before each lesson, making sure to begin with a warm up of previously learned terms and then introduce new terms appropriately. Pay special attention to using terms in novel ways.

Writing scripts is not as easy as one may think, so stick to it! Feel free to check your grammatical usage with someone else who knows Hebrew better than you. And save your scripts for future reference.

Level 3

Level 3 introduces more nouns, as well as some smaller words and word parts that are incorporated without direct instruction.

By this level you should be able to introduce new terms without having two children sit next to you. However, feel free to continue this practice if you feel it is helpful.

Remember that each lesson begins with a warm-up/review of past learning, moves to an introduction of new vocabulary and ends with an integration of the old and the new.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	לָקוּם לְשַׁבֵּת לְלַכֵּת לְעַצוֹר לְרוּץ לְקַפּוֹץ לְהִסְתוֹבֵב	כּוֹלָם בְּנִים בְּנוֹת קְבוּצָה א' ב' If you are inside: (ה)דָּלֵת (ה)שׁוּלְחַן (ה)כִּסֵּא If you are outside, choose 3 new words that are consistently in your learning area, for example: עֵץ בְּנִין דָּשָׁא בְּרֵז מִים מְגֵרֶשׁ			לָאֵט מְהֵר בְּמָקוֹם אֶל עִבְשִׁיו רַק לֹא !
2 nd segment		(ה)מְדַרְיָד (ה)מְדַרְיָכָה (ה)מוֹרָה (ה)מוֹרָה			

	Verbs	Nouns	Adjectives	Adverbs	Misc.
3rd segment		Choose 3 new words that are consistently in your learning area, for example: עץ בְּנֵי דָּשָׁא בָּרוּז מִים מְגֵרֶשׁ (ה)אֲדָמָה (ה)חֵלוֹן (ה)רִצְפָה			על

At this point, introduce the campers as direct or indirect objects. For example, instead of simply saying "Rebecca, jump," begin to use commands such as "Rebecca, jump to Michael."

A few reminders:

- Introduce new vocabulary by using objects, pictures, or gestures.
- Most lessons are conducted completely in Hebrew, but when absolutely necessary it is permissible to use the word in translation when introducing it, though try to do this only once.
- Remember **to introduce only three new words in a learning segment** (review >> new words >> integrated learning); the list of nouns, above, are just suggestions, based on your environment.
- Use verbs with as many of the nouns as you can. After introducing the new nouns, combine them with verbs in novel ways. While some examples are presented here, feel free to combine the terms taught in many different ways.
- At some point during this level of learning, briefly explain in English that when you use ה in front of a noun it means that specific item (הָעֵץ - "the tree"). However, when a noun doesn't have "the" in front, it could refer to any item in the area – i.e., עֵץ = any tree they see.
- Campers need to feel successful. If you see that they are hesitant, model the correct behavior for them.
- If you notice the group becoming restless, vary the pace, change the number of active participants, and/or introduce a humorous command.

Sample sentences for this level:

לָקַחְתָּ אֶל עֵץ.
לְקַפּוֹץ אֶל הַמְגֵרֶשׁ.

When the child reaches the sports field continue:

לְרוֹץ אֶל עֵץ. לְעֶצוֹר.
לְלַקֵּת מֵהָר אֶל הַמְּגֵרֶשׁ. לְשֹׁבֵת. לְקוֹם.
לְקַפּוֹץ אֶל הַבְּנָן

Repeat the sequence above with two learners, instead of the entire group.

Add some small words in context and without explanation:

רָק וְ לֹא עֲכָשְׂיוּ

Examples:

לְרוֹץ אֶל הַבְּנָן וְלְקַפּוֹץ בְּמִקּוֹם.
לְקַפּוֹץ אֶל הַמְּגֵרֶשׁ.
עֲכָשְׂיוּ לְרוֹץ אֶל בְּרֵז הַמַּיִם.
לְלַקֵּת לֹאט אֶל הַכֶּסֶא. <<shake your head “no” לֹא לְשֹׁבֵת.

Combine all terms in novel ways, for example:

לְרוֹץ אֶל הַמְּדֻרִיכָה. לְעֶצוֹר וְלְהִסְתוֹבֵב.
עֲכָשְׂיוּ, לְשֹׁבֵת.
פְּגִינָה, לְרוֹץ בְּמִקּוֹם.

Use verbs and nouns from all modules, for example:

לְלַקֵּת אֶל הָעֵץ.
לְקַפּוֹץ אֶל הַמְּגֵרֶשׁ.
לְשֹׁבֵת עַל הַכֶּסֶא.
לְהִסְתוֹבֵב אֶל מְדֻרִיךְ

LEVEL 3 MODEL LESSON

For a video of a master teacher introducing Level 3, see:

<http://www.hebrewthroughmovement.org/level-3.html> (scroll down).

Level 4

Follow procedures outlined earlier. Increase the number of chains in a command. Try to say the unexpected. Modify the commands according to the capacity of the campers as determined by your observations.

At this level, and beyond, the levels are not divided into segments. Continue to introduce no more than three new vocabulary terms at a time. Be sure to use new words with previously learned terms.

Remember that each lesson begins with a warm-up/review of past learning, moves to an introduction of new vocabulary and ends with an integration of the old and the new.

Verbs	Nouns	Adjectives	Adverbs	Misc.
לָקוּם לְשַׁבֵּת לְלַכֵּת לְעַצוֹר לְרוּץ לְקַפּוֹץ לְהִסְתּוֹבֵב *לְהִצְבִּיעַ עַל... *לְהִצְבִּיעַ אֶל... לְגַעַת ב...	כּוֹלָם בְּנִים בְּנוֹת קְבוּצָה א' ב' The list, below, will vary depending on the six nouns introduced in Level 3. (ה)דָּלֶת (ה)שׁוּלְחָן (ה)כִּיסָא (ה)מִדְרִיךְ (ה)מִדְרִיכָה (ה)מוֹרָה (ה)מוֹרָה (ה)חֲלוֹן (ה)רִצְפָה עַץ בְּנִין דָּשָׁא בְּרוֹז מִים מְגֵרֶשׁ (ה)אֲדָמָה		לְאֵט מְהֵרָה בְּמָקוֹם	אֶל עֵכָשִׁיו רַק לֹא !

* לְהִצְבִּיעַ עַל... is used when pointing to something close by
 * לְהִצְבִּיעַ אֶל... is used when pointing to something at a distance

As with all languages, it's important to pay attention to the correct prepositions connected to each Hebrew verb. Not including a preposition is as incorrect as using the wrong one. In English we know to say "I sat **on** the chair" as compared to saying "I sat **at** the chair." And certainly, "I sat chair" makes no sense to an English speaker or reader. Hebrew needs such attention, too, so prepositions are included with the verbs for which it makes a difference.

Some examples of commands:

לְהִצְבִּיעַ אֶל הַעֵץ
לְגַעַת בְּעֵץ
לְשֵׁבֶת עַל הָאֲדָמָה



Be sure to include commands that will be entirely unexpected and that will provide entertainment and humor such as directing a child to sit on another child. [Make sure to choose children for this command you believe will be okay touching another, or being sat upon.]

Jeremy לְשֵׁבֶת עַל Seth ,

Role Reversal:

At this point, after the children have responded to several combined hours of commands, you may begin to hear them spontaneously beginning to utter Hebrew phrases.

When this happens, ask for volunteers to give the commands. Encourage campers to participate, but only call on those who volunteer. Ask them to speak loudly. Do not correct for pronunciation or grammar. If you understand the meaning, lead the other campers in performing the command. You will be surprised to find that some campers will utter commands in new combinations - ones that they have not heard from you.

Note that producing language is *not* necessary for this program to work - but speaking does enhance recall.

Level 5

Remember that each lesson begins with a warm-up/review of past learning, moves to an introduction of new vocabulary and ends with an integration of the old and the new.

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוֹם לְשֹׁבֵת לְלֶכֶת לְעֶצוֹר לְרוּץ לְקַפּוֹץ לְהִסְתוֹבֵב לְהִצְבִּיעַ עַל... לְהִצְבִּיעַ אֶל... לְגַעַת ב...	כּוֹלָם בְּנִים בְּנוֹת קְבוּצָה א' ב' (ה)דָּלֶת (ה)שׁוּלְחָן (ה)כִּיסָא (ה)מוֹרָה (ה)מוֹרָה (ה)מְדַרְיָד (ה)מְדַרְיָכָה The list, below, will vary depending on the six nouns introduced in Level 3. (ה)חֲלוֹן (ה)רִצְפָה עֵץ בְּנִין דְּשָׂא בְּרוֹז מִים מְגֵרֶשׁ (ה)אֲדָמָה יָד \ יָדַיִם ראש רֶגֶל \ רַגְלַיִם עֵין \ עֵינַיִם בְּטֹן		לְאֵט מְהֵר בְּמִקּוֹם	אֶל עִכְשָׁיו רַק לֹא וְ עַל עַל-יָד תַּחַת

Some examples of commands for this level:

לְהִרְיֵם יָד

לְהוֹרִיד יָד
 לְהָרִים רֶגֶל
 לְהוֹרִיד רֶגֶל
 לְשִׁים אֶת הָרֹאשׁ עַל הַעֵץ
 לְהַצְבִּיעַ עַל הַבֶּטֶן
 לְשִׁים כֶּסֶא עַל-יַד הַבֶּטֶן
 לְשֶׁבֶת תַּחַת עֵץ
 לְשִׁים יָד עַל הָעֵינַיִם
 לְשִׁים רֹאשׁ תַּחַת הָרֶגֶל
 לְשִׁים יָד עַל-יַד כֶּסֶא
 לְלַכֵּת לְאֵט אֶל הַמְּגֵרֶשׁ וְלִקְפוֹץ עַל הַמְּגֵרֶשׁ
 לִקְפוֹץ עַל-יַד הַמְּגֵרֶשׁ

While Hebrew Through Movement is NOT a version of “Simon Says” (שְׂמֵעוֹן אוֹמֵר) it is possible to play the game after completing one’s formal lesson. שְׂמֵעוֹן 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 (שְׂמֵעוֹן אוֹמֵר לְהַצְבִּיעַ עַל הַבֶּטֶן); do NOT simply say יָדַיִם עַל הַבֶּטֶן

שְׂמֵעוֹן אוֹמֵר לְהָרִים יָדַיִם.

שְׂמֵעוֹן אוֹמֵר לְהוֹרִיד יָדַיִם.

At this point, the campers know enough vocabulary that you may introduce the unit *Shabbat 1*.

Level 6

Verbs	Nouns	Adjectives	Adverbs	Misc.
<p> לקום לשבת ללכת לעצור לרוץ לקפוץ להסתובב להצביע על... להצביע אל... לגעת ב... להרים להוריד לשים על... </p>	<p> כולם בנים בנות קבוצה א' ב' (ה)דלת (ה)שולחן (ה)כיסא (ה)מדריך (ה)מדריכה (ה)מורה (ה)מורה יד \ ידיים ראש רגל \ רגליים The list, below, will vary depending on the nouns introduced earlier (ה)חלון (ה)רצפה עץ בנים דשא ברז מים מגרש (ה)אדמה עין \ עיניים און \ אונניים פה כתפיים Choose vocabulary that fits your environment but which campers can hold touch, take and give to another: כובע חולצה כפה \ כפות מזלג </p>		<p> לאט מהר במקום </p>	<p> אל עכשיו רק לא ו על על-יד תחת </p>
<p> לקחת לתת </p>		<p> <i><<note that the kahmatz under אונניים is pronounced "oh" (e.g., ohz-nayim)</i> </p>		

Some examples of commands for this level:

לְשִׁים יְדֵיִם עַל רַגְלֵיִם
 Rebecca, לְקַחְתְּ אֶת הַכּוֹבֵעַ שֶׁל
 שְׁלוֹמִית, לְתֵת חוּלְצָה לְיוֹסִי
 לְגַעַת בְּאֶזְן וְלַקְפוֹץ אֶל דָּשָׂא
 לְשִׁים חוּלְצָה עַל הַכְּתָפִים שֶׁל _____
 לְהָרִים כֶּפֶה וְלָשִׁים עַל הַפֶּה
 לְקַחְתְּ מִזֵּלְג וְלְתֵת לְ_____

Once campers learn לְקַחְתְּ and לְתֵת they generally have enough vocabulary for the Shabbat 2 unit, plus any of the Camp Units.

Level 7

In the camp setting, you may teach Level 8 (with its movement vocabulary) before teaching Level 7.

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוּם	כּוֹלֵם		לְאַט	אֶל
לְשַׁבֵּת	בְּנִים		מְהֵרָה	עֵכָשׁוּ
לְלַכֵּת	בְּנוֹת		בְּמָקוֹם	רַק
לְעַצוֹר	קְבוּצָה א' ב'			לֹא
לְרוֹץ	(ה)דָּלֵת			וְ
לְקַפּוֹץ	(ה)שׁוּלְחָן			עַל
לְהַסְתּוֹבֵב	(ה)כִּיסָא			עַל-יָד
לְהַצְבִּיעַ עַל... לְהַצְבִּיעַ אֶל...	(ה)מִדְרִיךְ (ה)מִדְרִיכָה			תַּחַת
לְגַעַת ב...	(ה)מוֹרָה			
לְהָרִים	(ה)מוֹרָה			
לְהוֹרִיד	יָד \ יָדַיִם			
לְשִׂים עַל...	רֹאשׁ			
לְקַחַת	רֶגֶל \ רַגְלַיִם			
לְתַת	עֵין \ עֵינַיִם			
	אֶזְן \ אֶזְנַיִם			
	פֶּה			
	כַּתְפַּיִם			
	The list, below, will vary depending on the nouns that fit your environment:			
	(ה)חֲלוֹן			
	(ה)רַצְפָּה			
	עַץ			
	בְּגִין	בְּצַבֵּעַ*		
	דְּשָׂא	כָּחוֹל		
	בְּרֹז מַיִם	אָדוּם		
	מְגֵרֶשׁ	יָרוֹק		
	(ה)אֲדָמָה	צָהוּב		
	כּוֹבֵעַ	חוּם		
	חוּלְצָה	שְׁחוּר		
	כַּפָּה \ כַּפּוֹת	לָבָן		
	מִזְלָג			

*At this point, be sure to only use colors after the word **בְּצִבֵּעַ** because matching the gender of nouns with the correct adjective is too complex for the campers at this level of Hebrew Through Movement learning.

Some examples of commands for this level:

לְהַרְיֵם חוֹלְצָה בְּצִבֵּעַ כְּחוֹל
לְהַצְבִּיעַ אֶל כַּף בְּצִבֵּעַ לְבָן
לְגַעַת בְּעֵץ בְּצִבֵּעַ יְרוֹק
יוֹסִי, לְתַת עֶפְרוֹן בְּצִבֵּעַ צְהוּב לְפָנֶינָה
לְרוֹץ מֵהָר אֶל דָּלֶת בְּצִבֵּעַ צְהוּב

Some examples of commands for this level:

לְלַכֵּת קְדִימָה. עֲכָשְׂיוּ, לְלַכֵּת אַחֲרָה
לְשֶׁבֶת פֹּה (POINT WHERE) . עֲכָשְׂיוּ לְקוּם וְלְשֶׁבֶת שָׁם (POINT WHERE)
פְּנִינָה, לְרוּץ עִם שְׁלֹמִית
לְשִׁים אֶת הַכּוֹבֵעַ שָׁם (POINT WHERE)
לְרוּץ וְלַגְעַת בְּעֵץ
לְרוּץ וְלַגְעַת בְּאֲדָמָה. לְקַפּוּץ שָׁם (POINT WHERE)

THE CAMP UNIT



PICTURE SOURCE: <http://tinyurl.com/zdgttoj>

SOME REMINDERS:

- Learners sit in a semi-circle, with the lesson leader sitting center-front, along with any props to be used that day.
- A camper's job is to **listen** to what you say, to **watch** what you do, and then when asked, to **do** what you say.
- Plan your lessons with three segments: A warm-up/review, introduction of new vocabulary, integration of new vocabulary with familiar words. You may wish to co-plan your scripts with another HTM teacher.
- When introducing new vocabulary, invite two campers to come forward, one to sit on either side of you. These two children will be the first to do the actions with you. Remind the campers sitting next to you, as well as all learners, to listen to what you say and watch what you do.
 - State the command – and then model it.
 - State the command and, through hand gestures, invite the campers sitting next to you to do the action.
 - After several times, give a command and then watch to see if the children perform the action before you model it. Your goal is for campers to listen and do, without you needing to model.

Repeat this process with a couple of other pairs of children, then a small group, and finally with the entire group you are working with. When approximately 65% of the children perform the command without looking at you, it indicates their readiness to be introduced to new vocabulary.

- When introducing new vocabulary, do so in sets of *three terms*, only. A “set” is a coherent unit of teaching.
- Enjoy and have fun!

The following units may be taught in ANY order, though the clothing unit offers more script supports for a first-time Hebrew Through Movement teacher..

הַלְבָּשָׁה Clothing

Campers should be comfortable with the vocabulary in the Foundational Unit through Level 6. Those verbs, nouns and adjectives are needed to be successful in this unit on clothing; useful Foundational vocabulary is below in normal font. New vocabulary for this unit on clothing is in **bold** font. To do the segment on clothes of different colors, campers need to have completed Foundational Level 7.

Remember to start the lesson with a short (3ish minute) review, to introduce new vocabulary in groups of three (your choice from the list), and then integrate old and new learning.

Verbs	Nouns	Adjectives	Misc
לָקוּם	כּוֹלֵם	בְּצָבֵעַ	אֶל
לְשַׁבֵּת	בְּנִים	כְּחוּל	עֵכְשָׁיו
לְלַכֵּת	בְּנוֹת	אָדוּם	רַק
לְעַצוֹר	קְבוּצָה א' ב'	יָרוֹק	לֹא
לְרוּץ	דָּלֵת	צָהוּב	וְ
לְקַפּוֹץ		חוּם	עַל
לְהַסְתוֹבֵב	These nouns are from the "foundational" and "cabin" units and may be helpful; introduce words new to your campers:	שְׁחוֹר	עַל-יָד
...לְהַצְבִּיעַ עַל...		לְבוֹן	תַּחַת
...לְהַצְבִּיעַ אֶל...			
לְגַעַת ב...		צָרִיף	לְאֵט
לְהַרִים		חֵלוֹן	מְהֵרָה
לְהוֹרִיד		קִיר	בְּמָקוֹם
...לְשִׁים עַל...		רְצָפָה	
לְקַחַת		מְטָה	
לְתַת		רֹאשׁ	
לְפָתוּחַ		מִזְוָזָה	
לְסָגוֹר	בְּגָד		
	בְּגָדִים		
	נֵעַל		
	נֵעֲלִים		
	מְכַנְסִים		
	חוּלְצָה		
	בְּגָד-יָם		
	פִּיגְמָה		
	כּוֹבֵעַ		

*As you do this unit, be alert to the sanitation issues of putting clean clothing on the floor.
Consider scheduling this lesson prior to the day that clothing is sent to be washed.*

Use verbs like these to teach specific pieces of clothing, three at a time:

לְרוֹץ אֶל
לְקַפּוֹץ אֶל
לְהַסְתּוֹבֵב אֶל
לְהַצְבִּיעַ עַל...
לְהַצְבִּיעַ אֶל...
לְגַעַת ב...
לְהַרִים
לְהוֹרִיד
לְשִׁים _____ עַל...
לְקַחַת
לְתַת

This script, below, was developed for teaching the generic term for clothing: בְּגָדִים. Feel free to adapt it for teaching any of the clothing vocabulary you wish to introduce:

Gather up many different articles of clothing. The campers do not need to know the specific term for each article of clothing. You will be introducing the generic term “clothing” בְּגָדִים / בְּגָדִים. Be sure to have more than one of each item, but in different colors. For example, a blue, red and green shirt, a black, brown and yellow pair of pants, etc. Create a collection of the various articles of clothing the campers would wear in the various colors. The color words need to be terms that 65% of the students have already mastered.

Hold up an armful of assorted clothing and say: בְּגָדִים
Put the clothing down.

Pick up a second armful of clothing and say: בְּגָדִים
Put the clothing down.

Repeat a third time with another armful of clothing and say: בְּגָדִים
Put the clothing down.

Pick up only one item from a pile of clothing and say בְּגָדִים then put the item back down.
Repeat this procedure two more times.

Choose a piece of clothing in blue and say

בְּגָד בְּצִבֵּעַ כָּחוֹל

Choose a piece of clothing in red and say

בְּגָד בְּצֵבַע אָדוּם

Choose a piece of clothing in yellow and say

בְּגָד בְּצֵבַע צָהוּב

Continue until all the color words that you have chosen to work with (a maximum of 3) have been used.

Distribute the collection of clothing to students so each child has one piece of clothing. As the facilitator, have an additional set of clothing that contains one item for each color word being used.

Say

כּוֹלֵם לְהָרִים בְּגָד

and gesture for everyone to lift the article of clothing they have been given.

Say

כּוֹלֵם לְהוֹרִיד בְּגָד

and gesture for everyone to lower the article of clothing

Say

כּוֹלֵם לְשִׂים בְּגָד עַל הָרֶצֶף

and gesture for everyone to put the article of clothing on the floor.

Says the names of the children who have a blue piece of clothing and then:

לְהָרִים בְּגָד בְּצֵבַע כָּחוֹל
לְהוֹרִיד בְּגָד בְּצֵבַע כָּחוֹל
לְשִׂים בְּגָד בְּצֵבַע כָּחוֹל עַל הָרֶצֶף

Repeat same sequence as above with a different color.

Repeat with a third color, but this time *change* the actions that the campers must do.

Remember that they should not be able to anticipate what you will say! Options include using the verbs:

לְהַצְבִּיעַ עַל...

לְהַצְבִּיעַ אֶל...

לְגַעַת ב...

Or a sentence like:

לְשִׂים בְּגָד בְּצֵבַע כָּחוֹל עַל קִיר

Another script could be developed using clothing inside a suitcase (or multiple suitcases) and sentences like the ones below. Remember to introduce the specific clothing vocabulary in groupings of three.

לְפָתוּחַ מְזוּנָה
לְקַחַת נֶעֱל.
לְהַרִים נֶעֱל.
לְשִׁים נֶעֱל בְּמְזוּנָה.
לְסָגוֹר מְזוּנָה

לְשִׁים אֶת הַנֶּעֱל עַל מְטָה.
לְקַחַת חוּלְצָה.
לְשִׁים חוּלְצָה בְּמְזוּנָה.
לְשִׁים מְכַסִּים תַּחַת כֶּסֶא.
לְשִׁים פִּיגְמָה עַל הַדִּלֵּת.
לְקַחַת חוּלְצָה וְלַתֵּת לְמַרְיָם.

UNIT: בְּצִרְיָן**In the Cabin**

Campers should be comfortable with the vocabulary in the Foundational Units, up through Level 5. Those verbs, nouns and adjectives are needed to be successful in this unit. Useful foundational vocabulary is noted below in normal font. New vocabulary for this unit on the cabin is in **bold** font.

Remember to start the lesson with a short (3ish minute) review, to introduce new vocabulary in groups of three (your choice from the list), and then integrate old and new learning.

Verbs	Nouns	Adjectives	Misc
לָקוּם	כּוֹלָם	לְאֵט	אֶל
לְשַׁבֵּת	בָּנִים	מְהֵרָה	עֵכָשִׁיו
לְלַכֵּת	בָּנוֹת	בְּמָקוֹם	רַק
לְעַצוֹר	קְבוּצָה א' ב'		לֹא
לְרוּץ			!
לְקַפּוֹץ			עַל
לְהִסְתוֹבֵב			עַל-גֵּד
לְהִצְבִּיעַ עַל-...			תַּחַת
לְהִצְבִּיעַ אֶל-...			
לְגַעַת ב-...			
לְהַרְיֵם			
לְהוֹרִיד			
לְשִׂים עַל-...			
לְקַחַת			
לְתַת			
לְשַׁכֵּב	צִרְיָן		
לְפָתוּחַ	דָּלֵת		
לְסָגוֹר	חֲלוֹן		
לְהִדָּלִיק	קִיר		
לְכַבּוֹת	רְצֵפָה		
	אוֹר		
	מִטָּה		

Use verbs like these to teach specific nouns, three at a time:

לְרוּץ אֶל
 לְקפוץ אֶל
 לְהִסְתוּבֵב אֶל
 לְהִצְבִיעַ עַל...
 לְהִצְבִיעַ אֶל...
 לְגַעַת ב...
 לְהָרִים
 לְהוֹרִיד
 לְשִׁים _____ עַל...
 לְקַחַת
 לְתַת

Sample sentences for this unit

לְשֹׁבֵת עַל הַרְצָפָה.
 לְשֹׁבֵת עַל הַמְטָה.
 לְפִתּוּחַ חֲלוֹן.
 לְסִגּוֹר חֲלוֹן.
 לְרוּץ אֶל הַקִּיר וְלַגַּעַת בְּקִיר.
 לְהִדְלִיק אֶת הָאוֹר.
 לְכַבּוֹת אֶת הָאוֹר.
 לְקַפוֹץ אֶל מְטָה.
 לְשֹׁכֵב עַל מְטָה.

UNIT: תִּדְר-הָאוֹכֵל**The Dining Hall**

Campers should be comfortable with the vocabulary in the Foundational Units, up through Level 6. Those verbs, nouns and adjectives are needed to be successful in this unit. Useful foundational vocabulary is noted below in normal font. New vocabulary for this unit on the dining hall are in **bold** font.

Remember to start the lesson with a short (3ish minute) review, to introduce new vocabulary in groups of three (your choice from the list), and then integrate old and new learning.

Verbs	Nouns	Adjectives	Misc
לָקוּם לְשַׁבֵּת לְלַכֵּת לְעַצוֹר לְרוּץ לְקַפּוֹץ לְהַסְתּוֹבֵב לְהַצְבִּיעַ עַל-... לְהַצְבִּיעַ אֶל-... לְגַעַת ב-... לְהַרְיֵם לְהוֹרִיד לְשִׁים עַל-... לְקַחַת לְתַת לְעַרְךָ לְהַעֲבִיר לְאָכּוֹל	כּוֹלֵם בְּנִים בְּנוֹת קְבוּצָה א' ב' These nouns are from the "foundational" unit and may be helpful here: (ה)שׁוֹלְחָן (ה)כֵּיסֵּא פֶּה The list, below, will vary depending on the nouns that fit your environment: צְלַחַת/צִלְחוֹת כּוֹס/כּוֹסוֹת קַעֲרָה/קַעֲרוֹת מַפִּית/מַפִּיּוֹת כַּף/כַּפּוֹת כַּפִּית/כַּפִּיּוֹת מִזְלָג/מִזְלָגוֹת סַכִּין/סַכִּינִים קַנְקָן מַלַּח פְּלֶפֶל סֶכֶר סַכְסַּל	לְאֵט מְהֵרָה בְּמָקוֹם	אֶל עִכְשָׁיו רַק לֹא ? עַל עַל-יָד תַּחַת בֵּין

Use verbs like these to teach specific nouns, three at a time:

לְרוֹץ אֶל
לְקַפֹּץ אֶל
לְהִסְתוֹבֵב אֶל
לְהִצְבִּיעַ עַל...
לְהִצְבִּיעַ אֶל...
לְגַעַת ב...
לְהָרִים
לְהוֹרִיד
לְשִׁים ___ עַל...
לְקַחַת
לְתֵת

Sample sentences for this unit

לְרוֹץ אֶל הַשּׁוֹלְחָן
לְעָרוֹךְ אֶת הַשּׁוֹלְחָן
לְקַחַת צֵלַחַת
לְשִׁים אֶת הַצֵּלַחַת עַל הַשּׁוֹלְחָן
לְקַחַת כּוֹס
לְתֵת אֶת הַכּוֹס לְשָׂרָה
לְשִׁים אֶת הַכּוֹס עַל הַשּׁוֹלְחָן
לְקַחַת מִפִּית. לְהָרִים מִפִּית
לְשִׁים אֶת הַמִּפִּית עַל-יַד הַצֵּלַחַת
לְקַחַת מִזְלֵג
לְשִׁים אֶת הַמִּזְלֵג עַל מִפִּית

UNIT: טבע

Nature

Campers should be comfortable with the vocabulary in the Foundational Units, up through Level 6. Those verbs, nouns and adjectives are needed to be successful in this unit. Useful foundational vocabulary is noted below in normal font. New vocabulary for this unit on nature is in **bold** font.

Remember to start the lesson with a short (3ish minute) review, to introduce new vocabulary in groups of three (your choice from the list), and then integrate old and new learning.

Verbs	Nouns	Adjectives	Misc
לקום לשבת ללכת לעצור לרוץ לקפוץ להסתובב להצביע על... להצביע אל... לגעת ב... להרים להוריד לשים על...	כולם בנים בנות קבוצה א' ב' The list, below, will vary depending on the nouns that fit your environment: עץ פרח שדה יער אגם בוץ אבן אדמה	לאט מהר במקום	אָל עֵשׂוּי רק לא ? על על-נד תחת

Use verbs like these to teach specific nouns, three at a time:

לרוץ אל
 לקפוץ אל
 להסתובב אל
 להצביע על...

לְהַצְבִּיעַ אֶל...
 לְגַעַת ב...
 לְהָרִים
 לְהוֹרִיד
 לְשִׁים _____ עַל...

Sample sentences for this unit

לְשַׁבֵּת עַל הָאֲדָמָה.
 לְקוּם
 לְרוּץ אֶל הָעֵץ
 לֹא לְגַעַת בְּעֵץ

לְרוּץ וְלְשַׁבֵּת עַל הַשָּׂדֶה
 לְקוּם
 לְהִסְתוֹבֵב אֶל הָאָבִן
 לְגַעַת בְּאָבִן
 לְשִׁים רֹאשׁ עַל הָאָבִן

UNIT: ספורט Sports

Campers should be comfortable with the vocabulary in the Foundational Units, up through Level 6. Those verbs, nouns and adjectives are needed to be successful in this unit. Useful foundational vocabulary is noted below in normal font. New vocabulary for this unit on sports is in **bold** font.

Remember to start the lesson with a short (3ish minute) review, to introduce new vocabulary in groups of three (your choice from the list), and then integrate old and new learning.

Verbs	Nouns	Adjectives	Misc
לקום	פולם	לאט	אָל
לשבת	בָּנִים	מָהָר	עֲשׂוּ
ללכת	בָּנוֹת	בְּמָקוֹם	רַק
לעצור	קבוצה א' ב'		לֹא
לרוץ			וְ
לקפוץ			עַל
להסתובב			עַל-גֵּד
להצביע על...			תַּחַת
להצביע אָל...	:		
לגעת ב...	The list, below, will vary depending on the sports that fit your camp:		
להרים	מִשְׁחָק		
להוריד	כְּדוּר		
לשים על...	כְּדוּרְגָל		
לקחת	כְּדוּר-בָּסִיס		
לתת	בִּיסָבּוֹל		
לשחק	טְנִיס		
לתפוס	כְּדוּר-עָף		
לזרוק	כְּדוּרְסָל		
	שְׁחִיָּה		

Use verbs like these to teach specific nouns, three at a time:

לְרוּץ אָל
לְקַפּוֹץ אָל
לְהִסְתַּבֵּב אָל
לְהִצְבִּיעַ עַל...
לְהִצְבִּיעַ אָל...
לְגַעַת ב...
לְהִרִים

להוריד
לשים _____ על...
לקחת
לתת

Using a ball play a game of catch teach the verbs:

לתפוס
לזרוק
לשחק

Teach the words for the balls used in these sports. Then place them around the space you are using. Commands could be

כולם – לרוץ אל כדור-סל.
להסתובב אל כדור טניס.
לקפוץ אל כדור-עף.

Other sentence patterns

לשים כדורסל על הכתון
לרוץ עם כדורסל אל עץ
לשים כדורסל על-יד העץ

לקחת מהר אל מגרש ולקחת כדור-עף
לשים כדור-עף על הראש של יוני
יוני – להרים כדור-עף. לזרוק כדור-עף לחנה

להצביע על כדור טניס
לרוץ אל כדור טניס. לגעת בכדור טניס. להרים כדור טניס ולזרוק למשה

שנה – לשים כדור-עף על-יד כדורסל

THE SHABBAT UNIT



SOME REMINDERS

- Learners sit in a semi-circle, with the lesson leader sitting center-front, along with any props to be used that day.
- A camper's job is to **listen** to what you say, to **watch** what you do, and then when asked, to **do** what you say.
- Plan your lessons with three segments: A warm-up/review, introduction of new vocabulary, integration of new vocabulary with familiar words. You may wish to co-plan your scripts with another HTM teacher.
- When introducing new vocabulary, invite two campers to come forward, one to sit on either side of you. These two children will be the first to do the actions with you. Remind the campers sitting next to you, as well as all learners, to listen to what you say and watch what you do.
 - State the command – and then model it.
 - State the command and, through hand gestures, invite the campers sitting next to you to do the action.
 - After several times, give a command and then watch to see if the children perform the action before you model it. Your goal is for campers to listen and do, without you needing to model.

Repeat this process with a couple of other pairs of children, then a small group, and finally with the entire group you are working with. When approximately 65% of the children perform the command without looking at you, it indicates their readiness to be introduced to new vocabulary.
- When introducing new vocabulary, do so in sets of *three terms*, only. A “set” is a coherent unit of teaching.
- Enjoy and have fun!

SHABBAT MODEL LESSON

A video of part of the Shabbat Unit being taught in a classroom is here:

<http://tinyurl.com/z5jl862>

A video of a master teacher's demonstration lesson for the *Shabbat* Unit is here:

<http://tinyurl.com/jy72kty>.

As you view these videos, you may find it helpful to look specifically at the teaching, watching for ways the teacher brings to life the principles introduced on pages 13-15 of this curriculum guide.

שַׁבַּת 1

(Campers should have already completed Foundational Level 5)

Remember to start the lesson with a short (3ish minute) review, to introduce new vocabulary in groups of three (your choice from the list), and then integrate old and new learning.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Level 1		שַׁבַּת* חֲלָה/חֲלוּת* קְדוּשָׁה יַיִן (כּוֹס יַיִן)			*words with an asterisk are ones campers probably know
Level 2	לְבַרֵךְ לְהַדְלִיק	שַׁבַּת חֲלָה קְדוּשָׁה יַיִן (כּוֹס יַיִן) נֶר/נֵרוֹת פָּמוֹט /פָּמוֹטִים			
Level 3		שַׁבַּת חֲלָה קְדוּשָׁה יַיִן (כּוֹס יַיִן) נֶר/נֵרוֹת פָּמוֹט /פָּמוֹטִים לֶחֶם כּוֹס קְדוּשָׁה יַיִן הַבְּדֵלָה			

Regarding the food items:

Where possible, use bread from a toy-set when introducing terms. However, knowing that real food creates lasting memories, you may wish to treat children to a snack. Remember that any food that children eat needs to have been handled in a sanitary way. Therefore, don't place food directly on a table without a napkin or plate underneath. Don't allow children to eat food that has been touched with unwashed hands, or placed on someone's head, etc.

Level 1

Examples of phrases you can use to integrate the Foundation Unit with the *Shabbat* Unit are:



לְהַסְתּוֹבֵב אֶל הַשׁוּלְחָן
לְהַצְבִּיעַ עַל הַחֶלֶה
לְגַעַת בַּחֶלֶה
לְהָרִים אֶת הַחֶלֶה
לְלַכֵּת עִם הַחֶלֶה . לְעֲצוֹר
לְהָרִים חֶלֶה
לְקַפּוֹץ אֶל הַחֲלוֹן עִם הַחֶלֶה
לְרוֹץ אֶל הַשׁוּלְחָן
לְשִׁים אֶת הַחֶלֶה עַל הָרֹאשׁ

לְלַכֵּת אֶל הַשׁוּלְחָן וּלְהָרִים גֵּר
לְקַפּוֹץ עִם הַגֵּר
לְשִׁים אֶת הַגֵּר עַל הַכֶּסֶּא
לְשִׁים אֶת הַגֵּר עַל הָרֹאשׁ שָׁל...
לְהַסְתּוֹבֵב עִם הַגֵּר

Level 2, Script 1

Place several pairs of *Shabbat* candlesticks and candles on the table
Point to a candlestick and say

לְהַצְבִּיעַ עַל הַפָּמוֹט

Point to two candlesticks and say

פָּמוֹטִים

Lift a candle and place it in the candlestick and say

לְשִׁים גֵּר בַּפָּמוֹט

Place two candles in the candlesticks and say

לְשִׁים גֵּרוֹת בַּפָּמוֹטִים

Pantomime lighting a candle and say

לְהַדְלִיק גֵּר שָׁל שַׁבָּת

Have children respond to commands until they do so easily.

Level 2, Script 2

Pantomime lighting the candles and say

להדליק נר של שבת

Demonstrate the circling motion (three times around) that people do with their hands before covering their eyes, then say and model

לשים ידים על העינים

Say

לברך על הנרות

Then recite the blessing

ברוך אתה יי, אלהינו מלך העולם, אשר קדשנו במצותיו, וצונו להדליק נר של שבת.

Call on several children to do the following:

Note: The commands, below, break down the steps and model the traditional way to light and bless the Shabbat candles.

לקחת אל השולחן
לשים נרות בפמוטים
להדליק נר של שבת
לשים ידים על העינים
לברך על הנרות

After each child recites the blessing and opens his/her eyes, say שבת שלום

Similarly model the blessings said for wine and the *hallah*

WINE ברוך אתה יי, אלהינו מלך העולם, בורא פרי הגפן.
HALLAH ברוך אתה יי, אלהינו מלך העולם, המוציא לחם מן הארץ.

Level 2, Script 3

Have on a table two candlesticks and two *Shabbat* candles.

Call on three children

לקום
לקחת אל השולחן
להרים פמוט
להוריד פמוט
להצביע על נר של שבת

Call on individual children and say

מרבים, לקחת נר של שבת ולשים את הנר בפמוט

דָּוָד, לְהַרְיֵם אֶת הַנֵּר
לְשֵׁים אֶת הַנֵּר עַל הָרֹאשׁ שֶׁל מֹשֶׁה

מֹשֶׁה, לְהוֹרִיד אֶת הַנֵּר
לְשֵׁים אֶת הַנֵּר בְּפָמוֹט
לְהַדְלִיק אֶת הַנֵּר
לְשֵׁים יָדַים עַל הָעֵינַיִם
לְבָרֵךְ עַל נֵר שֶׁל שַׁבָּת

Prompt a few children to say the blessing

בָּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מִלְּךָ הָעוֹלָם, אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו, וְצִוְּנוּ לְהַדְלִיק נֵר שֶׁל שַׁבָּת.

Repeat the above in different ways

כוֹלָם: לְהַדְלִיק נֵר שֶׁל שַׁבָּת
לְשֵׁים יָדַים עַל הָעֵינַיִם
לְבָרֵךְ עַל נֵר שֶׁל שַׁבָּת

After children light candles say

שַׁבָּת שְׁלוֹם

שַׁבַּת 2

(Campers should have already completed Foundational Level 6)

Remember to start the lesson with a short (3ish minute) review, to introduce new vocabulary in groups of three (your choice from the list), and then integrate old and new learning.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Level 1	לְהַדְלִיק לְבָרֵךְ לְהוֹצִיא לְאֶכֹּל	שַׁבָּת חֶלֶה קְדוּשָׁה יַיִן (כּוֹס יַיִן) גֵּר/גֵּרוֹת פְּמוֹט / פְּמוֹטִים לֶחֶם כּוֹס קִידוּשׁ קוֹפֶסֶה			
Level 2	לְהַדְלִיק לְבָרֵךְ לְהוֹצִיא לְאֶכֹּל	שַׁבָּת חֶלֶה קְדוּשָׁה יַיִן (כּוֹס יַיִן) גֵּר/גֵּרוֹת פְּמוֹט / פְּמוֹטִים לֶחֶם כּוֹס קִידוּשׁ קוֹפֶסֶה מְלָךְ עוֹלָם אוֹר חֶשֶׁךְ			

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Level 3	לְהַדְלִיק לְבָרֵךְ לְהוֹצִיא לֶאֱכֹל	שֶׁבֶת חֶלֶה קְדוֹשׁ יַיִן (כּוֹס יַיִן) גֵּר/גֵּרוֹת פָּמוֹט / פָּמוֹטִים לֶחֶם כּוֹס קְדוֹשׁ קוֹפֶסֶה מֶלֶךְ עוֹלָם אוֹר חֶשֶׁךְ הַבְּדֵלָה קֹדֶשׁ חוֹל			

Regarding the food items:

Where possible, use bread from a toy-set when introducing terms. However, knowing that real food creates lasting memories, you may wish to treat children to a snack. Remember that any food that children eat needs to have been handled in a sanitary way. Therefore, don't place food directly on a table without a napkin or plate underneath. Don't allow children to eat food that has been touched with unwashed hands, or placed on someone's head, etc.

Level 1

Depending on previous learning, you may need to modify the names of locations used in these scripts. "Window" and "table" could shift to **עַי** or **אֲשֵׁי**

Holding a piece of bread (preferably from a toy set), say and model these commands

לְהָרִים אֶת הַלֶּחֶם
לְהוֹרִיד אֶת הַלֶּחֶם

Hold a **חֶלֶה** (again, preferably from a toy set) and model these commands

לְהָרִים אֶת הַחֶלֶה
לְהוֹרִיד אֶת הַחֶלֶה

Pass out some bread and **חֶלֶה** to the campers and say

לְהָרִים אֶת הַלֶּחֶם
לְקוֹם וְלָרוֹץ עִם הַלֶּחֶם אֶל הַחֲלוֹן
לְקַפֹּץ אֶל הַשּׁוּלְחָן
לְשִׂים אֶת הַלֶּחֶם עַל הַשּׁוּלְחָן

לְהָרִים אֶת הַחֶלֶה
לְשִׂים אֶת הַחֶלֶה עַל הָרֵאשׁ וּלְהִסְתַּוְּבֵב
לְהוֹרִיד אֶת הַחֶלֶה

Point to a box and say

קוֹפְסָה
לְשִׂים אֶת הַלֶּחֶם בְּקוֹפְסָה
לְשִׂים אֶת הַחֲלוֹת בְּקוֹפְסָה

Demonstrate taking the bread out and say

לְהוֹצִיא
לְהוֹצִיא אֶת הַלֶּחֶם
לְהוֹצִיא אֶת הַחֲלוֹת

Have the children take out the bread and **חֶלֶה** from the box as you give the commands.

Model.

לְהָרִים אֶת הַחֲלוֹת
לְהָרִים אֶת הַלֶּחֶם

Call on two or three children and say

לְקוֹם
לְלַכֵּת אֶל הַשּׁוּלְחָן

לְהוֹצִיא אֶת הַחֶלֶה מִן הַקּוֹפֶסָה
לְבָרֵךְ עַל הַחֶלֶה

Prompt the campers to say the blessing over חֶלֶה.

בָּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, הַמוֹצִיא לֶחֶם מִן הָאָרֶץ.

Then say

לְאָכּוֹל אֶת הַחֶלֶה

Make sure that the campers do not eat bread that has been placed on the window or on someone's head!

Repeat this script substituting לֶחֶם for חֶלֶה. Then continue with

לְקוֹם
לְלַכֵּת אֶל הַשּׁוּלְחָן
לְהוֹצִיא אֶת הַלֶּחֶם מִן הַקּוֹפֶסָה
לְבָרֵךְ עַל הַלֶּחֶם

Place enough pieces of חֶלֶה on a napkin or plate on the table for all the children. Say

כּוֹלֵם, לְלַכֵּת לְאֹט אֶל הַחֶלֶה
לְבָרֵךְ עַל הַחֶלֶה:
בָּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, הַמוֹצִיא לֶחֶם מִן הָאָרֶץ.
לְאָכּוֹל אֶת הַחֶלֶה

As a non-Hebrew Through Movement activity, ask campers what they think the connection is between לְהוֹצִיא and הַמוֹצִיא.

Level 2, Script 1

Give two campers one picture of the world, and a picture of a king. After teaching these two words say

לְהַרִים אֶת הַמְּלָךְ
 לְהוֹרִיד אֶת הַמְּלָךְ
 לְהַרִים אֶת הָעוֹלָם
 לְהוֹרִיד אֶת הָעוֹלָם
 The full group could do this >> לְהַצְבִּיעַ עַל הַמְּלָךְ
 לְהַרִים אֶת הָעוֹלָם
 לְשִׁים אֶת הַמְּלָךְ עַל הָרֵאשׁ
 לְשִׁים אֶת הַמְּלָךְ עַל הַיָּד שֶׁל שָׂרָה
 לְקַפֹּץ עִם הָעוֹלָם אֶל הַדָּלֶת

Repeat/continue with more campers.

Ask campers to listen carefully to you reciting the blessing for the Shabbat candles. As you get to words that they know, either show the photos or objects you have been using to illustrate the words, or pantomime the actions.

בְּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו, וְצִוָּנוּ לְהַדְלִיק
 נֵר שֶׁל שַׁבָּת.

As a non-Hebrew Through Movement activity, ask campers what they understand about the blessing. [Be sure to address the issue of God not being a “real king” but that using a term we know can help us think of God as being powerful like a king or queen.]

Level 2, Script 3

Give each camper one picture that indicates light and one that indicates dark. After modeling the two concepts, say

לְהַצְבִּיעַ עַל הָאוֹר
 לְהַצְבִּיעַ עַל הַחֹשֶׁךְ
 לְהַרִים אֶת הָאוֹר
 לְשִׁים אֶת הָאוֹר עַל הָרֵאשׁ שֶׁל שָׂרָה
 לְהוֹרִיד אֶת הָאוֹר
 לְהַרִים אֶת הַחֹשֶׁךְ
 לְהוֹרִיד אֶת הַחֹשֶׁךְ
 לְשִׁים אֶת הָאוֹר עַל הַרְגֵל שֶׁל שְׁלֹמֹה
 לְקַפֹּץ עִם הָאוֹר אֶל הַדָּלֶת

An alternative is to introduce אור and חֹשֶׁךְ in a darkened cabin or room at night, running, jumping and turning on and off lights.

Level 3, Script 1 Include this piece on *Havdallah* only if the campers have performed this ceremony in advance.

Point to the *Shabbat* candle, say and model

לְהַרְיֵם גֵּר שֶׁל שַׁבָּת
לְהוֹרִיד גֵּר שֶׁל שַׁבָּת

Point to the *Havdallah* candle and say

לְהַרְיֵם גֵּר הַבְּדֻלָּה
לְהוֹרִיד גֵּר הַבְּדֻלָּה

Direct two to three children

לְהַרְיֵם גֵּר שֶׁל שַׁבָּת
לְהוֹרִיד גֵּר שֶׁל שַׁבָּת וְלְהַרְיֵם גֵּר הַבְּדֻלָּה
לְהַרְיֵם גֵּר הַבְּדֻלָּה וְלִתֵּת לְ...
לְקוֹם עִם גֵּר הַבְּדֻלָּה
לְלַכֵּת אֶל הַדֹּלֶת עִם גֵּר הַבְּדֻלָּה
לְקַפֹּץ עִם גֵּר הַבְּדֻלָּה
לְקַפֹּץ, לְקַפֹּץ, לְקַפֹּץ
לְעֲצוֹר

Level 3, Script 2

Place bread, חֶלֶה, wine, *Shabbat* candles and a *Havdallah* candle on the table. A birthday candle (גֵּר יוֹם הַלְּדוּת) may also be used.

Model several actions

לְהַצְבִּיעַ עַל הַיַּיִן
לְהַצְבִּיעַ עַל הַחֶלֶה
לְהַצְבִּיעַ עַל גֵּר הַבְּדֻלָּה
לְהַרְיֵם גֵּר שֶׁל שַׁבָּת
לְהוֹרִיד גֵּר שֶׁל שַׁבָּת וְלְהַרְיֵם גֵּר הַבְּדֻלָּה
לְהַרְיֵם גֵּר יוֹם הַלְּדוּת וְלִתֵּת לְ...

Distribute various candles to children. Point to the ones who have a *Havdallah* candle and say

גֵּר הַבְּדֻלָּה - לְקוֹם
לְלַכֵּת אֶל הָעֵץ עִם גֵּר הַבְּדֻלָּה
לְקוֹם עִם גֵּר שֶׁל שַׁבָּת
לְקַפֹּץ עִם גֵּר שֶׁל שַׁבָּת
לְקַפֹּץ, לְקַפֹּץ, לְקַפֹּץ
לְעֲצוֹר

To the ones with a birthday candle say

גַּר יוֹם הַלְּדוּת - לְקוֹם
לְהַרִים גַּר יוֹם הַלְּדוּת
לְשִׁים גַּר יוֹם הַלְּדוּת עַל הַבֶּטֶן
לְקוֹם עִם גַּר יוֹם הַלְּדוּת
לְשִׁים גַּר יוֹם הַלְּדוּת בְּקוֹפְסָה
לְהוֹצִיא גַּר יוֹם הַלְּדוּת
לְהַסְתוֹיב עִם גַּר יוֹם הַלְּדוּת
לְעֶצוֹר

לְלַכֵּת עִם גַּר הַבְּדֵלָה אֶל הַשּׁוּלְחָן
לְשִׁים גַּר הַבְּדֵלָה בְּקוֹפְסָה
לְשִׁים גַּר הַבְּדֵלָה עַל-יַד הַיַּיִן

לְהַצְבִּיעַ עַל גַּר חֲנֻכָּה
לְגַעַת בְּגַר יוֹם הַלְּדוּת

Level 3, Script 3

To illustrate the ideas of קְדוּשָׁה and חוֹל, you'll need to find objects and photos of items that represent each of these ideas. Place in front of you divided into two sets, one representing קְדוּשָׁה and one representing חוֹל.

Items that can represent קְדוּשָׁה

- Torah, in book form
- Tallit (tzitzit)
- M'zuzzah
- Siddur
- Aron Hakodesh (picture)
- Shabbat (picture)

Items that can represent חוֹל

- Wine glass
- Candlesticks
- Any book
- Shawl
- A photo of two people just sitting
- A ring

Use the kinds of commands you've introduced with other Hebrew Through Movement segments.

ASSESSMENT OF LEARNING



ASSESSMENT OVERVIEW

Because Hebrew Through Movement uses physical techniques, it is easy enough to assess campers by observing their responses to Hebrew commands.

Therefore, lesson leaders using HTM are encouraged to create lists of words they are using with their group and then to ask another staff member to observe a session and “check-off” the words that individual campers demonstrate their understanding of (see the next page for one example).

Other assessment techniques are encouraged, as well.

Sample Comprehension Checklist

Date _____

Camper Name Word						
לְקוּם						
לְשַׁבֵּת						
לְלַכֵּת						
לְעַצֵּר						
לְקַפֵּץ						
לְהַסְתִּיב						
לְאַט						
מִהֵר						
בְּמָקוֹם						
פּוֹלֵם						
בְּנִים						
בְּנוֹת						
(ה)דָּלַת						
(ה)שׁוּלְחָן						
(ה)כֶּסֶּא						
(ה)מוֹרָה						
(ה)מְדַרְיָד						
(ה)חֵלוֹן						
(ה)רְצֵפָה						

Hebrew Through Movement Goal Progression

Teacher _____ Group of Campers _____

	Novice	Emerging	Proficient
Phase 1 The students are able to:			
• Follow single commands			
• Follow two commands			
• Manipulate objects within the learning environment			
• React correctly to Shabbat and camp vocabulary			
• Reverse roles with the lesson leader and begin to offer commands of their own			
Phase 2 The students are able to:			
• Follow more complex commands			
• Integrate camp themes with Hebrew Through Movement commands			
• Respond ׀ and ׀ to simple questions or commands			
• Offer some novel responses when giving commands ⁷			
• Integrate Jewish value words with Hebrew Through Movement commands			
Phase 3 and beyond The students are able to:			
• Extend all of the above			
• Follow more complex chains of commands			
• Expand role reversal			
• Use their Hebrew Through Movement knowledge of Hebrew to better understand Jewish prayers and rituals			

⁷ When students are given the opportunity to internalize the language patterns they will say things that are novel – that is, they will say things they never heard the teacher say.

Hebrew Through Movement: Integration of Learning Principles

With thanks to Ted Dreier for his leadership in developing this form, and then sharing!

Goal for the lesson observed

Scoring the rubric – An observer uses a highlighter to identify the actions or practices observed, whether in the Roses or Thorns columns. Budding practices are noted in the middle column.

- Roses are identifiable actions or practices that a teacher/facilitator 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.

	Thorns	Buds	Roses
Use of English	<ul style="list-style-type: none"> • English is consistently used • English is used for translating and giving commands; questions by students are answered in English. 		<ul style="list-style-type: none"> • English use is rare and appropriate (when absolutely necessary or to manage the group)
Use of space	<ul style="list-style-type: none"> • Space is used ineffectively and/or with little thought. • Props are not organized or not easily accessible in the space. 		<ul style="list-style-type: none"> • Space is used appropriately and to the campers' advantage. • Props are easily accessible within the space. • Supporting art/pictures/words are available.
Creativity	<ul style="list-style-type: none"> • Little or no spontaneity observed. • Repeated use of the same commands and vocabulary demonstrations. 		<ul style="list-style-type: none"> • Creates novel ways of introducing new words. • Creates novel ways to review known material, including songs and activities. • Uses games appropriately and with intention.
Groupings	<ul style="list-style-type: none"> • Consistently uses gender for groupings or gives attention to the same specific learners. • No novel groupings. • Ignores counselors or other staff learning with the campers when giving commands. 		<ul style="list-style-type: none"> • Uses a variety of groupings (boys, girls, small groups, students wearing a specific color) regularly. • Includes accompanying counselors and staff. • Includes novel groupings.

<p>Sequencing</p>	<ul style="list-style-type: none"> • No clear use of the HTM sequence: warm-up/review, introduction of new vocabulary, integration of old words with the new. • If working on vocabulary from songs, prayers or blessings, does not conclude lesson with the group reading/ chanting the Hebrew. 		<ul style="list-style-type: none"> • Three clear segments to each lesson: warm-up/review, introduction of new vocabulary, integration of old words with new. • If working on vocabulary from songs, prayers or blessings, concludes lesson with the group reading/ chanting the Hebrew.
<p>Introduction of New Words/Terms</p>	<ul style="list-style-type: none"> • More than three new words introduced at one time OR only one word introduced. • Facilitator does not check for comprehension of new words • No application of the 65% rule (that new vocabulary is introduced when 65% of the students demonstrate understanding of previous vocab). • Not all vocabulary is 		<ul style="list-style-type: none"> • Introduces no more than three new words per set. • Introduces new vocab combined with mastered words. • Uses hand motions, pictures, props and eye contact when first using new words. • Appropriate application of the 65% rule. • Hebrew is pronounced correctly and is grammatically correct.
<p>Learning climate</p>	<ul style="list-style-type: none"> • Facilitator has low energy, stands/sits in one place, no voice modulation, closed off demeanor, uncomfortable with “noisiness” or movement in the space. • Little or no positive Hebrew feedback. • Social learning is discouraged. • Facilitator is constantly in motion, always modeling actions when giving commands so doesn’t give campers a chance to demonstrate proficiency. 		<ul style="list-style-type: none"> • Facilitator has lots of energy and movement, smiling and excited about HTM. • Learners are reinforced with positive Hebrew feedback. • Social learning is encouraged. • Facilitator gives commands, but delays modeling actions once campers show they know the meaning.

<p>Use of Props</p>	<ul style="list-style-type: none"> • Little to no use of props/images. • Props/images are similar in form. • Props are disorganized or not accessible. 		<ul style="list-style-type: none"> • Variety of props on hand (size, shape, color). • Props are organized and easily accessible.
<p>Preparation</p>	<ul style="list-style-type: none"> • Reads directly from script, • Clearly unprepared with materials and set up. • Arrives late to the lesson or not ready when campers arrive. 		<ul style="list-style-type: none"> • Clearly organized and detailed script • Facilitator has reviewed new words and concepts. • Ready to teach when the campers arrive or group is scheduled to begin.

**For continued conversation
and teacher-to-teacher assistance,
we invite you to join the
Hebrew Through Movement
Facebook group, “Hebrew Moves Me”**



On Facebook search for:
Hebrew Moves Me! A group for Hebrew Through Movement