

HEBREW THROUGH MOVEMENT

מודה אני - מודה אני



Originally developed as a complement to the JECC's curriculum,
Alef-Bet Review and
Lasim Lev: Sh'ma and Its Blessings, plus Kiddush

Jewish Education Center of Cleveland

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INTRODUCTION TO USING HEBREW THROUGH MOVEMENT WITH PRAYERS AND BLESSINGS

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

A few things to note:

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

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

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

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

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

This guide contains:

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

Three teaching tips:

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

Make sure to recite the blessing מודה אני\ מודה אני after each HTM class session.

Vocabulary options for HTM are indicated in red:

מודה אני לפניך

מודה אני לפניך

מֶלֶךְ חַי וְקַיִם
שֶׁהַחַיּוֹת בֵּי נִשְׁמֹתַי בְּחַמְלָה
רַבָּה אֶמוּנָתְךָ

• אָנִי (I)

Point to yourself and say אָנִי. Stand to the side of a student and indicate that you want him/her to do the same thing you are – pointing and hearing אָנִי. Give a variety of Foundational commands that have the students moving around the room - walk, jump, spin. Include the command "אָנִי" (a person would point to him/herself).

• מודה אני\ מודה אני (I am thankful)

Have a variety of objects around the room that students know in Hebrew, ideally items that relate to a recent or upcoming holiday (e.g., a *shofar*, Shabbat candles, a *siddur*, miniature *sukkah*, *Simhat Torah* flag). Give commands like:

לְקַפּוֹץ אֶל הַשּׁוֹפָר, לְגַעַת בַּשּׁוֹפָר, לְקַחַת אֶת הַשּׁוֹפָר, לְרוּץ אֶל שָׂרָה,
לְתַת אֶת הַשּׁוֹפָר לְשָׂרָה

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

מודה אני (תודה) מודה אני

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

• מֶלֶךְ (king)

Put a crown on a male student; if you want to put the crown also on your girls, you should introduce the Hebrew word for "queen" מַלְכָּה. Option: Have a picture of a king and/or queen that students could run, jump, turn, etc to find that picture.

• חַי (living/life)

Use a plant in the room as an example as something living – a person is living, too. Use the term לֵא חַי for something like a chair or table or blackboard. Also show a חַי necklace.

(con't)

• נְשָׁמָה (soul)

The teacher handling *t'fillah* will also work with this word. Ideally, teach this script after students have been introduced to נְשָׁמָה as a concept. Have a card with the word "soul" on it in English (provided on page 9, below), also one with the Hebrew. Ask students to "touch," "raise," "jump to," etc. using the word card: soul or נְשָׁמָה .

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

Make a transition to the word in the blessing נְשָׁמָתִי by pointing to the word on the prayer chart and indicating that it means the same as נְשָׁמָה

Girls begin with this line

מוֹדָה אֲנִי לְפָנֶיךָ

Boys begin with this line

מוֹדָה אֲנִי לְפָנֶיךָ

Everyone continues

מְלֶכֶךְ חַי וְקַיִם
שֶׁחֲחַזַּרְתָּ בִּי נְשִׁמָּתִי בְּחִמְלָה
רַבָּה אֲמוּנָתֶךָ

Soul

נֶשְׁמָה

נֶשְׁמַתִּי

