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Hebrew Through Movement



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The 2018 edition:

- Is more gender-sensitive - it eliminates asking children to identify as a boy or a girl.
- Includes updated photos (especially early childhood)
- Corrected some typos

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PREFACE

Shalom and welcome to Hebrew Through Movement, a language acquisition strategy in which students learn Hebrew by hearing and responding to Hebrew commands. Hebrew Through Movement (HTM) has been energizing Hebrew learning across North American for years!¹ 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.

Based on the number of teachers who enrolled in the Jewish Education Center of Cleveland's online seminar (over 1100 by mid-2018), it would be easy to suggest that over the years, 10-15,000 youngsters have been jumping, running and pointing their way to Hebrew learning.

Hebrew Through Movement is an adaptation of James J. Asher's Total Physical Response (TPR).² TPR was designed by Asher as the foundation of a full language learning program, but has also been effective in situations with limited language goals. Hebrew versions of Total Physical Response are used in Jewish day schools, camps, early childhood and part-time educational programs. HTM builds the sounds of Hebrew in the ears and hearts of learners, making it a key part of the sound-to-print learning that is at the foundation of the #OnwardHebrew initiative (<http://OnwardHebrew.org>).

The curriculum for Hebrew Through Movement (HTM) starts by building a foundation in modern, communicative Hebrew. However in part-time Jewish educational settings, its ultimate goal is making the prayers in our *siddur*, as well as synagogue and Jewish life vocabulary, more easily accessible. In other settings (early childhood, day schools and camps) HTM offers beginning steps toward modern Hebrew language learning. [A guide specifically for Jewish camps may be downloaded at no cost from the homepage of <http://HebrewThroughMovement.org>.]

Hebrew Through Movement was developed by faculty at Siegal College of Judaic Studies and then spread locally and nationally via courses and community workshops. As with TPR curricula for any world language, HTM introduces Hebrew in a playful and meaningful way, creating a positive link between children and Hebrew. Hebrew Through Movement is supported by the latest brain research on learning, providing an aural, visual and kinesthetic foundation for Hebrew that opens the door to more facile Hebrew decoding and reading.

HTM's learning model is based on ways that children learn naturally:

They learn by moving about and doing.

They learn in an environment of positive emotional support.

They learn when they feel safe from the embarrassment of "not knowing."

¹ As of July 2018, the JECC was aware of its use in Israel, Hong Kong, Australia and Germany!

² Detailed information on the program can be found on Asher's TPR website (<http://www.TPR-world.com/>) and in the classic TPR manual authored by Asher: *Learning Another Language Through Actions*, 7th edition. Los Gatos, CA : Sky Oaks Productions, 2009. Bina Guerrieri, a former staff member of the BJE of San Francisco, was one of the pioneers in adapting TPR to Jewish settings.

They learn when they can move forward at their own pace.
They learn best when learning is joyful and playful.

Hebrew Through Movement takes minimal time - lessons are generally 15 minutes each, taught with a specific 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. Early childhood programs, camps and day schools often schedule multiple sessions weekly.

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 teacher offers commands and the students react to the language. When learners hear *קוּם* they stand up, and when they hear *שֵׁב* 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 everyone into the fun and learning process.

This curriculum is a guide and not a recipe or blueprint; HTM works best when it is responsive to specific individuals, groups and settings. Educators are encouraged to start with the Foundational Unit and select or adapt other units that are right for them -- this is what makes Hebrew Through Movement most effective.

We hope you enjoy using this guide and will be pleased with how happily and productively your children learn.

QUICK PEEKS AT HTM LEARNING

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

For a look at how Hebrew Through Movement can be used to teach the vocabulary of rituals, prayers and blessings, watch the Pesah video here: <http://www.hebrewthroughmovement.org/pesah.html>. It shows the use of Hebrew Through Movement commands to teach core Hebrew vocabulary of two lines of the Four Questions. At the end of the session, when we turned off the video camera, the children had strange looks on their faces. When asked why, they said, "we never knew what the words meant before." The application of Hebrew Through Movement to the rituals of our tradition is truly its power!

What Educators 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 often controlled, with short phrases and sentences clearly enunciated ("say bye-bye," instead of "give your aunt a big hug and 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* – Students enjoy and have fun doing Hebrew Through Movement.
- *Experiential* – In addition to movement, rich experiences are provided through use of props, pictures, and manipulation of objects.
- *Based on language patterns* – Hebrew Through Movement assumes that language patterns are as important as vocabulary. Students internalize language patterns that they hear repeatedly without having to formally learn rules of grammar. A core pattern is the use of the infinitive (for example, לקום) which in Hebrew initially avoids students needing to learn different grammatical verb forms for males and females; it also respects gender neutral language.
- *Based on novelty, using language in many ways* – Students are surprised by new and novel commands, and ideally cannot anticipate the teacher's next steps.
- *Systematic* – New terms are introduced in a sequential and carefully controlled way. In Hebrew Through Movement, teachers choose the vocabulary of movement ("stand up and sit down"), as well as vocabulary that students encounter in the synagogue and in Jewish living.

LOOKING OVER THE SHOULDER OF A NOVICE TEACHER BEING INTRODUCED TO HTM

For two videos of a supervisor offering an overview of Hebrew Through Movement to a novice teacher, click the video link on the right side of this webpage: <http://www.hebrewthroughmovement.org/background.html>.

...about Hebrew Through Movement in Jewish educational settings

Teaching Hebrew via movement (i.e., “*Hebrew Through Movement*”), offers incredible learning power in Jewish educational settings, whether congregational/part-time, day school, early childhood or camp. Students internalize Hebrew, rather than memorize it. While it may seem awkward to use the infinitive (לְשַׁבֵּר) rather than the proper conjugated-command-form, the infinitive enables an immediate understanding of the command – only one form is used for males and females, or for an individual or group.

HTM is ideally taught each time students are in session, whether once a week or more frequently. Of course, those who are exposed to Hebrew Through Movement multiple times a week become more proficient in Hebrew learning than those who are exposed to it less often. The early work of Bina Guerrari at Congregation Beth Am (Los Altos Hills, CA), showed that once-a-week of learning, 15 minutes at a time, moves students along comfortably. Conversely, learning is stymied when programs choose to schedule HTM every other week or monthly – there is too much time between learning blocks for learners to progress.

...about young learners and Hebrew Through Movement

Children develop at different rates and have different strengths, thus, some children will pick up Hebrew Through Movement more quickly than others.

Hebrew Through Movement assumes that when learning a second language, children should, to the extent possible, be in an environment that enables them to use the same kind of strategies they used naturally to acquire expertise in their mother tongue. This means spending 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 (e.g., they never repeat commands and vocabulary after the teacher), instead, 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, teachers honor and show enthusiasm for partial successes. In addition, students 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 basic vocabulary – learners literally get up and move. In lessons taught completely in Hebrew, students are introduced to commands: Get up, sit down, stop, run, jump, spin, point to, lift up, etc. To fit short bursts of learning time (15ish minutes) the Hebrew infinitive is used לקום (stand up) rather than the command forms directed to one male קום, one female קומי, or a group קומו. Indeed, once or twice a week of learning doesn't provide enough time to help novice language learners gain all the grammatical nuances. Infinitives, used in command form, are combined with nouns, for example:

Run to the door. לרוץ אל הדלת
Point to a book. להצביע אל ספר
Stand up and jump to the window. לקום ולקפוץ אל החלון

All lessons begin with a review of past vocabulary. The teacher then models the meaning of 3 new words, bringing students 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 end goal of Hebrew Through Movement is not communicative Hebrew. While students may progress to another learning model on the foundation of HTM,³ this program was designed to capitalize on passive language learning – students hear and react, but don't necessarily produce, i.e., speak. Indeed, it's fine if students complete multiple years of HTM without ever offering a verbal response. But, as with very young children learning their mother tongue, the desire to speak often upstages listening. Teachers or directors report hearing children spontaneously use Hebrew in the halls or other settings. After a few months of HTM, parents often report that children are using Hebrew commands at home. Indeed, one teacher reported that she was having a hard time keeping a group of children together on a field trip, when suddenly a child called out לעצור - everyone screeched to a stop and control was established.

There comes a point when many teachers integrate role reversal into their lessons, offering the opportunity for a couple of students to come forward and offer a few commands for the class to follow. Some teachers 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 are integrated. Either part of the lesson is fine. Teachers are encouraged not to rush this element – passive Hebrew learning gains much, since teachers have the skill to pronounce vocabulary correctly and use correct grammar; students not necessarily so.

³ Day schools and other settings with more time to teach language either use HTM as a foundation upon which to shift to communicative Hebrew, or as a complementary learning model to more easily introduce vocabulary. They also shift from the generalized command form to more normative conjugations.

... about using the curriculum over multiple years

Educational programs that never move beyond the Foundational Language Unit lose out on the power of HTM to introduce specialized vocabulary for Jewish holidays, rituals, prayers and blessings. Normally, students progress through at least five Foundational levels before branching off into thematic vocabulary. Hebrew Through Movement curriculum includes a focus on holidays, prayers/blessings, as well as avenues to support decoding/reading of Hebrew prayers and blessings.⁴ HTM may also be used to teach/reinforce Jewish Life Vocabulary (JLV),⁵ one of the approaches that comprise #OnwardHebrew.⁶

Hebrew Through Movement is used successfully from early childhood through Grade Six and even beyond. A normative sequence in part-time Jewish educational settings divided by grade levels is:

- Kindergarten (or the first year that HTM is introduced in an educational program) – Foundational Units
- First Grade – Review Foundational Units and move to the first segments of the Holiday Units. Integrate JLV, as appropriate.
- Second Grade – Review Foundational Units and integrate the first and second segments of the Holiday Units (some programs complete all of the Holiday segments in this grade). Integrate JLV, as appropriate.
- Third Grade (or whichever year that blessings and prayers are introduced) - Review Foundational and Holiday Units, introduce the Synagogue Unit, and choose select prayers/blessings.⁴ Integrate JLV, as appropriate.
- Fourth Grade – Review all previous learning and introduce *Sh'ma* and Its Blessings (or whatever prayers/blessings are focused on this year).⁴ JLV.
- Fifth Grade – Review all previous learning and introduce the *Amidah* (or whatever prayers/blessings are focused on this year).⁴ JLV as appropriate
- Sixth Grade – Review all previous learning and introduce whatever prayers/blessings are focused on this year.⁷ JLV, as appropriate.

Early childhood programs often start with Foundational Units and then branch out to other vocabulary appropriate to the setting – food, clothing, names for the room's learning centers, etc.

An education program may certainly use the Foundational Vocabulary to teach any other Hebrew learning it desires – for example a song, locations in the synagogue, ritual objects, and of course, Jewish Life Vocabulary.

Note that students who enter an educational program beyond the first year(s) that HTM is introduced, catch up quite easily when teachers assure them that

⁴ Note that HTM curriculum to support teaching the *Sh'ma* and its blessings, the *Amidah*, and a few other prayers are available for easy and free download from <http://www.hebrewthroughmovement.org/prayers--blessings.html> or <http://JECC-jPrayer.weebly.com> (both sites have the same materials).

⁵ <https://www.onwardhebrew.org/jewish-life-vocabulary.html>

⁶ <http://OnwardHebrew.org>

⁷ Note that the JECC has integrated HTM for the Torah blessings in the curriculum guide found here: <http://www.jeccmarketplace.com/torah-blessings/>

they may look to any other child in the room to gain the meaning of a word or command they don't understand or remember.

... about teacher background

The most ideal Hebrew Through Movement teachers are fluent speakers. That said, one doesn't need to be a native Hebrew speaker to teach HTM well. Some modern Hebrew background – in one's past as a day school or college student, or as adult learner– is sufficient because in HTM lessons, the language is controlled and well-planned in advance. However, teachers do need to:

- read Hebrew comfortably enough to access the curriculum guide
- have attained basic Hebrew vocabulary
- write or type their learning scripts
- be committed to teaching in Hebrew 99% of the time.

Teachers who don't approach HTM having learned most of the vocabulary will find it difficult to plan scripts and teach comfortably. There are no translations accompanying the curriculum guide's vocabulary lists, though there are a number of supports provided on the HebrewThroughMovement.org website for those with less-than-fluent Hebrew background:

- On the left side of each webpage for the Foundational and Holiday Units is a short video that pronounces and translates each of the vocabulary words.
- On the right side of each webpage is a short video that explains grammatical issues that teachers may have.

... about use of teachers

Two different models are employed across the country:

- Some programs hire classroom teachers who commit to devoting 15ish minutes to HTM during each learning session. Classroom-based HTM teachers do well in this role when their Hebrew background is sophisticated enough to handle HTM and they are committed to teaching it on a consistent basis. When either premise is not true, classroom teachers "forget" to teach Hebrew Through Movement regularly, and thus the benefits are lost.
- Many educational programs hire Hebrew Through Movement specialists, i.e., teachers with Hebrew background and excitement for working with this model. When specialists arrive in another teachers' classroom, or when students are scheduled to come to them, they are consistently able to build learning from one session to another.

...about staff training

It might be tempting to assume that formal training isn't needed for 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 a 10 module seminar that is available 24/7 online. Because the JECC assigns each teacher a learning facilitator who offers feedback on each of the module assignments, there is a tuition charge. The asynchronous online seminar takes approximately 10 total hours of learning and may be completed individually (even in one's pajamas in the middle of the night), or with learning partners or small groups. The seminar is fast, it's efficient, and teachers with the training are much more successful developing lessons and teaching them, compared to those who "wing it."

Recognizing that supports are helpful to teachers taking on new skills, the JECC offers a no charge director/supervisor slot in the online HTM seminar when an educational program enrolls three teachers or more in any given year (generally May of one year through April of the next). More information is available on the registration page of the HebrewThroughMovement.org website.

A number of communities and educational programs offer communities of practice for Hebrew Through Movement teachers, creating an opportunity for teachers to share successes, challenges and supports to each other. The benefit of this professional development model is that teachers working with other teachers quickly become more sophisticated users of HTM.

Finally, a relatively active Facebook group offers teachers and directors an opportunity to celebrate successes, to post questions and respond to those of others. The group loves seeing photos and videos from HTM classrooms, however, the person posting needs to attain parental permission for Facebook on behalf of any children in view. On Facebook search for "Hebrew Moves Me!"

...about group size

The best HTM learning happens with up to 15 learners; group dynamics are more manageable at this size. However, there are programs that have larger class sizes. Directors and teachers who have more than 15 students should be alert to the challenges that might arise.

...about arranging the learning space

So as to see the teacher and one another, students sit in a semi-circle either on a carpet or on comfortable-enough chairs. They should be able to get up and move about easily. The teacher sits center-front with a table or shelf for props nearby, and a board or easel for pictures.

If the learning space does not lend itself to this set-up, search out another location in your building that better supports Hebrew Through Movement. Members of the "Hebrew Moves Me!" Facebook group have thoughts on making the best use of one's space – feel free to post the question or search for a past thread on this topic.

TIPS FOR SETTING UP A LEARNING SPACE

For a Powerpoint showing how to set up a classroom use this link: <http://tinyurl.com/gkscrzm>

...about getting and making props

Props are essential for conveying the meaning of many of terms.

Wherever possible teachers use multiple examples of authentic objects – more than one *hanukkiyah* or *m'zuzzah* will help children identify the “class” of object (i.e., “all of these are examples of this word, *hanukkiyah*”) as compared to one particular item.

Photographs may be used when an actual object is hard to obtain, or a concept would benefit by several illustrations. The JECC has provided these for a number of Holiday Units (check the HebrewThroughMovement.org website) and most of the blessing/prayer units (check lessons posted here <http://www.hebrewthroughmovement.org/prayers--blessings.html> or here <http://JECC-jPrayer.weebly.com>; both websites have the same materials available for free and immediate download).

Food may be a very useful prop, nevermind that eating helps bond memory. After learning words like *hallah*, or *l'vivot*, offer students an opportunity to eat these foods.

Teachers should have a supply of props in their rooms for quick and easy access. These may be grouped by unit (in boxes or bags), or placed together in a large bin or box. The latter allows for more integration between units because all of the necessary props are available to the teachers at all times. These may be donated (especially real ritual objects) or purchased. One school using Hebrew Through Movement to teach Hebrew for a number of years has gathered the following:⁸

- Jewish holiday wooden sets from Kid Kraft
*To get price comparisons SEARCH:
Jewish holiday wooden sets*
- Plush Judaica objects like *hallah*, *lulav*, *etrog*, and Torah
*To get price comparisons SEARCH:
Jewish plush toys*
- Judaica ritual objects bought on sale from stores such as Target, Bed Bath and Beyond, and Tuesday Morning, or



⁸ With thanks to Gloria Grischkan, The Temple – Tifereth Israel, for assembling this list.

from local garage sales

- Jewishly themed posters and *matzah* paper available from the JECC's Teacher Center (<http://JECCMarketplace.com>)
- Dreidels from Israel as well as the United States
- Different kinds of candles (Shabbat, birthday, *havdallah*, Hanukkah, scented, etc.)
- Crayons, fruit and other items in assorted colors
- Plastic replicas of different types of bread (helpful for representing hametz)
To get price comparisons SEARCH: toy bread set
- Photographs of props and ritual items when authentic ones are not available

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>

Itinerant HTM teachers often use wheeled containers, pushcarts or shlep bags to bring their supplies to students.

... about flashcards (**not!**)

Babies learn language through listening, responding physically and eventually speaking. Reading occurs at a much later stage. Hebrew Through Movement, as a language acquisitional model, does not encourage the use of Hebrew flashcards in the first few years of the program.

However, as noted in the Print Literacy Unit, there are a number of ways that Hebrew decoding and/or reading (the latter infers gaining meaning from the printed word) may be integrated into the learning process at a later stage.



Yes, some older learners do better when seeing print is part of their language learning process. That said, HTM is designed to be mostly aural and kinesthetic. The flashcards on the <http://HebrewThroughMovement.org> Foundational Language and Holiday Unit webpages were provided to support print literacy at a later stage of learning. In addition, the JECC created picture cards with Hebrew words for posting in the room, though not for use as flashcards. Search <http://JECCMarketplace.com> for Hebrew Through Movement picture cards.

...about creating learning scripts

This guide (in your hands) includes many sample scripts, but they should be adapted to each particular group. In addition, new ones need to be written for specific situations. Teachers are encouraged to practice all scripts so that when in class, they can be referenced automatically and flexibly, freeing them to pay close attention to student 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 on your desktop.

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.

Organization of the Curricular Units

There are four basic Hebrew Through Movement units: Foundational Language, Holiday, Synagogue, and Prayer.

- The **Foundational Language Unit**⁹ introduces the students to the Hebrew Through Movement method and provides the vocabulary that enables them to move about and to begin to manipulate objects. At a more advanced level, the Foundational Unit furthers students' abilities to perform classroom tasks in Hebrew, such as the integration of Jewish concepts and prayer vocabulary.

No matter the age or experience level of the learners, teachers consistently review Foundational Unit vocabulary.

MODEL LESSON: FOUNDATIONAL

For an example of a Foundational lesson in action, watch this video:

<http://www.hebrewthroughmovement.org/level-1.html>

[Click on Level 2 or 3, too]

- The **Holiday**¹⁰ and **Synagogue**¹¹ Units introduce and reinforce related concepts and vocabulary. They may be introduced at any age once students have completed Foundational Level Five.

MODEL LESSON: HOLIDAYS

For an example of a Holiday Unit in action, see the Hanukkah video here: <http://www.hebrewthroughmovement.org/hanukkah.html>

- The **Prayer Unit**¹² offers avenues for Hebrew Through Movement to enhance student understanding of Hebrew prayers, blessings and rituals. Curriculum for specific prayers and blessings is available for free and immediate download from this webpage: <http://www.hebrewthroughmovement.org/prayers--blessings.html>

MODEL LESSON: RITUAL

For an example of HTM being used to teach the words to a ritual, see the Pesah video that introduces vocabulary from the Four Questions: <http://www.hebrewthroughmovement.org/pesah.html>.

The reading of Hebrew print may be reinforced with Hebrew Through Movement learning techniques. By the time the teacher begins to integrate the **Literacy Strand**,¹³ the students will usually have completed the Foundational Unit, as well as many of the Holiday, Synagogue and Prayer lessons.

⁹ Beginning on page 25

¹⁰ Beginning on page 49

¹¹ Beginning on page 117

¹² Beginning on page 125

¹³ Beginning on page 131

All of the early Foundational 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 classes meet, and the length of each session. Generally, Hebrew Through Movement is taught in short learning-segments -- 15 minutes is the average amount of time designated in part-time educational settings. The length of a Hebrew Through Movement session may increase as the children acquire more and more language.

A lesson is created around “teaching scripts” (or alternatively “learning scripts”); these are plans for conducting the lesson. For the first three Foundational Levels, sample scripts are provided. From Level 4 and onward teachers are expected to plan scripts suitable for their own students, integrating holiday, synagogue and ritual material appropriately. Sample scripts are provided for Holiday and some Prayer units.

To make it easier for the teacher to create original scripts, vocabulary for each unit is found in charts arranged according to parts of speech. The new vocabulary for each unit is written in **bold**. The printed Foundational charts are cumulative to make it easier for the teacher to incorporate vocabulary from past levels when creating teaching scripts. A sample chart is below:

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	לקום לשבת ללכת לעצור לרוץ לקפוץ להסתובב	כולם קבוצה א' קבוצה ב' (ה)דלת (ה)שולחן (ה)כסא		לאט מהר במקום	אל עכשיו רק לא !
2 nd segment		(ה)מורה (ה)מורה (ה)מדריך (ה)מדריכה			
3 rd segment		(ה)לוח (ה)חלון (ה)רצפה			

Curriculum Map

The Holiday, Synagogue and Prayer Units are best introduced after students complete Level 5 of the Foundational Unit. All of the holiday units are optional, and may be introduced in any order but should be connected to the yearly calendar and other curricular areas of study. Each of these units may be introduced when seasonably appropriate, following the chart below.

	FOUNDATIONAL LEVEL AT WHICH HOLIDAY, SYNAGOGUE AND PRAYER UNITS MAY BE INTRODUCED
Foundational Units, Levels 1 - 5	<p><i>No other units are to be introduced until these units are completed.</i></p> <p><i>Students are ready for the following units AFTER Foundational Unit Level 5.</i></p> <ul style="list-style-type: none"> ○ Holiday Unit, 1 שַׁבָּת ○ Holiday Unit, ראש השנה ויום כיפור ○ Holiday Unit, חַנּוּכָּה ○ Any Prayer/Blessing Unit
Foundational Unit, Level 6	<p><i>After the verbs לָתַת and לָקַח are introduced in Level 6, students could study the units below concurrently with this level. Otherwise, wait until Level 6 is complete before introducing them:</i></p> <ul style="list-style-type: none"> ○ Holiday Unit, 2 שַׁבָּת ○ Holiday Unit, סְכוּת ○ Holiday Unit, שְׂמַחַת תּוֹרָה ○ Holiday Unit, ט"ו בְּשֻׁבָּט ○ Holiday Unit, פּוּרִים ○ Holiday Unit, פֶּסַח ○ Holiday Unit, יוֹם הָעֶצְמָאוֹת ○ Any Prayer/Blessing Unit ○ Synagogue Unit
Foundational Units, Levels 7-10	<ul style="list-style-type: none"> ○ Any Holiday Unit ○ Synagogue Unit ○ Any Prayer/Blessing Unit ○ Print Literacy for prayers and blessings (after Level 8)

A chart titled, "Progression of Vocabulary Attainment," is found on page 149 of this guide. It offers a helpful way to track specific learning from class to class and year to

year. Teachers use it for themselves and then share it with their students' next year's teacher.

Learning Goals and Assessment

In Hebrew Through Movement, informal assessment goes hand-in-hand with teaching. The teacher constantly monitors the group in order to know when to add new vocabulary or patterns. It is helpful for a person (a *madrih*, other teacher, or friendly supervisor) to periodically observe classes with a checklist of words and phrases to record how the students are responding to the commands. A sample comprehension checklist is found on page 151 of this guide, and a blank form follows on the next page. This format offers a way to track student comprehension of one word commands and nouns. Similar checklists can be created for recording how students respond to other Hebrew commands and vocabulary.

While one may assess student learning based on the amount of vocabulary learned, Hebrew Through Movement progresses to increasingly complex language beyond individual words. Teachers should consider the number of years their students have been exposed to HTM and general responsiveness of the group as they choose more advanced learning goals. Achievement will vary with different groups of students and hours of instruction. 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 students will be able to:

- Follow single commands.
- Follow two commands.
- Manipulate objects within the classroom.
- React correctly to some holiday and synagogue-based vocabulary.
- Reverse roles with the teacher and begin to offer commands of their own.

Phase 2

The students will be able to:

- Follow more complex commands.
- Integrate holiday and classroom themes with Hebrew Through Movement commands.
- Respond **כן** and **לא** to simple questions or commands.
- Offer some novel responses when giving commands¹⁴.
- Integrate Jewish value words with Hebrew Through Movement commands.

¹⁴ When students are given the opportunity to internalize the language patterns they will speak in novel ways – that is, using the vocabulary to which they have been exposed, they will say things they never heard the teacher say. For example, in this video, a boy offers what he thinks is the plural of the word *hallah*: <http://tinyurl.com/m7w7f5n>

Phase 3 and beyond

The students will be able to:

- Extend all of the above, with the addition of literacy activities.
- 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.

In a part-time educational setting, Phases 1 and 2 will generally (but not always) be accomplished during the years a child is in kindergarten through second grade; this timing assumes that not all children will be enrolled in the school when the first level is introduced. Phase 3 assumes that students are introduced to Hebrew prayers/blessings, and eventually decoding.

A form is available on page 155 of this document to chart student progression through these three phases over the course of the year. The form may be shared with next year's teacher, but a new one should be started each year.



The Learning Principles behind Hebrew Through Movement

Hebrew Through Movement principles form the foundation of all learning. They are used in all levels of student learning and modified according to the students' needs. The techniques provide multiple learning pathways to increase memory, thereby enhancing greater internalization and comprehension.

- *The teacher prepares for learning by thinking through and writing out a lesson plan called a “learning script.”*
 - Consideration is given in advance to how vocabulary will be introduced – through hand motions, gestures, body language, props, pictures, or some other way.
 - Props and pictures are gathered and placed in a convenient spot for the teacher to access.
 - The timing and pacing of the lesson is thought out in advance.
- *The teacher 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” – for example, classroom and ritual objects. Where needed, feel free to locate and print pictures (children tell us they prefer photographs over drawings or clipart).
 - Photos of HTM commands could be placed around the room, perhaps with the Hebrew words typed on them. [The JECC has these available through the JECCMarketplace.com]



PICTURE SOURCE: <http://tinyurl.com/mu8hpx9>
(Jerusalem Marathon)

- A class that is learning synagogue vocabulary would ideally move to the sanctuary. If that is impossible to schedule, items could be brought to class (a Torah scroll, *tallit*, *siddur*) OR photos placed around the room.
- *The teacher sets a playful and safe tone in the classroom.*
 - The teacher is upbeat, smiles and laughs.
 - Commands, as appropriate, may be silly (“Put the paper on Sarah’s head” or “Sit under the table”).
 - Children who make mistakes are not made to feel badly.

- *The teacher follows a three-part learning progression. The teacher:*
 - Starts 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 in a previous lesson, the teacher might have a child place one book on the window and then have everyone jump over to it.]
 - Introduces three new terms, either verb commands, nouns or adjectives.
 - Integrates old and new learning.
- *The teacher directs commands to small numbers of learners and then to the entire group.*
 - 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.
 - By never asking a student to do a command alone, the social nature of HTM is reinforced and a student who may not know the vocabulary will not be put on the spot.
 - When small groups are “in action,” make sure to limit their segment to 2-3 command sequences, otherwise the rest of the group will lose interest.
- *The teacher checks comprehension by observing student action and language.*
 - New vocabulary is introduced when approximately 65% of the class comprehends and acts on the old vocabulary, fluently and correctly.
 - In the warm-up and integration learning segments, the teacher stands and observes students, modeling only when necessary. This helps students gain confidence, and breaks their dependence on the teacher. [Yes, it’s perfectly fine for students to watch each other.] It also allows the teacher to identify students who are competent and those that need extra support.
- *The teacher models new vocabulary in sets of no more than three new terms.*
 - Too many new terms becomes overwhelming.
 - Too few items do not prompt learners to think (i.e., with only two choices, the response can only be one or the other).
 - The number of new sets in a session varies with each group.
- *The teacher has no expectation for any verbal response from students until after a minimum of 10 hours of exposure.*
 - The children’s verbal contributions are never forced.
 - Children will voluntarily and naturally begin to use speech, perhaps in class and in the halls before school begins. Another clue may be that parents report that their children are using Hebrew at home.
 - Students *will* give indications that they are ready to reverse roles and offer commands to their classmates. For instance, they may speak spontaneously during the HTM lesson or during informal activities after several months of consistent exposure to Hebrew Through Movement.

- Children who begin to offer verbal responses may be encouraged to reverse roles with the teacher, offering commands for others in the class to follow.

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

- *The teacher 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	יוֹפִי
Excellent	מְצוּיָן
Very good	טוֹב מְאֹד
Very nice	לְפָה מְאֹד
Well done	כָּל הַכָּבוֹד
Applaud	לְמַחֹא כַפַּיִים



- *The teacher 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.* HTM may be complemented by other adults that students also come in contact with. When the Judaics teacher and *madrihim* (teen assistants) participate in Hebrew Through Movement lessons with their students, they eventually gain enough language background to use HTM commands organically – to line students up and walk with them to other locations, to pick up learning supplies, etc. Clergy, educators and other adults powerfully complement student learning by using HTM commands in assemblies or other settings, and reinforcing the Hebrew words for latkes, Hanukkah “donuts,” graggers, and more.

Formative Assessment of Teacher's Implementation of HTM Learning Principles

It can take a number of years for teachers to integrate into their teaching all of the HTM learning principles, above. There is a lot to remember and do. In his role as Curriculum and Special Programs Coordinator at Larchmont Temple (NY), Ted Dreier developed an incredible rubric to help teachers follow their progression working with the principles, and lucky for us, he was open to sharing. A copy of the rubric, updated after

conversation on the Hebrew Through Movement Facebook group¹⁵, is found on pages 157-159 at the end of this guide.

The rubric is scored using a very informal rating system borrowed from the Cleveland HTM Community of Practice called: roses, buds and thorns.

- Roses are identifiable actions or practices that a teacher 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.

A few notes about using the rubric:

- The goal for the lesson observation is identified by the teacher, whether independently or with whomever might be observing.
 - This could be a principle in the rubric that s/he wishes to work on (e.g., to offer some novel commands in the lesson, or perhaps to keep the props better organized). Or,
 - The goal could be unit-specific, for instance to make a connection between the Hebrew command לְשֹׁבֵת בְּסוּכָה and the ending of the blessing for sitting/dwelling in a *sukkah* לֵישֵׁב בְּסֻכָּה.
- An observer (another teacher or a supervisor) uses a highlighter to indicate the actions/practices seen during the lesson.
- The bud column is for handwritten notes on practices that could be nurtured into roses.
- A richer conversation will develop if the teacher self-assesses the lesson on another copy of the form before meeting with the observer.

¹⁵ On Facebook search for “Hebrew Moves Me!”

THE FOUNDATIONAL LANGUAGE UNIT



Pages in the first part of the Foundational Language Unit have been designed to lie flat (i.e., lessons begin on the left side of the page and continue to the right), allowing for easier reading of the language progression and teaching ideas.

INTRODUCTION

The Foundational Language Unit lays the groundwork for all subsequent Hebrew Through Movement units. It introduces students to the Hebrew Through Movement method and provides the vocabulary that enables students to move about and to begin to manipulate objects. The Foundational Unit can be introduced at any age level from early childhood on.



לקפוץ

GETTING STARTED

With the children 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 to start, but your goal is to quickly move to all Hebrew.

During the **initial** sessions invite two students to come forward, one to sit on either side of you. These two children will be the first to do the actions with you. With pantomime, remind the students 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 students sitting next to you to do the action.

After several times, watch to see if the children perform the action before you model it. Repeat this process with 1-2 other pairs of children, then with larger groups within the class, and then with the entire class. 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*. A “set” is a coherent unit of teaching.

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, teachers give simple commands consisting of one verb per action. While the HTM model calls for three new words to be introduced at a time, the small number of words in this first level will make that impossible.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	לָקוּם לָשֶׁבֶת	<p>Note that all vocabulary in the Foundational and Holiday units are pronounced and translated online. As an example, for Level 1 click the video on the left side of this page: http://www.hebrewthroughmovement.org/level-1.html In addition, on the right side of the same webpage there is a video explaining grammatical issues that trip up some teachers.</p>			
2 nd segment	לָלֶכֶת לָעֲצוֹר לָרוּץ				
3 rd segment	לָקַפוֹץ לְהִסְתוֹבֵב				

Sample scripts for Level 1:

1st Segment:

Invite two students to sit on either side of you. Tell them to listen (point to your ears) and watch (point to your eyes).

Say לָקוּם and stand up.

Say לָשֶׁבֶת and sit down.

Repeat each of these commands two times, while modeling.



Now repeat these words while gesturing to the children to accompany you.

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

Gesture to all the students to follow the commands.

2nd Segment:

Invite two different students to sit on either side of you and follow the same procedure.

Say לָקוּם and get up.

Say לִלְכֹת and begin to walk. Repeat לִלְכֹת a few times as you walk (i.e., don't repeat a Hebrew word consistently as you model an action; one to three times is enough).

Say לִעֲצֹר and stop.

Repeat לִלְכֹת and לִעֲצֹר as you model the actions two times.

Gesture to the two children sitting by your side and repeat the commands.

Say לָקוּם → לִלְכֹת → לִעֲצֹר and repeat the actions with the students.

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

Select 1-2 different groups of children to follow these commands. Then, have the entire class follow the commands.

Now repeat these words while gesturing to the children to accompany you.

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

Say לָקוּם and get up.

Say לָרוּץ and begin to run.

Say לִעֲצֹר and stop

Say לָקוּם → לָרוּץ → לִעֲצֹר and repeat the actions with the students.

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

Select 1-2 different groups of children to follow these commands. Then, have the entire class follow the commands.

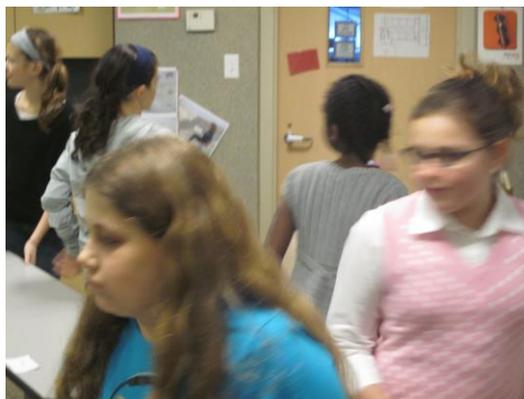
Now repeat these words while gesturing to the children to accompany you.

When most children 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 seats by way of commands. For example: "Annie, Michael, and Jane: לָקוּם → לִלְכֹת and (pointing to their seats) לְשֵׁבֶת."

3rd Segment:

By now, you should have an idea of how to introduce new commands. Introduce ¹⁶לקפוןץ and להסתובב 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 students. **Sufficient practice in many different combinations** is a key to success in Hebrew Through Movement.



LEVEL 1 MODEL LESSON, WITH FEEDBACK

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

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

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

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

¹⁶ Among HTM users there is an eternal debate about this word being pronounced לקפוןץ or לקפוןץ. 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 teachers to modify actions, as well as some nouns to make it possible to address sections of the class.

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

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	לָקוּם לְשֹׁבֵת לְלֶכֶת לְעֶצוֹר לְרוֹץ לְקַפּוֹץ לְהִסְתּוֹבֵב			לְאֵט מְהֵר בְּמָקוֹם	
2 nd segment		כּוֹלֵם *קְבוּצָה א' *קְבוּצָה ב'	Previous editions introduced בְּנִיִּים and בְּנוֹת in this lesson. With increased societal gender sensitivity, we are suggesting that children be given stickers or lanyards with Hebrew letters and referred to as 'א' קְבוּצָה or 'ב' קְבוּצָה. There could be groups labeled א and ב as well, depending on numbers. While sample HTM videos may still refer to boys and girls, we are moving forward with “groups,” instead of gender labels.		

Sample scripts for Level 2:

1st Segment:

Reinforce differentiation in pace by introducing the words לְאֵט and מְהֵר, using a tambourine or other percussion instrument to reinforce the difference in these words.

Say לָקוּם and get up.

Say לְלֶכֶת and begin walking.

Say לְלֶכֶת מְהֵר and begin walking fast (in an exaggerated way).

Say לְלֶכֶת לְאֵט and begin walking slowly (in an exaggerated way).

Say לְלֶכֶת בְּמָקוֹם and begin walking in place.

Follow the same procedure, inviting children first in groups of two, 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 ! כָּל הַכְּבוֹד , טוֹב מְאֹד , מִצּוּן ,

From the very beginning, vary the terms that children know. Change the order, and work with individuals and 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 children can respond quickly and accurately to the commands in the segment.

2nd segment:

Use the new terms to address groups of students, pairs of students, and the whole class with the verbs that they have already learned.

For example, say:

כּוֹלֵם , לָקוּם .

Then call on the children in 'א קבוּצָה by name, pointing to the Alef that identifies them and then give the command:

Jeremy, Elana, Avraham קבוּצָה א', לָקוּפוּץ מְהֵרָה

Then call on the children in 'ב קבוּצָה by name, pointing to the Bet that identifies them and then give the command:

Sarah, Ben, Samantha. לְהַסְתִּיב לְאֵט
Etc.

LEVEL 2 MODEL LESSON

For a video of a master teacher introducing Level Two, see: <http://www.hebrewthroughmovement.org/level-2.html> Scroll down to find "Sample Lesson: Level 2." Remember that while boys and girls are referred to in this lesson, we are suggesting creating groups of children with alef/bet labels

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 the children go to the chairs next to you.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	לקום לשבת ללכת לעצור לרוץ לקפוץ להסתובב	כולם קבוצה א' קבוצה ב' (ה)דלת (ה)שולחן (ה)כסא		לאט מהר במקום	אל עכשיו רק לא ?
2 nd segment		(ה)מורה (ה)מורה (ה)מדריך (ה)מדריכה			
3rd segment		(ה)לוח (ה)חלון (ה)רצפה			

*At this point, introduce the students as direct or indirect objects. For example, instead of simply saying in Hebrew “Rebecca, jump,” now begin to use commands such as “Rebecca, jump to Michael.”

Introduce the new vocabulary following the procedures outlined for the first level. Introduce new vocabulary with pictures, objects, or gestures. When absolutely necessary, it is permissible to use the word in translation when introducing it, though try to do this only once. Most lessons will be conducted completely in Hebrew.

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 in other ways.

Students 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.

Start with your two children sitting next to you

לְקַח אֶת הַדָּלֶת.

לְקַפֹּץ אֶל הַכִּסֵּא.

When the children reach the chair, continue

לְרוּץ אֶל הַדָּלֶת. לְעֻזֹר. לְקַח מִהָר אֶל הַכִּסֵּא. לְשֵׁבֶת. לְקוּם.

לְקַפֹּץ אֶל הַשׁוּלְחָן

Repeat the above with two more students, instead of the entire group.

Add some small words in context and without explanation

רַק וְ לֹא עֲשֵׂיו

Examples:

לְקַפֹּץ אֶל הַכִּסֵּא וְאֶל הַדָּלֶת.

לְקַפֹּץ אֶל הַדָּלֶת.

עֲשֵׂיו לְרוּץ אֶל הַכִּסֵּא.

לְקַח לְאֵט אֶל הַכִּסֵּא. <<shake your head "no">> לֹא לְשֵׁבֶת.

Combine all terms in novel ways, for example

לְרוּץ אֶל הַמּוֹרָה. לְעֻזֹר וְלְהִסְתוֹבֵב.

עֲשֵׂיו, לְשֵׁבֶת.

קְבוּצָה א', לְרוּץ בְּמִקּוּם.

Use verbs and nouns from all modules, for example

לְקַח אֶת הַדָּלֶת.

לְקַפֹּץ אֶל הַלּוּחַ.

לְהִסְתוֹבֵב אֶל הַחֲלוֹן.

לְרוּץ אֶל הַמּוֹרָה.

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

For this level and all that follow, continue with the 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 children as determined by your observations.

At this level, and beyond, the levels are not divided into segments. Continue to introduce three new vocabulary terms at a time. Be sure to use new words with previously learned terms.

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוּם	כּוּלָם		לְאֵט	אֶל
לְשֵׁבֶת	קְבוּצָה א'		מְהֵר	עֲקֹשׂוּ
לְלַכֵּת	קְבוּצָה ב'		בְּמָקוֹם	רַק
לְעֲצוֹר	(ה)דָּלֵת			לֹא
לְרוּץ	(ה)שׂוּלְחָן			!
לְקַפּוֹץ	(ה)כִּיסָא			
לְהִסְתּוֹבֵב	(ה)מוֹרָה			
	(ה)מוֹרָה			
	(ה)מְדֻרִיד			
	(ה)מְדֻרִיקָה			
	(ה)לוּחַ			
	(ה)חֲלוֹן			
	(ה)רִצְפָה			
				עַל
לְהִצְבִּיעַ עַל...				
לְהִצְבִּיעַ אֶל...				
לְגַעַת ב...*				

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:

לְהִצְבִּיעַ אֶל הַלוּחַ

לְגַעַת בְּרִצְפָה

לְשֵׁבֶת עַל הַשׂוּלְחָן

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.

לְשֶׁבֶת עַל ,Seth Jeremy

Role Reversal:

At this point, after the children have responded to several 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 students to participate, but only call on those who volunteer. Ask them to speak loudly. Do not correct for pronunciation. If you understand the meaning, lead the other students in performing the command. You will be surprised to find that some students will utter commands in new combinations - ones that they have not heard from you.

Note that student speaking is *not* necessary for this program to work in Jewish educational settings - but speaking does enhance recall.



Level 5

Verbs	Nouns	Adjectives	Adverbs	Misc.
לקום לשבת ללכת לעצור לרוץ לקפוץ להסתובב להצביע על... להצביע אל... לגעת ב...	כולם קבוצה א' קבוצה ב' (ה)דלת (ה)שולחן (ה)כיסא (ה)מורה (ה)מורה (ה)מדרג (ה)מדרגה (ה)לוח (ה)חלון (ה)רצפה יד \ ידיים ראש רגל \ רגליים עין \ עיניים בטן		לאט מהר במקום	אל עכשיו רק לא ו על על-יד תחת

Some examples of commands for this level:



להרים יד
 לשים את הראש על השולחן
 להצביע על הבטן
 לשים כסא על-יד הלוח
 לשבת תחת השולחן

While Hebrew Through Movement is NOT a version of “Simon Says” (שמעון אומר) it is possible to play the game after completing one’s formal lesson. שמעון אומר 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 (שמעון אומר להצביע על הבטן); do NOT simply say ידיים על הבטן

At this point, the students know enough vocabulary that you may introduce *Shabbat 1*, *Rosh Hashanah* and *Yom Kippur*, and/or *Hanukkah*, as is seasonally appropriate.

Level 6

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוּם לְשִׁבֵּת לְלַכֵּת לְעֲצוֹר לְרוּץ לְקַפֹּץ לְהִסְתַּוֵּבֵב לְהִצְבִּיעַ עַל-... לְהִצְבִּיעַ אֶל-... לְגַעַת ב-... לְהָרִים לְהוֹרִיד לְשִׁים עַל-...	כּוּלָּם קְבוּצָה א' קְבוּצָה ב' (ה)דָּלֶת (ה)שׁוּלְחָן (ה)כֶּסֶא (ה)מוֹרָה (ה)מוֹרָה (ה)מְדְרִיד (ה)מְדְרִיכָה (ה)לוּחַ (ה)חֲלוֹן (ה)רְצִפָּה דָּד \ דְּדִים רֹאשׁ רֶגֶל \ רִגְלִים עֵין \ עֵינַיִם בֶּטֶן אֶזְנַיִם \ אֶזְנַיִם פֶּה כְּתָפַיִם עֶפְרוֹן סִפֵּר \ סִפְרִים טוֹשׁ כֶּפֶה \ כַּפּוֹת גִּיר	<<note that the kahmatz under אֶזְנַיִם is pronounced "oh" (e.g., ohz-nayim)	לְאֵט מְהֵר בְּמָקוֹם	אֶל עִקְשָׁיו רַק לֹא וְ עַל עַל-גַּד תַּחַת

Some examples of commands for this level:

לְשִׁים אֶת הַדְּדִים עַל הָאֶזְנַיִם

Jeremy, לְקַח אֶת הָעֶפְרוֹן שֶׁל Rebecca

קְבוּצָה ב', לְתֵת סִפֵּר לְקְבוּצָה א'

Once students learn לְקַח and לְתֵת they generally have enough vocabulary for all the holidays (as are seasonally appropriate), the Synagogue Unit and all the prayers and blessings.

Level 7

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוּם	כּוּלָם		לְאֵט	אֶל
לְשַׁבֵּת	קְבוּצָה א'		מֵהֵר	עֵכָשִׁיו
לְלַכֵּת	קְבוּצָה ב'		בְּמָקוֹם	רַק
לְעַצוֹר	(ה) דָּלֵת			לֹא
לְרוּץ	(ה) שׁוֹלְחָן			!
לְקַפּוֹץ	(ה) כֶּסֶף			עַל
לְהִסְתַּוְּבֵב	(ה) מוֹרָה			עַל-יָד
לְהִצְבִּיעַ עַל...	(ה) מוֹרָה			תַּחַת
לְהִצְבִּיעַ אֶל...	(ה) מְדַרְיָד			
לְגַעַת ב...	(ה) מְדַרְיָכָה			
לְהָרִים	(ה) לֵוִי			
לְהוֹרִיד	(ה) חֲלוֹן			
לְשִׁים עַל...	(ה) רְצָפָה			
לְקַחַת	יָד \ יָדַיִם			
לְתֵת	רֹאשׁ			
	רֶגֶל \ רִגְלַיִם			
	עֵין \ עֵינַיִם			
	כָּטָן			
	אָזֵן \ אָזְנַיִם			
	פֶּה			
	כְּתָפַיִם			
	עַפְרוֹן			
	סֶפֶר \ סִפְרִים			
	טוֹשׁ			
	כַּפָּה \ כַּפּוֹת	בְּצַבֵּעַ*		
	גֵּיר	כְּחוֹל		
		אָדוּם		
		יָרוֹק		
		צָהוּב		
		חוּם		
		שָׁחוֹר		
		לָבָן		

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

Some examples of commands for this level:

להרים טוש בצבע כחול

קבוצה א' - להצביע אל כפה בצבע ירוק

קבוצה ב' - לגעת בגיר בצבע לבן

יוסי ומרים, לתת עפרון בצבע צהוב לפנינה



This teacher is using mini-chairs of different colors

Students know enough vocabulary that you may introduce any of the holiday levels, as are seasonally appropriate. Additionally, the students now have enough vocabulary to introduce the Synagogue Unit.

Level 8

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוֹם	כּוֹלֵם	בְּצָבַע	לְאֵט	אֶל
לְשַׁבֵּת	קְבוּצָה א'	כְּחוּל	מְהֵר	עֵכְשָׁיו
לְלַקֵּת	קְבוּצָה ב'	אָדוּם	בְּמָקוֹם	רַק
לְעַצוֹר	(ה)דָּלֵת	יָרוֹק		לֹא
לְרוּץ	(ה)שׂוֹלְחָן	צָהוּב		וְ
לְקַפּוֹץ	(ה)כֶּסֶא	חוּם		עַל
לְהִסְתוֹבֵב	(ה)מִזְרָה	שְׁחוֹר		עַל-יָד
לְהִצְבִּיעַ עַל-...	(ה)מִזְרָה	לָבוֹן		תַּחַת
לְהִצְבִּיעַ אֶל-...	(ה)מְדַרְיָד			
לְגַעַת ב-...	(ה)מְדַרְיָכָה			
לְהָרִים	(ה)לִיחַ			
לְהוֹרִיד	(ה)חֲלוֹן			
לְשִׁים עַל-...	(ה)רְצֵפָה			
לְקַחַת	יָדָא \ יְדִיִּים			
לְתֵת	רֹאשׁ			
	רֶגֶל \ רַגְלִים			
	עֵין \ עֵינַיִם			
	בֶּטֶן			
	אֶזְוִן \ אֶזְנַיִם			
	פֶּה			
	כְּתִפִּים			
	עֶפְרוֹן			
	סֶפֶר \ סְפָרִים			
	טוֹשׁ			
	כֶּפֶה \ כַּפּוֹת			
	גִּיר			
			קְדִימָה	
			אַחֲרָה	עַם
			יְמִינָה	
			שְׂמֹאלָה	
			פֶּה	
			שֵׁם	
*לְקַרְוֵא				
*לְכַתּוֹב ב-...				

*Use ... in the contexts of both לְכַתּוֹב בְּעֶפְרוֹן, לְכַתּוֹב בְּטוֹשׁ, לְכַתּוֹב בְּגִיר as well as לְכַתּוֹב בְּסֶפֶר.

Some examples of commands for this level:

לְלַכֵּת קְדִימָה. עֲכָשְׂיו, לְלַכֵּת אַחֲרָה

לְשַׁבֵּת פֶּה. עֲכָשְׂיו לְקוֹם וְלְשַׁבֵּת שֵׁם

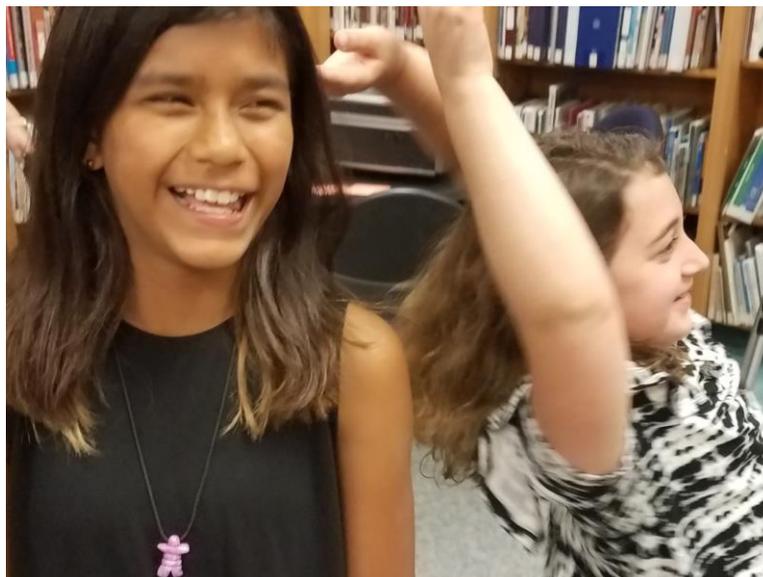
קְבוּצָה ב', לְרוּץ עִם שְׁלוֹמִית

לְקַרְוֵא בְּסִפֵּר

לְכַתּוֹב בְּטוֹשׁ בְּצַבֵּעַ אָדוֹם

לְכַתּוֹב בְּסִפֵּר בְּעִפְרוֹן

Students know enough vocabulary that you may introduce any of the holiday levels, as are seasonally appropriate. Additionally, the students have enough vocabulary for the Synagogue and Prayer units.



Level 9 - Singulars with Adjectives

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוֹם	כּוֹלֵם	בְּצָבַע	לְאֵט	אֶל
לְשַׁבֵּת	קְבוּצָה א'	כְּחוֹל	מְהֵר	עֵכְשָׁיו
לְלַקֵּחַ	קְבוּצָה ב'	אָדוּם	בְּמִקּוֹם	רַק
לְעַצוֹר	(ה)דָּלֵת	יָרוֹק	קְדִימָה	לֹא
לְרוֹץ	(ה)שׁוֹלְחָן	צָהוּב	אַחֲרָה	וְ
לְקַפּוֹץ	(ה)כֶּסֶא	חוּם	יְמִינָה	עַל
לְהִסְתּוֹבֵב	(ה)מוֹרָה	שְׁחוֹר	שְׂמאלָה	עַל-יָד
לְהִצְבִּיעַ עַל...	(ה)מוֹרָה	לְבוֹן	פֶּה	תַּחַת
לְהִצְבִּיעַ אֶל...	(ה)מִדְרִיךְ		שֵׁם	עִם
לְגַעַת ב...	(ה)מִדְרִיכָה			
לְהָרִים	(ה)לוּחַ			
לְהוֹרִיד	(ה)חֲלוֹן			
לְשִׁים עַל...	(ה)רְצָפָה			
לְקַחַת	יָד \ יְדֵיִם			
לְתַת	רֹאשׁ			
לְקַרֵּא	רֶגֶל \ רִגְלַיִם			
לְכַתּוֹב ב...	עֵין \ עֵינַיִם			
	כָּטָן			
	אֶזֶן \ אֲזֵנַיִם			
	פֶּה			
	כְּתֻבִים			
	עֶפְרוֹן			
	סֶפֶר \ סִפְרִים			
	טוֹשׁ			
	כַּפָּה \ כַּפּוֹת			
	גֵּיר	גָּדוּל \ גְּדוּלָה		
		קָטָן \ קִטְנָה*		

*Introducing students to adjectives also introduces them to gender differentiation.

Adjectives are introduced only after students have a significant number of nouns they can manipulate. Some of these nouns can come from the Foundational Language Unit, however, many of the nouns that they know from this unit are irregular in either their gender or their plurals. Therefore, it is recommended that adjectives *not* be introduced until the students know some holiday and/or synagogue words as well. Care should be taken to use only words that are regular (i.e., one should introduce כַּפָּה גְּדוּלָה and not אֶזֶן גְּדוּלָה because the former is regular, while the latter sounds as if it should take the masculine adjective, when in fact it does not). To determine which nouns are and are not regular, see Appendix A (page 48).

For example, the teacher might introduce:

חלה גדולה \ חלה קטנה
חנכה גדולה \ חנכה קטנה
לביבה גדולה \ לביבה קטנה
שופר גדול \ שופר קטן
לולב גדול \ לולב קטן
דגל גדול \ דגל קטן
ספר גדול \ ספר קטן
כסא גדול \ כסא קטן



כסא קטן בצבע כחול

Level 10 - Plurals with Adjectives

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוּם	כּוּלָם	בְּצַבֵּעַ	לֹאט	אֶל
לְשַׁבֵּת	קְבוּצָה א'	כְּחוּל	מִהֵר	עֵכְשִׁיו
לְלַכֵּת	קְבוּצָה ב'	אָדוּם	בְּמִקּוּם	רַק
לְעַצוֹר	(ה)דִּלְת	יָרוֹק	קְדִימָה	לֹא
לְרוּץ	(ה)שׁוֹלְחָן	צָהוּב	אַחֲרָה	וְ
לְקַפּוֹץ	(ה)כֶּסֶא	חוּם	יְמִינָה	עַל
לְהַסְתּוֹבֵב	(ה)מוֹרָה	שְׁחוֹר	שְׂמאלָה	עַל-יָד
לְהַצְבִּיעַ עַל...	(ה)מוֹרָה	לָבָן	פֶּה	תַּחַת
לְהַצְבִּיעַ אֶל...	(ה)מִדְרִיךְ	גָּדוּל \ גְּדוּלָה	שֵׁם	עִם
לְגַעַת ב...	(ה)מִדְרִיכָה	קָטָן \ קְטַנָּה		
לְהָרִים	(ה)לוּחַ			
לְהוֹרִיד	(ה)חֲלוֹן			
לְשִׁים עַל...	(ה)רְצָפָה			
לְקַחַת	יָד \ יָדַיִם			
לְתַת	רֹאשׁ			
לְקַרְוֵא	רְגֵל \ רַגְלַיִם			
לְכַתּוֹב ב...	עֵין \ עֵינַיִם			
	בְּטוֹן			
	אֶזֶן \ אֶזְנַיִם			
	פֶּה			
	כְּתֻפִים			
	עֶפְרוֹן			
	סֶפֶר \ סִפְרִים			
	טוֹשׁ			
	כַּפָּה \ כַּפּוֹת			
	גֵּיר			
		גְּדוּלִים \ גְּדוּלוֹת		
		קְטַנִּים \ קְטַנוֹת		

Adjectives in the plural are introduced only after students have a significant number of nouns they can manipulate and after they have encountered gendered adjectives in the singular (Level 9). As in Level 9, some of the nouns that they can manipulate come from the language unit, however, many of the nouns that they know from this unit are irregular in either their gender or their plurals, and so it is recommended that adjectives in the plural not be introduced until the students know some holiday and/or synagogue words as well. Care should be taken to use only words that follow similar patterns and have regular endings. To determine which nouns are and are not regular, see Appendix A (page 48).

For example, the teacher might introduce:

כפות גדולות \ כפות קטנות
חלות גדולות \ חלות קטנות
מצות גדולות \ מצות קטנות
ספגניות גדולות \ ספגניות קטנות
סכות גדולות \ סכות קטנות
ספרים גדולים \ ספרים קטנים
דגלים גדולים \ דגלים קטנים
סביבונים גדולים \ סביבונים קטנים
אתרוגים גדולים \ אתרוגים קטנים
תפוחים גדולים \ תפוחים קטנים



Picture Source: <http://tinyurl.com/ktxxo7f>

Appendix A: List of Nouns in the Foundational Language Unit and their Genders

אָזן (אָזניים)	נְקֵבָה
בָּטָן	נְקֵבָה
קְבוּצָה ב'	נְקֵבָה
קְבוּצָה א'	זָכָר
גֵּיר	זָכָר
דָּלֶת (דְּלֵתוֹת)	נְקֵבָה
חֲלוֹן (חֲלוֹנוֹת)	זָכָר
טוֹש (טוֹשִׁים)	זָכָר
יָד (יָדַיִם)	נְקֵבָה
כּוֹלֵם	זָכָר
כֶּסֶּא (כֶּסֶּאוֹת)	זָכָר
כֶּפֶה (כֶּפוֹת)	נְקֵבָה
כִּתְפִּיִם	נְקֵבָה
לוּחַ (לוּחוֹת)	זָכָר
מִדְרִיךְ (מִדְרִיכִים)	זָכָר
מִדְרִיכָה (מִדְרִיכוֹת)	נְקֵבָה
מוֹרָה (מוֹרוֹת)	נְקֵבָה
מוֹרָה (מוֹרִים)	זָכָר
סֵפֶר (סֵפָרִים)	זָכָר
עַיִן (עַיִנִּים)	נְקֵבָה
עֶפְרוֹן (עֶפְרוֹנוֹת)	זָכָר
פֶּה (פִּיּוֹת)	זָכָר
רֹאשׁ (רֹאשִׁים)	זָכָר
רֶגֶל (רֶגְלַיִם)	נְקֵבָה
רִצְפָה	נְקֵבָה
שׂוֹלְחָן (שׂוֹלְחָנוֹת)	זָכָר

The Holiday Unit



Pages in the Holiday Unit have been designed to lie flat (i.e., lessons begin on the left side of the page and continue to the right), allowing for easier reading of the language progression and teaching ideas.

INTRODUCTION

The Holiday Unit extends Hebrew Through Movement to the Jewish festivals. Holiday Units are based on vocabulary specific to each holiday. Unlike the Foundational Unit, the vocabulary for any given holiday is not dependent on the vocabulary from a previous holiday. For example, the Passover level can be taught regardless of whether the students learned the vocabulary for Purim.

The vocabulary for the holidays is divided into levels making it easier to build on student learning from year-to-year. Teachers should keep track of the levels introduced to each class of students. Since it is not a problem to introduce the words in a different order than found here, or add or remove vocabulary, variations should also be documented and communicated to the next year's teacher. A sample form is available on page 149 of this curriculum guide.

In the Holiday Unit, the vast majority of the new words are nouns. Terms that are marked with an asterisk (*) are likely to already be familiar to the students. Be sure to combine nouns with verbs from the Foundational Language Unit (i.e. have the students point to, walk to, run to, touch, etc. the new nouns). When writing your scripts it will be helpful to note the page of the Foundational Unit your children have reached, in addition to the specific Holiday Unit you are working on.

Sample scripts are included following each holiday unit, but be sure to extend them to add novelty and to meet your particular group's needs. Note that **פֶּסַח** 1&2 contain scripts that serve as models for other Holiday Units; the curriculum refers you back to them frequently.

As you teach the Holiday Units, remember to...

- Seat the students in a semi-circle.
- Use authentic props, when possible. Find photographs for some of the vocabulary or concepts. These may sometimes be found in holiday-specific pages of the HebrewThroughMovement.org website.
- Present three new words at a time, and wait until most of the students have mastered them before introducing more words.
- Present commands in unique combinations.
- Integrate fun and humor.
- Model a command several times before asking students to do it.

- Use words from previous units to reinforce memory
- Vary the way you call on students: different groups of students, individuals, and the whole class.
- Remember that the concepts around the holidays are taught elsewhere in your education program's curriculum in English. The Hebrew Through Movement activities only reinforce the Hebrew terms associated with these concepts; the bigger ideas are not the focus of HTM.

Note that each of the holiday scripts have combinations that may be adapted for other holidays.

Note also when using food items for play, use artificial items (lacquered, stuffed toys, wooden play sets). Use the real item when the children will actually eat the food or say a בְּרַכָּה.

Note that all vocabulary in the Holiday unit are pronounced, translated and posted to the HebrewThroughMovement.org website, filed by holiday. For example, for Shabbat see the video on the left side of this page:
<http://www.hebrewthroughmovement.org/shabbat.html>

In addition, on the right side of each of the HebrewThroughMovement.org holiday webpages (example, above), teachers will find a video explaining grammatical issues that trip up non-fluent Hebrew speakers.

שַׁבַּת 1

(Students should have already completed Foundational Level 5)

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Level 1		<p>שַׁבָּת*</p> <p>חֲלָה/חֲלוּת*</p> <p>קָדוֹשׁ</p> <p>יָיִן (כּוֹס יָיִן)</p>			*words with an asterisk are ones students probably know from other contexts
Level 2	<p>לְבַרֵךְ</p> <p>לְהַדְלִיק</p>	<p>שַׁבָּת</p> <p>חֲלָה</p> <p>קָדוֹשׁ</p> <p>יָיִן (כּוֹס יָיִן)</p> <p>גֵּר/גֵּרוֹת</p> <p>פְּמוֹט/פְּמוֹטִים</p>			<p>Note that the plural of פְּמוֹט can be either פְּמוֹטִים or פְּמוֹטוֹת. The version in this guide is the masculine-sounding form.</p>
Level 3		<p>שַׁבָּת*</p> <p>חֲלָה*</p> <p>קָדוֹשׁ</p> <p>יָיִן (כּוֹס יָיִן)</p> <p>גֵּר/גֵּרוֹת</p> <p>פְּמוֹט/פְּמוֹטִים</p> <p>לֶחֶם</p> <p>כּוֹס קָדוֹשׁ</p> <p>גֵּר הַבְּדֻלָּה</p>			

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. [Yeah, "thanks, Mom!"]

SHABBAT MODEL LESSONS

Two model lessons are available for viewing. While both show the same teacher covering similar vocabulary (mostly Level 2 words), there are nuances to the learning:

<http://tinyurl.com/jy72kty>

<http://www.hebrewthroughmovement.org/shabbat.html>

Once the latter video is complete, keep watching. At the end of the lesson, a student offers her thoughts on learning Hebrew using this method.

Level 1

Examples of phrases that integrate the Foundation Unit with the *Shabbat* Unit:



להסתובב אֶל השולחן

להצביע על החלה

לגעת בחלה

להרים את החלה

לקחת עם החלה . לעצור

להרים חלות

לקפוץ אֶל החלון עם החלה

לרוץ אֶל השולחן

לשים את החלה על הראש

לקחת אֶל השולחן ולהרים גר

לקפוץ עם הגר

לשים את הגר על הכסא

לשים את הגר על הראש של...

להסתובב עם הגר

Level 2, Script 1

Place several pairs of *Shabbat* candlesticks and candles on the table

Point to a candlestick and say

להצביע על הפמוט

Point to two candlesticks and say

פמוטים

Lift a candle and place it in the candlestick and say

לשים גר בפמוט

Place two candles in the candlesticks and say

לְשִׁים נְרוֹת בְּפִמּוֹטִים

Pantomime lighting one candle and say

לְהַדְלִיק נֵר

Repeat the pantomime of candle lighting and repeat the phrase.

Then, pantomime lighting of two candles and say

לְהַדְלִיק נֵר שְׁלֵשׁ שָׁבֵת

Have children respond to commands until they do so easily.

Level 2, Script 2

Pantomime lighting the Shabbat candles and say

לְהַדְלִיק נֵר שְׁלֵשׁ שָׁבֵת

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

לְשִׁים יָדַיִם עַל הָעֵינַיִם

Say

לְבָרֵךְ עַל הַנְּרוֹת

Then recite the blessing

בְּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו, וְצִוָּנוּ לְהַדְלִיק נֵר שְׁלֵשׁ שָׁבֵת.

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.

לְלַכֵּת אֶל הַשּׁוּלְחָן

לְשִׁים נְרוֹת בְּפִמּוֹטִים

לְהַדְלִיק נֵר שְׁלֵשׁ שָׁבֵת

לְשִׁים יָדַיִם עַל הָעֵינַיִם

לְבָרֵךְ עַל הַנְּרוֹת

After each child recites the blessing and opens his/her eyes, say שְׁבֵת שְׁלוֹם

Similarly model the blessings said for wine and the hallah

WINE בְּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מִלְּךְ הָעוֹלָם, בּוֹרֵא פְּרֵי הַגֶּפֶן.

HALLAH בְּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מִלְּךְ הָעוֹלָם, הַמוֹצִיא לֶחֶם מִן הָאָרֶץ.

Note that anytime blessing or prayer vocabulary is taught, a lesson should conclude with students reciting the blessing aloud. This helps them cement the meaning of the vocabulary within an actual ritual.

Level 2, Script 3

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

Call on three children



לְקוּם

לְלַכֵּת אֶל הַשּׁוּלְחָן

לְהַרִים פְּמוֹט

לְהוֹרִיד פְּמוֹט

לְהַצְבִיעַ עַל גֵּר שֶׁל שַׁבָּת

Call on a group of children and say

לְקַחַת גֵּר שֶׁל שַׁבָּת וְלִשְׂמֵי אֶת הַגֵּר בְּפְמוֹט

לְהַרִים אֶת הַגֵּר

לִשְׂמֵי אֶת הַגֵּר עַל הָרֹאשׁ שֶׁל מֹשֶׁה

לִשְׂמֵי אֶת הַגֵּר בְּפְמוֹט

לְהַדְלִיק אֶת הַגֵּר

לִשְׂמֵי יָדַיִם עַל הָעֵינַיִם

לְבָרֵךְ עַל גֵּר שֶׁל שַׁבָּת

Prompt students to say the blessing

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

Repeat the above in different ways

כּוֹלָם : לְהַדְלִיק נֵר שֶׁל שַׁבָּת

לְשֵׁים יָדִים עַל הָעֵינַיִם

לְבָרֵךְ עַל נֵר שֶׁל שַׁבָּת

After children light candles say

שַׁבָּת שְׁלוֹם

שַׁבָּת 2

(Students should have already completed Foundational Level 6)

	Verbs	Nouns	Adjectives	Adverbs	Misc.	
Level 1	<p>לְהַדְלִיק לְבָרֵךְ</p> <p>לְהוֹצִיא לְאָכּוֹל</p>	<p>*שַׁבָּת *חֻלָּה קְדוּשָׁה יַיִן (כּוֹס יַיִן) נֶר/נֵרוֹת פְּמוֹט / פְּמוֹטִים</p> <p>לֶחֶם כּוֹס קִידוּשׁ קוֹפֶסֶה</p>				<p>* words with an asterisk are ones students probably know from other contexts</p>
Level 2	<p>לְהַדְלִיק לְבָרֵךְ לְהוֹצִיא לְאָכּוֹל</p>	<p>*שַׁבָּת *חֻלָּה קְדוּשָׁה יַיִן (כּוֹס יַיִן) נֶר/נֵרוֹת פְּמוֹט / פְּמוֹטִים לֶחֶם כּוֹס קִידוּשׁ קוֹפֶסֶה</p> <p>מֶלֶךְ עוֹלָם אוֹר חֹשֶׁךְ</p>				

	Verbs	Nouns	Adjectives	Adverbs	Misc.
<p>Level 3 This is appropriate to do only if the students have learned about, and perhaps experienced the <i>Havdallah</i> ceremony.</p>	<p>להדליק לברך להוציא לאכול</p>	<p>*שבת *חלה קדוש יין (כוס יין) נר/נרות פֶּמוֹט / פֶּמוֹטִים לֶחֶם כּוֹס קְדוּשׁ קוֹפֶסֶה מִלֵּךְ עוֹלָם אוֹר חֶשֶׁךְ הַבְּדֵלָה קְדֻשׁ חוֹל</p>			

Regarding the food items:

Where possible, use bread from a toy-set. 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 have children eat food that has been touched with unwashed hands, etc.

Sample scripts for each of the segments begin on the next page.

Level 1

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

לְהַרִים אֶת הַלֶּחֶם

לְהוֹרִיד אֶת הַלֶּחֶם

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

לְהַרִים אֶת הַחֶלֶה

לְהוֹרִיד אֶת הַחֶלֶה

Give out some bread and some חֶלֶה to the students and say

לְהַרִים אֶת הַלֶּחֶם

לְקוֹם וְלְרוּץ עִם הַלֶּחֶם אֶל הַחֲלוֹן

לְקַפֹּץ אֶל הַשּׁוּלְחָן

לְשִׁים אֶת הַלֶּחֶם עַל הַשּׁוּלְחָן

לְהַרִים אֶת הַחֶלֶה

לְשִׁים אֶת הַחֶלֶה עַל הָרֵאשׁ וּלְהַסְתִּיב

לְהוֹרִיד אֶת הַחֶלֶה

Point to a box and say

קוֹפְסָה

לְשִׁים אֶת הַלֶּחֶם בְּקוֹפְסָה

לְשִׁים 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.

לְהַרִים אֶת הַחֲלוֹת

לְהַרִים אֶת הַלֶּחֶם

Call on two or three children and say

לקום
ללקת אל השולחן
להוציא את החלה מן הקופסה
לברך על החלה

Prompt the children to say the blessing over חלה.

ברוך אתה יי, אלהינו מלך העולם, המוציא לחם מן הארץ.

Then say

לאכול את החלה

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

Repeat this script substituting לחם for חלה. Then continue with:

לקום
ללקת אל השולחן
להוציא את הלחם מן הקופסה
לברך על הלחם

Place enough pieces of חלה on a napkin or plate on the table for all the children. Say
כולם, ללקת לאט אל החלה

לברך על החלה:

ברוך אתה יי, אלהינו מלך העולם, המוציא לחם מן הארץ.

לאכול את החלה

As a non-Hebrew Through Movement activity, ask students what they think the connection is between להוציא and המוציא.

Level 2, Script 1

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

לְהַרְיֵם אֶת הַמֶּלֶךְ

לְהוֹרִיד אֶת הַמֶּלֶךְ

לְהַרְיֵם אֶת הָעוֹלָם

לְהוֹרִיד אֶת הָעוֹלָם

לְהַצְבִּיעַ עַל הַמֶּלֶךְ

לְהַרְיֵם אֶת הָעוֹלָם

לְשִׁים אֶת הַמֶּלֶךְ עַל הָרֹאשׁ

לְשִׁים אֶת הַמֶּלֶךְ עַל הָרֹאשׁ שֶׁל שָׂרָה

לְקַפּוֹץ עִם הָעוֹלָם אֶל הַדָּלֶת

Ask students 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 students 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 to two students pictures that indicates light and give to two other students pictures that indicates dark. After modeling the two concepts, say to the class

לְהַצְבִּיעַ עַל הָאוֹר

לְהַצְבִּיעַ עַל הַחֹשֶׁךְ

To the students with the pictures say

לְהַרְיֵם אֶת הָאוֹר

לְשִׁים אֶת הָאוֹר עַל הָרֹאשׁ שֶׁל שָׂרָה

לְהוֹרִיד אֶת הָאוֹר

לְהַרִים אֶת הַחֶשֶׁד

לְהוֹרִיד אֶת הַחֶשֶׁד

לְשִׁים אֶת הָאוֹר עַל הָרֵאשׁ שֶׁל שְׁלֹמֹה

לְקַפּוֹץ עִם הָאוֹר אֶל הַדֵּלֶת

An alternative lesson is to be in a darkened room you label as חֶשֶׁד and then with the light on, labeled as אוֹר.

Level 3, Script 1 [Include this piece on Havdallah only if the students have learned about this ceremony in advance. Because you probably won't have more than a few Havdallah candles, this should be demonstrated with a small group.]

Point to the *Shabbat* candle, say and model

לְהַרִים גֵּר שֶׁל שַׁבָּת

לְהוֹרִיד גֵּר שֶׁל שַׁבָּת

Point to the *Havdallah* candle and say

לְהַרִים גֵּר הַבְּדֵלָה

לְהוֹרִיד גֵּר הַבְּדֵלָה

Direct two to three children

לְהַרִים גֵּר שֶׁל שַׁבָּת

לְהוֹרִיד גֵּר שֶׁל שַׁבָּת וּלְהַרִים גֵּר הַבְּדֵלָה

לְהַרִים גֵּר הַבְּדֵלָה וְלִתֵּת לְ...

לְקוֹם עִם גֵּר הַבְּדֵלָה

לְלַקֵּת אֶל הַדֵּלֶת עִם גֵּר הַבְּדֵלָה

לְקַפּוֹץ עִם גֵּר הַבְּדֵלָה

לְקַפּוֹץ, לְקַפּוֹץ, לְקַפּוֹץ

לְעֲצוֹר

Level 3, Script 2

Place bread, חלה, wine, *Shabbat* candles and a *Havdallah* candle on the table. If the *Hanukkah* holiday unit has been taught, add those candles as well. A birthday candle (גַּר יוֹם הַלְּדוּת) may also be used.

Model several actions

לְהַצְבִּיעַ עַל הַיַּיִן

לְהַצְבִּיעַ עַל הַחֵלֶה

לְהַצְבִּיעַ עַל גַּר הַבְּדֻלָּה

לְהַרִים גַּר שֶׁל שַׁבָּת

לְהוֹרִיד גַּר שֶׁל שַׁבָּת וְלְהַרִים גַּר הַבְּדֻלָּה

לְהַרִים גַּר יוֹם הַלְּדוּת וְלִתֵּת לְ...

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

גַּר הַבְּדֻלָּה - לְקוֹם

לְלַכֵּת אֶל הַדְּלֵת עִם גַּר הַבְּדֻלָּה

לְקוֹם עִם גַּר שֶׁל שַׁבָּת

לְקַפּוֹץ עִם גַּר שֶׁל שַׁבָּת

לְקַפּוֹץ, לְקַפּוֹץ, לְקַפּוֹץ

לְעַצוֹר

Point to the ones with a birthday candle and 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

לְהַסְתִּיב עִם גַּר יוֹם הַלְּדוּת

לְעַצוֹר

לָלַקְתָּ עִם גֵּר הַבְּדֻלָּה אֶל הַשּׂוּלְחָן

לְשִׁים גֵּר הַבְּדֻלָּה בְּקוֹפֶסֶת

לְשִׁים גֵּר הַבְּדֻלָּה עַל-גַּד הַיָּנִין

לְהִצָּבִיעַ עַל גֵּר הַנֶּנְכָה

לְגַעַת בְּגֵר יוֹם הַקִּלְדָּת

Level 3, Script 3

To illustrate the ideas of קִדּוּשׁ and חוּל, you'll need to find items and photos that represent each of these ideas. Place these on your desk divided into two sets, one representing קִדּוּשׁ and one representing חוּל.

Items that can represent קִדּוּשׁ

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

Items that can represent חוּל

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

Point to the קִדּוּשׁ group and say the word קִדּוּשׁ. Then point to the חוּל group and say the word חוּל.

Use the kinds of commands you've introduced with other Hebrew Through Movement segments so that students manipulate the object and photo cards. In this case, they could lift up (or jump with, or put on the chair, etc.) ANY of the items that represent חוּל or קִדּוּשׁ. Note that teaching conceptual words is a bit trickier, but as modeled, above, it can easily-enough be accomplished.

ראש השנה ויום כפור

(Students should have already completed Foundational Level 5 for the first two levels of this unit and Level 6 for the third and fourth levels of this unit)

Terms marked with * may already be familiar to your students from other experiences.

	Verbs	Nouns	Adjectives	Adverbs
Level 1	לְבַרֵךְ לְאָכּוֹל	*שׁוֹפָר תְּפוּחַ חֶלֶה דְּבַשׁ כַּרְטִיס *רֹאשׁ הַשָּׁנָה *מַחְזוֹר *סְדוּר	טוֹב \ טוֹבָה עָגוּלָה	
Level 2	לְבַרֵךְ לְאָכּוֹל לְשִׁמוֹעַ לְתַקּוֹעַ	שׁוֹפָר חֶלֶה תְּפוּחַ דְּבַשׁ כַּרְטִיס רֹאשׁ הַשָּׁנָה מַחְזוֹר סְדוּר קוֹל תְּקִיעָה שְׁבָרִים תְּרוּעָה	טוֹב \ טוֹבָה עָגוּלָה	
Optional Level 3	לְבַרֵךְ לְאָכּוֹל לְשִׁמוֹעַ לְתַקּוֹעַ לְעֲשׂוֹת לְתַת	שׁוֹפָר חֶלֶה תְּפוּחַ דְּבַשׁ כַּרְטִיס רֹאשׁ הַשָּׁנָה מַחְזוֹר סְדוּר קוֹל תְּקִיעָה שְׁבָרִים תְּרוּעָה *תְּשׁוּבָה *צְדָקָה	טוֹב \ טוֹבָה עָגוּלָה	

	Verbs	Nouns	Adjectives	Adverbs
Level 4	לְבַרֵךְ לְאָכּוֹל לְשִׁמוֹעַ לְתַקּוֹעַ לַעֲשׂוֹת לְתֵת לְשִׁתּוֹת לְצוּם	שׁוּפָר חֶלֶה תַּפּוּחַ דָּבֵשׁ כֶּרְטִיס ראש השנה מַחְזֹר סְדוּר קוֹל תְּקִיעָה שְׁבָרִים תְּרוּעָה תְּשׁוּבָה צְדָקָה צוּם	טוב \ טובה עגולה	

Regarding the food items:

Where possible, use bread from a toy-set. 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 have children eat food that has been touched with unwashed hands, etc.

Level 1 Introducing vocabulary

Place several different kinds of שופרות, apples of different sizes and colors, and braided and round חלות on a table.¹⁷

Point to the שופר and say

שופר

Point to braided חלה and say

חלה של שבת

Point to the round חלה, pantomime "round," and say

חלה עגולה

Point to the apple and say

חלה של ראש השנה

תפוח

Direct the children to point to the objects when you give the commands.

¹⁷ While there are four different objects, the חלה and שופר should already be familiar to the students.

Level 1, Script 1

Say and model actions

לְהַרְיֵם שׁוּפָר

לְהַצְבִּיעַ עַל תַּפּוּחַ

לְגַעַת בַּחֲלָה שֶׁל רֹאשׁ הַשָּׁנָה

Direct students to a variety of actions with the items on the table using previous patterns of commands

Level 1, Script 2

To the demonstration table, add honey, greeting cards, at least two copies of a *mahzor* and a *siddur*. You can also provide cards with pictures of these items on the table or around the room for students to walk to.

Point to the honey and say

דָּבַשׁ

Point to the greeting card and say

כַּרְטִיס שָׁנָה טוֹבָה

Hold up the *מַחְזוֹר* and *סִדּוּר* and tell them in English that they are both prayerbooks, but that a *מַחְזוֹר* is a special prayerbook used for *Rosh Hashanah* and *Yom Kippur*.

Say

קְבוּצָה ב', לְקוּם. לְלַקֵּת לְאֵט אֶל הַשּׁוּלְחָן.

לְהַרְיֵם מַחְזוֹר

לְתַת מַחְזוֹר קְבוּצָה א'.

לְלַקֵּת מֵהָר אֶל הַכֶּסֶּא

וְלִשְׁבֹּת

Have children perform several actions with the new items and then with the new and old items following patterns used earlier.

Level 1, Script 3

Say and model

להרים פֿרטיס שְׁנָה טובָה

להוריד פֿרטיס שְׁנָה טובָה

להרים פֿרטיס שְׁנָה טובָה

לְלַקֵּת אֶל שְׂרָה וְלָתֵת פֿרטיס שְׁנָה טובָה לְשָׂרָה

Distribute greeting cards to several children and have them perform the actions of giving and taking cards to one another

Level 1, Script 4

Model and say

להרים דָּבֵשׁ

להרים תּפּוּחַ

לְשִׁים תּפּוּחַ בְּדָבֵשׁ

להרים חֶלֶה

לְשִׁים חֶלֶה בְּדָבֵשׁ

Give everyone a small piece of *hallah* and a slice of apple (perhaps in little cups).

קבוצה ב', להרים תּפּוּחַ.

לְשִׁים אֶת הַתּפּוּחַ בְּדָבֵשׁ.

קבוצה א', לקום ולהרים חֶלֶה וְתּפּוּחַ.

להסתובב עם החֶלֶה וְהַתּפּוּחַ.

לְשִׁים אֶת הַתּפּוּחַ וְהַדָּבֵשׁ עַל הַכֶּסֶּא.

כולם, לְשִׁים אֶת הַתּפּוּחַ וְהַחֶלֶה עַל הַשּׁוּלְחָן

כולם, לְשִׁים תּפּוּחַ בְּדָבֵשׁ.

כּוֹלֵם, לְבָרֵךְ עַל הַתּוֹפוּחַ:

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, בּוֹרֵא פְּרֵי הָעֵץ.

לְאָכּוֹל אֶת הַתּוֹפוּחַ בְּדַבָּשׁ.

While the children are eating say

לְשָׁנָה טוֹבָה וּמְתוּקָה

Have a good and sweet year!

Do a similar script with תְּחִלָּה. For models of handling the teaching of blessings (לְבָרֵךְ עַל), see the sample scripts in שֵׁבֶת.

The blessing over bread is:

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

Level 2, Script 1

This script demonstrates the sounds of the שׁוֹפָר and the *mitzvah* of listening to the שׁוֹפָר. Note that there are three different sounds to the שׁוֹפָר

- The first sound is a clear blast and is called a תְּקִיעָה
At the end of the *shofar* ceremony this blast is lengthened and is called a תְּקִיעָה גְּדוּלָה
- The second sound is called שְׁבָרִים, a broken sound and consists of three short blasts.
- The third sound is called תְּרוּעָה and consists of 9 staccato-like short blasts.

To hear the sounds of the שׁוֹפָר blasts, with their calls, go to <http://tinyurl.com/17mtg79>

Say and model

לְהַרִים שׁוֹפָר

לְהוֹרִיד שׁוֹפָר

לְהַרִים שׁוֹפָר

לְתַקּוֹעַ בְּשׁוֹפָר

Hold you hand to your ear gesturing that the children should listen and say

לְשִׁמוֹעַ קוֹל שׁוֹפָר

Then imitate a תְּקִיעָה blast from the שׁוֹפָר or play a clip of someone blowing the שׁוֹפָר.

Invite children to come up and imitate the sounds of תְּקִיעָה, שְׁבָרִים and תְּרוּעָה.

Allow children to try to blow the שׁוֹפָרוֹת (with appropriate sanitary precautions).

Teach the blessing said before hearing the sound of the *shofar* using the model for *Shabbat* candles in the unit שְׁבֵת 2.

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְצִוָּנוּ לְשִׂמּוֹעַ קוֹל שׁוֹפָר.

Optional Level 3 (only if students have completed Foundational Unit 6)

The focus of this segment is on Jewish value concepts תְּשׁוּבָה and צְדָקָה. Gather pictures of children and adults putting money in a צְדָקָה box (go to <http://images.google.com> and search for: **give tz'dakah**), as well as other photos that could illustrate תְּשׁוּבָה (in Google Images, search for the word: **forgive**; also, the JECC's Teacher Center may have some pictures that are appropriate). This level is best done after students recently talked about תְּשׁוּבָה in a Judaics class or assembly.

Level 3, Script 1

Point to the picture of putting money in the צְדָקָה box

Say

לְתַת צְדָקָה

Point to picture of someone saying I'm sorry

לְעֲשׂוֹת תְּשׁוּבָה

Ask children to stand in pairs. As you give commands, have them pantomime these two value concepts.

Level 3, Script 2

Model giving צְדָקָה

Place a צְדָקָה box on the presentation table and some other צְדָקָה boxes on other tables in the room.

Place some coins on the table

Point to the צדקה box and say

קופסת צדקה

Pick up some coins and say, while placing coins in box

לשים צדקה בקופסה

קבוצה א', לקום. להסתובב אל השולחן

להרים קופסת צדקה

לשים צדקה בקופסה. לרוץ מהר אל הכסא.

Offer other commands directing students to other צדקה boxes and using all of the items from this unit.

Level 4

Provide for each student a cup of water and something to eat (a cookie or cracker). Before you begin, make sure that they know that each time you give a command, you want them to take only a sip or a little nibble.

As you give the command לאכול model the action. Do the same for לשותות. Then call on groups of students to do the same.

Show photos of different holidays that students know (go to <http://images.google.com> and search for each holiday by name) and ask (with a nod "yes" or thumb's up after each):

לאכול בחנוכה?

לאכול בשבת?

לאכול בפסח?

לאכול בפורים?

Then, with a shake of your finger say:

לא לאכול ביום כיפור. לצום ביום כיפור

יום כיפור יום צום

Repeat the questions with the photos with the Hebrew word לְשֵׁתוֹת.

Provide photos of people eating and drinking, or of people celebrating different Jewish holidays. Have children work with the concept as you've done before – pointing to the pictures, raising and lowering the cards, etc.

סוכות

(Students should have already completed Foundational Level 6)

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Level 1	לְבַרֵךְ לְטוֹל	*סִכָּה *לוּלָב *אַתְרוֹג			*words with an asterisk are ones students probably know from other contexts עַל נְטִילַת לוּלָב
Level 2	לְבַרֵךְ לְשַׁבֵּת ¹	סִכָּה לוּלָב אַתְרוֹג סִכָּךְ אוֹרְחִים			עַל נְטִילַת לוּלָב *חַג שְׂמֵחַ
Optional Level 3	לְבַרֵךְ לְטוֹל לְשַׁבֵּת	סִכָּה לוּלָב אַתְרוֹג סִכָּךְ אוֹרְחִים הַדָּס הַדָּסִים עֲרֵבָה עֲרֵבוֹת אַרְבַּעַת הַמִּינִים			עַל נְטִילַת לוּלָב חַג שְׂמֵחַ

¹The blessing for sitting in the סִכָּה is “אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְצִוָּנוּ לֵישֵׁב בְּסִכָּה.” The word לֵישֵׁב more broadly means “dwelling in,” rather than the narrower sense of “sitting.” In this unit, when doing activities in the סִכָּה, verb לְשַׁבֵּת is used because of its use in modern Hebrew. When saying the blessing, however, לֵישֵׁב should be used. Consider ways to help students recognize that there are similarities between the two words (you may wish to briefly speak in English for this).

Level 1, Script 1

Either take students to a *sukkah* for this lesson or use the photographs on the left side of this webpage: <http://www.hebrewthroughmovement.org/sukkot.html>. Point to a sukkah and say סִכָּה . Repeat several times.

Show students a picture of something that is not a סִּבָּה. Ask סִּבָּה? And then point your thumb downward and say לא סִּבָּה .

Show students other pictures that are both of a סִּבָּה or another kind of dwelling. Ask them each time with a thumbs up or thumbs down
סִּבָּה - כֵּן אוֹ לֹא?

Repeat.

Level 1, Script 2

Set up a small, model סִּבָּה on a table. Have toy tables and chairs near the סִּבָּה and a boy and girl doll with names you give them.

Point to all the items and name them.

Upon your command, have the children point to the items, move to them, lift them up and down.

Then say

לְלַכֵּת אֶל שׁוּלְחָן
Be sure students know you mean the miniature table

לְהַרִּים שׁוּלְחָן

לְרוּץ עִם הַשׁוּלְחָן אֶל הַסּוּפָה

לְשִׁים אֶת הַשׁוּלְחָן בַּסּוּפָה

Repeat the dialogue substituting the word for “chair” instead of “table.”

If the students know other terms from learned units for items that go into the סִּבָּה (like: חֲלוֹת גְּרוֹת פְּמוֹטִים) repeat the dialogue with these objects

Level 1, Script 3

It would be helpful to have a real *lulav* and *etrog* in the classroom when you do this unit. However, know that these are expensive and fragile ritual objects, although cheaper ones can be purchased for educational use. You may do much of your manipulation with photographs, or with a toy version. The exception is when doing the blessing, having children actually wave the *lulav* would be a powerful experience as part of your Hebrew lesson.

Note that the term לילב refers both to the central palm frond, alone, and to the collective of

- the palm
- the *etrog* (citron)
- the myrtle
- the willow

Place a *lulav* and *etrog* (or a picture of each of them) on the table.

Point and say

אַתְרוֹג

Point and say

לוּלָב

Have the children do several actions with the לילב and the אַתְרוֹג. Also have children place them in the סוּכָה and in a קוּפְסָה.

Say and model

לְקַחַת לוּלָב וְאַתְרוֹג

לְהַרִים אֶת הַלוּלָב

לְהוֹרִיד אֶת הַלוּלָב וְלִיטוֹל אֶת הַלוּלָב

לְשִׁים אֶת הַלוּלָב עַל הַשׁוּלְחָן

לְהַרִים לוּלָב. לְהַסְתוּבֵב עִם הַלוּלָב.

לְהַסְתוּבֵב, לְהַסְתוּבֵב, לְהַסְתוּבֵב. לְעַצוֹר.

לְהַרִים אַתְרוֹג. לְלַכֵּת לְאֵט עִם הָאַתְרוֹג.

לְשִׁים אֶת הָאַתְרוֹג עַל הַשׁוּלְחָן.

לְהַרִים לוּלָב. לְהַסְתוּבֵב עִם הַלוּלָב.

לְהַסְתוּבֵב, לְהַסְתוּבֵב, לְהַסְתוּבֵב. לְעַצוֹר.

לְהַרִים אַתְרוֹג. לְלַכֵּת לְאֵט עִם הָאַתְרוֹג.

לְשִׁים אֶת הָאַתְרוֹג בְּקוּפְסָה.



If the students have completed Foundational Unit 8 they will have learned the terms for directions. Alternatively, you can refer to Unit 8 to teach the directions here in order to have students wave the לולב in all directions.

After the children are familiar with the terms, teach them the blessing for the לולב. Refer to the script from שַׁבַּת 2 for an example of how to introduce a blessing.

לְבָרַךְ עַל הַלוּלָב:

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו, וְצִוָּנוּ עַל נְטִילַת לולב

For clear directions on how to wave the לולב go to <http://tinyurl.com/my754sc>

Level 2, Script 1

Remove the סִכָּךְ from the *sukkah* on your presentation table

Point and say סִכָּךְ

Replace the סִכָּךְ on the *sukkah*

Sample phrases

לְרוֹץ אֶל הַסִּכָּה.

לְהַצְבִּיעַ אֶל הַסִּכָּךְ

לְהַרִּים אֶת הַסִּכָּךְ

לְשִׂים אֶת הַסִּכָּךְ עַל הַרֹאשׁ שֶׁל _____

לְשִׂים אֶת הַסִּכָּךְ עַל הַסּוּכָה

Feel free to also use photographs of buildings, point to their roofs and ask סִכָּךְ - כֵּן אוֹ לֹא?

Level 2 Script 2

To model the noun אֲוִרְחִים (which is being introduced only in the plural so that the male/female versions may be avoided) you can either have two dolls and a “model *sukkah*,” or actual children in a real *sukkah*.

If using real children and a real *sukkah*, have them sit outside the *sukkah*. Pantomime (or tell them) that this *sukkah* is yours.

Then addressing three children say

לקום

ללכת אל הסוכה

לשבת בסוכה

When they are seated say *לישב בסוכה* and then *חג שמח!* Repeat students standing and sitting in the *sukkah*, with each segment ending:

לשבת בסוכה. לישב בסוכה. חג שמח!

You want students to catch the idea that sitting *בסוכה* and dwelling *לישב בסוכה* in a *sukkah* are similar phrases.

Indicate again that this is your *sukkah* and point to all of them and say *אורחים*. [This might be a helpful word to give in English, once.] Continue with a script like the following:

אורחים לקום

אורחים להסתובב

אורחים להרים לולב

אורחים לשבת בסוכה

Vary this script with other children.

Say to another child

לקום

ללכת אל הסוכה ולשבת על-גד האורחים

Refer to the script from *שבת 2* to help develop a script for introducing the blessing for sitting in a *sukkah*.

The blessing is:

ברוך אתה יי אלהינו מלך העולם, אשר קדשנו במצותיו, וצונו לישב בסוכה.

Level 3 (Optional)

In this segment, children learn to distinguish between the different parts of the *lulav*.
Note: An easy way for you to distinguish the הדס (myrtle) is that the Hebrew word has 3 letters, analogous to the three leaves of the הדס

Sample phrases include

לְהַרִים הַדָּס

לְשִׁים הַדָּס עַל-יַד לִוְלָב

לְהַרִים עֲרֵבָה

לְשִׁים עֲרֵבָה עַל-יַד אֶתְרוֹג

לְהַרִים הַדָּס וּלְהַרִים עֲרֵבָה

לְשִׁים הַדָּס וְעֲרֵבָה עַל-יַד לִוְלָב

Point to the לִוְלָב (just the palm leaf) hold up one finger and say

אַחַת

Point to the אֶתְרוֹג, hold up two fingers and say

שְׁתַּיִם

Point to the עֲרֵבָה hold up 3 fingers and say

שְׁלוֹשׁ

Point to the הַדָּס hold up 4 fingers and say

אַרְבַּע

Lift up all four species and say

אַרְבַּעַת הַמִּינִים

Lift up one, two, three or four of the items that are part of the לִוְלָב and after each group say

אַרְבַּעַת הַמִּינִים, כֵּן אוֹ לֹא

Lift up all four species and say

אַרְבַּעַת הַמִּינִים

Note that the counting, above, is done in the feminine form שְׁלוֹשׁ אַרְבַּע שְׁתַּיִם אַחַת but the four species number is masculine. The choice was made because most times we count aloud, we use the feminine form AND it was felt that the shift to the masculine אַרְבַּעַת הַמִּינִים should be easy-enough for students to hear.

שְׂמִחַת תּוֹרָה

(Students should have already completed Foundational Level 6 so that they know the word לְתַת)

	Verbs	Nouns	Adjectives	Adverbs	Misc.
[Only one level]	לְרַקֹּד	שְׂמִחָה תּוֹרָה דָּגָל הַקֶּפֶה			

Borrow enough of the synagogue's collection of *Simhat Torah* flags to use in your class. Bring some Consecration mini-Torah scrolls from the school office, or see if the Jewish early childhood center has some to loan you.

Model

לְהַרִים דָּגָל.

לְהוֹרִיד דָּגָל.

Then say

כּוֹלֵם, לְהַרִים דָּגָל.

שְׁלוֹמִית, לְתַת דָּגָל לְיוֹנִי.

קְבוּצָה ב', לְהַרִים אֶת הַדָּגָל שֶׁל קְבוּצָה א'.

קְבוּצָה א', לְתַת תּוֹרָה לְקְבוּצָה ג'.

קְבוּצָה ג', לְלַכֵּת לְאֵט עִם הַתּוֹרָה.

לְתַת אֶת הַתּוֹרָה לַמּוֹרָה.

Model: לְרַקֹּד

כּוֹלֵם, לְרַקֹּד.

דָּוִד, מְרִים, וּמְשָׁה, לְרַקֹּד אֶל הַדָּלֶת.

פְּנִינָה, שְׁלוֹמִית, וְדָב, לְרַקֹּד אֶל הַלּוּחַ.

רַחֵל, מְלַכָּה, מִיכָה - לְהַרִים תּוֹרָה וְלְרַקֹּד עִם מְרִים.

There are picture cards of people dancing on the Simhat Torah webpage here:

<http://www.hebrewthroughmovement.org/simhat-torah.html>. Show a card of a person or people dancing and say לְרַקֹּד

Show a card of someone not dancing and ask

לְרַקוֹד - בְּן אוֹ לֹא

Repeat with other picture cards. Feel free to give a thumb's up for בְּן and a thumb's down for לֹא.

A הַקְפָּה is a circling of a space. On *Simhat Torah*, we do seven הַקְפּוֹת around the synagogue. The following script helps organize the class into a הַקְפָּה around the classroom (or whichever space you happen to be in).

Give most of the students a *Simhat Torah* flag and say:

הִנֵּה דָגָל.

לְהַרְיֵם דָּגָל.

Give some students a small Torah and say:

הִנֵּה תּוֹרָה.

לְהַרְיֵם תּוֹרָה.

Help them understand what a הַקְפָּה is by leading them into a “dancing circle” (perhaps accompanied by a CD of Torah-dancing-music) around your space and saying:

כּוֹלֵם, לְרַקוֹד בְּהַקְפָּה.

Your commands can include having them dance faster, slower, or completely stopping.

Introduce the word שְׂמֵחָה by using facial expressions and the picture cards on this webpage: <http://www.hebrewthroughmovement.org/simhat-torah.html> . Some of the cards are of happy people and some are not. Using thumb's up and thumb's down to help with meaning, show a card and ask:

שְׂמֵחָה - בְּן אוֹ לֹא

Repeat.

Feel free to offer commands like:

לְרַקוֹד בְּהַקְפָּה בְּשְׂמֵחָה.

לְרַקוֹד בְּהַקְפָּה לֹא בְּשְׂמֵחָה.

לְרַקוֹד עִם הַתּוֹרָה בְּשְׂמֵחָה.

חֲנֻכָּה

(Students should have already completed Foundational Level 5)

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Level 1	לְהַדְלִיק לְבָרֵךְ עַל	נֵר חֲנֻכָּיָה שֶׁמֶשׁ			
Level 2	לְהַדְלִיק לְבָרֵךְ עַל לְסַבֵּב (לְהַסְתּוֹבֵב)	נֵר חֲנֻכָּיָה שֶׁמֶשׁ סְבִיבּוֹן			NOTE: Many of the words in this segment are related. לְהַסְתּוֹבֵב = to spin around (to turn oneself in circles); students know this word לְסַבֵּב = to spin an object (as in: to spin a dreidel) סְבִיבּוֹן = something that spins (i.e., a dreidel)
Level 3	לְהַדְלִיק לְבָרֵךְ עַל לְסַבֵּב (לְהַסְתּוֹבֵב) לְאָכּוֹל	נֵר חֲנֻכָּיָה שֶׁמֶשׁ סְבִיבּוֹן לְבִיבָה \ לְבִיבוֹת סְפָגְנִיָּה \ סְפָגְנִיּוֹת			

A SPECIAL NOTE: *Menorah*, *latke* and *dreidel* are familiar *Hanukkah* words, but each of these items have specific Hebrew names that are taught as part of the HTM *Hanukkah* unit. As a result, a number of Hebrew Through Movement teachers have campaigned for HTM Hebrew words to become the norm in their host institution, thus reinforcing the learning of their students. Whether you choose to encourage a language-shift is up to you, but we wanted to put the idea in the heads of those who teach Hebrew Through Movement.

Level 1

Model

להצביע על חנכה

להצביע על שמש

להצביע על נר

Then have the children follow commands related to these items.

Give commands such as the following so that a חנכה becomes filled with candles:

יוני, ללכת מהר אל החנכה.

לשים שמש בחנכה.

לקפוץ אל הכסא ולשבת.

מרס, לקום. להסתובב אל החנכה.

לשים נר בחנכה. לרוץ אל הכסא ולשבת.

And so on, until the חנכה is full.

[Refer to שבת 2 for script ideas.] Have the children practice saying (or singing) the blessing and lighting the חנכה. Remember that traditionally the blessing is said before the candles are lit: <http://tinyurl.com/m5nge9m> (this video starts at 3:20 with the sequence of lighting/blessing, but feel free to view the earlier segment, which does a great job explaining how to set up a חנכה for lighting).

If appropriate for your class, practice all three blessings for the first night (or the two from for the rest of the nights). In this unit we focus only on the blessing for lighting the candles themselves. The blessing is:

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

Level 2

Give the following command to a number of students:

לקום. להסתובב אל החנקה

Walk to a place in the room away from the חנקה where students can still see and hear you. Show the students a סביבון and tell them the word. Twist it so that it spins and they hear the sound connection between the two words: להסתובב and סביבון. If students have learned to decode Hebrew, you might show them the word cards for each of these (samples that you may photocopy and enlarge are at the end of this unit).

Using small groups, tell students.

להסתובב אל הסביבון

Model:



לסבב סביבון

להצביע על סביבון.

להרים סביבון ולקפוץ במקום.

לסבב סביבון על השולחן.

רות, לגעת בסביבון של יוסי.

Etc.

Level 3

Places various kinds of artificial ספגניות and לביבות on a table (ones children will not be eating). You may also post appropriate pictures in the room.

Say and model

להצביע על ספגניה

להצביע על לביבה

Say

לרוץ אל השולחן. להצביע על ספגניה. לא לגעת.

להסתובב אל השולחן ולהרים לביבה.

לשים לביבה על-יד ספגניה

לקפוץ אל השולחן. להצביע על סביבון.

Distribute pieces of ספגניות and לביבות. Say and model

לֶאֱכֹל סַפְגָּנִיָּה

לֶאֱכֹל לְבִיבָה

If the children recite the blessing for מזונות before eating, say

לְבָרַךְ עַל סַפְגָּנִיָּה (אוּ לְבִיבָה)

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, בּוֹרֵא מִיְנֵי מְזֻנוֹת.

Feel free to do this with real food.

Say

לְהַצְבִּיעַ עַל גֵּר

לְשִׁים שְׂמֵשׁ בְּחֻנְפָּה

לְהַדְלִיק גֵּר

לֶאֱכֹל סַפְגָּנִיָּה

לְסַבֵּב סְבִיבוֹן עַל הַשּׁוֹלְחָן

לְהַצְבִּיעַ עַל גֵּר בְּחֻנְפָּה

לְשֶׁבֶת עַל-גֵּד הַחֻנְפָּה, עֲכָשְׂיוּ לְקוּם וְלִשְׁבֶּת עַל-גֵּד הַסְבִּיבוֹן

סבתוני

לְהַסְתִּיב

לְסִבּוֹת

ט"ו בשבט

(Students should have already completed Foundational Level 5)

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Level 1		פְּרִי עֵץ			
Level 2	לְנַטֵּעַ				

Around the room, set up some posters with various kinds of trees, especially those that grow in Israel. A set of pictures of trees, fruit and planting trees may be downloaded from <http://www.hebrewthroughmovement.org/tu-bishvat.html>.

Level 1:

If the weather is good, conduct the lesson outside. Or, have some kind of “tree” (poster, toy, large branch set up to look like a tree, picture projected onto the wall or whiteboard) with which students can interact.

Model and say

לְהַצְבִּיעַ עַל עֵץ

Identifying small groups move everyone to a specific tree.

לְרוּץ אֶל הָעֵץ

לְקַפֹּץ אֶל הָעֵץ

לְהִסְתוֹבֵב אֶל הָעֵץ

לְרוּץ אֶל הָעֵץ

כּוֹלֵם, לְרוּץ אֶל הַחֲלוֹן. לְרוּץ אֶל הָעֵץ. לְגַעַת בְּעֵץ.

Find a way to stick plastic or paper fruit to your tree.

Point to various fruits and each time say

פְּרִי

Say

לְקוֹם, לְלַקֵּת אֶל פְּרִי

לְהַרִים פְּרִי

לְלַקֵּת עִם הַפְּרִי אֶל עֵץ

לְשִׁים אֶת הַפְּרִי עַל הָעֵץ

Vary these commands with other verbs the children know. If they know the names of some fruit use them. For example they may know תְּפוחַת from the *Rosh Hashanah* unit. A word like לימון will be easy enough to connect English to Hebrew. But note that בָּנָנָה does not receive the blessing for fruit-of-a-tree, rather that of fruit-of-the-ground.

Level 2.

In advance, make small posters with photos of children and adults planting trees in Israel. Some have been gathered for your use here:
<http://www.hebrewthroughmovement.org/tu-bishvat.html>.

Point and say

לְנִטּוֹעַ עֵץ

Pantomime planting a tree and say

לְנִטּוֹעַ עֵץ

פּוּרִים

(Students should have already completed Foundational Level 6 so that they know the word **לָתֵת**)

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Level 1	לְקַרְוֹא לְהַרְעִישׁ בְּ	מְגִלָּה רַעְשׁוֹן			
Level 2	לְקַרְוֹא לְהַרְעִישׁ בְּ לְאָכּוֹל	מְגִלָּה רַעְשׁוֹן אַזְנֵי-הַמֶּן מְשֻׁלַּח מְנוֹת	<<note that the kahmatz under אַזְנֵי is pronounced "oh" (e.g., ohz-ney)		
Level 3	לְקַרְוֹא לְהַרְעִישׁ בְּ לְאָכּוֹל לְלַבֵּשׁ לְהַשְׁתַּחֲוֹת	מְגִלָּה רַעְשׁוֹן אַזְנֵי-הַמֶּן מְשֻׁלַּח מְנוֹת מֶלֶךְ (אַחַשְׁוֵרוּשׁ) מְלָכָה (מִלְכַת אֶסְתֵּר) הַמֶּן כְּתָר מִסְכָּה תַּחֲפֹשֶׁת			

PURIM MODEL LESSON

A video that demonstrates teaching the name רַעְשׁוֹן and the command לְהַרְעִישׁ is here: <http://www.hebrewthroughmovement.org/purim.html>

Level 1

Place several *ra'ashanim* and *m'gillot* on the presentation table

Point to one item at a time and say

מְגִלָּה

רַעְשׁוֹן

Lift and open the מְגִלָּה, let your eyes scan over it as if reading and say

לְקַרְוֹא מְגִלָּה

Have students pick up, point at and touch the מַגֵּלָה, and then have them take turns “reading” from it. You may wish to ask students to do the blessing prior to their reading: בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְצִוָּנוּ עַל מִקְרָא מַגֵּלָה.

Lift the רַעֲשׂוֹן and say

לְהִרְעִישׁ בְּרַעֲשׂוֹן

Shake or spin the רַעֲשׂוֹן so it makes noise until you say

לְעֲצוֹר

Give different students a רַעֲשׂוֹן to use and say

לְהִרְעִישׁ בְּרַעֲשׂוֹן

After a few moments say

לְעֲצוֹר

Use commands to have students, individually and in groups, approach the table to do various actions with a מַגֵּלָה or a רַעֲשׂוֹן.

Level 2

If students do not know what מְשֻׁלוֹחַ מְנוֹת are, this *mitzvah* needs to be introduced in a Judaics class in advance of the Hebrew Through Movement lesson. Prepare some baskets or plates of מְשֻׁלוֹחַ מְנוֹת, making sure that some אֲזִנֵי-הַמָּן are in each container. Another option is to have children follow your HTM commands so as to fill a basket with items you have on the table. When done, label the basket as מְשֻׁלוֹחַ מְנוֹת

For this particular part of the lesson, students will need to have worked with the words לָתַת and לְקַחַת from Foundation Unit 6. The sample scripts for introducing food in שְׁבִיטָה 2 will be helpful to design a script for introducing, blessing and eating אֲזִנֵי-הַמָּן. Using the verb לָתַת, have children exchange מְשֻׁלוֹחַ מְנוֹת with one another.

Level 3

For this level you will need to prepare two chairs as thrones, and find some crowns, masks and costumes for the Purim characters. Because children will be acting out part of the Purim story in this activity, check with whomever teaches Judaics to be sure that they are familiar with the basic storyline before you introduce this level. [Older students will probably remember from previous years of learning.]

Present new vocabulary by pointing to and labeling the props, followed by commands to children for manipulating them. Remember that a maximum of three new words should be introduced in each lesson. The script, below, cannot be done all in one session.

Sample commands include

_____ לְלַכֵּת אֶל הַשּׁוּלְחָן וּלְהַרִים
 כְּתָר
 מִסְכָּה
 תַּחֲפֹשֶׁת
 רַעְשׁוֹ
 לְשִׁים מִסְכָּה עַל הָעֵינָיִים
 לְשִׁים כְּתָר עַל הָרֹאשׁ
 לְשִׁים רַעְשׁוֹ עַל הַכֶּסֶּא

Have students place objects on other body parts and on other objects in the room. Choose some commands that surprise learners.

Using props, point to and say

מִסְכָּה

תַּחֲפֹשֶׁת

Model

לְלַבֵּשׁ

לְהַשְׁתַּחֲוֹת

Draw on the board or build a gate and explain to children that this is called שַׁעַר הַמֶּלֶךְ (the king's gate). Use the term in English and explain that this is where much of the Purim story happened.

Designate a child each as Esther, Ahashverosh, Mordehai and Haman. Be aware that in most HTM lessons, we do not work with individuals, after all, this is a social learning model. BUT this lesson is an exception. Be alert to quickly support individuals who might not remember specific vocabulary; we want them to feel good about Hebrew learning. On the other hand, you may certainly pick several children to simultaneously play each character.

Say to the child designated as אַחַשְׁוֵרוֹשׁ

לְקוֹם

לְלַכֵּת אֶל הַתַּחֲפֹשֶׁת שֶׁל הַמֶּלֶךְ אַחַשְׁוֵרוֹשׁ

לְהַרִים אֶת הַתַּחֲפֹשֶׁת שֶׁל הַמֶּלֶךְ אַחַשְׁוֵרוֹשׁ

לְלַבֵּשׁ אֶת הַתַּחֲפֹשֶׁת שֶׁל הַמֶּלֶךְ אַחַשְׁוֵרוֹשׁ

לְקַחַת אֶת הַכְּתָר שֶׁל הַמֶּלֶךְ אַחַשְׁוֵרוֹשׁ

וְלִשִּׁים אֶת הַכְּתָר שֶׁל הַמֶּלֶךְ אַחַשְׁוֵרוֹשׁ עַל הָרֹאשׁ

לְלַכְתּוֹת אֶל הַכֶּסֶּא שֶׁל הַמֶּלֶךְ אַחֲשֹׁרוֹשׁ וְלִשְׁבֹּת

Say to the child designated as אֶסְתֵּר

לְקוֹם

לְלַכְתּוֹת אֶל הַתְּחַפְּשֹׁת שֶׁל מַלְכַת אֶסְתֵּר
לְהַרְיִם אֶת הַתְּחַפְּשֹׁת שֶׁל מַלְכַת אֶסְתֵּר
לְלַבֵּשׁ אֶת הַתְּחַפְּשֹׁת שֶׁל מַלְכַת אֶסְתֵּר
לְקַחַת אֶת הַכֶּתֶר שֶׁל מַלְכַת אֶסְתֵּר
וְלִשִׂים אֶת כִּתְרוֹ מַלְכַת אֶסְתֵּר עַל הָרֹאשׁ
לְלַכְתּוֹת אֶל הַכֶּסֶּא שֶׁל הַמֶּלֶךְ אַחֲשֹׁרוֹשׁ
לְהִשְׁתַּחֲוֹת אֶל הַמֶּלֶךְ אַחֲשֹׁרוֹשׁ
לְלַכְתּוֹת אֶל הַכֶּסֶּא שֶׁל מַלְכַת אֶסְתֵּר
לִשְׁבֹּת עַל הַכֶּסֶּא שֶׁל מַלְכַת אֶסְתֵּר

Say to the child designated as הַמֶּן

לְקוֹם

לְלַכְתּוֹת אֶל הַתְּחַפְּשֹׁת שֶׁל הַמֶּן
לְהַרְיִם אֶת הַתְּחַפְּשֹׁת שֶׁל הַמֶּן
לְלַבֵּשׁ אֶת הַתְּחַפְּשֹׁת שֶׁל הַמֶּן
לְלַכְתּוֹת, לְלַכְתּוֹת, לְלַכְתּוֹת
לְלַכְתּוֹת אֶל שַׁעַר הַמֶּלֶךְ
לִשְׁבֹּת בְּשַׁעַר הַמֶּלֶךְ

Say to the other children

לְהִשְׁתַּחֲוֹת אֶל הַמֶּן

Say to the child designated as מְרַדְּכִי

לְקוֹם

לְלַכְתּוֹת אֶל הַתְּחַפְּשֹׁת שֶׁל מְרַדְּכִי
לְהַרְיִם אֶת הַתְּחַפְּשֹׁת שֶׁל מְרַדְּכִי

לִלְבֹשׁ אֶת הַתְּחִפּוֹת שֶׁל מְרַדְכִי

לְלַכֵּת, לְלַכֵּת, לְלַכֵּת

לְלַכֵּת אֶל שַׁעַר הַמָּלְאָךְ

לְהַשְׁתַּחוּת אֶל הַמֶּן

Say

לא לא לא

לא לְהַשְׁתַּחוּת אֶל הַמֶּן

מְרַדְכִי לא מִשְׁתַּחוּהוּ

[Consider repeating this storyline a second time, but this time filming the results – parents may find it interesting to see what the children have been accomplishing in their Hebrew class.]

פִּסַּח

(Students should have already completed Foundational Level 6)

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Level 1	לֶאֱכֹל	חֶמֶץ* מִצָּה* מְרוֹר			*words with an asterisk are ones students probably know from other contexts
Level 2		חֶמֶץ מִצָּה מְרוֹר זְרוּעַ חֶרֶסֶת כַּרְפָּס יְרֻקוֹת בֵּיצָה קֶעֶרֶה			
Level 3		חֶמֶץ מִצָּה מְרוֹר זְרוּעַ חֶרֶסֶת כַּרְפָּס יְרֻקוֹת בֵּיצָה קֶעֶרֶה הַגָּדָה* סֵדֶר* אֶפִּיקוֹמֶן*			
	לֶאֱכֹל לְהַחְבִּיֵּא לְשֹׁבֵר לְסֵדֶר לְמִצָּה לְסֹגֵר לְפִתּוֹחַ (לְעֵצָם)+				

+This word for “closing” refers specifically to closing the eyes. It is used in the activity but is not specifically taught.

פֶּסַח MODEL LESSON

A video that demonstrates the teaching of Level 1 along with other words from the Four Questions is here: <http://www.hebrewthroughmovement.org/pesah.html>. Feel free to teach similar lessons for other Four Question words. On the left of that same webpage (above) are updated teaching scripts, as well as downloadable pictures for פֶּסַח teaching. As an older video, the children are referred to as boys and girls. If you try this lesson, find other ways to divide students into smaller groups.

Level 1

Model

לְהַצְבִּיעַ עַל חֶמֶץ

לְהַצְבִּיעַ עַל מַצָּה

לְהַצְבִּיעַ עַל מְרוֹר

Ask children to walk, to run, to point, to pick up the various objects



לְלַקֵּט אֶל חֶמֶץ

לְהַרְיֵם חֶמֶץ

לְשִׁים חֶמֶץ עַל כֶּסֶא

לְלַקֵּט אֶל מַצָּה

לְהַרְיֵם מַצָּה

לְשִׁים מַצָּה עַל הַשׁוּלְחָן

לְלַקֵּט אֶל מְרוֹר

לְהַרְיֵם מְרוֹר

לְשִׁים מְרוֹר עַל-יַד מַצָּה

לְהַרְיֵם מַצָּה וּמְרוֹר

לְאַכֵּל מַצָּה וּמְרוֹר

Level 2

This activity familiarizes the students with the items on the קַעֲרָה, the *seder* plate.

Have several *seder* plates in the room and multiples of the objects/food on the *seder* plate. This script includes the possibility of students tasting some of the food, so if you choose that route, enough quantity will need to be available.

Point to the קַעֲרָה and say

קַעֲרָה

Point to the items on the *seder* plate and identify them

כַּרְפֵּס

חֲרוֹסֶת

מָרוֹר

זְרוּעַ

בִּיצָה

Have the students manipulate these items through a variety of commands. When the students seem comfortable with these terms, intersperse them in commands with the previous items from the *seder* plate. You can also give commands that will have the students match items with pictures/photos (available from the webpage:

<http://www.hebrewthroughmovement.org/pesah.html>).

Say

לְהַרִים מִצָּה

לְשִׁים מִצָּה בְּחֲרוֹסֶת

לְאָכוֹל מִצָּה עִם חֲרוֹסֶת

לְהַרִים מָרוֹר

לְשִׁים מָרוֹר בְּחֲרוֹסֶת

לְאָכוֹל מָרוֹר עִם חֲרוֹסֶת

לְהַרִים מִצָּה וּמָרוֹר

לְשִׁים מִצָּה וּמָרוֹר בְּחֲרוֹסֶת

לְשִׁים אֶת הַ _____ (על) (על-יד) _____
הַשּׁוֹלְחָן
הַקְּעָרָה
קְעָרָה
בִּיצָה
מָרוֹר
מִצָּה
הַגָּדָה

When everything is on the table conclude activity by saying

שׁוֹלְחָן לְסֻדָּר

שׁוֹלְחָן לְפֶסַח

Level 3, Script 2

This activity teaches the children the אֶפְיָקוֹמֶן “game.”

Break a מִצָּה and say

לְשֶׁבֶר מִצָּה

Hold up the broken מִצָּה and say

אֶפְיָקוֹמֶן

Wrap the אֶפְיָקוֹמֶן in a napkin, hide it and say

לְהַחְבִּיא אֶת הָאֶפְיָקוֹמֶן

Search for the אֶפְיָקוֹמֶן find it and say

לְמַצֵּא אֶת הָאֶפְיָקוֹמֶן

Tell the children that they will play the אֶפְיָקוֹמֶן game. Appoint one child to hide the אֶפְיָקוֹמֶן. Give the child the piece of מִצָּה wrapped in a napkin and say to the other children (while modeling the command)

(לְעַצְמָם) לְסַגֵּר עֵינַיִם

To the child designated to hide the אֶפְיָקוֹמֶן say

מְרִים, לְהַחְבִּיא אֶת הָאֶפְיָקוֹמֶן

When the child is finished say to all the children

כּוֹלָם, לְפִתַּח עֵינַיִם

Call on two or three children and say

רוּת, דָּוִד, וּמִיכָאֵל-- לְמַצֵּא אֶת הָאֶפְיָקוֹמֶן

When someone finds the אֶפְיָקוֹמֶן, model and say

כָּל הַכָּבוֹד, לְמַחוּא כְּפִיִּים

.

יום העצמאות

(Students should have already completed Foundational Level 6)

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Level 1	לְצַיֵּיר	דָּגָל כָּחוֹל לָבָן מְדִינָה יִשְׂרָאֵל קו מְשׁוֹלֵשׁ נֵיר	גָּדוֹל קָטָן		*words with an asterisk are ones students probably know from other contexts
Level 2	לְצַיֵּיר	דָּגָל כָּחוֹל לָבָן קו מְשׁוֹלֵשׁ נֵיר מְדִינָה יִשְׂרָאֵל* תְּמוּנָה מִפָּה יְרוּשָׁלַיִם תֵּל אָבִיב חֵיפָה אֵילַת	לְמַעַלָּה# לְמַטָּה#		

- Words in this unit marked with # are not specifically taught but are learned through the activities presented.

Level 1

For this activity students will need blue crayons or markers and white paper. Explain to the children that they will learn to make an Israeli flag following Hebrew directions. Note that some of these terms are not taught until Foundational Unit 9, but can be introduced here through your modeling.

With one sheet of white paper, model and say

לְצַיֵּיר קו גָּדוֹל
לְצַיֵּיר קו קָטָן
לְצַיֵּיר קו בְּצֻבַע כָּחוֹל
לְצַיֵּיר מְשׁוֹלֵשׁ בְּצֻבַע כָּחוֹל

Direct the children to perform these actions on their paper using blue crayons or markers as you provide the commands

לְשִׁים נֶיֶר לָבוֹן עַל הַשׁוּלְחָן
לְצִייר קוֹ כְּחוּל לְמַעַלָּה
לְצִייר קוֹ כְּחוּל לְמַטָּה

If you give students triangles that are precut, say

לְשִׁים מְשׁוּלָשׁ בְּאַמְצַע
לְשִׁים עוֹד מְשׁוּלָשׁ בְּאַמְצַע.
דָּגַל לְמַדִּינַת יִשְׂרָאֵל.

Level 2

In this activity you will have the children walk, jump, and spin to reach the different cities in Israel. Note that for children under third (and maybe fourth) grade, this activity probably won't make much sense because of what they haven't yet learned in school about the scale/size of maps.

For this lesson you will need a large floor map of Israel marked with the four major cities. You can draw an outline map with chalk, or make it with masking tape.¹⁸

After having children walk between cities on your command (running would be too dangerous given the size and materials), give them photos of the different cities so they match them to the map. To find photos go to <http://images.google.com> and search by city name - Jerusalem, Tel Aviv, Haifa, Eilat, Beit Shean (Cleveland's partnership city and region).

Commands could include

הִנֵּה מִפֶּה. לְלַכֵּת אֶל יְרוּשָׁלַיִם וְלָשִׁים אֶת הַתְּמוּנָה עַל-יַד יְרוּשָׁלַיִם

לְלַכֵּת אֶל תֵּל אָבִיב וְלָשִׁים אֶת הַתְּמוּנָה עַל-יַד תֵּל אָבִיב

לְלַכֵּת אֶל אֵילַת וְלָשִׁים דָּגַל יִשְׂרָאֵל בְּאֵילַת

לְהַצְבִּיעַ אֶל חֵיפָה.



¹⁸ If you are in Cleveland, Temple Emanu El has an oversized inflatable map of Israel it makes available to other educational programs.

שבועות

(Students should have already completed Foundational Level 6 so they know the word לתת)

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Level 1		סל פרות ירקות בפורים ארון-הקודש			*words with an asterisk are ones students probably know from other contexts
Level 2	לשמע	סל פרות ירקות בפורים ארון-הקודש תורה* הר סיני			

If the students have already learned the synagogue unit, its vocabulary can be integrated with the *Shavuot* activities.

Level 1

For this activity you will need a basket and a variety of artificial fruits and vegetables. In advance of this lesson, children would need to understand the significance of bringing בפורים on Shavuot; check to see if the Judaics teacher has covered this. [See <http://bit.ly/pmLYsN>, especially the fourth paragraph under the photo.]

Point and say

סל

פרות

ירקות

Some examples of commands for this section

לקחת אל השולחן ולהרים פרות

לקום ולהצביע אל ירקות

לקום לקחת אל השולחן, לקחת פרות, ולשים פרות בסל

להרים את הסל ולקחת אל ארון-הקודש

לְשִׁים אֶת הַסֵּל עַל-יַד אַרְוֹן-הַקּוֹדֵשׁ
לְשִׁים בְּכוּרִים עַל-יַד אַרְוֹן-הַקּוֹדֵשׁ

Level 2, Script 1

For this activity prepare a *sefer Torah* (or two) and an *Aron Hakodesh*. These can be items used for student prayer (e.g., child-size/items used for *t'fillah*), replicas, or pictures made from posterboard (including an *Aron Hakodesh* that opens and closes).

לְלַכֵּת אֶל הַשּׁוּלְחָן

לְהַרִים אֶת הַתּוֹרָה

לְלַכֵּת עִם הַתּוֹרָה

לְתַת אֶת הַתּוֹרָה לְ . . .

לְלַכֵּת אֶל הַמּוֹרָה

לְלַכֵּת אֶל הַמְדַרְיָד

לְשִׁים אֶת הַתּוֹרָה בְּאַרְוֹן-הַקּוֹדֵשׁ

לְלַכֵּת אֶל הַשּׁוּלְחָן

לְהַרִים אֶת הַתּוֹרָה

לְלַכֵּת עִם הַתּוֹרָה

לְלַכֵּת אֶל הַמּוֹרָה

לְתַת אֶת הַתּוֹרָה לַמּוֹרָה

Level 2, Script 2

For this activity you will need to place something in the center of the room to symbolize הַר סִינַי. This could be as simple as a large sheet of paper shaped like a mountain.

Point to the mountain and say:

הַר סִינַי

[You may need to give a definition of these words, in relation to Moses and *Shavuot*]

לְהַצְבִּיעַ אֶל הַר סִינַי
מִרְיָם וְדָנִי, לְרוּץ לְהַר סִינַי
רְנָה וְלֵאמֹר, לְהַסְתוֹבֵב אֶל הַר סִינַי
כּוֹלֵם, לְלַקֵּת אֶל הַר סִינַי
לְלַקֵּת, לְלַקֵּת, לְלַקֵּת עַל-גִּיד הַר סִינַי
לְעֶצֶר

With appropriate gestures say

לְשִׁמְעַת לְתוֹרָה.

And then recite some words of Torah that they know, such as portions of the שְׁמֵעַ or several of the Ten Commandments (in English).

Appendix A: List of Nouns in the Holiday Unit and their Genders

1 שַׁבָּת

נְקֻבָּה	חֵלָה (חֵלוֹת)
זָכָר	יַיִן
נְקֻבָּה	כּוֹס יַיִן
זָכָר	יָר (יָרוֹת)
זָכָר	יָר הַבְּדֻלָּה
זָכָר	פָּמוֹט (פָּמוֹטִים)
זָכָר	קִדּוּשׁ
נְקֻבָּה	שַׁבָּת (שַׁבָּתוֹת)

2 שַׁבָּת

זָכָר	לֶחֶם
נְקֻבָּה	כּוֹס קִדּוּשׁ
נְקֻבָּה	קוּפְסָה (קוּפְסָאוֹת)
זָכָר	מֶלֶךְ (מְלָכִים)
נְקֻבָּה	לְבִיבָה (לְבִיבוֹת)
נְקֻבָּה	סַפְגָּנִיָּה (סַפְגָּנִיּוֹת)
זָכָר	עוֹלָם (עוֹלָמִים) \ עוֹלָמוֹת)
נְקֻבָּה	אוֹר (אוֹרוֹת)
זָכָר	חֲשֵׁד
נְקֻבָּה	הַבְּדֻלָּה
זָכָר	קִדְשׁ
זָכָר	חוֹל

ראש השנה ויום כפור

זָכַר	דָּבַשׁ
נִקְבָּה	חֶלֶה (חלות)
זָכַר	יוֹם כְּפוּר
זָכַר	כְּרִטִיס
זָכַר	מִחְזוֹר (מחזורים)
זָכַר	סְדוּר (סדורים)
נִקְבָּה	צְדָקָה
זָכַר	צוּם
זָכַר	קוֹל (קולות)
זָכַר	רֹאשׁ הַשָּׁנָה
זָכַר	שְׁבָרִים
זָכַר	שׁוּפָר (שופרות)
זָכַר	תְּפוּחַ (תפוחים)
נִקְבָּה	תְּקִיעָה
נִקְבָּה	תְּרוּעָה
נִקְבָּה	תְּשׁוּבָה

ספות

זָכַר	אוֹרְחִים
זָכַר	אַרְבַּעַת הַמִּינִים
זָכַר	אַתְרוֹג (אתרוגים)
זָכַר	הַדַּס (הדסים)
זָכַר	לוּלָב (לולבים)
נִקְבָּה	סֵפָה (ספות)
זָכַר	סִכָּד
נִקְבָּה	עֲרָבָה (ערבות)

חֲנֻכָּה

חֲנֻכָּה (חֲנֻכּוֹת)	נְקֻבָּה
לְבִיבָה (לְבִיבוֹת)	נְקֻבָּה
נֵר (נְרוֹת)	זָכָר
סְבִיבּוֹן (סְבִיבוֹנִים)	זָכָר
סְפָגְנִיָּה (סְפָגְנִיּוֹת)	נְקֻבָּה
שֵׁמֶשׁ	זָכָר

ט"ו בְּשֻׁבָּט

ט"ו בְּשֻׁבָּט	זָכָר
עֵץ (עֵצִים)	זָכָר
פְּרִי (פְּרוֹת)	זָכָר

פּוּרִים

אֲזַנֵּי-הַמֶּן	נְקֻבָּה
הַמֶּן	זָכָר
כְּתֵר (כְּתָרִים)	זָכָר
מְגֵלָה (מְגִלוֹת)	נְקֻבָּה
מֶלֶךְ (מְלָכִים)	זָכָר
מֶלֶךְ אַחֲשֵׁרוֹשׁ	זָכָר
מְלָכָה (מְלָכוֹת)	נְקֻבָּה
מְלַכַּת אֶסְתֵּר	נְקֻבָּה
מַסְכָּה (מַסְכוֹת)	נְקֻבָּה
מִשְׁלוּחַ מְנוֹת	זָכָר
פּוּרִים	זָכָר
רַעֲשׂוֹן (רַעֲשָׁנִים)	זָכָר
תַּחֲפֻשׁוֹת (תַּחֲפֻשׁוֹת)	נְקֻבָּה

פֶּסַח

זָכַר	אֶפְיָקוֹמֹן
נִקְבָּה	בֵּיצָה (בֵּיצִים)
נִקְבָּה	הַגָּדָה (הַגְדוֹת)
נִקְבָּה	זְרוּעַ
זָכַר	חֲמֵץ
נִקְבָּה	חֲרוֹסֶת
זָכַר	יְרֻקוֹת
זָכַר	כַּרְפֵּס
נִקְבָּה	מַצָּה (מַצוֹת)
זָכַר	מָרוֹר
זָכַר	סֵדֶר (סֵדְרִים)
נִקְבָּה	קַעֲרָה (קַעְרוֹת)

יוֹם הָעֶצְמָאוֹת

נִקְבָּה	אֵילַת
זָכַר	דָּגָל (דָּגְלִים)
נִקְבָּה	חִיפָה
נִקְבָּה	יְרוּשָׁלַיִם
נִקְבָּה	יִשְׂרָאֵל
נִקְבָּה	מְדִינָה (מְדִינוֹת)
נִקְבָּה	מִפָּה (מִפּוֹת)
זָכַר	מְשׁוּלָשׁ (מְשׁוּלָשִׁים)
זָכַר	נֵיר (נֵירוֹת)
זָכַר	קו (קוּיִם)
נִקְבָּה	תֵּל אָבִיב
נִקְבָּה	תְּמוּנָה (תְּמוּנוֹת)

שבועות

זָכָר	אָרוֹן-הַקּוֹדֵשׁ
זָכָר	בַּפּוּרִים
זָכָר	הַר סִינַי
זָכָר	נֶזֶק (נִרְקוֹת)
זָכָר	סֵל (סְלִים)
זָכָר	פְּרִי (פְּרוֹת)
נִקְבָּה	תּוֹרָה

SYNAGOGUE UNIT



תּוֹרָה

SYNAGOGUE UNIT

The Hebrew Through Movement Synagogue Unit includes a section on the synagogue divided into three parts:

- the place where we worship
- the Torah scroll and its garments, and
- other ritual objects found in the sanctuary

These may be taught as independent units or integrated with holidays, such as *Rosh Hashanah*.

As with the other units (Foundational Language and Holidays), be sure to introduce vocabulary in sets of two to three words, but feel free to change the order of what is offered here. Also remember to intersperse nouns and verbs from other units.

Most of the new words in the Synagogue Unit are nouns. Therefore, combine them with verbs from the Foundational Unit (i.e. have the students point to, walk to, run to, touch the new nouns). Some examples and sample scripts are included.

As you teach the Synagogue Unit, remember to...

- Seat the students so that they can see you and each other.
- Use authentic props, and when possible sit in the sanctuary for the learning. Or, find photographs for some of the vocabulary or concepts.
- Present two to three new words at a time, and wait until most of the students have mastered them before introducing more words.
- Present commands in unique combinations.
- Integrate fun and humor, though keep the class tempered if you are in the sanctuary.
- Model a command several times before asking students to do it.
- Use words from previous units to reinforce memory
- Vary the way you call on students: different groups of students and the whole class
- Remember that the concepts around the holidays are taught elsewhere in your educational program's curriculum in English. The Hebrew Through Movement activities only reinforce the Hebrew terms associated with these concepts

Synagogue Objects

(Students should have already completed Foundational Level 6)

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Level 1: <i>The synagogue itself and the bimah</i>		<p>אַרוֹן-הַקֹּדֶשׁ בִּימָה גֵּר תְּמִיד תּוֹרָה סְדוּר</p>			
Level 2: <i>The Torah and its garments</i>	לַעֲלוֹת	<p>אַרוֹן-הַקֹּדֶשׁ בִּימָה גֵּר תְּמִיד תּוֹרָה יָד מְעִיל כֶּתֶר חֹשֶׁן</p>	<p>Torah cover Crown Breastplate</p>		
Level 3: <i>Other ritual objects in the synagogue</i>	לְהַתְעַטֵּף	<p>אַרוֹן-הַקֹּדֶשׁ בִּימָה גֵּר תְּמִיד תּוֹרָה יָד מְעִיל כֶּתֶר חֹשֶׁן חוּמָשׁ צִיצִית טְלִית תְּפִלִּין*</p>			

*In Foundational Language Unit 5, the students learn יָד and רֹאשׁ, which can be helpful in introducing תְּפִלִּין

Level 1

Ideally, this level of the synagogue unit should be taught on the *bimah* of the synagogue. In addition to the actual objects, print out photos of the items being introduced (go to <http://images.google.com> and do separate searches for: *Ner Tamid*, Torah and *Aron Hakodesh*). Have the children point to or walk to (and as appropriate: hop, jump or touch) the various objects.

Using pictures of the various items, give commands like the following that help students “match” a picture with the object itself:

לקחת גר תמיד וללכת אל גר התמיד

להרים תורה וללכת אל ארון-הקדש

לקפץ על הבימה

Level 2

This teaches the children how to dress a Torah.

Note that in English, the correct term for more than one Torah is not “Torahs” or “Torot” but rather “Torah scrolls.” In Hebrew the phrase is ספרי תורה

This script allows you to involve the entire group, not just a few children. You will need multiple pictures of Torah scrolls and multiple copies of the various items that dress it (crown, breastplate, etc). Divide students into three groups – א ב ג. An alternative is to use one real Torah that you ask a child (or madrich) to hold – if you go with this option, remember that since there is only one, you have to add the ה-התורה. Or, use a Consecration Torah (or other small version) and all of its accoutrements. You will also need an *aron hakodesh* – if in the classroom make one out of a box or create a drawing on which children can put their dressed Torah scrolls.

Start with an “undressed” Torah tied with a wimple (the band/belt that holds the Torah scroll together). Call on other students to put the items on the Torah scroll according to your directions.

Point to the objects and say their names. Have children walk to, point to, lift up, and give the various items to you. When the children seem comfortable with the vocabulary say

קבוצה א', לקום

לקחת ספר תורה

לעמוד עם ספר תורה על-יד השולחן

קְבוּצָה ב', לְקוּם
לְלַכֵּת אֶל הַשּׁוּלְחָן
לְקַחַת מְעִיל
לְלַכֵּת אֶל תּוֹרָה
לְשִׁים מְעִיל עַל תּוֹרָה
לְשֶׁבֶת, תּוֹדָה

קְבוּצָה ג', לְקוּם
לְלַכֵּת אֶל הַשּׁוּלְחָן
לְקַחַת חֶשֶׁן
לְשִׁים חֶשֶׁן עַל כֶּסֶא
לְשֶׁבֶת, תּוֹדָה

קְבוּצָה א'
לְקַפֵּץ אֶל כֶּסֶא
לְקַחַת חֶשֶׁן
לְלַכֵּת אֶל תּוֹרָה
לְשִׁים חֶשֶׁן עַל תּוֹרָה
לְשֶׁבֶת, תּוֹדָה

קְבוּצָה ב', לְקוּם
לְרוּץ אֶל הַשּׁוּלְחָן
לְקַחַת כְּתָר
לְקַפֵּץ אֶל תּוֹרָה
לְשִׁים כְּתָר עַל תּוֹרָה

קְבוּצָה ג', לְקוּם
לְלַכֵּת אֶל קְבוּצָה ב'
לְקַחַת סֵפֶר תּוֹרָה מִקְבוּצָה ב'
לְקַפֵּץ אֶל אֲרוֹן-הַקֹּדֶשׁ
לְשִׁים תּוֹרָה **בְּאֲרוֹן-הַקֹּדֶשׁ

לְשִׁבֵת, תּוֹדָה
**If you cannot place the Torah in an *aron hakodesh*, command children to stand next to it by saying
לְעַמֵּד עַל-יַד אֲרוֹן-הַקֹּדֶשׁ עִם תּוֹרָה

Level 3, Script 1

The activity needs the following objects

סְדוּר
חוּמֵשׁ
צִיצִית
טְלִית
תְּפִילִין

Have the students perform several actions with each of these items.

If the children have not yet learned about these ritual objects, as appropriate to your choice of ritual items, give a sentence of explanation:

- that the blessing for the טְלִית mentions the צִיצִית because it is the special part of the prayer shawl
- that the חוּמֵשׁ is the Torah in book form
- that the תְּפִילִין שֶׁל רֹאשׁ is placed on the forehead near the hairline, and that the תְּפִילִין שֶׁל יָד is placed on the non-dominant arm. [If use of תְּפִילִין is not a regular part of children's experience, you may wish to ignore these items.]

Examples of commands for this level are

לְשִׁים חוּמֵשׁ עַל-יַד צִיצִית
לְהַרִים טְלִית

לְהַרְיֵם צִיצִית
לְשֵׁים תְּפִילִין שָׁל רֵאשׁ עַל הָרֵאשׁ
לְשֵׁים תְּפִילִין שָׁל גֵּד עַל הַגֵּד
לְלַקֵּת עִם סְדוּר אֶל שׁוּלְחָן
לְהַצְבִּיעַ אֶל גֵּר תָּמִיד
לְשֵׁים תּוֹרָה בְּאֵרוֹן-הַקֹּדֶשׁ
לְלַקֵּת מֵהָר אֶל הַבֵּימָה

Level 3, Script 2

The following activity demonstrates how to put on a טְלִית and teaches the blessing.

Pick up a טְלִית and demonstrate how to put it on. [A description of how one puts on a טְלִית is here: <http://tinyurl.com/ljhp8z3>]

Say the phrase לְהַתְעַטֵּף בְּצִיצִית and demonstrate the act three times (note that you don't need to follow the formal procedure in the video; the idea is to simply demonstrate the verb לְהַתְעַטֵּף).

Call on children in groups of two or three to follow the commands and when they seem comfortable, call on individuals. Intersperse these commands with other activities

Say

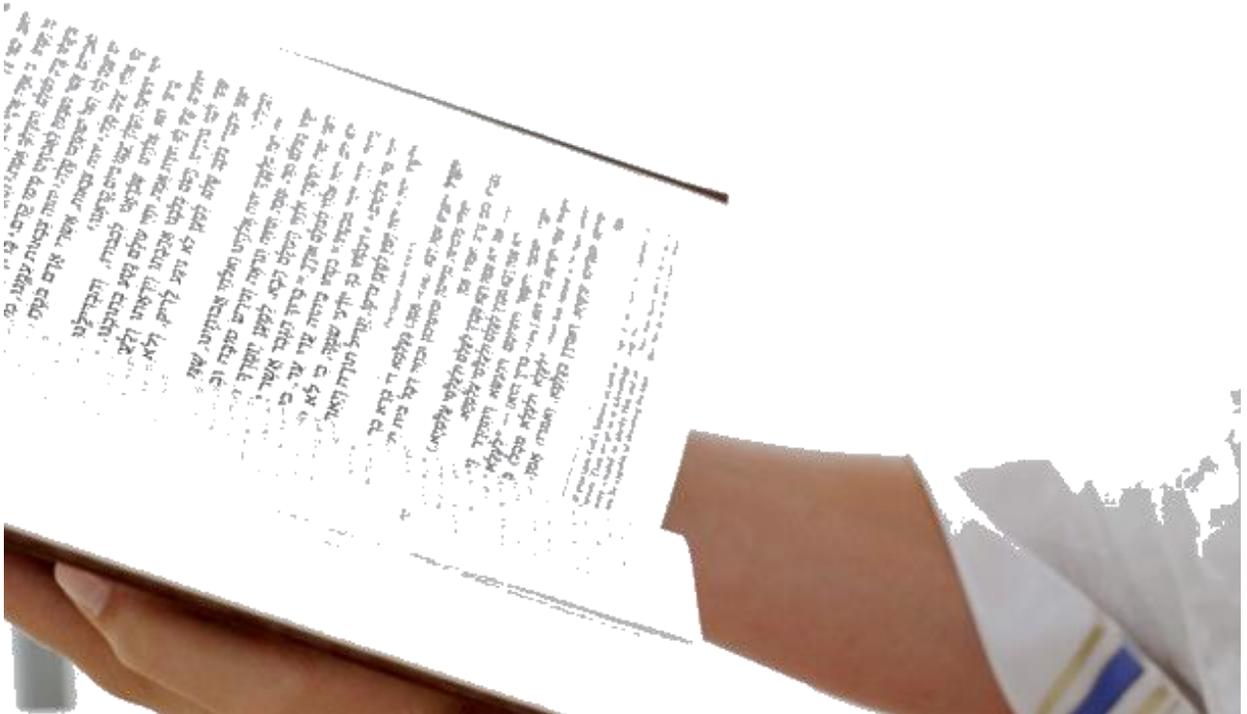
לְלַקֵּת אֶל הַשׁוּלְחָן
לְהַרְיֵם טְלִית
(לְשֵׁים טְלִית עַל הַכֶּתֶפִּים)
לְהַתְעַטֵּף בְּצִיצִית
לְשֵׁים אֶת הַטְלִית עַל הַשׁוּלְחָן
לְרוּץ אֶל הַכֶּסֶא וּלְשַׁבֵּת

When the children are comfortable with this command demonstrate how to integrate it with the blessing.

בְּרוּךְ אַתָּה יְיָ אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו, וְצִוָּנוּ לְהַתְעַטֵּף בְּצִיצִית.

PRAYER UNIT

PRAYERS AND BLESSINGS



PRAYER UNIT

(Students should have already completed Foundational Level 5)

Teachers are encouraged to use Hebrew Through Movement techniques to open children's understanding of prayers and blessings. As the blessing for טְלִית is enriched by children acting on and understanding לְהַתְעֵטֵף בְּצִיצִית (see the Synagogue Unit, page 124) and as the blessing for lighting Shabbat candles is enriched by children acting on and understanding יָרַשְׁלָהּ שֶׁל שַׁבָּת לְהַדְלִיק (see Holiday Unit, page 55), so too are other prayers, blessings and rituals of our tradition.

The difficulty of Hebrew prayer vocabulary and the length of most prayers and blessings, means that students will never learn the Hebrew to an entire blessing/prayer. But, by choosing key vocabulary, the meaning can be introduced.

Assistance for teaching many Hebrew blessings, prayers and rituals is found on the Hebrew Through Movement website: <http://www.hebrewthroughmovement.org/prayers--blessings.html>. Teachers are free to download curriculum guides for *Sh'ma* and its Blessings, the *Amidah*, and a few select other prayers.

General teaching principles for teaching prayers with *Hebrew Through Movement*

HTM prayer and blessing lessons are more impactful when students simultaneously focus on them either in a *t'fillah* class, or organically as part of a worship service. To encourage this synergy, the JECC has posted ideas for teaching prayers and blessings using Hebrew Through Movement on the main HTM website, here:

<http://www.hebrewthroughmovement.org/prayers--blessings.html>. In addition, the JECC developed an integrated *t'fillah* curriculum called "jPrayer" <http://jecc-jprayer.weebly.com/>. jPrayer includes lessons that focus on the

- 1) meanings behind specific prayers and blessings
- 2) decoding supports using the sound-to-print model, and
- 3) Hebrew Through Movement curriculum

Teachers and education directors are encouraged to consider the complementary aspects of HTM and *t'fillah* teaching, whether accomplished by the same teacher or a colleague working with the same group of students.

Hebrew Through Movement teachers who wish to create their own teaching scripts will find guidance in this section of the guide. Before creating a teaching script, the teacher needs to consider which Hebrew words or phrases are best learned via Hebrew Through Movement, for example, those that can be illustrated with an object, picture or word card. In addition, it is important that the word-choices introduce students to a prayer's meaning. Not every word in a prayer or blessing needs to be introduced via Hebrew Through Movement. A blessing the length of גְבוּרוֹת is too long to teach in its entirety to children pre-Bar/Bat Mitzvah age, though select words and phrases are appropriate. On the other hand, the Hebrew of a shorter prayer, like שְׁמַע, could be explored more fully.

Each prayer lesson begins with a general *Hebrew Through Movement* warm up, after which new vocabulary is introduced (as with other Hebrew Through Movement lessons, three words at a time using props or photos), and then integration of old and new learning. An added feature in using *Hebrew Through Movement* to teach *t'fillah* is the recitation of the blessing or prayer being learned as part of the lesson.

PRAYER RITUAL VOCABULARY MODEL LESSONS

These principles and resultant lesson-flow may be seen in the:

- Shabbat video here: <http://www.hebrewthroughmovement.org/shabbat.html>
- Pesah video here: <http://www.hebrewthroughmovement.org/pesah.html>

Examples of activities for teaching prayers with *Hebrew Through Movement*

The Holiday, Synagogue and Print-Literacy sections all offer clues for teaching prayers and blessings, each from a slightly different perspective. In this section we offer activity ideas for globally teaching a prayer, using שְׁמַע as an example. Below are sample activities for

- sight recognition of the prayer in context
- vocabulary acquisition
- conceptual understandings
- decoding reinforcement
- global understanding

Example 1 (sight recognition of a prayer, in context): If past Level 8 of the curriculum (where students learn the word, לְקַרְוֹא), have a Torah and *siddur* open to the שְׁמַע. In a Judaics class or in *t'fillah*, students should already have been taught the special “look” of שְׁמַע, whether in a Torah or *siddur*. Say:

לְהַצְבִּיעַ עַל שְׁמַע

לְגַעַת בְּמִילָה “שְׁמַע”

לְקַרְוֹא שְׁמַע בְּסִדּוּר

לְקַרְוֹא שְׁמַע בְּתוֹרָה

Example 2 (vocabulary acquisition – שְׁמַע)

The Hebrew command “to listen” לְשָׁמוֹעַ is formally introduced in level 2 of the *Rosh Hashanah/Yom Kippur* Hebrew Through Movement lessons. Create a series of commands that use לְשָׁמוֹעַ and לֹא לְשָׁמוֹעַ.

Example 3 (conceptual understanding - ישראל)

The word **ישראל** can be introduced to students in a Hebrew Through Movement lesson using photographs of Jews doing different things, and with gestures (e.g., indicating all the students in the room as being **ישראל**).

After this particular activity, it could be helpful to explain in English that **ישראל** has three general meanings today: the People of Israel (Jews), the land of Israel (where Abraham and Sarah walked), and the State of Israel (the country where Israelis live). In this prayer, it means “all Jews.”

Example 4 (vocabulary acquisition and sight-word recognition - יהוה and אלהינו)

God is a hard concept to teach – one can't point to God or show a photo. Even if one wanted to use nature as an example of God's power in the world, students may indeed wonder if the word **אלהינו** refers to the tree in the center of the picture, or perhaps to the stream that's running beside it. But students could still learn **יהוה** and **אלהינו** through movement if they are each given word cards to touch, pick up, etc. For example:

_____ להצביע על

_____ לגעת במילה

_____ להרים

_____ להוריד

Example 5 (vocabulary acquisition – אחד)

To teach the Hebrew word for the number 1 (**אחד**), it would be appropriate to use the numeral on a flashcard in a Hebrew Through Movement lesson using other nouns the students know.

_____ להצביע על

_____ לגעת ב

_____ להרים

_____ להוריד

Students could be asked to do novel things with a flashcard (put it under the table, on someone's head, under the door), as they might do with other nouns. Alternatively, one could teach the numbers 1-2-3 to the students by putting the numerals on flashcards and integrating similar action-commands. Students could also be asked to sort cards each with one to three different pictures, placing those with one item under **אחד**. If given a number of objects that are masculine in form (see the vocabulary lists at the end of the Units), students could be asked

לְהַרְיִם סֵפֶר אֶחָד
לְקַחַת פְּמוֹט אֶחָד
לְשִׂים אֶתְרוּג אֶחָד עַל הַשּׁוּלְחָן

Example 6 (decoding reinforcement)

Give each student a set of cut-up cards for the first line of the prayer. Ask them to sort the cards in a variety of ways, or show you the card(s) with “x” letter in it, etc. This kind of example is more fully explored in the Print Literacy section, pages 133-135.

Example 7 (global understanding)

After using Hebrew Through Movement to introduce students to individual words or phrases of a prayer or blessing, it is important to recite the entire prayer. Students often have an “ah-ha!” moment at this time – something that they have sung, read or recited without understanding suddenly takes on meaning. [For a student explaining her new understanding of the *Shabbat* candle blessing, see the very end of <http://www.hebrewthroughmovement.org/shabbat.html>.] A Hebrew Through Movement prayer lesson can be followed (or even preceded) by a “regular” lesson (i.e., non-Hebrew Through Movement) on the prayer and its meaning.

PRINT-LITERACY STRAND

READING AND DECODING



PRINT-LITERACY STRAND

In part-time Jewish educational programs, students generally are taught to decode Hebrew – this is the process by which students *break the code* (literally) of a language that is foreign to them. They do this by identifying the sounds of a given word or phrase, letter-by-letter and vowel sign-by-vowel sign. **Decoding is a process generally devoid of meaning**; most of the language being “read” is not understood. On the other hand, **reading is a learned literary process through which a person gains meaning from the printed word**. Americans “read” English because, for years prior to formal print-exposure, they learned to speak and understand the language.

The advantage of learning *Hebrew Through Movement* is that students first gain oral language, much as a child learns his or her mother tongue, prior to being exposed to print. Thus, many Hebrew words don’t need to be decoded; they can actually be read.

It is important that this strand be introduced after students have completed at least three of the Foundational Units; these provide students with the necessary oral base.

The material in this section may be woven throughout many of the *Hebrew Through Movement* units (Foundational, Holiday, Synagogue, and Prayer). In comparison to a Unit whose lessons stand on their own, the print-literacy **strand** integrates into other units. Teachers need to determine what will work for their students, and themselves.

SIGHT WORDS

Before children are introduced to a formal Hebrew literacy program they could be exposed to Hebrew print in a variety of ways. Starting in preschool, children may come in contact with Hebrew print through labels, signs and images with authentic print. This helps children develop a perceptual base for recognizing and decoding Hebrew.

Children who have experienced Hebrew Through Movement can easily recognize sight words, i.e., words that they recognize by sight without knowing the sounds of each letter or vowel sign.¹⁹ This is a first step towards Hebrew print-literacy. Deliberate teaching of Hebrew sight words may start in kindergarten, or at any point after children have completed Level 3 of the Foundational Unit of *Hebrew Through Movement*.

Below are six suggested steps for teaching Hebrew sight words. The pace and number of sessions will vary with different groups. Note that all word cards for this curriculum may be downloaded and printed from: <http://www.HebrewThroughMovement.org>.

¹⁹ For children in North American, the word “Cheerios” on a cereal box becomes a sight word at a very young age, though yes, the bright yellow box offers a strong clue.

Step 1

Choose three word cards, each with the Hebrew word for an action command that is well-known to students.

- Hold up one word card²⁰ while saying and performing the command. Indicate that students should perform the command, too.
- Repeat this with the other two word cards, randomly alternating all three.
- Repeat several times.

For example: Hold up the card with the word לָקוּם and say the command.

Switch to לָלֶכֶת. Hold up the card and say the command.

Repeat with a third word card לַעֲצוֹר.

Step 2

- Hold up each of the word cards from Step 1, without giving the oral command.
- Watch to see if most students respond to the card.
- If the children do not respond, repeat Step 1.

Step 3

- When most of the children respond to the sight words, post them on the board and point to them instead of giving a verbal command.

Step 4

Introduce three new word cards

- Repeat Steps 1-3 with the new word cards.
- Continue to introduce three new word cards until most of the students recognize by sight a total of 9 -12 printed words.

²⁰ Some teachers find it easier to post the words to the wall or board and point; it saves fumbling for specific words.

Step 5

After the students recognize approximately 9 -12 sight words, begin to play games with the cards in the non-HTM lesson. Instructions and play will be in English.

- **The “What-Goes-Together” Game.** To play the game, put a selection of 9 -12 sight word cards on the board or distribute 9 -12 sight word cards to groups of children. If posted on the board, call up one student to group the cards into categories while the rest of the class watches. If children work in small groups, ask them collaborate to create categories with the words. Give the directions vaguely enough so as to allow the *students* (not the teacher) to devise various ways to categorize the words.

Ask students to explain why they chose to group the cards in the way that they did. Or, alternatively, ask other students to guess why they think the word cards were grouped together as they were. It is common for the students to identify possibilities that the teacher had not noticed.

Examples of groupings could be:

- Words that end with the same letter
- Words that have the same vowel signs or vowel sign patterns
- Words with a specific number of letters (2, 3, 4, 5)
- Words that are actions, names of students, objects

Repeat this activity a number of times so that students discover different ways of categorizing the cards.

- **Memory.** Have two of every Hebrew word card for each group of students playing. Alternatively, create cards so that half have the Hebrew and the other half has a photo representing the word²¹. Place all the cards upside down on the table and have each student turn over two cards during his or her turn. If the cards match, the student keeps the two cards and takes another turn. If the cards do not match, the student returns the cards to the table, upside down. [Note: You may play this with students creating matches and you reading the Hebrew. Or, you may ask the students to read the cards that they turn over and then match. The goal is not to have the children “break their teeth” over the reading of the words, but to read smoothly and/or notice similarities in words.]

Step 6

Students hold up a selection of HTM verb cards and give the directions to their classmates. When children easily identify these words, new groups of words should be introduced in sets of three. After initially working through the steps above, new words should be intermingled with words to which the students were exposed earlier.

²¹ For verbs, consider taking photos of your students doing the actions. The JECCMarketplace has HTM photo word cards that may be ordered (JECCMarketplace.com).

INTEGRATING HEBREW THROUGH MOVEMENT INTO THE LEARNING OF PRAYERS AND BLESSINGS

Hebrew Through Movement complements the learning of Hebrew blessings and prayers in a variety of ways.

- Students move, helping the brain create stronger memories of the meanings of core vocabulary, as well as of the correct pronunciation and rhythm unique to Hebrew.
- Students read, with the printed page beginning to take on meaning, as compared to senseless decoding.
- Students begin to identify words by sight, as well as better learn to distinguish letters and vowel signs.

This section includes a variety of activities that help students use what they know about prayers and blessings from their “recitation experiences” (chanting, reading and singing aloud) so as to better decode and/or read. Because the students need to move from sound to print, it is crucial that they have had prior experiences hearing the blessings and prayers recited many times, whether in worship services, in class, or in the car.

Sample Activities

These activities require that the teacher prepare different kinds of materials, depending on the activity:

- A collection of authentic objects used with the blessings or prayers (e.g., candlesticks, *matzah*, a *Kiddush* cup, a *m’gillah*)
- A collection of objects that illustrate words within the blessings or prayers.
- A collection of pictures of objects used for the blessings for each student.
- Sets of cards consisting of individual blessing words, blessing phrases and the complete blessings.

The JECC’s Teacher Center has many of these collections – of the blessings and prayers -- in card-size and large format (200pt font), as well as pictures. Check <http://JECCMarketplace.com>.

Sample activities for working with the print-versions of blessings

The following activities provide students with opportunities to review the blessings over wine, fruit (from trees) and vegetables (from the ground). The activities offered may be adapted to a wide variety of blessings and prayers.

Activity 1: Recognizing and identifying phrases the teacher reads

For the blessing that's being focused on, students will each need a set of cards consisting of

- Word cards
- Phrase cards
- The full blessing

Before moving into the full activity, use a word card to teach מילה. Use the phrase card to teach מילים. Reinforce as you would with any new HMT words. Then, have students start with the cards in their hands, and ask them to manipulate the cards with commands like this:



לְשִׁים אֶת הַפְּרָטִיסִים עַל הַשּׁוּלְחָן
לְהַרִים אֶת הַפְּרָטִיסִים עִם "בְּרוּךְ אַתָּה יי"
לְהַצְבִּיעַ עַל הַמִּלָּה "בְּרוּךְ"
עַכְשָׁיו לְגַעַת בְּכָל מִלָּה "בְּרוּךְ" וְלִקְרֹא
לְשִׁים אֶת הַפְּרָטִיסִים עִם "בְּרוּךְ אַתָּה יי" עַל
הַשּׁוּלְחָן

לְהַרִים אֶת הַפְּרָטִיסִים עִם "אֱלֹהֵינוּ מִלְּךָ הָעוֹלָם"
לְהַצְבִּיעַ עַל הַמִּלָּה "הָעוֹלָם"
וְעַכְשָׁיו לְגַעַת בְּמִלָּה "אֱלֹהֵינוּ"
לִקְרֹא אֶת כָּל הַמִּלִּים

לְשִׁים אֶת הַפְּרָטִיסִים עַל הַשּׁוּלְחָן עַל-גַּד "בְּרוּךְ אַתָּה יי" בְּצַד שְׂמֹאל

לְהַרִים "בּוֹרָא פְּרִי הַגָּפֶן"
לְהַצְבִּיעַ עַל הַמִּלָּה "פְּרִי"

לְשִׁים "בּוֹרָא פְּרִי הַגָּפֶן" עַל הַשּׁוּלְחָן עַל-גַּד "אֱלֹהֵינוּ מִלְּךָ הָעוֹלָם" בְּצַד שְׂמֹאל
לְהַצְבִּיעַ עַל כָּל מִלָּה בְּבִרְכָה וְלִקְרֹא

לְהַרְיֵם אֶת הַכֶּרְטִיס עִם הַמִּילָה "הַעֵץ"
עֲשׂוּ לְשֵׁם "הַעֵץ" עַל הַמִּילָה "הַגָּפֶן"
לְהַצְבִּיעַ עַל כָּל מִילָה בַּבְּרָכָה וְלִקְרֹא
לְהַרְיֵם אֶת הַכֶּרְטִיס עִם הַמִּילָה "הַאֲדָמָה"
עֲשׂוּ לְשֵׁם "הַאֲדָמָה" עַל הַמִּילָה "הַעֵץ".
לְגַעַת בְּכָל מִילָה בַּבְּרָכָה וְלִקְרֹא

Follow up this activity by calling on small groups and then individual students. Be sure to intersperse novel commands like:

לְהַרְיֵם "בְּרוּךְ אַתָּה יי" וְלִקְפֹּץ אֶל הַלוּחַ

Activity 2: Matching blessing phrases with actual items

Each student needs a set of *blessing* phrase cards and a set of corresponding picture cards.

Alternate holding up phrase cards, an authentic object or a picture of the object. Have the students hold up the item that matches, and then follow your command to say the entire *blessing*.

Sample Script, Version 1: *Students match the picture of the food with the print version of its corresponding blessing, or vocabulary/phrases within the blessing.*

Hold up an object or a picture and say the corresponding Hebrew word:

Wine

יין

לְהַרְיֵם אֶת הַבְּרָכָה " בּוֹרָא פְּרִי הַגָּפֶן."

לְבָרֵךְ עַל הַיַּי: " בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מִלְּךְ הָעוֹלָם בּוֹרָא פְּרִי הַגָּפֶן."

Apple

תפוח

לְהַרְיֵם אֶת הַבְּרָכָה "בוֹרָא פְּרִי הָעֵץ."

לְבָרֵךְ עַל הַתְּפוּחַ "בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מִלְּךְ הָעוֹלָם בּוֹרָא פְּרִי הָעֵץ."

Parsley, potatoes, anything that grows in the ground

Especially appropriate at Pesah. כַּרְפֵס

לְהַרְיֵם אֶת הַבְּרָכָה "בּוֹרָא פְּרִי הָאֲדָמָה".

לְבָרֵךְ עַל הַכַּרְפֵס "בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרָא פְּרִי הָאֲדָמָה".

Sample Script, Version 2: *Students match the picture of the food with the print version of its corresponding blessing, or vocabulary/phrases within the blessing.*

Hold up a phrase card. Ask the students to read to themselves the phrase on the card and then hold up the matching picture.

Tell students the Hebrew name of the matching object and then prompt them to recite all the words of the blessing.

לְקַרְוֹא אֶת הַמִּילִים

עֲשׂוּי לְהַרְיֵם אֶת הַתְּמוּנָה

לְבָרֵךְ עַל הַ_____ עִם כָּל הַמִּילִים, בְּרוּךְ...

Repeat with the other blessing phrases

Hold up an object and say . . . לְבָרֵךְ עַל . . .

Wait to see if any students name the object, and if not, name it yourself

לְבָרֵךְ עַל הַ_____

תְּפוּחַ

כַּרְפֵס

יין

לְהַרְיֵם אֶת הַבְּרָכָה.

לְקַרְוֹא אֶת הַמִּילִים

לְבָרֵךְ עַל הַ_____ עִם כָּל הַמִּילִים, בְּרוּךְ...

תְּפוּחַ

כַּרְפֵס

יין

Repeat with the other objects and pictures.

Sample Script, Version 3: *Students match the picture of the food with the print version of its corresponding blessing, or vocabulary/phrases within the blessing.*

Repeat the activity again, but this time randomly switching the request for the words or the picture.

Repeat the activity with small groups and individual students.

Activity 3: Reading blessing cards and matching them to corresponding pictures or actual objects

This activity offers individual students the opportunity to read words and match them to corresponding objects or pictures. The rest of the class is given an opportunity to agree or disagree with the student's selection.

In advance, print on cards the blessings that students know. In addition, place on a table or the wall objects (or pictures of objects) that correspond to the various blessings. For example, if working with the blessings noted earlier, have an apple, picture of a wine bottle and a vegetable or two. Ask students one at a time to take turns "blindly" choosing a blessing card and then to match the card to the corresponding object or picture.

For example,

חַיִּים, לְקַחַת בְּרִטִּיס עִם בְּרָכָה

לְקַרְוֹא אֶת הַבְּרָכָה

לְלַקֵּט מֵהָר * אֶל הַשּׁוֹלְחָן/לוּחַ עִם הַפְּרִטִּיס וּלְהַצְבִּיעַ.

**Be sure to vary the commands for each student.*

Point to the both the blessing card and the object that the student indicated, and ask the class to respond *yes* or *no* in Hebrew.

כּוֹלֵם, לְבָרֵךְ עַל הַ____, בְּרוּךְ. . .
כֵּן אוֹ לֹא?

All three of the activities above may be repeated with other blessings the students are learning.

Sample activities for working with the print-versions of prayers

This curriculum guide has already noted ways for Hebrew Through Movement to assist students in learning the meanings of words in blessings and prayers (see the Prayer Unit, earlier). But Hebrew Through Movement can also be used to help students practice decoding/reciting full prayers.

In the section that follows, examples of activities are provided using *Sh'ma* and *V'ahavta*. Again, it is assumed that students will have had prior experiences hearing the words of the prayers and reciting them.



Activity 1: Reviewing Hebrew letters and words

Each student will need a set of word and phrase cards, printed in an easily readable font. Say a word or phrase and have the students manipulate the cards according to the Hebrew Through Movement commands.

לְשִׁים אֶת הַפְּרָטִיסִים עַל הַשּׁוֹלְחָן

לְהָרִים אֶת הַפְּרָטִיסִים עִם הַמִּילָה "יִשְׂרָאֵל"

לְהַצְבִּיעַ עַל הַמִּילָה וְלִקְרֹא

לְשִׁים אֶת הַפְּרָטִיסִים עִם הַמִּילָה "יִשְׂרָאֵל" עַל הַשּׁוֹלְחָן

לְהָרִים אֶת הַפְּרָטִיסִים עִם הַמִּילָה "שְׁמַע"

לְהַצְבִּיעַ עַל הַמִּילָה וְלִקְרֹא

לְשִׁים אֶת הַפְּרָטִיסִים עִם הַמִּילָה "שְׁמַע" עַל-גַּד הַמִּילָה "יִשְׂרָאֵל" בְּצַד זְמִין

לְהָרִים אֶת הַפְּרָטִיסִים עִם הַמִּילָה "יְהוָה"

לְשִׁים אֶת הַפְּרָטִיסִים עִם הַמִּילָה "יְהוָה" עַל הַשּׁוֹלְחָן מִתַּחַת לַמִּילָה "שְׁמַע"

לְהָרִים עוֹד פְּרָטִיסִים עִם הַמִּילָה "יְהוָה"

לְשִׁים אֶת הַפְּרָטִיסִים עִם הַמִּילָה "יְהוָה" עַל הַשּׁוֹלְחָן מִתַּחַת לַמִּילָה "יְהוָה"

לְהָרִים אֶת הַפְּרָטִיסִים עִם הַמִּילָה "אֱלֹהֵינוּ"

לְגַעַת בָּאוֹת "א"

לִקְרֹא אֶת הַמִּילָה

לְשִׁים אֶת הַפְּרָטִיס עִם הַמִּילָה "אֱלֹהֵינוּ" עַל הַשּׁוֹלְחָן מִתַּחַת לַמִּילָה "שְׂרָאֵל"
לְגַעַת בַּמִּילָה "שְׁמַע" וְעִכְשָׁיו לְקַרְא אֶת כָּל הַמִּילִים
לְהַרִים אֶת הַפְּרָטִיס עִם הַמִּילָה "אֶחָד"
לְהַצְבִּיעַ עַל הָאוֹת "ד" וְלְקַרְא
לְשִׁים אֶת הַפְּרָטִיס עִם הַמִּילָה "אֶחָד" מִתַּחַת לַמִּילָה "אֱלֹהֵינוּ"
לְקַרְא אֶת כָּל הַמִּילִים*
וְעִכְשָׁיו לְשִׁיר**

** If the custom in your setting is to cover your eyes when saying Sh'ma, then add this command before the final command.*

לְשִׁים יָד עַל הָעֵינַיִם

***If this verb has not been already been used, follow the Hebrew Through Movement procedure for introducing a new verb before you begin this activity.*

Repeat this activity for the second line of *Sh'ma*, as well as phrases from *V'ahavta*.

Activity 2: Reinforcing the student's visual discrimination skills.

Use one set of word cards for *Sh'ma* (both lines). Have each student work with one or two cards.

חַיִּים, לְקַחַת פְּרָטִיס (וְעוֹד פְּרָטִיס)

Repeat for all students

לְהַרִים פְּרָטִיס עִם הָאוֹת "א"

לְהַצְבִּיעַ עַל הָאוֹת "א"

עִכְשָׁיו לְקוֹם וְלִלְכֹת מֵהַר אֶל הַלְיוֹחַ עִם הַפְּרָטִיס

Call on the students individually to read the word on their card.

שָׂרָה, לְקַרְא אֶת הַמִּילָה

Ask the rest of the class

מִילָה עִם "א" - בְּן אוֹ לֵא?

Repeat for other students with the same target letter. Use a variety of commands to have the students return to their seat with their card.

לְשִׁים אֶת הַפְּרָטִיס עַל הָרֵאשׁ

וְעִכְשָׁיו לְקַפּוֹץ אֶל הַפֶּסֶא

לְשִׁים אֶת הַפְּרָטִיס עַל הַשׁוּלְחָן

לְשֶׁבֶת בְּמָקוֹם

Choose another target letter and repeat the sequence of commands with appropriate variations. Be sure the students do not move until you have spoken the command.

Activity 3: Putting the individual word card or phrase cards in the proper order.

כּוֹלֵם לְקַחַת פְּרָטִיס

לְלַכֵּת אֶל הַלוּחַ

לְסַדֵּר אֶת הַמִּילִים

לְקַרֵּא אֶת כָּל הַמִּילִים

וְעִכְשָׁיו לְשִׁיר



The photo is from a session that combined print literacy of select words of the Sh'ma, as well as colors (e.g., "point to Yisrael that's the color yellow").

ASSESSMENT OF LEARNING



ASSESSMENT OVERVIEW

So much that happens in part time Jewish education is not evaluated; we teach, but do not check often enough for individual student understanding. However, because Hebrew Through Movement uses physical techniques, it is easy enough to assess students by observing their responses to Hebrew commands. In addition, there are ways to watch the progress of specific groups of students, as well as evaluate one's growth as a teacher.

This section includes a number of forms:

- *Progression of Vocabulary Attainment* – Page 149 offers a chart for teachers to track learning from week-to-week, offering a perspective on the group's pacing. The form would be helpful to the next year's teacher, as well, providing a listing of vocabulary covered.
- *Comprehension Check List* (a sample on page 151 and a blank document on page 153) – By creating a checklist of words used in class, it's possible to ask another teacher, a *madrich/ah* or friendly supervisor to observe a session and "check-off" the words for which individual students demonstrate understanding. This is a great double-check for your guestimate that 65% of the students have learned specific vocabulary.
- *Goal Progression* (page 155) – The list of goals, divided according to the three phases of HTM learning, helps a teacher see when and how to make future lessons more sophisticated. These goals are also discussed on pages 19-20.
- *Integration of Learning Principles* (pages 157-159) – This rubric helps a teacher see how well s/he is integrating the learning principles that shape good HTM teaching. For a deeper discussion of the principles, see pages 21-23. And for an explanation of the rubric, see pages 23-24.

Other assessment techniques are encouraged, as well. Feel free to enter into discussion with HTM teachers regarding the use of these materials on the Hebrew Through Movement Facebook group "Hebrew Moves Me."

Hebrew Through Movement: Progression of Vocabulary Attainment

YEAR _____

Class or Group _____ Teacher's Name _____ Grade Level(s) _____

Week of <i>(note the date)</i>	Level Number or Unit Name	New Verbs	New Nouns	New Adjectives/ Adverbs	Other Vocabulary	Notes <small>[Use the back of this page for additional comments]</small>

NOTE ON BACK: Questions, comments, issues, successes! (date each entry)

Hebrew Through Movement

Sample Comprehension Checklist

Date _____

Student Name						
Word						
לְקוּם						
לְשֹׁבֵת						
לְלַכֵּת						
לְעָצֹר						
לְקַפֵּץ						
לְהִסְתּוֹבֵב						
לְאֵט						
מֵהָר						
בְּמָקוֹם						
פּוֹלֵם						
'קְבוּצָה א						
'קְבוּצָה ב						
(ה) דָּלֵת						
(ה) שׁוֹלְחַן						
(ה) כְּסֵא						
(ה) מוֹרָה						
(ה) מְדַרְיָד						
(ה) לוּחַ						
(ה) חֲלוֹן						
(ה) רְצָפָה						

Observer _____

Hebrew Through Movement Goal Progression

Teacher _____ Group of Students _____ Year _____

	Novice	Emerging	Proficient
Phase 1 The students are able to:			
• Follow single commands			
• Follow two commands			
• Manipulate objects within the classroom			
• Respond correctly to some holiday and synagogue vocabulary			
• Reverse roles with the teacher and begin to offer commands of their own			
Phase 2 The students are able to:			
• Follow more complex commands			
• Integrate holiday and classroom themes with Hebrew Through Movement commands			
• Respond וְ and אֲלֵ to simple questions or commands			
• Offer some novel responses when giving commands*			
• Integrate Jewish value words with Hebrew Through Movement commands			
Phase 3 and beyond The students are able to:			
• Extend all of the above, with the addition of literacy activities			
• Follow more complex chains of commands			
• Respond to commands with masculine and feminine adjectives			
• Expand role reversal			
• Use their Hebrew Through Movement knowledge of Hebrew to better understand Jewish prayers and rituals			

* 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 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"> • Consistent use of English • English used for translating and giving commands; questions 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 students' advantage. • Props are easily accessible within the space. • Supporting art/pictures/words are hung around the room.
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 <i>madrihim</i> or teachers in the room when giving commands. 		<ul style="list-style-type: none"> • Uses a variety of groupings (קבוצה א. ב. students wearing a specific color) regularly. • Includes other educators & madrichim. • 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 prayers/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 prayers/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. • 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 pronounced correctly, or grammar is incorrect. 		<ul style="list-style-type: none"> • Introduces no more than three new words per set. • Introduces new vocab combined with previously 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>Classroom 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 students 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 students 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 class or not ready when students arrive or class is ready to begin. 		<ul style="list-style-type: none"> • Clearly organized with a detailed script. • Facilitator has reviewed new words and concepts. • Ready to teach when the students arrive or class 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