HEBREW THROUGH
MOVEMENT

Originally developed as a complement to the JECC’s curriculum,
Lasim Lev: Sh’ma and Its Blessings, plus Kiddush

Jewish Education Center of Cleveland

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INTRODUCTION TO USING
HEBREW THROUGH MOVEMENT WITH PRAYERS AND BLESSINGS

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

A few things to note:

- At the stage of language that Hebrew Through Movement operates, students will never fully be able to understand all the Hebrew words and phrases of a blessing or prayer. But they can be introduced to enough vocabulary so that the blessing begins to take on meaning.

- To work with the prayers and blessings, students need to have completed Foundational Level Five in the curriculum guide (available for free download from the home page of: HebrewThroughMovement.org). This level of learning provides the basic vocabulary to introduce and reinforce the complicated language of Hebrew prayers. Core commands that will be helpful include:

  - קָוֵם get up
  - לֹכֶתָּאֶל walk to
  - לֶפֶךְוָוָאֶל jump to
  - נְצָבִיתָעֲל point to
  - כָּבָּה take
  - הַצָּעֵד touch
  - הוֹרִיד raise up
  - הָרְוָרִית lower
  - שִים put (the)(a) on

- Most of the time, HTM focuses on individual words, but at times an entire phrase is offered as the object of a command.

- Note that the JECC develops curriculum in response to the needs of local Cleveland congregations. After evaluation and revision during a pilot year, our materials are then shared nationally. The Hebrew Through Movement lessons are embedded into two JECC prayer curricula:
  - Lasim Lev (a focus on the Sh’mah and its Blessings, plus Kiddush)
  - Lakum...La’amod (a focus on the Amidah, plus V’ahavta)

1 Teachers gain the basic skills for working with Hebrew Through Movement through the 10 hour online-seminar offered by the Jewish Education Center of Cleveland: http://www.hebrewthroughmovement.org/online-seminar-registration.html
Both are available for free download from JECCMarketplace.com. If your program needs a specific prayer, blessing, or vocabulary that is not included, use the general template provided in these lessons to create your own.

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

Three teaching tips:
• Teachers are welcome to introduce vocabulary from this guide in any order they wish BUT it is helpful to complement student learning with words that match the current focus of their t’fillah class. Thus, if you are a Hebrew Through Movement teaching specialist, be sure to stay in contact with the classroom teacher so you choose the most helpful vocabulary, weekly.
• Remember to start each lesson with a review of past vocabulary. This review should contain words students have already learned that will assist in the rest of the lesson. For instance, if you know students will be touching objects (לֶגַעַת בָּאָה) and picking them up (לְהָרִים אֲתָה), include those verb forms in the review.
• Anytime you complete a Hebrew Through Movement lesson based on a prayer, blessing or ritual, end your session by helping your students recite the actual blessing. This creates immediate and strong reinforcement between the vocabulary just learned and the actual prayer.
Note that this is not an easy unit because the language of והлюбת is more complex than some others; you should choose the words/phrases you work with carefully. This prayer has been saved for the end of the second year students work with prayers and blessings.

Make sure to recite the section of והлюбת covered after each HTM class session.

Vocabulary options for HTM are indicated in red:

ondrous \( \text{ךָיְהוָּּּּהַָּּּאֱלֹהֶיךָ} \) at the end of a word is singular – referring to one “you.” But \( \text{ךָיְהוָּּּּהַָּּּאֱלֹהֶיךָ} \) at the end of a word is plural – referring to many people as “you.”

Students have had elements of these two phrases before, but not put them together into a meaningful sentence. Note that \( \text{ךָיְהוָּּּּהַָּּּאֱלֹהֶיךָ} \) at the end of a word is singular – referring to one “you.” But \( \text{ךָיְהוָּּּּהַָּּּאֱלֹהֶיךָ} \) at the end of a word is plural – referring to many people as “you.”

Take the word יוהוراه from page 9 (one of the RESOURCE SHEETS). Hold it close to you, point to yourself and say יוהוراه (make sure to point to yourself when you say the last syllable of יוהוراه). Then give the card to a student, point to the student and say יוהוراه (especially point to the student, indicating “you” when you say the last syllable of יוהוراه). Pass the word card to individual students, point to them and say יוהוراه.

(con’t)
Then, have several students hold the word card יְיָָּוהֵיכֶם. Point to all of them and say יְיָָּאֱלֹהֵיכֶם – make sure to point to all of them (you, plural) when you say the last syllable of יְיָָּוהֵיכֶם. Repeat with other students. You can point to a few students, call their names and say, מִרְָּיָָּם וִדָּוְָּשָּר - point to a few students (your name, plural) when you say the last syllable of אֱלֹהֵיכֶם.

לְבִָּבִּים (your heart) •

Use the heart on the RESOURCE SHEET, below page 11. Using foundational commands, have the students interact with the heart (לב) – but note that the word “my heart” is לָּבִּים so you don’t want to introduce this phrase. In addition, offer commands similar to the suggestions for יָָּוהֵיכֶם, above.

לָּבִּים על
לָּבִּים ב
לָּבִּים את ה
לָּבִּים את ה

בְּשִבְתְךָָּבְבֵיתֶךָ (in your sitting in your house) •

Use the command בְּשִבְתְךָָּבְבֵיתֶךָ in some of your review. Then, using any of the pictures or student actions of sitting, connect בְּשִבְתְךָָּבְבֵיתֶךָ with the word בְּשִבְתְךָָּבְבֵיתֶךָ - emphasize the letter/sound similarities. You might slip into English to explain the prefix and suffix in בְּשִבְתְךָָּבְבֵיתֶךָ. [Note that the t’fillah teacher will focus on the prefixes and suffixes, too.]

Use the pictures in the RESOURCE SHEETS to illustrate בְּשִבְתְךָָּבְבֵיתֶךָ (pages 13-17) and בְּשִבְתְךָָּבְבֵיתֶךָ (pages 19-27). With some of these pictures, also ask בְּשִבְתְךָָּבְבֵיתֶךָ - כְּאִלְּאַ לָּא ? Have students interact with these pictures using foundational commands.

לָּבִּים על
לָּבִּים ב
לָּבִּים את ה
לָּבִּים את ה

בְּלֶכְתְךָָּבְבֵיתֶךָ (in your going/walking) •

Use the command בְּלֶכְתְךָָּבְבֵיתֶךָ in some of your review. Then, using any of the pictures or student actions of walking, connect בְּלֶכְתְךָָּבְבֵיתֶךָ with the word בְּלֶכְתְךָָּבְבֵיתֶךָ - emphasize the letter/sound similarities. You might slip into English to explain the prefixes and suffix in בְּלֶכְתְךָָּבְבֵיתֶךָ. [Note that the t’fillah teacher will focus on the prefixes and suffixes, too.]
(in your getting up, i.e., arising in the morning) •
Use the command יַכְַוֶּ in some of your review. Then, using any of the pictures or student actions of standing up, connect יַכְַוֶּ with the word יַכְַוֶּ - emphasize the letter/sound similarities. You might slip into English to explain the prefixes and suffix in יַכְַוֶּ. [Note that the t'fillah teacher will focus on the prefixes and suffixes, too.]

(when you rise up)

(on your hand) •
(when you stand up)

(between your eyes) •

Students will know יַכְַוֶּ from a very early Foundational Unit. However, the phrase יַכְַוֶּ doesn’t mean “next to,” but rather “on your arm.” It refers to the t'fillin that some Jews wear on their arm and head in morning worship.

In your review, re-introduce some parts of the body, including יַד and עֵינַיִם. Give each student a small number of objects that they know the names of (pencil, marker, candlestick, etc). Use a variety of commands that will have them individually putting these in a variety of places including יַכְַוֶּ and יַכְַוֶּ.

(brought you out of the land of Egypt) •

Start by teaching/reviewing the word for: the land of Egypt אֶרֶץ מִצְרַיִם - there are pictures in the RESOURCE SHEETS to help you (below, pages 37-47). The word מִצְרַיִם is also a review from קִדֶּשׁ.

Use Foundational commands, as well as the pictures in the RESOURCE SHEETS to teach this phrase as a whole - יַכְַוֶּ (note that this is saying “I brought you out” – the word “I” refers to God).
יְהוּדָהּ בִּלְדָּתָהּ אֲלָחֳיָהּ יִנַּאֲלָחִים
“SITTING BULL”
(Ta-Ton-ka-Iyo-ton-ka)

The Sioux chief in command at the Custer Massacre.

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https://upload.wikimedia.org/wikipedia/commons/d/d1/Sitting_Bull_by_Goff,_1881.png
https://c1.staticflickr.com/9/8530/8505326029_c2c9a6b9a4_b.jpg
https://upload.wikimedia.org/wikipedia/commons/e/e1/The_Langford_Family_in_their_Drawing_Room_1_by_James_Holland_RWS.jpg
https://cbschicago.files.wordpress.com/2012/11/emanuel-obama-white-house-1116.jpg
בשבתה בברית

https://upload.wikimedia.org/wikipedia/commons/9/9a/High_chair.jpg
לא בישבתך ביבנה.
https://i.ytimg.com/vi/zFi9NZV6L_0/maxresdefault.jpg
Eretz Bet Yehuda
https://upload.wikimedia.org/wikipedia/commons/6/6c/Egypt.Giza.Sphinx.02.jpg
הויצאת אָהֲבֶת מֵאֶרֶץ מִצְרַיִם
https://upload.wikimedia.org/wikipedia/commons/0/0b/Book_of_Exodus_Chapter_15-7_(Bible_Illustrations_by_Sweet_Media).jpg
לא הוזעתי אתכם מאורץ מישראל

http://s0.geograph.org.uk/photos/49/02/490223_3433934b.jpg
לא הוזאתו אתכם מאורץ מצרים.
לא הוזאטי אתכם מארצכם מצרים