

HEBREW THROUGH MOVEMENT

מִי כְּמִכָּה



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).¹ This level of learning provides the basic vocabulary to introduce and reinforce the complicated language of Hebrew prayers. Core commands that will be helpful include:

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

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

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

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

This guide contains:

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

Three teaching tips:

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

Make sure to recite the blessing **מי כמכה** after each HTM class session.

Vocabulary options for HTM are indicated in red:

Evening מי כמכה

מי כמכה באלים !!
 מי כמכה נאדר בקדש,
 נורא תהילת עשה פלא.
 מלכותך ראו בניך
 בוקע ים לפני משה ומרים
 זה אלי ענו ואמרו
 !! ימלך לעלם ועד.

Morning מי כמכה

מי כמכה באלים !!
 מי כמכה נאדר בקדש,
 נורא תהילת עשה פלא:
 שירה חדשה שבחו גאולים
 לשמך על שפת הים
 יחד בלם הודו והמליכו ואמרו:
 !! ימלך לעולם ועד.
 ברוך אתה !!, גאל ישראל.

• לשים לב (pay attention)

REVIEW FROM PREVIOUS *LASIM LEV* LESSONS: Give a series of commands (stand up, sit down, walk, etc) and then stop and say לשים לב which will cue the students to stop, look at you and pay attention.

• מי כמכה (who is like You?)

Start by introducing מי, who? Post on the board or wall a variety of photos of people that are known to the students (perhaps those in the class, around your congregation or celebrities). Before class, cover each photo with a sheet of paper that has a question mark on it. Point to the question mark and ask מי? Lift up the top sheet and say, "Oh" and name the person. Do this a few more times. Then have a child come to the board (jump, spin, walk, whatever) and point to a question mark; ask מי. Indicate that the child should lift the question mark (להרים) and say who it is. You could also point to a child and ask מי, with the other students responding by telling the name of the child.

Then, show the Hebrew of מִי כְּמִכָּה (on a poster, or from page 13, below) and read what it says. Then, show the English of “Who is like you?” (page 13, below). Have the students interact with the cards (lift them, put one on top of the other, point to them, put them on the table or under a chair, etc). Mime that these two are the same –point to “who” and ask “מִי”. Read one and then the other, putting them together.

• אֱלֹהִים (gods)

In the שְׂמַע lesson of *Lasim Lev*, students had a segment on “many gods” as compared to One God, יְהוָה. Use the god-illustrations from that lesson, point to them and say אֱלֹהִים. Invite students to come up and point to them, lift them, jump to them, sit on them, etc. The photos used are here:

- sun-god <http://tinyurl.com/ptez5cn>)
- snake-god <http://tinyurl.com/p7fnco>)
- wooden idol <http://tinyurl.com/nhhk539>)

Put the יְהוָה wordcard (below, within the Resources section) in the midst of the god-pictures and say יְהוָה בְּאֱלֹהִים. Take the word out and say יְהוָה לֹא בְּאֱלֹהִים.

Have a student or two come up to the Hebrew poster of מִי כְּמִכָּה and point to, or touch יְהוָה and בְּאֱלֹהִים. As a class, read the first line of this blessing together, especially pointing out the last two words. You could also indicate, again, the word “gods” and point back and forth to the god pictures you have in the room.

• יְהוָה (God)

REVIEW FROM PREVIOUS *LASIM LEV* LESSONS: Show a card that has the name of God on it (see page 11, below). Show the card and use the Foundational commands as students work with it.

לְהַצְבִּיעַ עַל _____
 לְגַעַת בְּ _____
 לְהַרְיֵם אֶת הַ _____
 לְהוֹרִיד אֶת הַ _____

• יָם (sea)

Use a variety of sea pictures (pages 15-23, below) to illustrate this word.

- the sea יָם
- the shore (the edge of the sea) שְׂפַת הַיָּם – morning version
- splitting of the sea בּוֹקֵעַ יָם - evening version

• לעולם ועד

REVIEW FROM בָּרְכוּ and שִׁמְעוּ: Command students to “sit-stand” (a down-up sequence)

לְשֹׁבֵת ... לְקוּם

לְשֹׁבֵת ... לְקוּם

לְשֹׁבֵת ... לְקוּם

And then command:

לְשֹׁבֵת לְקוּם לְעוֹלָם וָעֶד...

[“forever and ever”] Then YOU do something that shows it’s forever... for example, as the students are going down-up, down-up “forever,” you sit at your desk, open a book and read.

מי כמכה Evening

מי כמכה באלים יי
 מי כמכה נאדר בקדש,
 נרא תהילת עשה פלא.
 מלכותך ראו בניך
 בוקע ים לפני משה ומרים
 זה אלי ענו ואמרו
 יי ימלך לעלם ועד.

מי כמכה Morning

מי כמכה באלים יי!
 מי כמכה נאדר בקדש,
 נרא תהילת עשה פלא:
 שירה חדשה שבחו גאולים
 לשמך על שפת הים
 יחד כלם הודו והמליכו ואמרו
 יי ימלך לעולם ועד.
 ברוך אתה יי, גאל ישראל.



מי

מי

מי

מי

יהוה

BELOW: Make a few copies of this page on cardstock and cut apart the two phrases, so you have cards with the English version, and other cards with the Hebrew.

מי כמך

WHO IS LIKE YOU?



<http://www.silkroadreporters.com/wp-content/uploads/2014/08/caspian-sea-energy-oil-russia.jpg>



<http://img.carapedia.com/images/article/laut.jpg>

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http://pixabay.com/p-86425/?no_redirect



<http://www.naturallyamazing.com/americasparks/5041.jpg>

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[http://upload.wikimedia.org/wikipedia/commons/2/27/Book_of_Exodus_Chapter_15-6_\(Bible_Illustrations_by_Sweet_Media\).jpg](http://upload.wikimedia.org/wikipedia/commons/2/27/Book_of_Exodus_Chapter_15-6_(Bible_Illustrations_by_Sweet_Media).jpg)

