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:

  - קפום get up
  - הלכתי אל walk to
  - קפוף אל jump to
  - הצבתי על point to
  - קפה take
  - געת ב touch
  - הוריד את raise up
  - הוריד את lower
  - קפום על 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 (לָג ע ת ב) and picking them up (לְהָרִים א ת), 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 מִי כָּמָה after each HTM class session.

Vocabulary options for HTM are indicated in red:

**Evening** מִי כָּמָה

מִי כָּמָה בָאֵלִים יִהוָה
מִי כָּמָה נֶאְדָּר בָּקֶשׁ
נֶאְדָּר תְּהִילָת עֲשָׂה פָּלֶג
בָאֵלִים זֶמַּה מַעָשַׂה וּמְרוּם
זֶה אֲלֵי עָנוּ אֲמַרְוּ
יִנְיֵֽו וּלְעָלָם וּלְעָלָם

**Morning** מִי כָּמָה

מִי כָּמָה בָאֵלִים יִהוָה
מִי כָּמָה נֶאְדָּר בָּקֶשׁ
נֶאְדָּר תְּהִילָת עֲשָׂה פָּלֶג
שִׁירָה מַרְבָּעָה שִׁבַּחְוּ גְּאוּלִים
לְשִׁמְךָ לְשִׁמְךָ יָם
יִזְגָּל הָדוֹד וְהִמְלִיכוּ וְאָמְרִו:
יִמְלֵךְ לְעָלָם וָעֶד
בְּרוּךְ אַתָּה יְיָ אֵלָי יִשְרָאֵל.

(ליִשְׂיָֽים לֵב) •

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

(מִי כָּמָה) •

Start by introducing מִי , 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 מִי? 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 מִי. Indicate that the child should lift the question mark (לְהָרִים) and say who it is. You could also point to a child and ask מִי , with the other students responding by telling the name of the child.
Then, show the Hebrew of מִי כָּמְכָה (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 כָּמְכָה. Read one and then the other, putting them together.

In the lesson of Lasim Lev, students had a segment on “many gods” as compared to One God, יהוה. Use the god-illustrations from that lesson, point to them and say אלים. 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/p7fknco
- wooden idol http://tinyurl.com/nhhk539)

Put the יהוה wordcard (below, within the Resources section) in the midst of the god-pictures and say יהוה אלים. Take the word out and say יהוה לאלים.

Have a student or two come up to the Hebrew poster of מִי כָּמְכָה and point to, or touch יהוה and אלים. 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.

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.

Use a variety of sea pictures (pages 15-23, below) to illustrate this word.
- the sea ים
- the shore (the edge of the sea) שְפַר ים – morning version
- splitting of the sea בּוֹקֵע ים - evening version
Command students to “sit-stand” (a down-up sequence)

לָשֶׁבֶת ... לָקוּם
לָשֶׁבֶת ... לָקוּם
לָשֶׁבֶת ... לָקוּם

And then command:

לָשֶׁבֶת ... לָקוּם לָשֶׁבֶת לָקוּם...

[“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.
Evening סודה

מי שֵּׁם לִפְנֵי שֶׁה וּמִרְיָם
בָּאוּ בָּאֵלִים יְיָ
נֶאְדָּר בּ קּ דֶשׁ
בֹּקֵעַ יָם לִפְנֵי מְשָה וּמִרְיָם
וֹרָא תְהִילֹת עֵשֶׂה פֶלֶא
זֶה אֵלִי עָנָו אָמְרוּ
וְיִמְלֹךְ לְעָלָם וָעֶד.

Morning סודה

מי שֵּׁם לִפְנֵי שֶׁה וּמִרְיָם
בָּאוּ בָּאֵלִים יְיָ
נֶאְדָּר בּ קּ דֶשׁ
בֹּקֵעַ יָם לִפְנֵי מְשָה וּמִרְיָם
וֹרָא תְהִילֹת עֵשֶׂה פֶלֶא
שִׁירָה חֲדָשָׁה שִׁבְחוּ גְאַוִּים לְשִׁמְךָ עָלָם וָעֶד
שִׁירָה חֲדָשָׁה שִׁבְחוּ גְאַוִּים לְשִׁמְךָ עָלָם וָעֶד
בְּרוּךְ אָתָה יָיִן גַּאֲלִי יִשְׁרָאֵל.

ברוך אתה יי, גאל ישראל.
מי כמך
בניך
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.

מִי כָּמָה

WHO IS LIKE YOU?
http://pixabay.com/p-86425/?no_redirect
http://www.naturallyamazing.com/americasparks/5041.jpg