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# Hebrew Through Movement



A curriculum developed by  
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Cleveland, OH

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And to the participants in the 2018 Master Teacher certification seminar.

**The 2023 edition uses knowledge gained since 2018 on challenges faced by HTM teachers implementing Hebrew Through Movement. Changes include:**

- Clearer organization
- Clearer explanations
- Two separate introductions – one for teachers and education directors/supervisors and one for education directors/supervisors alone
- A “Script Planning Worksheet”
- A completely new Foundational Level 10, with words that enrich teaching the Print-Literacy Strand.
- Holiday Unit revisions:
  - Instead of “levels” there are now “options” that may be taught in any order.
  - Some holidays have new vocabulary.
  - Judaic and Hebrew background information is provided.
- Suggestions for introducing new words
- More scripts (lots more!)
- Opportunities for students who know the AlefBet to *read* HTM Hebrew with understanding
- Changes in the wording of these phrases used in previous editions:
  - 65% of the students – changed to “2/3” of the students
  - Novel commands – changed to “unexpected or unusual” commands
  - Model – in a number of cases, this word was changed to “demonstrate”
- Details on how to achieve each of the three HTM teacher certification levels

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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. Since 2002, Hebrew Through Movement (HTM) has been bringing laughter and smiles to the learning of Hebrew across North America. And, because of its kinesthetic nature, Hebrew is sticking deeply in the *kishkes* of its learners.

Hebrew Through Movement is an adaptation of James J. Asher's Total Physical Response (TPR).<sup>1</sup> TPR was designed by Asher as the foundation of a full language learning program, but it has also been effective in situations with limited language goals, like part-time/synagogue educational programs. Hebrew versions of Total Physical Response are used in Jewish day schools, camps, early childhood and part-time/synagogue educational programs. HTM builds the sounds of Hebrew in the ears and hearts of learners, making it a key part of sound-to-print learning that is the foundation of the #OnwardHebrew initiative (<http://OnwardHebrew.org>).

The curriculum for Hebrew Through Movement (HTM) starts by introducing common Hebrew verbs and nouns. In part-time Jewish educational settings, its ultimate goal is developing understanding of the prayers in our *siddur*, as well as synagogue and Jewish life vocabulary. In other settings (early childhood, day schools and camps<sup>2</sup>), HTM offers beginning steps toward modern Hebrew language learning.

Hebrew Through Movement was developed by faculty at the 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 the target language. Hebrew Through Movement is supported by research on brain-based learning, providing an aural, visual and kinesthetic foundation that opens the door to easier Hebrew decoding and reading.

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

They learn by moving and doing.

They learn in an environment of positive emotional support.

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

They learn when they can progress at a comfortable 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

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<sup>1</sup> 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*, 7<sup>th</sup> 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.

<sup>2</sup> A guide specifically for Jewish camps may be downloaded at no cost from the homepage of <http://HebrewThroughMovement.org>.

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 speak aloud in a Hebrew Through Movement lesson. Rather, the teacher offers Hebrew 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.

Prior to the 2020 Covid-19 pandemic, Hebrew Through Movement was taught only in-person. However, the need to be physically distant during the international health crisis forced the adaptation of HTM to virtual teaching environments, most often on Zoom. A curriculum guide for virtual learning was developed in the summer of 2020 and posted to the homepage of [HebrewThroughMovement.org](http://HebrewThroughMovement.org). Yes, HTM taught online is successful, but more so is the shared energy of in-person learning.

The HTM curriculum, in any form, is a guide and not a recipe or blueprint. HTM works best when it is responsive to specific individuals, groups and settings. Teachers 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 titled, "Curious? Click for a Quick Overview" on <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 to teach core Hebrew vocabulary of two lines of the Four Questions. Know that at the end of the recording session, when the video camera was turned off, 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 superpower!*

## What Teachers and Directors Need to Know

### ... about Hebrew Through Movement

Hebrew Through Movement is based on the premise that we can teach more effectively if we follow the process by which infants learn 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. Babies are not expected to respond orally in the first year or so of life – there is a long silent period before the child speaks their first words and 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, a kiss good-bye, and wish her a good trip”).

Based on many of the same principles by which a baby learns his or her native language, Hebrew Through Movement is:

- *Playful* – Students enjoy and have fun learning with HTM.
- *Experiential* – In addition to movement, rich experiences are provided through use of props/objects and pictures.
- *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, לָקוּם) which means that children do not have 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 unexpected or unusual commands. Ideally, they should not be able to anticipate the teacher’s next steps.
- *Systematic* – New terms are introduced in a 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 new teacher, click the video link on the top right side of this webpage: <http://www.hebrewthroughmovement.org/background.html>.

**Teachers** - this video quickly and clearly offers you an overview of HTM.

**Directors** - this video helps you learn strategies to support your teachers.

**... about the timing of Hebrew Through Movement in Jewish educational settings**

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 learning, 15 minutes at a time, moves students along comfortably. On the other hand, HTM scheduled every other week or monthly is NOT recommended – there is too much time between learning blocks for learners to progress.

**... about young learners and Hebrew Through Movement**



People learn more easily in an atmosphere that is joyful and low-stress. In Hebrew Through Movement, the teacher does not correct mistakes, but simply demonstrates the correct response. 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.

**... 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 a command directed to

- one male קום
- one female קומי, or
- a group קומו

While at first it may seem awkward to use the infinitive (לְשׁוֹבֵת), this verb form is frequently used in Israeli exercise classes and in other settings. The infinitive prevents embarrassment (“I don’t remember if that word is for a boy or girl. Do I move or not?”) and doesn’t assume gender identities. It makes good use of learning time since, in once or twice a week sessions of HTM, it would be impossible to learn the specifics of verb conjugations and the gendered agreement of nouns and adjectives.

Infinitives, used in command form, are combined with nouns, for example:

Run to the door. לְרוּץ אֶל הַדְּלֵת

Point to a book. לְהַצְבִּיעַ אֶל סֵפֶר

Stand up and jump to the window. לְקוּם וּלְקַפוֹץ אֶל הַחַלּוֹן

**... about the learning principles behind Hebrew Through Movement**

Dr. Lifsa Schachter, creator of HTM, has said that, “There are different kinds of Hebrew (Biblical, prayer, communicative/modern, etc.) and there are a variety of great teaching methods (immersion, games, songs, etc.). All are valid. But, if one is teaching Hebrew Through Movement, it is important to follow certain learning/teaching principles for each 15-minute lesson.” The principles ask that HTM teachers:

1) Prepare for learning by thinking through and writing a lesson plan called a “learning script.” HTM teachers:

- Develop lesson scripts/plans by using the script planning worksheet (see pages 179-184).
- Gather props and pictures. Place them in a convenient spot for use during the lesson.
- Pre-plan the timing and pacing of the lesson.

2) Create a rich learning environment. HTM teachers:

- Have props/objects, pictures and other items at hand.
- Speak Hebrew! Unless there is a safety concern or emergency, plan to teach lessons fully (100%) in Hebrew. This means thinking through in advance how to illustrate new vocabulary through actions, props or pictures. Yes, there may be a few times when an English translation is needed (like when teaching a Hebrew-phrased *concept* in a prayer or blessing – this is best done in English prior to the start of the HTM lesson). Really, most lessons can be taught 100% in Hebrew.
- Use authentic props (the “real thing”) as much as possible. These might be ritual objects (a *lulav*, a *hanukkiyah*), items in the room (chair, book, pencil), or anything else that can be held or pointed to. If it is hard to find a hands-on prop, feel free to print pictures. You might:

- Place photos of HTM words around the room, perhaps with the Hebrew words typed on them.

*Before you search for photos, check each unit’s tab on HebrewThroughMovement.org to see if photos already exist. These Sukkot pictures may be downloaded and printed from the tab “Holidays” >> “Sukkot.”*



- Move to a location in the building that matches the vocabulary. For example, a class that is learning about items in the synagogue would ideally have their lesson in that space. If that is impossible to schedule, ritual items could be brought to class (a Torah scroll, *tallit*, *siddur*) OR photos placed around the room.

3) Set a playful and safe tone in the classroom. HTM teachers:

- Explain in English before the first lesson:<sup>3</sup>
  - What you will do – for example, “I will speak in Hebrew and show you what the word means.”
  - What learners will do - “You should watch me, listen to me, and show me you understand what I just said. If I say ‘jump’ in Hebrew, then you jump when you hear that word.”
  - What they will not do – “Do not repeat the Hebrew aloud; just follow the command I give you.”

Tell them that it is okay to look to other children if they cannot remember what to do. Emphasize that learning Hebrew will be fun!

- Smile, laugh and be upbeat.
- Use unexpected commands, as appropriate (“Put the paper under the door” or “Sit under the table”).
- Do not make a child feel badly if they make a mistake.
- Shift immediately to English if a safety issue arises. Otherwise, stay in Hebrew.

4) Follow a three-part learning progression. HTM teachers:

- Review words children already know. Where possible, offer new (and fun) commands they might not have heard before.
  - For example, if children learned the Hebrew word for “book” in an earlier lesson, in the review segment have two children each place a book by the window and then have everyone jump over to one of the books.
- Introduce three new terms, either verb-commands, nouns or adjectives.
  - Teach/model new vocabulary in sets of three.
    - Too many new words may be hard to remember.
    - Too few items do not help learners to think (i.e., with only two choices, the response can only be one or the other).
  - Introduce each word one at a time, with at least three examples. For example
    - Say אָרְבֵּי and point to a student’s chair. Repeat אָרְבֵּי and point to the teacher’s chair. Repeat אָרְבֵּי and point to a photo of a rocking chair. Do not add extra words – say אָרְבֵּי and not אָרְבֵּי הַיְּשֵׁבִי.
    - Say מְהֵרָה. To illustrate the adverb you might: run quickly; show a photo of a horse running quickly; and/or show a photo of a rowboat and a speed boat (point to the boat that is moving quickly).
  - Repeat the three words just learned, but mix up their order. Point to the objects/illustrations OR actively demonstrate their meaning. This should take only a minute or so.

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<sup>3</sup> More information on introducing HTM to learners (as well as parents and other teachers) is found in this easy-to-follow presentation: <https://tinyurl.com/Explaining-HTM>

- Integrate old and new learning. Create commands for children to follow that mix new vocabulary with the words children already know. Generally, this section takes the most time in a lesson. Begin by modeling a few integrated commands and then expand to a few students joining WITH you before involving larger groups or the entire class. As children get more comfortable with the vocabulary, give commands but let the children move without you offering movement clues (see #6, below).

5) Direct 2-3 commands to small numbers of learners and then to the entire group. HTM teachers:

- Never ask a child to follow a command alone.
  - HTM is social learning. Always ask two or more children to participate at a time; children need to feel comfortable looking at another learner if they forget what to do.
  - This also allows some children to simply observe the actions of others, rather than be “on” the entire time.
- Rotate small groups of learners so that each is “up” for about a minute. This keeps all children engaged by moving or watching and listening.

6) Check comprehension/understanding by observing student actions and language. HTM teachers:

- Introduce new vocabulary when approximately 2/3 of the learners show they understand words previously taught.
- Give commands without moving/demonstrating as much as possible during a lesson’s review/warm-up (part one) and integration segment (part three). This breaks students’ dependence on the teacher and helps them gain confidence. [Yes, it’s perfectly fine for students to watch each other.] It also allows the teacher to identify students who are doing well, as well as those who need extra support.

7) Do not ask children to speak or respond verbally until after a minimum of 10 hours of HTM learning. HTM teachers:

- Do not ask children to repeat the Hebrew words you speak during a lesson.
  - Students should listen and respond physically, not orally. A 2023 study notes that when a person repeats a word immediately after hearing it, the brain’s resources are shifted to speaking, rather than remembering the word<sup>4</sup>. Besides mimicking the



<sup>4</sup> “Repeating New Words Out Loud Isn’t Always the Best Way to Learn Them,”  
<https://neurosciencenews.com/language-learning-repetition-22294/>

passive learning process known as “acquisition,” we want our children to remember the HTM words, not be distracted by speaking.

- Also, when many people are talking, learners cannot hear vocabulary pronounced clearly and accurately.
- Listen for clues that students are ready to offer commands.
  - Children *will* voluntarily and naturally begin to use speech, perhaps in class or in the halls before school begins.
  - Another clue may be that parents report that children are using Hebrew at home.
- Invite children that show readiness to reverse roles with you, the teacher. They may offer a few commands during the last part of the lesson. [See page 46, below, for more information about “role reversal.”]

8) Receive all children’s responses with enthusiasm. HTM teachers:

- Use words of encouragement, like:

Nice	יוֹפִי
Excellent	מְצוּיִן
Very good	טוֹב מְאֹד
Very nice	יָפֵה מְאֹד
Well done	כָּל הַכְּבוֹד
Terrific	סִבְבָּה
Wonderful	מְעֻלָּה
Applaud	לְמַחֲוֹא כַּפַּיִם (clap together!)



- Model/demonstrate a correct command when children are uncertain what to do.

9) Encourage children to support one another. Hebrew Through Movement is a social learning activity, one that is cooperative, not competitive.

10) Encourage others to reinforce Hebrew Through Movement learning. When a teen assistant or another adult teacher participates in Hebrew Through Movement lessons with their students, they eventually gain enough language background to give HTM commands themselves. For example, if the group needs to move to *t’fillah*, the teen assistant may ask learners to stand up and walk to the door. Clergy, educators and other adults can powerfully reinforce student learning by using HTM commands in assemblies or other settings, and reinforcing the Hebrew (not Yiddish) words for *latkes*, *graggers*, and more. *For ideas on how to explain and gain the help of others in your classroom or building, go to the homepage of HebrewThroughMovement.org and find the short slide deck in the section, “Explain HTM to Others before You Begin Teaching.”*

**... about using Hebrew Through Movement over multiple years**

Jewish educational programs can successfully use HTM for six years or more with their learners, between preschool and sixth grade. The key is to use words

from the Foundational Language Unit to introduce vocabulary of the holidays, prayers/blessings, and to reinforce decoding/reading.

- The **Foundational Language Unit**<sup>5</sup> introduces the students to the Hebrew Through Movement method and provides the vocabulary that enables them to move about and interact with objects (point to, pick up, etc.). At a more advanced level, the Foundational Unit furthers children's abilities to perform classroom tasks in Hebrew. Groups of learners new to HTM always begin with Foundational Level 1 and progress through at least five foundational levels before branching off into thematic vocabulary (Holidays, prayers, etc.). No matter the age or experience level of the learners, teachers consistently review Foundational Unit vocabulary.
- The **Holiday<sup>6</sup> and Synagogue<sup>7</sup> Units** introduce and reinforce ritual objects, concepts and other vocabulary. Teachers should check the note at the top of each of the Holiday units to see whether children will need to have completed Foundational Level 5 or Level 6 to successfully engage with that holiday's vocabulary.
- The **Prayer Unit**<sup>8</sup> 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>
- The **Print-Literacy Strand**<sup>9</sup> offers a variety of ways to use HTM to reinforce decoding or reading skills. Before being introduced to print-literacy, students should have learned (or are currently learning) to decode Hebrew. They should also have completed through Foundational Level 3. Those who have completed through Foundational Level 5, as well as many of the holiday, synagogue and prayer lessons, will have more to work with.



HTM may also be used to teach/reinforce Jewish Life Vocabulary (JLV),<sup>10</sup> one of the elements of #OnwardHebrew.<sup>11</sup>

<sup>5</sup> Beginning on page 25

<sup>6</sup> Beginning on page 65

<sup>7</sup> Beginning on page 149

<sup>8</sup> Beginning on page 159. HTM curriculum that supports 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-iPrayer.weebly.com> (both sites have the same materials).

<sup>9</sup> Beginning on page 165

<sup>10</sup> <https://www.onwardhebrew.org/jewish-life-vocabulary.html>

<sup>11</sup> <http://OnwardHebrew.org>

As noted, 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) – Introduce the first five or six Foundational Units and then work with any of the holidays that come later in the year.
- First Grade – Review Foundational Units previously covered and decide which others to introduce this year. When ready, introduce one or more of the “options” offered in any of the Holiday Units. Integrate Jewish Life Vocabulary (JLV), as appropriate.
- Second Grade – Review Foundational Units previously covered and introduce any others desired. Review previously taught Holiday “options” and introduce new ones. 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.<sup>4</sup> 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).<sup>4</sup> JLV.
- Fifth Grade – Review all previous learning and introduce the *Amidah* (or whatever prayers/blessings are focused on this year).<sup>4</sup> JLV.
- Sixth Grade – Review all previous learning and introduce whatever prayers/blessings are focused on this year.<sup>12</sup> JLV, as appropriate.

As noted on the previous page, the Print-Literacy Strand may be introduced at any time after Foundational Level 3 and after children have learned (or are learning) the Alef-Bet.



Early childhood programs often start with Foundational Units and then branch out to holidays, as well other vocabulary appropriate to the setting – food, clothing, names for the room’s learning centers, etc. For supports in planning some of these other areas, check the HTM Camp Curriculum Guide that is available as a free download on the homepage of [HebrewThroughMovement.org](http://HebrewThroughMovement.org); it has units on food, clothing and locations.

An education program may certainly use the Foundational vocabulary to teach any other Hebrew one desires – for example a song, locations in the synagogue, ritual objects, and as mentioned, Jewish Life Vocabulary.

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

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<sup>12</sup> Note that the JEC has integrated HTM for the Torah blessings in the curriculum guide found here: <http://www.jeccmarketplace.com/torah-blessings/> (free download).

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

### ... about planning HTM scripts/lessons

A teacher who plans their HTM lesson in advance teaches with more confidence since all props are anticipated and gathered (no more: “oops, I forgot to get \_\_\_”), the learning sequence can be better streamlined (no more: “ugh, I should have reviewed a different word at the beginning”), and no stumbling in the middle of the lesson to create commands or to find ways to keep children on their toes and having fun.

Planning an HTM lesson involves several steps:

- Choosing three new words to teach.
- Considering which actions or props would best illustrate each new word.
- Deciding what words reviewed at the beginning could help with the new vocabulary (for example, the word לְהַרִים might be useful to review if teaching the word סָפַר, but the word לְגַעַת would be a better choice if teaching מְזוֹזָה).
- Brainstorming commands one might use throughout the session.

HTM offers several supports for script planning:

- A very helpful three-page script planning worksheet sheet is found on pages 179-184 of this guide. A version you may download and print is here: <https://tinyurl.com/HTM-scriptworksheet> (yes, click on “make a copy”). Step-by-step, it takes a teacher through the planning process noted above. Want extra help? View this eight-minute video that explains how to use the worksheet: <https://youtu.be/EWqvGRS7ECI>.
- Module Eight in the online seminar is devoted specifically to planning one's script.
- The curriculum guide includes sample scripts for most of the Foundational Levels and for all of the Holiday Units. The prayer/blessing lessons offer suggestions of how to introduce and reinforce each word.
- A number of additional scripts have been linked to the homepage of HebrewThroughMovement.org. They may easily be found in the “Script Writing Worksheet” section of that page.

The worksheet is titled "SCRIPT PLANNING WORKSHEET". It has several sections:

- Today's Lesson Focus**: A line for writing the focus.
- Words that will be introduced**: A list with three numbered lines (1), (2), and (3).
- PLANNING FOR REVIEW/WARM-UP**: A section with a central blue oval labeled "REVIEW". Four boxes are connected to it: "Recently introduced", "Complement new words", "Need review (not yet ESH)", and "Not used in awhile".
- PLANNING FOR NEW WORDS**: A section with a table for brainstorming. The table has two columns: "Word to be introduced" and "Options for illustrating the word. Consider objects, actions, photos, etc.". There are three rows for entries.

### ... about arranging the learning space

Students should sit in a semi-circle either on a carpet or on comfortable-enough chairs so they can see the teacher and each other. 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. For a slide show that explains how to set up a classroom use [this link: http://tinyurl.com/gkscrm](http://tinyurl.com/gkscrm).

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 are happy to offer ideas for making the best use of one’s space – feel free to post the question or search for a past thread on this topic.



### ... about getting and making learning objects/props

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

I was recently reminded of the reason why three different props should be used whenever introducing new vocabulary. I was introducing the word  $\text{אָזן}$ . First I pointed to my left ear, then my right ear, and, finally, the ear on a teddy bear. After the lesson, one of my students said, "When you first taught us the word for ear, I was confused. I didn't know if you meant ear or earring. But when you showed us the teddy bear's ear, I knew you meant ear because the bear didn't have an earring." As is often the case, my best feedback comes from my students.

Facebook posting by Linda Duke  
HTM Master Teacher

Photographs may be used when an actual object is hard to obtain, or a concept would benefit by several illustrations. These are provided 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, never mind 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. Props may be donated (especially real ritual objects)



or purchased. One school using Hebrew Through Movement to teach Hebrew for a number of years gathered the following:<sup>13</sup>

- 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 at after-season retail sales or local garage sales
- Jewish-themed posters and *matzah* paper available from the JEC's Teacher Center (<http://JECCMarketplace.com>)
- *S'vivonim* (*dreidels*) from Israel as well as the United States
- Different kinds of candles (Shabbat, birthday, *havdallah*, *Hanukkah*, scented, etc.)
- Crayons, fruit, balloons 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>. HTM teachers who do not have their own teaching space/classroom often use wheeled containers, pushcarts or *schlep* 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. HTM, as a language acquisition model, does not encourage the use of Hebrew flash/word cards in the first few years of the program.

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<sup>13</sup> With thanks to Gloria Grischkan, The Temple – Tifereth Israel (Cleveland, OH), for assembling this list.

However, as noted in the Print-Literacy Strand (pages 165-178), there are a number of ways that Hebrew decoding and/or Hebrew reading (where the printed word has meaning to the reader) may be integrated into the learning process at a later stage.

Yes, some older learners do better when seeing print as part of their language learning process. That said, HTM is designed to be mostly aural and kinesthetic. The word cards 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, there are 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 tracking student progress

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 grammatical patterns. It is helpful for a person (a teen assistant, other teacher, or friendly supervisor) to unobtrusively observe classes to see how the students are responding to the commands. HTM is no longer suggesting that actual checklists be used; just observe and maybe take a few notes.

A chart titled, "Words Learned this Year," is found on page 189 of this guide. It offers a helpful way to track specific learning from group-to-group and year-to-year. Teachers should use it for themselves and then share it with their students' next year's teacher.

While one may assess student learning based on the amount of vocabulary learned, Hebrew Through Movement progresses to increasingly complex language beyond individual words. Achievement will vary with different groups of students and hours of instruction. *Note that HTM learning flows between all these phases; for example, a teacher may work with elements of Phase 1 at the same time they are using elements from Phase 2.*

#### **Phase 1**

The students will be able to:

- Follow single commands.
- Follow two commands.
- Interact with objects.
- 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 HTM action commands.

- Respond יָ (thumbs up) and לָ (thumbs down) to simple questions or commands.
- Speak sentences that the teacher did not teach or previously use<sup>14</sup>.
- Integrate Jewish Life Vocabulary with HTM commands (optional).

### **Phase 3 and beyond**

The students will be able to:

- Extend all of the above, with the addition of print-literacy activities.
- Follow more complex chains of commands.
- Respond to commands that include 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; children who enter later into the program will pick up on these just fine.

Phase 3 assumes that students are introduced to the recitation and meaning of Hebrew prayers/blessings.

A form is available on page 191 of this curriculum guide to help chart student progress through these three phases over the course of the year. *A mini-version is here >>>*

After charting the progress of current students, share the completed form with next year's teacher ... and start a new form for your new students.

### **Hebrew Through Movement Progress**

Teacher \_\_\_\_\_ Group of Students \_\_\_\_\_ Year \_\_\_\_\_

	Novice	Emerging	Proficient
<b>Phase 1</b> The students are able to:			
• Follow single commands			
• Follow two commands			
• Interact with objects			
• React correctly to some holiday and synagogue-based vocabulary			
• Reverse roles with the teacher and begin to offer commands of their own			
<b>Phase 2</b> The students are able to:			
• Follow more complex commands			
• Integrate holiday and classroom themes with HTM commands			
• Respond יָ (thumbs up) and לָ (thumbs down) to simple questions or commands			
• Offer some new responses when giving commands*			
• Integrate Jewish Life Vocabulary with Through Movement commands (optional)			
<b>Phase 3 and beyond</b> The students are able to:			
• Extend all of the above, with the addition of print literacy activities			
• Follow more complex chains of commands			
• Respond to commands that include masculine and feminine adjectives			
• Expand role reversal			
• Use their Hebrew Through Movement knowledge of Hebrew to better understand Jewish prayers and rituals			

<sup>14</sup> When students internalize language patterns, they will say things the teacher never said or taught previously. For example, in this video, a boy offers what he thinks is the plural of the word hallah: <http://tinyurl.com/m7w7f5n>

## What Directors Need to Know

### ... 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 teacher background

The most ideal Hebrew Through Movement teachers are fluent speakers BUT 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 an 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
- understand and use basic Hebrew vocabulary
- write or type their learning scripts
- be committed to teaching in Hebrew 99% of the time.

Teachers without a Hebrew language background will find it difficult to plan scripts and teach comfortably. However, for those who need a boost, “HTM *Shalom Ivrit*” introduces vocabulary and grammatical patterns to non-fluent teachers using an approach similar to that of Hebrew Through Movement. Teachers hear Hebrew, match vocabulary with pictures and actions, learn kinesthetically, and are encouraged to practice giving commands aloud. The order of the sessions follows that of HTM's Foundational Units. This is a free, asynchronous program linked from the homepage of HebrewThroughMovement.org and found here: <https://www.hebrewthroughmovement.org/htm-shalom-ivrit.html>.



Note that there are very few translations accompanying the curriculum guide's vocabulary lists. However, there are a number of supports 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 special grammatical points.

### ... about use of teachers

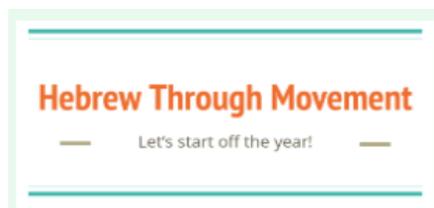
Two different models are employed across the country:

- 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 teacher’s 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 and development

Formal training and ongoing support ensure success of Hebrew Through Movement teachers. The JEC’s online seminar coupled with three levels of teacher certification, regular teacher meetings and supervisor observations using the teaching rubric will all help HTM teachers grow professionally.

In addition, others assigned to sit in on the HTM lessons (Judaic teachers, teen assistants, etc.) need background before the year starts. Support is offered in the section, “Explain HTM to Others before You Begin Teaching” on the homepage of HebrewThroughMovement.org; click on this image on that webpage >>>>>



The Jewish Education Center of Cleveland has developed a 10 module online seminar available 24/7. 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 more successful developing lessons and teaching them, compared to those who “wing it.” Ideally, new teachers should complete through Module 9 prior to teaching HTM for the first time; the final module (which prepares teachers to submit a video of their teaching) may be completed after they have some teaching experience. *More information is under the “Online Seminar” tab on HebrewThroughMovement.org.*

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

There are three levels of teacher certification – seminar completion, teacher certification and master teacher. Information on all three are available from the homepage of HebrewThroughMovement.org and pages 196-197 of this guide.

Certification is based on the HTM teaching rubric found at the end of this curriculum guide and granted by the online seminar facilitators at no additional charge to the participant. Note that application for certification is not “pass/fail” – it can take more than one recording of a lesson for a teacher to demonstrate the required elements for each level. The facilitators offer feedback to support improved teaching.



A number of communities and educational programs offer communities of practice for Hebrew Through Movement teachers, creating an opportunity for staff 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 teacher supervision and formative assessment**

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.

To support teacher growth, a rubric based on HTM’s central learning principles was developed. A copy of the rubric is found on pages 193-195 at the end of this guide and here: <https://tinyurl.com/HTM-teaching-rubric>. It may also be downloaded as either a PDF or Word Doc from the homepage of [HebrewThroughMovement.org](http://HebrewThroughMovement.org).

The rubric is scored using a very informal rating system 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:

- It is helpful if, in advance of a lesson observation, a goal is identified by the teacher, whether independently or with whomever might be observing.

- This could be a principle in the rubric that the teacher wishes to work on (for example, standing still after saying a command that children already know).
- Or,
- The goal could be unit-specific, for instance to make a connection between the Hebrew command לְשֹׁבֵת בְּסֻכָּה and the ending of the blessing for sitting/dwelling in a *sukkah* לֵישֵׁב בְּסֻכָּה.
- An observer (another teacher or a supervisor) should highlight actions/practices seen (or not 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.



Enjoy all that Hebrew Through Movement brings  
to your learners and educational program!



# 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.

**REMINDER:** Those with minimal Hebrew language background are encouraged to complete “HTM’s Shalom Ivrit” lessons prior to teaching. This resource introduces Foundational Unit vocabulary in a very active way. The program can be accessed from the home page of [HebrewThroughMovement.org](http://HebrewThroughMovement.org) or directly with this link:

<https://www.hebrewthroughmovement.org/htm-shalom-ivrit.html>



## INTRODUCTION

The Foundational Language Unit lays the groundwork for all other Hebrew Through Movement units. It introduces students to the Hebrew Through Movement approach and provides the vocabulary that enables students to move about and interact with props (objects) and/or pictures. The Foundational Unit can be introduced at any age level from early childhood on.



## GETTING STARTED

Begin by introducing Hebrew Through Movement to your learners. Have them sit in a semi-circle around you. In English, tell them that they are going to learn Hebrew by hearing Hebrew, watching to see what the words mean, 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). Tell them that they are not to repeat the Hebrew aloud after you talk; they should simply do what the Hebrew tells them. Emphasize that this is going to be a fun and easy way to learn Hebrew! Then, move into your lesson using only Hebrew.

At the beginning of the first few 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 show what you want the learners to do (this is called “modeling” or demonstrating a command).
- State the command again and, through hand gestures, invite the students sitting next to you to do the action *with* you.

After several times of the two students performing the command with you, change your pattern – offer a command and stand still. Use this time to see if the children are understanding the Hebrew – can they do the action without seeing your action? If they are hesitant, repeat the command and demonstrate the action for students who need your visual cue. 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 2/3 (two-thirds, 67%) of the children perform the command without waiting to see what someone else is doing, they are ready 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.

## Level 1

On the first level, teachers give simple commands consisting of one verb per action.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 <sup>st</sup> segment	לָקוּם לְשַׁבֵּת				
2 <sup>nd</sup> segment	לְלַכֵּת לְעַצוֹר לְרוּץ				
3 <sup>rd</sup> segment	לְקַפּוֹץ לְהִסְתוֹבֵב				

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 confuse some teachers.

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. In this first teaching session, you might have time to introduce all five words from both the 1<sup>st</sup> and 2<sup>nd</sup> segments (one right after the other). Or, you could include לְלַכֵּת and לְעַצוֹר with the 1<sup>st</sup> segment, meaning that four words are taught together. Then, לְרוּץ may be taught along with לְקַפּוֹץ and לְהִסְתוֹבֵב the next time students meet, so three words are introduced. These kinds of teaching decisions are up to you.

### Sample scripts for Level 1:

#### 1<sup>st</sup> Segment

(there is no review)

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

Say לָקוּם and stand up.

Say לְשַׁבֵּת and sit down.

Repeat each of these commands two times, while modeling/demonstrating.



Repeat the words while pointing to the children so they know to do the actions with you.

Repeat these words without demonstrating the action; wait to see if the children follow the actions, independently.

Offer these commands to the entire group and gesture (point) to everyone so they know to do the actions.

## 2<sup>nd</sup> Segment

Invite two different students to sit on either side of you.

Say **לָקוּם** and get up.

Say **לֵלְכֵת** and begin to walk. Repeat **לֵלְכֵת** a few times as you walk.

*Some of the earlier HTM videos show teachers repeating commands over and over and over again. This is not necessary. The first time, say the word three times. After that, when a command is given, one or two repeats is usually enough.*

Say **לְעֻצוֹר** and stop walking.

Repeat **לֵלְכֵת** and **לְעֻצוֹר** as you model the actions two times.

Gesture to the two children sitting by your side and say **לָקוּם** → **לֵלְכֵת** → **לְעֻצוֹר**. Do 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 group follow the commands.

\*\*\*

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 **לְעֻצוֹר** and stop running.

Say **לָקוּם** → **לָרוּץ** → **לְעֻצוֹר** and do the actions with the students.

Repeat these words without modeling and wait to see if the children do the actions without you. When they do well, offer a word of praise like **טוֹב**.

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

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** → **לֵלְכֵת** → (point to their seats) **לְשׁוּבָת**.”

End by saying **טוֹב** and doing a thumbs-up gesture and/or clap.

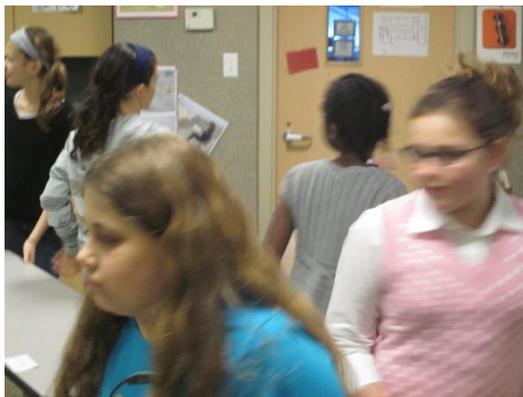
### 3<sup>rd</sup> Segment

By now, you should have an idea of how to introduce new commands.

For this session, begin with a review/warm-up.

Then, introduce <sup>15</sup>לְקַפּוֹץ and לְהִסְתּוֹבֵב based on the teaching sample in the first two segments.

Finally, integrate the new words with the ones your learners already know. Remember to work with the vocabulary in many different combinations so that they are internalized by the students – this is a key to success in Hebrew Through Movement.



Don't forget to end the session by saying טוֹב and doing a thumbs-up gesture. Feel free to clap, as well

#### 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 2/3 (two-thirds) of the students demonstrate understanding of words they are learning. It will generally take two 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 couple of weeks, move on by introducing new vocabulary.*** Later, re-introduce the words students didn't learn OR just keep reviewing them. Hebrew Through Movement is supposed to be fun and energizing – keep it so!

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<sup>15</sup> Among HTM users there is an eternal debate about this word being pronounced לְקַפּוֹץ or לְקַפּוֹץ. An explanation is provided in this video: <http://tinyurl.com/krnaw69> (also found on the Teacher Video Tips page of the HTM website). The JEC 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 (fast, slow, in place), as well as a few nouns to make it possible to move students into groups.

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

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 <sup>st</sup> segment	<p>לָקוּם לְשֵׁבֶת לְלַקֵּת לְעֲצוֹר לְרוּץ לְקַפּוֹץ לְהִסְתוֹבֵב</p>				<p>לְאֵט מְהֵר בְּמָקוּם</p>
2 <sup>nd</sup> segment		<p>כּוֹלָם *קְבוּצָה א' *קְבוּצָה ב'</p>	<p>Previous editions introduced קְבוּצָה א' and קְבוּצָה ב' 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 'קְבוּצָה א' or קְבוּצָה ב' There could be groups labeled א and ב (or any other Hebrew letters you choose) as well, depending on numbers. While sample HTM videos may still refer to boys and girls, we are moving forward with “k'vutzah,” instead of gender labels.</p>		

This kind of chart offers many teaching **OPTIONS**. Choose what works for you!

### 1<sup>st</sup> Segment

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לְאֵט	<ul style="list-style-type: none"> <li>• Move really, really slowly.</li> <li>• Use a tambourine to mark the pace while walking slowly.</li> <li>• Get a picture of a turtle, or find a toy turtle. Slowly move your prop showing that a turtle is slow.</li> </ul>
מְהֵר	<ul style="list-style-type: none"> <li>• Move really, really fast. Then switch to moving slowly and say לְאֵט. Repeat the difference between fast and slow.</li> <li>• Use a tambourine to mark the pace while walking fast.</li> <li>• Get a picture of a horse, or find a toy horse. Quickly move your prop showing that a horse moves very very fast.</li> </ul>
בְּמָקוּם	<ul style="list-style-type: none"> <li>• Run (לְרוּץ) across the room. Then run in one spot while saying בְּמָקוּם. Repeat for other movement words like: walk, jump, spin, etc.</li> </ul>

1) Begin with a review/warm-up.

2) Introduce the new words. Say each word three times and show a different way of illustrating the word (see ideas in the chart, on page 32). Then, integrate the words. For example:

Say **קוּם** and get up.

Say **לֶכֶת** and begin walking.

Say **לֶכֶת מְהֵרָה** and begin walking fast (in an exaggerated way).

Say **לֶכֶת לְאִט** and begin walking slowly (in an exaggerated way).

Say **לֶכֶת בְּמָקוֹם** and begin walking in place.

3) Integrate the old words with the new ones. Invite children first in groups of two, then in larger groups, to follow the commands.

Tell the children to stand, to walk, to walk fast, to walk slowly. Every now and then, command them to stop.

קוּם!

לֶכֶת.

לֶכֶת מְהֵרָה.

לְעֵצָר.

לֶכֶת בְּמָקוֹם.

לֶכֶת לְאִט.

לֶכֶת מְהֵרָה.

לֶכֶת לְאִט.

לֶכֶת בְּמָקוֹם.

לְשִׁבָּת.

Integrate other verbs they know (like run, spin, sit, stand up) and ask children to do the actions fast or slowly. Some verbs can be done in place (like run and spin).

Here are two other short sample scripts to try:

#2	#1
לְקוּם!	לְקוּם!
לְלַכֵּת לְאַט.	לְלַכֵּת.
לְקַפֵּץ.	לְלַכֵּת מְהֵר.
לְקַפֵּץ מְהֵר.	לְרוּץ לְאַט.
לְעֲצֹר.	לְעֲצֹר.
לְרוּץ בְּמִקּוּם.	לְהִסְתוֹבֵב לְאַט.
לְהִסְתוֹבֵב אֶל כְּסֵא.	לְעֲצֹר.
לְשַׁבֵּת.	לְשַׁבֵּת.

Be sure to include words of encouragement מצוינו, טוב מאוד, כל הכבוד!

End the session by saying טוב and doing thumbs-up. Feel free to clap, as well.

From the very beginning:

- Keep children on their toes.
  - Change the order of words.
  - Offer some unexpected or unusual commands.
  - Work with both small groups and the full group.
  - Call children by name.
- If a child or children respond incorrectly, simply demonstrate the correct movement.
- Start a set or new segment when 2/3 of the children can respond quickly and accurately to the commands of words already introduced.

## 2<sup>nd</sup> segment

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
<b>כּוֹלֵם</b>	<ul style="list-style-type: none"> <li>• Point to individual children, saying their name. Then, say כּוֹלֵם with your arms open wide, meaning everyone.</li> <li>• In advance, cut a photo with many people into thirds (1/3). Point to each of the segments then put the photo together and say כּוֹלֵם.</li> </ul>

<p><b>קבוֹצָה א'</b></p>	<ul style="list-style-type: none"> <li>• If children are sitting at different tables, put a large <i>Alef</i> on one of them. Say 'קבוֹצָה א' when you point to those at the <i>Alef</i> table.</li> <li>• If children are sitting on the floor, move them so they are sitting in two groupings. Put an <i>Alef</i> in front of one group. Say 'קבוֹצָה א' when you point to those in this group.</li> <li>• Give half of the children a card or sticker with the letter <i>Alef</i>. When you ask for 'קבוֹצָה א', help them all get together in a group. Say 'קבוֹצָה א' when you point to the children with an <i>Alef</i>.</li> <li>• Call out 4 children by name, have them stand in one area and hand one of them an <i>Alef</i>. Use hand gestures to show they are all 'קבוֹצָה א'.</li> </ul>
<p><b>קבוֹצָה ב'</b></p>	<ul style="list-style-type: none"> <li>• Repeat the ideas above, but for 'קבוֹצָה ב'.</li> </ul>

1) Begin with a review/warm-up.

2) Introduce the new words. Say each word three times and show a different way of illustrating the word (see ideas in the chart, above).

3) Integrate the old words with the new ones. Demonstrate some commands where you integrate old and new words. Then, invite groups of children to follow your directions.

Call on the children in 'קבוֹצָה א' by name, pointing to the *Alef* that identifies them and then give the command. For example:

Jeremy, Elana, Avraham **קבוֹצָה א'**, לקפוץ מהר.

Call on the children in 'קבוֹצָה ב' by name, pointing to the *Bet* that identifies them and then give the command. For example:

Sarah, Ben, Samantha **קבוֹצָה ב'**, להסתובב לאט.

Add more commands. Here are three sample scripts:

#3	#2	#1
פָּלֵם – לָקוּם!	קבוֹצָה ב' – לָקוּם.	קבוֹצָה א' - לָקוּם.
לְקַפֵּץ.	לָרוּץ.	לְלַכֵּת.
לְקַפֵּץ מְהֵרָה.	לְעֵצֵר.	לְעֵצֵר.
לְעֵצֵר.	לָרוּץ בְּמִקוּם.	לְהִסְתוֹבֵב.
לְהִסְתוֹבֵב.	לְעֵצֵר.	לְעֵצֵר.
לְעֵצֵר.	לְשַׁבֵּת.	לְלַכֵּת לְאֵט.
לְשַׁבֵּת.		לְשַׁבֵּת.

Keep mixing up groups and your commands. Feel free to introduce the Hebrew letters *Gimmel* and *Dalet* (or any others you wish) so you can divide the children into smaller or different groupings.

Be sure to include words of encouragement - מְצוּיִן, טוֹב מְאֹד, כָּל הַכְּבוֹד, סְבִיבָה

End the session by saying טוֹב and doing a thumbs-up gesture and/or clap.

### 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."*

*This video lesson, recorded many years ago, divides boys and girls into separate groups. This is no longer good practice. You should create your groups by calling children by name (David, Alex, Sami) or AlefBet letters.*

#### A FEW THOUGHTS ON WRITING SCRIPTS:

- Writing scripts is not as easy as one may think, so keep practicing!
- Use the script planning worksheet to help create each lesson (a copy is here: <https://tinyurl.com/HTM-scriptworksheet>).
- Make sure you plan three parts of each lesson: a review of previously learned terms, an introduction of new terms, and an integration of old and new learning.
- If your Hebrew is not strong, ask someone to check your script before you teach. Later, it will be hard for children to unlearn words that have been mispronounced and/or with incorrect grammar.
- Take the time to practice your script aloud before teaching it. You do not need to memorize the commands before teaching, but you also do not want to be reading commands to your children like a robot.
- Save your scripts for future years!



## Level 3

Level 3 introduces more nouns. In addition, some smaller words and word parts are inserted into commands **without** being taught directly.

By this level you should be able to introduce new terms without having small groups of children sitting in chairs next to you.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 <sup>st</sup> segment	<p>לָקוּם לְשֵׁבֶת לְלַכֵּת לְעֲצוֹר לְרוּץ לְקַפּוֹץ לְהִסְתוֹבֵב</p>	<p>כּוּלָם קְבוּצָה א' קְבוּצָה ב'</p> <p>(ה)דָּלֶת (ה)שׁוּלְחָן (ה)כֶּסֶא</p>		<p>לָאֵט מְהֵר בְּמָקוֹם</p>	<p>אֶל עִכְשָׁיו רַק לֹא כֵן וְ</p>
2 <sup>nd</sup> segment		<p>(ה)מוֹרָה (ה)מוֹרָה (ה)מְדַרְיָד (ה)מְדַרְיָכָה</p>			
3rd segment		<p>(ה)לוּחַ (ה)חֲלוֹן (ה)רְצֵפָה</p>			

If there are multiple examples of an item in the room, use the word without the definite article (the ה). For example, if there are several chairs tell students: לְקַפּוֹץ אֶל כֶּסֶא. But, if there is only one door, use the definite article (the ה): לְקַפּוֹץ אֶל הַדָּלֶת.

### INTRODUCING WORDS FOR WHICH YOU HAVE A PROP OR A PICTURE:

*This one-minute video shows you how!  
Pay attention to (and practice) the different steps:  
[https://youtu.be/P6Yvd4cdO\\_4](https://youtu.be/P6Yvd4cdO_4)*

Once children have learned the nouns in this lesson, simply use the words in the miscellaneous column in context. אֶל עִכְשָׁיו רַק וְ לֹא There is no need to teach them specifically – just use them as you would in normal language. Examples:

לְקַפּוֹץ אֶל הַדָּלֶת.

לקפוץ אל כסא ולשבת.

עכשיו לרוץ אל הכסא.

לקחת לאט אל הכסא. <<shake your head “no” לא לשבת.

Students need to feel successful. If you see that they are hesitant, model the correct action for any command. If you notice the group becoming restless, vary the pace, change the number of active participants, and/or introduce an unexpected command.

### 1<sup>st</sup> Segment

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
דלת	<ul style="list-style-type: none"> <li>Point or touch door(s) in the learning space.</li> <li>Share photos of several interesting doors (to the sanctuary, a castle, a barn).</li> <li>Point to the door on a doll house.</li> </ul>
שולחן	<ul style="list-style-type: none"> <li>Touch/point to different desks or tables one-at-a-time when saying שולחן – touch to the teacher’s desk, as well as different children’s desks.</li> <li>Use a doll house dining room table.</li> <li>Show photos of different kinds of tables.</li> </ul>
כסא	<ul style="list-style-type: none"> <li>Touch/point to different chair(s) including those children use, as well as the teacher’s.</li> <li>Show photos of different chairs (work chair, throne, rocking chair).</li> <li>Show a chair from an early childhood classroom or doll house.</li> </ul>

1) Begin with a review/warm-up.

2) Introduce the new words. Say each word three times and show a different way of illustrating the word (see ideas in the chart, above).

3) Integrate the old words with the new ones. Model some integrated commands and then call on a couple of children or a group, offering commands like these for each:

לקפוץ אל כסא - Mandy, Miriam and Jon

לקחת אל הדלת.

להסתובב אל כסא.

לשבת.

#2

#1

קבוצה א' - לרוץ אל הדלת.	קבוצה ב' - לקום לאט.
לעצור.	לשבת מהר.
לקת מהר אל פסא.	לקום.
לשבת מהר.	לקפוז אל שולחן. לשבת.
לקום.	לקום מהר ולרוץ אל פסא.
לשבת לאט.	לשבת.

End the session by using one or two of these words of encouragement:

Nice	יופי
Excellent	מצויין
Very good	טוב מאוד
Very nice	יפה מאוד
Well done	כל הכבוד
Terrific	סבבה
Wonderful	מעולה
Applaud	למחוא פנים (clap together!)



### LEVEL 3 MODEL LESSON

For a video of a master teacher introducing Level 3, see:  
<http://www.hebrewthroughmovement.org/level-3.html> (scroll down) or  
use this YouTube link: <https://youtu.be/-qjZsr0CoYY>

## 2<sup>nd</sup> Segment

<p><b>Word to be introduced</b></p>	<p><b>Options for illustrating the word.</b> Consider objects, actions, photos, etc. <i>Note: You may wish to introduce just one of the genders, for example just מוֹרֶה or just מוֹרֶה. Or, if you have only one teen assistant who is female-identifying, you might want to introduce only that noun, not both genders. The choice is yours.</i></p>
<p><b>מוֹרֶה</b></p>	<ul style="list-style-type: none"> <li>• If you are a male-identifying teacher, point to yourself.</li> <li>• Invite a male-identifying teacher to come into the room when introducing this word.</li> <li>• Use photos of other male teachers, either of actual ones in the educational program or photos found online. Make sure that there are items in the photo that show the person's job as teacher, rather than just a male.</li> <li>• If there is an age-appropriate celebrity or tv/movie character in the role of a teacher, use a photo of them. [Example – Hagrid in <i>Harry Potter</i>.]</li> <li>• Have some photos of male-identifying people in other professions. Show the photo, shake your head, wag your finger “no” and say: לא מוֹרֶה. After introducing photos of male teachers and males in other professions you can show children a thumbs up when you say כֵּן מוֹרֶה and a thumbs down when you say לא מוֹרֶה. <i>Thumbs up and thumbs down gives you another teaching option – you can show learners an object or photo, give it a name and have them do a thumbs up if the Hebrew correctly matches the item or a thumbs down if not.</i></li> </ul> <p>NOTE: Photos may be held and shown OR posted around the room. When giving a command to jump, run or spin to any of the people mentioned, children may move to a real person or a posted photo.</p>
<p><b>מוֹרֶה</b></p>	<ul style="list-style-type: none"> <li>• If you are a female-identifying teacher, point to yourself.</li> <li>• Use photos of other female-identifying teachers, either of actual ones in the educational program or photos found online. Make sure that there are items in the photo that show the person's job as teacher, rather than just a female.</li> <li>• If there is an age-appropriate celebrity or tv/movie character in the role of a teacher, use a photo of them. [Example - Ms. Frizzle.]</li> </ul> <p>Ditto on posting of photos around the room and using thumbs up and down.</p>
<p><b>מְדַרְיֵךְ</b></p>	<ul style="list-style-type: none"> <li>• Use similar illustrations as noted for “teacher,” above.</li> </ul>
<p><b>מְדַרְיָה</b></p>	<ul style="list-style-type: none"> <li>• Use similar illustrations as noted for “teacher,” above.</li> </ul>

Possible commands for integrating old and new words in Segment 2:

לְרוּץ אֶל הַמוֹרֶה.

לְהִסְתוֹבֵב אֶל הַמְדַרְיָה.

לְהִסְתוֹבֵב בְּמָקוֹם.

לְלַכֵּת לְאֵט אֶל כְּסֵא. לא (shake your head and wag your finger: “no”) לְשֹׁבֵת.

עֲכָשׂוּ, לְשֹׁבֵת.

לקום וְלקפץ אֶל המורה.

לרוץ מהר במקום.

לעצור.

לקחת לאט אֶל מדריך. לא מהר- לאט!!

לקפץ אֶל חלון.

לקפץ לקפץ.

לעצור.

לקחת אֶל פסא וְלשבת.

End the session by using one or two of these words/phrases of praise/encouragement:

Nice	יופי
Excellent	מצויין
Very good	טוב מאוד
Very nice	לפה מאוד
Well done	כל הכבוד
Terrific	סבבה
Wonderful	מעולה
Applaud	למחוא כפיים (clap together!)



### 3<sup>rd</sup> Segment

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לוח	<ul style="list-style-type: none"> <li>Point to or touch the whiteboard, chalkboard and/or bulletin board.</li> <li>Show photos of any of the above.</li> <li>Show a small hand-held whiteboard (the kind people put in their kitchen or dorm room).</li> </ul>
חלון	<ul style="list-style-type: none"> <li>Point to or touch any windows in the room.</li> <li>Point to or touch a window in the door (if any).</li> <li>Show photos of different kinds and sizes of windows.</li> </ul>
רצפה	<ul style="list-style-type: none"> <li>Point to or touch the floor. If there is both carpet and tile/wood, point to both.</li> <li>Walk out of the door and point to the floor in the hall.</li> <li>Show photos of different floors. Be sure to point directly to the floor.</li> <li>Find photos of interesting floors in popular culture, like from the Harry Potter movies.</li> </ul>

Possible commands for integrating old and new words in Segment 3:

#2	#1
קבוצה ב' - לקום.	קבוצה א' - לקום.
לשבת.	לרוץ במקום.
לקום ולרוץ אל רצפה (Indicate they should run to a <u>photo</u> of a floor) .	ללכת אל הדלת.
להסתובב לאט אל הדלת.	לקפוץ אל הלוח.
לקפץ אל הלוח ולשבת.	להסתובב אל החלון.
	לרוץ אל המורה.
	לקפץ אל כסא ולשבת.

End the session by using words of praise.

## Level 4

For this level and all that follow, continue planning and teaching with all of the steps outlined earlier. Increase the number of chains in a command. Try to say the unexpected or ask children to do something that feels silly. Modify the commands according to the children's ability to understand and follow directions.

At this level, and beyond, the levels are not divided into segments. Continue to introduce three new vocabulary terms at a time.

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוּם	כּוּלָם		לְאֵט	אֵל
לְשֶׁבֶת	קְבוּצָה א'		מְהֵרָה	עֵכָשִׁיו
לְלַכֵּת	קְבוּצָה ב'		בְּמִקּוּם	רַק
לְעֲצוֹר	(ה)דָּלֵת			לֹא
לְרוּץ	(ה)שׁוּלְחָן			כֵּן
לְקַפּוֹץ	(ה)כֶּסֶא			!
לְהִסְתּוֹבֵב	(ה)מוֹרָה			
	(ה)מוֹרָה			
	(ה)מְדַרְיָד			
	(ה)מְדַרְיָקָה			
	(ה)לוּחַ			
	(ה)חֲלוֹן			
	(ה)רִצְפָּה			
*לְהִצְבִּיעַ עַל...*				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. NOTE: The word charts in this guide always includes the correct preposition.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
על	<p>This preposition is being introduced because the upcoming verb, להצביע, can be followed by either אל (pointing to/towards) or על (pointing “on”). Before introducing the new verb, it will be helpful for children to hear the preposition על and have a sense of its meaning. However, vocabulary choices are limited at this point when it comes time to integrate vocabulary (one option is: לשבת על השולחן).</p> <ul style="list-style-type: none"> <li>• Illustrate על by placing different items ON other items. Say על as you do so, but do not offer the Hebrew name of any items you are using unless the children know them.</li> </ul>
להצביע	<ul style="list-style-type: none"> <li>• Use your finger and simply point to various objects.</li> <li>• Show photos with people pointing.</li> </ul> <p>Note that when it is time to integrate vocabulary, you will need to illustrate the difference between          ...להצביע על... - used when pointing to something close by          ...להצביע אל... - used when pointing to something at a distance</p>
לגעת	<ul style="list-style-type: none"> <li>• Touch various items in the room.</li> <li>• Use photos that show people or animals touching something.</li> </ul>

**Be sure to include commands that will be entirely unexpected** and that will provide entertainment and humor (like directing a child to sit on the table or floor).

**Also, each session, be sure to mix up the order of the groups you work with** (א,ג,ב – ג,א,ב – א,ב,ג) so that children cannot anticipate when they will be called upon, nor feel that א always is the first group. This curriculum guide mixes things up for you, offering **sample scripts right to left** on a page like this (see below).

Possible commands for integrating old and new words:

#3	#2	#1
קבוצה א' – לקום.	קבוצה ג' – לקום.	קבוצה ב' – לקום.
להצביע אל מורה.	ללכת במקום.	לרוץ אל לוח.
להצביע אל חלון.	להסתובב אל דלת.	לגעת בלוח.
לקפץ אל מדריכה.	להצביע על הדלת.	לקפץ במקום.
להסתובב לאט אל לוח.	לקפץ במקום.	להצביע אל חלון.
לגעת בלוח.	להצביע על דלת.	להסתובב לאט אל כסא.
לרוץ במקום.	ללכת לאט אל כסא ולשבת.	לשבת.
עכשו, לרוץ אל כסא ולשבת.		

**Because each class progresses at a different pace and children have different strengths, script planning is now fully in your hands!** YOU need to decide what will work best with your learners.

- To help you think about which words to review and creative ways you might introduce new vocabulary use the script planning worksheet (<https://tinyurl.com/HTM-scriptworksheet> or pages 179-184 in this guide).
- Use the charts on that sheet to create your review and integrating-of-old-and-new commands, for example:

Adverb or noun	Verb w/preposition as needed	Conj. or misc form	Noun	Preposition	Verb	Who (person or group)
			המורה	על	להצביע	
מהר	לקפוץ	ו	המורה	על	להצביע	

- OR simply write out commands on regular paper, sentence style:

להצביע על הלוח.

#### Foundational Level 4 – Script

*An HTM community of practice used the script planning worksheet for Level 4 and shared it.*

<https://tinyurl.com/HTM-level4>

#### Teacher-Student Role Reversal

At this point, after the children have responded to several hours of commands, you may begin to hear them spontaneously beginning to say Hebrew phrases.

When this happens, ask for volunteers to give the commands; this is called “role reversal.” Encourage students to participate, but only call on those who volunteer. Ask them to speak loudly. Do not show disappointment in a poorly pronounced word or grammatically incorrect phrase. If you understand the meaning, lead the other students in performing the command, then restate the command as it should be. Be gentle - you want to support the student who offered the command, not embarrass them.

Note that student speaking is *not* necessary for this program to work in Jewish educational settings - but speaking does enhance recall when children are ready to talk! You will be surprised to find that some students will offer commands in new combinations - ones that they have not heard from you.



## 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)כסא (ה)מורה (ה)מורה (ה)מדרִיך (ה)מדרִיכה (ה)לוח (ה)חלון (ה)רצפה		לאט מהר במקום	אל עקשיו רק לא כן ו על
להרים להוריד לשים על...	ראש בטן יד (ידיים) רגל (רגלים) עין (עיניים)			על-יד תחת

Use the script planning worksheet to help you brainstorm what you need to review and how you will introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
להרים	<ul style="list-style-type: none"> <li>Demonstrate this verb by lifting items up.</li> <li>Do not use photos to illustrate להרים because it would be difficult to tell if the item in the picture is being lifted up or put down.</li> </ul>
להוריד	<ul style="list-style-type: none"> <li>Demonstrate this verb by lifting items up.</li> <li>Do not use photos to illustrate להוריד because it would be difficult to tell if the item in the picture is being lifted up or put down.</li> </ul>
לשים	<ul style="list-style-type: none"> <li>Take an item and with exaggerated movement, put it somewhere else</li> </ul>
ראש בטן יד (ידיים) רגל (רגלים) עין (עיניים)	For all these body parts: <ul style="list-style-type: none"> <li>Point to the part on your body or on the body of someone else in the room. [<i>Do not touch another person unless you have asked them in advance.</i>]</li> <li>Use photos that focus in on the specific body parts – whether on a person or an animal. Multiple examples will help children figure out if you are pointing to a pair of pants OR a leg, a hand OR fingers.</li> <li>Point to and name body parts on a stuffed animal or a doll.</li> </ul>

	<ul style="list-style-type: none"> <li>Project a picture of a person on the wall and clearly point out various body parts. At first, introduce body parts only in the singular (for example רגל), waiting to introduce the plural (רגלים) during another session or later in the year.</li> </ul>
<b>על-יד</b>	<ul style="list-style-type: none"> <li>Show an object by itself, point to it then add a second object next to it. As you say על-יד do a hand motion that starts at the new object and then indicates the first one. Your goal is to illustrate “next to.”</li> <li>Offer a command where you stand next to a student, a door, window, chair or any other object the students know.</li> </ul>
<b>תחת</b>	<ul style="list-style-type: none"> <li>Point under a table or chair.</li> <li>Place something under a table or chair.</li> <li>Show a photo of something clearly under another object (have fun with this – perhaps a mouse under an elephant!).</li> </ul>

Be sure to mix up the order of the groups so that children cannot anticipate when they will be called upon. Some examples of commands to use when integrating learning for this level:

#3	#2	#1
קבוצה ב' – לקום.	קבוצה א' – לקום.	קבוצה ג' - להרים יד.
לשים את הראש על השלחן.	לקחת אֶל הַדֵּלֶת.	להוריד יד.
לקום.	לשים רגל על הַדֵּלֶת.	לקום - לקפץ לקפץ לקפץ.
להצביע על הבטון.	להוריד רגל.	לעצור.
לגעת ברגל.	להסתובב מהר אֶל כֶּסֶא.	לרוץ אֶל כֶּסֶא.
לקום וְלרוץ אֶל לוח.	להרים כֶּסֶא.	לשים אֶת הכֶּסֶא על-יד חלון.
לשים ראש על הלוח.	להוריד אֶת הכֶּסֶא.	להסתובב אֶל הַדֵּלֶת.
לקפץ מהר אֶל שֶׁלחן.	לשבת על הכֶּסֶא.	לשבת על הַרְצָפָה.
לשבת תחת השלחן.		

While Hebrew Through Movement is NOT a version of “Simon Says” (שִׁמְעוֹן אוֹמֵר) it is possible to play the game after completing one’s formal lesson. שִׁמְעוֹן אוֹמֵר 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 (לְהַצְבִּיעַ על הַבֶּטוֹן); do NOT simply say יָדִים על הַבֶּטוֹן.

**Next steps:**

*After Level 5, the students know enough vocabulary that you may introduce Shabbat 1, Rosh Hashanah and Yom Kippur, and/or Hanukkah, if seasonally appropriate.*

## Level 6

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוּם	כּוּלָם		לְאֵט	אֶל
לְשַׁבֵּת	קְבוּצָה א'		מְהֵרָה	עֵכָשִׁיו
לְלַקֵּחַ	קְבוּצָה ב'		בְּמִקּוּם	רַק
לְעֻזֵר	(ה)דָּלֵת			לֹא
לְרוּץ	(ה)שׁוּלְחָן			כֵּן
לְקַפֵּץ	(ה)כֶּסֶף			וְ
לְהִסְתוּבֵב	(ה)מוֹרָה			עַל
לְהַצְבִּיעַ עַל-...	(ה)מוֹרָה			עַל-גַּד
לְהַצְבִּיעַ אֶל-...	(ה)מְדַרְיָד			תַּחַת
לְגַעַת ב-...	(ה)מְדַרְיָקָה			
לְהָרִים	(ה)לֵוִיחַ			
לְהוֹרִיד	(ה)חִלּוּן			
לְשִׁים עַל-...	(ה)רְצָפָה			
	יָדָו יָדִים			
	רֹאשׁ			
	רַגְלִים \ רַגְלִים			
	עֵינִים \ עֵינִים			
	בְּטֹן			
	אֶזְנוֹ (אֶזְנַיִם)	<<note that the Kamatz under אֶזְנַיִם is pronounced "oh" (e.g., ohz-nayim)		
לְקַחַת אֶת	פֶּה			
לְתַת אֶת	כַּתְפִּים			
	עַפְרוֹן			
	טוֹשׁ			
	סִפָּר			
	כַּפָּה			

Use the script planning worksheet to help you brainstorm what you need to review and how you will introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לְקַחַת לְתַת	<ul style="list-style-type: none"> <li>Before the lesson, place a number of items around the room. Walk around and pick each up one-at-a-time saying לְקַחַת. Add some fun by overloading your arms!</li> <li>Then, walk around the room and give objects out to the children, one item per person. Each time say לְתַת while exaggerating the motion of giving.</li> </ul>
אֶזְנוֹ (אֶזְנַיִם) פֶּה כַּתְפִּים	<p>For all these body parts:</p> <ul style="list-style-type: none"> <li>Point to the part on your body or on the body of someone else in the room. [Do not touch another person's body unless you have asked permission in advance.]</li> </ul>

	<ul style="list-style-type: none"> <li>• Use photos that focus on the specific body parts – whether on a person or an animal. Multiple examples will help children figure out if you are pointing to an ear OR an earring, mouth OR teeth.</li> <li>• Point to body parts on a stuffed animal or a doll.</li> <li>• Project a picture of a person on the wall and clearly point out various body parts. At first, introduce body parts only in the singular (for example אָזן), waiting to introduce the plural (אָזנים) during another session. Note that we have chosen to introduce only the plural for “shoulders.” Feel free to add the singular (כַּתְּף).</li> </ul>
<p><b>עֲפָרוֹן</b> <b>טוֹשׁ</b> <b>סִפָּר</b> <b>כִּפָּה</b></p>	<p>These are all items that might be found in your learning space. Choose ones that work for you OR add a word that represents something in your space that the children interact with. You may use similar ways to introduce each of them:</p> <ul style="list-style-type: none"> <li>• Use a variety of actual objects, making sure that there are different kinds of each (for example, a variety of pencils that can be sharpened in different colors, shapes and sizes; ditto for felt-tip markers).</li> <li>• Use photos.</li> </ul>

Some examples of commands to use when integrating learning for this level:

<p><b>#2</b></p> <p>קְבוּצָה א' – לְקוּם.</p> <p>לְלַכֵּת מֵהָר אֶל הַשְּׁלַחַן.</p> <p>לְקַחַת עֲפָרוֹן וְסִפָּר.</p> <p>לְשִׁים סִפָּר תַּחַת כֶּסֶא.</p> <p>לְהָרִים אֶת הָעֲפָרוֹן וְלְלַכֵּת אֶל קְבוּצָה ג'.</p> <p>לְהוֹרִיד אֶת הָעֲפָרוֹן.</p> <p>לְתַת עֲפָרוֹן לְקְבוּצָה ג'.</p> <p>לְקַפֵּץ אֶל כֶּסֶא.</p> <p>לְהִסְתוֹבֵב.</p> <p>לְעַצֵּר!</p> <p>לְשַׁבֵּת עַל-יַד הַכֶּסֶא.</p>	<p><b>#1</b></p> <p>קְבוּצָה ב' – לְקוּם. לְהַצְבִּיעַ אֶל עֲפָרוֹן.</p> <p>לְרוּץ אֶל עֲפָרוֹן.</p> <p>לְגַעַת בְּעֲפָרוֹן.</p> <p>לְשִׁים עֲפָרוֹן עַל הָרֵאשׁ.</p> <p>לְשִׁים יָד עַל הָעֲפָרוֹן עַל הָרֵאשׁ!</p> <p>לְלַכֵּת אֶל שְׁלַחַן (לֹא לְהוֹרִיד אֶת הָעֲפָרוֹן)</p> <p>עֲכָשׂוּ לְשִׁים אֶת הָעֲפָרוֹן עַל סִפָּר.</p> <p>לְשִׁים יָד עַל הַפֶּה.</p> <p>לְשִׁים יָד עַל הָרֶגֶל.</p> <p>לְעַצֵּר!</p> <p>לְהִסְתוֹבֵב אֶל כֶּסֶא וְלְשַׁבֵּת עַל כֶּסֶא.</p>
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**#3**

קבוֹצָה ג' – לְקוּם.  
לְשִׁים עֲפָרוֹן עַל שְׁלָחוֹ.  
לְהַצְבִּיעַ אֶל סֵפֶר.  
לְהַצְבִּיעַ אֶל טוֹשׁ.  
לְקַפֵּץ אֶל טוֹשׁ.  
לְקַחַת טוֹשׁ וְלְשִׁים עַל הַבֶּטֶן.  
לְלַכֵּת אֶל כֶּפֶה (לֹא לְהוֹרִיד אֶת הַטוֹשׁ!).  
לְגַעַת בִּכְפֶּה.  
לְשִׁים טוֹשׁ תַּחַת כֶּפֶה.  
לְשַׁבֵּת עַל הַרְצָפָה.

### **Foundational Level 6 – Script**

*An HTM community of practice used the  
script planning worksheet for Level 6 and shared it.*

<https://tinyurl.com/HTM-level6>

**How about a song?** Dr. Lifsa Schachter, the creator of Hebrew Through Movement, says that while it's important to protect the three-part structure of a 15 minute HTM lesson, we should be open to "other kinds of Hebrew" outside of that time. A great example of this is the use of simple-enough Hebrew songs that reinforce vocabulary.

To reinforce body parts, who in your educational program could teach your children the song אָף פֶּה אֶזֶן by Cantor Jeffrey Klepper?

- For full understanding, add אֶצְבָּעוֹת (fingers) to your HTM word list and if you sing the second verse, hold up two fingers for שְׁתֵּי.
- You can hear the song here: <https://youtu.be/xnpeObLtZmY>. Listen from the beginning, but pay special attention to the full Hebrew version starting from 1:12. It's possible to sing this only in Hebrew in a round and yes there is a second verse.
- The Hebrew words are:

שְׁתֵּי עֵינַיִם	אָף פֶּה אֶזֶן
שְׁתֵּי אֶזְנָיִם	עֵין רֶגֶל
שְׁתֵּי יָדַיִם	אָף פֶּה אֶזֶן
אֶצְבָּעוֹת	יָד וְרֹאשׁ

- If your children have learned to decode Hebrew and are taught this Hebrew song, a teacher could give them the words in Hebrew and ask them to read. This may be one of the first times your students can read Hebrew and understand every word.

**Next steps:**

*Once students learn לקחת and לתת they generally have enough vocabulary for all the holidays (as are seasonally appropriate), the Synagogue Unit (page 149) and all the prayers and blessings (posted on [HebrewThroughMovement.org](http://HebrewThroughMovement.org)).*

## Level 7

Verbs	Nouns	Adjectives	Adverbs	Misc.
לקום לשבת ללכת לעצור לרוץ לקפוץ להסתובב להצביע על... להצביע אל... לגעת ב... להרים להוריד לשים על... לקחת לתת	כולם קבוצה א' קבוצה ב' (ה)דלת (ה)שולחן (ה)כסא (ה)מורה (ה)מורה (ה)מדרוך (ה)מדריכה (ה)לוח (ה)חלון (ה)רצפה ידו ידים ראש רגל \ רגלים עין \ עינים בטן און \ אונים פה כתפים עפרון טוש ספר כפה	בצבע כחול אדום ירוק צהוב חום שחור לבן	לאט מהר במקום	אל עכשיו רק לא כן ו על על-יד תחת

If you are teaching on Zoom, it may be hard for your learners to differentiate the colors on the screen. Consider choosing props that are associated with a particular color (like a “yellow” banana) OR perhaps do not teach this lesson.

Use the script planning worksheet to help you brainstorm what you need to review and how you will introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
כחול אדום	There are so many options for introducing colors! Just make sure that the items are solidly colored and are clearly the color you are indicating (yellow should be yellow and not gold, purple should be purple and not mauve, etc.). You could use:

<p><b>יְרוֹק</b> <b>צָהוּב</b> <b>חום</b> <b>שָׁחוּר</b> <b>לָבָן</b></p>	<ul style="list-style-type: none"> <li>• Balloons</li> <li>• Pieces of construction paper</li> <li>• <i>Hanukkah</i> candles</li> <li>• Plastic <i>s'vivonim</i> (dreidels)</li> <li>• Animals that are of a solid color</li> <li>• Fabric, yarn</li> <li>• Crayons</li> <li>• Felt-tip markers</li> </ul>
<p><b>בְּצֵבַע</b></p>	<p>The word <b>צֵבַע</b> means “color.” The word <b>בְּצֵבַע</b> means “in the color _____” (for example, <b>בְּצֵבַע כָּחוֹל</b>). Use the phrase _____ <b>בְּצֵבַע</b> when referring to the color of an object, for example <b>כֶּפֶה בְּצֵבַע יְרוֹק</b>. Without the word <b>בְּצֵבַע</b>, you would have to match the gender of the adjective to the gender of the noun (for example, <b>כֶּפֶה יְרוֹקָה</b>) which is a bit advanced for children at this level to learn and use.</p> <ul style="list-style-type: none"> <li>• To introduce this word, point to a number of colored items and simply say <b>צֵבַע</b> .</li> </ul>

Some examples of commands to use when integrating learning for this level:



This teacher is using mini-chairs of different colors

- קבוֹצָה א' - לְהַצְבִּיעַ אֶל צֵבַע יְרוֹק.
- קבוֹצָה ב' - לְגַעַת בְּכֶפֶה בְּצֵבַע לָבָן.
- קבוֹצָה ג' - לְהַרְיֵם טוֹשׁ בְּצֵבַע כָּחוֹל.
- יוֹסִי וּמְרִים, לְתַת עֶפְרוֹן בְּצֵבַע צָהוּב לְפָנֶינָה.

**Want more ideas?**

*There are photos showing different ways teachers introduce and reinforce colors on the bottom of the webpage for Foundational Level 7:*  
<https://www.hebrewthroughmovement.org/level-7.html>

## Level 8

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוּם	כּוּלָם	בְּצָבַע	לְאֵט	אֶל
לְשַׁבֵּת	קְבוּצָה א'	כְּחוּל	מִהֵר	עִקְשָׁיו
לְלַכֵּת	קְבוּצָה ב'	אָדוּם	בְּמָקוֹם	רַק
לְעַצוֹר	(ה)דָּלֵת	יָרוֹק		לֹא
לְרוּץ	(ה)שׁוּלְחָן	צָהוּב		כֵּן
לְקַפּוֹץ	(ה)כֶּסֶא	חוּם		וְ
לְהַסְתּוֹבֵב	(ה)מוֹרָה	שְׁחוֹר		עַל
לְהַצְבִּיעַ עַל...	(ה)מוֹרָה	לָבוֹן		עַל-יָד
לְהַצְבִּיעַ אֶל...	(ה)מִדְרִיךְ			תַּחַת
לְגַעַת ב...	(ה)מִדְרִיכָה			
לְהַרְיֵם	(ה)לוּחַ			
לְהוֹרִיד	(ה)חֲלוֹן			
לְשִׁים עַל...	(ה)רְצֵפָה			
לְקַחַת	יָדָא יְדִים			
לְתַת	רֹאשׁ			
	רֶגֶל \ רַגְלִים			
	עֵין \ עֵינַיִם			
	בֶּטֶן			
	אֶזְן \ אָזְנִים			
	פֶּה			
	כְּתָפִים			
	עַפְרוֹן			
	טוֹשׁ			
	סִפֵּר			
	כֶּפֶה			
*לְקַרְוֵא			קְדִימָה	עִם
*לְכַתּוֹב ב...			אַחֲרָה	
			יְמִינָה	
			שְׂמֵאלָה	
			פֶּה	
			שֵׁם	

\*Use ...לְכַתּוֹב ב in the contexts of both לְכַתּוֹב בְּעַפְרוֹן and לְכַתּוֹב בְּטוֹשׁ - the ב takes the meaning of “with.” Also use the ב when writing “in the book” - לְכַתּוֹב בְּסִפֵּר. However, when writing “on” something the preposition is different: לְכַתּוֹב עַל הַלוּחַ.

Use the script planning worksheet to help brainstorm what you need to review and how you will introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לקרוא לכתוב ב...	<ul style="list-style-type: none"> <li>• Model or demonstrate the actions.</li> <li>• Show clear photos or pictures of someone doing the action. An animal reading would be fun, too!</li> </ul>
קדימה אחורה ימינה שמאלה	<p>These are all <i>directional</i> words – <b>to the front</b>, <b>to the back</b>, <b>to the right</b> and <b>to the left</b>. If teaching on Zoom, to the right and to the left may get confusing – you may wish to skip these two words.</p> <ul style="list-style-type: none"> <li>• Model or demonstrate the actions by taking steps, pointing or jumping.</li> </ul> <p>Note that in Hebrew, the words for “right” and “left” are slightly different from ימינה and שמאלה; they are taught in Level 10.</p>
פה שם	<ul style="list-style-type: none"> <li>• Point close to you or point away from you while saying the matching word.</li> </ul>
עם	<p>This word “with” is hard to demonstrate or model. It may simply be used and students will eventually get the meaning.</p>

Below are some examples of commands to use when integrating learning for this level. Note that these are individual sentences, not scripts that follow a flow.

לקחת קדימה. עכשו, לקחת אחורה.

לשבת פה (point). לקום ולשבת שם (point).

שלומית וקודי - לקום ולקפץ.

קבוצה ב', לקום לקפץ עם שלומית וקודי.

לקחת ספר אדם. לקרא בספר אדם. לשים ספר אדם תחת כסא.

להצביע על טוש בצבע צהב. להרים את הטוש. לכתב בטוש.

לכתב בטוש בצבע ירוק.

לקחת עפרון. לרוץ אל שלחן ולכתב בספר בעפרון.

לקחת אחורה אל הדלת. עכשו להסתובב ימינה.

לקפץ שם (point) – אל החלון.

לרוץ פה (point) – על-נד המורה.

להרים נד. לקחת קדימה. להוריד נד.

לשים אגון על הספר. לא לקרא.



## Level 9

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוּם	כּוֹלֵם	בְּצַבֵּעַ	לְאֵט	אֶל
לְשַׁבֵּת	קְבוּצָה	כְּחוֹל	מְהֵרָה	עִכְשָׁיו
לְלַכֵּת	(ה)דָּלֵת	אָדוּם	בְּמְקוֹם	רַק
לְעַצוֹר	(ה)שׁוֹלְחָן	יָרוֹק	קְדִימָה	לֹא
לְרוּץ	(ה)כֶּסֶא	צָהוּב	אַחֲרָה	כֵּן
לְקַפּוֹץ	(ה)מוֹרָה	חוּם	יְמִינָה	וְ
לְהִסְתּוֹבֵב	(ה)מוֹרָה	שְׁחוֹר	שְׂמאלָה	עַל
לְהִצְבִּיעַ עַל...	(ה)מְדַרְיָד	לָבָן	פֹּה	עַל-יָד
לְהִצְבִּיעַ אֶל...	(ה)מְדַרְיָקָה		שָׁם	תַּחַת
לְגַעַת ב...	(ה)לַיִח			עִם
לְהָרִים	(ה)חֲלוֹן			
לְהוֹרִיד	(ה)רְצִפָּה			
לְשִׁים עַל...	יָד \ יָדִים			
לְקַחַת	רֹאשׁ			
לְתַת	רֶגֶל \ רַגְלִים			
לְקַרֵּא	עֵין \ עֵינַיִם			
לְכַתּוֹב ב...	בֶּטֶן			
	אֶזְן \ אֶזְנַיִם			
	פֶּה			
	כְּתִיבִים			
	עֶפְרוֹן			
	טוֹשׁ			
	סִפָּר			
	כֶּפֶה	גָּדוֹל \ גְּדוּלָה *		
		קָטָן \ קְטִינָה *		
		חֲדָשׁ \ חֲדָשָׁה *		

*\*Introducing students to adjectives also introduces them to gender differentiation in the Hebrew language.*

All Hebrew nouns have a gender. Most words that end in a *Hey* are feminine (like קְבוּצָה or רְצִפָּה). But there are nouns that can be hard to identify as masculine or feminine because they are “irregular.” For example, paired body parts (like יָד) are feminine. The challenge in introducing adjectives is that it (the adjective) plus the noun need to be “in agreement.” A feminine noun is matched to an adjective in feminine form and a masculine noun is matched with an adjective in masculine form.

To not confuse our beginning Hebrew learners, HTM uses adjectives connected only with regular nouns. To increase the available nouns to match with an adjective, children should not only have learned most of the Foundational Levels, but also learned other nouns from the Holiday, Prayer/Blessing and Synagogue units.

Care should be taken to use only nouns that are regular (i.e., one should introduce **גְּדוּלָה** and not **גְּדוּלָה אֶזְרָא** because the former is regular, while the latter sounds as if it should take the masculine adjective, but it does not). To learn which nouns are and are not regular, see Appendix A (page 63).

Remember that YOU are the one matching the noun with its adjective in either feminine or masculine form. While you will want to begin your lesson in English to explain the idea of feminine and masculine adjectives, once you start your warm-up, use only Hebrew. Your learners just have to *recognize* that the adjective they are hearing means either big, small or new. **Introduce all three words in masculine form first and then in a later lesson introduce the feminine form.**

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
גְּדוּלָה \ גְּדוּל	<ul style="list-style-type: none"> <li>Point to really big items that are identified as masculine in Hebrew - simply say גְּדוּל (don't name the item itself).</li> <li>It would help learners learn the difference between גְּדוּל and קָטָן if you have the same kinds of objects, some big and some small. Point to the item that is big and say גְּדוּל. Point to the item that is small and say קָטָן.</li> </ul>
קָטָן \ קְטִינָה	<ul style="list-style-type: none"> <li>Point to really small items that are identified as masculine in Hebrew - simply say קָטָן (don't name the item itself).</li> <li>It would help learners learn the difference between גְּדוּל and קָטָן if you have the same kinds of objects, some big and some small.</li> </ul>
חֲדָשׁ \ חֲדָשָׁה	<ul style="list-style-type: none"> <li>Point to obviously new items that are identified as masculine in Hebrew - simply say חֲדָשׁ (don't name the item itself).</li> <li>Feel free to add the word לֹא to the word so the “not new” phrase is לֹא חֲדָשׁ.</li> </ul>

When you integrate learning, direct students to run, jump, turn, point, lift up, take items that are large, small and new. For example:



לְרוּץ אֶל סֵפֶר גְּדוּל וְלָשִׁים אֶת הַסֵּפֶר עַל כֶּסֶא קָטָן.

לְהִצְבִּיעַ אֶל חֲנֻכָּה גְּדוּלָה. לְקַפֵּץ אֶל חֲנֻכָּה קְטִינָה.

לְתַת סֵפֶר חֲדָשׁ בְּצִבְעַ כָּחַל לְמַרְיָם.

Correct word combinations include:

חֲדָשׁ \ חֲדָשָׁה

חֲדָשׁ \ חֲדָשָׁה

מְדַרְיָן \ מְדַרְיָנָה

מְדַרְיָן \ מְדַרְיָנָה

סֵפֶר חֲדָשׁ \ סֵפֶר לֹא חֲדָשׁ

סֵפֶר חֲדָשׁ \ סֵפֶר לֹא חֲדָשׁ

כֶּסֶא חֲדָשׁ \ כֶּסֶא לֹא חֲדָשׁ

## Level 10

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוּם	כּוּלָם	בְּצַבֵּעַ	לְאֵט	אֶל
לְשַׁבֵּת	קְבוּצָה	כְּחוּל	מְהֵרָה	עֵכְשָׁיו
לְלַכֵּת	(ה)דָּלֶת	אָדוּם	בְּמִקּוּם	רַק
לְעַצוֹר	(ה)שׁוּלְחָן	יָרוֹק	קְדִימָה	לֹא
לְרוּץ	(ה)כֶּסֶּא	צָהוּב	אַחֲרָה	כֵּן
לְקַפּוֹץ	(ה)מוֹרָה	חוּם	יְמִינָה	וְ
לְהַסְתּוֹבֵב	(ה)מוֹרָה	שְׁחוֹר	שְׂמאלָהּ	עַל
לְהַצְבִּיעַ עַל...	(ה)מְדַרְיָד	לָבָן	פֶּה	עַל-יָד
לְהַצְבִּיעַ אֶל...	(ה)מְדַרְיָכָה	גָּדוּל \ גְּדוּלָה	שֵׁם	תַּחַת
לְגַעַת ב...	(ה)לוּחַ	קָטָן \ קְטַנָּה		עִם
לְהַרְיֵם	(ה)חֲלוּן	חֲדָשׁ \ חֲדָשָׁה		
לְהוֹרִיד	(ה)רְצָפָה			
לְשִׁים עַל...	יָד \ יָדַיִם			
לְקַחַת	רֶאשׁ			
לְתַת	רֶגֶל \ רַגְלַיִם			
לְקַרֵּא	עֵין \ עֵינַיִם			
לְכַתּוֹב ב...	בֶּטֶן			
	אֶזֶן \ אֲזֵנַיִם			
	פֶּה			
	כְּתָפַיִם			
	עַפְרוֹן			
	סֶפֶר \ סִפְרַיִם			
	טוֹשׁ			
	כֶּפֶה \ כַּפּוֹת			
לְסַדֵּר	כַּרְטִיס			
	אוֹת			
	מְלָה			
	צִד יְמִין			
	צִד שְׂמאל			

The words in this level enhance the Print-Literacy Strand (see pages 165-178) by offering richer language to manipulate items in print.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לְסַדֵּר	<ul style="list-style-type: none"> <li>In advance, place a variety of items on a table out of order. Place them in order as you say לְסַדֵּר. These might be a series of books (e.g., Harry Potter), a child's toy that is normally put together from smallest to largest, the first few letters of the English or Hebrew alphabet, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>In advance, mess up an area of the room – chairs are on their side and not in any order, papers are strewn around, etc.</li> </ul>
<b>כָּרְטִיס</b>	<ul style="list-style-type: none"> <li>Have a variety of cards – flashcard, index card, birthday card, a small piece of cardstock, a business card, etc. [Note that the Hebrew word for “playing card” is different from the word being taught here.]</li> </ul>
<b>אות מלה</b>	<p>These have to do with “print” – letter and word.</p> <ul style="list-style-type: none"> <li>Post some letters and words on the board – spread them out so children can point to different ones.</li> <li>Offer letters and words on cards. Many are available for free download on the Foundational and Holiday pages of HebrewThroughMovement.org.</li> <li>Give each child a page with print in a large font so they can individually point to a letter or word.</li> </ul>
<b>צד ימין צד שמאל</b>	<p>During print-literacy lessons, students will be asked to place word cards to the right of left of other words. It would be helpful if you introduce ONE of these phrases in one lesson and then introduce the other later. It will help children connect a “side” to a word (right or left)</p> <ul style="list-style-type: none"> <li>Point to the left side and then the right.</li> <li>Stand in front of the room with your back to the children. Indicate your right side and then your left side (this helps with the perspective of <i>their</i> right, not yours).</li> <li>Move an object from the left side to the right side of another object</li> </ul> <p>Note that when you integrate either of these phrases into a command, you need to add כּ before the word צד. For example: "לשים את המלה 'שבת' בצד ימין של 'שלום'."</p>

When integrating old words with new use scripts such as the ones, below. For students to be able to follow these commands, a variety of different cards, letters and words will need to be placed around the room in advance.

#1



קבוצה א' – להרים גידים. להוריד גידים.  
 לגעת במלה "ישראל".  
 להרים את המלה "ישראל".  
 לשים "ישראל" תחת כסא.  
 להצביע על האות "ר".  
 לקחת את המילה "ישראל" ולשים על שלחן.  
 לקום ולקפץ אל דלת ולשבת על הרצפה.

#2

**קבוצה ג' – לקום ולרוץ אל פרטיס בצבע צהב.**  
לקחת את הפרטיס.  
לקפץ אל פרטיס עם האות "ל."  
לשים את הפרטיס בצבע צהב תחת האות "ל."  
לרוץ אל פרטיס עם המלה "שבת."  
לשים את המלה "שבת" בצד ימין של "שלום."  
לרוץ לאט אל חלון ולשבת על הרצפה.



#3

**קבוצה ב' – לקום וללקת אל לוח.**  
להצביע על האות "א."  
להצביע על האות "ד."  
להצביע על המילה "סדור."  
להצביע על המילה "שלום."

Give each student a pack of cards with these 4 letters on them, shuffled.

לשים את האלף-בית על הרצפה ולסדר אל האלף-בית.  
כלם להצביע על הפרטיס עם האות "ד."  
לשים את הפרטיס עם האות "ד" תחת פסא.  
להסתובב אל קבוצה א' ולשבת בצד ימין.

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

אָזן (אַזנים)	נְקֵבָה
בָּטוֹן	נְקֵבָה
דָּלֶת (דְּלָתוֹת)	נְקֵבָה
חֲלוֹן (חֲלוֹנוֹת)	זָכָר
טוֹשׁ (טוֹשִׁים)	זָכָר
יָד (יָדַיִם)	נְקֵבָה
כּוֹלֵם	זָכָר
כֶּסֶּא (כֶּסֶּאוֹת)	זָכָר
כֶּפֶה (כֶּפּוֹת)	נְקֵבָה
כְּתֻפִּים	נְקֵבָה
לוּחַ (לוּחוֹת)	זָכָר
מְדַרְיָד (מְדַרְיָכִים)	זָכָר
מְדַרְיָכָה (מְדַרְיָכוֹת)	נְקֵבָה
מוֹרָה (מוֹרוֹת)	נְקֵבָה
מוֹרָה (מוֹרִים)	זָכָר
סֵפֶר (סֵפָרִים)	זָכָר
עַיִן (עַיִנִּים)	נְקֵבָה
עֶפְרוֹן (עֶפְרוֹנוֹת)	זָכָר
פֶּה (פִּיּוֹת)	זָכָר
קְבוּצָה (קְבוּצוֹת)	נְקֵבָה
רֹאשׁ (רֹאשִׁים)	זָכָר
רֶגֶל (רֶגְלִים)	נְקֵבָה
רִצְפָּה	נְקֵבָה
שׂוּלְחָן (שׂוּלְחָנוֹת)	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.**

**The holiday units assume that students have learned the vocabulary in Foundational Level 5 or 6. There is a note above each word chart that says whether Level 5 or 6 should have been completed before introducing that specific holiday.**

## INTRODUCTION

Hebrew Through Movement's Holiday Units teach vocabulary connected to each of the Jewish festivals. Bigger ideas – like history, rituals and concepts – are not part of HTM learning, rather they are usually taught somewhere else in your education program's curriculum. Time is short, so in your 15 minute-ish lesson, stick to holiday-specific vocabulary.

Holiday word lists are offered with "options" - they may be taught in any order or in any year of learning. Most of the new holiday words are nouns. Terms that are marked with an asterisk (\*) are probably familiar to the students - some of these are common words (like חֵלֶה) and others may have been taught as part of Jewish Life Vocabulary<sup>16</sup> (like בְּרִיָּה). That said, teachers may use the HTM approach to introduce any holiday words they wish. To make sure that children gain a variety of new words, it is important to make a list of the vocabulary covered in the current year to pass along to next year's teacher. A sample form is available on page 189.

This curriculum guide contains charts with ideas for introducing holiday vocabulary, as well as sample commands for the third part of an HTM lesson – integrating old and new vocabulary. Know that each holiday may be taught independently of the others. For example, the *Pesah* unit can be taught even if students did not learn vocabulary for *Purim* or *Hanukkah*. Teachers new to HTM will find both Shabbat units useful to their understanding of holiday teaching if they are taught first ... though really, any holiday is fine as a start.

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

- Seat the students in a semi-circle.
- Use authentic props when possible, but also feel free to use photographs for some of the vocabulary or concepts. Many photos have been uploaded to holiday-specific webpages of the HebrewThroughMovement.org website (for example, scroll down on the Tu BiSh'vat webpage).
- Start each lesson with a review, then introduce three new words at a time and integrate new and old vocabulary.

When the three terms are all nouns, first show three different examples for each term.

- Say just the single word and show the object: שׁוֹפָר x3, חֵלֶה x3, דְּבִשׁ x3.
- Then, say the three terms as a group, again three times, but change the order each time. Physically connect the object with the Hebrew word.
- Finally, demonstrate a set (or two) of simple commands using the new terms.

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<sup>16</sup> Jewish Life Vocabulary (JLV) is one of the elements of #OnwardHebrew, an initiative adopted by many programs also using Hebrew Through Movement. <https://www.onwardhebrew.org/jewish-life-vocabulary.html>

- Be sure to integrate nouns with verbs from the Foundational Language Unit (i.e. have the students point to, walk to, run to, touch, etc. the new nouns).
- Model a command several times before asking students to do it.
- Present commands in unique combinations. Be respectful of ritual objects, but feel free to integrate fun and humor.
- Call on students in small groups, as well as give commands to the entire class. No one should ever be asked to follow a command by themselves.
- Ritual objects may be placed around the room, or teen assistants may hold up items that children are asked to run, jump, walk to.



- Introduce new vocabulary when 2/3 of a group responds easily to earlier commands.

If possible, when teaching words for food, use artificial items (lacquered props, stuffed toys, wooden play sets). To prevent food waste, use the real item only when the children will actually eat the food or say a בְּרָכָה.

Note that all vocabulary in the Holiday unit are pronounced, translated and posted to the [HebrewThroughMovement.org](http://www.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>



# שַׁבָּת 1

(Students should have already completed Foundational Level 5)

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

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1: <b>Shabbat foods</b>		חֶלֶה* לֶחֶם יַיִן מִיץ עֲנָבִים			
Option 2: <b>Shabbat candle blessing</b>	לְבַרְךָ עַל לְהַדְלִיק אֶת	נֵר פְּמוֹט שַׁבָּת שְׁלוֹם*			
Option 3: <b>Blessing over wine or grape juice</b> <i>(it is helpful to have taught Option 1 previous to this one)</i>		יַיִן מִיץ גֶּפֶן פְּרֵי פְּרֵי הַגֶּפֶן	<p>Note: The pronunciation of the word גֶּפֶן switches to גֶּפֶן at the end of the blessing over wine/grape juice. The two words are exactly the same, but Hebrew grammar rules for blessings shift the vowel under the ל. This happens also with the word אֶרֶץ at the end of the blessing over bread (see Shabbat 2)</p>		

Regarding 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 be 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!"]

## Option 1: Shabbat Foods

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לֶחֶם	<ul style="list-style-type: none"> <li>Use a variety of real bread products for which one would say the <i>Motzi</i> – sandwich bread, rolls, whole wheat, white, etc. These can be in their wrapped packages. Do not include crackers.</li> <li>If there is an early childhood program, see if you can borrow fake/toy bread products from their housekeeping area.</li> <li>Use photos found on the internet.</li> </ul>
יַיִן	Before teaching this word, check with your director or clergy about the use of "wine" vs. the use of "grape juice" in this lesson: Is it okay to teach the word for "wine" and have wine bottles in the room? Is grape juice preferred? Or, may both be used?

	<ul style="list-style-type: none"><li>• Use a variety of empty wine bottles.</li><li>• Search online for “KidKraft Shabbat set.” Other toy brands will pop up, too.</li><li>• Use small bottles of wine that are full.</li><li>• Use photos.</li></ul>
<b>מייץ ענבים</b>	<ul style="list-style-type: none"><li>• Use small grape juice bottles, cartons or cans - empty or filled.</li><li>• Bonus points for using grape juice bottles from Israel, with Hebrew on the label!</li><li>• Search online for “Toy juice bottles” (Melissa and Doug, others, have them).</li><li>• Use photos.</li></ul>

Some examples of commands to use when integrating learning for this level:

**קבוצה א' – לקום ולהסתובב אל השלחן.**

להצביע על לחם.

לגעת בלחם.

להרים את הלחם.

לקחת עם הלחם. לעצור.

לשים את הלחם על השלחן ולשבת.

**קבוצה ב' – לקום ולהרים חלה.**

לקפץ אל החלון עם החלה.

לרוץ אל השלחן עם החלה.

לשים את החלה על הראש.

לשים את החלה על האף.

לשים את החלה על השלחן ולשבת.



**קבוצה ג' – להצביע על יין.**

להרים את היין.

להוריד את היין.

לשים את היין על הבטן.

לשים את היין תחת השלחן ולשבת על כסא.

קבוֹצָה ב' – לקום.

להצביע על מיץ ענבים.

דני ושרה להרים מיץ ענבים.

מיכה ותמר להרים יין.

לקחת אף שלחן או ולשים יין ומיץ ענבים על השלחן. לשבת.



קבוֹצָה א' – להסתובב אף לחם.

להרים את הלחם ולשים לחם על-יד יין.

לשבת על הרצפה.

לקום. להרים מיץ ענבים ולשים מיץ ענבים על-יד לחם.

להרים יין ולשים את היין על-יד חלה.

להרים חלה ולשים חלה על יין.

לשים חלה לחם יין ומיץ ענבים על השלחן ולשבת על פסא.

### **Option 2: Shabbat Candle Blessing**

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary. Note that in previous editions of the curriculum guide, the plural for candle and candlesticks were introduced. In this edition, we are suggesting that these two words remain singular; ask students to take one candle (or candlestick) and then take another one. This is because in Hebrew blessings the word נר is used, not נרות.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
נר	<ul style="list-style-type: none"> <li>Use a variety of real candles – Shabbat, birthday, <i>Havdallah</i>, decorative.</li> <li>Use toy candles. An early childhood program might have some to loan, or search online for “KidKraft Shabbat set.” Other brands will pop up, too.</li> <li>Use photos.</li> </ul>
פמוט	<ul style="list-style-type: none"> <li>Use a variety of candlesticks – parents may be able to donate or loan some. Or check the early childhood program.</li> <li>Use photos.</li> </ul>
להדליק	<ul style="list-style-type: none"> <li>Do the action of striking a match, along with a sound that indicates the lighting.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pretend to light a candle.</li> <li>• Use photos of people actively lighting a candle.</li> </ul>
<b>לְבָרֵךְ</b>	<ul style="list-style-type: none"> <li>• Show photos of someone with their eyes covered after lighting the Shabbat candles. When you integrate learning say <b>לְבָרֵךְ עַל גֵּר שֶׁל שַׁבָּת</b>.</li> <li>• Use this phrase before cueing learners into reciting a blessing. For example, <b>לְבָרֵךְ עַל גֵּר שֶׁל שַׁבָּת ... בְּרוּךְ אַתָּה יי</b>. Say the phrase with familiar blessings, for example over Shabbat and <i>Hanukkah</i> candles, as well as bread and wine.</li> </ul>
<b>שַׁבַּת שְׁלוֹם</b>	Learners will know this phrase from other contexts. After teaching the blessing over the Shabbat candles look at everyone and simply say: <b>שַׁבַּת שְׁלוֹם</b> . There's no need to teach it explicitly.

When integrating learning, if you wish to spend time reinforcing **various kinds of candles**, start with the sample scripts, below. To directly focus on the **Shabbat words** introduced in this lesson, skip down to the commands that begin to the right of the picture on the next page.

Distribute various candles to children so that each has one: *Hanukkah*, Shabbat, or birthday. Say:

**קְבוּצָה עִם גֵּר שֶׁל חֲנֻכָּה - לְקוֹם .**

**לְלַכֵּת אֶל הַדֹּלֶת עִם גֵּר שֶׁל חֲנֻכָּה.**

**לְשִׁים גֵּר שֶׁל חֲנֻכָּה עַל-יַד הַדֹּלֶת וְלִשְׁבֵּת עַל כֶּסֶּא.**

**קְבוּצָה עִם גֵּר שֶׁל שַׁבָּת – לְקוֹם עִם גֵּר שֶׁל שַׁבָּת .**

**לְקַפֵּץ עִם גֵּר שֶׁל שַׁבָּת.**

**לְקַפֵּץ, לְקַפֵּץ, לְקַפֵּץ.**

**לְעֶצֶר .**

**לְשִׁים גֵּר שֶׁל שַׁבָּת עַל הַבֶּטֶן וְלִשְׁבֵּת עַל כֶּסֶּא.**

Point to the children with a birthday candle and say:

**קְבוּצָה עִם גֵּר שֶׁל יוֹם הַלְּדוּת – לְקוֹם .**

**לְהַרִים גֵּר שֶׁל יוֹם הַלְּדוּת .**

**לְשִׁים גֵּר שֶׁל יוֹם הַלְּדוּת עַל הַבֶּטֶן.**

לקום עם נר של יום הַלְדָּת .

להסתובב עם נר של יום הַלְדָּת .

לְעַצֵּר.

לשים נר של יום הַלְדָּת על נר של חֲנֻכָּה (על-גַּד הַדָּלָת).

לְשַׁבֵּת על כֶּסֶא.

The scripts, below, should be used with different groups.



לְלַכֵּת אֶל הַשׁוּלְחָן וּלְהַרִים נֵר שַׁבָּת.

לְקַפֹּץ עִם הַנֵּר.

לשים נר של שַׁבָּת על כֶּסֶא.

עֲכָשׂוּ לְשִׁים נֵר שַׁבָּת עַל הָרֵאשׁ.

לְהִסְתַּוֵּב עִם נֵר שַׁבָּת.

לשים נר של שַׁבָּת עַל הַשׁוּלְחָן.

לְהַצְבִּיעַ עַל הַפְּמוֹט.

לְהַרִים פְּמוֹט.

לשים פְּמוֹט עַל הַשׁוּלְחָן.

לְגַעַת בַּנֵּר.

לשים נר בַּפְּמוֹט.

לְהַצְבִּיעַ עַל עוֹד פְּמוֹט.

לשים נר בַּפְּמוֹט.

לְהַדְלִיק נֵר שַׁבָּת.

Work for a while with commands related to the candle, candlestick and lighting.

Then, pantomime lighting the Shabbat candles and say

לְהַדְלִיק נֵר שַׁבָּת.

Demonstrate the circling motion (three times around) with your hands before covering your eyes, then say and demonstrate

לְשִׁים יָדַיִם עַל הָעֵינַיִם

לְבָרֵךְ עַל גֵּר שֶׁל שַׁבָּת.

Then recite the blessing

בְּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מְלֶכֶד הָעוֹלָם, אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו, וְצִוָּנוּ לְהַדְלִיק גֵּר שֶׁל שַׁבָּת.

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 גֵּר בְּפָמוֹט.

לְשִׁים עוֹד גֵּר בְּפָמוֹט.

לְהַדְלִיק גֵּר שֶׁל שַׁבָּת.

לְהַדְלִיק עוֹד גֵּר שֶׁל שַׁבָּת.

לְשִׁים יָדַיִם עַל הָעֵינַיִם.

לְבָרֵךְ עַל גֵּר שֶׁל שַׁבָּת.

After children recite the blessing and open their eyes, say שַׁבָּת שְׁלוֹם.

When this lesson is done, switch to English and ask students to share what they now understand this blessing says.

*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.*

### SHABBAT SAMPLE VIDEOS

Two videos are available for viewing. Both were filmed using vocabulary from earlier curriculum guides – in those, we taught children the plural for candles (גֵּרוֹת) and candlesticks (פְּמוֹטִים). However, in this version of the guide we suggest that teachers only use the words גֵּר and פָּמוֹט.

While both videos show the teaching of similar vocabulary (mostly Shabbat I, Option 2 words), there are differences in the lessons:

<http://tinyurl.com/jy72kty>

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

At the end of the second video, a student offers her thoughts on learning Hebrew using HTM. Keep watching until the very end!

### Option 3: Blessing over Wine or Grape Juice

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
גָּפֶן	<p>Note that this word specifically means a “grapevine.” Know that there is another Hebrew phrase that translates as vine in the general sense (צִמְחַ מִטֶּפֶס). Also know that the Hebrew word for grape is עֵנָב, not פְּרֵי הַגָּפֶן. The Hebrew phrase for actual grape juice is מִיץ עֵנָבִים. You will not be using either the general word for vine or specific word for grape in this lesson ... just thought you might want to know the differences.</p> <ul style="list-style-type: none"> <li>• Use three different pictures of a grape vine, showing the distinct big leaves and the grapes. Perhaps include an arrow that points to the vine, not the fruit or leaves.</li> <li>• When you get to the integration segment, offer some other photos of plants (flowers, trees, corn stalks), point to them and ask students – גָּפֶן – כֵּן אוֹ לֹא?</li> </ul>
פְּרִי	<ul style="list-style-type: none"> <li>• Use a variety of real fruits or plastic fruits. Your early childhood program might have some toy fruit to loan. <ul style="list-style-type: none"> <li>○ Remember that פְּרִי is singular (and note the vowel under the פ when the word is separated from הַגָּפֶן). Don't use canned fruits that would have multiple varieties included or more than one item – just one apple, pear, etc.</li> <li>○ Don't include fruit that grows on a bush or in the ground since on these we use the blessing that ends בִּוְרֵא פְּרֵי הָאֲדָמָה. This means, do not include any berries, a pineapple or banana.</li> </ul> </li> <li>• Use photos of fruits.</li> </ul>
פְּרֵי הַגָּפֶן	<p>In this lesson, because we are focused on the blessing, use the full phrase פְּרֵי הַגָּפֶן to either refer to grapes OR the-fruit-that-grows-on a grapevine OR wine OR grape juice.</p> <ul style="list-style-type: none"> <li>• Use real grapes or plastic grapes. If your picture of grapevines is big enough, hold up the bunch of grapes to the vine.</li> <li>• Find photos of grapes.</li> <li>• Use bottles of grape juice and perhaps kosher wine.</li> </ul>

Some examples of commands to use with small groups and/or everyone when integrating learning for this level:

Show a variety of photos of grapevines and other plants. Pointing to different ones, ask learners:

גָּפֶן – כֵּן אוֹ לֹא?

Place the photos in different places around the room and say:

קְבוּצָה ג' – לְרוּץ אֶל הַלוּחַ וְלְהַצְבִּיעַ עַל גָּפֶן.

לְרוּץ אֶל "לֹא גָּפֶן."

לְהִסְתוֹבֵב וְלִגְעַת בְּגָפֶן.

לְקַפֵּץ אֶל שֻׁלְחוֹ וְלִגְעַת בְּפְרֵי.

לְהַרְיִם פְּרִי .

לְשִׁים פְּרִי עַל-יַד חֲלוֹן . לְשֶׁבֶת עַל כֶּסֶא .

קְבוּצָה ב' – לְקוֹם וְלְרוּץ אֶל פְּרִי .

לְשִׁים פְּרִי תַחַת כֶּסֶא .

לְשִׁים פְּרִי עַל הָאֵף וְלְרוּץ לְאֵט אֶל שְׁלֶחַן א' .

לְשִׁים פְּרִי תַחַת שְׁלֶחַן א' .

לְהַרְיִם פְּרִי וְלְרוּץ אֶל גָּפֶן .

לְשִׁים פְּרִי תַחַת גָּפֶן .

לְהַצְבִּיעַ אֶל פְּרִי .

לְהַצְבִּיעַ אֶל גָּפֶן .

לְהַצְבִּיעַ אֶל פְּרִי הַגָּפֶן . לְשֶׁבֶת .

When reinforcing the phrase פְּרִי הַגָּפֶן, make sure that students know to indicate grapes, grape juice and wine. All are פְּרִי הַגָּפֶן.

קְבוּצָה א' – לְהִסְתוּבֵב אֶל פְּרִי הַגָּפֶן .

לְהַרְיִם אֶת פְּרִי הַגָּפֶן .

לְקַפֵּץ עִם פְּרִי הַגָּפֶן אֶל גָּפֶן .

לְשִׁים פְּרִי הַגָּפֶן תַחַת גָּפֶן . לְשֶׁבֶת .

Bring out grape juice and serve a cup of it to everyone. Say:

כֶּלֶם לְבָרַךְ עַל פְּרִי הַגָּפֶן :

בְּרוּךְ אַתָּה יי , אֱלֹהֵינוּ מְלֶכֶד הָעוֹלָם , בּוֹרֵא פְּרִי הַגָּפֶן .

Drink!

When this lesson is complete, switch to English and ask students to share what they now understand this blessing says. Since it would be hard to teach the word בּוֹרֵא using HTM, you might explain to them that the word means “Creator of,” referring to God, the creator of nature. So here, we are praising God for being the “Creator of the fruit of the grapevine.” As explained earlier, פְּרִי הַגָּפֶן translates as “fruit of the grapevine,” but we use the phrase when we make a blessing over wine and grape juice, not before eating grapes.

**SPECIAL OPPORTUNITY:**

If your students have learned to decode Hebrew and complete all of “Shabbat 1” and Option 1 in “Shabbat 2,” you might like to ask their *t’fillah* teacher to introduce them to the story on page 178 of this guide. They have learned all the words via HTM and should be able to read with understanding. No, it’s not a suspenseful story, but the achievement of being able to read Hebrew with understanding is rather special!





## שַׁבַּת 2

(Students should have already completed Foundational Level 6 so that they know the word לְתֵת (L'tet)  
Terms marked with \* may already be familiar to your students from other experiences.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1: <b>Blessing over bread/Hallah</b>	לְבָרַךְ עַל  לְהוֹצִיא אֶת (הַמוֹצִיא)	*חֶלֶה לֶחֶם  שְׂקִית אֶרֶץ	<p>Note: The pronunciation of the word אֶרֶץ switches to אֶרֶץ at the end of the blessing over bread. The two words are exactly the same, but Hebrew grammar rules for blessings shift the vowel under the א. This happens also with the word גָּזֵן at the end of the blessing over grape juice or wine (see Shabbat 1)</p>		מִן
Option 2: <b>Havdallah</b> Appropriate for students that have learned about and experienced the Havdallah ceremony. Check Shabbat 1 Option 3 for the lesson on פְּרֵי הַגֶּזֶן		*הַבְּדֵלָה בְּשָׂמִים מִיְנֵי בְּשָׂמִים אֵשׁ מְאוּרֵי הָאֵשׁ			

Regarding the food items:

Where possible, use bread from a toy-set. Remember that any food that children eat needs to be 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.

### Option 1: Blessing over bread/hallah

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לֶחֶם	<ul style="list-style-type: none"> <li>This was introduced in Shabbat 1 – check there for ideas if you did not do that lesson.</li> </ul>
שְׂקִית	<ul style="list-style-type: none"> <li>Use a variety of small bags, including ones that hold sliced bread.</li> <li>Have bread still in its bag – clearly touch or point to the bag, not the bread inside.</li> </ul>

<p><b>להוציא את (המוציא)</b></p>	<ul style="list-style-type: none"> <li>• In advance, place into bags and boxes a variety of items for which children already know the Hebrew. Some examples: <i>kippah</i>, <i>siddur</i>, (toy) <i>Torah</i> scroll, dollhouse-size chair or table, pencil, outline of a hand or other body part, etc. Pull out each item and say להוציא, or whatever object is being pulled out. In this introduction of words, do not name the object; save that for integrating learning.</li> <li>• When integrating vocabulary use the word מן with an exaggerated pull as you take an item <i>from</i> a bag. No need for deeper work in its meaning.</li> </ul>
<p><b>ארץ</b></p>	<p>The word ארץ means: land, country OR earth, world. However, in the context of the blessing for bread הָאָרֶץ means "the ground." The blessing is saying that God brings forth bread from the ground.</p> <ul style="list-style-type: none"> <li>• Take the learners outside and point to various examples of “ground” – an area with dirt, with grass on it, etc. Point to other things outside and say לא ארץ. When you get to the integration segment, you can point to the floor and ask ארץ או לא ארץ?</li> <li>• Show photos of different kinds of earth/land, including fields.</li> </ul>
<p><b>לברך על</b></p>	<p>At this point, this word is best taught by just using it in context. Anytime you want to prompt learners to say a blessing simply say _____ על לברך, say the name of whatever you are blessing (for example: <i>hallah</i>, apple), then start the blessing. <i>Note that the phrase is first introduced in Shabbat 1.</i></p>
<p><b>לאכול</b></p>	<p>Like the verb above, this word is best just used in context in this lesson – when it is time to eat prompt children by saying לאכול.</p>

Some examples of commands to use with small groups and/or the entire class when integrating new vocabulary:

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

להרים לחם.

להוריד לחם.

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

להרים חלה.

להוריד חלה.

Give some bread and חלה to the students and say

להרים לחם.

לקום ולרוץ עם הלחם אל החלון.

לקפוץ אל השולחן.

לשים את הלחם על השולחן.

לְהַרִים אֶת הַחֶלֶה.  
לְשִׁים אֶת הַחֶלֶה עַל הָרֹאשׁ וּלְהַסְתִּיבּוּ.  
לְהוֹרִיד אֶת הַחֶלֶה.  
לְשִׁים לֶחֶם בְּשִׁקִּית.  
לְשִׁים חֶלֶה בְּשִׁקִּית.  
לְהוֹצִיא אֶת הַלֶּחֶם.  
לְהוֹצִיא אֶת הַחֶלֶה.  
לְהַרִים אֶת הַחֶלֶה.  
לְהַרִים אֶת הַלֶּחֶם.

Call on two or three children and say

לְקוּם  
לְלַכֵּת אֶל הַשּׁוּלְחָן.  
לְהוֹצִיא אֶת הַלֶּחֶם מִן הַשִּׁקִּית.  
לְבָרֵךְ עַל הַלֶּחֶם.

Prompt the children to say the blessing over bread.

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

Then say:

לְאָכוֹל אֶת הַלֶּחֶם.

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

Repeat this script using חֶלֶה instead of לֶחֶם. Then continue with:

לְקוּם  
לְלַכֵּת אֶל הַשּׁוּלְחָן.  
לְהוֹצִיא אֶת הַחֶלֶה מִן הַשִּׁקִּית.

Place enough pieces of חֶלֶה on a napkin or plate on the table for all the children. Say:

כּוּלֶם, לְלַכֵּת לֶאֱט אֶל הַחֶלֶה.

לְבָרֵךְ עַל הַחֶלֶה:

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.

### **Option 2: Havdallah**

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
<b>בְּשָׂמִים</b>	<p>Hebrew has a word for the kind of spice one cooks with (תְּבַלִּין). Generally, the word בְּשָׂמִים is only used for the spices used for <i>Havdallah</i>. It is related to the word בִּשְׂמָם which means perfume or scent.</p> <ul style="list-style-type: none"> <li>Put different kinds of spices in small cups, for example: cloves, cinnamon, allspice, or even the emptied bag of nice smelling tea (one kind of spice/teabag per cup). Point to each, one-at-a-time and say בְּשָׂמִים. Offer everyone the option of smelling the spices.</li> <li>Put the spices in a spicebox. Shake the box, point inside and say בְּשָׂמִים. Exaggerate taking a smell then point inside the box and say בְּשָׂמִים.</li> </ul> <p>When you get to the integration segment, you could show other spice boxes - some empty, some with spices inside. In turn, shake each, lean towards it to hear if there are spices inside, take a smell and identify as בְּשָׂמִים כֵּן or בְּשָׂמִים לֹא.</p>
<b>מִיְנֵי בְּשָׂמִים</b>	<ul style="list-style-type: none"> <li>Put in different kinds of spices in small cups, for example: cloves, cinnamon, allspice, or even the emptied bag of nice smelling tea (one kind of spice/teabag per cup). Point to each, one-at-a-time and say בְּשָׂמִים. Indicate the entire group and say מִיְנֵי בְּשָׂמִים. Repeat with clusters of 2-3 of the cups.</li> </ul>
<b>אֵשׁ</b>	<ul style="list-style-type: none"> <li>Show pictures of various kinds of fire – campfire, fire in a fireplace, the flame of a candle, a building on fire.</li> <li>Point to the lights in the room (or perhaps even LED tea candles) and say לֹא אֵשׁ. Then, point to an example or two of fire and say אֵשׁ.</li> </ul>
<b>מְאוֹרֵי הָאֵשׁ</b>	<p>This phrase literally means “lights of the fire,” referring to the light thrown off from the <i>Havdallah</i> candle.</p> <ul style="list-style-type: none"> <li>Show some of the pictures used to illustrate fire. Point to the actual fire and say אֵשׁ. Point to the light around the fire and say מְאוֹרֵי הָאֵשׁ.</li> </ul>

Some examples of commands to use with small groups and the entire class when integrating vocabulary:

Set up one table with ritual items for the blessings that begin Shabbat (two candles in candlesticks, wine cup, *hallah*) and another table with ritual items for *Havdallah* (a *Havdallah* candle, wine cup, spicebox). Also give access to multiple items or photos to

illustrate the words just learned for *Havdallah*. Start by pointing to the Shabbat items and say "Shabbat." Point to the *Havdallah* items and say "*Havdallah*." Repeat and then begin to integrate learning:

**קבוֹצָה א' –** לקוּם וְלוּץ אֶל הַבְּדִלָה. לְהִסְתוּבֵב בְּמָקוֹם.

לְקַפֵּץ אֶל שַׁבָּת. לְשַׁבֵּת תַּחַת הַשְּׁלֶחָן.

לְקוּם וְלְשַׁבֵּת עַל כֶּסֶא.

**קבוֹצָה ג' –** לְקוּם וְלִלְכֵת אֶל בְּשָׂמִים.

לְהִצְבִּיעַ עַל בְּשָׂמִים.

לְהָרִים בְּשָׂמִים.

לְשִׁים בְּשָׂמִים עַל הָרֵאשׁ.

לְקַחַת אֵשׁ וְלִתֵּת לְקבוֹצָה ב'.

לְשַׁבֵּת עַל כֶּסֶא.

**קבוֹצָה ב' –** לְקוּם וְלְקַחַת אֵשׁ וְלְהִסְתוּבֵב אֶל בְּשָׂמִים.

לְשִׁים אֵשׁ עַל הַשְּׁלֶחָן וְלְקַחַת מִיַּי בְּשָׂמִים.

לְקַפֵּץ אֶל קבוֹצָה א' וְלְשִׁים מִיַּי בְּשָׂמִים תַּחַת כֶּסֶא.

לְרוּץ בְּמָקוֹם. לְעֶצֶר.

לִלְכֵת לְאֵט אֶל כֶּסֶא וְלְשַׁבֵּת.

**קבוֹצָה א' –** לְקוּם וְלְקַחַת מִיַּי בְּשָׂמִים מִתַּחַת הַכֶּסֶא.

לְרוּץ אֶל שְׁלֶחָן וְלְשִׁים מִיַּי בְּשָׂמִים עַל הַשְּׁלֶחָן.

לְהִצְבִּיעַ עַל אֵשׁ.

לְהִצְבִּיעַ עַל מְאוּרֵי הָאֵשׁ.

לְקַחַת בְּשָׂמִים וְלִתֵּת לְקבוֹצָה ג'.

לְהִסְתוּבֵב אֶל כֶּסֶא וְלְשַׁבֵּת.

Continue with similar commands so that each group has equal turns. If possible the entire class can be up and responding. Save enough time to be able to do a quick *Havdallah* ceremony with the students OR ask the teacher who has them next to do it (perhaps with the help of the clergy or someone else who is familiar with the ceremony).

When done, switch to English and ask them what they now understand about the words.

## ראש השנה ויום כפור

(Students should have already completed Foundational Level 5 for the first two options for this unit and Level 6 for the third and fourth options so that they know the word לַתֵּת)

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

	Verbs	Nouns	Adjectives	Adverbs
Option 1 <b>High Holiday foods</b>	לְבַרֵךְ עַל...	חֶלֶה* חֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה דָּבֵשׁ תְּפוּחַ		
Option 2: <b>Shofar calls</b>	לְשַׁמֹּעַ	שׁוֹפָר* קוֹל קוֹל שׁוֹפָר תְּקִיעָה שְׁבָרִים תְּרוּעָה		
Option 3: <b>Not eating (fasting) on Yom Kippur</b>	לֶאֱכוֹל לְשִׁתּוֹת לְצוּם			

Regarding the food items:

Where possible, use bread from a toy-set. Remember that any food that children eat needs to be 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.

### Option 1: High Holiday Foods

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
חֶלֶה	<ul style="list-style-type: none"> <li>Use real <i>hallah</i> braided in any shape but a circle. Some samples may be whole, others cut. If the <i>hallah</i> is kept in its plastic bag, it can be shared at the end of the lesson.</li> <li>If there is an early childhood program, see if you can borrow fake/toy <i>hallah</i> from their housekeeping area.</li> <li>Use photos found on the internet, especially in use on a Shabbat table.</li> </ul>
חֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה	<ul style="list-style-type: none"> <li>Use samples of baked round <i>hallah</i>, braided or in another circular form.</li> <li>Locate round <i>hallah</i> photos on the internet with perhaps some other items on the table that are obviously for the High Holidays.</li> </ul>
דָּבֵשׁ -	<ul style="list-style-type: none"> <li>Gather real honey in a variety of forms – in jars or as honey straws.</li> <li>Use photos of honey by itself, dripping from a spoon, or perhaps with an apple being dipped in it. Always start by showing photos that show only honey, before</li> </ul>

	using photos with another object in it; for the latter, be sure to point specifically to the honey.
<b>תפוח</b>	<ul style="list-style-type: none"> <li>• Use a variety of real apples of different colors. Feel free to set aside some apples that you can cut and share with learners after the lesson.</li> <li>• Use fake or toy apples.</li> <li>• Locate pictures of apples on the internet.</li> </ul>
<b>לְבָרֵךְ עַל</b>	At this point, this word is best taught by just using it in context. Anytime you want to prompt learners to say a blessing simply say _____ עַל לְבָרֵךְ, say the name of whatever you are blessing (for example: <i>hallah</i> , apple), then start the blessing. <i>Note that this phrase was first introduced in Shabbat 1 and 2.</i>

Some examples of commands to use when integrating learning for this level:

Place apples of different sizes and colors, braided and round חלות and honey on a table.

קְבוּצָה ב', לְקוּם. לְלַכֵּת לְאֵט אֶל הַשֶּׁלֶחָן.

לְהַצְבִּיעַ עַל חֶלֶה שֶׁל שַׁבֵּת.

לְגַעַת בְּחֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה.

לְקַחַת חֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה.

לְתַת חֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה לְקְבוּצָה א'.

לְלַכֵּת מֵהָר אֶל כֶּסֶא וְלִשְׁבֵּת.

קְבוּצָה ג', לְקוּם. לְרוּץ מֵהָר בְּמְקוּם. לְעֲצוֹר.

לְקַחַת חֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה וְלְקַפֵּץ אֶל דְּבִשׁ.

לְשִׁים חֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה עַל-יַד דְּבִשׁ.

לְהַצְבִּיעַ עַל תְּפוּחִים.

לְהַצְבִּיעַ עַל דְּבִשׁ.

לְקַחַת תְּפוּחִים וְדְבִשׁ וְלְהַסְתוֹבֵב אֶל קְבוּצָה א'.

לְתַת תְּפוּחִים וְדְבִשׁ לְקְבוּצָה א'.

לְקַפֵּץ אֶל כֶּסֶא וְלִשְׁבֵּת.

קבוצה א' – לקום.

לקחת חלה של ראש השנה, תפוח, ודבש ולרוץ אל השלחן.

לשים דבש על חלה של ראש השנה.

לשים תפוח על-גד דבש.

לקחת חלה של שבת ולשים תחת השלחן.

לקפץ אל כסא. להסתובב ולשבת.

Before beginning this part, offer everyone a squirt of hand sanitizer and a napkin. Then, give each student a plate with a small piece of *hallah*, a slice of apple and honey.

כולם, לקחת תפוח.

לשים תפוח בדבש.

לברך על התפוח:

ברוך אתה יי אלהינו מלך העולם, בורא פרי העץ.

Pantomime that children may eat the apple and honey; you may also say ללאכול.

While the children are eating say

לשנה טובה ומתוקה.

Have a good and sweet year!

Do a similar script with חלה.

The blessing over bread is:

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

### **Option 2: Shofar Calls**

This option teaches the meaning of the blessing recited prior to hearing the *shofar*. If at all possible, learners should have been taught to recite the blessing before the HTM lesson.

It would be helpful to have someone who knows how to blow a *shofar* join the group so that the shofar calls may be demonstrated on command (though if there is no one available, alternatives are offered below). Know that children are not expected to learn to imitate each of the shofar calls as part of this HTM lesson.

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לְשָׁמוֹעַ	<ul style="list-style-type: none"> <li>Point to your ear and say אֲזַן. While a teen assistant or another teacher in the room makes a consistent small noise behind their back (light snapping, tapping on the wall), put your hand to your ear and exaggerate listening. Say and then repeat לְשָׁמוֹעַ while you listen to find the noise.</li> <li>Cover your ears, shake your head no and say לֹא לְשָׁמוֹעַ. Uncover your ears and say לְשָׁמוֹעַ while showing that you are listening.</li> <li>Show photos of people with headphones on and an expression that they are listening.</li> <li>Turn music on, put your hand to your ear and say לְשָׁמוֹעַ. Turn it off, cover your ears and say לֹא לְשָׁמוֹעַ. Repeat for the sound of words (not just music)</li> </ul>
קוֹל	<ul style="list-style-type: none"> <li>In advance of your session, ask a teen assistant or a teacher to be prepared to talk or make a voice=sound on your signal during the lesson. They should stop talking when you give them a hand signal like zipping your lips or closing your fingers the way one would close the mouth of a puppet (the latter like the impolite way a person signals to another to “shut their mouth”). Label the sounds made with their voice: קוֹל. Say לֹא קוֹל when their voice stops Repeat several times</li> <li>Talk while pointing to the sounds coming out of your mouth. Label then קוֹל. Stop pointing and say לֹא קוֹל when your voice is silent.</li> </ul>
קוֹל שׁוֹפָר -	<ul style="list-style-type: none"> <li>Show a <i>shofar</i> and say שׁוֹפָר. Blow it (or indicate that someone else should blow it) and say קוֹל שׁוֹפָר when the sound is heard. Point to the person who helped you when you introduced קוֹל – you want them to start making a sound with their voice. Label it קוֹל. When the shofar is blown say קוֹל שׁוֹפָר.</li> <li>Listen to a <i>shofar</i> and shake your head “no” while saying לֹא קוֹל שׁוֹפָר. Then blow the <i>shofar</i> (or have someone else do it), point and say קוֹל שׁוֹפָר.</li> <li>When you integrate learning, share different kinds of sounds, each time asking if it is קוֹל שׁוֹפָר. Have children indicate yes (thumbs up) and no (thumbs down).</li> </ul>
תְּקִיעָה שְׁבָרִים תְּרוּעָה	<p>These are the three different sounds made by the שׁוֹפָר on the High Holidays</p> <ul style="list-style-type: none"> <li>The first sound is one clear blast and is called תְּקִיעָה. At the end of the <i>shofar</i> ceremony this blast is lengthened and is called תְּקִיעָה גְּדוּלָה.</li> <li>The second sound is called שְׁבָרִים, a broken sound and consists of three short blasts.</li> <li>The third sound is called תְּרוּעָה and consists of 9 staccato-like short blasts.</li> </ul> <p>Use these words to indicate that someone should blow the <i>shofar</i> (or play the sound from a recording). To hear the sounds of the שׁוֹפָר blasts, with their calls, go to <a href="http://tinyurl.com/17mtg79">http://tinyurl.com/17mtg79</a>. In the lesson, say תְּקִיעָה and then share that <i>shofar</i> sound with the learners. A teen assistant might be open to learning the calls prior to this lesson or you could simply point to a group of children and have them imitate that particular <i>shofar</i> call with you.</p>

It will be hard to create actions that integrate learning with the specific words introduced in this particular lesson. So, after children have completed the second section of the lesson (“introducing new words”), say to them **עַל הַשּׁוֹפָר לְבָרַךְ** and then recite the blessing:

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

Immediately say the name of one of the *shofar* calls (for example תְּקִיעָה) and have someone blow תְּקִיעָה on the *shofar*. While the *shofar* is being blown, put your hand to your ear to show that you are listening.

Repeat the blessing and then offer another *shofar* call.

Conclude with a conversation in English – what do children understand about the blessing’s words and meaning?

PS – To add an element of fun, buy a box of Bugles (those *shofar*-shaped snacks) and have students point to them as an example of “*shofar*.”

### **Option 3: Not Eating (Fasting) on Yom Kippur**

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לֶאֱכֹל	<ul style="list-style-type: none"> <li>• Use real or fake (toy) food that you eat or pretend to eat. As noted at the end of Option 2 (above), you could use Bugles, those <i>shofar</i>-shaped snacks.</li> <li>• Offer photos of people putting food in their mouth and eating. Note that a photo of someone sitting at a table doesn’t illustrate the idea of eating. Try and also locate photos that include people eating traditional Jewish holiday foods.</li> <li>• Show photos of people not eating, do a thumbs down and say לֹא לֶאֱכֹל. These photos could be of people sitting with food in front of them or wildly crazy things like sky diving, playing basketball, etc.</li> <li>• Mime eating. Indicate that children should mime eating, too.</li> </ul>
לְשַׁתּוֹת	<ul style="list-style-type: none"> <li>• Repeat the ideas given above, but adapt them for drinking.</li> </ul>
לְצוּם	<ul style="list-style-type: none"> <li>• There’s a difference between not eating or drinking in general and fasting, especially on <i>Yom Kippur</i>. You might want to explain this before you start the HTM lesson, sharing that Judaism tells us that if someone cannot fast for medical reasons or they are younger than B’Mitzvah, then they should not fast.</li> <li>• Before you begin this lesson, it might be helpful to translate לְצוּם as “fasting” and then keep using it in context when teaching.</li> </ul>

Some examples of commands to use when integrating learning for this level:

Provide for each student a cup of water and something to eat (ideally a food they know in Hebrew like *hallah*, apple, or maybe even a Bugle-cracker which you can call a *shofar*). 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.

- |  |  |
|--|--|
| <p><b>#2</b><br/>קבוֹצָה א' – לשָׁתוּת.<br/>לְגַעַת בַּתְּפוּחַ.<br/>לְהָרִים אֶת הַתְּפוּחַ.<br/>לְקוֹם וְלָרוּץ לְאֵט אֶל חִלּוֹן.<br/>לְאָכֵל אֶת הַחִלּוֹן.<br/><i>Mime that they should pretend!</i><br/>לְאָכֵל אֶת הַתְּפוּחַ.<br/>לְקַפֵּץ. לְקַפֵּץ. לְקַפֵּץ.<br/>לְקַפֵּץ אֶל כֶּסֶא וְלִשְׁבֹּת.</p> | <p><b>#1</b><br/>קבוֹצָה ב' – לְהִצְבִּיעַ עַל חֶלֶה .<br/>לְקַחַת חֶלֶה, לְקוֹם וְלְקַפֵּץ אֶל הַדֶּלֶת.<br/>לְאָכֵל אֶת הַדֶּלֶת.<br/><i>Mime that they should just pretend.</i><br/>לְאָכֵל אֶת הַחֶלֶה.<br/>לְהִסְתוֹבֵב אֶל כֶּסֶא.<br/>לִשְׁבֹּת.<br/>לִשְׁתוּת.</p>   |
| <p><b>#4</b><br/>קבוֹצָה ב' – לשָׁתוּת.<br/>קבוֹצָה א' – לְאָכֵל.<br/>קבוֹצָה ג' – לשָׁתוּת.<br/>כָּלֶם לִשְׁתוּת.<br/>כָּלֶם לְאָכֵל.</p>   | <p><b>#3</b><br/>קבוֹצָה ג' – לְקוֹם.<br/>לָרוּץ אֶל שֵׁלַחַן וְלְקַחַת "שׁוֹפָר".<br/>לֹא לְאָכֵל שׁוֹפָר.<br/>לְהִסְתוֹבֵב אֶל הַמּוֹרָה.<br/>לֹא לְאָכֵל שׁוֹפָר.<br/>לְלַכֵּת בְּמִקּוֹם.<br/>לֹא לְאָכֵל שׁוֹפָר.<br/>לְלַכֵּת אֶל קבוֹצָה א'.<br/>לְאָכֵל שׁוֹפָר!<br/>לְקַפֵּץ וְלִשְׁבֹּת עַל הָרֶצֶף.</p> |

Show photos of people eating at different Jewish holidays and ask (with a nod "yes" or thumbs up after each):

לֶאֱכֹל בְּחֵנֶכָּה?

לֶאֱכֹל בְּשַׁבָּת?

לֶאֱכֹל בְּחַג פֶּסַח?

לֶאֱכֹל בְּחַג פּוּרִים?

לֶאֱכֹל בְּיוֹם כִּפּוּר?

With a shake of your finger say:

לֹא לֶאֱכֹל בְּיוֹם כִּפּוּר. לְצוּם בְּיוֹם כִּפּוּר.

Pantomime eating and say לֶאֱכֹל.

Pantomime drinking and say לְשָׁתוֹת.

Put both hands over your mouth and say לְצוּם.

לְצוּם בְּיוֹם כִּפּוּר.

Repeat the questions with the photos and the Hebrew word לְשָׁתוֹת.



## סוכות

(Students should have already completed Foundational Level 6 so that they know the word לָתֵת)  
Words or phrases with an asterisk (\*) are ones students probably know from other contexts.

	Verbs	Nouns		Adverbs	Blessings
Option 1: <b>The sukkah, itself</b>	לְשַׁבֵּת (לְיֹשֵׁב) לְבָרֵךְ	סִכָּה* סִכָּךְ			לְיֹשֵׁב בְּסִכָּה
Option 2: <b>The lulav</b>	לְבָרֵךְ עַל	לוּלָב* אֶתְרוּג* הַדָּס עֲרֵבָה  אַרְבַּעַת הַמִּינִים	<The palm frond <The citron <The myrtle <The willow  <The Four Species		עַל נְטִילַת לוּלָב

### **Option 1: The sukkah, itself**

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
סִכָּה*	<ul style="list-style-type: none"> <li>Schedule time in an actual <i>sukkah</i> (most synagogues/educational programs have them set up around <i>Yom Kippur</i>). If possible, make sure that there a table and chairs are inside.</li> <li>Share photos of different <i>sukkot</i>. Photos may be downloaded from the left side of this webpage: <a href="http://www.hebrewthroughmovement.org/sukkot.html">http://www.hebrewthroughmovement.org/sukkot.html</a>.</li> <li>Besides photographs of an actual <i>sukkah</i>, use pictures of dwellings that are not (tent, teepee, house, office building, etc.) so when integrating you can ask סִכָּה? כֵּן אוֹ לֹא?</li> <li>Create a miniature <i>sukkah</i> or multiple ones so that small groups can work with them – consider using a shoebox, a carton, or similar material. If you take this option, cover wording (like Nike or Amazon) on the original. Cover the top with branches (סִכָּךְ). If possible, obtain dollhouse-size tables and chairs for children to manipulate inside the <i>sukkah</i>.</li> </ul>
סִכָּךְ	<p>This is the name given to the branches or other natural material placed on top of a <i>sukkah</i>. The word is used only for the “roof” of a <i>sukkah</i> and not the covering of any other building.</p> <ul style="list-style-type: none"> <li>In a real <i>sukkah</i>, point out the סִכָּךְ and then point out the floor (רַצְפָּה).</li> <li>Show materials used for סִכָּךְ and if possible ones not appropriate (bricks, shingle, etc.). Label as סִכָּךְ and לֹא סִכָּךְ.</li> <li>Point out סִכָּךְ on a picture of a <i>sukkah</i>.</li> </ul>

<p>לְשֵׁבֶת בַּסֻּכָּה לִישֵׁב בַּסֻּכָּה</p>	<p>The blessing for sitting in the סֻכָּה is “אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְצִוָּנוּ לִישֵׁב בַּסֻּכָּה.” The word לִישֵׁב more broadly means “dwelling in,” rather than the narrower sense of “sitting.” In this unit, when doing activities in the סֻכָּה, verb לְשֵׁבֶת is used because of its use in modern Hebrew. When saying the blessing, however, לִישֵׁב should be used.</p> <ul style="list-style-type: none"><li>• Sit in a <i>sukkah</i> (or show photos of people sitting in a <i>sukkah</i>). Contrast with people doing something else in a <i>sukkah</i> (running, jumping) or sitting outside a <i>sukkah</i>.</li><li>• Do the blessing for sitting in a <i>sukkah</i> after children have heard and practiced לְשֵׁבֶת בַּסֻּכָּה.</li></ul>
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**To reinforce the meaning of *sukkah*, as compared to another dwelling:**

- Show students a picture of something that is not a סֻכָּה. Ask סֻכָּה? And then point your thumb downward and say לֹא סֻכָּה. Then, show students a variety of pictures that include a סֻכָּה or another kind of dwelling. Ask them each time with a thumbs up or thumbs down? סֻכָּה - כֵּן אוֹ לֹא?

**If you have access to an actual *sukkah*, integrate** vocabulary using commands like these:

קְבוּצָה ג' – לְקוּם וְלִקְפֹץ אֶל הַסֻּכָּה.

לְגַעַת בַּסֻּכָּה.

לְהִסְתַּוֵּב אֶל כֶּסֶא וְלִשְׁבֹּת.

קְבוּצָה א' – לְקוּם וְלָרוּץ אֶל כֶּסֶא. לְהִצְבִּיעַ עַל הַסֻּכָּה. לֹא לְעַצֵּר!

קְבוּצָה ג' – לְקוּם וְלָכֶת לְאֵט עַל הַרְצָפָה שֶׁל הַסֻּכָּה. לֹא לְעַצֵּר!

קְבוּצָה א' - לְשֵׁבֶת עַל כֶּסֶא. לֹא לְהִצְבִּיעַ עַל סֻכָּה.

קְבוּצָה ב' – לְקוּם וּלְהִסְתַּוֵּב לְאֵט אֶל שֻׁלְחָן.

לְשֵׁבֶת תַּחַת הַשֻּׁלְחָן.

Stand outside the *sukkah* and say:

קְבוּצָה ג' – לָרוּץ אֶל הַמּוֹרָה.

When everyone in *Gimmel* is with you, say:

קְבוּצָה ב' – לִקְפֹץ אֶל הַמּוֹרָה.

When everyone in *Bet* is with you, say:

קְבוּצָה א' – לָלֶכֶת מֵהָר אֶל הַמּוֹרָה.

When everyone in *Alef* is with you, say:

כָּלֶם – לְלַכֵּת לְאֵט אֶל הַסֵּכָה.  
לְשַׁבֵּת בַּסֵּכָה וּלְהַצְבִּיעַ אֶל סִכָּךְ.  
כָּלֶם - לֹא לְהַצְבִּיעַ.  
קְבוּצָה א' לְקוּם!  
קְבוּצָה ג' לְקוּם!  
קְבוּצָה א' לְשַׁבֵּת בַּסֵּכָה!  
קְבוּצָה ב' לְקוּם וּקְבוּצָה א' לְקוּם.  
קְבוּצָה ג' לְשַׁבֵּת בַּסֵּכָה!  
קְבוּצָה ב' לְשַׁבֵּת בַּסֵּכָה!  
קְבוּצָה א' לְקוּם וְלִקְפֹּץ.  
קְבוּצָה א' לְשַׁבֵּת בַּסֵּכָה.  
לְשַׁבֵּת בַּסֵּכָה. לְיֹשֵׁב בַּסֵּכָה.

With everyone sitting in the *sukkah*, say לְבָרַךְ and cue children to join you in the blessing:

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו, וְצִוָּנוּ לְיֹשֵׁב בַּסֵּכָה.

After the lesson, ask children what they understand from the blessing. What is it telling them?

If you are using **one or more miniature *sukkot***, place dollhouse size tables and chairs in different places in your room, away from each *sukkah*. **Integrate** vocabulary using commands like these:

כָּלֶם – לְהַצְבִּיעַ אֶל סֵכָה.  
לְרוּץ אֶל סֵכָה.  
לְשַׁבֵּת עַל-גַּד סֵכָה.

קְבוּצָה א' – לְקוּם וּלְלַכֵּת אֶל שֻׁלְחָן. *Be sure students know you mean a miniature table.*

לְהָרִים שֻׁלְחָן.  
לְרוּץ עִם הַשֻּׁלְחָן אֶל הַסֵּכָה.  
לְשִׂים אֶת הַשֻּׁלְחָן עַל הָרֹאשׁ.

לְשִׁים אֶת הַשְּׁלַחַן בְּסִפָּה.

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

If the students know other terms for items that could go into the סִפָּה (like: חֵלֶה) repeat the dialogue with these objects.

### **Option 2: The lulav**

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary. It would be helpful to have a real *lulav* and *etrog* when you do this unit. 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. However, it would be powerful for children to actually wave the *lulav* when you conclude with the blessing.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
*לולב	<p>Note that <i>lulav</i> refers specifically to the individual palm frond AND also to all the Four Species (אַרְבַּע הַמִּינִים) together (<i>lulav, etrog, willow, myrtle</i>). This video explains how to shake a lulav: <a href="https://youtu.be/nTVP3KkI-O4">https://youtu.be/nTVP3KkI-O4</a></p> <ul style="list-style-type: none"> <li>• Attain real palm fronds if they grow in your area.</li> <li>• Use green construction paper cut in the shape of a palm frond.</li> <li>• Purchase or borrow a toy <i>lulav</i> from an early childhood classroom</li> <li>• Have one or more assembled <i>lulav</i> sets for children to use.</li> </ul>
*אַתרוג	<p>Note that an <i>etrog</i> is very very expensive and needs to be handled carefully. If the small stem (called a <i>pitom</i>) breaks off, the <i>etrog</i> cannot be ritually used. Before you begin this lesson, talk to children in English about the specialness of an <i>etrog</i>.</p> <ul style="list-style-type: none"> <li>• Have multiple <i>etrogim</i> (plural for <i>etrog</i>); keep them in their box while children are handling them. Note that in the actual lesson, all the ritual items should be taught in the singular, otherwise, there are too many words to learn.</li> <li>• Share lemons plus other citrus fruit. Verbally label these as לֹא אֶתְרוֹג.</li> <li>• Use yellow construction paper cut in the shape of an <i>etrog</i>.</li> <li>• Purchase or borrow a toy <i>etrog</i> from an early childhood classroom.</li> </ul>
הדס	<p>This is myrtle. In a <i>lulav</i> there are 3 myrtle branches. Note that for this lesson you may decide that it is not important for children to differentiate between the <i>hadas</i> and <i>aravah</i>. See the suggested scripts below for guidance.</p> <ul style="list-style-type: none"> <li>• Use photos, a toy/fake myrtle or a real one (they grow in some warm North American climates).</li> <li>• Show the <i>hadas</i> in a <i>lulav</i> and outside of it.</li> </ul>
עֵרָבָה	<p>This is willow. In a <i>lulav</i> there are 2 willow branches. Note that for this lesson you may decide that it is not important that children differentiate between the <i>hadas</i> and <i>aravah</i>.</p> <ul style="list-style-type: none"> <li>• Use photos, a toy (fake), or real willow.</li> </ul>

	<ul style="list-style-type: none"> <li>Show the <i>aravah</i> in a <i>lulav</i> and pulled out of it.</li> </ul>
<b>אַרְבַּעַת הַמִּינִים</b>	<p>The word אַרְבַּעַת is the masculine form of the number 4. The Hebrew letter <i>Tav</i> at the end of the “four” in the phrase אַרְבַּעַת הַמִּינִים is because of a grammatical principle called סְמִיכוּת (if you are unfamiliar with this part of Hebrew grammar, it is not important for your lesson). As a phrase, אַרְבַּעַת הַמִּינִים means “the four species” and refers to the combination of the <i>lulav</i>, <i>etrog</i>, willow and myrtle.</p> <ul style="list-style-type: none"> <li>Point to all four of the species together in a complete <i>lulav</i>, either real, “fake” or in photographs.</li> </ul>

Below are examples of three different ways to integrate learning for this option.

*For reinforcing the words lulav and etrog:*

<b>#2</b>	<b>#1</b>
<p>קְבוּצָה א' – לְקוּם וְלוּץ אֶל הַשֵּׁלַחַן.          לְהָרִים לוּלָב. לְהִסְתּוֹבֵב עִם הַלוּלָב.          לְהִסְתּוֹבֵב, לְהִסְתּוֹבֵב, לְהִסְתּוֹבֵב. לְעַצֵּר.          לְקַחַת אֶתְרוֹג. לְהָרִים אֶת הָאֶתְרוֹג. לְלַכֵּת          לְאֵט עִם הָאֶתְרוֹג.          לְשִׁים אֶת הָאֶתְרוֹג עַל הַשֵּׁלַחַן.          לְשַׁבֵּת.</p>	<p>קְבוּצָה ב' – לְקוּם, לְלַכֵּת אֶל הַשֵּׁלַחַן וְלַקְחַת          לוּלָב וְאֶתְרוֹג.          לְהָרִים אֶת הַלוּלָב. לֹא לְהָרִים אֶת הָאֶתְרוֹג.          לְהוֹרִיד אֶת הַלוּלָב .          לְשִׁים אֶת הַלוּלָב עַל הַשֵּׁלַחַן. לְשַׁבֵּת.</p>
<p>קְבוּצָה ג' – לְקוּם וְלַקְפֹּץ אֶל הַשֵּׁלַחַן .          לְהַצְבִּיעַ עַל לוּלָב. לְגַעַת בְּאֶתְרוֹג וּבְלוּלָב.          לְהָרִים אֶת הַלוּלָב וְהָאֶתְרוֹג. לְלַכֵּת עִם הַלוּלָב וְהָאֶתְרוֹג אֶל הַדְּלֵת.          לְעַצֵּר .          לְלַכֵּת אֶל הַשֵּׁלַחַן וְלְשִׁים אֶת הַלוּלָב וְהָאֶתְרוֹג עַל הַשֵּׁלַחַן.          לְרוּץ אֶל כְּסֵא וְלְשַׁבֵּת.</p>	

*For waving the lulav in all directions:*

If the students have completed Foundational Level 8 they will have learned the terms for directions (forwards, backwards, right, left). Alternatively, you can refer to Unit 8 to teach the directions in a pre-lesson for this one in order to have students wave the לוּלָב in all directions. Two are missing from that list that would be useful with a *lulav*.  
 לְמַטָּה and לְמַעְלָה.

After the children are familiar with the terms for directions, teach them the blessing for the לולב.

לְבָרַךְ עַל הַלּוּלָב :

בְּרוּךְ אַתָּה יְיָ אֱלֹהֵינוּ מִלְּךָ הָעוֹלָם, אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו, וְצִוָּנוּ עַל נְטִילַת לּוּלָב.

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

*For reinforcing the four parts of the lulav and the Hebrew for "Four Species:"*



לְהַרְיֵם הַדָּס .

לְשֵׁים הַדָּס עַל-יַד לּוּלָב.

לְהַרְיֵם עֲרֵבָה.

לְשֵׁים עֲרֵבָה עַל-יַד אֶתְרוּג.

לְהַרְיֵם הַדָּס וּלְהַרְיֵם עֲרֵבָה.

לְשֵׁים הַדָּס וְעֲרֵבָה עַל-יַד לּוּלָב.

Point to the לולב (just the palm leaf) hold up one finger and say: **אחת**

Point to the אֶתְרוּג, hold up two fingers and say: **שתיים**

Point to the עֲרֵבָה hold up 3 fingers and say: **שלוש**

Point to the הַדָּס hold up 4 fingers and say: **ארבע**

Lift up all four species and say: **ארבעת המינים**

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

ארבעת המינים, כן או לא?

Lift up all four species and say

ארבעת המינים.

*Note that the counting, above, is done in the feminine form שלוש ארבע אחת שתיים 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 ארבעת המינים should be easy-enough for students to hear.*

## שְׂמֵחַת תּוֹרָה

(Students should have already completed Foundational Level 6 so that they know the word לְתֵת)  
Words or phrases with an asterisk (\*) are ones students probably know from other contexts.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
OPTION: <i>Dancing during Simhat Torah</i>	לְרַקֹּד	שְׂמֵחַת תּוֹרָה* דָּגֵל הַקְּפָה			

### Focus: Dancing during *Simhat Torah* with a flag

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
שְׂמֵחַת תּוֹרָה	<ul style="list-style-type: none"> <li>Share photos of <i>Simhat Torah</i>.</li> <li>Also have photos of different Jewish holidays for use when integrating learning.</li> </ul> <p>Note: The word שְׂמֵחָה is a noun in feminine form. It is related to the adjective שְׂמֵחַ (m) that children may know in masculine from the birthday greeting, יוֹם הַלְּדוּת שְׂמֵחַ.</p>
דָּגֵל	<ul style="list-style-type: none"> <li>Have a variety of national or state flags on sticks – American, Canadian, Israeli, and from your state.</li> <li>Use <i>Simhat Torah</i> flags, the kind used as people dance with the Torah.</li> </ul>
לְרַקֹּד	<ul style="list-style-type: none"> <li>Dance!</li> <li>Print and use the picture cards of people dancing on the <i>Simhat Torah</i> webpage here: <a href="http://www.hebrewthroughmovement.org/simhat-torah.html">http://www.hebrewthroughmovement.org/simhat-torah.html</a>. <ul style="list-style-type: none"> <li>Show a card of a person or people dancing and say לְרַקֹּד.</li> <li>Show a card of someone not dancing and say לֹא לְרַקֹּד.</li> </ul> </li> </ul>
הַקְּפָה	<p>This word literally means “encirclement,” as in encircling the synagogue while dancing with the Torah scrolls on <i>Simhat Torah</i>.</p> <ul style="list-style-type: none"> <li>Show photographs of people dancing or parading in a circle in the synagogue during <i>Simhat Torah</i>.</li> <li>Give children <i>Simhat Torah</i> flags and mini-Torah scrolls (the kind given to young’uns for Consecration) and direct them to move in a circle around the room. Label it a הַקְּפָה.</li> </ul>

To reinforce the holiday itself, integrate learning using photos that illustrate *Simhat Torah* celebrations, as well as ones that do not. Ask for each:

שְׂמֵחַת תּוֹרָה - בְּן אוֹ לֹא?

To reinforce the Hebrew word for flag, use commands like:

<b>#2</b> קְבוּצָה ג' – לְהִסְתַּוֵּבֵב אֶל הַדִּלְתָּ. לְקַחַת דָּגָל שֶׁל קְבוּצָה א'. לְרַקֵּד אֶל קְבוּצָה ג'. לְעֲצֹר! לְשִׁים אֶת הַדָּגָל עַל-יַד הַרְגֵל שֶׁל קְבוּצָה ב'. לְקַפֵּץ אֶל כֶּסֶא וְלִשְׁבֹּת.	<b>#1</b> קְבוּצָה א' – לְקוּם. לְהִצְבִּיעַ אֶל דָּגָל. לְקַפֵּץ אֶל דָּגָל. לְגַעַת בְּדָגָל. לְקַחַת דָּגָל וּלְהָרִים דָּגָל. לְהוֹרִיד דָּגָל וְלְרַקֵּד. לְעֲצֹר. לְשִׁים דָּגָל עַל-יַד הַדִּלְתָּ. לְרוּץ אֶל כֶּסֶא וְלִשְׁבֹּת.
<b>#4</b> כָּלִים, לְקוּם וְלְרַקֵּד. לְעֲצֹר! דָּוֵד, מְרִים, וּמִשָּׁה, לְרַקֵּד אֶל הַדִּלְתָּ. פְּנִינָה, שְׁלוֹמִית, וְדָב, לְרַקֵּד אֶל הַלּוּחַ. רַחֵל, מִלְכָּה, מִיכָה - לְהָרִים דָּגָל וְלְרַקֵּד עִם מְרִים.	<b>#3</b> קְבוּצָה ב' – לְקַחַת אֶת הַדָּגָל עַל-יַד הַרְגֵל. לְהָרִים אֶת הַדָּגָל וְלְרַקֵּד! לְעֲצֹר! לְתַת אֶת הַדָּגָל לַמּוֹרָה. לְרַקֵּד אֶל הַחֲלוֹן. לְלַכֵּת אֶל כֶּסֶא וְלִשְׁבֹּת.

A *הַקְפָּה* is circling of a space. On *Simhat Torah*, we do seven *הַקְפּוֹת* (circles) 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 some students a *Simhat Torah* flag and say:

לְקַחַת דָּגָל.

Give other students a small Torah and say:

לְקַחַת תּוֹרָה.

Help children understand what a *הַקְפָּה* is by making a circling motion with your arms and leading them into a “dancing circle” (perhaps accompanied by a CD of Torah-dancing-music) around your space. Teen assistants or other teachers in your room can help move the learners in the direction you want them to go. Say:

כּוּלִים, לְרַקֵּד בְּהַקְפָּה.

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

## חֲנֻכָּה

(Students should have already completed Foundational Level 5)

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1: <b>Lighting the <i>hanukkiyah</i></b>	לְהַדְלִיק לְבָרֵךְ עַל	נֵר חֲנֻכָּיה שָׂמֵשׁ			
Option 2: <b>Spinning the <i>s'vivon</i></b>	לְסַבֵּב (לְהַסְתּוֹבֵב)	סְבִיבּוֹן			
Option 3: <b>Hanukkah foods</b>	לְאָכּוֹל	לְבִיבָה \ לְבִיבוֹת סַפְגָּנוֹת \ סַפְגָּנוֹת			

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 these Hebrew words to be used regularly in their host institution, 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.

### **Option 1: Lighting the *hanukkiyah***

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
נֵר	<ul style="list-style-type: none"> <li>Point to or lift up different kinds of real candles (<i>Hanukkah</i>, birthday, <i>Shabbat</i>, <i>Havdallah</i>) or photos of them. Each time label them נֵר.</li> <li>At the point of integrating learning, lift or point to a <i>Shabbat</i> candle and say נֵר שֶׁל שַׁבָּת.</li> </ul>
חֲנֻכָּיה	<p>Note: Identify this object in the singular - just: חֲנֻכָּיה [Do not use the plural <i>hanukkiyot</i> at this time.]</p> <ul style="list-style-type: none"> <li>Point to, lift up or touch different <i>hanukkiyot</i> (borrowed from other teachers and/or families or photos). Label each as חֲנֻכָּיה.</li> </ul>
לְהַדְלִיק	<ul style="list-style-type: none"> <li>Do the action of striking a match, along with a sound that indicates the lighting (<i>pshhht</i>). Say לְהַדְלִיק.</li> <li>Lift the <i>shamash</i> and pretend to light a candle or candles (remember that candles are lit from left to right). Say לְהַדְלִיק.</li> <li>Show photos of a match lighting a candle or a candle lighting a candle. If you use a photo of a <i>hanukkiyah</i> being lit, be sure the lighting is from left to right.</li> </ul>

<b>שָׂמֵשׁ</b>	<ul style="list-style-type: none"><li>On a <i>hanukkiyah</i> with candles placed in it, including the <i>שָׂמֵשׁ</i>, touch the “normal candles” and say <i>נֵר</i>. Then touch the <i>שָׂמֵשׁ</i> and say <i>שָׂמֵשׁ</i>.</li></ul>
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Use commands such as these to integrate learning:

**קְבוּצָה א' –** לְקוּם! לְרוּץ אֶל הַשְּׁלָחַן וּלְהַצְבִּיעַ עַל הַנֵּר.  
לְהַצְבִּיעַ עַל עוֹד הַנֵּר.

לְגַעַת בְּנֵר וְלִשִּׁים אֶת הַנֵּר עַל הָרֵאשׁ.  
לְהוֹרִיד אֶת הַנֵּר וְלִשִּׁים אֶת הַנֵּר תַּחַת הַשְּׁלָחַן.  
קְבוּצָה א' - לְלַכֵּת לְכַסֵּא וְלִשְׁבֵּת.

**קְבוּצָה ב' –** לְקוּם וְלַלְכֵת אֶל הַשְּׁלָחַן. לְגַעַת בְּנֵר תַּחַת הַשְּׁלָחַן.  
לְהַרִים אֶת הַנֵּר.  
לִשִּׁים הַנֵּר בְּחֻנְכִיָּה.

לְקַחַת עוֹד הַנֵּר וּלְהַסְתוֹבֵב לְקְבוּצָה ג'.  
לִשִּׁים אֶת הַנֵּר עַל הַשְּׁלָחַן שֶׁל קְבוּצָה ג' וְלִשְׁבֵּת עַל כַּסֵּא.

**קְבוּצָה ג' –** לְקַחַת הַנֵּר. לִשִּׁים אֶת הַנֵּר עַל הַבֶּטֶן.  
לְקוּם. לְרוּץ בְּמָקוֹם. מֵהֵר!!  
לְרוּץ אֶל הַשְּׁלָחַן וְלִשִּׁים אֶת הַנֵּר בְּחֻנְכִיָּה.  
לְקַחַת עוֹד הַנֵּר.

הַנֵּר ... שָׂמֵשׁ! →

When you say *שָׂמֵשׁ! ... הַנֵּר* you could make a kind of magical “poof” sound so that children get the sense that it’s not just a candle anymore, but now is a *shamash*.

Then, point to the place in one or more *hanukkiyot* where the *shamash* should go. And point to the candle that is currently in their hand.

לִשִּׁים אֶת הַשָּׂמֵשׁ בְּחֻנְכִיָּה.  
לִשְׁבֵּת.

Take out all of the candles from the *hanukkiyot* and place them on the table.

כֻּלָּם לְקוּם. לְהַסְתוֹבֵב. לְהַסְתוֹבֵב וְלִקְפֹץ.  
לְעַצֵּר.

לִלְכֹת אֶל ל"ה הַדְּלִיק. " לְגַעַת בְּ"לְהַדְּלִיק".  
Indicate that they should walk to a photo of l'hadlik.  
לְרוּץ אֶל חֲנֻכָּה.

לְהַדְּלִיק! (Do the action of lighting with the sound *pshhtt*)

לְהַסְתּוֹבֵב אֶל הַדְּלֵת.

לְעַצֵּר.

לְהַדְּלִיק! (*pshhtt*)

לְשִׁים יְדִים עַל הַכְּתָפִים וְלִלְכֹת לְאֵט אֶל הַשֻּׁלְחָן.

לְהוֹרִיד יְדִים.

The next set of commands has children setting up a *hanukkiyah* and lighting it:

לְקַחַת גֵּר וְלְשִׁים בְּחֻנְכָּה.

לְקַחַת עוֹד גֵּר וְלְשִׁים בְּחֻנְכָּה.

לְקַחַת שְׂמִישׁ.

לְהַדְּלִיק אֶת הַשְּׂמִישׁ. (*pshhtt*)

Say כָּלֶם and mime "everyone," then just start to sing:

בְּרוּךְ אַתָּה, יְיָ אֱלֹהֵינוּ, מְלֶכֶד הָעוֹלָם אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְצִוָּנוּ לְהַדְּלִיק גֵּר שֶׁל חֻנְכָּה.

לְהַדְּלִיק גֵּר שֶׁל חֻנְכָּה.

לְהַדְּלִיק עוֹד גֵּר שֶׁל חֻנְכָּה.

לְשִׁים אֶת הַשְּׂמִישׁ בְּחֻנְכָּה.

לִלְכֹת אֶל כֶּסֶא וְלִשְׁבֹּת.

לְמַחֵא כַּפַּיִם!!

Be sure to debrief this in English afterwards. What do learners now understand when they say the blessing?

### Option 2: Spinning the s'vivon

NOTE: The words in this segment have the same Hebrew root: ס-ב-ב

לְהַסְתּוֹבֵב = to spin around (to turn oneself in circles); students know this word

לְסַבֵּב = to spin an object (as in: to spin a s'vivon/dreidel)

סְבִיבוֹן = a spinning top

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
להסתובב	This is a review word. It literally means to spin around oneself in a circle. <ul style="list-style-type: none"> <li>Demonstrate/model the action. As you say the word this time, emphasize each of the three root letters: ס-ב-ב.</li> </ul>
לסבב	This word means to spin something around. <ul style="list-style-type: none"> <li>Spin a variety of objects (coin, pen, cup, <i>s'vivon</i>, etc.) while you say the word and model the action.</li> <li>As you say the word, emphasize each of the three root letters: ס-ב-ב.</li> </ul>
סביבון	<ul style="list-style-type: none"> <li>Share a variety of styles of <i>s'vivon</i> (real objects and/or photos)</li> <li>As you say the word, emphasize saying each of the three root letters: ס-ב-ב.</li> </ul>

Use commands such as these to integrate learning:

In the room have at least one hanukkiyah on a table and several *s'vivonim* placed around the room.



קבוצה ג' - לקום. להסתובב אל החנפיה.

להצביע אל החנפיה.

להסתובב אל הסביבון.

לקחת סביבון ולהרים את הסביבון.

לשים סביבון על הרצפה ולסבב סביבון.

לא לגעת בסביבון על הרצפה.

לקום ולרוץ אל חלון ולמחא כפיים.

לשבת.

קבוצה א' - להצביע אל סביבון.

לקום ולהסתובב אל סביבון.

להרים סביבון ולקפץ במקום.

לסבב סביבון תחת השלחן.

רות וחנה (קבוצה ב') לקום וללכת אל קבוצה א'.

לגעת בסביבון של מיכל ויוני.

מיכאל ורוני (קבוצה ב') לקום וללכת אל קבוצה א'.  
 לגעת בסביבון של ליאור ודוד.  
 רות, חנה, מיכאל ורוני – לסובב את הסביבון.  
 לקחת סביבון ולהסתובב אל כסא. לשבת.  
 לסובב את הסביבון תחת הכסא.  
 קבוצה ב' - לשבת על כסא.

If your children know how to decode, show them the three Hebrew words on pages 109-111. Read each word to the children and in English ask them what they notice, both about the spelling of the words and their meaning. They should be able to point out the common letters. While learners may not know the concept of roots in Hebrew, they should see what is similar about the words. What connections do they make to the meaning?

**Option 3: Hanukkah foods**

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לביבה לביבות	In the script examples, this word is offered only in the singular. You may, however, introduce the plural as a separate word. <ul style="list-style-type: none"> <li>Use photographs, toy/fake and/or real examples of a לביבה (latke).</li> <li>Feel free to use photos of other kinds of food when you integrate learning.</li> </ul>
ספגנייה ספגניות	In the script examples, this word is offered only in the singular. You may, however, introduce the plural as a separate word. <ul style="list-style-type: none"> <li>Use photographs, toy/fake and/or real examples of jelly donuts.</li> <li>Feel free to use photos of other kinds of food when you integrate learning.</li> </ul>
לאכול	<ul style="list-style-type: none"> <li>Pantomime eating.</li> <li>Show photographs of people eating. You might also want to include some photos of people doing activities other than eating when you integrate learning.</li> </ul>

In advance, place your examples of a ספגנייה and לביבה on a table or tables. You may also post photographs around the room.

Before you begin this section, tell students in English that if you ask them to eat something, they should just pretend. If you will be offering them food later, let them know that before you start.

Use commands such as these to integrate learning:

#2

#1

קְבוּצָה ב' – לְקוּם .	קְבוּצָה ג' – לְקוּם!
לְהַסְתוֹבֵב אֶל הַשְּׁלַחַן וּלְהַרְיֵם לְבִיבָה.	לְהַצְבִּיעַ אֶל סִפְגָּנִיָּה.
לְשִׁים לְבִיבָה עַל-יַד סִפְגָּנִיָּה.	לְהַצְבִּיעַ אֶל לְבִיבָה.
לְהַרְיֵם סִפְגָּנִיָּה וּלְקַפֵּץ אֶל חֲלוֹן.	לְרוּץ אֶל הַשְּׁלַחַן.
לְשִׁים סִפְגָּנִיָּה עַל-יַד חֲלוֹן.	לְהַצְבִּיעַ עַל סִפְגָּנִיָּה.
לְרוּץ אֶל שְׁלַחַן וּלְהַצְבִּיעַ עַל סְבִיבוֹן.	לְהַרְיֵם סִפְגָּנִיָּה. לְאָכַל אֶת הַסִּפְגָּנִיָּה.
לְסוֹבֵב סְבִיבוֹן עַל הָרִצְפָּה. לְעֶצֶר.	לְשִׁים אֶת הַסִּפְגָּנִיָּה עַל הַשְּׁלַחַן.
לְאָכַל סְבִיבוֹן! לֹא! לֹא לְאָכַל סְבִיבוֹן!	לְקַפֵּץ אֶל הַדֹּלֶת. לְגַעַת בַּדֹּלֶת.
לְשִׁים סְבִיבוֹן עַל לְבִיבָה.	לְהַסְתוֹבֵב אֶל כֶּסֶא וּלְשַׁבֵּת.
לְרוּץ מֵהָר אֶל כֶּסֶא וּלְשַׁבֵּת.	

### #3

קְבוּצָה א' – לְקוּם!  
לְהַסְתוֹבֵב אֶל סִפְגָּנִיָּה.  
לְשִׁים סִפְגָּנִיָּה עַל-יַד לְבִיבָה.  
לְקַחַת לְבִיבָה וּלְאָכַל!  
לְקַחַת סִפְגָּנִיָּה וּלְאָכַל!  
לְשִׁים סִפְגָּנִיָּה וּלְבִיבָה עַל שְׁלַחַן.  
לְקַפֵּץ לְקַפֵּץ וּלְשַׁבֵּת עַל כֶּסֶא.

Optional: Distribute pieces of a סִפְגָּנִיָּה and לְבִיבָה to each child. If the children recite the blessings before eating, prompt them to bless with you:

לְבָרֵךְ עַל סִפְגָּנִיָּה :

בְּרוּךְ אַתָּה יְיָ אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, בּוֹרֵא מִיְיָ מְזוֹנוֹת.

לְבָרֶךְ עַל לְבִיבָה :

בְּרוּךְ אַתָּה יְיָ אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, בּוֹרֵא פְּרֵי הָאֲדָמָה.

סבתוני

לְהַסְתִּיב

לְסַבֵּב

## ט"ו בשבט

(Students should have already completed Foundational Level 6 so that they know the word לְתֵת)  
Terms marked with \* may already be familiar to your students from other experiences.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1 <b>Tree and fruit, plus the blessing for fruit</b>		פְּרִי עֵץ פְּרִי הָעֵץ			
Option 2 <b>Specific fruits</b>		*תפוח תפוז אגס  רמון תאנה זית			*Students may have learned the word for apple during a <i>Rosh Hashanah</i> HTM lesson.

### **Option 1: Tree and Fruit, plus the blessing for fruit**

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
פְּרִי	<ul style="list-style-type: none"> <li>Use actual fruit, toy-fruit or decorative-fruit, or photos. If using photos, make sure only ONE fruit is in each picture since this word is singular.</li> <li>For integrating learning, offer pictures or props that are not fruit - show each and say לא פְּרִי.</li> </ul>
עֵץ	<ul style="list-style-type: none"> <li>Go outside and interact with real trees.</li> <li>Place a large tree branch in a pot as if it's an actual tree (i.e., NOT lying down like a branch).</li> <li>Set up posters around the room 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 <a href="http://www.hebrewthroughmovement.org/tu-bishvat.html">http://www.hebrewthroughmovement.org/tu-bishvat.html</a>.</li> </ul>
פְּרִי הָעֵץ	First teach both of these words separately (see above), then combine the two as פְּרִי הָעֵץ. Either point to <u>one</u> fruit on a tree OR hold up a fruit to a tree's branch - say פְּרִי הָעֵץ. This will help children better understand the Hebrew in the blessing over fruit.

Use commands such as these to integrate learning:

**#2**  
קְבוּצָה ב' - לְהַצְבִּיעַ אֶל פְּרֵי תַחַת הַשֵּׁלֶחָן.  
לְקוֹם וּלְהַסְתוֹבֵב אֶל הַשֵּׁלֶחָן. לְעַצֵּר.  
לְקַחַת פְּרִי.  
לְשִׁים פְּרִי עַל הָרֵאשׁ.  
לְהַסְתוֹבֵב תַּחַת פְּרִי. לְעַצֵּר.  
לְשִׁים פְּרִי עַל הַיָּד וְלִקְפֹץ. לְעַצֵּר.  
לְלַכֵּת אֶל עֵץ וְלְשִׁים פְּרִי תַחַת הָעֵץ וְלִשְׁבֹּת.



**#1**  
קְבוּצָה א' - לְקוֹם וְלְלַכֵּת אֶל עֵץ.  
לְגַעַת בְּעֵץ.  
לְהַצְבִּיעַ עַל פְּרִי.  
לְקַחַת פְּרִי וְלְשִׁים פְּרִי עַל הָרֵאשׁ.  
לְשִׁים פְּרִי תַחַת הַשֵּׁלֶחָן.  
לְרוּץ אֶל הַדֶּלֶת.  
לְשַׁבֵּת עַל כִּסֵּא.

**#3**  
קְבוּצָה ג' - לְקַפֵּץ אֶל פְּרֵי הָעֵץ.  
לְהַצְבִּיעַ עַל פְּרֵי הָעֵץ.  
לְקַחַת פְּרִי הָעֵץ.  
לְלַכֵּת אֶל הַדֶּלֶת וְלְשִׁים פְּרִי עַל-יַד הַדֶּלֶת.  
לְקַחַת פְּרִי וּלְהַסְתוֹבֵב בְּמַקוֹם. לְעַצֵּר.  
לְרוּץ אֶל כִּסֵּא וְלְשִׁים פְּרִי הָעֵץ עַל הַכִּסֵּא.  
לְשַׁבֵּת עַל הָרֶצֶף.

Consider ending this lesson by giving children some fruit\* slices then together saying the blessing over fruit.

בְּרוּךְ אַתָּה ה', אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, בּוֹרֵא פְּרֵי הָעֵץ.

When done, ask the children what they now understand the blessing is telling them.

\* Note that according to Jewish tradition, fruit grows from a tree that does not renew its stem AND does not grow close to the ground. For example, one says this blessing over pears, nuts (except peanuts), grapes and olives. However, bananas, pineapples, strawberries and watermelon (which are considered fruits from a scientific standpoint) are blessed using the blessing for vegetables – they grow from the ground.

### TU BISH'VAT SAMPLE LESSON

For a video of an HTM lesson that teaches the vocabulary introduced above, check out:

<https://youtu.be/m2nLfzMR6gw>



### Option 2: Specific Fruits

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
<p>תפוח תפוז אגס</p>	<p>These are all fruits with which children will be familiar (apple, orange, pear). [If choosing other “fruits of the tree” do not use a banana; see the note on the bottom of page 113.]</p> <ul style="list-style-type: none"> <li>• Use actual fruit, toy- or decorative-fruit or photos. If using photos, make sure only ONE fruit is in each picture since the word you are introducing is singular. Another option - if using a photo with many pieces of fruit on a tree is to point to ONE fruit at a time. Photos for some fruits may be downloaded from: <a href="http://www.hebrewthroughmovement.org/tu-bishvat.html">http://www.hebrewthroughmovement.org/tu-bishvat.html</a>.</li> <li>• Use photos of trees with these fruits on them; point to one fruit as you say the name.</li> </ul>
<p>רמון תאנה זית</p>	<p>These are all fruits that are considered part of the Seven Species listed in the Bible (Deuteronomy 8:8) and grown in Israel (pomegranate, fig, olive).</p> <ul style="list-style-type: none"> <li>• Use actual fruit, toy-fruit or decorative-fruit or photos. If using photos, make sure only ONE fruit is in each since this word is singular.</li> <li>• Use photos of trees with these fruits on them; point to one fruit as you say the name.</li> <li>• Regarding the pomegranate: Ask friends, parents, clergy if they might have a ceramic pomegranate, ritual object (like a <i>hallah</i> cover) or a piece of art with one or more on them.</li> </ul>

Use commands such as these to integrate learning:

**דוד וְשָׂרָה** - לְקוֹם וְלָרוּץ לְאֵט אֶל הַשְּׁלֶחָן.

לְקַחַת רִמּוֹן. לְקַחַת תְּאֵנָה.

לָרוּץ אֶל כֶּסֶא וְלָשִׁים רִמּוֹן תַּחַת הַכֶּסֶא.

לָשִׁים תְּאֵנָה עַל הַכֶּסֶא.

**מִרְיָם וְטָדִי** - לְקוֹם וּלְהִסְתַּוְּבַב אֶל כֶּסֶא.

לְקַחַת רִמּוֹן.

לָשִׁים רִמּוֹן עַל הַבֶּטֶן.

לְקַפֵּץ אֶל קְבוּצָה א'. לְתַת רִמּוֹן לְמִשָּׁה וְרוּתִי.

**מִשָּׁה וְרוּתִי** - לְקַחַת רִמּוֹן.

לְהִסְתַּוְּבַב אֶל הַכֶּסֶא וְלְקַחַת תְּאֵנָה.

לָשִׁים תְּאֵנָה עַל-יַד זֵית. לְקַחַת אֶת הַזֵּית.

לָרוּץ מִהֵר אֶל אָבִי וְדַלְיָה.

לְתַת לְאָבִי וְדַלְיָה אֶת הַזֵּית וְאֶת הַרִמּוֹן.

לְלַכֵּת אֶל כֶּסֶא וְלָשֶׁבֶת.

Once children have learned *rimon*, at another time they could be shown a *rimon/rimonim* from the top of a Torah, perhaps in a regular lesson about the Torah or during a large-group *t'fillah*.



## פּוּרִים

(Students should have already completed Foundational Level 6 so that they know the word לָתַת  
Terms marked with \* may already be familiar to your students from other experiences.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1 <b>Purim objects &amp; actions</b>	לְהַרְעִישׁ בְּ	תּוֹרָה לְגַעַת ב יָד מְגִלָּה* רַעְשׁוֹן			
Option 2 <b>Mishlo-ah manot</b>		אֶזְנוֹן פְּרִי אֶזְנֵי-הַמֶּן   אֶזְנוֹן-הַמֶּן בְּקַבּוּק יַיִן \ מִיץ מְשֻׁלוּחַ מְנוֹת	<<note that the Kamatz under אֶזְנֵי is pronounced "oh" (e.g., ohz-ney)		
Option 3 <b>Purim characters and mini- story</b>	לְהַשְׁתַּחֲוֹת	מֶלֶךְ (אַחַשְׁוֵרֶשׁ) מְלָכָה (מְלַכַת אֶסְתֵּר) פְּתוּר תַּחֲפֹשֶׁת			

### PURIM MODEL LESSON

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

### Option 1: Purim Objects and Actions

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
מְגִלָּה	In a Judaic lesson prior to this one, a teacher should help children identify the differences between a Torah scroll and <i>m'gillah</i> – the shape and content. <ul style="list-style-type: none"> <li>Use an educational <i>m'gillah</i> (not hand-written) or one from the sanctuary.</li> <li>Offer some examples of a Torah scroll – a Consecration or toy Torah, a real one (respectfully handled in the room), photos, etc.</li> </ul>
יָד	This word was taught in Foundational Level 5. If your learners don't know that the "Torah pointer" is called a <i>yad</i> , use this as one of your session's words. If they have learned it already, use it in the warm-up/review with both meanings (hand and Torah pointer). <ul style="list-style-type: none"> <li>A real hand (yours, the children's, a doll's)</li> </ul>

	<ul style="list-style-type: none"> <li>• A <i>yad</i>, as used to read from a Torah scroll or <i>m'gillah</i></li> <li>• Point your index finger (representing the <i>yad</i>) and show it alongside the <i>yad</i> used to read a Torah or <i>m'gillah</i></li> </ul>
רעשון	<ul style="list-style-type: none"> <li>• Use examples of different kinds of noisemakers for Purim (commercially made; those made by students in classrooms; and if it's your custom, boxes of dried food – which make a lot of noise when shaken - that are then donated)</li> </ul>
להרעיש	<ul style="list-style-type: none"> <li>• Lift up one noisemaker, say להרעיש and then make a noise with it. Repeat with other items that make a noise.</li> </ul>

Some examples of commands to use when integrating learning for this level:

Place around the room several examples each of a Torah scroll and *m'gillah*. Note that the inside and outside of a non-kosher *m'gillah* (or a picture of one) can be touched (לגעט במגלה) but the inside of a handwritten *m'gillah* should not be so the ink won't wear off (לא לגעט במגלה). Give students commands like:

קבוצה ב' – לקום ולרוץ אל תורה .

להרים את התורה.

לשים את התורה על השלחן.

לקפוץ אל מגלה ולגעט במגלה.

לשבת על פסא.

יוני ומיכל – לקום, לקחת מגלה, ולתת לשרה ואבי. לשבת על פסא.

שרה ואבי – לקום, ללכת לאט עם המגלה ולשים על-יד החלון. לשבת על פסא.

רנדי ושמואל – לקום ולרוץ אל החלון. להרים מגלה וללכת לאט אל המורה.

לתת מגלה למורה. לשבת על פסא.

Place some noisemakers on the table.

קבוצה א' - לקום. להסתובב אל השלחן.

לקחת רעשון.

להרים את הרעשון. להוריד את הרעשון.

להרים את הרעשון. להרעיש ברעשון.

לעצר.

לְשִׁים אֶת הַרְעָשׁוֹן עַל הַשְּׁלֶחָן.  
לְרוֹץ לְאֵט אֶל כְּסֵא. לְרוֹץ מֵהָר אֶל רְעָשׁוֹן.  
לְהַרְעִישׁ בְּרְעָשׁוֹן.  
לְעֶצֶר.  
לְהַרְעִישׁ בְּרְעָשׁוֹן. לְעֶצֶר.  
לְשֶׁבֶת.

Repeat the above with another group.

You can also work the commands so that each child in that group is holding a רְעָשׁוֹן. Call the names of different characters in the *m'gillah*:

אַחְשׁוּרוֹשׁ!  
Pretend you and the group are about to make noise with the רְעָשׁוֹן but then pause and say  
לֹא לְהַרְעִישׁ.

אַסְתֵּר!  
Pretend you and the group are about to make noise with the רְעָשׁוֹן but then pause and say  
לֹא לְהַרְעִישׁ.

מְרַדְדֵי!  
Pretend you and the group are about to make noise with the רְעָשׁוֹן but then pause and say  
לֹא לְהַרְעִישׁ.

הֶמֶן – לְהַרְעִישׁ!!!

Take a *m'gillah* and a *yad* (Torah pointer). Ask children to sit or stand with you around a table. When you say מוֹרָה \_\_\_\_, use your name and pantomime לֹא לְגַעַת.

כָּלֶם לְקוֹם וְלִלְכֹת אֶל הַשְּׁלֶחָן.

מוֹרָה \_\_\_\_ - לֹא לְגַעַת בְּמַגְלָה. כָּלֶם לֹא לְגַעַת בְּמַגְלָה.

מוֹרָה \_\_\_\_ - לְקַחַת יָד.

Pantomime holding the *yad* and showing that you are not touching the *m'gillah*. Say several times:

לֹא לְגַעַת בְּמַגְלָה.

Open the *m'gillah* and point with the *yad* to the second verse. Start with the third word and read slowly to the children. It would be ideal if you put the *m'gillah* in front of each child while pointing to the words so they could see that this comes from the *m'gillah*. Hopefully, they'll be able to understand part of it, especially if you repeat the reading as you go around the children to read in front of each them.

כְּשֶׁבַת הַמֶּלֶךְ אֶחָשָׁרוּשׁ עַל כֹּסֵא

Just so you know, כְּשֶׁבַת means “when he (referring to the king) sat.”



### **Option 2: Purim Food and Mishlo-ah Manot**

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary. If students do not know what מְשֻׁלוֹחַ מָנוֹת are, this *mitzvah* needs to be introduced in a Judaic class in advance of the Hebrew Through Movement lesson. Also, students will need to have worked with the words לָתֵת and לָקַחַת from Foundational Level 6.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
אֶזְנֵי-הָמֶן	<ul style="list-style-type: none"> <li>● Use real אֶזְנֵי-הָמֶן (if shellacked they can be handled without crumbling).</li> <li>● Use toy אֶזְנֵי-הָמֶן (on Amazon search for: “Purim toy Hamantashen” to find doll-house size ones)</li> <li>● Find or create a picture (or two) of Haman where you can see his ears. Have pictures of אֶזְנֵי-הָמֶן (singular אֶזְנוֹ-הָמֶן) that are the approximate size of Haman’s ears. When introducing the Hebrew for this Purim pastry:               <ul style="list-style-type: none"> <li>○ Point to the treat and say אֶזְנוֹ-הָמֶן.</li> <li>○ Point to Haman’s ear on the picture and say אֶזְנוֹ-הָמֶן.</li> <li>○ Pick up the pastry and put it on the picture and say אֶזְנוֹ-הָמֶן.</li> <li>○ Reinforce this by pointing to the ear on the picture and say אֶזְנוֹ-הָמֶן. Then, pick up the treat and say אֶזְנוֹ-הָמֶן.</li> <li>○ Repeat the sequence above but using <i>more than one</i> pastry and say אֶזְנֵי-הָמֶן.</li> </ul> </li> </ul>
בִּקְבוּק מִיץ \ מִיץ	<p>Check with your supervisor – would they prefer you to only use juice (בִּקְבוּק מִיץ) or is it okay to also refer to a bottle of wine (בִּקְבוּק יַיִן)? Note that the word מִיץ refers to any kind of juice. To make things simple, use it here to refer to grape juice, only.</p> <ul style="list-style-type: none"> <li>● Use small unopened bottles of wine OR plastic juice bottles that have a “יַיִן” sticker on the front.</li> <li>● Use small unopened bottles of grape juice. [There is no need to teach the Hebrew for “grape juice” ... though your students may have learned the phrase in a Shabbat lesson.]</li> </ul>

	<ul style="list-style-type: none"> <li>Place photos or drawings of bottles of wine and/or grape juice around the room.</li> </ul>
<b>מְשֻׁלוֹחַ מְנוֹת</b>	<ul style="list-style-type: none"> <li>Find a variety of containers one could use for <i>mishlo-ah manot</i> (baskets, colorful plates or bags, small boxes, etc.).</li> <li>Have one or more baskets filled up with items as if it/they are ready to deliver. Use the juice/wine bottles, fruit (perhaps ones learned for Tu BiSh'vat), and אֶזְנֵי-הַקֶּמֶן.</li> <li>Gather photos or pictures of <i>mishlo-ah manot</i> in containers</li> </ul>

Some examples of commands of how to integrate learning for this level:

**Example 1** – Reinforce the three new Hebrew words with commands like:

\_\_\_\_\_ לְרוּץ אֶל

\_\_\_\_\_ לְקַפֵּץ אֶל

\_\_\_\_\_ לְגַעַת ב

\_\_\_\_\_ לְהָרִים

\_\_\_\_\_ לְהוֹרִיד

\_\_\_\_\_ לְקַחַת אֶת ה

**Example 2** - Prepare some baskets or containers of מְשֻׁלוֹחַ מְנוֹת, making sure that fruit, אֶזְנֵי-הַקֶּמֶן and bottles of wine or grape juice are in each container. Assign a different Hebrew letter to each container (for example: ג' (מְשֻׁלוֹחַ מְנוֹת ג'). Give commands that have students going to the מְשֻׁלוֹחַ מְנוֹת and taking out whatever you tell them.

\_\_\_\_\_ לְקַחַת אֶל מְשֻׁלוֹחַ מְנוֹת ה' וְלְקַחַת

Children can be asked to put these in various places around the room. Or, using the verb לָתַת, have children exchange parts of מְשֻׁלוֹחַ מְנוֹת with one another.

**Example 3** - Start with containers that have all the same thing in them (one will have only fruit, one only something to drink and one only אֶזְנֵי-הַקֶּמֶן). With your commands have students move items so that each basket has one of everything.

**Example 4** - Work towards creating מְשֻׁלוֹחַ מְנוֹת. Have children follow your HTM commands to fill a basket or other container with fruit, אֶזְנֵי-הַקֶּמֶן and a small bottle of wine or grape juice. When done, ask students to “give” מְשֻׁלוֹחַ מְנוֹת to someone else in the room.

לְקַחַת מְשֻׁלוֹחַ מְנוֹת וְלָתַת לְמִדְרִיד.



Or, have them put move the מְשֻׁלוֹחַ מְנוֹת to another place:

לשים את משלוח המנות על הרצפה.

לקפץ אל משלוח מנות. לקחת משלוח מנות ולתת למרים.

### **Option 3: Purim Characters and Mini-Story**

Because children will be acting out part of the Purim story in this activity, check with whomever teaches Judaics to be sure that the students are familiar with the basic storyline before you introduce this option. Older students will probably remember enough from earlier years of learning.

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
מֶלֶךְ (אַחַשְׁוֵרֶשׁ)	<ul style="list-style-type: none"> <li>• Show pictures or photos of different kings, real or fictional. Make sure there is only one king in each picture.</li> <li>• From a children's book, show a picture of King Ahasuerus.</li> <li>• Search on Google images for "Purim King Ahasuerus" – copy and print or use a digital projector to show the pictures.</li> </ul>
מַלְכָּה (מַלְכַּת אֶסְתֵּר)	<ul style="list-style-type: none"> <li>• Show pictures or photos of different queens, real or fictional. Make sure there is only one queen in each picture.</li> <li>• From a children's book, show a picture of Queen Esther.</li> <li>• Search on Google images for "Purim Queen Esther" – copy and print or use a digital projector to show the pictures.</li> </ul>
כִּתּוֹן	<ul style="list-style-type: none"> <li>• Share a variety of crowns. They can be handmade from paper or aluminum foil, or from a costume. Some parents may be able to help you with this.</li> <li>• Point to the crown on the picture of a king or queen.</li> </ul>
תְּחָפְשֵׁת	<ul style="list-style-type: none"> <li>• Offer a variety of costumes (or obvious pieces of them).</li> <li>• Show photos of people in costume and not in costume. You can say: תְּחָפְשֵׁת - כֵּן. תְּחָפְשֵׁת - לֹא.</li> <li>• Show the costumes you will be using in the mini-play.</li> </ul>
לְהִשְׁתַּחֲוֹת	<p>This word was chosen because children may hear the connection between לְהִשְׁתַּחֲוֹת and מִשְׁתַּחֲוִים from the <i>Aleinu</i> prayer.</p> <ul style="list-style-type: none"> <li>• Demonstrate bowing.</li> <li>• Show pictures of people bowing before a king or queen.</li> </ul>

For this option you will need to prepare in advance:

- Two chairs as thrones (perhaps throw a blanket over classroom chairs)
- Crowns

- Costumes for the Purim characters (these could be simply bed sheets thrown over children's shoulders as royal robes or clothing).
- A space in the room designated as שַׁעַר הַמֶּלֶךְ (the gate of the king). An ancient looking stone arch could be drawn or projected onto a whiteboard or wall.

Decide how you will divide the vocabulary and the acting of the "play" for the number of sessions you have.

When integrating learning for this level, commands can be used with pictures posted around your room. If your learners completed Foundational Level 10 they will know the word for picture (תְּמוּנָה); if not, ignore the phrase that is in parentheses.

_____	וְלִהְרִים (תְּמוּנָה שָׁל)	_____	לְלֶכֶת אֶל
מְלֶךְ		שְׁלֶחֶן	
מְלָכָה		לוּחַ	
כְּתָר		חִלוּן	
תַּחֲפֹשֶׁת			

Commands such as these may be used with real objects:

לְשִׁים כְּתָר עַל הָרֹאשׁ.

לְשִׁים תַּחֲפֹשֶׁת עַל כִּסֵּא.

Have students place objects on other body parts and on other objects in the room.

Choose some commands that surprise learners.

### Setting up the narrated play:

Choose children (or teen assistants or another teacher in the room) to be Esther, Ahashverosh, Mordehai and Haman. Be aware that in most HTM lessons, we do not call up 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.

Before you begin, use English to introduce and explain this very different HTM format. Be sure to show all the children the costumes planned for each of the characters and tell students that some of them will be helping dress the characters.

### Starting the action:

**Say to the person who is playing the part of אַחֲשֵׁרוּשׁ**

אַחֲשֵׁרוּשׁ - לָקוּם וְלָלֶכֶת אֶל כִּסֵּא הַמֶּלֶךְ.

לֹא לְשָׁבֵת.

Call on a few children, telling them לקום then say:

ללכת אל התחפשת של מלך אחשוורוש.

להרים את התחפשת של מלך אחשוורוש.

לשים את התחפשת על המלך.

לשבת.

Call on a few other children, telling them לקום then say:

לקחת את הכתר של המלך.

לשים את הכתר של המלך על הראש של אחשוורוש.

לשבת.

אחשוורוש - לשבת.

Say to the person who is playing the part of אסתר

אסתר - לקום וללכת אל כסא המלכה.

לא לשבת.

Call on a few children, telling them לקום then say:

ללכת אל התחפשת של המלכה.

להרים את התחפשת של המלכה.

לשים את התחפשת על מלכת אסתר.

לשבת.

Call on a few other children, telling them לקום then say:

לקחת את הכתר של המלכה.

להרים את הכתר של המלכה.

לשים את הכתר של המלכה על הראש של אסתר.

לשבת.



אסתר - ללכת אל הכסא של המלך.

להשתחוות אל המלך.

ללכת אל הכסא של המלכה.

לְשֶׁבֶת עַל הַכִּסֵּא שֶׁל הַמֶּלֶכָה.

**Say לְקוּם to the person who is playing the part of הַמֶּן.**

**Call on a few children, telling them לְקוּם then say:**

לְלַכְתּוּ אֶל הַתְּחַפְּשֹׁת שֶׁל הַמֶּן.

לְהָרִים אֶת הַתְּחַפְּשֹׁת שֶׁל הַמֶּן.

לְשִׂים אֶת הַתְּחַפְּשֹׁת עַל הַמֶּן.

לְשֶׁבֶת.

**הַמֶּן - לְלַכְתּוּ, לְלַכְתּוּ, לְלַכְתּוּ.**

לְלַכְתּוּ אֶל שַׁעַר הַמְּלָךְ.

Point so they know to walk to the place where you created the king's gate.

לְעֲצוֹר.

**Stand behind Haman and, in a voice as if you are Haman, command the children not playing other parts:**

לְהִשְׁתַּחֲוֹת.

**Run in front of Haman and indicate that the children should join you in bowing down or giving honor.**

**Then, say to the person playing מְרֻדְכֵי**

מְרֻדְכֵי - לְקוּם.

**Call on a few children, telling them לְקוּם then say:**

לְלַכְתּוּ אֶל הַתְּחַפְּשֹׁת שֶׁל מְרֻדְכֵי.

לְהָרִים אֶת הַתְּחַפְּשֹׁת שֶׁל מְרֻדְכֵי.

לְשִׂים אֶת הַתְּחַפְּשֹׁת עַל מְרֻדְכֵי.

לְשֶׁבֶת.

**מְרֻדְכֵי - לְלַכְתּוּ, לְלַכְתּוּ, לְלַכְתּוּ.**

לְלַכְתּוּ אֶל שַׁעַר הַמְּלָךְ.

**Loudly whisper to Haman in English “Do a “power pose.” [This is hands on hips, legs apart, like a superhero!]. Run behind Haman and, as if you are using his voice, command:**

להשתחוות!

**Quickly run behind Mordecai and say as if you are using his voice:**

לא לא לא!

לא להשתחוות אל הקֹמֶן.

After a dramatic pause say to everyone למחוא כפיים!

מִרְדֵּכָי לֹא מִשְׁתַּחֲוֶה.

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.

## פֶּסַח

(Students should have already completed Foundational Level 6 so that they know the word לָתֵת  
Terms marked with \* may already be familiar to your students from other experiences.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1: <b>Pesah food and seder plate items</b>		חֶמֶץ* מִצָּה* מְרוֹר זְרוּעַ חֲרוֹסֶת כַּרְפָּס בִּיצָה חֲזָרֶת קָעָרָה			
Option 2: <b>Four Questions – part one</b>	יוֹשְׁבֵין מְסַבֵּין [In the context of the Four Questions, these two words are verbs. In this lesson, HTM uses them as adjectives.]	חֶמֶץ* מִצָּה*			
Option 3: <b>Four Questions – part two</b>	אָנוּ אוֹכְלִין (Or can be introduced with Option 4 words)	לֵילָה הַלַּיְלָה הַזֶּה לַיְלֹת מִפְּלַ הַלַּיְלֹת			
Option 4: <b>Four Questions – part three</b>	אָנוּ אוֹכְלִין (Or can be introduced with Option 3 words)	יְרֻקוֹת מְרוֹר חֲרוֹסֶת			
Option 4: <b>Four Questions – part four</b>	אֵין אָנוּ מְטַבְּלִין			פְּעַם אַחַת שְׁתֵּי פְּעָמִים	

### פֶּסַח MODEL LESSON AND RESOURCES

A video that demonstrates the teaching of Level 2 (Four Questions) words is here:

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

As one of HTM's older videos, note that the children are referred to as boys and girls.

If you try this lesson, find other ways to divide students into groups.

For a collection of photocards that illustrate the words in all five Pesah options, click here <http://www.hebrewthroughmovement.org/pesah.html> and scroll down. All are ready to print, ideally in color.

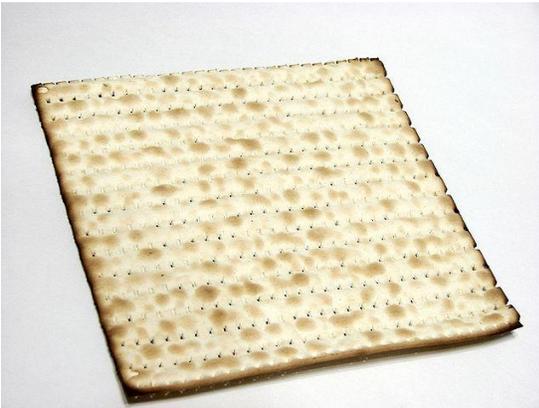
### **Option 1 – Pesah Food and Seder Plate Items**

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
<p style="text-align: center;"><b>חֶמֶץ</b></p> <p><i>If you are not introducing the first of the Four Questions lesson (Option 2, below), introduce חֶמֶץ with Option 1, here.</i></p>	<p><u>H</u>ametz is food with leavening. You may wish to ask your education director or clergy for the definition of <u>h</u>ametz taught to your learners and what the community’s most common family customs are. Some may understand <u>h</u>ametz only as bread. Others may know cereal could be <u>h</u>ametz, but that there are kosher for <u>Pesah</u> cereals, cookies, etc. Choose your props accordingly.</p> <ul style="list-style-type: none"> <li>• Boxes of easily-recognized non-<u>Pesah</u>’dik brands of pasta, crackers, cereal, etc. (for example, Barilla spaghetti, Ritz crackers, Oreo cookies, Cheerios cereal).</li> <li>• Real bread slices, a bagel, cookies, etc.</li> <li>• Photos that illustrate <u>h</u>ametz (check the HTM “Lesson 1” photocards here: <a href="https://www.hebrewthroughmovement.org/pesah.html">https://www.hebrewthroughmovement.org/pesah.html</a>).</li> <li>• <u>H</u>ametz toys (search Amazon under “Toys and Games” for “pretend bread”).</li> </ul>
<p style="text-align: center;"><b>מַצָּה</b></p> <p><i>If you are not introducing the first of the Four Questions lessons, (see Option 2; scroll down), introduce מַצָּה with Option 1, here.</i></p>	<ul style="list-style-type: none"> <li>• Real <u>matzah</u> (squares/pieces).</li> <li>• Box of <u>matzah</u> (unopened).</li> <li>• Photo of <u>matzah</u> (check the HTM Lesson 1 photocards here: <a href="https://www.hebrewthroughmovement.org/pesah.html">https://www.hebrewthroughmovement.org/pesah.html</a>).</li> <li>• <u>Matzah</u> toy, for example this: <a href="https://www.amazon.com/My-Deluxe-Soft-Seder-Set/dp/B000OTS8Z6/">https://www.amazon.com/My-Deluxe-Soft-Seder-Set/dp/B000OTS8Z6/</a>.</li> </ul>
<p style="text-align: center;"><b>מָרֹר זְרוּעַ חֲרוֹסֶת כַּרְפֵּס בִּיץָה חֲזֵרֶת</b></p>	<p>These are all items found on the <u>sefer</u> plate. To illustrate each, consider using:</p> <ul style="list-style-type: none"> <li>• Actual food that one might find on a <u>sefer</u> plate.</li> <li>• The <u>sefer</u> food photos found on this page: <a href="https://www.hebrewthroughmovement.org/pesah.html">https://www.hebrewthroughmovement.org/pesah.html</a>.</li> </ul>
<p style="text-align: center;"><b>קַעֲרָה</b></p>	<p>While this word generally means “bowl” in Hebrew, it is the term used for a <u>sefer</u> plate. The full phrase may be any of the following: קַעֲרַת הַסֵּדֶר OR קַעֲרַת הַפֶּסַח OR קַעֲרַת לַיִל הַסֵּדֶר. However, just saying קַעֲרָה is fine for HTM.</p> <ul style="list-style-type: none"> <li>• Bring in a variety of <u>sefer</u> plates (parents or other teachers might lend you some that aren’t too fragile).</li> <li>• Share photos of <u>sefer</u> plates. Check the photos here: <a href="https://www.hebrewthroughmovement.org/pesah.html">https://www.hebrewthroughmovement.org/pesah.html</a>.</li> </ul>

Some examples of commands of how to integrate learning for this level:

Note that the use of השלחן assumes that you have a table set up with the supplies the learners need. It's a specific table, not any in the room.



#1

קבוצה א' – לקום ולקפץ אל השלחן.

להצביע על חמץ .

להצביע על מצה.

להסתובב. להסתובב. לעצור!

להצביע על מרור ולשבת על פסא.

#2

קבוצה ג' – לקום ולרוץ מהר אל השלחן.

להרים חמץ.

לשים חמץ על פסא.

ללקת אל מצה ולהרים מצה.

לשים מצה על-גד הדלת.

ללקת לאט אל שלחן ולשבת תחת השלחן.

#3

קבוצה ב' – לקום ולהסתובב אל השלחן.

להרים מרור.

לשים מרור על-גד מצה.

לקחת מצה ומרור ולשים תחת פסא.

לרוץ לאט במקום.

לשבת על הרצפה.

For this next segment, children set up a *seder* plate – either use a number of real *seder* plates and food items OR pictures of plates and their foods. If the students can already read Hebrew, put the Hebrew names of the food on the plates and ask children to put each food's picture in the correct space on the plate. The script, below, is for groups of children working with a central plate. You may modify the commands so that children put food on their own seder plate (see the photo at the top of the next page).

#2

קבוצה ב' - לקום וללקת אל השלחן.

להצביע על כרפס.

לקחת כרפס ולשים על קערה .

לשבת.

#1

קבוצה א' – לקום וללקת אל השלחן.

לקחת קערה ולשים את הקערה על השלחן.

להצביע על חרסת.

לקחת חרסת ולשים על הקערה.

לשבת.



#3

קְבוּצָה ג' - לָקוּם וְלִלְכֹת אֶל הַשְּׁלֶחַן.

לְהַצְבִּיעַ עַל יָרְקוֹת וּבִיצָה.

לְקַחַת יָרְקוֹת וְלְקַחַת בִּיצָה וְלִשִׁים עַל קַעֲרָה.

לְשַׁבֵּת.

Continue with words for other ritual foods introduced in the lesson.

Following HTM commands, children could help set up a *seder* table in your room OR tables for your program's model *seder*. If the students have already done the *Shabbat* unit you can add items such as פֶּמוֹט and נֵר. Suggested commands include:



לְלַכֵּת אֶל בֶּסֶא.

לְקַחַת בֶּסֶא.

לִשִׁים בֶּסֶא עַל-יַד שׁוּלְחָן.

לְלַכֵּת אֶל הַשְּׁוּלְחָן.

לְקַחַת אֶת הַ

קַעֲרָה

בִּיצָה

מָרוֹר

מִצָּה

הַגָּדָה

לִשִׁים אֶת הַ (עַל) (עַל-יַד) \_\_\_\_\_

הַשְּׁוּלְחָן

הַקַּעֲרָה

קַעֲרָה

בִּיצָה

מָרוֹר

מִצָּה

הַגָּדָה

When everything is on the table conclude activity by saying:

שׁוּלְחָן לְחַג פֶּסַח.

### Options 2, 3, 4, 5 – The Four Questions

Each of these four lessons have been uploaded to the Hebrew Through Movement website, along with printable “photocards” and a poster of the Four Questions you may post in your room. Everything may be downloaded and printed from here:  
<https://www.hebrewthroughmovement.org/pesah.html>.

Example of one of the downloadable HTM photocards for *seder* plate items:



Example of one of the downloadable Four Question posters:

שֶׁבֶּכֶל הַלֵּילוֹת  
אָנוּ אוֹכְלִין  
חֵמֶץ וּמֵצָה



הַלֵּילָה הַזֶּה  
כֵּלּוּ מֵצָה



Jewish Education Center of Cleveland

## יום העצמאות

"Israel Independence Day"

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

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

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1: <b>Making an Israeli flag</b>		כחול לבן דגל* מגן דוד			ככה
Option 2: <b>Images of Israel</b>		ישראל* תמונה עברית דגל*			
Option 3: <b>The Map of Israel</b>		ישראל* תמונה מפה ירושלים תל אביב חיפה אילת			

### Option 1: Making an Israeli flag

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
כחול לבן	Children may know these words from Foundational Level 7 (it focused on colors). Teach or review them using clear examples of the colors. <ul style="list-style-type: none"> <li>Point to objects that are each of these colors and label them as such.</li> </ul>
דגל	Children may have been introduced to this word during a <i>Simhat Torah</i> HTM lesson. If that's the case, this is a review. <ul style="list-style-type: none"> <li>Share a variety of flags. They can be fabric or plastic flags (small or large), flag stickers, or printed from <a href="https://images.google.com">images.google.com</a>. If possible, include a <i>Simhat Torah</i> flag.</li> <li>Share photos of flags in use – in front of buildings, in an auditorium (or sanctuary), in a parade, etc.</li> </ul> <p>Your education program might be willing to purchase enough small flags that each child could take one home. Israeli flag stickers shared with children are also an option.</p>
מגן דוד	<ul style="list-style-type: none"> <li>Offer a variety of examples of a Star of David – on a necklace, on the cover of a prayerbook, on an Israeli flag, etc.</li> </ul>

<b>יִשְׂרָאֵל</b>	<p>Children have probably heard the word “Israel” multiple times, but perhaps not its Hebrew name יִשְׂרָאֵל. That is why it is introduced in this lesson.</p> <ul style="list-style-type: none"><li>• Use a map of Israel (check with your director to see which version is preferred for your setting).</li><li>• Share photos of life in Israel; these could be the same ones used for cities in Option 2, plus others that are not “big city” but could be known to your students (like a “sister city”).</li></ul> <p><i>There is a chance that your learners will connect the Hebrew name of Israel (יִשְׂרָאֵל) with the Sh'ma or Mah Tovv. However, these are found in our t'fillah and refer to the People of Israel, rather than the country. Some learners might also remember that Jacob (from the Torah) had two Hebrew names, one being Yisrael. Just be aware that some confusion may arise from the multiple meanings. You may want to ask a Judaic studies or t'fillah teacher to address this in more detail with your learners.</i></p>
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In integrating the learning, for each student you will need a sheet of white paper, two precut strips of blue paper, a precut Star of David, plus a glue stick. This lesson is best done where children have a designated seat, ideally at a table.

Before starting, give everyone a gluestick and tell them לֹא לְגִיעַת. Also, in advance spread enough blue Stars of David around the room, one per learner.

One *k'vutzah* at a time, give students commands similar to these so they will each have a sheet of white paper:

לְקוּם!

לְקַפֵּץ אֶל הַשְּׁלָחוֹ וְלְקַחַת לְבוֹ.

Hold up one finger so they know to take one piece of white paper

לְרוּץ אֶל כֶּסֶא וְלִשְׁבֹּת.

Call on two students (e.g., Kelly and Micah) to come to you. Give each student enough blue strips so they each can give one to their classmates (all students should end up with two blue strips).

קְלִי וּמִיכָה – לְקוּם.

לְרוּץ אֶל הַמוֹרָה.

[Give “Kelly and Micah” multiple blue strips.] לְקַחַת כָּחֵל.

לְקַפֵּץ לְאֵט אֶל סָמִי לְתֵת כָּחֵל לְסָמִי:

קְלִי לְתֵת כָּחֵל לְסָמִי.

מִיכָה לְתֵת כָּחֵל לְסָמִי.

Hold up one finger so they know to give one strip of blue to “Sammy.”

Then direct them to the next student (Hannah).

קְלִי לְתֵת כָּחֵל לְחַנָּה.

מִיכָה לְתֵת כָּחֵל לְחַנָּה.

Give a hand signal so Kelly and Micah know each needs to continue giving one strip of blue to each student. Then say:

להסתובב אל כסא ולשבת.

At this point, all the learners should have a glue stick, one sheet of white paper and two blue strips.

Stick your own white sheet on the wall (or board) so learners can see where you are gluing each item. Be sure to say and then model the actions so that learners know where to put their items on the paper. As you demonstrate the specific actions, feel free to use the word ככה ("like so") without explanation.

לשים לבן על השלחן.

לשים כחל על הלבן – ככה.

Use the glue stick and demonstrate gluing the first blue strip towards the top of the paper; make sure to leave enough room for the star in the middle.

Use the glue stick and demonstrate gluing the second blue strip towards the bottom of the paper.

Then say:

קבוצה ג' – לקום.

להצביע אל מגן דוד.

לרוץ אל מגן דוד.

להרים מגן דוד ולשים על הראש.

לקפץ אל הכסא ולשבת.

Repeat for the other *k'vutzot* with variations in running, jumping, etc.

Then say:

כלם – לקחת מגן דוד ולשים על לבן – ככה.

Use the glue stick and demonstrate gluing the star in the middle of the paper.

Point to your flag and say:

דגל ישראל!

Point to the children's flags and say:

דגל ישראל!

להרים דגל ישראל.

לקום וללכת.

ללכת מהר.

ללכת לאט.

לשים דגל ישראל על השלחן.

לשבת על כסא.

למחא כפיים!

Here are flags made during a Zoom class. The commands were modified to fit the realities of what children had at home:



### Option 2: Images of Israel

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
<p><b>יִשְׂרָאֵל</b></p>	<p>Children have probably heard the word “Israel” multiple times, but perhaps not its Hebrew name יִשְׂרָאֵל. That is why it is introduced in this lesson. If learners have completed Option 1 they will be familiar with the word.</p> <ul style="list-style-type: none"> <li>• Use a map of Israel (check with your director to see which version of the map is preferred for your setting).</li> <li>• Share photos of life in Israel; these could be the same ones used for cities in Option 3, plus others that are not “big city” but could be known to your students (like a “sister city”).</li> </ul> <p>See the note in <i>italics</i> in Option 1’s יִשְׂרָאֵל vocabulary box.</p>
<p><b>תְּמוּנָה</b></p>	<p>This word is being introduced because it will help students identify that you are looking for a picture of something, not the object (or location) itself. If children learned the word תְּמוּנָה in Foundational Level 10, this will be a review.</p> <ul style="list-style-type: none"> <li>• Point and say כֵּסֵא while pointing to a chair. Then point to a picture of a chair and say תְּמוּנָה שֶׁל כֵּסֵא. Say the word תְּמוּנָה by itself, pointing to different pictures so learners hear the word clearly.</li> <li>• Have photos or pictures of items in your room that children already know (like chair, table, door). Point to pictures/photos and label them as a תְּמוּנָה. Point to real items in the room and say לֹא תְּמוּנָה. When integrating learning, use pictures/photos of items your students recognize and say תְּמוּנָה שֶׁל ____.</li> </ul>

<p><b>עברית</b></p>	<ul style="list-style-type: none"> <li>• Offer word cards printed in Hebrew.</li> <li>• Show examples of Hebrew being used or displayed in everyday life, especially from Israel (as compared to more ancient Hebrew in a <i>siddur</i>/prayerbook or bible). Consider sharing photos of Hebrew on Israeli store windows, in newspapers (downloadable from the internet OR brought back from someone's trip to Israel), in books, etc.</li> <li>• Have photos of other languages being used in everyday life. Ask: עברית – כן או לא? If possible, share apples-to-apples examples such as the same children's book in Hebrew as in English. Ask: עברית – כן או לא?</li> </ul>
<p><b>דגל</b></p>	<p>Children may have been introduced to this word during a <i>Simhat Torah</i> HTM lesson. If that is the case, this is a review.</p> <ul style="list-style-type: none"> <li>• Share a variety of flags. They can be fabric or plastic flags (small or large), flag stickers, or printed from <a href="http://images.google.com">images.google.com</a>. If possible, include a <i>Simhat Torah</i> flag.</li> <li>• Share photos of flags in use – in front of buildings, in an auditorium (or sanctuary), in a parade, etc.</li> </ul> <p>Your education program might be willing to purchase enough small flags that each child could take one home. Israeli flag stickers shared with children are also an option.</p>

Before you begin your lesson, place examples of Israel (maps or photos), flags and Hebrew around the room. Some examples of integrating learning for this option:

Offer examples of maps of Israel and other countries, as well as photos of Israel/other countries. Ask:

ישראל – כן או לא?

Offer examples of different flags. Ask:

דגל ישראל – כן או לא?

Offer examples of Hebrew and words/letters in other languages. Ask:

עברית – כן או לא?

Then, begin working with small groups of learners:

קבוצה ג' – לקום.

להצביע אל תמונה של ישראל.

לקפץ אל תמונה של ישראל.

לקחת תמונה של ישראל ולהרים את ישראל.

להוריד תמונה של ישראל ולהסתובב אל כסא. לעצור.

לשים תמונה של ישראל תחת הכסא.

לשבת על הרצפה.

**קְבוּצָה א' – לְהִסְתוּבֵב אֶל תְּמוּנָה שֶׁל עֵבְרִית.**

לְקַחַת תְּמוּנָה שֶׁל עֵבְרִית.

לְרוּץ לְאֵט אֶל קְבוּצָה ב'. לְעֲצֹר!

לְשִׁים תְּמוּנָה שֶׁל עֵבְרִית עַל-יַד קְבוּצָה ב'.

לְקַפֵּץ אֶל דָּגֵל יִשְׂרָאֵל.

לְקַחַת דָּגֵל יִשְׂרָאֵל וְלָרוּץ מֵהָר אֶל כְּסֵא עִם תְּמוּנָה  
שֶׁל יִשְׂרָאֵל.

לְשִׁים דָּגֵל יִשְׂרָאֵל תַּחַת כְּסֵא - עַל יִשְׂרָאֵל.

לְשִׁבֵּת עַל הָרִצְפָּה.



**קְבוּצָה ב' – לְקַחַת תְּמוּנָה שֶׁל עֵבְרִית.**

(Point to the Hebrew pictures that *K'vutzah Gimmel* put near *Bet*)

לְהָרִים תְּמוּנָה שֶׁל עֵבְרִית!

לְשִׁים תְּמוּנָה שֶׁל עֵבְרִית עַל הָרֵאשׁ וְלְקַפֵּץ אֶל חִלּוֹן!

לְהִסְתוּבֵב בְּמִקוֹם. לְעֲצֹר!

לְלַכֵּת לְאֵט אֶל כְּסֵא עִם תְּמוּנָה שֶׁל יִשְׂרָאֵל וְדָגֵל יִשְׂרָאֵל.

לְשִׁים תְּמוּנָה שֶׁל עֵבְרִית עַל דָּגֵל יִשְׂרָאֵל.

לְקַפֵּץ. לְעֲצֹר.

לְקַחַת עֵבְרִית, דָּגֵל יִשְׂרָאֵל, וְיִשְׂרָאֵל וְלַתֵּת לַמּוֹרָה.

לְשִׁבֵּת עַל הָרִצְפָּה.

כָּלֵם לְקוֹם.

לְלַכֵּת אֶל כְּסֵא וְלְשִׁבֵּת.

### **Option 3: The Map of Israel**

In this activity you will have the children walk, jump, and spin to reach the different cities in Israel. Note that children under third (and maybe fourth) grade probably do not know yet about the scale/size of maps; they also may not understand that a map represents a large area of the world.

For this lesson you will need a large map of Israel that clearly marks the four major cities. You may draw an outline map with chalk or make it with masking tape. It might be on the floor, a parking lot (both of these options allow children to walk from city-to-city) or on a large sheet of bulletin board paper tacked to a wall. An oversize printed map of Israel is also an option.

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
<p><b>יִשְׂרָאֵל</b></p>	<p>Your children will have been formally introduced to this word if they previously completed Option 1 or 2, above. If not, they probably have heard the word “Israel” multiple times, but perhaps not יִשְׂרָאֵל. That’s why it is introduced in this lesson.</p> <ul style="list-style-type: none"> <li>• Share photos of recognizable places in the four cities (see below, in the row with the cities listed).</li> </ul> <p>See the note in <i>italics</i> in Option 1’s יִשְׂרָאֵל vocabulary box.</p>
<p><b>תְּמוּנָה</b></p>	<p>This word is being introduced because it will help students identify that you are looking for a picture of something. If children learned the word תְּמוּנָה in Foundational Level 10, this will be a review.</p> <ul style="list-style-type: none"> <li>• Have photos or pictures of items in your room that children already know (like chair, table, door). Point to pictures/photos and label them as a תְּמוּנָה. Point to other items in the room and say תְּמוּנָה לא.</li> <li>• You might also point and say כִּסֵּא while pointing to a chair. Then, point to a picture and say תְּמוּנָה שֶׁל כִּסֵּא. Repeat with other words learners know.</li> </ul>
<p><b>מַפָּה</b></p>	<ul style="list-style-type: none"> <li>• Show several examples of maps, even the foldout kind if you can find one!</li> <li>• Share a map of Israel (check with your director to see which version of the map is preferred for your setting).</li> <li>• Create an oversize map of Israel (see the note at the beginning of Option 2). Mark the location of each of Israel’s four big cities. Feel free to add your community’s “sister city” if you have one.</li> </ul>
<p><b>יְרוּשָׁלַיִם תֵּל אָבִיב חַיִּפָּה אֵילַת</b></p>	<ul style="list-style-type: none"> <li>• Share photos of recognizable places in the four cities. For example: <ul style="list-style-type: none"> <li>○ <i>Y’rushalayim</i> (Jerusalem) – the <i>Kotel</i> (Western Wall), a wide city view including the Dome of the Rock, people on Ben Yehudah street.</li> <li>○ <i>Tel Aviv</i> – the coastline, the city itself with its distinctive towering buildings and highways.</li> <li>○ <i>Haifa</i> – the harbor with a view that includes Mt Carmel, the Baha’i Gardens.</li> <li>○ <i>Eilat</i> – the beach, a view of the mountains behind the city.</li> </ul> </li> </ul> <p>Wikipedia could be a good source for finding photos – each city has multiple ones available for free use. Label each photo with the name of the city in Hebrew and in English transliteration (write <i>Y’rushalayim</i> instead of Jerusalem).</p>

To begin integrating learning, use your hands to point to the large map and say מַפָּה. Point to each of the labeled cities and give their name in Hebrew. Walk over and pick up one of the city photos you placed around the room, say its name (for example, תֵּל אָבִיב), then walk over to Tel Aviv's location on the map and put the photo on top of (or close to) the city. Repeat with different cities, picking up a photo and putting it on the correct place on the map. Then involve your learners with commands like these.

קְבוּצָה ב' – לְקוּם!

לְהַצְבִּיעַ אֶל הַמַּפָּה.

לְקַפֵּץ אֶל הַמַּפָּה.

לְגַעַת בְּחִיפָה עַל הַמַּפָּה.

לְלַכֵּת וְלַקְחַת תְּמוּנָה שֶׁל חִיפָה.

לְשִׁים תְּמוּנָה שֶׁל חִיפָה עַל הַבֶּטֶן.

לְקַפֵּץ אֶל הַמַּפָּה.

לְשִׁים תְּמוּנָה שֶׁל חִיפָה עַל חִיפָה בַּמַּפָּה.

לְהַצְבִּיעַ עַל חִיפָה.

לְהִסְתוֹבֵב אֶל מְדֻרִיכָה (מִזְרָח) וְלִשְׁבֹּת.

Create similar scripts for the other groups and cities, each time asking children to take a photo from the city you mention and put it on the map in the correct area of the country.

## שבועות

(Students should have already completed Foundational Level 6 so they know the word לָתֵת)  
Terms marked with \* may already be familiar to your students from other experiences.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1: <b>Arriving at Sinai after 7 weeks</b>		מִשֶּׁה עַם יִשְׂרָאֵל מִצְרַיִם הַר סִינַי יְהוָה* תּוֹרָה* פֶּסַח* שְׁבוּעוֹת*			
Option 2: <b>Offering the First Fruits (Bikkurim)</b>		סֵל פְּרִי בְּכוֹרִים		עוֹד (just use, don't teach explicitly)	

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

### **Option 1: Arriving at Mt. Sinai after 7 Weeks (שבועות) in the Desert**

This option is in the form of a “picture story” where the teacher and children manipulate pictures to tell a story. It could also take on the form of a play where two children are assigned to play the role of Moses (they could wear a white bedsheet around both of them as a robe), two children to play the role of God (hmm, the costume is for you to decide) and the area set up to include a place you call Egypt (include a map and/or Egyptian flag), a location for Mt. Sinai (have a picture of mountains), and a desert in between. Children will need to have some previous familiarity with the People of Israel’s escape from Egypt led by Moses, as well as the connection between Pesah and Shavuot (seven weeks of wandering in the desert until the Israelites reached Mt. Sinai and received the Ten Commandments/Torah).

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary. NOTE: the chart on the next page offers ideas only for using pictures, not props for creating a play. That is up to the teacher to figure out. A collection of pictures for this HTM lesson may be found here: <https://www.hebrewthroughmovement.org/shavuot.html>.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
מֹשֶׁה	<ul style="list-style-type: none"> <li>• Offer some art work that specifically shows Moses in Egypt or leading the People of Israel out.</li> <li>• Have a paper doll of Moses that children can move around their paper.</li> </ul>
עַם יִשְׂרָאֵל	<ul style="list-style-type: none"> <li>• Offer art showing the Jews in Egypt or at Mt. Sinai.</li> <li>• Share photos of groups of Jews, perhaps celebrating holidays, perhaps members of your synagogue or educational program.</li> <li>• Have a picture of several Israelites together, “dressed” as if they had just left Egypt. Children will move this around their paper.</li> </ul>
מִצְרַיִם	<ul style="list-style-type: none"> <li>• Show a map of Egypt.</li> <li>• Show some recognizable pictures of Egypt (hieroglyphics, the pyramids, etc.).</li> </ul>
הַר סִינַי	<ul style="list-style-type: none"> <li>• Use artwork of Mt. Sinai.</li> <li>• Show some photos of mountains located in the Sinai Desert.</li> <li>• Draw a picture of a mountain with Moses standing on it.</li> </ul>
*יהוה *תּוֹרָה *פָּסַח *שְׂבוּעוֹת	If these words are familiar to learners, they will not have to be explicitly taught. You will need a way to represent the Torah that God gives to Moses on Mt. Sinai.

To integrate vocabulary, give everyone a “map” showing Egypt and Mt. Sinai, a paper “doll” of Moses with his hands up (to eventually hold the Torah), a picture of 4 people (or more) dressed in biblical clothing that you will call the People of Israel and something that represents the Torah that was given on Mt. Sinai. It would be helpful to have a similar set of materials that you or a teen assistant could use to demonstrate the action via a wall or whiteboard.

Tell a story like the following and have children move their items on their paper the same way you do.

בְּלֶמֶס – לְהַצְבִּיעַ עַל מִצְרַיִם.  
 לְקַחַת עִם יִשְׂרָאֵל וְלָשִׁים בְּמִצְרַיִם.  
 לְהָרִים מֹשֶׁה וְלָשִׁים מֹשֶׁה בְּמִצְרַיִם.  
 מִצְרַיִם לֹא טוֹב.  
 בְּלֶמֶס - לְהַצְבִּיעַ עַל הַר סִינַי.  
 הַר סִינַי טוֹב!  
 מֹשֶׁה - לְלַקֵּחַ עִם יִשְׂרָאֵל מִמִּצְרַיִם.

פסח!!

מִשָּׁה וְעַם יִשְׂרָאֵל – לָלֶכֶת מִמִּצְרַיִם אֶל הַר סִינַי לְאֵט לְאֵט.  
 לְשֵׁים מִשָּׁה וְעַם יִשְׂרָאֵל עַל-גִּיד הַר סִינַי.  
 מִשָּׁה – לָלֶכֶת עַל הַר סִינַי. (כָּלֶם - לְשֵׁים מִשָּׁה עַל הַר סִינַי.)  
 כָּלֶם לְשִׁמְעַ - יְהוָה!!  
 יְהוָה – לָתֵת תּוֹרָה לְמִשָּׁה.  
 מִשָּׁה לָלֶכֶת עִם הַתּוֹרָה לְעַם יִשְׂרָאֵל.  
 (כָּלֶם - לְשֵׁים מִשָּׁה עַל-גִּיד עִם יִשְׂרָאֵל.)  
 שְׁבוּעוֹת!!

### **Option 2: Offering the First Fruits (*Bikkurim*)**

For this activity you will need baskets and a variety of artificial or real fruits (ones on the list of the Seven Species would be great!). In advance of this lesson, children would need to understand the significance of bringing בְּכוֹרִים on Shavuot; check to see if the Judaics teacher has covered this before using Shavuot's Option 2. [See <https://pjcc.org/jewish-life/jewish-holidays-explained/shavuot/ctions/> for a brief description of how *bikkurim* was/is celebrated in Israel.]

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary. A collection of photos for this HTM lesson has been posted here:

<https://www.hebrewthroughmovement.org/shavuot.html>.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
סל	<ul style="list-style-type: none"> <li>Use a variety of baskets that are big/strong enough to hold fruit. These may be borrowed from other teachers or parents.</li> <li>Offer photos of different baskets, some with <i>bikkurim</i> in them.</li> </ul>
פְּרִי	<ul style="list-style-type: none"> <li>Use plastic/fake fruit, photos of fruit or real fruit. Because this word is singular, make sure that only one fruit is used each time you say פְּרִי - the exception would be grapes, which might be a bunch of them.</li> </ul>
בְּכוֹרִים	<ul style="list-style-type: none"> <li>Show photos of baskets filled with <i>bikkurim</i>.</li> <li>Show photos of people (especially children) bringing <i>bikkurim</i>.</li> </ul>

To integrate vocabulary, have several baskets and much fruit. Use commands such as the following that are directed to a *k'vutzah* or to a small group of children:

לְלַקֵּת אֶל הַשֵּׁלֶחַן וְלִהְרִים פְּרִי.

לְרוּץ אֶל סֵל וְלִשִּׁים פְּרִי בַסֵּל.

לְשַׁבֵּת עַל הַרְצָפָה.

לְקוֹם. לְקַפֵּץ אֶל הַשֵּׁלֶחַן וְלַקְחַת עוֹד פְּרִי.

לְהִסְתַּוְּבֵב אֶל סֵל וְלִשִּׁים פְּרִי בַסֵּל.

לְשַׁבֵּת תַּחַת שֵׁלֶחַן.

Continue adding fruit to the basket. When it is full command a few children:

לְקוֹם וּלְהִצְבִּיעַ אֶל סֵל.

לְלַקֵּת אֶל סֵל.

לְגַעַת בַּסֵּל.

לְהִרִים סֵל.

לְקַחַת אֶת הַבְּכוּרִים. לְלַקֵּת אֶל חֵלוֹן וְלִשִּׁים בְּכוּרִים עַל-יַד חֵלוֹן.

לְשַׁבֵּת עַל כֶּסֶּא.

Offer commands that have other children pick up and move the *bikkurim* to different locations in the room. You may also have them take items out of one basket and put them in another.

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

NOTE: With the exception of שַׁבָּת all the Hebrew holiday names are defined as masculine. This is because, whether stated or not, holiday names are preceded by the Hebrew word חג. For example, while we often use the names ראש השנה or שמחת תורה alone, in reality, their full names are: חג ראש השנה or חג שמחת תורה. Thus, holiday names are treated as masculine.

Also, with few exceptions, the HTM curriculum utilizes nouns only in their singular form. The plural words noted below are just for your information.

### שַׁבָּת 1

גֶּפֶן	נְקֵבָה
חֵלֶה (חללות)	נְקֵבָה
זֵן	זָכָר
לֶחֶם	זָכָר
מִיץ	זָכָר
יָר	זָכָר
יָר הַבְּדֻלָּה	זָכָר
פְּמוֹט (פְּמוֹתִים)	זָכָר
פָּרִי (פְּרוֹת)	זָכָר
קְדוּשׁ	זָכָר
שַׁבָּת	נְקֵבָה

### שַׁבָּת 2

אֶרֶץ	נְקֵבָה
אֵשׁ	נְקֵבָה
בְּשָׂמִים	זָכָר (pl)
הַבְּדֻלָּה	נְקֵבָה
מְאוּרֵי הָאֵשׁ	זָכָר (pl)
מִינֵי בְּשָׂמִים	זָכָר (pl)
שִׁקִּית	נְקֵבָה

## ראש השנה ויום כפור

זָכַר	דָּבַשׁ
נִקְבָּה	חֶלֶה (חלות)
זָכַר	יוֹם כְּפוּר
זָכַר	קוֹל (קולות)
זָכַר	רֹאשׁ הַשָּׁנָה
זָכַר	שְׂבָרִים
זָכַר	שׁוֹפָר (שופרות)
זָכַר	תַּפּוּחַ (תפוחים)
נִקְבָּה	תְּקִיעָה
נִקְבָּה	תְּרוּעָה

## סִכּוּת

זָכַר	אַרְבַּעַת הַמִּינִים
זָכַר	אַתְרוּג (אתרוגים)
זָכַר	הַדָּס (הדסים)
זָכַר	לוּלָב (לולבים)
נִקְבָּה	סִכָּה (סכות)
זָכַר	סִכּוּד
נִקְבָּה	עֲרָבָה (ערבות)

## שְׂמִחַת תּוֹרָה

זָכַר	שְׂמִחַת תּוֹרָה
זָכַר	דָּגֵל
נִקְבָּה	הַקָּפָה

## חֲנֻכָּה

חֲנֻכָּה	זְקָבָה
חֲנֻכָּה (חֲנֻכּוּת)	זְקָבָה
לְבִיבָה (לְבִיבוּת)	זְקָבָה
גֵּר (גֵּרוּת)	זְכָר
סְבִיבוֹן (סְבִיבוּנִים)	זְכָר
סְפָגְנִיָּה (סְפָגְנִיּוֹת)	זְקָבָה
שֵׁמֶשׁ	זְכָר

## ט"ו בְּשֻׁבָּט

אָגָס	זְכָר
זֵית	זְכָר
ט"ו בְּשֻׁבָּט	זְכָר
עֵץ (עֵצִים)	זְכָר
פְּרִי (פְּרוֹת)	זְכָר
רִמּוֹן	זְכָר
תְּאֵנָה	זְקָבָה
תְּפוּחַ (תְּפוּחִים)	זְכָר

## פּוּרִים

אֵזֶר-הַמֶּן (אֵזֶר־הַמֶּן)	זְקָבָה
בְּקֻבוּק יֵין	זְכָר
בְּקֻבוּק מִיץ	זְכָר
כְּתֹר (כְּתָרִים)	זְכָר
מְגֵלָה (מְגִלוֹת)	זְקָבָה
מְלָךְ (מְלָכִים)	זְכָר
מְלָךְ אַחֲשֵׁרוּשׁ	זְכָר
מְלָכָה (מְלָכוֹת)	זְקָבָה
מְלַכַת אֶסְתֵּר	זְקָבָה
מְשֻׁלַח מְנוֹת	זְכָר

זָכָר	פּוּרִים
זָכָר	רַעְשׁוֹ (רַעְשָׁנִים)
נִקְבָּה	תַּחֲפֹשֶׁת (תַּחֲפֹשׁוֹת)

## פְּסָח

נִקְבָּה	בֵּיצָה (בֵּיצִים)
נִקְבָּה	זֶרֶעַ
נִקְבָּה	חֲזָרֶת
זָכָר	חֲמֵץ
נִקְבָּה	חֲרֹסֶת
זָכָר (ס)	יְרֻקוֹת (יֶרֶק)
זָכָר	כַּרְפָּס
זָכָר	לֵילָה (לַיְלוֹת)
נִקְבָּה	מִצָּה (מִצּוֹת)
זָכָר	מְרוֹר
נִקְבָּה	קַעֲרָה (קַעְרוֹת)

## יוֹם הָעֶצְמָאוֹת

נִקְבָּה	אֵילַת
זָכָר	דָּגָל (דָּגְלִים)
נִקְבָּה	חִיפָה
נִקְבָּה	יְרוּשָׁלַיִם
נִקְבָּה	יִשְׂרָאֵל
זָכָר	מִגֵּן דָּוִד
נִקְבָּה	מִפָּה (מִפּוֹת)
זָכָר	עֵבְרִית
נִקְבָּה	תֵּל אָבִיב
נִקְבָּה	תְּמוּנָה (תְּמוּנוֹת)

## שבועות

זָכָר (p)	בְּכוֹרִים
זָכָר	הַר סִינַי
זָכָר	יְהוָה
זָכָר	סֵל (סְלִים)
זָכָר	עַם יִשְׂרָאֵל
זָכָר	פָּסַח
זָכָר	פְּרִי (פְּרוֹת)
זָכָר	שְׁבוּעוֹת
זָכָר	תּוֹרָה

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# SYNAGOGUE UNIT



תּוֹרָה



## SYNAGOGUE UNIT

The Hebrew Through Movement Synagogue Unit offers three potential foci:

- 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*.

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

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

- Seat the students in a semi-circle.
- Use authentic props when possible, but be prepared to create picture or prop alternatives if you cannot be in the synagogue or use real objects on a given day.
- Start each lesson with a review, then introduce three new words at a time, and integrate new and old vocabulary.

When the three terms are all nouns, first show three different examples for each term.

- Say just the single word and point to or show the object.  $\times 3$ ,  $\text{בִּימָה}$ ,  $\times 3$ ,  $\text{אֲרוֹן-הַקְּדוֹשׁ}$ ,  $\times 3$ ,  $\text{גֵּר תְּמִיד}$ .
  - Then, say the three words and touch the objects (or photos) three times, but change the order.
  - Finally, demonstrate a set (or two) of simple commands using the new terms.
- Be sure to integrate nouns with verbs from the Foundational Language Unit (i.e. have the students point to, walk to, run to, touch, etc. the new nouns).
  - Model a command several times before asking students to do it.
  - Present commands in unique combinations. Be respectful of ritual objects, but feel free to integrate fun and humor.
  - Call on students in small groups, as well as give commands to the entire class. No one should ever be asked to follow a command by themselves.
  - Introduce new vocabulary when 2/3 of a group responds easily to earlier commands.

## Synagogue Objects

(Students should have already completed Foundational Level 6)

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

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1: <b>The synagogue itself and the bimah</b>	לַעֲלוֹת עַל... לָרֶדֶת מִ...	אֲרוֹן-הַקֹּדֶשׁ תּוֹרָה* בֵּימָה* נֵר תְּמִיד			
Option 2: <b>The Torah and its garments</b>		יָד מְעִיל רִמּוֹן (כֶּתֶר) חֲשׂוֹן	<<Torah pointer <<Torah cover <<Crown <<Breastplate		
Option 3: <b>Other ritual objects in the synagogue</b>	לְהַתְעִיף בִּ... לְהַתְעִיף בִּ...	סִדּוֹר* חֹמֶשׁ* צִיָּצִית* טִלִּית* תְּכֵלִינ			

### Option 1: The Synagogue itself and the Bimah

Ideally, this option should be taught on the *bimah* of the synagogue, with access to the objects in *their* home/place.

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
יָד מְעִיל רִמּוֹן (כֶּתֶר) חֲשׂוֹן	<ul style="list-style-type: none"> <li>If you have access to the sanctuary, plan on showing or pointing to the actual objects. In addition, share photographs of these items in other synagogues; remember to always show multiple images of any HTML word.</li> <li>If you do not have access to the sanctuary you might: <ul style="list-style-type: none"> <li>Project a photo of your worship space and point to the various items.</li> <li>Place photos of the items around your room, including ones that show the full <i>bimah</i> and ones that show each of them separately. [Go to <a href="http://images.google.com">http://images.google.com</a> and do separate searches for: <i>Ner Tamid</i>, <i>Torah</i> and <i>Aron Hakodesh</i>.]</li> <li>Create a picture of a sanctuary using posterboard or a large sheet of bulletin board paper (or brown craft paper). Make sure the students can see the items from wherever they sit in your space.</li> </ul> </li> </ul>
לַעֲלוֹת (לָרֶדֶת)	Both words may be introduced here for if one goes up (לַעֲלוֹת), there needs to be a way to get/go down (לָרֶדֶת). However, the reason for introducing לַעֲלוֹת is to create a

	<p>connection between going up onto the <i>bimah</i> and having an <i>aliyah</i> (עליה) – both words have the same root ע-ל-ה meaning to “go up.” In this HTM lesson, simply introduce לעלות and ask the children’s Jewish studies or <i>t’fillah</i> teacher to make the connection between the two words.</p> <ul style="list-style-type: none"><li>• Walk up the <i>bimah</i> steps and say לעלות.</li><li>• Walk down and say לרדת.</li></ul>
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To integrate learning if you are in the synagogue, use commands such as these:

לקום ולעלות על הבימה.

להסתובב לאט במקום.

לרדת.

לקחת לאט ולעלות על הבימה.

להצביע אל ארון-הקדוש.

לקחת אל ארון-הקדוש.

לשים יד על ארון-הקדוש. לא לגעת בתורה!

להצביע אל גר תמיד.

לקפץ במקום על הבימה. לעצור!

מורה – לקחת אל ארון-הקדוש. (Point to yourself)

לקחת תורה. (Take out a Torah scroll)

כלם ללכת. (Use a hand motion to show that the children should follow you as you walk)

לרדת. (Use a hand motion to make sure children follow you down the steps)

ללכת. (Walk around the synagogue with the Torah and children following, as in a regular Torah service)

לעלות על הבימה.

מורה – לשים תורה בארון-הקדוש.

כלם לרדת ולשבת על כסא.

**If you cannot be in the synagogue**, use pictures or handmade props and give commands that have children place pictures of items onto a picture of a synagogue. You might have one picture for the group to use together, or give each child pictures of a synagogue and the items that go on the *bimah* to be used individually.

להצביע על גר תמיד.

לגעת בארון-הקדש.

להרים תורה.

לשים תורה על-גד גר תמיד.

לשים ארון-הקדש על הבימה.

לקחת תורה ולשים בארון-הקדש.

לקחת עוד תורה ולשים בארון-הקדש.

להרים גר תמיד ולשים על-גד ארון-הקדש.

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.

### **Option 2: The Torah and its Garments**

In this lesson, students will learn how to dress a Torah listening only to Hebrew. It would be helpful if a Judaics teacher taught them about the origin of the items that cover a Torah scroll – they are reminders of what the *Kohanim* (priests) wore in the tabernacle in the desert while wandering and later in the Temple in Jerusalem.

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
יד	<p>This is the pointer used to read the Torah without actually touching the page.</p> <ul style="list-style-type: none"> <li>• Show the יד in its various sizes and styles. When you first introduce the יד, place your hand next to it to show the Hebrew connection between the name for a hand and this ritual object.</li> <li>• Use photos of a יד by itself, in use during a Torah reading and/or hung on a “dressed” Torah scroll.</li> </ul>
מעיל	<p>This is the Hebrew word for coat, as well as the fabric-covering placed on a Torah scroll.</p> <ul style="list-style-type: none"> <li>• Point to and touch the covering on a Torah scroll.</li> <li>• Use photos of Torah scrolls with covers and without.</li> </ul>
רמון (פְּתָר)	<p>There are two kinds of “crowns” on a Torah scroll – <u>one</u> fits on <i>each</i> of the handles and is called a רמון (the Hebrew word for pomegranate) and <u>one</u> fits over <i>both</i> handles and</p>

	<p>looks like a crown (כִּתְרֵי is the Hebrew word for crown). Use the word (and the object) that matches what you find on top of your synagogue's Torah scrolls. If a mixture, choose the word רְמוֹן - it's one your students may use again in an HTM lesson.</p> <ul style="list-style-type: none"> <li>• Point to, touch and/or hold different crowns.</li> <li>• Use photos of Torah crowns by themselves or on top of Torah scrolls.</li> </ul>
חֹשֶׁן	<p>This is the word for a breastplate, like the breastplate worn by the High Priest during biblical times and at the Temple in Jerusalem.</p> <ul style="list-style-type: none"> <li>• Point to, touch and/or hold different breastplates.</li> <li>• Use photos of breastplates by themselves or on a covered Torah scroll.</li> </ul>

To integrate learning, use this script (below) that involves the entire group, not just a few children.

Option 1 - Use one real Torah scroll (or perhaps a mini-one, like for Consecration) that you ask a child (or teen assistant) to hold. If it is possible to use more than one Torah scroll and its objects, more children will be able to help out in *k'vutzot*. If you use this option, remember that since there is only one scroll, you have to add the ה - התורה.

Option 2 - Give each learner a picture of an undressed Torah scroll and images for each of the objects that dress it. While offering the script commands, have children dress their own Torah scroll.

Start with an "undressed" Torah tied with a *wimple* (the band/belt that holds the Torah scroll together). Call on groups of students to put the items on the Torah scroll according to your directions (Option 1) or adapt the commands and have the children "dress" their own picture of a Torah (Option 2).

<b># 2</b>	<b>#1</b>
קְבוּצָה ג', לְקוּם.	קְבוּצָה ב', לְקוּם.
לְלַקֵּת אֶל הַשּׁוּלְחָן.	לְלַקֵּת אֶל הַשּׁוּלְחָן.
לְקַחַת חֹשֶׁן.	לְקַחַת מַעִיל.
לְשִׁים חֹשֶׁן עַל תּוֹרָה.	לְלַקֵּת אֶל תּוֹרָה.
לְשַׁבֵּת.	לְשִׁים מַעִיל עַל תּוֹרָה.
	לְשַׁבֵּת.

<b>#4</b>	<b>#3</b>
קְבוּצָה ב', לְקוּם.	קְבוּצָה א' – לְקוּם.
לְרוּץ אֶל הַשּׁוּלְחָן.	לְקַפֵּץ אֶל כֶּסֶא.
לְקַחַת רְמוֹן. (Hold up one finger – they should take just one)	לְקַחַת רְמוֹן. (Hold up one finger – they should take just one)
לְקַפֵּץ אֶל תּוֹרָה.	לְלַקֵּת אֶל תּוֹרָה.
לְשִׁים רְמוֹן עַל תּוֹרָה.	לְשִׁים רְמוֹן עַל תּוֹרָה.
לְשַׁבֵּת.	לְשַׁבֵּת.

**#5** - If you are in a space with an אָרוֹן-הַקִּדְּשׁ, end with this:  
כָּלֵם – לְקוּם.

לְלַקֵּת עִם סֵפֶר תּוֹרָה אֶל אָרוֹן-הַקִּדְּשׁ.  
לְשִׁים סֵפֶר תּוֹרָה בְּאָרוֹן-הַקִּדְּשׁ.  
לְלַקֵּת אֶל כֶּסֶא.  
לֹא לְשַׁבֵּת.

[Close the אָרוֹן-הַקִּדְּשׁ]

לְשַׁבֵּת.

### **Option 3: Other Ritual Objects in the Synagogue**

In Foundational Language Unit 5 the students learn יָד and רִאשׁ; both can be helpful in introducing תְּפִילִין.

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
*סִדּוּר *חֹמֶשׁ *טְלִית *צִיצִית *תְּפִילִין	Learners may know these words from usage during <i>t'fillah</i> . The last 2-3 words may be more familiar to children who are part of a community that <i>davens</i> regularly, not just on Shabbat. If your students have not yet learned about ritual objects you wish to use in an HTM lesson, ask the Judaics or <i>t'fillah</i> teacher to spend some time on these. OR, before you begin the lesson give a sentence of explanation in English:

	<ul style="list-style-type: none"> <li>• that the blessing for the טלית mentions the ציצית because it is the special part of the prayer shawl. ציצית are the longer strands of string on each of the four corners.</li> <li>• that the חומש is the Torah in book form. It takes its name from the number 5 (חמש) because there are five books in the Torah.</li> <li>• that the תפילין של ראש is placed on the forehead near the hairline and that the תפילין של יד is placed on the non-dominant arm. <i>[If use of תפילין is not a regular part of children's experience, you may wish to ignore these items.]</i></li> </ul>
<p><b>להתעטף ב...</b></p>	<p>One wraps oneself in a <i>tallit</i>.</p> <ul style="list-style-type: none"> <li>• Demonstrate different kinds of wrapping without using any nouns – like wrapping paper around a present, wrapping a shawl around oneself, wrapping a napkin around a fork and knife.</li> <li>• Demonstrate the action of wrapping oneself in a <i>tallit</i>.</li> </ul>

To integrate learning, create scripts with commands like these (note that these are not set up as a script, just independent commands):

לשים חומש על-יד ציצית.

להרים טלית.

להרים ציצית.

לשים תפילין של ראש על הראש.

לשים תפילין של יד על היד.

לקחת עם סדור אל שולחן.

להתעטף בציצית.

להתעטף בטלית.

The following activity tells students how to put on a טלית using only Hebrew.

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

Say the phrase להתעטף בציצית 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 להתעטף).

After doing the action of wrapping oneself in a *tallit*, demonstrate these commands:

לקרא את הברכה :

ברוך אתה יי אלהינו מלך העולם, אשר קדשנו במצותיו, וצונו להתעטף בציצית.

נְשִׁיקָה, נְשִׁיקָה.

No need to translate this word, just kiss the *tallit* twice – once on either side of the *atarah* (the neckband) and then say:

לְשִׁים טְלִית עַל הַכְּתָפִים.

“Swish!”

(This is a highly optional sound effect, but a rabbi who teaches HTM says her children love the “swish!”)

לְהִתְעַטֵּף בְּצִיצִית.

Call on children in groups to follow the commands.

לְלַקֵּת אֶל הַשּׁוּלְחָן.

לְהָרִים טְלִית.

לְקַרְא אֶת הַבְּרָכָה:

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

נְשִׁיקָה, נְשִׁיקָה.

(לְשִׁים טְלִית עַל הַכְּתָפִים)

“Swish!”

לְהִתְעַטֵּף בְּצִיצִית.

(pause)

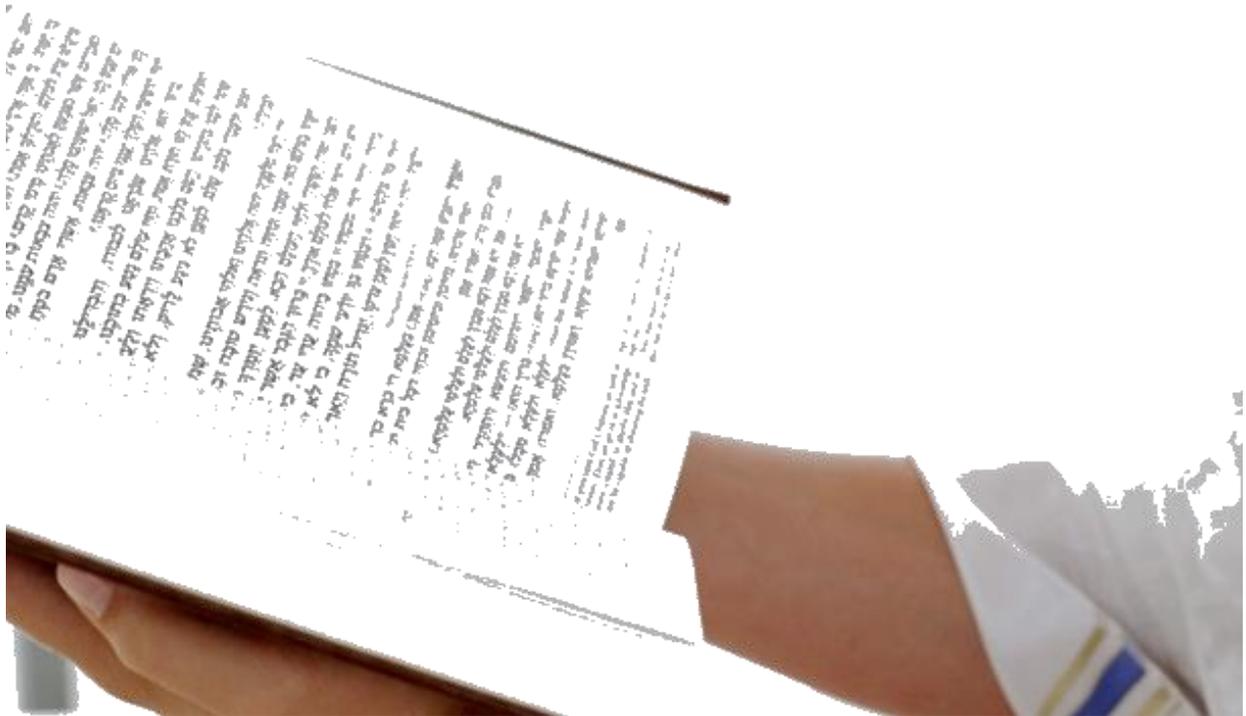
לְהוֹרִיד אֶת הַטְּלִית.

לְשִׁים אֶת הַטְּלִית עַל הַשּׁוּלְחָן.

לְרוּץ אֶל הַכֶּסֶא וְלִשְׁבֹּת.

# 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. Just as the blessing for טְלִית is enriched by children acting on and understanding לְהַתְעִיף בְּצִיּוֹת (see the Synagogue Unit, page 156-158) and just as the blessing for lighting Shabbat candles is enriched by children acting on and understanding לְהַדְלִיק נֵר שֶׁל שַׁבָּת (see Holiday Unit, pages 71-74), so too may our other prayers, blessings and rituals be enriched by HTM.

The difficulty of Hebrew prayer vocabulary and the length of most prayers/blessings, means that with HTM, students will not be able to learn the Hebrew of an entire blessing/prayer. However, 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 PRINCIPLES FOR TEACHING PRAYERS WITH HTM

HTM prayer and blessing lessons are more impactful when students simultaneously focus on them in a *t'fillah* class and/or as part of a worship service. To encourage this synergy, there are 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 Jewish Education Center of Cleveland developed an integrated *t'fillah* curriculum called "jPrayer" (<http://jecc-jprayer.weebly.com/>). jPrayer includes lessons that focus on:

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

Teachers and education directors are encouraged to consider the complementary nature of HTM and *t'fillah* teaching, whether taught 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 curriculum 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. However, the Hebrew of a shorter prayer, like שְׁמַע, could be

explored more fully. Know that there are four lessons for the Four Questions (linked from the HTM *Pesah* holiday unit) that teach almost every word for this annual ritual.

Each prayer lesson begins with a general *Hebrew Through Movement* review/warm-up, after which new vocabulary is introduced (three words at a time using props or photos), and then integration of old and new learning. In addition, when using *Hebrew Through Movement* to teach *t'fillah* the lesson ends with the recitation of the blessing or prayer being learned; this helps children immediately connect new vocabulary with the Hebrew.

### PRAYER RITUAL VOCABULARY VIDEOS

*These principles may be seen in these videos for*

- *The Shabbat candle blessing:*  
<http://www.hebrewthroughmovement.org/shabbat.html>
- *Four words of the Four Questions:*  
<http://www.hebrewthroughmovement.org/pesah.html>
- *The Sh'ma:* <https://youtu.be/hONrCh3LHR8> - this HTM lesson also demonstrates the Sh'ma to reinforce print-literacy.
- *The blessing for fruits and blessing for vegetables (2 different videos):*  
<https://www.hebrewthroughmovement.org/miscellaneous-prayers.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 שמע as an example*. Below are sample activities for

- sight recognition of the prayer in context
- vocabulary acquisition (*learning without direct memorization*)
- understanding of the prayer's ideas
- reinforcing decoding
- global understanding

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

לְהַצְבִּיעַ עַל "שְׁמַע".

לְגַעַת בְּמִילָה "שְׁמַע".

לְקַרְוֹא "שְׁמַע" בְּסִדּוּר.

לְקַרְוֹא "שְׁמַע" בְּתוֹרָה.

Example 2 (vocabulary acquisition – שָׁמַע)

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

Example 3 (understanding of ideas - יִשְׂרָאֵל)

The word יִשְׂרָאֵל can be introduced to students in a Hebrew Through Movement lesson using photographs of Jews doing different things, and with gestures indicating all the students in the room are יִשְׂרָאֵל.

Before or after this particular activity, it could be helpful to explain in English that יִשְׂרָאֵל 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.” The word יִשְׂרָאֵל is also introduced in the HTM lesson for *Yom Ha’atzma-ut*.

Example 4 (vocabulary acquisition and sight-word recognition - יְהוָה and אֱלֹהֵינוּ)

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 אֱלֹהֵינוּ 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 יְהוָה and אֱלֹהֵינוּ through movement if they are each given word cards with these two God-names to touch, pick up, etc. For example:

לְהַצְבִּיעַ עַל “יְהוָה.”

לְגַעַת בְּ”אֱלֹהֵינוּ.”

לְהַרְיֵם “אֱלֹהֵינוּ.”

לְהוֹרִיד “יְהוָה.”

Example 5 (vocabulary acquisition – אֶחָד)

To teach the Hebrew word for the number 1 (אֶחָד), it would be appropriate to use the numeral on a flashcard in a Hebrew Through Movement lesson, mixed in with other nouns and verbs the students know.

לְהַצְבִּיעַ עַל “אֶחָד.”

לְגַעַת בְּ”אֶחָד.”

לְהַרְיֵם סֵפֶר אֶחָד.

לְקַחַת שׁוֹפָר אֶחָד.

Students could be asked to do surprising things with a flashcard, just like they do with props of nouns (put it under the table, on someone's head, under the door). 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

להרים ספר אחד.  
לקחת פמוט אחד.  
לשים אתרוג אחד על השולחן.

Example 6 (reinforcing decoding)

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 Strand, starting on the next page.

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 happens without meaning-making** - the language being decoded is not understood. On the other hand, **reading is a learned literary process through which a person gains meaning from the printed word.**

*Hebrew Through Movement* gives students the opportunity to listen to and understand Hebrew words and sentences, building vocabulary that is central to Jewish prayers, rituals and life. HTM creates enthusiasm for Hebrew learning (and that's a HUGE accomplishment!), but ideally it also lays a foundation that will help children tackle the printed page. With an HTM background, children could learn to read some Hebrew words, instead of just decoding ones they do not understand.

The print-literacy **strand** integrates into other units; material in this section may be woven throughout many of the *Hebrew Through Movement* units (Foundational, Holiday, Synagogue, and Prayer/Blessings). Teachers need to decide what will benefit their students and themselves.

### INTEGRATING HEBREW THROUGH MOVEMENT INTO THE LEARNING OF PRAYERS AND BLESSINGS SOUND-TO-PRINT

*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. The printed page begins to take on meaning as compared to senseless decoding.
- Students begin to recognize words by sight and better learn to identify 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). Because the students need to have the sounds of Hebrew in their ears before tackling print (sound-to-print), it is important that they have had prior experiences hearing the blessings and prayers recited many times, whether in worship services, in class, or while driving the car. ***The activities, below, were developed for children who have already learned the AlefBet and Hebrew vowel signs, even "just" as beginning decoders.***

Depending on the learning and activity, teachers will need to gather or prepare different kinds of learning materials including sets of cards consisting of individual blessing words, blessing phrases and the complete blessings.

The Jewish Education Center of Cleveland's Teacher Center has many of these collections in card-size and large format (200pt font), as well as pictures. Check <http://JECCMarketplace.com>.

The activities, below, were designed for learners who completed at least through Foundational Level 6. However, Foundational Level 10 (new to this edition of the curriculum guide) teaches vocabulary that could enrich work with print literacy. It is worth checking out (and maybe teaching) prior to planning print-literacy lessons.

### Sample activities for decoding blessings

The following activities provide students with opportunities to decode 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:

- Phrase cards
- Word cards
- The full blessing

The scripts for this activity help students recognize by sight (based on their knowledge of the AlefBet) the common words used in the blessings over wine, fruit of the tree and fruit of the ground: ... בְּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, בּוֹרֵא פְּרִי הַ... הַ

For the script below, each child (or a team of two) will need one of each card listed below. These may be large like you see in the photo, or smaller.

- Phrase cards
  - בְּרוּךְ אַתָּה יי
  - אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם
  - בּוֹרֵא פְּרִי הַגֶּן
- Word cards
  - הַעֵץ
  - הָאֲדָמָה
- The full blessings
  - בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא פְּרִי הַגֶּן
  - בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא פְּרִי הָעֵץ
  - בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא פְּרִי הָאֲדָמָה

It would be helpful for children to sit on the floor during this activity so they have room to mix-up and spread the cards out.



Indicate the students should be able to see the first card, too. Photo, above.

לְהַרְיֵם "בְּרוּךְ אַתָּה יי".  
 לְהַצְבִּיעַ עַל "בְּרוּךְ".  
 עֲכָשְׂיוּ לְגַעַת בְּ"בְרוּךְ" וְלִקְרוֹא.  
 לְשֵׁים "בְּרוּךְ אַתָּה יי" עַל הַשּׁוּלְחָן.

לְהַרְיֵם "אֱלֹהֵינוּ מְלֶכֶת הָעוֹלָם".  
 לְהַצְבִּיעַ עַל "הָעוֹלָם".  
 וְעֲכָשְׂיוּ לְגַעַת בְּ"אֱלֹהֵינוּ".  
 לִקְרוֹא – "אֱלֹהֵינוּ מְלֶכֶת הָעוֹלָם".

לְשֵׁים אֱלֹהֵינוּ מְלֶכֶת הָעוֹלָם תַּחַת "בְּרוּךְ אַתָּה יי".  
 לִקְרוֹא – "בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מְלֶכֶת הָעוֹלָם".

לְהַרְיֵם "בוֹרֵא פְּרֵי הַגֶּפֶן".  
 לְהַצְבִּיעַ עַל "פְּרֵי".  
 לִקְרוֹא – "בוֹרֵא פְּרֵי הַגֶּפֶן".  
 לְשֵׁים "בוֹרֵא פְּרֵי הַגֶּפֶן" עַל הַשּׁוּלְחָן תַּחַת "אֱלֹהֵינוּ מְלֶכֶת הָעוֹלָם".  
 לְהַצְבִּיעַ עַל הַבְּרָכָה וְלִקְרוֹא:

"בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מְלֶכֶת הָעוֹלָם בוֹרֵא פְּרֵי הַגֶּפֶן".

לְהַרְיֵם "הָעֵץ".

This time, the last 3 words for the blessing for fruit should cover up the last 3 words of the blessing for wine.

עֲכָשְׂיוּ לְשֵׁים "הָעֵץ" עַל "הַגֶּפֶן"  
 לְהַצְבִּיעַ עַל הַבְּרָכָה וְלִקְרוֹא:

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מְלֶכֶת הָעוֹלָם בוֹרֵא פְּרֵי הָעֵץ.

להרים "האדמה".

עכשיו לשים "האדמה" על "העץ".

לגעת בברכה ולקרוא:

**ברוך אתה יי אלהינו מלך העולם בורא פרי האדמה.**

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

להרים "ברוך אתה יי" ולקפוץ אל הלוח.

**Activity 2: Matching blessing phrases with actual items**

Each student needs a set of *blessing* cards and a set of pictures that match what the blessing is for (example: a picture of wine would match the blessing over wine).

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

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

**Picture: wine**

יין

להרים את הברכה "בורא פרי הגפן".

לברך על היין: "ברוך אתה יי אלהינו מלך העולם בורא פרי הגפן".

**Picture: Apple**

תפוח

להרים את הברכה "בורא פרי העץ".

לברך על התפוח "ברוך אתה יי אלהינו מלך העולם בורא פרי העץ".

**Picture: Parsley, potatoes, anything that grows in the ground**

יְרֻקוֹת. Especially appropriate at *Pesah*.

להרים את הברכה "בורא פרי האדמה".

לְבָרַךְ עַל הַיְרָקוֹת "בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא פְּרֵי הָאֲדָמָה."

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

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

OPTION 1 - Tell students the Hebrew name of the matching object and then prompt them to recite all the words of the blessing. The formula of the script will be:

לְקַרְוֵא אֶת הַבְּרָכָה \_\_\_\_\_  
בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ ...  
עֲכָשְׂיו לְהַרִים \_\_\_\_\_  
לְבָרַךְ עַל הַ \_\_\_\_\_ :  
בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ ...

An example is:

לְקַרְוֵא אֶת הַבְּרָכָה "בוֹרֵא פְּרֵי הָעֵץ."  
בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא פְּרֵי הָעֵץ.  
עֲכָשְׂיו לְהַרִים תְּפוּחַ.  
לְבָרַךְ עַל הַתְּפוּחַ :  
בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא פְּרֵי הָעֵץ.

Repeat with the other blessings.

OPTION 2 - Hold up an object (for example, an apple) and say ... לְבָרַךְ עַל ...  
Wait to see if any students name the object ("תְּפוּחַ"), and if not, name it yourself

לְבָרַךְ עַל \_\_\_\_\_  
תְּפוּחַ  
יְרָקוֹת  
יין

לְהַרְיֵם אֶת הַבְּרָכָה.

לְבָרֵךְ עַל הַ  
תְּפוּחַ  
יְרֻקוֹת  
וְיַיִן

לְקַרְוֵא אֶת הַבְּרָכָה : בְּרוּךְ...

Repeat with the other objects and pictures.

**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 objects or pictures. The rest of the class is given an opportunity to agree or disagree with the student's selection.

In advance, print the blessings that students know and cut them into cards. In addition, place on a table or on the wall objects (or pictures of objects) that match the various blessings. For example, if working with the blessings noted earlier, have an apple, a picture of a wine bottle and a vegetable or two.

Ask students to take turns choosing a blessing card (without looking) and then to match the card to the corresponding object or picture.

For example,

קְבוּצָה א' – לְקוּם.

<<Choose two children from Alef יוֹסֵף וְרֵבְקָה – לְקַחַת בְּרָכָה.

קְבוּצָה א' - לְקַרְוֵא אֶת הַבְּרָכָה

לְלַכֵּת מֵהָר אֶל הַשּׁוּלְחָן/לוּחַ וּלְהַצְבִּיעַ עָלָיו...

(Make a motion over the items so they know they should pick what matches the blessing)

Point to both the blessing card and the objects that the students indicated, and ask the other *k'vutzot* to respond *yes* or *no* in Hebrew.

כּוּלָם - בְּרוּךְ... (Together, recite the blessing that was picked)  
<<Point to the item(s) that were picked and ask  
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*. Again, it is assumed that students will have had prior experiences hearing the prayer and reciting it.

#### **Activity 1: Reviewing Hebrew letters and words**

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

להרים "שְׁמַע".

להצביע על "שְׁמַע" ולקרוא: "שְׁמַע".

לשים "שְׁמַע" על השולחן.

להרים "יִשְׂרָאֵל".

להצביע על "יִשְׂרָאֵל" ולקרוא: "יִשְׂרָאֵל".

לגעת ב"ש".

לשים "יִשְׂרָאֵל" על השולחן תחת "שְׁמַע".

לקרוא: שְׁמַע יִשְׂרָאֵל.

להרים "יְהוָה".

להצביע על "יְהוָה" ולקרוא: "יְהוָה".

לגעת ב"י".

לשים "יְהוָה" על השולחן תחת "יִשְׂרָאֵל".

לקרוא: שְׁמַע יִשְׂרָאֵל יְהוָה.

להצביע על האות "ע" ולקרוא ...

Make hand motions to indicate you want them to read the word with the *Ayin*.

Keep repeating this pattern until children have the entire first line of the Sh'ma on their desks, one word under each other. Say:

לְקַרְוֹא אֶת כָּל הַתְּפִילָּה

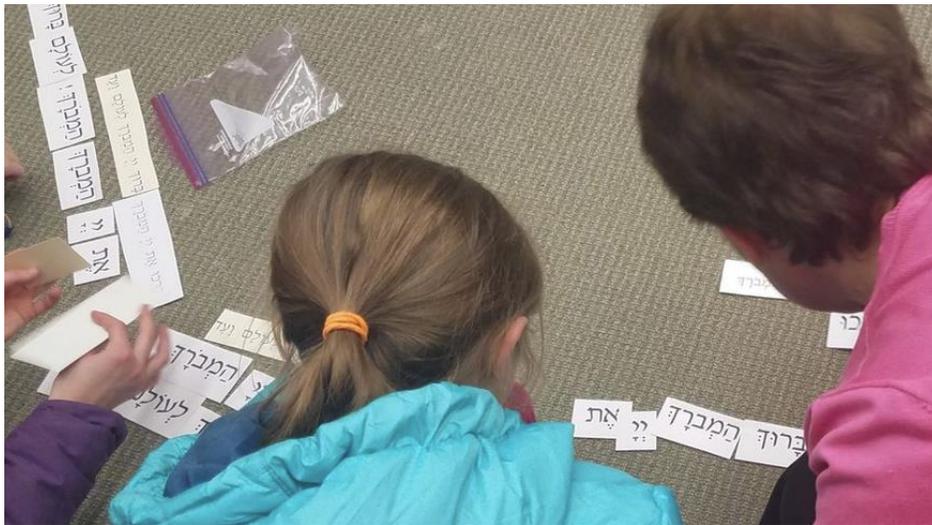
*\* If the custom in your setting is to cover your eyes when saying Sh'ma, then add this command before the final command.*

לְשִׁים יָד עַל הָעֵינַיִם

וְעִכְשָׁיו לְשִׁיר

*\*\*If this verb has not already been taught, 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*.



**Activity 2:** Putting the individual word card or phrase cards in the proper order.

In advance of this activity demonstrate putting a prayer or blessing in order – use the word לְסַדֵּר to describe the activity of “putting in order.” [See the instructions for teaching לְסַדֵּר in Foundational Level 10.]

Give each person in a *k'vutzah* one card that has a word or phrase from a blessing or prayer. Make sure that there is only one of each word given to the students.

פוֹלֵם בְּקבוּצָה ב' – לְקוּם.

לְלַקֵּת אֶל הַלוּחַ. Indicate they should take their word card.

לְסַדֵּר אֶת הַבְּרָכָה.

לְקַרְוֹא אֶת הַבְּרָכָה.

וְעִכְשָׁיו לְשִׁיר אֶת הַבְּרָכָה.

**SIGHT WORDS** - *If you are interested in using HTM to teach/reinforce sight words, be sure to fully read this section carefully. The choice of words and learning activities are potentially different from the learning of sight words in English or other languages.*

In English, sight words are common words that children are taught to instantly recognize without sounding them out, for example: *other, said, is, with, the, and*. In this Print-Literacy Strand, “sight words” are introduced as common HTM and prayer Hebrew vocabulary, thus a bit different than how children might know the term from elementary school.

Children who have experienced Hebrew Through Movement can learn to recognize words by sight without knowing the sounds of each letter or vowel sign.<sup>17</sup> Deliberate teaching of Hebrew sight words may start at any point after children have completed Level 3 of the Foundational Unit of *Hebrew Through Movement*; this gives them the necessary oral base. ***While one could introduce sight words at any age, the sweet spot is once children have learned the AlefBet, even if they cannot yet fully decode; this might be in fifth grade or later.*** The challenge for introducing sight words earlier is that Hebrew is a relatively “boxy-print language” – very few letters go above or below the line, making it harder to create a visual image of the word, as compared to English.

Below are six 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 each Foundational and Holiday unit’s webpage on: <http://www.HebrewThroughMovement.org>.

### Step 1

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

- Hold up one word card<sup>18</sup> 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 לקום and say the command.

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

Repeat with a third word card לעצור.

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<sup>17</sup> For many children, 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.

<sup>18</sup> Some teachers find it easier to post the words to the wall or board and point; it saves fumbling for specific words.

## Step 2

- Hold up each of the 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 a total of 9 -12 printed words by sight.

## Step 5

After the students recognize approximately 9 -12 sight words, begin to play games with the cards in a non-HTM Hebrew class since instructions and play will be in English.

- **The “What-Goes-Together” Game.** To play the game, put a selection of 9 -12 word cards on the board and/or distribute 9 -12 word cards to groups of children. Give children time to work in small groups, finding a way to group the cards into piles of “what goes together” that makes sense to them. Note – there are no right or wrong answers to this. Give the directions vaguely enough so as to allow the *students* (not the teacher) to find different ways to categorize/group the words.

Ask students to share which words they put together and 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
- Etc.

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 word<sup>19</sup>. 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 the teacher or an assistant 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.

**AND MAYBE A “STORY”** – Hebrew Through Movement students who have learned to decode can be given something to read with HTM words they know. While such stories are not great literature, children are surprised and pleased that they can read Hebrew and understand it. See the next page for a Shabbat story that may be shared with your learners. For them to gain full meaning, children should have completed the all options in “Shabbat 1” and Option 1 in “Shabbat 2.”

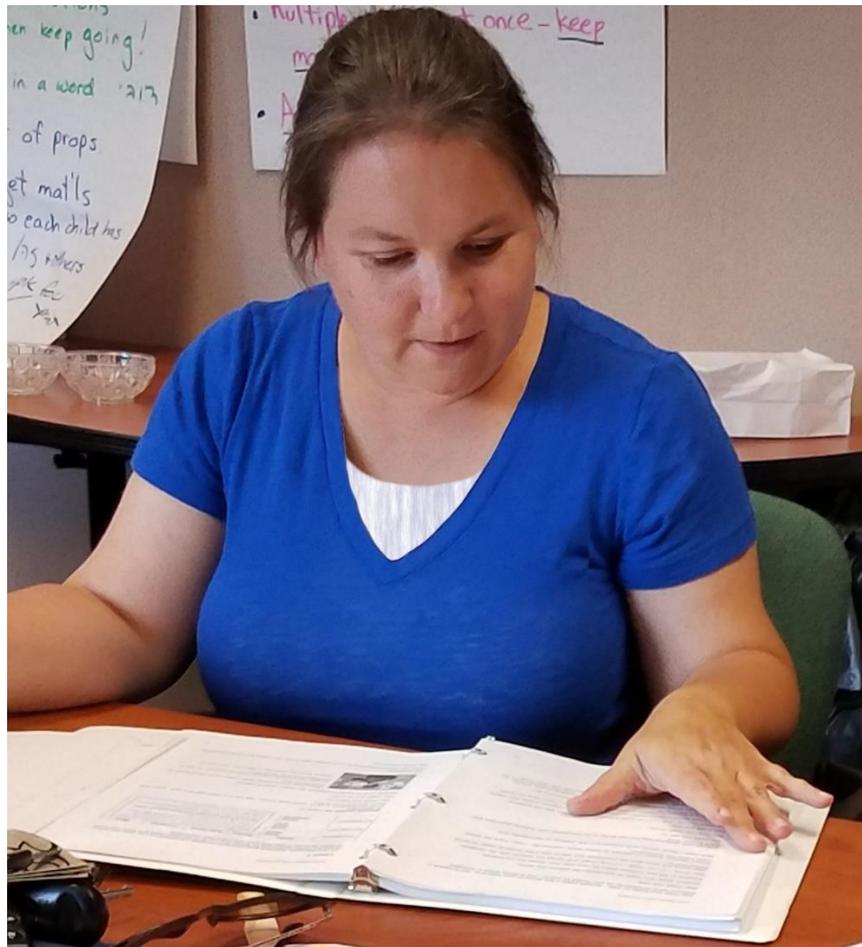
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<sup>19</sup> For verbs, consider taking photos of your students doing the actions. Or, the JECCMarketplace has HTM photo word cards that may be downloaded (JECCMarketplace.com – search for “Hebrew Through Movement: Verb Picture Cards”).

## שַׁבַּת שְׁלוֹם!

- 1 לקוים וְלִלְכֶת אֶל הַשּׁוּלְחָן.
- 2 לְשִׁים גַּר בְּפִמּוּט.
- 3 לְשִׁים עוֹד גַּר בְּפִמּוּט.
- 4 לְקַחַת כּוֹס יַיִן וְלְשִׁים עַל הַשּׁוּלְחָן.
- 5 לְשִׁים חֲלָה עַל הַשּׁוּלְחָן.
- 6 **לְהַדְלִיק גַּר שֶׁל שַׁבַּת.**
- 7 לְבָרֵךְ –  
”בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְצִוָּנוּ לְהַדְלִיק גַּר שֶׁל שַׁבַּת.”
- 8 ”שַׁבַּת שְׁלוֹם!”
- 9 **לְקַחַת כּוֹס יַיִן.**
- 10 לְבָרֵךְ –  
”בְּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, בּוֹרֵא פְּרִי הַגֶּפֶן.”
- 11 ”בְּרוּךְ אַתָּה יי מְקַדֵּשׁ הַשַּׁבָּת”
- 12 ”לְחַיִּים!!!”
- 13 לְשִׁתּוֹת יַיִן.
- 14 **לְגַעַת בַּחֲלָה.**
- 15 לְבָרֵךְ –  
”בְּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, הַמוֹצִיא לֶחֶם מִן הָאָרֶץ.”
- 16 לְאָכּוֹל חֲלָה.
- 17 לְשַׁבֵּת עַל כֶּסֶא עַל-גַּד הַשּׁוּלְחָן.
- 18 שַׁבַּת שְׁלוֹם!

# SCRIPT PLANNING WORKSHEET





## SCRIPT PLANNING - AN OVERVIEW

The worksheet on the next three pages was designed to guide you through the script planning process with the three parts of an HTM lesson.

Many teachers find the first page helps them decide which words to focus on and how to choose which vocabulary to review during the warm-up.

If you choose from the vocabulary brainstorming charts offered throughout this curriculum guide, you might not need to use the chart on the bottom of the worksheet's first page (page 182). However, the "Introducing New Words" chart (bottom of page 183) offers an opportunity to write down your final choices for illustrating each word.

Feel free to make photocopies of the three planning sheets on pages 182-184 of this guide or download and print this file: <https://tinyurl.com/HTM-scriptworksheet> (yes, you want to "make a copy" when prompted).

Need more guidance? This short video explains how to use the planning sheet: <https://youtu.be/EWqvGRS7ECI>. In addition, Module 8 of the online seminar takes new teachers through the planning process. Feel free to jump back into the seminar to check it out!

To make future lesson planning easier, be sure to save your scripts/planning sheets from year-to-year.

Have fun with your planning!!

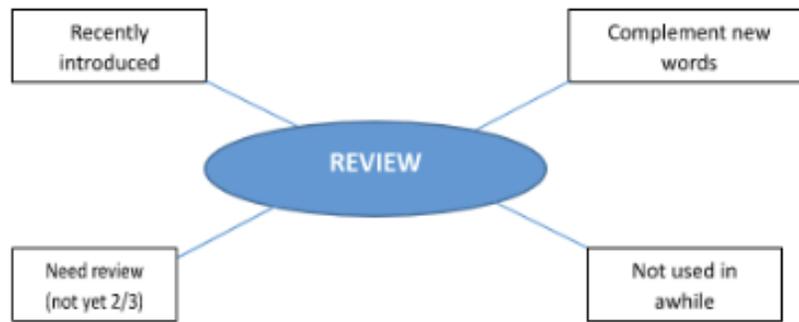
## SCRIPT PLANNING WORKSHEET

Today's Lesson Focus \_\_\_\_\_

Words that will be introduced (*if a verb has a preposition, include it*)

- 1)
- 2)
- 3)

**PLANNING FOR REVIEW/WARM-UP** - *Place on the web words you could review during the warm-up:*



**PLANNING FOR NEW WORDS** - *Brainstorm using this chart*

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc

**PLANNING THE SCRIPT** - Some teachers find it helpful to fill out the two charts *REVIEW/WARM UP* (middle of this page) and *INTEGRATING OLD AND NEW WORDS* (bottom of this page). Others create sentences without them. Feel free to shift the named-purpose of any column. For example, if you don't need an adverb then omit the column, but if an adjective is needed then add one).

Adverb	Verb	Conj.	Noun	Preposition	Verb	Who
בְּמִקּוֹם	לִלְכֹת	!	הַיְדֻלֹּת	אֶל	לִקְפוֹץ	קְבוּצָה א'

Don't forget to include some novel-commands. In the margin, feel free to note any prop(s) you may need.

### REVIEW/WARM-UP

Adverb or noun	Verb w/preposition as needed	Conj. or misc form	Noun	Preposition	Verb	Who (make sure it's more than 1 person)

### INTRODUCING NEW WORDS

*This specific chart helps you finalize the way you will introduce your new words.*

NOTE: When the three terms are all nouns, the first thing a teacher does is show three different examples for each term, while saying just the single word as the object is shown. For example: עץ x3, פריי x3, רמון x3. The second step is to say the three terms, again three times, but changing the order each time - connect the physical object or picture with the word. Finally, demonstrate a set (or two) of simple commands using the new terms.

The word	Three illustrations	Any notes



# 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 student understanding. 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 that will help you keep tabs on progress:

- *Words Learned this Year* – Page 189 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 next year's teacher, providing a list of vocabulary already covered.
- *Goal Progression* (page 191) – 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 18-19.
- *The HTM Teaching Rubric: Integrating the Learning Principles* (pages 193-195) – This rubric helps teachers see how well they are integrating the learning principles that shape good HTM teaching. For a deeper discussion of the principles, see pages 9-12. And for an explanation of the rubric, see pages 22-23.
- *HTM: Three Levels of Certification* (pages 196-197) – There are three levels of certification for HTM teachers, all based on greater understanding and application of the Teaching Rubric (pages 193-195). This document explains how to achieve each of the levels.

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: Words Learned this Year

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 [Use the back of this page for additional comments]

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



## Hebrew Through Movement Progress

Teacher \_\_\_\_\_ Group of Students \_\_\_\_\_ Year \_\_\_\_\_

	Novice	Emerging	Proficient
<b>Phase 1</b> The students are able to:			
• Follow single commands			
• Follow two commands			
• Interact with objects			
• React correctly to some holiday and synagogue-based vocabulary			
• Reverse roles with the teacher and begin to offer commands of their own			
<b>Phase 2</b> The students are able to:			
• Follow more complex commands			
• Integrate holiday and classroom themes with HTM commands			
• Respond יָ (thumbs up) and אָ (thumbs down) to simple questions or commands			
• Speak sentences that the teacher did not teach or previously use*			
• Integrate Jewish Life Vocabulary with Hebrew Through Movement commands (optional)			
<b>Phase 3 and beyond</b> The students are able to:			
• Extend all of the above, with the addition of print literacy activities			
• Follow more complex chains of commands			
• Respond to commands that include 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 language patterns they will say things that are new – that is, they will say things they never heard the teacher say.



For an easy-to-print PDF of this chart: <https://tinyurl.com/HTM-teaching-rubric>

## The HTM Teaching Rubric: Integrating the Learning Principles

*With thanks to Ted Dreier for his leadership in developing this form and then sharing!*

Goal for the lesson observed

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Scoring the rubric – Circle the actions or practices observed, whether in the Roses or Thorns columns. Note budding (developing) practices 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"> <li>• Use of English throughout the lesson.</li> <li>• English used for translating and giving commands; questions answered in English.</li> </ul>		<ul style="list-style-type: none"> <li>• English use is rare and appropriate (only when absolutely necessary to manage the group).</li> </ul>
Use of space	<ul style="list-style-type: none"> <li>• Space is used ineffectively and/or with little thought.</li> <li>• Props are not organized or not easily accessible in the space.</li> </ul>		<ul style="list-style-type: none"> <li>• Space is used appropriately and to the students' advantage.</li> <li>• Props are easily accessible within the space.</li> <li>• Supporting art/pictures/words are hung around the room.</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• Little or no spontaneity observed.</li> <li>• Repeated use of the same commands and vocabulary demonstrations.</li> <li>• Introduces games and non-HTM learning structures during the core lesson.</li> </ul>		<ul style="list-style-type: none"> <li>• Creates interesting ways of introducing new words.</li> <li>• Creates unexpected/unusual ways to review known material, including songs and activities outside of the core lesson.</li> <li>• Uses games appropriately and with intention, usually after</li> </ul>
Groupings	<ul style="list-style-type: none"> <li>• Consistently uses gender for groupings or gives attention to the same specific learners.</li> <li>• Ignores teen assistants or teachers in the room when giving commands.</li> </ul>		<ul style="list-style-type: none"> <li>• Uses a variety of groupings (קבוצה אי בי, students wearing a specific color) regularly.</li> <li>• Includes other educators &amp; teen assistants.</li> </ul>

<p><b>Sequencing</b></p>	<ul style="list-style-type: none"> <li>• The 3 segments of an HTM lesson are not obvious: warm-up/review, introduction of new vocabulary, integration of old words with the new.</li> <li>• If working on vocabulary from prayers/blessings, does not conclude lesson with the group reading/chanting the Hebrew.</li> </ul>		<ul style="list-style-type: none"> <li>• Three clear segments to each lesson: warm-up/review, introduction of new vocabulary, integration of old words with new.</li> <li>• If working on vocabulary from prayers/blessings, concludes lesson with the group reading/chanting the Hebrew.</li> </ul>
<p><b>Introduction of New Words/Terms</b></p>	<ul style="list-style-type: none"> <li>• More than three new words consistently introduced at one time OR only one word introduced.</li> <li>• Does not check for comprehension of new words</li> <li>• No application of the 2/3 rule (that new vocabulary is introduced when two-thirds of the students demonstrate understanding of previous vocab).</li> <li>• Not all vocabulary is pronounced correctly, or grammar is incorrect.</li> </ul>		<ul style="list-style-type: none"> <li>• Aims to introduce three new words per set (but sometimes there are exceptions).</li> <li>• Uses hand motions, pictures, props and eye contact when first using new words.</li> <li>• Combines new vocab with previously mastered words.</li> <li>• Appropriate application of the 2/3 rule.</li> <li>• Hebrew is pronounced correctly and is grammatically correct.</li> </ul>
<p><b>Classroom climate</b></p>	<ul style="list-style-type: none"> <li>• Teacher has low energy, stands/sits in one place, no voice modulation, closed off demeanor, uncomfortable with “noisiness” or movement in the space.</li> <li>• Little or no positive Hebrew feedback to the students.</li> <li>• Social learning is not encouraged.</li> <li>• Teacher is constantly in motion, always demonstrating actions when giving commands so students do not have a chance to independently demonstrate proficiency.</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher has lots of energy and movement, smiling and excited about HTM.</li> <li>• Learners are reinforced with positive Hebrew feedback.</li> <li>• Social learning is encouraged.</li> <li>• Teacher gives commands, but delays demonstrating actions once students show they know the meaning.</li> </ul>

<p><b>Use of Props</b></p>	<ul style="list-style-type: none"> <li>• Little to no use of props/images.</li> <li>• Props/images are similar in form.</li> <li>• Props are disorganized or not accessible.</li> </ul>		<ul style="list-style-type: none"> <li>• Variety of props on hand (size, shape, color).</li> <li>• Props are organized and easily accessible.</li> </ul>
<p><b>Preparation</b></p>	<ul style="list-style-type: none"> <li>• Clearly unprepared with planning, materials and/or set up.</li> <li>• Reads directly from script.</li> <li>• Arrives late to class or not ready when students arrive or class is ready to begin.</li> </ul>		<ul style="list-style-type: none"> <li>• Clearly prepared for the lesson: planning, materials and set up.</li> <li>• Learning is smooth – the script is available for reference, but it is obvious that the teacher has tried not to read from it directly.</li> <li>• New words and concepts are reviewed and integrated.</li> <li>• Ready to teach when the students arrive or class is scheduled to begin.</li> </ul>

## HTM: THREE LEVELS OF CERTIFICATION

The Jewish Education Center of Cleveland is excited to offer three different certificates for Hebrew Through Movement teachers. These provide a professional development pathway for teachers and offer directors a method of identifying teachers who are qualified to teach HTM.

Note that application for a certificate is never “pass/fail.” A teacher who receives feedback that not all the required elements were observed, should practice teaching a few more lessons and then create another recording. Our goal is to help each teacher achieve certification – this can take time as the teacher improves in their practice.

**HTM CERTIFICATE OF COMPLETION** – Awarded to educators who successfully complete the ten-hour online seminar. This certificate is granted when the person’s learning facilitator reports to the Jewish Education Center of Cleveland that all learning assignments have been successfully submitted/completed and the teacher has shared a video of a lesson with three or more students not familiar with the new words being introduced. The video (which may be recorded on a smartphone) needs to show:

- A lesson divided into three parts (review/warm-up, new words, integration of old and new)
- The introduction of three new terms
- The lesson being taught 99% in Hebrew using HTM command-sentence patterns (i.e., not normative, conversational Hebrew). English use is rare and appropriate (i.e. only when absolutely necessary or to manage the group).
- The appropriate use of props, if called for in the lesson.

The teacher also needs to submit a reflection. Further details are offered in Module 10 of the online seminar.

*NOTE: From the point that a teacher receives his/her certificate of completion, directors/supervisors are encouraged to regularly observe their HTM teacher(s), using the official HTM rubric as a basis for conversation and professional growth. The goal is to support teachers in developing the skills outlined in the “roses column” on the far right, leading them to full HTM **Teacher Certification** (described in the next section, below). The rubric is on pages 193-195 of this curriculum guide AND available for download from the homepage of <http://HebrewThroughMovement.org>.*

**HTM TEACHER CERTIFICATION** – Awarded to educators who earned a certificate of completion for the ten-hour online seminar AND

- Have taught HTM for six months or more since achieving their Completion Certificate.
- Demonstrate proficiency in these HTM teaching principles:
  - The lesson is in Hebrew. English use is rare and appropriate (i.e. only when absolutely necessary or to manage the group).
  - Hebrew is pronounced correctly and is grammatically correct.
  - A script has been developed, but the teacher is not consistently reading from it.

- There are three clear segments to each lesson: warm-up/review, introduction of new vocabulary, integration of old words with new.
- No more than three new words per set are introduced.
- New vocabulary is combined with previously mastered words.
- Social learning is encouraged; children look to each other for support.
- The teacher gives commands, but delays demonstrating actions once students show they know the meaning.

***To achieve Teacher Certification, the HTM teacher needs to submit to their previously assigned learning facilitator the following:***

- A video of a full HTM learning session (it may be recorded on a phone).
- A completed rubric by which the teacher has evaluated/reflected on teaching in the submitted video (see pages 193-195 of this HTM curriculum guide or download a copy from the homepage of <http://HebrewThroughMovement.org>).  
*Note that “all roses” is not expected at this point of a teacher’s development, though the items noted above need to be apparent.*
- A paragraph or two that reflects on the teaching and learning in the submitted video.
- A note from the education director/supervisor that affirms six months of HTM teaching AFTER the teacher completed the online seminar.

**HTM MASTER TEACHER CERTIFICATION** – For educators who earned HTM Teacher Certification AND

- Have taught Hebrew for two years or more since achieving their Completion Certificate.
- Demonstrate proficiency in all HTM teaching skills

***To achieve Master Teacher Certification, the HTM teacher needs to submit to their previous assigned learning facilitator the following:***

- A video of a full HTM learning session.
- A completed rubric that evaluates/reflects on teaching in the submitted video (see pages 193-195 in this curriculum guide).
- A paragraph or two that reflects on the teaching and learning in the submitted video.
- A note from the education director/supervisor that affirms a minimum of two years of HTM teaching (two years is counted from the completion date of the online seminar).

To protect the security and safety of children and adults who are recorded on behalf of teachers seeking certification, the submitted video is only viewed by the teacher’s online seminar facilitator. The video of a teacher seeking Master Teacher certification will be viewed by all the facilitators of the online seminar and the #OnwardHebrew director. These videos are never published or posted by HTM.

**Questions? Contact [OnwardHebrew@gmail.com](mailto:OnwardHebrew@gmail.com)**

**Ready to apply? Send your video and documentation to your previous learning facilitator.**

**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