Hebrew Through Movement

An Onward Hebrew Toolkit

A project of Onward Hebrew

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This video is a great place to start your orientation to Hebrew Through Movement

Find it here: https://tinyurl.com/What-is-HTM

A ONE-PAGE OVERVIEW OF HEBREW THROUGH MOVEMENT

WHAT?

Since 2002, Hebrew Through Movement (HTM) has been bringing laughter and smiles to Hebrew students and their teachers across North America and around the world. Because of its kinesthetic nature, Hebrew is sticking deeply in the *kishkes* of its learners - they internalize vocabulary, phrases and sentence patterns. HTM offers a curriculum guide that supports each lesson's defined structure – a warm-up, introduction of three new words, and integration of new words with previously learned vocabulary.

WHY?

HTM brings excitement and energy to Hebrew learning. It is low-stress (no memorizing, no grammar exercises and no tests) and social (learners help each other when needed). Once children have internalized the "movement vocabulary" (run, jump, point to, give, take, etc.) these commands are used to introduce Hebrew words related to holiday celebrations, Jewish observances and prayers/blessings.

WHEN?

Ideally, HTM is taught any time children are in session. Fifteen minutes is the sweet spot, but some programs squeeze it in for ten and others expand the time to be able to incorporate other Hebrew activities after the core lesson is completed.

WHO?

LEARNERS: HTM is successfully taught to children of preschool age up through sixth or seventh grade.

TEACHERS: Successful HTM teachers have a background in modern Hebrew; those with only a decoding or *t'fillah* background will struggle with the approach's vocabulary and grammar.

Some teachers include HTM as one of their curricular foci, dedicating 15 minutes of learning time to Hebrew Through Movement. Others serve as an HTM specialist, rotating between different classes/groups.

NINE REASONS TO INTRODUCE HTM TO YOUR STUDENTS

If you are thinking about bringing Hebrew Through Movement to your program, here are nine reasons to help you get to yes:

1) **It honors the way children learn language naturally.** HTM introduces Hebrew in a playful and meaningful way, creating a positive link between children and the Jewish people's ancient and unifying 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.

2) **It doesn't take much time**. Hebrew Through Movement's lessons are generally 15 minutes long, taught with a specific structure that creates success. In part-time Jewish educational settings, HTM is ideally 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.

3) **It brings energy and enthusiasm to Hebrew learning.** When Hebrew Through Movement expanded nationally from Cleveland (the city in which Dr. Lifsa Schachter gave shape to the approach), the first piece of feedback from directors in other cities was not how many Hebrew words students were learning. Rather, directors sang praises of the energy and enthusiasm it brought to Hebrew learning in general. One director said this at the time: "*We started using Hebrew Through Movement this year and it has TRANSFORMED our program. The children LOVE it and they continue using the words and actions from HTM in their other classes*."

4) **Its vocabulary is remembered long after each lesson.** While research from general studies education indicates that a summer-long break in learning can result in a 20-40% loss of previously learned material, HTM teachers often remark on how much is remembered by returning students. The need for review is minimal because of the deep kinesthetic approach.

   How many new Hebrew words can be learned with HTM? If a program is in session for 25 weeks annually and the students learn 3 words each time, it is possible for them to learn 275-325 words over four years. That's pretty amazing!

5) **Its super power is supporting the learning of Hebrew prayers and blessings**. Once students have mastered the Foundational Unit's core vocabulary, they begin using *those* words to learn vocabulary related to the Jewish holidays and eventually key words in prayers and blessings. So for

example, a student who hears the phrase "*rofeh holim*" (healer of those who are sick) multiple times in an HTM lesson, will be able to use the pronunciation burned in their brain to more easily decode that part of *G'vurot*.

6) **It is low-stress.** 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 לָקוּם they stand up, and when they hear לָשֶׁבֶת they sit down. In addition, learners unsure of a command's meaning are encouraged to look at how others are responding. This creates a very social experience, bringing everyone into the fun and learning process.

7) **It supports the learning theory of language acquisition.** This is the progression by which a young child learns language – they hear, react, speak and then read. It is a natural process, as compared to the deliberate learning of another language using textbooks, grammar exercises and the push to speak. In HTM lessons, children listen, react and interact. BUT, they will spontaneously start speaking Hebrew in the halls, while waiting for a carpool pickup, or at home. The same director quoted above also said this: "*Parents have told me that the kids are even using the HTM Hebrew at home! Last night, a mom asked her son to sit down at the dinner table and he replied, Lo lashevet!" [Loosely translated here as, "I'm not going to sit down!"]*

8) **It can be supported and reinforced by other staff in the program.** Hebrew Through Movement has the potential of moving well beyond the HTM classroom to support the creation of a rich Hebrew environment. Using familiar HTM commands, teachers and teen assistants can divide students into work groups or get them to line up at the door. Also, it is quite easy for clergy to introduce select Hebrew Through Movement commands and vocabulary into worship experiences, adult classes or events.

9) **It comes with many supports.** These include a website, curriculum guide, printable teaching resources, three levels of certification and a Facebook page. No, we wouldn't leave our thousands of HTM teachers to recreate the wheel each week!

The pages that follow have been adapted from the introduction to the Hebrew Through Movement curriculum guide: (https://tinyurl.com/HTM-curriculum). Check there for further details on a topic of interest.

THE CONNECTION BETWEEN HTM AND ONWARD HEBREW'S SOUND-TO-PRINT APPROACH

Onward Hebrew,[1] an increasingly popular framework for teaching Hebrew in part-time/ synagogue settings, is based on a sound-to-print learning model.[2] Students hear the sounds of Hebrew *before* being taught to decode/read. With multiple paths created in the brain for Hebrew learning (especially kinesthetic and auditory), students more quickly become confident, competent, and happy Hebrew learners.

Hebrew Through Movement is one of four elements supporting Onward Hebrew's learning approach. **HTM** may stand alone in an educational program, be integrated with **Jewish Life Vocabulary,** or enhance student's ***t'fillah*** (prayer) experiences by teaching key words of prayers and blessings.[3] Together, these three elements lead to an aural/oral foundation for Hebrew **decoding**.

WHAT DIRECTORS NEED TO KNOW

About Hebrew Through Movement in general

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**. Imagine an interaction in which an adult narrates actions to a baby ("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.

[1] https://www.onwardhebrew.org/ and https://www.facebook.com/groups/onwardhebrew
[2] https://www.onwardhebrew.org/sound-to-print.html
[3] https://www.onwardhebrew.org/hebrew-tfillah.html

- ***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). This 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 sessions, children learn vocabulary that gets them moving ("stand up and sit down"), as well as words and phrases that students encounter in the synagogue and in Jewish life.

About lesson scheduling and length

HTM is ideally taught each time students are in session, whether once a week or more frequently. Not surprisingly, 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. However, HTM scheduled every other week or monthly is NOT recommended – there is too much time between learning blocks for learners to progress. While the calendar is not always friendly to weekly learning in part-time synagogue settings (especially after January 1st), directors are encouraged to clear away schedule interruptions that are within their power to control.

About learners and the HTM approach

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 - In these early lessons, students are introduced to vocabulary and sentences that get them moving. The Hebrew infinitive is verb form used in all HTM lessons. For example, students are told to לָקוּם (stand up), rather than a command directed to

- one male קוּם
- one female קוּמִי, or
- a group קוּמוּ

While at first it may seem awkward to use the infinitive, it is acceptable grammatically and used frequently in Israeli exercise classes and other settings. The infinitive prevents embarrassment (*child*: "I don't remember if *that* verb 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.	לָרוּץ אֶל הַדֶּלֶת
Point to a book.	לְהַצְבִּיעַ אֶל סֵפֶר
Stand up and jump to the window.	לָקוּם וְלִקְפּוֹץ אֶל הַחַלּוֹן

About group size

The **best HTM learning happens with six to fifteen learners**; group dynamics are more manageable at this size. However, there are programs that have larger numbers of students. Directors and teachers with more than 15 students in a group should consider in advance the challenges that might arise. Extra staffing and commands directed to small groups of children both can help.

About the learning space

Students need a space in which they can easily-enough get up and move about. They generally sit in a semi-circle, either on a carpet or on comfortable-enough chairs so they can see the teacher and each other. The teacher sits or stands center-front with a table or shelf for props nearby, and a board or easel for pictures. Use this link to access a slide show that explains how to set up a classroom: http://tinyurl.com/gkscrzm.

If the originally anticipated 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 teachers' language background

Admittedly, one of the biggest challenges in adopting HTM is finding teachers who know modern Hebrew language. Yes, 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** because in HTM lessons the language is controlled and well-planned in advance. It is sufficient to have some modern Hebrew language background in one's past from day school, high school, college, or adult learning class. 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.

For teachers who need a boost, **HTM's "*Shalom Ivrit*" introduces vocabulary and grammatical patterns** 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 offered with 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 helpful grammatical points.

Finally, while all programs strive to hire adults as HTM teachers, **a number of directors have successfully hired mature teenagers with a Hebrew language background.** The homepage of HebrewThroughMovement.org (scroll down) includes two videos that offer tips for bringing teens on as HTM teachers.

About models for using teachers

Two different models are employed in part-time/synagogue educational settings:

- **Some programs hire *t'fillah* or Jewish studies teachers who also commit to devoting 15ish minutes to HTM during each learning session**. 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, those 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 a Hebrew language 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 most efficient way for a person to learn the skills to become a successful Hebrew Through Movement teacher is via its online seminar available 24/7.

The asynchronous online seminar takes approximately 8 total hours of learning and may be completed individually (even in one's pajamas in the middle of the night), with learning partners, or in small groups. 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.*

Directors and Hebrew supervisors may access the online HTM seminar at no charge for themselves when they enroll three teachers or more between June of one year through May of the next. *More information is under the "Online Seminar" tab on HebrewThroughMovement.org.*

There are three levels of teacher certification – Seminar Completion, Teacher Certification and Master Teacher. Certification levels are based on increasing mastery of the HTM teaching rubric. Readiness is determined 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. *Information on the requirements for all three levels of certification are available from the homepage of HebrewThroughMovement.org and pages 196-197 of the curriculum guide.*

Finally, **a relatively active Facebook group** offers teachers and directors an opportunity to celebrate successes, to post questions and respond to those of others.

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.

To support teacher growth, HTM offers three unique resources.

- **The first is a video with a Hebrew Through Movement Master Teacher.** With the goal of supporting director and supervisor observation and supervision skills, she explains best practices. The link is here: https://youtu.be/SHt0Ii0m2-I

- **The second is a rubric designed to be helpful both to supervisors and teachers***.* It is built around HTM's core learning principles (see below, pages 14-15). A copy of the rubric is found on pages 193-195 of the HTM curriculum guide, as well as 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.

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  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.

  See pages 22-23 of the HTM curriculum guide to learn how best to use the rubric with your teachers.

- **The third is a collection of one-minute teacher and director tip videos**. They are linked from here: https://www.hebrewthroughmovement.org/tips.html

About using HTM over multiple years

Jewish educational programs can successfully use HTM for six years or more with their learners, between preschool and sixth grade. Teachers build on words from the Foundational Language Unit to introduce vocabulary of the holidays, prayers/blessings, and to reinforce decoding/reading.

- **The Foundational Language Unit**[4] introduces the students to the Hebrew Through Movement approach and provides the vocabulary that enables them to move about and interact with objects (point to, pick up, etc.). 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 vocabulary.

- **The Holiday**[5] **and Synagogue**[6] **Units** introduce and reinforce key Hebrew vocabulary of holidays, rituals, short blessings, and concepts.

- **The Prayer Unit**[7] 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**[8] 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.

HTM may also be used to teach/reinforce Jewish Life Vocabulary (JLV),[9] one of the other elements of Onward Hebrew.[10]

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"

[4] Beginning on page 25 in the curriculum guide
[5] Beginning on page 65 in the curriculum guide
[6] Beginning on page 149 in the curriculum guide
[7] 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-jPrayer.weebly.com (both sites have the same materials).
[8] Beginning on page 165
[9] https://tinyurl.com/JLV-toolkit
[10] http://OnwardHebrew.org

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 aurally/orally) - Review Foundational and Holiday Units, introduce the Synagogue Unit, and choose select prayers/blessings.[4] Integrate JLV, as appropriate.
- **Fourth Grade** – Review all previous learning and introduce *Sh'ma* and its Blessings (or whatever prayers/blessings are focused on this year).[4] JLV.
- **Fifth Grade** – Review all previous learning and introduce the *Amidah* (or whatever prayers/blessings are focused on this year).[4] JLV.
- **Sixth Grade** – Review all previous learning and introduce whatever prayers/blessings are focused on this year.[11] JLV, as appropriate.

The Print-Literacy Strand may be introduced at any time after Foundational Level 5 and after children have learned (or are learning) the Alef-Bet. The vocabulary in Foundational Level 10 offers vocabulary that enriches students' ability to work with items in print (e.g., card, letter, word).

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 HebrewThroughMovement.org homepage; 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 key words in 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 to

[11] Note that HTM for the Torah blessings may be found in this curriculum guide: http://www.jeccmarketplace.com/torah-blessings/ (free download).

any other child in the room to gain the meaning of a word or command they do not understand or remember.

About HTM's learning principles

Dr. Lifsa Schachter, creator of HTM, notes 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 Hebrew Through Movement has its own learning/teaching principles that ask that HTM teachers to:

1) Create a visually rich learning environment.

2) Set a playful and safe tone in the classroom.

3) Prepare for learning by thinking through and writing a lesson plan called a "learning script."

4) Follow a three-part learning progression.
    a. Review words children already know.
    b. Introduce three new terms, either verb-commands, nouns or adjectives.
        i. Introduce each word one at a time, with at least three examples.
        ii. Repeat the three words just learned, but mix up their order.
    c. Integrate old and new learning.

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

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

7) Not ask children to speak or respond verbally until after a minimum of 10 hours of HTM learning.

8) Receive all children's responses with enthusiasm.

9) Encourage children to support one another.

10) Encourage other staff to reinforce Hebrew Through Movement learning.

Details on each of these are found beginning on page 9 in the curriculum guide.

About gathering props (learning objects)

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 the 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 אֹזֶן. 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 HTM Master Teacher, Linda Duke

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. Lessons for the latter are posted here http://www.hebrewthroughmovement.org/prayers--blessings.html and 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 easy access to a supply of props. More often than not, these are collected and organized by the educational program. They may be grouped by unit or lesson (in boxes or bags), or placed together in a large bin or box. Props may be donated (especially real ritual objects) or purchased. Check pages 16-17 in the Hebrew Through Movement curriculum guide to find sources for props needed by teachers.

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.

However, as noted in the Print-Literacy Strand (curriculum guide, 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, HTM offers photo 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

With 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.

Resources for assessing and tracking student learning are on pages 185-191 of the curriculum guide.

A FINAL WORD

As you begin your HTM adoption journey, start with small, manageable steps like: hire teacher(s), give them each a copy of the curriculum guide, sign them up for the HTM online seminar (yes, nudge them to complete the modules), and offer support as they teach. Just know that the deeper payoff for HTM learning is in students' third year and beyond when they have enough background to learn more sophisticated words and concepts, gain key vocabulary of prayers and blessings, and better their decoding skills with the print-literacy unit. Over the years, keep growing HTM's use with your students and enjoy the energy and enthusiasm that so many directors report.