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Hebrew Through Movement

2020 Virtual Edition



**A curriculum developed by
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The "Virtual Edition" was adapted from the original by
Marcia Anouchi and Naomi Weiss

Editor:
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**Special thanks to Linda Duke for pioneering the virtual teaching
of these units for us all to learn from!
And to her congregation for offering the opportunity
for Linda to record lessons with her wonderful students:
Congregation B'nai Shalom, Westborough, MA**

The 2018 edition:

- Is more gender-sensitive - it eliminates asking children to identify as a boy or a girl.
- Includes updated photos (especially early childhood)
- Corrected some typos

The 2020 virtual edition:

- Adapts the principles of HTM to online teaching (e.g., via Zoom)
- Offers new vocabulary lists, based on the realities of learning at home

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PREFACE TO THE VIRTUAL EDITION

The coronavirus pandemic has touched every aspect of our lives. In March, 2020, stay-at-home orders quickly shifted so many assumptions about life – among them, how we shopped, how we celebrated holidays and special events, and the time and place of education. It is not surprising that Hebrew Through Movement was quickly taken online by its hundreds of devoted teachers. Much creativity was brought to the small-screen – some teachers prerecorded lessons, others brought out dolls, some even created animations. Most taught HTM in the same fashion as before, though via the small-boxes on the Zoom screen. In some ways, it was easy-enough to do – it was the end of the year so children understood the approach to learning and could move through the commands. Many teachers reported that they simply kept reviewing previously learned vocabulary and phrases, instead of tackling the bigger challenge of introducing new holiday and prayer vocabulary; other stresses were too great.

But with Fall 2020 approaching, several key questions have come to the fore:

- how to teach HTM when children and teachers are new to each other
- how to help new-to-HTM-children understand the structure of the learning approach
- how to move beyond review to the introduction of new vocabulary
- how to stay true to the foundational learning assumptions of Hebrew Through Movement, even when teaching in a virtual environment
- how to “break-the-screen,” so that the energy and excitement of HTM reverberates from child-to-child and into the life of the educational program.

Indeed, it is this last question that prompted the Jewish Education Center of Cleveland to ask Marcia Anouchi and Naomi Weiss, both HTM Master Teachers and facilitators of the online seminar, to adapt the foundational curriculum to this new reality.

You are holding in your hands the “virtual edition” of the Hebrew Through Movement curriculum guide. To get the most out of this version, it is expected that you:

- have a copy of the traditional HTM curriculum guide AND that you are familiar with its contents, especially the introductory/overview pages.
- have completed the online HTM seminar which provides the skills needed for teaching traditional Hebrew Through Movement
- understand the foundational principles upon which HTM was built (pages 21-23 in the traditional guide and pages 13-15 in this version).

Whether being taught in-person or virtually, the curriculum for Hebrew Through Movement (HTM) starts by building a foundation in modern, communicative Hebrew. However in part-time Jewish educational settings, its ultimate goal is making the prayers in our *siddur*, as well as synagogue and Jewish life vocabulary, more easily accessible. In other settings (early childhood, day schools and camps) HTM offers beginning steps toward modern Hebrew language learning.

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

They learn by moving about 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 move forward at their own pace.
 They learn best when learning is joyful and playful.

While a computer screen creates challenges, these learning assumptions can be honored in a virtual environment.

As a reminder, following the natural flow of a young child’s language learning, there are no expectations for learners to produce language in a Hebrew Through Movement lesson. Rather, the teacher offers commands and the students react to the language. When learners hear **קוּמוּ** they stand up, and when they hear **שִׁבְתוּ** they sit down. To lower the stress that often accompanies language learning, HTM learners are encouraged to watch and then mimic others, if needed ... even through a computer screen. This creates a very social experience, bringing everyone into the fun and learning process.

It is the social aspect of language learning that explains why online HTM learning needs to be in-person, as compared to via a recording or animation that children watch on their own time (e.g., asynchronously). Without a group, there is no opportunity to build excitement, nor an option to watch the movements of other children and gain energy from each other. *We do not want to return to the drudgery of language learning that for so many years marked learning in part-time settings.*

This curriculum is a guide and not a recipe or blueprint; HTM works best when it is responsive to specific individuals, groups and settings. Educators are encouraged to start with the Foundational Unit and select or adapt other units (holidays, prayers, blessings, print literacy) that are right for them -- this is what makes Hebrew Through Movement most effective.

WHAT EDUCATORS NEED TO KNOW

The original Hebrew Through Movement curricular guide has quite a few pages devoted to the principles that are at the foundation of this learning approach. As you begin your new year of virtual teaching, please read through the original guide for its perspectives on

- young learners and Hebrew Through Movement
- the learning model
- language production (i.e., speaking, which occurs spontaneously, never forced or demanded)
- scope and sequence of the curriculum over multiple years
- teacher background
- teacher training (check out <https://www.hebrewthroughmovement.org/online-seminar.html>)
- group size
- the learning space

TRANSITIONING TO A VIRTUAL ENVIRONMENT

Smaller groups are better than larger ones – Teachers need to see children’s reactions to commands and a screen with 16 children will be much harder to see, especially from a bit of distance from your own computer, than a group of 6-10. Below is a group of six children and one teacher.



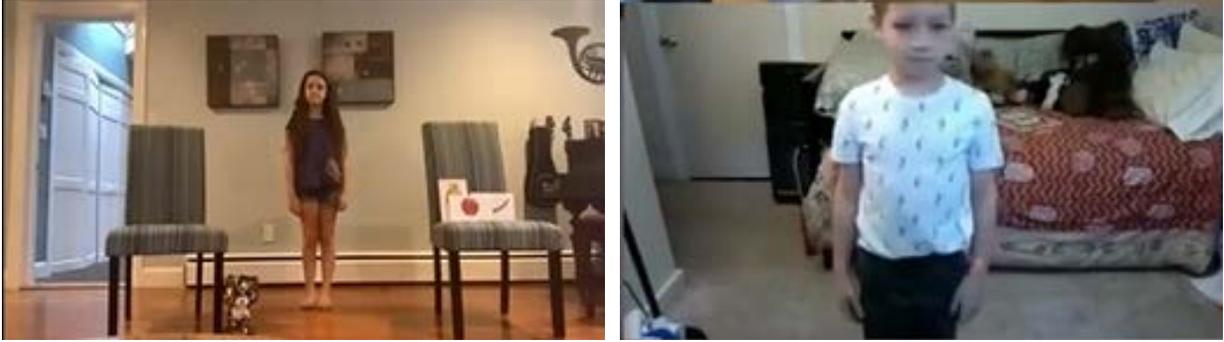
Lesson duration – We have generally encouraged 15 minutes of learning for in-person lessons, but 10 minutes of online learning may be the sweet spot, especially if wanting to end a lesson before energy dissipates. The warm-up is probably best at three minutes, the new words are introduced relatively quickly,¹ and the integration of old and new at five minutes or so. The dynamics and feel of an online class is different from one where children are giggling and playing off each other. More experimentation by different teachers will help us determine a clearer recommendation for lesson duration.

Location and room set-up – Teachers have less control over the space available to their learners for an HTM lesson, than they do for in-class learning. That said, we know of teachers who were in tight spaces, whose children maneuvered between tight desk placement and others who had huge expanses where children ran a bit wild. It may be that the challenge of a child’s room is just another challenging permutation!

Considerations for virtual learning include:

- **computer placement** – For children, the device needs to be in a location where it will be protected from jostles and quick movements. It needs to be far back enough that the child can move (jump, run, spin) and the teacher can see what each youngster is doing (putting an item on a table or floor, or grabbing a prop). It may be useful for the first lesson to be dedicated to helping everyone find the best location to put their computer/camera.

¹ The teacher models the three actions or shows the three objects three times. The students then join in and then the teacher proceeds to give many different commands that will integrate the new with the old. Commands are given to everyone at first and as the teacher knows the students better, a small number of commands may be given to smaller groups. This allows the students and opportunity to process while observing their peers.

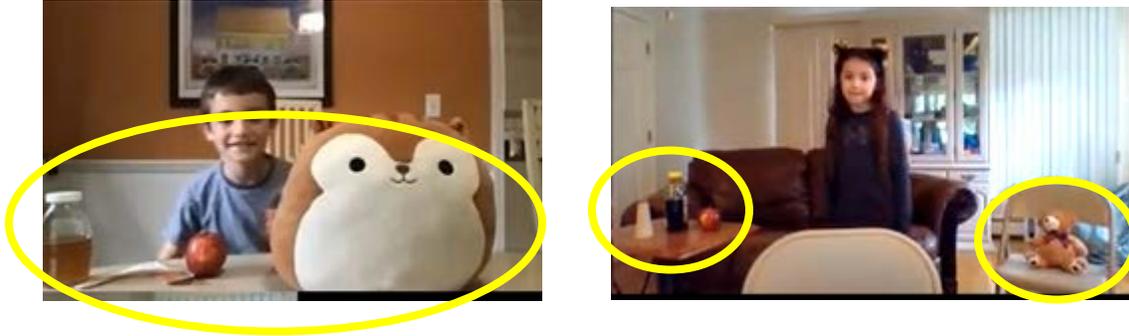


- Room “amenities” – While every room will have a door, not all doors will be in view of the computer screen. Not every room will have a window, nor a chair. A child who is consistently sitting on the floor and getting up again will tire pretty quickly ... well, at least an adult would get tired and feel like they just completed an intensive exercise class! If you want everyone to jump to a window or door, might you offer small posters to put on the wall in view of the camera?
- Muting or not muting children – When one mutes the children, there’s a loss of connection between them, as would happen in a classroom. But with all that is going on in everyone’s homes, this may be the best way to do a virtual lesson. This choice is up to the teacher.
- Gallery view vs. focus on the speaker – Children should be asked to keep their screens on a gallery view, meaning that they (and you) can see the entire group simultaneously. HTM is social learning and all will benefit from seeing everyone.

ZZ



Props – The use of props shifts in a virtual environment since it is helpful for children to have access to materials in their own homes. Sometimes, they can be helped to access real items in advance (a chair, a book, a doll), and other times, a combination of photos and objects will be needed. Note in these pictures, the children set up their props in advance:



The Jewish Education Center of Cleveland will be posting picture collections for the holidays and/or key foundational units that children can cut apart and then have during an HTM lesson. As these are available, a notice will be posted to the “Hebrew Moves Me” Facebook group and then items will be uploaded to the matching unit on HebrewThroughMovement.org. Some of these are already available

- for a number of Holiday Units (check the HebrewThroughMovement.org website) and
- for 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).

Energizing the learning – This becomes challenging through the screen, especially if children are muted to lessen ambient noise. Feel free to add commands that have children walk/jump/run close to the computer and show a hand (or an eye, ear, foot, nose) right into the camera. Fun, yes? Or stand on one foot, hop and spin (safely, of course!) The goal is keep children on their toes, to follow novel commands and connect with each other.

Foundation Unit vocabulary shifts – The vocabulary lists have been revised for virtual teaching. Some words have been eliminated and new ones have been added. Check for the changes in this curriculum guide.

Holiday Unit vocabulary shifts – These also have been revised. In addition, children who begin HTM this year for the first time and have completed levels 1-4 will have enough foundational terms to begin integration the holiday units. All students who have previously completed levels one through five or six can begin the year with a general review and then quickly move to the Rosh Hashanah/Yom Kippur Holidays unit.

Prayer and Blessing units – As of this writing, the JEC hasn’t yet worked with the prayer units, but as noted earlier in this guide, using HTM to open up meaning of prayers, blessings and rituals is a core goal of this approach in congregational settings. We are hoping that teachers whose children are ready to teach prayers will work on scripts for the virtual environment and share them with others via the HTM Facebook group. Let’s use our collective power to help each other!

Scripts - This guide (as well as the original one) includes many sample scripts, but they need to be adapted to each particular group. In addition, new ones need to be written for specific situations. Teachers are encouraged to practice all scripts so that when in class, they can be referenced automatically and flexibly, freeing them to pay close attention to student responses. Feedback and assessment are an ongoing process.

ORGANIZATION OF THE CURRICULAR UNITS

There are four basic Hebrew Through Movement units: Foundational Language, Holiday, Synagogue, and Prayer. Full details are in the original curriculum guide.

- The **Foundational Language Unit** introduces the students to the Hebrew Through Movement method and provides the vocabulary that enables them to move about and to begin to manipulate objects. At a more advanced level, the Foundational Unit furthers students' abilities to perform classroom tasks in Hebrew, such as the integration of Jewish concepts and prayer vocabulary.

For HTM to be truly effective, all students must begin with level 1 and proceed through the levels to gain the basic tools needed. Those classes with students who have prior experience might proceed through the levels at a quicker pace. No matter the age or experience level of the learners, teachers consistently review Foundational Unit vocabulary.

SAMPLE VIRTUAL LESSONS: FOUNDATIONAL UNIT

For a sample lesson that includes an English introduction of the learning approach to students new to Hebrew Through Movement, click here: <https://tinyurl.com/HTM-intro-lesson-virtual>

This lesson builds on the introduction of the new terms in the first lesson: <https://tinyurl.com/HTM-foundational-2a-virtual> (fast, slow, in place)

Props and objects are introduced in this one: <https://tinyurl.com/HTM-foundational-2b-virtual> (doll, book, chair)

- The **Holiday and Synagogue Units** introduce and reinforce related concepts and vocabulary. They may be introduced at any age once students have completed Foundational Level Four if working with the virtual edition or Level Five for the normative one.

SAMPLE VIRTUAL LESSON: HOLIDAYS

For a sample of the introduction of Rosh Hashanah vocabulary, click here <https://tinyurl.com/HTM-RoshHashanah-virtual> (*shofar, d'vash, tapu-ah*)

- The **Prayer Unit** 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>

SAMPLE IN-PERSON LESSON: PRAYER AND RITUAL

For an example of HTM being used to teach the words to a ritual, see the *Pesah* video that introduces vocabulary from the Four Questions: <http://www.hebrewthroughmovement.org/pesah.html>.

Or, this lesson that teaches vocabulary from the Sh'ma and reinforces print literacy: <https://youtu.be/hONrCh3LHR8>

The reading of Hebrew print may be reinforced with Hebrew Through Movement learning techniques. By the time the teacher begins to integrate the **Literacy Strand**, the students will usually have completed the Foundational Unit, as well as many of the Holiday, Synagogue and Prayer lessons.

To make it easier for the teacher to create original scripts, vocabulary for each unit is found in charts arranged according to parts of speech. The new vocabulary for each unit is written in **bold**. The printed Foundational charts are cumulative to make it easier for the teacher to incorporate vocabulary from past levels when creating teaching scripts. A sample chart from the original curriculum guide is below:

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	לקום לשבת ללכת לעצור לרוץ לקפוץ להסתובב	כולם קבוצה א' קבוצה ב' (ה)זלת (ה)שולחן (ה)כסא		לאט מהר במקום	אל עכשיו רק לא !
2 nd segment		(ה)מורה (ה)מורה (ה)מדריך (ה)מדריכה			
3 rd segment		(ה)לוח (ה)חלון (ה)רצפה			

The Holiday, Synagogue and Prayer Units are best introduced after students complete Level 4 of the VIRTUAL Foundational Unit. All of the holiday units are optional, and may be introduced in any order but should be connected to the yearly calendar and other curricular areas of study. Note that the holiday units are presented with multiple segments. The intention is that over the course of more than one year, the students will learn the various terms. Each of these units and their segments may be introduced when seasonably appropriate.

THE LEARNING PRINCIPLES BEHIND HEBREW THROUGH MOVEMENT

Hebrew Through Movement principles form the foundation of all learning. They are used in all levels of student learning and modified according to the students' needs. The techniques provide multiple learning pathways to increase memory, thereby enhancing greater internalization and comprehension.

- *The teacher prepares for learning by thinking through and writing out a lesson plan called a "learning script."*
 - Consideration is given in advance to how vocabulary will be introduced – through hand motions, gestures, body language, props, pictures, or some other way.
 - Props and pictures are gathered and placed in a convenient spot for the teacher to access.
 - The timing and pacing of the lesson is thought out in advance.
- *The teacher creates a rich learning environment with pictures and other items at hand.*
 - Authentic props are key to learning! As much as possible, use the "real thing" – for example, classroom and ritual objects. Where needed, feel free to locate and print pictures (children tell us they prefer photographs over drawings or clipart).



PICTURE SOURCE: <http://tinyurl.com/mu8hpx9>
(Jerusalem Marathon)

- *The teacher sets a playful and safe tone in the classroom.*
 - The teacher is upbeat, smiles and laughs.
 - Commands, as appropriate, may be silly ("Put the paper on your head" or "Sit under the table").
 - Children who make mistakes are not made to feel badly.
- *The teacher follows a three-part learning progression. The teacher:*
 - Starts with a warm-up, using previously heard commands, thus reviewing earlier learning. Often old terms are used, but in novel ways. [For example, if children learned the Hebrew word for book in a previous

lesson, the teacher might have a child place one book on the window and then jump over to it.]

- Introduces three new terms, either verb commands, nouns or adjectives.
 - Integrates old and new learning. A variety of commands are given to help integrate the new terms with the previously introduced terms. The teacher needs to be aware of creating appropriate patterns for the commands, while not falling into a predictable pattern.
- *The teacher models first and then opens the commands to everyone. This is a different progression than the in-person recommendations.*
 - This novelty keeps children engaged, both watching and listening.
 - By never asking a student to do a command alone, the social nature of HTM is reinforced and a student who may not know the vocabulary will not be put on the spot.
 - When small groups are “in action,” make sure to limit their segment to 2-3 command sequences, otherwise the rest of the group will lose interest.
 - *The teacher checks comprehension by observing student action and language.*
 - New vocabulary is introduced when approximately 65% of the class comprehends and acts on the old vocabulary, fluently and correctly.
 - In the warm-up and integration learning segments, the teacher stands and observes students, modeling only when necessary. This helps students gain confidence, and breaks their dependence on the teacher. [Yes, it’s perfectly fine for students to watch each other.] It also allows the teacher to identify students who are competent and those that need extra support.
 - *The teacher models new vocabulary in sets of no more than three new terms. The exception is the first lesson, which introduces words in pairs.*
 - Too many new terms becomes overwhelming.
 - Too few items do not prompt learners to think (i.e., with only two choices, the response can only be one or the other).
 - The number of new sets in a session varies with each group.

The teacher should always have the “next set of three new terms” ready to go in case the students are ready to move on.
 - *The teacher has no expectation for any verbal response from students until after a minimum of 10 hours of exposure.*
 - The children’s verbal contributions are never forced.
 - Children will voluntarily and naturally begin to use speech, perhaps in class (though the teacher may need to unmute the virtual learning platform to hear!). Another clue may be that parents report that their children are using Hebrew at home between lessons.
 - Students *will* give indications that they are ready to reverse roles and offer commands to their classmates. For instance, they may speak

spontaneously during the HTM lesson or during informal activities after several months of consistent exposure to Hebrew Through Movement.

- Children who begin to offer verbal responses may be encouraged to reverse roles with the teacher, offering commands for others in the class to follow.

Note that the Hebrew Through Movement model **does not call** for students simultaneously saying or repeating words with the teacher during a lesson. This becomes a distraction to learners who then can't hear vocabulary pronounced clearly and accurately. Just as a baby doesn't repeat words or sentences offered by a more fluent speaker, students listen and respond physically, not orally.

- *The teacher receives all children's responses with enthusiasm.*
 - Model and redirect behavior when children are uncertain about their response.
 - Frequently use words of encouragement, like:

Nice	יָפֵי
Excellent	מְצוּיָן
Very good	טוֹב מְאֹד
Very nice	לְפָה מְאֹד
Well done	כָּל הַכָּבוֹד
Applaud	לְמַחֹא כַפַּיִם
- *The teacher encourages children to support one another.* Hebrew Through Movement is a social learning activity, one that is cooperative, not competitive.
- *Others may reinforce Hebrew Through Movement learning.* HTM may be complemented by other adults that students also come in contact with. When the Judaics teacher and *madrihim* (teen assistants) participate in Hebrew Through Movement lessons with their students, they eventually gain enough language background to use HTM commands organically – to pick up learning supplies, etc. Clergy, educators and other adults powerfully complement student learning by using HTM commands in assemblies or other settings, and reinforcing the Hebrew words for latkes, Hanukkah “donuts,” graggers, and more.

FORMATIVE ASSESSMENT OF TEACHER'S IMPLEMENTATION OF HTM LEARNING PRINCIPLES

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. In his role as Curriculum and Special Programs Coordinator at Larchmont Temple (NY), Ted Dreier developed an incredible rubric to help teachers follow their progression working with the principles, and lucky for us, he was open to sharing. A copy of the rubric, updated after conversation on the Hebrew Through Movement Facebook group², is found on the last three pages of this guide. Note that it was developed for in-person teaching; elements need to be adapted to the virtual environment

The rubric is scored using a very informal rating system borrowed from the Cleveland HTM Community of Practice 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:

- The goal for the lesson observation is identified by the teacher, whether independently or with whomever might be observing.
 - This could be a principle in the rubric that s/he wishes to work on (e.g., to offer some novel commands in the lesson, or perhaps to keep the props better organized). Or,
 - The goal could be unit-specific, for instance to make a connection between the Hebrew command **לְשֹׁבֵת בְּסוּכָה** and the ending of the blessing for sitting/dwelling in a *sukkah* **לֵישֵׁב בְּסֻכָּה**.
- An observer (another teacher or a supervisor) uses a highlighter to indicate the actions/practices 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.

² On Facebook search for “Hebrew Moves Me!”

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.

INTRODUCTION

The Foundational Language Unit lays the groundwork for all subsequent Hebrew Through Movement units. It introduces students to the Hebrew Through Movement method and provides the vocabulary that enables students to move about and to begin to manipulate objects. The Foundational Unit can be introduced at any age level from early childhood on.

לקפוץ



GETTING STARTED

With the children sitting in front of their computers or devices, and with any props you will be using at hand, introduce the program. In English, tell the children that they are going to learn to understand Hebrew by hearing Hebrew, seeing what it means 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). Emphasize that this is going to be a fun and easy way to learn Hebrew! This first day you use English to start, but your goal is to quickly move to all Hebrew.

With pantomime, remind the students to listen to what you say and watch what you do.

- State the command – and then model it.
- After several times, invite everyone to try it with you.

When approximately 65% of the children perform the command without looking at you, it indicates their readiness 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.

SAMPLE VIDEO: STARTING HTM IN A VIRTUAL ENVIRONMENT

View the the teacher’s explanation of HTM in general, and in a virtual environment in particular. <https://tinyurl.com/HTM-intro-lesson-virtual> Stop at 1:27, when the teacher starts introducing the first words in the lesson.

Level 1

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

REMINDER: 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 trip up some teachers.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	לָקוּם לִשְׁבֹּת				
2 nd segment	לָלֶכֶת לְעֲצוֹר לְרוּץ	(ה)מוֹרָה (ה)מוֹרָה כּוּלָם			
3 rd segment	לְקַפּוֹץ לְהִסְתּוֹבֵב				

SAMPLE VIRTUAL LESSON: FOUNDATIONAL UNIT

For a sample of the first lesson, click here:
<https://tinyurl.com/HTM-intro-lesson-virtual>

Sample scripts for Level 1:

1st Segment:

(Before you begin the lesson, be sure you can be seen clearly in the frame of your computer, both sitting and standing)

After your initial introduction to HTM, begin the lesson seated.

Tell the students to listen (point to your ears) and watch (point to your eyes).

Say לָקוּם and stand up.

Say לִשְׁבֹּת and sit down.

Repeat each of these commands two times, while modeling.



Now gesture to all of the students and say כּוֹלָם. Say everyone's name, gesture again and say כּוֹלָם again.

Now have the students join you as you say

כּוֹלָם לְקוּם. כּוֹלָם לְשָׁבֵת.

Now repeat the first command without modeling. Pause for a few seconds. Look at your students. Watch to see which children respond immediately without a visual cue. Now say the command again and do the action. Repeat this pattern for the second command.

Repeat the process above a second time.

Using Zoom will probably require that you model the commands more times to be sure the students are following you.

2nd Segment:

Point to yourself and say מוֹרָה/מוֹרֶה

Point to the students כּוֹלָם and then gesture to listen (point to your ears) and watch (point to your eyes).

Say לְקוּם and get up.

Say לְלַכֵּת and begin to walk. (Stay in camera range) Repeat לְלַכֵּת a few times as you continue to walk.

Say לְעֲצוֹר and stop (optional to include stop with a hand signal.)

Repeat לְלַכֵּת and לְעֲצוֹר as you model the actions two to four times.

Now gesture to the students and say כּוֹלָם לְקוּם

Say לְעֲצוֹר לְלַכֵּת לְלַכֵּת and repeat the actions with the students.

Continue to say לְעֲצוֹר לְלַכֵּת לְלַכֵּת

Pause for a few seconds before modeling the action with your students. Look at your students. Watch to see which children respond immediately without a visual cue. Now say the command again and do the action.

After the third repetition say כּוֹלָם לְשָׁבֵת

Say מוֹרָה/מוֹרָה and 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 לְעֶצוֹר and stop.

Repeat this sequence two more times.

Say כּוֹלֵם לָקוּם Add gestures only as needed

Say

לָרוּץ לָרוּץ לְעֶצוֹר

Pause for a few seconds before modeling the action with your students. Look at your students. Watch to see which children respond immediately without a visual cue.

Repeat the command two more times and do the action.

Now say כּוֹלֵם לְשָׁבֵת

Now integrate the new terms with the old terms:

כּוֹלֵם לָקוּם, כּוֹלֵם לָרוּץ, לְעֶצוֹר, כּוֹלֵם לְלָכָת, לְעֶצוֹר, לְלָכָת, לָרוּץ, לְעֶצוֹר, לְשָׁבֵת

3rd Segment:

By now, you should have an idea of how to introduce new commands. Introduce לְקַפּוֹץ³ and לְהִסְתוֹבֵב based on the sample scripts from the first two segments.

Remember to work with the vocabulary words in many different combinations so that they become internalized by the students. **Sufficient practice in many different combinations** is a key to success in Hebrew Through Movement.

³ Among HTM users there is an eternal debate about this word being pronounced לְקַפּוֹץ or לְקָפוּץ. An explanation is provided in this video: <http://tinyurl.com/krnaw69> (also found on the Teacher Video Tips page of the HTM website). The JECC 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.



Pacing of lessons is always a challenge. Remember to add more vocabulary after 65% of the students demonstrate understanding of words they are working with. It will generally take three 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 few weeks, move on by introducing new vocabulary. Circle back to the words students didn't learn. Hebrew Through Movement is supposed to be fun and energizing – keep it so!

Level 2

Level 2 introduces some adverbs to allow teachers to modify actions and the first set of nouns. Students will be called by name to address small groups of the class. The Zoom format does not easily allow for the usual *kvutzah aleph/kvutzah bet* grouping.

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

REMINDER: Beginning in Level 2 - The teacher follows a three-part learning progression.

The teacher:

- **Starts with a warm-up, using previously heard commands, thus reviewing earlier learning.** The teacher uses this warm up as an opportunity for assessment. Only verbal cues are given at first. The teacher will follow up with saying the command and doing the action after noting which students have successfully responded. Students need to feel successful. If you see that they are hesitant, model the correct behavior for them. If you notice the group becoming restless, vary the pace, change the number of active participants, and/or introduce a humorous command.
- **Introduces three new terms, either verb commands, nouns or adjectives.**
- **Integrates old and new learning.**

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	לְקוּם לְשֵׁבֶת לְלַכֵּת לְעַצוֹר לְרוּץ לְקַפּוֹץ לְהִסְתּוֹבֵב	הַמּוֹרָה הַמּוֹרָה כּוּלָם		לְאֵט מְהֵר בְּמָקוֹם	
2 nd segment		הַבּוֹבָה* הַסֶּפֶר/סֶפְרִים הַכִּיסָא*			אֶל עִבְשִׁיו רַק לֹא !

Sample scripts for Level 2:

1st Segment: Introduction of new terms

SAMPLE VIRTUAL LESSON:

This lesson builds on the introduction of the new terms in the first lesson: <https://tinyurl.com/HTM-foundational-2a-virtual> (fast, slow, in place)

Reinforce differentiation in pace by introducing the words לָאֵט and מְהֵרָה, using a tambourine or other percussion instrument to reinforce the difference in these words.

Say לָקוּם and get up.

Say לָלֶכֶת and begin walking.

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

Say לָלֶכֶת לָאֵט and begin walking slowly (in an exaggerated way).

Say לָלֶכֶת בַּמָּקוֹם and begin walking in place.

Repeat the new terms above but switch the order of presentation

לָלֶכֶת לָאֵט
לָלֶכֶת בַּמָּקוֹם
לָלֶכֶת מְהֵרָה

Repeat the new terms in a different order once again

לָלֶכֶת בַּמָּקוֹם
לָלֶכֶת מְהֵרָה
לָלֶכֶת לָאֵט

Now invite the entire class to follow these commands. Be sure to observe the gallery view. Notice the percentage of the students who begin to respond to the verbal cue only.

. כּוּלָם לָקוּם . לָלֶכֶת . לָלֶכֶת מְהֵרָה . לָלֶכֶת בַּמָּקוֹם . לָלֶכֶת לָאֵט . לַעֲצוֹר .

Continue to give commands replacing לָלֶכֶת with the other verbs. Intermittently command them to stop לַעֲצוֹר. In the Zoom setting the use of בַּמָּקוֹם will allow you to continue to use the various verbs while maintaining a safe environment, for example:

לְרוֹץ מֵהַר בְּמָקוֹם

Be sure to interject words of encouragement:

מְצוּיָן, טוֹב מְאֹד, כָּל הַכָּבוֹד!

And clap your hands:

לְמַחֹא כַפַּיִים

From the very beginning, vary the terms that children know. Be mindful to create many different commands and change the order of the terms used. Give commands to the whole class and work with groups.

In the Zoom setting, you need to call the students by name to make a group. For example call on three students by name and then give the command:

לְקַפֹּץ מֵהַר

Then call on three different students by name and give the command:

לְהִסְתוֹבֵב לְאַט

Continue with various commands for different groups creating as many new commands using all of the terms introduced until this point. Be sure to give no more than three or four commands to each group.

You are ready to move on to a new segment when 65% of the children can respond quickly and accurately to the commands in the segment.

2nd Segment: Introduction of new terms

When introducing nouns, we ideally want authentic objects to be used. Photographs on cards are the next best option to choose. The authentic objects chosen for this module should be available in the student's home. Students should place the three objects in the room not right near their camera but in view of the camera.



(ה)בוֹבֵה*

Any doll, action figure or stuffed animal (ideally with arms and legs) can be used.

(ה)כִּיֶּסֶא*

Any chair that the student can sit on (and easily move) should be available in their learning space.



SAMPLE VIRTUAL LESSON:
 Props and objects are introduced in this video:
<https://tinyurl.com/HTM-foundational-2b-virtual> (doll, book, chair)

Do not introduce the *Hey* directly. This definite pronoun becomes **understood in context**. In the beginning we want to have multiple correct responses so we would say, “Go to a chair” allowing children to go to any chair in the room. Use “ה” in front of a noun when there really is *only one* of the objects in the room, or if the command needs to be specific, as in “go to the chair near the door” or “go to a chair and now touch the chair.”

The teacher should have three examples for each of the new terms.

בוֹבֵה סִפֵּר כִּיסָא

The teacher says the term for an object while holding it up or gesturing at it. Repeat this action three times using a different example for each time the term is said during the introduction. For Zoom the teacher should place one of each object away from the table that is closest to the camera after the last introduction in preparation of the next step.

Now invite the students to follow new commands that use old terms with the new ones while the teacher models the actions for the first set.

כוּלָם לָקוּם
 לְקַפוֹץ אֶל בוֹבֵה.

עֲכָשְׂיוּ לְרוֹץ לְאֵט אֶל כִּיסָא.
לְלַכֵּת מֵהָר אֶל סִפֵּר .

Continue to give commands that use as many of the old terms with the new terms. Be careful not to fall into a regular pattern that will allow the students to predict your next command. Pause briefly before doing the action and notice which students are following just the verbal command. Then join in with doing the action as you repeat the command.

לְרוֹץ לְאֵט אֶל הַכִּיסָא. לְשַׁבֵּת. לְקוּם. לְהִסְתוֹבֵב בַּמְקוֹם. לְעֲצוֹר. לְלַכֵּת מֵהָר אֶל בּוּבָה.

Add some small words in context and without explanation

עֲכָשְׂיוּ לֹא וְ רַק

Examples:

לְקַפּוֹץ אֶל סִפֵּר וְאֶל בּוּבָה.

לְרוֹץ אֶל כִּיסָא. << לֹא לְשַׁבֵּת. *shake your head "no"*

לְעֲצוֹר וּלְהִסְתוֹבֵב. עֲכָשְׂיוּ, לְשַׁבֵּת.

Continue with various commands for different groups calling the students by name. Say רַק and repeat the names. Then give the commands. Limit the number of commands you give to each group to 3 or 4 and then switch to another group. Create as many new commands using all of the terms introduced until this point.

You are ready to move on to a new segment when 65% of the students can respond quickly and accurately to the commands in the segment.

At this point, it would be helpful for you to try your hand at writing a script for a group of children with whom you are working. Write out your commands and then practice saying them until they come fluently and naturally.

Take the time to write practice scripts before each lesson, making sure to begin with a warm up of previously learned terms and then introduce new terms appropriately. Pay special attention to using terms in novel ways.

Writing scripts is not as easy as one may think, so stick to it! Feel free to check your grammatical usage with someone else who knows Hebrew better than you. And, save your scripts for future reference.

Level 3

Level 3 introduces more nouns and verbs, as well as some smaller words and word parts that are incorporated without direct instruction.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	לָקוּם לְשַׁבֵּת לְלַכֵּת לְעַצוֹר לְרוּץ לְקַפוֹץ לְהִסְתַּוֵּבֵב *לְהִצְבִּיעַ עַל... *לְהִצְבִּיעַ אֶל... לְגַעַת ב... לְשִׁים ...עַל	(ה)מוֹרָה (ה)מוֹרָה כּוֹלָם (ה)בּוֹבָה (ה)סְפָר/סָפָה רִים (ה)כִּיסָא מְסָדָה			לָאֵט מְהֵרָה בְּמָקוֹם עַל עַל-יָד תַּחַת
2 nd segment		רֹאשׁ בָּטוֹן אֹזֶן \ אֲזֵנַיִם	<<note that the kahmatz under אֲזֵנַיִם is pronounced "oh" (e.g., ohz-nayim)		קָרוֹב רְחוֹק

לְהִצְבִּיעַ עַל* is used when pointing to something close by

לְהִצְבִּיעַ אֶל* is used when pointing to something at a distance
 (In the Zoom format it is too difficult to effectively use this term.)

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.

The word for screen (מְסָדָה) is introduced here along with the words for near (קָרוֹב) and far (רְחוֹק) so that you could add some novelty to your lessons. You might say:

- לְרוּץ קָרוֹב לְמְסָדָה.
- לְשִׁים אֶף עַל הַמְּסָדָה.
- לְהִסְתַּוֵּבֵב רְחוֹק מִהַמְּסָדָה.

Sample scripts for Level 3:

Remember to start each lesson with a warm up.

During the warm up the teacher gives commands while using only those terms that have already been introduced. The teacher uses this warm up as an opportunity for assessment. Only verbal cues are given at first. The teacher follows up with saying the command and doing the action after noting which students have successfully responded. Students need to feel successful. If you see that they are hesitant, model the correct behavior for them. If you notice the group becoming restless, vary the pace, change the number of active participants, and/or introduce a humorous command.

1st Segment: Introduction of new terms

Be intentional and use exaggerated movements to introduce this next set of verbs. Say each verb and do the action. You will repeat this three times. Use a different object for each set of the verbs and change the order of the verbs for the second and third rounds.

לְגַעַת בְּבוּבָה. לְהַצְבִּיעַ עַל בּוּבָה. לְשִׁים בּוּבָה עַל- יָד סִפָּר
 לְהַצְבִּיעַ עַל סִפָּר. לְגַעַת בְּסִפָּר. לְשִׁים סִפָּר תַּחַת בּוּבָה.
 לְגַעַת בְּכִיסָא. לְהַצְבִּיעַ עַל כִּיסָא. לְשִׁים בּוּבָה עַל כִּיסָא.

Now invite the students to follow the simple new commands listed above. Change the sequence of how you give them. Remember to pause a moment before doing the action to notice which students are following through with only the verbal cue. Continue to repeat the command until everyone has joined in successfully.

Proceed to give more commands that use old terms with the new ones. At this point you may continue with the whole group or call on groups of students to follow 3-4 commands and then switch to a different group. It is important to give students an opportunity to watch other students without joining. However, be mindful to keep up the pace and not have kids just sitting too long without doing.

Examples:

כּוּלָם לְקוּם. לְהַסְתוּבָב לְאַט אֶל כִּיסָא וְלְגַעַת בְּכִיסָא.
 לְלַכֵּת מֵהָר אֶל סִפָּר. וְעַכְשָׁיו לְהַצְבִּיעַ עַל הַסִּפָּר.
 לְקַפּוֹץ אֶל בּוּבָה. לְשִׁים אֶת הַבוּבָה עַל סִפָּר.

Continue with various commands for different groups creating as many new commands using all of the terms introduced until this point. You are ready to move on to a new

segment when 65% of the students can respond quickly and accurately to the commands in the segment.

2nd Segment: Introduction of new terms

ראש בֶּטֶן אוֹזֵן

The teacher says the term for a part of the body gesturing at it. Repeat the group of terms for a total of three times. Present them in a different order each time.

Now invite the students to follow various new commands that incorporate the new terms with the old terms. Be sure to include some unexpected commands.

Examples:

לְגַעַת בְּפִיסָא. לְשִׁים רֹאשׁ עַל פִּיסָא.

לְלַכֵּת מֵהָר אֶל בּוֹבָה וְלְשִׁים בּוֹבָה עַל הַבֶּטֶן.

לְהַסְתּוֹבֵב לְאֵט אֶל סִפֵּר וְלְשִׁים סִפֵּר עַל אוֹזֵן.

Continue with various commands for different groups creating as many new commands using all of the terms introduced until this point. You are ready to move on to a new segment when 65% of the students can respond quickly and accurately to the commands in the segment.

Level 4

For this level and all that follow, continue with the procedures outlined earlier. Increase the number of chains in a command. Try to say the unexpected. Modify the commands according to the capacity of the children as determined by your observations.

Continue to introduce three new vocabulary terms at a time. Be sure to use new words with previously learned terms.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st Segment	לָקוּם לְשַׁבֵּת לְלַכֵּת לְעָצוֹר לְרוּץ לְקַפּוֹץ לְהִסְתּוֹבֵב לְהִצְבִּיעַ עַל-... *לְהִצְבִּיעַ אֶל-... לְגַעַת ב-... לְשִׁים... עַל לְהָרִים לְהוֹרִיד לְקַחַת	כּוֹלֵם (ה)מוֹרָה (ה)מוֹרָה (ה)בוֹבָה (ה)סִפְרָא סִפְרִים (ה)כִּיסָא ראש בָּטוֹן אוֹזוֹן \ אֶזְנַיִם מְסָדָּה	קָרוֹב רְחוֹק	לְאֵט מְהֵר בְּמָקוֹם	אֶל עִכְשָׁיו רַק לֹא וְ עַל עַל- יָד תַּחַת
2 nd Segment		יָדָא \ יָדַיִם רַגְלָא \ רַגְלַיִם עֵינָא \ עֵינַיִם			
3 rd Segment		פָּה כְּתִפַּיִם טוֹשׁ			

Sample scripts for Level 4:

Remember to start each lesson with a warm up.

1st Segment: Introduction of new terms

לקחת בובה. להרים בובה. להוריד בובה.
לקחת ספר. להרים ספר. להוריד ספר.
לקחת פיסא. להרים פיסא. להוריד פיסא.

Now invite the students to follow the simple new commands listed above. Change the sequence of how you give them. Remember to pause a moment before doing the action to notice which students are following through with only the verbal cue. Continue to repeat the command until everyone has joined in successfully.

Proceed to give more commands that use old terms with the new ones. At this point you may continue with the whole group or call on groups of students to follow 3-4 commands and then switch to a different group. It is important to give students an opportunity to watch other students without joining. However, be mindful to keep up the pace and not have kids just sitting too long without doing.

Some examples:



להוריד את הראש
להרים את הראש
לשים את הראש תחת פיסא
להצביע על הבטן
לשים בובה על-גד ספר

2nd Segment: Introduction of new terms

גד \ ידדים
רגל \ רגליים
עין \ עיניים

Say the term for a part of the body and gesture at it. First the singular and then the plural for each pair. Repeat the group of terms for a total of three times. Present them in a different order each time.

Proceed to give more commands that use old terms with the new ones. At this point you may continue with the whole group or call on groups of students to follow 3-4

commands and then switch to a different group. It is important to give students an opportunity to watch other students without joining. However, be mindful to keep up the pace and not have kids just sitting too long without doing.

Some examples:

לְשִׁים אֶת הַיָּדַיִם עַל הָאֲזְנוֹתַיִם
 לְהָרִים אֶת הַיָּדַיִם וְלְשִׁים אֶת הַיָּדַיִם עַל הָרַגְלַיִם
 לְהָרִים רֶגֶל וְלְשִׁים אֶת הָרַגֶּל עַל הַפִּיסָא. עֲכָשְׂיוּ לְהוֹרִיד אֶת הָרַגֶּל.
 לְשִׁים אֶת הַיָּדַיִם עַל הָעֵינַיִם.

3rd Segment: Introduction of new terms

פֶּה
 קְתַפֵּיִם
 טוֹשׁ

Body parts are introduced as above and there should be three different examples of a colored marker.

Proceed to give more commands that use old terms with the new ones.

Be sure to include commands that will be entirely unexpected and that will provide entertainment and humor such as directing a child to place a marker on the chair and then sit on the marker.

לְשִׁים אֶת הַיָּדַיִם עַל הַפֶּה. לְהוֹרִיד אֶת הַיָּדַיִם.
 לְהָרִים טוֹשׁ וְלְשִׁים טוֹשׁ עַל הַקְּתַפֵּיִם.
 לְהָרִים טוֹשׁ וְלְשִׁים אֶת הַטוֹשׁ עַל הַפִּיסָא. עֲכָשְׂיוּ לְקוֹם.
 לְקַחַת טוֹשׁ וְלְקַפוֹץ אֶל בּוֹבָה. לְשִׁים טוֹשׁ עַל הַבוֹבָה.

Role Reversal:

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

When this happens, ask for volunteers to give the commands. Encourage students to participate, but only call on those who volunteer. Ask them to speak loudly. Do not correct for pronunciation. If you understand the meaning, lead the other students in performing the command while you say the command again in its proper pronunciation. You will be surprised to find that some students will utter commands in new combinations - ones that they have not heard from you.

Note that student speaking is *not* necessary for this program to work in Jewish educational settings - but speaking does enhance recall.

At this point, the students know enough vocabulary that you may introduce *Shabbat 1, Rosh Hashanah* and *Yom Kippur*, and/or *Hanukkah*, as is seasonally appropriate. We have an example of a virtual Rosh Hashanah lesson in that part of this curriculum guide.



While Hebrew Through Movement is NOT a version of “Simon Says” (שְׁמַעוֹן אוֹמֵר) it is possible to play the game after completing one’s formal lesson. שְׁמַעוֹן 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:

שְׁמַעוֹן אוֹמֵר לְהַצְבִּיעַ עַל הַבֶּטֶן

Do NOT simply say עַל הַבֶּטֶן

At this level, and beyond, the levels are not divided into segments.

Level 5

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוּם	פּוֹלֵם	קָרוֹב	לְאֵט	אֶל
לְשַׁבֵּת	(ה)מוֹרָה	רְחוֹק	מְהֵרָה	עֲכָשָׁיו
לְלַכֵּת	(ה)מוֹרָה		בְּמִקּוֹם	רַק
לְעַצוֹר	(ה)בוֹבָה			לֹא
לְרוֹץ	(ה)סִפָּר \ סִפָּרִים			וְ
לְקַפּוֹץ	(ה)כִּיסָא			עַל
לְהִסְתוֹבֵב	רֹאשׁ			עַל-יָד
לְהַצְבִּיעַ עַל...	בֶּטֶן			תַּחַת
לְהַצְבִּיעַ אֶל...	אוֹזֵן \ אֲזַנָּיִים			
לְגַעַת ב...	יָד \ יָדָיִים			
לְשִׁים... עַל	רֶגֶל \ רַגְלָיִים			
לְהָרִים	עֵין \ עֵינָיִים			
לְהוֹרִיד	פֶּה			
לְקַחַת	כַּתְּפָיִים			
	עֶפְרוֹן			
לְצַיֵּיר	טוֹשׁ	בְּצַבֵּעַ*		
לְתַת	מַסָּדָה	כְּחוֹל		
		אֲדוּם		
		יָרוֹק		
		צָהוּב		
		חוּם		
		שָׁחוּר		
		לָבָן		

*At this point, be sure to only use colors after the word בְּצַבֵּעַ because matching the gender of nouns with the correct adjective is too complex for the students at this level of Hebrew Through Movement learning.

Some examples of commands for this level:

לְקַחַת נֵיר
 לְהָרִים טוֹשׁ בְּצַבֵּעַ כְּחוֹל
 עֲכָשָׁיו לְצַיֵּיר בְּצַבֵּעַ כְּחוֹל עַל הַנֵּיר
 לְתַת נֵיר וְסִפָּר בְּצַבֵּעַ כְּחוֹל לְבוֹבָה

Once students learn לְקַחַת and לְתַת they generally have enough vocabulary for all the holidays (as are seasonally appropriate), the Synagogue Unit and all the prayers and blessings.

Level 6

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוּם	כּוּלָם	קָרוֹב	לְאֵט	אֶל
לְשַׁבֵּת	(ה)דָּלֶת	רְחוֹק	מְהֵרָה	עֲכָשְׁיוּ
לְלַכֵּת	(ה)שׁוּלְחָן	בְּצָבֵעַ	בְּמָקוֹם	רַק
לְעַצוֹר	(ה)כֶּסֶף	כְּחוֹל		לֹא
לְרוּץ	(ה)מוֹרָה	אָדוּם		וְ
לְקַפּוֹץ	(ה)מוֹרָה	יָרוֹק		עַל
לְהַסְתּוֹבֵב	(ה)מִדְרִיךְ	צָהוּב		עַל-יָד
לְהַצְבִּיעַ עַל...	(ה)מִדְרִיכָה	חוּם		תַּחַת
לְהַצְבִּיעַ אֶל...	(ה)לוּחַ	שְׁחוֹר		
לְגַעַת ב...	(ה)חֲלוֹן	לָבוֹן		
לְהָרִים	(ה)רְצֵפָה			עִם
לְהוֹרִיד	יָדָא \ יָדַיִם			
לְשִׂים עַל...	רֵאשׁ			
לְקַחַת	רָגֵל \ רַגְלַיִם			
לְתַת	עֵין \ עֵינַיִם			
	בָּטוֹן			
	אֶזֶן \ אֲזַנַּיִם			
	פֶּה			
	כְּתַפֵּיִם			
	עֶפְרוֹן			
	סֵפֶר \ סִפְרִים			
	טוֹשׁ			
	מָסַךְ			
	נֵיר			
			קְדִימָה	
			אַחֲרָה	
			פֶּה	
			שֵׁם	
*לְקַרֹּא				
*לְכַתּוֹב ב...				

*Use לְכַתּוֹב בְּטוֹשׁ, לְכַתּוֹב בְּעֶפְרוֹן, לְכַתּוֹב בַּסֵּפֶר...in the context of both לְכַתּוֹב בַּסֵּפֶר as well as לְכַתּוֹב בְּטוֹשׁ.

Some examples of commands for this level:

לְלַכֵּת קְדִימָה. עֲכָשְׁיוּ, לְלַכֵּת אַחֲרָה

לְשַׁבֵּת פֶּה. עֲכָשְׁיוּ לְקוֹם וְלִשְׁבֵּת שֵׁם

לְקַרְוֵא בְּסִפָּר

לְכַתּוֹב בְּטוֹשׁ בְּצַבֵּעַ אָדוּם

לְכַתּוֹב בְּסִפָּר בְּעֶפְרוֹן

Students know enough vocabulary that you may introduce any of the holiday levels, as are seasonally appropriate. Additionally, the students have enough vocabulary for the Synagogue and Prayer units.



Level 7 - Singulars with Adjectives

Verbs	Nouns	Adjectives	Adverbs	Misc.
לָקוּם	כּוּלָם	קָרוֹב	לְאֵט	אֶל
לְשַׁבֵּת	(ה)דָּלַת	רְחוֹק	מִהֵר	עֵכָשׁוּ
לְלַכֵּת	(ה)שׁוּלְחָן	בְּצָבֵעַ	בְּמָקוֹם	רַק
לְעַצוֹר	(ה)כֶּסֶף	כָּחוּל	קְדִימָה	לֹא
לְרוּץ	(ה)מוֹרָה	אָדוּם	אַחֲרָה	וְ
לְקַפּוֹץ	(ה)מוֹרָה	יָרוֹק	יְמִינָה	עַל
לְהַסְתּוֹבֵב	(ה)מִדְרִיךְ	צָהוּב	שְׂמאַלָה	עַל-יָד
לְהַצְבִּיעַ עַל...	(ה)מִדְרִיכָה	חוּם	פֶּה	תַּחַת
לְהַצְבִּיעַ אֶל...	(ה)לוּחַ	שְׁחוֹר	שֵׁם	עִם
לְגַעַת ב...	(ה)חֲלוֹן	לָבוֹן		
לְהָרִים	(ה)רְצֵפָה			
לְהוֹרִיד	יָד \ יָדַיִם			
לְשִׁים עַל...	רֹאשׁ			
לְקַחַת	רֶגֶל \ רַגְלַיִם			
לְתַת	עֵין \ עֵינַיִם			
לְקַרֹּא	בָּטוֹן			
לְכַתּוֹב ב...	אֶזֶן \ אֶזְנַיִם			
	פֶּה			
	כְּתֻפִּים			
	עֶפְרוֹן			
	סֵפֶר \ סִפְרִים			
	טוֹשׁ			
	מָסַךְ			
	נֵיר	גָּדוֹל \ גְּדוּלָה		
		קָטָן \ קְטַנָּה*		

*Introducing students to adjectives also introduces them to gender differentiation.

Adjectives are introduced only after students have a significant number of nouns they can manipulate. Some of these nouns can come from the Foundational Language Unit, however, many of the nouns that they know from this unit are irregular in either their gender or their plurals. Therefore, it is recommended that adjectives *not* be introduced until the students know some holiday and/or synagogue words as well. Care should be taken to use only words that are regular (i.e., one should introduce סֵפֶר גָּדוֹל and not אֶזֶן גְּדוּלָה because the former is regular, while the latter sounds as if it should take the

masculine adjective, when in fact it does not). To determine which nouns are and are not regular, see Appendix A (page 45).

For example, the teacher might introduce:

חֵלָה גְדוּלָה \ חֵלָה קְטַנָּה

חֲנֻכָּה גְדוּלָה \ חֲנֻכָּה קְטַנָּה

לְבִיבָה גְדוּלָה \ לְבִיבָה קְטַנָּה

שׁוֹפָר גְדוּל \ שׁוֹפָר קָטָן

לוּלָב גְדוּל \ לוּלָב קָטָן

דָּגָל גְדוּל \ דָּגָל קָטָן

סֵפֶר גְדוּל \ סֵפֶר קָטָן

כֶּסֶף גְדוּל \ כֶּסֶף קָטָן



Level 8 - Plurals with Adjectives

Verbs	Nouns	Adjectives	Adverbs	Misc.
לְקוּם	כּוּלָם	קָרוֹב	לְאַט	אֶל
לְשַׁבֵּת	קְבוּצָה א'	רְחוֹק	מִהֵר	עֵכָשׁוּ
לְלַכֵּת	קְבוּצָה ב'	בְּצִבֵּעַ	בְּמָקוֹם	רַק
לְעַצוֹר	(ה)דִּלְת	כְּחוּל	קְדִימָה	לֹא
לְרוּץ	(ה)שׁוּלְחָן	אָדוּם	אֲחוֹרָה	וְ
לְקַפּוֹץ	(ה)כֶּסֶּא	יָרוֹק	יְמִינָה	עַל
לְהִסְתוֹבֵב	(ה)מּוֹרָה	צָהוּב	שְׂמאלָה	עַל-יָד
לְהִצְבִּיעַ עַל...	(ה)מּוֹרָה	חוּם	פֹּה	תַּחַת
לְהִצְבִּיעַ אֶל...	(ה)מִדְרִיךְ	שְׁחוֹר	שָׁם	עִם
לְגַעַת ב...	(ה)מִדְרִיכָה	לְבוֹן		
לְהָרִים	(ה)לוּחַ	גָּדוֹל \ גְּדוּלָה		
לְהוֹרִיד	(ה)חֲלוֹן	קָטָן \ קְטַנָּה		
לְשִׁים עַל...	(ה)רְצִפָּה			
לְקַחַת	יָד \ יָדַיִם			
לְתַת	רֹאשׁ			
לְקַרֹּא	רֶגֶל \ רַגְלַיִם			
לְכַתּוֹב ב...	עֵין \ עֵינַיִם			
	בֶּטֶן			
	אֶזְנוֹ \ אֶזְנוֹתַיִם			
	פֶּה			
	כַּתְּפַיִם			
	עַפְרוֹן			
	סֶפֶר \ סִפְרִים			
	טוֹשׁ			
	מָסַךְ			
	נֶר			
		גְּדוּלִים \ גְּדוּלוֹת		
		קְטַנִּים \ קְטַנוֹת		

Adjectives in the plural are introduced only after students have a significant number of nouns they can manipulate and after they have encountered gendered adjectives in the singular (Level 7). As in Level 7, some of the nouns that they can manipulate come from the language unit, however, many of the nouns that they know from this unit are irregular in either their gender or their plurals, and so it is recommended that adjectives in the plural not be introduced until the students know some holiday and/or synagogue words as well. Care should be taken to use only words that follow similar patterns

and have regular endings. To determine which nouns are and are not regular, see Appendix A (page 45).

For example, the teacher might introduce:

כפּוֹת גְּדוּלוֹת \ כפּוֹת קְטָנוֹת
 חלּוֹת גְּדוּלוֹת \ חלּוֹת קְטָנוֹת
 מְצוֹת גְּדוּלוֹת \ מְצוֹת קְטָנוֹת
 סְפָגְנוֹת גְּדוּלוֹת \ סְפָגְנוֹת קְטָנוֹת
 סְפוֹת גְּדוּלוֹת \ סְפוֹת קְטָנוֹת
 סְפָרִים גְּדוּלִים \ סְפָרִים קְטָנִים
 דְּגָלִים גְּדוּלִים \ דְּגָלִים קְטָנִים
 סְבִיבוֹנִים גְּדוּלִים \ סְבִיבוֹנִים קְטָנִים
 אֶתְרוֹגִים גְּדוּלִים \ אֶתְרוֹגִים קְטָנִים
 תְּפוּחִים גְּדוּלִים \ תְּפוּחִים קְטָנִים



Picture Source: <http://tinyurl.com/ktxxo7f>

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

נְקֵבָה	אֶזְנוֹ (אֶזְנוֹיִם)
נְקֵבָה	בֶּטֶן
נְקֵבָה	דָּלֶת (דָּלֶתוֹת)
זָכָר	חֵלוֹן (חֵלוֹנוֹת)
זָכָר	טוֹשׁ (טוֹשִׁים)
נְקֵבָה	יָד (יָדַיִם)
זָכָר	כּוֹלֵם
זָכָר	כֶּסֶּא (כֶּסֶּאוֹת)
נְקֵבָה	כֶּפֶה (כֶּפֶאוֹת)
נְקֵבָה	כֶּתֶפִים
זָכָר	לוּחַ (לוּחוֹת)
זָכָר	מְדֻרֵיךְ (מְדֻרֵיכִים)
נְקֵבָה	מְדֻרֵיכָה (מְדֻרֵיכוֹת)
נְקֵבָה	מוֹרָה (מוֹרוֹת)
זָכָר	מוֹרֵה (מוֹרִים)
זָכָר	סֵפֶר (סֵפָרִים)
נְקֵבָה	עֵין (עֵינַיִם)
זָכָר	עֶפְרוֹן (עֶפְרוֹנוֹת)
זָכָר	פֶּה (פִּיּוֹת)
זָכָר	רֹאשׁ (רֹאשִׁים)
נְקֵבָה	רֶגֶל (רֶגְלַיִם)
נְקֵבָה	רֶצֶף
זָכָר	שׁוֹלְחָן (שׁוֹלְחָנוֹת)

The Holiday Unit



The only unit included in this virtual edition is Rosh Hashanah. Other lessons may be introduced later, but with previous teaching experience, teachers should be able to develop new lessons for the virtual environment.

Check the original curriculum guide for vocabulary and script ideas for all holidays.

Note that all vocabulary in the Holiday unit are pronounced, translated and posted to the 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>

In addition, on the right side of each of the HebrewThroughMovement.org holiday webpages (example, above), teachers will find a video explaining grammatical issues that trip up non-fluent Hebrew speakers.

ראש השנה ויום כפור

(Students should have already completed Foundational Level 4 in the virtual curriculum to begin this unit)
 Terms marked with * may already be familiar to your students from other experiences.

	Verbs	Nouns	Adjectives	Adverbs
Level 1	<p>לְבַרֵךְ לֵאכּוֹל לְתַת</p>	<p>שׁוֹפָר* תְּפוּחַ חֶלֶה* דְּבִשׁ כְּרִטִּיס רֵאשׁ הַשָּׁנָה* מַחְזוֹר* סְדוּר*</p>	<p>טוֹב \ טוֹבָה עֲגוּלָה</p>	
Level 2	<p>לְשִׁמוֹעַ לְתַקּוֹעַ</p>	<p>קוֹל תְּקִיעָה שְׁבָרִים תְּרוּעָה</p>		
Optional Level 3	<p>לְעֲשׂוֹת לְתַת</p>	<p>תְּשׁוּבָה* צְדָקָה*</p>		
Level 4	<p>לְשִׁתּוֹת לְצוּם</p>	<p>צוּם</p>		

Props are an integral part of the holiday units. Gathering a collection ahead of time is necessary when the lesson is in the classroom. When teaching HTM on Zoom the teacher (hopefully with support from the school director) will need to prepare a collection of props for student use at home. Parents should receive a list of items that may already be in the home (e.g., honey, apple) to be used during the lessons. A set of picture cards should be sent ahead of time by the school. [Check here for ones you may download: <https://www.hebrewthroughmovement.org/rosh-hashanah--yom-kippur.html>]

Gather all of your props/pictures so you have them nearby and hold each one CLOSELY to the camera as you begin your lesson. Remember to gather different kinds of examples of each item. This is a crucial aspect to help students understand that the term is not just about one very specific example. When teaching תְּפִיחַ children should understand that apples come in many varieties and colors but they are all called תְּפוּחַ.

SAMPLE VIRTUAL LESSON: ROSH HASHANAH

For a sample of the introduction of Rosh Hashanah vocabulary, click here
<https://tinyurl.com/HTM-RoshHashanah-virtual> (*shofar, d'vash, tapu-ah*)

Level 1 Introducing vocabulary

Gather several different kinds of שופרות, apples of different sizes and colors, and braided and round חלה on a table. ⁴

Point to the שופר and say

שופר

Point to braided חלה and say

חלה של שבת

Point to the round חלה, pantomime “round,” and say

חלה עגולה

Point to the apple and say

חלה של ראש השנה

תפוח

Repeat the introduction of the new terms in a different order and hold up a different example for each of the terms. Ideally we introduce the new terms three times, being sure to change the order of presentation and when possible using a different example of prop for each term.

Proceed to integrate the new terms with old terms.

⁴ While there are four different objects, the חלה and שופר should already be familiar to the students.

Level 1, Script 1

Say and model actions. Be sure to place the objects near the camera as you do each action.

לְהַרְיֵם שׁוֹפָר

לְהַצְבִּיעַ עַל תַּפּוּחַ

לְגַעַת בְּחֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה

Direct students to follow the commands listed above while you repeat them in a different order. Continue to have them do a variety of actions with the items that they have gathered using previous patterns of commands.

Level 1, Script 2

To your demonstration table, add honey, greeting cards, and at least two copies of both a *mahzor* and a *siddur*. The students should be provided cards with pictures of these items to use in their homes and placed around their room to walk to.

Point to the honey and say

דְּבַשׁ

Point to the greeting card and say

כַּרְטִיס שָׁנָה טוֹבָה

This may be a difficult set of words to reinforce in a virtual setting, but you may have some ideas>>> Hold up the *mahzor* and say מַחְזֹר. Hold up the *siddur* and say סִדּוּר. Now tell the students in English (very briefly) that they are both prayerbooks, but that a מַחְזֹר is a special prayerbook used for *Rosh Hashanah* and *Yom Kippur*.

Have children perform several actions with the new items and then with the new and old items following patterns used earlier. Continue to use as many terms as possible from previously introduced foundational units.

Level 1, Script 3

Say and model

לְהַרְיֵם כַּרְטִיס שָׁנָה טוֹבָה

לְהוֹרִיד כַּרְטִיס שָׁנָה טוֹבָה

לְהַרְיֵם כַּרְטִיס שָׁנָה טוֹבָה

לִלְכֵת אֶל בּוֹבָה וְלִתֵּת כַּרְטִיס שָׁנָה טוֹבָה לְבוֹבָה

Level 1, Script 4

Model and say

לְהָרִים דָּבֵשׁ

לְהָרִים תְּפוּחַ

לְשִׁים תְּפוּחַ בְּדָבֵשׁ

לְהָרִים חֶלֶה

לְשִׁים חֶלֶה בְּדָבֵשׁ

Call on two or three children and say:

לְהָרִים תְּפוּחַ.

לְשִׁים אֶת הַתְּפוּחַ בְּדָבֵשׁ.

Call on two or three other children and say:

לְקוּם וּלְהָרִים חֶלֶה וְתְּפוּחַ.

לְהִסְתּוֹבֵב עִם הַחֶלֶה וְהַתְּפוּחַ.

לְשִׁים אֶת הַתְּפוּחַ וְהַדָּבֵשׁ עַל הַכֶּסֶא.

כוּלָם, לְשִׁים אֶת הַתְּפוּחַ וְהַחֶלֶה עַל הַשּׁוּלְחָן

כוּלָם, לְשִׁים תְּפוּחַ בְּדָבֵשׁ.

כוּלָם, לְבָרֵךְ עַל הַתְּפוּחַ:

בָּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, בּוֹרֵא פְּרֵי הָעֵץ.

לְאָכּוֹל אֶת הַתְּפוּחַ בְּדָבֵשׁ.

While the children are eating say

לְשָׁנָה טוֹבָה וּמְתוּקָה

Have a good and sweet year!

Do a similar script with חֲלָה. For models of handling the teaching of blessings (לְבִרְיָה עַל), see the sample scripts in שְׁבֵת.

The blessing over bread is:

בְּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מִלֶּדָה הַעוֹלָם, הַמוֹצֵיא לָחֶם מִן הָאָרֶץ

Level 2, Script 1

This script demonstrates the sounds of the שׁוֹפָר and the *mitzvah* of listening to the שׁוֹפָר. Note that there are three different sounds to the שׁוֹפָר

- The first sound is a clear blast and is called a תְּקִיעָה
At the end of the *shofar* ceremony this blast is lengthened and is called a גְּדוּלָה תְּקִיעָה
- The second sound is called שְׁבָרִים, a broken sound and consists of three short blasts.
- The third sound is called תְּרוּעָה and consists of 9 staccato-like short blasts.

To hear the sounds of the שׁוֹפָר blasts, with their calls, go to

<http://tinyurl.com/l7mtg79>

Say and model

לְהַרִים שׁוֹפָר

לְהוֹרִיד שׁוֹפָר

לְהַרִים שׁוֹפָר

לְתַקוֹעַ בְּשׁוֹפָר

Hold your hand to your ear gesturing that the children should listen and say

לְשָׁמוֹעַ קוֹל שׁוֹפָר

Then imitate a תְּקִיעָה blast from the שׁוֹפָר or play a clip of someone blowing the שׁוֹפָר.

Invite the children to imitate the sounds of תְּקִיעָה, שְׁבָרִים and תְּרוּעָה.

כוֹלָם לְתַקוֹעַ קוֹל תְּקִיעָה בְּשׁוֹפָר

כוֹלָם לְתַקוֹעַ קוֹל שְׁבָרִים בְּשׁוֹפָר

כוֹלָם לְתַקוֹעַ קוֹל תְּרוּעָה בְּשׁוֹפָר

Teach the blessing said before hearing the sound of the *shofar* using the model for *Shabbat* candles in the unit **שבת 2**.

ברוך אתה יי אלהינו מלך העולם אשר קדשנו במצותיו וצונו לשמוע קול שופר.

Optional Level 3 (only if students have completed Foundational Unit 4)

The focus of this segment is on Jewish value concepts **תשובה** and **צדקה**. Gather pictures of children and adults putting money in a **צדקה** box (go to <http://images.google.com> and search for: **give tz'dakah**), as well as other photos that could illustrate **תשובה** (in Google Images, search for the word: **forgive**; also, the JECC's Teacher Center may have some pictures that are appropriate). This level is best done after students recently talked about **תשובה** in a Judaics class or assembly.

Level 3, Script 1

In preparation for this lesson, the students should have with them any examples of tzedakah boxes their families may have and few coins.

Hold up a picture of putting money in a **צדקה** box. *Remember to have multiple examples.*

Point to the picture and say

לתת צדקה

Hold up pictures of someone saying I'm sorry. As you hold up the pictures say

לעשות תשובה

Continue to hold up other pictures that represent **לתת צדקה** and **לעשות תשובה**. Ask the students to respond with **כן** thumbs up or **לא** thumbs down as you say the Hebrew terms.

Level 3, Script 2

Model giving **צדקה**. Place a **צדקה** box in front of you in clear view of the camera. *Remember to have multiple examples of a **צדקה** box.*

Place some coins on the table. Point to the קֶדְקָה box and say

קוֹפְסֵת צְדָקָה

(Do this with multiple *tz'dakah* boxes)

Pick up some coins and say, while placing coins in box

לְשִׁים צְדָקָה בְּקוֹפְסָה

פוֹלֵם לְקוּם

לְהָרִים קוֹפְסֵת צְדָקָה וּלְהִסְתוֹבֵב.

לְהוֹרִיד קוֹפְסֵת צְדָקָה.

עֲשֵׂוּ לְשִׁים צְדָקָה בְּקוֹפְסָה.

Offer other commands directing students to other קֶדְקָה boxes and using all of the items from this unit.

Level 4

Provide for each student a cup of water and something to eat (a cookie or cracker). 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.

As you give the command לְאָכֹל model the action. Do the same for לְשָׁתוֹת. Then call on groups of students to do the same.

Show photos of different holidays that students know (go to <http://images.google.com> and search for each holiday by name) and ask (with a nod “yes” or thumb’s up after each):

לְאָכֹל בְּחִנְנָה?

לְאָכֹל בְּשַׁבָּת?

לְאָכֹל בְּפֶסַח?

לְאָכֹל בְּפוּרִים?

Then, with a shake of your finger say:

לֹא לְאָכֹל בְּיוֹם כִּיפּוּר. לְצוּם בְּיוֹם כִּיפּוּר

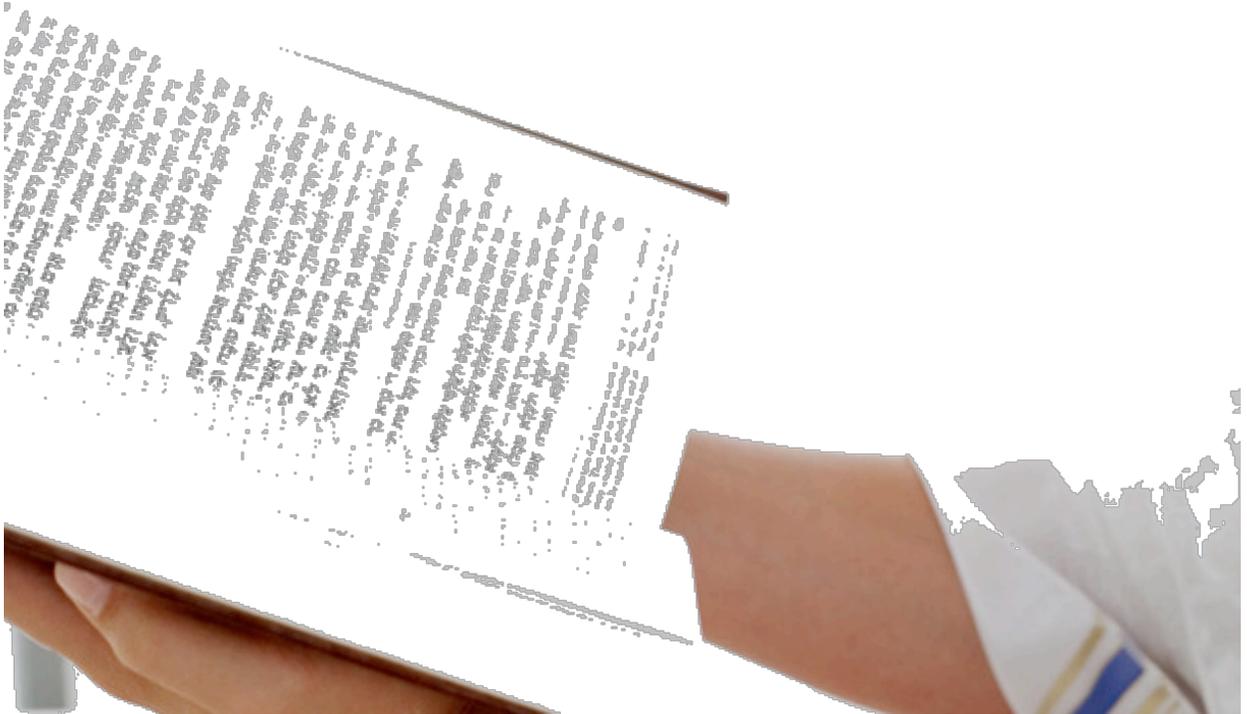
יוֹם כִּיפּוּר יוֹם צוּם

Repeat the questions with the photos with the Hebrew word לְשִׁתּוֹת.

Provide photos of people eating and drinking, or of people celebrating different Jewish holidays. Have children work with the concept as you've done before – pointing to the pictures, raising and lowering the cards, etc.

PRAYERS AND BLESSINGS

PRAYER UNIT



(Students should have already completed Foundational Level 4)

Teachers are encouraged to use Hebrew Through Movement techniques to open children's understanding of prayers and blessings. As the blessing for טְלִית is enriched by children acting on and understanding לְהַתְעִיף בְּצִיצִית (see the Synagogue Unit, page 124) and as the blessing for lighting Shabbat candles is enriched by children acting on and understanding גֵּר שָׁל שְׁבֵת לְהַדְלִיק, so too are other prayers, blessings and rituals of our tradition.

The difficulty of Hebrew prayer vocabulary and the length of most prayers and blessings, means that students will never learn the Hebrew to an entire blessing/prayer. But, 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 teaching principles for teaching prayers with *Hebrew Through Movement*

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

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

Teachers and education directors are encouraged to consider the complementary aspects of HTM and *t'fillah* teaching, whether accomplished by the same teacher or a colleague working with the same group of students.

HebrewThroughMovement.org has an entire tab devoted to teaching prayers and blessings: <https://www.hebrewthroughmovement.org/prayers--blessings.html>. In addition, the original curriculum guide has guidance for developing lessons.

In 2020, teachers should determine which are adaptable to virtual teaching. Most of the items posted to the HTM website have pictures that may be sent home to children, for use in front of the Zoom camera.

Hebrew Through Movement: Integration of Learning Principles

With thanks to Ted Dreier for his leadership in developing this form, and then sharing!

Goal for the lesson observed

Scoring the rubric – An observer uses a highlighter to identify the actions or practices observed, whether in the Roses or Thorns columns. Budding practices are noted 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"> ● Consistent use of English ● English used for translating and giving commands; questions answered in English. 		<ul style="list-style-type: none"> ● English use is rare and appropriate (when absolutely necessary or to manage the group)
Use of space	<ul style="list-style-type: none"> ● Space is used ineffectively and/or with little thought. ● Props are not organized or not easily accessible in the space. 		<ul style="list-style-type: none"> ● Space is used appropriately and to the students' advantage. ● Props are easily accessible within the space. ● Supporting art/pictures/words are hung around the room.
Creativity	<ul style="list-style-type: none"> ● Little or no spontaneity observed. ● Repeated use of the same commands and vocabulary demonstrations. 		<ul style="list-style-type: none"> ● Creates novel ways of introducing new words. ● Creates novel ways to review known material, including songs and activities. ● Uses games appropriately and with intention.
Groupings	<ul style="list-style-type: none"> ● Consistently uses gender for groupings or gives attention to the same specific learners. ● No novel groupings. ● Ignores <i>madrihim</i> or teachers in the room when giving commands. 		<ul style="list-style-type: none"> ● Uses a variety of groupings (קבוצה א. ב. students wearing a specific color) regularly. ● Includes other educators & madrichim. ● Includes novel groupings.

<p>Sequencing</p>	<ul style="list-style-type: none"> • No clear use of the HTM sequence: warm-up/review, introduction of new vocabulary, integration of old words with the new. • If working on vocabulary from prayers/blessings, does not conclude lesson with the group reading/ chanting the Hebrew. 		<ul style="list-style-type: none"> • Three clear segments to each lesson: warm-up/review, introduction of new vocabulary, integration of old words with new. • If working on vocabulary from prayers/blessings, concludes lesson with the group reading/ chanting the Hebrew.
<p>Introduction of New Words/Terms</p>	<ul style="list-style-type: none"> • More than three new words introduced at one time OR only one word introduced. • Does not check for comprehension of new words • No application of the 65% rule (that new vocabulary is introduced when 65% of the students demonstrate understanding of previous vocab). • Not all vocabulary is pronounced correctly, or grammar is incorrect. 		<ul style="list-style-type: none"> • Introduces no more than three new words per set. • Introduces new vocab combined with previously mastered words. • Uses hand motions, pictures, props and eye contact when first using new words. • Appropriate application of the 65% rule. • Hebrew is pronounced correctly and is grammatically correct.
<p>Classroom climate</p>	<ul style="list-style-type: none"> • Facilitator has low energy, stands/sits in one place, no voice modulation, closed off demeanor, uncomfortable with “noisiness” or movement in the space. • Little or no positive Hebrew feedback. • Social learning is discouraged. • Facilitator is constantly in motion, always modeling actions when giving commands so doesn’t give students a chance to demonstrate proficiency. 		<ul style="list-style-type: none"> • Facilitator has lots of energy and movement, smiling and excited about HTM. • Learners are reinforced with positive Hebrew feedback. • Social learning is encouraged. • Facilitator gives commands, but delays modeling actions once students show they know the meaning.

<p>Use of Props</p>	<ul style="list-style-type: none"> ● Little to no use of props/images. ● Props/images are similar in form. ● Props are disorganized or not accessible. 		<ul style="list-style-type: none"> ● Variety of props on hand (size, shape, color). ● Props are organized and easily accessible.
<p>Preparation</p>	<ul style="list-style-type: none"> ● Reads directly from script. ● Clearly unprepared with materials and set up. ● Arrives late to class or not ready when students arrive or class is ready to begin. 		<ul style="list-style-type: none"> ● Clearly organized with a detailed script. ● Facilitator has reviewed new words and concepts. ● Ready to teach when the students arrive or class is scheduled to begin.

**For continued conversation
and teacher-to-teacher assistance,
we invite you to join the
Hebrew Through Movement
Facebook group, “Hebrew Moves Me”**



**Hebrew Moves Me! A group for
Hebrew Through Movement**

Public group · 1.2K members



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