

# HEBREW THROUGH MOVEMENT

שְׁמַע



Originally developed as a complement to the JECC's curriculum,  
*Lasim Lev: Sh'ma and Its Blessings, plus Kiddush*

**Jewish Education Center of Cleveland**

**March, 2016**

**A project of the Curriculum Department of the Jewish Education Center of Cleveland,  
funded by the Fund for the Jewish Future of the Jewish Federation of Cleveland**



## INTRODUCTION TO USING HEBREW THROUGH MOVEMENT WITH PRAYERS AND BLESSINGS

This unit is one of a series developed by the Jewish Education Center of Cleveland as a starting point for planning prayer and blessing lessons using Hebrew Through Movement. Indeed, the power of Hebrew Through Movement is in its ability to introduce and reinforce key vocabulary of Jewish prayers and rituals by using the foundational commands that have students walking, running, turning, and pointing. With HTM, students learn Hebrew by listening and reacting, and as a result, words and phrases stick in their heads much easier than when they attempt to memorize a list of words.

A few things to note:

- At the stage of language that Hebrew Through Movement operates, students will never fully be able to understand all the Hebrew words and phrases of a blessing or prayer. But they can be introduced to enough vocabulary so that the blessing begins to take on meaning.
- To work with the prayers and blessings, students need to have completed Foundational Level Five in the curriculum guide (available for free download from the home page of: [HebrewThroughMovement.org](http://HebrewThroughMovement.org)).<sup>1</sup> This level of learning provides the basic vocabulary to introduce and reinforce the complicated language of Hebrew prayers. Core commands that will be helpful include:

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

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

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

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

**This guide contains:**

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

**Three teaching tips:**

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

Make sure to recite the blessing שְׁמַע after each HTM class session.  
Vocabulary options for HTM are indicated in red (some are new, some are review)

שְׁמַע, יִשְׂרָאֵל: יְהוָה אֱלֹהֵינוּ, יְהוָה אֶחָד.

בְּרוּךְ שֵׁם כְּבוֹד מְלֻכּוּתוֹ לְעוֹלָם וָעֶד

• לְשִׁים לֵב (pay attention)

- In the JECC's curriculum for *Sh'ma and Its Blessings*, a core focus is that these prayers ask us to "pay attention" in a variety of ways. Teaching this command will help the students as they work with this overall t'fillah curriculum.

REVIEW from בְּרָכוּ: Give a series of commands (stand up, sit down, walk, etc) and then say לְשִׁים לֵב which will cue the students to stop, lean in, look at you and pay attention.

• לְשָׁמַע/שְׁמַע (to listen, listen!)

Bring in a variety of items or photos (some are below, on pages 15-29) that one can listen to, and others that offer no sound. For instance items that one can listen to (לְשָׁמַע לְ) include: telephone, alarm, voice, dog barking, someone talking, *shofar*. Items one that one wouldn't listen to include: book, coffee cup, a piece of clothing, *m'zuzzah*, window, pen. Feel free to include items with words that students already know or that have similar words in Hebrew and English (telephone, coffee).

Share items that one can hear and say לְשָׁמַע לְ – note that the *Lamed* is the correct preposition for this verb). An example might be to first get a group of girls talking, then hold your hand to your ear and say: לְשָׁמַע לְבָנוֹת. If either you or the students don't know a word you wish to use as an example, you could also use the verb, alone. For example, you could have your alarm go off on your smartphone and say: לְשָׁמַע לְ and just point to the phone. Make sure to repeat with לֹא לְשָׁמוֹעַ and items that don't generally make as sound. Once students understand the meaning of the word, show them objects or photos and ask לְשָׁמַע לְ... כִּן אוֹ לֹא?

After you finish introducing this verb, command students to get up (spin, jump, etc) and eventually point to the word שְׁמַע that's on the prayer poster in their room (you could have them point to other words, as well).

• **יהוה** (God)

REVIEW FROM בְּרַכּוֹ : Show a card that has the name of God on it (see pages 11-13, below). Show the card and use the Foundational commands as students work with it.

לְהַצְבִּיעַ עַל-  
 לְגַעַת בַּ  
 לְהַרִים אֶת הַ  
 לְהוֹרִיד אֶת הַ

Then, place cards with *other* names of God (see below) around the room. Ask students to point to יהוה - make sure they find and point to the card with this exact name of God.

• **יִשְׂרָאֵל** (Israel, but in this case it refers to Jews, as in the “children of Israel”)

SEE THE T’FILLAH LESSON SEGMENT TO SEE THE WAY THE WORD יִשְׂרָאֵל is introduced by the *t’fillah* teacher; the photos will be the same.

Use the photos (pages 31-52, below), to introduce יִשְׂרָאֵל as being the Jews, or the Jewish people. Also use hand gestures to indicate that ALL the students in the room can be considered יִשְׂרָאֵל. Note that if you choose to introduce יִשְׂרָאֵל in HTM before students learn it in the core lesson, you should let the *t’fillah* teacher know.

• **אֶחָד** (one)

Display a variety of numerals (e.g., 1, 2, 3, 4) and teach students that the numeral 1 matches this Hebrew word. Use objects or images of other words that students know from HTM (e.g., *shofar*, *lulav*) and ask to point to “one *shofar*” – remember that in this case, Hebrew reverses the order from English – you want to ask for לְיֶלֶב אֶחָד . If unsure which Hebrew words are masculine or feminine (the word אֶחָד is masculine), use the charts at the end of the Foundation and Holiday units in the Hebrew Through Movement curriculum guide.

• **כְּבוֹד** (honor, respect)

Note that there is a *Sh’va* under the *Kaf* because in the phrase, a grammar rule (סְמִיכוֹת) makes it so, But know that the word alone is כְּבוֹד . This is a word you may want to tell students in English first. Have them point to, touch, hold up the photos showing “respect” (see pages 53-59, below). Do the same for disrespectful actions, but say לֹא כְבוֹד (pages 61-67).

• לְעוֹלָם וָעֶד

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

לְשֹׁבֵת ... לְקוּם

לְשֹׁבֵת ... לְקוּם

לְשֹׁבֵת ... לְקוּם

And then command:

לְשֹׁבֵת לְקוּם לְעוֹלָם וָעֶד...

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





שְׁמַע, יִשְׂרָאֵל: יְהוָה אֱלֹהֵינוּ, יְהוָה אֶחָד.

בְּרוּךְ שֵׁם כְּבוֹד מַלְכוּתוֹ לְעוֹלָם וָעַד



ו

ז

ה'

אֶדְנִי



אֵל

יְהוָה

אֱלֹהִים



לשמע ל



[https://upload.wikimedia.org/wikipedia/commons/f/f9/1960s British telephone, Museum of Liverpool.jpg](https://upload.wikimedia.org/wikipedia/commons/f/f9/1960s_British_telephone,_Museum_of_Liverpool.jpg)

ל



לשמע ל



[https://upload.wikimedia.org/wikipedia/commons/8/8b/2010-07-20\\_Black\\_windup\\_alarm\\_clock\\_face.jpg](https://upload.wikimedia.org/wikipedia/commons/8/8b/2010-07-20_Black_windup_alarm_clock_face.jpg)



לשמע ל



<https://upload.wikimedia.org/wikipedia/commons/9/9c/Wheelock-as.jpg>





<http://crystalhollenbeck.com/wp-content/themes/wipi/timthumb.php?src=http://crystalhollenbeck.com/wp-content/uploads/2011/08/secret.jpg&h=600&w=1260&zc=1>



לשמע ל



[http://static4.vetknowledge.com/cdn/farfuture/eiji3RkiADR7PiOJ6tJ8FXynGGixWJGm\\_VECARaUX2A/mtime:1362453134/sites/default/files/styles/large/public/images/article/bagle-dog-barking.jpg](http://static4.vetknowledge.com/cdn/farfuture/eiji3RkiADR7PiOJ6tJ8FXynGGixWJGm_VECARaUX2A/mtime:1362453134/sites/default/files/styles/large/public/images/article/bagle-dog-barking.jpg)







<https://upload.wikimedia.org/wikipedia/commons/f/f1/ShofarSound.JPG>



לא לשְׁמַע לְ



<http://res.freestockphotos.biz/pictures/17/17160-a-cup-of-coffee-pv.jpg>



לא לשְׁמַע לְ



[https://pixabay.com/static/uploads/photo/2014/05/30/05/01/jackets-357898\\_960\\_720.jpg](https://pixabay.com/static/uploads/photo/2014/05/30/05/01/jackets-357898_960_720.jpg)





ישראל (meaning: Jacob)



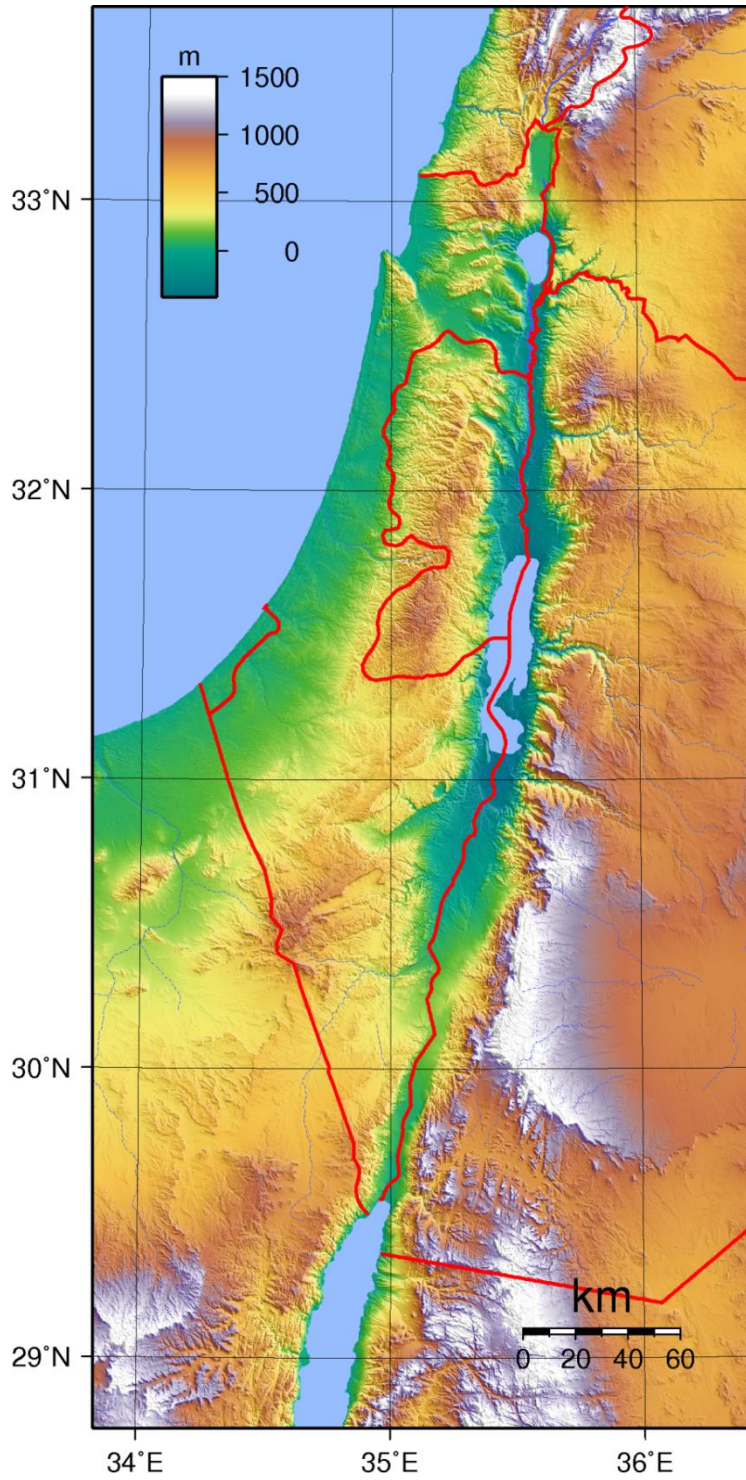
Jacob and Rebekah (illustration from a Bible card published 1906 by the Providence Lithograph Company)

<http://en.wikipedia.org/wiki/Toledot>





# יִשְׂרָאֵל (meaning: the land or State of Israel)



Israel Map [http://upload.wikimedia.org/wikipedia/commons/b/b5/Israel\\_Topography.png](http://upload.wikimedia.org/wikipedia/commons/b/b5/Israel_Topography.png)



יִשְׂרָאֵל (meaning: the place, Israel)







יִשְׂרָאֵל (meaning: Jews, or the people Israel)





יִשְׂרָאֵל (meaning: Jews, or the people Israel)







ישראל (meaning: Jews, or the people Israel)





יִשְׂרָאֵל (meaning: the, or the people Israel)







ישראל (meaning: Jews, or the people Israel)





יִשְׂרָאֵל (meaning: Jews, or the people Israel)







ישראל (meaning: Jews, or the people Israel)





# ישראל (meaning: Jews, or the people Israel)









































