

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).¹ 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*)

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

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

This guide contains:

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

Three teaching tips:

- Teachers are welcome to introduce vocabulary from this guide in any order they wish BUT it is helpful to complement student learning with words that match the current focus of their *t'fillah* class. Thus, if you are a Hebrew Through Movement teaching specialist, be sure to stay in contact with the classroom teacher so you choose the most helpful vocabulary, weekly
- Remember to start each lesson with a review of past vocabulary. This review should contain words students have already learned that will assist in the rest of the lesson. For instance, if you know students will be touching objects (לְגַעַת בּוֹ) and picking them up (לְהָרִים אֹתָם), 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.

Note that this is not an easy unit because the language of וְאֶהְבֶּתָּ is more complex than some others; you should choose the words/phrases you work with carefully.

This prayer has been saved for the end of the second year students work with prayers and blessings.

Make sure to recite the section of וְאֶהְבֶּתָּ covered after each HTM class session.

Vocabulary options for HTM are indicated in red:

וְאֶהְבֶּתָּ, אֵת יְהוָה אֱלֹהֶיךָ,
 בְּכָל-לִבְבְּךָ וּבְכָל-נַפְשְׁךָ, וּבְכָל-מְאֹדְךָ.
 וְהָיוּ הַדְּבָרִים הָאֵלֶּה,
 אֲשֶׁר אֲנֹכִי מְצַוְךָ הַיּוֹם--עַל-לִבְבְּךָ.
 וְשָׁנַנְתָּם לְבָנֶיךָ, וְדַבַּרְתָּ בָּם,
 בְּשַׁבְּתְךָ בְּבֵיתְךָ
 וּבְלִכְתְּךָ בְּדַרְךָ,
 וּבְשֹׁכְבְךָ וּבְקוּמְךָ.
 וְקִשְׁרָתָם לְאוֹת, עַל-יָדְךָ;
 וְהָיוּ לְטֹטְפֹת, בֵּין עֵינֶיךָ.
 וְכִתְבָתָם עַל-מְזוֹזוֹת בֵּיתְךָ, וּבְשַׁעְרֶיךָ.

לְמַעַן תִּזְכְּרוּ
 וַעֲשִׂיתֶם אֵת - כָּל - מִצְוֹתַי,
 וְהֵייתֶם קְדוֹשִׁים לֵאלֹהֵיכֶם
 אֲנִי יְיָ אֱלֹהֵיכֶם,
 אֲשֶׁר הוֹצֵאתִי אֶתְכֶם מֵאֶרֶץ מִצְרַיִם
 לְהִיוֹת לְכֶם לֵאלֹהִים.
 אֲנִי יְיָ אֱלֹהֵיכֶם.

● יְהוָה אֱלֹהֶיךָ (Adonai, your God)

● אֲנִי יְיָ אֱלֹהֵיכֶם (I am Adonai, your God)

Students have had elements of these two phrases before, but not put them together into a meaningful sentence. Note that ך at the end of a word is singular – referring to one “you.” But ךֶם at the end of a word is plural – referring to many people as “you.”

Take the word יְהוָה from page 9 (one of the RESOURCE SHEETS). Hold it close to you, point to yourself and say יְהוָה אֱלֹהֵי (make sure to point to yourself when you say the last syllable of אֱלֹהֵי). Then give the card to a student, point to the student and say יְהוָה אֱלֹהֶיךָ (especially point to the student, indicating “you” when you say the last syllable of אֱלֹהֶיךָ). Pass the word card to individual students, point to them and say יְהוָה אֱלֹהֶיךָ .

(con’t)

Then, have several students hold the word card יהוה. Point to all of them and say יי אֱלֹהֵיכֶם – make sure to point to all of them (you, plural) when you say the last syllable of אֱלֹהֵיכֶם. Repeat with other students. You can point to a few students, call their names and say,

מְרִים דָּוִד וְשָׂרָה – לְקַחַת יי אֱלֹהֵיכֶם וְלָשִׁים עַל כִּסֵּא שֶׁל מָרְק.
מָרְק – לְקַחַת יְהוָה אֱלֹהֵיךָ וְלָתֵת לְלִיסָה וְרַחֵל.

● לְבָבְךָ (your heart)

Use the heart on the RESOURCE SHEET, below page 11. Using foundational commands, have the students interact with the heart (לֵב) – but note that the word “my heart” is לִבִּי so you don’t want to introduce this phrase. In addition, offer commands similar to the suggestions for הָ, above.

לְהַצְבִּיעַ עַל _____
לְגַעַת בְּ _____
לְהָרִים אֶת הַ _____
לְהוֹרִיד אֶת הַ _____

● בְּשִׁבְתְּךָ בְּבֵיתְךָ (in your sitting in your house)

Use the command לְשַׁבֵּת in some of your review. Then, using any of the pictures or student actions of sitting, connect לְשַׁבֵּת with the word בְּשִׁבְתְּךָ - emphasize the letter/sound similarities. You might slip into English to explain the prefix and suffix in בְּשִׁבְתְּךָ. [Note that the *t’fillah* teacher will focus on the prefixes and suffixes, too.]

Use the pictures in the RESOURCE SHEETS to illustrate בְּשִׁבְתְּךָ (pages 13-17) and בְּשִׁבְתְּךָ בְּבֵיתְךָ (pages 19-27). With some of these pictures, also ask כֵּן אוֹ לֹא? - בְּשִׁבְתְּךָ בְּבֵיתְךָ (pages 29-35). Have students interact with these pictures using foundational commands.

לְהַצְבִּיעַ עַל _____
לְגַעַת בְּ _____
לְהָרִים _____
לְהוֹרִיד _____

● וּבִלְכֹתְךָ (in your going/walking)

Use the command לְלַכֵּת in some of your review. Then, using any of the pictures or student actions of walking, connect לְלַכֵּת with the word וּבִלְכֹתְךָ - emphasize the letter/sound similarities. You might slip into English to explain the prefixes and suffix in וּבִלְכֹתְךָ. [Note that the *t’fillah* teacher will focus on the prefixes and suffixes, too.]

● **וּבְשֹׁכְבְךָ וּבְקוּמְךָ** (in your getting up, i.e., arising in the morning)

Use the command **לָקוּם** in some of your review. Then, using any of the pictures or student actions of standing up, connect **לָקוּם** with the word **וּבְקוּמְךָ** - emphasize the letter/sound similarities. You might slip into English to explain the prefixes and suffix in **וּבְקוּמְךָ**. [Note that the *t'fillah* teacher will focus on the prefixes and suffixes, too.]

● **עַל-יָדְךָ** (on your hand)

● **בֵּין עֵינֶיךָ** (between your eyes)

Students will know **עַל-יָד** from a very early Foundational Unit. However, the phrase **עַל-יָדְךָ** doesn't mean "next to," but rather "on your arm." It refers to the *t'fillin* that some Jews wear on their arm and head in morning worship.

In your review, re-introduce some parts of the body, including **יָד** and **עֵינַיִם**. Give each student a small number of objects that they know the names of (pencil, marker, candlestick, etc). Use a variety of commands that will have them individually putting these in a variety of places including **עַל-יָדְךָ** and **בֵּין עֵינֶיךָ**.

● **הוֹצֵאתִי אֶתְכֶם מֵאֶרֶץ מִצְרַיִם** (brought you out of the land of Egypt)

Start by teaching/reviewing the word for: the land of Egypt **מִצְרַיִם אֶרֶץ** - there are pictures in the RESOURCE SHEETS to help you (below, pages 37-47). The word **מִצְרַיִם** is also a review from **קְדוּשָׁה**.

Use Foundational commands, as well as the pictures in the RESOURCE SHEETS to teach this phrase as a whole - **הוֹצֵאתִי אֶתְכֶם מֵאֶרֶץ מִצְרַיִם** (note that this is saying "I brought you out" – the word "I" refers to God).

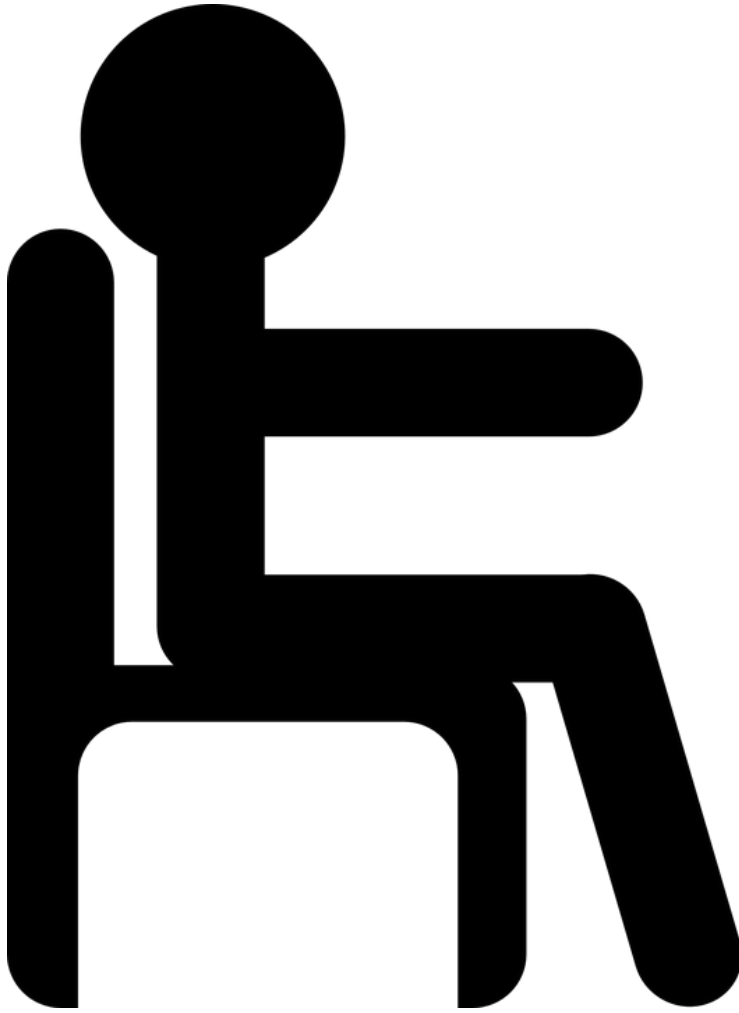
יְהוָה

יְהוָה אֱלֹהֵינוּ

יְי אֱלֹהֵינוּ



בְּשַׁבָּת



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בְּשִׁבְתְּךָ



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לא בְּשַׁבָּתָךְ





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בְּשִׁבְתָּךְ בְּבֵיתְךָ



[https://upload.wikimedia.org/wikipedia/commons/e/e1/The Langford Family in their Drawing Room](https://upload.wikimedia.org/wikipedia/commons/e/e1/The_Langford_Family_in_their_Drawing_Room.jpg)
) by James Holland, RWS.jpg



<https://cbschicago.files.wordpress.com/2012/11/emanuel-obama-white-house-1116.jpg>

בְּשִׁבְתְּךָ בְּבֵיתְךָ



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לֹא בְּשֵׁבֶתְךָ בְּבֵיתְךָ





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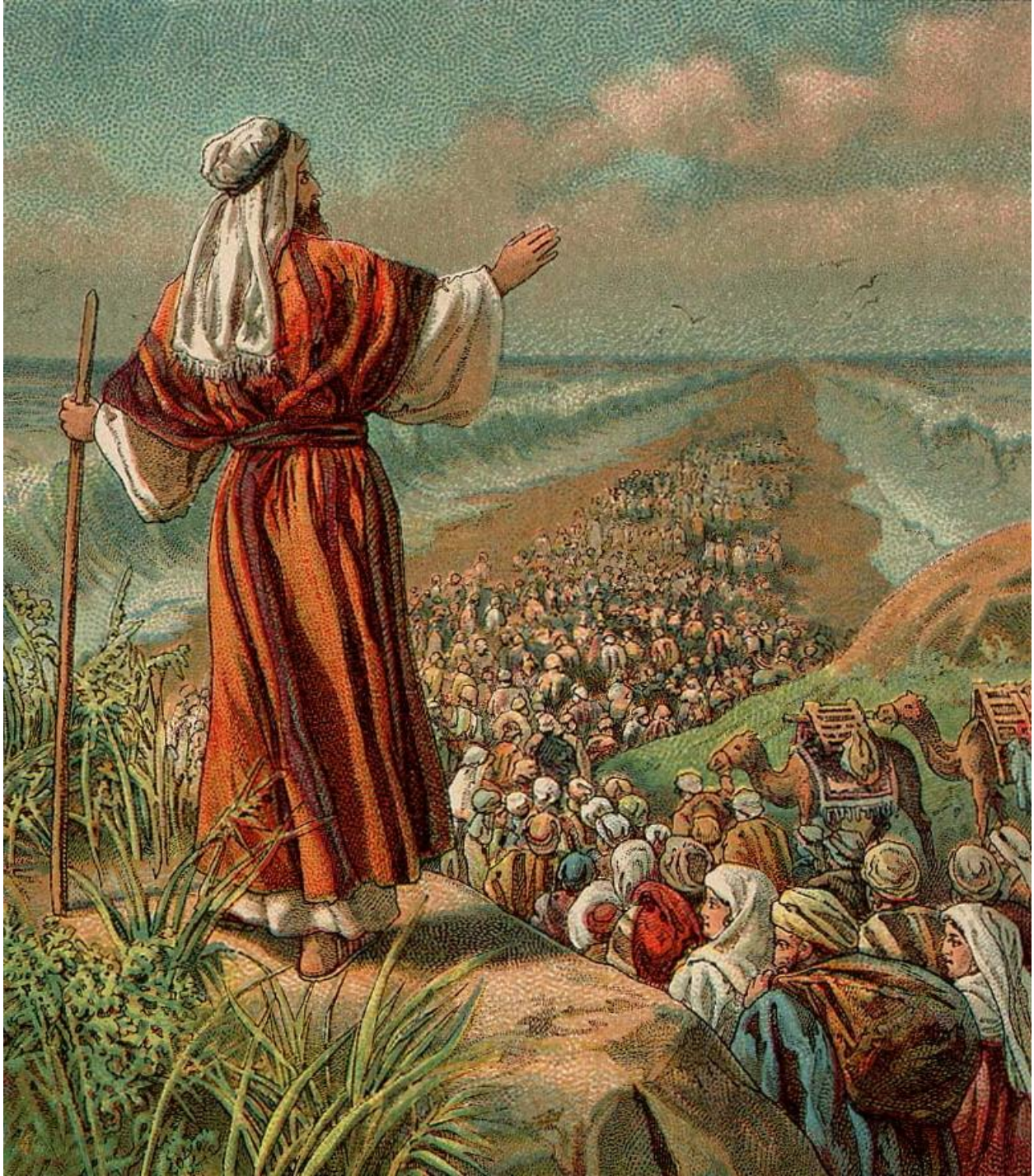
לֹא בְשִׁבְתְּךָ בְּבֵיתְךָ



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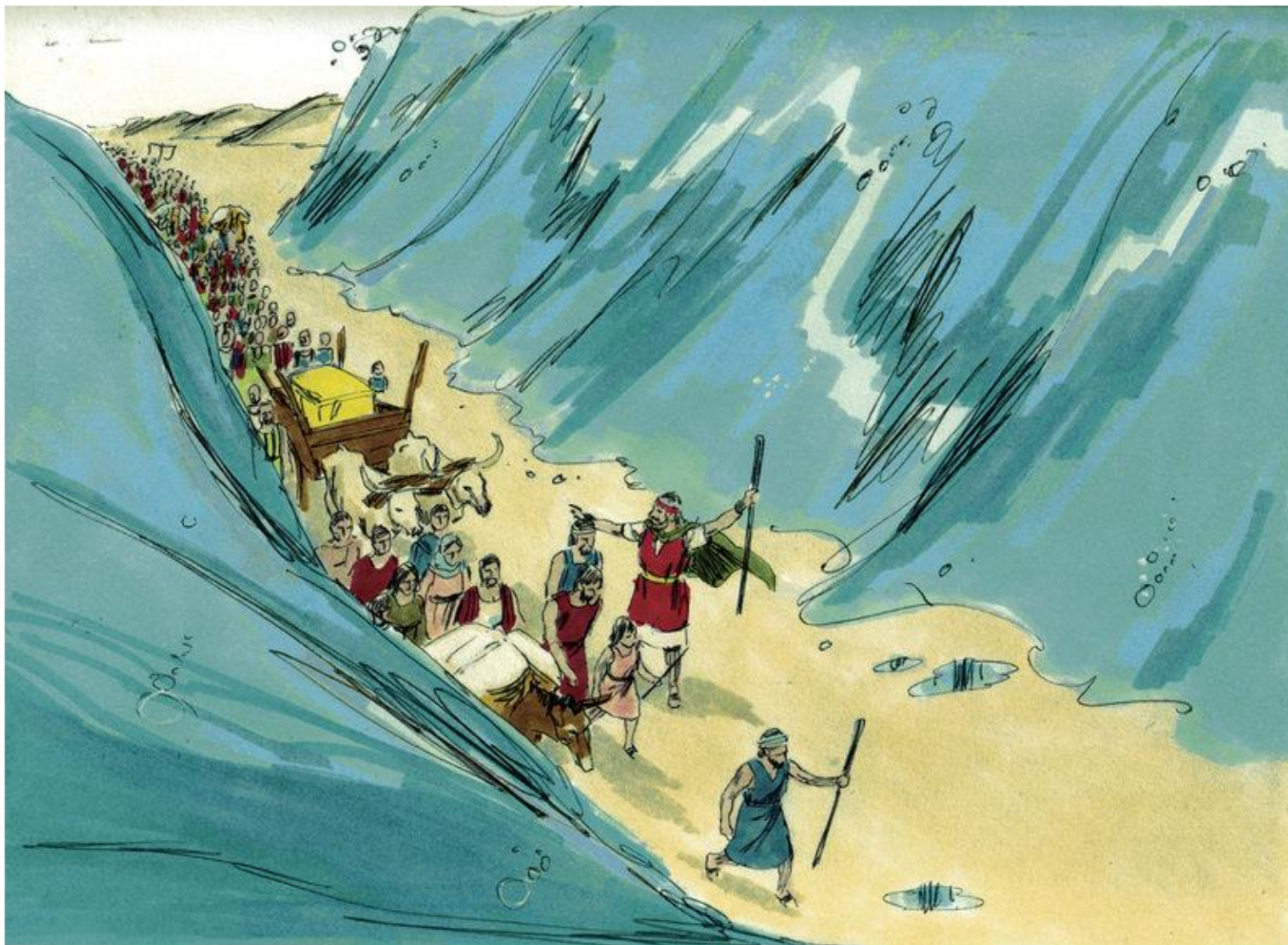


<https://upload.wikimedia.org/wikipedia/commons/6/6c/Egypt.Giza.Sphinx.02.jpg>



https://upload.wikimedia.org/wikipedia/commons/b/b4/Israel's_Escape_from_Egypt.jpg

הוֹצֵאתִי אֶתְכֶם מֵאֶרֶץ מִצְרַיִם



[https://upload.wikimedia.org/wikipedia/commons/0/0b/Book of Exodus Chapter 15-7 \(Bible Illustrations by Sweet Media\).jpg](https://upload.wikimedia.org/wikipedia/commons/0/0b/Book_of Exodus Chapter 15-7 (Bible Illustrations by Sweet Media).jpg)

לא הוצאתי אתכם מארץ מצרים



http://s0.geograph.org.uk/photos/49/02/490223_3433934b.jpg

לא הוצאתי אתכם מארץ מצרים



[https://upload.wikimedia.org/wikipedia/commons/6/63/Health_Inspection_of_Immigrants_in_the_19th_Century_\(7844851684\).jpg](https://upload.wikimedia.org/wikipedia/commons/6/63/Health_Inspection_of_Immigrants_in_the_19th_Century_(7844851684).jpg)

לא הוצאתי אתכם מארץ מצרים



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