

**Level 6**

Verbs	Nouns	Adjectives	Adverbs	Misc.
לָקוּם	כּוּלָם		לָאָט	אָל
לְשַׁבֵּת	קְבוּצָה א'		מָהָר	עֶכְשָׁיו
לְלַכֵּת	קְבוּצָה ב'		בְּמָקוֹם	רַק
לְעַצוֹר	(ה)דָּלֵת			לֹא
לְרוּץ	(ה)שׂוּלְחָן			כֵּן
לְקַפּוֹץ	(ה)כֶּסֶא			וְ
לְהַסְתּוֹבֵב	(ה)מוֹרָה			עַל
לְהַצְבִּיעַ עַל...	(ה)מוֹרָה			עַל-יָד
לְהַצְבִּיעַ אֶל...	(ה)מִדְרִיךְ			תַּחַת
לְגַעַת ב...	(ה)מִדְרִיכָה			
לְהָרִים	(ה)לַיַּחַ			
לְהוֹרִיד	(ה)חֲלוֹן			
לְשִׁים עַל...	(ה)רְצָפָה			
	יָדוֹ \ יָדִים			
	רֹאשׁ			
	רֶגֶל \ רַגְלִים			
	עֵין \ עֵינַיִם			
	כָּטָן			
לְקַחַת אֶת	אֶזְנוֹ (אֶזְנַיִם)	<i>&lt;&lt;note that the Kamatz under אֶזְנַיִם is pronounced "oh" (e.g., ohz-nayim)</i>		
לְתֵת אֶת	פֶּה			
	כַּתְפִּים			
	עַפְרוֹן			
	טוֹשׁ			
	סִפָּר			
	כַּפָּה			

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

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

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

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

#2 קְבוּצָה א' – לְקוּם.	#1 קְבוּצָה ב' – לְקוּם. לְהַצְבִּיעַ אֶל עִפְרוֹן.
לְלַכֵּת מֵהָר אֶל הַשְּׁלָחוֹן.	לְרוּץ אֶל עִפְרוֹן.
לְקַחַת עִפְרוֹן וְסִפָּר.	לְגַעַת בְּעִפְרוֹן.
לְשִׁים סִפָּר תַּחַת כֶּסֶא.	לְשִׁים עִפְרוֹן עַל הָרֵאשׁ.
לְהַרִים אֶת הָעִפְרוֹן וְלְלַכֵּת אֶל קְבוּצָה ג'.	לְשִׁים יָד עַל הָעִפְרוֹן עַל הָרֵאשׁ!
לְהוֹרִיד אֶת הָעִפְרוֹן.	לְלַכֵּת אֶל שְׁלָחוֹן (לֹא לְהוֹרִיד אֶת הָעִפְרוֹן)
לְתַת עִפְרוֹן לְקְבוּצָה ג'.	עֲכֹשׁוּ לְשִׁים אֶת הָעִפְרוֹן עַל סִפָּר.
לְקַפֵּץ אֶל כֶּסֶא.	לְשִׁים יָד עַל הַפֶּה.
לְהַסְתוֹבֵב.	לְשִׁים יָד עַל הָרֶגֶל.
לְעַצֵר!	לְעַצֵר!
לְשַׁבֵּת עַל-יַד הַכֶּסֶא.	לְהַסְתוֹבֵב אֶל כֶּסֶא וְלְשַׁבֵּת עַל כֶּסֶא.

קבוצה ג' – לקום.  
 לשים עפרון על שלחן.  
 להצביע אל ספר.  
 להצביע אל טוש.  
 לקפץ אל טוש.  
 לקחת טוש ולשים על הבטן.  
 לקחת אל כפה (לא להוריד את הטוש!).  
 לגעת בכפה.  
 לשים טוש תחת כפה.  
 לשבת על הרצפה.

### **Foundational Level 6 – Script**

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

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

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

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

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

שְׁתֵּי עֵינַיִם	אָן פֶּה אָן
שְׁתֵּי אֲזָנַיִם	עֵן רֶגֶל
שְׁתֵּי יָדַיִם	אָן פֶּה אָן
אַצְבָּעוֹת	יָד וְרֹאשׁ

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

**Next steps:**

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