

חֲנֻכָּה

(Students should have already completed Foundational Level 5)

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1: Lighting the <i>hanukkiyah</i>	לְהַדְלִיק לְבָרֵךְ עַל	נֵר חֲנֻכָּה שָׂמֵשׁ			
Option 2: Spinning the <i>s'vivon</i>	לְסַבֵּב (לְהַסְתּוֹבֵב)	סָבִיבּוֹן			
Option 3: Hanukkah foods	לְאָכּוֹל	לְבִיבָה \ לְבִיבוֹת סַפְגָּנִיָּה \ סַפְגָּנִיּוֹת			

A SPECIAL NOTE: *Menorah*, *latke* and *dreidel* are familiar *Hanukkah* words, but each of these items have specific Hebrew names that are taught as part of the HTM *Hanukkah* unit. As a result, a number of Hebrew Through Movement teachers have campaigned for these Hebrew words to be used regularly in their host institution, reinforcing the learning of their students. Whether you choose to encourage a language-shift is up to you, but we wanted to put the idea in the heads of those who teach Hebrew Through Movement.

Option 1: Lighting the *hanukkiyah*

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
נֵר	<ul style="list-style-type: none"> Point to or lift up different kinds of real candles (<i>Hanukkah</i>, birthday, <i>Shabbat</i>, <i>Havdallah</i>) or photos of them. Each time label them נֵר. At the point of integrating learning, lift or point to a Shabbat candle and say נֵר שֶׁל שַׁבָּת.
חֲנֻכָּה	<p>Note: Identify this object in the singular - just: חֲנֻכָּה [Do not use the plural <i>hanukkiyot</i> at this time.]</p> <ul style="list-style-type: none"> Point to, lift up or touch different <i>hanukkiyot</i> (borrowed from other teachers and/or families or photos). Label each as חֲנֻכָּה.
לְהַדְלִיק	<ul style="list-style-type: none"> Do the action of striking a match, along with a sound that indicates the lighting (<i>pshhhtt</i>). Say לְהַדְלִיק. Lift the <i>shamash</i> and pretend to light a candle or candles (remember that candles are lit from left to right). Say לְהַדְלִיק. Show photos of a match lighting a candle or a candle lighting a candle. If you use a photo of a <i>hanukkiyah</i> being lit, be sure the lighting is from left to right.

שָׁמֵשׁ	<ul style="list-style-type: none"> On a חֲנֻכְיָה with candles placed in it, including the שָׁמֵשׁ, touch the “normal candles” and say נֵר. Then touch the שָׁמֵשׁ and say שָׁמֵשׁ.
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Use commands such as these to integrate learning:

קְבוּצָה א' – לְקוּם! לְרוּץ אֶל הַשְּׁלַחַן וְלְהַצְבִּיעַ עַל נֵר.
 לְהַצְבִּיעַ עַל עוֹד נֵר.
 לְגַעַת בְּנֵר וְלִשִּׁים אֶת הַנֵּר עַל הָרֵאשׁ.
 לְהוֹרִיד אֶת הַנֵּר וְלִשִּׁים אֶת הַנֵּר תַּחַת הַשְּׁלַחַן.
 קְבוּצָה א' - לְלַכֵּת לְכַסָּא וְלִשְׁבֵּת.

קְבוּצָה ב' – לְקוּם וְלְלַכֵּת אֶל הַשְּׁלַחַן. לְגַעַת בְּנֵר תַּחַת הַשְּׁלַחַן.
 לְהָרִים אֶת הַנֵּר.
 לִשִּׁים נֵר בְּחֲנֻכְיָה.
 לְקַחַת עוֹד נֵר וְלְהִסְתוּבֵב לְקְבוּצָה ג'.
 לִשִּׁים אֶת הַנֵּר עַל הַשְּׁלַחַן שֶׁל קְבוּצָה ג' וְלִשְׁבֵּת עַל כַּסָּא.

קְבוּצָה ג' – לְקַחַת נֵר. לִשִּׁים אֶת הַנֵּר עַל הַבֶּטֶן.
 לְקוּם. לְרוּץ בְּמְקוּם. מְהֵר!!
 לְרוּץ אֶל הַשְּׁלַחַן וְלִשִּׁים אֶת הַנֵּר בְּחֲנֻכְיָה.
 לְקַחַת עוֹד נֵר.
 הַנֵּר ... שָׁמֵשׁ! →

When you say **שָׁמֵשׁ! ... הַנֵּר** you could make a kind of magical “poof” sound so that children get the sense that it’s not just a candle anymore, but now is a *shamash*.

Then, point to the place in one or more *hanukkiyot* where the *shamash* should go. And point to the candle that is currently in their hand.

לִשִּׁים אֶת הַשָּׁמֵשׁ בְּחֲנֻכְיָה.
 לִשְׁבֵּת.

Take out all of the candles from the *hanukkiyot* and place them on the table.

כָּלֵם לְקוּם. לְהִסְתוּבֵב. לְהִסְתוּבֵב וְלְקַפֵּץ.
 לְעַצֵּר.

Indicate that they should walk to a photo of *l'hadlik*. **”לְהַדְלִיק”**. לְגַעַת בְּ”לְהַדְלִיק”.
 לְרוּץ אֶל חֲנֻכְיָה.

לְהַדְלִיק! (*pshhtt*)
 (Do the action of lighting with the sound *pshhtt*)
 לְהִסְתוּבֵב אֶל הַדָּלֶת.
 לְעַצֵּר.

לְהַדְלִיק! (*pshhtt*)
 לִשִּׁים יָדַים עַל הַכְּתָפַיִם וְלַלְכֵת לְאֵט אֶל הַשְּׁלַחַן.
 לְהוֹרִיד יָדַים.

The next set of commands has children setting up a *hanukkiyah* and lighting it:

לְקַחַת נֵר וְלִשִּׁים בְּחֲנֻכְיָה.
 לְקַחַת עוֹד נֵר וְלִשִּׁים בְּחֲנֻכְיָה.
 לְקַחַת שָׁמֵשׁ.
 לְהַדְלִיק אֶת הַשָּׁמֵשׁ. (*pshhtt*)

Say כָּלָם and mime “everyone,” then just start to sing:

בְּרוּךְ אַתָּה, יְיָ אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְצִוָּנוּ לְהַדְלִיק נֵר שֶׁל חֲנֻכָּה.
 לְהַדְלִיק נֵר שֶׁל חֲנֻכָּה.
 לְהַדְלִיק עוֹד נֵר שֶׁל חֲנֻכָּה.
 לְשִׂים אֶת הַשֶּׁמֶשׁ בְּחֲנֻכָּיהָ.
 לְלַכֵּת אֶל פֶּסֶא וְלִשְׁבֵּת.
 לְמַחֵא כְּפִים!!

Be sure to debrief this in English afterwards. What do learners now understand when they say the blessing?

Option 2: Spinning the s’vivo

NOTE: The words in this segment have the same Hebrew root: ס-ב-ב

לְהִסְתַּוֵּב = to spin around (to turn oneself in circles); students know this word

לְסַבֵּב = to spin an object (as in: to spin a s’vivo/dreidel)

סְבִיבוֹן = a spinning top

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לְהִסְתַּוֵּב	This is a review word. It literally means to spin around oneself in a circle. <ul style="list-style-type: none"> Demonstrate/model the action. As you say the word this time, emphasize each of the three root letters: ס-ב-ב.
לְסַבֵּב	This word means to spin something around. <ul style="list-style-type: none"> Spin a variety of objects (coin, pen, cup, s’vivo, etc.) while you say the word and model the action. As you say the word, emphasize each of the three root letters: ס-ב-ב.
סְבִיבוֹן	<ul style="list-style-type: none"> Share a variety of styles of s’vivo (real objects and/or photos) As you say the word, emphasize saying each of the three root letters: ס-ב-ב.

Use commands such as these to integrate learning:

In the room have at least one hanukkiyah on a table and several s’vivo placed around the room.

קְבוּצָה ג' - לְקוּם. לְהִסְתַּוֵּב אֶל הַחֲנֻכָּיָה.



לְהַצְבִּיעַ אֶל הַחֲנֻכָּה.
 לְהַסְתּוֹבֵב אֶל הַסְּבִיבוֹן.
 לְקַחַת סְבִיבוֹן וּלְהַרְיֵם אֶת הַסְּבִיבוֹן.
 לְשִׁים סְבִיבוֹן עַל הָרֶצֶפָה וּלְסַבֵּב סְבִיבוֹן.
 לֹא לְגַעַת בְּסְבִיבוֹן עַל הָרֶצֶפָה.
 לְקוֹם וְלָרוֹץ אֶל חֵלוֹן וּלְמַחֵא פָּנִים.
 לְשֶׁבֶת.

קְבוּצָה א' - לְהַצְבִּיעַ אֶל סְבִיבוֹן.
 לְקוֹם וּלְהַסְתּוֹבֵב אֶל סְבִיבוֹן.
 לְהַרְיֵם סְבִיבוֹן וּלְקַפֵּץ בְּמְקוֹם.
 לְסַבֵּב סְבִיבוֹן תַּחַת הַשֶּׁלֶחָן.
 רוֹת וְחִנָּה (קְבוּצָה ב') לְקוֹם וּלְלַקֵּחַ אֶל קְבוּצָה א'.
 לְגַעַת בְּסְבִיבוֹן שֶׁל מִיכָל וְיוֹנִי.
 מִיכָאֵל וְרוֹנִי (קְבוּצָה ב') לְקוֹם וּלְלַקֵּחַ אֶל קְבוּצָה א'.
 לְגַעַת בְּסְבִיבוֹן שֶׁל לִיאֹר וְדוֹד.
 רוֹת, חֲנָה, מִיכָאֵל וְרוֹנִי – לְסוֹבֵב אֶת הַסְּבִיבוֹן.
 לְקַחַת סְבִיבוֹן וּלְהַסְתּוֹבֵב אֶל פֶּסֶא. לְשֶׁבֶת.
 לְסוֹבֵב אֶת הַסְּבִיבוֹן תַּחַת הַכֶּסֶא.
 קְבוּצָה ב' - לְשֶׁבֶת עַל פֶּסֶא.

If your children know how to decode, show them the three Hebrew words on pages 109-111. Read each word to the children and in English ask them what they notice, both about the spelling of the words and their meaning. They should be able to point out the common letters. While learners may not know the concept of roots in Hebrew, they should see what is similar about the words. What connections do they make to the meaning?

Option 3: Hanukkah foods

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לְבִיכָה לְבִיבוֹת	In the script examples, this word is offered only in the singular. You may, however, introduce the plural as a separate word. <ul style="list-style-type: none"> Use photographs, toy/fake and/or real examples of a לְבִיכָה (<i>latke</i>). Feel free to use photos of other kinds of food when you integrate learning.
סְפִגְנִיָּה סְפִגְנִיּוֹת	In the script examples, this word is offered only in the singular. You may, however, introduce the plural as a separate word. <ul style="list-style-type: none"> Use photographs, toy/fake and/or real examples of jelly donuts. Feel free to use photos of other kinds of food when you integrate learning.
לְאָכוֹל	<ul style="list-style-type: none"> Pantomime eating. Show photographs of people eating. You might also want to include some photos of people doing activities other than eating when you integrate learning.

In advance, place your examples of a סְפִגְנִיָּה and לְבִיבָה on a table or tables. You may also post photographs around the room.

Before you begin this section, tell students in English that if you ask them to eat something, they should just pretend. If you will be offering them food later, let them know that before you start.

Use commands such as these to integrate learning:

- | | |
|---|---|
| #2 | #1 |
| <p>קְבוּצָה ב' – לְקוּם .
 לְהִסְתַּוְּבַב אֶל הַשְּׁלֶחַן וּלְהָרִים לְבִיבָה.
 לְשִׁים לְבִיבָה עַל-יַד סְפִגְנִיָּה.
 לְהָרִים סְפִגְנִיָּה וְלִקְפֹּץ אֶל חִלּוֹן.
 לְשִׁים סְפִגְנִיָּה עַל-יַד חִלּוֹן.
 לְרוּץ אֶל שְׁלֶחַן וּלְהִצְבִּיעַ עַל סְבִיבוֹן.
 לְסוּבֵב סְבִיבוֹן עַל הָרִצְפָּה. לְעֶזֶר.
 לְאָכֵל סְבִיבוֹן! לֹא! לֹא לְאָכֵל סְבִיבוֹן!
 לְשִׁים סְבִיבוֹן עַל לְבִיבָה.
 לְרוּץ מֵהָר אֶל כֶּסֶא וּלְשַׁבֵּת.</p> | <p>קְבוּצָה ג' – לְקוּם!
 לְהִצְבִּיעַ אֶל סְפִגְנִיָּה.
 לְהִצְבִּיעַ אֶל לְבִיבָה.
 לְרוּץ אֶל הַשְּׁלֶחַן.
 לְהִצְבִּיעַ עַל סְפִגְנִיָּה.
 לְהָרִים סְפִגְנִיָּה. לְאָכֵל אֶת הַסְפִגְנִיָּה.
 לְשִׁים אֶת הַסְפִגְנִיָּה עַל הַשְּׁלֶחַן.
 לִקְפֹּץ אֶל הַדֶּלֶת. לְגַעַת בַּדֶּלֶת.
 לְהִסְתַּוְּבַב אֶל כֶּסֶא וּלְשַׁבֵּת.</p> |

- #3**
- קְבוּצָה א' – לְקוּם!**
 לְהִסְתַּוְּבַב אֶל סְפִגְנִיָּה.
 לְשִׁים סְפִגְנִיָּה עַל-יַד לְבִיבָה.
 לְקַחַת לְבִיבָה וּלְאָכֵל!
 לְקַחַת סְפִגְנִיָּה וּלְאָכֵל!
 לְשִׁים סְפִגְנִיָּה וּלְבִיבָה עַל שְׁלֶחַן.
 לִקְפֹּץ לִקְפֹּץ וּלְשַׁבֵּת עַל כֶּסֶא.

Optional: Distribute pieces of a סְפִגְנִיָּה and לְבִיבָה to each child. If the children recite the blessings before eating, prompt them to bless with you:

- לְבָרַךְ עַל סְפִגְנִיָּה :
- בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, בּוֹרֵא מִיַּי מְזוֹנוֹת.
- לְבָרַךְ עַל לְבִיבָה :
- בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, בּוֹרֵא פְּרֵי הָאֲדָמָה.