

TEACHER'S EDITION

הַפְּנִי

THE NEW HEBREW THROUGH PRAYER

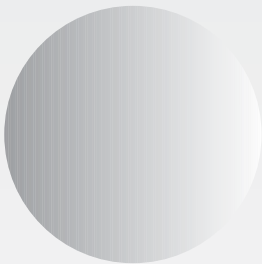
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I. INTRODUCTION AND OVERVIEW

PREFACE

You are about to embark on a sacred task, the task of teaching our children how to worship, to pray in the Hebrew language. In doing so, you will help them connect with our God, with our ancestors, and with our heritage.

As Jewish educators, we want to help our students develop positive attitudes toward our rich Jewish tradition. Toward this end, *Hineni—The New Hebrew Through Prayer* is designed to deepen our students' understanding of Jewish ritual and the concepts inherent in our mitzvot, while teaching them to read Hebrew and to pray. The prayer selections introducing each lesson encourage participation in the rituals of synagogue and home. And the enrichment activities aid students in developing reading fluency, allowing for active participation in the classroom setting. This approach encourages students to feel comfortable in their learning environment, where they sharpen their reading skills and develop a familiarity and understanding of rituals and mitzvot.

USING THIS TEACHER'S EDITION

This Teacher's Edition contains the entire text of *Hineni—The New Hebrew Through Prayer 3*, reproduced in reduced size. The pages are annotated with suggested activities, teaching methods, and other information to assist you. Black-line masters that supplement the material are also provided in this Teacher's Edition.

Keep in mind that students learn in different ways, and any student's primary learning mode may be aural, visual, or tactile. Similarly, teachers teach in different ways. Don't feel obligated to use a method that does not feel comfortable with your teaching style. By the same token, remember that since students learn in different ways, you should vary your teaching methods accordingly. Feel free to repeat an activity or method that worked especially well for you and your students.

The information and suggestions in this Teacher's Edition are intended to assist you in developing your own teaching plan. You do not need to follow every suggestion on every page. Rather, the guide provides you with many different options from which to choose.

Pacing

Students differ in ability. Teachers differ in style. Schools differ in the number of class sessions scheduled each week. Ultimately, you must decide how to pace your class through the text.

The lessons in *Hineni* vary in length. Some lessons may take three or more sessions, while others will take one or two. A short but more difficult lesson may take more time to teach than a longer, simpler lesson.

Homework

Whether or not to give homework is a question that should be addressed to your school principal. Keep in mind that homework can provide students with the additional contact, repetition, and reinforcement of what has already been learned in class. Homework should not be used as a tool to teach new information.

If you do give homework, *Hineni* makes assigning homework easy. At the end of each lesson in the Teacher's Edition is a review worksheet. These review worksheets can be duplicated and completed for homework, or, of course, they can be used for in-class evaluation.

Be sure to review each homework assignment during the class session following the assignment. Doing this reinforces the importance of the homework and reassures the students that their efforts were noted and were a worthwhile expenditure of time.

Family Education

A partnership between home and school can help your students reach their greatest potential in their Hebrew studies. Parents can be important allies in the education of your students, and every effort should be made to facilitate this partnership. To aid you in this endeavor, black-line masters to duplicate and send home for the family are included in this Teacher's Edition.

OVERVIEW OF LESSON PLANNING

Timing is an important factor in planning your classes. Keep in mind the objectives of the program as you plan your lesson for the day. Foremost in your mind should be not how quickly you move through the text, but rather how effectively you teach the material and how thoroughly the students master it. Remember that review and reinforcement are essential ingredients for mastery.

There are nine lessons in *Hineni 3*. How you pace your class should depend on the number of classroom sessions each week, your students' reading ability, and the length of the particular passages. It is important to decide beforehand which activities you will cover in each session and how much time you will allot to each activity. Make sure that reading is a part of every lesson. The materials in the textbook and in this Teacher's Edition, as well as teacher reinforcement through games and Word Card work, should all come into play to ensure the success of the program.

REINFORCING PRAYER AWARENESS

Developing comfort and familiarity with the prayers on the part of your students is an important aspect of your goal. Several strategies can help you to achieve this objective.

Prayer Service

Begin each class with a short (two- to five-minute) prayer service, including the prayers learned to date. Ask individual students to take turns as leaders.

You may choose to end the service by having the class recite this blessing.

בְּרוּךְ אַתָּה, יְיָ אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְצִוָּנוּ לְעִסּוֹק
בְּדַבְרֵי תוֹרָה.

Praised are You, Adonai our God, Ruler of the universe,
who has made us holy with commandments and
commands us to engage in the study of Torah.

Create Your Own Prayerbook

After learning each prayer, you may ask students to write the prayer and its English meaning in a personal prayerbook. Students may wish to write the prayers in calligraphy (see below) and illustrate or illuminate their work. These prayerbooks can then be used at every class prayer service.

Calligraphy

Most lessons offer an opportunity for students to practice Hebrew calligraphy. This can be done on a variety of levels: simple printing, copying a text, or learning formal calligraphy as practiced by a *sofer* (scribe).

Students can use any writing medium, but we recommend investing in felt-tip pens specifically designed for calligraphy. They are inexpensive, and the results justify the expenditure.

You may wish to exhibit students' efforts on bulletin boards and in other displays.

TEACHING AIDS

Chalkboard

Use the chalkboard to introduce new words and prayers, to answer questions, to play games, and to present assignments.

Remember to vary the way in which you use the chalkboard. This can be as simple as changing the chalk color or varying the size of the letters you write.

Draw a picture on the chalkboard to illustrate the lesson. (The less polished an artist you are, the more the class will love your drawings.)

Incorporate children's need for physical movement. Plan quick-paced exercises that involve coming to the board. For example, have students copy a word that you have written on the board. There is really nothing more special about writing on a chalkboard than on paper—unless you are a child. Coming to the front of the room and writing on the board is exciting to many students. If they enjoy using the board, let them do so.

Flannelboard

A flannelboard can be used with the entire class, with small groups, or by a single student. It saves writing time at the chalkboard and presents letters and words exactly as they appear in a printed book. It also offers students the opportunity to manipulate words to form whole phrases.

Flannelboards can be purchased at a school supplies store or may be easily constructed by covering a large piece of cardboard with flannel. You can make flannelboard words by gluing a small piece of velcro or sandpaper onto the back of existing Word Cards or by cutting flashcards out of rough-textured construction paper. Most flannelboard techniques will also work with a magnetic board.

The flannelboard can be used to introduce new words and display them clearly. It is also useful for drill or review.

DEVELOPING READING SKILLS

Alef-Bet Review

Begin the year with a thorough review of the letters and vowels in the Hebrew alphabet. Use an *alef-bet* poster, *alef-bet* flashcards, or the Word Cards for *Hineni 1* or *2*. You can also use a transitional reading text such as the *Back-to-School Hebrew Reading Refresher* to review and drill Hebrew decoding before students begin *Hineni 3*.

Stopwatch and Tape Recorder

A stopwatch is an easy way to assess improvement in reading fluency. It can be used to time the speed at which a student reads a passage. Many students enjoy the experience of competing against and trying to improve their own best time.

A tape recorder also provides students with tangible evidence of their improvement. Record members of the class as they read a passage. Remember the order in which they have read. Two or three weeks later, record the students, in the same order, while they read the passage on a second tape, then play back both and compare.

Word Cards

There is a set of Word Cards available for use with *Hineni 3*. These cards, printed on durable, heavy cardboard, include all key words covered by the book. (Each Word Card is numbered for easy reference to activities included in this Teacher's Edition.) The English meaning is on the back of each Word Card.

Word Cards may be used by individuals or small groups of students, or by the class as a whole. Activities should be both teacher and student initiated, to reinforce reading skills. Possible games and teaching strategies using Word Cards are endless, and each teacher will develop many ways of using them. The following suggestions may be implemented as presented here or adapted as necessary.

Remember to use the Word Cards regularly and with a variety of techniques.

General Word Card Techniques and Games

1. Display a number of Word Cards on the edge of the chalkboard or in a pocket chart. Provide a clue about one of the words and ask the students to read the correct word. For example, "This is the Jewish state"—*Yisrael*.
2. Distribute Word Cards to the class. Call out, one at a time, the Hebrew words and phrases found on the individual cards. Ask the student with the matching card to supply the correct answer by standing up, displaying the card, and reading the word or phrase.
3. Make a packet of ten Word Cards. Arrange the class in a circle (sitting or standing) and have the students pass the packet around the circle while playing music on a tape or CD player. (Try to use Jewish or Israeli music.) When the music stops, the student holding the packet should read and/or translate the top card. This card is then placed at the bottom of the pile and the game continues in the same fashion.
4. Create two rows of Word Cards with six cards in each row. Ask students individually (or in two teams) to choose a row. Taking turns, ask the individual students or teams to read the six Hebrew words, then switch and read the words in the other row. You can also play the game by translating the words instead of reading them.

5. Post at least six words in a column on the board. Ask individuals or teams to take turns “climbing up the ladder” by reading and translating the words in the column in ascending order. Score one point for each word read correctly and two points for each word translated correctly. Then play again by having students read the words in descending order to climb down the ladder.
6. Place Word Cards on the edge of the chalkboard in full view of the class. Read the words one at a time, calling on students to go to the board and remove the identified card. Variation: Have one of the students read the words.
7. You can play a memory game with double sets of Word Cards (two identical cards for each word). Lay out eight pairs of words (sixteen cards in all) upside down and shuffled, in rows. Call on a student to pick a card and read it aloud, then try to find its match. If successful, the student must then tell the meaning of the word in order to keep the pair. On successfully giving the meaning, the student keeps the cards and two new cards are put down. If the student is unsuccessful, then the initial cards are returned to their place face down. Then the next student goes.

Pronunciation and Translation

1. Show a card and ask for volunteers to read.
2. Show a card and read together with the class.
3. Lightning Review: Show a card to one student, who has 5–10 seconds to pronounce the word; immediately show the next card to another student until everyone has participated.
4. Ask students to drill each other.

Reinforcing Word Order

1. Place cards on a flannelboard in the correct order; have students read the prayer (as a group and individually).
2. Ask students to close their eyes; remove one or more cards. Ask which words are missing.
3. Scramble all the cards for the words in a prayer. Ask students to place the cards in the correct order.
4. Scramble all the cards for the words in a prayer and put one or more aside. Ask students to place cards in the correct order and determine what is missing.
5. Distribute all the cards in a prayer, one per student. Ask students to come to the front of the room and stand in the order of the words of the prayer.
6. Distribute all the cards in a prayer, one per student, plus extra words not from the prayer. Proceed as in step 5 above, but ask students holding the extra words to step aside.

Word Cards

The following is a list of words included in *Hineni 3*:

peace	שָׁלוֹם	.51	(there is) none	אֵין	.1
on	עַל	.52	like you	כְּמוֹךָ	.2
three	שְׁלֹשָׁה	.53	(like) your deeds	(כְּ)מַעֲשֵׂיךָ	.3
things	דְּבָרִים	.54	your sovereignty	מַלְכוּתְךָ	.4
the world	הָעוֹלָם	.55	and your reign	וּמַמְשַׁלְתְּךָ	.5
stands	עוֹמֵד	.56	(is) ruler	מֶלֶךְ	.6
the Torah	הַתּוֹרָה	.57	ruled	מָלַךְ	.7
the worship	הַעֲבוּדָה	.58	will rule	יִמְלֹךְ	.8
acts of loving-kindness	גְּמִילוּת חַסְדִּים	.59	merciful, the mercy	הַרְחָמִים	.9
it is our duty	עָלֵינוּ	.60	Jerusalem	יְרוּשָׁלַיִם	.10
to praise	לְשַׁבַּח	.61	we trust(ed)	בְּטַחָנוּ	.11
God	(ל)אֲדוֹן	.62	from Zion	מִצִּיּוֹן	.12
of all	הַכֹּל	.63	Torah, teaching	תּוֹרָה	.13
and we	וְאֵנָּחֵנוּ	.64	and the word of	וּדְבַר	.14
and thank	וּמוֹדִים	.65	from Jerusalem	מִירוּשָׁלַיִם	.15
Ruler of rulers	מֶלֶךְ מַלְכֵי הַמְּלָכִים	.66	who gave	שָׁנַתָּן	.16
the land	הָאָרֶץ	.67	to God's people	לְעַמּוֹ	.17
on that day	בְּיוֹם הַהוּא	.68	in God's holiness	בְּקִדְשׁוֹ	.18
will be	יִהְיֶה	.69	chose (choosing)	בָּחַר	.19
holy	קָדִישׁ	.70	us	בָּנוּ	.20
will be great	יִתְגַּדֵּל	.71	from all	מִכָּל	.21
and will be holy	וְיִתְקַדֵּשׁ	.72	the nations	הָעַמִּים	.22
God's name	שְׁמֵהּ	.73	and gave (and giving)	וְנָתַן	.23
in the world	בְּעוֹלָמָא	.74	to us	לָנוּ	.24
and will rule	וְיִמְלִיךְ	.75	God's Torah	תּוֹרַתוֹ	.25
God's kingdom	מַלְכוּתֶיהָ	.76	gives	נוֹתֵן	.26
and in the life of	וּבַחַיִּי	.77	Torah of	תּוֹרַת	.27
forever	לְעוֹלָם	.78	truth	אֱמֶת	.28
and will be praised	וְיִשְׁתַּבַּח	.79	and life (of)	וְחַיִּי	.29
blessed	בְּרִיךְ	.80	eternal, world	עוֹלָם	.30
blessing	בְּרַכָּתָא	.81	prophets	(ב)נְבִיאִים	.31
peace	שָׁלָמָא	.82	good (faithful)	טוֹבִים	.32
there is none like	אֵין כְּ	.83	spoken	הִנְאָמְרִים	.33
who is like	מִי כְ	.84	in truth	בְּאֱמֶת	.34
we will give thanks to	נוֹדֶה לְ	.85	the one who chooses	הַבוֹחֵר	.35
you are	אַתָּה הוּא	.86	God's servant	עַבְדּוֹ	.36
our God	אֱלֹהֵינוּ	.87	God's people	עַמּוֹ	.37
our sovereign	אֲדוֹנֵינוּ	.88	and righteousness (justice)	וְצַדִּיק	.38
our ruler	מַלְכָּנוּ	.89	and this is	וְזֹאת	.39
our savior	מוֹשִׁיעָנוּ	.90	placed, put	שָׂם	.40
make us lie down	הַשְׁכִּיבֵנוּ	.91	Moses	מֹשֶׁה	.41
and make us stand up	וְהַעֲמִידֵנוּ	.92	before	לְפָנַי	.42
the shelter of	סִכָּת	.93	people of	בְּנֵי	.43
your peace	שְׁלוֹמְךָ	.94	Israel	יִשְׂרָאֵל	.44
give thanks	מוֹדֶה\מוֹדֶה	.95	tree	עֵץ	.45
I	אֲנִי	.96	(of) life	חַיִּים	.46
to you (before you)	לְפָנֶיךָ	.97	happy	מְאֻשֵׁר	.47
living	חַי	.98	its ways	דְּרָכֶיךָ	.48
and everlasting	וְקַיָּים	.99	ways of	דְּרָכֵי	.49
			pleasantness	נְעִים	.50

CLASSROOM GAMES

Games can add variety and interest to a lesson. They reinforce learning through a medium that quickly catches the students' attention. As you plan to use the games found below, or others you develop on your own, keep the following considerations in mind:

1. Use games that move quickly.
2. Stop when students' interest begins to lag.
3. Choose games appropriate to the age group.
4. When playing a game with the entire class, see that all students become actively involved.
5. Choose games that contribute to improving specific skills and reading fluency.
6. Use games that are easy to follow and organize. Explain rules clearly. Avoid complicated directions. You want students' attention focused on the skills being reinforced, not on rules.
7. Maintain control of the class.

What's Missing?

Decide on a set of lines in a prayer passage from which to draw words. Divide the class into two teams, then choose a word and write it without vowels in two different places on the chalkboard. Each team (with members playing individually, one at a time, or as a group) must locate the word in the set of lines, go to the board and, using the book for reference, add the vowels. The first team to do so then gets the chance to read the word correctly (from either the board or the book), and if correct, they score a point. If incorrect, then the other team (having located the word and written in the vowels) gets a chance to read and score a point.

Word Search

This game will help students recognize phrases within a prayer passage. Each student has a pencil, paper, and text open to a prayer passage. (The teacher might choose to focus the students' attention on a given set of lines within the passage.) The class is divided into two teams. The teacher reads a word aloud. Students search for the word and write it down, along with the word immediately following it, to complete a phrase.

(A word is often found more than once in a prayer passage; therefore, more than one answer is possible.) Students are given a specified amount of time to search for the word and write the phrase. The teacher calls "Stop" and pencils are put down. A point is given for each team member who found and wrote the phrase in the allotted time.

Variation: Instead of writing the phrase, the teacher calls out the first word in a phrase, then the two team players search for the word and race to the chalkboard (or any other "target"). The first to hit the "target" reads the phrase and earns a point for the team.

Speed Reading

Individual Competition

Using a watch with a second hand, or a stopwatch, time individual students reading an assigned set of lines three separate times. The goal is for the students to improve their previous record. If the student reads a word incorrectly, ask the student to repeat the word correctly in order to proceed. Allow each student a maximum time of 60 seconds before proceeding to the next student. You may also allow students their own choice of lines to read.

Teams

Divide the class into two teams—Team A and Team B. Select a prayer passage (or set of lines) for students to read. Ask each student on Team A to read a word or line in turn until the passage is completed, while timing the team. Then ask Team B to try to achieve a better time while reading the same selection in the same manner. Then reverse, using a different prayer passage or set of lines, with Team B going first. If a reader makes a mistake, ask him or her to read the word correctly before proceeding. (Alternative: When a word is read incorrectly, the word should be "passed along" to the next student who finishes the first student's word[s] and then continues with his or her own.)

Class

Announce a target time—a period of time for the class to beat while reading a particular prayer passage or set of lines. Ask each student to read one word in turn. If the class beats the target time, ask them to repeat the activity and try to beat the new time.

Tic-Tac-Toe

Draw a Tic-Tac-Toe diagram on the chalkboard. Divide students into two teams, X and O. Show a Word Card, then call on a student from Team X to read the Hebrew word. If the student reads correctly, ask him or her to place an X in one of the squares. Then it is Team O's turn; show another Word Card, and call on a student from Team O to read it.

Variations:

- Students must read the word on the Word Card and read the sentence (or line) in the prayer passage that contains the word before placing a mark in a square. (You can facilitate the game by telling the student which line contains the word.)
- Students must read the Hebrew and give the English meaning before placing an X or an O in a square.
- Students must answer questions about the prayer passage(s) in order to place an X or an O in a square.
- After drawing the Tic-Tac-Toe diagram, write the names of the prayer passages in the squares. Ask each student to choose a square and read the name of the prayer correctly in order to place an X or O in the square.

Beat the Clock

Draw the face of a clock on the chalkboard, but do *not* write the numbers. Draw the hands at the position of 12 o'clock. Think of a word that appears in one of the prayer passages (or ask a student to think of one) and draw horizontal lines on the board—one for each letter in the word. The lines should be next to each other. Then call on individual students to guess which letters are contained in the word. When a student guesses a letter correctly, write that letter over the line that corresponds to the place in the word where the letter appears. If the letter appears more than once, write it on multiple lines. If the student guesses a letter that is not in the word, then add an hour to the face of the clock on the chalkboard; first draw the 1, then the 2, the 3, etc. The object of the game is to guess the word before the clock “strikes 12.”

Concentration

Place cards with Hebrew words and cards with the English translations in random order in a pocket chart or on the bottom edge of the chalkboard. Number the backs of the Hebrew words with even numbers and the English words with odd numbers. Then turn the cards over so only the numbers are showing. Ask students individually (or in teams) to try to match the Hebrew and English

word pairs by calling out two numbers, one even (for the Hebrew) and one odd (for the English). Turn the two cards over. If they match, then the player scores a point and the matched pair of cards is removed. If they do not match, place the cards back in their original position and ask another student, or the other team, to go. The game continues until all sets have been matched and removed. The player or team with more sets of cards wins.

Hebrew Baseball

Divide the class into two teams. On the board, draw a baseball diamond and a scoreboard. Appoint a student to keep score. Determine the number of words that must be read successfully in order for the reader to earn a “single,” “double,” “triple,” and “home run.” Then, as students on each team come “to bat,” they can individually decide how many bases to try for—in order to get on base they must then read correctly that number of words from a prayer passage assigned by you. If a student reads incorrectly, he or she is “out” and the next team member goes. After three outs, change teams and repeat. Play for as many innings as you like.

Stop!

This reading game may be used for oral reading practice, review of English meanings, or recognition of prefixes, suffixes, and roots. Assign a student to read until a specific word is reached (for example, instruct the class: “Please read until you come to the Hebrew word for ‘ruler.’”). Ask the class to call out “Stop!” when the reader reaches the designated word. Then continue with other students. This game may be played individually or in teams.

Hebrew Bingo

Select 16 Hebrew words or phrases. Prepare a Bingo board with 16 squares. In ten of the squares, chosen at random, write Hebrew words or phrases from among the 16 you selected, leaving the other six squares blank. On a separate piece of paper, draw six boxes (the same size as those on the Bingo board) and write in the remaining six Hebrew words or phrases. Call this card the Extra Word card.

Duplicate enough copies of both the Bingo board and the Extra Word card for every student in your class. Then, have your students cut up the six word boxes on the Extra Word card and paste or tape them at random in the empty boxes on the Bingo board. When the Bingo boards are ready, give each student small objects to use as markers. (The markers can be paper clips, pennies, or any other similar item.) To play, you should call out one of the 16 Hebrew words or phrases for the students to find

and cover. The first student to cover four squares in a row (horizontally, vertically, or diagonally), and then read the covered words correctly, wins.

Variation: Instead of reading the 16 Hebrew words and phrases yourself, cut up one set of the words and phrases into individual words and phrases and place them in a container. Go around the class asking students individually to draw a word or phrase from the container and read it to the class in order to select the square to be covered.

Jeopardy

Create categories by (a) selecting Word Cards and (b) designing 3 x 5 Question Cards about prayers, blessings, rituals, values, etc. The first and easiest item in each category is worth 5 points. As point values increase, the Word Cards and Question Cards progress in difficulty. Write the number of points on the back of each card. Place cards in a pocket chart or on a bulletin board, with the backs facing the students. Label each category.

Divide the class into two or more teams. The first player chooses a category and the degree of difficulty, i.e., the number of points. If the player reads the Word Card correctly or answers the Question Card correctly, the team receives the number of points on the back of the card. The card is then removed from play. If the player's response is incorrect, the card remains in the game and is returned to its original position. Teams alternate. The game continues until all cards have been removed. The team with the most points wins the game.

Siddur Squares

This is a game for the whole class. It can be played using the questions from one of the lessons, or as a review of several lessons.

Select nine students to serve as the "siddur squares." (You might place nine chairs in a Tic-Tac-Toe board arrangement.) Divide the remaining students into two teams, X and O. You or a student can serve as moderator.

The first player on Team X will select one of the nine siddur squares, and the moderator will ask one of the prepared questions from the lesson being reviewed. The siddur square student should give an answer, and the Team X player must agree or disagree with the answer. If the Team X player is correct (that is, agrees with a correct answer or disagrees with an incorrect answer), then Team X should receive an X in that square. You may wish to draw a Tic-Tac-Toe board on the chalkboard to facilitate score keeping.

Continue in the same fashion with Team O. Continue,

alternating teams, until one team has three squares in a row, diagonally, vertically, or horizontally.

Matching Questions with Answers

Write questions about the prayer passages on colored paper and put them in a box. Write answers to the questions on white paper and put them in a second box. Divide the class into Team A and Team B. Ask each student on Team A to take a question from the question box, and each student on Team B to take an answer from the answer box. Ask a player from Team A to read his or her question, and ask a student from Team B who thinks his or her card has the correct answer to read the card. Continue this way, asking another Team A member to read a question, and Team B to try to find the correct answer. After all the questions and answers have been correctly matched, collect and return them to their respective boxes and reverse the assignments so that members of Team B have the questions, and Team A the answers.

II. USING THE TEXTBOOK

INTRODUCING THE TEXTBOOK

Draw students' attention to the title of the book, "הַיְיָנִי."

Explain:

הַיְיָנִי means "Here I am" (הִנֵּנִי אֲנִי). The deep significance of the reply, הַיְיָנִי, is apparent from the first time it is used in the Torah. Abraham was the first person to answer הַיְיָנִי when God called upon him. His answer indicated his readiness to serve God (Genesis 22:1–3).

Generations later, God called to Moses from the burning bush. Again, the answer was הַיְיָנִי (Exodus 3:1–4), and Moses served God by leading the Children of Israel out of Egypt.

And yet generations later, Samuel expressed his readiness to serve God as a prophet when he said הַיְיָנִי (1 Samuel 3).

The reply הַיְיָנִי indicates a readiness to listen and to serve God through action. You have heard your name and understand it to be a personal call. When we say הַיְיָנִי today, we indicate a willingness to step forward and continue in the tradition of our ancestors. With our faith in God, with God's faith in our abilities, and with assistance from others, we are ready to accomplish all that is before us.

