

Hineni 3

for Video Conference Learning

Teacher Page

By Terry Kaye

For Grades 4–6

Hineni is a three-year Hebrew curriculum in which 4th–6th graders learn the prayers in the Shabbat morning service; prayers, blessings, and songs for home observance of Shabbat and holidays; and selections from the Friday night service and Hallel. Students learn to read fluently from the siddur, translate key words, understand the themes of the prayers, place the prayers in the sequence of the service, and participate in synagogue services.

Hineni 3 continues study of the prayer service with the Torah service and concluding prayers.

The accompanying [Teacher’s Edition](#) will help you create a complete learning experience, whether your class is physically together, online, or a mix. The activities in the **Teacher’s Edition** can easily be adapted for video conference learning. You will see several examples below. In the **Teacher’s Edition** you will also find a worksheet for each prayer (with answer keys) that you can email to students for review or assessment. There are also “As a Family” sheets – one per prayer – for families to complete together.

This digital version of *Hineni 3* has three components:

1. ***The Digital Turn-Page Book:*** An on-screen duplicate of the *Hineni 3* printed book. You can view the entire book on-screen, turn its pages virtually, and share your screen with students in a video conference environment, like Zoom or Google Meet.
2. ***The Teacher Page:*** This guide provides concrete suggestions for using *Hineni 3* without interruption whether you are holding class in person or on video conference.
3. ***The Student Printables PDF:*** Ideally, students will each have their own physical books even when working remotely. This will allow them to follow along with the reading and complete activities such as drawing, circling, and writing. If some students do not have access to the physical book, the ***Student Printables*** give them something hands-on to do. The printables include one page from each lesson in *Hineni 3*. You can either email the pages to your students

or share them via link. Ask students to print the pages at home and complete them before or during your session together.

Top 5 Tips for Using *Hineni 3* in Video Conference

Here are five ways to teach *Hineni 3* using video conferencing tools such as Zoom and Google Meet. These tips will help you whether you are supplementing in-person learning or taking your entire program online. The guide assumes a basic proficiency with video conferencing tools. (*Note:* Not all video conference platforms have all the features presented here, such as annotating, a whiteboard, and breakout rooms.)

Experiment. If something works, do it again. Ask children what they would like to do more. If you see children becoming disengaged, change gears and move to another activity.

Good luck!

Tip #1: Share Your Screen

Using the “share screen” feature, share pages from the *Turn-Page Book* with your students and lead activities adapted from the **Teacher’s Edition**.

Doing prayer-reading activities is key. Share the prayer on the first page of each lesson and the Fluent Reading at the end of each chapter. There are many other opportunities for prayer reading practice throughout.

- Ask students to read along as you read one line of the prayer aloud. All students should be on mute for this first reading. Then ask volunteers to read that line aloud alone or in pairs. Invite those students to unmute themselves. Ask all students to reread that same line together with their classmates. (It’s best to keep the group muted for large-group reading.) As students gain fluency in the prayer, ask them to read longer portions. Mute the class and ask students to unmute themselves randomly as the whole class reads aloud.
- Use the “Annotate” feature (pencil icon) at the top of the page when sharing your screen. Circle, underline, or highlight specific words that you want students to read aloud.
- Hold short competitions. For example, when studying Lesson 3: Birchot HaTorah (page 24), hold a scavenger hunt. Ask: “How many times can you find a word built on the root ברכ? (6) Circle the words.” Then call on students to read the words aloud. “How many times can you find a word related to *Torah*?” (2 times: התורה, תורתו) And so on.

If you are working with a small group of students, they can call out their answers. For a larger group, have students on mute and ask them to raise their hands, either physically or by clicking the online hand-raise symbol. Ask those students to unmute themselves to answer.

- Prepare in advance a small box or brown paper bag containing papers with the numbers 1 through the number of lines in the prayer. As you call on each student, pull a number from the box/bag and have students read the corresponding line. (*Note: Some students will feel more comfortable if they can read aloud with others.*) As an alternative, ask a student to read all but one word on the line. After the reading, have classmates identify the missing word.
- Do a call-and-response reading. You might read one word or phrase and have all students respond. Or invite a student to be the leader—someone you feel confident can read correctly.
- Ask a volunteer to read a line. In chat, privately direct the student to read the line as if she or he is happy, sad, excited, angry, etc. After the student reads, ask classmates to guess – in chat – the student’s “mood.”
- Have students play a memory game. Create a PowerPoint. On the first slide, display about six selected words from the prayer. Show students this slide and allow them thirty seconds to memorize the words. Next show a slide that has five of the six words. Call on a volunteer to say the missing word. Ask the rest of the class for a thumbs up if they agree.
- Have the class play a Live [Kahoot](#) game that reviews the words in “Prayer Dictionary” and their meanings. For example, in Lesson 5, *Al Shloshah D’varim* (page 54), the Kahoot question could be: What does **הָעוֹלָם עוֹמֵד** mean? The four choices might be: *peace on earth, acts of loving-kindness, the world stands, three things*. The answer is “the world stands.”

In Lesson 7, *Kaddish* (page 68), the Kahoot question could be: “What language is the Kaddish (mostly) written in? The four choices might be: *Arabic, Hebrew, Aramaic, Yiddish*. The answer is Aramaic.

To play Kahoot while on Zoom, share your Kahoot on your screen. Students can answer the questions on the same device they are already using, but it is easiest if they have a second device for submitting their responses. (*Note: Because Kahoot gives credit for fast reaction time, you may find that one or two students take over and others are left behind. Encourage students to hold back and give their friends a chance to answer.*) There are other quiz games available, such as [Quizizz](#) and [Quizlet](#).

- If possible, use the share screen feature for individual tutoring sessions with students, where the child reads to you from the shared screen. Students will value the one-on-

one time with you and will likely feel more comfortable reading aloud. *Note:* Some children may prefer to read to you from their book.

Tip #2: Use the *Student Printables PDF*

At the beginning of the year, email the ***Student Printables*** to your students. As you progress through the year, point students to the page for the prayer you are studying. (Each lesson is named in the footer.) Or, in advance of the lesson, email *only the Student Printables page for the prayer you are learning*. To do this, open the ***Student Printables PDF*** document, click on "Print," then in "Pages to Print" type in the page you wish to send. Ask students to complete the activities before or during the session.

Examples:

For Lesson 4, Birchot Hahaftarah ("Clue Words," "Did You Know?" "Prophet Match"), ask students to fill out the printable page in advance of class. Ask them to choose one of the prophets in "Prophet Match" to research and prepare a short presentation. (Or you can assign a prophet – by English name – to each student. It's fine to have prophets repeated.) Consider allowing students to collaborate with a partner if they prefer. It is best to recommend trusted sites for students to do research, such as <https://www.myjewishlearning.com/> and <https://jewishvirtuallibrary.org/>.

- Tell students that at the next session they will present their prophet in any way they choose. For example, they can draw a picture and name a few key characteristics of the prophet; write a song, poem, or rap about their prophet; share their screen and show pictures; or any other method of conveying information to the rest of the class. Give students a time limit of two minutes each to present. You may need to schedule the presentations over two or even three sessions.
- Consider recording all the presentations, sending them to the class as a single file, and holding a short quiz or game built on the content. You could even create a "virtual prophet museum" with everyone's content.

For Lesson 5, V'zot HaTorah, Etz Chayim Hi, Al Sh'loshah D'varim ("Etz Chayim Hi" prayer), have students fill out the printable page in advance of class.

- Ask students to consider why the Torah is compared to a tree, then to think of another metaphor or simile they might use for the Torah and be prepared to explain it to the class. For example, a student might say, "The Torah is a fountain that never ends because you can always drink wisdom from it" or "The Torah is like outer space because it is limitless and there is always something to learn from it."
- When you are together, have students share responses as they unmute themselves. Be sure to read the Etz Chayim Hi prayer. You can use any of the techniques in Tip #1 above.

Ways that students may choose to answer questions:

- Children may prefer to answer questions in different ways. Some will be comfortable responding to the whole class; some will prefer to write an answer in the chat bar; and some may want to hold up a paper with their answer.
- To use the Zoom whiteboard for answers, click the Share Screen button, then choose whiteboard. You can then have students write a word or draw an image on the whiteboard to answer. (*Note:* Remember to change your Zoom Settings to allow participants to use the whiteboard.)
- A fun way for students to share answers is through [AnswerGarden](#). For example, when learning Lesson 4, Birchot Hahaftarah, “An Ethical Echo” and “Think About This!” (page 40 of the **Turn Page Book**), create an AnswerGarden asking students to write one or two words about why we are truthful to others and ourselves. Send students the link to your AnswerGarden question in the chat. Have students click on the link and respond to the question. Share your screen, showing the AnswerGarden question, and your students’ responses will appear. The most common responses will appear in larger type, as in a Word/Text Cloud.

Tip #3: Use Breakout Rooms

Breakout rooms can be effective if your students are regularly grouped by ability level. You might start the lesson all together, then assign students to their group’s breakout room for about fifteen minutes, then regroup to conclude the lesson.

- Assign a tutor, madrich/madrichah, or other helper to each breakout room. Provide clear instructions about what you’d like each group to accomplish. Check in with the groups to see their progress.
- Choose from the activities in the **Teacher’s Edition**. For example, in Lesson 6, Aleinu (page 79 of the **Teacher’s Edition**), adapt the Set Induction. Explain that Aleinu describes our hope for a perfect world. Ask: How can we work toward that goal? What divides people? What unites them?

In breakout rooms, have one or two groups discuss what makes the world “broken.” (*poverty, racism, arguments, anger, mean words, etc.*) Have another one or two groups discuss what unites the world. (*kindness, fairness, common goals, tolerance, equal education, etc.*)

Have each group appoint a recorder who will report to the class what they discussed, including specific examples.

When you are back together, have each recorder present their group's key ideas. Remember to ask students to unmute themselves selectively. Write the "broken" responses on the shared whiteboard in a globe (earth shape) made of jagged, zigzag lines and labeled "A Broken World." Write the "united" responses in a whole globe labeled "A United World."

- Here's another activity adapted from the **Teacher's Edition**. In Lesson 2, Ki Mitziyon/L'cha Adonai (page 25 of the **Teacher's Edition**), adapt the Set Induction about Jewish rituals. Ask students if they know what a ritual is (*a prescribed order of ceremonies or actions; a gesture or activity with symbolic importance*). Students can write their answer on a sheet of paper and hold it up, say it out loud if you ask them to unmute, or write it on the shared whiteboard. Ask for examples of rituals in Jewish life (*lighting Shabbat candles, saying the blessing over wine, having a Passover seder, sitting in a sukkah, shaking a lulav, becoming a bar or bat mitzvah*).

Tell students they are going to learn about the rituals for the Torah reading: for example, dressing the Torah in decorative cover and ornaments, taking the Torah out of the ark to parade it around the synagogue, holding up the Torah, etc.

Divide the class into four groups (four breakout rooms). Ask groups to come up with their own ritual for honoring the Torah and to say why they think that ritual is meaningful. For example, one group might say, "We would take the Torah outside under the trees to read from it so we can be closer to nature." Another might say, "We would act out the words of the Torah to make them come alive for the congregation."

After five minutes or so, come back together and share ideas as a class.

- Ask groups to find the "Prayer Dictionary" words in a particular prayer. Direct group members to help one another with reading each word and learning its meaning. Follow this with a Live Kahoot game. (See the description for a Live Kahoot game in the Shared Screen Tips section.)
- Have students partner with chevruta buddies in breakout rooms. This is best done with a small class where you have no more than 4-5 breakout rooms so you can visit them all. If you have a larger class and want to put students into chevruta, enlist the help of the children's parents, tutors, or madrichim. Provide students with guiding questions, such as: What Jewish value do you learn from this prayer? Which idea is most important to you in this prayer? What do you wonder about this prayer?

Before chevruta study begins, review with your learners the qualities of a good chevruta partner (listens, shares ideas, respects the other person's view, etc.).

- Have breakout groups prepare a game, contest, skit, craft, or other activity to present to the class. For example, have groups craft questions and answers for a Live Kahoot game.

Ask each group to prepare three questions, four multiple-choice answers per question. In chat, send students a link to a Google Doc where they can post the questions and answers. Before the next class, create a Live Kahoot for students to play.

Tip #4: Have Fun with Games and Music

Many of the Hebrew games in “Classroom Games” at the front of the **Teacher’s Edition** can be adapted for video conference learning. For example, create a Tic-Tac-Toe board with key prayer words and share your screen or use the whiteboard. Divide the class into two groups – X and O – and ask volunteers to unmute themselves and play on behalf of their team. Either you or a student can annotate the X’s and O’s. Have several game boards ready.

Other game and music ideas:

- Engage the whole class in a game of prayer bingo. Create [virtual bingo boards](#). (Note: You may already have a Hebrew-English typesetting program on your computer. If not, you can add Hebrew as an additional language on your [Mac](#) or [PC](#).)
- Play “Name the Jewish Object.” Prepare a PowerPoint with images of Jewish objects and scenes (ark, *ner tamid*, haggadah, people sitting in a sukkah, Purim costumes, *mezuzot*, etc). Share your screen. Ask students to identify the items by writing in chat. Or, for fun, add virtual backgrounds of Jewish scenes. For help adding virtual backgrounds on Zoom, go [here](#).
- Add music and video to lessons by using the [Hebrew in Harmony App](#) on a shared screen. [Hebrew in Harmony](#) is a different prayer series – also for grades 4–6 – in which children learn prayers through music. The prayer selection is very similar to *Hineni*’s. Once you have a license to the App, you can share your screen, play the music, and show the videos that match the prayers in *Hineni 3*. (Be sure to “share computer sound” in the Zoom session so students can hear what’s playing on your computer.) Musical hosts Eliana Light and Noah Aronson – with guest appearances by the Bible Players – help students dive into a range of melodies and meaning.
- Add mindfulness and meditation practices to lessons. You can draw ideas from [this excerpt](#) from [Hebrew in Harmony Curriculum Core](#) written by Rabbi Jill Berkson Zimmerman. You will see, among the techniques, a visualization activity for the Bar’chu and a listening activity for the Sh’ma.

On another occasion, show either the [#1 Breathing Ball](#) or [#2 Satanama](#) mindfulness videos and invite students to participate. Then ask them to watch the video again and breathe mindfully, this time thinking about the things they are grateful for.

Tip #5: Get Children Up and Away from the Screen!

Plan ways to infuse movement into your lessons to keep kids engaged and in motion. (*Note: Many children wear headphones on Zoom. Remind them to remove their headphones before they get up.*)

- Play different musical versions of the prayers. You can find many versions in **Hebrew in Harmony App**. Or choose versions on YouTube you think children will like. Here's one example: When teaching Lesson 8, Ein Keloheinu, play Cantor Azi Schwartz's New Orleans-style [rendition of the hymn](#). If you choose different versions of the same prayer, ask students why they think the artists chose these musical interpretations and how they differ from one another. Then have a dance party. Encourage students to get out of their seats and move to the music. Give a shout-out to students who do the most energetic or way-out dance. (*Remember: If you are showing videos, click "Optimize screen sharing for video clip" before sharing your screen.*)
- Practice the choreography of the prayers, such as bowing in Aleinu. You can also have students make up their own hand motions for prayer words and teach them to one another.

Here's an example for the blessing formula:

בָּרוּךְ — praised, blessed

אַתָּה — You

יְיָ — Adonai

אֱלֹהֵינוּ — Our God

מֶלֶךְ — Ruler, King

הָעוֹלָם — the world

Say: "Instead of translating Hebrew into English, we can translate with our bodies."

Give each child one or two words and ask them to come up with a movement for each one. For example, a student might point at another child (a boy) for אַתָּה or put on a make-believe crown for מֶלֶךְ. When you call out a word, the students with that word take turns showing their movement. Then recite the words as a group and have students perform the corresponding movements.

Have a short discussion afterward. Ask: How did it feel to move with the blessing? Are there any movements that surprised you? Why? Did you learn something new about the blessing formula? If so, what?

- Give families ways for their children to engage with prayer between sessions and away from their screens. One way is to set an assignment for students to complete before the next class session. For example, when teaching Lesson 3, Birchot HaTorah, ask students to interview an older family member who became bat or bar mitzvah. The student might ask questions like these: How was it different for girls and boys when you became bar/bat mitzvah? Describe some of the rituals you did (*reading from the Torah, giving a d'var Torah, leading the service*). What kind of celebration did you have afterward? Consider having students email you the results of

their interview. Then share a few consolidated responses with the whole class.

Here's another suggestion: When you're teaching about security and reassurance in Lesson 9, Hashkiveinu, Sh'ma, Modeh/Modah Ani, have students, in advance of the next session, go on a scavenger hunt in their homes. Ask students to find comforting objects, or to think of comforting family times (*favorite blankets or toys; night light; family "talk time" or dinner time; phone for parents to reach kids – or vice versa; hugs*) Encourage students to share their objects or times with the class when you next meet and to explain their significance.

Hineni 3 Teacher's Edition is available [here](#).

Explore more resources for Jewish educators—free and in bite-size digital samples—to help you through this unusual time. Find them [here](#).

Have questions? Need more options? Reach out to us at customersupport@behrmanhouse.com. We're here to help.

By request, on the following pages you will find the complete Blessings after the Haftarah—Conservative and Reform versions.

Blessings after the הַפְּטָרָה – Conservative

1 בָּרוּךְ אַתָּה, יי
2 אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
3 צוּר כָּל הָעוֹלָמִים,
4 צַדִּיק בְּכָל הַדּוֹרוֹת,
5 הָאֵל הַנֶּאֱמָן,
6 הַאֹמֵר וְעֹשֶׂה,
7 הַמְדַבֵּר וּמְקַיֵּם,
8 שֶׁכָּל דְּבָרָיו אֱמֶת וְצֶדֶק.

1 Praised are You, Adonai
2 our God, Ruler of the world,
3 rock of all eternity,
4 righteous in all generations,
5 the faithful God,
6 the One who says and acts,
7 the One who speaks and follows through,
8 whose words are true and just.

9 נֶאֱמָן אַתָּה הוּא יי אֱלֹהֵינוּ,
10 וְנֶאֱמָנִים דְּבָרֶיךָ,
11 וְדָבַר אֶחָד מִדְּבָרֶיךָ
12 אַחֲזוֹר לֹא יֵשׁוּב רִיקָם,
13 כִּי אֵל מֶלֶךְ
14 נֶאֱמָן וְרַחֲמָן אַתָּה.
15 בָּרוּךְ אַתָּה יי,
16 הָאֵל הַנֶּאֱמָן בְּכָל דְּבָרָיו.

9 Faithful are You, Adonai our God,
10 and Your words are trustworthy.
11 Not one of Your words
12 will be unfulfilled,
13 for You are a faithful
14 and merciful sovereign God.
15 Praised are You, Adonai,
16 God who is trustworthy in all Your words.

17 רַחֵם עַל צִיּוֹן
18 כִּי הִיא בַּיִת חַיֵּינוּ,
19 וְלַעֲלוּבֵת נָפֵשׁ
20 תֹּשִׁיעַ בְּמַהֲרָה בְּיָמֵינוּ.
21 בָּרוּךְ אַתָּה יְיָ,
22 מְשַׂמֵּחַ צִיּוֹן בְּבָנֶיהָ.

17 Have mercy on Zion,
18 the house of our life,
19 and those who are cast down,
20 help them soon, and in our days.
21 Praised are You, Adonai,
22 who makes Zion happy through her children.

23 שְׂמַחֲנוּ, יְיָ אֱלֹהֵינוּ,
24 בְּאַלְיָהוּ הַנָּבִיא עֲבָדְךָ,
25 וּבַמְּלָכוּת בַּיִת דָּוִד מְשִׁיחֲךָ,
26 בְּמַהֲרָה יָבֹא וַיַּגֵּל לִבְנוֹ,
27 עַל כִּסְאוֹ לֹא יֵשֵׁב זָר,
28 וְלֹא יִנְחֲלוּ עוֹד
29 אֲחֵרִים אֶת כְּבוֹדוֹ,
30 כִּי בְשֵׁם קֹדְשְׁךָ נִשְׁבַּעְתָּ לוֹ
31 שֶׁלֹּא יִכָּבֵה נֵרוֹ לְעוֹלָם וָעֶד.
32 בָּרוּךְ אַתָּה יְיָ,
33 מִגֵּן דָּוִד.

23 Give us joy, Adonai our God,
24 through Your servant, Elijah the prophet,
25 and with the kingdom of Your anointed, David-
26 may he come soon and make our hearts rejoice.
27 May no stranger sit on his throne,
28 and may no other inherit
29 his glory,
30 for by Your holy name, You have promised him
31 that his light will never be extinguished.
32 Praised are You, Adonai,
33 Shield of David.

34 על התורה, ועל העבודה,
35 ועל הנביאים,
36 ועל יום השבת הזה,
37 שנתת לנו יי אלהינו,
38 לקדשה ולמנוחה,
39 לכבוד ולתפארת.
40 על הכל, יי אלהינו,
41 אנחנו מודים לך,
42 ומברכים אותך,
43 יתברך שמך בפני
44 כל חי תמיד לעולם ועד.
45 ברוך אתה, יי,
46 מקדש השבת.

34 For the Torah, and for worship,
35 and for the prophets,
36 and for this Shabbat day,
37 that You have given to us, Adonai our God,
38 for holiness and for rest,
39 for honor and for glory.
40 For everything, Adonai our God,
41 we acknowledge You,
42 and praise You.
43 May Your name be praised
44 by every living thing, always and forever.
45 Praised are You, Adonai,
46 who makes Shabbat holy.

Blessings after the הַפְּטָרָה – Reform

1 בָּרוּךְ אַתָּה, יי
2 אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
3 צוּר כָּל הָעוֹלָמִים,
4 צַדִּיק בְּכָל הַדּוֹרוֹת,
5 הָאֵל הַנֶּאֱמָן,
6 הָאוֹמֵר וְעוֹשֶׂה,
7 הַמְדַבֵּר וּמְקַיֵּם,
8 שְׁכֵל דְּבָרָיו אֱמֶת וְצֶדֶק.

1 Praised are You, Adonai
2 our God, Ruler of the world,
3 rock of all eternity,
4 righteous in all generations,
5 the faithful God,
6 the One who says and acts,
7 the One who speaks and follows through,
8 whose words are true and just.

9 עַל הַתּוֹרָה, וְעַל הָעֲבוֹדָה,
10 וְעַל הַנְּבִיאִים,
11 וְעַל יוֹם הַשַּׁבָּת הַזֶּה,
12 שֶׁנִּתְּתָה לָנוּ יי אֱלֹהֵינוּ,
13 לְקַדְּשָׁה וְלִמְנוּחָה,
14 לְכָבוֹד וּלְתַפְאֶרֶת.
15 עַל הַכֹּל, יי אֱלֹהֵינוּ,
16 אֲנַחְנוּ מוֹדִים לָךְ,
17 וּמְבָרְכִים אוֹתְךָ,
18 יְתַבְּרֵךְ שְׁמֶךָ בְּפִי
19 כָּל חַי תְּמִיד לְעוֹלָם וָעֶד.
20 בָּרוּךְ אַתָּה, יי,
21 מְקַדֵּשׁ הַשַּׁבָּת.

9 For the Torah, and for worship,
10 and for the prophets,
11 and for this Shabbat day,

12 that You have given to us, Adonai our God,
13 for holiness and for rest,
14 for honor and for glory.
15 For everything, Adonai our God,
16 we acknowledge You,
17 and praise You.
18 May Your name be praised
19 by every living thing, always and forever.
20 Praised are You, Adonai,
21 who makes Shabbat holy.