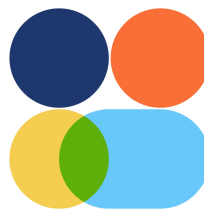


# LESSON PLAN



## Matan

Theme *Hanukkiah*s on Hanukkah

Grade Level(s)

Kindergarten - Second Grade

Time of lesson 30 Minutes

### Key Ideas

- The holiday of Hanukkah is also known as the Festival of Lights.
- Everyone can be a light in their own way.
- Everyone has strengths regardless of physical size.

### Learning Outcomes

#### Students Will:

- Identify the role of the Maccabees played in the story of Hanukkah.
- Understand that everyone is different, and be able to identify something that makes them special.

### Materials & Resources

- Book: Maccabee!: The Story of Hanukkah by Tilda Balsley
- Variety of materials to draw or build a Hanukkiah, i.e. legos, blocks, play dough, paper, crayons, markers,
- pencils.
- Printed Matan visual

### Warm-up and Overview

Review the Hanukkah story with students and highlight how the Maccabees were a very small army but still managed to beat Antiochus. Remind the students that on Hanukkah we light the candles on the Hanukkiah to help us remember the miracle of the little bit of oil lasting 8 whole days and the small army of the Maccabees defeating the bigger army!

### Introduction

- Read the book Maccabee!: The Story of Hanukkah by Tilda Balsley.
- Introduce the components of a Hanukkiah. Use the visual attached to help students understand what all *chanukiot* need to have.

### Specific Accomodations

- Give students options for seating during the read aloud
- Review any vocabulary that may be new or unknown to some students

## Activity

What would I look like if I were a Hanukkah?

- Using materials such as Legos, blocks, play dough, etc., have students draw/create themselves as a *Hanukkah*
- What are some of your Hanukkah's strengths (it's really big and can light up a whole room OR it's very small and can be carried around, etc.)?

## Specific

Accommodations

- ensure there are materials that are appropriate for all students (bigger Legos or markers for kids with fine motor challenges)

## Options for Extensions

- give students a variety of pictures and actual *chanukiot* and have them point out which ones are considered "kosher" and which are not

## Options for Remediation

- give students more time to complete their *chanukiot*
- show more examples of kosher *chanukiot* so students know how to make their own

## Review and Closing

Have students share their Hanukkahs with the group. Ask students to identify:

- What is something your Hanukkah would be really good at? Why?
- What might be hard for your Hanukkah?
- What makes all the *chanukiot* similar?
- What makes them different?

ALL our Hanukkahs give off light and they ALL help us celebrate Hanukkah. We all have a light to give, and we all have something special about us that makes us important!

## Specific Accommodations

- Allow students to present to just the teacher or to a smaller group of students
- Take photos of students work who used Legos or other building materials that will need to be taken apart so they do not feel upset about their projects being temporary

## Checking for Understanding

- Pause periodically while reading the book to ask students questions to check for comprehension
- Go around as students are building/ drawing their *chanukiot* to ensure they have the components they need

# Parts of a Hanukkah



1 *shamash* (a candle that is taller than the other 8)

8 candles

