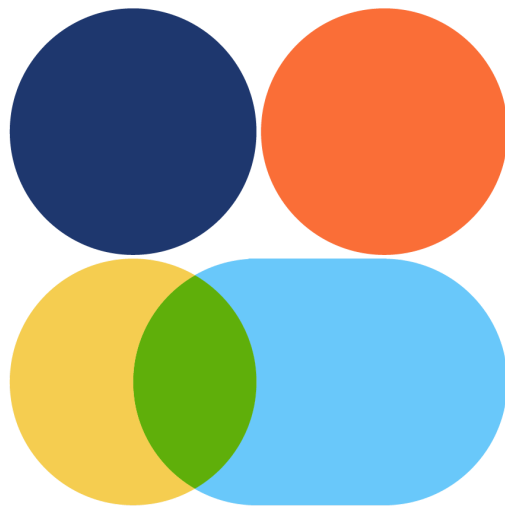




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A Jewish Early Childhood curriculum designed to meet the need of ALL learners

Welcome to Matan Katan! This curriculum is specially designed to give Jewish educators the tools to introduce Jewish values and traditions to any and all students that come through their classroom. By purchasing Matan Katan, you now have access to:

- 25 flexible, differentiated 2.5 hour long lesson plans
- Guides for:
 - Implementing Center Rotations
 - Teaching *Tefilot* and *Brachot*
 - Introducing the *Aleph Bet*
- Visuals to go along with *Tefilot* and *Brachot*

Each Lesson Includes:

- Whole group activities on holidays and Torah stories
- Center activities related to the lesson theme or the *Aleph Bet*
- Printable handouts and visuals for activities
- Built in accommodations and modifications

Teaching a class with diverse needs can be challenging - but including every child shouldn't be. With these materials, you can feel confident that your lessons and classroom structure will support and engage all learners.





Matan Katan Class Structure and Rationale

Every Lesson in Matan Katan includes the following components:

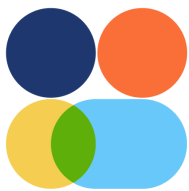
- Arrival/Warm Up
- *Tefilah* Time
- Center Rotations
- *Bracha* Spotlight (snack time)
- Whole Group Activity
- Closing/*Lehitraot*

While the components of Matan Katan lessons are flexible and can be mixed and matched to meet your students' needs, the suggested sequence was thoughtfully designed to maximize student success at every step.

Each day begins with an **Arrival Routine** and **Warm-Up**. This consistent routine helps students transition smoothly into the classroom and builds independence—an essential skill in early childhood. The routine might include greeting the teacher, hanging up a jacket, and settling into a warm-up activity. You might also incorporate a visual “check-in” system, such as having students move their picture to a 'checked in' column. Predictable routines like these help children know what to expect, making them feel more comfortable and confident as they begin their day.

The **Warm-Up** will always be a simple activity that students can complete with minimal adult support. Its purpose is to help students ease into their day without facing something too challenging right away, while also giving teachers a chance to check in with caregivers or finish setting up for the day. Many warm-ups will result in a permanent product that students can add to their portfolios—folders they decorate at the beginning of the year. By the end of the year, each student will have a collection of work that reflects their growth and progress throughout their time with you.

Note: While some educational philosophies discourage the use of coloring pages, we occasionally include them as a purposeful accommodation. Coloring pages provide structure, reduce anxiety around open-ended tasks, and offer all learners a way to start on equal footing. When used intentionally, they support inclusion and engagement.



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Matan Katan Class Structure and Rationale

Next, students will transition to **Tefilah Time**, which is intentionally placed after the warm-up and before centers. Practically, many of the Tefilot we're teaching are traditionally recited first thing in the morning. Beyond that, Tefilah Time provides a valuable opportunity for students to engage both their minds and bodies as they prepare for the day. The Tefilot are sequenced to alternate between calming and high-energy moments, helping students release energy while also practicing self-regulation and returning to a calm state. Tefilah Time ends with a "dance it out" moment, giving students one last burst of movement before transitioning to Centers, where they'll likely be sitting or staying in one spot for a longer stretch.

As mentioned above, **Centers** are a time when students may need to remain in one spot for approximately 15 minutes at a time. However, each rotation between centers provides a natural opportunity for movement, offering built-in wiggle breaks throughout the block. The centers themselves are all interactive and designed with flexibility in mind—they can be as child-led or teacher-guided as needed. This structure ensures that students receive the support they need while also fostering play, problem-solving, and creativity. (*Please see note about allergens in the Centers Guide.*)

After Centers comes **Bracha Spotlight** time, which is both practical and designed to maximize student engagement. At this point, students are likely hungry, making it a good time for a snack. Since they've just been active—playing, working with their hands, sitting on the floor, or moving around the classroom—Bracha Spotlight provides a needed break from the stimulation of centers. It allows students to rest, refocus, and refuel for the remainder of the class.

Finally, the class transitions to **Group Activity**, which can be challenging for some students because it often requires extended periods of sitting quietly and listening. This activity is scheduled here since students have just engaged in hands-on work and had a chance to eat and socialize, helping set them up for success during this quieter time. It's important to note that most Group Activities include only about 10 minutes of sitting and listening, followed by a variety of more interactive and engaging tasks.

Each lesson concludes with a **Closing** that gives the teacher a chance to check for student understanding and ensure everyone takes something meaningful away from the day. The class then ends with the same **Lehitraot** song every time, helping establish a comforting routine so students leave school feeling successful and connected.





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List of Lesson Topics:

- Rosh Hashana
- Yom Kippur
- Sukkot
- Torah
- Creation
- Shabbat Rest
- Shabbat Ritual items
- Hanukkah 1
- Hanukkah 2
- Mitzvot 1
- Tu Bshvat
- Purim
- Mitzvot 2
- Passover 1
- Passover 2
- Israel
- Trip To Israel
- 10 Commandments
- Shavuot
- Ritual Items
- The Siddur
- Havdalah
- Tzedakah
- Tikkun Olam
- End of Year/What We've Learned



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