



Theme Sukkot

Week: 3

## Learning Outcomes

Students Will:

- Learn about Sukkot
- Identify a *lulav* and *etrog*
- Understand what it means to “dwell” in a *Sukkah*

## Materials & Resources

- Markers
- Stickers, papers, other arts and crafts materials
- Building materials (blocks, legos, boxes)
- Hebrew Alphabet Letters
- Lulav and etrog materials
- Book: *The Very Crowded Sukkah* By Leslie Kimmelman

## Arrival/Warm Up (15 min)

During this arrival, consider seeing if students can remember the routine on their own. See how much they can do independently and then help them with the parts of the routine they need support with.

Have an outline of a *lulav* and *etrog* (attached) at every spot and have students rip pieces of yellow and green paper into smaller pieces and glue them onto the picture to fill in their *lulav* and *etrog*.

## Specific Accommodations

- Set up the table with each student’s folder in a designated seat based on where they will be most successful (ex. next to a specific peer, in a specific seat, etc.) This way, as students come in, they can find their folders and sit in their spot.
- Provide pre-ripped paper for students with fine motor needs who may have a hard time ripping their own paper.

## Tefilah Time (15 min)

Now that students have done *Modeh Ani* a few times, jump right into Tefilah time with *Modeh Ani*.

Take some extra time to review the *Shema* along with the sign language.

Introduce the *Amidah*. Explain that the *Amidah* is a time when we get to talk to God “privately”. Teach “*Adonai sefatai tiftach*” and the quiet, breathing time (see *tefilot* visuals).

## Specific Accommodations

- Use cube chairs, cushions, carpet dots, or hula hoops for students who need support sitting on the floor or for students who need help understanding how to stay in their spot
- Use visuals for the tefilot

Centers (45 min. 15 each)



**Center Theme:** Hebrew Letters/Art

**Center Activity:** Name Decorating

Print all of the students' names out in Hebrew in large block letters. Provide markers, crayons, paints, etc. and have students trace their names, then color them in.

Note: when these are done, consider laminating them so that students can use them in their Hebrew letters center in the future.

**Specific Accommodations:**

- Provide a variety of decorations for students to use including thicker, smaller crayons or markers to work on grip or dot markers for less fine motor strain.

**Center Theme:** Sensory

**Center Activity:** Lulav and Etrog Sensory Exploration

Split the parts of the *lulav* and *etrog* up and allow students to explore them with all of their senses. Students can feel the different parts, smell them, listen to the sounds they make when they shake them, etc.

**Specific Accommodations:**

- Some students need to know when they are going to get a turn with each part of the *lulav* and *etrog*. Consider having students sit in a circle and pass the parts of the *lulav* around. Use a sand timer or [Time Timer](#) and show them that when the timer goes off, they should all pass their parts of the *lulav* to the person next to them.

**Center Theme:** Building Center

**Center Activity:** Sukkah Building

Provide students with pictures of *sukkot*. Have them build their own *sukkot* using building materials they have in the building center.

**Specific Accommodations:**

- Provide different materials depending on the fine motor skills of the students (ex. large blocks vs. small legos)
- Create your own model with building materials for students to see an example

**Bracha Spotlight (and snack time, 20 min):**

Sing the *Bracha* Spotlight song as students are preparing for snack.

Tell students that today's snack is something that grows in the ground because Sukkot is a harvest festival where we celebrate all the things that we can grow! Teach the *ha'adama* blessing and serve the snack (options of snacks are carrots, celery, etc.).

**Whole Group Activity (30 min):**

Introduce the holiday of Sukkot! Explain that students have just explored the *lulav* and *etrog*, which we shake on Sukkot and they've also build their own Sukkot in the building center! Let's read a book and learn a little more about what we do in a Sukkah!

Read the book *The Very Crowded Sukkah* by Leslie Kimmelman

Ask students: What did all the different people and animals do in the *sukkah*?

Explain that the commandment on the holiday is to "dwell" in the *sukkah* but that can look different for everyone! Some people eat in the *sukkah*, some sleep, some just sit and talk - just like the people and animals in the book.

Next, brainstorm different ways to "dwell" in the *sukkah*.

**Specific Accommodations:**

- Print pictures of eating, sleeping, sitting/talking and have students who cannot/do not want to verbally brainstorm choose an option from the pictures for "dwelling" in the *sukkah*

**Closing/Lehitraot (10 min):**

- Have students draw or build how they might want to "dwell" in a *sukkah* (using attached template)
- Finally, sing *Shalom Chaverim* together to close out the class

# Lulav and Etrog



One way that I can dwell in the Sukkah:

