

Theme: Shabbat Rest

Week: 6

## Learning Outcomes

Students Will:

- Know what Shabbat is
- Understand why we rest on Shabbat
- Identify different ways to rest on Shabbat

## Materials & Resources

- Play Doh/building materials
- Centers materials
- Book: Soosie: The Horse That Saved Shabbat by Tami Lehman-Wilzig
- Materials for book sound effects (listed in group activity section)
- Materials for making Play Doh (listed in Sensory Center)

## Arrival/Warm Up (15 min)

After students complete their arrival routine, they will find a seat at their table and choose a coloring page to begin coloring.

Each coloring page will depict a different way to rest on Shabbat. Encourage students to choose the one they like doing the most.

## Specific Accommodations

- If possible, put student picture next to their name at the table so they know where to sit even if they cannot recognize their names in print.
- Provide different options for coloring so students have a variety of options to choose from depending on their fine motor needs.
- If there is a student that struggles with making choices, preselect a choice for them and have it ready at their spot.

## Tefilah Time (15 min)

At this point, all *tefilot* have been taught. This week, use your discretion to determine if you can jump into *Tefilah* Time right away or if you should take time to review one of the *tefilot* you have already taught.

## 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

Centers (45 min. 15 each)



**Center Theme:** Hebrew Letters

**Center Activity:** Hebrew Letter Sky Writing

Give out student's Hebrew letter name mats that they colored several weeks ago. Have students trace the letters with their fingers as they say their names, first on their mats, then in the sky, then on any other surface they can. Students can take turns tracing their names on a partner's back (ensure that students are asking permission to trace on each other's back), trace on the carpet, or on a fuzzy blanket.

**Specific Accommodations:**

- Allow students to choose the different materials they engage with
- Have some students focus only on the first letter of their name
- Model sounding out the names of each student with them as they trace their names if they need

**Center Theme:** Art

**Center Activity:**

Creating Shabbat-O-Grams! Provide cards, stickers, coloring materials, and pre-printed Shabbat greetings for students to glue into their cards. Have students choose someone to make a Shabbat card for and encourage them to choose someone they hope can have a meaningful and restful Shabbat.

**Specific Accommodations:**

- Provide models for students that need a starting point
- Have different ways for students to put greetings in their Shabbat-O-Grams. Ex. Have different greetings written on a nearby paper for students to copy, have them pre-printed for students to glue one, have some cards pre-written with a greeting so that students can simply decorate the card

**Center Theme:** Sensory Exploration

**Center Activity:**

Make your own Play Doh challah! Put out pre-measured ingredients for students to mix together to make Play Doh. Have students all take turns mixing and kneading the dough in a big bowl. When done, separate the dough and allow each student to make their own Play Doh challah.

Play Doh Recipe:  $\frac{1}{2}$  a cup of water,  $\frac{1}{2}$  a cup of salt, 1 cup of flour (multiply recipe as many times as needed to make the amount you need for your class)

**Specific Accommodations:**

- Provide spoons and other mixing devices for students that do not want to touch the mixture
- Provide students with visuals for how to braid the challah

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

This week, provide challah for snack! Have students identify which *bracha* they should say using the *bracha* visual. Say *hamotzi* together and enjoy!

## Whole Group Activity (30 min):

Read the book: [Soosie: The Horse That Saved Shabbat](#)

Before reading the book, explain to the class that they will be helping to read this book by being the sound effects. Give out the sound effect roles:

- Horse hooves - A toy horse that someone needs to make “run” on a table or the floor
- Jacob clicking his tongue - a student that can click their tongue
- Horse tail swish - use a collection of twigs, leaves, or leftover lulav to swish back and forth like a horse tail
- Coins dropping in tin can - metal container with coins that a student has to shake
- Villagers saying “Shabbat Shalom”- Students saying Shabbat Shalom

Every time one of these things happens in the book, have the designated sound effect do their part to make the story come to life.

When the story is over, discuss the phrase “Shabbat Shalom”. What do they think it means? Why did people say that to each other when they bought their *challot*. Ask: Did the phrase take on a new meaning at the end when Esther said it to Soosie? Discuss how Shabbat is a special day of rest when we refrain from working. Just like God rested on the 7<sup>th</sup> day, we also rest on Shabbat.

### **Specific Accommodations:**

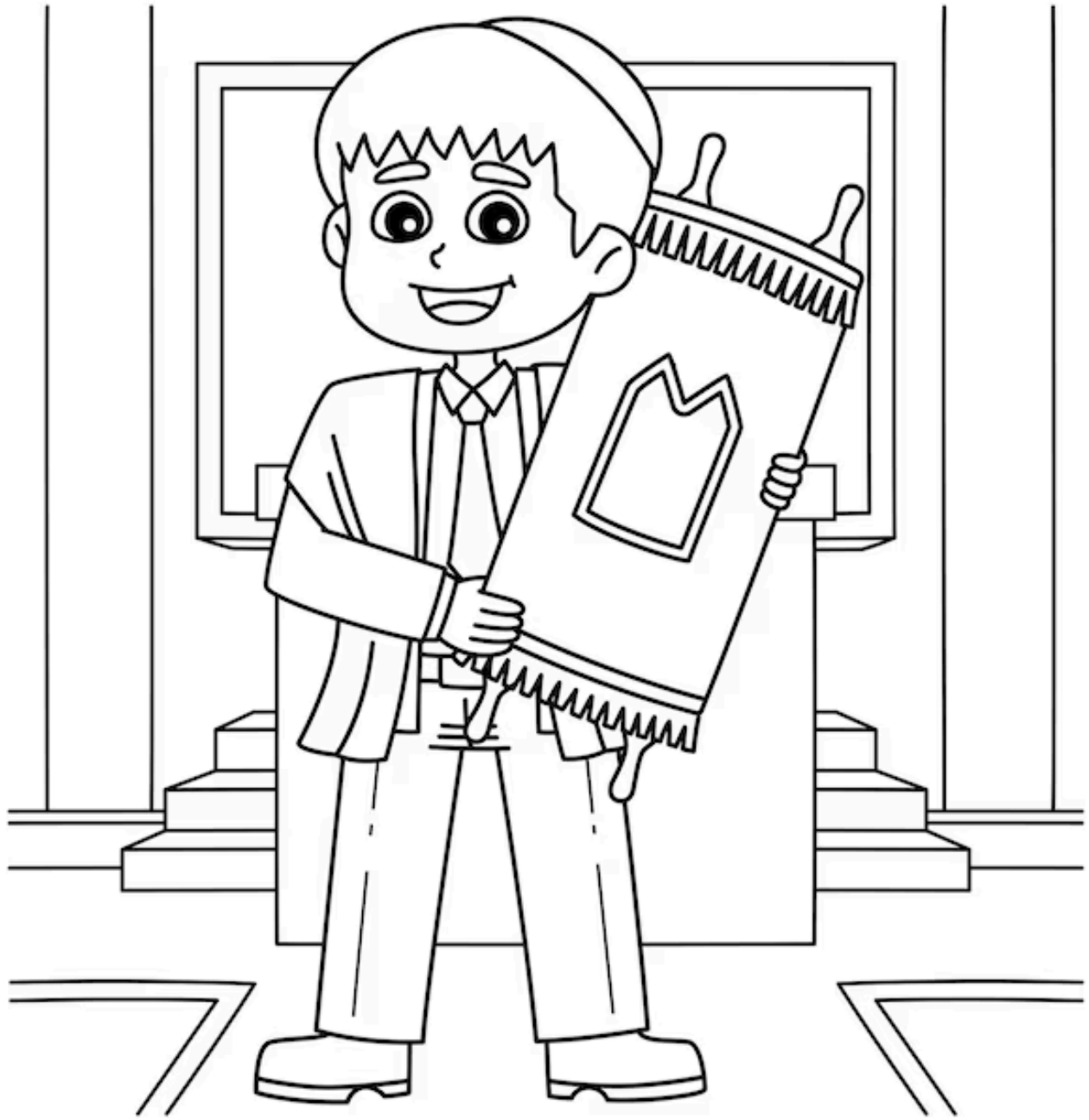
- Preassign sound effect roles based on the different strengths and needs in your class, pair students up to be the sound effects if you anticipate some having a harder time participating
- If necessary, have all students take turns being the different sound effects.
- Point to the person whose turn it is when it is time for their sound effect.

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

- Ask students how they choose to rest on Shabbat. Have students come up with plans for how they will rest next Shabbat
- Finally, sing *Shalom Chaverim* together





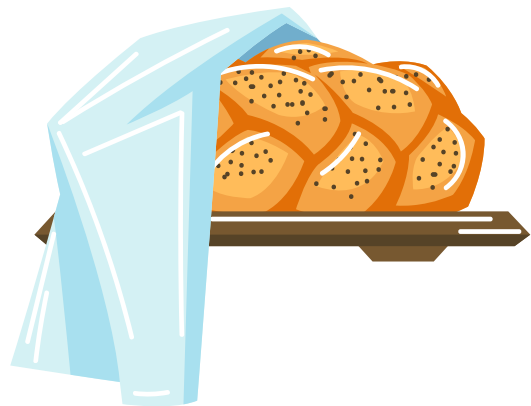
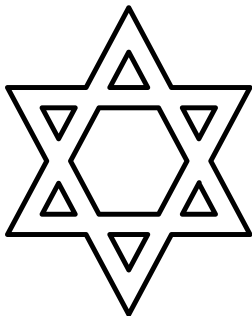


# Shabbat Shalom!

שבת  
שלום



Shabbat  
Shalom



Dear \_\_\_\_\_,

I hope you have a  
restful Shabbat.  
Shabbat Shalom!

From,

\_\_\_\_\_



1



Make 3 balls of dough

2



roll each play doh ball between 2 hands until you have 3 strands

3



connect the three ends of the strands together

4



Put the right side roll over the middle roll, then put the left roll over the new middle roll. Repeat until you have a challah!

