



Theme: Shabbat Ritual Items

Week: 7

Learning Outcomes

Students Will:

- Identify what ritual items are needed to celebrate Shabbat
- Create their own ritual item

Materials & Resources

- Book: The Shabbat Box by Leslie Simpson
- Construction paper shapes - cut out, together will become Shabbat candles
- Pillow cases or handkerchiefs
- Fabric paint or markers
- Hebrew letter stamps or stencils
- Variety of recycled materials

Arrival/Warm Up (15 min)

After students complete their arrival routine, they will put construction paper shapes together to create Shabbat candles

For the candle sticks, you should provide:

- two long rectangles for the candles
- two yellow ovals for the flames
- two long, thicker rectangles for the candle sticks
- two short rectangles for the bottom of the stick

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.
- Give some students a template so they know where to glue each piece of construction paper

Tefilah Time (15 min)

Now that students have become familiar with the *tefilot* they will be saying every week, you can start adding in explanation about the *tefilot*. Today, start *Tefilah* Time by explaining that we are learning more about Shabbat. Explain that on Shabbat we spend extra time thanking God for everything we have. Before singing *Modeh Ani*, which is about being thankful we woke up in the morning, have students share something they are thankful for.

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
- Allow students to point to something they are thankful for if they do not want to say it out loud

Centers (45 min. 15 each)



Center Theme: Hebrew Letters

Center Activity: Body Hebrew Letters

Place models of the Hebrew word Shabbat at the station. Have students build it with their letter magnets or point to the letters on their letter mats. After that, have them try to make the letters with their bodies. As they stretch their bodies to make the letters, have them make the sound each letter says

Specific Accommodations:

- Allow students to work together or by themselves
- Include the sample of how to spell Shabbat in Hebrew already at the station for students to use as a model
- Provide yoga mats or a carpet to show students what space they have and to ensure they do not accidentally get into each other's space.

Center Theme: Art

Center Activity:

Challah Covers!

Provide pillowcases or handkerchiefs and paint or fabric markers for students to decorate to bring home for their Shabbat table. Provide stencils or stamps of the words Shabbat Shalom in Hebrew for students to have extra practice and exposure with the Hebrew letters.

Specific Accommodations:

- Provide models for students that need a starting point
- Use different utensils for students to paint with (ex. sponges, paint brushes, fingers, etc.) to ensure everyone is comfortable and able to use the paint

Center Theme: Building

Center Activity:

Use recycled materials such as toilet paper rolls, scrap paper, boxes, etc. to work together to build a Shabbat table. Have students ensure that their Shabbat table has candles, kiddush cups, a challah board, etc.

When they are done building, have students act out how Shabbat starts by lighting candles and reciting *kiddush* and *hamotzi*.

Specific Accommodations:

- Provide models of the ritual items for students to know what they should build
- Give out different roles so students know what they are expected to do as they work together

Bracha Spotlight (and snack time, 20 min):

This week, challah can be served as a snack again. Ask students if they remember what the *bracha* is for challah. Serve grape juice with it introduce the *hagafen bracha* as well. For this snack, have students pretend that it is Shabbat by covering their pieces of challah with a napkin and saying the *bracha* over it that way. Have students hold up their grape juice to pretend they are saying *kiddush*.

Whole Group Activity (30 min):

Introduce the book *The Shabbat Box* by Leslie Simpson. Before starting the book, ask students what they think might be in a Shabbat box. See if they can guess some of the items that are important for Shabbat based on what they have done in class so far today.

After reading the book, explain that as a class, we will be playing a giant game of Shabbat Memory just like the one in the book.

Shabbat Memory Game:

Split the class into two teams and place the large Shabbat images on the floor face down. Have students take turns trying to find a match. When they find a match, have the whole class practice repeating after you to recite the blessing that goes along with the image. Students can try to recite them on their own if they would like a challenge.

*Note: There are two types of matches included in this game. Exact matches as well as matches where two pictures are not the same, but go together. Consider omitting the latter type of match if it is too complex for your learners (ex. candles with women covering her eyes, *kiddush* cup with grape juice, etc.)

Specific Accommodations:

- Play the game once with the pictures facing up so that students can practice
- Give quick sneak peeks for some students who struggle with memory
- Allow students to work as a whole group rather than individually choosing a card

Closing/Lehitraot (10 min):

- Have students discuss a Shabbat ritual item they have in their home. Do they have a special set of candle sticks? A special challah board?
- Finally, sing *Shalom Chaverim* together

Shabbat Candles

















































