

Theme: Welcome and Rosh Hashana

Week: 1

Learning Outcomes

Students will:

- Meet their new classmates
- Learn the classroom routines and expectations
- Learn the greeting for Rosh Hashana and why we eat apples and honey

Materials & Resources

- Shofar
- Folders
- Markers
- Ball
- Stickers, papers, other arts and crafts materials
- Apples and Honey
- Book "[Sammy Spider's First Rosh Hashana](#)"
- Hebrew Alphabet Letters

Arrival/Warm Up (15 min)

As students arrive, show them around the room. Show them where to put their things, where they will do art, play, etc.

Have folders on tables with their names on them. Direct students to their folders and have them decorate their folders with markers, crayons, stickers, etc.

Explain: "These folders will be used to hold our art and work for the year! Let's decorate them."

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 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.

Tefilah Time (15 min)

Start *Tefilah* Time with a "get to know you" game. Have students sit in a circle and roll a ball to each other. When the ball gets to them, have them say their name and have the group say "Shalom ____". Once everyone has taken a turn, make the game more difficult by having students say the name of the person they are passing to.

Next, introduce *Tefilah Time*. Tell students they will do this every week. End the time by beginning to teach the song "*Modeh Ani*".

Specific Accommodations

- Allow students who cannot say their own names to hold up their name tag when it is their turn.
- 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:

Provide students with Hebrew letter magnets, metal cookie sheets (for sticking magnets on), and print-outs of the edible *Aleph Bet*.

Allow students to explore the letters, match them to the letters and pictures on the print-outs (placing the print outs on the cookie sheets so magnets will stick on them).

As you move around the room, model the letter sounds or label the letters while placing them on the cookie sheets.

Specific Accommodations:

- Provide smaller field size for students who need it (ex. only give 3-5 letters to explore).
- Use a slant board, easel, or white board for some students to place magnets on.

Center Theme: Holiday Art!

Center Activity: Rosh Hashana Apples

Provide students with a coloring page of apples and honey. Give students different red and gold materials, all with different textures (stickers, gems, markers, tissue paper, other textured paper). Have students decorate their apples and honey with the different materials

Specific Accommodations:

- Color code the apple and honey so students know which colors to put where
- Pre-place glue on parts of the paper for students to place items on
- Put down plastic table cloth to allow for mess without concern

Center Theme: Sensory Exploration

Center Activity:

Fill a big bin (or sensory table if you have it) with leaves and sticks from outside. Hide pictures of apples, toy apples, pictures/toy shofar, toy challah, etc. beneath the leaves and have students look through the sensory bin to collect different items that are relevant to Rosh Hashana.

Specific Accommodations:

- Give students a visual list of all the items hidden so they know what they are looking for
- Assign certain items to specific students so they are not fighting over items

Bracha Spotlight (and snack time, 20 min):

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

Ask: “Why do you think we say a *bracha* (blessing) over our food?” Tell students we use blessings to give thanks for the food we are about to eat.

Introduce the list of *brachot* and what we say them for. Show students that they are eating apples and honey for snack today and introduce the *haetz* bracha.

Whole Group Activity (30 min):

Read the book: *Sammy Spider's First Rosh Hashana*

Throughout the story, have students identify items that are relevant to Rosh Hashana.

After the story, teach the greeting “*Shana Tova U'metukah*”. Explain that Rosh Hashana is the new year according to the Jewish calendar. Next ask: “What does honey taste like?” See if students can come up with “sweet” and explain that we eat apples and honey on Rosh Hashana because we want this year to be as sweet as honey!

Finally, find a picture of a *shofar* in the book. Tell students we hear the shofar blasts on Rosh Hashana too.

Introduce “The Shofar Game”:

Have students stand up and form a line across the room.

- Ask: “What time is it Mrs. Shofar?”

Have an assistant respond with one of the Shofar blasts. The kids will move across the room according to the following:

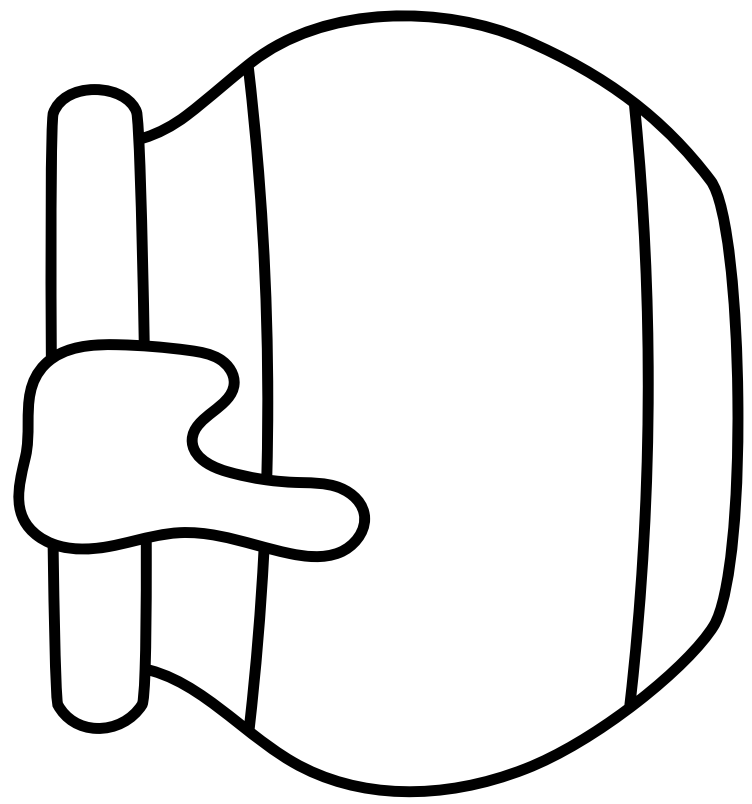
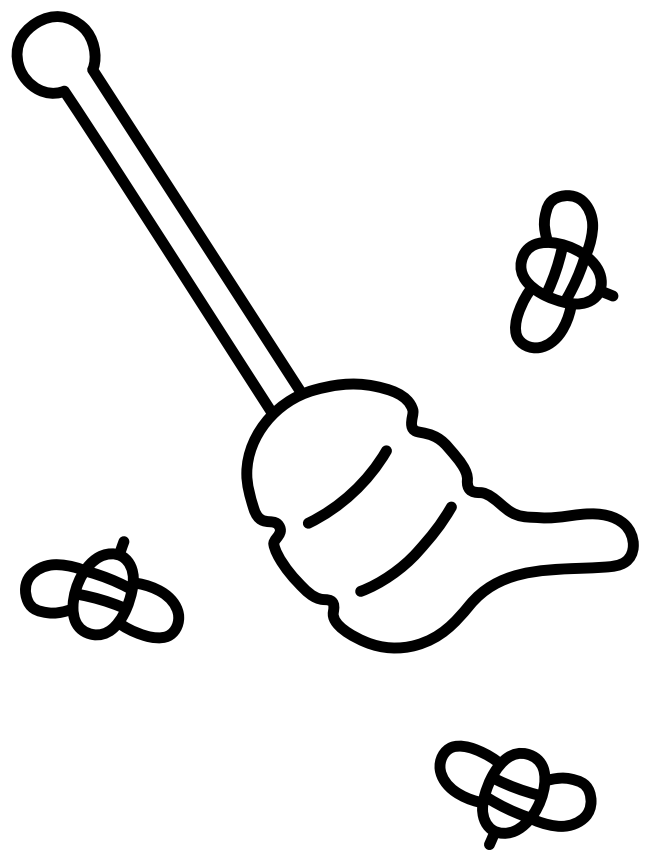
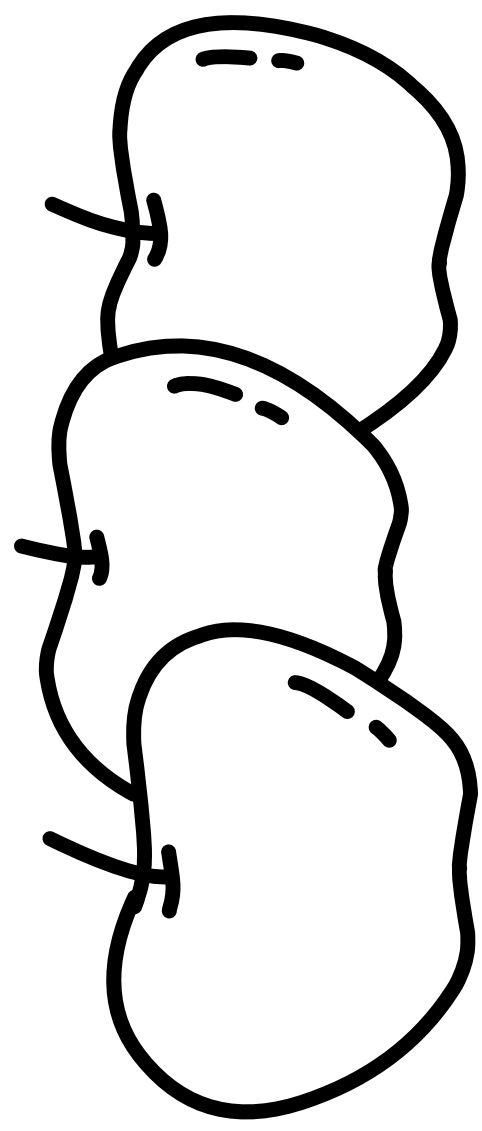
- Tekiyah: 1 step forward.
- Shevarim: 3 steps forward.
- Teruah: 9 baby steps forward.
- Tekiyah Gedolah: run to beginning!

Specific Accommodations:

- Allow some students to point to pictures in the book instead of saying them verbally
- Provide visuals for answering questions, for example, put three pictures in front of student and have them find the one that is “sweet”
- Visuals for game

Closing/Lehitraot (10 min):

- Have students share one thing they learned today about Rosh Hashana.
- Next, go around in a circle and have students say “*shana tova u'metuka* _____” to the person sitting next to them.
- Finally, sing *Shalom Chaverim* together. Explain that this song may be new now but we will sing it every week and everyone will learn it!



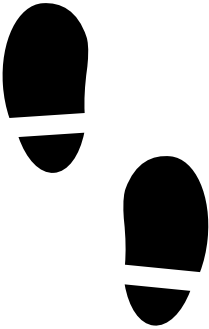

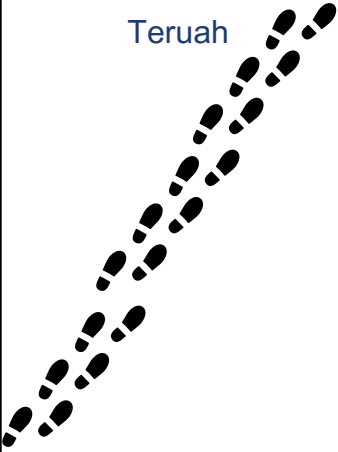

The Shofar Game

Use the following directions and symbols to help students play the game:

Have students stand up and form a line at one end of the room facing the teacher.

Students will ask: "What time is it Mrs. Shofar?"

Mrs. Shofar responds by choosing one of the following blasts:

<p>Tekiyah</p>  <p>1 Step Forward</p>	<p>Shevarim</p>  <p>3 Steps Forward</p>	<p>Teruah</p>  <p>9 Steps Forward</p>	<p>Tekiyah Gedolah</p>  <p>Run to Beginning!</p>
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Students will move across the room following the Shofar blast until they reach Mrs. (or Mr.) Shofar!