

Theme: Torah

Week: 4

Learning Outcomes

Students Will:

- Identify what the Torah is
- Name what language the Torah is written in
- Understand what is written inside the Torah

Materials & Resources

- Cut-out shapes of Torah for each student
- Mini replica Torah scroll
- Aleph Bet song recording
- Aleph Bet letters
- Arts and crafts materials for creating Torah decorations

Arrival/Warm Up (15 min)

By now, students should be familiar with their morning routine. Continue to remain in close proximity to offer any reminders for students, but allow them to go through their morning routine as independently as possible.

Have an outline of a Torah for each student. Provide cut-outs of each part of the Torah for students to match onto their Torah outline and glue on.

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 options for glue, including liquid and glue sticks depending on what they are able to use the most independently.

Tefilah Time (15 min)

Go through the first few *tefilot* that you have taught thus far. We are not going to introduce a new *tefilah* this week. Instead, use this time to review the *tefilot* already taught and give extra attention to any parts students are having trouble with.

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/ Music

Center Activity:

Now that students have spent a few weeks playing with the Hebrew letter magnets, introduce the Hebrew *Aleph Bet* song. play the song and point to each hebrew letter magnet as it is said. Have students follow along and copy after the model. Have the song play repeatedly during the center so that students have plenty of repetition. After a few times, begin pausing the song at various spots and have students see if they can find the letter that the song stopped on.

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 put magnets on

Center Theme: Art

Center Activity: Torah “Clothes”

Show students different pictures of the decorative items that we dress the Torah in. Explain that this is a way for us to show how sacred and special the Torah is. Then allow students to design their own using the pictures as inspiration.

Specific Accommodations:

- Provide a template or coloring page for students who have a hard time coming up with their own design
- 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 about the environment

Center Theme: Sensory

Center Activity:

Fill a big bin (or sensory table if you have it) with any kind of sensory material you have (sand, dry rice, etc.). Hide different pictures related to the Torah in the sensory bin and have students search for them. Pictures can include: The letter *taf*, the letter T, word Torah, an open Torah scroll, a *yad*, a *bimah*, etc.

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 them

Bracha Spotlight (and snack time, 20 min):

This week, pass out a coloring page or outline of the letter *taf* and show students that the snack today is Twizzlers or Taffy (Laffy Taffy) and explain that this is because “Torah” begins with “Taf” (you can use anything that begins with Taf).

Explain that with candy, or most kinds of snack foods, we use the blessing “*shehakol*” because it can encompass anything! Teach *shehakol* and then allow students to eat the snack as well as use the snack to fill in the outline of the letter *taf*.

Whole Group Activity (30 min):

Bring out the small Torah and have students stand around it so they have the opportunity to see it up close. Ask them if they notice:

- What language is inside the Torah?
- How does the Torah look similar to a book? How is it different?”

Explain that the Torah is a collection of stories about the ancient Israelites which tells the story of the history of the Jewish people. Introduce the word: *Parsha* or Portion and explain that every week on Shabbat, we read a different story from the Torah until we finish the whole thing! Then we read it again!

Explain that the Torah is so sacred to the Jewish people that we stand every time we take it out of the ark and we kiss it any time it is carried past us.

Play: Freeze dance with the song “Torah Torah”, “*Etz Chaim He*”, etc. and the Torah scroll. Have students:

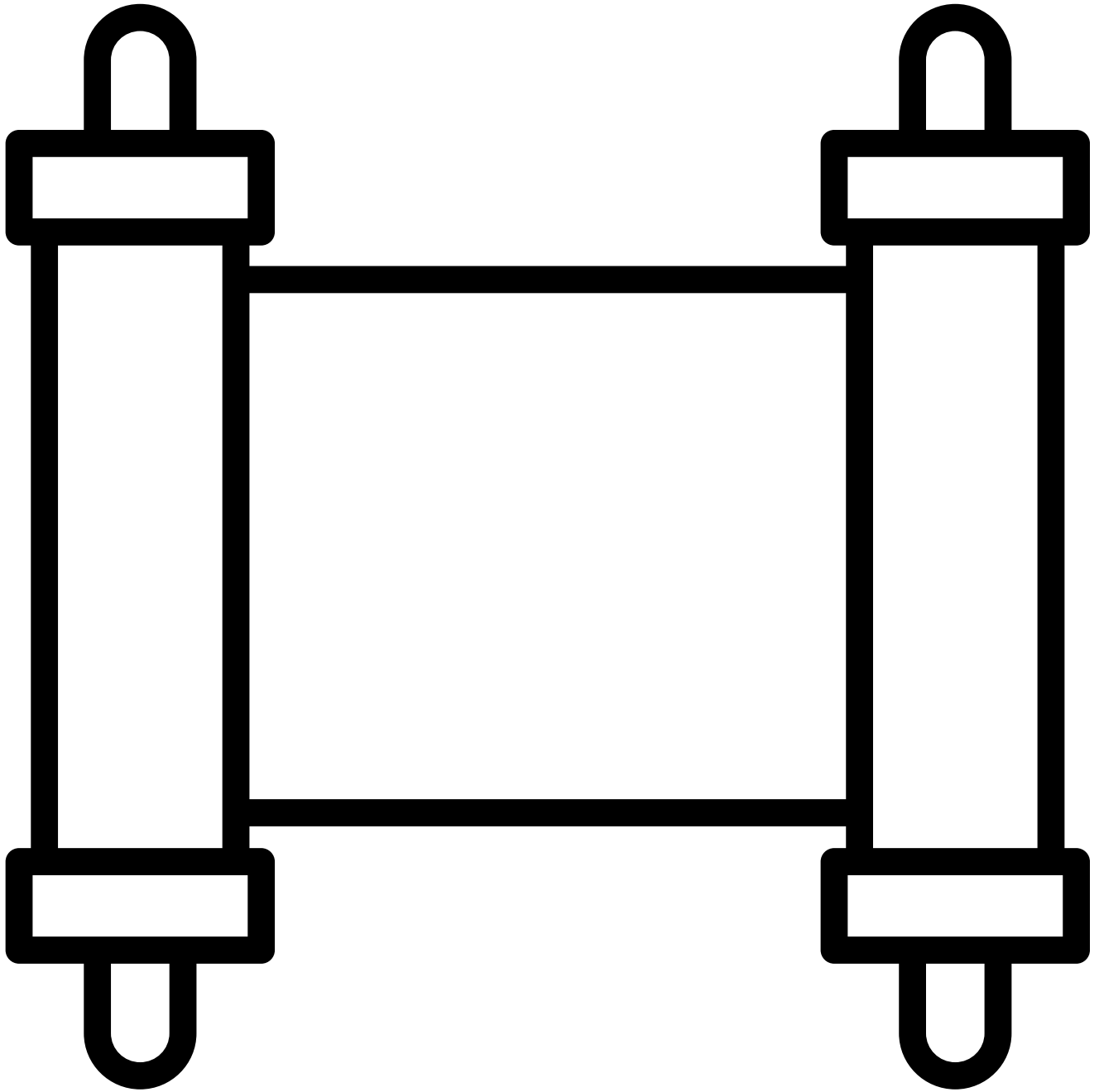
- Freeze when the song stops
- Sit down when the Torah is placed down on the table (or in an ark if available)
- Blow a kiss when the the Torah is next to them

Specific Accommodations:

- Provide different tactile opportunities for students such as holding a *yad* or a special plush torah so they are not tempted to touch the real Torah
- Visuals for game (attached)

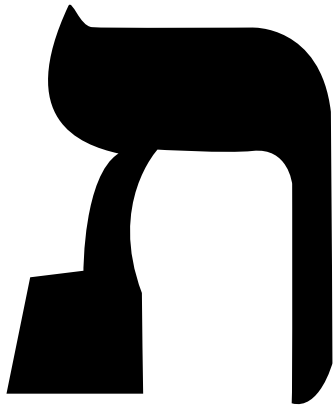
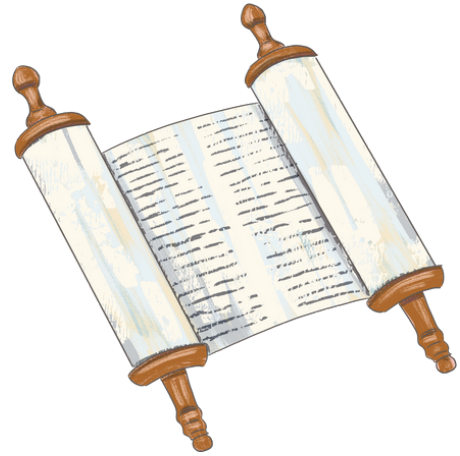
Closing/*Lehitraot* (10 min):

- Ask students: What is one way that we show respect to the Torah?
- Explain that now that we know what the Torah is, we may get a chance to learn about some of the stories in the Torah later this year!
- Finally, sing *Shalom Chaverim* together





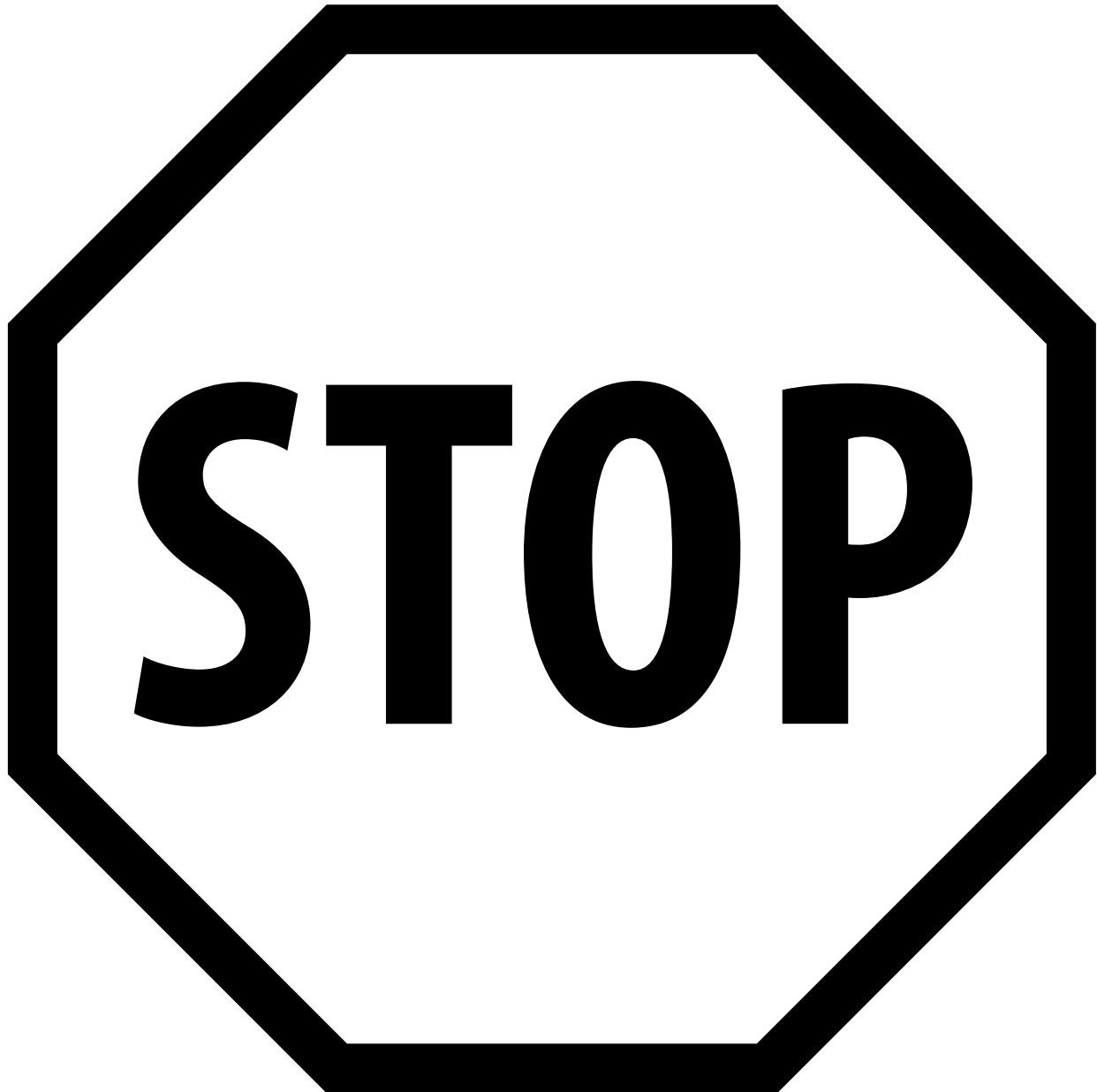
Pictures for Sensory Bin





Visuals for Torah Freeze Dance

(hold these up when students are supposed to do these actions as added visual cue)



Visuals for Torah Freeze Dance

(hold these up when students are supposed to do these actions as added visual cue)



Visuals for Torah Freeze Dance

(hold these up when students are supposed to do these actions as added visual cue)

