

Theme: *Tu B'Shvat*

Week: 11

### Learning Outcomes

Students Will:

- Learn what Tu B'Shvat is
- Understand why it is important to celebrate nature
- Identify at least one fruit that is native to Israel

### Materials & Resources

- Book: We Planted a Tree by Diane Muldrow
- Seven species for painting with
- Paint
- Coloring utensils
- Soil
- Seeds
- Shovels, excavator toys, rakes
- Recycled materials and/or trash if not naturally available in your environment

### Arrival/Warm Up (15 min)

Provide choices of coloring pages of the different fruit species that are native to Israel. Have students choose one to color/decorate.

\*Note: Now that there is a *Mitzvah* Tree in the class, keep extra *mitzvah* leaves in the room and allow students to use their warm up time to add a *mitzvah* to the tree if they would like.

### 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 coloring utensils for students to choose from
- Pair the coloring pages with suggested colors to use in case students are not familiar with the particular fruit they are coloring

### Tefilah Time (15 min)

Before *tefilot* today, tell students that today we are focusing on something specific that we are thankful for - trees! Ask students why we can be thankful for trees.

### 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
- List examples for students
- Have pictures if available to help students come up with ideas
- Have students fill in the blanks. Ex. "I am thankful for trees because \_\_\_\_\_ grows on trees!"

Centers (45 min. 15 each)



# Matan

**Center Theme:** Hebrew Letters

**Center Activity:** Edible *Aleph Bet!*

Have students look at the edible aleph bet mats and find the letters that have pictures with anything that grows on trees or in the ground. Once they have picked them out, have them make up hand motions or actions to help them remember the sounds those letters make.

**Specific Accommodations:**

- Pre-select the letters that fall in this category and allow some students to look at those individually without having to look at the full field
- Assign students to specific letters and then have them teach each other if they need more direction

**Center Theme:** Art

**Center Activity:** Fruit Art

Paint with the “seven species” of fruits that are native to Israel. Cut open a pomegranate and use it as a stamp, bring in wheat stocks (can be fake) to use as paint brush, cut open a fig to use as a stamp, etc. Have students explore the textures of the fruits and how they look when they are used to make art.

**Specific Accommodations:**

- Lay down plastic tablecloths or newspaper so that you can allow students to access the activity without being concerned about the mess
- Pre-dip the fruit in the paints
- Use stamp pads instead of paint for students if they are uncomfortable getting messy

**Center Theme:** Sensory Exploration

**Center Activity:** Tu B'Shvat Dirt Bin!

Create a sensory bin with real dirt! Provide shovels, toy excavators, rakes, etc. for students to explore the dirt with. Make 3 separate bins so that each group that rotates through the center can plant seeds in the dirt at the end and water it. (If this is not an option, simply allow all groups to place seeds into the dirt but wait until the last group to water it.) Choose seeds that are easy and quick growing (wildflowers, grass, lettuce, etc.).

**Specific Accommodations:**

- Allow students to touch the dirt with their hands if they want to, and others to use the shovels



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

Introduce as many of the seven species as you can as snack today. Have students identify which *brachot* to say.

### Whole Group Activity (30 min):

Read the book: [We Planted a Tree](#) by Diane Muldrow. As you go through the book, have students identify all the different ways the book shows that trees are so important to us.

Explain that on Tu B'Shvat we remember to both be grateful to trees for all they give us and also that we have to work to protect trees and our earth because of how much trees do for us. Have students list ways we can protect trees. If they do not think of it on their own, tell students that one way to protect the trees is by cleaning up after ourselves and not allowing any trash to get on the ground. Take students on a "litter scavenger hunt" (outside if possible). Tell them to look for items that do not belong on the ground and clean them up. This will help keep our earth clean!

Alternatively - if going outside is not an option - do this in your building. Explain that by helping our community keep the building clean, we are ensuring that no trash goes where it does not belong. Provide pictures of items that belong in recycling and items that belong in the trash. If your community composts, or recycles yard waste, these can be additional components.

\*Note: you may want to pre place items around the space to ensure there are things for students to find and sort into recycling or trash.

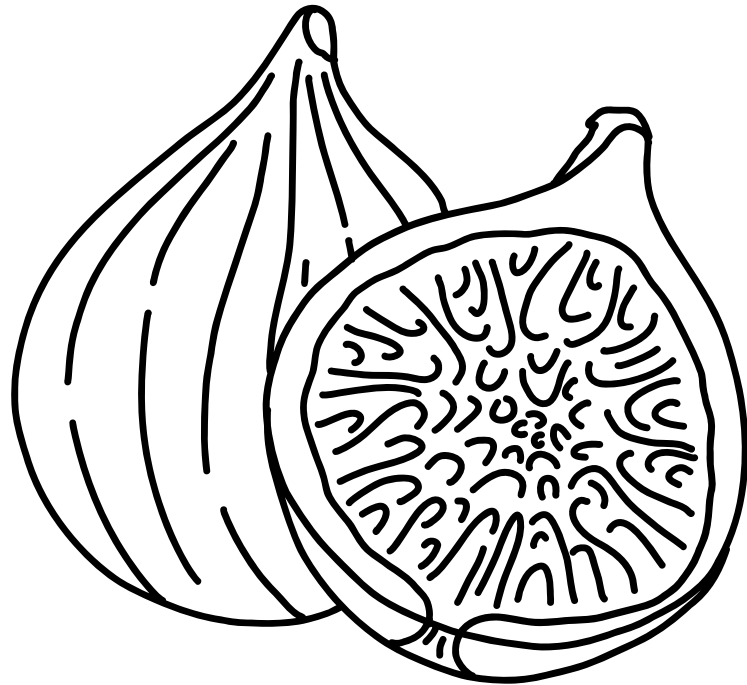
### **Specific Accommodations:**

- Provide gloves to students for picking up trash
- Color-code the bags they are collecting their items in (blue for recycling, brown for trash)

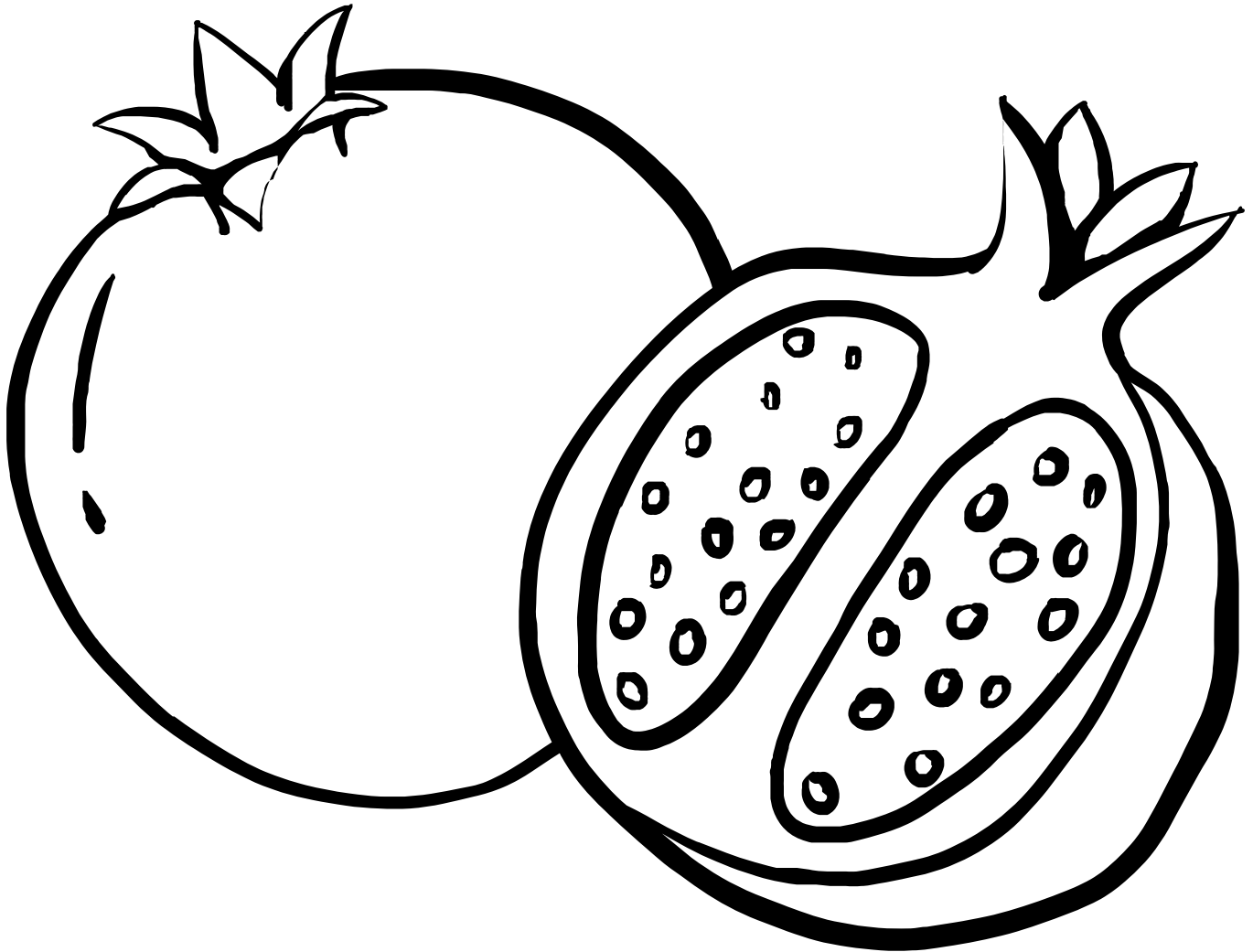
### Closing/*Lehitraot* (10 min):

- Now that the lesson about Tu B'Shvat is done, write a class thank you note to the trees based on all that you have learned. Have students fill in blanks.
- Finally, sing *Shalom Chaverim* together

# Dates and Figs



# Pomegranates



# Barley and Wheat



# Grapes and Olives



# Litter Scavenger Hunt

Trash:



Recycle:

