

Theme: Mitzvot

Week: 10

## Learning Outcomes

Students Will:

- Define *mitzvah*
- List different *mitzvot* they can do
- Understand the importance of *mitzvot*

## Materials & Resources

- Book: It's a Mitzvah by Julie Merberg
- Glue sticks
- Poster boards
- Brown paint
- Paint brushes, sponges
- Sensory materials and utensils for sensory play

## Arrival/Warm Up (15 min)

Print the provided pictures of *mitzvot* we should do and ones we should not do. Have students sort them into those two categories.

## 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.
- Allow this to be a group activity so that the whole class is working together in one spot if too many students would need individual support
- Allow students to glue the pictures to the sort or just simply place them if the glue makes it more difficult

## Tefilah Time (15 min)

Before the *shema*, explain to students that the *shema* is one of the special prayers that we say that reminds us every day that we are Jewish. Another way we remember we are Jewish is by doing good deeds. Ask students if they can think of any good deeds they did that week.

## 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
- Give examples for students to choose from
- List generic good deeds and have students raise their hands if they did that thing (rather than having students share out an answer)

Centers (45 min. 15 each)



**Center Theme:** Hebrew Letters

**Center Activity:** Hebrew Letters of *Mitzvah*

Provide the word "*mitzvah*" written out for students and have them explore and copy the letters using their *Aleph Bet* boards. Point out to students that in Hebrew, there is a letter that makes a sound that the English language does not have. The "tzzzz" sound. Show students the movement of someone wagging their finger and saying "tisk tisk tisk" and explain that this is kind of like the sound the *tzadee* makes. Have students practice saying the "tzzz" while wagging their fingers.

**Specific Accommodations:**

- Include many different materials for students to use to play with the letters of the word
- Have a recording of someone saying the word *mitzvah* so students can hear it even when a teacher is not right next to them

**Center Theme:** Art

**Center Activity:** *Mitzvah* Tree!

Begin building a class *Mitzvah* Tree on the wall of the classroom. Have students collaboratively paint poster paper to create the pieces that will then become the tree trunks and branches. Put out a variety of paint brushes, sponges, and brown paints for students to choose whatever they would like to make their part unique.

**Specific Accommodations:**

- Lay down plastic tablecloths or newspaper so that you can allow students to access the activity without being concerned about the mess
- Pair students up to work together on specific parts so that they know exactly what they are each working on

**Center Theme:** Sensory Exploration

**Center Activity:** Sharing and Collaborating Sensory Box

Provide sensory or water table/bin of your choice (you can reuse a previous one). The purpose of this activity is to emphasize sharing and how important it is to be kind when playing with each other. Provide shovels, tweezers, etc. for removing items from the sensory table but only provide one of each and have students practice asking nicely, and sharing the tools together.

**Specific Accommodations:**

- Use visuals for turn-taking
- Create an order if turn taking is a particularly challenging task for some

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

Choose any snack you want to introduce the *bracha* of *mezonot*. After saying the *bracha*, make a point of having students pass snack out to one another or clean up each other's places as a way to emphasize the *mitzvah* of helping each other!

## Whole Group Activity (30 min):

Book: [It's a Mitzvah](#), by Julie Merberg

After reading the book, ask students which *mitzvot* sounded difficult and which sounded easy to do regularly. Explain that *mitzvot* are good deeds but they are more than that in Judaism because for Jews they are also commandments. This means that God told us we have to do them.

Play *Mitzvah* Charades

Have students take turns acting out a *mitzvah* from the book and have the rest of the class guess which one it is.

Finally, give out a cut-out of a leaf to each student. Explain that in centers they all helped to create a tree for their classroom. Tell them that the tree will live in the classroom all year and any time they do a *mitzvah* they should draw or write that *mitzvah* on a leaf and add it to the tree. Give everyone a leaf and have them all add something to a leaf. (Remind students that they ALL did a *mitzvah* during centers by sharing materials with each other).

### **Specific Accommodations:**



- Allow students to look through the book to choose the action they want to do
- Make the activity charades/pictionary/build it and allow students to choose from acting it out, drawing it, or building it for their peers to guess
- Allow students that are guessing to point to pictures in the book to share the one they think their peers are doing without having to verbally say it

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

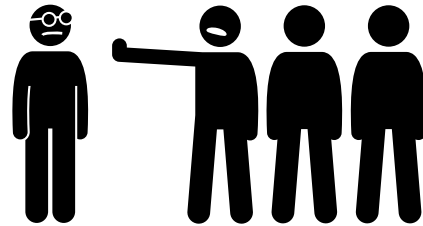
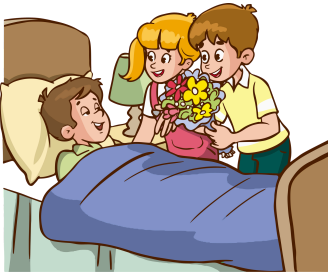
- Reflect with students: Why did God “command” us to do these good deeds? Why are they commandments and not just suggestions?
- Finally, sing *Shalom Chaverim* together

# Mitzvah Sort



# Mitzvah Sort



# Mitzvah Leaves

