



Theme: *Purim*

Week: 12

Learning Outcomes

Students Will:

- Learn what Purim is
- Identify some of the main characters of the Purim story
- Feel proud to be Jewish

Materials & Resources

- Masks
- Stickers
- Empty water bottles (enough for all students)
- Beads/beans/rice
- Play Doh/floam/clay
- Costume parts for *Purim* spiel (crowns, tutus, robes, etc.)

Arrival/Warm Up (15 min)

Students will either decorate their own masks or try on different masks. Provide masks and stickers for students to decorate. Include finished masks as well to allow students who do not want to decorate a mask to try on different masks. Place a handheld mirror at the table for students to look at themselves in the different masks.

*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 want to.

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
- Pre-peel stickers for students that need support with peeling
- Include a variety of masks that do not all cover entire faces or eyes for students with sensitivities

Tefilah Time (15 min)

Tell students: On Purim we dress in costumes and pretend to be different people. Let's do *tefilot* like we are different characters! Have students sing different *tefilot* in different silly voices.

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

Centers (45 min. 15 each)



Center Theme: Hebrew Letters

Center Activity: Hebrew Letters that Wear Costumes!

Pull the letters *pey*, *fey*, *bet*, *vet*, *shin*, *sin*, *kaf*, *chaf*. Show students that these letters are really similar to each other but change when you add or take away the dot! It's like they are wearing a costume! Have students practice saying the sounds of each letter with the dot and without.

Use a print-out of a dot and the letters *fey*, *vet*, *shin*, and *chaf* and have students put the dot on, say the sound, then remove the dot and say the sound.

Specific Accommodations:

- Assign each student their specific set of letters so that they do not have to do all of them at once
- Have them pass them in a circle after several minutes with each letter

Center Theme: Art

Center Activity: Make Your Own Grogger

Provide plastic water bottles, stickers, markers, and beans/beads. Have students decorate their water bottles then fill them with beans/beads/anything that will make noise when shaken. Explain that we will use these later to make lots of noise.

Specific Accommodations:

- Use wide mouthed bottles instead of narrow bottles for students that might have a harder time filling their bottles with a narrow hole.
- Pre-peel stickers
- Provide a model for students to look at as they create their own

Center Theme: Sensory Exploration

Center Activity: Sensory Hamentaschen

Provide Play Doh, clay, Floam, etc. and picture directions of how to make hamentaschen. Have students create their own hamentaschen out of these different materials.

Specific Accommodations:

- Allow students to use their choice of material to make their hamentaschen if possible
- Pre-roll, flatten, cut parts of Play Doh for students to get their hamentaschen started

Bracha Spotlight (and snack time, 20 min):

Today's *bracha* spotlight snack is hamentaschen! Explain that hamentaschen are in the shape of Haman's hat! In Hebrew they are called *Oznei Haman* which means Haman's nose. If you do not have hamantaschen, consider having kids make them using bread and jelly. If you use bread, say *hamotzi*, if Hamentaschen, say *mezonot*.

Whole Group Activity (30 min):

Read the story of Purim using the handout provided or use your own Purim book. Have all students bring their groggers they made in the art center. Explain to students that we are about to read the story of Purim. In this story, there is a very mean person. Traditionally, when we hear his name, we make a lot of noise so that we never have to hear the name of someone that horrible. Instruct students to use their groggers anytime they hear Haman's name.

Practice this a few times. Say Haman's name in different sentences and have students practice making noise and then stopping. Use the visual of the "loud" face and "quiet" face to help students remember when to make noise.

Once students have practiced, read the story.

After the story, explain to students that on *Purim*, it is a custom to put on a *purim spiel*. This is like a play. Give out costumes and retell the *Purim* story but this time, with students acting out the characters.

Specific Accommodations:

- Give students noise canceling headphones or allow them to cover their ears when the groggers make noise
- Use the noise visuals so kids know when to cover ears
- Assign specific roles to students based on their individual strengths and needs

Closing/*Lehitraot* (10 min):

- Ask students to discuss what their favorite part of the *Purim* story is. Ask them if they were to dress up as someone in the story, who would they choose?
- Finally, sing *Shalom Chaverim* together

The Story of Purim

A long time ago, in a place called Persia, there was a king named King Ahasuerus. He wanted a new queen, so he held a contest and brought all the young women in the land to decide who should be his queen. The beautiful and kind Esther won the contest and became queen.



But Esther had a secret... she was Jewish! But she did not tell the king right away. Esther's cousin Mordechai told her it was safer to hide her Jewishness for now.



The king had a helper named Haman. Haman was an evil man who wanted a lot of power. He wanted everyone to bow down to him. Mordechai refused to do this because it was against his religion. Jews only bow to God, not to people.



Haman got very angry. He decided if Jews would not bow down to him, he would have to get rid of all the Jews.



When Esther heard about this, she was scared. But she knew that she had to do something. Esther was very brave and decided to tell the King that she was Jewish. She did not know if the king would continue to allow Haman's plan but Esther knew she needed to be proudly Jewish in order to save her people.



Esther decided to invite the King and Haman to a special dinner. While there, Esther gathered all of her courage and told the king: "I'm Jewish, and Haman wants to hurt my people!"



The king became very angry. “Haman! How could you plot to kill my queen and her people?!” The King ordered to stop Haman immediately and told Esther that the Jews would always be safe.



This is why we celebrate Purim! We dress up in costumes and dance and sing and give Mishloach Manot, care packages to friends and neighbors, to celebrate how brave Esther was and how lucky we are to be free and proud to be Jewish.



Loud Face / Quiet Face

