

Theme: The Passover Story

Week: 14

Learning Outcomes

Students Will:

- Learn what happened to the Israelites in the Passover story
- Know who Moses, Miriam, and Pharaoh are
- Understand why we tell the story of Passover every year

Materials & Resources

- Coloring utensils
- Pillow case
- Fabric paint, fabric markers, paint brushes, sponges, stamps
- Gallon ziplock bags
- Blue hair gel or shampoo, beads, sparkles, etc.
- Popsicle sticks or paper bags

Arrival/Warm Up (15 min)

Provide a coloring sheet of a seder plate for students to fill in. Include pictures of each item for students to glue onto each section of the seder plate or have students simply color in the items.

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 some students to glue and some to color

Tefilah Time (15 min)

Last week, we learned about the *mitzvah* of visiting the sick and we learned *Mi Shebeirach*. Let's think about someone that is sick and sing the *misheberach* song together. Then continue with the rest of *tefilot*.

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
- Allow students to think about someone silently in their head if they do not want to share

Centers (45 min. 15 each)



Center Theme: Hebrew Letters

Center Activity: Hebrew Letter Card Game

Print the edible *aleph bet* individual letters as playing card sizes and have students play a card game with them. Stack them in the middle of the group and have them take turns taking a card from the top of the stack. Whichever card they choose they should trace with their finger, say the sound of the food item that is in that letter or name the letter.

Specific Accommodations:

- Stack right side up so students can see the letter they are about to get and therefore have advanced preparation

Center Theme: Art

Center Activity: Afikoman case

Provide fabric markers, fabric paint, or anything that can be used to decorate fabric and a pillowcase and have students decorate an afikoman holder to take home. Pre-write "Afikoman" in big letters on the pillow case so it is ready to be decorated

Specific Accommodations:

- Include easily manipulated paint brushes, stamps, or sponges for students to use to apply paint
- Put down a large tarp or newspaper so that students can decorate freely without concern for mess

Center Theme: Sensory Exploration

Center Activity: Sea Splitting Sensory Scavenger Hunt

Pre-set a table with the Passover scavenger page (attached) underneath a gallon-sized ziplock bag. In the ziplock bag place blue hair gel (or shampoo), some sparkles, shells, or any other "ocean" type material. Close the bag and tape all edges of it down above the scavenger hunt page. Students will have to "split the sea" by pushing the items and gel out of the way to reveal what Passover items are on their page.

Specific Accommodations:

- Make several bags so that students are doing this activity in smaller groups
- Provide the scavenger list to students in addition to the one underneath the ziplock bag so students know which items they are searching for

Bracha Spotlight (and snack time, 20 min):

Today's snack is matzah! See if students can guess which category matzah goes in. Explain that matzah is a version of bread that came about when the Israelites did not have time for their dough to rise. Because of this, we still say *hamotzi!*

Whole Group Activity (30 min):

Tell the story of Passover for students using the visual story attached. As you go through the story, point out the different symbols that we use throughout the holiday of Passover to remind ourselves of what happened in Egypt.

Next, give out puppets with the Passover story characters and the seder plate elements and retell the story. This time, have different students act out the parts of the story with their puppets, or hold up their seder plate element when they hear a part of the story that is represented by the seder plate (ex. "The Jews were slaves in Egypt", students hold up *charoset*).

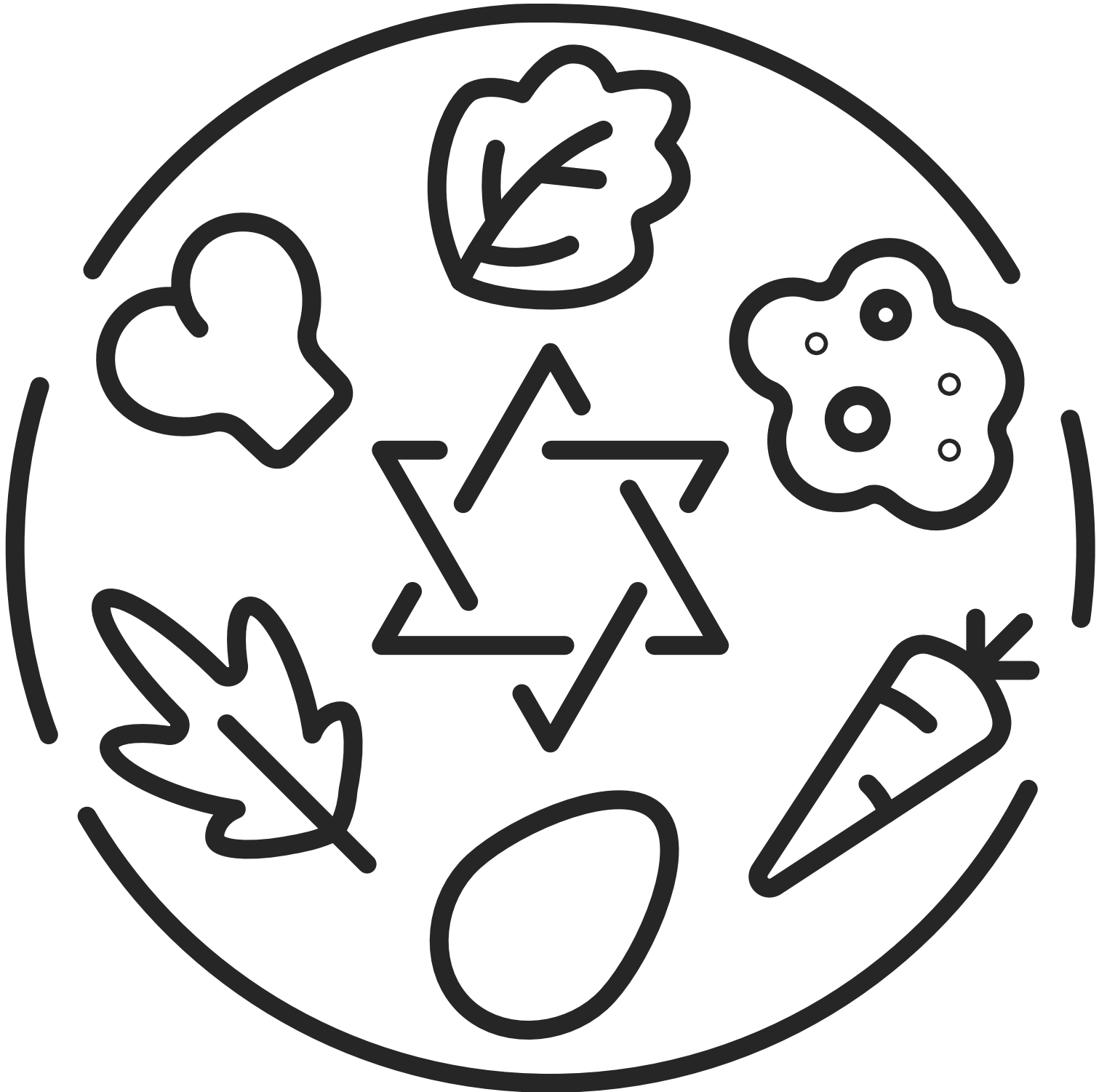
Specific Accommodations:

- Give out multiple of each "puppet" so students have peers to support them with their puppet
- Have a teacher set of puppets so the teacher can model as the activity is happening and students know what they are expected to do

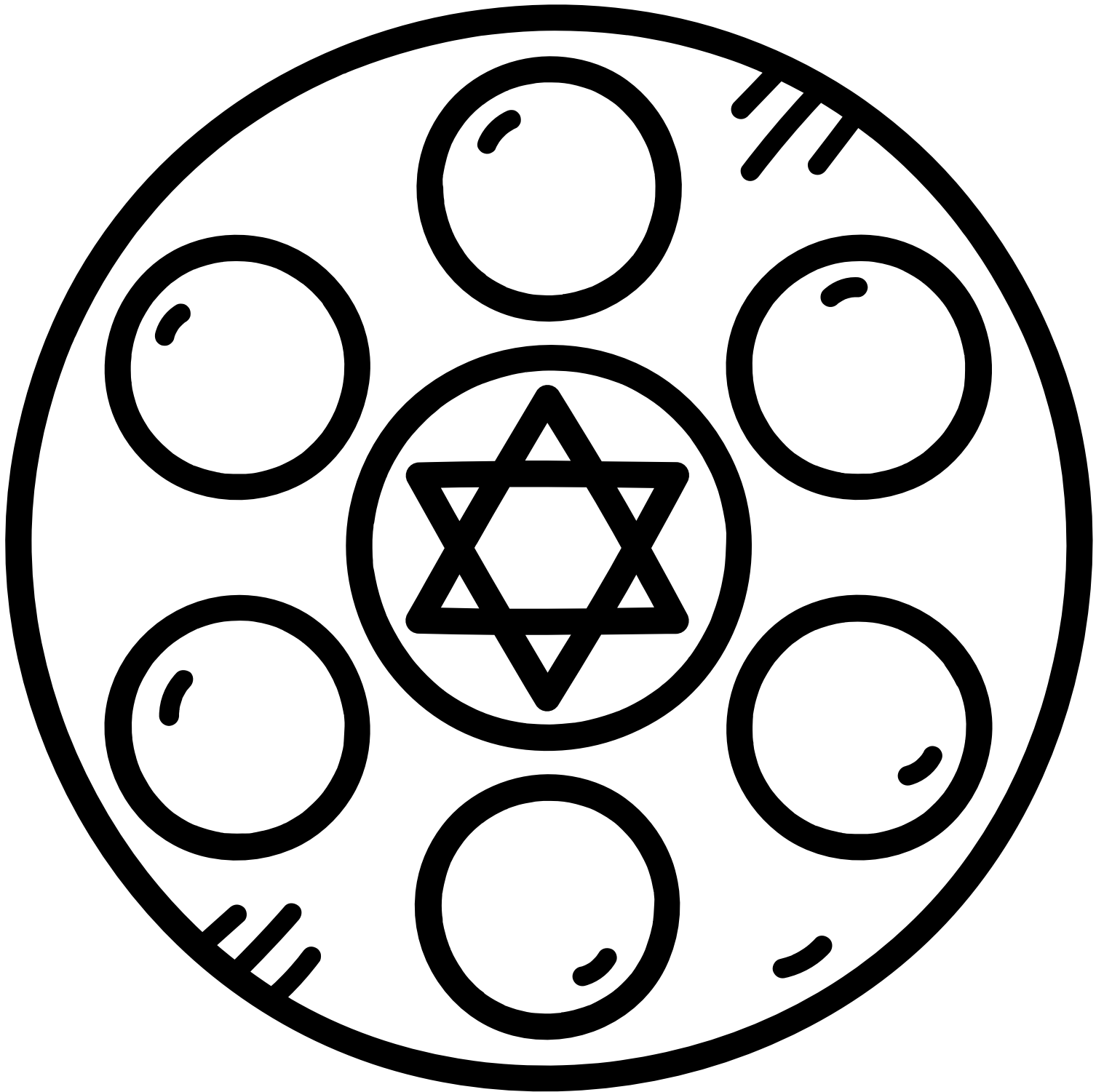
Closing/*Lehitraot* (10 min):

- Ask students who their favorite character in the Passover story was. Have them share one thing they learned about the story.
- Finally, sing *Shalom Chaverim* together

Seder Plate

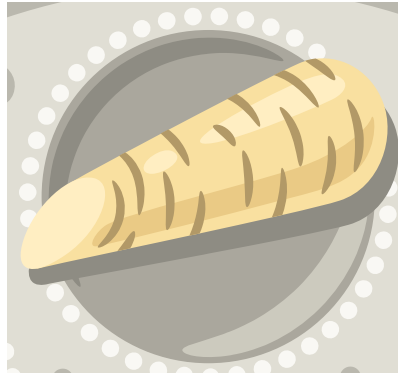
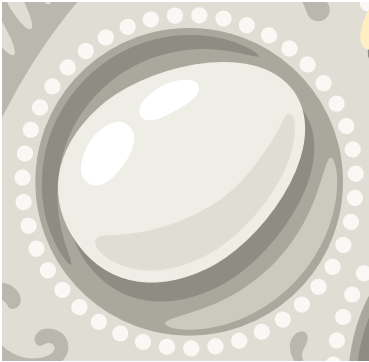


Seder Plate



Seder Plate

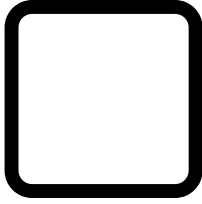
(pieces to glue on)



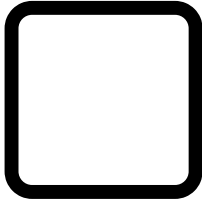
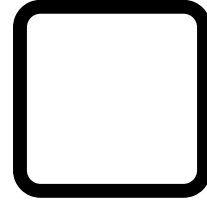
Sensory Sea Splitting



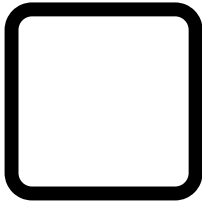
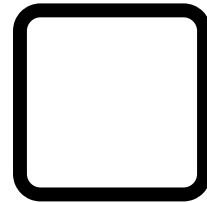
Sensory Sea Splitting Check List



Burning Bush



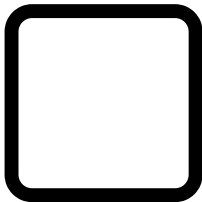
4 cups of wine



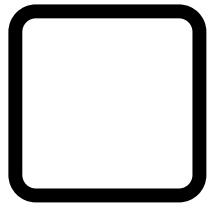
Seder Plate



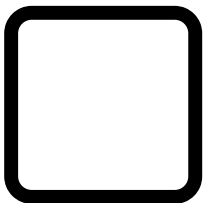
Frogs!



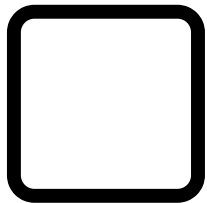
Matzah



Elijah's cup



Moses splitting the sea



Pyramids in Egypt

Passover Story Puppets

(cut and glue onto popsicle sticks or brown paper bags for students to use as puppets)



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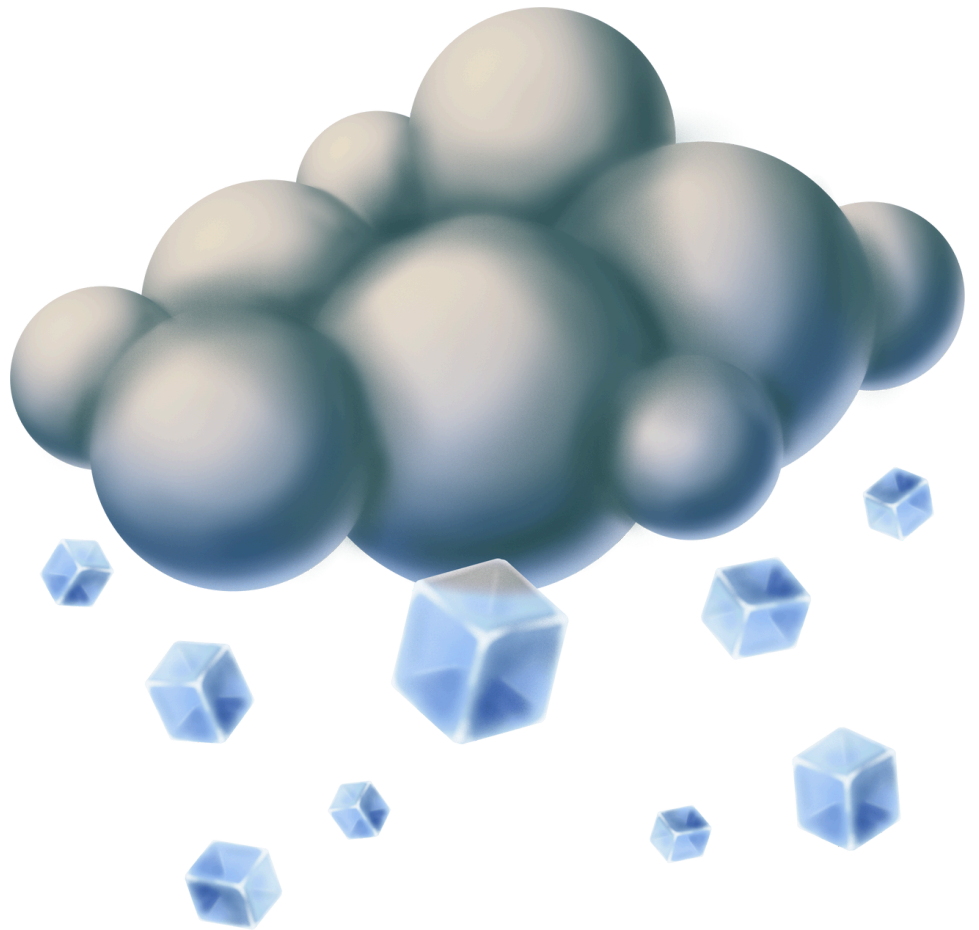
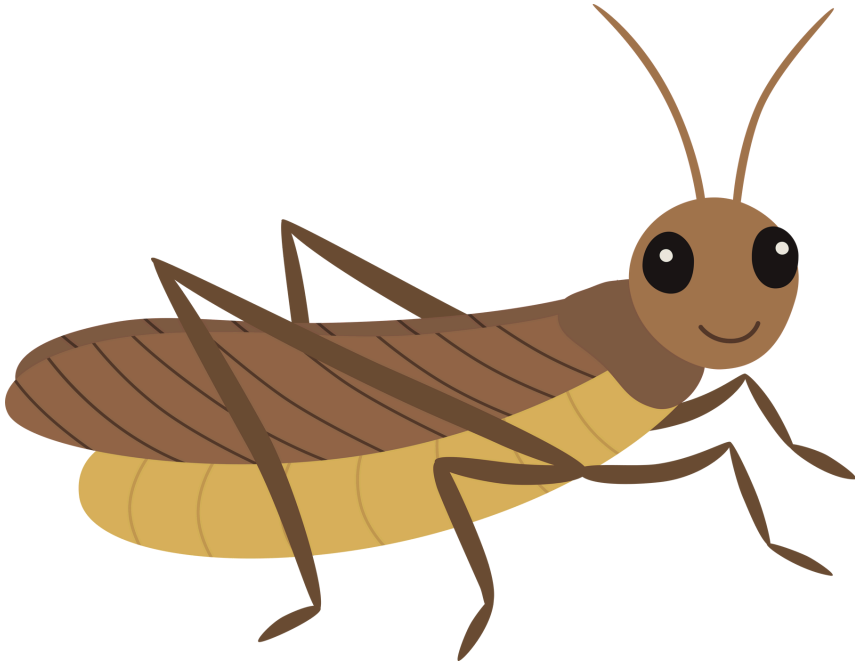
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The Story of Passover

A long time ago in Egypt, there was a king called Pharaoh. Pharaoh didn't like the Israelites. He made them work very hard and treated them badly. They were slaves. We eat charoset to remind us of the bricks they lay to build the pyramids.



One day, Pharaoh decided he didn't want Israelite baby boys to grow up. That's why we dip parsley in salt water- to remind us of our tears during this time. But a brave mom had a baby named Moses, and she wanted to keep him safe. So she put him in a little basket and gently placed it in the river.



Moses's big sister, Miriam, watched from nearby to make sure he was safe. The basket floated until Pharaoh's daughter found the baby! She loved him right away and decided to raise him in the palace.



Moses grew up strong and kind. He didn't like how the Israelites were treated. One day, he left the palace and became a shepherd.

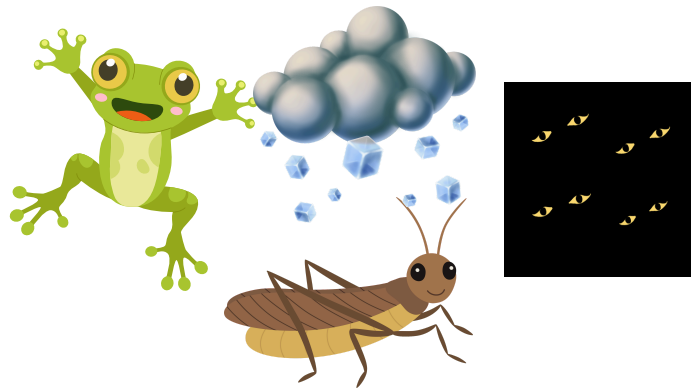


While watching sheep one day, Moses saw something amazing—a bush that was on fire, but it didn't burn up! It was called the burning bush. God spoke to Moses from the bush and said, "Go to Pharaoh and tell him: Let My People Go!" Moses was nervous, but God promised to help him. So Moses went back to Egypt.

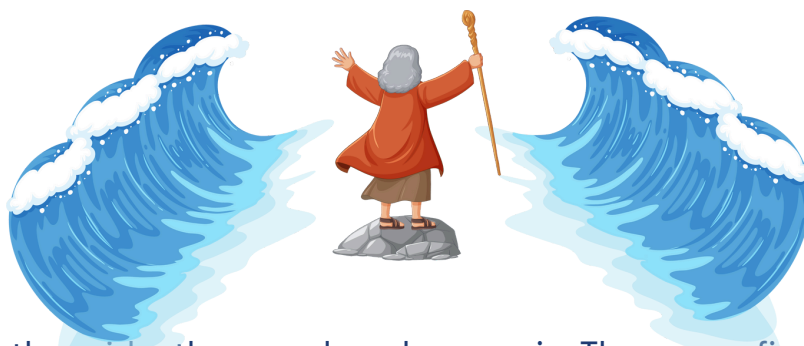


Moses said to Pharaoh, “Let my people go!” But Pharaoh said, “No!”
So God sent 10 big signs, called the plagues, to show Pharaoh He was serious. Here are some of them:

Frogs jumped everywhere!
Flies buzzed all over!
Hail came crashing down!
Locusts ate all the plants!
It got super dark, even in the daytime!
There were 10 in all. After the last one, Pharaoh finally said, “Go!”



The Israelite people packed their things and left Egypt in a big hurry. That’s why we eat matzah - flat bread that didn’t have time to rise. But then Pharaoh changed his mind and chased after them! In front of them was a big sea and behind them was Pharaoh’s army. God told Moses to lift his staff and walk into the sea. When Moses did this, the sea split! There were walls of water on each side, and a dry path in the middle. The people walked safely through.



When they got to the other side, the sea closed up again. They were finally free!
Moses’s sister Miriam was so happy that she danced and sang with a tambourine.

Now every year we celebrate Passover because we are commanded to remember that we were once slaves in Egypt until God saved us from slavery.