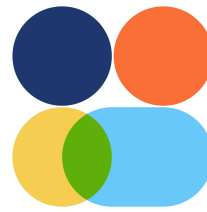


# LESSON PLAN



Matan

Theme: The Siddur

Week: 21

## Learning Outcomes

Students Will:

- Know what a *siddur* is used for
- Understand why we use a *siddur* to pray

## Materials & Resources

- Different *siddurim*
- Coloring utensils
- Building materials
- Print-outs of visual prayers for every student

## Arrival/Warm Up (15 min)

Have several *siddurim* on the table for students to flip through and explore. Provide coloring pages for those that want to color a *siddur* after they explore the ones provided to them.

## 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.

## Tefilah Time (15 min)

Ask students: What do we usually do during *Tefilah* Time? When students answer “pray”, ask them how people know what prayers to say. After this discussion, explain that even people that know all of the prayers by heart use a special book called a *siddur* when they pray.

## 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:** Letters of Your Name in The Siddur

Provide different *siddurim* for students to look through. instruct them to look for the letters that appear in their names.

**Specific Accommodations:**

- Give students their name mats to reference while looking through the *siddur* for their letters
- Narrow down where students are looking by giving them one page to look at instead of the whole *siddur*
- Provide large print *siddurim*

**Center Theme:** Art

**Center Activity:** My First *Siddur*

Give students booklets of the visual *tefilot* that they have been singing all year in class. Put a front cover on the booklet and have students decorate it and take it home with them.

**Specific Accommodations:**

- put the word *siddur* on the cover for students to color in
- provide a variety of coloring utensils for students to use

**Center Theme:** Building

**Center Activity:** Sanctuary

Provide examples of where people pray. Use pictures provided as well as pictures of your own synagogue sanctuary and have students try to build their own using whatever building materials you have available

**Specific Accommodations:**

- Group students to work together if they need extra support



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

Snack today is oranges! One thing we ask for in the siddur is for it to rain because it is important to be able to water our plants to help things grow. Oranges have a lot of juice, which is hydrating! Say the *haetz* blessing.

**Whole Group Activity (30 min):**

Start the whole group activity by explaining to students that the *siddur* is a prayer book. Ask students: Why do you think it is important to have a book where we keep all the prayers? Remind students of the conversation they had during *Tefilah* Time about how even people who know the *tefilot* by heart still use the *siddur*. Ask them why they think that is. Explain that by looking in the *siddur*, we can remember why we pray.

**Play: Siddur Charades!**

Explain that the *siddur* is filled with prayers about different things. Some prayers are for thanking God for everything we have and some prayers are for asking God for things that we need. Have students think about a prayer they might want to say either for something they are thankful for or something they want to ask for. Have students take turns acting out the thing they are thinking of. Students should first guess if their peer is acting out something they are thankful for or something they are asking for. Then students should guess what they are acting out.

Finally- sit in a circle and work together as a class to write your own prayer that you would include in your own *siddur*. Have each student contribute a word or sentence to the prayer and then read the whole thing to them at the end.

**Specific Accommodations:**

- Allow students to draw instead of act out
- Provide visuals of some of the *tefilot* to give students ideas for some things we thank God for in the *siddur*.

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

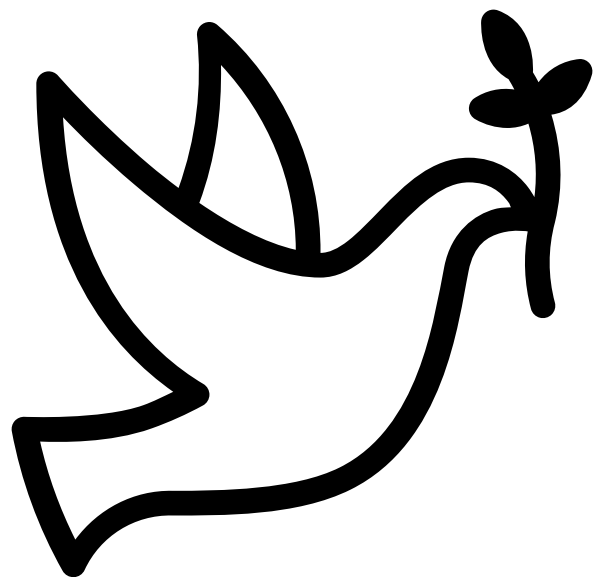
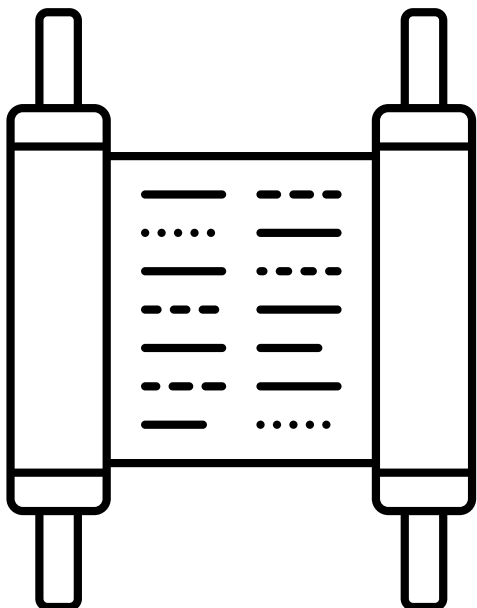
- Have students discuss their favorite prayer from the *siddur* (it can be one they say during *Tefilah* Time or one they know from somewhere else)
- Finally, sing *Shalom Chaverim* together

# Siddur



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## First Siddur



## Where Do People Pray

