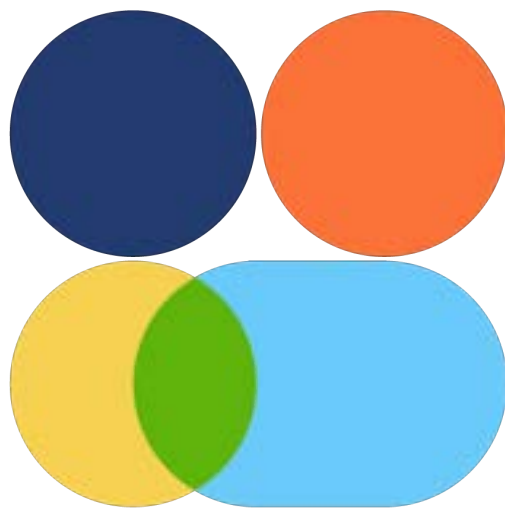




Written and Edited by
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Matan

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A Jewish Early Childhood curriculum designed to meet the need of ALL learners

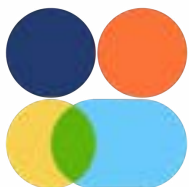
Welcome to Matan Katan! This curriculum is specially designed to give Jewish educators the tools to introduce Jewish values and traditions to any and all students that come through their classroom. By purchasing Matan Katan, you now have access to:

- 25 flexible, differentiated 2.5 hour long lesson plans
- Guides for:
 - Implementing Center Rotations
 - Teaching *Tefilot* and *Brachot*
 - Introducing the *Aleph Bet*
- Visuals to go along with *Tefilot* and *Brachot*

Each Lesson Includes:

- Whole group activities on holidays and Torah stories
- Center activities related to the lesson theme or the *Aleph Bet*
- Printable handouts and visuals for activities
- Built in accommodations and modifications

Teaching a class with diverse needs can be challenging - but including every child shouldn't be. With these materials, you can feel confident that your lessons and classroom structure will support and engage all learners.



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Matan Katan Class Structure and Rationale

Every Lesson in Matan Katan includes the following components:

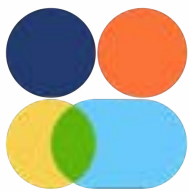
- Arrival/Warm Up
- *Tefilah* Time
- Center Rotations
- *Bracha* Spotlight (snack time)
- Whole Group Activity
- Closing/*Lehitraot*

While the components of Matan Katan lessons are flexible and can be mixed and matched to meet your students' needs, the suggested sequence was thoughtfully designed to maximize student success at every step.

Each day begins with an **Arrival Routine** and **Warm-Up**. This consistent routine helps students transition smoothly into the classroom and builds independence—an essential skill in early childhood. The routine might include greeting the teacher, hanging up a jacket, and settling into a warm-up activity. You might also incorporate a visual “check-in” system, such as having students move their picture to a 'checked in' column. Predictable routines like these help children know what to expect, making them feel more comfortable and confident as they begin their day.

The **Warm-Up** will always be a simple activity that students can complete with minimal adult support. Its purpose is to help students ease into their day without facing something too challenging right away, while also giving teachers a chance to check in with caregivers or finish setting up for the day. Many warm-ups will result in a permanent product that students can add to their portfolios—folders they decorate at the beginning of the year. By the end of the year, each student will have a collection of work that reflects their growth and progress throughout their time with you.

Note: While some educational philosophies discourage the use of coloring pages, we occasionally include them as a purposeful accommodation. Coloring pages provide structure, reduce anxiety around open-ended tasks, and offer all learners a way to start on equal footing. When used intentionally, they support inclusion and engagement.



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Matan Katan Class Structure and Rationale

Next, students will transition to **Tefilah Time**, which is intentionally placed after the warm-up and before centers. Practically, many of the Tefilot we're teaching are traditionally recited first thing in the morning. Beyond that, Tefilah Time provides a valuable opportunity for students to engage both their minds and bodies as they prepare for the day. The Tefilot are sequenced to alternate between calming and high-energy moments, helping students release energy while also practicing self-regulation and returning to a calm state. Tefilah Time ends with a "dance it out" moment, giving students one last burst of movement before transitioning to Centers, where they'll likely be sitting or staying in one spot for a longer stretch.

As mentioned above, **Centers** are a time when students may need to remain in one spot for approximately 15 minutes at a time. However, each rotation between centers provides a natural opportunity for movement, offering built-in wiggle breaks throughout the block. The centers themselves are all interactive and designed with flexibility in mind—they can be as child-led or teacher-guided as needed. This structure ensures that students receive the support they need while also fostering play, problem-solving, and creativity. *(Please see note about allergens in the Centers Guide.)*

After Centers comes **Bracha Spotlight** time, which is both practical and designed to maximize student engagement. At this point, students are likely hungry, making it a good time for a snack. Since they've just been active—playing, working with their hands, sitting on the floor, or moving around the classroom—Bracha Spotlight provides a needed break from the stimulation of centers. It allows students to rest, refocus, and refuel for the remainder of the class.

Finally, the class transitions to **Group Activity**, which can be challenging for some students because it often requires extended periods of sitting quietly and listening. This activity is scheduled here since students have just engaged in hands-on work and had a chance to eat and socialize, helping set them up for success during this quieter time. It's important to note that most Group Activities include only about 10 minutes of sitting and listening, followed by a variety of more interactive and engaging tasks.

Each lesson concludes with a **Closing** that gives the teacher a chance to check for student understanding and ensure everyone takes something meaningful away from the day. The class then ends with the same **Lehitraot** song every time, helping establish a comforting routine so students leave school feeling successful and connected.

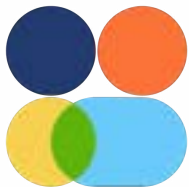




A Jewish Early Childhood curriculum designed to meet the need of ALL learners

List of Lesson Topics:

- Rosh Hashana
- Yom Kippur
- Sukkot
- Torah
- Creation
- Shabbat Rest
- Shabbat Ritual items
- Hanukkah 1
- Hanukkah 2
- Mitzvot 1
- Tu Bshvat
- Purim
- Mitzvot 2
- Passover 1
- Passover 2
- Israel
- Trip To Israel
- 10 Commandments
- Shavuot
- Ritual Items
- The Siddur
- Havdalah
- Tzedakah
- Tikkun Olam
- End of Year/What We've Learned



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Centers are a great way to bring child-directed, intentional instruction to any early childhood classroom. Young children have shorter attention spans and a lot of energy to get out, and centers allow teachers to expose them to many different topics and domains in a way that is meaningful and engaging. A common misconception about centers is that in order for them to be child-directed, they must be unstructured. However, there are ways to set up centers that allow children to explore and play but also enforce structure that makes them more accessible to children with a wide range of learning needs and disabilities. This guide is meant to delineate how to set up centers in a way that sets up all children for success.

1. Center signage and how students should navigate them:

- a. Centers should all have a visual that students can easily see and identify, such as a picture of the activity or a designated color. Often, space is limited and different types of centers need to take place in the same area from day to day. You also may be sharing the space with others throughout the week. Therefore, we recommend assigning the spaces a color so that whether students are doing art or playing with blocks in that space, they will be able to recognize which space they are supposed to go to.
- b. Consider predetermining groups of students for each center prior to the lesson. While many see centers as a time for students to choose where they would like to go, this can often create a barrier for students that struggle with making choices or need more structure. It also ensures that students are consistently being challenged to try new things. We recommend creating groups of students based on differing strengths and needs. Allowing for a balance in these groups means that students with disabilities will have appropriate peer models as they play and learn. It also means that all students will feel a sense of belonging amongst all of their peers.
- c. Use a visual for each group of students (or each individual) so they know the order in which they should go through the centers. The visual should correspond with the symbol or color used to represent the center so that students can see which area they should navigate to first and where they are going next. Not only does this increase independence (students will not have to ask you where to go whenever it is time to switch centers), it will also provide students with advanced warning about what is next on their schedule.



2. Center Types and What to Include:

- a. Art: Variety of art materials (paint, markers, paper, crayons)
 - Be sure to include different types of paint applicators and writing utensils. For example, sponges might be easier than a paint brush for some students to maneuver since they require less fine motor precision. Short wide crayons are great for students still working on developing pencil grasp, as it forces the hand to hold the crayons correctly and encourages muscle strengthening.
- b. Building: Wide variety of building materials (blocks, legos, recycled materials, magnetiles, etc.)
 - Consider that certain building materials will be more challenging for some students than others, and ensure that all students have materials that meet their needs.
- c. Sensory Exploration: Variety of sensory items (water, shaving cream, dry rice and beans, kinetic sand, etc.)
 - Stay away from choking hazards and items that are not “taste safe”.
- d. Hebrew Letters: Magnetic Hebrew letters with cookie trays, mini chalk or white boards, markers, crayons, sheet protectors with print-outs of traceable letters in them so they can be reused

3. Center Procedures:

- a. Have a visual timer somewhere at the front of the room, easily visible to all students.
- b. Take time at the beginning of the year to simply practice navigating the centers. Give students free play in each of the areas and practice transitioning from one activity to the next.
- c. Include visuals at each center that can support sharing and turn-taking.
- d. Put visual labels on bins that correspond with what goes inside them, and set the expectation that students put items away at the end of their turn in the center.

Note: Some children may have allergies or sensitivities to materials such as Play Doh, paint, or glue. These products can contain gluten, dairy, latex, or other allergens that may cause reactions. Always consider potential allergies when choosing materials to create a safe learning environment for all students, and consider using allergen-free alternatives. Check labels carefully and communicate with families in advance to identify and accommodate individual needs.

Centers Visuals

Directions: Cut out and laminate the items below to attach to center spaces or to give students to use as personal visuals for navigating the classroom

For the center space visual: After laminating and hanging in each space, write in dry erase markers what activity or type of center students will engage with that day. You can then erase and change it as needed.

Today, the Kachol Center is:

Today, the Yarok Center is:

Today, the Katom Center is:

Centers Visuals

Directions: Cut out and laminate the items below to attach to Center spaces or to give students to use as personal visuals for navigating the classroom.

For the Center Schedule Visuals: Cut out, laminate and add a clothes pin, paper clip, or velcro button to it. The teacher should put the clothes pin on the color of the Center the group of students is starting with. Students will then move their clothes pin as they navigate from Center to Center. The color that comes next indicates the Center they are going to next.

We are Going to:

Kachol

Yarok

Katom

We are Going to:

Katom

Kachol

Yarok

We are Going to:

Yarok

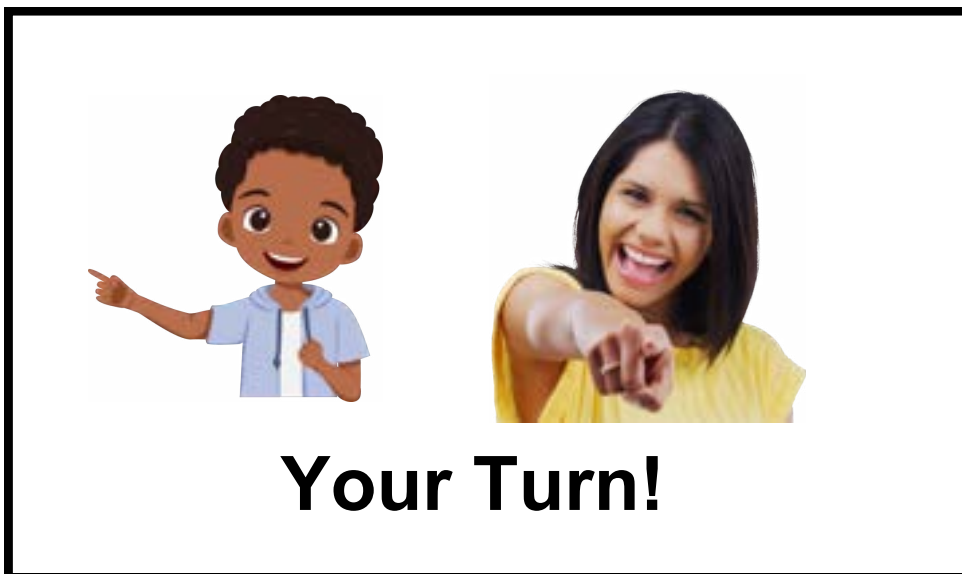
Katom

Kachol

Centers Visuals

Directions: Print double sided with one image on one side and one image on the other side. Cut out and laminate. Keep at least one in every center space for students and teachers to utilize to help students share and take turns.

To Use: When you want students to know it is their turn or if they want to tell a peer that may not be responding to their verbal cues, have them turn the picture to the correct side and switch it when it is someone else's turn.



Centers Visuals: Bin Labels



Markers/סמנים



Crayons



Paint/צבעים



Paper/ניירות

Centers Visuals: Bin Labels



Blocks/בלוקים



Legos/לגו



Magnatiles/אריחים מגנטיים



**Recycled Materials /
חומרים ממוחזרים**

Centers Visuals: Bin Labels



Centers Visuals: Bin Labels



Sensory Bin/סל חושי



Cups/כוסות

The Matan Katan lesson plans all include a time to learn or practice common *brachot* that your students will likely encounter as they grow up in the Jewish community. Practically, this is also a time when a snack can be served. It provides a natural opportunity for students to learn what *brachot* to say for which foods.

Note: When choosing snacks, be mindful of student allergies or sensitivities. Always check ingredient labels carefully and consult with families when in doubt.

Have students wash their hands and sit at tables. Start by singing the “It’s *Bracha* Spotlight Time” song.

It’s *Bracha* Spotlight Time

To the tune of “If You’re Happy and You Know It”

It’s the *bracha* spotlight time of the day *clap clap*

It’s the *bracha* spotlight time of day *clap clap*











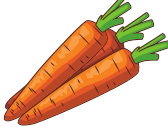






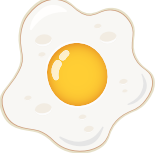


It is time to bless our food, which blessing will we use?

It’s the *bracha* spotlight time of the day *clap clap*

Next, reveal what the snack is that day. Show students the visual for the categories of *brachot* we say and ask them to point to which category the snack belongs in.

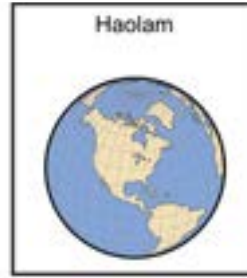
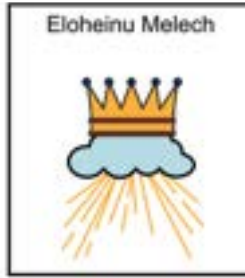
Finally, go over the *bracha* that they will say over this snack. Provide the adapted visual *bracha* and teach students how to say it. At the beginning of the year, the lessons will introduce the *brachot* knowing that this may be the first time the students are hearing them. After they have all been introduced once, this will be a time to review the blessing or to help students learn what blessings we say for which foods. The goal is for students to be comfortable saying these blessings by the end of the year.



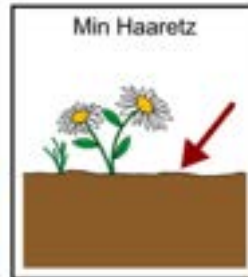
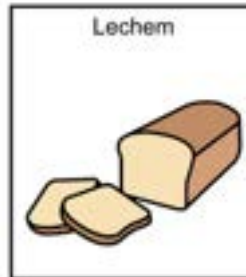
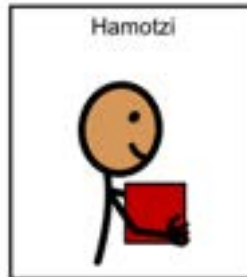
<i>Hamotzi</i> (Bread)	<i>Hagafen</i> (Grapes)	<i>Haetz</i> (Trees)	<i>Haadamah</i> (The Ground)	<i>Mezonot</i> (Grains)	<i>Shehakol</i> (all!)
  	 	  	    	  	   



Hamotzi המוציא



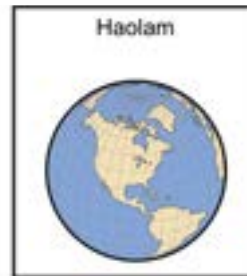
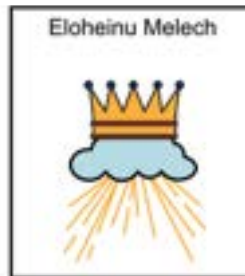
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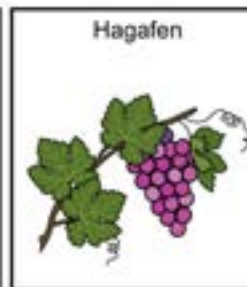
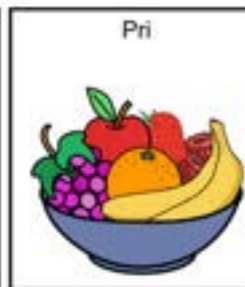
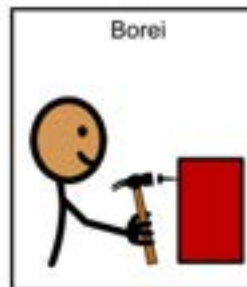
הַמוֹצִיא לֶחֶם מִן הָאָרֶץ



Hagafen הַגָּפֶן



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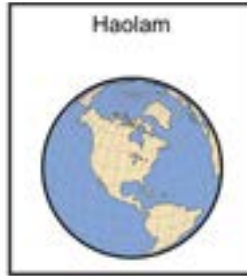
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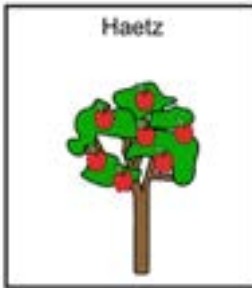
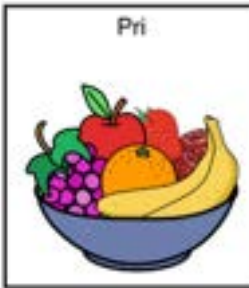
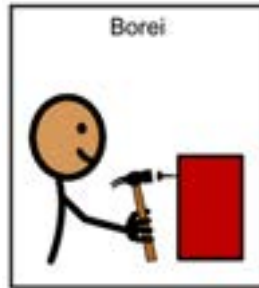


Haetz

הָעֵץ



בְּרוּךְ אַתָּה ה' אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם



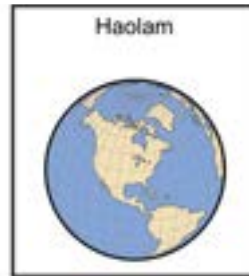
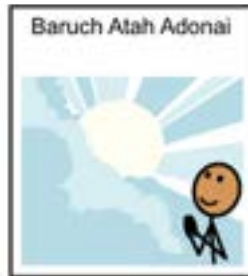
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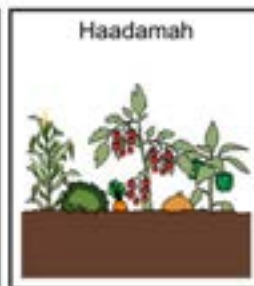
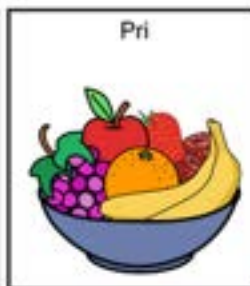
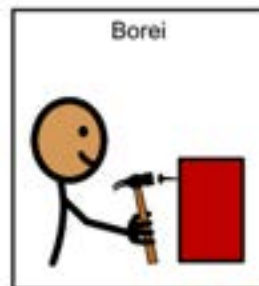


Haadamah

הָאֲדָמָה



בְּרוּךְ אַתָּה ה' אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם

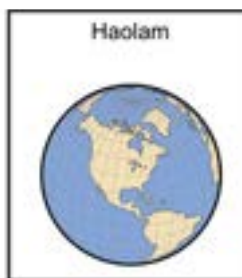
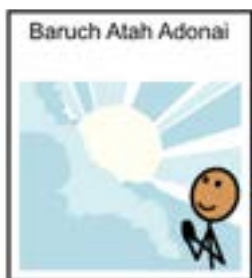


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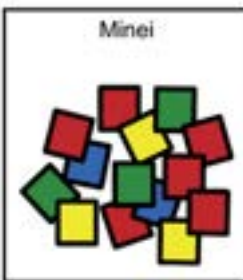
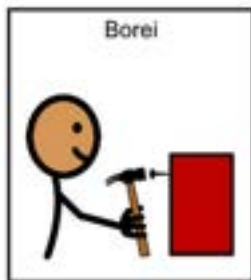
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Mezonot מְזוֹנוֹת



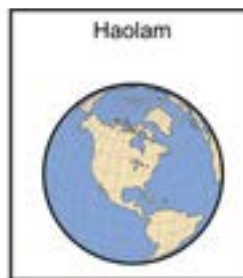
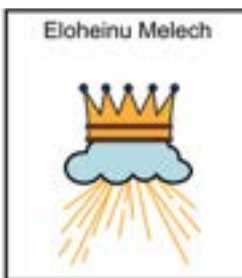
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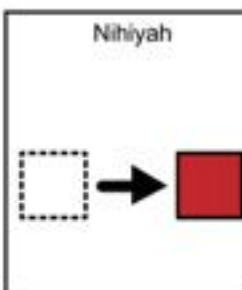
בוֹרֵא מִיְּנֵי מְזוֹנוֹת



Shehakol שֶׁהַכֹּל



בְּרוּךְ אַתָּה ה' אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם



שֶׁהַכֹּל נִהְיָה בְּדַבְּרוֹ

Tefilah is an integral part of every Matan Katan lesson. The goals of *Tefilah* in this curriculum are:

1. to introduce students to prayer
2. provide students with a positive association with *tefillot*
3. introduce students to tunes or *tefillot* that they will likely hear in other spaces (synagogue, camp, etc.)

“*Tefilah* Time” is also designed to account for the many different needs students might have while learning/reciting prayers. There will be time for students to sit calmly and consider their breathing, as well as time for movement and expending energy. Structuring it this way aims to help each student feel successful, both during and after *tefilah*.

For the first 4 weeks of the year, spend *Tefilah* Time teaching each individual *tefilah*. The goal is to teach one new prayer every week and review the old ones every time until you have taught all of them. Then you will maintain a routine of saying all 4 *tefillot* every week as part of the routine of *Tefilot* Time.

Provide the accompanying visuals either in large poster print-outs or as individual handouts (or both!) for students to use to follow along.

The Tefilot:

Modeh Ani (to the tune of “You Are My Sunshine”)

Ask students to pretend to go to sleep. Ask them, how do you wake up for the day? An alarm clock? a parent?” Each time you sing Modeh Ani, give students each a turn to “wake up” the group. Then sing Modeh Ani together. Encourage students to stretch, stand up, move around, and get their bodies ready for the day.

**Oh every morning, when I wake up, I open up my eyes and say
Thank you Hashem for, my neshama, and for granting me this new day.**

Modeh ani Lifanecha, Melech Chai, Vikayam

She-he-chezarta bi nishmati

Bechelmlah rabah emunatecha

Shema

Teach the sign language and have students sing the shema in sign language
Optional: include the ve’ahvta with the shema if your students are up to the challenge. Use this [video](#) to teach the sign language as well. Adapt the signs as needed to simplify them for your group of students.

Amidah

Pinwheels/breathing with “*adonai sefatai tichtach*”

Explain to students: The Amidah is a time when we get to talk to God “privately”. We should take this time to thank God for everything that he has given us and ask God for help if we need it.

We can also use this as a time to teach students techniques for when they are feeling dysregulated and need to calm down. Have your students work on breathing and relaxing their bodies.

Teach the song:

“Adonai Sefatai tiftach, oofi yegid Tehilahtecha.”

“Adonai open up my lips so that I can praise your name.”

Have students take 3 steps forward and 3 steps back as they sing this song.

Next, give students each a pinwheel and have them sit and practice taking deep breaths while making their pinwheels move. As they let each breath out, have them think about something they want to ask God for or something they are thankful for.

Adon Olam

Use this as an opportunity for students to get some energy out after they have focused for so long during their tefillot. Have them dance to any Adon Olam tune you prefer ([here](#) is an option for an upbeat one).

As the year goes on, slowly teach the students the words so they can sing along if they would like to. If they learned the other tefillot quickly, teach the words to Adon Olam. If they are struggling to learn the other Hebrew words, allow this time to just be dancing to Adon Olam.



Modeh Ani

To the tune of "You Are My Sunshine"

Oh every morning



When I wake up



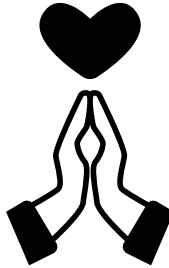
I open up my eyes



and say



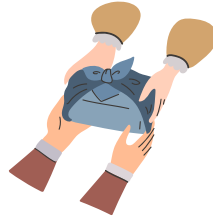
Thank you God for



My *Neshama*



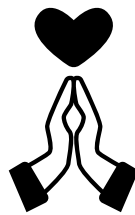
And for giving me



a brand new day!



Modeh ani Lifanecha



Melech Chai, Vikayam



She-he-chezarta



bi nishmati



Bechemlah rabah emunatecha



Shema Yisrael



Shema



Yisrael



Adonai



Elohainu



Adonai



Echad

Optional. Include this if your students learn the other Tefilot quickly and seem to catch on to the use of sign language! Use the following [link](#) to teach the sign language and modify the signs as needed to simplify them based on your students needs.

Ve'ahavta



Vahavta Et Adonai Elohecha



B'chol L'vavcha U'vechol Nafshecha



U'vechol Meodecha.



Vehayu Hadevarim Haeleh



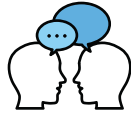
Asher Anochi Metzavecha Hayom



Al L'vavecha.



Veshinantam Levanecha



Vedibarta Bam, Beshivtecha Beveitecha



Uvelechtecha Vaderech



Uveshachbecha Uvekumecha.



Ukeshartam Leot Al Yadecha



Vehayu Letotafot Bein Einecha.



Uch-tavtam Al M'zuzot Beit-echa U-visha-recha.



Amidah

Sing the beginning words of the Amidah to this tune.

Take 3 steps forward with the first line and 3 steps back with the second line.
Then use a pinwheel or other breathing visuals to sit/stand/or stretch quietly as you think about what you want to thank/ask God for.

Adonai Sefatai tiftach



oofi yegid Tehilahtecha



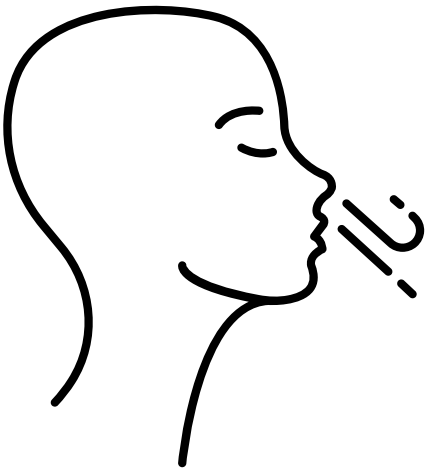
Adonai open up my lips



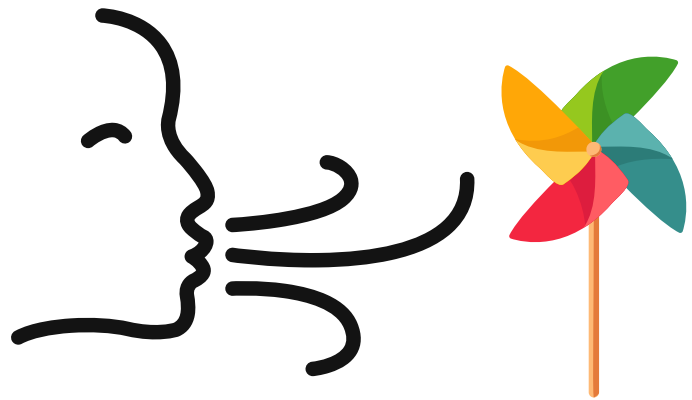
so that I can praise your name



Amidah Breathing Visuals



Breath IN
(think about what
you want to ASK
God for)



Breath OUT
(think about what you want to
THANK God for and watch
your pinwheel turn)



Adon Olam

Dance it out to Adon Olam!



Adon olam, asher malach,



beterem kol yetzir nivra.



Le'et na'asah vecheftzo kol,



azai melech sh'mo nikra.



Adon Olam

Dance it out to Adon Olam!

V'acharey kichlot hakol,
levado yim'loch nora.
V'hu haya, v'hu hoveh,
v'hu yih'yeh b'tifara.

V'hu echad, v'eyn sheni
l'hamshil lo, l'hachbira.
B'li reishit, b'li tachlit,
v'lo ha'oz v'hamisrah.

V'hu Eli, v'chai go'ali,
v'tzur chevli b'et tzarah.
V'hu nisi umanos li,
m'nat kosi b'yom ekra.

B'yado afkid ruchi
b'et ishan v'a'irah.
V'im ruchi g'viyati,
Adonai li v'lo ira.



Theme: Welcome and Rosh Hashana

Week: 1

Learning Outcomes

Students will:

- Meet their new classmates
- Learn the classroom routines and expectations
- Learn the greeting for Rosh Hashana and why we eat apples and honey

Materials & Resources

- Shofar
- Folders
- Markers
- Ball
- Stickers, papers, other arts and crafts materials
- Apples and Honey
- Book "[Sammy Spider's First Rosh Hashana](#)"
- Hebrew Alphabet Letters

Arrival/Warm Up (15 min)

As students arrive, show them around the room. Show them where to put their things, where they will do art, play, etc.

Have folders on tables with their names on them. Direct students to their folders and have them decorate their folders with markers, crayons, stickers, etc.

Explain: "These folders will be used to hold our art and work for the year! Let's decorate 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.
- Provide a variety of decorations for students to use including thicker, smaller crayons or markers to work on grip or dot markers for less fine motor strain.

Tefilah Time (15 min)

Start *Tefilah* Time with a "get to know you" game. Have students sit in a circle and roll a ball to each other. When the ball gets to them, have them say their name and have the group say "Shalom ____". Once everyone has taken a turn, make the game more difficult by having students say the name of the person they are passing to.

Next, introduce *Tefilah Time*. Tell students they will do this every week. End the time by beginning to teach the song "*Modeh Ani*".

Specific Accommodations

- Allow students who cannot say their own names to hold up their name tag when it is their turn.
- 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)



Matan

Center Theme: Hebrew Letters

Center Activity:

Provide students with Hebrew letter magnets, metal cookie sheets (for sticking magnets on), and print-outs of the edible *Aleph Bet*.

Allow students to explore the letters, match them to the letters and pictures on the print-outs (placing the print outs on the cookie sheets so magnets will stick on them).

As you move around the room, model the letter sounds or label the letters while placing them on the cookie sheets.

Specific Accommodations:

- Provide smaller field size for students who need it (ex. only give 3-5 letters to explore).
- Use a slant board, easel, or white board for some students to place magnets on.

Center Theme: Holiday Art!

Center Activity: Rosh Hashana Apples

Provide students with a coloring page of apples and honey. Give students different red and gold materials, all with different textures (stickers, gems, markers, tissue paper, other textured paper). Have students decorate their apples and honey with the different materials

Specific Accommodations:

- Color code the apple and honey so students know which colors to put where
- Pre-place glue on parts of the paper for students to place items on
- Put down plastic table cloth to allow for mess without concern

Center Theme: Sensory Exploration

Center Activity:

Fill a big bin (or sensory table if you have it) with leaves and sticks from outside. Hide pictures of apples, toy apples, pictures/toy shofar, toy challah, etc. beneath the leaves and have students look through the sensory bin to collect different items that are relevant to Rosh Hashana.

Specific Accommodations:

- Give students a visual list of all the items hidden so they know what they are looking for
- Assign certain items to specific students so they are not fighting over items

Bracha Spotlight (and snack time, 20 min):

Introduce the *Bracha* Spotlight song as students are preparing for snack.

Ask: “Why do you think we say a *bracha* (blessing) over our food?” Tell students we use blessings to give thanks for the food we are about to eat.

Introduce the list of *brachot* and what we say them for. Show students that they are eating apples and honey for snack today and introduce the *haetz* bracha.

Whole Group Activity (30 min):

Read the book: *Sammy Spider's First Rosh Hashana*

Throughout the story, have students identify items that are relevant to Rosh Hashana.

After the story, teach the greeting “*Shana Tova U'metukah*”. Explain that Rosh Hashana is the new year according to the Jewish calendar. Next ask: “What does honey taste like?” See if students can come up with “sweet” and explain that we eat apples and honey on Rosh Hashana because we want this year to be as sweet as honey!

Finally, find a picture of a *shofar* in the book. Tell students we hear the shofar blasts on Rosh Hashana too.

Introduce “The Shofar Game”:

Have students stand up and form a line across the room.

- Ask: “What time is it Mrs. Shofar?”

Have an assistant respond with one of the Shofar blasts. The kids will move across the room according to the following:

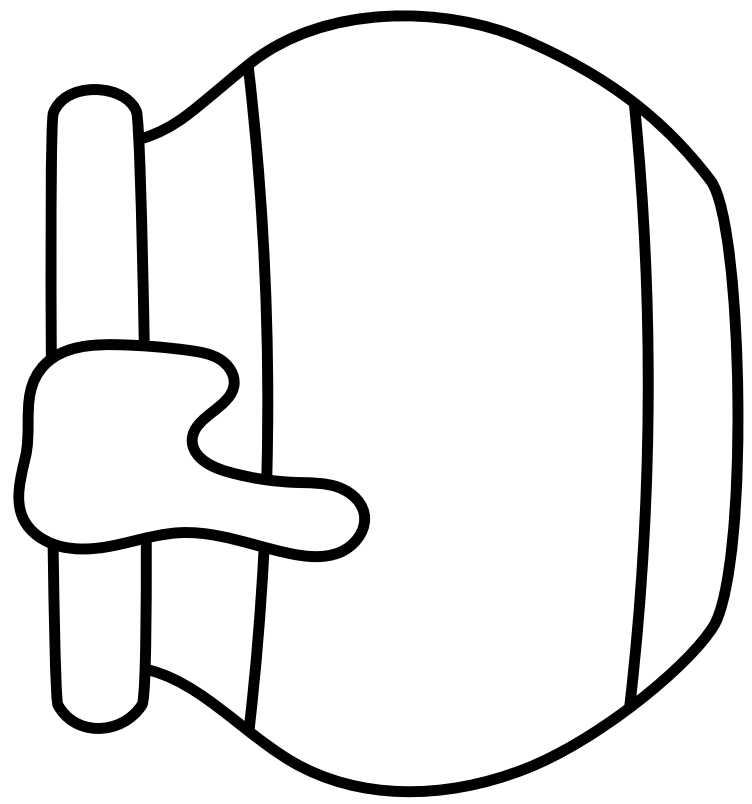
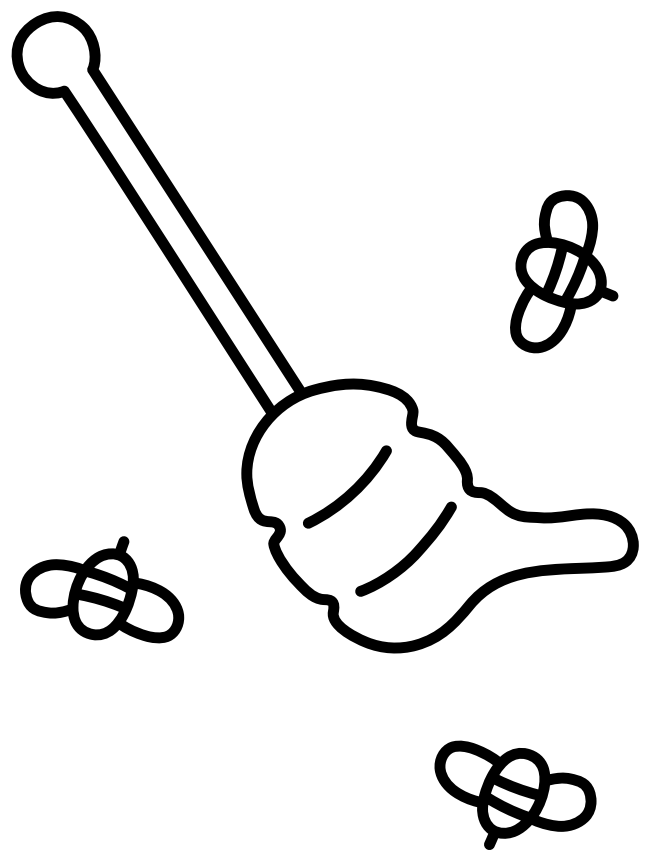
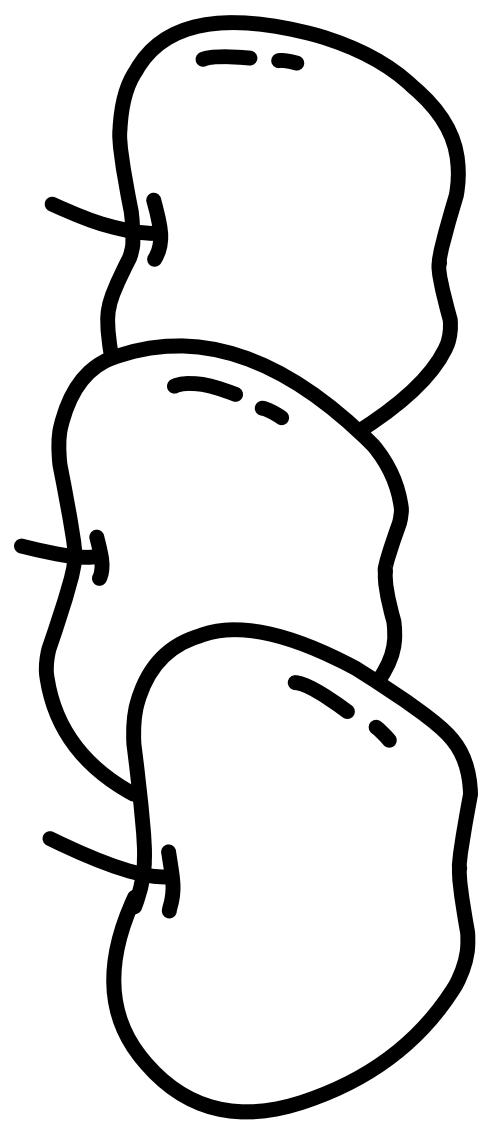
- Tekiyah: 1 step forward.
- Shevarim: 3 steps forward.
- Teruah: 9 baby steps forward.
- Tekiyah Gedolah: run to beginning!

Specific Accommodations:

- Allow some students to point to pictures in the book instead of saying them verbally
- Provide visuals for answering questions, for example, put three pictures in front of student and have them find the one that is “sweet”
- Visuals for game

Closing/Lehitraot (10 min):

- Have students share one thing they learned today about Rosh Hashana.
- Next, go around in a circle and have students say “*shana tova u'metuka* _____” to the person sitting next to them.
- Finally, sing *Shalom Chaverim* together. Explain that this song may be new now but we will sing it every week and everyone will learn it!



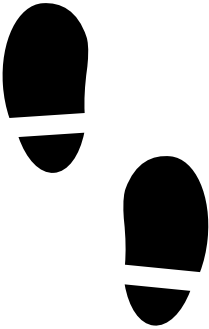

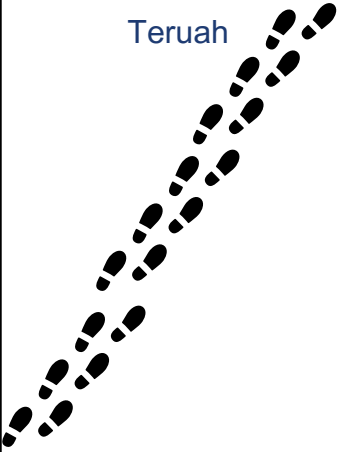

The Shofar Game

Use the following directions and symbols to help students play the game:

Have students stand up and form a line at one end of the room facing the teacher.

Students will ask: "What time is it Mrs. Shofar?"

Mrs. Shofar responds by choosing one of the following blasts:

<p>Tekiyah</p>  <p>1 Step Forward</p>	<p>Shevarim</p>  <p>3 Steps Forward</p>	<p>Teruah</p>  <p>9 Steps Forward</p>	<p>Tekiyah Gedolah</p>  <p>Run to Beginning!</p>
-------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------

Students will move across the room following the Shofar blast until they reach Mrs. (or Mr.) Shofar!



Theme: Yom Kippur

Week: 2

Learning Outcomes

Students Will:

- Learn about Yom Kippur
- Understand what *Teshuva* is
- Practice saying sorry

Materials & Resources

- Markers
- Ball
- Stickers, papers, other arts and crafts materials
- Building materials (blocks, legos, boxes)
- Hebrew Alphabet Letters
- Book: *Three Jumps to Sorry: A Yom Kippur Story* by Amy Novit

Arrival/Warm Up (15 min)

As students arrive, remind them of the routine, where they can put their belongings, where they will do art, play, etc. Show them their schedule for the day and then direct them to their seat at the table.

Provide a cut-out of a shofar for students to decorate using markers, crayons, stickers, etc.

Specific Accommodations

- Set up the table with each student's folder in a designated seat based on where they will be most successful (ex. next to a specific peer, in a specific seat, etc.) This way, as students come in, they can find their folders and sit in their spot.
- Provide a variety of decorations for students to use including thicker, smaller crayons or markers to work on grip or dot markers for less fine motor strain.

Tefilah Time (15 min)

Start *Tefilah Time* with a quick review of what it is and what the expectations are for this time.

Next, review *Modeh Ani*, which they learned the week prior. After this is reviewed, introduce the *Shema*. Teach the sign language using visuals and frequent repetition.

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
- Use visuals for the *tefilot*

Centers (45 min. 15 each)



Center Theme: Hebrew Letters

Center Activity:

Provide students with Hebrew letter magnets, metal cookie sheets (for sticking magnets on), and print outs of edible *Aleph Bet*.

Allow students to explore the letters as they did the last time they had this center. At this point, add each individual student's Hebrew name printed out in large letters for them to engage with as well. Have students match the letter magnets to the letters on their name print out and point out the letter names as you circulate.

Specific Accommodations:

- Provide smaller field size for students who need it (ex. only give 3-5 letters to explore).
- Use a slant board, easel, or white board for some students to put magnets on.

Center Theme: Holiday Art!

Center Activity: Shana Tova Cards

Provide students with blank cards, stickers, markers, etc. as well as pre-written greetings for them to glue onto the cards. Provide a list of ideas of people they could write their card for such as parents, siblings, or classmates.

Specific Accommodations:

- Pre-place glue on parts of the paper for students to place items on
- Provide a template for students to use in making their cards (ex. boxes where they should place their greetings)
- Put down plastic table cloth to allow for mess without concern

Center Theme: Building Center

Center Activity:

Provide pictures of different Torah arks and *bimas* from a variety of different synagogues and have students build their own versions out of any building materials available. Have students work together or individually depending on student need and material availability

Specific Accommodations:

- Provide different materials depending on the fine motor skills of the students (ex. large blocks vs. small legos)
- Create your own model with building materials for students to see an example

Bracha Spotlight (and snack time, 20 min):

Sing the *Bracha* Spotlight song as students are preparing for snack.

Tell students the snack today will be bananas because they are the same shape as a shofar! Have students pretend to blow the shofar and make the sounds of the shofar with their banana. We will learn a new *bracha* today and say the *borei pri ha'adamah* blessing!

Whole Group Activity (30 min):

Introduce the holiday of Yom Kippur. Explain that it is a day when we say we are sorry for what we have done wrong and we make a plan to do better next time. This is called *Teshuva*.

Read the book: *Three Jumps to Sorry: a Yom Kippur Story* by Amy Novit

When they are done, ask students to think of something they might need to say sorry about. Explain that this can be something they did on purpose or by accident. Next, set up 3 squares with the numbers 1,2, and 3 on them just like in the book and have students take turns jumping through the 3 steps of apologizing.

Specific Accommodations:

- Provide options of generic scenarios that students might be sorry for in case they need help coming up with one
- Provide visual for what to do at each step of apologizing (attached)

Closing/*Lehitraot* (10 min):

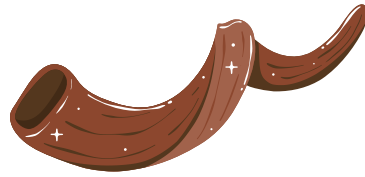
- Remind students that *teshuva* is what we do on Yom Kippur and it is when we say sorry to others and to God for what we have done wrong.
- Have students take time to decide on some things they will say they are sorry for this Yom Kippur.
- Finally, sing *Shalom Chaverim* together to close out the class.

Torah Arks and *Bima*





Cut out for students to glue onto
shana tova cards



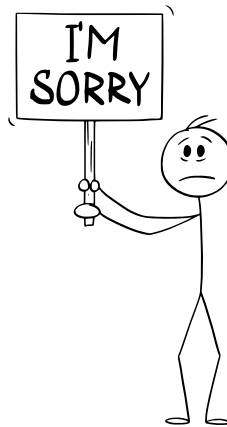
Shana Tova!
שנה טובה

Have a sweet
new year!!

Admit that you did something wrong



Feel bad about what you did



Try really hard to never do it again!





Theme Sukkot

Week: 3

Learning Outcomes

Students Will:

- Learn about Sukkot
- Identify a *lulav* and *etrog*
- Understand what it means to “dwell” in a *Sukkah*

Materials & Resources

- Markers
- Stickers, papers, other arts and crafts materials
- Building materials (blocks, legos, boxes)
- Hebrew Alphabet Letters
- Lulav and etrog materials
- Book: *The Very Crowded Sukkah* By Leslie Kimmelman

Arrival/Warm Up (15 min)

During this arrival, consider seeing if students can remember the routine on their own. See how much they can do independently and then help them with the parts of the routine they need support with.

Have an outline of a *lulav* and *etrog* (attached) at every spot and have students rip pieces of yellow and green paper into smaller pieces and glue them onto the picture to fill in their *lulav* and *etrog*.

Specific Accommodations

- Set up the table with each student’s folder in a designated seat based on where they will be most successful (ex. next to a specific peer, in a specific seat, etc.) This way, as students come in, they can find their folders and sit in their spot.
- Provide pre-ripped paper for students with fine motor needs who may have a hard time ripping their own paper.

Tefilah Time (15 min)

Now that students have done *Modeh Ani* a few times, jump right into Tefilah time with *Modeh Ani*.

Take some extra time to review the *Shema* along with the sign language.

Introduce the *Amidah*. Explain that the *Amidah* is a time when we get to talk to God “privately”. Teach “*Adonai sefatai tiftach*” and the quiet, breathing time (see *tefilot* visuals).

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
- Use visuals for the tefilot

Centers (45 min. 15 each)



Center Theme: Hebrew Letters/Art

Center Activity: Name Decorating

Print all of the students' names out in Hebrew in large block letters. Provide markers, crayons, paints, etc. and have students trace their names, then color them in.

Note: when these are done, consider laminating them so that students can use them in their Hebrew letters center in the future.

Specific Accommodations:

- Provide a variety of decorations for students to use including thicker, smaller crayons or markers to work on grip or dot markers for less fine motor strain.

Center Theme: Sensory

Center Activity: Lulav and Etrog Sensory Exploration

Split the parts of the *lulav* and *etrog* up and allow students to explore them with all of their senses. Students can feel the different parts, smell them, listen to the sounds they make when they shake them, etc.

Specific Accommodations:

- Some students need to know when they are going to get a turn with each part of the *lulav* and *etrog*. Consider having students sit in a circle and pass the parts of the *lulav* around. Use a sand timer or [Time Timer](#) and show them that when the timer goes off, they should all pass their parts of the *lulav* to the person next to them.

Center Theme: Building Center

Center Activity: Sukkah Building

Provide students with pictures of *sukkot*. Have them build their own *sukkot* using building materials they have in the building center.

Specific Accommodations:

- Provide different materials depending on the fine motor skills of the students (ex. large blocks vs. small legos)
- Create your own model with building materials for students to see an example

Bracha Spotlight (and snack time, 20 min):

Sing the *Bracha* Spotlight song as students are preparing for snack.

Tell students that today's snack is something that grows in the ground because Sukkot is a harvest festival where we celebrate all the things that we can grow! Teach the *ha'adama* blessing and serve the snack (options of snacks are carrots, celery, etc.).

Whole Group Activity (30 min):

Introduce the holiday of Sukkot! Explain that students have just explored the *lulav* and *etrog*, which we shake on Sukkot and they've also build their own Sukkot in the building center! Let's read a book and learn a little more about what we do in a Sukkah!

Read the book *The Very Crowded Sukkah* by Leslie Kimmelman

Ask students: What did all the different people and animals do in the *sukkah*?

Explain that the commandment on the holiday is to "dwell" in the *sukkah* but that can look different for everyone! Some people eat in the *sukkah*, some sleep, some just sit and talk - just like the people and animals in the book.

Next, brainstorm different ways to "dwell" in the *sukkah*.

Specific Accommodations:

- Print pictures of eating, sleeping, sitting/talking and have students who cannot/do not want to verbally brainstorm choose an option from the pictures for "dwelling" in the *sukkah*

Closing/Lehitraot (10 min):

- Have students draw or build how they might want to "dwell" in a *sukkah* (using attached template)
- Finally, sing *Shalom Chaverim* together to close out the class

Lulav and Etrog



One way that I can dwell in the Sukkah:





Theme: Torah

Week: 4

Learning Outcomes

Students Will:

- Identify what the Torah is
- Name what language the Torah is written in
- Understand what is written inside the Torah

Materials & Resources

- Cut-out shapes of Torah for each student
- Mini replica Torah scroll
- Aleph Bet song recording
- Aleph Bet letters
- Arts and crafts materials for creating Torah decorations

Arrival/Warm Up (15 min)

By now, students should be familiar with their morning routine. Continue to remain in close proximity to offer any reminders for students, but allow them to go through their morning routine as independently as possible.

Have an outline of a Torah for each student. Provide cut-outs of each part of the Torah for students to match onto their Torah outline and glue on.

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 options for glue, including liquid and glue sticks depending on what they are able to use the most independently.

Tefilah Time (15 min)

Go through the first few *tefilot* that you have taught thus far. We are not going to introduce a new *tefilah* this week. Instead, use this time to review the *tefilot* already taught and give extra attention to any parts students are having trouble with.

Specific Accommodations

- Allow students who cannot say their own names to hold up their name tag when it is their turn.
- 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/ Music

Center Activity:

Now that students have spent a few weeks playing with the Hebrew letter magnets, introduce the Hebrew *Aleph Bet* song. play the song and point to each hebrew letter magnet as it is said. Have students follow along and copy after the model. Have the song play repeatedly during the center so that students have plenty of repetition. After a few times, begin pausing the song at various spots and have students see if they can find the letter that the song stopped on.

Specific Accommodations:

- Provide smaller field size for students who need it (ex. only give 3-5 letters to explore)
- Use a slant board, easel, or white board for some students to put magnets on

Center Theme: Art

Center Activity: Torah “Clothes”

Show students different pictures of the decorative items that we dress the Torah in. Explain that this is a way for us to show how sacred and special the Torah is. Then allow students to design their own using the pictures as inspiration.

Specific Accommodations:

- Provide a template or coloring page for students who have a hard time coming up with their own design
- Pre-place glue on parts of the paper for students to place items on
- Put down plastic table cloth to allow for mess without concern about the environment

Center Theme: Sensory

Center Activity:

Fill a big bin (or sensory table if you have it) with any kind of sensory material you have (sand, dry rice, etc.). Hide different pictures related to the Torah in the sensory bin and have students search for them. Pictures can include: The letter *taf*, the letter T, word Torah, an open Torah scroll, a *yad*, a *bimah*, etc.

Specific Accommodations:

- Give students a visual list of all the items hidden so they know what they are looking for
- Assign certain items to specific students so they are not “fighting” over them

Bracha Spotlight (and snack time, 20 min):

This week, pass out a coloring page or outline of the letter *taf* and show students that the snack today is Twizzlers or Taffy (Laffy Taffy) and explain that this is because “Torah” begins with “Taf” (you can use anything that begins with Taf).

Explain that with candy, or most kinds of snack foods, we use the blessing “*shehakol*” because it can encompass anything! Teach *shehakol* and then allow students to eat the snack as well as use the snack to fill in the outline of the letter *taf*.

Whole Group Activity (30 min):

Bring out the small Torah and have students stand around it so they have the opportunity to see it up close. Ask them if they notice:

- What language is inside the Torah?
- How does the Torah look similar to a book? How is it different?”

Explain that the Torah is a collection of stories about the ancient Israelites which tells the story of the history of the Jewish people. Introduce the word: *Parsha* or Portion and explain that every week on Shabbat, we read a different story from the Torah until we finish the whole thing! Then we read it again!

Explain that the Torah is so sacred to the Jewish people that we stand every time we take it out of the ark and we kiss it any time it is carried past us.

Play: Freeze dance with the song “Torah Torah”, “*Etz Chaim He*”, etc. and the Torah scroll. Have students:

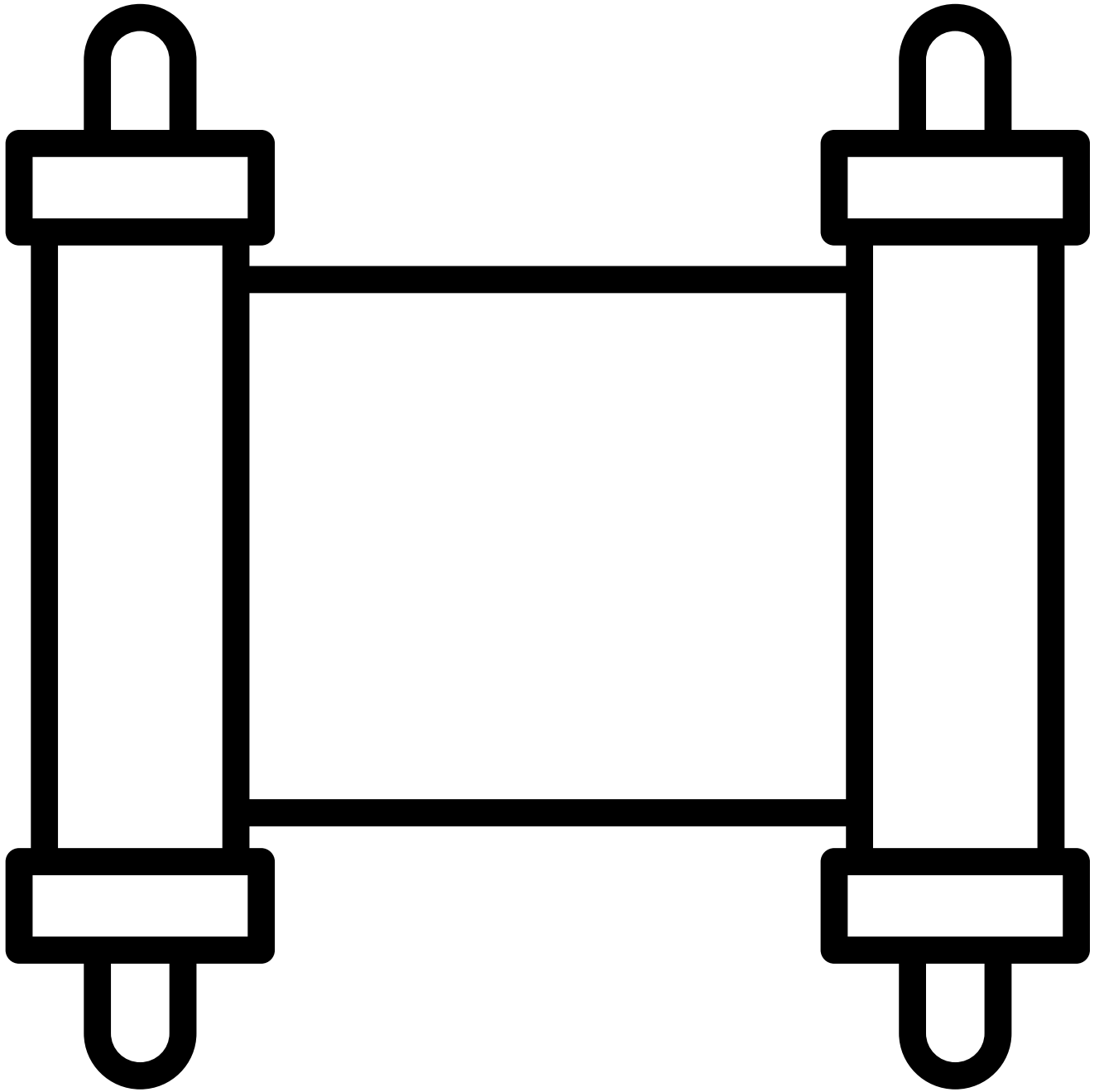
- Freeze when the song stops
- Sit down when the Torah is placed down on the table (or in an ark if available)
- Blow a kiss when the the Torah is next to them

Specific Accommodations:

- Provide different tactile opportunities for students such as holding a *yad* or a special plush torah so they are not tempted to touch the real Torah
- Visuals for game (attached)

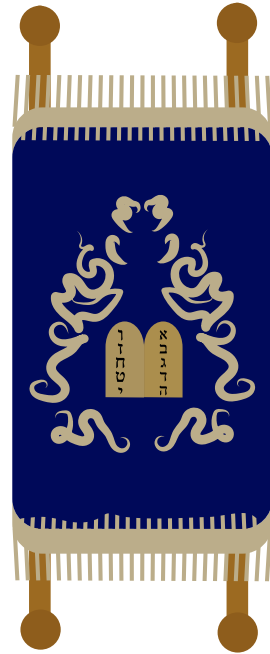
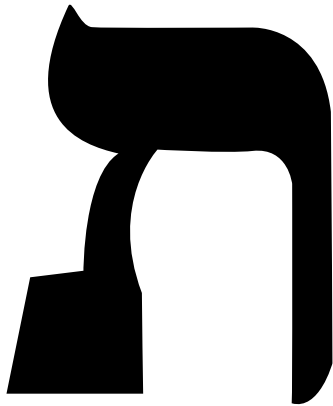
Closing/*Lehitraot* (10 min):

- Ask students: What is one way that we show respect to the Torah?
- Explain that now that we know what the Torah is, we may get a chance to learn about some of the stories in the Torah later this year!
- Finally, sing *Shalom Chaverim* together





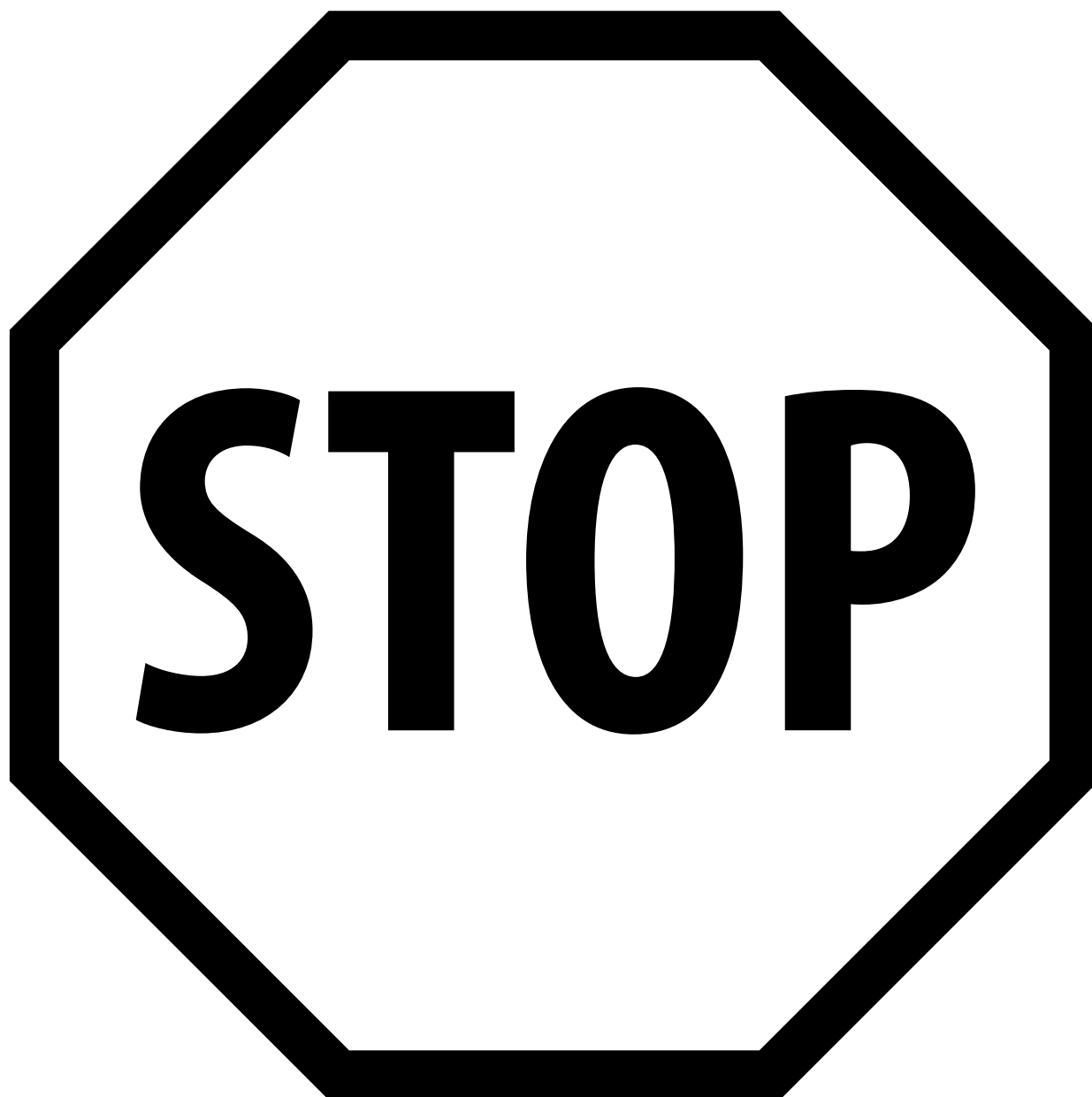
Pictures for Sensory Bin





Visuals for Torah Freeze Dance

(hold these up when students are supposed to do these actions as added visual cue)



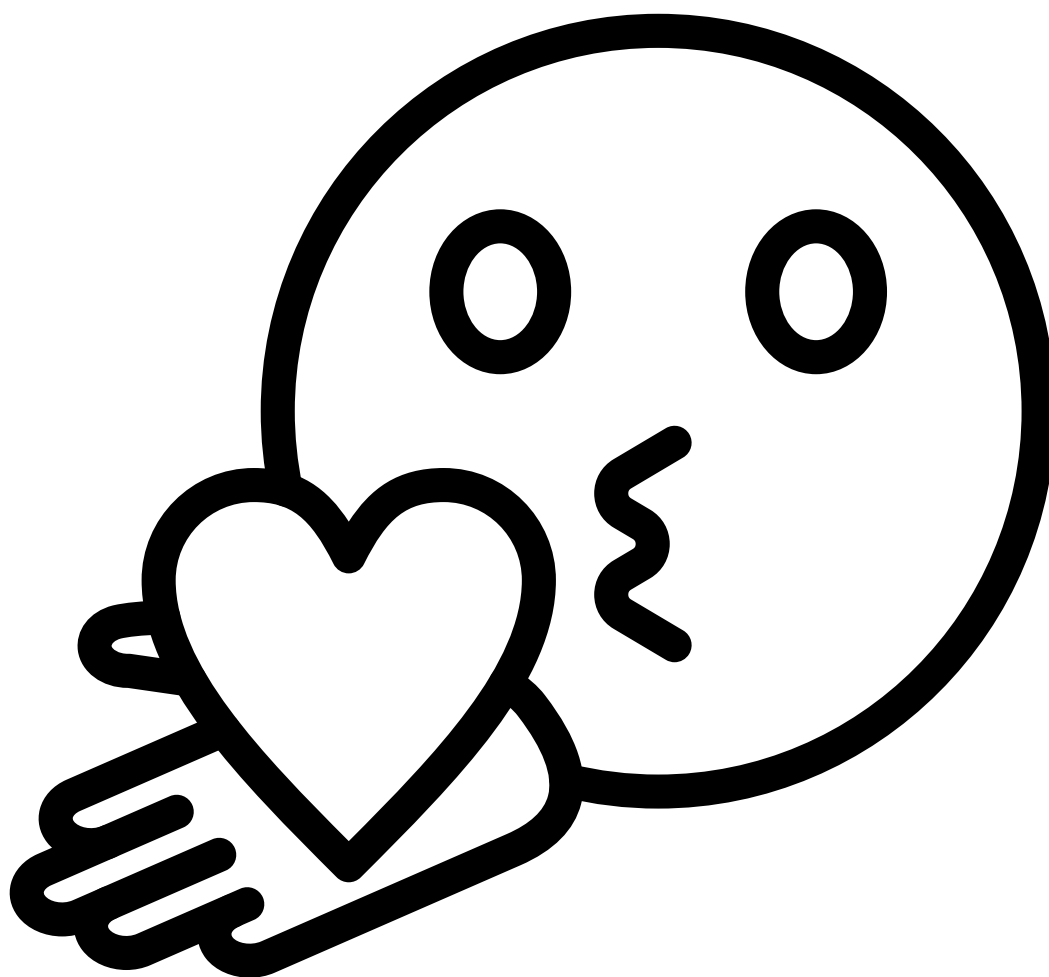
Visuals for Torah Freeze Dance

(hold these up when students are supposed to do these actions as added visual cue)



Visuals for Torah Freeze Dance

(hold these up when students are supposed to do these actions as added visual cue)





Theme: Creation

Week: 5

Learning Outcomes

Students Will:

- Learn the story of Creation
- Understand that Creation/*Bereshiet* is the first Torah portion we read every year
- Identify some of the things God created during Creation

Materials & Resources

- Play Doh/building materials
- Centers materials
- Book: *The Seventh Day* by Deborah Cohen
- Art supplies for creation mural such as:
 - White shapes
 - Black paper
 - Cotton balls
 - Blue paper
 - fish & bird stickers
 - Tin foil
 - Markers
 - Stickers

Arrival/Warm Up (15 min)

By now, students should be familiar with their morning routine. Continue to remain in close proximity to offer any reminders for students, but allow them to go through their morning routine as independently as possible.

Provide Play Doh and other building materials for students to build anything they would like. As you circulate, ask students what they are “creating”.

Specific Accommodations

- If possible, put student’s picture next to their name at the table so they know where to sit even if they cannot recognize their names in print.
- Intentionally include a variety of building blocks with different textures so students with sensory sensitivities can choose the one that feels the best for them.
- Provide models of different things they can create on the table for students that need some help getting started.

Tefilah Time (15 min)

Start by reviewing any *tefilot* that students are having trouble remembering.

Introduce the last *tefilah* of *Tefilah* Time, *Adon Olam*! Explain that *Adon Olam* is often a time for children to go on the *bimah* on Shabbat. Let’s dance it out and get all our wiggles out during *Adon Olam*! Encourage students to get up and move their bodies during *Adon Olam* to prepare their bodies for the rest of the class.

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 creation! Give students the first letter of their Hebrew name and the different building materials they used during their warm up and have them try to make the Hebrew letter using their Play Doh. If they are done with the first letter of their name, have them continue on to the next letters.

Specific Accommodations:

- Allow some students who need extra time with each letter to simply make the first letter of their name with as many different materials as they can
- Allow students to choose the different materials they engage with

Center Theme: Building

Center Activity: “Creating” Heaven and Earth

Give students legos, blocks, recycled items, etc. and pictures of the different elements of creation. Have them choose one element and try to create it with their building materials.

Specific Accommodations:

- Provide models for students that need a starting point
- Pre-set potential materials with corresponding element (ex. put a handful of green and brown legos next to a picture of land)

Center Theme: Sensory

Center Activity:

Fill two bins side by side. Have one with sensory material to represent land (sand, rice, ripped up pieces of brown and green paper) and one with water. Include in the sensory bins toys, images, or natural items from outside that represent the different parts of creation and have students find and explore them. Have students think about how those items go together. What do they all have in common?

Specific Accommodations:

- Give students a visual list of all the items hidden so they know what they are looking for
- Assign specific items to students so they are not fighting over them

Bracha Spotlight (and snack time, 20 min):

This week, serve grapes and/or grape juice for snack and see if anyone knows the special *bracha* said over grape juice (give them a hint that this is the blessing we say on Shabbat). Explain that one of the most important parts of Creation is when God rests on the 7th day and on that day, we drink grape juice and we say the *borei pri ha'gafen bracha*.

Whole Group Activity (30 min):

Introduce the book by asking students to reflect on all of the activities they have done that day so far. Ask: What did you do with the Play Doh? What kinds of items did you find in the sensory bin at centers?

Help students connect what they were doing with the act of “creating” or “creation” and explain that creating is another way of saying making something that was not there before. Explain that that is what God did at the very beginning of the world!!

Ask students to recall what we learned about the week prior (Torah). Explain that the very first story in the Torah tells us about how the world was created by God.

Read the book: *The Seventh Day* by Deborah Cohen

Throughout the book, point out to students that the book compares God to different kinds of artists (potters, painters, musicians). Explain that now, as a class we will be artists to make our own Creation mural.

Use different materials (listed in the materials list or any others that you have on hand) to create a multi-sensory mural on 7 poster boards that can be hung up in the classroom (one for each day of creation).

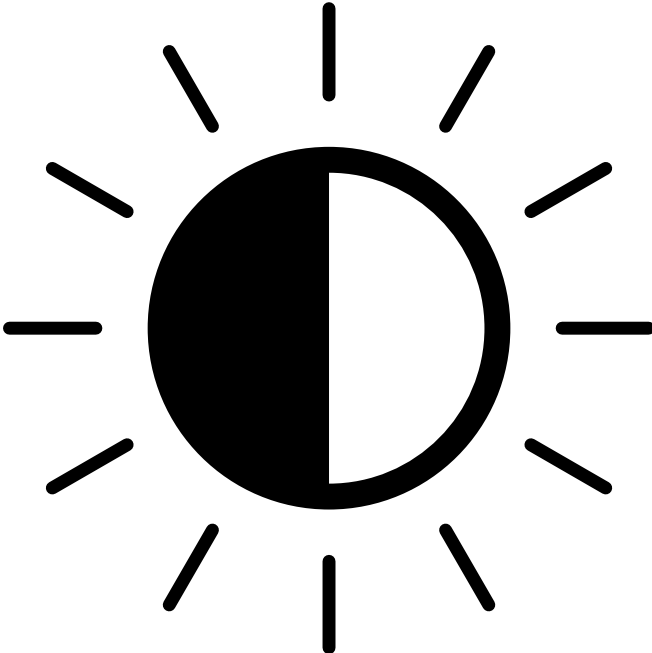
Specific Accommodations:

- Consider assigning students to a designated day depending on how they work together and which materials may be most accessible for them to work with
- Give examples of things that can be included on each mural if students are having trouble coming up with ideas
- Give students the book flipped to their specific day to help with what they should include

Closing/*Lehitraot* (10 min):

- Have each group of students present their day of Creation for the rest of the class (or individually to you if more comfortable that way)
- Finally, sing *Shalom Chaverim* together

Images for Building Center



Darkness and Light



Sky and Sea

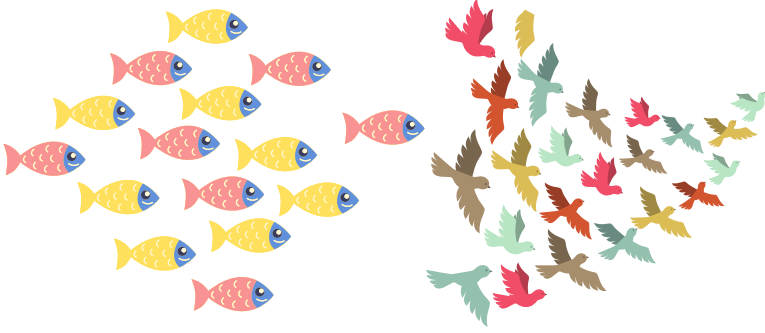


Dry Land



Sun, Moon, and Stars

Images for Building Center



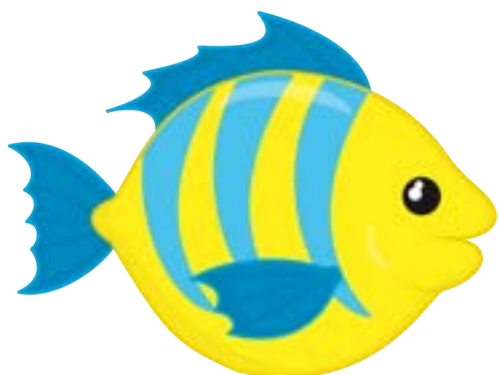
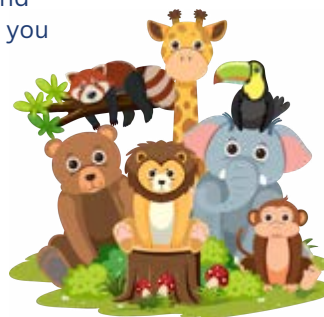
Creatures of Sea and Sky



Land animals and People

Pictures/Items for Sensory Bin

*note: Ideally, include as many of these items as real items as you have available (ex. toy animals, cotton balls for clouds, rocks from outside, tree twigs, etc.) print and laminate images to supplement where you are missing items





Theme: Shabbat Rest

Week: 6

Learning Outcomes

Students Will:

- Know what Shabbat is
- Understand why we rest on Shabbat
- Identify different ways to rest on Shabbat

Materials & Resources

- Play Doh/building materials
- Centers materials
- Book: Soosie: The Horse That Saved Shabbat by Tami Lehman-Wilzig
- Materials for book sound effects (listed in group activity section)
- Materials for making Play Doh (listed in Sensory Center)

Arrival/Warm Up (15 min)

After students complete their arrival routine, they will find a seat at their table and choose a coloring page to begin coloring.

Each coloring page will depict a different way to rest on Shabbat. Encourage students to choose the one they like doing the most.

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 different options for coloring so students have a variety of options to choose from depending on their fine motor needs.
- If there is a student that struggles with making choices, preselect a choice for them and have it ready at their spot.

Tefilah Time (15 min)

At this point, all *tefilot* have been taught. This week, use your discretion to determine if you can jump into *Tefilah* Time right away or if you should take time to review one of the *tefilot* you have already taught.

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 Letter Sky Writing

Give out student's Hebrew letter name mats that they colored several weeks ago. Have students trace the letters with their fingers as they say their names, first on their mats, then in the sky, then on any other surface they can. Students can take turns tracing their names on a partner's back (ensure that students are asking permission to trace on each other's back), trace on the carpet, or on a fuzzy blanket.

Specific Accommodations:

- Allow students to choose the different materials they engage with
- Have some students focus only on the first letter of their name
- Model sounding out the names of each student with them as they trace their names if they need

Center Theme: Art

Center Activity:

Creating Shabbat-O-Grams! Provide cards, stickers, coloring materials, and pre-printed Shabbat greetings for students to glue into their cards. Have students choose someone to make a Shabbat card for and encourage them to choose someone they hope can have a meaningful and restful Shabbat.

Specific Accommodations:

- Provide models for students that need a starting point
- Have different ways for students to put greetings in their Shabbat-O-Grams. Ex. Have different greetings written on a nearby paper for students to copy, have them pre-printed for students to glue one, have some cards pre-written with a greeting so that students can simply decorate the card

Center Theme: Sensory Exploration

Center Activity:

Make your own Play Doh challah! Put out pre-measured ingredients for students to mix together to make Play Doh. Have students all take turns mixing and kneading the dough in a big bowl. When done, separate the dough and allow each student to make their own Play Doh challah.

Play Doh Recipe: $\frac{1}{2}$ a cup of water, $\frac{1}{2}$ a cup of salt, 1 cup of flour (multiply recipe as many times as needed to make the amount you need for your class)

Specific Accommodations:

- Provide spoons and other mixing devices for students that do not want to touch the mixture
- Provide students with visuals for how to braid the challah

Bracha Spotlight (and snack time, 20 min):

This week, provide challah for snack! Have students identify which *bracha* they should say using the *bracha* visual. Say *hamotzi* together and enjoy!

Whole Group Activity (30 min):

Read the book: [Soosie: The Horse That Saved Shabbat](#)

Before reading the book, explain to the class that they will be helping to read this book by being the sound effects. Give out the sound effect roles:

- Horse hooves - A toy horse that someone needs to make “run” on a table or the floor
- Jacob clicking his tongue - a student that can click their tongue
- Horse tail swish - use a collection of twigs, leaves, or leftover lulav to swish back and forth like a horse tail
- Coins dropping in tin can - metal container with coins that a student has to shake
- Villagers saying “Shabbat Shalom”- Students saying Shabbat Shalom

Every time one of these things happens in the book, have the designated sound effect do their part to make the story come to life.

When the story is over, discuss the phrase “Shabbat Shalom”. What do they think it means? Why did people say that to each other when they bought their *challot*. Ask: Did the phrase take on a new meaning at the end when Esther said it to Soosie? Discuss how Shabbat is a special day of rest when we refrain from working. Just like God rested on the 7th day, we also rest on Shabbat.

Specific Accommodations:

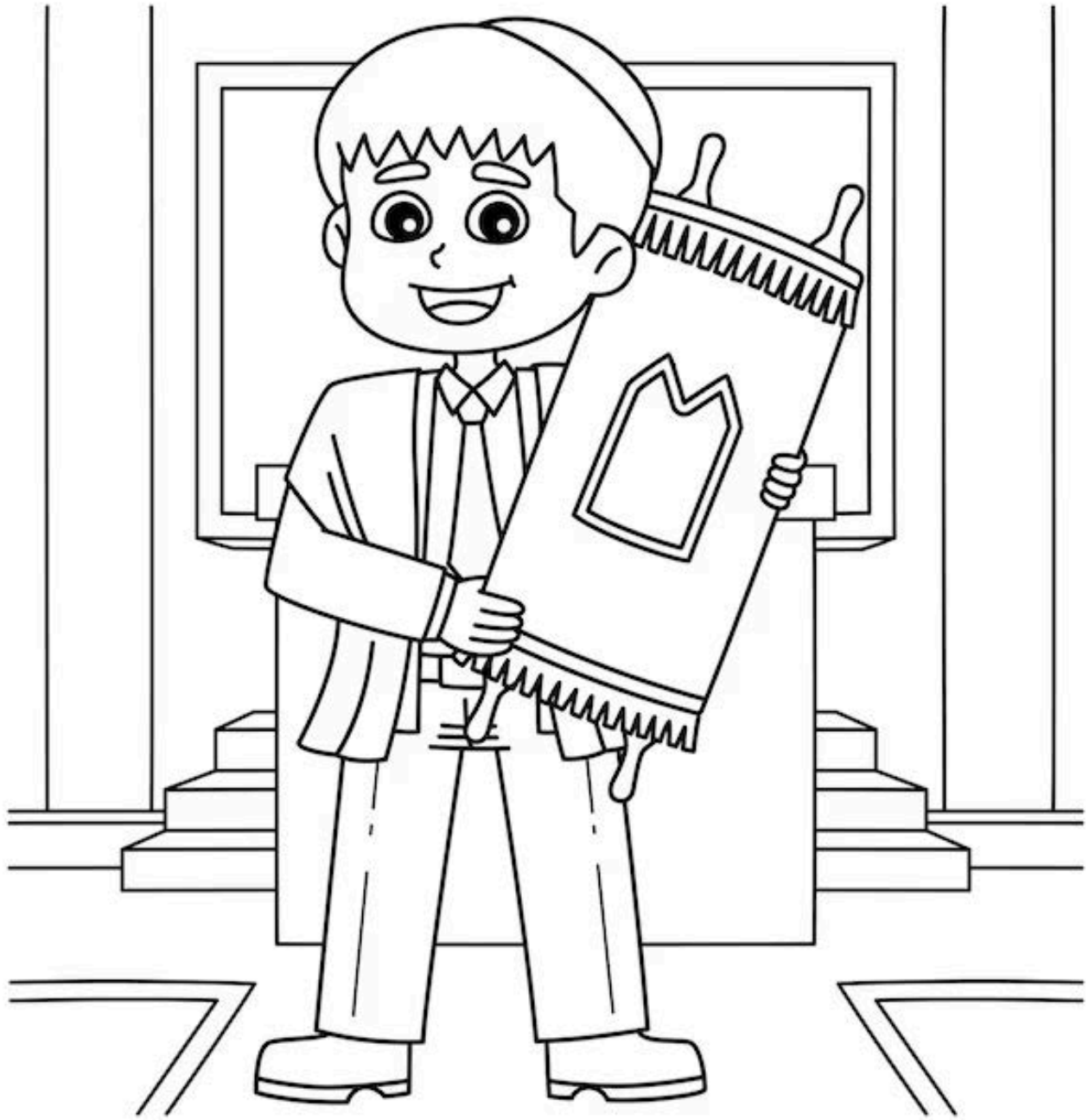
- Preassign sound effect roles based on the different strengths and needs in your class, pair students up to be the sound effects if you anticipate some having a harder time participating
- If necessary, have all students take turns being the different sound effects.
- Point to the person whose turn it is when it is time for their sound effect.

Closing/*Lehitraot* (10 min):

- Ask students how they choose to rest on Shabbat. Have students come up with plans for how they will rest next Shabbat
- Finally, sing *Shalom Chaverim* together





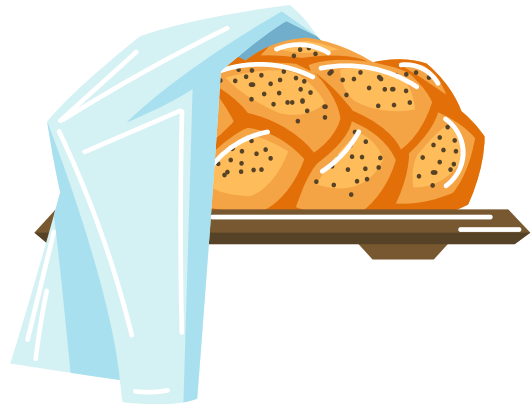
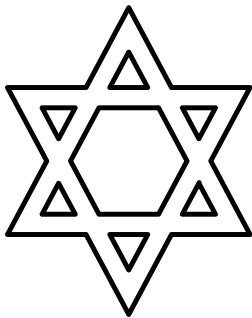


Shabbat Shalom!

שבת
שלום



Shabbat
Shalom



Dear _____,

I hope you have a
restful Shabbat.
Shabbat Shalom!

From,

1



Make 3 balls of dough

2



roll each play doh ball between 2 hands until you have 3 strands

3



connect the three ends of the strands together

4



Put the right side roll over the middle roll, then put the left roll over the new middle roll. Repeat until you have a challah!





Theme: Shabbat Ritual Items

Week: 7

Learning Outcomes

Students Will:

- Identify what ritual items are needed to celebrate Shabbat
- Create their own ritual item

Materials & Resources

- Book: The Shabbat Box by Leslie Simpson
- Construction paper shapes - cut out, together will become Shabbat candles
- Pillow cases or handkerchiefs
- Fabric paint or markers
- Hebrew letter stamps or stencils
- Variety of recycled materials

Arrival/Warm Up (15 min)

After students complete their arrival routine, they will put construction paper shapes together to create Shabbat candles

For the candle sticks, you should provide:

- two long rectangles for the candles
- two yellow ovals for the flames
- two long, thicker rectangles for the candle sticks
- two short rectangles for the bottom of the stick

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.
- Give some students a template so they know where to glue each piece of construction paper

Tefilah Time (15 min)

Now that students have become familiar with the *tefilot* they will be saying every week, you can start adding in explanation about the *tefilot*. Today, start *Tefilah* Time by explaining that we are learning more about Shabbat. Explain that on Shabbat we spend extra time thanking God for everything we have. Before singing *Modeh Ani*, which is about being thankful we woke up in the morning, have students share something they are thankful for.

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 point to something they are thankful for if they do not want to say it out loud

Centers (45 min. 15 each)



Center Theme: Hebrew Letters

Center Activity: Body Hebrew Letters

Place models of the Hebrew word Shabbat at the station. Have students build it with their letter magnets or point to the letters on their letter mats. After that, have them try to make the letters with their bodies. As they stretch their bodies to make the letters, have them make the sound each letter says

Specific Accommodations:

- Allow students to work together or by themselves
- Include the sample of how to spell Shabbat in Hebrew already at the station for students to use as a model
- Provide yoga mats or a carpet to show students what space they have and to ensure they do not accidentally get into each other's space.

Center Theme: Art

Center Activity:

Challah Covers!

Provide pillowcases or handkerchiefs and paint or fabric markers for students to decorate to bring home for their Shabbat table. Provide stencils or stamps of the words Shabbat Shalom in Hebrew for students to have extra practice and exposure with the Hebrew letters.

Specific Accommodations:

- Provide models for students that need a starting point
- Use different utensils for students to paint with (ex. sponges, paint brushes, fingers, etc.) to ensure everyone is comfortable and able to use the paint

Center Theme: Building

Center Activity:

Use recycled materials such as toilet paper rolls, scrap paper, boxes, etc. to work together to build a Shabbat table. Have students ensure that their Shabbat table has candles, kiddush cups, a challah board, etc.

When they are done building, have students act out how Shabbat starts by lighting candles and reciting *kiddush* and *hamotzi*.

Specific Accommodations:

- Provide models of the ritual items for students to know what they should build
- Give out different roles so students know what they are expected to do as they work together

Bracha Spotlight (and snack time, 20 min):

This week, challah can be served as a snack again. Ask students if they remember what the *bracha* is for challah. Serve grape juice with it introduce the *hagafen bracha* as well. For this snack, have students pretend that it is Shabbat by covering their pieces of challah with a napkin and saying the *bracha* over it that way. Have students hold up their grape juice to pretend they are saying *kiddush*.

Whole Group Activity (30 min):

Introduce the book *The Shabbat Box* by Leslie Simpson. Before starting the book, ask students what they think might be in a Shabbat box. See if they can guess some of the items that are important for Shabbat based on what they have done in class so far today.

After reading the book, explain that as a class, we will be playing a giant game of Shabbat Memory just like the one in the book.

Shabbat Memory Game:

Split the class into two teams and place the large Shabbat images on the floor face down. Have students take turns trying to find a match. When they find a match, have the whole class practice repeating after you to recite the blessing that goes along with the image. Students can try to recite them on their own if they would like a challenge.

*Note: There are two types of matches included in this game. Exact matches as well as matches where two pictures are not the same, but go together. Consider omitting the latter type of match if it is too complex for your learners (ex. candles with women covering her eyes, *kiddush* cup with grape juice, etc.)

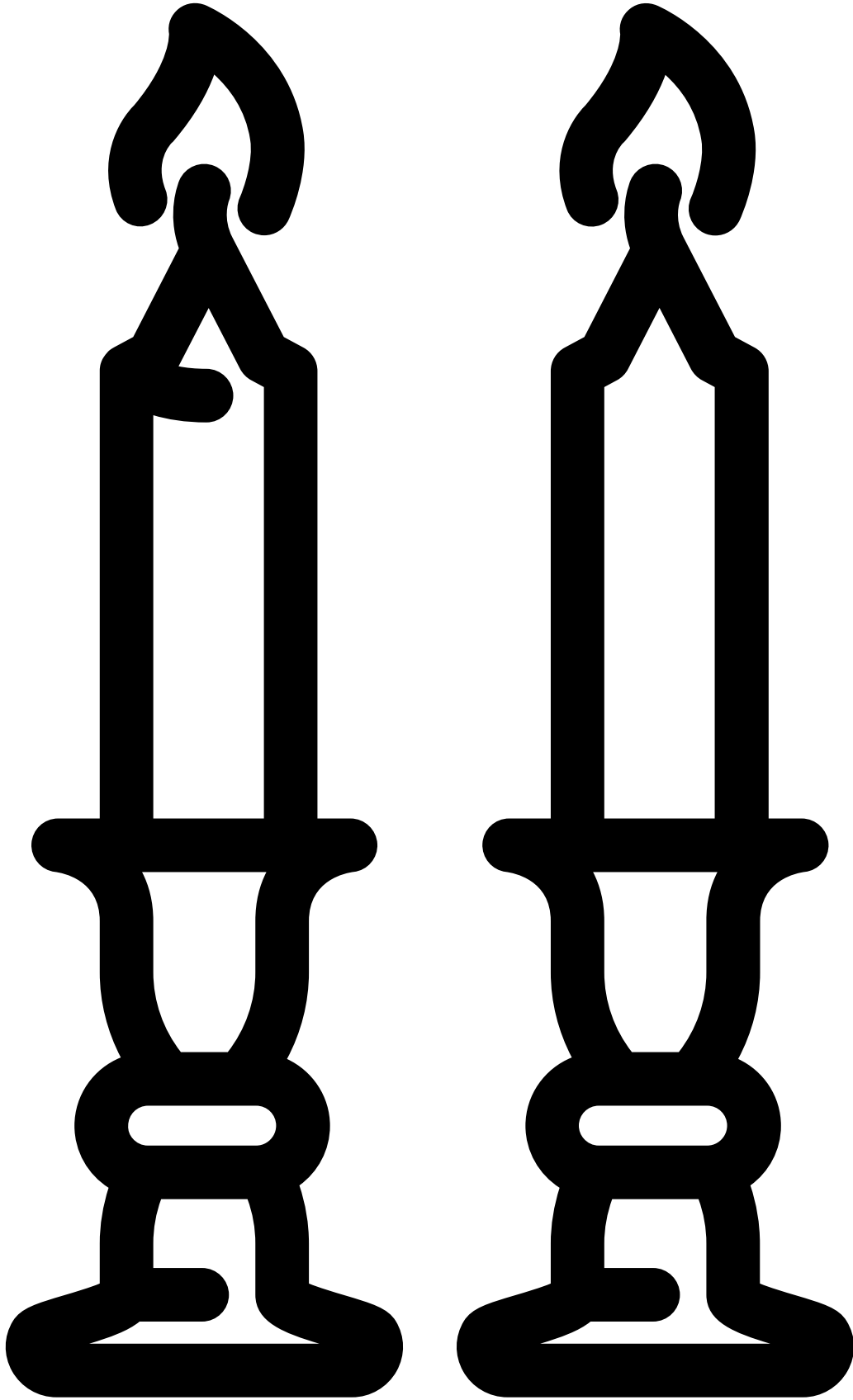
Specific Accommodations:

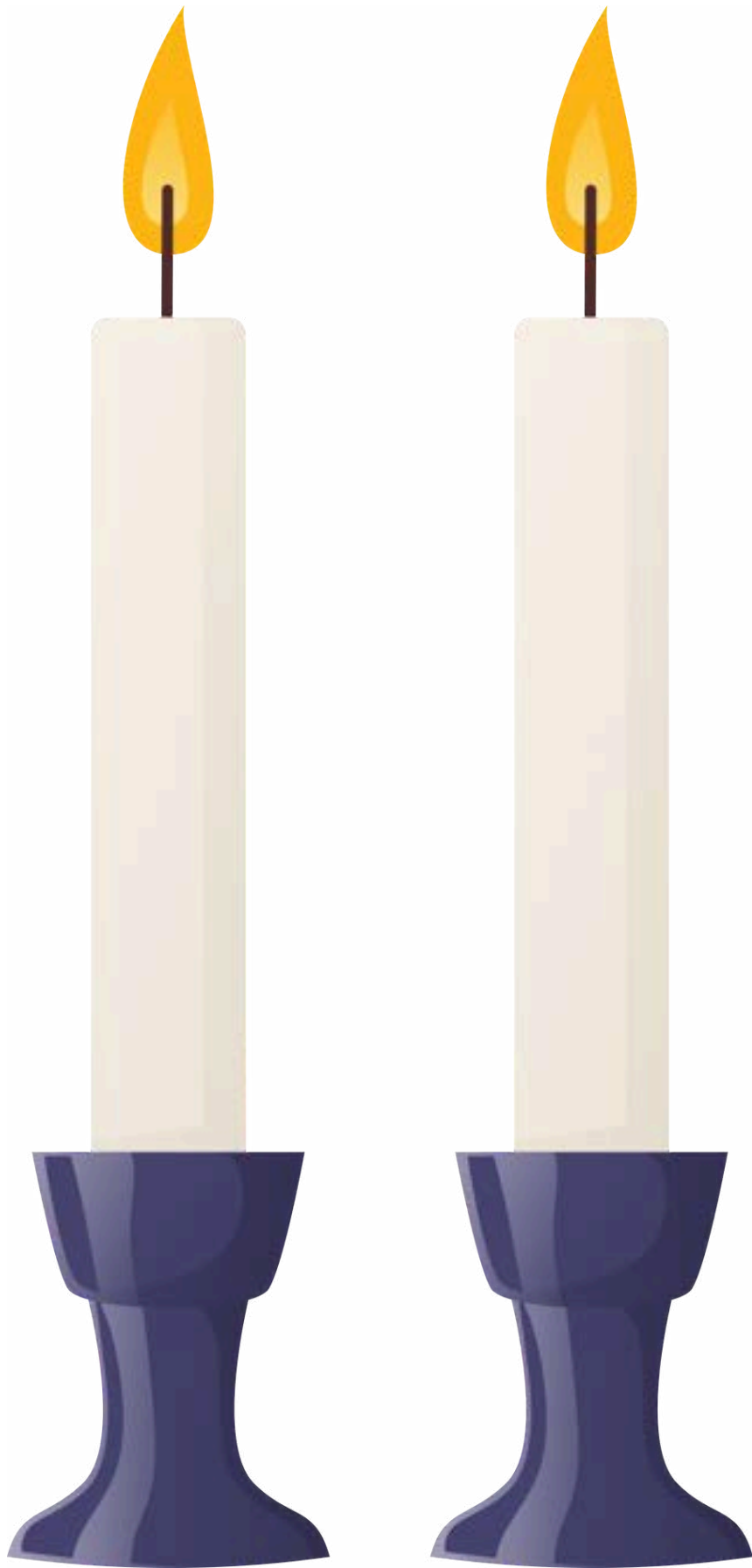
- Play the game once with the pictures facing up so that students can practice
- Give quick sneak peeks for some students who struggle with memory
- Allow students to work as a whole group rather than individually choosing a card

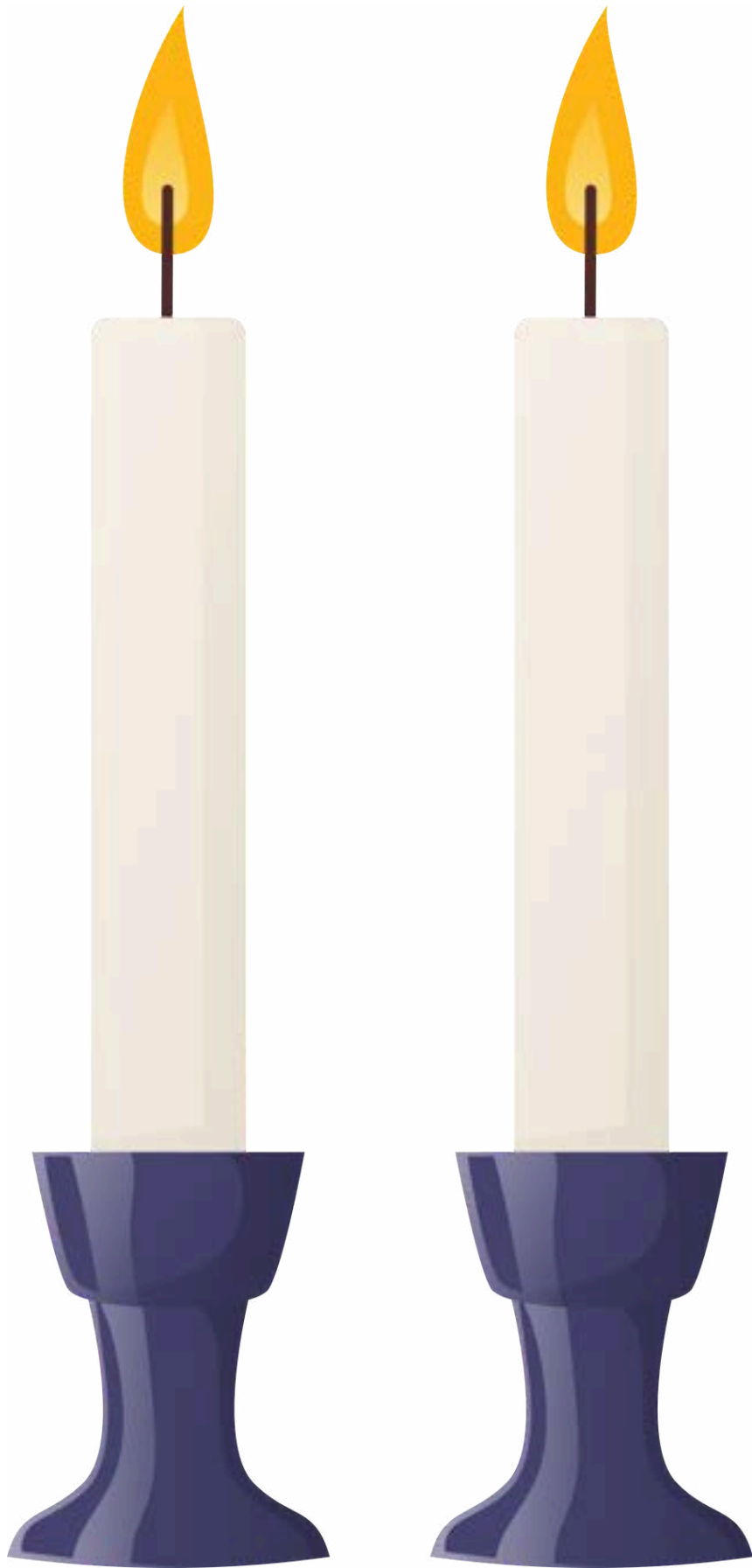
Closing/Lehitraot (10 min):

- Have students discuss a Shabbat ritual item they have in their home. Do they have a special set of candle sticks? A special challah board?
- Finally, sing *Shalom Chaverim* together

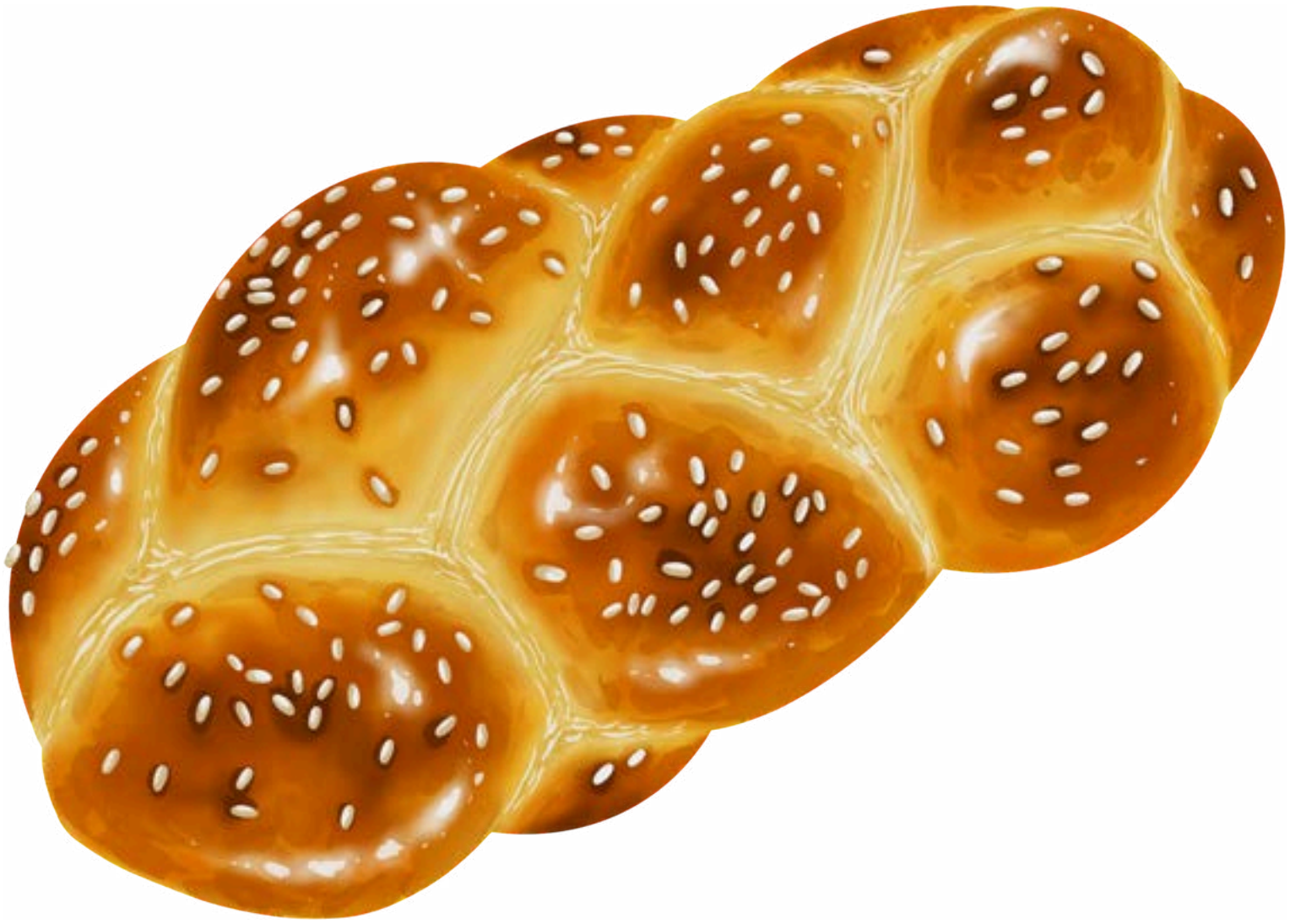
Shabbat Candles





















































Theme: Hanukkah

Week: 8

Learning Outcomes

Students Will:

- Know the story of Hanukkah
- Understand why Hanukkah is important
- Learn what *Nes Gadol Haya Sham* means

Materials & Resources

- Dreidels
- Paint, paper, paper plates
- Sensory filler items
 - cotton balls
 - white pom poms
 - packing peanuts
 - fake snow

Arrival/Warm Up (15 min)

Put a variety of different dreidels out on the table for students to take turns with. Have them explore them, try spinning them, and discuss what they know and what they wonder about the dreidels. They can discuss amongst themselves or with you as you circulate the room.

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-assign dreidels to specific students if you think they will have a hard time sharing

Tefilah Time (15 min)

This week, before *tefilot* starts, remind students of some of the things they were grateful for last week. Ask them if they are still grateful for this and if there is something else they would add. Before the *Amidah*, ask students if there is something they want to ask God for. Give examples like asking God to heal someone who is sick or to help someone in need.

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 point to something they are thankful for if they do not want to say it out loud

Centers (45 min. 15 each)



Center Theme: Hebrew Letters

Center Activity: Hebrew Letters of the Dreidel

Provide a number of different dreidels for students to explore. Have the phrase “*Nes Gadol Haya Sham*” in large letters on a white board or printed on a piece of paper. Highlight, bold, or underline the first letter of each of the words and have students practice tracing them, saying their sounds, writing them on white boards or with their fingers. Have them “stretch” the letters and words so that they are taking the time to fully feel and hear the sounds of each of the letters (ex. “shhhhhhhhhhhh aaaaaa mmmmmmm”).

Specific Accommodations:

- Provide only the first letters of the phrase if the whole thing is overwhelming
- Provide models of different ways students can create these letters

Center Theme: Art

Center Activity: Dreidel Art

Have students paint with dreidels. Put out paper plates and small amounts of paint on the plates as well as plastic dreidels. Have students dip the dreidel in the paint, then spin it on a piece of paper and see what designs it makes. Students can also dip the sides of their dreidels into the paint and use them as stamps to stamp on the letters onto their papers.

Specific Accommodations:

- Provide different types of dreidels so that there is one that everyone can use (bigger ones for those with fine motor difficulties)
- Lay down plastic tablecloths or newspaper so that students can access the activity without being concerned about the mess

Center Theme: Sensory Exploration

Center Activity: Hanukkah Sensory Box

Create a scavenger hunt in a sensory box. Because Hanukkah typically falls in the winter, fill a box or sensory table with white pom poms, cotton balls, packing peanuts, or fake snow (if you have it) and then hide different Hanukkah items in the box. Have students collect them and try to identify them.

Specific Accommodations:

- Provide a list of pictures of the items hidden
- Allow students to use tweezers or spoons to pull items out if they do not want to touch the material in the box

Bracha Spotlight (and snack time, 20 min):

This week serve potato chips for snack because they are made with oil! On *Hanukkah* we eat foods made with oil. Say the *shehakol bracha*.

Whole Group Activity (30 min):

Tell the story of Hanukkah. At the end, explain that because of the miracles of Hanukkah, each dreidel has the letters *Nun, Gimmel, Hey, Shin* on them to stand for *Nes Gadol Haya Sham*. This means a great miracle happened there.

Play the *Nes Gadol Haya Sham* Game!

Sit in a circle and teach hand motions to go along with each word.

- *Nes*- Wave your fingers like a magic wand
- *Gadol*- reach your arms out wide like you are holding something big
- *Haya*- point to your wrist like you are checking a clock
- *Sham*- point to a far away spot

Practice saying these words and doing the hand motions over and over- doing them in different orders and different ways every time. Ex. say them fast, say them in a robot voice, do the actions like they are in slow motion, say them in silly voices, etc.

Finally, hide pictures around the room that represent these 4 words. Have students search for them. When they find one, have them yell out the word they think it corresponds with and have all the students respond by doing the hand motion.

Specific Accommodations:

- Repeat hand motions and words slowly and frequently so all students have a chance to learn them
- Allow some students to only do the hand motion if the word is hard for them to remember or only say the word if they do not remember the hand motion
- Allow students to work in pairs or groups when searching for the pictures around the room

Closing/*Lehitraot* (10 min):

- Have students share with the group or individually what their favorite part of the Hanukkah story is.
- Finally, sing *Shalom Chaverim* together

The Story of Hanukkah

A long time ago in Israel, there was a beautiful Temple where Jewish people went to pray.



One day, a mean king took over and told the Jews they were not allowed to pray to their own God or follow their Jewish traditions. He started a war (like a really big fight) to try to destroy the Jewish Temple and force Jews to pray differently.



One brave and small Jewish army called the Macabees decided to stand up and fight back. Even though they were smaller, they still won!



After the war, when they went to check on the Menorah (the special lamp they used to light), they realized there was only enough oil to last one day. But something amazing happened! The oil lasted 8 whole nights and the lights from the Menorah shined brightly!



Now, every year, we celebrate Hanukkah for eight nights to celebrate the miracles that happened long ago. We eat oily foods like latkes and *sufganiyot*, light *Chanukiot* and play dreidel.



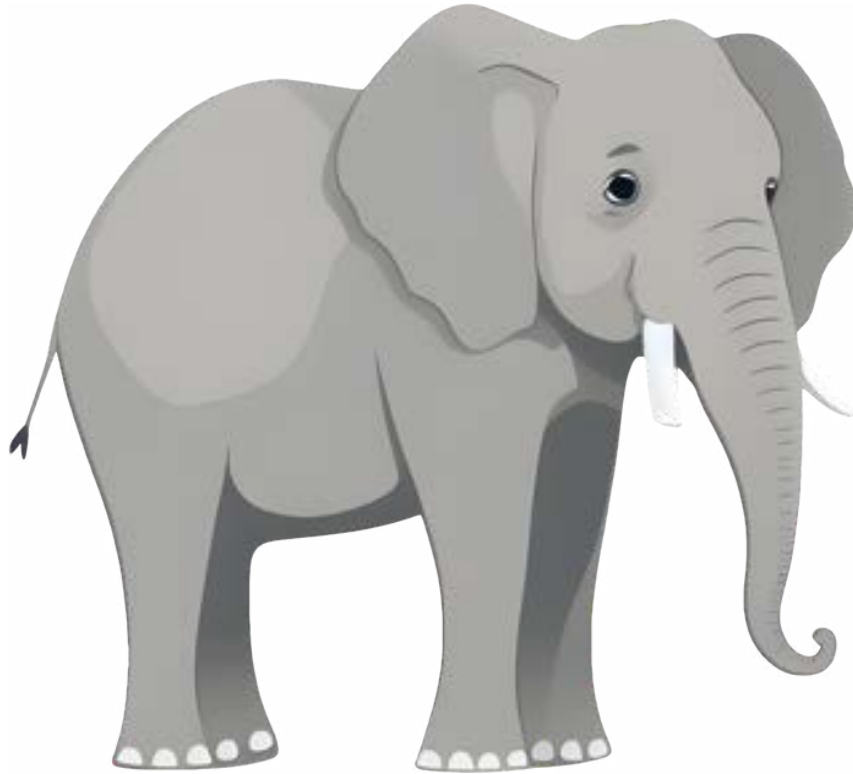
Images for Nes Gadol Haya Sham Game

(2 per word, cut out each image)



Images for Nes Gadol Haya Sham Game

(2 per word, cut out each image)



Images for Nes Gadol Haya Sham Game

(2 per word, cut out each image)



Images for Nes Gadol Haya Sham Game

(2 per word, cut out each image)





Theme: Hanukkah

Week: 9

Learning Outcomes

Students Will:

- Know what a *Chanukiah* is, including how many candles it has and what a *shamash* is
- Become familiar with the blessing over the candles
- Celebrate Hanukkah with friends and family!

Materials & Resources

- *Chanukiah*
- Clothes pins
- Pom poms
- Pieces of cardboard
- Markers, crayons, etc.
- Glue

Arrival/Warm Up (15 min)

Play Hanukkah music as students are arriving. Provide different dreidel coloring pages for students to choose from and have them begin coloring them in. Since students learned about dreidels and the letters on them the week prior, challenge students to try to write the letters on their dreidels if they are not already part of the design.

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 dreidel coloring pages some with the letters and some without for students at different levels

Tefilah Time (15 min)

Ask students if there is anything they are excited about for their upcoming school break; have them think about something they are feeling thankful for. Then proceed with *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 point to something they are thankful for if they do not want to say it out loud

Centers (45 min. 15 each)



Center Theme: Hebrew Letters

Center Activity: Hebrew Letters of Hanukkah and the “*chhhh*” sound

Provide the word “Hanukkah” 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 “chh” sound. It kind of sounds like an animal growling or someone trying to scratch the back of their throats. Have students pretend to be animals growling and try to work on pronouncing the “*chhhh*” in *Chanukah*.

Specific Accommodations:

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

Center Theme: Art

Center Activity: Make your own “Fireless” *Chanukiah*

Provide pieces of cardboard as the base of their *Chanukiah*. Students should decorate them however they would like. Then, have students color 9 clothespins and glue red, yellow, or orange cotton balls to the tip of them as the flame.

Specific Accommodations:

- Provide a real *Chanukiah* and a model of the kind they are making so that students see what they are creating
- Separate all needed materials into piles for each individual student so they know exactly what they will need to use

Center Theme: Building

Center Activity: *Chanukiah*

Provide blocks, magnetiles, etc. and have students work together to build a giant *Chanukiah*.

Specific Accommodations:

- Provide picture examples of *Chanukiot*
- Assign specific jobs ahead of time to students that may have a more difficult time collaborating with the group

Bracha Spotlight (and snack time, 20 min):

For the last hour of class, invite families to join for a Hanukkah celebration. Serve *sufganiyot*, *latkes*, etc. (if possible). Say the *Shehakol bracha!*

Whole Group Activity (30 min):

After students' families have spent some time eating and mingling, have students show their families what they have learned about *Hanukkah*. Start by having them show off their hand motions for “*Nes Gadol Haya Sham*” from the week before.

Next, have all students take their fireless *Chanukiah* that they made during centers. Together with their families and the whole class, “light” the *Chanukiah*. *Note: Do this based on what day of Hanukkah it is. If it is not yet Hanukkah, “light” the candle for the first day and explain that it is practice for when Hanukkah begins.

Finally, provide song sheets for students and parents to sing along to a few Hanukkah songs.

Specific Accommodations:

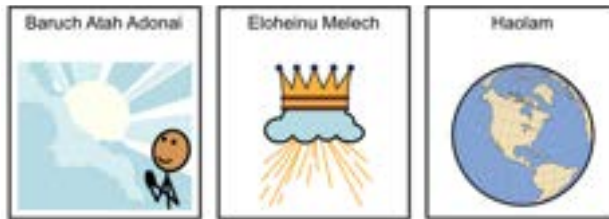
- Review the hand motions from the *Nes Gadol Haya Sham* game before having students present them to parents
- Model “lighting” the *Chanukiah* as the group lights them together

Closing/*Lehitraot* (10 min):

- Ask families or students to share a family *Hanukkah* tradition or memory
- Finally, sing *Shalom Chaverim* together

Pictures of *Chanukiot*

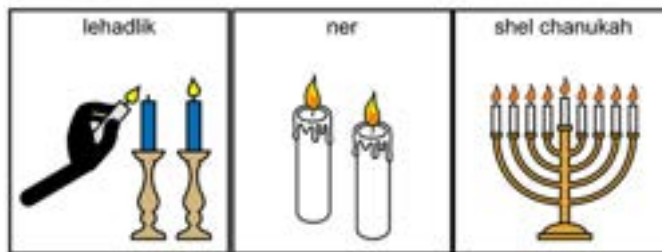




בְּרוּךְ אַתָּה ה' אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם



אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְצִוָּנוּ



לְהַדְלִיק נֵר שֶׁל חֲנֻכָּה.



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)



Matan

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):

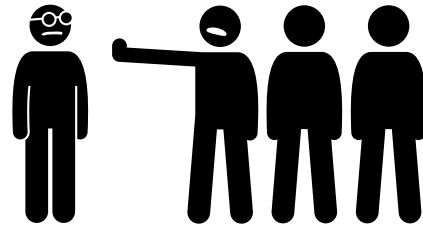
- Reflect with students: Why did God “command” us to do these good deeds? Why are they commandments and not just suggestions?
- Finally, sing *Shalom Chaverim* together

Mitzvah Sort

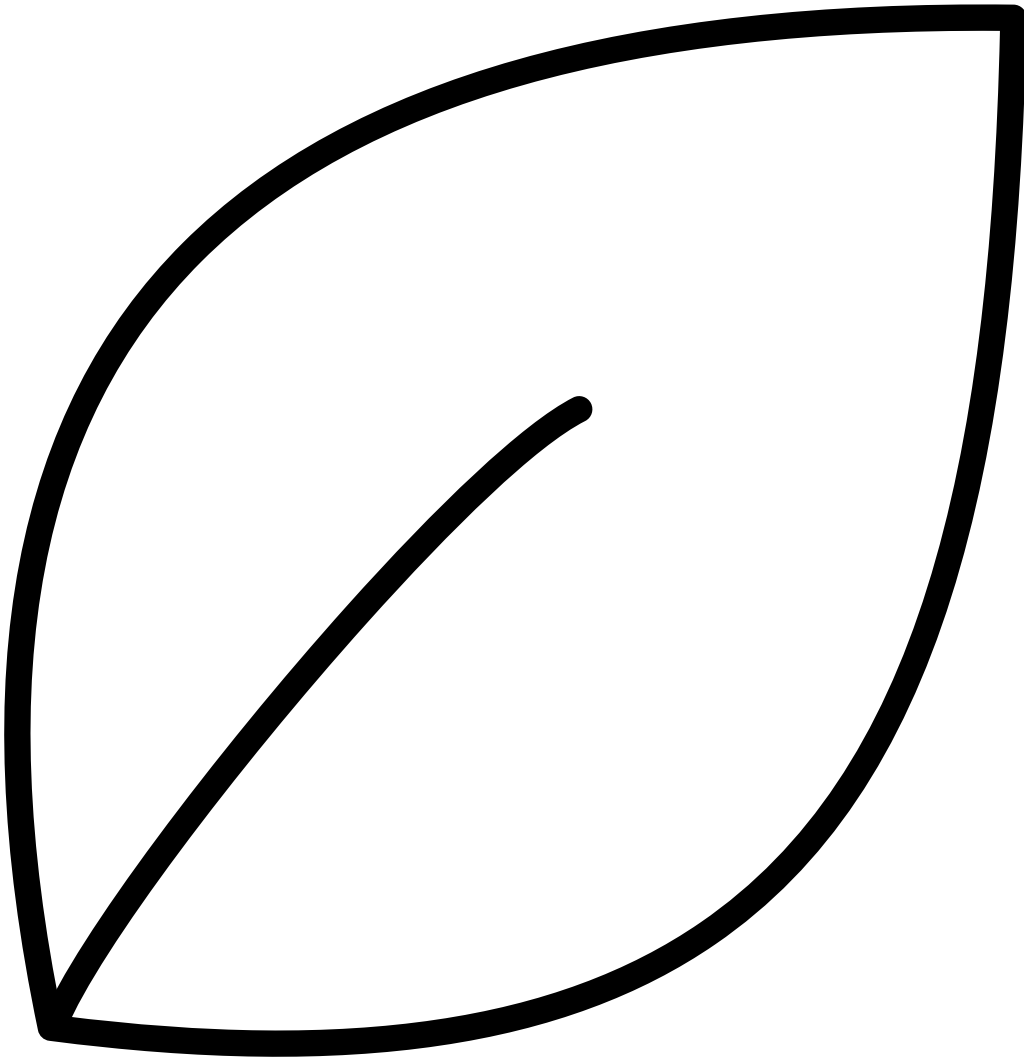


Mitzvah Sort



Mitzvah Leaves





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)



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.

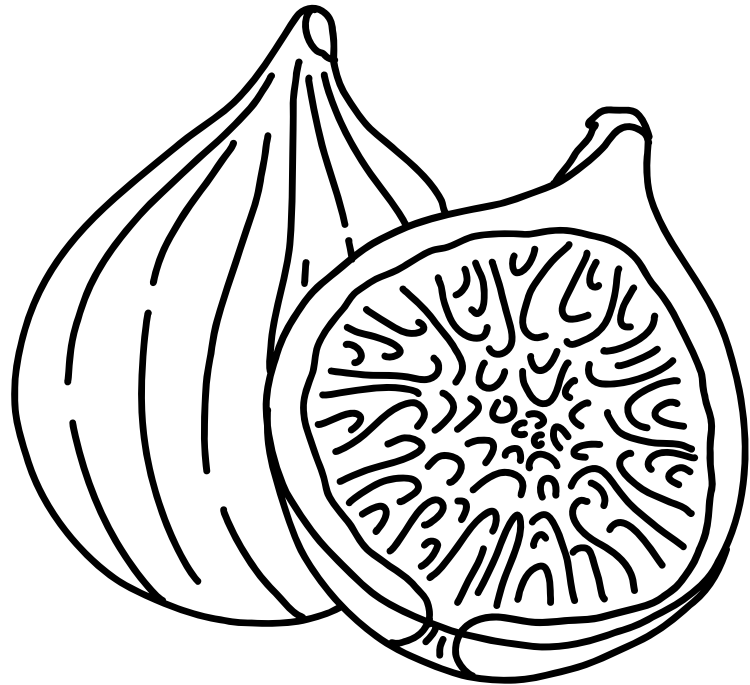
Specific Accommodations:

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

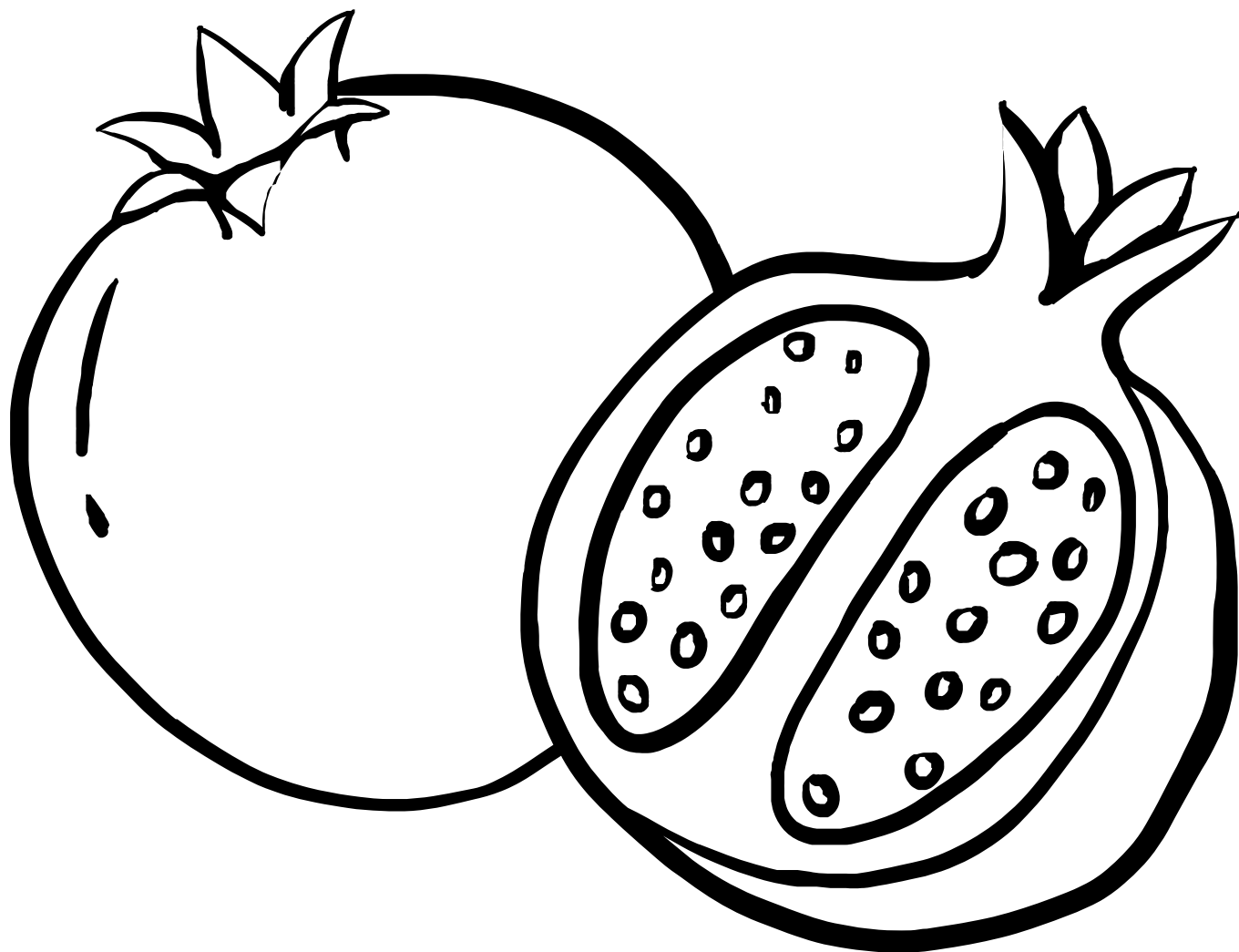
Closing/*Lehitraot* (10 min):

- 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:





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):

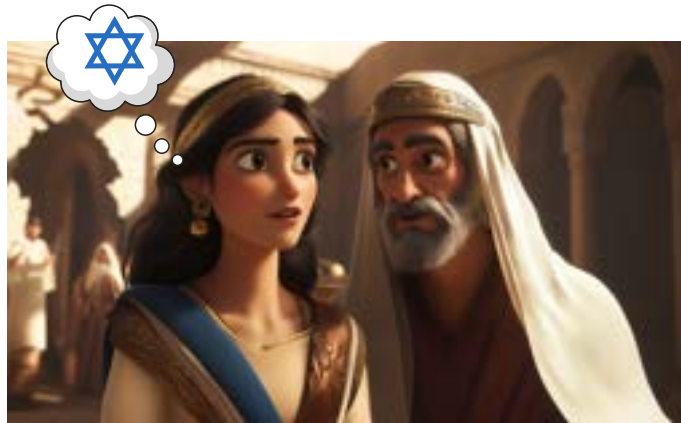
- Ask students to discuss what their favorite part of the *Purim* story is. Ask them if they were to dress up as someone in the story, who would they choose?
- Finally, sing *Shalom Chaverim* together

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





Theme: More Mitzvot!

Week: 13

Learning Outcomes

Students Will:

- Learn specific *mitzvot*
- Understand the importance of visiting the sick
- Understand the importance of being kind to animals

Materials & Resources

- Book: A Sick Day for Amos McGee by Phillip C. Stead
- Blank stationery
- Stickers, markers, etc. for decorating
- Stuffed animals
- Band-aids, doctor toys, etc.

Arrival/Warm Up (15 min)

Students will all add a leaf or two to the *Mitzvah Tree*.

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 printed list of ideas for students for what to write on their mitzvah leaves

Tefilah Time (15 min)

Explain to students that it is a *mitzvah* to pray to God. Ask students which *tefilah* is their favorite!

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 Letter Sand Play

Put sand or dry rice on the cookie sheets and give students the opportunity to practice drawing the letters with their fingers. Give them the *Aleph Bet* mats, their name mats, or any individual letters from their names. Play the *Aleph Bet* song in the background as they are engaging in this activity.

Specific Accommodations:

- Give students specific letters from their names to do if the whole name is too overwhelming for them

Center Theme: Art

Center Activity: Get Well Soon Cards

Have students make cards, signs, or pictures for a local children's hospital. Ask students to consider what would make them smile if they were sick. Alternatively, if there is a list of congregants that are sick, students can write cards for them or for anyone in their lives that are sick.

Specific Accommodations:

- Pre-print get well messages in Hebrew and English for students to glue onto their cards
- Pre-peel stickers
- Provide a model for students to look at as they create their own

Center Theme: Building/Pretend Play

Center Activity: Caring for Animals

Provide students with toy animals, recycled items and building materials for students to pretend with, and "care cards". Have students choose care cards and practice showing kindness to the animals by completing the activity on the "care card". Students can use their imagination to build or create the items in the care cards using the materials provided.

Specific Accommodations:

- Set care cards alongside care items and animals they will need to complete the card

Bracha Spotlight (and snack time, 20 min):

Today's snack is animal crackers! Have students determine which category these go in before saying the *mezonot* blessing together.

Whole Group Activity (30 min):

Read the book: *A Sick Day for Amos McGee* by Phillip C. Stead. Ask students if they notice anyone doing any *mitzvot* in the book? Prompt them to consider what *mitzvot* Amos does and what *mitzvot* the animals do for Amos?

Then, explain that the two main *mitzvot* in the book were *Bikkur Cholim* which means "visiting the sick" and *Tzar Baalei Chayim* which means "suffering of animals". God actually commands us to visit the sick and to limit the suffering of animals! Have students brainstorm examples of both of these *mitzvot*.

Finally, explain to students that there is a special prayer we say when someone is sick. Have them listen to Debbie Friedman *Mi Shebeirach* song.

Specific Accommodations:

- Open to specific pictures in the book to prompt students if they are having trouble thinking of a *mitzvah* example
- Use the "care cards" from the pretend play center to prompt students if they are having a hard time coming up with examples of ways to do these *mitzvot*

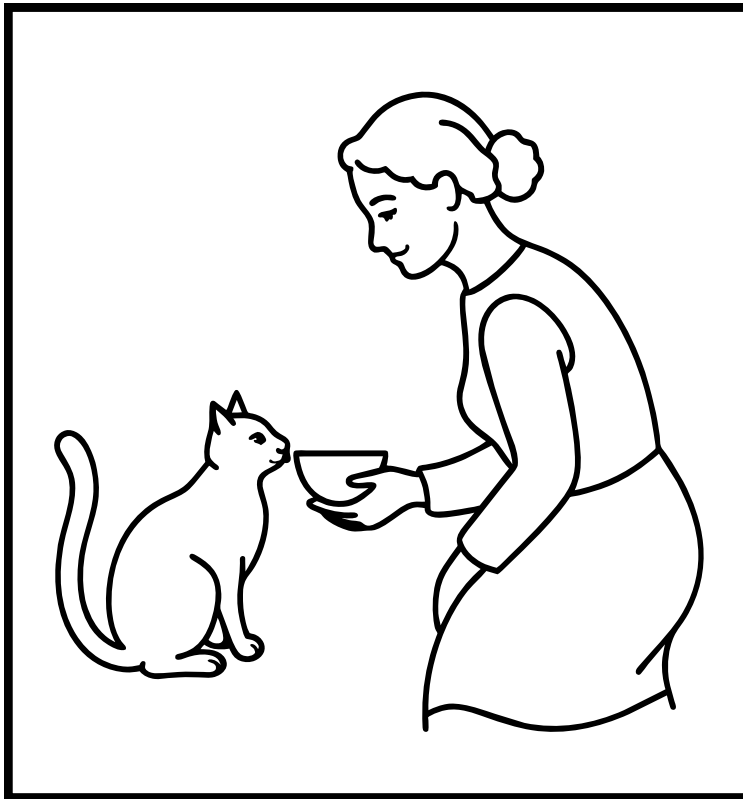
Closing/Lehitraot (10 min):

- Have students think of one way they plan to practice "*Bikkur Cholim*" or "*Tzar Baalei Chaim*" this week. Have them share it with each other or with you.
- Finally, sing *Shalom Chaverim* together

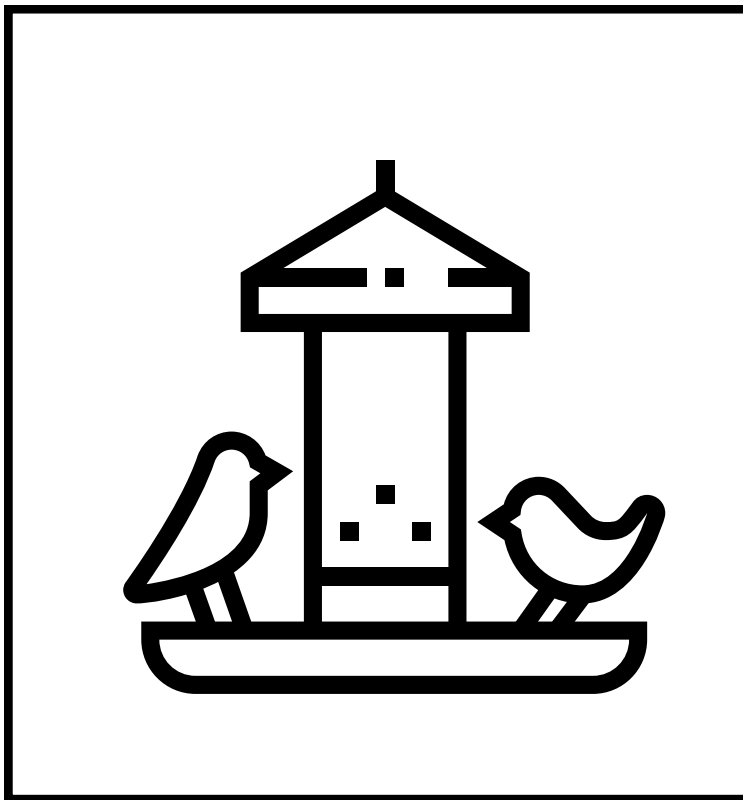
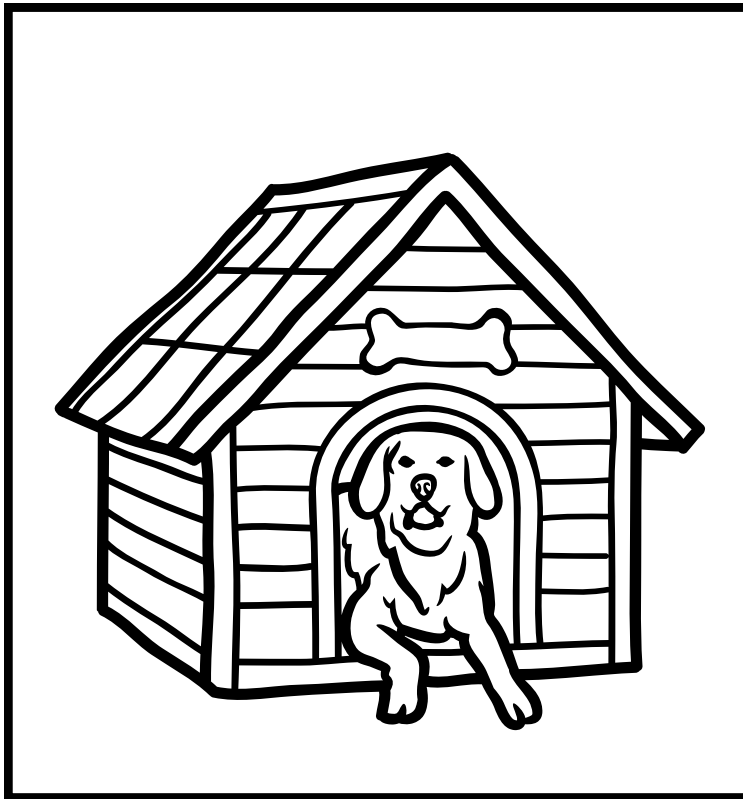


רפואה
שלמה!

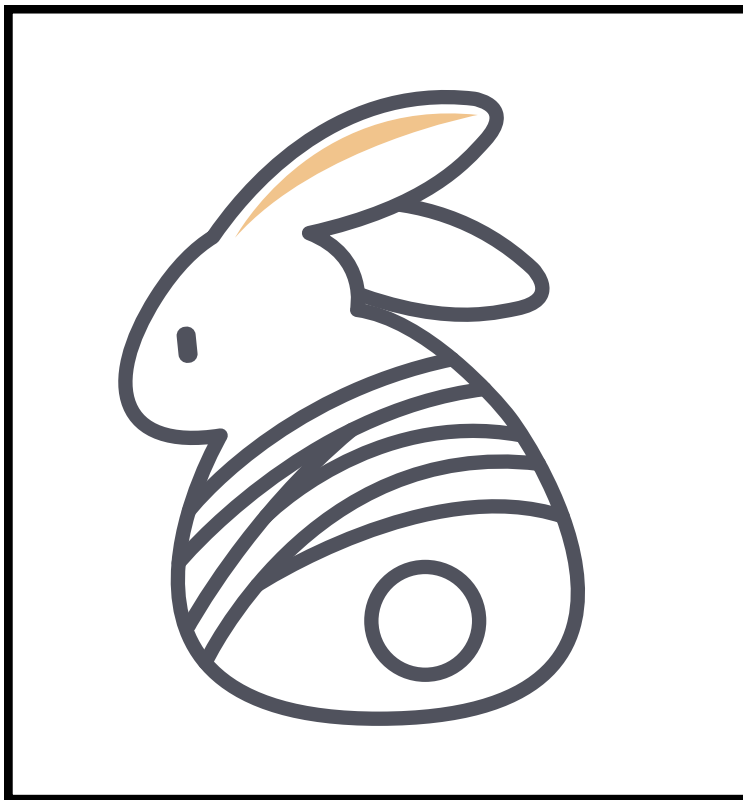
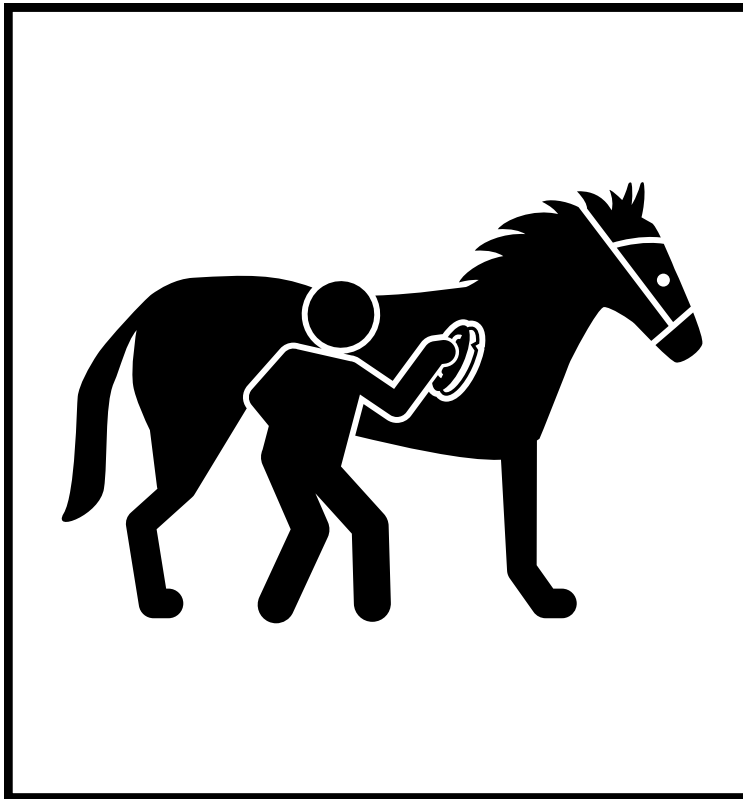
Care Cards



Care Cards



Care Cards





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*).

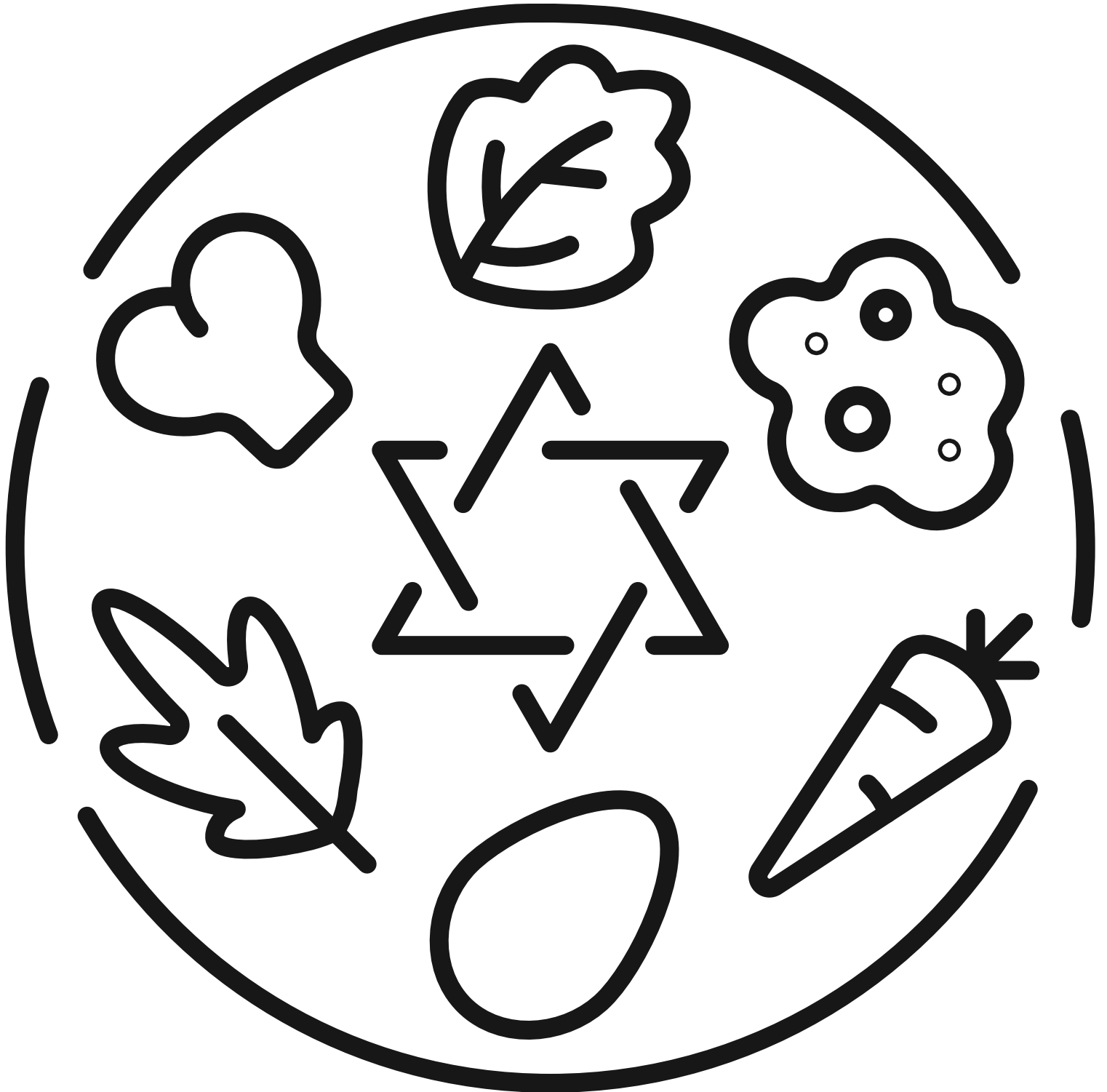
Specific Accommodations:

- 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

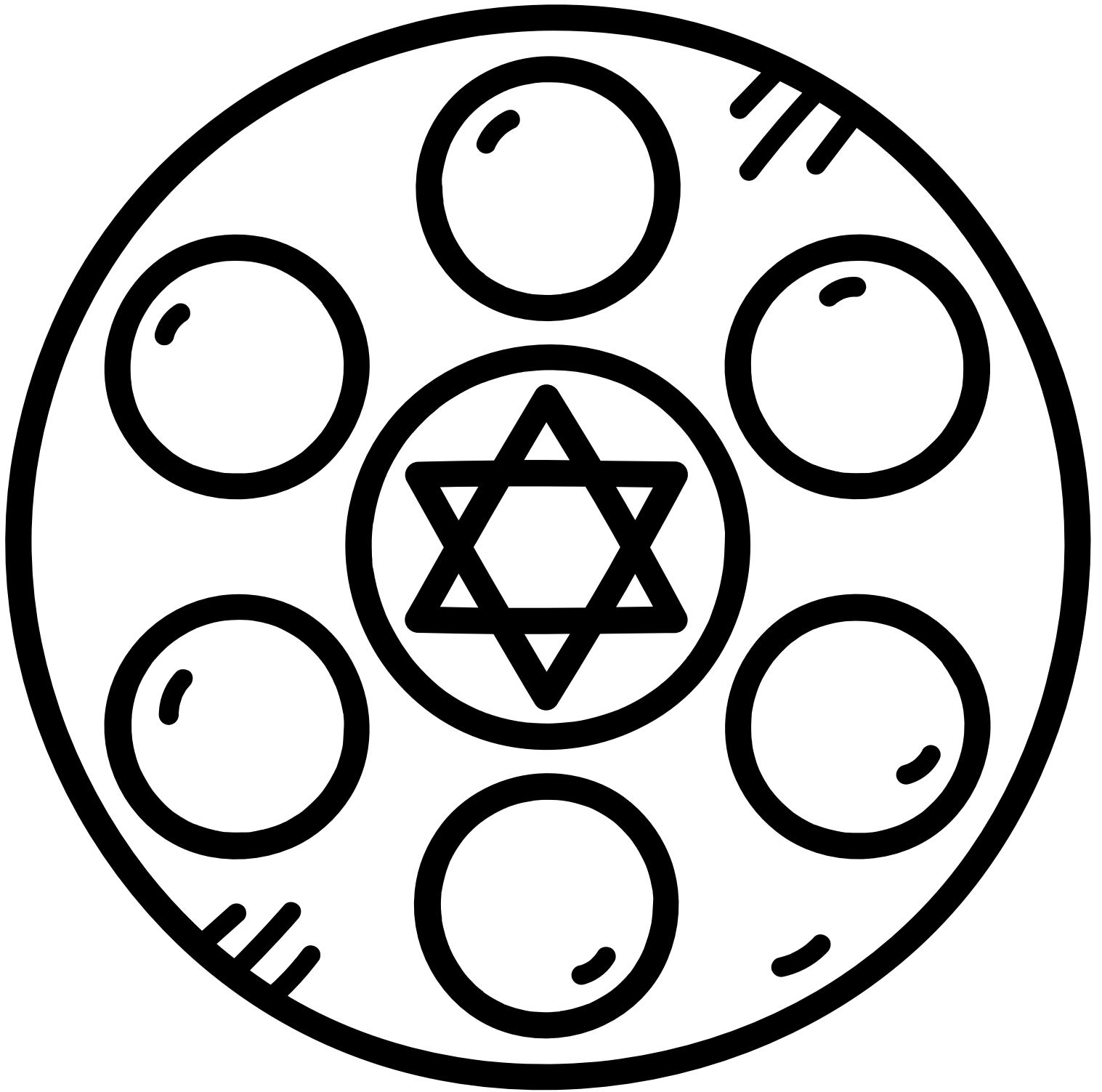
Closing/*Lehitraot* (10 min):

- 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

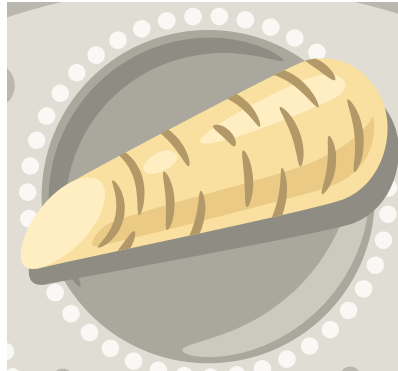
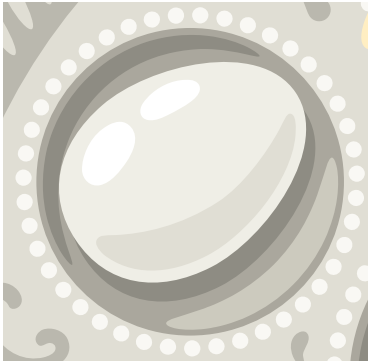


Seder Plate



Seder Plate

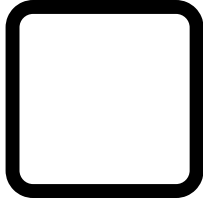
(pieces to glue on)



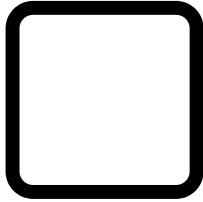
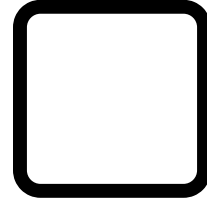
Sensory Sea Splitting



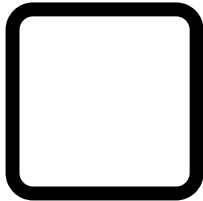
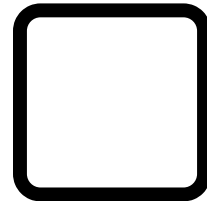
Sensory Sea Splitting Check List



Burning Bush



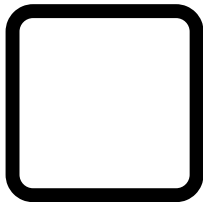
4 cups of wine



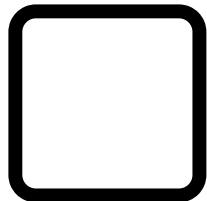
Seder Plate



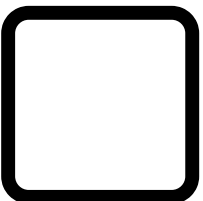
Pharaoh



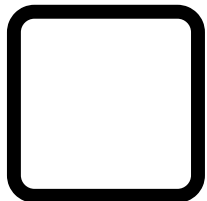
Matzah



Frogs!



Moses splitting the sea



Elijah's cup



Pyramids in Egypt

Passover Story Puppets

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



Passover Story Puppets

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



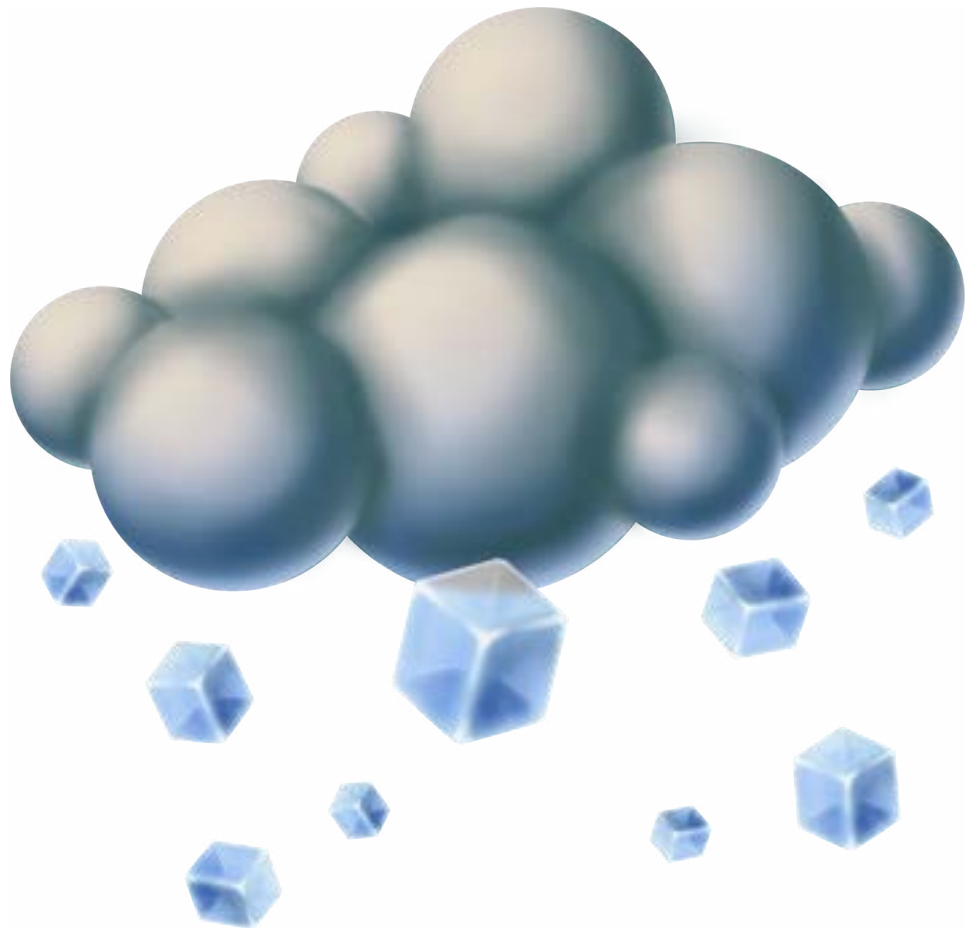
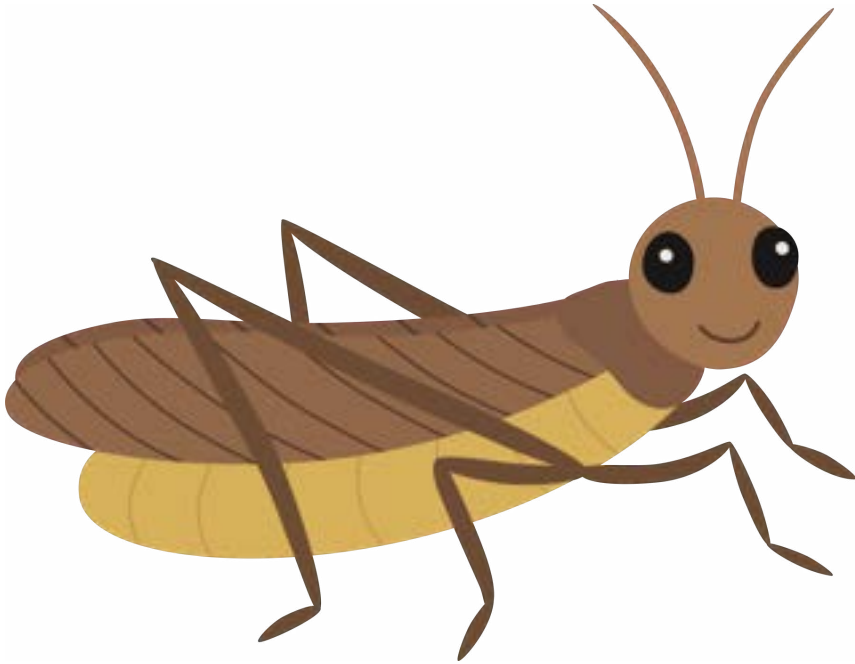
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The Story of Passover

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.

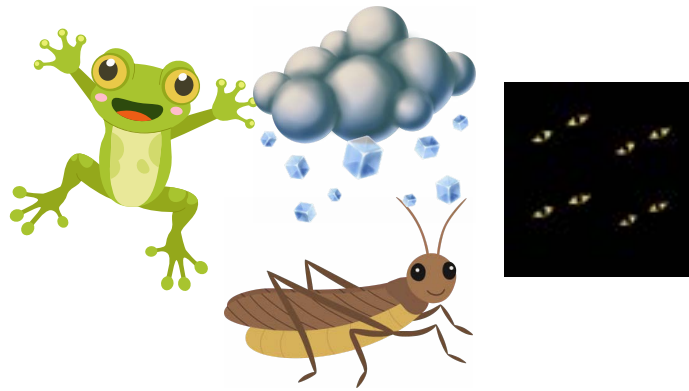


While watching sheep one day, Moses saw something amazing—a bush that was on fire, but it didn't burn up! It was called the burning bush. God spoke to Moses from the bush and said, "Go to Pharaoh and tell him: Let My People Go!" Moses was nervous, but God promised to help him. So Moses went back to Egypt.

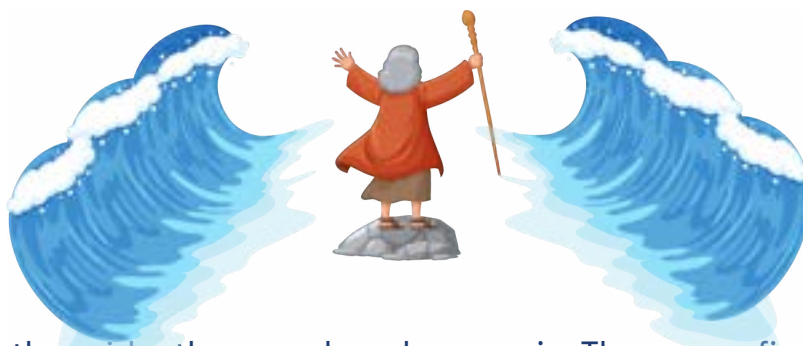


Moses said to Pharaoh, “Let my people go!” But Pharaoh said, “No!”
So God sent 10 big signs, called the plagues, to show Pharaoh He was serious. Here are some of them:

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.

LESSON PLAN



Theme: The Passover Seder

Week: 15

Learning Outcomes

Students Will:

- Understand how Passover is celebrated
- Be prepared for what to expect during a seder

Materials & Resources

- Coloring utensils
- Lucite or wood kiddush cup
- Play Doh
- Passover Stickers
- Building materials
- Book: More Than Enough: A Passover Story by April Halprin Wayland
- Apples, grape juice, dates, etc.

Arrival/Warm Up (15 min)

Have students match images of symbols from the Passover seder to images from the Passover story.

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.
- Have some students draw lines between two pictures and some glue and paste pictures next to their match. Others can simply place images on top of one another

Tefilah Time (15 min)

Start *tefilot* today by having students share something they are looking forward to now that Spring is here. Ask students how they feel about the warmer weather and what it makes them think of.

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: Play Doh Hebrew Letters

Have students use Play Doh to make Hebrew letters. Students can use the *Aleph Bet* print outs and lay the Play Doh on top of each letter or they can try creating the letter without the print out underneath. Students can also try using a pencil or stick to trace in the Play Doh. If you have Hebrew letter cookie cutters or magnets, you could also have them match the physical letters onto each print-out.

Specific Accommodations:

- Students can make all of the letters, focus only on their name or focus only on the first letter in their names

Center Theme: Art

Center Activity: Elijah's Cup

Provide wooden or lucite cup and Passover stickers and have students decorate a special cup for them to bring home to use at their own seders.

Specific Accommodations:

- Pre-peel stickers
- Tape the cups down on the table to stabilize them for students to decorate

Center Theme: Building

Center Activity: Building a Passover Seder

Using any and all building materials available, have students create their own Passover seder. They can create one big seder table or make individual ones. Provide images of seders, seder plates, etc. so that students have models of what they can build.

Specific Accommodations:

- Create your own models of different Passover items using the building materials
- Place certain materials with different models so students who need help getting started have ideas of what to use

Bracha Spotlight (and snack time, 20 min):

Class *Charoset*. Have students help to make a classroom batch of *charoset*. Use apple sauce or shredded apples, a little bit of grape juice, and chopped up dates (while many schools are nut-free, if your school allows nuts, you can include these as well). Discuss which *bracha* each individual ingredient would be and then use *shehakol* because there are so many ingredients in this snack!

Whole Group Activity (30 min):

Read the book: [More Than Enough: A Passover Story](#) by April Halprin Wayland

When you introduce the book, tell students that Passover can be a time of new beginnings and a celebration of freedom. Ask them to think about these themes as the book is read.

When the book is done, ask if anyone noticed either of those themes. If it does not come up, point out the new kitten in the family is like a new beginning.

Ask students what the big event was that the family attended? Teach the word *seder* which means order! Explain that on Passover, to make sure we celebrate our freedom, we have a special ceremonial meal that has many steps that must be done in a specific order!

Play: Seder Circle

Have students sit or stand in a circle and give out visuals of the order of the seder. Teach all the students a movement for each part of the seder and do them in order as a class as you hold up the corresponding visual. Next, pick a starting place in the circle and have students “pass” the seder step to each other and time it. See how fast the class can go through all the steps by doing the movements one at a time in order. Finally, challenge the class to mix up their spots so they can try again but with a different movement.

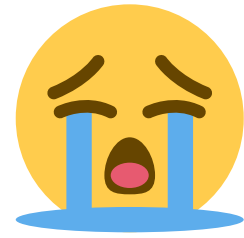
Specific Accommodations:

- Consider which tasks each student should do ahead of time based on their individual strengths and needs
- Pair students up so that they can complete a task with a partner
- Modify movements as needed for students with different physical needs

Closing/*Lehitraot* (10 min):

- Have students reflect on their favorite part of the seder. Ask them if there is one thing they will share during their *Magid* section during their seder at home
- Finally, sing *Shalom Chaverim* together

Passover Symbol Match



Passover Seder Examples



Kadesh (שְׁדָּה): Saying blessing over the wine

Action: Pretend to hold up a glass and say “L’chaim!”



Urchatz (ורחץ): Ritual hand washing

Action: Pretending to wash hands



Karpas (כרפס): Dipping green vegetable in salt water

Action: Pretend to dip parsley and eat it



Yachatz (יָחַץ): Breaking the middle matzah (and hiding the afikomen)

Action: Clap hands together like a cracker breaking in half



Maggid (מגיד): Telling the story of the Israelites leaving Egypt

Action: Opening hands like a book



Rachtzah (רחצה): Hand washing

Action: Pretend to wash your hands



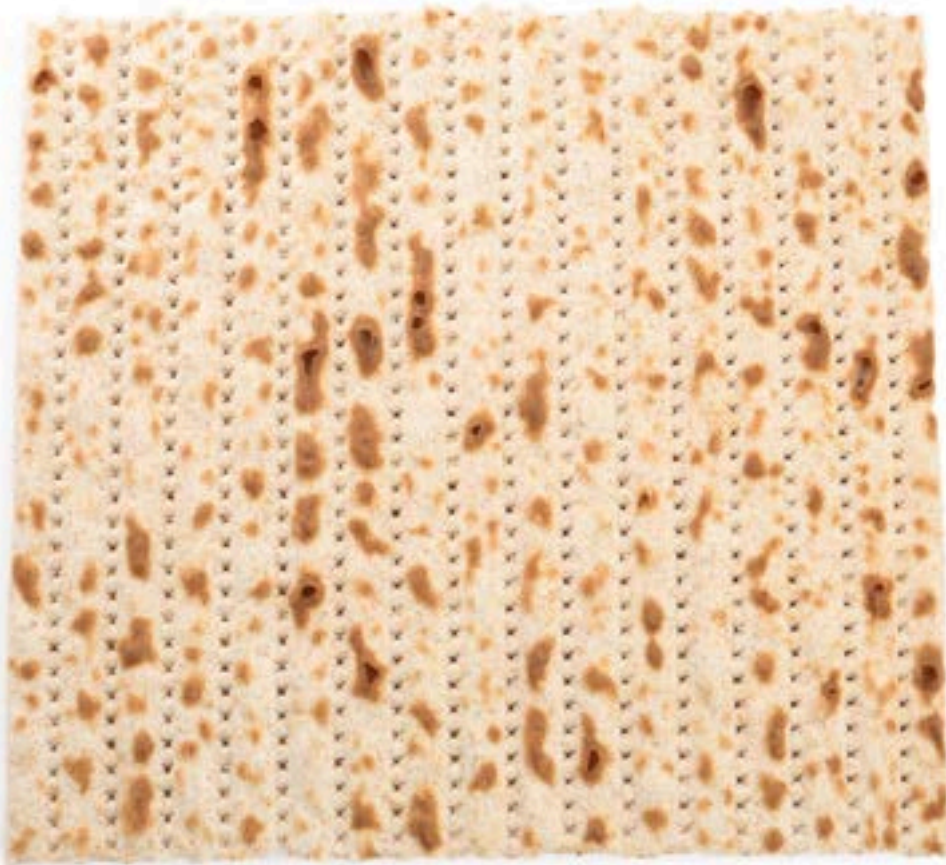
Motzi (מוציא): Saying the Motzi over the matzah

Action: Hold your hand over an imaginary matzah cover



Matzah (מצה): Saying a special blessing for the matzah

Action: Hold up your hand flat like a matzah



Maror (מרור): Eating the bitter herbs

Action: Make a sour face like you ate something bitter



Korech (כּוֹרֵךְ): Eating a "Hillel sandwich" of matzah and maror

Action: Stack hands like a sandwich and pretend to eat



Shulchan Orech (שלחן עורך): Eating the meal

Action: Pretend to eat!



Tzafun (צפון): dessert!
(eating the afikomen)
Action: Pretend to find something!



Barech (ברך): Saying thank you for the meal

Action: Prayer hands to signal thanks to God



Hallel (הלל): Praising God

Action: Raise hands to the sky and sing “Hallelujah!”



Nirtzah (נרצה): Concluding the Seder

Action: Wave goodbye and say “next year in Jerusalem!”



LESSON PLAN



Theme: Israel

Week: 16

Learning Outcomes

Students Will:

- Know that Israel is the Jewish state
- Understand that Jews have a lot of history in the land of Israel
- Recognize the map and flag of Israel

Materials & Resources

- Blue markers, crayons, etc.
- Sand, glitter, other textured material
- Glue or double-sided tape
- Building materials
- Book: Sammy The Spider's First Trip to Israel by Sylvia Rauss

Arrival/Warm Up (15 min)

Have a black and white version of the Israeli flag for each student. Provide different blue markers, crayons, etc. for students to use to color in the flag. Have a model for them to see.

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)

Share that a lot of our *tefilot* connect us back to the land of Israel. Explain that during certain prayers we even make sure to face our bodies towards the direction of Jerusalem. Show students which direction that is and have them do their *amidah* prayer in that direction

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: Yisrael

Have the Hebrew letters for Israel out in different forms (edible *Aleph Bet*, regular letters, magnetic). Encourage students to explore the letters and try stretching the word so that they can hear each letter sound individually.

Specific Accommodations:

- Have some students focus on the *yud* only

Center Theme: Art/Sensory

Center Activity: Sensory Map of Israel

Have an outline of the map of Israel for each student. Have them trace the map with a glue stick then add glitter, sand or any other textured material to the page to stick onto the glue.

Specific Accommodations:

- Use double-sided tape instead of glue and have the tape already out in the outline of Israel

Center Theme: Building

Center Activity: Building The Kotel

Provide pictures of the Kotel along with a variety of building materials. Have students build the kotel either as a group or individually depending on the type of materials available

Specific Accommodations:

- Create your own model

Bracha Spotlight (and snack time, 20 min):

Bring Bisli or Bamba (note your school's nut policy!). Explain that these are popular snacks in Israel. Show them that these snacks are like potato chips so we say *shehakol*.

Whole Group Activity (30 min):

Read the book: Sammy Spider's First Trip to Israel by Sylvia Rauss.

After reading the book, ask students what language they speak in Israel. Have students share which Hebrew words they already know? Give them a hint that there are some they say every time they are in class. Point out the word "*shalom*" that Sammy learned in the book and have students share the 3 meanings of the word.

Play: *Shalom, Shalom, Shalom* (inspired by red light/green light):

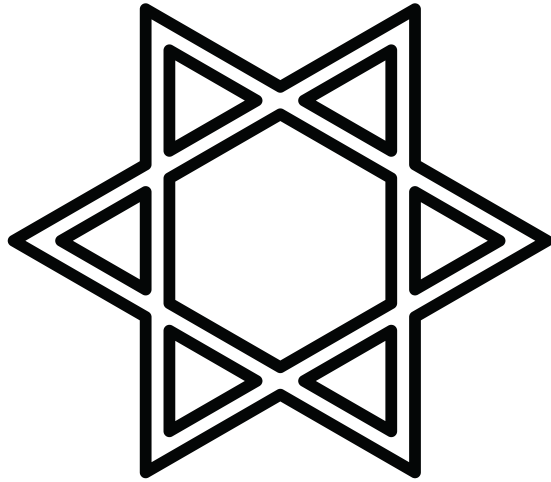
- Have students line up on one side of the room and a teacher on the other side.
- Hold up signs with different symbols and say "*shalom*".
- When you hold up the "*shalom* = hi" sign, students can walk forward.
- When you hold up the "*shalom* = bye" sign, students should stop.
- When you hold up the *shalom* = peace sign, students must shake hands or hold up a peace sign to the person next to them.

Specific Accommodations:

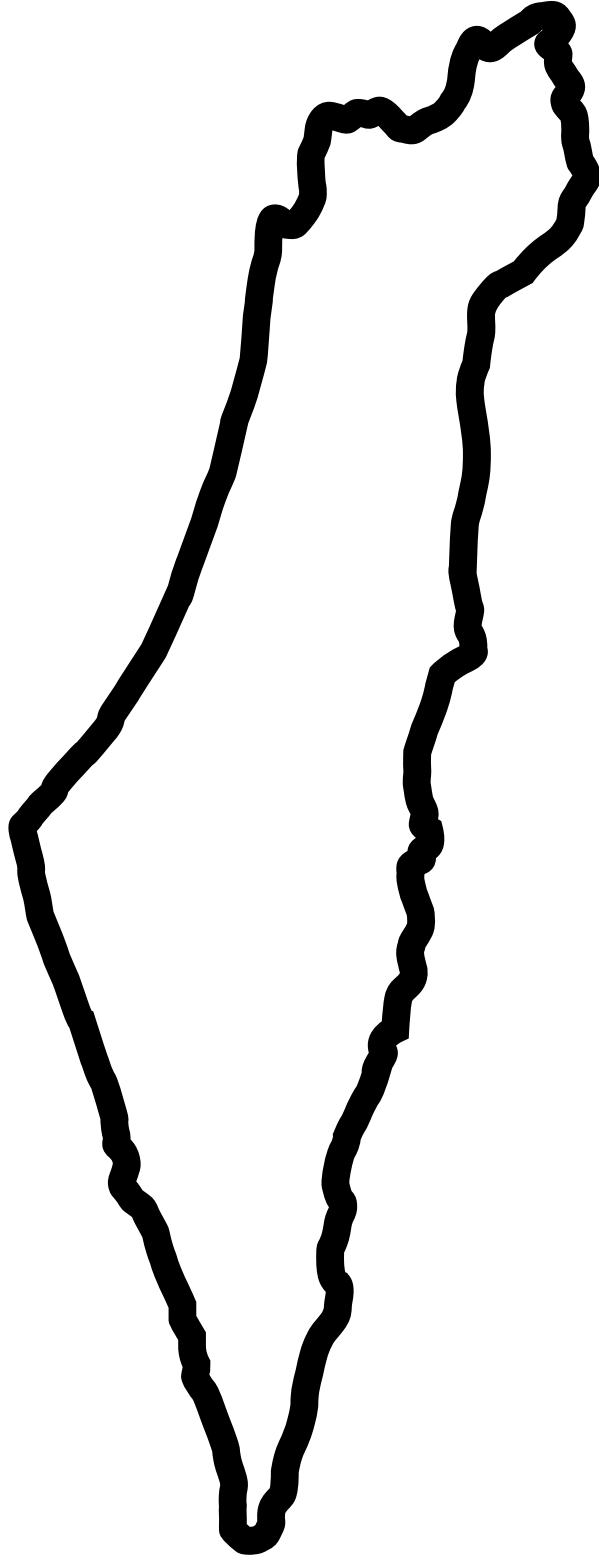
- Have students point to pictures to answer questions
- Practice what to do with the three different "*shalom*" meanings before playing the game

Closing/*Lehitraot* (10 min):

- Ask students what they would most like to see or do if they visited Israel.
- Finally, sing *Shalom Chaverim* together



Map of Israel



The Kotel



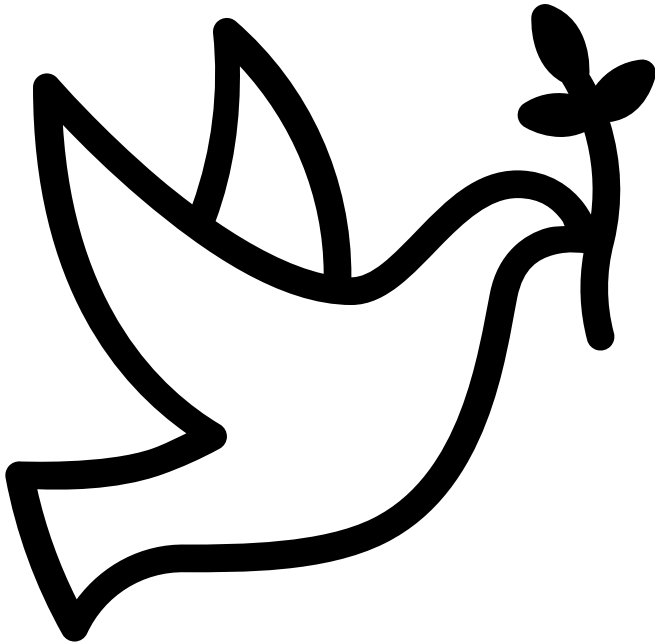
Shalom!



Shalom!



Shalom!



LESSON PLAN



Theme: Israel

Week: 17

Learning Outcomes

Students Will:

- Identify important landmarks of Israel
- Listen and dance to Israeli music
- Write prayers to be placed in the Kotel

Materials & Resources

- Book: Everybody Says Shalom, by Leslie A. Kimmelman
- Blocks, legos, etc.
- Sand
- Table salt/sea salt
- Water color paint and paint brushes
- “Artifacts” (ex. small pottery, toy Judaica, etc.)
- Magnifying glass, paint brush

Arrival/Warm Up (15 min)

Have different materials out for students to play with – sand, blocks, legos, etc. Later they will be able to connect those materials to different things in Israel (the beach, the kotel, etc.).

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
- Place an item on the label of what they represent in Israel (ex. legos on picture of the kotel)

Tefilah Time (15 min)

To start this *Tefilah* Time, explain to students that many people feel that the Kotel in Israel is one of the holiest places in the world to pray. People will place notes to God in the Kotel.

Before we start *Tefilah* Time, we will be writing notes to God to be sent with someone to place in the kotel for us!

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 draw their note instead of write
- provide template for students to fill out as their note

Centers (45 min. 15 each)



Center Theme: Hebrew Letters

Center Activity: Yisrael, Hakotel, Yam, etc.

Have the Hebrew letters for different Israeli landmarks placed out in different forms (edible *Aleph Bet*, regular letters, magnetic). Encourage students to explore the letters and try stretching the word so that they can hear each letter sound individually. Include pictures to go with these Hebrew words so students know what they are spelling.

Specific Accommodations:

- Assign specific words to specific students depending on the length of the word and familiarity the student has with those letters

Center Theme: Art

Center Activity: Eilat Dead Sea Art

Explain that the Dead Sea in the south of Israel is so salty that people can float in it! Create art with salt and water colors! Have students paint with different blue watercolors and then sprinkle salt on the water colors while the paint is still wet. When the paint dries, have students wipe the salt off to see how their Dead Sea came out! Optional: have students glue on a picture of themselves like they are “floating” on the Dead Sea

Specific Accommodations:

- Provide different kinds of paint brushes to use
- Provide a spray bottle for students to more easily spray their water colors and then paint with them

Center Theme: Sensory

Center Activity: Archeological Dig

Place different “artifacts” in a sand box or sensory table. Provide magnifying glasses, paper for students to draw the artifacts they find, and paint brushes for them to brush off the sand from the artifacts they find.

Specific Accommodations:

- Provide a visual list of the artifacts you bury so students know what they are looking for

Bracha Spotlight (and snack time, 20 min):

Bring in hummus, pita, and veggies for snack today. Go over the different *brachot* for each of the parts of the snack.

Whole Group Activity (30 min):

Read the book Everybody Says Shalom by Leslie Kimmelman. As you read the book, have students notice all the places the characters in the book explore. Use the glossary in the back of the book to support their understanding of the different locations the book illustrates.

After you have explored the book, teach an Israeli folk dance to students! Break the dance into small parts and teach them one part at a time. Go over each part by itself before putting it together with the part from before.

Specific Accommodations:

- If learning the dance moves is too difficult, play freeze dance with Israeli music
- Modify the movements so that students have an easier time doing them
- Give out tambourines for students that would rather play along to the music than do the dance

Closing/*Lehitraot* (10 min):

- See if students can remember the 3 different meanings for the word *Shalom*! Ask them to reflect on when they have heard the word *Shalom* before (when someone says *Shabbat Shalom* or in a *tefilah*)
- Finally, sing *Shalom Chaverim* together

The Kotel



Beach



Letter Templates for Kotel

My name is:

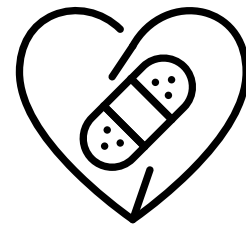
I wish for:



Peace



Happiness



Healing

For:

My Name is:

My Wish is (draw below):

LESSON PLAN



Theme: 10 Commandments

Week: 18

Learning Outcomes

Students Will:

- Know what the 10 Commandments are
- Understand the importance of rules
- Know the rules that are special to being Jewish

Materials & Resources

- Dot markers. Highlighters
- Finger paint
- Sensory table materials
- Large poster boards
- Tape

Arrival/Warm Up (15 min)

“Rule or Not a Rule” sort. Have students circle all the pictures that are rules and X out the ones that are not rules.

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.
- Students can circle, use a dot marker to put a dot on the ones that are rules or you can cut them out and have students sort them that way.

Tefilah Time (15 min)

Start *Tefilah* Time by explaining to students that today we will be learning about the 10 commandments. Ask: What would the world be like if we did not have any rules?

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 answer question by drawing or building

Centers (45 min. 15 each)



Center Theme: Hebrew Letters

Center Activity: Hebrew Letter Yoga

Have students create the letters of their names using their bodies. Have them use their Hebrew name mat for this to remind them which letters they should be making with their bodies. Challenge them to do more letters if they are able to easily do the letters in their name

Specific Accommodations:

- Allow students to use Play Doh or pipe cleaners if they cannot use their bodies in this way
- Allow students to only use their hands rather than their whole body

Center Theme: Art

Center Activity: 10 Commandment Finger Paint

Have students make hand prints on a piece of paper and then glue on pictures of the 10 commandments assigning one to each finger.

Specific Accommodations:

- Allow students to trace their hands, use stamp ink, or paint depending on what is most comfortable for them

Center Theme: Sensory

Center Activity: 10 Commandment Scavenger Hunt

Place pictures or objects that represent the 10 commandments in the sensory bin and have students search for all 10. Include distractor items that are not representative of the 10 commandments to make the task a little more challenging.

Specific Accommodations:

- Provide check list for students for what they are looking for
- Leave out the distractor items if students struggle to differentiate between them and the 10 commandments

Bracha Spotlight (and snack time, 20 min):

Pick any snack item and give students 10 of them.

Whole Group Activity (30 min):

Tell the story of the Golden Calf and how the Israelites eventually got the 10 Commandments. After the story is told, discuss how it must have felt for Moses to see the Israelites building the Golden Calf. Discuss better ways to deal with our anger than smashing the 10 commandments. Ask students, even though the Israelites made a mistake, did they still deserve to get the 10 Commandments?

Whole Class 10 Commandment Puzzle: Create a large version of the 10 Commandments using poster board and pictures attached. Cut the poster board into 10 different parts and have students work together to rebuild the 10 Commandments.

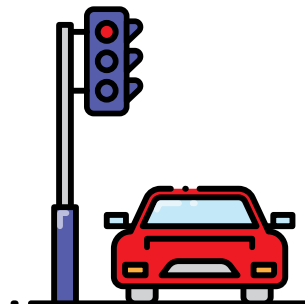
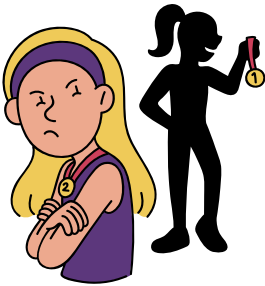
Specific Accommodations:

- Have students act out the story as it is being told if they are having trouble sitting still
- Facilitate turn taking for students during collaboration on putting the puzzle pieces together

Closing/*Lehitraot* (10 min):

- Have students reflect- if they could add an 11th Commandment, what would they add?
- Finally, sing *Shalom Chaverim* together

Rules/Not Rules



10 Commandments

(use for 10 Commandment craft and for sensory bin if you are not using other objects)



Celebrate
Shabbat



Respect God



Respect your
Parents



Pray to God



Do Not Pray to
Things That are Not
God



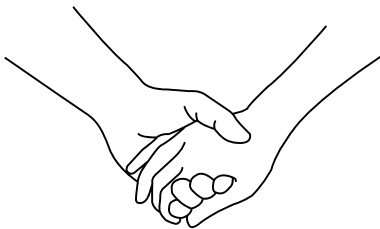
Do Not Hurt Others



Do Not Steal



Do Not Lie



Show Love and Care
to Your Partner



Do Not Be Jealous

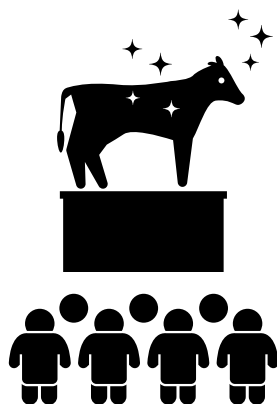
Remember when God took the Jewish people out of Egypt? We learned about that during Passover! Well after that, the Jewish people were walking in the desert for a long time before they reached their homeland. All they could do was trust their leader, Moses, and God.

One day, God said to Moses: “Come up to the top of Mount Sinai. I will give you special rules called the Ten Commandments.” So Moses climbed the big mountain. He stayed there for many days and nights, talking to God. God gave him two big stone tablets. The tablets had 10 very special rules for all the Jewish people to follow.



The rules were all about how to love God and how to be kind to other people. But while Moses was up on the mountain, the people waiting down below got scared. They thought maybe Moses wasn't coming back.

They forgot to trust God. So they made a big mistake—they built a statue of a golden calf and started to pray to it. They thought it would help them, but it was not real! A statue could not help them!



When Moses came down the mountain and saw the people praying to the golden calf, he was so upset! He threw down the stone tablets and they broke.



The people realized they had made a mistake. They said, “We’re sorry, Moses! We’re sorry, God!”

God forgave them because He loves His people. Then, God told Moses to come back up the mountain.

This time, God gave Moses a new set of tablets with the same Ten Commandments. The people promised to try their best to follow God’s rules. After that, we remember to follow the 10 commandments because they teach us to be kind to each other, to ourselves, and to God. But we also know that if we make a mistake, God will forgive us.



1.



Respect God

2.



Pray to God

3.



Do Not Pray to
Things That are Not
God

4.



Celebrate
Shabbat

5.



Respect your
Parents

6.



Do Not Hurt Others

7.



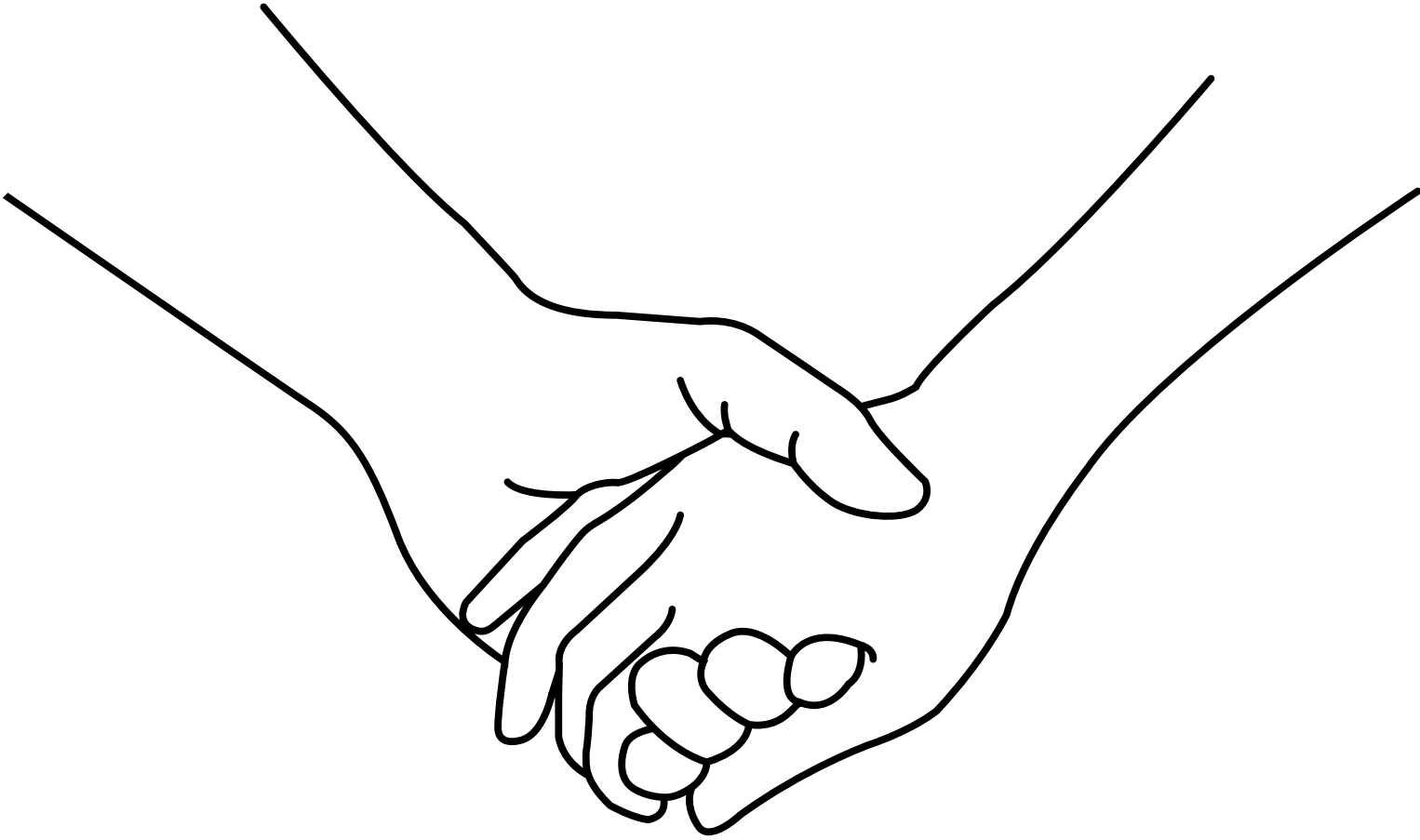
Do Not Steal

8.



Do Not Lie

9.



Show Love and Care
to Your Partner

10.



Do Not Be Jealous

LESSON PLAN



Theme: Shavuot

Week: 19

Learning Outcomes

Students Will:

- Know that Shavuot celebrates the Israelites receiving the Torah
- Know what Har Sinai is

Materials & Resources

- Building Materials
- Toothpicks
- Fabric
- Popsicle Sticks (2 per student)
- Hebrew letter stickers
- Markers, crayons, etc.
- Cotton balls
- Book: [Sammy Spider's First Shavuot](#)

Arrival/Warm Up (15 min)

Put out clay, kinetic sand, or Play Doh. Have students build mountains with it and provide little signs made out of paper and toothpicks that say "Har Sinai" for them to put in their mountains.

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 students to draw their mountains if they prefer

Tefilah Time (15 min)

Explain that today we will be learning about the holiday of Shavuot. Tell students that on Shavuot we celebrate receiving the Torah from God. Include the *Torah Torah* song in Tefilah time today and give out plush Torah's for students to hold as they march to the song.

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 march in place or from their seat if they do not want to get up
- give some students the job of waiting and "kissing" the Torah while others march

Centers (45 min. 15 each)



Center Theme: Hebrew Letters

Center Activity: Letter Hay Mountains

Distribute print-outs of the letter *hay* in plain black and white. Explain to students that *hay* makes the hhh sound and that the word for mountain in Hebrew is *har*. Have students transform their *hay* into a mountain on their page. Challenge them to add to the way the letter is already drawn to create their mountain.

Specific Accommodations:

- If students would prefer, allow them to build their mountain out of clay or sand and then add the letter *hay* in a different way (by tracing it into the side or using a Hebrew letter magnet to imprint it onto the mountain)

Center Theme: Art

Center Activity: Make your own Fabric Torah

Have students create their own Torahs using popsicle sticks and fabric (an old sheet cut up into pieces, felt, or any kind of fabric will do). Have students glue a popsicle stick on either side of the fabric. Then have them stick Hebrew letter stickers inside the fabric to represent the Hebrew stories in the Torah. Finally, have them roll up their Torah scrolls and tie a ribbon around their Torah.

Specific Accommodations:

- Pre-glue the fabric onto the popsicle stick
- Allow some students to trace letters or just color on their fabric instead of using stickers
- Provide an example that you have already made

Center Theme: Building/Pretend play

Center Activity: Moses and the 10 Commandments/Torah

Have students recreate the scene from *Har Sinai* that they heard the week prior. Provide different building materials, toy action figures, legos, etc. and have them work together to create the scene that includes Moses on the mountain and the Israelites on the ground.

Specific Accommodations:

- Provide pictures to give student inspiration of what they should build
- Allow students to create their own or work together to make one big scene depending on students' needs

Bracha Spotlight (and snack time, 20 min):

Explain that on Shavuot, we eat dairy! Give a dairy snack of your choice (string cheese, yogurt, ice cream). You will say the *shehakol bracha*.

Whole Group Activity (30 min):

Read the book: Sammy Spider's First Shavuot

Ask students why they think we celebrate receiving the Torah. How does having the Torah help us be better people in our community?

Play "Get Moses Up Mt. Sinai"

Have a play mountain or a drawing of a mountain on a poster or white board and 2 little Moses icons. Split the class into 2 groups and have the groups compete to get Moses "up" the mountain to receive the 10 Commandments. Students will complete 3 tasks. When they complete one, Moses moves up one step.

- Task 1: Mt. Sinai Cup Stack. Students have to stack 10-15 cups into a "mountain". Whoever stacks them faster moves their Moses up to step 2.
- Task 2: Dairy Scoop. Students have one minute to use a spoon to bring as many cotton balls as possible from one side of the classroom to place in an empty yogurt container on the other side of the room. The team with the most cotton balls at the end of the minute moves their Moses up another step.
- Task 3: Human Torah Scroll Roll Up. One student is the Torah and the others have to "roll up" streamers around them as fast as they can. Whoever finishes their streamers first moves to the top of the mountain.

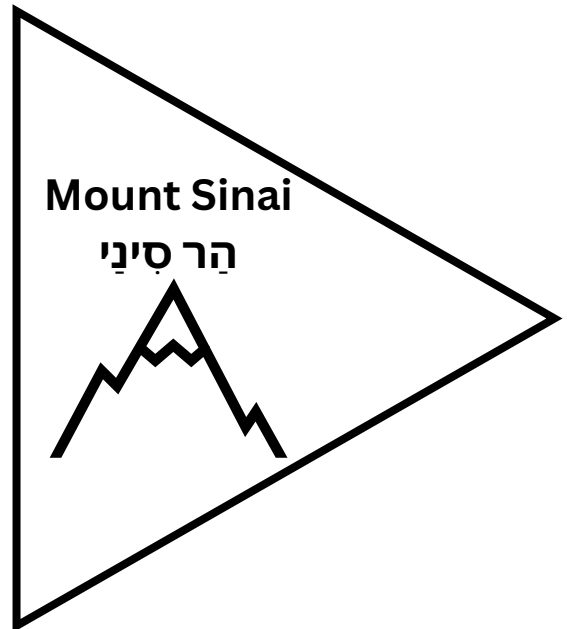
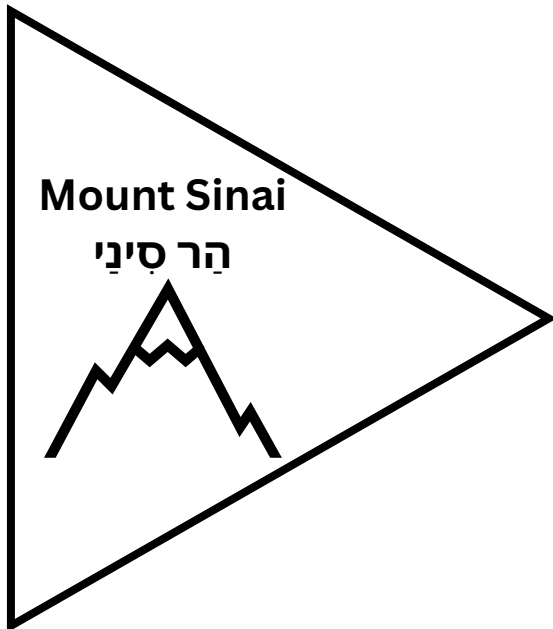
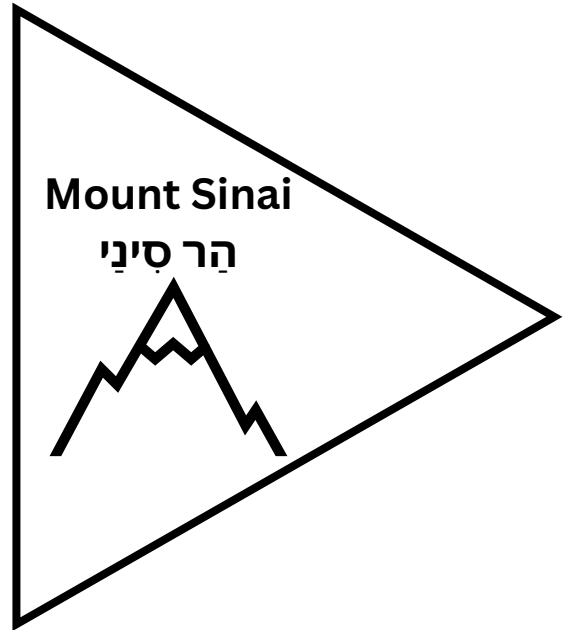
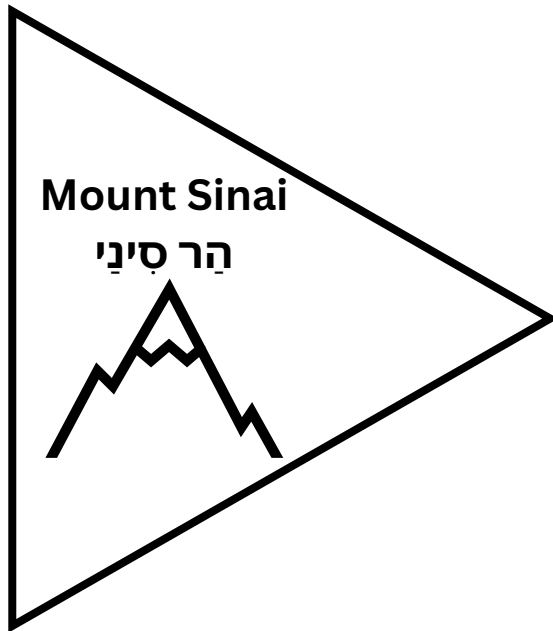
Specific Accommodations:

- If students do not do well with competition, play the game as a whole class (one team)
- Allow some students to carry the cotton balls in their hands instead of on a spoon

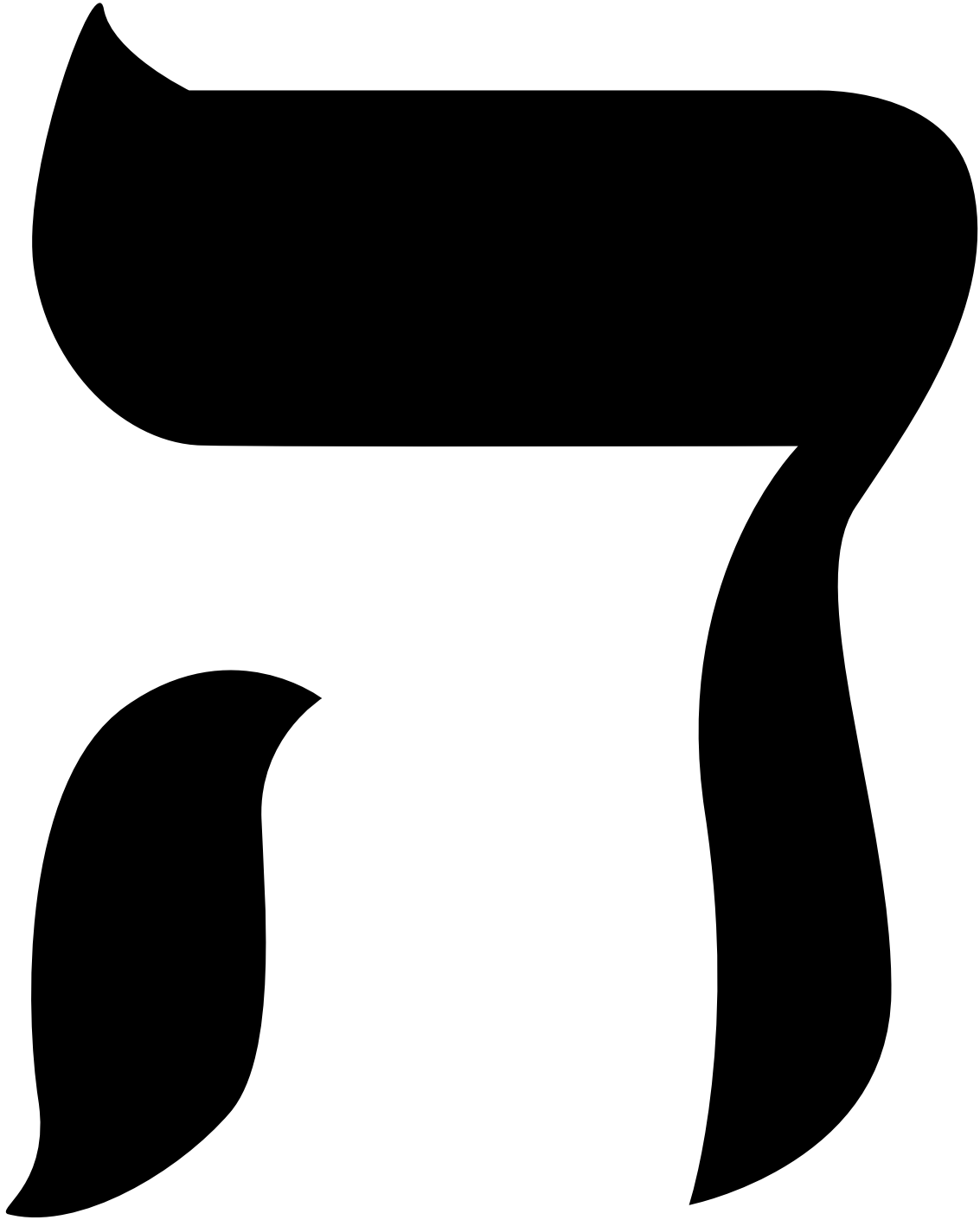
Closing/*Lehitraot* (10 min):

- Have students share why they think receiving the Torah is special enough to celebrate on Shavuot.
- Finally, sing *Shalom Chaverim* together

Har Sinai Flags



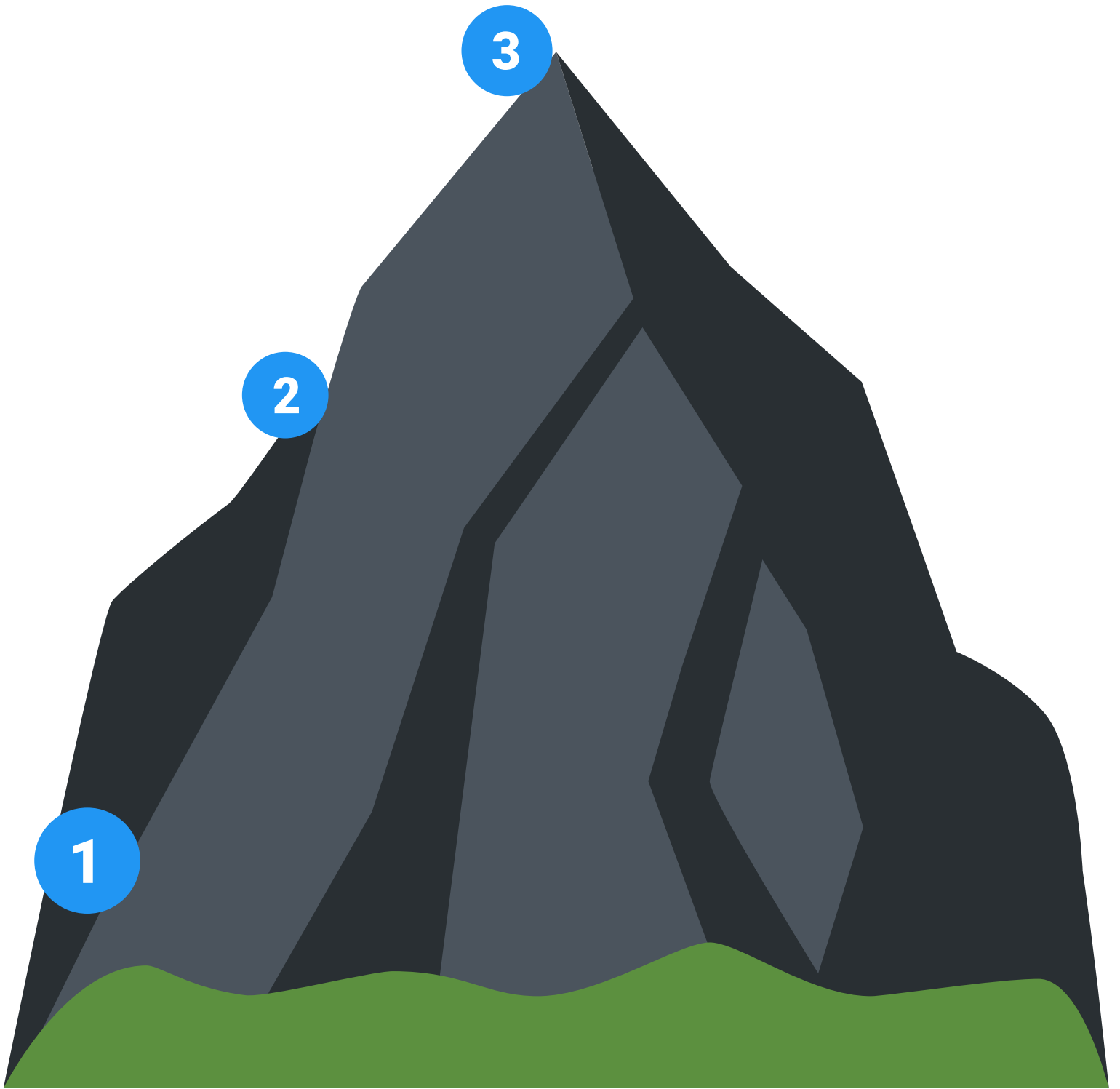
Hay Mountain Craft



Building Center Pictures for Inspiration



Get Moses Up the Mountain!



Get Moses Up the Mountain!



LESSON PLAN



Theme: Ritual Items

Week: 20

Learning Outcomes

Students Will:

- Identify important ritual items used regularly in prayer in Judaism
- Know what those items represent

Materials & Resources

- Yarn or string
- Talit, Kippah, Tefilin, Mezuzah
- Plain kippot
- Eye mask/covering
- Fabric Markers or Stickers
- Tissue box painted brown
- Non-ritual items for mystery box (any daily item such as crayon, pencil, toy, etc.)
- Ritual items or pictures of items for box

Arrival/Warm Up (15 min)

Put out bunches of string or yarn and paper with outline of a *talit*. Allow students to choose if they'd like to tie knots like "*tzitzit*" or color a *talit*.

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 visual of *tzitzit*

Tefilah Time (15 min)

Show students that today's class is all about *tefilot* because we are learning all about 3 items some people wear during prayer to help them feel closer to God. If possible, bring in and pass around a *kippah*, *tallit*, and *tefilin*. Let students try them on and ask them if they have ever seen anyone in their family wear any of these items.

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 the Shema

Have the letters “*shin*” “*mem*” and “*hay*” out for students to explore. Have them stretch the word so they can hear which sounds each make. Show them pictures of different ritual items that have “*shin*” on it and have them find the *shin* in each of them.

Specific Accommodations:

- Highlight the *shin* on the visual of *mezuzot* and *tefillin* so the *shin* is easier to find
- Include the *shema* visual prayer to help them remember how to say the *shema*

Center Theme: Art

Center Activity: Make your own *kippah*

Provide fabric markers and plain, unlined, *kippot* and have students decorate their own *kippot*.

Specific Accommodations:

- Include Hebrew letter stickers if students would prefer decorating using stickers

Center Theme: Sensory

Center Activity: What’s in the Tefillin Box?

Make a “mystery box” out of an empty tissue box. Paint it brown and put a *shin* on it. Inside, fill the box with sand or dry rice and place different items or pictures both related to or unrelated to Jewish rituals. Have students stick their hands in and pull out different items. Have them sort the items they find into “ritual items” or “not ritual items”.

Specific Accommodations:

- Allow students to look inside before pulling something out if feeling without seeing is too overwhelming
- Use visual for sorting

Bracha Spotlight (and snack time, 20 min):

Snack: Nilla wafers or oreos because they are in the shape of kippot! Say the *mezonot bracha*.

Whole Group Activity (30 min):

Start the whole group activity by bringing out the ritual items (*talit*, *tefilin*, *kippah*, and *mezuzah*). Give short explanations for each of them.

- *Talit* - The *talit* is a prayer shawl some Jews wear when they pray to remind them of the commandments God gave us.
- *Tefilin* - *Tefilin* are black leather boxes that have the *shema* in them that some people wear on their head and arm during weekday prayer.
- *Kippah* - The *kippah* is a special head covering that reminds us that God is always above us
- *Mezuzah* - The *mezuzah* is a little box that has the *shema* in it that Jews place on the doorposts of their homes to show the world that they are proud to be Jewish.

Play “Pin the Ritual Item on the Person”: Have a big poster with a picture of a person and laminated versions of the *talit*, *tefilin*, and *kippah*. Place an eye mask/eye cover on students and then have them try to stick the different items on the right body part of the picture.

Play “Freeze Dance”: Play Hebrew music. Every time you pause the music, say one of the ritual items. When you say them, students must do the following actions:

- *Talit* - arms out to the side
- *Tefilin* - point to arm and forehead
- *Kippah* - place hand on the head
- *Mezuzah* - Point to the door

Specific Accommodations:

- Use visuals for the freeze dance game so that when you are saying the ritual item, you are also showing a visual to help students remember the action
- Allow students to close their eyes instead of using an eye mask/eye cover.

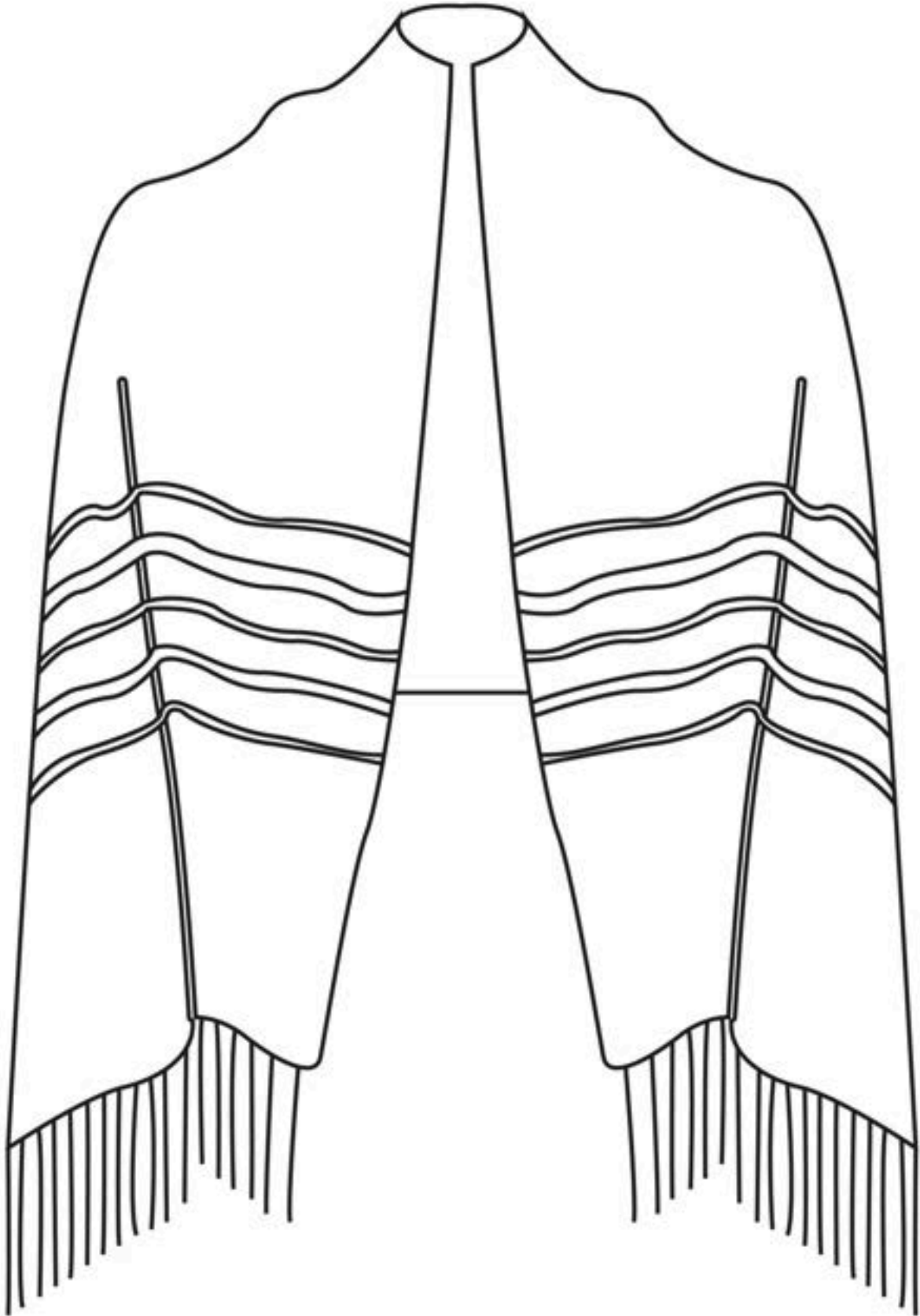
Closing/*Lehitraot* (10 min):

- Ask students to share why wearing one of these items might be special
- Finally, sing *Shalom Chaverim* together

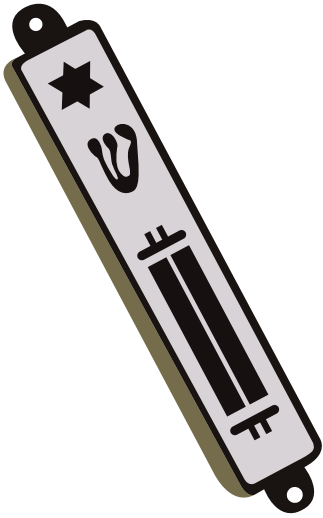
Tzitzit



Talit



Find the Shin



Ritual Item

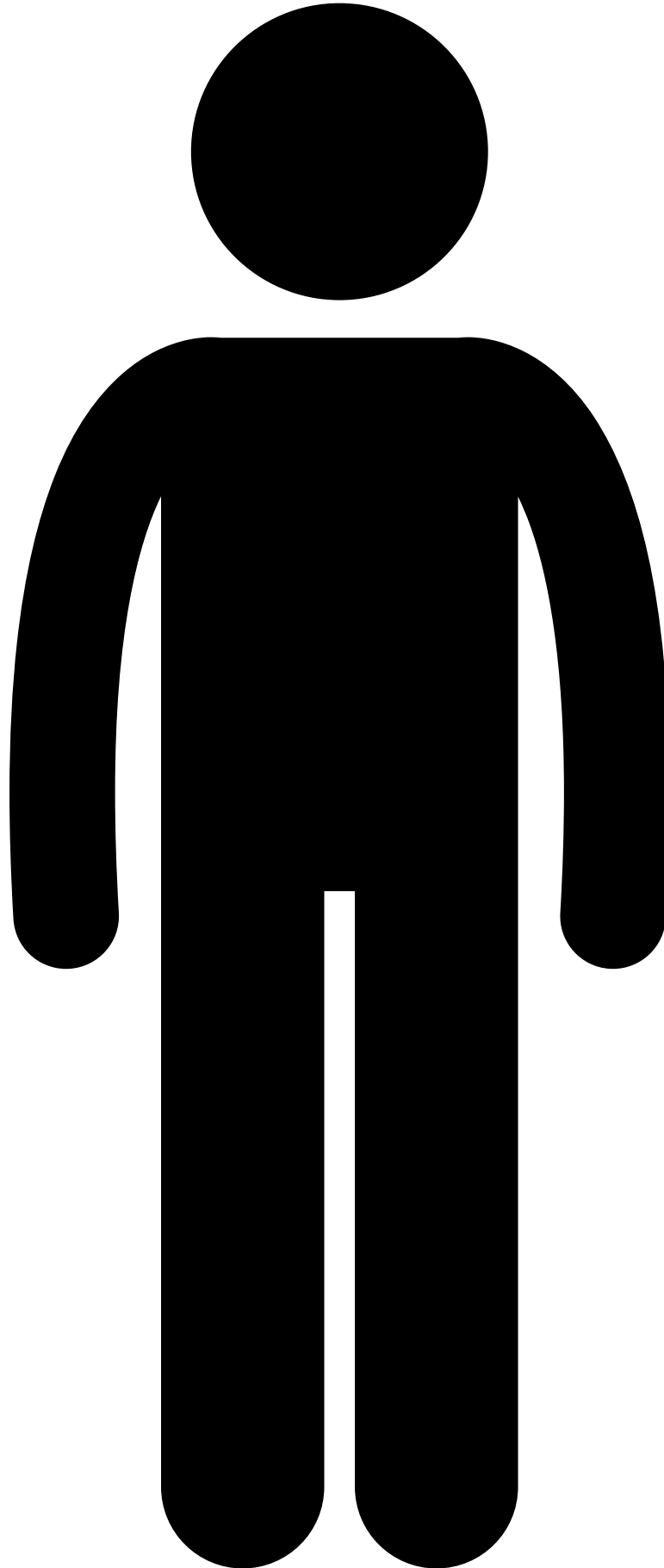


Not a Ritual Item





Pin the Ritual Item on the Person



Pin the Ritual Item on the Person



Pin the Ritual Item on the Person



LESSON PLAN



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.

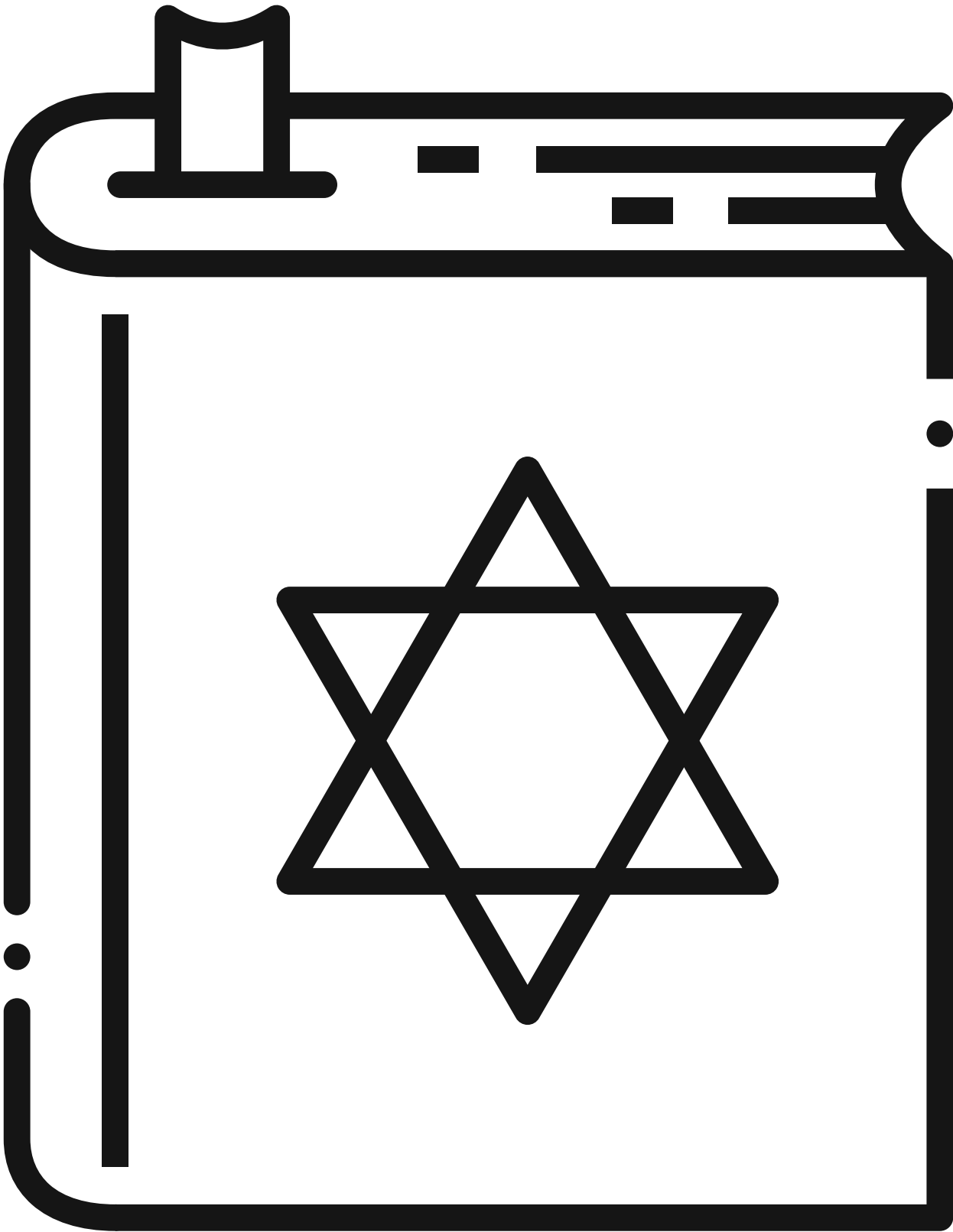
Specific Accommodations:

- 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):

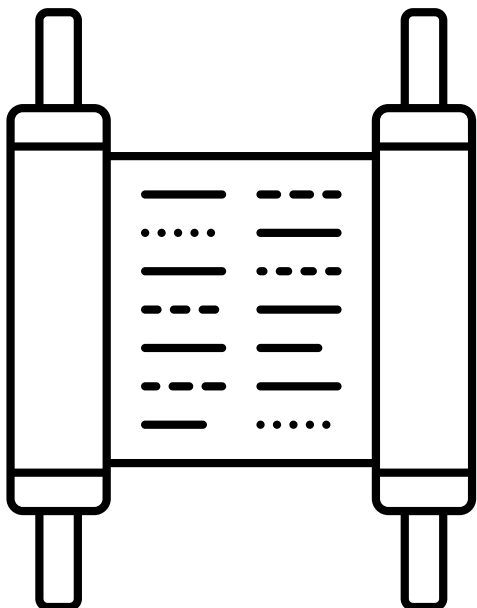
- Have students discuss their favorite prayer from the *siddur* (it can be one they say during *Tefilah* Time or one they know from somewhere else)
- Finally, sing *Shalom Chaverim* together

Siddur



's

First Siddur



Where Do People Pray



LESSON PLAN



Theme: Havdalah

Week: 22

Learning Outcomes

Students Will:

- Know what *havdalah* is
- Identify the items used in the *havdalah* ceremony
- Recognize the *havdalah* prayer

Materials & Resources

- *Havdalah* candle
- *Besamim*
- *Kiddush* cup
- Sand
- [Beeswax candle making kit](#)
- Spices (cinnamon sticks, cloves, etc.)
- Small cloth/organza jewelry pouches
- Grape juice
- Book: [Shabbat Hiccups](#) by Tracy Newman

Arrival/Warm Up (15 min)

Put out a *havdalah* candle, *besamim* case, and a *kiddush* cup for students to take turn exploring. Allow students to color a *havdalah* coloring page as well 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.
- Place each *havdalah* item next to a child's seat so that there is a designated order in which each child will get a chance to explore each item

Tefilah Time (15 min)

Start *Tefilah* Time today by having students identify their senses. Ask students why each sense is important. Have them use their senses throughout the tefilot (ex. during *Modeh Ani*, have students listen carefully for the sounds of the morning, during the *Amidah* have students smell as they breath in and out and pretend they are smelling something really nice, etc.).

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
- Provide items to help students use their senses such as a scented candle for them to smell as they breath in

Centers (45 min. 15 each)



Center Theme: Hebrew Letters

Center Activity: Letters of *Havdalah*

Have the letters of havdalah out in various forms. Put sand out on the cookie sheets and have students trace the letters into the sand

Specific Accommodations:

- Put the letters in the sand for students to trace
- Choose a few letters for students to trace at a time so as not to be too overwhelming
- If students have an aversion to the feeling of sand, give them a stick or a pencil and have them trace in the sand with that instead of their fingers

Center Theme: Art

Center Activity: Make Your Own *Havdalah* Candle

Use beeswax to create *havdalah* candles. Show students that *havdalah* candles have 3 wicks then have them choose 3 different colors to create their own candles. They should stick the wick into the beeswax strip and roll it up into the wax. Then they should braid or smush their 3 candles together to make one candle.

Specific Accommodations:

- Use a visual for students to follow the directions for making the candle

Center Theme: Sensory

Center Activity: Exploring Smell Scent

Have students explore different smells using different spices you have available (cinnamon stick, cloves, etc.). Have them fill a pouch with any spices they want to create their own besamim for havdalah.

Specific Accommodations:

- Use visual for creating *besamim* pouch

Bracha Spotlight (and snack time, 20 min):

Snack: Grape juice and grapes or raisins! Students should say *Hagafen* just like it is said in the havdalah ceremony

Whole Group Activity (30 min):

Read- Shabbat Hiccups by Tracy Newman

When the book is done, tell students that as a class, we will now do a *havdalah* ceremony for practice. Tell students that during *havdalah* we use all of our sense to think about saying goodbye to shabbat and starting our new week off well. Do each of the parts of *havdalah* and after each part, ask students which sense they used most for it.

- Grape juice - Taste
- Fire - Touch (feel the warmth on your skin but do not touch the flame) and see
- *Besamim* - Smell
- All of the singing- Hear

After they name the sense, ask students to explain what feeling each of those senses make them feel.

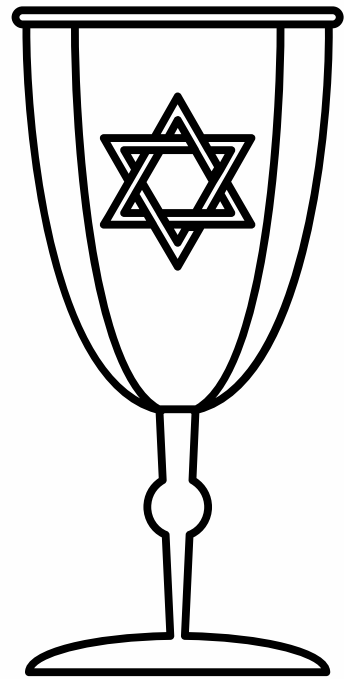
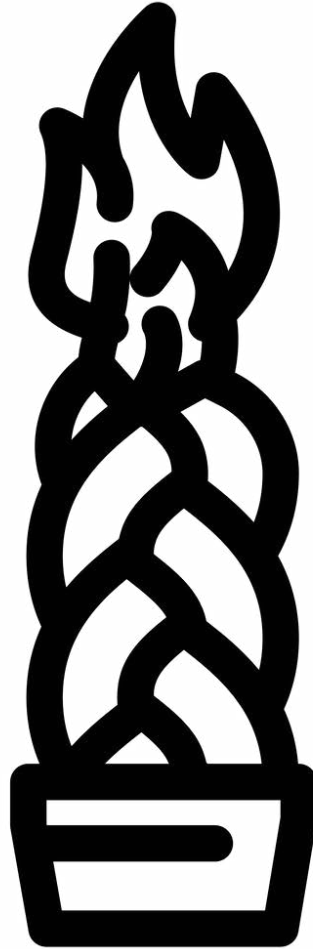
Specific Accommodations:

- Use visuals for each of the senses being discussed
- Use a fake flame if fire cannot be used safely

Closing/*Lehitraot* (10 min):

- Ask students why might it be important to say goodbye to Shabbat?
- Finally, sing *Shalom Chaverim* together

Havdalah



Make Your Own “No Melt” Havdalah Candle

Place a string in a beeswax sheet and roll it up

1



Roll two more strings in beeswax until you have 3

2



Squish, braid or tie the candles together so that they make a Havdalah candle

3



Make Your Own Besamim

Smell the different spices and choose the ones you like

1



Place them into a pouch

2



Tie the pouch closed and smell your besamim

3



Senses



Smell



Feel



Hear



Taste

LESSON PLAN



Theme: Tzedakah

Week: 23

Learning Outcomes

Students Will:

- Understand that *tzedakah* is about helping others in need
- Know that *tzedakah* can be done with money, objects, or time
- Identify at least one way they can give *tzedakah*

Materials & Resources

- Several different *tzedakah* boxes
- Blank coin boxes or empty tissue boxes (one for each student)
- *Aleph Bet* stickers
- Markers, paint, stickers, etc.
- Rice/sand
- Gold coins
- Book: Bagels From Benny by Audrey Davis

Arrival/Warm Up (15 min)

Put several different *tzedakah* boxes out on the table. Have students shake the box and guess what is inside. Have them draw a picture or write down what they think is in the box.

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)

Tell students that today, they will be learning all about *tzedakah*. Ask students if they know what *tzedakah* is. Explain that *tzedakah* is all about helping people. Ask students to give examples of ways that they have helped others in need.

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: Aleph Bet Singing

Play the *Aleph Bet* song on repeat in the center. Have students use the *Aleph Bet* mats and magnet letters to follow along as the song is playing. They can sing along or just point to the letters they see.

Specific Accommodations:

- Have some students only point to a few letters - they can choose just the letters in their names and point to the letters as they hear them.

Center Theme: Art

Center Activity: Decorate a *Tzedakah* Box

Provide little coin boxes (you can use old tissue boxes if you cannot purchase coin boxes). Have students decorate their boxes using any supplies you have. If possible give them Hebrew letter stickers to put the word "*tzedakah*" on their box.

Specific Accommodations:

- Have the letters that students need preselected for each of them to use

Center Theme: Sensory

Center Activity: Collecting *Tzedakah*

Set up two boxes, one with sand or rice in it and one empty. Hide gold coins as well as distractor items in the sensory box. Students must collect the gold coins to place in the empty "*tzedakah*" box.

Specific Accommodations:

- Remove distractors if they make the task too difficult

Bracha Spotlight (and snack time, 20 min):

Snack: Gelt! Explain that one way to give *tzedakah* is by giving money to those that don't have enough for the things they need. We will eat gelt to represent the money we can collect for those that need. Gelt is chocolate so that is the *shehakol* blessing.

Whole Group Activity (30 min):

Read: Bagels From Benny by Aubrey Davis

Discuss with students: Benny did not mean to, but how did Benny end up giving *tzedakah*? Explain that *tzedakah* is not always giving money. Sometimes, it is giving food or other items to help those in need.

Play: *Tzedakah* Treasure Hunt. Hide pictures of different ways to give *tzedakah* around the room. Have students search for them and as they find an item, have them place it in a box in the middle of the room. When all of the items have been found, gather students in a circle and have them pass the box around and take out the pictures they found one at a time. When they take them out, ask them what action is on the picture they have. Have them complete the phrase: "I can give *tzedakah* by...." and fill in the blank with the picture they are holding.

Specific Accommodations:

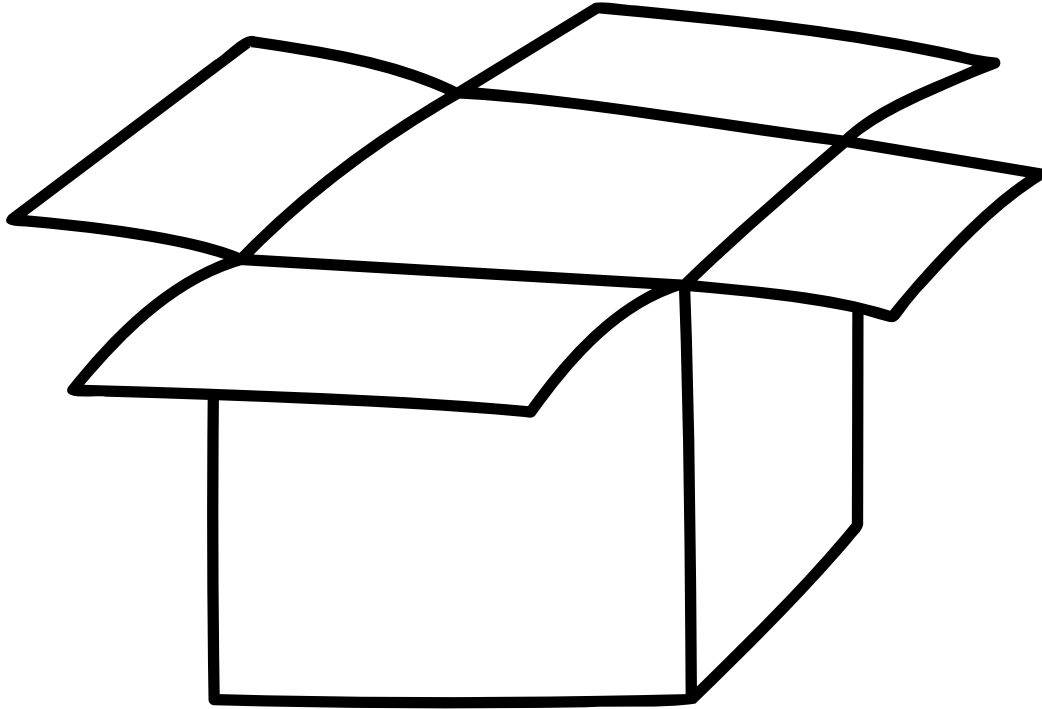
- Give students specific parts of the room to search

Closing/Lehitraot (10 min):

- Discuss with students which of the items that was found would be something they would like to try as a way to give *tzedakah*
- Finally, sing *Shalom Chaverim* together

What is in the *Tzedakah* Box?

Draw or write in this box what you think is
in the box based on the sound it makes



Tzedakah Scavenger Hunt



Tzedakah Scavenger Hunt



Tzedakah Scavenger Hunt



Tzedakah Scavenger Hunt



Tzedakah Scavenger Hunt



LESSON PLAN



Theme: Tikkun Olam

Week: 24

Learning Outcomes

Students Will:

- Know the meaning of *Tikkun Olam*
- Understand that one person can help to repair the world
- Identify at least one way they can help to make the world better

Materials & Resources

- Play Doh
- Coloring utensils
- Recycled materials
- Book: One Small Spark: A Tikkun Olam Story by Ruth Spiro
- Large bulletin board paper or poster paper

Arrival/Warm Up (15 min)

Pictures will be up around the room with ways to make the world a better place. Students will have 2 colored stickers. They should put one color on something they have already done and one color on things they would like to do.

Specific Accommodations

- Tell students which pictures to start at so they know where to go first - especially since they are doing this activity somewhere different from where they usually do their warm up.

Tefilah Time (15 min)

Explain to students that today's lesson is all about *Tikkun Olam*, which means to "repair the world". Ask students to think about ways that they can repair the world.

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 with Play Doh

Have students choose letters they want to create using Play Doh. They have done this before so challenge them this time to create more letters out of Play Doh or do a letter they have not done before

Specific Accommodations:

- Have pre-rolled out Play Doh that students can then just twist into a letter shape
- Ensure all letter mats are out for students to copy

Center Theme: Art

Center Activity: Helping Hands

Have students trace one of their hands on a piece of paper. Then, have them draw or write as many things as they can think of that they can do to help make the world better on each of their fingers

Specific Accommodations:

- Provide print-outs of a hand for students who struggle with tracing their hand
- Give students stickers to place down to represent something they can do to help the world if they do not want to draw

Center Theme: Building

Center Activity: Recycled Art

Explain that two ways that we can make the world a better place is by recycling and reducing waste. Another way that we can make the world a better place is through creating art to share stories and bring happiness to others. Provide students with recycled items and have them build something that they think will make someone else smile.

Specific Accommodations:

- Have students work together if they need extra support

Bracha Spotlight (and snack time, 20 min):

Blueberries, grapes, or any other snack that is in the shape of a circle because *Olam* means “world!”. Say the *bracha* that is most fitting for that snack.

Whole Group Activity (30 min):

Read the book: [One Small Spark: A Tikkun Olam Story](#)

In the book the author suggests that *Tikkun Olam* means we can help make the world into what we want the world to be like. Ask students to picture the world and ask them: is the world perfect just the way it is or are there things that should be different?

Ask students to brainstorm what they can do to build that better world they are picturing.

Create a *Tikkun Olam* mural. Using a large banner of paper or poster board, have each student draw something they can do to make their world better.

Specific Accommodations:

- Print out examples and allow students to cut and glue on some of those examples rather than drawing their own.
- Have students color in the background of the mural when they are done with their specific addition to keep them engaged and so that the whole mural looks cohesive.
- Place the paper on the floor or tape it to a wall depending on where students will do best drawing.

Closing/*Lehitraot* (10 min):

- Ask students to share something they can do every day to help repair the world
- Finally, sing *Shalom Chaverim* together

Tikkun Olam



Tikkun Olam



Tikkun Olam



Tikkun Olam



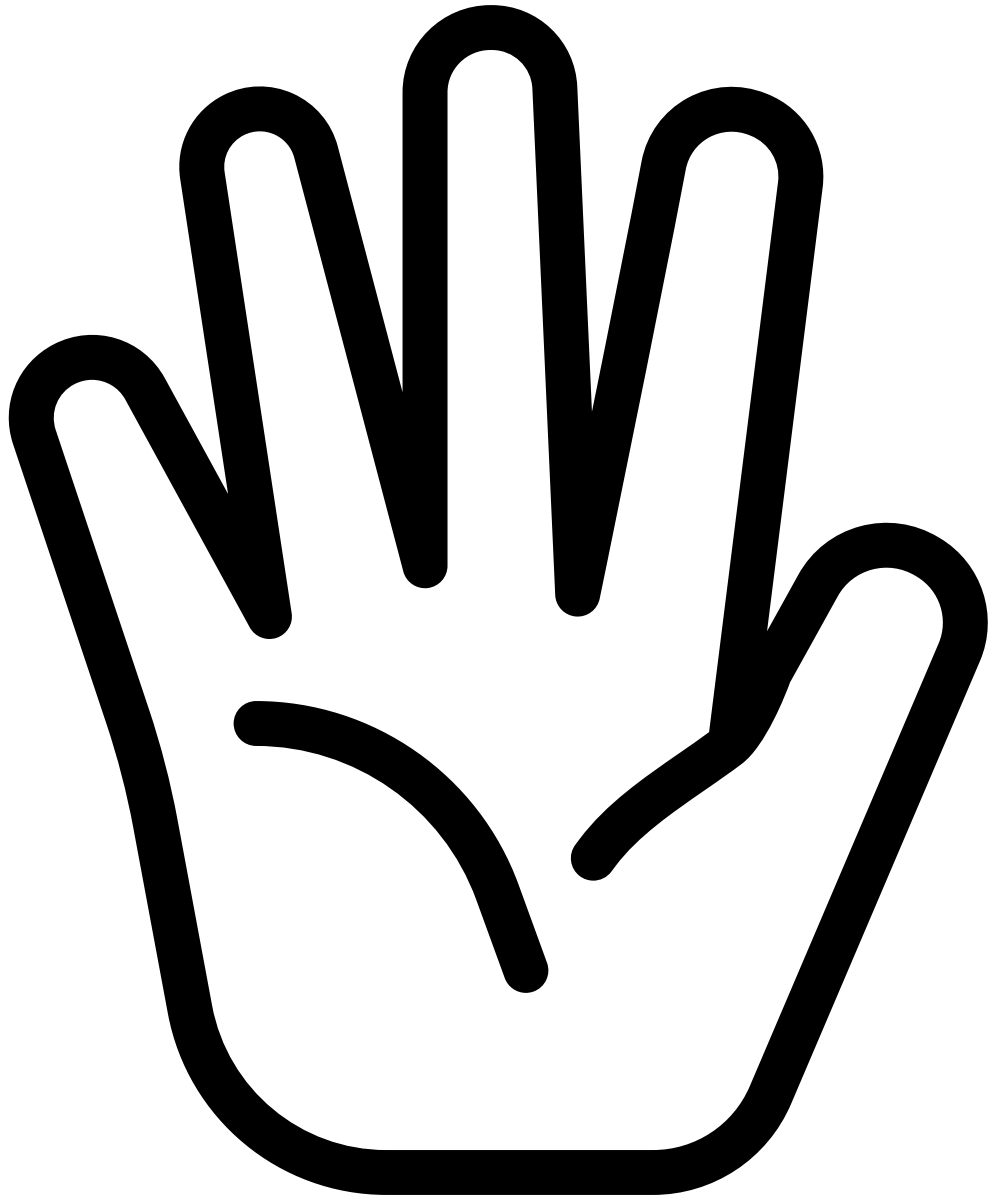
Tikkun Olam



Tikkun Olam



Helping Hands!



Tikkun Olam Examples (for students to cut out and paste if they do not want to draw on the mural)



Tikkun Olam Examples (for students to cut out and paste if they do not want to draw on the mural)





Theme: End of Year/What We've Learned

Week: 25

Learning Outcomes

Students Will:

- Reflect on what they have learned this year
- Present their tefilot to parents/loved ones/older kids at the school
- Celebrate the end of the year

Materials & Resources

- Cardboard cut into circles (for medals)
- Yarn, hole punch
- Markers/coloring utensils
- Cardboard/cardstock
- Glue
- Sand
- Blank greeting cards
- Building materials

Arrival/Warm Up (15 min)

Students will decorate a "Mensch Medal" that they can then wear for the rest of the day. The medal is their "award" for completing their year and being kind to each other. When they are done decorating, glue their decorated paper medal to the pre-cut cardboard/cardstock and punch a hole in the top of it and tie a string around it so that students can wear it as a necklace.

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
- Have each medal already cut out for students that cannot use child scissors safely yet

Tefilah Time (15 min)

Tell students that today, when families join the class, they will be showcasing some of the *tefilot* they have been saying all year. Have students practice their *tefilot* in preparation for this. Also, explain to students that if they want, they will have a chance to share one of the *mitzvot* they added to their *mitzvah* tree. Have students practice sharing those as well.

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
- provide visuals of some of the mitzvot that are on the tree for students to hold up if they do not want to verbally share

Centers (45 min. 15 each)



Center Theme: Hebrew Letters

Center Activity: Hebrew Name Sign

For the last Hebrew letter center of the year, have students decorate a sign to hang somewhere in their home with their Hebrew name on it. Print the Hebrew letters on card stock and have students select the letters in their name, glue them onto a small piece of cardboard or poster board, and then decorate each of their letters by putting glue down and then sprinkling sand on the letters. This will make their Hebrew name sign also a sensory experience that they can trace with their fingers.

Specific Accommodations:

- Pre-select each letter for each student's name
- Provide the students' name mats for them to use as models for how to spell their names

Center Theme: Art

Center Activity: Thank You Cards!

Have students choose someone at the school to decorate a thank you card for. This can be for the director, the custodian, the security guard, etc. Have students decorate a pre-printed card and deliver them to their recipient if time allows.

Specific Accommodations:

- Pre-print messages to glue into the cards
- Assign specific people to specific students if students cannot come up with someone to write a thank you note for

Center Theme: Building

Center Activity: Jewish Rituals and Judaica

Allow students to choose anything they want from the year to build in the building center. Have them build something from a previous lesson or something that they learned about this year.

Specific Accommodations:

- Provide visuals from previous lessons for inspiration
- Create models out of the building materials



Bracha Spotlight (and snack time, 20 min):

Families are invited to join for the last hour of class. Serve celebratory snacks - popsicles, cake, etc. Include grape juice as well and teach students that when we are celebrating something, we can say "*l'chaim!*" before drinking our juice.

Whole Group Activity (30 min):

When snack is over, have students present what they have learned this year. Students will start by reciting the *shema* to their families complete with the sign language they learned this year.

Next, have students show off the *mitzvah* tree they have been adding to in their classroom. Have students share the different *mitzvot* they have added to the tree throughout the year.

Next, ask students to share something they are grateful for today. Parents and family members can share as well. Then have students sing their *modeh ani* song for families.

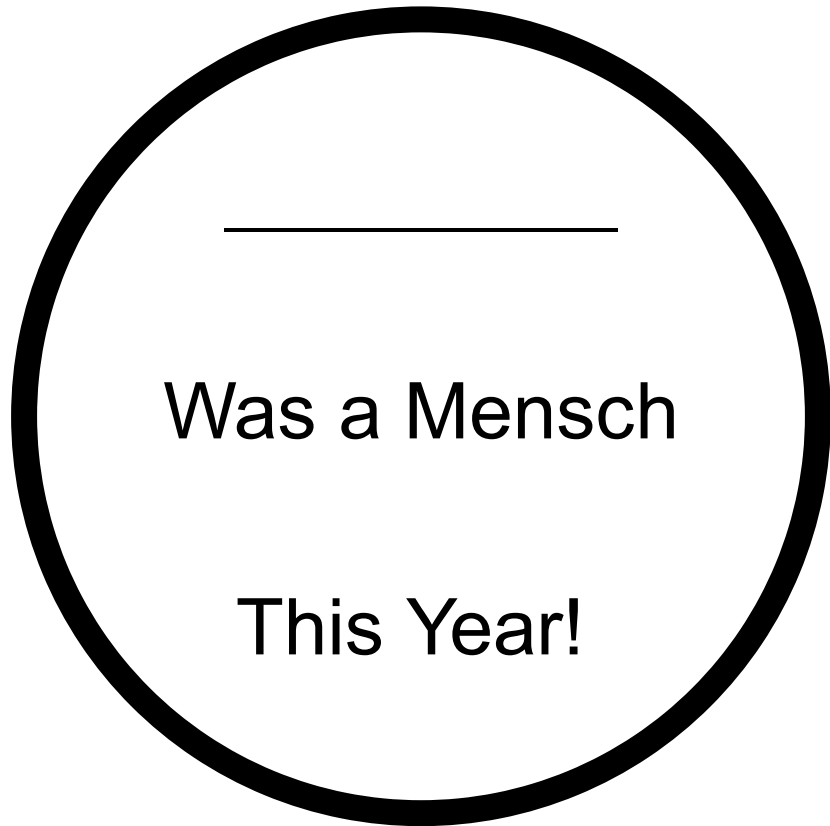
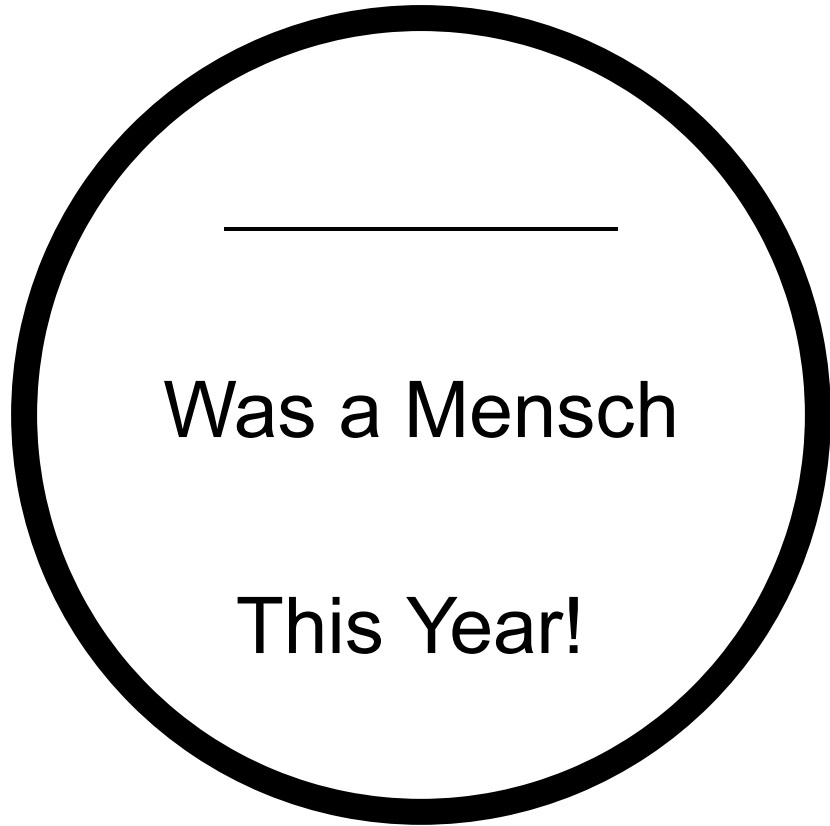
Finally, give out students "portfolios". These are the folders they created and filled with their "warm ups" throughout the year. If possible, include some pictures of students from throughout the year as well.

Have students end the class by singing *Shalom Chaverim* together with their families.

Specific Accommodations:

- allow students to recite the tefilot from their seats or while next to their families
- print visuals of the *mitzvot* that students added to the tree so that students can hold up the picture instead of having to verbally present them

Mensch Medals



Thank You Cards

Dear _____,

Thank you for being such a special part of our
community!

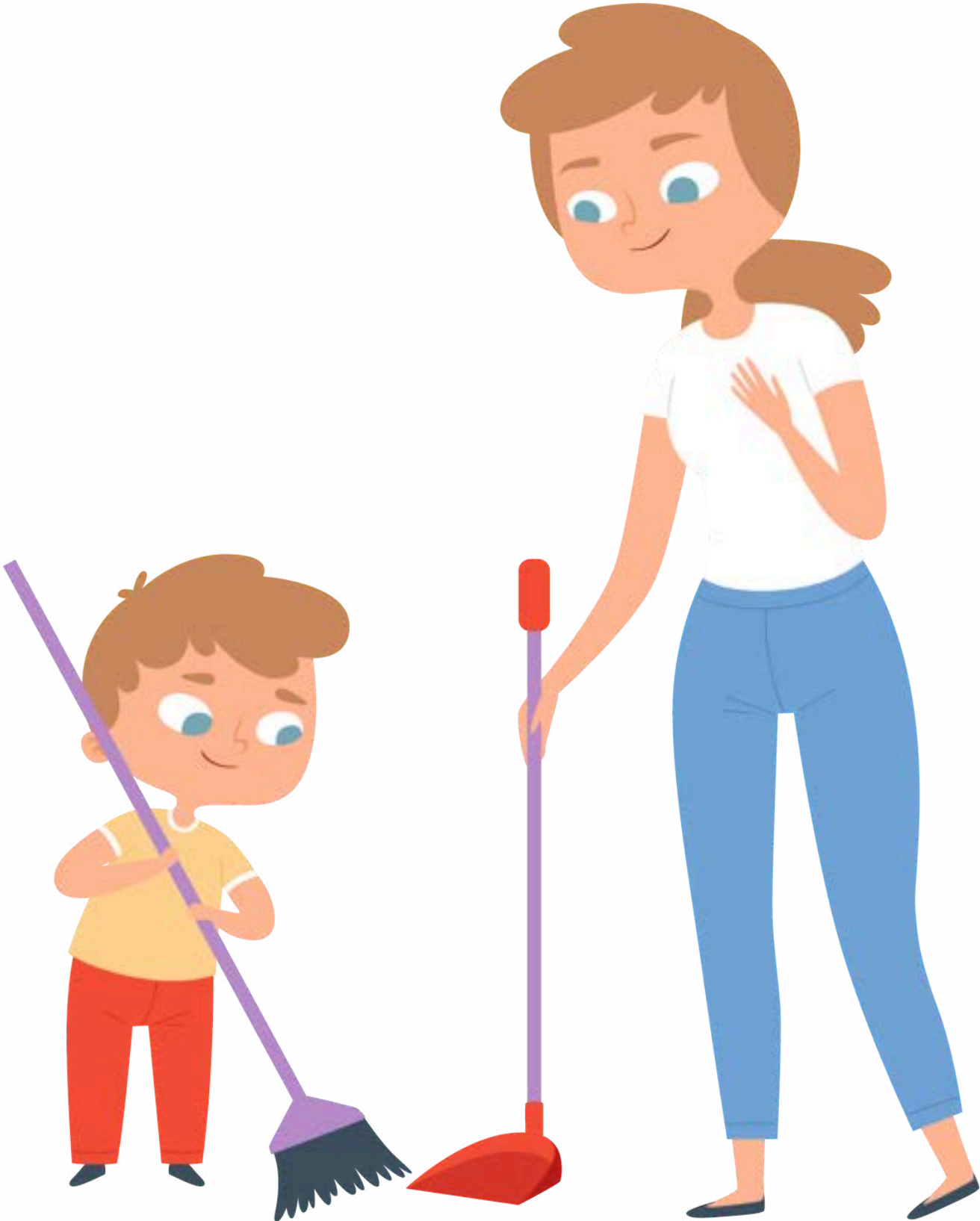
From,

Todah Rabah!



תודה!

Sample Mitzvah Visuals



Sample Mitzvah Visuals



Sample Mitzvah Visuals





ALEPH BET GUIDE

Matan Katan's approach to teaching the *Aleph Bet* is a low pressure, multi-sensory experience designed to provide children with their first exposure to Hebrew letters and the sounds they make.

In this guide, you will find:

- An edible *Aleph Bet* Mat - block Hebrew letters with pictures of real food items within them that start with the same sound that the letter makes
- Individual "edible" *Aleph Bet* letters (one to a page)
- Black and White "block" *Aleph Bet* mat
- Individual *Aleph Bet* letters (one to a page)

In addition to these items, we recommend having the following items to complete your *Aleph Bet* kit:

- Metal cookie sheets (to put the *Aleph Bet* mats on)
- Hebrew letter magnets (to place on the mats on the cookie sheets)
- Hebrew letter blocks, stamps, etc.
- Sand
- Play Doh/Model Magic/Floam
- Recording of *Aleph Bet* song (the version that includes *vet, phey, sin*, etc.)
- Markers, crayons, coloring utensils
- White boards, dry erase markers/chalk boards, chalk

The *Aleph Bet* instruction in Matan Katan is structured such that most of the exposure to the letters is through center-based, child-directed activities. This is because at this young age, the goal of the *Aleph Bet* instruction is simply to provide repeated, intentional exposure to the letters and their sounds in fun, engaging ways.

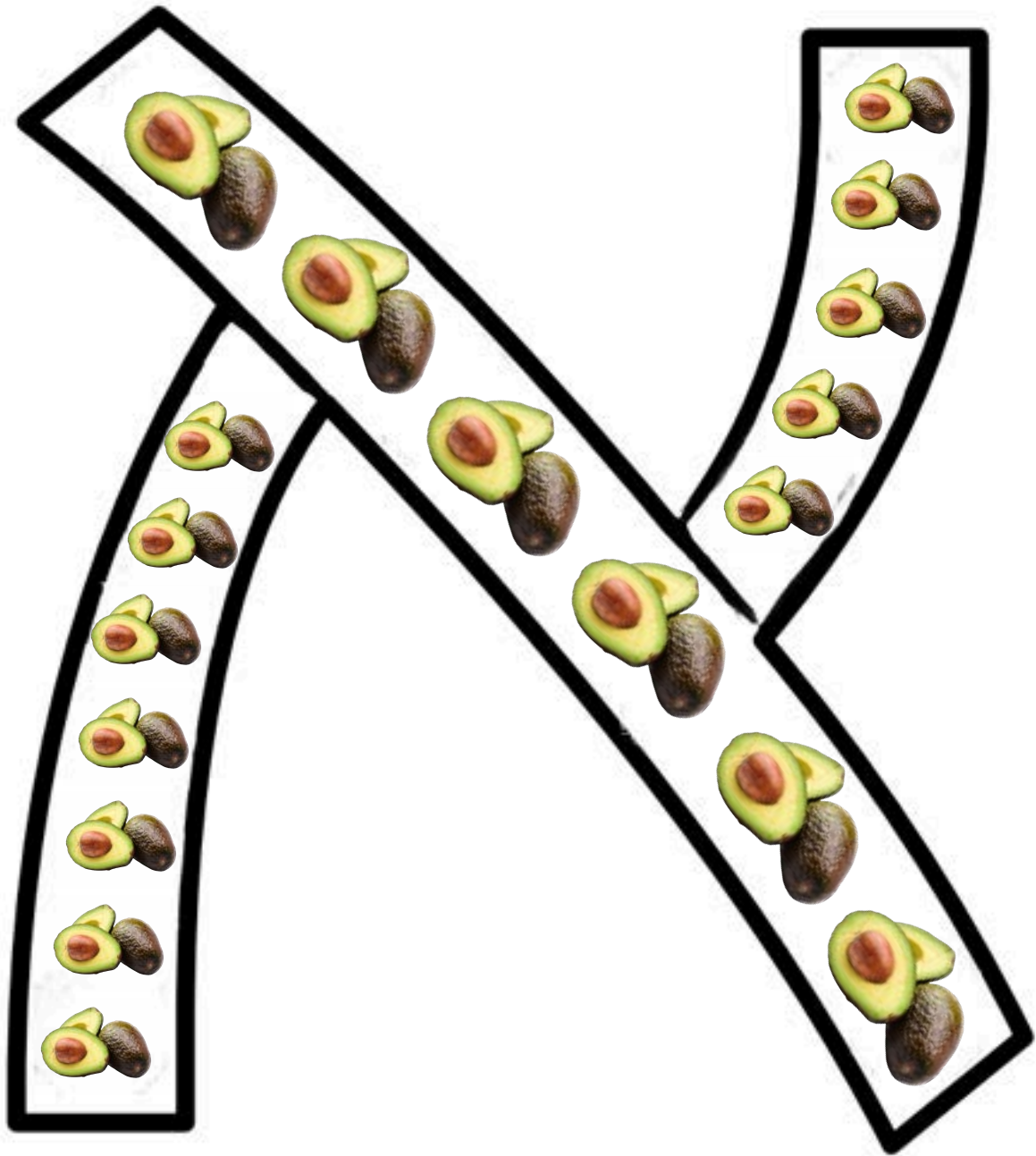
The center activities are multi-sensory, and provide multiple points of connection for students to begin associating the letter symbols with their corresponding sounds. The center activities provided in the lesson plans can all be made more structured and teacher-led if you want to teach more towards mastery. This may be more appropriate for slightly older children, or if you are teaching in a school environment that is more conducive to more formal Hebrew instruction.

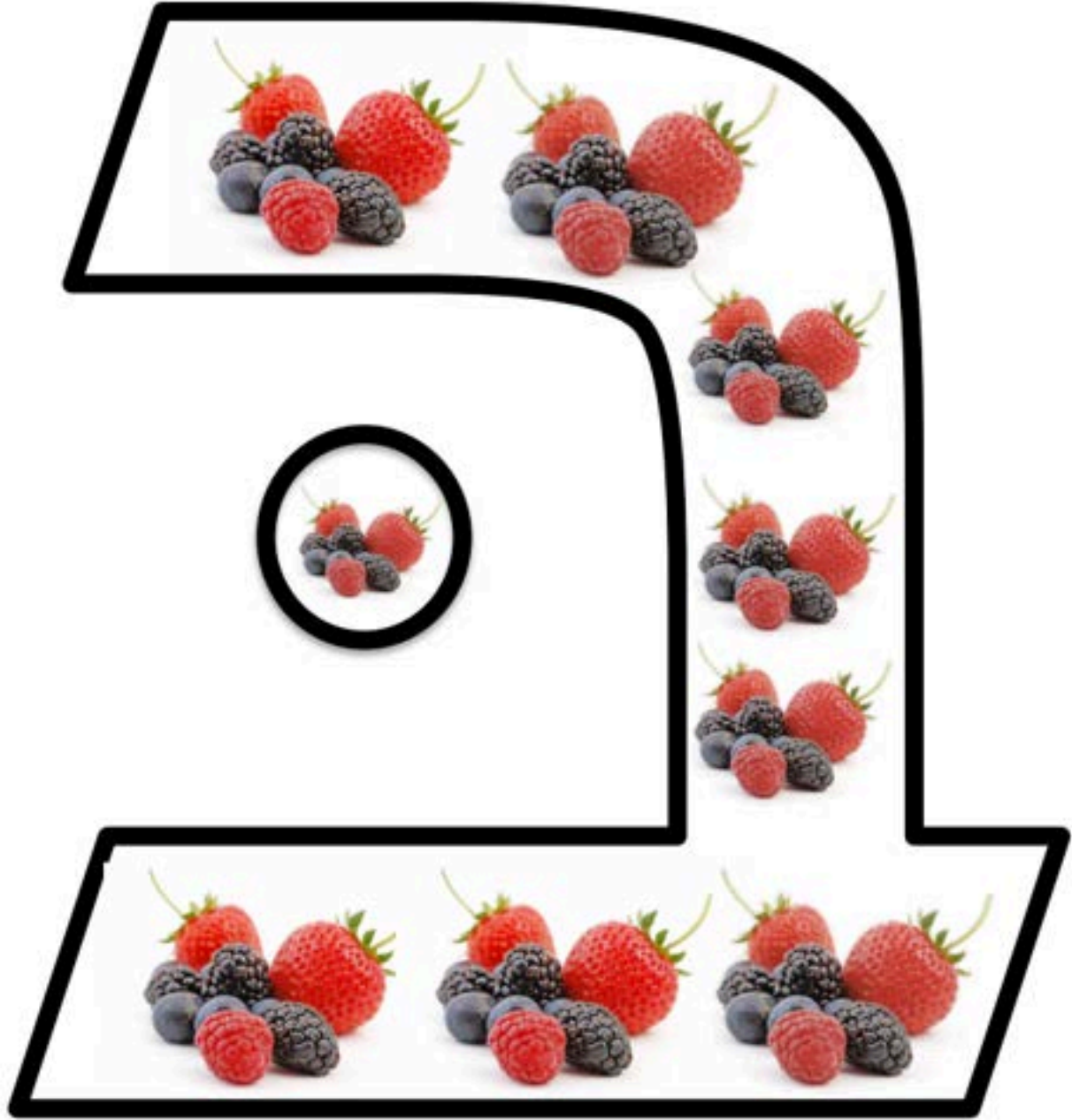


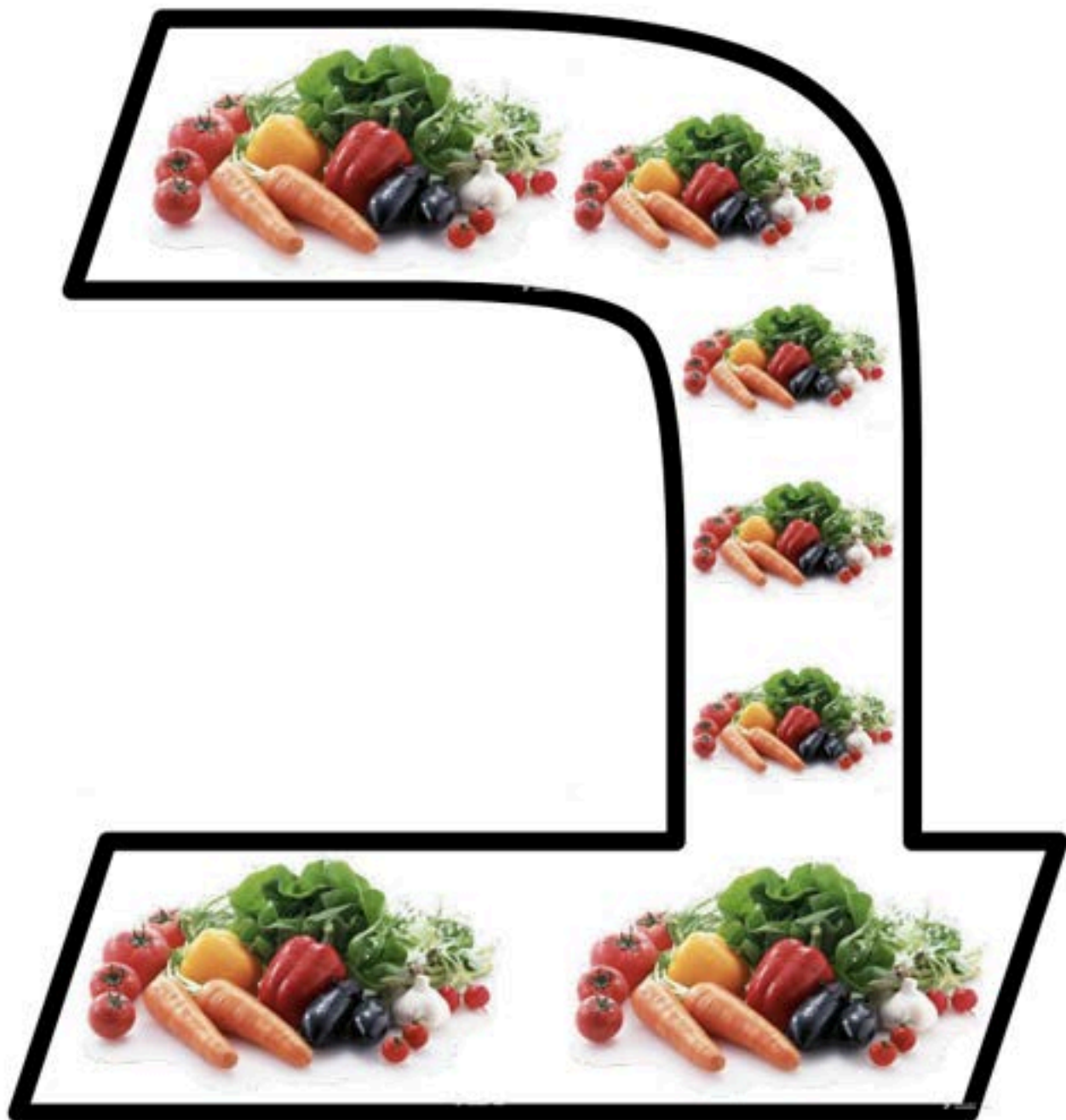
ALEPH BET GUIDE

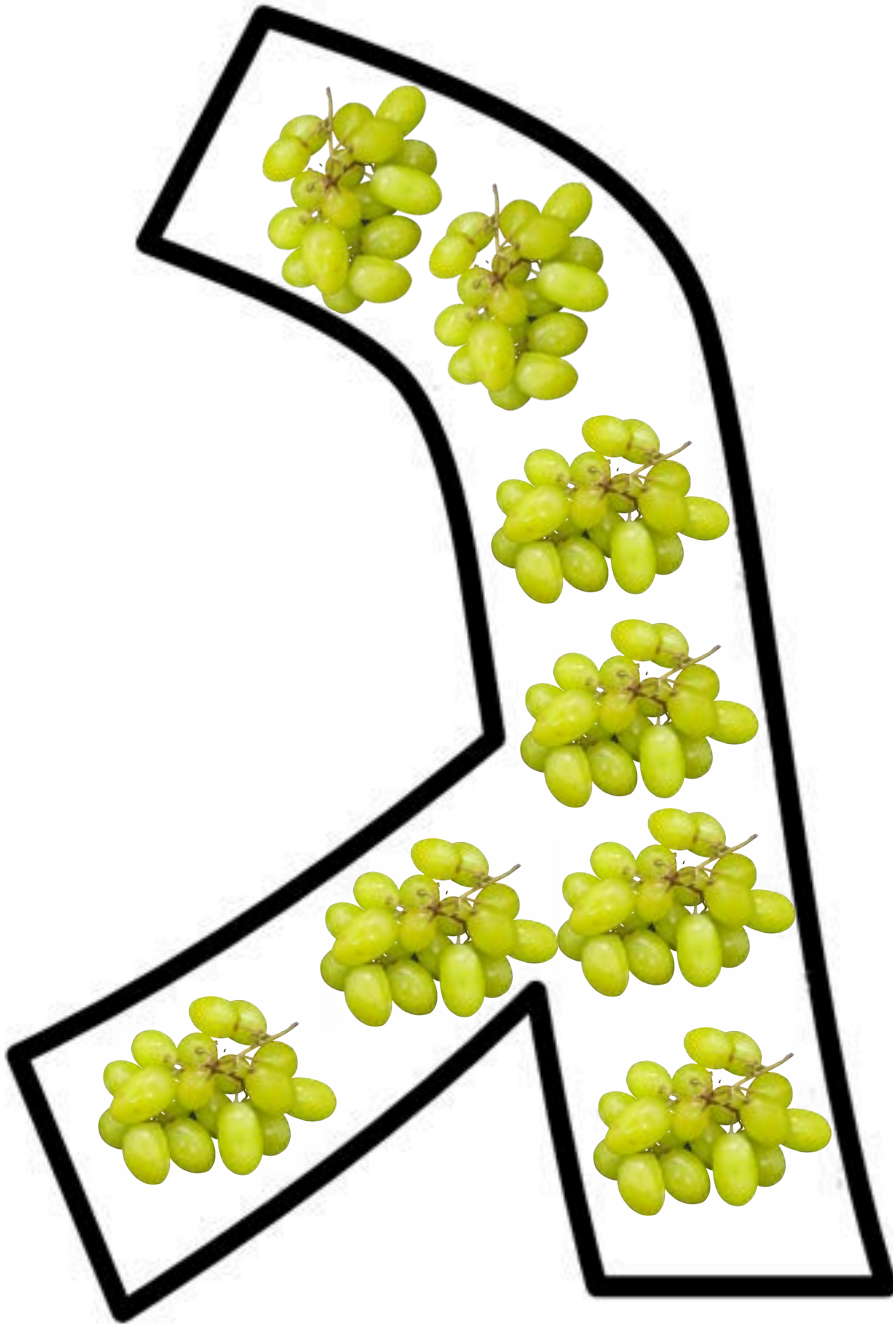
Ways to Use Matan Katan Aleph Bet Materials

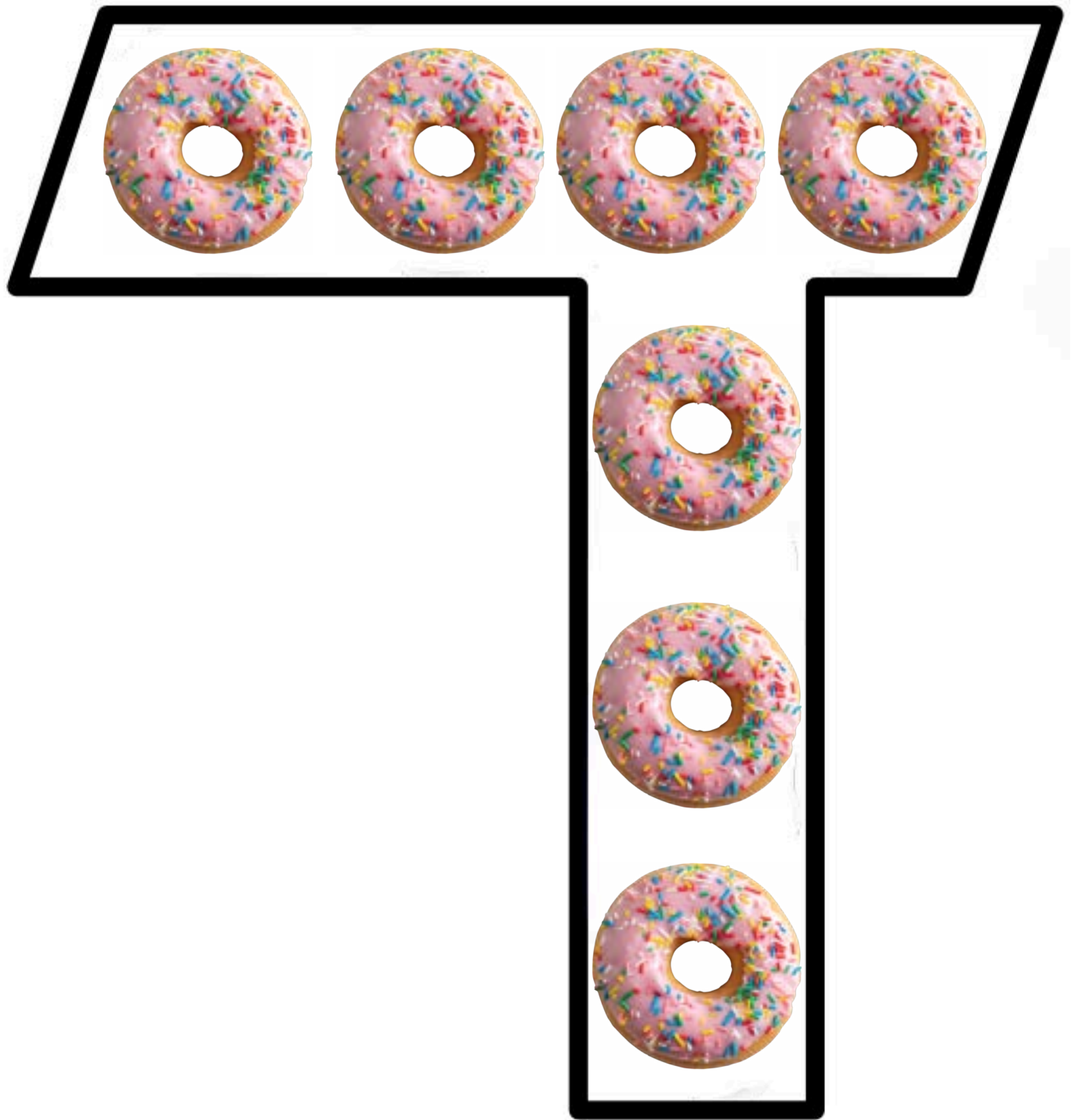
- Use each “edible” item to create a “letter project”. Trace the letter for each student and paint with syrup (*sin* or *samech*), glue popcorn (*pay*), lay out sliced bananas (*bet*), etc. In most cases, that food item can also be snack for the day.
- Create one large letter. Following the same idea, trace one large “communal” letter that everyone helps decorate.
- Have children draw the food item on their traced letter, thinking about color, shape and size.
- Use individualized blackboards or dry-erase boards to have students practice writing the letter.
- Give students Play Doh/Model Magic/Floam to create the letter shape, or cover the letter with Play Doh.
- When introducing a letter, create a large class list of all the words they can think of that begin with that letter sound. Highlight the word that is the same as the picture on the letter.
- As a class, write a short silly song or poem about the letter.
- As a class, recite the list of words they think of that begin with that letter sound.
- Use “sky writing” to allow the children to use large motor skills to form the letter.
- Show students the letter and have each child create yoga poses to look like the letter.
- Divide students into groups and have each group create the letter using their bodies.
- Play *Alef Bet* “duck, duck, goose”. Once students have learned several letters, put the Edible *Alef Bet* letters in the middle of the circle. With each child’s turn, they select two letters from the middle. They say the name of each letter, or the sound it makes based on the picture and then others can help. They use those two letters in place of “duck, duck, goose” – for example, “*Bet, Bet, Gimmel!*”

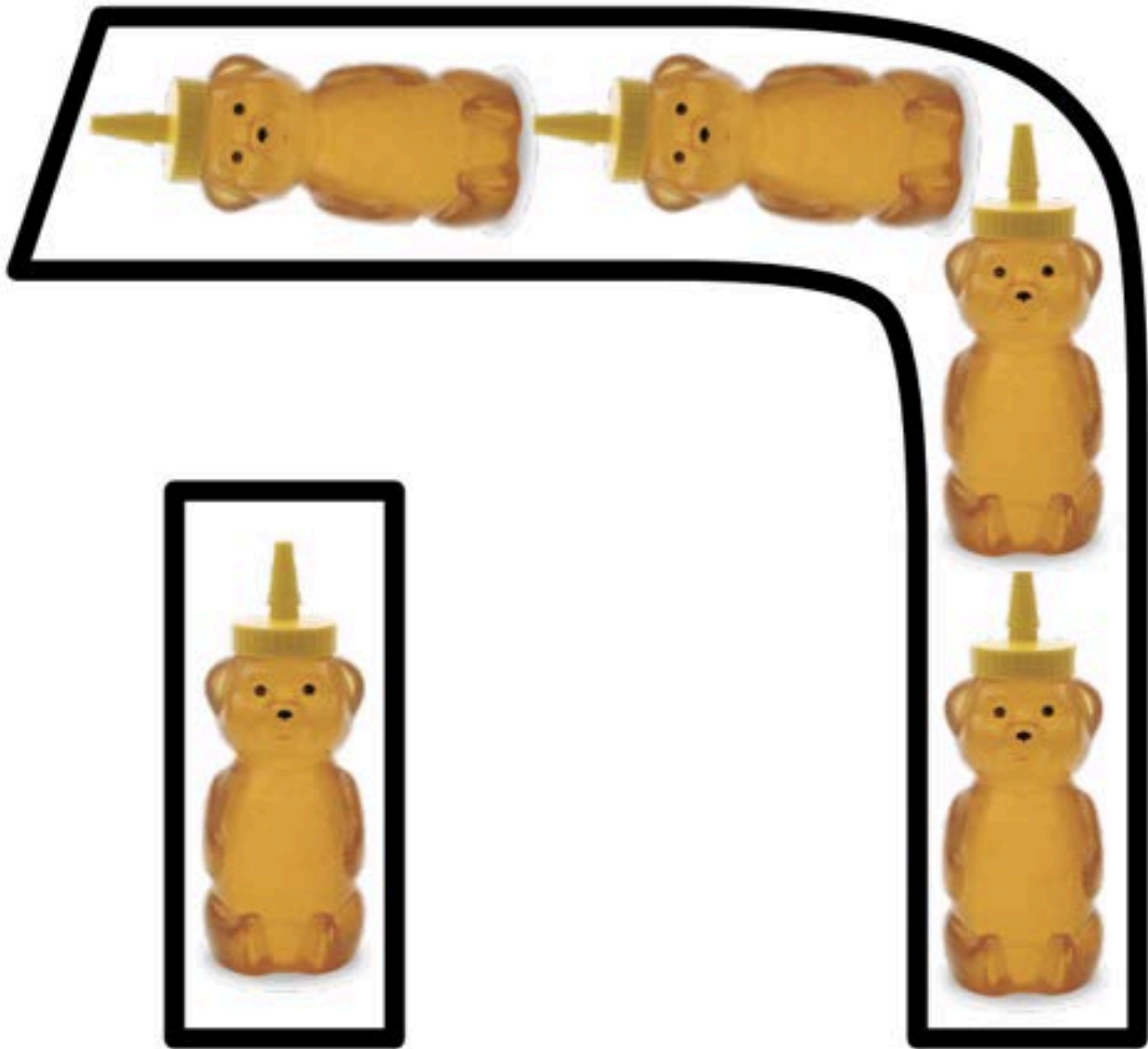


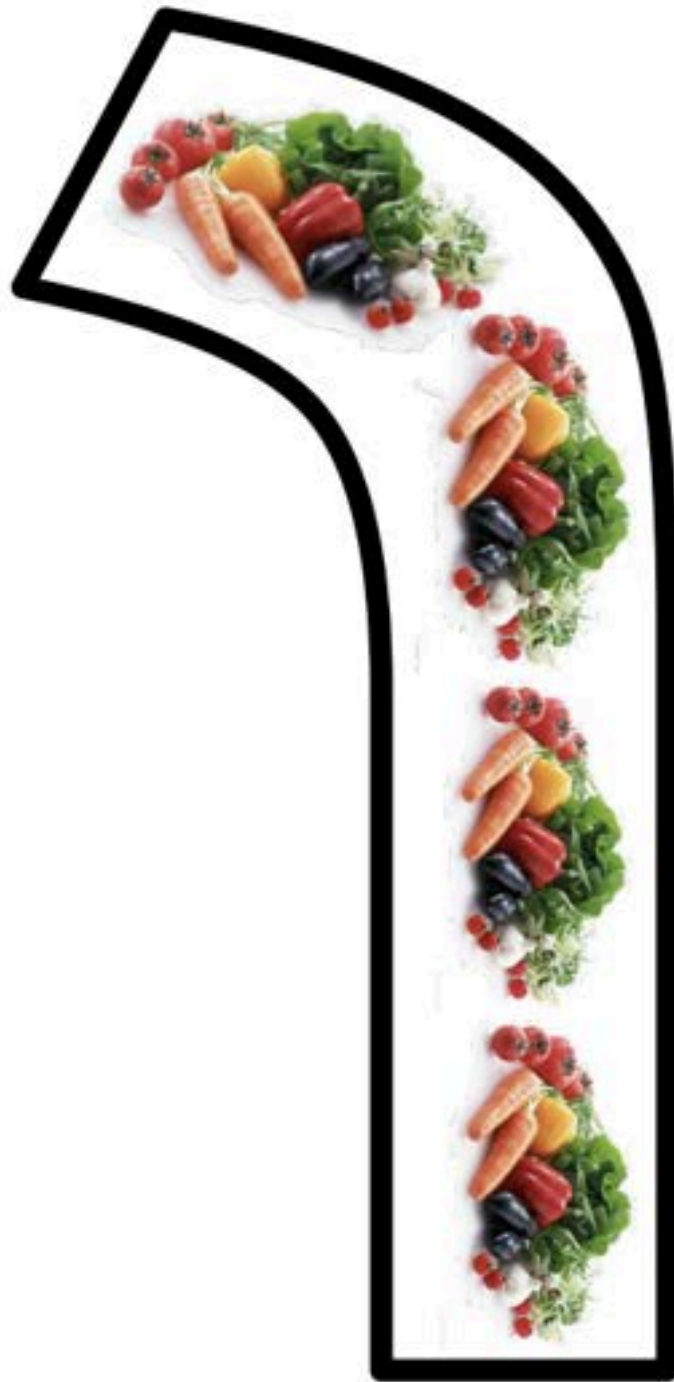


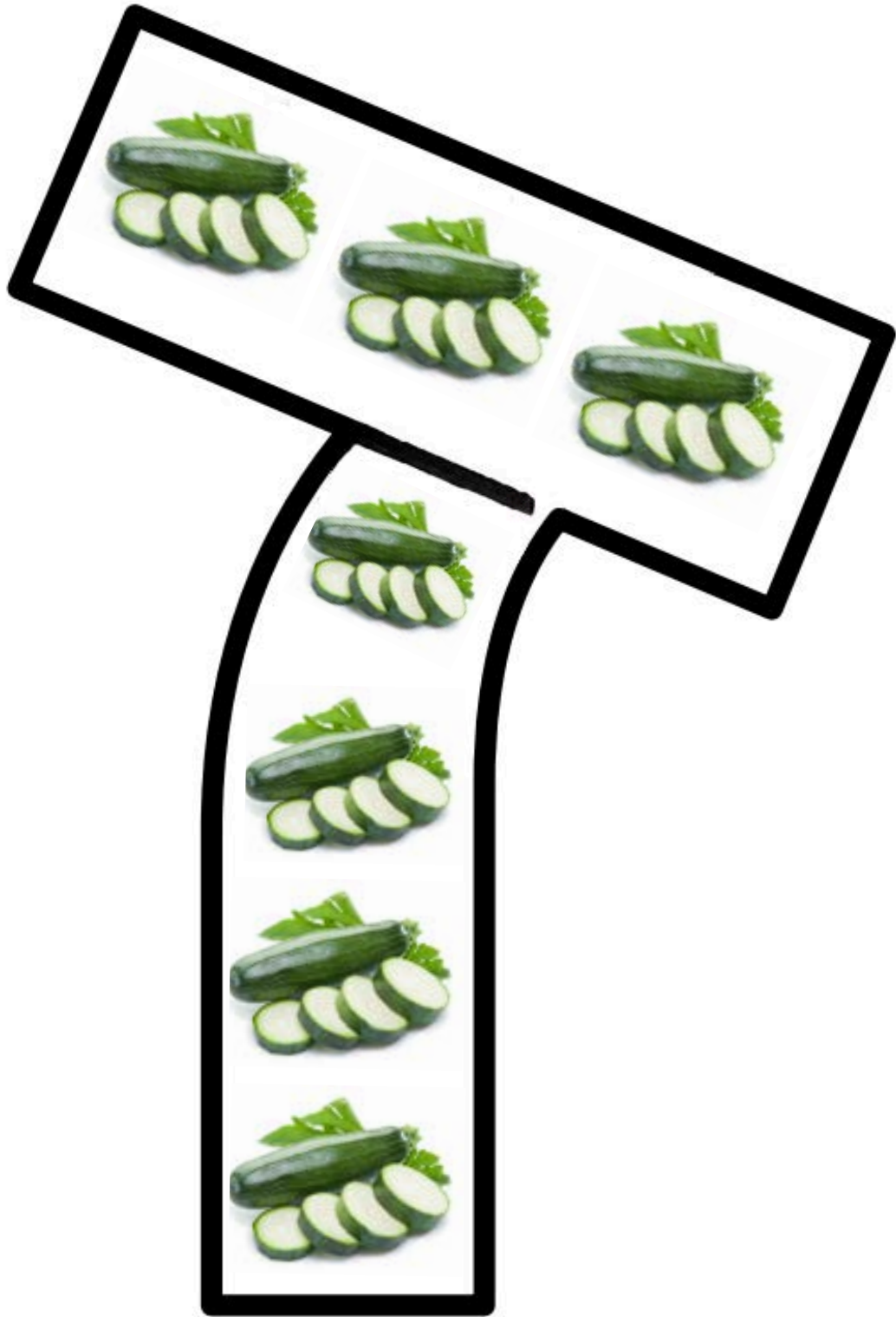


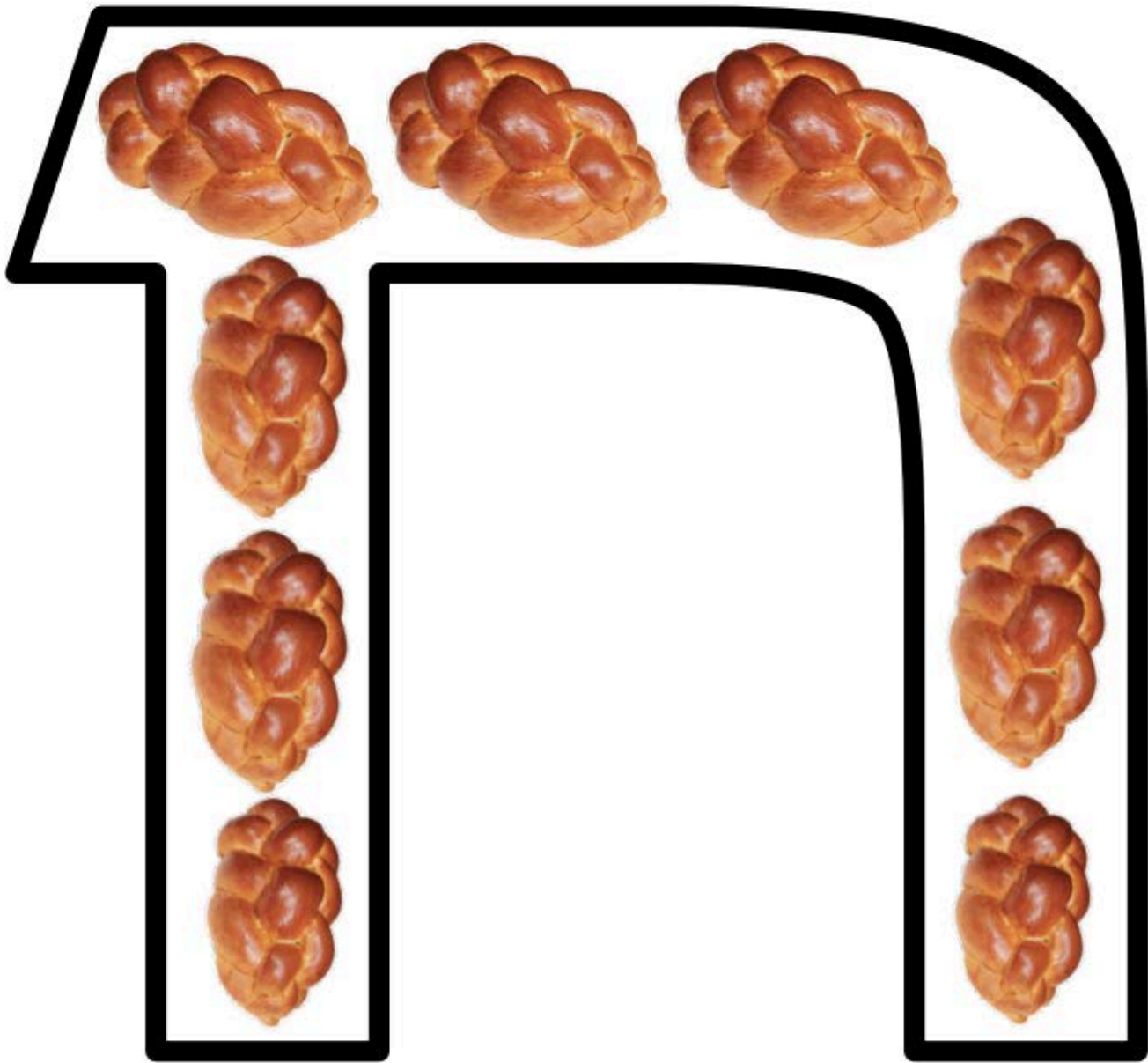




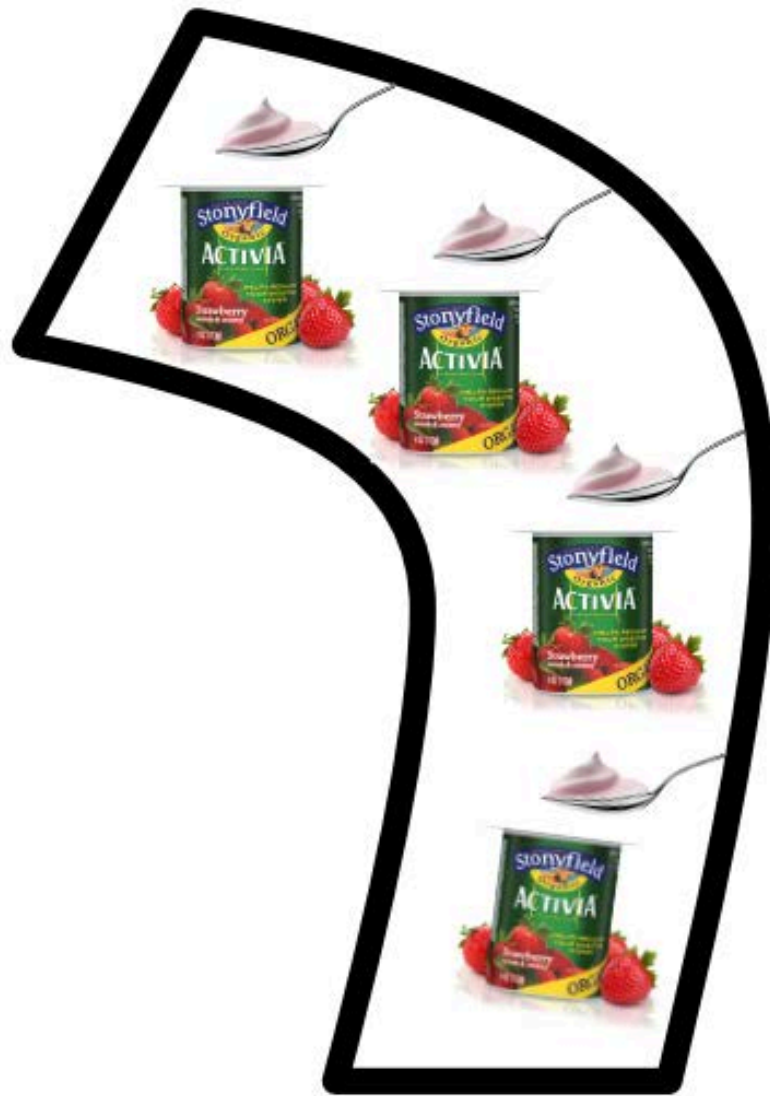


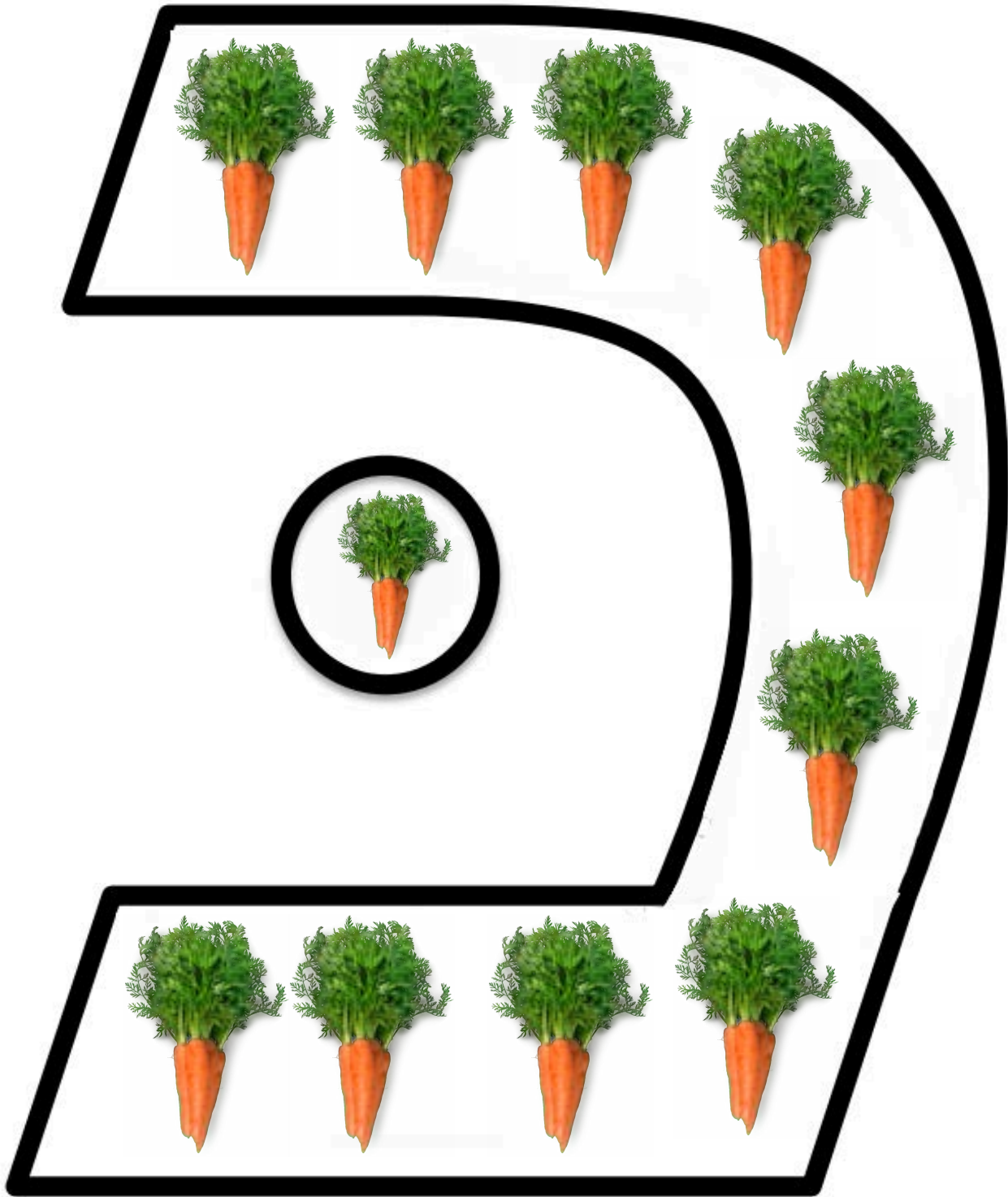


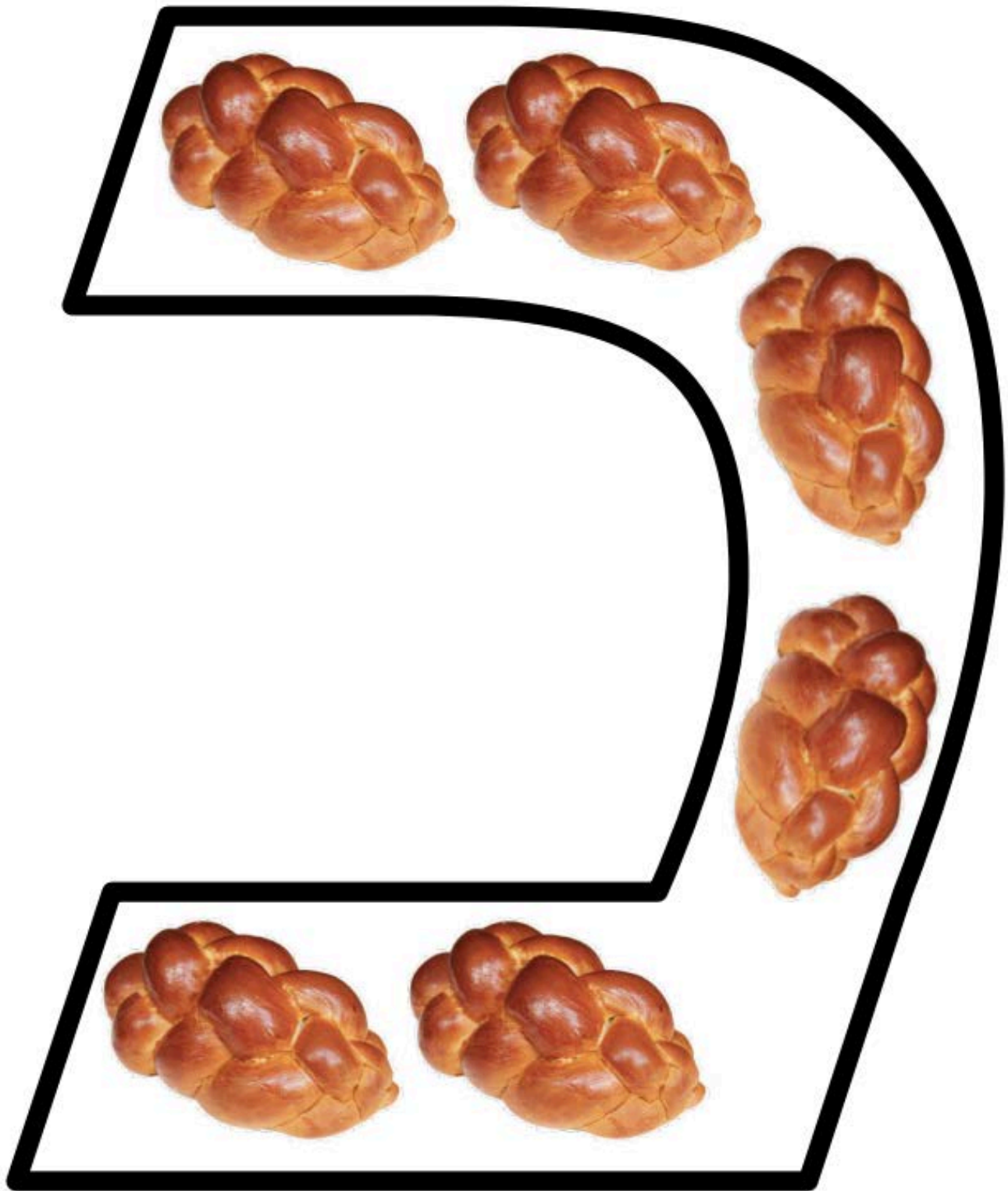


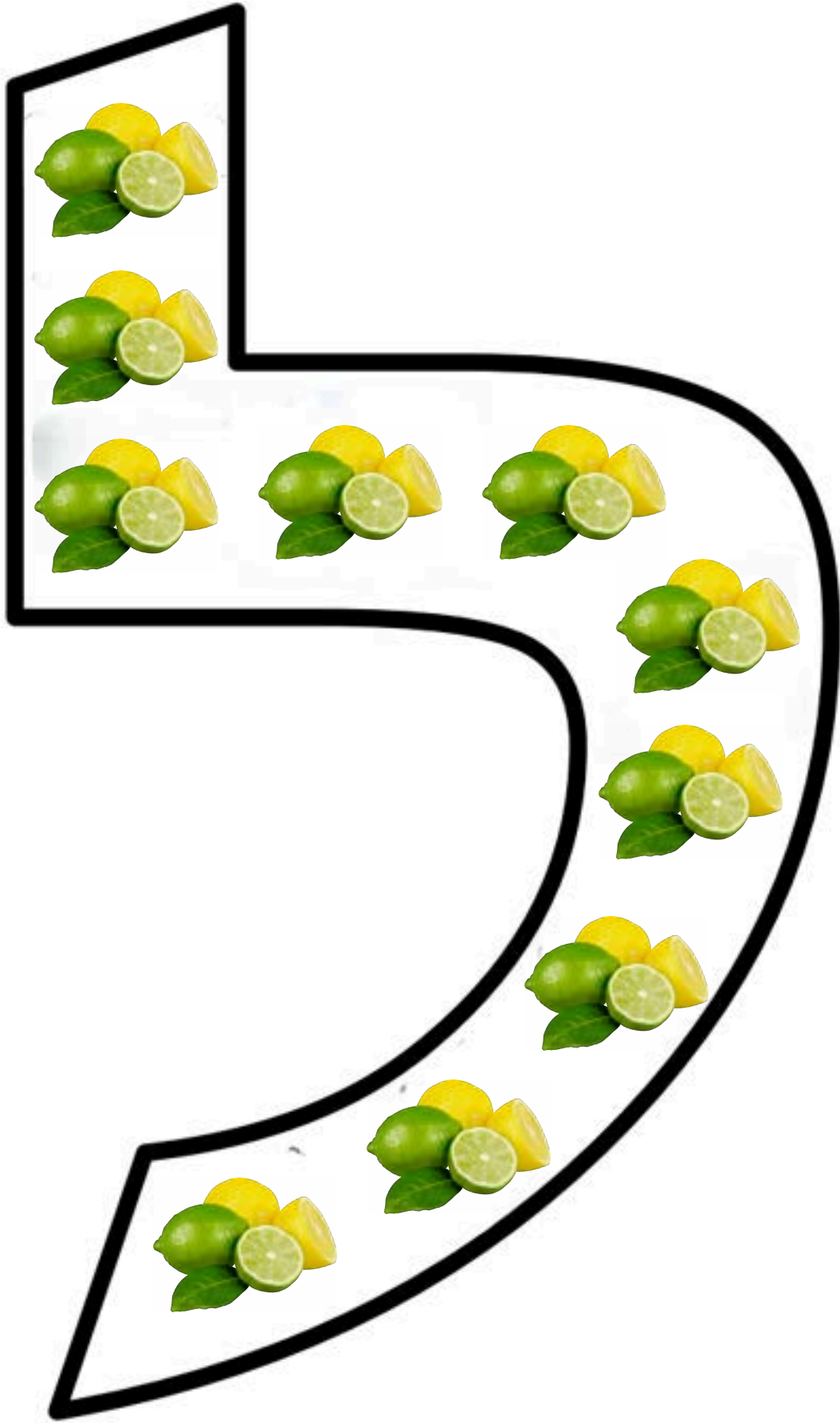


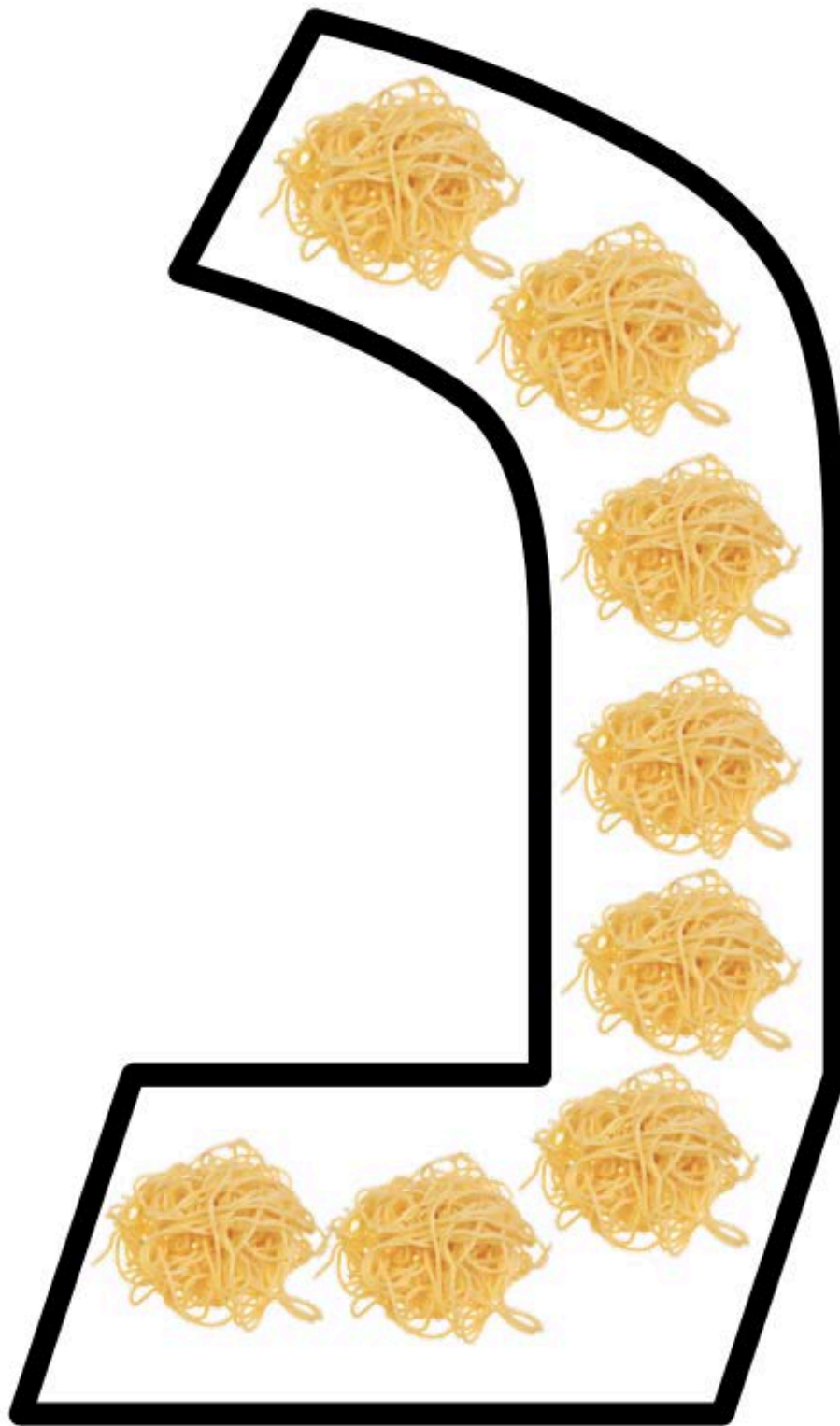


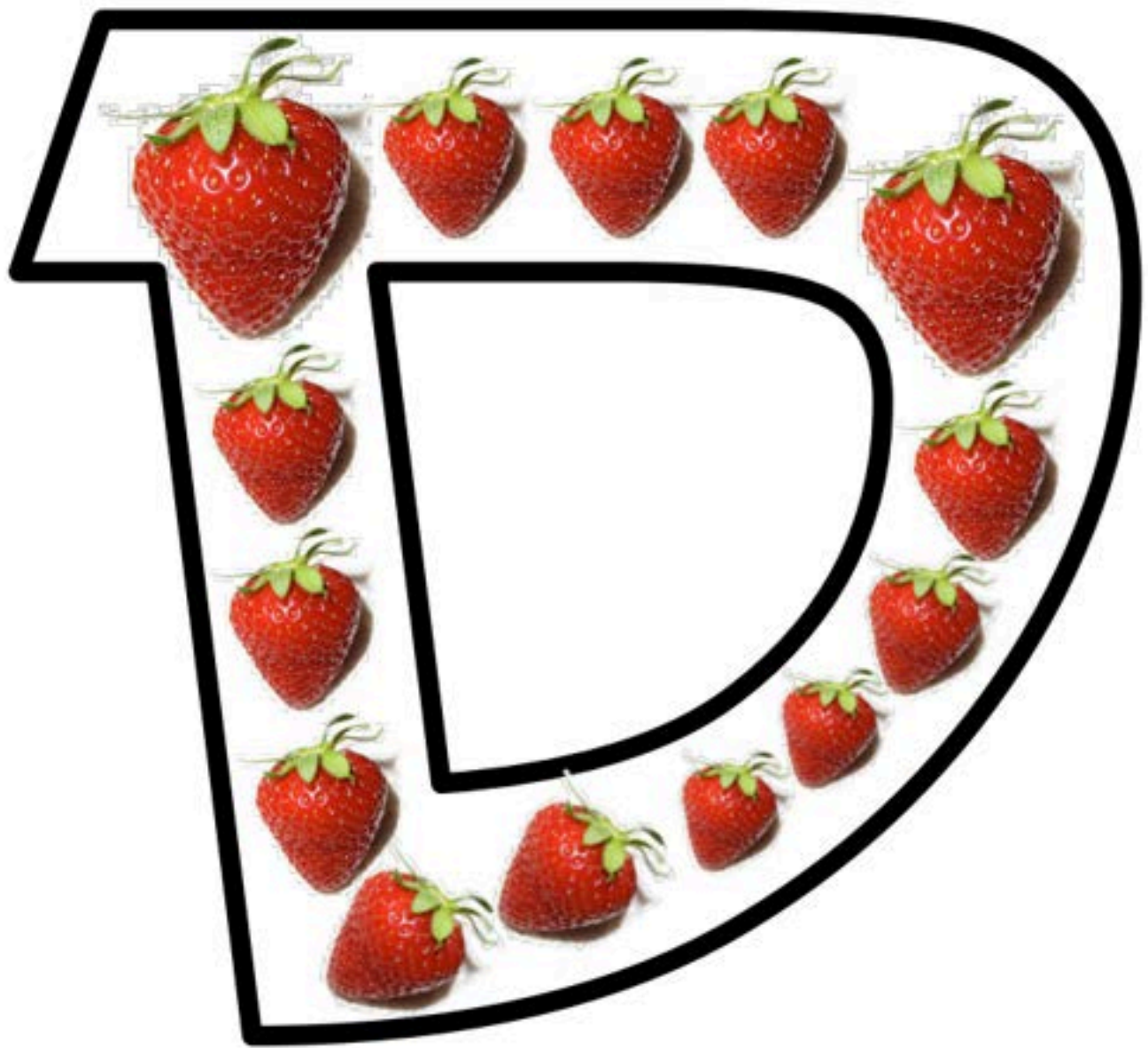


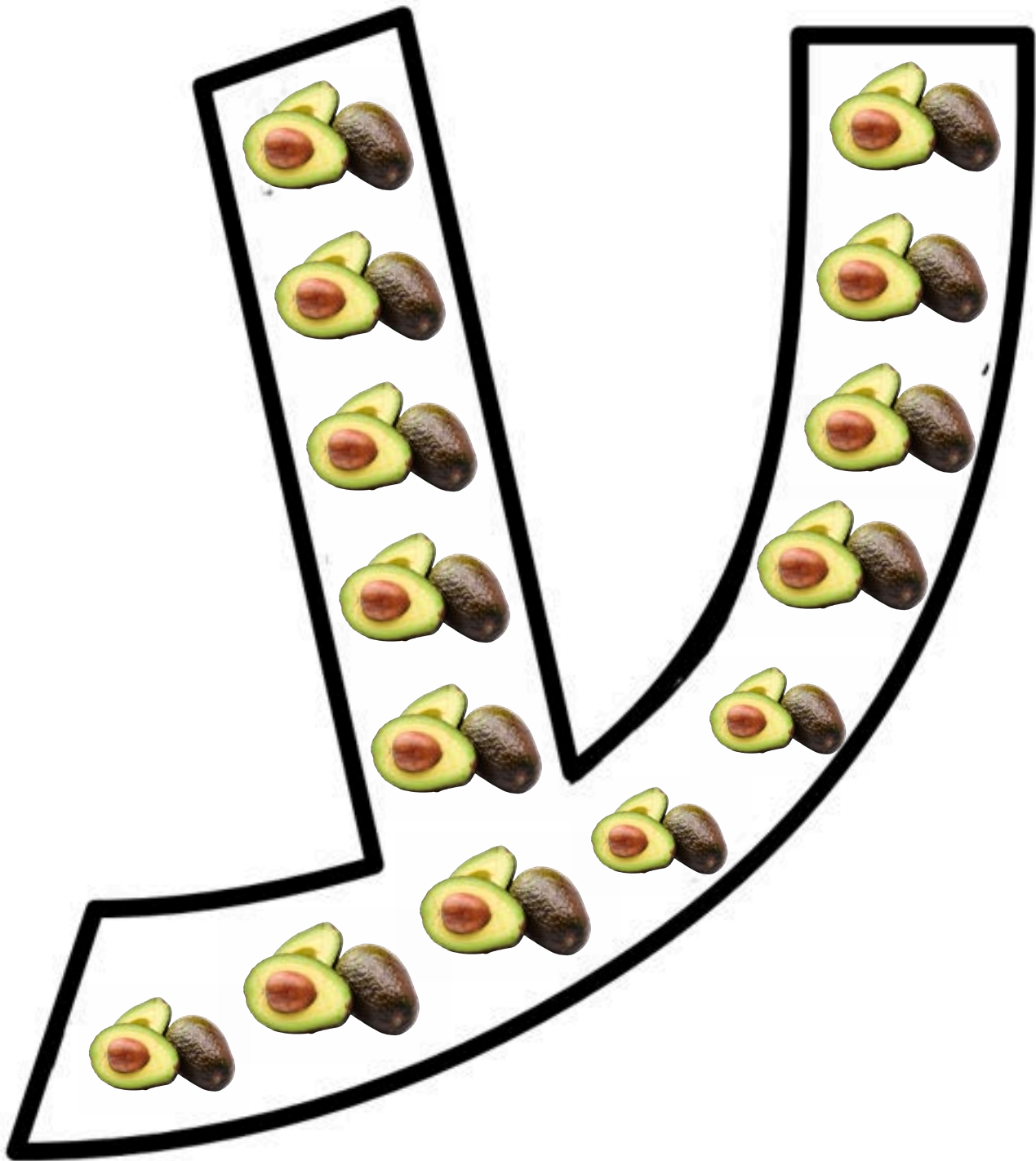


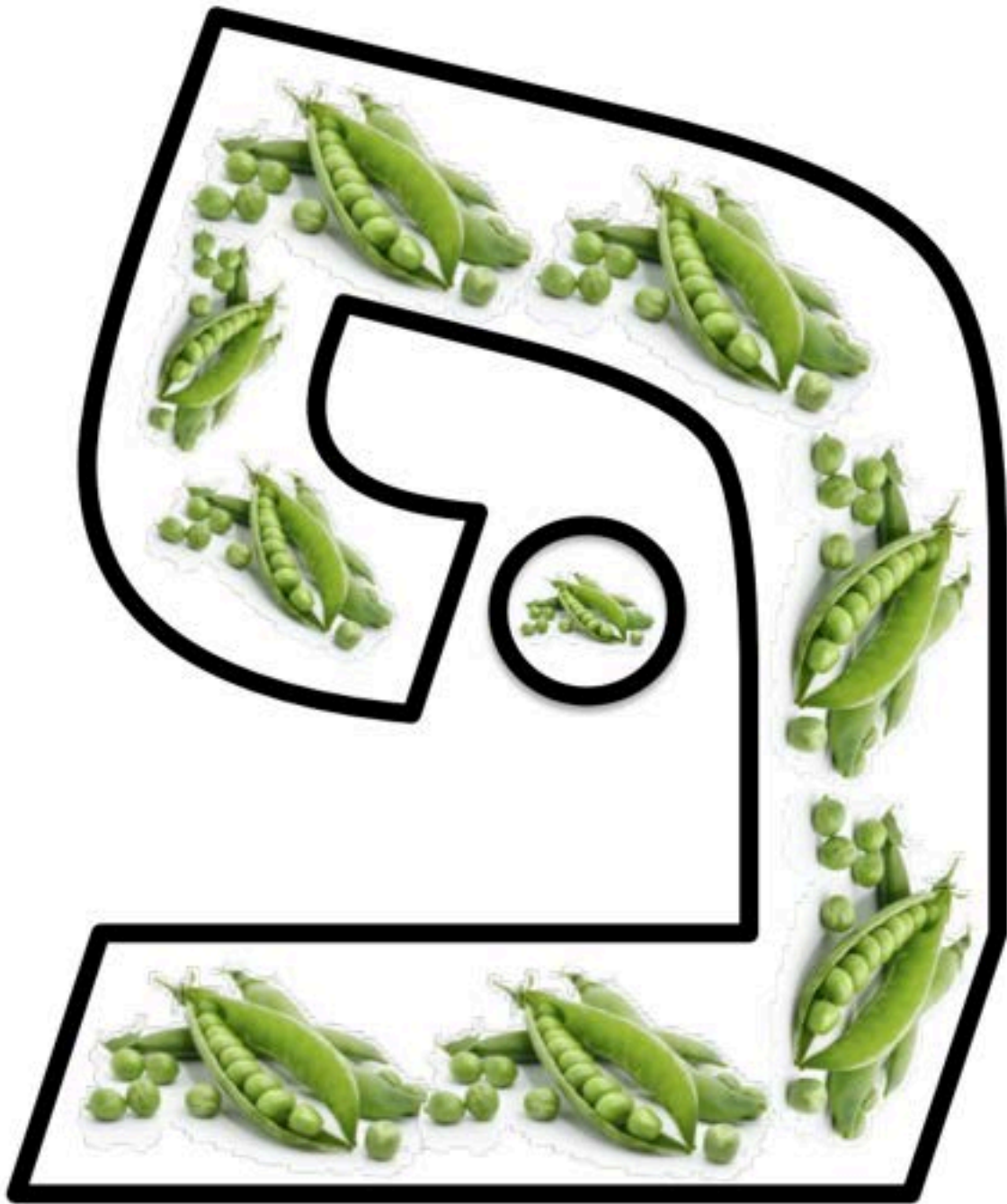




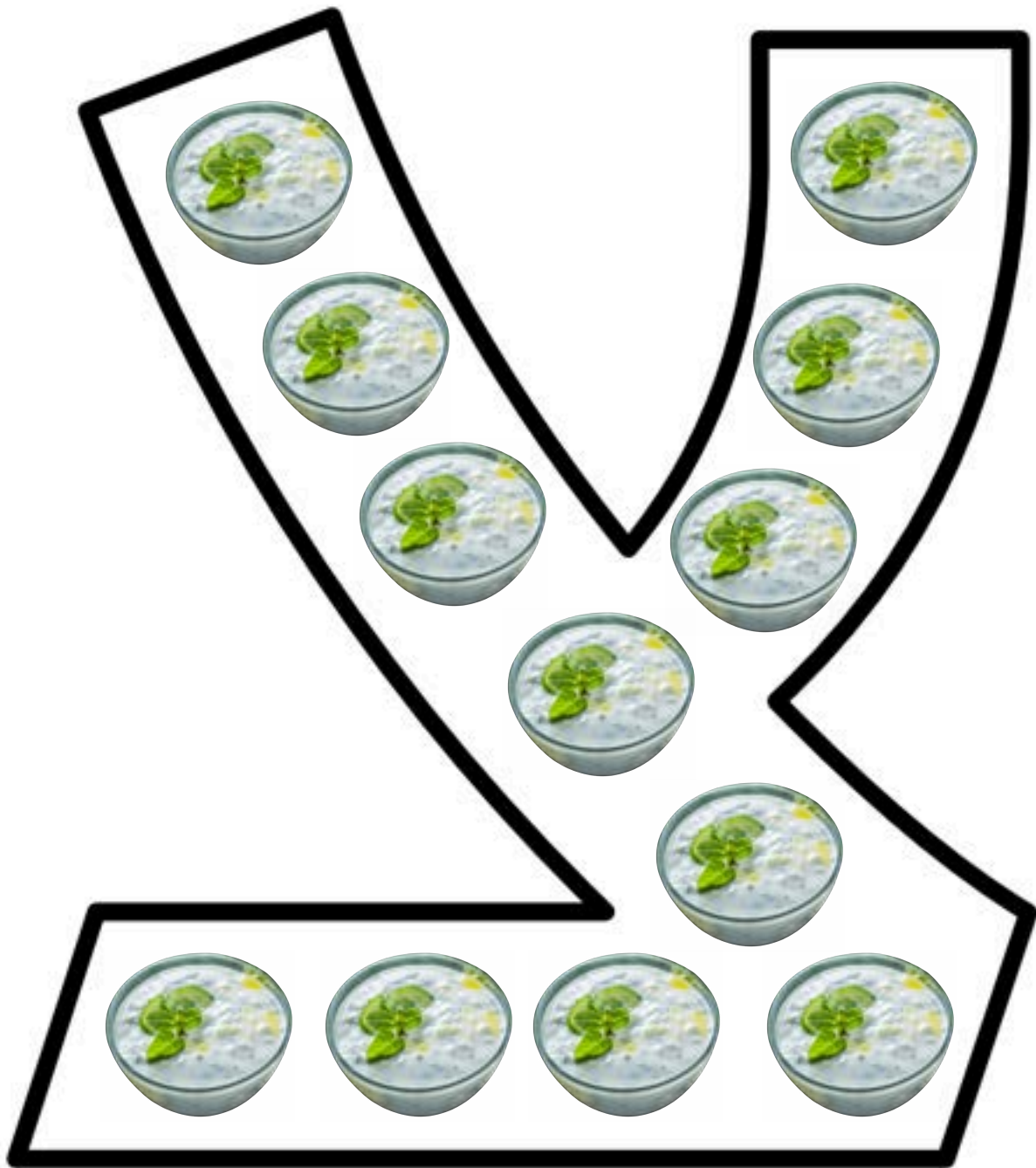


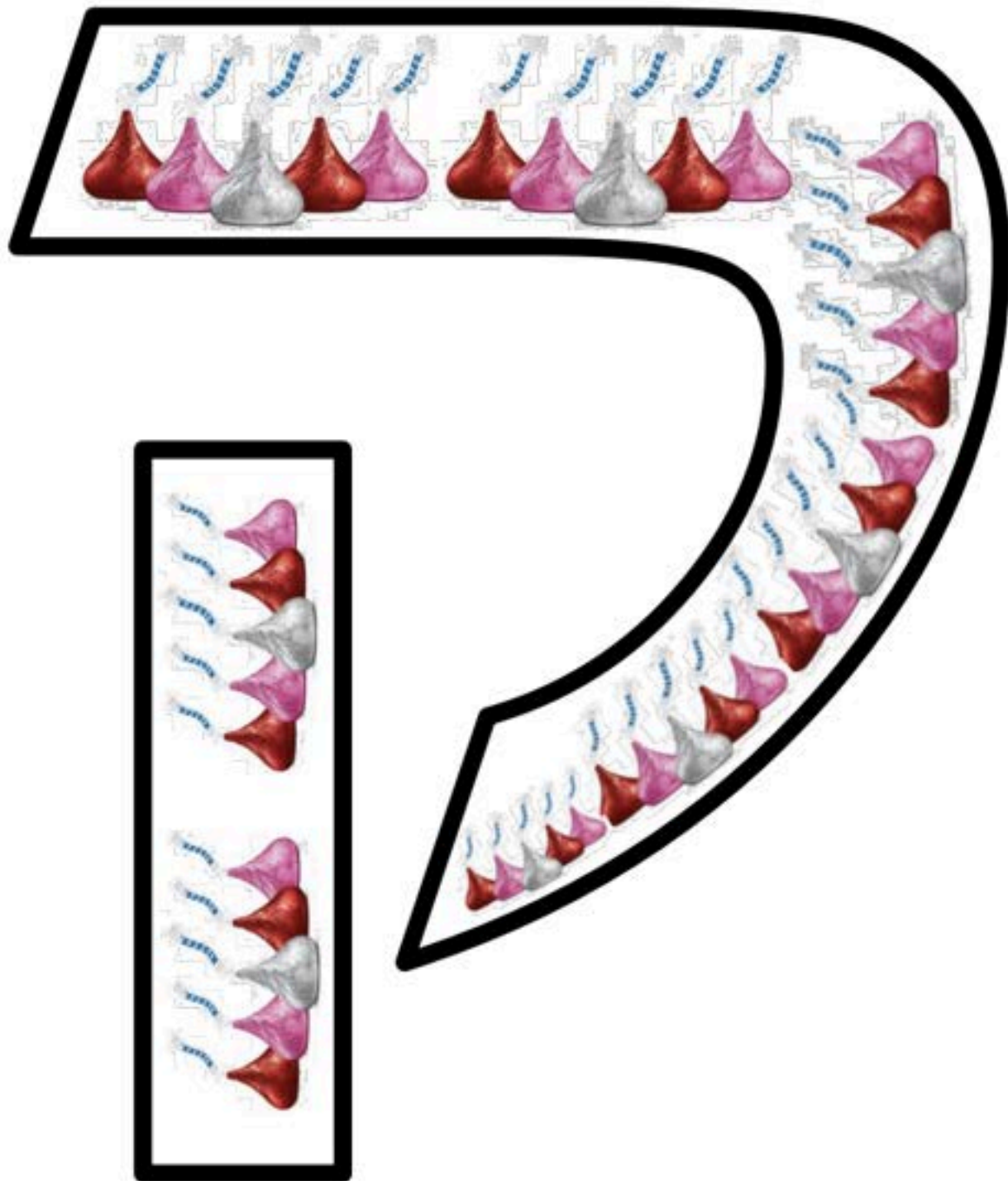


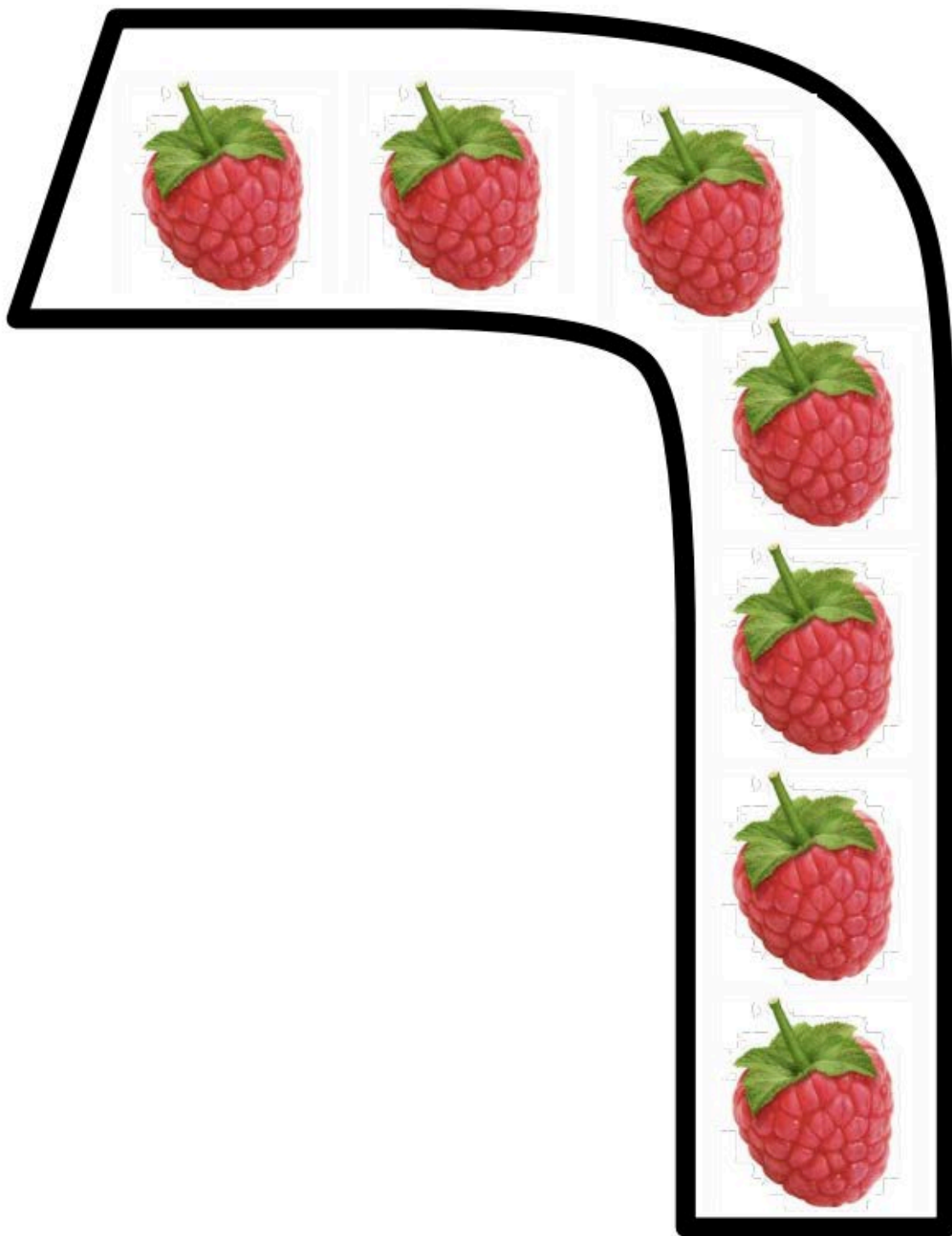


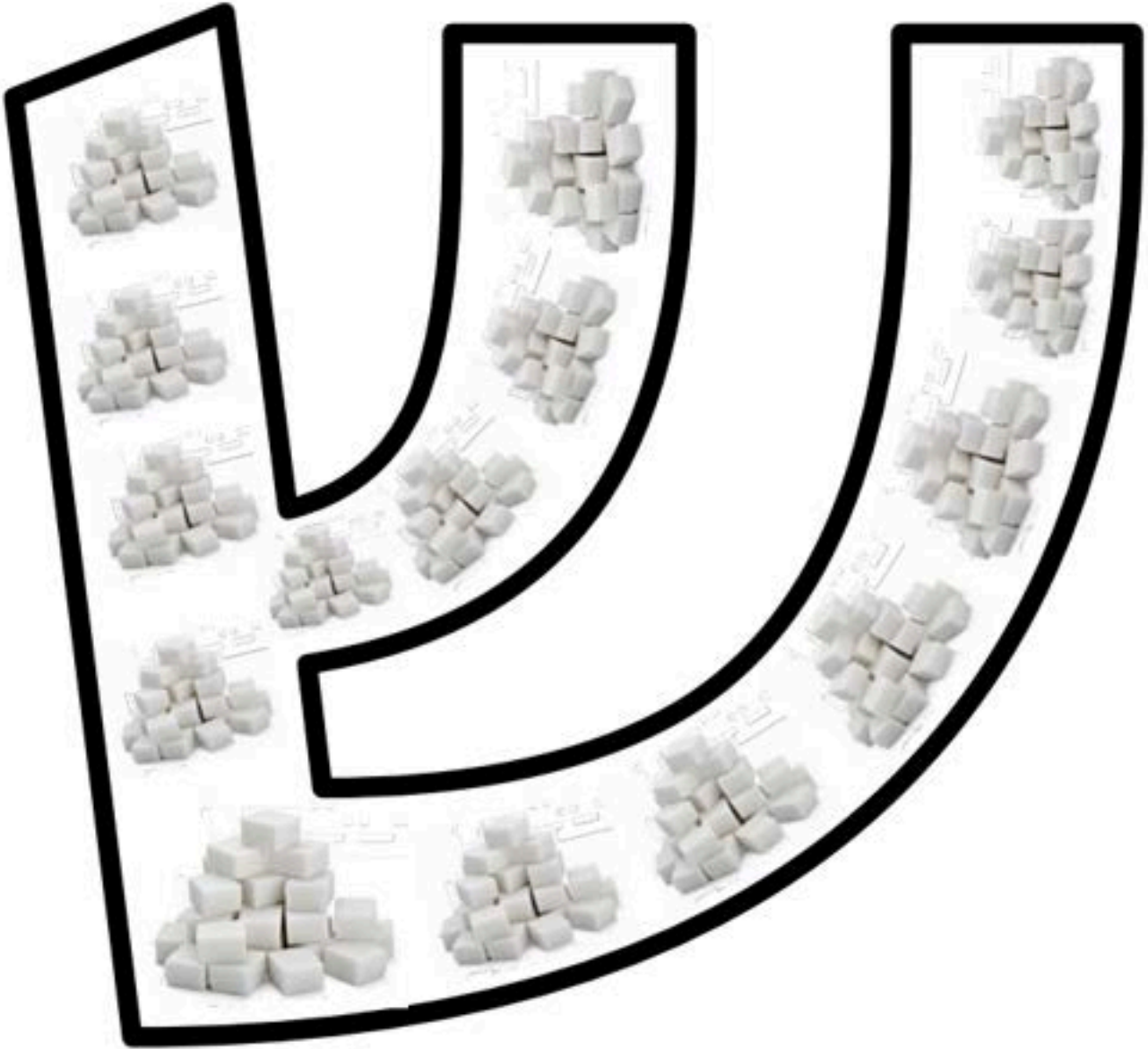


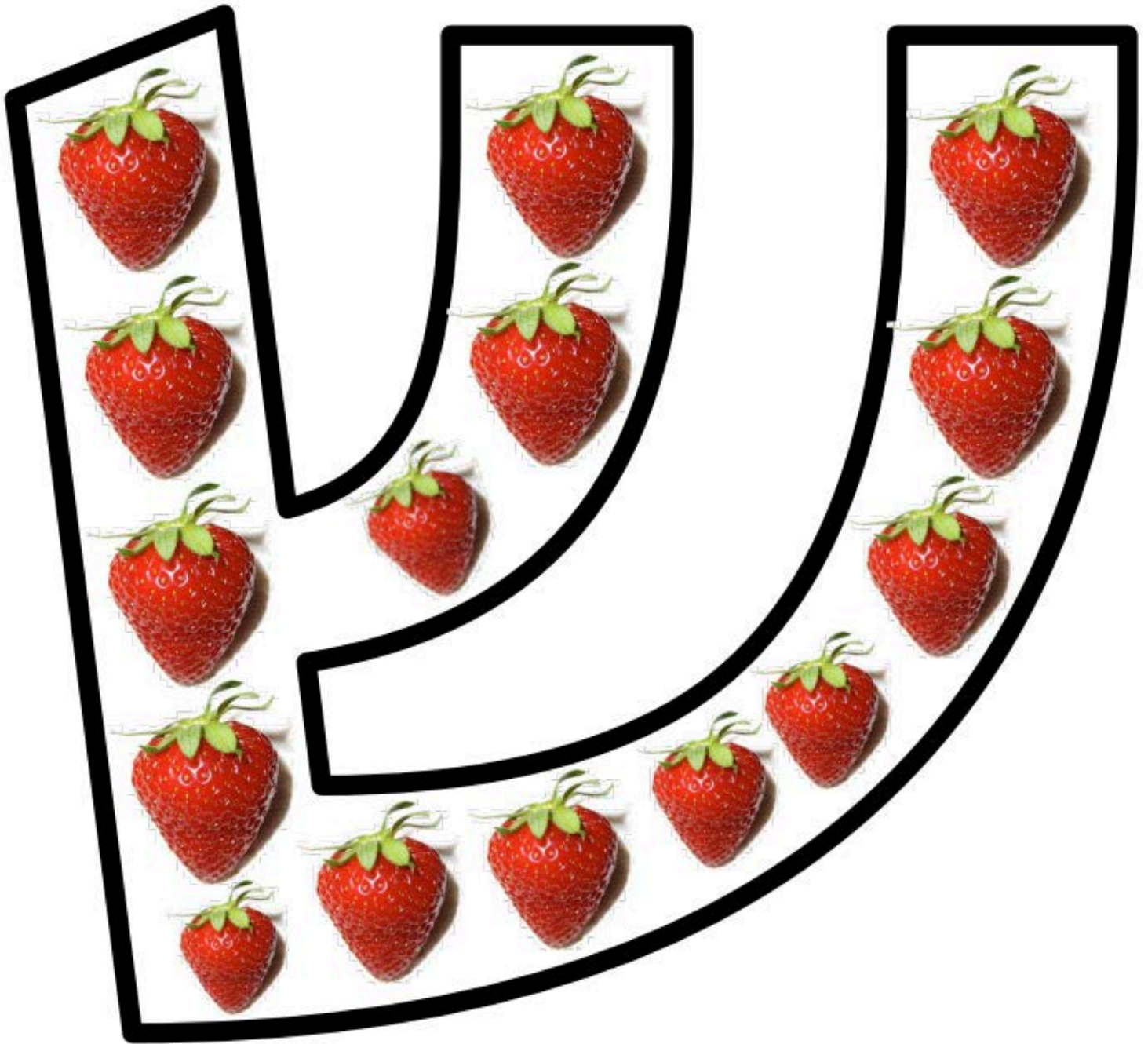




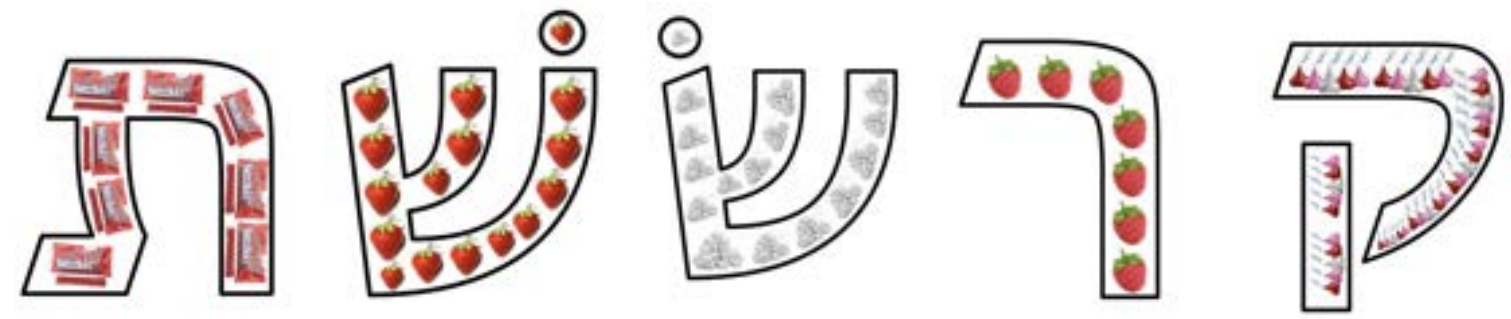
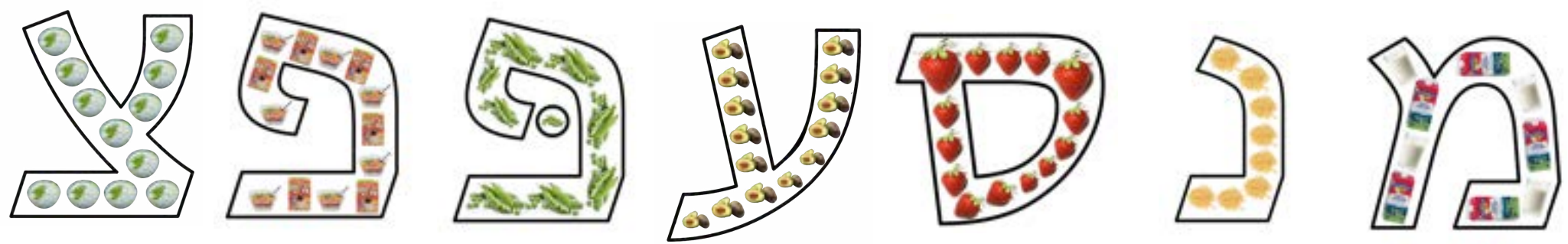


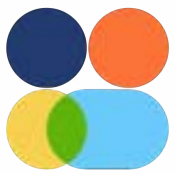
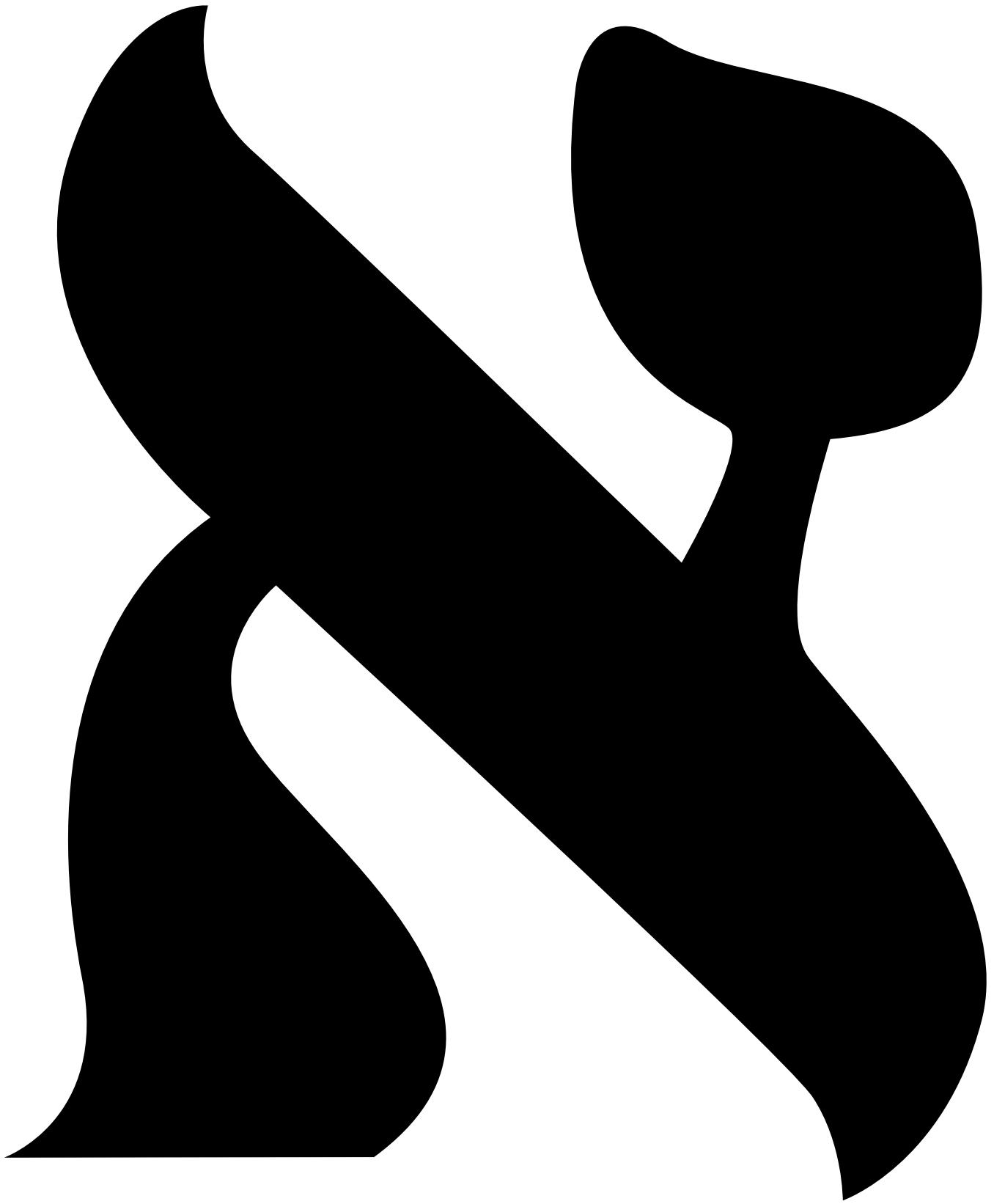




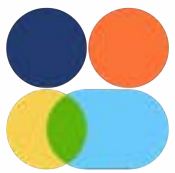
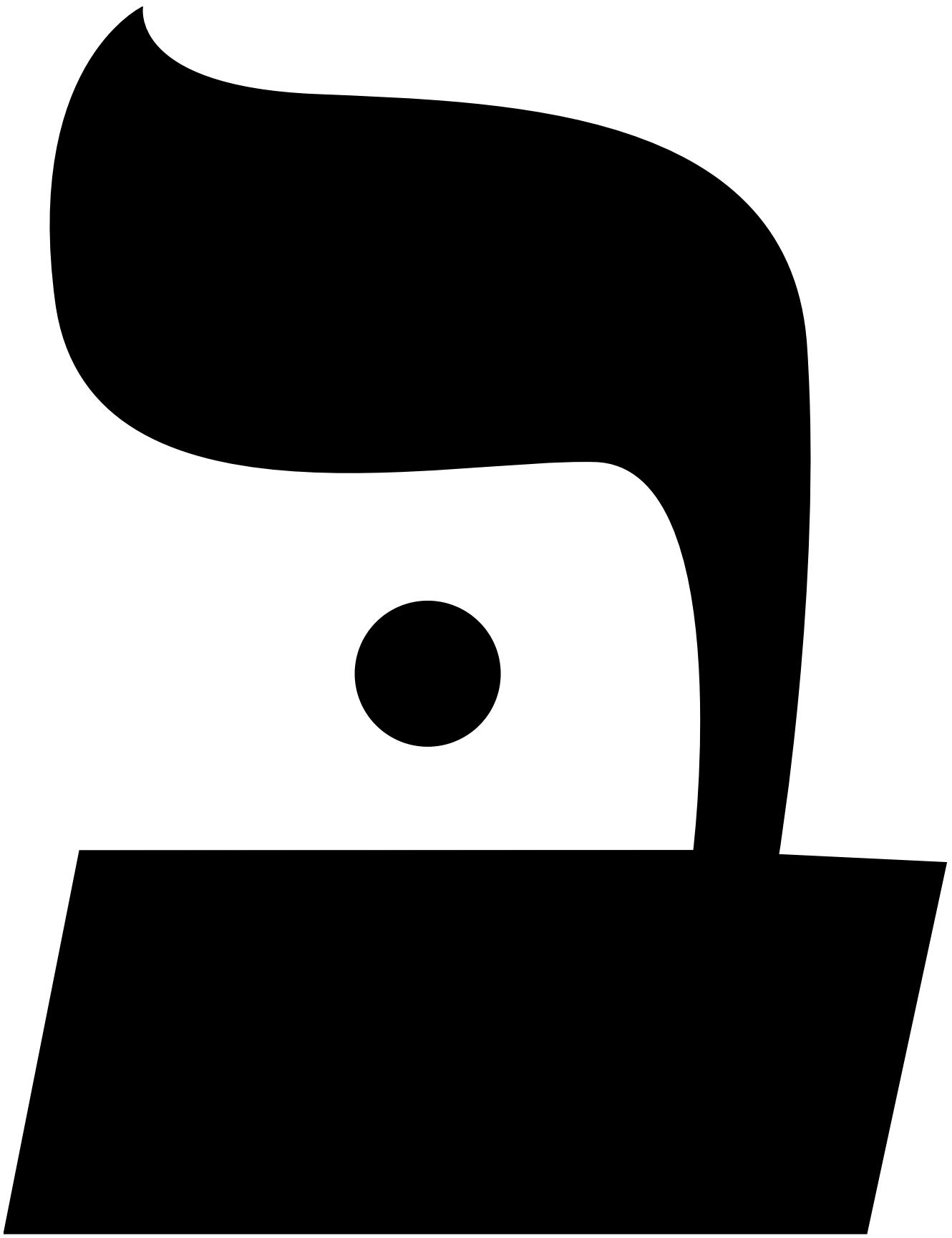




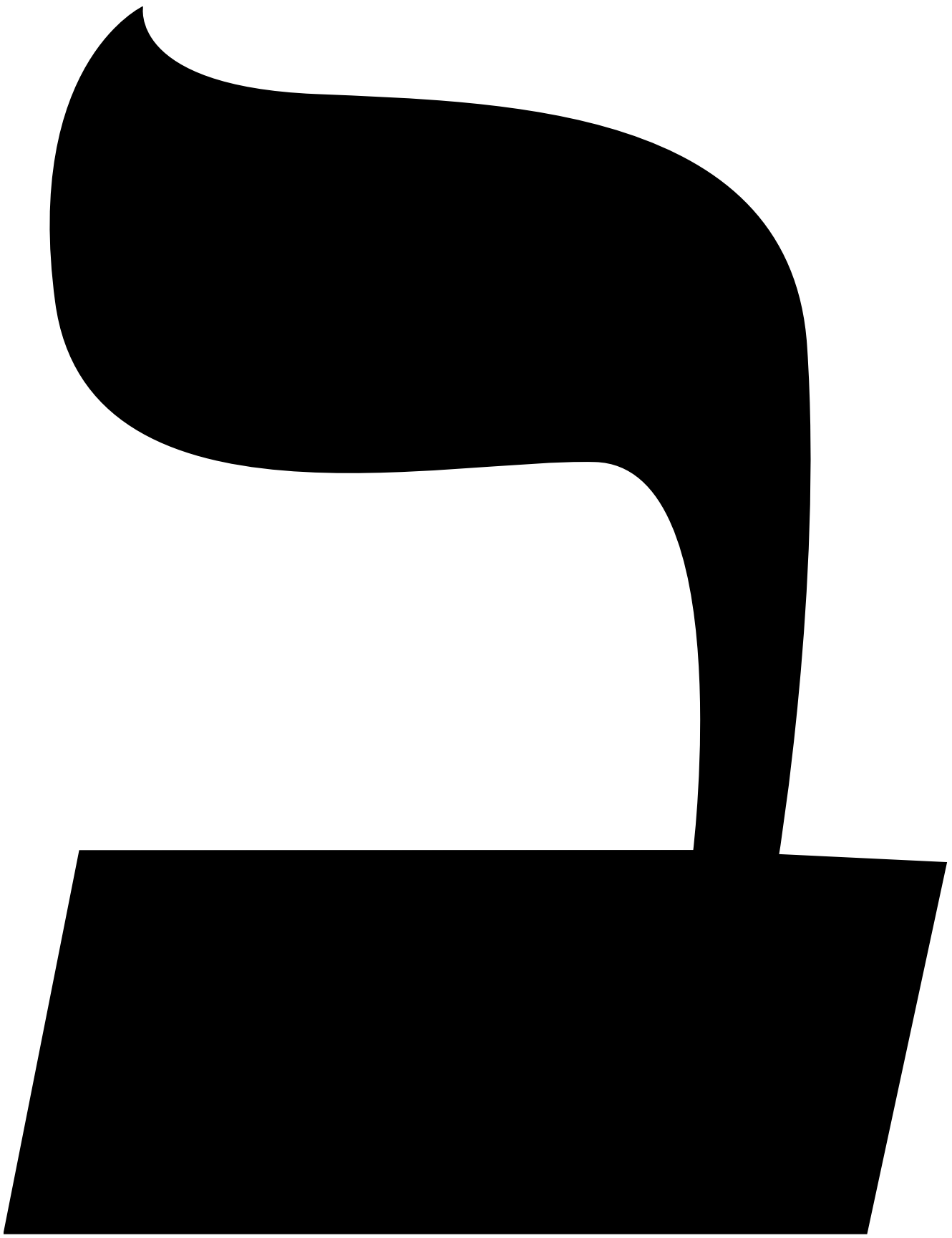


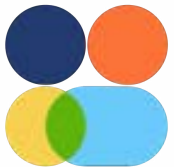
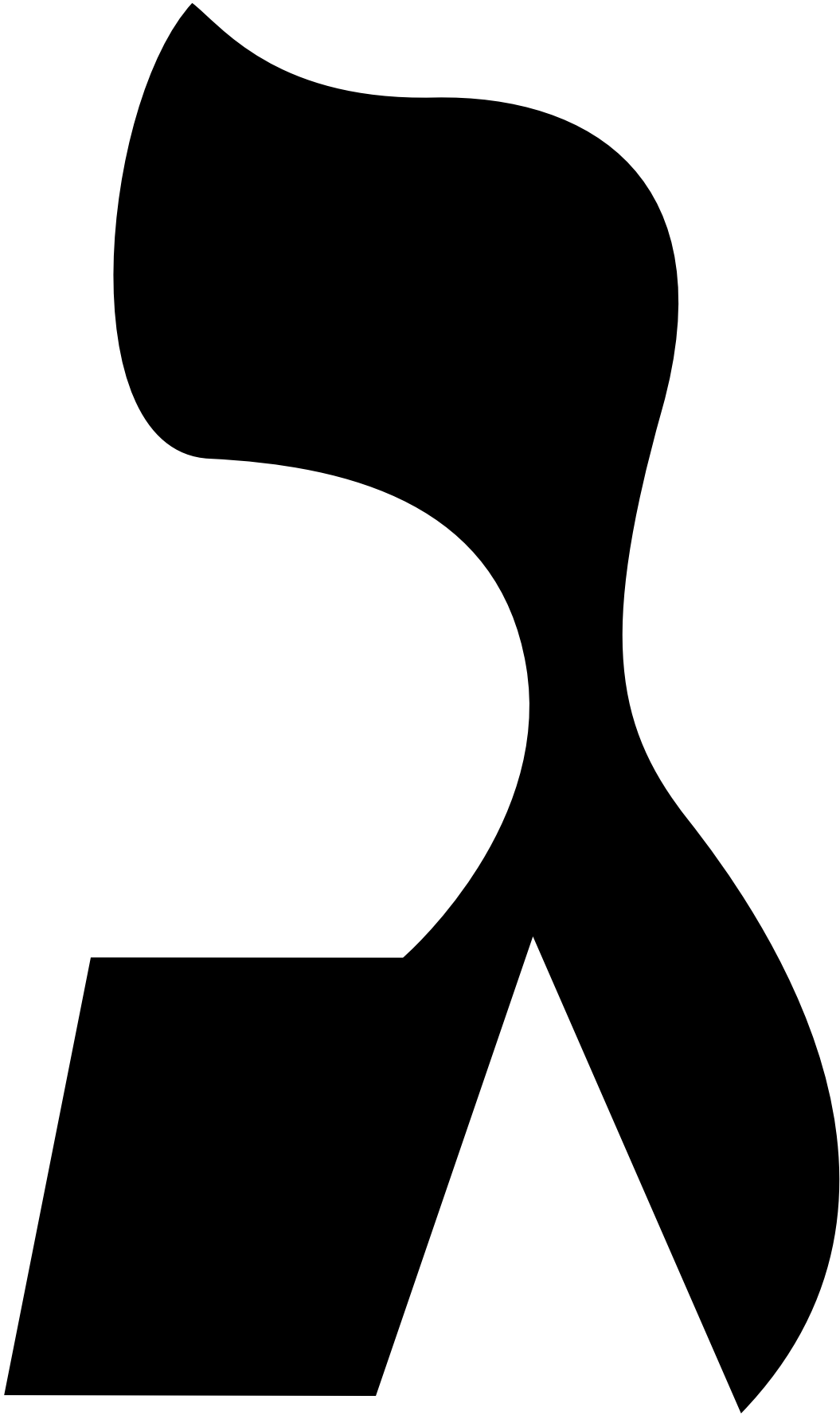


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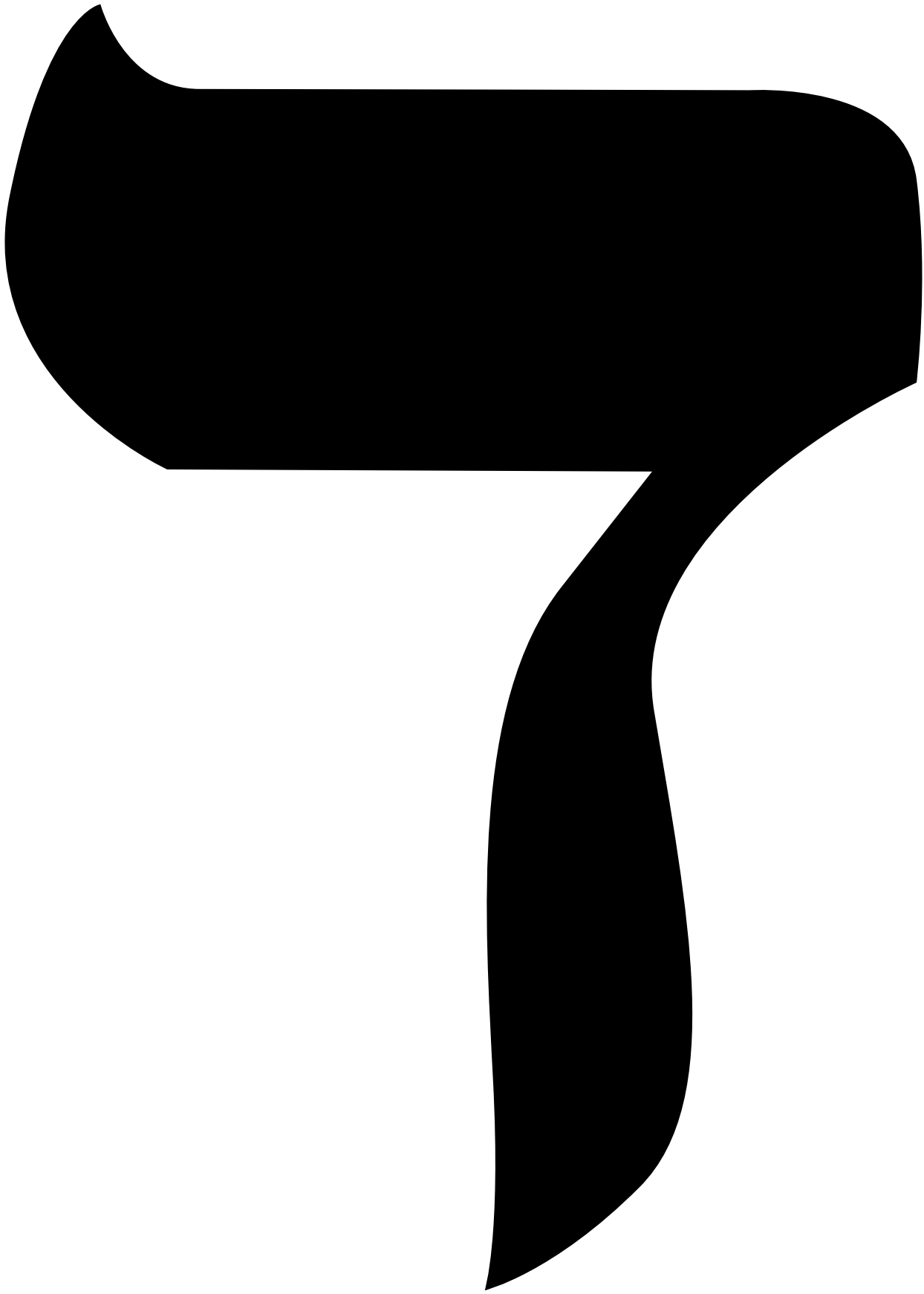


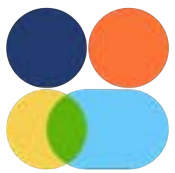
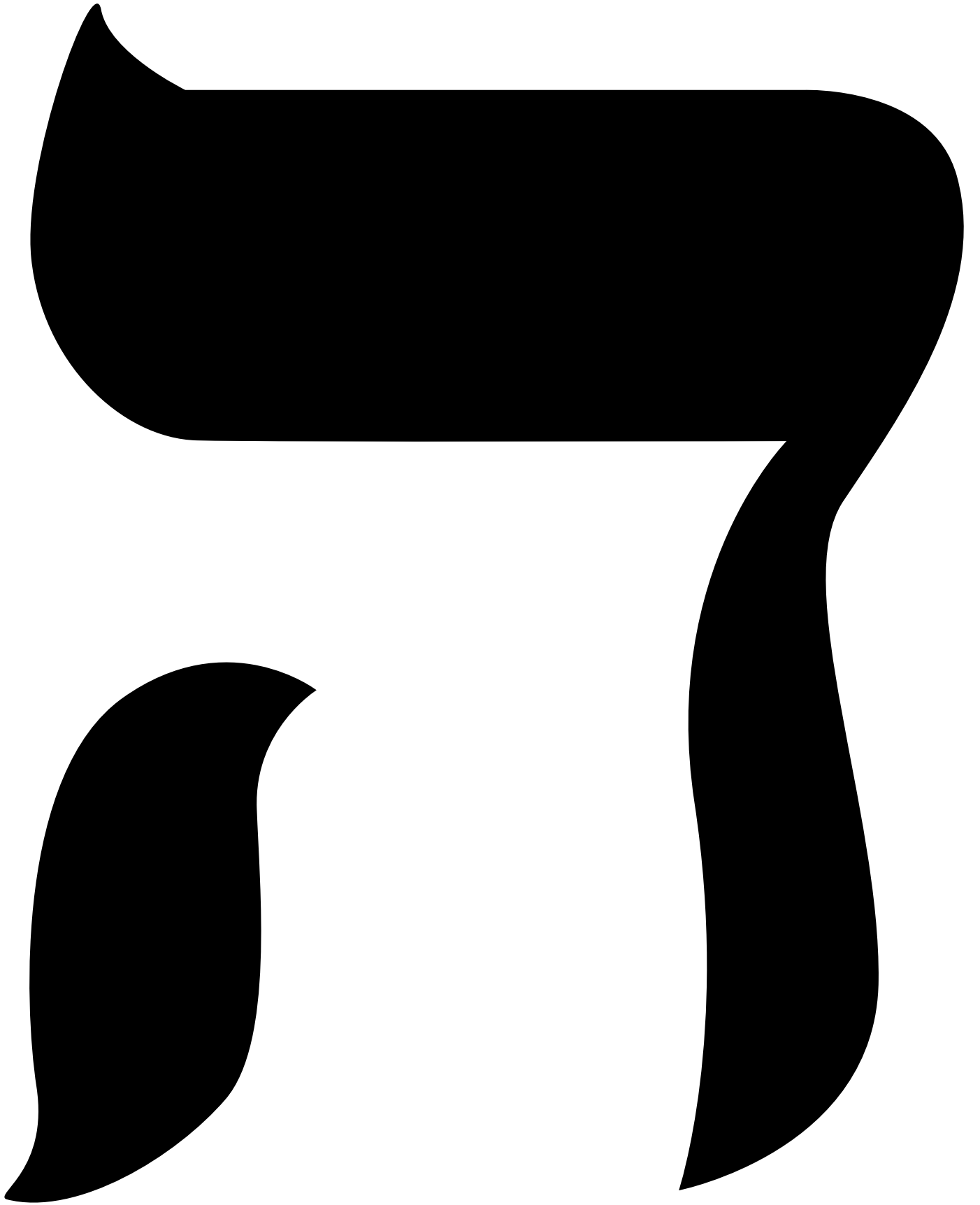
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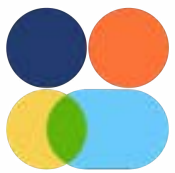
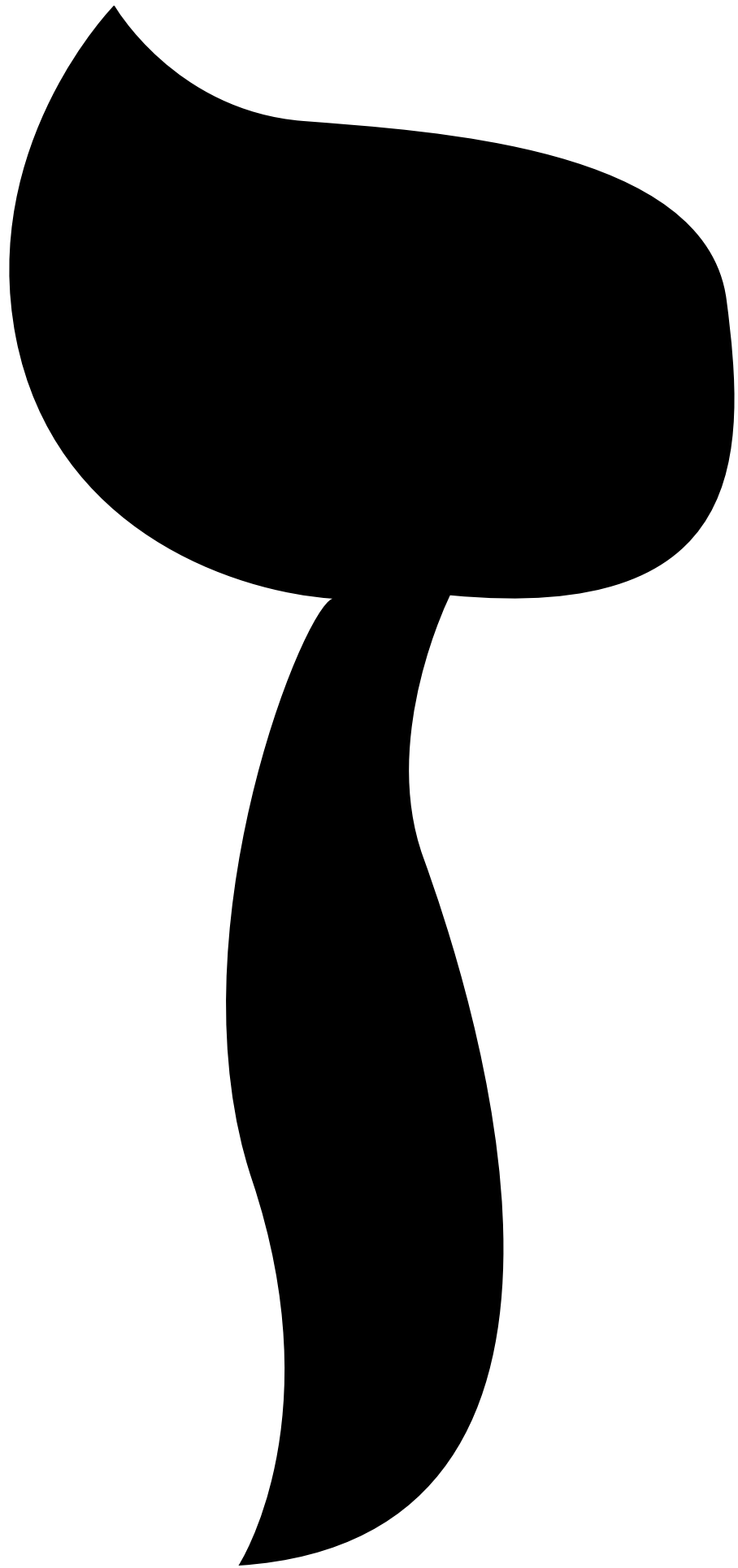
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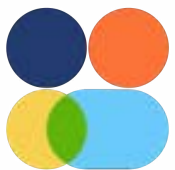
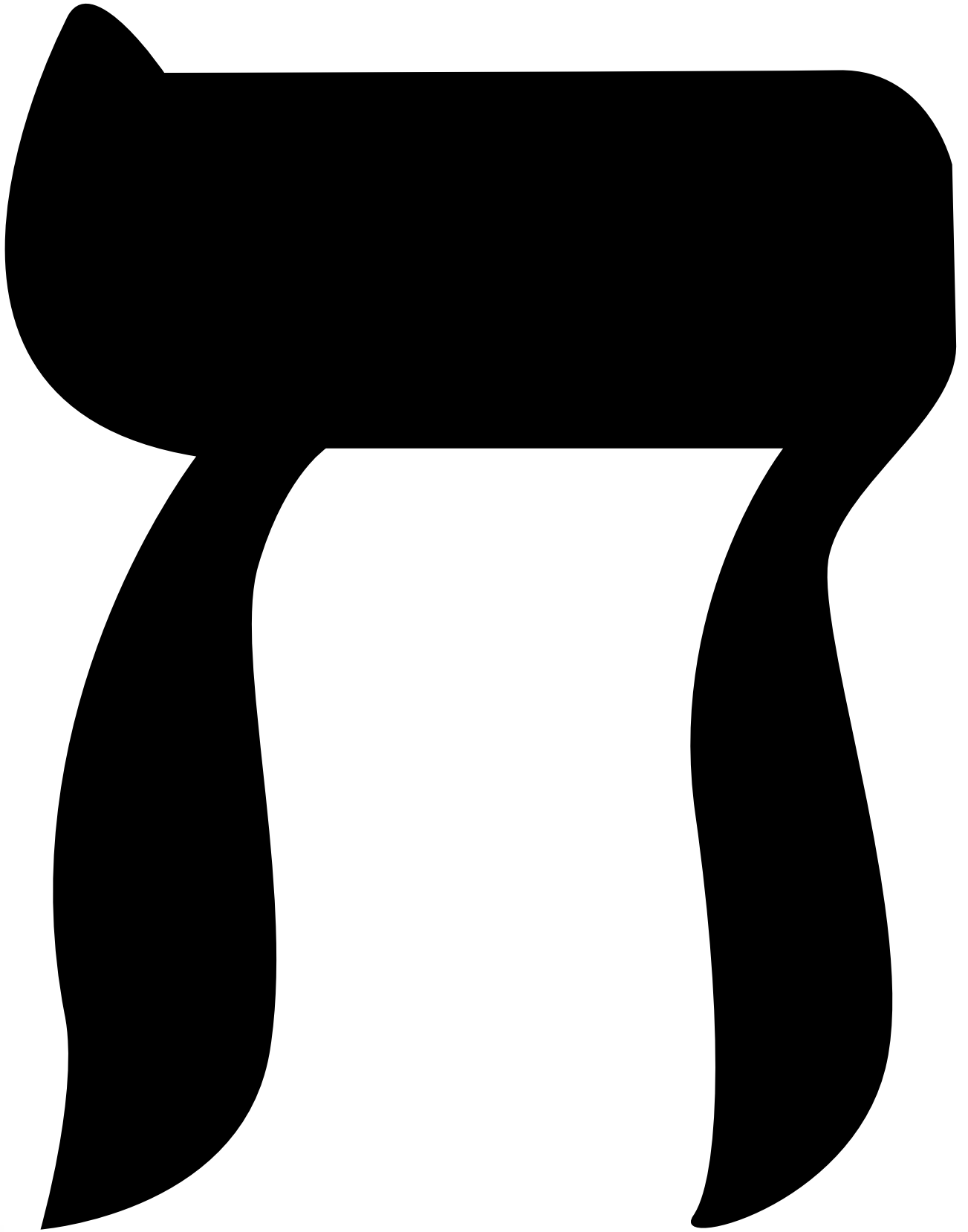


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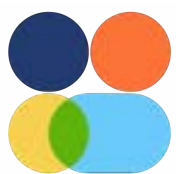
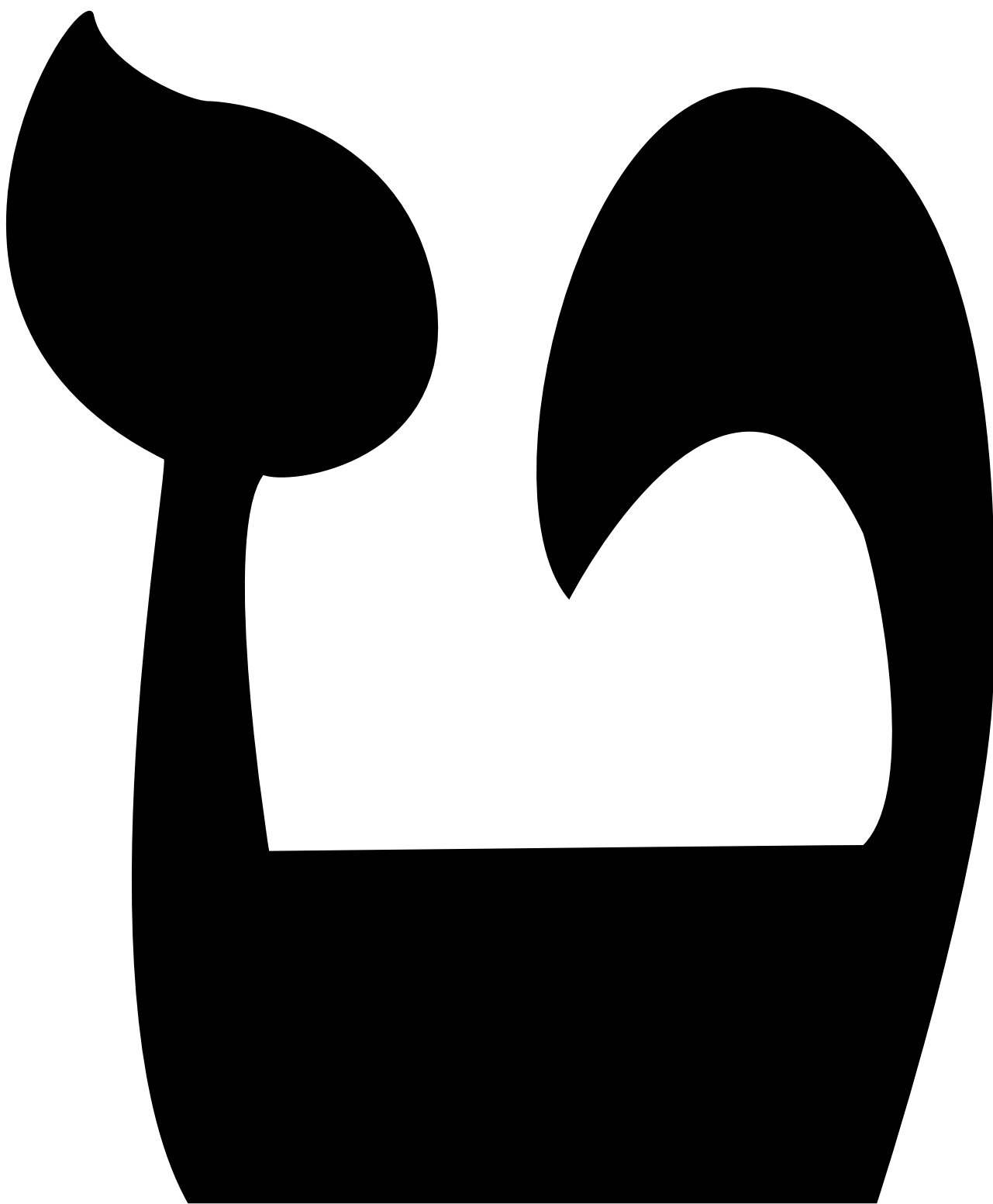




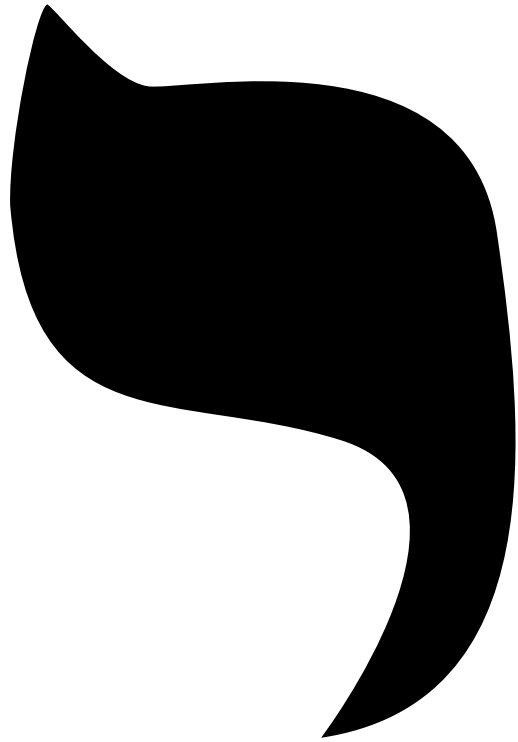
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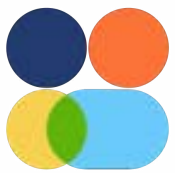
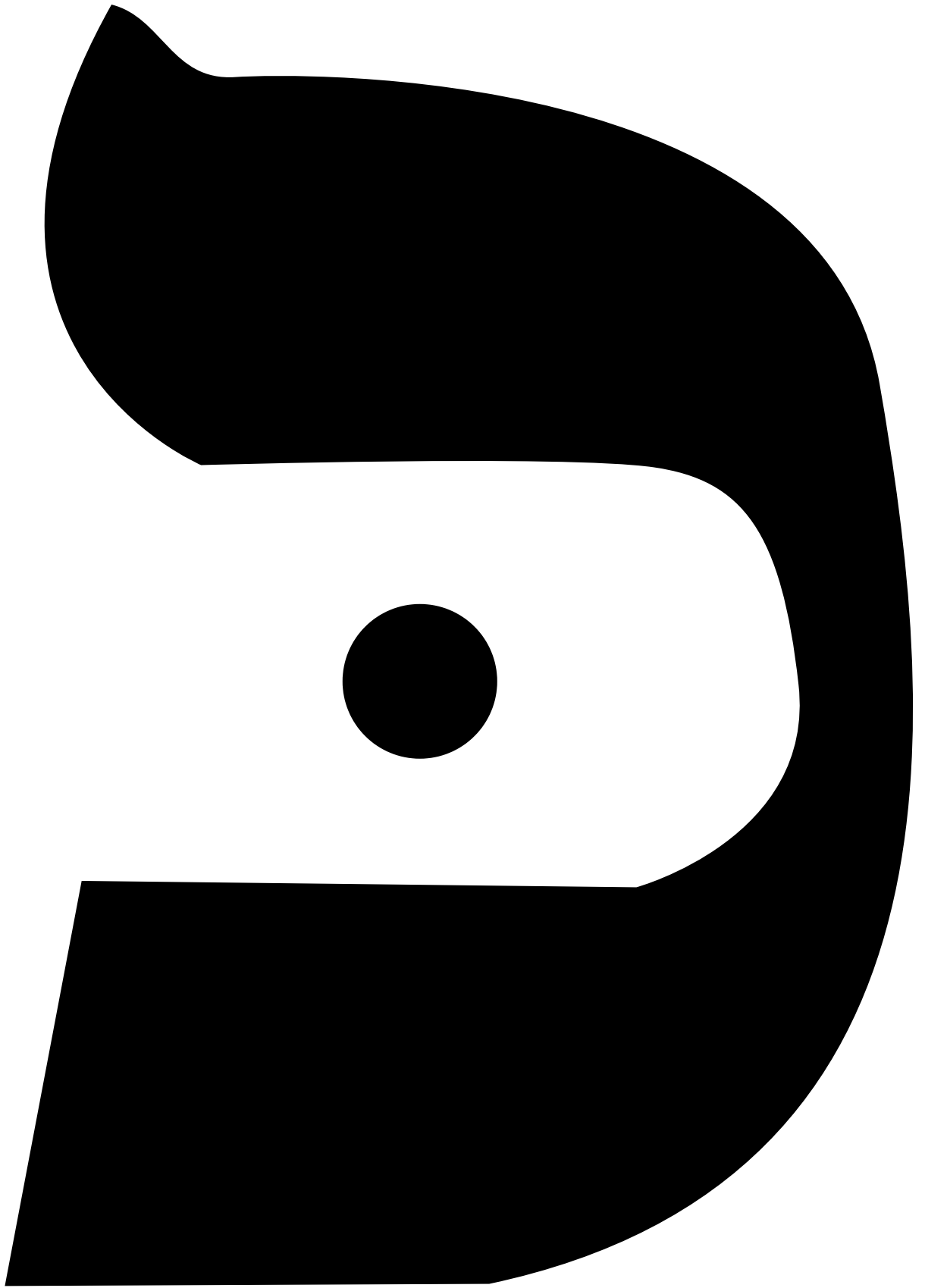


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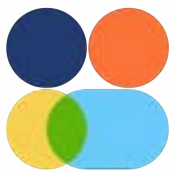
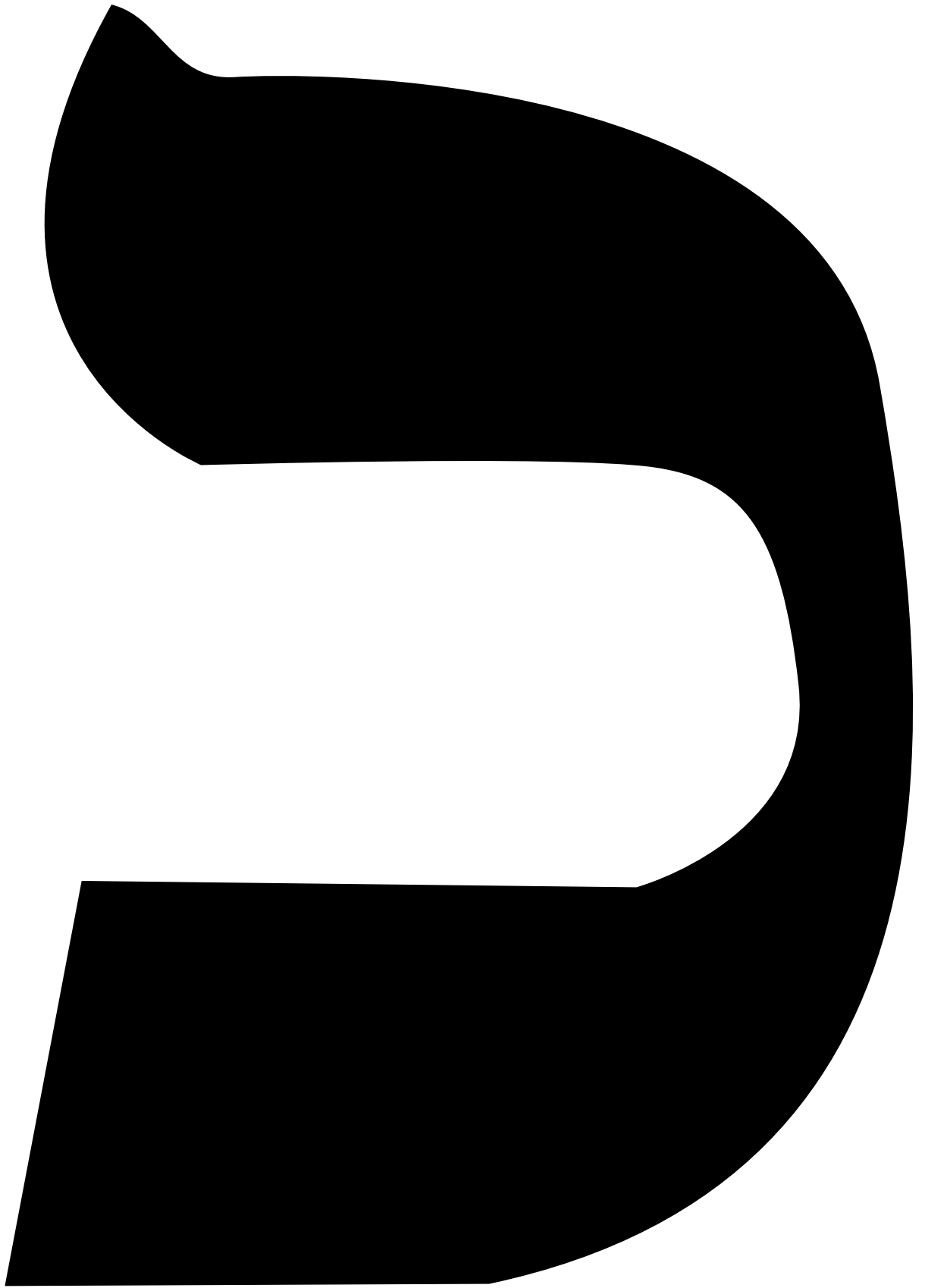


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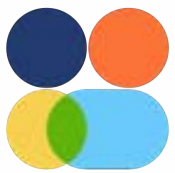
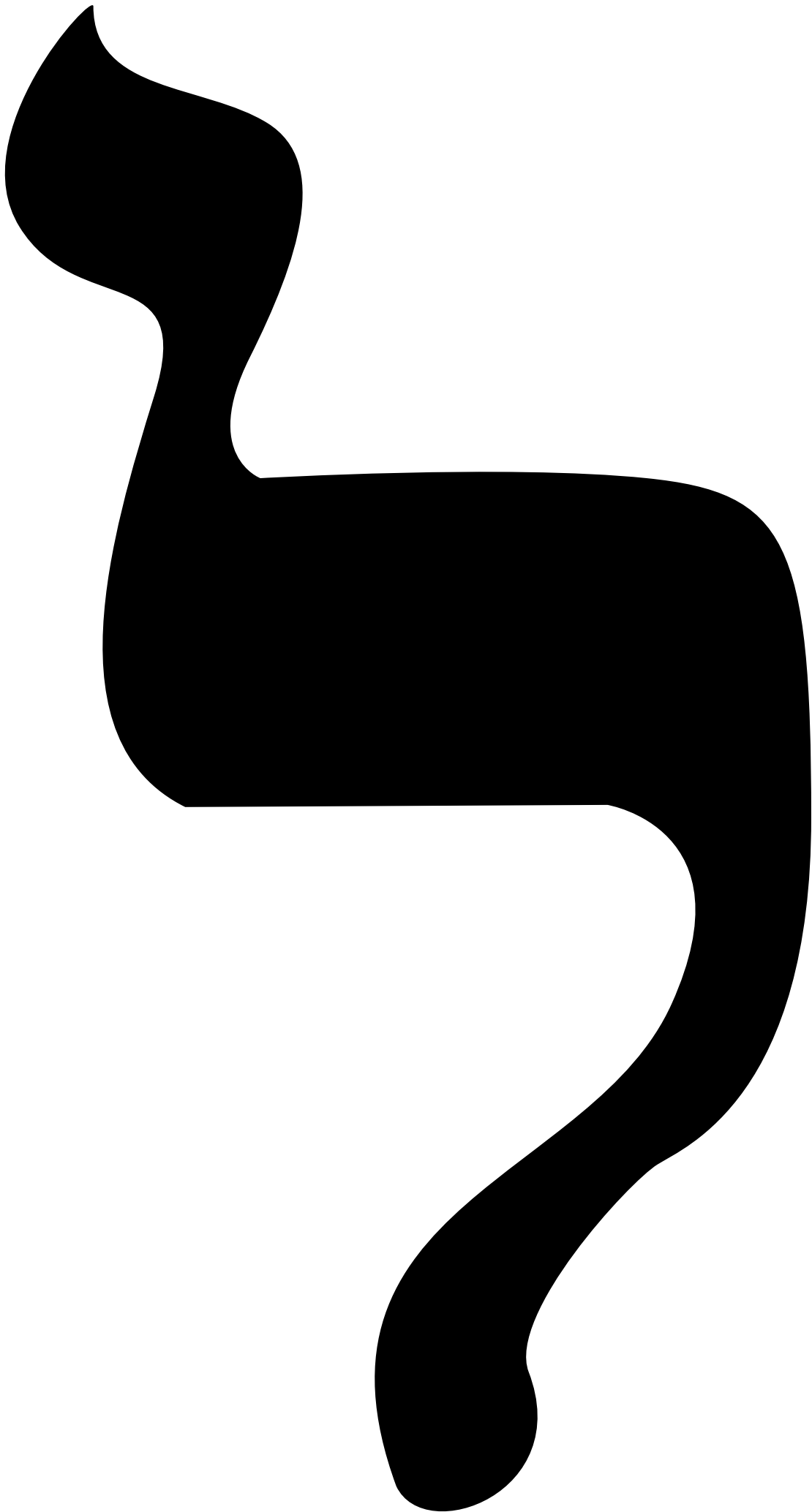




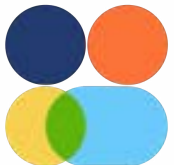
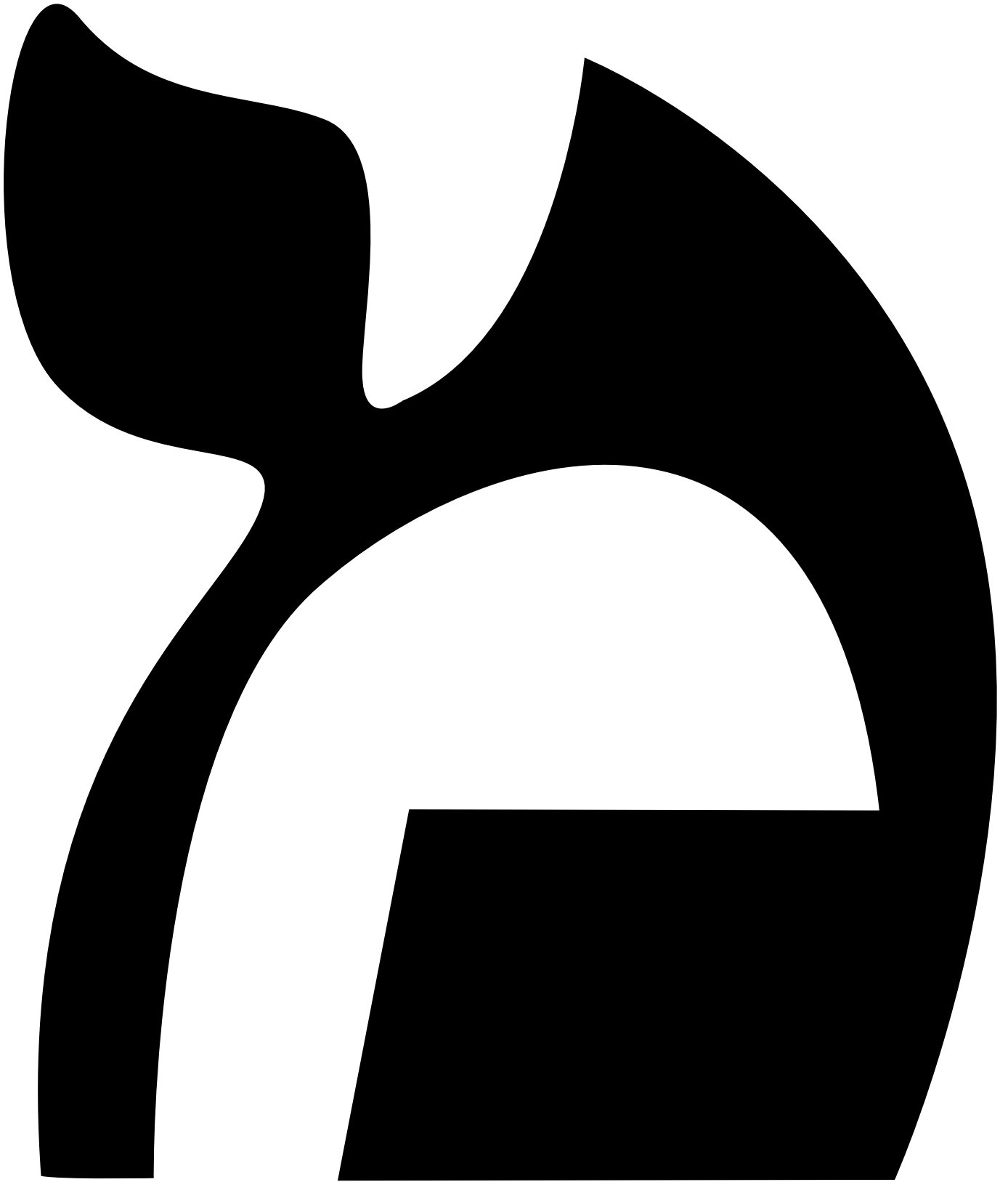
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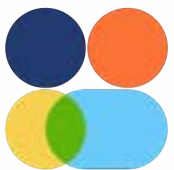
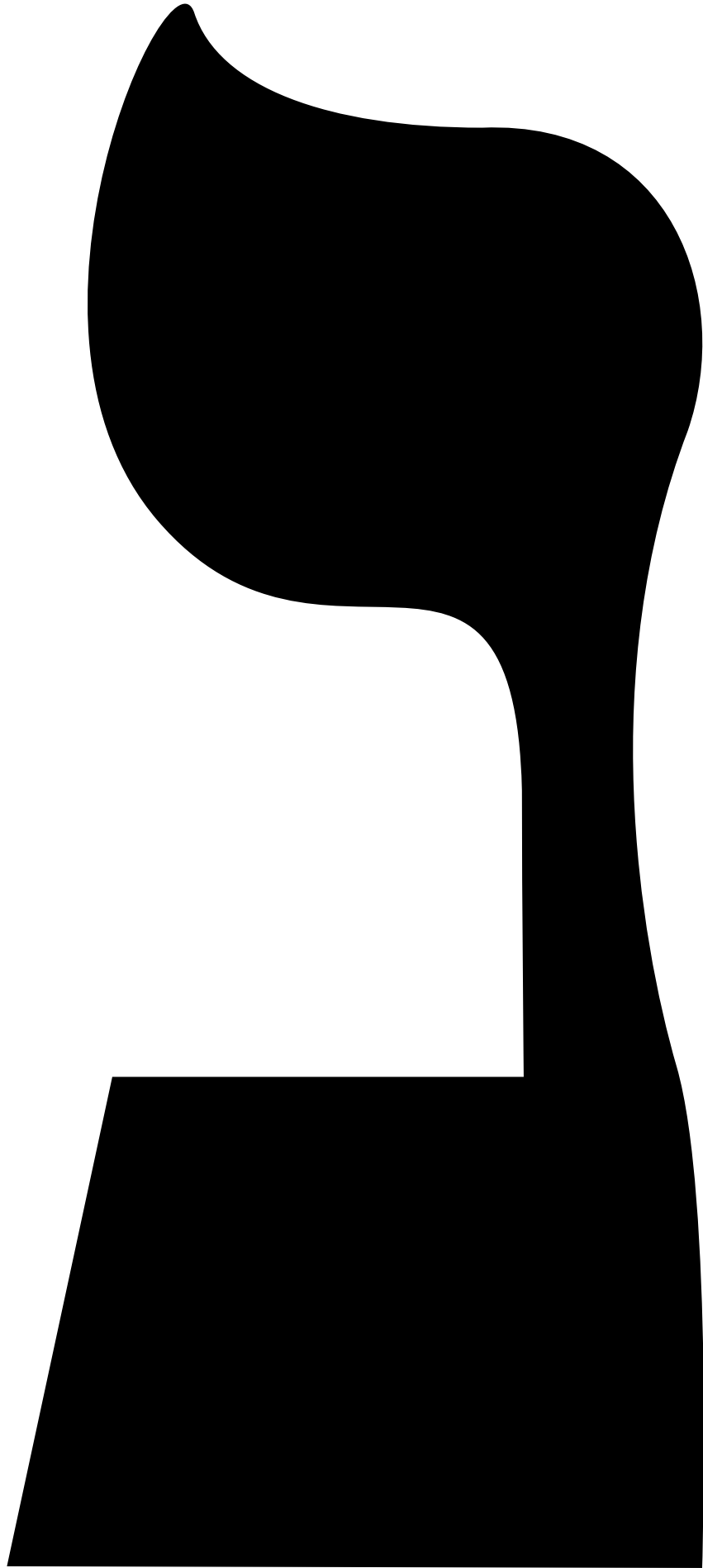
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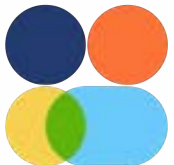
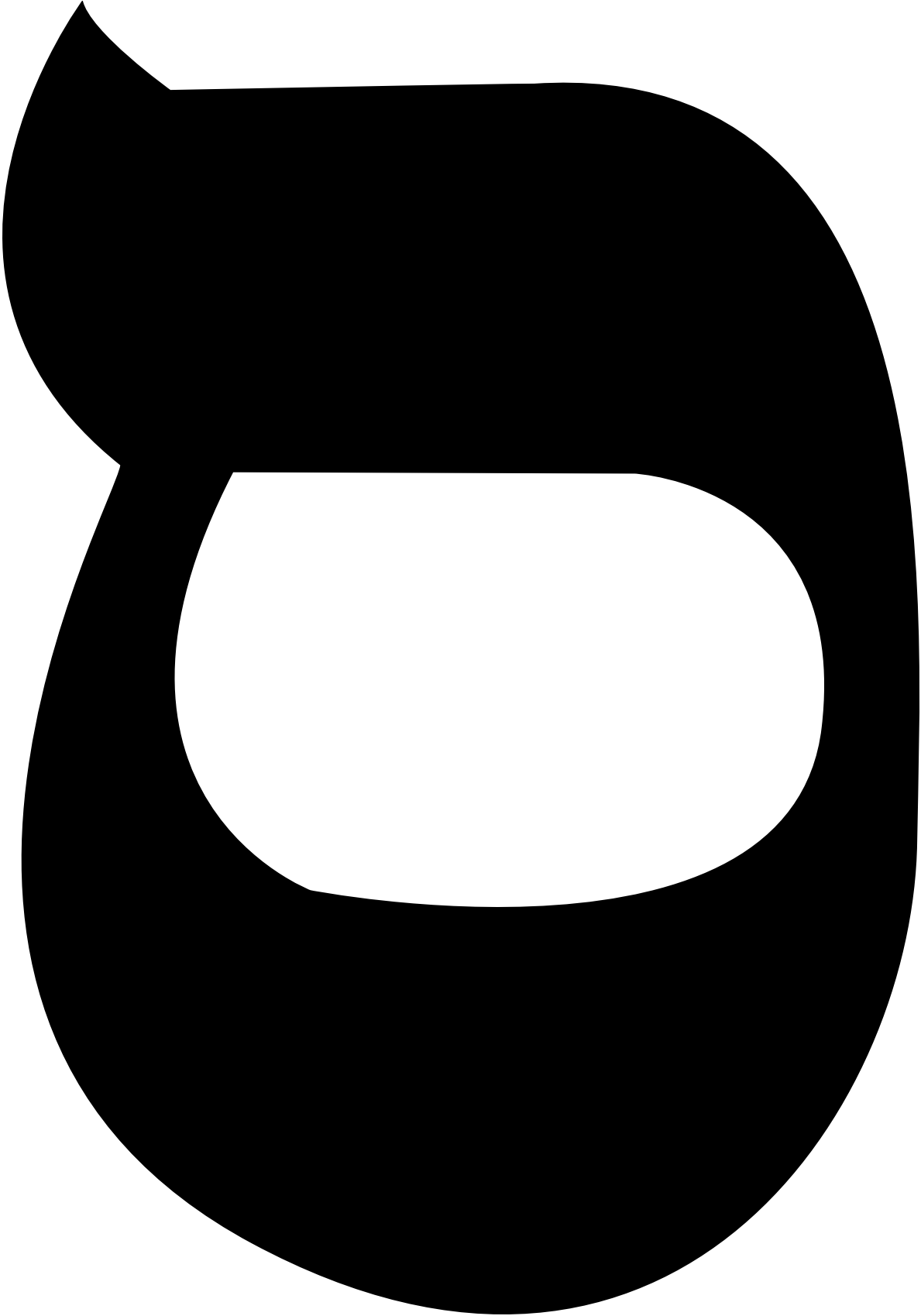
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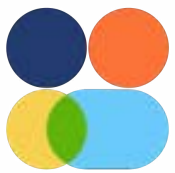
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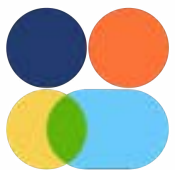
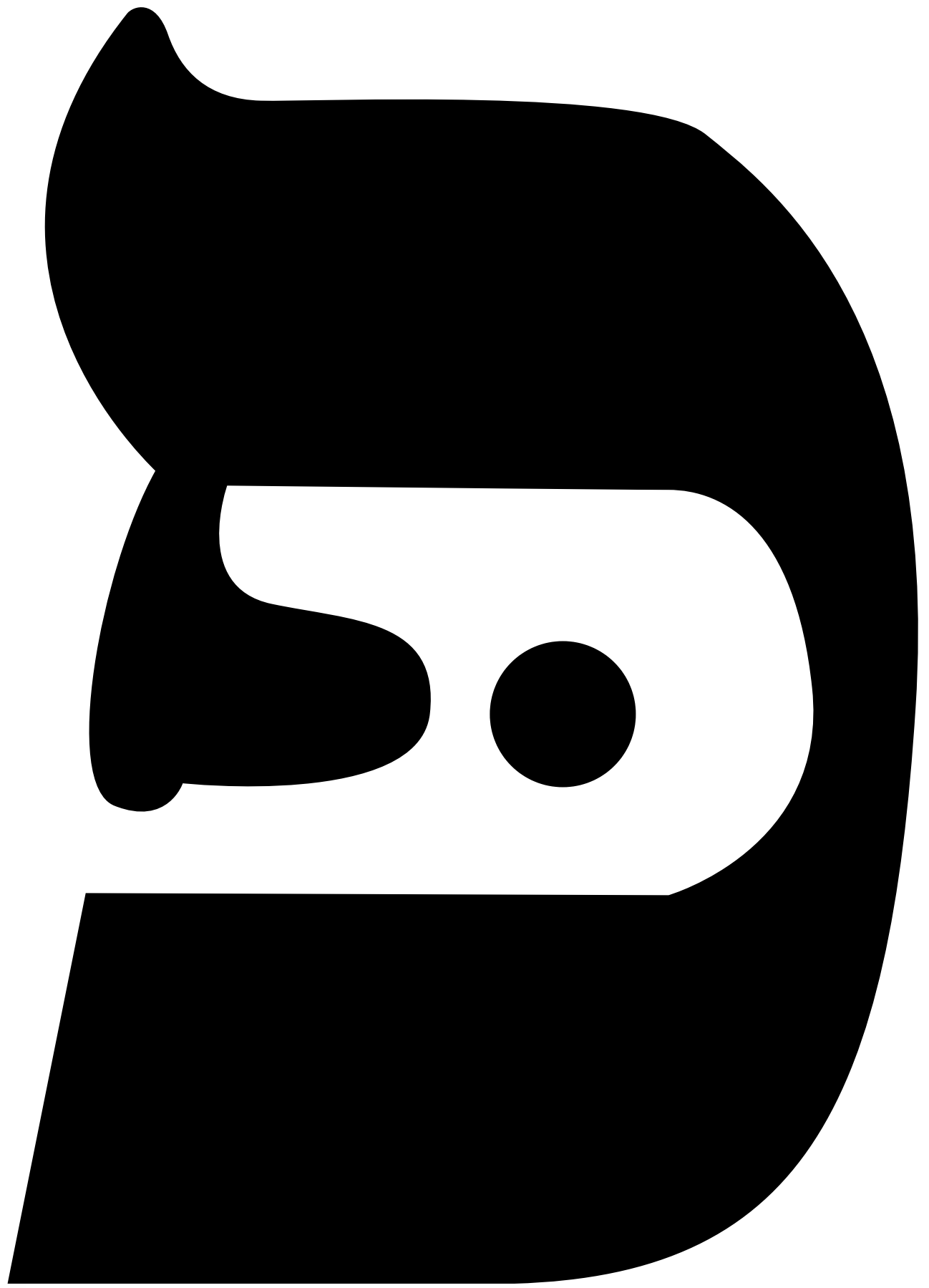
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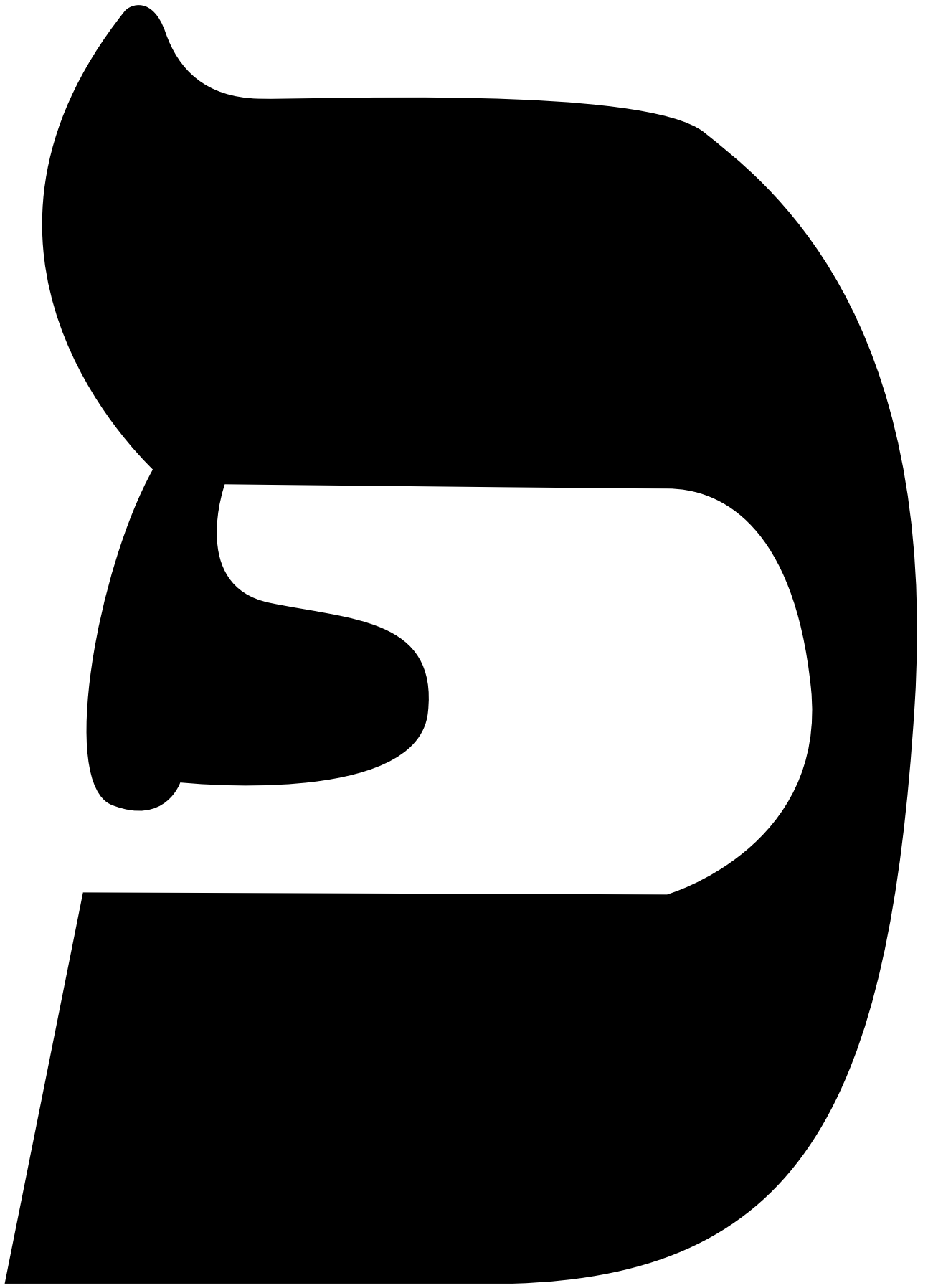
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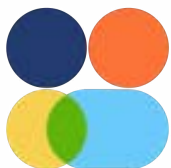
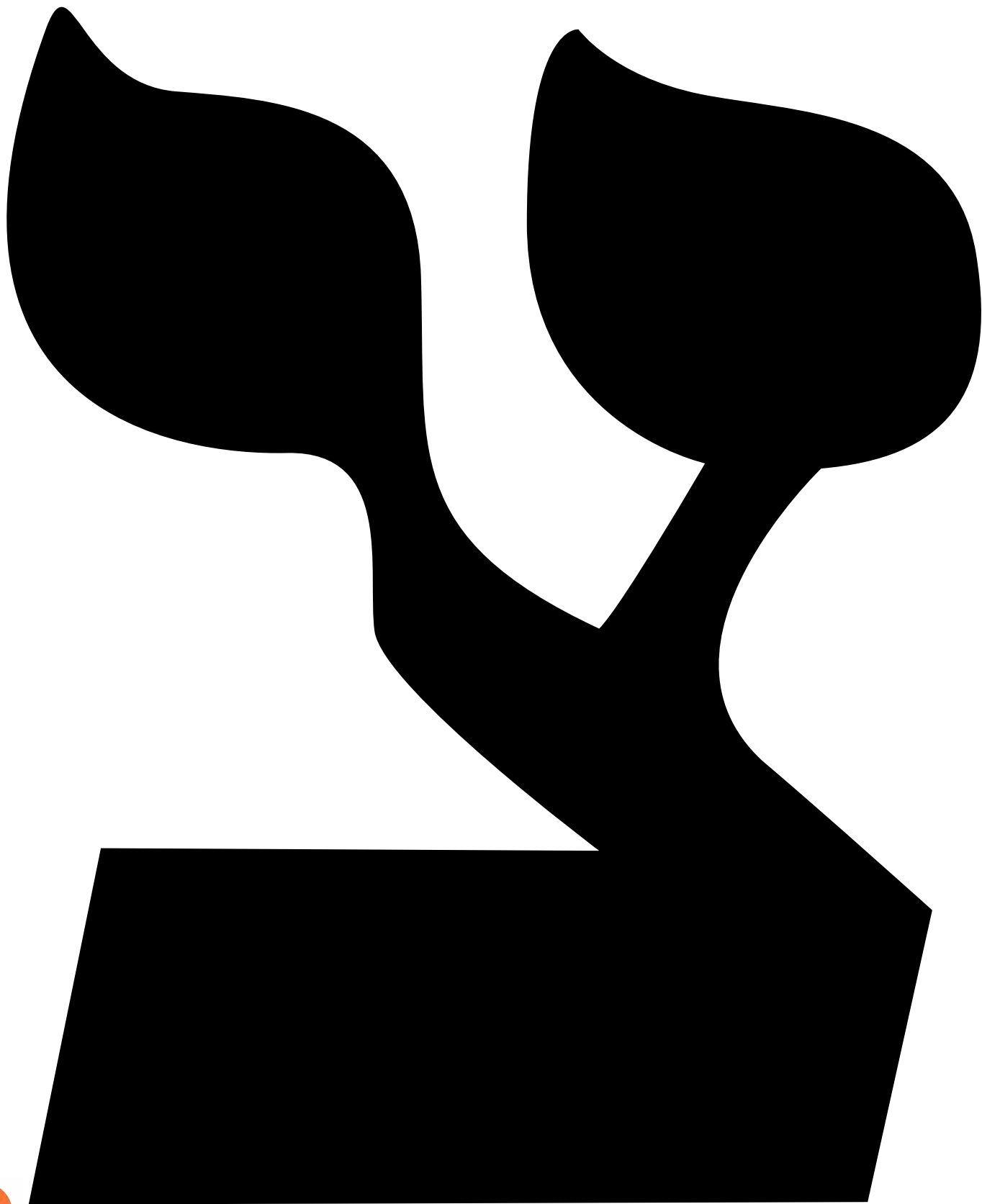
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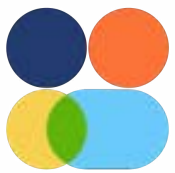
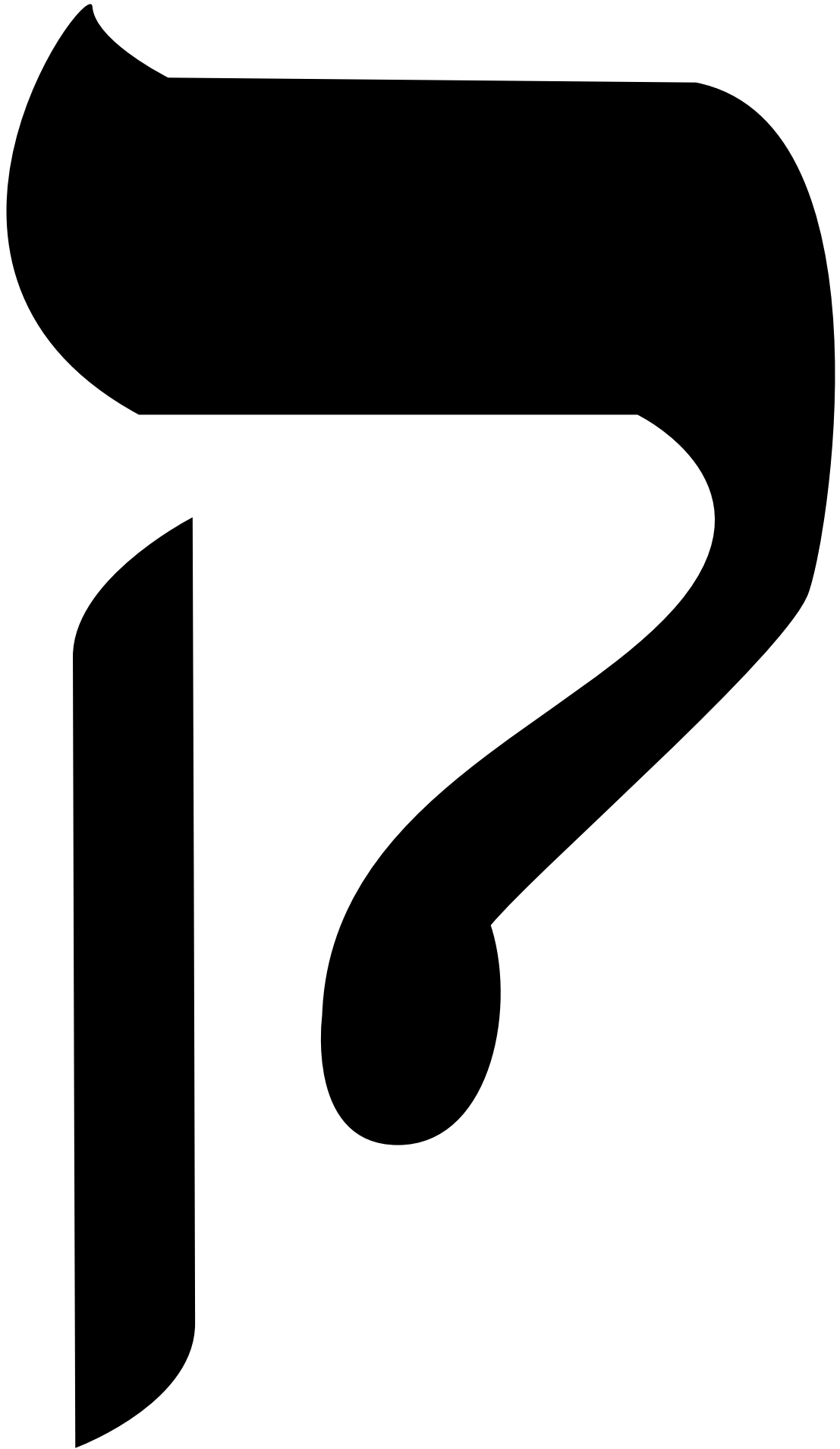
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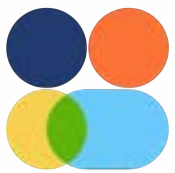
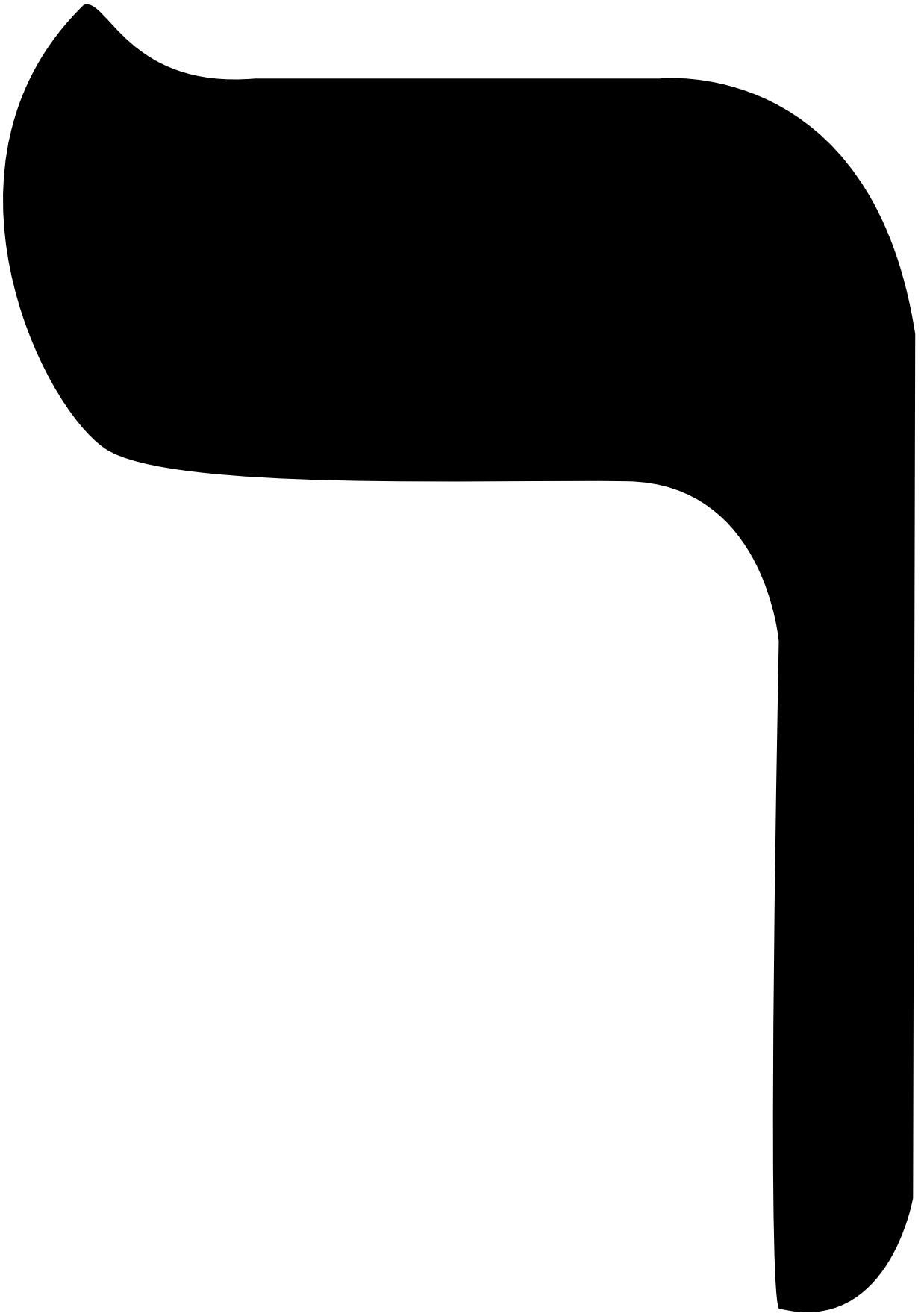
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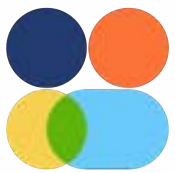
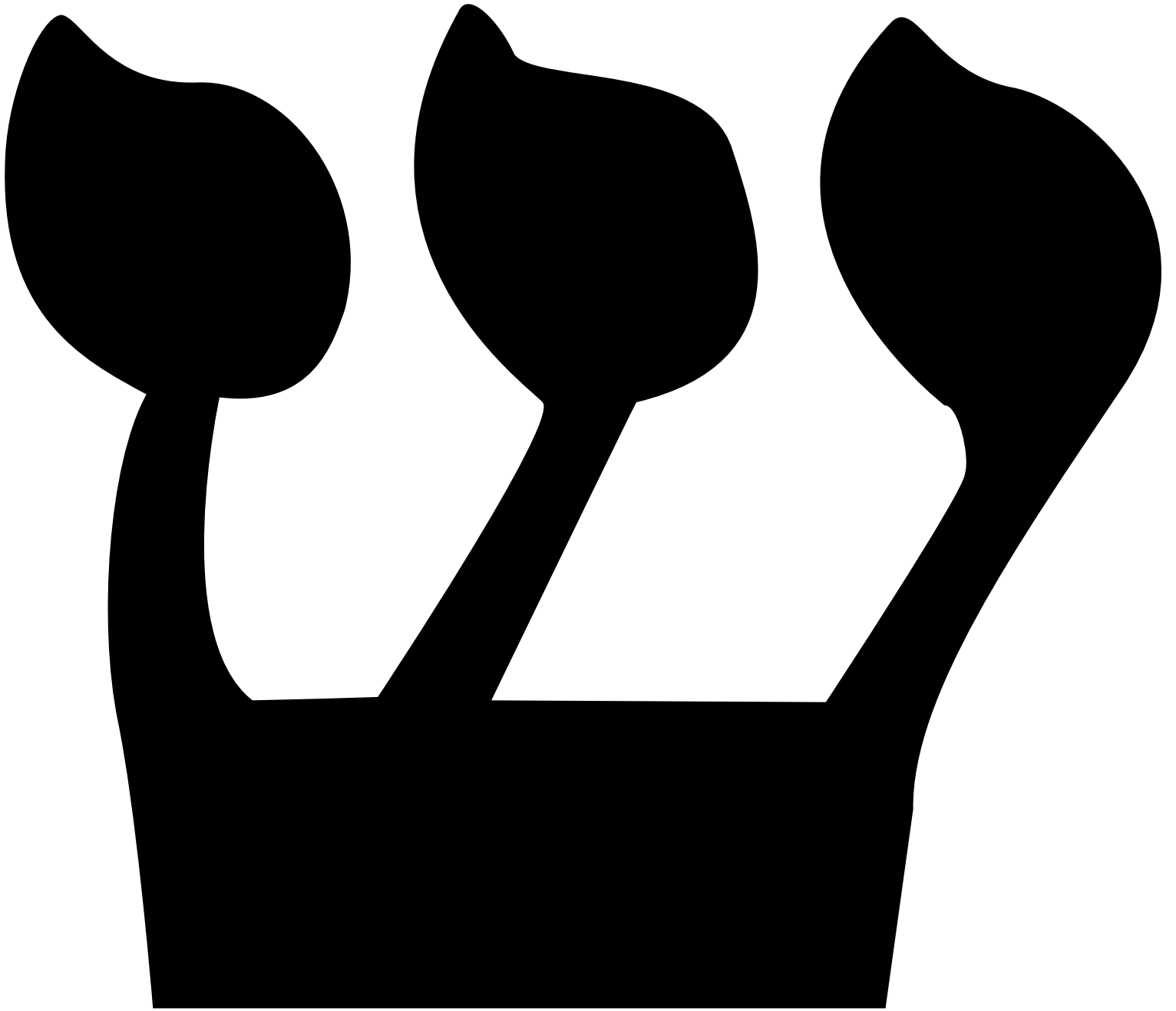
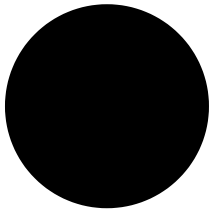
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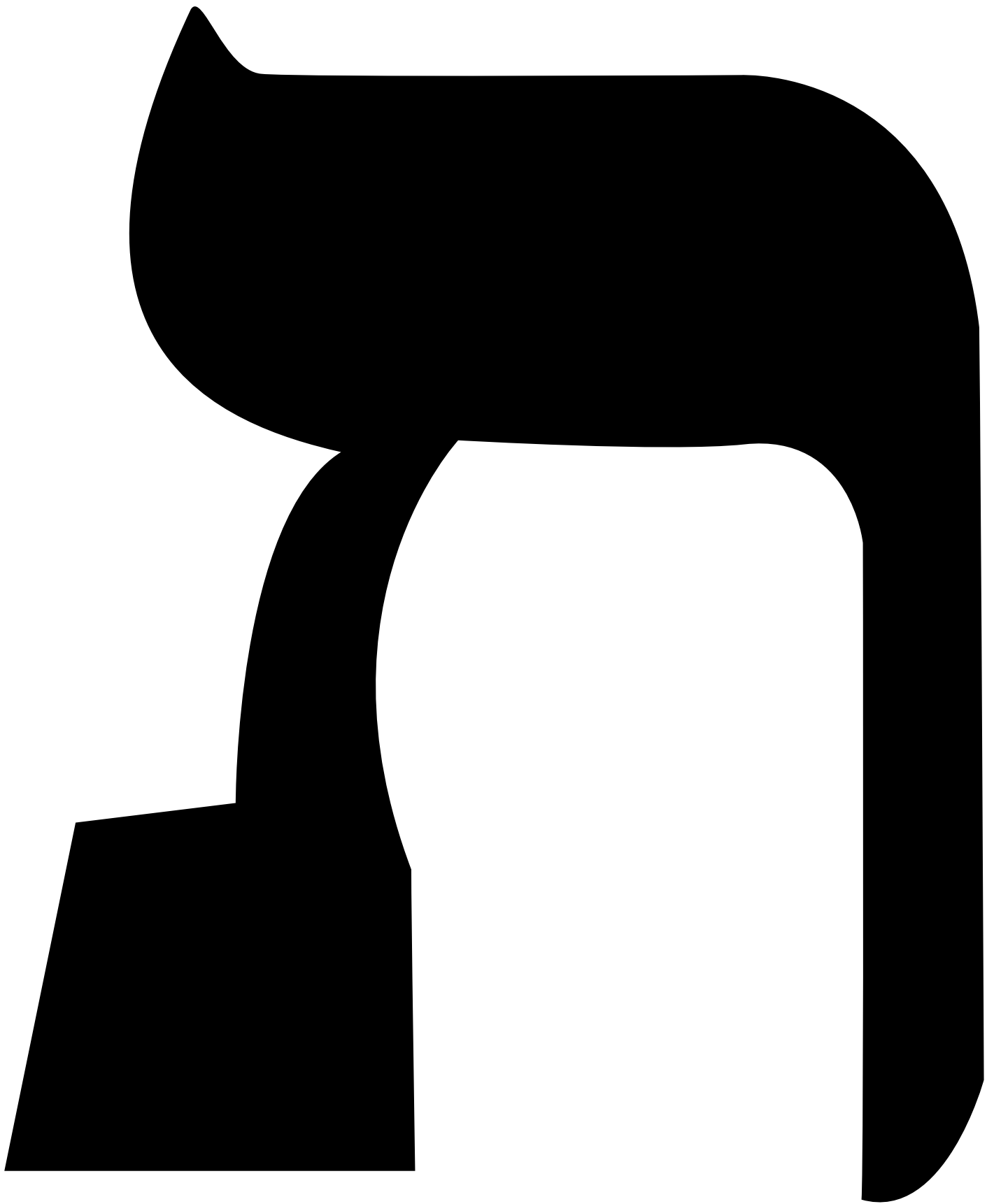


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Aleph Bet Data Collection

Student: _____ Observer: _____

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