



**HOLIDAYS, CUSTOMS AND CEREMONIES**

- **Shabbat Bear:** a box containing Shabbat items—candles, challa cover, bear, activities & journal is rotated from family to family each week. Each family also contributes to a collective journal by writing how they celebrated Shabbat and what was important to them.

**G'MILUT HASADIM / VALUES**

- Tzedakah collected every Sunday
- Mitzvah project planned in coordination with room parents

**COMMUNITY**

- Class events: a "*Shema Yisrael*" program to make Jewish bedtime Jewish in conjunction with **PJ Library**
- Friday night service and dinner; "**March of the Stuffed Animals**" is held in October around Parshat Noah

**Unit 1: September – 4 sessions****Rosh Hashanah and Yom Kippur**

Texts/Pages: LD Fall 1-2, ABM 1-6

## Goals and Objectives:

- Students will be able to briefly describe the significance of Rosh HaShanah.
- Students will be able to briefly describe the significance of Yom Kippur.
- Students will be able to recognize the letters tav and shin.

## Key Words:

- Shofar
- Challah
- Tapuach
- Davash
- Shana Tovah
- Shalom
- Tashlich

## Key Concepts:

- Rosh HaShanah is the Jewish New Year and is a time for special family dinners and hearing the call of the shofar.
- We eat apples with honey and other things made with honey for a sweet New Year.

- We go to the water to have our bad deeds washed away on Rosh HaShanah day
- Yom Kippur is an important day for saying sorry and asking God for help. We spend all day trying to be the best person we can be.

**Key Terms:**

- Rosh HaShanah
- Yom Kippur
- Shana Tova v' Metukah
- Tashlich

**Prayers and Brachot:**

- Begin teaching Modeh Ani and Shema (hand motions used to help children remember)
- Shehakol
- Mezonot

**Story time:** Oral telling of the Story of Jonah

**Suggested Books:**

- *The Hardest Word* by Jaqueline Jules
- *It's Shofar Time* by Letifa Berry Kropf
- *Engineer Ari* by Deborah Bodin Cohen
- *Even Higher* by I.L. Peretz
- *Happy Birthday World* by Latifa Berry Kropf
- *G-d's Paintbrush* by R. Sasso
- *New Year's at the Pier* by Wayland
- *Gershon's Monster* by Eric A. Kimmel

**Activities:**

- Draw shofar
- Make New Years Cards
- Draw apples, learn word: tapuach

**Assessments:**

- Hear students orally identify Hebrew letters
- Have students recite simple prayers and brachot.
- Have students draw Tashlich picture
- Ask students to recap the story of Jonah
- Exit cards of shofar, apples and honey, tashlich, and a whale

## **Unit 2: October – 3 sessions**

### **Sukkot and Simchat Torah**

Texts/Pages 15-22; LD Fall 3-4, ABM 7-10,

#### **Goals and Objectives:**

- Students will be able to briefly describe the meaning of Sukkot.
- Students will be able to briefly describe the meaning of Simhat Torah.
- Students will be able to name one mitzvah they can do.
- Students will be able to recognize the letters resh and dalet.

#### **Key Words:**

- Sukkah
- Etrog
- Lulav
- Hakafah
- Yad
- Aba
- Ima
- Shalom

#### **Key Concepts:**

- Sukkot is a holiday for camping, eating and spending time with family. It reminds us of when our ancestors used to camp out.
- Simhat Torah is a day for celebrating the Torah. It's a party for completing the Torah and starting again.
- The Torah teaches us God's commandments, which are called mitzvot.

#### **Key Terms:**

- Sukkot
- Mitzvah/Mitzvot
- Simhat Torah
- Torah
- Etrog
- Lulov
- Hakafah
- Simcha

#### **Prayers and Brachot:**

- Continue teaching Modeh Ani and Shema (hand motions used to help children remember)
- Torah, Torah
- Say brachot over snacks

**Story Time:** Oral telling of Creation Story

Suggested Books:

- *It's Sukkah Time* by Latifa Berry Kropf
- *The Sukkah that I Built* by Rochel Groner Vorst

**Activities:**

- Make decorations for the Sukkah
- Shaking the lulav
- Make flags for Simchat Torah
- Learn special songs for Sukkot
- Dramatize Adam and Eve naming the animals

**Assessments:**

- Oral recitation of prayers and brachot
- Oral recognition of letters
- Group singing of holiday songs
- Draw a picture of Vayhi Or
- Draw a picture of Adam and Eve naming the animals
- Oral recap of Creation story

### **Unit 3: October/November – 5 sessions**

#### **Shabbat and Havdalah, Noach and March of the Stuffed Animals**

Texts/Pages: LD Fall 5-6, ABM 11-24

Goals and Objectives:

- Students will be able to describe some of the kinds of things that take place in a synagogue.
- Students will be able to write their names in Hebrew with vowels.
- Students will be able to briefly describe the significance of Shabbat.
- Students will be able to recite the blessing for lighting the candles on Shabbat.
- Children will be able to recognize letters lamed, bet/vet, mem, and nun, (including final mem and final nun).

Key Words:

- Motzi
- Challah
- Shabbat
- Kiddush
- Havdallah

- Bisomim

**Key Concepts:**

- Shabbat is a special day of rest. Just like God rested after Creation, people need a day of rest during the week.

**Key Terms:**

- Synagogue
- Shabbat Shalom
- Bisomim Box
- Havdalah candle
- Sabbath Angel

**Prayers and Brachot:**

- Sh'ma
- Shalom Aleichem
- Kiddush
- Hamotzi
- Bracha for candle lighting
- Havdalah song
- Adon Olam

**Story time:** Oral telling of the Story of Noah

**Suggested Books:**

- *Goodnight Sh'ma* by Jacqueline Jules
- *Sammy Spider's First Shabbat* by Sylvia Rouss, Katherine Kahn
- *Sammy Spider's First Trip to Israel* by Sylvia Rouss, Katherine Kahn
- *Could Anything Be Worse?* By Marilyn Hirsh
- *In God's Hands* by Lawrence Kushner
- *Bagels for Benny* by Aubrey Davis

**Activities:**

- Show and Tell with stuffed animals
- Drawing of Family Shabbat
- Block letter prints of name
- Name plates for desks

**Bulletin Board:** Noah and the Ark

**Assessments:**

- Group recitation of Sh'ma
- Group recitation of Kiddush and Hamotzi
- Group singing of part of Havdalah song
- Drawing and cutting out animals for bulletin board

- Oral recap of the Story of Noah
- Recognition of student's own written Hebrew names
- Individual telling of favorite part of Shabbat

## **Unit 4: December – 4 sessions**

### **Chanukah**

Texts/Pages: LD Fall 7-8, ABM 25-30

#### **Goals and Objectives:**

- Students will be able to briefly describe the meaning of Chanukah.
- Students will be able to recite the blessing for lighting the Hanukkiyah.
- Students will be able to recognize the letters gimmel, hey, and chet

#### **Key Words:**

- Hanukah
- Menorah
- Hannukkiyah
- Dreidel
- Sevivon
- Nes
- Gadol
- Hayah
- Sham
- Poh
- Israel
- Latkes / Sufganiyot
- Judah
- Maccabees

#### **Key Concepts:**

- Hanukkah reminds us about the story of the Maccabees, who fought for the freedom to be Jewish.

#### **Key Terms:**

- Hanukkah

#### **Prayers and Brachot:**

- Blessings on candles
- Shehekiyanu
- Boreh pri Haadamah (on latkes)

**Story Time:** Oral telling of Chanukah story with review from students

Suggested Books:

- Hanukkah Lights* by Melissa Sweet
- Eight Days of Hanukkah* by Melinda Levine
- Eight Candles to Light* by Jonny Zucker

Activities:

- Make and send out Hanukkah cards
- Play dreidel
- Sing Chanukah songs

Assessments:

- Hear students orally chant the Hanukkah Blessings
- Brief oral recaps of Chanukah story
- Drawing pictures of family candle lighting
- Exit cards of the 4 letters on the dreidle
- Singing of Chanukah songs at class Havdallah event

Bulletin Board: Chanukah

## **Unit 5: January/February – 5 sessions**

### **Shabbat and Tu B'Shevat**

Texts/Pages: LD Spring 1, LDM 1, ABM 31-40

Goals and Objectives:

- Students will be able to briefly describe the significance of Tu B'shevat.
- Students will be able to recite the blessing for eating fruit.
- Students will be able to briefly describe the meaning of tzedakah.
- Students will review Shabbat brachot
- Students will be able to talk about Erev Shabbat and that it is compared to a bride.
- Students will be able to recognize the letters yud, alef, ayin, sin, and kuf.

Key Words:

- Etz/Etzim
- Tree of Life
- Tree of Knowledge
- Adam



- Eve
- Mensch
- Erev Shabbat
- Ha Motzi
- Kiddush

**Key Concepts:**

- Tu B'shevat is the New Year for Trees.
- Just like Adam and Eve, we are keepers of God's garden.
- Tzedakah means helping other people. When we share and help others we are doing God's work.

**Key Terms:**

- Tu B'shevat
- Tzedakah
- Pri b'etz

**Prayers and Brachot:**

- Review Brachot for candles, wine and challah
- Mi Chamocha
- Boreh pri ha'etz

**Suggested Activities:**

- Plant a tree in Israel – each child receives a photo copy of the certificate
- Make a tzedakah box
- Tu B'Shvat Seder
- Songs for Tu B'Shvat
- Mini Shabbat in class with songs reviewed

**Suggested Books:**

- *A Seder for Tu B'Shevat* by Harlene Appelman
- *The Tree that Grew* by Yaffa Ganz
- *Honi and his Magic Circle* by Phyllis Gershator and Shay Rieger

**Assessments:**

- Group and individual recitation of Shabbat Brachot
- Drawings of children's favorite trees
- Naming 3 fruits from Israel
- Class discussion of the importance of trees

Bulletin Board: Shabbat or Tu B'Shevat

## Unit 6: March – 2 sessions

### Purim

Texts/Pages: LD Spring 2-3, ABM 41-46

#### Goals and Objectives:

- Students will be able to briefly describe the significance of Purim.
- Children will be able to briefly retell the Story of Esther
- Children will be able to recognize the letters kaf and chaf, (including final chaf).

#### Key Words:

- Esther
- Haman
- Vashti
- King Ahashuerus
- Mordechai
- Persia / Shushan
- Gragger
- Hamantaschen
- Megillah
- Shalach Manot
- Matanot l'evyonim
- Bracha

#### Key Concepts:

- Purim is a holiday for celebration because Esther and Mordechai saved the Jewish people from Haman.
- Jewish days begin at night and end when the sun goes down.
- The Purim Story
- The Miracle of Purim

#### Key Terms:

- Purim
- Megillah

Story Time: Oral telling of the Story of Esther

#### Suggested Activities:

- Decorate the board with a big gragger, crown, mask and hamantaschen
- Hamantasch making
- Crown making
- Mask making

- Puppet making using cut out drawings on tongue depressors
- Singing Purim songs, including “Hakova Sheli” with gestures

Suggested Books:

*It's Purim Time!* by Latifa Berry Kropf

*Esther's Story* by Diane Wolkstein

*Cakes and Miracles* by Barbara Diamond Goldin

Bulletin Board: Purim or spring

Assessments:

- Group puppet shows of Purim Story (using puppets made in class)
- Singing Purim songs
- Individual statements of student's favorite thing about Purim
- Singing “Hakova Sheli” with gestures
- Drawings of favorite part of Purim Story

## **Unit 7: April – 4 sessions**

### **Pesach**

Texts/Pages: LD Spring 4-5; LDM 2, ABM 47-52

Goals and Objectives:

- Students will be able to briefly describe the significance of Pesach.
- Students will be able to recite the four questions.
- Students will be able to name one thing they can do to help prepare for Pesach.
- Students will be able to recognize the letters zayin, tet, and pay.

Key Words:

- Hametz
- Matzah
- Haroset
- Z'roah
- Betzah
- Maror
- Karpas
- Lamb's blood
- Afikomen
- Elijah's Cup
- Miriam's Cup

**Key Concepts:**

- Pesach is a holiday all about freedom. We spend time with family, friends and eat special foods while listening to the Pesach story.
- The Pesach story is not over. We still have to work to finish the story and make sure people are free.

**Key Terms:**

- Seder
- Freedom
- **Prayers and Brachot:**
- The Four Questions (Ma Nishtana)
- Eliyahu Hanavi
- Bracha over matzha

**Story Time:** Oral telling of Passover Story**Suggested Books:**

- *Sammy Spider's First Passover* by Sylvia A. Rouss
- *Only Nine Chairs* by Debby Miller
- *The Magician* by I.L Peretz retold by Uri Shulevitz
- *The Matzah that Papa Brought Home* by Fran Manushkin
- *It's Seder Time* by Latifa Berry Kropf

**Suggested Activities:**

- Model Seder
- Passover songs, (Frog Song)
- Draw a Haggadah (Kiddush, Parsley, Plagues, Matzha and Meal)
- Dramatization of Pharoah and Moses
- Play "Nut Game" on desks (like Marbles, but with nuts in shells)
- Play Master and Slave game ("master" gives tasks within classroom)

**Bulletin Board:** Passover Seder and spring**Assessment:**

- Group recitation of the Four Questions
- Group singing of "Frog Song"
- Group discussion on what Moses wanted from Pharoah
- Brief recaps of Passover Story
- Write Hebrew name on Haggadah

## Unit 8: May – 2 sessions

### Israel: Yom Ha'atzmaut

Texts/Pages: LD Spring 6, ABM 53-60

#### Goals and Objectives:

- Students will be able to share two ideas about where God can be found.
- Students will be able to name one thing that people do on Yom Ha'atzmaut.
- Students will be able to briefly describe the significance of Yom Ha'atzmaut.
- Students will be able to recognize the letters fay and tsadeek, (Including final fay and final tsadeek).

#### Key Words:

- Eretz Yisroel
- Hora
- Shalom
- Haifa
- Eilat
- Dead Sea
- Jerusalem

#### Key Concepts:

- Even though we live in the United States, Israel is special to us.
- Israel is the homeland of the Jewish people
- Yom Ha'atzmaut is Israel's birthday.

#### Key Terms:

- Israel
- Independence
- Yom Ha'atzmaut

#### Story Time:

Visit from the Israeli emissaries with personal stories of living in Israel.

#### Suggested Books:

- *Butterflies* by Nic Bishop
- *Boker Tov! Good Morning!* By Rabbi Joe Black
- *Picnic at Camp Shalom* by Jaqueline Jules

Suggested Activities

- Decorate the board with Israeli flags
- Learn the hora
- Plant in the garden
- Learn Zum Gali Gali
- Show and Tell with things from Israel
- Homework to ask parents about friends and relatives that live in Israel

Assessments:

- Drawings of Israeli Flag
- Group singing of Hatikvah
- Students will share pictures and/or names of friends and relatives that live in Israel
- Group singing of Zum Gali Gali

**Unit 9: May – 2 sessions**

**Shavuot**

Texts/Pages: LD 7-8; LDM 3, ABM 61-64

Goals and Objectives:

- Students will be able to briefly describe the significance of Shavuot.
- Students will be able to say one thing about a mezuzah.
- Students will be able to share one way we can help the hungry.
- Students will be able to recognize the letters vav and samech.

Key Words:

- Torah
- Mt. Sinai
- Aliyah
- Bikkurim
- Kosher
- Yad
- Blintzes
- Naomi
- Ruth
- Boaz
- Tzedakah

Key Concepts:

- Shavuot is a story about the giving of the Torah.

- God's commandments teach us how to live a Jewish life.
- A mezuzah reminds us that we want our house to be a Jewish home filled with joy and love.
- Feeding those who are hungry is a very holy thing to do.

**Key Terms:**

- Ten Commandments
- Shavuot
- Mezuzah

**Story time:**

- Oral telling of receiving the Torah
- The Story of Ruth

**Activities:**

- Mosaic Torah (tissue paper mosaic inside a cut-out Torah)
- Tissue paper flowers
- Make a Mezuzah (half a toilet paper roll, covered in tin foil, with a Shin glued on it and a non-kosher "Shema" inside)

**Assessments:**

- Group recitation of Shema
- Brief recaps of the Story of Ruth
- Students will state one commandment
- Completion of Mezuzah

**List of Prayers and Blessings (K – 3<sup>rd</sup>)**

Note: Not all students begin their Jewish education in K-3<sup>rd</sup> grade.

Shabbat

Lehadlik ner shel shabbat  
Bore Pri Hagafen  
Hamotzi lechem min haaretz

Sukkot

Al netilat Lulav  
Leishev Basukah

Hanukkah

Lehadlik ner shel Hanukah  
She'asa nisim laavoteinu bayamim ha'em bazman haze  
She'hecheyanu  
Bore Pri Ha'adama (for Latkes)

Tu Bishvat

Bore Pri Haetz

Pesah

Mah Nishtanah  
Al Achilat Matza  
Bore Pri Ha'adama

Food, Drink, Snack

Bore Pri Haetz (see Tu Bishvat)  
Bore Pri Ha'adama (see Hanukah and Pesah)  
Bore Miney Mizonot  
Shehakol Nihya Bidvaro

Prayers

Begin learning "Shema" and "Modeh Ani." (K)  
Reinforce "Shema" and "Modeh Ani." (1<sup>st</sup> – 2<sup>nd</sup>)

Additional Prayers and Blessings for 1<sup>st</sup> – 3<sup>rd</sup> grade

Havdalah Blessings  
Shalom Aleichem (1<sup>st</sup> grade)  
Kiddush for Friday night (auditory learning every Tuesday)  
Adon Olam (3<sup>rd</sup>)  
Attend and follow Tefillah prayers (Sunday, Tuesday) in the spring of 3<sup>rd</sup> grade



**Change Control**

August 12, 2014

List of Prayers and Blessings (K-3)  
Notes to Parents

June 2, 2015

Added note about Leap Year

Added the Gregorian month for each unit