

## 2<sup>nd</sup> Grade (Kita Bet) Curriculum

### Overview

The second grade will continue to build strong Hebrew reading skills including recognition of the sounds and names of the letters and vowels of the Alef Bet. The second grade will also continue to build a strong foundation in Jewish values and Torah tradition through stories and hands-on learning activities. The students will have Hebrew reading skills and Jewish values reinforced through oral repetition and games in the Hebrew through Movement curriculum and other art activities such as music and dance.

**Notes to Parents:** This curriculum contains the knowledge, skills and attitude Jewish students are expected to learn. It provides the learning objectives that students are expected to meet; the units and lessons that teachers teach; the books, materials, technology and readings used in a course; and the assessments methods used to evaluate student learning.

Some units have a large amount of material that on a given year may be modified in consideration of the Jewish calendar, lost school days due to weather (snow days), and give greater flexibility to the teacher to accommodate students' pre-existing level of knowledge and skills.

### **Total number of sessions: 56**

28 (Sunday) 28 (Tuesday)

**Average time per session:** Sundays: 3 hours (9:00 - 12:00)

Tuesdays: 2 hours (4:00 - 6:00)

**Activity times:**      Sundays:      Music/Dance: 30 minutes  
    Hebrew through Movement: 30 minutes  
    Snack and free time: 15 minutes  
    **Instructional time: 1.75 hours**

Tuesdays:      Hebrew through Movement: 30 minutes  
    Snack: 15 minutes  
    **Instructional time: 1.25 hours**

### Texts

- Journeys: A Hebrew Pre-Primer;- \*JHP
- Hebrew Through Movement – web & binder- \*HTM
- My Weekly Sidra (Berman and Grishaver) first half- \*MWS
- Jewish Values from Alef to Tav- \*JV

\* Denotes abbreviations used to refer to texts later in curriculum

**Special Events and Activities for Kita Bet**

1. **Kabbalat Torah.** Students receive a small torah on the Bimah on Shabbat morning. A blessing under a large tallit by the Rabbi, and a procession. Students also learn in class by using a real Torah, and finding letters in the Torah.
2. **Mitzvah Tree.** Students perform Mitzvot at home and come to class reporting on the Mitzvot. The students write the Mitzvot on sticky notes and add to the Mitzvah tree on the bulletin board.
3. **Shabbat in a Box.** The students decorate a box with the Hebrew words for Shabbat Shalom; they make Challah covers, Tzedakah box and other craft such as name cards and napkin holders. Students receive a silver cup as a gift from the sisterhood. They write a card and add a booklet of blessings and prayers. With the addition of a small bottle of grape juice the box is complete and ready for celebrating a Shabbat at home. The Shabbat in a box is taken home on one of two class events - either after Friday night dinner or at the end of Shabbat Kehillah morning.

**Total units: 9**

**Unit 1: Rosh Hashanah and Yom Kippur                      **SEPTEMBER****  
**6 sessions, 3 Sundays, 3 Tuesdays** (Sept. 14-Oct.4)  
**Instructional time: 9 hours + 1.5 hours HTM**

Texts/Pages: JHP 3-10; MWS 3-10; JV 7-18, 49-53 or 73-77

Goals and Objectives:

- Students will be able to recognize the letters shin and bet.
- Students will be able to recognize the vowels patach and kamatz.
- Students will be briefly introduced to the story of Abraham and Nimrod
- Students will be able to briefly summarize Bereshit and Noah.
- Students will be asked to think about the concepts of God and covenant.

Key Words:

- Shofar
- Shabbat
- Shalom
- Bimah
- Brit
- Bayt Knesset
- Bayit
- Righteous
- Noah
- Abram
- Nimrod
- Tzedakah

- Tapuach

Key Concepts:

- We are responsible for each other.
- God created the world, but we have to help God make the world the best place possible.
- There is only One God, Who created everything.
- God is always with us.
- The Torah is a story of a covenant between God and the Jewish People.
- Sin

Key Terms:

- Tzedakah / Charity
- Brit / Covenant

Activities (for Sept/Oct):

- Concept of one G-d
- Tzedakah boxes
- The Torah and our Jewish History
- Bereshit, Noah
- Rosh Hashanah cards

Assessments (for Sept/Oct):

Brainstorming Activities  
Independent and group participation  
Quizzes  
Independent assessments  
Fill in the blanks to demonstrate understanding

Bulletin Board: Rosh Hashanah

**Unit 2: Sukkot and Simhat Torah      **OCTOBER****

**4 sessions, 2 Sundays, 2 Tuesdays** (Oct. 5 – Oct. 18)

**Instructional time: 6 hours + 2 hours HTM**

Texts/Pages: JHP 11-18; MWS 11-18; JV 19-30

Goals and Objectives:

- Students will be able to recognize the letters tav and lamed.
- Students will be able to recognize the vowel holam.
- Students will be able to briefly summarize Lekh Lekha and Va-Yera.
- Students will be asked to think about the concepts of g'milut hasadim and derekh erez.

Key Words:

- Tapuach
- T'filin
- Torah
- Lechem
- Lulav
- Abraham
- Sarah
- Isaac
- Canaan
- Israel
- Rabbi Simon Ben Shetah
- Sukkah
- Etrog

Key Concepts:

- Israel is a holy land that is special to the Jewish people.
- Just as God told Abraham to be a blessing, we should try to a blessing to others.
- It is a mitzvah to help people feel welcome and to treat them with respect.
- By helping others we make our own lives better.

Key Terms:

- G'milut Hasadim
- Derekh Eretz

Activities:

- Lulav making
- Etrog boxes
- Decorations for sukkah
- Flag making
- Magic torahs

Bulletin Board:

Sukkah, lulav, etrog and Torahs

Assessments: Group activities: Sukkot songs and dances  
Workbook activities, HTM activities

**Unit 3: Introduction to Shabbat and Havdalah    NOVEMBER**  
**9 sessions, 5 Sundays, 4 Tuesdays** (Oct. 19 – Nov. 22)  
**Instructional time: 13.75 hours + 4.5 hours HTM**

Texts/Pages: JHP 19-30; MWS 19-33; JV 31-48

Goals and Objectives:

- Students will be able to recognize the letters mem, daled and alef.
- Students will be able to recognize the vowel hiriq.
- Students will be able to briefly summarize Hayyei Sarah, Toldot, Va-Yetze and Va-Yishlach, Noah will be reviewed in anticipation of the March of the Stuffed Animals.
- Students will be asked to think about the significance of havdalah and shabbat.
- Students will be asked to think about the right and wrong ways to disagree with others.

Key Words:

- Morah
- Mezuzah
- Mayim
- Melech
- Degel
- Delet
- D'vash
- Echad
- Etrog
- Old City of Jerusalem
- Rebekah
- Isaac
- Esau
- Moses
- Tzitzit
- Tallit
- Hillel
- Shammai
- Z'mirot

Key Concepts:

- Helping others allows us to be our best selves.
- It is important that we don't let our emotions get the best of us in stressful situations.
- Shabbat is such a special time that we have a ceremony, called havdalah, which separates it from the rest of the week.
- An "argument for heaven" is a disagreement that takes place for a good reason and is handled with respect.

Key Terms:

- Havdalah
- Shabbat
- Z'mirot

Bulletin Board: Noah and the Ark

Activities: Making a Spice Box  
Candle Braiding  
Drawing of Havdalah with family  
Singing Havdalah Z'mirot  
Making seating cards with the name of child's parents & siblings  
Making napkin holders for Shabbat table

Assessments:

Brainstorming Activities  
Independent and group participation  
Fill in the blanks to demonstrate understanding  
Independent assessments  
Summary at the end of each school day in which children take turns to reflect on "what we learned today"

**Unit 4: Chanukah                      DECEMBER**

**9 sessions, 4 Sundays, 5 Tuesdays** (Nov. 23 – Dec. 27)

**Instructional time: 13.25 hours + 4.5 hours HTM**

**Havdalah Service for 2<sup>nd</sup> Grade with Chanukah songs and HTM demonstration**

Texts/Pages: JHP 31-46; MWS 34-45; JV 61-72

Goals and Objectives:

- Students will be able to recognize the letter nun, hey, reish, and vav.
- Students will be able to recognize the vowel hataf patach.
- Students will be able to recognize the vowels tseret and segol.
- Students will be able to briefly summarize Va-yeshev, Miketz, Va-yigash and Va-yehi.
- Students will be asked to think about the idea of struggling with God.
- Students will be able to briefly explain how Jacob's new name is connected to Eretz Yisrael.
- Students will be asked to think about Kavod and how they can honor each other and their parents.
- Students will learn the story of Chanukah and the Blessings for lighting the Menorah.

Key Words:

- Ahavah
- Havdalah
- Horim
- Hallelujah
- Rosh
- Rimonim

- Rav
- Vered
- Chanukah
- Ner, Neiro
- Neis
- Menorah
- Jacob
- Laban
- Rachel
- Leah

Key Concepts:

- What makes Israel different from the rest of the world?
- What does it mean to honor someone?
- Celebrations help us form our community.
- Chanukah helps us remember that miracles have been done for us.

Key Terms:

- Kavod
- Family and Community
- Miracles

Activities:

- Chanukah Cards
- Making menorahs
- Practicing Brachot
- Playing Dreidel
- The story of Zlateh the goat

Assessments:

Students will be expected to name the letters on the dreidel  
Independent and group participation in brachot and Chanukah songs  
Fill in the blanks to demonstrate understanding

Bulletin Board: Chanukah

**Unit 5: Shabbat and Tu B'Shevat      JANUARY**  
**12 sessions, 5 Sundays, 7 Tuesdays** (Jan. 4 – Feb. 20)  
**Instructional time: 17.5 + 6 hours HTM**

Texts/Pages: JHP 47-66; MWS 46-68; JV 78-90

Goals and Objectives:

- Students will be able to recognize the letters tet, ayin, kaf, and yud

- Students will be able to recognize the vowel shva.
- Students will be able to briefly summarize Shemot, Va-era, Bo, Beshalach, Yitro and Mishpatim.
- Students will be asked to think about the concept of Mitzvot and Neshamah.
- Students will be introduced to the concepts of the Aseret HaDibrot.
- Students will be asked to think about the significance of Shabbat.
- Students will perform a play for Friday Night event.

Key Words:

- Shabbat
- Kodesh
- Kiddush
- Challah
- Moses
- 10 Plagues
- Seder
- Pesach / Matzah /Maror
- Sea of Reeds
- Manna
- Jethro
- Mt. Sinai
- Tu B'shevat
- Tov
- Tel Aviv
- Olam
- Etz
- Etz Hayiim
- Karpas
- Kotel
- Kippah
- Yayin
- Yad
- Yerushalayim
- Yisrael

Key Concepts:

- Mitzvot are commandments that God gave us.
- We each have the breath of life inside us, which is called a neshamah in Hebrew. Our bodies and souls are connected.
- Concept of One G-d
- Students will be asked to think about how mitzvot fit into their lives.
- Students will be asked to think about the concept of a neshamah.



- Just like God took a break on the seventh day, Shabbat is a day of rest for people. Shabbat helps us feel refreshed and energized.
- Blessings are talking to G-d.

Activities:

- Learning the Blessings for the candles and challah
- Learning the Kiddush
- Making Shabbat box
- Drawing the map of Israel
- Tu B'Shevat Seder
- Play about Shabbat for 2nd grade Friday night dinner
- Learn z'mirot for Shabbat

Assessments:

- Group activity of pay
- Independent saying of Brachot
- Group saying of Brachot
- Fill in the blanks to demonstrate understanding
- Completion of Shabbat box

Bulletin Board: Shabbat

**Unit 6: Purim FEBRUARY - MARCH**

**4 Sessions, 2 Sundays, 2 Tuesdays** (Feb. 22 – March 7)

**Instructional time: 6 hours + 2 hours HTM**

Texts/Pages: JHP 63-70; MWS 69-75; JV 90-102

Goals and Objectives:

- Students will be able to recognize the letters het and samekh.
- Students will be able to briefly summarize Terumah and Tetzaveh.
- Students will be asked to think about what makes a good siddur.
- Students will continue learning the Aseret Hadibrot.
- Students will learn about Megilat Esther and the holiday of Purim.

Key Words:

- Challah
- Hannukiyah
- Hoshen
- Siddur
- Sinai
- Sivivon
- Sukkah
- Mishkan
- Kohanim
- Ark/Table/Menorah/Altar
- Cloud / Column of Fire
- Purim
- Groggers/rashanim
- Hammentashen

Key Concepts:

- The siddur allows us to meditate and pray with beautiful words
- Kavanah is speaking to G-d through prayer
- The Ten Commandments gives us important guidelines for how we should live.
- Purim is a time when we worship G-d through having fun.
- Joy is an important part of Judaism

Key Terms:

- Megilat Esther
- Malkat Esther
- Melech Ahashvairosh
- Purim Seudah

Activities:

- Mask making

- Crown making
- Hamantasch making
- Making a siddur

Bulletin Board: Purim or spring

Assessments:

- Individual and group knowledge of the story of Esther
- Group discussion of Ten Commandments
- Siddur completion

**Unit 7: Pesach    **APRIL****

**8 Sessions, 4 Sundays, 4 Tuesdays** (March 8 – April 4)

**Instructional time: 12.0 hours + 4 hours HTM**

Texts/Pages: JHP 71-86; MWS 46-61; JV 103-120

Goals and Objectives:

- Students will be able to recognize the letters sin, peh, zayin, and gimel.
- Students will review Shemot, Va-era, Bo and Beshallah
- Students will review the story of Joseph and how the children of Israel came down to Egypt
- Students will prepare for the Passover Seder by learning the Four Questions
- Students will be able to summarize the story of the going out of Egypt
- Students will study the concepts of Pikuach Nefesh and Kedusha.

Key Words:

- Seder
- Simchah
- Simchat Torah
- Pikuah Nefesh
- Pesach
- Purim
- Peirot / Pri
- Z'mirot
- Zahav
- Zikaron
- Gadol
- Geshem
- Afikomen
- Moses/Moshe
- Aaron
- Yocheved
- Miriam

- Plagues
- Mitzrayim
- Pharoah
- Mezuzah

Key Concepts:

- Slavery
- Freedom
- Redemption
- Faith/Emunah
- Pikuach Nefesh
- Kedusha

Key Terms:

- Pesach, Matzah and Maror
- Haggadah
- Seder plate
- Charoset

Activities:

- Draw the four kinds of children
- Draw the Seder plate
- Play hide the Afikomen
- Learn the Four Questions
- Learn additional songs from the Seder
- Discuss what jobs are Pikuach Nefesh on Shabbat.

Bulletin Board: Passover Seder and spring

Assessment:

- Group recitation of Four Questions
- Individual recitation of Four Questions
- Drawing of Seder plate
- Discussion of freedom and slavery
- Fill in the blanks to demonstrate comprehension

**Unit 8: Israel      APRIL – MAY**

**4 sessions, 2 Sundays, 2 Tuesdays** (April 19 – May 2)

**Instructional time: 6 hours + 2 hours HTM**

Texts/Pages: JHP 87-94; MWS 77-83; JV 121-132, and 55-59

Goals and Objectives:

- Students will be able to recognize the letters kuf and tzaddik.

- Students will be able to briefly summarize Ki Tissa and Va-Yak'hel
- Students will study the idea of the "Peace Maker" as a Tzaddik
- Students will explore the connection between peace and Shabbat
- Students will learn about the Shmitah year.
- Students will study the Shema

Key Words:

- Peace/Shalom
- Shema
- Mezuzah
- Yerushalayim as the City of Peace
- Aliyah
- Aitzim
- Kiddush
- Katan
- Kedusha
- Tzaddik
- Tzfardeyah
- Tzedakah
- Diaspora

Key Concepts:

- Peace is an important Jewish value and we should do everything we can to make sure there is peace in our lives and in the world. People have to make peace.
- Saying the Shema makes our sleep peaceful
- A Mezuzah protects our homes and gives us a sense of peace

Key Terms:

- Rodef Shalom
- Shmita
- Jubilee Year
- Shabbat

Suggested Activities:

- Saying the Shema
- Making a Mezuzah
- Have a Shabbat in class
- Learn to sing Hatikvah
- Plant a tree

Assessments:

- Brainstorming activities
- Quizzes
- Independent assessments

- Independent and group participation
- Fill in the blanks to demonstrate understanding

Bulletin Board: Map of Israel and pictures from Israel.

**Unit 9: Shavuot      **MAY****

**5 Sessions, 3 Sundays, 2 Tuesdays**

**Instructional time: 7.75 hours + 2.5 hours HTM**

Texts/Pages: JHP 95 and review; MWS 85-94; JV 133-149

**Goals and Objectives:**

- Students will be able to recognize the letters of the Alef Bet and the vowels and begin to sound out words.
- Students will be able to sing the Alef Bet
- Students will be able to briefly summarize PeKudei, Va-Yikrah and Tzav
- Students will be asked to think about the significance of a simcha.
- Students will be asked to think about the concept of Tikun Olam
- Students will be asked to think about the significance of receiving the Torah for the children of Israel and for us today
- Students will be asked to think about the concepts of Talmud Torah and Tikkun Olam.

**Key Words:**

- Kohanim
- Offering
- Levite
- Simcha
- Mitzvah
- Mishkan
- Mt. Sinai

**Key Concepts:**

- Sometimes it is easy to be afraid for no reason, but we must remember to trust in God.
- Studying the Torah brings us closer to our history and even allows us to relive parts of it, like when the Jews were at Mt. Sinai.
- Tikkun Olam is a word that describes how we can help God finish creating the world. It's our job to help God create a beautiful world.

**Key Terms:**

- Talmud Torah
- Tikkun Olam

**Activities:**

- Make flowers for Mount Sinai
- Make Tablets
- Community Service project for Tikkun Olam

Assessments:

- Brainstorming activities
- Quizzes
- Independent assessments
- Independent and group participation
- Fill in the blanks to demonstrate understanding
- Art Projects
- Song mastery to reinforce the lesson

## **Hebrew Through Movement Curriculum for 2<sup>nd</sup> Grade**

Unit 1: Introduction of Basic Verbs as commands for actions. Dramatic improvisation of a simple story such as “The Kibbitzers” by Stanley Elkin.

Unit 2: Associated basic nouns added to verbs and actions. Addition of new verbs. Improvisation based on a story from The Wise Men of Chelm by Solomon Simon.

Unit 3: Addition of adverbs related to verbs. Addition of new verbs and actions. Additional improvisation based on The Wise Men of Chelm by Solomon Simon.

Unit 4: Addition of new verbs and actions. Addition of colors and specific nouns for Chanukah. Chanukah songs introduced for vocabulary. Demonstration of HTM at Havdalah event.

Unit 5: Continued practice of verbs and actions. Written play rehearsed and presented at Oneg Shabbat event.

Unit 6: Alef Bet written letters reviewed from beginning of Alef Bet. New verbs and actions introduced along with new nouns specific to Purim.

Unit 7: Continued review of Alef Bet. Gematriyah numbers introduced as vehicle for review of letters. Specific nouns and verbs related to Pesach introduced. Play hide the Afikomen. Learn Echod Mi Yodea (number review).

Unit 8: Learn Alef Bet song from Debbie Friedman. Review of words learned to date with students giving commands. Compound sentences reviewed for content.

Unit 9: Students decode familiar words and practice reading. Individual students recite Alef Bet song. Students give commands as full sentences.

**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
- November 4, 2014 Add optional “Values” resources  
Described content of “Shabbat in a Box”  
Added Shabbat activities for November  
Updated assessment for November  
Added the Gregorian Months for each unit