

## FOUR QUESTIONS - LESSON TWO

### TODAY’S LESSON FOCUS

There are four HTM ready-made lessons available that teach key vocabulary from the Four Questions. This **second** one focuses on words that repeat throughout the Four Questions. The key vocabulary includes variations on the word for “night” (לַיְלָה) - “**night**,” “**this night**” (as in this night of the *Pesah seder*) and “**nights**” (as in other nights that are not *Pesah* or *seder*-related). If there is time, learners may also be introduced to the phrase “we eat” (אָנוּ אוֹכְלִין) or it may be saved for Lesson Three when other *Pesah* foods are introduced.

Note that there are phrases introduced in this lesson as if they are one word like הַלַּיְלָה הַזֶּה and אָנוּ אוֹכְלִין. Before starting the session, explain to the learners in English that throughout the lesson they should pretend that it is the first *seder* of *Pesah*.

- They will learn the phrase הַלַּיְלָה הַזֶּה which means “this night” (the night of the *seder*).
- They will also learn the the word for לַיְלֹת // “nights.” They should consider these nights as regular ones, without a *seder*.

Also, feel free to offer a quick word in English about הַזֶּה being “this” and אָנוּ being “we.” If learners previously learned the word לֶאֱכֹל (to eat), which teachers often introduce in a number of food-related holiday lessons, you may make that connection in English to אָנוּ אוֹכְלִין. Once the lesson begins in Hebrew, continue without reverting to English.

Word to be introduced	Options for illustrating the word
<p>לַיְלָה Night</p>	<ul style="list-style-type: none"> <li>• Photos of night (check the HTM Lesson 2 photocards here: <a href="https://www.hebrewthroughmovement.org/pesah.html">https://www.hebrewthroughmovement.org/pesah.html</a>)</li> <li>• Photos of day or items that simply are not “night” with no discernable background that tells the time of day (a cat, a coat)</li> </ul>
<p>הַלַּיְלָה הַזֶּה THIS night -  (Meaning, the night of the <i>seder</i>)</p>	<ul style="list-style-type: none"> <li>• Photos of people enjoying the <i>seder</i> or of the <i>seder</i> table (check the HTM Lesson 2 photocards here: <a href="https://www.hebrewthroughmovement.org/pesah.html">https://www.hebrewthroughmovement.org/pesah.html</a>)</li> <li>• Photos of people doing activities at other times of year, not <i>seder</i> nor <i>Pesah</i>.</li> </ul>
<p>לַיְלֹת Nights  מִכָּל הַלַּיְלֹת From all other nights, meaning, any night of the year that is not <i>Pesah</i>, especially not “this night” of the <i>seder</i>.  PRONUNCIATION HINT: For grammatical reasons, the word מִכָּל is pronounced מִכָּל because what looks like a “simple”</p>	<ul style="list-style-type: none"> <li>• Photos of people doing activities at night (make multiple copies of the HTM Lesson 2 photocards here: <a href="https://www.hebrewthroughmovement.org/pesah.html">https://www.hebrewthroughmovement.org/pesah.html</a> and/or find others. Since לַיְלֹת is plural, you could show one photo and say לַיְלָה, then show several photos together and say לַיְלֹת.</li> <li>• Note that the lesson’s key focus is on the word לַיְלֹת “nights,” but that the entire phrase is מִכָּל הַלַּיְלֹת. A teacher may choose to specifically teach מִכָּל הַלַּיְלֹת in one of two ways:             <ul style="list-style-type: none"> <li>○ OPTION ONE: Do not teach the full phrase, but at some point, simply say/translate: “מִכָּל הַלַּיְלֹת, from all other nights.”</li> <li>○ OPTION TWO: Create a group of photos that all illustrate לַיְלָה. Name each individual photo as לַיְלָה and then gesture to the whole group of photos and label them as לַיְלֹת. Place one photo</li> </ul> </li> </ul>

<p><i>Kamatz</i> is really a <i>Kamatz Katan</i> and is pronounced with an “oh” sound.</p>	<p>of הַלִּילָה הַזֶּה in the middle of the grouping of photos of לִילָה. Now model the action of “take” and say: לְקַחַת הַלִּילָה הַזֶּה מִפֶּל הַלִּילוֹת</p>
<p>אָנוּ אוֹכְלִין _____ We eat (In the Four Questions, these two words are followed by the name of a food, thus the blank line)</p>	<p>[Feel free to save this phrase for the next lesson, depending on timing.]</p> <ul style="list-style-type: none"> <li>• Photos of people eating (check the HTM Lesson 2 photocards here: <a href="https://www.hebrewthroughmovement.org/pesah.html">https://www.hebrewthroughmovement.org/pesah.html</a>)</li> <li>• If learners completed Lesson 1, they know the meaning of <i>hametz</i> and <i>matzah</i>, so there could be photos of people eating those foods.</li> </ul>

### SAMPLE LESSON

*If pandemic parameters are still in place, remind children prior to the lesson to maintain physical distance from each other.*

#### REVIEW/WARM-UP

From the lists, below, create commands/sentences using 4-8 key words for the review/warm-up. Choose vocabulary most important to your learners: those that have not been reviewed in a while, those that learners are having difficulty remembering, new words not yet in their *kishkes*, words that would be especially helpful for the day’s lesson, etc.

- |           |                  |
|-----------|------------------|
| לְקוֹמִים | לְקוֹמִים        |
| לְהוֹרִיד | לְהַצְבִּיעַ אֶל |
| לְגַעַת ב | לְהַצְבִּיעַ עַל |
| לְשִׁים   | תַּחַת           |
| לְתַת     | עַל              |
| לְקַחַת   | עַל-יַד          |
| לְשֻׁבַת  |                  |

If learners completed Lesson 1, place items or photos of חֲמֵץ and מַצָּה, as well as photos of לְשֻׁבַת יוֹשְׁבֵינִי and לְשֻׁבַת מְסֻבֵּינִי, around the room.

#### **Partial warm-up/review script**

- קְבוּצָה ב' - לְקוֹמִים.
- לְלַקֵּחַ אֶת הַשֵּׁלֶחָן.
- לְהַצְבִּיעַ עַל מַצָּה.
- לְקַחַת מַצָּה וְלְשִׁים אֶת הַמַּצָּה עַל אֶזְנוֹ.
- לְרוּץ אֶל כֶּסֶף וְלְשֻׁבַת יוֹשְׁבֵינִי.
- לְשִׁים אֶת הַמַּצָּה עַל הַשֵּׁלֶחָן.
- קְבוּצָה א' - לְקוֹמִים.
- לְהִסְתַּוְּבֵב אֶל חֲמֵץ.

לְגַעַת בְּחֶמֶץ.

לְהָרִים אֶת הַחֶמֶץ וְעָשׂוּ לְשִׁים אֶת הַחֶמֶץ עַל הָרֹאשׁ.  
לְקַפֵּץ אֶל כֶּסֶא וְלִשְׁבֵּת מִסְבִּין.

כְּלָם - לְקוּם.

(If learners look confused, point around the room to a photocard) "לְשִׁים מִסְבִּין." "

לְשִׁים חֶמֶץ עַל-יַד "לְשִׁים מִסְבִּין."

קְבוּצָה ב' - לְלַכֵּת אֶל "לְשִׁים יוֹשְׁבֵין."

לְשִׁים מִצָּה עַל-יַד "לְשִׁים יוֹשְׁבֵין."

## INTRODUCING NEW WORDS

### PREP HINTS:

- Whether you are meeting in-person or virtually, print the photos from the HTM teacher's photocard for Lesson 2 found on this page: <https://www.hebrewthroughmovement.org/pesah.html>. You will need multiple copies of "night" and other photos that represent "not night."
- If you are teaching virtually, send home in advance Lesson 2's student sheet from the [HTM webpage](https://www.hebrewthroughmovement.org/pesah.html). While this could be as an email attachment, parents without a printer at home would appreciate being mailed a printed document, ideally in color. In advance of the lesson, ask students/parents to cut it apart so that when given a command, there is something to point to, touch, lift up, etc.

In either case, have a poster (large or sharable on Zoom) of the Four Questions with pictures that illustrate key words learned. There is a free download of five large-print 11x17 inch posters at the bottom of this page: <https://www.hebrewthroughmovement.org/pesah.html>. Or, pre-printed posters may be ordered from: <https://www.jeccmarketplace.com/ma-nishtana-posters/> - these have a charge.

### TEACHING HINTS:

- When new terms are all nouns, show three different examples for each term, saying just the single word as the object is shown. For example, start with the word לַיְלָה (show three examples of nighttime), then introduce הַלַּיְלָה הַזֶּה (this will be as a full phrase, also three times) and then לַיְלֹת. Do not add other words like הַזֶּה-זֶהָ or הַיְלָה.
- Afterwards, again say the terms three times, but change the order each time - connect the physical object or picture with the word.
- Finally, demonstrate a set (or two) of simple commands using the new terms.

Use this chart to help plan actions, objects and photo cards when introducing the vocabulary:

The word	Three illustrations	Any notes
לילה		
הלילה הזה		
לילות מכל הלילות		
אנו אוכלין _____		

**SAMPLE SCRIPT FOR INTEGRATING OLD AND NEW WORDS** - לילה - הלילה הזה - לילה (מכל) הלילות - הלילה הזה  
 Shuffle the Lesson 2 photocard so that they are not in any particular order.

Start by offering a number of photos that illustrate the target words/phrases AND ones that do not (e.g., daytime photos, a picture of a cat) and ask for כן-לא responses. For example, show a picture taken in the day and ask:

לילה - כן או לא?

As you show a picture and ask the question, indicate thumbs up for כן and thumbs down for לא and pantomime that all children should signal their response with their hand(s). Repeat for other words/phrases. If possible, post the photos you review/use at various places around the room after showing them. These will be used later.

קבוצה אי - לקום.

להצביע אל לילה.

לקחת אל לילה ולקחת לילה.

לשים לילה על שלחן של קבוצה ב'.

אמי ודניאל (Bet assume these two children are part of) - להצביע על לילה.

לקחת לילות

(Indicate that they should pick up 2-3 "night" pictures. Feel free to say "עוד לילה" as you pantomime.)

לקום ולרוץ אל חלון. לשים לילות על-יד החלון.

לקחת לכסא ולשבת.

קבוּצָה ב' - לְלֶכֶת אֶל הַלוּחַ וְלִגְעַת בְּ"הַלְיָלָה הַזֶּה." "לְקַחַת "הַלְיָלָה הַזֶּה."  
 לְלֶכֶת אֶל כְּסֵא וְלָשִׁים "הַלְיָלָה הַזֶּה" תַּחַת הַכְּסֵא.  
 לְשֹׁבֵת עַל הַכְּסֵא.

קבוּצָה א' - לְקוּם.  
 לְהִצְבִּיעַ אֶל "הַלְיָלָה הַזֶּה."  
 לְהִצְבִּיעַ אֶל לַיְלוֹת.  
 לְהִסְתַּוְּבֵב אֶל "הַלְיָלָה הַזֶּה."  
 לְקַחַת "הַלְיָלָה הַזֶּה."  
 לְרוּץ אֶל מִצֵּה וְלָשִׁים הַלְיָלָה הַזֶּה תַּחַת מִצֵּה.  
 לְשֹׁבֵת.

קבוּצָה ב' - לְקוּם.  
 לְקַפֵּץ אֶל חֲמִץ וְלָשִׁים אֶת הַחֲמִץ עַל הַבֶּטֶן.  
 לְלֶכֶת לְאֵט אֶל "מִכָּל הַלַּיְלוֹת."  
 לָשִׁים אֶת הַחֲמִץ עַל-יַד "מִכָּל הַלַּיְלוֹת."  
 לְרוּץ אֶל לַיְלָה.  
 לְהָרִים לַיְלָה וְלִלְכֹת מֵהָר לְשִׁלְחָן.  
 לָשִׁים לַיְלָה תַּחַת הַשִּׁלְחָן.  
 לְשֹׁבֵת.

שָׁרָה וּמֵאִיר - לְקוּם.  
 לְלֶכֶת וְלִקְחַת לַיְלָה.  
 לְקַחַת עוֹד לַיְלָה וְעוֹד לַיְלָה.  
 לְהָרִים "לַיְלוֹת".

לִיאֹר וְדִינָה - לְקוּם.  
 לְלֶכֶת וְלִקְחַת "הַלְיָלָה הַזֶּה."  
 לִיאֹר וְדִינָה - לְרוּץ אֶל שָׂרָה וּמֵאִיר .

דינה - לתת "הפילה הזה" אל שרה .  
 ליאור - לתת "הפילה הזה" אל מאיר.

Then, walk over to Sarah, spread out all of her photos on the table. Look at the class and give yourself the command while you "take" - לקחת הפילה הזה מכל הגילות.

Walk over to Meir and spread out all of his photos. Look at the class and give yourself the command while you "take" - לקחת הפילה הזה מכל הגילות.

Feel free to end this segment by walking over to the poster of Four Questions, chant the opening line slowly why you use the photos to illustrate.

**IDEAS FOR INTEGRATING OLD AND NEW WORDS - אנו אוכלין**

Offer a number of photos, one-at-a-time and ask yes/no questions. Keep repeating the phrase אנו אוכלין, but also integrate in the phrases הפילה הזה and מכל הגילות. For example: הפילה הזה אנו אוכלין

As with the sample script above, place the photos around the room and move learners around so they touch photos and move them in different places.

**Another option**, if there is time and you have taught a variety of holiday-related words. Ask questions such as these with thumbs up/down responses from the learners:

בפסח – אנו אוכלין אזני המן?

For *oznei Haman on Pesah*, learners will do thumb's down. When they do, respond:

אין אנו אוכלין אזני המן בפסח.

Continue the with the same kind of question and response for the other kinds of questions, below:

בפסח – אנו אוכלין מצה?

בפורים – אנו אוכלין ספגניות?

בפסח – אנו אוכלין חמץ?

בחנכה – אנו אוכלין חלה?

בראש השנה – אנו אוכלין לולב?

When the answer is thumbs down, you can offer the response:

**CONNECTING TO THE RITUAL**

Show learners a poster on the לוח (or hand out a sheet) of the Four Questions that includes pictures of the key words taught (see the note on page 2, above, about where to get one). Sing the opening line (מהנשתנה הפילה הזה מכל הגילות) pointing as you go. Ask 2-3 children to come to the poster:

מְרִים וְדְנִיָּאֵל - לְקוּם וְלִלְכֵת אֶל הַלּוּחַ.

לְהַצְבִּיעַ עַל "לִילָה".

לְגַעַת בְּ"מִכָּל הַלֵּילוֹת".

לִלְכֵת אֶל כֶּסֶא וְלִשְׁבֹּת.

שׁוֹשֵׁי וּבָן -- לְקוּם וְלִלְכֵת אֶל הַלּוּחַ.

לְהַצְבִּיעַ עַל "הַלֵּילָה הַזֶּה".

לְגַעַת בְּ"אֲנֹנוּ אוֹכְלִין".

לְרוּץ אֶל כֶּסֶא וְלִשְׁבֹּת.

Invite everyone ("כֻּלָּם") to chant the opening line, as well as the lines with מְרִים / מְצַח and יוֹשְׁבֵי / מְסַבֵּין. When done, say לְמַחֵא כַפַּיִם and clap!!

**BONUS DISCUSSION (10- 15 minutes)**

End the lesson by reverting to English. Ask learners to look with you more slowly at the opening question of the Four Questions. Read it aloud again and then explain the meaning of the words using the photos that they just used earlier:

מה־נִשְׁתַּנָּה What is different about  
 הַלֵּילָה הַזֶּה *the one with the seder* this night ...  
 מִכָּל־הַלֵּילוֹת? from all other nights

Repeat the phrase again using just the Hebrew and the photos (no English translation) then ask:

- How has this lesson helped them understand what they are saying in Hebrew?
- What is now easy to understand?
- What is not?

Put learners into groups of 2-3. Read/sing the first question (the one with *matzah*) and without offering a translation, ask them to talk together about what they can understand of the Hebrew after this week's lesson and the last one? As you and any teen assistant walk around, encourage learners to look at the Hebrew and tell the meanings of any words they know. Give them 3-5 minutes for this and then share back as a class.

Ask everyone to chant the first line of the Four Questions and the *matzah/hametz* question. Then ask:

- Do you understand the Hebrew in a different way? How?
- Does anything now surprise you?

**If you will be doing other lessons** with Four Questions vocabulary, tell the learners to anticipate gaining more understanding of the Hebrew.