

FOUR QUESTIONS - LESSON THREE

TODAY’S LESSON FOCUS

There are four lessons available that teach key vocabulary from the Four Questions. This **third** one focuses on three *Pesah* food words - two are from the Four Questions and one is from the *seder*. Teachers who did not include the phrase אָנוּ אוֹכְלִין (“we eat”) in the second session may introduce it here. This lesson may be taught in-person or adapted for a virtual setting (Zoom).

If you set aside “clean” food - not to be touched by the children in the normal running around of HTM - children could eat the food as part of the lesson if their hands are clean and other sanitary precautions are taken. [“Point to *maror*. Pick up *maror* and put it on *matzah*. Put the *maror* and *matzah* in your mouth. *B’tayavon!*” << which is Hebrew for *bon appetit!*]

Word to be introduced	Options for illustrating the word.
<p>יִרְקוֹת Vegetables (Note that this is the plural of the word יִרְקָה.)</p> <p>In the scripts, you will see this vocalization: יִרְקוֹת. Traditionally, when a <i>Yud</i> with a <i>Sh’va</i> (as in יִרְקוֹת) is preceded by ךּ or ךָּ, the <i>Sh’va</i> is dropped and the first letter has a <i>Hirik</i> under it. Ex: יִרְקוֹת בִּירְקוֹת</p>	<p>Remember that this word is plural, always illustrate more than one vegetable when you say it.</p> <ul style="list-style-type: none"> • An assortment of real vegetables - perhaps a box of frozen mixed vegetables, a small basket with a variety of fresh vegetables, canned mixed veggies, etc. • Play/pretend vegetables that you could borrow or purchase: <ul style="list-style-type: none"> ○ Many early childhood programs have these ○ On Amazon.com search for “play pretend vegetables” • Photo of vegetables (check the HTM Lesson 3 photocards here: https://www.hebrewthroughmovement.org/pesah.html)
<p>מָרֹר Bitter vegetables</p>	<ul style="list-style-type: none"> • Jar(s) of horseradish • Horseradish root placed in a transparent bag (if offered raw, someone who touches this and then touches their eye will have a burning sensation) • Lettuces that are considered bitter (e.g., Romaine and Arugula) • Photos that illustrate <i>maror</i> (check the HTM Lesson 3 photocards here: https://www.hebrewthroughmovement.org/pesah.html)
<p>חֲרוֹסֶת The mixture of fruits and wine/grape juice that represent mortar</p>	<ul style="list-style-type: none"> • A jar or bowl of <i>haroset</i> (or multiple containers of it to place around the room or on the teacher’s table) • Photos that illustrate <i>haroset</i> (check the HTM Lesson 3 photocards here: https://www.hebrewthroughmovement.org/pesah.html)
<p><i>If not introduced in Lesson 2:</i> אָנוּ אוֹכְלִין (_____) We eat</p>	<ul style="list-style-type: none"> • Photos of people eating (check the HTM Lesson 2 photocards here: https://www.hebrewthroughmovement.org/pesah.html)

<p>(In the Four Questions, these two words are followed by the name of a food)</p>	<ul style="list-style-type: none"> If learners completed Lesson 1, they know the meaning of <u>hametz</u> and <u>matzah</u>. So there could be photos of people eating those foods.
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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.

להרים	לקום
להוריד	להצביע אל
לגעת ב	להצביע על
לשים	תחת
לתת	על
לקחת	על-נד
לשבת	

These review words are from Lessons 1 & 2 of the Four Questions:

לילה	מצה
הלילה הזה	חמץ
(מכל) הלילות	לשבת יושבין
אנו אוכלין ()	לשבת מסבין

INTRODUCING NEW WORDS

PREP HINTS:

- If you are meeting in-person, gather many actual objects to illustrate the vocabulary; fill in with photos from the HTM teacher’s photocards for Lesson 3 found on this page: <https://www.hebrewthroughmovement.org/pesah.html>.
- If you are teaching virtually, send home in advance Lesson 3’s student sheet from the [HTM webpage](#). 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. You may also ask parents in advance to help their children find at home examples of “regular” and bitter vegetables to bring to their screen. These may be cans of mixed vegetables, mixed frozen vegetables, a plate with a number of vegetables on it, 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 (REMINDER):

- 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: יְרָקוֹת (three times, with different illustrations) and מְרוֹר (also three times) plus חֲרוֹסֶת. Do not add other words like הִנֵּה-זֶה or הִנֵּה.
- Then, 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
יְרָקוֹת		
מְרוֹר		
חֲרוֹסֶת		
אָנוּ אוֹכְלִין ()		

SAMPLE SCRIPT FOR INTEGRATING OLD AND NEW WORDS - יְרָקוֹת / מְרוֹר / חֲרוֹסֶת

Start by offering a variety of pictures and/or real objects, offering a possible Hebrew word and asking yes/no questions. The goal is to reinforce the meaning of the three new words: יְרָקוֹת מְרוֹר חֲרוֹסֶת. Then, physically engage learners:

קבוֹצָה ב' - לָקוּם וּלְלַכֵּת אֶל הַשְּׁלַחַן שֶׁל הַמּוֹרָה.
 לְהַצְבִּיעַ עַל יְרָקוֹת.
 לְהַצְבִּיעַ עַל חֲרוֹסֶת.
 לְגַעַת בְּיְרָקוֹת. לְהַרִים אֶת הַיְרָקוֹת.
 לְקַפֵּץ וּלְשִׂים יְרָקוֹת תַּחַת כֶּסֶא.
 לְשַׁבֵּת עַל שְׁלַחַן.

קבוֹצָה א' - לָקוּם וּלְלַכֵּת אֶל הַשְּׁלַחַן שֶׁל הַמּוֹרָה.
 לְגַעַת בְּמְרוֹר. לְקַחַת אֶת הַמְרוֹר.

לִלְכֶת אֶל כֶּסֶא וְלָשִׁים אֶת הַמְרוֹר עַל הַיְרָקוֹת (תַּחַת הַכֶּסֶא)
 לְשִׁבַת עַל הַרְצָפָה.

קְבוּצָה ב' - לְקוּם.

לְקַחַת מְרוֹר וְיְרָקוֹת מִתַּחַת לְכֶסֶא.

*If pandemic parameters prevent children from coming close to each other,
 be sure to modify this next command and others that follow.*

לָשִׁים מְרוֹר עַל הָרֵאשׁ שֶׁל קְבוּצָה א'.

(קְבוּצָה א' - לְגַעַת בְּמְרוֹר עַל הָרֵאשׁ).

קְבוּצָה ב' - לִלְכֶת אֶל דָּלֶת.

לָשִׁים יְרָקוֹת עַל-יַד הַדְּלֶת. לְשִׁבַת עַל כֶּסֶא.

קְבוּצָה א' - לְגַעַת בְּמְרוֹר עַל הָרֵאשׁ. לְקוּם וְלִקְפֹץ אֶל שֻׁלְחַן הַמּוֹרָה.

לָשִׁים אֶת הַמְרוֹר וְיְרָקוֹת עַל הַשֻּׁלְחָן.

לְהַצְבִּיעַ עַל חֲרוֹסֶת.

לְקַחַת אֶת הַחֲרוֹסֶת וְלְשִׁבַת יוֹשְׁבֵי תַּחַת שֻׁלְחָן.

לְשִׁבַת מְסַבֵּין.

לְקוּם וְלָרוּץ בְּמִקּוּם.

לָרוּץ אֶל דָּלֶת וְלְשִׁבַת עַל-יַד הַדְּלֶת.

לָשִׁים חֲרוֹסֶת עַל-יַד הַדְּלֶת.

לְשִׁבַת מְסַבֵּין.

לְקוּם וְלָרוּץ מֵהַר אֶל כֶּסֶא.

לְשִׁבַת יוֹשְׁבֵי עַל הַרְצָפָה (לֹא לְשִׁבַת עַל הַכֶּסֶא!)

כָּלֵם לְקוּם וְלִקְפֹץ מֵהַר אֶל חִלּוּן.

לִלְכֶת לְאֵט אֶל כֶּסֶא וְלְשִׁבַת מְסַבֵּין.

לְשִׁבַת יוֹשְׁבֵי עַל הַרְצָפָה.

CONNECTING TO THE RITUAL

Show learners a poster on the לויח (or hand out a sheet) of the Four Questions that includes pictures of the key word (see the note on page 2, above, about where to get one). Sing the line with מְרוֹר / יְרָקוֹת pointing as you go.

Invite 2-3 children to come to the poster:

מְרִים וְדֹנֵי־אֵל - לְקוֹם וְלָלֶכֶת אֶל הַלּוּחַ.
 לְהַצְבִּיעַ עַל "יְרָקוֹת".
 לְגַעַת בְּ"מְרוֹר".
 לָלֶכֶת אֶל כֶּסֶא וְלִשְׁבֹּת.

If you have time, repeat this general pattern with other pairs of students, reviewing other words learned from this ritual.

Then, invite everyone ("כָּלֶם") to chant the opening line, as well as the lines with יְרָקוֹת and מְרוֹר. If you have time, chant all the lines of the Four Questions from which learners will recognize vocabulary.

BONUS DISCUSSION (5-10 minutes)

End the lesson by reverting to English. Ask learners to look with you more slowly at the part of the Four Questions they just learned. Read the line aloud from the poster and ask learners to help you explain the meaning of the words using the photos that they used earlier:

שְׁבֻכָּל־הַלַּיְלוֹת, On all other nights
 אָנוּ אוֹכְלִין we eat
 שְׂאֵר יְרָקוֹת; all kinds of vegetables
 הַלַּיְלָה הַזֶּה, מְרוֹר. but tonight (just) bitter vegetables

Repeat the line again, using just the Hebrew and the photos (no English translation)

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

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