

## FOUR QUESTIONS - LESSON FOUR

### TODAY’S LESSON FOCUS

There are four lessons available that teach key vocabulary from the Four Questions. This **fourth** one focuses on the line that discusses dipping – “normally” (at least with the customs of 2000 years ago) people did not dip even once, though during the *seder*, we dip twice. And when are the two? The first is dipping the *karpas* (the “greens,” like parsley or celery) into salt water. The second is right before dinner where *haroset* is dipped into *maror* (some use a bitter lettuce like Romaine as *maror* and others use something more bitter like horseradish).

While the *haggadah* doesn’t directly answer this “why dip twice” question, one can find possible answers via the internet, for example: <http://www.jewishanswers.org/ask-the-rabbi-2926/dipping-twice-on-passover-night/>.

Just a reminder, during an HTM lesson, the focus is on the vocabulary, not on the bigger picture like the “why” ... but you might have been curious. :-D

This lesson may be taught in person or adapted for a virtual setting (Zoom).

Phrase to be introduced	Options for illustrating the phrase
<p>אֵין אָנוּ מְטַבֵּילִין We do not dip</p>	<p>מְטַבֵּילִין is a verb in the plural form. When used in the Four Questions, it is part of the phrase אֵין אָנוּ מְטַבֵּילִין meaning “we do not dip.” In the first part of this line, the full translation is, “we do not dip even one time.” At the end of the line, the verb is not repeated but the section concludes, “on this night, [we dip] twice.”</p> <ul style="list-style-type: none"> <li>• Photos of people dipping and not dipping (check the HTM Lesson 4 photocards here: <a href="https://www.hebrewthroughmovement.org/pesah.html">https://www.hebrewthroughmovement.org/pesah.html</a>. Feel free to add in other photos that do not show dipping so as to offer yes/no questions or commands.</li> <li>• Salt water and a vegetable so that learners can do their own dipping.</li> </ul>
<p>פְּעַם אַחַת One time</p>	<ul style="list-style-type: none"> <li>• The action of one time (“jump one time”)</li> <li>• Photos that illustrate dipping one time (check the HTM Lesson 4 photocards here: <a href="https://www.hebrewthroughmovement.org/pesah.html">https://www.hebrewthroughmovement.org/pesah.html</a>)</li> </ul>
<p>שְׁתַּי פְּעָמִים Two times</p>	<ul style="list-style-type: none"> <li>• The action of two times (“clap two times”)</li> <li>• Photos that illustrate dipping two times (check the HTM Lesson 4 photocards here: <a href="https://www.hebrewthroughmovement.org/pesah.html">https://www.hebrewthroughmovement.org/pesah.html</a>)</li> </ul> <p><i>A note regarding pronunciation</i> - The Hebrew word for “once” is פְּעַם with the letter <i>Pay</i> at the beginning of the word; a definite P sound. The word used here for “twice” is פְּעָמִים, also with a <i>Pay</i> and a P sound. BUT, a Hebrew grammar rule changes the P sound in פְּעָמִים in the Four Questions to an F sound because there is no a <i>Dagesh</i> (that little “dot” in the פּ). For the curious, the <i>Pay</i> changes to a <i>Fay</i> when there is an open syllable in front of it - in this case שְׁתַּי. We read the phrase, “<i>shtay f’amim.</i>”</p> <p><i>And a final note:</i> In modern Hebrew, the common word for “twice” is פְּעָמִים</p>

## 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 only 4-8 key words for the review/warm-up. Choose vocabulary most important to your learners: those that have not been reviewed in awhile, 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.

לְהַרִים	לְקוֹם
לְהוֹרִיד	לְהַצְבִיעַ אֶל
לְגַעַת ב	לְהַצְבִיעַ עַל
לְשִׁים	תַּחַת
לְתַת	עַל
לְקַחַת	עַל-יַד
לְשַׁבֵּת	

These are new words are from Lessons 1, 2, & 3 of the Four Questions:

מְצָה	(מִכֶּל) הַלֵּילוֹת
חֲמֹץ	אָנוּ אוֹכְלִין _____
לְשַׁבֵּת יוֹשְׁבִין	יְרַקוֹת
לְשַׁבֵּת מְסֻבִין	מְרוֹר
לִלְקָה	חֲרוֹסֶת
הַלֵּלָה הַזֶּה	

### INTRODUCING NEW WORDS

#### PREP HINTS:

- If you are meeting in-person, gather photos and objects to illustrate the vocabulary; fill in with photos from the HTM teacher's photocard for Lesson 4 found on this page: <https://www.hebrewthroughmovement.org/pesah.html>.
- If you are teaching virtually, send home in advance Lesson 4'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. Parents might also be willing to give their child a cup (with pretend water so as not to ruin a keyboard if it tips) and something to dip.

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):

- Show three different examples for each term, saying just the single word or phrase as the object is shown. For example: אֵין אָנוּ מְטַבֵּילִין (three times, with different illustrations). Do not add other words like הִנֵּה or זֶה-זֵאת.
- Then, again say the terms three times, but change the order each time - connect the physical action 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
אֵין אָנוּ מְטַבֵּילִין		
פֻּעַם אַחַת		
שְׁתֵּי פְּעָמִים		

SAMPLE SCRIPT FOR INTEGRATING OLD AND NEW WORDS -

אֵין אָנוּ מְטַבֵּילִין / פֻּעַם אַחַת / שְׁתֵּי פְּעָמִים

קְבוּצָה א' - לְקוּם.

לְקַפֵּץ פֻּעַם אַחַת.

לְקַפֵּץ שְׁתֵּי פְּעָמִים.

לְהִסְתַּוֵּבב פֻּעַם אַחַת.

לְהָרִים יָדַיִם שְׁתֵּי פְּעָמִים.

לְשַׁבֵּת מְסַבִּין.

Through the next segment, if they stop reclining before you ask them to sit straight, remind them:

קְבוּצָה א' - לְשַׁבֵּת מְסַבִּין.

קְבוּצָה ב' - לְקוּם.

לְגַעַת בְּרֹאשׁ פֻּעַם אַחַת.

לְגַעַת בְּרֹאשׁ שְׁתֵּי פְּעָמִים.

לְקַפֵּץ פֻּעַם אַחַת.

לְהִסְתַּוֵּבב שְׁתֵּי פְּעָמִים.

לְשֶׁבֶת יוֹשְׁבֵינָו.

קְבוּצָה א' - לְשֶׁבֶת יוֹשְׁבֵינָו.

Then, to reinforce understanding of מְטַבֵּילִין and אֵין אָנוּ מְטַבֵּילִין use a variety of photos with dipping and not dipping (as well as others that have nothing to do with dipping). Offer a potential description in Hebrew and ask לֵא אוֹ לֹא with thumbs up or thumbs down for each.

Give learners a paper bowl (your choice if it has, or doesn't have water) and either a picture of parsley or other items that one could dip in the bowl. Offer all-group commands like:

אֵין אָנוּ מְטַבֵּילִין.

אָנוּ מְטַבֵּילִין.

אָנוּ מְטַבֵּילִין פְּעַם אַחַת.

אָנוּ מְטַבֵּילִין שְׁתֵּי פְּעָמִים.

Other ways to integrate vocabulary:

קְבוּצָה ב' - לְקוּם.

לְלַכֵּת אֶל יְרֻקוֹת.

לְגַעַת בְּיְרֻקוֹת פְּעַם אַחַת.

לְהַרִים יְרֻקוֹת שְׁתֵּי פְּעָמִים.

לְשִׁים יְרֻקוֹת תַּחַת מְרוֹר.

לְשֶׁבֶת.

כֵּן:

לְקוּם פְּעַם אַחַת.

לְקַפֵּץ שְׁתֵּי פְּעָמִים.

לְלַכֵּת אֶל מְרוֹר.

לְקַחַת מְרוֹר.

לְקַפֵּץ אֶל חֲרוּסָת.

לְקַחַת אֶת הַמְרוֹר וְאֶת הַחֲרוּסָת.

כֵּן - "אָנוּ מְטַבֵּילִין מְרוֹר בְּחֲרוּסָת."

כֵּן - "אָנוּ מְטַבֵּילִין מְרוֹר בְּחֲרוּסָת פְּעַם אַחַת."

כֵּן - "אָנוּ מְטַבֵּילִין מְרוֹר בְּחֲרוּסָת שְׁתֵּי פְּעָמִים."

כָּלֶם - "אֵין אָנוּ מְטַבֵּילִין מְרוֹר בְּחֻסָּת. "  
 לְשִׁים מְרוֹר וְחֻסָּת עַל הַשְּׁלֶחַן.  
 לְקַפֵּץ שְׁתֵּי פְעָמִים וְלִשְׁבֹּת.

**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 word (see the note on page 2, above, about where to get one). Sing the line with מְטַבֵּילִין, pointing as you go.

Invite 2-3 children to come to the poster (note that some of these commands assume the children read Hebrew; not all words have corresponding photos on the poster so adjust as needed):

אָבִי וְדַבֹּרָה - לְקוֹם וְלִלְכֹת אֶל הַלּוּחַ.  
 לְהַצְבִּיעַ עַל "אֵין אָנוּ מְטַבֵּילִין."  
 לְגַעַת בְּ"פִעַם אַחַת."  
 לְשִׁים יָדַים שְׁתֵּי פְעָמִים עַל "שְׁתֵּי פְעָמִים."  
 לִלְכֹת אֶל כֶּסֶא וְלִשְׁבֹּת.

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

Then, invite everyone ("כָּלֶם") to chant all the lines of the Four Questions slowly pointing to the appropriate pictures on the poster/page!

**BONUS DISCUSSION:**

Assuming this is your final HTM lesson on the Four Questions, consider having a discussion in English using questions such as these:

Open a conversation with the learners using these questions to guide you:

- How have the Hebrew Through Movement lessons helped you understand the Hebrew in the Four Questions?
  - In your own words, tell me what some of the Hebrew means.
  - What do you not yet understand?
  - Is there something you wish you understood?
  
- I'm wondering how learning the Hebrew of the Four Questions made you feel when we last sang/read all four questions. To get us started, I'll tell you some sentences that other children have said – listen to them and then we will talk about how YOU feel. Some children have said: *You might ask a teen assistant to read the bullet points so they are heard in a different voice:*
  - I feel good about all the Hebrew I now understand!
  - Well, really, I didn't feel different. It was like other things we sing or say in Hebrew.
  - I feel smarter because I know the meaning of the Hebrew.

- I'm excited because I now know what I am saying.
- I feel like part of something bigger than me because I now have a secret key to understanding the Hebrew.
- Overwhelmed – it was a lot to learn.
- I feel proud of what I learned.

You don't have to use any of the words or sentences I just mentioned. I want to know how learning the meaning of the Hebrew makes you feel when you say the Mah Nishtanah.

- So, let's see overall how everyone is feeling about learning the meanings of the words in the *Mah Nishtanah*. I'm going to ask if you are feeling good, feeling bad or are not sure.

*Do these one at a time:*

- Raise your hand if you are feeling good about learning the Hebrew of the Mah Nishtanah.
- Raise your hand if you are feeling bad about learning the Hebrew.
- Raise your hand if you aren't sure, or somewhere in between.

Afterwards, be sure to call on some children to explain their answers.

*If you have time, feel free to ask anything else that you are curious about.*