

# שבועות

(Students should have already completed Foundational Level 6 so they know the word לָתֵת)  
 Terms marked with \* may already be familiar to your students from other experiences.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1: <b>Arriving at Sinai after 7 weeks</b>		מִשָּׁה עַם יִשְׂרָאֵל מִצְרַיִם הַר סִינַי יְהוָה* תּוֹרָה* פֶּסַח* שְׁבוּעוֹת*			
Option 2: <b>Offering the First Fruits (Bikkurim)</b>		סֵל פְּרִי בְּכוֹרִים		עוֹד (just use, don't teach explicitly)	

If the students have already learned the synagogue unit, its vocabulary can be integrated with the *Shavuot* activities.

## **Option 1: Arriving at Mt. Sinai after 7 Weeks (שבועות) in the Desert**

This option is in the form of a “picture story” where the teacher and children manipulate pictures to tell a story. It could also take on the form of a play where two children are assigned to play the role of Moses (they could wear a white bedsheet around both of them as a robe), two children to play the role of God (hmm, the costume is for you to decide) and the area set up to include a place you call Egypt (include a map and/or Egyptian flag), a location for Mt. Sinai (have a picture of mountains), and a desert in between. Children will need to have some previous familiarity with the People of Israel’s escape from Egypt led by Moses, as well as the connection between Pesah and Shavuot (seven weeks of wandering in the desert until the Israelites reached Mt. Sinai and received the Ten Commandments/Torah).

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary. NOTE: the chart on the next page offers ideas only for using pictures, not props for creating a play. That is up to the teacher to figure out. A collection of pictures for this HTM lesson may be found here: <https://www.hebrewthroughmovement.org/shavuot.html>.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
מֹשֶׁה	<ul style="list-style-type: none"> <li>Offer some art work that specifically shows Moses in Egypt or leading the People of Israel out.</li> <li>Have a paper doll of Moses that children can move around their paper.</li> </ul>
עַם יִשְׂרָאֵל	<ul style="list-style-type: none"> <li>Offer art showing the Jews in Egypt or at Mt. Sinai.</li> <li>Share photos of groups of Jews, perhaps celebrating holidays, perhaps members of your synagogue or educational program.</li> <li>Have a picture of several Israelites together, “dressed” as if they had just left Egypt. Children will move this around their paper.</li> </ul>
מִצְרַיִם	<ul style="list-style-type: none"> <li>Show a map of Egypt.</li> <li>Show some recognizable pictures of Egypt (hieroglyphics, the pyramids, etc.).</li> </ul>
הַר סִינַי	<ul style="list-style-type: none"> <li>Use artwork of Mt. Sinai.</li> <li>Show some photos of mountains located in the Sinai Desert.</li> <li>Draw a picture of a mountain with Moses standing on it.</li> </ul>
*יְהוָה *תּוֹרָה *פָּסַח *שְׂבוּעוֹת	If these words are familiar to learners, they will not have to be explicitly taught. You will need a way to represent the Torah that God gives to Moses on Mt. Sinai.

To integrate vocabulary, give everyone a “map” showing Egypt and Mt. Sinai, a paper “doll” of Moses with his hands up (to eventually hold the Torah), a picture of 4 people (or more) dressed in biblical clothing that you will call the People of Israel and something that represents the Torah that was given on Mt. Sinai. It would be helpful to have a similar set of materials that you or a teen assistant could use to demonstrate the action via a wall or whiteboard.

Tell a story like the following and have children move their items on their paper the same way you do.

בְּלֶמֶס – לְהַצְבִּיעַ עַל מִצְרַיִם.  
 לְקַחַת עִם יִשְׂרָאֵל וְלָשִׁים בְּמִצְרַיִם.  
 לְהָרִים מֹשֶׁה וְלָשִׁים מֹשֶׁה בְּמִצְרַיִם.  
 מִצְרַיִם לֹא טוֹב.  
 בְּלֶמֶס - לְהַצְבִּיעַ עַל הַר סִינַי.  
 הַר סִינַי טוֹב!  
 מֹשֶׁה - לְלַקֵּחַ עִם יִשְׂרָאֵל מִמִּצְרַיִם.

פסח!!

מִשָּׁה וְעַם יִשְׂרָאֵל – לָלֶכֶת מִמִּצְרַיִם אֶל הַר סִינַי לְאֵט לְאֵט.  
 לְשֵׁים מִשָּׁה וְעַם יִשְׂרָאֵל עַל-גִּיד הַר סִינַי.  
 מִשָּׁה – לָלֶכֶת עַל הַר סִינַי. (כֶּלֶם - לְשֵׁים מִשָּׁה עַל הַר סִינַי.)  
 כֶּלֶם לְשִׁמְעַ - יְהוָה!!  
 יְהוָה – לָתֵת תּוֹרָה לְמִשָּׁה.  
 מִשָּׁה לָלֶכֶת עִם הַתּוֹרָה לְעַם יִשְׂרָאֵל.  
 (כֶּלֶם - לְשֵׁים מִשָּׁה עַל-גִּיד עִם יִשְׂרָאֵל.)  
 שְׁבוּעוֹת!!

**Option 2: Offering the First Fruits (*Bikkurim*)**

For this activity you will need baskets and a variety of artificial or real fruits (ones on the list of the Seven Species would be great!). In advance of this lesson, children would need to understand the significance of bringing בְּכוֹרִים on Shavuot; check to see if the Judaics teacher has covered this before using Shavuot’s Option 2. [See <https://pjcc.org/jewish-life/jewish-holidays-explained/shavuot/ctions/> for a brief description of how *bikkurim* was/is celebrated in Israel.]

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary. A collection of photos for this HTM lesson has been posted here:

<https://www.hebrewthroughmovement.org/shavuot.html>.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
סל	<ul style="list-style-type: none"> <li>Use a variety of baskets that are big/strong enough to hold fruit. These may be borrowed from other teachers or parents.</li> <li>Offer photos of different baskets, some with <i>bikkurim</i> in them.</li> </ul>
פְּרִי	<ul style="list-style-type: none"> <li>Use plastic/fake fruit, photos of fruit or real fruit. Because this word is singular, make sure that only one fruit is used each time you say פְּרִי - the exception would be grapes, which might be a bunch of them.</li> </ul>
בְּכוֹרִים	<ul style="list-style-type: none"> <li>Show photos of baskets filled with <i>bikkurim</i>.</li> <li>Show photos of people (especially children) bringing <i>bikkurim</i>.</li> </ul>

To integrate vocabulary, have several baskets and much fruit. Use commands such as the following that are directed to a *k'vutzah* or to a small group of children:

לְלַקֵּת אֶל הַשְּׁלֶחַן וּלְהָרִים פְּרִי.

לְרוּץ אֶל סֵל וְלָשִׁים פְּרִי בַסֵּל.

לְשַׁבֵּת עַל הַרְצָפָה.

לְקוֹם. לְקַפֵּץ אֶל הַשְּׁלֶחַן וְלַקְחַת עוֹד פְּרִי.

לְהִסְתַּוְּבֵב אֶל סֵל וְלָשִׁים פְּרִי בַסֵּל.

לְשַׁבֵּת תַּחַת שְׁלֶחַן.

Continue adding fruit to the basket. When it is full command a few children:

לְקוֹם וּלְהִצְבִּיעַ אֶל סֵל.

לְלַקֵּת אֶל סֵל.

לְגַעַת בַּסֵּל.

לְהָרִים סֵל.

לְקַחַת אֶת הַבְּכוּרִים. לְלַקֵּת אֶל חֲלוֹן וְלָשִׁים בְּכוּרִים עַל-יַד חֲלוֹן.

לְשַׁבֵּת עַל כֶּסֶּא.

Offer commands that have other children pick up and move the *bikkurim* to different locations in the room. You may also have them take items out of one basket and put them in another.