

שַׁבַּת 1

(Students should have already completed Foundational Level 5)

Terms marked with * may already be familiar to your students from other experiences.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1: Shabbat foods		חֶלֶה* לֶחֶם יַיִן מִיץ עֲנָבִים			
Option 2: Shabbat candle blessing	לְבַרֵךְ עַל לְהַדְלִיק אֶת	נֵר פְּמוֹט שַׁבַּת שְׁלוֹם*			
Option 3: Blessing over wine or grape juice <i>(it is helpful to have taught Option 1 previous to this one)</i>		יַיִן מִיץ גֶּפֶן פְּרֵי פְּרֵי הַגֶּפֶן	<p>Note: The pronunciation of the word גֶּפֶן switches to גֶּפֶן at the end of the blessing over wine/grape juice. The two words are exactly the same, but Hebrew grammar rules for blessings shift the vowel under the ג. This happens also with the word אֶרֶץ at the end of the blessing over bread (see Shabbat 2)</p>		

Regarding food items:

Where possible, use bread from a toy-set when introducing terms. However, knowing that real food creates lasting memories, you may wish to treat children to a snack. Remember that any food that children eat needs to be handled in a sanitary way. Therefore, don't place food directly on a table without a napkin or plate underneath. Don't allow children to eat food that has been touched with unwashed hands or placed on someone's head. [Yeah, "thanks, Mom!"]

Option 1: Shabbat Foods

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
לֶחֶם	<ul style="list-style-type: none"> Use a variety of real bread products for which one would say the <i>Motzi</i> – sandwich bread, rolls, whole wheat, white, etc. These can be in their wrapped packages. Do not include crackers. If there is an early childhood program, see if you can borrow fake/toy bread products from their housekeeping area. Use photos found on the internet.
יַיִן	Before teaching this word, check with your director or clergy about the use of "wine" vs. the use of "grape juice" in this lesson: Is it okay to teach the word for "wine" and have wine bottles in the room? Is grape juice preferred? Or, may both be used?

	<ul style="list-style-type: none"> • Use a variety of empty wine bottles. • Search online for “KidKraft Shabbat set.” Other toy brands will pop up, too. • Use small bottles of wine that are full. • Use photos.
<p>מיץ ענבים</p>	<ul style="list-style-type: none"> • Use small grape juice bottles, cartons or cans - empty or filled. • Bonus points for using grape juice bottles from Israel, with Hebrew on the label! • Search online for “Toy juice bottles” (Melissa and Doug, others, have them). • Use photos.

Some examples of commands to use when integrating learning for this level:

קבוצה א' – לקום ולהסתובב אל השלחן.

להצביע על לחם.

לגעת בלחם.

להרים את הלחם.

לקחת עם הלחם. לעצור.

לשים את הלחם על השלחן ולשבת.

קבוצה ב' – לקום ולהרים חלה.

לקפץ אל החלון עם החלה.

לרוץ אל השלחן עם החלה.

לשים את החלה על הראש.

לשים את החלה על האף.

לשים את החלה על השלחן ולשבת.



קבוצה ג' – להצביע על יין.

להרים את היין.

להוריד את היין.

לשים את היין על הבטן.

לשים את היין תחת השלחן ולשבת על כסא.

קְבוּצָה ב' – לְקוּם.

לְהַצְבִּיעַ עַל מִיץ עֲנָבִים.

דְּנִי וְשָׂרָה לְהַרִים מִיץ עֲנָבִים.

מִיכָה וְתָמָר לְהַרִים יַיִן.

לְלַקֵּת אֶל שְׁלֶחַן א' וְלִשֵׁם יַיִן וּמִיץ עֲנָבִים עַל הַשְּׁלֶחַן. לְשַׁבֵּת.



קְבוּצָה א' – לְהַסְתִּיב אֶל לֶחֶם.

לְהַרִים אֶת הַלֶּחֶם וְלִשֵׁם לֶחֶם עַל-יַד יַיִן.

לְשַׁבֵּת עַל הַרְצָפָה.

לְקוּם. לְהַרִים מִיץ עֲנָבִים וְלִשֵׁם מִיץ עֲנָבִים עַל-יַד לֶחֶם.

לְהַרִים יַיִן וְלִשֵׁם אֶת הַיַּיִן עַל-יַד חֲלָה.

לְהַרִים חֲלָה וְלִשֵׁם חֲלָה עַל יַיִן.

לִשֵׁם חֲלָה לֶחֶם יַיִן וּמִיץ עֲנָבִים עַל הַשְּׁלֶחַן וְלְשַׁבֵּת עַל כֶּסֶא.

Option 2: Shabbat Candle Blessing

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 that in previous editions of the curriculum guide, the plural for candle and candlesticks were introduced. In this edition, we are suggesting that these two words remain singular; ask students to take one candle (or candlestick) and then take another one. This is because in Hebrew blessings the word נֵר is used, not נְרוֹת.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
נֵר	<ul style="list-style-type: none"> Use a variety of real candles – Shabbat, birthday, <i>Havdallah</i>, decorative. Use toy candles. An early childhood program might have some to loan, or search online for “KidKraft Shabbat set.” Other brands will pop up, too. Use photos.
כְּמוֹט	<ul style="list-style-type: none"> Use a variety of candlesticks – parents may be able to donate or loan some. Or check the early childhood program. Use photos.
לְהַדְלִיק	<ul style="list-style-type: none"> Do the action of striking a match, along with a sound that indicates the lighting.

	<ul style="list-style-type: none"> • Pretend to light a candle. • Use photos of people actively lighting a candle.
לְבָרֵךְ	<ul style="list-style-type: none"> • Show photos of someone with their eyes covered after lighting the Shabbat candles. When you integrate learning say לְבָרֵךְ עַל נֵר שַׁבָּת. • Use this phrase before cueing learners into reciting a blessing. For example, לְבָרֵךְ עַל נֵר שַׁבָּת ... בְּרוּךְ אַתָּה יי. Say the phrase with familiar blessings, for example over Shabbat and <i>Hanukkah</i> candles, as well as bread and wine.
שַׁבָּת שְׁלוֹם	Learners will know this phrase from other contexts. After teaching the blessing over the Shabbat candles look at everyone and simply say: שַׁבָּת שְׁלוֹם . There's no need to teach it explicitly.

When integrating learning, if you wish to spend time reinforcing **various kinds of candles**, start with the sample scripts, below. To directly focus on the **Shabbat words** introduced in this lesson, skip down to the commands that begin to the right of the picture on the next page.

Distribute various candles to children so that each has one: *Hanukkah*, Shabbat, or birthday. Say:

קְבוּצָה עִם נֵר שַׁבָּת חֲנֻכָּה - לְקוֹם .

לְלַכֵּת אֶל הַדֹּלֶת עִם נֵר שַׁבָּת חֲנֻכָּה.

לְשִׂים נֵר שַׁבָּת חֲנֻכָּה עַל-יַד הַדֹּלֶת וְלִשְׁבֵּת עַל כֶּסֶא.

קְבוּצָה עִם נֵר שַׁבָּת שַׁבָּת – לְקוֹם עִם נֵר שַׁבָּת שַׁבָּת .

לְקַפֵּץ עִם נֵר שַׁבָּת שַׁבָּת.

לְקַפֵּץ, לְקַפֵּץ, לְקַפֵּץ.

לְעֶצֶר .

לְשִׂים נֵר שַׁבָּת עַל הַבֶּטֶן וְלִשְׁבֵּת עַל כֶּסֶא.

Point to the children with a birthday candle and say:

קְבוּצָה עִם נֵר שַׁבָּת יוֹם הַלְּדוּת – לְקוֹם .

לְהַרְיִם נֵר שַׁבָּת יוֹם הַלְּדוּת .

לְשִׂים נֵר שַׁבָּת יוֹם הַלְּדוּת עַל הַבֶּטֶן.

לקום עם נר של יום הקדוּת .

להסתובב עם נר של יום הקדוּת .

לעצור .

לשים נר של יום הקדוּת על נר של חנכה (על-גד הקדוּת).

לשבת על כסא .

The scripts, below, should be used with different groups.



לקחת אֶל השולחן ולהרים נר של שבת .

לקפוץ עם הַנֵּר .

לשים נר של שבת על כסא .

עכשו לשים נר של שבת על הַרְאֵשׁ .

להסתובב עם נר של שבת .

לשים נר של שבת על השולחן .

להצביע על הפמוט .

להרים פמוט .

לשים פמוט על השולחן .

לגעת בַּנֵּר .

לשים נר בַּפְּמוֹט .

להצביע על עוד פמוט .

לשים נר בַּפְּמוֹט .

להדליק נר של שבת .

Work for a while with commands related to the candle, candlestick and lighting.

Then, pantomime lighting the Shabbat candles and say

להדליק נר של שבת .

Demonstrate the circling motion (three times around) with your hands before covering your eyes, then say and demonstrate

לְשִׁים יָדַיִם עַל הָעֵינַיִם

לְבָרֵךְ עַל גֵּר שֶׁל שַׁבָּת.

Then recite the blessing

בְּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מִלְּפָנֶיךָ הַעוֹלָם, אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו, וְצִוָּנוּ לְהַדְלִיק גֵּר שֶׁל שַׁבָּת.

Call on several children to do the following:

Note: The commands, below, break down the steps and model the traditional way to light and bless the Shabbat candles.

לְלַכֵּת אֶל הַשְּׂוֹלְחָן.

לְשִׁים גֵּר בְּפִמּוּט.

לְשִׁים עוֹד גֵּר בְּפִמּוּט.

לְהַדְלִיק גֵּר שֶׁל שַׁבָּת.

לְהַדְלִיק עוֹד גֵּר שֶׁל שַׁבָּת.

לְשִׁים יָדַיִם עַל הָעֵינַיִם.

לְבָרֵךְ עַל גֵּר שֶׁל שַׁבָּת.

After children recite the blessing and open their eyes, say שַׁבָּת שְׁלוֹם.

When this lesson is done, switch to English and ask students to share what they now understand this blessing says.

Note that anytime blessing or prayer vocabulary is taught, a lesson should conclude with students reciting the blessing aloud. This helps them cement the meaning of the vocabulary within an actual ritual.

SHABBAT SAMPLE VIDEOS

Two videos are available for viewing. Both were filmed using vocabulary from earlier curriculum guides – in those, we taught children the plural for candles (גֵּרוֹת) and candlesticks (פְּמוֹטִים). However, in this version of the guide we suggest that teachers only use the words גֵּר and פְּמוּט.

While both videos show the teaching of similar vocabulary (mostly Shabbat I, Option 2 words), there are differences in the lessons:

<http://tinyurl.com/jy72kty>

<http://www.hebrewthroughmovement.org/shabbat.html>

At the end of the second video, a student offers her thoughts on learning Hebrew using HTM. Keep watching until the very end!

Option 3: Blessing over Wine or Grape Juice

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
גָּפֶן	<p>Note that this word specifically means a “grapevine.” Know that there is another Hebrew phrase that translates as vine in the general sense (צִמְחַ מִטֶּפֶס). Also know that the Hebrew word for grape is עֵגֶב, not פְּרֵי הַגָּפֶן. The Hebrew phrase for actual grape juice is מִיץ עֵגֶבִים. You will not be using either the general word for vine or specific word for grape in this lesson ... just thought you might want to know the differences.</p> <ul style="list-style-type: none"> • Use three different pictures of a grape vine, showing the distinct big leaves and the grapes. Perhaps include an arrow that points to the vine, not the fruit or leaves. • When you get to the integration segment, offer some other photos of plants (flowers, trees, corn stalks), point to them and ask students – גָּפֶן – כֵּן אוֹ לֹא?
פְּרֵי	<ul style="list-style-type: none"> • Use a variety of real fruits or plastic fruits. Your early childhood program might have some toy fruit to loan. <ul style="list-style-type: none"> ○ Remember that פְּרֵי is singular (and note the vowel under the פ when the word is separated from הַגָּפֶן). Don’t use canned fruits that would have multiple varieties included or more than one item – just one apple, pear, etc. ○ Don’t include fruit that grows on a bush or in the ground since on these we use the blessing that ends בִּוְרֵא פְּרֵי הָאֲדָמָה. This means, do not include any berries, a pineapple or banana. • Use photos of fruits.
פְּרֵי הַגָּפֶן	<p>In this lesson, because we are focused on the blessing, use the full phrase פְּרֵי הַגָּפֶן to either refer to grapes OR the-fruit-that-grows-on a grapevine OR wine OR grape juice.</p> <ul style="list-style-type: none"> • Use real grapes or plastic grapes. If your picture of grapevines is big enough, hold up the bunch of grapes to the vine. • Find photos of grapes. • Use bottles of grape juice and perhaps kosher wine.

Some examples of commands to use with small groups and/or everyone when integrating learning for this level:

Show a variety of photos of grapevines and other plants. Pointing to different ones, ask learners:

גָּפֶן – כֵּן אוֹ לֹא?

Place the photos in different places around the room and say:

קְבוּצָה ג' – לְרוּץ אֶל הַלוּחַ וְלְהַצְבִּיעַ עַל גָּפֶן.

לְרוּץ אֶל "לֹא גָּפֶן."

לְהִסְתוֹבֵב וְלִגְעַת בְּגָפֶן.

לְקַפֵּץ אֶל שֻׁלְחוֹ וְלִגְעַת בְּפְרֵי.

לְהַרְיִם פְּרִי .

לְשִׁים פְּרִי עַל-יַד חֲלוֹן . לְשִׁבֶּת עַל כֶּסֶּא .

קְבוּצָה ב' – לְקוֹם וְלָרוּץ אֶל פְּרִי .

לְשִׁים פְּרִי תַּחַת כֶּסֶּא .

לְשִׁים פְּרִי עַל הָאֵף וְלָרוּץ לְאֵט אֶל שְׁלֶחַן א' .

לְשִׁים פְּרִי תַּחַת שְׁלֶחַן א' .

לְהַרְיִם פְּרִי וְלָרוּץ אֶל גֶּפֶן .

לְשִׁים פְּרִי תַּחַת גֶּפֶן .

לְהַצְבִּיעַ אֶל פְּרִי .

לְהַצְבִּיעַ אֶל גֶּפֶן .

לְהַצְבִּיעַ אֶל פְּרִי הַגֶּפֶן . לְשִׁבֶּת .

When reinforcing the phrase פְּרִי הַגֶּפֶן, make sure that students know to indicate grapes, grape juice and wine. All are פְּרִי הַגֶּפֶן.

קְבוּצָה א' – לְהִסְתוּבֵב אֶל פְּרִי הַגֶּפֶן .

לְהַרְיִם אֶת פְּרִי הַגֶּפֶן .

לְקַפֵּץ עִם פְּרִי הַגֶּפֶן אֶל גֶּפֶן .

לְשִׁים פְּרִי הַגֶּפֶן תַּחַת גֶּפֶן . לְשִׁבֶּת .

Bring out grape juice and serve a cup of it to everyone. Say:

כֶּלֶם לְבָרַךְ עַל פְּרִי הַגֶּפֶן :

בְּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מְלֶכֶד הָעוֹלָם, בּוֹרֵא פְּרִי הַגֶּפֶן .

Drink!

When this lesson is complete, switch to English and ask students to share what they now understand this blessing says. Since it would be hard to teach the word בּוֹרֵא using HTM, you might explain to them that the word means “Creator of,” referring to God, the creator of nature. So here, we are praising God for being the “Creator of the fruit of the grapevine.” As explained earlier, פְּרִי הַגֶּפֶן translates as “fruit of the grapevine,” but we use the phrase when we make a blessing over wine and grape juice, not before eating grapes.

SPECIAL OPPORTUNITY:

If your students have learned to decode Hebrew and complete all of “Shabbat 1” and Option 1 in “Shabbat 2,” you might like to ask their *t’fillah* teacher to introduce them to the story on page 178 of this guide. They have learned all the words via HTM and should be able to read with understanding. No, it’s not a suspenseful story, but the achievement of being able to read Hebrew with understanding is rather special!

