

שַׁבַּת 2

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

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1: Blessing over bread/Hallah	לְבָרַךְ עַל לְהוֹצִיא אֶת (הַמוֹצִיא)	*חֶלֶה לֶחֶם שְׂקִית אֶרֶץ	Note: The pronunciation of the word אֶרֶץ switches to אָרֶץ at the end of the blessing over bread. The two words are exactly the same, but Hebrew grammar rules for blessings shift the vowel under the א. This happens also with the word גָּפֶן at the end of the blessing over grape juice or wine (see Shabbat 1)		מִן
Option 2: Havdallah Appropriate for students that have learned about and experienced the Havdallah ceremony. Check Shabbat 1 Option 3 for the lesson on פְּרֵי הַגֶּפֶן		*הַבְּדֵלָה בְּשָׂמִים מִיַּיִן בְּשָׂמִים אֵשׁ מְאוּרֵי הָאֵשׁ			

Regarding the food items:

Where possible, use bread from a toy-set. 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 have children eat food that has been touched with unwashed hands, etc.

Option 1: Blessing over bread/hallah

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"> This was introduced in Shabbat 1 – check there for ideas if you did not do that lesson.
שְׂקִית	<ul style="list-style-type: none"> Use a variety of small bags, including ones that hold sliced bread. Have bread still in its bag – clearly touch or point to the bag, not the bread inside.

<p>להוציא את (המוציא)</p>	<ul style="list-style-type: none"> • In advance, place into bags and boxes a variety of items for which children already know the Hebrew. Some examples: <i>kippah</i>, <i>siddur</i>, (toy) <i>Torah</i> scroll, dollhouse-size chair or table, pencil, outline of a hand or other body part, etc. Pull out each item and say להוציא, or whatever object is being pulled out. In this introduction of words, do not name the object; save that for integrating learning. • When integrating vocabulary use the word מן with an exaggerated pull as you take an item <i>from</i> a bag. No need for deeper work in its meaning.
<p>ארץ</p>	<p>The word ארץ means: land, country OR earth, world. However, in the context of the blessing for bread הָאָרֶץ means "the ground." The blessing is saying that God brings forth bread from the ground.</p> <ul style="list-style-type: none"> • Take the learners outside and point to various examples of “ground” – an area with dirt, with grass on it, etc. Point to other things outside and say לא ארץ. When you get to the integration segment, you can point to the floor and ask ארץ או לא ארץ? • Show photos of different kinds of earth/land, including fields.
<p>לברך על</p>	<p>At this point, this word is best taught by just using it in context. Anytime you want to prompt learners to say a blessing simply say _____ על לברך, say the name of whatever you are blessing (for example: <i>hallah</i>, apple), then start the blessing. <i>Note that the phrase is first introduced in Shabbat 1.</i></p>
<p>לאכול</p>	<p>Like the verb above, this word is best just used in context in this lesson – when it is time to eat prompt children by saying לאכול.</p>

Some examples of commands to use with small groups and/or the entire class when integrating new vocabulary:

Holding a piece of bread (preferably from a toy set), say and model these commands

להרים לחם.

להוריד לחם.

Hold a חלה (again, preferably from a toy set) and model these commands

להרים חלה.

להוריד חלה.

Give some bread and חלה to the students and say

להרים לחם.

לקום ולרוץ עם הלחם אל החלון.

לקפוץ אל השולחן.

לשים את הלחם על השולחן.

לְהַרִים אֶת הַחֶלֶה.
 לְשִׁים אֶת הַחֶלֶה עַל הָרֹאשׁ וּלְהַסְתִּיבּוּ.
 לְהוֹרִיד אֶת הַחֶלֶה.
 לְשִׁים לֶחֶם בְּשִׁקִּית.
 לְשִׁים חֶלֶה בְּשִׁקִּית.
 לְהוֹצִיא אֶת הַלֶּחֶם.
 לְהוֹצִיא אֶת הַחֶלֶה.
 לְהַרִים אֶת הַחֶלֶה.
 לְהַרִים אֶת הַלֶּחֶם.

Call on two or three children and say

לְקוּם
 לְלַכֵּת אֶל הַשּׁוּלְחָן.
 לְהוֹצִיא אֶת הַלֶּחֶם מִן הַשִּׁקִּית.
 לְבָרֵךְ עַל הַלֶּחֶם.

Prompt the children to say the blessing over bread.

בָּרוּךְ אַתָּה יי, אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, הַמוֹצִיא לֶחֶם מִן הָאָרֶץ.

Then say:

לְאָכוֹל אֶת הַלֶּחֶם.

Make sure that the students do not eat bread that has been placed on the window or on someone's head!

Repeat this script using חֶלֶה instead of לֶחֶם. Then continue with:

לְקוּם
 לְלַכֵּת אֶל הַשּׁוּלְחָן.
 לְהוֹצִיא אֶת הַחֶלֶה מִן הַשִּׁקִּית.

Place enough pieces of חֶלֶה on a napkin or plate on the table for all the children. Say:

כּוּלֵם, לְלַכֵּת לֶאֱט אֶל הַחֶלֶה.

לְבָרֵךְ עַל הַחֶלֶה:

ברוך אתה יי, אלהינו מלך העולם, המוציא לחם מן הארץ.

לאכול את החלה.

As a non-Hebrew Through Movement activity, ask students what they think the connection is between להוציא and להוציא.

Option 2: Havdallah

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.
בְּשָׂמִים	<p>Hebrew has a word for the kind of spice one cooks with (תְּבַלִּין). Generally, the word בְּשָׂמִים is only used for the spices used for <i>Havdallah</i>. It is related to the word בִּשְׂמָם which means perfume or scent.</p> <ul style="list-style-type: none"> Put different kinds of spices in small cups, for example: cloves, cinnamon, allspice, or even the emptied bag of nice smelling tea (one kind of spice/teabag per cup). Point to each, one-at-a-time and say בְּשָׂמִים. Offer everyone the option of smelling the spices. Put the spices in a spicebox. Shake the box, point inside and say בְּשָׂמִים. Exaggerate taking a smell then point inside the box and say בְּשָׂמִים. <p>When you get to the integration segment, you could show other spice boxes - some empty, some with spices inside. In turn, shake each, lean towards it to hear if there are spices inside, take a smell and identify as בְּשָׂמִים כֵּן or בְּשָׂמִים לֹא.</p>
מִיְנֵי בְּשָׂמִים	<ul style="list-style-type: none"> Put in different kinds of spices in small cups, for example: cloves, cinnamon, allspice, or even the emptied bag of nice smelling tea (one kind of spice/teabag per cup). Point to each, one-at-a-time and say בְּשָׂמִים. Indicate the entire group and say מִיְנֵי בְּשָׂמִים. Repeat with clusters of 2-3 of the cups.
אֵשׁ	<ul style="list-style-type: none"> Show pictures of various kinds of fire – campfire, fire in a fireplace, the flame of a candle, a building on fire. Point to the lights in the room (or perhaps even LED tea candles) and say אֵשׁ. Then, point to an example or two of fire and say אֵשׁ.
מְאוֹרֵי הָאֵשׁ	<p>This phrase literally means “lights of the fire,” referring to the light thrown off from the <i>Havdallah</i> candle.</p> <ul style="list-style-type: none"> Show some of the pictures used to illustrate fire. Point to the actual fire and say אֵשׁ. Point to the light around the fire and say מְאוֹרֵי הָאֵשׁ.

Some examples of commands to use with small groups and the entire class when integrating vocabulary:

Set up one table with ritual items for the blessings that begin Shabbat (two candles in candlesticks, wine cup, *hallah*) and another table with ritual items for *Havdallah* (a *Havdallah* candle, wine cup, spicebox). Also give access to multiple items or photos to

illustrate the words just learned for *Havdallah*. Start by pointing to the Shabbat items and say "Shabbat." Point to the *Havdallah* items and say "*Havdallah*." Repeat and then begin to integrate learning:

קְבוּצָה א' – לְקוּם וְרוּץ אֶל הַבְּדִלָּה. לְהִסְתוּבֵב בְּמָקוֹם.

לְקַפֵּץ אֶל שַׁבָּת. לְשַׁבֵּת תַּחַת הַשְּׁלֶחָן.

לְקוּם וְלְשַׁבֵּת עַל כֶּסֶּא.

קְבוּצָה ג' – לְקוּם וְלִלְכֵת אֶל בְּשָׂמִים.

לְהִצְבִּיעַ עַל בְּשָׂמִים.

לְהָרִים בְּשָׂמִים.

לְשִׁים בְּשָׂמִים עַל הָרֵאשׁ.

לְקַחַת אֵשׁ וְלִתֵּת לְקְבוּצָה ב'.

לְשַׁבֵּת עַל כֶּסֶּא.

קְבוּצָה ב' – לְקוּם וְלְקַחַת אֵשׁ וְלְהִסְתוּבֵב אֶל בְּשָׂמִים.

לְשִׁים אֵשׁ עַל הַשְּׁלֶחָן וְלְקַחַת מִיַּי בְּשָׂמִים.

לְקַפֵּץ אֶל קְבוּצָה א' וְלְשִׁים מִיַּי בְּשָׂמִים תַּחַת כֶּסֶּא.

לְרוּץ בְּמָקוֹם. לְעֶצֶר.

לִלְכֵת לְאֵט אֶל כֶּסֶּא וְלְשַׁבֵּת.

קְבוּצָה א' – לְקוּם וְלְקַחַת מִיַּי בְּשָׂמִים מִתַּחַת הַכֶּסֶּא.

לְרוּץ אֶל שְׁלֶחָן וְלְשִׁים מִיַּי בְּשָׂמִים עַל הַשְּׁלֶחָן.

לְהִצְבִּיעַ עַל אֵשׁ.

לְהִצְבִּיעַ עַל מְאוּרֵי הָאֵשׁ.

לְקַחַת בְּשָׂמִים וְלִתֵּת לְקְבוּצָה ג'.

לְהִסְתוּבֵב אֶל כֶּסֶּא וְלְשַׁבֵּת.

Continue with similar commands so that each group has equal turns. If possible the entire class can be up and responding. Save enough time to be able to do a quick *Havdallah* ceremony with the students OR ask the teacher who has them next to do it (perhaps with the help of the clergy or someone else who is familiar with the ceremony).

When done, switch to English and ask them what they now understand about the words.