

סוכות

(Students should have already completed Foundational Level 6 so that they know the word לָתֵת)
 Words or phrases with an asterisk (*) are ones students probably know from other contexts.

	Verbs	Nouns		Adverbs	Blessings
Option 1: The sukkah, itself	לָשֶׁבֶת (לְיֹשֵׁב) לְבָרֵךְ	סִכָּה* סִכָּךְ			לְיֹשֵׁב בְּסִכָּה
Option 2: The lulav	לְבָרֵךְ עַל	לוּלָב* אֶתְרוּג* הַדָּס עֲרֵבָה אַרְבַּעַת הַמִּינִים	<The palm frond <The citron <The myrtle <The willow <The Four Species		עַל נְטִילַת לוּלָב

Option 1: The sukkah, itself

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.
סִכָּה*	<ul style="list-style-type: none"> Schedule time in an actual <i>sukkah</i> (most synagogues/educational programs have them set up around <i>Yom Kippur</i>). If possible, make sure that there a table and chairs are inside. Share photos of different <i>sukkot</i>. Photos may be downloaded from the left side of this webpage: http://www.hebrewthroughmovement.org/sukkot.html. Besides photographs of an actual <i>sukkah</i>, use pictures of dwellings that are not (tent, teepee, house, office building, etc.) so when integrating you can ask סִכָּה? בֵּן אוֹ לֹא? Create a miniature <i>sukkah</i> or multiple ones so that small groups can work with them – consider using a shoebox, a carton, or similar material. If you take this option, cover wording (like Nike or Amazon) on the original. Cover the top with branches (סִכָּךְ). If possible, obtain dollhouse-size tables and chairs for children to manipulate inside the <i>sukkah</i>.
סִכָּךְ	<p>This is the name given to the branches or other natural material placed on top of a <i>sukkah</i>. The word is used only for the “roof” of a <i>sukkah</i> and not the covering of any other building.</p> <ul style="list-style-type: none"> In a real <i>sukkah</i>, point out the סִכָּךְ and then point out the floor (רַצְפָּה). Show materials used for סִכָּךְ and if possible ones not appropriate (bricks, shingle, etc.). Label as סִכָּךְ and לֹא סִכָּךְ. Point out סִכָּךְ on a picture of a <i>sukkah</i>.

<p>לְשֵׁבֶת בַּסֻּכָּה לִישֵׁב בַּסֻּכָּה</p>	<p>The blessing for sitting in the סֻכָּה is “אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְצִוָּנוּ לִישֵׁב בַּסֻּכָּה.” The word לִישֵׁב more broadly means “dwelling in,” rather than the narrower sense of “sitting.” In this unit, when doing activities in the סֻכָּה, verb לְשֵׁבֶת is used because of its use in modern Hebrew. When saying the blessing, however, לִישֵׁב should be used.</p> <ul style="list-style-type: none"> • Sit in a <i>sukkah</i> (or show photos of people sitting in a <i>sukkah</i>). Contrast with people doing something else in a <i>sukkah</i> (running, jumping) or sitting outside a <i>sukkah</i>. • Do the blessing for sitting in a <i>sukkah</i> after children have heard and practiced לְשֵׁבֶת בַּסֻּכָּה.
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To reinforce the meaning of *sukkah*, as compared to another dwelling:

- Show students a picture of something that is not a סֻכָּה. Ask סֻכָּה? And then point your thumb downward and say לֹא סֻכָּה. Then, show students a variety of pictures that include a סֻכָּה or another kind of dwelling. Ask them each time with a thumbs up or thumbs down? סֻכָּה - כן או לא?

If you have access to an actual *sukkah*, integrate vocabulary using commands like these:

קְבוּצָה ג' – לְקוּם וְלִקְפֹץ אֶל הַסֻּכָּה.

לְגַעַת בַּסֻּכָּה.

לְהִסְתַּוֵּב אֶל כֶּסֶא וְלִשְׁבֹּת.

קְבוּצָה א' – לְקוּם וְלָרוֹץ אֶל כֶּסֶא. לְהִצְבִּיעַ עַל הַסֻּכָּה. לֹא לְעַצֵּר!

קְבוּצָה ג' – לְקוּם וְלָכֶת לְאֵט עַל הָרִצְפָּה שֶׁל הַסֻּכָּה. לֹא לְעַצֵּר!

קְבוּצָה א' - לְשֵׁבֶת עַל כֶּסֶא. לֹא לְהִצְבִּיעַ עַל סֻכָּה.

קְבוּצָה ב' – לְקוּם וּלְהִסְתַּוֵּב לְאֵט אֶל שֻׁלְחָן.

לְשֵׁבֶת תַּחַת הַשֻּׁלְחָן.

Stand outside the *sukkah* and say:

קְבוּצָה ג' – לָרוֹץ אֶל הַמּוֹרָה.

When everyone in *Gimmel* is with you, say:

קְבוּצָה ב' – לִקְפֹץ אֶל הַמּוֹרָה.

When everyone in *Bet* is with you, say:

קְבוּצָה א' – לָלֶכֶת מֵהָר אֶל הַמּוֹרָה.

When everyone in *Alef* is with you, say:

כַּלֵּם – לְלַכֵּת לְאֵט אֶל הַסֻּכָּה.
 לְשַׁבֵּת בְּסֻכָּה וּלְהַצְבִּיעַ אֶל סֻכָּךָ.
כַּלֵּם - לֹא לְהַצְבִּיעַ.
קְבוּצָה א' לְקוּם!
קְבוּצָה ג' לְקוּם!
קְבוּצָה א' לְשַׁבֵּת בְּסֻכָּה!
קְבוּצָה ב' לְקוּם וּקְבוּצָה א' לְקוּם.
קְבוּצָה ג' לְשַׁבֵּת בְּסֻכָּה!
קְבוּצָה ב' לְשַׁבֵּת בְּסֻכָּה!
קְבוּצָה א' לְקוּם וְלִקְפֹּץ.
קְבוּצָה א' לְשַׁבֵּת בְּסֻכָּה.
 לְשַׁבֵּת בְּסֻכָּה. לִישֵׁב בְּסֻכָּה.

With everyone sitting in the *sukkah*, say לְבָרַךְ and cue children to join you in the blessing:

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מְלֶכֶךְ הָעוֹלָם, אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו, וְצִוָּנוּ לִישֵׁב בְּסֻכָּה.

After the lesson, ask children what they understand from the blessing. What is it telling them?

If you are using **one or more miniature *sukkot***, place dollhouse size tables and chairs in different places in your room, away from each *sukkah*. **Integrate** vocabulary using commands like these:

כַּלֵּם – לְהַצְבִּיעַ אֶל סֻכָּה.
 לְרוּץ אֶל סֻכָּה.
 לְשַׁבֵּת עַל-גַּד סֻכָּה.

Be sure students know you mean a miniature table. **קְבוּצָה א' – לְקוּם וְלַלְכֵת אֶל שֻׁלְחָן.**

לְהָרִים שֻׁלְחָן.
 לְרוּץ עִם הַשֻּׁלְחָן אֶל הַסֻּכָּה.
 לָשִׁים אֶת הַשֻּׁלְחָן עַל הָרֵאשׁ.

לְשִׁים אֶת הַשְּׁלַחַן בְּסֵפֶה.

Repeat the dialogue substituting the word for “chair” instead of “table.”

If the students know other terms for items that could go into the סֵפֶה (like: חֵלֶה) repeat the dialogue with these objects.

Option 2: The *lulav*

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary. It would be helpful to have a real *lulav* and *etrog* when you do this unit. Know that these are expensive and fragile ritual objects, although cheaper ones can be purchased for educational use. You may do much of your manipulation with photographs, or with a toy version. However, it would be powerful for children to actually wave the *lulav* when you conclude with the blessing.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
*לולב	<p>Note that <i>lulav</i> refers specifically to the individual palm frond AND also to all the Four Species (אַרְבַּעַת הַמִּינִים) together (<i>lulav, etrog, willow, myrtle</i>). This video explains how to shake a <i>lulav</i>: https://youtu.be/nTVP3KkI-O4</p> <ul style="list-style-type: none"> • Attain real palm fronds if they grow in your area. • Use green construction paper cut in the shape of a palm frond. • Purchase or borrow a toy <i>lulav</i> from an early childhood classroom • Have one or more assembled <i>lulav</i> sets for children to use.
*אַתרוג	<p>Note that an <i>etrog</i> is very very expensive and needs to be handled carefully. If the small stem (called a <i>pitom</i>) breaks off, the <i>etrog</i> cannot be ritually used. Before you begin this lesson, talk to children in English about the specialness of an <i>etrog</i>.</p> <ul style="list-style-type: none"> • Have multiple <i>etrogim</i> (plural for <i>etrog</i>); keep them in their box while children are handling them. Note that in the actual lesson, all the ritual items should be taught in the singular, otherwise, there are too many words to learn. • Share lemons plus other citrus fruit. Verbally label these as לֹא אֶתְרוֹג. • Use yellow construction paper cut in the shape of an <i>etrog</i>. • Purchase or borrow a toy <i>etrog</i> from an early childhood classroom.
הדס	<p>This is myrtle. In a <i>lulav</i> there are 3 myrtle branches. Note that for this lesson you may decide that it is not important for children to differentiate between the <i>hadas</i> and <i>aravah</i>. See the suggested scripts below for guidance.</p> <ul style="list-style-type: none"> • Use photos, a toy/fake myrtle or a real one (they grow in some warm North American climates). • Show the <i>hadas</i> in a <i>lulav</i> and outside of it.
עֲרָבָה	<p>This is willow. In a <i>lulav</i> there are 2 willow branches. Note that for this lesson you may decide that it is not important that children differentiate between the <i>hadas</i> and <i>aravah</i>.</p> <ul style="list-style-type: none"> • Use photos, a toy (fake), or real willow.

	<ul style="list-style-type: none"> Show the <i>aravah</i> in a <i>lulav</i> and pulled out of it.
<p>אַרְבַּעַת הַמִּינִים</p>	<p>The word אַרְבַּעַת is the masculine form of the number 4. The Hebrew letter <i>Tav</i> at the end of the “four” in the phrase אַרְבַּעַת הַמִּינִים is because of a grammatical principle called סְמִיכוּת (if you are unfamiliar with this part of Hebrew grammar, it is not important for your lesson). As a phrase, אַרְבַּעַת הַמִּינִים means “the four species” and refers to the combination of the <i>lulav</i>, <i>etrog</i>, willow and myrtle.</p> <ul style="list-style-type: none"> Point to all four of the species together in a complete <i>lulav</i>, either real, “fake” or in photographs.

Below are examples of three different ways to integrate learning for this option.

For reinforcing the words lulav and etrog:

<p style="text-align: center;">#2</p> <p>קְבוּצָה א' – לְקוּם וְלוּוץ אֶל הַשֵּׁלַחַן. לְהָרִים לוּלָב. לְהַסְתּוֹבֵב עִם הַלוּלָב. לְהַסְתּוֹבֵב, לְהַסְתּוֹבֵב, לְהַסְתּוֹבֵב. לְעַצֵּר. לְקַחַת אֶתְרוֹג. לְהָרִים אֶת הָאֶתְרוֹג. לְלַכֵּת לְאֵט עִם הָאֶתְרוֹג. לְשִׂים אֶת הָאֶתְרוֹג עַל הַשֵּׁלַחַן. לְשַׁבֵּת.</p> <p style="text-align: center;">קְבוּצָה ג' – לְקוּם וְלִקְפֹץ אֶל הַשֵּׁלַחַן . לְהַצְבִּיעַ עַל לוּלָב. לְגַעַת בְּאֶתְרוֹג וּבְלוּלָב. לְהָרִים אֶת הַלוּלָב וְהָאֶתְרוֹג. לְלַכֵּת עִם הַלוּלָב וְהָאֶתְרוֹג אֶל הַדְּלֵת. לְעַצֵּר . לְלַכֵּת אֶל הַשֵּׁלַחַן וְלְשִׂים אֶת הַלוּלָב וְהָאֶתְרוֹג עַל הַשֵּׁלַחַן. לְרוּץ אֶל כְּסֵא וְלְשַׁבֵּת.</p>	<p style="text-align: center;">#1</p> <p>קְבוּצָה ב' – לְקוּם, לְלַכֵּת אֶל הַשֵּׁלַחַן וְלַקַּחַת לוּלָב וְאֶתְרוֹג. לְהָרִים אֶת הַלוּלָב. לֹא לְהָרִים אֶת הָאֶתְרוֹג. לְהוֹרִיד אֶת הַלוּלָב . לְשִׂים אֶת הַלוּלָב עַל הַשֵּׁלַחַן. לְשַׁבֵּת.</p>
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For waving the lulav in all directions:

If the students have completed Foundational Level 8 they will have learned the terms for directions (forwards, backwards, right, left). Alternatively, you can refer to Unit 8 to teach the directions in a pre-lesson for this one in order to have students wave the לוּלָב in all directions. Two are missing from that list that would be useful with a *lulav*: לְמִטָּה and לְמַעְלָה.

After the children are familiar with the terms for directions, teach them the blessing for the לולב.

לְבָרַךְ עַל הַלוּלָב :

בְּרוּךְ אַתָּה יְיָ אֱלֹהֵינוּ מִלְקַדְ הָעוֹלָם, אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו, וְצִוָּנוּ עַל נְטִילַת לולב.

For clear directions on how to wave the לולב go to <http://tinyurl.com/my754sc>.

For reinforcing the four parts of the lulav and the Hebrew for “Four Species:”



לְהַרְיֵם הַדָּס .

לְשֵׁים הַדָּס עַל-יַד לולב.

לְהַרְיֵם עֲרֵבָה.

לְשֵׁים עֲרֵבָה עַל-יַד אֶתְרוֹג.

לְהַרְיֵם הַדָּס וְלְהַרְיֵם עֲרֵבָה.

לְשֵׁים הַדָּס וְעֲרֵבָה עַל-יַד לולב.

Point to the לולב (just the palm leaf) hold up one finger and say: **אחת**

Point to the אֶתְרוֹג, hold up two fingers and say: **שתיים**

Point to the עֲרֵבָה hold up 3 fingers and say: **שלוש**

Point to the הַדָּס hold up 4 fingers and say: **ארבע**

Lift up all four species and say: **ארבעת המינים**

Lift up one, two, three or four of the items that are part of the לולב and after each group say

ארבעת המינים, כן או לא?

Lift up all four species and say

ארבעת המינים.

Note that the counting, above, is done in the feminine form שלוש ארבע אחת שתיים but the four species number is masculine. The choice was made because most times we count aloud, we use the feminine form AND it was felt that the shift to the masculine ארבעת המינים should be easy-enough for students to hear.