

פֶּסַח

(Students should have already completed Foundational Level 6 so that 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: Pesah food and seder plate items		חֶמֶץ* מִצָּה* מְרוֹר זְרוּעַ חֲרוֹסֶת כַּרְפָּס בִּיצָה חֲזָרֶת קָעָרָה			
Option 2: Four Questions – part one	יוֹשְׁבֵינִי מְסַבֵּינִי [In the context of the Four Questions, these two words are verbs. In this lesson, HTM uses them as adjectives.]	חֶמֶץ* מִצָּה*			
Option 3: Four Questions – part two	אָנוּ אוֹכְלֵינִי (Or can be introduced with Option 4 words)	לֵילָה הַלַּיְלָה הַזֶּה לַיְלֹת מִפְּלַ הַלַּיְלֹת			
Option 4: Four Questions – part three	אָנוּ אוֹכְלֵינִי (Or can be introduced with Option 3 words)	יִרְקוֹת מְרוֹר חֲרוֹסֶת			
Option 4: Four Questions – part four	אֵין אָנוּ מְטַבְּלֵינִי			פְּעַם אַחַת שְׁתֵּי פְּעָמִים	

פֶּסַח MODEL LESSON AND RESOURCES

A video that demonstrates the teaching of Level 2 (Four Questions) words is here:

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

As one of HTM's older videos, note that the children are referred to as boys and girls.

If you try this lesson, find other ways to divide students into groups.

For a collection of photocards that illustrate the words in all five Pesah options, click here <http://www.hebrewthroughmovement.org/pesah.html> and scroll down. All are ready to print, ideally in color.

Option 1 – Pesah Food and Seder Plate Items

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.
<p style="text-align: center;">חֻמֵץ</p> <p><i>If you are not introducing the first of the Four Questions lesson (Option 2, below), introduce חֻמֵץ with Option 1, here.</i></p>	<p><u>H</u>ametz is food with leavening. You may wish to ask your education director or clergy for the definition of <u>h</u>ametz taught to your learners and what the community’s most common family customs are. Some may understand <u>h</u>ametz only as bread. Others may know cereal could be <u>h</u>ametz, but that there are kosher for <u>Pesah</u> cereals, cookies, etc. Choose your props accordingly.</p> <ul style="list-style-type: none"> • Boxes of easily-recognized non-<u>Pesah</u>’dik brands of pasta, crackers, cereal, etc. (for example, Barilla spaghetti, Ritz crackers, Oreo cookies, Cheerios cereal). • Real bread slices, a bagel, cookies, etc. • Photos that illustrate <u>h</u>ametz (check the HTM “Lesson 1” photocards here: https://www.hebrewthroughmovement.org/pesah.html). • <u>H</u>ametz toys (search Amazon under “Toys and Games” for “pretend bread”).
<p style="text-align: center;">מַצָּה</p> <p><i>If you are not introducing the first of the Four Questions lessons, (see Option 2; scroll down), introduce מַצָּה with Option 1, here.</i></p>	<ul style="list-style-type: none"> • Real <u>matzah</u> (squares/pieces). • Box of <u>matzah</u> (unopened). • Photo of <u>matzah</u> (check the HTM Lesson 1 photocards here: https://www.hebrewthroughmovement.org/pesah.html). • <u>Matzah</u> toy, for example this: https://www.amazon.com/My-Deluxe-Soft-Seder-Set/dp/B000OTS8Z6/.
<p style="text-align: center;">מְרוֹר זְרוּעַ חֲרוֹסֶת כַּרְפֵּס בֵּיצָה חֲזֵרֵת</p>	<p>These are all items found on the <u>seder</u> plate. To illustrate each, consider using:</p> <ul style="list-style-type: none"> • Actual food that one might find on a <u>seder</u> plate. • The <u>seder</u> food photos found on this page: https://www.hebrewthroughmovement.org/pesah.html.
<p style="text-align: center;">קַעֲרָה</p>	<p>While this word generally means “bowl” in Hebrew, it is the term used for a <u>seder</u> plate. The full phrase may be any of the following: קַעֲרַת הַסֵּדֶר OR קַעֲרַת הַפֶּסַח OR קַעֲרַת לַיַל הַסֵּדֶר. However, just saying קַעֲרָה is fine for HTM.</p> <ul style="list-style-type: none"> • Bring in a variety of <u>seder</u> plates (parents or other teachers might lend you some that aren’t too fragile). • Share photos of <u>seder</u> plates. Check the photos here: https://www.hebrewthroughmovement.org/pesah.html.

Some examples of commands of how to integrate learning for this level:
 Note that the use of השלחן assumes that you have a table set up with the supplies the learners need. It's a specific table, not any in the room.



#1

קבוצה א' – לקום ולקפץ אל השלחן.

להצביע על חמץ .

להצביע על מצה.

להסתובב. להסתובב. לעצור!

להצביע על מרור ולשבת על פסא.

#2

קבוצה ג' – לקום ולרוץ מהר אל השלחן.

להרים חמץ.

לשים חמץ על פסא.

ללכת אל מצה ולהרים מצה.

לשים מצה על-גד הדלת.

ללכת לאט אל שלחן ולשבת תחת השלחן.

#3

קבוצה ב' – לקום ולהסתובב אל השלחן.

להרים מרור.

לשים מרור על-גד מצה.

לקחת מצה ומרור ולשים תחת פסא.

לרוץ לאט במקום.

לשבת על הרצפה.

For this next segment, children set up a *seder* plate – either use a number of real *seder* plates and food items OR pictures of plates and their foods. If the students can already read Hebrew, put the Hebrew names of the food on the plates and ask children to put each food's picture in the correct space on the plate. The script, below, is for groups of children working with a central plate. You may modify the commands so that children put food on their own seder plate (see the photo at the top of the next page).

#2

קבוצה ב' - לקום וללכת אל השלחן.

להצביע על כרפס.

לקחת כרפס ולשים על קערה .

לשבת.

#1

קבוצה א' – לקום וללכת אל השלחן.

לקחת קערה ולשים את הקערה על השלחן.

להצביע על חרסת.

לקחת חרסת ולשים על הקערה.

לשבת.



#3

קבוֹצָה ג' - לָקוּם וְלִלְכֹת אֶל הַשְּׁלֶחַן.

לְהַצְבִּיעַ עַל יְרָקוֹת וּבִיצָה.

לְקַחַת יְרָקוֹת וְלְקַחַת בִּיצָה וְלָשִׁים עַל קַעֲרָה.

לְשַׁבֵּת.

Continue with words for other ritual foods introduced in the lesson.

Following HTM commands, children could help set up a *seder* table in your room OR tables for your program's model *seder*. If the students have already done the *Shabbat* unit you can add items such as פְּמוֹט and נֵר. Suggested commands include:



לְלַכֵּת אֶל בֶּסֶא.

לְקַחַת בֶּסֶא.

לָשִׁים בֶּסֶא עַל-יַד שׁוּלְחָן.

לְלַכֵּת אֶל הַשְּׁוּלְחָן.

לְקַחַת אֶת הַ

קַעֲרָה

בִּיצָה

מָרוֹר

מִצָּה

הַגָּדָה

לָשִׁים אֶת הַ (עַל) (עַל-יַד) _____

הַשְּׁוּלְחָן

הַקַּעֲרָה

קַעֲרָה

בִּיצָה

מָרוֹר

מִצָּה

הַגָּדָה

When everything is on the table conclude activity by saying:

שׁוּלְחָן לְחַג פֶּסַח.

Options 2, 3, 4, 5 – The Four Questions

Each of these four lessons have been uploaded to the Hebrew Through Movement website, along with printable “photocards” and a poster of the Four Questions you may post in your room. Everything may be downloaded and printed from here:

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

Example of one of the downloadable HTM photocards for *seder* plate items:



Example of one of the downloadable Four Question posters:

שֶׁבֶּכֶל הַלֵּילוֹת
אָנוּ אוֹכְלִין
חֵמֶץ וּמֵצָה



הַלֵּילָה הַזֶּה
כֵּלּוּ מֵצָה

