

# פּוּרִים

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

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Option 1 <b>Purim objects &amp; actions</b>	לְהַרְעִישׁ בְּ	תּוֹרָה לְגַעַת ב יָד מְגִלָּה* רַעְשׁוֹן			
Option 2 <b>Mishlo-ah manot</b>		אֶזְנוֹן פְּרִי אֶזְנֵי-הַמֶּן   אֶזְנוֹן-הַמֶּן בְּקַבּוּק יַיִן \ מִיץ מְשֻׁלוּחַ מְנוֹת	<<note that the Kamatz under אֶזְנֵי is pronounced "oh" (e.g., ohz-ney)		
Option 3 <b>Purim characters and mini-story</b>	לְהַשְׁתַּחֲוֹת	מֶלֶךְ (אַחַשְׁוֵרֶשׁ) מְלָכָה (מְלַכַת אֶסְתֵּר) כְּתָר תַּחֲפֹשֶׁת			

**PURIM MODEL LESSON**  
 A video that demonstrates teaching the word רַעְשׁוֹן and the command לְהַרְעִישׁ is here: <http://www.hebrewthroughmovement.org/purim.html>

## Option 1: Purim Objects and Actions

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.
מְגִלָּה	In a Judaic lesson prior to this one, a teacher should help children identify the differences between a Torah scroll and <i>m'gillah</i> – the shape and content. <ul style="list-style-type: none"> <li>• Use an educational <i>m'gillah</i> (not hand-written) or one from the sanctuary.</li> <li>• Offer some examples of a Torah scroll – a Consecration or toy Torah, a real one (respectfully handled in the room), photos, etc.</li> </ul>
יָד	This word was taught in Foundational Level 5. If your learners don't know that the "Torah pointer" is called a <i>yad</i> , use this as one of your session's words. If they have learned it already, use it in the warm-up/review with both meanings (hand and Torah pointer). <ul style="list-style-type: none"> <li>• A real hand (yours, the children's, a doll's)</li> </ul>

	<ul style="list-style-type: none"> <li>• A <i>yad</i>, as used to read from a Torah scroll or <i>m'gillah</i></li> <li>• Point your index finger (representing the <i>yad</i>) and show it alongside the <i>yad</i> used to read a Torah or <i>m'gillah</i></li> </ul>
רעשון	<ul style="list-style-type: none"> <li>• Use examples of different kinds of noisemakers for Purim (commercially made; those made by students in classrooms; and if it's your custom, boxes of dried food – which make a lot of noise when shaken - that are then donated)</li> </ul>
להרעיש	<ul style="list-style-type: none"> <li>• Lift up one noisemaker, say להרעיש and then make a noise with it. Repeat with other items that make a noise.</li> </ul>

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

Place around the room several examples each of a Torah scroll and *m'gillah*. Note that the inside and outside of a non-kosher *m'gillah* (or a picture of one) can be touched (לגעט במגלה) but the inside of a handwritten *m'gillah* should not be so the ink won't wear off (לא לגעט במגלה). Give students commands like:

קבוצה ב' – לקום ולרוץ אל תורה .

להרים את התורה.

לשים את התורה על השלחן.

לקפוץ אל מגלה ולגעט במגלה.

לשבת על פסא.

יוני ומיכל – לקום, לקחת מגלה, ולתת לשרה ואבי. לשבת על פסא.

שרה ואבי – לקום, ללכת לאט עם המגלה ולשים על-יד החלון. לשבת על פסא.

רנדי ושמואל – לקום ולרוץ אל החלון. להרים מגלה וללכת לאט אל המורה.

לתת מגלה למורה. לשבת על פסא.

Place some noisemakers on the table.

קבוצה א' - לקום. להסתובב אל השלחן.

לקחת רעשון.

להרים את הרעשון. להוריד את הרעשון.

להרים את הרעשון. להרעיש ברעשון.

לעצר.

לְשִׁים אֶת הַרְעָשׁוֹן עַל הַשִּׁלְחָן.  
 לְרוֹץ לְאֵט אֶל כְּסֵא. לְרוֹץ מֵהַר אֶל רְעָשׁוֹן.  
 לְהַרְעִישׁ בְּרְעָשׁוֹן.  
 לְעֶצֶר.  
 לְהַרְעִישׁ בְּרְעָשׁוֹן. לְעֶצֶר.  
 לְשֹׁבֵת.

Repeat the above with another group.

You can also work the commands so that each child in that group is holding a רְעָשׁוֹן. Call the names of different characters in the *m'gillah*:

אַחְשׁוּרוֹשׁ!  
 Pretend you and the group are about to make noise with the רְעָשׁוֹן but then pause and say  
 לֹא לְהַרְעִישׁ.

אַסְתֵּר!  
 Pretend you and the group are about to make noise with the רְעָשׁוֹן but then pause and say  
 לֹא לְהַרְעִישׁ.

מְרַדְּכִי!  
 Pretend you and the group are about to make noise with the רְעָשׁוֹן but then pause and say  
 לֹא לְהַרְעִישׁ.

הֵמָּן – לְהַרְעִישׁ!!!

Take a *m'gillah* and a *yad* (Torah pointer). Ask children to sit or stand with you around a table. When you say מוֹרָה \_\_\_\_, use your name and pantomime לֹא לְגַעַת.

כָּלֶם לְקוֹם וְלָלֶכֶת אֶל הַשִּׁלְחָן.

מוֹרָה \_\_ - לֹא לְגַעַת בְּמַגְלָה. כָּלֶם לֹא לְגַעַת בְּמַגְלָה.

מוֹרָה \_\_ - לְקַחַת יָד.

Pantomime holding the *yad* and showing that you are not touching the *m'gillah*. Say several times:

לֹא לְגַעַת בְּמַגְלָה.

Open the *m'gillah* and point with the *yad* to the second verse. Start with the third word and read slowly to the children. It would be ideal if you put the *m'gillah* in front of each child while pointing to the words so they could see that this comes from the *m'gillah*. Hopefully, they'll be able to understand part of it, especially if you repeat the reading as you go around the children to read in front of each them.

כְּשֶׁבַת הַמֶּלֶךְ אֶחָשָׁרוּשׁ עַל כֹּסֵא

Just so you know, כְּשֶׁבַת means “when he (referring to the king) sat.”



**Option 2: Purim Food and Mishlo-ah Manot**

Use the script planning worksheet to help brainstorm what you need to review. The chart, below, gives clues for how to introduce new vocabulary. If students do not know what מְשֻׁלוֹחַ מָנוֹת are, this *mitzvah* needs to be introduced in a Judaic class in advance of the Hebrew Through Movement lesson. Also, students will need to have worked with the words לָתֵת and לָקַחַת from Foundational Level 6.

Word to be introduced	Options for illustrating the word. Consider objects, actions, photos, etc.
<p>אֶזְנֵי-הָמֵן</p>	<ul style="list-style-type: none"> <li>● Use real אֶזְנֵי-הָמֵן (if shellacked they can be handled without crumbling).</li> <li>● Use toy אֶזְנֵי-הָמֵן (on Amazon search for: “Purim toy Hamantashen” to find doll-house size ones)</li> <li>● Find or create a picture (or two) of Haman where you can see his ears. Have pictures of אֶזְנֵי-הָמֵן (singular אֶזְנוֹ-הָמֵן) that are the approximate size of Haman’s ears. When introducing the Hebrew for this Purim pastry:                         <ul style="list-style-type: none"> <li>○ Point to the treat and say אֶזְנוֹ-הָמֵן.</li> <li>○ Point to Haman’s ear on the picture and say אֶזְנוֹ-הָמֵן.</li> <li>○ Pick up the pastry and put it on the picture and say אֶזְנוֹ-הָמֵן.</li> <li>○ Reinforce this by pointing to the ear on the picture and say אֶזְנוֹ-הָמֵן. Then, pick up the treat and say אֶזְנוֹ-הָמֵן.</li> <li>○ Repeat the sequence above but using <i>more than one</i> pastry and say אֶזְנֵי-הָמֵן.</li> </ul> </li> </ul>
<p>בִּקְבוּק מִיץ \ מִיץ</p>	<p>Check with your supervisor – would they prefer you to only use juice (בִּקְבוּק מִיץ) or is it okay to also refer to a bottle of wine (בִּקְבוּק יַיִן)? Note that the word מִיץ refers to any kind of juice. To make things simple, use it here to refer to grape juice, only.</p> <ul style="list-style-type: none"> <li>● Use small unopened bottles of wine OR plastic juice bottles that have a “יַיִן” sticker on the front.</li> <li>● Use small unopened bottles of grape juice. [There is no need to teach the Hebrew for “grape juice” ... though your students may have learned the phrase in a Shabbat lesson.]</li> </ul>

	<ul style="list-style-type: none"> <li>Place photos or drawings of bottles of wine and/or grape juice around the room.</li> </ul>
<b>מְשֻׁלוֹחַ מְנוֹת</b>	<ul style="list-style-type: none"> <li>Find a variety of containers one could use for <i>mishlo-ah manot</i> (baskets, colorful plates or bags, small boxes, etc.).</li> <li>Have one or more baskets filled up with items as if it/they are ready to deliver. Use the juice/wine bottles, fruit (perhaps ones learned for Tu BiSh'vat), and אֶזְנֵי-הַקֶּמֶן.</li> <li>Gather photos or pictures of <i>mishlo-ah manot</i> in containers</li> </ul>

Some examples of commands of how to integrate learning for this level:

**Example 1** – Reinforce the three new Hebrew words with commands like:

- \_\_\_\_\_ לְרוּץ אֶל
- \_\_\_\_\_ לְקַפֵּץ אֶל
- \_\_\_\_\_ לְגַעַת ב
- \_\_\_\_\_ לְהָרִים
- \_\_\_\_\_ לְהוֹרִיד
- \_\_\_\_\_ לְקַחַת אֶת ה

**Example 2** - Prepare some baskets or containers of מְשֻׁלוֹחַ מְנוֹת, making sure that fruit, אֶזְנֵי-הַקֶּמֶן and bottles of wine or grape juice are in each container. Assign a different Hebrew letter to each container (for example: ג' מְשֻׁלוֹחַ מְנוֹת). Give commands that have students going to the מְשֻׁלוֹחַ מְנוֹת and taking out whatever you tell them.

\_\_\_\_\_ לְקַחַת אֶל מְשֻׁלוֹחַ מְנוֹת ה' וְלְקַחַת

Children can be asked to put these in various places around the room. Or, using the verb לָתַת, have children exchange parts of מְשֻׁלוֹחַ מְנוֹת with one another.

**Example 3** - Start with containers that have all the same thing in them (one will have only fruit, one only something to drink and one only אֶזְנֵי-הַקֶּמֶן). With your commands have students move items so that each basket has one of everything.

**Example 4** - Work towards creating מְשֻׁלוֹחַ מְנוֹת. Have children follow your HTM commands to fill a basket or other container with fruit, אֶזְנֵי-הַקֶּמֶן and a small bottle of wine or grape juice. When done, ask students to “give” מְשֻׁלוֹחַ מְנוֹת to someone else in the room.

לְקַחַת מְשֻׁלוֹחַ מְנוֹת וְלָתַת לַמְדַרְיָד.



Or, have them put move the מְשֻׁלוֹחַ מְנוֹת to another place:

לְשִׁים אֶת מְשֻׁלַּח מְנוֹת עַל הַרְצָפָה.

לְקַפֵּץ אֶל מְשֻׁלַּח מְנוֹת. לְקַחַת מְשֻׁלַּח מְנוֹת וְלִתֵּת לְמַרְיָם.

**Option 3: Purim Characters and Mini-Story**

Because children will be acting out part of the Purim story in this activity, check with whomever teaches Judaics to be sure that the students are familiar with the basic storyline before you introduce this option. Older students will probably remember enough from earlier years of learning.

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.
מֶלֶךְ (אַחַשְׁוֵרֶשׁ)	<ul style="list-style-type: none"> <li>Show pictures or photos of different kings, real or fictional. Make sure there is only one king in each picture.</li> <li>From a children’s book, show a picture of King Ahasuerus.</li> <li>Search on Google images for “Purim King Ahasuerus” – copy and print or use a digital projector to show the pictures.</li> </ul>
מַלְכָּה (מַלְכַּת אֶסְתֵּר)	<ul style="list-style-type: none"> <li>Show pictures or photos of different queens, real or fictional. Make sure there is only one queen in each picture.</li> <li>From a children’s book, show a picture of Queen Esther.</li> <li>Search on Google images for “Purim Queen Esther” – copy and print or use a digital projector to show the pictures.</li> </ul>
כִּתוֹן	<ul style="list-style-type: none"> <li>Share a variety of crowns. They can be handmade from paper or aluminum foil, or from a costume. Some parents may be able to help you with this.</li> <li>Point to the crown on the picture of a king or queen.</li> </ul>
תְּחָפֶטֶת	<ul style="list-style-type: none"> <li>Offer a variety of costumes (or obvious pieces of them).</li> <li>Show photos of people in costume and not in costume. You can say: תְּחָפֶטֶת - כֵּן. תְּחָפֶטֶת - לֹא.</li> <li>Show the costumes you will be using in the mini-play.</li> </ul>
לְהִשְׁתַּחֲוֹת	<p>This word was chosen because children may hear the connection between לְהִשְׁתַּחֲוֹת and מְשִׁתַּחֲוִים from the <i>Aleinu</i> prayer.</p> <ul style="list-style-type: none"> <li>Demonstrate bowing.</li> <li>Show pictures of people bowing before a king or queen.</li> </ul>

For this option you will need to prepare in advance:

- Two chairs as thrones (perhaps throw a blanket over classroom chairs)
- Crowns

- Costumes for the Purim characters (these could be simply bed sheets thrown over children's shoulders as royal robes or clothing).
- A space in the room designated as שַׁעַר הַמֶּלֶךְ (the gate of the king). An ancient looking stone arch could be drawn or projected onto a whiteboard or wall.

Decide how you will divide the vocabulary and the acting of the "play" for the number of sessions you have.

When integrating learning for this level, commands can be used with pictures posted around your room. If your learners completed Foundational Level 10 they will know the word for picture (תְּמוּנָה); if not, ignore the phrase that is in parentheses.

וְלִהְרִים (תְּמוּנָה שָׁל)	לְלֶכֶת אֶל
מְלֶךְ	שְׁלָחוּ
מְלָכָה	לִוּחַ
כְּתָר	חֲלוֹן
תַּחְפֹּשֶׁת	

Commands such as these may be used with real objects:

לְשִׁים כְּתָר עַל הָרֹאשׁ.

לְשִׁים תַּחְפֹּשֶׁת עַל כִּסֵּא.

Have students place objects on other body parts and on other objects in the room.

Choose some commands that surprise learners.

### Setting up the narrated play:

Choose children (or teen assistants or another teacher in the room) to be Esther, Ahashverosh, Mordehai and Haman. Be aware that in most HTM lessons, we do not call up individuals, after all, this is a social learning model. BUT, this lesson is an exception. Be alert to quickly support individuals who might not remember specific vocabulary; we want them to feel good about Hebrew learning. On the other hand, you may certainly pick several children to simultaneously play each character.

Before you begin, use English to introduce and explain this very different HTM format. Be sure to show all the children the costumes planned for each of the characters and tell students that some of them will be helping dress the characters.

### Starting the action:

**Say to the person who is playing the part of אַחֲשֵׁרוֹשׁ**

אַחֲשֵׁרוֹשׁ - לָקוּם וְלֶלְכֶת אֶל כִּסֵּא הַמֶּלֶךְ.

לֹא לְשָׁבֵת.

Call on a few children, telling them לקוים then say:

ללקת אַל התחפּשֶׁת שֶׁל מֶלֶךְ אַחְשׁוּרוֹשׁ.  
להרים אַת התחפּשֶׁת שֶׁל מֶלֶךְ אַחְשׁוּרוֹשׁ.  
לשים אַת התחפּשֶׁת על המֶלֶךְ.  
לשָׁבֵת.

Call on a few other children, telling them לקוים then say:

לקחת אַת הכֶּתֶר שֶׁל המֶלֶךְ.  
לשים אַת הכֶּתֶר שֶׁל המֶלֶךְ על הַרֵאשׁ שֶׁל אַחְשׁוּרוֹשׁ.  
לשָׁבֵת.  
אַחְשׁוּרוֹשׁ - לשָׁבֵת.

Say to the person who is playing the part of אַסְתֵּר

אַסְתֵּר - לקוים וְללקת אַל כֶּסֶא המֶלֶכָה.  
לא לשָׁבֵת.

Call on a few children, telling them לקוים then say:

ללקת אַל התחפּשֶׁת שֶׁל המֶלֶכָה.  
להרים אַת התחפּשֶׁת שֶׁל המֶלֶכָה.  
לשים אַת התחפּשֶׁת על מִלְכַת אַסְתֵּר.  
לשָׁבֵת.

Call on a few other children, telling them לקוים then say:



לקחת אַת הכֶּתֶר שֶׁל המֶלֶכָה.  
להרים אַת הכֶּתֶר שֶׁל המֶלֶכָה.  
לשים אַת הכֶּתֶר שֶׁל המֶלֶכָה על הַרֵאשׁ שֶׁל אַסְתֵּר.  
לשָׁבֵת.

אַסְתֵּר - ללקת אַל הכֶּסֶא שֶׁל המֶלֶךְ.  
להשְׁתַּחֲוֹת אַל המֶלֶךְ.  
ללקת אַל הכֶּסֶא שֶׁל המֶלֶכָה.



לְשֵׁבֶת עַל הַכִּסֵּא שֶׁל הַמֶּלֶכָה.

**Say לְקוּם to the person who is playing the part of הַמֶּן.**

**Call on a few children, telling them לְקוּם then say:**

לְלַכֵּת אֶל הַתְּחַפְּשֹׁת שֶׁל הַמֶּן.

לְהַרִים אֶת הַתְּחַפְּשֹׁת שֶׁל הַמֶּן.

לְשִׂים אֶת הַתְּחַפְּשֹׁת עַל הַמֶּן.

לְשֵׁבֶת.

**הַמֶּן - לְלַכֵּת, לְלַכֵּת, לְלַכֵּת.**

לְלַכֵּת אֶל שַׁעַר הַמְּלָךְ.

Point so they know to walk to the place where you created the king's gate.

לְעֲצוֹר.

**Stand behind Haman and, in a voice as if you are Haman, command the children not playing other parts:**

לְהִשְׁתַּחֲוֹת.

**Run in front of Haman and indicate that the children should join you in bowing down or giving honor.**

**Then, say to the person playing מְרַדְּכִי**

מְרַדְּכִי - לְקוּם.

**Call on a few children, telling them לְקוּם then say:**

לְלַכֵּת אֶל הַתְּחַפְּשֹׁת שֶׁל מְרַדְּכִי.

לְהַרִים אֶת הַתְּחַפְּשֹׁת שֶׁל מְרַדְּכִי.

לְשִׂים אֶת הַתְּחַפְּשֹׁת עַל מְרַדְּכִי.

לְשֵׁבֶת.

**מְרַדְּכִי - לְלַכֵּת, לְלַכֵּת, לְלַכֵּת.**

לְלַכֵּת אֶל שַׁעַר הַמְּלָךְ.

**Loudly whisper to Haman in English “Do a “power pose.” [This is hands on hips, legs apart, like a superhero!]. Run behind Haman and, as if you are using his voice, command:**

להשתחוות!

**Quickly run behind Mordecai and say as if you are using his voice:**

לא לא לא!

לא להשתחוות אל המן.

After a dramatic pause say to everyone למחוא כפיים!

מרדכי לא משתחוה.

Consider repeating this storyline a second time, but this time filming the results – parents may find it interesting to see what the children have been accomplishing in their Hebrew class.