

ראש השנה ויום כפור

(Students should have already completed Foundational Level 5 for the first two levels of this unit and Level 6 for the third and fourth levels of this unit)

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

	Verbs	Nouns	Adjectives	Adverbs
Level 1	<p>לְבַרֵךְ לְאָכּוֹל</p>	<p>*שׁוֹפָר תְּפוּחַ *חֶלֶה דָּבַשׁ כַּרְטִיס *רֹאשׁ הַשָּׁנָה *מַחְזוֹר *סְדוּר</p>	<p>טוֹב \ טוֹבָה עֲגוּלָה</p>	
Level 2	<p>לְבַרֵךְ לְאָכּוֹל</p> <p>לְשִׁמוֹעַ לְתַקּוֹעַ</p>	<p>שׁוֹפָר חֶלֶה תְּפוּחַ דָּבַשׁ כַּרְטִיס רֹאשׁ הַשָּׁנָה מַחְזוֹר סְדוּר</p> <p>קוֹל תְּקִיעָה שְׁבָרִים תְּרוּעָה</p>	<p>טוֹב \ טוֹבָה עֲגוּלָה</p>	
Optional Level 3	<p>לְבַרֵךְ לְאָכּוֹל לְשִׁמוֹעַ לְתַקּוֹעַ</p> <p>לַעֲשׂוֹת לְתַת</p>	<p>שׁוֹפָר חֶלֶה תְּפוּחַ דָּבַשׁ כַּרְטִיס רֹאשׁ הַשָּׁנָה מַחְזוֹר סְדוּר</p> <p>קוֹל תְּקִיעָה שְׁבָרִים תְּרוּעָה</p> <p>*תְּשׁוּבָה *צְדָקָה</p>	<p>טוֹב \ טוֹבָה עֲגוּלָה</p>	

	Verbs	Nouns	Adjectives	Adverbs
Level 4	לְבַרֵךְ לְאָכּוֹל לְשְׂמוֹעַ לְתַקּוֹעַ לַעֲשׂוֹת לְתַתּוֹת לְשִׁתּוֹת לְצוּם	שׁוּפָר חֶלֶה תַּפּוּחַ דָּבֵשׁ כֶּרְטִיס רֹאשׁ הַשָּׁנָה מַחְזוֹר סְדוּר קוֹל תְּקִיעָה שְׂבָרִים תְּרוּעָה תְּשׁוּבָה צְדָקָה צוּם	טוֹב \ טוֹבָה עֲגוּלָה	

Regarding the food items:

Where possible, use bread from a toy-set. Remember that any food that children eat needs to have been 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.

Level 1 Introducing vocabulary

Place several different kinds of שׁוּפָרוֹת, apples of different sizes and colors, and braided and round חֶלוֹת on a table.¹

Point to the שׁוּפָר and say

שׁוּפָר

Point to braided חֶלֶה and say

חֶלֶה שֶׁל שַׁבָּת

Point to the round חֶלֶה, pantomime "round," and say

חֶלֶה עֲגוּלָה

Point to the apple and say

חֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה

תַּפּוּחַ

Direct the children to point to the objects when you give the commands.

¹ While there are four different objects, the חֶלֶה and שׁוּפָר will already be familiar to the students.

Level 1, Script 1

Say and model actions

לְהַרְיֵם שׁוּפָר

לְהַצְבִּיעַ עַל תַּפּוּחַ

לְגַעַת בַּחֲלָה שֶׁל רֹאשׁ הַשָּׁנָה

Direct students to a variety of actions with the items on the table using previous patterns of commands

Level 1, Script 2

To the demonstration table, add honey, greeting cards, at least two copies of a *mahzor* and a *siddur*. You can also provide cards with pictures of these items on the table or around the room for students to walk to.

Point to the honey and say

דְּבֵשׁ

Point to the greeting card and say

כַּרְטִיס שָׁנָה טוֹבָה

Hold up the *מַחְזוֹר* and *סְדוּר* and tell them in English that they are both prayerbooks, but that a *מַחְזוֹר* is a special prayerbook used for *Rosh Hashanah* and *Yom Kippur*.

Say

פְּנִינָה, לְקוּם. לְלַכֵּת לְאֵט אֶל הַשׁוּלְחָן.

לְהַרְיֵם מַחְזוֹר

לְתַת מַחְזוֹר לְשָׂרָה.

לְלַכֵּת מֵהָר אֶל הַכֶּסֶּא

וְלִשְׁבֵּת

Have children perform several actions with the new items and then with the new and old items following patterns used earlier.

Level 1, Script 3

Say and model

להרים פֶּרְטִיס שְׁנָה טוֹבָה

להוריד פֶּרְטִיס שְׁנָה טוֹבָה

להרים פֶּרְטִיס שְׁנָה טוֹבָה

לְלַקֵּת אֶל שָׂרָה וְלָתֵת פֶּרְטִיס שְׁנָה טוֹבָה לְשָׂרָה

Distribute greeting cards to several children and have them perform the actions of giving and taking cards to one another

Level 1, Script 4

Model and say

להרים דָּבֵשׁ

להרים תַּפּוּחַ

לשים תַּפּוּחַ בְּדָבֵשׁ

להרים חֶלֶה

לשים חֶלֶה בְּדָבֵשׁ

Give everyone a small piece of *hallah* and a slice of apple (perhaps in little cups).

בָּנוֹת, לְהָרִים תַּפּוּחַ.

לְשִׁים אֶת הַתַּפּוּחַ בְּדָבֵשׁ.

בָּנִים, לְקוֹם וּלְהָרִים חֶלֶה וְתַפּוּחַ.

לְהַסִּיב עִם הַחֶלֶה וְהַתַּפּוּחַ.

לְשִׁים אֶת הַתַּפּוּחַ וְהַדָּבֵשׁ עַל הַכֶּסֶּא.

כּוֹלָם, לְשִׁים אֶת הַתַּפּוּחַ וְהַחֶלֶה עַל הַשׁוּלְחָן

כּוֹלָם, לְשִׁים תַּפּוּחַ בְּדָבֵשׁ.

כּוֹלֵם, לְבַרֵךְ עַל הַתּוֹפֹחַ:

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, בּוֹרֵא פְּרֵי הָעֵץ.

לְאָכּוֹל אֶת הַתּוֹפֹחַ בְּדַבָּשׁ.

While the children are eating say

לְשָׁנָה טוֹבָה וּמְתוֹקָה

Have a good and sweet year!

Do a similar script with חֲלָה. For models of handling the teaching of blessings (לְבַרֵךְ עַל), see the sample scripts in שָׁבֵת.

The blessing over bread is:

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

Level 2, Script 1

This script demonstrates the sounds of the שׁוֹפָר and the *mitzvah* of listening to the שׁוֹפָר. Note that there are three different sounds to the שׁוֹפָר

- The first sound is a clear blast and is called a תְּקִיעָה
At the end of the *shofar* ceremony this blast is lengthened and is called a תְּקִיעָה גְּדוּלָה
- The second sound is called שְׁבָרִים, a broken sound and consists of three short blasts.
- The third sound is called תְּרוּעָה and consists of 9 staccato-like short blasts.

To hear the sounds of the שׁוֹפָר blasts, with their calls, go to <http://tinyurl.com/17mtg79>

Say and model

לְהַרְיֵם שׁוֹפָר

לְהוֹרִיד שׁוֹפָר

לְהַרְיֵם שׁוֹפָר

לְתַקוֹעַ בְּשׁוֹפָר

Hold you hand to your ear gesturing that the children should listen and say

לְשִׁמוֹעַ קוֹל שׁוֹפָר

Then imitate a תְּקִיעָה blast from the שׁוֹפָר or play a clip of someone blowing the שׁוֹפָר.

Invite children to come up and imitate the sounds of תְּקִיעָה, שְׁבָרִים and תְּרוּעָה.

Allow children to try to blow the שׁוֹפָרוֹת (with appropriate sanitary precautions).

Teach the blessing said before hearing the sound of the *shofar* using the model for *Shabbat* candles in the unit שְׁבֵת 2.

בְּרוּךְ אַתָּה יי אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְצִוָּנוּ לְשִׂמּוֹעַ קוֹל שׁוֹפָר.

Optional Level 3 (only if students have completed Foundational Unit 6)

The focus of this segment is on Jewish value concepts תְּשׁוּבָה and צְדָקָה. Gather pictures of children and adults putting money in a צְדָקָה box (go to <http://images.google.com> and search for: **give tz'dakah**), as well as other photos that could illustrate תְּשׁוּבָה (in Google Images, search for the word: **forgive**; also, the JECC's Teacher Center may have some pictures that are appropriate). This level is best done after students recently talked about תְּשׁוּבָה in a Judaics class or assembly.

Level 3, Script 1

Point to the picture of putting money in the צְדָקָה box

Say

לְתַת צְדָקָה

Point to picture of someone saying I'm sorry

לְעִשׂוֹת תְּשׁוּבָה

Ask children to stand in pairs. As you give commands, have them pantomime these two value concepts.

Level 3, Script 2

Model giving צְדָקָה

Place a צְדָקָה box on the presentation table and some other צְדָקָה boxes on other tables in the room.

Place some coins on the table

Point to the צדקה box and say

קופסת צדקה

Pick up some coins and say, while placing coins in box

לשים צדקה בקופסה

יוני, לקום. להסתובב אל השולחן

להרים קופסת צדקה

לשים צדקה בקופסה. לרוץ מהר אל הכסא.

Offer other commands directing students to other צדקה boxes and using all of the items from this unit.

Level 4

Provide for each student a cup of water and something to eat (a cookie or cracker). Before you begin, make sure that they know that each time you give a command, you want them to take only a sip or a little nibble.

As you give the command לאכול model the action. Do the same for לשתות. Then call on groups of students to do the same.

Show photos of different holidays that students know (go to <http://images.google.com> and search for each holiday by name) and ask (with a nod “yes” or thumb’s up after each):

לאכול בחנכה?

לאכול בשבת?

לאכול בפסח?

לאכול בפורים?

Then, with a shake of your finger say:

לא לאכול ביום כיפור. לצום ביום כיפור

יום כיפור יום צום

Repeat the questions with the photos with the Hebrew word לְשֵׁתוֹת.

Provide photos of people eating and drinking, or of people celebrating different Jewish holidays. Have children work with the concept as you've done before – pointing to the pictures, raising and lowering the cards, etc.