

סוכות

(Students should have already completed Foundational Level 6)

	Verbs	Nouns	Adjectives	Adverbs	Misc.
Level 1	לְבַרֵךְ לְטוֹל	*סִכָּה לוּלָב אֶתְרוּג			*words with an asterisk are ones students probably know from home or class עַל נְטִילַת לוּלָב
Level 2	לְבַרֵךְ לְשַׁבֵּת	סִכָּה לוּלָב אֶתְרוּג סִכַּךְ אוֹרְחִים			עַל נְטִילַת לוּלָב חַג שְׁמֵחַ
Optional Level 3	לְבַרֵךְ לְטוֹל לְשַׁבֵּת	סִכָּה לוּלָב אֶתְרוּג סִכַּךְ אוֹרְחִים הַדָּס הַדָּסִים עֲרֵבָה עֲרֵבוֹת אַרְבַּעַת הַמִּינִים			עַל נְטִילַת לוּלָב חַג שְׁמֵחַ

¹The blessing for sitting in the סִכָּה is “אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו וְצִנְנוּ לֵישֵׁב בַּסִּכָּה.” The word לֵישֵׁב more broadly means “dwelling in,” rather than the narrower sense of “sitting.” In this unit, when doing activities in the סִכָּה, verb לְשַׁבֵּת is used because of its use in modern Hebrew. When saying the blessing, however, לֵישֵׁב should be used. Hopefully the students will recognize that there are similarities between the two words.

Level 1, Script 1

Set up a small, model סִכָּה on a table. Have toy tables and chairs near the סִכָּה and a boy and girl doll with names you give them.

Point to all the items and name them.

Upon your command, have the children point to the items, move to them, lift them up and down.

Then say

לָלַקְתָּ אֶל שׁוּלְחָן

Be sure students know you mean the miniature table

לְהַרִים שׁוּלְחָן

לְרוּץ עִם הַשׁוּלְחָן אֶל הַסּוּכָה

לְשִׂים אֶת הַשׁוּלְחָן בַּסּוּכָה

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

If the students know other terms from learned units for items that go into the סּוּכָה (like: חֲלוֹת גֵּרוֹת פְּמוּטִים) repeat the dialogue with these objects

Level 1, Script 2

It would be helpful to have a real *lulav* and *etrog* in the classroom when you do this unit. However, 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. The exception is when doing the blessing, having children actually wave the *lulav* would be a powerful experience as part of your Hebrew lesson.

Note that the term לולב refers both to the central palm frond, alone, and to the collective of

- the palm
- the *etrog* (citron)
- the myrtle
- the willow

Place a *lulav* and *etrog* (or a picture of each of them) on the table.

Point and say

אֶתְרוֹג

Point and say

לוּלָב

Have the children do several actions with the לולב and the אֶתְרוֹג. Also have children place them in the סּוּכָה and in a קוּפְסָה.

Say and model

לְקַחַת לִוְלֵב וְאֶתְרוּג

לְהַרִים אֶת הַלִּוְלֵב

לְהוֹרִיד אֶת הַלִּוְלֵב וְלִיטוֹל אֶת הַלִּוְלֵב

לְשִׁים אֶת הַלִּוְלֵב עַל הַשּׁוּלְחָן

לְהַרִים לִוְלֵב. לְהַסְתוֹבֵב עִם הַלִּוְלֵב.

לְהַסְתוֹבֵב, לְהַסְתוֹבֵב, לְהַסְתוֹבֵב. לְעֲצוֹר.

לְהַרִים אֶתְרוּג. לְלַכֵּת לְאֵט עִם הָאֶתְרוּג.

לְשִׁים אֶת הָאֶתְרוּג עַל הַשּׁוּלְחָן.

לְהַרִים לִוְלֵב. לְהַסְתוֹבֵב עִם הַלִּוְלֵב.

לְהַסְתוֹבֵב, לְהַסְתוֹבֵב, לְהַסְתוֹבֵב. לְעֲצוֹר.

לְהַרִים אֶתְרוּג. לְלַכֵּת לְאֵט עִם הָאֶתְרוּג.

לְשִׁים אֶת הָאֶתְרוּג בְּקוֹפְסָה.

If the students have completed Foundational Unit 8 they will have learned the terms for directions. Alternatively, you can refer to Unit 8 to teach the directions here in order to have students wave the לִוְלֵב in all directions.

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

Refer to the script from שְׁבַת 2 for an example of how to introduce a blessing.

לְבָרֵךְ עַל הַלִּוְלֵב:

בְּרוּךְ אַתָּה יְיָ אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם, אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו, וְצִוָּנוּ עַל נְטִילַת לִוְלֵב

For clear directions on how to wave the לִוְלֵב go to <http://bit.ly/mVsyCs>

Level 2, Script 1

Remove the סִכָּךְ from the *sukkah* on your presentation table

Point and say סִכָּךְ

Replace the סִכָּךְ on the *sukkah*

Sample phrases

לְרוּץ אֶל הַסִּכָּה.

לְהַצְבִּיעַ אֶל הַסִּכָּךְ

לְהַרִים אֶת הַסִּכָּךְ

לְשִׁים אֶת הַסִּכָּךְ עַל הַסּוּכָה

Level 2 Script 2

To model the noun אוֹרְחִים (which is being introduced only in the plural so that the male/female versions may be avoided) you can either have two dolls and a “model *sukkah*,” or actual children in a real *sukkah*.

If using real children and a real *sukkah*, have them sit outside the *sukkah*. Pantomime (or tell them) that this *sukkah* is yours. Then addressing three children say

לְקוּם

לְלַכֵּת אֶל הַסּוּכָה

לְשֵׁבֶת בַּסּוּכָה

When they are seated say חַג שְׂמֵחַ

Indicate again that this is your *sukkah* and point to all of them and say אוֹרְחִים. [This might be a helpful word to give in English, once.] Continue with a script like the following:

אוֹרְחִים לְקוּם

אוֹרְחִים לְהִסְתַּוֵּב

אוֹרְחִים לְהַרִים לּוֹלֵב

אוֹרְחִים לְשֵׁבֶת

Vary this script with other children.

Say to another child

לקום

ללכת אל הסוכה ולשבת על-גד האורחים

Refer to the script from **שבת 2** to help develop a script for introducing the blessing for sitting in a *sukkah*.

The blessing is:

ברוך אתה יי אלהינו מלך העולם, אשר קדשנו במצותיו, וצונו לישב בסוכה.

Level 3 (Optional)

In this segment, children learn to distinguish between the different parts of the *lulav*.

Note: An easy way to distinguish the הדס (myrtle) is that the Hebrew word has 3 letters, analogous to the 3 leaves of the הדס

Sample phrases include

להרים הדס

לשים הדס על-גד לולב

להרים ערבה

לשים ערבה על-גד אתרוג

להרים הדסים ולהרים ערבות

לשים הדסים וערבות על-גד לולב

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

אחת

Point to the אתרוג, hold up two fingers and say

שתים

Point to the ערבה hold up 3 fingers and say

שלוש

Point to the הדס hold up 4 fingers and say

Lift up all four species and say

אַרְבָּעָה

אַרְבַּעַת הַמִּינִים

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

אַרְבַּעַת הַמִּינִים, כֵּן אוֹ לֹא

Lift up all four species and say

אַרְבַּעַת הַמִּינִים