

# ראש השנה ויום כפור

(Students should have already completed Foundational Level 5 for the first two options for this unit and Level 6 for the third and fourth options so that they know the word לַתֵּת)

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

|  | Verbs                            | Nouns   | Adjectives | Adverbs |
|--|----------------------------------|---|------------|---------|
| Option 1<br><b>High Holiday foods</b>                  | לְבַרֵךְ עַל...                  | חֶלֶה*<br>חֶלֶה שֶׁל ראש השנה<br>דָּבַשׁ<br>תְּפוּחַ                    |            |         |
| Option 2:<br><b>Shofar calls</b>                       | לְשַׁמֹּעַ                       | שׁוֹפָר*<br>קוֹל<br>קוֹל שׁוֹפָר<br>תְּקִיעָה<br>שְׁבָרִים<br>תְּרוּעָה |            |         |
| Option 3:<br><b>Not eating (fasting) on Yom Kippur</b> | לֶאֱכוֹל<br>לְשִׁתּוֹת<br>לְצוּם |   |            |         |

Regarding the food items:

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

## Option 1: High Holiday Foods

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.  |
|------------------------|---|
| חֶלֶה                  | <ul style="list-style-type: none"> <li>Use real <i>hallah</i> braided in any shape but a circle. Some samples may be whole, others cut. If the <i>hallah</i> is kept in its plastic bag, it can be shared at the end of the lesson.</li> <li>If there is an early childhood program, see if you can borrow fake/toy <i>hallah</i> from their housekeeping area.</li> <li>Use photos found on the internet, especially in use on a Shabbat table.</li> </ul> |
| חֶלֶה שֶׁל<br>ראש השנה | <ul style="list-style-type: none"> <li>Use samples of baked round <i>hallah</i>, braided or in another circular form.</li> <li>Locate round <i>hallah</i> photos on the internet with perhaps some other items on the table that are obviously for the High Holidays.</li> </ul>  |
| דָּבַשׁ<br>-           | <ul style="list-style-type: none"> <li>Gather real honey in a variety of forms – in jars or as honey straws.</li> <li>Use photos of honey by itself, dripping from a spoon, or perhaps with an apple being dipped in it. Always start by showing photos that show only honey, before</li> </ul>   |

|                     |  |
|---------------------|--|
|                     | using photos with another object in it; for the latter, be sure to point specifically to the honey.  |
| <b>תפוח</b>         | <ul style="list-style-type: none"> <li>• Use a variety of real apples of different colors. Feel free to set aside some apples that you can cut and share with learners after the lesson.</li> <li>• Use fake or toy apples.</li> <li>• Locate pictures of apples on the internet.</li> </ul>   |
| <b>לְבָרַךְ עַל</b> | At this point, this word is best taught by just using it in context. Anytime you want to prompt learners to say a blessing simply say _____ עַל לְבָרַךְ, say the name of whatever you are blessing (for example: <i>hallah</i> , apple), then start the blessing. <i>Note that this phrase was first introduced in Shabbat 1 and 2.</i> |

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

Place apples of different sizes and colors, braided and round חלות and honey on a table.

קְבוּצָה ב', לְקוּם. לְלַכֵּת לְאֵט אֶל הַשֶּׁלֶחָן.

לְהַצְבִּיעַ עַל חֶלֶה שֶׁל שַׁבָּת.

לְגַעַת בְּחֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה.

לְקַחַת חֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה.

לְתַת חֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה לְקְבוּצָה א'.

לְלַכֵּת מֵהָר אֶל כֶּסֶא וְלִשְׁבֹּת.

קְבוּצָה ג', לְקוּם. לְרוּץ מֵהָר בְּמְקוּם. לְעֲצוֹר.

לְקַחַת חֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה וְלְקַפֵּץ אֶל דְּבִשׁ.

לְשִׁים חֶלֶה שֶׁל רֹאשׁ הַשָּׁנָה עַל-יַד דְּבִשׁ.

לְהַצְבִּיעַ עַל תַּפּוּחַ.

לְהַצְבִּיעַ עַל דְּבִשׁ.

לְקַחַת תַּפּוּחַ וְדְבִשׁ וְלְהַסְתּוֹבֵב אֶל קְבוּצָה א'.

לְתַת תַּפּוּחַ וְדְבִשׁ לְקְבוּצָה א'.

לְקַפֵּץ אֶל כֶּסֶא וְלִשְׁבֹּת.

קבוצה א' – לקום.

לקחת חלה של ראש השנה, תפוח, ודבש ולרוץ אל השלחן.

לשים דבש על חלה של ראש השנה.

לשים תפוח על-יד דבש.

לקחת חלה של שבת ולשים תחת השלחן.

לקפץ אל כסא. להסתובב ולשבת.

Before beginning this part, offer everyone a squirt of hand sanitizer and a napkin. Then, give each student a plate with a small piece of *hallah*, a slice of apple and honey.

כולם, לקחת תפוח.

לשים תפוח בדבש.

לברך על התפוח:

ברוך אתה יי אלהינו מלך העולם, בורא פרי העץ.

Pantomime that children may eat the apple and honey; you may also say ללאכול.

While the children are eating say

לשנה טובה ומתוקה.

Have a good and sweet year!

Do a similar script with חלה.

The blessing over bread is:

ברוך אתה יי, אלהינו מלך העולם, המוציא לחם מן הארץ.

### **Option 2: Shofar Calls**

This option teaches the meaning of the blessing recited prior to hearing the *shofar*. If at all possible, learners should have been taught to recite the blessing before the HTM lesson.

It would be helpful to have someone who knows how to blow a *shofar* join the group so that the shofar calls may be demonstrated on command (though if there is no one available, alternatives are offered below). Know that children are not expected to learn to imitate each of the shofar calls as part of this HTM lesson.

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>לְשָׁמוֹעַ</p>                            | <ul style="list-style-type: none"> <li>Point to your ear and say אֲזַן. While a teen assistant or another teacher in the room makes a consistent small noise behind their back (light snapping, tapping on the wall), put your hand to your ear and exaggerate listening. Say and then repeat לְשָׁמוֹעַ while you listen to find the noise.</li> <li>Cover your ears, shake your head no and say לֹא לְשָׁמוֹעַ. Uncover your ears and say לְשָׁמוֹעַ while showing that you are listening.</li> <li>Show photos of people with headphones on and an expression that they are listening.</li> <li>Turn music on, put your hand to your ear and say לְשָׁמוֹעַ. Turn it off, cover your ears and say לֹא לְשָׁמוֹעַ. Repeat for the sound of words (not just music)</li> </ul>  |
| <p>קוֹל</p>                                  | <ul style="list-style-type: none"> <li>In advance of your session, ask a teen assistant or a teacher to be prepared to talk or make a voice=sound on your signal during the lesson. They should stop talking when you give them a hand signal like zipping your lips or closing your fingers the way one would close the mouth of a puppet (the latter like the impolite way a person signals to another to “shut their mouth”). Label the sounds made with their voice: קוֹל. Say לֹא קוֹל when their voice stops Repeat several times</li> <li>Talk while pointing to the sounds coming out of your mouth. Label then קוֹל. Stop pointing and say לֹא קוֹל when your voice is silent.</li> </ul>  |
| <p>קוֹל שׁוֹפָר</p> <p>-</p>                 | <ul style="list-style-type: none"> <li>Show a <i>shofar</i> and say שׁוֹפָר. Blow it (or indicate that someone else should blow it) and say קוֹל שׁוֹפָר when the sound is heard. Point to the person who helped you when you introduced קוֹל – you want them to start making a sound with their voice. Label it קוֹל. When the shofar is blown say קוֹל שׁוֹפָר.</li> <li>Listen to a <i>shofar</i> and shake your head “no” while saying לֹא קוֹל שׁוֹפָר. Then blow the <i>shofar</i> (or have someone else do it), point and say קוֹל שׁוֹפָר.</li> <li>When you integrate learning, share different kinds of sounds, each time asking if it is קוֹל שׁוֹפָר. Have children indicate yes (thumbs up) and no (thumbs down).</li> </ul>   |
| <p>תְּקִיעַת<br/>שְׁבָרִים<br/>תְּרוּעָה</p> | <p>These are the three different sounds made by the שׁוֹפָר on the High Holidays</p> <ul style="list-style-type: none"> <li>The first sound is one clear blast and is called תְּקִיעָה. At the end of the <i>shofar</i> ceremony this blast is lengthened and is called תְּקִיעַת גְּדוּלָה.</li> <li>The second sound is called שְׁבָרִים, a broken sound and consists of three short blasts.</li> <li>The third sound is called תְּרוּעָה and consists of 9 staccato-like short blasts.</li> </ul> <p>Use these words to indicate that someone should blow the <i>shofar</i> (or play the sound from a recording). To hear the sounds of the שׁוֹפָר blasts, with their calls, go to <a href="http://tinyurl.com/17mtg79">http://tinyurl.com/17mtg79</a>. In the lesson, say תְּקִיעָה and then share that <i>shofar</i> sound with the learners. A teen assistant might be open to learning the calls prior to this lesson or you could simply point to a group of children and have them imitate that particular <i>shofar</i> call with you.</p> |

It will be hard to create actions that integrate learning with the specific words introduced in this particular lesson. So, after children have completed the second section of the lesson (“introducing new words”), say to them **עַל הַשּׁוֹפָר לְבָרַךְ** and then recite the blessing:

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

Immediately say the name of one of the *shofar* calls (for example **תְּקִיעָה**) and have someone blow **תְּקִיעָה** on the *shofar*. While the *shofar* is being blown, put your hand to your ear to show that you are listening.

Repeat the blessing and then offer another *shofar* call.

Conclude with a conversation in English – what do children understand about the blessing’s words and meaning?

PS – To add an element of fun, buy a box of Bugles (those *shofar*-shaped snacks) and have students point to them as an example of “*shofar*.”

**Option 3: Not Eating (Fasting) on Yom Kippur**

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><b>לֶאֱכוֹל</b></p>  | <ul style="list-style-type: none"> <li>• Use real or fake (toy) food that you eat or pretend to eat. As noted at the end of Option 2 (above), you could use Bugles, those <i>shofar</i>-shaped snacks.</li> <li>• Offer photos of people putting food in their mouth and eating. Note that a photo of someone sitting at a table doesn’t illustrate the idea of eating. Try and also locate photos that include people eating traditional Jewish holiday foods.</li> <li>• Show photos of people not eating, do a thumbs down and say <b>לֹא לֶאֱכוֹל</b>. These photos could be of people sitting with food in front of them or wildly crazy things like sky diving, playing basketball, etc.</li> <li>• Mime eating. Indicate that children should mime eating, too.</li> </ul> |
| <p><b>לְשָׂתוֹת</b></p> | <ul style="list-style-type: none"> <li>• Repeat the ideas given above, but adapt them for drinking.</li> </ul>  |
| <p><b>לְצוֹם</b></p>    | <ul style="list-style-type: none"> <li>• There’s a difference between not eating or drinking in general and fasting, especially on <i>Yom Kippur</i>. You might want to explain this before you start the HTM lesson, sharing that Judaism tells us that if someone cannot fast for medical reasons or they are younger than B’Mitzvah, then they should not fast.</li> <li>• Before you begin this lesson, it might be helpful to translate <b>לְצוֹם</b> as “fasting” and then keep using it in context when teaching.</li> </ul>   |

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

Provide for each student a cup of water and something to eat (ideally a food they know in Hebrew like *hallah*, apple, or maybe even a Bugle-cracker which you can call a *shofar*). 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.

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|---|--|
| <p><b>#2</b><br/> <b>קְבוּצָה א' – לְשִׁתּוֹת.</b><br/>           לְגַעַת בְּתַפּוּחַ.<br/>           לְהָרִים אֶת הַתַּפּוּחַ.<br/>           לְקוֹם וְלָרוּץ לְאֵט אֶל חֲלוֹן.<br/>           לְאָכַל אֶת הַחֲלוֹן.<br/> <i>Mime that they should pretend!</i><br/>           לְאָכַל אֶת הַתַּפּוּחַ.<br/>           לְקַפֵּץ. לְקַפֵּץ. לְקַפֵּץ.<br/>           לְקַפֵּץ אֶל כֶּסֶא וְלִשְׁבֹּת.</p> | <p><b>#1</b><br/> <b>קְבוּצָה ב' – לְהִצְבִּיעַ עַל חֻלָּה .</b><br/>           לְקַחַת חֻלָּה, לְקוֹם וְלְקַפֵּץ אֶל הַדְּלֵת.<br/>           לְאָכַל אֶת הַדְּלֵת.<br/> <i>Mime that they should just pretend.</i><br/>           לְאָכַל אֶת הַחֻלָּה.<br/>           לְהִסְתוֹבֵב אֶל כֶּסֶא.<br/>           לְשִׁבֹּת.<br/>           לְשִׁתּוֹת.</p>   |
| <p><b>#4</b><br/> <b>קְבוּצָה ב' – לְשִׁתּוֹת.</b><br/> <b>קְבוּצָה א' – לְאָכַל.</b><br/> <b>קְבוּצָה ג' – לְשִׁתּוֹת.</b><br/>           כָּלֶם לְשִׁתּוֹת.<br/>           כָּלֶם לְאָכַל.</p>  | <p><b>#3</b><br/> <b>קְבוּצָה ג' – לְקוֹם.</b><br/>           לָרוּץ אֶל שְׁלַחַן וְלְקַחַת "שׁוֹפָר".<br/>           לֹא לְאָכַל שׁוֹפָר.<br/>           לְהִסְתוֹבֵב אֶל הַמּוֹרָה.<br/>           לֹא לְאָכַל שׁוֹפָר.<br/>           לְלַכֵּת בְּמִקּוֹם.<br/>           לֹא לְאָכַל שׁוֹפָר.<br/>           לְלַכֵּת אֶל קְבוּצָה א'.<br/>           לְאָכַל שׁוֹפָר!<br/>           לְקַפֵּץ וְלִשְׁבֹּת עַל הָרִצְפָּה.</p> |

Show photos of people eating at different Jewish holidays and ask (with a nod "yes" or thumbs up after each):

לֶאֱכַל בְּחֵנֶכָה?

לֶאֱכַל בְּשַׁבָּת?

לֶאֱכַל בְּחַג פֶּסַח?

לֶאֱכַל בְּחַג פּוּרִים?

לֶאֱכַל בְּיוֹם כִּפּוּר?

With a shake of your finger say:

לא לֶאֱכַל בְּיוֹם כִּפּוּר. לְצוּם בְּיוֹם כִּפּוּר.

Pantomime eating and say לֶאֱכַל.

Pantomime drinking and say לְשָׁתוֹת.

Put both hands over your mouth and say לְצוּם.

לְצוּם בְּיוֹם כִּפּוּר.

Repeat the questions with the photos and the Hebrew word לְשָׁתוֹת.