

Beth Chai K-1 Curriculum

Holidays:

Rosh Hashanah

Goal: Students will know why this holiday is important to Jewish people; and know the symbols of RH

Enduring Understandings:

Jews celebrate our new year in the fall.

We wish for a sweet full year.

Students Should Know:

Rosh Hashanah is the Jewish New Year

Apples and Honey are Symbols of Rosh Hashanah

The Apples symbolize fullness and the honey symbolizes sweetness

Evidence of Understanding:

Answer the question of “what Jewish holiday is considered “the Jewish new year?”

Pick out the symbols of apples and honey

Pick out the appropriate symbols for “Which one doesn’t belong?” game with various symbols, i.e, honey, apples, shofar, menorah, pumpkin, etc.

Essential Questions:

What is this time of year the start of? What new things are happening? (*school year, change of seasons, Jewish new year!*)

Learning Activities:

Put out plastic apple and honey – what’s with this apples and honey???

Why did I bring them to Sunday School?? What’s with this ram’s horn?? Can’t the Jewish people just email one another when the holiday begins?

Review: why we’re at Sunday School/Getting to Know One Another

GAME: bring out various symbols; ask the kids to **jump up** and give me a thumbs up if they know which one **doesn’t belong**.

CRAFT: shofar with paper plate and party horn. (year #1)

PRACTICE: (year #1)

Tekiyah: one long loud note

Teruah: nine little choppy notes

Shevarim: three broken notes

Tekiah Gedolah: one long loud blast!

Read Sound the Shofar (year #1)

ask the kids to really listen; when they hear “and Uncle Jake blew the shofar” they blow theirs.

Alternate years:

Read Story book “Birthday of the World”, make Birthday cards for the world

Yom Kippur

Enduring Understandings:

New: Yom Kippur is a time to think about ways to be a better person.

Examples: to be a more helpful, kinder person

Yom Kippur is a time to ask forgiveness.

Students should know and be able to:

a shofar is a symbol of Yom Kippur

Recognize that fruits and vines hanging in a little house is a symbol of Sukkot.

Evidence of Understanding:

Students will name something they' d like to do better for the coming year.

Students will recognize fall fruits as symbols of Sukkot.

Read story Blue, Yellow and Red Yarn, a Story of Forgiveness

Sukkot

Enduring Understanding” Sukkot is a time of thankfulness

Sukkot is a very different holiday from Yom Kippur. It’s a time to be thankful for the food we need to live and grow. To remind us of this, Jewish people build a sukkah to remind us of the harvest time when workers lived in huts during the harvest.

Essential Questions:

How important is food? Have you ever been hungry? How does it feel? Have you ever shared food? Why would people celebrate a harvest?

Learning Activities:

- 1) Harvest (thru treasure hunt) plastic apples and green pipecleaner vines
Alternate year – harvest other fruit through treasure hunt
- 2) Read Hillel Builds a House under table with drape.(Year #1)
Make a little sukkah out of pint size berry container with the harvested items.(Year #1)
Alternate year: Uncle Willy’s Soup Kitchen, or Leo and Blossom celebrate Sukkot
Make Sukkah decorations for congregation sukkah, or to take home
Make edible sukkah
Discuss sukkah as a symbol of home.
Activity about homelessness – students have pictures of objects that could be in there home. They each pick an array. They are then asked to pick only those things that could fit in a backpack to take with them – This is what happens sometimes to families and children who become homeless.

How does thinking about homeless children make them feel? What can we do to help?(tie in with walk for the homeless)

Simchat Torah

Enduring Understandings:

Simchat Torah is a happy holiday celebrating the Torah.
We are happy that we have this special book and that we have many Jewish books.

Students Should Know:

The Torah is a special book of the Jewish people that's read over and over again.

At Simchat Torah, traditional Jews begin reading the Torah all over again.

Learning Activities:

Listen to a story about Simchat Torah from the book Jewish Days and Holidays
CRAFT – making a small Torah scroll with straws and listing books they like to read over and over; no decorative cover as it falls off
(second year – their favorite books may have changed)
CRAFT – making a small Torah scroll with straws and listing books they like to read over and over; no decorative cover as it falls off
ACTIVITY sheets –BINGO – Puzzles and games
Participate in the congregation parade.

Hannukah

Enduring Understandings:

Many cultures have winter solstice celebrations
Chanukah is the Jewish peoples' winter solstice celebration
Courage to stand up for what you believe is worth celebrating

Students will know:

the story of Hanukah and the miracle of the Macabees victory over the Greeks
that the holiday lasts eight days
that we light a menorah for eight nights

Evidence of Understanding:

- 3) Ask the students to name other winter celebrations, i.e., Christmas, solstice
- 4) Ask students about when it gets light and dark in the summer vs. winter..
- 5) Fill in the blank story after reading the Hanukah story

Essential Questions:

Is it ever O.K. to fight instead of using words to settle a conflict? Why or why not? If yes, When?

How do you feel when the days get shorter, darker and colder in the winter?

Learning Activities:

CRAFT:

Decorate Maccabbe shields with magan davids and menorahs

HANDS-ON:

Playmobil and duplos for the temple and the soldiers

Alternative year -Make their own menorahs out of wood and bolts

Chanukah drama box with props

Tu B'Shevat

Enduring Understandings:

Trees are vital to people, animals and the earth.

What Jewish people do to help trees – plant trees, eat different fruits, give money for trees.

Essential Questions:

What would happen if we had no trees in the world?

How can we help trees?

Evidence of Understanding:

List ways that trees are important (shade, food, shelter, wood)

List ways we can take care of trees (recycle, water pick up litter)

Learning Activities:

Craft: little trees of branches in clay wrapped in cloth with string at the top, and tissue blossoms.

Book: Poppleton and Friends – story with the tree

Playmobil: trees, animals

ACTIVITY sheets –BINGO – Puzzles and games

Alternate year – Read Grandpa and Me on Tu B'Shevat

Start sprouts from seeds to take home (need small jars – ask parents for baby food jars, alfafa seeds, cotton)

Tolerance/MLK, JR.

Enduring Understandings:

Students will understand that Martin Luther King, Jr was a great leader who took non-violent actions for his dream of people living together equally/under fair laws.

Students will know how they can take action to make their school, neighborhood, family more fair.

Evidence of Understanding:

The students will raise their fair/unfair sticks at the appropriate times in the book Happy Birthday Martin Luther King, Jr.

Students will write down a dream they have and an action they can take to achieve it.

Students will tell us the importance of the symbols of MLK,Jr

Learning Activities:

Read Happy Birthday Martin Luther King, Jr! By Jean Marzollo

Students will identify the significance of the symbols of: bus, school, book, US Capitol, drinking cup, children playing separately, his picture, church.

Students will work together to do a treasure hunt of MLK,Jr, symbols.

Students will give fair/peaceful solutions to resolve conflict situations.

Students will write down a dream they have on the “I Have a Dream Cloud” and what they

can do to achieve it.

Alternate year – read different book

Make pictures showing that “Colors Make the World Beautiful”, or make mobiles or placemats with symbols of peace and friendship

Purim

Enduring Understandings:

Students will understand that Queen Esther handled Haman's bullying with planning and courage.

Evidence of Understanding:

Participate in acting out the Purim story with puppets.

Students can identify the beginning, middle and end of the Purim story.

Students will give a variety of "one word" traits to describe each of the main characters.

Essential Questions:

When is a time you have been brave, or know someone who has been brave?

Can you be scared and brave at the same time?

What is the difference between being brave and doing something that is both scary and foolish?

Who else (besides Queen Esther) was brave in the Purim story?

Learning Activities:

Read a Purim story called: Queen Esther Saves Her People by Rita Golden Gelman.

Act out the story in a dramatic play center.

Make a glove puppet with all four characters.

Alternate year – read “The Purim Album”

Passover

Enduring Understandings:

Slavery is wrong

Passover celebrates the Jewish people's escape from slavery to freedom.

This story has inspired other people to fight for their freedom (African- Americans, Pilgrims)

Students Should Know:

1. Why is this holiday called “Passover?”
2. We celebrate this holiday by a special meal called a seder.

Essential Questions:

Is slavery always wrong? Can you think of a time when it would be O.K.?

Why is this holiday so important to Jewish people?

What does this holiday teach us?

Evidence of Understanding:

1. After reading the story and talking about their own Passover experiences, students will be able to answer the questions above.

Learning Activities:

1. Read the story Let My Babies Go: A Passover Story
2. Hold up a red popsicle stick for unfair parts of the story.
3. Puzzle - Moses in the Bulrushes

Symbolic Foods

Enduring Understandings:

The different foods on the seder plate remind us of the Passover story.

Evidence of Understanding:

Using a grab bag, students will explain the importance of each symbolic food.

Learning Activities:

Story (see below)

Project using paper plate with each of the symbolic foods – lamb bone (dog biscuit), egg (plastic), parsley (real thing); horseradish (real thing cut in small pieces); harosts (roughly circular paper with squares for them to color in).

Alternate year – different story

Make charoset (will need to do in hallway on tablecloth)

Yom Ha'Atzmaut (Israel Independence Day)

Enduring Understandings:

Israel is the place where our ancestors lived a long, long time ago.
Israel is now a Jewish country younger than the U.S.
Not only Jews live in the new, modern country of Israel

Essential Questions:

What do we mean by a Jewish Country? (holiday off are Jewish, Shabbat is observed, language is Hebrew)

Students should know:

What is the same and what is different between life in the US and in Israel.
The symbols of the Israeli flag

Evidence of Understanding:

Students will be able to give some similarities and differences.
Students will be able to explain the importance of the colors of the Israeli flag.

Learning Activities:

Look at A True Book - Israel
Pick colors to read from the Colors of Israel
Practice drawing Stars of David with shaving cream
Make an Israeli flag with construction paper.

Alternate year:

Read Counting Your Way Through Israel
Virtual trip to Israel;
Issue passports
Arrange chairs like an airplane
Arrive, get on bus, etc.
Jerusalem – write notes to put in wall, wear yarmulkes and head covering for girls
Eilat – see fishes in the Red Sea
Tel Aviv – a typical Israeli market (Have Hebrew teacher be shopkeeper, bring in Israeli treats, use Israeli money, count in Hebrew)
Bedouin - tent, pretend coffee (Principal has props)

Shavuot

Enduring Understandings;

We can learn to be like our ancestors, who were farmers and appreciated the first fruits of the season.

It is good to have some basic rules to live by.

Evidence of Understanding:

The student will be able to generate their own “11th Commandment”.

The students will be able to appreciate the new fruits of the season by drawing a picture of one fruit they really like, or writing a short poem about one fruit they really like (can be an acrostic)

Students Should Know:

Our basic rules are called the Ten Commandments

Shavuot celebrates both the first fruits harvest and the giving of the ten Commandments

Essential Questions:

Do we need rules? Why or why not?

What would happen if there were no rules?

What rules do you have at home?

Do you agree with your home rules? Why or why not?

What about at school? Do you agree that all the school rules are necessary? What do you do if you don't agree with a rule? What happens if you don't go along with a rule? What would happen if no one went along with a rule? Can there ever be a bad rule? (hearken back to segregation laws)

Learning Activities

Read a simple copy of the Ten Commandments

Discuss: Are these good rules?

Read: *The 11th Commandment*

Have students discuss and generate their own 11th Commandment

Craft Project;

Students will cut out and decorate tablets with Commandments already printed on them,

They can add their own 11th commandment if they wish

Alternate year

Read a story that deals with the pilgrimage aspect of Shavu'ot

Students will bring in fruit and goodies and make baskets for JESSA of LTHP.

Drawing or poem of favorite fruit