

This is a sample lesson plan from ShalomLearning's second grade curriculum for the 2019-20 academic year. Please contact ShalomLearning for the related materials at 301-660-3800 or info@shalomlearning.org

2.23 Pesach פסח Passover

Passover is one of the best-loved and most-celebrated holidays within the Jewish calendar. The story which it retells, the exodus from Egypt, is the central story of the Jewish people. This lesson reintroduces the holiday of Passover through interactive storytelling, art, and music. The lesson also focuses on reciting the Four Questions, which many of the students will be responsible for reciting at their family's *Seder*. Passover is also a spring-time celebration and that is captured through the art connection. This lesson introduces a new artist, Israeli David Najar, who paints both realistic nature scenes as well as depictions of single views seen through several seasons. The students will make watercolors in his style, to celebrate the approach of spring.

The Fun with Hebrew lesson introduces the letter *mem* מ and presents two Hebrew words that start with *mem* מ: *mayim* מַיִם (water) and *mispar* מִסְפָּר (number). No additional prayers are reviewed during this lesson so that the focus can remain on the Four Questions.

Enduring Understanding

- The exodus story is the core story that shapes the Jewish experience. Understanding it is key to understanding who we are as a people.
- Passover is also a celebration of spring and the rebirth of the physical world.

Essential Questions

- Why is it important to understand the story of our exodus from Egypt?

Unit Learning Goals

By the end of this lesson, students will understand that:

- The basic story arc of Passover including key characters and events.
- By reciting the Four Questions, children fulfill a key role in the Passover *Seder*.

Teacher Notes: If you would like additional background information on Passover, here are some sites that may be useful:

- <https://www.myjewishlearning.com/article/passover-pesach-101/>
- <https://en.wikipedia.org/wiki/Passover>
- <https://reformjudaism.org/jewish-holidays/passover-pesach>

Lesson Overview

Intro/Welcome	Intro/Welcome	Slides 2-3	7 minutes
Activity 1	<i>Tefillah</i> תפילה Prayer Practice: The Four Questions	Slides 4-8	15 minutes
Activity 2	Pesach פסח Passover: The Story	Slides 9-17	30 minutes

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Activity 3	Fun with Hebrew	Slides 18-20	5-10 minutes
Brain Break	As If!	Slide 21	5-10 minutes
Activity 4	Art and Values: David Najar and Season-Based Art	Slides 22-25	5 minutes
Activity 5	Art and Values: David Najar and Season-Based Art--Creating Art	Slides 26-28	20-30 minutes
Activity 6	Pesach פֶּסַח Passover: The Story	Slide 29	5 minutes
Activity 7	<i>Tefillah</i> תְּפִלָּה Prayer Practice: The Four Questions	Slides 30-32	10 minutes
Closing	<i>Hakarat Hatov</i> הַכַּרַת הַטוֹב	Slides 33-34	5 minutes

Ways to shorten the lesson if you have a shorter time block

- Send home the *Mem* מַּ worksheet.
- Allocate less time for practicing the Four Questions.

Supplies

- Computer/Projector/Speakers
 - Lesson slideshow
- Four Questions Lyric sheets
- Story of Passover in Pictures cards – enough sets for groups of three to four students
- *Mem* מַּ handouts (one or two pages) one per student
- Pencils/crayons
- Paper for painting (ideally watercolor paper)
- Pencils
- Sharpie markers
- Watercolor paint
- Brushes
- Water
- Cups for water
- Newspapers

<p>Intro/Welcome</p> <p>Slides 2-3</p> <p>7 minutes</p>	<p>Intro/Welcome</p> <p>Welcome each child to class with a Hebrew phrase (see below) and their name. Have a greeter (one of the first students to enter) welcome the students according to their choices.</p> <p>Frog Greeting This is a greeting which goes around the circle. Students form pairs to greet each other. Each pair squats low like a frog and springs up into the air and claps both hands together while they take turns saying, "Good morning, _____."</p> <p>Welcome Phrases</p>
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	<p>Feel free to use any welcome phrase you like, ideally with Hebrew words included. You may want to do the same phrase each week or mix it up.</p> <ul style="list-style-type: none"> • <i>Shalom</i> שָׁלוֹם Hello • <i>Boker Tov</i> בֹּקֶר טוֹב Good Morning • <i>Tzo'ho'rayim Tovim</i> צֹהֲרַיִם טוֹבִים Good Afternoon • <i>Shavua Tov</i> שָׁבוּעַ טוֹב A Good Week <p>Please see the “Welcome Phrases” document for additional thoughts on welcoming your students to class.</p>
<p><i>Tefillah</i> תְּפִלָּה <i>Prayer Practice: The Four Questions</i></p> <p>Slides 4-8</p> <p>15 minutes</p> <p>Supplies</p> <ul style="list-style-type: none"> • Four Questions Lyric sheets 	<p><i>Tefillah</i> תְּפִלָּה <i>Prayer Practice: The Four Questions</i></p> <p>Why did we just open with a froggy greeting? Because it's almost Pesach פֶּסַח Passover!</p> <p>We're going to learn about Passover from many different angles: We'll learn the story of Passover; we'll practice the Four Questions; we'll read stories and look at pictures that can show us features of Passover.</p> <p>Slide 4 has the four ways we'll look at Passover. They'll appear as you click. After they appear, each click will highlight one of the three you'll cover in this lesson.</p> <p>As second grade is when many children will be able to recite the Four Questions (at least by rote or in transliteration), we're going to practice saying them several times in this and the next lesson. Practicing the Four Questions will be most effective if it's spread out across the class block, so it will appear at the start and end of each lesson.</p> <p>You may want to do some advance scouting to find out who is the youngest, who already recites the Four Questions.</p> <p>Let's start off by learning the Four Questions. Here is a quick video explaining and demonstrating the Four Questions: https://youtu.be/fn3FNA4Ar40 (Don't pass out the lyrics yet. Just listen at this point.)</p> <p>Now pass out the lyric sheets. If you feel comfortable with the tune and words you can just practice with the class. Run through it at least twice. If you prefer to have the group sing along, Slide 6 is a good video that goes at a reasonable pace (and doesn't have anything other than a one person singing): https://youtu.be/cF1_LxH5sB0</p>
<p><i>Pesach</i> פֶּסַח <i>Passover: The Story</i></p>	<p><i>Pesach</i> פֶּסַח <i>Passover: The Story</i></p> <p>There are 18 story cards and then six blanks in the set of Story of</p>

<p>Slides 9-17</p> <p>30 minutes</p> <p>Supplies</p> <ul style="list-style-type: none"> • Story of Passover in Pictures cards (enough sets for groups of three to four students) 	<p>Passover in Pictures cards. The story is a high-level summary. If there are details that you want to add in, feel free to write those on the blank cards. Otherwise, just copy enough sets for three to four students to work together on putting the cards in order. Cut them in advance so the students don't see the correct order.</p> <p>Hand out the cards. Ask the students to work together to try to put the cards in the order of the story. This may be challenging for them. It's a complicated story and chronology is hard for this age group. How familiar they are with the story will determine how well they do.</p> <p>When they've tried, go through slides 9-17 to retell the story.</p>
<p><i>Fun with Hebrew</i></p> <p>Slides 18-20</p> <p>10 minutes</p> <p>Supplies</p> <ul style="list-style-type: none"> • Mem מַּ handouts (one or two pages) one per student • Pencils/ crayons 	<p><i>Fun with Hebrew</i></p> <p>This week's letter is <i>mem</i> מַּ. Project or draw the letter <i>mem</i> מַּ on the board. Ask students if anyone knows/remembers the sound. This is the letter <i>mem</i> מַּ. <i>Mem</i> מַּ makes an "M" sound. Have everyone repeat the sound.</p> <p>Let's learn two Hebrew words that start with <i>mem</i> מַּ:</p> <ul style="list-style-type: none"> • <i>mayim</i> מַיִם (water) • <i>mispar</i> מִסְפָּר (number). <p>There are two <i>Mem</i> מַּ Handouts: <i>Mem</i> מַּ Coloring Page and <i>Mem</i> מַּ Worksheet. You can choose to give out only the Coloring Page or both (recommended double-sided). You can complete both in class or have the worksheet as something they take home to complete.</p> <p>On the slide show, slide 19 has only the coloring page and slide 20 has both.</p>
<p><i>Brain Break: As If...</i></p> <p>Slide 21</p> <p>5 minutes</p>	<p><i>Brain Break: As If...</i></p> <p>Have students act out each statement for 20-30 seconds.</p> <ul style="list-style-type: none"> • Run in place as if a big scary bear is chasing you. • Jump in place as if you are popcorn popping. • Reach up as if you are grabbing apples from a tree. • March in place playing an instrument as if you are in a marching band. • Paint as if the paint brush is attached to your head. • Walk forwards as if you are walking through chocolate pudding. • Swim as if a shark is chasing you. • Pull as if you are pulling a wagon. • Sway as if you are a tree in a wind storm.

	<ul style="list-style-type: none"> • Push as if you are trying to move a big rock. • Scoot feet as if you were skating. • Shake as if you are a wet dog try to dry off. <p>From: https://wvde.state.wv.us/healthyschools/documents/resource_guide_interactiveFinal.pdf</p>
<p><i>Art and Values: David Najar and Season-Based Art</i></p> <p>Slides 22-25</p> <p>5 minutes</p>	<p><i>Art and Values: David Najar and Season-Based Art</i></p> <p>David Najar is an Israeli artist who paints natural scenes. Much of his work utilizes imaginary combinations of different times/seasons within one picture. But he also paints exactly what he sees around him. You can show this video interview https://youtu.be/YSdE_i4UCZ0 of him talking about why he paints.</p> <p>Take a look through the sample pictures</p> <p>Passover, in addition to a holiday retelling an important story, is also a seasonal holiday. It welcomes the changing of the seasons and the start of spring. We're looking at David Najar's work to see how he shows different seasons by using different colors behind the ever-present trees.</p>
<p><i>Art and Values: David Najar and Season-Based Art—Creating Art</i></p> <p>Slides 26-28</p> <p>20-30 minutes</p> <p>Supplies</p> <ul style="list-style-type: none"> • Watercolor paper • Pencils • Sharpie markers • Watercolor paint • Brushes • Water • Newspapers 	<p><i>Art and Values: David Najar and Season-Based Art—Creating Art</i></p> <p>Prepare the space for the painting. Put newspaper over the tables and have paper towels and cups of water for the brushes.</p> <p>Hand out paper to students. First with a pencil and then a Sharpie, have the students draw a simple tree outline in the middle of the paper. Keeping the tree in the middle is important.</p> <p>Then, once they're done, have them fold the paper twice, to create four sections. Ideally the tree hits all four sections in some way...</p> <p>Now, using watercolors, have the students paint their pages in four parts. Each quarter should be a different season, but it will create a single picture. Encourage them to take their time and think about what a tree and landscape looks like in the different seasons.</p> <p>As students start to finish, you can have early finishers review the story cards and see if they can remember the order.</p>
<p><i>Pesach</i> פסח</p>	<p><i>Pesach</i> פסח <i>Passover: The Story</i></p>

<p>Passover: The Story</p> <p>Slides 29</p> <p>5 minutes</p>	<p>Here is a fun video/parody of the Passover story: https://youtu.be/7Q7Jo7FkLH4</p>
<p>Tefillah תפילה Prayer Practice: The Four Questions</p> <p>Slides 30-32</p> <p>10 minutes</p> <p>Supplies</p> <ul style="list-style-type: none"> • Four Questions Lyric sheets (from Activity 1) 	<p>Tefillah תפילה Prayer Practice: The Four Questions</p> <p>It's time to review the Four Questions.</p> <p>If you have time and want to show another video before the kids sing, this video is on slide 30: https://youtu.be/xsWh4YaD3HE. You can also skip straight to the recitation if you are tight for time.</p>
<p>Closing: Hakarat Hatov הַכַּרַת הַטוֹב and L'hitraot לְהִתְרַאוֹת</p> <p>Slides 33-34</p> <p>5 minutes</p>	<p>Closing: Hakarat Hatov הַכַּרַת הַטוֹב</p> <p>Students take turns naming the best part of today's lesson.</p> <p>L'hitraot לְהִתְרַאוֹת!</p>