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Toward a Program in Liturgical and Biblical Hebrew for
Primary Grades of the Reform Religious School

by

Stanley Robin

Thesis submitted in partial fulfillment of
requirements for Ordination

Hebrew Union College-Jewish Institute of Religion

1962

Referee, Professor Sylvan Schwartzman

Digest of Thesis

The purpose of the Teacher's Kindergarten and the Teacher's First Grade Manual is to give the children in these grades a reading and translation readiness program. This program will enable the children to acquire an oral Hebrew vocabulary of approximately 150 words which will help them to read and translate passages in the Union Prayerbook and the Bible in the third grade.

The Teacher's Kindergarten Manual and the Teacher's First Grade Manual contain three courses: a Manual course, a Bible Story course and a Holiday course. See the bibliographies at the end of these two manuals for the books to be used in the three courses.

The Teacher's Kindergarten Manual has thirty-three lessons. The Teacher's First Grade Manual has thirty lessons. The Holiday courses have thirty lessons each. There are twenty-five Bible lessons in the Teacher's Kindergarten Manual and twenty-two Bible lessons in the Teacher's First Grade Manual.

The majority of the new words that are introduced are holiday words. They are usually introduced in the Holiday courses' lessons. Five holidays are studied in the Teacher's Kindergarten Manual and five other holidays are studied in the Teacher's First Grade Manual. Shabbos is studied in both grades.

Two to four words are introduced every session. The teacher will know by means of a cross reference if the new word appears in any other lesson for the day. The same method is followed in regard to review words.

The format is basically the same for all lessons with slight variations. See the "General Introduction To Teacher's Manuals for Kindergarten and the First Grade," p. for more information about the format.

Before each Manual there is a list of new words for each lesson.

For the grammar that is introduced in these manuals see p. of "General Introduction To Teacher's Manuals for Kindergarten and the First Grade." The grammar is never introduced formally to the children.

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CHAPTER I

Introduction to Thesis

Introduction to Thesis

"Toward a Program in Liturgical and Biblical Hebrew for Primary Grades of the Reform Religious School."

Today almost all Jewish children are confirmed and yet many cannot read the Hebrew of the Union Prayerbook or of the Bible, and certainly they cannot translate even selected passages from these two sources. What can be done to alter this situation? How can we make it possible for the child who attends a one day a week religious school to read and translate prayers from the Union Prayerbook and selected passages from the Bible by the time he is confirmed, or even earlier. The ideal answer would be to have a Hebrew reading and translation readiness program for children. This would be similar to the type of reading readiness program that children are exposed to before they begin to read in the public school. The children are prepared for their reading program by a reading readiness program that is both formal and informal. The informal reading readiness program is accomplished in the home. The child learns a great deal of vocabulary and the meaning of that vocabulary in his home environment. Thus he will understand many of the words that he will read in his first English reader. He is prepared in school by professional teachers in the earlier grades for the time when he will begin formal

reading. This is classified as the formal reading readiness program. Certainly, it would be the ideal situation if the Jewish child could get the same readiness program in Hebrew. But there is little possibility that the informal part of the readiness program could ever be accomplished. After all, who speaks Hebrew in the home. But the formal part of the readiness program can be accomplished.

Unfortunately, the children are not even receiving a formal readiness program. Therefore it is no wonder that they cannot read or understand even the Union Prayerbook when they are confirmed. As of now, the children learn only a few holiday words, as in Ruth Silverstein's A Year's Lesson Plans for Kindergarten (UAHC). The words that the children learn orally from the lessons in this book are nouns and a few adjectives. The children learn no more than forty Hebrew words from these lessons.

It is the contention of this writer that although the ideal readiness program cannot be given to a Jewish child, he can receive a formal reading and translation readiness program in a one day a week Reform Sunday School. He can learn enough from this formal readiness program to be able to enter the third grade and easily learn how to read and translate prayers from the Union Prayerbook and even selected passages from the Bible. It is with this aim in mind that the writer has written

two teacher's manuals: A Teacher's Kindergarten Manual and a Teacher's First Grade Manual.¹

The manuals contain approximately 150 Hebrew words: ninety in the Teacher's Kindergarten Manual and sixty in the Teacher's First Grade Manual. The reason for the introduction of fewer words in the Teacher's First Grade Manual is because there are many review words. The teacher should make certain that the children know all the review words. The words are a mixture of nouns, pronouns, adjectives, verbs and numbers. All of the words that have been chosen are found either in the Union Prayerbook or in the Bible. The writer has chosen his words after consulting Harper's Frequency List of the Bible, William Chomsky's Word List which is found on pages 253-286 of his book How To Teach Hebrew in The Elementary Grades, and Rabbi Sylvan Schwartzman's Key To The Underground Kingdom.

-
1. It is to be noted that even though it is possible to teach children how to read Hebrew in the second grade, it is preferable to wait until the third grade. There are two basic reasons for this delay. The first reason is that the child will have a longer readiness period, which certainly can only help him. This means he will master a larger Hebrew vocabulary. Thus due to his larger vocabulary, he will learn how to read much more quickly in the third grade. He will also have a greater chance to understand what he is reading. Secondly, it will be easier to teach him how to read because by the third grade he will have mastered reading English. He will know how to divide words into syllables, and he will understand something, although not formally, about vowels and accents.

The Teacher's Kindergarten Manual and the Teacher's First Grade Manual contain three courses: a Manual course, a Bible Story course and a Holiday course.

Manual Courses

The book used for the Manual course in kindergarten is a Teacher's Manual, Orientation To The Religious School, Temple and Jewish Home. The book used for the Manual course in the first grade is also a Teacher's Manual, Orientation To God, Prayer and Ethics. Both books were written by Rabbi Sylvan Schwartzman, Ph.D.

There are three units in each of Dr. Schwartzman's manuals. Each unit is comprised of eleven lessons. The eleventh lesson is always a review of the entire unit.

The Hebrew words suggested for usage during Dr. Schwartzman's manual lessons are usually an indigenous part of the lesson. This means that these words are translations of English words found in the lesson or are Hebrew words used in the lesson.

Hebrew prayers that are suggested in Dr. Schwartzman's manual lessons are not always considered as part of the New Words for a lesson. (See p. 9 for a fuller explanation of the words New Words.) This is especially true concerning the new words to be introduced in Dr. Schwartzman's kindergarten manual. The writer feels that the prayers listed in Dr. Schwartzman's kindergarten

manual should not be learned until the first grade.

Dr. Schwartzman's first grade manual deals specifically with prayers. The children will have learned many of the words of the prayers in kindergarten and therefore will be able to learn the entire prayer and its translation more easily in the first grade.

Bible Story Course

The book used for the Bible Story course in kindergarten is Bible Stories for Little Children, Volume I, by Betty Hollender. The book used for the Bible course in the first grade is Bible Stories for Little Children, Volume II, by Betty Hollender.

The Hebrew words suggested for usage during the Bible Story lessons are also usually an indigenous part of the lesson.

Projects have not been indicated for the lessons of these courses. The reason is because there are very few new words introduced in these stories. The teacher, of course, if she has time can have the children dramatize the story and do different projects in connection with the story. The teacher should follow the same procedure for introducing and reviewing words as is suggested for all other units i.e. playing games, dramatizing stories etc. See below, p. , New Words and Review Words.

Holiday course

Due to the strong emphasis that is placed on the holidays in these two grades the majority of the Hebrew words that are introduced are holiday words. They are usually introduced in the Holiday courses. Other types of words are also introduced in other courses whenever it is possible. Two to four words are introduced in every session.

The books used for the Holiday courses in kindergarten and the first grade are listed in the bibliographies found at the end of the Teacher's Kindergarten Manual and at the end of the Teacher's First Grade Manual.

Five holidays are studied in kindergarten. The five holidays are: Succos, Shabbos, Hanukoh, Purim and Pesach. Six holidays are studied in the first grade. The six holidays are: Rosh HaShonoh, Yom Kippur, Simchas Torah, Shabbos, Tu Bishvat and Sh'vuos.

The reasons for dividing the holidays are (1) If this were not done the lesson plans for the year would be completely dominated by Hebrew words taken from the holiday vocabulary list since only two to four new words can be introduced in every lesson. (2) If all the words were holiday words there would be little chance to introduce verbs, adjectives, pronouns etc. in these two grades. (3) By splitting up the holidays the teacher can concentrate on the vocabulary for a particular holiday.

(4) If the children studied eleven holidays during the year they could only spend three lessons on each holiday. The teacher can only teach the children a minimum amount of knowledge about a holiday in three lessons.

When the children enter the second grade they can be given a general review of all the holidays. During this review the teacher can introduce more new words.

There are thirty Holiday lesson plans for both grades. There are thirty-three lesson plans for the kindergarten Manual course and thirty lesson plans for the first grade Manual course. There are twenty-five lesson plans for the kindergarten Bible course and twenty-two lesson plans for the first grade Bible course.

There are usually three courses being taught each session. The Manual and the Holiday courses start the first session. The Bible Story courses usually start the third session.

The general order of the lessons are M (Manual), HR (Bible Stories by Hollender) and HY (Holiday lesson). There are a few times when this order is changed. The reason for this change is usually because a new word is being introduced in the first lesson of the session. (See Appendix, "Order of Lessons for Kindergarten" and the Appendix, "Order of Lessons for the First Grade.")

The total amount of words introduced never exceeds five. In the Teacher's Kindergarten Manual three or four

new words are usually introduced each session. In the First Grade Manual only two new words are usually introduced each session. The reason for this drop in the introduction of new words in the first grade is because there are many more review words in every lesson than in the Teacher's Kindergarten Manual's lessons. (See above p. .)

New Words and Review Words

A list of new words for each lesson appears just prior to the Teacher's Kindergarten Manual and the Teacher's First Grade Manual.

The words to be introduced in the lesson are listed under New Words. Review words for the lesson are listed under Review Words. Review words that are not indigenous to the story are underlined.

The words are usually introduced and reviewed via a discussion, game, song, story etc. There is always a story in every lesson. The review words that are not underlined always appear in the story and sometimes in the other parts of the lesson. The non-indigenous review words are integrated into the lesson by various means: song, game, etc. The reason for these non-indigenous review words is because the writer has made it a rule that all new words must appear in the following two lessons. Sometimes the new words are indigenous to the following

lessons but when they are not the writer makes certain he has suggested how they can be introduced. Usually if the new words have appeared in the Manual Lesson it will be reviewed in the following Manual Lessons. The same thing is true for new words that appear in the Bible and Holiday Lessons. Occasionally these words will be reviewed in another course's lesson. If the new words or review words appear in any other lesson for the day there is a cross reference. The number of times the new word appears in a lesson and its translation also appears under the heading New Words. The general format looks like this: Word (translation) (5) St.-p. 16; M-p. 17 (HR), F. or Ms. Or F. or Ms. plr.

Explanation of Format

(5) stands for the number of times the word appears in the lesson.

St.- stands for the story in Dr. Schwartzman's manual.

M- stands for Dr. Schwartzman's manual lesson.

(HR) stands for the Bible Story Lesson. This is a cross reference. It means that the new word appears also in the Bible Story Lesson.

F. stands for feminine singular. Sometimes it will appear F. sing.

Ms. stands for masculine singular. Sometimes it

will appear Ms. sing.

The Review Words format is the same as the New Words format except that the words are not translated again.

It should also be noted by the reader that the teacher who does not have any knowledge of Hebrew, although some is preferable, can teach the Hebrew words that appear in the courses. The reason for the latter statement is because all the Hebrew is transliterated. (See the Scheme of Transliteration, p. 26 in the "General Introduction to The Teacher's Manuals For Kindergarten and The First Grade."

Each new word that is introduced will bear an accent mark. The accent mark will always appear at the top of the appropriate syllable that is to be accented.

Grammar

Grammar is never to be taught formally. Different forms are to be introduced without any grammatical explanation. The writer has made certain that there are only certain grammatical forms introduced in the two grades. For example, masculine singular and feminine singular nouns are introduced in the Teacher's Kindergarten Manual. (See Appendix III, "Parts Of Speech--Teacher's Kindergarten Manual" and Appendix IV, "Parts Of Speech--Teacher's First Grade Manual.")

It should be noted that in the Teacher's Kindergarten

Manual the verbs that are taught are all in the third person masculine and feminine singular and in the Teacher's First Grade Manual they are all in the third person masculine and feminine plural.

The author has also made certain that nothing is taught incorrectly. For example, the adjective will always follow the noun if the Hebrew for both are given. The teacher may teach a good HahG but she may never teach a TohV HahG i.e. good holiday. In the Teacher's Kindergarten Manual there are many examples of the adjective coming before the noun because both words are not in Hebrew but in the Teacher's First Grade Manual, even when the adjective is only in Hebrew, it follows the noun.

In conclusion the writer would like to point out that for this readiness program to be a success there is a need for a second grade course. In this course all the holidays would be reviewed. The present tense, masculine and feminine singular and plural is to be introduced in this grade. All words that were learned in kindergarten and the first grade are to be reviewed. By the end of the second grade the child should then be prepared to begin a reading program in the same manner as he begins a reading program in public school.

Needless to say someone will have to write a book that will use all of the words and phrases that the child

learned in his readiness program. This book will be the child's first Hebrew reading book in the third grade.

CHAPTER II

General Introduction to The Teacher's Manuals For Kindergarten and The First Grade

General Introduction to The Teacher's Manuals
For Kindergarten and The First Grade

The purpose of the teacher's manuals for kindergarten and the first grade is to give the children in these grades a reading and translation readiness program. This program will enable the children to acquire an oral Hebrew vocabulary of approximately 150 words which will help them to read and translate passages in the Union Prayerbook and the Bible in the third grade. They will learn how to read in the third grade. Their reading exercises will contain the words they learned orally. Therefore, they will be learning how to read and understand what they are reading at the same time. By this method the children can quickly be reading whole sentences and passages from the Union Prayerbook and the Bible. Thus the words chosen by the writer are found to be among the most frequent words that appear in the Bible and the Union Prayerbook, newly revised. This has been established by examination of Harper's Frequency List of the Bible, William Chomsky's Word List which is found on pages 253-286 of his book How To Teach Hebrew in The Elementary Grades, and Rabbi Sylvan Schwartzman's Key To The Underground Kingdom.

A Year's Program

The Teacher's Kindergarten Manual and the Teacher's First Grade Manual contain three courses: a Manual course,

a Bible Story course and a Holiday course.

Manual Courses

The book used for the Manual course in kindergarten is a Teacher's Manual, Orientation To The Religious School, Temple and Jewish Home. The book used for the Manual course in the first grade is also a Teacher's Manual, Orientation To God, Prayer and Ethics. Both books were written by Rabbi Sylvan Schwartzman, Ph.D.

There are three units in each of Dr. Schwartzman's manuals. Each unit is comprised of eleven lessons. The eleventh lesson is always a review of the entire unit.

The Hebrew words suggested for usage during Dr. Schwartzman's manual lessons are usually an indigenous part of the lesson. This means that these words are translations of English words found in the lesson or are Hebrew words used in the lesson.

Hebrew prayers that are suggested in Dr. Schwartzman's manual lessons are not always considered as part of the New Words for a lesson. (See p. for a fuller explanation of the words New Words.) This is especially true concerning the new words to be introduced in Dr. Schwartzman's kindergarten manual. The writer feels that the prayers listed in Dr. Schwartzman's kindergarten manual should not be learned until the first grade. Dr. Schwartzman's first grade manual deals specifically with prayers.

The children will have learned many of the words of the prayers in kindergarten and therefore will be able to learn the entire prayer and its translation more easily in the first grade.

In Dr. Schwartzman's kindergarten manual course the writer has introduced new words in the last three lessons. The writer does not include the last three lessons of Dr. Schwartzman's manual course in his First Grade Teacher's Manual. If the teacher desires to complete these sessions she can use the sessions for reviewing words.

Bible Story Course

The book used for the Bible Story course in kindergarten is Bible Stories for Little Children, Volume I, by Betty Hollender. The book used for the Bible course in the first grade is Bible Stories for Little Children, Volume II, by Betty Hollender.

The Hebrew words suggested for usage during the Bible Story lessons are also usually an indigenous part of the lesson.

Projects have not been indicated for the lessons of these courses. The reason is because there are very few new words introduced in these stories. The teacher, of course, if she has time can have the children dramatize the story and do different projects in connection with the story. The teacher should follow the same procedure

for introducing and reviewing words as is suggested for all other units i.e. playing games, dramatizing stories etc. See below, p. , New Words and Review Words.

Holiday course

Due to the strong emphasis that is placed on the holidays in these two grades the majority of the Hebrew words that are introduced are holiday words. They are usually introduced in the Holiday courses. Other types of words are also introduced in other courses whenever it is possible. Two to four words are introduced in every session.

The books used for the Holiday courses in kindergarten and the first grade are listed in the bibliographies found at the end of the Teacher's Kindergarten Manual and at the end of the Teacher's First Grade Manual.

Five holidays are studied in kindergarten. The five holidays are: Succos, Shabbos, Hanukoh, Purim and Pesach. Six holidays are studied in the first grade. The six holidays are: Rosh HaShonoh, Yom Kippur, Simchas Torah, Shabbos, Tu Bishvat and Sh'vuos.

The reasons for dividing the holidays are (1) If this were not done the lesson plans for the year would be completely dominated by Hebrew words taken from the holiday vocabulary list since only two to four new words can be introduced in every lesson. (2) If all the words

were holiday words there would be little chance to introduce verbs, adjectives, pronouns etc. in these two grades.

(3) By splitting up the holidays the teacher can concentrate on the vocabulary for a particular holiday.

(4) If the children studied eleven holidays during the year they could only spend three lessons on each holiday. The teacher can only teach the children a minimum amount of knowledge about a holiday in three lessons.

When the children enter the second grade they can be given a general review of all the holidays. During this review the teacher can introduce more new words.

There are thirty Holiday lesson plans for both grades. There are thirty-three lesson plans for the kindergarten Manual course and thirty lesson plans for the first grade Manual course. There are twenty-five lesson plans for the kindergarten Bible course and twenty-two lesson plans for the first grade Bible course.

There are usually three courses being taught each session. The Manual and the Holiday courses start the first session. The Bible Story courses usually start the third session.

The general order of the lessons are M (Manual), HR (Bible Stories by Hollender) and HY (Holiday lesson). There are a few times when this order is changed. The reason for this change is usually because a new word is being introduced in the first lesson of the session.

(See Appendix, "Order of Lessons for Kindergarten" and the Appendix, "Order of Lessons for the First Grade.")

The total amount of words introduced never exceeds five. In the Teacher's Kindergarten Manual three or four new words are usually introduced each session. In the First Grade Manual only two new words are usually introduced each session. The reason for this drop in the introduction of new words in the first grade is because there are many more review words in every lesson than in the Teacher's Kindergarten Manual's lessons.

New Words and Review Words

A list of new words for each lesson appears just prior to the Teacher's Kindergarten Manual and the Teacher's First Grade Manual.

The words to be introduced in the lesson are listed under New Words. Review words for the lesson are listed under Review Words. Review words that are not indigenous to the story are underlined.

The words are usually introduced and reviewed via a discussion, game, song, story etc. There is always a story in every lesson. The review words that are not underlined always appear in the story and sometimes in the other parts of the lesson. The non indigenous review words are integrated into the lesson by various means: song, game, etc. The reason for these non indigenous

review words is because the writer has made it a rule that all new words must appear in the following two lessons. Sometimes the new words are indigenous to the following lessons but when they are not the writer makes certain he has suggested how they can be introduced. Usually if the new words have appeared in the Manual Lesson it will be reviewed in the following Manual Lessons. The same thing is true for new words that appear in the Bible and Holiday Lessons. Occasionally these words will be reviewed in another course's lesson. If the new words or review words appear in any other lesson for the day there is a cross reference. The number of times the new word appears in a lesson and its translation also appears under the heading New Words.

There are a few places where the writer feels that the teacher might not be able to fit the words into the lesson. If the teacher cannot find a way to integrate the words into the lesson for the day she can play one of the games suggested in the Appendix, "Games." She will include the words into the game. This game need not have any relation to the lesson for the day. The teacher should also remember that the words will appear again in following lessons. There are also reviews at the end of every Holiday course apart from the reviews indicated in Dr. Schwartzman's book.

The teacher should also realize that there are many opportunities to use already introduced words even though the writer has not indicated their usage in the story. The following words can be used frequently: ah-Doh-Noi (God), KayN (yes), Loh (no), TohV (good-adj., masculine singular), Toh-VeeM (good-adj., masculine plural), eh-RehV (evening), Lai-Law (night), Mee (who), HahG (holiday), HahG Sah-May-aH (Happy Holiday-a greeting), Poh (here-the answer a student gives for a roll call), Ts-Daw-Kaw (charity). (Ts-Daw-Kaw is to be used in every Good Morning Routine.) Other words that should be used at the beginning of every lesson are Y'Law-DeeM (children or boys) and Y'Law-DohS (girls). Y'Law-DeeM can be used when speaking to boys and girls, to boys alone but not to girls. The adjectives for these words should also be used i.e. K'TahN-NeeM (small-adj., masculine plural), G'Doh-LeeM (big-adj., masculine plural), K'TahN-NohS (small-adj., feminine plural) and G'Doh-LohS (big-adj., feminine plural). The teacher should remember that the adjective always follows the noun.

The words Zeh and ZohS have been used in two ways.

(1) Zeh, meaning this is, is used only for masculine nouns.

ZohS, meaning this is, is used only for feminine nouns.

(2) Zeh and ZohS are used as adjectives i.e. this Torah.

Whenever these words are used as adjectives they always follow the noun e.g. Hah-Toh-Raw Hah-ZohS. The Hah always has to be added for proper usage. Most of the time Zeh

and ZohS are used only in the first way.

General Format

The general format for each lesson will be as follows. There will be slight variations in the formats of the Bible and Holiday courses.

Manual

Lesson I

Text:

Unit I:

Lesson 1: Lesson Title

New Words

Word (translation) (5), St.-pp. 16, 18; M-p. 20 (HR),
F. and Ms. sing. or F. and Ms. plr.

Review Words

Word (1), St.-p. 16; M-p. 12 (HR)

Word (When the word is underlined it means that the word is not indigenous to the story. Therefore, the word must be fitted into the story, discussion or game during the lesson.)

Good Morning Routine

This is mentioned in Dr. Schwartzman's manual.

Be certain to use the words Ts-Daw-Kaw, Y'Law-DeeM (children or boys) and Y'Law-DohS (girls) and their adjectives once they have been introduced.

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.)

Discussion

Sometimes the teacher has a discussion with the children in which she uses the new word or new words.

Games

See the Appendix, "Games," for the various suggestions.

Songs

Certain songs are suggested that use the new word or words.

Story (The title is given in the Holiday lesson.)

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Review Words

If there is any explanation needed as to how to fit these words into the lesson it is given here.

Project

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Books, songs etc. that were used in the lesson.

Explanation of the signs and numbers under New Words

(5) stands for the number of times the word appears in the lesson.

St.- stands for the story in Dr. Schwartzman's manual.

M- stands for Dr. Schwartzman's manual lesson.

(HR) stands for the Bible Story Lesson. This is a cross reference. It means that the new word appears also in the Bible Story Lesson.

F. stands for feminine singular. Sometimes it will appear F. sing.

Ms. stands for masculine singular. Sometimes it will appear Ms. sing.

The Review Words format is the same as the New Words format except that the words are not translated again.

Games

The writer has suggested several different games to be played. The teacher will find examples of each game in the Appendix, "Games."

Grammar

Grammar is never to be taught formally. Different forms are to be introduced without any grammatical explanation. The writer has made certain that there are only certain grammatical forms introduced in the two grades. For example, masculine singular and feminine singular

nouns are introduced in the Teacher's Kindergarten Manual. (See Appendix III, "Parts Of Speech--Teacher's Kindergarten Manual" and Appendix IV, "Parts Of Speech--Teacher's First Grade Manual.")

It should be noted that in the Teacher's Kindergarten Manual the verbs that are taught are all in the third person masculine and feminine singular and in the Teacher's First Grade Manual they are all in the third person masculine and feminine plural.

The author has also made certain that nothing is taught incorrectly. For example, the adjective will always follow the noun if the Hebrew for both are given. The teacher may teach a good HahG but she may never teach a TohV HahG i.e. good holiday. In the Teacher's Kindergarten Manual there are many examples of the adjective coming before the noun because both words are not in Hebrew but in the Teacher's First Grade Manual, even when the adjective is only in Hebrew, it follows the noun.

Scheme of Transliteration

The author has transliterated all Hebrew words. The pronunciation is Ashkenazi.

Letters

M,R,K,S,T,Z,N,B,V,L,P,F,D,G (as in Good), Y,Sh,
Ts (This letter has the Ts sound as in such words

as "HiTs," "RuTs," "ITs," and "BeaTs." The other letters are H and Ḥ (There is no English equivalent for this sound. The teacher must learn it from some one who knows Hebrew. It is pronounced as the word ḤahG.)

Vowels

ah vowel sounds like the vowel sound in "Mark,"

"Hot," and "Rock."

aw vowel sounds like the vowel sound in "Moss,"

"Roar," "Crawl" and "Store."

s vowel sounds like the vowel sound in Smart.

ee vowel sounds like the vowel sound in "See," "Key,"

"Me," and "Tea."

Short -i vowel sounds like the vowel sound in such

words as "Kit," "Ship," and "Mit."

oh vowel sounds like the vowel sound in "Go," "Know,"

and "Slow."

eh vowel sounds like the vowel sound in "Red," "Bread,"

"Head" and "Sled."

ay vowel sounds like the vowel sound in "Say,"

"Weigh," "Play" and "Gay."

oo vowel sounds like the vowel sound in "Moon," "Too"

and "June."

Short-u vowel sounds like the vowel sound in "Look,"

"Book" and "Sure."

ai vowel sounds like the vowel sound in "Cry."

oi vowel sounds like the vowel sound in "Toy."

ui vowel sounds like the vowel sound in "Buoy."

Accents

Each new word introduced will bear an accent mark. The accent of the word will always appear at the top of the word.

Appendicies

Under the title Appendicies at the back of the thesis will be found the following: Appendix I: "Order of Lessons for the Kindergarten Manual." Appendix II: "Order of Lessons for the First Grade Manual." Appendix III: "Parts Of Speech--Teacher's Kindergarten Manual." Appendix IV: "Parts Of Speech--Teacher's First Grade Manual," and Appendix V: "Games."

Bibliographies

There are three types of bibliographies. There is a bibliography at the end of each grade, broken down according to what is being used for each grade i.e. the Manual course, the Bible Story course and the Holiday course. There is a bibliography at the end of each lesson. Finally, there is a general bibliography at the end of the thesis.

CHAPTER III

Introduction To The Teacher's
Kindergarten Manual

Introduction To The Teacher's
Kindergarten Manual

Courses

The three courses for this grade are (1) a Manual course which uses a Teacher's Manual, Orientation To The Religious School, Temple and Jewish Home by Rabbi Sylvan D. Schwartzman, Ph.D.; (2) a Bible Story course which uses Bible Stories for Little Children, Vol. I, by Betty Hollender and (3) a Holiday course which deals with five holidays: Succos, Shabbos, Chanukoh, Purim and Pesach. The books to be used in this course are listed at the end of each lesson and in a general bibliography which is given at the end of the Teacher's Kindergarten Manual.

Grammar

All nouns and adjectives that appear in this manual are masculine and feminine singular. All verbs are in the third person masculine and feminine singular. There are a few pronouns and personal pronouns that are introduced in these lessons. One number is also introduced in these lessons, number one. This number always follows the noun. There is only one plural noun introduced in these lessons. The word is MiTs-VohS. It is to be translated "The Ten Commandments."

Look in the Appendicies for all information in connection with the Teacher's Kindergarten Manual.

CHAPTER IV

Kindergarten:

New Words For Each Lesson

Kindergarten:

New Words For Each Lesson

Key

M - Manual Unit
 HR - Bible Unit
 HY - Holiday Unit
 Ms. - Masculine

F. - Feminine
 sing. - singular
 plr. - plural

1. Su-KohS

Su-Kaw' (booth) (HY), F. sing.
 P'Ree (fruit) (HY), Ms. sing.
 ah-Doh-Noi (HY-M), Ms. sing.
 Su-KohS (HY-M)

2. Su-KohS

Loo-LawV (palm branch) (HY), Ms. sing.
 ehS-RohG (citrus) (HY), Ms. sing.
 Ts-Daw-Kaw (charity money) (M), F. sing.
 HahG (holiday), Ms. sing.

3. Su-KohS

B'Raw-Haw' (blessing) (M), F. sing.
 Yah-YiN (wine) (HY), Ms. sing.
 Ki-DooSh (blessing over the wine) (HY), Ms. sing.

4. Su-KohS

Yaw-Faw' (pretty) (HY), adj., F. sing.
 Lai-Law (night) (HY), Ms. sing.
 RahV (Rabbi) (M), Ms. sing.

5. Su-KohS

BayS Hah-T'Fee-Law' (Temple) (M), F. sing.
 ah-Nee (I) (M-HR-HY)

6. Su-KohS Review

Hoo (he) (M-HR)

Shaw-LohM (hello-goodby-greeting) (M-HR), Ms. sing.

7. Shah-BawS

Shah-BawS (sabbath) (M-HY), F. sing.

Hah-Law (special bread for Sabbath) (HY), F. sing.

Shah-BahT Shaw-LohM (peace be with you-special Sabbath greeting)

T'Fee-Law (prayer) (HY), F. sing.

8. Shah-BawS

Sh'Mah (prayer) (HY)

YahD (pointer for Torah) (HY), Ms. sing.

eh-HayD (one) (M-HR-HY), Ms. sing.

Toh-Raw (Torah) (M-HY), F. sing.

9. Shah-BawS

Si-DooR (prayerbook) (M), Ms. sing.

NayR Taw-MeeD (eternal light) (HY), Ms. sing.

HahV-Daw-Law (ceremony at the end of the Sabbath) (HY), F. sing.

NayR (candle) (HY)

10. Shah-BawS

aw-MahR (he said) (M-HR-HY)

ayM (mother) (M), F. sing.

ahV (father) (M-HR-HY), Ms. sing.

11. Shah-BawS

Shaw-Voo'-ah TohV (have a good week--greeting after HahV-Daw-Law service)

Leb-HehM (bread) Ms. sing.

12. Shah-BawS Review

Maw-GayN Daw-ViD (Shield of David) (M), Ms.

MiTs-VohS (Ten Commandments) (M), F. plr.

13. Hah-Nu-Kaw

Hah-Nu-Kaw (HY), F.
 M'Noh-Raw (candelabra) (M-HY), F. sing.
 Hee (she) (M-HY-HR)
 awM-Raw (she said) (M-HR-HY)

14. Baw-RooH ah-Taw ah-Doh-Noi (Blessed art thou O Lord) (HY)
 HahG Sah-May-aH (happy holiday-special holiday greeting)15. Hah-Nu-Kaw

YohM (day) (M-HR-HY), Ms. sing.
 KayN (yes) (M)

16. Hah-Nu-Kaw

Loh (no) (HR)
 Raw-aw (HR)

17. Hah-Nu-Kaw

Kaw-DohSh (Holy), adj., Ms. sing.
 Shah-MawSh (the top candle on the Hah-Nu-Kaw M'Noh-
 Raw) (HY), Ms. sing.
 Toh-Daw (thank you) (HY)

18. Hah-Nu-Kaw

Meh-LehH (king) (M-HR)
 awZ (then) (M)

19. Poo-ReeM

Poo-ReeM (M-HR)
 Zeh (this is) (M-HY), Ms.
 Haw-Yaw (he was) (M-HY)
 BayS Hah-K'Neh-SehS (House of Gathering-Temple) (M),
 Ms.
 BayS Hah-MiD-RawSh (House of Study-Temple) (M), Ms.

20. Poo-ReeM

MawR-D'Kai (HY)

Haw-MawN (HY)
 M'Gi-Law (scroll) (HY), F.
 Shaw-Naw (year) (HR), F.

21. Poo-ReeM

Tah-LeeS (prayer shawl) (M), F. sing.
 Baw-R'Hoo (The opening prayer of every service) (M)
 aw-MayN (HY)
 eh-STayR (HY)
 BayN (son) (HR)

22. Poo-ReeM

Haw-Y'Saw (she was) (HY)
 ZohS (this is) (HY), F.
 Mee (who) (HR-HY)

23. Poo-ReeM Review

M'Zoo-Zaw (M), F.
 Shah-LahH Maw-NohS (giving of gifts) (HY)

24. Peh-SahH

Say-DehR (HY-M), Ms.
 Peh-SahH (HY-M), Ms.
 Hah-Gaw-Daw (special book for Peh-SahH) (HY-M), F.
 MahH-ZohR (special prayerbook for a holiday) (M), Ms.

25. Peh-SahH

Dah-Yay-Noo (song for Peh-SahH) (HY)
 ay-Lee-Yaw-Hoo Hah-Naw-Vee (song for Peh-SahH) (HY)
 Mah-Tsaw (unleavened bread) (HY), F.
 awM (people-nation) (HR), Ms. and F. sing.

26. Peh-SahH

Mah-NiSh-Tah-Naw (special prayer said on Peh-SahH) (HY)
 Boh-KehR (morning) (M), Ms. sing.

27. Peh-SahH

Hah-Moh-Tsee (prayer over bread) (HY)
 eh-MehS (truth) (HR), F. sing.

28. Peh-SahH

HahD GahD-Yaw' (song for Peh-SahH) (HY)

29. Peh-SahH

Raw-Shaw' (wicked man) (HY), Ms.
 eh-RehV (evening) (HY), Ms.

30. Peh-SahH

ah-Hah-Vaw' (love) (M), F.

31. Manual

32. Manual

ahH (brother), Ms.
 aw-HohS (sister), F.
 Mah-Zawl TohV (congratulations)

CHAPTER V
Teacher's Kindergarten Manual
and Bibliography

MANUAL LESSON

Lesson 1.

Text: Orientation To Religious School, Temple and Jewish HomeUnit I: Getting To Know Our Religious School

Lesson 1: Becoming Acquainted With Our Class

New Word

Su-KohS (4), M-pp. 7, 8; St.-pp. 8, 10 (HY)

Project

Teacher: Shall we show our mothers and fathers some of
these special Jewish things we've done today?

(Children draw pictures on separate sheets showing scenes of
specific Jewish activities they engaged in during the
morning e.g. discussion about God, Su-KohS etc.) M-p. 8.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School,
Temple and Jewish Home, Unit I, pp. 5-9, "Becoming
Acquainted With Our Class."

Schwartzman, Sylvan D., Let's Go To Religious School, (UAHC),
pp. 5-11, "Hank's Letter."

HOLIDAY LESSON

Lesson 1: Su-KohS

Text: Fun On Su-KohS, pp. 2-18

New Words

Su-Kaw^h (booth) (5), pp. 2, 4-6, 10-12, 18, F. sing.
 Su-KohS (4), pp. 14, 16, 17 (M)
 P'Ree (fruit) - (In discussion.) Ms. sing.
ah-Doh-Noi (God) - (In discussion.) (M-HY), Ms. sing.

Introduction of New Words

Have pictures of Su-Kaw etc. on bulletin board.

Teacher: We have a holiday coming soon. Does anyone know
 what it is called?

Answer: Su-KohS. (Teacher gives answer if necessary)

Discussion

Teacher: What do we build for Su-KohS?

Answer: Su-Kaw.

Teacher: (Show pictures, model etc.--use "Succos," in
 Rubin, A Picture Dictionary of Jewish Life.)

Rhymes to Play

"My Succah," p. 12 in Kripke, Rhymes to Play.

Teacher: What do we see in the Su-Kaw?

Answer: Apples, etc.

Teacher: What do we call apples, etc.?

Answer: Fruit.

Teacher: That's right. In Hebrew fruit is P'Ree. We say,
 we hang P'Ree in the Su-Kaw on Su-KohS.

Rabbi or Teacher

Explain why we go into a Su-Kaw on this holiday of Su-KohS.
 (Look at "Succos," p. 17, Silverstein, A Year's Lesson Plans
 for Kindergarten. The word P'Ree will be used in her

explanation.)

Story: Fun On Sukos

Review Story

Children should use all new and review words. Play translation game (See Appendix, "Game," number 14.)

Song

"To The Succah," p. 18 in Levy and Deutsch, So We Sing.

Project

Draw a Su-Kaw with all types of fruit in it, or draw some aspect of the story.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Bearman, Jane, Fun On Succos (Behrman), pp. 2-18

Kripke, Dorothy Karp, Rhymes To Play (Bloch), p. 12, "My Succah."

Levy, Sara C. and Deutsch, Beatrice L., So We Sing, p. 18, "To The Succah."

Rubin, Alvan D., A Picture Dictionary of Jewish Life (Behrman), "Sukkos."

Silverstein, Ruth, A Year's Lesson Plans for Kindergarten (UAHC), "Succos" p. 17.

MANUAL LESSON

Lesson 2.

Text: Orientation To Religious School, Temple and Jewish HomeUnit I: Getting To Know Our Religious School

Lesson 2: Learning to Work Together

New Words

Ts-Daw-Kaw (charity) M-pp. 10-12; St.-p. 12. F. sing.

Review Words

ah-Doh-Noi (1), M-p. 10.

Introduction of New Words

The children give charity money each morning (Sunday).

Discussion on (p. 11)

Sing collection song as indicated on p. 11 (p. 9, Rosewater,
Primary Songs and Games for Children in the Jewish Religious
School)M-p. 11-Also sing and act out song "This is the Way," p. 65
in Thomas, Martin and Judy Songs.Story

Ts-Daw-Kaw is used in the discussion.

ProjectChildren can draw picture of giving Ts-Daw-Kaw and how it
will be used. Use word Ts-Daw-Kaw when explaining work.Review Project

Children should use word Ts-Daw-Kaw when explaining project

to other children.

Review Words

Teacher: Say a thank you to ah-Doh-Noi (God). (Continue discussion as indicated in Manual)

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit I, pp. 10-14, "Learning To Work Together."

Schwartzman, Sylvan D., Let's Go To Religious School, (UAHC), pp. 12-17, "The Class Makes a Rule."

HOLIDAY LESSON

Lesson 2: Su-KohS

Text: Sukos and Simchas Torah, pp. 1-18.

New Words

Loo-Law¹V (1), p. 14, Ms. sing.
ehS-RohG (1), p. 12, Ms. sing.
HahG (holiday) (1), p. 14, Ms. sing.

Review Words

Su-Kaw (1), pp. 1, 9, 14
Su-KohS (1), p. 14
P'Ree - Fit into story on p. 9

Song

Review "To The Succah" (See Holiday lesson 1.)

Introduction of New Words

Go into Su-Kaw. If Su-Kaw not available then show picture or model. ("Succos," in Rubin, A Picture Dictionary of Jewish Life.) Introduce Loo-LawV and ehS-RohG while talking about Su-Kaw.

Discussion

Teacher: Children, what HahG, what holiday, were we talking about last time?

Answer: Su-KohS

Teacher: That's right. Does anyone remember anything about the HahG of Su-KohS?

Answer: (Children answer and teacher fills in).

Teacher: (Introduce Loo-LawV and ehS-RohG by showing pictures of them and giving short explanations- "SuKos," p. 17 in Silverstein, A Year's Lesson Plans for Kindergarten.

Music and Rhythm

Children can walk around pretending they are waving lulovs while music is being played.

Song

"The Esrog and Lulov," p. 71 in Eisenstein, The Gateway to Jewish Song.

Story: Sukos and Simchas Torah

Review Story

Children should use all new and review words.

Project

Can begin to make Su-Kah. Draw pictures of Loo-LawV and ehS-RohG. Teacher can label picture, HahG Su-KohS. Can

make Loo-LawV out of newspapers, p. 19-Ruth Silverstein,
A Year's Lesson Plans for Kindergarten.

Review Project

Children can share what they have done and explain their
 little project using appropriate Hebrew words: Su-KohS,
 Su-Kaw, P'Ree, HahG, Loo-LawV, ehS-RohG.

Bibliography

Cedarbaum, Sophia N., Sukas and Simchas Torah (UAHC),
 pp. 1-18.

Eisenstein, Judith Kaplan, The Gateway To Jewish Music
 (Behrman), p. 71, "The Esrog and Lulav."

Kripke, Dorothy Karp, Rhymes To Play (Bloch), p. 11,
 "Sukkot."

Levy, Sara C. and Deutsch, Beatrice L., So We Sing, p. 18,
 "To The Succah."

Rubin, Alvan D., A Picture Dictionary of Jewish Life
 (Behrman), "Lulov," "Esrog."

Silverstein, Ruth, A Year's Lesson Plans for Kindergarten
 (UAHC), p. 17, "Succos."

MANUAL LESSON

Lesson 3.

Text: Orientation To Religious School, Temple and Jewish HomeUnit I: Getting To Know Our Religious School

Lesson 3: Preparing for Consecration

New Word

B'Raw-Haw' (Blessing) (4), M-pp. 15, 17; St.-pp. 21, 22
 F. sing.

Review Words

Ts-Daw-Kaw (1), M-p. 15
 ah-Doh-Noi - found on several pages

Introduction of New Word

Introduce new word, B'Raw-Haw, M-p. 15. This word is central in discussion about consecration. It is also central in story.

Project

Besides one indicated in text - can have children draw picture of Rabbi giving B'Raw-Haw.

Review Project

Children should use word, B'Raw-Haw when explaining picture.

Review Words

ah-Doh-Noi is reviewed when children learn the Sh'Mah prayer at the end of the story-p. 23 or when it is indicated on p. 17 of the Manual.

Ts-Daw-Kaw is used in every good morning routine.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit I, pp. 15-18, "Preparing For Consecration."

Schwartzman, Sylvan D., Let's Go To Religious School, (UAHC), pp. 18-23, "A Very Special Day."

HOLIDAY LESSON

Lesson 3: Su-KohS

Text: What the Moon Brought, "A Streetful of Friends,"
pp. 28-37.

New Words

Yah-YiN (wine) (1), p. 36, Ms. sing.
Ki-DooSh (1), p. 37, Ms. sing.

Review Words

Su-Kaw (5), pp. 29, 31-33, 36
SuKohS (1), p. 37

HahG

P' Ree

Loo-LawV

Songs

Review "To The Succah" (See Holiday Lesson 1.)

Review "The Esrog and Lulov" (See Holiday Lesson 2.)

Discussion

Review what was learned from last lesson. Let children give details. Urge them to use proper Hebrew words.

Story: "A Streetful of Friends"

Review Story

Teacher: What was the last thing mother said?

Answer: Ki-DooSh.

Teacher: Does anyone know what Ki-DooSh is? Over what is Kiddush made? (Teacher can show picture of man holding wine cup in his hand and saying the Ki-DooSh--"Kiddush," in Rubin, A Picture Dictionary of Jewish Life.)

Song

Teacher sings Ki-DooSh for children and each child sips from his own cup.

Project

Children draw pictures of things which one does on Su-KohS e.g. someone saying Ki-DooSh etc. Discuss possible projects with children and then let them do them.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Eisenstein, Judith Kaplan, The Gateway to Jewish Music (Behrman), p. 71, "The Esrog and Lulav."

Levy, Sara C. and Deutsch, Beatrice L., So We Sing, p. 18, "To The Succah."

Rubin, Alvan D., A Picture Dictionary of Jewish Life (Behrman), "Kiddush."

Weilerstein, Sadie Rose, What the Moon Brought (Behrman), pp. 28-37, "A Streetful of Friends."

MANUAL LESSON

Lesson 4.

Text: Orientation To Religious School, Temple and Jewish HomeUnit I: Getting To Know Our Religious School

Lesson 4: Exploring Our School

New Word

RahV (Rabbi) (4), M-pp. 19, 22, 24; St. p. 27, Ms. sing.

Review Word

Ts-Daw-Kaw' (1), Good morning routine and p. 21 of Manual.

Introduction of New Word

RahV is used in the story pp. 24-30.

RahV is used in discussion of story e.g. "We saw the RahV's
(Rabbi's) room "(M-p. 19)

M-pp. 23, 24 - Song to sing about our visit this morning.

M-p. 24 - Project-Build religious school. Include RahV's
desk.Review project

Children use word when they explain their project.

BibliographySchwartzman, Sylvan D., Orientation To The Religious School,
Temple and Jewish Home, Unit I, pp. 19-24, "Exploring
Our School."Schwartzman, Sylvan D., Let's Go To Religious School, (UAHC),
pp. 24-30, "A Nice Visit."

BIBLE STORY LESSON

Lesson 4.

Text: Bible Stories For Little Children, Vol. I, Betty R.
Hollender

Lesson 4: "Tower of Babel"

New Words

None

Review Words

ah-Doh-Noi (2) pp. 7, 8.

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 7-9, "The Tower of Babel."

HOLIDAY LESSON

Lesson 4: Su-KohS

Text: What Danny Did, "How Danny Was a Carpenter for Real,"
pp. 34-39.

New Words

Yaw-Faw' (pretty) (1), p. 34, adj., F. sing.
Lai-Law (night) (1), p. 38, Ms. sing.

Review Words

Su-KohS (2), p. 37
Su-Kaw (6), p. 34-39

Ki-DooSh (1), p. 38

Yah-YiN

B'Raw-Haw

Loo-LawV

ehS-RohG

P'Ree

HahG

Pictures

Review all pictures drawn by students. Make sure students use correct Hebrew words.

Songs

Review "To The Succah" (See Holiday lesson 1.)

Review "The Esrog and Lulov" (See Holiday lesson 2.)

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.)

Teacher can use sentences from the story, too.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story, too.

Story: "How Danny Was a Carpenter for Real."

Review Story

Be certain to include in discussion the new words.

Teacher: What did the Su-Kaw look like the Lai-Law of
Su-KohS?

Answer: Yaw-Faw.

Teacher: What did they do in the Su-Kaw?

Answer: Made Ki-DooSh. Made a B'Raw-Haw over the Yah-YiN.

Teacher: What is the name of the B'Raw-Haw over the Yah-
YiN?

Answer: Ki-DooSh.

Teacher: What else might you find in the Su-Kaw?

Answer: ehS-RohG, F'Ree, Loo-LawV.

Project

Draw picture of a Su-Kaw Yaw-Faw.

Teacher: How would it look at Lai-Law?

Review Project

Let them use new and review Hebrew words.

Bibliography

Weilerstein, Sadie Rose, What Danny Did (Behrman), pp. 34-39,
 "How Danny Was a Carpenter for Real."

HOLIDAY LESSON

Lesson 5: Succos

Text: What Danny Did, "Story of Danny's Esrog," pp.New Word

ah-Nee' (I) (4), pp. 40, 42 (M-HR)

Review Words

Lai-Law (1), p. 40

B'Raw-Haw (4), pp. 41-44

Su-KohS (7), pp. 40-44

Yaw-FawYah-YiNKi-DooShLoo-LawVehS-RohGSongs

Review "To The Succah" (See Holiday lesson 1.)

Review "The Esrog and Lulov" (See Holiday lesson 2.)

Introduction of New Words

(Sample translation game for new words)

Teacher: Boys and girls, I am going to use a new Hebrew word pretty soon. See if you can guess what the word means.

ah-Nee am going to read you a story now about a boy named Danny. ah-Nee want you to listen very carefully to this story. After ah-Nee finish the story we will discuss how we are going to put on a Su-KohS service. (Children by now have guessed the word).

Story: "Story of Danny's Esrog"

Make certain they hear the ah-Nee.

Review Story

Children should use all new and review words.

Game

"Alike and Different." (See Appendix, "Games," number 3.)

Discussion of Succos Service

Teacher: Children, we are going to have our own special service for Su-KohS. ah-Nee am going to show you pictures of what are some of the things we are going to do.

Pictures

(Teacher holds them up and tells the children their contents using Hebrew.)

Teacher: Here is a Su-Kaw Yaw-Faw. We will hold our service in this Su-Kaw Yaw Faw.

Teacher: This person is saying the Ki-DooSh over the Yah-YiN.

Teacher: This person is saying how Yaw-Faw is the Su-Kaw of ah-Doh-Noi and is waving the Loo-LawV.

Teacher: This person is saying something very nice about the ehS-RohG.

Teacher: Now which things would we like to have in our service. (Children decide)
(Teacher practices with each child. The children put on a mock service using as much Hebrew as

possible.

Bibliography

Weilerstein, Sadie Rose, What Danny Did (Behrman), pp. 40-44, "Story of Danny's Esrog."

MANUAL LESSON

Lesson 5.

Text: Orientation To Religious School, Temple and Jewish Home

Unit I: Getting To Know Our Religious School

Lesson 5: A Visit to the Library

New Words

BayS Hah-T'Fee-Law' (Temple) (1), M-p. 25, F. sing.
ah-Ne' (I) (3), M-p. 25; St. pp. 31, 34 (HR)

Review Words

RahV (1), M-p. 25

Introduction of New Words

BayS Hah-T'Fee-Law is in story and discussion. (Perhaps show a picture of it etc.)

Project

Perhaps draw picture of BayS Hah-T'Fee-Law.

Review Project

Child uses word BayS Hah-T'Fee-Law when he explains his picture.

Review Words

M-p. 25. This word will be used possibly by child in reply teacher's question. The teacher must make certain the child uses this word in discussion.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit I, pp. 25-28, "A Visit to the Library."

Schwartzman, Sylvan D., Let's Go To Religious School, (UAHC), pp. 31-35, "A Lot to Learn."

BIBLE STORY LESSON

Lesson 5.

Text: Bible Stories For Little Children, Vol. I, Betty
R. Hollender

Lesson 5: "Abraham Breaks the Idols"

New Words

ah-Neé (8), pp. 11-13 (M-HY)

Review Words

ah-Doh-Noi (1), p. 10

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 10-13, "Abraham Breaks the Idols."

MANUAL LESSON

Lesson 6.

Text: Orientation To Religious School, Temple and Jewish HomeUnit I: Getting To Know Our Religious School

Lesson 6: We Learn About Our Rabbi

New Words

Hoo (he), (31), M-pp. 29-32; St. pp. 36-39 (HR)
 Shaw-LohM (hello-goodby) (2), M-p. 29, Ms. sing.

Review Words

RahV (17), M-pp. 29ff.; St. pp. 38-41
 ah-Nee (3), M-pp. 30, 31
 Ts-Daw-Kaw -- Morning routine.

Introduction of New WordsM-p. 29 "Sholom Song," p. 7 in Levy and Deutsch, So WeSing.Project

M-p. 32--Tape recorder. Put in words Shaw-LohM and Hoo

e.g.

Child: "Shaw-LohM RahV, How are you?"

Child: "The RahV is a very nice man."

Child: "Yes, Hoo helps us all the time."

Review Words

RahV appears M-pp. 29 ff: in the discussion and in the
 "Sholom Song."

Use RahV and ah-Nee in project, M-p. 32.

e.g. Child: "Yes, ah-Nee think he is the best RahV ah-Nee

know."

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit I, pp. 29-33, "We Learn About Our Rabbi."

Schwartzman, Sylvan D., Let's Go To Religious School, (UAHC), pp. 36-41, "Sue Has a Wonderful Visitor."

BIBLE STORY LESSON

Lesson 6:

Text: Bible Stories For Little Children, Vol. I, Betty R. Hollender

Lesson 6: "Abraham Settles a Quarrel"

New Words

Hoo (3), p. 14 (M)
Shaw-Lohm (1), p. 15 (M), Ms. sing.

Review Words

None

Bibliography

Hollender, Betty R., Bible Stories For Little Children (UAHC), pp. 14-15, "Abraham Settles a Quarrel."

HOLIDAY LESSON

Lesson 6: Su-KohS Review

Text: No text

New Words

None

Review Words

Su-Kaw	HahG	Yah-YiN	ah-Nee
P'Ree	Loo-LawV	Ki-DooSh	B'Raw-Haw
ah-Doh-Noi	Lai-Law	Yaw-Faw	RahV
Su-KohS	ehS-RohG	Lai-Law	BayS Hah-T'Fee-Law

Review Discussion

Teacher: What HahG have we been studying?

Answer: HahG of Su-KohS.

Teacher: What is the one thing that comes to our mind first when we think of Su-KohS?

Answer: A Su-Kaw.

Teacher: What do we see in the Su-Kaw?

Answer: (The children name many different things. Be certain they use the Hebrew words.)

Teacher: What do we say in the Su-Kaw? What prayer?
What B'Raw-Haw?

Answer: Ki-DooSh.

Teacher: How do we describe our Su-Kaw?

Answer: Yaw-Faw.

Teacher: What do we hang in the Su-Kaw?

Answer: P'Ree.

Songs

Review "To The Succah" (See Holiday Lesson 1)

Review "The Esrog and Lulov" (See Holiday Lesson 2)

Games

Translation game (See Appendix "Games," number 14).

Accurate and Detailed Vision (See Appendix "Games," number 9).

Dramatization

Act out one of the stories that the children heard about Su-KohS.

Film Strip Review

"Sukos and Simchas Torah," number 639, color (UAHC).

Bibliography

Filmstrip: "Sukos and Simchas Torah," number 639, color (UAHC).

MANUAL LESSON

Lesson 7.

Text: Orientation To Religious School, Temple and Jewish HomeUnit I: Getting To Know Our Religious School

Lesson 7: Others Who Help Us in Religious School

New Words

Shah-BawS (5), St.-pp. 43, 44 (HY), F. sing.
 Shah-Baht Shaw-LohM (sabbath peace - a greeting) Does not
 appear in M. or St. (HY).

Review Words

B'Raw-Haw (2), M.-p. 37; St.-p. 43 (HY)
 Ki-DooSh (16), - appears many times in Story and Manual
 Ts-Daw-Kaw -- morning routine
 Hoo (23), -- many times in Story (HY)
 ah-Nee (3), M.-p. 35; St.-p. 44.
 RahV (4), M.-pp. 34, 37; St.-42, 46

Introduction of New Words

Put Shah-Baht Shaw-LohM into Story. The word Shah-BawS will
 be more thoroughly learned in the Holiday Lesson.

Review Words

The word B'Raw-Haw will be found in St.-p. 43 i.e. Father
 said the B'Raw-Haw. It can also be used in the project,
 M.-p. 37 i.e. a picture of the cantor saying a B'Raw-Haw
 over the wine cup can be used for the mural the students will
 make.

The word Ki-DooSh appears in the story many times. It
 can also be used in the project, M.-p. 37 i.e. a picture of
 the cantor saying a Ki-DooSh over the wine cup.

The word RahV can be used in the project, M.-p. 37 i.e. the RahV is a religious school helper.

Review Project

Students should use all new and review words to explain their pictures e.g. the RahV is saying the B'Raw-Haw over the wine. This is called Ki-DooSh.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit I, pp. 34-38, "Others Who Help Us in Religious School."

Schwartzman, Sylvan D., Let's Go To Religious School, (UAHC), pp. 42-47, "Hank's Kiddush Cup."

BIBLE STORY LESSON

Lesson 7.

Text: Bible Stories For Little Children, Vol. I, Betty R. Hollender

Lesson 7: "Abraham Welcomes A Guest."

New Words

None

Review Words

Shaw-LohM (3), pp. 16, 17
ah-Nee (6), p. 16

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 16, 17, "Abraham Welcomes Guests."

HOLIDAY LESSON

Lesson 7: Shah-BawS

Text: The Sabbath, A Day of Delight, pp. 1-13.

New Words

Shah-BawS (1), p. 5, F. sing.
Hah-Law (3), pp. 6, 8, 11, F. sing.
Shah-BahT Shaw-LohM (sabbath peace) (1), p. 11
T'Fee-Law -- Not in story - put in on pp. 6, 8, 11, F. sing.

Review Words

B'Raw-Haw (1), p. 6 (M)
Ki-DooSh (1), pp. 6, 8 (M)
Hoo (1), p. 6
Yah-YiN (1), p. 5
BayS Hah-T'Fee-Law

Introduction of New Words

Teacher: We learned about the HahG of Su-KohS. Now we
are going to learn about a HahG that comes every
week. Does anyone know the name of that HahG?

Answer: Shah-BawS

Teacher: What do we know about the Shah-BawS?

Answer: (Children quickly tell what they know and teacher

should draw out as many Hebrew words as possible.)

Teacher: Do we go anywhere special on Shah-Baws?

Answer: To temple.

Teacher: We call the Temple in Hebrew the BayS Hah-T'Fee-Law, remember.

Teacher: Do you know what we say to each other on the Shah-Baws?

Answer: No.

Teacher: Shah-BahT Shaw-LohM means "I hope you are having a wonderful Sabbath."

Let's say that to each other. First we shake hands and then we say it.

Teacher: Now ah-Nee would like you to listen to this song.
(Teacher plays song and teaches it to children.)
("Shabbat Shalom," in Levy and Deutsch, So We Sing.")

Story: The Sabbath, A Day of Delight

Use new and review words.

Review Story

Children should use all new and review words.

Discussion

(Also review of story)

Teacher: What T'Fee-Law was Mommy saying?

Answer: Over candles

Teacher: What T'Fee-Law was Daddy saying?

Answer: He was saying the T'Fee-Law over the Hah-Law and and the Ki-DooSh.

Teacher: Yes, Hoo (he) was saying the B'Raw-Haw over the Yah-YiN.

Teacher: Now, ah-Nee will say the blessings B'Raw-Haw over the Yah-YiN. (She sings it.) Little by little you will learn this and the others.

Teacher: Why do we say these blessings?

Answer: To thank ah-Doh-Noi.

Teacher: What do we say when we meet someone on the Shah-BawS?

Answer: Shah-BahT Shaw-LohM.

Song

"Shalom, Shalom," p. 7 in Levy and Deutsch, So We Sing.

Project

Teacher discusses project with children. Each child is given one sheet of construction paper and may color it with a picture of a Hah-Law; person saying B'Raw-Haw over Yah-YiN; person saying Shah-BahT Shaw-LohM to another person; people in BayS Hah-T'Fee-Law. Several children perhaps can work together to make a sequence of scenes showing mother and father coming home from BayS Hah-T'Fee-Law and all the ceremonies that take place. (This can be added to every week and set the stage for review via pictures during the last Shah-BawS lesson. Be certain to refer children to Rubin, A Picture Dictionary of Jewish Life.)

Review Project

Each child should use some of the new and review Hebrew

words he has learned when reviewing his project to his fellow students.

Bibliography

Cedarbaum, Sophia N., The Sabbath, A Day of Delight (UAHC), pp. 1-13.

Levy, Sara C., and Beatrice L. Deutsch, So We Sing (Bloch), p. 7, "Shalom, Shalom," p. 8 "Shabbat Shalom."

Rubin, Alvan, D., A Picture Dictionary of Jewish Life (Behrman), "Challah."

HOLIDAY LESSON

Lesson 8: Shah-BawS

Text: The Sabbath, A Day of Delight, pp. 15-30

New Words

Sh'Mah' (name of a prayer proclaiming God is one) (1-1),
 p. 16 (word) p. 22 (prayer)
 YahD (pointer for Torah) (1), p. 22, Ms. sing.
 eh-HawD (one) (use in Sh'Mah prayer) (HR-M), Ms. sing.
 Toh-Raw (12), pp. 21, 22, 25, F. sing.

Review Words

Hoo (3), pp. 22, 25, 27 (M)	BayS Hah-T'Fee-Law (4),
Yah-YiN (2), p. 29	pp. 15, 21, 22
B'Raw-Haw (3), p. 29 (M)	ah-Doh-Noi
Shah-BawS (4), pp. 21, 27, 29	RahV (7), pp. 16, 18,
Shah-BahT Shaw-LohM (2), pp. 15, 18	21, 22, 25 (M)
T'Fee-Law	Ki-DooSh (1), p. 18
<u>Hah-Law</u>	

Discussion

Teacher: We are going to the BayS Hah-T'Fee-Law and
 see what we use in our service for the Shah-
 BawS. But first let me read you a story.

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number
 14.) Teacher can use sentences from the story, too.

Review Words

Play "Translation" game. (See Appendix, "Games," number
 14.) Teacher can use sentences from the story, too.

Story: The Sabbath, A Day of Delight

Contents of story will help them identify things in temple.

(Use also Rubin, A Picture Dictionary of Jewish Life.)

Review Story

Children should use all new and review words.

Filmstrip

"Torah in Jewish Life."

Visit to Temple

(The children will go next week, too.)

The teacher asks the children if they can point out things they learned about the BayS Hah-T'Fee-Law from the story.

Teacher: Where does the RahV stand?

Teacher: What T'Fee-Law do we say in the BayS Hah-T'Fee-Law?

Answer: The Sh'Mah. (Review the Sh'Mah with them and translate it.)

Teacher: What does the word eh-HawD mean?

Answer: One.

Teacher: Yes, we worship eh-HawD God.

Return to Room - Discussion

Review what children saw in BayS Hah-T'Fee-Law. Use Hebrew words.

Songs

Review "Shalom, Shalom," (See lesson 7)

Review "Shabbat Shalom," (See lesson 7)

New Song

"The Torah," Book I, p. 35 in Cook, Sing For Fun.

Project

Pictures of things seen in Temple. Add these to pictures made the week before.

Review Project

Children first explain new pictures and if time permits review old ones. They should use appropriate Hebrew words.

Bibliography

Cedarbaum, Sophia N., The Sabbath, A Day of Delight (UAHC), pp. 15-30.

Cook, Ray M., Sing For Fun (UAHC), p. 35, "The Torah."

Filmstrip: "Torah in Jewish Life," color (selected frames), (Jewish ed. committee of New York).

Rubin, Alvan, A Picture Dictionary of Jewish Life (Behrman), "Yad," "Torah."

BIBLE STORY LESSON
Lesson 8.

Text: Bible Stories For Little Children, Vol. I, Betty R. Hollender

Lesson 8: "Rebecca is Kind to a Stranger"

New Word

eh-HawD (2), p. 18 (M-HY), Ms. sing.

Review Words

ah-Nee (1), p. 18 (M)
 Shaw-LohM (2), p. 18 (M)
 Hoo (5), p. 18 (HY)

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), pp. 18-20, "Rebecca is Kind to a Stranger."

MANUAL LESSON

Lesson 8.

Text: Orientation To Religious School, Temple and Jewish Home

Unit I: Getting To Know Our Religious School

Lesson 8: What the Older Boys and Girls Are Learning

New Words

eh-HawD (one) (HY-HR) St.-p. 48; M-p. 43, Ms. sing.
 Toh-Raw (1), M-p. 4, (HY) (Discussion), F. sing.

Review Words

RahV (2), M-p. 39 (HY) ah-Nee (1), St.-p. 51 (HR)
 B'Raw-Haw (1), M-p. 41 (HY) Shaw-LohM (1), St.-p. 52 (HR)
 Su-KohS (1), M-p. 40

Introduction of New Words

St.-p. 48 - eh-HawD (one) Day

eh-HawD is the last word of the Sh'Mah prayer.

Teacher: Let's say the Sh'Mah again and translate it.

Project

M-p. 43

Include a Toh-Raw etc. in windows.

Teacher: Toh-Raw is found in the window of the BayS Hah-

T'Fee-Law. A famous prayer that is found in the
Toh-Raw is the Sh'Mah. Children review Sh'Mah
prayer.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

e.g. Student: eh-HawD of the windows has in it a Toh-Raw.

Review Words

Some of these words might be reviewed in the project.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit I, pp. 39-43, "What the Older Boys and Girls are Learning."

Schwartzman, Sylvan D., Let's Go To Religious School, (UAHC), pp. 48-53, "At Cousin Judy's Religious School."

MANUAL LESSON

Lesson 9.

Text: Orientation To Religious School, Temple and Jewish HomeUnit I: Getting To Know Our Religious School

Lesson 9: Why Religious School Is Important

New Word

Si-DooR (prayerbook) (2), St.-p. 57; M-pp. 47, 48, Ms. sing.

Review Words

Shah-BawS (1), M-p. 46 (HY)
 T'Fee-Lah (1), M-p. 44 (HY)
 B'Raw-Haw (2), St.-p. 59; M-p. 44 (HY)
 ah-Doh-Noi (2), M-p. 46
 RahV (2), M-p. 46
 ah-Nee (2), St.-pp. 56, 57

Song

(Tune to "Ach-shov," p. 304 in Eisenstein and Prensky,

Songs of Childhood, especially verse with Si-DooR (prayerbook) in it.)Game

M-p. 47. Include word Si-DooR in this game.

Project

M-p. 48. Use suggestion "reading from prayerbook."

Review Project

Child uses Si-DooR when he explains his project to his
 fellow classmates.

Review WordsGame

M-p. 47. Use words RahV, Shah-BawS, T'Fee-Law, B'Raw-Haw. Picture should remind the children of the correct Hebrew word.

Project

Scenes: RahV is praying T'Fee-Law or making a B'Raw-Haw over wine. This can be labelled a Shah-BawS scene.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit I, pp. 44-47, "Why Religious School is So Important."

Schwartzman, Sylvan D., Let's Go To Religious School, (UAHC), pp. 54-59, "Surprise for Mother and Father."

BIBLE STORY LESSON

Lesson 9.

Text: Bible Stories For Little Children, Vol. I, Betty R. Hollender

Lesson 9: "Twins-Jacob and Esau"

New Words

None

Review Words

Shaw-LohM (3), pp. 16, 17
ah-Nee (6), p. 16

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 21, 22, "Twins-Jacob and Esau."

HOLIDAY LESSON

Lesson 9: Shah-BawS

Text: Sabbath

New Words

HahV-Daw-Law' (3), pp. 16, 17, 19, F. sing.

NayR Taw-MeeD (1), p. 15, Ms. sing.

NayR (Not in Story. Point out the Shah-BawS candle.)
(Point out the HahV-Daw-Law candle.)

Si-DooR (This word in M. Can be used here. Point out
Si-DooR while visiting BayS Hah-T'Fee-Law

Review Words

Shah-BawS (10), pp. 1-3, 5, 7, 9, 14, 17, 18, 20 (M)

T'Fee-Law (3), pp. 3, 4, (M)

Hoo (1), p. 5

B'Raw-Haw (4), pp. 8, 11 (M)

Hah-Law (1), p. 11

BayS Hah-T'Fee-Law (1), p. 14

Yah-YiN (1), p. 18

Yaw-Faw (1), p. 17

Shaw-LohM (1), p. 18

Toh-Raw (1), p. 15

Shah-BahT Shaw-LohM - Review in classroom

Sh'Mah (prayer) - Review this prayer in BayS Hah-T'Fee-Law

YahD - Review while in BayS Hah-T'Fee-Law

Introduction of New Words

Teacher: Today we are going to learn about some more things
we find in the BayS Hah-T'Fee-Law. (Show pictures

of Shah-BawS candle (NayR) i.e. mother lighting candle. Tell word for candle - NayR.

(Show picture of Eternal Light (NayR Taw-MeeD) and tell its Hebrew name.) See "Shabos" in Rubin, A Picture Dictionary of Jewish Life.

Teacher: Does NayR and NayR Taw-MeeD sound alike at all?

Answer: They both have NayR in them.

Song

"Ner Tamid song," p. 34 in Cook, Sing For Fun.

Discussion

Teacher: (Show picture of HahV-Daw-Law service, especially HahV-Daw-Law candle. Ask what they see. After short discussion tell them the name of the service i.e. HahV-Daw-Law, and its explanation. Use "Havdoloh," in Rubin, A Picture Dictionary of Jewish Life.)

Game

Play Ner game (See "Shabos," p. 22 in Silverstein, A Year's Lesson Plans for Kindergarten.)

Story: Sabbath

Use new and review Hebrew words.

Review Story

Children should use all new and review words.

Temple Visit

Review new and old words via objects found in Temple including Si-DooR. Review the Sh'Mah prayer and sing it if

possible. Sing Shah-BawS songs (See lessons 7, 8, "Shalom, Shalom," "Shabbat Shalom," and "The Torah.")

Return to room--review

Review what children saw in BayS Hah-T'Fee-Law.

Project

Let children make Shah-BawS and HahV-Daw-Law candles.

Make scenes to add to scene collection which will be used for final review.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Cook, Ray, Sing For Fun, (UAHC) p. 34, "Ner Tamid Song."

Rubin, Alvan D., A Picture Dictionary of Jewish Life (Behrman), "Havdoloh," "Eternal Light (Ner Tamid)."

Silverstein, Ruth, A Year's Lesson Plans for Kindergarten (UAHC), p. 22, "Shabos."

BIBLE STORY LESSON

Lesson 10.

Text: Bible Stories For Little Children, Vol. I, Betty R.

Hollender

Lesson 10: "Isaac Blesses Jacob"

New Words

aw-MahR (he said) (6), p. 23 (HY)
 ahV (father) (3), p. 23 (M-HY), Ms. sing.

Review Words

ah-Doh-Noi (1), p. 23
 B'Raw-Haw (1), p. 23
 ah-Nee (5), p. 23 (M-HY)
 Hoo (2), p. 23 (HY)

Introduction of New Words

Play Translation game. (See Appendix, "Games," number 13.)

Teacher: Children, I am going to use a new Hebrew word.

See if you can guess what I am saying. (The teacher reads sentences where word "said" appears. She does not bring in any other Hebrew word. Once the children have guessed the word the teacher can do the same thing with the word ahV. Then the teacher can read the entire story and include the review words, too.)

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), p. 23, "Isaac Blesses Jacob."

HOLIDAY LESSON

Lesson 10: Shah-BawS

Text: What Danny Did, "Danny and His Red Express Wagon",
pp. 1-6

New Words

ayM (mother) (17), pp. 1-3, 5-6 (M-HR), F. sing.
ahV (father) (1), p. 4 (M-HR), Ms. sing.
aw-MahR (he said) (1), p. 4

Review Words

Shah-BawS (5), pp. 12, 5, 6 (M)	<u>Sh'Mah</u>
eh-HawD (1), p. 1 (M)	<u>YahD</u>
ah-Nee (3), pp. 1, 2 (M-HR)	<u>NayR Taw-MeeD</u>
Hoo (8), pp. 3-6 (HR)	<u>HahV-Daw-Law</u>
Lai-Law (1), p. 2	<u>Toh-Raw</u>
<u>Shah-BahT Shaw-LohM</u>	<u>NayR</u>
<u>Si-DooR</u>	

Filmstrip

Show filmstrip, "The Sabbath Series." Children should use correct Hebrew words when identifying Shah-BawS objects.

Songs

Review "Shabbat Shalom," (See lesson 7).

Review "Shalom, Shalom," (See lesson 7).

Review "The Torah," (See lesson 8).

Review "Ner Tamid song," (See lesson 9).

Review Sh'Mah.

Games

Play Candle game (See lesson 9).

Play "Associations" (See Appendix, "Games" number 11).

Use words learned also in past lessons.

Introduction of New Words

Play translation game (See Appendix, "Games," number 14).

Teacher can use sentences from the story, too.

Review Words

Play translation game (See Appendix, "Games," number 14.)

Teacher can use sentences from the story, too.

Story: "Danny and His Red Express Wagon"

Act this story out with appropriate gestures.

Review Story

Children should use all new and review words.

Teacher: How can you be helpful to your ahV and ayM on
Shah-BawS? (Short discussion by children.)

Project

Children draw pictures: how they can be helpful in preparing for Shah-BawS. How they help their ahV and their ayM.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

The teacher can work in the word aw-MahR i.e., the RahV (Rabbi) aw-MahR (he said) or the ahV (father) aw-MahR (he said).

Bibliography

Filmstrip, "The Sabbath Series," Part I, Color (Los Angeles Bureau of Jewish Education.)

Weilerstein, Sadie Rose, What Danny Did (Behrman), pp. 1-6,
 "Danny and His Red Express Wagon."

MANUAL LESSON

Lesson 10.

Text: Orientation To Religious School, Temple and Jewish Home

Unit I: Getting To Know Our Religious School

Lesson 10: Many Ways We Learn About Our Religion

New Words

aw-MahR (he said) (1), St.-p. 63 (HR-HY)
 ayM (mother) (5), M-p. 60-63 (HY), F. sing.

Review Words

Shah-BawS (1), M-pp. 49, 50 (HY)
 eh-HawD (1), M-p. 51 (HY)
 ah-Nee (7), St.-pp. 60, 61, M-p. 51 (HY-HR)
 Su-KohS (1), M-p. 49
 ah-Doh-Noi (1), M-p. 49 (HR)
 RahV (4), M-pp. 51, 52
 Ki-DooSh (1), M-p. 50
 Ts-Daw-Kaw (1), (good morning routine)

Project

M-p. 53. Put the two new words into the project. Students draw picture of ayM (mother) helping at the gift shop. Students draw a picture showing RahV explaining different symbols of the BayS Hah-T'Fee-Law to the children. Can put in the word aw-MahR here. The RahV aw-MahR...

Review Words

Eh-HawD on M-p. 51. Review Sh'Mah prayer at the same time.

Project

M-p. 53. Use these words if possible. RahV is already used above.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit I, pp. 44-48, "Many Ways We Learn About Our Religion."

Schwartzman, Sylvan D., Let's Go To Religious School, (UAHC), pp. 60-64, "Shopping with Mother."

MANUAL LESSON

Lesson 11.

Text: Orientation To Religious School, Temple and Jewish HomeUnit I: Getting To Know Our Religious SchoolLesson 11: Cantata: "Our Religious School"
(Review Lesson--Culminating exercise)New Words

None

Review Words

RahV (2), pp. 54, 55	Si-DooR (2), pp. 56, 57
Shah-BawS (2), pp. 54, 55 (HY)	Toh-Raw (2), pp. 56, 57
ah-Doh-Noi (1), p. 54	Hoo (1), p. 56
aw-MahR (3), pp. 55, 56 (HR)	Su-KohS (1), p. 56
ah-Nee (1), p. 55 (HY)	

Cantata Examples

M-p. 55. Before the Cantata starts all of the children greet their parents, "Shaw-LohM ahV." (A picture is held up. It is a picture of father. ahV is printed underneath the picture.) The children do the same for the mothers.

M-p. 55. Opening line can put in aw-MahR (God aw-MahR)
Put into the Cantata -- "We say a blessing (B'Raw-Haw)
over Yah-YiN (wine) and bread. The B'Raw-Haw over the
Yah-YiN is called the Ki-DooSh.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit I, pp. 55-57, "Our Religious School."

BIBLE STORY LESSON

Lesson 11.

Text: Bible Stories For Little Children, Vol. I, Betty

R. Hollender

Lesson 11: "Jacob Says Goodby"

New Words

None

Review Words

ah-Doh-Noi (1), p. 23

B'Raw-Haw (1), p. 23

ah-Nee (5), p. 23 (M-HY)

Hoo (2), p. 23 (HY)

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), p. 24, "Jacob Says Goodby."

HOLIDAY LESSON

Lesson 11: Shah-BawS

Text: What Danny Did, "How Danny Caught a Fish for Shabos,"

pp. 7-15.

New Words

Shaw-Voo-ah TohV

TohV

LeH-HehM

Review Words

Shah-BawS (17), pp. 8-12, 14, 15 (M)

ah-Nee (10), pp. 9-12, 14 (M)

Shaw-LohM (5), pp. 10, 11, 13 (HR)

eh-HawD (1), p. 12

ayM (4), p. 8 (HR)

aw-MahR (41), pp. 8-15

YahD

NayR Tah-MeeD

ahV

Hee

Introduction of New Words

Teacher: What do we say a B'Raw-Haw over on Shah-BawS and on every day of the week?

Answer: B'Raw-Haw over the Hah-Law.

Teacher: Yes, that's right. We say a B'Raw-Haw over the Hah-Law and on weekdays we say it over regular bread. On Shah-BawS we are more likely to use only Hah-Law. But we say the same B'Raw-Haw whether we use regular bread or Hah-Law. We use a word in the prayer which ah-Nee think you would like to know. The word is Leh-HeeM. It means bread. The ending of the B'Raw-Haw over the Leh-HehM is Hah Moh-Tsee Leh-HeeM MiN Hah-ah-RehTs (the teacher does not teach the prayer. She only says it so that the children can hear the word Leh-HehM.)

Game

Play Identification game. (See Appendix, "Games," number 14.) Teacher mixes up pictures of Yah-YiN,

Hah-Law, Leh-HehM, NayR, NayR Taw-MeeD etc. Children identify picture by using the proper Hebrew word. Can review words at this time too.

TohV

Teacher should use word TohV when children answer correctly etc.

Shaw-Voo-ah TohV

Teacher: What do we say to a person when we meet him on Shah-BawS?

Answer: Shah-BahT Shaw-LohM. (I hope you are having a good Shah-BawS.)

Teacher: We also have a saying when we meet a person after Shah-BawS has ended. (Review when Shah-BawS begins and when it ends.)

Does anyone know what we say? What do you think we would say? (Short discussion.)

We say, "Shah-Vu-ah TohV." This means I hope you have a happy week.

Song

Teach song. Shah-Vu-ah TohV. (Nifty Song Book)

Story: "How Danny Caught a Fish for Shabos"

Be sure to use all new and review Hebrew words.

Review Story

Children should use all new and review words.

Project

Picture of people wishing each other Shah-Vu-ah TohV.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Nifty Song Book

Weilerstein, Sadie Rose, What Danny Did (Behrman), pp. 7-15,
"How Danny Caught a Fish for Shabos."

MANUAL LESSON

Lesson 12.

Text: Orientation To Religious School, Temple and Jewish HomeUnit II: Getting To Know The Temple

Lesson 1: Some Ways We Recognize a Synagogue

New Words

Maw-GayN^{Ms.} Daw-ViD (shield of David) (3), M-p. 64; St.-p. 8,
 MiTs-VohS (the Ten Commandments) (2), M-p. 65

Review Words

Hoo (5), St.-p. 7; M-p. 65 (Hollender Vol. I, p. 65 (HR-HY)
 ayM (1), M-p. 65 (Hollender Vol. I, p. 66)
 ah-Nee (5), M-p. 65 (Hollender Vol. I, p. 66) (HY)
 ahV (1), M-p. 65 (Hollender Vol. I, p. 66) (HY)
 eh-HawD (3), M-p. 64; M-p. 65 (Hollender Vol. I, pp. 65, 66)
 BayS Hah-T'Fee-Law (4), St.-pp. 8, 9; M-pp. 63, 66
 RahV (2), M-p. 63
 Shah-BawS (1), M-p. 65 (Hollender Vol. I, p. 66)
 aw-MahR (2), St.-p. 7; M-p. 65 (Hollender Vol. I, p. 65)

Introduction of New WordsDiscussionMaw-GayN Daw-ViD

M-p. 64. Discussion about Maw-GayN Daw-ViD.

"Count the points..."

MiTs-VohS

M-p. 65. Teacher reads story from "The Commandments," Vol. I, pp. 65, 66 in Hollender, Bible Stories for Little Children. MiTs-VohS appears on p. 66. Review word as indicated in Manual.

Project

M-p. 67. Window decorations. Jewish symbols for our classroom. The children can make MiTs-VohS (Ten Commandments) and this is discussed in Manual.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Review Words

Can use these words in the Manual project.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit II, pp. 65-67, "Some Ways We Recognize a Synagogue."

Schwartzman, Sylvan D., Let's Go To Temple (UAHC), pp. 1-9, "The Children Are Lost."

BIBLE STORY LESSON

Lesson 12.

Text: Bible Stories For Little Children, Vol. I, Betty R. Hollender

Lesson 12: "The Wonderful Ladder"

New Words

None

Review Words

Hoo (11), pp. 25, 26 (M-HY)
 aw-MahR (1), p. 26 (M-HY)
 ah-Doh-Noi (2), p. 26
 ah-Nee (4), p. 26

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), pp. 25, 26, "The Wonderful Ladder."

HOLIDAY LESSON

Lesson 12: Shah-BawS-Review

Text: What Danny Did, "How Danny Helped for Shabos," pp. 16-19.

Manual words that can be used

(Children can be shown these two things in BayS Hah-T'Fee-

Law: Maw-GayN Daw-ViD and MiTs-VohS (Ten Commandments)

Review Words

Shah-BawS (8), pp. 16-19	Ki-DooSh (2), pp. 18, 19
Hoo (17), pp. 16-19 (M-HR)	B'Raw-Haw (1), p. 19
ayM (11), pp. 16-19 (M)	Lai-Law (1), p. 17
ah-Nee (7), pp. 16-18 (M-HR)	NayR (1), p. 19
aw-MahR (3), pp. 17-19 (M-HR)	Shah-BahT Shaw-LohM (2),
TohV (1), p. 17	p. 19

Story: "How Danny Helped for Shabos"

Use all new and review Hebrew words.

Review Story

Children should use all new and review words.

Games

"Farmer in the Dell" (See Appendix, "Games," number 8)

"Visualization" (See Appendix, "Games," number 10)

Review

Go to Temple for review

Review pictures drawn and anything else made. Each child explains his project or perhaps exchange pictures, let each child explain other child's project using the appropriate Hebrew words.

After review of pictures plan a little skit around the pictures: e.g. a Sabbath service; Shah-BawS scene at home.

Include words ah-Nee, aw-MahR, RahV, TohV.

Songs

Review "Shabbat Shalom," (See Holiday lesson 7.)

Review "Shalom, Shalom," (See Holiday lesson 7.)

Review "The Torah," (See Holiday lesson 8.)

Review "Ner Tamid song," (See Holiday lesson 9.)

Review Sh'Mah.

Review Shaw-Voo-ah TohV (See Holiday lesson 11.)

Bibliography

Weilerstein, Sadie Rose, What Danny Did (Behrman), pp. 16-19, "How Danny Helped for Shabos."

MANUAL LESSON

Lesson 13.

Text: Orientation To Religious School, Temple and Jewish HomeUnit II: Getting To Know The Temple

Lesson 2: Things We See Inside a Temple

New Words

M'Noh-Raw (4), M-pp. 68, 71; St.-pp. 14, 16 (HY), F. sing.
 Hee (she) (1), St.-p. 13 (HR-HY)
 awM-Raw (she said) (1), St.-p. 12 (HY-HR)

Review Words

BayS Hah-T'Fee-Law (10), St.-pp. 10-14, 16; M-p. 69 (HY)
 ayM (6), St.-pp. 10-12 (HY)
 Maw-GayN Daw-ViD (2), M-p. 68
 MiTs-VohS (2), M-pp. 68, 69
 Shaw-LohM (1), M-p. 68 (HR)
 RohV (2), St.-p. 14
 Su-KohS (1), M-p. 68 (HR)
 Toh-Raw (4), M-p. 68; St.-p. 13
 NayR Taw-MiD (4), St.-p. 15; M-pp. 69, 70, 72. P. 70 is
 song and p. 72 is project.
 TohV (1), M-p. 69 (HY)
 Si-DooR (1), M-p. 69
 Ts-Daw-Kaw - Good morning routine
 ah-Doh-Noi (1), M-p. 68
 ahV (1), St.-p. 13
 ehS-RohG (1), M-p. 68
 Loo-LawV (1), M-p. 68

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number
 14.) Teacher can use sentences from the story, too.

Discussion

Discussion of symbols of the BayS Hah-T'Fee-Law: M'Noh-
 Raw. M-pp. 68, 71.

Project

Stain glass windows. Review the words M'Noh-Raw this way.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Review Words

Maw-GayN Daw-ViD

M-p. 68. Count the points and use the word eh-HawD.

NayR Taw-Meed

M-p. 34 song. Use in project on M-p. 72.

Use stain glass windows of projects or go to BayS Hah-T'Fee-Law.

M-p. 71. This page includes many of the review words.

Teacher: Now let's see how many different things we saw in the BayS Hah-T'Fee-Law.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit II, pp. 68-72, "Things We See Inside a Temple."

Schwartzman, Sylvan D., Let's Go To Temple (UAHC), pp. 10-16, "The New Temple."

BIBLE STORY LESSON

Lesson 13.

ayM (1), p. 12 (M)
 eh-HawD (1), p. 12
 NayR (1), p. 14
 Lai-Law (1), p. 14
 YohM (1), p. 12

Shaw-Voo-ah TohV
Leh-HehM
Maw-GayN Daw-ViD
MiTs-VohS

Review

Review greeting for Shah-BawS (Shah-BaHT Shaw-LohM) and the end of Shah-BawS (Shaw-Voo-ah TohV).

Game

Identification game for review. (See Appendix, "Games," number 15.) Use picture of Maw-GayN Daw-ViD, MiTs-VohS etc.

Songs

Review "Shabbat Shalom," (See Holiday lesson 7).

Review "Shalom, Shalom," (See Holiday lesson 7).

Review "The Torah," (See Holiday lesson 8).

Review "Ner Tamid song," (See Holiday lesson 9).

Review Sh'Mah.

Review Shaw-Voo-ah TohV (See Holiday lesson 11).

Introduction to Hah-Nu-Kaw

Teacher: We learned about the HahG of Su-KohS and Shah-BawS. Now we are going to learn about the HahG of Hah-Nu-Kaw. Does anyone know anything about the HahG of Hah-Nu-Kaw?

How do we celebrate it?

Answer: (Have short discussion.)

Teacher: (Turn out lights and light M'Noh-Raw for atmos-

Text: Bible Stories For Little Children, Vol. I, Betty R.

Hollender

Lesson 13: "Jacob Meets Rachel"

New Words

Hee (2), pp. 27, 28 (M-HY)

awM-Raw (2), p. 28 (M-HY)

Yaw-Faw (2), p. 27

Review Words

aw-MahR (5), pp. 27-28 (HY)

Hoo (3), p. 27 (HY)

ah-Nee (5), p. 29 (HY)

Shaw-LohM (2), p. 27 (M)

ahV (3), p. 28

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 27, 28, "Jacob Meets Rachel."

HOLIDAY LESSON

Lesson 13: Hah-Nu-Kaw

Text: Chanuko, The Festival of Lights, pp. 1-14.

New Words

Hah-Nu-Kaw (5), pp. 4, 9, 12, 14

M'Noh-Raw (3), pp. 12, 14 (HR-M)

Hee (she) (3), pp. 12, 14 (HR-M)

awM-Raw (she said) (3), pp. 6, 11 (M-HR)

Review Words

aw-MahR (5), pp. 4, 6, 11 (HR)

Hoo (3), pp. 4, 6 (HR)

ah-Nee (2), pp. 9, 12 (HR)

BayS Hah-T'Fee-Law (2), pp. 11, 12 (M-HR)

phere. Have music of Hah-Nu-Kaw blessings in the background, on record or play it on the piano.)

Teacher: (Question children about M'Noh-Raw. Then ask them to make a comparison with the Shah-BawS M'Noh-Raw. Bring a Shah-BawS M'Noh-Raw out and place it alongside the Hah-Nu-Kaw M'Noh-Raw. Be certain to have candles in both. Have many candles in them and tell the children each is called a M'Noh-Raw.) (Refer children to "M'Noh-Rah" in Rubin, A Picture Dictionary of Jewish Life.)

Story: Chanuko, The Festival of Lights

Use new and review Hebrew words.

Review Story

Children should use all new and review words.

Song

"One Little Candle Fire," in Golub, Holiday Song Book.

Game

"Visualization" or "Alike and Different." (See Appendix, "Games," numbers 11 and 3.)

Project

Make a Hah-Nu-Kaw M'Noh-Raw: picture, pipe cleaners, etc.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Golub, Rose W., Holiday Song Book, "One Little Candle Fire."

Rubin, Alvan D., A Picture Dictionary of Jewish Life
(Behrman), "Menorah."

MANUAL LESSON

Lesson 14.

Text: Orientation To Religious School, Temple and Jewish HomeUnit II: Getting To Know The Temple

Lesson 3: Learning About The Torah

New Words

None

Review Words

ahV (1), St.-p. 17 (HY-HR)
 Hoo (4), M-p. 75 (p. 56 - Hollender) (HY)
 M'Noh-Raw (1), M-p. 73 (HY)
 BayS Ha-T'Fee-Law (2), M-p. 73; St.-p. 20 (HY)
 ah-Nee (10), M-p. 75 (pp. 60-62 - Hollender)
 aw-MahR (1), M-p. 75 (pp. 60-62 - Hollender)
 eh-HawD (1), M-p. 75 (p. 56 - Hollender)
 Hee (6), M-p. 75 (pp. 57, 58 - Hollender)
 MiTs-VohS (1), p. 75
 YahD (4), M-p. 73, p. 76; St.-p. 21
 RahV (5), M-p. 73; St.-pp. 19, 20
 Si-DooR (1), M-p. 73
 NayR Taw-Meed (2), M-pp. 73, 76
 Toh-Raw (8), M-pp. 73, 75, 76; St.-pp. 19, 21
 awM-Raw (5), M-p. 75 (pp. 57, 58 - Hollender)

Song

Review "Ner Tamid" (See Manual lesson 3)

Discussion

Teacher: Last time we were in BayS Hah-T'Fee-Law we
 saw... (M-p. 73)
 M-p. 75. Review what are the objects on the
 Toh-Raw.

Songs

M-p. 76. "Our Toh-Raw" and "The Toh-Raw"

Project

Make Toh-Raw. M-p. 76.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit II, pp. 73-76, "Learning About the Torah."

Schwartzman, Sylvan D., Let's Go To Temple (UAHC), pp. 17-21, "Father is Very Surprised."

BIBLE STORY LESSON

Lesson 14.

Text: Bible Stories For Little Children, Vol. I, Betty R.

Hollender

Lesson 14: "The Brothers Meet Again"

New Words

None

Review Words

ahV (4), p. 29 (HY)
 Hoo (6), pp. 29-30 M-HY)
 ah-Nee (1), p. 30 (M)

aw-MahR (4), pp. 29, 30 (M)
 eh-HawD (2), p. 29 (M)

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 29, 30, "The Brothers Meet Again."

HOLIDAY LESSON

Lesson 14: Hah-Nu-Kaw

Text: Chanuko, The Festival of Lights, pp. 17-30.

New Words

Baw-RooH ah-Taw' ah-Doh-Noi' (2), pp. 17, 18
HahG Sah-May-ahH (2), pp. 27, 30

Review Words

ahV (2), pp. 17, 20 (M-HR)
NayR (1), p. 17
Hoo (1), p. 27 (M-HR)
ayM (2), pp. 20, 24
Ki-DooSh (1), p. 20
M'Noh-Raw (1), p. 27 (M)
Lai-Law (1), p. 22
BayS Hah-T'Fee-Law (1), p. 22 (M)
Hah-Nu-Kaw (4), pp. 22, 24, 27, 30
Hah-Law (1), p. 20
Hee (1), p. 28
Maw-GayN Daw-ViD

Review

Teacher: Last time we started to learn about HahG of
Hah-Nu-Kaw. Now I want to tell you more about
this HahG. (The teacher can use a Feltogram
series entitled "The Chanukoh Story" 1955
Edition of "Audio Visual Education in the Jewish

Religious School.")

Story: Chanuko, The Festival of Lights

Use new and review words.

Review Story

Children should use all new and review words.

Rhythm and Song

Rhythm band plays "One Little Ner" in Golub, Holiday Song Book. They can also sing the song or the teacher can sing it and they can humm it.

Introduction of New Words

Turn off lights and light candles in Hah-Nu-Kaw M'Noh-Raw.

Teach the first three words of the Hah-Nu-Kaw prayer:

Baw-RooH ah-Taw ah-Doh-Noi. Translate the words for the children. The teacher should finish the prayer. The teacher should chant the prayer if she can.

Discussion

Teacher: Do you remember what we say when we greet someone on Shah-BawS?

Answer: Shah-BahT Shaw-LohM.

Teacher: That's right. We also have a greeting for this HahG. You heard it in the story:
HahG Sah-May-ahH. (Have the children turn to each other and wish each other a HahG Sah-May-ahH.)

Dramatization

Children pretend it is various occasions and they give the

proper greetings e.g. Shaw-Voo-ah TohV, Shah-BahT Shaw-LohM
and HahG Sah-May-ahH.

Project

The children draw pictures of people greeting each other
on various occasions e.g. of a person blessing the candles.

Review Project

Each child should use some of the new and review Hebrew
words he has learned when reviewing his project to his
fellow students.

Bibliography

Cedarbaum, Sophia N., Chanukaw, The Festival of Lights
(UAHC), pp. 17-30.

Golub, Rose W., Holiday Song Book, "One Little Candle."

MANUAL LESSON

Lesson 15.

Text: Orientation To Religious School, Temple and Jewish HomeUnit II: Getting To Know The Temple

Lesson 4: About Our Temple Prayerbook

New Words

YohM (day) (1), St.-p. 22 (HR-HY), Ms. sing.
 KayN (yes) (2), St.-p. 23; M-p. 78 (HR)

Review Words

Hee (8), St.-pp. 23-25, 26 (HY)
 M'Noh-Raw (3), M-pp. 78, 81 (HY)
 eh-HawD (1), St.-p. 22 (YohM eh-HawD) (HR-HY)
 BayS Hah-T'Fee-Law (19), M-p. 78-82; St.-pp. 22, 23, 26;
 M-p. 83
 ah-Nee (1), St.-p. 26
 Hoo (2), M-p. 78; St.-p. 25
 aw-MahR (6), St.-pp. 24-26
 ahV (1), St.-p. 25
 MiTs-VohS (1), M-p. 78
 RahV (6), M-pp. 78, 79; St.-p. 24, 25
 Si-DooR (26), M-pp. 79-82, 83
 NayR Taw-Meed (1), M-p. 78
 Toh-Raw (5), M-pp. 78, 80-82
 B'Raw-Haw (1), M-p. 82
 Su-Kaw (1), M-p. 81
 ayM (6), St.-pp. 24-26

Introduction of New WordsDiscussion

KayN is used in the opening discussion. Teacher answers KayN instead of yes.

YohM appears in the Story, "One day..." (In the following lesson use YohM and eh-HawD together i.e. "one day.")

Play

M-p. 83.

(Prayerbooks tell about themselves.)

Si-Door 1:

One YohM ah-Nee was walking down the street and another

Si-Door stopped me and aw-MahR (he said),

Si-Door 2:

Do you know what is inside you?

Si-Door 1:

KayN, there are many prayers.

Si-Door 2:

Do you know prayer eh-HawD (1)?

Si-Door 1:

Kayn, the Sh'Mah.

Si-Door 2:

ah-Nee don't believe you.

Si-Door 1: ah-Nee will say the Sh'Mah (student recites).

Review WordsStory

There is abundant opportunity to play the Translation game. (See Appendix, "Games," number 14.)

Fingerplay

M-p. 82. Use the following words, especially:

Si-Door, Sh'Mah, BayS Hah-T'Fee-Law.

Songs

M-p. 83. Si-DooR, T-Fee-Law, 'ah-Doh-Noi, BayS Hah-T'Fee-Law.

Play

M-p. 83. Use many new and review words.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit II, pp. 78-83, "About Our Temple Prayerbook."

Schwartzman, Sylvan D., Let's Go To Temple (UAHC), pp. 22-27, "An Important Gift."

BIBLE STORY LESSON

Lesson 15.

Text: Bible Stories For Little Children, Vol. I, Betty R.

Hollender

Lesson 15: A Gift For Joseph

New Words

YohM (1), p. 31 (M-HY), Ms. sing.

Review Words

eh-HawD (1), p. 31 (M-HY)

Hoo (6), p. 31 (M-HY)

ahV (2), p. 31 (M)

Bibliography

Hollender, Betty R., Bible Stories For Little Children (UAHC), p. 30, "A Gift For Joseph"

HOLIDAY LESSON

Lesson 15: Hah-Nu-Kaw

Text: Happy Hanukoh

New Words

None

Review Words

KayN (This word is introduced in M. The teacher can use it when she is telling students they are correct.)

Lie-Law (2), pp. 7, 8
 Hee (2), pp. 16, 20 (See pictures)
 NayR (4), pp. 6, 8, 12, 22 (See pictures)
 M'Noh-Raw (3), pp. 2, 12, 22 (See pictures)
 eh-HawD (3), pp. 6, 8 (See pictures), p. 12
 BayS Hah-T'Fee-Law (Discussion)
 ah-Nee (1), p. 1
 Hoo (3), pp. 16, 20 (See pictures), p. 13
 aw-MahR (Discussion)
 Hah-Nu-Kaw (6), pp. 2, 3, 11, 14, 19, 21
 ayM (1), p. 1
 B'Raw-Haw (4), pp. 5-8
 Baw-RooH ah-Taw ah-Doh-Noi (2), pp. 5, 7
 TohV (Discussion)
HawG Sah-May-ahH

Song

Review "One Little Ner" (See Holiday lesson 14.)

Story: Happy Hanukoh

Use new and review words

Review Story

Children should use all new and review words

Game

Make up Candle game or play "Translation" or "Identification" games. Can also play "Farmer in the Dell." (See Appendix,

"Games," numbers 14, 15, 8.)

Candle Lighting

(See Holiday lesson 14. Be certain that the children say the first three words.)

Project

Presents for parents e.g. book marks out of blue felt with initials of parents on them. ("Hanukah," p. 37 in Silverstein, A Year's Lesson Plans for Kindergarten.)

Review Project

Words like ayM, Hah-Nu-Kaw etc. can be used by children. Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Bearman, Jane, Happy Hanukoh (UAHC), pp. 1-22.

Silverstein, Ruth, A Year's Lesson Plans for the Kindergarten (UAHC), p. 37.

BIBLE STORY LESSON

Lesson 16.

Text: Bible Stories For Little Children, Vol. I, Betty R.
Hollender

Lesson 16: "Joseph Dreams"

New Words

Loh (no) (1), p. 32
Raw-aw (he saw) (2), p. 33

Introduction of New Words

Play translation game with the two new words. (See Appendix, "Games," number 14.) Teacher can also make appropriate motions with her hands over her eyes when she is teaching the word Raw-aw.

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 32, 33, "Joseph Dreams."

MANUAL LESSON

Lesson 16.

Text: Orientation To Religious School, Temple and Jewish Home

Unit II: Getting To Know The Temple

Lesson 5: The People Who Help Us Worship

New Words

None

Review Words

BayS Hah-T'Fee-Law (7), M-pp. 84, 85, 87, 88; St.-pp. 30, 32, 33 (HY)
 M'Noh-Raw (1), M-p. 84
 Hee (1), St.-p. 31 (HY)
 RahV (13), M-pp. 85, 87, 88; St.-pp. 29-33
 KayN (1), M-p. 84
 Toh-Raw (6), M-pp. 84-86; St.-pp. 30, 32, 33
 Maw-GayN Daw-ViD (1), M-p. 84
 Si-DooR (3), M-pp. 84, 85; St.-p. 33
 NayR Taw-MeeD (1), M-p. 84
 Hoo (39), M-pp. 85-87; St.-pp. 28, 31, 33
 YohM (1), St.-p. 28
 aw-MahR (6), St.-p. 29, 31, 32
 ah-Nee (8), M-p. 88; St.-pp. 29, 30
 awM-Raw (3), St.-pp. 29, 31, 32
 T'Fee-Law (1), St.-p. 30
 Shaw-LohM (1), St.-p. 31

Review Words

These words are found in the discussions and story.

Songs

M-p. 84. Si-DooR and Toh-Raw; M-p. 86. RahV.

Project

M-p. 86. Children draw or explain pictures dealing with Maw-GayN Daw-ViD, RahV, Hoo, aw-MahR and T'Fee-Law.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit II, pp. 84-88, "The People Who Help Us Worship."

Schwartzman, Sylvan D., Let's Go To Temple (UAHC), pp. 28-33, "Hank Makes Up His Mind."

HOLIDAY LESSON

Lesson 16: Hah-Nu-Kaw

Text: Happy Chanukoh

New Words

None

Review Words

Loh (This word is introduced in HR. The teacher can use it in the same way as she uses KayN.)

Lie-Law (2), pp. 7, 8
 Hee (2), pp. 16, 20 (See pictures)
 NayR (4), pp. 6, 8, 12, 22 (See pictures)
 M'Noh-Raw (3), pp. 2, 12, 22 (See pictures)
 eh-HawD (3), pp. 6, 8 (See pictures), p. 12
BayS Hah-T'Fee-Law (Discussion)
ah-Nee (1), p. 1
 Hoo (3), pp. 16, 20 (See pictures), p. 13
aw-MahR (Discussion)
 Hah-Nu-Kaw (6), pp. 2, 3, 11, 14, 19, 21
 ayM (1), p. 1
 B'Raw-Haw (4), pp. 5-8
 Baw-RooH ah-Taw ah-Doh-Noi (2), pp. 5, 7
TohV (Discussion)
HawG Sah-May-ahH

Story: Happy Chanukoh

Same story as Holiday lesson 15.

Dramatization

The children should dramatize the story. Make certain they use as many review words as possible.

Game

"Accurate and Detailed Visual Image." (See Appendix,

"Games," number 9.)

Project

Continue making bookmarks.

Can also make different pictures of different M'Noh-Raw(s).

Bibliography

Bearman, Jane, Happy Chanukoh (UAHC), pp. 1-22.

MANUAL LESSON

Lesson 17.

Text: Orientation To Religious School, Temple and Jewish HomeUnit II: Getting To Know The Temple

Lesson 6: Minding Our Temple Manners

New Word

Kaw-DohSh (holy) (9), M-p. 91-93 (HY), adj., Ms. sing.

Review Words

Hoo (1), M-p. 91 (HY)
 ayM (8), St.-pp. 34-38 (HY)
 awM-Raw (6), St.-pp. 34-38 (HY)
 Hee (25), St.-pp. 34-38 (HY)
 Shaw-LohM (1), St.-p. 35 (HR)
 T'Fee-Law (1), St.-pp. 38, 39
 Si-DooR (1), M-p. 91
 YahD (1), M-p. 92
 Toh-Raw (1), M-p. 91-94
 ah-Nee (8), St.-pp. 34, 36, 37, 38
 RahV (11), St.-p. 37; M-pp. 91-94
 BayS Hah-T'Fee-Law (26), St.-pp. 34, 36, 37-39
 TohV (1), St.-p. 37

Review WordsSongs

M-p. 93. Toh-Raw and "God is in his holy (Kaw-DohSh)
 Temple (BayS Hah-T'Fee-Law)."

Project

M-p. 94. Use appropriate new and review words to explain
 project.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School,
 Temple and Jewish Home, Unit II, pp. 90-94, "Minding

Our Temple Manners."

Schwartzman, Sylvan D., Let's Go To Temple (UAHC), pp. 28-33, "Hank Makes Up His Mind."

BIBLE STORY LESSON

Lesson 17.

Text: Bible Stories For Little Children, Vol. I, Betty R. Hollender

Lesson 17: "Joseph is Brought to Egypt"

New Words

Toh-Daw' (thank you) (1), p. 34

Review Words

eh-HawD (2), pp. 34, 35 (HY)

aw-Mahr (8), pp. 34, 35 (HY)

KayN (1), p. 35 (HY)

Shaw-LohM(3), p. 34 (M)

Raw-aw (1), p. 34

YohM (1), p. 34

ah-Nee (2), p. 34

Hoo (5), p. 34

Game

Play "Translation game," (See Appendix, "Games," number 14.)

Story: "Joseph is Brought to Egypt"

Review Story

Teacher: You remember when Joseph came and gave food to his brothers. What did the brothers say?

Answer: Thank you Toh-Daw

(Short discussion about the value of the word Toh-Daw.)

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 34-36, "Joseph Is Brought to Egypt."

HOLIDAY LESSON

Lesson 17: Hah-Nu-Kaw

Text: What The Moon Brought, "The Doll's Hanukoh," pp.
68-75.

New Words

Shah-MawSh (man who works in Temple) (1), p. 72
Toh-Daw (HR), Use this word, if possible.
Kaw-DoSh (M), Use this word, if possible, adj., Ms. sing.

Review Words

Hoo (15), pp. 68, 70, 74, 75 (M)
ayM (6), pp. 70, 72, 75 (M)
Lai-Law (5), pp. 70, 72
Hah-Nu-Kaw (5), pp. 70, 72, 75
awM-Raw (4), pp. 70, 71, 72 (M)
aw-MahR (1), p. 74
M'Noh-Raw (5), pp. 71, 72
Hee (3), pp. 72, 75 (M)
NayR (1), p. 72
eh-HawD (1), p. 72 (HR)
B'Raw-Haw (1), p. 72
ahV (1), p. 74 (M)
KayN (HR)

Service

Short Hah-Nu-Kaw service. Candle lighting. Saying of
prayers with music. Children say the first three words.
Children sing the Sh'Mah.

Introduction of New Words

Play translation game (See Appendix, "Games," number 14).

Teacher can use sentences from the story, too.

Review Words

Play translation game (See Appendix, "Games," number 14.)

Teacher can use sentences from the story, too.

Story: "The Doll's Hanukoh"

Use new and review words.

Review Story

Children should use all new and review words.

Discussion

Teacher: Children did you notice something that I did
with one candle?

Answer: KayN (discussion)

Teacher: We call this candle the Shah-MawSh. This means
that it is a helper. (Explain procedure)

Project

Make a M'Noh-Raw out of clay.

Bibliography

Weilerstein, Sadie Rose, What The Moon Brought, (Behrman),
pp. 68-75, "The Doll's Hanukah."

MANUAL LESSON

Lesson 18.

Text: Orientation To Religious School, Temple and Jewish HomeUnit II: Getting To Know The Temple

Lesson 7: Why Temple Worship Is So Important

New Words

awZ (then) (4), St.-pp. 44, 45

Review Words

Toh-Daw (4), St.-pp. 44, 45, 46; M-p. 96
 Kaw-DohSh (1), M-p. 98 (song)
 BayS Hah-T'Fee-Law (20), M-pp. 95-98; St.-pp. 40-43
 RahV (8), M-pp. 95-98; St.-p. 43
 Toh-Raw (2), M-p. 95
 Su-Kaw (1), M-p. 95
 Su-KohS (1), M-p. 95
 KayN (2), M-p. 95 (HR)
 ayM (4), St.-pp. 40, 43, 44
 ahV (8), St.-pp. 40-44; M-pp. 95, 96
 Hoo (17), M-pp. 95, 96; St.-pp. 40, 42-45 (HR)
 awM-Raw (4), St.-pp. 40, 43, 44; M-p. 97
 Shah-BawS (3), St.-pp. 41, 42; M-p. 98
 aw-MahR (11), St.-pp. 43, 44; M-pp. 95, 96 (HR)
 Hee (6), St.-p. 43; M-pp. 96, 97
 ah-Nee (5), M-p. 96; St.-pp. 43, 45 (HR)
 Si-Door (1), M-p. 95
 Shah-BahT Shaw-LohM (2), St.-p. 42

Review WordsSongs

M-p. 97. "God is in his holy (Kaw-DoSh) Temple (BayS
 Hah-T'Fee-Law)."

Project

M-p. 98. Help children to make things as suggested e.g.

"Two people holding hands..." Word Shah-LohM can be used

or mother lighting Shah-BawS candles and saying the
T'Fee-Law; or father holding wine cup and saying the
B'Raw-Haw. The B'Raw-Haw is called the Ki-DooSh.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School,
Temple and Jewish Home, Unit II, pp. 95-98, "Why
Temple Worship Is So Important."

Schwartzman, Sylvan D., Let's Go To Temple (UAHC), pp. 40-
46, "Hank Almost Misses a Service."

BIBLE STORY LESSON

Lesson 18.

Text: Bible Stories For Little Children, Vol. I, Betty R.
Hollender

Lesson 18: "Joseph in Jail"

New Word

Meh'-LehH (king) (5), pp. 37-39

Review Words

Hoo (2), p. 38 (M)	KayN (1), p. 39 (M)
aw-MahR (8), p. 38 (M)	YohM (2), p. 39
ah-Nee (2), p. 38 (M)	eh-HawD (3), p. 39
Loh (3), p. 39 (M)	Hee (1), p. 37

Introduction of New Words

Play translation game (See Appendix, "Games," number 14).

Teacher can use sentences from the story, too.

Raw-Aw

Put this in story, if possible. If this is not possible play translation game. (See Appendix "Games," number 14.)

Bibliography

Hollender, Betty R., Bible Stories For Little Children (UAHC), pp. 37-39, "Joseph in Jail."

HOLIDAY LESSON

Lesson 18: Hah-Nu-Kaw Review

New Word

The word Meh-LehH is introduced in HR. Call attention to this word when saying the prayer over the candles.

Review Words

Shah-MawSh	NayR
HahG	Hee
M' Noh-Raw	awM-Raw
Hah-Nu-Kaw	YohM
Baw-RooH ah-Taw ah-Doh-Noi	HahG Sah-may-ahH

Short Service

See Holiday lesson 17. Call attention to the word Meh-LehH in the prayer over the candles.

Discussion

Teacher: Where did the word Meh-LehH appear in our service?

Answer: In the blessing over the candles.

Teacher: TohV

Teacher: Let's review all the things we have made.

(Children tell about their projects using the correct Hebrew words.)

Games

Play "Translation" game, "Identification" game, or "Alike and Different." (See Appendix, "Games," numbers 14, 15 and 3.) Be certain to include the words: Hee, HahG Sah-May-ahH etc. Since there is no story the teacher can either make up her own paragraph or use the one below.

Sample - Translation game

Teacher: ah-Nee am going to tell you a short story and use some Hebrew words. If you know what they mean raise your hands. Let's see how many can win. (Many children must win.)

One YohM, ah-Nee was walking home from the BayS Hah-T'Fee-Law. It was Hah-Nu-Kaw.

ah-Nee saw Jane. Hee was not looking my way. ah-Nee called to her HahG Sah-May-ahH.

Hee turned around, smiled and awM-Raw,

"HahG Sah-May-ahH, David." ah-Nee like Hah-Nu-Kaw, Hee awM-Raw. It is a happy HahG. (The teacher can play this game a few times to give everyone a chance to win.)

MANUAL LESSON

Lesson 19.

Text: Orientation To Religious School, Temple and Jewish HomeUnit II: Getting To Know The Temple

Lesson 8: Some Other Activities of Our Temple

New Words

Zeh (this is) (6), p. 104 (HY), Ms.
 Haw-Yaw (she was) (1), St.-p. 49 (HY)
 BayS Hah-K'Neh-SehS (house of Gathering-Temple) (4),
 St.-p. 52; M-p. 104, Ms.
 BayS Hah-Mid-RawSh (House of Study-Temple) (4), St.-p. 52;
 M-p. 104, Ms.

Review Words

Hoo (6), St.-pp. 47, 48, 59 (HR-HY)
 Hee (1), St.-pp. 47, 51 (HY)
 ahV (3), M-pp. 101, 102 (HY)
 ayM (9), M-p. 101; St.-pp. 47-51 (HY)
 awM-Raw (2), St.-pp. 48, 50 (HY)
 eh-HawD (1), St.-p. 50 (HY-HR)
 ah-Nee (3), St.-pp. 50, 51 (HY-HR)
 Loh (3), St.-p. 50 (HR)
 Shah-BawS (1), M-p. 104
 Toh-Raw (1), M-p. 102
 awZ (2), pp. 49, 50, 51 of Story
 RahV (3), M-pp. 103, 104; St.-p. 49
 Hah-Nu-Kaw (2), M-p. 102
 Su-KohS (1), St.-p. 48

KayN

BayS Hah-T'Fee-Law (35), M-pp. 100-104; St.-pp. 47-52

Introduction of New WordsGame

To introduce Haw-Yaw play "Translation" game. (See
 Appendix, "Games," number 14.)

e.g. Teacher: ah-Nee am going to introduce a new

word. Listen closely and tell me what it means in English.

Sample

Yesterday, ah-Nee Haw-Yaw almost all the way home and I remembered that I left my hat at the Temple. (The words ah-Nee and BayS Hah-T'Fee-Law can be used the second time the paragraph is repeated.)

Introduce the word Zeh (this) in the same way as Haw-Yaw. Also on p. 104 of Manual there is a song. Use Zeh BayS Hah-MiD-RawSh etc. in this song. Can also use pictures.

Project

Use Zeh, BayS Hah-K'Neh-SehS, BayS Hah-MiD-RawSh and all other review words.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Song

M-p. 104. Include words Zeh BayS Hah-MiD-RawSh, Zeh BayS Hah-K'Neh-SehS and Zeh BayS Hah-T'Fee-Law. (See "The House of the Lord," p. 33 in Cook, Sing For Fun.)

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit II, pp. 100-104, "Some Other Activities of Our Temple."

Schwartzman, Sylvan D., Let's Go To Temple (UAHC), pp. 47-52, "A Busy Place."

BIBLE STORY LESSON

Lesson 19.

Text: Bible Stories For Little Children, Vol. I, Betty R.

Hollender

Lesson 19: "A Dream About Cows"

New Words

None

Review Words

Hoo (7), pp. 40, 42 (M-HY)	aw-MahR (11), pp. 40, 42,
eh-HawD (1), p. 40 (M-HY)	43
ah-Nee (4), pp. 42, 43 (M-HY)	Loh (1), p. 40
Meh-LeH (7), pp. 40, 42, 43 (HY)	ah-Doh-Noi (1), p. 42

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 40-43, "A Dream About Cows."

HOLIDAY LESSON

Lesson 19: Poo-ReeM

Text: Purim ParadeNew Words

Poo-ReeM (3), pp. 1, 11, 19 (M)
Zeh (this is) (1), p. 3 (M)
Haw-Yaw (she was) (1), p. 4 (M)

Review Words

YohM (3), pp. 1, 3, 4

BayS Hah-T'Fee-Law (1), p. 3
 Hoo (3), pp. 3, 4, 9 (M-HR)
 Hee (1), p. 5 (M)
 ayM (3), pp. 3-5 (M)
 Yaw-Faw (1), p. 4
 awM-Raw (1), p. 4 (M)
 eh-HawD (1), p. 8 (M-HR)
 ah-Nee (2), pp. 9, 15 (M-HR)
 HahG Sah-May-ahH (1), p. 20
 TohV (1), p. 20
 ahV (2), p. 3
 Meh-LehH (1), p. 9
Kaw-DohSh
Shah-MawSh

Introduction of New Words

Discussion

Teacher: Today we are going to start learning about a new HahG. What do you know about HahG Poo-ReeM?

Answer: (short discussion, if any.)

Teacher: Let's learn a song. It is called HahG Poo-ReeM. The children sing the first two words. The teacher sings the rest until the part "Rash, Rash, Rash." The children will say these words and turn their graggers. (See "Hag Purim," p. 157, in Coopersmith, The Songs We Sing.)

Story: Purim Parade

Use new and review words.

Review Story

Bring in Zeh and Haw-Yaw if it is possible.

Game

"Farmer in the Dell." (See Appendix, "Games," number 8.)

Project

Make picture or work with clay. Make a gragger or a mask etc.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students. Fit in Zeh and Haw-Yaw, if possible.

Bibliography

Bearman, Jane, Purim Parade (Behrman), pp. 1-30.

Coopersmith, Harry, The Songs We Sing (USY), p. 157, "Hag Purim."

MANUAL LESSON

Lesson 20.

Text: Orientation To Religious School, Temple and Jewish HomeUnit II: Getting To Know The Temple

Lesson 9: How We Are Able to Have Such a Nice Temple

New Words

None

Review Words

BayS Hah-T'Fee-Law (34), M-pp. 106-110; St.-pp. 55-58
 HahG (1), M-p. 105
 Hee (3), St.-p. 54
 Hah-Nu-Kaw (1), M-p. 106
 T'Fee-Law (1), M-p. 105
 Shah-BawS (2), M-pp. 105, 107
 KayN (2), St.-p. 57; M-p. 105
 BayS Hah-K'Neh-SehS (1), M-p. 108
 BayS Hah-MiD-RawSh (1), M-p. 108
 Hoo (8), St.-pp. 53-56
 aw-MahR (1), St.-p. 54
 awM-Raw (5), St.-pp. 54, 55, 57
 ayM (14), St.-pp. 54-57
 ahV (4), M-p. 106; St.-pp. 55, 56, 57
 Loh (1), M-p. 106
 ah-Nee (1), St.-p. 57
 Toh-Raw (3), St.-p. 57; M-p. 107
 TohV (1), M-p. 109
 YohM (1), M-p. 109
 Shaw-LohM (1), M-p. 107 (song)

Review Words

Use Zeh with BayS Hah-K'Neh-SehS.

Fingerplay

M-p. 108. Review BayS Hah-K'Neh-SehS etc. and use the
 word Zeh.

Game

Play "Translation" game (See Appendix, "Games," number 14).

Be certain to use Zeh.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit II, pp. 105-109, "How We Are Able to Have Such a Nice Temple."

Schwartzman, Sylvan D., Let's Go To Temple (UAHC), pp. 53-58, "Sue's Flowers."

BIBLE STORY LESSON

Lesson 20.

Text: Bible Stories For Little Children, Vol. I, Betty R.

Hollender

Lesson 20: "Joseph Stores Grain"

New Word

Shaw-Naw' (year) (1), p. 44, F.

Review Words

Hoo (6), p. 44 (HY)	ah-Nee (2), p. 44
aw-MahR (2), p. 44 (HY)	Zeh (1), p. 44

Introduction of New Word

Shaw-Naw appears only once. Enlarge story to include it

a few times. Have children tell what happened in the

Shaw-Naw after Joseph stored the grain. Each child tells a

part. Each child starts off, "The Shaw-Naw after Joseph

stored..."

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 44, 45, "Joseph Stores Grain."

HOLIDAY LESSON

Lesson 20: Poo-ReeM

Text: Purim, A Joyous Holiday, pp. 1-14

New Words

Haw-MawN (5), pp. 6, 8, 10, 13, 14
MawR-D'Kai (2), pp. 10, 17
M'Gi-Law (scroll) (2), pp. 6, 8, F.
Shaw-Naw (year) - fit this word in, F.

Review Words

Poor-ReeM (2), pp. 4, 6
HahG (1), p. 4 (M)
BayS Hah-T'Fee-Law (3), pp. 4, 6, 10 (M)
Hoo (13), pp. 6, 8, 10, 13, 14 (M-HR)
M'Gi-Law (3), pp. 6, 8
RahV (8), pp. 6, 8, 10, 14 (M)
Toh-Daw (1), p. 6
Meh-LehH (7), pp. 10, 13
aw-MahR (1), p. 13 (M-HR)
Zeh (1), p. 4
Baw-RooH ah-Taw ah-Doh-Noi (1), p. 8
T'Fee-Law (1), p. 14
Haw-Yaw

Introduction of New Words

Play "Translation" game (See Appendix, "Games," number 14).

Teacher can use sentences from the story, too.

Discussion

Teacher: Once a Shaw-Naw we have Poo-ReeM and on this HahG we read the story of Poo-ReeM. Can anyone tell me about the story of Poo-ReeM?
 (Let the children tell as much as they can and encourage them to use Hebrew words.)

Teacher: I am going to tell you more about Poo-ReeM.

Story: Purim, A Joyous Holiday

Use new and review words.

Review Story

Bring out the fact that we read from a special book. The book is called the M'Gi-Law. Aske the children where do we read the story of Poo-ReeM?

Song

Haw-MawN "A Wicked, Wicked Man," p. 160 in Coopersmith, Songs We Sing. Use gestures with this song.

Review "Hag Purim." (See Holiday lesson 19.)

Project

M'Gi-Law, Haw-MawN, MohR-D'Kai etc.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Cedarbaum, Sophia, Purim, A Joyous Holiday (UAHC), pp. 1-14.

Coopersmith, Harry, The Songs We Sing, "Haman, A Wicked,
Wicked Man."

MANUAL LESSON**Lesson 21.****Text:** Orientation To Religious School, Temple and Jewish Home**Unit II:** Getting To Know The Temple**Lesson 10:** Other Synagogues in the Community**New Words**

Baw-R'Ḥoo' (prayer) (1), M-p. 113
 Tah-LeeS (2), St.-p. 61; M-p. 113, F. sing.

Review Words

BayS Hah-T'Fee-Law (12), M-pp. 111, 112, 114, 115; St. pp. 60-63
 Maw-GayN Daw-ViD (1), M-p. 111 (count points and use word eh-ḤawD
 MiTs-VohS (2), M-pp. 111, 112
 MiTs-VohS (2), M-pp. 111, 112
 Loh (1), M-p. 111
 ayN (1), M-p. 111 (HY)
 NayR Taw-MeeD (6), M-pp. 112, 115; St.-p. 62
 Toh-Raw (6), M-pp. 112, 115 (HY)
 YahD (2), M-p. 112
 M'Noh-Raw (3), M-pp. 112, 115; St.-p. 62 (HY)
 Ki-DooSh (2), St.-pp. 59, 60
 Shah-BawS (1), St.-p. 59
 Yah-YiN (1), St.-p. 59
 T'Fee-Law (2), St. pp. 60, 63
 aw-MahR (2), St.-p. 61 (HR)
 Si-DooR (3), St.-p. 62; M-p. 113
 YohM (1), St.-p. 63 (HR)
 KayN (1), M-p. 113
 RahV (1), M-p. 113
 Zeh (5), M-p. 115 (project) (HY)
 Hoo (5), St.-pp. 59-61, 63
 awZ (2), St.-pp. 63, 62

Introduction of New Words**Discussion**

Do not learn the prayer Baw-R'Ḥoo; just learn the

name of the prayer. The children can hear the prayer.

It would be nice if the teacher could sing it. Explain that we open every service with the Baw-R'Hoo.

Project

Children use new Hebrew words in the commentary of their Filmstrip - M-p. 115.

Review Words

Songs

M-p. 115. Toh-Raw and M'Noh-Raw.

Project

Children use review Hebrew words in the commentary of their Filmstrip - M-p. 115.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit II, pp. 111-115, "Other Synagogues in the Community."

Schwartzman, Sylvan D., Let's Go To Temple (UAHC), pp. 59-64, "A Visit with Grandfather."

BIBLE STORY LESSON

Lesson 21.

Text: Bible Stories For Little Children, Vol. I, Betty R. Hollender

Lesson 21: "A Time of Famine"

New Word

BayN (son) (1), p. 47, Ms.

Review Words

eh-HawD (1), p. 46
 YohM (1), p. 46 (M)
 ahV (6), pp. 46, 47

aw-MahR (1), p. 47
 Shaw-LohM (1), p. 47
Shaw-Naw

Introduction of New Word

Play "Translation" game (See Appendix, "Games," number 14.)

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), pp. 46, 47, "A Time For Famine."

HOLIDAY LESSON

Lesson 21: Poo-ReeM

Text: Purim, A Joyous Holiday, pp. 17-30.

New Words

ah-MayN (word said at the end of prayer) (1), p. 17
 eh-STayR (4), pp. 17, 23, 26, 29

Review Words

ayM (2), pp. 18, 29
 Toh-Raw (1), p. 17 (M)
 Hoo (7), pp. 23, 25, 30 (M)
 MawR-D'Kai (3), pp. 17, 20, 30
 Poo-ReeM (3), pp. 18, 25, 26
 HahG (3), pp. 20, 26, 30
 Meh-LehH (1), p. 20
 Hee (4), pp. 23, 26
 HahG Sah-May-ahH (1), p. 30

Zeh (1), p. 26

Shaw-Naw

M'Gi-Law

Songs

Review "A Wicked, Wicked Man." (See Holiday lesson 20.)

Review "HaG Purim." (See Holiday lesson 20.)

Filmstrip

Review story of Poo-ReeM this way. Use as many Hebrew words as possible.

Story: Purim, A Joyous Holiday

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story, too.

Song and Rhythm

"I Need a Queen," in Golub, Holiday Unit. Act this out.

Use Hebrew words. E.g. ah-Nee need a Queen.

Game

"Association." (See Appendix, "Games," number 11.)

Project

Pictures of Haw-MawN meeting MawR-D'Kai, Queen eh-STayR; Rabbi reading M'Gi-Law etc.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Cedarbaum, Sophia N., Purim, A Joyous Holiday (UAHC),
pp. 17-30.

Golub, Rose W., Holiday Song Book, "I Need a Queen."

HOLIDAY LESSON

Lesson 22: Poo-ReeM

Text: What Danny Did, "How Mother and Daddy Were Fooled,"
pp. 69-73.

New Words

Haw-Y'Saw (she was) (3), pp. 71, 72
ZohS (this is) (2), p. 71, F.
Mee (who) (2), p. 72 (HR)

Review Words

aw-MahR (3), pp. 70, 73 (HR)
ayM (5), pp. 69-73
awM-Raw (4), pp. 69, 70, 72
Hee (10), pp. 69-73
Poo-ReeM (1), p. 69
Zeh (4), pp. 70, 72
YohM (1), p. 70
awZ (4), pp. 70, 72
TohV (7), pp. 70, 71
ah-Nee (4), pp. 70-72 (HR)
Toh-Daw (1), p. 72 (HR)
ahV (1), pp. 69-73
YahD (1), p. 69
Hoo (4), pp. 70, 73
M'Gi-Law
ah-MayN
eh-STayR

Songs

Review "I Need a Queen." (See Holiday lesson 21.)

Review "A Wicked, Wicked Man." (See Holiday lesson 20.)

Review "HaG Purim." (See Holiday lesson 19.)

Introduction of New Words

Play "Translation" game (See Appendix, "Games," number 14.) Teacher can use sentences from the story, too.

Story: "How Mother and Daddy Were Fooled"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story, too.

Song

"Mi ANi," pp. 3-4 in Eisenstein and Prensky, Songs of Childhood.

Dramatization

"Purim," p. 55 in Silverstein, A Year's Lesson Plans for Kindergarten. Use some new and review Hebrew words.

Prepare this for Poo-ReeM carnival.

Bibliography

Eisenstein, Judith and Judith Prensky, Songs of Childhood (United Synagogue), pp. 3-4, "Mi Ani?"

Silverstein, Ruth, A Year's Lesson Plans for the Kindergarten (UAHC), p. 55, "Purim."

Weilerstein, Sadie Rose, What Danny Did (Behrman), pp. 69-73, "How Mother and Daddy Were Fooled."

BIBLE STORY LESSON

Lesson 22.

Text: Bible Stories For Little Children, Vol. I, Betty R. Hollender

Lesson 22: "Corn for Joseph's Brothers"

New Word

Mee (who) (1), p. 48

Review Words

ahV (6), pp. 48, 50 (HY)

aw-MahR (13), pp. 48, 50

Meh-LehH (1), p. 48

ah-Nee (8), pp. 48, 50 (HY)

Shaw-Naw

Loh (3), p. 48

awZ (1), p. 48 (HY)

Hoo (1), p. 48

Toh-Daw (2), p. 50 (HY)

BayN (1), p. 50

Introduction of New Word

Play game "Mee ah-Nee": Teacher performs like a candle, a cow etc. Perhaps let children take part in imitating various animals etc. "Mee ah-Nee" means "who am I."

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 48-50, "Corn for Joseph's Brothers."

MANUAL LESSON

Lesson 22.

Text: Orientation To Religious School, Temple and Jewish Home

Unit II: Getting To Know The Temple

Lesson 11: We Build a Synagogue (Review lesson)

New Words

None

Review Words

MiTs-VohS	YohM
M'Noh-Raw	Kaw-DohSh
Hee	awZ
Maw-GayN Daw-ViD	Zeh
BayS Hah-K'Neh-SehS	Haw-Yaw
BayS Hah-MiD-RawSh	Tah-LeeS
awM-Raw	Baw-R'Hoo

Review Words

Play "Translation" or "Riddle" games. (See Appendix "Games," numbers 14 and 13.)

Project

Act out what goes on in a BayS Hah-T'Fee-Law. Use review words. Use pictures, songs etc.

Sample beginning of skit or translation game

Child a: We go to BayS Hah-T'Fee-Law during the YohM and sometimes in the evening. Our BayS Hah-T'Fee-Law is a Kaw-DohSh place.

Child b: When we come into the BayS Hah-T'Fee-Law we see the M'Noh-Raw. (He holds up a picture of the BayS Hah-T'Fee-Law.)

Child c: When we come into the BayS Hah-T'Fee-Law we see a Maw-GayN Daw-ViD. (He holds up a picture of a Maw-GayN Daw-ViD.)

Child d: When we come into the BayS Hah-T'Fee-Law we see the MiTs-VohS. (He holds up a picture of the Ten Commandments.)

Child e: The BayS Hah-T'Fee-Law is also known as the BayS Ha-K'Neh-SehS and BayS Hah-MiD-RawSh.

Songs

"The House of the Lord." (See Manual lesson 19.)

"God is in his Holy (Kaw-DohSh) Temple." (See Manual lesson 17.)

Games

"Alike and Different," and "Visualization" games. (See Appendix, "Games," numbers 3 and 10.)

Another Project

Can have the children explain different projects they have made using correct Hebrew words. Also use songs as indicated above. This would have to be done in a small place in order that everyone could see projects. Perhaps just the parents of the kindergarten classes could come together. (The project above could be used for larger audiences.)

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit II, pp. 117-119, "We Build a Synagogue."

MANUAL LESSON

Lesson 23.

Text: Orientation To Religious School, Temple and Jewish HomeUnit III: Our Jewish Home

Lesson 1: The Mezuzo by Our Front Door

New Word

M'Zoo-Zaw' (8), M-pp. 123-126; St.-pp. 5-9, F.

Review Words

awM-Raw (1), St.-p. 5 (HR-HY)	KayN (2), M-p. 125;
Toh-Daw (1), St.-p. 5 (HR)	Si-DooR (1), M-p. 125
aw-MahR (1), St.-p. 5 (HR)	T'Fee-Law (1), M-p. 124
Hee (3), St.-p. 6 (HY)	MiTs-VohS (1), M-p. 125
awZ (1), St.-p. 6 (HR)	Loh (1), M-p. 125
Toh-Raw (5), M-pp. 124, 125	Ts-Daw-Kaw (HY)
B'Raw-Haw (2), M-p. 125; St.-p. 9	Hoo (3), St.-pp. 5, 6;
	M-p. 125

Song

M-p. 125. "Our M'Zuzaw." (Pronounce M'Zoo-Zaw.)

Project

M-p. 126. This page includes this word.

BibliographySchwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit III, pp. 123-126, "The Mezuzo by Our Front Door."Schwartzman, Sylvan D., Come To Our House (UAHC), pp. 5-9, "The Mezuzoh."

BIBLE STORY LESSON

Lesson 23.

Text: Bible Stories For Little Children, Vol. I, Betty R.
Hollender

Lesson 23: "The Silver Cup"

New Words

None

Review Words

Toh-Daw (1), p. 51 (M)
aw-MahR (11), pp. 51-54 (M)
awZ (1), p. 51 (M)
ah-Nee (14), pp. 51, 53, 54, 55 (HY)
ahV (11), pp. 51, 53, 54, 55 (HY)
Hoo (13), pp. 51, 53, 54, 55 (HY)
KayN (2), p. 52
BayN (Put into story.)
Meh-LehH (Put into story.) (HY)

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 51-55, "The Silver Cup."

HOLIDAY LESSON

Lesson 23: Poo-ReeM

Text: What The Moon Brought, "Eight Day Fun All In One."

New Word

Shah-LahH Maw-NohS (giving presents) (7), pp. 89, 92-95.

Review Words

awM-Raw (15), pp. 88-92, 94, 96-98 (M)
 ayM (16), pp. 88-96, 98
 Hoo (12), pp. 89, 92-94, 97
 eh-HawD (3), pp. 88-90
 YohM (2), pp. 88, 89
 M'Gi-Law (3), pp. 90, 91, 96
 Ts-Daw-Kaw (2), pp. 92, 94
 Hay-Y'Saw (1), p. 94
 HahG Sah-May-ahH (2), pp. 93, 95
 Hah-Nu-Kaw (1), p. 88
 Hee (19), pp. 92, 95, 96, 98
 Meh-LehH (5), pp. 90, 93, 95-97
 Haw-Yaw (2), p. 94
 awZ (2), pp. 96, 98
 ah-Nee (5), pp. 89, 90, 94, 96, 97

Introduction of New Words

Play "Translation" or "Accurate and Detailed Visual Image." (See Appendix, "Games," numbers 14 and 9.)

Song

"I Love The Day of Purim," p. 44 in Coopersmith, Hebrew Songster for Kindergarten and Primary Grades.

Dramatization

(See Holiday lesson 22.) Use review words.

Bibliography

Coopersmith, Harry, Hebrew Songster For Kindergarten and Primary Grades (The Jewish Education Committee of N.Y.), p. 44, "I Love The Day of Purim."

Silverstein, Ruth, "A Year's Lesson Plans for the Kindergarten (UAHC), p. 55, "Purim."

Weilerstein, Sadie Rose, What The Moon Brought (Behrman), pp. 88-98.

MANUAL LESSON

Lesson 24.

Text: Orientation To Religious School, Temple and Jewish HomeUnit III: Our Jewish Home

Lesson 2: The Jewish Books in Our Home

New Words

Say'-DehR (2), M-pp. 127, 130 (HY), Ms.
 Peh'-SahH (2), M-pp. 127, 130 (HY), Ms.
 Mah'-Gaw-Daw (special Peh-SahH Book for home service)
 (2), M-pp. 127, 130 (HY), F.
 MahH'-ZohR (2), M-pp. 128, 130, Ms.

Review Words

ahV (4), St.-p. 12; M-p. 127 (HY-HR)
 Hoo (4), St.-pp. 10-13 (HY-HR)
 Haw-Yaw (1), St.-p. 10
 aw-MahR (3), St.-pp. 10-12 (HR)
 ayM (4), St.-pp. 11-13 (HY)
 Hee (2), St.-p. 11
 awM-Raw (3), St.-pp. 11, 13
 Zeh (1), St.-p. 11 (HY)
 Shaw-LohM (1), St.-p. 12
 ah-Nee (1), St.-p. 12 (HR)
 BayS Hah-T'Fee-Law (1), M-p. 127 (HY)
 Maw-GayN Daw-ViD (1), M-p. 129
 NayR Taw-MeeD (1), M-p. 129
 Toh-Raw (1), M-p. 130
 M'Noh-Raw (1), M-p. 130
 awZ (2), St.-p. 12
M-Zoo-Zaw

Introduction of New WordsDiscussion

The teacher speaks about a special prayerbook called MahH'-ZohR. This special prayerbook is used for every holiday. Each holiday has its own special MahH'-ZohR.

There is a special MahH-ZohR for Peh-SahH (M-p. 128).

Game and Poem

M-pp. 129, 130. Use new and review words.

Project

M-p. 130. Make book covers. Put titles on the book covers.

E.g. the title of this book is Say-DehR.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Review Words

Games

Play "Accurate and Detailed Visual Image" or "Riddle" games. (See Appendix, "Games," numbers 9 and 13.)

Project

M-p. 130. Can use many review words.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit III, pp. 127-130, "The Jewish Books in Our Home."

Schwartzman, Sylvan D., Come To Our House (UAHC), pp. 10-14, "The Nicest Birthday Present."

BIBLE STORY LESSON

Lesson 24.

Text: Bible Stories For Little Children, Vol. I, Betty R.
Hollender

Lesson 24: "A Basket For The Princess"

New Words

None

Review Words

ahV (1), p. 56 (M-HY)	awM-Raw (5), pp. 57, 58 (M)
Hoo (7), p. 56 (M-HY)	YohM (1), p. 56
aw-MahR (2), p. 56 (M)	eh-HawD (1), p. 56
ayM (3), pp. 57, 58 (M)	ah-Nee (13), p. 58
Hee (6), pp. 56-58 (M)	

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 56-58, "A Basket For The Princess."

HOLIDAY LESSON

Lesson 24: Peh-SahH

Text: Passover, The Festival of Freedom, pp. 1-14.

New Words

Say'-DehR (4), pp. 4, 6, 10, 14 (M), Ms.
Peh-SahH (2), pp. 4, 6 (M), Ms.
Hah-Gaw-Daw (special Peh-SahH Book for home service)
(1), p. 10 (M), F.
MahH-ZohR (This is only in M., but can be mentioned here.
We have a special Si-DooR for Peh-SahH.)

Review Words

ahV (2), pp. 9, 10 (M-HR)

Hoo (2), p. 14 (M-HR)
 Zeh (1), p. 14 (M)
 BayS Hah-T'Fee-Law (2), pp. 4, 10
 Yah-YiN (1), p. 9
 P'Ree (1), p. 13
 Lai-Law (1), p. 6
 ahV (2), pp. 9, 10
 HahG (1), p. 13

Shah-LahH Maw-NohS
M'Zoo-Zaw
BayN
Haw-Y'Saw
ZohS

Introduction of New Words

Discussion

Teacher: We have another HahG coming up soon. Does anyone know what that HahG is?

Answer: Peh-SahH.

Teacher: What do you know about Peh-SahH?

Answer: (Discussion)

Teacher: We have a special Si-DooR for Peh-SahH. It is called MahH-ZohR.

Teacher: Listen carefully to the story and tell me the name of the book we read when we have a special service at home. Also see if you can hear the name of the service.

Story: Passover, The Festival of Freedom

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story, too.

Games

Play "Translation" or "Riddle" games. (See Appendix, "Games," numbers 14 and 13.)

Bibliography

Cedarbaum, Sophia N., Passover: The Festival of Freedom
(UAHC), pp. 1-14.

MANUAL LESSON

Lesson 25.

Text: Orientation To Religious School, Temple and Jewish HomeUnit III: Our Jewish Home

Lesson 3: Jewish Objects in Our Home"

New Words

None

Review Words

M'Zoo-Zaw (1), M-p. 132
 aw-MahR (3), St.-pp. 15, 19 (HR-HY)
 Hoo (5), St.-pp. 15, 17, 19 (HR-HY)
 Hah-Nu-Kaw (10), St.-pp. 16-19; M-pp. 132, 133
 Zeh (3), St.-pp. 15, 19 (HY)
 YohM (1), St.-p. 16 (HR)
 eh-HawD (1), St.-p. 16 (HR)
 Su-KohS (1), M-p. 133
 Hee (6), St.-pp. 15, 16, 18, 19
 awZ (3), St.-pp. 16, 19
 ayM (5), St.-pp. 16, 17, 19 (HR-HY)
 Shah-BawS (6), St.-p. 16; M-pp. 132, 133
 Ki-DooSh (7), St.-p. 16; M-p. 132
 Peh-SahH (4), St.-p. 16; M-pp. 132, 133 (HY)
 Say-DehR (3), St.-p. 16; M-pp. 132, 133
 Loh (1), St.-p. 16;
 M'Gi-Law (1), M-p. 133
 M'Noh-Raw (11), M-pp. 132, 133; St.-pp. 16, 17
 ahV (3), St.-pp. 17, 19 (HR-HY)
 awM-Raw (3), St.-pp. 18, 19 (HR-HY)
 ah-Nee (5), St.-pp. 18, 19
 HahG (1), St.p. 16
 KayN (3), M-p. 133
 Hah-Law (1), M-p. 133
 Maw-GayN Daw-ViD (2), M-p. 133
 BayS Hah-T'Fee-Law (3), M-p. 133
 Toh-Raw (1), M-p. 133

Review Words

M-p. 133. Show pictures and review Hebrew words.

Project

M-p. 135. Use as many words as possible.

Game

Play "Riddle" game. (See Appendix, "Games," number 13.)

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit III, pp. 132-135, "Jewish Objects in Our Home."

Schwartzman, Sylvan D., Come To Our House (UAHC), pp. 15-20, "Three Menoras."

BIBLE STORY LESSON

Lesson 25.

Text: Bible Stories For Little Children, Vol. I, Betty R. Hollender

Lesson 25: "The Burning Bush"

New Word

awM (people) (1), p. 60, F. and Ms.

Review Words

Hoo (14), pp. 59, 60 (HY-M)
 aw-MahR (7), p. 60 (HY-M)
 YohM (1), p. 59 (M)
 eh-HawD (1), p. 59 (M)
 ah-Nee (3), p. 60

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story, too.

Sample

P. 60. Introduce awM in place of people.

Teacher: Moses is told "Go save your awM." Does anyone know what an awM is?

Answer: (Discussion)

Teacher: KayN, it means a people. Now listen to the story.

Story

Use new and review words.

Review Story

Teacher: What did the voice from the bush tell Moses to do?

Answer: "Go save your awM."

(Children can dramatize the story.)

Bibliography

Hollender, Betty R., Bible Stories For Little Children (UAHC), pp. 59, 60, "The Burning Bush."

HOLIDAY LESSON

Lesson 25: Peh-SahH

Text: Passover, The Festival of Freedom, pp. 17-30.

New Words

Dah-Yay'-Noo (Peh-SahH song) (1), p. 18
 ay-Lee-Yaw'-Hoo Hah-Naw-Vee (Peh-SahH song) (1), p. 28
 Mah-Tsaw (unleavened bread) (1), p. 27, F.

Review Words

Hoo (10), pp. 18, 23, 24, 27 (M-HR)
 aw-MahR (2), pp. 18, 24 (M-HR)
 Hee (1), p. 27 (M)
 Zeh (1), p. 27 (M)
 Hah-Gaw-Daw (1), p. 17
 Peh-SahH (1), p. 27 (M)
 Say-DehR (1), p. 20 (M)
 HahG Sah-May-ahH (2), pp. 28, 29
 ahV (3), pp. 17, 24, 27
 Baw-RooH ah-Taw ah-Doh-Noi (1), p. 20
 awM-Raw (1), p. 23
 KayN (1), p. 24

Mee

MahH-ZohR

Introduction of New WordsDiscussion

(The teacher gives each child a piece of Mah-Tsaw to eat.)

Teacher: Do you know what you are eating?

Answer: Mah-Tsaw

Teacher: Mee (who) remembers about the HahG of Peh-SahH?

Answer: (Children give as much information as possible, using the correct Hebrew words.)

Teacher: Let's now go on with the story.

Story: Passover, The Festival of Freedom

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Discussion

Teacher: What is the greeting on this HahG?

Answer: HahG Sah-May-ahH.

Songs

Teacher teaches refrain of Dah-Yay-Noo. (See "Dayenu," p. 180 in Coopersmith, The Songs We Sing.)

Play or sing for children ay-Lee-Yaw-Hoo Hah-Naw-Vee.

(See "Eliyohu Hanovi," p. 183 in Coopersmith, The Songs We Sing.)

Project

Review pictures drawn last week and draw picture of Mah-Tsaw etc.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Games

Play "Farmer in the Dell," or "Riddle" games. (See Appendix, "Games," numbers 8 and 13.)

Bibliography

Cedarbaum, Sophia N., Passover, The Festival of Freedom, (UAHC), pp. 17-30.

Coopersmith, Harry, The Songs We Sing (United Synagogue), p. 180, "Dayenu" and p. 183, "Eliyahu Hanovi."

MANUAL LESSON**Lesson 26.****Text:** Orientation To Religious School, Temple and Jewish Home**Unit III:** Our Jewish Home**Lesson 4:** Special Foods in Our HomeNew Words

Boh'-KehR (morning) (1), St.-p. 22, Ms. sing.

Boh-KehR TohV (good morning-greeting) (1), St.-p. 22

Review Words

M'Zoo-Zaw (1), St.-p. 137

Shah-BawS (6), M-pp. 137, 138; St.-pp. 24, 26, 27

Zeh (2), St.-p. 26; M-p. 137 (HY)

Hah-Nu-Kaw (4), St.-pp. 21, 24, 26; M-p. 138

Hoo (9), St.-pp. 21-25 (HY-HR)

awZ (2), St.-pp. 23, 27

YohM (2), St.-p. 22 (HR)

eh-HawD (2), St.-p. 22 (HR)

ah-Nee (10), St.-pp. 22-25

TohV (3), St.-p. 22

aw-MahR (6), St.-pp. 22-25 (HR-HY)

awM-Raw (5), St.-pp. 22-25

Peh-SahH (5), St.-pp. 23, 25, 26 (HY)

Hee (1), St.-p. 22

Mah-Tsaw (4), St.-pp. 23, 24, 26 (HY)

Hah-Law (6), St.-pp. 23, 24, 26; M-pp. 139, 140

B'Raw-Haw (1), St.-p. 26

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.)

Teacher can use sentences from the story, too.

Project

M-p. 140. This lesson is during Peh-SahH time. Prepare food for Peh-SahH.

Skit

(Can possibly incorporate this skit in Holiday lesson.)

(Children can act out the Story or teacher can make one up with the children.)

Sample Story

(Children meeting in a room etc.)

Children say to each other "Boh-KehR TohV."

Child a: Do you know what HahG is coming?

All Children: Peh-SahH.

Child b: Since ah-Nee am the youngest in my family
ah-Nee am going to say the Mah-Nish-Tah-Naw.

Child c: ah-Nee am going to drink lots of Yah-YiN.

Child d: ah-Nee am going to eat lots of Mah-Tsaw.

(Include Peh-SahH songs . Children can sing Dah-
Yay-Noo refrain - See Holiday lesson 25.)

Review Words

Song

"M'zuzaw" (pronounce M'Zoo-Zaw) - M-p. 137

Game

Play "Translation" game. (See Appendix, "Games,"
number 14.)

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School,
Temple and Jewish Home, Unit III, pp. 137-140,
"Special Foods in Our Home."

Schwartzman, Sylvan D., Come To Our House (UAHC), pp. 21-27,
"Sue Goes Shopping."

BIBLE STORY LESSON**Lesson 26.**

Text: Bible Stories For Little Children, Vol. I, Betty R.
Hollender

Lesson 26: "Let My People Go"

New Words

None

Review Words

awM (7), pp. 61, 62
Hoo (10), pp. 61-63 (HY)
aw-MahR (12), pp. 61-63 (HY-M)
ah-Nee (8), pp. 61, 62
ah-Doh-Noi (9), pp. 61, 62
Zeh (1), p. 64

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 61-64, "Let My People Go."

HOLIDAY LESSON

Lesson 26: Peh-SahḤ

Text: What Danny Did, "The Train That Knew About Pesach,"
pp. 80-84.

New Words

Mah Nish-Tah-Naw' (prayer said by youngest person at Say-DehR)
(1), p. 83

Review Words

Zeh (1), p. 80 (M)
 Hoo (10), pp. 80, 81, 83, 84 (M-HR)
 aw-MahR (6), p. 81 (HR)
 Peh-SahH (5), pp. 80-84 (M)
 Mah-Tsaw (2), pp. 81, 84 (M)
 Say-DehR (2), pp. 83, 84
 Haw-Gaw-Daw (1), p. 80
 Haw-Yaw (3), pp. 80, 81
 ahV (1), p. 81
 Yah-YiN (1), p. 80
 awZ (5), pp. 80-82
Dah-Yay-Noo
ay-Lee-Yaw Hoo Hah-Naw-Vee
MahH-ZohR

Games

"Identification" or "Riddle" games. (See Appendix, "Games," numbers 15 and 13.) Play "Identification" game with the songs learned in the last Holiday lesson.

Filmstrip

"Passover Series," Part I, Color (Los Angeles Bureau of Jewish Education.)

Story: "The Train That Knew About Pesach"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story, too.

Song

"Mah NishTanaw", pp. 39-41 in Cook, Sing For Fun.

Review "Dayenu" and "Aleyahu Hanovi." (See Holiday lesson 25.)

Project

Draw picture of youngest son saying the Mah Nish-Tah-Naw.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Cook, Ray M., Sing For Fun, (UAHC), pp. 39-41, "Mah Nish-Tanaw."

"Passover Series," Part I, color (Los Angeles Bureau of Jewish Education.)

Weilerstein, Sadie Rose, What Danny Did, pp. 80-84,
"The Train That Knew About Pesach."

MANUAL LESSON

Lesson 27.

Text: Orientation To Religious School, Temple and Jewish HomeUnit III: Our Jewish Home

Lesson 5: Prayer and Religious Observance in Our Home

New Word

Hah-Moh-Tsee' (name of blessing over bread) (1), St.-pp.
31, 32; M-p. 143

Review Words

ayM (5), St.-pp. 29, 30, 32; M-p. 144
 Hoo (5), St.-pp. 28, 29, 32 (HR)
 awM-Raw (1), St.-p. 28
 Mah-Tsaw (1), M-p. 142 (HY)
 ah-Nee (6), St.-pp. 28, 29, 31 (HR)
 Zeh (8), St.-pp. 31, 32 (HY-HR)
 awZ (7), St.-pp. 31, 32
 aw-MahR (7), St.-pp. 29, 30, 32, 33 (HR)
 M'Zoo-Zaw (3), M-pp. 142, 145
 Si-DooR (1), M-p. 142
 Ki-DooSh (1), M-p. 142
 Shah-BawS (1), M-p. 143
 Hah-Law (1), M-p. 142
 Toh-Daw (3), M-pp. 142, 144
 Hah-Gaw-Daw (1), M-p. 144
 T'Fee-Law (11), St.-pp. 31-33; M-pp. 144, 145
 M'Noh-Raw (1), M-p. 142
 Shah-Baht Shaw-LohM (1), M-p. 144
 YohM (1), M-p. 143; St.-p. 33

Introduction of New Words

Instead of saying Hah-Moh-Tsee say Moh-Tsee. This will
 give the child one less unfamiliar word to learn when he
 memorizes the Moh-Tsee prayer at the end of the story,
 p. 32.

Project

Finger painting: scene where father (ahV) is saying the Moh-Tsee.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Review Words

Song

M-p. 144. Shah-BaHT Shaw-LohM.

Discussion

Teacher and children should use the word Zeh when identifying different objects and explaining project.

Bibliography

- Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit III, pp. 142-145, "Prayer and Religious Observance in Our Home."
- Schwartzman, Sylvan D., Come To Our House (UAHC), pp. 28-34, "A Guest for Dinner."

BIBLE STORY LESSON

Lesson 27.

Text: Bible Stories For Little Children, Vol. I, Betty R. Hollender

Lesson 27: "The Commandments"

New Word

eh-MehS' (truth) (1), p. 65, F. sing.

Review Words

Hoo (5), pp. 65, 66 (M)	Kaw-DoSh (1), p. 66
eh-HawD (1), p. 65 (HY)	Shah-BawS (1), p. 66
ah-Nee (3), pp. 65, 66 (HY)	awM (4), p. 65
aw-MahR (1), p. 65 (M)	ahV (1), p. 66
ah-Doh-Noi (4), pp. 65, 66	ayM (1), p. 66
Loh (1), p. 65	MiTs-VohS (1), p. 66

Introduction of New Word

Teacher: Children, we are going to read about the commandments, the MiTs-VohS, which the children of Israel received at Mt. Sinai. What do you think some of the MiTs-VohS should be? (Children give some answers. If they do not say, "To tell the truth," then suggest it to them. Introduce the word eh-MehS in this way.)

Story

Put eh-MehS on p. 66, "Always tell the truth, eh-MehS."

Game

Play "Translation" game. (See Appendix, "Games," number 14.)

Bibliography

Hollender, Betty R., Bible Stories For Little Children (UAHC), pp. 65, 66, "The Commandments."

HOLIDAY LESSON

Lesson 27: Peh-SahH

Text: What the Moon Brought, "Helping for Pesach," pp.
107-115.

New Words

None

Review Words

Haw-Yaw (1), p. 107
Peh-SahH (3), pp. 107, 108, 110 (M)
ayM (5), pp. 109-111, 113, 114 (M)
ahV (1), p. 109
Say-DehR (3), pp. 109, 110, 112
Hoo (2), pp. 109, 114 (M-HR)
Meh-LehH (1), p. 109
eh-HawD (1), p. 109 (HR)
Mah Nish-Tah-Naw (2), pp. 110, 114
Lai-Law (1), pp. 110, 111 (M)
Hee (10), pp. 110-113
Mah-Tsaw (1), p. 111 (M)
Yah-YiN (1), p. 111 (M)
ah-Nee (1), p. 113 (M-HR)
awM-Raw (3), pp. 110, 111, 113
Haw-Y'Saw (1), p. 111

Songs

Review Dah-Yay-Noo. (See Holiday lesson 25.)

Review ay-Lee-Yaw-Hoo Hah-Naw-Vee. (See Holiday lesson 25.)

Questions and Answers

Teacher: Mee (who) knows what the Mah-Nish-Tah-Naw is?

Answer: ah-Nee know...

Teacher: Mee knows who says the Mah-Nish-Tah-Naw?

Answer: ah-Nee know...

Teacher: Mee knows what tune Zeh? (Teacher plays

ay-Lee-Yaw-Hoo Hah-Naw-Vee.)

Answer: ah-Nee know...

Teacher: Mee knows what tune Zeh? (Teacher plays Dah-Yay-Noo.)

Answer: ah-Nee know...

Story: "Helping for Pesach"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story, too.

Game

Play "Translation" or "Riddle" games. (See Appendix, "Games," numbers 14 and 13.)

Bibliography

Weilerstein, Sadie Rose, What the Moon Brought, pp. 107-115, "Helping For Pesach."

MANUAL LESSON

Lesson 28.

Text: Orientation To Religious School, Temple and Jewish HomeUnit III: Our Jewish Home

Lesson 6: Jewish Activity and Discussion"

New Words

None

Review Words

ayM (5), St.-pp. 36-39 (HY)
 Hoo (3), St.pp. 36, 37, 39; M-p. 148 (HY-HR)
 ah-Nee (5), St.pp. 36-39 (HY-HR)
 awM-Raw (8), St.pp. 36-39 (HY)
 ahV (10), St.-pp. 35-39; M-pp. 147, 148 (HY)
 Moh-Tsee (1), St.p. 37
 aw-MahR (7), St.pp. 35, 37, 39
 MiTs-VohS (7), St.pp. 35, 37, 39; M-p. 147
 KayN (3), M-pp. 147, 148
 Peh-SahH (2), M-p. 149 (HY)
 Say-DehR (1), M-p. 149 (HY)
 BayS Hah-T'Fee-Law (12), M-pp. 146-148, 149
 RahV (1), M-p. 146
 T'Fee-Law (2), St.-p. 37; M-p. 147

Games

M-p. 149. Use various Hebrew words.

Project

M-p. 149. Use Hebrew words.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit III, pp. 146-149, "Jewish Activity and Discussion."

Schwartzman, Sylvan D., Come To Our House (UAHC), pp. 35-40, "A Lot To Talk Over."

BIBLE STORY LESSON

Lesson 28.

Text: Bible Stories For Little Children, Vol. I, Betty R. Hollender

Lesson 28: The Golden Calf"New Words

None

Review Words

Hoo (12), pp. 67, 68 (M-HY)
 Zeh (1), p. 67
 MiTs-VohS (9), pp. 67, 68 (M-HY)
 ah-Doh-Noi (2), p. 68
eh-MehS (Put this in the story.)

Review Words

eh-MehS (Review discussion on the Ten Commandments.)

Bibliography

Hollender, Betty R., Bible Stories For Little Children (UAHC), pp. 67-69, "The Golden Calf."

HOLIDAY LESSON

Lesson 28: Peh-SahH

Text: What the Moon Brought, "Adventure of the Pesach Dishes," pp. 115-128.

New Words

HahD GahD-Yaw' (song for Peh-SahH - "An Only Kid.")
(1), p. 120

Review Words

Peh-SahH (5), pp. 115, 117, 118 (M)
ayM (9), pp. 115-120 (M)
Hoo (19), pp. 116, 122, 123, 125-127 (M-HR)
Say-DehR (4), pp. 116, 117, 119, 120 (M)
Mah-Tsaw (1), p. 116
ah-Nee (7), pp. 117, 120-124, 127
awM-Raw (23), pp. 117-121, 123, 124, 126, 127
Hee (21), pp. 118-121, 124, 126, 127 (M)
awZ (2), pp. 118, 124
Lai-Law (3), pp. 119, 120, 127
Yah-YiN (1), p. 120
Haw-Gaw-Daw (2), pp. 120, 124
Haw-Yaw (2), pp. 120, 124 (M)
eh-HawD (3), pp. 123, 124, 126
BayN (2), pp. 124, 126
YohM (1), p. 125
Shah-BawS (1), p. 125
Shaw-LohM (6), pp. 115-117, 123
Boh-KehR (3), pp. 121, 124, 127
TohV (1), p. 121
ahV (3), pp. 122, 126, 127
Mah Nish-Tah-Nah (1), p. 127
Loh (1), p. 127
Zeh (1), p. 127
Shaw-Naw (2), p. 117
aw-MahR (3), pp. 121, 123, 127

Songs

Review "Dayenu" and "Aleyahu Hanovi." (See Holiday lesson 25.)

Review "Mah NishTanaw." (See Holiday Lesson 26.)

Teach "Hād Gadyo," p. 190 in Coopersmith, The Songs We Sing.

Story: "Adventure of the Pesach Dishes"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story, too.

Games

Play "Accurate and Detailed Visual Image" or "Riddle" games. (See Appendix, "Games," numbers 9 and 13.)

Project

Each child should review his work completed during the Peh-SahḤ course.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

- Coopersmith, Harry, The Songs We Sing (United Synagogue), p. 190, "Hād Gadyo."
- Weillerstein, Sadie Rose, What the Moon Brought (Behrman), pp. 115-128, "Adventure of Pesach Dishes."

MANUAL LESSON

Lesson 29.

Text: Orientation To Religious School, Temple and Jewish HomeUnit III: Our Jewish Home

Lesson 7: The Spirit of Tzedaka (Being Charitable)

New Words

None

Review Words

Ts-Daw-Kaw (5), St.-pp. 51-53

KayN (2), M-p. 152

ayM (5), M-pp. 151, 152; St.-p. 44 (HY)

Hee (2), St.-pp. 41, 45 (HY)

Hoo (10), St.-pp. 41-44; M-p. 152 (HY-HR)

awM-Raw (3), St.-pp. 42, 43; M-p. 152 (HY)

aw-MahR (9), St.-pp. 42-44 (HY)

ah-Nee (1), St.-p. 43 (HY)

awZ (2), St.-pp. 43, 45 (HY)

ahV (5), St.p. 45; M-p. 151 (HY)

Shaw-Naw (1), M-p. 152

BayS Hah-T'Fee-Law (1), M-p. 152

Song

M-p. 150.

Project

M-p. 153. Use as many Hebrew words as possible.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit III, pp. 142-145, "The Spirit of Tzedaka (Being Charitable)."

Schwartzman, Sylvan D., Come To Our House (UAHC), pp. 41-46, "God's Helpers, Too."

BIBLE STORY LESSON

Lesson 29.

Text: Bible Stories For Little Children, Vol. I, Betty R.
Hollender

Lesson 29: "Moses Bless Joshua"

New Words

None

Review Words

YohM (1), p. 70 (HY)
eh-HawD (1), p. 70 (HY)
Hoo (7), p. 70 (HY)
aw-MahR (3), p. 70 (HY)
ah-Nee (7), p. 70 (HY)
eh-MehS

HOLIDAY LESSON

Lesson 29: Peh-SahH

Text: What The Moon Brought, "Adventure of the Pesach
Dishes," pp. 128-136.

New Words

Raw-Shaw' (wicked man) (18), pp. 128, 130-133, Ms.
eh-RehV (evening) (1), p. 131, Ms.

Review Words

ayM (3), pp. 133, 135, 136 (M)
Hee (11), pp. 128, 131, 132 (M)
Hoo (27), pp. 128-133, 136 (HR-M-

awM-Raw (8), pp. 128, 132, 131, 136 (M)
 aw-MahR (6), pp. 128, 130-133, 136 (M-HR)
 ah-Nee (6), pp. 128, 130-131, 134-136 (M-HR)
 awZ (5), pp. 129-133, 135 (M)
 ahV (1), p. 128 (M)
 eh-HawD (1), p. 132 (HR)
 Mah Nish-Tah-Naw (1), p. 135
 Lai-Law (3), pp. 131-133
 BayN (3), pp. 128, 130, 132
 Haw-Gaw-Daw (2), pp. 128, 134
 YohM (2), pp. 128, 130 (HR)
 HahG (1), p. 130
 Haw-Yaw (2), pp. 131, 132
 Say-DehR (3), pp. 132, 134, 135
HahD GahD-Yaw

Songs

Review all Pesach songs.

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story, too.

Story: "Adventure of the Pesach Dishes"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story, too. Make certain to use the word Raw-Shaw.

Plan Say-DehR activity

(Children help plan.)

Some children will show the Haw-Gaw-Daw and tell what it is for.

One child will say a B'Raw-Haw over the Yah-YiN and tell that there is a special Ki-DooSh for the HahG of Peh-SahH.

Another child will tell that there is a special B'Raw-Haw over the NayR.

Another child will tell that the youngest child has to say the Mah Nish-Tah-Naw.

Bibliography

Weilerstein, Sadie Rose, What The Moon Brought (Behrman), pp. 128-136, "Adventure of the Pesach Dishes."

MANUAL LESSON

Lesson 30.

Text: Orientation To Religious School, Temple and Jewish HomeUnit III: Our Jewish Home

Lesson 8: Family Love

New Word

ah-Hah-Vaw' (love) (3), M-pp. 156, 157, 158, F.

Review Words

Boh-KehR (1), St.-p. 48
 M'Zoo-Zaw (3), M-pp. 155, 158
 M'Noh-Raw (1), M-p. 155
 Shah-BawS (7), M-pp. 155, 156; St.-pp. 47-49
 Ts-Daw-Kaw (1), M-p. 155
 Hoo (12), M-p. 156; St.-pp. 47-49 (HR)
 ayM (4), M-p. 156; St.-pp. 48-51
 ahV (10), M-p. 156; St.-pp. 47, 50, 51
 Hee (8), M-p. 156; St.-pp. 48-51
 KayN (2), M-p. 156
 ah-Nee (3), St.-pp. 47, 49 (HR)
 aw-MahR (4), St.-pp. 48-51 (HR)
 YohM (2)k St.-pp. 48, 50 (HR)
 awM-Raw (3), St.-pp. 48-51
 awZ (3), St.-pp. 49, 51

Introduction of New Words

Include this word in the story too, if possible.

Project

M-p. 158. "Let's show some scenes of family love (ah-Hah-Vaw.)"

Review WordsProject

M-p. 158. Use some of the review words for the

description of the different scenes.

Games

Play "Accurate and Detailed Visual Image" or "Riddle" games. (See Appendix, "Games," numbers 9 and 13.)

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit III, pp. 155-158, "Family Love."

Schwartzman, Sylvan D., Come To Our House (UAHC), pp. 47-52, "Hank Is Ill."

HOLIDAY LESSON

Lesson 30: Peh-SahH Review

New Words

None

Seder Activity

Review Say-DehR program to be given by students. (Continuation from last Holiday lesson.)

Songs

Review all Peh-SahH songs.

Games

The teacher should make up her own game in order that she can stress those words which the children have had difficulty with. (See Appendix, "Games," for hints.)

MANUAL LESSON

Lesson 31.

Text: Orientation To Religious School, Temple and Jewish HomeUnit III: Our Jewish Home

Lesson 9: Trusting One Another

New Words

None

Review Words

awM-Raw (9), St.-pp. 53, 54, 56, 57; M-p. 160
 Hee (20), St.-pp. 53, 54, 55; M-pp. 160-162
 ayM (22), St.-pp. 53, 54, 56, 57; M-pp. 160-163
 KayN (4), St.-pp. 54, 55; M-pp. 160, 162
 aw-MahR (1), P. 55
 awZ (2), p. 56; M-p. 162
 ah-Nee (8), St.-p. 57; M-p. 162
 Zeh (1), St.-(Put in story); M-p. 160
 Hoo (8), M-pp. 161, 162
 Loh (1), M-p. 161
 eh-MehS (6), M-pp. 162, 163
 ahV (3), M-pp. 161, 162, 163

Review WordsProject

M-p. 163. These words can be used when the children give their puppet show. Be certain to use ahV, ayM, eh-MehS, aw-MahR, awM-Raw.

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit III, pp. 160-163, "Trusting One Another."

Schwartzman, Sylvan D., Come To Our House (UAHC), pp. 53-58, "Two Ice Cream Cones."

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit III, pp. 165-168, "Helping and Sharing."

Schwartzman, Sylvan D., Come To Our House (UAHC), pp. 59-64, "A New Brother in the Family."

MANUAL LESSON**Lesson 32.****Text:** Orientation To Religious School, Temple and Jewish Home**Unit III:** Our Jewish Home**Lesson 10:** Helping and Sharing**New Words****ahH** (brother) (1), St.-p. 59, Ms.**ah-HohS** (sister) (1), St.-p. 59, F.**Mah-ZawL TohV** (congratulations) (1), St.p. 60**Review Words****ah-Nee** (2), St.-pp. 59, 60, 63; M-p. 165**KayN** (2), pp. 165, 166**ahV** (7), M-pp. 165, 167; St.-pp. 60, 62**ayM** (17), M-pp. 165, 167; St.-pp. 60-63**Zeh** (10), M-p. 166; St.-p. 63**YohM** (2), St.-pp. 59, 60**eh-HawD** (4), St.-pp. 59, 60**awM-Raw** (4), St.-pp. 59, 61-63**Hoo** (3), St.-pp. 62, 63; M-p. 167**awZ** (1), St.-p. 63**Introduction of New Words**

Play "Translation" game. (See Appendix, "Games," number 14.)

Teacher can use sentences from the story, too.

Project

Use new words in this project. M-p. 168. Use review words too.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

MANUAL LESSON

Lesson 33.

Text: Orientation To Religious School, Temple and Jewish HomeUnit III: Our Jewish Home

Lesson 11: Our Jewish Home Show (Review lesson)

New Words

None

Review Words

(Include as many of these words as possible in the project and songs. M-pp. 170-174.)

M'Zoo-Zaw, M-p. 170
 Shah-BawS, M-pp. 170, 171
 Si-Door, M-p. 170
 MahH-ZohR, M-p. 170
 Hah-Nu-Kaw, M-pp. 170, 171
 M'Noh-Raw, M-pp. 170, 171
 Haw-Gaw-Daw, M-p. 170
 Peh-SahH, M-p. 170
 Say-DehR, M-p. 170
 Mah-Tsaw, M-p. 171
 ayM, M-p. 173

Moh-Tsee, M-p. 171
 Hah-Law, M-p. 171
 T'Fee-Law, M-p. 171
 Boh-KehR, M-p. 171
 Ts-Daw-Kaw, M-pp. 171, 172
 BayS Hah-T'Fee-Law, M-p. 171
 Ts-Daw-Kaw, M-pp. 171, 172
 ah-Hah-Vaw, M-p. 172
 eh-MehS, M-p. 172
 ahV, M-p. 173
 Shaw-LohM, M-p. 174

Song

M-p. 173: Shaw-LohM

Bibliography

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home, Unit III, pp. 170-175, "Our Jewish Home Show."

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Manual

Schwartzman, Sylvan D., Orientation To The Religious School, Temple and Jewish Home.

Schwartzman, Sylvan D., Let's Go To Religious School (UAHC).

Schwartzman, Sylvan D., Let's Go To Temple (UAHC).

Schwartzman, Sylvan D., Come To Our House (UAHC).

Bible Story

Hollender, Betty R., Bible Stories For Little Children,
Vol. I, (UAHC).

Holiday

Bearman, Jane, Fun On Succos (Behrman).

Bearman, Jane, Good Shabos (UAHC).

Bearman, Jane, Happy Chanuko (UAHC).

Bearman, Jane, Passover Party (UAHC).

Cedarbaum, Sophia N., Sukos and Simchas Torah (UAHC).

Cedarbaum, Sophia N., The Sabbath: A Day of Delight
(UAHC).

Cedarbaum, Sophia N., Chanukoh: The Festival of Lights
(UAHC).

Cedarbaum, Sophia N., Purim: A Joyous Holiday (UAHC).

Cedarbaum, Sophia N., Passover: The Festival of Freedom.

Cook, Ray M., Sing For Fun, Book One (UAHC).

Cook, Ray M., Sing For Fun, Book Two (UAHC).

Coopersmith, Harry, Hebrew Songster For Kindergarten and

Primary Grades (The Jewish Education Committee).

Coopersmith, Harry, The Songs We Sing (United Synagogue).

Eisenstein, Judith and Frieda Prensky, Songs of Childhood (United Synagogue).

Eisenstein, Judith Kaplan, The Gateway to Jewish Song (Behrman).

Golub, Rose W., Holiday Song Book.

Kripke, Dorothy Karp, Rhymes To Play (Bloch).

Levy, Sara C. and Beatrice L. Deutsch, So We Sing (Bloch).

Pessin, Deborah and Temima Gezari, The Jewish Kindergarten (UAHC).

Rubin, Alvan, A Picture Dictionary of Jewish Life (Behrman).

Silverstein, Ruth, A Year's Lesson Plans for Kindergarten (UAHC).

Weilerstein, Sadie Rose, What Danny Did (Behrman).

Weilerstein, Sadie Rose, What the Moon Brought (Behrman).

Audio-Visual Material:

(filmstrip) "Ceremonial Objects Of Judaism" color
(Alexark and Norsim)

(filmstrip) "Passover Series, Part I" color (Bureau
of Jewish Education, Los Angeles).

(filmstrip) "Sukas and Simchas Torah" No. 639 color
(UAHC, New York)

(filmstrip) "The Book That Cannot Be Printed" (Bureau
of Jewish Education of Los Angeles, Los Angeles)

(filmstrip) "The Sabbath Series, Part I" color (Bureau
of Jewish Education, Los Angeles)

CHAPTER VI

Introduction To The Teacher's
First Grade Manual

Introduction To The Teacher's
First Grade Manual

Courses

The three courses for this grade are (1) a Manual course which uses a Teacher's Manual, Orientation to God, Prayer and Ethics by Rabbi Sylvan D. Schwartzman, Ph.D.; (2) a Bible Story course which uses Bible Stories for Little Children, Vol. II, by Betty Hollender and (3) a Holiday course which deals with six holidays: Rosh HaShonoh, Yom Kippur, Simchas Torah, Shabbos, Hamisha Osor (Tu Bishevat) and Sh'vuos. The books to be used in this course are listed at the end of each lesson and in a general bibliography which is given at the end of the Teacher's First Grade Manual.

Grammar

All nouns and adjectives are masculine singular and plural and feminine singular and plural. There are a few pronouns, personal pronouns and two numbers that are introduced in these lessons. These numbers, except for the number one, come before the noun.

Look in the Appendicies for all information in connection with the Teacher's First Grade Manual.

CHAPTER VII

First Grade:

New Words For Each Lesson

First Grade:

New Words For Each Lesson

Key

M - Manual Unit
 HR - Bible Unit
 HY - Holiday Unit
 Ms. - Masculine

F. - Feminine
 sing. - singular
 plr. - plural

1. RohSh Hah-Shaw-Naw'

RohSh Hah-Shaw-Naw' (New Year) (HY), F.
 Shoh-FawR (ram's horn) (HY), Ms.
 ah-NahH-Noo (we) (HY-M)

2. RohSh Hah-Shaw-Naw'

Mee Haw-Moh-Haw Baw-ay-LeeM' ah-Doh-Noi' (Who is like
 unto thee, O Lord) (M)
 HayM (they) (HY), Ms. and F. plr.

3. RohSh Hah-Shaw-Naw'

T'Fee-LohS' (prayers) (HY), F. plr.
 Poh (here) (M)
 Hah-Moh-Tsee' (prayer over the bread) (M)
 K'TahN-Naw' (small) (M), adj., F. sing.

4. RohSh Hah-Shaw-Naw'

Nay-RohS' (candles) (HY), F. plr.
 L'Shaw-Naw' Toh-Vaw' (Happy New Year) (HY)

5. RohSh Hah-Shaw-Naw'

K'TahN-NohS' (small) (M), adj., F. plr.
 K'TahN-NeeM' (small) (M), adj., Ms. plr.
 eh-SehR (ten) (HR), Ms.

6. RohSh Hah-Shaw-Naw'

YohM TohV (The name given to the evening of a holiday,
 meaning "Good Day.") (HY)

Gaw-DohL' (big) (HY-M), adj., Ms. sing.
 Kaw-TawN (small) (M), adj., Ms. sing.

7. YohM Ki-PooR'

Hah-GeeM' (holidays) (HY), Ms. plr.
 Yaw-MeeM' (days) (M), Ms. plr.
 YohM Ki-PooR' (Day of Atonement) (HY), Ms.

8. YohM Ki-PooR'

Hoh-Doo' Lah-Doh-Noi' Kee TohV, Kee L'oh-lawM' HahS-Doh' (M)
 KohL NiD-Ray' (melody played on YohM Ki-PooR night) (HY)
 eeSh (man) (HR), Ms.

9. YohM Ki-PooR'

ah-Naw-Sheem' (people) (HY), Ms. plr.
 Haw-Yoo' (they were) (HR), Ms. and F. plr.

10. YohM Ki-PooR'

aw-M'Roo' (they said) (HR-HY), Ms. plr.
 ay-Nah-YeeM' (eyes) (HY), F. plr.
 Y'Law-Deem' (boys, children) (M), Ms. plr.
 (This word can be used when speaking to boys and girls, boys alone, but not to girls alone.)

11. SiM-HahS' Toh-Raw'

SiM-HahS' Toh-Raw' (HY)
 aw-VohS' (Father - i.e. Abraham, Isaac and Jacob) (HY)

12. SiM-HahS' Toh-Raw'

Say'-FehR Toh-Raw' (The Torah) (HY)
 G'Doh-LeeM' (big) (HY), adj., Ms. plr.

13. SiM-HahS' Toh-Raw'

Kaw-DohSh' (Holy) (M), adj., Ms. sing.
 Toh-VeeM' (good) (HR), adj., Ms. plr.
 Naw-SahN' (he gave) (HY)

14. SiM-HahS Toh-Raw

Y'Law-DohS (girls) (M), F. plr.
 ah-HeeM (brothers) (HR), Ms. plr.

15. Shah-BawS

G'Doh-LohS (big) (M), adj., F. plr.

16. Shah-BawS

GahM Zoo L'Toh-Vaw (also this is for the best) (M)

17. Shah-BawS

Sh-Loh-Shaw (three) (HR), Ms. sing.
 ay-TseeM (trees) (M), Ms. plr.

18. Shah-BawS

ayN Kay-Loh-Hay-Noo (there is none like our God) (M)
 Haw-ZawK (strong) (HY), adj., Ms. sing.

19. Shah-BawS

Maw-YeeM (water) (HR), Ms. plr.
 V'aw-HahV-Taw ehS ah-Doh-Noi eh-Loh-Heh-Haw (M)
 (And thou shall love the Lord, your God) (M)

20. Shah-BawS

Hah-LohS (special bread for Shah-BawS) (HY), F. plr.
 Si-Doo-ReeM (prayerbooks) (M), Ms. plr.

21. Shah-BawS

Mah-ZawL TohV (congratulations) (M)
 awM-Doo (they stood) (M), Ms. and F. plr.

22. Hah-Mi-Shaw aw-SawR

Hah-Mi-Shaw aw-SawR (HY)
 ayTs (tree) (HY), Ms. sing.

B'Raw-HohS (blessings) (HY), F. plr.

23. Hah-Mi-Shaw aw-SawR

Too-BiSh-VahT (another name for this holiday) (HY)
Raw-oo (they saw) (M), Ms. and F. plr.

24. Too-BiSh-VahT

Kah-VayD ehS aw-Vee-Haw V'ee-Meh-Haw (honor your father
and your mother) (M)

25. Sh'Voo-ohS

Sh'Voo-ohS (HY)
Shaw-M'oo (they heard) (HY), Ms. and F. plr.

26. Sh'Voo-ohS

Baw-NeeM (sons) (HY), Ms. plr.
Baw-NohS (daughters) (HY), F. plr.

27. Sh'Voo-ohS

Review words

28. Sh'Voo-ohS

Review words

29. Sh'Voo-ohS

Review words

30. Sh'Voo-ohS

Review words

CHAPTER VIII

Teacher's First Grade Manual
and Bibliography

MANUAL LESSON**Lesson 1.****Text:** Orientation To God, Prayer and Ethics**Unit I:** Coming To Know God**Lesson 1:** God, The Creator of the Sun, Moon and StarsNew Word**ah-Nah^H-Noo** (we) (30), M-pp. 5-7; St.-p. 9, Ms. and F.Review Words**ah-Nee** (12), M-pp. 4, 5; St.-p. 7 (HY)**KayN** (3), St.-pp. 7, 8**Loh** (1), M-p. 5**ah-Doh-Noi** (8), St.-pp. 6-9; M-pp. 6, 7**awZ** (1), M-p. 6 (HY)**Toh-Daw** (3), St.-pp. 8, 9; M-pp. 6, 7**T'Fee-Law** (1), M-p. 6**Si-DooR** (1), M-p. 6**Hoo** (12), M-p. 5; St.-pp. 5, 7, 8; M-p. 7 (HY)**KayN** (7), M-p. 4; St.-p. 7; M-p. 6Introduction of New Words

Make up "Translation" game to introduce ah-Nah^H-Noo. (See Appendix, "Games," number 14.)

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 7. Use new word in project. Use review words.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Game

Play "Riddle" game. (See Appendix, "Games," number 13.)

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit I, pp. 4-8, "God, the Creator of the Sun, Moon and Stars."

Schwartzman, Sylvan D., Thank You, God (UAHC), pp. 5-9, "Hank Finds Out About the Sun."

HOLIDAY LESSON

Lesson 1: RohSh Hah-Shaw-Naw

Text: Hillel's Happy Holidays, "A Happy New Year,"
pp. 21-24.

New Words

RohSh Hah-Shaw-Naw' (New Year) (3), pp. 21, 22, 25, F.
Shoh-FawH (Ram's Horn) (2), pp. 23, 24, Ms.
ah-NawH-Noo (we) (1), p. 25 (M), Ms. and F. plr.

Review Words

ah-Nee (1), p. 22 (M)

Hoo (4), pp. 21, 22, 24 (M)	ayM (2), pp. 21, 23
awZ (1), p. 23 (M)	Yaw-Faw (1), p. 21
Haw-Yaw (4), pp. 21, 24	Shah-BawS (2), p. 22
YahD (1), p. 21	BayS Hah-T'Fee-Law (1), p. 23
MiTs-VohS (1), p. 21	Boh-KehR (1), p. 23
Zeh (2), pp. 21, 23	YohM (1), p. 23
eh-HawD (2), p. 21	Maw-GayN Daw-ViD (1), p. 23
ahV (1), p. 21	

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "A Happy New Year"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Discussion

Teacher: What is the name of the HahG we are going to learn about? ah-Nee mentioned the name of the HahG in the story.

Answer: RohSh Hah-Shaw-Naw.

Teacher: KayN. Now who can tell me something about the HahG of RohSh Hah-Shaw-Naw. (The teacher should give the children the opportunity to tell what they see at home, i.e. parents sending and receiving New Year Cards; parents going to

the BayS Hah-T'Fee-Lah.)

Teacher: Do you know what RohSh Hah-Shaw-Naw means?

It means the beginning of the year. (See "Rosh Ha-Shono," p. 10 in Silverstein, A Year's Lesson Plans for further discussion on this subject.) (The teacher should show pictures of a Shoh-FawR, a ram, a farm scene in Israel.)

Teacher: RohSh Hah-Shaw-Naw was the time of the year when Jewish people went to the BayS Hah-T'Fee-Law to give fruit and vegetables they raised for the BayS Hah-T'Fee-Law and for the people who couldn't raise enough for themselves. ah-NawH-Noo today still share with others as they did in those days. (Discussion of Keren Ami.)

Teacher: The priest of the Temple would take the horn of a ram and blow upon it. (Teacher should show them a Shoh-FawR and blow it if possible. Also show a picture of a ram to show where the Shoh-FawR comes from.)

Teacher: (Compare Shoh-FawR with modern means of communication, such as radio, T.V. or newspapers.) Children, how would ah-NawH-Noo get people to a party? How would ah-NahH-Noo do it if there were no newspapers etc?

Dramatization

Let the children put hands to their head like Ram's horns and walk around the table. Have one child pretend to take a horn off of his head and blow on it. Let the children pretend they are blowing Shoh-FawRs.

Song

The children pretend they are farmers gathering crops and storing them. Let one child pretend to blow the Shoh-FawR as a signal to come together to sing "Shofar Man," p. 14 in Levy and Deutsch, So We Sing.

Music Game

(Musical chairs)

Teacher: When ah-Nee stop blowing the Shoh-FawR you can sit down.

Game

Include review words in this game. Play "Accurate and Detailed Visual Image," or the "Riddle," games." (See Appendix, "Games," numbers 9 and 13.)

Rhymes to Play

"My Shonoh Tovoh Card," pp. 7, 8 in Kripke, Rhymes to Play.

Projects

Make Shoh-FawR and New Year's Cards.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

- Gamoran, Mamie G., Hillel's Happy Holidays (UAHC), pp. 21-24, "A Happy New Year."
- Kripke, Dorothy Karp, Rhymes to Play (Bloch), pp. 7, 8
"My Shonoh Tovoh Card."
- Levy, Sara C. and Beatrice L. Deutsch, So We Sing, p. 14,
"Shofar Man."
- Silverstein, Ruth, A Year's Lesson Plans for Kindergarten,
(UAHC), p. 10, "Introduction to Rosh HaShonoh."

MANUAL LESSON

Lesson 2.

Text: Orientation To God, Prayer and EthicsUnit I: Coming To Know God

Lesson 2: God, The Creator of All Living Things

New Words

(prayer) Mee H̄aw-Moh-H̄aw Haw-ay-LeeM ah-Doh-Noi (who
is like Thee, O Lord), M-pp. 10, 11

Review Words

ah-NahH̄-Noo (10) M-pp. 9-11 (HY)
KayN (3), M-p. 9; St.-p. 11 (HY)
eh-H̄awD (2), St.-pp. 10, 13
awM-Raw (4), St.-pp. 12-14
ah-Nee (4), M-p. 9; St.-pp. 11, 13
Hoo (3), M-p. 9; St.-p. 13 (HY)
Hee (2), M-p. 10; St.-p. 13 (HY)
YohM (2), St.-pp. 10, 15 (HY)
Toh-Daw (2), M-p. 10; St.-p. 15
awZ (6), St.-pp. 10, 12-14
aw-MahR (3), St.-pp. 11, 13
ayM (4), St.-pp. 13, 14
ahV (2), St.-pp. 13, 14
Zeh (2), St.-pp. 13, 15

Manual Lesson

Teacher uses new and review Hebrew words as indicated
above under New and Review Words.

Introduction of Prayer

See M-pp. 10, 11

Song

M-pp. 10, 11. Sing "Mi Chomocho." (Pronounce Mee-H̄aw-
Moh-H̄aw.)

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 11.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students. Be certain that children use the word ah-NahH-Noo.

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit I, pp. 9-11, "God, the Creator of All Living Things."

Schwartzman, Sylvan D., Thank You, God (UAHC), pp. 10-15, "Hank and Sue Make a Bird."

HOLIDAY LESSON

Lesson 2: RohSh Hah-Shaw-Naw

Text: Hillel's Happy Holidays, "In The Evenings," pp. 25-31.

New Word

HayM (they) (9), pp. 25, 28-31, Ms. plr.

Review Words

RohSh Hah-Shaw-Naw (1), p. 28
 Shoh-FawR (1), p. 31
 ah-NawH-Noo (1), p. 28 (M)
 Hoo (3), pp. 26-28 (M)
 Hee (1), p. 25 (M)
 YohM (2), pp. 28, 29 (M)
 awZ (1), p. 26 (M)
 aw-MahR (5), pp. 27-31 (M)
 ayM (4), pp. 25, 27, 31 (M)
 BayS Hah-T'Fee-Law (1), p. 25 (M)
 Yah-YiN (1), p. 28
 ah-Nee (4), pp. 25, 28-31
 KayN (2), pp. 28, 29 (M)

Introduction of New Word

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "In The Evenings"

Use new and review words.

Review Story

Dramatize the story. Use appropriate Hebrew words.

Song

Review "Shofar Man." (See Holiday lesson 1.)

Discussion

Teacher: (Review everything they learned about the HahG of RohSh Hah-Shaw-Naw. Make certain they use

the word HayM.)

Filmstrip

"Ceremonial Objects of Judaism," color (Alexark and Norsim.)

Game

Include review words in this game. Play "Accurate and Detailed Visual Image" or the "Riddle" games. (See Appendix, "Games," numbers 9 and 13.)

Project

Mural based on the story. Children split up into groups to work on assigned parts of mural.

Review Projects

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Filmstrip: "Ceremonial Objects of Judaism," color
(Alexark and Norsim.)

Gamoran, Mamie G., Hillel's Happy Holidays (UAHC), pp. 25-31, "In The Evening."

MANUAL LESSON

Lesson 3.

Text: Orientation To God, Prayer and EthicsUnit I: Coming To Know God

Lesson 3: God, The Provider of Our Food

New Words

Poh (here) (1), St.-p. 16

Hah-Moh-Tsee (prayer over bread) (1), St.-p. 22;
M-p. 13

K'TahN-Naw (small) (1), M-p. 13, adj., F. sing.

Review Words

Mee (1), M-p. 12

Zeh (5), M-p. 12; St.-pp. 17, 18

Shaw-Naw (1), M-p. 12

Toh-Daw (4), St.-pp. 21, 22; M-p. 13

KayN (2), St.-p. 20; M-p. 13

ah-Nee (9), St.-pp. 16-20 (HR-HY)

awM-Raw (14), St.-pp. 16-21 (HY)

Hee (15), St.-pp. 16-18, 21 (HY)

Hoo (5), St.-pp. 16, 21 (HR-HY)

aw-MahR (2), St.-pp. 16, 17 (HR-HY)

awZ (6), St.-pp. 17-21 (HR)

ayM (11), St.-pp. 17-21

Loh (1), St.-p. 19

TohV (1), St.-p. 21

ah-NahH-Noo (11), M-p. 12; St.-pp. 19, 22; M-p. 13

Introduction of New WordsMake up own "Translation" game to introduce Poh (here)and K'TahN-Naw. (The adjective always follows the noun.)Use the sentence on M-p. 13 "It's about a girl K'TahN-Naw
(little).SamplePoh is a girl K'TahN-Naw. One YohM Hee will grow

up and ah-Nee will marry her...

(Poh is the answer the children should give when roll is called.)

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 13. Use new words in "Thank You" ceremony.

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit I, pp. 9-13, "God, the Provider of Our Food."

Schwartzman, Sylvan D., Thank You, God (UAHC), pp. 16-22, "Sue's Farm."

BIBLE STORY LESSON

Lesson 3.

Text: Bible Stories For Little Children, Vol. II, Betty R. Hollender

Lesson 1: "Be Strong and of Good Courage"

New Words

None

Review Words

ah-Nee (3), pp. 2, 3, 5 (M-HY)
 Hoo (3), pp. 2, 3, 5 (M-HY)
 aw-MahR (2), pp. 2, 5 (M-HY)
 awZ (2), pp. 3, 5 (M-HY)
 Haw-Yaw (9), pp. 2, 3, 5 (HY)
 YohM (1), p. 2 (HY)
 eh-HawD (2), pp. 2, 3 (HY)
 Shaw-LohM (1), p. 3
 MiTs-VohS (2), pp. 2, 5
 HayM (1), p. 2

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), Vol. II, pp. 2-5, "Be Strong and of Good
 Courage."

HOLIDAY LESSON

Lesson 3: RohSh Hah-Shaw-Naw

Text: Hillel's Happy Holidays, "On the Sea," pp. 32-
 36.

New Word

T'Fee-LohS (prayers) (1), p. 36, F. plr.

Review Words

KayN (1), p. 33 (M)	aw-MahR (1), p. (M-HR)
ah-Nee (1), p. 32 (M-HR)	Haw-Yaw (1), p. 34 (HR)
Nee (1), p. 32 (M)	YohM (1), p. 36 (HR)
awM-Raw (1), p. 32 (M)	eh-HawD (1), p. 34 (HR)
Hoo (1), p. 34 (M-HR)	RohSh Hah-Shaw-Naw (1), p. 32

HahG (1), p. 33
 Shoh-FawR (2), p. 34
 Toh-Raw (1), p. 34
 Boh-KehR (1), p. 34

RahV (1), p. 34
 BayS Hah-T'Fee-Law (1),
 p. 36

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "On The Sea"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

More Discussion

Aimed at helping the child realize that RohSh Hah-Shaw-Naw is a time when we look back and see the mistakes we have made and resolve to do better. Mistakes we make cause unhappiness to others and ourselves. Therefore, we try to correct them on RohSh Hah-Shaw-Naw because we want to start the New Year as good as possible. (Talk about the T'Fee-LohS that we say on RohSh Hah-Shaw-Naw. Tell also how our ancestors prayed many T'Fee-LohS during the season for rain.) (See "Discussion," p. 61 in Pessin and Gezari, The Jewish Kindergarten.)

Dramatization

Have the children decide what should go in a praying scene. After they have decided, let them act it out. As they act out their parts they will explain what they are doing. They will use the appropriate Hebrew words. Be certain that they use as many of the review words as possible.

Songs

"Shonoh Tovah" (pronounced Shaw-Naw Toh-Vaw), p. 192 in Eisenstein, Songs of Childhood.

Review "Shofar Man." (See Holiday lesson 1.)

Project

Start RohSh Hah-Shaw-Naw mural.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Eisenstein, Judith and Frieda Prensky, Songs of Childhood (United Synagogue), p. 192, "Shonoh Tovah."

Gamoran, Mamie G., Hillel's Happy Holidays (UAHC), pp. 32-36, "On The Sea."

MANUAL LESSON

Lesson 4.

Text: Orientation To God, Prayer and EthicsUnit I: Coming To Know God

Lesson 4: God Acts Through Many Helpers

New Words

None

Review Words

RahV (1), M-p. 17
 Toh-Daw (2), St.-p. 28; M-p. 17
 ahV (6), St.-pp. 23, 24; M-p. 17
 awZ (2), M-p. 15; St.-p. 15 (HR)
 KayN (1), M-p. 15
 Zeh (2), M-pp. 15, 16
 aw-MahR (3), St.-pp. 23, 26, 27 (HR)
 Shaw-LohM (2), St.-pp. 23, 24
 ayM (7), St.-pp. 23-27
 Hee (5), St.-pp. 24, 25, 27 (HR)
 awM-Raw (5), St.-pp. 24-27
 eh-HawD (1), St.-p. 27
 Mee (1), St.-p. 25 (HR)
 YohM (1), St.-p. 28 (HR)
 BayS Hah-T'Fee-Law (1), St.-p. 28
 Poh
 ah-NahH-Noo (4), M-pp. 15, 16; St.-p. 28 (HR-HY)
 ah-Nee (7), M-p. 15; St.-pp. 25-27; M-p. 17

Review Words

Make up "Translation" game. (See Appendix, "Games,"
 number 14.)

Poh is used by children in roll call.

Manual Lesson

Teacher uses new and review Hebrew words as indicated
 above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Game

Play "Riddle" game. (See Appendix, "Games," number 13.)

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit I, pp. 14-17, "God Acts Through Many Helpers."

Schwartzman, Sylvan D., Thank You, God (UAHC), pp. 23-28, "Hank Helps God."

BIBLE STORY LESSON

Lesson 4.

Text: Bible Stories For Little Children, Vol. II, Betty R. Hollender

Lesson 2: "The Walls Came Tumbling Down"

New Words

None

Review Words

ah-NahH-Noo (1), p. 6

awZ (2), pp. 7, 9

Zeh (2), pp. 6, 11

aw-MahR (2), pp. 7, 8

Hoo (1), p. 7

Mee (1), p. 7

YohM (1), p. 9
 HayM (4), pp. 6, 7, 9, 10

TohV (1), p. 8

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), Vol. II, pp. 6-11, "The Walls Came Tumbling
 Down."

HOLIDAY LESSON

Lesson 4: RohSh Hah-Shaw-Naw

Text: What The Moon Brought, "Happy Birthday, World,"
 pp. 4-12.

New Words

Nay-RohS (candles) (7), pp. 4, 7, 9-12, F. plr.
 L'Shaw-Naw Toh-Vaw (Happy New Year) (1), p. 8

Review Words

ah-NawH-Noo (1), p. 9 (M-HR)	HahG (1), p. 4
Lai-Law (1), p. 11	ahV (5), pp. 7, 9-12 (M)
HayM (6), pp. 9-11 (HR)	awZ (3), pp. 7, 8, 10
T'Fee-LohS	(M-HR)
ayM (4), pp. 4, 6, 9, 12 (M)	BayS Hah-T'Fee-Law (1),
awM-Raw (4), pp. 4, 6, 10, 12 (M)	p. 7
Hee (2), pp. 4, 10 (M-HR)	Haw-Yaw (2), pp. 8, 11
Haw-Y'Saw (1), p. 4	Ki-DooSh (1), p. 8
Hoo (1), p. 8 (M)	eh-HawD (1), p. 9 (M)
aw-MahR (3), pp. 9-10 (M-HR)	

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number
 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "Happy Birthday, World"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Experience

Give each child a slice of apple that he will dip in honey and eat.

Teacher: Why are ah-NahH-Noo eating this? KayN,
we're practicing for RohSh Hah-Shaw-Naw. We'll
do this on RohSh Hah-Shaw-Naw and wish each
other a L'Shaw-Naw Toh-Vaw.

Song

Now let us rehearse a song which we should sing to each other on RohSh Hah-Shaw-Naw: "L'Shanah Tova" (pronounced this L'Shaw-Naw Toh-Vaw), p. 13 in Levy and Deutsch, So We Sing.

Game

Play "Alike and Different." (Found in Appendix, "Games," number 3.)

Dramatization

Dramatize story, using Hebrew words. Be certain to use the word T'Fee-LohS.

Review Songs

Review "Shonoh Tovah." (See Holiday lesson 3.)

Review "Shofar Man." (See Holiday lesson 1.)

Project

Continue RohSh Hah-Shaw-Naw mural.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Levy, Sara C., and Beatrice L. Deutsch, So We Sing, p. 13, "L'Shanah Tova."

Weilerstein, Sadie Rose, What The Moon Brought (Behrman), pp. 4-12, "Happy Birthday."

MANUAL LESSON

Lesson 5.

Text: Orientation To God, Prayer and EthicsUnit I: Coming To Know God

Lesson 5: God Acts Through Our Families

New Words

K'TahN-NohS (small) (1), M-p. 19, adj., F. plr.
 K'TahN-NeeM (small) (1), M-p. 19, adj., Ms. plr.

Review Words

ah-NahH-Noo (10), M-p. 19; St.-pp. 29, 30; M-p. 20 (HR-HY)
 HayM (8), M-p. 19; St.-p. 29
 RahV (1), M-p. 19
 KayN (3), M-p. 19; St.-p. 30
 YohM (2), M-pp. 19, 20
 awZ (3), M-p. 20; St.-pp. 29, 30
 ah-Nee (7), St.-pp. 30, 31, 33
 Hoo (3), St.-p. 31
 aw-MahR (5), St.-pp. 31-33
 Zeh (3), St.-p. 31; M-p. 20
 Mah (1), St.-p. 29
 Poh (roll call)
 K'Taw-Naw (1), M-p. 19
 ayM (8), M-p. 20; St.-pp. 29, 32
 ahV (8), M-p. 20; St.-pp. 29, 31, 33

Introduction of New Words

The two new words will be used in every lesson from now on. Use these words with boys and girls i.e. Y'Law-DeeM K'TahN-NeeM and Y'Law-DohS K'TahN-NohS. (Remember the adjective always follows the noun.) The teacher should make up "Translation" game. (See Appendix, "Games," number 14.)

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 21. Use new and review words.

Review Project

Children can use many review words. They can begin their explanation by saying, "Girls K'TahN-NohS and boys K'TahN-NeeM.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.)

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit I, pp. 19-21, "God Acts Through Our Families."

Schwartzman, Sylvan D., Thank You, God (UAHC), pp. 29-34, "A Lot of Work."

Lesson 5.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 3: "Love The Lord Your God"**New Words**

eh-SehR (ten) (1), p. 13, Ms.

Review Words

ah-NahH-Noo (2), p. 13 (M-HY)	aw-MahR (1), p. 12 (M-HY)
HayM (6), p. 13 (M-HY)	Zeh (1), p. 13 (M-HY)
MiTs-VohS (1), p. 12	YohM (1), p. 12
ah-Nee (1), p. 12 (M-HY)	eh-HawD (2), p. 12 (HY)
Hoo (1), p. 12 (M)	

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number
14.) Teacher can use sentences from the story.

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), Vol. II, pp. 12-13, "Love The Lord Your God."

HOLIDAY LESSON

Lesson 5: RohSh Hah-Shaw-Naw

Text: What The Moon Brought, "For A Good and A Sweet
Year," pp. 13-20.

New Words

None

Review Words

ah-NahH-Noo (4), pp. 15, 17, 19, 20

HayM (5), pp. 15-17, 19, 20

awZ (3), pp. 14, 16, 19

ah-Nee (3), pp. 17, 18

aw-MahR (1), p. 17

Zeh (2), pp. 13, 19

eh-HawD (1), p. 15

Boh-KehR (6), pp. 13-15, 17, 19

Hee (6), pp. 13-15, 17, 18, 20

TohV (2), p. 14

Haw-Yaw (1), p. 15

Haw-Y'Saw (2), pp. 18, 19

ayM (1), p. 19

awM-Raw (4), pp. 13, 17-19

L'Shaw-Naw Toh-Vaw

Nay-RohS

T'Fee-LohS

Introduction of New Words

Make up "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "For A Good and A Sweet Year"

Use new and review words.

Review Story

Children tell the story using Hebrew words. They can dramatize it.

Review Songs

Review "L'Shanah Tova." (See Holiday lesson 4.)

Review "Shanah Tovah." (See Holiday lesson 3.)

Review "Shofar Man." (See Holiday lesson 1.)

Games

Play "Farmer in the Dell" or the "Riddle" games. (See Appendix, "Games," numbers 8 and 13.)

Project

Finish RohSh Hah-Shaw-Naw mural.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Weilerstein, Sadie Rose, What The Moon Brought (Behrman), pp. 13-20, "For a Good and a Sweet Year."

MANUAL LESSON

Lesson 6.

Text: Orientation To God, Prayer and EthicsUnit I: Coming To Know God

Lesson 6: God Provides the Opportunity For Useful,
 Busy Lives

New Words

Gaw-DohL' (big) (2), St.-p. 37 (HY), adj., Ms. sing.
 Kaw-TawN (small), adj., Ms. sing.

Review Words

ah-NahH-Noo (8), M-pp. 22, 23; St.-p. 40; M-p. 23 (HR)
 HayM (14), St.-pp. 36, 37; M-p. 22 (HR-HY)
 Sh'Mah (prayer) (1), St.-p. 39
 ahV (6), M-p. 22; M-pp. 37-39
 ayM (6), St.-pp. 36-39
 awM-Raw (2), St.-p. 36
 aw-MahR (7), St.-pp. 37, 38
 Shaw-LohM (1), St.p. 37
 TohV (1), St.-p. 37
 T'Fee-Law (2), St.-p. 39
 Toh-Daw (4), St.-p. 39; M-p. 23
 BayS Hah-T'Fee-Law (1), St.-p. 40
 Zeh (2), St.-p. 40; M-p. 23 (HR)
 Mee (1), M-p. 22
 B'Raw-Haw (1), M-p. 23
 KayN (1), M-p. 22
 Boh-KehR (1), M-p. 23 (HR)
 Poh
 Hoo (1), St.-pp. 35-38
 Hee (9), St.-pp. 35-39 (HR-HY)
 YohM (3), M-p. 22 (HR-HY)
 ah-Nee (1), M-p. 22; St.-pp. 36-39 (HR-HY)
 eh-HawD (2), M-p. 23 (HR)
 Toh-Daw (1), M-p. 23 (HY)

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number
 14.) Teacher can use sentences from the story.

(Remember the adjective always follows the noun. E.g.
A house Kaw-TawN or a house Gaw-DohL.)

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 21. Use new and review words.

Review Project

M-p. 23. Children tell about our "filmstrip," using the correct Hebrew words.

Review Words

Be certain Poh is used in roll call and K'TahN-NohS and K'TahN-NeeM are used with girls and boys. Fit in the other review words as indicated under Review Words.

Remember the adjective always follows the noun.

Game

Play "Riddle" game. (See Appendix, "Games," number 13.)

Be certain to include the new words.

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit I, pp. 22, 23, "God Provides the Opportunity For Useful, Busy Lives."

Schwartzman, Sylvan D., Thank You, God (UAHC), pp. 35-40,
 "A Very Busy Day."

BIBLE STORY LESSON

Lesson 6.

Text: Bible Stories For Little Children, Vol. II, Betty
 R. Hollender

Lesson 4: "Down With Baal"

New Words

None

Review Words

ah-NahH-Noo (1), p. 15 (M)	YohM (1), p. 15 (M-HY)
HayM (1), p. 14 (M-HY)	Mee (1), p. 17 (M)
MiTs-VohS (1), p. 14	eh-HawD (1), p. 15
ah-Nee (2), pp. 15, 17 (M-HY)	Boh-KehR (1), p. 17 (M)
Hoo (2), pp. 14, 18 (M-HY)	Lai-Law (1), p. 17

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), Vol. II, pp. 14-18, "Down With Baal."

HOLIDAY LESSON

Lesson 6: RohSh Hah-Shaw-Naw

Text: What Danny Did, "Danny and David Go Up and Down,"

pp. 27-34.

New Words

YohM TohV (the name given to the evening of a holiday,
literally meaning "Good Day.") (2), pp. 27, 29
Gaw-DohL (large-big) (1), p. 27, adj., Ms. sing.

Review Words

HayM (1), p. 27 (HR-M)	aw-MahR (4), pp. 27,
eh-RehV (1), p. 27	31-33 (M)
L'Shaw-Naw Toh-Vaw (4), p. 30	awZ (3), pp. 28-30
Lai-Law (1), p. 33	TohV (4), pp. 27, 29 (M)
ah-Nee (5), pp. 27-30, 32 (HR)	YohM (4), pp. 27, 30 (HR)
Hee (2), pp. 29, 32 (HR)	Toh-Daw (2), pp. 29, 32 (M)
Hoo (6), pp. 28-30, 32 (HR)	KayN (1), p. 28
awM-Raw (4), pp. 29, 32 (M)	Nay-RohS
Ki-DooSh (1), p. 33	Haw-Yaw (3), pp. 27, 36
ayM (10), pp. 27-31	

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "Danny and David Go Up and Down"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Discussion

Tell the children about the days during the year we call

YohM TohV and the saying, "Good YohM TohV."

Game

Play "Accurate and Detailed Visual Image." (See Appendix, "Games," number 9.)

Review Songs

Review "L'Shonoh Tova" (See Holiday lesson 4.)

Review "Shonoh Tovah" (See Holiday lesson 3.)

Review "Shofar Man" (See Holiday lesson 1.)

Project

Present mural to a school assembly or parents using the appropriate Hebrew words.

Bibliography

Weilerstein, Sadie Rose, What Danny Did (Behrman), pp. 27-34, "Danny and David Go Up and Down."

MANUAL LESSON

Lesson 7.

Text: Orientation To God, Prayer and EthicsUnit I: Coming To Know God

Lesson 7: God Establishes The Wonder of Our Growth

New Words

Yaw-MeeM (days) (1), St.-p. 43, Ms. plr.

Review Words

HayM (6), M-p. 26; St.-pp. 42, 44, 47 (HR-HY)
 ah-NahH-Noo (17), M-pp. 25, 26; St.-pp. 42, 47; M-pp. 26,
 27 (HR)
 ah-Nee (17), M-pp. 25, 26; St.-pp. 41, 42, 44-46 (HR-HY)
 Mee (1), M-p. 25 (HY)
 Hoo (3), M-p. 25; St.-p. 47; M-p. 26 (HR-HY)
 Zeh (3), M-p. 25, 26 (HY)
 Shaw-Naw (1), M-p. 26 (HY)
 ahV (1), M-p. 26
 eh-HawD (2), St.-pp. 41, 43
 awM-Raw (8), St.-pp. 41, 42, 44, 46 (HY)
 ayM (2), St.-pp. 41, 45 (HY)
 Hee (17), St.-pp. 42-46; M-p. 26 (HY)
 Toh-Daw (2), St.-p. 47; M-p. 27
 BayS Hah-T'Fee-Law (1), M-p. 27 (HY)
 Baw-RooH ah-Taw ah-Doh-Noi (1), St.-p. 48
 aw-MahR (2), St.-p. 42 (HR-HY)
Kaw-TawN
Gaw-DohL
 awZ (2), St.-pp. 43, 44 (HR)

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number
 14.) Teacher can use sentences from the story.

Manual Lesson

Teacher uses new and review Hebrew words as indicated
 above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 27. The children use the correct Hebrew words in explaining their parts, e.g. ah-Nee am the ahV.

Game

"Finish It." (See Appendix, "Games," number 1.)

Sample

ah-Nee am a boy (Gaw-Dohl).

ah-Nee am sick. ah-Nee will stay in bed many
(Yaw-MeeM).

ah-Nee am a boy (Kaw-TawN).

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit I, pp. 25-27, "God Establishes The Wonder of Our Growth."

Schwartzman, Sylvan D., Thank You, God (UAHC), pp. 41-47, "The New Baby."

BIBLE STORY LESSON

Lesson 7.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 5: "Horns and Pitchers"

New Words

None

Review Words

HayM (11), pp. 20, 21 (M-HY)
ah-NahH-Noo (5), pp. 19, 21 (M)
Hoo (3), pp. 19, 20 (M-HY)
ah-Nee (3), p. 20 (M)
awZ (1), p. 21 (M)
aw-MahR (2), pp. 19, 20 (M-HY)
YohM (1), p. 20
MayR (5), pp. 20, 21
Lai-Law (1), p. 21

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), Vol. II, pp. 19-22, "Horns and Pitchers."

HOLIDAY LESSON

Lesson 7: YohM Ki-Poor

Text: Hillel's Happy Holidays, "A Different Holiday,"
pp. 37-40.

New Words

Hah-GeeM (holidays) (1), p. 39, Ms. plr.
YohM Ki-Poor (Day of Forgiveness) (1), p. 37

Review Words

Nay-RohS (1), p. 37 (M)
 HayM (2), pp. 37, 38 (M-HR)
 T'Fee-LohS (1), p. 38
 ah-Nee (3), pp. 39, 40 (M-HR)
 Mee (1), p. 40 (M)
 Hoo (1), p. 37 (M-HR)
 Zeh (1), p. 37 (M)
 awM-Raw (3), pp. 37-39 (M)
 ayM (3), pp. 37, 39, 40
 Hee (3), pp. 37-39

BayS Hah-T'Fee-Law (1),
 p. 37 (M)
 aw-MahR (4), pp. 37-40
 (M-HR)
 HahG (1), p. 37
 Haw-Yaw (1), p. 37
 ahV (2), pp. 37, 40
 ahZ (2), pp. 38, 39
 KayN (1), p. 38
YohM TohV

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "A Different Holiday"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Discussion

Discussion about atonement (forgiveness). (See "Yom Kippur," pp. 11, 12 in Fuchs and Levy, Teacher's Syllabus for Grade One.)

Teacher: We have studied many Hah-GeeM and all are important but now we are going to study about a HahG that comes only once a year and is very, very important to all Jews. Does anyone know the name of that HahG?

Answer: YohM Ki-PooR.

Teacher: Can anyone tell me anything about YohM Ki-PooR?

(The teacher should let the children tell as much as they know about YohM Ki-PooR. She should have pictures etc. around the room to help them.)

Song

"Yom Kippur Day," Book I, p. 1 in Cook, Sing For Fun.

Rhymes to Play

"On Yom Kippur We Pray," p. 9 in Kripke, Rhymes to Play.

Dramatization

Blowing Shoh-FawR

Scenes of different types of "Forgiveness" in every day life.

Going to Temple.

Projects

Make a Shoh-FawR.

Draw different scenes of "Forgiveness."

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Game

The "Riddle" game. (See Appendix, "Games," number 13.)

Use review words.

Bibliography

Cook, Ray M., Sing For Fun (UAHC), Book I, p. 1, "Yom Kippur Day."

Gamoran, Mamie G., Hillel's Happy Holidays (UAHC), pp. 37-40, "A Different Holiday."

Fuchs, Carolyn and Alice Levy, Teacher's Syllabus for Grade One (UAHC), pp. 11, 12, "Yom Kippur."

MANUAL LESSON

Lesson 8.

Text: Orientation To God, Prayer and EthicsUnit I: Coming To Know God

Lesson 8: God, The Creator of Our Marvelous Senses

New Words

Learn Prayer - Hoh-Doo' Lah-Doh-Noi Kee TohV, Kee L'oh-
 LawM HahS-Doh (2), M-pp. 31, 32 (Review words
 underlined.)

Review Words

ah-NahH-Noo (14), M-pp. 28-30; St.-pp. 49, 51, 52 (HR)
 Toh-Daw (1) (song), M-p. 32
 ah-Nee (7), M-pp. 28-30; St.-pp. 49, 51, 52 (HR-HY)
 eh-HawD (2), St.-p. 48
 Mee (1), M-p. 29 (HR)
 TohV (1), M-p. 29
 YohM (1), St.-p. 48
 aw-MahR (5), St.-p. 48, 49, 52 (HY-HR)
 ayM (2), St.-p. 51
 awZ (5), St.-pp. 48-52 (HY-HR)
 Gaw-DohL (1), St.-p. 48
 Zeh (2), St.-p. 51 (HY-HR)
 Hee (10), St.-pp. 49, 50, 52
 Loh (1), St.-p. 50 (HR)
 Hoo (6), St.-pp. 49, 50
Yaw-MeeM
Kaw-TawN

Manual Lesson

Teacher uses new and review Hebrew words as indicated
 above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can

dramatize the story.

Project

M-p. 32. Give Toh-Daw to ayM and ahV also for five senses.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Game

Play "Translation" game with the review words. (See Appendix, "Games," number 14.) Be certain Yaw-MeeM and Kaw-TawN are included.

Review Words

M-p. 32. When teacher introduces "Thank You," song she should say, "Now we shall sing the 'Toh-Daw' song to God."

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit I, pp. 28-32, "God, The Creator of Our Marvelous Senses."

Schwartzman, Sylvan D., Thank You, God (UAHC), pp. 48-53, "Sue Gets Glasses."

BIBLE STORY LESSON

Lesson 8.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 6: "Samson's Secret"

New Word

eeSh (man) (7), pp. 23, 24, Ms.

Review Words

ah-NahH-Noo (1), p. 25 (M-HY)	Mee (1), p. 23
HayM (1), p. 23 (M-HY)	Loh (1), p. 24
Hoo (7), pp. 23, 28, 29	awM-Haw (4), pp. 25, 27
ah-Nee (5), pp. 24-27, 29	Zeh (1), p. 25
BayN (1), p. 23	Hee (1), p. 27
aw-MahR (3), pp. 24-26	Lai-Law (1), p. 25
awZ (4), pp. 25-27, 29	eh-MehS (1), p. 27

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), Vol. II, pp. 23-29, "Samson's Secret."

HOLIDAY LESSON

Lesson 8: YohM Ki-PooR

Text: Hillel's Happy Holidays, "A Yom Kippur Song,"
pp. 41-45.

New Words

KohL NiD-Ray (all promises-melody played on the eve of
YohM Ki-PooR (1), p. 44.

Review Words

ah-NahH-Noo (2), pp. 41, 43 (M-HR)
 HayM (2), pp. 42, 43 (M-HR)
 ah-Nee (4), pp. 42-45 (HR)
 KayN (1), p. 43 (M)
 aw-MahR (5), pp. 41-45 (M-HR)
 awZ (1), p. 45 (M-HR)
 Zeh (1), p. 45 (M-HR)
 Hoo (1), p. 42 (HR)
 ahV (5), pp. 41-45
 Poo-ReeM (1), p. 41
 BayS Hah-T'Fee-Law (1), p. 41
 ZohS (1), p. 42 (The adjective is Hah-ZohS. It follows
the noun.)
 Haw-Y'Saw (1), p. 43
 Si-DooR (1), p. 43
 YahD (1), p. 44
 YohM TohV
 Hah-Geem
 T'Fee-Law (5), pp. 41-44
 Peh-SahH (1), p. 41

Record

Play record (or on the piano) of KohL NiD-Ray. (Play
just a portion of the tune.)

Discussion

Teacher: This is music that is played on the evening
of YohM Ki-PooR. It means "all promises."
People make promises through the year and
don't always keep them; they ask forgive-
ness. They are unhappy because they did
not keep them. (Teacher can enlarge on
this discussion.)

Story: "A Yom Kippur Song"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Songs

Review "Yom Kippur Day. (See Holiday lesson 7.)

Project

Start building a Synagogue or Temple. This will be completed in Holiday lesson 10. (See "Yom Kippur," p. 71 in Pessin and Gezari, The Jewish Kindergarten.)

Review Project

Children explain that on Hah-GeeM and whenever a YohM TohV came Jews used to celebrate in the Temple. So do we today.

Bibliography

Eisenstein, Judith and Frieda Prensky, Songs of Childhood (United Synagogue), pp. 199, "Kol Nidre."

Gamoran, Mamie G., Hillel's Happy Holidays (UAHC), pp. 41-45, "A Yom Kippur Song."

Pessin, Deborah and Temima Gezari, The Jewish Kindergarten (UAHC), p. 71, "Art Activity."

MANUAL LESSON

Lesson 9.

Text: Orientation To God, Prayer and EthicsUnit I: Coming To Know God

Lesson 9: Our Inner Sense of God (conscience)

New Words

None

Review Words

ah-NahH-Noo (8), St.-p. 60; M-pp. 33, 34 (HR-HY)
 Hoo (16), St.-pp. 54-57, 59 (HR-HY)
 Shaw-LohM (1), St.-p. 55
 ah-Nee (9), St.-pp. 55, 56, 59; M-p. 33 (HR-MO)
 Hee (6), St.-pp. 56, 57, 59; M-p. 34 (HY)
 ayM (9), St.-pp. 57-59; M-p. 33
 KayN (2), St.-p. 58 (HR)
 aw-MahR (1), St.-p. 57 (HR-HY)
 awM-Raw (1), St.-p. 59
 awZ (1), St.-p. 59 (HR-HY)
 YohM (1), St.-p. 59

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.)

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 34. Make puppets. Dramatize story.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Review Words

M-p. 34. Teacher introduces "Thank You" song by saying, "Now we shall sing the 'Toh-Daw' song to God."

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit I, pp. 33, 34, "Our Inner Sense of God (conscience)."

Schwartzman, Sylvan D., Thank You, God (UAHC), pp. 54, 55, "Hank Feels Better."

BIBLE STORY LESSON
Lesson 9.

Text: Bible Stories For Little Children, Vol. II, Betty R. Hollender

Lesson 7: "A Philistine Holiday"

New Word

Haw-Yoo' (they were) (1), p. 13, Ms. and F. plr.

Review Words

ah-NahH-Noo (1), p. 30 (M-HY)
 HayM (2), pp. 30, 31 (HY)
 Hoo (1), p. 30 (M-HY)
 ah-Nee (1), p. 31 (M-HY)
 KayN (1), p. 30 (M)
 aw-MahR (2), pp. 30, 31 (M-HY)
 awZ (1), p. 31 (M-HY)
 Haw-Yaw (1), p. 30 (HY)
 HahG (1), p. 30
 eeSh (1), p. 30

Introduction of New Word

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), Vol. II, pp. 30-32, "A Philistine Holiday."

HOLIDAY LESSON

Lesson 9: YohM Ki-PooR

Text: Hillel's Happy Holidays, "A Little Hero of Long Ago," pp. 46-57.

New Word

ah-Naw-Sheem (people or men) (3), pp. 52, 53, 55, Ms. plr.

Review Words

ah-NahH-Noo (5), pp. 50, 55, 57 (M-HR)
 HayM (5), pp. 46, 47, 51-53 (HR)
 Hah-GeeM (1), p. 46
 T'Fee-LohS (3), pp. 47, 57

KohL NiD-Ray (1)
 Hoo (7), pp. 46, 47, 49, 51-53, 56 (M-HR)
 ah-Nee (5), pp. 49-53 (M-HR)
 Hee (1), p. 51 (M)
 aw-MahR (4), pp. 49, 50, 52, 56 (M-HR)
 awZ (3), pp. 46, 47, 53 (M-HR)
 Haw-Yaw (2), pp. 46, 51 (HR)
 ahV (3), pp. 46, 49, 56
 ayM (1), p. 46
 eeSh (1), p. 53 (HR)
 Kaw-TawN (2), pp. 46, 47

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "A Little Hero of Long Ago"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Songs

Review "KohL NiD-Ray" melody. (See Holiday lesson 8.)

Review "Yom Kippur Day." (See Holiday lesson 7.)

Game

Play game "Alike and Different," using new and review words. (See Appendix, "Games," number 3.)

Project

Continue building Synagogue or Temple. (See Holiday

lesson 8.)

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Gamoran, Mamie G., Hillel's Happy Holidays (UAHC), pp. 46-57, "A Little Hero of Long Ago."

MANUAL LESSON

Lesson 10.

Text: Orientation To God, Prayer and EthicsUnit I: Coming To Know God

Lesson 10: Feeling God Near Through Our Jewish Observances.

New Words

Y'Law-DeeM (days) (1), M-p. 36; Ms. plr.

Review Words

Blessing over wine: Baw-RooH-ah-Taw ah-Doh-Noi eh-Loh-
 Hay-Noo Meh-LehH Haw-oh-LawM Boh-Ray P'Ree Hah-Gaw-
 FehN (1), St.-p. 62

ahV (9), M-p. 36; St.-pp. 62-65 (HY)
 T'Fee-Law (1), M-p. 36 (HR)
 Shah-BawS (6), M-p. 36; St.-pp. 61-66
 BayS Hah-T'Fee-Law (1), M-p. 36 (HY)
 Hoo (8), M-p. 36; St.-pp. 61-65 (HR)
 awZ (3), St.-pp. 61, 62 (HR-HY)
 aw-MahR (4), St.-pp. 61-64 (HY)
 awM-Raw (2), St.-pp. 61, 62 (HY)
 B'Raw-Haw (1), St.-p. 62
 Toh-Daw (1), St.-p. 63
 Gaw-DohL (1), St.-p. 62
 KayN (1), St.-p. 63
 Hah-Law (2), St.-pp. 63, 65
 Shaw-Naw (2), St.-p. 66; M-p. 37
 Yah-YiN (2), St.-p. 63
 Mee (1), M-p. 37
 HayM (3), M-p. 36; St.-pp. 61, 65
 Nay-RohS (1), St.-p. 66 (HY)
 Ki-DooSh (1), St.-p. 62
 ah-NahH-Noo (4), St.-p. 66; M-p. 37 (HR)
Shaw-LohM

Introduction of New Words

Use new word with K'TahN-NeeM. Either play "Translation"
 game with this word or let the children learn it simply

by repetition. This word is to be used in every lesson (HR and HY) after this lesson. Remember that the adjective should follow the noun.

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 37. We remember God when we are in the BayS Hah-T'Fee-Law, on Shah-BawS, during the entire Shaw-Naw, when ah-NahH-Noo drink Yah-YiN, when we light Nay-RohS, when we make Ki-DooSh, when we say the wine blessing, when we eat Hah-Law and whenever we say Shaw-LohM to anyone. (Be certain to use the word ah-NahH-Noo in place of we.) The children draw these different scenes. (The teacher will answer KayN whenever the children make the correct selections.)

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit I, pp. 36, 37, "Feeling God Near Through Our Jewish Observances."

Schwartzman, Sylvan D., Thank You, God (UAHC), pp. 61-66, "A Special 'Thank You' Time."

BIBLE STORY LESSON

Lesson 10.

Text: Bible Stories For Little Children, Vol. II, Betty R. Hollender

Lesson 8: "Samuel, Leader of Israel"

New Word

aw-M'Roo^o (they said) (1), p. 35 (HY), Ms. and F. plr.

Review Words

T'Fee-Law (1), p. 35 (M)	ZohS (1), p. 35
Hoo (4), pp. 33-35 (M)	Zeh (1), p. 35 (HY)
awZ (1), p. 36 (M-HY)	eeSh (1), p. 34
aw-MahR (3), pp. 34, 35 (M)	ah-Naw-Sheem (1), p. 34 (HY)
Haw-Yaw (1), p. 33 (HY)	ah-NahH-Noo (1), p. 34 (M)
Loh (1), p. 34	HayM (3), pp. 33, 34, 36
eh-HawD (1), p. 34 (HY)	Haw-Yoo (1), p. 36 (HY)
Shaw-LohM (1), p. 36	TohV (1), p. 35

Introduction of New Word

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), Vol. II, pp. 33-37, "Samuel, Leader of Israel."

HOLIDAY LESSON

Lesson 10: YohM Ki-Poor

Text: What The Moon Brought, "I'm Sorry," pp. 21-27.

New Words

aw-M'Roo (they said) (1), p. 26 (HR), Ms. and F. plr.
ay-Nah-YeeM (eyes) (6), pp. 23, 24, 26, F. plr.

Review Words

ahV (2), pp. 26, 27 (M)
awZ (1), p. 23 (HR)
Haw-Yaw (4), pp. 21-23, 25, 26 (HR)
eh-HawD (2), p. 22 (HR)
Zeh (1), p. 22 (HR)
RohSh Hah-Shaw-Naw (1)
YohM Ki-Poor (2), pp. 26, 27
YohM (2), pp. 22, 26
Boh-KehR (1), p. 22
ayM (8), pp. 22, 24, 26, 27
Haw-Y'Saw (3), pp. 25, 27
ah-Nee (8), pp. 23, 26
Haw-Yoo (5), pp. 22, 25, 27
Nay-RohS (1), p. 27 (M)
Yaw-MeeM (1), p. 22
Lai-Law (2), pp. 25, 27
HayM (22), pp. 21-27 (M-HR)
ah-NahH-Noo (9), pp. 24-26 (M-HR)
Hee (5), pp. 23-26
awM-Raw (4), pp. 23, 24, 26 (M)
BayS Hah-T'Fee-Law (2), pp. 26, 27
Kaw-TawN (1), p. 25
TohV
Shah-LohM
ah-Naw-Sheem (HR)

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "I'm Sorry"

Use new and review words.

Dramatization

Review story in this manner.

Project

Finish building Synagogue or Temple and have children explain what is going on in the Synagogue or Temple on YohM Ki-Poor. (See Holiday lesson 8.)

Songs

Review "KohL NiD-Ray" melody. (See Holiday lesson 8.)

Review "Yom Kippur Day." (See Holiday lesson 7.)

Game

Play "Riddle," game. (See Appendix, "Games," number 13.)

Bibliography

Weilerstein, Sadie Rose, What The Moon Brought (Behrman), pp. 21-27, "I'm Sorry."

MANUAL LESSON

Lesson 11.

Text: Orientation To God, Prayer and Ethics

Unit I: Coming To Know God

Lesson 11: (Culminating Activity) - Our Movie Party:

"How We Come To Know God."

New Words

None

Review Words

Nay-RohS (1), M-p. 39
 T'Fee-LohS (1), M-p. 43 (HY)
 ah-NahH-Noo (1), M-pp. 39, 42, 43 (HR-HY)
 HayM (1), M-p. 41 (HR-HY)
 Hoo (3), M-pp. 39, 41, 43 (HY)
 ah-Nee (2), M-p. 43 (HY)
 TohV (1), M-p. 40
 Hah-Law (1), M-p. 43
 Yah-YiN (1), M-p. 43
 B'Raw-Haw (1), M-p. 43
 Y'Law-DeeM (1), M-p. 39

Game

"Accurate and Detailed Visual Image." 'See Appendix,
 "Games," number 9.) Be certain to use the words indicated
 under Review Words. Be certain to use Gaw-DohL and Kaw-
 TawN. (Remember that the adjective always follows the
 noun.)

Manual Lesson

Teacher uses new and review Hebrew words as indicated
 above under New and Review Words.

Project

M-p. 43. Children make movie picture.

Review Project

Children practice presenting movie. Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit I, pp. 39-44, "(Culminating Activity)
Our Movie Party: How We Come To Know God."

BIBLE STORY LESSON

Lesson 11.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 9: "We Want A King!"

New Words

None

Review Words

ah-NahH-Noo (2), pp. 38, 39 (M-HY)
HayM (1), p. 38 (M-HY)
eeSh (1), p. 38
ah-Naw-SheeM (1), p. 39 (HY)
Moh-LehH (5), p. 38
Shaw-LohM (1), p. 39
aw-MahR (1), p. 38 (HY)
eh-HawD (1), p. 39 (HY)

aw-M'Roo

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), Vol. II, pp. 39, 38, "We Want a King."

HOLIDAY LESSON

Lesson 11: SiM-HahS Toh-Raw

Text: Hillel's Happy Holidays, "Leah's Consecration,"
pp. 72-78.

New Words

SiM-HahS Toh-Raw (2), pp. 72, 77
aw-VohS (Fathers) (This refers to Abraham, Isaac and Jacob.)
(1), p. 78, Ms. plr.

Review Words

T'Fee-LohS (1), p. 74 (M)
ah-NahH-Noo (2), pp. 77, 74 (HR-M)
HayM (2), pp. 73, 76 (HR-M)
ah-Naw-SheeM (1), p. 77 (HR)
ay-Nah-YeeM (1), p. 72
Haw-Yoo (1), p. 73
HahG (1), p. 74
Hoo (6), pp. 72, 73, 76-78 (M)
ah-Nee (1), p. 72 (M)
aw-MahR (2), pp. 72, 77 (HR)
eh-HawD (1), p. 77 (HR)
Boh-KehR (1), p. 72
YohM (1), p. 72
Haw-Y'Saw (1), p. 72
BayS Hah-T'Fee-Law (2), p. 72
ayM (5), pp. 72-74, 77
awZ (6), pp. 73-78
ahV (6), pp. 73-78
RahV (4), pp. 74, 77, 78

Haw-Yaw (1), p. 76

Zeh (1), p. 76

Hee (2), p. 77

Toh-Raw (1), p. 77

aw-M'Roo

Kaw-TawN

Rhymes To Play

"Simchat Torah," p. 13 in Kripke, Rhymes To Play. (Say SiM-HahS Toh-Raw instead of Simchat Torah.)

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story

Use new and review words.

Review Story

Dramatize story. Children should use all new and review words.

Song

"Abraham Danced on Simchat Torah," p. 217 in Eisenstein and Prensky, Songs of Childhood. (Say SiM-HahS Toh-Raw instead of Simchat Torah.) (Point out to the children that one of the ah-VohS, Abraham, danced on this HahG.)

Project

Make flags for marching in the Temple. Put the words SiM-HahS Toh-Raw on the flags. (See "Simhas Torah"

in Pessin and Gezari, The Jewish Kindergarten.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Eisenstein, Judith and Frieda Prensky, Songs of Childhood (United Synagogue), p. 217, "Abraham Danced on Simhat Torah."

Gamoran, Mamie G., Hillel's Happy Holidays (UAHC), pp. 72-78, "Leah's Consecration."

Kripke, Dorothy Karp, Rhymes To Play (Bloch), p. 13, "Simchat Torah."

Pessin, Deborah and Temima Gezari, The Jewish Kindergarten (UAHC), p. 84.

MANUAL LESSON

Lesson 12.

Text: Orientation To God, Prayer and EthicsUnit II; Prayer

Lesson 1: Prayers of Thanks to God

New Words

None

Review Words

Baw-RooH ah-Taw ah-Doh-Noi (2), St.-p. 10; M-p. 50
 ah-NahH-Noo (2), M-p. 49 (HR-HY)
 HayM (2), St.-p. 9; M-p. 50 (HY)
 T'Fee-LohS (2), St.-p. 10; M-p. 50
 ay-Nah-YeeM (1), St.-p. 50
 Bread Blessing (1), M-p. 50
 Hah-Nu-Kaw (3), St.-pp. 5, 7, 8
 ahV (2), St.-pp. 5, 6 (HR-HY)
 awM (7), St.-pp. 5, 6, 8, 9, (HY)
 Hee (11), M-p. 49; St.-pp. 5-9; M-p. 50 (HY)
 awM-Raw (7), St.-pp. 5, 7-9; M-p. 50 (HY)
 Toh-Raw (5), M-p. 49; St.-pp. 5, 8-10; M-p. 50 (HY)
 awZ (2), St.-pp. 5, 8
 ah-Nee (3), St.-pp. 6, 8, 9
 Boh-KehR (1), St.-p. 6 (HR)
 aw-MahR (1), St.-p. 7 (HR)
 Hah-Moh-Tseeh (1), M-p. 50
 T'Fee-Law (2), St.-p. 9; M-p. 50 (HY)
 Haw-Yaw (1), M-p. 50
 Y'Law-DeeM (2), M-p. 49; St.-p. 9

Manual Lesson

Teacher uses new and review Hebrew words as indicated
 above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 51. Thank you (Toh-Daw) Prayers (T'Fee-LohS).

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students. Be certain the children use the words Baw-RooH ah-Taw ah-Doh-Moi.

Game

Play "Riddle" game. (See Appendix, "Games," number 13.)

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit II, pp. 49-51, "Prayers of Thanks to God."

Schwartzman, Sylvan D., Let's Say Our Prayers (UAHC), pp. 5-10, "The New Doll."

BIBLE STORY LESSON

Lesson 12.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 10: "The Lost Donkeys"

New Words

None

Review Words

ah-NahH-Noo (2), pp. 41, 42
 ah-Naw-Sheem (1), p. 42
 Lai-Law (1), p. 42
 ahV (1), p. 41
 ah-Nee (3), pp. 40-42
 Boh-KehR (2), pp. 41, 42
 Hoo (2), pp. 40, 42
 eeSh (2), pp. 40, 41
 aw-MahR (3), pp. 40-42
aw-M'Roo

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), Vol. II, pp. 40-42, "The Lost Donkeys."

HOLIDAY LESSON

Lesson 12: SiM-HahS Toh-Raw

Text: Hillel's Happy Holidays, "The Children Go Marching,"
 pp. 79-86.

New Words

Say'-FehR Toh-Raw' (Book of the Torah-Torah) (1), p. 84
 G'Doh-Leem (big) (1), p. 84, adj., Ms. plr.

Review Words

ah-NawH-Noo (2), pp. 79, 86 (M-HR)
 HayM (6), pp. 80-86 (M)
 ah-Naw-Sheem (2), pp. 81, 82 (HR)
 SiM-HahS Toh-Raw (2), pp. 79, 86
 Hah-GeeM (1), p. 80
 eeSh (1), p. 82
 Y'Law-Deem (3), pp. 80, 84, 85
 ahV (1), p. 81 (M-HR)

ayM (2), pp. 80, 81 (M)
 Hee (4), pp. 80, 82, 84 (M)
 awM-Raw (3), pp. 79, 86 (M)
 Toh-Raw (2), pp. 80, 82 (M)
 awZ (2), pp. 82, 85 (M)
 ah-Nee (2), pp. 79, 80 (M-HR)
 T'Fee-Law (1), p. 82 (M)
 Haw-Yaw (1), p. 82 (M)
 Hoo (4), pp. 79, 82, 84, 85 (HR)
 BayS Hah-T'Fee-Law (3), pp. 79, 81, 82
 KayN (3), pp. 79, 86
 Shaw-Naw (1), p. 79
 TohV (2), pp. 80, 86
 RahV (1), p. 81
 Mee (1), p. 82
 eh-HawD (2), pp. 84, 85
 Maw-GayN Daw-ViD (1), p. 84
 RohSh (1), p. 84
aw-M'Roo
aw-VohS

Song

"Simchat Torah." (pronounced SiM-HahS Toh-Raw), pp. 22, 23
 by Levy and Deutsch, So We Sing.

Discussion

Teacher: Children, just as we march around with flags on
 SiM-HahS Toh-Raw in the BayS Hah-T'Fee-Law,
 ah-NahH-Noo (we) also march around carrying a
 Toh-Raw. I am going to read you a story. In
 it you will hear another name for Toh-Raw.

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number
 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number
 14.) Teacher can use sentences from the story.

Story: "The Children Go Marching"

Use Y'Law-DeeM G'Doh-Leel (big children) and ah-Naw-Sheem G'Doh-LeeM (large men) etc.

Review Story

Dramatize story. Children should use appropriate Hebrew words.

Songs

Review "Abraham Danced on Simhat Torah." (See Holiday lesson 11.)

Project

Make small torahs, using match sticks, dowels and paper; decorate with sequins. (Look at Teacher's Syllabus for Grade One, p. 26 by Fuchs and Levy.) (See "Simchas Torah," p. 26 in Fuchs and Levy, Teacher's Syllabus for Grade One.)

Review Project

Children should explain what the Toh-Raw is used for, when it is used (what Hah-GeeM-holidays) etc. Make certain they use as many Hebrew words as possible.

Game

Play "Riddle" game. (See Appendix, "Games," number 13.) Use new and review words, especially a -VohS, say-FehR Toh-Raw etc.

Bibliography

Gamoran, Mamie G., Hillel's Happy Holidays (UAHC), pp. 74-86, "The Children Go Marching."

Levy, Sara C. and Beatrice L. Deutsch, So We Sing, pp. 22,
23, "Simchat Torah."

MANUAL LESSON

Lesson 13.

Text: Orientation To God, Prayer and EthicsUnit II: Prayer

Lesson 2: Prayers of Praise

New Words

Kaw-DohSh (holy (1) - (prayer), St.-p. 16, adj., Ms. sing.

Review Words

Y'Law-DeeM (1), M-p. 53 (HY)
 ah-NahH-Noo (5), M-p. 54; St.-pp. 14, 16; M-p. 54 (HY)
 T'Fee-LohS (4), St.-pp. 15, 16; M-p. 54
 Boh-KehR (1), St.-p. 12
 Zeh (3), St.-pp. 11, 12, 14
 Hoo (8), M-p. 54; St.-pp. 12-16; M-p. 54 (HR-HY)
 Hee (5), St.-pp. 13-15; M-p. 54
 Shaw-LohM (1), St.-p. 13
 awM-Raw (3), St.-pp. 11, 14
 T'Fee-Law (1), M-p. 55
 ah-Nee (13), M-p. 53; St.-pp. 11-15; M-pp. 54, 55
 TohV (1), M-p. 54
 eh-HawD (1), St.-p. 11
 ayM (12), St.-pp. 11-15
 ahV (5), M-p. 54; St.-pp. 11, 15
 aw-MahR (3), St.-pp. 11, 13
 YohM (1), St.-p. 11
 BayS Hah-T'Fee-Law (2), St.-p. 15 (HY)
 eh-HawD (1), St.-p. 11 (HY)

Manual Lesson

Teacher uses new and review Hebrew words as indicated
above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story. Make certain the children say the prayer "Kaw-DoSh."

Project

M-p. 55.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.)

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit II, pp. 53-55, "Prayers of Praise."

Schwartzman, Sylvan D., Let's Say Our Prayers (UAHC), pp. 11-16, "Father Compliments Hank."

BIBLE STORY LESSON

Lesson 13.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 11: "A King For Israel"

New Words

Toh-VeeM (good) (1), p. 43, Ms. plr.

Review Words

ah-Naw-SheeM (3), pp. 43, 45 (HY)

HayM (1), p. 45 (HY)

aw-M'Roo (2), p. 45

MiTs-VohS (1), p. 45

awM (7), p. 45

aw-MahR (1), p. 45 (M-HY)

Hoo (2), pp. 43, 45 (M-HY)

Meh-LeH (2), p. 45

Introduction of New Word

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story. Use Y'Law-DeeM Toh-VeeM in "Translation" game. (The adjective always follows the noun.)

Bibliography

Hollender, Betty R., Bible Stories For Little Children (UAHC), Vol. II, pp. 43-45, "A King for Israel."

HOLIDAY LESSON

Lesson 13: SiM-HahS Toh-Raw

Text: What The Moon Brought, "Seven Times Around,"
pp. 38-46.

New Word

Naw-SahN (he gave) (1), p. 43

Review Words

Y'Law-DeeM (3), pp. 42-44 (M)
 ah-NahH-Noo (3), pp. 41, 44 (M)
 ah-Naw-Sheem (2), p. 38 (HR)
 HayM (7), pp. 39-41, 43, 46 (HR)
 YohM TohV (1), p. 38
 SiM-HahS Toh-Raw (1), p. 39
 Haw-Yoo (3), pp. 39, 40, 43
 Say-FehR Toh-Raw (4), pp. 40, 41, 43, 45
 ah-Nee (2), pp. 40, 42 (M)
 ahV (2), pp. 40, 44 (M)
 aw-MahR (1), p. 44 (M-HR)
 eh-HawD (2), p. 41 (M)
 Hoo (1), p. 40 (M-HR)
 awZ (5), pp. 41, 43, 44, 46 (M)
 Hee (1), p. 40 (M)
 awM-Raw (3), pp. 41, 44, 45 (M)
 Haw-Yaw (3), pp. 40, 41, 44
 YohM (1), p. 38
 Toh-Raw (1), p. 39
 Yaw-Faw (2), pp. 40, 44
 Mee (1), p. 40
 RahV (2), pp. 40, 43
 ayM (2), pp. 41, 44
 BayS Hah-T'Fee-Law (1), p. 39 (M)
aw-VohS
G'Doh-LeeM
K'TahN-NeeM

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "Seven Times Around"

Use new and review words.

Review Story

Children should use all new and review words. They can

dramatize the story.

Songs

Review "Abraham Danced on Simhat Torah." (See Holiday lesson 11.)

Review "Simhat Torah." (See Holiday lesson 12.)

Game

Show pictures which have big (G'Doh-LeeM) things, small (K'Tah-NeeM) things and that include the Fathers (aw-VohS). The children are to describe the contents of these pictures. Make certain they use the three words mentioned above several times.

Project

Draw pictures which can be used as flags for SiM-HahS Toh-Raw.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Weilerstein, Sadie Rose, What The Moon Brought (Behrman), pp. 38-46, "Seven Times Around."

MANUAL LESSON

Lesson 14.

Text: Orientation To God, Prayer and EthicsUnit II: Prayer

Lesson 3: Prayers Asking God's Help For Ourselves

New Word

Y'Law-DohS (girls) (1), M-p. 57; F. plr.

Review Words

Y'Law-DeeM (1), M-p. 57 (HY)

ah-NahH-Noo (10), M-pp. 57, 58; St.-pp. 21, 23

Haw-Yaw (6), St.-pp. 20, 22

T'Fee-LohS (8), M-pp. 57, 58; St.-p. 23; M-p. 60

Baw-RooH ah-Taw ah-Doh-Noi (1), M-p. 57

HayM (2), St.-pp. 18, 22 (HR-HY)

aw-M'Roo (1), St.-p. 18

T'Fee-Law (11), M-pp. 57, 58; St.-pp. 17, 18, 23; M-pp.
59, 60

Toh-Daw (4), M-p. 57; St.-p. 22

Mee (1), M-p. 57

TohV (1), M-p. 57

Zeh (2), M-pp. 57, 58

Boh-KehR (4), M-pp. 57, 58; St.-p. 17; M-p. 60 (HR)

YohM (3), M-p. 58; St.-p. 17

ahV (4), St.-pp. 17, 18 (HR)

Hoo (29), St.-pp. 17-22; M-p. 59 (HR-HY)

Hee (7), St.-pp. 18, 20 (HY)

Moh-Tsee (1), M-p. 57

awM-Raw (5), St.-pp. 18-20 (HY)

ah-Nee (5), M-p. 58; St.-pp. 18-20 (HR-HY)

awZ (2), St.-pp. 17, 22

ayM (3), St.-pp. 17, 18, 22

Introduction of New Words

Just as Y'Law-DeeM is used in every lesson with its adjective K'TahN-NeeM, so too Y'Law-DohS should be used in every lesson from now on with its adjective K'TahN-NohS.

Remember the adjective always follows the noun. Play "Translation" game. (See Appendix, "Games," number 14.)

Sample

Y'Law-DeeM K'TahN-Neem and Y'Law-DohS K'TahN-NohS,
ah-Nee would like you to tell me...

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 60. "Help Me Prayers." Children can use appropriate Hebrew prayers.

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit II, pp. 57-60, "Prayers Asking God's Help for Ourselves."

Schwartzman, Sylvan D., Let's Say Our Prayers (UAHC), pp. 17-23, "Hank Gets Some Help."

Lesson 14.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 12: "Food For David's Brothers"

New Word

ah-HeeM (brothers) (4), pp. 46-48, Ms. plr.

Review Words

HayM (3), pp. 46-48 (M-HY)
 Boh-KehR (1), p. 49 (M)
 ahV (1), p. 48 (M)
 Hoo (3), pp. 46-48 (M-HY)
 ah-Nee (4), pp. 46-48 (M-HY)
 Meh-LehH (4), pp. 46-48
 eh-HawD (1), p. 47
 aw-MahR (2), pp. 46, 48 (HY)
 KayN (1), p. 48
Toh-VeeM

Introduction of New Word

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story. Use phrase ah-HeeM Toh-VeeM in "Translation" game. (The adjective always follows the noun.)

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), pp. 46-48, "Food For David's Brothers."

Lesson 14: SiM-HahS Toh-Raw

Text: What Danny Did, "How Danny Marched on Simchas Torah," pp. 45-50.

New Words

None

Review Words

Y'Law-DeeM (1), p. 50 (M)
 ah-NahH-Noo (1), p. 50 (M)
 HayM (3), pp. 45, 48, 50 (HR)
 SiM-HahS Toh-Raw (1), p. 45
 Lai-Law (1), p. 45
 Haw-Yoo (3), pp. 45, 46, 50
 awM (1), p. 46
 Say-FehR Toh-Raw (3), pp. 48, 49
 aw-VohS (1), p. 48
 ayM (3), pp. 46, 47, 50 (M)
 Hoo (1), p. 45 (HR)
 Hee (2), p. 47 (M)
 awM-Raw (1), p. 48 (M)
 ah-Nee (4), pp. 45, 47, 49, 50 (M-HR)
 aw-MahR (1), p. 46 (HR)
 Kaw-TawN (1), p. 45
 awZ (2), pp. 48, 50
 Haw-Yaw (2), pp. 46, 48
G'Doh-LeeM
Naw-SahN

Introduction of New Word

None

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "How Danny Marched on Simchas Torah"

Use new and review words. Be certain to use the words

G'Doh-LeeM and Naw-SahN.

Review Story

Children should use all new and review words. They can dramatize the story.

Filmstrip

"The Book That Cannot Be Printed," Bureau of Jewish Education of Los Angeles. The teacher should use Hebrew as much as possible. The children should answer in Hebrew.

Songs

Review "Abraham Danced on Simhat Torah." (See Holiday lesson 11.)

Review "Simhat Torah." (See Holiday lesson 12.)

Game

Play "Accurate and Detailed Visual Image." (See Appendix, "Games," number 9.)

Project

Finish all projects. Let the children explain to each other what they have done using as many Hebrew words as possible.

Bibliography

Filmstrip: "The Book That Cannot Be Printed," Bureau of Jewish Education of Los Angeles.

Weilerstein, Sadie Rose, What Danny Did (Behrman), pp. 45-50, "How Danny Marched on Simchas Torah."

MANUAL LESSON

Lesson 15.

Text: Orientation To God, Prayer and EthicsUnit II: Prayer

Lesson 4: Prayers in Behalf of Others

New Word

G'Doh-LohS (big) (10), St.-p. 28; M-pp. 63-65, adj.,
F. plr.

Review Words

Y'Law-DeeM (1), M-p. 62
 Y'Law-DohS (1), M-p. 62
 ah-NahH-Noo (4), St.-pp. 25-29; M-pp. 63-65 (HR)
 HayM (2), M-pp. 63, 64 (HR-HY)
 T'Fee-LohS (14), M-p. 63; St.-pp. 27-29; M-pp. 63-65
 Boh-KehR (1), M-p. 62
 Zeh (3), M-p. 62; St.-pp. 25, 29
 Gaw-DohL (1), M-p. 62 (HR-HY)
 eh-HawD (2), St.-pp. 24, 27 (HY)
 awZ (3), St.-pp. 24, 28; M-p. 64
 YohM (2), St.-pp. 24, 29
 Hee (3), St.-pp. 25, 27, 28 (HY)
 awM-Raw (2), St.-p. 25 (HY)
 KayN (3), M-p. 62; St.-pp. 25, 27 (HY)
 ayM (4), St.-pp. 25-28
 Si-DooR (1), St.-p. 27
 T'Fee-Law (2), St.-p. 27; M-p. 63
 Hoo (2), St.-p. 28; M-p. 64 (HR-HY)
 BayS Hah-T'Fee-Law (2), St.-pp. 26, 27, 29
Kaw-DoSh (prayer)
 K'TahN-NohS (3), St.-p. 28; M-p. 63
 ah-Nee (2), M-p. 62; St.-p. 26 (HR-HY)

Introduction of New Word

Introduce G'Doh-LohS the same way as Y'Law-DeeM was
 introduced in Manual lesson 14. Be certain that this
 word is used by the teacher in every lesson after this
 lesson.

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Game

Play "Accurate and Detailed Visual Image." (See Appendix, "Games," number 9.)

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit II, pp. 62-65, "Prayers on Behalf of Others."

Schwartzman, Sylvan D., Let's Say Our Prayers (UAHC), pp. 24-29, "Big Prayers, Too."

BIBLE STORY LESSON

Lesson 15.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 13: "Taller Than The Tree Tops"

New Words

None

Review Words

ah-NahH-Noo (2), pp. 50, 52 (M)
 HayM (2), pp. 49, 52 (M-HY)
 ah-HeeM (1), p. 49
 ah-Naw-SheeM (1), p. 51
 eeSh (1), p. 50
 ah-Nee (4), pp. 49-52 (M-HY)
 Gaw-DohL (1), p. 51 (M-HY)
 Hoo (3), pp. 49-51 (M-HY)
 Meh-LehH (3), pp. 49, 51, 52
 Loh (2), pp. 49, 52
 awZ (1), pp. 49, 50 (HY)
 eh-HawD (1), p. 50
 aw-MahR (1), p. 51 (HY)

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), Vol. II, pp. 49-52, "Taller Than The Tree
 Tops."

HOLIDAY LESSON

Lesson 15: Shah-BawS

Text: Hillel's Happy Holidays, "Hillel's Home," pp. 1-3.

New Words

None

Review Words

HayM (1), p. 1	ah-HohS (1), p. 1
awM-Raw (2), pp. 1, 3	Nay-RohS (1), p. 3
ahH (1), p. 1	ah-Nee (2), p. 2

Gaw-DohL (1), p. 1
 eh-HawD (1), p. 1
 Hee (1), p. 3
 KayN (1), p. 1
 Hoo (1), p. 1
 awZ (1), p. 3
 aw-MahR (1), p. 3
 Haw-Yaw (3), p. 1
 Kaw-TawN (1), p. 1
Shah-BawS
 ahV (1), p. 1
 ayM (3), pp. 1-3
 Toh-Daw (1), p. 3
Naw-SahN
Toh-VeeM

Discussion

Teacher: What HahG comes more often than any other holiday?

Answer: Shah-BawS.

Teacher: What do you know about Shah-BawS?

Answer: (Children discuss the Shah-BawS.)

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "Hillel's Home"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Songs

"Shabbat Shalom," p. 63 in Eisenstein, Gateway To Jewish Song.

Project

Draw pictures dramatizing the story.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Eisenstein, Judith Kaplan, Gateway To Jewish Song (Behrman),
p. 63, "Shabbat Shalom."

Gamoran, Mamie G., Hillel's Happy Holidays, "Hillel's
Home," pp. 1-3.

MANUAL LESSON

Lesson 16.

Text: Orientation To God, Prayer and EthicsUnit II: Prayer

Lesson 5: Prayers That Aren't Answered

New WordsGahM Zoo L'Toh-Vaw (also this is for the best) (1), M-p.
69Review Words

Y'Law-DeeM (1), M-p. 66 (HY)
 Y'Law-DohS (1), M-p. 66
 T'Fee-LohS (1), M-p. 66
 ah-NahH-Noo (10), M-pp. 66-68; St.-pp. 32-35; M-p. 69 (HR)
 ay-Nah-YeeM (1)
 HayM (2), St.-pp. 31, 34 (HY)
 awZ (3), M-p. 66; St.-pp. 30, 33 (HY)
 Hoo (6), M-pp. 66-68; St.-pp. 32-35 (HR)
 KayN (1), M-p. 66
 Zeh (2), M-p. 66; St.-p. 32
 T'Fee-Law (5), St.-pp. 30, 32 (HY)
 Hee (5), St.-pp. 30, 32 (HY)
 ah-Nee (2), M-p. 68 (HR-HY)
 ahV (5), St.-pp. 30-35 (HR-HY)
 ayM (6), St.-pp. 31-35 (HR-HY)
 aw-MahR (2), St.-pp. 32, 33 (HR-HY)
 awM-Raw (2), St.-pp. 34, 35 (HY)

Manual Lesson

Teacher uses new and review Hebrew words as indicated
above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can

dramatize the story.

Discussion

M-p. 69. New phrase.

Song

M-p. 69. "Gam Zu L'Tovah" (pronounced Gah^m Zoo L'Toh-Vaw), p. 40 in Cook, Sing For Fun.

Project

M-p. 69.

Review Project

M-p. 69. Each child is told to explain his T'Fee-LohS.

They start their explanation by saying, "My T'Fee-Law..."

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit II, pp. 66-69. "Prayers That Aren't Answered."

Schwartzman, Sylvan D., Thank You, God (UAHC), pp. 30-36, "Sue's Prayer."

HOLIDAY LESSON

Lesson 16: Shah-BawS

Text: Hillel's Happy Holidays, "The Sabbath Meal,"
pp. 4-8.

New Words

None

Review Words

Y'Law-DeeM (1), (M)
 HayM (2), pp. 4, 6 (M)
 ahH (1), p. 4
 Nay-RohS (3), p. 4
 aw-M'Roo (2), pp. 6, 7
 Shah-BahT Shaw-LohM (1), p. 7
 Moh-Tsee (1), p. 4
 awZ (2), pp. 6, 7 (M)
 Hee (2), pp. 4, 6 (M)
 ahV (3), pp. 4, 6, 7
 ayM (2), p. 4
 aw-MahR (3), pp. 4, 6, 7 (M-HR)
 awM-Raw (2), pp. 4, 6 (M)
 BayS Hah-T'Fee-Law (1), p. 4
 Yah-YiN (1), p. 6
 B'Raw-Haw (2), p. 7
 ZohS (1), p. 7
 Hoo (2), pp. 4, 6 (HR)
 Naw-SahN
 G'Doh-LohS
 K'TahN-NohS
 ah-HeeM
 Toh-Vaw

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "The Sabbath Meal"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story. Perhaps the children can prepare and conduct a model home Sabbath service.

Discussion

For further discussion of Sabbath in home see "Sabbath," pp. 31, 32 in Fuchs and Levy, Teacher's Syllabus for Grade One. Use many of the review words in this discussion.

Rhymes to Play

"The Kiddush Cup," p. 27 and "Challoh," p. 28 in Kripke, Rhymes to Play. (Make this a guessing game. Leave out words "Kiddush Cup.")

Song

Review "Shabbat Shalom." (See Holiday lesson 15.)

Game

Play "Alike and Different." (See Appendix, "Games,"

Project

Make candlesticks of clay.

Cover paper cups with aluminum.

Make Hah-LohS out of clay.

(See "Sabbath," p. 33 in Fuchs and Levy, Teacher's Syllabus for Grade One.)

Bibliography

Fuchs, Carolyn and Alice Levy, Teacher's Syllabus for Grade One, pp. 31, 32, "Sabbath."

Gamoran, Mamie G., Hillel's Happy Holidays (UAHC), pp. 4-8, "The Sabbath Meal."

Kripke, Dorothy Karp, Rhymes to Play (Bloch), pp. 27, 28 "The Kiddush Cup" and "Challoh."

BIBLE STORY LESSON

Lesson 16.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 14: "Sweet Music For King Saul"

New Words

None

Review Words

ah-NahH-Noo (1), p. 53 (M)
Hoo (2), pp. 53, 54 (M)
ah-Nee (3), pp. 53-55 (M-HY)
aw-MahR (3), pp. 53-55 (M-HY)
Mee (1), p. 53
Meh-LeH (3), pp. 53-55
Gaw-DohL (1), p. 55
eh-HawD (1), p. 55
ah-HeeM

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), Vol. II, pp. 53-55, "Sweet Music For King
Saul."

MANUAL LESSON

Lesson 17.

Text: Orientation To God, Prayer and EthicsUnit II: Prayer

Lesson 6: Our Hebrew Prayer

New Word

ay-TseeM (trees) (1), St.-p. 40, Ms. plr.

Review Words

T'Fee-LohS (2), M-p. 72; St.-p. 42; M-p. 73

Sh'Mah (prayer) (1), M-p. 72

ah-NahH-Noo (3), St.-pp. 37, 41, 42

HayM (2), St.-pp. 38, 39 (HR)

aw-M'Roo (1), St.-p. 38

G'Doh-LohS

Hoo (2), M-p. 71; St.-p. 40 (HR-HY)

Zeh (2), M-p. 71 (HY)

eh-HawD (2), St.-p. 37 (HR)

YohM (2), St.-pp. 37, 38

aw-MahR (2), St.-pp. 37, 41 (HR-HY)

ah-Nee (2), M-p. 71; St.-p. 38 (HR-HY)

BayS Hah-T'Fee-Law (3), St.-pp. 40, 41; M-pp. 72, 73

Si-Door (1), M-p. 73

Mee (1), M-p. 73

Manual Lesson

Teacher uses new and review Hebrew words as indicated
above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can
dramatize the story.

Project

Tell Hebrew prayers.

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit II, pp. 71-74, "Our Hebrew Prayer."

Schwartzman, Sylvan D., Let's Say Our Prayers (UAHC), pp. 37-41, "A Trip to Mexico."

BIBLE STORY LESSON

Lesson 17.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 15: "The Sling That Saved Israel"

New Words

Sh-Loh-Shaw⁴ (three) (1), p. 56, Ms. (The number comes before the noun.)

Review Words

HayM (1), p. 56 (M)
Hoo (3), pp. 56-58 (M-HY)
eh-HawD (2), pp. 56, 57 (M)
aw-MahR (1), p. 57 (M-HY)
ah-Nee (1), p. 57 (M-HY)
Meh-LehH (1), p. 56
Haw-Yaw (1), p. 57 (HY)
Gaw-DohL (1), p. 57
Haw-Yoo (1), p. 58
ah-Naw-Sheem (1), p. 58 (M)
TohV (1), p. 58
aw-M'Roo (1), p. 58 (M)

Introduction of New Word

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Bibliography

Hollender, Betty R., Bible Stories For Little Children (UAHC), Vol. II, pp. 56-59, "The Sling That Saved Israel."

HOLIDAY LESSON

Lesson 17: Shah-BawS

Text: Hillel's Happy Holidays, "Hillel's Story," pp. 9-10.

New Words

None

Review Words

Hoo (1), p. 10 (M-HR)
 Zeh (1), p. 9 (M)
 TohV (1), p. 9 (M-HR)
 aw-MahR (2), pp. 9, 10 (M-HR)
 ah-Nee (2), pp. 9, 10 (M-HR)
 Haw-Yaw (1), p. 9 (HR)
 awM-Raw (1), p. 9
 ayM (2), p. 10
 Hee (2), pp. 9, 10
 awZ (1), p. 9
 Yah-YiN (1), p. 10
 B'Raw-Haw (1), p. 10
 ahV (1), p. 10
 K'TahN-Naw (1), p. 9
G'Doh-LohS
K'Taw-NohS

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "Hillel's Story"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Discussion

Thank God for the many blessings we receive. (See "Sabbath," p. 31 in Fuchs and Levy, Teacher's Syllabus for Grade One.)

Songs

"Shabbat Tovah" (pronounced Shah-BawS Toh-Vaw), p. 62 in Eisenstein, Gateway To Music.

Project

Draw pictures of things we are thankful for. (Use the story as an example.) (These pictures can be used in "Motion Picture" which shows what we do and what we think about on the Shah-BawS.)

Bibliography

Eisenstein, Judith Kaplan, The Gateway To Jewish Song (Behrman), p. 62, "Shabbat Tovah."

Fuchs, Carolyn and Alice Levy, Teacher's Syllabus for Grade One (UAHC), p. 31, "Sabbath."

Gamoran, Mamie G., Hillel's Happy Holidays (UAHC), pp.
9-10, "Hillel's Story."

MANUAL LESSON

Lesson 18.

Text: Orientation To God, Prayer and EthicsUnit II: Prayer

Lesson 7: Hymns - Prayers in Song

New Word

ayN Kay-Loh-Hay-Noo (1), M-p. 75 (There is none like our God)

Review Words

Y'Law-DeeM (1), M-p. 75
 Y'Law-DohS (1), M-p. 75
 T'Fee-LohS (2), M-pp. 75, 76
 ah-NahH-Noo (3), M-p. 77; St.-pp. 43-45, 48 (HY)
 HayM (1), St.-p. 44 (HR-HY)
 ah-Nee (1), M-p. 75 (HR)
 Sh'Mah (prayer) (1), M-p. 75 (HR)
 Hoo (3), M-p. 75; St.-pp. 44-47; (HR)
 T'Fee-Law (3), M-p. 75, 76
 ahV (3), St.-pp. 43-45 (HR-HY)
 awM-Raw (2), St.-pp. 43, 46, 47
 ayM (4), St.-pp. 43, 45-47
 awZ (1), St.-p. 46 (HY)
 aw-MahR (1), St.-p. 44 (HY-HR)
 Boh-KehR (1), M-p. 76
 eh-HawD (1), St.-p. 48
 Peh-SahH (1), St.-p. 43
 Haw-Yaw (1), St.-p. 40
 Toh-Daw (1), St.-p. 47
 Zeh (2), M-p. 76; St.-p. 48
 TohV (1), M-p. 77
 YohM (1), St.-p. 48 (HR-HY)

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Song

M-p. 75. ayN Kay-Loh-Hay-Noo

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Games

Play "Translation" or "Riddle" games with review words.

(See Appendix, "Games," numbers 14 and 13.)

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit II, pp. 75-78, "Hymns--Prayers in Song."

Schwartzman, Sylvan D., Let's Say Our Prayers (UAHC), pp. 43-48, "Hank Makes Up a Song."

BIBLE STORY LESSON

Lesson 18.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 16: "Jonathan Saves David's Life"

New Words

None

Review Words

HayM (1), p. 60 (M-HY)
 ah-Naw-Sheem (1), p. 61 (HY)
 awM (4), p. 61
 ah-Nee (1), p. 60 (M)
 Hoo (2), pp. 60, 62 (M-HY)
 ahV (2), pp. 61, 62 (M-HY)
 aw-MahR (3), pp. 60-62 (M-HY)
 Hee (1), p. 61 (M)
 Haw-Yaw (1), p. 60 (M)
 YohM (1), p. 62 (M-HY)
 Zeh (1), pp. 60, 61
 TohV (2), pp. 61, 62
 Shaw-LohM (1), p. 62
Sh-Loh-Shaw

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), Vol. II, pp. 60-62, "Jonathan Saves David's
 Life."

HOLIDAY LESSON

Lesson 18: Shah-BawS

Text: Hillel's Happy Holidays, "A River That Rests,"
 pp. 11-14.

New Word

Haw-ZawK (strong) (1), p. 11, adj., Ms. sing.

Review Words

ah-NahH-Noo (1), p. 14
 HayM (3), pp. 11-13 (HR)
 ah-Naw-Sheem (1), p. 13 (HR)
 Sh'Loh-Shaw (1), p. 14
 Hoo (2), pp. 11, 12 (M-HR)

ahV (1), p. 11 (M-HR)
 awZ (1), p. 11 (M)
 aw-MahR (1), p. 11 (M-HR)
 YohM (1), p. 11 (M-HR)
 Zeh (1), p. 11 (HR)

Songs

Review "Shabbat Tovah." (See Holiday lesson 17.)

Review "Shabbat Shalom." (See Holiday lesson 15.)

Introduction of New Word

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story. Remember Haw-ZawK is an adjective. It comes after the noun e.g. Meh-LeH Haw-ZawK.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "A River That Rests"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

Continue drawing pictures for "Motion Picture." (See Holiday lesson 17.)

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his

fellow students.

Bibliography

Gamoran, Mamie G., Hillel's Happy Holidays (UAHC),
pp. 11-14, "A River That Rests."

MANUAL LESSON

Lesson 19.

Text: Orientation To God, Prayer and EthicsUnit II: Prayer

Lesson 8: Daily Prayers

New Words

(prayer) - V'aw-HahV-Taw ehS ah-Doh-Noi' eh-Loh-Heh-Haw
 (and thou shalt love the Lord thy God) (1), St.-
 p. 54

Review Words

Y'Law-DeeM (1), M-p. 79
 Y'Law-DohS (1), M-p. 79
 HayM (1), St.-p. 49 (HR-HY)
 ah-NahH-Noo (2), M-p. 79; St.-p. 54 (HR)
 T'Fee-LohS (2), M-pp. 80, 81 (HY)
 Sh'Mah (prayer) (1), M-p. 80 (HY)
 Lai-Law (1), M-p. 81 (HR)
 Boh-KehR (1), M-p. 80 (HY)
 Mee (1), M-p. 79
 ah-Nee (3), M-p. 79; St.-pp. 52, 53 (HR-HY)
 Zeh (2), M-p. 79; St.-p. 50
 Toh-Daw (2), M-p. 79; M-p. 80
 eh-HawD (1), St.-p. 49 (HR-HY)
 Hee (5), St.-pp. 49, 50 (HY)
 ayM (4), St.-pp. 50-53; M-p. 80 (HR)
 awM-Raw (2), St.-pp. 52, 53 (HY)
 KayN (1), M-p. 81 (HR-HY)
ayN Kay-Loh-Hay-Noo

Manual Lesson

Teacher uses new and review Hebrew words as indicated
 above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 82. Use the words T'Fee-Law, T'Fee-LohS, ah-Nee, ah-NahH-Noo and Boh-KehR.

Game

Play "Accurate and Detailed Visual Image." (See Appendix, "Games," number 9.)

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit II, pp. 79-82, "Daily Prayer."

Schwartzman, Sylvan D., Let's Say Our Prayers (UAHC), pp. 49-54, "A Lot To Be Thankful For."

BIBLE STORY LESSON

Lesson 19.

Text: Bible Stories For Little Children, Vol. II, Betty R. Hollender

Lesson 17: "David Saves His Enemy"

New Word

Maw-YeeM (water) (1), p. 66, ms. plr.

New Words

None

Review Words

HayM (3), pp. 16, 20 (M-HR)
 T'Fee-LohS (3), pp. 16, 18, 20
 Sh'Mah (1), p. 18 (M)
 ah-Naw-Sheem (1), p. 18 (HR)
 ah-Nee (2), pp. 15, 20 (M-HR)
 eh-HawD (1), p. 18 (M-HR)
 Hee (1), p. 15
 awM-Raw (1), p. 15
 KayN (2), pp. 15, 20 (M-HR)
 aw-MahR (1), p. 20 (HR)
 Shah-BawS (1), p. 15
 ahV (4), pp. 15, 18-20
 BayS Hah-T'Fee-Law (1), p. 15
 Hoo (1), p. 15
 Gaw-DohL (1), p. 15
 awZ (3), pp. 15, 17, 18
 Si-DooR (1), p. 16
 Toh-Raw (1), p. 19
 T'Fee-Law (1), p. 18
 Say-FehR Toh-Raw (1), p. 18
 ayM (3), pp. 15-18, 20
 Boh-KehR (1), p. 15
 RahV (4), pp. 16-20
Haw-ZawK

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "At The Temple"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Discussion

"Sabbath in the Temple," p. 36 in Fuchs and Levy,

Review Words

HayM (1), p. 64 (M-HY)
 ah-NahH-Noo (2), pp. 63, 64 (M)
 Lai-Law (1), p. 63 (M)
 ah-Naw-Sheem (1), p. 63 (HY)
 Naw-SahN (1), p. 66
 RohSh (1), p. 64
 ah-Nee (3), pp. 63, 64, 66 (M-HY)
 eh-HawD (2), pp. 63, 66 (M-HY)
 KayN (1), p. 66 (M-HY)
 Haw-Yaw (1), p. 63
 aw-MahR (3), pp. 63, 64, 66 (HY)
 Loh (2), pp. 64, 66
 YohM (1), p. 64
 TohV (1), p. 65
 Meh-LehH (2), pp. 64, 65
Sh'Loh-Shaw

Introduction of New Word

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), Vol. II, pp. 63-67, "David Saves His
 Enemy."

HOLIDAY LESSON

Lesson 19: Shah-BawS

Text: Hillel's Happy Holidays, "At The Temple," pp.
 15-20.

Teacher's Syllabus for Grade One.Dramatization

Getting ready to go to BayS Hah-T'Fee-Law (Temple).

Project

Continue making pictures for "Motion Picture." Make pictures representing Sabbath in the Temple.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Songs

Review "Shabbat Tovah." (See Holiday lesson 17.)

Review "Shabbat Shalom." (See Holiday lesson 15.)

Bibliography

Fuchs, Carolyn and Alice Levy, Teacher's Syllabus for Grade One (UAHC), p. 36, "Sabbath."

Gamoran, Mamie G., Hillel's Happy Holidays (UAHC), pp. 15-20, "At The Temple."

MANUAL LESSON

Lesson 20.

Text: Orientation To God, Prayer and EthicsUnit II: Prayer

Lesson 9: Special Holiday Prayer

New Word

Si-Doo-ReeM (prayerbooks) (1), St.-p. 58, Ms. plr.

Review Words

Y'Law-DohS (1), M-p. 84 (HY)
 Y'Law-DeeM (1), M-p. 84 (HY)
 Peh-SahH (1), M-p. 85
 HayM (1), St.-p. 57 (HR)
 ah-NahH-Noo (5), St.-pp. 57-60; M-pp. 85, 86
 T'Fee-LohS (1), St.-p. 58
 Nay-RohS (4), M-p. 86 (HY)
 Baw-RooH ah-Taw ah-Doh-Noi (4), M-p. 84
ah-Naw-Sheem
 Zeh (1), M-p. 84 (HY)
 Hoo (1), M-p. 84 (HR)
 TohV (1), M-p. 84
 T'Fee-Law (2), M-pp. 84, 85
 ah-Nee (5), St.-pp. 55, 57, 59 (HR-HY)
 ayM (5), St.-pp. 55, 57, 59
 Hee (3), St.-pp. 58, 59
 awM-Raw (3), St.-pp. 55, 57, 59 (HY)
 Kaw-TawN (1), St.-p. 51
 ahV (1), St.-p. 57
 BayS Hah-T'Fee-Law (2), St.-p. 58
 YohM (1), M-p. 85
 Si-DooR (1), M-p. 85
 Hah-Nu-Kaw (1), M-p. 86
 HahG (1), M-p. 86

Introduction of New Word

Play "Translation" game using the word Si-Doo-ReeM.

(See Appendix, "Games," number 14.)

Sample

ah-Nee think it would be nice to do something for the BayS-Hah-T'Fee-Law. One nice thing would be to mend the old Si-Doo-ReeM. There are a lot of Si-Doo-ReeM in the Temple. We pray from Si-Doo-ReeM. We read from Si-Doo-ReeM G'Doh-LeeM and Si-Doo-ReeM K'TahN-NeeM.

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Play

M-p. 86. Review Blessings and how to begin a Blessing. Each child begins, "ah-NahH-Noo say the B'Raw-Haw over the NayR or Nay-RohS of Hah-Nu-Kaw etc.

Project

M-p. 87. Be certain to use NayR for Shah-BawS and NayR for Hah-Nu-Kaw.

Game

Play "Accurate and Detailed Visual Image." (See Appendix, "Games," number 9.)

Prayer

Repeat V'aw-HahV-Taw...

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit II, pp. 34-37, "Special Holiday Prayers."

Schwartzman, Sylvan D., Let's Say Our Prayers (UAHC), pp. 55-60, "Special For Passover."

BIBLE STORY LESSON

Lesson 20.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 18: "The Lame Prince"

New Words

None

Review Words

HayM (2), pp. 68, 69 (M)
Hoo (2), pp. 68, 70
ah-Nee (3), pp. 68-70 (M-HY)
Toh-VeeM (1), p. 70 (HY)
ahV (2), pp. 68, 70 (M)
aw-MahR (1), p. 69 (HY)
Meh-LehH (3), pp. 68-70
Haw-Yaw (1), p. 68
Mee (1), p. 69
ah-Naw-SheeM (1), p. 68
Maw-YeeM

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), Vol. II, pp. 68-70, "The Lame Prince."

HOLIDAY LESSON

Lesson 20: Shah-BawS

Text: What The Moon Brought, "Come, O Queen," pp.
47-54.

New Word

Hah-LohS (special breads for Shah-BawS) (4), pp. 48,
51, 52, F. plr.

Review Words

Y'Law-DeeM (1), p. 54 (M)
Nay-RohS (4), pp. 47, 52, 54 (M)
eh-RehV (2), p. 47
Haw-Yoo (5), pp. 48, 53
Loh (1), p. 48
ay-Nah-YeeM (1), p. 54
Boh-KehR (2), pp. 48, 49 (M)
Zeh (2), p. 50 (M)
ah-Nee (3), pp. 50, 54 (M-HR)
ayM (10), pp. 48, 52-54 (M)
Hee (18), pp. 47, 50, 51, 53, 54
awM-Raw (6), pp. 50-52, 54 (M)
YohM (2), p. 50
Shah-BawS (6), pp. 47-49
Lai-Law (1), p. 49
Hah-Law (1), p. 49
Haw-Yaw (1), p. 49
awZ (3), pp. 50, 52, 54
Yah-YiN (1), p. 52
B'Raw-Haw (1), p. 54
Shah-BahT Shaw-LohM (5), p. 54
Yaw-MeeM (1), p. 48
Gaw-DohL (2), p. 50

eh-HawD (2), p. 50
 NayR (1), p. 52
 aw-MahR (1), p. 54 (HR)
 Sh-Loh-Shaw (1), p. 47
 HayM (16), pp. 47, 48, 50-52, 54
 Toh-VeeM (1), p. 48 (HR)
Haw-ZawK

Introduction of New Word

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "Come, O Queen"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Songs

Review "Shabbat Shalom." (See Holiday lesson 15.)

Review "Shabbat Tovah." (See Holiday lesson 17.)

Play Activity

Playing store. The new word Hah-LohS and many other review words will be used in this activity. (See "The Sabbath," pp. 56, 57 in Pessin and Gezari, The Jewish Kindergarten.)

Project

Finish up pictures and put motion picture together.

Practice presenting the motion picture. The motion picture will be given during the final lesson. Parents should be invited.

Game

Play "Riddle" game. (See Appendix, "Games," number 13.) Use new and review words.

Bibliography

Pessin, Deborah and Temima Gezari, The Jewish Kindergarten (UAHC), pp. 56, 57, "Sabbath."

Weilerstein, Sadie Rose, What The Moon Brought (Behrman), pp. 47-54, "Come, O Queen."

MANUAL LESSON

Lesson 21.

Text: Orientation To God, Prayer and EthicsUnit II: PrayerLesson 10: Prayers For Special Occasions During Our
Life TimeNew Word

awM-Doo' (they stood) (1), St.-p. 64, Ms. and F. plr.

Review Words

Mah-ZawL ToHV (congratulations (1), M-pp. 89, 90
 T'Fee-LohS (4), M-pp. 88, 89; St.-p. 66
 ZohS (2), M-p. 88
 ah-NahH-Noo (6)
 Y'Law-DohS (1)
 HayM (6), St.-pp. 61, 62, 64, 65 (HR-HY)
 Lai-Law (1), St.-p. 63
 Mee (1), M-p. 88
 Shaw-Naw (1), M-p. 89
 BayS Hah-T'Fee-Law (3), M-p. 88; St.-p. 63; M-p. 90
 Hoo (6), M-pp. 88, 89; St.-pp. 61-63; M-p. 90 (HR-HY)
 T'Fee-Law (5), M-pp. 88-90; St.-pp. 64, 65
 KayN (1), M-p. 88
 B'Raw-Haw (3), M-pp. 88, 90
 ayM (4), St.-pp. 61-63, 65
 ahV (2), St.-pp. 61, 62 (HR-HY)
 Zeh (4), St.-pp. 61, 64, 65; M-p. 90 (HR)
 Haw-Yaw (2), St.-pp. 61, 64 (HY)
 YohM (2), St.-pp. 61, 65 (HR-HY)
 Toh-Daw (1), St.-p. 62
 aw-MahR (4), St.-pp. 62-65 (HR-HY)
 awM-Raw (4), (HY)
Repeat V'aw-HahV-Taw
 Y'Law-DeeM (1), M-p. 89
 Yaw-MeeM (1), M-p. 90

Introduction of New Word

Play "Translation" game. (See Appendix, "Games," number

14.) Teacher can use sentences from the story.

Sample

The children awm-Doo up when the RahV came into the classroom. The RahV said Toh-Daw to the Y'Law-Deem K'TahN-Neem and the Y'Law-DohS K'TahN-NohS for standing up. Whenever the RahV goes into a room full of children they always awm-Doo up. This was the custom in this school. Even the parents awm-Doo up when the RahV entered a room where they were sitting and talking to each other.

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Discussion

M-p. 90. Be certain to use T'Fee-LohS, T'Fee-Law, HayM, B'Raw-HohS and Yaw-Meem in the discussion.

Project

M-p. 90.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his

fellow students.

Prayer

Review V'aw-HahV-Taw

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit II, pp. 88-91, "Prayers for Special Occasions During One's Lifetime."

Schwartzman, Sylvan D., Let's Say Our Prayers (UAHC), pp. 61-66, "A Lucky Family."

BIBLE STORY LESSON

Lesson 21.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 19: "Who Will Be King"

New Words

None

Review Words

HayM (1), p. 71 (M-HY)
Sh-Loh-Shaw (2), pp. 71, 72
ah-Naw-SheeM (2), pp. 71, 72
MiTs-VohS (1), p. 73
ayM (1), p. 73
Hoo (3), pp. 71-73 (M-HY)
ahV (1), p. 71 (M-HY)
Zeh (1), p. 72 (M)
YohM (1), p. 71 (M-HY)
aw-MahR (3), pp. 71-73 (M-HY)
Meh-LeH (3), pp. 71-73 (HY)

eh-HawD (1), p. 71
 BayN (1), p. 71
 awZ (1), p. 73
Maw-YeeM

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), Vol. II, pp. 71-73, "Who Will Be King."

HOLIDAY LESSON

Lesson 21: Shah-BawS

Text: What The Moon Brought, "The Sabbath Taste,"
 pp. 55-62

New Words

None

Review Words

HayM (8), pp. 56-59 (M-HR)
 Hoo (17), pp. 57-61 (M-HR)
 RahV (7), pp. 59, 61, 62 (M)
 ayM (4), pp. 55, 56, 57 (M)
 ahV (2), p. 57 (M-HR)
 Haw-Yaw (5), pp. 56-58 (M)
 YohM (1), p. 57 (M-HR)
 aw-MawR (5), pp. 59, 61, 62 (M-HR)
 Meh-LeH (1), p. 60 (HR)
 awZ (3), pp. 59, 61 (HR)
 awM-Raw (3), p. 56 (M)
 Ki-DooSh (1), p. 56
 Hah-Law (1), p. 56
 ah-Nee (4), pp. 59-62
 Haw-Yoo (3), pp. 57, 58
 Hee (8), pp. 55, 56
 eh-HawD (4), p. 57
 Shah-BawS (3), pp. 59, 62

Hah-LohSReview Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "The Sabbath Taste"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Songs

Review "Shabbat Shalom." (See Holiday lesson 15.)

Review "Shabbat Tovah." (See Holiday lesson 17.)

Motion Picture

The class presents the motion picture they have prepared. Children take turns explaining the pictures. They use appropriate Hebrew words.

Bibliography

Weilerstein, Sadie Rose, What The Moon Brought (Behrman), pp. 55-62, "The Sabbath Taste."

MANUAL LESSON

Lesson 22.

Text: Orientation To God, Prayer and Ethics

Unit II: Prayer

Lesson 11: Culminating Activity--Our Picture Prayerbooks

New Words

None

Review Words

Y'Law-DeeM (1), M-p. 92 (HR-HY)
 Y'Law-DohS (1), M-p. 92
 T'Fee-LohS (4), M-pp. 92-95
 ah-NahH-Noo (4), M-pp. 92-95 (HR-HY)
 Si-Doo-ReeM (3), M-pp. 92, 94, 95
 Si-DooR (2), M-pp. 92, 95
 ayN Kay-Loh-Hay-Noo (1), M-p. 84
 Sh'Mah (prayer) (1), M-p. 94
 Mee Haw-Moh-Haw Baw-ay-LeeM ah-Doh-Noi (prayer) (1),
 M-p. 84
 Moh-Tsee (prayer) (1), M-p. 84
 Hah-GeeM (1), M-p. 95
 Lai-Law (1), M-p. 95 (HY)
 T'Fee-Law (3), M-pp. 92-94 (HR)
 Zeh (1), M-p. 92 (HY)
 Boh-KehR (2), M-pp. 92, 95
 BayS Hah-T'Fee-Law (1), M-p. 93
 Mee (1), M-p. 94
 eh-HawD (1), M-p. 94
 awZ (1), M-p. 94 (HY)
 ah-Nee (1), M-p. 94 (HR)
 Yah-YiN (1), M-p. 94
 Kaw-DoSh (1), M-p. 94
Mah-ZawL TohV
awM-Doo

Review Words

Play "Translation" game. (See Appendix, "Games,"
 number 14.) Be certain to use Mah-ZawL TohV and

awM-Doo.

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Project

M-p. 95. Look at Review Project to see what Hebrew words will be used.

Review Project

M-p. 95. Among the Hebrew words that can be used by the children are T'Fee-LohS, Hah-GeeM, ah-NahH-Noo, Si-Doo-ReeM and Lai-Law.

Sample

ah-NahH-Noo wouldn't want ah-Doh-Noi to change the Lai-Law. (The teacher can hold a short discussion with the children on each of these points before the picture is presented or at the time of its presentation. Thus everyone will review the word.

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit II, pp. 92-95, "(Culminating Activity) Our Picture Prayerbooks."

BIBLE STORY LESSON

Lesson 22.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 20: "Solomon's Wish"

New Words

None

Review Words

Y'Law-DeeM (1), p. 75 (M-HY)
ah-NahH-Noo (1), p. 75 (M-HY)
awM (2), pp. 74, 75
HayM (1), p. 74 (HY)
ah-Naw-Sheem (1), p. 75
T'Fee-Law (1), p. 74 (M)
eh-HawD (1), p. 74 (M)
ah-Nee (2), pp. 74, 75 (M)
Hoo (2), pp. 74, 75
YohM (1), p. 74 (HY)
Meh-LehH (1), p. 74
Loh TohV (1), p. 74
TohV (1), p. 74
BayS Hah-T'Fee-Law (1), p. 75
Yaw-Faw (1), p. 75
aw-M'Roo (1), p. 74

Bibliography

Hollender, Betty R., Bible Stories For Little Children
(UAHC), Vol. II, pp. 74, 75, "Solomon's Wish."

HOLIDAY LESSON

Lesson 22: Hah-Mi-Shaw aw-SawR (Too BiSh-VahT)

Text: Hillel's Happy Holidays, "A Visitor From Far Away,"
pp. 105-115

New Words

ayTs (tree) (2), pp. 111, 114, Ms. sing.
 B'Raw-HohS (prayers) (1), p. 114, F. plr.
 Hah-Mi-Shaw aw-SawH (1), p. 105

Review Words

Y'Law-Deem (1), p. 105 (M-HR)
 ah-NahH-Noo (6), pp. 106, 109-114 (M-HR)
 Lai-Law (2), pp. 106, 111 (M)
 aw-MahH (5), pp. 107, 109, 110, 114, 115 (HR)
 Haw-Yoo (1), p. 105
 P'Ree (1), p. 114
 Ki-DooSh (1), p. 114
 Zeh (3), pp. 108, 110, 114 (M)
 awZ (3), pp. 105, 108, 111 (M)
 ah-Nee (7), pp. 106-110, 114, 115 (M-HR)
 YohM (1), p. 106 (HR)
 ayM (1), p. 106
 Hee (1), p. 106
 ahV (6), pp. 106-108, 111-114
 HahG (2), p. 109
 HayM (8), pp. 105, 107-109, 111-115 (HR)
 Haw-Yaw (1), p. 106
 awM-Raw (2), pp. 113, 106
 Hoo (3), pp. 106-108
 KayN (3), pp. 108-110
 Haw-Y'Saw (1), p. 113
 RohSh Hah-Shaw-Naw (1), p. 110
Hah-LohS

Discussion

Teacher: Where do apples and peaches come from?

Answer: Trees (perhaps the students remember the word ay-TseeM.) (Teacher should give the singular of ay-TseeM, ayTs.) (See "Chamisho Osor (Tu) Bi-Sh'VoT," p. 61 in Fuchs and Levy, Teacher's Syllabus for Grade One.)

Story: "A Visitor From Far Away"

Read story using Hebrew words. Play "Translation" game

with B'Raw-HohS. (See Appendix, "Games," number 14.)

Review Story

Children should use all new and review words. They can dramatize the story.

Song

"Chamisha Asar B'Shevat," p. 30 in Levy and Deutsch,
So We Sing. (Pronounce the title of the song Hah-Mi-Shaw aw-SawR BiSh-VahT.)

Project

Make trees. (See "Chamisho Osor (Tu) Bi-Sh'voT," p. 59 in Fuchs and Levy, Teacher's Syllabus for Grade One.)

Review Project

Children explain why they made trees. Why trees are important. Use Hebrew words.

Game

Play "Riddle" game. (See Appendix, "Games," number 13.)
Use new and review words.

Bibliography

Fuchs, Carolyn and Alice Levy, Teacher's Syllabus For Grade One (UAHC), p. 22, "Chamisho Osor (Tu) Bi-Sh'-voT."

Gamoran, Mamie G., Hillel's Happy Holidays (UAHC), pp. 105-115, "A Visitor From Far Away."

MANUAL LESSON

Lesson 23.

Text: Orientation To God, Prayer and EthicsUnit III: Doing The Right Thing

Lesson 1: About God's Rules

New Word

Raw-oo (they saw) (1), St.-p. 8, Ms. and F. plr.

Review Wordsah-NahH-Noo (7), M-pp. 99, 100; St.-pp. 6-8; M-p. 101
(Hollender-p. 66) (HY)

HayM (3), St.-pp. 5, 7, 8; M-p. 101 (Hollender-p. 65) (HY)

Boh-KehR (1), M-p. 99

Zeh (1), M-p. 99

ah-Nee (3), M-p. 99; St.-pp. 7, 8; M-p. 101 (Hollender-
pp. 65, 66)

KayN (1), M-p. 99

YohM (3), St.-p. 5; M-p. 101 (Hollender-pp. 65, 66)

eh-HawD (2), St.-p. 5; M-p. 101 (Hollender-p. 65)

ayM (3), St.-pp. 5, 6, 8; M-p. 101 (Hollender-p. 66)

Hee (3), St.-p. 8; M-p. 101 (Hollender-p. 65)

aw-MahR (4), St.-pp. 6-8; M-p. 101 (Hollender-p. 65)

Hoo (4), St.-p. 6; M-p. 101 (Hollender-pp. 65, 66)

awZ (3), St.-pp. 6-8

Gaw-DohL (1), M-p. 100

eh-MehS (1), M-p. 101 (Hollender-p. 65)

MiTs-VohS (1), M-p. 101 (Hollender-p. 66)

Kaw-Dosh (1), M-p. 101 (Hollender-p. 66)

ahV (1), M-p. 101 (Hollender-p. 66)

Mah-ZawL TohVawM-DooIntroduction of New Word

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Sample

The Y'Law-DeeM K'TahN-NeeM and Y'Law-DohS K'TahN-

NohS awM-Doo up when they Raw-oo the RahV coming into their classroom. Some of the Y'Law-DeeM and Y'Law-DohS awM-Doo up even before the RahV entered the room because they Raw-oo the RahV coming. HayM must have had very good eyesight if they Raw-oo the RahV before he came into the classroom. How do you think they Raw-oo the RahV?

(The teacher should enlarge this game and include many of the review words, especially Mah-ZawL-TohV, ah-NahH-Noo, Boh-KehR, ah-Nee etc. She should do this after she has once introduced the new word in a separate "Translation" game.

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 102. The teacher can frequently use the words Y'Law-DeeM, Y'Law-DohS, ah-NahH-Noo, ah-Doh-Noi etc.

Review Project

M-p. 102. Each child should use some of the new and review Hebrew words he has learned when reviewing his project to

his fellow students.

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit III, pp. 99-102, "About God's Rules."

Schwartzman, Sylvan D., Let's Do The Right Thing (UAHC), pp. 5-9, "Hank and Sue Discover Something Themselves."

BIBLE STORY LESSON

Lesson 23.

Text: Bible Stories For Little Children, Vol. II, Betty
R. Hollender

Lesson 21: "A Royal Visitor"

New Words

None

Review Words

eeSh (1), p. 76
aw-M'Roo (1), p. 76
ah-Nee (3), pp. 76-78 (M-HY)
YohM (3), pp. 77, 78
Hee (2), pp. 77, 78 (M-HY)
aw-MahR (3), pp. 76, 77 (M)
Hoo (1), p. 77 (M)
awM-Raw (1), p. 78 (HY)
Yaw-Faw (1), p. 77

Bibliography

Hollender, Betty R., Bible Stories For Little Children (UAHC), Vol. II, pp. 76-78, "A Royal Visitor."

HOLIDAY LESSON

Lesson 23: Hah-Mi-Shaw aw-SawR (Too BiSh-VahT)

Text: What Danny Did, "A Doll From Palestine," pp. 62-69.

New Words

Too-BiSh-VahT (another name for this holiday) (1), p. 62

Review Words

ah-NahH-Noo (4), pp. 65, 66 (M)
 HayM (7), pp. 62, 66, 67 (M)
 ay-TseeM (5), pp. 63, 64, 66
 ayTs (9), pp. 64-68
 Zeh (5), p. 63
 ah-Nee (1), p. 65 (HR-M)
 KayN (1), p. 64 (M)
 ayM (8), pp. 64, 65, 67 (M)
 Hee (17), pp. 62, 63, 65-67 (M-HR)
 awZ (1), p. 65 (M)
 awM-Raw (3), pp. 63-65, 67 (HR)
 Haw-Yaw (2), pp. 62, 63
 Kaw-TawN (5), pp. 62, 66, 67
 Shaw-LohM (2), p. 63
 ahV (5), pp. 65-67
 Haw-Y'Saw (1), p. 67
 ayTs (9), pp. 64-68
 Toh-Daw (4), pp. 63, 67
 HahG (4), p. 63
 aw-MahR (2), pp. 65, 66
B'Raw-HohS

Song

"Tu-Tu-Tu-Bishvat" (Read this Too-Too-Too BiSh-VahT.),
 see "Tu-Tu-Tu-Bishvat," p. 233 in Eisenstein and Prensky,

Songs Of Childhood.Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "A Doll From Palestine"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Discussion

Charity -- tree fund. Use appropriate Hebrew words.

(See "Chamisho Osor (Tu) Bi-Sh'vot," p. 62 in Fuchs and Levy, Teacher's Syllabus for Grade One.)

Song

Review "Chamisha Asar B'shevat." (See Holiday lesson 22.)

Game

"Accurate and Detailed Visual Image." (See Appendix, "Games," number 9.)

Project

Make palm trees. (See "Chamisho Osor," p. 45 in Silverstein, A Year's Lesson Plans for Kindergarten.)

Bibliography

- Fuchs, Carolyn and Alice Levy, Teacher's Syllabus for Grade One (UAHC), p. 62, "Chamisho Osor (Tu Bi-Sh'vot)."
 Weilerstein, Sadie Rose, What Danny Did (Behrman), pp. 62-69, "A Doll from Palestine."

Eisenstein, Judith and Frieda Prenskey, Songs Of Childhood
(United Synagogue), p. 233, "Tu-Tu-Tu-Bishvat."

MANUAL LESSON

Lesson 24.

Text: Orientation To God, Prayer and Ethics

Unit III: Doing The Right Thing

Lesson 2: "Honoring" Our Parents

New Words

Kah-VayD ehS aw-Vee-Haw V'ee-Meh-Haw (honor thy father and thy mother) (1), M-p. 105

Review Words

ah-NahH-Noo (3), M-p. 103; St.-pp. 11, 14; M-p. 105 (HR-HY)
 HayM (2), M-p. 103; St.-p. 10
 MiTs-VohS (2), M-pp. 103, 105
 Hoo (2), St.-p. 12; M-p. 105 (HR)
 ayM (5), M-p. 105; St.-pp. 11-13 (HY)
 Hee (1), St.-p. 11 (HY)
 awZ (1), St.-p. 10
 aw-MahR (2), St.-pp. 12, 13
 awM-Raw (1), St.-p. 12, (HY)
 Moh-Tsee (1), St.-p. 13
 B'Raw-Haw (1), St.-p. 13
Raw-oo

Introduction of New Words

Manual introduces the new words.

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can

dramatize the story.

Review Words

Play "Accurate and Detailed Visual Image." (See Appendix, "Games," number 9.) Be certain to use the words Raw-oo and aw'-Doo.

Project

M-p. 105. Children make MiTs-VohS tablets. Use Hebrew words ahV, ayM, HayM, Hee, aw-MahR, awM-Raw, Honor thy Father and thy Mother etc.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

- Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit III, pp. 103-106, "Honoring Our Parents."
 Schwartzman, Sylvan D., Let's Do The Right Thing (UARC), pp. 10-14, "An Unhappy Family."

BIBLE STORY LESSON

Lesson 24.

Text: Bible Stories For Little Children, Vol. II, Betty R. Hollander

Lesson 22: "Solomon's Temple"

New Words

None

Review Words

ah-NahH-Noo (1), p. 79 (M-HY)
 awM (1), p. 79
 HayM (1), p. 79 (HY)
 MiTs-VohS (1), p. 82
 ay-TseeM (1), p. 79 (HY)
 Hoo (2), pp. 79, 82 (M)
 ahV (1), p. 82 (M)
 Meh-LeHh (2), pp. 79, 82
 BayS Hah-T'Fee-Law (2), pp. 79, 82
 BayN (1), p. 79
 ah-Nee (1), p. 82 (HY)

Bibliography

Hollender, Betty R., Bible Stories For Little Children
 (UAHC), Vol. II, pp. 79-82, "Solomon's Temple."

HOLIDAY LESSON

Lesson 24: Hah-Mi-Shaw aw-SawR (Too BiSh-VahT)

Text: What The Moon Brought, "A Tree For George
 Washington," pp. 76-87.

New Words

None

Review Words

ah-NahH-Noo (14), pp. 77, 79, 80, 82, 84, 86, 87
 HayM (15), pp. 77-79, 82-87
 ay-TseeM (8), pp. 77-79
 ah-Naw-SheeM (2), pp. 77, 79
 L'Shaw-Naw Toh-Vaw (1), p. 77

P'Ree (2), p. 77
 ayTs (15), pp. 77-86
 Haw-Yoo (2), pp. 79, 85
 ay-Nah-YeeM (2), p. 79
 Yaw-MeeM (1), p. 80
 ayM (13), pp. 78-81, 83, 84
 Hee (10), pp. 78-80, 83-86
 awZ (2), pp. 83, 86
 aw-M'Roo (13), pp. 76, 79, 81-84, 86
 ah-Nee (13), pp. 76, 78-81, 86, 87
 MahG (4), pp. 76, 79
 Shaw-LohM (1), p. 78
 Haw-Yaw (4), pp. 76, 77
 Loh (1), p. 79
 Zeh (2), pp. 82, 84
 Kaw-TawN (1), p. 86
 Shaw-Naw (1), p. 86
B'Raw-HohS

Song

"Prayer for Tu Bishevat," p. 93 in Eisenstein, The Gateway to Jewish Song.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "A Tree For George Washington"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Game

"Farmer in the Dell." (See Appendix, "Games," number 8.)

SONES

Review "Chamisha Asar B'shevat." (See Holiday lesson 22.)

Review "Tu-Tu-Tu-Bishvat." (See Holiday lesson 23.)

Projects

Review all projects made and important points about the HahG. Make sure the children use the appropriate Hebrew words.

Bibliography

Eisenstein, Judith Kaplan, The Gateway To Jewish Music
(Behrman), p. 93, "Prayer For Tu-Bishevat."

Weilerstein, Sadie Rose, What The Moon Brought (Behrman),
pp. 76-87, "A Tree For George Washington."

MANUAL LESSON

Lesson 25.

Text: Orientation To God, Prayer and Ethics

Unit III: Doing The Right Thing

Lesson 3: Helping the Family

New Words

None

Review Words

ah-HeeM (1), M-p. 107
 HayM (3), M-pp. 107, 108, 109 (HY)
 aw-VohS (1), M-p. 108
 ah-NahH-Noo (3), M-p. 108; St.-p. 21; M-p. 110 (HY)
 awM-Doo
 ayM (5), M-pp. 107-109; St.-pp. 17-20
 ToHv (1), M-p. 107 (HY)
 ahV (2), M-pp. 107-109
 Hee (1), M-p. 108 (HY)
 Hoo (6), M-p. 108; St.-pp. 15-20
 ahH (1), M-p. 109 (HY)
 ah-HohS (1), M-p. 109
 Kaw-TawN (1), St.-p. 15
 aw-MahR (2), St.-pp. 16, 20 (HY)
 Zeh (1), M-p. 109 (HY)
 awM-Raw (1), St.-p. 18
 ah-Nee (2), St.-pp. 19, 20 (HY)
 Review - Kah-VayD ehS aw-Vee-Haw V'ee-Meh-Haw
 awZ (7), M-p. 109; St.-pp. 15, 16, 18, 19, 21; M-p. 110 (HY)
 Raw-oo

Review Words

Play "Alike and Different." (See Appendix, "Games," number 3.)

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 110. Rules to help family have a happier home. Use Hebrew words: ahH, aw-HohS, ahV, ayM, ah-NahH-Noo, aw-MahR, awM-Raw etc.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

- Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit III, pp. 107-110, "Helping The Family."
 Schwartzman, Sylvan D., Let's Do The Right Thing (UAHC), pp. 15-21, "Hank Forgets A Rule."

HOLIDAY LESSON

Lesson 25: Sh'Voo-ohS

Text: Hillel's Happy Holidays, "The Ten Commandments," pp. 186-193

New Words

Sh'Voo-ohS (4), pp. 186, 191-193
 Shaw-M'oo (they heard) (2), pp. 190, 191, Ms. and F. plr.

Review Words

HayM (3), pp. 187-190 (M)
 ah-NahH-Noo (3), pp. 187, 188, 191 (M)
 TohV (1), p. 187 (M)
 Hee (1), p. 186 (M)
 awZ (4), pp. 187, 188, 190, 193 (M)
 aw-MahR (3), pp. 187, 188, 190 (M)
 Zeh (2), pp. 188, 190 (M)
 awM-Raw (3), pp. 186, 187, 193 (M)
 ah-Nee (3), pp. 186, 187, 193 (M)
 Boh-KehR (1), p. 186
 eh-GawD (2), pp. 186, 190
 HahG (3), pp. 186, 187
 KayN (2), pp. 186, 187
 YohM (1), p. 190
 Shaw-Naw (1), p. 190
 BayS Hah-T'Fee-Law (1), p. 190
 RahV (2), pp. 192, 193
 Toh-Raw (1), p. 192
 eh-SehR (2), p. 191
 Haw-Yoo (1), p. 186
 Y'Law-DohS (1), p. 187
 Sh'Loh-Shaw (1), p. 188
 Yaw-NeeM (1), p. 188
 ah-Naw-SheeM (3), pp. 188-192
 awM-Doo (1), p. 188
 Shaw-NeeM (1), p. 190
 Shaw-M'oo (2), pp. 190, 191
 MiTs-VohS (1), p. 191
 Toh-VeeM (1), p. 192
 Mee (1), p. 186
 Haw-Yaw (3), pp. 188-191
 Kaw-DohH (1), p. 188
 ahH (1), p. 190 (M)
 Y'Law-DeeM (3), pp. 186-188

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "The Ten Commandments"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Song

"Shavuot Time" (pronounced Sh'Voo-ohS), p. 44 in Levy and Deutsch, So We Sing.

Project

Start mural: story on Ten Commandments.

Game

"Farmer in the Dell" or "Riddle" games. (See Appendix, "Games," numbers 8 and 13.)

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Gamoran, Mamie G., Hillel's Happy Holidays, (UARC), pp. 194-200, "Be Kind To The Stranger."

Levy, Sara C. and Beatrice L. Deutsch, So We Sing, p. 44, "Shavuot Time."

MANUAL LESSON

Lesson 26.

Text: Orientation To God, Prayer and Ethics

Unit III: Doing The Right Thing

Lesson 4: Telling the Truth

New Words

None

Review Words

ah-NahH-Noo (4), M-p. 111; St.-p. 27; M-pp. 111, 113 (HY)
 HayM (2), St.-pp. 22, 27 (HY)
 Sh'Loh-Shaw (1), St.-p. 22
 MiTs-VohS (1), St.-p. 27
 eh-MehS (4), M-p. 111; St.-pp. 27, 28; M-pp. 112, 113
 ah-Nee (2), M-p. 111; St.-pp. 26, 27 (HY)
 Boh-KehR (1), M-p. 111 (HY)
 Zeh (1), M-p. 111 (HY)
 Gaw-DohL (1), M-p. 111
 awZ (4), M-p. 111; St.-pp. 22, 23, 25 (HY)
 Hoo (4), M-p. 111; St.-pp. 23-24; M-pp. 112, 113 (HY)
 Hee (7), St.-pp. 22, 25, 27; M-p. 111 (HY)
 eh-HawD (1), St.-p. 23 (HY)
 aw-MahR (2), St.-pp. 24, 26 (HY)
 Shaw-LohM (1), St.-p. 25
 ayM (1), St.-p. 27
 awM-Raw (2), St.-p. 27; M-p. 111 (HY)
 T'Fee-Law (1), M-p. 113
Review - Kah-VayD ehS aw-Vee-Haw V'ee-Meh-Haw

Review Words

Play "Riddle" game. (See Appendix, "Games," number 13.)

Sample

Mee ah-Nee (who am I)? ah-Nee am said every Boh-KehR
 when ah-Nee get up and ah-Nee go to sleep. (The
 answer can either be the Sh'Mah or a T'Fee-Law.)

Mee ah-Nee (who am I)? ah-Nee am something that everyone should always do. When I am not done it is a bad thing. (The teacher can give further hints if necessary. The answer is eh-MehS (truth.)

Mee ah-Nee (who am I). ah-Nee am Gaw-DohL and Yaw-Faw. Many Y'Law-DeeH, Y'Law-DohS and people come to pray in me. (The answer is BayS Hah-T'Fee-Law.)

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

See M-p. 111. The teacher asks the children, "Now let's suppose for a minute..." Use appropriate Hebrew words i.e. ah-Nee, Hee, ayM etc.

Project

M-p. 113, 114. Puppet show. Dramatization of story.

Review Project

Present puppet show and use as many Hebrew words as possible, especially eh-MehS, ah-NahH-Noo etc.

Bibliography

- Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit III, pp. 111-114, "Telling The Truth."
 Schwartzman, Sylvan D., Let's Do The Right Thing (UAHC), pp. 22-28, "Mother's Lamp."

HOLIDAY LESSON

Lesson 26: Sh'Voo-ohS

Text: Hillel's Happy Holidays, "Be Kind To The Stranger,"
pp. 194-200.

New Words

Baw-Neel (sons) (1), p. 195, Ms. plr.
Baw-NohS (daughters) (1), p. 196, F. plr.

Review Words

ah-NahH-Noo (5), pp. 196-200 (M)
HayM (3), pp. 194, 196, 197 (M)
ah-Nee (3), pp. 196, 197, 200 (M)
Boh-KehR (2), p. 194 (M)
Zeh (2), pp. 194, 196
awZ (1), p. 197 (M)
Hoo (2), pp. 197, 198 (M)
Hee (3), pp. 195, 197, 198 (M)
eh-HawD (3), pp. 195, 198 (M)
aw-NahR (2), pp. 197, 198
awM-Raw (6), pp. 194-200 (M)
Y'Law-DeeM (2), pp. 194, 200 (M)
MiTs-VohS (2), p. 196
awM (3), pp. 196-198
Y'Law-DohS (1), p. 195
aw-M'Roo (1), p. 196
ah-Naw-Sheem (1), p. 197
Shaw-NeeM (1), p. 194
eh-SehR (2), pp. 194, 198 (M)
Haw-Yoo (2), pp. 194, 198
Shaw-Naw (1), p. 195
ahV (1), p. 195
YohM (1), p. 195
Loh (1), p. 196
Haw-Y'Saw (2), pp. 197, 198
Yaw-Faw (1), p. 197
Mee (1), p. 197
ZohS (1), p. 197
Shaw-M'oo

Rhymes To Play

"The Ten Commandments," p. 24 in Kripke, Rhymes To Play.

Review Story about "Ten Commandments." (See Holiday lesson 25.) Children should use correct Hebrew words,

Introduction of New Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Review Words

Play "Translation" game. (See Appendix, "Games," number 14.) Teacher can use sentences from the story.

Story: "Be Kind To The Stranger"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Song

Review "Shavuot Time." (See Holiday lesson 25.)

Game

Play "Accurate and Detailed Visual Image." (See Appendix, "Games," number 9.)

Project

Continue mural. Base work for the day on the story of this lesson.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Camoran, Mamie G., Hillel's Happy Holiday (UAHC), pp. 194-200, "Be Kind To The Stranger."

Kripke, Dorothy Karp, Rhymes To Play (Bloch), p. 24, "The Ten Commandments."

MANUAL LESSON

Lesson 27.

Text: Orientation To God, Prayer and Ethics

Unit III: Doing The Right Thing

Lesson 5: Taking Things That Do Not Belong To Us

New Words

None

Review Words

MiTs-VohS (3), M-pp. 116, 118
 ah-NahH-Noo (4), M-pp. 116, 117; St.-pp. 29, 31
 Leh-HehM (1), St.-p. 30 (HY)
 HayM (1), St.-p. 30 (HY)
 Naw-SahN (1), M-p. 118
 ah-Nee (5), M-pp. 115, 116; St.-pp. 29-31
 shV (1), M-p. 115 (HY)
 awZ (3), M-pp. 115, 116; St.-p. 30 (HY)
 Hee (1), St.-p. 29 (HY)
 eh-HawD (2), M-p. 116; St.-p. 29
 eh-MehS (1), M-p. 115
 YohM (1), St.-p. 29 (HY)
 ayM (1), St.-p. 29 (HY)
 awM-Raw (1), St.-p. 30 (HY)
 KayN (3), M-p. 115; St.-p. 32; M-p. 117
 Gaw-DohL (1), M-p. 115
 Hoo (4), M-p. 115; St.-pp. 29, 30, 32

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can

dramatize the story.

Project

M-p. 114. In discussing the project with the children, the teacher should use the sentence, "Let us make a tapestry to show this very important rule that ah-Doh-Noi Naw-SahN us."

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students. Be certain the children use the word Naw-SahN.

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit III, pp. 115-118, "Taking Things That Do Not Belong To Us."

Schwartzman, Sylvan D., Let's Do The Right Thing (UARC), pp. 29-33, "The Lost Dollar."

HOLIDAY LESSON

Lesson 27: Sh'Voo-ohS

Text: Hillel's Happy Holidays, "Good Night, Hillel," pp. 201-204.

New Words

None

Review Words

eh-RehV (1), p. 201
 T'Fee-LohS (1), p. 201
 Y'Law-DeeM (2), pp. 202, 203
 MiTe-VohS (1), p. 202
 Haw-Yoo (1), p. 202
 Y'Law-DohS (1), p. 202
 ay-Nah-YeeM (1), p. 203
 Nay-RohS (1), p. 203
 aw-M'Roo (1), p. 203
 nah-GeeM (1), p. 204
 ahV (1), p. 203 (M)
 awZ (2), pp. 202, 203 (M)
 YohM (2), pp. 201, 203 (M)
 ayM (2), pp. 203, 204 (M)
 awi-Raw (1), p. 204 (M)
 aw-MahR (1), p. 204 (M)
 Lai-Law (2), pp. 201, 204
 TohV (1), p. 201
 Haw-Yaw (4), pp. 201-204
 Boh-KehR (1), p. 201
 BayS Nah-T'Fee-Law (1), p. 201
 Shaw-LohM (2), p. 204
 Shaw-Naw (1), p. 203
 Kaw-DoSh (1), p. 203
 B'Raw-Haw (1), p. 203
 eh-SehR (1), p. 202
 Hoo (4), pp. 201-204 (M)
 Boh-KehR (1), p. 201
 HahG (1), p. 203
 Sh'Voo-ohS (3), pp. 201, 203
Shaw-M'oo
Baw-NeeM
Baw-RohS

Games

Play "Translation" game with those words which are most difficult for the children to remember. (See Appendix, "Games," number 14.) Also play "Accurate and Detailed Visual Image." (See Appendix, "Games," number 9.)

Songs

Review "Shavuot Time." (See Holiday lesson 25.)

Learn "Torah, Torah," p. 45 in Levy and Deutsch, So We Sing.

Story: "Good Night, Hillel"

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

Continue mural. Base work for the day on the story of this lesson.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Gamoran, Mamie G., Hillel's Happy Holidays (UAHC), pp. 201-204, "Good Night, Hillel."

Levy, Sara C. and Beatrice L. Deutsch, So We Sing (Bloch), p. 45, "Torah, Torah."

MANUAL LESSON

Lesson 28.

Text: Orientation To God, Prayer and Ethics

Unit III: Doing The Right Thing

Lesson 6: Not Being Envious of Others

New Words

None

Review Words

ah-NahH-Noo (5), M-pp. 119, 120; St.-pp. 34, 35; M-p. 122
(HY)

ay-Nah-YeeM (1), M-p. 120

MiTs-VohS (3), M-p. 121; St.-p. 38; M-p. 122

Sh'Loh-Shaw (1), M-p. 122

eh-SehR (1), M-p. 122

eh-HawD (3), St.-p. 36; M-p. 122

KayN (1), M-p. 120

ah-Nee (4), M-p. 119; St.-pp. 34, 37

ahH (2), M-p. 121; St.-p. 38

awM-Raw (4), St.-pp. 34-37

Hee (3), St.-pp. 35-37

ayM (4), St.-pp. 34-37

YohM (2), St.-pp. 35, 36

ZohS (1), St.-p. 37

ahV (1), St.-p. 37

Manual Lesson

Teacher uses new and review Hebrew words as indicated
above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can
dramatize the story.

Project

M-p. 122. Teacher should use the numbers eh-HawD, Sh'Loh-Shaw and eh-SehR when counting the MiTs-VohS (commandments).

Review Project

M-p. 123. Be certain that the children review the prayers, count in Hebrew and use the word MiTs-VohS.

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit III, pp. 119-123, "Not Being Envious of Others."

Schwartzman, Sylvan D., Let's Do The Right Thing (UAHC), pp. 34-38, "The New Coat."

HOLIDAY LESSON

Lesson 28: Sh'Voo-ohS

Text: What Danny Did, "Where the Green Things Grow," pp. 98-104.

New Words

None

Review Words

ah-NahH-Noo (10), pp. 98-102 (M)
 HayM (11), pp. 99-104
 Shaw-M'oo (1), p. 99
 ayTs (1), p. 100
 ay-TseeM (1), p. 102
 Lai-Law (1), p. 104
 Hee (2), p. 102

YohM (1), p. 98
 ayH (19), pp. 98-103
 aw-MahR (10), pp. 99-103
 TohV (1), p. 99
 awZ (5), pp. 99, 101-104
 Kaw-TawN (1), p. 100
 Haw-Yaw (4), pp. 101, 103
 Loh (1), p. 102
 Yaw-Faw (1), p. 104
 BayS Hah T'Fee-Law (1), p. 104
Baw-NeeN
baw-koHs

Game

Play "Translation" or "Riddle" games with those words which are most difficult for the children to remember. (See Appendix, "Games," numbers 14 and 13.)

Songs

Review "Shavuot Time." (See Holiday lesson 25.)

Review "Torah, Torah." (See Holiday lesson 27.)

Story: "Where the Green Things Grow"

Use new and review words.

Review Story

Dramatize story. Make certain the children use as many of the Hebrew words as possible.

Game

"Farmer in the Dell." (See Appendix, "Games," number 8.)

Project

Continue mural. Base work for the day on the story of this lesson.

Review Project

Each child should use some of the new and review Hebrew

words he has learned when reviewing his project to his fellow students.

Bibliography

Weilerstein, Sadie Rose, What Danny Did (Behrman), pp. 96-104, "Where The Green Things Grow."

MANUAL LESSON

Lesson 29.

Text: Orientation To God, Prayer and EthicsUnit III: Doing The Right Thing

Lesson 7: Being Fair and Kind To All People

New Words

None

Review Words

ah-Naw-SheeM (7), M-p. 125 (HY)
 aw-M'Roo (1), St.-p. 42 (HY)
 YohM (1), St.-p. 39 (HY)
 HayM (2), St.-p. 13; M-p. 125
 ah-NahH-Noo (1), St.-p. 13 (HY)
 Mee (1), M-p. 124
 TohV (1), M-p. 124
 Loh TohV (1), M-p. 124
 Zeh (2), M-p. 124; St.-p. 43
 eh-HawD (1), St.-p. 39
 awM-Raw (2), St.-pp. 39, 42 (HY)
 Hee (4), M-p. 124; St.-pp. 39-41 (HY)
 Shaw-LohM (2), St.-pp. 39, 40 (HY)
 aw-MahR (3), St.-pp. 40, 42, 44 (HY)
 awZ (1), St.-p. 43 (HY)
 ahV (2), M-p. 126 (HY)
 Hoo (1), M-p. 126

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Discussion

Bottom of M-p. 125. Use the words HayM, Toh-VeeM, ah-NahH-Noo, Loh, TohV etc.

Project

M-p. 126. Draw pictures which will enable the children to use the review words.

Review Project

Each child should use some of the new and review Hebrew words he has learned when reviewing his project to his fellow students.

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit III, pp. 124-127, "Being Fair and Kind To All People."

Schwartzman, Sylvan D., Let's Do The Right Thing (UABC), pp. 39-44, "A New Girl in the Class."

HOLIDAY LESSON

Lesson 29: Sh'Voo-ohS

Text: What The Moon Brought, "How Ruthie Was Ruth in the Bible," pp. 148-159.

New Words

None

Review Words

ah-Naw-Sheem (1), p. 152
 aw-M'Roo (2), pp. 151, 153
 YohM (1), p. 152
 Haw-Yoo (6), p. 149
 HayM (14), pp. 148-154, 158
 ayTs (1), p. 149
 Shaw-NeeM (1), p. 151
 Baw-NeeM (2), p. 151
 eh-SehR (1), p. 151
 Baw-NohS (1), p. 151
 Yaw-MeeM (1), p. 153
 Lai-Law (1), p. 157
 awM-Raw (11), pp. 149, 150, 152, 154-157
 Hee (7), p. 157
 Shaw-LohM (1), p. 151
 aw-MahR (4), pp. 153, 159
 ahV (1), p. 158
 ayM (17), pp. 149-151, 154-157, 159
 Haw-Yaw (5), pp. 151, 153, 157, 158
 Shaw-Naw (1), p. 151
 ah-Nee (9), pp. 151, 152, 159
 Loh (1), p. 151
 Haw-Y'Saw (2), pp. 153, 155
 BayN (1), p. 153
 Meh-LehM (2), p. 154
 Toh-Vaw (1), p. 153
 eh-SehR (1), p. 151
 awM (3), pp. 149, 150
 awZ (1), p. 149
 Hoo (5), pp. 151, 159
 Haw-Y'Saw (2), pp. 153, 155
 Zeh (4), pp. 154-156

Game

Play "Translation" or "Riddle" games with those words which are most difficult for the children to remember. (See Appendix, "Games," numbers 14 and 13.)

Songs

Review "Shavuot Time." (See Holiday lesson 25.)
 Review "Torah, Torah." (See Holiday lesson 27.)

Story: "How Ruthie Was Ruth in the Bible"

Use new and review words.

Review Story

Dramatize story. Make certain the children use as many of the Hebrew words as possible.

Project

Finish mural. Base day's work on the story of this lesson.

Review Project

Organize presentation of mural and practice it. In lesson thirty the children can present their mural to other Hebrew classes or to their parents.

Bibliography

Weilerstein, Sadie Rose, What The Moon Brought (Behrman), pp. 148-159, "How Ruthie Was Ruth in the Bible."

MANUAL LESSON

Lesson 30.

Text: Orientation To God, Prayer and Ethics

Unit III: Doing The Right Thing

Lesson 8: Sharing Things With Others

New Words

None

Review Words

ah-NahH-Noo (1), M-p. 128
 aw-VohS (2), M-p. 128
 Nay-RohS (1), St.-p. 49
 HayM (1), St.-p. 49
 ah-Nee (2), M-p. 128; St.-p. 46
 KayN (1), M-p. 128
 ayM (4), St.-pp. 46-46
 Hoo (3), St.-pp. 45, 46
 aw-MahR (1), St.-p. 45
 Haw-Yaw (1), St.-p. 45
 eh-HawD (2), St.-p. 45; M-p. 129
 awZ (2), St.-pp. 46, 47
 Shaw-LohM (1), St.-p. 46
 Hah-Nu-Kaw (6), St.-pp. 46-49; M-p. 129
 Shaw-Naw (2), St.-pp. 46, 48
 ZohS (2), St.-pp. 46, 48
 TohV (1), St.-p. 47
 ah-HohS (3), St.-pp. 48, 49
 K'TawN-Naw (3), St.-pp. 48, 49
 ahV (2), St.-pp. 46, 48
 Ts-Daw-Kaw (1), M-p. 129
 HahG (1), M-p. 130
 awM-Raw (1), St.-p. 48

Manual Lesson

Teacher uses new and review Hebrew words as indicated above under New and Review Words.

Story

Use new and review words.

Review Story

Children should use all new and review words. They can dramatize the story.

Project

M-p. 130. The teacher uses Hebrew when discussing the project with the children.

Game

Play "Riddle" game. (See Appendix, "Games," number 13.)

Sample

Mee ah-Nee (who am I)? ah-Nee am read not once a Shaw-Naw but many times during the Shaw-Naw. ah-Nee am called a B'Raw-Haw (blessing) Toh-Vaw by all Jews. Mee ah-Nee? (The answer is the Toh-Raw.)

(The teacher should make up other Mee ah-Nee games using the other review words.)

Bibliography

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics, Unit III, pp. 128-131, "Sharing Things With Others."

Schwartzman, Sylvan D., Let's Do The Right Thing (VAHC), pp. 45-50, "A Very Happy Chanuko."

Lesson 30: Sh'Voo-ohS

Games

Play several of the games listed in the Appendix, "Games."

Project

Present mural to another Hebrew class or to parents.

Children should use as many Hebrew words as possible.

Bibliography

Teacher's First Grade Manual

Manual

Schwartzman, Sylvan D., Orientation To God, Prayer and Ethics.

Schwartzman, Sylvan D., Thank You, God (UAHC).

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Schwartzman, Sylvan D., Let's Do The Right Thing (UAHC).

Bible Story

Hollender, Betty R., Bible Stories For Little Children, Vol. II, (UAHC).

Holiday

Cook, Ray M., Sing For Fun, Book One (UAHC).

Cook, Ray M., Sing For Fun, Book Two (UAHC).

Coopersmith, Harry, Hebrew Songster For Kindergarten and Primary Grades (The Jewish Education Committee).

Coopersmith, Harry, The Songs We Sing (United Synagogue).

Eisenstein, Judith and Frieda Prensky, Songs of Childhood (United Synagogue).

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Pessin, Deborah and Temima Gezari, The Jewish Kindergarten (UAHC).

Rubin, Alvan, A Picture Dictionary of Jewish Life (Behrman).

Silverstein, Ruth, A Year's Lesson Plans for Kindergarten (UAHC).

Weilerstein, Sadie Rose, What Danny Did (Behrman).

Weilerstein, Sadie Rose, What the Moon Brought (Behrman).

Audio-Visual Material:

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(Alexark and Norsim)

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CHAPTER II
Appendicies

Appendix I

"Order of Lessons for the Kindergarten Manual"

Key

M - Manual Unit
 HR- Bible Unit
 HY- Holiday Unit

Lessons

- | | |
|---------------|---------------|
| 1. M, HY | 18. M, HR, HY |
| 2. M, HY | 19. M, HR, HY |
| 3. M, HY | 20. M, HR, HY |
| 4. M, HR, HY | 21. M, HR, HY |
| 5. HY, M, HR | 22. HY, HR, M |
| 6. M, HR, HY | 23. M, HR, HY |
| 7. M, HR, HY | 24. M, HR, HY |
| 8. HY, HR, M | 25. M, HR, HY |
| 9. M, HR, HY | 26. M, HR, HY |
| 10. HR, HY, M | 27. M, HR, HY |
| 11. M, HR, HY | 28. M, HR, HY |
| 12. M, HR, HY | 29. M, HR, HY |
| 13. M, HR, HY | 30. M, HY |
| 14. M, HR, HY | 31. M |
| 15. M, HR, HY | 32. M |
| 16. HR, M, HY | 33. M |
| 17. M, HR, HY | |

Appendix II

"Order of Lessons for the First Grade Manual"

Key

M - Manual
 HR - Bible Unit
 HY - Holiday Unit

Lessons

Lessons 1 and 2 are M, HY.

Lesson 3-24 are M, HR, HY except for lesson 16. The order of lesson 16 is M, HY, HR.

After lesson 25 the order is M, HY.

Appendix III

"Parts Of Speech--

Teacher's Kindergarten Manual"

Nouns

ah-Doh-Noi'

ayM

ahV

ay-Lee-Yaw-Hoo Hah-Naw-Vee'

ah-Hah-Vaw'

ahH

aw-HohS'

B'Raw-Haw'

Nouns

BayS Hah-T'Fee-Law'

BayS Hah-K'Neh-SehS'

BayS Hah-MiD-RawSh'

BayN

Boh-KehR

Dah-Yay-Noo

ehS-RohG'

eh-STayR'

Nouns

eh-MehS

eh-RehV

HahG

Hah-Law

HahV-Daw-Law

Hah-Nu-Kaw

Hah-Gaw-Daw

HahD-GahD-Yaw

Haw-MawN

Ki-DooSh

Loo-LawV

Lei-Law

Leh-HehM

Maw-GayN Daw-ViD

MiTs-VohS

Meh-LehH

MawR-D'Kai

M'Gi-Law

M'Zoo-Zaw

MahH-ZohR

Mah-Tsaw

NayR Taw-MeeD

NayR

P'Ree

Poo-ReeM

Nouns

PeH-SahH

RahV

Raw-Shaw

Shah-LahH Maw-NohS

Shaw-Naw

Shah-MawSh

Shaw-Voo-ah

Si-DooR

Sh'Mah

Shah-BawS

Shaw-LohM

Su-Kaw

Ts-Daw-Kaw

T'Fee-Law

Tah-LeeS

Toh-Raw

YohM

YahD

Yah-YiN

Pronouns

ah-Nee

Hoo

Hee

Mee

Verbs

aw-MahR'

awM-Raw'

Haw-Yaw'

Haw-Y'Saw'

Raw-aw'

Adjectives

Kaw-DohSh'

Yaw-Faw'

Number

eh-HawD'

Greetings

HahG Sah-May'-ahH'

KayN

Loh

Mah-ZawL' TohV

Shaw-Voo'-ah TohV

Shah-BahT' Shaw-LohM'

TohV

Toh-Daw'

Blessings

ah-MayN'

Baw-R' Hoo'

Baw-RooH' ah-Taw' ah-Doh-Noi'

Hah-Moh-Tsee' or Moh-Tsee'

Mah-NiSh-Tah-Naw'

Adverbs

awZ

Zeh

ZohS

Appendix IV

"Parts Of Speech --

Teacher's First Grade Manual"

Nouns

ah-Naw-Sheem

ay-Nah-YeeM

ah-VohS

ah-HeeM

ay-TseeM

ayTs

Baw-Neem

B'Raw-HohS

eeSh

Hah-GeeM

Hah-LohS

KohL NiD-Ray

Maw-YeeM

Nay-RohS

RohSh Hah-Shaw-Naw

Shah-FawR

SiM-HahS Toh-Raw

Say-FehR Toh-Raw

Si-Doo-Reem

Too-BiSh-VahT

T'Fee-LohS

Nouns

YohM TohV

Yaw-MeeM

YohM Ki-PooR

Y'Law-DeeM

Y'Law-DohS

Sh-Voo-ohS

Pronouns

ah-Nahh-Noo

HayM

Adverb

Poh

Adjectives

Gaw-DohL

G'Doh-LeeM

G'Doh-LohS

Haw-ZawR

K'TahN-Naw

K'TahN-NohS

K'TahN-Neem

Adjectives

Toh-VeeM

Toh-Vaw

~~K'TahN-Naw~~Greetings

L'Shaw-Naw Toh-Vaw

Numbers

eh-SehR

Sh-Loh-Shaw

Verbs

aw-M'Roo

aw-Doo

Haw-Yoo

Naw-SahN

Raw-oo

Shaw-M'oo

Prayers

ayN Kay-Loh-Hay-Noo

Kaw-DohSh

Moh-Tsee

Mee Hah-Moh-Haw Baw-ay-LeeM

ah-Doh-Noi

V'aw-HaV-Taw

Sayings

GehM Zoo L'Toh-Vaw

Kah-VayD ehS aw-Vee-Haw V'ee-

Meh-Haw

Mah-ZawL TohV

Appendix V

"Games"

1. "Finish It"

Sample

Teacher: Children, I will begin to say something and stop before I finish my sentence. See if you can finish it. When you answer, please repeat my sentence.

ah-Nee see a large _____ (The answer can be any noun.)

ah-Nee read my _____ (The answer can be Si-DooR or Toh-Raw.)

ah-Nee read my Toh-Raw _____ (The answer can be the adjective Yaw-Faw. The teacher should not play this game with adjectives until the first grade.)

(The reason for having the children repeat the teacher's sentence is to enable the children to review any other Hebrew words that the teacher uses.)

See Manual Lesson 7 in the Teacher's First Grade Manual for another example of this game.

2. "Acting Out Words or Sentences"

3. "Alike and Different"

Divide a large card into six or eight squares. Paste an attractive colored picture of some well known

object etc. in each box. Paste duplicate pictures on small cards. Say, "Put those that are just alike together and tell the class in Hebrew what you see in the picture." (There can be several types of pictures e.g. mother speaking to father, father saying Kiddush over the wine etc.)

4. "How They Are Different"

First, present two contrasting pictures and ask, "Are these pictures alike?" Agree that they are not. Then the children should tell, using Hebrew words, how the pictures are different.

5. "Grab Bag"

Children grab from a large bag which is filled with objects, pictures etc. They must identify the object etc. using the correct Hebrew word.

6. "Understanding Singular and Plural"

Have a child run from one place to another. Have the child explain what he did. Make certain he uses the word "I." Then the teacher should do the same thing and use ah-Nee in place of the word "I." Ask the children what the word ah-Nee means.

7. "Baseball"

There are several different ways to play this game. The teacher can ask the children which way they know how to play this game.

8. "Farmer in the Dell"

Everyone is in a circle. The teacher chooses a child by spinning a driedle. She asks him if he knows what a certain Hebrew word means. When the teacher finds a child that knows the meaning of the word the child goes into the circle and the children sing, "The T'Fee-Law in the dell, the T'Fee-Law in the dell, Hi-Ho the Merrio, the T'Fee-Law in the Dell." (The word that the teacher asked was T'Fee-Law.)

The children stop singing and walking around in a circle and the child in the center thinks of a Hebrew word to ask another child. He then spins the driedle and when it points to a child he sings, "The T'Fee-Law takes a (Hebrew word), the T'Fee-Law takes a (Hebrew word) Hi-Ho the Merrio the T'Fee-Law takes a (Hebrew word).

If the child does not know the meaning of the word then the child to his left guesses. This pattern continues until someone guesses the meaning of the Hebrew word.

The child that knows the meaning of the word comes inside the circle and the children start to sing, but this time they use the new word in place of T'Fee-Law. If the child in the circle doesn't know a word to ask the child goes out and the child that is already in the circle asks a word. If he doesn't

know a word then the game is started all over again. Set a time limit on the game. Whoever is inside the circle at the end of this time limit is a winner.

9. "Accurate and Detailed Visual Image"

The teacher displays a picture etc. for a few moments and has the children study the details. Then, with the picture etc. removed, the teacher lets the children discuss the picture. Then she lets the children tell about the things in the picture or lets them tell the story they see in the picture. The teacher encourages the children to use as many Hebrew words as possible. The picture may be displayed and removed several times to help those children who lose the image too soon to settle a controversial point.

10. "Visualization"

The teacher places several objects on a table. She lets the children carefully observe them and then covers them with a cloth. Then she lets the children try to visualize the objects underneath the cloth and tell what object is under each little hump. To vary this game, the teacher can reach in the cloth and remove an object without letting the children see which one is gone. Then she can re-arrange the others, uncover the pile and ask which object is missing.

11. "Association"

Arrange on a table such things as a M'Noh-Raw, NayR, picture of ayM (mother) and ahV (father) sitting together on the sofa in the living room, etc. Direct the children to look at each object, decide which can be used together and try to see these pairs of objects in their minds. Cover the objects etc. and ask individuals to name them in related pairs. The children must use Hebrew words.

12. "Picture-Story"

Show pictures of different things and ask the children to make up a story using Hebrew words for these things.

13. "Riddle"

Mee ah-Nee? Who am I? ah-Nee have eight places for candles. Mee ah-Nee? (The answer is a Hah-Mu-Kaw M'Noh-Raw.) Use the words Zeh (this is-Ms.) and ZohS (this is-F.) whenever possible. See Manual Lesson 26 and Manual Lesson 30 in the Teacher's First Grade Manual for other examples.

14. "Translation"

The "Translation" game can be used to introduce new words. The teacher can use the sentences from the story which contain the new words. She should also write a short paragraph of her own as a review if she thinks it is necessary. In her paragraph the

teacher should also include some of the review words; after this the teacher can read the story emphasizing the new words. Of course, she will also include review words when she reads the story.

For various examples of this game see the following lessons that appear in the Teacher's Kindergarten Manual: Holiday Lesson 5, Holiday Lesson 18, Manual Lesson 19, Bible Story Lesson 25 and Bible Story Lesson 10. In the Teacher's First Grade Manual the teacher can look at Manual Lesson 20, Manual Lesson 21 and Manual Lesson 23.

15. "Identification"

The identification game is simply played by holding up a picture, object etc. and the children must identify the object with the correct Hebrew word or words. See Bible Story 11 in the Teacher's Kindergarten Manual.

CHAPTER X

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