

The Joseph and Belle Braun Anshe Emet Religious School

Second Grade Sacred Text



We don't just teach Hebrew; we nurture a growing Jewish soul.

Genesis Stories Lesson 1 - Creation

Coach's Voice:

In second grade, students will be exposed to the range of core stories from Genesis and Exodus. This is an overview year, rather than an in-depth dive. Expect that from lesson to lesson you will be introducing characters, plot themes, and big ideas and then moving forward.

The core books chosen for second grade come from EKS publishing, these books have text in Hebrew and English that stays very close to the Torah itself. At the same time they have vibrant illustrations. The hope is that these texts serve as a bridge between JK-1st grade story books and third grade Parshat HaShavuah which will be learned in the Chumash for the first time.

The goals of these units are as follows:

1. Students will understand that the Torah tells stories of the Jewish people who came long before us and teaches us lessons to help us be kind and part of a community
2. Students will know the main characters and basic plotlines of the highlights of Genesis and Exodus
3. Students will be able to name some of the characters and stories in Genesis and Exodus and will be able to explain those stories to others.

Note that for today's lesson on the Creation Story, the EKS book focuses on the seven days of creation rather than the story of Adam and Eve. You may choose to supplement with videos and story sharing; resources are included below.



Genesis Text	Story that Tells that Text
Creation of the World	"In the Beginning" by Carol Racklin-Siegel and Alison Greegard EKS Book Series #1

As you approach the EKS book, remember to:

- Demonstrate how Hebrew is read from right to left
- Notice a word or two in the Hebrew to lift up and use in class
- Stop and pause along the way for guiding questions

- Create a working list of what was created in what order with your students
 - Day and night
 - Sky
 - Land, sea, and plants
 - Sun, moon, and stars
 - Birds and fish
 - Animals and people
 - Shabbat
- Which is your favorite day of creation?
 - Why?
- Why do you think God made people last?
- If you were choosing what to make first, what would you make?

Optional Inclusion

- You might choose to include an introduction to the story of Adam and Eve as well since this isn't covered in the EKS Book
- Consider summarizing the story for your students
- This BimBam video will need scaffolding (pausing along the way to summarize the story and the main points); nevertheless, it may be a helpful resource: <https://www.youtube.com/watch?v=O4hEvag2MmY>

Coach's Voice:

A word of caution: As you seek out videos or other resources on Adam and Eve, keep in mind that the Jewish and Christian traditions read this story in radically different ways, so you'll want to make sure the resources you use are appropriate to a Jewish audience.



Suggested Activity:

Seven Days of Creation Class Mural

- Work to create a huge class mural of the seven days of creation
- Take a huge piece of butcher paper and label the top with the numbers 1-7 and with the name of what was created that day:
 - Day and night
 - Sky
 - Land, sea, and plants
 - Sun, moon, and stars
 - Birds and fish
 - Animals and people
 - Shabbat

- Ask students to form groups to work on each of the “panels”
- Provide as many different fun art supplies as you can think of: paint, glitter, glue, markers, feathers, wood pieces, etc.
- Share this song from Elan Jagoda as students paint:

<https://www.youtube.com/watch?v=NdSPZJIM75A>

- Take photos of the students working and of the finished project to share with parents

Virtual Tips & Tricks:

Ask each student to work on a panel of a different day of creation. Snap photos of all of the panels and put them together in a slide presentation.



Supply Needs:

- Art supplies

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Know the and basic plotline of the Creation story

Genesis Stories 2- Noah's Ark

- Fill in the details: you left off sharing about the days of creation and potentially about Adam and Eve
- Let your students know what has happened since:
 - After Adam and Eve left the Garden of Eden, they learned to farm and work the land
 - Adam and Eve had children, grandchildren, and great-grandchildren who spread all across the world
 - Unfortunately, many people were not kind, but instead were hateful and violent

Genesis Text	Story that Tells the Text
Noah's Ark	"Noah's Ark" by Alisson Greengard and Jessica Goldstein EKS Book Series #2

As you approach the EKS book, remember to:

- Demonstrate how Hebrew is read from right to left
- Notice a word or two in the Hebrew to lift up and use in class
- Stop and pause along the way for guiding questions
 - Why did God flood the earth?
 - Why do you think there were two of every animal?
 - How did Noah know it was safe to come out of the ark?
 - Why did God make the rainbow?

Suggested Activity:

Make an Edible Ark

- Students can each make their own "edible ark" expressing the themes in the story. Use whatever supplies strike your fancy or consider the following:
 - Graham crackers for the ark itself
 - frosting to hold the crackers together
 - jelly beans to pair "2 by 2" for the different animals
 - red vines to shape into windows
 - blue raspberry ice cream for the ocean
 - gummy bears for Noah and his family
- Before eating the arks, take photos to share with parents

Virtual Tips & Tricks:

Lean into the fact that your students are learning from home by asking them to bring stuffed or plastic animals. Ask students to only bring one of each kind. As students share their animals, one by one, seek out pairs that are completed when two students virtually join their animals together. Use this as an opportunity to create bonds between students.

**Supply Needs:**

- Food craft supplies

Learning Goals:

At the conclusion of the lesson, students will:

1. Know the main characters and basic plotline of the Noah story

Genesis Stories Lesson 3 - Tower of Babel

- Today, we are reading the story of the Tower of Babel
- Remind students what happened since last we read:
 - In our last Genesis lesson, we looked at the story of Noah
 - After the flood ended, Noah and his children settled on the land
 - Years later, after human beings had spread around the earth, this week's story took place
- As you approach the EKS book, remember to:
 - Demonstrate how Hebrew is read from right to left
 - Notice a word or two in the Hebrew to lift up and use in class
 - Stop and pause along the way for guiding questions
 - Why did the people want to build a tall Tower?
 - Why was God mad at the people?
 - Why did God make people speak different languages?

Genesis Text	Story that Tells the Text
Tower of Babel	"Migdal Bavel: The Tower of Babel" by Alison Greengard and Carol Racklin-Siegel EKS Book Series #3

Suggested Activity:

Build a tower three ways

- First, with no provisos: provide Legos/blocks and ask the class to collaborate to build the tallest tower they can, all working together (or in small groups, depending on the size of your class)
- Next, provide Legos/blocks and ask the small groups/whole class to again collaborate but this time no one can speak any words or make any noise at all
- Finally, provide Legos/blocks and ask the small groups/whole class to build a tower with no words, no sounds, no pointing, no gestures
- If the tower-building is too easy, consider a different collaborative project like relays, lining up in order of birthdays, or doing a puzzle
- At the end, reflect:
 - Why was it easier to complete the task when you could talk or use gestures?
 - Why might it be better to move slower or sometimes not work all together?
 - Explain:
 - God wants us to collaborate and work as a team, but God also wants us to think about our choices and be independent upstanders

- Sometimes, when we are in a big group of friends, we do what everyone else is doing without thinking
- Sometimes it is helpful to slow down and ask ourselves, “Is this the right thing to do, or not?”

Virtual Tips and Tricks:

Using the Whiteboard feature on Zoom, instruct students to create a tower (or other structure) using the Stamps function. Repeat the above exercise where you slowly remove the chat, verbal communication, etc. to see what it's like to work together even without communication.



Supply Needs:

- Legos or blocks
- Story books

Learning Goals:

At the conclusion of the lesson, students will:

1. Know the main characters and basic plotline of the Tower of Babel story

Genesis Stories Lesson 4 - Abraham & Sarah

- Today, we are reading the story of Abraham and Sarah leaving home, praying for a child, and welcoming Isaac

Remind Students of Where we Left Off

- In our last Genesis lesson, we learned about the Tower of Babel
- After the Tower fell, people began to speak different languages
- People spread all over the world
- Ten generations later, Noah's great-great-great... grandson, Abraham was born
- None of the characters we have met so far (Adam and Eve, Noah, etc.) were Jewish
 - This week we will meet the first two Jewish people, Abraham and Sarah

Genesis Text	Story that Tells the Text
Abraham and Sarah	"Lech Lecha: The Journey of Abraham and Sarah" by Alison Greengard and Carol Racklin-Siegel EKS Book Series #4

- As you approach the EKS book, remember to:
 - Demonstrate how Hebrew is read from right to left
 - Notice a word or two in the Hebrew to lift up and use in class
 - Stop and pause along the way for guiding questions
 - How do you think Avram and Sarai felt when God asked them to leave their home?
 - When God told Avram that his children would become slaves, and later be freed, how do you think Avram felt?
 - Why did Sarah welcome the strangers who came to her tent?
 - How did Sarah choose Isaac's name?

Suggested Activity:

Hosting a Party

- Remind students that Sarah welcomed guests into her home
 - Even though they were strangers (and we should always let a trusted adult decide how to interact with strangers), Sarah made the three visitors feel at home
- Explain:
 - Sarah showed the mitzvah "Hachanast Orchim"- welcoming guests

- We are meant to be gracious hosts to guests who visit us
- Tell each student that they are going to have a chance to be a host for the class:
 - In small groups, ask students to plan a “party” they will welcome their classmates to attend
 - Give students supplies to use: tables and chairs, plates and cups, snacks and drinks, flowers and vases, butcher paper for tablecloths, etc.
 - Give each group time to set up their party/table
 - Consider giving each group a different context: a Shabbat dinner, a Pesach seder, a bris/baby naming brunch, an oneg at synagogue after services, etc.
 - Rotate around the classroom with each student getting a chance to practice being host and guest
 - Consider giving each small group a turn playing host to the rest of the class
 - Reflect with students:
 - What did it feel like to be the host?
 - What did it feel like to be the guest?
 - Why is it so important to be a good host?

Virtual Tips and Tricks:

Break the small groups into their own breakout rooms to do their planning for a Zoom party:

- How will they “welcome” people?
- What backgrounds will they use?
- Will they play music?
- What games will they play?
- How can they make their friends feel welcome in a virtual platform?



Supply Needs:

- EKS books
- Tables
- Chairs
- Plates
- Cups
- Snacks
- Drinks
- Flowers
- Vases
- Butcher paper
- Story books

Learning Goals:

At the conclusion of the lesson, students will:

1. Understand that the Torah tells stories of the Jewish people who came long before us and teaches us lessons to help us be kind, such as how Abraham and Sarah welcomed their guests

Genesis Stories Lesson 5 - Rebecca & Isaac

Today, we are reading the story of how Rebecca impressed Abraham's servant with her generosity, and was therefore asked to marry Isaac

Remind students where we left off:

- In our last Genesis lesson, we learned about Abraham and Sarah, and how they left their home to start a new religion
- Abraham and Sarah were the first people to be Jewish- the first people to believe in one and only one God
- Abraham and Sarah had a son named Isaac when they were very old
- Many years later, when Isaac was a grown up, his father Abraham wanted to see him get married and find a wife...

Genesis Text	Story that Tells the Text
Rebecca and Isaac	"Rivka: Rebecca" by Alison Greenard and Carol Racklin-Siegel EKS Book Series #5

As you approach the EKS book, remember to:

- Demonstrate how Hebrew is read from right to left
- Notice a word or two in the Hebrew to lift up and use in class
- Stop and pause along the way for guiding questions
 - What did Rebecca do when she saw Abraham's servant?
 - In the desert, water is not easy to come by; why do you think Rebecca shared it with the stranger and his camels?
 - Why did Abraham's servant think that Rebecca would be a good wife for Isaac?
 - Do you agree?

Suggested Activity:

Feeding the Hungry

Coach's Voice:

This lesson requires a bit of pre-planning. Not all food pantries accept food that students cook, but a bit of research a few weeks ahead of time should set you up for success. Please keep in mind that some students may themselves be beneficiaries of food pantries or other social service resources, so don't make any assumptions.



Explain:

- Rebecca showed generosity and kindness by giving water to strangers who were thirsty
 - We can follow her example
- Consider contacting a local food pantry to see whether your class can:
 - Cook something and donate it to those in need
 - Collect food/drinks for those in need and bring them to the food pantry
 - Volunteer or help in some other way
- If a food pantry isn't an available choice, consider:
 - Donating food/drink to a local fire station
 - Cooking a meal or treats for a local elder home or homeless shelter
- Reflect with students:
 - How was the mitzvah we did today similar to Rebecca's mitzvah with the servant and the camels?
 - Remind Students That: Rebecca was one of the most important Jewish leaders
 - Ask: If we are all children of Rebecca (she was a "foremother"), what should we remember about her and learn from her?

Supply Needs:

- Food mitzvah supplies
- Story books

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Understand that the Torah tells stories of the Jewish people who came long before us and teaches us lessons to help us be kind and part of a community

Genesis Stories Lesson 6 – Jacob, Leah, & Rachel

- Today, we are reading the story of Jacob
- In the last lesson we learned about Rebecca, explain to students the part of the story they are missing:
 - Rebecca and Isaac had two sons, twins, named Jacob and Esau
 - Jacob was younger so Esau was supposed to be in charge
 - BUT Jacob tricked his blind dad, pretended to be his brother Esau, and got the blessing that wasn't meant for him
- The EKS book includes snippets from his story: the dream of the ladder, marrying both Leah and Rachel, wrestling with the angel, etc.
- However, you might choose to augment, filling in some of the details along the way

Genesis Text	Story that Tells the Text
Jacob, Leah, and Rachel	"Vayetzei Yaakov: Jacob's Travels" By Carol Racklin-Siegel EKS Book Series # 6

As you approach the EKS book, remember to:

- Demonstrate how Hebrew is read from right to left
- Notice a word or two in the Hebrew to lift up and use in class
- Stop and pause along the way for guiding questions
 - Jacob dreamed of angels coming up and down the ladder, why do you think he had that dream?
 - Jacob thought he was marrying Rachel but instead married Leah
 - Have you ever been tricked?
 - Played a trick?
 - How did it feel?
 - Jacob wrestled with an angel until the angel blessed him
 - The angel gave Jacob the name Israel, and Jewish people are called the "people Israel."
 - Why do you think we are named for the person who wrestled that angel?
 - What lesson could we learn from him?

Suggested Activity:

Songs about Angels

Coach's Voice:

This would be a great opportunity to bring your cantor or song leader to the classroom and ask them to share their favorite Jewish songs about angels. They may have a favorite Shalom Aleichem (or other) melody that second graders can learn and feel ownership over. Explain to students that Jewish angels are messengers: these aren't people who died, they are beings created by God to give messages or protection to us when we need them.



- Explain:
 - In the story of Jacob, we hear twice about angels!
 - There are angels who climb up and down the ladder in his dream, and the angel who wrestles Jacob and changes his name to Israel
 - In Hebrew, an angel is called a Malach, a messenger
 - An angel has something important to teach us or say to us
- There are several beautiful songs about angels you could share with your class:
 - HaMalach HaGoel Oti: This song is based on the blessing from Jacob to his grandchildren, asking an angel to guard them
 - Lyrics:
http://www.zemirotdatabase.org/view_song.php?id=26
 - Music:
<https://www.youtube.com/watch?v=RF-rD5tQdkQ&t=51s>
 - B'Shem HaShem: As a lullaby before going to bed, this song asks four angels (Michael, Gabriel, Uriel, and Rafael) to surround us and protect us
 - Lyrics:
http://www.zemirotdatabase.org/view_song.php?id=18
 - Music:
<https://www.youtube.com/watch?v=mxr6Hccclrc> (this version repeats a few times, you might only want to play a portion of it)
 - Shalom Aleichem: This Shabbat song invites angels to come and sit with us over Shabbat, because on Shabbat, some people believe that extra angels surround us and protect us
 - Lyrics:
<https://www.myjewishlearning.com/article/shalom-aleichem/>

- Music: <https://www.youtube.com/watch?v=j-wAAtCvPnQ&t=2s> (This awesome video has lyrics and melody, great for singing along!)
- Ask:
 - Why do you think we have so many lullabies and songs about angels?
 - Now that you know a little about angels, think back to Jacob's dream of the ladder
 - Now, what do you think about that dream?
 - What was he hoping for?
 - Why did that dream make him feel so safe and so happy?
- Practice singing Shalom Aleichem
 - In second grade, the focus of the tefillah curriculum continues to be Kabbalat Shabbat, so here's a great lesson to reinforce that learning
 - Consider making a class recording with your cantor/song leader of the class singing Shalom Aleichem that students can bring home to their Shabbat tables!

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Know the main characters and basic plotline of the Jacob, Leah, & Rachel story

Genesis Stories Lesson 7 - Joseph and His Brothers

- Today, we'll be learning the story of Joseph and his brothers!
- As you approach the EKS book, remember to:
 - Remind students where you left off
 - In the last Genesis lesson, we learned about Jacob wrestling the angel
 - Jacob changed his name to Israel
 - Jacob married two sisters, Leah and Rachel
 - Jacob, Leah, and Rachel gave birth to 12 sons and 1 daughter!
 - Demonstrate how Hebrew is read from right to left
 - Notice a word or two in the Hebrew to lift up and use in class (consider siblings- "achim", which lets you tie this to Hinei Ma Tov)
 - Stop and pause along the way for guiding questions
 - What did Joseph do to make his brothers mad?
 - What could he have done instead?
 - When his brothers were mad what did they do?
 - What could they have done instead?

Joseph and His Brothers	Joseph the Dreamer by Alison Greengard and Gadi Garfinkel EKS Book Series #7
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Suggested Activity:

- After reading the story, work with your students to make a play:
- Have students name characters and draw masks/puppets for the character they will play
- Tell the story once as they remember it, with students playing the parts, calling out lines, etc.
- Tell the story again, only this time, pause along the way, and give each character a chance to do something *different* (for instance, pause Judah when he's about to sell Joseph into slavery and ask, "What could you say/do instead?")

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Know the main characters and basic plotline of the story of Joseph and his brothers
2. Be able to name some of the characters in the story of Joseph and his brothers and be able to explain the story to others

Genesis Stories Lesson 8 – Review of Genesis

- By now, students have completed reading seven different stories about Genesis (Creation, Noah, Tower of Babel, Abraham & Sarah, Isaac & Rebecca, Jacob & Rachel & Leah, Joseph & His Brothers)!
 - The goal of today is to review and remember the stories
- Start by reviewing the stories:
 - Perhaps have the last seven books next to you, select one page from each one, and play a game: can you tell the story this picture is presenting?

Suggested Activities:

- Consider one of the two suggestions to review Genesis:

Mural

- Take a huge piece of butcher paper and write the seven names of the stories in different sections.
- Place the relevant EKS book next to each section to help spark memories
- Ask students to draw, onto their part of the mural, images of what happened in that part of the story

Virtual Tips and Tricks:

- Assign different kids to different stories, and have them draw their parts at home.
- Ask a parent to snap a photo and send it to you.
- You can display them in order (Google Slides could work well for this) to review the full sequence.



Obstacle Course

- Make a huge obstacle course with seven stations representing each of the seven stories you've learned:
 - "Snake" your way around the Garden of Eden (under chairs, around cones, etc.)
 - Match the Animals: Make a pairs matching memory game for 10 different animals
 - Tower of Blocks: How high can they stack blocks until they tumble?
 - Lech Lecha Scavenger Hunt: Make a map of the synagogue where students have to "journey out" to find 3 different points on the map
 - Water those camels!
 - Students have to carry buckets of water across the field/gym/room without spilling a drop

- Under the Veil: Blindfolded race where the “veiled” person has to follow instructions from a non-blindfolded partner around obstacles
- Coat of Many Colors: Add rainbow-colored stickers to plastic cups, the participant has to get a ping pong ball in one cup for each color of the rainbow

Virtual Tips and Tricks:

Your students can pull off the obstacle course right in their own rooms, in front of the camera, as long as you ask parents to have supplies at the ready! I.e.:

- Snake around the floor of your room
- Play matching game on the screen
- Stack blocks in front of the camera
- Online “journey out” scavenger hunt
- Carry a cup of water to the kitchen sink and back again
- “Veil” one student at a time and give them instructions in their own rooms
- As a class, paint a rainbow using the Zoom “annotate” feature



Supply Needs:

- Storybooks
- Music
- Art supplies
- Blocks
- Buckets
- Blindfolds
- Plastic cups
- Stickers

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Know the main characters and basic plotline of the highlights of Genesis (Creation, Noah, Tower of Babel, Abraham & Sarah, Isaac & Rebecca, Jacob & Rachel & Leah, Joseph and his brothers)
2. Be able to name some of the characters and stories in Genesis and Exodus and be able to explain those stories to others

Exodus Stories Lesson 1 - Baby Moses & Miriam

In our sacred text lesson, we wrapped up our study of Genesis. Now we are beginning a whole new story, with the start of Exodus:

As you approach the EKS book, remember to:

- Demonstrate how Hebrew is read from right to left
- Notice a word or two in the Hebrew to lift up and use in class
- Stop and pause along the way for guiding questions
 - What did Moses' mom do to keep him safe?
 - What did Miriam do?
 - How were Shifra and Puah brave?
 - Pharaoh's Daughter adopted Moses, but her father was the Pharaoh
 - How do you think she was so kind, when her father was so mean?

Exodus Text	Story that Tells that Text
Baby Moses and Miriam	The Brave Women Who Saved Moses EKS Book Series #8 by Alison Greengard and Jessica Goldstein

Suggested Activity:

Molding from PlayDoh

- After the story, work with students to recreate the story with PlayDoh/clay:
- Ask each student to choose a character they will make out of PlayDoh:
 - Miriam
 - Yocheved
 - Shifa
 - Puah
 - Pharaoh's Daughter
- As they "sculpt" encourage students to share:
 - How would I know which character this is?
 - What expression does she have on her face?
 - Your character was very brave, how will you show how brave she was with your artwork?
- If time allows, consider retelling the story with students' help
 - As you share the highlights of the story, let students use their creations to "act out" their part in the story

Supply Needs:

- EKS Books
- PlayDoh or clay

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Know the main characters and basic plotline of Moses' origin story

Exodus Stories Lesson 2 - The Ten Plagues

Coach's Voice:

Today, we are continuing to explore the story of the Exodus, at the same time that we are preparing to celebrate Pesach. Where we last left off, we had explored the story of the “women who saved Moses”, leaving off with Moses being adopted by the daughter of Pharaoh and raised in the Palace. Today, we will want to review what we learned, and even as we explore the overall arc of the story, intentionally focus on the plagues. When you get to the tenth plague, be careful with language and be sensitive to the fact that this may be a disturbing story. Students may need reassurance that they are safe and that this was something that happened long ago (and that when we marked our homes with the lamb's blood, that kept us safe).



- Read *The Story of Passover* by David Adler
 - This book is a nice overview of the Exodus story with a particularly nice spread of pictures related to the plagues, which will be today's focus
 - Other books might do the trick just as well
- As you approach the book:
 - Cue students in the first few pages to remind you of what they learned in the last Exodus lesson about Yocheved, Miriam and Pharaoh's Daughter
 - Consider having students spill drops from a cup of grape juice (onto a paper plate) as you recite each plague, in preparation for the seder:
 - Remind students that we spill out juice/wine because even though the plagues were needed for us to be free, we are sad and sorry that the Egyptians were hurt along the way, so therefore we reduce our own enjoyment
 - Stop and pause along the way for guiding questions:
 - Why did God make the plagues?
 - How do you think the Egyptians felt during the plagues?
 - How do you think the Jewish people felt during the plagues?
 - How much does God love freedom?
 - Why do you think freedom is so important to God?

Suggested Activity:

Finger Puppets

- Consider making 10 plague finger puppets which students can bring to their family seder in a few weeks to help with the Maggid (the telling of the story)
 - Think about making the 10th plague design more vague and less literal (just an x might do the trick).
- This version of the craft has pre-made paper cutouts to color:

<https://rodephsholom.org/crs-craft-corner-10-plagues-finger-puppets/>

- Or, try making finger puppets from felt and helping students come up with their own creative designs
- This version has you sew on the pieces; consider fabric glue as an alternative

<https://sewguide.com/make-fabric-finger-puppets/>

- To get inspired, here are some designs to consider:

https://www.judaica.com/plagues-finger-puppets-18203.html?gclid=CjwKCAiAgc-ABhA7EiwAjev-j_4l1mpkm7C_rVf6zWqqLYTIWJiY31xH15mV57oR9M5GAt3Gr2WtEBoc7UEQAvD_BwE

https://www.judaica.com/plagues-hand-puppets-kit-17744.html?gclid=CjwKCAiAgc-ABhA7EiwAjev-j6GDJZlMrmj1t4WHvd775aDm-VI8YQ3oNqYrNuHKrrWJX0No9pryxxoCHXgQAvD_BwE

Supply Needs:

- Story books
- Cups
- Paper plates
- Grape juice
- Finger puppet craft supplies

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Know the main characters and basic plotline of the story of the ten plagues

Exodus Stories Lesson 3 - Leaving Egypt

- In our last Exodus lesson, we looked at an overview of the Pesach story, focusing on the ten plagues
- Today, we are exploring what it was like to leave Egypt
 - The EKS books will have a good overview of the story; consider focusing your attention on what it was like to leave Egypt

Exodus Text	Story that Tells that Text
Leaving Egypt	“Let My People Go” by Alison Greengard and Jessica Goldstein EKS Book Series #9

As you approach the EKS book, remember to:

- Demonstrate how Hebrew is read from right to left
- Notice a word or two in the Hebrew to lift up and use in class
- Stop and pause along the way for guiding questions
 - When the Jewish people left Egypt, what did God look like to them? (smoke and fire)?
 - Why do you think Pharaoh changed his mind and chased the Jewish people even after he let them go?
 - Why do you think Miriam led everyone in dancing when they finally left Egypt?

Suggested Activity:

18 Second Relays

- Remind students that when the Jewish people left Egypt, they had to move FAST
- We eat matzah because there wasn't time for our bread to rise when we were running out of Egypt
- Making matzah is FAST: from the time the flour and water are mixed until the time the matzah comes out of the oven is only 18 minutes
 - Here is a video showing what's involved:

<https://pjllibrary.org/beyond-books/pjblog/april-2019/how-to-make-your-own-matzah>

- Explain that today we will be using the magic number “18” and doing Pesach races/relays to see what we can do, not 18 minutes, but 18 seconds!

- Time the students and give out lots of prizes (everyone should get a prize or star or sticker along the way)
- Here are some ideas, but add your own Pesach-inspired thoughts:
 - How many plastic cups can you stack in 18 seconds?
 - How much matzah can you eat in 18 seconds?
 - How many pieces of Parsley can you separate in 18 seconds?
 - How many places at the table can you set in 18 seconds?

Supply Needs:

- Prizes/stars/stickers
- Plastic cups
- Matzah
- Parsley
- Table settings

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Know the main characters and basic plotline of the story of leaving Egypt

Exodus Stories Lesson 4 - Nachson & Crossing the Sea

- In our last Exodus lesson, we focused on the story of the Jewish people leaving slavery and coming to freedom, this week's lesson is focused on crossing the sea itself
- This is our final week of telling the story of the Exodus
 - This is a great chance to remind students of the grand sweep of the story, from beginning to end, but to specifically focus on the moment of crossing the sea
- Begin by letting students know that we will be learning about Nachshon, but that his story is not in the Torah - it is a Midrash
 - A Midrash is a story about the Torah which isn't in the Torah
 - In the Torah, we hear Nachson's name, but nothing else
 - In the Midrash, a story about the Torah, we learn that Nachson was the first person to step into the Sea, even though he was afraid
- Read *Nachson, Who was Afraid to Swim: A Passover Story* by Deborah Bodin Cohen
- Consider asking the following questions:
 - Nachson repeats, "Face Your Fears, Have Faith":
 - Why is it important to "face your fears" (to try to do something even though you're scared)?
 - Why is it important to "have faith" (to believe it will be alright)?
 - Why do you think God opens the Sea only after Nachson goes in so deep?
 - Why did our people dance and sing on the other side of the sea?

Suggested Activity:

Making Tambourines

- When Nachson finally led the people across the sea, they celebrated their freedom by dancing and singing and playing timbrels (tambourines)
- Consider making tambourines which students can use to play along with the Seder songs
- Here is a great version with paper plates and bells:

<https://www.firstpalette.com/craft/paper-plate-tambourine.html>

- Consider decorating the outside with pictures of the sea splitting
- Consider helping students write "Hallel" or "Shiru Ladonai" on the outside in Hebrew letters
- Consider playing Debbie Friedman's "Miriam's Song" and using the tambourines to dance and sing along:

<https://www.youtube.com/watch?v=1dcBTze-T4o>

Supply Needs:

- Story books
- Art supplies
- Paper plates
- Jingle bells
- Hole punch
- Pipe cleaner or twist ties
- Tempera or poster paint
- Paint brushes
- White glue

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Be able to tell the story of the Jewish people leaving Egypt, including the midrash about Nachson

Exodus Stories Lesson 5 - The Ten Commandments

Coach's Voice:

This year's exploration of Torah text has taken us through Genesis and Exodus. Having explored the Exodus from Egypt, this lesson grounds students in the story of giving the ten commandments on Mt. Sinai. Though other lessons in the Mitzvot category will focus on the content of the commandments, this lesson is focused more on the story: who received them? Where were they given? What did it feel like for Moses?



- Remind students of where you left off in the Exodus Story:
- Ask students to help remind classmates of the basic outline of the story:
 - The Jewish people were slaves in Egypt
 - God freed us from slavery with the Ten Plagues
 - Nachson/Moses split the Red Sea and helped us march to freedom
 - The Jewish people wandered in the desert between Egypt and Israel
- Read *The Ten Commandments for Jewish Children* by Miriam Nerlove
- Consider the following discussion questions:
 - Moses stayed on top of Mt. Sinai for forty days and forty nights
 - What do you think Moses felt?
 - Why do you think it took so long?
 - Can you remember another story we read about something that lasted for forty days? (The flood in the Noah story)
 - Why do you think the Israelites felt afraid when Moses was gone for so long?
 - Why was Moses so angry that the people built a golden calf?
 - Do you think Moses was right to smash the tablets?
 - Why do you think God forgave the Jewish people?
 - Why did God need to give us the ten commandments?
 - What are some of the rules you think were really good or helpful?

Suggested Activity

Ten Commandments Art Project

- Consider an art project to bring the lesson to life:
- Here is a Mt. Sinai project using cardboard, tissue paper, and popsicle sticks:

<https://www.creativejewishmom.com/2010/05/an-artful-mount-sinai-a-great-collage-project-for-shavuot.html>

- Consider augmenting with lightning and thunder, the smashed tablets, or other details of the Mt. Sinai scene that students remember from the story

- Here is an origami version of making the Ten Commandments on two tablets:

<https://biblebeltbalabusta.com/2011/05/29/shavuot-origami-for-kids-ten-commandments/>

Supply Needs:

- Story books
- Writing and drawing supplies
- Mt. Sinai craft supplies

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Know the main characters and basic plotline of the story of the ten commandments