

Pesach Curriculum

By Elana Rubin

Grade level: Pre-K – 1st

Description:

A comprehensive integrated, child centered curriculum for Pesach, for the development of the whole child.

Goals/Objectives:

Children will experience a whole language integrated approach to the holiday of Pesach using all of their senses and intelligences.

CONTENTS

- **Pesach Story**
 - Storytelling
 - Discussions
 - Dramatizations
 - Tackling challenging concepts
 - Art activities
- **Mitzvos of Pesach**
 - Art activities
- **Middos**
 - Discussions
 - Dramatizations
 - Art activities
- **Tefillah/Brachos**
- **Hebrew Language**
- **Math**
- **Science and Nature**
- **Clip Art**

The Story of Pesach

Story Telling- Story telling is one of the best ways to give over important information, attitudes, emotions and moods. Some of the things that story tellers use to assist in telling over a story are; props, costumes, pictures, puppets, singing, and lots of interactive dramatics. This helps the child internalize the information and concepts. *See Concepts and Story Outline below*

Discussions- Group or one on one discussion gives children an opportunity to discuss the story and to ask questions. Also helping them in their development and mastery of language, it boosts their self-confidence and helps them sort out and express their feelings about the story. By listening while the children discuss the subjects, a teacher has the opportunity to hear what the children are getting from her story telling - or not getting. She can then correct misinformation and also see where the interests and curiosities of the children lie.

Dramatization- as the children dramatize parts of the story, with costumes and props that they make, they internalize the details/concepts. It is also an excellent way for teachers to get an idea of what the child understood from the lessons and discussions.

Ideas for discussion and dramatization *More below*—(always draw from children's own experiences)

1. Story of when Yosef is sold into slavery, (act out how he must have felt so far away from home and in what ways was his life different)
2. Story surrounding jail and Yosef becoming second to pharaoh
3. Pharaohs plan to get Yidden to work – What do you think the reaction of the yidden were when they realized they were the only ones left working and everyone else had gone home? And then to be forced to work for nothing.
4. Miriam putting Moshe into the Nile River – We use a real baby basket that is big enough for a child, blue sheets are great for the water.
5. Moshe coming to Pharaoh asking for the Jews to go- a large walking stick and large plastic snakes are a must!
6. The 10 makos – children can make their own props/masks/costumes for this
7. Kriyas Yam Suf scene - Use 2 or more large blue sheets or lengths of material (blue and green plastic table cover rolls are good too) have 4 children hold corners of each sheet waving it as if it is water. Suddenly it splits for the B'nai Yisrael and the rest of the class marches through.

Concepts for development that come up in story of Pesach:

These are some of the topics that come up as we teach the story of the Jews going to mitzrayim through Yetziyas mitzrayim. By capitalizing on the way children learn, and employing positive guidance techniques, we can facilitate concept development.

- ⇒ **Hashem always keeps His promises.** Promised Avraham Avinu that He would take us out from being slaves in Mitzrayim and bring us to the Land of Israel. *See middos section*
- ⇒ What brings Yidden to Mitzrayim? **Famine** in the land, talk about what it would be like to go to the store and find there is no food to buy, what would you have to do? (Go to different store, city) even no water to drink, what would you do? (Have to move to a place where there was food) *See Science and Nature section*
- ⇒ **Slavery** - have children working knowing what treats, prizes they would get for each yucky difficult chore. Then ask them what it would feel like if they had to do this chore everyday, all day without stopping, without treats, recess, snacks and games!
- ⇒ **Chairus - Freedom and redemption** permeate the month. How can we help them develop an understanding of Hashem taking the Yidden out of Mitzrayim and letting them have true freedom? If you've got ideas I'd love to hear them! One small way is to have children talk about and observe (if possible) a rat or other animal that is kept in captivity for testing. What is the life like, what would it be like if animal was set free.
- ⇒ The **Jews cried out to Hashem** and **Hashem listened** to them. – *See Teffillah section*
- ⇒ Moshe tells Paroah **Hashem says “let Yidden go” Paroah says no, gets punished**, over and over again, Paroah just doesn't learn- children can relate this to own experiences and see how Hashem gave Paroah so many chances to do the right thing because He wanted even Paroah to do teshuvah. Discuss how important it is to do the right thing.
 Dam - **Why is water so important?** Us, animals and plants need it to live!
See Science and nature section
 tzefardeah- learning about frogs where do frogs live, where did they live during this maka
- ⇒ kinim- learning about this pest and how to prevent getting it ourselves. How were the kinim different in mitzrayim
- ⇒ Arov - **Wild vs. Domestic animals** what is the difference? *See Science and nature section*
- ⇒ Dever - what is the **purpose of domestic animals?** *See Science and nature section*
- ⇒ shecheen- boils, how Hashem has created our skin so that it heals and how during this makkah that didn't happen
 Barad - **fire and ice** how come it is impossible? *See Science and nature section*
- ⇒ arbe- locusts, different types of insects study
- ⇒ The **Yidden left in a hurry**. They had to leave their homes in such a hurry. If you had to leave home on a few hours what would you take? Making bread in such a hurry= matzah? *See science and nature section.*
- ⇒ **Splitting of the sea** –ask children to think of a way we could split the water, try it with water then with sand and dirt in flat bowl. Outdoors, take a small

plastic swimming pool and fill with water, use leaf blower to show how even a strong (loud) wind can't even keep this small area of water split, alone a great sea, or even a swimming pool! Further discussion in Middos section. Discuss how amazing this must have been, the miracles of what happened while they walked through the sea and what it must have felt like to have Hashem do this miracle for them... Great springboard for dramatization, discussion and artistic renditions.

Pesach Story outline - I think it is important to start with how the yidden got to mitzrayim. Here is an outline.

1. How did B'nai Yisrael get to Mitzrayim?

- Yaakov and his family live in Canaan
- Yosef is sold by his brothers and is brought to Mitzrayim
- Yosef is slave to Potifar, is thrown into jail and becomes overseer of all prisoners
- Yosef interprets dreams, is made second to paroah, implements plans for surviving famine
- Yaakov sends sons to mitzrayim because of famine
- Yaakov and family move to Eretz Goshen in Mitzrayim after Yosef reveals himself

2. How did B'nai Yisrael become slaves in Mitzrayim?

- Many years past, Yosef and brothers had died, The B'nai Yisroel were multiplying and became a large nation
- "New" Paroah does not remember things Yosef did for Mitzrayim, was worried that yidden would band together with enemies, decided to make a tricky plan to take control of the yidden, to enslave them.
- We were slaves, Paroahs advisers tell of savior that will be born, all babies are thrown into Nile river when born

3. How B'nai Yisrael got out of Mitzrayim?

- Moshe is born early, escapes, is put into river, Paroahs daughter draws him from water
- Moshe brought up in palace, runs away after killing mitzri to save yid
- B'nai Yisrael cry out to Hashem, Hashem tells Moshe to go to paroah to free B'nai Yisrael.
- Makos
- karbon pesach, yeitziyas mitzrayim, b'rchush gadol, (Kriyas Yam suf)

Art- – to reinforce these lessons/concepts

Expression and representation - ART

Art, music and movement are all expressive creative activities. An art project is a product of creative work. Art includes drawing, painting, sculpture, music, dance and dramatic art. It is very important for children to develop the ability and the confidence to express themselves and represent their understanding, thoughts and feelings in concrete ways, as well as develop their natural creative tendencies.

Murals

- **“Avadim Hayinu”** - concept of avdus. Mural of Yidden working as slaves building with heavy bricks. After discussions and after children have dressed up and dramatized being slaves, have children color on large pieces of poster boards with thick markers. Each child uses a slightly different color, not yellow it doesn't show up. Put them up as collage of pictures on bulletin board.
- **“Yetziyas Mitzrayim”** Make a side tracing of each child (legs split and arms front and back as if walking) each child colors their outline and then all are attached to wall mural that extends down a hallway. Next we all talk about what we would take with us if we were leaving mitzrayim. Each child draws on or glues on construction paper creation of what they would have brought. **“Birchush Gadol”**, cut out jewelry (cut out from catalogs) and glue on a lot for each person leaving Mitzrayim.

Prompters - child's own “artistic interpretation” is prompted by concepts from the story that are written at top of page. I like to make 11x17 size copies for children to work on and then mount them on construction paper. Have child draw or use collage materials to create their work. Next, have them tell you about their work as you write their words on the bottom of the page (or on a separate page the you attach later.) These are great to send home on their own or as part of their Hagadah. (If you do an 8 ½ x11 size copy).

- **Avadim Hayinu-**
What do you think the yidden were doing, thinking, feeling, what did they say to Hashem when they davened to Him.
- **Betzeis yisroel memitzrayim**

בְּצֵאת יִשְׂרָאֵל מִמִּצְרַיִם

When the Jewish people left Egypt...

עֲבָדִים הָיינוּ

We were slaves to Pharaoh
in Mitzrayim.

Mitzvos of Pesach

We want children to

Be familiar with the mitzvos.

Build on the child's own experiences with these mitzvos

Know how to "do" these mitzvos.

Have insight into why these mitzvos are mitzvos of Pesach

Be able to express their understanding/tell over the mitzvos.

Make creative, useful items that can be used in performing these mitzvos.

When approaching the Mitzvos of Pesach, think about **what the children's experiences** are and develop it from there, so they can relate to the mitzvos in a real and concrete way. For example:

- What might their experiences be now that their mothers have begun cleaning for Pesach,
- do the children know what's being removed from the house when it is being cleaned?
- Try and help them understand what it is they are experiencing for the 1st, 2nd, or 3rd time)

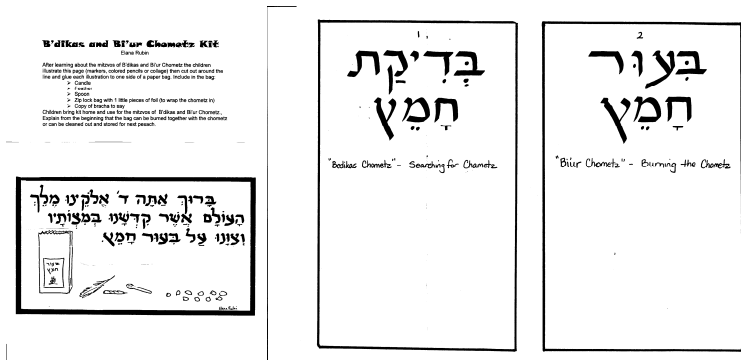
Mitzvos to discuss and dramatize

1. **Chametz**- what is it. Ridding our homes of chametz
2. **Bedikas chometz / Bi'ur chametz- Biur Chametz - (not to see or find chametz)**- getting rid of the Chametz in our homes imagine what it would look like to an alien coming to earth for the first time- (like we are obsessive compulsive cleaners w/ dirt phobia) like we are riding the home of a strange new evil virus.
 - ⇒ What is **Chametz** (see science and nature section)
 - ⇒ **Bedikas/Biur Chametz** Kit project – see below
3. **Burning the Chametz** - (sreifas chametz)- why do we have to burn it why not just throw it out or flush it down the toilet? What does burning do to something. See science and nature.
4. **Mechiras Chametz** -
5. **Eating Matzo** - Making Matzo that is Kasher l'pesach, what is **Matza** (why is some matza **Kasher for Pesach** and some is not?) **Matzo shmura**, matzo baking, timing 18 minutes. Many people have the minhag not to eat matzo from the 1st of nisan - why do you think this is so? Shmura matzo, hand matzo, machine matzo, round, square,...
6. **Kashering Kaylim for Pesach**
7. **Pesach Seder and HAGADDAH**-
 - * **seder plate, 3 matzos, 4 cups of wine, cos shel Eliyahu hanavi**

- * **order of seder, 4 questions**(ma nishtana), **4 sons** (we need to feel like it is real, relevant and meaningful to us), **story of Yetziyas Mitzrayim** and **10 Makos**, **salt water**
- 8. **Kitnios**- Science and Nature subject. Show examples and discuss what is same and different, record children's observations. Show children how the chametz grains grow and how the kitnios "imposters" grow.
- 9. **The Seder, the Haggadah**- the order of the Haggadah. Make individual hagaddos. **HAGADDAH SHEL PESACH**
 - **Pesach** (karbon Pesach), **Matzo** - didn't have time to let their dough rise, **Maror**, the Mitzrim made the lives of our forefathers bitter from hard work...
 - **Avadim Hayinu**-We are to really experience that we were **slaves to paroah** in mitzrayim and we were taken out of Mitzrayim by Hashem, and to know that **if Hashem had not taken us out we** would still be there Today!! What would our lives be like? How would it be different?
- 10. **Karbon Pesach**
- 11. **Aliya Laregel** - 3 regalim

Useful items to use for Pesach

Hagadah Sel Pesach *Bedikas/Biur Chametz Kit*



Drawing as way to reinforce concepts

- 4 cups of wine sheet with the 4 different geulas together is cover, children's illustrations of the 4 different types of geulah are the pages of the book.



Vehotzesi – Hashem took us out of mitzrayim
Vehitzalti – saved us from a life of slavery
Vegaalti - took us out as a nation
Velakachti – Hashem took us as His people

Middos

Bitachon, - story of pesach provides for the discussion of bitachon, here are just a few examples.

1. Jewish women in Mitzrayim never gave up their trust in Hashem; their knowledge that everything was in Hashem's plan and that the Jewish people must continue to grow. We know this because:
 - Miriam and her urging her father to remarry her mother
 - Women using the mirrors that later became part of the kiyor in mishkan
 - The women brought instruments with them out of Mitzrayim, so they could be prepared to sing *shira*.
2. It took a tremendous amount of bitachon to venture into the sea at the time of kriyas yamsuf.

Hakaras Hatov – Shiras Hayam

Art-

- to reinforce this lesson/concept we can make tambourines and drums. Make tambourines out of small hollow frizbees, paper plates or other with jingle bells from the craft store and drums with baby formula or coffee canisters.
- Children can make illustrations of b'nei yisroel going through the split sea.

Ne'emanus -Hashem always keeps His promises. Promised Avraham Avinu that He would take us out, free us from being slaves in Mitzrayim and bring us to the Land of Israel.- We should learn from Hashem and emulate His ways. Be trustworthy, if you say you are going to do something you should do it.

Role Playing- children come up with actual scenarios and role play possible variations

Discussions-

Rhythm and movement –

Tefillah/Brachos

Discussion, about the role & function of Tefillah in the story of Yetziyas Mitzrayim

Why do we daven each day? What do our tefillos do? Turn hearts & desires to Hashem, do Teshuvah, ask Hashem to save us from any bad g'zaira, ask for welfare of others.

Hashem is waiting for our tefillos to give us good things Hashem loves our tefillos!

Hebrew Language

There are lots of children who can recite the aleph-bais but have no further idea of what they are than just symbols with names. If we expose children to stories, songs, poems and other text, written out for them to see and read along, we are helping them see the purpose and importance of the letters. This way learning letters is more interesting and meaningful because it is a stepping-stone to understanding interesting words and text.

Vocabulary Words - The age of the children and their past exposure to Hebrew will help you determine how many of these words will be used in your Hebrew Language unit. By using these words in games and stories children will remember and even use these words on their own. **Rishon Shaini, Shelishi, Revi'i, Chamishi, Shishi, Shevi'i, Shemini, T'shi'l, Asiri, - Rishona, Shniya (Shainis), Shelishis, Revi'is Chamishis, Shishis, Shevi'is, Sheminis, T'shi'is, Asiris.**

Concepts -First, second

Interactive games- interactive games help to foster social skills and patience as one child waits his/her turn and as children have to discuss and decide things.

Circle Time Games - group activities allow children to learn at their own level as the Morah provides challenges to each for their own level and pace. These activities involve the whole group in a learning game, directed by the teacher. If a child does not wish to participate the child will still gain a tremendous amount by just observing.

Small group games - 2-5 children play game themselves, teacher oversees **Matzo Game "Pesach Game"** – use as directed, with vocab words, or any variation that suits your class level. Try making enough copies to make matching game, memory game or enlarge to make flashcards.

Hebrew Audio center - As children sit with headphones on and listen to familiar stories read to them in Hebrew, they gain a comfort with Hebrew and learn a lot more than just vocabulary. You can make your own classroom big book with templates below and make your own audiotape for children to read along with.

Group Reading- Here children can experience Hebrew as a written language. As they hear their Morah read a short story, poem or song, while following along in the text, they become familiar with the rhythm of the language. The subject matter, pesach topics, are always relevant engaging and exciting so as to develop in the child the desire to know what the words mean. These activities help making the connection between oral and written language.

This **makkos book** can be used in many ways! You can make it onto a Big Book for circle time, to be illustrated and then read to/with your class. It can also be made into individual booklets to be illustrated by each child.

(For 2-3 year olds you may choose to use the version without the excerpts from the p'sukkim.) You can have the children illustrate the makkos with markers or collage items! Great addition to the Haggadah or as a booklet on its own.

בָּנִים	צַפֵּרְדַּע	דָּם	
...וַתְּהִי הַבָּמָה בָּאֲדָמָה וּבְכֹהֶמָה... (10:1)	...וַתַּעַל הַצַּפֵּרְדֵּעַ וַתִּכַּסּ אֶת-אֲרָצָא מִצְרַיִם... (10:2)	...וַיִּהְיוּ כָל-הַיָּמִים אֲשֶׁר-בִּיאָר לָדָם... (10:3)	
בָּרָד	שִׁחִין	דָּבָר	עָרֹב
...וַהֲיָא בָרָד וְאִשׁ מִתְלַקְחִית בְּתוֹךְ הַבָּרָד... (10:17)	...וַיִּקְחוּ אֶת-פֶּחַם הַכִּבְשָׁן... וַיִּזְרֹק אֹתוֹ... מִשָּׁה בְּשִׁמְיוֹנָהּ וַיִּהְיֶה שִׁחִין... (10:18)	...וַיָּמָת כָּל-מִקְנֵה מִצְרַיִם... (10:19)	...וַיָּבֹא עֹרֵב כְּבֹד בֵּיתָה פְדֻעָה וּבֵית שִׁבְדִּי וּבְכָל-אֶרֶץ מִצְרַיִם... (10:20)
מַכַּת בְּכוֹרֹת	חֹשֶׁךְ	אֲרָבָה	
...וַיְהִי בַחֲצֵי הַלַּיְלָה ד' הָכָה כָּל-בְּכוֹר בְּאֶרֶץ מִצְרַיִם... (10:23)	...וַיְהִי חֹשֶׁךְ אֲפֹלָה בְּכָל-אֶרֶץ מִצְרַיִם שְׁלֹשֶׁת יָמִים... (10:24)	...וַיַּעַל הָאֲרָבָה עַל כָּל-אֶרֶץ מִצְרַיִם וַיַּעַן בְּכָל-גְּבוּל מִצְרַיִם כְּבֹד מֵאֹד... (10:25)	

Science and Nature

(“You’ve Sparked My Interest” activities)

We want to develop a child’s awareness of the natural environment, to develop awareness of differences and similarities, to discover new aspects of familiar things. We want to encourage a child’s natural curiosity and joy of learning and their critical thinking skills. Observation skills as the children observe to find answers, language skills as children formulate questions and the ability to draw conclusions based on information taken in. These activities are for discovery, finding out what something is all about. All we have to do is make the exploring fun. Sometimes the Morah’s role is that of facilitator and at other times it is that of co-explorer. As the children ask more questions the teacher can come up with more simple experiments or opportunities for observation, instead of just giving the answer, thereby allowing the child to once again discover on his/her own.

What is Chametz and what is Matzo? And more....

Matzah making. Mixing dry powdery flour with water to create dough, see how consistency changes as we add more water, more flour...and watch how baking makes the matzo hard. Leave some to sit for a while, what happens to the dough? Taste the matzo when it is warm, cold

Talk about and record all of our findings.

What is chametz- Chametz making - we can see how flour and water with other ingredients rises and make all sorts of things from it (yeast dough can make ragalach, babke, pretzles as well as bread.)

Burning chametz – teacher shows what happens when something is burned... it disappears into dust!

Kitnios- Science and Nature subject. Show examples and discuss what is same and different, record children’s observations. Show children how the chametz grains grow and how the kitnios “imposters” grow.

Charoses – Why is it a custom to use apples? Watch what happens to the grated apples when they are exposed to air, turn brown.(oxidation) Grate apples and put lemon juice on it, does it turn brown?

Tears do they really taste salty? Report into class next time you cry and taste your tears.

Frog unit. – Learn all about frogs, where they live, where did they live during this maka?

Other makkos discussions

Insect unit.

Experiments with **fire and ice.**

Dam - **Why is water so important?** - Us, animals and plants need it to live! What brings Yidden to Mitzrayim? **Famine** in the land - What makes food and animals grow?

Arov - **Wild vs. Domestic animals** what is the difference?

Dever - what is the **purpose of domestic animals?**

Shechin - boils, how Hashem has created our skin so that it heals and how during this maka that didn’t.

Pickling (the mitzrim wanted to pickle the locusts and the children wanted to know what that was)

Math Exploration

This is where we help children develop math concepts, mathematical thinking and problem solving skills.

Much more to come next year!

Hands on learning-

- **10 Makos sequencing game, 18 minutes** turns. Children use makos song or roshei tavos to help them remember the order of the makos
- **10 Makos numbers game**

10 מכות Game

Elana Rubin

This fun game can be used as a:

- Memory game
- Matching card game
- Flash card game
- Velcro matching poster game

For the first three games make a copy for each child on colored card stock, laminate and cut out, store each set in a zip lock bag.

For the Velcro matching game make an 11x17" copy of the pages, then make one page the poster and cut the other up to be the matching pieces. Put Velcro (or magnetic tape) on poster and pieces.

(To reinforce numbers 1 through 10 in English and Hebrew, as well as to reinforce understanding of the makos and their order.)

<div style="font-size: 2em; font-weight: bold;">3</div> <div style="font-size: 0.8em;">Three - שלוש</div>	<div style="font-size: 2em; font-weight: bold;">2</div> <div style="font-size: 0.8em;">Two - שתיים</div>	<div style="font-size: 2em; font-weight: bold;">1</div> <div style="font-size: 0.8em;">One - אחת</div>
<div style="font-size: 2em; font-weight: bold;">6</div> <div style="font-size: 0.8em;">Six - שש</div>	<div style="font-size: 2em; font-weight: bold;">5</div> <div style="font-size: 0.8em;">Five - חמש</div>	<div style="font-size: 2em; font-weight: bold;">4</div> <div style="font-size: 0.8em;">Four - ארבע</div>
<div style="font-size: 2em; font-weight: bold;">9</div> <div style="font-size: 0.8em;">Nine - תשע</div>	<div style="font-size: 2em; font-weight: bold;">8</div> <div style="font-size: 0.8em;">Eight - שמונה</div>	<div style="font-size: 2em; font-weight: bold;">7</div> <div style="font-size: 0.8em;">Seven - שבע</div>

 <div style="font-size: 0.7em;">כנים</div>	 <div style="font-size: 0.7em;">צפרדע</div>	 <div style="font-size: 0.7em;">מים</div>
 <div style="font-size: 0.7em;">עיניים</div>	 <div style="font-size: 0.7em;">ידים</div>	 <div style="font-size: 0.7em;">חתול</div>
 <div style="font-size: 0.7em;">נקודות</div>	 <div style="font-size: 0.7em;">צמחים</div>	 <div style="font-size: 0.7em;">אש</div>

 <div style="font-size: 0.7em;">מכות בכורות</div>	<div style="font-size: 2em; font-weight: bold;">10</div> <div style="font-size: 0.7em;">Ten - עשר</div>
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Cooking- Matzah Baking, making **circular** or **square** matzos. **Measuring time-18 minutes. Charoses** recipe, **measurements...**

Discussions- observe and talk about likeness and differences how can we sort the Makkos? Some happened to Mitzrim and some to animals of Mitzrim. (Dam to water but effected Mitzrim and animals, Barad to both and to plant life. Which affected both mitzrim and animal? (Develop those critical thinking skills)

STOP

**Chometz-Free
Zone**

עֲבָדִים קַיִנוּ

We were slaves to Pharoah in Mitzrayim.

בְּצֵאת יִשְׂרָאֵל מִמִּצְרַיִם

When the Jewish people left Egypt...

B'dikas and Bi'ur Chometz Kit

Elana Rubin

After learning about the mitzvos of B'dikas and Bi'ur Chometz the children illustrate this page (markers, colored pencils or collage) then cut out around the line and glue each illustration to one side of a paper bag. Include in the bag:

- Candle
- Feather
- Spoon
- Zip lock bag with 1 little pieces of foil (to wrap the chometz in)
- Copy of bracha to say

Children bring kit home and use for the mitzvos of B'dikas and Bi'ur Chometz., Explain from the beginning that the bag can be burned together with the chometz or can be cleaned out and stored for next pesach.

בְּרִיךְ אֹתָהּ ד' אֱלֹהֵינוּ מֶלֶךְ
הָעוֹלָם אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו
וְצִוָּנוּ עַל בְּעוּר חֵמֶץ.



Elana Rubin

1 בְּדִיקַת חֶמֶץ

"Bedikas Chametz" - Searching for Chametz

2 בִּיּוֹר חֶמֶץ

"Biyur Chametz" - Burning the Chametz

בְּרוּךְ אַתָּה ד' אֱלֹהֵינוּ מֶלֶךְ
הָעוֹלָם אֲשֶׁר קִדְּשָׁנוּ בְּמִצְוֹתָיו
וְצִוָּנוּ עַל בָּעוֹר חָמֵץ.



My Pesach Haggadah

הגדה

שאל

פסח

סֵדֶר הַקֶּצֶרֶה

Seder Plate



סימני ליל הסדר

We can sing the order of the Pesach Seder!

מחור ⁹	קדש ¹
כורך ¹⁰	ורחץ ²
שלחן עורך ¹¹	כרפס ³
צפון ¹²	יחץ ⁴
ברך ¹³	מגיד ⁵
הלל ¹⁴	רחצה ⁶
נרצה ¹⁵	מוציא ⁷
	מצה ⁸

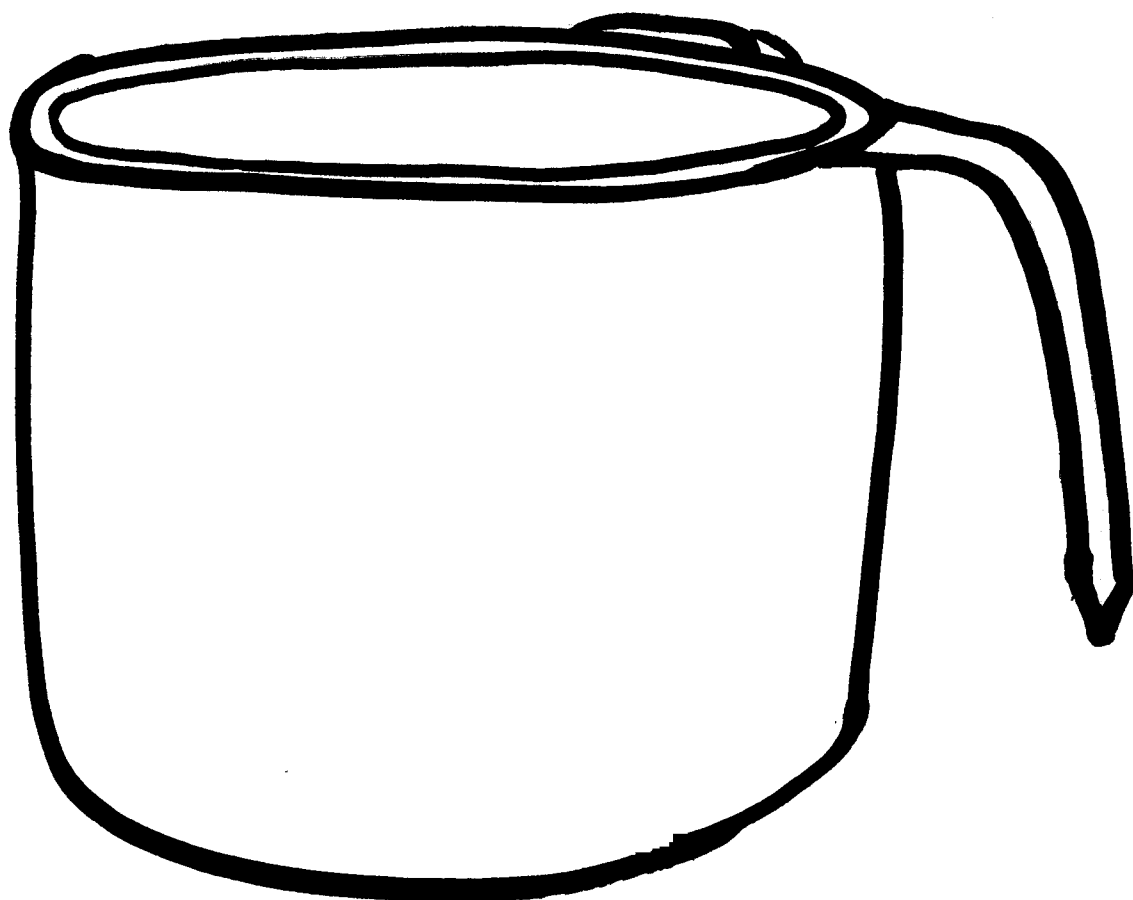
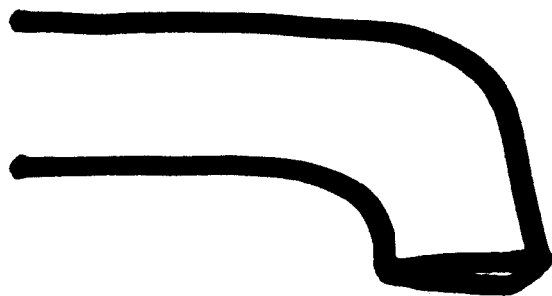
1. קדש -

Kadesh

...בּוֹרָא פִּרֵי הַגֶּפֶן.

2. ורחץ

Urchatz



כַּרְפָּס.³

Karpas

.... בּוֹרָא פְּרִי הָאֲדָמָה.

יחצ

Yachatz

מגיד

5.

Magid

מה נשתנה הלילה הזה מכל הלילות?

1. שבכל הלילות אנו אוכלין
חמץ ומצה.
הלילה הזה פלו מצה:

2. שבכל הלילות אנו אוכלין
שאר ירקות.
הלילה הזה מרור:

3. שְׁבַכְל הַלִּילוֹת אֵין אָנוּ
מִטְבִּילִין אֶפִּילוּ פַּעַם אַחַת

הַלִּילָה הַזֶּה שְׁתֵּי פַעַמִּים:

4. שְׁבַכְל הַלִּילוֹת אָנוּ אוֹכְלִין
בֵּין יוֹשְׁבֵין וּבֵין מְסֻבִּין.

הַלִּילָה הַזֶּה כָּלֵנוּ מְסֻבִּין:

4 Children - בָּנִים - 4

אָם

חָכָם

שְׂאִינָּה יוֹדֵעַ לְשֹׂאֵל

רֶשֶׁעַ

10 מכות - Plagues

1. דם	6. שחין
2. צפרדע	7. ברד
3. כנים	8. ארבה
4. ערוב	9. חשך
5. דבר	10. מכת בכורות

עַבְדֵּי־מִצְרַיִם הָיִינוּ

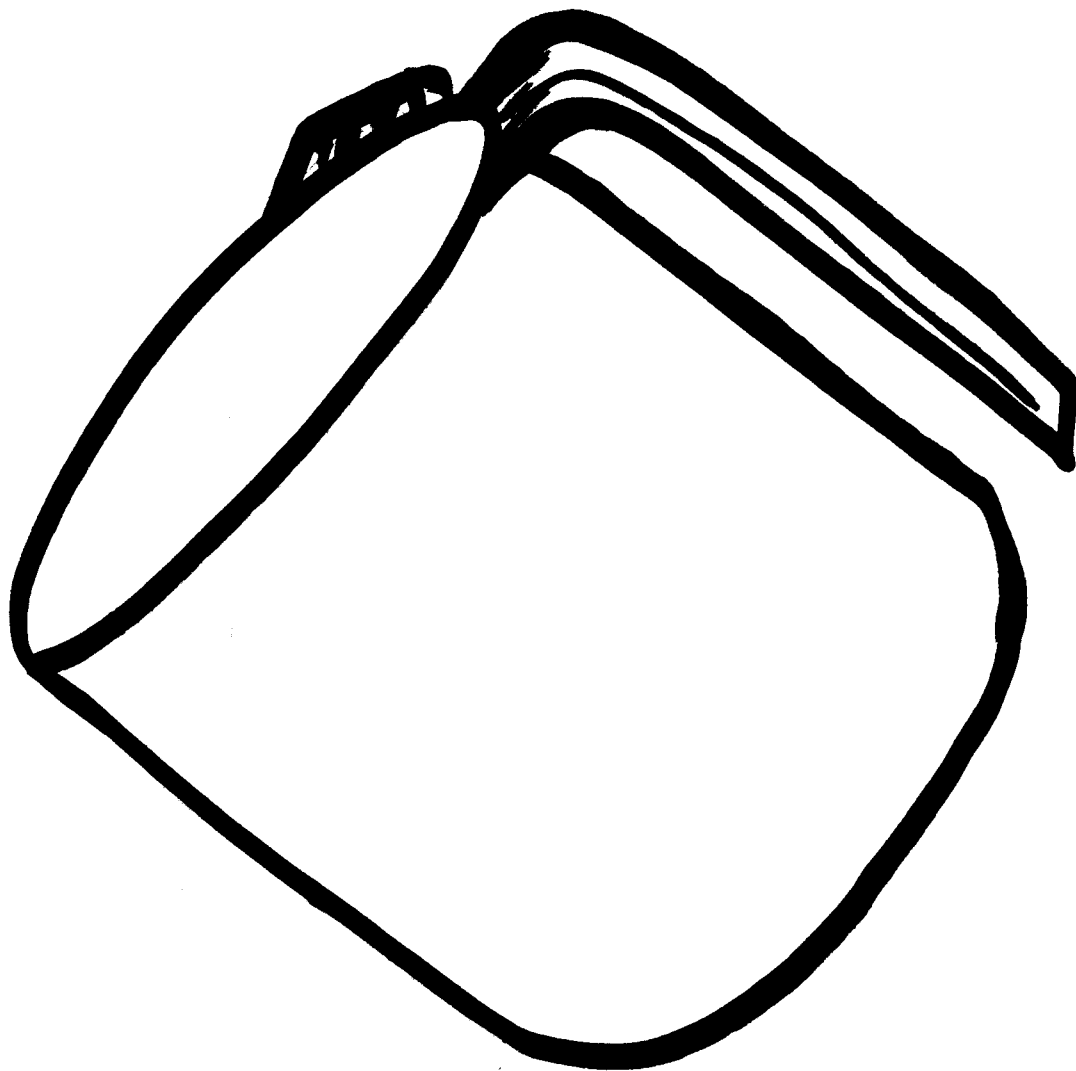
We were slaves to Pharoah
in Mitzrayim.

בְּצֵאת יִשְׂרָאֵל מִמִּצְרַיִם

When the Jewish people left Egypt...

רחצה .6
ד : ד

Rochtzah



על נטילת ידים.

מוציא

Motzi

מצה

Matza

...המוציא לחם מן הארץ.
...על אכילת מצה.

מַרְרוֹר. 9

Maror

....עַל אֲכִילַת מַרְרוֹר.



זֵכֶר לְמִקְדָּשׁ כְּהִלָּל

Sandwich of _____

שולחן ערוך

Shulchan Orech

צפון
12
Tzafun

Afikoman - אפיקומן

בָּרַךְ
13.

Barech

ברכת המזון

Birkas Hamazon

כוס של

Eliyahu's special cup

אֵלִיָּהוּ הַנָּבִיא

Kos shel Eliyahu Hanavi

הלל

Hallel



נִרְצָה 15.

Nirtzah

לְשָׁנָה הַבָּאָה בִּירוּשָׁלַיִם.

וְהוֹצֵאתִי

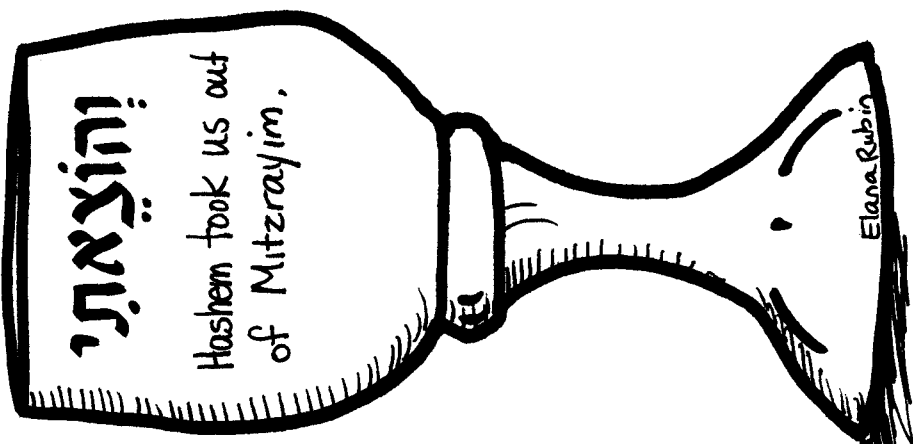
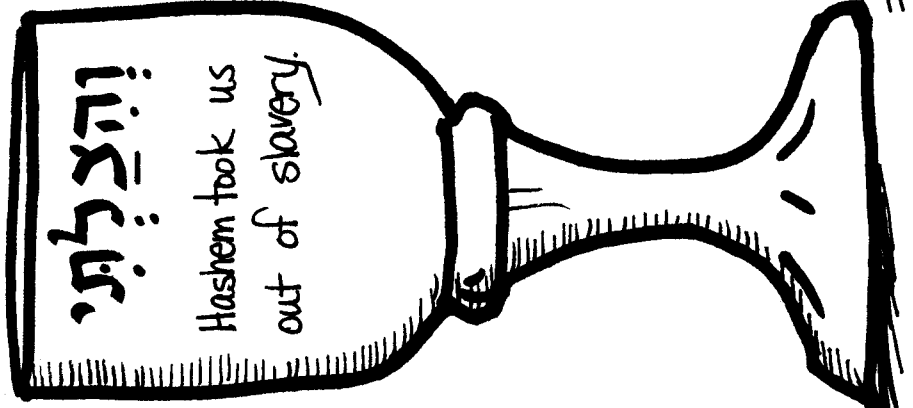
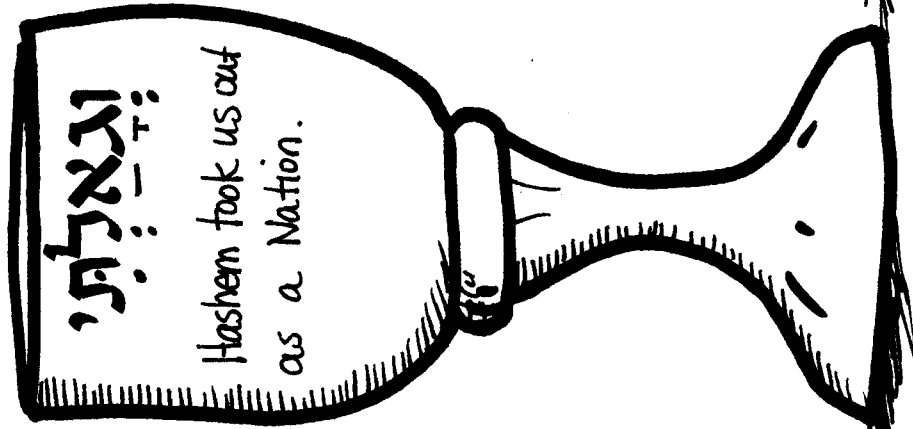
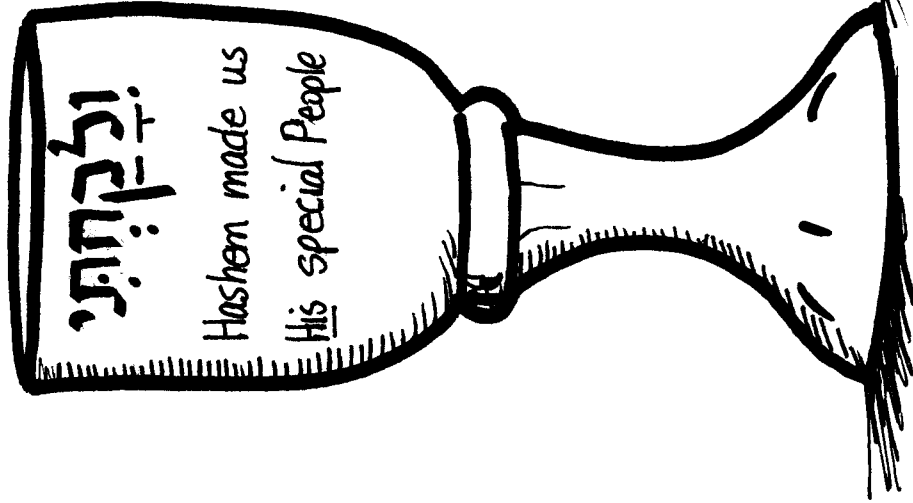
וְהַצֵּלְתִּי

וְגַאֲלֵתִי

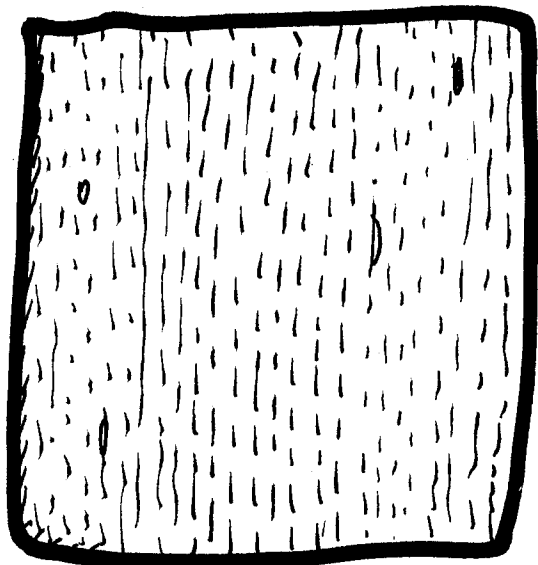
וְלִקְחָתִי

4 CUPS OF WINE פוסות

אֶרְבֵּעַ לַשְּׁנוֹת שֶׁל גְּאֻלָּה - The 4 expressions of Geula

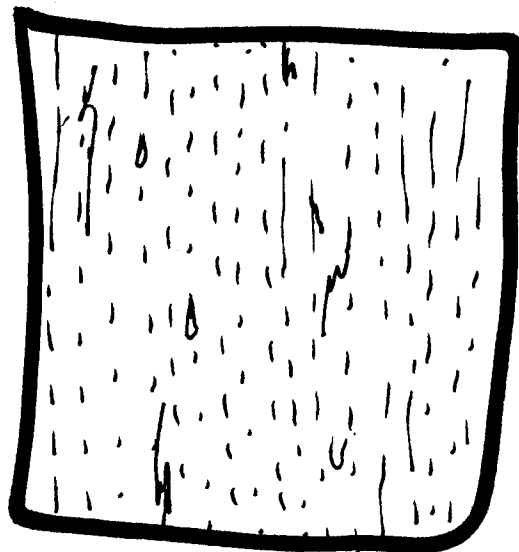


Elana Rubin



פסח

Matzah Matching Game Idea



1. ...with letters
that sound the
same:

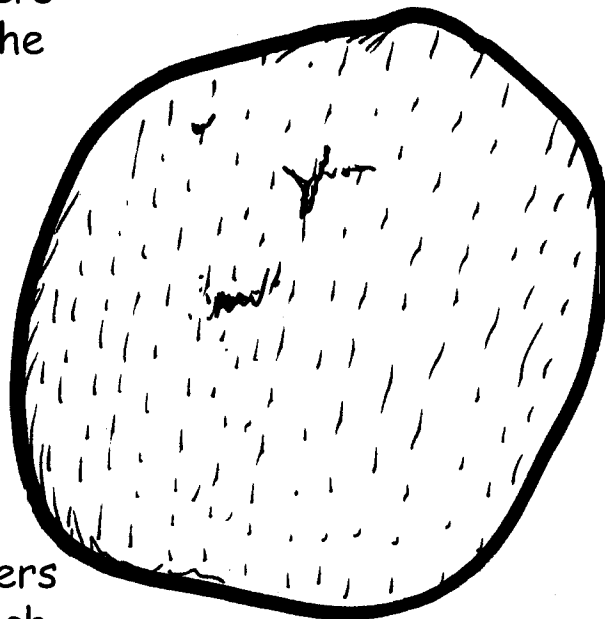
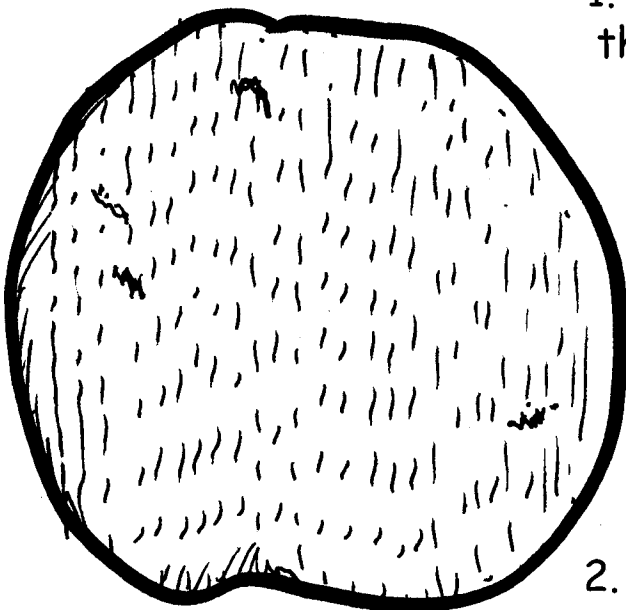
א-ע

ש-ם

ה-ו

ה-נ

פ-ת



2. ...with letters
and their match-
ing end letter

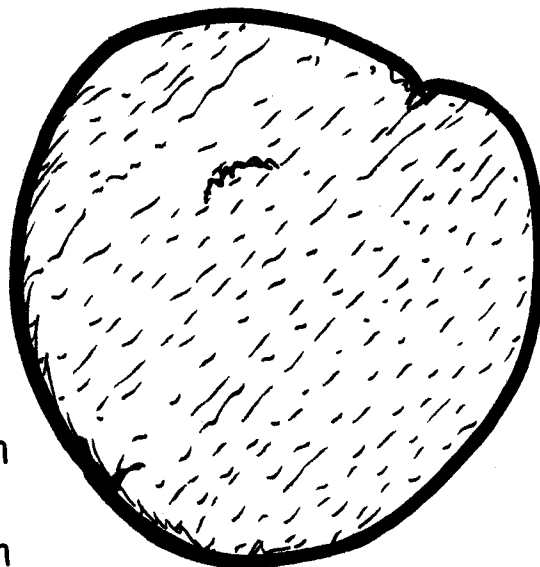
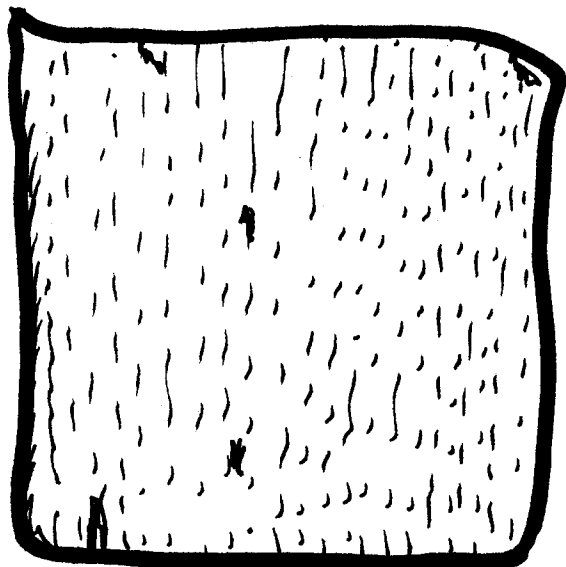
ד-ד

ם-ם

ז-ז

ף-ף

ץ-ץ



"one letter in
match has
round matzoh
& one square.

10

עשר מכות

דצ"ד עד"ש
באה"ב

אלו עשר מכות

שהביא הקדוש ברוך הוא
על המצרים במצרים, ואלו הן:

דָּם

...וַיִּהְיוּ כָּל-הַמַּיִם אֲשֶׁר בִּיאֹר לָדָם.

עֲפָרְדָּע

...וְתַעַל הַעֲפָרְדָּע וְתַכֶּם אֶת־אֶרֶץ מִצְרַיִם.

כַּנְיָם

...וְתֵהִי הַכֶּנֶם בְּאָדָם וּבַבְּהֵמָה...

עֵרֹב

..וַיָּבֹא עֵרֹב כָּבֵד בֵּיתָה פִּרְעָה וּבֵית
עַבְדָּיו וּבְכָל־אֶרֶץ מִצְרַיִם....

דבר

...וַיָּמָת כָּל מַקְנֶה מִצֶּבֶדִּים...

שְׁחִין

וַיִּקְחוּ אֶת-פִּי הַכִּבְשָׁן... וַיִּזְרֶק אֹתוֹ
מִשָּׁה הַשָּׁמַיְמָה וַיְהִי שִׁחִין.....

בְּכָרְדִּ

וַיְהִי בְּכָרְדִּ וַאֲשֶׁ מִתְלַקַּחַת בְּתוֹךְ הַבְּכָרְדִּ...

אַרְבֵּה

וַיַּעַל הָאֲרֵבָה עַל כָּל-אֶרֶץ מִצְרַיִם
וַיֵּנַח בְּכָל גְּבוּל מִצְרַיִם כְּבֹד מְאֹד...

חֶשֶׂד

וְיֵהֱ חֶשֶׂד-אֶפְלָה בְּכָל-אֶרֶץ מִצְרַיִם
שְׁלֹשֶׁת יָמִים.

מִכָּת בְּכוֹרוֹת

וַיְהִי בַּחֲצִי הַלַּיְלָה

ד' הָכָה כָּל־בְּכוֹר בָּאָרֶץ מִצְרַיִם...

10 מכות Game

Elana Rubin

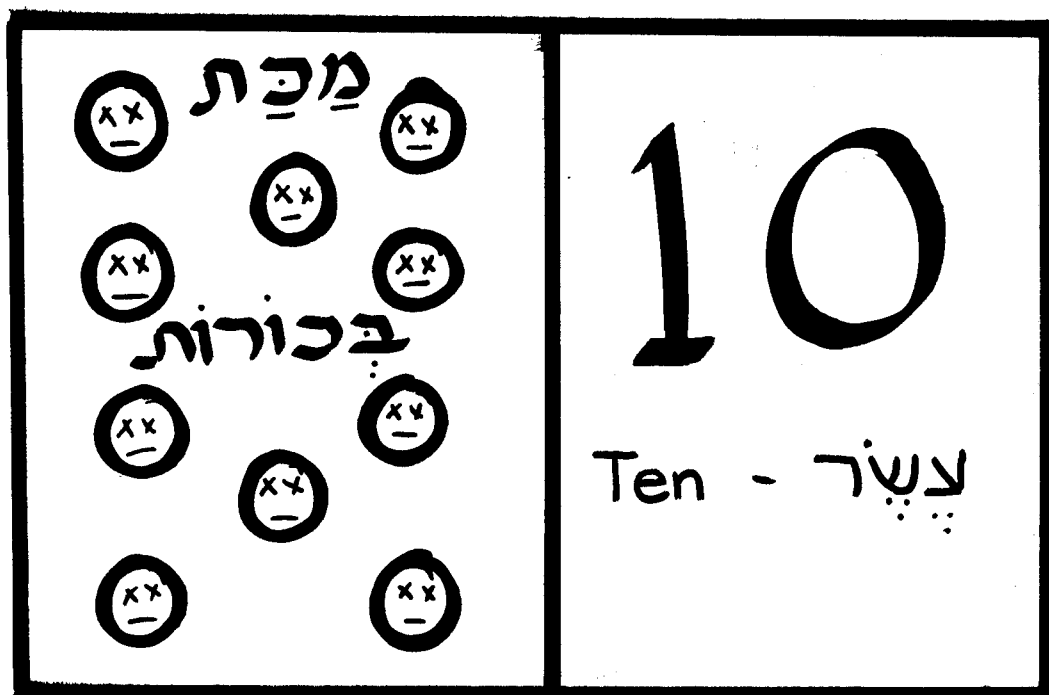
This fun game can be used as a:

- ❑ Memory game
- ❑ Matching card game
- ❑ Flash card game
- ❑ Velcro matching poster game

For the first three games make a copy for each child on colored card stock, laminate and cut out, store each set in a zip lock bag.

For the Velcro matching game make an 11x17 copy of the pages, then make one page the poster and cut the other up to be the matching peices. Put Velcro (or magnetic tape) on poster and pieces.

(To reinforce numbers 1 through 10 in English and Hebrew, as well as to reinforce understanding of the makos and their order.)

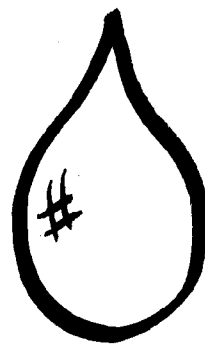




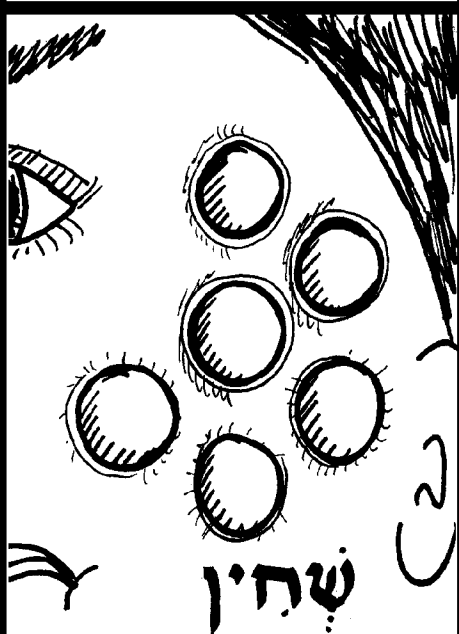
כִּנִּים



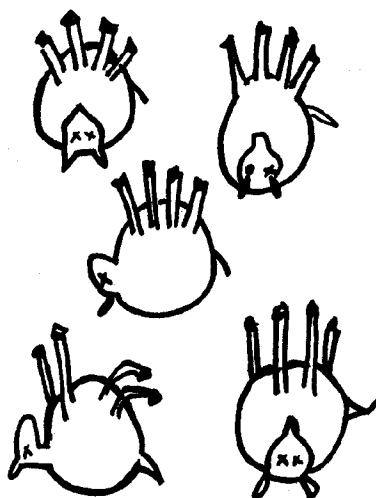
לִפְרֵדָּע



דָּם



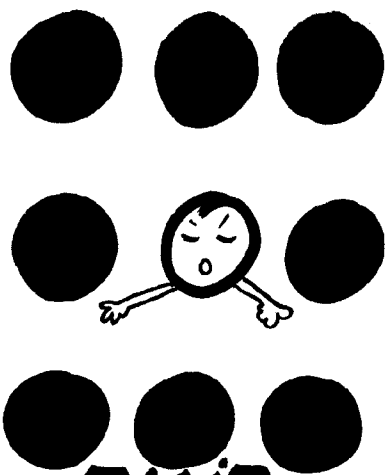
שָׁחִין



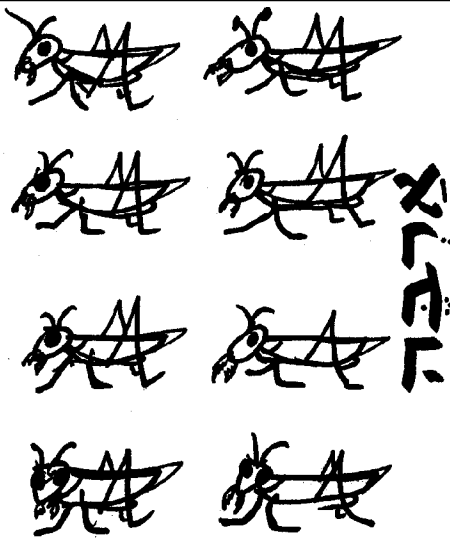
דָּבָר



עָרוֹב



חֶשֶׁךְ



הַבַּיִת



בָּרָק

3

Three שלש

2

Two שתיים

1

One אחת

6

Six שש

5

Five חמש

4

Four ארבע

9

Nine תשע

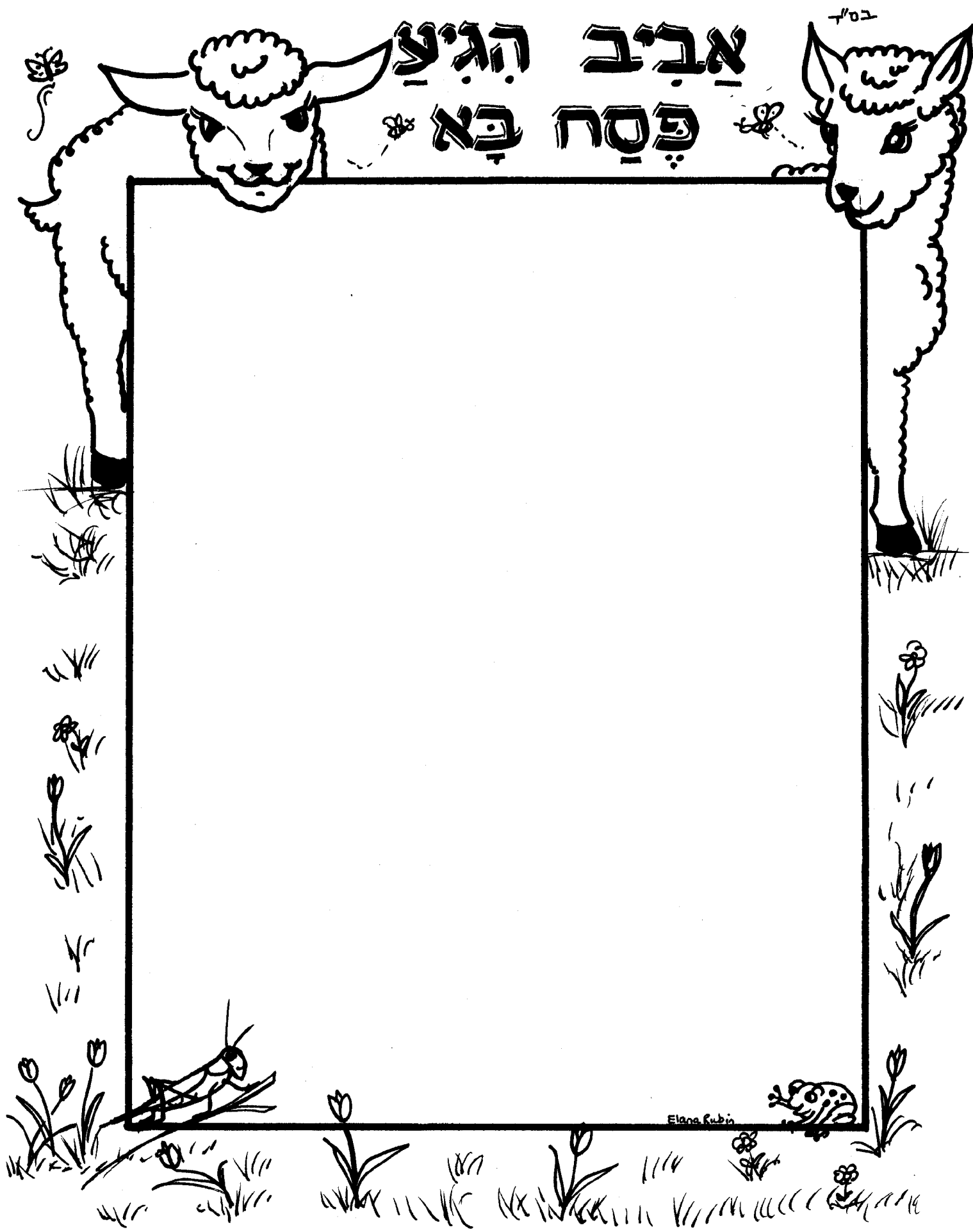
8

Eight שמונה

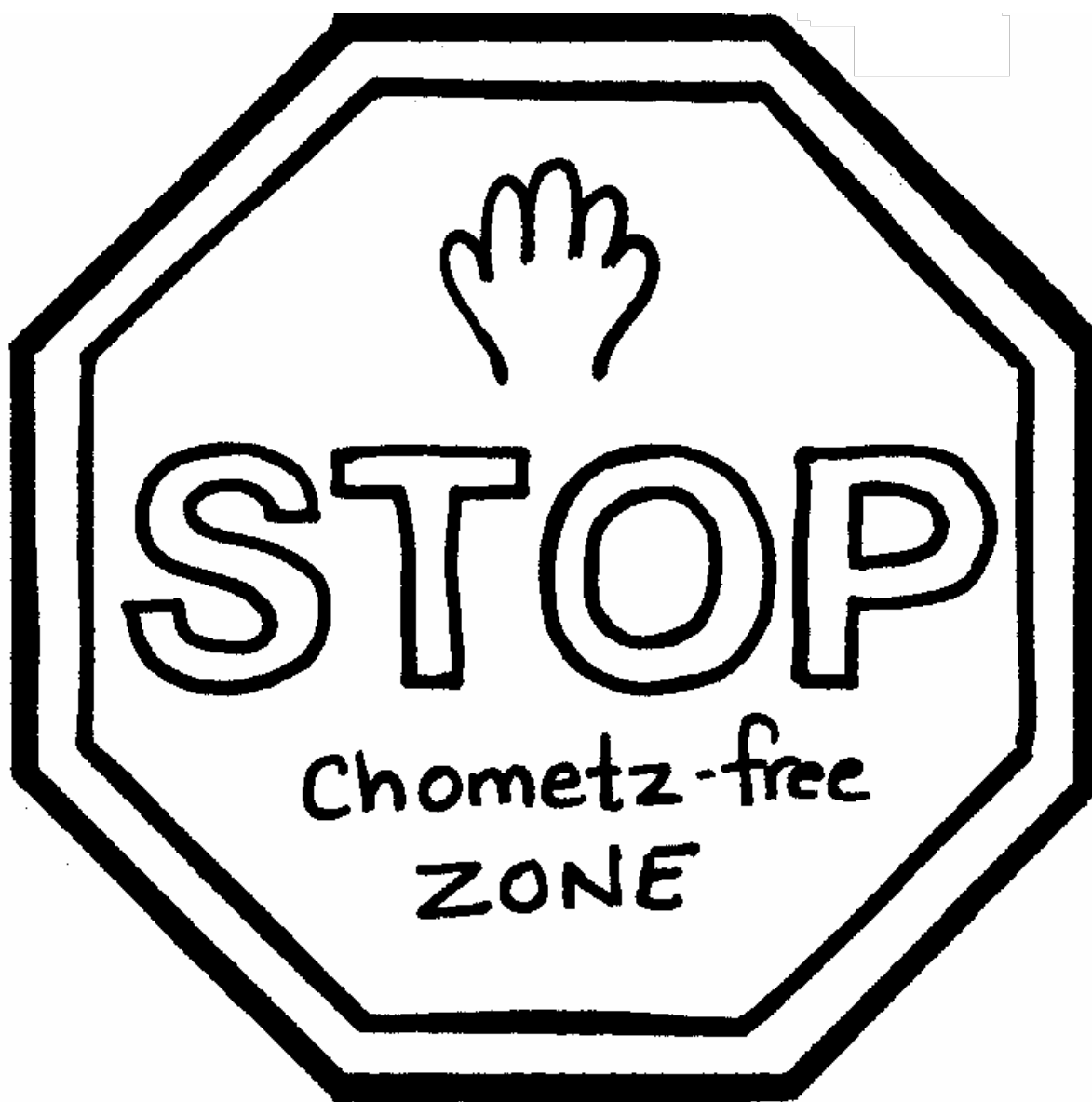
7

Seven שבע

אביב הגיע פסח בא

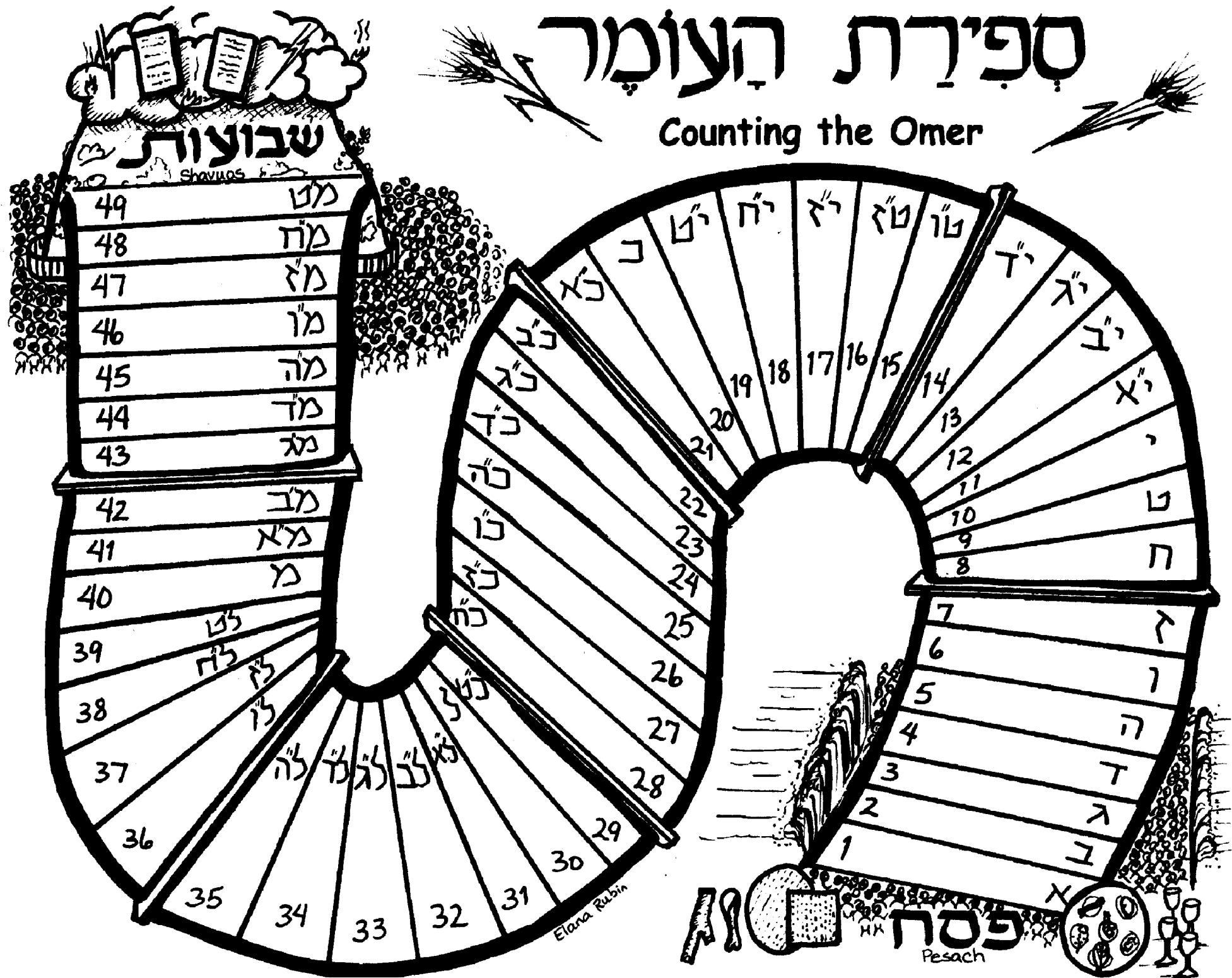


Elana Rubin



ספירת העומר

Counting the Omer



Elana Rubin



פסח
Pesach

