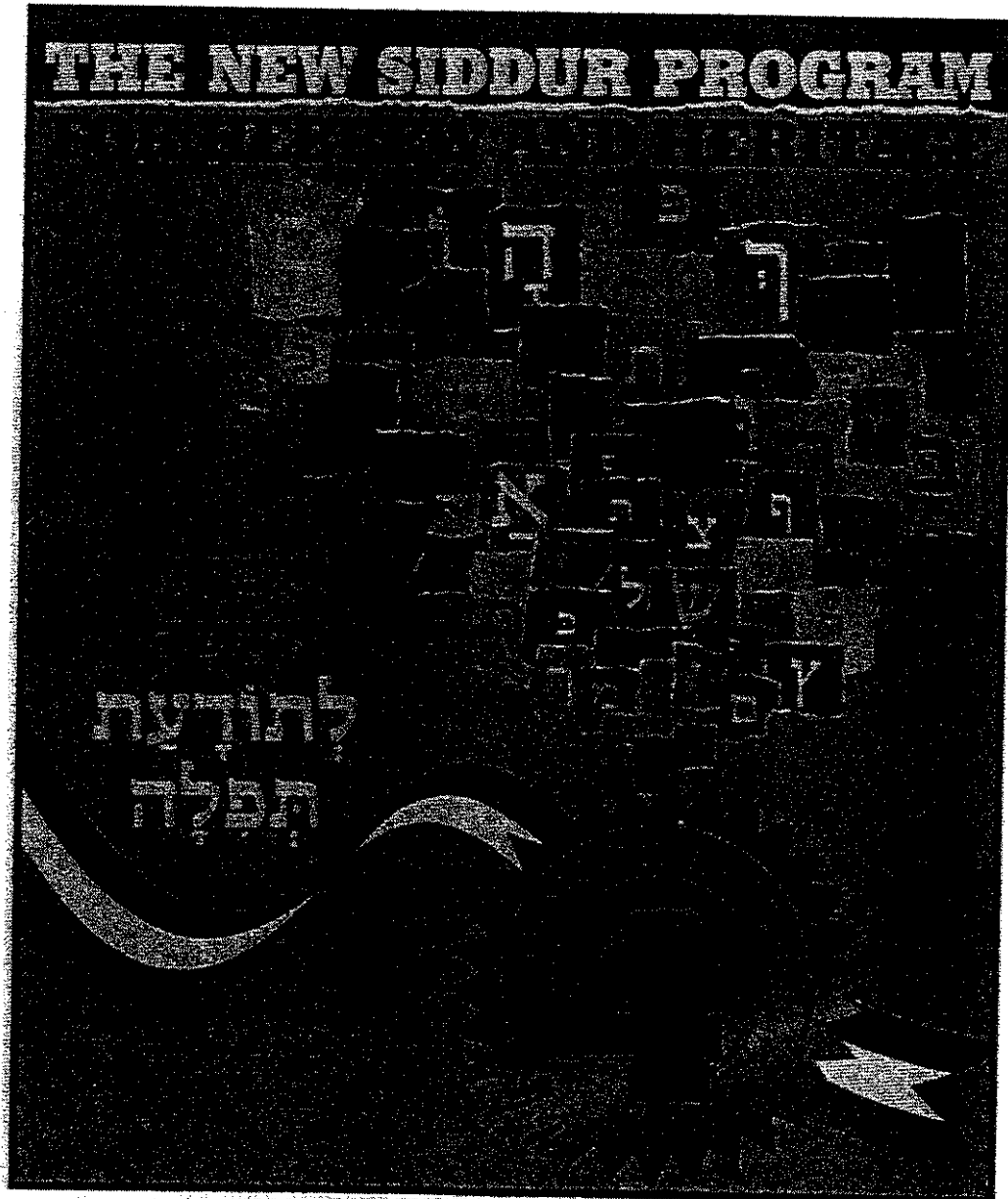


TEACHING GUIDE

Prepared by
Pearl and Norman Tarnor



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CONTENTS

The Structure of Book 4	4
List of Prayers in Book 4	5
Scope and Sequence Chart	6
Ethical Values	11
Roots in Books 1, 2 and 3	12
Roots in Book 4	13
Teaching the Prayer	14
Using the Exercises	17
List of Stories	18
Teaching the Story	20
Enriching the Textbook	22

THE STRUCTURE OF BOOK 4 (Honor Level)

- ◇ Book 4 presents excerpts from the High Holiday Mahzor and from the Passover Haggadah.
- ◇ Book 4 consists of 10 chapters (divided into 2 units of 5 chapters each).
- ◇ Each chapter opens with a Prayer, preceded by an Introduction explaining the selection's key concept.
- ◇ A Vocabulary List accompanies the prayer, divided into familiar words the student already knows and the new words in the prayer.
- ◇ Exercise pages follow, so the students can practice the prayer vocabulary and the grammatical structures contained in the prayer selection.
- ◇ A Traditional Saying presents a key ethical value and connects the prayer to the story which follows.
- ◇ The Story that ends each chapter illustrates a key concept of that lesson's prayer and the ethical value of the traditional saying.

AN ALPHABETICAL LISTING OF THE PRAYERS IN BOOK 4

Unit 2: From the Haggadah

אָחַד מִי יוֹדֵעַ
אַרְבַּע כּוֹסוֹת
אַרְבַּעַה בְּנִים
בְּכָל דּוֹר וְדוֹר
דֵּינוּ
הָא לַחֲמַת עֲנִיא
וְהִיא שְׁעֵמֶדָה
חַד גְּדִיא
מָה נִשְׁתַּנָּה
עֲבָדִים הָיִינוּ
עֶשֶׂר מְכוֹת
פֶּסַח מִצָּה מְרוֹר

Unit 1: From the Mahzor

אָבִינוּ מִלְכֵנוּ
אָנוּ עַמֶּךָ
הַנְּנִי הָעֲנִי מִמַּעַשׁ
וְנִתְּנָה תִקְוָה
כִּי הִנֵּה כַחֲמֹר
מוֹסֵף לְרֹאשׁ הַשָּׁנָה
עַל חֲטָא
שְׁמַע קוֹלֵנוּ

SCOPE AND SEQUENCE CHART

The Scope and Sequence Chart which appears on the following pages will show you, at a glance, the things to be taught in each lesson of Book 4. It will also help you keep an inventory record of the items your students are learning.

Listed are the Prayer Selections, Concepts, New Prayer Words, Grammatical Structures, New Story Words, and Ethical Values for each chapter in the book. You will find this list helpful in planning your individual lessons. The chart will enable you to clearly determine and define the goals for each chapter in Book 4.

UNIT ONE: Selections from the **מקדור**

LESSON 1	CONCEPTS	NEW PRAYER WORDS	GRAMMATICAL STRUCTURES	NEW STORY WORDS	ETHICAL VALUES: FROM TRADITIONAL SOURCES
<p>מקדור</p> <p>SELECTIONS: ונתנה תקף מוסף לראש השנה</p> <p>THE STORY: דברי אמת</p>	<p>Structure of the מקדור</p> <p>Holliness of the שנה</p> <p>Significance of the שנה</p> <p>Ten Days of Repentance</p> <p><i>Piyut</i> (religious poem)</p> <p>Repentance, Prayer, and Righteous Acts (תשובה, תפילה, צדקה)</p> <p>Significance of the shofar</p> <p>Special themes of the Musaf Amidah: Kingship, Remembrance, Sounding the shofar</p>	<p>ונתנה תקף תקע (תקע) יום הדין תתמון יום צום יום פגור תשובה מוסף לראש השנה ברית תרוצה</p>	<p>ROOTS: (תקע) (קבל) (אמו)</p>	<p>ונתנה תקף תקע (תקע) לוקע בשופר (תקע) דין האמין (אמו)</p>	<p>אחד בפה ואחד בלב <i>He speaks one thing with his mouth and means something else in his heart.</i> <i>(Talmud Pesahim 113B)</i></p>
<p>LESSON 2</p> <p>SELECTIONS: אנו עמך על חטא</p> <p>THE STORY: מישהו רואה</p>	<p>Holliness of כפור</p> <p>Significance of כפור</p> <p>Special relationship between Israel and God</p> <p>Communal confession of sins</p> <p>Community responsibility</p>	<p>אנו עמך סלה (סלה) מהל (מהל) צאנך רוענו (רועה) כרמך (כרם) נטרנו על חטא חטא חטאנו (חטא)</p>	<p>ROOTS: (סלה) (מהל) (חטא) (עבר)</p> <p>SUFFIX REVIEW: ג, נ</p>	<p>מישהו כרם ענבים עברו (עבר) מהר אותי בשקט</p>	<p>דע מה למעלה מך: עין רואה ואזן שומעת וכל מעשיו בספר נכתבים. <i>Know what is above you: a seeing eye and a hearing ear and all your actions are written in a book.</i> <i>(Pirke Avot 2:1)</i></p>

LESSON 3	CONCEPTS	NEW PRAYER WORDS	GRAMMATICAL STRUCTURES	NEW STORY WORDS	ETHICAL VALUES: FROM TRADITIONAL SOURCES
<p>LESSON SELECTIONS: פִּי הַזֶּה כְּחֹמֶר הַזֶּה הָעֵינִי מִמַּעַשׂ</p> <p>THE STORY: הַשָּׂרָר שֶׁל קוֹיָם מִצְוָה</p>	<p>Our dependence on God Prayers of forgiveness: Attributes of God Cantor as representative of congregation Significance of the Covenant, between God and the Jewish people</p>	<p>פִּי הַזֶּה כְּחֹמֶר חֹמֶר אָבֹן בְּרִית הַזֶּה הָעֵינִי מִמַּעַשׂ אֲבֻקְשֶׁךָ (בִּקְשׁ) לְבַקֵּשׁ (בִּקְשׁ) מִצְלִיחַ</p>	<p>ROOTS: (בִּקְשׁ) (גֹּר)</p>	<p>גְּמוּלוֹת הַסִּדִּים לְקוֹם מִצְוָה קוֹיָם מִצְוָה עֵינֵי עֲצִיבָה פֶּדִים הוֹרִים לְהִבְיֹא הִבְיֹא, הִבְיֹאוּ, לְהִבְיֹא שָׂבַר גָּרוּ (גֹּר) יָחַד נָשִׂים, אִשָּׁה</p>	<p>ETHICAL VALUES: שָׂבַר מִצְוָה מִצְוָה <i>The reward of a Mitzvah is a Mitzvah.</i> (Pirke Avot 4:2)</p>
<p>LESSON 4</p> <p>LESSON SELECTION: שָׂמַע קוֹלֵנוּ</p> <p>THE STORY: קִעְרָה שֶׁל עֵץ</p>	<p>CONCEPTS</p> <p>Sincere repentance Concern for the elderly and the weak Respect for elders and parents</p>	<p>שָׂמַע קוֹלֵנוּ אֵל אֵל הַשְּׂלִיכֵנוּ (שִׁלַּב) אֵל תַּעֲזֹבֵנוּ (עוֹב)</p>	<p>GRAMMATICAL STRUCTURES</p> <p>ROOTS: (שִׁלַּב) (עוֹב)</p> <p>SUFFIX REVIEW: -וּ, -נִי</p>	<p>NEW STORY WORDS</p> <p>בְּשִׁבְלִי בְּשִׁבְלֵךְ הִבִּינִי, הִבְיִנוּ חֹן פֶּלֶם עֵץ פָּעַם, עוֹד פָּעַם קִעְרָה, קִעְרוֹת לֹאֵט לֹאֵט</p>	<p>ETHICAL VALUES: כָּבַד אֶת אָבִיךָ וְאֶת אִמֶּךָ <i>Honor your father and your mother.</i> (Exodus 20:12)</p>
<p>LESSON 5</p> <p>LESSON SELECTION: אָבִינוּ מְלִכֵנוּ</p> <p>THE STORY: אִשְׁרֵי הָאִישׁ הַחֹזֵר בְּתַשׁוּבָה</p>	<p>CONCEPTS</p> <p>God as our spiritual parent God as our ruler</p>	<p>אָבִינוּ מְלִכֵנוּ וְדוֹשִׁיעֵנוּ (ישׁע) הַחֹזֵר (חֹזֵר) עוֹנוֹתֵינוּ שֶׁלֵּמָה (שִׁלַּב) גִּאֲלָה (גֹּאֵל) יְשׁוּעָה (ישׁע)</p>	<p>GRAMMATICAL STRUCTURES</p> <p>ROOTS: (ישׁע) (חֹזֵר) (שִׁלַּב) (גֹּאֵל)</p>	<p>NEW STORY WORDS</p> <p>אִרְוֹחָה אִשְׁרֵי רָעַב, רָעִים חֹזֵר (חֹזֵר)</p>	<p>ETHICAL VALUES: הוֹרָה תְּחִלָּתָהּ גְּמוּלוֹת הַסִּדִּים וְסוּפָה גְּמוּלוֹת הַסִּדִּים. <i>The beginning and end of Torah is performing acts of loving kindness.</i> (Talmud Sotah: 14A)</p>

UNIT TWO: Selections from the Hagdāh

LESSON	CONCEPTS	NEW PRAYER WORDS	GRAMMATICAL STRUCTURES	NEW STORY WORDS	ETHICAL VALUES: FROM TRADITIONAL SOURCES
LESSON 6	<p>CONCEPTS</p> <p>Significance of פְּסַח Exodus from Egypt Contents of the הַגְּדָה Order of the Seder Service Special Passover symbols Significance of לְחֵמַת עֲנָיָה providing for the poor and hungry Importance of telling the Passover story</p>	<p>NEW PRAYER WORDS</p> <p>הָא לְחֵמַת עֲנָיָה וְיִפְסַח (פְּסַח) (ה) שְׂתָא (ד) מְצַרִּים בְּאֶרְעָא בְּנֵי חוּרִין אֲבוּתֵינָא</p>	<p>ROOTS:</p> <p>(אכל) (עבד) (דוג)</p>	<p>NEW STORY WORDS</p> <p>בְּעֲצָמוֹ, בְּעֲצָמֵי דָּגָה לְדוּגָה (דוּג) לְמִכּוּר (מִכּוּר) מִיָּד הַגְּדָה (אֲדוּקָה) צִעַק (צִעַק) רַק</p>	<p>ETHICAL VALUES: FROM TRADITIONAL SOURCES</p> <p>מִרְבָּה צְדִיקָה מִרְבָּה שְׁלוֹמֵ. <i>The more righteousness, the more peace.</i> (Pirke Avot 2:8)</p>
LESSON 7	<p>CONCEPTS</p> <p>Deliverance from slavery Importance of the narrative Money for wheat: קְעוֹת דִּטְיָם The four kinds of children Hospitality: הַכְנָסַת אֹרְחֵיכֶם Concern for the needy</p>	<p>NEW PRAYER WORDS</p> <p>עֲבָדִים הָיִינוּ וְנִאֲפִילֵו מִשִּׁבּוּחַ (שִׁבּוּח) לְסִפְרָא (סִפְר) הוֹיָצִיא, וְהוֹיָצִיאֵנוּ (יִצָּא)</p>	<p>ROOTS:</p> <p>(שכח) (ספר) (יצא) (קרה) (קרב)</p> <p>PREPOSITIONS: בִּ, ל, מ</p> <p>CONJUNCTIONS: וְ, ה, שְׁ, פ</p>	<p>NEW STORY WORDS</p> <p>אֲדוּגֵי אֲתָנּוּ, אֲתָכֶם זָתוּם, זָתוּמֵיכֶם לָכֵן נִשְׁאָרָה פְּתָאָם צְדִיקִים קָרָה (קָרָה) רְכוּשׁ קָרְבוֹ (קָרְב)</p>	<p>ETHICAL VALUES: FROM TRADITIONAL SOURCES</p> <p>זִהְיֵי בֵיתְךָ פְּתוּחָ... וְזִהְיֵי עֲבוּרִים בְּנֵי בֵיתְךָ. <i>Let your house be open... Let the poor be (as) members of your household.</i> (Pirke Avot 1:5)</p>
LESSON 8	<p>CONCEPTS</p> <p>God saves us from our enemies God's promise sustains us as it sustained our ancestors The removal of drops of wine from the cup shows our sadness at the loss of human life The Ten Plagues We thank God for many acts of kindness The importance of community</p>	<p>NEW PRAYER WORDS</p> <p>וְהוּא שְׁעָמְדָה בְּלִבֵּךְ לְכַלּוֹתֵנוּ (כָּלָה) מִצִּילֵנוּ (נִצַּל) דִּינֵנוּ מִן הָרַ סִינַי שְׁפָטִים קָרְבָנוּ (קָרְב) הַכְנָסָנוּ (כִּנְס)</p>	<p>ROOTS:</p> <p>(כלה) (נצל) (קרב) (כנס)</p> <p>SUFFIX REVIEW: נְ, נוּ</p>	<p>NEW STORY WORDS</p> <p>זוּתָר לְבָדוּ, לְבָדֵי לְפָרֵשׁ מִמֵּנִי, מִמֵּךְ עוֹד עוֹד פִּעַם עֲבוּר עֲבוּר צָבוּר צָבוּר רִיחַ</p>	<p>ETHICAL VALUES: FROM TRADITIONAL SOURCES</p> <p>אַל תִּפְרֵשׁ מִן הַצְּבוּר. <i>Do not separate yourself from the community.</i> (Pirke Avot 2:5)</p>
THE STORY:	<p>הַמַּצּוֹה הַגְּדוּלָה בְּיִתְךָ</p>	<p>וְהוּא שְׁעָמְדָה עֲשֵׂר מִבוֹת דִּינֵנוּ</p>			
THE STORY:	<p>הַעֵץ הַצִּעִיר</p>				

LESSON 9	CONCEPTS	NEW PRAYER WORDS	GRAMMATICAL STRUCTURES	NEW STORY WORDS	ETHICAL VALUES: FROM TRADITIONAL SOURCES
<p>THESE SELECTIONS: בְּכַל דּוֹר וָדוֹר פָּסַח מִצֵּדָה מֵרִוֵר</p> <p>THE STORY: הַמִּשְׁבּוֹן</p>	<p>Each generation relives the Exodus God redeemed our ancestors and each one of us God brought us to the Promised Land: אֶרֶץ יִשְׂרָאֵל Requirement to retell the story of the Exodus each year Requirement to explain three symbols: פָּסַח, מִצֵּדָה, מֵרִוֵר Responsibility of parents to educate their children in Jewish tradition</p>	<p>בְּכַל דּוֹר וָדוֹר עֲצַמּוּ חָיֵב נִשְׁבַּע כִּאֲלוּ</p>	<p>ROOTS: (חזק)</p>	<p>מִשְׁבּוֹן או יָקָר, יְקָרָה מְחַיִּיקִים (חֹזֵק) מִתְקַנָּה עֲשֵׂרֵת הַדְּבָרֹת מוֹכֵן, מוֹכְנִים בֵּית, בְּנוֹת</p>	<p>ETHICAL VALUES: FROM TRADITIONAL SOURCES</p> <p>הִנּוּךְ לַנֶּעַר עַל פִּי דְרָכָיו גַּם כִּי יִזְקִין לֹא יִסּוּר מִמֶּנָּה. <i>Educate children in the way they should go and even when they are old, they will not depart from it.</i> (Proverbs 22:6)</p>
<p>LESSON 10</p> <p>THESE SELECTIONS: אֲחֹרַי מִי יִרְעֶנִי חֹר גְּדִיָּא אַרְבַּע פּוֹסוֹת</p> <p>THE STORY: הַמִּלֵּךְ וְהַדּוֹג</p>	<p>CONCEPTS</p> <p>The importance of children's participation in the seder The four cups of wine and God's four promises The Fifth Cup Elijah's Cup Next year in Jerusalem!</p>	<p>אֲחֹרַי מִי יִרְעֶנִי אֲחֹרַי שָׁנִים (שָׁנָי) שְׁלֵשׁוֹת אַרְבַּע הַמִּשְׁבָּה לְחֹמֹת הַיְּבֵרִית חֹר גְּדִיָּא גְּדִיָּא תַּרְי זוּזִי כִּלְפָּא זָבָן דָּר וְאֵתָא וְנִשְׁרַף</p>	<p>ROOT: (פחד)</p>	<p>בְּעֵדָה לְמוֹת מִסְפִּיק עֲרָבִים פֶּחֶה, פֶּחֶהוּ (פחד) רִשָּׁע קִשְׁיָה, קִשְׁיִים רָעַב (רָעַב)</p>	<p>ETHICAL VALUES: FROM TRADITIONAL SOURCES</p> <p>כָּל יִשְׂרָאֵל עֲרָבִים זֶה לְזֶה. <i>All Israel is responsible for one another.</i> (Talmud, Shavuot 99)</p>

ETHICAL VALUES

Our major responsibility as Jewish teachers is to transmit the ideals of our tradition. These ideals are made concrete by specific ethical values which guide our conduct so that as individuals and as a community we may strive for spiritual perfection. Jewish ethical values are worthy of preservation and they must be transmitted to young people in each generation. This is a major goal of the *New Siddur Program*.

Our ethical values are inherent in the prayers we recite on the High Holy Days and at the Passover seder. The story material in Book 4 is also an important source for the values we cherish. The stories were selected from our rich tradition because they demonstrate how Jewish ethics are expressed in everyday life.

The following list identifies the ethical values in Book 4 and shows the lessons in which they are presented.

COMMUNITY צְבוּר (2, 6, 8, 10)	RESPONSIBILITY אַחְרֵיּוֹת (2, 3, 9, 10)
COURAGE גְּבוּרָה (8, 9, 10)	RIGHTEOUS ACTS צְדָקָה (1, 5, 6, 7, 10)
EDUCATION וְשִׁנְתֶם לְבַבְיָךְ (6, 7, 8, 9, 10)	STUDY תִּלְמוּד תּוֹרָה (6, 9)
ENHANCEMENT OF A MITZVAH הַדּוֹר מִצְוָה (7)	TRUTH אֱמֶת (1)
FAITH אֱמוּנָה (5, 7, 8)	
FORGIVENESS סְלִיחָה (2, 3)	
FREEDOM חֵירוּת (6, 7, 9, 10)	
HOSPITALITY הַכְּנָסוֹת אֹרְחִים (6, 7, 10)	
HUMILITY עֲנֻתָנוּת (3)	
LOVING KINDNESS גְּמִילוּת חַסְדִּים (3, 5, 6, 7, 10)	
MERCY רַחֲמִים (1, 3, 4, 5)	
PEACE שְׁלוֹם (6, 10)	
REPENTANCE תְּשׁוּבָה (1, 4, 5, 10)	
RESPECT FOR PARENTS כְּבוֹד אָב וְאִם (3, 4, 6)	

ROOTS (Books 1, 2 and 3)

When the students are familiar with root forms they are able to “break the code” of hundreds of prayer words. Many of the roots introduced in Books 1, 2, and 3 are included in Book 4. Here is an alphabetical list of the roots found in the first three books in the *New Siddur Program*.

קומ	ירא	אהב
קרא	ישב	אכל
ראה	כתב	אמר
רחמ	לבש	בוא
רחצ	למד	בחר
רפא	לקח	ברא
רצה	מלכ	ברכ
שאל	נפל	גאל
שבת	נתנ	גדל
שוב	עבד	דבר
שימ	עזר	היה
שיר	עלה	הלכ
שכב	עלמ	הלל
שלח	עמד	זכר
שלמ	ענה	חדש
שמח	עשה	חיה
שמע	פתח	חשב
שמר	צדק	ידע
שתה	צוה	יצא
	קדש	יצר

ROOTS (Book 4)

This alphabetical list contains the important new roots introduced in Book 4.

סלח	אמן
ספר	בקש
עבר	חזק
עזב	חזר
פלל	חטא
צעק	חיה
קבל	כבד
קרב	כנס
קרה	כפר
תקע	מחל
	נצל

TEACHING THE PRAYER

Introducing the Prayer

Each prayer in Book 4 is introduced with an English paragraph which explains the general content of the prayer and its key concept. Be sure to go over this introduction with your students before reading the prayer. Discuss the Jewish values, concepts and practices associated with each prayer selection. When possible, relate recent historical events to the passage.

Reading the Prayer

A "First Reading" of the Prayer

With texts opened to the prayer and with the students following the words, read the prayer in unison with your class. This step, taken before the vocabulary presentation, will help the students with the sounds and pronunciation of the new words. Encourage students to concentrate by having them follow the reading with their fingers.

Silent Prayer Reading

Students read silently a few lines of the prayer at time, glancing at the Word Lists to gain an understanding of the general prayer content (the words on the lists follow the order in which they appear in the prayer). Allow just a few minutes for silent reading. Encourage students to look for familiar words. Tell them that as they are reading the lines silently and checking the word lists, they should think of what those prayer lines mean. Then give students an opportunity to state the general prayer content.

Unison Reading for Fluency

Have the first row of students read the first line in unison. Have the second row read the second line, and so on until all the lines have been read.

Divide the class into three groups. Group I reads line 1 together; Group II reads line 2; Group III line 3; back to Group I which reads line 4, and so forth.

Tell your students that you will be the "Reader" (or "Hazzan") and will read a prayer line aloud (in order) and the class will be the "Congregation" who will re-read the line, in unison.

Variation: Divide the class into 2 groups. Group I is the "Reader" and Group II is the "Congregation". After a few lines Group II becomes the "Reader."

(Be sure to read aloud with each group to keep the proper reading pace and rhythm.)

Responsive Reading

Divide the class into 2 groups. Group I will read prayer line 1 and Group II will read prayer line 2. Group I continues to read line 3 and Group II reads line 4, etc.

Individual Reading

- ◇ Call on individual students to read each line in order.
- ◇ Call on individual students to read selected lines by calling out line numbers.
- ◇ Allow one student to read a line and then call out the name of the next reader.
- ◇ Allow the students the opportunity to read one line of their choice. Have them identify the line number before reading.
- ◇ Keep the class on its toes by calling on the same student more than once.
- ◇ Have four students work together to correct each other as individual members of the group take turns reading complete lines.
- ◇ Read the first part of a line in the prayer and ask a student to complete the reading of the line.
- ◇ Use a stopwatch to time reading. Students enjoy competing against their own best time.

Selected Reading

Call on individual students to read selected lines which begin with the word _____ or end with the word _____ or contain the word _____.

Call on individual students to read lines that contain some of the following:

1. Different words that have the same prefix
2. Different words that have the same suffix
3. Different words that have the same root

Reading for Comprehension

Give the English translation of a line in the prayer and ask a student to read the corresponding Hebrew sentence.

Additional Reading Practice

- ◇ Have students practice reading with a partner in the classroom.
- ◇ Have students practice reading at home.
- ◇ Have students read into a tape recorder for later play-back.

Prayer Vocabulary

Each prayer selection in Book 4 is accompanied by a vocabulary list. The list is divided into Familiar Words and New Words. The words are presented in the order in which they appear within the prayer, not in alphabetical sequence. This organization facilitates prayer translation.

Remember, students should not be required to memorize lists of vocabulary. Constant exposure to these words through the course of Book 4 will ensure that students recognize them on the printed page.

Classroom Techniques for Using the Vocabulary Lists

- ◇ Divide the class into two groups. Group I reads aloud the Hebrew word in each list (in order) and Group II reads the English translation.
- ◇ Individual students read a word on the list aloud, each Hebrew word followed by its English translation.
- ◇ In random order, call out an English word from the list and have a student read the Hebrew that means the same thing. Call out a Hebrew word from the list and have a student read the English translation.
- ◇ Ask students to find certain words from the Word List in the prayer.
- ◇ Encourage students to use grammatical clues to understand the meaning of the familiar words (e.g. look for the three root letters; isolate the prefix or suffix.)

Text Familiarity

Have the students locate the prayer in a Mahzor or in a Haggadah so they can see and read the prayer in its proper "setting."

Singing the Prayer

When appropriate, teach students to sing the prayer using the traditional melody.

USING THE EXERCISES

The exercises in the textbook are designed to teach and reinforce important vocabulary and key grammatical structures. Additionally, students' reading comprehension and critical thinking skills are developed. The material in the exercises should be actively taught and then completed in class or assigned as homework.

Vocabulary Development Exercises

- ◇ To learn and review important words, students do the following:

- Connect Hebrew words to English words, and English to Hebrew
- Match Hebrew words to root letters and write the English meaning
- Identify related Hebrew words, and recognize word families
- Practice vocabulary by playing a variety of games and solving puzzles

Grammar Exercises

- ◇ To practice key grammatical structures, students do the following:

- Recognize root letters of prayer words and connect them to English meanings
- Write the roots of Hebrew words and their English meanings
- Match root letters to words in prayer phrases
- Identify Hebrew suffixes and prefixes, and write their meanings
- Add suffixes and prefixes to Hebrew words to match the English equivalent
- Review Hebrew conjunctions, prepositions, and the definite article

Comprehension Exercises

- ◇ To develop comprehension skills, students do the following:

- Add missing words to complete prayer phrases
- Match Hebrew phrases to English meanings
- Underline English meaning of Hebrew phrases

Thought Exercises

- ◇ To develop critical thinking, students do the following:

- Answer questions
- Explain the significance of specific concepts and symbols
- Match Hebrew phrases to important concepts
- Recall familiar prayer phrases

LIST OF STORIES

Each lesson in Book 4 ends with a story. Selected from our rich tradition, each demonstrates how a Jewish ethical value is expressed in everyday life. The following descriptions can serve as motivational introductions to the story material.

1 WORDS OF TRUTH -- דְּבַרֵי אֱמֶת -- page 19

A rabbi wants to give the honor of sounding the shofar to the congregation's most honest member. In this story, we learn how he decided which congregant spoke the truest words.

2 SOMEONE SEES -- מִיִּשְׁהוּ רֹאֶה -- page 33

On the way to Jerusalem David wanted to take some grapes from the vineyard they were passing, but Leah warned that someone was watching. When he asked who saw, you may be surprised by her answer.

3 THE REWARD OF A MITZVAH -- הַשָּׂכָר שֶׁל קִיּוּם מִצְוָה -- page 49

Sarah brought milk to the children in an orphanage. When she became too old and frail to carry the heavy jug, the story explains how Dana helped her mother to continue to perform the mitzvah.

4 THE WOODEN BOWL -- קְעֵרָה שֶׁל עֵץ -- page 63

After Rachel's grandfather broke some dishes, he ate alone in the kitchen from a wooden bowl. In the story, Rachel helps her parents to see that the honor of her grandfather is more important than broken china.

5 FORTUNATE IS THE MAN WHO REPENTS -- אִשְׁרֵי הָאִישׁ הַחֹזֵר בְּתַשׁוּבָה -- page 77

Caspi was a rich but very stingy man. In this story, we learn how King Solomon taught him the importance of sharing.

6 THE GREATEST MITZVAH -- הַמִּצְוָה הַגְּדוֹלָה בְּיוֹתֵר -- page 93

A poor man once asked Aaron and his daughter to give him fish so that he might feed his family. But Aaron performs an even greater mitzvah in this story.

7 A PASSOVER GUEST – אורח לפסח

page 109

Though they were very poor and had little to share, Meyer and Esther invited a stranger to join their Passover seder. This story tells how were they rewarded for their kindness and also raises an interesting question about the identity of the stranger.

8 THE YOUNG TREE – העץ הצעיר

page 125

A forester cut down the big surrounding trees so a young tree might have more light and air. Would the young tree regret the destruction of the others? You will learn the answer in this story.

9 THE PLEDGE – המשפון

page 139

When the Torah was given to the Children of Israel, God demanded a guarantee that they would love and keep it from generation to generation. This story tells us about their pledge.

10 THE KING AND THE FISHERMAN – המלך והדיג

page 155

In this story, a poor man decides to teach a wicked king an important lesson about responsibility to others.

TEACHING THE STORY

Story Preparation

Reading fluently with comprehension is the primary goal of the *New Siddur Program*. A list of Story Words appears before each story. An exercise is provided so that students can practice the new words before reading them in the story. “Non-essential” words are translated in parenthesis within the story to help students understand the meaning of the narrative.

- ◇ Provide a motivational introduction to the story (ask a question, show an object, etc.) to engage the students’ interest. The introductions provided in the Story List will be useful (see pages 18 and 19 in this guide).
- ◇ Ask students to locate familiar Hebrew words in the story. Write them on the chalkboard.
- ◇ Ask students to locate a sentence that contains each familiar word.
- ◇ Ask students to locate new words in the story.

Reading the Story

A “First” Reading

Ask individual students to read aloud the first few lines in the story. Then have other students summarize, in English, the events taking place in the story. Continue this until the complete story has been read.

Content Questions

Ask specific questions about the content of the story. Have students focus on particular lines to look for the answers.

Variation: As questions are asked, call on individual students to read the Hebrew line which gives the answer to the question.

Evaluate Reading Comprehension

Ask questions in English and expect the response in English as well. When answering the questions, students should refer to the Hebrew line in the story that helped give them the answer and then read the complete Hebrew sentence. Ask your questions in the order of the story so students get the flow of the story’s content.

Dramatic Reading

Assign parts in the story to different students. Choose more than one narrator. Before they are asked to present the story as a “Dramatic Reading” give your students time to practice reading their parts (or assign them for homework).

After Reading the Story

Tape Record the Story

Have students record the story on a cassette tape player with suitable sound effects.

Produce a Play

Have students, working in small groups, prepare a Hebrew play that retells the story. They can use puppets, costumes, etc.

Find the Prayer Connection

The vocabulary of the stories and/or their content is closely tied to the prayer selection in each lesson. Encourage students to see this connection by asking students to find specific words that appear in the prayer or to explain a concept or idea that comes from the prayer.

Personalize the Jewish Value

The Traditional Saying in each lesson is closely tied to the ethical value presented in the story. Discuss the value and encourage students to relate it to their own experience.

ENRICHING THE TEXTBOOK

Social Action

There are many opportunities for social action activities (*Gemilut Hasadim*) in Book 4. We do not usually consider these in the framework of the Hebrew curriculum. Social action more commonly takes place in relation to Judaic studies in the religious school. However, there is no more important way to bring the study of Hebrew to life than to make it result in the immediate practice of mitzvot. These need not be limited to ritual actions. If time permits, do consider undertaking one or two of these suggested projects.

- ◇ Show concern for the environment by recycling suitable materials in the classroom.
- ◇ Set up a collection center for packaged foods to distribute before Passover.
- ◇ Collect money for a Passover *Maot Hittim* fund.
- ◇ Visit a local home for the aging.
- ◇ Contribute to local food banks.
- ◇ Raise money to help the needy and the homeless.
- ◇ Plant trees in Israel.

Creative Arts

Art experiences can cultivate your students' creativity and enhance the prayer experience by encouraging Jewish imagination within the Hebrew matrix. Consider undertaking one or two art projects during the year. Encourage your students to work on their projects at home. Some may have special talents to bring to the experience. Here are some suggestions to get your own "creative juices" flowing.

- ◇ Design illuminated manuscripts using a key idea or favorite line from the prayer.
- ◇ Create a wall hanging of a favorite verse from the Mahzor or Haggadah.
- ◇ Make Rosh Hashanah cards using Hebrew phrases from the Mahzor.
- ◇ Illustrate or write about ten "plagues" facing society today (drugs, illness, etc.).
- ◇ Prepare a collage or mobile to illustrate a Jewish value.
- ◇ Plan an advertisement to "sell" a favorite story.
- ◇ Draw additional illustrations for the stories.
- ◇ Make a "cartoon strip" of a story.

- ◇ Design a “book jacket” for a story.
- ◇ Students can compose original prayer material.

Bringing the Lesson to Life

You can make the words and pictures in the textbook more concrete and meaningful to your students by planning experiences that bring the print material “to life.” Here are a few examples of how this can be done.

- ◇ Display a collection of Haggadot.
- ◇ Have students prepare a Passover table with real objects brought from home.
- ◇ Bring a shofar to class and give students the opportunity to learn how to sound it.
- ◇ Display Rosh Hashanah greeting cards with Hebrew phrases on the bulletin board.
- ◇ Invite the rabbi to class to discuss the significance of the High Holy Days Service.
- ◇ Hold a class session in the more spiritual setting of the synagogue sanctuary.
- ◇ Encourage students to do special research projects.
- ◇ Visit a matzah factory.