

FOUR QUESTIONS - LESSON ONE

TODAY’S LESSON FOCUS

There are four HTM ready-made lessons that teach key vocabulary from the Four Questions. This **first** one focuses on two words from the first of the “questions,” as well as two from the last. The suggested lesson, below, mixes up modalities - objects/pictures for the first segment and movement for the last. It may be taught in person or adapted for a virtual setting (Zoom). **NOTE: This lesson assumes children are minimally at Foundational Level 6 and know these words from that lesson:** לקחת לַתָּת

If this is a new lesson for you, take 15 minutes to watch this *Pesah* video that demonstrates the teaching of all four of these words/phrases: https://youtu.be/_7SFdlUM72Q. While the teacher, Marcia, introduces both *matzah* and *matzot*, you do not have to introduce the plural form; feel free to keep it simple in this lesson. Yes, a typical HTM lesson introduces three words at a time to students, but because of the pairings in the Four Questions (e.g., חֲמֵץ מִצָּה and יוֹשֵׁבִין מְסֻבִּין) this particular lesson introduces two at a time.

Word to be introduced	Options for illustrating the word
<p>מַצָּה <i>Matzah</i></p>	<ul style="list-style-type: none"> • Real <i>matzah</i> (squares/pieces) • Box of <i>matzah</i> (unopened) • Photo of <i>matzah</i> (check the HTM Lesson 1 photocards here: https://www.hebrewthroughmovement.org/pesah.html) • <i>Matzah</i> toy, for example this: https://www.amazon.com/My-Deluxe-Soft-Seder-Set/dp/B0000TS8Z6/
<p>חֲמֵץ Food with leavening</p> <p>NOTE: You may wish to ask your education director or clergy for the definition of <i>hametz</i> taught to your learners and what their most common family customs are. Some may only understand <i>hametz</i> as bread and others may know cereal could be <i>hametz</i>, but that there are kosher for <i>Pesah</i> cereals, cookies, etc. Choose your props accordingly.</p>	<ul style="list-style-type: none"> • Boxes of easily-recognized non-<i>Pesah'dik</i> brands of pasta, crackers, cereal, etc. (for example, Barilla spaghetti, Ritz crackers, Oreo cookies, Cheerios cereal) • Real bread slices, a bagel, cookies, etc. • Photos that illustrate <i>hametz</i> (check the HTM Lesson 1 photocards here: https://www.hebrewthroughmovement.org/pesah.html) • <i>Hametz</i> toys (search Amazon under “Toys and Games” for “pretend bread”)
<p>לְשֹׁבֵת יוֹשֵׁבִין To sit up straight</p>	<ul style="list-style-type: none"> • Learners move to illustrate sitting “straight” (not reclining) • Photos that illustrate sitting straight (check the HTM Lesson 1 photocards here: https://www.hebrewthroughmovement.org/pesah.html)
<p>לְשֹׁבֵת מְסֻבִּין To sit as reclining or leaning</p>	<ul style="list-style-type: none"> • Learners move to illustrate reclining or leaning (<i>know that the custom is to lean to the left</i>) • Photos that illustrate reclining (check the HTM Lesson 1 photocards here: https://www.hebrewthroughmovement.org/pesah.html)

SAMPLE LESSON

*If pandemic parameters are in place,
remind children prior to the lesson to maintain physical distance from each other.*

REVIEW/WARM-UP

From the lists, below, create commands/sentences using 4-8 key words for the review/warm-up. Choose vocabulary most important to your learners: those that have not been reviewed in a while, those that learners are having difficulty remembering, new words not yet in their *kishkes*, words that would be especially helpful for the day's lesson, etc.

לְהַרְיֵם	לְקוֹם
לְהוֹרִיד	לְהַצְבִּיעַ אֶל
לְגַעַת ב	לְהַצְבִּיעַ עַל
לְשִׁים	תַּחַת
לְתַת	עַל
לְקַחַת	עַל-גַּד
לְשַׁבֵּת	

Partial warm-up/review script

לְלַכֵּת אֶל חֵלוֹן.
לְהַצְבִּיעַ אֶל דְּלֵת.
לְרוֹץ אֶל שְׁלֶחָן. לְשַׁבֵּת עַל הַשְּׁלֶחָן.
לְקוֹם. לְלַכֵּת אֶל כֶּסֶא וְלַגְעַת בְּכֶסֶא.
לְהַרְיֵם אֶת הַכֶּסֶא וְלְשִׁים אֶת הַכֶּסֶא עַל-גַּד הַלוּחַ.
לְשִׁים אֶת הָרֵאשׁ עַל הַלוּחַ.
לְשִׁים אֶת הַגְּדִים עַל הַבֶּטֶן, לְהַסְתִּיב, וְלְשַׁבֵּת עַל כֶּסֶא.

INTRODUCING NEW WORDS

PREP HINTS:

- If you are meeting in-person, gather many actual objects to illustrate the vocabulary; fill in with photos from the HTM teacher's photocard for Lesson 1 found on this page: <https://www.hebrewthroughmovement.org/pesah.html>.
- If you are teaching virtually, send home in advance Lesson 1's student sheet from the HTM webpage (same link as above). While this could be as an email attachment, parents without a printer at home would appreciate being mailed a printed document, ideally in color. In advance of the lesson, ask students/parents to cut it apart so that when given a command, there is something to point to, touch, lift up, etc. You may also ask parents in advance to help their children find a "real" example of *hametz* in the house to bring to their screen - a box of pasta or cereal, a piece of bread or a bagel, etc. If they have *matzah*, that's a bonus!

In either case, have a poster (large or sharable on Zoom) of the Four Questions with pictures that illustrate key words learned. There is a free download of five large-print 11x17 inch posters at the bottom of this page: <https://www.hebrewthroughmovement.org/pesah.html>. Or, pre-printed posters may be ordered from: <https://www.jeccmarketplace.com/ma-nishtana-posters/> - these have a charge.

TEACHING HINTS:

- When new terms are all nouns, show three different examples for each term, saying just the single word as the object is shown. For example: מַצָּה (three times, with different illustrations) and חֶמֶץ (also three times). Do not add other words like הַגָּה-זֵה or הַגָּה. Ditto for לְשֶׁבֶת יוֹשְׁבֵינִי and לְשֶׁבֶת מְסֻבֵּינִי.
- Then, again say the terms three times, but change the order each time - connect the physical object or picture with the word.
- Finally, demonstrate a set (or two) of simple commands using the new terms.

Use this chart to help plan actions, objects and photo cards when introducing the vocabulary:

The word	Three illustrations	Any notes
מַצָּה		
חֶמֶץ		
לְשֶׁבֶת יוֹשְׁבֵינִי		
לְשֶׁבֶת מְסֻבֵּינִי		

SAMPLE SCRIPT FOR INTEGRATING OLD AND NEW WORDS - מַצָּה / חֶמֶץ

קְבוּצָה א' - לְקוֹם וּלְלַכֵּת אֶל הַשְּׁלֶחַן שֶׁל הַמּוֹרָה.

לְהַצְבִּיעַ עַל חֶמֶץ.

לְהַצְבִּיעַ עַל מַצָּה.

לְגַעַת בְּחֶמֶץ - וּלְהָרִים חֶמֶץ.

לְקַפֵּץ אֶל כֶּסֶא וְלָשִׁים חֶמֶץ תַּחַת הַכֶּסֶא.

לְשֶׁבֶת עַל הַכֶּסֶא.

קְבוּצָה ב' - לְקוֹם וּלְלַכֵּת אֶל הַשְּׁלֶחַן שֶׁל הַמּוֹרָה.

לְגַעַת בְּמַצָּה - וּלְקַחַת מַצָּה.

לְלַכֵּת אֶל כֶּסֶא וְלָשִׁים מַצָּה עַל הַחֶמֶץ (תַּחַת הַכֶּסֶא).

לְשֶׁבֶת עַל הַרְצָפָה.

קְבוּצָה א' - לְקוֹם.

לְקַחַת מַצָּה וְחֶמֶץ מִתַּחַת לַכֶּסֶא.

If pandemic parameters prevent children from coming close to each other, be sure to modify this next command and others that follow.
 לשׁים מְצָה עַל הָרֹאשׁ שֶׁל קְבוּצָה ב'.

(קְבוּצָה ב' - לְגַעַת בְּמְצָה עַל הָרֹאשׁ).

לשׁים חֲמֵץ עַל-גַּד הַדָּלֵת. לְשִׁבַּת עַל כֶּסֶא.

SAMPLE SCRIPT FOR INTEGRATING OLD AND NEW WORDS - לְשִׁבַּת יוֹשְׁבֵינִי / לְשִׁבַּת מְסֻבֵּינִי

קְבוּצָה ב' - לְגַעַת בְּמְצָה עַל הָרֹאשׁ. לְקוּם וְלִקְפֹץ אֶל שְׁלֹחַן.

לְשִׁבַּת יוֹשְׁבֵינִי תַחַת הַשְּׁלֹחַן.

לְשִׁבַּת מְסֻבֵּינִי.

לְקוּם וְלְרוּץ בְּמְקוֹם.

לְרוּץ אֶל הַדָּלֵת וְלְשִׁבַּת עַל-גַּד הַדָּלֵת.

לשׁים מְצָה עַל חֲמֵץ.

לְהָרִים מְצָה וְחֲמֵץ וְלְשִׁבַּת מְסֻבֵּינִי.

לְקוּם וְלְרוּץ מֵהַר לְקְבוּצָה א'.

לְתַת מְצָה לְקְבוּצָה א'.

לְשִׁבַּת יוֹשְׁבֵינִי עַל הָרִצְפָה וְלשׁים חֲמֵץ עַל הָרֹאשׁ.

Walk to each person in K'vutzah Bet and alternate these commands

לְתַת חֲמֵץ לְמִוְרָה וְלְשִׁבַּת יוֹשְׁבֵינִי.

OR

לְתַת חֲמֵץ לְמִוְרָה וְלְשִׁבַּת מְסֻבֵּינִי.

Walk to each person in K'vutzah Alef and alternate these commands

לְתַת מְצָה לְמִוְרָה וְלְשִׁבַּת יוֹשְׁבֵינִי.

OR

לְתַת מְצָה לְמִוְרָה וְלְשִׁבַּת מְסֻבֵּינִי.

כָּלֶם לָקוּם וְלִקְפֹּץ מֵהַר בְּמָקוֹם.
 לָלֶכֶת אֶל כְּסֵא וְלִשְׁבֹּת מִסְבִּין.
 לִשְׁבֹּת יוֹשְׁבִין.

CONNECTING TO THE RITUAL

Show learners a poster on the לוח (or hand out a sheet) of the Four Questions that includes pictures of the key words (see the note on page 2, above, about where to get one). Sing the first four words (מה־נִשְׁתַּנָּה הַלֵּילָה הַזֶּה) pointing as you go, so learners hopefully understand that the words they have been learning are part of the Four Questions. Call up 2-3 children at a time to come to the poster:

מְרִים וְדְנִיאל - לָקוּם וְלָלֶכֶת אֶל הַלּוּחַ.
 לְהִצְבִּיעַ עַל "מִצָּה".

לְגַעַת בְּ"חִמָּץ".
 לָלֶכֶת אֶל כְּסֵא וְלִשְׁבֹּת.

שׁוֹשֵׁי וּבָן -- לָקוּם וְלָלֶכֶת אֶל הַלּוּחַ.
 לְהִצְבִּיעַ עַל "יוֹשְׁבִין".
 לְגַעַת בְּ"מִסְבִּין".
 לְרוּץ אֶל כְּסֵא וְלִשְׁבֹּת.

Invite everyone ("כָּלֶם") to chant the opening line and the lines with מִצָּה חִמָּץ and יוֹשְׁבִין מִסְבִּין.
 When done, say לְמַחֵא כַפַּיִם and clap!!

BONUS DISCUSSION

End the lesson by reverting to English. Say to learners:

- I am curious how our Hebrew Through Movement lesson might have helped you understand some of the Hebrew of the Four Questions.
 - What new Hebrew did you learn? [*This just pulls them back to the lesson's specifics, an easy "softball" of a question.*]
 - Today you learned (four) new words. I'm wondering how those words might have helped you understand the Hebrew in the Mah Nishtanah. It may have helped a little or it may have helped a lot - what do you think?
 - Some children have said that knowing the meaning of the Hebrew makes them feel good about saying the Mah Nishtanah. Others say that it makes no difference to how they feel about singing or saying the Mah Nishtanah. Some say it makes them feel proud since they now understand it. Now that you know the meaning of some of the Hebrew, how do you feel about saying/singing the Mah Nishtanah?
- Do you have anything else you want to say about this HTM Four Questions lesson?

If you will be doing other lessons with Four Questions vocabulary, tell the learners to anticipate gaining more understanding of the Hebrew.