

# FIRST GRADE CURRICULUM

## Torah

An important part of learning stories from the Torah is learning about the Torah itself. What does it look like, what's it made of, who wrote it, how is it written, where is it kept in the synagogue? In addition to learning the answers to these questions, the children will hear several stories that are age appropriate and will interpret them via art projects, drama and games.

## The Synagogue

By visiting the sanctuary, meeting with one of the Rabbis, exploring pictures and videos of different synagogues, students will be able to describe what is a synagogue, who works there, what kinds of things can one find in a synagogue and why do we go there. Children will be able to:

- List at least 3 reasons why people come to the synagogue
- Name at least 3 items they see in a synagogue
- Feel comfortable and familiar when coming to the synagogue

## God

God is the reason “why” we teach children about Jewish values, our holidays, how to live Jewishly, Hebrew, Torah stories and Israel. By teaching our children about God, we give them the opportunity to feel a sense of the sacred..

## Jewish Holidays

Children will learn what the Jewish Holidays are about by listening to stories, examining symbols, art, play and many more modalities. Children will be able to:

- List some of the component parts of the home and synagogue celebration of: Shabbat, Rosh Hashana, Yom Kippur, Sukkot, Simchat Torah, Hanukkah, Purim and Passover
- Identify at least one symbol for each holiday
- Identify a traditional food for at least five holidays
- Associate the concepts of freedom and slavery with the holiday of Passover

## Hebrew, Prayer and Blessings

During the school year, each week, the class will work on a different letter of the Hebrew alphabet (Aleph-Bet), reviewing the letter, its shape, the sound it makes, and learning new words that begin with such letter. The class will work with materials created specifically for this grade with new words different from what they learned in Kindergarten.

First graders will participate in Hebrew Through Movement, which is taught by a trained specialist, and focuses on foundational Hebrew vocabulary through a language acquisition strategy in which students learn Hebrew by hearing and responding to Hebrew commands.

By teaching and using prayer at appropriate times to express feelings of thanks and awe, the teacher will guide the students in attaining a sense of satisfaction and pride in their ability to participate in both individual and group worship. This will also be accomplished by participating in age appropriate, weekly T'filah services led by the clergy and song leader.

# ROAD MAP FOR FIRST GRADE

## *The Synagogue as a Home and Israel as a Homeland*

Masa

1

### **“Bein adam l’atzmo” - Self**

#### **Question:**

- How can I make Temple Isaiah feel like my home?
- How can I make my home feel like Temple Isaiah?

#### **Action:**

- Becoming familiar with ritual objects and participating in services, engaging in Temple Isaiah’s minhagim (traditions)
- Making candlestick holders for Shabbat, decorating a Kiddush cup, making a challah cover, hanukiah, seder plate or matzah cover.

2

### **“Bein adam l’chavero” - Community**

#### **Question:**

- How does Israel feel like my homeland?
- Who makes Israel their home now?

#### **Action:**

- Celebrating Yom Ha’atzmaut (Israel’s Independence Day)
- Learning about Israel as both an ancient and modern country by exploring Israel’s culture

3

### **“Bein adam l’Makom” - God**

#### **Question:**

- What role does God play in the synagogue?
- Where can I find God?

#### **Action:**

- Examining the differences between communal and private prayer
- Learning about people being created B’tzelem Elohim (in the image of God)
- Orienting students to the blessing structure
- Making a book/mobile of the seven days of creation
- Analyzing the meaning of Shehecheyanu (a prayer to celebrate special occasions) and learning when it is recited
- Summarizing the story of the 10 Commandments