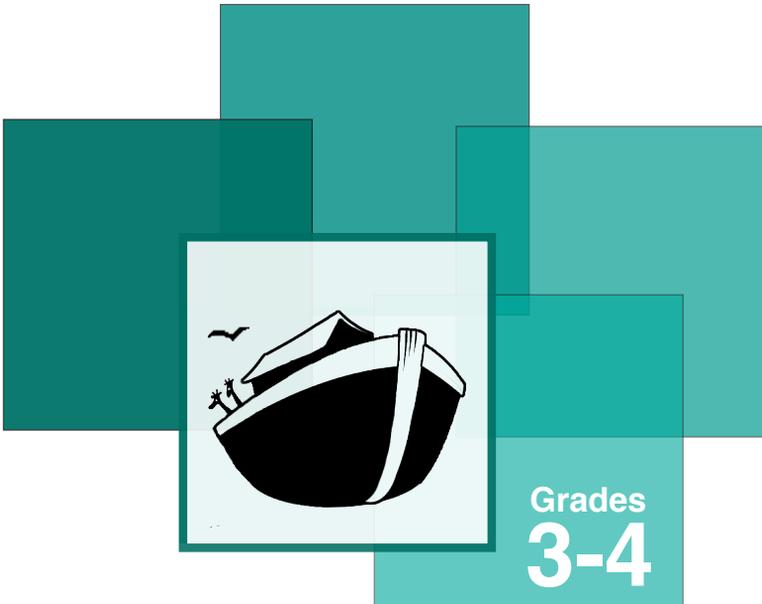


Weekly Parsha  
Programming

# Parshat Noach

נח



Grades  
3-4



Slot 1 ..... Tefillah  
20 MINUTES

Slot 2 ..... PARSHA SUMMARY  
10 MINUTES

Slot 3 ..... QUESTIONS ON PARSHA  
20 MINUTES

Slot 4 ..... GAMES  
20 MINUTES

Slot 5 ..... STORY TIME  
10 MINUTES

Slot 6 ..... SNACK TIME  
10 MINUTES

## Slot One: Approximately 20 minutes

### TEFILLAH

The Tefillot chosen have been recommended for the age(s) of the children that in your group. If you find that they know more Tefillot feel free to add. Be aware of their cues. If it's too little or easy for them, it is necessary for you to add on more Tefillot. If it's too much for some of the children, I recommend that you stay with it and teach them more each week.

With the young children, you should sing the Tefillot. This will make it easier for them to catch on and join in with the group.

In preparing the children for Tefillah you should have them sitting quietly and try to make sure there are no distractions. Make sure everyone has the Tefillot in front of him or her.

These Tefillot should ALL be read or sung out loud. You should be leading each Tefillah and singing along with the children. Please consult your shul's Rabbi or Youth Director to make sure the tunes you use are consistent with those used in the main sanctuary.

***Please take a moment before Shabbat to identify the page numbers in your shul's siddur so you can readily help the children find the pages.***

## Tefillot

### PAGE NUMBERS

PAGE # מודה אני  
Modeh Ani

PAGE # ציצית  
Bracha on Tzizit (for boys)

PAGE # אדון עולם/מה טובו  
Mah Tovu/Adon Olam

PAGE # ברכות  
Brachot

PAGE # מזמור שיר  
Beginning of Pesukei  
D'Zimra - Mizmor Shir

PAGE # ברוך שאמר  
Baruch She'amar

PAGE # הודו  
Hodu

PAGE # אשרי  
Ashrei

PAGE # ישתבח  
Yishtabach

PAGE # שמע  
Shema and  
its Brachot

PAGE # שמונה עשרי  
Sh'mona Esrei

PAGE # אין כאלוקנו  
Ain K-Elokaynu

PAGE # עלינו  
Aleinu

**SLOT TWO:** Approximately 10 minutes

## PARSHA

This summary should be read and understood before Shabbat so that you will be prepared to teach it to the children. This should not be read mechanically to the children.

You should be familiar enough with the information that you could tell it in your own words. If you find that just telling them the story is not working to their benefit then you should quiz them on what they learned about in school about the parsha. You might want to get pictures or visual aids to help hold the kids' attention during your recitation, as well. The "Torah Thought" at the end of the summary is something which also may be discussed.

## SUMMARY OF PARSHAT NOACH

### SUMMARY OF PARSHAT NOACH

This week's parsha tells us about the ten generations from Adam to Noach. The people were evil and they turned away from Hashem. In addition, they were cruel to each other; they stole and they killed. Therefore, Hashem decided to destroy them. Since Noach was a righteous man, Hashem wanted to save him and his family. Hashem told Noach to build an ark and to get his wife, his three sons, Shem, Cham, and Yafet, and their wives into the ark. He also brought animals of all kinds into the ark. Seven pairs of every kosher animal and bird were brought, and one pair of every other living creature, as well. Then Hashem brought a big flood on the earth that lasted forty days and forty nights. The flood destroyed all of the people and living things that were not in the ark. It wasn't until six months later

that the waters receded enough for the ark to find a place to rest on a mountain top. Three months after that, Noach sent out a raven to check if the land was dry. Since it merely flew back and forth, Noach knew that the land was still under water. Then Noach sent out a dove and the same thing happened. Seven days later he sent the dove out again. This time the dove came back with an olive branch. This indicated that the waters were receding. Finally, seven days later, Noach sent the dove one last time. This time it did not return. Noach finally knew that the land was dry. Noach and all of the inhabitants of the ark disembarked after the waters fully receded. Noach thanked Hashem for saving him and his family from the flood waters.

The generations grew again. Unfortunately, they did not learn from the mistakes of the previous generation. The people of Babel felt that they were the best and the greatest people on the earth. They decided to build a tower that would reach the heavens. They wanted to challenge Hashem and conquer heaven. As a punishment, Hashem confused their language so they would not understand one another. Therefore, they were unable to complete the building of the tower. The city was called Babel, meaning “to confuse,” because that is what Hashem did to the people of Babel.

Ten generations followed between Noach and Avram. The end of the parsha explains how Avram was a good man and believed in Hashem.

Rashi says that the ark an intricately built ship. It took Noach 120 years to build. During its building, people stopped by and questioned its need, to which Noach replied that if the wicked did not repent, Hashem would kill them by means of a flood.

**Torah Thought:** Hashem planned this long period of preparation for the flood to indicate His patience with His creations and His desire for them to repent. What can this teach us about our behavior towards others?

**SLOT THREE:** Approximately 20 minutes

## QUESTIONS ON THE PARSHA

You might want either to have prizes or treats to give the kids immediately upon answering a question correctly. This will help greatly with maintaining discipline and decorum.

### QUESTIONS:

1. Did Noach succeed in teaching others about Hashem?
2. Why was Noach chosen to be saved?
3. What is the Hebrew word for flood?
4. Name the three sons of Noach.
5. Which one was the oldest?
6. Who was not killed by the flood?
7. How many times did Noach send out the dove?
8. What happened the first time he sent it?
9. What did it bring back the second time?
10. What happened the third time he sent it?
11. What living things did not die in the flood?
12. Why did the people of Babel build a tower?
13. What was their punishment?

### ANSWERS:

1. Noach did not succeed in teaching his generation about Hashem. They refused to listen.
2. Noach was chosen because he was a righteous man whom Hashem wanted to save, who unfortunately was part of an evil generation.
3. The Hebrew word for flood is mabul.
4. Noach’s three sons were Shem, Cham, and Yafet.
5. The oldest son was Shem.

6. Noah, his wife, his three sons and their wives were not killed by the flood. As for the animals, seven pairs of each kosher animal and bird, and one pair of every other living creature, were saved from the flood
7. The dove was sent three times.
8. The first time, the dove came back.
9. The second time, the dove returned with a leaf from an olive tree in its mouth.
10. The third time it was sent it did not come back. This meant it had found somewhere to rest on dry land.
11. The fish in the sea were not killed by the flood.
12. The people of Babel built a tower because they thought they were the best, and wanted to challenge Hashem to take over heaven.
13. As a punishment, Hashem confused their language, so that they could not communicate and therefore had to stop building the tower.

2. Prepare the equipment—this includes putting chairs in a circle, etc. This must be done before explaining the game to the children. Have everything set up so there are no distractions.

3. Explain the game—you must be clear! Do not begin unless everyone understands.

4. Always demonstrate—if you show them how it is done there will be less confusion.

5. Cues—once you start the game it is important to pay attention to the children's cues! If too many kids are sitting out, change the game.

6. Cut the game short!!!—Try and stop the game while it still interests the kids, even if you must cut it short! Do not let a game that has become un-fun drag on. This way the kids will look forward to playing it the next time.

*(These games can be found in Shabbat Games by Lenny Matanky.)*

## SLOT FOUR: Approximately 20 minutes

### GAMES

The games given below are simply suggestions of easy games to play with children. There is no need to feel like you must play every game. Use your discretion when choosing if you want to play them, and how many of them you want to play.

The key to a successful game leader:

1. Have your goals set—never begin a game if you are not fully prepared to see it through.

### GAME #1

Approximately 5-10 minutes.

Appropriate for 6-25 kids

#### COPY CAT

The players are divided into two teams. The teams sit opposite each other in two parallel lines. Team A starts: The first player on team A does a movement of some kind. The first player on team B must immediately do the opposite (mirror) movement. If an opposite movement is impossible, do the movement with the opposite hand (or foot). Then the second player on team B does a movement and the second player on team A must do the opposite movement. The game continues with the teams changing off who goes first. The first team to hesitate, or make a mistake, loses.

A variation of this game is to keep score and the first team to make five mistakes loses. Specify to the kids that they must make movements which may be mirrored.

## GAME #2

Approximately 5-10 minutes  
Appropriate for 5-20 kids

### RED LIGHT, GREEN LIGHT

One player, the caller, stands at one end of the room. Everyone else stands in horizontal line at the opposite end of the room. The caller turns his/her back to the group and says: "Red light, green light 1-2-3!"

While s/he says it everyone moves toward the caller, but when s/he finishes s/he turns around, and everyone must freeze. Anyone s/he catches still moving must go back to the starting line. The first player to reach and tag the caller wins, becoming the new caller.

## GAME #3

Approximately 5-10 minutes.  
Appropriate for 5-20 kids.

### MUSICAL CHAIRS - WITHOUT MUSIC

Set one chair fewer than the number of players in a line, with every other one facing the same direction. A "leader" is chosen. The players walk around the chairs following the leader, doing everything he does (i.e. clapping, jumping, etc.). When the leader sits down everyone must do the same. The player left without a chair is out of the game and takes a chair out of the line. The game ends when only one player remains.

**SLOT FIVE:** Approximately 10 minutes

## STORY TIME

There are many tricks to successfully telling a story.

You should help the children get used to having a story time by doing something different like sitting in a different corner of the room, or a different formation for story time. They should understand that story time is a quiet time and not an active one.

You must make it clear to the children whether or not you allow questions to be asked during the story telling—this is entirely up to you dependent on your style. Your goal is to tell this story as smoothly as possible while keeping the children's attention and interest.

Give rewards for good listening.

*(This story can be found in The Little Midrash Says by R. Weissman)*

### THE KING AND THE MUTE PEOPLE

The king was in a jolly mood. He announced to his minister: "I wish to make some unfortunate people happy. Invite to my palace a group of poor people whom are mute. Treat them royally! Give them the best food and clothe them beautifully."

The king's minister invited the poor, mute people and they had a marvelous time. They never dreamt that there were so many pleasurable things in the world.

Their gratitude to the king knew no bounds! The unfortunate creatures could not speak, but whenever the king passed, they all rose, bowed and waved their hands, and signed to him how much they appreciated what he did for them. Every morning when they rose, they praised the king with sign language.

The king was pleased that they honored him so. It so pleased him that he summoned his minister and instructed him, "This group of mute people has enjoyed a long and pleasurable stay in my palace. Dismiss them now and invite instead a group of beggars who can speak. They will praise my noble deeds with speeches, not only with gestures, and I will be even more honored."

So a group of poor, speaking people was invited to the palace and treated to delights they had never known before. These beggars were so busy enjoying themselves that they forgot about the king to whom they owed their good fortune. None of them even uttered one word of thanks, and when the king passed, they ignored him. Soon the beggars began to expect their comforts as a matter of course, and demanded pleasures as their rightful due. One day, they decided to take over the palace and depose the king. Enraged, the king called for his minister. "Expel these beggars from my palace," he commanded. "I would do better to invite the mute people again. They were not able to express their gratitude with words, but they honored me as much as they were able. These speaking people, however, who could bring me so much glory with their power of speech, rebel against me!" The king's order was carried out.

The key to the parable:

When Hashem created the world, He filled it with water. The water could not praise Hashem with words, but it roared and rolled its waves noisily, proclaiming, "How mighty is Hashem!"

Hashem said, "If even the water sings My praises, how much more so will human beings who can think and speak!"

So Hashem removed the waters to the oceans. On dry land He created intelligent human beings.

Instead of praising Hashem, however, these human beings rebelled against Him by committing terrible sins. Instead of using their brains and their power of speech for good things, they plotted evil deeds; they slandered, insulted and wronged one another. All the generations after Adam were equally wicked. Hashem saw their

deeds getting worse and worse, and He said, "Let Me get rid of these people, and instead bring back the water that was on the earth originally. The water cannot think or speak, but it praises Me nevertheless, while these people anger Me!" Therefore, Hashem brought the mabul (flood) and wiped out the wicked people.

**SLOT SIX:** Approximately 10 minutes

### SNACK TIME

If you are given the option of deciding what is for snack, or can bring in your own snack, then you should try to have one available which is pertinent to the parsha. This should be done along with the usual cookies or crackers and juice that you most probably will have on hand.

Depending on the week you might bring in vegetables or fruits.

On the vegetables you would make the bracha, "...Boray P'ri Ha-adama"

On the fruits you would make the bracha, "...Boray P'ri Ha-aytz"

Don't forget to say, "...Shehakol nihyeh Bidvaro" on the juice and "...Boray Minay M'zonot" on the cracker or cookie.

Remember when you are finished eating to say the Bracha Achrona, which can be found on the next page.

The leader should read it aloud and encourage the children that are familiar with the bracha to say it along with you. The remaining children should answer "Amen".

## על המחיה

ברוך אתה ה' אלקינו מלך העולם

על המחיה ועל הכלכלה	על הגפן ועל פרי הגפן	על העץ ועל פרי העץ
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ועל תנובת השדה, ועל ארץ חמדה טובה ורחבה, שרצית והנחלת לאבותינו, לאכל מפרית ולשבע מטובת. רחם ה' אלקינו על ישראל עמך, ועל ירושלים עירך, ועל ציון משכן כבודך, ועל מזבחתך ועל היכלך. יבנה ירושלים עיר הקדש במהרה בימנו, והעלנו לתוכה, ושמחנו בבנינה, ונאכל מפרית, ונשבע מטובה, ונברךך עליה בקדשה ובטהרה.

ורצה והחליצנו ביום השבת הזה  
וזכרנו לטובה ביום ראש החדש הזה  
ושמחנו ביום חג המצות הזה  
ושמחנו ביום חג השבעות הזה  
ושמחנו ביום חג הסוכות הזה  
ושמחנו ביום שמיני חג העצרת הזה  
וזכרנו לטובה ביום הזכרון הזה

ועל הפרות. ברוך אתה ה' על הארץ ועל הפרות.	ועל פרי הגפן. ברוך אתה ה' על הארץ ועל פרי הגפן.	ועל המחיה. ברוך אתה ה' על הארץ ועל המחיה.
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כי אתה ה' טוב ומטיב לכל, ונודה לך על הארץ

## בורא נפשות

ברוך אתה ה' אלקינו מלך העולם בורא נפשות רבות  
וחסרונן על כל מה שבראת להחיות בהם נפש כל חי ברוך  
חי העולמים