Parshat Noach

Grades K-2
| Slot 1 | Tefillah | Approximately 10 minutes
| Slot 2 | PARSHA SUMMARY | 10 MINUTES
| Slot 3 | QUESTIONS ON PARSHA | 15 MINUTES
| Slot 4 | GAMES | 30 MINUTES
| Slot 5 | STORY TIME | 15 MINUTES
| Slot 6 | SNACK TIME | 10 MINUTES

**TEFILLAH**

The Tefillot chosen have been recommended for the age(s) of the children 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 even if they cannot read. It’s important to have papers or a siddur with the Tefillot in front of them because as a child advances in their school studies they may start recognizing more of the Tefillot.

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._
שחרית
לשבת

K-2
Grades

Open Book

Youth Professionals
Network

Grades
K-2
ברכות התורה
באור אתה יאללה ימל שלום, עלينا בן מאצורי, אתה צדוק.

והعربא באללה אצדרם, תורתם בפוני, ובפי משלי ישראלי, נהיה אצלי ובאצלי, ואתא עמשי ביגי ישראלי, כלן ידעי שמך.

וכלם תורתיו השלמה: בורא אתה, אתה פאטח, אתה בורא את התחוה:

לך את התורה: בורא אתה, אתה פאטח, אתה בורא את התחוה:

ולכבוד יושמר; יא יächeי אליך יהב: יאה יכח אליך ישך כל.

耍הרית לשבת
מאדך יאני Lýי, מלך ויקים, שתורתך ושמתי בחתולה רבה.
אמרת: אתך תקח אתך, ייא שבל תבך עליך, תכלה.

ועמדת עליך. בורא אתה מקהלת לכל עולם וдол.

תורה צדוק עליך, מושך חוהית ישבך.
באור אתה יאללה ימל שלום, עלינו בן מאצורי, אתה צדוק.

מח טבר יכליך ישבך,مشכנתיך ישראלי. ואתי ברך שמא אבוא,
תיית, אמרת合い אליך ישלך יזרוח, ואתי משה ינת, תוכ 넘ך בך.

ופיקוס מסכן ברך. אנני אמרתי ואכירה, אתה עליך ישו.
ואני, פגיעת לי, יא על צדך, אולדה בבר חסיד, עוגי באתיה ישים.

אודות עלבם יאיר לכל, בטבע לכל צדך. לשה מתשכח הבמות, אל כל בך שמה, אתה ברך, אתה ברך, אתה ברך, אתה ברך.

אתה משמחת אתך ר区块, אתה געש של터, אתה געש שלת.

ולכבודו יא ערש עלי, שלום שלח ויביט, חותם חותם, חותם חותם בברך:

ולכבוד יושמר, יא יאהי אליך יהב, יאהי אליך ישך, אתה לכל.

ברא אתה, אתה פאטח, אתה בורא את התחוה.
שمو' ישראל, כי לאלהינו, כי אחדו.

היוו multicore מחשב פעיל. פורח pelo תפוחים ומכ葈, בכל עץ זרה.

וצחקו, כי נכל ארץ א_szאא: אלהי ישראל, אלהינו, אלהינו.

כל ביוון, או כל תודעה, הכל כלת החכמה, הגמ --------------------.

המצווה, הניגון, התורה ותורת, התפילה, התפילה מקוון, בהקור.

 Spirits: hear, ותרה בברך עליון, ותרה תורת אسرائيل, כי לאלהינו, כי אחדו.

A Program of the Karasick Department of Synagogue Services of the Orthodox Union

Weekly Parsha

Programming

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Siddur VI

שחרית
לשבת
K-2
Grades

Siddur V

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Weekly Parsha

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Siddur VI

שחרית
לשבת
K-2
Grades

Siddur V
PARSHA SUMMARY

This summary should be read thoroughly by you 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 about what they learned 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.

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.

QUESTIONS ON THE PARSHA

For children this age it is important that after you read the Parsha you ask the questions in a straightforward manner, without for example, playing a game. The questions will be most helpful for them if the story is fresh in their minds.
All of the answers to these questions are in the summary in slot two. When you tell the story, make sure you include the information for these answers.

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

QUESTIONS:

1. What did Noach build?
2. Why did he build it?
3. Who did he take with him on his trip?
4. How long was the flood for?
5. What did Noach send out to check if the land was dry?
6. What did the people of Babel build? Why?

ANSWERS:

1. Noach built an ark.
2. He built it because Hashem told him that he was going to kill everyone in his generation with a flood. Hashem instructed him to build the ark and take with his family and certain animals with him, so that they would be safe from the flood.
3. He took his wife, his three sons and their wives.
4. The actual flood was for forty days and forty nights.
5. Noach sent out a raven and a dove.
6. The people of Babel built a tower. They wanted to challenge Hashem and conquer heaven.

SLOT FOUR  Approximately 30 minutes

GAMES

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

You will note as you progress through the weeks that some of the games repeat. Obviously, feel free to substitute or add favorite games to help keep the children interested.

Having prizes or rewards is very important.

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.
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 again another week.

(These games can be found in Shabbat Games by Lenny Matanky.)
**GAME #1**
Approximately 10 minutes
Appropriate for any number of kids

**BEAR HUNT**
The leader instructs the players to repeat whatever s/he does or says immediately after s/he does it. The leader starts by slapping one knee after the other, to simulate a walking rhythm. The leader says and does the following:
Want to go on a bear hunt?
All right.
Let's go.
I see a wheat field (put hand to forehead, then resume slapping).
Can't go over it. Can't go under it.
Guess I'll have to go through it (stop slapping - rub palms together to simulate the sound, then resume slapping)
I see a swamp
Can't go over it. Can't go under it.
Guess I'll have to go through it (rub fingers against teeth and blow).
I see a river
Can't go over it. Can't go under it.
Guess I'll have to go through it (make swimming motions)
I see a tree
Can't go over it. Can't go under it.
Guess I'll have to climb it (pretend to climbing a tree, looking over it, then descending)
I see a cave
Can't go over it. Can't go under it.
Guess I'll have to go inside it
I feel something soft and furry
It feels like a bear
It smells like a bear
It is a bear!!!
The speed should increase as the leader backtracks (tree, river, swamp, etc.)
At the end, when you make it back to the wheat field, everyone lets out a big sigh.

**GAME #2**
Approximately 10 minutes
Appropriate for 8-20 kids

**INDIAN CHIEF**
The kids should sit on the ground, cross-legged, in a circle. One child is sent out of the room while the leader chooses the chief. The chief then starts a motion (like clapping, patting her head, wiggling, etc). Everyone in the circle does what s/he does and watches the chief, who will suddenly switch motions. The sent out child comes back in to try and who is the chief. Once the child correctly identifies the chief, it is the chief's turn to go out while the leader chooses another chief. To make it fair, you should play until everyone who wants to be chief gets a chance.

**GAME #3**
Approximately 10 minutes
Appropriate for 3-25 kids

**HOT OR COLD**
One person leaves the room and everyone else chooses an object which s/he must find. S/he returns and looks around the room trying to pick the chosen object. The children sing to indicate whether the s/he is hot or cold; the closer ("hotter") s/he gets, the louder the kids sing, the farther ("colder") s/he gets, the quieter they sing.
SLOT FIVE: Approximately 15 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 in 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 are given.

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 Hayitz”

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 the kids should answer “Amen”.
Parshat Noach

A Program of the Karasick Department of Synagogue Services of the Orthodox Union

Grades 3-4

Weekly Parsha Programming