5th GRADE HEBREW/SIDDUR CURRICULUM

1) The 5th grade curriculum will focus on chanting fluently, reading effectively, and understanding the meaning of prayers from the siddur for Shabbat morning service, geared for their Bar/Bat Mitzvah. Students will gain mastery through class work, home study, and participation in organized events and services.

2) Textbook: Journey Through the Siddur: Shabbat Morning

   IPad: Cyber Siddur listening/reading program

Unit 1:

Goals & Objectives:

-Learn to read and recite Barechu and first stanza of Yotzer Ohr – understand why we bow and the Adam and Eve story.

-If time allows begin learning the Shema.

-Establish working relationships and rules with the students.

-Determine which students excel and which need attention; engage in using the book and the I pad.

-Communicate with parents via email to establish support and inform them of general plan.

-Implement Hebrew letter recognition and reading program in addition to cyber siddur for those who need it

Pages/Programs:

Journey – pages 5 - 9

Cyber Siddur

Pacing:

4 hours of in class reading and chanting

2 Sundays/ 2Tuesdays

Key Words/Terms:

-Vocabulary listed Journey

Key Concepts:

G-d's light, preparation for the Shema

Bowing – significance, meaning

Special Activities:

-Introduction to incentive programs.

-Holiday related activities – Decorating the Sukkah

-Interactive games led by students to build camaraderie

Assessments:

-Individual reading ability with and without cyber siddur

-Individual chanting ability with and without cyber siddur

-Group chanting ability

-Ability to sound out individual words phonetically

-Ability to read and chant individually with fluency

-Listen to individual students read for accuracy and with fluency

-Reading checks for fluency

Unit 2

Goals and Objectives:

-Complete learning Barechu and first stanza of Yotzer Ohr

-Learn Mi Chamocha – read and sing

-For those who complete, begin Shema prayer,

-Use Cyber Siddur effectively

-Determine which students need attention and set up a plan of action

-Test individually on progress

Pages/Programs:

Journey – pages 5 – 9, page 36

Cyber Siddur

Pacing:

6 hours of in class reading and chanting

3 Sundays/ 3Tuesdays

Key Words/Terms:

-Vocabulary listed in Journey

Key Concepts:

Song of the Sea, leaving Egypt

Special Activities:

-Promote incentive programs.

- Introduction of Miles to Israel program and awarding achievers with first prize.

-For those Hebrew reading challenged – introduction of YouTube Ulpan Primers

Assessments:

-Individual reading ability with and without cyber siddur

-Individual chanting ability with and without cyber siddur

-Group chanting ability

-Ability to sound out individual words phonetically

-Ability to read and chant individually fluently

-Listen to individual students read for accuracy and fluency

-Reading checks for fluency

Unit 3

Goals/Objectives:

-Master Shema and V'Ahavta and Avot

-Work with individual students to assist in progression on specific prayers

-Build a team atmosphere which enhances individual commitment to the group

-Allow those who excel to progress on advanced material

-Make learning fun

-Communicate with parents on progress

Pages/Programs:

Journey – page 28, page 47

Cyber Siddur

Pacing:

7 hours of in class reading and chanting

4 Sundays/ 4Tuesdays

Key Words/Terms:

-Vocabulary listed Journey

Key Concepts:

We are made in God's image

Shabbat is a sign of the covenant between God and children of Israel

Special Activities:

For those Hebrew reading challenged – Continued use of YouTube Ulpan Primers

Assessments:

-Individual reading ability with and without cyber siddur

-Individual chanting ability with and without cyber siddur

-Group chanting ability

-Ability to sound out individual words phonetically

-Ability to read and chant individually with fluency

-Listen to individual students read for accuracy and fluency

Unit 4

Goals/Objectives:

-Finish work on Shema/V'Ahavta, continue work on Avot and begin Kidusha

-Work with individual students to assist in progression on specific prayers Pair up and work in groups

-With the end of the first reporting period this month, relate to the students the desire to attain the second level of prizes by having learned over 25 lines of siddur

-Give individual goals and guidance

-Reset goals for second half of the year

Pages/Programs:

Journey – page 28, page 47, page 64

Cyber Siddur

Pacing:

8 hours of in class reading and chanting – into January

5 Sundays/ 4Tuesdays

Key Words/Terms:

-Vocabulary listed Journey

Key Concepts:

G-d is One, Praising G-d

Special Activities:

Chanukah celebration and activities

Assessments:

-Individual reading ability with and without cyber siddur

-Individual chanting ability with and without cyber siddur

-Group chanting ability

-Ability to sound out individual words phonetically

-Ability to read and chant individually with fluency

-Listen to individual students read for accuracy and fluency

Unit 5

Goals/Objectives:

-Work on and finish Kidusha, begin V'shamru, and Ashrei

-Work with individual students to assist in progression on specific prayers

-Work in groups or pairs

-Re-establish after the break the prayers which are to be learned

-Use the prizes/rewards as an incentive to reach levels.

Pages/Programs:

Journey –page 64, 73   For Ashrei – I pad or siddur

Cyber Siddur

Pacing:

6 hours of in class reading and chanting

4 Sundays/ 3Tuesdays

Key Words/Terms:

-Vocabulary listed Journey

Key Concepts:

Shabbat is a sign of the covenant between God and children of Israel

V'shamru is recited before the Amidah on Friday night and is part of the Amidah on Shabbat morning

Special Activities:

Emissary working with kids on Israel

For those Hebrew reading challenged – Continued use of YouTube Ulpan Primers or private tutoring

Assessments:

- Using mental tricks/associations to remember words

-Individual reading ability with and without cyber siddur

-Individual chanting ability with and without cyber siddur

-Group chanting ability

-Ability to sound out individual words phonetically

-Ability to read and chant individually fluently

-Listen to individual students read for accuracy and fluency

Unit 6

Goals/Objectives:

- Complete work on Kidusha, V'shamru, continue Ashrei, begin short Birkat Hamazon

-Voluntary accelerated participation for achievers – 6th grade curriculum

-Use the prizes/rewards as an incentive to reach levels.

-For those that have accomplished the curriculum, either have them remaster previous grade's curriculum and if that is accomplished move forward.

Pages/Programs:

Journey –page 64, 73   For Ashrei/Birkat Hamazon – I pad or siddur

Cyber Siddur

Pacing:

8 hours of in class reading and chanting

5 Sundays/ 5Tuesdays

Key Words/Terms:

-Vocabulary listed Journey

Key Concepts:

Kidusha is the 3rd blessing of the Amidah and proclaims God's holiness

Verses in the Kidusha come from the section in the Tanach called Prophets

Reciting the Kidusha requires a Minyan

Special Activities:

Israeli emissary working with students

Assessments:

-Individual reading ability with and without cyber siddur

-Individual chanting ability with and without cyber siddur

-Group chanting ability

-Ability to sound out individual words phonetically

-Ability to read and chant individually fluently

-Listen to individual students read for accuracy and fluency

Unit 7

Goals/Objectives:

- Complete Ashrei and Birkat Hamazon

- Continued voluntary accelerated participation for achievers - 6th grade curriculum

-Use the prizes/rewards as an incentive to reach levels

Pages/Programs:

Ashrei/Birkat Hamazon – I pad or siddur

Cyber Siddur

Pacing:

6 hours of in class reading and chanting

4 Sundays/ 4Tuesdays

Key Words/Terms:

-Vocabulary listed Journey

Key Concepts:

We thank God for our lives, our souls, miracles in the world, and wonders and great gifts

Blessing food

Special Activities:

Passover activities

Awards and Recognition

Reading Competitions

Assessments:

-Individual reading ability with and without cyber siddur

-Individual chanting ability with and without cyber siddur

-Group chanting ability

-Ability to sound out individual words phonetically

-Ability to read and chant individually fluently

-Listen to individual students read for accuracy and fluency