

CONCEPTS ON THE PAGE:

Hebrew and English Translation

Translation not always literal
Use the discrepancies as a conversation point

Title:

After the text has been studied have the students create a title for the text--this will allow them to apply a concept or general idea to a specific text

Second page of unit:

Root word

Concept of translations being sufficient is broken myth
just because a student can translate doesn't mean that he or she understands the concept
explore how to find the Shoresh
Explore the meaning of the word--use the sleuth graphic and question

Top Bill Word

understand key idea in context of text and general theology

Third page of unit:

writing and reading drills
way to practice letters from the text and script writing

Fourth Page of unit

words of text--write in script and gain familiarity with reading
exercise at the bottom of the page match the English word with the Hebrew word

Fifth Page of unit

Take a closer look
Answer a key theological question on the text
allow the students to validate and discuss answers
Rapping with the text
Developing a conversation with the text is a very important skill--asking questions, creating a debate is a very powerful way to internalize the text

Sixth page of unit

Shema Unplugged
create 3rd stage of the 4MAT system application of concepts and ideas as they specifically relate to the text

Seventh page of unit

Personal Reflections
3rd Stage/4th Stage of 4MAT system
reflect on studies and theological discussions

Eighth page of unit

Shema in Action Journal
4th stage of 4MAT
Reflect upon the social service project that the students performed as a way to apply the specific concepts developed from unit in general terms

1 Chapter

Why, What, How, If?

DIRECT EXPERIENCE

Why, What, How, If?

ACTING

REFLECTING

Mitvah--repairing / fixing
Menachem Youlis

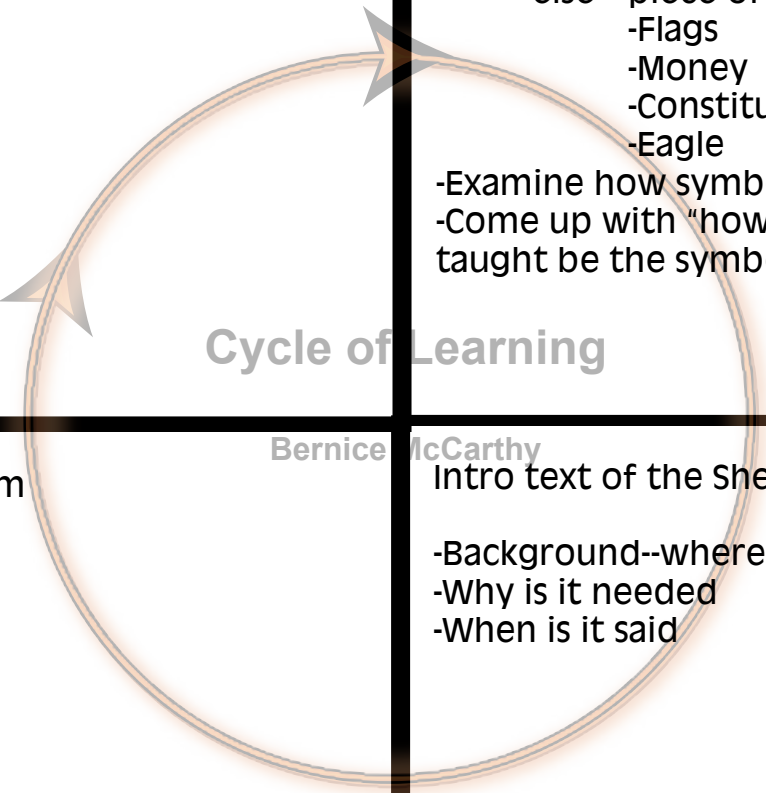
4
Refine Perform
Create opportunities to creatively Integrate experience

1
Connect Attend Engage Learners

Examine what each of the following mean
Each are representative of something else-- piece of a way of living
-Flags -Stop sign
-Money -Nike Logo
-Constitution -Uncle Sam
-Eagle
-Examine how symbols represent way of living
-Come up with "how to" of how to live life as taught be the symbols

Hook:

Key ideas:
-Symbols
-Actions with meaning
-Symbolism
-Signs



Cycle of Learning

Examine the concepts of symbols in Judaism

Bernice McCarthy

Intro text of the Shema

-Background--where is it found
-Why is it needed
-When is it said

How do you create personal connections to text? Key questions to ask:

-How do we give objects meaning?
-How do we create relationships?

3
Practice Attend
Provide opportunities to try it out

2
Imagine Informing Learners
Introduction of text here

Key Terms:
-Relationships
-Partnership
-Brit

ABSTRACT CONCEPTS

DIRECT EXPERIENCE

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Chapter

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Refine
Perform
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Create opportunities to creatively
Integrate experience

1 *Connect*
Attend
Engage Learners

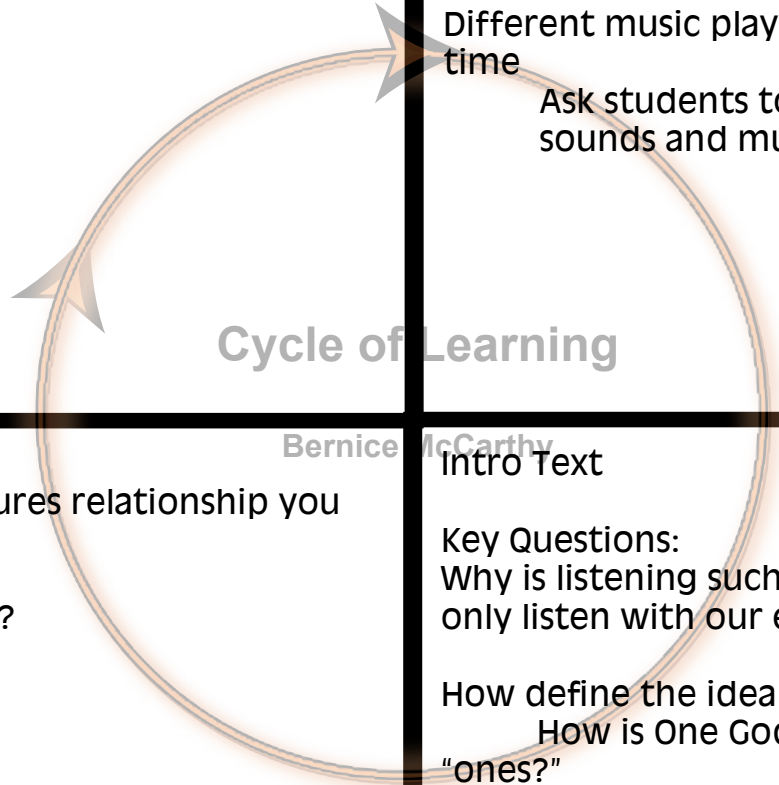
Nature walk
focusing on objects

Different music playing in a room at the same
time

Ask students to find key
sounds and music

Hook:

Key ideas:
Focusing
Looking for some-
thing
being spritual sci-
entists



Cycle of Learning

Bernice McCarthy

Adonai Echad
Create t-shirt that describes through picures relationship you
can create with God
How illustrate a partnership?
how does this relate to a brit?

Intro Text

Key Questions:
Why is listening such a powerful skill? Do we
only listen with our ears?

How define the idea of One-ness
How is One God different than other
"ones?"

Defining / inability to define God--de-
scribe the relationship that we have

How do you
create personal
connections
to text? Key
questions to ask:

Key Terms:
Hearing /
Listening
One God
Adonai
Brit
Parntership

Practice
Attend
3
Provide opportunities to try it out

2 Imagine
Informing Learners
Introduction of text here

ABSTRACT CONCEPTS

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DIRECT EXPERIENCE

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Refine
Perform **4**
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1 *Connect*
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Hook:

Key ideas:
Names
Labeling

List of names game
-sports teams
-make up types
-Ice Cream
-Shoes
-Clothing brands
-athletes
-What do names represent?
How are names sometimes powerful and
sometimes they miss the point?

Cycle of Learning

Bernice McCarthy

Why can there not be a name for God?
Cannot limit relationship with God
Cannot label God as "only" something
If we don't/can't know God how can we praise
God with a prayer? Because we can focus on
the relationship we can create

How do you
create personal
connections
to text? Key
questions to ask:

Key Terms:
Endless
relationship with
God
Baruch

Practice
Attend **3**
Provide opportunities to try it out

2 Imagine
Informing Learners
Introduction of text here

ABSTRACT CONCEPTS

DIRECT EXPERIENCE

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Get a list of favorite foods/candy that the kids love
have the students explain what they love about the foods and why
Explain love that they have for parents or a sibling
how is the love similar that they have for foods and family--how is the love different?

Hook:

Key ideas:
Love
Relationships

Cycle of Learning

Bernice McCarthy

What does it mean to give 110 effort?
How can you set yourself apart with your actions/effort?

How do you create personal connections to text? Key questions to ask:

3
Practice
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Key Terms:

ABSTRACT CONCEPTS

DIRECT EXPERIENCE

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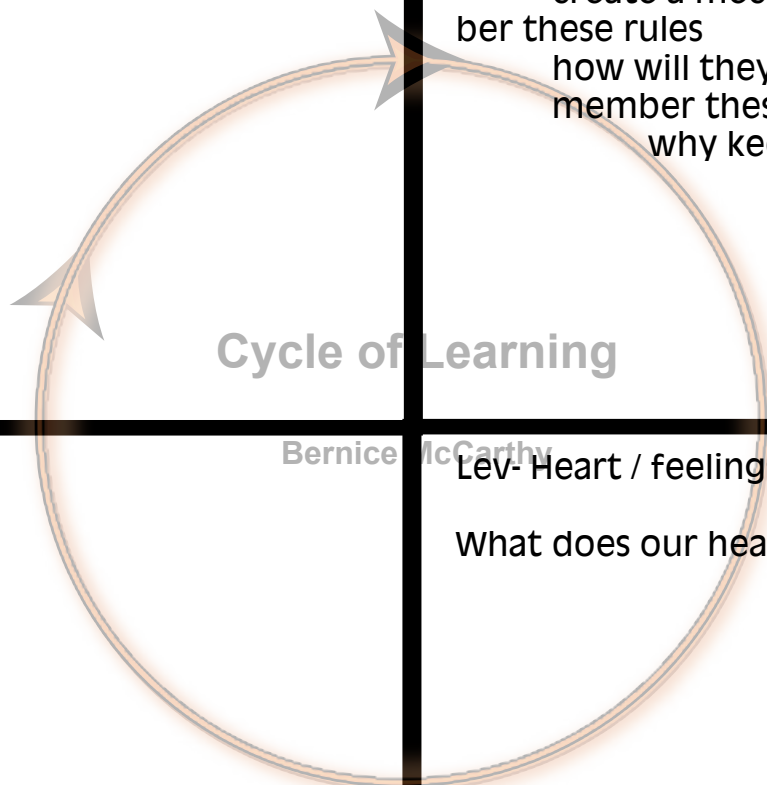
1
Connect
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Engage Learners

As a class come up with a list of the most important rules of life
create a mechanism for how to remember these rules
how will they make sure that they remember these special rules
why keep these rules?

Hook:

Key ideas:
Comandedness
Rules
Remember
Brit

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Cycle of Learning

Bernice McCarthy

Lev- Heart / feelings

What does our heart symbolically represent?

How do you create personal connections to text? Key questions to ask:

Key Terms:

3
Practice
Attend
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Imagine
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ABSTRACT CONCEPTS

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DIRECT EXPERIENCE

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Refine
Perform **4**
Create opportunities to creatively
Integrate experience

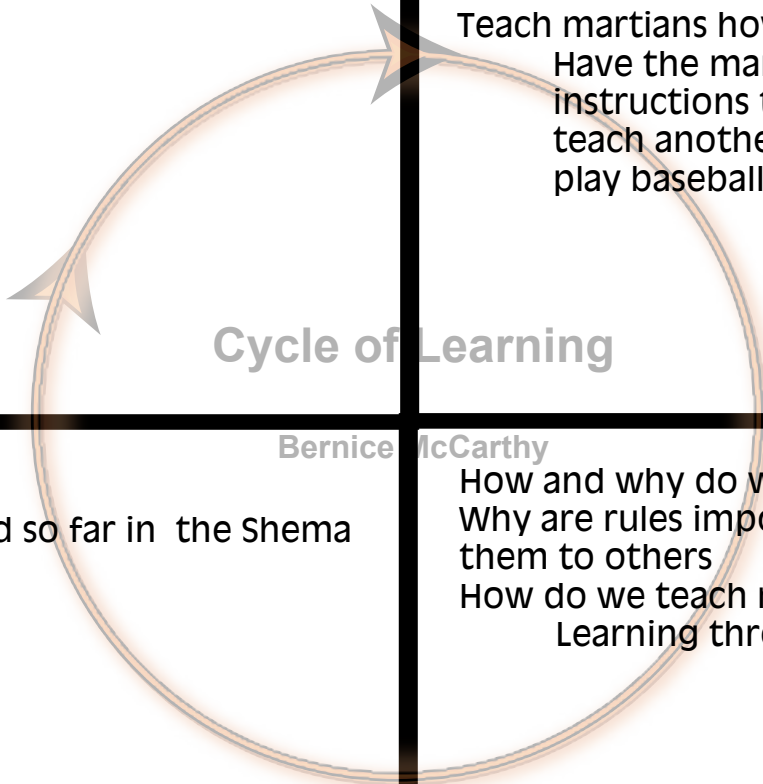
1 *Connect*
Attend
Engage Learners

Activity--Try to get martians to do a specific act through verbal instructions

Teach martians how to play baseball
Have the martians then, using the instructions they were given, try to teach another set of martians how to play baseball

Hook:

Key ideas:
instructions
rules



Cycle of Learning

Bernice McCarthy

Mitzvot instruction list
Review the mitzvot that have been learned so far in the Shema learning through doing

How and why do we use rules
Why are rules important and how do we teach them to others
How do we teach mitzvot?
Learning through doing

How do you create personal connections to text? Key questions to ask:

Practice
Attend **3**
Provide opportunities to try it out

2 Imagine
Informing Learners
Introduction of text here

Key Terms:

ABSTRACT CONCEPTS

DIRECT EXPERIENCE

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Recount all of the actions that the students did throughout the day
Why is it hard to remember
Remember what they were thinking when they did each action--even harder

Hook:

Key ideas:
Remembering
Meaningful actions

why?

Cycle of Learning

Bernice McCarthy

Live Strong

Where can we create a relationship with God?
Anywhere we let God in/discover God
How?
Remembering, taking step out of action to discover the kadosh

How do you create personal connections to text? Key questions to ask:

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Practice
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DIRECT EXPERIENCE

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1 *Connect
Attend
Engage Learners*
Design mitzvah meters
device designed to remind you to do as
many mitzvot as possible
mitzvah meter lists individual
mitzvot on the meter

Hook:

Key ideas:

How do you
create personal
connections
to text? Key
questions to ask:

Key Terms:

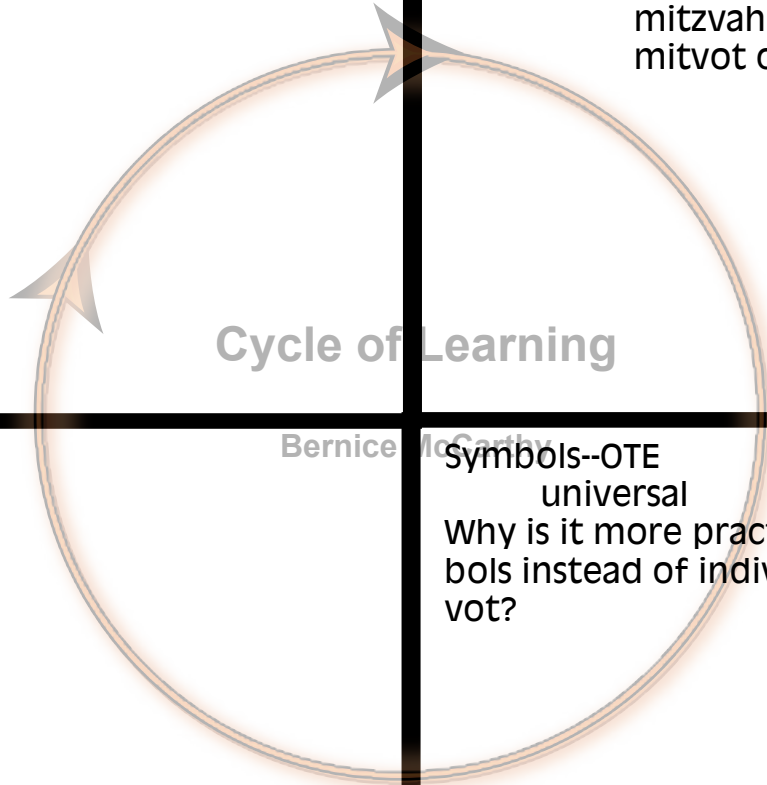
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Cycle of Learning

Bernice McCarthy

Symbols--OTE
universal
Why is it more practical to have universal sym-
bols instead of individual reminders of mitzv-
vot?

DIRECT EXPERIENCE



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Chapter

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1
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Slogans--
Airforce etc

Logos--create a logo for the class
How do logos work?
What do they do?

Hook:

Key ideas:
signs
reminders

Cycle of Learning

Bernice McCarthy

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exploration of tefillin

intro text

indepth exploration of mezuzah
What is the role of the physical reminder
What is the bracha?

How do you
create personal
connections
to text? Key
questions to ask:

Key Terms:

3
Practice
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Why, What, How, If?

Why, What, How, If?

DIRECT EXPERIENCE

Refine
Perform **4**
Create opportunities to creatively
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1 *Connect*
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Engage Learners

Hook:

Key ideas:

Cycle of Learning

Bernice McCarthy

Practice
Attend **3**
Provide opportunities to try it out

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Introduction of text here

How do you create personal connections to text? Key questions to ask:

Key Terms:

ABSTRACT CONCEPTS

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Why, What, How, If?

Why, What, How, If?

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Engage Learners

1

Hook:

Key ideas:

How do you
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