

# תכנית חדשית

March/April/May 2026 • Adar/Nisan/Iyar/Sivan 5786 • אדר/ניסן/אייר/סיון

## כיתה ה'

Shalom 5th Grade Parents,

Ben Zoma would say: Who is wise? One who learns from every man.

As it is stated (Psalms 119:99): "From all my teachers I have grown wise, for Your testimonials are my meditation."

### Hebrew:

During the months of March, April and May:

- The students are finishing unit 2 and will continue learning unit 3.
- In unit 3, students will learn about different schools in Israel, such as schools for the arts, nature schools, and yeshivas. They will also explore different types of schools in their own country.
- The class will discuss the advantages and disadvantages of tests versus projects.
- Students will act conversations between students who study in different schools, between students preparing for a test and students writing a project, and between a school principal and a new student.
- Students will also study the five main verb groups in the present tense and practice using common verbs from each group in speaking and writing.
- **Grammar:**

- Students will study the vocabulary groups, including: • Nouns • Adjectives • Verbs • Prepositions • Question words • Additional expressions.

Nouns	nanny, English, morning, exam, present, break, news, dream, nature, telegraph, basketball, article, letter, manager, saw, family, gift, library, world, verb, rabbi, table, root, hair, gate, year, theater, Bible
Adjectives	good, Israeli
Verbs	go / walk, write, study / learn, speak, arrive, feel, play, start / begin, volunteer, pray, enter, stay, work, read
Prepositions	for, against
Question word	how?
Miscellaneous	how nice!, really, that's it, as if, sometimes, what's up?, again

### **Holidays:**

During the months of March–May we will learn about the holidays of Purim, Passover (Pesach), Yom Ha'atzmaut, and Shavuot.

### **Purim:**

The students reviewed and expanded their study of the mitzvot and customs that we perform during Purim (reading the Megillah, Mishlo'ach Manot, special Purim tzedakah, the Purim feast, and the recitation of Al Hanissim). Students became familiar with the Hebrew vocabulary associated with the holiday, and experienced the Megillah reading in the synagogue, had a dress-up parade and exchanged Mishloach Manot – an exchange of gifts.

### **Passover:**

We will learn about the Passover mitzvot and customs, and the importance of the Seder. We will learn the story and the Hebrew vocabulary of Pesach, as well as the four names of the holiday and their meaning, focusing on the Children of Israel's transition from avdut – slavery—to herut – freedom. The students received our Lehrman Haggadah and they are learning the Seder (the order) step by step, as well as the blessings and the songs. To conclude our Passover unit, the students will conduct a "Model Seder" in school.

### **Yom Ha'atzmaut:**

During the months of April and May, the students will learn about Israel and Jerusalem. "Yom Ha'atzmaut" (Israel's Independence Day) is celebrated on the 5th of Iyar, the anniversary of the establishment of the State of Israel (May 14, 1948). This year the state of Israel will celebrate 77 years of independence. In our Israel unit we will learn about the history of Israel, its flag, symbols, important personalities, sites and cities in Israel. This year we will celebrate with dancing and fun activities related to Israel.

### **Shavuot:**

We will conclude our year studying the last Jewish holiday in the school year; Shavuot is celebrated on the 6th day of Sivan. It commemorates the receiving of the Torah on Mt. Sinai. Students will learn the story in Megillat Ruth and will become familiar with the Hebrew vocabulary associated with the holiday.

The last and final unit for the year will be the Ten Commandments. We will examine why we need them for a moral and functional society. We will discuss responsibility toward others, conscience and the concept of being answerable to a moral code.

### **Torah:**

We will continue our study of Sh'mot including its connection to Passover. We explored our ongoing relationship with the land of Israel as our promised homeland. Both time and geography have molded Jewish perspective over the centuries and yet the story of the exodus from Egypt to the Promised Land remains a vital saga in which we are as Jews.

With this in mind, we have found many themes that have resonance to the period of the Holocaust. We have focused therefore, on themes of leadership under stress, oppression and genocide by government edict and courage of good people even at risk to their own wellbeing. We are about to read the novel *Number the Stars* and learn more about this dark period of Jewish and world history. Some themes that we will explore in the coming months are:

- Relationship to the Promised Land
- Responsibility to care for people in distress
- Political pressure vs. moral courage
- Faith in times of trouble

Thank you so much for your support,

**Morah Jessica, Morah Tiki, Morah Angela, Morah Shushan and Morah  
Mika**