



Purim

Lesson Plans

Kindergarten-2nd Grade



If I am not for myself, who will be for me? But if I am only for myself, who am I? If not now, when?" Ethics of the Fathers, 1:14

Recommended for Kindergarten-2nd Grade

OPTION 1: WE ARE SUPERHEROES!

Big Ideas

- It is important and valuable to stand up for yourself and others even when it is hard.
- What does it mean to have courage?
- It is important to be yourself. When we show other people who we are, they will still love and appreciate us.

Objectives

- Students will be able to connect Purim themes of bravery and courage to their everyday lives.
- Students will be able to point to, say or otherwise identify a hero or trustworthy character in the Purim Superhero, Megillat Esther, and/or their own lives.
- Students will be able to share one thing that makes them special or unique.



Materials

- The Purim Superhero (you may have received this from PJ Library or it can be purchased from Amazon)
- Large paper and marker/writing tool to take notes during class discussion
- Materials related to accessibility considerations (see below)

Accessibility Considerations

- Some students may have an easier time attending if they have seating accommodations, including but not limited to:
 - sitting on a pillow, yoga block, wedge, in a chair
 - sitting near the reader
 - standing and/or leaning
 - holding a fidget tool - the appropriate fidget will be different for each student
 - laying down
- Consider making a large print copy and/or offering the book to read on a tablet or computer screen and/or having multiple copies of the book available.
- Consider working with students in small groups or individually. Some students will need additional lessons to grasp the concepts.
- Students with communication considerations may benefit from working one on one, in a small group, or with additional time or resources to share their ideas. Some resources include offering writing tools, clay, or legos to construct their ideas before sharing with spoken words.
- Give “pause time” (~5-10 seconds) for students to process a question before hearing responses.

Activities

Place “The Purim Superhero” and other Purim stories on your shelf a few weeks before Purim for students to explore independently.

Take a picture walk* with your students before reading aloud to gain students’ perspectives of the story. Write down or draw pictures to list what the students are thinking about.

Read The Purim Superhero aloud to your class. Listen to ideas about the story before presenting Discussion Questions.



*A picture walk involves looking at the pictures in a picture book to familiarize children with the story prior to introducing the text. A picture walk builds interest and excitement and can serve as a preview for important concepts and vocabulary that will make your read-aloud more successful.

Discussion Questions

1. In the story, Nate couldn't decide what to dress up as for Purim and talked about his problem with his Dad and Aba. If you had a problem and wanted to talk about it with someone you trust, who could you talk to?
2. Extension to the Purim story: Who did Queen Esther talk to about being Jewish before she talked to King Ahashverosh?
3. What does it mean to have courage?
4. When have you spoken up for yourself or someone else when you were scared?
5. What can you say when a friend wants you to do something you don't want to do?
6. What can you say when someone is being unkind to you or someone else?

OPTION 2: BE YOUR OWN HERO

Big Ideas

- Everyone has special traits that we can contribute to our community, classroom community, or family.
- Figuring out your own “Superhero Strengths” can build confidence and self-esteem.
- It is important to be yourself. When we show other people who we are, they will still love and appreciate us.

Objectives

- Students will be able to identify a Purim hero by verbally saying a person's name or pointing to the character in a book when asked.
- As a whole class, students will be able to identify positive traits and symbols that represent Queen Esther or Mordechai.
- Students will brainstorm their own Superhero Strengths/positive traits either with the whole class or individually.
- Students will design their own Superhero Cape or Coat of Arms with at least three symbols that represent positive traits about themselves or skills they are proud of.

Materials

- Large paper
- Construction paper
- A variety of art materials- crayons, markers, paint, cut out magazine pictures
- Scissors and [adaptive scissors](#)
- Glue sticks

Accessibility Considerations

- During the whole class discussion consider allowing students to sit in a space and position that will allow them to focus to the best of their ability.
- Some seating accommodations, include but are not limited to:
 - sitting on a pillow, yoga block, wedge, in a chair
 - sitting near the reader
 - standing and/or leaning
 - holding a fidget tool - the appropriate fidget will be different for each student
 - laying down
- During independent work, consider allowing students to complete their cape or Coat of Arms while sitting at a table or desk, laying on the floor, or while sitting somewhere comfortable with a clipboard.

- Students may find it easier to work with specific art materials. For example, it can be much easier to write or draw with a marker than with a crayon or colored pencil. Some students may want to draw their symbols while others may want to cut pictures from a magazine.

Activities

1. As a class, create a Superhero Cape or Coat of Arms for Queen Esther. Brainstorm different symbols that could be used to represent her courage, kindness, Judaism, or other positive traits your students come up with.
2. As your students brainstorm, draw these symbols on a large piece of paper.
3. Use the Discussion Questions to guide your conversation.
4. Once your students have brainstormed symbols to represent Queen Esther, shift the conversation to creating their own superhero symbols. This activity may need to take place on another day or during a separate lesson time.
5. When the students have an understanding of what it means to brainstorm positive traits, have them work individually to create their own Superhero Cape or Coat of Arms to represent themselves.
6. As students complete their work, give them an opportunity to share what they created. Some students may want to share independently while others may need support from a friend or teacher to describe what they created.

Discussion Questions

1. Queen Esther was a hero in the Purim story. What traits does she have that you look up to?
2. What positive characteristics do you look for in a friend or someone you look up to?
3. What do you like about yourself? What activities make you happy?
4. What positive qualities do you embody and how do you share them with others?