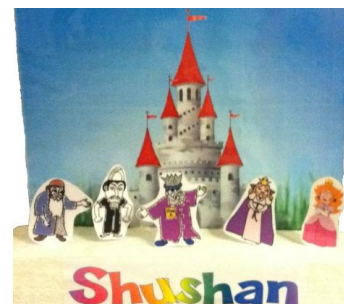




Creative Curriculum ~ Intro to Purim

by Lisa Baydush, 2011



All classes:

1. Ani Purim
2. All Aboard for Shushan
3. Megillah, Megillah
4. In Shu Shu Shushan

Intro to Purim is the first of three weeks of teaching Purim songs to my students. My intention this week was simply to introduce the holiday. I taught the same thing to every single class, ages 2-6, and it was incredibly successful with each of them. In fact, the older the students, the better, which was a surprise because I thought these were very young songs and hadn't initially planned to sing them with the 4's and Kindergarteners. (Each class is 25-30 minutes long.)

To begin, I sang an adapted version of **Ani Purim**. I wanted to teach this song because I like the melody and it's one the children are likely to hear again when they are older, in religious school and in their synagogues. But I adapted it because I think the Hebrew is too difficult for this age group (and the English verses aren't much easier for non-readers). In the adaptation, the first two lines of every verse are the same, which makes it very accessible. I pronounce Purim as Pooh-reem on the first line and Poor-im on the second, and explain that the correct way to pronounce the holiday's name in Hebrew is 'Pooh-reem.'

The children particularly responded to the first verse because there's nothing better than getting to be silly! And they thought it was pretty silly that I said that 'this holiday's not borin'!' So right away, they understood that Purim is holiday when we get to be silly and have a lot of fun. On the tra-la-la choruses, they circled their hands 'round and 'round on the 'tra la la la' part, and then brought their hands up on either side of their head to frame a silly expression on their faces on the last 'la' of each repetition.

Ani Purim adapted by Lisa Baydush

Purim, Purim, Purim, Purim!
I love when it is Purim!
...**We get to be so silly,**
this holiday's not borin!
Tra la la la la (3x) la la la!

...**We sing and dance and play and laugh,**
this holiday's uproarin'!

...**Hamentaschen treats are sweets**
we soon will be enjoyin'!

All Aboard for Shushan by Ray Cook

Chug chug-a-chug chug-a-chug toot-toot! (2x)

In my trunk is my Purim **costume** (3x)

All aboard for Shushan. (Chug-Chug/Toot-Toot)

Mask, Grogger, Hamantaschen, DINOSAUR???, Megillah

Then I told them it was time to climb aboard the Shushan Express, and began to chant 'chug chug-a-chug chug-a-chug toot-toot!' while shaking a shaker and handing out egg shakers to each student. I explained how I always bring my Purim trunk with me when I go to Shushan, and put my trunk in front of me (top left). (Inside the trunk are all of my props for this song as well as

the next song and the telling of the Purim story.) In front of my trunk, I placed my new Shushan prop (top right). This is simply a laminated picture of a castle taped to the back of a foam block. The characters are laminated and taped to toothpicks so that I can stick them into the foam block as I introduce them in the next song. (More about that shortly.)



As we sang **All Aboard for Shushan**, I began to pull my costume out of the trunk and put on my royal robe, gold beads, crown and mask, all the while, singing the song a capella and getting the children to continue the train sound with their shakers. After pulling out the costume, mask, grogger and hamentaschen, I suddenly stopped, and with a surprised look on my face, pulled my dinosaur, Rexy, out of the trunk. (Rexy is the stuffed dinosaur of the famed *There's a Dinosaur* song; he attends every Shabbat Sing, so the children know him well!) I put Rexy to my ear and pretended that he was telling me something very amusing... then I showed the children that Rexy was dressed up as a 'masked hamentaschen,' and explained that he hid in my

Purim trunk because he wanted to come to school for Purim. Furthermore, Rexy wanted us to sing a verse about the Purim dinosaur, which is rather SILLY, so they agreed enthusiastically. Last, but not least, I took the Purim Megillah out of my Purim trunk just as the train arrived in Shushan, the perfect segue to the next song, **Megillah, Megillah** (one of the **TOP 5 HITS** of the unit!).





I explained that there are two ways to pronounce the word – ‘Me-gilla’ and ‘Me-gee-lah,’ and that the Megillah is a single scroll that tells the story of Purim. We sang the chorus, and then I reached into my Megillah and sang, “There’s King Ahashverosh!” as I showed them the character, saying his name like a sneeze. The children said ‘bless you!’ to which I responded, ‘thank you!’ and stuck King Ahashverosh onto the foam block so that he was standing in front of the castle, and continued singing the verse. I did the same thing with each character, introducing their names and the schtick that accompanies them.

And then it was time to tell the tale... *Once upon a time, a very long time ago, in the land of Persia, in the kingdom of Shushan* (I paused to tell them that every time they heard the word ‘Shushan,’ they should to sing ***In Shu-Shu-Shushan*** while beating the rhythm on their legs. Start the story again!) *As I was saying... once upon a time, a very long time ago, in the land of Persia, in the kingdom of Shushan (in Shu-Shu-Shushan), there was a king named King Ahashver-OSH! (bless you/thank you) who had a wife, Queen Vashti (Yay, Vashti!). King Ahashver-OSH! (bless you/thank you) had a party and ordered Queen Vashti (Yay, Vashti!) to entertain his guests. Well, Queen Vashti (Yay, Vashti!) didn’t want to entertain his guests, and she said, “Noooo! I don’t think so!” (The children put their hands on their hips and say this in a very annoyed tone of voice). This made King Ahashver-OSH! (bless you/thank you) very angry (show me your angry faces), and he shook his finger at her and said, “If you don’t do what I tell you to do, then you must leave Shushan (in Shu-Shu-Shushan)! Queen Vashti (Yay, Vashti!) swished her skirts and said, “Hmppff!” and left the palace.*

It wasn’t long before King Ahashver-OSH! (bless you/thank you) was feeling lonely and decided it was time to find a new queen. He planned a beauty pageant so that he could choose his wife from amongst all the women in Shushan (in Shu-Shu-Shushan)... and he chose Esther (go Esther, go Esther, go Esther, go Esther)! Now, there was something that King Ahashver-OSH! (bless you/thank you) didn’t know about Esther (go Esther, go Esther, go Esther, go Esther), and that’s that she was Jewish. (That’s going to be very important later in the story!)

Meanwhile, King Ahashver-OSH! (bless you/thank you) had an advisor named Haman (BOO!!!!!!). Haman (BOO!!!!!!) felt that he was a very important man, and that because he was so important, people should bow down to him whenever he walked through the town. Most people obeyed, EXCEPT for the Jews, who said they would only bow before God. This made Haman (BOO!!!!!!) very angry. (Show me your very angry faces!) Haman (BOO!!!!!!) said, “If you won’t do what I tell you to do, then all you Jews will DIE!” (Big gasp!) So Mordechai (Mordy, Mordy, he’s our guy!) went right to the palace to see his niece, Esther (go Esther, go Esther, go Esther, go Esther). He said, “Esther (go Esther, go Esther, go Esther, go Esther), you must go to King Ahashver-OSH! (bless you/thank you) and tell him about Haman’s (BOO!!!!!!) wicked plan.” Esther (go Esther, go Esther, go Esther, go Esther) put her hand on her heart and said, “Oh, Uncle Mordechai (Mordy, Mordy, he’s our guy!), I don’t know if I can do that. Remember what happened when Queen Vashti (Yay, Vashti!) made him angry? She had to leave Shushan (in Shu-Shu-Shushan)!” Mordechai (Mordy, Mordy, he’s our guy!) replied, “Esther (go Esther, go Esther, go Esther, go Esther), you must stand up for what is right! You must save your people!”

So Esther (go Esther, go Esther, go Esther, go Esther) summoned up all of her courage (everyone takes a deep breath and clenches their fists to show how you summon up courage) and went to see King Ahashver-OSH! (bless you/thank you). She said, “Dear husband, I have something very terrible to tell you. Someone has a wicked, wicked plan to kill me and all of my family, and I don’t know what to do!” “WHAT?!” the king said. “Who would want to kill my beautiful queen?” (Everyone shouts: HAMAN! (BOO!!!!!!)) Shocked and angry (show me your angry faces), King Ahashver-OSH! (bless you/thank you) shouted, “HAMAN! (BOO!!!!!!). Haman (BOO!!!!!!) came running into the throne room. “Yes, your Highness, what can I do for you?” “I heard that you have a plan to kill my queen!” the king said. “No, no, no, no, no,” Haman stuttered (BOO!!!!!!). “I would never do anything to Queen Esther!” (go Esther, go Esther, go Esther, go Esther)

Esther (go Esther, go Esther, go Esther, go Esther) turned to HAMAN! (BOO!!!!!!) and said, “You threatened to kill all of the Jews in Shushan... well, I am Jewish!” HAMAN (BOO!!!!!!) turned white (look scared) because he knew he had made a terrible mistake. “GUARDS!” the king shouted, “ARREST HIM!” (the children shout this). And the Jews of Shushan lived happily ever after (in Shu-Shu-Shushan). The End!

Megillah, Megillah by Jill Moskowitz, adapted

Megillah, Megillah,
Who’s coming out from the Megillah? (repeat)

There’s King Ahashverosh (bless you!)
**He/they likes to come and join the fun,
and sing along with us! Oh...** (chorus)

There’s bold Queen Vashti (Yay, Vashti!)
and King Ahashverosh (bless you!) ...

There’s Esther, the Jewish queen (Go Esther) (4x)...
There’s Brave Mordechai (Mordy, Mordy, he’s our guy!)...
There’s wicked, wicked Haman (BOO!)

Ending:

Megillah, Megillah,
We know who’s in the Megillah! (repeat)

There’s King Ahashverosh (bless you! thank you!)
and bold Queen Vashti (Yay, Vashti!)
and Esther, the Jewish queen (Go Esther, Go Esther)...
and Brave Mordechai (Mordy, Mordy, he’s our guy!)...
and wicked, wicked Haman (BOO!) (3x)
They’re all in the Megillah!

In Shu-Shu-Shushan by Peter and Ellen Allard

In Shu-Shu-Shushan (3x), a very long time ago!

Creative Curriculum ~ Purim, part 2

by Lisa Baydush, 2011

2's:

5. P is for Purim
6. Rash R'ashan
7. Chag Purim
8. Five Little Hamentaschen
9. I'd Like a Hamentaschen

3's-4's:

1. P is for Purim
2. Purim Purim
3. Rash R'ashan
4. Chag Purim
5. My Hat It Has Three Corners

Kdg:

1. Chag Purim
2. Rash R'ashan
3. Purim Purim
4. Guess My Name
5. My Hat It Has Three Corners

'Purim, part 2' expands on what was covered in 'Intro to Purim,' reviewing the characters in the story and introducing customs of the holiday: shaking groggers and eating hamentaschens.

We started by singing a highly accessible song, **P is for Purim** to the tune of a classic Sesame Street song, *C is for Cookie*, which we sang earlier in the year. I asked them if they knew what letter the word 'Purim' starts with... even the 2's were able to answer 'P.' We clapped hands, cheered for Esther and booed for Haman.

P is for Purim to the tune of C is for Cookie

P is for Purim, a happy holiday (3x),

Oh, Purim is a happy holiday!

Let's **celebrate** Purim – hip hip hooray (3x)...

Let's **make lots of noise** when we hear **Haman's** name (boo!)...

Let's **give a great big cheer** when we hear **Esther's** name (yay!)...

Purim, Purim by Lisa Baydush

Purim (*snap*), Purim (*stamp 2x*),
Purim (*slap legs 4x*), Purim (*clap 2x*)! (repeat)

In (*snap*), this tale (*stamp 2x*),
this crazy mixed up tale, there was a **nice Jewish girl named Esther who became Persia's queen!**
(*twirl and curtsy*) (chorus)

...a foolish king, **Ahashverosh**, (*twirl fingers in circles near ears*)
...a banished wife named **Vashti**, (*hand to forehead, look up at ceiling dramatically in an annoyed way*)
...a wicked advisor, **Haman**, (*hands behind back, lean forward menacingly, make meanest face*)
...a proud Jewish guy named **Mordechai**, (*hands on hips, shoulders back proudly, smile*)
...**plots and intrigues** all around (*make mask with fingers over eyes*)

In my 3's, 4's and Kindergarten classes, we reviewed the characters in the Purim tale by acting out the song **Purim Purim**. This song is sung a capella with movements (described next to the lyrics, left). *Purim Purim* has proven to be incredibly successful with students as young as three and as old as 12! They love to do the twirl and jumping curtsy for Esther and to show their meanest faces as Haman. A recording for this song is on my [Sing a Song](#) album. A couple of notes:

- Young children cannot snap their fingers, so simply have them make the motion;
- I ended the song with the 'plots and intrigues verse' with preschoolers;
- Use finger-puppets if you want to sing this with 2-year-olds.

I handed out groggers and we sang *Rash Ra'ashan* and *Chag Purim*. **Rash Ra'ashan** causes bursts of endearing giggles as the children shake their groggers as loudly as they can while I strum the guitar loudly, and then abruptly stop when I call out 'STOP!' I try to 'trick' them with false starts, and when I strum loudly, I shake my head so that my hair flies all around, and shout out 'shake your shakers!' For the verse, they play the groggers as rhythm instruments, but it is the chorus that they really love.

It was a natural segue to then sing **Chag Purim**. I told them to listen for 'hava narishah' so they would know when to shout 'rash rash rash!' and shake their groggers. They sang along to the English verse, making a mask and crown with their fingers, and making the sign for dancing that they learned for *Chanukah*, *Oh Chanukah*. (Make fists with each hand and point them towards the ground, extend pinky and thumb, rotate wrists side to side.)

Rash Ra'ashan

Rash, ra'ashan (shake your shakers!!!) (2x)
B'chag Purim, b'chag Purim (repeat)

Purim (3x) hayom, chag Purim hayom (2x)

Chag Purim

Chag Purim, Chag Purim,
Chag ga-dol hu la-ya hu-dim!
Ma-se-chof ra'a-sha-nim
Z'mi-rot v'ri-ku-dim

Havah narishah, rash! rash! rash! (3x)
Bara a-sha-nim.

Purim day, Purim Day, what a happy holiday!
Wear your mask, wear your crown,
Dancing all around!

Round go the groggers, rash! rash! rash! (3x)
on Purim Day!

As I collected the groggers, I explained that we shake the groggers whenever we hear Haman's name, and I told them that Haman wore a three-cornered hat, which is why we eat triangular-shaped hamentaschen on this holiday. I intrigued my 3's, 4's and Kindergarten students by saying that our next song was a DISAPPEARING song, and taught **My Hat It Has Three Corners**. We sang it with each word disappearing until it was completely silent, and then sang it one more time with all of the words.

My Hat It Has Three Corners

My hat it has three corners, three corners has my hat,
And had it not three corners it would not be my hat!


Five Little Hamentaschen

Five (4,3,2,1) little hamentaschen sitting on a shelf
Along came [name] to buy one for himself.
"Ummmm!" said s/he, as s/he took a bite,
"[Filling] inside! What a yummy delight!"

No little hamentaschen sitting on a shelf.
Along came Ms./Mr. [teacher]
to buy one for her/himself.
"Oh!" s/he cried
at the empty sight,
"What will I have
for dessert tonight?!"



With my 2's students, I filled a serving tray with pretend hamentaschen which I made by cutting brown foam sheets into the shape of rounded triangles and glued a colored circle in the center to represent the filling. We did the chant 'Five Little Hamentaschen,' (or 10 little hamentaschen, depending on the number of children in the class) with each child having a turn to come up and choose a hamentaschen, say 'ummmm!', and tell us what was inside of it. The whole class would then call out 'what a yummy delight!' and rub their tummies. When there were no hamentaschen left, I invited a teacher to

come up for the last verse, and s/he exclaimed, "What will I have for dessert tonight?!" In most classes, one or more children would immediately offer their hamentaschen to her/him, which was very sweet to see! With older preschoolers, I do this song as a counting song with gloves and laminated hamentaschen that have Velcro on the back so that they stick to the gloves. 

Then we stood up and danced around to a fun hamentaschen song, **I'd Like a Hamentaschen**. We did all the obvious movements: putting the hamentaschen on our noses, clothes, hair and bellies. I put sticky tape on the back of two hamentaschen so they would stick to my shirt and nose, and used a clip to hold one on my head. My students loved telling me just how silly I was being! Check out this adorable video of the song: www.YouTube.com/user/DodaMollie.

I'd like a Hamentaschen by Doda Mollie Wine to the tune of Peanut Butter by Linda Arnold, adapted by Lisa Baydush

I'd like a hamentaschen, cookie for lunch,
I'd like a hamentaschen, cookie to munch,
I'd like a hamentaschen, cookie with tea,
Hamentaschen, there's no other cookie for me!

Chorus:

I've got hamentaschen stuck to my nose,
And hamentaschen all over my clothes,
I've got hamentaschen stuck to my hair,
I've got sticky hamentaschen everywhere!

I'd like a hamentaschen, cookie with jelly,
I'd like a hamentaschen, right here in my belly,
I'd like a hamentaschen, it tastes so yummy!
Hamentaschen, there's no other cookie for me!

I included **Guess My Name** in the Kindergarten class; I intend to teach it as part of Purim, part 3 with my 4's classes. The children love the challenge of 'filling in the blank' on each verse!

Guess My Name to the tune of Tumbalalaika, a traditional Yiddish folksong from Russia

Play with me, dance with me, join in my song; clap with me, tap with me, sing it along!
Purim is here, a holiday of fun; just guess my name as soon as I'm done.
end: You guessed our names, and now we are done!

I was once the king's delight, then he told me to get out of sight!
He gave me orders I just couldn't see; I didn't obey – my name is _____! (chorus)

I come from Persia, to play in the game; children have trouble pronouncing my name.
I have a crown, a scepter, and a ring; you know my name, _____, the King! (chorus)

I am *Hamalka* in Hebrew we say; without me there just would be no Purim day.
I saved my people from Haman so mean; you know my name, it's _____, the Queen! (chorus)

I helped the queen to bring us glory; I am the hero of this Purim story!
I was told to get ready to die; you know my name, it's brave _____! (chorus)

People would bow down when I walked about; now they use groggers to drown my name out.
Others they cheer as loud as they can, but my name they "boo!" My name is _____! (chorus)

Creative Curriculum ~ Purim, part 3

by Lisa Baydush, 2011

2's:

1. We'll be Celebrating Purim
2. P is for Purim*
3. Be Happy It's Adar
4. A Purim Parade
5. Megillah, Megillah*

3's:

1. We'll be Celebrating Purim
2. Be Happy It's Adar
3. I'd Like a Hamentaschen
4. Nosh Nosh a Hamentash
5. Megillah, Megillah*

4's-Kdg:

1. Be Happy It's Adar
2. Guess My Name
3. The Whole Megillah

For this last week of my Purim unit, I highlighted the silliness aspect of the holiday with most of the songs.

In my 2's classes, I handed out percussion instruments and we sang songs about what we do on Purim (act silly, make noise, wear costumes, march in a parade, eat hamentaschen, cheer for Esther and boo for Haman, etc.). We practiced marching in a parade around the classroom so that they would be prepared for our Purim parades later in the week. I repeated two songs that I had taught earlier in the unit and was pleased to see that they remembered them. They clearly enjoyed the familiarity of songs they knew.

We'll be Celebrating Purim

to the tune of She'll Be Comin' Around The Mountain

We'll be celebrating Purim when it comes (2x)
We'll be celebrating Purim (3x) when it comes.

We'll be **dressing up in costumes** when it comes...

We will **shake, shake, shake our groggers** when it comes...

We'll be **baking Hamentaschen** when it comes...

Be Happy It's Adar by Linda Salvay

Be happy it's Adar!
Be happy (3x) it's Adar!
Be happy (11x) it's Adar!

In Adar, it's Purim...
Ahashverosh was the king...
Queen Vashti had to go...
She said, "No," to the king...
Mordechai was so brave...
Esther was the new queen...
Haman was so mean...
This is the end of the song...

In all of the classes, I asked the children to tell ME parts of the story and zipped their ideas into **Be Happy It's Adar**. This song was fun with all of the age groups, but most successful with the 4's and Kindergarten (it also works beautifully with early elementary age students). We kept on singing the song until the children ran out of ideas. It's a fun way to review the story in an entirely different and very silly way.

Next, I challenged the 4's and Kindergarten students to 'fill in the blank' and guess the characters for each verse of **Guess My Name**. They enjoyed this song, but it paled in comparison to **The Whole Megillah**, which is an OUTSTANDING HIT with every class I've ever taught it in (4's through 6th grade)! Part of what makes this song so fabulous is the schtick:

The Whole Megillah by Peter and Ellen Allard

When you hear the whole Megillah,
You will get a Purim **thrillah!**
And you won't have to sit **stil-lah**
When you hear the **whole** Megillah!

It is a story of bravery! (clap 4x to the right)
It is a story of deception and defeat! (clap 2x to the left)
It is a story of victory! (arms bent with victorious fists)

It happened on the fourteenth of Adar... WHEN?
It happened on the fourteenth of Adar! (chorus)

Listen to the tale of Vashti and Esther, (clap 4x to the right)
Listen to the tale of Cousin Mordechai, (clap 2x to the left)
Listen to the tale of King Ahashverosh!...

Hear the name of Haman, stomp your feet! (stomp)
Hear the name of Haman, spin your grogger round (grogger)
Hear the name of Haman, **blot it out!** (make an 'x')

Each and everyone take a stand! (step forward)
Each and everyone remember what was done! (sign for remind)
Each and everyone plays a part! ...

The children stand with their hands clasped in front of them as if in a choir. I told them they had to look 'serious' and that they had to hold very still while singing the chorus in a staccato way, but that they could move their eyes from side to side to make it mysterious. On the word '**thrillah**,' they suddenly lift their hands side-to-side in a movement reminiscent of the music video 'Thriller' by Michael Jackson, and then return immediately to their choir pose; on the word '**stillah**,' they do a quick full-body wiggle; and on the word '**whole**,' they raise their arms up to the sky and belt out the word like an opera singer. For '**It happened on the 14th of Adar**,' extend hands out and upward in a grand gesture; the girls 'interrupt' the song by saying, "When???" in a drawn-out, annoying kind of way; the boys reply in their deepest voices, "It happened on the 14th of

Adar!" Then I clap twice like a schoolmarm calling for order and we sing the chorus again. The rest of the schtick for the verses is described next to the lyrics; for '**blot it out**' in the third verse, say it with a British accent, emphasizing the 't' sounds at the end of each word; extend arms in front with index fingers forming an 'x'.