

Handout created by:

Ellen Allard

Early Childhood Music Educator, Composer, Recording Artist, Performer, Music Coach, Kidding Around Yoga Instructor

Nancy Bossov, RJE

**Assoc. Dir.-Early Childhood Education
Strengthening Congregation-
Families with Young Children**

SONG: WE SING SHABBAT, WE SING SHALOM

music & lyrics by Ellen Allard

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from Sing Shalom: Songs for The Jewish Holidays CD

Chorus

We sing Shabbat (clap clap clap clap)

We sing Shalom (clap clap clap clap)

Shabbat Shalom

Shabbat Shalom.

We sing Shabbat (clap clap clap clap)

We sing Shalom (clap clap clap clap)

Shabbat Shalom

Shabbat Shalom.

Verse 1

L'hadlik ner shel Shabbat, we bless (light) the Sabbath lights

L'hadlik ner shel Shabbat, we bless (light) the Sabbath lights. *Chorus*

Verse 2

Borei pri hagafen, we bless (pour) the Sabbath wine

Borei pri hagafen, we bless (pour) the Sabbath wine. *Chorus*

Verse 3

Hamotzi lechem min ha-a-retz, we bless (braid or twist) the Sabbath bread

Hamotzi lechem min ha-a-retz, we bless (braid or twist) the Sabbath bread. *Chorus*

Verse 4

Lecha dodi likrat kallah, give praise and thanks to God

Lecha dodi likrat kallah, give praise and thanks to God. *Chorus*

P'SHAT

- The structure of this zipper song incorporates “3 R’s” (ritual, routine, repetition), providing a predictable experience & the joy of a fast and fun surprise on the claps. It is grounding because of the predictability as well as stimulating & exciting because of the anticipated claps.
- The lyrics in the first 3 verses each focus on one of three ritual Shabbat symbols we say blessings for. The 4th verse is a bonus verse!
 - *Verse 1*: we light candles, we SEE & FEEL their warmth
 - *Verse 2*: we pour the sweet grape juice or wine, we DRINK & TASTE IT
 - *Verse 3*: we braid/twist the challah bread, CREATE, SMELL, TASTE & EAT
 - *Verse 4* reminds us to “welcome” Shabbat with thanks to God for creating our world & providing the beauty of a restful seventh day.

SKILL BUILDING

- Cognitive Skills
 - Patterning – the first line of the chorus focuses on the word “Shabbat”, the first word of the traditional Shabbat greeting. The second line of the chorus focuses on the word “Shalom”, the second word of the traditional Shabbat greeting. The third line of the chorus puts both words together, emphasizing the traditional greeting – Shabbat Shalom. This pattern repeats for a second time in the chorus.
 - This song presents opportunities for reinforcing the number three:
 - There are 3 symbols (candles, Kiddush cup, challah)
 - A challah is braided with 3 strands
 - There are 4 claps – perhaps the claps represent the 3 symbols, plus “an extra clap for me!”
- Language Skills
 - This song presents an opportunity to learn the traditional Hebrew words of the Shabbat blessings we say for candles, juice/wine and challah.
- Social Skills
 - The 4 claps after the words Shabbat and Shalom in the chorus are presented as a fun challenge. Children are focused, anticipating the moment that they start & stop the claps together as a group - great activity for community building and cooperation.
 - The “honor” of lighting the candles, holding the Kiddush cup & holding up the challah are special opportunities to shine and share in each other’s joyful moments. These honors can be given to children, teachers and/or family members and can be based on birthdays, the birth of a new family member, a special visit to the class, anniversary, etc.
- Physical Skills

- The claps in the chorus offer an opportunity to clap 4 times, at a specific place in the song. This helps with predictability, focus and rhythm.
- Spiritual Skills
 - As children develop their own Jewish identity and/or relationship with God, this song helps reinforce saying/singing the Shabbat blessings, creating a ritual that can become a weekly event.

ACTIVITY

LET'S BE CANDLES, A KIDDUSH CUP, A CHALLAH

Each child “becomes” either 2 candles, a Kiddush cup, or a challah (suggestions for HOW to become each symbol are provided but the children may very well want to decide for themselves, exactly what move to make to “become” the symbol)

- The candles “flicker” – each child moves his/her two arms as if they’re flickering candles
- The kiddush cup “pours” – each child puts his/her arms at his/her side and bends to one side in a pouring motion
- The challah “twists” – each child finds a different way to twist, for example, twist one arm around his/her other arm, twist one leg around his/her other leg, or a combination of arms and legs twisted

Instructions:

1. The teacher uses either spoken cues and/or small poster size pictures of each of the symbols (candles, Kiddush cup, challah).
2. The teacher speaks one of the three symbols (candles (neyrot), Kiddush cup (Kos Kiddush), challah). The children use their bodies to “become” that symbol. Increase the challenge by speeding up or slowing down the rate at which you change the symbol.
3. Alternatively, the teacher shows a picture of one of the three symbols (candles, Kiddush cup, challah). The children use their bodies to “become” that symbol. Increase the challenge by speeding up or slowing down the rate at which you change the picture.

LET'S BE SILLY ON SHABBAT

Children love to be silly, and they especially love when their teachers are silly. Using the song “Old MacDonald Had A Farm”, replace the animals with one of the three Shabbat

symbols (candles, Kiddush cup, challah) sung about in the song “We Sing Shabbat, We Sing Shalom”. For example:

Old MacDonald had a farm , ee-i-ee-i-oh
And on his farm he had (neirot) a set of Shabbat candles, ee-i-ee-i-oh
With a flicker flicker here
And a flicker flicker there
Here a flicker, there a flicker, everywhere a flicker flicker
Old MacDonald had a farm , ee-i-ee-i-oh.

And on his farm he had a Kiddush cup, ee-i-ee-i-oh
With a pour-the-juice here and a pour-the-juice there
Here a pour-the-juice, there a pour-the-juice, everywhere a pour-the-juice
Old MacDonald had a farm , ee-i-ee-i-oh.

And on his farm he had a challah, ee-i-ee-i-oh
With a twist twist here and a twist twist there
Here a twist, there a twist, everywhere a twist twist
Old MacDonald had a farm , ee-i-ee-i-oh.

Additional activity: you can ask the children to do the motions described above in Let’s Be Shabbat when the symbol is sung in Old MacDonald.

SONG: BRAND NEW DAY

music & lyrics by Ellen Allard

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from Bring the Sabbath Home CD

Chorus

It’s a brand new day
It’s a brand new day
When I wake up, I say
It’s a brand new day.

Verse 1

Modeh ani l’fa-necha
Modeh ani l’fa-necha
I come to You to offer thanks
It’s a brand-new day. *Chorus*

Verse 2

Melech chai v’kayam

Melech chai v'kayam
Source of life, for all that is
It's a brand new day. *Chorus*

Verse 3

She-he-che-zar-tah bi
Nish-ma-ti b'chem-la
Gently You restore my soul
It's a brand new day. *Chorus*

Verse 4

Rabbah e-mu-na-techa
Rabbah e-mu-na-techa
I know I can count on You
It's a brand new day. *Chorus*

P'SHAT

- The verses correspond with the Modeh Ani personal morning prayer.
- This song was composed as a vehicle to give children (and adults) a fun and easy way to learn this prayer and begin developing their own relationship with God.
- Taking a more sophisticated look at the song:
 - The lyrics suggest the following: I “thank You,” then I “attribute You as Creator,” then I “ask You to reboot me again,” and I acknowledge “my faith in being granted another day of life.”
 - The “brand new day” drives the idea that no matter what’s happened before, each & every day we start anew (much like the process during Rosh Hashanah & Yom Kippur annually).
 - Attributing the gift of life to God, this song can help reinforce the idea that we are not alone. God is with us each & every day. This is a reassuring & calming message to carry in one’s heart & mind.

SKILL BUILDING

- Cognitive Skills:
 - Patterning – the 1st, 2nd, and 4th lines of the chorus are the same.
- Language Skills:
 - The lyrics were composed to help the listener and/or singer learn the prayer, with the Hebrew providing an opportunity to sing the Hebrew and the English providing an opportunity to understand the meaning of the Hebrew.
 - Rhyming – the last word of the 1st, 2nd and 4th lines rhyme with the last word of the 3rd line. Not sure we need this line
- Social Skills:

- The concept of gratitude is reinforced with this prayer/song. Learning to say thank you when someone does something for you is a social skill that we want our children to learn at a young age. In this case, we are thanking God for giving us another brand new day.
- Physical Skills:
 - Fun hand or body motions/signals can be created and incorporated each time you sing the lyrics “brand new day”.
- Spiritual Skills:
 - Learning this personal Hebrew prayer as a young child can help set the stage for maintaining ones’ own personal prayer practice.

ACTIVITY

LET’S PRETEND

For the chorus, ask children to create their own movements.

Verse 1:

Children pretend they’re asleep while singing the first three lines, then sit up and make large hand motions gesturing the shape of the sun (large circular motion) for “It’s a brand new day!”

Verse 2:

Everyone marches around the room like a king (melech) while singing the first three lines, then stand still and make large hand motions gesturing the shape of the sun (large circular motion) for “It’s a brand new day!”

Verse 3:

Children use slow, large arm motions to “whoosh” their souls up toward the sky while singing the first three lines, then make large hand motions gesturing the shape of the sun (large circular motion) for “It’s a brand new day!”

Verse 4:

Children walk around the room and shake the hands of other children while singing the first four lines, then stand still and make large hand motions gesturing the shape of the sun (large circular motion) for “It’s a brand new day!”

RHYTHM INSTRUMENT FUN

Children play their rhythm instruments while singing the chorus. During the verses, their instruments are quiet.

CIRCLE GAME

All hold hands and walk in a circle as everyone sings the chorus. On the verses, turn to partner and do-si-do.

SONG: SHAKE, SHAKE, SHAKE

music & lyrics by Ellen Allard

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from Little Taste of Torah CD

Chorus

Shake, shake, shake da da da.....

The tzedakah box.

Verse 1

Put the money in (3x)

The tzedakah box. *Chorus*

(Leader sings, then all echo)

Verse 2

Helping those in need (3x)

The tzedakah box. *Chorus*

(Leader sings, then all echo)

Verse 3

Every little bit (3x)

The tzedakah box. *Chorus*

(Leader sings, then all echo)

Verse 4

Balance is the key (3x)

The tzedakah box. *Chorus*

(Leader sings, then all echo)

Verse 5

Do it 'cause you must (3x)

The tzedakah box. *Chorus*

(Leader sings, then all echo)

P'SHAT

- It's incumbent upon us to regularly give money to help others less fortunate than ourselves.
- Helping others by giving tzedakah is concrete, simple, & fun

SKILL BUILDING

- Cognitive Skills:

- Patterning – the first three lines of the chorus repeat, the fourth line is different.
- The verses follow a similar pattern – the first three lines repeat, the fourth line is different.
- We can give tzedakah anytime, though to help establish routines which contribute to children feeling safe, you can model for children by giving tzedakah routinely every week before Shabbat begins.
- Language Skills:
 - The lyrics give the listener and/or singer an opportunity to learn the Hebrew word “tzedakah.”
- Social Skills:
 - The concept of helping others in need is emphasized in this song.
- Physical Skills:
 - Doing large and small shaking motions with your hands during the “Shake, shake, shake” lyric focuses on large and small motor development.
- Spiritual Skills:
 - Teaching children from a young age to do their part in creating a just world is achieved through giving tzedakah. This refers to the Jewish obligation to help others in need.
 - In Judaism, tzedakah refers to the religious obligation to do what is right and just, which Judaism emphasizes is an important part of living a spiritual life. (excerpted from Wikipedia - <https://en.wikipedia.org/wiki/Tzedakah>)

ACTIVITY

SHAKE YOUR BODY

Kids stand together in a circle. Each child gets a turn to be it - to “lead a shake.” They lead by example so one may choose to shake fingers, another may choose to shake hair, another may shake a foot while you sing the chorus. All the other children copy his/her “shake.” For a variation, each child can do their “shake” at the same time, while you sing the chorus.

PLAY YOUR SHAKE

Each child gets a rhythm instrument. On the chorus of the song, each child can play their instrument, creating a rhythm band.

Hand & body motions can be incorporated to physically represent the meaning of the words of the verses. For example:

- Verse 1: Pantomime putting the money in the box
- Verse 2: Offer a “helping” pat on the back to your neighbor or shaking each other’s hands

- Verse 3: “balance” can be demonstrated by holding arms out like a scale OR standing on one foot & balancing
- Verse 4: “cause you must” can be demonstrated by wagging a finger

SONG: BUILDING A BETTER WORLD

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words & music by Ellen Allard

from Sing it! Say it! Stamp it! Sway it! Volume 3 CD

Verse 1

We're building a better world
 We're building a better world
 We're building a better world
 One person at a time.

Chorus: And the world goes round and round,
 the world goes round and round and round.
 And the world goes round and round,
 the world goes round and round and round.

Verse 2

We're building a world with love (3x)
 One person at a time. *Chorus*

Verse 3

We're building a world with peace (3x)
 One person at a time. *Chorus*

Verse 4

We're building a world with friends (3x)
 One person at a time. *Chorus*

Repeat verse 1 and chorus

P'SHAT

- As people made in the image of God (B'tzelem Elohim), we are partners with God & thus are responsible for helping to repair the world (Tikkun Olam), we have many ways of accomplishing this! Each of us has gifts & talents which can contribute to making the world even better!

SKILL BUILDING

- Cognitive Skills:
 - Patterning – the first three lines of the verses repeat, the fourth line is different.
 - Patterning – the chorus has repeating lyrics – “the world goes round and round.”
 - This song helps to teach children about the patterns and rhythm in the natural cycles of the world - the world goes around and around in an annual cycle. The earth & the moon move around in a daily cycle causing day and night, our daily cycles of being awake and being asleep. No matter what is happening in our lives, the sun and the moon and the earth are still turning through their cycles and our days begin and our days end. There is a rhythm to our days and nights.
- Language Skills:
 - This is a zipper song. We can ask the children for their ideas on how to make the world a better place and then zip their ideas into the song. For example, in addition to love, peace and friends, they might suggest toys, food, smiles.
- Social Skills:
 - The concept of our responsibility to help make the world a better place is emphasized in this song. By asking for children’s ideas of how this can be done, we can help drive home the idea of each of us being responsible for building a better world.
- Physical Skills:
 - Make large rolling motions with hands during the chorus to build large motor development.
- Spiritual Skills:
 - We can talk with children about the different ways to help build a better world – through tzedakah, through protecting the environment, through taking care of people who are ill. These are only a few important Jewish values that we can teach through this song.

ACTIVITY

SOMETIMES ROUND, SOMETIMES NOT ROUND

Version 1:

In pairs or small groups, children explore their environment, a room, an area, the playground, the sanctuary and discover items, in the environment and decide if it is “round, or not round.” Will the items go ‘round and round’ like world? Why or why not?

Version 2:

In a safe, protected area, invite children to experiment with their bodies to see how many different ways they can roll ‘round and ‘round like the world.

Version 3:

Scavenger hunt – find items that “go ‘round and round’” but aren’t balls.