

## LOMED Write-Up for the Bet/Dalet Yedidim lesson: "Modeh Ani"

### Lesson Plan:

#### Goal:

To teach the Modeh Ani prayer in a way that promotes bonding and relationship building among our students

#### Materials needed:

1. A large white board with the text of "Modeh Ani" already written on it, in Hebrew and in English
2. Copies of the same Hebrew and English texts for each pair of yedidim
3. A teacher ready to dramatize the saying of "Modeh Ani" as she arises from her nighttime sleep, wearing pajamas, with a pillow and blanket handy
4. Two worksheets:
  - a) 4 Chavrusa Questions asking:  
What are we saying when we say "Modeh Ani"?  
When do we say "Modeh Ani"?  
Why do we say "Thank You"?  
How does it make you feel when we say "Modeh Ani" in Religious School?
  - b) 1 Directive: "Write or draw 5 things that you are grateful for." to be answered individually and then shared between the yedidim (see attached)
5. pencils for each student
6. clipboards for each student

#### Method:

1. The students are divided into their yedidim pairs. They sit on the floor, shoulder to shoulder.
2. The room is darkened and then after a few moments, suddenly all the lights are turned on. One teacher arises from her "bed" and sings "Modeh Ani". When do we say "Modeh Ani"?
3. The copies of "Modeh Ani" are distributed and the whole room is encouraged to sing the prayer.
4. An interactive discussion then follows, with the teachers asking the students to first share what they already know about "Modeh Ani".
5. A mini-lesson is next, covering the following points:
  - a. Modeh Ani is said in the morning, upon arising.
  - b. It is a prayer of gratitude to God.
  - c. we can think about what we are grateful for.
  - d. knowing that Jews all over the world say this prayer makes us feel connected to God and to them.
6. The four question worksheet is distributed *to each chavrusa* and they are asked to turn to their yedid, sitting knees to knees. The yedidim discuss the first question and one of them writes down their agreed upon answer. The teachers then encourage each pair to turn shoulder to shoulder and share their answer with the whole group. One by one, the other

three questions are answered, (knees to knees), and shared, (shoulder to shoulder). (The teachers request that all pencils are put down after each answer is written, so that the yedidim can focus on the group share).

7. The one directive worksheet is distributed *to each student* and they are asked to sit shoulder to shoulder to complete the paper. Once completed, the students are asked to turn to their yedid, sitting knees to knees, and share their responses with each other. All those who would like to share their responses with the group are then invited to do so.

8. The program concludes with the teachers thanking the students for participating in this activity and for always being our inspiration.

### Noticing Targets and Prompts

| <b>Component</b> | <b>Noticing Target</b>   | <b>Prompt</b>  |
|------------------|--|--|
| Knowing          | "Modeh Ani" is a prayer of gratitude.                                      | What are we saying when we say "Modeh Ani"?                            |
| Doing            | "Modeh Ani" is recited upon arising.                                       | When do we say "Modeh Ani"?  |
| Believing        | Gratitude is an important value and we can state what we are thankful for. | Why do we say "Thank You"?   |
| Belonging        | An organized prayer unifies us.  | How does it make you feel when we say "Modeh Ani" in Religious School? |

## **Data Collection Assessing Close/Middle/Far**

*Based on answers written on the two worksheets that were distributed*

| <b>Students</b>     | <b>Noticing Target</b> | <b>Close</b> | <b>Middle</b> | <b>Far</b> |
|---------------------|------------------------|--------------|---------------|------------|
| Allison and Ariel   | Knowing                | X            |               |            |
|                     | Doing                  | X            |               |            |
|                     | Believing              |              | X             |            |
|                     | Belonging              | X            |               |            |
| Alex and Adam       | Knowing                | X            |               |            |
|                     | Doing                  | X            |               |            |
|                     | Believing              |              | X             |            |
|                     | Belonging              | X            |               |            |
| Jordan and Spencer  | Knowing                | X            |               |            |
|                     | Doing                  | X            |               |            |
|                     | Believing              | X            |               |            |
|                     | Belonging              | X            |               |            |
| Matthew and Joshua  | Knowing                |              | X             |            |
|                     | Doing                  | X            |               |            |
|                     | Believing              |              | X             |            |
|                     | Belonging              |              |               | X          |
| Emma and Tali       | Knowing                | X            |               |            |
|                     | Doing                  | X            |               |            |
|                     | Believing              | X            |               |            |
|                     | Belonging              |              |               | X          |
| Joey and Alec       | Knowing                | X            |               |            |
|                     | Doing                  | X            |               |            |
|                     | Believing              |              |               | X          |
|                     | Belonging              |              |               | X          |
| Tyler and Gabriella | Knowing                | X            |               |            |
|                     | Doing                  | X            |               |            |
|                     | Believing              |              |               | X          |
|                     | Belonging              |              |               | X          |