**Jewish Learning Matters: Book Based Lesson Template**

**Based on skills, strategies, ideas and/or understandings presented during your professional development workshop, create a lesson to be posted on** [**www.JewishLearningMatters**](http://www.JewishLearningMatters) **to be shared with over 100,000 educators in Jewish Day and/or Congregational Schools across the country.**

* **Insert your ideas in each box under the section names and italicized explanations.**
* **Be sure to include sufficient directions and procedural steps so that other teachers can easily replicate them.**
* **Submit your lesson to** [**www.jewishlearningmatters.com**](http://www.jewishlearningmatters.com) **--sponsored by the Jack and Harriet Rosenfeld Foundation Program in Jewish Education at the University of Miami, School of Education and Human Development.**

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| **Book Based Lesson Title:** |
| **Book Title:** |
| **Author:** |
| **Lesson Summary:** |
| **Suggested Age/Grade Levels**: |
| **Lesson Objectives:** *Learning goals-standards, skills, strategies the lesson will foster and develop* |
| **Enduring Understanding(s):** *The essential ideas and values inspired by this lesson that you hope will have a lasting effect on children. As appropriate, include aspects of Jewish learning this book-based lesson reflects in terms of Jewish Values, Thought, Customs, History, Torah, etc.* |
| **Lesson Procedure:** *Each section works together to foster understanding and the excitement of discovery through relevant, motivating discussion and activities. As appropriate, exploration should include opportunities that allow students to explore through a Jewish lens.*  **[Note:** *The questions and activities included are offered as starting points as students internalize the skills,*  *strategies, and concepts addressed. Be sure to elicit parent participation to help reinforce learning. Allow lessons*  *to authentically develop and change based on engagement and interests.****]***  **Before Reading:** *Sometimes called an “anticipatory set” these experiences should excite the children about the lesson they are about to begin. Questions, activities and strategies should* a*ccess students’ background information (what children know about the topic/subject/concept), set a purpose for the lesson, and heighten interest.*  **During:** *Help students meet the lesson objectives and enduring understandings. Determine what questions, activities, and strategies will best impact learning.*  **After:**  *Design an activity (s) to help reinforce learning in terms of objectives and essential understandings.* |
| **Explore, Discover, and More**: *Provide 3-4 additional* *practice experiences to further enhance and extend your objectives and “enduring understandings.” Consider interdisciplinary learning, project based learning, civic engagement (community service) , etc.* ***Label each****: Language Arts, Music, Art, Dance, Drama, etc]* |
| **Evidence of Learning:** Determine specific, concrete ways in which student growth and learning will be assessed during and after the lesson in terms of objectives and enduring understandings. |
| **Music Connections (optional):** *List several Jewish and secular songs (title and singer/ composter) to reinforce and extend the lesson* |
| **Home and Community Connections:**  *Suggest**ways in which learning can be shared in the child’s home and community. (e.g.: visit other classes to share artifacts created during the lesson, film children singing a song and share digitally or live at a school assembly, offer a few discussion question that can be shared with parents for their dinner table conversation, etc.)* |
| **Literature Connections:** *Identify**books/articles, fiction and non-fiction, to enhance learning. Include title, author, and a brief summary.* |

**Lesson Contributor: Name, School, City, State**