

Eliana Sings (About Jewish Things!)

Learning Guide

1. Jewish Things

Introduction

Things are all around us! They fill our pockets, our rooms, and our lives. And even though it may not be logical, some things are more valuable than others. The sweater your grandmother knit for you is going to feel more important than the one you bought off the rack. Context infuses everyday “things” with importance. Kids know this instinctively: teddy bears, souvenirs, nightlights, lucky socks... Some of their things are very special! *Jewish Things* is meant to get kids (and everyone!) thinking about these things, and what exactly makes them special. Is it because someone you love gave it to you? Does it tie to a specific place and time that you remember when you use the thing? Does it help you do something, or make you feel great? The same questions can be asked about Jewish ritual objects! Use the song as a catalyst to talk about these things. By the way, the song doesn’t even mention any Jewish things; that’s for you to fill in!

Suggested Activity

Have each student bring in something that is special to them. In pairs, students can interview each other and discuss what makes the thing special. Use the following interview questions:

1. What is the thing?
2. What does the thing do?
3. How long have you had the thing?
4. How did you get the thing? If someone gave it to you, who did and why?
5. How does using the thing make you feel?
6. Does using the thing help you with something, or help you remember something?

Then, as a class, answer the following questions about a ritual object:

1. What is this thing?
2. What does this thing do?
3. When, where, and how do we use this thing?
4. Why do we use this thing?
5. How does using this thing make us feel?
6. Does this thing help us with something, or help us remember something?



Ask students what is the same and different about their special things and the ritual object.

Questions for Thought

What is a special Jewish Thing you have in your family? What makes it meaningful?

Why do you think we place meaning on things? After all, they are just things!

Think of something great you have done, or a beautiful place you have been. What is a thing that could help you remember that?

Annotated Lyrics

When you look around your room

What do you see?

A stack of books, a comfy bed,

A toy or even three!

But maybe there's a special thing
you like above the rest.

It makes you brave, it helps you grow,

It helps you be your best!

Chorus:

We all have things

special things

helping us with what each day brings

we have things

special things

and some of those things are Jewish things

some of those things are Jewish things

Maybe you have a teddy bear

to help you fall asleep

Maybe you have a nightlight

to help you have good dreams!

These things can give us comfort,

Help us feel safe and sound

Reminding us of those we love

when they're not around



Chorus

bridge:

Your favorite doll, your favorite ball
they help make you feel ten feet tall
(Maybe) your lucky shirt, your lucky chair
A lucky comb to brush your hair!

The baseball signed by your favorite player
You caught at the winning game
The blanket that your mommy gave you
When you got your name
we all have things that help us
go through the world each day
and we have some things that help us
in a Jewish way!

Chorus

2. What G!D Would Do

Introduction

At first glance, t'fillin are quite strange. Try to define it in English, and it's not much better. (Phylacteries? What does that even *mean*?) This little black contraption with the boxes and the straps, while weird at first glance, holds a lot of meaning. T'fillin are the words of the V'ahavta taken literally: "You shall bind them as a sign on your hand, and they shall be frontlets between your eyes (Deuteronomy 6:8)." While in Temple times, t'fillin were worn all day, now they are only worn weekday mornings during prayer. T'fillin is like a locket, or a string around your finger. It is there to be a physical reminder of something important, which in the case of t'fillin, is the Exodus from Egypt. Its placement between the eyes and on the arm also reminds us to turn our mind, eyes, and actions towards being G!D's partner in the world.

Suggested Activity

Materials: slips of paper, yarn

Ask students, *what is something you need to be reminded of in order to do?* Answers might include brushing teeth, doing homework, apologizing to siblings, etc.

We get really busy, and it's easy to forget important things we need to do. How do we remind ourselves to do something important? Answers might include, my parents tell me, writing a post-it note, setting a timer on my phone, etc.

Judaism gives us tool to help remember the bigger things, like how to be better people. Think of something you could be reminded of that would help you be a better person each day. Write it on a small slip of paper and roll it up.

Have students write their reminders on slips of paper and roll them into little scrolls, and tie yarn around it so there is string hanging from both sides.

Now wrap it around your arm, or between your eyes.

Help students tie it on!

How does it feel to have your reminder tied to you? What would it be like to go around all day with it tied to you? Have a class discussion.

T'fillin is our reminder. Show a set of t'fillin. We tie it to us, and it reminds us of something very important- G!D took us out of Egypt, and now we are free. How can we use our freedom to help others in the world?

Questions for Thought

What does it mean to see like G!D sees, or do what G!D would do?
How can we be G!D's partner in making the world a better place?

Annotated Lyrics

Intro:

The shema is in the siddur
and we say it before bed,
but did you know it's in a box
I wrap up on my head?
This little black contraption
with the boxes and the straps,
is called.... t'fillin!
Now, what in the world is that?

We know that G!D loves us
G!D gave us the Torah
G!D gave us the Torah
its words are yours and mine
and in the v'ehavata
it says that we should teach them
it says that we should teach them
and bind them as a sign

Chorus:

Between our eyes
So that we can see like G!D sees
Upon our arm
To do what G!D would do
Between our eyes
So that we can see like G!D sees
Upon our arm



To do what G!D would do

We wear them in the morning
Shacharit on weekdays
Shacharit on weekdays
To G!D we say “Thank You!”
And someday when you’re older
After your Bar Mitzvah
Or after your Bat Mitzvah
then you can do it too!

Chorus

Bridge:
We remember
like a string around our finger
We remember
when we slaves in Egypt
We remember
That we are a free people
We remember, we remember we are loved!

Chorus

3. The Best Me I Can Be

Introduction

Do you have a special shirt, dress, or tie hanging in your closet? You know the one- when you wear it, it makes you feel invincible, like you can do anything? Clothes have incredible power. Wearing the shirt you got on vacation can take you back to the beach, for just a moment. The suit you wore when you won the spelling bee reminds you that you can overcome challenges. And that purple shirt just makes you feel... awesome! Jewish ritual clothing serves the same purpose, as a physical, feel-able reminder of how to be our best selves. While you may not see a comic book superhero wearing a Kippah or Tallit, these are just as powerful as any cape can be!

Suggested Activity

Design a Jewish superhero!

If you could have a superpower, what would it be? What about superheroes you know about? What abilities do they have that help them save the world?

Discuss the concept of “tikkun olam,” repairing the world. You could also discuss some specific Jewish values, and what a difference they make in people’s lives.

What can you do, with the powers you have now, to fix the world?

Invite students to design alter-ego superheroes, complete with costumes. (They can draw them, or you could decorate paper masks.) Have each student introduce themselves as their superhero and share their powers. You can then have students act out scenarios (found a lost wallet, a new student alone on the playground, etc.) and have a superhero save the day.

Questions for thought

How do you feel when you wear a kippah, or tallit? What other kinds of clothing can we wear to help us feel and do our best?

Annotated Lyrics

Sometimes it’s hard
remembering what I should do



So many choices every day
Should I speak out?
Should I make friends with someone new?
What are the words that I should say?

Well superman may have a cape, and wonder woman too
but I've got super clothing that reminds me what to do!

Chorus

Cause when I've got my kippah on
it reminds me to be strong
to always think of others
and do things that would make G!D proud of me
And when I've got my tallit on
it reminds me right from wrong
so I can do mitzvot
and be the best me that I can be

On my head
my kippah shows me which way's up
I know I'm not the only one
And hanging down
I see my tzitzit and they tell me
that there's justice to be done
Well I might not be a superhero
but I can do my best
At school at shul, at work at play
it starts when I get dressed!

Chorus

bridge

Some people only wear them when they pray
And other people wear them every day
It's something you can choose to do
to help you be the best you
to be a superhero too!

Chorus

4. Al Netilat Yadaim

Introduction

“Oh when the Jews! Go wash their hands!” This was the song shouted by every camper at Shabbat meals as we danced over to the sinks before ha-motzei. But why do the Jews go wash their hands? And what is with that cup? Washing our hands before eating elevates (netilat-raising) the act of eating to one of holiness. It gives us the time and physical action we need to take a second and think about where we are, and what we are doing. It’s a moment to add some sacredness to our day. The washing cup itself looks like no other cup; designed with two handles to make pouring a breeze, it is often embellished and beautiful. Just like one washing cup in a sea of normal cups, the moment of washing can be a perfect pause in the every-day.

Suggested Activity

Ritual hand-washing is not done for hygiene, but it does give us pause to be thankful and holy in our day. Take cups to the bathroom or water fountain, demonstrate washing, and encourage students to do it. How can this be a pause for holiness? How can other every-day rituals be the same? Break students into groups and assign them each an every-day ritual, such as brushing teeth, taking a bath, reading a bedtime story, taking out the garbage, etc. Have each group come up with a way to elevate this ritual into something holy, that promotes gratitude, mindfulness, or helps others. (Example: before throwing something away, say, “Could I reuse this, recycle this, or give this away?”) Have students write instruction manuals for their ritual with diagrams, or make instructional videos. Challenge them to take on one of these rituals in their own lives, and document the experience. How does it change the every-day act?

Questions for Thought

Why stop before eating to wash our hands?

How can we not only clean our hands, but our minds and hearts?

How can we “raise our hands” to do the most good in the world?

Annotated Lyrics

Gotta wash up with my washing cup
Gotta wash up with my washing cup
Gotta wash up, gotta wash up
Gotta wash up with my washing cup
Al Netilat Yadayim!
Al Netilat Yadayim!

In the right hand
One two three
In the left hand
One two three

Like the ancient
Cohanim
Lifting up their
Offerings
Al Netilat Yadayim!
Al Netilat Yadayim!

Baruch ata Adonai
Eloheinu melech ha'olam
asher kidshanu
b'mitzvotav v'tzivanu
Al Netilat Yadayim!
Al Netilat Yadayim!

5. Feather Candle & Spoon

Introduction

A feather, candle, and a spoon. Separately, just a collection of objects. Together, they help us perform the ritual of B'dikat Chametz, searching for the last bit of bread the night before Passover. We turn off all the lights, and the candle guides our way. We use a wooden spoon so it can be burned along with the crumbs. And the feather? That's to sweep the chametz into the spoon, of course! This ritual was discussed in the mishna, the Jewish law codes, but today seems strange and archaic. Which, honestly, it is. But it is these "bizarre" rituals that can connect us the most to our past and our heritage. Jews have been searching for chametz by the light of the moon for thousands of years. Try it with your family this Pesach, and it's sure to be a fun and memorable experience. (And who doesn't like a scavenger hunt?)

Suggested Activity

Materials: feathers, candles (or flashlights,) spoons, bags of bread or other chametz with paper clues inside, pictures of Passover foods, characters, Hebrew words, or objects

Send your students on a B'dikat Chametz scavenger hunt! This is a great activity to review things you have already taught about Passover- the food on the seder plate, the characters in the story, or anything else. Pick five people, objects, or words. Print out one sign each with that thing on it, and hang them up around your space. Then, come up with a clue to lead to that thing. Decide how many small groups you will divide your students into, and print enough clues for each team to get one at each space.

Put bread or crackers into little bags, color coded by team. Put clues in them to lead each team on a different path around the room or building. Before class, put the bags by the previous clue. Before you start, give each team a feather, candle, and a spoon. Ask them to come up with what they think this is used for.

These are used to search for chametz, leavened bread, the night before Passover. We find the very last crumbs and burn them the next day!

Recite the blessing, "al biur chametz." Then, dim the lights and begin the search!

You can play Passover music, (or this song,) in the background. If you have the resources to burn the chametz outside, you can end the program like that.

Questions for Thought

Chametz is puffed up, while matzah is humble and flat. What could be a deeper meaning for only eating matzah on Pesach? How can we get rid of the chametz, not just in our homes, but in ourselves?

Annotated Lyrics

Chorus

Feather, candle and a spoon
cause Pesach is coming soon
We search for chametz by the light of the moon
with a feather, candle and a spoon

We've cleaned every room and floor
now we have to search once more
but we don't use a mop or a broom
we use a feather candle and a spoon

There is no bread to be found
so we've hidden some pieces around
We play hide and seek all around the room
with a feather candle and a spoon

Chorus

bridge:

Tomorrow, by ten in the morning
we'll burn our crumbs away (burn our crumbs away)
'cause after that we'll only eat matzah
For eight whole days!

Once the chametz is gone
We'll know our searching is done
We'll sing a blessing to this little tune
With our feather, candle, and a spoon

Baruch atah adonai
eloheinu melech ha'olam asher
kidshanu b'mitzvotav v'tzivanu
al biur chametz

Chorus

With a barbie, flashlight and a shoe. (Wait a minute)

With some crayons, legos, and some glue (Wait, I got it!)

With a feather candle and a spoon!

6. Holiday Carnival

Introduction

One of the things I value about my Jewish heritage is the variety of opportunities to celebrate all around the calendar. There are so many chances to eat, pray, sing, and enjoy special time together. These holidays, of course, involve rituals, rituals that help us experience what the holiday is about. In this song, I imagined a ritual from each holiday like a game at a carnival. While you listen, you can dance along, pretending to perform each of the rituals!

Suggested Activity

Throw an actual holiday carnival! This is a great long-term project to teach about the holiday cycle. Over a few weeks, have groups of students each research a holiday and design a carnival booth. The booth can include information about the holiday, illustrations or pictures, and an actual game inspired by the ritual. Each group can present to the others and give them a chance to play, before opening up the carnival to family, friends, and students from around the school!

Questions for thought

What is your favorite holiday? What can you do to connect to your self, family, community, and history on that holiday?

Annotated Lyrics

Chorus:

Step right up to the holiday carnival
we have games and fun galore!
Step right up to the holiday carnival
and come see what each holiday is for:

Can you sound tekiyah on a shofar?
Send a signal far and near?
On Yom Kippur and Rosh Hashanah
We know the time for tshuvah is here.

Can you shake the lulav and etrog
side to side, and up and down?
on Sukkot we all come together



And know that G!D is all around!

Can you celebrate with Torah?
Dance around with all your friends
On Simchat Torah we are happy
to begin our story again

Chorus

Can you light your Hanukkiah
with a firm and steady hand?
On Hanukkah we light the darkness
proclaiming miracles throughout the land!

Can you plant a tree or flower
Help it grow for Tu B'shvat?
Let's be grateful for the earth
for all its gifts, say thanks a lot!

Can you shake your grogger loudly?
Drown the name of Haman out?
We were saved on the day of Purim
and celebrate with a scream and shout

Chorus

Can you find the afikomen
search the house around a round?
A Pesach seder of freedom and questions
can't be done until it's found!

Chorus:

Step right up
to the holiday carnival
we have games and fun galore!
Step right up
to the holiday carnival
Now you know what each holiday is for!

7. Synagogue Detectives

Introduction

Synagogues come in all shapes, sizes, and styles. The word for synagogue in Hebrew is Beit Knesset, which means “house of gathering.” Whether on a mountain, by the sea, or in the suburbs, a synagogue is a synagogue because of what’s inside- people! And probably some ritual objects as well. This song is about the three things you are likely to find in any synagogue, anywhere it might be: prayer books, the eternal light, and the ark. When we use these items, we are connected to Jews gathered in prayer all over the world.

Suggested Activity

Turn your students into synagogue detectives! Assign each of three groups the ark, siddurim, or the ner tamid. Have the students sneak into the sanctuary, spot their subject, draw a sketch or take a picture, and write up a report.

What does the thing look like? What do you think we use it for?

After coming back to the class, they can use the computer, books, or this learning guide to add to their information, before making a full report to the rest of the class about what they discovered.

Questions for Thought

What makes a synagogue more than just a building? What is something you like to do in a synagogue? How can you contribute to making your synagogue the best it can be?

Annotated Lyrics

Chorus:

Synagogue detectives
looking for clues
Looking for all the things
that we need to use
Synagogue detectives
looking around,
What have we found?

Siddurim!



Siddurim, prayer books,
with blessings we say
help us be grateful
for every day
We sing these words, l'dor v'dor
and now it's time to look some more!

Chorus

Ner Tamid!
The Ner Tamid is the eternal light,
Same as the one that kept the temple bright
Just like our love, it never goes out
But now it's time to keep looking around!

Chorus

the Ark!
We open the curtain of the ark with pride
As we take out the Torah inside
It holds the scrolls with love and care,
Now let's keep looking to see what's there!

Chorus

Siddurim! Ner Tamid! The Aron haKodesh
are the things that you'll see
Great job, synagogue detectives. Case Closed!

8. The Yad Song

Introduction

The yad is an unassuming ritual object. Not as big as a menorah, not as shiny as a Kiddush cup. All you really need is a stick with a point at the end, and you have a yad. But the yad is a crucial tool, helping us read and tell our stories. It acts as an extension of our own yad, our own hand, allowing us to read from the delicate Torah scroll without the risk of damage from naturally occurring oils on the skin. It helps us get up close and personal with a beautiful piece of art, black-inked letters on a white page, each holding worlds of wisdom and beauty. So yes, it might just be a decorated stick, but it has an important, holy job to do.

Suggested Activity

Have each student make a yad. Yad making kits are available for purchase, with letter beads for Hebrew names. This is great for pre-Bnei Mitzvah students, as they can use it during their service and whenever they lead after. For younger kids, using modeling clay, wiki sticks, cardboard, or other materials, is a great alternative. After they're made, practice holding the yad as an extension of the finger. Use it in the classroom when you do reading practice or say prayers. And take a field trip to see a Torah up close! Discuss behavior on the bima and at the Torah, and give each student a chance to run their yad over the parchment. You can sing the shehechyanu at the end if it was their first time up close to a Torah.

Questions for Thought

What is a way we can use our hands to do good in the world? What is a way to get close to the words of Torah (without touching them)?

Annotated Lyrics

In the ark,
there's a book
Pull the curtain
Take a look
It's a guide
For how to be
The story of
Our family



Chorus:

So take your yad
In your yad
Let it roll
Across the scroll
Let every letter
Help you be better
and give the Torah a hand
We can give the Torah a hand

Take it out
Look within
At the parchment
Made of skin
At the words
We love so much
We need to read
But we can't touch

Chorus

Every word
Inked with care
By the hands
Of the Sofer
Words that challenge
Words that heal
We can't touch
But we can feel

Chorus

9. The Mishkan Song

Introduction

One Shabbat morning in 2010, I was at a convention in Philadelphia, listening to the Torah being read. It was all about the mishkan, the tabernacle or “mini-Temple” that was the locus of ritual activity in the desert. The reader chanted about the specific kinds of cloth for the drapes, and the measurements of all the poles, and every little tiny detail. So much of the Torah is dedicated to the design, building, and use of the mishkan, that I wondered, “are there any songs about it?” After some humming to myself, there was. The mishkan is often seen as boring, but it’s really incredible. It represents how the community can come together to create a home for the Divine. Every person doing their part, giving what they were able, is what made this sacred community, and what can make ours flourish today.

Suggested Activity

If you were to build a mishkan, what would it be? Have students read a few sources on the mishkan and its design (Exodus chapters 25-34). Using the descriptions, have them sketch what they think the mishkan looked like. Discuss why it might have looked that way, and what its function was. Then, think about what a mishkan would look like today. Develop goals for its use, and then sketch a design. If your students are crafty, build a model. Then, have students “pitch” the mishkan to a “community board” for why the community needs a mishkan, and how everyone would be involved in its production.

Questions for Thought

Why is having a “community center” important?

How would you have helped to build the mishkan?

Annotated Lyrics

Everybody, young and old
bring your silver, bring your gold,
bring whatever you can hold
it’s time to build the mishkan!

Bring your cloth and linen too
red and purple, gold and blue
do whatever you can do

to help us build the mishkan!

Chorus:

If the spirit moves you
give from your heart
it might not feel like much
but it's the perfect place to start!
V'asu li mikdash v'shachanti b'tocham
G!D will come and dwell among us, everyone
V'asu li mikdash v'shachanti b'tocham (x3)
B'tocham.... Btocham

If you cannot spare a dime
give a minute of your time
(or an hour will be just fine)
to help us build the mishkan

Chorus

When all of our work is done
we will celebrate as one
every daughter every son
Rejoicing in the mishkan!

Chorus

10. Around the Shabbos Table

Introduction

See the flickering candles, taste the sweet wine, smell the warm challah, hear the sound of beautiful singing... All of our senses are engaged around the Shabbos table. Perhaps we are transported to our past, reminded of the Shabbatot we spent with family as children. Or, we are strongly connected to those around us in the present, sharing in this moment together. We can even be linked to all those celebrating Shabbat around the world, right at the moment the sun goes down: in the past, the present, and the future. While the food and people may be different, the blessings are the same, and they are powerful. What's around your Shabbos table? How do you celebrate with friends and family?

Suggested Activity

Ask students to bring in a Kiddush cup, candles, or challah plate/cover from home. Many families have at least one, and they all have a story to share. Have students tell the stories of the objects to the classroom.

What memories do each of these objects have? How does it feel when you use this object?

Create new ritual objects as a class, reflecting what you've learned about Shabbat. What new memories do you want to create?

Set up a Shabbat table in your place of learning. Use your new ritual objects to do the Shabbat blessings together, and sing the niggun in between. Share in the delicious challah, and reflect on how students can do these rituals in their own homes.

Questions for Thought

How do you find meaning in each object?

How can rituals help us connect to our past, our family, and Jews around the world?

Annotated Lyrics

Around the Shabbos table
with friends and family
around the Shabbos table
come celebrate with me

First we bless the candles
to welcome Shabbos light
there's one for every one of us
to last throughout the night

Yai nai nai!
Around the Shabbos table...

Next we say the Kiddish
we lift our glasses up
to make these hours holy
with sweetness in our cup

Yai nai nai!
Around the Shabbos table...

Lastly we uncover
two challot of gold
reminds us of the manna
and Temple days of old

Yai nai nai!
Around the Shabbos table...

Nerot Kiddush and Motzei
our special blessings three
and now that we have done them,
sing this nigun with me!

Yai nai nai...

11. Saying Goodbye to Shabbos

Introduction

How do you say goodbye to something as dear, as precious, as holy, as Shabbat? Havdalah, meaning “separation”, attempts to make parting a little sweeter by ritualizing our transition from the holy back into the every-day, bringing some of that holiness along into the week. The Kiddush cup, spices, and Havdalah candle are each rich with meaning. Combined with a powerful prayer, they engage each of our senses, helping us be present in a powerful liminal space.

Suggested Activity

Each of the three ritual objects of Havdalah have many beautiful interpretations. Have students brainstorm what each object could represent. Then, share the meanings given by the Rabbis and tradition (which can be found in the annotated lyrics). Have students choose the interpretation that speaks to them. Then, they can make the ritual objects, or color them on coloring pages, based on that interpretation.

Questions for Thought

How do you say goodbye to something or someone you love, knowing you’ll see it again soon?
How can you bring some Shabbat into the rest of your week?

Annotated Lyrics

Saying Goodbye to Shabbos
We’re Saying goodbye to our friend Shabbos
Saying goodbye to Shabbos
we’ll see you again soon
Shavua tov, Shavua Tov

Here is the wine for Shabbos
Here is the wine that’s fine like Shabbos
Here is the wine for Shabbos
We’ll see you again soon
Shavua tov, Shavua Tov

Here is the spice for Shabbos



Here is the spice that's sweet like Shabbos
Here is the spice for Shabbos
We'll see you again soon
Shavua tov, Shavua Tov

Here is the light for Shabbos
Here is the light that's bright like Shabbos
Here is the light for Shabbos
We'll see you again soon
Shavua tov, Shavua Tov

Saying Goodbye to Shabbos
We're Saying goodbye to our friend Shabbos
Saying goodbye to Shabbos
We'll see you again soon
Shavua tov, Shavua Tov

13. Thank you Mezuzah

Introduction

Ritual objects help bring holiness into even the most mundane moments of our lives. And what is more mundane than walking in and out of a door? The mezuzah stands guard over our dwelling place, making us mindful as we enter and leave. It reminds us of our freedom, mimicking the blood on the doorposts of the ancient Israelites fleeing Egypt. It is a proud declaration of Jewish-ness, out where everyone can see. It is a literal translation of putting these words “on the doorposts of your house, and on your gates” as described in the V’ahavta. And each time we reach out and kiss it, we can think about how we are loved by the Divine, and how we can bring more of that love into the places we work and live each day.

Suggested Activity

Most mezuzot are placed high up on the door, out of reach of children. Have students fix this by designing their own mezuzot. First, look at different mezuzot, or pictures.

What do these have in common? What makes each different? What design elements do you like the best?

Then, discuss the mezuzah as a tool for mindfulness.

What do you need to remember when you walk into your house? What would help you with Shalom bayit, peace in the home?

Have each student write their reminder as their “parchment,” roll it up tight, and put it in a “case.” The case can be a covered mini-toothpaste box, a toilet paper roll, or anything else. Make sure to decorate with a shin. Make one for the classroom or learning space, and put it up at the student’s height. Say the blessing together: Baruch Ata Adonai, Eloheinu Melech Ha’Olam, Asher Kidshanu B’mitzvotav V’tzivanu, Likboa Mezuzah. We bless you, Adonai our G!D, Ruler of the Universe, who sanctifies us through mitzvah, and have given us the commandment of affixing the mezuzah.

Questions for Thought

What can you do to bring more love into your home? What makes you proud to be Jewish?

Annotated Lyrics

Have you seen a little box
hanging by the door?
Decorated, bright or plain
Do you know what it's for?
In a Jewish home or shul
Synagogue or JCC

Chorus:

Say thank you mezuzah
thank you mezuzah
for being there for me
thank you mezuzah
thank you mezuzah
for being there for me

Tall and skinny with a shin
Standing for Shadai
Filled with little holy scrolls
We give kavod as we walk by
The Ve'ahavta and the shema
Reminds us what our lives can be

Chorus

Bridge:

When we enter when we leave
When we come and when we go
We're reminded of G!D's love
helping us to live and grow
So before you close the door
take a second or two or three
and give it a kiss, just like this!

Chorus