

# The Sarah and David Shabbat Morning Book

A Selection of Prayers for Shabbat Morning



**SaRaH**  
AND  
**DAVID**

By Diana Yacobi and Lily Yacobi

Name in English

Name in Hebrew

Grade

Teacher

שֵׁם

בִּיתָה

מורה/מורה

# The Sarah and David Program

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- The Aleph Bet Story CD
- The Aleph Bet Story Activity Book
- The Aleph Bet Story Workbook
- The Aleph Bet Chart Poster
- The Google Head Vowel Poster
- The Aleph Bet Story Poster

## Learn to Read and Write

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- The Read Hebrew Primer
- The Skill and Drill Book

## Learn Tefilah

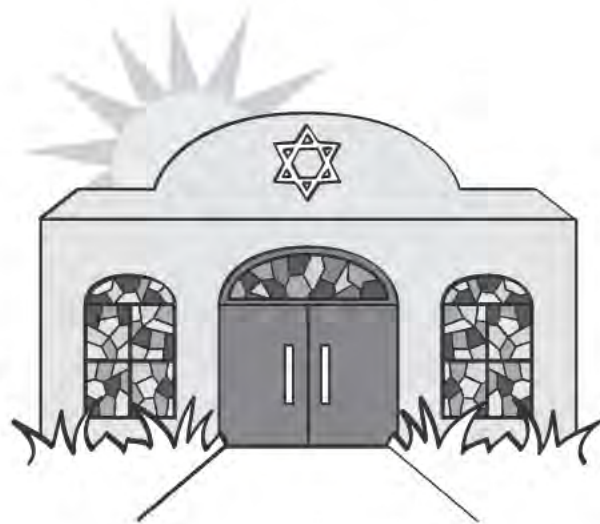
- The Friday Night Book
- The Shabbat Morning Book

## Prepare for Bar/Bat Mitzvah

- The Bar/Bat Mitzvah Book
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By  
Diana Yacobi  
& Lily Yacobi

Dedicated with love  
to Erez Jacob and Maya Rose Yacobi

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**Purpose**

*The Shabbat Morning Book* is a prayer-based Hebrew reading workbook that follows the *Sarah, David and YOU Read Hebrew* curriculum. It revisits all of the special rules and reading skills taught in the Read Hebrew curriculum and applies them to prayers. In addition, students will study the meaning of the prayers based on key words, phrases and thematic statements that accompany each prayer. **NOTE:** To review reading skills and rules in the reading curriculum, see the **Teacher Manual** and the **website** for video explanation and Curriculum Support, [www.sarahdavid.com](http://www.sarahdavid.com). It is advisable that the teacher have a set of the five-book curriculum to refer to as needed to review or to teach specific reading skills.

**Using *The Shabbat Morning Book* (Review this with your students.)****Main Sections**

- The **Contents Page** shows the parts of the service and lists prayers to be studied. Icons help to identify parts of the service. Discuss this page to teach the parts of the service and introduce the prayers that will be taught. Students can use the check boxes to check off the prayers that they have studied.
- The **Reading Skills Section** reviews letters, vowels, syllables (beats), and special rules to keep in mind when reading Hebrew. Discuss each of these rules with the students and make sure they understand them. Point out that the goal is to read accurately without letter or vowel errors and fluently meaning correct reading of syllables and words.
- The **Prayer Section** includes ten prayers. Each prayer is organized as a four-page unit. Reform and Conservative versions of certain prayers are provided. Each four-page unit consists of the following:

**1. Reading Practice**

This page provides reading practice using words from the prayer. It includes a Reading Skills Checklist (see sample on page nine) for students to complete by referring to the prayer on the next page. Students need a pencil to complete the skills listed in the checklist.

**2. Prayer Page #1**

This prayer page is used with the Reading Skills Checklist. Students need a pencil to complete the skills listed.

**3. Recognize Sight-Words and Understand the Main Idea**

This page highlights and translates key words in order to build a sight-word vocabulary. It also includes phrases and/or patterns in order to build recognition, improve retention and enhance understanding. There is a thematic statement for each prayer.

**4. Prayer Page #2**

This prayer page is intended for students to read and chant from. The goal of this page is fluent and error-free reading. **NOTE:** Check with the synagogue or temple chazzan for the melody students should use. The prayers can be heard online at [www.sarahdavid.com](http://www.sarahdavid.com) in the Audio Section.

**Additional Prayers:** Chatzi Kadish, Ashrei and the traditional Avot/G'vurot are included at the end of the book

**Audio Support:** Go online to [www.sarahdavid.com](http://www.sarahdavid.com) to hear all the Hebrew in this book read out loud.

**NOTES:**

- In the *Recognize and Understand Sections*, nouns and pronouns are capitalized when referring to God.
- This book contains God's name. It should be treated with respect. If discarded, it should be buried in a genizah. Check with your Rabbi or Cantor.

6

Reading Skills Review



Birchot HaShachar

10

14

בְּרִכּוֹת הַשָּׁחַר

□ מָה טָבוּ

□ בְּרִכּוֹת הַשָּׁחַר\*

Shacharit

שַׁחֲרִית

18

22

26

30

□ שְׁמַע / וְאֶהְבֶּתָּ

□ מִי כְּמוֹכָה / צוּר יִשְׂרָאֵל

□ עֲמִידָה: אָבוֹת וְאִמָּהוֹת / נְבוֹרוֹת\*

□ שִׁים שְׁלוֹם\*



Torah Service

קְרִיאַת הַתּוֹרָה

34

□ בְּרִכּוֹת הַתּוֹרָה



Musaf

מוֹסֵף

38

42

46

□ אֵין פֶּאֲלֵהֵינוּ

□ עָלֵינוּ

□ אֲדוֹן עוֹלָם



Additional Prayers

50

51

52

54

□ חֲצִי קָדִישׁ

□ עֲמִידָה: אָבוֹת / נְבוֹרוֹת Traditional

□ אֲשֶׁרִי



\*Conservative and Reform versions included.

The Shabbat Morning Service Overview

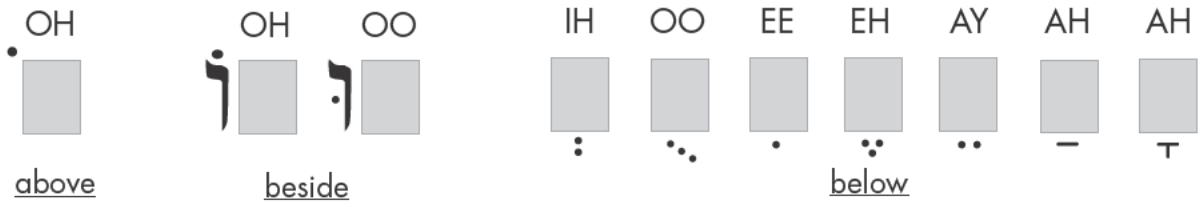
# Top Tricks to Remember When Reading Hebrew



This Reading Skills Review Section includes the top tricks to remember when reading Hebrew. Get to know these skills really well. They will help you to become a very good reader.

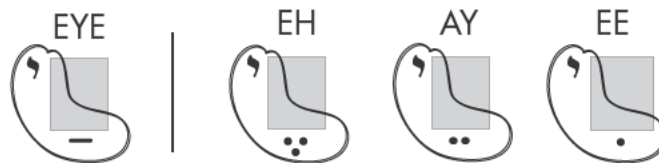
## 1. VOWELS

In Hebrew, vowels are symbols that come below, beside or above the letters. Most vowels appear under the letters. When reading, always look to see if the vowel is below, beside or above the letter. Remember to read these vowels from right to left.



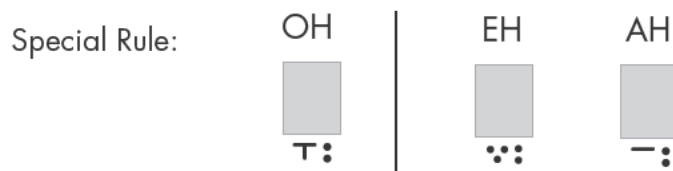
## 2. VOWELS WITH YUD

When the 'ee' vowel (•), the 'ay' vowel (••), and the 'eh' vowel (•••) are followed by yud, they make an 'ee' bean, an 'ay' bean and an 'eh' bean. **SPECIAL RULE:** When the 'ah' vowel (—) is followed by yud and is also at the end of a word, it makes the "eye" sound. Drawing a "bean" around the vowel and the yud that follows helps us see this combination.



## 3. CHATAF VOWELS

1. Patach (—) and chataf patach (—: ) make the same sound, the "ah" sound.
2. Segol (••) and chataf segol (••: ) make the same sound, the "eh" sound.
3. Kamatz (⌣) makes the "ah" sound, BUT, chataf kamatz (⌣: ) is special. It makes a soft "oh" sound.



ch = ch as in challah





Let's get used to these Hebrew words

## Reading Practice

Instructions: Below are words from the prayer. Repeat each line until the words are easy to read. Work individually or with a partner.

1. וְאֲנִי יַעֲקֹב יְיָ אֱלֹהִים הַיּוֹכֵל
2. אֲהַלִּיךָ מִשְׁכְּנֵיךָ חֲסִדֶיךָ קִדְשֶׁךָ\*
3. בֵּיתְךָ אֲשֶׁתְּחֹה בִּירְאֶתְךָ בָּרַב
4. וְאֶכְרַע אֲבָרְכָה יִשְׁעֶךָ כְּבוֹדֶךָ
5. בְּאַמֶּת עֵת מְעֹז מְשַׁכֵּן תְּפִלָּתִי
6. רְצוֹן לְפָנַי עֲשֵׂי וְאֲנִי עֲנֵנִי

\* Here the kamatz under koof and resh represents the soft "oh" sound.

### Reading Skills Checklist

## Reading Skills Checklist

Instructions: Using the prayer on the next page, go through the checklist. Find examples of each skill. You can identify vowels with beans or circles. Letters or words can be circled or highlighted. Check off each skill as you go. How many examples of each skill did you find?

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> ee beans _____            | <input type="checkbox"/> shva at the beginning of the word _____ | <input type="checkbox"/> chataf vowels _____             |
| <input type="checkbox"/> ay beans _____            | <input type="checkbox"/> shva in the middle of the word _____    | <input type="checkbox"/> words with ach תִּי _____       |
| <input type="checkbox"/> eye beans _____           | <input type="checkbox"/> double shva _____                       | <input type="checkbox"/> כָּל, כָּל, כָּל, וּבְכָל _____ |
| <input type="checkbox"/> words with יוּ, יוֹ _____ | <input type="checkbox"/> chaf sofeet endings _____               | <input type="checkbox"/> God's name _____                |



Instructions: Use the following steps to practice reading this prayer:

- 1) Read each line and put each beat in a basket.
- 2) Fill in the number of beats you find for each line.
- 3) Practice reading each line individually or with a partner.

Number  
of Beats

- |       |  |
|-------|--|
| _____ | .1 מה טובו אהליך יַעֲקֹב,                            |
| _____ | .2 מִשְׁכַּנְתֶּיךָ יִשְׂרָאֵל.                      |
| _____ | .3 וְאֲנִי בָרַב חֶסֶדְךָ אָבוֹא בֵיתְךָ,            |
| _____ | .4 אֲשֶׁת־חַוָּה אֵל הַיְכָל קָדְשְׁךָ בִּירְאָתְךָ. |
| _____ | .5 יְיָ אֲהַבְתִּי מֵעוֹן בֵּיתְךָ,                  |
| _____ | .6 וּמְקוֹם מִשְׁכַּן כְּבוֹדְךָ.                    |
| _____ | .7 וְאֲנִי אֲשֶׁת־חַוָּה וְאֶכְרַעָה,                |
| _____ | .8 אֲבָרְכָה לְפָנָי יְיָ עֲשֵׂי.                    |
| _____ | .9 וְאֲנִי תַפְלְתִי לְךָ יְיָ עַת רְצוֹן.           |
| _____ | .10 אֱלֹהִים, בָּרַב חֶסֶדְךָ,                       |
| _____ | .11 עֲנֵנִי בְּאַמַּת יִשְׁעְךָ.                     |





**Theme:** How good it is to pray in Your sanctuary with the community.

## Recognize and Understand

Below are key words from the prayer.  
See your siddur for a full translation of this prayer.

Your loving kindness	חֶסֶדְךָ	before	לְפָנַי	what	מָה	.1
Your house	בֵּיתְךָ	God's name	יְיָ	Yaacov	יַעֲקֹב	.2
Your holiness	קִדְשְׁךָ*	God's name	אֱלֹהִים	Israel	יִשְׂרָאֵל	.3
Your honor	כְּבוֹדְךָ	truly, in truth	בְּאֵמֶת	and I	וְאֲנִי	.4
		my prayer	תְּפִלָּתִי	I loved	אֶהְבֵּתִי	.5

\* Here the kamatz under koof and resh represents the soft "oh" sound.

## Phrases and Patterns

Below are some phrases and patterns from this prayer. Column one shows nouns with the ךָ ending. The ךָ is short for שְׁלֶךָ. Both the ךָ and שְׁלֶךָ, mean "your".

### Phrases

how good are your tents    מָה טוֹבוֹ אֹהֲלֶיךָ    .6

### Patterns

	Column 2	Column 1	
your tents (Israel's)	אֹהֲלִים שְׁלֶךָ	אֹהֲלֶיךָ	.7
Your loving kindness (God's)	חֶסֶד שְׁלֶךָ	חֶסֶדְךָ	.8
Your House (God's)	בַּיִת שְׁלֶךָ	בֵּיתְךָ	.9
Your Holiness (God's)	קִדְשׁ שְׁלֶךָ	קִדְשְׁךָ*	.10
Your Honor (God's)	כְּבוֹד שְׁלֶךָ	כְּבוֹדְךָ	.11


**Reading  
Challenge!**

Read this page without mistakes.

Then learn the melody for this prayer and practice chanting it.

1. מה טובו אֱהָלֶיךָ יַעֲקֹב,
2. מִשְׁכְּנֹתֶיךָ יִשְׂרָאֵל.
3. וְאֲנִי בְרַב חֶסֶדְךָ אָבוֹא בֵיתְךָ,
4. אֲשֶׁתַּחֲוֶה אֶל הַיְכָל קֹדֶשְׁךָ בִּירְאֲתְךָ.
5. יי אֶהְבְּתִי מֵעוֹן בֵּיתְךָ,
6. וּמְקוֹם מִשְׁכַּן כְּבוֹדְךָ.
7. וְאֲנִי אֲשֶׁתַּחֲוֶה וְאֶכְרַעָה,
8. אֲבָרְכָה לְפָנַי יי עֲשֵׂי.
9. וְאֲנִי תִפְלְתִי לְךָ יי עַת רְצוֹן.
10. אֱלֹהִים, בְּרַב חֶסֶדְךָ,
11. עֲנֵנִי בְּאַמֶּת יִשְׁעֶךָ.

The message for me in this prayer is:

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