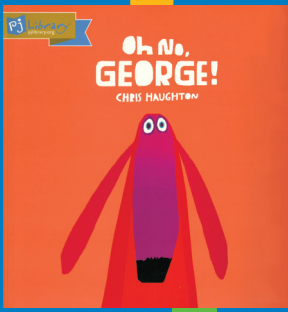


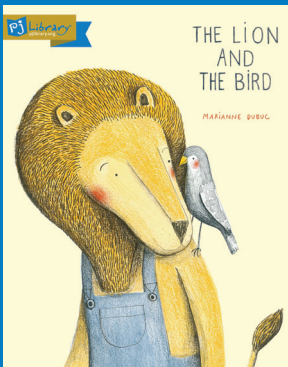
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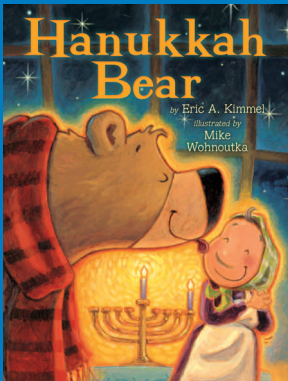
Fixing mistakes



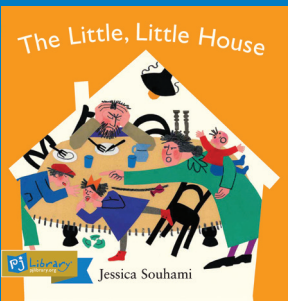
Taking care of the Earth



Kindness



Welcoming guests



Being happy with what you have



Friendship

Early Childhood Education Resource Booklet



PJ Goes to School Resource Booklet

ECE Fall 2019

PJ Library and educators.....1

Making the most of
PJ Library books.....2

Using the book guides.....3

Book guides for:

Oh, No George!.....4-5

*And There Was Evening
and There Was Morning*.....6-7

The Lion and the Bird.....8-9

Hanukkah Bear.....10-11

Little, Little House.....12-13

Better Than Best Purim.....14-15

PJ Library and school families.....16

Jewish values posters.....17-19



Join our
PJ Library Educators
Facebook group
bit.ly/pjgts-facebook

Find new ideas for exploring Jewish values and holidays and check out the PJ Library Educators' Pinterest pages: [pinterest.com/pjgts/boards](https://www.pinterest.com/pjgts/boards)

Book	Value
 <p>Oh No, George!</p>	<p>Fixing mistakes <i>Teshuva</i></p>
 <p>And There Was Evening and There Was Morning</p>	<p>Taking care of the Earth <i>Shmirat ha'adamah</i></p>
 <p>The Lion and the Bird</p>	<p>Kindness <i>Chesed</i></p>
 <p>Hanukkah Bear</p>	<p>Welcoming guests <i>Hach-na-sat or-chim</i></p>
 <p>Little, Little House</p>	<p>Being happy with what you have <i>Sa-me-ach be-chel-ko</i></p>
 <p>Better Than Best Purim</p>	<p>Friendship <i>Cha-ve-rut</i></p>

Transliteration Key	
a	say a h
e	e h, so-so
i	sk i
o	h o me sweet h o me
u	st u dent
ai	Mt. Sin a i
ei	invite the ne ei ghors over
ch	yec ch h

Books for All Ages

How are PJ Library books chosen for each age group?

The PJ Library Book Selection Committee chooses appealing stories that explore Jewish values and stimulate discussion. Experts consider the theme, language, illustrations, and the length of text to determine the book's target age group. Most of our books are read at home on a one-to-one basis, often snuggling in pajamas. (That's where the "PJ" of PJ Library comes from!)

In a classroom, no one book meets the developmental needs of all our children. Here are some tips for adapting books for your audience.

Before using these techniques, read the book and decide on your areas of focus. Whichever strategies you choose, remember to include the use of the senses and invite children to imagine smells, tastes, and textures as you read.

Adapting a book for younger listeners

- You don't have to read every word on the page; tell the story in a simple way, communicating who did what and when.
- Highlight the pictures. Use short sentences to describe the book's illustrations.
- Abridge multiple events. For example, if a character encounters four problems, include only two or three in your telling.
- Rather than read directly from the book, tell the story with puppets or stuffed animals.
- Divide the book into "chapters" and read only part of the story at one time.



Deepening a story for older listeners

- Invite children to analyze the book's illustrations before you read a page. Ask children to describe what they notice and infer.
- Encourage children to make predictions about what will happen next or what will happen if...
- Help children personalize the book: Have you been in a similar situation? Imagine yourself as one of the characters in this book. How would you behave? If you could meet this character, what would you say?
- Have children imitate through actions, facial expressions, or sound effects what is occurring on each page.
- Ask children to come up with a different ending to the book or write its prequel.

Create a flourishing Jewish school community

School culture is more than your mission statement

Your school probably has a mission or vision statement, perhaps crafted by a select group who agonized over the nuance of every word. Even the best statement of purpose loses significance unless your whole community brings it to life through shared core values.

Core values are the foundational beliefs which support your mission and vision. It drives the culture of your school. All of your curriculum and programming should reflect your core beliefs. If you believe, for example, that *kehilla* (community) is a critical component of school, you will consider how to involve your community in classroom and school experiences. You might ask yourself: How will we share ideas and encourage interaction among families? What changes at drop-off or pick-up times? How might our lobby foster a community feel?



Try this exercise. Gather staff, families, and other key partners of your school community. Explain your desire to create your own unique values-based culture. Think together in large and small groups:

1. Identify values already evident in your school
2. Envision which values you hope to see and live by in your school
3. Group the values into categories and assess their importance to your intended school culture
4. Choose a few (three to five) of those values to ground the work of your program

Once your values are established, display them prominently in your school and include this language in your communications. Most importantly, make sure the values are more than labels and are lived fully in all aspects of your school.



You may find these articles helpful:

Examples of mission vs core values:
bit.ly/mission-core-values

Make values meaningful:
bit.ly/meaningful-values

Using the book guides

These guides use a four-step process to integrate books and Jewish values into your existing curriculum.



Read

the book for Jewish values

Read the book to yourself before you read it to children. Anticipate the questions children might ask and how you can read the story to accentuate a Jewish value. An optional storytelling technique is included for each book.



Discuss

Jewish values with one another

Take a moment to investigate the background information on the featured Jewish value. Consider your own feelings about the featured Jewish value and discuss with your colleagues.



Imagine

how values will come to life

Imagine how you will make Jewish values come alive in the classroom, in all environments, indoor and outdoor. Include appropriate books to explore in all play areas.

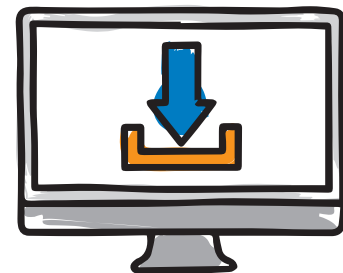


Engage

families in conversations about values

Deepen your relationship with the significant adults in the children's lives. Create a school culture where families and caregivers are actively engaged in what children are learning about Jewish values.

For more about engaging families, see the family newsletter information on page 16.

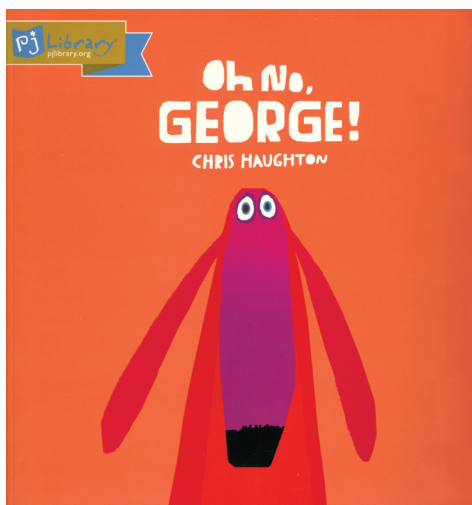


Did you know our Educators' Center has one-page information pages on most Jewish holidays?

Look for holiday resources at pjlibrary.org/educators

BIG QUESTION

Why are second chances important?



Oh No, George!

Written and Illustrated
by Chris Haughton
Published by Candlewick Press



Fixing mistakes - *te-shu-va* - תשובה



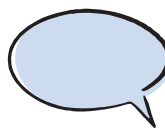
Read

the book for Jewish values

Everyone makes mistakes. Jewish sages recognized that apologizing and changing one's ways can be difficult, so they mapped out a step-by-step process for *teshuva*, repentance. The routine involves admitting your mistake, understanding the mistake from another person's perspective, and making an alternative plan if a similar circumstance arises. The word *teshuva* comes from the Hebrew, *shuv*, which means "return." Rav Kook, a renowned 20th century scholar, teaches that *teshuva* means we correct our errors and return to the best versions of ourselves. While *teshuva* is a big focus of the Jewish New Year, we can acknowledge our mistakes and set goals to do better all year long.

Optional storytelling technique

Ask children to take turns being the voice of George and say what he is thinking. The book ends with George deciding whether or not to dig in the trash. What would you tell George?



Discuss

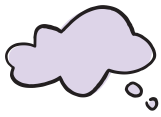
Jewish values with one another

For the teacher's consideration

- Which do you feel is harder to do - ask for forgiveness or to forgive? Why?
- What do you think is your responsibility if you make a mistake in the classroom or accidentally hurt a child's feelings? Do you apologize publicly or privately?
- What do you hope children understand about making mistakes and fixing them?

Questions for children

- What are some of George's mistakes? Why do you think he makes these mistakes even though he says he "wants to be good"?
- How does George show that he is truly sorry for his mistakes?
- What are the mistakes we sometimes make in the classroom? How could we fix them?



Imagine

how values will come to life



Manipulatives

One aspect of fixing mistakes is to find a new way of approaching a problem. Play with cars, trains, tracks, or footprints to find new ways around mistakes or obstacles.

Music

The song “Count to Ten” is a musical list of techniques for avoiding emotional outbursts. Listen to the song and see how much of it your students can act out. Find the song at bit.ly/count-to-ten-song and the lyrics at bit.ly/count-to-ten-lyrics.

Dramatic play

Use puppets to explore the examples of classroom mistakes your students came up with. How will children suggest fixing the mistakes?



Engage

families in conversations about values

How can you deepen home-school relationships?



What should George do?

Recreate the scenarios from the book with a stuffed dog and props. Encourage your families to talk about George’s choices. Perhaps families will suggest new scenarios to enact.

Alef-Bet Yoga

Yoga can serve as a wonderful first step in developing self-control and self-regulation skills. Hang a series of child-friendly yoga poses in your school lobby, perhaps featuring a pose-of-the-week. Suggest that families try out the poses together. You can find great poses based on the Hebrew alphabet yoga poster from Kar-Ben Publishing: bit.ly/alef-bet-yoga

How does your environment support the value of fixing mistakes?

Gross motor

Practice self-control techniques, such as deep breathing, blowing bubbles, doing yoga poses, or moving in slow motion.



Social-emotional learning

Help children self-regulate by using this verbal template.

I made a mistake when I...

I could tell my classmate was upset because....

I guess the other person was thinking...

Next time, I will try...

More on this topic

PJ Library books

The Hardest Word
by Jacqueline Jules

Red, Blue, and Yellow Yarn: A Tale of Forgiveness
by Miriam Kosman

Web article

Mom and teacher shares a practical approach to apologies

www.scarymommy.com/forcing-child-say-sorry/

BIG QUESTION

What do you find amazing about the world?



And There Was Evening And There Was Morning

Written by Harriet Cohen Helfand
and Ellen Kahan Zager
Illustrated by Ellen Kahan Zager
Published by Kar-Ben Publishing



Taking care of the Earth – *Shmi-rat ha-a-da-mah*
שְׁמִירַת הָאֲדָמָה



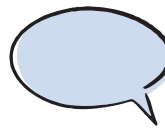
Read

the book for Jewish values

Jewish tradition teaches that people have the responsibility to appreciate and safeguard the wonder and beauty of the natural world. According to the Torah, humankind's first task after being created was "working and guarding the earth" (Genesis 2:15). A famous midrash (legend) envisions God leading Adam and Eve through the Garden of Eden, instructing them: "Look at my works! See how beautiful they are... For your sake I created them all. See to it that you do not spoil and destroy My world; for if you do, there will be no one else to repair it" (*Midrash Kohelet Rabbah*, 1 on Ecclesiastes 7:13). Centuries before protecting the environment and global warming became hot topics of conversation, ancient sages understood that the Earth's resources are limited.

Optional storytelling technique

As you read the story, invite children to portray the objects of creation with body sculpture. How will they pose as a cloud, the sun, a flower, or a giraffe?



Discuss

Jewish values with one another

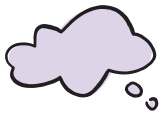
For the teacher's consideration

- What about the Earth inspires awe and wonder for you?
- In your classroom, how do you personally model caring for Earth?
- What do you think children might first need to understand before they can begin actively caring for Earth?

Questions for children

- There is very unusual art in this book. Let's look at the illustrations – tell me what you see.
- How do we take care of the things we see in this book?
- Why do you think God made people last?

Many of the objects and animals in this book are drawn using Hebrew letters. Use the glossary in the back for reference.



Imagine

how values will come to life

Science

Study outdoor plants. Have children in groups of three observe a plant. Do they notice any bugs that nibble on it for food? Can they identify the plant’s unusual characteristics? Children might draw or photograph their plant at different times of the day. Have them tell stories about their plant.



How does your environment support the value of taking care of the Earth?

Dramatic play

Create mini environments of the Days of Creation in small trays or bins. Make a different tray for each day or find a way to segment a larger container. For ideas, look on our Pinterest board: www.pinterest.com/pjgts/days-of-creation/.

Music

Go outside and listen to the sounds of the environment. Can you hear animals? Cars? Wind? What musical instruments can you make from found objects such as leaves, twigs, or acorns?

Social studies

Create a new environment-based job for your classroom job chart. Students holding the position of *shomer* (or *shomeret* for girls) are “Earth lovers,” who will be responsible for making sure lights are turned off, water faucets are not dripping, and classmates remember to recycle.



Engage

families in conversations about values

How can you deepen home-school relationships?

Magnet letter creatures and loose parts

Display Hebrew or English magnet letters (or cut-outs) in your lobby or at your sign-in spot. Challenge families to make creatures from the letters by adding pipe cleaners, clay, or loose parts. Snap a picture of their creations and make a creature gallery.

Recycled stuff garden

You can make a planter out of virtually anything. Ask families to donate old rainboots, purses, cans, or drawers – preferably with potting soil. Create a beautiful garden inside your classroom or out. Maybe families will work with you on this beautifying project.



More on this topic

PJ Library books

10 Things I Can Do to Help My World by Melanie Walsh

It’s a Mitzvah by Tilda Balsley

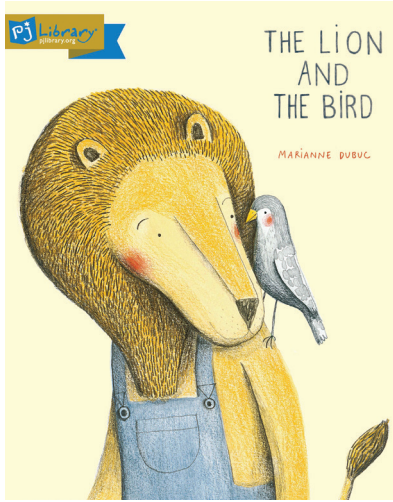
Web article

Taking care of the outdoors isn’t just a Jewish value, it’s good for you; too.

bit.ly/children-in-nature

BIG QUESTION

What does kindness look like?



The Lion and the Bird
Written and Illustrated
by Marianne Dubuc
Published by Enchanted Lion Books



Kindness - *Che-sed* - **חסד**



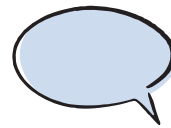
Read

the book for Jewish values

Pirkei Avot, a collection of rabbinic commentaries on ethics, states: “The world stands on three things: on Torah, on service, and on acts of loving kindness” (1:2). Some interpret this to mean the world would cease to exist without kindness. An 18th century Torah commentary titled *Me’am Lo’ez*, written in the local language of Ladino, notes that acts of loving kindness refer to unselfish actions performed without thought of reward or for those who may never be able to return the kindness. Classic acts of kindness found in this book include healing the sick, welcoming guests, and providing food or clothing for those in need.

Optional storytelling technique

Place a shoebox of Lion’s tools for kindness on the floor. Unpack the box to show a slipper, hat, plate, gauze bandage, and blanket. Ask how these objects might be used to show kindness (including the shoebox itself). As you read the story, see when children notice the objects being used and how they exemplify kindness.



Discuss

Jewish values with one another

For the teacher’s consideration

- What types of kindness do you most often perform for others? Do you think it’s important for students to know about acts of kindness that you routinely try to do? Why or why not?
- How is kindness reflected in your school community?
- How can you help children assess whether their acts of kindness have truly helped others?

Questions for children

- What acts of kindness does Lion perform for Bird? What acts of kindness does Bird do for Lion?
- Lion takes care of Bird when Bird’s wing is injured. Have you ever helped someone who was hurt? What did you do?
- Why does Bird fly away with his bird friends in the summer? What do you think about that?
- What are some kind acts that we can perform in our classroom? In our school?



Imagine

how values will come to life

Social studies

Start a series of kindness adventures. Consider the staff and spaces in your building. How would your students show kindness to the office staff, maintenance staff, other classrooms, or people who use the playground?



Math and science

Together with your students, research bird feeders and what types of food birds eat. Help them create a variety of bird feeders of their own design.

Small world play

In creating a small world play of this book, how might you represent Lion and Bird other than with a figurine of a lion or bird? Which loose parts or non-representative objects could you use to help children retell this story? Examples might include large and small stones, or a pinecone and acorn. What will your students come up with?



Engage

families in conversations about values

How can you deepen home-school relationships?

Loving kindness anytime, anywhere

As families bring children in for morning drop-off, help them integrate words of loving kindness into their goodbye routine. Set an example by wishing parents a kind and loving day. Post suggestions that encourage kind behavior, such as “Help clean up a mess” or “Serve snack to a friend.”

Kindness suggestion box

Try putting a suggestion box outside your classroom that asks, “What kindness would you like to see your child develop?” Based on reactions, you may send focused articles home or change how you explore kindness in the classroom.

How does your environment support the value of kindness?

Music

Teach your students this simple *refuah sheleima* (literally, complete healing), or get-well song. (pjfor.me/Sing-a-long) The next time one of your students is home sick, arrange for a phone call and serenade the child with the cheerful voices of his/her classmates.



More on this topic

PJ Library books

26 Big Things Small Hands Can Do
by Coleen Paratore

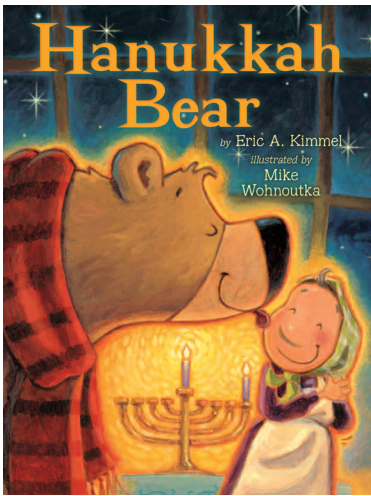
Beautiful Yetta: The Yiddish Chicken by Daniel Pinkwater

Web article

Teaching kindness
bit.ly/welcoming-classroom

BIG QUESTION

What makes you feel comfortable in a new place?



Hanukkah Bear

Written by Eric A. Kimmel
Illustrated by Mike Wohnoutka
Published by Holiday House



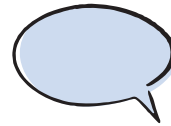
Welcoming Guests – *Hach-na-sat or-chim*

הַכְּנֶסֶת אֹרְחִים



Read

the book for Jewish values



Discuss

Jewish values with one another

The Torah, also called the Five Books of Moses, contains laws and practical lessons for Jewish life. Early in the first book, biblical patriarch Abraham and matriarch Sarah set the standard for welcoming guests (Genesis 18:1-8). When Abraham notices three weary travelers at their always-open tent, he brings water to wash their hot and dusty feet while Sarah prepares a meal. Rabbinic scholars developed hospitality guidelines based on Abraham and Sarah's behavior: Greet your guests at the door, offer food and drink, be cheerful during their visit, ask about your guests' interests, and walk them to the door when they leave. How does this translate to the way we greet guests in the classroom?

Optional storytelling technique

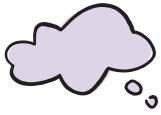
This is a fun story, but it may be a little long for some children. Try telling the story with a bear puppet or stuffed bear. Children can take turns growling like the bear. You might wear a babushka-style head scarf as Bubba Brayna (pronounced **brine**-a) does.

For the teacher's consideration

- How do you feel about welcoming guests to your home? What are the steps you need to take in order to prepare for the experience?
- In what ways do you model/encourage hospitality in the classroom?
- What are the rewards and challenges to visitors coming into your classroom? How do you remain positive?
- What changes could you make to your classroom's routines or environment to help make the room feel more welcoming to guests of different ages and abilities?

Questions for children

- How do you feel when guests visit your home?
- What do you do to get ready for guests at home?
- Who are some of the guests that come to our classroom? What can we do to help our guests feel welcome? What does Bubba Brayna do?



Imagine

how values will come to life

Dramatic play

Let the children host small parties in your dramatic play area. Guide them in thinking through how to prepare for guests at home or at school. What toys do they like to share? What toys are hard to share with others?

Make welcoming tangible

What objects would your students like to make that create a welcoming atmosphere? Examples include welcome mats, comfy chairs, a welcome door sign, or snacks.

Classroom guest record

Ask children to create a system for remembering guests that visit your classroom, such as a guestbook or sign-in wall. Consider adding the position of class greeter(s) to your job chart. Not only can greeters welcome visitors to the classroom; they can ask the guest to sign the guestbook or wall before departing. A classroom photographer can add pictures, too.



Engage

families in conversations about values

How can you deepen home-school relationships?

Guest poetry

This is often a busy time for parties and travel. What are your families' customs and traditions around welcoming guests - or being guests? Put up some easel paper in your lobby and invite parents to write a couplet or haiku about welcoming guests.

Hanukkah party.

Have I made enough latkes?

When can I panic?

Welcome surprise

Model welcoming guests at drop-off and pick-up times. Prepare some surprise snacks or games for your families as they come to school. Perhaps you can set up a mini-latkes station, coffee bar, or dreidel spin-off. Ask your students what they think would make their families feel welcome.

How does your environment support the value of welcoming guests?

More on this topic

PJ Library books

Once Upon a Shabbos
by Jacqueline Jules

Bubbe Isabella and the Sukkot Cake
by Kelly Terwilliger

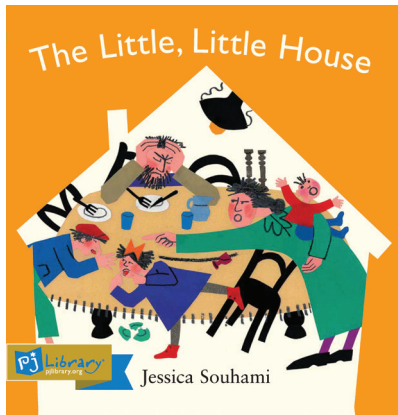
Web article

Is your classroom a welcoming place?

bit.ly/welcoming-classroom

BIG QUESTION

When do we have enough?



The Little, Little House

Written and Illustrated
by Jessica Souhami
Published by France Lincoln
Children's Books



Being happy with what you have – *Sa-me-ach be-chel-ko*
שִׂמַח בְּחֵלְקוֹ



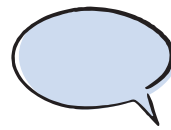
Read

the book for Jewish values

It seems to be human nature to want what we cannot – or do not – have. We all know the story of Adam. He is living in paradise, the Garden of Eden, yet he can't resist eating the forbidden fruit. In *Pirkei Avot* (Ethics of our Ancestors), a collection of rabbinic sayings, the sage Ben Zoma says, "Who is rich? The one who is happy with what he has" (4:1). How do we teach ourselves and our children this concept? Can we create paradise for ourselves by learning to appreciate what we have?

Optional storytelling technique

Use masking tape to "draw" a house on the floor. As you read about each animal coming into the house, invite more children into the space. Remember to ask "What happened?" as the book prompts.



Discuss

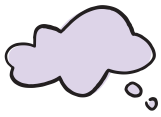
Jewish values with one another

For the teacher's consideration

- How do you train yourself to look at the positive side of any situation? Similarly, how do you acknowledge the often overlooked things in your life for which you are grateful?
- How do you help children acknowledge what is going well in their day?
- How can we minimize children's desire to have what someone else has?

Questions for children

- Why is Joseph unhappy at the beginning of the story? How does he feel at the end of the story? What changes?
- Sometimes it's important to pause and think about all the good things that happen in our life. Tell me something good that has happened today.
- Joseph learns to love his house. Tell me something you love about where you live.



Imagine

how values will come to life

Social-emotional learning

Being happy with what you have is different than “you get what you get and you don’t get upset.” It is natural to react when choices are made for us. Create classroom experiences where children have choice and can appreciate what they’ve chosen, such as varied art materials or two flavors of a special treat.

Social studies and fine motor

Build a happy home at snack time using graham crackers and sunflower butter. Before you make the blessing and eat your creations, encourage your students to talk about what makes them happy at home or in school.

Dramatic play

Allow children to create small-world scenarios that reflect their happy homes, by creating blocks of family members. Ask families to provide small photos (that won’t be returned) of family members – including pets. Glue the pictures onto small blocks for children to incorporate into their play. Add chickens, etc. to act out this story.

How does your environment support the value of being happy with what you have?

Manipulatives

Challenge children to build and appreciate homes of different sizes and structures. Populate the block area with laminated pictures of houses, apartment buildings, and unique architecture to inspire new creations. Project images onto the block structures to make them come to life.



Engage

families in conversations about values

How can you deepen home-school relationships?

School appreciation

Make a large drawing of your school to hang in your lobby. Encourage families to answer the question “What do you love about our school and community?” Provide post-its and pens for their answers.

Reward yourself

Declutter with Marie Kondo and appreciate your home and school space. Clear out toy clutter with your children. The reward is a toy drive and party at school that will benefit a homeless shelter or children’s hospital.

More on this topic

PJ Library books

It Could Always Be Worse
by Margot Zemach

Just Enough and Not Too Much
by Kaethe Zemach

Web article

Education news: What might it look like if your classroom had less?

bit.ly/spare-the-decor

BIG QUESTION

What does it mean to be a friend?



The Better-Than-Best Purim

Written and Illustrated

by Naomi Howland

Published by Amazon Publishing



Friendship – *cha-ve-rut* – חֵבְרוּת



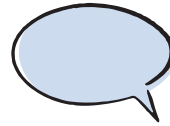
Read

the book for Jewish values

Judaism teaches that we need friends to help us learn and grow spiritually and emotionally. It is no coincidence that the Hebrew word for friend, *chaver*, is related to the word *chavruta*, a study partner. Rabbinic sages encouraged learning from one another and “lifting each other up” if one should fall (Ecclesiastes 4:9-10). Rabbi Yosef Yavetz, a 15th-century Spanish scholar, explains that friendship is a precious commodity that can only be acquired through hard work and effort. He taught that friends should anticipate one another’s needs, listen empathetically, be thoughtful with their speech, and always work toward compromise.

Optional storytelling technique

The first time you read the book, direct children to guess what the animals are doing. Read the book again and encourage children to act out the party preparations. Take turns, switching out who plays which animal on each page.



Discuss

Jewish values with one another

For the teacher’s consideration

- What are the ways you cultivate and maintain friendships in your life?
- How do you take time to observe developing friendships in your classroom? How can you provide opportunities to help children further develop their friendships?
- What skills do you think children need to make a friend and be a friend?

Questions for children

- What does the word friend mean to you? The friends in this book enjoy celebrating Purim together. What do you like to do with your friends?
- What are the ways that the dog, cat, parrot, and little old lady show they are friends?
- How does the little old lady feel when her friends says they are too busy to help her bake hamantaschen? What else could the friends have said or done when the old lady asks them to help? How would that change the story?



Imagine

how values will come to life

How does your environment support the value of friendship?

Music/Gross motor

Play a Purim music CD or log onto PJ Library Radio and try Friendship Freeze Dancing. Every time the music stops, ask the children to find a new dance partner.

Dramatic play

Who is hiding under the cloth? One child leaves the room while you hide another child under a cloth. The children give hints about who is concealed based on what they know about the hidden child.

Social-emotional learning

Help children learn social cues when they look at one another. Introduce mirroring games where children can alternate between being the leader and the mirror. Try the game with facial expressions, then take it outside for gross motor mirroring.

Hint: Slow movements are more easily mirrored.



Engage

families in conversations about values

How can you deepen home-school relationships?

Friends in the making

How are you telling the story of deepening friendships in the classroom? Write down the moments when two children first notice something they have in common, perhaps over snack or a sparked discussion in morning meeting. Watch and photograph as they begin to play more often with one another. Let families know about growing friendships. Hopefully, the families will become friends, too.

Parent social

Gather families for an early dinner. Allow for grown-ups to meet new friends while their children have friendship fun in another room.



More on this topic

PJ Library books

The Little Red Hen and the Passover Matzah

by Leslie Kimmelman

Sammy Spider's New Friend

by Sylvia Rouss

Web article

Stages of friendships by age

bit.ly/friendship-stages-by-age

PJ Library and school families

The PJ Library resource team writes a mini version of the book guides to use at home. This newsletter is designed to go home electronically. See an example below.

READ the PJ Library book

We provide the name and title of book and the featured Jewish value. Many families have these books at home. Some may want to read this book at home when the child is reading the same book at school.

TALK ABOUT Jewish values

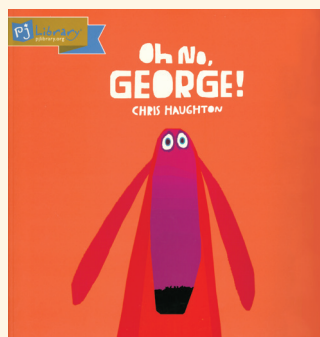
There is a brief explanation of the featured Jewish value along with one or two discussion questions to spice up mealtime or make a car ride more enjoyable.

DO fun things at home

Families will find a craft, game, or task to accomplish as a team. Perhaps parents will tell you they added a new family ritual into their lives.

MORE resources

Links to family-friendly videos, parenting articles, or craft sites may encourage continued exploration.



Big Question: Why are second chances important?

Oh No, George!

Written and Illustrated
by Chris Haughton

Published by Candlewick Press



Read

the PJ Library book

Synopsis

George is a dog who means well. He really does. But he keeps making mistakes. Soon George learns how to take responsibility for his behavior, make amends, and try to do better the next time. (Emphasis on TRY.)



Talk about

Jewish values

Fixing mistakes - *Teshuva*

Jewish sages recognized that changing your ways is difficult and suggested a three-step teshuva process that involves acknowledging your mistake, understanding the mistake from another's perspective, and going to "Plan B" if you find yourself in the same situation.

Can you describe something you'd like to do differently in the year ahead?

More Resources

DANIEL TIGER AND SAYING "SORRY"

Saying you're sorry is only the first step when we've done something wrong. Daniel Tiger's Neighborhood, by Fred Rogers Productions, can help in the next steps.

For parents:

bit.ly/tiger-teshuva-parents

For kids: bit.ly/tiger-teshuva-kids



Do

fun things at home

Teshuva toolbox

What will your family put in a box or basket as reminders or tools for fixing mistakes? Depending on what needs fixing, examples might include a calming sachet, stuffed animal, magnifying glass for looking carefully at the situation, bandages, or tape.



Jewish values posters

Like PJ Library books, these Jewish value posters are intended to help stimulate conversation in the classroom. They are excellent reminders to connect everyday happenings to Jewish values. Change where and when you display the posters to keep the conversations going. Share how you use the posters to ensure that Jewish values are never “out of sight and out of mind” in your classroom.

- Hang posters as part of your print-rich environment to develop literacy
- Introduce a poster at morning meeting before or after reading a book with a similar theme
- Display the poster where you are likely to refer to its value
- Call attention to the poster and value when you see the value in action
- Ask the question on the poster in group discussion or with individuals
- Draw your families' attention to the poster and start a conversation

Flip the page for your
Jewish values posters.





Family

Mish-pa-chah

משפחה

What makes your family special?



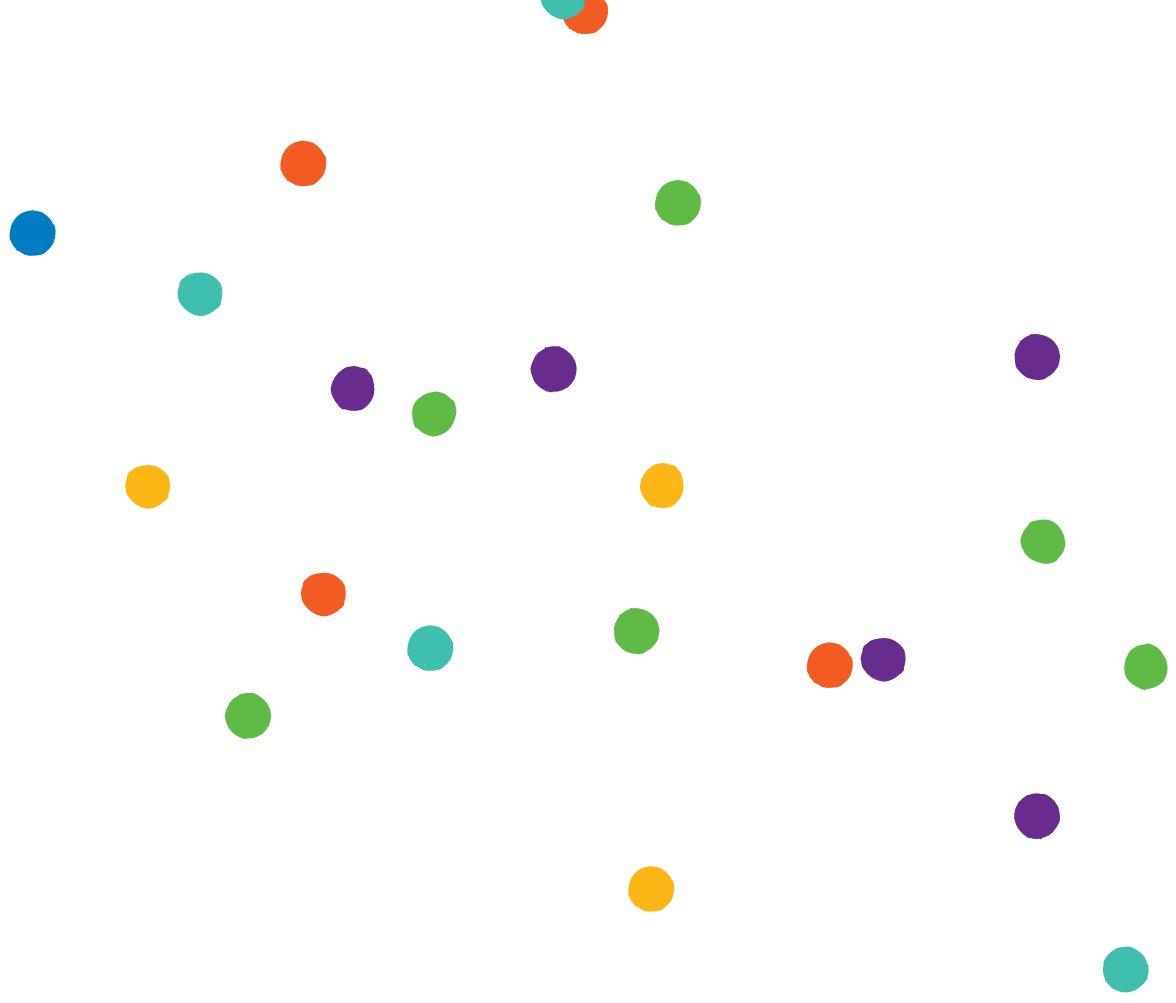
Image from *One, Two, Three, Tu B'Shevat*. Copyright © 2018 by Naomi Shulman. Illustrated by Nora Hilb.

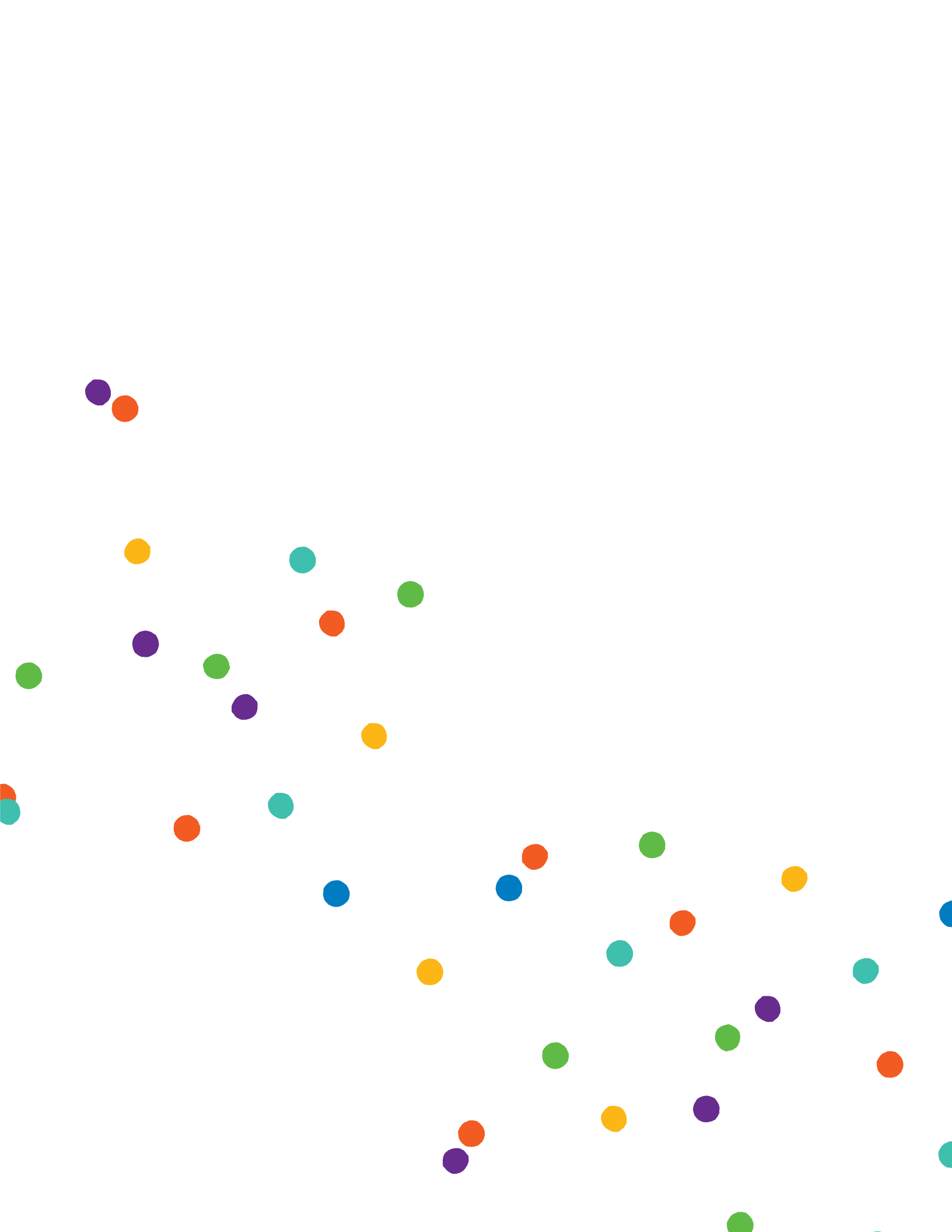
Taking care of the Earth

Shmi-rat ha-a-da-mah

שְׁמִירַת הָאֲדָמָה

What can you do to take care of the Earth?





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