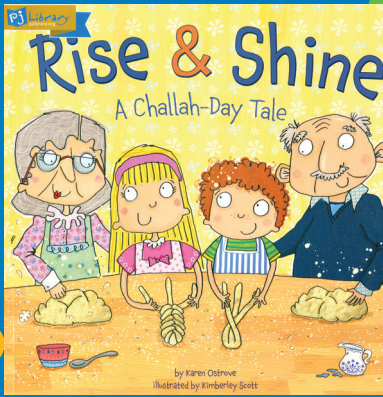
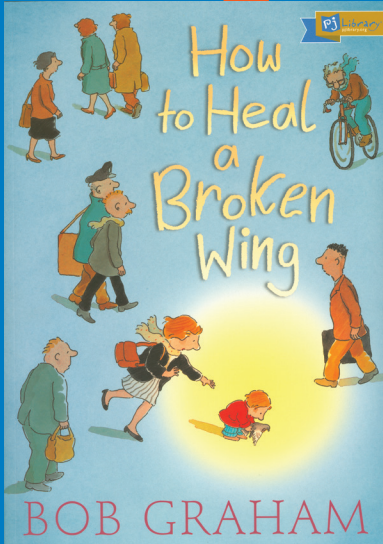


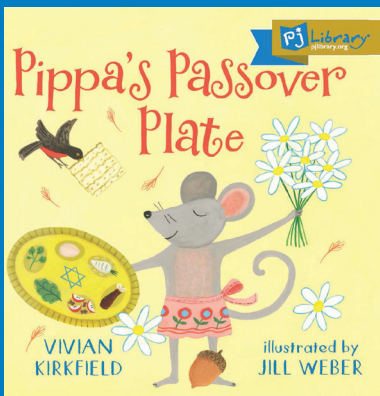
Winter 2019



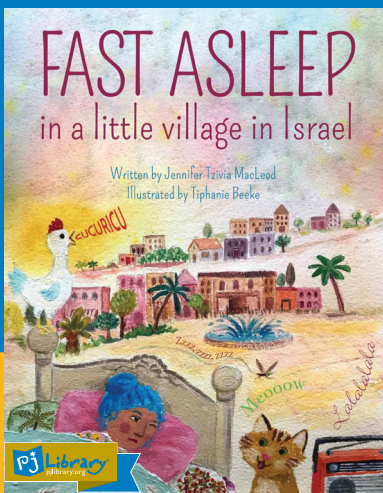
Honoring our elders



Kindness to animals



Courage



Israel

# Early Childhood Education Resource Booklet



**PJ Library**<sup>®</sup>

# PJ Goes to School ECE Resource Booklet

## Winter 2019

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Join our  
PJ Library Educators  
Facebook group  
[bit.ly/pjgts-facebook](http://bit.ly/pjgts-facebook)

Book	Value
 <p><b>Rise &amp; Shine: A Challah-Day Tale</b></p>	<p><b>Honoring our elders</b> <i>Kibud zekeinim</i></p>
 <p><b>How to Heal a Broken Wing</b></p>	<p><b>Kindness to animals</b> <i>Tza'ar ba'alei chayim</i></p>
 <p><b>Pippa's Passover Plate</b></p>	<p><b>Courage</b> <i>Ometz lev</i></p>
 <p><b>Fast Asleep in a Little Village in Israel</b></p>	<p><b>Israel</b> <i>Yisrael</i></p>

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

# PJ Library and educators

## Why does PJ Library work with educators in Jewish schools?

PJ Library is dedicated to supporting families, which means providing resources for children both at home and at school where they spend a large portion of their day. PJ Library offers a forward-thinking approach to Jewish education and family engagement, with a strong focus on Jewish values. PJ Library's education initiatives help you enhance the Jewish content of your school through books, support materials, and learning opportunities. [For more information, please read the Fall 2018 resource booklet at [pjlibrary.org/ECE-2018](http://pjlibrary.org/ECE-2018)]

## Read it again and again

Talmudic scholar Ben Bag Bag (and who didn't love that name) said of the Torah, "Turn it and turn it, for everything is in it" (*Pirkei Avot* 5:22). He is referring to the concept of rereading the Torah for new meaning and perspective. Children want to hear books over and over to gain new insight, too. In addition to building vocabulary and reading readiness, hearing a familiar story can lend a bit of calm comfort in a tumultuous day.

Try reading books at unexpected times. *Pippa's Passover Plate*, with its emphasis on overcoming fear to make new friends, would be an excellent book to start a new year. *Fast Asleep in a Little Village in Israel* can be used for exploring animal sounds or to celebrate a rainy day.

Place books in unexpected places, too, and help children make connections to Jewish concepts in the block area or art center.



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

# Making the most of PJ Library books

Think outside your bookshelf! Use books as tools to enrich the Jewish life of your school community and engage everyone in conversation about Jewish values.



## Exhibit PJ Library books and information in public areas

PJ Library is a brand people know and trust. Let everyone know PJ Library supports education.

## Start conversations with families

Share the books and values you are teaching and invite families to contribute their ideas. Reach out before and after you read the books.

## Provide opportunities for family engagement in the lobby or entrance

Make it easy for families to partner with you by placing books and enticing child-friendly objects where families gather.

## Place PJ Library books/Jewish books and materials throughout the classroom

Make Jewish living and learning a part of every day, and in each play center.

## Ensure your reading areas are inviting and accessible

Provide a cozy spot where children learn to love reading. Change out books regularly according to children's interests. Mix Jewish and secular books.

## Display all books neatly and treat them with respect

Jews are often affectionately called the "People of the Book." Enlist children's help in showing appreciation, care, and repair of books.

## Include books and Jewish values in documentation of the children's experiences

As you tell the story of what children are doing in the classroom, add the titles and photos of the books you've read, and the Jewish values children are learning.

# Using the book guides

The PJ Library resources 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 plan 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 and in your indoor and outdoor environments. Include appropriate books to explore in all of your play areas.

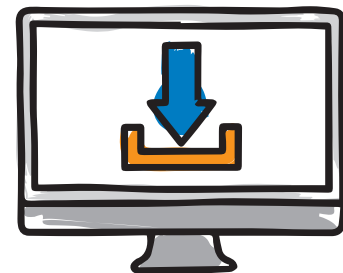


## Engage

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 12.

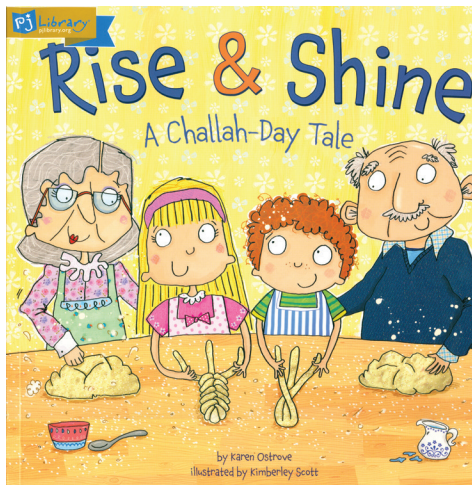


Did you know our Educators' Center has one-page information pages on most Jewish holidays?

Look for holiday resources at [pjlibrary.org/educators](http://pjlibrary.org/educators)

## Big Question

What hidden treasure does your family hold?



### **Rise & Shine, A Challah-Day Tale**

Written by Karen Ostrove

Illustrated by Kimberley Scott

Published by Kar-Ben Publishing



Honoring our elders - *Ki-bud ze-kei-nim* - כבוד זקנים



## Read

the book for Jewish values

Jewish tradition respects the notion that we gain understanding of life through our accumulated experiences. It is explicitly written in the book of Job: "With age comes wisdom, and length of days brings understanding" (12:12). The rabbis of the Talmud, the root of Jewish law and custom, believed that older people necessarily had wisdom we could all learn from (*Kiddushin* 32b). In *Rise & Shine* this value comes to life as the younger characters need help from their older friends and relatives to decipher a mysterious message.

### Optional storytelling technique

One way to show honor or respect is to empathize with someone's feelings. As you turn the pages, encourage the children to look closely at the expressive faces in the book and guess what each resident of the senior center is feeling. Then try to imitate those facial expressions.



## Discuss

Jewish values with one another

### For the teacher's consideration

- How have you learned from those who are older than you, or perhaps preceded you at your current school?
- What is a piece of wisdom you've acquired that you want to make sure to pass along?
- Children (and sometimes adults) can be uncomfortable spending time with the elderly. What can you do to lessen that discomfort?

### Questions for children

- Who are the older people you spend time with?
- What have you learned from someone older than you?
- What have you taught to someone younger than you?
- What are the special names that you call the older people in your life?



# Imagine

how values will come to life

As you connect Jewish values to classroom play, where might you add this book?

## Social studies

Consider visiting a retirement community or nursing home. Children can bring joy through very simple interactions, such as rubbing lotion onto someone’s hands. Diminish discomfort or fear by preparing children ahead of time with expectations. Make the visits manageable and ongoing by bringing a few children at a time. Ask children to report on their experience.

## Science

Our bodies change as we get older. Some older people walk more slowly or need canes, walkers, or wheelchairs to get around. Bring these objects into your classroom for the children to become familiar with. Children can trace the objects, draw them, or play guess-the-object as someone describes it.

## Art

Invite an older relative or friend to share a favorite skill, such as weaving, collage, or water painting. Who knows what you might create for your community!

## Manipulatives

Attach photos of older loved ones to blocks in the block corner, so they can be included in children’s play.



# Engage

families in conversations about values

## Grand-Friends

Invite families and older friends and relatives to celebrate together in a “Grand-Friends” Shabbat. Involve children in preparing some favorite recipes of your older guests, learning about music they love, and playing it in the background while you spend time together. Maybe you will learn a new – or old – game.

## Senior volunteers

Having multiple generations at school adds vitality to your community. While many parents and caregivers cannot spend time at school, they may have retired grandparents or friends who would love to volunteer instead. Find ways to communicate with those older adults. Invite them to join you for school celebrations or when you need someone to help with a project or read a book.

### More on this topic

#### PJ Library books

*The Friday Nights of Nana* by Amy Hest

*Say Hello, Lily* by Deborah Lakritz

#### PJ Library blog

Passing Along Tradition

[pjlibrary.org/ldor-vdor](http://pjlibrary.org/ldor-vdor)

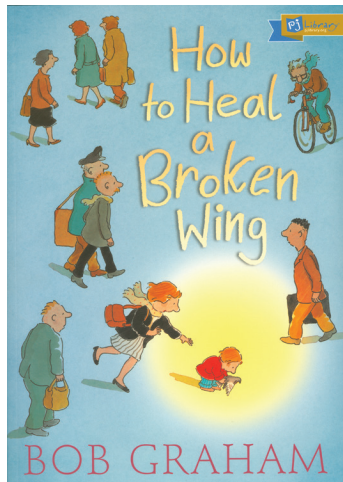
#### PJ Library Educators’ Pinterest

Honoring Our Elders

[bit.ly/Pinterest-honoring-elders](http://bit.ly/Pinterest-honoring-elders)

## Big Question

### Why does the world need a variety of animals?



#### **How to Heal a Broken Wing**

Written and illustrated  
by Bob Graham

Published by Candlewick Press



Kindness to animals – *Tza-ar ba-a-lei cha-yim* – צַעַר בְּעַלֵי חַיִּים



## Read

the book for Jewish values

The literal translation of the Hebrew phrase *tza'ar ba'alei chayim* is “the suffering of living creatures.” Biblical scholars agree this means preventing animals from feeling pain. Rabbinic sages acknowledge that animals have feelings, and several stories in the Torah equate kindness to animals with human virtue. Since animals play an important role in our lives, there are rules in the Torah about their treatment, such as feeding your animals before you eat (Deuteronomy 11:15) and giving working animals a day of rest on the Sabbath (Deuteronomy 5:14).

### Optional storytelling technique

Part of the beauty of this book is its limited dialogue. Allow the children to take turns interpreting the illustrations and telling the story with their own words.



## Discuss

Jewish values with one another

### For the teacher's consideration

- What is your relationship to pets and animals in general?
- How did your relationship to animals develop?
- How do you think humankind's evolving relationship with animals influenced the Torah's laws governing interactions with them? What do you think has changed over the centuries?

### Questions for children

- Why did Will, the boy in this book, take care of the bird?
- Where are the many places we might find animals? Tell us about how you can help the animals that you see.
- Which animals do you think we should, or should not, take care of ourselves?
- For those who have pets at home, how do you help care for them? Feed them? Walk them?
- How do animals help people?





# Imagine

how values will come to life

As you connect Jewish values to classroom play, where might you add this book?

## Math

Graph your students' pets and stuffed animal collections. Which animal shows up most often in this graph?

## Science

Ask a local veterinarian to donate animal X-rays to your science center. Stock tools that allow children to measure and compare the length of their bones to the size of animal bones visible in the X-rays.

## Art

Display feathers and skins to study and draw. Provide books and an assortment of materials for children to construct or sculpt birds, animals, or invented creatures.



## Technology

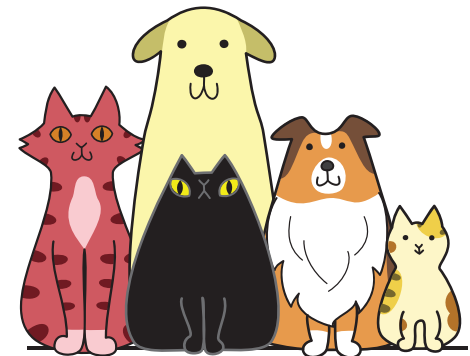
How do birds – or any things – fly? Encourage children to experiment with wind via straws; hand-held or small, safe electric fans; feathers; and paper of different weights and sizes.

## Music

Learn this fun animal song!  
[bit.ly/animal-song](http://bit.ly/animal-song)

## Dramatic play

Set up a veterinary office as your dramatic play center. Ask children what they need to set up shop.



# Engage

families in conversations about values

## Give me shelter

If a class visit to an animal shelter is difficult to arrange, bring the animal shelter to your school lobby. Many organizations will send a representative, often with animals, to talk about how you can help. You might be surprised by how many opportunities there are to volunteer without having contact with the animals themselves.

## Forming good habitats

Make habitat matching games for your lobby. One might be geared toward indoor pets. Create a poster with photos or drawings of a doghouse, birdcage, fish bowl, and hamster tubes. One poster might represent outdoor habitats, such as a beehive, chicken coop, bird's nest, and lily pad. Have pictures of the animals in a basket nearby.

## More on this topic

### PJ Library books

*Adam's Animals* by Barry L. Schwartz

*The Littlest Pair* by Sylvia Rouss

### PJ Library Educators' Pinterest

Kindness to Animals

[bit.ly/pinterest-kindness-to-animals](http://bit.ly/pinterest-kindness-to-animals)

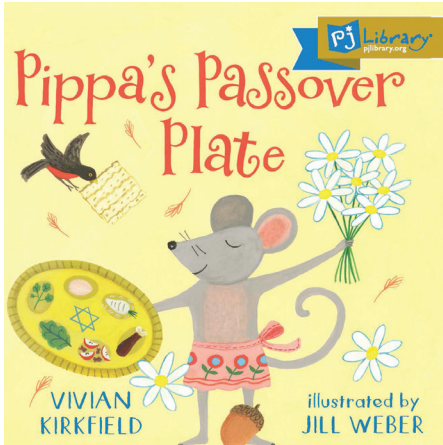
### Web article

Pros and cons of classroom pets

[bit.ly/pets-in-the-classroom](http://bit.ly/pets-in-the-classroom)

## Big Question

### How do you overcome fear?



#### ***Pippa's Passover Plate***

Written by Vivian Kirkfield

Illustrated by Jill Weber

Published by Holiday House, Inc.



Courage - o-metz lev - אִמְץ לֵב



## Read

the book for Jewish values

*Ometz lev*, the Hebrew phrase for courage, literally means “strength of heart.” The Jewish definition of courage goes beyond physical ability. The Bible is full of people who find unique ways to strengthen their hearts and act despite their fears. For example, when Moses is afraid to speak with Pharaoh, he asks his brother Aaron to go with him. Queen Esther fasts and prays for strength in helping the Jewish people, while King David writes poetry and plays his harp to calm down. Feats of bravery come “not by might, nor by power, but by My spirit...” (*Zechariah 4:6*).

### Optional storytelling technique

Each time Pippa quivers and quakes ask the children to do the same. Follow that with some deep breaths to calmly continue the story.



## Discuss

Jewish values with one another

### For the teacher's consideration

- What are some of the tools you use to overcome fear?
- Think about someone you admire for extraordinary courage displayed.
- Courage comes in many forms, such as trying new things or standing up for one's beliefs. What types of courage do the children in your class display? What types of courage would you like to see them acquire before the end of the school year?

### Questions for children

- In our story, who was Pippa frightened of? How did she overcome her fears?
- Pippa quivers and quakes when she is nervous. How does your body feel when you are worried about something?
- How might you help a friend who is feeling afraid?



# Imagine

how values will come to life



## Dramatic play and social emotional learning

Introduce children to puppets who are nervous, perhaps about trying new things. Ask the children what the puppets' concerns might be. Children can counsel the puppets on how to confront their anxiety. They might like to act out nervous Pippa, too.

## Small world play

Set up a scenario of something children might find scary, such as visiting the doctor or a dark room at bedtime. There is no need to call attention to fearfulness, but allow the children to play out their feelings.

## Gross motor

Yoga can be a prescription for calm and confidence. Examples of yoga for children can be found on Childhood 101 here: [childhood101.com/yoga-for-kids](http://childhood101.com/yoga-for-kids). Try some exercises and see how they add tranquility to your classroom.



# Engage

families in conversations about values

## Ask for help

Knowing whom and when to ask for help takes confidence. Set up a matching game in your lobby. Children and their caregivers can think how they would fill in the blanks: If I need help with \_\_\_\_\_, I can ask \_\_\_\_\_.

On one side you could have pictures of a block tower, the school bathroom, a cabinet of snacks, children playing together, and playground equipment. On the other side you might gather pictures of teachers, siblings, and classmates. There can be more than one choice for available help, which leads to great conversations.

## Courage challenge

Suggest fun and courageous adventures and see which family members step outside their comfort zone. Post a chart of challenges, such as camping in the backyard, initiating a phone call, scheduling a playdate with a new friend, or cooking (and eating) a new recipe. Leave room for photos of accomplishments.

As you connect Jewish values to classroom play, where might you add this book?



## Outdoor play

Trying new skills takes courage. Set up an ometz lev obstacle course where children can test out being brave. Stations could include physical challenges, tasting new foods, or acting out scenes from the book itself. Ask children for suggestions.

## Science

Make a feely box to explore seder plate items. It is a safe and fun way to face the unknown.

## More on this topic

### PJ Library books

*Beautiful Yetta* by Daniel Pinkwater  
*Maddie the Mitzvah Clown*  
by Karen Rostoker-Gruber

### PJ Library Webinar

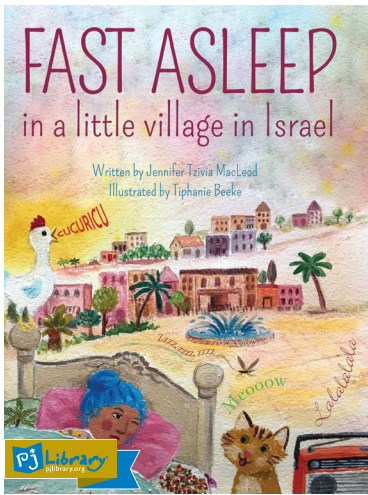
Building Courage  
[pjlibrary.org/building-courage](http://pjlibrary.org/building-courage)

### Web article

101 Ways to Teach Kids Courage  
[bit.ly/teach-courage](http://bit.ly/teach-courage)

## Big Question

### What does Israel mean to you?



#### *Fast Asleep in a Little Village in Israel*

Written by Jennifer Tzivia MacLeod  
Illustrated by Tiphonie Beeke  
Published by Apples & Honey Press



Israel – *Yis-ra-el* – יִשְׂרָאֵל



## Read

the book for Jewish values

The Jewish people have a deep connection with the land of Israel. It can be a challenge to present a modern and realistic picture of Israel alongside its significant history.

Despite its small size, Israel is rich with cultural and political diversity. The land boasts ancient ruins and modern architecture; bustling cities and quiet villages; and deserts and snow-covered mountains. Israel is home to people from many cultures and religions in addition to Jews.

The climate, too, is marked by wide contrasts. Spring and summers are hot and dry, and rain is scarce. The Torah notes that water is a precious commodity in Israel, with the ground “eagerly drinking the water that falls from heaven” (Deuteronomy 11:11).

### Optional storytelling technique

Can a rooster speak Hebrew? Part of the fun of this story is making animal noises and noting the different ways we describe those sounds.



## Discuss

Jewish values with one another

### For the teacher's consideration

- Why is it important to discuss Israel with your students? How do you help children feel connected to this far-away country?
- How might Israel have a constant presence in your classroom, not something that is just discussed during the week of *Yom Ha'atzmaut*, Israel's Independence Day?
- When during the school year might you explore the topics of rain and geographic diversity in your classroom? How might you connect these topics to Israel?

### Questions for children

- How is Mrs. Strauss' village different from where you live? How is it similar?
- What would you like about living in Mrs. Strauss' village?
- In Israel, everyone is very happy when it begins to rain. Why are they so happy? How do you feel when it rains?



# Imagine

how values will come to life

## Math and science

How is the weather in your area similar to or different from the village depicted in the book? Create charts to track rain/snowfall, sunny days and cloudy days, temperature, etc.

## Dramatic play

In the book we see illustrations of a *makolet*, or store. Display pictures of the many types of Israeli markets and enlist children's ideas in creating a similar shop of your own. Which fruits, vegetables, or spices sold in Israeli markets would be new to your students? Perhaps parents could bring some items in to stock your new store. Find interesting items on our Pinterest board: [bit.ly/pinterest-Israel](https://bit.ly/pinterest-Israel)



# Engage

families in conversations about values

## How can you deepen home-school relationships?

### Israel interest board

Many of your school families may have spent time in Israel. Start a shared bulletin board in the classroom or lobby that features your families. Children will love seeing photos of their parents riding a camel, an aunt becoming bat mitzvah at the Kotel, or friends having fun. For those who haven't yet traveled to Israel, provide dialogue space to share thoughts and impressions, and ask questions of those who have traveled there.

### Food fest

Food is a great first step in gaining comfort and familiarity with a new place. Host a potluck inspired by a popular Israeli cookbook, such as Michael Solomonov's *Zahav* ([bit.ly/Zahav-cookbook](https://bit.ly/Zahav-cookbook)) or Yotam Ottolenghi's *Jerusalem* ([bit.ly/Jerusalem-cookbook](https://bit.ly/Jerusalem-cookbook)). Display the books to provide inspiration. Alternatively, cater a simple meal with your students of pita, falafel, hummus, and Israeli salad. Families will appreciate a simple Shabbat dinner provided after a long week.

## As you connect Jewish values to classroom play, where might you add this book?

### Literacy

Hebrew is the shared language of the Jewish people and the national language of Israel. Try incorporating Hebrew into your classroom. Ask a Hebrew speaker (or contact us) to assist in labeling objects in English and Hebrew. Explore the other languages spoken in Israel and spoken by the families in your classroom.

### Music

Israeli music has influences from all over the world. Play Israeli music to set the scene in your new makolet, teach some simple Hebrew language songs, or explore unusual musical instruments. PJ Library Radio is a great source for that ([pjlibraryradio.com](https://pjlibraryradio.com)). You might also try this website for Israeli children's music: [bit.ly/Israeli-music-children](https://bit.ly/Israeli-music-children)



## More on this topic

### PJ Library books

*Ella's Trip to Israel* by Vivian Newman

*Israel* by Rachel Shalev

### Web article

Information about Israel

[bit.ly/about\\_Israel](https://bit.ly/about_Israel)

Israel's Geography

[bit.ly/Israel-maps](https://bit.ly/Israel-maps)

# 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 the book and the featured Jewish value. Many families have these books at home. Others may want to use a copy from school to read with their child.

## TALK ABOUT Jewish values

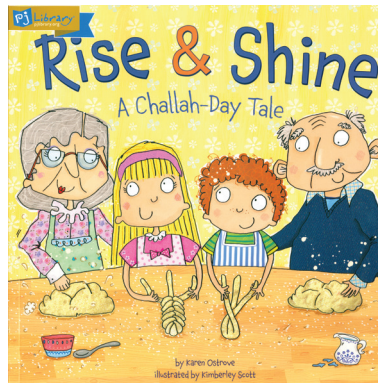
There is a brief explanation of the featured Jewish value along with one or two discussion questions to spice up meal time or make a car ride more enjoyable.

## 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

### What hidden treasure does your family hold?

*Rise & Shine, A Challah-Day Tale*

Written by Karen Ostrove

Illustrated by Kimberley Scott

Published by Kar-Ben Publishing



## Read

the PJ Library book

### Synopsis

When Sammy and Sophie find a crumpled piece of paper in the attic, it leads them on a delicious adventure with Grandma Gert at her retirement center.



## Talk about

Jewish values

### Honoring our elders, *Ki-bud ze-kei-nim*

According to Jewish tradition, wisdom and understanding increase with age. Older friends and relatives are to be respected and honored for all of the things we can learn from them.

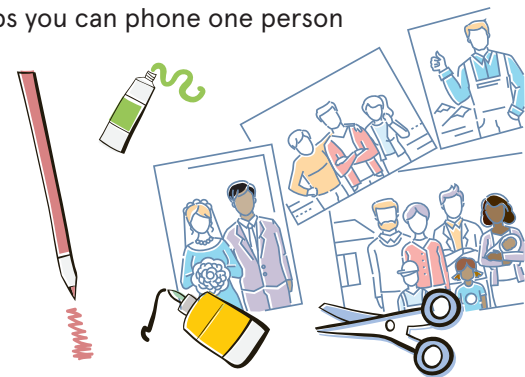
*What has our family learned from a special older person?*



## Do

fun things at home

Make a scrapbook that includes photos of older family and friends. Tell stories about each person as you add their name and photo. Perhaps you can phone one person in the book each week.



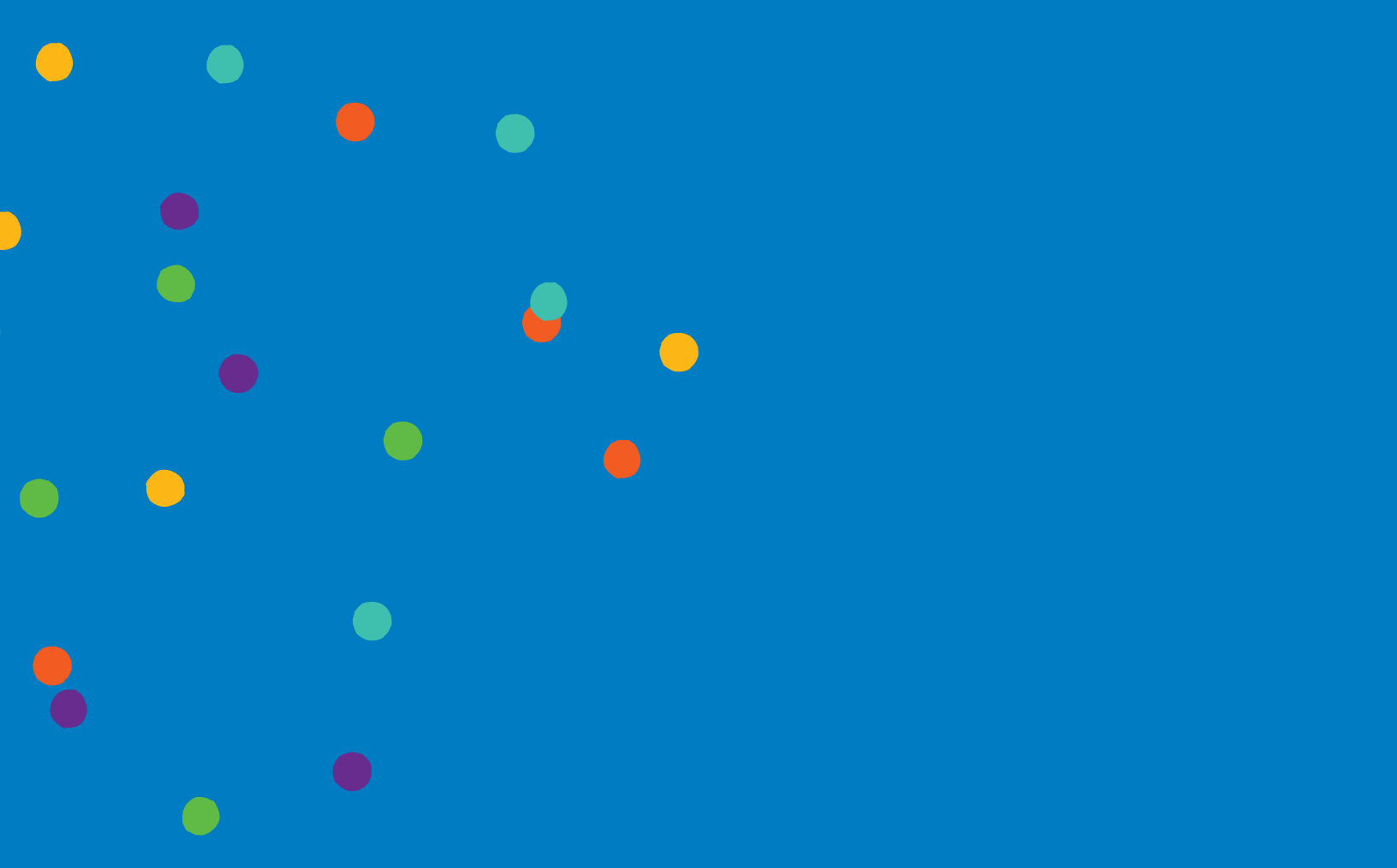
## More Resources

[PJ Library Educators' Pinterest](#)

Honoring Our Elders

[bit.ly/honoring-elders-pinterest](https://bit.ly/honoring-elders-pinterest)





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