



GOES to SCHOOL

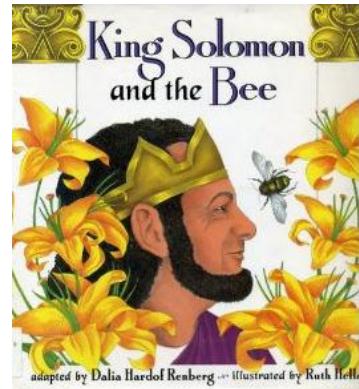
Read the PJ Library Book

King Solomon and the Bee (4's)

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Synopsis

King Solomon's afternoon nap is disturbed by a bee that accidentally stings the king's nose. The king is outraged. The bee is anxious to avoid punishment and promises to be of service to the king in the future. King Solomon laughs at the prospect of being helped by a little bee, yet the bee is instrumental in solving a riddle posed by the Queen of Sheba.

Discuss the Jewish values and vocabulary with one another

לומד מפל אָדָם - *Lomed mikol adam* - Learning from everyone

כבוד הַבְּרִיאוֹת - *Kavod habriyot* - Appreciating God's creations

כָּל דָּבָר יֵשׁ מֶكְוָם - *Kol davar yeish makom* - Everything has its place

Learning from everyone – *Lomed mikol adam*. King Solomon was widely known as a very wise man – but what is wisdom? The question is raised in *Pirkei Avot*, Ethics of Our Ancestors: “Who is wise? The one who learns from everyone.” [4:1] Rabbinic sages teach us that wisdom is not merely an accumulation of knowledge, but a determination to stay open-minded and learn from any person or any situation. This is such a beautiful concept for the early childhood classroom, as we continue to learn from one another. The Talmud, a collection of ancient rabbinical writings on Jewish laws and customs, quotes Rabbi Chanina: “I have learned much from my teachers, more from my colleagues, and the most from my students.” (Ta'anit 7a)



Appreciating God's creations – *Kavod habriyot*. The literal translation of *kavod habriyot* is honoring the creatures; in essence showing respect to all living things. The Torah tells us that when humans were created “God blessed them and said, ‘Be fertile and increase, fill the earth and master it; and rule the fish of the sea, the birds of the sky, and all of the living things that creep on earth.’” (*Bereishit* 1:27) The terms “master” and “ruler” are not tyrannical. We are intended to be benevolent governors of the world, ensuring all creatures are able to live and function as they are meant to in a safe environment.

Everything has its place – *Kol davar yeish makom*. Once again we are drawn to *Pirkei Avot* which states; “Do not be scornful of anyone or disdainful of anything; for you have no person without his hour, and you have nothing without its place.” There are many stories about King Solomon and animals. In each case the king learns to appreciate what the creature has to offer. Rabbinic sages teach that all of God’s creations have purpose, whether or not we recognize that purpose. We should not assume that anyone or anything is unimportant, just as we cannot foresee how this person or thing may positively or negatively impact our life in the future.

Imagine your community living these Jewish values.

**How would your classroom change?
How will families be involved?**

In the Classroom / Centers

- ❖ Learning from everyone: Allow your students to show off their skills and teach their classmates. Maybe someone is a master at drawing a heart or building a fort. Maven-of-the-day (expert) might be added to your **job chart** to give each child a turn to be the go-to guy in one area.
- ❖ Appreciating God’s creatures: On the fifth day of Creation God made (along with fish and sea creatures) and all of the winged creatures, such as birds, bees, and flying insects. Creepy crawly things came on the sixth day. Use *King Solomon and the Bee* as a prelude to the study of bees or insects in your **science center**. Make a Venn diagram to compare and contrast the things humans do and do not have in common with bugs.
- ❖ Everything has its place: King Solomon supposedly understood what animals were saying and feeling. Perhaps we cannot attain that ability – but we can pretend. Discuss animal habitats with your students. Consider the needs of wild animals versus pets. Turn your **dramatic play area** into an animal habitat of the children’s choosing. Ask the children to imagine what animals are saying in photos or in different situations.
- ❖ Appreciating God’s creatures: King Solomon was also famous for writing poetry. Create a poetry corner in your **literacy center**. Stock up on animal poetry. Try writing animal poems and stories with your class. Illustrate your book using animal print textured paper, photographs, and fur in your **art center**.



Bridging Home and School

Family Resource List

Broaden the theme of learning from everyone to include the family members of your students. Ask parents to share what they learn from their children. Siblings might add what they learn from each other. Perhaps your families would be willing to create a resource list of their special interests and hobbies. Parents may take turns coming to school to teach children a skill such as making paper, planting flower bulbs, or listening to their heartbeat with a stethoscope.

Torah and Wasps



Did you know that the ink used in writing a Torah is made with help from a wasp? Certain wasps use trees to breed, leaving what is called a gall nut – a hard growth on the plant. This nut is boiled with chemicals to make ink. Invite a sofer, a Torah scribe, to your community to further explain this process. He might let families help him write letters into a Torah. This is an opportunity to connect with your entire organization as well as neighboring schools and synagogues.

Family Engagement at Home

Natural Habitats

Send your families a list of local nature centers to investigate. Encourage children to look for animals in their natural habitat and take photographs. Families may choose to create their own animal habitat book to share with the class.

Share your stories and experiences with everyone.

**What happened?
How can the learning go deeper?**

Tell us a story... of children and adults learning from one another

According to J. Ronald Lally, a renowned child development theorist, it is important for 3's and 4's to see adults and peers exhibit their devotion to a sport, skill, or concept. What do you, the teacher, feel strongly about? Is that represented in your classroom through photos or objects? Keep a classroom journal about each child as they develop curiosity and proficiency in a subject area. Include photographs, and let the children read this illustrated book on a regular basis.

For example: *Rhonda loves to kick the soccer ball. She can kick the ball from one side of the playground to the other. Score! Show us how to do that, Rhonda.* [Photo of Rhonda] – or – *Sam has become our class botanist. He loves flowers. He knows the name of lots of types of flowers. What is that one, Sam?*

Then share with all of us on our private Facebook group page! <http://pjfor.me/pjts-facebook>

More resources and websites for inspiration

Studying bugs: <http://kids.nationalgeographic.com/kids/photos/bugs/> (This site also has an animal tab)

Another king (David) and a bug: <http://tinyurl.com/David-and-Spider>

Learning styles: <http://www.learning-styles-online.com/overview/>

