

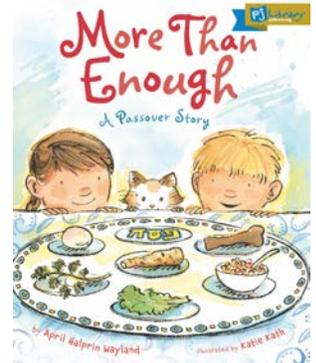
# Read the PJ Library Book

## More Than Enough (3s)

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### Synopsis

This story is inspired by the Passover song “Dayenu,” which expresses gratitude for all that happened as the Israelites were leaving Egypt. In this book a family exuberantly offers thanks for each wonder they encounter as they prepare for Passover. They gleefully shout “dayenu” as they discover a brand new kitten at the farmers market, dash through puddles in the rain, chop charoset, and enjoy a Seder at Nana’s house.

# Discuss the Jewish values and vocabulary with one another

Order - *Se-der* - סֵדֶר

Gratitude (Recognizing the good) - *Ha-ka-rat ha-tov* - הַפְּרַת הַטוֹב

### Introducing the value of order Seder

#### From Jewish teachings

*Seder*, the Hebrew word for order, is an important concept in Judaism. *Seder* often refers to the step by step festive meal of Passover. *Seder* is also at the root of the word *siddur*, a book whose prayers have been arranged in a specific order. The Jewish Mussar movement, rooted in spiritual development, teaches that order benefits daily life by providing security and predictability, for “without order, even the light is like darkness” (Job 10:22).

#### For the teacher

- In what ways does order help your classroom? Conversely, in what ways can being overly structured or “too tied to the clock” impede children’s learning?
- How can you enlist your students’ help in creating and maintaining order in the classroom?



#### Questions for children

- Can you describe the order of the school day? (What’s the first thing that happens when you come to school? What happens next? Then what?) How does knowing the order of the school day help us?
- Order can also refer to the steps that you take to do an activity. Describe the steps you take to participate in an activity such as baking cookies or swimming.

## Introducing the value of gratitude *Hakarat hatov*

### From Jewish teachings

The Hebrew term for gratitude *hakarat hatov* literally means, "recognizing the good." The Passover song "Dayenu" reminds us that as we search for the good, we should maintain our appreciation for all of the moments that have come before. "Dayenu" notes that in the Exodus from Egypt each step on its own (i.e. the parting of the Red Sea, the giving of the Torah, etc.) is a cause for giving thanks. Gratitude is about training one's eyes to see the good around them and then rejoicing in its discovery.

**KEEP  
CALM  
AND  
SING  
DAYENU**

### For the teacher

- What are some of the things about your classroom for which you are grateful?
- How might you incorporate moments of "recognizing the good" into your day at school?
- How do you encourage children to recognize and acknowledge moments of good as they're happening during the day?

### Questions for children

- In this book the family says "dayenu" each time something good happens. Think about all of the good things that have happened to you today, and after each one say "dayenu."
- Why do you think it's important to take time to notice when good things are happening?
- How can we make sure that we talk about good things more often in the classroom?

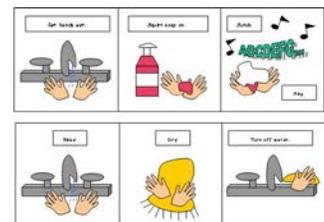
# Imagine

your community living these Jewish values.

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

### In the Classroom / Centers

- ☆ **Seder/order:** Place sets of picture cards in your **library** or **manipulative** area. Encourage children to arrange the cards in their proper order. Try rotating the types of picture cards that are displayed. For example, use cards that depict the Passover story one week and then another week try cards that portray the steps needed to get ready for going to school or going to the beach.
- ☆ **Seder/order:** As a sorting or **math** activity, present children with a large collection of objects (i.e. buttons or rocks of different sizes, colors, and shapes), and ask the children to arrange the objects into groups or into a sequence or pattern. The goal is for children to create an order, and then explain the rules that they used for establishing their order.
- ☆ **Hakarat hatov/gratitidue:** For a fun **gross motor, musical** activity, try playing "Dayenu" freeze dance. A teacher can sing or play a CD of "Dayenu", stopping mid-song. The children must freeze whenever the music stops. The teacher can then tap one or several students on the head, asking them to say something for which they are thankful. Continue dancing and freezing until every child has had a chance to offer up words of gratitude.
- ☆ **Hakarat hatov/gratitude:** As kids enjoy **snack time**, try asking a few food-related gratitude questions. You might ask them to describe the food they're eating, what is special about this food and how this food got to your table. For example, for an apple we need good weather, a farmer, the person who drove the fruit to the store, the employees of the supermarket, and parents who bought the groceries. Thank them!



## Bridging Home and School

### **Hakarat hatov wall of fame**

Each week hang a photo of a school helper in the hallway along with a short biography. Place a blank piece of paper below and ask families to write words of gratitude, thanking the person for the ways in which he or she has helped our school community.

### **Tackling transitions**

Transition times, such as preparing for school in the morning or getting ready for bed at night, can be difficult for families with young children. Plan a family program where families can share strategies for how they make it through the tough moments of the day. Include the creation of a daily “seder chart” as part of the event. Provide pictures of typical morning or evening activities (see link below) and materials for personalizing and decorating the charts. Consider inviting a local psychologist who can speak to parents about the importance of order and routines, while the children meet in an adjoining room for stories, snacks and games.



## Family Engagement at Home

### **A day in the life**



Encourage families to spend one day, either an ordinary day or a family holiday or vacation day, snapping pictures of the many good moments that make up their day. Suggest that children and parents work together; first deciding what pictures to take and later arranging the pictures in chronological order and writing brief gratitude captions to go with each picture. Perhaps families will share the completed photo page or book at school so that everyone can enjoy these photo journals.

# Share your stories and experiences with everyone.

**What happened?**

**How can the learning go deeper?**

**Tell us a story... about the ways you’ve woven gratitude into your daily schedule.**

Children like to hear a repetition of what they’ve accomplished so that they have the opportunity to reflect on and process their learning. When you’re writing documentation make sure that you’re using language that is telling a story using captivating language that is accessible to all. When sharing your strategy of slipping “dayenu moments” into your daily routine write so that parents, children and colleagues can all process together. For example: *“The moment begins when a teacher flashes the lights on and off and starts singing “Dayenu.” Whenever the children hear the song, they briefly stop what they’re doing and pause to think about something for which they are thankful. Children, who wish to share their thoughts, raise their hands and offer up a few words of thanks, such as: Sarah said “I have sushi for lunch today,” Lisa noted “We saw three fire trucks on the way to school,” or Nate was excited that “It’s my turn to be the mommy.”*

## More resources and websites for inspiration

Classroom sequencing ideas: <http://pjfor.me/sequencing-cards>

Be a “Thank You” role model: <http://pjfor.me/modeling-gratitude>

“Seder chart” rubrics: <http://pjfor.me/daily-seder-cards>

