

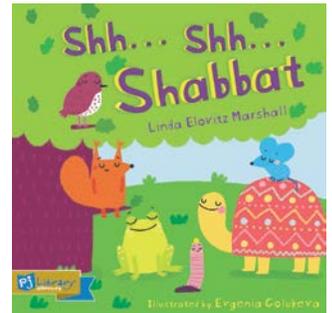
Read the PJ Library Book

Shh... Shh... Shabbat (3s)

Written by Linda Elovitz Marshall

Illustrated by Evgenia Golubeva

Published by Kar-Ben Publishing



Synopsis

Playful alliteration and rhymes take us on a journey through the work week from Sunday to Friday, hearing the noises of the streets and the hustle and bustle of friends and family. When Shabbat approaches, “the rhythms slow, noises hush, there’s no rush.” We see the difference between Shabbat and the rest of the week and how important it is to mark the change from one to the other. The fanciful illustrations gradually give the reader clues as to where this story takes place. How long did it take you to guess?

Discuss the Jewish values and vocabulary with one another

Separation between sacred and ordinary/*hav-da-lah* - הַבְּדִלָּה

Attentive listening/*Shmi-at ha-o-zen* - שְׁמִיעַת הַאוֹזָן

Introducing the value of separation between sacred and ordinary *Havdalah*

From Jewish teachings

Havdalah is the Hebrew word for separation. It is also the name of the ceremony that ends Shabbat and begins the new week. One of the ritual blessings says, “Praised are You, Eternal God, Sovereign of the universe, who distinguishes the commonplace from the holy.” This idea goes beyond the change from Shabbat to the work week. Transitions can be difficult for anyone, especially young children. The Jewish tradition recognizes the challenge, and provides a vocabulary and structure to help make the separation easier.

For the teacher

- How do you make the transition from home life to life at work?
- What measures do you have in place in the classroom to help children make the change from being at home to being at school, particularly on Monday mornings?
- How do you create sacred space and time in your classroom?

Questions for children

- Think about the special things that you do at home with your family. What are some examples? How do you get ready to do those activities with your family or go to special places?
- Our week is full of exciting times, but it’s also important to slow down. How does your body tell you that it’s time to rest or relax?
- What are some of the ways that you relax?

Introducing the value of attentive listening *Shmiat ha'ozen*

<p>From Jewish teachings The Hebrew phrase <i>shmiat ha'ozen</i> literally means listening of the ear. The word <i>shmiat</i> comes from the same root as the word <i>shema</i>, most identified with the central Jewish prayer known as the <i>Shema</i>, a declaration of faith. The prayer begins “<i>Shema Yisrael.</i>” While often translated as “Hear, Oh Israel,” some modern prayer books now use the phrase, “Listen, Israel.” Many people practice the custom of covering their eyes as they recite the prayer, as a way to better concentrate and listen as they pray.</p> 	<p>For the teacher</p> <ul style="list-style-type: none"> • Reflect for a moment on the sounds that you tend to automatically filter out and those that command your attention, voluntarily or not. • How do you differentiate for your students between hearing and listening? • How do you use sound to set the tone for learning and discovering? What is the intentionality behind the music you choose for your classroom? 	<p>Questions for children</p> <ul style="list-style-type: none"> • Imagine you're just waking up. What are the first sounds you hear when you're lying in your bed? • How are the sounds at school different than the sounds at home, inside and outside? • Sounds make us react in different ways. What sounds are fun and exciting to you? What sounds make you jump? What sounds make you feel calm?
---	---	---

Imagine your community living these Jewish values.

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

In the Classroom / Centers



☆ **Havdalah/separation:** Make Monday mornings special in your classroom by starting with a **Havdalah ceremony**. Use beautiful music, scents, and sights to help the children (and yourself) make the transition from the weekend at home to the school week as seamless as possible. What elements of this ceremony, such as soothing aromas or looking for stars, could be utilized at other times when students need help with transition?

☆ **Havdalah/separation:** Create a special place in your classroom where children can “separate themselves” when they need a break or a calm moment away from the hustle and bustle of the classroom. Stock your **separation station/quiet space** with comfort items from home, photographs of loved ones, and perhaps lavender sachets.

☆ **Shmiat ha'ozen/being a good listener:** Make an audio recording of your classroom as you're preparing for Shabbat and another recording as you're preparing for lunch or snack. At **afternoon meeting** or **music time**, play the soundscapes back to the class, and ask the children if they can differentiate between the two recordings. How do they sound different and why?

☆ **Shmiat ha'ozen/being a good listener:** In a large circle during **gross motor time**, have each student, one at a time, pick a movement and a sound to accompany it. All the other children should listen and watch carefully in order to properly mimic the child who originated the sound and movement. Remind them of the importance of being quiet and respectful when it is someone else's turn, as they will want that kind of respect in return.



Bridging Home and School

Sachet away



Invite parents to join you at school for an evening program, perhaps with wine and cheese, where each family can make an aromatherapy sachet for their child. The sachet can be kept in the child's cubby, and whenever they're having a tough time with transitions, they can visit their cubby for a break and take a deep breath of their personalized gift from their parents, which will help them to move on with the day.

Parent music school

Ask parents to contribute a favorite song or two for a classroom playlist. (Maybe a parent will volunteer to put it all together for you!) Students can listen to these special songs during times of transition in the classroom, such as cleanup, putting on coats for outdoor play, or getting ready for snack. This provides a great opportunity to learn more about your students' families and their interests, and children will be excited to hear their family song choice in school.

Family Engagement at Home

Sound scavenger hunt

Ask families to take a walk through their homes, yards, close surroundings and listen carefully to the sounds that they hear. Direct them to listen for televisions and radios, car horns and bike bells, and help their children differentiate between inside and outside sounds. Encourage the parents to have the children draw what they hear. It might be fun to keep track in a journal as the children learn to identify more and more sounds. Hopefully families will share back with the class when they hear something really interesting or unusual.



Share

your stories and experiences with everyone.

What happened?

How can the learning go deeper?

Tell us a story... about being a good listener.

Call children's attention to their developing listening skills. For example:

At the start of the school year we were hearing so many children talking at the same time! One day we heard David and Josh becoming frustrated as they cut each other off during conversation, but yesterday we heard something different. David calmly asked Josh if he could play with the blocks next. Josh listened to the entire request, and then he invited David to play together. We are all learning how helpful it is to take turns when trying to have a conversation. We see that by remaining quiet and really listening when someone else is speaking, we are able to get to know each other better and build stronger friendships.

More

resources and websites for inspiration

Sound matters: pjfor.me/sound-matters

Printable Havdalah blessings: <http://www.kveller.com/article/havdalah-blessings/>

The act of listening: pjfor.me/act-listening

