

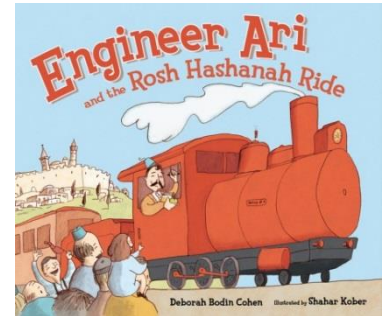
Read the PJ Library Book

Engineer Ari and the Rosh Hashanah Ride (3s)

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Published by Kar-Ben Publishing



Synopsis

This ride takes place in 1892 with the birth of the Jaffa-Jerusalem Railway. Ari is the first engineer to ride the tracks, but his boastful manner upsets his friends. As he travels on the train from Jaffa to Jerusalem through orchards and fields, gathering holiday items to bring to Jerusalem for Rosh Hashanah, Ari realizes his behavior was hurtful. In the spirit of the upcoming holy days, he plans to make amends. For more information about Rosh Hashanah, click [here](#).

Discuss the Jewish values and vocabulary with one another

Repentance / *te-shu-vah* - תשובה

Love of Israel / *a-ha-vat Yis-ra-el* - אהבת ישראל

Introducing the value of repentance *Teshuvah*

From Jewish teachings

Most Hebrew words have a three-letter root or base. The Hebrew root for *teshuvah* is ש-ו-ב (*shuv*), meaning “to return.” Maimonides, a 12th century Jewish philosopher and Torah scholar, teaches that complete *teshuvah* comes only when one returns to “the same situation in which one first missed the mark, has the potential to commit [the error again], abstains and does not commit it because of *teshuvah* alone and not because of fear or a lack of strength” (*Rules of Repentance*).

For the teacher

- What does it mean to ask for forgiveness from another person, and why is it so hard to do?
- Do you feel it’s harder to ask for forgiveness than to forgive?
- What do you see as a teacher’s responsibility to apologize (or not) - publicly or privately - for a mistake made in the classroom or accidentally hurting a child’s feelings?

Questions for children

- Why do we say “I’m sorry?”
- Tell us about a time when you might have hurt someone else, either on purpose or by accident.
- How can we show someone that we know we have hurt them? How can we make sure we do not hurt that person again?
- What can we do to forgive someone who has hurt us, and let that person know you accept their apology?

Introducing the value of love of Israel *Ahavat Yisrael*

<p>From Jewish teachings Love of Israel encompasses love of the people of Israel and the love of the land itself. Not only is it a “land flowing with milk and honey,” (<i>Exodus 3:17</i>) but it has “lands all around her” (<i>Ezekiel 5:5</i>). Rabbinic commentary says this refers to its varied topography: “areas of soil for tillage, areas of sand [for making glass], and areas of soil completely free of rocks and stones” (<i>Sifrei Deuteronomy 39</i>).</p>	<p>For the teacher</p> <ul style="list-style-type: none"> • In what ways do you feel connected (or not) to the land and people of Israel? • Have you or another staff member visited Israel? How does this change or deepen your own understanding of Israel? • How can you begin to develop a love of Israel in your students? 	<p>Questions for children</p> <ul style="list-style-type: none"> • How can you show you love a place? • Israel is sometimes called the “land flowing with milk and honey.” What do you think that means? • The Torah says Israel is a good, sweet place where plants can grow and flowers bloom. What beautiful things in nature do you think you will find in Israel?
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Imagine your community living these Jewish values.

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

In the Classroom / Centers

- ☆ **Teshuvah/repentance:** Make a space in your **literacy center** for “Feel better” or “I’m sorry” notes and Rosh Hashanah cards. Drawing a picture is an effective way for a young child to express feelings.
- ☆ **Teshuvah/repentance:** Learning to understand emotions and feel remorse begins with labeling and recognizing social cues. The **dramatic play area** could have several mirrors, as well as photographs of your students making emotive facial expressions. This might enable students to mimic facial expressions and match them to emotions for a better understanding of how to recognize others’ feelings. At **morning meeting**, you might hold up a photo and ask how the child in the picture is feeling. Perhaps the children can relate a time they felt that way.
- ☆ **Wake up – it’s Rosh Hashanah:** In ancient times, the sound of the shofar called the Jewish people together for important announcements and processions. Try using a shofar to gather your class at the **playground** or to attend **morning meeting**. Have the children pretend they are sleeping and wake everyone up. Blow the shofar when it’s time to do a mitzvah!
- ☆ **Ahavat Yisrael/love of Israel:** The beautiful illustrations in this book show the direct correlation between the food we eat and its origins. Your **science center** can display wheat stalks and fruit seeds. You can learn the appropriate *berakha* (blessing) for each food at **snack or meal time**.
- ☆ **Ahavat Yisrael/love of Israel:** Use pictures of Israel in your **block corner** to create cities or another route for Ari’s train. Collect images to make your own memory game or bingo.



Bridging Home and School

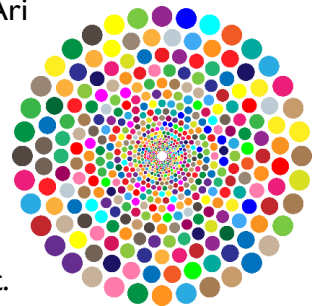
An apple a day...



Explore the similarities and differences between various types of apples: pjfor.me/apple-types. Prepare a display and tasting area for parents to explore at drop-off or pick-up times. The children can distribute rating forms, pass out samples, and graph people's selections: Math-tastic! You might even include tasting flavored honeys: pjfor.me/honey-types. Invite your organizational leadership to help staff the tasting station. This is a wonderful meet-and-greet in a relaxed, informal setting.

Ari's StoryWalk®

Create a version of a StoryWalk (pjfor.me/create-story-walk) with *Engineer Ari and the Rosh Hashanah Ride*. Set it up throughout your institution to help families become familiar with all your organization has to offer. Invite school or synagogue leaders to participate as guest readers, complete with engineer hats. At appropriate pages, families can collect pictures of the items that Ari took to Jerusalem. Snacks might include the foods mentioned in the book.



Family Engagement at Home

Circles and life cycles

Apples and round challahs symbolize "the circle of life." Recommend that your families read this book and find all of the circles in it. Institute "National Circle Day," and look for circles all day long in your home, your car, and the supermarket.

Share

 your stories and experiences with everyone.

What happened?

How can the learning go deeper?

Tell us a story... about how your family celebrates holidays together.

I used to tell this story to my own children: *My grandfather loved to hear what we learned in Hebrew school, but my Uncle Abie delighted in making us giggle while we tried to recite our lessons at the holiday table. "He made me laugh!" we'd squeal. Now my brother does the same thing to my children. We might not share too much information, but our celebrations are always fun and festive!*

More

 resources and websites for inspiration

What Israeli trains look like now: pjfor.me/Israeli-trains

Other symbolic Rosh Hashanah foods: pjfor.me/rh-symbolic-foods

StoryWalk fun facts: pjfor.me/storywalk-fun-facts

