

Read the PJ Library Book

Dinosaur Goes to Israel (3's)

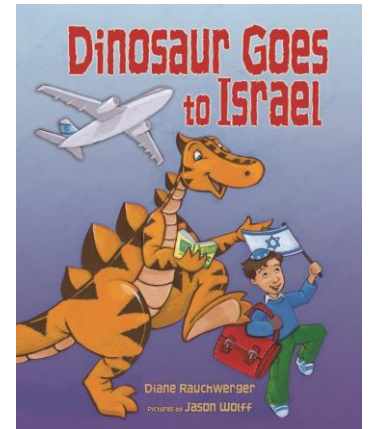
By Diane Rauchwerger

Illustrated by Jason Wolff

Published by Kar-Ben Publishing

Synopsis

A young boy and his dinosaur friend Dino explore Israel together. They visit with relatives, eat delicious food, and tour some of Israel's highlights. Dino places a note high up on the *Kotel*, the remains of the Western Wall of the ancient Temple in Jerusalem. They enjoy everything from the top of Masada to the depths of the Dead Sea – as well as lots of adventures in between.



Discuss the Jewish values and vocabulary with one another

Love of Israel- *A-ha-vat Yis-ra-el* - אַהַבַּת יִשְׂרָאֵל

Family - *Mish-pa-cha* - מִשְׁפָּחָה

Peace - *Sha-lom* - שְׁלוֹם

Love of Israel – Ahavat Yisrael. “Go to a land that I will show you.” [Gen 12:1] Israel has been the destination of journeys and the central focus of Jewish heritage from the biblical time of Abraham. It is where much of Jewish history unfolds, and the land holds an important place in hearts of Jewish people. Israel has often been referred to as the Jewish homeland. It is a country of tremendous cultural, religious, and geographical diversity. The land boasts ancient ruins and modern technology; its landscape ranges from desert to snow-covered mountains to coral reefs. The influx of Jewish immigrants from all over the world has led to a mixture of cultures co-existing in a small geographical area. Many Jews take pride in the accomplishments of this tiny country since it became a state in 1948. How do we help young children begin to build a relationship with Israel that will grow and develop with them?

Peace – Shalom. Peace is more than the absence of violence. It is an active pursuit of harmony. The concept of peaceful living begins in the home and extends to everything we do. There is a beautiful prayer for peaceful travel, called *Tefillat Haderech* (Prayer of the Road.) When we begin a journey, we ask God to “Lead us in peace and direct our steps in peace; guide us in peace, and support us in peace; cause us to reach our destination in life, joy, and peace, and return us in peace.” Any time a Jewish text repeats a word that many times, you know it is important.

Family – Mishpacha. Family plays a major role in the Jewish way of life. Family relationship is the first concept in the *Amidah*, the central prayer in Jewish liturgy. The *Amidah* is a collection of blessings traditionally said three times a day while standing (*Amidah* means standing in Hebrew). The opening blessing describes God as the “God of our ancestors, Abraham, Isaac, Jacob, Sarah, Rebecca, Leah, and Rachel.” This emphasizes a desire to stay connected with family near and far, past and future.



Imagine your community living these Jewish values.

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

In the Classroom / Centers

- ☆ **Love of Israel:** Create a large Israeli flag **art project** that depicts the diversity of the country’s landscape and people. Start by collecting art paper in shades of blue (**ka-*chol*** in Hebrew). Ask children what these color shades might represent – sky, ocean, flowers. Work with children as they cut out pictures of people and places in Israel. (You can request travel brochures at Israel’s Ministry of Tourism www.goisrael.com) Put glue in one stripe of the flag at a time, and discuss the pictures as the children affix their choices of color swatches and images onto the flag.
- ☆ **Love of Israel:** Learn simple Israeli dances and songs during **large motor skills time**. Point to your Israeli flag as you sing the song



“**Ka-*chol* Ve-la-van,**” (Blue and White.)

- ☆ **Family:** Ask families to share photos and stories from their family vacations. Make a classroom vacation book in your **literacy center**. If you know of a family who vacationed in Israel, invite them to the classroom to share photos or slides of their trip.
- ☆ **Family:** Do any of your families have relatives in Israel or another country? Start a pen-pal or Skype relationship with families around the world. Invite out-of-town relatives to visit your classroom and talk about where they live.
- ☆ **Peace:** Learn to sing peace songs such as *Oseh Shalom*, *Heveinu Shalom Alechem*, or *Shalom Rav* at **music time**.
- ☆ **Peace:** Use a folded paper fortune teller to diffuse less-than-peaceful interactions in the classroom. Rename it as a “quarrel quasher” or “peace machine” and create a **peace-making station**. Write suggestions inside such as *take a deep breath*, *try working together*, or *count to ten and try again*.
[<http://www.enchantedlearning.com/crafts/origami/fortuneteller/>]



Bridging Home and School

An Afternoon at a Tel-Aviv Café

Invite families to stop in, perhaps at pick-up time, for some afternoon treats in a café you create with your students. Make some festive tablecloths and prepare a simple Israeli salad. Serve humus and pita on the side. You might make iced coffee with ice-cream for parents to enjoy while chatting with other families and school leadership.



Morning Kotel Moment

Build the *Kotel* (Western Wall) from covered shoe boxes. Families can contribute boxes, and maybe a few parents will help cover the boxes and assemble the wall. During morning drop-off, encourage parents to walk to the wall with their child for a moment of thoughtful – and thankful – reflection. Have paper and pencils on hand for writing notes and drawing pictures.

Family Engagement at Home

Picture Placemat

Create a placemat with children using pictures of Israel's landmarks, Hebrew words, or other Jewish symbols. You can laminate by machine or with clear contact paper. Help families use their mats, by sending home a list identifying the landmarks along with questions and suggestions for matching or "I spy" games.

Share your stories and experiences with everyone.

Textures of Israel

There are sandy beaches and sandy deserts in Israel. We included some sandpaper as a reminder of how it feels.



The sand reminds Karen of visits to the beach with her Zayda.



Karen's Caption: Me and Zayda on the beach like in Israel.

Tastes of Israel

Today we all tasted humus and pita bread. Karen obviously likes this food, but she says it makes her do silly things. I think I agree!



What happened?

How can the learning go deeper?

Tell us a story... about children's fascination with Israel

This might be a child's first experience with Israel, so she has a lot to discover. Consider creating a little book for each child that catalogues each day's experiences.

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

More resources and websites for inspiration

Articles and videos about Israel <http://www.israel21c.org/>

Preschoolers and peace http://www.ehow.com/how_8142483_teach-peace-preschoolers.html

Kveller advice on vacations <http://tinyurl.com/kveller-vacation>

PJGtS Israel Pinterest page <http://www.pinterest.com/pjgts/israel-books-and-activities/>

