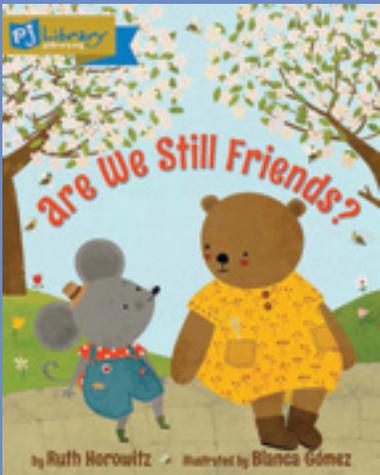
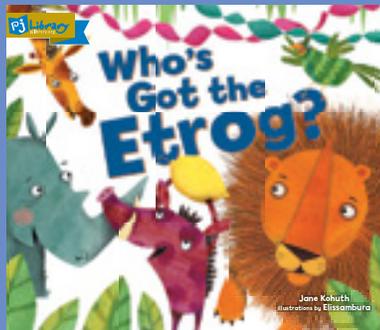


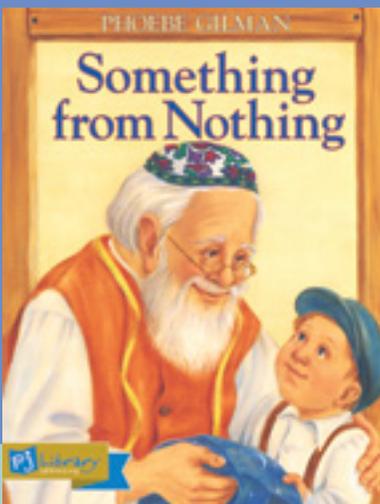
GRATITUDE



FRIENDSHIP



GOOD  
MANNERS

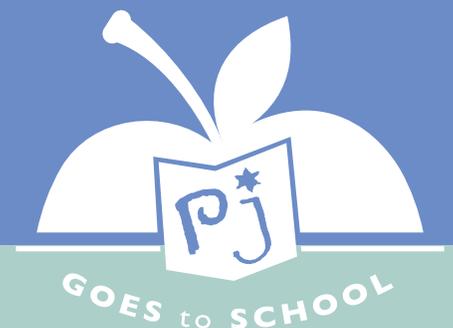


DO NOT  
WASTE



# ECE Resource Booklet

FALL 2018



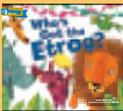
# PJ Goes to School ECE Resource Booklet

## 2018-2019

### Inside this Resource Booklet

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<i>All the World</i>	4-5
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Join our  
**PJ Goes to School**  
 Educators Facebook group  
[bit.ly/pjgts-facebook](http://bit.ly/pjgts-facebook)  
 to read the latest in early  
 childhood education and find  
 out how other schools use  
**PJ Goes to School.**

Book	Value
 <b>All the World</b>	Gratitude <i>Hakarat hatov</i>
 <b>Are We Still Friends?</b>	Friendship <i>Yedidut</i>
 <b>Who's Got the Etrog?</b>	Good manners <i>Derech erez</i>
 <b>Something from Nothing</b>	Do not waste <i>Bal tashchit</i>

Transliteration Key	
a	say <b>a</b> h
e	<b>e</b> h, so-so
i	ski <b>i</b>
o	let's dance the h <b>o</b> ra
u	st <b>u</b> dent
ai	Mt. Sin <b>ai</b>
ei	invite the n <b>eigh</b> bors over
ch	yec <b>ch</b> h

# Introduction to PJ Goes to School

## What is PJ Goes to School?

PJ Goes to School (PJGtS), as part of PJ Library®, helps you enhance the Jewish content of your school through books, support materials, and learning opportunities. PJ Goes to School offers a forward-thinking approach to Jewish education and family engagement.

## Why focus on Jewish values rather than holidays or rituals?

PJ Library helps families share Jewish culture with their children. Parents want to pass on the values that are important to them. By reading books and telling stories, Jewish ideas, art, and tradition can be passed down through generations.

## Why bother to label values as Jewish?

In a 2016 survey of PJ Library parents, more than 80% indicated that it is very important that their children identify as all or partially Jewish.\* That may be one reason they have chosen your school. As educators in a Jewish school you can create an environment which helps children and the significant adults in their lives understand what Judaism stands for and how Jewish traditions can enrich their lives.



# USING THE BOOK GUIDES

PJ Goes to School uses a four-step process to integrate books and Jewish values into your existing curriculum.



## READ

the book for Jewish values

Read the book to yourself before you read it to children.

- Which Jewish values jump out at you? You can refer to the list of Jewish values in our Educators' Center, under More Resources: [pjlibrary.org/educators](http://pjlibrary.org/educators).
- Identify which Jewish value is most appropriate for your group of students or concentrate on the value PJ Goes to School emphasizes.
- What might the children ask you?
- In what direction are you hoping to go with children?



## DISCUSS

Jewish values with one another

Take a moment to investigate some background information on the featured Jewish value and discuss with your colleagues.

- Why is this Jewish value significant?
- How does the Jewish value resonate with you personally? Children intuitively sense a teacher's emotions, so it's important to consider your own feelings and how you model each value.
- How will you talk about this Jewish value with children? They are likely to have surprising insights.
- There are suggested questions for children in each guide. Use them to start conversations or develop your own.



## IMAGINE

how values will come to life

Imagine how you will make Jewish values come alive in the classroom, in all of your environments, indoor and outdoor.

- How does your classroom change if you are living Jewish values every day?
- What do your spaces say about your values and what you think is important?
- Think about how a value is reflected in each play center, through the five senses, or using multiple intelligences.
- In addition to a one-time activity, how can you integrate a value into a long-term strategy, such as classroom responsibilities or elements of your daily schedule?

Did you know the PJ Goes to School Pinterest pages feature boards on holidays and Jewish values? For more ideas check out [pinterest.com/pjgts/boards](https://pinterest.com/pjgts/boards).



## ENGAGE FAMILIES

in conversations about values

Deepen your relationship with the significant adults in the children's lives. Create a school culture where families and caregivers are actively engaged in what children are learning about Jewish values.

- These guides include ways to involve family members and caregivers at drop-off or pickup time.
- Provide the space and opportunity for caregivers and children, or caregivers and staff, to share a Jewish moment or conversation.
- Set up two-way communication systems outside of parent-teacher conferences; families want to be informed and know their contributions are respected.
- A shared language of Jewish values gives you positive ways to discuss children's behaviors.

For more about engaging families, see the family newsletter information on page 12.

### MORE ON THIS TOPIC

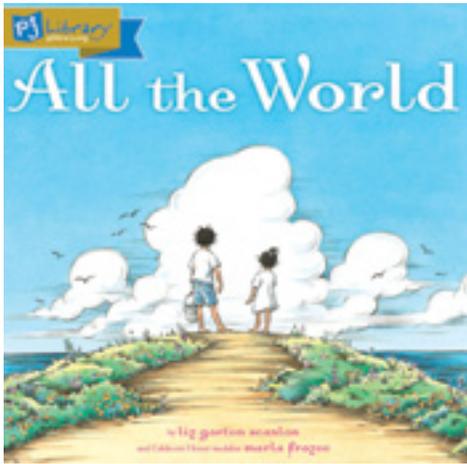
There is a wealth of additional information on Jewish topics.

You may want to read other PJ Library books on the featured value. Two suggestions are listed in this section.

Provided here are links to excellent online content, such as blogs, recipes, videos, etc.

## BIG QUESTION

# What are you grateful for?



Written by Liz Garton Scanlon  
Illustrated by Marla Frazee  
Published by Simon and Schuster, Inc.



## Gratitude - *Ha-ka-rat ha-tov* – הַפֶּרַת הַטוֹב



### READ

#### the book for Jewish values

Judaism encourages individuals to infuse their life with gratitude. Talmudic sage Rabbi Meir thought every person should strive to say 100 blessings every day to express gratitude for the world and its gifts. The Jewish value *hakarat hatov*, which literally means “recognizing the good,” encourages us to acknowledge and say thanks to all those who bring good into our lives. *All the World*, with its focus on the beauty of the world and the power of family love, is a wonderful introduction to Rosh Hashanah. Rosh Hashanah commemorates the birthday of the world and reminds us to take stock of our lives and express gratitude for all that surrounds us.

#### Optional storytelling technique

The beautiful illustrations in this book convey a message as powerful as its poetry. Look for families and objects that appear on more than one page. What stories can you find within the repeated images?



### DISCUSS

#### Jewish values with one another

#### For the teacher's consideration

- Research shows that taking time to be grateful for the good in life makes you happier. Can you describe times when gratitude has had a positive impact on your life?
- Think of someone with whom you share a close relationship. How does gratitude affect your relationship?
- How do you make expressions of gratitude part of your everyday curriculum and routines?

#### Questions for children

- This book is full of pictures of places and people who make the world beautiful and fill us with happiness. Let's look at one page of the book and see if we can say “thank you” to everything on the page that makes us feel happy.
- Can you think of a place that makes you feel very happy? Can you name three things that are found in this place to which you'd like to say thank you?
- When is it good to say thank you? Why should we say thank you?



## IMAGINE

how values will come to life

### Art

Take clay or an easel and paint outdoors to inspire natural art.

### Math

Can you meet the 100 blessings a day (or week or month) challenge? Keep a tally of what you and your students are thankful for.

### Gross motor

Play a game of “*Todah*/thank you” freeze tag. Play music and ask the children to freeze whenever the song stops. Then tap one or several students on the head, asking them to say “*todah*” for something for which they are thankful. Continue dancing and freezing until every child has had a chance to offer thanks. Look for PJ Library thank-you songs here: [bit.ly/thank-you-songs](https://bit.ly/thank-you-songs).

### Science

Bring binoculars and magnifying glasses outside to look for and examine the world’s wonders.

How will your environment reflect the value of gratitude?



## ENGAGE FAMILIES

in conversations about values

How can you deepen home-school relationships?

### Gratitude wall

Place a stack of blank index cards and a container of markers, colored pencils, crayons, etc. on a table. Encourage families to write a few words and draw a quick image of something for which they are thankful, and then attach their card to the wall. Periodically review the cards that adorn the wall and ask children help you figure out ways to group the words by categories.

### Rose and thorn

At the end of each day invite families to share their “rose” and “thorn” of the day — a high point followed by a low. For a more advanced version of the game, see if you can come up with a way to view the thorn in a more positive manner. (I fell in a puddle, but when I came back inside, I changed into dry clothes and realized how good it felt to be warm.)

### MORE ON THIS TOPIC

#### PJ LIBRARY BOOKS

*The Shabbat Puppy*  
by Leslie Kimmelman

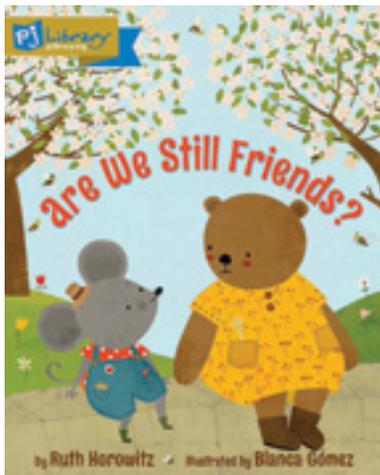
*The Little, Little House*  
by Jessica Souhami

#### WEB ARTICLE

[pjlibrary.org/gratitude](https://pjlibrary.org/gratitude)

## BIG QUESTION

# What makes a good friend?



By Ruth Horowitz  
Illustrated by Blanca Gómez  
Published by Scholastic Press



Friendship - Ye-di-dut - ידידות



## READ

the book for Jewish values

Judaism has long recognized the benefits of friendship. The *Book of Ecclesiastes* states, “Two are better than one. For should they fall, one can raise the other; but woe to the one who falls and has no companion” (4:9-10). Jewish sages encourage individuals to develop at least one close friendship, but they caution that “acquiring a friend” (*Pirkei Avot* 1:6) takes tremendous work and effort. Friends must learn to speak to one another respectfully, listen empathetically, and develop the abilities to compromise, cooperate, and forgive.

### Optional storytelling technique

The opening pages of this beautiful book take us through the seasons of the year. Ask your students to point out evidence of each season on the page. Reread this book before *Tu B'Shevat*, the birthday of the trees, and pay special attention to the tree in each season. You may choose to read this story while children are munching on apples and honey or apple butter and toast. (A recipe for apple butter is at the back of the book.)



## DISCUSS

Jewish values with one another

### For the teacher's consideration

- Think of one close friend and some of the rewarding aspects of this friendship. Are there any challenges or difficulties to this friendship?
- What are the benefits of friendship for young children?
- What skills do the children in your class need to make friends? How can you help them acquire these skills?

### Questions for children

- How can you tell that Beatrice and Abel are good friends?
- What do Beatrice and Abel do when they become angry with one another? What could they have done differently to avoid fighting?
- Can you think of a time when you were upset with a friend? What did you do? What might have been a different way to act?
- Why do you think we need friends?



## IMAGINE

how values will come to life



## How will your environment reflect the value of friendship?

### Art and engineering

Create opportunities in the classroom for children to work in pairs and learn how to compromise. Suggestions are putting together puzzles, collaborative art, or block construction.

### Social-emotional learning

Help children navigate the road to compromise and friendship. Use skill-building language. For example, “I see you made Simon feel happy when you invited him to play with you,” or “I know it’s disappointing that Sophie doesn’t want to hula hoop right now. You must feel proud that you were able to say ‘Ok, maybe later.’”

### Outdoor play

Encourage pairs to explore the playground or park and find something they both find interesting or unusual. Have them photograph or describe their findings. Perhaps they will write a story about it.

### Dramatic play

Set up scenarios where dolls are friends. Watch how the children have the dolls interact. Observing their play teaches what your students find challenging or rewarding about making friends. Document your observations and follow your students’ friendship skills as they progress throughout the year. Families will be grateful to understand their children’s strengths and challenges in making friends.



## ENGAGE FAMILIES

in conversations about values

## How can you deepen home-school relationships?

### Perfect playdates

Help your students and their families have successful interactions with classmates outside of the school environment. Let parents know which children play well together and share common interests. Remind families that structure is helpful when playing somewhere new, and it is often best to keep playdates short.

### Friendship station and display

Have materials available for caregivers and children to make simple friendship bracelets. Use wide yarn, pipe cleaners, buttons, beads, straws, or puzzle pieces from an incomplete jigsaw puzzle. Suggest that all bracelets go into a box for later distribution, so that each child will get one. You might add a small bulletin board for families to post pictures of dear friends and what they love about them.

### MORE ON THIS TOPIC

#### PJ LIBRARY BOOKS

*A Sick Day for Amos McGee*  
by Philip C. Stead

*Tamar’s Sukkah* by Ellie Gellman

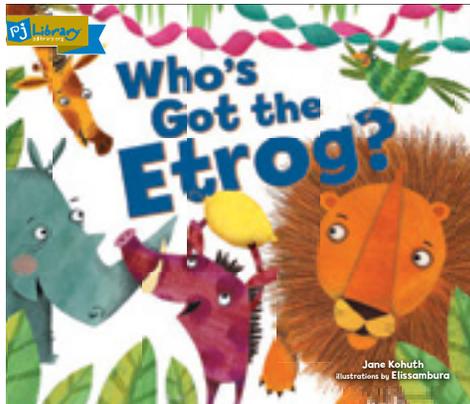
*I Can Help* by David Hyde Costello

#### WEB ARTICLE

**Parents need friends, too!**  
[bit.ly/PJ-Blog-parent-friends](http://bit.ly/PJ-Blog-parent-friends)

## BIG QUESTION

# What does it mean to share?



Written by Jane Kohuth  
Illustrated by Elissambura  
Published by Kar-Ben Publishing



Good manners – *De-rech e-retz* – דְּרֵךְ אֶרֶץ



## READ

the book for Jewish values

The literal translation of *derech erez* is “the way of the land” or “the right path.” In other words, proper behavior. Rabbinic sages say that *derech erez* comes even before Torah (Leviticus Rabbah 9:3), implying that the first step in creating a Jewish life is treating others with decency and respect. Good manners are important enough to warrant the focus of two books in the Talmud, an authoritative collection of Jewish laws and custom. The books describe various rules of conduct on ways to dress, how to eat and drink, proper speech, and how we treat others.

### Optional storytelling technique

Read this book while sitting in a sukkah or around a table in your classroom. Tell the children they will help Warthog learn to share. Bring a stuffed etrog or ball for the children to hold and pass. Each time Warthog refuses to share, all can exclaim, “Please pass the etrog.” The toy passes to the next child. Read the book as many times as it takes for all to have a turn holding and passing the etrog.



## DISCUSS

Jewish values with one another

### For the teacher's consideration

- Which manners do you believe children should develop? How do you encourage good manners among your students?
- How do you intentionally model good manners with your co-workers and staff?
- What makes it difficult for children to learn good manners?

### Questions for children

- In this story Auntie Sonya's guests act very politely. For example, Parrot chatters brightly and Camel sips precisely. Which other animals show good manners? Who has difficulties with manners?
- When you visit someone, what are examples of good manners that you can use?
- Why is it important to use good manners?



# IMAGINE

how values will come to life

How will your environment reflect good manners?



# ENGAGE FAMILIES

in conversations about values

How can you deepen home-school relationships?

### Advanced planning

It is easier to follow rules and behave respectfully when you know your routine in advance. Families can help prepare their children for the day ahead if they have a visual schedule to share with their child, such as the one shown here. This kind of home-school connection makes transitions less challenging for all.



Greet your classmates



Put things in your cubby



Free-play time in centers

### Art and literacy

Create a manners book for your classroom library by snapping photos of children performing good manners. Ask your students to help make a list of poses needed for the book, such as holding the door for others, sharing a toy, cleaning up snacks, etc.

### Math

Add up the number of good manners in your list. Keep a running count of the good manners your students think of and exhibit.

### Gross motor

Create a derech erez path to follow with arrows or footprints. One week the students can follow the derech from the sink to the snack table, because it is good manners to wash your hands before you serve and eat food. Another day the derech may lead from the art table to the trash can, because it is good manners to clean up after yourself.

### Game

Play good manners version of Simon Says, called Derech Eretz says.

### Dramatic play

Prepare an overly-polite tea party for snack time or as part of your dramatic play center. Show children how to hold the chair for a friend, gently dab your mouth with a napkin, and to “please pass the biscuits.” “Thank you.” “Oh, no, thank you.” Who can hold their pinky out while drinking?

### Tea time

Set a table for high tea in the lobby, so families can share in the very polite fun you started in the classroom. Suggest families try a fancy dinner or tea time at home. Ask families to share their experiences and some pictures with the class.

## MORE ON THIS TOPIC

### PJ LIBRARY BOOKS

*Estie the Mensch* by Jane Kohuth

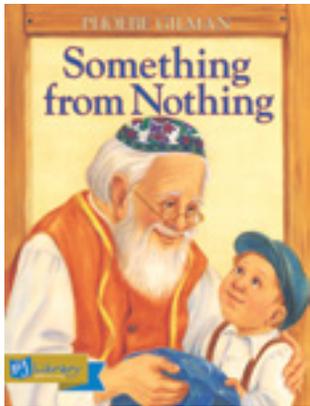
*The Littlest Mountain* by Barb Rosenstock

### WEB ARTICLE

Social & Emotional Foundations for Early Learning [csefel.vanderbilt.edu](http://csefel.vanderbilt.edu)

## BIG QUESTION

# How can you make something out of nothing?



Adapted from a Jewish Folktale  
by Phoebe Gilman  
Published by Scholastic Press



Do not waste - *Bal tash-chit* - בַּל תִּשְׁחִית



## READ

the book for Jewish values

Throughout the ages, Jewish thinkers have advocated conservation and resourcefulness. The Jewish concept of *bal tashchit*, not wasting, has its roots in the biblical command not to destroy fruit trees during times of war (Deuteronomy 20:19). Rabbinic sages expanded this principle to include a ban on all forms of wastefulness. Maimonides, a revered 12th-century Jewish scholar, urged everyone to preserve lamp oil, take care of vessels and clothing, and avoid clogging wells and wasting food (Maimonides, *Hilkhos Melachim* 6:10). What would our world look like today if humankind followed these suggestions?

### Optional storytelling technique

Look closely at the illustrations of this book. Just as the home has three floors, there are three stories going on. Read once to tell the story of the boy and his blanket on the main floor. Read again and ask the children to tell the mouse family's tale under the house. Now tell the story again concentrating on the upper floor. The family is expecting another baby, and she gets a blanket too. What will happen to that treasured item?



## DISCUSS

Jewish values with one another

### For the teacher's consideration

- During a typical day, how do you try to avoid waste, both in your classroom and in your home?
- What new anti-waste behaviors can you introduce to your classroom?
- What do you personally find challenging about avoiding waste?

### Questions for children

- What are some of the things made from Joseph's blanket?
- Why does Joseph keep asking his grandfather to make something new from his blanket rather than throw it out?
- Let's look around our classroom, or look through our trash can, and make a list of things that we could reuse rather than throw away.



## IMAGINE

how values will come to life



## How will the environment reflect the value of not wasting?

### Art and technology

Set up a loose parts library in your school or classroom. What objects will you collect that will inspire new creations or collages?

### Math

Invite children to come up with a system for categorizing and sorting loose parts, such as by color, shape, or material. How can this be integrated into cleanup? How will you help children recognize what is salvageable, and how to prepare things for reuse?

### Social studies

Talk to your students about taking “just enough” at snack time. Remind children that they can take seconds if they are still hungry, which is better than wasting food if you take too much at first. The same is true for art supplies, such as glue or paint.

### Engineering

Create a repair shop for broken toys. Allow children to sew torn fabric, tape ripped book pages, or create a new use for a broken item. Give children the freedom and support to fix these things in their own way, even if it is not how you envisioned the repair.



## ENGAGE FAMILIES

in conversations about values

## How can you deepen home-school relationships?

### Stay loose

Share an article, such as "100 Loose Parts" ([bit.ly/100-loose-parts](http://bit.ly/100-loose-parts)), with parents, explaining how playing with loose parts helps a child’s creativity and problem-solving skills. Enlist families’ help in setting up your loose parts library. Send home a wish list so everyone can contribute. Loose parts give all children the opportunity to exercise their creative potential. The article linked above has a few (100 to be exact) ideas of loose parts you can add to your learning environment.

### Swap meet

Invite families to come together for pizza and a toy swap. Everyone can bring a gently used game, puzzle, or book and share their treasures. Remind families to discuss in advance if treasures are for permanent trade or temporary loan.

### MORE ON THIS TOPIC

#### PJ LIBRARY BOOKS

*Joseph Had a Little Overcoat* by Simms Taback

*10 Things I Can Do to Help My World* by Melanie Walsh

#### VIDEO SHORT

Can you stop shopping?

[bit.ly/shopping-challenge](http://bit.ly/shopping-challenge)

#### PJGTS PINTEREST

Loose parts and crafts from recycled objects

[pinterest.com/pjgts/recycled-crafts](http://pinterest.com/pjgts/recycled-crafts)

# PJ Goes to School for Families

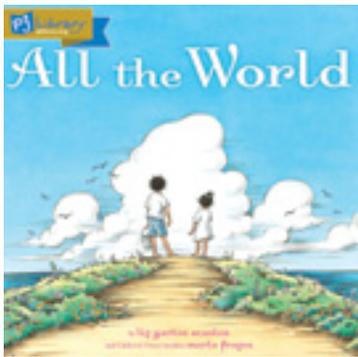
PJ Goes to School writes a mini version of the book guides to use at home. This family newsletter is designed to go home electronically. You will receive individual links for each book. See an example below

**READ** the PJ Library book. We provide the name and title of book and the featured Jewish value. Many families have these books at home. Some may want to read this book with their child when the child is not at school.

**TALK ABOUT** Jewish values. There is a brief explanation of the featured Jewish value along with one or two discussion questions to spice up meal time or make a car ride more enjoyable.

**DO** fun stuff at home. Families will find a craft, game, or task to accomplish as a team. Perhaps parents will tell you they added a new family ritual into their lives.

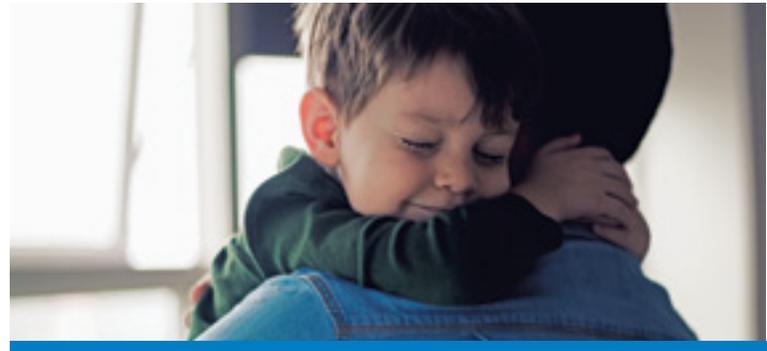
**MORE** resources. Links to family-friendly videos, parenting articles, or craft sites may encourage continued exploration.



## BIG QUESTION

### What are you grateful for?

Written by Liz Garton Scanlon  
Illustrated by Marla Frazee  
Published by Simon and Schuster, Inc.



## READ the PJ Library book

### Synopsis

As this lovely book reminds us, the world is filled with beautiful things – big and small. The trick is to remember to take note of them.



## TALK ABOUT Jewish values

### Gratitude - Hakarat hatov

The literal translation of this value is recognizing the good; it involves expressing appreciation for the gifts and wonders that surround us.

- Name one person or thing that helped you feel good today and deserves thanks.



## DO fun stuff at home

### Gratitude place mat

- Cut 6x6 squares of paper.
- Draw or glue pictures of things that make you thankful.
- Tape together or seal with clear contact paper for wall hanging or place mat.



## MORE RESOURCES

### WATCH THE SHABOOM VIDEOS

For parents :

[bit.ly/shaboom-gratitude-parents](http://bit.ly/shaboom-gratitude-parents)

For kids :

[bit.ly/shaboom-gratitude-kids](http://bit.ly/shaboom-gratitude-kids)

**CONTACT**

PJ Goes to School at [PJGtS@hgf.org](mailto:PJGtS@hgf.org)

A PROGRAM of  
**Harold Grinspoon** ★  
FOUNDATION



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