

Activity Guide



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To be used with
**Look What I See! Where Can I Be?
At the Synagogue**

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Establish Prior Knowledge/ Critical Thinking/Pre-Reading

When introducing the book to listeners: **MAKE CONNECTIONS.**

Before reading this story....

- Introduce the story by looking at the cover of the book. Talk about the title. Predict: What do you think the story might be about? Why do you think that?

What is a synagogue? Have you ever been inside of one? What are other names of houses of worship?

- Look at the family on the cover ... how is your family like this one? How is it different?
- Take a "Picture Walk" through the book. Discuss what you see in each photograph. Use lots of details. Have you ever seen these objects in places other than the book? If not, what do you think the objects are used for? Would you like to be in the places where the children are? Why? Why not?
- Rejoice with the children in the revelation of the baby's location as you turn each page. Don't look ahead. Each page is a guessing game. Get ready to be a detective!
- Explain that we will read to learn about some of the religiously significant items found in a synagogue.



First Reading/Let's Talk About It

- Enjoy the text with children. Don't rush the first reading. Read the story once without interruption.
- How does this family feel on each page? Do you think they are having fun? What are some things your family likes to do together?
- This book explains some of the many Jewish traditions. What is a tradition? (An idea or action passed on from generation to generation.) Why are traditions important? What are some of your family traditions? Think of traditions that are special to you and your family (family game night) and those traditions that are institutionalized (turkey for Thanksgiving). All traditions start somewhere ... can you think of new traditions that you can start?

Subsequent Readings/Reading Aloud Together

- Invite children to join in the reading of the story as it is read the second time.
- A second reading enhances comprehension and fluency. The simple text is perfect for choral reading (children read together) or echo reading (you read first and the listener “echoes” or reads after you).
- Read the story aloud a dozen times. Very young children will delight in reading this story over and over. Once they have memorized it, they will be able to guess the family’s location before it is revealed on the following page. This enhances their confidence and gives them a thrilling sense that they own the story. Eventually they will be able to recite it without the book and adapt to situations beyond those pictured in the book’s photographs.
- REPETITION IS WONDERFUL! Build self-confidence with early readers by pointing out how the pictures give clues about what the text is saying. As children become more familiar with letters and words, give them the opportunity to identify words they know. Begin with nouns, especially the names of large objects, such as “I fell asleep in the _____.” Move up to more subtle nouns and then move into verbs and adjectives the child may be able to decipher either by sounding out the letters or by memorizing the text.

Follow-Up/After Reading Activities

- Did you enjoy this story? What parts did you like the best? Draw a picture to show one of your favorite parts.
- Where else could baby fall asleep? What would she see when she awakens?
- What 2 objects are shown in each picture where baby wakes up? (apple and baby doll)
- Find one of your stuffed animals. Look through the book and “read” the pictures to your animal so that he knows what is happening on each page.
- Take a trip to a real synagogue. Can you find any of the items that were pictured in the book?
- Make a list of the new words that you learned in this story. Do you know what they mean now?
- Play of game of “Concentration.” Get 14 index cards. On each card, write either the location the baby fell asleep, or what she saw when she woke up. Flip the cards over and mix them up. Turn 2 cards over and see if they are the corresponding location and object. If they are, pick up the 2 cards and try to find 2 more matches. If they do not match, turn the cards back over and try again.

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Language Arts

Skill Development/Language Skills

This story takes us through the days of the week.

- How many days are there in a week?
- What are the names of each day?
- What do you notice about how the days of the week are spelled?
- With what kind of letter does each day begin (capital/upper case)?
- With what small word does each day end?
- See how fast you can say the names of all 7 days of the week.
- What is your favorite day of the week? Why? Which day do you think baby likes best?
- Divide a piece of paper in half. Choose a day of the week. On half of the paper, draw a picture of what you do on Monday, then on the other half, draw what baby does on Monday.
- Can you put the days of the week in alphabetical order?
- How many words can you make by using the letters in SYNAGOGUE? (GO, GONE, SANG)

Vocabulary Development

The author has hidden an apple and a doll in each large photograph in all the stories in the *Look What I See!* series.

Explore each page of the text and name each item that you see in the picture. Build vocabulary lists. Do we see any of the same items on more than one page?



Sunday — Wedding

ON SUNDAY BABY SAW A KIDDUSH CUP BY THE CHUPPAH AT A WEDDING.

A Jewish wedding is a time for happiness and celebration. The guests have the responsibility to do and say things that bring joy to the bride and groom.



- Create a list of things to do or say that would make someone laugh or be happy.
- Do something nice for someone in your family. How did it make you feel? What nice thing would you like someone to do for you?
- How many people do you see at this wedding? How many will there be if the bride and groom leave? How many people would be left if the children went home to play? How many men are there? How many women? How many children? Which group has the greatest number of people? Which group has the fewest number of people? If you divide all the people into 2 equal groups, how many people would be in each group?

The bride and groom each take a sip of wine or grape juice from the *Kiddush* cup during the wedding ceremony to symbolize the sweetness and happiness of their marriage.

- What is your favorite thing to drink in your cup? Ask an adult to get 4 plastic cups for you. Make them into a square shape on the floor.
- Crumble up a piece of paper and try to toss it into a cup. How many times can you get the paper in?

A Jewish wedding ceremony is held under a *chuppah*, or wedding canopy. A *chuppah* is usually a large piece of decorated material (silk, satin or velvet) supported by 4 strong poles. It is a symbol of the bride and groom's new home together. Can you make your own *chuppah*? Use 4 chairs as the poles, and cover them with a blanket. Crawl under your new "*chuppah*" and read, play, or take a nap. How many people are under the *chuppah* in the book? How many people can fit under your *chuppah*?

Look carefully at the picture of the wedding. Look at the tree, the grass, the clothes people are wearing.

- What season do you think it is? What picture clues helped you decide? Can you name all 4 seasons? Which season is your favorite? Why? What is something that you can do in Spring? Summer? Winter? Fall? What would happen to the tree in each season?

The Jewish wedding ceremony ends with the breaking of a glass. The glass is broken to remind everyone that even in the midst of great joy, we must remember the many people who have suffered through the generations.

- Talk about the emotion of joy. What do you think different emotions look and sound like? What does happy look like? What does angry sound like? What makes you feel happy, sad, frustrated? Help children verbalize emotions. Look at pictures of people in books or magazines ... can you tell how they are feeling by looking at their faces? How do you think a bride feels? Use facial expressions and body movement to act out different emotions.

Monday — Rosh Hashanah

ON MONDAY BABY SAW A SHOFAR IN CLASS WHILE LEARNING ABOUT ROSH HASHANAH.

Rosh Hashanah is the Jewish New Year. Jewish people ask for forgiveness for things they have done wrong, promise to improve their conduct and hope for an opportunity to begin the New Year with a clean slate.

- Think of something that you did this year that you shouldn't have done. Think of whether you made a good choice or a bad choice when you decided to do it. Did you hurt someone's feelings ... break a rule ... disobey your parents ...? Write a letter of apology and ask for forgiveness.

Look at the picture of the classroom.

- How is it the same as your classroom? How is it different?
- What do you think those symbols are on the board? (Alphabet)
- The Hebrew language uses a different alphabet. Hebrew is written from right to left, rather than left to right like English. The first two letters of the Hebrew alphabet are Alef and Bet, so the Hebrew alphabet is often called the "Alefbet." (Learn more about the Hebrew alphabet on page 13.)
- Learn right from left. Use your thumb and pointer finger to make the letter "L." Your left hand will make a correct letter. Your right hand will make a backwards "L." Make left and right signs for your house and stickers for shoes and desks. Use the word and an arrow on each sign/sticker. Make a bracelet for the right and left using letter beads.

Can you find the *shofars* in the picture?

Does it look like the children are having a good time?

Many cultures around the world use different calendars.

- The standard calendar in the United States is a solar calendar of 365 days in a year. That means that it takes approximately 365 days for the earth to orbit the sun.
- The Jewish calendar is a lunar calendar with each new month beginning with the new moon. Because a lunar year is about 11 days shorter than a solar year, the calendar is corrected occasionally so that holidays continue to fall during specific seasons.

Rosh Hashanah is the only Jewish holiday that is celebrated on the first of the month. It is celebrated on a "New Moon." The New Moon cannot be seen in the sky. Look at the moon each night for a month. Draw a picture of how the moon looks each night. At the end of the month you will have seen all of the phases of the moon. Do you think your pictures would look the same if you completed this for a second month?

On Rosh Hashanah, a ram's horn, called a **shofar**, is blown. The *shofar* is a natural wind instrument, one of the oldest known to the world. Some people think that the blasts sound like a cry. The blasts of the horn act as a "wake up call" to encourage us to look at our actions over the past year and try to improve our behavior. Can you think of any other animals besides a ram that have horns? (Sheep, Goat, Mountain Goat, Cow ...)

New Year Celebrations Around the World

Every culture has its own traditions for special events. Most cultures consider the beginning of the New Year to be a positive, happy event.

Find out about other unique New Year celebrations. Muslims celebrate the first month of *Muharram*, Hindus in India celebrate *Gudhi Padwa*; Buddhists in Thailand celebrate *Songkran*, Shintos in Japan observe *Gan-Tan* and in China, *Yuan Tan* is celebrated.

- what traditions are the same in these celebrations (feasts, gifts, family gatherings)?
- what traditions are unique?

Make your own shofar:



Supplies needed: 2 brown pieces of construction paper, a paper towel roll, a 4"x4" piece of wax paper, a rubber band, markers, glue, and scissors.

1. Place the wax paper over one end of the paper towel roll, using the rubber band to secure it in place. The wax paper needs to be taut, smooth and completely covering the opening. (The rubber band should not alter the shape of the tube.)
2. Trace the outline of the *shofar* from the template provided (Appendix A) onto one piece of paper. Place the 2 pieces of paper on top of each other and cut the shofar shape from both pieces.
3. Glue the *shofar* shape onto both sides of the paper towel roll. The wider end of the shofar should be at the same end as the wax paper. The shapes should line up from both sides. Leave enough space at the open end of the roll to allow a child's mouth to cover the outer rim of the roll.
4. The markers can be used to draw detail lines on the shofar.
5. Hum into the "*shofar*" like a kazoo. Make one long blast, three medium blasts and nine short blasts to imitate what is heard in the synagogue. Be a conductor: Have an adult lift his hand when you should play the shofar, and lower his hand when you should stop.

Rosh Hashanah is one of the two high Jewish holidays. The other is *Yom Kippur* (The Day of Atonement). Do you know any other Jewish holidays? Some others are: *Shavout* (The Feast of Weeks, or The Festival of First Fruits) *Sukkot* (The Festival of Booths), *Simchat Torah* (Rejoicing over the *Torah*), *Chanukah* (Rededication, or Festival of Lights), *Purim* (The Feast of Lots). What holidays do you celebrate? How do you celebrate them? What traditions do you have? Draw a picture of your favorite holiday activity.



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Monday — Rosh Hashanah *continued*

Make an apple poem. Write the word APPLE downward on your paper. For each letter, write words or phrases of sweet things that you might see, or that could happen this year. Each word should begin with, end with or contain a letter from the word "apple."

A new baby in the house
Going to the Playground
Visiting Grandma and Grandpa
Listening to my favorite song
A trip to the beach

Apples and Honey

The lady in the book is holding an apple. Traditionally, **apples are dipped in honey** on *Rosh Hashanah* to symbolize a sweet New Year.

Discuss: What type of food is an apple? Are they healthy to eat? Do you like to eat apples? What is your favorite way to eat apples? Applesauce, Apple Juice, Apple Pie etc.? Make a bar graph that shows different way to eat apples. Ask 10 people to fill in a square to show their favorite way.

Pretend you are an apple seed by curling up your body. Now, as an adult tells you a story about how a seed grows, move your

body accordingly. For example, as the seed reaches upward toward the ground, stretch upward as you try break through the earth. As the seed sprouts, move your arms expansively. Play soft music in the background to enhance the mood.

Try chanting this song:

Apples and Honey for *Rosh Hashanah*,
Apples and Honey for *Rosh Hashanah*,
A good year to you, a sweet year to you,
Apples and Honey for *Rosh Hashanah*!

Go to the market with an adult and look at all of the varieties of apples. Try to find as many different varieties as you can.

- Look at how the apples are the same and how they are different. Sort them by color, shape and size. What other ways can you think of to sort them? Bruises, no bruises... Stem, no stem....
- Have an adult cut each apple into eighths. Conduct a taste test and decide which apple you like the best. Make a bar graph and ask others to taste the apples too. Which apple was the favorite? Which apple was the least favorite? Can you use words to help you describe how each apple tastes? Try to describe the texture and smell too.
- Get some honey and try dipping some of your apple slices into it. How does that taste?
- Cut an apple in half across the middle (not top to bottom). The center will be star shaped. Make up stories telling how the star got into the apple or why there is a star in the apple. Be creative!

Apple Prints:

Supplies needed: Foam meat trays or plates, undiluted liquid red, green and yellow tempera paint, apples cut in half, white construction paper.

1. Pour paint into trays or plates.
2. Dip apple (flat surface down) into paint tray.
3. Press onto construction paper.
4. Repeat to make a pleasing design.

Tuesday — Sukkah

ON TUESDAY BABY SAW A LULAV AND ETROG WHILE REJOICING IN THE SUKKAH.

Sukkot is a weeklong holiday that begins 14 days after *Rosh Hashanah*. The *Sukkah* is a very important element in this celebration. A *Sukkah* is a reminder of the huts in which the Israelites lived as they wandered the desert for 40 years after leaving Egypt. These huts were made of branches and were easy to assemble, take apart, and carry.

A modern-day *sukkah* has at least 3 walls and a see-through roof, but there must be enough roof for shade. Some stars need to be visible through the roof, but there must be enough roof for shade. Meals are often eaten in the *sukkah* during the holiday. Some people even sleep in the *sukkah*.

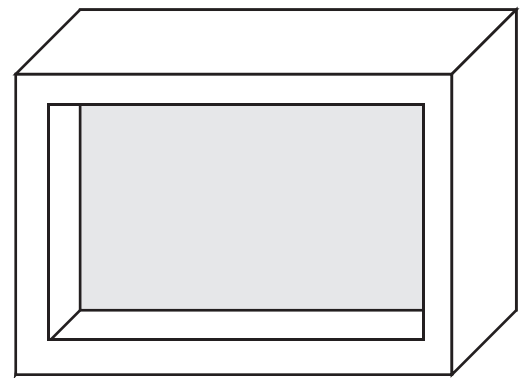
Once the structure is built family members decorate the interior of the *sukkah* by hanging fruit and vegetables, such as apples, grapes, corn, and pomegranates from the roofing branches. The addition of New Year's cards, posters, and party decorations help bring a fun and festive feeling to the structure and make it an inviting place for the family to enjoy their holiday meals.



Make your own *sukkah*.

Materials needed: Shoebox, scissors, branches or sticks, yarn, markers or crayons, colored paper, glue

- Cut a large rectangle out of one side of a shoe box. Leave a thin edge next to the bends around the side to keep the box together on all four sides, and to have some cardboard with which to attach materials. This will support the roof of the *sukkah*.



The open side of the box will be the front of the *sukkah*. The bottom of the box will be the back wall. The three walls of the *sukkah* can be colored, painted or covered with paper to make it look inviting and appealing.

Seasonal decorations such as colored leaves and gourds are often utilized. Draw these shapes on your colored paper and cut them out. The "schach" or roof covering for the mini *sukkah* can consist of branches and sticks.

Use yarn to hang decorations from the branches on the roof of the *sukkah*.

Furniture is common in a *sukkah*. A raisin box table with a paper tablecloth or ready made doll furniture can be utilized to encourage dramatic play.

Design a story centered on a meal in the *sukkah* and act it out using the shoebox *sukkah* as a prop.

Lulav and Etrog

The *Lulav* (palm branch) and *Etrog* (citron) are important elements in the celebration of *Sukkot*. The *etrog* is a pale yellow fruit, a little larger than a lemon, with a thicker rind and bumpy skin.

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Tuesday — *Sukkah* continued

The *etrog* has both a pleasant fragrance and a good taste.

What other fruits can you name? Can you think of any that smell good and taste good too? What happens to your mouth if you squeeze some lemon juice on your tongue?

The *lulav* is a palm branch. Tied to the *lulav* are a myrtle and willow branch bound together in a braided holder. On *Sukkot* the *lulav* and *etrog* are held together in the *sukkah* and waved in all directions.



Make a paper *lulav*. Materials: Green construction paper, green marker, green crayon, one paper lunch bag, glue, tape and scissors.

- Cut out and color the Template (Appendix B) for myrtle and willow.
- Cut 3 thin strips of paper from the bag. Use these to form rings to wrap around the 3 types of branches. Use tape to secure the rings.
- Once the *lulav* is complete, use it to play “Follow the Leader” and directional type games. (Shake the *lulav* up. Shake the *lulav* to your left...)

Make your own decorations for a *Sukkah*. Look at the photograph in the book of the family under the *sukkah*. Cut paper into strips and make a paper chain, and decorate white paper plates like the ones shown in the photo. Hang your decorations around your house and wave your *lulav* and dance!

Harvest Festivals Around the World

Sukkot has its origins as a fall harvest festival. Judaism has 3 harvest festivals. The spring harvest festival is Passover; *Shavout* is the festival of first fruits in June and *Sukkot* occurs in the fall. It is traditional in many cultures and countries to celebrate the harvest.

- Find out about other harvest festivals. Organize a harvest festival in class or with friends at home; in school, children can bring foods from their own cultures or families. Thanksgiving is an American harvest festival. Most Native American tribes have some form of celebration when the crops have been gathered. Malaysia celebrates the harvesting of rice in the spring. There is a Yam Festival in Ghana and Nigeria; a yam is like a sweet potato and is a very popular food in these African countries. Native people in Alaska celebrate the end of the salmon fishing season.
- Have a picnic lunch outside. Gather some friends, family and stuffed animals and pretend you are sitting under a *sukkah* to eat your holiday meal. (Maybe you can even build a make-shift *sukkah*).



Wednesday — *Simchat Torah*

ON WEDNESDAY BABY WOKE UP AND SAW THE TORAH WHILE CELEBRATING *SIMCHAT TORAH*.

Simchat Torah means “rejoicing over the *Torah*.” In the Jewish religion, the *Torah* is read continuously throughout the year. On *Simchat Torah*, the *Torah* is finished and also started again on the same day. Families sing and dance with the *Torah*, often with flags or streamers. Some synagogues give American and Israeli flags to the children for dancing.

- What does the United States flag look like? What colors are on it? What shapes do you see on it? How many red stripes do you see? How many white ones? How many stripes in all? How many stars do you see? Can you find the United States on a map? Color in the picture of the U.S. flag with the correct colors. (See template Appendix C)
- Now look at the flag of Israel. (See template Appendix C) How is it the same as our flag? How is it different? Color the flag of Israel. (The bands and the Star of David are deep blue. The rest of the flag is white.)



Cut out each flag and tape them to sticks (or a wooden spoon). Turn on some music, wave your flags in the air and dance!

Make Your Own Personal Flag

Supplies: paper and pencil (for initial planning), tacky glue, markers, scissors, clear tape, an old pillow case, a wooden dowel about 18” long, magazines and photos (of the child, family, friends, toys etc.)

- Make a list of things you like or things that represent you. Also make a list of things that represent your family.
- Go through magazines and photos and find pictures that represent you and your family.
- Cut out these pictures and arrange them in two collages, one to represent yourself and one to represent your family.
- Glue one set to each side of the pillowcase.
- Cut a small slit, just wide enough for the dowel to go through, about 2” from the bottom of the pillow case about an inch from the edge which opens. (The slit should go through both layers.)
- Cut a second slit about 2” from the top of the case about an inch from the edge.
- Slide the dowel through the bottom slits and then thread the dowel back through the top slit.
- Smooth out the pillowcase along the dowel.
- Use clear tape above and below the pillowcase to attach it to the dowel.

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Wednesday — *Simchat Torah* *continued*

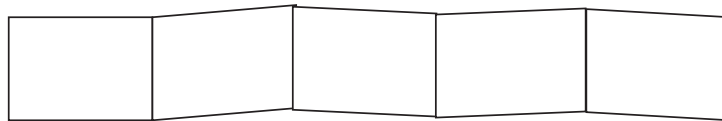
- Have a parade using the flags. Explain why you chose each picture.

The *Torah* is the holiest object in Jewish life. It is a handwritten parchment version of the first five books of the Bible. The scroll is made of parchment stitched together and attached to wooden dowels with handles. The Hebrew calligraphy is flawlessly inscribed using unique ink and quills.

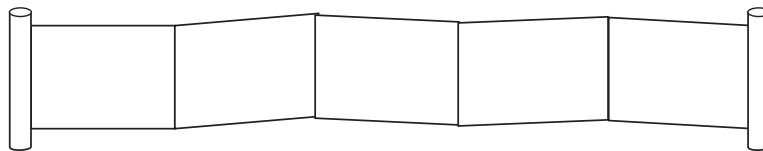
Make your own *Torah*:

Supplies: 5 pieces of white construction paper, two paper towel rolls, glue, tape, a feather, black paint, and a piece of yarn or ribbon.

- Tape the short ends of each of the pieces of construction paper together five across to form a long strip.



- Glue a paper towel roll to each end by placing a line of glue from the top to bottom of the short edges at each end of the strip of paper.



- Use a small amount of black paint for ink. Dip the feather into the “ink” and write on the scroll. When the paint and glue dry, the scroll can be rolled from both sides and closed with a piece of yarn or ribbon.

Thursday — Hebrew School

ON THURSDAY BABY SAW A CHAI WHILE SINGING WITH THE CANTOR AT HEBREW SCHOOL.

A **cantor** is someone who leads the congregation in songs and prayers. He or she also helps teach the children at Hebrew School. Many Jewish children go to Hebrew School to learn more about their religion. These children study Jewish living skills, holidays, the Bible and Hebrew language.

The cantor in the picture is playing the guitar. Music is an important part of many religions. The human brain can learn songs easier than it can remember words. What songs do you know that help you learn? (alphabet song)



- Can you play a musical instrument? What musical instruments do you like to listen to?
- Make your own instrument. How will it make noise? Will you have to shake it? Strum it? Strike it? Blow in it? Listen to the radio or sing a song and play your instrument to accompany the singing.

The Hebrew language uses a different alphabet than English. The picture below shows the Hebrew alphabet, in Hebrew alphabetical order. Note that Hebrew is written from right to left, rather than left to right as in English, so *Alef* is the first letter of the Hebrew alphabet and *Tav* is the last.

Letters of the Alefbet

ט	ח	ז	ו	ה	ד	ג	ב	א
Tet (T)	Chet (Ch)	Zayin (Z)	Vav (V/O/U)	He (H)	Dalet (D)	Gimel (G)	Bet (B/V)	Alef (Silent)
ס	ן	נ	מ	מ	ל	ך	כ	י
Samech (S)	Nun (N)	Nun (N)	Mem (M)	Mem (M)	Lamed (L)	Khaf (Kh)	Kaf (K/Kh)	Yod (Y)
ת	ש	ר	ק	ץ	צ	ף	פ	ע
Tav (T/S)	Shin (Sh/S)	Resh (R)	Qof (Q)	Trade (Tz)	Trade (Tz)	Fe (F)	Pe (P/F)	Ayin (Silent)

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Thursday — Hebrew School *continued*

Make the letters of the alphabet using edible clay.

What you'll need:

1 cup peanut butter
1/2 cup dry milk powder
1/2 cup wheat germ
1/4 cup honey
Mixing bowl
Measuring cup
Spoon
Healthy snacks for decoration

Setting up:

Ask children to help locate ingredients and utensils. Write out the recipe so they can follow each step. Make sure children can reach everything safely while they work. And make sure they wash their hands before they begin!

What to do: Have children measure ingredients, then mix them with a spoon or by hand. Add more milk powder if the mixture is too sticky. Encourage children to experiment with the mixture just as they would with clay. Decorate with pretzels, veggie sticks, dried or fresh fruit, or other items if they like. Yum!

The word **CHAI**, meaning LIFE, consists of two Hebrew letters: *chet*, equivalent to the number 8 and *yud*, equivalent to ten, which together equal 18. The value of these two letters "life" is 18, so 18 has become a lucky number for Jewish people. Many Jews wear the word *Chai* as a pendant or charm and give \$18, or multiples of \$18, as gifts or charity to ensure good luck and long life.



How many ways can you get to 18?

Count out 18 raisins, crackers, blocks, etc. Get to 18 in different ways (1+17, 3+15, etc.) Now start with 18 and take away objects. Count how many are left.

Use a White Crayon Wash for the symbol Chai.

Supplies Needed: Painting paper; white crayon; watercolors; water; paintbrush.

Directions: Using white crayons, draw the symbol *Chai* on the painting paper. Give children paint to "wash" over the picture so that the symbol shows through.

Make a "Symbol-Mobile"

Supplies Needed: A hanger or two Popsicle sticks glued in "T" shape; yarn; a hole-punch; paper, tag-board or cardboard; scissors; markers, crayons or collage materials.

Directions: Cut out symbols for different Jewish holidays, or many symbols for the same holiday. (For example for *Rosh Hashanah* you could use apples, honey, a *shofar*. Allow children to decorate the symbols. Then punch a hole in each symbol, string yarn through it, tie the symbols to the hanger or popsicle sticks, and then hang the mobile in a special place.

Friday — *Shabbat*

ON FRIDAY BABY WOKE UP AND SAW A **MENORAH** IN A SANCTUARY FOR SHABBAT SERVICES.

A *menorah* is a candelabrum. The *menorah* used in the synagogue has seven branches. This is different from the *menorah* used during Chanukah. That menorah has nine candle holders. There are eight candles, one for each night of Chanukah and the ninth is called the *SHAMASH*. The *Shamash* is used to light the other eight candles.



The Sabbath (or *Shabbat*, as it is called in Hebrew) is a day of rest and rejuvenation. It is the most important ritual observance in Judaism. Families come together on the Sabbath to dine, pray, study, sing and rest together. *Shabbat* is a day of great joy eagerly awaited throughout the week, a time to set aside all weekday concerns.

Many people eat **Challah** on the Sabbath. *Challah* is a traditional Jewish egg bread. Before the meal starts, the *challah* is placed on the table under a decorative cover.

Make a challah cover:

Supplies: a handkerchief, (inexpensive packaged handkerchiefs can be purchased at dollar stores or close-out stores), fabric paints or thin permanent markers, the Hebrew word for Sabbath. (See Appendix D on page 22)

Place the handkerchief over the Hebrew word and use the marker or paint to trace it and fill in the letters. Add other designs as desired. A popular design is the Star of David. Once it dries, use as decorative cover over bread.

A yeast experiment: *Challah* is a yeast bread. The yeast makes the dough rise and helps make it fluffy by producing air pockets in the dough. Show how yeast works. Place 3 teaspoons of dried yeast, 1 teaspoon of sugar, and 4 tablespoons of warm water in a clear glass. Stir. Let sit for approximately fifteen minutes. The yeast will grow and make bubbles of gas. Yeast is a living fungus that grows when given sugar, water, and warmth. The gas bubbles that the yeast produces help the dough rise and leave pockets in the bread making the bread fluffy.

Sequencing the steps to make *challah*.

Talk about the different steps needed to make *challah*. Draw each step on a piece of paper; Mix, Knead, Divide, Braid, Rise, Bake, Eat. Can you put the pictures in order? What happens first? What happens last? Follow the directions to make pretend *challah* using playdough. Explain that the playdough is not going to rise because there is no yeast.

Saturday — Havdalah

ON SATURDAY BABY WOKE UP AND SAW A BRAIDED CANDLE AT A HAVDALAH CEREMONY.

Havdalah is a Hebrew word that means “separation.”

The *Havdalah* service marks the end of the Sabbath or a holiday. The *Havdalah* ceremony has a blessing recited over wine or grape juice, candles and spices. The custom is to fill the *Havdalah* cup of wine or grape juice so it overflows just like the week ahead should overflow with goodness.

- What happens when something overflows? What are some other things that can overflow?



Do this science experiment to see how much water a penny can hold until it overflows:

Materials: Pennies; plastic medicine droppers; paper cups of water; trays to catch water; paper towels

1. Place a clean dry penny on a tray.
2. Partially fill a dropper with water. Note that you take water into the dropper by squeezing the plastic or rubber bulb, placing the tip of the dropper well under the surface of water in a cup, and releasing your squeeze to let water into the dropper. You let drops out of the dropper by gradually squeezing the plastic bulb. Before you begin the experiment practice using the dropper over the cup of water until you can let the drops out only one at a time.
3. Hold the plastic dropper straight up and down about 1 centimeter above the penny in order to place drops of water on the penny one by one. If you aren't sure how high 1 centimeter is, check with a ruler.
4. You and your adult partner should both count the drops carefully as you drop them on the penny. Don't lose count! Watch from the side as the water builds up. The surface tension of the water will finally break, causing the water to spill off the penny.
5. Carefully empty the water from your tray back into the cup.
6. Dry your penny and tray with a paper towel, see if you can pile more drops on during a second try, and record your result. Then let your adult partner try the experiment.
7. How close were you to your prediction? Did the penny hold more or less water than you thought?

The *havdalah* candle usually has many separate wicks combined to a single flame. When saying the prayer over the candles, people often cup their hands over the candle. This is because a shadow is made on the palm of the hand, which signifies the distinction between light and dark — the Sabbath has finally come to an end.

Make Hand Shadows. You will need a bright light (a flashlight will work well), a white wall or sheet of white paper, and a dark room.

- First, shine the white light onto the white wall. Put your hand in between the light and the wall and look carefully at the shadow. Watch the shadows as you move your fingers around.

Try to make a rabbit by holding up 2 fingers. See if you can make a shadow that looks like a bird, an alligator, or your favorite dinosaur. What happens when you move your hand closer to the light? What happens when you move it further from the light?

Spices are used during the Saturday night Havdala ceremony because we are sad that the holiday or Sabbath is ending. So, instead of a meal we have *b'samim* (spices) whose scent lift our spirit and carry us into the week.

Smell is one of the ways we use to learn about our world and enjoy what it offers us.

- What part of your body do you use to smell with? Make a list of some common smells.
- Close your eyes and smell a rose, or after a long winter, go outside. That nice green smell tells you spring is here.
- Think of some pleasant and unpleasant odors. Discuss: does everyone think the same odors are pleasant/unpleasant? Can you describe the best smell and the worst smell you've ever experienced? How did it make you feel?
- Have an adult light a match. What do you smell. What does the smell tell you? Discuss how the sense of smell warns us of danger. Example: smoke from fire, bad smell in rotten foods, smell of gas from stove. Brainstorm other ways the sense of smell helps us in times of need.
- Place several unique and strong smells in individual containers and cover each container with a paper towel (no peeking!) Pass each item around and try to guess what is in the container.
- When the yeast was mixed with the sugar and warm water, it began to smell. Was this a good smell or a bad smell? We can identify things that are cooking by the odors produced. What food odors do you recognize (popcorn, chocolate chip cookies, steak)?



About The Author: Dia Michels

Dia was raised in a family where Jewish holidays were celebrated, but there was no formal Jewish education. Her husband Tony grew up “culturally Jewish” as well, with a Jewish mother and a Christian father. When Dia and Tony began raising their own family, they decided to become more active in a Jewish community and in Jewish learning. They joined Beth El Hebrew Congregation, a reform temple in Alexandria, Virginia. Their children, Akaela, Zaydek and Miralah attend Sunday School and they took some classes themselves in Hebrew and Judaism. Akaela proudly became a *Bat Mitzvah* in 2002 — a ceremony in which she showed that she had the understanding and learning to be a Jewish adult. “It was so exciting to see her reading from the Torah in Hebrew and connecting themes from her Torah portion to modern life,” says Dia. Zaydek is now studying for his *Bar Mitzvah* (boys have a *Bar Mitzvah*, girls have a *Bat Mitzvah*) and he will have his ceremony in 2006. Miralah will follow. Thinking about the *Look What I See! Where Can I Be? At the Synagogue*, Dia recalls, “There is always learning in life. We had to learn quite a bit in order to produce the book. I had to find out more about the important symbols and rituals of Judaism to be able to capture them correctly. In a way, it is just like life - there is always an opportunity for learning!”



About the Illustrator: Michael J.N. Bowles

Michael grew up in Harare, Zimbabwe (can you find Zimbabwe on a map of Africa?) and in Madison, Virginia. He taught himself to be a photographer and his pictures have been published in national magazines like People, Forbes, Business Week, and Time. His special interest is pictures of people, called portraiture. His photographs have been shown at galleries in New York and London. Michael loves to travel and he has been on every continent, including Antarctica—but home is New York City.

About the Activity Guide Writer: Lauren Adams

For as long as Lauren Adams can remember, she wanted to be a teacher. She fulfilled her dream and spent 15 wonderful years teaching first and second grade students in Prince William County, Virginia. In the past year, however, she has downsized her class to one student ... her beautiful 18 month old daughter, Rylie.

About the Activity Guide Consultant: Sheri Feld

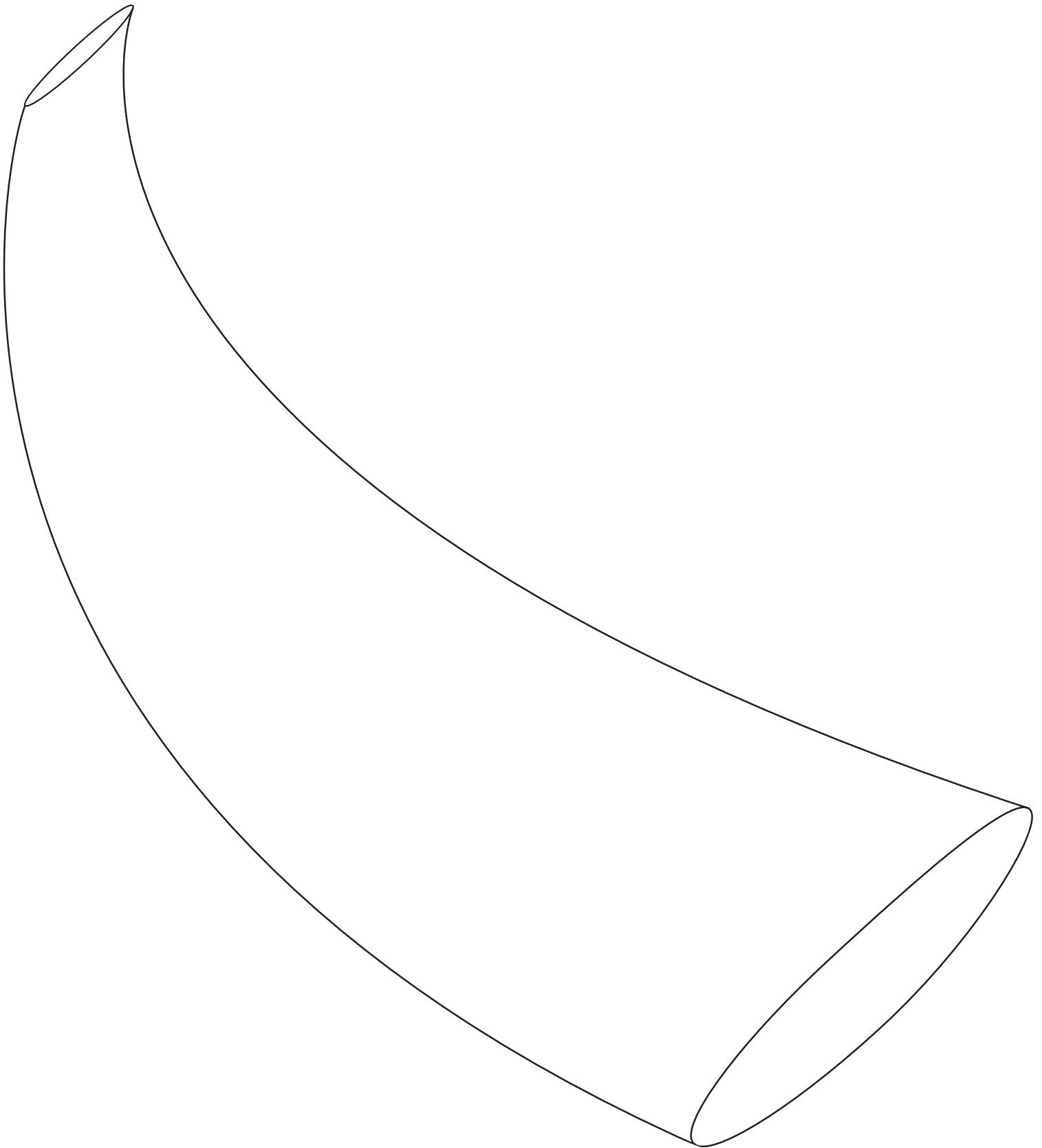
Sheri Feld uses a combination of advanced pedagogy and Judaic knowledge to create unique curriculum. She has taught special education and early childhood classes and has been a resource for homeschooling. Sheri lives with her husband and three year old son in the Boston area.

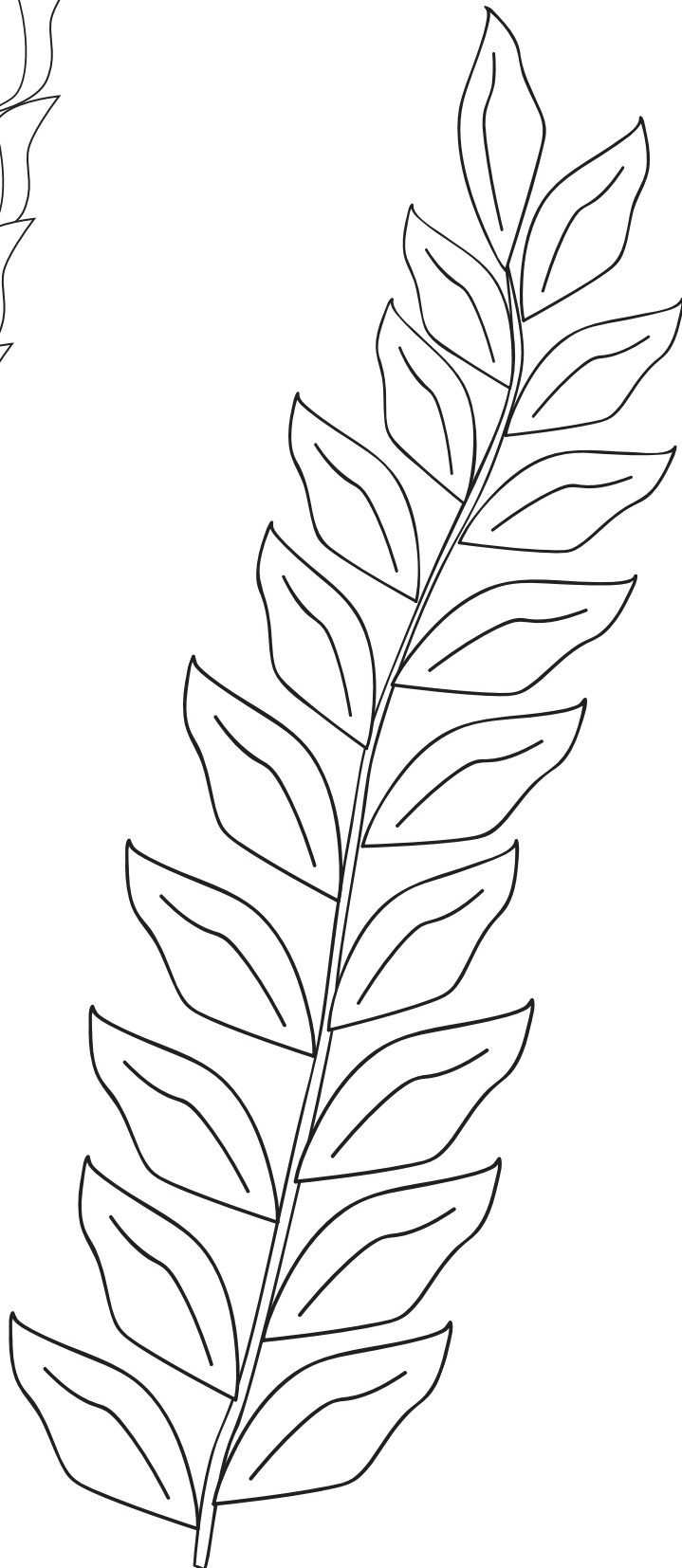
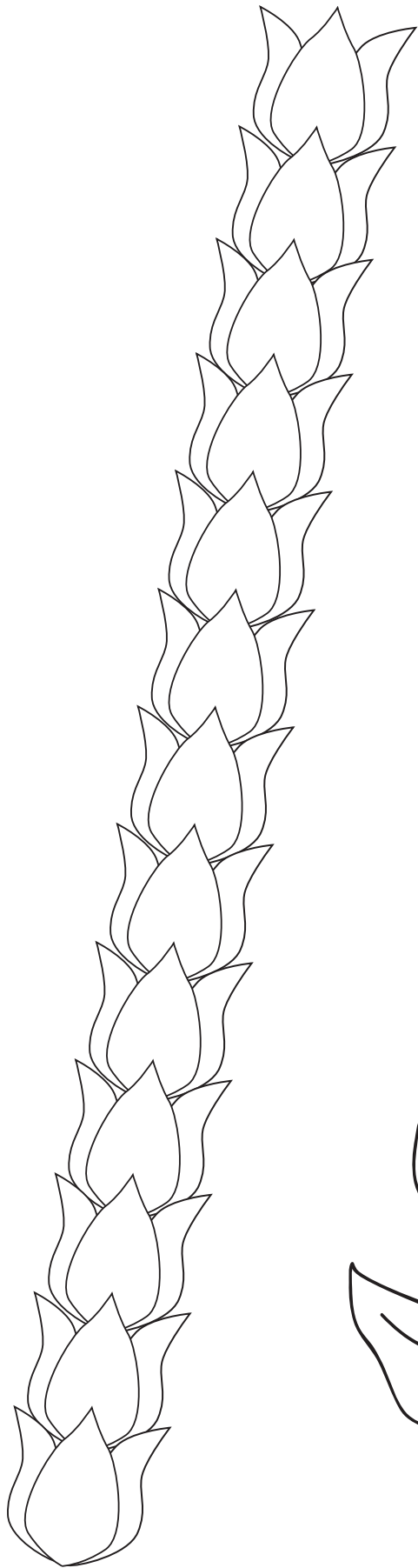
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Appendix A — Shofar Template





Appendix C — Flag Templates

