Teaching it to our children means also making them partners in what is so very important.

— Rabbi Steinsaltz

PJ Library Curriculum

All of Me
Boker Tov
It Could Always Be Worse / Terrible Terrible
Naamah and the Ark at Night
All of Me
By Molly Bang

GOALS
In this program, families explore the wondrous abilities of their bodies and examine different ways of expressing gratitude for all that their bodies can do. The take-home project from this program is a beautifully framed Thank You sign, upon which children have dictated notes expressing thanks for specific body parts. Families are encouraged to display this sign at home and to continue to reflect on the miraculous powers of the human body.

Plan in Advance

Prepare Thank You Pictures

MATERIALS
- Dot paints
- Thank You signs (Sample Thank You signs appear at the end of this program guide)
- Pen/pencil for writing child’s name on back of sign
- Foam frames
- Small plastic baggie for each family filled with:
  - Body part pictures mounted on colorful circles
  - Foam feet, foam hands
  - A pen for writing
  - Glue stick
  - Foam stickers
  - Colorful jewels and sequins

This book-based Program curriculum was developed by The PJ Library.
Submitted by Vivian Newman—Vivian@hgf.org
Introduce with an Activity

Decorate Thank You Pictures

Today we’re going to read a book about a little boy who loves to say “thank you.” He says thank you for all of his body parts. He thanks his feet for helping him jump; his hands for allowing him to hug and throw; and his mouth for helping him talk and sing. Later today, we’ll have chance to say thank you to many of our body parts. Right now, I’d like you to decorate a Thank You sign that we’ll later add picture to. We have several different types of Thank You signs for you to choose. Some display just the words thank you while some contain both the Hebrew and English words for thank you. Do you know the Hebrew word for thank you? (It’s todah!)

DIRECTIONS

1. Choose a Thank You sign
2. Decorate sign using dot paints
3. Remember to write child’s name on back of completed art work

Introduce the Story

Did you know that Jewish people love to say “thank you?” Do you know how to say thank you in Hebrew? (todah) In addition to todah, another Jewish way of saying thanks is by offering a blessing. Many Jewish blessings start with the exact same words—perhaps you’ve heard them before. They begin—Baruch Atah Adonai elohehu melech haolam—Thank you God, Creator of the World for… giving us bread, or vegetables, for creating beauty in the world. Many Jewish people like to say “thank you” as soon as they wake up in the morning. They like to wake up and say some special prayers called Birchat HaShachar—Morning Blessings. Included in these morning blessings are words of thanks to God for helping us see, for giving us strength, for providing us with clothes to wear. One morning blessing even says thank you for making our bodies with all the right openings and closings (some people like to say this prayer right after they’ve used the bathroom).

In All of Me, our book for today, we’re going to read about a little boy who loves to say thank you. He thanks his hands, his arms, his elbows, his knees. Which other body parts do you think he says thank you for? Let’s read and find out (read several pages straight through).
Read the Story

Encourage Participation
After reading several pages aloud, pause on the next several pages to ask children to predict for which body part the boy will be thankful. (What do you think he is going to say thank you for on this page? Why does he like his ______? Do you like your ______? What do you like to do with your _____?)

Follow Up Activities and Resources

Decorating Frames for Thank You Pictures

MATERIALS NEEDED
- Foam frames
- Small plastic baggie for each family

DIRECTIONS

Much of this activity can be done in your book reading circle. Families simply remain seated on the floor, in the same spot in which they listened to the story being read aloud.

Earlier this morning, you decorated Thank You signs. Now, I’d like you to work on decorating frames for your signs. I’m going to pass out baggies to everyone. In your baggie, you will find some pictures of different body parts. I’d like you to choose two or three body parts to glue onto your frame. On the pictures which you’ve selected for your frame, I’d like a grown-up to help you write why you are happy that you have that particular body part. Just like the boy in our book today, I’d like you to say thank you eyes for (you fill in the blank, perhaps you might say for helping me look at pictures in books …Or thank you feet for allowing me to climb and dance…) After you’ve written your notes and attached your body parts to your frame, you may add stickers and jewels to your frame. To complete the project, use a glue stick to attach your painted Thank You sign to your decorated frame.

A glue stick can be used to attach jewels and sequins to the frame. The jewels, however, will stick better if glue (rather than a glue stick) is used. So if time and space permits, you may want to set up separate stations that families can go to after they’ve completed the first part of their assignment—after they’ve written notes and attached body parts to frames. These additional stations can contain glue, q-tips, and a variety of materials to be glued to the frame for decorations.
Making Edible Bagel Faces

MATERIALS

- Mini bagels
- Soft or whipped cream cheese
- Small round fruits and vegetables (for example-blueberries, strawberries, grapes, etc.)
- Small thin sticks of vegetables (i.e. pepper sticks, carrot sticks, etc.)
- Spoons for spreading cream cheese

Do you remember some of the parts of the head which the boy in our book was thankful for? He said thank you for my mouth, and my lips, and my tongue, and…what else? Wow, there are so many parts of our face which are special. Right now, we’re going to use bagels and cream cheese and fruits and vegetables to make our very own edible bagel faces. As we eat our bagel faces, we can think about how lucky we are to have eyes and ears and noses. Not only do all of these parts help us see and hear and smell, but as we’re going to find out, they also taste delicious.

Singing Songs about Body Parts

Head, Shoulders, Knees, and Toes

- Head and shoulders
- Knees and toes (2x)
- Head and shoulders
- Knees and toes (2x)
- Eyes and ears and mouth and nose
- Head and shoulders
- Knees and toes (2x)
If You’re Happy and You Know It

If you’re happy and you know it,
Clap your hands
(Clap hands twice)

If you’re happy and you know it,
Clap your hands
(Clap hands twice)

If you’re happy and you know it,
Then your face will surely show it
If you’re happy and you know it,
Clap your hands.
(Clap hands twice)
Shake your head, show your tongue, wiggle your fingers… etc.

Look at Me

(From the CD Look at Me by Rick Recht and Sheldon Low)

My af (nose) helps me smell things,
My oznaim (ears) help me hear
My eynayim (eyes) helps me see you when you’re far and when you’re near
My yadim (hands) help me feel things
My lashon (tongue) helps me taste
My reglayim (legs) are for walking or for running in a race.
Look at me, look at me
I have a healthy body as you can see.
I’m the proudest kid in the whole wide world,
And I’m so lucky to be me.
Follow the program, try to e-mail each family, thanking them for coming and providing them with a list of Hebrew body parts (if you spent time at your program singing songs using the Hebrew names of body parts). Parents may also enjoy reading an article on ways of nurturing the value of gratitude within their children. The article listed below is by Wendy Mogel, author of Blessing of A Skinned Knee.

**Resources from Kveller (a Jewish Twist on Parenting)**
- “Gratitude: Encouraging your Child’s Natural Appreciation for the Little Things”
- Link for Hebrew body parts
  http://www.learn-hebrew-phrases.com/Parts_of_the_body/index.htm

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**Thank You**
Thank You Todah
All of Me
Program Goals & Activities

The primary goal of the program is to introduce families to the concept of beginning and ending each day with gratitude.

**During the program families will:**
- Create a fun, interactive boker tov/lilah tov sign to serve as a daily reminder to begin and end each day with gratitude.
- Learn the Hebrew expressions “boker tov” and “lila tov.”
- Discover additional developmentally appropriate activities to promote the daily expression of gratitude.

Additional activities include singing a variety of boker tov and lilah tov songs and making fresh squeezed orange juice (a tasty boker tov treat).

INTRODUCTORY ACTIVITY:
Creating Boker Tov/Lila Tov Signs

**Introductory remarks:** Today we’re going to read a book about some of the activities that one little boy likes to do every morning when he first wakes up. Every morning, the boy in our book likes to jump out of bed, take off his “jammies,” get dressed, eat breakfast, and dash off to school. This little boy also likes to say thank you. Every morning when he wakes up, he looks around and says thank you for all of the wonderful things which he sees. He says thank you for the sunshine, thank you for the yummy breakfast food, thank you for the earth, and even thank you for the hamster which he discovers in his classroom when he arrives at school. Right now we’re going to make a boker tov/lila tov sign—a good
morning and good night sign—which will remind us to start and end each day by saying thank you, just as the boy in our book does. When we sit down to read our book, I’ll show you exactly how our signs work, but for right now I’d like you to work on making and preparing some of the pieces for your sign.

**MATERIALS NEEDED**
- Plastic plates
- Pipe cleaners
- Watercolor sets: Either tubes, bottles, or trays containing solid pallets of watercolor
- Small paint brushes
- Muffin trays for holding painting supplies and water (by using muffin trays, you will avoid the frequent overturning of bowls and cups of water which often accompany watercolor painting)
- Boker tov and lila tov cards (see end of program for a copy of these cards)
- Pony Beads
- Velcro
- Foam or poster board, cut in the shape of the moon and sun

**ADVANCE PREPARATIONS**

1. Prepare the interactive sign from two plastic plates.
   - Cut one plate in half.
   - Place the half plate on top of the whole plate.
   - Staple around the edges of the half plate, thereby creating a pocket. This pocket will hold the individual pieces or attachments to the sign
   - Attach one piece of Velcro (teeth side up) to the top of the half plate.
   - Attach one piece of Velcro (teeth side up) to the top section of the full (whole) plate.
   - Attach matching pieces of Velcro (fuzzy side up) to the backs of the sun, moon, and boker tov and lila tov cards.
   - Place all pieces of sign (i.e. the sun, moon, and boker tov and lila tov cards) inside plate pocket.
   - Using a hole punch, punch a hole into the top of the full size plate.
   - Insert a pipe cleaner through the hole. Twist one end of the pipe cleaner to secure it to the plate.

2. Set up two work areas.
   This project works best with two separate work stations. One station will be for watercolor painting, while the second station will be for the stringing of beads.
**Watercolor Station**

**MATERIALS NEEDED:**
- Watercolors (liquid, tubes or watercolor pallets)
- Paint brushes
- Muffin trays/tins
- Pencil, pens for writing names
- Water
- Prepared plastic plates
- Newspaper or plastic bags or tablecloths for covering table
- Sheets of white paper (for those children who wish to continue painting even after they have completed their boker tov and lila tov cards)

**A Note on Preparing Watercolors:**
If using tube or liquid watercolors, fill the muffin compartments half full with water and squeeze in one or two drops of watercolor paint. Additionally, fill one or two muffin compartments with water but do not add color. These water-only compartments will be used for the rinsing of paint brushes. If using watercolor pallets, fill muffin compartments with water only. Pre-moisten watercolor pallets so that children can paint without delay.

**Bead Stringing Station**

**MATERIALS NEEDED:**
- Bowls containing pony beads
- Prepared plates

**Watercolor Station**

**DIRECTIONS:**
1. Distribute one sign/plate to each participant.
2. Participants remove boker tov and lila tov cards from the plate pocket.
3. Using watercolors, children decorate each card (blot with paper towels if cards become too drippy).
4. Be sure to jot children's names on the back of their card.
5. Once the children have completed painting their boker tov and lila tov cards (and extra paper), ask them to bring their plate to the bead stringing table.

**Bead Stringing Station**

1. Children string beads onto the open end of the pipe cleaner.
2. After children have attached as many beads as they desire, parents tie or twist the open end of the pipe cleaner to the section of pipe cleaner which is already attached to the plate. This forms a loop or a handle which will enable the sign to be hung on a door-knob within easy reach of a child.
Hints for Sharing the Book:

Introducing the Book

Today we’re going to read the book Boker Tov by Rabbi Joe Black, which shows what one little boy does when he first wakes up in the morning. Do you know how to say the word morning in Hebrew? Boker, can you say that word with me?

What do you do when you wake up in the morning?

As children offer suggestions, ask the group to pantomime each action.

What do you say when you wake up in the morning? In our book, the boy likes to say “boker tov.”

Let’s watch and listen and see what this boy does and says when he first wake up in the morning.

If possible, sing rather than read the book aloud.

Encouraging Participation

- Ask children to describe what the dog is doing on several of the book’s pages.
- On page 11, ask the children to guess what the new surprise in the classroom is (the hamster).
- Ask children to join you in imitating some of the actions depicted on each page: pretend to get dressed, wave hello/boker tov to the letter carrier, dance in the classroom, etc.

Closing Remarks

Wow, sometimes there’s a lot to do in the morning. Every morning, the boy in our book gets dressed, eats breakfast, and says thank you. Let’s see what he says thank you for (review pp. 8 – 10; he says thank you for “the food he eats, for the earth beneath his feet and for the morning sunshine bright”).

Earlier today, you made a sign which you can take home and hang in your bedroom. This sign can help you remember to say thank you every morning, just as the boy in our book does. Every morning when you wake up, you can jump out of bed, run to your sign, reach your hand in the pocket, and pull out the sun and the card that says “Boker tov. Good morning! Today I am happy because…”

Demonstrate how to attach these items to the sign.
Once you’ve arranged your sign, try to think of one thing which you feel happy about. I bet that every day, you’ll think of something different to be happy about. One morning you might feel happy because the birds are singing. Another day you may be happy that the sun is shining, or you may be excited that you are going to have a play date with a friend, or that you are going to visit grandma.

At night, you can rearrange your sign again, just before you go to sleep. What shines in the sky at bedtime? That’s right—the moon. So at bedtime, you can take down the sun and put up the moon. You’ll also need to put up the lila tov card. The lila tov card asks you to think about one nice thing which happened during the day and say thank you for that person, place, or thing. So for example, one night you might say, “Thank you for the friends whom I played with today,” or you might say, “Thank you for the zoo that I visited today,” or “Thank you for the sun which kept me warm all day long”. What other types of thank-yous might you say at the end of the day? I hope that you’ll keep track of some of your morning and night time thank-yous because I really want to hear about them the next time I see you.

FOLLOW-UP ACTIVITY #1: Singing songs & performing finger-plays about waking up and going to sleep.

This Little Girl All Ready for Bed

This little girl all ready for bed,
down on the pillow she lays her head
(Lay one finger down in the palm of the other extended hand)

Wraps herself up in the covers so tight
(Wrap fingers of the extended hand tightly around the sleeping finger)

This is the way she sleeps all night

Morning comes, she opens her eyes
Back with a toss the covers fly.
(Open the hand which was clasping the finger; Allow the opened hand to fly through the air)

Up she jumps, she’s up and awake
(Bounce finger up and down on the palm of the extended hand)

Ready to play and have a good day
I Wake up in the Boker

“I wake up in the boker and I open my eynayim (eyes)

I jump from my mitah (bed) and clap my yadayim (hands)—

If You're Happy in the Boker (To the tune of “If you're happy and you know it”)

If you’re happy in the boker, shout Boker Tov (2x)
If you’re happy in the boker and you really want to show it,
If you’re happy in the boker shout, Boker Tov

Other possible verses: If you’re happy in the boker…
eat your breakfast, brush your teeth, and comb your hair…

Last verse: If you’re sleepy in the lila, close your eyes (2x)
If you’re sleepy in the lila, and you really want to show it,
If you’re sleepy in the lila, close your eyes and go to sleep.

FOLLOW UP ACTIVITY #2: **Squeezing fresh orange juice and preparing a boker tov treat.**

Introductory Remarks

We’ve spoken a great deal today about waking up in the morning, in the boker. I have a question for you—What do you like to eat in the morning, in the boker, when you first wake up? Is there a special name for the meal which we eat in the morning? (Breakfast) What do you like to drink at breakfast? Right now we’re going to make a special morning breakfast treat. We’re going to make our own fresh-squeezed orange juice. Has anyone here ever made orange juice before? What will we need in order to make orange juice? What do you think we should say before we drink our juice? Should we say thank you to the oranges for giving us such good juice?
MATERIALS NEEDED:

- Oranges (sliced in half)
- Hand juicers (many, but at least 2 or 3)
- Paper bowls
- Paper cups
- A large pitcher for collecting the juice
- Carton of store-bought orange juice
- Cheerios

DIRECTIONS:

1. Pass out a handful of cheerios to each child (The cheerios will serve as a distraction, as the children await their turn with the juicers).

2. Distribute a small bowl and ½ orange to each child.

3. Ask children to wait for a turn with the juicer. Upon receiving a juicer, each child will twist his/her orange on top of the juicer, extracting as much juice as possible from the orange (those who can’t wait for the juicer can try hand-squeezing their orange into their bowl).

4. After each child has used the juicer, he/she should pour the collected juice into the large pitcher.

5. When all of the oranges have been squeezed, pour a little of the fresh-squeezed orange juice into each child’s cup.

6. Optional: Recite a blessing before drinking the juice, or simply offer a shout of “thank you.”

7. After serving the fresh-squeezed juice, offer children additional helpings of store-bought juice.

NURTURING THE FAMILY

Following the program try to e-mail each family, thanking them for coming and providing them with the words to some of the songs that you sang at the program. Parents may also enjoy reading an article by Dr. Wendy Mogel on ways of nurturing the value of gratitude within their children. The article is posted on the Jewish parenting site kveller.com. Dr. Mogel is the author of Blessing of A Skinned Knee: “Gratitude: Encouraging your Child’s Natural Appreciation for the Little Things”

Boker Tov! Good Morning!

Today, I am happy because...

Lila Tov! Good Night!

Tonight, I say “Thank You” for...
In *It Could Always Be Worse*, an award-winning retelling of a Yiddish folktale, a poor unfortunate man lives with his 6 children, his mother, and his wife in a crowded one room house. Unable to cope with the crying and quarrelling which daily fill his home, the man goes to the local Rabbi for help. To his surprise, the rabbi instructs the man to bring more and more of his farm animals into his home. The chaos and catastrophes which ensue help teach the man some important lessons about gratitude and learning to appreciate what one has.

Similarly, *Terrible, Terrible* focuses on what happens when a modern day girl named Abigail tries to adjust to life in a crowded house. When her mother remarries, Abigail must move into a house filled with new step sisters and brothers and lots and lots of junk. Much to her chagrin, Abigail's cramped new home lacks space for her to be alone. Turning to her rabbi for help, Abigail is told to bring more and more items into the house. Like her Eastern European counterpart above, Abigail begins to realize how changing one's perspective and viewing the world through a lens of gratitude can instantly transform one's life.

**Plan In Advance**

**Space Set Up**
You’ll need table seating for both children and parents, as well as enough empty floor space at the front of the room for the group to gather for story time. Set up craft tables with house decorating materials.

**MATERIALS NEEDED & ADVANCED PREP**

### My “Special” Home Mobile

- Cut outs of paper homes (template attached) made from poster board, card stock, or scratch art paper (Scratch art works well with older children—http://www.scratchart.com)
- Circles cut from construction paper or craft foam (approx. 3.5 inches in diameter), with holes at top and bottom
- Pipe cleaners, cut in half
- “Who is Rich” sign for top of mobile (template attached)
- Plastic coat hangers
- To simplify the process, you may want to attach the “Who is Rich” signs to the hangers before the program begins
- Home decorating materials: dot paints, stickers, markers, glue sticks, tissue paper or construction paper shapes
- Craft sticks/styluses for decorating scratch art paper
- Pictures of meaningful activities for the home (samples attached)
- Markers
- Optional: Pony Beads
Storytelling Stick Puppets

- Cut out photos and pictures of animals, bicycles, and other items which are brought into the home in either *It Could Always be Worse* or *Terrible, Terrible*
- Glue each cut out onto the top portion of a popsicle stick

Graham Cracker House Snack

- Graham crackers (chocolate and cinnamon, if possible)
- Animal crackers
- Square waffle shaped pretzels (windows)
- Square cookies (doors)
- Ziploc sandwich baggies, with one corner snipped off, filled with several spoonfuls of cream cheese (sealed)
- Gallon size Ziploc bags with house building materials: 6 graham cracker squares, 5-6 animal crackers, 4 waffle pretzels, 1 small square or rectangular cracker/cookie-for door, baggie filled with cream cheese)
- Paper plates

Gratitude Grab Bag

- Large bag—(Laundry bags or pillow cases work well)
- Collection of small every day, inexpensive items which have values/benefits which can be easily overlooked (toothbrushes, Band-Aids, cups, broken crayons, glove, rubber bands/pony tail ties, scotch tape, small empty cardboard boxes)

Introduce Families and the Story

**Greet Families**

As families arrive encourage them to decorate their houses, explaining that these houses will be used to make a very special mobile which will help families express gratitude for their homes. Remind families to write child’s name on the back of their completed home.
“My Special Home” Mobile—Step 1

Today we’ll be reading a book about a man/girl who, at the beginning of the book, does not like his/her house. By the end of the story, however, the man/girl loves his/her house. Do you like your house? I bet there are a number of things which make your home very special. Today, you’ll be making a mobile which will show just how special your home is. As a first step in making this mobile, you’ll need to decorate this paper house. Can you decorate this house in an extra-special way, making it look as wonderful as your own house really is? Remember to write your name on the back of your house.

Introduce the Story

Have everyone gather and introduce story:

Many of you have just decorated some very beautiful homes. I bet the houses in which you live are as special and unique as the homes which you just decorated. Can you raise your hand if you like the house that you live in? Today, as we read our book, we’re going to meet a man/girl who doesn’t’ think that his/her home is very special. In fact he/she really, really dislikes his/her home. The man in our book/Abigail, the girl in our book, thinks that his/her home is much too noisy and crowded. What would you do if you felt that your home was too crowded? Let’s read and discover what the people in our story do in order to obtain a quieter, more comfortable house.

Read the Story

Use Stick Puppets to Enliven Storytelling

Hold up stick puppets of each animal (or person or object) as it is being brought into the house. Ask the children to label the item and, if appropriate, make the noise of the specific animal/item that is being added to the house.

Post Reading Questions

- At the beginning of the story why was the man/ girl unhappy?
- To whom did he/she go to for help and advice?
- What advice did the Rabbi give?
- What happened when the man/girl followed the Rabbi’s advice?
- Why did the man/girl keep on listening to the Rabbi if things were getting worse and worse at home?
- What happened when Abigail and her family took the bikes, animals, and extra cousins out of the house?
- How did the man/girl feel about his/her house at the end of the story? At the end of the story, the house is really not any different than it had been at the beginning of the story. In It Could Always Be Worse the man’s house still contains his mother, his wife, and his six children, and the house is still crowded. Why does the man now like his house?
In Terrible, Terrible, Abigail, at the end of the story, is still living in her stepfather’s house with her new stepsisters and brothers. There are still seven people who need to share the couches, TV, and bathrooms and there are still lots and lots of “stuff” in the house, but Abigail is happy. What changed for her? Was there a way for Abigail/the man in our story to have avoided bringing everything into the house? When the man/Abigail first began to dislike his/her house, what could she/he have done?

Jewish Values Discussion

In Judaism we learn that we should always search for the good in a situation. Do you know how to say “good” in Hebrew? The Hebrew word for good is tov. One way for us to make sure that we have a very happy life is to be careful to always look for the good. In Hebrew the term Hakarat Hatov—refers to recognizing/acknowledging the good.

Turn to one of the opening pages of the book which shows an image of the crowded house:

One way for us to look at this house is to say—it’s crowded, it’s noisy, it’s full of stuff. But what if we readjusted our eyes and tried to look for the good in this house. What good might you see in this house, what might make this house special?

In Pirkei Avot, a special Jewish book which teaches lessons about how to live a good life, we’re told that we should always try to be happy with what we have. The Hebrew words for being happy with what one has are: Sameach B’chelko. When we look for the good and feel happy about what we have, the Rabbis tell us that we’ll feel very rich. We’ll feel as if we have lots and lots of money and own the best things in the world.

Let’s see if we can readjust our eyes and look for the good in our own homes. What is special about your home?

Gradually direct the conversation away from listing all of the special toys, objects which children possess by using questions such as:

- It’s nice to own special toys and furniture, but could you be happy without those things?
- Let’s think about the people and activities which go on in your home. Who lives in your house with you? What do you like to do at home with your mom and/or dad or brothers or sisters or pet?

Wow, your homes do sound very special. Right now, we’re going to make a mobile which will show how special and rich your homes are. We hope that whenever you see this mobile, you’ll remember to look for the good in your home and appreciate what you have. Once you hang your mobile at home you may find that there are even more things which you’d like to add to it. As you’ll see, there will be lots of circles on your mobile and lots of places to add additional notes about what makes your home so special. In a minute, we’re going to stand up and go to the crafts tables. If you had a chance to decorate a house when you first came to the program, please find your home and bring it over to the crafts table. If you didn’t have a chance to decorate a home, don’t worry, there will be extra blank houses at the crafts table. (You can take some stickers home with you and decorate your house once you’ve brought your mobile home.)
Follow Up Activities and Resources

My Special Home” Mobile—Part II

SET UP
During the reading of the book and the follow-up discussion, volunteers/staff should clear away the house decorating materials and reset the table with the remaining mobile supplies (see material list above).

DIRECTIONS
1. String a pipe cleaner through the house cut-out, and attach the house to the hanger.
2. On a paper circle, draw a picture or write a note describing something which makes your home special (examples, There are 2 parents, and 3 children who live in my home; We have a pizza/movie night every Saturday evening; We grow tomatoes in our back yard).
3. Adaptation for younger children: Rather than drawing their own picture, younger children can glue pre-printed pictures onto their circles.
4. After you’ve decorated several circles, use pipe cleaners to attach the circles to the plastic hanger. You can create a chain of several circles, stringing pony beads in between the circles. Or you can attach circles individually to the hanger.

Snack Activity

Just for fun, let’s see if we can create edible homes for snack. We’ll put animal crackers inside our graham cracker houses so that our edible houses will be as crowded as the home we read about in our book. Before we eat our homes, let’s take a moment to note everything which makes our graham cracker house special.

DIRECTIONS:
1. Hand every child a paper plate and Ziploc bag containing edible home building supplies (see materials listed above).
2. Squeeze cream cheese baggie and apply cheese (as glue) to edges of graham crackers.
3. Assemble graham crackers into the shape of a home.
4. Place animal crackers in the center of the home.
5. Create a roof, using graham crackers and cream cheese (optional)
6. Apply cream cheese to backs of pretzels (windows) and square cracker/cookie (doors). Stick windows and doors onto graham crackers.

Before eating your home, see if you can offer up some words of praise. What’s special about your graham cracker home? What features/aspects of your edible home do you especially like?
Gratitude Grab Bag

Have families return to the floor/book reading area for this activity:

*Before you go home, we want to give you even more practice in learning to search for the good and feeling happy with what you have. Right now, we’re going to play a game in which you’re going to reach into our bag and pull out a small object. At first glance, these objects may not seem special and you may feel disappointed that you pulled such an uninteresting item from the bag. Your challenge is to open your eyes and look for the good. Tell us why you’re happy that you picked this object. Tell us why this would be an important item to own. (If you’d like, you can even keep the item which you selected.)*

**ADAPTATION FOR LARGER GROUP**

Display items on a table. Ask families to briefly pick up one or two items and explain to one another something which is special / important about this item. Ideally, it would be great if each family could take one small item home with them, but if that’s not possible, simply ask families to pick up an item, discuss it, and then put it back down on the table.

So, do you feel rich? Are you happy with the small present that you chose?

**Songs of Gratitude**

*Today we learned all about being happy with what we have. Let’s sing a few songs to help strengthen our ability to appreciate and enjoy what we have, which will also give us a chance to offer thanks for everything which is good in our lives.*

Optional: ask families to make up their own lyrics to any of these songs:
Kobi’s Lullabye

words and music by Rick Recht (Free to be the Jew in Me CD)

Listen: http://www.rickrecht.com/music/index.php#album-18
Sheet music: http://rickrecht.com/resources/Kobi.pdf

Before I close my eyes at night and sleep
before I drift into my dreams
I give thanks for the blessings in my life
for the people who care for me

thank you G-d for my family
thank you G-d for my friends
thank you G-d for the earth and sea
thank you G-d for the trees
and the air I breathe
and thank you G-d for me

When I open my eyes
to the new daylight
before I rise and start my day
I give thanks for the music
and love in my life
for the freedom I have to say

thank you G-d for my family
thank you G-d for my friends
thank you G-d for the earth and sea
thank you G-d for the trees
and the air I breathe
and thank you G-d for me

thank you G-d for my hope
thank you G-d for my heart
thank you G-d for the strength to know wrong from right
thank you G-d for the faith I have in myself
and thank you G-d for me

Sh’ma Yisrael Ad-nai
El-heinu Ad-nai Echad
Thank You

words and music by Rick Recht (Look at Me CD)

Listen: http://rickrecht.com/music/

Yai dai dai dai yai dai dai dai dai dai
Yai dai dai dai yai dai dai.
yai dai dai dai yai dai dai dai dai daidai
yai dai dai dai yai dai dai dai.
Thank you thank you
Thank you for this special time
Thank you thank you to walk and dance and run and climb
Thank you for my heart and my mind
Thank you thank you for my life

I Give Thanks

words and music by Sheldon Low (Look at Me CD)

Listen: http://rickrecht.com/music/
Sheet music: http://rickrecht.com/resources/IGiveThanks.pdf

I (I) I give thanks (I give thanks)
I give thanks (I give thanks) to you (to you)
Thank you for my parents we love love love
Thank you for the trees we hug hug hug
Thank you for doggies we pet pet pet
Thank you for the water so wet wet wet
Thank you for chocolate we eat eat eat
Thank you for the soil that tickles our feet
Thank you for the flowers we sniff sniff sniff
Thank you for this life we live live live
What Are You Thankful For

words and music by Elana Jagoda (Uri Uri CD)

Listen: http://www.zumgali.com/fr_listenbuy.cfm
Lyrics: http://content.bandzoogle.com/users/zumgali/files(UriUribooklet.pdf
Sheet music: Contact elanajagoda@gmail.com

What are you thankful for today?
Share with me the blessings that have come your way
What are you thankful for today?
Share with me the blessings that have come your way

I’m thankful that the sun is shining
I’m thankful I’ve got food to eat
I’m thankful for the songs I sing
I’m thankful for my dancing feet

What if you and a friend had a fight
Maybe you got hurt when you fell off your bike
Maybe mom and dad made a dinner you didn’t like
But be grateful
you have a plateful

I’m thankful that I’ve got clothes to wear
I’m thankful that I’ve got enough to share
I’m thankful for what the earth brings me
I’m thankful for my friends and family

What if your brother or sister didn’t share
Maybe you just couldn’t find anything to wear
Maybe you just had a really bad day for hair
When life’s distressing
just count your blessings
Resources for Parents, Teachers, Families

Follow-up Email to Families
Following the program, try to e-mail each family, thanking them for coming, and providing them with the words and MP3 downloads to some of the songs that you sang at the program. Families may also enjoy receiving instructions on how to participate in additional values-based projects within their own homes. Some families may be interested in learning more about the values discussed at the program. Try sending families one or more of the following links:

Start a Family Gratitude Journal

Further Reading on Gratitude and Being Happy With What One Has
Nurturing Gratitude in Children

Who is Rich: The Tool for being Happy right now
http://www.simpletoremember.com/articles/a/pirkei-avos-who-is-rich/

Gratitude-HaKarat Hatov
http://jewishvalueseveryday.blogspot.com/search/label/gratitude

Additional PJ Library Books about Gratitude
This lesson plan can be adapted to use with:

- **Kishka for Koppel** by Aubrey Davis
- **Meshka the Kvetch** by Carol Chapman
It Could Always Be Worse/Terrible Terrible
It Could Always Be Worse/Terrible Terrible
It Could Always Be Worse/Terrible Terrible
It Could Always Be Worse/Terrible Terrible
Who is Rich?

One who is happy with what one has
(Pirkei Avot 4:1)

I love my house because of all that goes on within it…
Naamah and the Ark at Night
By Susan Campbell Bartoletti
Illustrated by Holly Meade

THEME: Incorporating Gratitude Into Bedtime Routines
18 Months – 4 years old
45 – 60 minutes

Book Overview

In this lyrical picture book, readers are introduced to Naamah, Noah’s wife, who plays a crucial role in managing and assisting Noah with the ark. When the people and animals aboard the ark have difficulties falling asleep, Naamah sings to each passenger, bringing peace and comfort to all. Young children will easily relate to this all too common occurrence of “bedtime problems.” Not only will children love naming the animals on the ark, but they will adore joining Naamah as she soothes and sings bedtime prayers to the large and ferocious, as well as the small and cuddly, animals of the ark.

Goals

This program will help families explore ways of adding elements of thankfulness and gratitude to their nightly bedtime routines. Families will:

- Create an interactive “Lila Tov” (good night) ark which will display lyrics for a simple bedtime song/prayer (Families will be encouraged to sing this song as they attempt to integrate gratitude into bedtime routines).
- Learn a few details of the Noah’s ark story.
- Prepare a delicious Noah’s ark snack.
- Generate a list of people, objects, occurrences, and activities for which they are thankful.

Plan In Advance

Prepare Paper Plate Arks

MATERIALS NEEDED

- Large brown paper plates (10.25 inches in diameter)
- Scissors
- Tape
- Lyrics to Naamah’s Good Night Song (see end of this program)

This book-based Program curriculum was developed by The PJ Library.
Submitted by Vivian Newman—Vivian@hgf.org
Naamah and the Ark at Night

DIRECTIONS

1. Make a crease down the middle of a large plate and cut a slit (approx. 3 inches wide) along the center portion of the fold line.
2. Using a second plate, cut out an arrow shape (approx. 3 inches in width and 4 inches in length).
3. Insert the arrow into the slit of the folded plate—the rectangular portion of the arrow should stand above the fold. The triangular portion of the arrow will remain below the fold, concealed by the bottom of the ark.
4. Crease plate along fold line, so that plate can stand upright and rock like a boat.
5. Tape the triangular portion of the arrow to the inside of either side of the folded plate.
6. Using a glue stick or glue gun, attach a copy of “Naamah’s Good Night Song” to the back of one side of the rectangular portion of the ark.

Prepare Animal Stick Puppets

MATERIALS NEEDED

- Popsicle sticks
- Foam cut outs of animals or simple photos or pictures of animals (You'll need 2 or multiples of 2—i.e. 4, 6, 8 of each type of animal)
- Glue or glue gun

DIRECTIONS:

1. Glue animals to Popsicle sticks
2. Arrange animals in pairs
3. Prior to program, hide animal pairs in somewhat visible locations in the room in which the program will be held—remember that very young children may become frustrated or disinterested in the activity if they cannot quickly find the animals so make sure that they're somewhat easy to find.
Introduce with Activities

Decorating “Lila Tov” Ark

As families arrive, hand them a pre-assembled ark and explain how to decorate their arks. The following is a sample introductory speech:

Later today we’re going to read a book about Noah’s ark. Do you know what an ark is? It’s a boat which floats upon the water. In the Torah, the special book of Jewish stories and rules, we learn that Noah and his wife, Naamah, built an ark and filled it with many animals, so that the animals could stay dry when it rained for 40 days and nights. Here is an ark (show empty ark), but it seems be missing its animals. Do you think you could use some stickers and fill your ark, so that it will look just like Noah and Naamah’s ark?

MATERIALS NEEDED
- Pre-assembled arks
- Animal stickers
- Magic markers
- Glue sticks
- Optional—small pieces of paper for children to draw their own animals or pictures of food for the animals

DIRECTIONS:
1. Ask children to decorate both sides of the ark with stickers and optional hand-drawn pictures.
2. Demonstrate how children can gently rock their ark from side to side.
3. Make sure child’s name is written on ark.

Finding Animal Pairs

As families complete arks, suggest that they begin to search for animal pairs:

Your arks look wonderful, but I think that there may be space for a few more animals. Did you know that Noah and Naamah made certain to bring 2 of every type of animal unto the ark? They invited 2 horses, one boy horse and one girl horse, to come aboard their ark. Similarly, they asked for 2 lions and 2 elephants, etc. to come aboard their ark. Let’s see if we can be like Noah and Naamah and find pairs of animals for our ark. Hidden around this room are all types of animals. Can you find some pairs of animals and put them in your ark?

DIRECTIONS:
1. Children and parents should search for animal pairs.
2. Once found, the animal pairs should be tucked into the ark.
3. Children should carry their completed arks over to the rug for circle/story time.
Families who have not had time to decorate their arks should be given an empty ark, with 2 stick puppets slipped inside. A number of stickers can be sent home with families who arrived late to the program, so that these families can decorate their arks at home.

Introduce the Story

Today, we’re going to read the book Naamah and the Ark at Night, by Susan Campbell Bartoletti. This book uses beautiful pictures and poetry to describe what happened aboard Noah’s ark at night.

- Does anyone remember the story of Noah and the ark? In the story, Noah built an ark.
- What is an ark? (Hold up one of the paper plate arks)
- Why did Noah build an ark?
- Who went on the ark?
- What do you think it was like to be on the ark?
- Was it quiet? Was it comfortable?
- According to our book, many of the animals and people aboard the ark had a hard time falling asleep at night. Naamah, Noah’s wife, does something special to help everyone sleep.
- What do you think she does?

Let’s read our book and discover how Naamah helps everyone fall asleep.

Read The Story

Encourage Participation

- Ask children to name the animals they see on each page. When appropriate, ask children to identify the sound each animal makes.
- Invite children to pantomime Naamah’s gestures (stroking the animals, pulling covers up, yawning as she gets into bed) where possible.
- As the animals fall asleep, ask children to briefly close their eyes (fake snores are always fun!)

Post Reading Discussion Questions

- Did you like the way in which Naamah helped everyone fall sleep?
- What did she do?
- What happens in your house when you’re having a hard time falling asleep? What helps you sleep?
- In our book, it says that Naamah sings a “bedtime prayer” at night. The book doesn’t tell us what tune or words Naamah uses in her prayer. What song do you think she sings?
- In our book, it says that Naamah sings a “bedtime prayer” at night. The book doesn’t tell us what tune or words Naamah uses in her prayer. What song do you think she sings?
- I like to imagine that she sings a song that sounds a bit like “Twinkle, Twinkle Little Star.” Because her song is a prayer, I bet that she uses the words “thank you” in her song.
Naamah and the Ark at Night

Follow Up Activities And Resources

Making Edible Arks

It’s fun and important to say “thank you” at bedtime, but it’s also good to say “thank you” at other times of the day as well. Sometimes, it’s nice to say “thank you” before we eat. Let’s make a special ark snack, and let’s see if we can say “thank you” before we eat it.

MATERIALS NEEDED

- Graham crackers (broken into individual squares)
- Deli flats, and/or small pita breads, cut in half
- Animal crackers
- Jam or spreadable fruit
- Plastic spoons
- Paper plates
**DIRECTIONS**

1. Pass out one half deli flat and a spoonful of jam to each child.
2. Ask children to spread jam on their deli flat.
3. Pass out animal crackers. Ask children to place animals on top of their jam.
4. Distribute graham cracker squares. Show how these can be tucked underneath the flat side of the deli flat to make the top of the ark.
5. Eat and enjoy.
6. While children are eating, ask them what they might want to say thank you for (What helped you make these arks? To whom or for what should we say “thank you”?).

**Painting an Ocean**

*Once Noah and Naamah finished bringing the animals onto the ark, it began to rain and rain. The rain covered the land and made an ocean for the ark to float upon. Do you think that we should make an ocean for our arks to float upon? We have some funny paint brushes to help us paint our oceans.*

**ADVANCED PREPARATIONS**

- Cover tables with plastic garbage bags (this is a fun but slightly messy activity).
- Pour diluted paint or food coloring into bowls.
- Create or purchase texturized paint brushes.

**MATERIALS NEEDED**

- Food coloring or paint (blue and green)
- Paper/plastic bowls for holding paints
- White paper plates
- Paper towels
- Paint brushes- texturized or regular

**DIRECTIONS**

1. Turn white plate upside down.
2. Ask children to paint the plate.
3. Use paper towels to blot up extra paint.
Singing Gratitude and Noah’s Ark Songs

Due to the young ages of the children for whom this program is intended, songs of gratitude are combined with some traditional animal songs. The animal songs are included because this is the type of music to which young children are attracted.

If You’re Grateful and You Know It

(To the tune of “If you’re happy and you know it”)

If you’re grateful and you know it say,
“Todah-Thank You”- repeat 2 times
If you’re grateful and you know it and you really want to show it,
If you’re grateful and you know it say,
“Todah-Thank You”
Additional verses: If you’re grateful and you know it . . . kiss your mommy....
. . . shout “Hooray”

I Give Thanks to You

(Rick Recht, on the Look at Me CD)

I (I) I give thanks (I give thanks) )
I give thanks (I give thanks) to you (to you) )

x2

Verse 1
Thank you for my parents we love love love
Thank you for the trees we hug hug hug
Thank you for doggies we pet pet pet
Thank you for the water so wet wet wet
Chorus

Verse 2
Thank you for chocolate we eat eat eat
Thank you for the soil that tickles our feet
Thank you for the flowers we sniff sniff sniff
Thank you for this life we live live live


The Animals Go Marching

(Traditional with special lyrics)

The animals go marching two by two! Hurrah! Hurrah!
The animals go marching two by two! Hurrah! Hurrah!
The animals marching two by two!
Old Noah stops to tie his shoe
And they all go marching down into the ark
To get out of the rain. Boom! Boom! Boom!

Two by Two

(To the tune of “Skip to My Lou”, Words by Lisa Litman.)

Clap your hands, two by two,
Clap your hands, two by two,
Clap your hands, two by two,
When Noah built the ark, YAHOO!
(Really throw your arms up and let loose!)

Hop like a bunny, two by two.
Hop like a bunny, two by two,
Hop like a bunny, two by two,
When Noah built the ark, YAHOO!

Brainstorm ideas for additional verses. Examples:

» Roar like a lion, two by two...
» Stretch your necks (giraffe), two by two...

Naamaah’s Good Night Song

(To the Tune of: Twinkle, Twinkle Little Star)

Lila, Lila, Lila Tov
Lila Tov, It’s Time to Sleep
We say Thank you,
Thank you for,
Thank you for __________

(Lila Tov=Good Night)
Making Gratitude Journals (ages 4 and up)

**MATERIALS NEEDED**
- Stickers (optional)
- Piece of paper with words “My Family is Thankful For”
- Blank notebooks or writing journals
- Paper and glue stick (if journal cover is difficult to write on, you may need to paste a blank piece of paper on top of the cover)
- Markers
- Stickers (optional)
- Piece of paper with words “My Family is Thankful For”

**DIRECTIONS**
1. Ask children to decorate journal covers.
2. Find a place to glue on the journal’s title—“My Family is Grateful For” (optional).
3. Encourage families to write in the journal on a nightly or once a week basis.

Resources for Parents, Teachers, Families

**NURTURING THE FAMILY**

Following the program, try to e-mail each family, thanking them for coming, and providing them with the words to some of the songs that you sang at the program. Parents may also enjoy reading articles on the importance of establishing routines with young children and ways of incorporating Judaism into daily routines.

- “Jewish Routines for Children: Creating positive educational experiences for your family” by Caron Blau Rothstein, PJ Program Professional, Portland, OR: http://www.myjewishlearning.com/life/Relationships/Parents_and_Children/Routines_for_Children.shtml
**Naamah’s Good Night Song**

(To the Tune of Twinkle, Twinkle Little Star)

Lila, Lila, Lila Tov
Lila Tov, It’s Time to Sleep
We say Thank you,
Thank you for,
Thank you for __________

(Lila Tov = Good Night)

**Naamah’s Good Night Song**

(To the Tune of Twinkle, Twinkle Little Star)

Lila, Lila, Lila Tov
Lila Tov, It’s Time to Sleep
We say Thank you,
Thank you for,
Thank you for __________

(Lila Tov = Good Night)

**Naamah’s Good Night Song**

(To the Tune of Twinkle, Twinkle Little Star)

Lila, Lila, Lila Tov
Lila Tov, It’s Time to Sleep
We say Thank you,
Thank you for,
Thank you for __________

(Lila Tov = Good Night)

**Naamah’s Good Night Song**

(To the Tune of Twinkle, Twinkle Little Star)

Lila, Lila, Lila Tov
Lila Tov, It’s Time to Sleep
We say Thank you,
Thank you for,
Thank you for __________

(Lila Tov = Good Night)