



Center for Jewish Ethics

**USING STORIES WITH  
*A GUIDE TO JEWISH PRACTICE: VOLUME 2:  
SHABBAT AND HOLIDAYS***

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With an Introduction by Marilyn Price

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HOLIDAYS**

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## **STORIES TO TEACH AND REACH**

*An effective tool for reaching all levels of learners*

The master pedagogue Howard Gardner<sup>1</sup> teaches us that “*stories are the single most powerful tool in a leader’s toolkit.*” He advocates using stories and case studies as tools for teaching. Stories can level the playing field for all learners as well as heighten the experience for all listeners.

The attached annotated bibliography is a brilliant adjunct to the Shabbat chapter in *A Guide for Jewish Practice: Shabbat and Holidays*. The author of the bibliography, Lisa Rosenberg, has annotated each section of the chapter with stories that underline the section’s messages. In the next few pages, I will discuss some of the most effective uses of this *Educator’s Guide* and the art of using stories.

This will include but not be limited to presentation skills, knowing how to carefully read and select stories, inserting the stories in your teaching and also how to take those stories and bend them for their best use and yours.

There are no hard and fast rules about the length of a story. Know your audience. Presentation rules remain the same in all cases whether the story lasts three minutes or ten. There is also nothing wrong with reading a story, which can be even more effective with certain listeners. Depending on the age of the audience, you may want the book to be shown. Knowing the story and reading it for practice will help you add emphasis and expression as well.

Placing a story within the context of your teaching will add a change of pace and another way for different learners to connect. Again there are no rules about where to add a story, a poem or even a piece of music, but it is always wise to have one in your repertoire of teaching so you can enliven a stagnant moment.

We are presenting this Educator’s Guide as an online tool because we are hoping to receive both feedback and additional stories and teaching experiences from its users. At the end of the Educator’s Guide is a bibliography of books written specifically for classroom tellers (teachers and students).

*--Marilyn Price, TriBraining Inc.*

## **TELL THEM A STORY**

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<sup>1</sup> Howard Gardner, Howard Gardner is the John H. and Elisabeth A. Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education. He also holds positions as Adjunct Professor of Psychology at Harvard University and Senior Director of [Harvard Project Zero](#). Gardner is best known in educational circles for his theory of multiple intelligences, a critique of the notion that there exists but a single human intelligence that can be adequately assessed by standard psychometric instruments. During the past two decades, Gardner and colleagues at Project Zero have been involved in the design of performance-based assessments; education for understanding; the use of multiple intelligences to achieve more personalized curriculum, instruction, and pedagogy; and the quality of interdisciplinary efforts in education.

## OVERARCHING RULE - SMILE

1. Choose a story you are familiar with and like.  
*Consider if it needs any changes to fit your needs.*
2. If the story is from a printed source, read it two or three times.  
*If the story is yours, do the same. Make sure that the author has no problem with your telling this story.*
3. Get the main order of the story in your mind. What are the important points? What is the sequence of events?  
*Think of it like a game board. Where is it going, and does it get there smoothly? Try redefining it in bullet points so that it is easily followed.*
4. Try telling the story to yourself —  
*A critical audience but one easy to get in the same room with you. Tell it in your head or out loud. Out loud is scarier, but it is more effective for listening.*
5. Reread the story.  
*Read it out loud again when you think you are done. This time read it with listening in mind.*
6. Add the parts you have left out. Do not memorize, except for specific rhymes.  
*That means the parts you left out in number 4. If you didn't leave anything out - bravo. If you did, judge whether you really need it.*
7. Try telling the story in front of a mirror.  
*Intimidating perhaps, but watch to see what your face does. Does it smile when you are telling the happy parts? (Listen to how your voice follows the look on your face.) Smiles make more pleasant conversation, and frowns do to your voice what they do to your face.*
8. If you have a tape recorder, tape the story and listen to it critically.  
*Be aware going into this process that tapes alter a voice. Video is nice but not as accessible, and often we freeze before the camera, giving ourselves an unrealistic look.*
9. Tell the story again in front of a mirror or for your family, friends, or groups of children.  
*Caution: This will be the toughest audience unless you treat them like an audience.*
10. I tell it to my turtles.  
*They are non-judgmental but move with voice changes and body movement, so not as dumb as you think. They listen for food!*
11. Add facial and hand expressions and any noises or sounds that fit.

*This would be a good time to return to the mirror. Don't add cumbersome equipment that takes away from your telling.*

12. Keep your eyes moving over the people to whom you are telling the story; sit or stand close to your audience. If standing, don't cement yourself in one place. Use your movement to follow the flow of the story.

*Catch an eye or two along the way - don't startle by staring. Try moving just your head at first then gesturing with one hand. Save the big movements for bigger action.*

*NOTE: if your audience is just one person, look only at that person.*

13. Use pauses wisely. Don't be afraid of them.

*Caution: Pauses should be used to emphasize drama. Watch the audience carefully to see that they are still with you. If anyone begins to shift — jump back in.*

14. Use your voice for character traits and to express suspense, surprise, joy, sorrow, quietness, and so on.

*No yelling please! Have your voice emphasize your facial movements. Bring your hands in as well. Use all the things you use in friendly conversation.*

15. Write down specific rhymes or the beginning and ending on cards if you think you might need them as a reminder just before you start your story. Use them wisely and minimally. It's better to disguise them as props somehow.

*I am always very leery about this practice, but if you can disguise it within the context of the story - okay. Just know it is so much more effective without.*

16. Think about adding poetry, songs or folklore to your story. Is there some way to add audience participation effectively?

*Many audiences will respond automatically to a nod or a point from you. If you really want a response the first time - ask for it.*

17. What can you add to the story to make it yours? Sometimes you can learn to feed off the audience or add touches from your life or theirs to personalize it.

*This is where audience awareness comes in. It's absolutely vital!*

18. Practice, practice, practice.

*Each time that you tell a story qualifies as another practice. We learn each time we tell. It's a gift.*

18. Smile!

*AND ENJOY! AND LEARN! AND GROW*

## **A Bibliography for Storytelling: Books That Help You Tell the Story**

*The following list is by no means an inclusive selection on how to tell or find the story. Some give guidelines in style, some in finding the story, some in different ways to show the story and some are just good reading with a few stories tucked in. They are all books that I have either used myself or that I recommend to others to try.*

Herbert Anderson. ***Mighty Stories – Dangerous Rituals: Weaving Together the Human and the Divine*** (Jossey Bass Press)

This book conveys a mighty vision! It offers a way of conceptualizing the relationship between ritual and pastoral care that is vital and integrated, as well as concrete strategies for helping persons connect the narratives of their lives with the divine narrative. Both challenging and accessible, it could be used fruitfully in the congregation as well as in the seminary classroom.

Rives Collins and Pamela Cooper. ***The Power of Story: Teaching Through Story Telling*** (Waveland Press)

Storytelling plays a central role in empowering educators and learners to synthesize and verbalize personal experiences, communicate feelings and construct meaning, all of which are processes vital to effective learning.

Donald Davis. ***Telling Your Own Stories*** (August House)

*Telling Your Own Stories* is designed for families, teachers, counselors and all who want to inspire storytelling either in themselves or in others. Through a series of memory prompts, the user is led through the creation of plots, of place and of characters.

Karen Ernst Da Silva. ***Picturing Learning: Artists and Writers in the Classroom*** (Heinemann Press)

Another way to pull stories out of students and yourself by using visual media is described by a former middle school educator who integrated the art of telling with the arts, writing and the visual component.

Carol LaChapelle. ***Finding Your Voice – Telling Your Stories*** (Marion Street Press)

A guide to crafting meaningful life vignettes through 167 exercises and writing prompts, this book shows you how to elicit memories and family lore.

Bill Mooney and David Holt. ***The Storyteller's Guide*** (August House)

Storytellers share advice for the classroom, boardroom, showroom, podium, pulpit and center stage.

Sherry Norfolk, Jane Stenson, and Diana Williams. ***The Storytelling Classroom: Applications Across the Curriculum*** (Libraries Unlimited)

A series of essays written by storytellers who work in the classroom as well as teachers who use storytelling in the classroom, this book addresses specific curriculum areas and includes practical, easily replicable lesson plans.

Daniel Taylor, Ph.D. ***The Healing Power of Stories: Creating Yourself Through the Stories of Your Life*** (Doubleday Press)

This important book takes a look at the spiritual significance of story. The author, a professor of English at Bethel College in St. Paul, Minnesota, uses the gifts of all faith communities to underscore the value of telling and the significance of weighing the characters in our stories as well.

## **Annotated Bibliography for the section on Shabbat in *A Guide to Jewish Practice: Volume 2: Shabbat and Holidays***

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### **1. Shabbat Rest**

- *Creating rest and renewal on Shabbat (Menuḥa) and the importance of rest and renewal/ renewal of the soul (Vayinafash) (pages 35-37 in A Guide to Jewish Practice Volume 2)*
  - *Remembering the act of Creation/resting on the seventh day/ Acknowledge God's presence (Zekher L'ma'asey B'reyshit) (pages 9-12)*
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Cohen, Deborah Bodin. *The Seventh Day*. Maryland: Kar-Ben Publishing, 2005

This book covers the story of the creation beautifully. Showing God using talents like painting, singing, pottery, and music in the making of the earth, sky and all living things encourages youngsters to discover the talents that God has given them.

*Lower Elementary*

Cone, Molly. "The Sweetest Sound" in *Who Knows Ten? Children's Tales of the Ten Commandments*. New York: UAHC Press, 1997

King Reuben brings all of the musicians in his country to try to discover the sweetest melody of all. After much discussion, a woman places two Shabbat candlesticks on a railing and states that the sweetest melody is the sound of rest and peace on Shabbat.

*Lower/Upper Elementary*

*\*Cross-referenced with holiness and lighting candles*

Handelman, Maxine Segal and Joani Rothenberg. *The Shabbat Angels*, New York: URJ Press, 2003

This is the story of Chaim Yonkel and his wife Esther, whose home on Shabbat is usually filled with smells of good food and the sound of happy, laughing children. Yet, on this Shabbat, the family is not enjoying the pleasure of Shabbat shalom or Shabbat peace.

*Lower Elementary*

Jaffe, Nina. "The Most Important Day" in *Tales for the Seventh Day*. New York: Scholastic Press, 2000

The days of the week disagree about who is the most important until ultimately the seventh day proclaims that while each is important and necessary to complete the creation of the world, it is on the seventh day that the world received the gift of peace and rest, *shalom umenuḥa*

*Upper Elementary/Middle School*



Lester, Julius. *When the Beginning Began*. New York: HMH Books for Young Readers, 1999  
If we weren't there, how can we really know how the world began? Could it be that God even made a mistake or two when creating the world? Using a combination of Jewish legend (midrash) and his own translations from the Book of Genesis, master storyteller Julius Lester has created a collection of Bible stories like no other.

*Middle School*

Zemach, Margot. *It Could Always Be Worse*. New York: Farrar, Straus and Giroux, 1976  
A rabbi dispenses strange advice to a man complaining about a crowded house, helping the man realize that things could always be worse. In this retelling, the peacefulness of the home is enjoyed after the character realizes he has everything he needs to make Shabbat – and life – special.

*Lower Elementary*

*Also found by the same title in: 101 Jewish Read Aloud Stories by Barbara Diamond Goldin*

## **2. Offering others a Shabbat Rest**

- *A Reminder of the Exodus from Egypt/Commitment to human dignity (Zekher Litzi'at Mitzrayim) (pages 13-16)*
  - *The Terms of the perpetual covenant/ (Brit Olam) (pages 17-18)*
  - *A Vision of Redemption/Looking forward to a world that is repaired (Sa'benu bishu'atekha) (pages 18-20)*
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### **The celebration of our own freedom on Shabbat comes with the reminder that it is not to be taken for granted/ Look forward to a world that is repaired**

Frankel, Ellen. "Challahs in the Ark" in *The Classic Tales*. New Jersey: Jason Aronson Inc., 1993

When a man hears his rabbi speak about the twelve loaves of bread that were offered to God in the Holy Temple in Jerusalem, he decides to place two loaves of hallah in the ark for God. At the same time, the caretaker of the synagogue discovers the loaves and believes the bread is a gift from God, allowing him to feed his family. When the two men come face to face, it is the rabbi of the synagogue who has a laugh and then encourages the giver of the loaves to bring them directly to the caretaker's house.

*High School/ Adult*

Also found under the title:

- Goldin, Barbara Diamond. "An Extra Twelve" in *While the Candles Burn*. New York: Puffin Publishing, 1998
- Lieberman, Syd. "Challahs in the Ark" in *Because God Loves Stories: An Anthology of Jewish Storytelling*. New York: Simon & Schuster, 1997

Hautzig, Esther. The Seven Good Years in *The Seven Good Years: and other Stories of I.L. Peretz*. New York: The Jewish Publication Society, 1984

Tovye would like to earn some money to buy food for the Sabbath, but no one is in need of his assistance. Just then, a stranger walks up to him and offers him seven years of good luck, after which he will be very poor again. Tovye and his wife Sarah spend the next seven years paying for their children's education and helping the poor. The stranger returns and decides that Tovye and his wife can keep their riches for the rest of their lives.

*High School/ Adult*

Also found under the titles:

- Burnstein, Chaya M. "The Best Caretakers" in *The Jewish Kids Catalogue*. New York: The Jewish Publication Society, 1988
- Frankel, Ellen. "The Gift of Seven Years" in *The Classic Tales*. New Jersey: Jason Aronson Inc., 1993
- Schram, Peninnah. "A Choice of Years" in *Tales of Elijah the Prophet*. New Jersey: Jason Aronson Inc., 1997

Jaffe, Nina. "The Uninvited Guest" in *The Uninvited Guest and other Jewish Holiday Tales*. New York: Scholastic, 1993

Sarah and Avram spend what little they have to celebrate Shabbat each week. One particular week, Sarah decides to give the money intended for purchasing her hallah to the synagogue in order to help replace damaged holy books. Instead of hallot for her table, she places two round stones under the hallah cover. When Avram brings an elderly woman home for Shabbat, she doesn't have the heart to tell him that they have no bread to eat. But after the blessings are recited, real bread is on the table. At the same moment, their guest grows taller and taller and younger before their eyes. The beautiful Sabbath Queen herself blesses them.

*Elementary/Middle School*

*\*Cross-referenced with Shabbat afternoon and Shabbat meal/singing around the table*

Schram, Peninnah. "The Ghetto Rabbi and his 'Kingdom of Children' by Shlomo Carlebach" in *Chosen Tales*. New Jersey: Jason Aronson Inc., 1995

A man reflects on the joyous Shabbat celebrations that a beloved rabbi led in the Warsaw Ghetto. He holds dearly to one of this rabbi's favorite teachings, reminding that it is always possible to do a kindness for someone else.

*High School/ Adult*

Schwartz, Howard and Barbara Rush. "The Sabbath Walking Stick" in *A Coat for the Moon and other Jewish Tales*. New York: Jewish Publication Society, 1999

Three brothers learn about the special act of holding a Shabbat dinner and the merit of inviting others who are poor and hungry to enjoy in their Shabbat feast.

*\*cross-referenced with Shabbat meal*

Upper Elementary/Middle School

### 3. Giving Thanks for Shabbat

- *The joyous appreciation of life's blessings/ we praise and express gratitude for Shabbat/ Shabbat represents a piece of the world to come (Oneg Shabbat) (pages 18-20)*
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Alexander, Cecil Frances. *All Things Bright and Beautiful*. New York: Harper Collins, 2001  
The author presents a 19th-century hymn, celebrating both nature and the omnipotence of God in beautiful, panoramic watercolor paintings. His ode to nature calls everyone to celebrate the wonders of life, great and small, seen and unseen.  
*Early Elementary*

Ben-Dan, Tehela. *Praise Him!* Kefar Publishing, 2012  
This fun poem with its beautiful illustrations evokes the excitement, beauty, and holiness of the Shabbat day (written with a non-gender-neutral text)  
*Early Elementary*

Cohen, Deborah Bodin. *The Seventh Day*. Maryland: Kar-Ben Publishing, 2005  
This book covers the story of the creation beautifully. Showing God using talents like painting, singing, pottery, and music in the making of the earth, sky and all living things encourages youngsters to discover the talents that God has given them.  
*Early Elementary*

Sadeh, Pinchas. "Pinchas and the Dead Money" in *Jewish Folktales*. New York: Anchor Publishing, 1989  
A poor man is helped out each week on Shabbat by a wealthy nobleman. Each week, the poor man thanks God for his newfound riches, which angers the nobleman terribly. After the nobleman refuses to dispense his charity to the poor man, a series of events leave the poor man richer than before. Ultimately, the nobleman realizes that God has a role in bringing about good luck.  
*High School/ Adult*

Also Found under the titles:

- Frankel, Ellen. "The King's Loaves" in *The Classic Tales*. New Jersey: Jason Aronson Inc., 1993
- Goldin, Barbara Diamond. "The Two Beggars" in *Creating Angels: Stories of Tzedakah*. Maryland: Rowman and Littlefield, 2006

#### **4. The Holiness of Shabbat**

- *Holiness, what makes Shabbat stand apart from the rest of the week/ The holiness points us beyond the everyday to something more sacred (Shabbat Kodesh) (pages 21-23)*
  - *Shabbat is the manifest presence of God. Welcoming Shabbat is a way of discerning that divine presence/ Shabbat helps us to embody a concrete version of holiness that is otherwise far too abstract to express in words — better with song and dance (Tzam'a Nafshi) (pages 39-40)*
- 

Cone, Molly. "The Sweetest Sound" in *Who Knows Ten? Children's Tales of the Ten Commandments*. New York: UAHC Press, 1997

King Reuben brings all of the musicians in his country to try to discover the sweetest melody of all. After much discussion, a woman places two Shabbat candlesticks on a railing and states that the sweetest melody is the sound of rest and peace on Shabbat

*Lower/Upper Elementary*

*\*Cross-referenced with creation and lighting candles*

Feinstein, Rabbi Edward M. "Lifting the Torah" in *Capturing the Moon: Classic and Modern Jewish Tales*. New Jersey: Behrman House, 2008

The Hebrew letters that comprise a Torah scroll that is scarcely used decide to jump off the page and head to where they are needed most – a place where a congregation shows the most respect for its Torah by learning from it.

*High School/Adult*

*\*Cross-referenced with Shabbat morning services*

Goldin, Barbara Diamond. "Joseph the Sabbath Lover" in *One hundred and One Read Aloud Stories*. Black Dog and Leventhal Publishers, 2002

Joseph works hard every day so that he can make Shabbat as special and holy as it can be. One wealthy man makes fun of Jacob, wondering why he struggles all week to splurge on only one day. After a fortune-teller predicts that Joseph will inherit all that this man owns, the wealthy man sells his worldly possessions in exchange for a large jewel that he sews into his turban. A storm blows the man's turban into the sea. That Friday, Joseph happens to buy an especially large fish at the market and upon cutting it open, finds the priceless jewel inside.

*All Ages*

Also found under:

- Frankel, Ellen. "Joseph the Sabbath lover" in *The Classic Tales*. New Jersey: Jason Aronson Inc., 1993
- Jaffe, Nina. "Yosef and the Sabbath Stone" in *Tales for the Seventh Day*. Scholastic Press: New York, 2000
- Hirsch, Marilyn. *Joseph who Loved the Sabbath*. Picture Puffins, 1998

*\*Cross-referenced under Shabbat Meal and Singing*

Jaffe, Nina. "The Most Important Day" in *Tales for the Seventh Day*. New York: Scholastic Press, 2000

The days of the week disagree about who is the most important until ultimately the seventh day proclaims that while each is important and necessary to complete the creation of the world, it is on the seventh day that world received the gift of peace and rest, *shalom umenuha*.

*Upper Elementary/Middle School*

Jaffe, Nina. "Sabbath Spice" in *Tales for the Seventh Day*. New York: Scholastic Press, 2000  
The Emperor of Persia is invited to a Shabbat meal at the house of a scholar, Nehemia. He enjoys his food so much that he takes the recipes home for his cooks to replicate. However, Cyrus is consistently displeased. Cyrus goes back to the scholar and asks for the specific spice used during his first visit. He then learns that it is the Sabbath itself that lends this very special flavor and is indeed the missing spice.

*Upper Elementary/Middle School*

*\*Cross-referenced with Shabbat meal*

Also found under the title:

- Goldin, Barbara Diamond. "The Missing Ingredient" in *A Child's Book of Midrash: 52 Jewish Stories from the Sages*. New Jersey: Jason Aronson, 1977 (Ages 5 and up)
- Schwartz, Howard. "The Spice of the Sabbath" in *Tree of Souls: The Mythology of Judaism*. London: Oxford University Press, 2007 (adult)
- Rossell, Seymour. "The Spice of Shabbat" in *Sefer Ha'aggadah Volume 2*. New York: URJ Press, 1996 (Age 7 and up)
- Wasserman, Mira. *Too Much of a Good Thing*. Maryland: Kar-Ben Publishing, 2003 (K-3)

Schwartz, Amy. *Mrs. Moskowitz and the Shabbat Candlesticks*. Philadelphia and Jerusalem: Jewish Publication Society, 1983 (K-3)

When Mrs. Moskowitz moves into a new apartment, she misses her old house, filled with family memories. Her son brings her a box that she left behind with a pair of tarnished Sabbath candlesticks in it. These candlesticks help to transform her apartment into a home.

*Lower Elementary*

*\*Cross-referenced with lighting candles and internal/external preparation*

A Carob Tree and a Spring (online story)

[http://www.chabad.org/library/article\\_cdo/aid/132504/jewish/A-Carob-Tree-and-a-Spring.htm](http://www.chabad.org/library/article_cdo/aid/132504/jewish/A-Carob-Tree-and-a-Spring.htm)Talmud, Shabbat 33b

Rabbi Simeon is overheard criticizing the Romans for being self-centered and for not studying Torah. When the emperor decrees that Rabbi Simeon be put to death, he flees to a cave. After years and years of studying Torah, through the help of Elijah he realizes that it is possible to both love the Torah and the world. This version includes Rabbi Simeon emerging from the cave to encounter an old man holding two bundles of myrtle on Sabbath eve. "What are these for?" he asked him. "They are in honor of the Sabbath," he replied. "But one should suffice you?" they asked. "One is for 'Remember [the Shabbat day] (Exodus 20:8)] and one is for 'Keep [the Shabbat day] (Deuteronomy 5:12)]."

*High School/Adult*

## 5. Living in Jewish Time

- *Immersing ourselves in our heritage in order to become Jewishly acculturated / Shabbat is the basic rhythm of Jewish time/Living Jewishly affects our outlook, our priorities and our values/ The rhythms of our observance shape us more completely than the words that we pray or the values that we espouse (Hamavdil beyn kodesh l'hol) (pages 24-27)*
- 

Feldman, Lynn. *Good Yontif: A Picture Book of the Jewish Year*. New York: Millerbrook Press, 1997

The title of this wordless picture book is taken from a Yiddish expression: "Gut yontif, gut yohr," which loosely translates to "(Have a) good holiday (and a) good year." It shows how one family celebrates Rosh Hashanah, Yom Kippur, Sukkot, Simhat Torah, Hanuka, Purim, Passover, Shavuot, and Shabbat. Each holiday is covered in two-to-four page spreads with its name provided in English and Hebrew.

*Lower Elementary*

Klein, Joyce. *The Shabbat Book: A Weekly Guide for the Whole Family*. Lambda, 1997

This book includes a colorful page for each week of the Jewish calendar and is designed to integrate the weekly Torah portion with the ideas, traditions and customs of the Sabbath.

*Middle School/All Ages*

Kripke, Dorothy. *Let's Talk About the Sabbath*. California: Alef Design Group, 1999

The author depicts all aspects of Shabbat, including candles and wine, Sabbath angels, study and prayer, and the beautiful *Havdala* ceremony that ends the day. This book also includes a description of how Shabbat has been observed throughout history, and it includes explanations of how other Jewish lifecycle events such as *brit mila* and bar/bat mitzvah connect with Shabbat to create the fabric of Jewish life.

*Upper Elementary/Middle School*

Maisel, Grace Ragues and Samantha Shubert. "The Empty Fork" in *A Year of Jewish Stories: 52 Tales for Children and the Families*. New York: URJ Press, 2004

A pair of angels learn that celebrating Shabbat and other holidays can be just as vivid and meaningful if done through the power of memory.

*Middle School/High School/Adult*

Zeitlin, Steve. "The Merit of the Sabbath" in *Because God Loves Stories: An Anthology of Jewish Storytelling*. New York: Simon and Schuster, 1997

There once was a jeweler who loved the Sabbath so much that his community called him "Merit of the Sabbath." Each week, he would work hard to complete all of his work so his enjoyment of the Sabbath could be fulfilled. A nearby leather merchant could not understand how this man could always be so happy to celebrate the Sabbath and concocted a horrible plan that he thought would test the power of this Jewish God. In the end, the reader understands that those who celebrate the Sabbath will be rewarded.

*High School/Adult*

*\*Cross-referenced with halakhic observance of Shabbat*

## 6. Community

- *A Community that Celebrates Shabbat/ The people that sanctify the seventh day/ Observance defines us as Jews/ Those who observe Shabbat enjoy themselves together (Am M'kad'shey Sh'vi'i)* (pages 30-33)
  - *Linking the Chain of Generations / Connecting to generations past and creating memories for future generations (L'dor Vador)* (pages 32, 159)
- 

Blumberg, Margie. *Avram's Gift*. Bethesda, MD: MB Publishing, 2003.

A well-illustrated chapter book that affirms the values of family, tradition, and continuity. The sounding of the shofar during the High Holidays is an important part of the plot.

*Lower Elementary*

Feinstein, Rabbi Edward M. "The Knapsack" in *Capturing the Moon: Classic and Modern Jewish Tales*. New Jersey: Behrman House, 2008

Part of growing up is discovering who we really are. Part of growing wise is discovering what story is really ours. A young soldier is reunited with the power of his Jewish heritage and discovers the spark of divine light that was always within him in the knapsack we carry through life.

*High School/Adult*

Hest, Amy. *The Friday Nights of Nana*. Cambridge, MA: Candlewick, 2001.

A little girl helps her grandmother prepare for Shabbat. The celebration of tradition provides an atmosphere of closeness and warmth, a contrast to the wintry world outside. *Lower Elementary*

Polacco, Patricia. *The Blessing Cup*. New York: Simon and Schuster, 2013

As a young Russian Jewish girl in the early 1900s, Anna and her family lived in fear of the Czar's soldiers. The family lived a hard life and had few possessions—their treasure was a beautiful china tea set. A wedding gift to Anna's parents, the tea set came with a wish that "Anyone who drinks from this will have blessings from God. They will never know a day of hunger. Their lives will always have flavor. They will know love and joy and they will never be poor." When Anna's family leaves Russia for America, they bring the tea set and its blessings. A source of heritage and security, the tea set helps Anna's family make friends and find better lives in America. A cup from the tea set—*The Blessing Cup*—became an anchor of family history, and it remains a symbol of lasting love more than a century later. *Lower Elementary*



## **7. Playfulness on Shabbat**

- *When we play, we manifest a divine quality (M'saheket B'tevel Artzo)*  
*(pages 37-38)*
- 

Abramson, Rabbi Susan, and Aaron Dvorkin. "Rabbi Rocketpower" in *Who Hogged the Halla?: a Shabbat Shabang*. MA: Oak Leaf Systems, 2008

The Mensch family are Jewish superheroes. Aliens called Trayfinators, who speak and walk backwards, and do the reverse of what we do as Jews - such as blowing out their Shabbat candles - have invaded the Temple's Oneg Shabbat and are adding ham to the hallah and bacon bits to the chocolate chip cookies. With everyone's help, the Mensch family saves Shabbat.

*Upper Elementary/Middle School*

## **8. Many Ways to Celebrate Shabbat**

- *A coat of many colors/ Many ways to celebrate and observe Shabbat (pages 41-42)*
- 

Berghard, Durga Yael. *Around the World in One Shabbat: Jewish People Celebrate the Sabbath Together*. Vermont: Jewish Lights Publishing, 2011

From Israel to Thailand, from Ethiopia to Argentina, you and your children are invited to share the diverse Sabbath traditions that come alive in Jewish homes and synagogues around the world each week—and to celebrate life with Jewish people everywhere.

*Lower Elementary*

Schur, Maxine Rose. *Day of Delight: A Jewish Sabbath in Ethiopia*. New York: Dial Books, 1994

Set in Ethiopia, this book explores how the Jewish Sabbath is celebrated in a far-away land, giving us a glimpse of a vanishing cultural group, the Falasha, and their way of life.

*Lower/Upper Elementary*

Sperber, Daniel and Charles. “The Shadow on the House of Study” in *Ten Best Jewish Children’s Stories*. New Jersey: Simcha Media Group, 2000

A poor boy spends any money he has to listen to the rabbi speak on Friday night. One day, he does not have the money to enter and instead lies down on the glass skylight. He becomes so interested in the rabbi’s stories that the poor boy falls asleep, and a big snow storm ensues. When the rabbi discovers the boy, he prays for his recovery and lights a fire (even though it is not ordinarily permitted to do so on Shabbat) in order to save the life of this devoted student.

*Lower Elementary*

*\*Cross-referenced with Fright Night Service and the halakhic Shabbat observer*

Also found under the title:

- Frankel, Ellen. “Hillel the Snow Scholar” in *The Classic Tales*. New Jersey: Jason Aronson Inc., 1993
- Rossell, Seymour. “Hillel on the Roof” in *Sefer Ha’aggadah Volume 2*. New York: URJ Press, 1996

Zion, Noam Sachs and Shawn Fields-Meyer. *A Day Apart: Shabbat at Home; A Step by Step Guidebook with Blessings and Songs, Rituals and Reflections*. New York: Shalom Hartman Institute, 2004

A step-by-step guidebook to the Jewish Sabbath, with blessings and songs, rituals and reflections, stories and lots of art. Full color; designed to work both for beginners and for already-knowledgeable Jews who want to deepen their understanding of Shabbat practices.

## 9. The Halakhic Shabbat Observer

- *Observing all the halakhic prohibitions of Shabbat (pages 43-46)*
- 

Halberstam, Yitta and Judith Leventhal. "The Shabbat that Kept Rose" in *Small Miracles for the Jewish Heart: Extraordinary Coincidences from Yesterday and Today*. New York: Adams Media, 2002

Rose arrives in America as a Jewish immigrant whose father had told her to always keep the Sabbath. He had reminded her before she left that "more than the Jews keep the Sabbath, the Sabbath keeps the Jews." Rose heeds her father's instructions and escapes the deadly fire at the triangle shirtwaist factory because it erupted on the Sabbath and Rose had not gone to work. (written by Goldy Rosenberg)

*High School/Adult*

Schacht, Rebecca. "The Rabbi and the Lion" in *Lights Along the Path: Jewish Folklore through the Grades*. Vermont: Chelsey Press, 1999

A congregation sends their rabbi on a trip across the Negev Desert to Egypt. Because they do not want the caravan leader to travel on Shabbat, they pay him an extra sum. When Friday comes, the caravan leader explains that he has no intention of stopping. The rabbi steps down and begins his Shabbat evening prayers. Just then, a huge lion appears and remains there until Shabbat ends the next day. When the sun sets, the rabbi climbs on the back of the lion and races to catch up with the caravan that has sped ahead. It is only then that the caravan driver begs forgiveness.

*Elementary/Middle School*

Also found under the title:

- Frankel, Ellen. "Ariel, or the Pious Man and the Lion" in *The Classic Tales*. New Jersey: Jason Aronson Inc., 1993
- Patterson, Jose. "The Pious Ox" in *Angels, Prophets, Rabbis and Kings from the Stories of the Jewish People*. New York: Peter Bedrick Books, 1991
- Schwartz, Howard. *The Sabbath Lion*. New York: Harper Trophy, 1996

Sperber, Daniel and Charles. "The Shadow on the House of Study" in *Ten Best Jewish Children's Stories*. New Jersey: Simcha Media Group, 2000

A poor boy spends any money he has to listen to the rabbi speak on Friday night. One day, he does not have the money to enter and instead lies down on the glass skylight. He becomes so interested in the rabbi's stories that the poor boy falls asleep and a big storm ensues. When the rabbi discovers the boy, he prays for his recovery and lights a fire (even though it is not permitted to do so on Shabbat) in order to save the life of this devoted student.

*Lower Elementary*

*\*Cross-referenced with Friday Night Service and the many ways to celebrate Shabbat*

Also found under the title:

- Frankel, Ellen. "Hillel the Snow Scholar" in *The Classic Tales*. New Jersey: Jason Aronson Inc., 1993

- Rossell, Seymour. "Hillel on the Roof" in *Sefer Ha'aggadah Volume 2*. New York: URJ Press, 1996

Yolen, Jane. "The Sabbath Cow" in *Milk and Honey: A Year of Jewish Holidays*. New York: Putnam Juvenile, 1996

When Eliezer sells his cow to a new owner, he neglects to mention that both he and the cow have always taken the Sabbath off. When the cow refuses to work on the Sabbath, the new owner complains to Eliezer, wondering why the cow needs to have this special day off. After Eliezer explains, the new owner decides that he too should learn about the Sabbath and take a day of rest.

Based on an excerpt from *Pesikta Rabati* 14.

*Upper Elementary/Middle School*

Also found under the title:

- Frankel, Ellen. "The Pious Cow" in *The Classic Tales*. New Jersey: Jason Aronson Inc., 1993
- Goldin, Barbara Diamond. "The Pious Cow" in *A Child's Book of Midrash: 52 Jewish Stories from the Sages*. New Jersey: Jason Aronson, 1977

Zeitlin, Steve. "The Merit of the Sabbath" in *Because God Loves Stories: An Anthology of Jewish Storytelling*. New York: Simon and Schuster, 1997

There once was a jeweler who loved the Sabbath so much that his community called him "Merit of the Sabbath." Each week, he would work hard to complete all of his work so his enjoyment of the Sabbath could be fulfilled. A nearby leather merchant could not understand how this man could always be so happy to celebrate the Sabbath and concocted a horrible plan that he thought would test the power of this Jewish God. In the end, the reader understands that those who celebrate the Sabbath will be rewarded.

*High School/Adult*

*\*Cross-referenced with Jewish Time*

## **10. A New Definition of Shomer Shabbat**

- *Cultivating meaningful and transformative observance of Shabbat in one's own way/ Approaches to Shabbat Prohibitions/ Consistency of Practice/ Living in a Multicultural World/ Pluralism (pages 46-72)*
- 

Jaffe, Nina. "King David and the Spider" in *Tales for the Seventh Day*. Scholastic Press: New York, 2000

A young King David questions why a spider spins her web on the Sabbath and ultimately realizes that even a small grey spider has a special role and its own destiny to fulfill.

*Upper Elementary/Middle School*

Rinn, Miriam. *The Saturday Secret*. Los Angeles: Alef Design Group, 2008

Frustrated and angry over his new stepfather's strictness about Jewish traditions, such as being kosher at home and observing the Shabbat, twelve-year-old Jason fights for the right to play baseball on Saturdays.

*Upper Elementary/Middle School*

## **11. Internal and External Preparation**

- *Company/ Cleaning/ Food/ Clothing (pages 74-89)*

Geras, Adele. "The Tablecloth" in *My Grandmother's Stories: A Collection of Jewish Folktales* New York: Alfred Knopf Publishing, 1990

An argument ensues between two young women over who is the rightful owner of a beautifully decorated Shabbat tablecloth sent from Warsaw. When they consult the town's rabbi to help solve their argument, he presents a unique way of determining the Sabbath tablecloth's rightful owner.  
*Elementary/Middle School*

Jaffe, Nina. "Mottkes Chicken" in *Tales for the Seventh Day*. Scholastic Press: New York, 2000  
Mottke's mother sends him to buy a chicken for the Sabbath. After an interaction with a butcher who tells him that chicken fat is better than the chicken itself and a conversation with a grocer who tells him that fat gleams like oil and an oil merchant who tells him that his oil is like pure water, he returns home with a container of water.

*Upper Elementary/Middle School*

Also found under the Title:

- Kimmel, Eric A. "Sweeter than Honey, Purer than Oil" in *The Jar of Fools: Eight Hanukkah Stories from Chelm*. New York: Scholastic Inc, 2001
- Ausebel, Nathan. "Why Waste Money" in *A Treasury of Jewish Folklore*. New York: Crown Publishing, 1989

Schwartz, Amy. *Mrs. Moskowitz and the Shabbat Candlesticks*. Philadelphia and Jerusalem: Jewish Publication Society, 1983 (K-3)

When Mrs. Moskowitz moves into a new apartment, she misses her old house, filled with family memories. Her son brings her a box that she left behind with a pair of tarnished Sabbath candlesticks in it. These candlesticks help to transform her apartment into a home.

*Lower Elementary*

*\*Cross referenced with Holiness and candle lighting*

Serwer, Blanche Luria. "Who am I" in *Let's Steal the Moon: Jewish Tales Ancient and Recent*. Shapolsky Publishers, 1987

Herschel gets ready for Shabbat by going into the communal baths. He is nervous that he will get mixed up with someone else, and so he ties a red string around his right leg. On Friday, he comes out of the baths, and the red string is gone. What's worse is that someone else is also wearing a red string around his ankle. He deduces that the stranger wearing the red string must be him!

*High School/Adult*

Also found under the Title:

- Frankel, Ellen. "Yes, but Where am I?" in *The Classic Tales*. New Jersey: Jason Aronson Inc., 1993

Singer, Isaac Bashevis. "The Fools of Chelm and the Stupid Carp" in *Stories for Children*. New York: Farrar/Straus/Giroux Publishing, 1984

Each Shabbat, the people in the city of Chelm purchase a carp to make gefilte fish. One day, one of the townspeople bends down to take a closer look at the fish, and it slaps him in the face. Outraged, the people of Chelm decide to drown the fish.

*Upper Elementary/Middle School*

Schram, Peninnah. "The Miracle of the Black Pepper" written by Rebecca Schram-Zafrany in *Chosen Tales: Stories told by Jewish Storytellers*. New Jersey: Jason Aronson, 1995

A merchant named Shlomo is in search of black pepper, which he needs for his Sabbath cooking. He is on a dangerous mission because black pepper is very expensive and against the law to purchase. If the police find it on a person, that person could be jailed. After searching high and low, Shlomo does find the black pepper he is searching for and buys twenty sacks. The seller slips one sack of red in with his purchase and would you know, when the police stop to check his sack on his return home, it is the one sack of red pepper that they find.

*High School/ Adult*

Also found on the following CD:

cd- one people, many stories

Listenup group (2000)

This collection contains almost 40 traditional stories from all kinds of enriching Jewish cultural experiences--Polish to Ethiopian and everywhere in between. Nicely narrated, it gives hours of entertainment and lots of jumping points for discussion about Jewish tradition and world cultures.

## **12. Friday Evening at Home: Lighting Candles**

- *When Candles are Lit/ Why Candle Lighting/ Who Lights Candles/ How Candles are Lit (pages 90-94)*
- 

Cone, Molly. "The Sweetest Sound" in *Who Knows Ten? Children's Tales of the Ten Commandments*. New York: UAHC Press, 1997

King Reuben brings all of the musicians in his country to try to discover the sweetest melody of all. After much discussion, a woman places two Shabbat candlesticks on a railing and states that the sweetest melody is the sound of rest and peace on Shabbat.

*Lower/Upper Elementary*

*\*Cross-referenced with Creation and Holiness*

Schram, Peninnah. "The Artist's Search" in *Jewish Stories One Generation tells Another*. New Jersey: Jason Aronson, Inc., 1996

An artist is in a constant search to paint something that is beautiful. After searching high and low, he realizes that the most beautiful scene to paint is that of his wife blessing their children and lighting the Shabbat candles.

*High School/Adult*

**Also found on the following CD:** The Mistrel and the Storyteller (cd)

Schwartz, Amy. *Mrs. Moskowitz and the Shabbat Candlesticks*. Philadelphia and Jerusalem: Jewish Publication Society, 1983 (K-3)

When Mrs. Moskowitz moves into a new apartment, she misses her old house filled with family memories. Her son brings her a box that she left behind with a pair of tarnished Sabbath candlesticks in it. These candlesticks help to transform her apartment into a home.

*Lower Elementary*

*\*Cross-referenced with Holiness and internal/external preparation*



### **13. Friday Evening at Home: Other Shabbat Blessings**

- *Blessing One Another/ Kiddush/ Hand Washing/ Hallah/ The Motzi (pages 99-113)*
- 

Schram, Peninnah. "A Question of Sharing" in *Jewish Stories one Generation tells Another*. New Jersey: Jason Aronson, Inc., 1996

The twin sons of a tailor are filled with questions about Shabbat – why their father buys two sprigs of flowers, why there are two loaves of hallah, and why there are four candles. The tailor answers their questions each week with patience and love. When times change and the family can no longer afford multiple items for their Shabbat celebration, the family begins to share everything. Each item the twins had, they needed to share – one coat, one suit, one pair of shoes. Eventually, it is time for *shiduch* (an arranged marriage) for their elder twin, and the tailor makes a match. When the son is told about the arrangement, he asks, "Do I have to share her too?"

*High School/Adult*

## **14. The Shabbat Meal and Singing around the Table**

- *Shabbat meal/group table singing attempting to transport us to a place of holiness (pages 113-116)*
- 

Aronin, Ben. *The Secret of the Sabbath Fish*. Philadelphia: Jewish Publication Society, 1978  
A retelling of a Jewish folk tale describing how gefilte fish became a regular Shabbat custom.  
*Lower Elementary*

Goldin, Barbara Diamond. "Joseph the Sabbath Lover" in *One hundred and One Read-Aloud Stories*. Black Dog and Leventhal Publishers, 2002

Joseph works hard every day so that he can make Shabbat as special and holy as it can be. One wealthy man makes fun of Jacob, wondering why he struggles all week to splurge on only one day. After a fortune-teller predicts that Joseph will inherit all that this man owns, the wealthy man sells his worldly possessions in exchange for a large jewel that he sews into his turban. A storm blows the man's turban into the sea. That Friday, Joseph happens to buy an especially large fish at the market and upon cutting it open, finds the priceless jewel inside.

*All Ages*

Also found under:

- Frankel, Ellen. "Joseph the Sabbath lover" in *The Classic Tales*. New Jersey: Jason Aronson Inc., 1993
- Jaffe, Nina. "Yosef and the Sabbath Stone" in *Tales for the Seventh Day*. Scholastic Press: New York, 2000
- Hirsch, Marilyn. *Joseph who Loved the Sabbath*. Picture Puffins, 1998

Cross-referenced under The Holiness of Shabbat

Jaffe, Nina. "Sabbath Spice" in *Tales for the Seventh Day*. New York: Scholastic Press, 2000  
The Emperor Cyrus of Persia is invited to a Shabbat meal at the house of a scholar, Nehemia. Cyrus enjoys his food so much that he takes the recipes home for his cooks to replicate. However, Cyrus is consistently displeased. Cyrus goes back to the scholar and asks for the specific spice used during his first visit. He then learns that it is the Sabbath itself that lends this very special flavor and is indeed the missing spice.

*Upper Elementary/Middle School*

*\*Cross-referenced with holiness*

Also found under the title:

- Goldin, Barbara Diamond. "The Missing Ingredient" in *A Child's Book of Midrash: 52 Jewish Stories from the Sages*. New Jersey: Jason Aronson, 1977
- Schwartz, Howard. "The Spice of the Sabbath" in *Tree of Souls: The Mythology of Judaism*. London: Oxford University Press, 2007
- Rossell, Seymour. "The Spice of Shabbat" in *Sefer Ha'aggadah Volume 2*. New York: URJ Press, 1996
- Wasserman, Mira. *Too Much of a Good Thing*. Maryland: Kar-Ben Publishing, 2003

Jaffe, Nina. "The Uninvited Guest" in *The Uninvited Guest and other Jewish Holiday Tales*. New York: Scholastic, 1993

Sarah and Avram spend what little they have to celebrate Shabbat each week. One particular week, Sarah decides to give the money intended to purchase her hallah to the synagogue in order to help replaced damaged holy books. Instead of hallot for her table, she places two round stones under the hallah cover. When Avram brings an elderly woman home for Shabbat, she doesn't have the heart to tell him that they have no bread to eat. But after the blessings are recited, real bread is on the table. At the same moment, their guest grows taller and taller and younger before their eyes. The beautiful Sabbath Queen herself blesses them.

*Elementary/Middle School*

*\*Cross-referenced with Shabbat afternoon and offering others a Shabbat rest*

Kimmel, Eric A. "When Herschel Eats" in *The Spotted Pony: A Collection of Hanukkah Stories*. New York: Holiday House Publishing, 1992

A rich man displays poor manners when he invites guests for Shabbat but places all the food by him and none by those who come to accompany him for the Sabbath meal. He asks many questions and intentionally does not give his guests the opportunity to partake in the Sabbath meal. Forewarned, Herschel helps himself to food right away and turns the tables on the stingy man.

*Middle School*

Also found under the title:

- Ausubel, Nathan. "When Herschel Eats" in *A Treasury of Jewish Folklore*. New York: Crown Publishing, 1989
- Cole, Joanna. "When Herschel Eats" in *Best-Loved Folktales of the World*. New York: Anchor Publishing, 1983

Patterson, Jose. "Rabbi Israel Laughs" in *Angels, Prophets, Rabbis and Kings from the Stories of the Jewish People*. New York: Peter Bedrick Books, 1991

The Baal Shem Tov lets out a huge belly laugh during Kabbalat Shabbat on Friday evening. His disciples wait until after the Sabbath concludes to ask what he had been laughing so heartily about. It turns out that a poor and pious rabbi in a nearby town had recently come into some riches and was able to provide a Sabbath feast for himself and his wife. Overcome by emotion, the pair danced around their living room in celebration. Their joyous laughter had an immediate reaction on the angels in heaven, and if they could not restrain themselves, how could he?

*Upper Elementary/Middle School*

*\*Cross-referenced w Havdala*

Schwartz, Howard and Barbara Rush. "The Sabbath Walking Stick" in *A Coat for the Moon and other Jewish Tales*. New York: Jewish Publication Society, 1999

Three brothers learn about the special act of holding a Shabbat dinner and the merit of inviting others who are poor and hungry to enjoy in their Shabbat feast.

*Upper Elementary/Middle School*

*\*Cross-referenced with Shabbat rest/helping in need*

"Sing a Niggun" By Shoshannah Brombacher

[http://www.chabad.org/library/article\\_cdo/aid/390628/jewish/Sing-a-Niggun.htm](http://www.chabad.org/library/article_cdo/aid/390628/jewish/Sing-a-Niggun.htm)

A man who is unsure of his unique gift is assured that it is his beautiful singing voice and the melodies he creates that will help him feel close to God.

## **15. Friday Evening Synagogue Service**

- *Liturgy and songs that emphasize the creation of the world and celebrate the wondrous blessings of the created world and blessings that we are better able to appreciate with our Shabbat eyes wide open (pages 119-128)*
- 

Abrams, Judith Z. *Shabbat: A Family Service*. Maryland: Kar-Ben Copies, Inc., 1992

This book brings the central concepts of Shabbat to life. The structure as well as the content of a Shabbat service is provided, including the *Bar'khu*, the Shema and its blessings, the *Amida*, *Aleynu*, and an optional Torah service. Prayers for happy and sad occasions, *kaddish*, and a short *Havdala* service are also included.

*Elementary/Middle School and Families*

*\*Cross-referenced with Saturday morning services*

Biatch, Miriam. *Shabbat Shelanu, Shabbat Shalom: A Family Service for Erev Shabbat*.

(Hebrew Edition). Kikayon Publishing

Based on the weekday *ma'ariv* (evening) service, this prayer book incorporates prayers such as *V'shamru* and removed most of the intermediate blessings (the *bakashot*) of the *Amida*. This prayer book also incorporates candle-lighting, *Shalom Aleykhem*, and *L'kha Dodi* at the beginning, and family blessings, Kiddush, and *motzi* at the end.

*Elementary/Middle School and Families*

*\*Cross-referenced with Saturday morning services*

Gordon, Rabbi Julie K., editor. *With All Your Heart: A Shabbat and Festival Companion*.

Minneapolis: Minneapolis Jewish Day School, 2006.

This companion provides Hebrew and English transliterations along with illustrations for all of the prayers and readings and is a great resource for families and schools to encourage all levels of participation in the Jewish holidays and Shabbat.

*All Ages*

*\*Cross-Referenced with Saturday morning services*

Moskowitz, Nechama Skolnik. *A Bridge to Prayer: The Jewish Worship Workbook. Volume One: God, Prayer and the Sh'ma*. New York: UAHC Press, 1988

A workbook designed to lead children through exploring the morning and evening prayer services held on Shabbat and weekdays. Students are introduced to various concepts of God, prayer, righteousness, repentance, and redemption.

*Middle School*

*\*Cross-referenced with Saturday morning services*

Rossoff, Donald. *The Perfect Prayer*. New York: URJ Press, 2003

In a palace long ago, a Queen goes in search of the perfect prayer. As each of her advisors presents a sound, an important aspect of the Shema is explained. "Shhh" is the sound of silence and listening. "Mmmm" expresses deep thinking. The awe and wonder that can be found in God's creation is shown in the sound "Ahhh".

*Elementary School*

*\*Cross-referenced with Saturday morning services*

Schram, Peninnah. "The Boy who Prayed with the Alphabet" in *The Hungry Clothes and other Jewish Folktales*. New York: Sterling Publishing, 2008

A young boy in synagogue with his father desperately wants to be a part of the synagogue service but is too young to know how to recite the prayers. Instead, he begins to recite the alphabet as a way of expressing himself.

*Elementary School/Middle School*

*\*Cross-Referenced with Saturday morning services*

Sperber, Daniel and Charles. "The Shadow on the House of Study" in *Ten Best Jewish Children's Stories*. New Jersey: Simcha Media Group, 2000

A poor boy spends any money he has to listen to the rabbi speak on Friday night. One day, he does not have the money to enter and instead lies down on the glass skylight. He becomes so interested in the rabbi's stories that the poor boy falls asleep and a big snow storm ensues. When the rabbi discovers the boy, he prays for his recovery and lights a fire (even though it is not ordinarily permitted to do so on Shabbat) in order to save the life of this devoted student.

*Lower Elementary*

*\*Cross-referenced under many ways to celebrate Shabbat and the halakhic Shabbat observer*

Also found under the titles:

- Frankel, Ellen. "Hillel the Snow Scholar" in *The Classic Tales*. New Jersey: Jason Aronson Inc., 1993
- Rossell, Seymour. "Hillel on the Roof" in *Sefer Ha'aggadah Volume 2*. New York: URJ Press, 1996

## 16. Shabbat Morning Services

- *Shaharit (the morning service)/ Musaf (the additional service)/Shabbat Lunch (pages 133-173)*
- 

Abrams, Judith Z. *Shabbat: A Family Service*. Maryland: Kar-Ben Copies, Inc., 1992 This book brings the central concepts of Shabbat to life. The structure as well as the content of a Shabbat service is provided, including the *Bar'khu*, the Shema and its blessings, the *Amida*, *Aleynu*, and an optional Torah service. Prayers for happy and sad occasions, *kaddish*, and a short *Havdala* service are also included.

*Elementary/Middle School and Families*

*\*Cross-referenced with Friday evening services*

Biatch, Miriam. *Shabbat Shelanu, Shabbat Shalom: A Family Service for Erev Shabbat*. (Hebrew Edition). Kikayon Publishing

Based on the weekday *ma'ariv* (evening) service, this prayer book incorporates prayers such as *V'shamru*. It has removed most of the intermediate blessings (the *bakashot*) of the *Amidah*. This prayer book also incorporates candle-lighting, *Shalom Aleykhem*, and *L'kha Dodi* at the beginning, and family blessings, Kiddush, and *motzi* at the end.

*Elementary/Middle School and Families*

*\*Cross-referenced with Saturday morning services*

Feinstein, Rabbi Edward M. "Lifting the Torah" in *Capturing the Moon: Classic and Modern Jewish Tales*. New Jersey: Behrman House, 2008

The Hebrew letters that comprise a Torah scroll that is scarcely used decide to jump off the page and head to where they are needed most: a place where a congregation shows the most respect for its Torah by learning from it.

*\*Cross-referenced with holiness of Shabbat*

Gordon, Rabbi Julie K., Editor. *With All Your Heart: A Shabbat and Festival Companion*. Minneapolis: Minneapolis Jewish Day School, 2006.

This companion provides Hebrew and English transliterations along with illustrations for all of the prayers and readings and is a great resource for families and schools to encourage all levels of participation in the Jewish holidays and Shabbat. (All ages)

*All Ages*

*\*Cross-Referenced with Friday evening services*

Moskowitz, Nechama Skolnik. *A Bridge to Prayer: The Jewish Worship Workbook. Volume One: God, Prayer and the Sh'ma*. New York: UAHC Press, 1988

A workbook designed to lead children through exploring the morning and evening prayer services held on Shabbat and weekdays. Students are introduced to various concepts of God, prayer, righteousness, repentance and redemption.

*Middle School*

*\*Cross-Referenced with Friday evening services*

Rossoff, Donald. *The Perfect Prayer*. New York: URJ Press, 2003

In a palace, long ago, a queen goes in search of the perfect prayer. As each of her advisors presents a sound, an important aspect of the Shema is explained. "Shhh" is the sound of silence and listening. "Mmmm" expresses deep thinking. The awe and wonder that can be found in God's creation is shown in the sound "Ahhh".

*Elementary School*

*\*Cross-Referenced with Friday evening services*

Sharff, Rabbi Benjamin and Howard Salmon. *Comic Book Siddur for Shabbat Morning Services*. Self-published, 2008

The Shabbat morning service is re-imagined as a superhero quest story. Contains all the prayers in easy-to-read 24 point Hebrew font. Word balloons contain "comic speak" English translations spoken by a minyan of muscular superheroes.

*Upper Elementary/Middle School*

Schram, Peninnah. "The Boy who Prayed with the Alphabet" in *The Hungry Clothes and other Jewish Folktales*. New York: Sterling Publishing, 2008

A young boy taken to synagogue by his father desperately wants to be a part of the synagogue service but is too young to know how to recite the prayers. Instead, he begins to recite the alphabet as a way of expressing himself.

*Elementary School/Middle School*

*\*Cross-Referenced with Friday evening services*

"On One Foot" by Shoshannah Brombacher

[http://www.chabad.org/library/article\\_cdo/aid/689306/jewish/On-One-Foot.htm](http://www.chabad.org/library/article_cdo/aid/689306/jewish/On-One-Foot.htm)

A non-Jewish man arrives at the house of Shammai, saying that if Shammai were to teach him the whole Torah while the non-Jew was standing on one foot, he would happily convert. Shammai promptly throws him out. Then, the man goes to the house of Hillel and makes the same request. Hillel responds on one foot: "What is hateful to you, do not do unto your neighbor!"

## **17. Shabbat Afternoon and the End of Shabbat**

- *The third meal which traditionally lasts until it is time for Havdala (Se'uda Sh'lishit) (pages 175-176)*
  - *Separation between Shabbat and the rest of the week (Havdala) (pages 177-181)*
  - *Accompanying the Shabbat Queen (Melaveh Malka) (page 182)*
- 

Feinstein, Rabbi Edward M. "The Clock" in *Capturing the Moon: Classic and Modern Jewish Tales*. New Jersey: Behrman House, 2008

The Seer of Lublin had an idea to extend the Sabbath on Saturday evening in hopes that the Messiah would come at this very special time of the week. He and his disciples would sit for hours singing and praying, refusing to accept the arrival of another workweek. When the Seer died, his worldly possessions were divided up, including a very special clock that ticked for the future instead of marking time for the past. Its power lies in its ability to tell us just how much more we need to do before redemption is realized.

Jaffe, Nina. "Leah's Journey" in *Tales for the Seventh Day*. Scholastic Press: New York, 2000  
A young girl named Leah runs off to find her goat and ends up at the house of the Sabbath Queen for Shabbat and *Havdala*.

*Upper Elementary/Middle School*

Jaffe, Nina. "The Uninvited Guest" in *The Uninvited Guest and Other Jewish Holiday Tales*. New York: Scholastic, 1993

Sarah and Avram spend what little they have to celebrate Shabbat each week. One particular week, Sarah decides to give the money intended to purchase her hallah to the synagogue in order to help replaced damaged holy books. Instead of hallot for her table, she places two round stones under the hallah cover. When Avram brings an elderly woman home for Shabbat, she doesn't have the heart to tell him that they have no bread to eat. But after the blessings are recited, real bread is on the table. At the same moment, their guest grows taller and taller and younger before their eyes. The beautiful Sabbath Queen herself blesses them.

*Elementary/Middle School*

*\*Cross Referenced with Shabbat meal/ singing around the table and offering others a Shabbat rest*

Patterson, Jose. "Rabbi Israel Laughs" in *Angels, Prophets, Rabbis and Kings from the Stories of the Jewish People*. New York: Peter Bedrick Books, 1991

The Baal Shem Tov lets out a huge belly laugh during Kabbalat Shabbat on Friday evening. His disciples wait until after the Sabbath concludes to ask what he had been laughing so heartily about. It turns out that a poor and pious rabbi in a nearby town had recently come into some riches and was able to provide a Sabbath feast for himself and his wife. Overcome by emotion, the pair danced around their living room in celebration. Their joyous laughter had an immediate reaction on the angels in heaven, and if they could not restrain themselves, how could he?

*Upper Elementary/Middle School*

*\*Cross reference w Shabbat meal*



## **Resources on CD**

### **Shabbat Stories on CD:**

*Challah and Latkes: Stories for Shabbat and Hanukkah.* CD. Yellow Moon Press, 1997  
Children and adults will enjoy this recording of enchanting folktales, all containing the nourishing ingredients for food for the soul: captivating voices, infectious songs, and strong characters, all laced with a wonderful sense of humor and awe. This audio CD includes three stories to celebrate Hanukkah, and four stories about Shabbat, the Jewish day of rest. This recording won a Storytelling World Honor Award and a National Parenting Publications Award.

Hill, Jordan. *Elijah's Violin and other Jewish Tales of Magic and Adventure.* CD,  
Enchantment and adventure suffuse these folktales from the magical and mystical edges of the Jewish tradition. Storyteller Jordan Hill tells these tales with a great deal of energy and an eye to the details that give these stories such depth and wisdom.

*One People, Many stories.* CD. Listenup group, 2000  
This collection contains almost 40 traditional stories from all kinds of enriching Jewish cultural experiences--Polish to Ethiopian and everywhere in between. Nicely narrated, it gives hours of entertainment and lots of jumping-off points for discussion about Jewish tradition and world cultures.

### **CD's with Shabbat Music:**

*Celebrate Shabbat: Songs to Treasure.* CD  
A collection of traditional and contemporary songs sung by RebbeSoul; Nomi; Tanja Solnik; Craig Taubman; Patti Linsky/Laurence Juber; Hollywood Klezmer; Danny Maseng; Shirona; Neshama Carlebach; Rick Calvert; Sam Glaser; Debbie Friedman; Pharaoh's Daughter/Basya Schechter; Wolf Krakowski

Friedman, Debbie. *Shirim al Galgalim: Songs on Wheels.* Sounds Write Productions, 1995.  
An audio CD of holiday songs for young children, including "Shabbat Shalom," blessings, "Haleluhu", and "The Purim Ball".

Ginsburgh, Judy Caplan. *Amazing Songs for Amazing Jewish Kids.* 2000.  
An audio CD of songs for young children. Includes "Shabbat Shalom", "Tzedakah", "Lulav Shake," etc.

Ginsburgh, Judy Caplan. *Havdalah Pajama.* Judy Caplan Ginsburgh, n.d.  
An audio CD of songs for young children. The songs include "Birkat Havdalah," "Shavua Tov," "Thank You, G-d", etc.

*Recht, Rick. Shabbat Alive* CD MUSIC Rec.  
Recorded on May 6, 2005 at United Hebrew Congregation in St. Louis, this album captures the

passion and excitement so many have come to associate with Rick Recht and his unique Shabbat Alive service. The recording features Rick with dozens of singing kids, teens, adults, musicians, and the voices of over 1000 congregants from the St. Louis Jewish community celebrating Shabbat with the music of Rick Recht, Craig Taubman, Debbie Friedman, Julie Silver, Dan Nichols, and more.

*Shabbat shalom! Jewish children's songs for Sabbath at home.*

Contains blessings over grape juice and bread, plus some original songs like, *The Challah*, *What do you like about Shabbat?* and *Always room for more*.

*Shaar el Shabbat: Songs and Blessings for Your Jewish Home.* New York: Transcontinental, 1992.

An audio CD of prayers, blessings and songs for *Shabbat*.

*Shabbat Anthology.* New York: Transcontinental, 2003. A four-volume collection of diverse musical pieces for Shabbat.

## Author Biographies

**Lisa Rosenberg Schiff** is a graduate of Hebrew Union College-Jewish Institute of Religion and Bank Street College and holds dual Masters degrees in Jewish education and early childhood education. She has worked in the field for over 15 years, specializing in Jewish literacy and family education.

**Marilyn Price** is a nationally renowned puppeteer/storyteller and educational consultant. She is currently the president of TriBraining Inc., a not-for-profit foundation whose mission is to train educators to reach all the types of learners in the classroom. With a specialty in imagination stretching and literacy and creativity development, she has used her well-tuned craft for over 40 years in both formal and experiential settings. For more information, see her website: [www.marilynprice.com](http://www.marilynprice.com)