

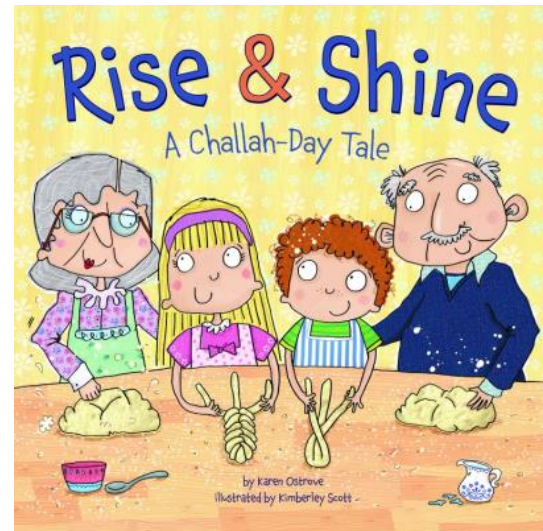
## Rise and Shine: A Challah Day Tale

By Karen Ostrove

Illustrated by Kimberly Scott

### Program Focus

Age group: Ages 2-8  
 Time frame: 75 minutes  
 Central value: Honoring Elders (Kibud Zekeinim)  
 Learning Yiddish culture  
 L'dor V'dor (Passing Customs from Generation to Generation)



### Synopsis:

While playing in the attic, Sammy and Sophie discover a crumpled piece of paper with strange writing on it. Confident that Grandma Gert will be able to decipher their new-found treasure, the siblings bring it the senior center where Grandma lives. Grandma and her friends identify the writing as a Yiddish recipe for challah. With laughter, determination, and teamwork, the children, their grandmother, and their grandmother's friends prepare a delicious challah for Shabbat.

### Goals:

This program will examine the beauty and power of *L' dor Va Dor* -the act of passing an object or custom (or language or song) from one generation to the next. Families will reflect on customs and traditions which have been passed down in their families for years. This program can be run as an intergenerational event with family or at a senior setting. Seniors will teach families words in Yiddish and other languages, engaging the whole family in a meaningful *l'dor v'dor* experience. To expand on the book's Shabbat theme, participants will make challah covers, shape challah rolls, and learn some fun Yiddish / Shabbat songs.

### Suggested Location

Senior Center, Assisted Living Facility

### Submitted by

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# Plan in advance

## Build a Relationship with a Senior Center

This program's impact is increased with the engagement of young folks and elders. Find a willing collaborative partner at a local senior site. Use their expertise to plan a program with both PJ families and elders in mind. Alternately, invite grandparents and other seniors to join your family program at the usual location.

## Prepare for Making a Challah Cover

### Materials Needed

- White cloth napkin, handkerchief, or white cotton cloth square or rectangle cut or torn from a pillow case
- Spray bottles
- Watercolor crayons
- Washable magic markers
- Masking tape
- Permanent marker (Sharpies)
- Freezer paper or foil or parchment paper (optional)
- Clothesline and pins for hanging (optional)



### Advanced Preparations

- Using permanent marker, outline the word "Shabbat" in English, Hebrew or both languages on the cloth.
- Tape a piece of freezer or parchment paper to the back of each cloth square, or tape the cloths securely to the table, to keep the cloth in place as the children draw.

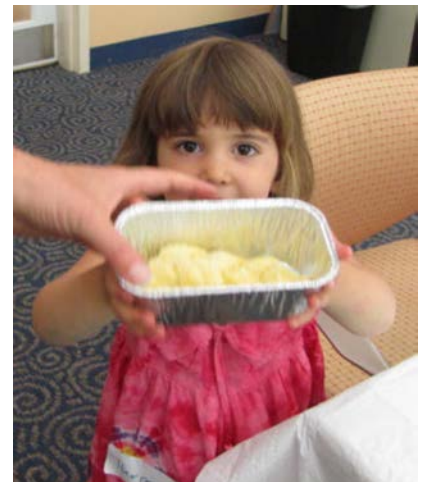
## Prepare for Challah Shaping Activity

### Materials Needed

- Challah dough
- Eggs
- Plastic spoons
- Small aluminum loaf containers
- Oil (for greasing pan)
- Aluminum foil (to protect the challah inside of the loaf pan)

### Advanced Preparations

- Use the recipe below to prepare a large batch of challah, or purchase challah dough from a local kosher bakery.



- **Refrigerator Rise Challah Recipe**

- 2 packages dry yeast
- 2 cups warm water
- 1 cup oil
- 6 eggs beaten
- 8 cups flour
- 1 ¼ to 1 ½ cups sugar
- 2 teaspoons salt



Combine yeast and water. Let sit for 5 minutes. Add oil and sugar. Stir. Add flour and salt. Mix ingredients. Cover and refrigerate. 3-24 hours.

Knead dough, adding flour if necessary to make dough less sticky. Shape into loaves and rolls. Place in greased pan or on cookie tray. Allow to rise 1 and ¼ hours. Brush with egg. Bake on 350 degrees for 25-35 minutes, or until loaf makes a hollow sound when tapped on bottom. Rolls need only cook for 12-18 minutes.

## Prepare Storytelling Props

### Materials Needed:

- Trunk or large plastic container filled with dress-up clothes (i.e. pirates hat, apron with a pocket containing a piece of crumbled paper)
- Piece of crumbled brown paper with Yiddish writing
- Mixing bowl
- Wooden spoons
- Bag of flour
- Challah board
- Challah cover
- Shabbat candlesticks
- Kiddish cup

## Prepare “L’dor v’dor” Activities

### Materials Needed:

- Family Heirloom(s) from group leader’s home (e.g.- challah cover, small blanket, baby booties)
- “New words” activity sheet (see attached)
- Pencils, pens and paper

## Prepare Song Sheets

## Prepare Shabbat Snacks

### Materials Needed:

- Challah
- Grape juice
- Fruit or fruit plate

# Introduce with activities

## Making Challah Covers

### Intro Words

Today we're going to read a story in which 2 children, named Sammy and Sophie, find a very special challah recipe. The children bring the recipe to their grandmother who lives with other seniors in an assisted living facility (similar to the building that we're in right now). With the help of Grandma Gert and her friends, the children make a delicious challah. Anxious to taste their challah, Sammy and Sophie and their new senior friends decide to celebrate Shabbat together. They need many special things for their Shabbat celebration - grape juice, Kiddish cups, a challah knife and a challah cover. Right now, we're going to have fun making our own challah covers. Are you ready to see how we can use squirt bottles and crayons to make a challah cover?



### Directions

1. Ask seniors to position themselves at the tables. Leave the chairs on either side of each senior empty, so that parents and children will be able to sit in between.
2. Select a challah cover to decorate.
3. Decorate with watercolor crayons and markers.
4. Using spray bottles, dampen cloths to blend, merge, and soften the colors.
5. Remove cloth from paper backing or table to help it dry faster.
6. Hang on indoor clothesline.

## Read the story

### Hints for Sharing the Book

#### Props

This book works well with props. Consider using props both to tell the story and to expose families to the various objects that can be used to enhance Shabbat.

#### Intro Remarks

At the beginning of our story Sophie and Sammy are up in the attic playing with dress up clothes that look like the clothes that we have right here. Could everyone pull out one or two items from this box and put it on? Ask the child who has selected the apron with the recipe to put his/her hand in the pocket of the apron and pull out the recipe. Wow, this looks just like the piece of paper that Sophie and Sammy found when they were playing dress-up. I wonder what this piece of paper says. I wonder who might know how to read the strange writing on this paper. Let's read our story and see what Sophie and Sammy do when they find this mysterious piece of paper.

## Encourage Participation

1. Pretend to exercise along with Grandma Gert.
2. Make a grumpy face like Old Ned.
3. Hold up recipe ingredients and ask children to name each item.
4. Show the items Grandma and her friends need to set up for their Shabbat party and ask children to name each item.

## Post-Reading Discussion

### L'dor V'dor Discussion

- Who knew what was written on the piece of paper that Sammy and Sophie found?
- Why couldn't Sophie and Sammy read the recipe?
- The recipe was written in Yiddish, a language that looks a bit like Hebrew. Do you know any Yiddish words? (What do you call your head in Yiddish, what do you call your bottom, who knows how to say "oh no" in Yiddish?)
- Yiddish is a language that blends Hebrew, Polish, German. It's a language that was first spoken in Europe and then emigrated (travelled) to the U.S. Yiddish is a language that, like the paper that Sophie and Sammy found, has been handed from one person in the family to another for years and years.
- Can you think of something that you have in your house that your family has owned for a very long time? What is it? What do you know about the object?

### Addition for Older Group Members

- Group leader shows and describes a family heirloom to the group, explaining who it belonged to and who passed it to whom.
- To illustrate passing an object through the generations, pass the object around, stopping every once in a while and asking "What's this object called? If you had one of these in your house, what might you do with it?"

### Honoring Elders Discussion

- Was Grandma Gert smart? What did she teach the children?
- Did your grandmother or grandfather ever teach you how to do something? What did they teach you?
- In Judaism, we're taught that older people are very special. They've lived a long time and they know a great deal about the world and we must treat them with honor and respect. One rule that the Torah teaches us is that we should stand up or jump to our feet whenever someone with white hair enters the room. Why should we do that? If someone has white hair, what does it mean?
- When we listen to older people, speak nicely to them, try to help them in whatever way we can, and try to learn from them we are performing the mitzvah of *kibud zekeinim* - honoring elders. What might you do to honor elders? What is something nice that you can do for your grandparents or for a senior friend?
- Seniors: What is something that makes you feel honored as an elder?

# Follow Up activities and resources

## Making & Shaping Challah

### Intro Words

Today, just like Sophie and Sammy and Grandma Gert, we too are going to make challah. (If using home made dough, you can add: Just like Sophie and Sammy, we're going to use a recipe that's been in my family for years. My recipe is written in English not Yiddish. For those of you who are interested, I've prepared a copy of the recipe for you to take home.) We're not going to bake our rolls here. We're just going to shape our rolls and then bring them home to put in our ovens to cook. But don't worry, we will have some challah for you to eat later today.



Do you remember what Sophie and Sammy needed to do with their challah? They needed to knead it. Do you know what kneading is? How do we do that?

### Directions

1. Each participant receives a mound of dough.
2. Sprinkle flour on dough to make it less sticky.
3. Fold and punch and push the dough.
4. Roll dough:
  - a. Younger children can roll dough into a long snake or two, and then twist or circle snakes to create an interesting mound-like shape.
  - b. Older children can try braiding their challah.
5. Using a spoon, paint challah with egg.
6. Lightly grease loaf pan.
7. Place challah inside greased loaf pan.

## L'dor v'Dor Language Game: Part One

### Intro Words

Before we eat our snacks, I have one special game for us to play. This game involves learning a few new words in a different language. Do you remember what language the challah recipe in our book was written in? How did Grandma Gert know how to read and understand Yiddish? Who do you think taught her Yiddish? And who taught Gert's parents Yiddish? Like objects, languages, words and expressions can be passed "l'dor v'dor" from one person or generation to another.

Are there any seniors in this room who know how to speak a language other than English?

Raise your hand if you know another language.

Raise your hand if you know just a few words in another language.

Let's see if we can learn a few new words in a foreign language from our senior friends. On the activity sheet I'm handing out there is a place to jot down 3-6 new words. I'd like each family to interview one or two seniors, and ask them if they can teach you a new word or two to add to your sheet. Remember that not everyone speaks a foreign language. If a senior tells you they don't have a word, thank them, and then try asking someone else. Notice that our form asks you to write down a new word, the language of the new word,

*its English translation, and the name of the person who taught you your new word. Later, when we're eating snack, I'll ask each family to choose one word from their list to teach to our entire group.*

### **Directions**

1. Pass out "new words" activity sheet and pencils.
2. Encourage families to walk around the room, approaching seniors and asking them for a new word to add to their sheet.

## **Eating Snacks**

### **Snack Intro**

Before eating, teach a bit about the ritual of using 2 challot on Shabbat and the custom of covering the challah. Alternately, simply cover the challah with a challah cover, uncover, sing the motzi song, recite a blessing, and pass out the challah.

*On Shabbat, traditional Jews use two challot (plural). The two challot remind them of the time when the Jewish people wandered through the desert after the Exodus from Egypt. Each morning, they awoke and discovered small cakes –that looked a bit like dough kneaded with oil (Numbers 11:8)-covering the ground outside their tents. On Friday, there was always twice as many cakes as usual, so that people could gather 2 cakes, enough to last them through Shabbat. Some claim that because the cakes were always covered with early morning dew, we are careful to cover our challot with a beautiful challah cover.*

## **L'dor v'Dor Language Game: Part Two**

### **Intro**

*As we eat snacks, I wonder if we could have some volunteers who might like to teach us one of the new words that they learned today.*

### **Directions:**

1. Ask families to choose one new word to teach the group.
2. Family states the language of the new word and the word.
3. Family attempts to pantomime/act out the meaning of the word.
4. Participants try to guess the word's meaning.
5. After several guesses, the family announces the correct meaning of the word.
6. The entire group repeats the word and it's meaning aloud.
7. Play continues as long as interest is sustained.



Shabbat



# Yiddish & Shabbat Songs

## Oy mein keppeleh

Listen [here](#) to Cindy Paley

Oy mien keppeleh toot mir veh (2X)  
Sing this little song if your day goes wrong  
Oy mein keppeleh too mir veh

Oy mien fiseleh toot mir veh (2X)  
Sing this little song if you've been walking round too long.  
Oy mein fiseleh toot mir veh

Oy mien pipikel toot mir veh (2X)  
By me this isn't typical  
Oy mien pipikel toot mir veh

Oy mien tushele toot mir veh (2X)  
Sing this little song if you've been sitting long too long  
Oy mien tushele toot mir veh

Oy mien tushele  
Oy mien pipikel  
Oy mien fiseleh  
Oy mien keppeleh  
My nerves are gonna sneppeleh  
Oy mien keppeleh toot mir veh

## If You're Happy and You Know it

- If you're happy and you know it
- Patchin kichlehe (clap your hands)
  - Nod your keppie (head)
  - Shake your tuches (your bottom)
  - Stamp your fiselach (feet)

## Az der Rebbe / When the Rebbe

Listen [here](#)  
Watch [here](#)

Az der rebe zingt , Zingn ale khasidim (sing)  
Az der rebe tantzt, Tantz ale khasidim (dance)  
Az der rebe shlof , Shlofn ale khasidim (sleep)  
Az der rebe lakht, Lakhn ale khasidim (laugh)  
Az der rebe est, Fresn ale khasidim (eat)  
Un az der rebe redt, Shvaygn ale khasidim! (talk, quiet all the chasidim)

## Chiri Bim (A Yiddish niggun)

Listen [here](#) to the Barry Sisters

Listen [here](#)

Chiri bim (echo)

Chiri bom (echo)

Chiri bim bom bim bom bim bom

Chiri bim (echo)

Chiri bom (echo)

Chiri bim bom bim bom bim bom

Ay chiri chiri chiri bim bim bom (3x)

Ay chiri chiri bim bim

Lomir zingen kinderlekh a zemerl tsuzamen

A nigndl a freylekhn mit vertelekh vos gramen

Di mame kokht a lokshnsup mit kashe un di kneydlekh

Kumt der yontev dir in feld mir spiln in zikh in dreyd-lekh

More verses [here](#)

## Put the Chicken in The Pot

(To the Tune of London Bridges)

Listen [here](#)

Put the chicken in the pot, stir it up, nice and hot

Get it ready for Shabbat, for Shabbat.

Put the \_\_\_\_\_ (carrots, onions, ice cream,  
matzo balls, etc.)

## Bim Bom - Shabbat Shalom Hey

Bim bam, bim bim bim bam, Bim bim bim bim bam! (X2)

Shabbat Shalom, hey!

Shabbat Shalom, hey!

Shabbat Shabbat Shabbat Shabbat Shalom (X2)

Shabbat Shabbat, Shabbat Shabbat Shalom (X2)

Shabbat Shalom, hey!

Shabbat Shalom, hey!

Shabbat Shabbat Shabbat Shabbat Shalom

# Today, we learned new words!

| New Word | Language of<br>New Word | English<br>Translation | Name of Person<br>Who Taught This Word |
|----------|-------------------------|------------------------|--|
| 1. _____ | _____                   | _____                  | _____                                  |
| 2. _____ | _____                   | _____                  | _____                                  |
| 3. _____ | _____                   | _____                  | _____                                  |
| 4. _____ | _____                   | _____                  | _____                                  |
| 5. _____ | _____                   | _____                  | _____                                  |
| 6. _____ | _____                   | _____                  | _____                                  |