

Children's Book Service
Spring Kallah 2006
By Daniel Picus

Organization: Eight leaders will each be given a different children's book with a separate discussion/service sheet. USYers will get to choose which book group they want to attend. Throughout the course of the service, which will be a relatively normal Shacharit, the book will be read, and discussions will be had on parts of the book as they relate to certain prayers.

Where the Wild Things Are
By: Maurice Sendak

Start by asking everyone if they've ever read the book before; maybe ask and see if anyone has any special memories of it. Once you're ready, settle into a very librarian-like position, shush them by putting your finger over your lips, and start reading. Make sure everyone can see the pictures.

Read to the end of the sixth page, which ends with "so he was sent to bed without reading anything."

Do *Modeh Ani*, page 2

Do *Birkot HaShachar*, page 10

Ask the group if they'd still say *Birkot HaShachar* as soon as they woke up after being sent to bed with no dinner. (The premise is that you say the blessings because you're thankful to be alive; are you going to be thankful if you were a bad child and sent to bed without dinner?)

Continue with psalm 30, page 50

Do *P'sukei D'zimra*, page 54

Read to the page that ends with "and in and out of weeks and almost over a year to where the wild things are."

Do *Ashrei*, page 80

Look at the line that starts with "*Malchutcha malchut kol olamim....*" Read the translation—"Your kingship is an everlasting kingship; your dominion endures for all generations." Ask everyone if they think that God still reigns "where the wild things are." Are there any equivalents to the land "where the wild things are" today?

Do *Halleluyah*, page 88

Do *Az Yashir*, page 92

Ask if there are any similarities between the sea Max crossed and the Sea of Reeds that the Israelites crossed.

Do *Yishtabach* page 94

Do *Chatzi Kaddish*, page 94

Read to the page that ends with “and made him king of all wild things.”

Do *Barchu*, page 96

Do *Ahava Rabah*, page 98

Do *Sh'ma/V'ahavta*, page 100

Read and show the pictures until the end of the wild rumpus.

Do *Mi Chamocha*, page 104

Do the *Amidah*, pages 106-120 (First two pages out loud, everything else silent)

At the end of the *Amidah*, talk about whether or not the Wild Rumpus is like the *Amidah*. The wild things are being spiritual in their own way, aren't they?

Do *Kaddish Shalem*, page 158

Do *Aleimu*, page 160

Do Mourner's *Kaddish*, page 162.

Finish reading the book. Ask if there are any questions at the end, and proceed to breakfast.

Chicka Chicka Boom Boom
By: Bill Martin, Jr. and John Archambault

Start by asking everyone if they've ever read the book before; maybe ask and see if anyone has any special memories of it. Once you're ready, settle into a very librarian-like position, shush them by putting your finger over your lips, and start reading. Make sure everyone can see the pictures.

Read the first page.

Do *Modeh Ani*, page 2.

Ask everyone if they'd be able to challenge B or C to a race to the top of the coconut tree first thing in the morning.

Do *Birkot HaShachar*, page 10

Do psalm 30, page 50

Read the next four pages.

Do *Baruch She'amar*, page 54

Do psalm 150, page 88

Do *Az Yashir*, page 92

Talk about the concept of all these letters squeezing into the top of a coconut tree. Are there any situations in Judaism that seem like that? What about the crossing of the Sea of Reeds, as talked about in *Az Yashir*? What about the idea that when the *Mashiach* comes, we will all be taken to live in *Eretz Yisrael*?

Do *Yishtabach*, page 94

Do *Chatzi Kaddish*, page 94

Read the next four pages.

Do *Barchu*, page 96

Do *Ahava Rabah*, page 98

Do *Sh'ma/V'ahavta*, page 100

Read the next page (Chicka chicka...BOOM! BOOM!)

Talk about the *Sh'ma*, and how it is a marker of our faith. Talk about whether or not you'd be able to still have faith if you were falling from the top of the coconut tree.

Do *Mi Chamocha*, page 104

Do the *Amidah*, pages 106-120 (First two pages out loud, everything else silent)

Read the next page.

Talk about whether or not you see HaShem as a protector, the way these little letters see their parents as their protectors. Do you ever see HaShem as a parent?

Read the rest of the book.

Do *Kaddish Shalem*, page 158

Do *Aleinu*, page 160

Do Mourner's *Kaddish*, page 162.

Finish reading the book. Ask if there are any questions at the end, and proceed to breakfast.

Miss Nelson is Missing!

By: James Marshall

Start by asking everyone if they've ever read the book before; maybe ask and see if anyone has any special memories of it. Once you're ready, settle into a very librarian-like position, shush them by putting your finger over your lips, and start reading. Make sure everyone can see the pictures.

Do *Modeh Ani*, page 2.

Read up to page 7.

Talk about what *you'd* do if you were Miss Nelson. The Rabbis teach us that we are supposed to greet every day like a lion. In your opinion, is Miss Nelson doing this? What should she do to change that?

Do *Birkot HaShachar*, page 10

Do psalm 30, page 50

Do *Baruch She'amar*, page 54

Read page 8.

Do psalm 150, page 88

Whoever wrote psalm 150 must have been extremely happy. Do you think that the students felt the same way when they found out Miss Nelson was missing? Do you think they felt the opposite when they met Miss Viola Swamp?

Do *Az Yashir*, page 92

Do *Yishtabach*, page 94

Do *Chatzi Kaddish*, page 94

Read up to page 15.

Do *Barchu*, page 96

The *Barchu* is a wake-up call, calling us to prayer. How is this like Miss Viola Swamp? Is she like a wake-up call to the students, causing them to be thankful for how sweet Miss Nelson was?

Do *Ahava Rabah*, page 98

Do *Sh'ma/V'ahavta*, page 100

Read pages 16 and 17.

Ahava Rabah is about HaShem's great love for us. Do you think Miss Nelson's students are searching for her out of love for her, or because they don't want to have Miss Viola Swamp anymore?

Do *Mi Chamocha*, page 104

Do the *Amidah*, pages 106-120 (First two pages out loud, everything else silent)

Read to page 24.

Miss Nelson's students come up with some crazy ideas as to where she is. They all seem unreasonable. Do the prayers we say to HaShem during the *Amidah* sound unreasonable, or do you think that we are perfectly within our rights to ask for them?

Do *Kaddish Shalem*, page 158

Do *Aleinu*, page 160

Do Mourner's *Kaddish*, page 162.

Finish reading the book. Ask if there are any questions at the end, and proceed to breakfast.

Alexander and the Wind-Up Mouse

By: Leo Lionni

Start by asking everyone if they've ever read the book before; maybe ask and see if anyone has any special memories of it. Once you're ready, settle into a very librarian-like position, shush them by putting your finger over your lips, and start reading. Make sure everyone can see the pictures.

Do *Modeh Ani*, page 2.

Do *Birkot HaShachar*, page 10

Read the first two pages (to the page starting with "All Alexander...")

Birkot HaShachar is a long list of blessings in which we thank HaShem for almost anything that we can think of. Would you be in a very thankful mood if you woke up and found a mouse in your pantry?

Do psalm 30, page 50

Do *Baruch She'amar*, page 54

Read the next two pages.

Do psalm 150, page 88

Do *Az Yashir*, page 92

Whoever wrote psalm 150, as well as *Az Yashir*, must have been feeling pretty grateful to HaShem. Does anyone know who wrote these two prayers? (Psalm 150 was written by David, *Az Yashir* is the song that the Israelites sang as they crossed the Sea of Reeds.) Have you ever felt this way? Do you think that Alexander might be feeling this way when he finds another mouse?

Do *Yishtabach*, page 94

Do *Chatzi Kaddish*, page 94

Read the next two pages.

Do *Barchu*, page 96

Do *Ahava Rabah*, page 98

Ahava Rabah is about HaShem's great love for us. Alexander, however, is not feeling any great love at all—in fact, the members of the household seem to detest him. How can you justify HaShem's great love when there are people in this world who are loved by no one?

Do *Sh'ma/V'ahavta*, page 100

Do *Mi Chamocho*, page 104

Read the next two pages.

What might the purple pebble that Alexander has to find represent? In order to work his miracle, the lizard needs an object, or what seems like a task, from Alexander. Does HaShem ever ask us to do something in exchange for a miracle?

Do the *Amidah*, pages 106-120 (First two pages out loud, everything else silent)

Finish the book.

It seems like we pray to HaShem an awful lot. The *Amidah* is nothing less than 19 blessings directly praising HaShem. However, do miracles as tangible as the one the lizard worked for Alexander and Willy ever happen?

Do *Kaddish Shalem*, page 158

Do *Aleinu*, page 160

Do Mourner's *Kaddish*, page 162.

Proceed to breakfast.

Caps for Sale
By: Esphyr Slobodinka

Do *Modeh Ani*, page 2.
Do *Birkot HaShachar*, page 10

Read the first two pages.

The peddler seems to do the exact same thing every morning. Would you be saying blessings like the ones in *Birkot HaShachar* if you did the exact same thing every morning? DO you do the exact same thing every morning?

Do psalm 30, page 50
Do *Baruch She'amar*, page 54

Read the next two pages.

Would you go to sleep with a bunch of caps on your head? Doesn't that seem a little suspicious?

Do psalm 150, page 88
Do *Az Yashir*, page 92

Read the next four pages.

How do you think the peddler is feeling when he loses his caps? Have you ever felt this way? Whoever wrote the last two prayers probably didn't feel the same way, right?

Do *Yishtabach*, page 94
Do *Chatzi Kaddish*, page 94
Do *Barchu*, page 96

Read the next four pages.

Do *Ahava Rabah*, page 98

Ahava Rabah is about HaShem's great love for us. The peddler's probably not feeling any great love for the monkeys, right? How might the monkeys be feeling? Do they even *feel*?

Do *Sh'ma/V'ahavta*, page 100
Do *Mi Chamocha*, page 104
Do the *Amidah*, pages 106-120 (First two pages out loud, everything else silent)

Read the next six pages.

The *Amidah* is the pinnacle of the service. If the service is the mountain, the *Amidah* is the peak. The peddler's anger seems to be reaching a peak, as well. What happens when he reaches a peak? At the end of the *Amidah*, we say a prayer for peace. How is this like what the peddler does?

Do *Kaddish Shalem*, page 158

Do *Aleinu*, page 160

Do Mourner's *Kaddish*, page 162.

Finish reading the book. Ask if there are any questions at the end, and proceed to breakfast.

Cloudy With a Chance of Meatballs

By: Judy Barrett

Start by asking everyone if they've ever read the book before; maybe ask and see if anyone has any special memories of it. Once you're ready, settle into a very librarian-like position, shush them by putting your finger over your lips, and start reading. Make sure everyone can see the pictures.

Read the first five pages.

Do *Modeh Ani*, page 2.

Do *Birkot HaShachar*, page 10

Do psalm 30, page 50

Do *Baruch She'amar*, page 5

Read the next two pages.

In the first four prayers of the service, we are thanking HaShem for a variety of different things. Would you add any other blessings if you lived in the town of Chewandswallow? What would they be?

Do psalm 150, page 88

Do *Az Yashir*, page 92

Read the next six pages.

Would you like it if the sky dictated your menu? Would you rather anything else fell from the sky? Say, clothes?

Do *Yishtabach*, page 94

Do *Chatzi Kaddish*, page 94

Do *Barchu*, page 96

Do *Ahava Rabah*, page 98

Read the next two pages.

Ahava Rabah is about love. It seems like there's an immense amount of love occurring in the book—any extra food is given to animals. People don't even need to *think* about giving food to the poor, because it falls from the sky. How do you feel about this? Does it make you happy, or are you upset that an act of *tzedakah* you could have done has been taken away?

Do *Sh'ma/V'ahavta*, page 100

Do *Mi Chamocha*, page 104

Read the next eight pages.

After a series of disasters, the citizens of Chewandswallow are forced to leave. When we left Egypt, we sang the Song of the Sea, part of which we just sang. Would you be singing if you left Chewandswallow? Granted, ended up being a horrible place, but would you be sad to leave your home? Would you be upset about leaving a place where food fell from the sky?

Do the *Amidah*, pages 106-120 (First two pages out loud, everything else silent)

Do *Kaddish Shalem*, page 158

Do *Aleinu*, page 160

Do Mourner's *Kaddish*, page 162.

Finish reading the book. Ask if there are any questions at the end, and proceed to breakfast.