



The Jewish Education Center Of Cleveland's Óã-- a newsletter for educators

Vol. VII No. 7

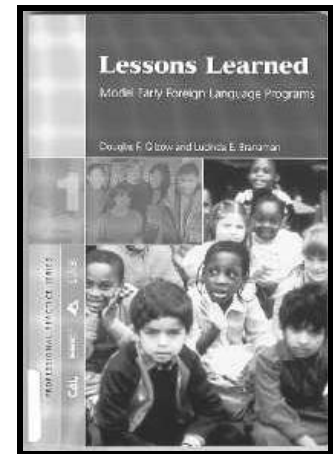
May 18, 2001

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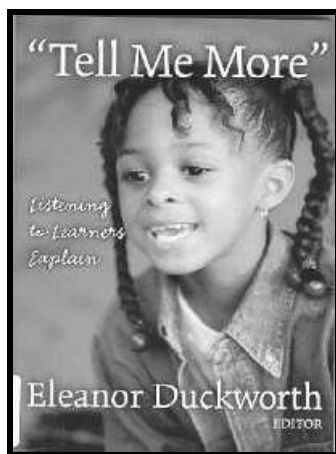
New Ideas for Summer Reading

Lessons Learned: Model Early Foreign Language Programs,
by Douglas Gilzow and Lucinda E. Branaman (ERIC/Center
for Applied Linguistics, 2000).

Hebrew language teachers will find this volume of interest. It offers seven "model" (not "perfect," the authors are quick to point out) programs for teaching foreign language to students as young as kindergarten. Each program was chosen for its focus on all 5 C's of the national standards for language study (communication, culture, connections, comparisons and communities). Five are "content-enriched" programs (these reinforce general studies course work by teaching math, science or social studies in the target language), one is content-based (students fully study a general studies subject in the target language), and one is partial immersion. Each of the seven examples is described in-depth using the same set of criteria.



"Tell Me More:" Listening to Learners Explain, edited by
Eleanor Duckworth (NY: Teachers College Press, 2001).



So often we teachers get caught up in our own teaching, rather than focus on the students' learning. In this intriguing volume that spans *disciplines* (e.g., science, language arts, medical education, politics) and *place* (an international set of authors), incredibly thoughtful teachers write in the first person of their experiences listening to the explanations of learners. The word *constructivism* is never formally introduced, but these essays focus on the process by which learners construct knowledge, simultaneously offering the first-person thoughts of teachers guiding the effort. This book would be of interest to a "solo-reader," and at the same time it offers rich fodder for teachers interested in discussing the essays together. While there's something for every teacher here, the description of eight-weeks of work on floating and sinking (written by the editor, Chapter One: Inventing Density) was especially interesting, for after all, we so often teach such a concept in a lesson or two.

-Reviewed by Nachama Skolnik Moskowitz, Director of Curricular Resources

News from the Teacher Center

The Teacher Center, in conjunction with the JECC Curriculum Department and area early childhood teachers, has created fabulous E.C.H.O. (**E**arly **C**hildhood **H**ands-**O**n) Boxes. The E.C.H.O. boxes, *My Jewish Home* and *Light*, include games, arts and crafts ideas, books, songs, materials, etc. for use in the classroom. A detailed curriculum is included, as well as suggestions for how and when to use these materials. The E.C.H.O. boxes are available for a two-week rental.

“Light” E.C.H.O. Box What Belongs Together



“My Jewish Home” E.C.H.O. Box Lotto



- ◆ May and June hours for the Teacher Center are: Mondays and Wednesdays from 9:00 A.M. – 4:30 P.M., Tuesdays from 9:00 A.M. – 12:30 P.M. and Thursday from 9:00 A.M.– 12:00 P.M.
- ◆ July and August hours for the Teacher Center are: Monday through Thursday, 9:00 A.M. – 3:30 P.M.

-For further information please contact Marci Rogozen or Ronna Fox, Teacher Center Co-Directors

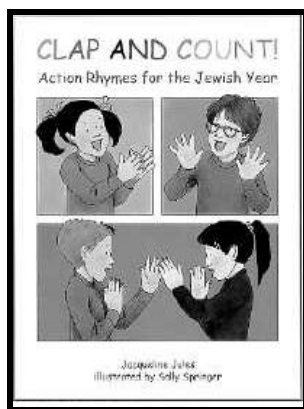
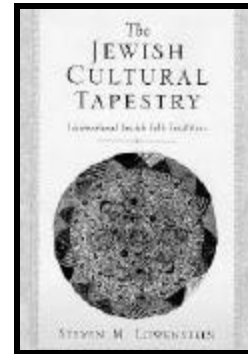
Jewish Values Exploration: A Family Education Program, Curriculum Resources **Department of the Jewish Education Center of Cleveland, 2000.**

Created as a trigger for families to decide upon *ṭikkun olam* (service to the world) projects, this hour and a half “program in a box” gives families the opportunity to explore Jewish values. Participants explore *ṭikkun olam*, *g'milut asadim* (acts of loving kindness), and *ṭikkun olam* (through text study, group work and discussion.

for all schools, fifth grade and above; may be ada

The Jewish Cultural Tapestry: International Jewish Folk Traditions by Steven M. Lowenstein (Oxford University Press, 2000).

Did you or your students ever wonder how Yiddish differs from Ladino, why Ashkenazim and Sephardim eat different foods at פֶּסַח (*Pesah*), or what the origins of your last name might be? This readable new study of Jewish folkways on five continents explores language, names, marriage customs, clothing, cooking, music and more!

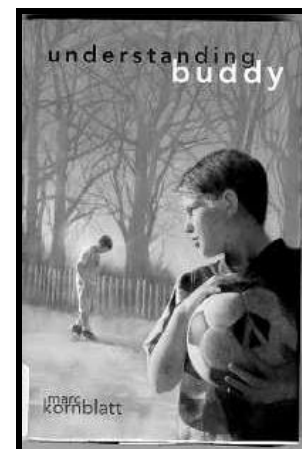


Clap and Count: Action Rhymes for the Jewish Year by Jacqueline Jules. Illus. By Sally Springer (Rockville, MD: Kar-Ben Copies, 2001).

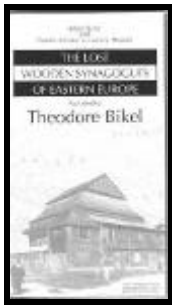
Preschool and kindergarten teachers will be overjoyed by this much-needed collection of finger plays, clapping, counting, music and action rhymes – all on Jewish themes! Imagine being able to find rhymes not only for פֶּסַח (*Pesah*) and חנוכה (*Hanukkah*) but also for שבועות (*Shavuot*), סִמְחַת תּוֹרָה (*Simhat Torah*), and יום האֶצְמַוּת (Eretz Israel) (*Yom Ha-Atzmaut*). Activities for שַׁבָּת (*Shabbat*), nine Jewish holidays, and a few for all year round are included in this delightfully illustrated new book.

Understanding Buddy by Marc Kornblatt (McElderry/Simon and Schuster, 2001).

Teachers who urge students to look for Jewish answers to the questions of everyday life will find that this novel provides a good role model in its main character. Eleven-year-old Sam's gestures of friendship to Buddy, a new classmate whose mother has just died, are flatly rejected. When Sam perseveres, inspired by the insights he gains from Hebrew School, he finds not easy answers but enhanced understanding of how people react to difference and to loss. A soccer subplot, natural dialogue, and absolutely no preaching makes this an appealing book for 5th through 7th graders.



-Reviewed by Linda R. Silver, Librarian

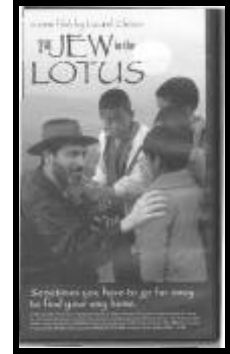


The Lost Wooden Synagogues of Eastern Europe. Florida Atlantic University, 2000, 48 minutes, color. Middle School and up.

Before World War II, more than a thousand wooden synagogues dotted the shtetls of Eastern Europe. Most of these marvels of indigenous craftsmanship and artistic expression were burned, along with religious and cultural artifacts during the war. Executive Producer, Albert Barry's search for the remaining synagogues has created this unique documentary. His visual images weave together a significant story of historical and educational significance.

The Jew in the Lotus. Blind Dog Films Production, 1998, 60 minutes, color. Middle School and up.

Based on the book of same title by Roger Kamenetz, this video documents an historic meeting between eight Jewish delegates and the XIV Dalai Lama in Dharamsala, India. In an effort to share the secret of spiritual survival in exile, it fostered an interfaith and cross-cultural dialogue. This is a beautiful and very moving film.



-Reviewed by Bonnie Shapiro, Ratner Media and Technology Center Associate

Web Sites

Summer is a great time to explore the Internet for teaching ideas, resources, and professional development. Many teachers find just the information they need, **when they aren't desperately looking for it!**

Here are some sites to get you started:

JECC – A treasure trove of Jewish education curricula, reviews, web sites, and teaching suggestions.

<http://www.jecc.org>

Teachers Helping Teachers: Jewish Links – A great collection of links to online Jewish resources.

<http://www.pacificnet.net/~mandel/jewish.html>

Busy Teachers' WebSite K-12 – Enough links to general studies lesson plans and resources to keep you busy all summer.

<http://www.ceismc.gatech.edu/busyt/>

Summer is also a great time to experiment with creating your **own classroom web site**. You will find a helpful tutorial at <http://www.jecc.org/edres/medtech>

-Reviewed by Maury Greenberg, Director of Technology Resources