



CLOUETTE

Author: Tom Lichtenheld
Illustrator: Tom Lichtenheld

Jewish Value: Repair the World—*Tikkun Olam* תיקון עולם

Additional Value: Be Grateful—*Hakarat Hatov* הַכַּרַת הַטוֹב

Enduring Understandings

- No matter who we are, how big or little, how shy or outgoing, each of us can make the world a better place.
- We each possess a special quality or ability, and by sharing it we make a difference in the lives of others.

Book Summary

Sometimes being small can have its advantages. If you're a little cloud like Cloulette, people call you cute nicknames and you can always find a good spot to watch the fireworks. But sometimes Cloulette felt sad because the big clouds ran off to do big important things, like helping a garden grow or making a brook babble. One day, as she traveled through the sky to discover how she could make a difference, Cloulette spotted a frog who was dying of thirst. She was able to squeeze out just enough rain to save its life and realized that she could make a difference, no matter what her size!

Be Inspired: Consider the ideas included as starting points, as you and your students explore, discover, and live the values. Be sure to elicit and encourage student and parent participation, consistently reinforcing the values being addressed. Allow lessons to authentically develop and change based on engagement and interests.



For the Educator Jewish Thought, Text, and Traditions

(For more information on Jewish values, visit www.jewishlearningmatters.com.)

Tikkun olam—to repair the world is the notion that we are G-d’s partners in perfecting the world and we can repair and transform a broken world. *Tikkun* means “repairing”; *olam* means “world, cosmos, eternity.” The *Mishnah* tells us that we need to help others beyond what may be required, “for the sake of *tikkun olam*.” In the *Aleinu* prayer we express our hope for a repaired world through recognition of G-d’s dominion over us. In the 16th century, Isaac Luria expanded our understanding of *tikkun olam*: With each *mitzvah*, we help repair the world around us. Today, the words *tikkun olam* are often used as shorthand for “efforts to better the world,” such as reading to an at-risk child, serving meals at a homeless shelter, or speaking out on an important matter of public policy.

The *mitzvah* of *tikkun olam* obliges us both to serve immediate needs and to work toward the prevention of hunger, homelessness, disease, ignorance, abuse, and oppression among all people, as well as working toward preserving the health of the environment upon which all life depends.

While individual acts of *tzedakah* and *g’milut chasadim* manifest a commitment to making the world a more caring and compassionate place, there are occasions when *tikkun olam*, the healing of our world, may most effectively be achieved by taking collective action.

QUESTIONS FOR REFLECTION

1. How much of our commitments should be dedicated to *tikkun olam* over other values?
2. What motivates you to fix or repair the world?
3. What does an ideal world, fully repaired, look like to you?
4. How can you incorporate the value of *tikkun olam* within the classroom?



Materials and Resources

MATERIALS

- After the Story: copy of the story “When Mr. Pot Cracked” (attached)
- Energy stick

TECHNOLOGY

- Introducing *Cloudette*, about big dreams and what one little cloud can do: <http://www.youtube.com/watch?v=iBxXhqXTmls>
- “When Mr. Pot Cracked,” storytelling video by award-winning storyteller, Vered Hankin Kaufman: www.jewishlearningmatters.com (For more information about the storyteller and her work, visit www.veredhankin.com.)



Jewish Every Day Incorporate Jewish Values

It is important that each child begin to recognize his or her ability to make the world a better place; each has the potential to add beauty to the world, show kindness to others, and “lift the world’s spirit” by sharing laughter and having fun. Each week, set aside time for students to share their interests and talents—they may bring in a favorite book, sing a favorite song, bring in a plant that they planted and took care of, etc.



Sharing the Story

INTRODUCING THE STORY

For strategies for teaching vocabulary, see Appendix, Vocabulary Strategies.

Involve students in a discussion of things they can and cannot do because they are young or because they are little.

- Ask students to think about the things they can do because they are little. Say, “Raise your hands if ...”
 - you were allowed to sit in the front at the movies so you wouldn’t have to stand up in order to see over the heads of the grown-ups;
 - you got to board first on an airplane because your parents or family members were traveling with children;
 - you were asked to reach for something because you have little arms that will fit where a grown-up’s arm was too big.
- Now ask students to consider some of the things they cannot do because they may be too young or little. Say, “Raise your hands if ...”
 - you wanted to go on a ride, but they said you were too little;
 - you were with a friend who got hurt and the grown-ups said that you should “wait over there” while the adults helped the child;
 - you wanted to surprise your parents and make breakfast, but you knew you were too young to work in the kitchen by yourself because it’s dangerous.

Show students the cover of the book *Cloulette* and explain that you are going to read a book about a little cloud who felt many of the things that they just talked about. The little cloud was very happy being small most of the time, but sometimes she felt bad and wanted to be bigger in order to do things to help others.

READING THE STORY

*Read the story aloud, stopping when appropriate to explore illustrations, address comments, clarify, predict, and guide students’ understanding of the story and the value to **repair the world**—tikkun olam.*

Focus on the little cloud’s expressions throughout the reading of the story. Provide scaffolding as you discuss what she may be feeling—sad or lonely, happy or surprised, etc.—and why.

- When the bigger clouds asked Cloulette to join them to make a huge storm or to make mighty rivers flow, why is she sad? (She realizes that she can’t do those things because she is too small.)
- After a big storm comes and she is blown away, how does she feel as she looks at the eagle? (She looks surprised—she realizes that she is in a new place.)



Sharing the Story

continued

- When Cloudette hears a strange sound and sees the frog sitting in a puddle of mud, why does she look sad again? (She is concerned about the frog.)
- How does Cloudette feel after she is finally able to make it rain, and the frogs say, “Thank you.” (She feels tired but happy— she has saved a life.)

AFTER THE STORY

Involve students in the following to generate a discussion about big dreams and the idea that each of us can make a difference—no matter who we are, no matter how big or small we are, no matter how old we are.

Discuss the following questions:

- Why was Cloudette finally able to make it rain?
- Did Cloudette make just as big of a difference as the big clouds when they made a mighty river flow or created a great storm?
- Helping the frog was a really nice thing that Cloudette did. Were the big clouds angry with her or happy that she was able to help?
- Cloudette realized that there are some other “big and important things that a little cloud might be able to do.” What could some of these things be?
- In Judaism we believe that by saving one life, you save the world. Cloudette saved one small frog. Why is this so important?

“When Mr. Pot Cracked”

Share the video in which award-winning storyteller Vered Hankin retells this age-old tale of Mr. Pot. The story underscores the Jewish value that each of us makes a difference and in a sense, “saves the world.” After watching the video “When Mr. Pot Cracked” at www.jewishlearningmatters.com, or after creating your own storytelling version of the attached story, discuss the following questions:

- Each of us is special and unique. What was special about Mr. Pot? How did this help him do something important?
- What do you think is special about you? How can you use this to make a difference and help others?



Sharing the Story

continued

Don't Let the Light Go Out

It's one thing to tell students how each of them is important and valuable to your classroom community—how each life is important—it's another to demonstrate in a more tangible way! You can demonstrate this by using an Energy Stick, such as the one from Steve Spangler. (The Energy Stick is a fairly new tool in experimenting with open and closed circuits and is available online. Check package label to ensure safety.)

- Have students join hands to form a large circle. Select two students, standing next to each other, to each hold one end of the Energy Stick. If everyone in the circle is holding hands, the Energy Stick will light up.
- Break the chain of the circle between any two other children in the circle. (These two students should each continue holding hands with the students on either side.) What happened? (The Energy Stick went out.) Have them hold hands again. What happened? (The Energy Stick lit up again.) Experiment by having the circle broken in different places.
- Point out that no matter how near or far students are away from the Energy Stick, when the circle is broken, the light will go out. Using the same procedure, experiment with different numbers of students in the circle.
- Remind students that regardless of the number of students, it only takes the loss of one in the circle to end the magic! Each of them is valuable and special and without each one, your classroom community would not be the same.



Explore, Discover, and More

Extension and Reinforcement Activities

TODAY IS THE BIRTHDAY OF THE WORLD

LITERACY

Read aloud *Today Is the Birthday of the World*, by Linda Heller, and discuss how the world is a better place because all the creatures in the story did their parts to be the best animals or people they could be. Discuss what each of them did. For example, what did the little boy do? (He put seeds in the soil to plant a garden, painted a big picture to add beauty to the world, shared his toys to be kind to others, and lifted the world's spirit by sharing laughter and having fun.) Talk about ways students can “lift the world's spirit” (for example, singing a song, dancing a dance, baking a cupcake, sharing a toy, etc.). Set aside time for students to share their interests and talents. (See Jewish Every Day and Home Connections.)

IT'S RAINING!

SCIENCE

Involve students in this simple demonstration to give them a sense of why it rains.

- Fill a small jar or plastic cup with a small amount of water. Cover the container with a paper towel and use a rubber band to hold it in place.
- In another container, add some blue coloring to water.
- Using a dropper, have students take turns collecting the blue-colored water and then have them drop the water onto the paper towel.
- At first the paper towel will absorb the water, but as it gets saturated, eventually the blue drops will fall into the container—as does water, in the form of rain, fall from clouds when they are saturated.



Explore, Discover, and More

Extension and Reinforcement Activities

continued

THE MISSING PIECE

LITERACY, ART

Create a class ABC puzzle that is missing several pieces to underline the difference each individual makes.

- Explain to students that they are going to design their own puzzle piece which will become part of a large classroom puzzle about the ABCs.
- Cut poster paper into different shapes and sizes to create puzzle pieces. (As an alternative, blank pre-cut puzzle pieces can be purchased.) Give each student a blank puzzle piece and a letter or letters of the alphabet. Leave out one or two letters that you will draw and design yourself, but don't allow students to see them until the end of the activity.
- Ask students to decorate each puzzle piece with the alphabet letter and to draw something that represents that letter. (For example, model this by saying, "I have the letter C. I am going to draw a C on the corner of the piece and draw a picture of a *cup* in the middle of the piece.")
- When the students have completed their puzzle pieces, have them work together to put the puzzle together. What do they discover? (There will be a few pieces missing—the ones you put away!)
- Bring out these missing pieces to make the puzzle complete.
- Reiterate that even though the pieces were different sizes and shapes, each piece was important in making the puzzle complete—each made a difference.

RAIN DANCE

DANCE

Select a piece of classical music and encourage students to move to the music. Next, ask students to imagine that it is raining. Have them move as various aspects of nature. For example, they can move as raindrops, falling leaves, the wind blowing, or thirsty frogs on their lily pads drinking the cool water.

COUNTING CLOUDS

MATH

Line up cotton balls (representing little clouds). Count up the number of cotton balls to get a total number. Demonstrate what happens if we take away one: It makes a huge difference in the total number because one is now missing from the group of cotton lined up. Explain that each one makes a difference when we add them or take any away. Have children play with the cotton balls, counting up the total number, then taking away a few, and counting the number left.



Explore, Discover, and More

Extension and Reinforcement Activities

continued

CLOUD ART

SCIENCE, ART

On the copyright page of *Cloudette*, author and illustrator Tom Lichtenfel wrote, “The illustrations are rendered in ink, pastel, colored pencil, and watercolor. The water part of the watercolor was collected in a bucket during a rainstorm, so this book is partially made of clouds. Thank you, clouds.” Involve students in collecting rainwater and mixing it with water colors. Take them outside to watch the clouds and create their own cloud pictures.

TYPE OF CLOUDS

SCIENCE

Visit <http://www.weatherwizkids.com/weather-clouds.htm>. Have students look at the different types of clouds. (Focus on those that are illustrated in the book *Cloudette*.) How would they describe each cloud? Then take a picture walk through the book and share with students the names of some of the clouds, such as cumulous (which is the kind *Cloudette* is), cirrus, and stratus. Whether looking out the window or during recess, see if students can identify some of the clouds.

MAKING A DIFFERENCE

DRAMATIC PLAY

Author Tom Lichtenheld blogged that the making of *Cloudette* began as two little scraps of paper. “The scraps of paper came out of two bags I use in my bookmaking workshops with kids. One bag is labeled ‘characters’ and is filled with scraps of paper with words like ‘a walrus,’ ‘an artist,’ or ‘a banana.’ The other bag is labeled ‘settings.’ It contains scraps of paper with settings, like ‘under water,’ ‘in outer space,’ and ‘up a tree...’ You can find the blog at <http://mackids.squarespace.com/mackidssquarespacecom/2011/4/15/whered-that-little-cloud-come-from.html>.

Involve students in creating their own characters for a story.

- Label two similar bags “characters” and “settings.” With students, brainstorm ideas for characters and settings. Write student ideas on small slips of paper and place in appropriate bags.
- Allow each student to select one character and one setting to create their own drawing using a variety of art supplies and crafts.
- Provide time for students to share their pictures and tell something about how their characters are special and how each can help others and make a difference.

KIDS MAKING A DIFFERENCE

COMMUNITY SERVICE, LITERACY

Read books with the class such as *Kids Making a Difference in the Lives of Animals*, by Nancy Furstinger and Sheryl L. Pipe. As appropriate, share stories that relate to what children are doing to make a difference in their own community. Your students may want to become involved in similar projects. Simply determine a specific need in the community and then help them consider ways in which each can do their part “to save the world.” This could be a school-wide effort as well.



Music

(Access all songs at www.jewishlearningmatters.com/music.)

“Do a Little!” by “Miss” Emily Aronoff Teck Track # 1 from *Good Choices, Volume 1*

INSPIRATION TEXT

Rabbi Tarfon used to say, “It is not your obligation to complete the task, but neither are you at liberty to desist from it entirely...” -*Pirke Avot 2:16*

“DO A LITTLE!” ACTIVITY

Use pointing fingers and motion to encourage interactivity and physical engagement while you listen to the tune. It gets trickier when the song speeds up!

Point to a boy on the word *he*, to a girl on the word *she*, and then use both pointing fingers to point to multiple children. Make a plus sign by crossing the forearms for *adds to a lot*.

Point to any person for you and to yourself for *I*, and then make a big circle to symbolize the world.

LYRICS

CHORUS

If he does a little, then she does a little
Then they do a little, it adds to a lot
If you do a little and I do a little,
Then we do a little, a better world is what we’ve got!

I’ve got so many ways I want to give,
Because I want to make the world a better place to live
Through learning and loving, respecting and sharing,
I can change the world through these kind acts of caring

CHORUS

I’ve got so many ways I want to give,
Because I want to make the world a better place to live
For the people, the flowers, the plants, and the trees,
For all kinds of animals, the skies and the seas

CHORUS



Music

continued

ADDITIONAL MUSIC CONNECTIONS

To access additional Jewish and secular songs from a variety of traditional and contemporary artists that reinforce and teach this value, visit www.jewishlearningmatters.com/music.



Evidence of Learning

Compile student picture portfolios that capture times throughout the year when students have demonstrated the value of *tikkun olam*—to repair the world.



Home and Community Connections

Encourage families to learn more about the values and reinforce the concepts with their children visiting www.jewishlearningmatters.com.

Send home a letter describing what you have been talking about in school in terms of *tikkun olam*—to repair the world, which implies that we are each capable of making a difference. Explain to parents that you are going to begin recycling in your classroom, because every little thing that we can do helps the larger world be a better place. Ask parents to help by logging onto <http://www.terracycle.com/en-US/> and to see how they can help the class recycle at home, too. Encourage parents and students to work together to create a list of possibilities.

SHOW AND SHARE

We often talk about “*Mitzvah Day*,” but why not make “*Mitzvah Day*” something we are involved in every day? Encourage parents to talk about ways their child can share their interests and talents to make a difference (for example, singing a song, dancing a dance, baking a cupcake, sharing a toy or favorite game, etc.). Ask them to help their child determine what he or she might do or share and accompany their child to school on a specified day to share the joy and laughter! (See Explore, Discover, and More Activity.)



Literature Connections

Title	Author(s) and Illustrator(s)	Summary
<i>Today Is the Birthday of the World*</i>	Linda Heller Alison Jay	G-d created each animal, bestowing upon each a special gift to share with the world. At the end of the book, G-d is pleased with the ways in which the creatures' efforts shaped the Earth.
<i>Miss Rumphius</i>	Barbara Cooney	Alice Rumphius wants to see the world and live her dreams. Many years later, after fulfilling her dreams, she realizes that there is one more thing she still must do. She must make the world a better place in return for all that it has given her.
<i>The Curious Garden</i>	Peter Brown	One young boy changed a grey, dreary city into a wonderful city full of flowers, grass, and plants. It all started when he discovered one little flower growing on an area of lonely railways. The boy worked hard to plant more flowers and created a beautiful garden. The idea caught on and people living nearby started growing their own flowers, plants and trees.
<i>Kids Making a Difference for Animals (ASPCA Kids)</i>	Nancy Furstinger and Sheryl L. Pipe	This wonderful book relates the stories of kids who are making a difference in the lives of animals every day. They're rescuing homeless pets, raising money for shelters and charities, making jewelry, and holding bake sales to support animal-friendly causes. They're also volunteering their time to educate others, and so much more.
<i>26 Big Things Small Hands Do</i>	Coleen Paratore Mike Reed	Go beyond "A is for Apple" with an alphabet book that builds character. As children learn and review their ABCs, they discover positive actions they can perform with their own small hands—like applauding, building, giving gifts made with love, helping, planting, recycling, and volunteering. These are simple things even toddlers can do for themselves and others. The message throughout is that everyone, no matter how young or how small, can make a difference in the lives of those around them. The book ends with big hands clapping.

*PJ Library Book



Thematic Connections

The hero in me
Community heroes
Weather: rain and clouds
The rain cycle
Mitzvah projects

LESSON CONTRIBUTOR

Shari D. Silverstein
Director of Professional Development & Educational Resources,
Orloff CAJE



“When Mr. Pot Cracked”

(For a video of this story performed by Vered Hankin, visit www.jewishlearningmatters.com.)

When Mr. Pot Cracked: The Beauty of Imperfection

Retold by Vered Hankin

Once, a long time ago, when people wanted water, they could not just turn on the tap or twist the knobs on the shower or press the button on the drinking fountain. Once, the only way to get water was to walk all the way to the well. The well was very deep, and you would need to throw a big bucket down the well with a rope around the handle. The water would fill up the bucket, and the bucket would become very heavy. Then someone would have to pull, pull, pull the bucket up, up, up out of the well. Not everyone could do this because it was a very difficult job. But people needed water, and so every village had at least one water carrier, someone whose job it was to go fetch the water out of the well. Usually, the water carrier would carry two very large buckets or pots filled with water back and forth from the well to the town. It was a tough job, yes, but it was very rewarding. After all, what more important job could someone have than to supply people with their most basic need--water?

Garvey was the water carrier of his town. He had been the water carrier for many years, and he had watched many children in the town grow up. He had seen many things and spoken to many people and was respected by all. Every single day, he would trudge out to the well with two very large pots. He would fill the two pots to the rim and carry water about the neighborhood, selling some to each of the neighbors. Then he would head back to the well, several times a day, until finally it was time for him to turn in for the night. After all, he needed his sleep for another day of work!

One night as Garvey was sleeping, his pots, the very pots he carried every single day, began whispering to each other. “Did you notice how much water I carried today?” Ms. Pot asked, puffing up. “Did you notice how full I was?”

“Yes, you did pretty well,” Mr. Pot conceded. “But I have to say I was pretty full myself. I’m certain the villagers drank their full in large part because of me!”

“Oh, you think so?” Ms. Pot retorted. “I don’t think you’re quite the pot you think you are.”

“What does that mean?” Mr. Pot raised his voice.

“I’m afraid, Mr. Pot, that your place among the rest of the pots will not last long. You, my friend, are cracked.”

“Agh!” gasped Mr. Pot, and then he fell silent. After a few minutes, Mr. Pot sheepishly looked up. “Um, you were just being mean. right? I’m not really cracked, am I?”

Ms. Pot looked down, ashamed. “I’m sorry I said it in such a mean way, but ... I’m afraid you are. Look!”



“When Mr. Pot Cracked”

continued

Mr. Pot looked down and indeed there was a thin but noticeable crack running down his side. “What good am I?” Mr. Pot began to wail. “A cracked pot! Poor Garvey has to work so hard pulling up the water, and then I probably leak it all out!” All night long, Mr. Pot could not sleep. Instead, he just cried silently to himself, and little teardrops slid out through the crack.

The next day, Garvey woke up early as he always did. He lifted Mr. and Ms. Pot over his shoulders, as he usually did. He began walking the long way toward the well. As he walked, Mr. Pot was shaking and shivering, feeling terrible about his crack. Should Mr. Pot tell Garvey? After all, if the water leaked out, Garvey would have to make twice the trips to the well! Just then, they arrived at the well, and Garvey grunted as he slowly and strongly pulled up the full pots of water. He lifted the heavy pots over his shoulders and began on the path back to the village.

Mr. Pot tried soooo hard to hold the water inside, but soon the water began trickling out of the tiny little crack. Mr. Pot felt soooo bad. He finally couldn’t take anymore, and so he called out “Garrvvvveeeey!”

Garvey turned toward the pot. “Mr. Pot, what is it?” he asked, concerned.

“Oh, Garvey, I’m so sorry, but I’m no use to you anymore. I hate to tell you because I’m sure you’ll throw me out, but ... but ... well ... I have a ... crack! I’m leaking!” Mr. Pot covered his ears, terrified at what Garvey might say.

“Oh, Mr. Pot!” Garvey shook his head, smiling. “Is that what you’re worried about?” Mr. Pot slowly nodded. “Don’t you see?” Garvey asked. “Mr. Pot, look down the path as we walk.” Mr. Pot looked down, though he could barely stand it, and he saw the water spilling out of the crack. “By the time you get to the village half of my water will be gone!” he exclaimed.

“Oh, Mr. Pot,” Garvey said, calmly. “You’re not looking closely enough. Yes, the water is spilling out, but look where it’s going.” Mr. Pot looked down on the ground, and he could barely believe his eyes. Along the path, there was a beautiful trail of flowers, rising up just where the water was falling. “If it wasn’t for you, Mr. Pot, we wouldn’t have these beautiful flowers along the path. Every morning as I walk down this path, my day is brightened as the flowers smile to me, lighting my way. And others in the village feel the same way. We think, thank goodness for Mr. Pot!”

Even Ms. Pot, who heard the whole thing, had to admit that a piece of her wished that it was she who had a crack, just like Mr. Pot. That night, all of the pots in the house honored Mr. Pot for being the most special pot, the only one who could create a trail of flowers for all of them to appreciate as they walked down the long path home.

Source: Hankin, V., Elias, A. J., Omer, D., & Raviv, A. (2012) Talking Treasure: Stories to Help Build Emotional Intelligence and Resilience in Young Children by Vered Hankin, Maurice J. Elias, Devorah Omer, and Amiram Raviv. Champaign, Illinois: Research Press. www.researchpress.com
Reprinted with permission.