

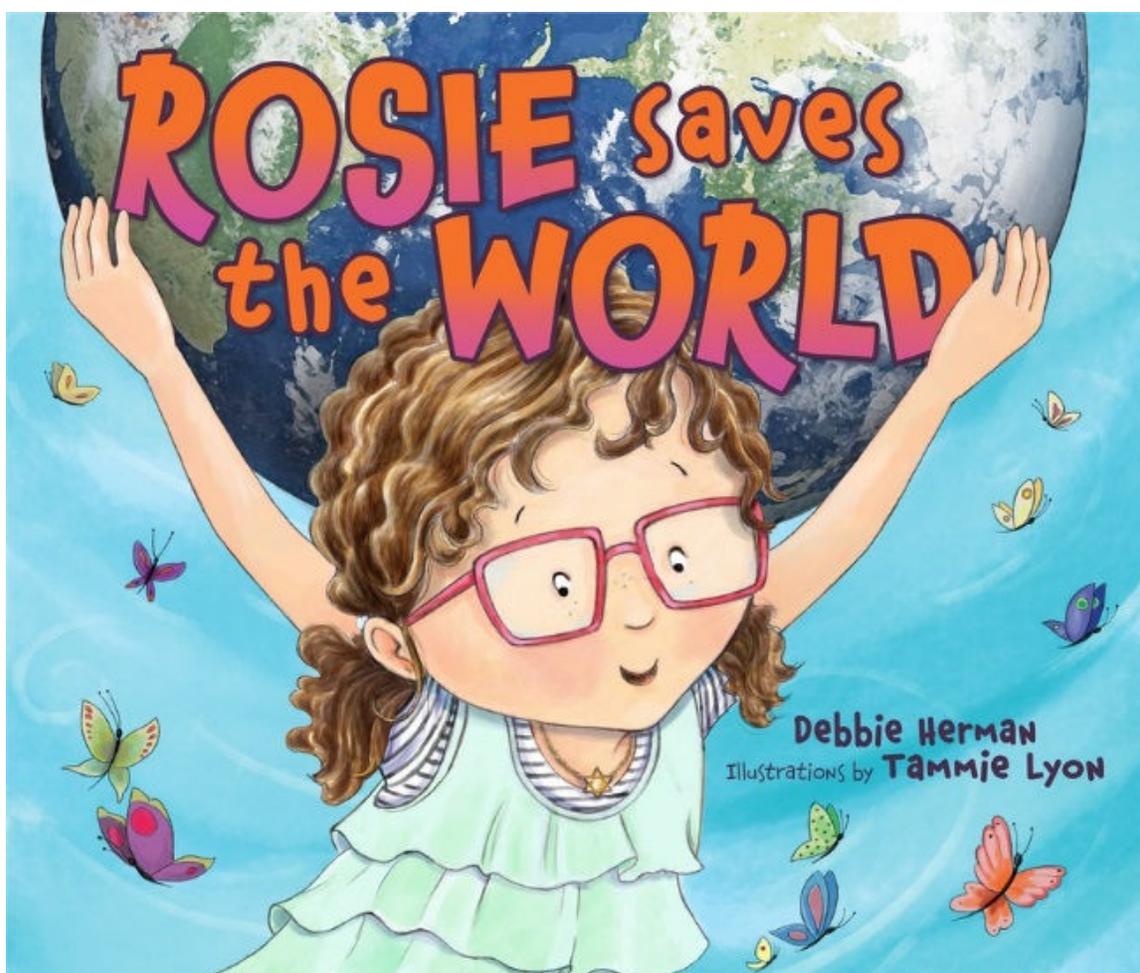
# KAR-BEN

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Reading and Activity Guide



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Ages 3-8 | Grades PreK-2  
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## About the Book

Rosie can't wait to start doing good deeds to save the world. But as she helps the people in her neighborhood, she is soon so busy saving the world that she doesn't have time for her own family! It turns out, though, that the greatest acts of *tikkun olam*—repairing the world—start in her own home.

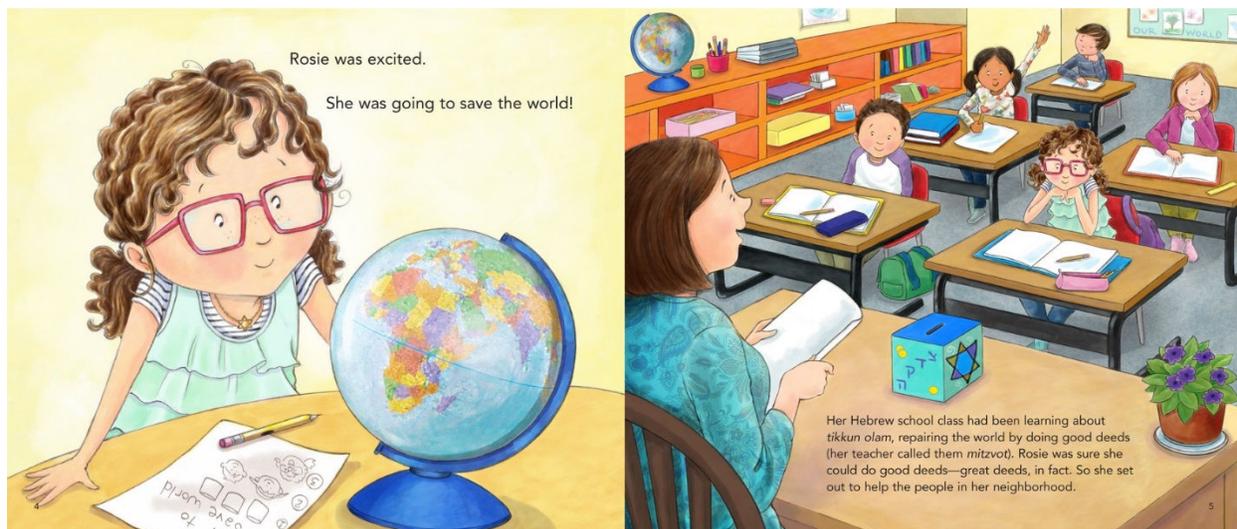
We live in a big, busy world. We see disasters far away—and help immediately. We see celebrations all over the Earth—and share in the rejoicing. The Jewish value of *tikkun olam* encourages us to try to repair the world. But while we focus on repairing the whole world, we also must not lose sight of our own family and our Jewish community. This is the important Jewish concept of *Areyvut*, which comes from the Hebrew phrase *Kol Yisrael arayvim zeh ba'zeh*: All Jews are responsible for one another. Read the story to see how Rosie realizes this, and what she does about it.

## About the Author

Debbie Herman is a writer and editor living in Jerusalem. She is the author of several books for children, including *Carla's Sandwich* and *From Pie Town to Yum Yum*. She hopes to save the world one book at a time.

## About the Illustrator

Tammie Lyon is an award-winning author and illustrator of many books for children. Her previous books include the Eloise series as well as the Katie Woo and Pedro series. She lives in Cincinnati, Ohio, with her husband.



## Questions:

### For before reading:

1. What are some ways that other people have shown you kindness?
2. Have you ever done a good deed? To benefit someone you know? To benefit someone you don't know?
3. Do you think kids can help fix problems in their communities? Which ones?

### For reading together:

1. Why can't Rosie help her mother with the groceries?
2. How did Rosie feel when Francesca called her a "superhero"?
3. Why can't Rosie visit Grandma?
4. Why did Rosie rush home from Mrs. Albert's house?
5. What does Rosie say is her best *mitzvah* yet?

### For post-reading discussion:

1. What about the story did you like?
2. In what ways does Rosie change or stay the same during the story?
3. A saying goes: "Charity begins at home." What do you think this means?

## Suggested activities:

### Doing Good Definitions:

Get four large sheets of paper (or, if in a classroom, section chalk or dry erase boards) and label them: *Chesed*, *Tzedakah*, *Tikkun olam*, and *Mitzvot*. Ask students to write brief definitions on each one, and to read the definitions their peers left on the sheets. Then, flip the pages over and ask students to write specific examples of each, which might be actions or ideas. Then, discuss the ways that the definitions overlap and differ.

### Saving the World:

Give each student a large sheet of paper. They will be drawing and labelling a series of concentric circles. Ask them to draw a large one that fills the entire sheet

and then label that “world.” Next to the label, ask them to write an action that they could do that would contribute to making the world better. Challenge students to draw three smaller circles inside that one. Label the smallest “family” and ask students to write an action that they could do that would contribute to making their family better in some way. Challenge students to identify two other communities that they belong to, and label the circles. Then, ask students to think of and write in deeds that they can do to contribute to making those communities better. Students can share their ideas by posting their pages in a mini-gallery and doing a gallery-walk. Ask students to see if others identified the same *mitzvot* that they did.

### **Rosie Says:**

Just like Simon Says, but Rosie is in charge! Include helping actions from the book, such as playing a ukulele, petting a cat, gathering canned goods, and bottle-feeding a baby. Add your own good deeds.

### **Very Special You:**

Put students in small groups. Ask each student to put his or her name on the top of a clean sheet of paper. Pass the paper to the person next to you—the student who receives it writes three things that his or her classmate is very good at doing (throwing a ball, making cupcakes, remembering spelling words, etc.). Students exchange papers until everyone in the small group has commented. Return papers to the person whose name is at the top. Read over what others wrote. Then, take 3-5 minutes to freewrite about how you could use those skills to make the world—could be your home, your classroom, your school, your synagogue, your city, your state, your country—better in a very special way that only you can.

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