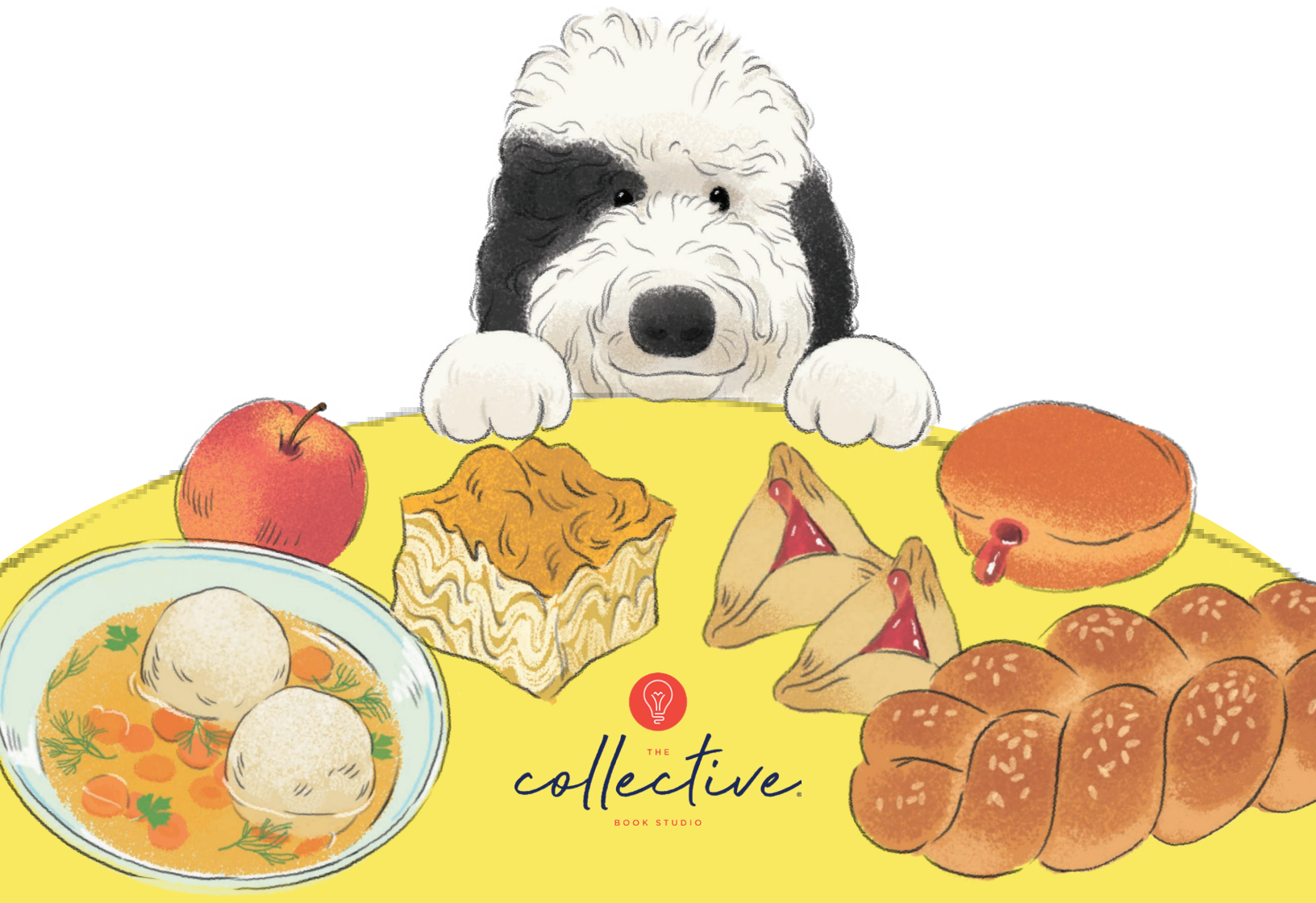


1, 2, 3, NOSH WITH ME

Teacher Resource Guide

Ages 0–6 | Grades 1 and Under



THE
collective.
BOOK STUDIO

Buckwheat the dog is hungry!

In *1, 2, 3, Nosh with Me*, readers help the family pooch count matzo balls, hamantaschen, latkes, and other traditional treats in this delightful romp through the delicious foods of Jewish holidays, family gatherings, and Shabbat dinners. And if all this counting makes you hungry, use the Simple Challah recipe included to make your own tasty loaf!



About the Authors



Micah Siva is a trained chef, registered dietitian, recipe writer, and food photographer, specializing in modern Jewish cuisine. After graduating from the Natural Gourmet Institute of Health & Culinary Arts, she pursued a career in nutrition and later worked for global brands, media outlets, and publications in food media. She shares Jewish-inspired, plant-forward recipes through her blog, *Nosh with Micah*. Micah lives in San Francisco, California, with her husband, Josh, and dog, Buckwheat.

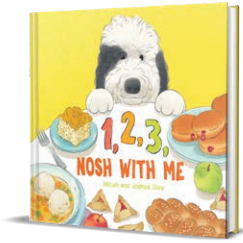


Josh Siva is a lifelong lover of Jewish food, including his everyday favorite: matzah with cream cheese and everything bagel seasoning. Originally from Buffalo, NY, Josh has made a career marketing life-changing medicines and medical devices to people in need. Through his work, he's lived around the world and is proud to make San Francisco home, along with his wife, Micah, and dog, Buckwheat. As Micah's husband, when Josh isn't working his day job, he's working as a full-time taste tester and dishwasher for her latest recipe!

About the Illustrator



Sviatoslav Franko is a children's book illustrator who enjoys collaborating with independent authors and publishers. He is fascinated by the complexity of nature and combines digital illustration and oil painting to reflect it in his work. Sviatoslav lives in Ukraine where the mountains are his favorite place for rest and inspiration.



1, 2, 3, Nosh with Me is a wonderful book for community and classroom read-alouds, before-bed story time, and whole class activities. In this booklet of exercises, parents, teachers, librarians, and Jewish community leaders may use these activities to amuse and delight their little ones.

Praise for the Book

"*1, 2, 3, Nosh with Me* [...] is a beautiful resource for families who want to celebrate Jewish food, while educating their young children." — *Jewish Journal*

"The illustrations opened up conversations about some of our favorite Jewish foods and traditions and my daughters had so much fun counting along with each page!"
— Ariel Stein, founder of Ariel Loves and Jewish educator

"A fun counting book that also introduces elements of Jewish culture, helpful for families already sharing these treats or for those learning more about the cuisine."
— *School Library Journal*



Themes

FOOD: Celebrating mealtime, family recipes, identity through food, cooking, and baking

ARITHMETIC: Retention, comfort with numbers, counting, how to relate numbers with familiar objects

FAMILY & CULTURE: Family traditions, pets, belonging, Jewish holidays and food as part of a child's every day

Takeaways

Note that this guide uses the language ‘your child’ to refer to the child you are actively reading to; any type of relationship between a storyteller and a child can be honored through the exercises that follow. This guide aligns with the following Common Core educational standards for American Kindergarten reading groups through Grade 1; however, early readers should have fun counting all their favorite treats most of all!

CCSS.ELA-LITERACY.L.K.4

Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-LITERACY.L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.K.5.A

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

During Reading

1. **SEE** how your child responds to the treats they are familiar with and the treats they are not; answer their questions!
2. **DESCRIBE** what it’s like to eat each nosh that’s sampled across the story’s illustrations. For example, a latke is **CRUNCHY**; kugel is **SOFT** and **MELTS** in the mouth.
3. What are the **SOUNDS** of a kitchen in use? Is it clanging dishes? The scratch of a Shabbat matchbox in use? Soap that sloshes over the soup dishes? **RELATE** each action to the book’s pages, and possibly things your child can see in the classroom, synagogue kitchen, or their own home.
4. Better yet, have your child **TOUCH** the kitchen towels; their very own braid of challah; the sugar jar that makes up a hamantaschen recipe. If you are reading to a class, you can also have a group of young readers take turns **FLIPPING THE PAGES** and reading together.
5. **SAY** each number in a clear, warm voice. Read a sentence halfway and invite the reader to shout out the parts that call for 1, 2, 3, and so on!
6. Then **TELL** your child **WHO** taught you how to make these unforgettable, long-lived Jewish holiday treats—or your first experience trying it out. All Jewish food has a story that your little ones can build on, too.

EXERCISE 1

Where's Buckwheat?

Have your little readers practice counting by having them tally up all the appearances of 1, 2, 3 Nosh With Me's favorite furry friend: Buckwheat!

How to implement this exercise:

1. Invite the reader to turn pages and point whenever they catch high or tail of Buckwheat! Use the following prompts to guide the activity – and have them watch out for silly trick questions, where Buckwheat isn't in a certain location at all!

How many times do they see Buckwheat:

1. Next to a table?
2. Or spinning a dreidel?
3. On a sailboat? **
4. Or in a doggy bed?
5. Using his paw?
6. And standing on the table? **
7. Or noshing a bagel?



2. Have them count the numbers aloud and see what they remember.

3. *For a classroom of readers:* as children spot Buckwheat and say they've seen him once, twice, or three times, you can write associative numbers on a board. This will help make a relationship between 1-2-3 digits and the numbers said aloud.

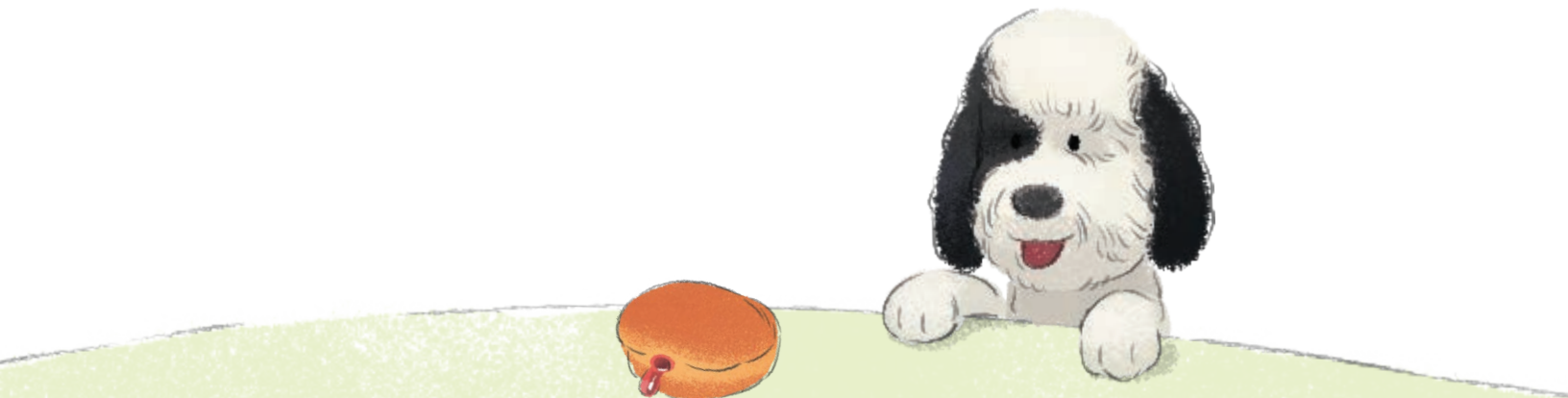
EXERCISE 2

Hidden Numbers, Jewish Holidays

There are heaps of opportunities to talk about Jewish holidays as certain foods and numbers make an appearance!

How to implement this exercise through the following questions:

1. **CHALLAH:** Is a traditional Jewish bread that we eat to welcome Shabbat. How many days do we celebrate Shabbat each week?
2. **MATZAH:** How many matzah Afikomens do we try and find, and why?
3. **HAMENTASCHEN:** How many corners is in a Hamantaschen cookie?
4. **LATKES** and **SUFGANIYOT:** We use oil to make these delicious fried foods. Oil is an ingredient that burned for an incredible number of days in our original Hanukkah story; do you remember how many days those were?
5. And as a bonus, how many dogs know how to make **MATZAH BALL SOUP!?**
6. **BIG QUESTION TIME:** Is there a difference between treats we make once a year and treats we make every week? How would you DESCRIBE these dishes to a member of our community that is unfamiliar with Jewish food like KNISHES and BAGELS AND LOX? What makes Jewish food special?



EXERCISE 3

Let's Name That Nosh

Put your students or young readers in charge of creating an ultra nosh-y menu! Have them copy down each of the treats below, as a test of their handwriting.

LATKES

HAMANTASCHEN

BAGELS

SUFGANIYOT

CHALLAH

KNISHES

KUGELS

MATZOS

MATZO BALL SOUP

APPLES

Then, have each reader CIRCLE each word's vowel on their written sheet, and ask them how many vowels each word contains as a total. This will be a check-up of their numbers!

BONUS: when they're done, give your little ones time to decorate their very own menus for the class.



EXERCISE 4

A Little-Known Treat Activity

If you are reading to a classroom or reading circle, you can invite them to share which 1, 2, 3, *Nosh With Me* foods they've personally tried, and which 1, 2, 3, *Nosh With Me* foods are a little less known.

How to implement this exercise:

1. Have each child raise their hand with each type of 1, 2, 3, *Nosh With Me* food, from challah to latkes. Then, work with the group to tally up everyone's history of eating these amazing treats. Be sure to write visible numbers down for each category of food.

ALTERNATIVELY, you can also use this activity to help readers identify their colors. Draw for your students visible WARM colors whenever they say they've sampled a food before, beside visible COOL colors for each student who has never tried a certain treat before. (Can they count the difference between the warm and cool colors?)

2. Now you can make the least-known treat as a group! Make plans to have an adult helping hand bring in the food to try or collaborate with a friendly communal kitchen area. *And don't forget to balance this out with the challah recipe at the back of the book.*



EXERCISE 5

1, 2, 3 Singalong!

Every adult storyteller can learn this easy singalong to help their little readers associate moments in this book with their first musical notes.

How to implement this exercise:

1. After some instruction of scales, the young readers should sing: DO-RE-MI
2. The adult storyteller should repeat: 1-2-3
3. And again, the young readers should lead with: FA-SO-LA
4. The adult storyteller can turn these notes into the song lyrics: MATZAH [FA] IN MY [SO] CUP [LA]
5. Finally, the young readers can end with a confident: [spoken: AND NOW WE SING] TI-DO!
6. To the adult storyteller's answer of: MATZAH [TI] TO GO [DO]
7. Switch singing places with a particularly engaged class, and don't be afraid to get silly with it!

You sing:
DO, RE, MI

I sing:
1, 2, 3

You sing:
FA, SO, LA

I sing:
MATZAH IN MY CUP

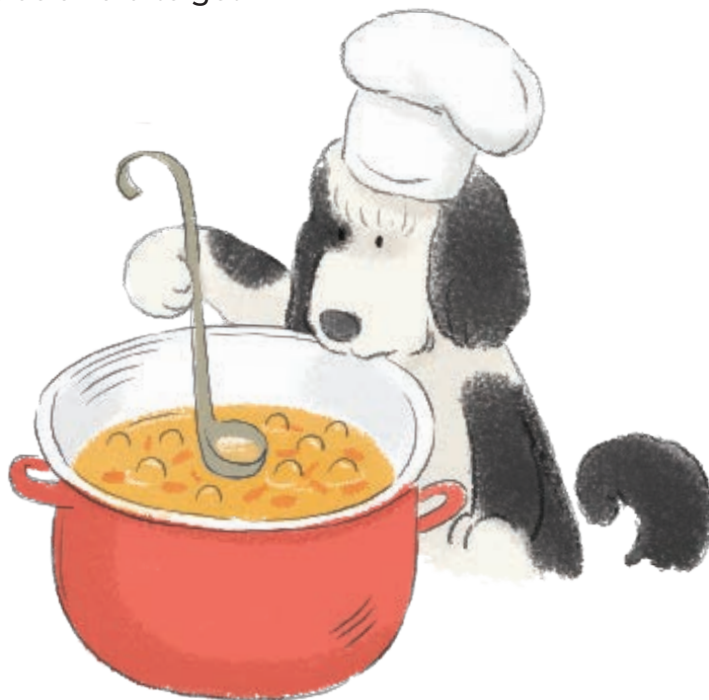
You say:
[AND NOW WE SING]

Then you sing:
TI, DO

I say:
[AND NOW WE SING]

I sing:
MATZAH TO GO

AND TRADE!



EXERCISE ANSWER KEY AND RESOURCES

Where's Buckwheat?

Young readers can find Buckwheat:

1. Next to a table 4 times
2. Or spinning a dreidel 1 time
3. On a sailboat? ** Wait a sec, there's no ocean here! (Then again, that's where Gefilte Fish comes from!?)
4. Or in a doggy bed 1 time
5. Using his paw 3 times
6. On the table? ** That's bad manners!
7. Or noshing a bagel 1 time . . . only at the very end! This could be an excellent lead into Challah-making.

Hidden Numbers, Jewish Holidays

The answers for this activity are as follows:

1. Shabbat is traditionally observed 1 time a week. Technically, Shabbat falls on 2 days of the week in our everyday calendars: Friday and Saturday. Talk about how there are 24 hours altogether between Friday and Saturday evening.
2. Jewish young readers will know there is only 1 Afikomen: which they're tasked to find during Passover celebrations! For some, it represents the 'dessert' after the Passover seder. For others, it has different stories.
3. There are 3 corners of a Hamantaschen cookie: representing the corners of Haman's hat in Jewish Purim celebrations! You might remember that Haman was an evil dictator that tried to banish Jewish people from his land, unsuccessfully. We remember this to the day by making fun of his silly, three-cornered hat in our favorite Hamantaschen desserts.
4. The oil in our Hanukkah story burned for 8 days (and 8 nights).
5. Buckwheat is 1 dog who knows how to make matzah ball soup, of course!
6. N/A

Let's Name That Nosh

The correct spelling and vowel count for each word is below (AEIOU):

L A T K E S contains 2 vowels

H A M A N T A S C H E N contains 4 vowels

B A G E L S contains 2 vowels

S U F G A N I Y O T contains 4 vowels

C H A L L A H contains 2 vowels

K N I S H E S contains 2 vowels

K U G E L S contains 2 vowels

M A T Z O S contains 2 vowels

M A T Z O B A L L S O U P contains 5 vowels

A P P L E S contains 2 vowels

A Little-Known Treat Activity

This exercise relies on the following color identification standard:

Warm colors: Red, Orange, Yellow

Cool colors: Green, Blue, Purple

1, 2, 3: SINGALONG!

Reference the following scales to guide your students when they sing.



Hint: use online videos to help give you a refresher of the seven musical scales.