



# Book of the Month

Presented by ADL's Education Division

**About the Book of the Month:** This collection of featured books is from our Recommended Multicultural and Anti-Bias Books for Children. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A WORLD OF DIFFERENCE® Institute](#), ADL's international anti-bias education and diversity training provider. For educators, adult family members and other caregivers of early childhood and elementary aged children, reading the books listed on this site with your children and incorporating them into instruction are excellent ways to talk about these important concepts at home and in the classroom.

## Jeremy's Dreidel

Ellie Gellman (Author), Maria Molas (Illustrator)

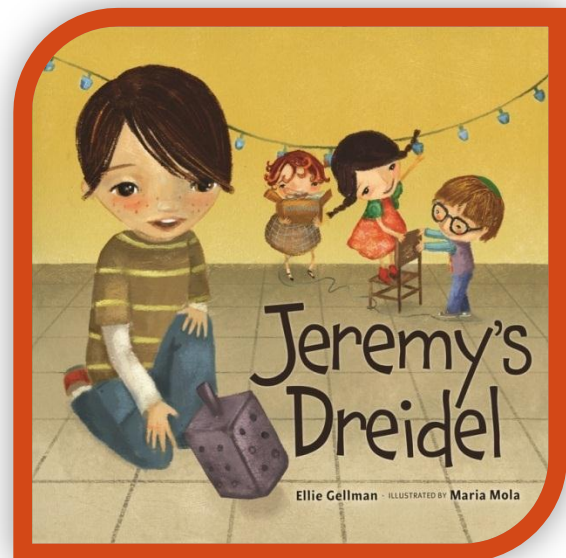
At the dreidel-making workshop, Jeremy's friends think he is molding a secret code on his clay dreidel. But he's really making a special gift for his father, who is blind. How will he get his friends to appreciate his special dreidel? In addition to providing a positive perception of life with a disability, this story also explains the story and concepts behind Hanukkah. A postscript includes several dreidel-making projects, instructions for the game and information about the English Braille alphabet.

ISBN: 978-0-7613-7507

Publisher: Kar-Ben Publishing

Year Published: 2012

Age Range: 4–8



## Book Themes

Family, Disability, Friendship, Hanukkah, Culture

## Key Words

Discuss and define these words with children prior to reading the book. Do not focus on students' retention of all the words; instead make sure they understand the words enough to follow the story and remind children of their meanings as they come up in the book. You can also post the words and point out to students when they appear in the story.

- audiobook
- blind
- braille

- carpool
- dreidel
- environmentally
- GPS
- guide dog
- latkes
- Maccabee
- menorah
- miracle
- recycled
- visually impaired

### Discussion Questions

Before reading the book aloud, ask pre-reading questions:

- What is the title of the book?
- Based on the title, what do you think the book might be about?
- Does the picture on the cover give us any clues?

As you read the book aloud, ask a few discussion questions periodically throughout the reading of the book to check comprehension and keep the students engaged:

- What were the students making at the Jewish Community Center? (page 5)
- What did Jeremy make on his dreidel? (page 13)
- How did the children decide which of the dreidels would go in the lobby showcase? (page 21)

After reading the book aloud, ask some or all of these questions:

- What happened in the story?
- How did you feel while listening to the story?
- What are the miracles of Hanukkah that the children describe?
- What could you tell about Abby, Jacob and Matthew from the dreidels they made?
- Why did one of the kids think Jeremy's dreidel had a secret code?
- What does it mean to be blind?
- What is Braille?
- What does Jeremy's dad use to help him get around?
- Why do you think Matthew asked, "But what does he do all day?" about Jeremy's dad?
- Why was Jeremy upset when they announced that his dreidel would be in the lobby showcase?
- What solution did they come up so that Jeremy's dad could touch and play with the dreidel?
- Do you think the Hanukkah celebration at the JCC was fun? How could you tell?
- How did Jeremy feel at the end? How do you know?
- What new information did you learn about people who are blind?
- If you could make your own dreidel, what would it look like?

## Extension Activities

Below are activities that you can do with children in order to extend the learning from the book.

### 1. Create an Accessible Toy

Have students share and talk about some of their favorite toys and games. Make a list of them. Then ask: *Can everyone play with this toy or game? If someone was blind, deaf or could not use their arms or legs, would it be more difficult or impossible? What could you add to the toy/game or change about it so that they could play?* Have students re-think their favorite toys and games with this in mind. For example, using a deck of cards, show how cards can be used by someone who is blind or visually impaired by using Braille to make the numbers for those who are blind or using large print numbers for people who are visually impaired. Students should work in small groups to conceptualize, sketch and then create the new toy or game. You can find some ideas of assistive/adaptive toys on [Enablemart](http://enablemart.com) if you want to provide examples.

### 2. Act Out a Scene From the Book

Select a favorite scene from the book and have the students act it out, either working as a whole class or in small groups, depending on the scene and the amount of people needed. Ask students: *What scenes from the book did you like? Which was your favorite?* Make a list of the scenes that students like (e.g. when children talk about the Hanukkah miracles, as the children make their dreidels, when Jeremy talks about his dad being blind, the JCC Hanukkah celebration, etc.). Ask students to think about what might have happened right before and after that scene and act those parts out as well. If possible, have the children write dialogue for what the main characters and others might say or use the actual dialogue from the book. If you have small groups doing different scenes, put it all together to create a dramatization of the whole book or show each scene separately. Have students present these to the class, other classes and/or invite parents in to watch. (Be sure to not allow children to act out or mimic Jeremy's dad because that could become a negative or insulting experience if not done carefully and sensitively.)

### 3. Learn More About People with Disabilities

As a follow-up to reading the book, talk with students about people with disabilities. Be sensitive and thoughtful about whether students in the class have disabilities, especially "invisible" ones. Show them the [International Symbol of Access](http://www.international-symbol-of-access.org) and ask if they have ever seen the symbol and what it means. Introduce them to some of the [language related to people with disabilities](http://www.adl.org/education/language_related_to_people_with_disabilities) and expand their understanding of disabilities to include learning, mental and cognitive disabilities as well as physical disabilities. Discuss the extent to which their school and community are accessible to people with disabilities and build empathy around their needs and opportunities. Teach the children more about Braille by using the alphabet in the back of the book (page 30) showing them how to write their first and last names using Braille. Talk with them about media images of people with disabilities and read children's books using the children's books recommendations below.

## ADL Resources

The following are curriculum and resources on Hanukkah, people with disabilities and anti-bias teaching strategies.

### Curriculum Resources

"Equal Treatment, Equal Access: Raising Awareness about People with Disabilities and Their Struggle for Equal Rights," *Curriculum Connections* Fall 2005, [http://archive.adl.org/education/curriculum\\_connections/fall\\_2005](http://archive.adl.org/education/curriculum_connections/fall_2005).

## Websites

### Anti-Bias Education

[www.adl.org/education-outreach/anti-bias-education](http://www.adl.org/education-outreach/anti-bias-education)

Provides training program offerings for pre-K through 12th grade school communities—educators, administrators, youth and families—which focus on the development of an inclusive culture and respectful school climate by addressing issues of bias and bullying.

### Anti-Bias Resources

[www.adl.org/education-outreach/curriculum-resources/c/additional-anti-bias-resources.html](http://www.adl.org/education-outreach/curriculum-resources/c/additional-anti-bias-resources.html)

These resources provide a wide range of tips, tools and strategies for K-12 educators, administrators, students and family members to promote diversity and anti-bias behavior in learning environments and society.

### Communication Guidelines Relating to Ability

[www.adl.org/assets/pdf/education-outreach/communication-guidelines-relating-to-ability.pdf](http://www.adl.org/assets/pdf/education-outreach/communication-guidelines-relating-to-ability.pdf)

Tips and guidelines for communicating with persons with disabilities and using appropriate terminology.

### Suggested Language for People with Disabilities

[www.adl.org/assets/pdf/education-outreach/suggested-language-for-people-with-disabilities.pdf](http://www.adl.org/assets/pdf/education-outreach/suggested-language-for-people-with-disabilities.pdf)

A list of suggested language to use for people with disabilities.

## Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

Ability and Ableism, <http://archive.adl.org/bibliography/default54fa.html>

Cultural and Religious Groups: Jewish, <http://archive.adl.org/bibliography/defaultbd7f.html>

Holidays/Celebrations, <http://archive.adl.org/bibliography/defaultc22a.html>