

# Shaloh House



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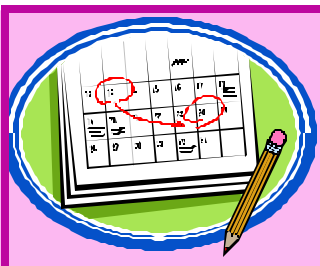
# UPDATE

November 19, 2010

12 Kislev, 5771

The Shaloh House Jewish Day School Newsletter

## Our Wonderful Preschoolers



### SIDDUR PARTY

WEDNESDAY, NOV 24,  
9 AM

### THANKSGIVING WEEKEND - NO SCHOOL

NOV 25—26,  
THURSDAY—FRIDAY

### CHANUKAH

DECEMBER 2—9

## Parshas Vayishlach Jewish Wealth

By Tali Loewenthal

How does Judaism view wealth? How does it view someone working very hard in order to amass wealth? Should he rather be spending his time in purely spiritual occupations?

This week's parshah, which starts with the fateful meeting between Jacob and Esau, throws light on this question.

Many years earlier Jacob had run away from Esau in order to escape his brother's wrath. Esau felt he had been wrongly deprived of his birthright and his father's blessings, and wanted to kill Jacob. Jacob had gone to the home of his uncle Laban, far away to the East in Haran. There he had married, brought up a family and prospered. He had amassed large flocks of sheep and herds of cattle. Now he was returning to his homeland, Canaan.

On his way back, he had to face a confrontation with his brother Esau. Would there be peace? Eventually there was, but not at first. Jacob was informed that Esau was advancing towards him with a hostile army.

Jacob made emergency plans. He decided to send a peace offering of several herds of different kinds of livestock and a message of conciliation. What was his message to Esau? "So says your servant Jacob: I have lived temporarily with Laban, and I stayed there till now. I have oxen and sheep, servants and maidservants, and I have sent this gift to you, to find favor in your eyes."



The Sages ask: why did Jacob stress that his stay with Laban was temporary?

They answer that with this Jacob was saying something about the nature of the wealth he had amassed. It is true that he had worked very hard, and had become very rich. For this reason he was sending a large gift to his brother. But he also wanted to say something to him about his attitude to this wealth. The things of this world are very important. But they are temporary.

Jacob was telling his brother: the main purpose in life is not wealth in itself, but the way that one can use every detail of life in service of G-d.

In fact, the phrase "I have lived temporarily" is expressed in the Hebrew text of the Torah by a single word, garti, which has the numerical value 613. Jacob was saying, "I lived with Laban the idolater, and I was deeply involved in providing for my family, and became very wealthy. But the real purpose was in order to observe the 613 Commandments."

In Jewish teaching, wealth is not the purpose, it is the means. The means to create the beautiful atmosphere of a Jewish home, with happy children and guests at one's table. To be able to give: time, attention, love, Jewish education, charity. To be able to share with others in the community and play one's part for the wellbeing of all.

This was Jacob's message to his brother Esau -- because ultimately, this is the message of the Jew to the world.

From [www.Shaloh.org/Magazine](http://www.Shaloh.org/Magazine)

## G-d's Treasure Chest

By Chana Weisberg

I'm not sure what spurred it, but this morning, during my prayers, my mind wandered. Maybe it was because I was in the midst of teaching a five-part series on prayer. Or maybe it was simply the hope of stretching out the prayers because of the list of tasks and chores that awaited me once I concluded.

Whatever the case, my contemplation led me to some serious questioning about prayer. My mind wondered: Do You, G-d, really hear my prayers? Do my prayers have any significance or meaning to You? How could they? If You are truly the Master and Creator of all, as I had just mouthed from the prayer book, why would You care for or need my humble expressions of my feelings toward You? How could the stream of words exiting my mouth, some with deliberation, some just stumbling carelessly out amidst thoughts of deadlines at work, or an appointment I need to arrange, possibly be of worth to You?

With these thoughts, I concluded my prayers and began my work day. Soon I was working busily at my computer preparing a report that was due by the day's end. Though an integral part of my life, I admit that I am no fan of computers. As much as computers help me, they never fail to frustrate me. And today was no exception.

I tried my best, but for some reason the internet connection was down. If I got lucky, I was able to get connected only to lose the connection moments later as the whole system crashed. I soon realized that, with my lack of computer savvy, I was simply incapable of solving the problem on my own.

As frustration set in, I recalled once again my morning dilemma. If getting connected to just another computer over a phone line required such expertise, all the more so a connection with You, who is so infinitely apart and distant from me!

Late that evening, I wearily dragged myself off to bed after a full day. My early morning question returned as I was about to recite the Shema prayers, which are said before retiring. That was when I noticed something on my pillow.

Lying haphazardly was a small crumpled white sheet of

paper with colorful markings. In the center was a huge, misshapen orange-crayoned heart. Inside the heart, in my seven year old daughter's inimitable, partially legible handwriting were purple letters forming this message: DEAR MOM, I LUV U. THANKS FOR BENG MY MOM. As I read those ten crayoned words, the question that gnawed at me all day dissolved.

Did I need this card? Of course not. Why, I had bought the paper and crayons myself and given them to my daughter. After several days, when my daughter wouldn't notice, I will unobtrusively discard it, just like I had with so many of her and her siblings' cards from the past. I try to keep some of their cards in a small treasure chest on my dresser, but eventually they reach their final resting place in the trash because no one has room for so much clutter.

But at that moment, this card was more beautiful than the most precious painting. It didn't bother me that the words were misshapen and spelled incorrectly. I didn't care that the purple and orange color co-ordination was a clashing eyesore. Nor did I consider how much thought or care she put into it, or whether her behavior tomorrow would be in accordance with her fond message of love. Because, to me, none of those things mattered.

It meant the world to me that a seven year old girl who loves to draw took out a minute of her day to scribble some tender words on a paper. Gazing at the little scrap of paper lying on my pillow filled me with a warmth that was beyond explanation. My daughter's small note forged a bond of connection, appreciation and love that was stronger than any glitches and interference could possibly disrupt -- despite her lack of expertise, foresight and artistry.

The next time I pray, I will picture my words forming an offering of awkwardly crayoned words and forms on a piece of crumpled paper expressing my deep love and longing to be connected with You. I will picture the large treasure chest that I am sure You must keep overflowing with all our prayers -- even our most simple verbal scribbles. I will imagine You taking the time to tenderly read through our cards, made up from our tears, our innermost thoughts, hopeful wishes and gratitude.

I have no doubt that You keep and treasure each of our tiniest offerings. After all, I'm sure You aren't worried about the clutter.

From [www.Shaloh.org/Magazine](http://www.Shaloh.org/Magazine)

# Toddler Room

What a busy and fun week we had!



We continued our work with colors and shapes! Kids can now recognize three colors (yellow, red and green) and the form of the circle. You can check their knowledge by looking at this week's projects: a traffic light, flowers, balloons and leaves!



This week's Parsha is Vayishlach and we have chosen the part about the meeting of Yaakov and Eisav! Kids have learned how Yaakov saw Esav coming with his 400 men and still was brave enough to step forward and meet the brother. They hugged and kissed each other and cried because they were so happy to be together again!

We also continued to learn the Chanukah songs with Morah Irina and even played music instruments while dancing and singing!

**Please enjoy some of many fun pictures we made this week!**



**We wish you and your family Good Shabbos,  
Mora Anna, Mora Sasha and Morah Valiya**



# Preschool Room



We had such a fun week. We learned all about the Parsha, Parshat Vayishlach, which discusses the encounter between Yaakov and Esav. Yaakov got ready to meet Esav in three ways: he davened to Hashem for success, he sent presents to Esav to appease him and he got ready to fight.

When Yaakov continued traveling, he realized that he had forgotten some small containers on the other side of the river. He was worried that someone would throw them out, so he went all the way back to get them. We can learn from here that we shouldn't throw things away, if they are still useful. We even learned a song about it, as well as another song about the Parsha.

(Sung TTTO: Happy Birthday)

Put your food in the fridge

Not in the garbage

Only spoiled and not good anymore

That's what the garbage is for

(Sung TTTO: Polly put the kettle on)

Yaakov met Esav (x3)

And they made friends

Yaakov gave him presents (x3)

And they were friends

Yaakov had 12 children (x3)

Who brought him joy

Please ask me about Parshat Vayishlach:

- The Parsha of the week (Vayishlach)
- Yaakov had twelve (children)
- It was time for Yaakov to go back to (Eretz Yisrael)
- Esav was coming with so many people; how many (400 men)
- Which tree things did Yaakov do?  
He (davened to Hashem); He sent (Esav a present); He got a (bow and arrow to chase Esav away)
- Why did Yaakov give Esav a present? So he wouldn't be angry anymore and (he wouldn't want to fight).
- When Yaakov went back home, he said "Oy vey, I forgot my (containers)."
- Yaakov didn't want someone to throw them in the garbage so he (went all the way back).
- We also don't throw good things in the (garbage) because it's (Bal Tashchit).
- When Yaakov met Esav, Esav did not want to fight, and they hugged (each other).

We were very happy to add a new apple to our tree. We made a "Daled-for-Dag." We found other words that begin with Dalet like Delet (window), Dvorah (bee), Dli (bucket) and Degel (flag).

In A-B-C, we learned about the letter "C". We made a "C for Cotton balls." We enjoyed finding C-words like cup and cat. We learned a song for C:

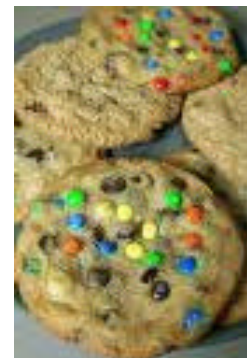
(Sung TTTO: Skip to my Lou)

Carrots, castles, candy canes.

Cucumbers and clouds with rain.

Cats and cookies, crayons, too.

I think C is cool; Don't you?



**Shabbat Shalom,  
Morah Ruti, Morah Polina, and Morah Basya**

# Pre K



Wow, what a fantastic week again! This week the Pre K practiced letters A-F and aleph through Vav. We went over various vocabulary words for each of the letters and we also learned several new children's songs (Bingo, Five Little Ducks, I'm a little teapot etc).

We are still reviewing numbers one through six and of course singing our days of the week song. The children are really enjoying their morning prayers and we've started to learn the bracha for after eating bread. Marina has introduced several new Hebrew songs and we have a matching puppet for each song!

This week the children also enjoyed music class where they practiced traditional Chanukah songs and listened to classical music. We also participated in gym and practiced playing our tambourine. We continue to review the parsha of the week and act out several skits to illustrate this as well as our coloring sheets. In this week's parsha we learn about Yaakov's struggle with an angel. We also learn of Yaakov and Esav reuniting and settling their differences. Yaakov also buries his favorite wife Rachel in Beit Lechem on the way to Yerushalim. She is buried in Kever Rachel, a place, which we can still visit to this very day.

Our Shabbos parties continue and you can sing the following song with your child!

Mi ohev et ha shabbat  
 Mi ohev et ha shabbat  
 Ema v Aba!!!  
 Mi ohev et ha shabbat  
 Safta v Saba!!!  
 Mi ohev et ha shabbat  
 Mi ohev et ha shabbat  
 Ani ata v at! Kol haolum keem at!  
 (2x) Az lama lo kol yom Shabbat



**Good Shabbos!**  
**From Morah Illana and Morah Marina**

# Kindergarten Junior



We are so excited that Chanukah is coming! We are learning Chanukah songs in music class and in the classroom both in Hebrew and English. The children observe a lot. One friend mentioned that the days are getting shorter, and when they get picked up after school, it is dark outside, but it is not night yet. We explained the concept that we change the clocks and have less sunlight. Additionally, in the winter, the sun is closer to the ground and gives less warmth. In the summer, the sun is higher in the sky and gives more warmth.

Most of the class knows the order of the days of the week in English and in Hebrew.

## English

We practiced writing our letters A to P. We reviewed letters M and N this week. We also reviewed words beginning with letters A to P. We read "ABC Dr. Seuss". The children enjoyed playing ABC bingo. We began learning the sounds of the letters and practicing putting the ABC's in the order of the alphabet- learning sequence.

## Math

We have been concentrating on numbers 9-10. We practiced writing challenging numbers 2, 3, 5, 6, 9. We continued counting objects and identifying numbers for certain amounts of objects. We learned the concept of addition, plus, where we put numbers together. We count forward and backwards from 1-10 and recognizing our numbers. We can identify which numbers come before and after. Example: three comes before four and five comes after four. We played number bingo as well.

When a child is out of school for the dyad, the work sheets the child missed are put in the child's cubby so the child can do it at home.

## Alef Bais

We learned ches this week. Ch-ch-ch. Some words that begin with a ches are Chanukah, challa, and chalon. The Juniors are catching on pretty quickly. We have been busy reviewing the alef bais letters we have learned so far, as well as practicing our writing skills. Additionally, most of the class knows the alef bais song.

## Parsha

In parshas Vayishlach, we learned how Yaakov heard that Esav was coming with 400 men and prepared himself and his family in three ways. One- davened to Hash-m. Two- sent gifts, animals, to Esav . Three- divided his family in half. Then Esav came and hugged Yaakov. Yaakov's neck turned to stone and Esav was not able to hurt Yaakov. Yaakov's wife Rochel died after she had Binyamin. Rochel was buried on the side of the road, and the Jews will daven at this spot on their way to Mitzrayim.

We have started learning about Chanukah. We learned the Chanukah story. The whole class sat very intently and listened so nicely. Afterwards we played dreidel. They all enjoyed spinning the dreidel!

**Good Shabbos!**

**From Morah Tovah, Morah Esther, Morah Sarah and Morah Lilia**

# Kindergarten Senior



## Parshas Vayishlach

### English

We have two wonderful learning groups for English studies. Group One is now reading short words using a variety of short vowels "a," "e," "i," and "o." They read a book called "Get the Gag" using all these, and introducing one-letter words like "a" and "I." Group Two children read a book utilizing a variety of all vowel sounds and many complicated consonant combinations called "Grand Slam Tennis."

We want to remind parents that we offer intensive, one-on-one instruction in both reading and math from 8:15 to 9 a.m., so please bring your children at 8:15 a.m. so they can take advantage of this wonderful opportunity.

### Math

In math, Groups One, Two and Three are all now counting up to 100, identifying in a pair of numbers which is "bigger" and which is "smaller," identifying which numbers come "before" and "after" others, and finding missing numbers in a series. In addition, Groups Two and Three are working on word problems, using both the concepts of "plus" and "minus." Group Three is also adding lists of three numbers and are now using a "graphic line," a visual tool which helps them count.

### Hebrew

This week, we solidified reading our third vowel sound, "tzayreh." We read words with nine letters using all three vowel sounds. That was fun! We completed worksheets and activities to enhance our reading skills.

In Hebrew vocabulary, we added a new page to the Hebrew dictionaries we are creating and we focused on new Hebrew words beginning with the Hebrew letter "Ches." In conversation skills, we learned how to say in Hebrew, "I am 5 (or 6) years old...." Since this requires different wording for boys versus girls, it was a fun challenge.



**Judaic Studies**

This week, we learned very practical advice about dealing with adversaries from our parsha, VaYishlach. We learned that it's not enough to pray for something, but we must in addition put in our own efforts in order to secure our goals. As the expression goes, G-d helps those who help themselves.

After being away from Israel for more than 20 years, Yaakov returns home and prepares to confront his brother Esav, who still hates him. Yaakov planned carefully for every eventuality: He prayed to H-shem to save him and his large family, he prepared a lavish gift to soften his enemy's heart, and he prepared even for war, if the other two strategies didn't lead to success. In the end, Esav was appeased, and Yaakov and his family were able to continue on to his father Yitzchok's house.

We also celebrated on Wednesday Yud Kislev - the anniversary of the second Lubavitcher Rebbe's release from prison for teaching Jews about G-d and Torah. Virtually every Lubavitcher Rebbe was imprisoned for spreading Judaism. Many of them faced death penalties, but fortunately, in the end, each one was released.

**With wishes for a wonderful Shabbos,  
Morahs Esther, Shulamis Yehudis, Sara and Lilia**

# Elementary School NEWS



## Judaic Studies Rabbi Ilan Meyers

### 5th Grade

Students in the fifth grade have recently completed the unit on Netilat Yadayim - Laws concerning the washing of hands before eating bread. We have learned many fascinating laws that we never imagined existed! This week, we started our curriculum on Chanukah as we aim to complete the entire chapter on the laws of Chanukah in the Kitzur Shulchan Aruch.

## Social Studies: Geography and History Merlyn Carey

With the campaign trail grown cold and the student elections in the distant past- (after all we've had two student council meetings already.) We're moving into the next block of our studies for the year.

### 1st Grade

First grade is hitting the road, off to figure out how a map helps you, whether you know the area or not. We're exploring ways to show 3D objects well in a two dimensional manner. We'll be learning about the compass rose, cardinal and intermediate directions, absolute and relative directions. We'll also study how the type of projection changes the information along the way. Using all of this we'll be working on our own maps of the classroom, rooms at home, and of our block.

### 2nd Grade

Second Grade, is continuing their work from last year on how where you live affects how you live, including when you live(d) and who else you live near. Focusing on the social network aspect of social studies, we'll be learning about how communities grow over time. What resources are needed, what resources are inherent in an area, and the role of natural resources in choosing settlement areas. Soon we'll be planning our own settlements in North America, as if we had the territory to map out again. Through this, we'll be learning more about the current history of the continent, that of our neighbors, and touch on the history that formed both.

### 3rd and 4th Grades

Third Grade and Fourth Grade are cutting their teeth on what makes history history rather than just a series of tales. As we become more apt at spotting primary, secondary, and trinary sources of information and deciding what is a document, what is an artifact and what is evidence for a theory. We'll take a quick spin as modern archaeologists on a very recent dig- putting pieces of the historical puzzle together based on what we find and where we find it. Then we'll travel down the time line quite a considerable distance and start exploring ancient civilizations and the territories involved.

### 5th Grade

Fifth Grade is ready to jump from the Senate of the United States, and our current government back to An-

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cient Rome for a quick review from last year before settling into the Middle Ages. Following the trail of expansion of thoughts and of the map (funny how those two are so often linked) in Europe will lead us to exploring the world; and just how many "firsts" in Europe were "firsts" elsewhere first. In addition to our time in the past, 3-5th grade will explore the modern world- both to ready themselves for the annual geography bee and to gain the understanding of scale, that being able to picture the globe, offers.

## **Science**

### **Michael Kahn**

#### **1st Grade**

The first graders are learning about different environments for animals. There's a reason we don't see lions and tigers outside, but we do see squirrels!

#### **2nd Grade**

The second graders made greenhouses and are monitoring how coriander and pepper seeds become plants.

#### **3rd and 4th Grades**

The third and fourth graders have finished finding smart ways to count grains of sand and are beginning to learn about the elements.

#### **5th Grade**

The fifth graders also learned smarter ways of counting grains of sand and are continuing their projects on the famous scientists.

# School Happenings

## “Change a Light, Change the World” Wraps Up

With the last order tallied and the bulbs ordered. Shaloh House saw the end of our first and rather successful fundraiser. Shaloh House students (with the support of their parents) raised over \$600 dollars by selling low energy/high efficiency bulbs to family, friends, and neighbors. In roughly three weeks, the bulbs will arrive, in plenty of time for the longer winter nights. Thanks to all of our students, parents, and friends who helped support our school during this drive.

## Musicale Postponement

Due to the rush of the season, and at the request of our talented musicians, the Shaloh House Musicale will not be on December 3rd. News about the new date and a surprise or two will appear here soon.

## Student Council Notes

With two sessions of the 5771 Shaloh House Student Council passed, we're off to a good start. The council has set our meeting dates and schedule of meetings. A list of which items to address has been started and ranking topics from the quick to the long term has been done.

The first quick topic that took the floor was a discussion on our first lunchroom contest of the year. Details however need to wait until the proposal leaves committee.



## Why Project-based Learning?

At Shaloh House, we thrive on learning, and delight in learning about learning. So, our students are quick to ask questions not only about what it is we are learning, but about how and why we are learning it as well. When the questions aren't cleverly timed to postpone the weekly quiz or cover the rare missing homework, we're happy to discuss the "whys" behind our educational choices. Following is a recent answer, paraphrased, about why we tend to focus on projects during the year and less on single assignments. In part, a fifteen, twenty, or even thirty-minute assignment just can't bring or show the depth of learning we strive for. The quicker assignments are great for other things, choosing challenge level, checking mastery, and review of prior learning especially. But to get in depth and gain true mastery more time is needed. Paradoxically, longer assignments allow more skills to be developed in less time- just as back-to-back classes allow more material to be covered. The time that goes into each new set of directions goes instead into honing the product. To take a recent example, the time spent from English and Social Study classes for the student council elections allowed learning about:

- How a campaign works,
- The role of government,
- The style of state and federal government we have,
- How we can compare and contrast Shaloh House to the federal government,
- How representative are chosen, and differing roles representative have had in governments,
- How to give a speech, (from style of writing to public speaking)
- How to create a poster through Microsoft Power Point,
- How to evaluate candidates,
- How to balance desires and needs in a community,
- And for the older students practicing Robert's Rules of Order (so they'd be ready to run the Student Council meetings should they be elected.)

To create separate assignments to cover each part of this would of spent hours on set up and support- while in only a few weeks of school we went through the entire process, with final drafts of platforms, speeches, and posters as well as, a deeper understanding of government and community building.

The brief answer- projects work, and work hard for us. They also allow us to do our very best, while gaining experience along the way. And for those who know that I strive for at least three reasons before choosing it as my course of action- projects insure students can bring their strongest skills to bear while honing their weaker skills. Oh yes, they also are a good deal of fun, while celebrating our community- which is pretty great as well.

Merlyn Carey

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*Mazel Tov*  
*on your*  
*Birthday*



**Birthdays this week**  
**6 Kislev—12 Kislev:**

**Students:**

**Benjamin Zemach**

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Dear parents, grandparents and family of first graders  
Your presence is important, please join us at the  
**SIDDUR PARTY**

**NOVEMBER 24 at 9:00 a.m.**

**Program Includes: children's skit, songs and  
sweet refreshments for the sweet children and  
their guests**

**Dear Parents,**

**Important news we have for you  
We're so excited, you'll be too.  
Because on Wednesday we'll begin  
To Daven looking in Our Siddur.  
So you can see  
You really should be proud of me.**

**In honor of this special day  
Dress me in a special way  
A Shabbos dress to match the shine  
On my face and in my eyes.  
Then I will Daven loud and clear  
My Prayers may Hashem always hear**

**Love,  
Your First Grader**

**In program: children's skit, songs and cake**