

Shaloh House



UPDATE

December 10, 2010

3 Teves, 5771



The Shaloh House Jewish D?y School Newsletter

What Chanukah Means to Me

One of our major writing prompts in November in the 2nd through 5th grade was to reflect on the meaning of Chanukah, historically, religiously, and personally. It is a treat to see how student's understanding deepens yearly, and the richness they can bring to a topic after a year of learning. It is also a wonderful way to celebrate their learning, as they can easily see the difference between their drafts, as well as a wonderful way to share family celebrations. There were far too many wonderful essays to print them all here, so instead please enjoy these highlights instead.



Anat loves that celebrating Chanukah for it's a time to celebrate the things that happened in the past. The miracle of the oil lasting for 8 days was a major theme in most of our second grade writing, with many voices also enjoying the Latkes you get to eat. Dania pointed out that each mitzvah done brings Mashiach come sooner, which is certainly cause for celebration. Among all of the miracles of the season, Toma stressed that the greatest one of all was the Torah wasn't lost. Nicole wrote about the importance of family and being able to gather and sing together.

The third and fourth graders shared their favorite traditions, include playing dreidel, building menorahs at the Shaloh House Chanukah celebration, gathering with friend and family, and also went into the history and meaning of the traditions a great deal as Ilya points out "it is all about remembering and celebrating." Michael focused on the role of the dreidel in history, and how something so small can be so very important. Aviel explained why Chanukah is the best holiday ever, and Levi stressed the need (and fun) of keeping history alive. Sammy shared that " Chanukah means to a miracle that makes light in the world.

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PARENT—TEACHER CONFERENCES

TUE, DECEMBER 14
6 PM

NO SCHOOL GRADES 1-5

MON, DEC 27-
FRI, DEC 31

WINTER CAMP FOR KIDS AGE 5-12

MON, DEC 27-
FRI, DEC 31

Parshas Vayigash Fighting Fire With Fire

Shabbat, December 4, 2010

By Sara Esther Crispe

I was just in Staples when I heard a woman speaking with an Israeli accent. I asked her in Hebrew where she was from. She said "Haifa" and started to cry. I had never met this woman before, I had never seen this woman before, but there we stood, in the aisle of ink cartridges, hugging.

Perhaps this seemed strange to someone who didn't understand our connection. But we both knew it inherently. We both love the land of Israel. We both fear and mourn the loss of our brothers and sisters there. We are both Jews. Our reaction should not have been seen as extraordinary. I would like to think it is the typical response to sharing pain with another.

Fire is a powerful thing. It can either warm, illuminate, glow and sustain, or it can burn, disintegrate and destroy. The word in Hebrew for fire, Aish, is seen in both the words for man, Ish, and woman, Isha. The letters they share spell Aish, fire. The letters that distinguish them are a yud and a hei, which spells one of G-d's names. This teaches us that when you put two opposites together, man and woman, between themselves they are only fire. They might burn passionately and spark, but with time that fire will either rage out of control and destroy, or will simply burn out and disappear.

It is the fact that there is a third partner in the relationship, that our Creator is inherently there, that provides a vessel, a containment, for that fire so that it can stay at a safe and stable level, so that it can provide warmth and light without going out of control.

We all have a fire within us. We choose how we use it. Unfortunately, there are many in this world that can't wait to add their fire to the fire that is currently destroy-

ing our precious land and resources. That same fire that has taken from us the lives of so many of our people.

But through this tragedy, we are already seeing how people from all different backgrounds are coming together to help. Like the woman in the Staples store, who may not have even looked my way before, became an instant friend. Became an instant sister. This fire is unit-



ing us as Jews, both in Israel and abroad, for we realize that for all that differentiates us, we share a fire. We have passion, and love and compassion and the ability and desire to give and help another. This is the fire of the Jewish people. And more than that, it is uniting other countries to help. As of this writing, Turkey, Greece, Cyprus, Egypt, France, Britain, Spain, Russia, Bulgaria, Croatia and Azerbaijan had all sent aircraft to help in the effort, and the United States will also be sending in foreign aid.

And how can we ignore that we are fighting one fire at the very same time that we are lighting another. It is now, during Chanukah, that every night we increase with just one more flame. Tonight, as we pray for the raging fires to be contained, we will add even more light as we light the candles on the menorah.

This is how we respond to tragedy. We bring in even more light. We show that for every negative outcome that can come from fire, so much beauty and goodness can result from it as well, as long as it is being directed in the right way, contained in the right vessel and used for the proper purpose. When you light a candle for the purpose of bringing about illumination and goodness, all you need is that one flame to continuously light the flame in others and in no way will it diminish your own.

As we continue to pray for the well being of our loved ones in Israel, and as we mourn the loss of our brothers and sisters who perished, may we always remember the power of our flame within and our ability to overcome the negativity and evil that others send our way by diminishing their darkness with even more light.

From www.Shaloh.org/Magazine

A Chanukah Miracle

Poland, 1942

by Rosalie Greenberg

Molly with her husband and child after the War

My mother, Molly Greenberg, was born on December 22, 1924 in an Eastern European Jewish shtetl called Skala Podolskaya, located in what was then part of Poland. Her life, by any reasonable scrutiny, contained a plethora of reasons for her to have been a bitter, lifeless, misanthropic human being. After all, she was an orphan at an early age, having lost both her parents to illness - her father when she was only three months, and her mother when she was two years old. Her five older siblings, three brothers and two sisters, raised her. Her childhood was punctuated by a myriad of deprivations; nights of going to bed hungry, a sparse supply of clothing, intense loneliness, and wishing to have the attentive, protective mothering that was impossible to expect from a sister only twelve years her elder. Yet, she was blessed with a love of learning and a wisdom and understanding of people and life that was far beyond her years. Her strong belief in G-d and His Torah was crucial to her ability to experience happiness within an uncertain world.

Whatever stability existed in my mother's world was shattered on September 17, 1939, when the Soviet army entered and seized control of Skala. That day marked the beginning of the end of a flourishing Jewish community. By the end of July 1942, it was the German military that controlled the area. No Jew in Skala was safe.

Not until my mother was older and entered her sixties could she openly acknowledge (through the written word, but still not verbally) her painful youth of living through the Holocaust. I am in the process of writing a book about her life, centering on her stories of her past. There is no question that the crimes of the past should



never be forgotten. To me, her triumph over adversity, her ability to love and do more than just survive, and the powerful role G-d played in her life are examples from which we can all learn and gain strength.

My mother was able to survive the war by pretending

she was Mary (not Molly), a non-Jew. Even in this disguise, she lived in constant fear of discovery and extermination.



Molly with her husband and child after the War

When we think of Chanukah, we remember the Maccabees and the miracle of the oil that occurred years ago. To me, G-d's power and benevolence was again demonstrated by the miracle He performed on the first day of Chanukah in 1942.

Of note, in the year 2008, Chanukah begins on December 22. On that day, had she been alive, Molly Greenberg would be celebrating her 84th birthday.

What follows is a true story that my mother, Molly Greenberg, wrote explaining, in part, how she survived World War II.

Chanukah, the Holiday of Lights, is a time of joy, gratification, and festival celebrations. It is the time for latkes and jelly doughnuts. For me, Chanukah, latkes and jelly doughnuts have a special meaning. It was during World War II when Poland was occupied by the Nazis. It was in the year 1942, when the Gestapo started the process of making the cities and towns "Judenfrei," which means, "free of Jews." They would gather a large group of people and just kill them or load them into cattle trains and send them to concentration camps.

After one such "pogrom," in which I lost some of my family, I felt that I must do something. I couldn't just wait there to be killed. I was a seventeen-year-old girl, blond with blue eyes and a very light complexion. I looked like a typical non-Jewish Polish girl. So I decided to go to a faraway city where nobody would know me, and no one would know that I was Jewish.

But it was easier said than done. Because I lived all my life in a small village, which I had never left before, just going on a train for the first time was a big endeavor for me, aside from the great danger the trip represented. To make sure no one was Jewish the Germans were checking everyone's passport or some other document. For a big sum of money you could get an Aryan passport, but I was very poor and couldn't obtain one. So I decided to

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Toddler Room



What a great week we had!

We continued to celebrate an amazing holiday Chanukah! We were lighting candles, eating sweet sufganiot and potato latkes, while singing our favorite Chanukah songs and playing dreidel games!

We even had a real party, with projects, games and presents!

Thank you for joining us on Wednesday night to celebrate the last night of Chanukah. If you were not there, please don't forget to pick up your Chanukah present from your cabby. Oh, we love Chanukah and will be looking forward for this miraculous holiday next year.

This week's Parshat HaShavua is Vayigash. We learned about Yosef sending his brothers with wagons (Agalot) and grain back to Canaan to fetch the rest of the family. We even made our own wagons, among other beautiful projects.

By the way, did we tell you that we have another two amazing girls in our class? Rochel and Michel have joined our class on December 1st and we all are very excited to have them with us.



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

...Continued from page 3

go anyway. I knew I had nothing to lose; I would die either way.

It was December 12th, the first day of Chanukah. My sister packed a bundle with some clothes and some food for me to take on the way. I took off my yellow Jewish star, which every Jew was forced to wear on his right arm, and I went to the train station. I bought a ticket, walked into the last car and sat in the far corner, frightened to death.

All of a sudden, I heard some commotion at the door. I looked up and saw a Gestapo officer coming into the car. He was checking everybody's bundles and documents. I suddenly realized that the food that my sister had packed was a deadly weapon that could for sure kill me. She had packed Chanukah latkes and jelly doughnuts - traditional, symbolic Jewish foods. I knew then that even if by some miracle I could talk my way out of not having a Gentile

document by lying - saying that I'd lost it or forgotten it at home - I could never explain the latkes and doughnuts in my bundle.

What happened in the next few minutes I can only describe as some kind of miracle. As I sat there paralyzed by fear, not being able to move or even think clearly, I saw the Gestapo officer coming towards me. At that moment, a little girl who was sitting with her mother next to me, eating an apple, suddenly stood up and ran across the car, spitting out the apple all over the floor. The Gestapo officer took one more step toward me, slipped on a piece of the apple and fell. I don't know what happened to him. I was too stunned, too flabbergasted to ask questions. I saw some people carry him out of the car and then the train pulled out of the station, taking me to my destination.

I realized then that Someone up there wanted me to survive.

From www.Shaloh.org/Magazine

Preschool Room



This week we learned about Parashat Vayigash. We a song which illustrates how Yosef told the Shivatim who he was:

1.. (T.T.T.O. Mary had a little lamb)

Yosef met his brothers, his brothers, his brothers.

Yosef met his brothers

And told them who he was.

I am your brother Yosef, Yosef, Yosef.

I am your brother Yosef.

Is my father still alive?

Yosef kissed his brothers, his brothers, his brothers.

Yosef kissed his brothers

And then went to bring Yaakov.

We were fascinated to learn about the wagons that Yosef sent to Yaakov, that he used to bring his family to Mitzrayim. We even made our own wagons, with donkeys and all, which can really go!

Please ask me about Parashat Vayigash:

- The Parasha of the week is (Vayigash).
- Yaakov did not know where (Yosef) was.
- Yaakov and the brothers were very hungry because (there was no food in Eretz Yisrael).
- So the brothers went to get food from (Mitzrayim).
- The brothers asked the king for food and the king said, "(Sure, but do you know who I am?)"
- And then he said, "(I am Yosef; is my father still alive?)"
- King Yosef sent Yaakov (donkeys and an Agalah, a wagon).
- When Yaakov met (Yosef), they (hugged) each other, and Yaakov said (Shema Yisrael).

This week we learned about the letter Zayin. We learned many Hebrew words with letter Zayin, such as Zayi (olive), Zemirot (songs), Zebra (it's the same in Hebrew!) and Zakkan (beard).

In A-B-C, we learned about the letter F. We made F for Feathers. We enjoyed finger painting and stamping fish this week. We learned an F song:

(Sung TTTO: "If you're happy and you know it")

There are Fs everywhere, everywhere. (x2)

Frogs and forks and feathers, too,

And flags, to name a few.

There are Fs everywhere, everywhere.



Happy Birthday Neri and Hodaya!

Thank you, Yael, for the beautiful coloring books!

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

Pre K



This week we spent our last night of Chanukah at the Shaloh house Chanukah party! What a treat, every child received a gift as did their parents. We enjoyed delicious snacks, a Chanukah video and our children decorated a menorah and their very own cupcakes.

A **big thank you to Mr. and Mrs. Oleinik**, parents of Leila, who so graciously donated three bags of lively stuffed animals. The children are already having quite a bit of fun with their new furry friends.

This week we continue to excel in numbers one through seven, colors, and letters A through G and Aleph through Zayin. The children have mastered certain prayers such as the Shema and the bracha for washing hands and eating bread. We continue to sing out days of the week song and if you have time please practice our new vocabulary words for the letter G (garage, goat, gate, garden and ground).



Music with morah Irina continues to be a wonderful inspiration and this week we were introduced to our new gym teacher. The children loved the gym teacher and fully participated in all gym activities. Some of these included jump-

ing over items, balancing stuffed toys on noodles and playing with a parachute and balls.

As we say goodbye to the festival of lights and start to learn about the winter we can also look forward to learning about our next Jewish holiday the holiday of Tu'Beshvat!



Good Shabbos!
From Morah Illana and Morah Marina

Kindergarten Junior



During the first half of the week we practiced Chanukah songs for the Chanukah party. We also discussed more weather changes-all the leaves are off the trees, and it's much colder outside.

Additionally, many children know the sequence of the week in English and Hebrew. We are learning the itsy bitsy spider and about other insects with 8 legs.

English

Many children know their ABC letters and can sound out most of the letters as well. Some children continue working on recognizing the ABC letters. We concentrated on letters T, U, and V this week. We completed worksheets. We continued working on calling out objects starting with letters, and sounding out the letters.

Math

We are counting up to 20. We continue adding numbers up to 6. We're identifying which big and smaller numbers, and learning what comes before and after numbers up to 20. This week we practiced writing numbers 13 and 14, and did some more dot to dots to practice number sequencing.

Alef bais

We learned yud and kaf this week. Words beginning with yud are: yad, yadayim, yalda, and yeled.



Words beginning with kaf are kadur, kisay, kovah, and keter. We continue to practice our writing skills and recognizing and sounding out the alef bais letters.

Parsha

This week in Parshas Vayigash we learned that Yosef tell his servants to leave the room and then tells the Shvatim that he's their brother. Yosef did this so as not to embarrass his brothers in front of the servants. Yosef sends with the Shvatim back home to Eretz Yisroel with wagons full of grain. Yaakov's granddaughter search played a harp and sang, "Yosef is alive! Yosef's in Mitzrayim". Yaakov and his whole family move to Mitzrayim and live in Goshen.

We made harps and practiced playing them.



Good Shabbos!

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

Kindergarten Senior



Parshas VaYigash

The Torah is a book about our family history. We know it's full of wisdom – but this week we get a healthy dose of drama as well! This week Yosef, who was viceroy of Egypt, reveals to his brothers that he is actually their long-lost brother whom they sold as a slave 22 years earlier!

The brothers are shocked and embarrassed. They had long ago regretted what they had done, and had decided that maybe they were wrong in thinking that the 17-year-old Yosef was out to harm them.

Now, 22 years later, not only was Yosef not mad at them, he still loved them and wanted only to help them! His response is a lesson for us all. He told his brothers, "It's true, you did wrong, but Hashem planned the whole thing for all of our good. You see, I'm now in a powerful position and I can save our whole family from the hunger that has swept the entire region." What a role model Yosef is for us!

English

We have two wonderful learning groups for English studies. **Group One** is reading short words using a variety of short vowels "a," "e," "i," and "o." They read a book called **"Big Bad Bat"** using these. **Group Two** children read a classic book – **"Goldilocks and the Three Bears"** – which uses a variety of all vowel sounds and many complicated consonant combinations.

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 becoming quite fluent in reading and solving word problems, using both the concepts of "plus" and "minus." Group Three reviewed counting by 10's, began counting by 5's, and continued adding lists of three numbers.

Hebrew

This week, we began our fifth vowel sound – shva! We can now read many complicated words with a large variety of vowel sounds. We completed worksheets and activities to enhance our reading skills.

In Hebrew conversation skills, we already know how to say our ages and now we have expanded our skills so that we can say, all in Hebrew, "My name is _____. I am _____ years old. I am a big boy/girl."

Judaic Studies – Chanukah

For the past two weeks, we've been spellbound by the story of Chanukah – how the Jews were outnumbered by the Greeks who wanted to force us to forget H-shem and our Torah. We were so relieved to learn about how the Jewish people – against all odds – miraculously defeated those mean Greeks and got our Temple back! H-shem also showed his special love for us through miracle of the oil – how a tiny cruse of oil, not even enough to last one day, burned for eight days and nights in the Temple menorah.

We learned a big lesson from these miracles:

Darkness or difficult times should never worry us, because H-shem is always on our side, and is always ready to help! And we increase our chances of success by learning Torah and showing H-shem that His mitzvot are important to us.

Note to Parents: It's cold outside! Please send appropriate indoor and outdoor wear to school with your children, including long-sleeved shirts, warm jackets, hats, gloves/mittens and scarves. Sneezing/coughing into one's elbow (as opposed to one's hand) minimizes the spreading of germs, and so we would greatly appreciate if you would teach your child to do the same at home, to reinforce this excellent habit.

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

Elementary School NEWS



Chumash

Rabbi Ilan Meyers

Over the past couple weeks, students in Chumash classes have been learning Chumash with more excitement than ever in the spirit in Chanukah to celebrate Jewish freedom!

1st Grade

First grade is already nearly finished with the Green level, mastering the shoorook and koobootz vowels.

2nd Grade

Second Grade has completed the first perek in Parshat Lech Lecha and will start perek 13 next week!

3rd and 4th Grades

Third and fourth grade are anxiously looking forward to whether Rivka will agree to Yitzchok as they progress through the 24th chapter in Parshat Chayei Sarah.

5th Grade

The 5th grade has begun chapter 42 and can't wait to see when Yosef will reveal himself to his brothers!

Social Studies

Merlyn Carey

1st Grade

We're flying high; at the very least, we're taking a bird's eye view of the world as we work on our mapping skills. Looking at our classroom and rooms at home from above have helped us decide which things belong on our maps. We've been thinking about if the object is going to stay in place long enough to be a useful reference point. We figured out that the desks in the classroom do, while the students don't. We've also been thinking about which objects are large enough to make sense to map, the book cases are, each book isn't. And we've been working out common symbols to make reading our maps easier to read, and adding keys to our maps to make sure that we can understand every symbol on our maps.

2nd Grade

What is an atlas, how can it help us learn about the world, and why there are so many different maps are all questions, we've been answering as we pour through different maps to answer questions about the world. We're also learning about the continents, what regions are, and the oceans.

3rd and 4th Grades

Coming back from our dig, our 3rd and 4th graders are starting to put together a case study on the personal objects they uncovered. Using documents and artifacts, they are in process of proving who the person was (is), how old he or she is (roughly), whether the person is a male or female, what his or her interests are,

and what career they held (hold). Through out the process we've been figuring out what makes for a strong theory and how much and what kind of evidence is needed to prove a theory.

We have some working theories, about our mystery person- bases on what makes senses, but isn't fully supported, yet isn't disproved at all either. And, we have some proofs that are supported with several items, including official records and supporting documents. Our final step of this project will be a second dig; we'll be uncovering a just a few objects from a large group of people and trying to identify whose catch we've found. Using our new understanding of how the history of people can be discovered, we'll next move into times just a bit longer ago and start exploring some truly ancient cultures.

5th Grade

Our 5th graders have been covering the globe and finishing our study of ancient Rome. Using our new atlas, we've been practicing using absolute location to find various geographic formations, and deepening our sense of relative location at the same time. The 5th graders are becoming keen navigators with strong mental maps.

Our tour of Rome is winding up with a review of the culture and government of Rome preparing us for the effects Roman culture had the cultures that were either once part of the Roman Empire or had been invaded by the Roman Empire. As we reach the middle ages, Rome's legacy is a common theme in many...but not all the areas we'll be studying.

Math

Michael Kahn

1st Grade

In the first grade we have begun our money unit. We are creating change banks and shops.

2nd Grade

The second graders are learning more mental math, discovering generalizations about certain numbers, and beginning division.

3rd and 4th Grades

The third and fourth graders are learning certain generalizations about numbers, learning about ratios, and learning the inter-conversions of units.

5th Grade

The fifth graders are continuing their work with the Math Olympiad, learning more about different units, and learning to look for shortcuts in most math problems.

School Happenings

Student Council Update

Minutes of the December 9th Student Council Meeting:

Meeting Called to Order

Minutes of November 19th read and accepted unanimously

Report of the use of fund from "The Change a Light, Change the World" fundraiser

Discussion on new contests and events including:

- A Bencher Care Contest

- A Balanced Meal Challenge

- A Souper Bowl

- A Clean Plate Challenge

Passed unanimously was that while Recess Passes are good for choosing how to use time. Prizes should include adding something extra to the day.

Suggestions included:

- The winning team being able to chose the meal of the day

- A dish being added to lunch

- A Pizza party for the team or for the school

Which lead the discussion into whether the contest should be competitive (with the tables or grades challenging each other) or collaborative, with the entire school working to reach a goal.

At which point the discussion had to be tabled and the meeting was adjourned until 12/16/10.

Change a Light, Change the World Fundraiser Update

Shaloh House raised six hundred and twenty three dollars selling high efficiency, low energy light bulbs. The student council serving as the voice of our student body determined how these funds should be used. The council decided at once that at least ten percent was to be given to help others.

So, we sent \$70 to help the Tveza – Youth Building a Future project. Meeting campaign promises was the next goal. However, as it seemed that the remaining funds wouldn't replace the school's elevator or pay for the super colossal swing set. It was decided to use the funds to add to our school library.

Using the remaining funds and points for purchasing through the scholastic book clubs, we've added nearly two hundred new books to the shelves and was able to give each classroom a spiffy new (and colorful) timer as well. Thanks to everyone for their support in making this such a successful event.

Parent –Teacher Conferences

Parent –Teacher conferences are on Tuesday December 14, which is a wonderful time to sit down with your student’s teachers to review the term that is now past, and make plans for the terms ahead.

As important as these meetings are, please remember that teachers love hearing from home through out the year. When notes in the planner just don’t allow for enough room, emailing teachers with any questions, comments, or meeting requests is the fastest way to reach our talented staff. Our teachers can be reached at the emails below:

Morah Yael Meyes	Ymeyers@shaloh.org
Rabbi Ilan Meyers	RabbiMeyers@Shaloh.org
Sara Wolosow	saranwolosow@gmail.com
Liliya Gabelev	Hebrew@Shaloh.org
Michael Kahn	Math@Shaloh.org
Merlyn Carey	School@Shaloh.org or Merlyn.carey@gmail.com

What Chanukah Means to Me (continued)

...Continued from page 1

The light in the world will hopefully make people do a lot of very good deeds.” Leah and Ilana discussed keeping traditions alive in their families and the passing of tradition from the time of the Macabees to now.

The fifth grades wrote pages and pages of wonderful insights that would stretch this “brief” collection of highlights into several pages. However posted around the 3rd floor are the complete essays, from the second through the fifth grade- during parent- teacher night or any time you can, come on up and enjoy reading the unabridged text.

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NEXT WEEK AT SHALOH HOUSE

TASTE OF HEAVEN

CHALLAH BAKING & TORAH CLASS
FOR MOTHERS WITH
DAUGHTERS

EVERY THURSDAY FROM 6:00–8:00 PM

DONATION \$5 TO COVER COST OF THE INGREDIENTS





Happy New Tax Year!

There are two wonderful traditions that exist among American Jewry today, during this time of year.

The first tradition is to increase in charitable acts, especially during the festival of Chanukah. Many people increase their donations towards the education of Jewish children in particular. Second, it's a tradition to increase charitable donations in anticipation of the end of the tax year.

This year, since Chanukah fell out at the beginning of December, you have some extra time to consider your options. We would like to ask you to please support Shaloh House, an outstanding establishment which is dedicated to Jewish education.

This year Shaloh House experienced our highest enrollment, in both camp and school. We have many talented, outstanding children whose families experienced hardships this year due to the economy.

Recently we have experienced two major unforeseen capital expenses. First, our obsolete oil boiler broke down and had to be exchanged for a new ecologically friendly natural gas one. Second, our roof needs to be completely redone. Total projected cost of these capital investments is about \$100,000. This cost is in addition to our current operating expenses. Please help us meet our goal.

We will greatly appreciate any donations big or small. We value and appreciate your generosity in these hard economic times. It is our wish that the light and joy of Chanukah will live with you throughout the coming year and beyond.

To donate on-line please visit www.Shaloh.org/donate or mail your Chanukah Gelt to Shaloh House, 29 Chestnut Hill Ave, Brighton, MA 02135.

With blessings,

Rabbi Dan Rodkin

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Mazel Tov

on your
Birthday



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GAN ISRAEL AT SHALOH HOUSE WINTER CAMP

**Monday, December 27, 2010—
Friday, December 31, 2010**

**Girls ages 5—12
Boys ages 5—12**



Full price is just \$65/day or \$235/week

**Shaloh House Elementary students receive a
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