

Shaloh House



#10

UPDATE

December 17, 2010 10 Teves, 5771

The Shaloh House Jewish D^{or} Y School Newsletter

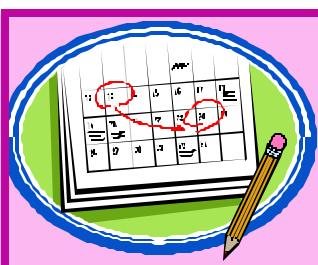
Science Presentations

Scientists spend a great deal of time conveying their discoveries to others. Communicating our observations and ideas is important in science.

Last week, **the fifth grade and advanced science students** presented what they learned about some famous scientists and inventors to their teachers and peers using PowerPoint presentations.

Students chose and presented Albert Einstein, Alexander Graham Bell, Charles Darwin, Leonardo DaVinci, Louis Pasteur, Marie Curie, William Ramsey, Jane Goodall, and Thomas Edison.

Starting from scratch, they found data in books and on the internet, found pictures and relevant graphics on the internet, assembled it all on a PowerPoint presentation, animated it, wrote speeches, and synched the whole thing together for a thorough, insightful, and very interesting show. Presented were biographies, awards received, and most importantly the experiments and inventions for which the scientists became famous.



OPEN HOUSE

FRIDAY, DEC 24

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 Vayechi Live With Death; Die With Life

By Shimon Posner

If you want to know what a bureaucracy does, suggests PJ O'Rourke, watch it when it does nothing. If you want to know what people think about life, watch them when death sticks out his calling card. Many act like it ain't happening. They dress the dead in tuxes and ballroom dresses and do the dead's hair and apply them with make-up. We're here to celebrate a life, they chirp, while the elephant in the room swishes his large head.

They exchange stories of (I'm not making this up) the deceased's delicious flanken and chicken soup (we called them Godzilla balls!) and they solemnly vow to keep the condo in Boca "because Dad loved the water". But this ignoring of death is not simply ignorance; this ignoring speaks of a deep, silent fear: a fear of the unknown. Death does us apart--and brings us together--like nothing else can: when else does everyone drop everything to get "there" in time, or at least get there for the funeral?

And if we get there in time, into a room often crowded with illness and always with sorrow, if we are lucky, there are also words, glances: exchanges. They remain a lifetime with the sons and daughters. Jacob on his deathbed blessed his children: Rembrandt, captivated by the scene, rendered it on canvas.

Do not bury me in Egypt, Jacob pleads. And they listen. Bury me with my parents. And they listen. I will tell you the end of days. They listen but no words come. I will bless you. They listen and we echo their hearing.

The Baal Shem Tov was five years old when his father and mother died in quick succession. Be afraid of nothing but the Almighty, his father told him, leaving him a legacy of love and sustenance which his son fed to many.

An old woman I knew was diagnosed with cancer and

given a few months to live. She was neither alarmed nor distressed. I've lived a good life, said she, and I am old. And I'm happy; my grandchildren didn't speak Yiddish, but my great-grandchildren do. She was no Sholom Aleichem enthusiast: as a girl she read Emile Zola. She spoke a more than serviceable English: communication was never a problem. Nor was there a generation gap: she knew her grandchildren shared her world. But you taste the world with your mother tongue and choosing a language (langue means tongue) for your newborn's first taste, shows your love for the culture that bore that language.



Rembrandt: Jacob blessing Joseph's sons

It was an intimacy with a particular world that she wanted for her progeny. That her world, destroyed by Hitler and Stalin, should be the girsra deyankesa, the primal view, of her grandchildren. Everything we want, we want for our kids. More than a man's portfolio, if you want to know a man's dreams, if you want to know where he lives, look at what he seeks for his children.

Such is the legacy of the Parshah which speaks of Jacob's death and then Joseph's: incongruously it is called Vayechi--the Parsha of life. Actually, not so incongruously. Death is a window to a world that the survivors cannot look through. It is a window to the soul of the dying that blinds us with veracity: why else do we affirm the deathbed confession and honor the dying wish? In the face of finality the charades of life stop.

Death is the moment of truth that only the starkness of separation can elicit. And this moment of truth connects people and worlds. Death is the ultimate divide--leaving us abandoned from those crossing over--that brings us together. At death, people are their most truthful, their most alive, both the dying and the ones they are leaving. Suddenly, (often painfully but ultimately comfortingly) everyone stands exposed. The father dies and (suddenly!) the sixty year old left behind is no longer a child, just an orphan, confused by sudden adulthood. And in this void, this most living moment, a link in the chain is forged.

The process exhausts us. Not for nothing does the Parsha end with chazak chazak venitchazek: Be strong, be strong, and be strengthened.

From www.Shaloh.org/Magazine

Tevet 10

Jerusalem Under Siege

On the 10th of Tevet of the year 3336 from Creation (425 BCE), the armies of the Babylonian emperor Nebuchadnezzar laid siege to Jerusalem. Thirty months later - on Tammuz 9, 3338 -- the city walls were breached, and on Av 9th of that year, the Holy Temple was destroyed. The Jewish people were exiled to Babylonia for 70 years.

Tevet 10 (this year December 17, 2010) is observed as a day of fasting, mourning and repentance. We refrain from food and drink from daybreak to nightfall, and add the Selichot and other special supplements to our prayers.



More recently, Tevet 10 was chosen to also serve as a "general kaddish day" for the victims of the Holocaust, many of whom the day of their martyrdom is unknown.

An ancient Jewish custom, which was revived by the Lubavitcher Rebbe, is to deliver words of inspiration and arousal to repentance on fast days. Presented here is our modest contribution to our duty as Jews to reflect on the significance of the tragic events of our history and come away motivated, encouraged, and -- yes -- even inspired:

From www.Shaloh.org/Magazine

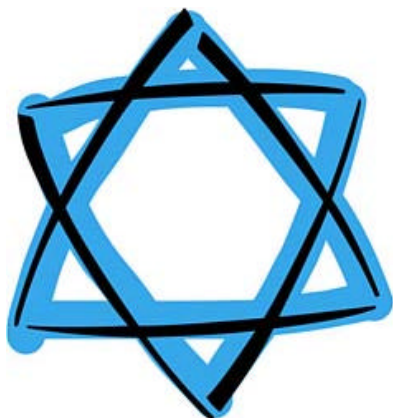


The walls of Jerusalem at night

Toddler Room



After celebrating Chanukah and enjoying all the delicious food and fun games we are finally back to our learning process!



This week's color is blue and the shape of the week is a triangle! Our projects reflected that-we colored and decorated triangles, made a Star of David and a boat!

This week's Parshat HaShavua is Vayehi!

We have chosen the story of Yaakov blessing Yosef's sons. When Yaakov became ill, Yosef went to visit him with his two sons, Menashe and Ephraim.

Yosef put his elder son, Menashe, at Yakov's right hand to receive a blessing from the right hand! Yosef put his younger son, Ephraim, at Yaakov's left hand to receive a blessing from left hand.

He then said his famous phrase: The angel, who has saved me from all bad, should bless the boys!



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

Preschool Room



We had such a busy and exciting week! We finished off the first sefer of the Torah with this week's parsha, Parshat Vayechi.

While they were in Mitzrayim, Yosef brought his two sons, Efrayim and Menashe, to his father Yaakov for a bracha before he'd die. He put Menashe, the older one, on Yaakov's right and Efrayim, the younger one, on his left. This way, Yaakov would put his right hand on the older one, and his left hand on the younger one. But instead, Yaakov crossed his hands, so that his right hand was on Efrayim, the younger one! When Yosef asked him why he did that, Yaakov answered that Efrayim's children will be greater than Menashe's, so he put his right hand on Efrayim.

The bracha that Yaakov gave them was that they should have many children. We say this bracha each night after saying Shema. We made a song to the words:

Hamalach hagoel oti	We also made a Hamalach Hagoel project of a child saying Shema for you to enjoy!
Hamalach hagoel oti micol ra	

Yivarech et haniarim

Viyikarevahem shemi

Beshem avotai, beshem avotai

Avraham v'Yitzchak

V'Yidgu larov, v'Yidgu larov

Berev ha'aretz

After this, Yaakov wanted to give a brocha to his own sons, too. He called them all to his house and blessed each one separately. He then asked his children to bury him in Eretz yYsrael.

Please ask me about the Parashat Vayechi:

- The parasha of the week is (Vayechi)
- What is special about Parashat Vayechi? (it is the last parasha in Sefer Bereishit.)
- Yaakov Avinu was getting very (old).
- So he decided to give each of his children a (brocha).
- He also gave Yosef's children brachot. Their names were (Efrayim) and (Menashe).
- How did Yaakov put his hands? (he crossed his hands)
- Yaakov gave the the vracha of (Hamalach Hagoel).

With that, we finished Sefer Bereishit! We learned a song that can help us remember all of the parashiyot of the sefer:

Bereishit, Noach, Lech Lecha

Vayera, Chayei Sara, Toldot, Vayetze

Vayishlach, Vayeshev, Miketz, Vayigash and Vayechi.

In A-B-C we learned all about the letter G. We used Glue to make Green Glitter G. Morah showed us how to mix blue and yellow paint to get Green paint. We found more words with G like gate, goat, goose, glove, grapes and grasshopper. We also painted a Giraffe.

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

Pre K



This week we are learning about the season winter by completing art projects, going outside to view the bare trees and talking about how nature is changing during this season.



We are practicing our alep- bais and are now on Ches.

We are also continuing to learn about the letter G. Please practice with your children vocabulary words such as goat, garage, garden and gate.

And of course we continue to benefit from the expertise of Irina our music teacher and Mr. Thompson our gym teacher.



This week we spoke about the mitzvah of tzedakah and we also spoke about the beauty of the siddur in which we use to pray from. Each child used paint dots to color a picture of a siddur.



We also completed a group art project using hand paints as we wished a Mazal Tov to one of our very own students Adam Achildiev who welcomed a new baby girl into his family this past week.

We discussed a small but very important aspect of this weeks' parsha. The importance of keeping one's promise because keeping one's promise is an important Torah value. In this week's Torah portion, Parshas Vayechi, we read about how Joseph makes a promise to his father Jacob. Joseph promises his father Jacob that he will not let him be buried in Egypt, but rather he will carry his father to the holy land of Israel and bury him in the Mearas Ha'Machpelah where Abraham, Sarah, Yitzchak and Rivka are buried.

Good Shabbos!
From Morah Illana and Morah Marina

Kindergarten Junior



In the morning, we're continuing to sing nursery songs, doing calendar, sharing time, and reviewing safety rules in the classroom, helping in following directions. The juniors enjoy free-play time, and have been playing role games.

English

This week we concentrated on W and X. we practiced writing letters on the board and sounding out letters. We continue to review all the ABC letters, as well as words beginning with each letter.

Math

We continue counting forward and backward from 1-20. This week we concentrated on 13 and 14. We continue learning the concept of larger over smaller and smaller over larger numbers, as well as what comes before and after numbers 1-20. We're still practicing recognizing numbers 11-20. Additionally, we maintain learning about adding 2 numbers together. On our worksheets we're counting objects, helping us understand the concept of connecting numbers to objects.

Alef bais

This week we learned chaf and chaf sofees. We learned how chaf is usually in the middle of the word and how chaf sofees is only at the end of a word, and never in the beginning or middle. For chaf we learned ko-chav, and for chaf sofees we learned melech and schach.

Parsha

This week's Parsha, Vayechi, begins with Yaakov calling Yosef to bring his sons Efrayim and Menashe to get a bracha from him before he dies. We learned about Yaakov switching his hands and the bracha that Yaakov gave them-hamalach hagoel, the song we sing after shema before we go to sleep. We made shema cards that each child can use when they say shema before bed. Yaakov gave all his sons special brachos as well. After Yaakov died, the shvatim brought Yaakov's body to be buried in Eretz Yisroel.



Teves

This month is Teves. There's a fast day for adults on Asara Beteves (10th of Teves). We learned how soldiers from Bavel surrounded the city of Yerushalayim, and after 3 years, they came into Yerushalayim and destroyed the Bais Hamikdash. The Bais Hamikdash was destroyed because the Jews weren't doing Hash-m's mitzvos. We are 'building' our own Bais Hamikdash in our classroom. Whenever someone sees a friend doing something nice to you, or you see 2 friends being nice to each other, tell morah, and we'll put a brick on our 'Bais Hamikdash'.

Good Shabbos!

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

Kindergarten Senior



Parshas Vayechi

Mazal Tov! This week the Kindergarteners had a "siyum," a special celebration Jews make when they finish learning a book of Torah. This week, we finished learning the last of the 12 chapters of the book of Breishis. Most of us not only know the names of the parshas, but we have an impressive recall of the events as well. We also learned many life-lessons along the way. Now, that's worth celebrating!

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," "o," and "u." This week we specialized in short vowel "u" and we read a book called "The Mutt and the Bug." Group Two children are proficient in all the vowel sounds and many complicated consonant-combinations. They read a book called "Police Officers" which enriched their vocabulary with words like "academies," "enforce," "injuries," "patrol" and "situations."

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, Group One began work with the concept of "minus." Group Two is working on word problems and adding and subtracting up to 20. Group Three, which is proficient in all these skills, began learning how to tell time using a clock (non-digital).

Hebrew

This week, we continued working on our fifth vowel sound, "shva." We can read impressively-long words now with an array of different vowels. We completed worksheets and activities to enhance our reading skills.

In Hebrew vocabulary, we added a new page to our dictionaries and learned many new words beginning with the Hebrew letter "Tes."

In conversational skills, we now know how to say, "My name is _____. I am _____ years old. I am a big (boy/girl). I am wearing _____."

Since Hebrew has both feminine and masculine words we learned the ones appropriate to us. It's fun to speak Hebrew correctly!

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Judaic Studies

This week, we learned the parsha, Vayechi. We learned that Yaakov's last 17 years of life were the best years of his life, even though he was in Egypt and not in his homeland, Israel. They were the best because he had the tremendous joy of seeing that all his children and grandchildren were good people and were studying and following the ways of the Torah.

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

Elementary School NEWS

Judaic Studies

Yael Meyers

1st Grade

The first grade is enjoying their beautiful new siddurim while davening every day. We are taking time to learn the meaning of some of the prayers including the main message of Ashrei, which is, "Hashem please open up your hand and give every living thing what they need".

In Parsha, this week was the last section in the 1st of the 5 books of the Torah. We celebrated by choosing a favorite story from the book of Bereishis and painting it in watercolor. The works of art are on display on the third floor.

Friday of this week is Asara B'Teveis, the tenth day of the Jewish Month of Teves. We discussed how this is the day the Romans surrounded the walls of Jerusalem. Although children don't fast we discussed other ways to make this a meaningful day through extra mitzvos and prayer.

Rabbi Ilan Meyers

5th Grade

Students in the fifth grade have certainly marked a memorable Chanukah never to be forgotten. Besides planning a most amazing Chanukah party for the elementary school, students constructed their very own oil menorah which they all used for all eight days of Chanukah! As well, we studied all the laws pertaining to Chanukah from the Hebrew text of Kitzur Shulchan Aruch. We now continue the laws of conduct while eating a meal.

Language Arts

Merlyn Carey

1st Grade

Reading, writing, spelling, spelling, and just a little more spelling fill our day. As we get ready for our new book groups, we've been sharing stories together in class. We've been talking about whether a story is a piece of fiction or non-fiction writing. And what clues you can use to tell the difference between them. We quickly agreed that talking animals (other than parrots) are a good hint that it is a fiction story. While books about facts that we can check in other places are most likely to be non-fiction, such as the book we recently read about winter. Some stories are trickier, they could have happened, but might not have- that lead us to think about realistic fiction stories.

Our writing has ranged from retelling tales with a twist, such as "what would happened if the hare raced another animal after his race with the tortoise" to telling about a summer day or how to care for a person, plant, or pet. During our writing, we focus on getting our thoughts down on paper, using the best words to describe our thoughts that we can. This leads to our courageous spelling- we go for all the sounds we can hear, knowing we can fix anything off later.



During our spelling time, we've been making such good progress in our spelling books that we've added challenge packs to our program. These packs are not homework, but are available to students who want to do additional spelling practice. There are several packets available ranging from a good review to some tricky spelling patterns or words.

2nd Grade

I'm shocked to say it, but in second grade, we've hit a wall, a sentence diagramming wall that is. After burning through breaking sentences into the subject (who or what) and predicate (and the action), we started looking at objects (who or what did the action effect.) With that covered in less than a class, we thought we'd try, (try mind you,) breaking a sentence apart, first labeling each part of speech (easy.) Then breaking it into the subject, verb, object each in its own place on a line divided by a wall and a half wall (far too easy.) Before sorting out the prepositional clauses, adjectives, and adverbs (just about right). We just began working with multiple subjects or actions. Next week ask your second grader where else they can find a "bunk bed" and how to show implied subjects in a diagram.

3rd and 4th Grades

We've done letters, poems, and essays lately. Now we're moving back to stories. Mainly, how to plot out a story with a strong beginning, middle, and end with a logical flow. We'll be taking stories apart to see how authors build their stories. We're looking at foreshadowing and flashbacks that change the timeframe in a story and fill in needed information. We'll also look at stories that wrap up, stories that leave a window to allow for further stories, and stories that don't end but clearly are continued- whether the rest of the story has been published or not. In our writing we'll use these strategies to improve our own work.

5th Grade

We've started Beowulf, in a modern translation- though with an eye for what we can figure out from the original text. We've learned that the original text isn't the "original" original as it was first part of oral tradition. We are also looking at much shorter poems, practicing cinquains, couplets, free verse, acrostics, concrete, and reversos. Reversos are poems that change the feeling and moment of the poem by reversing the order of the poem itself. Currently these are the class' favorite format; we have a number of very impressive examples to share soon. We are also using our writing time to work on descriptive pieces of prose by setting up a premise and using examples from life or text to support our claims. Our most recent piece had us describing a person who leaves no stone unturned.

Good News

- if you were feeling de-lighted or worse depressed about missing the great "Change a Light, Change the World" fundraiser, there are a few bulbs still available. We have six of the Maxlite Candelabra bulbs available for \$5 each, and ten of the GE indoor floodlight bulbs available for \$6 each. Please see Merlyn Carey if you would like to purchase any of these energy saving bulbs.

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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





You
can make
the difference...

Please participate now!

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



**Birthdays this week
4 Teves—10 Teves:**

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Leah Korchmar

Elad Bell

Dania Mael

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Friday, December 31, 2010**

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Boys ages 5—12**

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

**Shaloh House Elementary students receive a
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