

Shaloh House



UPDATE

December 3, 2010 26 Kislev, 5771

The Shaloh House Jewish Day School Newsletter

First Graders' Siddur Party

The first grade reached a great milestone as they received their first siddur this past Wednesday!

They have been practicing praying from a prayer book, learning new prayers and polishing up on their Hebrew reading. In preparation for the siddur play they learned how to treat a siddur and what are the times and reasons for Davening - prayer. Although the heat was broken, one would never have known it with the heat and excitement in the room on the morning of the Siddur play. The children looked beautiful in their fancy clothes and royal Siddur crowns. Rabbi Rodkin told us how he remembers receiving his first siddur in Russia which looked just like the 1st grade siddurim.



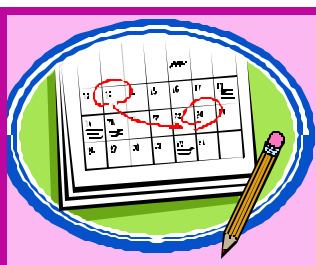
Then the children broke out in song, telling us when, why and to Whom we pray. After receiving their brand new siddurim, they showed us how they pray with a quality rendition of Ain Kelokeinuu. The morning was topped off with a spectacular cake in the shape of a siddur. Thank you parents for making the effort to come and share the joy with us. Thank you 1st grade for doing such an amazing job. We are very proud of you!

PreSchool Chanukah Party

Wednesday, Dec. 8 at 6 pm

PreSchool Parents (Toddlers through Kindergarten), please join us with your children for our special PreSchool Chanukah Party, on the final night of Chanukah.

The evening will begin with an arts & crafts activity in our individual classrooms. Afterwards, each class will go to the second floor synagogue/social hall for songs, cupcake decoration, a beautiful Chanukah video and Menorah lighting. We look forward to seeing you there!



CHANUKAH WONDERLAND

SUN, DECEMBER 5
3 PM

PRESCHOOL CHANUKAH PARTY

WED, DECEMBER 8,
6 PM

PARENT-TEACHER CONFERENCES

TUE DECEMBER 14,
6 PM

Parshas Mikeitz

Pure Oil

By Chaya Shuchat

It looked the same, smelled the same, tasted the same. There was nothing in that little jar of oil to distinguish it from any other pure grade, virgin olive oil. The only distinct thing about it was the seal of the high priest, signifying that it was ritually pure. But the Jews insisted on using only the ritually pure oil, and no other, to light the menorah in the Holy Temple, thus precipitating the renowned miracle of Chanukah.

“Ritually pure.” What, exactly, is that? What properties does a ritually pure sample of olive oil have that the others don’t? What laboratory tests can be performed to measure degrees of ritual purity? There are none. Ritual purity is a state that has no parallel in the physical universe; it exists solely in the world of the spirit.

The Jewish tenacity in adhering to their rigorous rules of purity and impurity drove the rationalistic Greeks berserk. This was why, when plundering the Holy Temple, they defiled every jar of oil that they could get their hands on. The obstinacy of the Jews enraged them. Why did the Jews insist on living in a reality that no one else could see, one that was unverifiable by empirical evidence? Bring a proof, bring evidence that the “pure” olive oil was indeed more refined or superior than the “defiled” oil, and we’ll accept your religious ritual. But the Jews did not and could not offer any earthly evidence that this oil was any different than other oil. All they had was their faithfulness to a standard that existed purely in the realm of spirit.

Mind you, the Greeks were not strangers to the world of the spirit. They had their own finely developed culture with drama, art, philosophy and religion, rivaling anything in modern times. But their aesthetic had a certain logic to it; it appealed to human instincts. The Jews followed rules that did not conform to any human system of thought. They unapologetically declared their allegiance to a Master who was above human logic and understanding.



Not much has changed in the 2000 years of Jewish existence since the Chanukah story. As an observant Jewish woman, I often field questions about my lifestyle from curious, usually friendly outsiders. I don’t mind these questions at all; in fact, I enjoy the challenges they present to me. But in the questions I hear echoes of the ancient Greeks. “What’s the point of covering your hair

with a wig, if it’s just as attractive as your own hair?” “The kosher laws may have made sense before modern refrigeration and sanitation. But in today’s world, what makes kosher meat different than non-kosher?” “I understand Shabbat is a special day of the week. But is turning on a light that big of a deal?”

I do the best I can to answer these questions truthfully and intelligently. But before I can formulate an answer for someone else, I must turn to myself first and ask, why? Why, indeed, do I follow these laws? What compels me to observe Shabbat, eat only kosher, or maintain the intricate laws of family purity? As I question myself, I realize that all the beautiful, eloquent

explanations I find do not really express the core reason for why I keep the commandments. Not that those answers are not truthful; they are all absolutely sincere. Shabbat is truly a magnificent experience, a day that nurtures me and gives me strength to cope with the week to come. Keeping kosher helps me be more mindful of the act of eating, and elevates all my physical functions to a higher plane. Observing the laws of modesty enhances my relationship with my husband and brings us closer together. But none of these reasons really explain why I keep these laws. What is my real motivation, the “why” behind my observance?

It’s a sentiment that is not very easy to articulate, especially to a slightly mocking stranger. It sounds almost uncouth, too raw and unsophisticated to declare that I observe Jewish laws because I am a Jew, and G-d commanded me to do so. As a 21st-century Jew, I am still battling an inner foe, a modern incarnation of the ancient Greek who derides open displays of faith. That inner Greek is comfortable with rational, cultural or psychological explanations for the commandments. Observance based on faith sounds scary and out of touch with

Continued on the next page...

Why the Gelt?

By Yisrael Rice

The Hebrew word Chanukah shares the same root as chinuch, education. The occupying Greek forces were determined to force Hellenism upon the Jewish population, at the expense of the ideals and commandments of the holy Torah. Unfortunately, they were quite successful in their endeavor. After the Greeks were defeated it was necessary to re-educate the Jews—to reintroduce a large part of the population to Torah values. Thus the strong link between Chanukah and education.



Appropriately, during Chanukah it is customary to give gelt (money) to children, to teach them to increase in charity and good deeds, and to add to the festive holiday spirit.

This subtle form of “bribery” is an essential component in the educational process. Maimonides discusses the importance of using incentives and prizes until a child is old enough to independently understand the importance and beauty of the Torah and mitzvot.

...Continued from page 2

modern-day reality.

But that’s the whole point—as Jews we’ve never been in touch with everyone else’s reality, modern or otherwise. Being Jewish means having a connection with a reality that’s out of view of the physical senses: a reality in which the difference between pure and impure, kosher and non-kosher, Shabbat and weekday, is self-evident and intuitive. The miracle of Chanukah that we commemorate each year is a celebration of that essential connection we have with that which is beyond reason.

As I said, it’s not easy for me to express my faith in words. Words are for communicating thoughts, concepts, philosophies. Words are what we use to bridge the gap, when my reality is different from yours. But the faith that is in me, my soul-bond with G-d, is the same as in you. Mitzvot are not a philosophy; they are our life, our essence. That’s why mitzvot can’t really be explained. They need to be felt, experienced, through tangible physical acts. Like laying te-

There is also a deeper reason for this age-old custom: In his record of the Chanukah events, Maimonides writes: “The Greeks laid their hands upon the possessions of Israel.”

The Greeks invaded the possessions of Israel in the same spirit in which they defiled the oil in the Holy Temple. They did not destroy the oil; they defiled it. They did not rob the Jewish people; they attempted to infuse their possessions with Greek ideals—that they be used for egotistical and impure ends, rather than for

holy pursuits.

Chanukah gelt celebrates the freedom and mandate to channel material wealth toward spiritual ends.

Chanukah gelt can be given any time throughout Chanukah (aside for Shabbat). Some have the admirable custom of gelt-giving each weeknight of Chanukah. In Chabad, it is customary to give gelt every night, but to hand out a heftier sum on the fourth or fifth night.

From www.Shaloh.org/Magazine

fillin. Or placing a coin in a charity box.

Or lighting a candle. That’s another “why” question that Chanukah often invokes. It’s such a warm little holiday, a nice alternative to all the commercialized glitz out there. We can celebrate at home, share latkes and jelly donuts, play a few rounds of dreidel and sing Maoz Tzur. But why all the publicity? Why the huge menorahs and celebrations? Why does Jewish law stipulate that we must light the menorah by either the window or the door, at a time of night when passersby are likely to see it? The answer is really the culmination of all of those “why” questions: because it’s not enough to hold my faith hidden deep in my heart like a treasure. It can’t just remain “up there,” in the spiritual realm. It needs to be expressed and articulated; it must find a home within the physical, commonplace world.

We kindle the Chanukah lights in public to make a proud statement to everyone, curious strangers and mocking Greeks alike: We are the Jewish nation, and we are here to stay. These lights will pierce through all worldly darkness, and will never be extinguished.

From www.Shaloh.org/Magazine

Toddler Room



What a wonderful holiday Chanukah!



So many things that we all love - lighting candles, sweet suganiot, latkes, Chanukah presents, dreidel games and more!

Although all of us are very excited, this week we continued our learning process by making beautiful Chanukah projects - Menorah, Dreidel, Chanukah cookies!



We learned the miraculous Chanukah story and now know how many candles we are supposed to light on each Chanukah night! Every day we light candles and celebrate this exciting holiday!

We also practiced our Chanukah songs with our music teacher Irina!

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

Preschool Room



We had such a fun week learning about Chanukah!

We learned about lighting a menorah, and even made a menorah that you can really light! In school, we lit the menorah every day. The children loved making the latkes decorations that we hung up and other Chanukah activities, and they sang Chanukah songs.

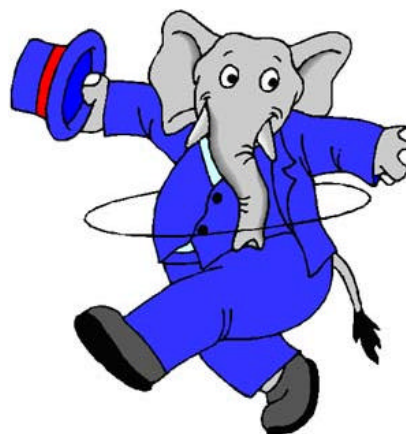
Please ask me about Chanukah:

- A long time ago there was a mean king, (Antiochus).
- Antiochus said that he doesn't let the Jewish people keep (Shabbat); there was no (learning Torah) no (Rosh Chodesh), and no (Brit for a baby boy).
- But the Jewish people love to learn Torah, so they ran and (hid in a cave).
- And when Antiochus or bad Yevanim came, they (hid their Sefer, took a dreidel out of their pockets) and said, "(We're not learning Torah); we're (playing dreidel)."
- Antiochus went into the Bet Hamikdash, and he broke (everything he could see); he spilled the (oil/shemen all over).
- Matityahu and the Maccabbim said "Who wants to chase Antiochus away?" But there were so many Yevanim, and they had big, huge (elephants).
- The Jewish people davened to Hashem and Hashem (helped them chase Antiochus away).
- Who won the war? (The Jewish people)
- When the Jewish people went to the Bet Hamikdash, they looked here and looked there, but they could only find (a little oil for one day).
- But Hashem made it burn (for eight days and nights).

This week in Alef-Bet, we learned about the letter "Vav". We made a "Vav for Vered (rose)." Another word we found with "Vav" sound just like the letter. Vav in Hebrew means Hook! Other words that begin with vav are Vilon (curtain) and varod (pink).

In A-B-C we learned about E. We made an "E for Elephant." We tried our best to do an Excellent job with Everything we did this week. We helped Morah find words that start with E like Egg. We also enjoyed singing our E song:

(Sung TTTO: "Skip to my Lou")
 E, E, what do you see?
 What do you see that starts with E?
 I see an elf, that's what I see.
 Hip, hip, hooray for E!



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

Pre K



Shalom and Chag Sameach, can you believe it's already Chanukah? What a perfect time for this holiday. During the darkest month of the year we have the opportunity to retell the miracle of Chanukah and to light the Chanukiah. As we watch the flickering candles for eight nights we are reminded that even in our darkest times G'd is there.

The children are busy learning Chanukah songs and dances. We are preparing for a pre school Chanukah party where we will perform a song and complete a special Chanukah art project. We have special projects for the children such as decorating their very own Chanukia, using stamps with Chanukah symbols, using glitter to make our dreidels come alive and using Chanukah cookie cutters to make traditional Chanukah cookies.

Here is a song you can sing with your child:

Oh Chanukah, oh Chanukah come light the menorah

Let's have a party we'll all dance the horah, gather round the table we'll give you a treat
Sivion to play with and latkes to eat. And while we are dancing the candles are burning low,
one for each night, they shed a sweet light to remind us of days long ago. (x2)

Our focus this week and for all of Chanukah is the miracle of this holiday, but we still continue to practice the aleph bais and the abc's as well as our numbers and colors! The children are also enjoying gymnastics during our gym time.

How to Light the menorah:

On the first night, place one candle at the far right, as you face the menorah. Another candle is placed for the Shamash (taller helper candle) which is used to light the others. It is not counted as one of the candles. First light the Shamash, then recite the blessings, and then use the Shamash to light the Chanukah candle. On the second night, place two candles in the two far-right positions ? and use the Shamash to light the left one first and continue through this holiday adding another candle (3 for the third night not including the shamash).



Chag Sameach and Shabbat Shalom!
From Morah Illana and Morah Marina

Kindergarten Junior



The Kindergarten Juniors are continuing to learn so much each week!

In the morning, we've continued learning the calendar. Many children know the sequence of the days of the week in English and in Hebrew. Additionally, we've been working on behavior lessons—keeping our hands to ourselves. We're learning not to use our bodies and instead use our words to express disappointment. We're also learning about insects. We discussed spiders and other insects with 8 legs. We had fun singing the itsy bitsy spider. We also learned about lady bugs and beetles. Please tell your child when their birthday is, as we discuss the months and each child's birthday.

Math

We began counting up to 20. We're figuring out what comes before and after each number. We practiced writing numbers 11-12. We learned how to identify big and small numbers-finding the smallest and biggest number in a group of numbers. We're continuing to work with plus and the concept of putting things together, and counting it again. we read "Hanukah-A Counting Book", in preparation for Chanukah.

English

We concentrated on letters S and T. we practiced sounding out all the letters, and telling what begins with each letter of the ABC's. S starts with sand, stars, sun, sky. Turtle, table, tea and tie all start with T. We practiced writing these letters in addition to the rest of the ABC's which we've learned already. We listened to a Dr. Seuss ABC story as well as "Little Red Riding Hood" and answered questions about the stories.

Alef Bais

We learned letter Tes this week. Telephone and taba'as (ring) both begin with tes. Tes makes the sound t-t-t. we're working hard on writing the alef bais letters, and some of the class can already write all the alef bais letters. Most of the class knows how to write their name in Hebrew.

Parsha

Parshas Mikaitz begins with Paroh's 2 dreams and Yosef interpreting them. Yosef knew that Hash-m told him how to interpret the dreams. Paroh made Yosef king over Mitzrayim and gave Yosef his taba'as. Yosef's brothers come to Mitzrayim for food, and Yosef doesn't tell them that he's their brother. When the shvatim leave Mitzrayim, Yosef hides his cup in Binyamin's bag.



Good Shabbos!

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

Kindergarten Senior



Parshas Mikeytz

Important Notice:

Kindergarten Parents, please join us with your children for our special **PreSchool Chanukah Party**, the final night of Chanukah, **Wednesday, December 8th, 6 p.m.**

The evening will begin with an arts & crafts activity in our classroom, and then we will join the rest of the preschool classes for songs, cupcake decoration, a beautiful Chanukah video and Menorah lighting in the synagogue/social hall. We look forward to seeing you there!



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 "Did it Fit?" which emphasizes words with the short-vowel "i."

Group Two children are concentrating on two-letter combinations that make a long-vowel "e" sound, like "ee" and "ea." They are also reading words with the "magic e." When we see a "magic e" at the end of the word, we know the previous vowel makes a long sound – like "cake," "vote," "kite," etc. They read a book with many complicated consonant combinations called "Jumping with Bonk."

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 is concentrating on adding numbers with a sum of 10 or less. Group Two is working on word problems and adding and subtracting up to 20. Group Three is doing all these skills as well as counting by 10's up to 100 and adding by 10's.

Hebrew

This week, we solidified reading our fourth vowel sound, "segol." We completed worksheets and activities to enhance our reading skills.

In Hebrew vocabulary, we learned many new words that use the "segol" vowel, such as "gezer" (carrot), "yeled," (boy), "sheket," (quiet), and "kelev," (dog). In conversation skills, we learned how to describe what we are wearing in Hebrew ("I have a blue shirt and black pants"). Since this requires a feminine usage of the words for colors, it was a fun challenge.

Judaic Studies

This week, we not only learned the parsha, Mikeitz, but of course we concentrated also on Chanukah. We learned that the Syrian-Greeks wanted to allow the Jews to continue their culture, as long as it had no connection to G-d! They wanted to rip the Jews away from their belief in G-d. And when the Jews fought the Greeks, it wasn't to gain political independence, but rather to secure religious freedom to be able to study our Torah and keep our holy mitzvos. It's believed that the Chanukah story was the very first time in world history where a group of people fought not for independence or physical survival, but for religious survival.

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

Elementary School NEWS



Hebrew

Rabbi Ilan Meyers

1st Grade

First grade - we learned the colors, also we began working with the book "yesh li lama". we began making our dictionaries which are divided by subjects and our first subject is the classroom, under that subject we write all the words that are related to the class and the class room.

2nd Grade

Second grade - we learned the clock and reviewed the days of the week. We began reading a new story called "the opposite song".

3rd and 4th Grades

Third-fourth grade - we learned the body parts in Hebrew and had a quiz on that. we also reviewed the clock and began reading a new story in the book "shaa shel menucha".

5th Grade

Fifth grade - we are learning the future tense, also we are learning the subject the house and its surroundings. We learned a story about the five senses and we are about to have a quiz on the words from the story +future tense.

Language Arts

Merlyn Carey

Before we get to single classroom news, we've been working on some projects lately between the grades. The first grades have finished their "Thanks" acrostic poems that they started with the help of our second graders. The second graders not only lent a hand with the poems, they wrote their own, while working on the 2-5th grade writing prompt of "What Chanukah Means to Me." This is one of my favorite prompts of the year, as it allows students a chance to write about something close to their lives, as well as reflect on the changes that a year brings- both in their feelings about and around the holiday, and in their knowledge of the holiday and their skill as a writer as well. Recently the fifth graders have been reviewing their fourth grade drafts to spot what their improved "editor's eye" would change now. In addition to some share projects, each class has been keeping rather busy focusing on their own work.

1st Grade

1st Grade is showing a happy talent for "Handwriting without Tears," our handwriting program to help with letter formation, size, and spacing. We've been learning about how useful the letter "c" is in forming so many other letters correctly, and which capital letters require a jump of the pencil, and which letters need the pencil to stay on the paper. During this, our search for our best letters becomes more and more challenging,

as there are so many to choose from.

2nd Grade

2nd Grade is busily writing up a storm or two, but they still manage to take a break to hone their grammar skills. Our current challenge is parsing sentences into the complex and simple subject, the complex and simple predicate, and to locate any objects hanging around waiting for the subject. Using their knowledge about the parts of speech and great skill, diagramming sentences isn't far away nor is tackling the challenge of verb tenses.

3rd and 4th Grades

3rd and 4th Grade put the final changes on their holiday essays and have begun working on shape poems. Now professionals at knowing a poem shares a feeling and moment in time, our third and fourth graders are finding out how shape and space change the tone of a piece.

5th Grade

5th Grade has done shape poems, form poems and structured poems and are at the edge of the scariest area of poetry- solid rhyming patterned poems. Sounds epic? Funny you should say that, we'll be taking a spin through an epic poem or two- Beowulf anyone? Along with rhyme schemes, we'll be focusing on how poets put a number of images together to share an extended moment and full story.

Computers

Michael Kahn

1st Grade

The first graders are learning about the drop-down menus in MS paint and ArtRage. They are also learning to troubleshoot problems they are encountering while using these programs and learning how to copy/paste objects, text, and files.

2nd Grade

The second graders are learning PowerPoint, Word, and ArtRage through making storybooks. They are learning to copy/paste, save and use different files, store data, and trouble-shoot programs.

3rd and 4th Grades

The third and fourth graders are learning PowerPoint as well. They have been making presentations about famous scientists and the planets. They are currently learning to custom-animate their presentations.

5th Grade

The fifth graders are finishing up their PowerPoint presentations on famous scientists. They have written their speeches and have synched them to the presentations they have prepared.

Chanukah Fun Page

Traditional Latkes

Ingredients:

5 large potatoes, peeled
 1 large onion
 3 eggs
 1/3 cup flour
 1 tsp. Salt
 1/4 tsp. pepper
 3/4 cup oil for frying
 Use: 10-inch skillet; Yields: 4 to 6 servings



Grate potatoes and onion on the fine side of a grater, or in a food processor; or put in a blender with a little water. Strain grated potatoes and onion through a colander, pressing out excess water. Add eggs, flour, and seasoning. Mix well. Heat 1/2 cup oil in skillet. Lower flame and place 1 large tablespoon batter at a time into hot sizzling oil and fry on one side for approximately 5 minutes until golden brown. Turn over and fry on other side 2 to 3 minutes. Remove from pan and place on paper towels to drain excess oil. Continue with remaining batter until used up, adding more oil when necessary.

Serve with applesauce on the side.

Variation: Zucchini or Carrot Latkes: Substitute 5 medium zucchini or 5 medium carrots for potatoes.

Traditional Doughnuts

Doughnuts, an old-fashioned treat, are never quite as good when store-bought. Try them homemade!

Ingredients:

1 3/4 ounces fresh yeast
 1 1/2 cups warm water
 1 Tbsp. sugar
 3 eggs
 1/2 cup oil
 1/2 cup sugar
 1/2 cup non dairy creamer
 1 tsp. Vanilla extract
 1 tsp. Grated lemon peel
 6 to 7 cups of flour



Also: Oil for frying; Confectioners' sugar

Use: 2-quart pot; Yields: 5 to 6 dozen doughnuts

In a large mixer bowl: place eggs, oil, sugar, nondairy creamer, vanilla, and grated lemon peel. Add yeast mixture; add flour until soft dough is formed. (Dough need not be dry; it should be softer than challah dough.) Knead for a few minutes. Cover and allow to rise until doubled in bulk, about 1 to 1-1/2 hours.

Roll out dough 1/2-inch thick on floured surface. Cut out circles with a doughnut cutter.

Place 2 or 3 inches oil in a 2-quart saucepan and heat over a medium flame until hot. Place four doughnuts at a time in the oil. Brown on one side and then on the other. Remove with slotted spoon. Drain and cool on paper towels. Dust with confectioners' sugar.

Note: To test if dough is ready for rolling, place a small piece in a glass of water-if the dough floats to the top, it is ready.

?????

B"H



Shaloh House Jewish Day School proudly presents our

Annual Pre-School Chanukah Party

Wednesday Dec. 8th

6 pm

Eighth Night of Chanukah

**Pre-School Parents and your children –
Come join us for a night of celebration and fun**

6 PM – Arts & Crafts project in your child's classroom
6:40-7:30 PM – All classes join together on the 2nd floor

**Songs * Cupcake Decoration
Beautiful Chanukah Video
Grand Menorah lighting * Delicious refreshments**

We look forward to seeing you there! For more information, call 617-787-2200

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on your
Birthday



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SHALOH HOUSE

invites you to

CHANUKAH Wonderland



Sunday, December 5

3:00-6:00pm

Shaloh House

29 Chestnut Hill Ave, Brighton, MA 02135

For more information or to RSVP

617-787-2200 • info@shaloh.org

www.Shaloh.org

\$5 per child, adults free • \$15 max per family

Live Performer

- > Dreidel House • Meet Judah Macabee
- > Make your own Chanukah Donuts & Latkes!
- > Olive Oil Demonstration • Music
- > Sand Art
- > Menorah from Lego contest
- > Dreidels for the Kids • Festive Food
- > Fun for the whole family!