

Shaloh House



#14

UPDATE

January 28, 2011 23 Shvat, 5771

The Shaloh House Jewish Day School Newsletter

Thinking About Others

Two weeks ago, Shaloh house celebrated Yud Shevat, the anniversary of the Lubavitcher Rebbe's leadership.

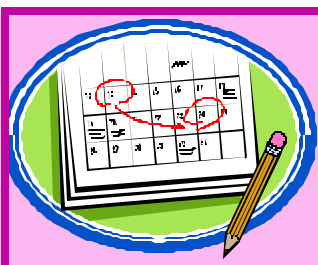
The Rebbe taught us how important it is to always worry and care about another person whether it be a neighbor or friend or even someone who lives on the other side of the world.

Shaloh house students showed their care and concern for people on the other side of the world by writing letters to Israeli and American soldiers. The messages included thanks, and encouragement for their work on our behalf. We actually were able to include our English letter writing skills as well as Hebrew vocabulary to make it a multidisciplinary experience.



In addition to the letters, students created original pieces of artwork to include in the care packages. Each piece featured many different colors and materials, many with smiley faces or trees in honor of Tu B'shevat.

The fifth graders came up with a unique way to write the Hebrew word Tzahal using pipe cleaners. All in all, it was beautiful day of learning, art, giving and unity.



PTO TEACHER APPRECIATION BREAKFAST

FEB 7, MONDAY
8:30 AM

NO SCHOOL FOR GRADES 1—5

FEB 11, FRIDAY

NO SCHOOL FOR GRADES 1—5

FEB 14, MONDAY

Parshas Mishpatim The Two-Way Mirror

By Yanki Tauber

Does G-d care if I cheat on my taxes? Am I going to be a better husband/wife/parent if I keep kosher? Are these the same question?

The 613 mitzvot ("commandments") of the Torah are commonly divided into two categories: 1) laws that govern the relationship "between man and G-d" (bein adam la-makom); and 2) laws that legislate the proper conduct "between man and his fellow" (bein adam la-chavero). Even the Ten Commandments were inscribed on two separate tablets, one containing commandments such as "I am G-d your G-d" and "Remember the day of Shabbat," and the other proclaiming laws like "Do not kill" and "Do not steal."

But is this division a legitimate one? Let us examine the evidence.

On the one hand, we have the aforementioned two tablets (though one still needs to explain how "honor your father and your mother" ended up on the "between man and G-d" side). On the other hand, we have the famous story the Talmud tells about the prospective convert to Judaism who came to Hillel asking to be taught the entire Torah while standing on one foot. "What is hateful to yourself," said Hillel, "do not do to your fellow. This is the entire Torah; the rest is commentary." (But how is putting on tefillin a commentary on "Love your fellow"?) There's also the statement by the Zohar that the divine instruction, "I am G-d your G-d... You shall have no other gods beside Me," is the essence of all 613 commandments and prohibitions of the Torah. (Meaning that helping my neighbor shovel his car out of a snowbank proclaims the oneness of G-d and disavows the existence of any other gods beside Him?)

The masters of the mystical wisdom of the Kabbalah in-

sist that, ultimately, there is no essential difference between the Torah's "civil" laws and its so-called "religious" laws. Each mitzvah, whether it's visiting the sick or waving a lulav on Sukkot, is a facilitator of the flow of desire and gratification between G-d and creation -- a flow that sustains all of the created existence and fulfills the divine intent in creating it in the first place. So a crime against



G-d (which causes a disruption in the flow) is a crime against all of His creations; and a crime against a fellow creature is also a crime against G-d (for the same reason). A kindness to a fellow is a kindness to G-d, as it contributes to the realization of His desire in creation; and a positive "personal" relationship with G-d has a positive effect on His relationship with creation as a whole and with each and every citizen of His world.

So why did G-d deliver His Torah to us in two tablets? Maybe it's because He wants us to understand that there are two sides to life. Life is not an uninterrupted spiritual experience, nor is it exclusively a social exercise. Life means dealing with people, but also conversing with oneself; it means meditating and praying, as well as digging neighbors' cars out of snowbanks.

G-d is the absolute oneness, and human life is the endeavor to express His oneness. But true oneness is not uniformity. True oneness tolerates, indeed embraces, various and even opposite particulars. For there is no greater expression of oneness than the ability to see opposites reflected in each other.

So G-d divided the divinely-ordained blueprint for life into a "between man and G-d" column and a "between man and man" column. And then He granted us the ability to see each side reflected in the other. To see a fellow's needs peering out to us from the pages of our prayerbook. And to see G-d's face smiling to us from a beggar's mumbled gratitude, from the wonder in a child's question, from a loved one's trusting eyes.

From www.Shaloh.org/Magazine

Welcome Tzemach!

Musings of a Newly Minted Grandfather
By Eliezer Shemtov

Last week our daughter-in-law, Musya, gave birth to our first grandchild; a beautiful, healthy baby boy, named Tzemach. We are all grateful to G-d for His blessings and miracles and thrilled by the new addition to our family.

Tzemach has transformed us all. Our firstborn son just became a father. That upgrades us, his parents, into grandparents, our children into uncles and aunt, my siblings into great uncles and great aunt, my parents into great grandparents. For my parents-in-law this is a special milestone: being that my wife is their youngest daughter, they now have achieved a new accomplishment; all of their children are now grandparents...

We are all absolutely delighted. All of our family and friends are happy for us and celebrating this important milestone with us.

But, what about Tzemach himself? How does he feel about this all? Before he was born, his soul was peacefully basking in the presence of his Creator, quite happy and secure in the World of Truth.

By what justification would one want to pull him out of there and thrust him into this world filled with so much darkness, conflict, hate, treachery, dishonesty and misery? Just listen to him cry as he enters this world. He seems to know exactly where he landed... In fact one of the reasons for the Sholom Zochor, the welcoming of the new baby boy the first Friday night of his life, is in order to accompany the newly descended soul in his "bereavement"...

Do we have the right to bring him into such an inhospitable world just in order to make ourselves happy?

The answer is quite simple. Yes; this is part of G-d's plan. My grandson would never be able to realize his G-dly potential in the supernal world of truth and tranquility as fully as in this world of concealment and challenge.

In the World of Truth the soul sees, understands and feels G-d's presence clearly. In the World of Truth there are no Atheists nor Agnostics. The truth is evident. But there's a catch: the soul's understanding and feeling is limited; limited by its own limitations. It is only by de-

scending into this world of spiritual darkness that it can activate, express and connect with a dimension of truth that transcends its natural limitations. It is here on earth, and only here, that it is given the opportunity to fulfill G-d's will and generate a light infinitely beyond the reaches of its limited feelings and understanding. In the world of Truth, the soul relates to and nourishes itself from G-d's wisdom; it is here on earth that it can connect itself with and express G-d's will.

G-d is a good businessman. He wouldn't invest valuable resources into a proposition that would not yield something of more value and benefit than that which was originally there. If G-d sends a soul down to earth, it is because it can accomplish more "here" than "there".

What is it that G-d desires the soul to accomplish here that cannot be done "there"?

Illuminate.

The soul's main purpose is to illuminate. That can only happen in a place of darkness. The greater the darkness, the greater the accomplishment when that darkness is transformed into light. To paraphrase the Zohar: What purpose can a candle fulfill in broad daylight?

Now that we have assuaged our guilt regarding bringing a new soul into this world, we can shift the focus onto ourselves. Do we live our lives in a way that justifies the descent of our soul into this world?

This world is the world of accomplishment; the world-to-come is one of reward and pleasure. Does our daily behavior and personal priorities reflect this understanding? Many of us tend to dedicate too much effort towards pursuing pleasure in this life, forfeiting opportunities to do that which we were meant to accomplish, thereby diminishing the "return on the investment"... (Actually, it's not even a matter of Pleasure vs. Accomplishment because it is precisely by fulfilling our mission that we ultimately generate satisfaction and pleasure infinitely superior to any pleasure this earthly life can offer.)

As we celebrate the birth of a new member of our family and people, let's stop for a moment and remind ourselves that we should be celebrating our own arrival to this world as well. And then we should ask ourselves: are we doing enough to generate the maximum return on the investment?

From www.Shaloh.org/Magazine

Toddler Room



Last week we learned about a very special day. Although it is cold winter here in Boston and we are getting lots of snow, in Israel it is time to plant trees. We have celebrated Tu B'Shevat last Thursday. We discussed with children this holiday and learned that it starts the New Year for the Trees.

Children learned about various fruits of Eretz Israel: Pomegranate, Barley, Wheat, Grapes, Figs, Olives and Dates and even enjoyed eating some of them. We also made a yummy project: a Tree with flowers and fruits.



This week we continued to learn colors and shapes (Orange; Rectangle), as well as we spoke about the weather (cold, snow, wind etc.)



This week's Parashat HaShavua is Mishpatim. We discussed the Kashruth laws and how to keep a kosher kitchen.

As usual, we spent a lot of time getting ready for our Purim concert: we sang songs, danced and had lots of fun. In addition, last Tuesday we celebrated a birthday of our two little students: Raz and Noya. We enjoyed singing, dancing, playing with balloons and eating a birthday cake!

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

Preschool Room



This pasasha, *Parashat Mishpatim*, details many *mitzvot* and *halachot*. We focused on two of them, *kashrut* and *emet*.

About *kashrut* we learned that you are not allowed to mix milk and meat together. Not only that, but you also need separate dishes for each. Our project is a model of a *kosher* kitchen. We hope your child enjoys putting the foods into the right cabinets. We also learned a song about *kashrut*:

Uptown, downtown,
 All around the town,
 It's kosher all day long.
 And we will never, never, ever
 Eat milk and meat together,
 So join us and sing the kosher song.
 La, la, la, la, la, la, la.

We also learned about the mitzvah to always tell the truth, as it says in the *parasha*, "Midvar sheker tirchak." We discussed different stories about children who didn't want to tell the truth, because they knew they would get into trouble. But the children told the truth anyway. We also learned a song about telling the truth:

Midvar sheker tirchak
 Never tell a lie.
 Hashem knows just what happened.
 There's no reason to deny.
 Honesty is *emet*.
 Make sure all your words are true,
 So Tatty, Mommy and Hashem
 Will be so proud of you!

In Aleph-Bet, we learned the letter Tet. We made a "Tet for Tallit." The other words we found for Tet are Taba'at (ring) and Telefon (phone). Last month, Tevet, also starts with a Tet.

In A-B-C we learned about H. We enjoyed sticking heart stickers on our "H for Hearts." Or we made "H for Hands." We helped morah find words that start with H like Heart, Happy, Helicopter, Hat, House and Horse. We also learned a song for H:

(Sung TTTO: "Twinkle, twinkle little star")
 H is for hair and H is for hand.
 H is for heels on which we stand.
 H is for houses here and there.
 H is for hats seen everywhere.
 H is for hearts and for horses, too.
 H makes me happy, how about you?

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

Pre K



This week's Parsha is Mishpatim, which is full of Mitzvot.

We decided to focus on the mitzvah of Kashruth, so the sweet children learned all about the Kosher kitchen. They worked hard on preparing a special kitchen with two sides, one Milchig (dairy) and one Fleishig (meat), and we learned that they should not be mixed. We divided the kitchen by color, red symbolizing meat, and blue for dairy products, and we prepared utensils, drawers, and a sink for each. We enjoyed "washing dishes" and "eating pizza".

We are starting our preparations for the Purim celebration (what is planned is a surprise – we won't tell), so when we continued with the Hebrew letter, we prepared a clown's ??? (kova – hat). We also learned the English letter I (for lion...), and the children demonstrated their knowledge of the letters. It is important to continue to practice this at home.

We hope you will enjoy the children's placemats; they put a lot of effort into preparing them.

This week's song:

In my parent's kitchen
 there are so many thing to eat,
 some of them are milky
 and some of them are meat.



Good Shabbos!
From Morah Shira and Morah Marina

Kindergarten Junior



Each morning we report the day, month and season that we're in. we also discuss how it feels outside-cold or hot, kar or cham.

We are getting ready for our Purim concert. Each morning we practice singing the songs. We have some English and some Hebrew songs, and each day we see progress in the junior's practice.

English

We are reviewing the sounds each letter makes-A to Z. The juniors are getting better at calling and searching for more words beginning with letters A to Z. we are matching each uppercase letter to their lowercase letter. We read the story, "Chicken Secret Agent." We discussed the importance of being kind to others. Additionally, we need to understand that we all make mistakes and we always have an opportunity to fix our mistakes.

Math

We began to count up to thirty. We played number bingo-their favorite game. They enjoyed matching the number to the number that was called. We continue to add numbers 1-10. all the juniors are doing a terrific job in this area.

Alef bais

We learned ayin and pay this week. Some words beginning with ayin are aitz and ainayim. Some words beginning with pay are pay and perachim. We discussed why Hash-m gave each of us a mouth-to do mitzvos with it: to daven, say brachos on our food, make our friend feel good by speaking nicely to them. We made necklaces with a sign that said, "I only speak words of lashon hatov: nice, kind, truthful words."

Parsha

Parshas Mishpatim has so many laws in it. We learned not to litter-when we are outside to put our trash in a garbage can. We should make sure not to hurt anyone. We should only tell the truth. A servant who does not want to leave his master after 6 years gets a hole in his ear. The same ear that heard at Har Sinai that Hash-m is the only G-d and we should only serve Hash-m, wants to stay and be a servant to someone other than Hash-m. We discussed mitzvos between us and Hash-m and us and other people. Ask your child if they remember any specific story that was told in connection with each law.

Note:

Please send in empty paper towel rolls and empty water bottles for a project.

Good Shabbos!

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

Kindergarten Senior



Parshas Mishpatim

English

This week, we're focusing on the digraph "Ch," and the sound it produces both when it's at the beginning of a word ("chair") and at the end of a word, "branch." We read a book called "**Chip the Chipmunk**" which utilized this sound throughout the book, and we completed various worksheets. We also reviewed the other digraphs we already know such as "th," which has both a soft and a forceful version, and "sh."

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**. **Group One** children are working on plus and minus, and **adding three numbers**. **Group Two and Three** children are completing word problems and counting by 5s and adding by 5s as well as counting by 2s and 10s. In addition, Group Three worked on breaking up large numbers into smaller, equal groups. For example, if someone has 15 chairs and wants to divide them equally among 3 tables, how many chairs will each table get? They also learned the concept of "remainder," what is left over after the equal groupings are completed. This skill is a baby step towards multiplication and division.

Hebrew

Hebrew is a very logical and fun language to learn. Unlike English, its rules are precise and almost mathematical. We now know not only **seven nekudot** but we also know a variety of interesting rules and how to apply them in reading. As a result, **this week we each began davening out of a real siddur! We can read almost all the words now**, and it makes us feel so grown-up to use the real thing.

In **Hebrew vocabulary**, we added another page to our dictionaries. Instead of cutting out words and matching them to pictures, we are now getting the pictures only and **we have to spell the words on our own, including adding nekudot!** Afterwards, we check with the teacher to see if we guessed correctly. This greatly enhances our comfort and ease with the letters and the nekudot.

In **conversational skills**, we now know many different phrases such as, "Where is _____? Here is _____! My name is _____. I am _____ years old. I am a big (boy/girl)." "I have a _____-colored coat."

It's fun to speak Hebrew correctly!

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Judaic Studies

This week, we learned many wonderful Jewish laws in our parsha, **Mishpatim**. We learned the importance of treating our parents with tremendous respect, that we must be careful for others' safety (for example, we never leave out toys or other things where people could trip over them) and we have a special mitzvah to return lost objects if we find them.

We also learned a very interesting story about Chaya Moushka Schneerson, the Lubavitcher Rebbe's wife, whose yartzheit (anniversary of the date of her passing) was Thursday. We learned about how she bravely traveled into Germany and risked her life to rescue her brother-in-law during World War II.

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

Elementary School NEWS



Hebrew

Lilia Gabelev

1st Grade

We are learning the book "yesh lanu lama" and practicing our grammar and our vocabulary in the work book.

2nd Grade

We began working in the book "yesh lanu lama" part1 and part 2, we read the story from the text book and practice our vocabulary and grammar in the workbook.

3rd and 4th Grades

We reviewed possessions and continued to explore the topic. We had a quiz on that subject. We began doing our Purim play – learning the parts and the songs.

5th Grade

We learned adjectives and opposites, and had a quiz on that topic . We began doing our Purim play – learning the parts and the songs.

Language Arts

Merlyn Carey

Groups, groups, and more groups are the theme of the week. From first to fifth grade, we have ten spelling groups, 8 book groups, and an ever-changing number of writing groups forming for peer editing. One of the greatest strengths of Shaloh House, and of Shaloh House students is that we feel no need to limit our progress based on grade level. It is common to see a second grade spelling book being used in first grade, or a sixth grade spelling book in fourth. Our goal is to keep learning at the comfortable struggle stage- even review to strength previous skills, and enough new material to keep learning exciting, fun, and just a touch challenging.

1st Grade

This week, our first graders have pulled ahead with the largest number of groups going at the same time. We have two spelling groups and four reading groups. During our group time, we're learning new spelling patterns, focusing on reading fluency and decoding. We're building up the number of sight words we have as well as using parts of words we know to help us with new words. Along with decoding the text, we are focusing on decoding the meaning: Can we see the story in our heads as we read? What might happen next, we predict. Why did the author chose the words he or she did? What do the textual clues tell us about the feeling or tone of the book and characters?

2nd Grade

In addition to reading groups and spelling groups, have been spending time on taking stories apart. Once we discovered that every story needs a beginning, middle, and end- and an ending that makes sense with the flow of the story so far. We've been honing our own writing, as well as, looking at the work of different authors to see how they move the story from the beginning to the end. We're finding that within a story there are also smaller beginnings, middles, and ends. Chapter books often have smaller stories that tie into one larger story being told. It seems that authors tend to be rather tricky. However, we're having fun figuring out the tricks of the trade.

3rd and 4th Grades

Sure we're doing spelling (three groups) and reading groups (two), and writing stories and essays. We're also writing poems and are exploring the depth of English, and all those phrases and shaded meanings that convey more than the words do alone. We've been looking at antonyms and synonyms, and when words fit the pattern and when words share a relationship, but aren't opposite of each other or (nearly) the same. We've discussed if context changes the meaning enough, one example was deciding if hemisphere and globe were antonyms. Can one-half be considered the opposite of the whole? When referring to the earth, where we don't refer to "none" it looked possible. Nevertheless, good old binary won the day, and it was agreed that zero and one are still the stronger antonyms, while hemisphere and globe are related, but aren't.

5th Grade

It might seem like we're pulling up the rear with only three spelling groups and one book group. Of course, it is worth mentioning that in our book group we've started a line-by-line translation of Beowulf. We're looking at both the historical context for the tale and the use of imagery and thematic elements within the text. Ranging from where it seems the poem has been edited by later authors to what the poem tells us about the time it was written.

For a different writing challenge, we've taken the lists we've created of the twenty most important places on the globe for people to know, and have chosen one to write a persuasive essay about. The essays aim to prove that their location deserves a spot on a combined top twenty list. Not quite satisfied with having A spot on the list, it as been requested that the next round of essays, compare the first round essays to make the point of why a location deserves the number one spot on a top twenty list. Yes, a second round of persuasive essays, with the entailing research has been requested by the class.

I have mentioned the joy of teaching at Shaloh House haven't I? If not, may I?

Computers

Michael Kahn

1st Grade

The first graders have been learning about simple machines. They have learned what the six simple machines are: the lever, the screw, the pulley, the wheel and axle, the inclined plane, and the wedge. The students identified simple machines in the classroom. We have demonstrated the pulley's use in lifting objects. We have also demonstrated using a lever to make lifting objects easier and the students all made their own levers from objects they had at hand and saw the lever equation at work by balancing objects near and far from the fulcrum.

2nd Grade

The second graders have been learning about simple machines in preparation for the invention convention.

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They saw how each simple machine, the lever, the screw, the pulley, the wheel and axle, the inclined plane, and the wedge, redirects forces. When they push down on the lever, the opposing side lifts. When they pull down on one string attached to a pulley the other string pulls up. When they push down with a wedge, objects move to the sides. They have watched videos of Rube Goldberg machines at work and identified common objects being used as simple machines. They also identified simple machines around the classroom and the house. Finally, we talked about compound machines as using more than one simple machine.

3rd and 4th Grades

The third and fourth graders have also been learning about simple machines. First, they saw how each simple machine, the lever, the screw, the pulley, the wheel and axle, the inclined plane, and the wedge, redirects forces. We built levers to make lifting heavy objects easier and balanced various weights at differing distances from the fulcrum to demonstrate the lever equation. We also made a single fixed pulley and single movable pulley and saw which set-up makes lifting objects easier. Students were asked to identify simple machines in the classroom, at home, and as parts of their bodies as well as on videos of Rube Goldberg machines. We also saw how combinations of simple machines make compound machines and identified the parts of several simple machines. The students then made blueprints of a Rube Goldberg machine and have been learning to make the machines themselves.

5th Grade

The fifth graders have been working hard to prepare for the invention convention. First, they saw each simple machine and learned how each one redirects forces. They learned the lever equation and were asked to apply it to predict where to place weights to balance them on a lever. We built levers and saw how they made lifting objects easier. The pulley was also demonstrated through the use of a single fixed pulley and a single movable pulley. The students identified simple machines in the classroom, at home, and as parts of their bodies and on videos of Rube Goldberg machines in action. They then drafted blueprints for their own Rube Goldberg machines and have been making them using mainly common household items.

School Happenings

Invention Convention Update

The Invention Convention will be held on Thursday, February 3rd from 3:15-4:00. Come and discover the simple machines hidden in the Rube Goldberg machines made by our 3rd, 4th, and 5th graders.

An Automatic Back Scratcher



Elementary School February Break

The Elementary School is closed from Friday, February 11 – Tuesday, February 15th. Classes start on the 16th.

Snow Gear

Please make sure to send snow gear for outside," Boots to be on the snow, snow pants to be in the snow." As well as shoes to change into for the rest of the day.

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Mazel Tov

on your Birthday



**Birthdays this week
10 Shvat—23 Shvat:**

Staff:

Ruth Hamaoui

Students:

Avraham Berlove

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DAUGHTERS

EVERY THURSDAY FROM 6:00–8:00 PM

DONATION \$5 TO COVER COST OF THE INGREDIENTS

