

Shaloh House



#16

UPDATE

February 18, 2011 14 Adar I, 5771

The Shaloh House Jewish Day School Newsletter

Invention Convention

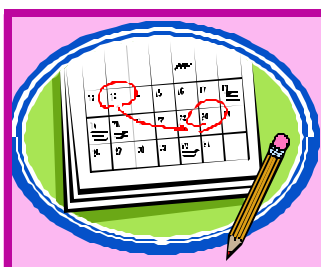


The Invention Convention was held on Thursday Feb. 3rd.

We began by introducing the simple machines. In the context of a machine changing a force, many objects in the classroom were shown to be used as simple machines. The students also went home to find more simple machines in different rooms around the house which they could bring in to be a part of their inventions. Compound machines were then introduced as machines which use more than one simple machine at a time. Rube Goldberg machines are the type of compound machines that the students were to build for the invention convention. They were shown videos and examples of Rube Goldberg machines where we could identify the various simple machines used.

In order to actually make the Rube Goldberg machines, the students first had to come up with a workable blueprint. After viewing a few examples, they designed blueprints which would put several simple machines to work together. Upon completion of a blueprint, they really set to work on building the machines. We found that imagining and drawing a machine is one thing, and building a working machine is quite another. Many parts of the blueprints worked very well. Some were difficult but perseverance paid off. Some parts were more difficult and had to be revised. After a couple of rounds of building and revising the students had made some very interesting and exciting machines. They were able to put the machines together in 45 minutes, just in time to show them off to the visiting viewers.

Continued on page 11...



POETRY JAM

WEDNESDAY, FEB 23
6 PM

PURIM PRE-SCHOOL CONCERT

FRIDAY, MARCH 11
9 AM

PURIM ELEMENTARY CONCERT

SUNDAY, MARCH 13
10:30 AM

Parshas Ki Tisa The Lost Cause Scenario

By Yanki Tauber

Much is made of Abraham's valiant efforts to save the wicked city of Sodom. We read how Abraham virtually went to battle with G-d on behalf of these very sinful people, contesting the divine decree that Sodom (and its four sister cities, Gomorrah, Admah, Zeboiim and Zoar) be destroyed. "It behooves You not to do such," Abraham challenged, "to kill the righteous together with the wicked . . . Shall the Judge of the entire world not do justice?" "If there be found fifty righteous people in the city," Abraham bargained, "would You not spare the place because of the fifty righteous ones who are in it?" "What if there be five less than fifty?" Abraham persisted. "What if there be forty? . . . Thirty?"

But something about the story doesn't add up. Why should the wicked people be spared "because of the righteous"? If there are some righteous people left in Sodom, G-d obviously doesn't have to "kill the righteous together with the wicked"—He can airlift them out there before He wrecks the place. Indeed, G-d sent two angels to rescue Lot and his family, the only righteous people in Sodom, before overturning the city. So where's the injustice? What's the logic in Abraham's argument?

Also: every good salesman has more than one pitch up his sleeve; when one line of reasoning fails to elicit the desired response, the seasoned marketer will quickly shift to another tack. Yet Abraham (a pretty good salesman, actually) seems to have only this one argument to make. When it turns out that there's not even ten righteous folk in any of the cities, Abraham drops the case.

One of the explanations offered by the commentaries is that as long as there are righteous people in a place, there remains the possibility and hope that they will have a positive influence on their community. So it makes sense to spare the entire city because of the righteous people in it—it's not a lost cause yet. When Abraham learns, however, that there are no righteous people remaining in Sodom (or not enough righteous

people to make a difference), he has nothing further to say on their behalf.

This suggests a deeper meaning to Abraham's argument. When Abraham says to G-d, "Do not destroy the city because of the righteous who are in it," he's not just

speaking about Sodom as a city, but also about its individual sinners. The chassidic masters refer to the human being as a "city in miniature": each of us is a virtual metropolis populated by numerous organs and limbs, traits and faculties, drives and desires, thoughts and actions. Even a thoroughly wicked "city" is bound to have a few righteous "inhabitants"—a few remaining enclaves of purity, a few pinpoints of goodness. To destroy a person—even a most wicked person—is also to destroy the latent tzaddik within him, to reject not only his negative actuality but also his positive potential.



(c) Sarah Kranz

The question, however, is: does there remain enough potential goodness to exert a positive influence on the "city" and perhaps effect a transformation? If this were the case, it would indeed be a grave injustice, unbecoming the Judge of the entire world, to "kill the righteous together with the wicked." But what if we are dealing with a "lost cause"? What if we have before us a person or community in which the "tzaddik within" is so completely overwhelmed that one can see no possibility of it ever asserting itself? When there is no salvageable goodness remaining in the person, what can be said to protest the Divine decree?

Abraham, who in the course of his lifetime had converted many thousands to the ethos and morals of monotheism, was quite the expert at identifying and activating the "hidden tzaddik" in the most corrupt environments. But when confronted with an evil as impregnable as Sodom's, even Abraham fell silent.

But Moses did not.

Four hundred years after Abraham approached G-d to plead on behalf of the wicked of Sodom, Moses had a "lost cause scenario" of his own on his hands, when the Children of Israel sinned by worshipping a Golden Calf.

Continued on page 4...

Ki Tisa: Proactive Parenting

Tapping your child's essential goodness
By Chana Weisberg

Sheryl and her husband Larry were at variance as far as how to handle their young son, Michael. Whenever Michael misbehaved, Larry would explain his misdeed to him and demand an apology. Sheryl, on the other hand, was of the opinion that if Michael's apology wasn't genuine and self-initiated, it held no value.

"He should apologize only if and when he is ready," Sheryl asserted. "There is no point in us insisting on it, because that means he feels no true regret for his actions."

"No, Sheryl," Larry disagreed. "Michael needs to become accustomed to saying he is sorry, even if we have to prompt him. I believe that, intuitively, he understands that what he has done is wrong; it's just a matter of training him to verbalize what he essentially feels inside."

In this week's Torah reading, Ki Tisa (Exodus 30:11–34:35), G-d commands Moses to instruct the Jewish people to each donate a half-shekel as an "atonement offering for their souls," for their participation in the sin of the Golden Calf. The silver was used to make the "foundation sockets" for the Tabernacle (the portable sanctuary the Israelites built in the desert).

The Midrash relates that when Moses heard about this offering, "he became flustered and recoiled," wondering how a mere half-shekel could compensate for the grave sin of the Golden Calf. In response, "G-d showed Moses a coin of fire that He had taken from under His throne of Glory and said, 'Such as this, they shall give.'"

Why did this half-shekel commandment so perplex Moses? How did the "coin of fire" which G-d showed him explain his difficulty? And what can we learn from this commandment in our role as parents, in what kind of "offerings" to expect from our children?

All the other gifts that the Jewish people donated to the Tabernacle were given, as the Torah repeatedly emphasizes, because "their hearts were inspired to give." Men and women, young and old, from each of the different tribes willingly and enthusiastically contributed as much as they could of the many materials used to make the

Tabernacle. By contrast, the half-shekel gift was mandatory, and a uniform amount was demanded from each individual, poor and rich alike.

Moses could not comprehend how an offering that was compulsory could achieve atonement. If the individual donating did not give wholeheartedly, from his own initiative and to the best of his ability, how could it be considered an "offering"? Furthermore, how would this forced donation achieve atonement for the serious sin of the Golden Calf? To explain this, G-d showed Moses this coin of fire. G-d was alluding to the fire of the soul. Every soul originates from beneath G-d's very throne of glory, and is driven by a fiery desire to be connected with its Source. G-d was demonstrating to Moses that even a Jew who is being compelled to give the half-shekel gift, desires to give it.

As a parent, do you hear yourself wondering if there is any benefit in compelling your child to do what is right, when he's doing so only because he cannot disobey you? Do you feel that unless he enthusiastically volunteers on his own, his actions are valueless? Do you consider it futile to expressly demand an apology for a wrong that he has committed?

The story of the half-shekel reminds us of the essential goodness of every individual. Life is full of challenges and enticing situations that might cause us to deviate from our authentic inner path. But our deep-seated desire is to connect to our Creator.

As a parent, remember that your child was created with a fiery soul, originating from G-d's very throne of glory, that innately desires to do the right thing. If your child becomes sidetracked, your parental role is to guide him back to his soul's genuine inner goals. Different children might need different techniques in helping them overcome outside temptations, but your approach to your child must be based on the fundamental premise that he wants to do good.

Proactively guide your child, to help him act correctly—even if some of those actions might be forced.

Because despite external pressures, parental reminders or rules, the real motivation for your child doing the right thing is his fiery G-dly soul.

Even if he—and you—are not aware of it.

From www.Shaloh.org/Magazine

Toddler Room



This week we continued with our learning program: we reviewed all the previous material and started to Learn a new shape - a square! We made many different projects, using all four shapes (triangle, rectangle, circle and square) and colors (red, blue, yellow, green and orange).

We are planning to start talking with kids about the Purim Story. Meanwhile, we are actively preparing for our Purim concert with music teacher Morah Irina! We will distribute the songs for our concert and will be happy if you can help us to better prepare your kids for the show by singing these songs with them!

This week's Parashat is Ki Sisa! This Parshat includes topics that are not very easy to understand for such little kids, therefore this week we discussed the importance of Shabat for Jewish people! Kids are familiar with this topic and enjoyed talking about making Kiddush and lighting candles and of course we concluded our discussion with Great Shabbos Party!

Mazal Tov to the Milch family, as they had a **new baby-girl!** Our 2-year old Liora is a **BIG SISTER** now and we are all so excited!



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

...Continued from page 2

What can be said in defense of a people who succumb to idolatry a mere forty days after experiencing the greatest Divine revelation of all time—a revelation bearing the message “I am the L-rd your G-d . . . you shall have no other gods before Me”?

The Divine anger seethed. Like his great-great-great-great-grandfather before him, Moses stepped in to stave off a decree of annihilation.

But Moses took a different approach. He didn't say, “But there are many who didn't sin.” He didn't say, “Spare the wicked because of the righteous,” or “spare the wicked because of the potential for righteousness within them.” Instead he said: “Forgive them, G-d. If you won't, blot me out of your Torah.”

Moses demanded an unconditional forgiveness, a forgiveness without a “because.” If you are a G-d who forgives without cause, Moses said, I'm prepared to be part of your Story. If not, edit me out; I'll have no part in it.

Abraham was a great lover of humanity. He loved his fellow man because he saw the potential for goodness in him or her, even when the rest of the person didn't look that great. But Moses' love was greater: Moses loved his people regardless of whether he could or could not discern the hidden tzaddik in their city.

And the amazing thing was, in the end Moses did turn his errant people around. In the end, their supposedly irredeemable potential came to glorious light.

For such is the paradox of love. If you care for someone because you see in him a potential for improvement and wish to have a positive influence on him, that's really great of you, but there will be times when you'll find that potential inaccessible and your positive influence rebuffed. But if you care for him irrespective of whether you can see anything good in him, and regardless of whether you can reasonably hope to influence him in any way—if you love him even if he is a “lost cause”—then you will end up having a profound influence on his life.

From www.Shaloh.org/Magazine

Preschool Room



Last week we learned about the **Parshat Tetzaveh**. The Kohen Gadol wears special clothes when he goes to the Bet HaMikdash. One of the things he wears is the Choshen. We worked so hard to make our own Choshens. We can really wear them!

We sing about the Choshen in our Parasha song: (From 613 Torah Avenue, Vol 2)

Aharon was chosen to be	He wore many special things
The Kohen Gadol from shevet Levi	And a Choshen with golden rings.

Please ask me about Parashat Tetzaveh:

- The Parasha of the last week is (Tetzaveh)
- The special place that the Jews built for Hashem was called the (Mishkan).
- Who worked in the Mishkan? (the Kohen Gadol)
- The Kohen Gadol had to wear special (clothes) because he was like a (king).
- How many garments did the Kohen Gadol wear? (eight)
- One of the important bigadim that the Kohen wore was called the (Choshen).
- On the Choshen there were twelve beautiful (stones).



This week's parasha is **Parshat Ki Tissa**. It talks about the Kiyor that was in the Chatzer (courtyard) of the Mishkan. We enjoyed painting our own Kiyor.

Please ask me about Parashat Ki Tissa:

- The parasha of the week is (Ki Tissa).
- What is the Kiyor? (a big tank with a faucet)
- What was the Kiyor filled with? (water)
- Where was the Kiyor? (in the Chatzer)
- Who used the Kiyor? (the Kohanim)
- What did they use it for? (to pour water on their hands and feet)
- After the Kohanim washed their hands and feet, they were ready to (start working in the Mishkan)



In A-B-C, we learned about the letter I. We made an "I for ice cream". We even had a special ice cream party on Friday! We also know other I words like igloo, iron, insect and ice skates. Our I song for the week goes like this: (Sung to "Twinkle, twinkle little star")

I is such a simple letter, There's no one I like better. I stands for me when I want it to,	I is for ink and ice cream too. I is such a simple letter, There is no one I like better.
---	---

Every week our apple chain gets longer and longer. This week we made a "Yud for yad" apple. We found other words that begin with Yud like Yarok (green), Yeled (boy), Yare'ach (mood) and Yerushalayim (Jerusalem).

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

Pre K



Another week has passed by, involving a lot of activities, creativity, and learning. The children are very involved and develop interest and curiosity for the new subjects introduced.

This week we focused on the beginning of the story of the Purim Megillah. We learned about Persian King Ahasuerus (Achashverosh) that ruled in the town Shushan over 127 countries and was extremely rich. He wanted to show off his wealth and organized a party, and invited the Jews too. We were also privileged to become familiar with an additional figure - namely Mordechai, who was critical to Jews attending Achashverosh's party. We also learned new words throughout the story: Persia, banquet, and scepter.



We relived the story with a project of creating our version of the city of Shushan in the kindergarten. Every child expressed his talents by coloring, gluing, and brushing to set up a special palace to king Achashverosh. The happy colors the children selected added character to the kindergarten, and you are welcome to come and be inspired.

We will continue the Megillah story next week.

To add to the festive atmosphere we prepared bouncing clowns and hang them high so we will remember every day to be happy and joyous, especially during the month of Adar.

Letters: We learned the Hebrew letter Nun נ which stand for Nerot (candles), Nachash (snake), Nicole (Marina's daughter who helped us this week), and it's the last letter in the names of Ethan and Ben. In English we learned the letter N, which we noticed has the same sound as the Hebrew letter Nun, and stands for nest, and necklace, which our special children prepared by patiently stringing beads until successful completion. This was amazing to observe; dear parents: enjoy and be proud!



The children put a lot of effort into making plastic Shabbat candles, after coloring a mailman.

A special request - if you have small round or square boxes for recycling, we would appreciate it if you bring them.

Finally, this year we have two months of Adar, and the preparations to the joyous festivities is double. We are anticipating our redemption soon, just like in the Megillah, so let us rejoice on the individual level and at the level of the nation - the chosen people.

Good Shabbos!
From Morah Shira and Morah Marina

Kindergarten Junior



Math

We are counting up to 30 forwards and backwards and identifying what number comes before and after each number. We are writing the missing numbers in a line-in sequence. During individual work with a teacher, we're practicing adding 1-10. please reinforce this at home using objects to count. We learned how to use magical number one to add. For example: $8+1=9$, using magical number one to jump to the next number without using objects to count.

English

We continue working on short vowel A. we played bingo. A is a vowel and she can sing. A is the first letter of the abc's so she is scared of all the other letters. Each child received a bingo game. Please play bingo with your child and read the words with them as well.

Alef bais

We are almost done learning all the alef bais! This week we focused on kuf and raish. Letters beginning with kuf are keshes and katan. Letters beginning with raish are rimon, rosh and racheves. We are working hard on reviewing all the sounds of the alef bais, so we can start learning nekudos soon. Please review with your child the sound that each alef bais letter makes.

Parsha

In **Parshas Ki Sisa** we learned

- Moshe Rabbainu counted Bnei Yisroel with the machatzis hashekel. We acted it out: each child got a coin, stood in a line, and put their coin in a bowl. We counted the coins to see how many friends are in our class.
- Hash-m told Bitzalel and Ohaliav to build the mishkan-but DON'T build the mishkan on shabbos! Shabbos is a very special day.
- Moshe went up Har Sinai for 40 days to get the luchos, Bnei Yisroel thought the 40 days were over and Moshe died and wanted a new leader. Aaron had the men collect jewelry to stall for time. Moshe still wasn't back, so they melted the gold and a calf appeared. Moshe came down har Sinai, saw bnei yisroel dancing around the calf, and threw the luchos on the ground. Moshe went back up har Sinai to daven to Hash-m for bnei yisroel. Hash-m forgave bnei yisroel and gave new luchos to bnei yisroel. These luchos were put in the aron in the mishkan.



Good Shabbos!

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

Kindergarten Senior



Parshas Ki Tisa

All Our Children Are "Champions" In Hebrew Reading

The Kindergarteners are now masters in reading Hebrew with seven different "nekudot" or vowels. Their fluency and ease in reading is quite remarkable. To mark this milestone, they each received a "yellow belt," to show that they completed the yellow-level in Aleph Champs, a system of learning to read Hebrew which is modeled after karate. In this system, the children receive "belts" to show their progress from level to level.

English

This week, we focused on the digraph "ng" and completed a book called **"The King Lost His Ring,"** which utilized this sound throughout the book. We also completed various worksheets, and reviewed the other digraphs we already know such as "th," which has both a soft and a forceful version, "sh" and "ch."

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 "graphic lines," a visual tool to help with addition and subtraction. Group Two children worked on telling time using "face" clocks. Group Three worked on counting money, especially coins. They also reviewed how to break up large numbers into smaller, equal groups. For example, if someone has 20 minutes to do four different things, how many minutes can he spend on each activity? They also reviewed the concept of "remainder," the amount that is left over after the equal groupings are completed. This skill is a baby step towards multiplication and division.

Hebrew

In **Hebrew vocabulary**, we added two new pages to our dictionaries for words that use "final nun" and "samech." Instead of simply matching pictures to words, we are now getting pictures of familiar people or things and **we have to spell the names of the people or things on our own, in Hebrew with neku-dot!** 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 **Hebrew conversational skills**, we are continuing to learn the names of **many fruits and vegetables** and using them in our conversations. We 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 _____."

It's fun to speak Hebrew correctly!

Judaic Studies

Blessings

This week, we continued to learn the blessings to say on fruits and vegetables. To do this successfully, **we must first know where the fruit or vegetable grows – on the ground or on a tree.** We learned that some vegetables grow inside the ground as well. We learned that a blueberry (whose stem survives the winter and produces new fruit the next year) is considered a "tree," while strawberries, whose vines perish, are considered "fruit of the ground."

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

Elementary School NEWS



Judaic Studies

Yael Meyers

1st Grade

It's great to be back in school, refreshed after the break. In the first grade we are learning about the parsha as we explore the Mishkan the mini temple that the Jews had in the desert. The kids made paper dolls of the Kohanim (High Priest) which got them to really understand the beauty behind each of the 8 garments. We also learned about different parts of the Mishkan and the purpose each one served.

We have now entered the month of Adar. It is the month of increased joy which we are lucky to have double of this year. We started a new Adar davening contest where we are earning puzzle pieces as a class, which will eventually create a Purim Poster. We are also starting to learn the stories and customs connected with the Holiday of Adar- Purim! This Friday is actually called Purim Katan or the small Purim since it's the 14th day of the first month of Adar. We celebrated in school by creating healthy food smiley faces with judges and a competition. Ask your child what kind of face they made and who won the competition.

Rabbi Ilan Meyers

5th Grade

After completing our unit on the laws of eating meal which included specific laws on how to wash hands, break bread, and conduct during the meal, we have begun our next unit on studying the laws of prayer. Simultaneously, we have been sharpening our knowledge of blessings for variety of foods from barley soup to chocolate éclairs!

Language Arts

Merlyn Carey

Hold on to your onomatopoeia, The Shaloh House Poetry Jam is nearly here. We've been reading poems, listening to poems, memorizing poems, writing poems, dissecting poems, comparing poems and now our poets want to invite you to share some poems with us.

The fifth grade is taking the lead by preparing to share poems from famous authors and future famous authors. They are also our poetry experts in residence and will be only too happy to discuss any questions, from the difference between a quatrain and a couplet to the more difficult what is required for a true haiku.

Our third and fourth graders are facing the difficult choice of picking either a famous or soon to be famous poem to share, though the rumblings are that many are going to choose "both." Shaloh House second graders have a wide range of poems ready to share. While the first graders are trying something quite challenging; a favorite poem ends with a line that just didn't sit quite right with the class. So, they are working on a call and response poetry reading to address the problem. The original and the rebuttal will be shared.

????

Please plan on coming **February 23rd** to the second floor gathering room **at 6 o'clock**. From six to seven, we'll have plenty of treats, including, amidst the poems, Sveta's wonderful snacks. Though after long and hard consideration, the bongo drums are being left at home. Neither the poems, nor the drum can be beat.

To further whet your appetite, come to hear Reversos, and learn about this fun new type of poetry. Hear about birthdays and breezes, dragons and downpours, sunrises and surprises. Smile at the similes as wild as the winter wind; be amazed and agog at alliterations for the ages. Ponder personifications that tickle your thoughts. And, if all of this wasn't enough- the student body is working diligently to include a very special, very shy, nearly reluctant poet to share the stage as well.

Science

Invention Convention , continued

Michael Kahn

The Invention Convention itself saw some amazing working Rube Goldberg machines. Students rolled wheels and axles down inclined planes, had pulleys shifting weights to lift levers, had marbles rolling down screws, and wedges popping balloons. All simple machines were well represented. All 3rd, 4th, and 5th graders were expected to create and describe their Rube Goldberg machines in terms of the simple machines and how they changed forces.

After countless marbles rolled down inclined planes and screws, pulleys pulled levers, and wedges popped over 100 balloons, the Invention Convention was over.

Not only did everyone have a good time building and showing off their machines, but most importantly, the students showed that they had a very solid understanding of the machines.

????

Mazel Tov

on your
Birthday



**Birthdays this week
1 Adar—14 Adar:**

Students:

Benjamin Buchman

Elior Danan

Ariel Danilov

Please support our advertisers




Gil Regev
Financial Services Professional




New York Life Insurance Company
Licensed Agent

T. 781 398 9817 *The Company You Keep®*

Wigs Blow Dry Wax Makeup
House Calls Available



Magi Zemach
617.208.8845 347.489.1044



Your ad could be here

Mass Capital Mortgage Corp

Yakov Krivoy 617-233-8281
Michael Pipko 508-479-5752

License MB 1190 (MA), MBB 0505720 (Florida)

International Food Store
187 Sutherland Road,
Brighton




The Best Produce in Boston!

Shaloh House would like to thank
International Food Store
for their generosity and top quality fruits and
vegetables that our children enjoy daily.
Please visit the best produce store in Boston

OZ Drain
& Plumbing Repair

Oleg Zlotin
(978) 360-8280



Call me for all your plumbing needs

**For only \$20
Your ad could be here!**

Email ShalohUpdate@gmail.com
Or call 617-787-2200 for details

????

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

