

Shaloh House



UPDATE

February 4, 2011

30 Shvat, 5771



The Shaloh House Jewish Day School Newsletter

Preschool Class At Work And Play

This was an exciting week for preschool!

We began Parshas Terumah. We learned that the menorah in the Bais Hamikdash was made entirely of gold. Our project was coloring and glittering a beautiful golden menorah.



We also kept learning the alef-bais. This week's letter was tes. We colored pictures of tallesim.



And, finally...we finished our coloring books! We had fun practicing the names of the colors in Russian, English, and Hebrew. We even used different methods of coloring: markers, crayons and paints!

VERY IMPORTANT:

Registration deadline for the next school year is Feb 11!

Register now and save \$200!



ELEMENTARY SCHOOL BREAK

FEB 11—FEB 15
FRIDAY—TUESDAY

POETRY JAM

FEB 23, 6-7 PM

BOOK FAIR

APRIL 6

Parshas Teruma

The Kitchen or the Library?

By Yanki Tauber

A huge fireplace dominated the room, in which a fire blazed round the clock. To its right were the food preparation areas. A massive oaken table, seating fourteen, indicated that the food in this home would be eaten right here, within sight of where the staff of butchers and chefs had prepared it for consumption. It was also obvious that this was the epicenter of the building, while the other rooms (sleeping alcoves, storage rooms and guest reception areas) filled secondary roles to the structure's central space.

"My design for A New Home for the New Millennium may seem revolutionary," explained the architect, "but only because we have drifted away in recent centuries from the home's initial, primal function. The kitchen moved from the core of the house to its periphery. It shrunk in size, sometimes to miniscule proportions, or it became little more than a showcase for expensive gadgetry. The dinning table devolved into an undersized 'kitchen table' and thence to a small counter-top at which one perches to 'grabs a bite.' My design represents the endeavor to recapture the original purpose of the home: to shelter and nourish its inhabitants..."

A smattering of applause. Then the second architect unveiled his design.

At first glance, the second architect's model was similar in form and dimensions to the first. But closer examination revealed it to be a fundamentally different structure. The kitchen and other service areas were out in the courtyard. The building's core was an intimate room, furnished with bookshelves bearing a collection of ancient and modern volumes. It was a space for people to pursue intellectual study, listen to heart-stirring music, and engage in soul-enriching dialogue.

"As you can see," the second architect began, "I have taken the very opposite approach of my esteemed colleague. Yes, the home should cater to our visceral needs; but is that all it is? Is that all we are--bodies that eat? To me, the primary function of a home is to house

and facilitate our spiritual self--the self that thinks and feels, the self that gains and imparts knowledge and wisdom, the self that thrives on receiving and sharing joy..."

Following the Giving of the Torah at Mount Sinai, G-d instructed that a "model home" be built -- a structure that will embody, on a highly condensed and intensified scale, His vision of a dwelling for Himself in the physical world. Thus the portable Mishkan ("Tabernacle") was built in the desert to accompany the Children of Israel in their journeys, later achieving a more permanent form in the Beit Hamikdash ("Holy Temple") in Jerusalem.

Which of the Tabernacle's "vessels" most represented the significance of the divine dwelling? In which of these various functions did the primary objective and raison d'être of the edifice lie? Two of the great commentators and interpreters of Torah offer two contrasting perspectives on this question.

According to Maimonides (Rabbi Moshe ben Maimon, 1135-1204), the Holy Temple is most basically defined as "a house for G-d that is prepared for the offering of korbanot." According to Naschmanides (Rabbi Moshe ben Nachman, 1195-1270), "The main object... is realized in the ark, as G-d says to Moses, 'I will commune with you there, speaking to you from above the ark's cover...'"

According to the Talmud, when we are confronted with differing opinions amongst Torah sages we should appreciate that "these and these are both the words of the living G-d."

In the home we make for G-d out of our lives, where does G-d live--in the kitchen or in the library? What is our purpose in this world--to serve G-d with our bodies, or to serve G-d with our souls? Which is the greater mitzvah--to eat kosher or to study Torah? Who is closer to G-d--the honest businessman or the ascetic sage? Which is the holiest part of ourselves--our physical being or our transcendent strivings?

In the home we make for G-d out of our lives, where does G-d live--in the kitchen or in the library? These and these are both the words of the living G-d.

From www.Shaloh.org/Magazine



(c) Sarah Kranz

The Self-Made Child

By Chana Weisberg

My daughter is always complaining that "all the other mothers" always do their children's projects and homework for them. While I will help her with the research, explain to her anything she doesn't understand, share ideas and generally guide her along, I like the actual work to be her own. How else will she learn to express her own thoughts and creativity?

My daughter, on the other hand, complains that her projects are just not as glamorous, her essays don't have the "fancy" words, and her homework doesn't look as polished as her friends'.

She hints to me, too, how all the other mothers prepare their daughter's lunches, tidy up their children's rooms, make their beds and take care of a host of such tasks. I feel that she's at the age where she's old enough to assume some of these responsibilities for herself.

Am I being a rotten parent in not catering to her, or are these other parents missing the point?

This week's Torah reading, Terumah (Exodus 25:1-27:19)--as well as a sizable portion of the book of Exodus--is devoted to the construction of the Sanctuary (Mishkan), built by the children of Israel in the desert.

The Torah, which is usually very sparing with words, is uncharacteristically elaborate when it comes to describing the Sanctuary. All the materials used in the construction, the components and furnishings of the Sanctuary, as well as every minute detail of the actual construction--is listed and described, sometimes, numerous times.

All in all, thirteen chapters are devoted to describing how the Jewish people were to fashion this edifice. In contrast, the Torah devotes only one chapter to the creation of the universe! Only three chapters are devoted to the description of the awe-inspiring and monumental event of the revelation of G-d at Mt. Sinai.

Moreover, the Sanctuary was only a "tent," a temporary dwelling serving as the religious focal point in the desert.

Once the Jewish people entered the Land of Israel the Sanctuary was replaced by the Holy Temple in Jerusalem.

Why, then, does the Torah describe the Sanctuary at such great length, while almost glossing over the creation of our world and giving a relatively short account of the giving of the Torah at Mount Sinai? Is there perhaps a lesson for us as parents to guide us in the education of our children?

At Sinai (and certainly at the creation of the world) we were passive participants. G-d descended in all His glory and majesty accompanied by breathtaking sounds and sights of grand thunder and lightening, while the Jewish people merely observed and heard.

In fact, because of the non-participatory nature of the Sinai experience, the impression of the holiness wasn't permanent.

After the Divine presence departed from the mountain, it reverted to its former non-holy status. Similarly, soon after the spiritually inspired nation had experienced the awesome revelation of G-d, they stooped to serve a golden calf.

Unlike the Sinai experience, the Sanctuary did not miraculously descend upon the Jewish people--they had to build it themselves, with their own materials, with their own hands and sweat. Everyone took part in the undertaking, men and women, rich and poor, each contributing his talents, resources and expertise.

This human participation is what caused the material objects with which we built the Sanctuary to become permeated with enduring holiness. This is also why the Torah devotes so many chapters to the building of the Sanctuary.

The overwhelming emphasis on its construction teaches us that there is something very valuable about us using our own personal resources and creativity. It might not be as earth-shattering an event as the revelation of G-d, and the end product might not be as "polished" or overwhelming, but its effect can, in many ways, be more valuable and enduring--precisely because it is our own contribution.

Continued on page 4...



(c) Sarah Kranz

Toddler Room



This week we had another major snowstorm and had to stay home on Wednesday! We spoke a lot about the weather: we not only saw snow and blizzard, but also freezing rain!

Nevertheless, we continued our work with shapes and colors. Consequently, kids now can recognize five colors (yellow, green, red, blue and orange) and three shapes (circle, triangle, rectangle). You can check their knowledge by discussing this week's projects: a television and a wagon.

This week's Parashat is Terumah. We learned about Mishkan and made a beautiful Menorah!

On Thursday, February 3d we've celebrated a birthday of our beautiful Rochel Rodkin! We enjoyed singing, dancing and eating a birthday cake! Mazal Tov Rochel!!!

Note:

Dear Parents, as a reminder we ask to check your kid's belongings frequently and make sure that he/she has enough diapers, wipes, extra clothes etc.



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



...Continued from page 3

The challenge and achievement of actualizing our own abilities and creating something with our own talents results in something that is far more cherished than something that is presented to us on a golden platter. It helps us to grow as individuals, fine-tunes our skills, and stretches our capabilities, in ways that being passive recipients can not.

Perhaps there is a message here for us as parents. Help, guide, instruct and brainstorm with your children. But remember that the greatest learning experience comes when you help your children actualize their own abilities, to create their own edifices.

From www.Shaloh.org/Magazine

Pre K



We are experiencing a special winter, and many days are cancelled due to weather conditions, but we were still able to learn a lot this week.

This week's Parsha is Truma. The Parsha tells us that Hashem commanded to build a tabernacle (Mishkan). Every single Jew donated some of his possessions for the Tabernacle. Although it is complicated to comprehend, we built a large tent in the kindergarten, and thereby demonstrated that the Mishkan was similar to a tent, which functioned like a synagogue in the desert, where they would pray and Hashem would speak to the people.

Each child prepared his own Mishkan, and we built a large Mishkan in the kindergarten. We learned that inside the Mishkan was the beautiful holy Menorah, and the children immediately recognized it (from Channukah).



We explained the difference in the number of candles between the Menorah (7) and the Channukiah (9), and we worked hard together to decorate the Menorah with gold.



We learned the Hebrew letter מ (Mem) and the words Mishkan, Menorah, Mayim (water), Mitzvah, and Marina that start with a Mem. We also learned the English letter M, as in milk and mummy, and we prepared sweet mittens. We noticed that Mem and M are pronounced the same way.

We are also starting to learn about our families, and we want to remind you that we would appreciate it if you could bring pictures of your family.

On Friday we greeted the new month of Adar Aleph with singing and dancing.

This week's song:

Hashem is here, Hashem is there,
Hashem is truly everywhere,
Up , up, down, down,
Right, left, and all around,
Here there and everywhere,
That's where he can be found,

Good Shabbos!

From Morah Shira and Morah Marina

Kindergarten Senior



Parshas Teruma

Giving Our Best – Lesson of the Parsha

In this week's parsha, Moshe tells the Jewish people to build a home for H-shem – a portable Temple that the Jews can build and dismantle and carry along with them throughout their travels in the desert.

As we know, the Jews had taken jewels, gold, silver and lovely fabrics from the Egyptians when they left Egypt. Now, instead of keeping these wonderful things for themselves, they literally ran to give these to construct and beautify H-shem's new home. The Jews could have been selfish and chosen to keep the most beautiful items for themselves, but they didn't. Indeed, they brought their finery in such huge quantities and so fast that Moshe had to beg them to stop! We learned from this that we too should be unselfish and give our best whenever the situation calls for it.

English

This week, we're focusing on the digraph "Ck" which is found at the middle ("locksmith") or end of a word ("clock"). We read a book called **"Click, Cluck and Quack,"** 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, "sh" and "ch."

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 are working on telling time using "face" clocks. Group Three worked on counting money, especially coins. They also are continuing to break up large numbers into smaller, equal groups. For example, if someone has 15 candies and wants to divide them equally among three friends, how many candies will each friend 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

We now know **seven nekudot** and a variety of interesting exceptions to the rule in Hebrew reading.

This week we continued to daven out of a real siddur!

In **Hebrew vocabulary**, we added another page to our dictionaries. As we did in the past two weeks, 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 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 **Hebrew conversational skills**, we are learning 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!

Blessings

This week, we are learning which 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 also learned that a banana certainly looks like it grows on a tree, but it's really not a tree, but a very large plant. The stem is not a true tree trunk, and it withers after it produces the bananas.

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

Elementary School NEWS



Chumash

Rabbi Ilan Meyers

1st Grade

In the 1st grade, advanced Chumash students have received their Chumashim and have practiced finding different Pesukim and Perakim while also honing their reading and writing skills.

2nd Grade

Second grade advanced Chumash are nearing the end of their second perek this year in Parshat Lech Lecha!

3rd and 4th Grades

3/4th grade are on the edge of their seats anticipating to see why Rivka is having such a painful pregnancy!

5th Grade

5th grade Chumash class is on the verge of discovering when Yosef will reveal himself to his brothers.

Social Studies, History and Geography

Merlyn Carey

1st Grade

What is the difference between living in a city and a town? How about the differences between a town in a rural area or an urban area? During our social studies classes, we've been learning about different areas people live. We've been figuring out what things are the same, and which things are different. We've also been looking for details that help us decide where stories take place, based on patterns we've seen.

In "Too Many Zucchini" we saw a few buildings, and lots of open fields, lots of friends, and public services. We started sorting information between more likely to be in the county or the city. It became trickier when we tried to sort things into belonging in a town in the city or a town in the country- we moved from making lists to using a Venn diagram. The overlapping circle made our sorting much easier.

2nd Grade

Where does our food come from, and why does it come from there? Using bananas as an example, we've been learning about the role climate, geography, and available transportation has in food production. Growing bananas require having a reliable growing season with plenty of rain, lots of sunshine and warm days and nights. Comparing the climate of different countries explains what makes some areas much better for growing bananas than others. We learned that the closer to the equator land is, the less the climate varies.

3rd and 4th Grades

How do we know what happened before history? We're looking at theories from prehistory and learning what evidence is used to turn an idea into a working theory. We've looked at footprints that hardened into stone,

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and used our background knowledge to see if theories make sense or not. We've also started looking at hunting-gathering civilizations and where they fall in the range of the Stone Age, old, middle, or new.

We ended with the day, with a class discussion of the advantages or challenges of being a hunter-gatherer over growing your own crops.

5th Grade

The Panama Canal has been proven as deserving a spot on the twenty most important places in the world for you to know. Our panel of judges found the strong opening, supporting, and closing paragraphs completely convincing. Our other contenders, Paris, Antarctica, The United States, and Beijing were great sports, though a rematch seems likely.

Before we get to that, we need to catch up, we're still reading about the rise of Byzantine Empire- so we have a bit of time before we need to worry about such modern countries as The United States. To help keep out journeys straight, our next project will have us working on a large map of the world, labeled for different time periods.

Math

Michael Kahn

1st Grade

The first graders are learning about multiplication. We have introduced what multiplication means in terms of numbers of groups. Then we went over multiplying by 0, then by 1, then by 2, by 10, by 3, 4, and 5 by understanding how to quickly come up with answers. We have made multiplication tables and practiced some multiplication word problems.

2nd Grade

The second graders have been learning long division. We started off with straight-forward long division with no remainders and moved on to understanding what remainders are and being able to divide that way. They have also been working on word problems and identifying words to associate with different mathematical operations.

3rd and 4th Grades

The third and fourth graders have been studying decimals. We have converted decimals to fractions. We have also converted fractions to decimals first by finding the easy numbers to convert: $\frac{1}{10}$, $\frac{1}{5}$, $\frac{1}{2}$, and so on by converting the fractions to contain a power of 10 in the denominators. This led to converting numbers such as $\frac{2}{5}$, $\frac{3}{2}$, etc. Then we went a step further to $\frac{1}{25}$, $\frac{1}{4}$, $\frac{1}{8}$, and the like. Finally, we learned to identify and convert numbers which could not be converted to have a denominator of a power of 10, such as $\frac{1}{3}$, $\frac{1}{7}$, $\frac{1}{9}$, etc. These we discovered could be converted using long division.

5th Grade

We have also been continuing to practice for our math contests for the NE Math League.

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The fifth graders have been learning equations and how to solve for different variables within an equation. They have been learning how to identify the proper order of operations for this and how these types of equations can be applied to many situations. We have also been working on word problems, identifying words that are associated with different mathematical operations.

School Happenings

Elementary School February Break 2/11-2/15

Poetry Jam February 23rd 6-7 PM

Volunteers needed for the Shaloh House

- **Book Fair**—April 6th
- **Science Fair**—May 4th
- **Regional Science Fair**—May 15th.

Please see Merlyn Carey for details if available and interested.

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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



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Mazel Tov

on your
Birthday



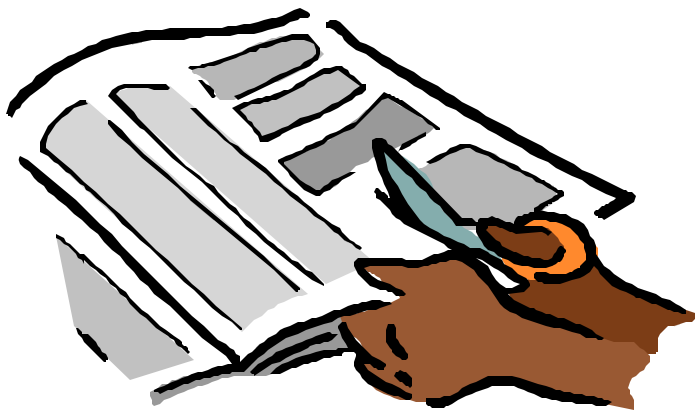
**Birthdays this week
24 Shvat—30 Shvat:**

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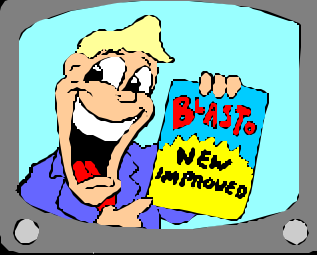
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Незабываемый шаббатон II

Прошлый шаббатон имел огромный успех!

A romantic dinner table setting with white linens, glassware, plates, and a centerpiece of flowers and candles.

A still life photograph with a warm, intimate atmosphere. On the left, three lit candles in ornate, dark metal holders cast a soft, flickering light. To the right, a golden-brown, braided loaf of bread, possibly challah, sits on a surface. Behind the bread, a dark, draped fabric, perhaps velvet, adds a sense of depth and texture. The background is a warm, reddish-brown color, and a small sprig of greenery is visible in the upper right corner.

Хауи 20cm



LUBAVITCH
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ORGANIZATION

