

Shaloh House



#18

UPDATE

March 4, 2011 28 Adar I, 5771

The Shaloh House Jewish Day School Newsletter

The Long and Short of It

Although rulers are a common tool for adults, for children they are a marvelous new piece of equipment to explore their world.

In Kindergarten this week, we got our first rulers and off we went to discover new things about our classroom. We learned that our small hands and feet are best measured in inches, while our bookcases are best measured by foot. We were given particular lengths (like 4 inches) and were sent off to find objects in the classroom that matched that length.



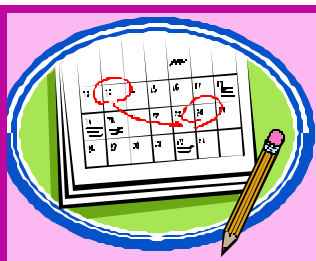
While we love math in general, and we've become experts in counting, adding, subtracting, breaking large numbers into smaller components, using graphic lines and counting by 2s, 5s and 10s, we love it best when we can use our math skills to teach us about our world. We already have learned to use our math skills to tell time (using face clocks) and to count money. We can't wait to see what our next new skill will be!

DEADLINE NOTE:

We would like to remind you of a **March 7 (this Monday) deadline** to apply for preschool scholarship assistance from the **Jim Joseph Foundation**.

Please note, that **Shaloh House will not provide any scholarships to Pre-Schoolers unless the family made an effort to apply to the Jim Joseph foundation.**

More info on the back page



PURIM PRE-SCHOOL CONCERT

FRIDAY, MARCH 11
9 AM

PURIM ELEMENTARY CONCERT

SUNDAY, MARCH 13
10:30 AM

PURIM

SUNDAY, MARCH 20

Parshas Pekudei The Wheel of Life

By Shoshannah Brombacher

A haughty and wealthy young merchant once came to visit the great chassidic master, Rabbi Israel Baal Shem Tov.

People seeking an audience with the Baal Shem Tov usually came asking for guidance in their service of the Creator, or for advice and blessing in their material affairs. But this visitor lost no time in explaining that he had no special needs or particular problems which required any intervention or blessing. In fact, a rather lucrative business deal had brought him to a nearby town, and since it was so close, and having heard so many fanciful stories about the chassidic master, his curiosity led him to see for himself what all the talk was about.



"Well," said Baal Shem Tov, "if there's nothing you feel that I can help you with, perhaps you'd like to stay for a while and listen to a story?" The man agreed and so the Baal Shem Tov began:

"Once upon a time there were two childhood friends who were inseparable as they grew up together. However, when they become adults, their ways parted. One became wealthy and the other was very poor. In order to save his family from hunger, the poor man sought out his childhood friend and asked the rich man for help. The wealthy man did not hesitate. 'Didn't we always promise each other that we'd remain friends forever and share in everything that we have?' he reminded his friend, and offered him half of his fortune.

"As often happens with the passing of time, the wheels of fortune reversed, and the one who had before been wealthy was now very poor, while the friend to whom he had earlier given half his fortune had become quite rich. Confident that he would now receive reciprocal help from his now wealthy friend, the poor man sought him out and explained his situation. But instead of helping him, the man with the newly acquired wealth refused to part with any of his fortune.

"Time again witnessed a reversal of fortune, so that the poor man became rich and the rich man again became poor, as each returned to their original situations. Now it happened again that the one who had before refused to part with any part of his fortune began to feel the hopeless despair of impoverishment, and went to his friend begging for forgiveness. The man who was now wealthy readily forgave his former childhood friend, but this time

he insisted that the friend give him a written agreement that if he were ever in need again, the friend would share his blessings with him.

"Well, in the passing of time the two men again experienced reversals of fortune. But, true to form, the man who had signed the note refused to honor it, and his friend and his friend's family found themselves homeless and penniless.

"Years passed. The two men died. When they came before the heavenly court to account for their lives, the mean-spiritedness of the selfish man's

life weighed heavily against him and he was condemned to punishment, while the forever kind and forgiving friend was sent to his eternal reward in paradise. However, the good friend could not accept the destiny of his fellow's soul and petitioned the Heavenly court that, in spite of selfish and shameful manner in which his friend had repeatedly treated him, he nonetheless still loved him and did not wish to see him suffer on his account.

"The heavenly tribunal was in an uproar," the Baal Shem Tov continued his tale. "This was certainly a very unusual case! It was decided that the only way to solve this case was to return both men to earth, so that the sinful man would have one last opportunity to atone for his egotistical behavior. And so, the sinful man was returned as a prideful wealthy merchant while the other was returned as a common street beggar.

"And so it came to pass that, one day, the righteous beggar knocked on the door of the rich man begging for food. He had not eaten for a long time and was literally on the verge of starvation. But he was rudely and callously turned away. And so, the beggar died . . ."

At this point in the story, the rich man, with tears

Continued on the next page...

Love in a Heartbeat

By Dr. Blair P. Grubb

Many years ago, after graduating from medical school, I worked for several months in a clinic in El Valle, a little town in the central highlands of the Dominican Republic. The staff at the clinic consisted of me, another physician fresh out of school, and a nurse—all under the supervision of a doctor who'd just completed his residency. Together, the four of us lived and worked in a cinder-block building with two examination rooms, a small surgical area, a waiting room, and some tiny sleeping quarters.

Since the nearest hospital was more than an hour and a half's drive away, we offered the only medical care for the entire region. Despite our meager stores of drugs and equipment, we saw nearly seventy patients each day and treated nearly every conceivable disorder. People would literally walk barefoot for a day to come to our clinic, and often were hopelessly ill. I felt as if I'd somehow been transported back in time to a different reality, far from the one I had known.

Although I spoke workable Spanish, communication was often difficult because many of our patients were French-speaking migrant workers from Haiti who spoke Spanish haltingly. Once, a young Haitian woman was brought to us in a state of shock after her arm was mangled by a threshing machine. We rushed her to our makeshift operating room and poured IV fluids into her



as we struggled to control the bleeding. Her hematocrit was so low it barely registered on our equipment. She needed blood badly, and it was clear that we were going to lose her without it.

The sole method we had for giving blood was a direct transfusion from one person to another. With our rudimentary blood-typing kit, the only potential donor we could find was her younger brother. His Spanish was poor, but he seemed to understand when we explained that we needed to take some of his blood to save his sister. He turned a little pale, sat silent for a moment, and asked if there was any other way. "No," I replied, and he slowly nodded his head in agreement.

We placed an IV in him and began transfusing his sister. Almost immediately, she started regaining her color.

Her brother smiled as he saw this, then turned his head to me, and in his soft, broken Spanish asked, "Cuando voy a morir?"—"When will I die?" I stood dumbfounded, and then realized he'd misunderstood our explanations and thought we needed all his blood to save his sister.

The situation seemed humorous, until a stunning fact hit me. This child, this precious child, with hardly a moment's hesitation, had been willing to sacrifice his life to save the sister he loved. At that moment, I stood in awe of this boy. As I looked down at him, his face glowed with a kind of radiance, and despite his fear, he seemed at peace.

From www.Shaloh.org/Magazine

...Continued from the previous page
streaming down his face and a lump in his throat, could barely speak. "Yes . . . yesterday . . . yesterday I turned a beggar away from my door . . . Later I heard that a beggar was found dead in the street. Was . . . was he the beggar in your story?"

No answer was necessary. By now the tears were flowing freely. The man was overcome with remorse and repen-

tance. He was desperately anxious to know how or what he could do to make amends for his shame.

The Baal Shem Tov explained that his former friend, the beggar, had a widow and orphaned children, and that he was to go and give three-quarters of his fortune to that family in order to atone for his sin.

From www.Shaloh.org/Magazine

Toddler Room

Purim is just around the corner so this week was full of activities!



Not only we learned the Purim story and practiced every day for our concert, but also made numerous Purim projects!



We made a fish, clowns as well as our own Graggers -

kids will enjoy using them for Purim, knowing that they Made Graggers themselves!



In addition, by making all these fun projects we exercised our knowledge of shapes and colors!

Please don't forget to **sing our Purim songs with kids at home**, in order for them to successfully perform on the day of the concert!

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

Preschool Room



Since the Parashiyot of last week and the previous week talk all about Shabbat, we decided to turn this week into Shabbat week. Everything we did had to do with Shabbat!

As you know from our previous letters, we have been working on our Shabbat box for the past three weeks. In it, there are Shabbat candles, a Kiddush cup, a challah cover, a challah board, challot, besamim and a havdala candle. The Shabbat box is for your child to use when he/she wants to play Shabbat.

Even out parasha questions this week are all about Shabbat:

- The Parasha of the week is (Pekudei)
- How many days of the week do we work? (Six: Sunday, Monday, etc.)
- What do we do on Shabbat? (We go to Shul, make Kiddush, eat the Shabbat meal, learn Torah, rest, etc.)

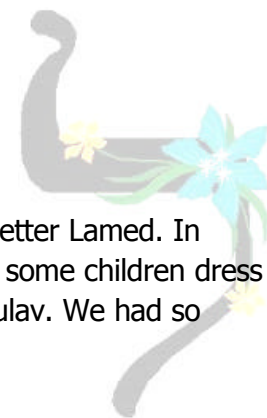
When Morah Ruti asked the class questions about Shabbat, their answers were so special, that we decided to share them.

Question: How do you help to get ready for Shabbat?

- | | |
|--|---|
| 1. Neri: clean house and set table | 9. Yasha: cook chocolate chip cookies |
| 2. Ariel: clean outside | 10. Hodaya: clean up room |
| 3. Menachem: bake chocolate chip cookies & brownie | 11. Elad: clean up toys |
| 4. Daniel: bake challah | 12. Yoni: put chocolate chip cookies on the plate |
| 5. Eden: light candles | 13. Naveh: clean up toys |
| 6. Eitan: bake cookies | 14. Moria: mahe challah |
| 7. Gabrielle: daddy makes Kiddush | 15. Yael: make chicken |
| 8. Avraham: clean up toys | |

Question: What Shabbat food do you like:

- | | |
|--------------------------------------|----------------------------|
| 1. Neri: challa with hummus and meat | 9. Yoni: tuna on challah |
| 2. Menachem: everything | 10. Eitan: lollipops |
| 3. Daniel: cake | 11. Elad: pizza and jahnun |
| 4. Yael: challah | 12. Avraham: lokshen kugel |
| 5. Hodaya: chocolate | 13. Gabrielle: candies |
| 6. Eden: pizza | 14. Ariel: jelly beans |
| 7. Moria: candies and lollipops | 15. Naveh: kugel |
| 8. Yasha: pizza | |



Every week our family of apples is getting larger and larger. This week we discussed the letter Lamed. In Parashat Yitro we put the Luchot Har Sinai, so we made a "Lamed for Luchot." On Purim, some children dress up as Letzan (clown). Every day at lunch we eat lechem (bread). On Sukkot we shake a lulav. We had so much fun with the Lamed!

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

Pre K



This week's we finished the story of the **Purim Megillah**.

We learned about Haman that was very angry on Mordechai that didn't bow down to him, and the what he planned to do to Mordechai and the Jewish nation.

We made Purim puppets, so the children can recognize the characters of the Purim Megillah: Mummy and daddy, can you ask me who is each one?

We told how Haman put Mordechai on the royal horse, and learned to sing the song:

אני אהבתי את המלך ואת המלכה
אני אהבתי את המלך ואת המלכה
אני אהבתי את המלך ואת המלכה
אני אהבתי את המלך ואת המלכה

(This is what should be done for the man whom the king wishes to honor)

Ask me about our Mordechai gragger project (and don't worry about the nose...)



Letters:

We learned the Hebrew letter פ which stands for: פנים (eyes), פנס (pencil), פנ (pen).

In English we learned the letter P.

It was a week of celebrations. We had yummy popcorn and sweet pancakes, and the kids did a pizza 'pay'. We also colored a book and enjoyed to play our new memory game.



We are of course very excited about next week's Purim concert, and hope to see you all there.



Good Shabbos!
From Morah Shira and Morah Marina

Kindergarten Junior



March 11 is our big day in kindergarten junior-the Purim concert! We practice with excitement every day! Please dress the **girls in beautiful Shabbos/party dresses and boys in black Shabbos pants and white Shabbos shirts**. Everyone should wear **Shabbos shoes**- NO BOOTS OR SNEAKERS. Please bring your child to school on Friday on time -8:15, as the concert begins at 9am.

You can come help put the costumes on, and if you want to take pictures, now is the perfect time.

Math

We are practicing counting to thirty forward and backward, and putting the numbers that come before and after each number. We continue adding numbers 1-10 and working with magical number 1-we don't use objects, but jump to the next number.

English

We continue working on short vowel O and practicing reading short vowel O words: hot, pot. We played bingo-practicing reading the words. In addition, we learned that when letter I walks alone it makes its own sound. When I walks with other letters it gives the sound "i": in, it, is. When a double e walks together it give the "e" sound. We are practicing the "th" sound-as it is challenging, we continue practicing: the, then, that. We read the book, "The Tot in The Pot". Please read with your child all books that are sent home on Friday. This will help them become stronger readers. If your child read the books over the weekend, please send in a note about it: "my child read the book", and your child will receive a small prize.

Alef bais

This week we are finishing learning all the alef bais letters!! It is very exciting! We learned letters taf and saf this week. Some words beginning with taf: torah, tefillin, tapuach. Some words that have saf: nairis, bayis, zayis. These next few weeks we are going to review all the alef bais letters with activities and worksheets, and then we are going to begin learning the nekudos!

Parsha

Parshas Pekuday is the last parsha in Sefer Shemos. So far we finished the first two books of the torah, and next week we are going to begin the third book of the torah.

In this week's parsha:

- All the special clothing of the kohanim was sewn.
- Moshe told Bnei Yisroel what each object they donated was used for in the mishkan so they would not think that Moshe took any of it for himself.
- Moshe checked all the keilim to make sure they were all made perfectly.
- All the tzaddikim tried putting up the walls of the mishkan, but it wasn't working.
- Hash-m told Moshe that He saved the special job of putting up the mishkan for Moshe.
- Moshe put up the walls and brought all the keilim into the mishkan.
- Hash-m's special cloud covered the mishkan.

Good Shabbos!

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

Kindergarten Senior



Parshas Pekudei

A Date to Remember! Kindergarten Concert – Friday, March 11th

Dear Parents, please do whatever you can to attend our Kindergarten-Pre-School Purim Concert Friday March 11th at 9 a.m.

Your children have been practicing for many weeks for this! They've memorized lines, learned how to say them with feeling, learned many songs and internalized the moral lessons of Purim – and it will mean so very much to them if family members are present to see their great performance. Please bring your children to school at 8:15 and you can help us dress them up in their spectacular costumes for the performance. See you there!

What the children should wear to the concert: Even though the children will be wearing costumes for most of the performance, they need to be dressed nicely for the concert. No sneakers are allowed. Boys should wear dress pants and dress shoes, and girls should wear white short-sleeved t-shirts, white tights and dress shoes as part of their attire. Please ask Esther if you have any questions.

English

This week, we focused on **the long vowel "o"** and the many different ways we can see it within a word, whether as "oa" or "ow" or "oe." We read a book about two friends "Joan" and "Moe" who had many animals including a "crow," and "goats." 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, as well as the digraphs "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

This week we got rulers and began to learn linear measurements like inches and feet. We are so excited about our rulers!

Hebrew

In **Hebrew vocabulary**, we added a new page to our dictionaries for words that begin with the letter "pay." As in the past several weeks, we now are given pictures of familiar people or things **and we have to guess how 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

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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."**

Enjoy some more pictures of our students measuring with their rulers:



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

Elementary School NEWS



Chumash

Rabbi Ilan Meyers

1st Grade

First grade Advanced Chumash has begun Parshat Bereishit and have already completed the first two pesukim!

2nd Grade

The Second grade Advanced Chumash has completed the 13th chapter of Bereishit and have already begun the 15th studying the eternal promise of Hashem to Avram to give the Land of Israel to the Jewish people.

3rd and 4th Grades

In the 3/4th grade, students have completed the chapter discussing the birth of Yakov and Eisav and are about to begin the blessing of Yitzchok to Yakov.

5th Grade

Finally, the fifth grade have completed the 42nd chapter, and venture into the 43rd to discover how the story of Yosef and his brothers unfolds.

Math

Michael Kahn

1st Grade

First graders have been polishing off their multiplication facts. They have developed strategies for multiplying by the different numbers. For instance, multiplying by 9 is multiplying by 10 and subtracting one; multiplying by 5 is multiplying by 10 and cutting in half; and multiplying by 6 is taking two groups of three. They have also had an introduction to 2D and 3D shapes. They made shapes using jelly beans and toothpicks. They illustrated that triangles are stronger than squares and went on to predict which other shapes would be the most sturdy. They built various 3D shapes including tetrahedra, square pyramids, trigonal bipyramids, triangular prisms, cubes, and octahedra. They were asked to count the corners (vertices), edges, and faces of these figures.

2nd Grade

The second graders are continuing to build their word problem solving skills. They were asked to identify which operations are important to the word problems and have been paying attention to writing in units. The second graders have been working on their long division skills as well. They have been asked to do long division with remainders. They have also had an introduction to 2D and 3D shapes. They made shapes using jelly beans and toothpicks. They illustrated that triangles are stronger than squares and went on to predict which other shapes would be the most sturdy. They built various 3D shapes including tetrahedra, square pyramids, trigonal bipyramids, triangular prisms, cubes, and octahedra. They were asked to count the cor-

ners (vertices), edges, and faces of these figures.

3rd and 4th Grades

The third and fourth graders have been practicing their New England Math League contests. They have been developing their problem-solving skills and learning to understand where short-cuts are appropriate in math. They have also been working on decimals, converting between fractions and decimals, and rounding. Additionally, they got an introduction to the concepts of two and three dimensions. We defined the number of dimensions of an object as the number of pieces of information required to describe a point on the object. The kids made shapes using jelly beans and toothpicks. They illustrated that triangles are stronger than squares and went on to predict which other shapes would be the most sturdy. They built various 3D shapes including tetrahedra, square pyramids, trigonal bipyramids, triangular prisms, cubes, and octahedra. They were asked to count the corners (vertices), edges, and faces of these figures.

5th Grade

The fifth graders have been working on their Olympiads and developing problem-solving skills. They have been learning to identify the steps required to solve more complex word problems. Mapping out their plans has been essential in this task. Additionally, they have been working on their introductory algebra skills. They have been learning to solve simple and not-so-simple equations. Also, they got an introduction to the concepts of two and three dimensions. We defined the number of dimensions of an object as the number of pieces of information required to describe a point on the object. The kids made shapes using jelly beans and toothpicks. They illustrated that triangles are stronger than squares and went on to predict which other shapes would be the most sturdy. They built various 3D shapes including tetrahedra, square pyramids, trigonal bipyramids, triangular prisms, cubes, and octahedra. They were asked to count the corners (vertices), edges, and faces of these figures.

Language Arts

Merlyn Carey

And now for something completely different...

Well, not completely different, but different, a change or two one might say.

5th Grade

Spelling and vocabulary definitions groups are going swimmingly, new words are swirling around our minds, and the subtle differences between words such as tiny and miniature are pinned down daily. Beowulf is picking up steam, and as we finish the passages about his family, we're starting to see why the poem is called "Beowulf" after all. Portfolios and research assignments are on the horizon, and how can one best prepare for some massive writing to come? The best way I know is by taking on additional writing of course...but of a slightly less gargantuan status.

The fifth graders will be taking the lead of our 5 Minute Writing Drive. Students journal or free write for five minutes without letting the pen (yes pen) or pencil stop moving. It can be a list of what you'd like for lunch, a poem bursting to come out, what would happen if water flowed uphill, or how to make your second million. It can be from your life, your memory, or your imagination. The goal is to write, write, and write a little bit more, but for five minute stretches. This will start in class, but soon will be coming to homework assign-

ments near you. Once the fifth graders get their speed writing feet under them, they'll be dashing down the hall to introduce the style to more quick and clever writers.

3rd and 4th Grade

Spelling, Vocabulary, and Handwriting. The third and fourth graders are finding a few things to keep themselves busy with. The latest units reviewed the previous 18 units or nearly 400 words over the course of the year so far. With the additional work of learning definitions that include original and modern usage of words...we've been a tad active. However, we haven't been too busy to progress through our cursive program very nicely. Handwriting without Tears builds one letter naturally from the last- and uses the shared formations to reinforce each. The program identified the number of letters that use "c" as a template- the class is quick to point out other letters that are based directly on previous letters, broadening the number of "magic letters" considerably. Listening to students debate the merits of letter formation is a special thrill, listening to debate their points well, is proof that you're at Shaloh House.

2nd Grade

The second graders are ready for a challenge. So ready in fact, they have issued one to the upper grades. The Parts of Speech Challenge. Last year, they raced to victory by reciting the ten parts of speech and what each does in a slim minute and thirteen seconds. This year they want to improve their record while defending their spot as the Shaloh House Champions. There are some who would point out that there are only nine agreed upon parts of speech: noun, pronoun, article, adjective, adverb, verb, preposition, interjection, and conjunction. Yet, given that ten really is easier to remember than nine things in a list, and that pronouns get a spot for merely filling in for a noun, we've gone ahead and added proper nouns to the list. After all, they name one and only noun and that has to be worth something, don't you think?

1st Grade

It almost seems tame walking into the first grade classroom after the hubbub of the other classes. Here we are, sitting down busily writing away our Room One News reports, or working through a piece in our writing folder, while one of the book groups or spelling groups meet. We know, (by heart go ahead and ask us) the steps writers take to improve a piece of writing. First we **Read** what is there, then we add **Details and Thoughts**, and check to see if it **Makes Sense**. Reading it again to check now for **Punctuation and Spelling (Sounds**, looking in a **packet** or work list, and lastly putting a **Circle** around any words that still are questionable.) We **Read** to ourselves one last time and then we're off to **Read with the Teacher** if it has everything we want, just the way we want it. A **Super Neat Copy** follows, with **Pictures**, and **Color**, before the **Final Check** and we're done with another bold piece of writing.

Thinking of pieces coming together, The First Annual Shaloh House Poetry Jam Book is nearly ready, which is good news as we're running out of capital letters. Poems picked, and in many cases written by the students, as well as, personal reflections, and many pictures abound.

More surprises lay ahead, and speaking of a head, you may have noticed that this article is a tad upside down from it's usual format. Almost as if it was turned on it's head or is being done upside down. I would call it foreshadowing for some of the events to come, but where would the fun be in that?

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NEXT WEEK AT SHALOH HOUSE

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Absolute Purim
Saturday Night, March 19 at 8:00 pm

Megillah Reading with Multi-Media Presentation
 Lechaim Unlimited® and Refreshments
 Live Entertainment
 Kids: Gala Masquerade
 Raffle



Every child in costume gets a prize!
 Grand prize winner – IPOD, and more!
 Free admission

Concert by Yakov Yavno, a renowned singer and entertainer
& Grand Purim Banquet
Sunday, March 20 at 4:00 pm

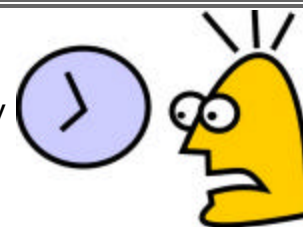
Megillah Reading with Multi-Media Presentation
 Gala Purim Banquet
 Full Course Gourmet Dinner
 Children's Menu
 Magic show for children and adults



PURIM FUN HOUSE – INTERACTIVE PURIM SHPIEL!
Guaranteed Fun!

Dear Parents:

We would like to remind you of a **March 7 (this Monday) deadline** to apply for preschool scholarship assistance from the **Jim Joseph Foundation**.



These grants, which range from about \$500 to \$3,000 per child, are available for families who need help paying for a child's preschool tuition.

This grant was designed to help Middle-income families. Last year, 20 Shaloh House pre-schoolers got total of \$26,000. Children born after September 1, 2006 are qualified to apply.

For more information, visit <http://www.shaloh.org/media/pdf/507/Fuxu5078583.pdf> or please talk our office staff.

Please note, that **Shaloh House will not provide any scholarships to Pre-Schoolers unless the family made an effort to apply to the Jim Joseph foundation.**