

Shaloh House



UPDATE

December 24, 2010 17 Teves, 5771

The Shaloh House Jewish Day School Newsletter

2010 in Review

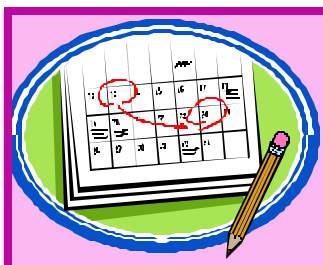
If you're looking for proof that "time flies when you're having fun", you only have to stop and realize that we've finished our first marking period already.

During the last three months we've welcomed a new first grade class, several new students in the upper grades, celebrated Rosh Hashanah, Yom Kippur, Sukkot, and Chanukah together. We've traveled to the Museum of Science together for a wonderful trip. We've hosted Councilor Mark Ciommo who helped us run strong campaigns, leading to our Student Council elections. After the elections, the new council started meeting weekly, looking at ways to make Shaloh House even better. Through our success in selling light bulbs we added hundreds of books to our school library. We also congratulated the first graders as they got their first Siddurs.

If the above was all that we did, it would still be an impressive list of accomplishments, however, we also saw students power through our math program, gain new strength in Hebrew, learn to create power point presentations- which were put to great use in the third through fifth grade Great Inventor presentations. We've deepened our understanding of Chumash and Judaic Studies. And even had time to grow strong in our reading and writing of English.

And perhaps even more important than everything else, we've seen our students, new and returning, grow closer and stronger as a community. With this foundation, 2011 promises wonders upon wonders. Two more marking periods - with projects, contests, fairs and bazaars ahead - which will all be here before we know it.

Please check out some of the pictures on pages 12-13.



NO ELEMENTARY SCHOOL

DEC 27—DEC 31
MONDAY—FRIDAY

WINTER CAMP FOR KIDS AGE 5—12

DEC 27—DEC 31
MONDAY—FRIDAY

NO PRE-SCHOOL CLASSES

DEC 31, FRIDAY

Parshas Shemos Freud's Great Freudian Slip

By Jonathan Sacks

It was Freud's greatest Freudian slip, and for some reason his commentators, at least those I've read, haven't noticed it.

It appears in his last book, *Moses and Monotheism*, a strange work if ever there was one. It was published in 1939, by which time Freud had taken refuge in Britain. Had he stayed in Vienna, heaven knows what humiliations he would have suffered before being murdered along with his fellow Jews. For some reason, at this desperate time, Freud wrote a book (he originally described it as a "historical novel") in which he tried to prove that Moses was an Egyptian. There have been many speculations as to why he wrote it, and I have no wish to add to their number. Early on in the book, though, there is a most curious episode.



Freud notes that several scholars have identified a common theme in stories about the childhood of heroes. The hero's birth is fraught with danger. As a baby, he is exposed to the elements in a way that would normally lead to death -- sometimes by being placed in a box and thrown into the water. The child is rescued and brought up by adoptive parents. Eventually, he discovers his true identity. It is a story told about Sargon, Gilgamesh, Oedipus, Romulus and many others. It is also the story of Moses.

At this point, however, Freud notes that in one respect the story of Moses isn't like the others at all. In fact, it's the opposite. In the conventional story, the hero's adoptive parents are humble, ordinary people. Eventually he discovers that he is actually of royal blood, a prince. In

the Moses story, the reverse is the case. It is his adoptive family that is royal. He is brought up by the daughter of Pharaoh. His true identity, he discovers, is that he belongs, by birth, to a nation of slaves.

Freud saw this and then failed to see what it meant. Instead he changed tack and concluded that the story is a fabrication designed to conceal the fact that Moses was the son of Pharaoh's daughter; he really was a prince of Egypt. What Freud failed to realize is that the story of Moses is not a myth but an anti-myth. It takes a myth and turns it upside down.

Its message is simple and revolutionary. True royalty -- the Bible suggests -- is the opposite of our conventional wisdom. It isn't

privilege and wealth, splendor and palaces. It's moral courage. Moses, in discovering that he is the child of slaves, finds greatness. It's not power that matters, but the fight for justice and freedom. Had Moses been an Egyptian prince, he would have been eminently forgettable. Only by being true to his people and to G-d did he become a hero.

Freud had mixed feelings about his own identity. He admired Jews but was tone-deaf to the music of Judaism. That is why, I suspect, he failed to see that he had come face to face with one of the most powerful moral truths the Bible ever taught. Those whom the world despises, G-d loves. A child of slaves can be greater than a prince. G-d's standards are not power and privilege. They are about recognizing G-d's image in the weak, the powerless, the afflicted, the suffering, and fighting for their cause. What a message of courage Freud might have sent his people in that dark night! Let us at least see what he did not, that the story of Moses is one of the great narratives of hope in the literature of mankind.

From www.Shaloh.org/Magazine

My Mother's Candle for Me

By Abraham J. Twerski

One Friday evening the conversation at the table turned to the Shabbat candles, whose kindling is in itself a beautiful way of ushering in the sacred day of rest. Lighting a candle is rich in symbolism.

There are acts which we do totally for ourselves, and others which may be completely altruistic. Generating light, however, defies such limitations. I may light the candle for myself, but I cannot contain the light, because of necessity it illuminates the room for others. If I create light for the benefit of another, I too can see better.

What better way to begin the Shabbat, the final step in creation of the universe and its ultimate goal, than by lighting the candles, an act which symbolically binds the inhabitants of the world together.

None of us can be an island; what I do affects you, and what you do must have bearing upon me. If we could only realize this, we would well understand why the candle lighting is referred to by our sages as an essential for peace in the household. Dissension can occur only when individuals believe they are separate and distinct and can each go their own particular way, untouched by one another.

Our Shabbat guest asked why there were six candles burning on our table rather than the usual two.

I told him it was traditional in many families to begin lighting two candles after marriage, and to add an additional candle for each child. One of the lights Mother kindled each Friday night was for me. I recall how much this had meant to me as a child, when I used to watch the flames flicker and realize that the house, nay, the world, was a brighter place because of my existence.



Painting by Zalman Kleinman

The full impact of this message did not occur until many years later, when it became evident to me in my psychiatric practice that countless people have emotional problems and varying psychological symptoms because of deep-seated feelings of inadequacy.

There are numerous reasons why people have unwarranted feelings of inferiority, and this is not the place to elaborate on these. Suffice it to say that anything that can be done to counteract these influences contributes to a person's sense of adequacy and wholesomeness, and allows

a more satisfactory adjustment to life.

Non-verbal communications are frequently more impressive than verbal. The weekly message to a child, delivered at the initiation of Shabbat, that his being has brought additional brightness into the home can be a powerful ingredient in one's personality development.

From www.Shaloh.org/Magazine

Toddler Room



This week we continued learning about TRIANGLES and the BLUE color! We made several amazing projects using triangles and blue color! We also made a winter project, which you can see on our wall in the classroom!



This week's Parsha is the first one from the book of Shemot. Kids learned the story about the evil king Pharaoh, which enslaved Jewish people and tried to crush the spirit of the Jewish workers with hard work and beatings! Children also enjoyed learning about baby Moshe who was found by Pharaoh's daughter floating down the Nile in a little basket!

These stories are easy to understand and we will return to them again later on!

As you noticed, it is officially winter, with cold and snow! We love playing outside and will really appreciate if you send your kids to school with all proper clothes: snow pants, boots, warm coats, mittens, hats and so on!



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

Preschool Room



We had such a nice week! We learned all about Parashat Shemot. In this parsha, the leader of Bnei Yisrael, Moshe, was born. He was born in Mitzrayim. During that time, Pharaoh made a law that all the baby boys who were born had to be killed, so Moshe's mommy, Yocheved had to hide Baby Moshe. She made a small basket for Moshe and put it to float in the river. Can you believe who found Baby Moshe there? We learned a song to tell you about it:

In the water, in the basket, who did Pharaoh's daughter see?
 In the water, in the basket, who could that small baby be?
 It was Moshe, Baby Moshe, Baby Moshe so tiny.
 It was Moshe who would grow up and help to set us free.



Please ask me about Parashat Shemot:

- The parsha of the week is (Shemot).
- The mean king of Mitzrayim was (Pharaoh).
- He said that all the Jewish baby boys have to go into the (river).
- But Mommy Yocheved didn't want her (Moshe) to go in the river, so she put him in a (hiding place)!
- But baby Moshe got too big so mommy (Yocheved) put him in a (basket) and she covered it with (tar).
- Who was watching baby Moshe? Big sister (Miriam).
- Who came to swim in the river? (Batya)
- Batya's hand got (longer and longer) until she reached the basket.
- Baby Moshe got (bigger and bigger) until he was a big (tzaddik).
- Hashem told Moshe and Aharon to tell Pharaoh to (let the Jews go home to Eretz Yisrael).
- But Pharaoh said (No, no, no, I will not let them go).
- In Pharaoh's palace, when Moshe threw his stick on the ground, it turned into a (snake).



In A-B-C we learned the letter D. We know D for Duck.

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

Pre K



This week we saw our first snowfall of the year. We bundled up and played outside and attempted to make a snow man. We also put up new winter decorations in our room.



The children are expanding their vocabulary and this week we focused on the letter H and the Hebrew letter Chet. We learned a new song about how we wear hats. Please ask your child to sing you this song. We also went over vocabulary words which start with the letter h. For example, hat, hen, hair, help and heart.

We are focusing on the number eight and I must say we are very happy with your child's progress. Each child has grown in their abilities to identify both numbers and letters. We continue our art projects and give examples of what a mitzvah is. Additionally when the children were asked who was Jewish every hand enthusiastically went up and broad smiles crossed their faces as they all said in unison "I am ".

This week's parsha is Parshas Shemos. There are so many lessons to be learned. For example, the lesson of achdus (unity). Moshe was a Jew who grew up in the palace of Pharaoh. When he saw a fellow Jew being beaten, he was so upset that he killed the Egyptian taskmaster. However, he wasn't just vengeful. When he saw 2 Jews quarreling, he attempted to stop the fight. Moshe loved all Jews, and we try to teach the children in our class that, just like from the example of Moshe Rabbeinu, we are all Jews together. Therefore, we have to treat each other with love and kindness.



Talking Points:

Please ask your child the following:

We were slaves in _____ . (Egypt / Mitzrayim)

We were slaves unto _____ . (Pharaoh / Paroh)

Baby Moshe was put in a _____ . (basket)

He floated down the _____ . (Nile)

Baby Moshe was rescued by Pharaoh's _____ . (daughter)

He was raised in Pharaoh's _____ . (palace)

A goodbye note from Morah Illana:

Next week is my last week at Shaloh as I am taking my maternity leave. It was a pleasure to teach and work with each and every one of your children.

I enjoyed contributing to their Jewish education. Your children brought much delight to my day.

Good Shabbos!
From Morah Illana and Morah Marina

Kindergarten Junior



Wow! We're so excited the winter is here! We're learning about the new winter season, and excited to see when we do our daily weather report that it's snowing.

Reminder: please bring your child to school with appropriate outside clothes: jacket, boots, hat, snow pants, scarf, gloves.

We learned two new songs this week: Down By The Station, and You Are My Sunshine.

Happy birthday **Miriam Achildiev** and **Jacob Aronov**. We began the week with celebrating two birthdays. We're glad that some of our friends are turning 5. We had a beautiful chocolate cake for Miriam's birthday, and an assortment of delicious fruits for Jacob's birthday. Everyone enjoyed the treats and goody bags. Mazal Tov to both families.

English

We are learning this week Y and Z, and then we're finished learning the ABC's! Y makes the sound y-y-y, and Z makes the sound z-z-z. Y is for yogurt, yo-yo, and yellow and Z is for zipper, zero, and zebra. We practiced sounding the rest of the ABC letters and calling words beginning with each letter. We read "Cinderella", and learned the importance of being kind to each person and helping others. We started a campaign: how to keep ourselves and our friends safe. We learned to cover our sneeze and cough, as well as the importance of washing our hands.

Math

We continue counting 1-20. We concentrated on numbers 14 and 15 this week. Additionally, we counted objects and recognized small numbers over bigger numbers and bigger numbers over smaller numbers. We continue to add objects and attach them with numbers 1-6.



Alef Bais

We learned lamed this week. Some words beginning with lamed are: lulav, limon, lechem, and levana. We continue to sing alef bais songs, practice our writing skills and sounding out the letters.



Parsha

Parshas Shemos begins with Bnei Yisroel working for Pharaoh in Mitzrayim. Moshe's born and his sister puts him in the water, and watches him. Princess Basya finds Moshe. Moshe grows up in Pharaoh's palace. Moshe kills a mitzri who was going to hit a Jew for not working hard enough. Two bad men, Dasan and Aviram, see Moshe killing the mitzri and tell Moshe they're going to tell Pharaoh. Moshe runs away to Midyan. He marries Yisro's daughter Tziporah. Hash-m speaks to Moshe from a burning bush. Hash-m gave signs to Moshe to show Pharaoh that Hash-m chose him to take Bnei Yisroel out of Mitzrayim.

Good Shabbos!

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

Kindergarten Senior



Parshas Shmos

English

We have two wonderful learning groups for English studies. Group One is continuing to read short words of using different vowels. This week we specialized in short vowel "u" and read a book called "My Pug Has Fun." Group Two children began spelling short-vowel "u" words and reading and identifying the correct spelling of words to match the picture they are given. They also read a book with many complicated consonant-combinations called "Welcome Carlos!" which enriched their vocabulary with words like "apartment," "factory," and "relatives" and even included some Spanish words.

We want to remind parents that we offer intensive, one-on-one instruction in both reading and math from 8:15 to 9 a.m., so please bring your children at 8:15 a.m. so they can take advantage of this wonderful opportunity.

Math

In math, Groups One, Two and Three are all now counting up to 100, identifying in a pair of numbers which is "bigger" and which is "smaller," identifying which numbers come "before" and "after" others, and finding missing numbers in a series. In addition, Group One is continuing to work with the concept of "minus." Group Two is working on word problems and adding and subtracting up to 20. Group Three, which is proficient in all these skills, are continuing to learn how to tell time using a clock (non-digital).

Hebrew

This week, we continued working on our fifth vowel sound, "shva." We can read impressively-long words now with an array of different vowels. We completed worksheets and activities to enhance our reading skills.

In Hebrew vocabulary, we added a new page to our dictionaries and learned many new words beginning with the Hebrew letter "Yud." In conversational skills, we learned how to describe in Hebrew our winter coats to others. This is in addition to the sentences we already know, like "My name is _____. I am _____ years old. I am a big (boy/girl)." It's fun to speak Hebrew correctly!

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Judaic Studies

This week, we began the second book of the Torah, Shmos. We learned that after the passing of Yaakov and his children, the Egyptians started mistreating and enslaving the Jews.

But, we discovered that H-shem still showed his love to the Jews by helping them have many babies. Despite the slavery, the Jews became a powerful nation. Indeed, the Egyptians came up with three different, ingenious plans to wipe out the Jews, but we see throughout our parsha how H-shem was constantly with the Jews, and was leading them to a triumph – even though the appearances were quite to the contrary!

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

Elementary School NEWS



Hebrew

Lilia Gabelev

1st Grade

We are reading the book "yesh lanu lama" and practicing our newly acquired vocabulary in the work book.

2nd Grade

We reviewed the days of the week and practiced them in our work book. We learned clothing-related vocabulary, practiced that in our grammar book and had a quiz on that subject. We learned "shir hahafahim" (song of the opposites- adjectives) and practiced the new vocabulary with a memory game.

3rd and 4th Grades

We learned question words and practiced them in our workbook; we also learned the body parts and had a quiz on that topic. We learned a story from the book "shaa shel menucha" and reviewed the newly acquired vocabulary.

5th Grade

We learned the future tense , practiced with our grammar book and had a very successful quiz. We also learned the topic "our house and our environment", practiced the new vocabulary via games and had a quiz. Right now, we are reviewing the subject "body parts and health", we are practicing using our grammar book and through conversation.

Social Studies

Merlyn Carey

1st Grade

We've finished mapping rooms, we found that even the best drawn map needs a key to be really useful. We also started noticing that having symbols mean the same thing from map to map, it gets much easier to read each map. We also found that certain landmarks make figuring out maps much easier. We're been practicing cardinal and intermediate directions and looking for the compass rose on a map to help as well. We'll continue looking at maps, but moving from rooms to city blocks. We'll also be starting on "I Know a Place" - our next Social Studies textbook.

2nd Grade

We've explored several atlases lately, looking for traits in common and how to chose the best maps for different reasons. We've also been looking at how communities are built up of many rings of people counting on each other. We've been reading about the number of people we rely on for the food for our meals. Starting with our families and Sveta, to where we buy food, to the people who grow, pick and ship out food. We'll be continuing in " People I Know" as we focus on how both locations and people shape lives.

3rd and 4th Grades

Wrapping up our time as explorers and cultural archaeologists, we explored eight dig sites. Our goal was to discover who's artifacts we discovered and at least one interest on the subject. We used background knowledge of the culture, documents, and artifacts to make cases for what we found and who the items might belong to. After vacation we'll be starting in our ancient civilization text books and our study of early settlements and cultures.

5th Grade

In Geography we're building cases for the 20 locations that everyone should know. Looking at both historical and modern usage and importance, we're working on what locations everyone should be able to locate instantly on the globe. We're looking at the extremes, the highest, lowest, coldest, warmest locations and weighing which, if any, are truly important - rather than "just" being interesting to know. We're also looking at locations that have played a large role in history or current events. This helps to decide which are absolute locations to know at once, and which are good enough to know roughly.

During history classes we've moved from the Ancient Roman Empire to looking at the change in politics that the Holy Roman Empire brought about, leading us to the middle ages. We'll be using the text "The Medieval Age" to study the middle ages through the Dark Ages and the Renaissance.

Computers

Michael Kahn

1st Grade

The first graders are continuing to develop their fine motor skills with drawing programs. They are also learning to use different programs on the computer, including mathematics software found on the internet and they are learning to organize their files into folders.

2nd Grade

The second graders have begun to make storybooks. They drew characters for their stories in Artrage and MS Paint and have imported these pictures into PowerPoint presentations in order to incorporate them into their stories.

3rd and 4th Grades

The third and fourth graders have finished their PowerPoint presentations of famous scientists and planets and presented them to their peers using a projector. They are now learning more uses of MS Excel, including organizing data into columns, ordering the columns alphabetically and numerically, and are learning some more useful functions that Excel has to offer, such as maxima, minima, and averages.

5th Grade

The fifth graders have also finished their presentations on famous scientists and presented their research to their school. Their presentations were well-planned, entertaining and enlightening. The fifth graders are now learning data management through MS Excel. They are exploring functions which Excel can perform on their data, including statistical functions such as max, min, average, mode, and median. They will be creating spreadsheets using data which they gather in science classes and analyzing this data statistically.

School Elections:



First Grade Siddur Party:



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NEXT WEEK AT SHALOH HOUSE

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FOR MOTHERS WITH
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EVERY THURSDAY FROM 6:00–8:00 PM

DONATION \$5 TO COVER COST OF THE INGREDIENTS





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Happy New Tax Year!

There are two wonderful traditions that exist among American Jewry today, during this time of year.

The first tradition is to increase in charitable acts, especially during the festival of Chanukah. Many people increase their donations towards the education of Jewish children in particular. Second, it's a tradition to increase charitable donations in anticipation of the end of the tax year.

This year, since Chanukah fell out at the beginning of December, you have some extra time to consider your options. We would like to ask you to please support Shaloh House, an outstanding establishment which is dedicated to Jewish education.

This year Shaloh House experienced our highest enrollment, in both camp and school. We have many talented, outstanding children whose families experienced hardships this year due to the economy.

Recently we have experienced two major unforeseen capital expenses. First, our obsolete oil boiler broke down and had to be exchanged for a new ecologically friendly natural gas one. Second, our roof needs to be completely redone. Total projected cost of these capital investments is about \$100,000. This cost is in addition to our current operating expenses. Please help us meet our goal.

We will greatly appreciate any donations big or small. We value and appreciate your generosity in these hard economic times. It is our wish that the light and joy of Chanukah will live with you throughout the coming year and beyond.

To donate on-line please visit www.Shaloh.org/donate or mail your Chanukah Gelt to Shaloh House, 29 Chestnut Hill Ave, Brighton, MA 02135.

With blessings,

Rabbi Dan Rodkin

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Mazel Tov



on your Birthday

**Birthdays this week
11 Teves—17 Teves:**

Students:

**Ilana Shkap
Jacob Korchmar
Adam Achildiev
Yehuda Blank**

It's a Boy!



**A big Mazal Tov
to the
Yanovsky family
on the birth
of their baby boy!**

**May they have
only nachas from
all their children!**

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Friday, December 31, 2010**

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