

Shaloh House



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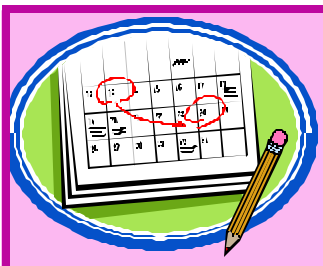
March 11, 2011 5 Adar II, 5771

The Shaloh House Jewish Day School Newsletter

News From K-Juniors

It is very exciting that we finished learning all the Alef Bais! We made special crowns decorated with Alef Bais pieces to celebrate.

After learning all about the Mishkan in parsha these past few weeks, we took a 'field trip'. We visited the miniature Lego Mishkan that the elementary school made. The juniors were so excited about our trip and enjoyed the 'tour' of the Mishkan.



ELEMENTARY SCHOOL CONCERT

SUNDAY, MARCH 13
10:30 AM

PURIM

SUNDAY, MARCH 20
EVENTS ON BACK COVER

DAYLIGHT SAVING TIME

SUNDAY, MARCH 13
SET YOUR CLOCKS 1 HR
AHEAD NIGHT BEFORE

Parshas Vayikra

Weeping Beside the Mezuzah at UCLA

By Yerachmiel Tilles

One day, I arrived back to my dorm room in between classes at UCLA, to find that my mezuzah was missing from the doorframe. Though concerned, I had no time to investigate, as I was due at my next class, where we were having a guest speaker from another state, one who often taught classes on various Jewish subjects. After the class I told her my plight, whereupon she told me this story about a student from her hometown.

Recently, this college student had expressed a desire to have mezuzahs on her doors. The professor kindly arranged to help her. She went to the student's apartment, which was located in a large building where most of the residents were not Jewish. The professor helped the student affix kosher mezuzot to each of her doors, including of course, her front door, which faced the common hallway of the building.

Some time later, the professor again visited the student, for a class gathering. But when she approached the apartment, she did not see the mezuzah. Upon entering, she noted that the mezuzah was still up, but that the girl had changed its place. Instead of being on the outside of the door, she had reattached the mezuzah on the inside, so that it was visible only from inside the apartment itself.

In answer to the professor's private inquiry, the student explained that her Jewish girlfriends had criticized her for putting up the mezuzah in such a public place. They told her that it wasn't very PC to push a Jewish symbol in the face of everyone who passed by, and that it wasn't necessary. Why must she attract attention like this, and irritate her non-Jewish neighbors?

At this point I began to sputter, thinking that perhaps the professor was trying to justify my mezuzah being gone, but she merely smiled at me and continued her tale.

The student was all in a tizzy. She had learned that one must put mezuzot on the doors, but did it matter on which side they hung? She thought it must be okay to just change the position a few inches.

Although it bothered her that, in this day and age, a Jew could be intimidated into not showing her Jewishness publicly, the professor didn't answer her directly at the time. Because she didn't want to appear harsh or judgmental, she decided to wait for an appropriate time to discuss the issue further with the student.

As we were speaking, students for the following class began to pour into the lecture hall. So the professor graciously agreed to continue our talk outside in the campus square.

A short time later--she continued--the student excitedly told her that she had returned the mezuzah to its former place on the outside of the door.

It seems that a package had come for her in the mail but she wasn't home at the time it was delivered. The mailman left her a note, explaining that he had left the delivery in an upstairs apartment, since he knew the occupant was a trustworthy person.

Going up the stairs to retrieve her package, she realized that this was the apartment of an elderly man whom she occasionally passed in the hallway. The old man opened the door, and recognizing her, asked her to come in so he could give her the package. After she took it, thanked him for his trouble and was about to leave, the man said to her, "Shalom".

"Oh, you're also Jewish," she said, for she had always thought that he wasn't. Immediately the old man's demeanor changed. His eyes clouded over with bitterness and anger. He started mumbling to himself, "Yes a Jew...a curse...a plague on my life...I am a Jew, an unfortunate Jew..." Slowly he became more coherent and told the girl the story of his life.



Continued on the next page...

But It Was a Mistake!

By Lazer Gurkow

This week's Torah portion teaches that when a Jew commits a sin inadvertently, he must bring a sin-offering to atone for his violation.

Why must a Jew be taken to task for an innocent mistake? Say, for example, he kindles a fire on Saturday, not remembering that it was Shabbat. He had no intention of disobeying G-d's law, nor would he have done so had he remembered. Why is his behavior considered sinful and in need of atonement?

The Origin of Sin

When I was in school, I remember my friends coming to school claiming that they had forgotten their homework. (Of course, that never happened to me . . .) I remember the way my teacher demanded to know why they so



often forgot to bring their homework but never forgot to bring their pants. While the response itself was memorable, the point was well taken. We always go the extra mile to ensure that what is meaningful to us is done correctly.

Genuine commitment gives rise to circumspection about the course we choose on a given day. We double- and triple-check to ensure that all is as it needs to be. It therefore stands to reason that inadvertent sin is the product of casual indifference. Clearly, then, the responsibility for such sin lies with the sinner, and for that he must seek atonement.

Reflection

The path to atonement includes reflection on the meaning infused by a mitzvah, and on the void left by sin.

From www.Shaloh.org/Magazine

...Continued from the previous page

Like so many others, he had lost his entire family during the Holocaust. His wife and children were suffocated in the Nazi gas chambers. He was the only one to survive. Since then, his life had been bleak, a numbing succession of days and years of loneliness and pain. Ever since the war he had tried to avoid anything Jewish, even to the point of not revealing his true identity to others.

The girl stood in the doorway wondering what to say. Nothing seemed appropriate. Suddenly, in a gentler voice, the old man asked, Why, dear girl, did you remove the mezuzah from your door?

As if he were talking only to himself, the old man said that when the mezuzah was still hanging on her door he used to sneak downstairs when the corridor was empty. He would stand in the corner near her door and kiss the mezuzah and weep. He said that his heart would find solace and some of his pain would be lifted away.

And that, explained the student to the professor, was why she returned the mezuzah to its rightful place.

As I had listened to this drama of the mezuzah of another girl from another place unfold, the day had passed into twilight. The professor fell silent, as she waited for me to contemplate her story. The night wind began to stir, but I was reluctant to leave her to return to my forlorn room. I couldn't help but exclaim, "That's beautiful, no, beyond beautiful; but what about me?"

As she waved and turned to walk away, she laughed. You must trust in Divine Providence too.

I pondered that for a moment, and after checking my wallet for my credit card, I decided to take matters into my own hands and go buy a new mezuzah. As I was about to drive off, a student who lives in my dorm approached me. I hardly knew her.

"Did you get my note?" She asked, "I passed by your room this morning and noticed your mezuzah hanging loose, so I decided to keep it safe for you."

From www.Shaloh.org/Magazine

Toddler Room



This Monday we had a very special celebration for Rosh Chodesh Adar. We made a fish and sang 'Mi She Nichnas Adar Marbim b'Simcha' (As Adar comes we increase in joy).

We were so excited this week about the Purim Concert on Friday, so this week was full of activities. We sang and danced, preparing for our performance and were busy making projects for Purim and learning our Parshat HaShavua.

We used dolls and puppets to familiarize the children with Megillah and the main characters. Kids also made their own puppets to act out the story.

Purim is a great holiday and we hope that your kids have the best memories of it from the school.



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

Preschool Room



This week's parasha is Parashat Vayikra. It talks all about Hashavat Aveida. Hashavat Aveida is returning something that somebody lost to the person who lost it.

We have a song about it:

Hashovas Aveida—this is what it means:
Hashovas Aveida means returning those lost things.

Hashovas Aveida—don't just turn away,
Hashovas Aveida—please return them right away.

If you're walking down a street and you find something at your feet,
Sure, you'd like to take it home, but you know it's not your own.

Hashovas Aveida—call the owner on the phone,
Or, better yet, return it to his home.



Mi Shenichnas Adar, Marbim B'simcha!

This month is Adar! We are all so busy being happy and smiling like we're supposed to. We should really be happy all the time, but Adar is the month when we should be extra happy! We also made a fish project for Adar because the mazal of the month is fish!



Our new Aleph-Bet apple this week is "Mem for Menorah." Mem is the first letter of many familiar words, including Matzah (which we eat on Pesach), Maror (bitter herbs) and Morah (teacher). We like to kiss the Mezuza every day, and when it's cold outside, we wear a Me'il (coat). Soon it will be Purim and we will read the Megillah. Maybe, we'll also wear a masecha (mask). We also learned about the Mizbeach in the Parasha.

In A-B-C we learned about L. We made an "L for Ladybugs." We made lion/lady bug puppets/projects and practiced lacing animal boards. The words we found with L are: lunch, leaf, lemon and ladder. Of course, we had lollipops at our Shabbat party! Morah sang to us an L song.

We also played an L game! Morah put five ladybug stickers on her hand, one on each finger, and we acted out this poem:

Five little ladybugs sitting in a tree,
The first one said, "I'm glad I'm me."
The second one said, "I feel great, too."
The third one said, "How about you?"
The fourth one said, "It's time to fly away."
The fifth one said, "We'll talk another day."

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



Pre K



We want to thank all the parents that came to the Purim concert and all your support, which contributed to its success. The children worked very hard, and practiced almost every day. They were amazing. We love you.

This week we had a lot of fun and learning. It started with dancing and singing to welcome the Adar month. Every child put on a different face paint. The kids enjoyed coloring and playing with the sign of Adar month - fish, and we learned about the Purim mitzvot. We read a story that demonstrated them, and we hope you will enjoy to reading it book at home. We also tasted a yummy Hamantash and colored and glued Hamantashen. We gave each other a mishloach manot basket, and decorated our Purim Megilla.

We have a new board and we played a game where we searched for the letters. It is truly amazing to see how the kids recognize almost all the letters.

We learned the letter q this week, which is the first letter in the words queen, Quilt, and quiet. We worked hard to prepare a special Quilt for our our queen mummy. We also learned the Hebrew letter ק (Pey), which is the first letter in the words ק? (para-cow), ק?? (pizza), ק?? ?? (popcorn), and of course ק?? (Purim). Don't forget: When Adar comes, increase in joy.



Good Shabbos!
From Morah Shira and Morah Marina

Kindergarten Junior



Alef bais:

We reviewed the alef bais in many ways this week: bingo, matching, dominos, worksheets, working individually with a morah, recognizing letters that look similar, writing the alef bais. we are almost ready to begin nekudos and the juniors are getting very excited!

Purim

We finished learning all about Purim and made many projects to bring home: next week, look out for Purim puppets, a gragger, and a Megillah!



Good Shabbos!

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

Kindergarten Senior



Parshas Vayikra

English

This week, we focused on the double "oo" sound in words like "snoop," "boot," and "loot." We read an interesting book called "**Snoop the Crime Dog**," which used this sound and many of the other advanced letter combinations we've been practicing, including many of the 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 continued to use our new rulers 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 "**tsadi**." 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 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

We learned **the four special mitzvos of Purim this week** and the children will take home worksheets elaborating on them:

- 1.** The mitzvah to give **tsedaka (charity) to two poor people on Purim day** (we give each one enough to buy a good meal. If we don't know of or can't find a poor person, we can give the money to another needy Jewish cause, or give it to Rabbi Rodkin who will find such a person and give the money to them.)
- 2.** We also learned about the **mitzvah to listen to the Megillah twice on Purim** - Saturday night, March 19th, and again Sunday morning March 20th. We can come to Shaloh House to hear Megillah, of course.
- 3.** We have the **mitzvah of sending a gift of food to at least one friend, and that gift should contain foods that are different types requiring at least two different blessings.**
- 4.** Finally, we learned there is a mitzvah to have a **fancy, festive meal on Purim day** – and Shaloh House is hosting a grand feast! Ask our office 617-787-2200 for details.



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

Elementary School NEWS



Judaic Studies

Rabbi Ilan Meyers

5th Grade

Students in the fifth grade have recently completed learning laws of interruption during prayer from the Code of Jewish Law. We have now started to learn Tractate Yomah from Mishnayot, which discusses the service of the High Priest in the Temple on Yom Kippur. Our primary goal in this study is to build skills of Mishnayos translation and comprehension in order to properly prepare students for the intense study of Talmud next year.

Social Studies

Merlyn Carey

1st Grade

Taking a bit of a break from "I Know a Place," has been working on problem solving, teamwork, and reviewing cardinal and intermediate directions. Our "square" game, uses the grid formed the tile layout in the classroom. There is one and only one correct path from one end of the blue tiles to the other side of the design. Using trial and error to figure out the safe squares, the team next uses "proper" directions to help classmates remember the known path, and to suggest new squares to try. Rather than shouting "Over there!" or even a better "To your left!" instead you'll hear "Go Southwest." Working across the grid requires teamwork, patience, and a good memory, it also turns out to be a great deal of fun.

2nd Grade

Recently, we learned about parts of a diagram, and how diagrams convey information. We've been considering when to use a diagram, and when it doesn't make sense to. The amount of text needed to make sense of the information is part of it, and we've also considered how the information is related makes a difference as well.

Beyond looking at maps, charts, and diagrams, we've also been noticing and discussing how our textbook presents information, and some of the clues it gives us about which details will be important. Headers, Bold Print, text boxes, pictures, and captions all play a role, and one that we are growing very fond of.

3rd and 4th Grades

Just in time for spring, we're exploring the Fertile Crescent. How are they related you may well ask, why the great importance both have in planting and gardening, of course. To be fair, we are talking much more about the development of farming, so, it may seem to be a trick question. We've been looking at the nearly ideal conditions the Fertile Crescent offers for changing from hunting and gathering community into a farming civilization: warm stable weather, a large number of rivers and tributaries, mountains for protection to the north, and desert for protection on the south. We've also been looking at what defines a civilization, so should dinner conversation hit a lull...

5th Grade

Our mapmakers have the whole world in their hands, well, they currently are five maps labeled across time- so they have quite a bit more than the whole world. However, it's current in several pieces, spread out rather differently, and landmasses aren't always called what we tend to think of them as.

We've also finished the introduction and first episode of Beowulf including our own translations and notes. The amount of foreshadowing led to writing our own predictions about what was to come, and most importantly, where does the son-in-law and war fit into it all.

Finished with the spilt of Rome into two empires, the collapse that sprang from this, and the reign of Constantine, we have our "need to know" facts about the Constantinople and the beginning of the Byzantine Empire. We've been exploring how trade took over from military might, primarily as a means of keeping an empire together, and the benefits of having a stable and common currency. Next up is the reign of Julian, and cleverly named enough the Julian Empire.

Science

Michael Kahn

1st Grade

The first graders were introduced to the scientific method. They learned about what makes a good experiment in terms of control and experimental groups and fair, scientific reasoning. The first graders are also learning about sound and light. They learned about sound in terms of pitch and volume, and about how sounds can be too high- or low-pitched to hear, but that it is still sound. Then, we are presenting light in the same way and can thus explain how a radio antenna can see some light that we can't see.

2nd Grade

The second graders learned about the scientific process and the reasons behind all the steps within the process. They learned about what makes good and bad experiments and about control and experimental groups. They have chosen their science fair topics and have been doing background research on their subjects. They will be presenting demonstrations for the upcoming science fair. So far, such fascinating projects as capillary action, hair (tensile) strength, white light, and a non-Newtonian liquid called oobleck will be demonstrated. Once the groups have done appropriate background research, they move on to designing their experiments.

3rd and 4th Grades

The third and fourth graders have learned about the scientific process and the reasons behind all the steps within the process. They learned about what makes good and bad experiments and about control and experimental groups. The advanced class also learned about the difference between precise and accurate measurements. The students have chosen their science fair topics. They were asked to brainstorm for a scientific question which they can answer on their budgets and which has not yet been answered. Exciting questions to be tested include how often the lead inside pencils breaks when the pencils are dropped, what materials heat up from friction the fastest and stay hot the longest, which properties of fruit make them good batteries, and what designs of paper airplanes fly the farthest distance and stay afloat the longest. The students have begun their background research into their topics and will soon be presenting their hypotheses, which will allow them to begin experimenting.

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5th Grade

The fifth graders also learned about the scientific process and the reasons behind all the steps within the process. They learned about what makes good and bad experiments and about control and experimental groups. The students were asked to come up with scientific questions which have not yet been answered. To do this, a lot of broad topics had to be narrowed down. Scientific questions which they set out to answer include the effect of various school activities on reflex time, Miller's Magic Number as it applies across the Shaloh House grades, the study of the sense of taste with respect to age, the composition of several commercial chocolates, and the fluidity of ketchup. Students have begun their background research of their topics and are beginning to develop hypotheses and plan experiments for the coming weeks. Stay tuned.

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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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2 PURIM EVENTS

T'D2

ABSOLUTE SATURDAY NIGHT, MARCH 19 AT 8:00 PM PURIM

**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

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