

Toras Emes E.C.E.

Parashas Tezaveh
Parashas Zachor

February 22, 2013
6:00 P.M.

MAZEL TOV:

Mr. Neshet and Heidi Broderick on the Bar Mitzvah of their son, Noam Schultz.

Rabbi Ephraim and Sarah Palgon on the engagement of their daughter Leora to Yossi Esterson.

THANK YOU:

Mrs. Alli Jeger and family for preparing the Purim bags for the children.

Happy Purim!

SHUSHAN PURIM CARNIVAL

The annual E.C.E. Purim Carnival will take place on Shushan Purim, Monday, February 25 from 10:00 a.m.-12:00 noon. All children should be brought to school between 9:45 a.m. and 10:00 a.m. and picked up at 12:00 noon.

There will be no aftercare. Children should come dressed in Purim costumes. We will be serving a snack to the children. It will not be necessary to send lunch.

Please send in \$3.00 to help defray the cost of the carnival.



NURSERY – MORAH TAMI

Purim has brought fun and excitement to the Nursery classes. We listened to the story of Purim and can now identify all of the Purim characters. We learned about the mitzvah of Mishloach Manos and continued working on our megillos. The minhagim of Purim were stressed this week. We sang all of our Purim songs, reviewed the new Hebrew vocabulary words which we learned in conjunction with the Purim story and made graggers.

For Parashas Tetzaveh, we talked about the roles of the kohanim and the kohen gadol in the Mishkan as well as the special bigdei kehunah that they wore. We also enjoyed listening to the story of Dama Ben Nesinah who excelled in the mitzvah of Kibud Av.



NURSERY - MORAH SUSAN

This week, we worked on our unit on The Family. We talked about our mothers, fathers, sisters, brothers as well as our grandmothers and grandfathers. The class enjoyed listening to the stories The Family-Children by Marcia Ruis, Grandfather Twilight by Barbara Berger and We're Good Friends by P.K. Hallinan. We created paintings and postcards depicting members of our families. We also made paper doll puppets.

Our dramatic play area was set up as a family room this week. The children enjoyed preparing pretend meals, sweeping the floors and reading stories **to each other**. The song "**Are You Sleeping**" was introduced this week. The children took turns selecting which siblings they would like to wake up.

Are You Sleeping

Are you sleeping (2x)
Brother (insert name) (2x)
I would like to play with you (2x)
Please wake up (2x)

PRE-KI, II & III– MOROT ETTIE & HEIDI

This week's parsha is Parashas Tetzaveh. We learned all about the different Bigdei Kehuna that the Kohen and Kohen Gadol wore. We listened to the story The Key Under The Pillow by Leah Pearl Shollar which is about Dama Ben Nesinah who excelled in the mitzvah of Kibud Av. Even though Rabbis from Yerushalayim came to his house and offered him many gold coins to purchase a precious stone, Dama Ben Nesinah would not wake up his father.

The letters nun and nun sofis were introduced **this week.** Na'alayim, nachash, ner, niyar, Aaron, raashan, shulchan and armon were some of the Hebrew vocabulary words that we learned this week.

What a wonderful time the children had this week, dressing up in different costumes and playing in a pretend castle. They also made a shoe box castle for all **five of the Purim characters and can't wait to act out the Purim story!**

PRE-KI, II & III-MOROT JUDY & NECHAMA

This week, the Pre-K children continued their unit on Famous Artists. They learned about the techniques of the painter Monet who was an **impressionist.** **Words that relate to Monet's art are:** light, shadow, landscape, reflection, sunrise and nature. We discussed nature, water, wind and waves and how these elements were reflected in his paintings. A **famous painting that we looked at was "Waterloo Bridge."**

The children sang the song "London Bridge" as they constructed their own bridges and then joined in a favorite music and movement song by "Rafi" called "Across The Bridge." They learned about the artistic techniques of Marc Chagall who was famous for his stained glass art.

The children in Pre-K practiced their number recognition skills through games and activities. They also counted using cuisinaire rods.

Our letter of the week was "Kk." The children were able to sound out words such as kangaroo, koala, kitten, kite, key and kitchen. As a pre-reading activity, the children participated in a game using rhymes such as mixing, fixing, wishing, fishing, frying and crying. They also played games using rhyming words in familiar stories.

Books read to the children this week included The Earth And The Sky– A Scholastic Discovery Book, Little Kangaroo Finds His Way by Ariane Chottin, Big Snowball Fight– A Counting Book by D.H. Figueredo and Katie Visits The Impressionists by James Mayhew.

In honor of Presidents' Day, we listened to the stories Abe Lincoln's Hat by Martha Brenmi and Discover George Washington by Patricia A. Pingry.

KINDERGARTEN I, II & III-MOROT BAYLA AND RENA

Purim preparations wound down this week with the completion of our megillot, raashanim and mishloach manos baskets. Our Purim programs were a smashing success. Thank you for coming to our Purim performances. It is very meaningful to have special time to do a craft project with your child. We are looking **forward to next week's Shushan Purim Carnival.**

For Parashas Tetzaveh, we learned about the Bigdei Kehunah. The yeladim were interested to learn about the different clothing worn by the Kohen Hediot and the Kohen Gadol. We enjoyed looking at the beautiful pictures in the book The Tabernacle by Mosher Davis. Of course, all the yeladim will try to go to shul to hear Parashas Zachor this week.

In Project Derech, we learned that it is a mitzvah not to walk in front of a parent (unless you must do so for safety).

We played games to review the letters Alef through Mem and the nekudos that we have learned so far.

KINDERGARTEN I, II & III- MOROT BERNEY & HEIDI

Our kindergartners received rave reviews this week for all of their really great projects. They worked in **their "Rr" letterbooks creating rainbows, riddles and rhyming words.** They made rabbits with cotton balls and wrote a story about them. To round out the week, they had rolling races, made something out of a rectangle, **and worked on doing "the right thing."**

In Social Studies, we continued our unit on presidents. We talked about George Washington, and learned that our capital is named in his honor. We were fascinated to learn that George Washington asked Betsy Ross to sew the first American flag.

The highlight of our week was our fantastic 100th Day Party. We celebrated by counting out 10 groups of 10 goodies equal to 100. We also made special 100th day glasses. We loved looking at **everybody's 100th day projects, and eating all of our special treats.** Thank you to all the parents who helped their children with those special posters and for sending in the special treats.



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Principal

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Assistant Principal

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Secular Studies Principal

Mrs. Naomi Bloom
Early Childhood Director



Erev Shabbos Parashas Tetzaveh Parashas Zachor 5773

Dear Parents,

Purim is a time to focus on community, unity and *Ahavas Yisroel*. Three of the four *Mitzvos* of the day are tied directly to strengthening bonds of love and closeness between people. In an eye-opening talk for educators, given by *Rabbi Yitzchak Berkowitz, Shlita*, of *Yerusholayim*, and facilitated by the *Chofetz Chaim Heritage Foundation* in its anti-bullying campaign, he examines one of the foundations of *Bein Adam L'Chaveiro*, interpersonal relationships.

Rabbi Berkowitz suggests that being *Dan L'Chaf Zechus*, judging others favorably is a key to loving relationships between people. Being critical and finding fault with others is a wedge that separates people. Learning to see others in a positive light draws people together. The difficulty in judging favorably is the apparent need to be extremely creative in conjuring up far-fetched scenarios to explain away seemingly bad behavior. This is a misconception, says *Rabbi Berkowitz*, and he proves it through another question.

The *Torah* source for judging favorably is *B'Tzedek Tishpot Amisecha (Vayikra 19:15)* with righteousness shall you judge. This *Pasuk*, however, is also the source of several *Halachic* requirements that assure that judges will judge in accordance with the truth. Judges judging is all about the truth, no matter how harsh that may be, but judging favorably seems to bend the truth in order to be kind to one's fellow. How could the same *Pasuk* teach both?

Rabbi Berkowitz explains: Judging favorably is not a departure from the truth. In actuality, judging favorably as the *Halacha* requires it is coming closest to the truth under the circumstances. For example: A person known to be a *Shomer Shabbos* person is spotted driving a car on a *Shabbos* afternoon. What are the facts? 1) He is known as a *Shomer Shabbos* person. 2) He was driving a car on *Shabbos*. Is it more plausible to say he suddenly stopped being careful about a severe, universally known violation of *Shabbos*, or is it not more likely that this is a *Halachically* sanctioned circumstance in which it is permitted to drive on *Shabbos*? Judging favorably means that what makes the most sense is that this person has not reversed a decades-old manner of behavior and acted out of character. Although what appears in front of us now points to something different, it is more plausible to apply an unusual circumstance to this case than to say a lifetime of behavior has just reversed itself.

This explains how the same *Pasuk* can teach both judging honestly in a courtroom and judging others in a favorable light in the courts of our mind. It also makes the task of judging favorably infinitely easier. We are not dealing in a surreal world where reality is suspended to make others look good. We're not supposed to be fools, we're not to allow ourselves to be taken advantage of. We judge favorably as the *Torah* requires, because a careful analysis of all the factors involved yields the most likely and therefore truthful conclusion; that a person who is known to be careful in a certain matter, did not suddenly reverse his own pattern of behavior. That is why the *Halacha* is different for a *Tzadik*, a middle-of-the-road type person (*Beinoni*) and a *Rasha*. (*see below)

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This is a somewhat complicated concept to teach young children. What is very simple, however, is that were we to live by the *Torah's* precept of judging favorably, our children will learn from what we do even more than what we say, and will come to a higher level of *Ahavas Yisrael*, through witnessing and experiencing their parents' behavior.

This will help them have a more successful and happy life, every parent's goal for their beloved children.

Have a wonderful *Shabbos* and a *Simcha* and *Achdus*-filled *Purim*,



Rabbi Kalman Baumann
Principal

**Rabbeinu Yonah* explains these are not global descriptions, but every person can be a *Tzadik* in one area, a *Beinoni* in another etc. For example, someone careful about *Kashrus* but not as careful about *Loshon Hara* is considered a *Tzaddik* about *Kashrus* issues and a *Beinoni* about *Lashon Hara* issues. When judging such a person, their prior performance in each particular area determines how he or she is to be judged in this case.

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\$25 Maximum per Family

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