

Toras Emes E.C.E.

Parashas Vayikra

March 15, 2013
7:11 PM

Mazel Tov to Rabbi Chaim & Susie Casper on the birth of a grandson born to Ari & Shoshana Casper in Israel.

Thank you to Mrs. Terry Hadassah Elmann for donating educational equipment to the Kindergarten II class in honor of Miriam Leah's 6th birthday.

Thank you to Mrs. Perla Pollock for assisting the Pre-K teachers with their model seder.

CALENDAR NOTES:

Pesach Vacation— March 21-April 3.

School Resumes—April 4 at 8:30 a.m.

MODEL SEDARIM

Nursery Classes.....Monday, March 18

Kindergarten Classes....Tuesday, March 19

Children should be dressed in Shabbos clothing. We need parents to help prepare and serve the food for the model sederim. Please call the school office if you are able to volunteer. Please inform the school if your child will not be in school for the last days before Pesach, so that **we will be able to prepare your child's bag in advance.**

SAVE THE DATE!!!



Yeshiva Toras Chaim/
Toras Emes
9th Annual Chinese Auction
Sunday, May 26, 2013

Matzah Factory

Once again, Rabbi Ganzburg and his travelling Matzah Bakery arrived at Toras Emes. The Nursery and Pre-K children mixed the flour and water together to make Matzah dough and had the opportunity to bake a Matzah for themselves. Each child took home a Matzah and a baker's hat. What a treat!

KINDERGARTEN GRADUATION

We will be having a meeting to plan the Kindergarten Graduation following the Pesach vacation. Please call the school office if you would like to be on the committee.

REGISTRATION

Final deadline for "Early-bird" registration ends Monday, March 18th. We encourage all our parents to take advantage of the early-bird registration fee of \$400 for first child \$350 each additional child as well as the 10% discount on Book, Building and Insurance/Security fees if registration and all fees paid by that time.

If you have any questions please call Mrs. Rashi Levy X221 or Mrs. Julie Kirschenbaum X220 at the financial office at 305-944-5344

NURSERY – MORAH TAMI

We have been very busy learning about the many aspects of the seder. The yeladim know that on Shabbos we use two challos, but under the matzoh cover, we have three matzos, one for Cohen, one for Levi and one for Yisroel. We have discussed the many types of foods that we eat during the Seder and learned the significance of each food found on the Seder plate.

Our Haggadah is becoming thicker and thicker. The second question of Mah Nishtanah was introduced this week **as well as the songs, "Avadim Hayenu" and "Eliyahu HaNavi"**. We listened to many different Pesach stories.

The Hebrew vocabulary words which we learned in conjunction with the Pesach story were:

הגדה, אפיקומן, כוס אליהו, ביצה, מרור, מצה, תפוח, יין, זרוע

For Parashas Vayikrah, we learned that only kosher animals can be used for the korbanos. Today, since we no longer have the Beis Hamikdash, we thank Hashem through tefillos.

We had such a fun and educational time at the Matzah factory on Friday.

NURSERY - MORAH SUSAN

This week, we started a unit on insects. The children finger painted insects, decorated ladybugs and created lacing cards of beetles. We listened to the stories **"The Very Hungry Caterpillar" and "The Very Lonely Firefly" both by Eric Carte, "Quick As A Cricket" by Audrey Wood and "Effie" by Beverly Allison.**

The children collected bugs in the playground and looked at them under a magnifying glass. They loved looking at many different books as well as pictures from our library. They looked at pictures of ladybugs, fireflies, ants, butterflies, dragonflies, grasshoppers and bees. During dramatic play time, the children played with insect puppets. They learned **the action song "I'm Bringing Home A Baby Bumblebee."**

**I'm bringing home a baby bumblebee
Won't my mommy be so proud of me
I'm bringing home a baby bumble bee
Oh-It stung me!**

The children created a new bulletin board on the theme of insects. They will be adding pictures of all the new insects and their habitats to the board.

PRE-KI, II & III- MOROT ETTIE & HEIDI

This week we learned about Parashas Vayikra. We spoke about the korbanos and learned that we are not able to bring korbanos now since we do not have the Bais Hamikdash. We spoke about tefillah and discussed the different reasons that we daven.

The children are busy practicing the Ma Nishtana and are singing so many songs about Pesach! We have been learning about the many things we do at the Seder and the children are making beautiful Haggados in class. We have been reviewing the 10 makkos and learned about bedikas and biur chometz. **We reviewed last week's Hebrew phrases and added the following:**

מתי בדיקת חמץ?
בדיקת חמץ בלילה.
מתי ביעור חמץ?
ביעור חמץ בבקר.

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

This week Pre-K children sounded out words **beginning with the letter "Nn."** Some of the words the children sounded out were nut, nurse, nine, nest, nickel, night and nature. They went on a nature walk and collected leaves and rocks while observing nature **around our school. We listened to the stories "No Jumping on the Bed" by Ted Arnold and "Nature" by Kindersley.**

Our theme this week was Under the Sea. The children learned to classify and identify different types of fish and sea creatures. They learned how pearls are made by oysters. As an emergent literacy activity, the Pre-K children read One Fish, Two Fish, a Dr. Seuss rhyming book. As a science activity, Pre-K children observed objects that can sink or float. An exciting song **that children participated in was "Baby Beluga" by Raffi.** They also learned new vocabulary words related to the Under the Sea unit. Some of the words were oyster, waves, currents, reefs and coral. A beautiful, informative picture book that we looked at was about coral reefs. The children are very excited that the Florida sports teams have names that relate to the Under the Sea unit (Miami Dolphins & Miami Marlins).

On Wednesday, the children painted covers for their art portfolios. They attached their paintings to the playground fence and started to paint. You should have seen the looks of joy on their faces.

The story of "Mike & Ike" was read to the children. Did you know that Mike & Ike had an argument? Ike crossed out Mike's name on all the candies. They are trying to patch up their differences and be friends once again.

KINDERGARTEN I, II & III-MOROT BAYLA AND RENA

With Rosh Chodesh Nissan this week, the excitement of Pesach is in the air. We have been busy working on our beautiful Haggados and learning and understanding every detail of the Seder night. We discussed the concepts of mechiras chometz, bedikas chometz and biur chometz. The kearah has been discussed and we know what should be put on the kearah and where everything is placed. Of course, we have been practicing the Mah Nishtana and we know how proud Abba and Imma are going to be when they hear us on the Seder night. We enjoyed listening to the story The Passover Parrot by Evelyn Sussman as well as the story If You Give a Frog a Piece of Matzah by Rachel Shifra Tal.

Amidst our busy Pesach learning, we still had time to meet the letter ayin. He is a cousin to the letter **aleph because he doesn't make any sound without the help from a nekuda**. We found many words, but the word avadim is one we will surely remember for the letter ayin.

We reviewed the ossiyos and nekudos we have learned until now. We are so proud of how many words we can now read.

For Parashas Vayikra, we learned that in the time of the Bais Hamikdash, Bnei Yisroel brought korbanos. Now that we no longer have the Bais Hamikdash, our tefillos take the place of the korbanos.

KINDERGARTEN I, II & III- MOROT BERNEY & HEIDI

This week we completed our Mm activities and **began learning about the letter "Pp."** We came up with the letters "Pp" and "Bb" to demonstrate the different sounds that they make. We learned what Pen-Pals are and even had the chance to write letter to Pen-Pals that we chose in class. In art we had a lot of fun making picture frames out of popsicle sticks and we even drew a self portrait.

In math we started a new unit—money! We learned about the value of pennies, nickels and dimes. To reinforce this concept, have fun counting the change in your wallet with your children. They will be so excited to show you what they know!

One of our writing activities was writing about the Muffin Man. The children had fun creating their own unique muffin man using muffin liners for this project.



TORAS EMES
ACADEMY OF MIAMI
Samuel Aba & Sisel Klurman
Elementary School

Rabbi Kalman Baumann
Principal

Rabbi Noam Grossman
Assistant Principal

Dr. Deborah Lerer
Secular Studies Principal

Mrs. Naomi Bloom
Early Childhood Director



Erev Shabbos Parashas Vayikra 5773

Dear Parents,

As we begin to read *Sefer Vayikra* this *Shabbos*, we are reminded of how we express our yearning, at every opportunity for the rebuilding of the *Beis HaMikdash* and the renewed opportunity to bring *Korbanos*, sacrifices. What are *Korbanos*? They are a physical manifestation of our attempt to connect with *Hashem* – as the name implies – *Korban* – to bring *korov* – close. We give up something of ours, dedicate it to *Hashem*, and thereby strengthen our relationship.

What means do we use nowadays, when we do not have the opportunity to approach *Hashem* in this manner? We have *Tefilla* – *Avoda Shebalev* – the service of the heart. It is a much greater challenge to maintain focus on approaching *Hashem* without the assistance of a physical prop, so to speak. With a *korban*, standing in the awesomeness of the *Beis Hamikdash* – it was relatively easy to feel a closeness to *Hashem* as one gave up something of value, that could be seen and felt. In our times, we are called upon to approach *Hashem*, purely through concentrating our hearts and words, something that requires much greater focus.

If *Tefilla* is a challenge for adults, how much more so for the children. With at best a bare-bones understanding of the meaning of *Tefilla*, we ask the children to say words that they do not understand, for an extended period of time, and it is a formidable task. How can we help? What can parents do to make *Tefilla* more meaningful to their children?

One could set about teaching the meaning and intent of the words in *davening* – but that is not a recommended approach for the vast majority of parents – for a variety of reasons. Leave that up to us in school. However, there is one thing that all of us can do – demonstrate in word and deed, that *Tefilla* is **IMPORTANT!** This does not occur through sermons and reprimands. It does not occur through cajoling and sticker charts. True teaching comes through role modeling. If *Tefilla* is important to you, don't rush through it. If *Tefilla* is important, texting, e-mailing and talking on your phone have absolutely no place while davening. If you truly feel the importance of *Tefilla* – make it to *Minyan* even when it's difficult. And, if *Tefilla* is truly important to you -don't talk in *shul*.

Smart principles of *Chinuch* must be applied to our young developing *daveners*. Bringing them to *shul* before they're ready will teach them to not have reverence for a holy place. Forcing them to say words of *davening* that are meaningless to them, will cause irreparable harm to any future interest in *Tefilla*. Let the children's interest and enthusiasm for *davening* guide you – even if your child spends much less time on daily *Tefilla* than you feel is appropriate – don't pressure them. If they seem to speed through *davening* – appreciate that they went through the motions, and demonstrate without fanfare, how it should be done.

continued

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Part of our daily *Tefilos* include beseeching *Hashem* to bring us back to the glorious days of bringing *Korbanos*. Let us show our children what an opportunity and *zechus* it is to be able to approach *Hashem* through *Tefilla* even though we currently don't have the privilege of *Korbanos*. If we do a good job *davening*, *Hashem* will undoubtedly bring us and our children up to the next level, as in the days of old, *IY'H*.

Best wishes for an uplifting and spiritually satisfying *Shabbos*,



Rabbi Kalman Baumann

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