

Toras Emes E.C.E.

Parashas Tazria - Metzora

March 15, 2013

7:24 PM

Mazel Tov to Rabbi Gedalya and Sora Glatt
on the birth of a granddaughter.

Mazel Tov to Rabbi Moshe and Rena
Gruenstein on the marriage of their
daughter Gittie to Aryeh Mandel.

Mazel Tov to Mr. Chaim and Bryna Roth
on the birth of a baby boy.

Mazel Tov to Mrs. Sara Tamir
on the birth of a grandson.



Thank you to Mr. Sasha and
Judith Benlolo - for donating
educational equipment to the
Kindergarten III class in honor of
Moshe's 6th birthday.

Thank you to Mr. Alexandre and
Chava Mann -
for donating basketball equip-
ment and a basketball hoop to

the early childhood program in honor of
Yonatan's fifth birthday.

Thank you to Mr. Shlomo and Joanna Stauber -
for donating educational equipment to the Kindergar-
ten III class in honor of **Aryeh's sixth birthday.**

Thank you to Mr. Jacob and Liat Attia -
for donating Israeli puzzles to the ECE in honor of
their children Orpaz (Nursery) and Sapir
(Kindergarten I).

Conference Nights

Wednesday, April 17

6:40—9:00 p.m.

Pre-K II, Pre-K III, K III

Tuesday, April 30

6:40—9:00 p.m.

Nursery, Pre-K I, K I, K II

Please call the office to make an
appointment to meet with your
child's teachers.

NURSERY – MORAH TAMI

Pesach is now over and the yeladim in Nursery returned to school happy and excited to share the many wonderful experiences that took place during Chag HaPesach.

There are also many new and exciting activities going on in the Nursery. We discussed the concept of **Sefiras Ha'Omer and how we count from the second night** of Pesach to Shavuos. We made a chart illustrating the path to Har Sinai and each day after davening, the yeladim added another circle on the road to Matan Torah. We can hardly wait to reach the top.

In preparation for our Yom Ha'atzmaut program next week, we learned that Eretz Yisroel is a land flowing with milk and honey. To represent this concept, we baked **honey cupcakes, sang the song "Eretz Zavas Chalav U'Dvash" as well as the songs "We Have Our Jewish Country," "V'Ahavta L'Reacha Kamocho," "I Wish I Were An Aviron," and "The Alef Bais Song."** We listened to the story The Chicken Man by Michelle Edwards.

For Parshios Tazriya-Mitzorah, we talked about Loshon Hara. We discussed the importance of being careful about what we say and that once we say something, we cannot take it back. To help us understand these concepts, we listened to the story The Boy Who Wouldn't Speak Loshon Hara by Phyllis Weinberg.

NURSERY - MORAH SUSAN

A new unit on rhyming was introduced this week. We had lots of fun creating pairs of rhyming words such as sit-mit, sat-fat, bad-sad, and cat-pat as **well as delightful sentences such as "Mr. Clutter loves bread and butter," "Mr. Feet likes bread and meat," and "Mr. Belly loves bread and jelly."** Try repeating these sentences with your children at home.

The rhyming stories Mary Had a Little Lamb by Sarah Joseph Habe, One Sun, A Book Of Terse Verse by Bruce Mcmillan and Mother Goose were read to the class .

As our art projects this week, we created a **"Humpty Dumpty on a Wall" and a "Pup in a Cup."**

We also acted out some of the new nursery rhymes that we learned such as, **"Jack and Jill Went up The Hill."** The class went outdoors and had fun taking turns carrying a pail of water.

PRE-KI, II & III– MOROT ETTIE & HEIDI

In this week's parshios of Tazriah-Metzorah, we learned about the very important mitzvah of Bris Milah. In the time of the Beis Hamikdash, the mother of a new baby would bring a special Korban to the kohen to thank Hashem. We also discussed another important mitzvah, which is not to speak Loshon Harah about another person. We focused our discussions on how we can speak nicely about our friends and families. Some of the books that we listened to this week were The Boy Who wouldn't Speak Loshon Hora by Phyllis Weinberg and Yettle's Feathers by Joan Rothenberg.

Our Hebrew letter this week is samech. Some of the vocabulary words that we learned were; sus, segol, sal, sefer, siddur, sappa, sulam, sevivon, sabba, savta and sufganiyot.

We have also started learning about Sefiras Ha'Omer and Lag Ba'Omer. **We are trying to be very kind to our friends.** We are counting each day of the Omer in anticipation of Shavuos when Bnei Yisroel received the Torah.

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

This week, the Pre-K children started their **"Around The World" unit.** They located some places on the globe that they were familiar to them such as Israel, France, Russia and the United States.

The children identified the country of China on the globe and heard stories about Chinese culture, schools, food, festivals and the traditional dress of the Chinese people. The children learned how to say hello-nee hau in Chinese and created a Chinese flag, hat and lanterns. They loved eating a special snack of rice and mandarin oranges.

Our letter of the week was "Oo". The children were able to sound out words such as October, octopus, office, octagon, oval, olive, Olympics.

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. It was a great review!

Books read this week to the children included, **"Around The World Schools And Clothing"**, by Margaret C. Hall, Olivia The Princess by Kent Redeker, Oh My Gosh, by Mrs. Sarah Weeks, Chicka Chicka 123 by Bill Martin Jr., The Seven Chinese Sisters by Kathy Tucker, The Story About Ping, by Majorie Flack.

KINDERGARTEN I, II & III-MOROT BAYLA AND RENA

We are so happy to be back in school and are enjoying our daily routines.

We talked about Sefiras Ha'Omer-the 49 days which we count from Pesach to Shavuot. We discussed how we prepare ourselves for Kabbalas HaTorah on Shavuot by doing extra mitzvos. We made Sefiras Ha'Omer charts. **Each day as we count the Omer, we check off the corresponding day on our charts.** We also learned that during Sefirah, weddings and haircuts are not permitted because of the terrible plague which afflicted the students of Rabbi Akiva.

The letters "pay" and "fay" were introduced. We added many new Hebrew words to our vocabularies and enjoyed working in our alef bais workbooks.

We also practiced combining the sound of the pay and fay with the nekudos that we have learned so far.

The yeladim have learned that Pirkei Avos is a very special sefer that teaches us how to act towards other people and towards Hashem.

We learned a mishna in Pirkei Avos from Perek Bais which is::

אל תדין את חברך עד שתגיע למקומו

”Do not judge your friend until you are in his place.”

For Parshios Tazria-Metzorah, we talked about the importance of not talking loshon hara. The children decided that they are going to try to say only good things about each other. They made stop signs to help them remember to be careful when they speak. We also discussed the mitzvah of Bris Milah.

In Project Derech, we learned that it is a mitzvah not to wake up your parents.

KINDERGARTEN I, II & III- MOROT BERNEY & HEIDI

Welcome back from Pesach vacation! We settled into our very special week with various activities.

Did you guess? Letterbook "Vv" was our focus this week. In art, we made a beautiful vase of flowers, and created vegetable people. During the week, we worked on our vocabularies and learned about volcanoes. We learned that it is very hot deep down inside the earth. It is so hot that rocks melt and gas builds up. As long as the melted rock and gas stay down inside the earth, they are quiet, but if they get near the surface of the earth, the rock and gas can escape through the holes. This is how a volcano is produced. We made our own volcano using a recipe of dishwashing soap, vinegar, water and baking soda.

In math, we continued our unit on money. During the week, our emphasis was on the value of different sets of coins. To round out our week, we wrote in our journals about a place that we would like to visit.



Erev Shabbos Parashas Tazria-Metzora 5773

Dear Parents,

Thanks to a thoughtful parent, I am in possession of a copy of an eye-opening article from last Friday's Wall Street Journal that has a critically important message for all parents. The point of the article is to highlight the most important factor that can lead a child to academic success.

In portraying the ethnic makeup of the successful 830 students out of the many thousands of 8th grade applicants who were accepted to one of New York City's most prestigious public High Schools, Asian-Americans captured three of every four slots, which is way out of proportion to their percentage of the city's population. Their performance on the entrance exams, which are measures of the totality of a student's verbal and math abilities accumulated over a lifetime, reflected highly successful learners, despite many coming from homes where English is not the native tongue.

In a separate analysis, a researcher tried to discover a common thread among the finalists in the National Spelling Bee. She discovered that rather than innate intelligence, it was tenacity that brought these children to the finals. They were willing to forego watching TV and texting friends in favor of hours of tedious work making flash cards and memorizing the spelling words.

This is unusual – for a child to be able to avoid being distracted by popular media and to focus on studying to such an extent. It can only happen because a parent has set the stage. It is the combination of driven parents and motivated students who create Olympic stars and spelling champions. It doesn't happen without the parent.

We are not advocating such an extreme approach or undue pressure on any child. What is crucial to extract from this article is the realization that the parents' role in their child's academic and school success is central and pivotal. Fostering a positive attitude to learning, making the home conducive to intellectual striving, reviewing basic facts through games and songs, welcoming the opportunity to admit and learn from mistakes, teaching and modeling responsibility for one's actions and assignments, aligning educational growth with school goals and celebrating real accomplishments are some of the actions and attitudes that separate the achievers from the strugglers.

We live in a society that has many excuses and explanations for failure. It is easy to find external factors to blame for a child's mediocrity in learning; class size is too large, teacher isn't inspired, textbooks are old, too many misbehaving children in the class and the list goes on.

However, stop and ask any teacher or principal anywhere to think of the five top students in their class or school, and then to think of the parents' role in actively supporting their child's education. Ask them also to think of a student or two who's shown significant improvement and it's guaranteed there will be more of a correlation between success in learning and supportive parental involvement than any other factor, trait or talent.

If a child has a real learning challenge that requires additional, expert intervention beyond the regular classroom, it is even more critical for a parent to face the situation forthrightly, advocate for the child, get the help needed and be a source of continuous patience and encouragement as the child navigates the increased difficulty of his or her situation. Success will be measured commensurate to the challenge, and here too, appropriate parental involvement and expectations will spell the difference between achievement and failure.

Parents hold the key to their children's success in life. Make sure to use it to open the doors of opportunity and growth and not to lose it among the distractions and attractions of modern day life. Expect more (within reason) and you'll get it!

Best wishes for a wonderful Shabbos,

A handwritten signature in cursive script that reads "Rabbi Kalman Baumann".

Rabbi Kalman Baumann