

Early Childhood Newsletter

Yeshiva Toras Chaim Toras Emes

Parashas Lech Lecha

October 11, 2013
Candle Lighting 6:38 P.M.

MAZEL TOV:

Mrs. Talia Levine on being accepted into the CAJE Early Childhood Leadership Institute.

MAZEL TOV:

Rabbi Gedalya and Sorah Glatt on the birth of a granddaughter to their children Eliyahu and Rivka Leah Glatt.

Rabbi Moshe and Rena Gruenstein on the engagement of their daughter Estie to Avi Binyamin.

Friday Bags

Friday Bags are brown paper bags that are sent home at the end of each week with all of **that week's work in it. Inside, you will find** the Early Childhood Newsletter which provides you with a summary of the past activities of the week. The newsletter and current pictures can also be viewed on the Yeshiva website at www.ytcteam.org

PARSHA WITH RABBI BAUMANN

The highlight of our weekly Erev Shabbos activities is Rabbi Baumann's visit to the four kindergarten classes where he reviews the parsha with the children.

Music Month

Percussion instruments were featured this week. Morah Zelda, our music teacher, brought many percussion instruments to school. We learned that different drums produce different sounds. The children took turns tapping the conga drum and observed how the skin of the drum vibrated. They played bongo drums and heard the difference between the tones produced by the larger and smaller drums.

Several xylophones with eight bars in decreasing sizes were compared. The children heard that the larger bars produced the lower tones and the smaller bars produced the higher tones.

Everyone tapped and rubbed rhythm sticks. To reinforce the properties of percussion instruments, the following song was taught (to the tune of "If You're Happy"):

If you tap, shake, or rub, it's percussion (2x)

If you tap, shake, or rub (2x)

If you tap, shake or rub, it's percussion.



NURSERY – MORAH TAMI

We started off our week learning about the farm. We sang the song **“Ladod Moshe Hayta Chava”** and chose different animals to be included in the song. We learned that the animals usually found on a farm are cows, horses, donkeys, mules, sheep, goats, pigs, chickens, ducks, turkeys and geese. We also learned the following facts about farm animals:

- Horses provide transportation
 - Chickens lay eggs
 - Cows and goats give milk
- Cats catch mice and dogs guard other animals
 - Sheep supply wool
 - Bees make honey

New Hebrew vocabulary words taught this week included:

סוס
ברווז
פרה
כלב
חתול
כבשה
חיה

The children were fascinated to learn that Avraham discovered the existence of Hashem when he was only three years old– the same age as the children in the Nursery class. We also talked about the story of Avraham and the idols and the promise that Hashem made to Avraham that his children would be as many as the sand and the stars.

We are really enjoying Music Month. This week, the yeladim had lots of fun moving their bodies to the music. They jumped, skipped and turned to the beat of the music.

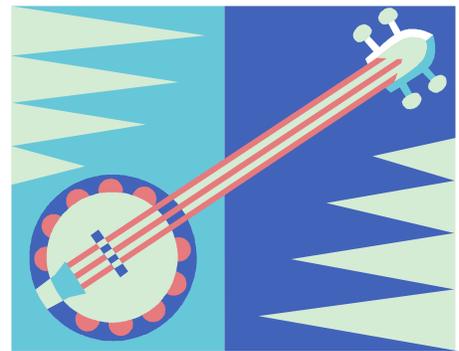
NURSERY– MORAH SUSAN

What an exciting, fun filled week we had in the Nursery. As part of our music activities, we **learned the song “Believe In Yourself”** and created a friendship mural featuring the handprints of each child in the class. The children experimented with different colored paints to create this mural.

Making banjos out of rubber bands and foam trays was lots of fun. We were so excited to **march around the room as we “played” these instruments.** We also played with a real flute, made our own pretend flutes and learned about many different kinds of instruments. The children enjoyed listening to the stories Zin! Zin! Zin! The Violin by Lloyd Moss and Mama Don't Allow by Thatcher Hurd.

We sang the song **“Do, Re, Mi”** from **“The Sound of Music”** which helped the children learn the names of the notes on the musical scale.

Do, a deer, a female deer
Re, a drop of golden sun
Mi, a name I call myself
Fa, a long, long way to run
So, a needle pulling thread
La, a note to follow so
Ti, a drink with jam and bread
Do to start over again



PRE-KI & II MOROT HEIDI & NECHAMA

In the beginning of Parashas Lech Lecha, we learned that Hashem told Avram to leave Charan , where he lived with his father Terach. Hashem promised Avram that he would have as many children as the stars in the sky and the sand on the ground. We learned of **Avram's greatness through all the tests that Hashem gave him.** We listened to the stories A Little Boy Named Avram by Dina Rosenfeld and The Ten Tests Of Avram by Shoshana Lepon. We also sang a song about **Parashas Lech Lecha to the tune of "Hi Ho..."**

Lech Lecha, from this land you'll go
Eretz Canaan is the land I will show
I will make you great
Many children in the future is your fate

Lech Lecha, a nation you will be
Yisroel will be yours, you will see
Your children will prosper in this land
They will be as many as the stars and sand

Hashem changed Avram's name
The father of B'nei Yisroel, he became

We continued our unit on Tzevaim (colors). The children were busy making collages using many different materials. They had a lot of fun sorting objects and describing the colors that they were wearing.

Our Hebrew letters this week were the bais and vais. Some of the vocabulary words that we focused on were:

בבה
בלון
בננה
בית
בית כנסת
בית ספר
בשמים
ביקור חולים

PRE-KI & II- MORAH JUDY

The Pre-K children continued their unit on Music. This week, the String instruments were introduced. The children listened to and compared the many different sounds of instruments such as the guitar, the violin, the harp, the piano and the ukulele. They also experimented with many different types of rubber bands to create musical vibrations.

The children enjoyed learning about the life of Mozart and listening to the book Mozart by Ann Rachlin. **They also listened to some of Mozart's concertos.** Did you know that Mozart loved to play the piano so much that he slept with a make believe keyboard in his bed?

Math skills were exercised by practicing number recognition and counting skills. The Pre-K children sorted, matched and counted instruments. They also compared the lengths and widths of the rubber bands that they used to create musical instruments.

As a special art activity, the children created their own string instruments.

We spoke about how the weather is changing up north. We looked at weather reports and discussed the different weather conditions up north and at home.

Favorite books this week were Sounds All Around by Wendy Pfeffer, Zin! Zin! Zin! The Violin by Lloyd Moss, The Magic Flute An Opera By Mozart by Kyra Teis and Mozart Tonight by Julie Downing.

A favorite rhyme this week was "Hey Diddle Diddle". The children acted out the rhyme and added their own rhyming words to make it a silly rhyme like, "Hey in the middle, you have a fiddle, the moon jumped over the cow. The little dog said wow wow and the cat took a bow."

KINDERGARTEN I, II, III & IV
MOROT BAYLA, HEIDI & RENA

We had a wonderful week in kindergarten. In our Alef Bais program, the letter gimmel was introduced. **We learned about the concept of Gam Zu L'Tovah** as well as the Mitzvah of Gemillus Chasadim. We enjoyed working in our Alef Bais books.

Parashas Lech Lecha was the focal point of our week. The stories A Little Boy Named Avram by Dina Rosenfeld and The Ten Tests Of Avraham by Shoshana Lepon were read to the children. The children were fascinated to hear how Avram recognized Hashem at an early age and how together with his wife Sarai, he taught everyone to believe in Hashem. We learned about the **importance of respecting someone else's property from Avram's experience in muzzling sheep. There are so many lessons to be learned from the life of Avraham Avinu and the many challenges that Hashem tested him with.** After hearing many interesting stories and midrashim about Avraham, the yeladim understood why **he was chosen to be the role model for B'nei Yisroel.** We made a beautiful art project incorporating the brachos that Hashem gave Avraham.

We started the Derech Program this week. In this program, we learn one halacha of Derech Eretz each week. This week, we talked about Hakaras Hatov-how we have to show appreciation to our parents and grandparents for everything that they do for us. Please **review the "derech" picture with your child.**

We continued reviewing the tzevaim that we have learned and added the following phrases:

אני לובש צבע כחול
אני לובש צבע ירוק

We also played "Color Bingo" to review our Hebrew vocabulary words.

KINDERGARTEN I, II, III & IV
MOROT BERNEY, PEARLY & TALIA

We had another fun filled musical week in kindergarten. This week, we concentrated on string instruments including the guitar, the violin, the banjo and the cello. We learned that the string family is the largest in the orchestra and that string instruments have carved, hollow wooden bodies with strings running from one end to the other. These instruments are played by plucking the strings with fingers using a bow. The students put their knowledge to work by creating their own string instruments.

The composer of the week was Johann Sebastian Bach. There were many musicians and **composers in Bach's family. As a child, Bach's father taught him how to play the violin and harpsichord. Bach's music was not appreciated during his lifetime and he was considered an "old fashioned" composer.** Today he is considered to be one of the most influential composers of all time.

We began our "Gg" book this week and the timing was just right since we were talking a lot about guitars which begin with a "g" sound. We composed a list of words that begin with the letter "g," and learned how to form the letter correctly.

This week we added two more words to our sight word reading and writing vocabulary list. We learned how to read the words a and am, and composed sentences using these words. Using our sight words the students were able to write three word sentences.

In math, we continued to practice the numbers 1-5 and became acquainted with numbers 6-10. We practiced recognizing and writing the numbers in all different forms. We also worked on our graphing skills and some classes graphed their hair color and favorite percussion instruments. We incorporated math terms such as most and least.

Thank you to all the parents who sent in their own personal musical instruments to share with the classes.



Erev Shabbos Parashas Lech-Lecha 5774

Dear Parents,

Roshei HaYeshiva
Rabbi Binyomin Luban
Rabbi Yisroel Y. Nisman
Rabbi Mordechai Palgon
Founding Rosh HaYeshiva
Rabbi Benzion Chait

As the October days pass by and our anticipation for a change of seasons grows, the message of the rhythm of nature and a year of four seasons that has governed the world since the great Flood in the days of *Noach (Malbim, Parashas Noach)* rings as true as ever. So much of our daily lives are directly influenced by the season of the year, reminding us of the centrality of nature in our existence.

Principal
Rabbi Kalman Baumann
Director
Mrs. Naomi Bloom
Assistant Director
Mrs. Talia Levine

We get so caught up in our material pursuits and technology on one hand and even our higher spiritual goals and activities on the other that we tend to lose sight of the basics that govern our well-being. How well we eat, how much sleep we get, how we exercise and live in moderation frequently get overlooked when we have a problem and are seeking a solution. Before we seek modern-day technological and scientific devices and methodologies to solve a problem, even before we investigate the spiritual underpinnings, we need to go back to the basics. If we neglect our bodies' needs on a regular basis, then medication or surgery may become necessary, but a shift in habit could possibly have pre-empted or solved the problem much sooner and much simpler.

President
Dr. Allan I. Jacob
President
Dr. Jonathan Rubin
Vice President
Rabbi Moshe Lehrfield

The same holds true to an even greater degree in dealing with children. When a child has a difficulty in learning, classroom behavior, getting along with peers, or lacks motivation, all of the experts wisely present different possibilities to explain and solve the problem. The educator will look for an educational deficiency, the psychologist will explore a possible behavioral abnormality, the psychiatrist will search for a chemical imbalance, the neurologist will analyze brain function and the endocrinologist will examine any imbalance of the hormones and metabolism. But there is a 'step one' before all this, and that is to examine the basics of human well-being. Is your child getting enough sleep? Is there a healthy, productive routine of play, homework, supper, bathing and bedtime? Does your child eat a balanced meal each evening? What food do you send with him or her to school? What, when and how many sugary snacks are included? (Hopefully not more than 1 a day) It is hard to overstate the benefits to a child of a healthy, stable eating and sleeping regimen. Many children who develop learning issues start out with good potential to learn, but poor study habits, insufficient sleep and unhealthy diets keep them from progressing with their classmates. These factors cause inconsistent class participation and incomplete homework and studying, which derails any efforts they make and magnifies any weakness they may have, until there is a major problem.

When a problem exists despite these routines being under proper control, the next step is to look for physical causes, before any cognitive or psychological reasons for difficulty in school. Check your child's vision, hearing, overall health, manual dexterity and sensory issues first. These potential causes must be ruled out before exploring any other learning or behaviorally based causes. Once you've reached this point and the difficulties persist, then it is the appropriate time to enlist the other experts in helping your child.

In truth, most problems won't be solved by cutting out sugar etc., but a significant number can be greatly minimized through getting back to basics. There may be many impediments that parents face in providing a loving, nurturing, calm and stable environment that are beyond their control, but virtually everyone can show respect for the natural order that *Hashem* implanted into our world and take proper care of their child's healthy well-being. The additional success they'll find in school as a result may pleasantly surprise you.

Have a healthy, restful and wonderful *Shabbos*,

Rabbi Kalman Baumann
Principal