

Early Childhood Newsletter

Yeshiva Toras Chaim Toras Emes

Parashas Terumah

January 31, 2014
Candle Lighting 5:54 P.M.

DENTAL HEALTH

Thank you **Dr. Jessica Baitner** for the fascinating program on Dental Health that she presented on Friday. The children learned why teeth are important and how to take care of them. They were also shown how to brush their teeth properly.



MAZEL TOV:

Rabbi Gedalya and Sorah Glatt on the birth of a granddaughter to their children Yitzi and Adina Mittel

Rabbi Moshe and Rena Gruenstein on the birth of a granddaughter to their children Aryeh and Gitty Mandel

KINDER "GARDEN"



What fun we had this week planting radishes, parsley and sunflowers in our outdoor garden. The children are so excited to check the garden every day to see if their seeds have started to sprout.

Calendar Notes:

February 4– Pre-K Trip to the Museum of Discovery and Science. Please be sure to send your children to school in their Toras Emes T-shirts.

February 7– Rabbi Yossi Heber Teacher Institute. No school

February 11– Fire Truck Demonstration

מי שנכנס אדר מרבין בשמחה

In honor of Rosh Chodesh Adar, all of the children sang songs and danced around their classrooms



NURSERY – MORAH TAMI

The yeladim in the Nursery were very excited to return to school after the mid-winter vacation.

A Hebrew language unit on Shabbos was started this week. Learning about the many mitzvos associated with the observance of Shabbos was fascinating for the children. We discussed which objects are "muktzeh" and ate special Shabbos foods at our Shabbos party on Friday. The songs "Shabbos Yom Menucha" and "Shabbat Shalom" were taught to the children in conjunction with this unit. The children listened to the story My Shabbos 1, 2, 3 by Surie Fettman.

New Hebrew vocabulary words taught included from the following:

יין
כוס קדוש
חלות
נרות שבת
שלחן
אמא מדליקה נרות
אבא עושה קדוש

For Parashas Terumah, we learned that the Mishkan is like a traveling Shul and that it was built with contributions from Klal Yisroel. We also looked at pictures of the menorah, the shulchan, the mizbeach and the aron kodesh in the book The Tabernacle by Moshe Levine.



NURSERY – MORAH SUSAN

This week, we started a unit on Food and Nutrition. The children easel painted pictures of fruits and vegetables, chicken and other healthy foods. They learned that the five food groups are grains, fruits, vegetables, dairy and protein. To reinforce this concept, the children took turns guessing which foods belong in each food group. The stories Walter The Baker by Eric Carle, The Biggest Sandwich Ever by Rita Goldman and Growing Vegetable Soup by Mitchell Sharmat were read to the children. The class really enjoyed learning the songs "A Tisket A Tasket" and "Peanut Butter And Jelly."

A tisket a tasket
A red and yellow basket
I picked some fruit for my mommy
And on the way home I lost it.
Then...i found it!

As an art project, the children made their own fruit and vegetable baskets. They also prepared fruit salad. Thank you to the parents for sending in all of the delicious fruits.

In our science corner, we cut up apples and viewed them every day to see how they changed color.

PRE-KI & II MOROT HEIDI & NECHAMA

A new unit on Shabbos was started this week. We listened to the stories Josef Who Loved The Sabbath by Marilyn Hirsch, Shabbos 1, 2, 3 by Surie Fettman, Hurry, Friday's A Short Day by Yeshara Gold, and Way Too Much Challah Dough by Goldie Shulman.

We discussed Maaseh Bereishis and how Hashem rested on the seventh day. We talked about the kedusha of Shabbos and how we prepare ourselves and our homes for Shabbos

We learned the letter nun this week. Some vocabulary words that we learned were:

נרות
נר
נחש
נס
נעלים

This week's parsha is Parashas Terumah. Bnei Yisroel gave terumos – contributions to Moshe Rabbenu in order to build the Mishkan. We talked about the Mishkan and the different items that were given to Moshe for the Mishkan. We also learned that since Bnei Yisroel were travelling through the midbar, it was necessary for the Mishkan to be taken apart and put back together easily.

We looked at pictures of the Mishkan in the book The Tabernacle by Moshe Levine to get a better understanding of how the Mishkan was constructed. The children enjoyed making a gold menorah to represent the menorah in the Mishkan.

New Hebrew vocabulary phrases taught this week include:

אמא מדליקה נרות
אבא עושה קדוש
אבא הולך לבית הכנסת
אמא הולכת לבית הכנסת
שבת שלום אבא
שבת שלום אמא
שבת שלום ילדים

PRE-KI & II- MORAH JUDY

It was wonderful to welcome back the Pre-K children after the vacation. They were so excited to share stories about their vacations and the time they spent with their families.

This week, the new unit was "Under The Sea." The children learned about the world of creatures that live in the waters. Some of their favorite creatures were the giant white whale, the shark, the starfish, the blowfish, the octopus and the tiny goldfish. Books read to the children this week that focused on "Under the Sea" creatures were One Fish Two Fish by Dr. Seuss, Commotion In The Ocean by Giles Andreae and Coral Reefs by Roger Steem.

The letter of the week was "Kk." The Pre-K children sounded out words such as king, kangaroo, kosher, kitchen, kitten and kite. A favorite activity this week was creating colorful kites. Some stories read to the children beginning with the letter "Kk" were Kippa The Dancing Duck by David Goodman and A Place Called Kindergarten by Jessica Harper.



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

It was great seeing all of our friends and Morahs as we returned to school this week.

Ladder Lamed was introduced this week. Since it is the tallest letter, it is easy to identify. We stressed the mitzvah of Loshon Harah and are trying to be more careful of the topics that we speak about with our friends.

The importance of Shabbos as a Yom Kadosh was discussed. We heard how **everyone's home is transformed when the Shabbos Queen is greeted**. We discussed the meaning of the two challahs and the importance of saying kiddush. The children enjoyed listening to the stories Yosef Mokir Shabbos, Shabbos Treats That Grew by Mayer Bendet and Hurry Friday's A Short Day by Yeshara Gold.

Parashas Terumah taught us about the concept of the mishkan. We learned about the shulchan, the menorah and the aron. We heard how the kaylim were made from the many materials that Bnei Yisroel contributed to the mishkan. We learned about the loaves of bread which stayed fresh from one Erev Shabbos to the next. We heard how the aron consisted of three boxes that fit one into the other. The children were very interested in the keruvim which looked like angels with the faces of children. These keruvim covered the boxes which held the holy luchos that were broken by Moshe. We also looked at pictures of the kaylim in the book The Tabernacle by Moshe Levine.

In Project Derech we learned that it is a mitzvah to greet parents and grandparents when they arrive and to go with them to the door when they leave.

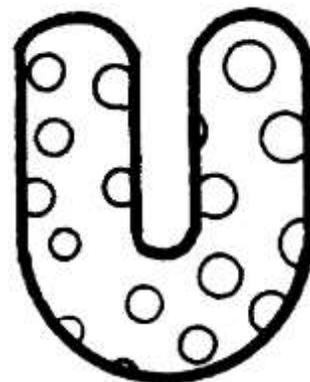


KINDERGARTEN I, II, III & IV
MOROT BERNEY, PEARLY & TALIA

After a long and rejuvenating break, we jumped right back into the swing of things with the letter "Uu." We discussed positional concepts such as under, over, up and down. We applied these concepts by completing exercises in our letter books, and by playing positional concept games during circle time. Our sight word of the week was the word "has." We discussed vowels and consonants and spent time reviewing all of the vowel sounds. We practiced reading three letter CVC (consonant, vowel, consonant) words and used a variety of vowels to make new words with the same consonants, such as "hat", "hit" and "hot".

The students loved learning about health and nutrition. They explored the many different components of staying healthy including good hygiene and eating well. Listening to the story The Berenstain Bears and Too Much Junk Food by Stan and Jan Berenstain was our introduction to the unit on nutrition and hygiene. We discussed why Brother Bear and Sister Bear got sick and what they could have eaten to be healthier. We discussed different healthy foods that we eat and how they help us stay strong. We also discussed the importance of washing our hands. We learned the appropriate way to wash hands and completed an art project to help us remember each step in the important process. We read the book Growing Vegetable Soup by Lois Ehlert and each class planted vegetable seeds in our school garden.

We continued chapter 5 in our Go Math series and made progress with addition. The students are amazed at their ability to solve addition problems.





Dear Parents,

The week of *Parashas Teruma* and the introduction to the *Mishkan* – a sanctified place uniquely suited for approaching and serving *Hashem*, affords the opportunity to make our annual appeal. This is not an appeal for money, or even for volunteers. The appeal is for some thoughtful introspection about the issue of appropriate decorum in *shul* and proper *Chinuch* for *Tefilla*, for *davening*. We are blessed with many *Batei Knessios* – synagogues and *Batei Midrashos* – *yeshivos* and *kollelim*, our mini sanctuaries during our *Galus* existence. We don't have the *Mishkan* or *Beis HaMikdash*, but let us ask ourselves how well we are handling our opportunities, our special places to serve *Hashem*.

Roshet HaYeshiva
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We've presented ideas on this topic before, and some of them bear repeating.

Davening with proper *Kavana* is a major challenge for many adults and children. Equally significant is the lack of awareness of the *Mitzva* of *Mora Mikdash*. What is *Mora Mikdash*, you ask? Exactly! The *Torah* tells us (*Vayikra 19:30*) ...*Umikdoshee Tirau...* The *Sforno*, along with most *Rishonim* says this *Mitzva* of guarding the sanctity of the *Mikdash* refers not only to the *Beis Hamikdash*, but to any place of *Torah*, *Tefilla* and *Avoda*. Our awareness of and care for the inherent sanctity of our *shuls* and *shtieblach* is sorely lacking. There are clear *Halachos* concerning permitted and forbidden activities within the confines of a *Beis Knesses*, and this is even not

during the time of *Tefilla*.

Tackling the enormous challenge of talking during *davening* that is tragically commonplace in many *shuls* in our community and around the world appears to be a 'mission impossible' – but anyone who minimizes the devastating impact that talking has, would do well to read the words of Rabbi Yonasan Eibeschitz in *Yaaros Devash* as he places blame for the destruction of Prague's synagogues, whose beauty was unparalleled anywhere in the world, on the sin of talking during *davening*. Even more compelling, is the special *Mi Shebairach* of the *Tosfos Yom Tov* in reaction to the cataclysmic events of 1648-49 in Eastern Europe.

I would like to further focus on the *Chinuch* (educational and training) aspect of *davening*, and more specifically when it is appropriate and when it is not appropriate to take children to *shul*. Too many parents look at the world as black or white. Some things and places are unacceptable, to be avoided completely. Other situations are okay, and therefore no restrictions or limitations need be placed on their children's involvement. *Shul* going, especially on *Shabbos*, falls into the second category, that of okay activities. Going to *shul* is a spiritually positive experience, so let's all go! But what are your goals and objectives in taking children? Can a three year old learn anything about the sanctity of *Beis Knesses*, or are we training him to view the *shul* as an exciting and intriguing playground? What are we teaching a young child when we bring him to a house of prayer – but he's completely unable to pray? It is not *chinuch* to simply have a child in *shul* – he must learn the proper way to behave in *shul*. When a child is brought at too young an age – we are teaching the exact opposite of what we intend!

What about elementary aged children – they can read, so therefore they can *daven*. But let's ask ourselves some questions. The few minutes that the child can (hopefully) remain focused, are a tiny fraction of the time spent in *shul*. What happens the rest of the time? It's play time – and the playground is the *Mikdash Me'at*! What happens as the child grows older – have we trained him or her that the *shul* is a sanctified place requiring awe and reverence because it is *Hashem's* house – or have we initiated yet another recruit of adult *shulgoers* to not show respect to the *shul*, and helped a new generation of talkers and interrupters

to emerge from our ranks? Our children don't need to be in *shul* before the age of 9 or 10 in order to feel comfortable in a synagogue – that is simply not a challenge for them, given the *frum* environment they are growing up in.

There are times that the mother is feeling exhausted and overwhelmed, and her husband feels it his obligation to take the children off the mother's hands. That is indeed a laudable attitude, and emergencies do happen, but bringing children to *shul* for babysitting purposes constitutes a very negative *chinuch*. Perhaps a more appropriate solution to this problem, which many of our parents employ, is to go to a *Netz* (sunrise) *Minyan*, get home early and take care of the children at home. The wife is helped, the children nurtured, and the *mispallelim* including the husband, can really *daven*.

You may ask – the *shuls* provide babysitting and activities *Shabbos* morning – it must be children are being encouraged to come to *shul*! Be careful not to confuse the attempt to find safe and wholesome activities to fill our children's *Shabbos* Day, with proper *Chinuch* in *davening*. Think through what you want your child to feel and do about *Davening to Hashem* when he or she is 18 years old, and then examine whether the way you're exposing your child to *Tefilla* and *Shul* is enhancing that goal, or *Chas V'Sholom*, subverting it.

Perhaps you are eating the *Shabbos Seuda* in *shul*, or are invited out to join a family from *shul*, and the entire family therefore needs to come to *shul* anyway. Arriving at the very end, for a few minutes of *davening*, under your careful supervision, is certainly preferable to an extended amount of unstructured time around the *shul*. *Davening* at home, quietly with *Ima*, before stepping out, can be a much more meaningful and constructive approach to developing good *davening* habits.

Very chillingly, and frighteningly, we need to add another dimension to the potential negatives of 'hanging around' *shul*, this one being downright earth shattering. It has become apparent in the larger *frum* community, that some individuals who have attempted to molest children, R'L, have found the *shul* on *Shabbos* morning to be a most fertile setting for their unspeakable behaviors. One convicted predator said of his methods, "I'm a *Nishmas* pedophile." "At the beginning of *davening* there are lots of adults coming into *shul* and the hall is crowded, but come *Nishmas*, everyone is focused on their *davening*. That's followed by *Barechu* and *Shema*, where they're really concentrating, and then *Shemoneh Esreh* when they're all rooted in their places. I had from *Nishmas* to the end of *Shemoneh Esreh* to do whatever I wanted." (source - *Mishpacha Magazine issue 491 Jan. 1, 2014 p.42*) Not one of us can allow our children to be unsupervised during such a time. We are not only fighting for our children's spiritual growth – but their emotional and psychological health as well. It is with great pain, that this warning must be included in our discussion of ensuring an appropriate *shul* experience for our children.

Many of our children struggle with *davening* in school. Ask your child if he or she is having difficulty. If the answer is yes, first examine your family's *davening* practices. If your child has no issue with *davening* at home, ask your child what the problem is in school and contact us, so we can try to figure out where the challenge is coming from and work together to find a solution. It is so not common for a child to do well with *davening* in one venue and to struggle in another.

May *Hashem* enlighten us to provide the best possible *Chinuch* to our children, in all areas of life. May our efforts to show greater *Kavod* to our *Mikdeshai Me'at*, help us to merit the rebuilding of the *Beis HaMikdash*, *Bimheira*.

Have a *Kedusha*-filled *Shabbos*,



Rabbi Kalman Baumann
Principal

You are invited to the

YESHIVA TORAS CHAIM TORAS EMES ROHR MIDDLE SCHOOL

Open House

A student-driven event for all RMS parents
and prospective students and parents

SUNDAY, FEB. 2 10:00 - 12:00



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