

# Early Childhood Newsletter

Yeshiva Toras Chaim Toras Emes

Parashas Ki Sisa

February 14, 2014  
Candle Lighting 5:55P.M.

## YOSSI HEBER DAY FRI DAY, FEBRUARY 7

This past Friday, the Early Childhood teachers participated in two professional development seminars. The first was given by Dr. Deborah Lerer on the topic of Effective Communication With Parents of Preschoolers and the second by Mrs. Chaya Weiner on the topic of Teaching Emotional Intelligence Through The Purim Story.

## MAZEL TOV:

Rabbi Kalman and Rucha Baumann on the birth of a granddaughter to their children Rabbi Yaakov and Adina Dreyfuss

Rabbi Yaakov and Adina Dreyfuss on the birth of a daughter

Mr. Ross and Malky Polonetsky on the birth of a son

**Presidents' Day**  
**Monday, February 17**  
**School is from**  
**8:30 a.m.-12:00 noon**

**Dismissal will begin at 11:45 a.m.**  
**Please arrange your carpools accordingly.**  
**There will be no aftercare.**

# PURIM WORKSHOP SCHEDULE

Nursery .....Morah Tami  
Tuesday, March 11.....10:15 a.m.

Pre-KI.....Morah Nechama  
Monday, March 10 ..... 1:30 p.m.

Pre-KII.....Morah Heidi  
Wednesday, March 12 .....10:15 a.m.

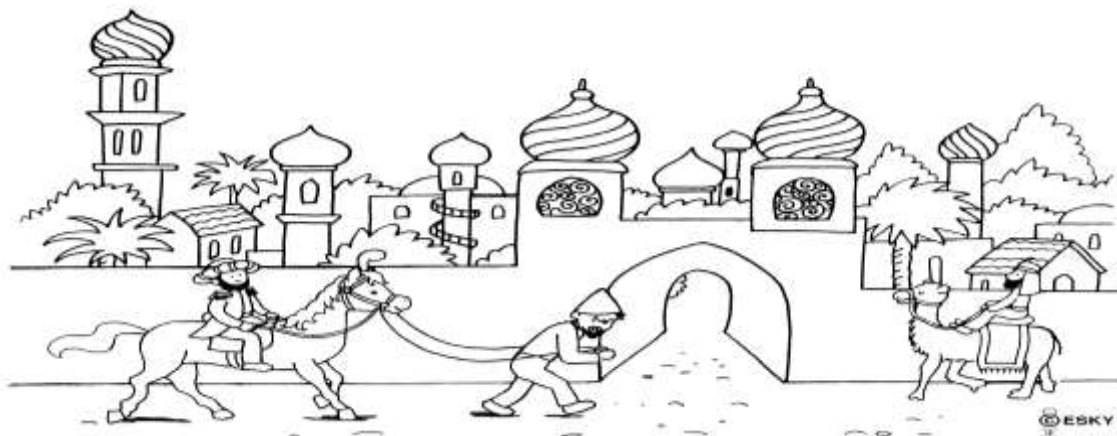
Kindergarten I.....Morah Bayla  
Monday, March 10.....10:15 a.m.

Kindergarten II.....Morah Rena  
Thursday, March 6 .....10:15 a.m.

Kindergarten III.....Morah Bayla  
Thursday, March 6.....1:30 p.m.

Kindergarten IV.....Morah Heidi  
Tuesday, March 11.....1:30 p.m.

**Come and have a wonderful time making a Purim craft with your child.**



## NURSERY – MORAH TAMI

With a nish nash hamentasch  
Mask and raashan  
Purim day has just begun

The children in the Nursery are fascinated by the story of Purim. They were so excited to hear about Melech Achashverosh and how Vashti HaMalka refused to come to his party because she was covered with pimples. What a wonderful time we had acting out the roles of the various characters in the Purim story.

Several stories about Purim were read to the children. Our favorites were A Purim Story by Linda Davis and The Mitzvah Girl by Beverly Mach Geller. We started working on our megillos and learned the songs "When you Hear The Name Of Haman" and "Chag Purim."

Our new Hebrew vocabulary words for the week were:

מגילה  
רעשן  
כתר  
מלך  
מלכה

For Parashas Ki Sisa, we talked about the set of luchos which Hashem gave to Moshe Rabbeinu and how Moshe broke them because of "Chet Ha'Egel." After B'nei Yisroel did teshuva, Hashem gave them a second chance.



## NURSERY – MORAH SUSAN

This week, the program in the Nursery focused on the sense of touch. We had an exciting time doing many experiments. We washed clothing with soap and water and compared how the clothing felt when it was wet and when it was dry. We created a "touch picture" using many different textures and had a fabulous time touching and smoothing shaving cream all over the tables.

We listened to the stories The Five Senses by Maria Ruis, Find Out By Touching by Paul Showers, Five Senses by Tasha Tudor and The Touch Book by Jane Belk Moncure.

We learned the song "This Is The Way We Wash Our Hands:"

This is the way we wash our hands  
Wash our hands  
Wash our hands  
This is the way we wash our hands  
So early in the morning.

During center time, we counted objects on the flannel board. We also counted with math sticks. Outdoors, we had a great time doing parachute activities. We danced and sang many songs as we held the parachute. What fun!



PRE-KI & II MOROT HEIDI & NECHAMA

Learning about Purim has brought much fun and excitement to the Pre-K classes. The children transformed one of their classroom centers into Shushan Habirah. They had so much fun playing in that center. Any Purim books, costumes or CD's that you would like to share, would be a wonderful addition to our class.

In our Hebrew language program, we started learning some phrases associated with the story of Purim such as:

הנה המלך  
הנה המלכה  
המן הרשע  
איש יהודי

The letter Samech was introduced this week. The vocabulary words that were taught include:

סביבון  
סבא  
סבתא  
סוס  
ספר  
סכין  
סדור  
סבון

For Parshas Ki Sisa, we discussed how Bnei Yisroel were counted by giving a Machatzis HaShekel. During circle time, we each put a penny in a can to re-enact what Moshe did when he counted Bnei Yisroel in the Midbar. We tried to imagine how long it would take to count hundreds of thousands of people, if they were to be counted one by one. We also looked at the different Kaylim that were in the Mishkan and learned that the money Bnei Yisroel donated, helped to construct the beautiful golden Kaylim.

Have a wonderful Shabbos!

PRE-KI & II- MORAH JUDY

We continued our unit on the Properties of Air. This week, we discussed that air is everywhere and that it is invisible. Our planet is surrounded by air, even though we cannot see it. We did an experiment to prove that a candle needs air to stay lit.

The children also experimented with an air blowing machine. They experienced air pressure and saw how air can lift objects up into the air. Feathers, cotton balls, pom poms and tissues were lifted into the air by the pressure coming from the air machine. Heavy items would not lift up easily. The children were excited to discover that although air can fill up many objects such as a ball, a bag, a balloon and a tire, it has no weight. Even though we cannot see air, we can feel it on our skin. We also had a great time creating fans. The children blew up two medical gloves and were able to compare the weight of an empty glove with one that had air trapped inside.

Our letter of the week was the letter "Mm". The children learned to put their lips together to sound out words beginning with the letter "Mm". Some words that they sounded out were mom, mouse, monkey, map and money. To enhance our letter "Mm" week, the children pretended to be Muffin Men and baked homemade muffins. They even sang the song "Do you know the Muffin Man."

Thank you to Esther Wieder's father, Chaim, for coming in to perform magic tricks for the children.

"Mm" books read this week included Mouse Mess by Linnea Riley and Miss Mary Mack by Mary Ann Hoberman.



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

The sound of the Chirik was introduced this week. The story of Mrs. Funny Face helped us to learn this new vowel sound. With one eye, Mrs. Funny Face screeched "Eeh, eeh, I could see." The children are reading many new words and are blending with greater proficiency. Keep up the homework review. **They're doing great!**

Purim songs, decorated classrooms and happy faces were some of the sights and sounds that were seen and heard in kindergarten this week as we started preparing for Purim.

We heard about Melech Achashverosh and how he wanted the Yehudim to come to his party. We learned why Mordechai HaYehudi did not want the Yehudim to attend this party and how the story of Haman Harasha began to unfold.

In Parashas Ki Sisa, we learned about the holy kiyor made from copper and the mirrors that were donated by the women, as well as the special oil used for anointing. Betzalel and his helper Ohaliav must have been very precise to have been chosen to build the mishkan. They assigned jobs to the men and women who wanted to help with this project. Hashem told Moshe that Shabbos is more important than the Mishkan and no work for the Mishkan may be done on Shabbos. We also learned about cheit ha'egal. We heard how Hashem was very merciful and kind and forgave B'nei Yisroel for this terrible aveirah. We heard why the luchos were broken and how Moshe wrote new ones. We learn from here that Hashem forgives us when we daven and do teshuvah.

For Project Derech, we learned that it is a mitzvah to stand up for one's Torah teacher.

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

In science, we continued our exciting unit on magnets. We learned that a magnet is made out of metal that can cling to other metals. Things that cling to a magnet such as iron and steel are called magnetic. The ends of the magnet are called poles. One end is called the North Pole and the other is called the South Pole. The poles of the magnets have the strongest pull. We also learned how to make a magnet. If you rub something made out of iron or steel in the same direction on one side of a magnet, you will create another magnet. Naturally, we had to try it out and were amazed to see a paper clip become a magnet. We were also fascinated to see that a magnet can attract other metals through paper, cloth and a glass of water. We put a paper clip in a glass of water and touched the outside of the glass with a magnet. We were delighted to see the paper clip move.

**We completed letterbook "Bb."** We played Boggle and Sight Word Bingo. We also bounced balls and balanced ourselves on the balance beam.

The highlight of our week, of course, was our **100's Day Party**. We started counting on our very first day and continued until the 100th day of school which was Thursday of this week. We celebrated by making hats on which we stamped 100 circles, made necklaces out of 100 Fruit Loops and of course, counted out 10 groups of 10 goodies equal to 100 and ate them. Thank you to all the parents for sending in the special treats. We listened to the book Miss Bindergarten Celebrates The 100th Day of Kindergarten by Joseph Slate and wrote in our journals about our special day.



Happy  
100  
Days!



Dear Parents,

Embedded in this week's *Parsha* is a fundamental principle that shows us how to increase success in one's learning.

The *Gemara* in *Eiruvin* (54b), partially cited in *Rashi* on *Shmos* 34:32, describes how *Moshe* taught the *Torah* to *Klal Yisroel*. Turns out, it was a rather complicated procedure. *Moshe* taught it first to *Aharon*, next to *Aharon* and his sons, after that to *Aharon*, his sons and the *Zekeinim* (Elders) and finally to *Aharon*, his sons, the *Zekeinim* and all of *Klal Yisrael*. By the end, *Aharon* heard the entire *Torah* four times from *Moshe*, his sons *Elazar* and *Isamar* three times, the *Zekeinim* twice and *Klal Yisroel* once. Subsequently, *Aharon* taught it to *Klal Yisrael*, then his sons taught and then the *Zekeinim*. In this way, everyone heard the *Torah* taught a total of four times.

The *Gemara* asks – would it not have been more effective to have *Moshe* himself teach it four times to everyone? The *Gemara* answers that it was to give honor to *Aharon*, his sons, and the Elders, which was shown by the private lessons with *Moshe* that they received. If so, the *Gemara* continues, why didn't *Moshe* teach it four times to *Aharon*, then *Aharon* teach it four times to his children and so on. The conclusion of the *Gemara* is that hearing directly from *Moshe* helped the *Klal Yisroel* be more successful in their understanding of the *Torah*.

What this means to say, is that while it would have made the most sense educationally to learn directly from *Moshe*, the Jewish people were made to settle for the seemingly second best educational approach, because the need to honor *Aharon* and the other leaders outweighed that consideration. Instead of hearing from *Moshe* four times, they only heard from him once.

Our *Rosh HaYeshiva*, *HaGaon HaRav Alter Chanoch Henach Leibowitz zt'l*, asks was it right to sacrifice even to a small extent, the quality of the eternal transmission of *Torah* and the spiritual level of *Klal Yisroel*, just to give honor to our leaders?

The *Rosh HaYeshiva zt'l* offers an eye-opening insight into the secret of how *Torah* is transmitted from one generation to the next. Even more than the quality of the educational instruction, it is the honor and esteem in which the *Torah* teachers are held that impacts the transmission. With proper respect, the leaders' teachings will enter one's heart and their full impact will be absorbed and appreciated. On the other hand, where respect is lacking, the lessons and truths of the *Torah* will not be absorbed properly. By giving honor to *Aharon* and the other leaders and enhancing the esteem in which they were held by the people, their giving over of the *Torah* was enhanced and the understanding was deepened to a degree that may have exceeded that which *Moshe Rabbeinu* himself could have provided. They were not losing out by this arrangement, they were harnessing a powerful tool to acquire the beauty and wisdom of the *Torah*.

We are all attuned to the importance of a good relationship between our children and their teachers, in terms of our children's motivation and positive attitude. How much have we considered the importance of the honor and esteem in which our children relate to their teachers, especially *Torah* teachers, *Rebbeim* and *Moros*? Have we considered our role in strengthening our children's respect for their teachers, and despite occasional differences of opinion worked proactively on building up the stature of the teachers in our children's eyes?

-more-

We see from this episode that being supportive and respectful of teachers is more than good *Midos* – it is a key to ensuring our children’s success in effectively and thoroughly absorbing the truths of our *Torah*. This is a responsibility shared by school and home alike – to speak and act in a manner that elevates, in our children’s eyes, the stature and honor of their teachers.

How does this work on a practical level? Fathers – do you train your sons to ‘give *Shalom*’ to *Rabbonim* and older gentlemen? When you are at shul or any occasion with your son, and you notice the presence of his *Rebbe* (past, present or future) do you make sure to show honor to the *Rebbe* and encourage your son to greet the *Rebbe* properly and respectfully? Mothers, when you’ve sent a note of appreciation to your daughter’s *Morah*, have you shared your feelings of gratitude with your daughter and shown a genuinely high regard for her teacher? At the *Shabbos* table when the topic of discussion turns to *Rabbonim*, *Mechanchim* and *Gedolim*, are they referred to in reverential tones, and are their positive traits and greatness illuminated and emphasized?

By realizing that our attitude towards our *Torah teachers* and leaders are not just ‘another thing’ that *Torah* Jews are supposed to follow, but lie at the core of our and our children’s success in *Torah* learning, we’ll find it easy to excel in developing such an attitude, and thereby merit the *Nachas* of having children who follow in our ways.

Best wishes for a *Shabbos* of honor and *Simcha*,



Rabbi Kalman Baumann