

# Early Childhood Newsletter

Yeshiva Toras Chaim Toras Emes

Parashas Pekudei

February 28, 2014  
Candle Lighting 6:03 P.M.

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Wishing you and your family a Freilichin Purim.



## PURIM FUN

With bean bags in hand, the children navigated an obstacle course, hid hamantaschen, balanced hamantaschen on their shoulders, opened their ears wide and listened to the story of the megillah. Many delightful Purim songs were taught to the children. Their favorite song was "Come on Everyone, clap your hands, swing your arms, bend your knees for Chag Purim!"

## 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 .....	10:00 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

Preparations for Purim are in full swing in our Nursery class. We are learning about the story of Purim and are now familiar with the names of all the characters in the Megillah.

“Rash, rash, rash” is the noise that was heard in our classrooms as we worked on our graggers. Holding our graggers in our hands, we marched around the room singing the Purim song “Chag Purim.”

Beautiful masechot for Purim were made by the children. New Hebrew vocabulary words that were taught to the children included:

ליצן  
אזני המן  
סעודת פורים  
מסכות  
משלוח מנות  
רעשן

The children enjoyed listening to the story The Hamantaschen That Ran Away by C. Halpern.

For Parashas Pekudei, we talked about the completion of the Mishkan and how Moshe Rabbeinu built the Mishkan exactly as he was commanded by Hashem.

## NURSERY – MORAH SUSAN

This week, we continued our unit on The Five Senses. We learned about the sense of smell and sense of sight. For the sense of smell; onions, cinnamon, pickles, vanilla extract, pepper, chocolate and perfume were placed in smelling jars. The children then tried to guess what was in **each container**. They also went on an “odor walk.” The children smelled objects in the room such as blocks, paint, the carpet and the sink. We talked about what smells good and what smells bad, what smells a little and what smells a lot.

As our art project, we created a nose and an eye. We also played games to help us develop our visual skills.

The books What Your Nose Knows by Jane Belk Moncure, The Five Senses-Smell by Maria Ruis, Look At Your Eyes by Paul Showers, Seeing Things by Allan Fowler and Look In The Mirror by Sam and Beryl Epstein were read to the children.

This week, we placed objects in one to one correspondence with another set of objects. We lined up paint brushes so that there was one brush for each jar of paint. Then, we placed one jar with one brush in front of each child. We also did one to one correspondence activities with clothing (one hat, one shirt, two shoes for each child).

During outdoor play, we sang the song “London Bridge Is Falling Down” and pretended that we were falling down.

PRE-KI & II MOROT HEIDI & NECHAMA

For Parashas Pekudei, we reviewed the names of the kelim and the bigdei kehuna. We learned that Bnei Yisroel were very eager to contribute to the building of the mishkan. However, when they attempted to assemble the mishkan, they were unsuccessful. Only Moshe could put together all of the sections of the mishkan. We learned how the Shechina rested in the mishkan when it was completed as a sign the Hashem was with the Jewish people.

For Parashas Shekalim, we learned that Bnei Yosroel were counted according to the machatzis hashekel.

חזק חזק ונתחזק!

We are continuing to learn about Purim. The children are having a lot of fun singing songs about this very happy chag. Some new Hebrew Purim vocabulary phrases that were introduced are:

אחשורוש המלך  
אסתר המלכה  
אחשורוש הולך לארמון  
אסתר הולכת לארמון  
הנה כסא המלך  
הנה כסא המלכה

Some Purim stories that we read were Sammy Spider's First Purim by Sylvia Rouss and The Hamantaschen That Ran Away by Chaiky Halpern.

The letter Pey was introduced this week. Some of the new vocabulary words that we learned were:

פרפר  
פרפרים  
פרות  
פרח  
פרחים  
פה  
פעמון  
פרה  
פיל

PRE-KI & II- MORAH JUDY

This week, the Pre-K children continued their "Around The World" unit. They identified the country of China on the globe and heard stories about the Chinese culture, schools, food, festivals and the traditional dress of the Chinese people. The children know how to say hello "nee hau" in Chinese and created Chinese flags, hats 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 and Olympics. As a letter "Oo" activity, the parents spoke about their parents occupations. The Pre-KII class welcomed Mrs. Drang, Miriam's mother, to talk about her occupation as an O.T. It was fascinating for the children to learn that some people need help to perform simple tasks. Mrs. Drang showed the children how to use a sock as a helper, a stick to pick up items that are out of reach and how to practice using small muscles by lacing picture cards.

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 great review.

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

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

The Purim atmosphere is felt throughout the classroom. Many delightful songs were taught to the children. Megillas Esther is being acted out in full detail and the children are caught up in the excitement of Chag Purim.

We reviewed the ossiyos and nekudos that we have learned so far, and welcomed the letter samech. Words that the children knew that started with the samech include:

סגול  
סביבון  
סבא  
סבתא

The children also enjoyed reading and singing the letter samech with all of the different nekudos.

In Parashas Pekudei, we learned that the donations made by Bnei Yisroel were used in the building of the Mishkan. We heard **how Betzalel followed Hashem's instructions for sewing the clothes of the kohanim.** We also learned that when the Mishkan was completed, only Moshe Rabbeinu was able to set it up. **As soon as this was done, Hashem's shechina surrounded it.** We were happy to hear that the completion of the mishkan was an indication that Hashem has forgiven Bnei Yisroel for "Chet Ha'Egel."

"Chazak, Chazak V'Nischazek!" This week, we are completing the reading of Sefer Shemos.

Because this week is Shabbos Mevarchim for Rosh Chodesh Adar, Parashas Shekalim is also read. We learned that when **Moshe Rabbeinu wanted to count B'nei Yisroel,** a machatzis hashekel was donated. That was how the nation was counted.

In Project Derech, we learned that it is a mitzvah to stand up for a zaken.

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

This is our last week learning about magnets. The children were fascinated that magnets are so magical. They did a lot of science experiments with magnets such as creating new magnets from objects made of iron or steel. They also saw the strength of the magnetic field. We observed magnets go through water, paper, a book cover and even a table top. As a circle activity, we filled a box with different items, some magnetic and some not. Each child picked an item from the box and told the class if it was magnetic or not. We then tested their predictions. The children learned the names of different magnets such as horseshoe, wand, rectangle bars and marble magnets.

In math, we continued working with the numbers 11-19. The children used ten frames to reinforce the concept of representing the numbers greater than 10 and learned the equation  $5 + 5 = 10$ .

This week, we learned the letter "Nn". Our new sight word is "off." The children learned about verbs. Verbs are action words. We took verbs and brought them to life by acting them out, while the other children tried to guess what verb was being acted out.



Dear Parents,

This *Shabbos* we will be reading about the accounting conducted by *Moshe* that verified the scrupulous honesty with which he conducted the financial affairs surrounding the construction of the *Mishkan*. We also read on this *Shabbos* of *Parashas Shekalim* about the contribution of a half-shekel by every member of the Jewish nation as their annual participation in the sacrifices brought in the *Beis HaMikdash*.

Realizing how integral money is not only to conducting the everyday affairs of life, but for properly serving *Hashem* as well, it behooves us to examine our own attitudes towards money, and how to properly train our children in money matters. A proper attitude can be best summed up as: “Neither FEAR nor REVERE.” Money is something people should not be afraid of making or spending. They should not live in dread of losing what they have or of what could be done to harm them by those who have more. They should not make themselves subservient to the wealthy. They shouldn’t compromise their principles or trample on others in an attempt to make more, nor should they squander the precious days and years of life in its endless pursuit.

It is clear from *Pirkei Avos* (4:1) how we should relate to the question of having money. “Who is rich?” is the question asked. The answer is not an amount of money, a debt/asset ratio or a measure of net worth, rather it is an attitude. “One who is satisfied with his portion,” is the *Mishnah*’s response. True wealth is not measured by a bank account or property and asset holdings, which can come and go. Real wealth is a

mentality that brings contentment and satisfaction with whatever *Hashem* has granted us. We make the effort, we’re reasonable about expenditures, but at the end of the day how we feel about what we have is what determines our wealth status, in the eyes of *Chazal*.

How is this taught to children? By role modeling. Children can’t be taught to have the proper attitude about money – they observe their parents, experience the contentment or lack thereof in their home, and develop their own feelings accordingly. In an admittedly non-scientific survey I conducted a few years back with young adults concerning whether they felt there was or was not plenty of money available in their home growing up, the responses had nothing to do with the parents’ net worth and everything to do with their preoccupation with money issues, stress and tension about money, and a focus on what others’ had that they lacked. A good number of children from parents of limited means but positive attitudes never realized they were not as ‘well-off’ as others. Many of those from families of greater means felt anxious about money and were worried about managing financially in the future.

No discussion of children and money is complete without considering the question of an allowance. An allowance is something to consider about the time that children enter their elementary years. There’s no rule – many people feel it’s excellent training for responsible financial management, others want to wait, to avoid a preoccupation with money at a young age. If you do choose to go with an allowance, the question inevitably is “how much” and “how often.” That is really not the question; you first have to clarify your objective in giving an allowance – then the “how much” and “how often” will answer themselves. If your objective is simply to teach how to handle money – a small amount will do. If you determine certain categories of items must be purchased only through the allowance money – then you’ll know how much should be set aside for that. Whatever the amount, it must be consistent, dependable and not too much – major items that the child needs must come from the household, and obviously the amounts increase as the child grows.

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Rosh HaYeshiva  
Rabbi Einyamin Luban  
Rabbi Yisroel Y. Nimsan  
Rabbi Meedechai Palgon  
Founding Rosh HaYeshiva  
Rabbi Bentzion Chait

Principal  
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Most importantly, money is the testing ground for a child's developing sense of trust in *Hashem* to take care of his or her needs. Honesty, integrity, de-emphasizing material items, preventing the development of the "gimmies" from over-indulgent, lavish and numerous gifts, a focus on *Tzedaka* and sharing with those less fortunate are the critical components in raising a healthy, well-balanced, "rich" individual.

Best wishes for a *Shabbos* of health, wealth and *Nachas*,



Rabbi Kalman Baumann

# Raising a Mentsch in 2014

TIPS ON CREATING HEALTHY,  
RESILIENT CHILDREN WITH RENOWN  
PSYCHOLOGIST AND EDUCATOR

**Norman Blumenthal, Ph.D.**



PRESENTED AS A COMMUNITY SERVICE BY:

Jewish Community Services Yehi Ohr ■ OHEL Children's Home & Family Services ■ The Shul

**Tuesday, March 4th, 8 – 9:30 p.m.**

The Shul of Bal Harbour  
9540 Collins Ave., Surfside



## **Keynote Presentation: Dr. Norman Blumenthal**

- maintains a private practice in Cedarhurst, NY
- serves as OHEL's Director of Trauma, Bereavement and Crisis Intervention
- is Educational Director of Harry & Bella Wexner Kollel Elyon and Semikha Honors Program at Yeshiva University

**Question and Answer Period ■ Suggested Couvert: \$10**

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**Contact Zisa Levin, MSW, at [zlevin@jcsfl.org](mailto:zlevin@jcsfl.org) or 305.403.6547.**

