

THE
WEEK
IN
WORDS



YESHIVA
TORAS CHAIM
TORAS EMES
EARLY
CHILDHOOD



November 14, 2014

5:13

כא חשון תשעה
פרשת חיי שרה

CALENDAR NOTES

MONDAY, NOVEMBER 17 – FRIDAY, NOVEMBER 21 – BOOK FAIR

THURSDAY, NOVEMBER 27 – THANKSGIVING.

CLASSES FROM 9:00-11:45

FRIDAY, NOVEMBER 28 – NO SCHOOL



DECEMBER 8, 11 & 15-CHANUKAH PROGRAMS. PLEASE STAY TUNED FOR MORE DETAILS.

DECEMBER 22 & 23 – CHANUKAH BREAK – NO SCHOOL

מזל טוב!



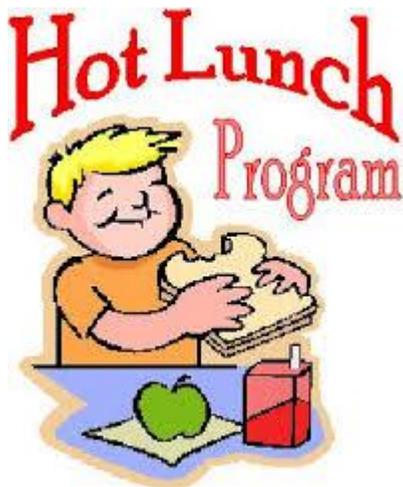
Rabbi Gedalya and Sorah Glatt on the birth of a granddaughter to their children Chevi and Dovid Gewirtz.

Mr. Yossi and Rachelle Kanoff on the Bar Mitzvah of their son Benny.



Rabbi Rephael and Batsheva Marlowe on the engagement of their daughter Nechama Raizy to Bentzi Appel of Cleveland.

Rabbi Yisroel and Rochel Niman on the marriage of their son Avrohom Eliezer to Elisheva Safer.



New Hot Lunch Program

The Hot Lunch order form for the next cycle (December 1 – January 15) is now available online at our website www.ytcteam.org/hotlunch

Be advised that beginning with this Hot Lunch cycle, lunches will be provided by Dani Gordon of Chai Wok, under KM Supervision. We have been very pleased with the meals and service provided by Almani's Catering of Hollywood over the past many years. It was felt appropriate to offer parents and children a different choice at this time.

**YESHIVA
TORAS CHAIM
TORAS EMES**

31st

**ANNIVERSARY
DINNER**

Celebrating THE COMPLETION
OF OUR NEW
BUILDINGS

GUESTS OF HONOR
MR. & MRS. HERNÁN & PAOLA LEONOFF

AISHES CHAYIL AWARD
MRS. MINNIE SCHRAGA

AMUD HACHESED AWARD
DR. & MRS. ELI & GOLDIE (NEMETSKY) BERMAN

20 TEVES, 5775 SUNDAY, JANUARY 11, 2015
TREETOP BALLROOM AT JUNGLE ISLAND | MIAMI, FLORIDA

NURSERY NEWS

JUDAIC STUDIES— MOROT SHULAMIS & TAMI

The mitzvah of Gemilus Chassadim was introduced this week in conjunction with Parashas Chayei Sara. We talked about Rivka's act of chessed in giving water to Eliezer and his camels. To help the children understand the mitzvah of Gemilus Chassadim, we stressed the concept of sharing both at home and at school. We listened to the stories Making Friends by, Fred Rogers and Labels For Laibel and Kind Little Rivka both by, Dina Rosenfeld. We learned a new song about sharing.

You share, I'll share
We all share together
Sharing together,
That's the thing to do
Toys and books and puzzles and dolls
Whatever you have,
You've got to share it all.

With Chanukah just a few weeks away, we have started learning about the wicked King Antiochus, the brave Yehuda HaMaccabi and the many nissim which Hashem performed for the Jewish people. Two new Chanukah songs were taught to the children "Antiochus The Wicked King" and "Everyone Can Be A Maccabi." Chanukah stories read to the children this week included I Have A Little Dreidel by, Maxie Baum and A Chanukah Story By Me by Matisyahu Dov Ber Chaim Tzvi. We also learned many new Hebrew Vocabulary words including:

מכבי
מלך
רשע
נס
גדול
חנוכה
סביבון

Our Hebrew language unit this week focused on objects in the classroom. We learned the phrases:

אני ילד
אני ילדה
אתה ילד
את ילדה
הנה כסא
הנה שלחן
מה זה? זה שלחן אדום
מה זה? זה שלחן כחול
מה זה? זה שלחן צהוב
מי אני?
מי אתה?

SECULAR STUDIES— MOROT SHULAMIS & SUSAN

We have really enjoyed all of our Music Month activities. In the concluding week of our unit on Music, the children have become real musicians. The class practiced marching with several different kinds of musical instruments. What an exciting time they had as they marched around the playground playing their instruments and singing songs.

We listened to the stories Meet The Orchestra by, Ann Hayes and Arroz Con Leche by, Lulu Delacre. We also listened to the CD that accompanies the story Arroz Con Leche. We learned a new dance and danced around playing maracas and tambourines.

Our artistic skills were in full force this week. The children mixed different paint colors to produce many new and unique colors as they listened to music. They then used the paints to create a mural of different instruments!

The class had the opportunity to see a real flute this week. They were very excited to create their own flutes that they could really play and create sound with!

During our outdoor activities the Nursery class was so excited to act out the poem "Walking Walking"

Walking, walking
Walking, walking
Hop, Hop, Hop
Hop, Hop, Hop
Running, running, running
Running, running, running
Now I Stop
Now I stop

This activity helped to develop the children's gross motor and listening skills.

Please make sure to check your child's bag to find their Award Certificate for Music Month!!!!!!



PRE-K PAGES

JUDAIC STUDIES- MOROT HEIDI & NECHAMA

In parshas Chayei Sara, the children were introduced to Rivka Imenu. Rivka demonstrated the middah of chesed when she gave water from the well to Eliezer and his camels. We discussed how we are going to try and do many acts of chesed this week. We also learned about the three nissim which occurred in Sara's tent; the cloud of glory over her tent, the bracha of the dough and the candles which stayed lit from one erev shabbos to the next. When Sara died, these nissim left but when Rivka entered the tent, they returned. We hope that you enjoy the delicious challah that your children baked in honor of this week's parsha.

A new unit entitled מהנרות was introduced this week. We learned the following phrases:

מי אתה
מי את
אני
הנה בובה
הנה כדור
הנה שלחן
הנה כסא
מה זה? זה כדור
זה בובה. זה שלחן. זה כסא

Our Hebrew letter of the week was Gimmel. Some vocabulary words that we learned that start with the letter gimmel include:

גשם
גיר
גן
גלידה
גזר
גן
חיות

We began a new unit on Shabbos 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 Yeshera 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. New Hebrew vocabulary phrases taught this week in conjunction with the shabbos unit include:

אמא מדליקה נרות
אבא עושה קידוש
אבא הולך לבית הכנסת
שבת שלום אבא
שבת שלום אמא
שבת שלום ילדים

SECULAR STUDIES- MORAH JUDY

This week the Pre-K children continued their unit, ALL ABOUT MUSIC. They were able to classify musical instruments into categories, including string instruments, percussion instruments, wind instruments and brass instruments. We danced to music accompanied by musical instruments. A favorite book read was Song and Dance Man by Karen Ackerman.

Our letter of the week was the letter Dd. The children compiled a list of words beginning with the /D/ sound, such as diamond, dad, dictionary, dog, duck, dot and detective. Favorite books that were read to the children this week included, No David by David Shannon, Doctor DeSoto by, William Steig Do Like A Duck Does by, Judy Hindley and Danny and the Dinosaur by Syd Hoff. Thank you to Mrs. Diamond, Aron Shmuel's mother, for joining Pre KI to share items beginning with the letter Dd.

Our Carrot Garden is growing. The children have been documenting and observing all the changes that are taking place. They have been drawing pictures and dictating their observations to the morah. They express excitement and pride as they make new discoveries each day.

Our sand table has been changed into a water table. The children are finding new ways to explore water play and science. We added ice cubes to promote conversation and to help the children develop new ideas.

Please continue to call the story time phone line. The children have expressed how much they enjoy listening to each story and the added excitement of bringing their Pre-K ABC stories home to share with their families.



KINDERGARTEN CORNER

JUDAIC STUDIES– MOROT BAYLA & RENA

Parshas Chayei Sora was the focal point of the week. We learned about the death of Sora Imeinu and the purchase of the Mearos Hamachpeila, where Adam and Chava were already buried. We compared the character traits of Avraham Avinu and Efron Hachiti.

Doing chesed was emphasized this week in our classroom. We learned this from the wonderful chesed that Rivka did towards Eliezer, Avraham Avinu's servant when he went to find a wife for Yitzchak. We enjoyed listening to the stories But Then I Remembered by Chaya Leah Rothstein and Kind Little Rivka by Dina Rosenfeld which was also featured in our listening center. We had a lot of fun acting out the scene of Rivka giving water to Eliezer and the gemalim using the well we set up in the classroom. We also discussed the simanim that returned to the tent once Rivka married Yitzchak. We created a beautiful Hadlakas Neiros frame to remind us of the neiros that stayed burning in Sora and Rivka Imeinu's tent.

The letter "vav" arrived in kindergarten this week with the special mitzva of "V'ahavta L'reacha Kamocha." All the yeladim in Kindergarten are going to try to be especially nice to each other. We learned that the letters Vav and Veis have the same sound but do not look at all alike, as the Vav is VERY VERY skinny.

We continued in our Hebrew Language program and practiced the sayings:

מי אתה
מי את
אני ילד
אני ילדה
איפה שלחן
איפה כסא

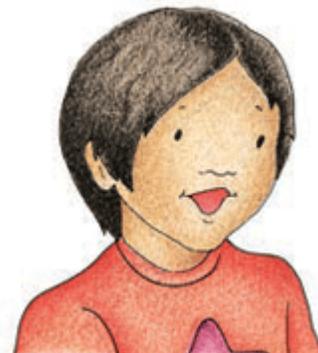
In Project Derech, the children were taught that it is a mitzvah not to sit in their parent's chair.

SECULAR STUDIES– MOROT HEIDI & PEARLY

This week, for our Superkids Reading Program, Sal was introduced. Sal loves sports! The children learned about many sporting activities that begin with the /s/ sound, such as skiing, sledding, walking on stilts and even stickball. To enhance phonemic awareness, whenever we mentioned a word that began with the /s/ sound, we pretended to swim. The children learned to distinguish the /s/ sound from the /c/ sound. The children also practiced writing both the capital and lowercase letter Ss in their books. We practiced rhyming with the letter s. We would say a word that did not begin with the /s/ sound and the children had to think of the rhyming word beginning with the /s/ sound. For example: hit-sit, get-set, land-sand. We learned the vocabulary word symmetry and painted beautiful symmetrical paintings.

In Math, we began Unit 3. this unit focuses on recognizing and counting numbers to 10. Using many different manipulatives, the children put two sets together to make a sum of 10. For example: 8+2, 9+1, 6+4, etc.

We finally completed our unit on composers! The children are bringing home their composer booklets that they have been working on over the past few weeks. We hope you enjoy hearing and discussing with your children the many facts they learned about these uniquely talented composers!





Principal
Rabbi Kalman Baumann

Director
Mrs. Talia Levine

Early Childhood Consultant
Mrs. Naomi Bloom

Erev Shabbos Parashas Chayei Sarah 5775

Dear Parents,

What is the difference between a child who is treated kindly and generously, and one who is spoiled? Who is responsible for creating a spoiled child – is it the parent or the child? Is there a clear line between healthy giving to a child and giving that causes ‘spoiling’? Does giving in to a child’s (repeated) requests automatically result in a spoiled child?

Let’s ask ourselves these questions and be completely honest. What are we thinking when we give and give in? What are our motivations? Is it for the convenience of the moment? It would seem that spoiling a child is the result of giving and giving in to the child in order to keep the child from getting angry. The parent or grandparent is looking for the ease of the moment – let’s keep this occasion pleasant by making sure little *Moishele* doesn’t get upset. Since we know he gets upset if he doesn’t get his favorite dessert/toy/ride/turn and he’ll make a fuss, let’s take the easy way out and give in. That’s not generous, that’s selfish! The long-term needs of the child are being ignored for the convenience of the adult at the moment. True *Chesed* is determining the needs of the other person and providing them, rather than doing what’s convenient for you, or doing something nice but not truly helpful, that will make you popular with that person.

In *Eliezer’s* encounter with *Rivka* at the well, recounted at great length in this week’s *Parsha*, the *Pasuk* tells us that *Rivka* first gave *Eliezer* to drink. When that was accomplished, she gave the camels to drink. The *Ohr HaChaim* (Commentary on the *Chumash*) provides a detailed account of what took place. Generous, compassionate *Rivka*, out of concern that *Eliezer* might drink more than was healthy for him, (since people who have a great thirst as a result of a long, hot journey tend to overdrink when finally reaching water,) limited the amount of water she gave him. The *Pasuk* uses the words – *Vat’chal L’Hashkosa* – she finished giving him, even though he (may have) wanted to drink more, says the *Ohr HaChaim*. This was true *Chesed*. Even though she risked *Eliezer* getting annoyed with her – she did what she felt was right for him, not what would make her popular in his eyes.

Parents and grandparents – listen and pay heed! When we spoil a child we’re doing it for our sake, not for the child’s sake. When we truly have the child’s best interests in mind, we might need to make the unpopular decision, we don’t indulge their every whim. It’s not easy and it takes a lot of planning and forethought. Just as we all know to remove a vial of pills from the hands of a protesting toddler, we need to know that doing what is right and best for the child rarely depends on the child’s opinion. Indeed, we need to be kind and generous, but for our child’s genuine best interest, not for our sake.

Best wishes for a wonderful *Shabbos*,

Rabbi Kalman Baumann

Principal

WEEKLY WRAP-UP

