

THE  
WEEK  
IN  
WORDS



YESHIVA  
TORAS CHAIM  
TORAS EMES  
EARLY  
CHILDHOOD



March 13, 2015

7:10

כב אדר תשעה  
פרשת ויקהל-פקודי  
פרשת פרה

# CALENDAR NOTES



TUESDAY, MARCH 17 – MATZAH FACTORY. ALL CLASSES

TUESDAY, MARCH 30 – LAST DAY OF SCHOOL

WEDNESDAY, APRIL 1 –

FRIDAY APRIL 10 – PESACH BREAK

MONDAY, APRIL 13 – CLASSES

RESUME.



NICHUM AVEILIM:

Mrs. Rucha Baumann on the loss of her mother.



Rabbi Tzvi and Leah Bedziner on the birth of a granddaughter to their children Mera and David Sharbani.



*Principal*  
Rabbi Kalman Baumann

*Director*  
Mrs. Talia Levine

*Early Childhood Consultant*  
Mrs. Naomi Bloom

Dear Parents and Staff,

We are very pleased to announce that we have been the recipients of the Day School Program Enhancement Grant provided by CAJE (Center for the Advancement of Jewish Education) and the Greater Miami Jewish Federation. The money received will be put to excellent use and will provide our educators with the opportunity for professional development. It has been earmarked to enhance our social curriculum.

Mrs. Talia Levine  
Director, E.C.E.

Rabbi Kalman Baumann  
Principal, K.E.S.

# NURSERY NEWS

## JUDAIC STUDIES– MOROT SHULAMIS & TAMI

My name is Mrs. Balabusta I'm so very busy dusting, mopping and shopping. No time for relaxing! "Mrs. Balabusta" arrived in our class this week hustling and bustling and all a fluster because Pesach is on its way. She taught us about the foods that are chometz such as bread, pretzels, cake and doughnuts and how we have to remove them and any crumbs from all the nooks and crannies in our home. She reminded us that Ima is busy cleaning the house and we must be very careful not to walk around with chometz. For our first Haggadah page, we made a collage of a broom, a sponge and a cleaning cloth. We enjoyed learning the story of Yetzias Mitzrayim. It was amazing to see how much the children had remembered from the Parshios of Shemos and Vaera. We sang the songs "Oh Listen King Paraoh" and "One Morning When Paraoh Awoke In His Bed." New Hebrew phrases taught this week included:

חג  
פסח  
מלך פרעה  
בני ישראל  
עבדים היינו  
בתים  
תינוק משה בתיבה  
בת פרעה  
יש חמץ בבית

For Parshios Vayakhel and Pekudei we learned about the mitzvah of tzedakah. Bnei Yisroel loved this mitzvah and gave generously for the building of the Mishkan. We also learned about the importance of Shabbos and how it took precedence over the construction of the Mishkan. We talked about the objects which are "muktzeh" on Shabbos and how we are not allowed to touch them.



## SECULAR STUDIES– MOROT SHULAMIS & SUSAN

This week we started a unit on the Five Senses. The sense of touch was featured in the Afternoon. We had an exciting time with multiple 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" during art center using multiple textures. We listened to several stories, including The Five Senses by Maria Ruis, Find Out by Touching by Paul Showers, and The Touch Book by Jane Belk Moncure. Fortunately, our library center is filled with books on the five senses.

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 and used unifix cubes as well.



# PRE-K PAGES

## JUDAIC STUDIES- MOROT HEIDI & NECHAMA

Now that Purim is over, we jumped right into learning about Pesach! We reviewed the story of how B'nei Yisroel were slaves to Paroah in Mitzrayim and how Hashem punished the Mitzrim with the ten makos. We began working on our Haggados and we learned some Hebrew vocabulary words related to Pesach such as:

הגדה  
מצה  
ארבע כוסות  
כוס של אליהו  
עבדים

This week, two parshios are going to be read in Shul: Vayakhel and Pekudei. For Parshas Vayakhel, we learned how Moshe Rabbeinu gathered all of Bnei Yisroel to inform them that Hashem had given them the mitzvah of building the Mishkan. Bnei Yisroel were happy to learn that Hashem had forgiven them for the Chet HaEgel and that His shechina would be in the Mishkan. Moshe taught Bnei Yisroel that although building the Mishkan is very important, they must stop building it when Shabbos is about to begin. We learned why we can't do certain melachos on Shabbos and how this concept is related to work that was done in the mishkan. For Parshas Pekudei, we reviewed the names of the keilim and the bigdei kehuna. We learned that Bnei Yisroel were very eager to contribute to the building of the Mishkan but when they attempted to assemble the Mishkan, they were unsuccessful. Only Moshe could put together all the sections of the Mishkan. We learned that the shechina rested on the Mishkan when it was completed as a sign that Hashem was with the Jewish people. We also discussed the special parsha of this week, Parshas Parah.

Pesach stories that we read this week include Everything Is Changing, by Julie Averbach and Sammy the Spider's First Passover by Sylvia Rouss.



## SECULAR STUDIES- MORAH JUDY

Be sure to dress warm when passing by the Pre-K classroom. The children created a Penguin Palace Playground representing the letter, Pp. They created penguin puppets that slide, glide, swim, jump dance and play on their make-believe, snowy penguin playground. We made sure to use pretty Pp colors this week as well, including pink and purple. The children made a list of many words beginning with the letter Pp such as, princess, pickles, pineapple, prince, please, purse and penguin. A favorite book read this week was "Hop On Pop", by Dr. Seuss. Pre-K children identified words beginning and ending with the Pp sounds, such as, hop, pop stop, and top. They also started to focus and recognize more sight words around our classroom.

We are concentrating on a science unit this month. The children participated in experiments that helped them understand facts about air. Some words associated with our experiments were, air pressure, push, tornado, hurricane, light, heavy, and pollution. They determined that lots of air pressure, such as a hurricane would be needed to move items like rocks and trees. We used an air machine, to blow items into the air, such as feathers, cotton, yarn and tissues. The children loved using the machine and watching the items fly.

Pre-K children have also been busy working on their writing skills. This week they practiced writing the day, month and year, as it appears on our sign in board. They are really progressing nicely!



# KINDERGARTEN CORNER

## JUDAIC STUDIES- MOROT BAYLA & RENA

Now that Purim is over, we jumped right into learning about Pesach! We reviewed the story of how Bnei Yisroel were slaves to Paroh in Mitzrayim and how Hashem punished the Mitzrim with the ten makos. We began working on our Hagados which will be our ongoing Pesach project in class. We enjoyed various books on Pesach including, Tell me the story of the Hagaddah by M. Klien, Baruch learns about Pesach by Rabbi Shmuel Kunda, and The Ten Plagues of Egypt by Shoshana Lepon. We learned the following Hebrew vocabulary words:

קערה  
זרוע  
ביצה  
מרור  
כרפס  
חרוסת  
חזרת

We also reviewed the phrase:

אבא עושה קדוש

The letter Ayin silently entered our classroom. It's clear that he's related to the Aleph, as he also does not make any sound. He may not talk but he definitely sees very well with his two aynayim!

We learned many beautiful concepts from the Parshios of Vayakhel-Pekudei. For Parashas Vayakhel we discussed the Lamed Tes Melachos. We were happy to see that Bnei Yisroel rushed to give so many gifts for the mishkan. Parashas Pekudei discussed how Moshe was the only one able to set up the mishkan. We learned how the kaylim and the Kohen Gadol were anointed with special oil. Hashem's shechina rested on the mishkan as a cloud by day and fire by night. We talked about the significance of Parshas Para. We also discussed the story of Dama ben Nesinah.

In Project Derech we learned that it is a mitzva to help serve parents and grandparents with a smile.



## SECULAR STUDIES- MOROT HEIDI & PEARLY

The children are moving along in the Superkids Series. Last week we learned the letter Vv. Golly was taken to a veterinarian because he got hurt on a piece of glass as he stepped off the school bus. The children learned about the job of a veterinarian and reviewed words that began with the letter Vv. In this weeks unit, we learned the letter Ww. "W" is the beginning sound in Wigwogs. Wigwogs are make believe people who travel to a make believe planet. The new Supernoodle, Lily has the Superkids pretend to be weird and wacky Wigwogs. The Wigwogs wear colored wigs and antennas and visit different planets, such as The Wet Planet, Hot Planet, Tip Top Planet and the famous Planet Wump. The word to, was the new sight word this week.

This week in math the children learned about subtraction. We have been reviewing addition sentences and adding two sets together to find a sum. In subtraction the students are learning that in order to find the difference they must take away from the total number. "take away" is the term that the math series uses to represents the minus symbol. The children are developing and progressing nicely as they determine the number in all, how many are taken away, and how many are left.





*Principal*  
Rabbi Kalman Baumann

*Director*  
Mrs. Talia Levine

*Early Childhood Consultant*  
Mrs. Naomi Bloom

*Erev Shabbos Parashas Vayakheil-Pekudei Shabbos Parah 5775*

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 in the past weeks 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. 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.

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

# WEEKLY WRAP-UP

