

THE
WEEK
IN
WORDS



Calendar Notes

Monday, February 17

Presidents Day

Dismissal at 1PM



MAZEL TOV

Rabbi Dovid and Malka Golowinski on the birth of a grandson.

פינת עברית

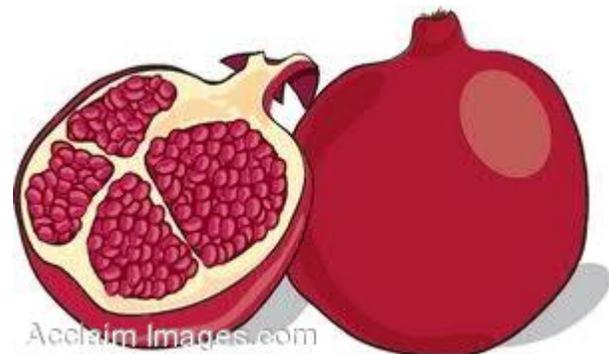
In our JPK classes, we have been busy practicing our Mishpacha (family) members: Abba (Father), Imma (Mother), Sabba (Grandpa), Savta (Grandma), Ach (Brother), Achot (Sister), Yeled (boy), Yaleda (girl) Tinok (baby boy), Tinoket (baby girl). I hope that the Yeladim (children) are using these Hebrew words at home.

The Yeladim (children) in Pre-K and K learned two new Hebrew vocabulary words: Rotzeh (want for a boy) and rotzah (want for a girl).

The Yeladim (children) played a variety of games to better understand these words. Have a wonderful Shabbat!

YAHADUS EXPERIENCE

This week in the Yahdus Experience, the class was visited by a “farmer” from Eretz Yisroel who came to tell us about the Shivas Haminim. We also played fun games such as: Punch the seeds in a Rimon card, Chita toss and had an Aleph Bais hunt in barley! A fun time was had by all!



From the desk of Rabbi Baumann

Principal: Rabbi Kalman Baumann Director: Mrs. Julia Levine



Dear Parents,

Erev Shabbos Parashas Yisro 5780

Among the top challenges faced by our people is navigating a rich Torah life in an alien society, balanced with the need to make a living and live in harmony with our non-Jewish neighbors. For the last two and half thousand years, Jews have endured many different forms of *Galus*, and we too struggle to find the right balance to enable our families and communities to thrive.

An interesting insight into the proper approach can be gained from studying how *Moshe Rabbeinu* conducted himself during his many decades in *Galus* in *Midian*. This week's *Parsha* begins with the account of *Yisro* joining *Klal Yisrael* in the desert. The Torah states that *Yisro* came with *Tzipora* and *Moshe's* sons and says: (*Shemos 18:3-4*)... *The name of one was Gershom, for he said "I was a stranger in a strange land"; and the name of the other was Eliezer, for "the G-d of my father came to my aid and saved me from the sword of Pharoah."*

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The question raised by a number of *Mefarshim* is the order of the sons' names. The first is named *Gershom*, which the *Pasuk* explains commemorates *Moshe's* sojourn in a foreign land. The second one's name, *Eliezer*, commemorates *Moshe's* miraculous salvation from *Pharoah*. The names are seemingly reversed! The first born should have been named after the first event – which was *Moshe's* being saved from *Pharoah* and the second should have been about being a stranger in *Midian*. How can this be understood?

HaRav Moshe Feinstein, zt'l in *Sefer Darash Moshe* (p. 54) asks a second question – how is sojourning in *Midian* something worth commemorating in a child's name? What benefit did *Moshe* receive that he should memorialize the experience?

HaRav Feinstein answers that naming his son *Gershom* was a praise to *Hashem* for giving him the strength to remain in *Midian* as an alien sojourner, and not assimilate into the fabric of *Midian* society. A man of *Moshe's* stature and abilities was surely in demand to qualify him for almost any leadership position he would have applied for. *Moshe*, however, preferred living in seclusion so he could serve *Hashem* without disturbance or temptation to adopt *Midianite* ways.

Being saved from Pharoah's sword was only meaningful and of value if he could then remain free from the influence of his surroundings in Midian.

This was the reason he named his son *Gershom*. Being saved from *Pharoah's* sword and being blessed with a son to carry on his beliefs was only meaningful and of value if he could then remain free from the influence of his surroundings in *Midian*. Had he assimilated into the life of *Midian* he would have had no enduring reason to rejoice over having been saved from *Pharoah*. So once there was a spiritually anchored life in *Midian*, there was *Gershom*, and only after that became a reality was it meaningful to praise *Hashem* for his miraculous salvation from *Pharoah*, hence *Eliezer* came second.

How well or poorly we balance our lives as Torah Jews in the American *Galus* will have deep repercussions for our children. Experience has shown that communities without *Yeshivas* don't survive even one generation. Families who may observe some basics but lack pride and passion in their *Yiddishkeit* are hard pressed to find even the second generation protected from intermarriage.

If our embrace of the non-Jewish American culture is too strong, despite our own inspiration and inclination to matters spiritual, our children may likely be drawn to the greater attraction of what's outside, rather than emulating the internal feelings of the parent. The insurance of a *Yeshiva* education in guaranteeing our children remain faithful to our beliefs is meaningful, but it is only strong if we extend the fortress-like protection to our home. Allowing in the immoral decay of contemporary society through media and devices into our children's minds and hearts minimize or may even eliminate the protection a *Yeshiva* education affords.

All the blessings that Hashem showers upon us are worthwhile ... if we enjoy them ...within our spiritual safe-zone.

All the blessings that *Hashem* showers upon us are worthwhile and worthy of praise and thanksgiving, if we enjoy them within our Torah environment, our spiritual safe-zone. Protecting and nurturing our children in such an environment will guarantee our legacy of a Jewish future and will be the foundation for our children's success and fulfillment.

Have a wonderful Shabbos,

JUNIOR PRE-K PRESS

MOROT NAOMI & RIVKY

This week, we introduced the letter Gimel. Glida- ice cream is a fun word that starts with the letter Gimel! The children had fun creating a Glida match it game, that you can enjoy playing at home.

In this week's Parsha, Parshas Yisro, we learned how Moshe Rabeinu, the leader of the Jewish people, brought the Yidin to Har Sinai to receive the Torah. The Torah is a precious gift that Hashem gave us to have a special relationship with Him. The children enjoyed singing "Hashem gave us a present..."

In JPK 2 and 3 the children had lots of fun making their Har Sinai art project which they are excited to be taking home.

We mentioned to the children that Purim is coming up and we are super excited to start learning about it beginning next week.



MOROT LINDSAY & SUSAN

This week, in Junior Pre K, we continued our unit on the "Five Senses" and focused on the sense of touch. We listened to the book What Can I Feel by Sue

Barraclough. During circle time, the children played a fun game of "What are you feeling?". All the children had a turn to come to the Morah, close their eyes, and feel what was put into their hands and then guess what it was. We used shells, feathers, stones, and more. The children realized that just by using their sense of touch they can figure out what objects they have. At the art center, we made a "feeling necklace". We traced our hands, painted them, and glued different textures onto each finger. Another very exciting activity this week was meeting our new letter friend "Bobby Bear"! He loved when we sang the "Bobby Bear" song to him! Bobby Bear has a B in his mouth and everyone thought it was fun and silly when he looked into the children's mouths to see what letter was inside! The children each made a Bobby Bear puppet and traced the letter B. What a fun and busy week!



PRE-K PAGES

MOROT NECHAMA, MIRIAM & MORIEL

This week, we learned about so many Mitzvos in Parashas Yisro. We learned how excited Bnei Yisroel were to accept the Torah and how they said **ונשמע** without any hesitation. We discussed how they prepared themselves for three days for this special gift from Hashem. We reviewed all about the Middah of being an Anav just like **סיני** and learned that that is why the Torah was given on him.

Our Hebrew letter this week was **מ**! We discussed that it looks like a mountain and we pointed out the differences between **ט** and **מ**. We worked on different worksheets and activities to help us differentiate these letters.

The children enjoyed listening to the books I can be מותר by Sara Blau and A trip to Mezuzah Land by Sarah Leiberman.

Some Hebrew words we learned were:

מגפיים
מגו
מספרים
מגילה
מזודה
מצה



MOROT ARIELLA, ELYSE & SARAH

Penguin, pants, pan, pig and pattern are all words that start with our letter of the week P! Speaking of patterns, on Tuesday, we celebrated Pattern Day and had such a great time. The children came to school dressed up in patterns and during circle time, they described their patterns and then made a self portrait. We made silly pattern hats and made pattern Fruit Loop necklaces. On Wednesday, we started our new unit about Nutrition. We sorted foods into two categories of healthy and unhealthy foods. We learned that while it's okay to have snacks, it is very important for our bodies to eat healthy foods. When a student brings a fruit or vegetable to school, we will be adding it to our Healthy Foods graph on our bulletin board so we can see how many healthy foods our class is eating. On Thursday, we continued learning about compound words and how they can be broken into two words. Friday was so much fun because we had a special activity of making a veggie face! The children used their math and literacy skills to follow a recipe and took a variety of different vegetables. Then, they had to use those veggies to create a veggie face. It was so much fun! We can't wait to see what next week has in store!



KINDERGARTEN CORNER

MOROT BAYLA, DEVORAH, ESTHER, ESTY & RENA

This week was a special and exciting week for Kindergarten! We finished the Aleph Beis and celebrated with a spectacular Siyum. The children played a game, enjoyed special treats, and watched a video in which each child helped tell the story of Rabbi Akiva. The highlight of course was receiving new Kriah books and learning the first Nekuda of Komatz. The children learned that Komatz makes the "uh" sound as in "umbrella". It is so important to make sure that your child reviews the homework every night as we learn the Nekudos. If your child does not have a homework folder, please send in a new one.

In addition to Kriah, we spent the week reviewing the last Brocha of Shehakol and played a fun Shehakol Kriah Candy Land game.

In Parsha, we learned about Matan Torah and the Aseres Hadibros. We discussed the Mitzvah of Kibbud Av V'eim and different ways we can respect our parents.

We are starting to focus on our next Midda of "Dan L'kaf Zechus" judging others favorably. We discussed that sometimes things are different than they appear to be.

Wishing you all a good Shabbos!

קמץ

MOROT HEIDI, MORAL, PEARLY & RACHELI

This week, we concluded chapter 7 in the Go Math workbooks. This chapter focused on the numbers 11-19, and for the children to be able to represent these numbers in ten frames. We emphasized that the "teen numbers" actually represent 1 set of ten, plus additional "ones" that when combined, make up the value of the whole number.

In Foundations this week, the children were taught 2 "trick words"- **a** and **the**. Trick words (or sight words, as they are also referred to) are words that often don't follow the rules of sounding out the letters to read the words. The children decorated a zippered bag with puffy paint, to keep at home. This would be a good place to keep the trick words, for review at home. Please keep an eye out for the upcoming trick words, as they will be sent home in a ziplock bag on Friday's. Please take time to practice these words with your children.

Our Guided Reading groups are progressing nicely and the children are excited to receive new books. Just a friendly reminder: If a book is sent back home a second time, it means that your son/daughter needs some more time practicing reading the story out loud to an adult.

The 100th Day of school is fast approaching! Thank you to all of the parents that had their child bring in their bag of clues and pennies! Please continue to send these items in, as our 100th day is next Wednesday, February 19th. This week our centers focused on preparing for the 100th day of school! The children made Fruit Loop necklaces, that were divided by 10's, to show how many sets of 10 equal 100. Additionally, the children prepped a "100 Day Mat", that they will use to sort all of the special treats they receive on this fun filled day! They also made a fun 100th Day crown that they will wear in our celebration! All the Kindergarten classes learned about the history of George Washington and Abraham Lincoln, our 1st and 16th presidents. Either this week or next week, they will be bringing home a project depicting some of the interesting facts they learned about for each president.

WOW! It's been a busy week!

Kindergarten Siyum



