

# Toras Emes E.C.E.

Parashas Vayechi

December 28, 2012

5:20 P.M.

## 28th ANNUAL DINNER & JOURNAL CAMPAIGN

We hope you will take this opportunity to express your Hakoras HaTov to our wonderful honorees for they've done for our Yeshiva and community by responding as generously as possible. Please see the attached for further details. Mark JANUARY 15, 2013 on your calendars and line up your babysitters early!

### From The Office Of Admissions

Dear Parents,

I am writing to let you know that now is the time to submit applications for your children who will be new Yeshiva Toras Chaim/Toras Emes applicants (eg. Nursery, Pre-K...) for the 2013-2014 school year. We are very excited that we have received many inquiries from families outside of YTC/TE, but as always we would like to extend a sibling priority to our current families.

Please contact our office of admissions ([305-947-7779](tel:305-947-7779) X310 or [hpam@ytcteam.org](mailto:hpam@ytcteam.org)) to request an application as soon as possible. In order to receive priority for siblings, we must receive your child's application by Monday, January 14, 2013.

### THANK YOU:

Dr. David Bistriz for presenting a dental health program to the Pre-KII & III children.

### MAZEL TOV:

Mr. Richard Lasry on his engagement to Karen Shapiro.

Rabbi Gedalya and Sorah Glatt on the birth of a grandson to their children Yehoshua Dov and Chaya Glatt.

## CONFERENCE NIGHTS

MONDAY, JANUARY 7

NURSERY, PRE-KI, KI & KII

TUESDAY, JANUARY 8

PRE-KII, PRE-KIII & KIII

Please call the school office to schedule an appointment to meet with **your child's teacher.**

### Calendar Notes:

January 1- Teacher Work Day- No School

January 10- Kindergarten Trip to Jungle Island

January 21-25- Mid-Winter Vacation. No School

January 28- School Resumes

February 5- Pre-K Trip to the Museum of Discovery and Science

### Sefer Beraishis Celebration

The kindergarten children celebrated the completion of Sefer Beraishis. They dressed in costume and acted out stories from Sefer Beraishis.

## NURSERY – MORAH TAMI

Our winter unit continued to be the focus of our **week's activities**. We talked about the weather conditions up north and how cold it is there.

We also learned about the concepts of small, medium and large as we assembled snowmen. The stories Curious George Goes Sledding by Margaret H.A. Rey and Snowman At Night by Caralyn Buchner were read to the children. A delightful fingerplay about snowmen was also taught to the children.

### Ten Little Snowmen

Ten little snowmen riding on my sled  
One rolled off and bumped his head  
I called Frosty and Frosty said  
No more snowmen riding on my sled  
Nine little snowmen riding on my sled  
**Eight ....and so on**  
No more snowmen riding on my sled.

Many new Hebrew vocabulary words and phrases on the topic of winter were taught to the children such as:

איש שלג  
עגול גדול  
עגול קטן  
כפפות על הידים  
מגפיים על הרגלים

A Hebrew Language unit featuring food vocabulary was also introduced this week. Included in this unit are the following phrases:

תן לי עוגה בבקשה  
מי רוצה עוגיה?  
אני רוצה עוגיה בבקשה  
מי רוצה מים?  
אני רוצה מים בבקשה

For Parashas Vayechi, we learned how Yaakov Avinu blessed Menashe and Ephraim as he crossed his hands. We sang the pasuk "Hamalach Hagoel." As a parsha project, we made bedtime pictures featuring this tefillah. We can't wait to go to shul this week to hear the people say "Chazak, Chazak V'nischazak."

## NURSERY - MORAH SUSAN

This week, the Nursery focused on the sense of touch. We had an exciting time doing experiments. We washed clothing with soap and water and compared how they felt when they were wet and when they were dry. We **created a "touch picture" using many different textures**. We 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 & III- MOROT ETTIE & HEIDI

In Parashas Vayechi, we learned about the brachos that Yaakov gave to his sons and grandsons. We learned how Yaakov crossed his hands when he blessed Menashe and Efraim. We spoke about the many mitzvos that we do with our hands. We sang the **passuk "Hamalach Hagoel" and discussed the brachos** that parents give their children on Friday night at the Shabbos table.

This week, the letter tes was introduced. Some of the words that the children learned were:

טלפון  
טוב  
טבע  
טלית  
טפה  
טבעת

For the letter tes, we talked about the many wonders of **טבע**. The children went outside and collected leaves, grass and rocks and then each child **did a language art project entitled "Thank You Hashem For..."** In preparation for Tu B'Shevat, we planted marigold seeds.

We continued our unit on Ochel and Brachos. We learned a poem to help us remember some of the vocabulary words:

מיץ, מיץ, מיץ תפוז  
מי רוצה? מי רוצה?  
מיץ, מיץ, מיץ תפוז  
אני רוצה! אני רוצה!

מיץ, מיץ, מיץ תפוח  
מי רוצה? מי רוצה?  
מיץ, מיץ, מיץ תפוח  
אני רוצה! אני רוצה!

The children also started learning the correct bracha for many of the foods that they eat.

PRE-KI, II & III-MOROT JUDY & NECHAMA

This week, the Pre-K children continued their science unit about the Properties of Air. The children participated in demonstrations which illustrated how air creates sounds around us. One experiment was filling a balloon with air and slowly releasing the air from the balloon. This resulted in a loud and squeaky sound.

As an art activity, we made wind chimes. We hung them outside of the classroom and listened to the sounds that came from the air moving the chimes together.

The Pre-K children remembered the wind instruments that they learned about during our Music Month. Many of the children spoke about the air needed to create sounds from the wind instruments. The children we given their own kazoos to blow. They could hear and feel the vibrations that were created by air being blown through the kazoos.

**Our letter of the week was "Dd."** Friends in Pre-K that start with "Dd" are Dan, Dina, Dovid and Daniella. **The children sounded out many "Dd" words such as dog, day, do, don't, daisy, donut, dinosaur, dragon, desk, drop, dress and many more.** In honor of "Dd" week, Dr. Bistriz, a dentist, came to visit the Pre-KI & II classes and talked to the children about dental health. The children also looked through a dictionary.

The class reviewed the numbers one through five. They compared the weights of objects on a scale. They participated in recording differences and similarities in weights of objects. They discovered that one counting bear equals the same weight as four popsicle sticks.

On Friday, the Pre-K children were excited to join in our PE activities. They experienced obstacle courses and parachute games.

Our favorite books this week were No David by David Shannon, Duck For President by Doreen Cronin, Millicent And The Wind by Robert Munsch and the Berenstain Bears Visit The Dentist by Stan and Jan Berenstain.

The children made pictures of the Toras Emes construction site.

KINDERGARTEN I, II & III-MOROT BAYLA AND RENA

The yeladim have become so much more aware of the brachos they make on foods as our Bracha unit **continues to evolve. The Bracha “Borei Minei Mezonos”** was featured this week. We enjoyed activities such as baking and decorating cupcakes. (They were baked in a clean, pareve oven). Many new words were added to our growing Hebrew vocabulary such as oogiyot, itriyot, orez and sucra just to name a few. We also made beautiful cake plates that will grace our Shabbos tables.

We enjoyed hearing the story Adventures In Mezonos Land by Bracha Rishona. Of course, our culminating activity was a delicious Mezonos snack. Thank you once again for sending in the foods.

Mrs. Funny Face came to visit once again and introduced us to the segol. We worked in our Alef-Bais books and played many games to reinforce the ottiyos that we have learned.

For Parashas Vayechi, the children acted out the story of Yaakov Avinu blessing Efraim and Menashe **and sang the tefillah “Hamalach Hagoel.” We discussed** the brachos which Yaakov gave to his children– the twelve shevatim.

We hope that the children are going to be in shul **this Shabbos so that they can sing “Chazak Chazak Venischazek” when Sefer Beraishis is completed.**

In Project Derech, we learned that it is wrong to shame any person, especially a teacher or an elder. (However, if it is important to correct a mistake, you may ask a question so that the elder will not be embarrassed.)

An assortment of seeds were planted by the **Kindergarten children in preparation for Tu B’Shevat.**

KINDERGARTEN I, II & III– MOROT BERNEY & HEIDI

**We welcomed the letter “Ff” to our class and had** a fantastic, fun filled week filled with lots of fabulous activities. We learned how to read more word families such as fast-cast-last, lift-sift-gift and dog-log-fog. We **also learned to read the words “of” and “off.” To** reinforce the sounds, we wrote in our journals about our favorite friends and our perceptions of fun things to do. In art, we made fabulous projects. We played fun games and tried to express our feelings. We learned the poem **“Five Little Freckled Frogs” and acted it out. In math, we** know how to count by tens, and are now learning how to count by fives. To round out our week, we read several Franklin The Turtle books.

In science, we continued our exciting unit on magnets. This week, we did experiments showing that magnetic attraction can pass through non-magnetic materials such as paper, glass and material. Our classrooms have many exciting magnetic materials for the children to experience and work with.



**TORAS EMES**  
**ACADEMY OF MIAMI**  
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*Principal*

Rabbi Noam Grossman  
*Assistant Principal*

Dr. Deborah Lerer  
*Secular Studies Principal*

Mrs. Naomi Bloom  
*Early Childhood Director*



Erev Shabbos Parashas Vayechi 5773

Dear Parents,

In the *brachos* that *Yaakov Avinu* bestowed upon his children, *Yehuda* was singled out for leadership. What was *Yehuda's* unique qualification that propelled him to be leader? From *Rashi* in *Bereishis 49:10*, it appears it was his willingness to stand back, reconsider his position (by *Yosef* in the pit) and even admit his responsibility (by *Tamar*), that marked him for greatness. The very name *Yehuda* means to admit, not to evade culpability by shifting blame to another.

In a lecture to educators, (Queens, NY May, 2011) Dr. David Pelcovitz, the well-known and highly respected psychologist, shared the findings of a recent study of neurosurgeons, conducted at Penn State University. The question at hand was to find the single most important factor that differentiated the top 1% of neurosurgeons, those who lost the fewest patients, from the bottom 1%, those who lost the most patients.

Keeping in mind the high level of knowledge, the extraordinarily long period of training and the absolute precision of their work, the findings are most noteworthy. The difference was not IQ, nor the medical school attended and not the hospital in which they operate. The difference was how they reacted to failure, to losing a patient. The top 1% did everything possible to analyze what went wrong, did further research into the specifics, and did not rest until they came up with a better way to do it. The bottom 1% shifted the blame to everyone else: "What do you expect with such inferior nurses," "the operating room is so primitive," "they didn't give me accurate information."

The difference is so glaring. Success or failure depends upon a person who is willing to take responsibility for his or her actions. Blaming, passing the buck and just plain shirking are the hallmarks of losers and failures – by not taking responsibility, they are not capable of improving. Those who do take responsibility for their own actions are destined for success, because they are embarked on a journey of self-improvement.

This is especially true of children. If we allow them to make excuses, blame their behavior on factors outside of themselves, they will never learn from mistakes, and never grow. If, however, we encourage our children as to the value of taking responsibility and accepting the blame whenever warranted, we are giving them leadership qualities with which to succeed in life.

As with all *Midos*, we teach best by our example. Let's re-examine our own reactions to mistakes we make. Do we own up to them, analyze what went wrong and look seriously for ways to avoid the mishap in the future? Or do we find all manner of external factors to explain the failure. It would be worthwhile to stop for a short while and listen to the actual words that come from our mouths – do we *kvetch* a lot? Is everything always someone else's shortcoming that made success so elusive?

We may not be leaders of the stature of *Yehuda*, but we are leaders of ourselves and our family. We need to keep in mind the secret to *Yehuda's* success.

Best wishes for an admittedly wonderful *Shabbos*,

Rabbi Kalman Baumann

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