

Dear TK Parents,

The children enjoyed exploring Hanukkah and the traditions associated with the holiday. They especially took delight in creating their own kosher, useable hanukkiyah and look forward to lighting it on Hanukkah. Please see below for a summary of our learning, suggested follow-up questions to ask your child, questions for your Shabbat table, and some great pictures!

Also, we regularly add photos to a folder on Google Drive. You may access them anytime by clicking here: [TK Photos](#)

Shabbat Shalom, Happy Hanukkah, and a Chag Sameach

ADAT's TK Team

Gillian, Audrey, Tina, Daniel, Miss Mimi, Adi, Jeffrey and Hillary

This week's Parsha

Vayeishev Genesis 37:1 - 40:23

This week's Parsha opens and closes with the same event happening. Joseph is interpreting dreams and offering those interpretations regardless of consequences. In Canaan where our text opens, Joseph has alienated himself from his brothers. This is somewhat due to the parenting choices of Jacob to make Joseph a beautiful coat and then flaunt how much he loves Joseph to the rest of his sons. Mostly however, this is due to the interpretations Joseph makes of his dreams where he foresees his brothers bowing down to him (twice).

As an older brother, I completely identify with how Joseph's brothers feel. Just as Joseph told on his brothers when they did something wrong, my sister used to seize any opportunity to let my parents know of any wrongdoing that I was responsible for. This part of our text showcases Joseph as a very immature person but like my sister and I, everyone grows up, becomes more mature and eventually realizes the person they are to become.

This Parsha which is the start of a four part saga about Joseph, ends the same way it began. It ends with Joseph interpreting dreams. The difference now is that Joseph's interpretations have moved from being self-serving to selfless. Just like my sister, Joseph has started the process of maturing. This Parsha leaves us with the question of, where are some ways in which we can think of others first?

Shabbat Shalom,

Eric

Questions for Your Shabbat Table:

- What is the difference between a menorah and a hanukkiyah?

Week of: 11/26-11/30

Subject	What We Did in Class	Work at Home Ideas
Readiness and Writing	Children learned to write the capitals "L" and "F," and the number "2"	<p>Practice writing the "F," "L" and the "2" using correct formation.</p> <p><u>L</u>-Start at the top, Big Line down, don't pick up your pencil, Little Line across bottom.</p> <p><u>F</u>-Start at the top, Big Line down, pick up your pencil, go to the top, Little Line across the top, pick up your pencil, Little line across in the middle</p> <p><u>2</u>- Start at the top, Big Curve from top to bottom, Little line across at the bottom</p>
Numbers and Math	<p>Using tag bags, children sorted into groups according to the number they were given. As an extra challenge children were asked to find other children with the same number without talking.</p> <p>Children moved into groups by shape, type, and color.</p> <p>Children sorted shapes by sides and corners.</p> <p>Children recognized that order and arrangement of objects do not affect totals.</p> <p>Children identified, described, and created simple and more complex patterns.</p>	<p>Choose assorted objects and sort according to their attributes (color, shape, number of corners, number of sides, size, item type).</p> <p>Choose items and divide them into two equal groups placing them in different formations (line them up, rows of three, in a circle, stacked). Ask your child to count the items in each group to determine if the number is the same. Note that arrangement of objects does not affect the total.</p>
Language and Literacy	Children made predictions about a book after looking at the front cover and the title page. After reading the	Choose a book to read. Before beginning, ask your child to predict what the story will be

	<p>title, the children were asked to say what they thought would happen in the book.</p> <p>The children listened to the story, "The Tortoise and the Hare". The children took turns restating the lines of the story slowly , like the tortoise, and fast, like the hare.</p> <p>Children learned that words do not by themselves communicate complete thoughts and that sentences do express complete ideas. Children put a group of spoken words into a sentence.</p> <p>Children were asked to select a picture of a person, place, or thing out of the Sound Around Box, and to say a sentence about it.to</p> <p>Children used Roll-a-dough to create capital letters.</p> <p>After reading the story," The Hannukah Bear", children were asked to identify the main character in the story.</p>	<p>about based on the cover, the title page, and the title. Read the story and discuss if his/her prediction was correct.</p> <p>Read a simple story to your child. Then re-read the story asking your child to recite the lines (with your help)while in character.</p> <p>Help your child to create simple three word sentences.</p> <p>Have your child say a sentence about a person, place, or thing.</p> <p>Read a book to your child. Ask him/her to identify the main character in the story and to explain why.</p>
Judaic Studies and Hebrew	<p>We have been learning about Hanukkah. We reviewed the traditions of playing dreidel, eating latkes and sufganiyot, gelt, lighting the hanukkiya for 8 days, using the shamash (the helper candle) to light the other candles, and placing the hanukkiya in the window The children using information they learned to create their own hanukkiya to share with their family.</p> <p>Vocabulary: nes (miracle), gadol (big), haya (was), sham (there), po (here), nun, gimmel, hey, shin, pe</p>	<p>Enjoy celebrating Hanukkah!</p>

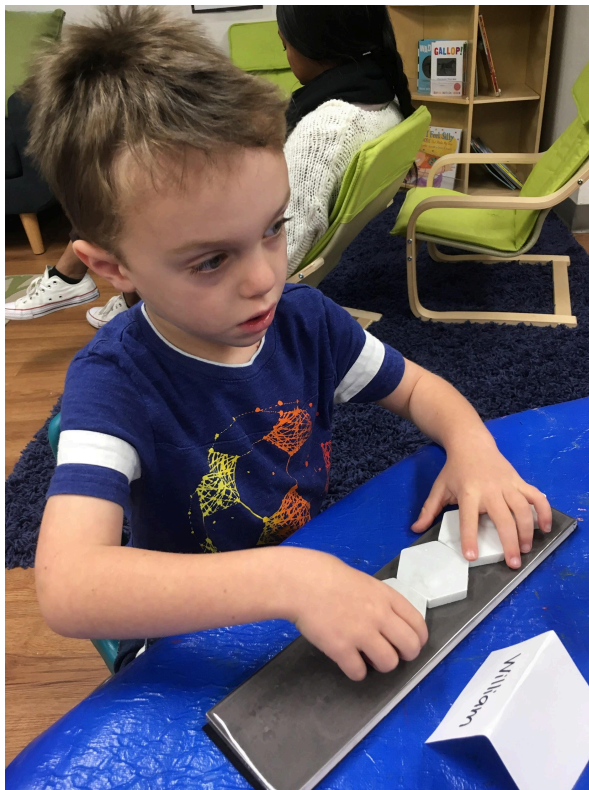
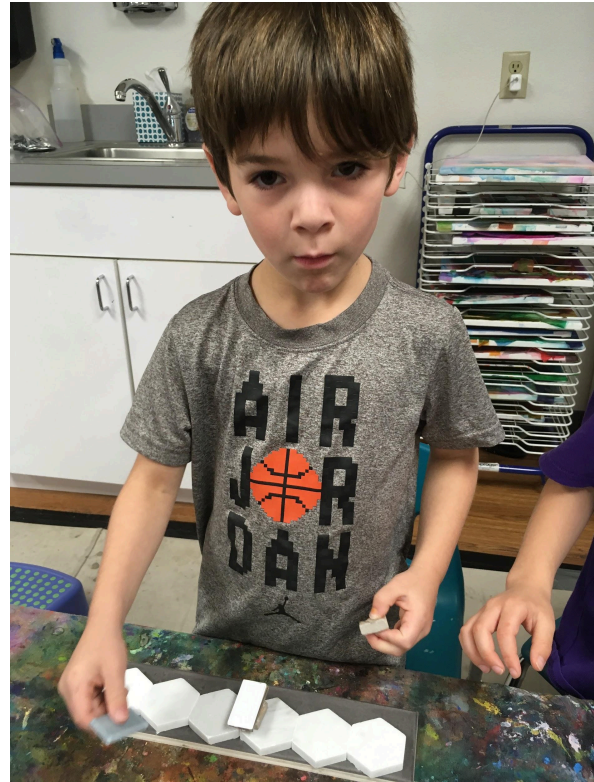
	<p>The children are learning about the different parts of their body.</p> <p>Vocabulary: raglayim (legs), yadayim (hands), pe (mouth), betem (stomach), af (nose), oznayim (ears), eynayim (eyes), shinayim (teeth), se'ar (hair),</p>	<p>Draw a self-portrait and identify the body parts using the Hebrew words.</p>
<p>Science Tina</p>	<p>This week in Science we took a look at how balance plays a part in the way things spin. We also talked about density and compared water to oil.</p>	<p>Make different types of dreidels with different materials. See which one spins the best.</p>
<p>Art Miss Mimi</p>	<p>This week, TK completed their clay chanukkiyah. We used various metallic hues to add a final layer on luster to our sculptures.</p> <p>Which metallic paints did you use for your chanukkiyah?</p>	<p>Which metallic paints did you use for your chanukkiyah?</p>
<p>Technology Daniel</p>	<p>In TK this week, students were introduced to the idea of a digital citizen. We talked about ways we could demonstrate good digital citizenship such as caring for our devices as well as showing respect for our friends online in games and in chat. Students continued to explore stories in the Starfall app.</p>	<p>What does it mean to be a good digital citizen?</p>
<p>Music Jeffrey</p>	<p>A little rhythm play: clapping on the OFF-beat is not as easy for some of us!</p> <p>We're starting to get the 1st verse of "Help" down nicely.</p>	<p>Can we play "Help" by The Beatles and sing along?</p>
<p>Dance Adi Licht</p>	<p>In TK, we continued learning our African IGD dance that relates to our difference makers theme of community.</p>	<p>Students can be asked to demonstrate what they learned in class.</p>

Photos From This Week:









Email Lists

Faculty CC:

tk@aaeds.org

hgabay@aaeds.org

jabelson@aaeds.org

dshiriwastaw@aaeds.org

mklabon@aaeds.org

leadershipteam@aaeds.org

debrap@aaeds.org

alicht@aaeds.org

Hoberstein@aaeds.org

jprince@aaeds.org