

Dear TK Parents,

We had an amazing time on our imaginary trip to Israel to celebrate Yom Ha'atzmaut. 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,

ADAT's TK Team
Gillian, Audrey, Tina, Daniel, Miss Mimi, Adi, Hillary

This week's Parsha (Emor)

The weekly Parshot are usually named after a theme or the first word in the Parsha. This week we read the Parsha *Emor* (say). At first glance this seems like a common phrase in the TaNaKh as there are many Parshot that begin with the phrase "וַיֹּאמֶר יְיָ אֶל-מֹשֶׁה לֵאמֹר" (*Vayomer Adonai El Moshe Lamor*), And Adonai spoke to Moses saying...

This week however we focus on the act of speaking. The first line of the Parsha contains the word *Emor* in three tenses, past, present and future.

וַיֹּאמֶר יְהוָה אֶל-מֹשֶׁה אֲמַר אֶל-הַכֹּהֲנִים בְּנֵי אַהֲרֹן וְאָמַרְתָּ אֲלֵהֶם

The first time we encounter this word (*Vayomer*), we are told that God spoke to Moses. The second (*Eimor*), Moses is instructed to speak with the *Kohanim* (the high priests). The third time, however, is what I am interested in exploring. *Amarta* (you will say), Moses is told "you will tell them." Why the change in tense? If Moses is already speaking with Aaron and his sons why is he commanded to do so in the future?

The Jewish tradition places a lot of weight on the act of education. We are instructed in the specific things we are required to teach and when and how they should be taught. By speaking in the future tense, God is ensuring that the teachings and statutes that are being given to Aaron and his sons will continue to be taught to future generations.

Shabbat Shalom,
Eric

Questions for your Shabbat Table

1. What are some ways that your family has ensured that rules and traditions get passed down.
2. If Parshot are named after themes in them what else would you name this one?
3. Discuss things you know about Israel.

Week of: 5/13-5/17

Subject	What We Did in Class	Work at Home Ideas
Readiness and Writing	<p>Children practiced writing the capital letter "X", "Y" and "Z", and the number "10".</p> <p>Children were asked to complete a dictation about their favorite Jewish holiday. They drew an illustration to support their words.</p> <p>Children reinforced their knowledge of capital letters.</p>	<p>Keep practicing writing your letters and numbers, remembering to always begin at the top.</p> <p>Ask your child to dictate words to you about a favorite season. Have him/her draw a picture to support the dictated words.</p> <p>Cut out capital letters from a magazine and create a Capital letter collage.</p> <p>Challenge: Create a book of letters. Cut out letters from a magazine Glue one capital and its matching lowercase letter on each page and draw a picture of something that begins with that letter.</p>
Numbers and Math	<p>After reading the book titled, "Ten Black Dots", the children created their own books, in which they described the many things that can be created using dots.</p> <p>Children explored patterns in the real world, in nature, in the classroom, and on their clothing.</p> <p>Children used assorted shapes to cover a larger shape.</p>	<p>Look around, wherever you are, and identify the patterns that you see.</p> <p>Challenge: Create a drawing using three different patterns.</p>
Language and Literacy	<p>Children looked at books and identified pictures that had beginning</p>	<p>Come up with a list of words that have the same beginning</p>

	<p>sounds in common.</p> <p>Children differentiated between capital and lowercase letters.</p> <p>We read the Scholastic "My Big World" magazines, to help us learn more about wind, insects, and friendship.</p>	<p>sound.</p> <p>Create capital and lowercase letter cards. Ask your child to match up capital and lowercase letters.</p> <p>Challenge: Find as many words as you can that have the same beginning sound as your first name. You can repeat the same activity using the names of other members of your family.</p>
Judaic Studies and Hebrew	<p>The children were briefly introduced to the concept of remembering as we touched on Yom HaShoah and Yom Hazikaron, Days of Remembrance.</p> <p>The TK children celebrated Yom Ha'atzmaut by going on an imaginary trip to Israel. We learned about passports, tickets, in-flight entertainment and snacks, customs and immigration, circle dances, the Dead Sea, Jerusalem and the Kotel, Archeological Digs, Sefad, Tel Aviv, the Ben Gurion airport, El Al airlines, the Israeli flag. Please be sure to see our Yom Ha'atzmaut/Israel documentation in the TK classroom. Our journey continued as we participated in a school-wide celebration that culminated with the whole school singing the beautiful Israeli song "Shevat Ahim Vahahaut", together in the DFC.. It was a moving experience filled with warmth, excitement, and a sense of community.</p>	<p>Reflect with your child on the TK imaginary trip to Israel. Share your knowledge and experiences about Israel with him/her.</p>

Art Miss Mimi	The students completed their Shabbat sculptures they began last week. This week we painted our clay challah, kiddush cup, and canvas. Next week, we will put all the elements together to complete our sculpture.	How did you make your kiddush cup?
Technology Daniel	This week in TK, students returned to Bug Art to learn about the tools offered in the Free Paint feature. Students learned to choose a background, toggle between different types of drawing mediums, and apply decals and stickers to their creations.	What background did you choose for your artwork this week in Bug Art?
Dance Adi Licht	This week in dance class, we practiced our IGD dance as we prepare to perform it at the Israel festival next Sunday.	

Photos From This Week:









