



jewish community
day school of rhode island

KITTAH DALET / כיתה ד' Classroom News

March 14, 2008 / 7 Adar II, 5768
Judaic Studies - Marcia Kaunfer

חומש - HUMASH:

Last week, at the very end of Parashat Toldot we introduced a literary device that appears in this section of the Torah. It is called a מסגרת – *misgeret*, which means “a frame.” This refers to a section of text in which the opening idea returns at the end of the section, and “frames” the whole section. It helps us to understand what the section is all about. We found that back in Chapter 26, before the long narrative of the “stealing” of the blessing, Esav married two Hittite women. At the end of the narrative we learn that Esav took another wife -- Ishmael's daughter. We sense that Esav is trying to “undo” the wrong that he did in marrying Hittites against the clear command of Avraham. The fact that Esav's marriages frame the whole blessing section makes us wonder if that is why Yitzhak does not give Esav Birkat Avraham. Ask your children what they think about this. We have now begun Parashat Vayetze. We will focus on the famous dream that Ya'akov has on the first night that he spends away from his family, as he runs away to his uncle Lavan's house. This is the dream of the angels on the “ramp” (usually translated “ladder.”) To prepare for a discussion about this amazing moment when Ya'akov unexpectedly feels God's presence in his life, I have sent home a list of 5 sentences for parents to complete. It is about when you personally may have felt the presence of God. I hope that you will be able to complete three (or more) of the sentences and send them back with your child by Tuesday, March 18. We will include your responses (anonymously) in our class discussion. Thank you in advance for participating.

לשון - LASHON (Hebrew language):

After much review, we completed Unit Two, and wrote the unit assessment. Next week I will send it home so that you can read and sign it.

I am pleased with progress that many of the students have made in using correct grammar. I am also happy to hear increased fluency in Hebrew speaking in class.

הגים - HAGIM (holidays) / תפילה - TEFILLAH

We continue to collect tzedakah for Purim – in order to send Mishloah Manot to those who live under rocket fire from Gaza in S'derot, Israel. As of today, we have collected more than \$80! Students have also written letters of support which I will mail. Check out <http://pizzaidf.org/> for details. Fourth grade is honored to have won first place in the **ADAR DOOR** contest. Even more impressive, the class really worked well together on the project and, as some students said, “We had fun, and that's more important than winning!”

In Tefillah we have moved ahead to the 11th blessing of the Amidah.

קריאה פונטית - PHONETIC READING:

For phonetic reading we have focused on the special “al ha-nissim” for Purim, which we add into the 18th blessing of the Amidah. Please listen for accurate and smooth reading for 5 to 10 minutes OUT LOUD before signing your child's planner.

פרשת השבוע - PARASHAT HASHAVU'A:

Please continue to discuss and sign Parashah sheets. Mazal Tov to Zmira Stouber and Matthew Warshay who read Torah this week.

INTERN TEACHER: YAEL KRIEGER

We are very fortunate to have an intern teacher from the Pardes Education program who will work with grades, 4, 5 and 6 in the area of Humash for three weeks, from March 23 – April 11. She is a graduate of the Columbia / Jewish Theological Seminary Joint Program, and is already an experienced teacher. I look forward to working with her!