

Kindergarten

Week One:

What is a Torah?

(a scroll that contains stories and laws)

Week Two:

Kindergarten students participated in Consecration today. Each child received an individual blessing from the clergy and a special Torah of their own. Families then joined together for a lovely breakfast in celebration. A wonderful morning!

Week Three:

What is Simhat Torah?

(A holiday where we rejoice with the Torah, and we read the last word in the Torah and immediately start over at the beginning.)

Week Four:

Where is the Torah kept in the synagogue?

(In the Ark.)

Week Five:

What did Noah do?

(Noah built an ark.)

Week Six:

What is a mitzvah?

(G-d's rules to live by which make the world a better place.)

Week Seven:

What does it mean if you have a hearing impairment?

(You have trouble hearing, or you cannot hear at all.)

Week Eight:

What does Thanksgiving mean (Kindergarten students made Thanksgiving cards which will be included in Temple's Meals on Wheels program)?

(Giving thanks.)

Week Nine:

What does the word Chanukah mean?

(Dedication)

Week Ten:

Kindergarten families joined us for their Family Education program. In addition to adult study on the topic of Chanukah, families made character puppets, drip mats and window decorations for Chanukah. Students also showed their parents the Shema in sign language, which they learned during their recent Disability Awareness program. Also, on Sunday, families joined the school for Rabbi Glaser's Chanukah Concert!

Week Eleven:

What did G-d create on Day 1?
(Light and dark)

Week Twelve:

What did G-d create on Day 3?
(land, plants, trees and bushes)

Week Thirteen (Saturday):

The classes had a discussion on Tikkun Olam, Tzedakah and Hachnasat Orchim.

What is Hachnasat Orchim?

(Welcoming guests into our homes; this was tied to Families Moving Forward (FMF) and the work students did making decorations and cards to welcome FMF guests starting next Sunday.)

Where in the Torah do we learn about this?

(We learned about this from Abraham and Sarah when they welcomed three guests/angels into their tent.)

Week Thirteen (Sunday):

What did G-d create on Day 4?
(The Sun, moon and stars)

Week Fourteen:

What did G-d create on Day 5?
(The fish in the sea and the birds in the sky)

Week Fifteen:

What is Tu BiSh'vat?
(The birthday or holiday of the trees)

Week Sixteen:

What did G-d create on Day 6?
(Man, woman and the animals)

Week Seventeen:

What does Purim mean?
(lots)

Week Eighteen:

What is the custom of Shalach Manot?
(Giving gifts of food to family and friends on Purim)

Week Nineteen:

Name two of the ten plagues.

(The plagues are: blood, frogs, lice, wild beats, disease, boils, hail, locusts, darkness, death of the firstborn)

Week Twenty:

What is a Seder?
(The holiday meal we have at Passover; the word means order.)

Week Twenty-One:
Why do we recline at the seder?
(To show we are free men or women.)

Week Twenty-Two:
What did G-d do on Day 7?
(He rested.)

Week Twenty-Three:
How old is the State of Israel?
(62)

Week Twenty-Four:
What is the capital city of Israel?
(Jerusalem)

Week Twenty-Five:
Why do we need mothers?
(Ask your child what he/she shared)

Week Twenty-Six:
How can you honor your father and mother?
(Examples: listen to what they tell you, help around the house, be friendly and nice, etc.; ask your child his/her thoughts)

Week Twenty-Seven:
What does Shavuot celebrate?
(The giving of the Ten Commandments on Mt. Sinai)

Week Twenty-Eight:
What was your favorite activity at school this year?
(Please ask your child his/her thoughts)

First Grade

Week One:
How many times do we blow the shofar on Rosh Hashanah?
(100 times)

Week Two:
How long does it take to write a Torah?
(About 1 year)

Week Three:

What did G-d do on the seventh day?
(He rested.)

Week Four:

How many mitzvot are in the Torah?
(613)

Week Five:

Why do we light two candles on Friday night?
(1 for each set of the 10 Commandments; one candle for the first set which Moses shattered when the Jews worshipped the golden calf and the second candle for the second set.)

Week Six:

What is Derekh Eretz and why is it important?
(Derekh Eretz means respect; it is the foundation for learning Torah. Students learned that we must have Derekh Eretz before we can study Torah.)

Week Seven:

What are you thankful for?
(Classes had a discussion about our blessings and some of the things we are thankful for such as our families, our homes, clothing, shoes, G-d and our friends.)

Week Eight:

Students learned the Shema in sign language, as part of their Disability Awareness Training Program; classes will practice it each week. Ask your child if they can show you the Shema in sign language.

Week Nine:

What is the difference between a menorah and a chanukiah?
(A menorah was used in the Temple and has only 7 branches. A chanukiah has 8 branches plus a ninth, or helper candle, and we use it for Chanukah.)

Week Ten:

What does the word Chanukah mean?
(Dedication; the Macabbes dedicated the Temple after they got it back.)

Week Eleven:

Why is giving tzedakah important?
(Giving tzedakah is important because there are so many people who have much less than us and we want to help them.)

Week Twelve:

Why are the colors of the Israeli flag blue and white?
(To remind us of the tallit, or prayer shawl; the star is for King David who built Jerusalem, Israel's capital.)

Week Thirteen (Saturday):

The classes had a discussion on Tikkun Olam, Tzedakah and Hachnasat Orchim.

What is Hachnasat Orchim?

(Welcoming guests into our homes; this was tied to Families Moving Forward (FMF) and the work students did making decorations and cards to welcome FMF guests starting next Sunday.)

Where in the Torah do we learn about this?

(We learned about this from Abraham and Sarah when they welcomed three guests/angels into their tent.)

Week Thirteen (Sunday):

What does the word Havdallah mean?

(To separate; we are separating Shabbat/holy from the rest of the week/unholy)

Week Fourteen:

What is Tu BiSh'vat? Why are trees so important?

(The New Year - Birthday of the Trees; ask your child his/her thoughts on the importance of trees)

Week Fifteen:

What is the name of the only fresh water lake in Israel where all Israelis get their water from?

(The Sea of Galilee or the Kinneret)

Week Sixteen:

Why do we cover the challah?

(We cover the challah because we do not want it to be embarrassed. As we first bless the candles and then the wine, the challah is last and remains covered until it is time to bless it. We learn that if we are so concerned with the challah, so much more should we be concerned that we do not embarrass another person.)

Week Seventeen:

How many provinces were in Persia during the Purim story?

(127)

Week Eighteen:

What does the word Purim mean?

(A lot; a lottery or raffle in Persia)

Week Nineteen:

What does the word "seder" mean?

(order)

Week Twenty:

What is a haggadah and what does the word mean?

(The haggadah is the book we use during our seder, and the word haggadah means "to tell".)

Week Twenty-One:

How many cups of wine, or grape juice, do we drink at our seder?

(4)

Week Twenty-Two:

Why do we remember?

(Classes discussed remembering loved ones who have passed away and that by remembering them, we keep them alive in our hearts.)

Week Twenty-Three:

First grade discussed Israel at length today. Ask your child these questions, or what other things they learned about Israel. What is Yom HaAtzma-ut? How old is the State of Israel?

(Yom HaAtzma-ut is Israel Independence Day. Israel is 62 years old.)

Week Twenty-Four:

Why is kindness to animals important?

(All creatures were created by G-d and so we must be kind, and take care of, animals and the environment.)

Week Twenty-Five:

What does Shavuot mean?

(Shavuot means “weeks”; we count the 7 weeks, or 49 days, between Passover and when we received the Torah, on Shavuot.)

Week Twenty-Six:

What book do we read on Shavuot?

(The book of Ruth)

What is Israel’s only body of fresh water called?

(The Sea of Galilee or the Kinneret)

Week Twenty-Seven:

Who wrote the first set of the Ten Commandments? Who wrote the second set?

(The first set was written by G-d and second set was written by Moses.)

Week Twenty-Eight:

Please tell your parents your favorite thing you learned or activity you did, this year.

Second Grade

Week One:

What is the Jewish New Year called?

(Rosh Hashanah)

Week Two:

What is the name of the holiday at which we finish reading and begin, again, the reading of the Torah?

(Simhat Torah)

Week Three:

What 5 books make up the Torah (in English)?
(Genesis, Exodus, Leviticus, Numbers, Deuteronomy)

Week Four:

What are the names of the five books of the Torah?
(Genesis – B'reisheet, Exodus – Sh'mot, Leviticus - Vayikra, Numbers - Bamidbar and Deuteronomy – D'vareem)

Week Five:

Which couple was considered the first Jews ever?
(Abraham and Sarah)

Week Six:

Why is helping someone feel welcome an important mitzvah?
(Student responses: it's nice; so they don't feel sad; so they don't feel left out; you can be their friend so they don't feel lonely and feel happy)

Week Seven:

Why did Rebekah pass the test? How can we be like Rebekah?
(Student responses: Rebekah was really nice and she let the servant and camels have water, and G-d made the water come up out of the well to her. We can be more like her by giving food to the hungry being welcoming, helping people in school, being nice, donating food and clothes and giving tzedakah.)

Week Eight:

In this week's Torah portion, Toldot, Jacob tricks Esau so that he can receive the special blessing. The special blessing was Jacob's family treasure. One of my family treasures is...please ask your child to fill this in.

Week Nine:

What and where is OSRUI (Olin Sang-Ruby Union Institute)?
(It is a Reform Jewish overnight camp in Oconomowoc, WI)

Week Ten:

What do the letters on the dreidel stand for?
(Nes Gadol Hayah Sham – a great miracle happened there)

Week Eleven:

2nd Grade Saturday:
What is Tikkun Olam? Discuss why it is important.
(Tikkun Olam means to repair the world)

2nd Grade Sunday:

The two Sunday classes joined together today to mark the end of Chanukah.
(Ask your child what they did together)

Week Twelve:

In this week's Torah portion, Shemot, Moses sees an Egyptian beating an Israelite and kills the Egyptian because he was so angry. It made Moses angry when he saw one person hurting another. It makes me angry when I see...

(Student responses: my dog breaking something; people taking other people's toys; when people fight or hurt each other; teasing; biting; hitting; seeing a dead animal)

Week Thirteen:

What is Tikkun Olam?

(Repairing the world or taking care of the world; student responses: helping out the world; helping old people; clean up trash; giving to the poor; making cards for the sick; teaching others; give to the food shelf; help the Red Cross or other organizations like this; let people stay in your home)

Week Fourteen:

Why is it important to remember when we were slaves?

(Student responses: they did hard work, they were in pain, we try not to let anyone else have slaves because we know how hard it is, we should be like Moses, we should be nice to others)

Week Fifteen:

Something special is happening in the Religious School next week. Tell your parents what your role is and which day you should come next week.

(During Sunday Religious School services, next week, the 2nd graders will perform their parsha skit. All Saturday and Sunday students come on Sunday only.)

Week Sixteen:

2nd grade families participated in Alef Roundup this weekend. All 2nd grade students attended on Sunday morning and performed an outstanding skit, during services, based on this week's Torah portion, Mishpatim. Parents joined our World Café as part of Strategic Planning, and also learned about Hebrew School, which begins in 3rd grade for their children.

Week Seventeen:

If you were to build a synagogue, what would it look like, what would you include and not include?

(Student responses: *include*: a boat on the ocean made of wood and in the shape of a Jewish star, landscaping, a place where scary thoughts vanish, Torahs, prayerbooks, people, bimah, Ner Tamid, solar panels, a hospital corner with a bed; *not include*: electronics, clocks, snack because of ants, bad thoughts, imperfect Torahs – with mistakes, bugs)

Week Eighteen:

Name the five main characters in the Purim story.

(King Ahashuerus, Queen Vashti, Queen Esther, Mordecai, Haman)

Week Nineteen:

The people knew that worshipping an idol was wrong. Still, when Moses was gone a long time, they built the Golden Calf. Why did they do something they knew was wrong?

(Student responses: they were afraid Moses wouldn't come back; they wanted the golden calf to protect them; they were scared; they thought they could pray to it for Moses to come back; they thought since Moses was gone they could go whatever they wanted; they didn't believe G-d was listening to them)

Week Twenty:

What is the name of the book we use at our Passover seder?

(The book is a haggadah; the word means "to tell".)

Week Twenty-One:

In this part of the Torah, G-d teaches Moses many rules. One important rule I will always remember is.....?

(Student responses: don't break the 10 commandments; Jews are the chosen ones; only worship G-d; be kind to others and nice to your friends; don't commit murder; don't be mean to strangers; remember Shabbat and to rest; don't tell rumors)

Week Twenty-Two:

Why is it important to remember?

(Student responses: to remember good times; to pass on memory of good or sad times; to keep memories alive; so you don't get in trouble for forgetting something important; so you remember what you need to do; to remember people you loved who are no longer here; to remember things or events that are important to you; so you learn from your mistakes.)

Week Twenty-Three:

What is Israel's Independence Day called? What is the capital city of Israel?

(Yom HaAtzma-ut; the capital city is Jerusalem.)

Week Twenty-Four:

We have many chances to be holy each day. One way I will try to be holy is.....

(Student responses: give someone a band-aid if they are hurt; prayer; respect parents; respect the elderly; be fair; listen; shake someone's hand; don't frown; cheer someone up; don't steal; help Haiti and Chile; donate clothes; push people in wheel chairs; got to services; pray to G-d; give money to the poor; treat others the way you want to be treated.)

Week Twenty-Five:

What are holidays for? Why do we have Jewish holidays?

(Student responses: holidays are special days in our calendar to help us remember we are Jewish; to help us celebrate freedom; to celebrate together; so we remember to rest; to be happy and remember happy things; tradition.)

Week Twenty-Six:

The book of Vayikra is full of laws and rules. I think the most important rule to remember is....

(Student responses: treat others the way you want to be treated, honor your parents, have a day of rest and make Shabbat holy, respect G-d, read Torah, fast on Yom Kippur)

Week Twenty-Seven:

In this week's Torah portion, Bamidbar, we are told the names of the Twelve Tribes of Israel. If I had my own tribe, on my flag there would be a...

Ask your child his/her thoughts.

Week Twenty-Eight:

This week's Torah portion, Naso, includes the priestly blessing which is the same blessing that parents bless their children with on Shabbat. If I could write a blessing for my parents, I would ask G-d to bless them with.....

(student responses: kindness and respect; a long and good life; lessons that they taught me; peace, health, love and wealth; a good job; breathable air; happiness and a happy family)

Third Grade

Week One:

What are the names of the 3 shofar calls and how many blasts each?

(Tekiah – 1; Terumah – 3; Shevarim – 9)

Week Two:

What are the four species?

(Palm (lulav) – spine, Myrtle (hadas) – eyes, Willow (aravah) – lips, Etrog - heart)

Week Three:

What are the two earliest names for G-d given in the Torah?

(Adonai, Elohim)

Week Four:

Name the 3 patriarchs and the 4 matriarchs.

(Abraham, Isaac and Jacob; Sarah, Rebekah, Leah and Rachel)

Week Five:

How could the mitzvah of kashrut add holiness to my life?

(It brings us closer to G-d.)

Week Six:

What does Torah teach me about my relationship with G-d?

(Student responses: G-d is easy to find; G-d is hard to find; look for G-d; G-d is our friend; be holy; G-d is all around us; never try to look for G-d because G-d is everywhere; tricking people will not make you closer to G-d)

Week Seven:

What is Avodah?

(The work we do to look for G-d, and find sacred connections to G-d, community and self.)

Week Eight:

Third Grade Family Education, the Great G-d Hunt, took place this weekend. Students and parents learned with our clergy and teachers, went on a scavenger hunt, participated in story stations and made a family roadmap to G-d. A very interactive morning!

Week Nine:

What does OSRUI stand for?
(Olin Sang-Ruby Union Institute)

Week Ten:

What is the Chanukah menorah called?
(Hannukiah)

Week Eleven:

What is Tikkun Olam? Discuss why it is important.
(Tikkun Olam means to repair the world)

Week Twelve:

What is a Brit?
(A covenant or a promise)

Week Thirteen:

What is Gemilut Hasadim and what are some examples of it?
(Acts of loving kindness; student examples include: help when someone is hurt; help countries in need; send clothes, food, money, medicine and water; jobs; shalom bayit – peace in the home; love)

Week Fourteen:

What does order feel like to me, and what does disorder feel like?
(Student responses: order: good, peaceful, “cool”, organized, put together; disorganized: messed up, topsy-turvy, confusing, weird, funny, awkward, bizarre, silly, upside-down, creepy, crazy, dumb)

Week Fifteen:

What is the New Year of the Trees and name one food we eat?
(Tu B'Shvat; we eat: olives, dates, figs, pomegranates, barley, wheat and grapes)

Week Sixteen:

How does loving others as myself lead to more K'dushah in my life?
(Student responses: you're kind to someone so they are nice to you; holding the door open for someone; pick up something that someone dropped; sharing food; hugging someone; giving someone a present)

Week Seventeen:

What is the Jewish marriage contract called (in Hebrew)?

(A Ketubah)

Week Eighteen:

What are the four mitzvot of Purim?

(Hearing the megillah, having a big feast, Shalach Manot (gift baskets to friends), Matanot L'Evyonim (gifts to the poor))

Week Nineteen:

Why do we have a responsibility to do Gemilut Hasadim (acts of loving kindness) for Jews around the world?

(Student responses: because it is a mitzvah; because we're all connected through language, G-d and prayer)

Week Twenty:

What is the Hebrew word for the foods we do not eat on Pesach and give an example. (The foods we do not eat are called "hametz", and examples include bread, corn, rice, grains, pasta and beans.)

Week Twenty-One:

What are the three periods of mourning?

(shiva: first 7 days; Shloshim: first 30 days including Shiva; Shana: first 11 months)

Week Twenty-Two:

How can 3rd graders perform Tikkun Olam (repairing the world)?

(Student responses: help fix things; make friends; be kind; make cards; stand up for others in a non-violent way; try to get along and don't fight)

Week Twenty-Three:

What is the name of the city in Israel where the first and second Temple was? What is the name of the city on the Mediterranean that is Israel's main port city?

(The first and second Temple was in Jerusalem. The port city is Haifa.)

Week Twenty-Four:

How do our acts of Gemilut Hasadim make the world more holy (kadosh)?

(Student responses: people will get help and there will be less complaining; everyone will be nice to each other; the world will be a happier and better place; everyone will get along; there will be no more wars.)

Week Twenty-Five:

What acts of Gemilut Hasadim (acts of loving kindness) can we identify in connection with each holiday?

(Students responses: bring food on Rosh Hashanah; bring clothing on Sukkot; buy a Chanukah present for those who may not get one; plant trees on Tu BiSh'vat)

Week Twenty-Six:

How can I make the world more holy/kadosh when I celebrate the Jewish holidays?

(Student responses: donate money to the food shelf, buy a present to give to others who may not get a gift, donate clothes, provide shelter for the homeless, invite people over for the holidays that do not have a place to go)

Week Twenty-Seven:

Shavuot is the holiday we celebrate receiving the Ten Commandments. Which of the Ten Commandments is important to you and why?

(Student responses: You shall not murder because it's in the Torah and against the law; you shall not steal because the person you stole from would call the police; honor your father and mother because they are the ones who made you and you wouldn't be here without them, and also they're nice to you and give you a good life.)

Week Twenty-Eight:

What does Kedushah/holiness mean to you?

(Student responses: the practice of honoring G-d; being at the synagogue; being alive; helping others; being menschlike; being peaceful; praying to G-d in a quiet place; being kind to others; giving tzedakah.)

Fourth Grade

Week One:

Why do Jewish People read the story of Jonah on Yom Kippur?

(It is the story of atonement – saying we are sorry.)

Week Two:

How does the Torah elicit joy?

(When you do good things/mitzvot, you also feel good about it.)

Week Three:

What is the Torah?

(The 5 Books of Moses: Genesis, Exodus, Leviticus, Numbers and Deuteronomy.)

Week Four:

What does Rodef Shalom mean?

(Seeking peace)

What does the phrase “Am I my brother’s keeper” mean?

(We are the keepers and caretakers of all the people in the world)

Week Five:

What is a mitzvah?

(A law or commandment of G-d)

What does Noah’s name mean? Why was he chosen by G-d?

(Comfort; he was a righteous man who brought comfort)

Week Six:

What is a covenant?

(A contract or promise)

What is G-d's sign of the covenant?

(The rainbow)

Week Seven:

What is the Jewish attitude toward Vikaah - arguments?

(Arguing can be good. An argument for heaven is a good argument – one where one can learn. An argument not for heaven is not a good one – arguing just to make another person feel badly.)

Week Eight:

What is the blessing that Abraham receives?

(G-d made Abraham a great nation (Canaan). He was blessed and his name would be great, and G-d promised this land to Abraham's future family.)

On Sunday, 4th graders participated in the Torah Factory. Ask your child about this program, and what he/she learned.

Week Nine:

What is TANACH?

(The Jewish Bible consisting of Torah, Prophets and Writings.)

Week Ten:

What does the word "Chanukah" mean?

(Dedication.)

When did the event of Chanukah occur, and how long ago was that?

(165 B.C.E.; 2,175 years ago)

Week Eleven:

What is Christmas?

(Christmas is a Christian holiday that honors the birth of Jesus. Jesus was a Jewish man who preached, or talked about, the laws of Torah.)

Week Twelve:

Fourth Grade families spent to day in Family Education: An Introduction to Talmud. Families discussed a variety of dilemmas and then looked for what our text teaches us about solving each.

What is the Talmud?

(Rabbinic interpretations that comment and interpret the laws and mitzvot in the Torah.)

Week Thirteen:

How many divisions of the Mishnah are there? What are they?

(Six; they are: seeds (laws dealing with agriculture and prayers), appointed time (laws involving the Sabbath, festivals, feasts and fast days), women (laws concerning family life), injuries (discussions of civil and criminal law), holy objects (sacrificial rites, ritual slaughter, Kosher and non-Kosher food), purity (laws of cleanliness and un-cleanliness.)

Week Fourteen:

What is the second section of the Talmud, written after the Mishnah was completed?
(Gemara.)

Week Fifteen:

What does Tu BiSh'vat mean and when is it?
(Tu BiSh'vat, the New of the Trees is on the 15th day of the Shevat; Shevat is a month in the Hebrew calendar.)

Week Sixteen:

Why was Rebecca chosen to be Isaac's wife?
(Rebecca did more than she was asked to do; she brought enough water for all of the camels as well as the servants.)
How is Rebecca like Abraham?
(Rebecca hurried and ran, and welcomed the stranger like Abraham did.)

Week Seventeen:

What does Jacob mean? Esau? Which brother will serve the other?
(Jacob means "the heel", and Esau means "the hairy one". The older son will serve the younger son; Esau will serve Jacob.)

Week Eighteen:

What does the story of Purim teach us?
1) That we must be ourselves. 2) That all people should have the right to practice their religion.

Week Nineteen:

What is the two part promise that G-d gave to Abraham? Who inherits the two part promise?
(The two part promise is to have lots of descendants and to inherit the land; Jacob inherits the two part promise.)

Week Twenty:

Who is Elijah?
(Elijah was a prophet from Gilead who stopped the people from worshipping the idol Baal.)

How is he able to visit us every year at our seders?
(Elijah never died. He was carried up to heaven in a whirlwind and therefore can wander the world doing mizvot.)

Week Twenty-One:

What does Passover celebrate? What does the word Passover refer to?

(Passover celebrates the freedom for the Jews. G-d “passed over” the houses of the Jews in the land of Goshen when all the Egyptian first born children died.)

Week Twenty-Two:

What does Yom HaShoah mean? Why do we have this special day?
(Yom HaShoah is the Day of the Holocaust. We commemorate this day and pray it never happens again.)

Week Twenty-Three:

What is Yom HaAtzma-ut? How old is the State of Israel?
(Yom HaAtzma-ut is Israel Independence Day. Israel is 62 years old.)

Week Twenty-Four:

What is Talmud Torah?
(The study of Torah; it is a commandment of G-d to study Torah.)

Week Twenty-Five:

What does the Tanach (Jewish Bible) teach us about conversion to Judaism (particularly in the story of Ruth)?
(Ruth wanted to be a Jew. She learned Torah and then became Jewish.)

Week Twenty-Six:

What is a Bet Din?
(A Bet Din is a Jewish court of law. The judges are three Rabbis who settle conflicts utilizing the laws of the Torah, Talmud.)

Week Twenty-Seven:

What is Shavuot?
(Shavuot celebrates the giving of the Ten Commandments on Mount Sinai. The holiday of Shavuot is celebrated seven weeks after Passover on the 15th day of Sivan.)

Week Twenty-Eight:

What two commandments did King David break?
(Thou shalt not murder, and Thou shalt not covet thy neighbor’s wife.)

Fifth Grade

Week One:

How many students have families who came (originated) from the same country as yours?
(Ask your child about his/her classmates)

Week Two:

Which couple is considered to be the first Jews?
(Abraham and Sarah)

What can we do to preserve our Jewish heritage?

(Student responses: celebrate the holidays, learn stories from the Torah, go to Temple, keep family traditions alive, eat traditional foods, go to Religious School)

Week Three:

Who were the first kings of Israel?

(Saul, David and Solomon)

What do you think is important about being in a community and what rules do you think we need to have?

(Student responses: in a community you get to help each other, having friends and being able to interact, you need a community to work together and teach each other and meet each other's needs; you need rules to create a good community, to keep everyone safe, need rules to respect one another, and take care of our environment)

Week Four:

What is the "Holy Temple" in Hebrew?

(Beit Hamikdash)

What would you do if you were forced to leave your homeland? What would you bring with you to keep your Judaism alive?

(Student responses: I would be scared and nervous; bring a menorah and heirlooms (pictures); think of it as an adventure; bring things to pass on traditions; fight for freedom and what I believed in; I wouldn't leave; bring special things from the land; I'd bring hope)

Week Five:

Who said "Nation shall not lift up sword against nation, neither shall they learn war anymore"?

(The prophet Isaiah)

How do you feel as a Jew living in America and what liberties do you think you have?

(Student responses: free to celebrate the Jewish holidays; able to study Torah and Hebrew; democracy; freedom of speech; act how you want to act; free to celebrate your religion)

Week Six:

What does Hellenism mean?

(The blending of the Greek culture with local culture.)

Would you change your religion to blend in with another culture if you were forced to do so?

(Students responses: would change religions but would secretly practice being Jewish; only act like you changed religions; no, fight for what you believe in)

5th Grade (Sunday)

Week Six:

What is the Amidah?

(The central prayer of the service.)

5th/6th Grade (Saturday)

Week Seven: Who were Mickey Stone/David Marcus, Henrietta Szold, and Theodore Herzl, and what were their contributions to the development of the State of Israel? (Mickey Stone/David Marcus, was an American soldier in WWII who was then killed in the line of duty fighting for the formation of the state of Israel; Henrietta Szold helped foster and lead the Zionist movement in the U.S., and publicized the need, and then meet those medical needs for all residents of Palestine in the early Twentieth century, and saved more than 5,000 children from Hitler's death camps (just a few of her many and significant accomplishments and actions). Theodore Herzl, founder of the Zionist movement, inspired people around the world to consider Palestine a home for Jews in the Twentieth century.

Week Eight:

What is the name of the famous mountain fortress near the Dead sea that the Jews escaped to in the year 73, and held out against the Romans?

(Masada.)

Can you be grateful even when your life is in danger?

(Student responses: it's possible – grateful to be alive; yes, if you have a family; it depends; yes, if you're a good person' yes, for being a human being)

Week Nine:

What is the Hebrew word for covenant?

(Brit.)

What does it mean that all Jews are responsible for one another?

(Student responses: being kind to one another; everyone should be treated equally; look after friends and fellow Jews; take care of people when they need help; your actions affect other people; help everyone, not just Jews; Golden Rule; help the sick; help people who are not getting help)

Week Ten:

What are some of the ways we can help our community and people in need?

(Classes discussed ideas that they will work to implement over the year; ask your child his/her thoughts.)

Week Eleven:

What was Operation Thunderbolt?

Operation Thunderbolt was the secret mission by the Israeli military to rescue Jewish airline passengers from an Air France flight en route to Paris, who had been taken hostage at the Entebbe airport in Uganda.

Week Twelve:

Welcoming guests (Hachnasat Orchim) is a very important Jewish value. How do you welcome guests in your lives?

(Student responses: make people feel welcome in your home, especially if they are new to your neighborhood; welcome student who are new to school and be their friend; welcome exchange students and help them feel at home; let family coming from out of town stay at your house and make them feel at home)

Week Thirteen:

Who is Gilad Shalit?

(An Israeli soldier who has been held hostage by Hamas for almost four years)

How can we help the people of Haiti?

(Donate; bring in more tzedakah every week; share profits; have a garage sale and donate some money; have a bake sale and donate)

Week Fourteen:

What is Gematria?

(The system in which every Hebrew letter has a numerical value.)

Week Fifteen:

Students in 5th grade participated in a grade level Tu BiSh'vat seder this morning. On Tu BiSh'vat, we thank G-d for all that has been provided for us to eat.

What does nature symbolize for you?

(Student responses: peace; looking at the animals; the sounds of nature; without it, we wouldn't have oxygen; feel like you are living; play outside.)

What can we do to preserve our land so in the future, we can continue eating wonderful foods?

(Student responses: recycle; plant more; cut down fewer trees)

Week Sixteen:

Tikkun Olam means repairing the world. In what way can you contribute?

(Student responses: recycle, donate food, be nice to people, donate money to Haiti, other countries in need, or people who are sick)

The word Christian comes from the Greek Christos. What does Christos mean?

(Messiah)

Week Seventeen:

What would you most want to teach someone about Judaism and why?

(Ask your child his/her thoughts)

Week Eighteen:

What do we read from on Purim?

(The megillah)

Why is it important to give Shalach Manot on Purim?

(You may be giving it someone who does not have enough money to buy Purim things for their child(ren).)

Who had the silliest costume at the Perfectly Purple Purim Shpiel?

(Ask your child; hints: Rabbi Zimmerman was Viking Queen Esther, Darcy was Queen Vashti, Cantor was Vine Master Haman (dressed in grapes), Rabbi Saks was Farvechai,

Tony Lopez was the King formerly known as Prince Ahashuerus, Rabbi Glaser was narrator Barney, two teens were our rappers)

Week Nineteen:

What prayer speaks to you from our siddur?

(Student responses: mi chamocho, English readings, stories, the poems, ma tovu, responsive readings)

Why is it important to have religious freedom?

(Student responses: everyone has their own right to believe what they wish; everyone should be able to practice their own religion; it's not right to tell other people what to believe)

Week Twenty:

What is midrash?

(Midrash is interpretation of the original text.)

What Passover traditions do you especially like to do during Passover?

(Student responses: say the prayers; prizes for the finding the afikoman; have friends over to the seder; making the Hillel sandwich; ask your child his/her thoughts.)

Week Twenty-One:

What do you know about the Holocaust (asked both before and after rotations studying the Holocaust)? Do you have family members who went through the Holocaust?

Week Twenty-Two:

What message would you like people in the future to know about our Jewish culture?

(Student responses: we are a community that stands strong; we celebrate our traditions; everyone should always be respected and always accepted)

Week Twenty-Three:

Why is it important to have a connection with Israel?

(Student responses: our ancestors came from there; it's the center of our religion and where it began; it is a safe place; so we know about history and keep it alive; it is the homeland of the Jews; a lot of history takes place there.)

Week Twenty-Four:

Can you name some important people and holy places in Israel?

(Student responses: Jerusalem; Kotel (Western Wall); Hebron; Abraham and Sarah; Bethlehem; Rachel and Jacob; 1948 Israel)

Week Twenty-Five:

What does Sepharad refer to in the Bible, and what does it mean historically?

(Sepharad refers to exiles from Jerusalem. Historically, it refers to Jewish communities on the Iberian Peninsula during the Middle Ages.)

What are the Ten Commandments?

- 1) There is only one God.
- 2) Do not worship idols.
- 3) Honor God.
- 4) Honor Shabbat.
- 5) Respect parents.
- 6) Do not murder.
- 7) Don't cheat on people; be loyal.
- 8) Do not steal.
- 9) Don't say bad things or lie.
- 10) Be happy with what you have; do not covet.

Week Twenty-Six:

What are the biblical names of Shavuot?

(Festival of Weeks (Devarim 16:9-10), Festival of the Harvest (Shemot 23:16), Day of the First Fruits (Bemidbar 28:26), Festival of Shavuot (Kiddush, Shavuot))

How do you honor your parents?

(Student responses: listen to them, respect them, do things with/for them, tell them you love them, do mitzvot, do what they say/expect, take care of them, help them)

Week Twenty-Seven:

5th Grade worked on their Family Ancestry books today as part of our Diversity Within Judaism program. We asked the students: what is one of your most special family memories?

(Student responses: family trip on a sunny day; family trip to Florida to visit relatives; family trip to Disneyworld; family trip to go horseback riding; went to Denmark for a wedding; having funny experiences with my family; went to Montana and rode a horse for the first time; spending time together for the holidays; went to Las Vegas and crossed over to Arizona with my family)

Week Twenty-Eight:

Classes experienced curriculum through a variety of methods this year including technology, drama and art. Ask your child his/her favorite type of activities and why.

Sixth Grade

Week One:

How does your Sukkah decoration reflect your Jewish identity?

(Ask your child about his/her personal decoration, and the group project it will become)

Week Two:

Simhat Torah posters made today reflect some of the values we study: Korach's Rebellion (Heshbon Ha-Nefesh – accounting of the soul), Sarah Laughs (B'tzelem Elohim – in G-d's image), Slavery to Exodus (Sameach B'chelko – contentment with your lot), Ten Plagues (Zachor – remembrance). Ask your child about the connections.

Week Three:

Today, 6th grade helped pack kosher meals for Project Elijah. Please talk with your child(ren) about Project Elijah and the 6th grade values exploration/connection to this project.

Week Four:

What are two meanings of Aliyah?

(Going up to the Bimah to bless the Torah; going (up) to, moving to Israel)

Week Five:

We began our study of Jewish history this week with Rome to the Golden Age. Ask your child about Maimonides, the Poets, Comparative Religion, or Spain.

Week Six:

Sixth grade was fortunate to have Rabbi Glaser speak to the students today to tell his mother's story. Ask your child to tell you about Agathe Glaser.

Week Seven:

5th/6th Grade (Saturday)

Who were Mickey Stone/David Marcus, Henrietta Szold, and Theodore Herzl, and what were their contributions to the development of the State of Israel?

(Mickey Stone/David Marcus, was an American soldier in WWII who was then killed in the line of duty fighting for the formation of the state of Israel; Henrietta Szold helped foster and lead the Zionist movement in the U.S., and publicized the need, and then meet those medical needs for all residents of Palestine in the early Twentieth century, and saved more than 5,000 children from Hitler's death camps (just a few of her many and significant accomplishments and actions). Theodore Herzl, founder of the Zionist movement, inspired people around the world to consider Palestine a home for Jews in the Twentieth century.)

6th Grade (Sunday)

What is revelation and what meaning does it have in my life?

(Revelation is the ongoing encounter with God, which began for the Jewish people as a whole with the giving of the Torah at Mount Sinai. When we engage in the study of Torah, worship, and perform deeds of loving-kindness, we continue to participate in that encounter and work to find our own path.)

Week Eight:

What did the Dutch West India company have to do with Jews in "the new world"?

(The Governor of New Amsterdam (later to become New York) Peter Stuyvesant, tried to keep 23 Jews from settling in New Amsterdam. The Jews wrote to their fellow Jews in Holland asking for help. The latter petitioned the company on behalf of the New Amsterdam Jews, noting that Jews were allowed to reside in Holland and even to invest in the company. In April 1665, the company granted Jews permission to emigrate to and live in the colony, "so long as they do not become a burden to the company or the community.")

Week Nine:

In 1791, France became the first country to confirm full citizenship to Jews living in all French lands. Why did this bother some Jewish leaders?

(For centuries, Jews had lived together in communities outside the secular world, being held together by the Torah and the teachings of Judaism. Some Jewish leaders feared.)

Week Ten:

How old was the Vilna Gaon when he memorized the Torah?

(3.)

Week Eleven:

How is the public reading of Torah different from reading or studying privately?
(Public reading requires a minyan and creates a sense of community.)

Week Twelve:

What were some of the provisions of the Versailles Treaty?
(Germany had to pay Twenty billion reichmarks in reparation; they could only have a limited military, including no tanks, airplanes, submarines, large warships or poison gas, as well as limits on the number of troops. Germany was not allowed to take part in the League of Nations.)

Week Thirteen:

Today classes talked about Jewish values (Pikuach Nefesh, Zachor, Sameach B'chelko, and Heshbon Ha-Nefesh). Students were asked to reflect these values with the work and teachings of Dr. Martin Luther King, as well as the tragedy being faced in Haiti. Ask your child his/her thoughts.

Week Fourteen:

What event was a turning point for Jews in Nazi Germany?
(The government sponsored violence that came to be known as Kristallnacht (Night of Broken Glass).)

Week Fifteen:

In terms of the Holocaust, what is meant by the word "deportation"?
(In Germany, and the countries they invaded, it refers to the systematic round up of Jews for the purpose of moving them to ghettos or concentration camps.)

Week Sixteen:

6th grade students viewed the Holocaust film "Devil's Arithmetic" today (Rabbi Zimmerman debriefed the film, each day, with the students). While the movie gave us a good portrayal of the Holocaust's impact on people, what examples of spiritual resistance did you see?

(Please discuss the entire movie with your child. Some specific examples of spiritual resistance included the Seder performed in the barracks, or telling of the Wizard of Oz to keep people's spirits up. Ask your child his/her thoughts, and, as rabbi encouraged, please keep talking about this difficult topic with your children.)

Week Seventeen:

What are three forms of resistance and an example of each?
(Armed: Warsaw Ghetto uprising; unarmed: peaceful demonstrations; spiritual (keeping one's faith despite adversity))

Week Eighteen:

How is the Purim story like other events in Jewish history? What is the relationship between resistance and the Purim story?
(Ask your child his/her thoughts)

Week Nineteen:

What does the term Righteous Gentile, or Righteous Nations, mean?

(The term(s) refer to a person or people who, despite the possibility of great harm (or the possibility of death) helped to save the lives of Jews during the Holocaust.)

Week Twenty:

What was the biggest problem facing many Jews who survived the Holocaust?

(They had become D.P.'s or Displaced Persons. With their names destroyed and families gone, they had no place to go.)

Week Twenty-One:

Today, student met with Rabbi Glaser to talk about the genocide in Darfur. What action plan was presented as a possibility?

(Classes discussed filling out postcards addressed to President Obama asking him to help ensure fair elections in Darfur. For more information, go to www.savedarfur.com)

Week Twenty-Two:

This weekend, 6th Grade students and parents participated in Family Education. Mary Neuman, a Holocaust survivor and Temple congregant, came to tell her story to our families. Parents also viewed student artwork depicting what their children have learned about the Holocaust. It was a very meaningful morning for all.

Week Twenty-Three:

On May 14, 1948, the British left Palestine. What happened on May 15th?

(The State of Israel came into existence.)

Week Twenty-Four:

This week, 6th grade studied three events that were instrumental in the development of Israel; what were they?

(The Balfour Declaration, the voyage of the Exodus, and United Nations Resolution 181 creating the State of Israel.)

Week Twenty-Five:

Today 6th grade did group work surrounding Jews coming to Minnesota and settling here. What does the word "pants" have to do with the subject?

("Pants" refers to the story of Sarah Yeager, as young Jewish immigrant who, at the age of 11, needed to work in a factory and had to hide under a pile of "pants" when inspectors came through the plant.)

Week Twenty-Six:

What is a Sh'liach Tzibur and what do we have to know, do and understand to serve in that role?

(The Sh'liach Tzibur is literally the messenger of the public, and what we call the person who leads the congregation in worship. Today we explored the many roles and responsibilities that re required to be a Sh'liach Tzibur, and took time to reflect on our own responsibilities when our turn comes (especially when leading services in the Religious School and in preparation for our Bar/Bat Mitzvah). Ask your child about the exercises we did to become more familiar with this role as a Jewish adult.)

Week Twenty-Seven:

Today 6th grade decided the destination for their tzedakah funds collected over the year. Ask your child what organization their class chose and why.

Week Twenty-Eight:

Classes discussed what they have learned over the year and what they found the most meaningful. Ask your child his/her thoughts.