



THE UHI BULLETIN

The Weekly Newsletter of United Hebrew Institute, Wilkes-Barre, Pennsylvania, USA

MESSAGE FROM THE PRINCIPAL

One vital aspect to being a successful adult is to be responsible. Without a sense of responsibility, we cannot be relied upon to fulfill our obligations. Without that confidence, employers will not entrust a person to a position that requires any level of dependability. Spouses and friends will quickly lose respect for a person who does not seem to value his commitments and therefore shirks his duties.

I believe that responsibility is a value that is most readily incorporated into a child's life. It is possible that parents unwittingly undo a child's natural sense of responsibility. Furthermore, by overly protecting a child from the consequences of his/her actions, we prevent a child from learning valuable lessons such as responsibility.

My father obm (of blessed memory) posted an interesting advertisement on the front of his cabinet. It was picture of a young man sitting in a wheel chair at the front gate of a beautiful mansion. Right behind him was an older, obviously wealthy woman, possibly his mother or another close relative. The caption beneath the picture showed this woman responding, "Of course he can walk, but why should he?"

Of course we consider walking to be a natural privilege. If a person chooses not to walk, he will miss out on much of life's experiences. Even though walking involves a certain element of risk, all of us would consider the risk worth taking. The same is true for many of life's lessons. There is an old saying, "One learns good judgment from experience. One gets experience from using poor judgment." In other words, making mistakes and actually suffering the consequences is part of the learning process.

We experience this on a physiological level as well. Our body sends us signals, otherwise known as pain, that something is wrong. Without those transmissions, the complications could advance and cause serious damage. While we may take medications to

to alleviate the discomfort, we are at least aware of the symptoms and can take appropriate action.

The same is true on the behavioral level. We may find that we have a limited social circle and that may be due to poor social skills. In this example, the pain of loneliness or rejection is the signal that we are acting inappropriately. We may choose to act in a more socially acceptable manner or we may decline to interact with people.

Please Note: I find the term social networking as applied to Facebook to be quite the opposite. It is not social at all and the networking aspect is dubious at best. I strongly oppose children using Facebook and believe that live video chat with friends and emails with multiple recipients provide more than enough social interaction. These methods are much safer and enable parents to better limit what and with whom their children are interacting.



Next week I will discuss specific examples of teaching children the elements of responsibility in a positive manner. Our children will actually appreciate being given a limited amount of discretion and having some control over their own lives even if it does not always work out well. As adults they will look back at how they have learned life's lessons and thereby gained two other byproducts beyond responsibility: common sense and wisdom.

Shabbat Shalom, Rabbi Nemetsky

CALENDAR OF EVENTS

- Mar. 13 Purim Carnival JCC 12:00—3:30
- Mar. 17 Fast of Esther
- Mar. 18 Resume normal Friday dismissal 3:40 PM
- Mar. 20 Purim Seudah 3:30 at the Woodlands

Meet Our Chazan
Geveret Sophie Pernikoff, Teacher

Meet a Chazan in Kitah Aleph (First Grade).
A chazzan? What's that?

A Chazan is a cantor. Yes, in First Grade we have a Chazzan, a cantor. A cantor is the person who leads the service during prayer time. In our class, the children have already learned how to read and write in Hebrew. Each student has received his or her own Siddur. Every morning, one of the boys in our class dresses up as the cantor and leads us in morning prayers. He wears the traditional tallit (prayer shawl) and a cantor's special kipah. He sits at the head of the class, facing everyone. He chooses the tune for each prayer and then repeats the ending of the prayer for everyone. The cantor also chooses the leader for the Brochot and then answers "Amen" after each Bracha. It is beautiful to watch how every child follows the Chazan's lead, and then they continue to recite each prayer with feeling and devotion.

The Chazan will help to introduce each new prayer as the year goes on; and by the end of First Grade, we will have learned the morning prayers so well and we will feel so proud.

Please look at the pictures and meet our Chazanim.



Middle School - We Are All Teachers.
Mrs. Seewald, Teacher

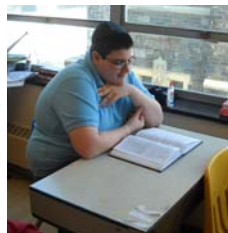
One of our goals in Chumash class is to familiarize the students with the Chumash and Rashi to the extent that they feel comfortable to open it up and learn independently. To achieve this, each student is assigned one aliya and is required to teach it to the class.

Being that there are seven aliya's per Parsha- this worked out really nicely for the seventh and eighth graders. Each student learned his or her respective aliya from the Chumash. They then prepared a question sheet based on what they were planning to teach along with Rashi and vocabulary words. Each then taught the class. It was very rewarding for the students to present what they learned to their peers as well as feel confident in their ability to learn from a Chumash.

We are holding at Parshat Shoftim. Not only will we be completing the entire book of D'varim- but, we will also be reviewing B'raishit. Learning Torah never ends. Just as on Simchat Torah we start the Torah over immediately after completing it; so, too, here at UHI we continue on with the beginning of the Torah shortly after completing it.

D'varim is Moshe's 37 day farewell speech to the Jewish people. We are currently learning about the blessings which we will receive if we follow the Torah and keep the Mitzvot. The students are really internalizing all that they have learned and are trying to apply the lessons to their daily lives.

When Hashem accepted the children as the guarantors for the Torah, he definitely had the UHI students in mind.



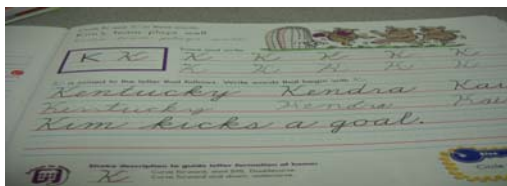
Figuring It Out

Liberta Weiss, Teacher

The second grade students have been working diligently on learning the facts of multiplication and division. To better understand the basic facts, multiplication was taught as repeated addition. Although the math lessons use arrays and pictures to teach this concept, the students are encouraged to memorize the times tables from 2 through 5. Several timed tests were administered, and the students performed very well.

After learning the concept of division as repeated subtraction, we extended the lessons by writing multiplication and division equations as inverse operations. It is amazing to see how quickly second graders could comprehend this idea! They are very excited and enthusiastic about working with these new mathematical concepts since they have been doing addition and subtraction problems for a long time.

These students have also been making great progress in cursive writing. The children have completed all of the lower case letters and have incorporated script writing in all of their subjects. They are now working on the upper case letters and continue to do an outstanding job. The class has had great success in their efforts to have neat and legible handwriting.



Music

Maureen Salley, Teacher

The music classes are all doing a unit on patriotic songs. They are singing the Star Spangled Banner, It's a Grand Old Flag, Yankee Doodle, and My Country 'Tis of Thee. The older children enjoy the history lesson that accompanies the Star Spangled Banner as it relates to what they are learning in their social studies classes. As the songs are sung, children are playing instruments. We discuss the types of instruments that may be best to use with the marches and how to play differently for 2/4, 3/4, and 4/4 time.

Recently students have started to learn songs whose purpose is to introduce some Spanish words and acquaint them with Hispanic culture while teaching different aspects of musical language. For example, / 2/ means that there are two measures of instrument solo. Da capa means to return to the beginning and *Fine* means end.

The classes are looking forward to learning songs about spring and summer. They will also take out time in each grade to work on age appropriate music theory papers. As we did last year, we will make a musical instrument.

PLEASE SAVE A WATER BOTTLE WITH THE CAP FOR THE PROJECT.



PURIM IN CHINA

Please join us as we come together as a community to celebrate Purim on March 20th at the Woodlands. Megillah reading begins at 3:30 followed by a Chinese Buffet Seuda, Chinese acrobats, raffles, dancing and games in Club Evolution.

This event is sponsored by the UHI PTA.

The cost is \$12 per adult and \$7 per child. Children three and under are free.

Volunteers are needed at the event to greet, serve, and set-up/clean-up.

Contact UHI if you are interested in volunteering.

If you have any questions, please contact Lydia Sarnevitiz-Lerner at (570) 690-1015 or lydiasarnevitizlerner@gmail.com.

