



Bnos Malka Academy

EDUCATION. HASHKAFAH. WARMTH.

Upcoming Events

Sunday, December 8

2nd Grade Chumash Play

Monday, December 9

Parent-Teacher Conferences
Mindfulness for Moms workshops

Sunday, December 15

PKA-K Chanukah workshop—9:00 AM
PKA-C Chanukah workshop—11:00 AM
Mommy and Me (3 year old)—10:00 AM

Tuesday, December 17

Pre1a-C Chanukah Celebration
9:15 AM

Wednesday, December 18

Pre1a-K Chanukah Celebration
9:15 AM

In the Bnos Malka Family

Mazel tov to Mr. and Mrs. Shalom Alt on the birth of a baby boy. Mazel tov to sisters Bashi (8A) and Chayala(6)

Mazel tov to Mrs. Esti Warshavchik, (5th grade math) and her husband, on the birth of a baby boy.

A Message From Rabbi Michael Weichselbaum, Menahel

It was so nice seeing so many of you at Parent-Teacher Conferences, and I look forward to seeing many more parents this Monday at our next round of conferences. Please remember to sign up online or to call the office if you need assistance with scheduling. Unfortunately, when people arrive without appointments, it delays the conferences and is a source of consternation for those who did make the effort to schedule specific times. Conferences play an important role in receiving and disseminating information that we use in helping all of our students be successful.

Countless times over the course of Jewish history we have been driven into exile simply because of our religious beliefs. In this week's פרשה, פרשה אבינו, יעקב teaches us how a Jew behaves during this challenging time. Of course, events happened to him that would never happen to us. For example, as הר המוריה יעקב passed, the sun miraculously set early and יעקב was left with no choice but to spend the night there. He felt the holiness of the mountain but not yet to its fullest extent. After putting stones around his head for protection, he fell asleep and had a dream in which מלאכים (angels) were ascending and descending a ladder.

Using the very specific words of the תורה, the מדרש provides us with a fascinating explanation of this dream. The פסוק states, והנה מלאכי אלקים עולים ויורדים בו, *And behold angels of ה' were going up and down it (the ladder)*. However, the מדרש explains that the word בו teaches us that the מלאכים came down the ladder with the intention of killing יעקב אבינו. It took an intervention by ה' to protect יעקב from death! Why would the מלאכים want to kill him? Wasn't this יעקב הצדיק, the בחירי האבות? What fault did the angels find in יעקב?

The מדרש explains that the image of the perfect person was etched into the כסא הכבוד of ה'. That image happened to be the image of יעקב אבינו. He represented the pinnacle of humanity. The angels thought that they recognized this man who arrived at הר המוריה so they ascended to the heavens to check, and saw that indeed it was יעקב. They then descended the ladder to see how he would conduct himself in this holy place, the location of the future המקדש בית המקדש and lo and behold found that he was sound asleep! The מלאכים viewed יעקב as having failed in his mission and deemed it appropriate that he forfeit his life. They were about to kill him when the פסוק tells us, והנה ה' נצב עליו, *And behold ה' was standing there protecting יעקב*. This, even though he was truly guilty of failing to recognize that he was asleep at this holy location.

The question is then turned on its head! Why did ה' protect יעקב? Rav Shamshon Raphael Hirsch explains the an angel is called a מלאך because he is a simply a messenger. He was given a mission by ה' and may not use his own intellect to change the nature of his mission. A guilty man must pay the price and a righteous man must be rewarded. That is the job of a messenger. The מלאכים saw that יעקב was asleep at the מקום המקדש and was therefore worthy of capital punishment. להבדיל - הקבי"ה sees context. It's true that right now יעקב is squandering a golden opportunity and has failed. But this is but one phase in the life of יעקב. Here is a man who spent 14 years in uninterrupted learning, a man who has the potential to father the 12 שבטים and to be a role model to his future progeny. When ה' sees potential, He looks beyond the present and makes sure to nurture that potential and allow it to blossom. We see the type of life יעקב was able to build because ה' looked past the fact that יעקב was not living up to his potential at that moment.

Those of us who are parents as well as those of us who are in חינוך would do well to keep this in mind and avoid writing off certain children who may not yet be living up to their potential. Just as הקבי"ה looked past the less-than-perfect sleeping יעקב and saw all that his future possibilities held, it is incumbent on us to nurture those under our care and help them to realize their possibilities.

All About Families

Mrs. Golda Yadlovker, 1st Grade

We have begun learning a new unit in communities: All About Families. We learned that all families are not the same. Some are bigger or smaller. Some girls have brothers and sisters, some only brothers or sisters and some have no siblings yet.

The girls brainstormed for reasons families are important. The consensus was that families take care of us and love us no matter what.

We are learning about families in other cultures and seeing how families have changed over time and why so many of our families came to America. We read *The Keeping Quilt* and *Mrs. Katz and Tush* by Patricia Polacco, *The Always Prayer Shawl* by Oberman, and *Journey to a Golden Land*. The girls made pictures of their families and shared with the class.



Growing with Light

Mrs. Shoshana Sabel, 7th Grade Science

Have you ever noticed your plant growing sideways? Why does it do that? The seventh grade students can explain why!

All plants need some basic things to survive: water, air, nutrients, and sunlight. Plants undergo a process called photosynthesis where they actually turn light into food! Wouldn't it be great if we didn't have to spend time eating lunch anymore, and instead we could just sit outside in the sun?!

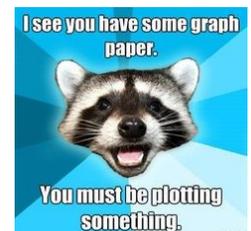
In order to make that food, your plant needs light. Specifically, photosynthesis occurs in the leaves, so all of the leaves need to get light. This is why your plant bends towards the light; it wants to make sure all of its leaves are getting light to perform photosynthesis.

One last fact: when a plant grows towards the light, it is exhibiting what's called positive phototropism. Happy planting!

The Great Graphing Plot

Mrs. Zisi Koss, 8th Grade Math

We are at the end of a unit on linear functions, equations, and inequalities. We have been busy graphing different types of linear functions, including piecewise linear, step functions, and absolute value. We also graphed linear inequalities and contrasted them to linear equations. The girls are doing a great job - keep it up!



Lost and Found

During Parent Teacher Conferences, please check our Lost and Found for your daughters' missing jackets, gloves, sweatshirts, water bottles, hats and more.

Please put your daughter's name on all BMA sweatshirts and outerwear!

Items left unclaimed for 30 days will be declared hefk

Tug of War

Mrs. Shoshana Sabel, 8th Grade Science

Who wins in a game of tug of war? Well, we have lots of answers! The stronger side, the side with more people, the side that knows more tricks about how to win a game of tug of war, and a variety of other answers were given when this was posed as a "Do Now" question. But what does this have to do with science?

We learned about the "tug of war" game going on between atoms that are bonding together. The "rope" they are fighting over are the electrons being shared between them. And who wins? Whichever atom wants the electrons more.

Sometimes, the atoms want the electrons equally, and no one is winning the game. Sometimes, one atom wants them more, and one side is winning the tug of war game. These examples represent what is going on in a nonpolar covalent bond and a polar covalent bond, respectively.

So, if you happen to poke your head into science class and notice a fierce tug of war game going on, now you'll know why!

Native Americans

Ms. Debra Stein, Class 4

This week we have closed up our unit on the Native American Indians by writing letters to Dr. Spring, a Native American Indian who is a member of the Choctaw Nation. We were able to ask him any questions we had about the Native American culture, specifically those related to the Choctaw Nation both then and now. We also had the opportunity to ask him if there are any ways in which he personally continues to practice Native American culture today. We are now eagerly awaiting his reply.



Zigzag to Zerizus

Morah Zisi Koss, Pre1a-K

This week we introduced the next אות א-ב. We learned that ז makes the same sound as the initial sound in the English word "zigzag" (and "זיס" as many of the ילדות pointed out!) We learned many new words that begin with ז, including זית, זהב, and זמירות. We practiced writing a ז, concentrating on the differentiation between a print ז, ו, and ד.

We spent a lot of time discussing the זריזות of מידה. We read the book *I Can Be A זריז*, which highlighted many real life applications of this important מידה. The ילדות did a fantastic job illustrating this מידה in their ספר א-ב and thinking of so many מצוות that they do with זריזות!



The Dangers of *Machlokes*

Ms. Esther Eisenberg, 7th Grade

In Navi class, we are learning about the establishment of both Ish Boshes, son of Shaul, and Dovid as kings over Israel. After both were set as kings over different parts of Yisroel, Ish Boshes over 11 tribes and Dovid over one, there was a showdown between their servants to see who was stronger.

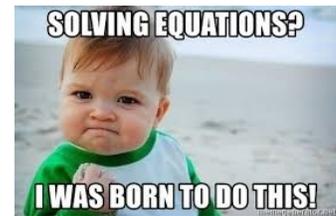
While learning this topic, girls came up to the front of the class to act out the play fight that ended in battle. With two girls acting as Avner and Yoav (the leaders) and other girls as their servants, the girls played out the scene in front of the rest of the class.

We later learned the lesson of how important it is to stay away from *machlokes*. Though Avner only intended a small "play fight," it resulted in severe battle, and he was later killed because of the idea he brought about. May we all see success and growth in the area of *shalom* - peace - in our homes, workplaces, and relationships. Have a wonderful Shabbos!

What Happened to 'x'?

Mrs. Zisi Koss, 7th Grade Math

Equations! Equations! Equations! (Can you guess what we have been learning??) We are elbow deep in solving all types of equations - with "checks" too! We have learned the secret to solving any equation is defining "what happened to x?" and then going in reverse order, using inverse operations to solve. Sounds easy, eh? We surely think so!



Above and Beyond In Our Chessed

We are continuing to go "above and beyond in our Chessed" as we work on Hachnosos Orchim this month! Thank you to Mrs. Wasser, Mrs. Lederman, Ms. Eisenberg, and Ms. Feinberg for such a fabulous teachers' skit of the month! Many girls have already begun working on their submission for this month's contest. We are excited to see many inspirational Hachnosos Orchim stories! We can't wait to see who will be the winner in each grade!

Name _____ Class _____

I "Gave my guests their SPACE!" when...

The drawing shows a simple house with a gabled roof, a chimney, and a menorah inside. The house is drawn with horizontal lines, suggesting it is meant to be filled in with text.

Mindfulness Corner

Chaya Lieba Kobernick, Psy.D.

Every day, we balance working to achieve goals and, at the very same time, letting go of attachment to achieving goals. We strive for certain accomplishments and hope to detach from the constant striving and be able to just **be**.

As described in Mindfulness-Based Cognitive Therapy, "Doing Mind" is the mindset we are in when we are task-focused (Segal, Williams, & Teaseale, 2013). *Doing mind* is necessary for getting things done, for meeting goals, for planning, and for processing information and using it to help us achieve immediate and long-term goals.

Doing mind is often valued in school. Some of us feel the need to always be doing something, and feel guilty or anxious when we are not productive. We might fill our time with activities to keep from having nothing to do. When we spend too much time in *doing mind*, we start to live our lives on autopilot. It's the difference between the first time we walked as babies, conscious of every movement, and how we walk now, out of habit. Once we act out of habit, we do not notice when the situation or context has changed and something else is needed.

It can be very easy to make mistakes when we act out of *doing mind*. In *doing mind*, we forget about our values and the "why" behind what we are doing, focused instead on the needs of the current moment. It is like focusing on the halachos involved in *netilas lulav*, such as the look of each of the *daled minim*, their position, when to pick them up, when to shake and in which direction, rather than having *kavana* on the *mitzvah* itself, with awareness of the proper *hashkafos* involved.

The opposite occurs in "Being Mind". There is no evaluating or judging in *being mind*; we are simply existing within the present moment and noticing it as it is without trying to change it. It is simply giving all your attention to a smile from a friend. It is watching the clouds go by or feeling the sun on your body. *Being mind* is being present in our own lives.