



# B'CHADREI CHADORIM

ז' חשוון תשע"ד - October 11, 2013

הדלקת נרות: 6:03

Volume 1, Issue 2

## MarCheshvan in Preschool is Not so Mar!

As the preschool ushers in the new Jewish month with songs and a special assembly; it is a wonderful opportunity for the whole preschool to get together. In our monthly assemblies, we sing about the Jewish months of the year, and learn about the special aspects of the new month. **This month featured talking about MarCheshvan** – a month that's called "bitter" (mar) because it does not have any Yomim Tovim in it. Well, no collective ones; but,



Boruch Hashem one of our sweet and considerate nursery children – Meira Berenson – declared, "but Morah, my birthday is in Chesh-

van!! So don't be sad." Much nachas to her and her family. At the assembly we learned

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### THANK YOU TO..

- the Markinson family for sponsoring a day of learning on Thursday, כ"ט חשוון, October 3, ע"ה Raizel Mirel bas Elchonon Mordechai "ע"ה.
- Morah Leah Compart for donating a book and CD to her Toddler class in memory of Yakova bas Mordechai "ע"ה, Mrs. Jane Stark, upon her yahrtzeit.
- the Kornitzer family for donating a book to the Toddler Class in honor of Yosef's 3rd birthday.

## A Night to Remember!

As the women gathered together for the Cheder N'shei's first annual event this past Wednesday night, it was apparent that we were going to be treated to an exciting evening, but this uplifting and memorable night may have just exceeded all expectations! The evening

opened up with inspiring words from Rebbitzin Tzipora Harris, a popular Aish HaTorah lecturer and founder of the Ahavas Yisrael initiative. With her down-to-earth sense of humor and heartfelt sincerity, Rebbitzin Harris encouraged us to change our perspectives and embrace our

challenges in life as opportunities for personal growth. Her motivational message was followed by a creative and informative presentation by personal natural food chef Ellie Kumayama who addressed the question all mothers grapple with:

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**MarCheshvan in Preschool is Not so Mar!** (continued from page 1)

about the special tefillah that we added to our davening, משיב הרוח ומוריד הגשם, and a special "geshem song" that each of our preschool classes will be singing in their classrooms every day. The children loved Morah Rivkah's special Cheshvan umbrella.

This month is a great example of how our staff brings the פרשה to life with hands-on and interac-

tive methodology. First for פרשת נח, where we had **our very own petting zoo** come and visit. The children were able to pet, feed and go into each of the pens that held the animals, hopefully gaining a bit more of an understanding of נח and the tremendous job he had in taking care of all those animals in the תיבה! In the coming weeks, all the children will have a chance

to visit Morah Ruthie's nursery class to share a snack or daven in **Avraham Avinu's Tent** (with four openings!), as well as seeing and drawing water from **Rivkah Imaynu's Be'er** (well) like רבקה did for אליעזר (but we will not – no way! – have camels in the building...)

A huge thank you to the Cheder's N'shei for sponsoring the petting zoo!

**Petting Pix**



**A Night to Remember!** (continued from page 1)

how do we get our children to eat healthy food? After watching Ellie demonstrate how to use a variety of colors, textures, and fun shapes with our foods, we hope our kids will now be eating their veggies! Finally, the evening was capped off by a performance by our very own Cheder parent, Delia Nagar, who simply dazzled us with her incredible singing talent. Delia

touched our hearts with her beautiful rendition of "Shema Yisrael," and then had us up on our feet and dancing with the rollicking "Yesh Tikva!" Sprinkled throughout her songs, Delia told us tidbits about her life as a professional singer and her subsequent journey to Yiddishkeit. Thank you, Delia, for such a magical experience!

A special thank you goes to Bina Zarkhin and Eve Cantor for coordinating such a beautiful event, to all the dedicated women who volunteered to make delicious dishes for this evening and to Lara Gedzelman for generously hosting the event in her home.

We hope to see you at more Cheder N'shei events!



**Prima Pizza Packed with People**

Rosh Chodesh מרחשון was celebrated by over 50 women in the Passaic/Clifton community together with Rabbi Yonah Lazar, at last week's Prima Pizza Women's shiur. Rabbi Lazar beautifully wove together an inspiring story with deep insights

on the meaning of the word "מרחשון" to the standing room only group. He shared some personal experiences of how to make our שבת tables an exciting Torah learning environment, including using Children's Mitzvah Cards he purchased from Rabbi

Jonathan Rietti. Special Thanks to Mrs. Eve Cantor and Mrs. Bina Zarkhin for their publicizing the special gathering and of course to Mrs. Dinah Leiter for graciously hosting this uplifting, practical and yummy event.



**Introducing.. Sheilas Hashavua**



Q: Which 7 names are hinted to in the title "ישראל?" How?

Sheilas Hashavua Rules:

1. Attempt to answer the question.
2. You may receive help from anyone who is not a Cheder student.
3. Write your answer down on the form provided.
4. Fill in all information asked for (answer, your name, Rebbe, grade, who, if anyone, assisted you.)
5. On Sunday, bring in your completed form and place it in the special **Sheilas Hashavua** box located in Rabbi Lazar's office.
6. All correct entries will be entered into a monthly raffle. Additionally, all correct entries will be entered into a **twice yearly grand raffle**.



**Sheilas Hashavua**

Name: \_\_\_\_\_

Rebbe: \_\_\_\_\_ Grade: \_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Assistance given by:

\_\_\_\_\_

*Reminder! You may receive assistance from anyone who is not a student in the Cheder!*

## Smart Art

Children learn best when they are engaged in hands on creative projects that allow them to experientially learn about the world. Often large abstract concepts are difficult for young children to conceptualize and comprehend. Artistic assignments can serve as visual, material instruments for the child to concretely integrate information. It also helps the student feel a sense on mastery, and pride in his work.

Mrs. Sharona Spitzer makes a point of utilizing creative means in an integrated inter curricular fashion. In her 3<sup>rd</sup> grade, the boys completed a life science chapter studying how plants and trees live and grow. They learned the functions of roots and stems, and how important the leaves are to a plant's survival because they provide it with nutrients. The class discov-



ered how flowers are pollinated (with bees or insects or wind) so that new seeds can form. Special emphasis was placed on *fossils*, because they indicate to scientists how the plants have developed and changed over the years. The 3<sup>rd</sup> grade experi-

mented, and conducted a study where the boys made their own fossils out of clay. They took samples of leaves and twigs from outside, and pressed them into the moist clay. These revealed imprints, similarly to how actual fossils do.

As a follow up to this scientific demonstration the boys wrote in their weekly newsletter about what they had learned and how. This allowed to the students to formalize the experience into words, and express themselves via writing.

Mrs. Spitzer has a degree in Education and Psychology. Her educational experience includes a concentration in the creative Arts. She has completed other artistic projects with her class, and will be giving weekly art classes to grades one, two and three.



## Making Homework Work In Your Home

By Rabbi Daniel Presberg

Both parents and mechanchim strive to build independent children with healthy habits. Teaching "life skills" is one way to help your child reach higher levels of independence. As we find ourselves beginning the homework/school project time of year, it is a momentous and advantageous opportunity for an organizational life lesson. Let's help your child set up an appropriate learning and working space that will enable him to stay focused, remain on task, and salvage time and energy.

Can you find the desk in your child's room? Yes, the one that

is underneath the books, clothes, and other numerous items acquired from such distinguished institutions as Fun Time Junction. It is time to clear it off! Before you give over the "clean up!" command and the proverbial "battle" begins, empathize with your child. Is organization hard for him? Does he have good ideas but needs some coaching to follow through? Does he not know that being organized is a beneficial trait to work on for school work and for all endeavors? Keep in mind, for a disorganized child who needs lots of practice to become more organized, even the "idea" of clearing off the desk is beyond

overwhelming. Some of us can think about the garage, attic, or basement and relate completely!!! Empathizing will remove the negative feeling that you are mad at him for not yet being organized and it will show that you understand and care. It will build the foundation that you are going to go about this project together.

Begin using a TEAM approach by agreeing upon a small chunk of time to spend together discovering the long lost desk. Get out a timer and plow forward (hopefully not literally)—together! Have fun and share memories with some of the long

lost discoveries while working. Hopefully this will keep interest and enthusiasm for the cleaning up time. When interest in the activity has waned (30 seconds?), gently remind your child about the agreed upon time, the value of keeping an agreement, and the importance (and yes, the excitement) of having a clean space to work, to create, and to learn.

Now that the desk is clear, it is time to organize. Give your child input into how the homework area can be arranged. You can do this by sharing how you like things on your own desk at home or at work. (Did you notice we did not say how things are on your desk at home but how you would like things to be?) The discussion on the layout and organization of the homework area, in and of itself, can be extremely beneficial. This process can help your child think about the way in which he best learns and works, and it will lead to new ideas and an open communication on how he can continually improve upon organizational skills and study habits.

After the discussion, have your child take a seat in the work

area. Have him close his eyes and imagine himself about to study/learn/do homework (you know they are properly "picturing" when you notice a big smile from ear to ear, of course). Now, have him name the essential items that he will need to have easily available (pens, pencils, notebooks, paper, tape, sticky notes, a ruler etc.) and have him place his hand where he will find these items. Place the supplies where your child pictured it being. Depending on your child's learning style, the items will be pictured in different layouts. Some children need their supplies spread out but in viewing range, others will want them in logical order of use, or within reach, or neatly tucked away in drawers. The goal here is to help your child best develop an area that suits *his* learning style—a place where he feels comfortable and relaxed.

If your child is more comfortable learning in more of a "family area," like the kitchen or dining room table, (often the case if your child is younger or more social), there are ways to create an organized homework approach. Get a basket or large Tupperware where all homework sup-

plies can be kept. When that agreed upon and designated homework time arrives each afternoon or evening, the box can come out and homework can begin. If this is your child's approach make sure that Mommy, Tatty, brothers, and sisters are all "on board" with turning the family shared room into the homework room. Often for the earlier elementary years with younger brothers and/or sisters in the house, a "family homework time and space" works well.

Homework time in the house has been known to be potentially hectic and turbulent in some homes. Taking the time to discuss homework, when it will be done, and of course where it will be done (before the homework frenzy really kicks in) builds a "healthy habit." The process itself, of organizing and planning for homework, helps a child discover how they learn best and establishes some basic agreed upon homework guidelines. Remember the word "opportunity" when organizing a homework space; it is an opportunity to work on shalom bais, achdus and making the **home** really **work** for everyone.



## Box Tops

Collect 25 Box Tops and cash them in for a prize!

Instructions: Cut your box tops as small as possible **without cutting off any numbers on the bottom.** Tape them onto the box top collection sheet on the back of this paper. When your chart is all filled in, come to the office and cash them in for a prize.

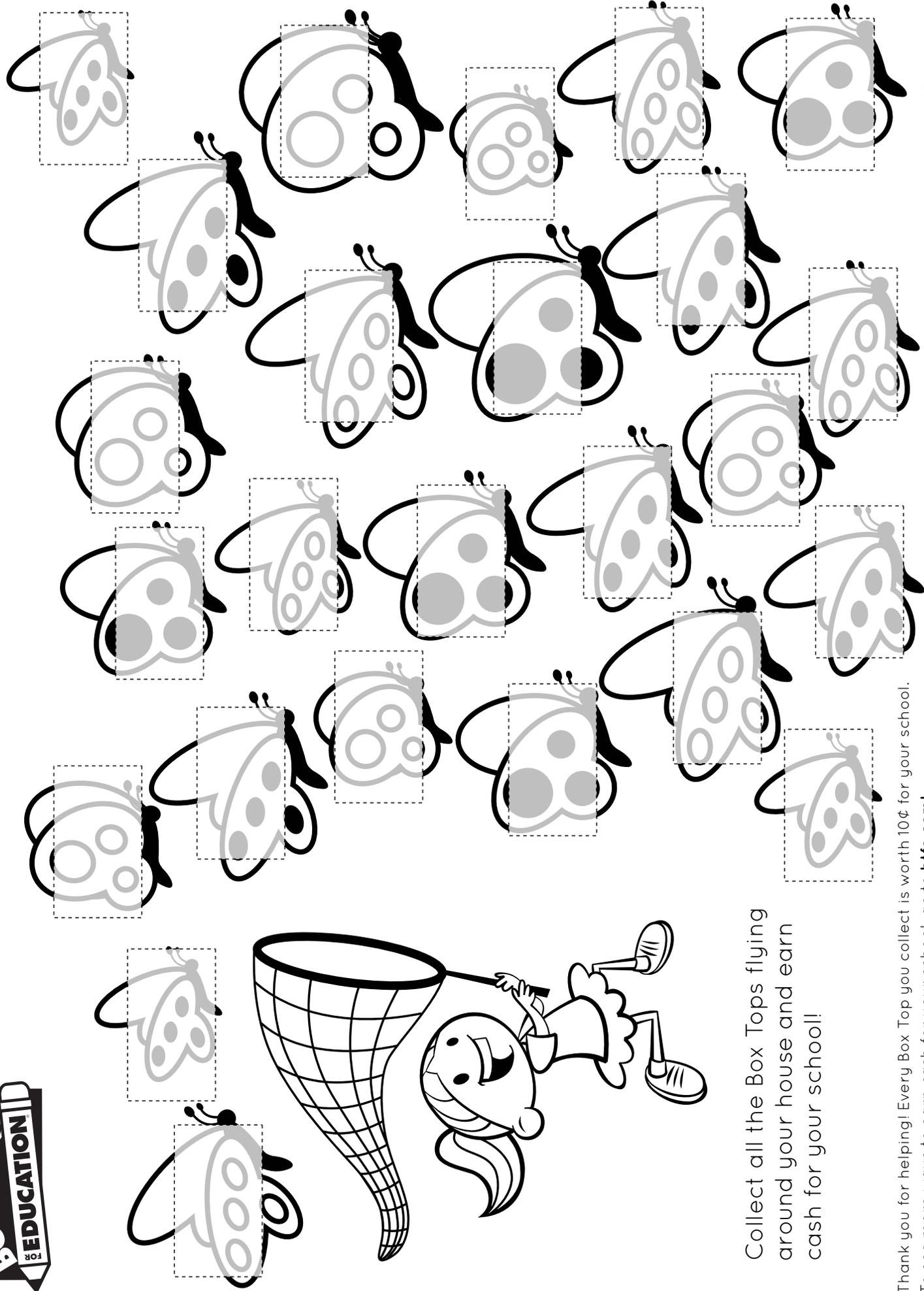
## "Weather" or Not

As the weather gets cooler, please make sure to label all outdoor clothing sent into school with your child's name.





# HOW MANY BOX TOPS CAN YOU CATCH?



Collect all the Box Tops flying around your house and earn cash for your school!

Thank you for helping! Every Box Top you collect is worth 10¢ for your school. To see more ways to earn cash for your school, go to [btfte.com](http://btfte.com)!

*This week we lost one of ישראל's greatest giants in recent history, חכם עובדיה יוסף זצ"ל, former Sefardic Chief Rabbi of Israel. Below please find Rabbi Ron Yitzchok Eisenmans's initial reaction to this tremendous loss. We share it with you with his permission. א גוטען שבת, Rabbi Lazar*

Today is Monday the 3<sup>rd</sup> of Marcheshvan 5774 and October 7, 2013

### **May His Memory be an Inspiration for All**

Today on the third of Marcheshvan 5774 HaRav Ovadiah Yosef Zt"l left this world and was buried in his beloved city of Yerushalayim.

The impact of this man on the lives of so many can be summed up by the following fact:

According to official police estimates there were over 700,000 mourners in attendance which in American terms would be equivalent to 31 million Americans attending a single individual's funeral with only four hours' notice!

There are many more qualified and eloquent eulogizers than myself to attempt to assess and offer an appreciation of his life. I would just one to add one small personal encounter I had with him which always inspires me and perhaps sharing it with you will inspire you as well.

In 1977 when I was a young yeshiva bochur and he was the 57 year old Chief Rabbi of Israel, I attended a Shabbos HaGadol Droscha which he gave in Yerushalayim. Although he was the Chief Rabbi of the State of Israel, the Droscha was given in a regular 'balabatish Shul' populated by simple hard-working Sephardic Jews. There was no fanfare back then and although I arrived early to get a seat it was not even necessary as although the Shul filled up, I was the only one to arrive more than 15 minutes early. As I sat in the Shul I watched the simple 'blue-collar- Sephardic Jews take their seats; and then the Rav came and began his Droscha.

What impressed me the most and what has left a lasting impression on me until today -as I myself am a Rav- was not his great erudition or his unmatched fluency in all areas of Torah. Quite the opposite; what impressed me the most was the way he interacted with his people. He laughed with them, made jokes with them and spoke to them on their level. Although he was a man who knew almost literally 'everything,' nevertheless he spoke to them on a seventh grade level and they loved his Torah and they loved him.

I am sure many of these simple Jews sent their children to Yeshivos because of him and these children are now great Talmedei Chochomim who are learning his encyclopedic sefarim on Halacha. These sefarim were way over the heads of their fathers, and therefore he connected to them the way he had to: with humor and humanity and they loved him.

As I looked at the pictures of the funeral and saw the outpouring of respect by all segments of the Jewish world I realized that his scholarship alone would have been the catalyst for a large funeral. However, it was his caring and compassion and love for the common man which motivated more than 10% of the entire county of Israel to come and show their love to the man who loved them.

He did not seek honor and prestige, and even though he was blessed with a brilliant mind and photographic memory, he never allowed those gifts to cause him to forget that his own father was a simple grocer who loved his son and wanted him to be a good Jew, and therefore he loved all Jews.

Those simple Jews whom he loved so dearly cried today; as they knew that the man who died loved them as well.

*Ron Yitzchok Eisenman, Rabbi, Congregation Ahavas Israel, Passaic, NJ*



# PIZZA WEDNESDAYS ARE BACK!

starting next week, October 16<sup>th</sup>

- October orders are due Monday, October 14<sup>th</sup>.
- Sign up for the future months is on a monthly basis before the start of the month.  
*New orders or changes in orders will not be accepted after the start of the month*
- Grades K and up only

**Please sign me up!**

**Student's Full Name (first and last):** \_\_\_\_\_ **Grade** \_\_\_\_\_

- Please sign me up for the remainder of the school year: \_\_\_ slices x \$60 (\$58 – Early Childhood)

- Please sign me up for the month(s) of:

___ slices x \$6 - October	___ slices x \$8 - March	<i>Prices reflect one slice per week, based on the amount of Wednesdays there are in the month.</i>
___ slices x \$8 - November	___ slices x \$6, (\$4- EC) - April	
___ slices x \$8 - December	___ slices x \$8 - May	
___ slices x \$6 - January	___ slices x \$2 - June	
___ slices x \$8 - February		

TOTAL: \$ \_\_\_\_\_

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___ slices x \$8 - February		

TOTAL: \$ \_\_\_\_\_

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**PLEASE NOTE:**

- *There will be no reimbursements for missed lunches due to absences or school closings.*
- *Sign up sheets must be in the office by Monday morning 9am before the first Wednesday of the new month.*