

שבת קודש פרשת אמור



B'CHADREI CHADORIM

Your inside view in and around
Clifton Cheder and Bais Yaakov of Clifton

בס"ד

Rabbi Yonah G. Lazar, Dean

Mrs. Hadassah Svei, Bais Yaakov Supervisor

Mrs. Melissa Levit, Early Childhood Director

Mrs. Rina Gilden, General Studies Principal, Lower Divisions

Mrs. Debra Goldberg, General Studies Principal, Older Division

ט"ז אייר תשע"ז

May 12, 2017

הדלקת נרות: 7:46

Volume IV, Issue 11

Words for Life!



Talmidim of grades 1 through 7 displayed their mastery of the words that they need for life!

A solid foundation in the vocabulary of **לשון הקדש** and Aramaic plays a crucial role in developing the lifelong passion and success we hope our children will be **זוכה** to in their **התורה** **לימוד**.

Cheder talmidim have been learning, reviewing and mastering selected common **חומש** and **גמרא** words all year and displayed their success and mastery of them in a school wide test on Monday, May 1st.

CALENDAR

Sunday
May 14th
Lag B'Omer
Grades 1-8: Lag B'Omer Events

Monday
May 15th
EC & Pre1A: Lag B'Omer Events

Tuesday
May 16th
Picture Day - new date

Monday - Thursday
May 15th - 18th
Grades 2-8: Achievement Tests

Friday
May 26th
Rosh Chodesh Sivan
Rosh Chodesh Assemblies

Sunday
May 28th
Limudei Kodesh In-Service
10:00 opening
no minyan

Monday
May 29th
Memorial Day

CLIFTON CHEDER
BAIS YAAKOV
of CLIFTON

...where chinuch is cheshek go hand in hand

CLIFTON CHEDER
123 INDUSTRIAL EAST
CLIFTON, NJ 07012
(973) 472-0011

ADMIN@CLIFTONCHEDER.ORG

(continued on page 12)

Three Comments from Gedolim; Cheder Staff Does it Right



By Rabbi Yehuda Leib Alter, Rebbe, Grade 1

Last Friday was the 61st Torah Umesorah National Annual Leadership Convention.

"Torah Umesorah Convention" - these three words have special meaning to each and every מחנך.

For me as a Rebbe, it is a tremendous opportunity to gain insight and inspiration in my exalted endeavor, teaching HaShem's words to His children. The convention was a gathering of hundreds and hundreds of Rebbeim and Moros coming together to further develop our mantra "Learn & Teach." (As I was driving a 60 miles stretch to the Kalahari Resort in the Poconos, I was sure every car passing by was heading in that direction. Why, who

else would be driving on the I-80 that Thursday afternoon?) Many inspiring and informative comments were made by various Gedolim and presenters during their speeches. I would like to share three of them that made an impact, taken from the Thursday night Question & Answer session. These three important attributes are possessed by the Rebbeim and Moros in Clifton Cheder.

Rabbi Chaim Bressler, Rosh Hayeshiva of Yeshiva Gedola Scranton, made a powerful remark. He was once asked to speak at a convention of מחנכים, educators, and was scheduled to be the fourth speaker. The first three

speakers all echoed sentiments of מסירת נפש, self sacrifice, that Rebbeim have. Rabbi Bressler got up and said "I am the wrong speaker for this crowd. I love my job."

The next comment is not just an attitude possessed by the staff, possibly it is Clifton Cheder's mission statement. The Novominsker Rebbe answered a question saying, "There is no כלל rule in חינוך. Each situation is different." In the Cheder, there is no such thing as "this is how we do it around here." Each תלמיד's needs are evaluated and taken into account. If there is a way we do it here, then it is that "we do the best possible to help each individual." This is our way!

The final comment, too, was from the Novominsker Rebbe. The question was, to what extent should a Rebbe be a surrogate parent in school. The Rebbe said from the רמב"ם that a Rebbe must love his תלמיד. The תלמיד can only gain from his Rebbe if he feels cared for and loved by his Rebbe. Surely this too is an underlying thread of the Cheder staff.



Dinner Fever!

Dinner fever is in the air! Our dinner is only 31 days away!

Please join the movement and send in your dinner reservations and ad text. Go the extra mile and reach out to family, friends and/or businesses that you frequent and ask them to assist your child's school.

Our dinner is our key yearly fundraiser and we count on its success. Over the last three years, each dinner has ב"ה been more financially successful than the one prior. Please help us keep our record going.

We look forward to celebrating together, highlighting our accomplishments while paying special tribute to the Blooms, the Rosenfelds, the Sterns and the Salzmans.



בס"ד

SHAVUOS NIGHT LEARNING

Grades 4 – 8

In PTI — 441 Passaic Ave

Independent Learning

11:45 -12:45

Special Shiurim

12:45 – 1:30

Special
Refresh-
ments

Nosh and
Soda!

Special Shiurim Given
by Cheder Rabbeim!

Please join us!

Honoring

Rabbi & Mrs. Shmuel Bloom

Guests of Honor

Mr. & Mrs. Ahron Rosenfeld

Parents of the Year

Dr. & Mrs. Sidney Stern

Grandparents of the Year

Rabbi & Mrs. Ruven Salzman

Avodas Hakodesh Awardees

Mr. Shaul Feinsod

Dinner Chairman

Mr. Kenny Rosen

Journal Chairman

חֶדֶר | BAIS
CHEDER | YAAKOV
of CLIFTON
...where chinuch & cheshek go hand in hand

11th
ANNUAL
DINNER

Tuesday, June 13, 2017

י"ט סיון תשע"ז



THE ÉLAN

111 ROUTE 46 WEST
LODI, NJ

*A Cheder child
is a happy child!*

To make your reservations and submit your journal ad:
973.472.0011 • dinner@cliftoncheder.org

Clifton Cheder - Loving Every Moment!



Clifton Cheder - Loving Every Moment!



Planting & Growing



Planting & Growing

By Mrs. Melissa Levit, Early Childhood Director

It's Iyar; an incredibly beautiful time of year. Birds are building their nests, trees are budding and flowers are blooming. Even our children seem to have suddenly

young children perceive Iyar? Typically, it is a time of year that elicits excitement and curiosity, as



one of those tiny seeds has the potential to become many new flowers; more seeds, more flowers and more life. How can that be? How is it possible?

There can only be one answer. Even our youngest students' responses pointed the only possible explanation. Only Hashem Yisborach could create such magnificence.

Every student was able to decorate their own planter and plant their own seeds - with great care - using soil, seeds and water. We learned a cute new song which detailed the parts of a flower and learned how a flower is able to nourish itself through its roots. We hope that many of those seeds, together with your children, are starting to sprout in or outside of your homes.



our children observe and explore evidence of new life all around them.

As we continue on the spiritual journey leading us from Yetzias Mitzrayim to Matan Torah, we are reminded of all the evidence of Hashem in this world. Even the youngest child is wowed by the metamorphosis of a caterpillar into a butterfly (happening in our classrooms now!) or the planting of a seed. On Rosh Chodesh Iyar, we read the book *The Tiny Seed* by Eric Carle



taken a giant leap both in their physical and emotional growth. The skies are sunnier and brighter, and the weather is warmer. In addition to being in the midst of spring, we are also in the midst of **Sefiras Ha'omer**, certainly a very spiritual and reflective time of year for our people. How do

to Pre1A girls and each of our Early Childhood classes. We focused on the cycle of the story that takes us through the journey of one seed. We learned how one tiny seed contains all it needs to grow into a beautiful flower which in turn contains many, many new seeds. Each



Lessons for a Lifetime



By Mrs. Ruthie Weiss, Nursery Morah

The Torah U'Mesorah session I attended with the early childhood staff discussed facilitating cognitive development with experiential learning. Our goal as educators is to create activities that address physical, social/emotional, cognitive, and language development, as the "Teaching with Development in Mind" workshop taught.

We learned that when planning our curriculum, creating opportunities in the classroom to engage children in multiple areas of



sons to increase focus and, with leading questions, help the child think of a new way to tackle a problem. Our role is to encourage practicing a new activity until successful, as a child that can persist and attend to tasks has gained a skill for a lifetime.

Cognitive development is a process of observation and imitation to see how people problem solve when they are 3 years old. At 3 they will often need to ask for a solution; when they are 4 they should be able to think of an idea on their own to problem solve. By the time they are 5 they will consider possibilities and analyze the results. Flexibility and inventiveness will also evolve dur-

ing the Early Childhood school years. We were also given examples to increase recognition and to recall information taught. Our goal is to first recall familiar objects and people at 3, retell experiences in order with details at age 4 and use strategies to remember information at age 5.

We want to create an environment where children can make connections between information they know and use it in a new context as they get older. We want them to think symbolically to represent concrete items with pictures, symbols or drawings. We want our children to move from concrete thinking to abstract thinking as they grow. These skills are gained when children are involved, encouraged to explore, to think, problem solve, and gain new experiences. These skills lead to reading, writing, number concepts, compare/contrast, categorizing, patterning, sequencing, predicting and representational drawings. When our children participate in hands on, child centered experiences, the lessons learned will last for a lifetime!



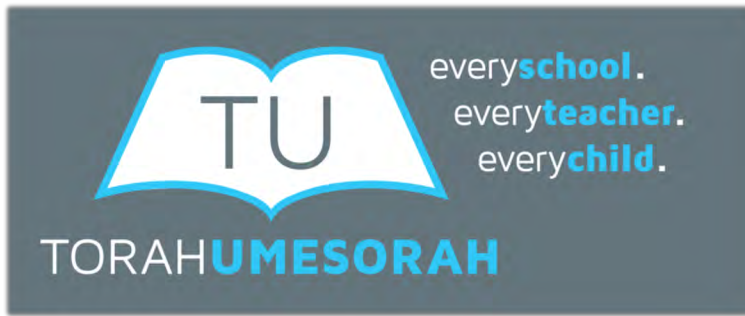
Mazel Tov To..

- Morah Dina Acoca on her daughter's engagement.
- Morah Sarah Adler on her daughter's engagement.
- Rabbi Erlanger on completing his Masters degree in Social Work.
- Mr. and Mrs. Jarrod Hurwitz on the birth of a girl.
- Shlomo Simcha Kovacs on his Hanachas Tefilin.



- Morah Sarah Rosenthal on her grandson's Bar Mitzvah.
- Seventh grade on completing פרשת משפטים.

Full Color Emotional Health for Teachers & Students Alike



By Mrs. Leah Compart, Toddler Morah

This lecture was jointly given by Rivkah Kromholz, a therapist, and Rivka Herman, a special education teacher. They gave a fascinating presentation on the topic of emotional resilience in adults and children based on the Innate Health program. The paradigm described was of a person having a psychological “immune system” similar to a physical immune system. “We are built to bounce back” stated Mrs. Kromholz. The presenters’ premise was that our thoughts (which they define somewhat more broadly than only the words going through our heads) create our experience, including our emotional state.

Several key points come out of this paradigm. Each moment is a new moment, with new thoughts, creating a new personal experience. Each person has a separate reality based on their own thoughts. In a room of 15 students and two teachers, that means that each individual is experiencing the reality of what is occurring in the classroom in their own unique way, based on their personal thought processes. And most importantly, our thoughts

lead directly to our emotional state. The presenters emphasized the importance of accepting and normalizing emotions. This was presented both for us as teachers, and to teach our students. Both speakers talked about modeling for the children that there is no need to be afraid of emotions, but alternatively to be relaxed about the normal human ability to experience a variety of emotions.

Mrs. Herman gave several examples of how she used these concepts practically in her work as a special education teacher. She gives children a laminated piece of cardstock with a sun printed in the upper left hand corner. She explains that Hashem made us in such a way that our natural state is to be happy. She also gives the student a cloud with a sad face, and if the child is feeling sad or upset, they can place the sad cloud on top of the sun. She told a story of one of her pre-school students coming to her a little later in the day, and referring to her “sad cloud,” said to the teacher, “it’s gone

now!”

Another practical application Mrs. Herman described was of using a snow globe to represent how our minds can get “cloudy” and it becomes hard to think clearly. She lets the children watch the snow settle, and explains that when we feel upset, sometimes if we wait for our thoughts to “settle”, afterwards it’s easier to think clearly.

Both presenters described the importance of focusing on children’s, and our own, natural resilience.

Mrs. Herman ended her presentation by speaking of the importance of developing a warm rapport with our students: “Yes, I’m in a position of authority, and also, we’re all in the human condition.”



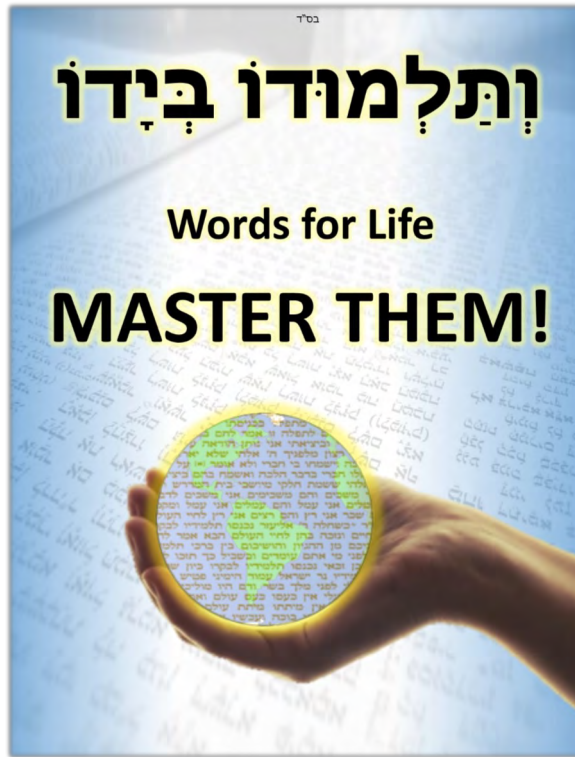
Words for Life! (continued from cover)

With the start of the school year, grades 1-4 each began it's respective piece of a cumulative school curriculum for mastering and reinforcing the most common verbs (שרשים) and nouns (מילים) in Chumash.

Grades 5-7 have been working on a similar cumulative Gemora word list which introduces and reinforces the most common words found in Shas. The previously mastered 303 chumash word list that was a focus in their younger years was also reinforced.

Rabbeim and Talmidim alike have been delighted to find their mastered words in every passuk and sugya encountered, which is the true goal of this program - scaffolding independent learning.

Ranging from 40 words in 1st grade to 350 words in 7th, the year long effort cumulated in a school wide חזרה program



complete with practice tests, raffles and prizes!

In addition, an ice cream party was offered for any class that average 93% and above, and ב"ה every participating class celebrated and enjoyed

their well-deserved treat.

We are so fortunate to have dedicated Rabbeim that each do their part in building the תורה בני of tomorrow, and we are so fortunate that Hashem has assisted our children in all their efforts!

דף 1
שקנינו
Half
Assumption (Lit: I would have said)
Why
He did / He made
Set up / Establish
Even so
Since
Hashem (lit: The loving / merciful one)
Elsewhere / Generally

ותלמודו בידו
Words for Life
MASTER THEM!
20 מילים + 20 שרשים = 40
64 מילים + 80 שרשים = 144
96 מילים + 71 שרשים = 167
64 מילים + 215 שרשים = 279
340 מילים + 67 חומש מילים = 307
200 מילים + 140 חומש מילים = 340
200 מילים + 160 חומש מילים = 360



Ma Rabu, Caterpillar Logs, Me and You

By Mrs. Hadassah Svei, Bais Yaakov Supervisor

מה רבו מעשיו! We are surrounded by a world of beauty created for us to enjoy by our Wondrous Creator. As parents and educators, it is incumbent upon us to not only express our own fascination at the wonders of creation that surround us, but to inculcate within our children that appreciation and awe. There are many times during the school year that we can open our students' eyes to fascinating science concepts and what we dub "laws of nature." While teaching the Parshios of Noach and Shmos, we can explore sink and float, during a unit of Brachos or Chametz, we can marvel at those tiny grains of yeast working their magic in a BIG way, Makas Barad can bring us to a magnificent understanding of the opposing forces of fire and ice. We do that. We wonder, explore, examine, predict, propose theories, test self same theories; debunk and start over; prove and fill with pride.

Of all the times of year though, through summer's sun, fall's changing foliage, and winter's freezing and melting, there is something about spring that seems to sing Hashem's majesty in every step we take, in and out of the classroom. It's most obvious outside as we see signs of rebirth in the blossoms on the trees, hear chirping of baby



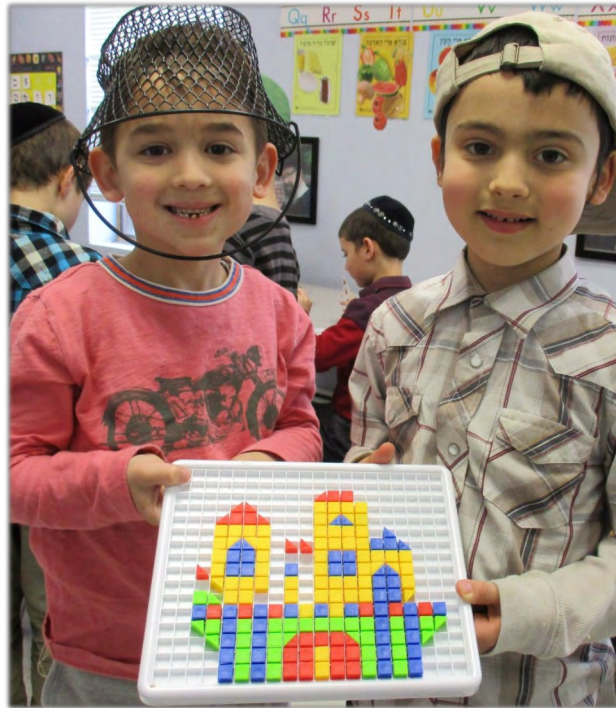
fuzzy, creepy crawlies be? In the opinion of certain 5-6 year old girls - VERY! The caterpillars grow rapidly, and as we log them daily, we can track their growth, from teeny-tiny, to plain tiny, to not so tiny anymore.... and then magically, into their chrysalises. You know what comes next, and so do we, but we are still observing, and watching, and waiting so patiently for those chrysalises to tear open.... We've learned the big word metamorphosis, rolled our tongues over its five syllables, and marveled at how something so small and unsightly will turn into the most beautiful insect on earth.



birds and crickets, smell heady scents of flowers in bloom, and feel a fresh, crisp breeze. And we welcome that wonder inside, via a small jar of tiny caterpillars that come into our classroom, each one not much larger than a bit of yarn. How interesting can five teeny,

The metamorphosis of caterpillar to butterfly is an apt analogy for the Pre-1-A girls themselves, at the brink of receiving their Siddurim, morphing from little girls to Grade Schoolers, pushing out of their protective cocoons. The girls have grown in so many ways; academically, socially, emotionally, and they are so ready now to flap their wings and fly. Fly high, butterflies, fly high!

The Cheder is Geshmake!



The Cheder is Geshmake!



Who's Who?

There are so many things that make the Cheder special. We have fabulous students, loving parents, and a great proximity to the park! We also are lucky to have a caring and devoted staff. In conjunction with the third grade's unit on biographies, Mrs. Cherkez's students interviewed some of the staff at the Cheder. They questioned, took notes, and found out who their administration and teachers are all about!

Rabbi Lazar - by the 3B class

Rabbi Lazar is the dean of Clifton Cheder and Bais Yaakov of Clifton. He was born in Staten Island, New York. Rabbi Lazar is one of five children. He has four older sisters. A memory from his childhood is that he attended the first frum school to have computers, and he loved using them. Before Rabbi Lazar became dean, he was a rebbe in Los Angeles, California. He also ran a frum school in Kishinev, Moldova. Now, he is the dean of Clifton Cheder because he likes helping Rebbeim, moros and teachers do their jobs. Rabbi Lazar loves seeing the accomplishments and middos development of his talmidim and talmidos. He has met many gedolim like Rav Nosson Tzvi Finkel, Rav Shteinman, Rav Elyashiv, and Rav Shmuel Bernbaum. He has seven children, and one grandchild named Moshe Eliyahu, or "Tiger Mo."

Mrs. Gilden by Yaakov Mordechai Shacham

Mrs. Gilden was born on July 4th in

Palo Alto, California where she lived as a child. She went to public school for elementary school. She liked dancing, being in shows, and going on trips. Mrs. Gilden went to seminary in Israel and then went to Stern College in NYC for college. As an adult she likes being outside, going on



trips, and being with her family. The names of Mrs. Gilden's children are Shira Leah, Yaakov Meir, Gila Yael, Tehila Miriam, and baby Shalom Naftali.

Morah Chaya Leah by Shimmy Gilden

Morah Chaya Leah was born April 13, 1995. She wanted to become a teacher because she enjoys teaching. She became a teacher at age 19. Morah Chaya Leah says "Being a teacher is fun and enjoyable." Her favorite subject to teach about is Yom Tov.

Mrs. Linker by Ronen Vinnik

Mrs. Linker was born on December 2, 1982 in Monsey, NY. She became a teacher because she

likes teaching and helping kids. Another reason is because she wants to make a difference in the world. The way she keeps the grade interested is by making her classes interactive. "It is also easier to know your students interests," she says. She thinks social studies is the easiest thing to teach. She likes first grade best, and has taught every grade. Her favorite memory is her first grade teacher. She taught at many schools. She wants to be a mother in the future.

Rabbi Leifer by Moshe Mittel

Rabbi Leifer was born in New York City on May 1, 1983. When he was a child, he once went into a pile of mud and started to drown so someone had to save him.

There are six people in his family. Rabbi Leifer was married in 2006. Rabbi Leifer became a Rebbe because he wanted to teach Torah. He has five kids. Their names are Tzvi, Mimi, Chaim, Chaya, and Leah. Their ages are 9, 7, 6, 2 ½, and 6 months. Rabbi Leifer stays in the afternoons because he wants to help the Cheder in as many ways as he can. He wanted to lead the school's Od Yosef Chai campaign because he wanted to help the poor people in Eretz Yisroel. That's what happened in Rabbi Leifer's life.

Mrs. Goldberg by Dovid Schwartz

Mrs. Goldberg is the second grade teacher at Clifton Cheder. She was born on August 7, 1968.

Who's Who?

Mrs. Goldberg started teaching at age 34. She loves teaching because she wants to teach the future generation.

Mrs. Gutstein by Yanky Bergstein

Mrs. Gutstein is a teacher in the Clifton Cheder. She is a teacher of 4th graders. She was born in Baltimore. She likes her family best. The reason why she became a teacher is because she likes working with kids. She wanted to become a teacher when she was in high school, so she did.

Rabbi Seldowitz by Yedidya Rudolph

Rabbi Seldowitz was born on July

18th in Israel. He got married in Brooklyn. Rabbi Seldowitz wanted to teach because he loves to learn Torah and teach Torah. When he was little, he always looked forward to recess. He has taught seven grades so far. His favorite book now is Chumash. Kids Speak was his favorite book when he was little.

Mr. Asarnow by Baruch Gavriel Kushnir

Mr. Asarnow was born on May 5, 1943. He likes teaching kids and teaching history. After Mr. Asarnow retired from being a police man for 25 years, he was

a teacher for 15 years. Mr. Asarnow likes to read and play with his grandchildren. Mr. Asarnow now teaches social studies and language arts at Clifton Cheder.

Mr. Becker by Yakov Zarkhin

Mr. Becker was born in 1955 in Israel. He became a music teacher because musicians usually teach music. Before Mr. Becker taught music he delivered newspapers and worked in a plastics factory. He plays the flute, saxophone, clarinet, and piano. Now he teaches math and science in our school.

Words Once Spoken

By Rabbi Shaya Leifer, Rebbe, Grade 2

Once again the Chofetz Chaim Heritage Foundation put out an incredible video presentation for the days of **ספירת העומר**. The Pre1A-8th grade boys watched their newest release, *Words Once Spoken*, in awe as the plot unfolded before their very eyes.

The main character was a boy named Sholom Fried, who worked in the afternoons in a local grocery store. One day, his friend, Avi Greenspan came into the store to shop, and Avi noticed the owner of the store giving Sholom his paycheck. On his way out of the store, Shalom took a candy bar and put it in his pocket. The next morning Avi told his friends that he saw Sholom *stealing* a candy

bar from the store. As the word got out, his friends stopped playing with him. Parents told their children, "Don't have anything to do with that Sholom." A few weeks later Sholom had his **בר מצוה** and only one boy from his class attended. Sholom, not knowing why all of a sudden no one liked him anymore, was very sad. Eventually, one of the fathers from his class told the store owner not to trust Sholom. The storeowner fired Shalom, and shortly afterwards he hired Avi Greenspan to work for him. At the end of the week the owner handed Avi his pay check and told him that he did a great job! As a bonus for a job well done, the storeowner gave him permission to take a candy bar. Without much thought, Avi took a candy bar,

said thank you, and started to leave the store. The store owner commented to Avi that Sholom used to always take that same candy bar after each week of work. Avi froze in his place. "You mean you let him take the candy bar?" he asked. "Yes," said the owner, "as a bonus for a job well done, and you may do the same."

What an important lesson! Never assume things are how they appear. So many times there is a valid explanation.

A lesson for Avi Greenspan and his friends - and a lesson hopefully absorbed by our Clifton Cheder talmidim!

Thank you Chofetz Cahim Heritage Foundation for your amazing and creative curriculum.

Emergent Literacy

By Mrs. Melissa Levit, Early Childhood Director

What is literacy? Literacy is most often defined as reading and writing. However, long before our little ones can read or write, their skills are developing. How does this happen? By listening to sounds, words, books and stories, children are developing literacy arguably from before birth!

Emergent literacy is the belief that our children are becoming literate from a very young age. Literacy is not solely developed at school. Talking to your child, explaining things, giving things or ideas names (vocabulary), reading to them (yes, often the same book over and over again) pointing out letters and words all help to create a reader.

What are the basics of emergent literacy?

An interest in print: Being interest-

ed in and enjoying books. It is a great idea for children to have a library of their own at home (and

and knowing how to scan the words on a page.

Narrative skills: Being able to describe things and events and to tell stories.

Letter knowledge: Understanding that letters are different from one another, learning their names and sounds and noticing letters everywhere.

Phonological awareness: Being able to hear and play with the smaller sounds in words.



certainly at school!). Looking at books over and over again is a great exercise for our little ones. It's incredible to watch a young child who has heard a book so often, that he/she basically knows it by heart. Think about it - they are scanning the lines, repeating the words out loud and looking at the pictures.

Vocabulary: Knowing the names of things or ideas.

Print awareness: Noticing print, knowing how to handle a book,

Most importantly, don't push. Your child will develop at their own rate. Give them the developmentally appropriate tools they need and watch them flourish. Based on your child's age and skills, you might try the following:

When reading a story, ask for predictions. This is a very exciting way to engage your child in the reading of a book.

Make it a habit to take your child to the library. This will keep them

Emergent Literacy

interested and also teach them how to care for books (especially those we have to return).

Point out words, letters and sounds everywhere.

Play games on the road – letter hunts, word hunts... you get the picture!

Keep a variety of writing and coloring supplies at home. Keep it varied and exciting. Ask your child (if they are writing), what words they'd like to write.



Use word games or letters from word games (scrabble, banana-grams either in Hebrew or English, or magnets for a magnetic surface in your home) to get

them to use letters and forming words.

Make it fun and get the whole family involved. Happy reading!



פרנסי היום

Thank you to the **פרנסי היום** sponsors who dedicated the Cheder's davening & learning:

- Mr. and Mrs. Shaul Feinsod: **כ"ד ניסן** - April 20th in memory of Binyamin ben David ע"ה.
- Rabbi and Mrs. Yaakov Plittman: **כ"ח ניסן** - April 24th for a Refuah Shelaimah for Eliezer ben Chasivah.
- Rabbi and Mrs. Yitzchak Kagan: **י"ד אייר** - May 10th as a **זכות** for **הצלחה** and **סייעתא דשמיא** during the Zoning Meeting.



Rabbi Erlanger's fourth grade class displaying "Measurements of Mon." Each Jew received 1/10 of an **איפה**.
An **איפה** = 430 eggs (floor display); 1/10 of an **איפה** = 43 eggs (held by the boys).

Machzikei Torah
Zichron Yitzchak



מחזיקי תורה
זכרון יצחק

LEARNING PROGRAM

Erev Shabbos & Shabbos



שנים מקרא ואחד תרגום

Raffle

Grades 1-2: Until שני

Grades 3-4: Until שלישי

Grades 5-6: Until רביעי

Grades 7 - 8: Whole פרשה

לרפו"ש הרב ירחמיאל
שלום משה בן רבקה צערקא
מגיד שיעור - ישיבה דרך חיים

GRAND RAFFLE
ON MAY 18TH



שבת פרשת

- _____ My son learned 15 minutes or more on Erev Shabbos (1 Ticket)
_____ My son learned 15 minutes or more on Shabbos (1 Ticket)
_____ My son learned שנים מקרא ואחד תרגום (1 Ticket)

Name _____

Yeshiva _____

Grade _____ Phone _____

PARENT'S SIGNATURE

Completed forms must be received by May 15th to be included in the raffle.
Completed forms should be faxed to 646-595- 2402 or emailed to egoldberg417@gmail.com.
All tickets will also be entered into an end-of-year raffle for an electric scooter!

Grand raffle will take place on May 18, 2017

For more information or for sponsorship opportunities
please call Rabbi Goldberg 347.420.0906 or email egoldberg417@gmail.com

EREV SHABBOS LEARNING TICKET

Name _____
Yeshiva _____
Grade _____
Phone _____

SHABBOS LEARNING TICKET

Name _____
Yeshiva _____
Grade _____
Phone _____

שנים מקרא ואחד תרגום TICKET

Name _____
Yeshiva _____
Grade _____
Phone _____

Picture Day Tuesday, May 16, 2017

Please be sure your child is well rested, neatly dressed and arrives at school on time.



All students will be part of the class photos.
Individual and sibling shots will be taken
for those who have signed up. (If you haven't dropped off the envelope and still would like your child to have their picture taken, please make sure to drop it off in the office as soon as possible.)

*Green Screen technology will be used so **DO NOT** dress your child in clothes containing the color green!!*

8th grade: For graduation pictures, all boys should be dressed in שבת clothing, including suits, white shirts, ties, dress shoes, and hats.

... and their best smiles.

<div> <div>May 2017</div> <div>אייר - סיון תשע"ז</div> </div>						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Shabbos
	1 ה'	2 ו'	3 ז'	4 ח'	5 ט'	6 י' פרשת אחרי-קדושים
				Grades 7-8: Mishmor	7:39 p.m.	
7 י"א	8 י"ב	9 י"ג	10 י"ד פסח שני 	11 טו'	12 טז'	13 יז' פרשת אמור
				Grades 7-8: Mishmor	7:46 p.m.	
14 י"ח ל"ג בעומר  Grades 1-8: Lag B'Omer Events	15 י"ט EC & Pre1A: Lag B'Omer Events Grades 2-8: General Studies Achievement Tests	16 כ' Picture Day General Studies Achievement Tests	17 כ"א Grades 2-8: General Studies Achievement Tests	18 כ"ב Grades 2-8: General Studies Achievement Tests Grades Grades 7-8: Mishmor	19 כ"ג 7:53 p.m.	20 כ"ד פרשת בהר-בחוקותי שבת מברכים
21 כ"ה	22 כ"ו	23 כ"ז	24 כ"ח	25 כ"ט	26 א' ראש חדש סיון Rosh Chodesh Assemblies	27 ב' פרשת במדבר
				Grades 7-8: Mishmor	7:59 p.m.	
28 ג' Grades 1-8: Limudei Kodesh In-Service 10:00 Opening No Minyan	29 ד' Memorial Day Regular Sessions	30 ה' ערב שבועות EC & Pre1AG: No Sessions Pre1AB – 8: 12:30 Dismissal 8:02 p.m.	31 ו' יום א' שבועות  9:11 p.m.			