

שבת קודש פרשת ויחי - חזק!



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"ו טבת תשע"ז

January 13, 2017

הדלקת נרות: 4:34

Volume IV, Issue 6

Art Smarts for Little Hands and Hearts

By: Mrs. Hadassah Svei,
Bais Yaakov Supervisor

Oh for the feeling of
fingerpaint on my
hands! If there's one

part of preschool we
want to take with us, its
that ability to create,
uncritiqued, unjudged,
by ourselves, with no
boundaries. To paint
purple frogs and yellow
grass and pink skies. To
dress snowmen mom-
mies, snowmen dad-
dies, and snowmen ba-
bies. To mix red and
yellow and blue and
more red until the paint
spills off the page and
the color hardly de-
serves to be called a
color, and you think its
the most beautiful flow-
er ever painted by
man.

Giving children the op-
portunity to dabble in

(continued on page 15)



CALENDAR

Tuesday
January 17th
Maseches Yoma Siyum
Lakewood Trip
5th grade

Sunday
January 22nd
Limudei Kodesh In Service
10:00 opening
No Minyan

Wednesday - Monday
January 25th- January 30th
Mid-Winter Break
No sessions

Wednesday
February 1st
Clifton Zoning Board
Hearing Meeting
7:00 p.m.

Sunday
February 5th
Hascholas Gemorah
Celebration
5th grade

און **BAIS**
CHEDER **YAAKOV**
of **CLIFTON**

...where chinuch & cheshek go hand in hand

CLIFTON CHEDER
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CLIFTON, NJ 07012
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Bouncing off the Walls—Cheder Style

We have a little Cheder,
Our boys love to jump and play.
So we took them to Rebounderz,
And had a super day!

With the planning and organization of Rabbi Shaya Leifer, our Elementary boys and Rebbeim spent one חנוכה morning together in Rebounderz bouncing off the walls, literally!

Following beautiful Minyan and classroom davenings, we boarded the busses for Edison, NJ. The רוח emanating from Rabbi Reischer's guitar was only outdone by the boys' singing לכבוד חנוכה.

Following instructions of the Rebounderz staff, our talmidim from young to old were jumping up

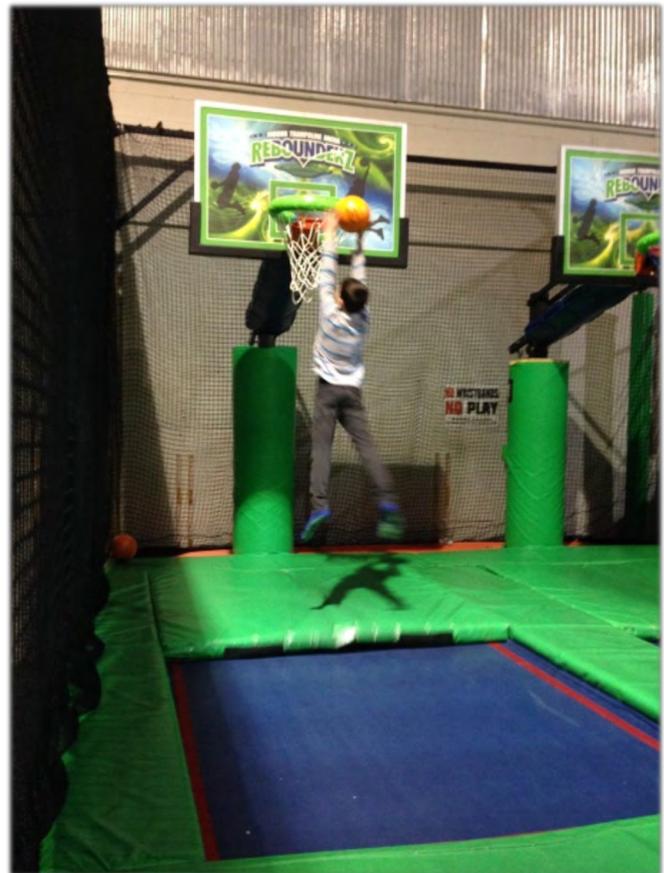
and down, slam dunking basketballs, dodging dodgeballs and burying themselves in a huge pit full of foam!

The delicious hot pizza delivered from a Highland Park eatery was followed by a beautiful benching, על הניסים and all.

Over and again we were told what a nice and respectful group of boys we have. "This school surely should come again! We'd love to have them. They are so well behaved."

Following Rabbi

Lazar's instructions to a tee, after each student individually thanked the bus driver, the boys left nothing on the bus—or at Rebounderz for that matter—other than a giant 'קידוש ה'!



Bouncing off the Walls—Cheder Style





...where chinuch & cheshek go hand in hand

Rabbi Yonah G. Lazar

DEAN

Rabbi Yitzchak Kagan

ADMINISTRATOR

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

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Clifton, New Jersey
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cliftoncheder.org



The Cheder.
Unlocking Potential.

Clifton Cheder and
Bais Yaakov of Clifton
invite inquisitive parents
to our upcoming

OPEN HOUSE

Sunday, February 19th

שבת 19 בפברואר

7:30 pm



CLASSES FOR 2017-18 תשע"ח

Early Childhood
Toddler - Kindergarten

Boys | Pre1A - Grade 8

Girls | Pre1A-Grade 1
with future grades
א"ה to follow

**Inquire about our
special \$4,800
Toddler and
Nursery rates**

3rd Grade Reflect on their Publishing Party

Mazal Tov to Mrs. Cherkez's third grade class for journeying for the first time through the *Writer's Process* and publishing their first formal piece!

The third grade class learned all about writing *personal narratives*. They read many mentor texts, and studied different aspects of writing a narrative of their own. They learned how to 'show, not tell'; and how to use dialogue and punctuation to help build imagery. What was the result?

Each student wrote a personal narrative, where they stretched out a small moment in time and created a whole story. The class had an opportunity to share their stories at a publishing party, where family members were invited to come celebrate their writing pieces. The students took questions and comments, and everyone celebrated with special treats!

After publishing, it is valuable to reflect. Here are the third grade reflections:



Our Publishing Party

Simcha Baruch

Before our publishing party it was very hard preparing, thinking, publishing and even sharpening pencils. It was very scary seeing all the parents come. I read my personal narrative, and it was hard. Afterwards, we had T.A.G., and then we had ice-cream! It was a very fun day and I learned a lot.

My Publishing Party

Yanky Bergstein

On Chanukah my class had a publishing party where we read our personal narratives. I felt nervous. But after I read my story of my personal narrative, I felt better. But after the whole party, I felt really good, because we finished with ice cream and donuts. Those were really good.

The Publishing Party

Shimmy Gildin

The more kids that came up to read their personal narratives, the more worried I got. Then I came up to read my narrative. When I read it to everyone, I realized that it wasn't as embarrassing as I thought it would be.

My Publishing Party Poem

Baruch Gavriel Kushnir

I liked the donuts

Licking ice cream

Opening presents

Our Publishing Party

Moshe Mittel

When I first heard that we all were going to write a personal narrative about ourselves, I was frustrated because I don't like writing. Every day we worked on writing. When it was finally the day of our publishing party everyone was hyper. I was nervous. We practiced by everyone going up and reading their title and name. The parents came in. After everyone went, we did something called TAG. You could Tell a comment, Ask a question, or Give a suggestion. After everyone went, our teacher gave us gelt and math cards; then we had ice-cream with toppings.

My Publishing Party

Yedidya Rudolph

It was my turn to come up to read my personal narrative. I went up. I read my personal narrative out loud. I sat down. Everyone else read theirs. Then it was time to have ice cream and donuts and at the end Mrs. Cherkez gave each of us a prize. It was flashcards and chocolate gelt.

Our Publishing Party

David Schwartz

The publishing party was a blast! I don't think there were parties like this in the past.

First, we wrote our narrative sto-

3rd Grade Reflects on their Publishing Party

ries,
Boy, I think some had worries.
Then, we added more and more,
(Finally... the PUBLISHING PARTY!)
We actually sat on the floor!
Every boy read out loud,
All the parents were very proud!

Our Publishing Party
Yaakov Mordechai Shacham

At our publishing party we all read our stories and we did T.A.G. If you Tell a compliment, Ask a question, or Give a suggestion you got a ticket. After that, we had ice cream and donuts (from Yanky's mother). We got flashcards and gelt and it was all

very fun.

Our Publishing Party
Ronen Vinnik

Shp, shp, shp! Ah, here it is! Let me tell you the story of my publishing party with my class. Here we go!!!

It was a beautiful cold day. We were sitting on mats. I looked around.

The classroom looked like this:



One boy got called up. Then another one. It was finally my turn.

Uh, can I go to the bathroom?
Oh, fine! Well, I passed it by and then we got flashcards as presents to practice math every night! That was our publishing party.

Everyone loved the ice cream.

Our Publishing Party
Yakov Zarkhin

Right before the first person was about to read, I was very nervous. I thought I was going to be first but I wasn't. I did it. At the end, I was happy.

Then we ate donuts and ice-cream with toppings.

Thank You To..

- Morah Dina Acoca for donating a book to her Pre1A girls class.
- Mr. and Mrs. Shaul Feinsod for donating a coffee machine for the staff, in honor of the early bird rising Rebbeim, who attend our Morning Halacha Kollel.
- Mr. and Mrs. Noach Klug for donating a book to Morah Ruthie's nursery class in honor of Rivka Bayla's fourth birthday.
- Rabbi and Mrs. Yosef Seldowitz for donating a crock pot for the Mishmor students to make Cholent on special occasions.



Mazel Tov To..

- Mr. and Mrs. Moshe Krupnick on the birth of a girl.
- Rabbi and Mrs. Yonah G. Lazar on the birth of a grandson.



A Warm Welcome

- Mr. Richard Asarnow, 5th and 8th Grade English Language Arts and History Teacher
- Mrs. Yvette Kaminsky, First Grade Teacher
- Miss Shaindy Silver, Resource Support



פרנסי היום

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

- Mr. and Mrs. Shaul Feinsod: **ו' טבת** - January 4th - in memory of Liba bas Pinchas **ע"ה**.

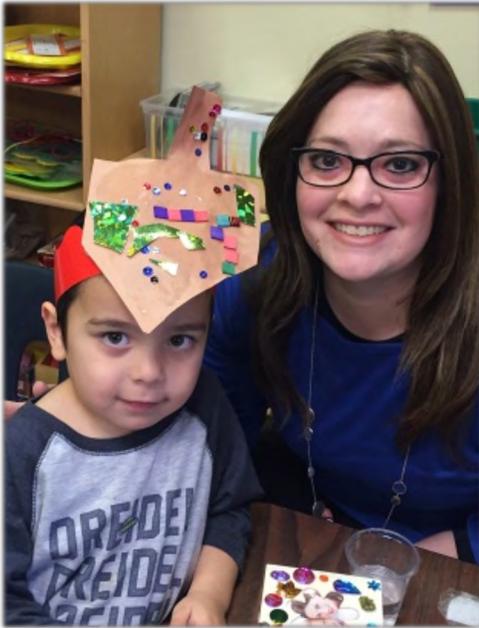
Mr. and Mrs. Mordechai Schlager: **י' - ט"ו טבת** - January 8th - 13th in memory of Yehuda ben Yosef **ע"ה** and Chaya bas Yosef **ע"ה**.

- Mr. and Mrs. Ken Compart: **י"ב טבת** - January 10th - in memory of Menachem ben Yaakov Klonomus **ע"ה**.

Memories of Chanukah in Early Childhood



Memories of Chanukah in Early Childhood



Learning on Chanukah!

Eight days of latkes, jelly donuts, games, and fun... but that doesn't mean the learning has to stop! This year on Chanukah, students learned in the purest way, by connecting new skills to old ideas already known. This connection, and then application, is real learning through and through.

Here is a peek at what went on one day of Chanukah during General Studies.

Our First graders created poems describing Chanukah.

By: Lipa Bergstein

On Chanukah night

We light

The Menorah

Into the night

By: Yerachmiel Rothenberg

Gelt gelt gelt

It melts melts melts

Second graders practiced their rhyming by continuing the "I have a little dreidel..." song.

By: Yehuda Levin

Dreidel, dreidel, dreidel

I made you out of stone
When I went to spin
you,

You rang like a *phone*.

By: Moshe Wiederman

Dreidel, dreidel, dreidel

I made you out of *metal*
When I went to spin
you,

You smelled like a flower
petal.

The Third graders learned about karigami (paper cutting), connecting Chanukah to their Social Studies unit on communities around the world... in this case Japan!

Our Fourth graders worked on their writer's voice. They wrote with the point of view of either a dreidel or menorah.

Dreidel

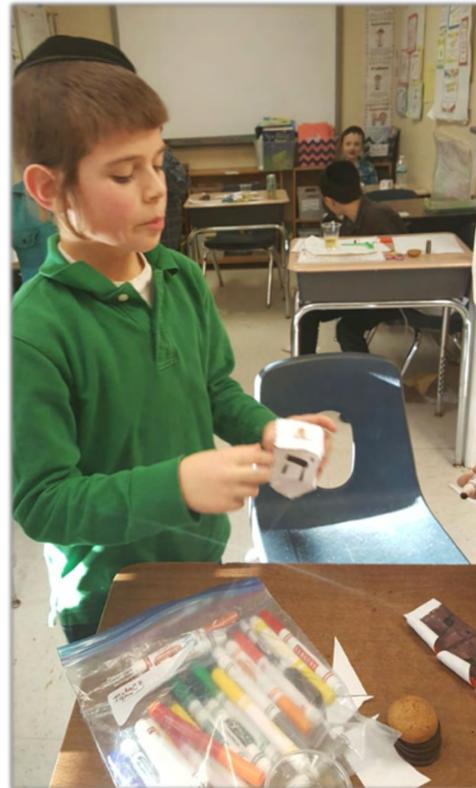
By: Yehuda Mathias

It was the first night of Chanukah. I was ready to spin, spin, spin, and spin. When someone spins me I hope I will land on gimmel. When the person spins me, if I land on gimmel, I am happy because he is happy with me. Sometimes, if it is a good spin, I get very dizzy.

Menorah

By: Zevi Strimber

Finally, there is light as my owner takes me out of the cabinet. First I get dusted. I am put on the table with my friends. When my owner comes home from shul he puts my oil cups in. Then he lights my shamash and starts saying the brachos. Then he lights the rest of my candles and begins to sing. I love watching the kids open their presents. The fire warms me up. Then the lights turn off and my candles burn out and I drift off to sleep.



Asarah B'Teves - Rescue and Neglect

This year once again, the older students of the Cheder gathered on עשרה בטבת to learn about an aspect of the Holocaust, when 6 million of our brothers and sisters perished, with 1.5 million children among them.

While the actual fast was instituted for the siege on ירושלים led by נבוכדנצר מלך בבל, Rabbi Lazar explained to the boys that it was that first חורבן בית המקדש which ultimately

led to all of our גלות in גלות, including the great Holocaust of European Jewry.

Through the effort of Torah Umesorah and the Zechor Yemos Olam Program, an informative video presentation entitled Rescue & Neglect was presented to our 6th—8th graders.

The video opened and closed with words of the Baltimore ראש הישיבה שליט"א Harav Aron

Feldman, offering context to this historical documentary that taught our talmidim about Jewish heroes including the גדולי ישראל of the Vaad Hatzalah along with Hillel Kook, a.k.a., Peter Bergson of the Irgun Party,

posed to the painful history of the callous indifference and inaction of the American government. Supported and even encouraged by some Jewish leaders, they tried to discourage the President of the United States from

assisting those who were working so hard for הצלת נפשות.

It is important for young people to understand this complex chapter in Jewish History via the

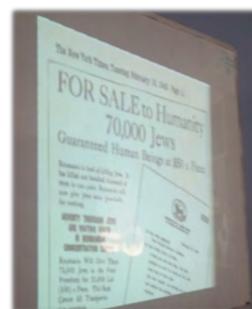
correct השקפת התורה. Clifton Cheder once again thanks Torah Umesorah for assisting us in this challenging endeavor.



who were מוסר נפש to do everything they could to save Jewish lives.

The boys learned about the great Mr. Stephen Klein of Barton's Candy fame and Mr. Irving Bunim, Rav Aharon Kotler's right hand בעל הבית.

The boys were also ex-



Do You Love Me? (Reprinted by request from Volume III, Issue 7, January 2016)

By: Mrs. Ruthie Weiss, Nursery Teacher

A Book Review of *The Five Love Languages of Children* by Gary Chapman, Ph.D. and Ross Campbell, M.D.

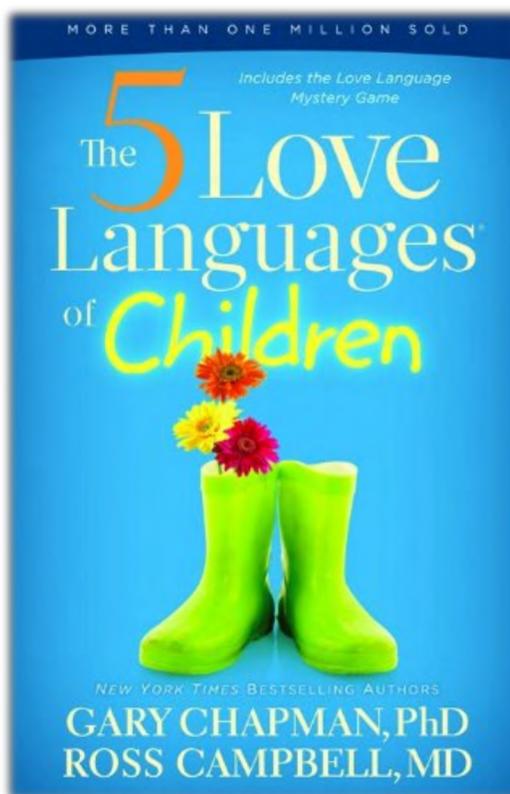
Has your child ever asked you to sit down and read a story for them after a long day at work, and you say, "I have a better idea; how about I make you something special for dinner?" You may get a half hearted response as your child leaves the room. Have you ever spent a great deal of time choosing a special gift for your child when you were away on a trip and your child doesn't even notice or tosses it aside. They give you a big smile and say, "Could I show you what I just made for you?" Perhaps you respond by asking, "Don't you like your gift?" Your child shrugs and says, "It's OK, thanks," and leaves the room. Are you surprised at their response after you worked so hard to make them happy?

Are our children self centered, unappreciative, or trying to be difficult? Not likely; they just didn't feel loved when you were trying to do those things to express your love to them.

Our job as parents is to love our children unconditionally. According to author Dr. Gary Chapman, for our children to feel that love, their "love tanks" need to be filled before discipline or learning can occur. Each one of us has a love language that will fill our tanks

fastest.

We all give and receive love in different ways. The five love languages are words of affirmation, physical touch, quality time, acts of service and gifts. When we express love in a way that means the most to our child it tells them that we love them and care about them. Each one of our



children is different and may need to receive love in a different way. A brief description of each love language will help illustrate this idea.

Words of affirmation. Words of praise that are specific and said with a smile will mean so much to these children. They will seek approval and you should tell them

reasons you are proud of them. They will enjoy being told "I love you" and notes of encouragement are always appreciated. Praise and compliment them out loud around others. This is especially nice to do at the Shabbos table if they have done something to prepare a D'var Torah, set the table, set the candles or cook or serve the food.

Physical touch. These children need to be kissed and hugged. They will appreciate a back rub and holding hands. They enjoy being carried, cuddled, tickled and given high fives. The games they will enjoy playing with you may be tag or wrestling.

Quality time. These children need undivided attention. When you make time for these children it tells them that they are very important to you. When you focus on them they feel loved. Make sure to listen carefully and make eye contact when they talk. Share your thoughts and feelings with them. Play, go biking, sing, laugh, read stories, run errands, cook or do a project together. Take them out on a "date" all by themselves. They will enjoy sharing activities they enjoy with you.

Acts of service. Do something for your child that is meaningful to them. Make them their favorite dinner. Fix their favorite toy. Help them with a new or difficult task. Check their homework. Pick them up on time. Help them with a project. Make them a hot drink when

Do You Love Me?

they come home on a cold day. Bake them their favorite snack. Teaching these children to serve others will make them feel loved, too. Make time to do one special thing for them daily.

Gifts. These children feel good when someone gives them something. They are the children who take extra special care of their gifts. They will often display them. Gifts are more important to these children than to most. They enjoy surprise treats, earning a treat, and having their favorite food made for them. You can make them a card or a craft to show

them that you love them. You may want to keep inexpensive gifts on hand to give them, bring them a pretty flower, sea shell or a special stone. You can even send them on a gift treasure hunt.

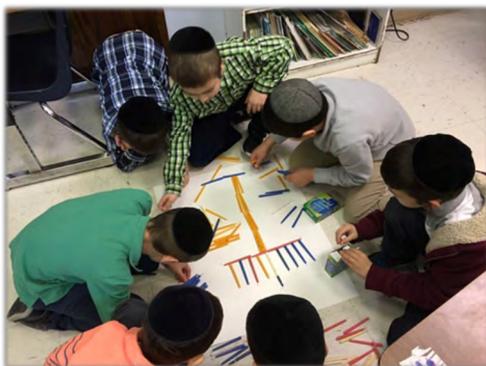
It is important to focus on your child's primary love language especially if you have limited time, but remember to use the other four as well. They may feel love best from one love language but will benefit from all the other expressions of love as well.

We are naturally inclined to express love to our children in a manner that is consistent with our own love language. It is important to recognize that our children's love language may be different, and we need to stretch ourselves to learn their love language. That way they will feel secure and consistently have a full "love tank."

Chazal tell us "חנוך לנער על פי דרכו," train a child according the child's way. Learning our children's love language is a very important piece of that puzzle. It will help us in our lifelong chinuch endeavor.

צאתכם לשלום

Our special wishes to Mr. and Mrs. Mordechai Allen on their upcoming 'עלי' move to ארץ ישראל. All of us at the Cheder will miss Mr. Allen's lessons, especially the living role model he has been for our תלמידים.



Students in grades 1-4 competing to "Create Chanukah!" Each grade had to use a mystery ingredient. 1st graders used gelt, 2nd graders candles, 3rd grade, cookies, and 4th graders used keilim.

תודה רבה!

The Cheder Staff wishes to express their sincere הַכֶּרֶת הטוב for the generous Chanukah Gelt gift cards they received from the parent body.

Special thanks to Mrs. Mrs. Chavi Baruch, Mrs. Elisheva Feinsod, Mrs. Tamar Kister and Mrs. Bina Zarkhin for all of the hours invested in spearheading this campaign.

May we continue partnering together for many years to come.

י"ב טבת תשע"ז

January 10, 2017

Dearest Parents שיחיו,

With true סייעתא דשמיא, at our recent zoning hearing, the Cheder representatives seemed to have made a favorable impression upon the Clifton Board. Although being slated last, after a long evening of hearings, the Cheder team were professional and articulate in their hour-long presentation.

We are now בעזרת השי"ת one step closer to the purchase of our permanent Cheder home. (OK, until משיח - although actually the גמרא states that Shuls and בתי מדרשות will travel to ארץ ישראל, so we may be in this new building for quite some time.)

With that in mind, we are planning and strategizing for our upcoming Building Campaign.

The hopeful new location is an exciting one for us, providing adequate space for our children to develop both spiritually and physically. Located in an upscale section of Clifton on a property that allows for ample parking alongside a play area, your investment into the 17 spacious classrooms and airy communal spaces (shul, lunchroom, laboratory, offices, etc.) will secure your legacy אי"ה for the future of our children. Please call personally to discuss these onetime dedication opportunities.

Special thanks are due to the parents who joined our January 6th meeting and we welcome more and more parents **to our next zoning board hearing, scheduled for Feb 1st**, where our safety & traffic experts, building planner, architect and lawyers are all set to continue presenting our variance requests.

We look forward in partnering with you as we enter this next exciting phase of growth.

יהי רצון שתשרה שכינה במעשה ידינו.

Rabbi Yonah G. Lazar
Dean

Mr. Menachem Zarkhin
on behalf of the Board of Trustees

A Cheder child is a happy child!

Art Smarts for Little Hands and Hearts (continued from cover)

art fosters their creativity, as they experiment and explore, expressing themselves artistically.

Our Pre1A Girls have been doing just so in their Art Area, well stocked with a variety of enticing art media. They've been learning new techniques and art terms, playing with colors and discovering their ability to create. Art builds confidence.

Because there is not just one right way to make art, every child can feel pride in their original artistic creations.

Our goal is to afford our girls the chance to create their own, unique works, by offering them an array of supplies and the "space" to create. We can do

that by encouraging Process Focused Art, the ability to produce art for the sake of the art process, and without a model to follow or produce. Process focused art is just that, art that is focused on the process, the art experience, rather than on the final product.

At times, the Art Area in our class-

room is open for that purpose alone, to engage in art, allowing



the children to relax, focus, feel successful, and express their feel-

may water color a מורה or sponge paint a כותל, but her hues and shades will be different; how many darker stones, how many lighter, how many are tinged with gold, or flecked with white sunspots. Will she choose to paint grass between the cracks, and if so, what paint tool will she use? As she works, she predicts, plans, compares, problem solves and evaluates her art to reflect herself.

Nurturing this creativity in a young child is important as it devel-

ops into higher order creativity, both in thinking and in problem solving, in taking risks and initiative, and in fostering independence.

Parents can encourage this creativity by making objective observations. Rather than a generic "I love your picture" or



ings. Other times, our aim is to combine both - unique artwork, depicting a specific theme, via the joy and experience of the process. While we may be focused on a product, that product is by no means limited, rather, approached in the manner of open-ended-art. Each girl

"That's beautiful," try commenting, "You used red and yellow to make those flames look so real" or "I see so many squiggly lines in the sky." Art should bring joy, much, much to those that create it, and hopefully to those that view it as well.

Enjoying our Elementary Experience



Enjoying our Elementary Experience



For Passaic-Clifton boys entering grades 1-6



Aim high at camp

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