

שבת קודש פרשת בהר



B'CHADREI CHADORIM

ט' אייר תשע"ד

May 9, 2014

הדלקת נרות: 7:43

Rabbi Yonah G. Lazar, Dean

Mrs. Rivkah Isaacs, Early Childhood Director

Mrs. Odelia Schlisser, General Studies Principal

Volume 1, Issue 13

Personality and Prose

Poetry paints images that the reader can relate to, and experience on an almost visceral level. The beauty of poetry is that one can pick up a book of poems, open to virtually any page, and feel a connection with a deeper part of themselves, with the message or with the poet's experience. What is unique about the imagery deployed in poetry, is that it emphasizes the details

that are often times overlooked, or overridden, in the humdrum of our busy existence. It tells the story of the dew drops on the unfurled petal; the wistful hope of a dream undone; or a momentary epiphany of light or deeper meaning to be shoved away to deal with starker realities.

There is the perception that poetry is a creative form of self expression. Writing an essay or journal entry is significantly simpler, as most writing forms are restricted to the laws of grammar and mechanics. Poetry pulsates with rhythms and rhymes, and repetitive patterns amongst the stanzas. There exists a format of syllables or shape to different poem styles, and this need to be followed in

order to write a poem. It is for this reason that writing a real poem is arguably more challenging than other more traditional forms of written expression.

The goal during April was for the boys to develop an appreciation for the art of Poetry. Every day, Mrs. Schlisser came into each class for what was fondly called a "pause for poetry". She read and discussed poems that were relevant to the students, and to their studies. The list included pieces by Robert Frost, Emily Dickinson, Emma Lazarus, Langston Hughes, Robert Louise Stevenson, and Shel Silverstein.

The teachers analyzed many classical poems with their students. They

(continued on page 5)

CALENDAR

**Sunday
May 18th**

Lag B'omer Events

**May 19th-May 23rd
Monday-Friday**

Terra Nova Testing
Elementary Boys

**Monday
May 26th**

Legal Holiday
12:30 dismissal for all programs
(no after care)

**Sunday
June 1st**

Siddur Celebrations
Pre1A Girls: 10:30 a.m.
Pre1A Boys: 1:00 p.m.

POETRY

April 2014

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Social Skill Development in the Early Childhood Classroom

Learning social skills is certainly very important for young children. The more experience our students have interacting with peers, the more they learn about how to get along with others, and the richer their world becomes as they develop new relationships.

This being said, developing social skills is a process that takes time and experience. For example, learning to take turns and share are skills that evolve over several years, as children practice over and over how to handle these challenging situations and master the skills that they need. It is very helpful to young children when parents and teachers coach them in this process, act as good role models

for self-control and other social skills, and keep their expectations for children in line with their developmental age and stage.

In the Cheder there are many ways and many activities that enhance this part of our curriculum. In our work session there are many activities that require two or three children to work together to encourage and increase the opportunity for growth in this area. We encourage children to

explore and develop these important skills in a smaller groups which is more manageable for a young child. Especially at this time of year children are encouraged to mentor other children. Our children love to present to each other new works. It builds both children involved in this

turn is it to talk or listen. Like all activities at the Cheder when we learn a new skill, it is first demonstrated. In this case we will we read a story about the vered shalom, role play with puppets and with each other and we then we practice. A teacher will at some point encourage the children to use this tool when there is a conflict and as more skill is gained the morah will start to move out of the picture and let the children experience solving their own problems.

Our homes are a wonderful opportunity to practice these skills, especially with siblings. Other activities outside of school include joining parent-child classes, meeting other families with

young children in your neighborhood and inviting them over to play, or going to the playground or library and other places where you would find families with young children. These skills will develop the interaction and building of relationships with others and with the context of every day routines.

We have a wonderful window of opportunity when we observe our children, enabling us to guide them throughout this process.



mentorship relationship. Our children will learn how to give over without being taken over! It is beautiful to see.

Another tool that is used in the classroom is our vered shalom/living Torah. In this activity children learn to listen as well as how to express what their needs and wants are. They take turns listening and talking using an object: the vered or the Torah, to have a concrete way of establishing boundaries of whose

The Many Smiles of Early Childhood



Literacy Workshop with Mrs. Draizy Zelcer

By: *Morah Batsheva Simons, Pre 1A Girls Teacher*

On Sunday morning, I entered the world of literacy, a workshop lead by Mrs. Draizy Zelcer. Draizy Zelcer has been involved in special education for more years than one can count. In her years of experience, she has worked with all ages, from the very young until adults. "English is a beautiful language, but crazy just the same!" Draizy begins her introduction. The rich English language yields great opportunities for expression. For example, if one wishes to write about a baby, how many other ways are there to express such an idea? In addition to the word baby, there is an infant, a toddler, a newborn, etc. In the Yiddish language, however, not even one word for a baby exists! While English has its beauty, it has its great disadvantages as well. The rules, exceptions, exceptions to rules, exceptions to exceptions of rules, are ridiculously confusing!

Most students are taught literacy in a very random, disorganized

fashion. Through years and years of research, Draizy has developed a fascinating curriculum which encompasses every single rule for English literacy. Draizy credits her success in teaching, even the most dyslexic child, to her hands on, visual approach. For every single concept Draizy teaches, she backs it up with a visual aid! Each rule has its own designated page in a beautiful scrapbook she makes with her student. For example, the "ea" page has pictures of peas, leaves, tea etc. and bread, head, thread etc. The student chooses a key word for the rule he learned. Her students repeat again and again "ea" says "e" as in pea and also says "e" as in bread.

Reinforcement is essential for success as well! She repetitively reviews the rules with the children until the children know them in their sleep. The students treasure the scrapbook they make and keep it for years. In fact, "the scrapbooks which I brought are only here today because I asked permission from

my students to borrow them! These very clear and organized masterpieces give the students a sense of security. In contrast to the random sheets children receive in class or for homework which they quickly dispose of, the students treasure this scrapbook. It is work which the students (and even the parents of the students) take ownership of. They know that if they cannot always rely on their memories, they know exactly where they can look it up," she explained.

In concluding her workshop, Draizy emphasizes "the last thought I would like to leave you off with is how essential it is to back up everything you teach with visual aids! During my work with average (non-learning disabled) adults, I hesitantly asked 'would you also like pictures in your scrapbook?'"

The answer is clear without a doubt. If average adults feel they cannot remember without the use of visual aids, how much more so for children.



Mazel Tov To..

- Mr. Mordechai Allen (6th grade Teacher) on the engagement of his son!
- Rabbi and Mrs. Raffi Bilek and family on the birth of a baby girl!
- Mrs. Judy Garelick (School Nurse) and family in the birth of a grandson!
- Mr. and Mrs. Eli Schneider and family on the birth of a baby boy!
- Mr. and Mrs. Menachem Zarkhin and family on the birth of a baby girl!
- 'פ' בראשית finishing on כתיב א'
- חזרה with numerous times of פרשת חיי שרה finishing on כתיב ב'
- פרשת מקץ finishing on כתיב ג'

Thank You To..

- the many Cheder families who participated in the Box tops for Education program. Our school recently received \$132.60 for your efforts. Please use the attached sheet for one final round of box tops before the summer.



Personality and Prose (continued from page 1)

walked the students through the steps of poem writing, using poetic devices, and capturing the emotion in a defined way. These works were collected and formatted into an illustrated compilation of poems that was published, with each elementary school family in receipt of one copy. The book of poetry that the students produced is an empowering demonstration of the lessons learned, the skills acquired, and the inner workings of our pupils.

On April 30th there was a recital for grade one through three, and grades four through six. The

boys proudly read for their classmates and friends. Most students chose an original poem, and some opted to recite a selected favorite from the pieces by famous poets that they had learned in class. The boys' gracious appreciation was displayed by snapping their fingers at the conclusion of each boy's rendition.

When the boys came home with their poetry books in hand, there was another surprise awaiting them. Video clips of each student reading a poem, had been emailed to their parents.

The parents were thrilled with the

project as one mother attested with her own little masterpiece:

A poetry book,
 What a scoop!
 Everyone on his own level,
 But everybody on the same
 page,
 Inspiration, creativity and vocabulary,
 Each child writes his own poetry,
 Dear Mrs. Schlisser,
 Thank you for putting it together,
 A mother.

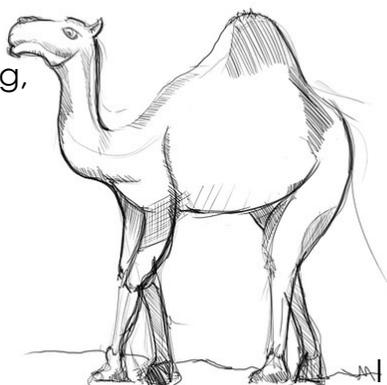
Please enjoy a sampling of our talented writers selected from students in first and fourth grade. We hope you enjoy.

Desert

Hot, windy,
 Blowing, whirling, sweating,
 The desert is sandy.

Camels
Cinquain

by: Shimmy Wellikoff,
 First Grade



Shabbos

I smell hot cholent.
 I taste grape juice.
 I see men davening.
 I hear people singing.
 I feel the Siddur in my hand.

Five Senses Imagery
 by: Yosef Mittel, First Grade

Rainforest

I see a lot of tall green trees.
 I hear beautiful animals.
 I smell pretty flowers,
 I taste yummy fruits.
 I feel very hot.

Five Senses Imagery
 by: Aaron Shapiro,
 First Grade

I dreamed
 I was a claw

In the African Jungle,
 Pouncing on a zebra,
 Hungry!

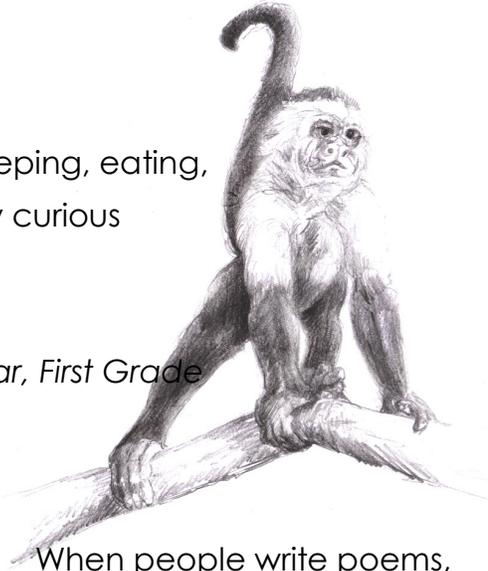
I dreamed I was a river
 In Africa,
 Moving along the shore,
 Wavy!

Kinetic Imagery
 by: Moshe Shmuel Bogachkov,
 First Grade

Personality and Prose (continued from page 5)

Monkey
 Smart, funny,
 Swinging, sleeping, eating,
 They are very curious
 Mammals.

Cinquain
 by: Elior Nagar, First Grade



When people write poems,
 They like to show 'em.
 After they write,
 They feel very bright.
 People tell them,
 And then they like to sell them.
 It isn't a crime,
 If it doesn't rhyme.
 This is the best poem ever,
 Because it is clever.

Couplets
 by: Avigdor Srulovitch, Fourth Grade

It is a totally perfect fit,
 If you take a bat, ball and mitt.
 Take a hot dog and a bun,
 And have some baseball fun.
 Hit the ball a mile high,
 That is a pop - fly.
 The fun is going...

Gone!

Refrain

by: Pinny Kagan, Fourth Grade



There once was a man named Perth,
 He was born on the day of his birth.
 He was married, they say,
 On his wife's wedding day.
 He died when he quit the Earth.

Limerick
 by: Yerucham Lane, Fourth Grade



I bought three shares of one stock.
 Smart technologies always rocks.
 The stock is going up.
 It is growing up just like a pup.
 I am making money by the sec.
 It could come in a fancy check.
 When I get enough cash,
 I will run and I will dash.
 To the store I will be going,
 To look and see what they are showing.
 I would go straight to the toy aisle,
 And look around for a while.

Quatrain
 by: Shlomo Baer, Fourth Grade

Personality and Prose (continued from page 6)**Mexico**

Have you heard of the story about the man

That to go to Mexico was his plan?

He saved all his money the entire year

So he could pay for the plane fare.

But when the day of his trip finally came

He broke his leg and missed his plane.

He was sent to the hospital for the day,

While his plane took off on the runway.

Try as he could he failed to see

"Why Hashem did this to me?

All my savings and skimping has been in vain

If someone could explain..."

Now watching the News the very same day,

The newscaster interrupted the program to say:

"A terrible crash happened today

A plane to Mexico was blown away"

And as the news went on, it came to light;

Yes indeed, that was his flight.

He thanked Hashem – there in his bed

For saving his life by breaking his leg.

Thank Hashem wherever you go,

Thank Hashem because you know

Whatever He does is for the Good.

Thank Hashem as much as you could.

Like the waves that role up on the shore,

All you see is water and nothing more.

But down below, is a whole deep world on the ocean floor.

So now that you all can see,

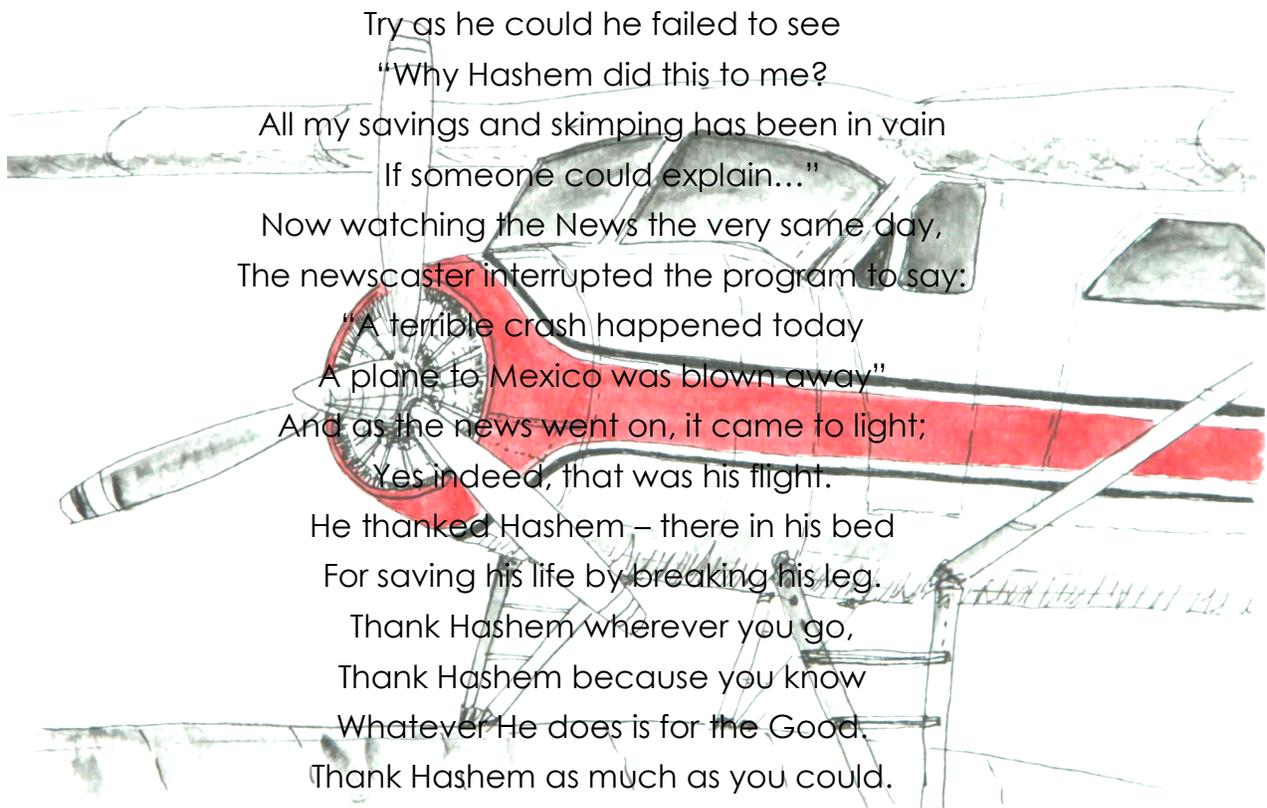
The world is not the way it seems to be.

When you are feeling down, and ready to fall,

Remember there's reasons for it all.

Narrative Poem

by: Ariel Nagar, Fourth Grade



The Isaacs Loaning Library

L'Ilui Nishmas Kalman Peretz ben Moshe Shmuel

לעלוי נשמת קלמן פרץ בן משה שמואל



is pleased to inform the *kehal kodesh* of its new hours of operation

6:30 - 8:00 p.m. at 95 Terhune Ave., in the basement

The library contains Torah seforim and Jewish books: biographies, histories, novels and story books in English and Hebrew for all ages that may be borrowed for two weeks at a time.

The library is open to the community.

Children must be accompanied by an adult.

For more information, please call Mrs. Rivkah Isaacs: 973-773-0080



Sheilas Hashavua: When is an egg naturally fleishig?



Last issue's question and answer:

Question:

On seeing which 3 stones does one recite the ברכה of ברוך שעשה ניסים לאבותנו במקום הזה?

Answer:

The rocks of Algivish in the descent of Beis Choron, the rock that עוג מלך הבשן tried to throw at the Jews, and the stone that מלחמת עמלק sat on during משה רבינו.



Sheilas Hashavua

Name: _____

Rebbe: _____ Grade: _____

Answer: _____

Assistance given by: _____

Reminder! You may receive assistance from anyone who is not a student or a staff member at the Cheder!

SAFETY ALERT!



While the Cheder encourages taking advantage of the beautiful weather - and getting much needed exercise - through allowing boys to ride to/from school, all bike riding must be done SAFELY at all times.

In addition to wearing helmets and following all necessary bike riding rules, **BOYS IN GRADES 5 AND UNDER MUST HAVE A PARENT ACCOMPANY THEM ON FOOT** (I.E. WALKING THEIR BIKES) ONCE THEY ENTER THE SCHOOL PARKING LOT ON ARRIVAL AND UNTIL THEY EXIT THE PARKING LOT UPON DISMISSAL.

BOYS IN GRADE 6 MAY ENTER-EXIT ON THEIR OWN, BUT MUST DO SO ON FOOT (I.E. WALKING THEIR BIKES) WHILE CAREFULLY FOLLOWING THE INSTRUCTIONS OF THE STAFF MEMBER(S) ON DUTY.



Thank you for keeping our children safe.



HOP TO IT!



Help your school earn money for new playground equipment by attaching a Box Top to each hopscotch square!

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 btfe.com!