



Weekly Newsletter

Dates To Remember:

- Friday, December 8: No School for Shabbos Chanukah.
- Monday, December 11: SCDS Chanukah Party! 5:00 PM.
- Tuesday, December 19: Open House for prospective families at 7pm.
- Friday, December 22: Fast of Teves.
- Monday, January 1 and Tuesday, January 2: Parents Day by appointment.

Thank You To....

- Our Chanukah party volunteers: Samantha & Yoel Lavenda, Michael Shacter, Julie Freydin, Tzippy Dukes, Pessy Alvayor, Chava Rosenbaum, Bracha Minkowitz, Ariellah Goldbloom, Tehila & Menachem Posner, and Shira Silber.
- The Rosenbaum Family for donating Chanukah Decorations.
- Our dedicated team of parent volunteers who have been keeping our break room stocked: Dani Nathanson, Hannah Pham, Devorah Werbler, Pessy Alvayor, and Devorah Schneider.

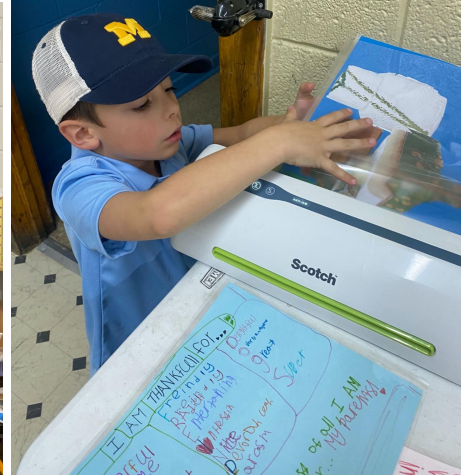
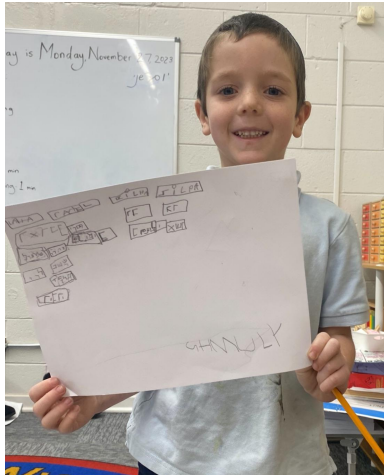
Parshas Vayeishev Questions

1. What is the name of this week's Parsha? (Vayeishev)
2. Who was Yaakov's favorite son? (Yosef)
3. What did he give Yosef? (a striped coat)
4. How many dreams did Yosef have? (2)
5. What was the first dream about? (11 bundles of wheat bowing down to his bundle of wheat)
6. What was the second dream about? (the stars and the moon and the sun bowing down to him)
7. What did the brothers decide to do to Yosef? (throw him in a pit)
8. What was in the pit? (snakes and scorpions)
9. Then who did the brothers sell Yosef to? (the people who were going down to mitzrayim)
10. What did Potifar's wife want? (to marry Yosef)
11. Did he want to marry her? (no)
12. What lie did Potifar's wife tell Potifar? (that Yosef wanted to marry her)
13. Potifar got mad and sent Yosef where? (to jail)
14. When Yosef was in jail, which two people did he meet? (the head baker and the head wine maker)
15. What dream did the wine maker have? (he was squeezing 3 bunches of grapes into Paraoth's cup)
16. What did Yosef say the dream meant? (that in 3 days he would get his job back)
17. What dream did the head baker have? (there were 3 bread baskets on his head and birds were eating the bread)
18. What did Yosef say the dream meant? (in 3 days he would be killed)
19. Did the dreams come true? (yes)

Chanukah Questions

1. What was Hashem's house called? (the Beis Hamikdash)
2. Who worked in the Beis Hamikdash? (kohanim, leviim, kohein gadol)
3. What did the Greeks do to the Beis Hamikdash? (brought pigs, idols, and garbage inside, made it yucky)
4. What was the name of the mean king? (Antiochus)
5. What new rules did Antiochus make? (No keeping Shabbos, no Rosh Chodesh, no bris milah, no learning Torah.)
6. How did the Jewish kids learn Torah anyways? (they hid in caves, and when the Greeks came they pretended they were just playing dreidel.)
7. What was the Jewish army called? (the Macabees)
8. Was the Macabee army big or small? (small)
9. Was the Greek army big or small? (big)
10. Who helped the Macabees fight? (Hashem)
11. When the Jews came back to the Beis Hamikdash, what did they do? (clean up)
12. How much pure oil did they find? (one jug, enough for one day)
13. How many days does it take to make new oil? (8)
14. How long did the Menorah burn for? (8 days)
15. What Yom Tov did they make to celebrate the special miracles? (Chanukah)

Pictures!



What is the Montessori Three-Year Cycle?

Meagan Ledendecker • Mar 06, 2023

When visiting a Montessori classroom, it can at first be surprising to see children of a range of ages in one room. Visitors often ask how children of very different sizes and abilities can all be supported and challenged in one classroom. There are many factors, but one reason the mix of ages works so well in Montessori is because we have “three-year cycles.”

What is a Montessori Three-Year Cycle?

In Montessori, children typically enter a classroom as the youngest children and then stay in the same learning community for at least three years. Over the course of those three or so years, they cycle through a rhythm of growth and development.

When children first come into a new classroom it is a bit like what happens when transplanting a perennial flower: they need some time to establish their roots and initially don't show a great deal of external growth. This first year in a classroom is when children are exploring their environment and making sense of their new community.

During their second year, children are more established and, like perennial flowers, they often show more growth and blossom a bit more. This is when children are experimenting in a learning space where they feel comfortable and established.

By their third year, children are the experts in their community. Similar to perennial flowers, children's growth becomes exponential and abundant. They truly blossom. The children who have benefited from a three-year cycle show what happens when they have had an opportunity to establish their roots, extend themselves, and then have the time and space to bloom in exciting new ways.

Evolving Roles

Because children in Montessori classrooms are with each other for a series of years, their learning community becomes a family. As they move through the years together, children get the opportunity to play the role of the youngest, middle, and oldest child, and experience the responsibilities and opportunities that come with those roles.

The younger children look up to their older peers, quickly learning through observation how to behave, what is acceptable, and even what to look forward to in terms of advanced work. The oldest in the class serve as mentors, leaders, and even teachers. As the older students master certain skills or materials, they have the opportunity to

share what they have learned and in the process are able to synthesize their learning. Through this mutually beneficial process, children move through the process of developing aspiration, building confidence, and demonstrating mastery.

Consistency of Community

By having a consistent community for at least three years, children are able to build a foundation that serves them in multiple ways. In addition to having time to gain mastery, children establish long-term relationships with their peers and the adults.

With their training and sensitivity to developmental needs, Montessori teachers understand individual children's learning styles, rhythms, and needs. They can tailor their presentations to the individual, recognizing where and how to help children stretch beyond their comfort zones. As a result, children are able to feel secure enough to take risks in their learning.

One of the additional benefits is that over the course of multiple years, a meaningful and supportive partnership develops between families and the Montessori guides. A consistent community provides support that empowers our children and families.

Zone of Proximal Development

The three-year cycles of Montessori mixed-age classrooms provide children with scaffolding to work in collaboration with a skilled teacher and more knowledgeable peers. Supportive learning environments allow children to make connections that they wouldn't necessarily be able to make on their own. Psychologist Lev Vygotsky called this scaffolding the "zone of proximal development." As children grow within their zone of proximal development, they develop more confidence and are able to practice new skills and abilities. They have social support through meaningful, purposeful interactions with others.

As children solidify their learning and consolidate their knowledge, they experience new possibilities for growth in a family-like learning community. This mixed-age experience is an essential component of what we do and our three-year cycles make it possible.

Musical Notes *by Morah Talia Zisook*

The children have been hard at work polishing their musical performances for our Chanukah concert. I was particularly impressed with the upper elementary girls teaming up with the lower elementary kids to develop creative choreography to go with the music. It's gonna be epic!!

Lilac Songs:

5 Little Latkes

5 little latkes sizzling in a pan
One jumped up and yelled,
"Catch me if you can!"
So he jumped, and he ran, all around the kitchen floor, and when I turned around, he ran right out the door. Oh no!

(repeat with 4, 3, 2, 1, and no little latkes)...

Ner Li

Ner li, Ner li, Ner li dakik
Ba'Chanukah, Neri adlik.
Ba'Chanukah, Neri Yair. Ba'Chanukah, shirim ashir (X2).

Dreidel

Verse 1: I have a little dreidel, I made it out of clay, and when it's dry and ready, oh dreidel I shall play.

Chorus: Oh dreidel, dreidel, dreidel,
I made it out of clay,
And when it's dry and ready,
Oh dreidel I shall play.

Verse 2: I have a little dreidel,
So I can fool the Greeks.
I'm really learning Torah,
I play dreidel when they peek.

Chorus...

Daisy Songs:

Antiochus (TTTO Adon Olam)

Antiochus, the wicked king

He did to the Jews a terrible thing

He made the holy Beis Hamikdash unclean

And besides, he was so mean.

That's not fair, the Maccabim did say.

And with Hashem's help, they scared him away.

They found a little oil, it was a sight—

The oil burned for eight days and nights!

We Come in the Name of Hashem

They are very, very, very big

And we are very, very, very small

They have many, many weapons

And we have hardly any at all.

But we come in the name of Hashem, we come in the name of Hashem, we come in the name of Hashem,

Hashem will help us win this war.

Banu Choshech L'garesh

Banu choshech l'garesh

B'yadeinu or va'aish.

Kol echad hu or katan

V'kulanu or eitan

Sura choshech al ha'schor.

Sura, mi'pnei ha'or (X2)

Elementary Songs

Al Hanissim

Al hanissim, v'al ha'purkan, v'al ha'gevuros, v'al ha'teshuos, v'al ha'milchamos she'asisa l'avoseinu,
ba'yamim ha'heim ba'zman ha'zeh.

Sevivon

Sevivon, sov sov sov

Chanukah, hu chag tov

Chanukah, hu chag tov

Sevivon, sov sov sov.

Chag Simcha hu la'am,

Nes gadol haya sham.

Nes gadol haya sham,

Chag Simcha hu la'am.

Oh Chanukah

Oh Chanukah, oh Chanukah

Come light the Menora.

Let's have a party, we'll all dance the Hora.

Gather round the table, we'll give you a treat:

Dreidels to play with and latkes to eat.

And while we are playing, the candles are burning low:

One for each night, they shed a sweet light, to remind us of days long ago (X2).

Light Up the Nights

1-2-3-4-5-6-7-8

Light up the nights!

The candles burning bright

On the Festival of Lights

Here on Chanukah.

Our nation as a whole

Can reach a common goal

See the fire in our soul

The light of Chanukah.

May this Chanukah be one of revealed light, joy and miracles for the entire Jewish people.

💖, Morah Talia