



# DIVREI YOSEF

דברי יוסף  
Volume 21, Issue 12

**DELUXE EDITION!**

**Candle lighting : 4:12 PM**

**Havdalah: 5:12 PM**

כ' כסלו תשפ"ב

**November 24, 2021**

**243 E. FRISCH COURT, PARAMUS, NJ 07652**

## IMPORTANT DATES

- Nov 23:** 1st Grade Trip (Society of Illustrators)
- Nov 24:** 2:00 pm Dismissal / PTO Bake Sale
- Nov 25-26:** Thanksgiving break- NO SESSIONS
- Nov 28:** 1st night of Chanukah
- Nov 29:** Olive oil press (Early childhood)
- Nov 29:** Dedication of Oma's OT Room
- Nov 30:** 4th & 5th Grade Extreme Energy Chanukah night out (6:00pm-7:30pm)
- Nov 29-Dec 2:** ALL SCHOOL 3:30 pm dismissal (aftercare till 4:30pm)
- Dec 6:** No Sessions (Chanukah Break)
- Dec 7:** 5th Grade Mini Mishmar (pickup at 4:30pm)
- Dec 8:** 3A Mesibat Rashi (5:30pm -6:30pm)
- Dec 11:** Book Club
- Dec 13:** Middle School Open House
- Dec 14:** Asarah B'Tevet 2:00pm dismissal (aftercare till 4:30pm)
- Dec 15:** 3B Mesibat Rashi (5:30pm-6:30pm)
- Dec 21:** Adult Education
- Dec 24:** BPY Family Day (8:15pm-12:00pm)

FAMILIES CAN DEDICATE A DAY OF LEARNING IN MEMORY OF A LOVED ONE, IN HONOR OF A SPECIAL OCCASION, OR IN THE MERIT OF A SPEEDY RECOVERY THROUGH OUR PARNAS HAYOM PROGRAM. FOR MORE INFORMATION REGARDING THIS AND OTHER SPONSORSHIP OPPORTUNITIES, PLEASE CONTACT DEVELOPMENT AT [GIVING@BENPORATYOSEF.ORG](mailto:giving@benporatyosef.org) OR VISIT OUR WEBSITE [WWW.BENPORATYOSEF.ORG](http://WWW.BENPORATYOSEF.ORG)

**Re-enrollment forms for 2022-2023 will be sent out the week of November 29th and will be due December 15.**

REMINDER! Please remember to submit your Scrip order by the 1st or the 15th of the month. Please note that we have revised our vendor list. For more information, please contact Ruth Wiseman in the business office at [ruthwiseman@benporatyosef.org](mailto:ruthwiseman@benporatyosef.org)  
Thank you!

## Mazal Tov/ Mabrook

Mazal tov and Mabrook to Al and Bita Shoshany on the birth of a baby boy!

## Parnas HaYom | Dedicate a Day of Learning

**11.24:** Day of learning is sponsored by the BPY Family for a Refuah Sheleimah for Itzhak Ben Esther יצחק בן אסתר

**11.24:** Dedicated by the Ginsburg Family

l'ilui nishmat Rivka bat Avraham, Diana Ginsburg, mother of Jeremy Ginsburg and grandmother of Adiella (7), Kira (4), and Zeke (1)

**PARASHAT YAVESHEV  
BY RABBI ZUCKER  
HEAD OF SCHOOL**

This week we have the privilege of reading parashat VaYeshev - the beginning of the narrative of Yosef and his brothers. The Torah tells us of the two dreams that Yosef had. First, he dreamt that he and his brothers were working in the field gathering sheaves; his sheaf stood tall, and the other sheaves bowed to his sheaf. Then, he dreamt that the sun, the moon, and eleven stars bowed to him. There are some glaring questions that emerge from this narrative. Why two different dreams with a seemingly similar theme? Why are the parents absent in the first dream? How can stars be made to appear as bowing down when they are mere dots of light in the sky? How can the moon - as representing Yosef's mother Rachel - be present in the dream when Rachel had already passed on?

I believe that the central idea of the first dream is not the brothers themselves or Yosef himself; rather, it is the fruits of labor of the brothers and those of Yosef. The dream showed that the physical endeavors of the brothers will be subservient and secondary to those of Yosef. The brothers had taken upon themselves the physical labors of the family; they were the ones shepherding the flocks and procuring food when needed. The parents were not involved in this, and therefore it was only the brothers who appeared in the first dream.

I think that the central idea of the second dream is the spiritual leadership of the entire family. The sun, the moon, and the stars were said to be bowing to Yosef by lowering their position in the heavens in deference to him. The family unit as a spiritual entity included Rachel even though she was no longer physically present, and therefore she is represented in the dream. Yosef dreamt that one day he would assume the mantel of the spiritual destiny of Bnei Yisrael.

And now we can understand why there were two dreams. The first led to the second. That is, Yosef had to be the physical leader first, and that facilitated his spiritual leadership. In fact, that is exactly what happened. Yosef ruled over the land, and when the time came, he set up the structure of Bnei Yisrael so that their future of avodat HaShem could be secured.

At BPY, we learn daily how important it is that our engagement in the physical world around us serves as a means to a meaningful life of avodat HaShem always. Shabbat Shalom!

**Parashah Corner** פינת הפרשה

**Questions to ask your children about parashat hashavua on Shabbat**

**By: Rav Acoca - Any questions or comments please email Rav Acoca**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. What is the name of this week's Parashah?</li> <li>2. Where did Yaakov live?</li> <li>3. What did Yosef do?</li> <li>4. Whom did Yaakov like best out of all his sons?</li> <li>5. How did the brothers feel about that?</li> <li>6. How many dreams did Yosef dream?</li> <li>7. What was the first dream Yosef had?</li> <li>8. What was the second dream?</li> <li>9. How did the brothers feel?</li> <li>10. Why were they upset?</li> <li>11. Did those dreams come true?</li> <li>12. Where did the brothers put Yosef?</li> <li>13. Where did Yosef find himself?</li> <li>14. Who was in charge of Yosef in Mitzrayim?</li> </ol> | <ol style="list-style-type: none"> <li>1. When Yaakov returned home to Eretz Yisrael, what did he want to do? What was Hashem's response to Yaakov?</li> <li>2. How old was Yosef at the beginning of the parashah?</li> <li>3. What did Yaakov give to Yosef?</li> <li>4. What was Yosef's first dream?</li> <li>5. What was Yosef's second dream?</li> <li>6. How did the Shevatim feel about Yosef?</li> <li>7. Where did the Shevatim go to shepherd sheep?</li> <li>8. What job did Yaakov give to Yosef?</li> <li>9. What was the first thing the Shevatim wanted to do to Yosef when they saw him from a distance?</li> <li>10. What did Reuven say they shouldn't do?</li> <li>11. What was inside the pit into which they threw Yosef?</li> <li>12. What did Yehudah say they should do with Yosef?</li> <li>13. How could the Shevatim have done something that seems so horrible?</li> <li>14. What was Reuven's reaction when he returned and saw what happened?</li> <li>15. What did the Shevatim show Yaakov?</li> </ol> |
|---|---|

**Parashah Answers**

1. Yaveshiv 2. In Eretz Canaan 3. He did not speak nicely about his brothers' 4. Yosef 5. They were jealous 6. 2 7. That Yosef and his brothers were gathering wheat and that the brothers wheat bundles bowed down to Yosef's wheat bundle 8. That the sun, the moon and 11 stars were bowing down to Yosef 9. They were upset 10. Because they thought that Yosef was hinting to them that they will bow down to him 11. Yes 12. In a pit 13. In Mitzrayim (Egypt) 14. Potiphar

1. Yaakov wanted to settle down and rest after so many difficulties. He had already struggled with Esav, Lavan, Dinah, and the death of Rachel. Hashem responded that the time for rest is in Olam Haba. Hashem sent Yaakov the difficult test involving Yosef, 2. 17 years old. 3. The special striped robe. 4. He dreamed that the Shevatim (brothers of Yosef) were all bundling stalks of grain in the field. All of the stalks bowed down to Yosef's stalk. 5. The sun, the moon, and 11 stars bowed down to Yosef. The 11 stars represented his 11 brothers. 6. They were jealous of Yosef. 7. To Shechem (by Yaveshiv). 8. Yaakov told Yosef to go and check on the Shevatim and the Shevatim were all bundling stalks of grain in the field. All of the stalks bowed down to Yosef's stalk. 9. They wanted to kill him. 10. Reuven said they shouldn't kill Yosef directly. Instead they should throw him into a pit. Reuven secretly was trying to save Yosef's life. 11. It had snakes and scorpions. Yosef miraculously survived. 12. They should tell him 13. They thought Yosef was trying to remove them from Klal Yisrael, similar to what happened to yishmael and Esav. They therefore made a Beit Din (court case) and decided that Yosef was wrong and must be sent away. 14. He tore his clothing and was extremely sad and upset. 15. Yosef's torn Ketonet Passim

## EARLY CHILDHOOD KINDERGARTEN B

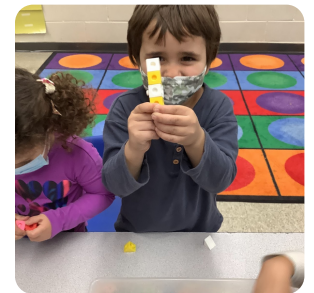
Inspired by the olive oil the Jewish people used to light the Menorah in the Beit Hamikdash we began exploring the properties of oil. We were shown several liquids: dish soap, Purel, milk, and water. Our Morot asked us what we thought would happen if we combined all of the liquids into one container. As we added each layer, we noticed that the liquids did not mix; in fact they layered on top of each other! The soap sank all the way to the bottom, while the water sat on the top layer. We learned that the denser the liquid, or the heavier it is, the faster it will fall.

Then we had to get to work to see this in action! We had a blast using oil pastels and watercolors to see how water and oil do not mix, but rather resist each other. We continued our exploration of the properties of liquids as we began to create our chanukiot. We took paint and diluted it with a mixture of soap and water. We layered the different colors of paint into a cup and then used a special flip method to pour it over the wood. We had a blast watching how the liquids interacted to create bubbles and marble effects on our chanukiah base. Now The Gan Ilanot Scientists are ready to celebrate the Festival of Lights!



## EARLY CHILDHOOD NURSERY A

The mathematicians in Gan Parparim were hard at work this week, counting, number matching and patterning. Thanksgiving and Chanukah are coming up at almost the same time? No issue for these little problem solvers! They did it all, learning so much along the way!



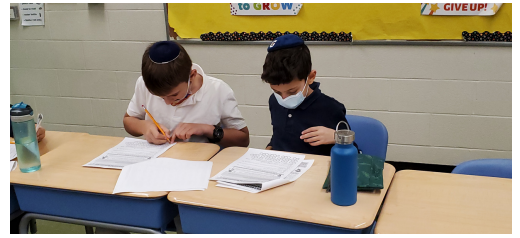
## 3RD GRADE FIELD TRIP

Students attended a customized planetarium show at Liberty Science Center to enrich their understanding of the moon phases and upcoming lunar eclipse. Following observations of the moon's changing shape, our third graders figured out that the shape of the moon changes in a pattern. They used models of the sun, moon and earth to help figure out the patterns and how a lunar eclipse works. Students enjoyed the day at the Science Center, also learning about energy, animals, microbes, and lots of other cool science activities.



## 4TH GRADE

The fourth graders were called upon to solve the mystery of the missing turkeys. The children worked in groups as detectives to find out who was responsible. They used many skills to solve the case, including reading comprehension, spelling, parts of speech, cause and effect, character traits, and critical thinking. The students were engaged in the mystery and were successful in finding the culprit.



## 5TH GRADE

Last week, 5th grade participated in a hands on educational program about **קבלת מצוות**.

The students learned about the **מצוות** they will accept and take responsibility for in anticipation of when they reach the age of Bar/Bat Mitzvah.

Morah Adi taught the girls the beauty and importance behind the mitzvah of **הדלקת נרות**, lighting the Shabbat candles. They discovered that Sarah Imenu's Shabbat candles miraculously burned all week from one Shabbat to the next!

The girls painted and decorated their own **סדר הדלקת נרות** which they can use every Shabbat to say the Beracha on the candles.

Rav Acoca introduced the mitzvah of **ציצית** and explained the meaning behind the types and number of knots in the **ציצית** strings. The order and number of knots on each string represent the name of HaShem.

The boys were given their own **ציצית** and strings and learned how to tie the **ציצית**. They were so proud of their accomplishment!

The culmination of the program was the mitzvah of **הפרשת חלה**, separating part of the dough. During the time of the Bet Hamikdash, the Cohanim received the dough, but today we burn the dough because there is no Mikdash.

The students made the beracha of **הפרשת חלה**, together and then proceeded to braid their own **חלות**.

At the end of the day, students had a yummy treat to take home along with the knowledge of the **מצוות**!

Thank you to the whole 5th grade team for such an amazing program!  
Appreciation to Morah Syma and Morah Deborah for their help!

# MIDDLE SCHOOL HUMANITIES



In middle school, the Humanities department consists of ELA (reading and writing instruction) as well as History. The History curriculum consists of a year of study of Ancient Civilizations followed by two years of American History. In ELA, students build upon the strong foundations developed in elementary school. They learn to hone their craft by studying literary works and the authors' crafts, and they practice and apply those tools to their own writing. We utilize a combination of class novels which are used as mentor texts as well as independent choices for book club books, which allow students to apply their skills on leveled texts. As often as possible, teachers create cross curricular connections so that students can reinforce and internalize how the humanities are interconnected. Students reflect regularly on the note taking tools they are using, and their effectiveness. The students are given a plethora of opportunities to work collaboratively on projects and class work, thus developing their cooperative learning skills. There are also countless opportunities to demonstrate their learning in creative ways throughout the year. Our aim is to help students discover that there is power in their words and that when studying history and literature they have the responsibility to analyze the messages taught so that they can make a difference.

In 6th grade, students are gradually introduced to the expectations of middle school. Through modeling, discussions and exploration, students interact with history and the world at large. Students are introduced to the new technology applications and use them as well as interactive games and open ended discussions to enhance their learning and synthesize the material taught. While studying the Stone Age, Nearpod is used to engage the students and allow them to connect and interact with history. A Long Walk to Water, which is used as a mentor text, is a great vehicle for practicing jotting and leads to in depth conversations about the text and author's craft (such as show don't tell, word choice), which ultimately raise awareness about water scarcity in other countries. Students are taught to use the power paragraph structure to give them a clear structure to analyze and reflect on what they have read.

In 7th grade, the students are engaged in a fascinating study of Dystopian literature. The Giver, by Lois Lowry, describes a Utopia that went awry. Through the eyes of the Giver, the students discover the importance of remembering our past and allowing it to help guide our future decisions. The students were fascinated to discover in History class that when Philadelphia was colonized, it was supposed to be a utopia based on Quaker beliefs. Just as the utopia in the Giver had its pitfalls, there were issues with William Penn's version of an ideal society. Students discover that literature and history are often intermingled and the lessons we can learn from studying our past are often woven into the literature of the time.

By the time students enter 8th grade, they have developed strong communication skills and are able to use their writing to eloquently reflect on literary pieces and critically analyze what they have read. Through single paragraph responses to literature and longer at-home and in-school essays, students are preparing for high school. As students read Taylor's Roll of Thunder Hear My Cry they took note of the images and symbols that played prominent roles in the novel. They discussed central themes like the importance of standing up to injustice and the strength that strong family bonds bring to individuals. After they analyzed the impact that adverse life experiences have on characters' decisions, the students worked on creating arguments for a mock trial. Students practiced using textual evidence to help build their case. We cannot wait to hear them plead their case- we may have some future lawyers in the making!

Essential Questions, critical thinking skills, note taking skills and opportunities for collaboration drive how history is taught in 8th grade. For example, the students begin the year thinking about what a nation's responsibility is to her people after a crisis. The students use the Civil War as a vehicle to investigate this question. Through studying battles, famous people and thinking about why significant events occur, the students are able to draw out important themes and create connections between their learning and current events today. For example, upon recently reflecting on ways America needed to address healing from the effects of the Civil War, the students noticed that America and even the world faced similar challenges during the pandemic, a current crisis.

# BAR/BAT MITZVAH

Our BPY Bar/Bat Mitzvah program was a smashing success! The 7th grade boys met with Rav Aviv and Rav Ido and the 6th grade girls met with Morah Adi and Morah Dina for three separate sessions; two after school and one this past Motzai Shabbat. Both programs focused on mitzvot that are specific to this special time in their lives.

Our students started off at the first meeting by familiarizing themselves with each other, discovering the origin and meaning of their names and discovering their personal identities. We learned a midrash about the three names we are given; the name our parents gave us, the name our friends call us and the name that we acquire for ourselves in the community. We came to the conclusion that the best name is the one we acquire for ourselves in the community. We then decorated cookies with different color frostings and sprinkles by dividing our cookie into sections; each one representing one of four different "ingredients" that are identifying factors of who we are! The girls' second meeting was based on the Rashi describing the three miracles that occurred while Sarah Imeinu was alive; her Shabbat candles were lit from week to week, her challah remained fresh from week to week and Hashem's cloud rested daily over her tent. Our learning was in chavrutot and we focused on ways that we can bring berachah into our homes and families just like Sarah Imeinu did. The girls painted beautiful wooden "Hadlakat Nerot" signs with a personalized message on the back as gifts to their mothers on Erev Shabbat. The boys' second session dealt with honoring parents. We talked about the importance of honoring parents and even internalized the lesson through a game. Following the game, the students prepared a postcard with a greeting for the parents.

This past Motzai Shabbat, for our final Bar/Bat Mitzvah club meet, moms and grandmothers joined the girls, and dads joined the boys. The girls focused on the special mitzvah given to women of separating challah and making challah in honor of Shabbat and Yom Tov. The girls learned a Midrash, with their mothers, which discusses the unique tefillot and intention that a woman can have when she is kneading the challah dough. We learned how to braid challah in a number of ways, each made two beautiful challot and had an overall great time!

The boys dealt with the observance of the mitzvot. The students talked about the challenges of keeping mitzvot, and went through "stations" that were prepared for them in advance, in which they chose the mitzvot they wanted to keep, the mitzvot that were most difficult for them to keep, and finally a mitzvah they took on for their Bar Mitzvah. The session was concluded with a visit from a Sofer Stam who talked about the process of preparing tefillin and the parshiyot found in the tefillin. Both students and parents were captivated! At the end of the session, the students received a certificate of appreciation stating the mitzvah they are taking on. The sessions were very fulfilling and enriching! Overall, the Bar/Bat Mitzvah club was a smashing success; both educational, enriching and fun!

# 7TH GRADE HISTORY

The 7th grade is currently exploring the thirteen original colonies. After learning about Plymouth colony, the students brainstormed a list of what they have learned about Thanksgiving over the years, including symbols, customs and historical significance. The students then noted the details that our US History textbook included when describing Thanksgiving. According to our textbook, The Wampanoag Indians befriended the Pilgrims and taught them how to farm. After surviving a difficult winter, the Pilgrims invited the Wampanoag Indians to join them for a feast where they roasted turkeys and gave thanks. Then the students read a speech that was written by Wamsutta James who is a descendant of the Wampanoag. The speech was supposed to be read at the 350th anniversary of the first Thanksgiving. His speech was suppressed because of its content. This speech told a very different story about the relationship between the Wampanoag and the original colonists. We compared the two perspectives on Thanksgiving and discussed the importance of critically looking at the material presented in history texts. Are both sides presented? Who is writing the history? What primary sources can be studied to provide us with a complete understanding of the historical events? We can still enjoy this holiday that encourages hakarat hatov and appreciation, but we should also recognize how our colonization of America impacted others.



## STUDENT SPOTLIGHT

Leora Eisenberg, 2nd Grade , Monsey NY

In second grade, we are learning lots of cool things in math so far this year. We learned about place value, we learned how to add 3-digit numbers, and now we're finishing up learning how to subtract 3-digit numbers. Subtraction with regrouping was tricky at first, but we learned a poem to help us remember all of the steps! Math in second grade is really fun because we don't just do worksheets, but we play lots and lots of math games to practice what we are learning. My favorite game that we've played so far is called Scoot. We had to solve an addition problem and then when Morah Naava said, "scoot" we had to quickly move to a different spot and solve another math problem. It kept on going and going! I am excited to play more math games this year!

Leora Eisenberg is a second grader who really loves math! Some of Leora's favorite things about BPY are her teachers, getting the chance to read books with friends during partner reading, and that the learning is always fun!



## TRUMAN SCHOLARS

Congratulations to Kayla Drazen, Itai Grady, Liyora Marmar, and Annie Miller upon being nominated for the prestigious Truman Scholars Program. This program, established by The Tikvah Fund, is designed to develop the enhance the knowledge and leadership skills of a cadre of 7th grade students in select schools across the country. Students participate in seminars led by college professors and special guest lecturers on the integration of Jewish values and American ideals. We wish Kayla, Itai, Liyora, and Annie great success in this wonderful program!

## ART CORNER

The BPY students have been very busy at school creating works of art which celebrate the new season. Students are learning various Elements of Art such as composition, pattern, contrast, color scheme and value. They are having so much fun experiencing different mediums such as watercolor, oil pastels, markers, crayons and shading pencils.

1st and 2nd grade students have projects displayed illustrating Autumn leaves and Trees. Grade 3 learned about the Indian culture and the use of Mendi on hands used during important celebration. Grades 4 and 5 worked with watercolor to express the colors and landscapes seen during the Fall season.



# TEACHER SPOTLIGHT



## 5 Questions to Help you Get to Know Morah Sarah

### 1. The most important question first - how does one actually pronounce her last name?

Bear-Kiss. It's all about the umlaut that used to be over the a - Bärtges.

### 2. How did Mora Sarah's love of science lead her to a job in education?

Morah Sarah initially thought she wanted to be a scientist. While attending Barnard College, she spent 1 ½ years working in an internship at NASA on a project that used GIS satellite imagery to examine the carbon sequestration potential of alternative farming practices in the Hudson Valley. While the work was fascinating and enriching, a life-changing take away from that experience was Sarah's appreciation for her mentor on that project - Dr. Cynthia Rosenzweig, Dr. Rosezweg worked tirelessly as a NASA scientist running her department, yet still took the time out of her very full plate to provide Sarah with scores of corrections on her written work, conduct weekly meetings to discuss Sarah's research, and committed to teaching a Barnard class each semester due to her unwavering dedication in supporting the next generation of female scientists. Sarah experienced first hand how having a teacher who truly cares about your success as a student can make all the difference for your future. When Sarah graduated from college, she landed a neat summer gig running a STEM camp at Columbia Secondary School for Math, Science, and Engineering, for students who would have otherwise spent the summer sitting at home watching TV were it not for this free opportunity. It took no more than a minute for Sarah to realize that there was nothing more fulfilling than helping to inspire these students to find joy and curiosity about the world through engaging science and engineering learning. She firmly believes that everyone can love science, and if you ask her students how they feel about science class, you'll realize she's probably right.

### 3. Where can you find Morah Sarah during the day?

As the newly appointed Associate Principal of the Middle School, Morah Sarah is constantly on the move - stepping into classrooms for observations, meeting with teachers to work on professional development, or taking attendance in the morning. In addition, she is currently a three subject teacher, conducting energy experiments in the lab with during 7th grade science, discussing *The Giver* novel and paragraph writing in ELA (just for now), and providing enrichment opportunities to the students in 8th Algebra as they prepare for high school mathematics next year. However, she does have an office located on the 2nd floor of the building - the one with the windows looking out into the hallway so that she can "spy on the students as they dilly dally in the hallways.... You'll just hardly ever see her sitting there.

### 4. Why Morah Sarah will talk anyone and everyone's ear off about how amazing BPY is?

Morah Sarah never planned to leave the city where she grew up, until she visited BPY 7 years ago, while looking for a school for her eldest daughter. The moment Morah Sarah walked into the building and saw the trifecta of academic rigor, the Limudei Kodesh curriculum taught fully in Ivrit, and the warmth, love, and spirit that permeate the entire building, she knew that this was the school she had dreamed of for her children. But Morah Sarah was not content for her children to get the BPY experience; she wanted in too! Morah Sarah is beyond grateful to be part of this amazing community and to go to work each day not only to a job that she loves, but a job that she knows is vitally important in forming our community's next generation of scholars and leaders.

### 5. And now concluding with the 2nd most important question. How can you bribe Morah Sarah?

Coffee, chocolate, and earthworms.





# AFTER SCHOOL ADVENTURE CLUB

## 2nd Trimester



### MONDAY

**SOCCER (KINDERGARTEN-1ST) AND BASKETBALL (PRE-K)**

### TUESDAY

**SOCCER (2ND -4TH), YOGA (PK-K),CHOIR (2ND-4TH)**

### WEDNESDAY

**DANCE FITNESS (1ST-2ND ),CODE BREAKERS (4TH-5TH), BASKETBALL (KINDERGARTEN-1ST BOYS), BASKETBALL (2ND-3RD BOYS)**

### THURSDAY

**CHES (KINDERGARTEN-2ND), CHES (3RD-4TH),INTRODUCTION TO TZAHAL (3RD-5TH), BASKETBALL (KINDERGARTEN-1ST GIRLS), BASKETBALL (2ND-3RD GIRLS)**

### FRIDAY

**BASKETBALL (4TH-5TH GIRLS),BASKETBALL (4TH-5TH BOYS)**



## UPCOMING EVENTS

**MESIBAT TOSHTA**

We are delighted to invite you to your child's Mesibat Torah She Be'al Peh. We are celebrating the fact that Kita Gimel is learning Mishnah for their very first time!

We are also celebrating their introduction to Rashi's commentary and are excited for what lies ahead this year.

Doors open at 5:15 PM  
**3A DEC 8: 5:30 PM-6:30 PM**  
**3B DEC 15: 5:30 PM-6:30PM**

**In person at BPY**  
 Vaccine card must be presented or uploaded prior to the event  
 Everyone must be masked

BPY PTO PRESENTS

**4TH & 5TH GRADE**

**CHANUKAH NIGHT OUT**

**TUESDAY 11/30**

**THIRD NIGHT OF CHANUKAH**

**6:00 - 7:30 PM**

**XTREME ENERGY**

**250 S VAN BRUNT STREET, ENGLEWOOD**

MASKS & SOCKS REQUIRED  
 DON'T FORGET TO FILL OUT WAIVER IN ADVANCE  
 PLEASE NOTE WE WILL NOT BE SERVING DINNER

**Join the BPY Book Club**

Stimulating Discussions  
 BPY Parents, Grandparents and Friends  
 Meeting in-house and Zoom  
 Flexible Scheduling

Recent choices: Eleanor Oliphant is Completely Fine  
 A Gentleman in Moscow  
 Anxious People  
 Oona out of Order

Currently reading: One, Two, Three by L.Frankel for 12/11/21

Please contact Leebie Mallin  
 leebiemallin@gmail.com

Advertise and support our school! Contact Ruth Wiseman for details at [ruthwiseman@benporatyosef.org](mailto:ruthwiseman@benporatyosef.org)

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