The Time Sensitive ESTER

As of 2:00 P.M. today, there are 53 hours left (or 3180 minutes or 190,800 seconds) in the countdown to TSGW Chinese Auction #6. We really need ya’ll to be there with at least 3 people who are not Torah School parents or Board members.

Remember:

➢ This is our 2nd largest fundraiser.
➢ It is an enjoyable evening out.
➢ There are 0 speeches.

More Time-Related Stuff

Monday, Feb. 9 – Tu B’Shevat
Wednesday, Feb. 11 – Md. Science Center visits us.
Friday, Feb. 13 – End of Second Marking Period.
Sunday, Feb. 15 – Erev President’s Day – No Shiurim
Monday, Feb. 16 – President’s Day – No School
Tuesday, Feb. 17 – * A.M. Berachos Bees
                      * P.M. Berachos Bowl
                      * 10:00 A.M. - Conference sign-up sheets will be ready in the lobby.
Sunday, Feb. 22 - * 5th Grade Boys’ Siyum on Meseches Megillah at 10 A.M.
                      * Jewish Federation of Greater Washington’s Super Sunday.
                      See inside for details.
Tuesday, Feb. 24 – * 2:00 Dismissal
                      * No P.M. Day Care
                      * Evening Conferences
                      * Order Pizza for Wednesday
Wednesday, Feb. 25 – 10:00 Opening.
Sunday, March 1 - Girls’ Choir at Ring House at 10:30 A.M. Our young ladies should come dressed in Purim Costumes.
Sunday, March 8 – Boys’ Choir will make a guest appearance at the YGW Concert.

URGENT BULLETIN: There are 101 more days until the Chemdas point accumulation deadline.
Dear Parents,

As you may have noticed in recent ESTERs and from your home mailbox contents, we have a major fundraising event coming up on Sunday. It’s our Sixth Annual Chinese Auction at 7:00 P.M. on this Sunday. It’s also possible that you’ve heard that we really need your attendance and your shlepping along a bunch of friends, acquaintances, neighbors, Mahjong partners, golf partners, etc. We really hope to see you (and your group) at this event. Be prepared to have a super time, to hear no speeches, to spend money, and to (possibly) win outstanding prizes.

Our website, www.tsgw.org/auction, will continue to accept orders until midnight on Mo’tza’ei Shabbos, February 7. Please tell friends and family to visit the website if they are unable to attend the auction in person.

Highlight of the Week

This week’s very special highlight was Monday’s Chag HaChumash. Our first Graders celebrated their entrée into textual Talmud Torah in grand fashion. First, we thank Rabbi Kreiser for his inspiring presentation to our youngsters. He shared with us a story about his father and HaRav Shmuel Berenbaum, Z’L (whose first Yahrzeit just passed). They had learned together in Baranovich under HaRav Elchonon Wasserman, Z’T’L, and Rav Berenbaum had a Sefer no one else could afford. Years later, Rav Berenbaum told Rabbi Kreiser’s father that his mother had sold whatever jewelry she owned to enable her son to have this Sefer. The message, obviously, was of total commitment and dedication to Torah. Next, the boys and girls were thrilled to receive their Torah School edition of Parashas Bereishees which was printed in memory of my parents, Z’L, who dedicated their lives to teaching Torah. (Editor’s Note: There is nothing new about the text itself – it’s the same one we’ve been using for 3,321 years.) After each child was handed his/her own Chumash, all the kids treated us to a recitation and translation of Possuk Alef in Bereishees. Upon the return to classrooms, there were a series of beautiful activities and treats for our budding scholars. One project was learning and practicing the trade of a scribe. Each youngster was given a real piece of parchment, a quill, and ink used for Sifrei Kodesh in order to write the first letters of their names in Hebrew. Many thanks to Rabbi Malka for lending us his quills and for supplying the parchment and ink. He also sent us four columns from a Sefer Torah which was Pasul. It contained Az Yashir, and the kids were able to:

- see the special way the Shirah is written.
- identify the unique way letters are written in a Sefer Torah. In particular, we focused on ב, נ, ת, נ.
- figure out why this Torah was unfit for use.

We owe a great debt of Hakaras HaTov to Rabbi Feldman, Mrs. Mendlowitz, and to all of you for the Hislahavus evident in our youngsters and to the following for their help and involvement: Miss Devorah Stimler and Mrs. Michelle Swartz and to Ms. Griffin for her continued support and cooperation. May the sweetness and excitement of Torah always be “tasted” and felt by these wonderful children, and may we all see continued Nachas Shel Torah from them. Wouldn’t it be amazing if all
of us had the same sparkle in our eyes for each Possuk in Torah?!

Looking for a “Super Sunday”
The Jewish Federation of Greater Washington’s SUPER SUNDAY is only 16 days away. In spite of its familiar-sounding title, this is not a major sports competition. Rather, it is the day when our entire community gathers together to raise critical funds for local and international Jewish needs with a special focus on Jewish education and Eretz Yisrael. As we are major beneficiaries of Federation’s generosity and because they support so many worthy causes, we ask everybody to join us in volunteering on –

Sunday, February 22 at the
Jewish Community Center in
Rockville (or D.C. or Northern Va).
HELP:
- Support local Jewish education.
- Local charities.
- Eretz Yisrael.
- International Jewish needs.

This year everybody’s involvement is more crucial than ever before. When you register, please make sure to indicate that you’re from the Torah School.

Attached today:
- All sorts of interesting stuff.
- Classroom Close-ups by Rabbi Biberfeld.
- Chosen Words
- Ooros LaTefillah
- Pictures of 6B and 1B working together

- A flyer about the Capitol Area Food Drive boxes in our lobby.

We wish a heartfelt Mazel Tov to:
- Rochel and Dan Rabinowitz, Yehudis, Avigayil, Batsheva, Meir, Mrs. Linda Rishe, the Gewirtz and Schwartz clans, and their entire family upon the birth of a boy.
- Yaakov Edinger, his parents, Shlomit and Binyamin, Chana, Doniel, Eitan, Hadassah, Ne’ima, the Frankels, and his entire family upon his becoming a Bar Mitzvah.

May they continue to be blessed with Simachos.

More Calendar Stuff
(in addition to what’s on the cover page)

Sunday, February 8
- 5th/6th Shiurim.
- TSGW 6th Annual Chinese Auction

Monday, February 9
- Tu B’Shevat.

Tuesday, Wednesday, and Thursday, February 10, 11, and 12
- Full post-3:30 line-up.

Wednesday, February 11
- Nut House Pizza. Thanks for this week to many faculty members.

Library Schedule
Library Week B which was supposed to happen on Monday, February 9 will be moved to Wednesday, February 18.

A Tremendous Loss to the K’lal
We regret to report the passing of HaRav Noach Weinberg, ZTL. He was THE pioneer in the Kiruv movement and the founder and the lifesource of Aish HaTorah. His impact...
is felt globally by countless thousands of people, and his Talmidim continue to carry the responsibility with which he charged them. May he intercede on behalf of the people he loved so dearly, and may we all know no more sorrow.

**Todah**

Many thanks to:
- Adrienne Rosenthal for covering the front desk on Sunday.
- All who shlepped auction stuff to Beth Sholom yesterday.

**Some Classroom Doings**

- Study of Berachos permeates our classrooms and halls and, hopefully, all households are seeing renewed care with pre-and post-eating Blessings.
- KB/G made the traditional bird feeders for Shabbas Shirah. The following excerpt from The Book of Our Heritage explains the reasons for this Minhag:

> The Torah portion which is read on this Shabbos contains the account of the manna which sustained Israel in the wilderness. Daily, the Israelites gathered manna in its prescribed measure, and on Friday they were instructed to gather a double measure, since no manna would fall on Shabbos. We are told, however, that on the seventh day, some of the people went forth to gather, but they found none (Shemos 16:27). The Rabbis explain that those who went forth to gather the manna on Shabbos did so with evil intention, for they knew that the manna would not fall on Shabbos, as Moshe had said so. Wanting to discredit Moshe in the eyes of the people, they went out during the night and scattered some of their leftover manna in the fields, intending to gather it in the morning and bring it into the camp before all Israel, hoping that the people would accuse Moshe of deceit and falsehood.

> In the morning, they went into the fields to gather the manna, but there was none to be found! Where was the manna which they had scattered? The birds had come and gathered it, vindicating Moshe’s words and causing the Shabbos to be sanctified among the people. The birds are therefore “deserving” of reward, which is granted to them on the Shabbos when we recount their “righteousness” – Parashas Beshalach.

> Others maintain that they receive reward for the songs which they voice to G-d when they chirp daily. It is fitting to reward them for their song on the Shabbos when we recall our own song – Shabbos Shirah.

> Based upon Ramban, Sefer Ha Chinuch, and other Rishonim the goal here is not to make the birds feel appreciated. Obviously, they feel nothing. Rather, it is to train ourselves to feel and express HaKaras HaTov under all circumstances to all people who benefit us and, of course, to Hashem.

> It is important to note that we must put the bread out before Shabbos – not on Shabbos itself (Mishnah Berurah 324:11:31).

- 3G had a very exciting Siyum for Parashas Chayei Sarah. In recognition of the ever-fresh bread baked in the tents of Rivkah Imeinu and Sarah Imeinu, they baked (hopefully) fresh Challah. In the process, they learned about the laws of separation of Challah and made plaques, for their mothers, with the applicable Berachah and Tefillah.

- 4B celebrated, on Wednesday, their completion of Parashas VaYeishev (which occurred a few weeks ago).

- All classes continued their focus on the Middah of Emes. They learned that exaggeration is a form of lying and were working on repeating information as accurately as possible.

- Parshathon $ is starting to come in. Please remember that all pledges need to be collected and in our office by February 23.

- 6B/B have been participating in Masmid Govoha for the past five weeks. This is a national program where the Talmidim are encouraged and motivated to use out-of-school time for voluntary Talmud Torah. So far, they have cumulatively learned 15,100 minutes. (That is over 251 hours.) Wow!

- On Tuesday, Rabbi Biberfeld’s 6B began a project with Rabbi Feldman’s 1B where they helped the First Graders with their Ke’ri’ah work. It was a beautiful sight to behold. Mrs. Dunkin’s 3G actually started, last year, reading to Ms. Griffin’s 1G, and it has been working in outstanding fashion, with many side benefits.
★ KB/G made a Go Dag (fish) game to review the colors Cachol and Segol, designed an Ff game to practice these letters, read about, wrote about, sorted, and drew animals, and steadily improved their decoding skills and increased their knowledge of sight words.
★ 1B/G made silhouettes for their theme of shadows, made geometric snowflakes, and created paper globes as they learned about the sun and the earth.
★ 1B/G learned about Gedolim and their extraordinary love for dedication to Talmud Torah.
★ 2B/G learned (in a fantasy story) about cows/ducks going on strike and a neutral party attempting to settle the conflict. This was their political discussion for the week.
★ 2G have sizably increased their bank of Shoroshim and their ability to apply this knowledge, as they continue in Parashas Lech Lecha and with their Ivrit work.
★ 3B performed their Trickster Tales for 1B (another example of collaboration between grades), are “acing” multiplication, and are working on their country reports.
★ 3G finished simple machines, wrote friendship essays, prepared for next week’s puppet shows, and started their booklets on continents.
★ 4B received their “published” creative writing books, and they look terrific. They’re also delving deeply into two digit multiplication. In Chumash, they spoke about dealing with things when they go wrong, and, in Mishnah, they learned about making our Tefillos fresh and refreshing.
★ 4G learned about “point of view” in writing from their reading of the wolf’s perspective in the classic story of the “Three Little Pigs”. They then wrote their own unique and creative viewpoints about stories they had read. They also had a fun Siyum on Parashas VaYeishev.
★ 5B have learned, in Mishnah, about the #’s of Aliyos that we have on different occasions (7, 6, 5, 4, or 3).
★ 6B/B have played a rock cycle game for review and are tackling order of operations in math. In Gemarrah, they’ve discovered how things become “ready” to become Tamei and learned, in Chumash, that the Torah’s concept of an Eved is not our idea of cruel slavery.
★ 6G are into volcanoes and their “Ring of Fire”, have simplified fractions, have converted fractions to decimals and vice versa, have become experts on Latin America, are finalizing their biography book reports, and wrote fascinating essays about their rooms at home.

YOU CAN STILL SIGN UP FOR  

Good Shabbos!

Sincerely,

Rabbi Yitzchak Charner
Headmaster
Berechah of the week:
Berechah #8 - "Health and Healing"
In this Berechah, we ask Hashem to heal us from any disease, sickness, or pain we may have. It is a recognition that G-d is the ultimate healer. Although we do go to doctors and take medications, we must realize that they are merely “agents” of the A-mighty to nurse us back to full health.

There was a famous Dr. Wallach in Yerushalayim who used to recite Tehillim for his patients as they were taken to surgery. This was indicative of Dr. Wallach’s full recognition of the role of a doctor, and it must also be the perspective of all patients.

To remind us of this, Shulchan Aruch Orach Chaim 230:4 (based upon Mishnah Berurah 230:4:6) tells us that we must say the following prayer before taking medicine:

"והי רצון מלפכד וראכיה שלח ואס סך זה ל
лепומא כ רפא חוס אהת라.

"May it be your will, Hashem, that this action should be healing for me because you heal for no pay."

Immediately after taking the medicine we say:

"ברוך רפא חולים"

"Blessed is He who heals the sick."

In the last issue (#13), we spoke about including personal requests in the 13 middle blessings of Shemones Esrei. In this Berechah, we can pray for those who are sick and need G-d’s help to recover. In fact, the text of such a prayer can be found in most Siddurim. All we have to do is say this standard format and insert the names of those who are ill in the correct spot. This short Tefillah is inserted just prior to the words: ‘לך מלך...

Chazal tell us that one who prays that others should be blessed with something that he himself needs will be answered first. Let us use this opportunity to request healing for others. We can, thereby, merit that we will maintain our health and/or be healed. In particular, we should Daven for the Israeli soldiers who have been injured as they have defended our people.
Super Sunday 2009
Building Community Together

Each year our community gathers on Super Sunday to raise critical funds that address our community’s needs locally, in Israel, and around the world.

ANSWER THE CALL

February 22, 2009
- JCC of Greater Washington 9:30 a.m. - 3:30 p.m.
- JCC of Northern Virginia 9:30 a.m. - 3:30 p.m.
- Washington DC JCC 1:00 p.m. - 5:30 p.m.

FOR MORE INFORMATION (301) 230-7286
www.supersunday2009.org

Super Sunday Co-Chairs: Debby and Josh Rales, Tina Small
MD Vice Chairs: Kerry Iris, Joanne Spielman
VA Vice Chairs: Miriam Berkowitz, Stan Levin
DC Vice Chairs: Eva Davis, Orit Frenkel, Amos Hochstein
It is interesting to note that the preparation for the second set of Luchos was the same as for the first set. Once again, Moshe was required to abstain from physical satisfaction in order to study the Torah for forty days and nights. Why? Ramban explains that the second set of Luchos required a second preparation period because what Moshe had learned previously did not “apply” to these Luchos. We might wonder: If Moshe had known the Torah well enough to present it to Klal Yisroel the first time, why would he need another forty days to qualify for giving the second set of Luchos?

Horav Mordechai Gifter, Zt”l explained that Torah’s true essence is above human understanding. Thus, when Hashem gave us the Torah, it was given on a level commensurate with our degree of comprehension. When Klal Yisroel was originally about to receive the Torah, they were on a high level of Kedushah, holiness. Accordingly, they would have received the Torah on this level. This all changed when they sinned with the Golden Calf and their spiritual level plummeted. They now would have to receive the Torah on a much lower level of understanding. Therefore, Moshe was now charged with teaching the Torah to them on a “reduced” level because they could not relate to anything higher. To guarantee that Moshe would teach them the Torah on their new, diminished level, it was necessary that he relearn the Torah on a level of understanding commensurate with Klal Yisroel’s newly adjusted level of comprehension. This was not due to any shortcoming on Moshe’s part. Rather, it was to ensure that Klal Yisroel received the Torah on their level of understanding.

We may add a compelling lesson to be derived from Rav Gifter’s thoughts. The Rebbi/teacher must prepare and teach according to the students’ levels of understanding and expertise. A teacher should not teach just to hear himself speak. His goal is to teach and reach his students, and his teaching should be oriented toward achieving this.

(The above thought was taken from Peninim on the Torah by Rabbi A.L. Scheinbaum, Vol. 12.)

In the world of education, Differentiated Instruction is one answer to reaching the individual needs of all students in a classroom. Differentiated Instruction offers a variety of teaching approaches so that the gifted, as well as the challenged, students are given the opportunity to learn in a most efficient and level-appropriate manner. Differentiated
Instruction incorporates direct instruction by the teacher with small groups of students, sometimes based on skill level or other individual differences, while other students are working independently and/or cooperatively.

In my classroom, I have incorporated this design in the following manner. I first clarified the goals I wanted to reach with my Talmidim. This included academic goals, such as becoming proficient in Gemarrah learning. Students would become familiar with classic Gemarrah structure and begin to anticipate and figure out the Gemarrah on their own. I wanted them to believe in themselves and view themselves as “Gemarrah learners.” Studying Talmud can be an overwhelming endeavor. After all, there are hundreds of “foreign” words that need to be translated! I use a variety of exercises to build up vocabulary. Flash cards of high frequency words, fill-in linear translation sheets and vocabulary lists have proven to the Talmidim that they can really know a host of Gemarrah words. Slowly, but surely, they can translate most of the words of new sections of Gemarrah that they have never even seen before!

Understanding the step-by-step approach and fully comprehending the issues that the Gemarrah is presenting is the other challenge. By providing the neccessary support through guided question sheets, the Talmid is able work his way through a new Gemarrah (that the Rebbi has not yet taught) and answer questions independently.

With the above in place, Differentiated Instruction can now go into action. We’ve coined this special learning time with the title “I.T.L.,” Independent Learning Time. The boys are given the support material, I remind them of the ITL rules (these are: (1) moving in a timely fashion to their designated tables, (2) making sure they have the necessary materials and (3) keeping their voice level to a “1-2 foot volume”), and off we go. The groups, which have been preset, now form and begin learning independently. I then determine which group’s or individual’s turn it is for me to learn with them. It is the most wonderful opportunity to get to know and learn with the students one-on-one. Points of the Gemarrah which I thought were clear, but which the student had yet to understand, surface. I am able to hone in on the areas of strength and/or weakness of each student. The weaker student gains reinforcement, clarity and understanding. For more able students, I use the occasion to advance their skills. We’ve learned Rashi, Tosafos and/or other Meforshim.

ITL is usually put into practice two or three times a week. It is truly a new experience and a work in process. I continue to think about different ways of implementing the differentiation. I constantly use the feedback from my students to modify, adjust and change how best to work with them.
This is what the boys feel about ITL...

Aron Tzvi V. - I like ITL because I can go at my own pace. I can also choose with whom I work. It makes it easier to remember the material I learn.

Yaakov F. - I like ITL because it gives you the challenge to learn with a *chavrusa* and build up your learning skills.

Yoni F. - I think ITL is really great! It helps me understand the *Gemarrah* more. It is also fun working with a *chavrusa*. Thank you for letting us do ITL.

Meir K. - I feel ITL is great! I like learning with a *chavrusa* which makes the learning more challenging, and that is something I enjoy.

Shlomo Yaakov D. - I think ITL is lots of fun! It helps me learn better when I learn with a *chavrusa*. ITL makes you part of the learning.

Levi Yitzchok M. - I think that ITL gives you a chance to learn, have fun, and get to know your classmates better. I find that learning with a *chavrusa* enhances my learning because I have to pay attention to him.

Menachem E. - I like ITL because you get to learn with another person, and it is very challenging to do the work on your own.

Aharon L. - I think ITL is a great program. Here are some of my reasons. I think it’s great that kids get to work together and try to understand something they never learned before. I feel this helps kids know how to learn on their own. I think it also helps kids learn how to work together. My last reason is that kids have to pay attention if they are working with a specific person, and that way we learn more. I really like ITL, it is fun.

Jacob N. - I think ITL is important because, if person one does not know some information, person two might know it. Also, sometimes person two might not know some information, but person one does. This way, a lot more work can be accomplished.

Some comments from previous year’s students:

- I like learning in a group setting. It provides a good change and excitement for learning.

- I like being able to try learning new *Sugyas* by myself.

- When *Rebbi* explains the questions directly to me, I understand them much better.
Personal Growth

**Education That Sticks**

*Every parent has ideas about what middos they believe are important to develop in their child.*

But the Torah teaches us that if we want our values to stick, and stay with the child for life, they have to fit with the child's nature. One child loves toys, another numbers, and another loves action, and another loves words. Chances are, he always will.

The posuk in Mishlei tells us, 'Educate the child according to his way, for when he grows old he will not depart from it.'

Rabbi Shlomo Breuer explains that the final word, "it," refers back to "his way," meaning the child's nature. If we make it our business as parents to discover our children's personalities and inclinations, and work at channeling those strengths in proper directions, we will succeed, because they will not, as adults, depart from their own inclinations. If, on the other hand, we try to mold them into something they're not, they'll flee from that path as soon as they are able.

**Torah Table**

**Discussion:** Ask each child what they believe to be their strengths and interests, and discuss how those can be translated into Avodas Hashem.

Adapted from "Rabbi Freed in Print," by Rabbi Yisroel Yissacker Freed, with permission from Mesorah Publications

*"It's easier for a Jew to proclaim Hashem as King of the Universe than for him to acknowledge that G-d is King over himself."
—Rabbi Yisroel Salanter

**Better Relationships**

**Standing Right There**

*Part of a Series on Loshon Hora-Free Living*

When a good tidbit of information comes to mind about another person, the yetzer hara has a simple way to case the story's route from brain to tongue to listeners' ears. "It's not loshon hora," it tells us. "There's nothing demeaning in this story."

When you hear the yetzer hara making this argument, there's one sure way to put it to the test. Imagine that the subject of your story were standing right there, just on the other side of the door, in full hearing of your voice. He overhears this little, harmless story you're about to tell your friend. Is he proud to overhear his name in this context? Or is he crestfallen? Insulted? Embarrassed? If so, your tale obviously belongs in safe storage, continued on back

**Torah Tools for Personal Growth**

*Inspiration ▼

*Ideas ▼

*Excellence ▼

*Success ▼

Effective Prayer

**Driving in the Right Direction**

*Part of a Series on Preparing for Prayer*

When you drive, you don't just turn the ignition, press the pedal and let the steering wheel drift randomly. You direct the car's energy forward, to the destination of your choosing.

So it is with prayer. If you don't "grab the wheel," and direct this powerful vehicle toward Hashem, your prayers will simply drift through your mind, peppered by whatever other vague thoughts you happen to encounter along the road.

This effort to drive your tefillos straight toward Heaven is the essence of kavanah, and without kavanah, the Torah tells us, tefillah is like a body without a soul. The Gemara in Berachos (28b) reveals the importance of kavanah in the words of advice that Rabbi Eliezer, on his deathbed, gave his students: "When you stand in prayer, know before whom you are praying, and through that you will merit the World to Come."

**To do:** When you pray, do as Rabbi Eliezer advises. Focus on the presence of Hashem as He listens to your words.

Adapted from "Shmonoh Esrei," by Rabbi Avraham Chaik Feuer, Mesorah Publications

Published for Torah School of Greater Washington by the Chofetz Chaim Heritage Foundation. Sponsored by the Charner family, in appreciation to Hashem for all His brachos
Everything’s Under Control
#5 in a Series on Worry

Worry damages a person’s spirituality and destroys happiness by preoccupying his or her mind with depressing thoughts. When you worry, you become a prisoner of your own imagination. Worry is a habit of thought, and like any other habit, it can be broken.

A Reassuring Mental Image Can Help You Feel Hashem’s Protection

It’s the dream of anyone faced with a crisis: Someone should walk through the door with an air of kindness, competence, and calm, and announce, “Don’t worry. I’m here now. Everything’s under control.” Oh, the relief of shifting your burden to these ample shoulders and letting this hero make all the decisions. In fact, this isn’t a dream. Everything is under control. If we were able to see Hashem’s hand managing each aspect of our lives, we would never worry. But since this is beyond our perception, we rely on emunah—faith in G-d. A person imbued with emunah can be as relaxed under stress as the person saved by our imaginary superhero.

Beneath the details of any particular worry is the concern that “something bad is going to happen.” Whether it’s poverty, an unhappy marriage, illness or emotional pain, our worry stems from anticipation of this suffering. But beneath the workings of emunah is a fundamental belief that Hashem is good. He may test us, He may prod us to grow through means we ourselves wouldn’t choose. But no “bad” can come from His hand. The good is there for us to see, if not in this world, then in the next. With Hashem, our “Hero,” in charge, we truly have nothing to fear.

Try It: If you feel yourself being overwhelmed by worry, replay the scene of the “hero” in your mind as a prompt to remind yourself that everything really is under control.

Adapted from “Gateway to Happiness,” with permission of the author, Rabbi Zelig Pliskin

Standing Right There

continued from front inside your head.

By picturing this person’s face, you can easily find the motivation to stop the conversation in its tracks. Few people would have the insensitivity to continue relating hurtful information while the subject stands by and suffers.

Try It: The next time you are about to discuss someone else’s actions, imagine that person overhearing. See how this image helps to restrain any loshon hora you might otherwise have justified to yourself.

~ CCHF

Dedications

We gratefully acknowledge our generous sponsors for making this publication possible.

Who’s Doing The Favor

A True Story

Yankie and Berel were hurrying back to yeshivah for Shabbos. As they drove, Reb Shmuel hailed them to stop. His truck had broken down, and a large cargo of cheese needed to get to the yeshivah. Would the boys take it? Yankie couldn’t bypass a mitzvah.

After packing the cartons into the car, the boys set out again. The sky darkened and a driving rain turned the road slick. Suddenly, the car spun out of control. Yankie gripped the steering wheel, but the car veered down an incline, rolling over until it stopped, upside-down, at the bottom.

The boys struggled out of the wreckage, shocked to have emerged unharmed. A policeman on the scene called it a real miracle. “Those cheese boxes kept the roof from collapsing on you,” he said.

So, the next time you think you’re too busy to do a chesed, consider that the recipient of the favor might ultimately be you.

Talk About It: Think of a chesed you’ve done recently. In what way did it help you?

Adapted from “Doo Dov and the Treasure Box and Other Stories,” by Yona Lifshitz, with permission from Mesorah Publications

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Bikur Cholim of Greater Washington presents:

Rabbi Eliezer Kreiser
of Congregation Ezras Israel, Rockville

Instilling and Infusing Simcha in our Homes

Tuesday, February 10, 2009
at 8:00 PM

at the home of
Shalom and Peninah Hoffman
10707 Huntwood Drive
Silver Spring, MD

Please RSVP 301-754-2272

Sponsored by
Bikur Cholim of Greater Washington
A Time to Reach Out

Gain the confidence to share the beauty and relevance of Judaism with our fellow Jews.

Opening remarks delivered by Rabbi Aaron Lopiansky, שליט"א

RECORDED VERSION OF LIVE BROADCAST

DATES: Motzei Shabbos, February 7th, 14th and 21st 8:00–10:00 PM. Come and enjoy a Melava Malka and learning.

LOCATION: the home of Rabbi Shalom and Peninah Hoffman 10707 Huntwood Drive, Silver Spring, MD 20901

COST: $18 in advance / $25 at the door. Includes all three sessions and Melava Malkas. Men and women welcome. Financial arrangements available.

RSVP to Project Inspire at: rmmyers@aish.com or call: 301-592-0090

SPONSORSHIPS WELCOME

Project Inspire is a grassroots movement to unify the Jewish People by providing easy and inspiring ways to share the beauty and wisdom of our heritage with our fellow Jews.
Pre Purim Bash!

Yakov Majeski & the Washington Boys Choir

Featuring
The Sinai Mountain Boys
(Jewish Blue Grass)

Music by
Marshal White & Friends

Sunday March 1st 2009 at 12:00 p.m.

JCC of Rockville
6125 Montrose Rd, Rockville Md 20852

$20 per ticket
For tickets please contact Folice Roggen: froggen@mac.com
TORAH SCHOOL
Food Drive
January 22 - February 13, 2009

THE TORAH SCHOOL is joining with other neighborhood organizations to collect food.

Make a tangible contribution for those in need in our local community.

It's easy!

Put your donated items in the food bank collection boxes in the lobby.

All items must be unopened and nonperishable. No glass jars please!

We accept boxed and canned food, granola bars, and travel-sized hygiene products.

Donations will benefit the Capital Area Food Bank (www.capitalareafoodbank.org), which distributes to hundreds of local organizations.