



כוכב הצפון

NEWSLETTER

NORTH SHORE HEBREW ACADEMY

EDITOR: MICHELLE RUTTA**LAYOUT & DESIGN: RACHEL SPINNER****FRIDAY NIGHT CANDLE LIGHTING: 4:19 PM הדלקת נרות:****SHABBAT ENDS: 5:26 PM זמן הבדלה:****Parashat Chayei Sara**

THE VALUE OF SHOWING UP:

A Shabbat Message from Rabbi Dr. Jeffrey Kobrin

In 1966, Yale Law School professor Stephen Carter was just an anxious eleven-year-old black boy whose family had just moved into a largely white neighborhood in Washington D.C. No one acknowledged the Carters at all; little Stephen feared that what he had heard about white people was true. But then one white woman from across the street came home from work, saw the new family, smiled broadly, and showed up to welcome them with a tray of drinks and cream cheese sandwiches. That woman's name was Sarah Kestenbaum, an Orthodox woman who understood the value of showing up to perform chesed. In his book *Civility: Manners, Morals, and the Etiquette of Democracy*, Carter writes of that day and how it changed his outlook on the world.



This week I thought of those who show up, such as my great-uncle, Leo Kobrin, who came to America in 1908 and served in the Navy in World War One. I don't know anything of his naval service (Uncle Leo was not a big talker; he died at age 93 a confirmed bachelor), but I know he treasured that experience and was proud of his status as a Veteran. I was proud that we as a school were able to show up this week for the larger community as we hosted the Northwell testing site for New York State. We should take great pride in the kiddush Hashem that our community chesed accomplished.

Rabbi Lord Sacks z"l tells Carter's story in his *Essays on Ethics: A Weekly Reading of the Jewish Bible*, reminding us of the chesed of Rivka at the well in our parasha. Rabbi Sacks quotes the Talmud in Sotah, which says that the Torah begins with chesed, when God gave clothing to Adam and Chava, and ends with chesed, as God buried Moshe. Showing up, doing that chesed, is what we are all about as a people. Rabbi Sacks, who we lost far too soon, cites William Wordsworth's observation that the "best portion of a good [person's] life" is their "little, nameless, unremembered acts / of kindness and of love." This is showing up for others.

I spoke with teachers this week of the power of showing up, and we celebrated the ways that they do so for their students, for each other, and (and this is the hard one) for themselves. I asked them to come up with examples of what had inspired them at school -- and there were so many volunteers with stories to tell that we ran out of time. Ms. Weinstein sent me this talk given by Teachers College reading and writing guru Lucy Calkins, who speaks of the "sacred vow" that teachers have taken... to show up. "We don't need to be perfect," she adds. "We just need to show up."

And we never know when our cream cheese sandwiches will change someone's life.

Shabbat Shalom.

MAZAL TOV TO OUR 1ST THROUGH 5TH GRADE PUBLISHED AUTHORS!

By Lisa Weinstein, Director of Curriculum and Instruction

In each of our **1st through 5th grade** classes, students culminated their first writing unit this week with Publishing Celebrations. Since the beginning of the school year, students have been studying narrative writing. In grades first through third grade, students wrote many personal narratives, and chose their favorite one to take through the publishing process. In grade four and five, students studied the qualities of strong narrative writing, and then wrote personal narratives along with realistic fiction, trying their hand at different kinds of narrative writing.

A meaningful part of this unit was when students studied the writing of other authors, noticing particular ways to enhance the writing, and then tried to incorporate it into their own work. For example, first and second grade classes read The Night of the Veggie Monster. Each teacher guided the students to notice what the author, George McClements, does in his writing to make it great. For example, one class noticed that McClements uses ellipses to build excitement, exact actions to make a picture in the reader's mind and speech bubbles to emphasize dialogue, and that he POPS OUT certain words to make the reader change his voice. After noticing these qualities in McClements' writing, students used some of these techniques in their own writing.

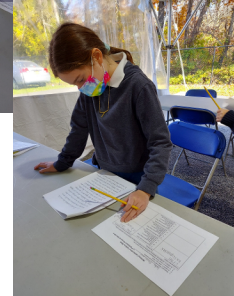
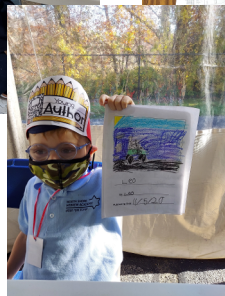
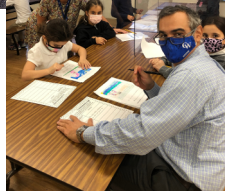
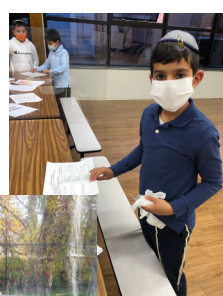
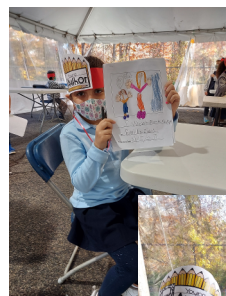
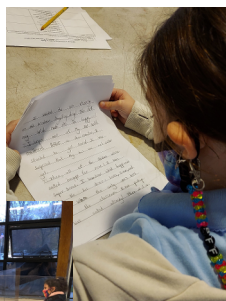
Once students drafted and revised their writing, students edited their personal narratives, using grade specific editing checklists. Finally, students published their writing and this week each class culminated this first writing unit with a Publishing Celebration in the tent. Students shared their writing with their classmates, and then gave each other oral and written compliments about specific aspects of their work that they admired. It was incredible to see hundreds of students beaming with pride as they read their writing aloud, and also meaningful to hear our teachers sharing how proud they were of our students. So, wish your child a mazal tov - he/she is now a published author!

School-to-Home Connection or Ways you Can Support Your Child at Home:

Beginning on Monday, all 1st-5th grade students will begin an Information Writing Unit. To help your child get ready for this unit, ask your child the following questions and share some of your own ideas about possible answers with your child:

- What are some things that you know a lot about?
- What are things that you love to do?
- Where did we go on our last vacation?
- What is your favorite book series?
- What's your favorite holiday?

Now, tell me 5 things about your response to each question!





During our Early Childhood Professional Development day, we celebrated our amazing **Morah Clare Haber** who retired this year after more than four decades of teaching two generations (including some of her colleagues who were her EC students!). Our EC faculty were so excited to see Morah Clare and shared memories and words of appreciation on Zoom. We could write a book about all of the ways Morah Clare served as a teacher, mentor and friend but we think **Morah Debbie Rosenstein** summed it up perfectly in this poem she wrote and shared about Morah Clare:

Teacher's Magnum Opus

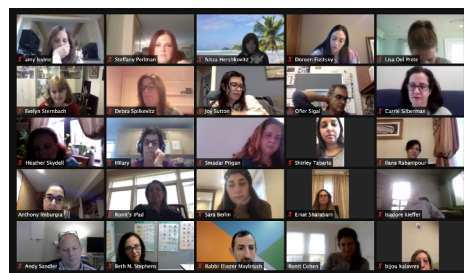
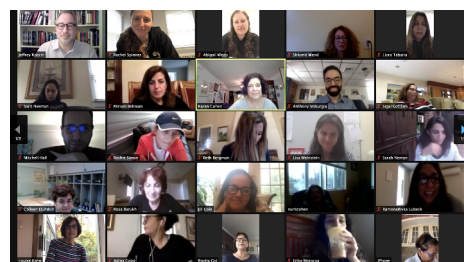
Children are the music notes, as they soar ever higher,
To impart a love of knowledge, a teacher does aspire.
The notes to Teacher's Magnum Opus, aren't written on any page,
Love fashions her symphony, and can't be measured with any gauge.
For Truth is Knowledge, and Knowledge is Truth,
Sing with a unique voice is her message to our Youth.
A thirst to explore and quest, is what she sought to give,
A yearning to know and understand, is what we need to live.

NSHA TEACHERS ARE LIFELONG LEARNERS

By Lisa Weinstein, Director of Curriculum and Instruction

We are so fortunate to have a faculty that truly loves to learn, and there's no other day that we feel this more than our annual Faculty Development Day. On Wednesday, our faculty attended a variety of sessions for the specific grades and subjects they teach. Our overarching goal, across our three divisions, was to inspire and develop each member of our faculty, while also supporting their own social emotional health, which is an important focus of our year.

Our Early Childhood teachers participated in a variety of sessions on educating and developing our youngest students during these unusual times. Teachers learned how to best support and care for their students, and were fortunate to hear from Dr. Tamar Z. Kahane, Psy D., about how to care for themselves, as well. Teachers also spent time preparing for their upcoming Parent Teacher Conferences, and finished the day with a Zoom retirement party for Morah Clare Haber, our former PreK teacher who retired over the summer. Morah Clare dedicated forty years to our NSHA family and we could not be more grateful for her dedication.



Our first through fifth grade faculty began the day by talking about the things that inspire them to show up for their students, their colleagues, and for their families and friends beyond NSHA. Teachers continued their Social Emotional Learning (SEL) development that we began during our Summer Professional Development Days through a session led by Sara Berlin, our school Social Worker. Ms. Berlin shared important research with our teachers about how critical SEL is for our students, and also went through our new SEL curriculum. Our Judaic Studies Faculty participated in a session led by Rabbi Kobrin entitled, "Making Tefillah Meaningful," in which they learned how to make Tefillah come alive in our classrooms. Our General Studies Faculty, in differentiated grade sessions which I was excited to facilitate, engaged in professional development on our new writing units that begin next week, and in a session to enhance their teaching of Guided Reading.

Our Middle School teachers also began the day by taking a step back and considering their own Social Emotional needs, while teaching during a pandemic. Following this reflection, teachers collaborated with their colleagues to share observations of and next steps for their students, and to share best practices. Finally, teachers spent time planning for their next curricular units, and many used the unique opportunity to have extended planning time to work together with their colleagues.

We look forward to seeing how our teachers implement what they learned on Wednesday in the classroom, and want to thank them for their dedication and passion for teaching as well as learning.

GROW TORAH UPDATE



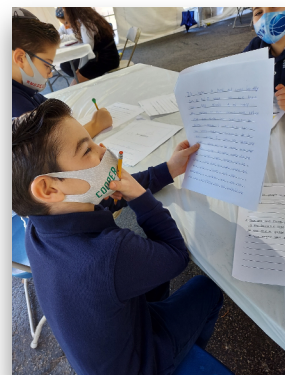
In this week's parsha, Chayei Sarah, we read about Yitzchak going "lasuach basadeh" - to talk to Hashem in the field. We spent some time having a "siach b'Gan" and thank Hashem for what we are grateful for. We took steps toward preparing the garden for winter by learning how we can use the fallen leaves to fertilize our soil - which of course also turned into an epic leaf pile to jump into!

SPOTLIGHT ON: THIRD GRADE GENERAL STUDIES

Brought to you by: Ms. Doreen Fizitsky and Ms. Erika Mojocoa

We are excited to share the different areas of focus in third grade this week. In math, we have been having fun understanding and interpreting data across many types of graphs while using our problem solving skills. We've learned how to read tally and frequency tables, bar graphs, pictographs, and line plots. We even took our own class survey and voted on our favorite candy, putting all of our data into several types of these graphs.

We're currently reading different texts and focusing on strategies to help us summarize what we read, and explored why it's important to be able to summarize our reading. Let's not forget the most exciting part of third grade this past week, which was publishing our personal narratives! For several weeks we have been working hard on writing personal narratives that have special meaning to us. After choosing our favorite moment, we took that narrative through the writing process and published our best work. We celebrated with a publishing party where we all shared our stories with one another and had a gallery walk. The gallery walk gave the students an opportunity to comment and compliment their friends' narratives too. The students were able to identify the strategies they learned throughout this unit, such as using a good lead, using "show, not just tell" descriptive details, dialogue and so much more!



Social emotional learning (SEL) has also been an enriching part of our weekly curriculum. We've discussed several vocabulary words to help us identify our emotions. These cues include the following emotions: shock, pride, excitement, worry, confusion, shyness and anger.

We've also learned about 7 different physical cues that help us identify and cope with our emotions. Finally, we acknowledged that everyone has different personalities, reacts differently emotionally, and how important it is to have empathy towards others' emotions and experiences.

Our publishing parties were a wonderful way to combine our academics with SEL, as it provided an opportunity to appreciate our experiences and emotions as a class community through the writing and peer review process.

SPOTLIGHT ON: FIFTH GRADE JUDAIC STUDIES: MISHNA

Brought to you by: Rabbi Eliezer Maybruch

The 5th grade has started learning Mishna which is both very exciting and also no small feat. Before one can begin to study Mishna, one must first understand what Mishna is, its purpose and how it came to be. Therefore, before we actually start learning the text of Mishna, we explore the history of the Torah and the role that Mishna plays. The following are some of the things we discussed:



When Hashem gave us the Torah, we received two parts: the Written Torah and the Oral Torah. The Written Torah is the Mitzvot. The Oral Torah, which includes the Mishna, explains the mitzvot. As its name suggests, the Oral Torah was not intended to be written down, but rather handed down from teacher to student. However, Rabbi Yehuda Hanasi (135-217 C.E.) saw that due to the hardships of being in galut, or exile, the Jews were forgetting many of the details of the Oral Torah. He therefore decided to write down part of the Oral Torah in

a book called Mishna. This is how Mishna the way we know it and learn it came to be. Our students will become very familiar with Rabbi Yehuda Hanasi, or Rabi as he is referred to in the Mishna, as our studies continue.

Although the Torah outlines the mitzvot for us, the Mishna gives clarity on how to enact the mitzvot in our everyday lives. It includes debate from different Rebbeim who are also referred to as Tannaim. By next year, our students will also begin learning the Gemara, which further expounds upon the debates and discussions as related to halachot, mitzvot and Jewish law. Mishna and Gemara together formulate the Talmud.

After spending time discussing this introduction, we started learning our first Mishna of all of Mishnayot which is about the mitzva of Shema. The Mishna discusses when the proper time for saying Shema in the evening is. The Shema is one of the most important tefilot and learning about it in Mishna is a springboard to help us talk more about Shema and what it stands for.

I'm really looking forward to studying Mishna together with our 5th grade students as it allows them to expand the way they view Torah and mitzvot, and facilitates meaningful thinking about their heritage.

VETERANS DAY EXPERIENCE WITH CAPTAIN LEE MOSS

Hypothetically, if one is on a nuclear submarine, would one need to install a mezuzah on his bedroom door? Stay tuned to find out the answer...

In honor of Veterans Day, our students in grades 3 through 5 had the opportunity to hear from retired U.S. Navy Captain, Lee Moss. Serving the United States for nearly 27 years, Captain Moss commanded a nuclear submarine and one of the Navy's largest nuclear submarine repair facilities. He was also a Division Chief at the Pentagon.

Our students heard about Captain Moss' service as a Company Officer in charge of the US Naval Academy's first graduating class to include women. He served on the U.S.S. Cincinnati during Operation Desert Storm, and numerous deployments and tours of duty throughout the world including the Mediterranean and Cuba.

Captain Moss shared what it is like to be a Jewish officer in the Navy. When he and his brother Scott Moss, who also participated in the Zoom program, were midshipmen, religious services only took place on Sundays. To observe Shabbat properly, one needed special permission to leave campus to go to services in a nearby community. Captain Moss was always very proud to be Jewish. He was indeed the first commander to have a mezuzah on his nuclear submarine stateroom door.

Upon retiring from the Navy, Captain Moss pursued a career with Boeing Defense, Space and Security and served as their Senior Director of Business Strategy, for their Network and Space Systems. It was an honor to hear about what service, sacrifice and being a Jewish member of the armed forces means to him.

Thank you to Rachel Spinner, our Director of Programming and Community Engagement, for encouraging both Captain Moss and Mr. Scott Moss to spend time with our students. She has a strong connection to them both as they are her uncle and father.



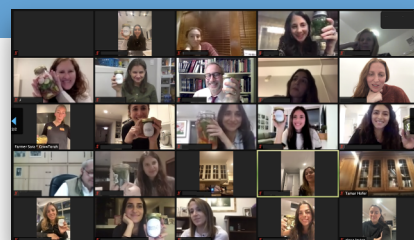
WELCOME NEW NSHA PARENTS!

One of our favorite nights of the year is our new parents evening where PTA parents, school administration and board members have the opportunity to welcome new members to the NSHA family. Although we could not meet in person as we normally do, we had a beautiful evening getting to know our new NSHA family members on Zoom. After introductions and sharing about ourselves, we participated in a fun (and delicious) program led by **Grow Torah's Farmer Sara** who educates our Cherry Lane students. Farmer Sara taught us how to pickle vegetables while tying the ingredients and the process back to Torah studies, as Grow Torah does best.

We hope to have the opportunity to welcome our new parents in person, G-d willing soon! Welcome to NSHA!

Thank you to **Rachel Spinner** and the New Parents Liaison Committee for coordinating this event:

Sadie Hakimian (PTA Co-President), **Marla Lemonik** (PTA Co-President), **Karen Bitton**, **Laura Cohen '85**, **Sarit**



EMBODYING TRUE CHESSED

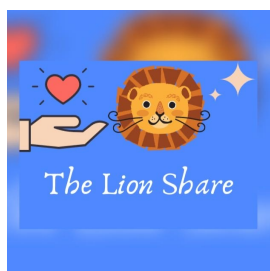
By Morah Ronit Cohen, 4th Grade Judaic Studies Teacher and Learning Lab Faculty Member

In last week's Parasha we learned about Avraham who is described as "a man of chesed." The theme of chesed continues this week in Parashat Chayei Sara, when we meet Rivka Imenu who is characterized by her willingness to go above and beyond to help those in need. We learn that a true chesed is not one done when asked, but rather one that is done for its own sake.

There is a mashal that teaches us about the humble chesed Rivka sought to embody: One Erev Pesach a man came to his Rabbi to ask if he could perform the seder with four cups of milk instead of wine. The Rabbi answered, "No, it's not permissible." Instead he handed the man a large sum of money (more than he would have needed for purchasing the wine).

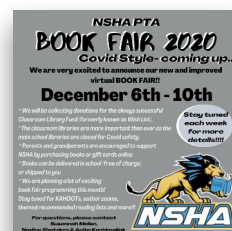
The Rabbi's wife asked him, "Why did you give the man such a large amount of money? Four cups of wine isn't so expensive." The Rabbi answered: "I understood from his question that it isn't the wine he needed the money for, but rather for the mitzva of the seder meal. Clearly he is not going to drink milk during a meat meal. I gave him what he needed." We learn from this story that we should strive to provide even more help than we are asked for. This is what Rivka taught us through her chesed and her role as our "Rivka Imenu."

PTA HAPPENINGS



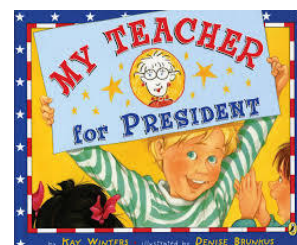
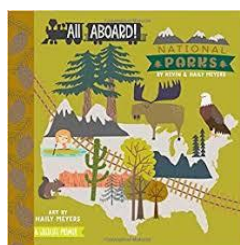
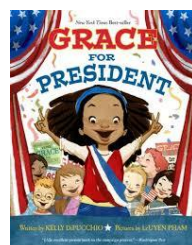
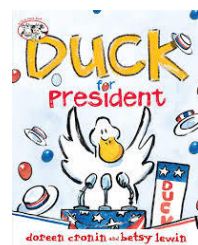
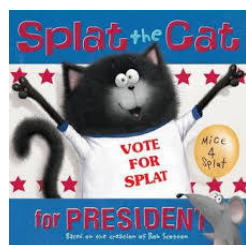
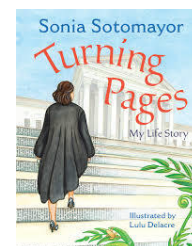
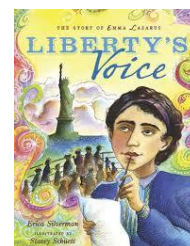
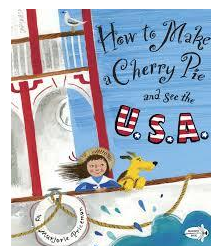
Thank you to all our parent volunteers who delivered lunches and books this week for our families who needed assistance. If you would like to hear about future opportunities to assist fellow parents within our community, please contact Sadie Hakimian at sadiehakimian@gmail.com or Marla Lemonik at marla.lemonik@gmail.com for instructions on how to join the PTA's Lion's Share group on Whats App.

WE'RE SO EXCITED FOR THE 2020 VIRTUAL BOOK FAIR THAT WE'RE BRINGING YOU SPECIALIZED BOOK RECOMMENDATIONS EACH WEEK!

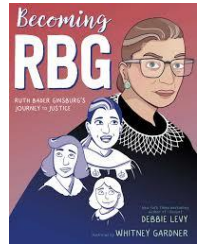
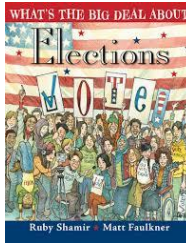
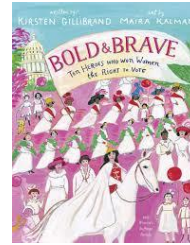
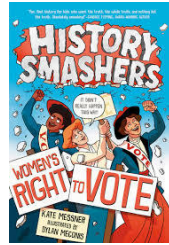
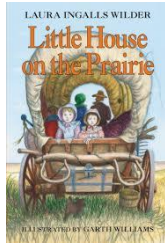
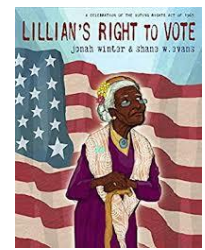


Themed book list recommendations for the week:
Election Day / Freedom / Americana

Preschool



Elementary



Middle School

