



NORTH SHORE HEBREW ACADEMY

EDITOR: MICHELLE RUTTA**LAYOUT & DESIGN: RACHEL SPINNER****FRIDAY NIGHT CANDLE LIGHTING: 5:17 PM** הדלקת נרות:**SHABBAT ENDS: 6:26 PM** זמן הבדלה:**Parshat Terumah**

SEPARATION ANXIETY:

A Shabbat Zachor Message from Rabbi Dr. Jeffrey Kobrin

I'd like to dedicate this week's message towards a full recovery for Shira Shatzkes, Shira bat Devorah Leah, and in memory of Bracha Paulette Shaban, z"l.

TV commercials are always full of the golden moments of parenting: the first steps, the birthday candles, the picnics on the beach. In reality, however, sometimes it's hard waiting for our kids to grow up. All those memories are truly wonderful, but why, we sometimes think, can't these kids start doing things for themselves already?

In his insightful book on Megillat Esther, Rabbi Dr. Yonatan Grossman seeks to identify the story's protagonist, its main character. At the start, that seems to be Mordechai: after all, it's Mordechai who propels the plot forward, acting thoughtfully -- and forcefully -- to help the Jews of Shushan. But at a certain point, the story turns. "Beneath the surface another revolution takes place," writes Dr. Grossman, "an invisible, psychological revolution that happens within [Queen] Esther." Esther stops following Mordechai's directives and begins issuing her own: Esther tells Mordechai to fast for three days, Esther invites Haman and the king to her parties, and Esther makes the successful plea on behalf of her people.

Once she is physically separated from her uncle, explains Dr. Grossman, Esther becomes her own person, "a whole and complex personality in her own right." Once Esther is on her own, she comes into her own. And perhaps we can say the same for our own children: as we let them go, little by little, they will, Esther-like, rise to the occasion. The only catch is that we have to really let them go, as Mordechai did for Esther. Once we do that, each child will be able to make his or her own contribution. This week's parasha of Terumah details that each of the people of Israel brought his or her individual contribution -- asher yidvenu lebo -- to help build the mishkan. We want to enable our kids each to make their own contributions; letting them go is the way to do so.

Rabbi Grossman explains that the relationship between Esther and Mordechai went from that of child and parent to that of equals: at the megilla's end, they act together, in partnership. This is the ideal stage of development for a parent and child. Mordechai shows us how we can help our kids grow up. While that can be hard to do, it's absolutely necessary for them as well as for us.

Shabbat Shalom.



NSHA CELEBRATES 100 DAYS OF SCHOOL!

Mazal Tov to our students and faculty who reached their 100th Day of School this week! Although these 100 days looked different than in years past, our students celebrated with the same excitement and enthusiasm. Students across Cherry Lane investigated the significance of 100 - counting by 1s, 5s, and 10s, creating pictures of what they will look like when they reach 100 and writing about what they dream of accomplishing during their life, and dressing up as centenarians while considering all the experiences someone who has reached this milestone has lived through. Check out some of these pictures of our 100th Day of School celebration!



DVAR TORAH: PARSHAT TERUMAH - ZACHOR

By Morah Netta Jansenson

This Shabbat, the Shabbat preceding Purim, the weekly parasha of Terumah is supplemented with the reading of Zachor, wherein we are commanded to remember the evil of Amalek and to eradicate it from the face of the earth.

In Parashat Terumah, Hashem asks Bnei Yisrael to donate towards the building of the Mishkan: "מאת כל איש אשר ידבנו לבו תקחו את תרומתי...ועשו לי מקדש ושכנתי בתוכם: ויקחו לי תרומה"

In response to Hashem's request, Bnei Yisrael contributed items of gold, silver, copper and other materials. Why did the creator of the universe ask Bnei Yisrael for donations?

There is a famous story about the Baal Shem Tov who was approached motza'ei Shabbat by a desperate woman in need of a large sum of money. The Baal Shem Tov ordered his students to put their hands into their pockets and take out all their coins. The students followed his order and to their surprise they managed to collect the exact amount that was needed. After this happened the students were asked to relate what surprised them most about the miracle of finding money in their pockets. One student said that the prime component of the miracle was the fact that they were all wearing their Shabbat clothes, yet when they put their hands into their pockets, they found coins. Another student said: "The biggest wonder was the fact that we all knew there was no chance we would have any money in our Shabbat clothes, yet we all followed the rabbi's order. A third student said, "the greatest miracle was the fact that the Baal Shem Tov could have orchestrated this phenomenon all on his own, yet chose to let us take an active part in it."

This is exactly what we see in the parasha. Hashem obviously did not need Bnei Yisrael's gold and silver to complete the Mishkan; however, He allowed them to take an active role in its building. The Mishkan is לי for me (Hashem) but its real purpose was ושכנתי בתוכם so Hashem gave all of Bnei Yisrael an opportunity to partner with him in the building and creation of things in His world. We can now understand that in every act of chesed that we perform it is Hashem who gives us the opportunity to partner with Him to create a better world.



We can now understand the connection between Hashem's demand to destroy Amalek as we learn in Parashat Zachor and Parashat Terumah . Amalek's behavior ran counter to Bnei Yisrael's ability to partner with Hashem in making the world a better place. Amalek attacked Yisrael before they were given the opportunity to make a difference in the world, when the only thing they were known for was being the nation of Hashem. Throughout the generations the seeds of Amalek continue to cause distraction as they attempt to eliminate the Jewish people. Only the elimination of Amalek can ensure that we can continue in creating a world of positivity and holiness that will be a Mishkhan for Hashem. Shabbat Shalom.

SPOTLIGHT ON: SECOND GRADE GENERAL STUDIES

Brought to you by: Ms. Lisa Del Prete, Mrs. Amy Levine, Mrs. Ramona Lubeck

Welcome to a peek into our second grade classrooms! We have been busy the last few weeks with several milestones including the culmination of our "How To" writing unit and our "100 Day of School" of celebrations. We truly are grateful to celebrate all we have accomplished this year.

In our "How To" unit, each of our students had the opportunity to teach their classmates how to do amazing things. Topics ranged from sports, to hobbies to special talents and beyond. The unit culminated in a "How to Fair!" Next up in Writers Workshop is our Opinion Writing unit, which is perfect since our second graders have lots of opinions to share! Students brought in personal collections of things (like squishes, Pokemon cards, and matchbox cars) and are currently ranking and categorizing them. Next, they will craft opinions about their collections, for example, "the blue race car is my favorite," and support these opinions with reasons why.

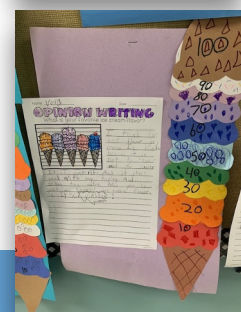
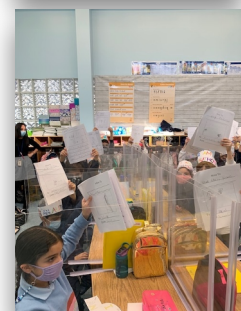
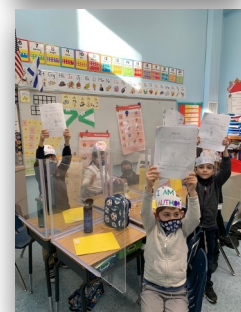
We celebrated the 100th day of school by considering what life might be like when we are 100 years old. We are confident that we will be an active generation of 100 year olds with lots of different interests!

Our daily classroom schedule also includes guided reading when we work in small differentiated reading groups to read and comprehend fiction and nonfiction texts at increasingly challenging levels of difficulty, and phonics, where we systematically study parts of the words and the sounds they make. Phonics helps us to decode, or read words fluently and accurately.

In math, we are working on adding and subtracting two digit numbers with and without regrouping.

We also explore Social Studies topics through reading and discussing our Scholastic Magazine which presents articles about current events.

Our second graders have accomplished so much in their first 100 days and we can't wait to see what adventures await us through the rest of the year!



CROSS CONTENT COLLABORATION IN FIFTH GRADE

By Lisa Weinstein, Director of Curriculum and Instruction

If you ask a fifth grader about ecosystems and biomes and their importance, they might say, "You mean what we read about in class? Did you know that wolves were reintroduced into Yellowstone National Park?" Or they might respond, "You mean what Mr. I is teaching us about in science? Like how animals and plants interact in different ways?" An especially astute student might answer, "You mean the ways different biomes are depicted in fiction and how they affect a character? Mrs. Silberman helped us explore that as we read "Sarah, Plain and Tall" in library class". Students might even respond, "Let me show you the Powerpoint I'm making about an ecosystem in Computers with Morah Sarit."

Across content areas, in reading, science, computers and library, our fifth graders are studying ecosystems and biomes. Their study began within their reading block, when students read the nonfiction book, Bringing Back the Wolves - How a Predator Restored an Ecosystem by Jude Isabella. This book describes the 1995 attempt to fix errors of the past and reintroduce gray wolves into Yellowstone National Park and how over time, animal populations stabilized, waterways were restored and a healthy ecosystem was recreated across the land. Students read this text,

as readers, to learn about this topic, and as writers, studying the ways the author organized and structured the information.

A few weeks into this unit, Mr. Imburgia launched a unit on ecosystems, an important unit in the fifth grade science curriculum. Students are learning about the different roles organisms play in the environment. An important goal of the unit is for students to understand that energy is transferred in ecosystems, and it all starts from the sun. Although each ecosystem (students are focusing on desert, tropical rain forest, tundra, deciduous forest, oceans, freshwater, and grasslands) includes different living things, concepts like how food chains work, and the roles of producers, consumers, and decomposers, are present in all of them. According to Mr. I, "This is where the students' background knowledge from reading 'Bringing Back the Wolves' comes in handy, because the story shows what a delicate balance food chains can be." Mr. I is very passionate about this project because it gets students digging deep into one of the ecosystems.

In addition to deepening their science knowledge, students are also continuing to write informational texts, this time learning to incorporate nonfiction research, how to cite a source using MLA format and how to use Google Slides to create a slideshow.

We are incredibly proud of this cross collaboration between our classroom teachers, Mrs. Sutton, Mrs. Spilkevitz, and Ms. Perlman, Mr. I, Morah Sarit, and Mrs. Silberman and look forward to sharing the final product with you in a future Kochav Hatzafon.

SPOTLIGHT ON: SOCIAL EMOTIONAL LEARNING (SEL)

GOAL SETTING	GOAL SETTING
Three Stars Think about 3 things that you are already good at. Write one by each star.	Three Stars Think about 3 things that you are already good at. Write one by each star.
	
And a Wish Think about something you would like to get better at. This will be your wish!	And a Wish Think about something you would like to get better at. This will be your wish!
	
Name: _____	Name: _____

Students in grades PreK-2nd worked on setting their OWN goals! When we set goals, we need to take time to think about what a good goal would be for ourselves. Everyone is different and has different strengths and challenges, so everyone will also have different goals. Students brainstormed 3 things that they are already good at, and 1 thing that they wish they were better at. Students created "My Goal" pennant banners, using their goal and action steps from the lesson.

Students in grades 3-5 reviewed how they display integrity in the classroom. Students played "Is it Integrity" sort, where students read each action and decided if it is acting with integrity or not acting with integrity. Students reviewed all they learned about self-management by completing an Escape the room challenge.

PTA BRINGS BACK MISHLOACK MANOT PROGRAM

Purim is fast approaching! We are excited to bring back our Mishloach Manot program. The NSHA PTA will distribute Mishloach Manot across all 3 campuses (to NSHA students and to our amazing faculty and administrators.) Everyone should have received an email with your personal log in code and instructions on how to participate. *****If you didn't receive this email, please contact Sadie or Marla, and we will resend***** Please check your spam folder, the email may have gone there.

Chag Sameach!!



A Day of Learning across all our campuses was generously sponsored by Mrs. Flora Harooni. On **Tuesday, February 16th** our students learning was in memory of **Dr. Robert Harooni, z"l**, beloved father of former NSHA students Dalia, Jonathan, Joshua and Rebecca who is also a member of our Early Childhood Faculty team. Dr. Harooni was known for his loving, caring and compassionate nature. He was a man of integrity with strong moral principals.

A Day of Learning at our Cherry Lane campus was generously sponsored by Nadine '95 and Josh Shatzkes. On **Wednesday, February 17th** our student learning was in the merit of a refuah sh'leima- a complete and speedy recovery for **Shira Shatzkes**, Shira Bat Devorah Leah, sister-in-law of Nadine and Josh, aunt to Simone '20, Sophia (5), and Jonah (3).

By sponsoring a Day of Learning you can help our students experience the mitzvah of studying in the merit of another person, a mitzvah that we hope they will continue to practice throughout their lives. Funds raised through this special program go directly to provide additional educational programs for the benefit of our children.

The day will be recognized with an email sent out to our community, included in that day's morning announcements with our head of school, a post on NSHA's Instagram stories, and a mention in our weekly Newsletter.

If you would like to sponsor a Day of Learning please visit <https://www.nsha.org/dayoflearning>. If you have any questions, please contact Rachel Spinner at rspinner@nsha.org or 516-487-8687 ext. 136.

LET'S CELEBRATE FEBRUARY BIRTHDAYS

8 Shana Lemonik | 8 David Lemonik | 10 Natalie Hofer | 13 Aura Neren
13 Sarah Abdolazadeh | 17 Isaac Hauptman | 20 Noah Amini | 24 Stella Rapp
27 Levi Schmuellian | 28 Sarah-Kate Leibowitz

NSHA PTA PRESENTS TO YOU THE 2021

SPIRIT WEEK!

we've got spirit, yes we do!



**WE'VE
GOT
NSHA
PRIDE!**

**MONDAY
FEBRUARY 22** ☐

WE LOVE ISRAEL DAY!

COME TO SCHOOL
SHOWING YOUR
ISRAEL PRIDE!
DRESS TO IMPRESS
IN BLUE AND WHITE
OR IDF GEAR FOR
EXTRA POINTS!

ISRAELI THEMED
TREAT WILL BE
DISTRIBUTED

Kahoot!

SPECIAL
TONIGHT @ 7pm
Purim Kahoot!
with Mr. Sigal

**TUESDAY
FEBRUARY 23** ☐

PAJAMA DAY!

WEAR YOUR
FAVORITE PJS
TODAY!
LET'S HAVE A BIG
NSHA PAJAMA
PARTY!

*GIRLS, DON'T
FORGET YOUR
SKIRTS!

ICES TREAT WILL
BE DISTRIBUTED

SPECIAL
TONIGHT @ 6:45pm
Early Childhood Purim
Bedtime Stories & Singalong
with Morahs Brittany, Karen, & Cheryl



**WEDNESDAY
FEBRUARY 24** ☐

COLOR WAR!

REPRESENT YOUR
GRADE!

T-N: ANY COLOR!
PRE-K & K: RED
1ST: ORANGE
2ND: YELLOW
3RD: GREEN
4TH: PURPLE
5TH: BLACK

CANDY TREAT WILL
BE DISTRIBUTED

SPECIAL
TONIGHT @ 7pm for
Grades K-5
A Purim Event for the
Entire family



**THURSDAY
FEBRUARY 25** ☐

COSTUME DAY!

THE DAY WE'VE
BEEN WAITING FOR
SINCE MARCH
2020!

COME TO SCHOOL
IN YOUR PURIM
COSTUMES!

MISHLOACH
MANOT WILL BE
DISTRIBUTED



PURIM 5781 AT OLD MILL

FRIDAY
FEBRUARY 19TH

MONDAY
FEBRUARY 22ND

TUESDAY
FEBRUARY 23RD

WEDNESDAY
FEBRUARY 24TH

THURSDAY
FEBRUARY 25TH

FABULOUS SOCK DAY



STUDENTS &
FACULTY:
COME TO SCHOOL
WEARING YOUR
CRAZIEST SOCKS

MONDAY MORNING MANIA - PAJAMA DAY



PERIODS 10-11
ON ZOOM

TIE DYE TUESDAY!



"A DAY IN THE LIFE
OF AN NSHA
STUDENT"
(TEACHER EDITION)



PERIOD 3 ON ZOOM

WACKY WIG WEDNESDAY



COSTUME DAY



PLEASE REMEMBER THAT WHILE STUDENTS DON'T HAVE TO WEAR UNIFORMS ON THE VARIOUS DRESS-UP DAYS, BOYS MUST WEAR KIPPOT AND TZIZIT AND GIRLS MUST WEAR A SKIRT.

PURIM FUN FOR THE ENTIRE FAMILY!

Calling all NSHA Families to join
"The Bible Players" for a Purim-Themed Impov Event
Wednesday, February 24th at 7:00 PM
Click [HERE](#) to RSVP
Zoom detail to follow

We are excited to welcome "The Bible Players" for a Purim-themed impov event. All families in grades K through 5 are encouraged to watch and participate!

Join us this Wednesday, February 24th at 7:00 PM.
Email Rachel Spinner (rspinner@nsha.org) to RSVP

PURIM Kahoot! WITH MR. SIGAL
February 22, 2021 | 7PM
Zoom ID: 827-327-0227

NSHA

**EARLY CHILDHOOD PURIM
BEDTIME STORY & SINGALONG**

FEATURING MORAH BRITTANY, MORAH KAREN & MORAH CHERYL

FEBRUARY 23RD AT 6:45PM
MORAH ADINA'S ZOOM LINK: 899-627-3786