



כוכב הציפור NEWSLETTER

NORTH SHORE HEBREW ACADEMY

EDITOR: MICHELLE RUTTA**LAYOUT & DESIGN: RACHEL SPINNER****FRIDAY NIGHT CANDLE LIGHTING: 5:33 PM** הדלקת נרות:**SHABBAT ENDS: 6:42 PM** זמן הבדלה:**Parshat Ki Tisa**

WISDOM OF THE HEART:

A Shabbat Message from Rabbi Dr. Jeffrey Kobrin

It's amazing to see how God gifts His wisdom to people, a lesson I've been thinking of reading about the benefits of the various COVID vaccines (notwithstanding the challenges many have had to try to actually get appointments for vaccinations). In this week's parasha of Ki Tisa, Hashem told Moshe of His plan to inspire the artists who would build the mishkan. U-belev kol chacham lev natati chochma, "I have granted wisdom to all who are wise," God said, to help with this project.



In his *Founding God's Nation: Reading Exodus*, Dr. Leon Kass notes that the mishkan was the second time man completed a project of God's design. The first was Noah's ark, a project that saved the world. The Ark was different from the Tower of Babel, a project designed and built by people without God, and "whose builders sought to make for themselves a name." But the mishkan (just like the Ark) was a project that Dr. Kass describes as "from beginning to end a model of the ideal relationship between God and man -- a cooperative project, jointly created for their mutual benefit."

In a response to anti-vaxxers last week, Israeli journalist Sivan Rahav-Meir writes that the parshiyot that describe the mishkan are far longer and more detailed than the chapters that describe the creation of the world. God created us in His image, she writes, "and it is in that image that we are able to develop this vaccine... What man builds and fixes in the world is what is most important." Rabbi Naftali Tvi Yehuda Berlin in his commentary *Ha-emek Davar* explains that chochmat lev, "wisdom of the heart," has as much to do with belief in God as it does with skills or know-how.

To those who refuse to vaccinate, Rahav-Meir notes that "Litvaks and Chassidim, Ashkenazim and Sephardim, Religious Zionist and Haredi, from Chabad to Ponevezh, Torah leaders in Israel and the Diaspora — all of them are calling to get the vaccine... Not because they are the experts, but because the Torah tells them to ask those who are the experts. So why do people work so hard to find fringe opinions? Why get dragged into bizarre side alleys rather than following the main highway of the Torah world?" And she insightfully continues: "Are we serving God or ourselves?"

As health editor Jane Brody wrote in the *New York Times* this week explaining why she took the vaccine, "While there's a chance that an immunized person might be able to infect others, existing evidence suggests the risk is very small. Far more important is unimpeachable data that the vaccines are lifesaving. They nearly eliminate the risk of severe illness, hospitalization and death from the virus." Rabbi Dr. Natan Slifkin, also countering anti-vaxxers, writes that "the long-term effects of Covid, even for those who recover, are now known to be much more serious, including nerve damage and severe lung damage." He quotes one doctor who said, "There is no long-term implication of a vaccine that could ever be as bad as the long-term implications of Covid."

The chochmat lev that God has given to the scientists who developed this vaccine has inspired me this week. In a year of such darkness, to see and to be able to benefit from such a miracle is a chance to experience the hand of God.

May we all stay healthy and get even healthier.

Shabbat Shalom.



First, second and third graders made colorful, fun and funny clown groggers for Purim



Let's celebrate Winter! What kind of day is it when thick snow is falling everywhere? A glorious snowball day! With a pencil, eraser, scissor, paper and a little imagination, **first graders** created collage snowpeople!



Second graders learned the Parasha about Noah's Ark in Judaic studies and colored in detailed drawings in art.



Our **second and third grade** NSHA artists learned all about penguins as they created unique, one of a kind penguin collages. To create our collages, we used mixed medium like crayons, oil pastels, colored pencils, and markers to make



magnificent cool and warm color backgrounds. Then we used black and white construction paper to make our penguins floating on their "icebergs". Lastly, our artists dressed their penguins in hats, scarfs, and earmuffs and added fun details like snowboards, headphones, and skis.

Fourth and fifth grade NSHA students looked at Jerusalem architecture, artist paintings, and illustrations as inspiration for their Jerusalem Banners. We discussed how the buildings in Jerusalem are close together and appear to look almost stacked together like building blocks. Students learned about perspective as they drew three large buildings in the foreground that connected to each other and then four smaller buildings in the background to show depth and distance in their work!

To best capture the look and feel of Jerusalem, we started our drawings by using geometric shapes. We then learned how to make our buildings and walls look three dimensional.

Students added details like brick, stone, stained glass and interesting shaped windows, doors and roofs. If you look closely, you'll see there are silver, bronze and gold metallic menorahs in the windows, in honor of Chanukah.



Remote Learning Can Be... Fun as NSHA students, grades 1-5, used their imaginations and improved their observational and drawing skills. Students combined two or more different animals to create a "new creature" by drawing what makes each animal recognizable! We played a monster game by rolling the dice and choosing

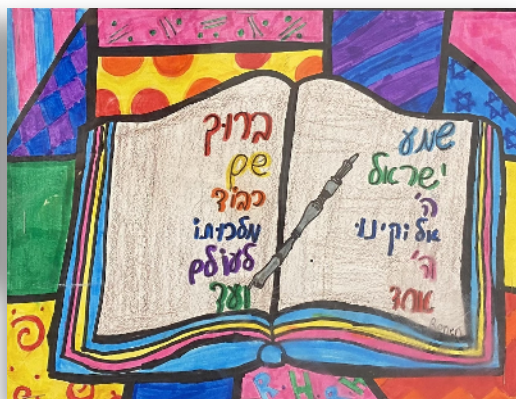
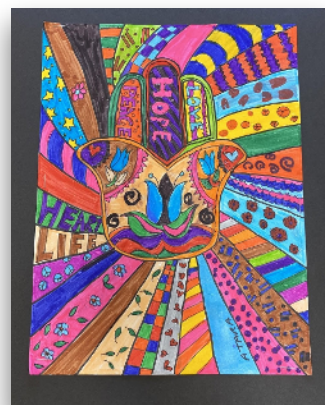
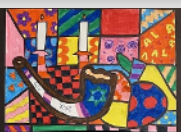
unusual body parts to create a unique monster. What do you need to play your favorite sport? Students drew sports equipment. When you break down what you want to draw into shapes you can draw just about anything!

Romero Britto Inspired Designs: Are hanging all over the walls of the middle school.

Our NSHA middle school students learned about Brazilian born "pop" artist, Romero Britto. Pop Art: Art in which common objects from everyday life / popular culture are used like; hamburgers, comic strips, billboards, ads, and celebrity images. Self taught, Britto was influenced by the works of Matisse and Picasso. His art is infused with a blend of Cubism and pop culture. Cubism: Art that breaks up a subject into different shapes and surfaces showing different angles and points of view. Britto's paintings and installations are a bright and a fun combination of vivid color and vibrant patterns.

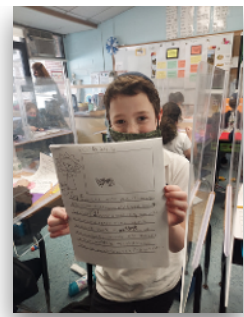
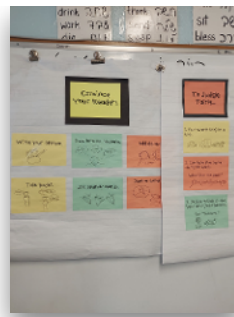
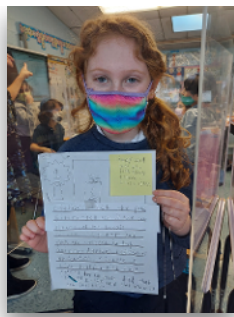
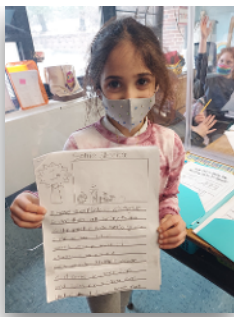
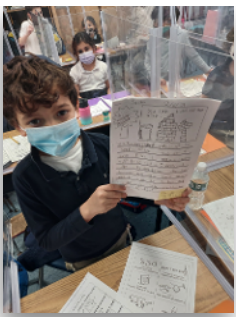
Our students either chose Jewish holiday symbols for their unique designs or they chose a theme that interested them in his work. Like Britto, they broke up their design space using black outlines, bright colors, and patterns. Romero Britto often included personal symbols and his initials in his work.

Middle school students just started a unit on street art and graffiti. We discussed the use of graffiti as an Urban art form as opposed to seeing it as an act of vandalism (which is illegal). After watching a video about the history of street art and famed London graffiti artist, and documentary filmmaker BANKSY, we analyzed the social justice messages in his work. We then watched an iMovie my husband and I made from a graffiti tour we took in Tel Aviv led by Niro Taub and photos we took of street art in Jerusalem. We added photographs of the famed 5 Pointz factory buildings in Long Island City, Queens. Street artists from all over the world came to 5 Pointz to create magnificent murals. Our students then created their own TAGS (names or nicknames) and were taught how to shade and blend colors using colored pencils. Students made brick walls using this same technique and then designed black silhouettes of the skylines from New York City, Jerusalem or Tel Aviv. A colorful sky backdrop was added to create a vivid visual effect.



NSHA STUDENTS HAVE OPINIONS!

First and second graders are finishing up the the first portion of their Opinion Writing unit. Students brought a collection of personal items to class (gel pens, squishies, legos, pokemon cards...), learned how to judge them fairly, and awarded an item in their collection with the "grand prize!" Students used a strong opinion, "The best, my favorite, the grand prize goes to..." and included a strong reason and details to support their opinion in their writing. Today in Mrs. DelPrete's class students read their 'Best in Show' pieces with their classmates.



D'VAR TORAH: PARSHAT KI TISA

By Rabbi Shalom Jensen



“Ki Karan ohr pnei Moshe” - “For the face of Moshe had a glow.” In this week’s parsha we learn that Moshe’s face glowed as he descended Har Sinai, having experienced HaShem face to face. The word used multiple times to describe this glow is karan from the shoresh kuf, reish and nun.

While a high school student in Scranton, Pennsylvania, walking one day with a friend I encountered a young man who apparently had never seen a Jew before, certainly not one wearing a kippah. He pointed at me while staring at my kippah in disbelief. He asked if I was a Hebrew and if I had horns? I was certain he was an anti-Semite looking for trouble and my being from Brooklyn I was ready to let him have it. I responded by saying that all Jewish males have horns and in America, we are fortunate, for those who can afford it have them surgically removed. Therefore, we wear the Kippah to cover the stumps which remain after surgery. When I asked if he wanted to see my stumps, he ran away genuinely scared.

My friend rushed back to school to share the story with our classmates. When I returned to school, many of my friends were giving me high fives and patting me on the back I was feeling confident and when I was called into the principal’s office, I was pretty sure he was going to tell me how proud he was of my behavior.

The principal was smiling when I came in and he told me he had heard about what had just happened. He went on to explain that I was way too convincing and that what I thought was anti-Semitism, was simply an ignorant young man who was now convinced, (thanks to me) that Jews do have horns. The principal took out a chumash and turned to the end of this week’s parshah. He asked me to translate the letters kuf, raish and nun. I answered “horn”. He said, “You and Michelangelo made the same mistake. In a museum in Italy there is a famous statue of Moses with horns sculpted by Michelangelo; he too, used the incorrect translation of the letters kuf, raish and nun.”

My principal chastised me and asked me to be more careful with my words in the future. Later, I reflected upon the incident and concluded that my response was inappropriate. I regretted my response, however I learned much from my mistake. I learned that many non-Jews, thanks to Michelangelo’s error, believe Jews do have horns. I also learned not to jump too quickly without assessing the situation when my Judaism is being attacked. Most importantly, I learned of the possible impact of the power of speech and how words could devastate when this gift from HaShem is not used appropriately. Shabbat Shalom.

SOCIAL EMOTIONAL LEARNING (SEL) UPDATE

This week students in grades **PreK-2nd** practiced using empathy by listening to a story and thinking about how a character felt. The book is called *The Invisible Boy*. The main character in the story is Brian. Students learned why Brian feels invisible, and what might make him feel better.



Respect	
Looks Like	Sounds Like
- smiling at others	- "Are you okay?"
- helping others	- "Can I help you?"
- picking up trash	- please & thank you
- high fives	- quiet when teacher is talking
- hugs	- compliments
- hand shakes	- "yes/no ma'am/sir"
- eyes on speaker	- kind tone

Students in grades **3-5** learned all about respect and kindness this week. Students learned how to define respect: "Treating People in a way that makes them feel cared for and valued." Students made a chart where they recorded what respect looks like and sounds like in the classroom. Students were asked to be as specific as possible. Students then discussed what kindness is and ways to show kindness to other students in the class. Each student wrote on a post-it their top 3 ideas on how to show kindness to their classmates. Lastly, each student participated in a compliment activity, where they each wrote something kind about their peers.

NSHA KICKS OFF THE 2ND ANNUAL WHO WAS? HISTORY BEE

By Lisa Weinstein, Director of Curriculum and Instruction

NSHA's 2nd Annual Who Was? History Bee is just around the corner with the first round for all 4th and 5th grade students taking place on March 11th. The winners from each class will compete against each other in a socially distanced final round on March 18th. The winner of the Who Was? History Bee will receive a trophy and a gift certificate to Barnes and Noble.

The Who Was? Series of books has been a favorite among our NSHA students for years. Each book contains a biography of a different inventor, artist, explorer, leader, athlete or other amazing person who helped change the world. The purpose of the Bee is to help grow excitement and curiosity in our children about history and the people who made historical contributions to our world.

Each of our 4th and 5th grade classroom libraries are stocked with Who Was? books for our students to read, and the books are also available at our local public libraries as well.

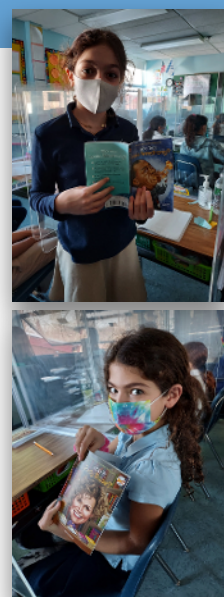
All the questions from the Who Was? History Bee will come from the 175 titles on the Who Was? History Bee Reading list so the best way to prepare for the Bee is to read a varied selection of these books. The list is attached to this email! Students don't need to read over 22,000 pages to be prepared, but rather the Bee is meant to be a fun competition that inspires kids to learn more about history.

Here are some tips for you and your child to prepare for the Who Was History Bee:

READ ALONG WITH YOUR CHILD: Studies show that when parents love reading, their children love reading. Read a Who Was? book with your child at night, over breakfast, or any time you have the chance. Then talk about it together. What did you learn? What did they learn?

HAVE FUN EXPLORING HISTORY TOGETHER: The Bee is meant to get kids excited about history, and there are so many ways you can bring their reading to life and pique their curiosity. After they read about Picasso, check out some of his artwork here. Did they love the stories of the Beatles, Louis Armstrong, and Aretha Franklin? Listen to the music over dinner and talk about what they read. What was happening in the world while those artists were alive? What were they like as kids? What struggles did they overcome?

HELP THEM CREATE A WHO WAS? HISTORY BEE FACT FILE: To help your child remember all they're learning while they read the Who Was? books, you can help them make a special notebook or flash cards where they can write out all the fun facts they encounter in their reading. Important dates, life events, achievements, and inventions would be great things to write down. Happy Reading!



GROW TORAH RETURNS TO NSHA

After a snowy winter, NSHA is excited to welcome GrowTorah back to our garden classroom at Cherry Lane. GrowTorah runs a garden-based experiential environmental Torah program on our campus. Farmer Sara from GrowTorah has exciting programming planned for us to learn, daven, plant, grow, harvest, taste, and smell in the garden this spring.



DAYS OF LEARNING AT NSHA

On **Monday, March 1st** a Day of Learning across all our campuses was generously sponsored by Morah Elana Helfgott, in memory of **Albert Kalter, Avraham Ben Moshe Ha'Cohen, z"l**, beloved husband of Brenda Kalter and father of Morah Elana Helfgott, Dahlia Nordlicht, and Gilad Kalter, z"l.

On **Wednesday, March 3rd** a Day of Learning across all our campuses was generously sponsored by Jamie and Michael Katz in memory of **Tofik Ben Zion Dweck, z"l**. We should all be inspired by his thirst for knowledge and love of learning Torah.

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
MARCH BIRTHDAYS

1 Livia Flax | 3 Shirin Reyhanian | 3 Sophie Baum | 5 Asher Sianes
6 Sydney Santodonato | 19 Ruth Weiss | 20 Eitan Weinstein | 24 Juliana Luxenberg



at North Shore Hebrew Academy

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Advocating for Your Child



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The following topics will be discussed:

- * Understanding your child's needs
- * What is an IEP & how does it help my child?
- * Planning for the CSE meeting
- * Knowing when & how to advocate for your child
- * Ensuring a good relationship between you & the school

Tuesday, March 9th at 8:30pm

ZOOM meeting ID: 929 2977 1395

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In addition to Passover Candy – you can purchase: kitchen accessories, candles, jewelry, gifts, magazines and more! Out of town friends & family can make purchases too by ordering online. Submit orders by Friday, March 11th. Make checks payable to the NSHA PTA. Any questions - contact Amy Kalter at akalter@nsha.org or at 516-857-1719

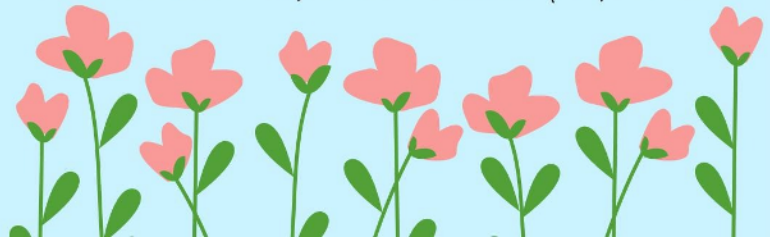
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