



# OHRCHADASH

## THE אור חדש NEWSLETTER

Volume 1, Issue 4  
November 1, 2019

ג' חשוון תש"פ פרשת נח

### OCA Dates to Remember

**November 1, Friday**

Candle lighting - 5:47 pm

**November 5, Tuesday**

3:30 - All School Dismissal

No Stay & Play

6:00 - 9:30 pm - Parent/  
Teacher Conferences- Mid-  
dle School

6:30 - 9:00 pm - Parent/  
Teacher Conferences- ECC  
& Elementary

**November 8, Friday**

Candle lighting - 4:39 pm

**November 11, Monday**

Veteran's Day

**November 15, Friday**

Veteran's Day Assembly

Assembly Times:

K-4th grades - 10 - 10:30 am

5th-8th - 10:35-11:10 am

**November 21, Thursday**

2:20 All School Dismissal

All School Professional De-  
velopment

No Stay & Play

### From the Desk of Mrs. Rapoport; Interim Head of School

What do you see? What do you notice?

In the daily blur of our lives, we all too often fail to notice important details in our surroundings, details that potentially offer us opportunities for growth, advancement, gratitude, and connection. When we take the time to slow down and notice the details around us, we remain open to the opportunities with which Hashem presents us.

In Parshat Noach, Hashem presented Noach with a rainbow as a sign of the covenant that He would never again flood the earth to punish mankind for their sins. The beauty and wonder of a rainbow compels us to pause and take in the magnificence of refracted light and remind us of the presence of Hashem's covenant. We note the spectrum of colors in the rainbow and sometimes we are blessed with the special gift of a double rainbow. At that moment, we stop what we are doing to say the bracha, ברוך אתה ה' אלוקינו מלך העולם זוכר הברית, (ו)נאמן בבריתו, וקיים במאמרו.

What do you see? What do you notice?

One of the most important skills for success in school is the ability not merely to utilize our senses to take in information, but to notice. Do we notice the details and understand how the details come together to form a whole? Do we notice a pattern in the details? Betty K. Garner, in her book *Getting to Go It!*, explains how teaching children to stop, notice, describe, and make meaning out

of what they notice is foundational for developing strong comprehension skills in all aspects of academic learning.

Teaching children how to notice begins when parents take their infants and toddlers out for a walk or when they read a book together. Literally pointing out a bird in a tree and describing what you see, for example, helps the young child develop the cognitive skill of directed attention and the ability to describe the visual-spatial world in language. This skill translates to tracking and locating information in written text and finding one's mistake in a math problem. We model for children how to notice when we help them describe features of a puzzle piece we may be looking for in order to complete a puzzle. By doing so, we teach them the internal language of problem solving that forms the pattern of the thought they will need to keep themselves organized and construct a persuasive essay.

May the rainbow remind us not only of Hashem's covenant, but of the imperative to stop and notice. Taking that pause and articulating the bracha not only helps us to express our gratitude to Hashem for the opportunities in our lives, but supports the development of our children's ability to problem solve and learn.

Shabbat shalom!

Mrs. Deborah Rapoport

# Counselor Corner

With Ms. Jen

Dear Ohr Chadash Families,

Losing a competition of any sort can be challenging for many children. Starting at just three or four, kids may become competitive over small things like who slid down the slide the fastest. Often times these little arguments end in big adverse reactions, especially for the "defeated" party.

There's no doubt that self-regulating natural emotional reactions to losing a competition is tough. After winning something once, it is that much more difficult to lose. In a final attempt to salvage victory, a child may blame the game for not being fair, quit just before losing, or accuse competitors of cheating. Understandably, it is hard to accept losing when one puts their all into an attempt at a win!

While it is natural for children to feel a pull to win in competition, if a child becomes a consistently "sore loser," it is important to intervene, as the ability to lose gracefully is an art that requires guidance, practice, time, and patience.

Placing emphasis on losing gracefully



We are thrilled to introduce our new sub-column in *Counselor Corner*, known as *Kids' Corner*! Through *Kids' Corner* we hope to share our students' voices with the community.

Dear Students,

Losing a game or competition can be difficult. What can you do or say after losing?

"You can say to yourself that you did a good job." Talia, 4th

was a priority throughout this week leading up to the student government elections that took place today. Almost 40 determined students ran for student government this year. Listening to each of their speeches, and watching as they diligently and respectfully campaigned for themselves, was quite impressive. Before most students recorded their campaign speeches, their efforts were given praise, and the grit, perseverance, and determination it took to simply run was discussed as being the most admirable part of the campaign. Acknowledging the real possibility of losing, students practiced shifting the focus from winning to having fun riding the wave.

Here are some tips for helping your child learn how to lose with grace:

1. Practice having your child lose a game in the safety of your own home and family. Rehearse a plan for what to do when one loses a game, such as taking deep breaths or saying "maybe next time." Don't let your child win every game of checkers, (even though it may be tempting to), so that they can practice losing. Try not to give in to your child blaming others or accusing their opponent of cheating.

2. Model losing gracefully. When the adult loses a competition, doesn't get that promotion, or simply fails, we try to model good sportsmanship by congratulating our competitor with a handshake.

**Acknowledging the real possibility of losing, students practiced shifting the focus from winning to having fun riding the wave.**

Persevering in spite of a loss is also important for children to see.

3. Praise your child when you see them handling a loss well and showing improvement in doing so.

4. Communicate with your child about the situation. Pull them aside afterwards, talk through their feelings with them, validate them, and work with them to see the game from the perspective of fun and effort.

Have a wonderful Shabbat,

Ms. Jen

"There's always next time." Meital, 8th

"Tell yourself that it's okay, and that it's nice that the other person had a chance to win." Ella, 4th

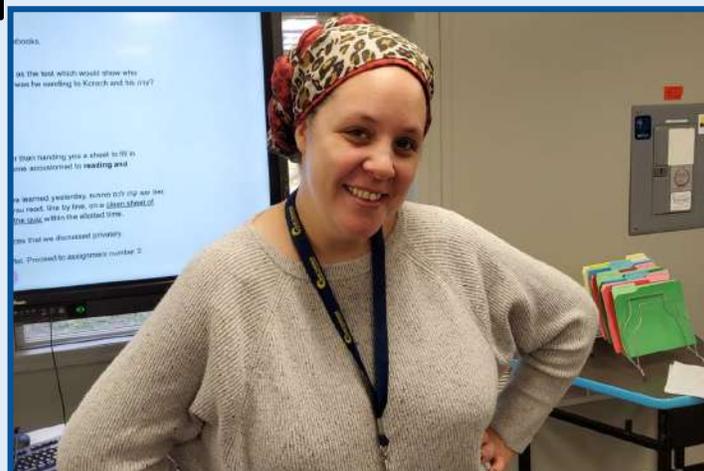
"I can be happy for the other person because even if I didn't win, someone should be happy for them." Shuli, 4th

"I can say to myself that someone probably lost harder than me today, so it's ok." Eliana, 8th

# MEET NEW TEACHERS

## Who is Leah Nagarpowers?

Leah Nagarpowers is teaching 6th & 7th grade girls' Chumash in our middle school as well as working as Judaics support staff in our Learning Center. Morah Nagarpowers is finishing up a Master's Degree in Jewish Education from the Davidson School with a focus in Day School Education. She recently moved here from Far Rockaway with her family. Her daughter, two cats, and ever growing library of Hebrew *seforim*, cookbooks, biographies, and novels keep her busy outside of school hours. She enjoys watching the leaves change colors and cuddling her baby and cats. if you see her or her husband, Rabbi David Nagarpowers, out and about in the community, please feel free to say hello! Morah Nagarpowers will probably be at Trader Joe's or Seven Mile, where Tiferet Malka loves to push the mini shopping carts and poke passersby.



## Who is Nessia Greenwood?

Morah Nessia Greenwood , previously Salid, yes Salid like what you eat, but with an "I", moved from Hollywood, Florida, to Baltimore 4 months ago, right after getting married.

She is one of 8 children, the second eldest in her family.

Her family lives in Hollywood, Fl. Her [Abba](#) is a posaik/Rabbi in Hollywood. Her mother is a morah for Kitah Gimel in a school called Hillel in Boca Raton, Fl.

After graduating high school, Morah Nessia went to Talpiot college and received her Bachelors In Jewish education.

Morah Nessia first taught in Seattle, WA in a school called Torah Day School of Seattle. After, she went back to Florida and taught in Toras Emes Academy.

Morah Nessia always enjoyed teaching, and getting to know such incredible students and teachers.

She enjoyed spending free time with her family, and running long distances.

She especially enjoys baking, specifically cinnamon buns.





**From Your PTA Co-Presidents,  
Lauren Schleifer and Michelle Rakovsky**

We hope everyone had a great full week back at school!

The students enjoyed a special Rosh Chodesh treat with a Parsha theme! Ask your kids about the treat.

One more week until.... SATURDAY NIGHT LEARNING!!!

Next Motzei Shabbat will be the first SNL of the year, and we are so excited! All the SNLs this year will be taking place at Ner Tamid, and we are thrilled! There will be pizza and prizes for the students! So, students, remember to bring a buddy and something to learn next week!

If you would like to sponsor a Day of Learning, Rosh Chodesh treats, or a Saturday Night Learning, please let us know. As always, you can reach us at [ocapta@ohrchadashbaltimore.org](mailto:ocapta@ohrchadashbaltimore.org).

	<u>Date</u>	<u>Start Time</u>	<u>Date</u>	<u>Start Time</u>
Have a wonderful Shabbat, Lauren and Michelle	November 9 <sup>th</sup>	6:25pm	January 11 <sup>th</sup>	6:30pm
	November 16 <sup>th</sup>	6:20pm	January 18 <sup>th</sup>	6:35pm
	November 23 <sup>rd</sup>	6:20pm	January 25 <sup>th</sup>	6:45pm
	December 7 <sup>th</sup>	6:15pm	February 1 <sup>st</sup>	6:50pm
	December 14 <sup>th</sup>	6:15pm	February 8 <sup>th</sup>	7:00pm
	December 21 <sup>st</sup>	6:15pm	February 22 <sup>nd</sup>	7:15pm
	January 4 <sup>th</sup>	6:20pm	February 29 <sup>th</sup>	7:25pm

## Look at What's Happening at OCA

This week, third grade had a special and unique opportunity to participate in a shadow puppetry workshop based off of the events of the factory workers' strike of 1909. To prepare for this program, we read the book *Brave Girl* by Michelle Markel. We learned about a leader in this movement, Clara Lemlich. In the workshop, students created their own shadow puppets as well as retold Clara and the factory workers' story through the use of light and shadows. Students learned about perspective and different ways to use shadows to convey thoughts and ideas. Students had an amazing time and enjoyed this special experience!



We encourage families to check out a performance called "Layer the Walls" at the Gordon Center with these artists on Sunday, November 17<sup>th</sup>. Be sure to use the discount code OCWalls. At the end of the performance, any third grade OCA students present will be able to do a short shadow puppetry performance that we practiced in school in front of the entire audience!

Mrs. Saks



# Torah for the Shabbat Table פרשת נח

עַל־כֵּן קָרָא שְׁמֹהּ בְּבֵל כִּי־שָׁם בָּלַל יְקוֹק שְׁפָת כָּל  
הָאָרֶץ וּמִשָּׁם הִפְיָצָם יְקוֹק עַל־פְּנֵי כָל־הָאָרֶץ:  
(י"א, ט)

Therefore, G-d named it Babel, for there the Lord confused the language of the entire earth, and from there the Lord scattered them upon the face of the entire earth. (11:9)

This week's פרשה describes two generations of people who sinned and were punished for it, the דור המבול (generation of the flood) and the דור הפלגה (generation of the dispersion,) when the tower was built.

The דור המבול, of course, was the generation lost in the great flood during which ה' told נח to build an ark to survive. The description of this generation that we find in the תורה is very harsh. What was their sin? The Torah describes how the people lost their fear of G-d and were behaving with depravity and immorality -- killing, stealing, a total societal breakdown. The דור הפלגה was the generation who built the Tower of Babel - a great tower through which they aimed to surpass G-d. For this, their punishment was G-d changing their languages to all be different from one another, and they were consequently dispersed from one another, to scatter all over the world.

Reading this, we might ask the same questions that numerous commentators raise: Why did the דור המבול receive the harsher

punishment of being destroyed and wiped off the face of the earth while the דור הפלגה, who rebelled directly against G-d(!), was only spread throughout the world. Would it make sense for them to deserve the worse punishment?

The דור הפלגה explain that as wicked as they were, the דור הפלגה lived peacefully and in harmony with one another. However, the דור המבול was filled with crime and robbery, with a total collapse of the social order. Because of the זכות of the unity that the דור הפלגה displayed with one another, they received a more lenient punishment, showing us the greatness of the שלום of מדה.

The flood concluded with a sign from ה' that ה' would not destroy the world again - a rainbow. The rainbow has many different colors joining together to create a greater beautiful whole. This teaches us that the key to achieving peace in the world and preventing further destruction is working to bring together the different "colors" of humanity, that were so long ago dispersed, to live in peace and harmony.

## מצות השבוע

The מצות השבוע this week is to make a special effort to work together on something with someone different from you.

Rabbi Yaakov Komisar

1. Why did ה' want to destroy the world with מבול?  
[The people were killing, stealing, and even taking each other's wives.]
2. Who did ה' save?  
[נח, his wife בעמה, his children – חם, שם and יפת and their wives.]
3. How long did it take נח to build the תיבה, and why so long?  
[120 years - To give the people a chance to do תשובה.]
4. What went in each floor of the תיבה?  
[Top – people and food.  
Middle – animals.  
Bottom – garbage.]
5. How many Kosher animals and non-Kosher animals did נח take into the תיבה?  
[Kosher - 7 pairs (7 male and 7 female of each kind)  
Non-Kosher – 1 pair (1 male and 1 female of each kind)]
6. How long did it rain?  
[40 days and 40 nights.]
7. How long were נח and his family in the תיבה?  
[1 year.]
8. How did נח know when the land was dry?  
[He sent out an עורב, and then he sent out a יונה three times. The third time, the יונה did not return.]
9. What sign did ה' give when He promised to never bring another מבול again?  
[The קשת (rainbow)]
10. Many years after the מבול, when the people built a מגדל (tower) to fight against ה', how did ה' punish them?  
[He mixed up the way they spoke into 70 languages so that they couldn't understand each other and moved apart.]

## Questions for the שבת table:

Think of a time in your life when you worked on a group project to create something. What were the rewards and challenges of the experience of working together with other people toward a goal?

Can you think of a time when you worked together with someone very different from yourself? What did you learn from the experience?

What do you think is the best way to work together with someone from whom you are very different (language barrier, different interests or background, etc.)?



# OCA Special Announcements

Happy Birthday to...

Avigayil	Franco	3rd	11/04
Talia	Lawrence	ECC-4	11/08
Arava Shifra	Bar-Zeev	2nd	11/10
Shayna Batsheva	Millrod	ECC-4	11/10
Sarah Aliza	Cornberg	ECC-2	11/10
Rachel	Reich	5th	11/12
Evyatar	Barnoy	ECC-2	11/13
Asher	Pensak	4th	11/14
Ezra	Zakharin	1st	11/14



MAZEL TOV TO ...

*Mazel Tov to Cobi Schechet on a baby brother Abie!*

*Mazel Tov to Jack Rakovsky on a baby sister Ella!*

*Mazel Tov to the Shar Family on the birth of a baby boy  
Yishai!*









Offered by SHEMESH and CHADD of Greater Baltimore



# SUPPORT GROUP

For Parents of Children with Attention and Executive Function Issues

## First Wednesday of the Month

8:00 - 9:15 p.m.

Weinberg Park Heights JCC  
Community Room  
5700 Park Heights Avenue  
Baltimore

*There is no fee for attendance.  
Confidentiality assured.*

Questions? Contact Faye Friedman  
for more information at  
[ffriedman@shemeshbaltimore.org](mailto:ffriedman@shemeshbaltimore.org)  
or 410-843-7589.

## NOVEMBER 6

### More Than Handwriting

Your child and Occupational Therapy.

*Rivka Bogart, MS, OTR/L*

## DECEMBER 4

### ADHD

What are the Options?

*Dr. Barbara Howard,  
Developmental Pediatrician*

## JANUARY 1

### Taking Stock

Mid Year Check-In

*Facilitated by SHEMESH staff*





# BUILDING COMMUNITY

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