



OHR CHADASH

THE אור חדש NEWSLETTER

Volume 1, Issue 5
November 15, 2019

“ז חשון תש”פ פרשת וירא

OCA Dates to Remember

November 15, Friday

Candle lighting - 4:33 P.M.

November 21, Thursday

2:20 P.M. - All School Dismissal

All School Professional Development

No Stay & Play

November 22, Friday

Candle lighting - 4:29 P.M.

November 24, Sunday

Yachad Event - 1:15 - 2:30 P.M.

Chumash Program - 2:30 - 3:30 P.M.

November 25, Monday

OCA500K Campaign

November 26, Tuesday

Rosh Chodesh/
Campaign Assembly -
9:15 - 10:15 A.M.

**November 28 - 29,
Thursday and Friday**

NO SCHOOL -
Thanksgiving Break

Candle Lighting - 4:26 P.M.

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

Children play a central role in our Jewish tradition, representing our faith in the future of the Jewish people, a link from one generation to the next. We regard educating our children in Torah and knowledge to be our holy obligation.

In this week's parsha, *Vayeira*, Hashem promised Avraham that his descendants will be as numerous as the stars in the heavens, but although Avraham was wealthy in livestock, silver, and gold, he and Sarah had no children. Avraham worried about their childlessness, their legacy. Unbelievably, after they had yearned so long for a child and both had grown old, Sarah conceived a son, Yitzchak. They were joyous, their prayers having been answered, Hashem's promise fulfilled!

Every child is a blessing, as Yitzchak was to Avraham and Sarah. In our children's faces, we see the legacy of generations past and the promise of future potential. As parents and as educators, we provide the lessons and the stepping stones to help our children lay down their own path to adulthood. Neither of us can achieve the goal of creating the Jewish future on our own. We, as a school, depend on the support and partnership of our parent body, just as you, our parents, depend on us.

Our students, your children, are taking steps every day towards their future, a future guided by our shared Torah values and traditions and inspired by our passionate and dedicated teachers. Every opportunity that stimulates our students'

minds, engages their bodies, and nurtures their souls in turn expands their knowledge, strengthens their skills, and deepens their connection to Hashem.

OCA stands apart from other Jewish day schools in that we provide our boys and girls with an integrated and progressive approach to learning Torah and General Studies in which critical thinking, collaborative effort, and community building are emphasized. Fulfilling our mission to secure our Jewish future requires a significant investment of time and resources. Tuition alone does not cover the cost of an OCA education.

We are now in the midst of the OCA 500K Annual Campaign to raise money for our scholarship fund and operations. We need everyone's support! We encourage you to donate to the campaign, solicit donations from others, participate in the 500K Building Challenge, and share your enthusiasm about the school with prospective families. Your involvement in the OCA 500K Annual Campaign will help to sustain and the build OCA now and into the future.

On behalf of the administration, faculty, and staff of OCA, I thank you for your partnership in support of your children's education and for your commitment to OCA.

Shabbat shalom!

In this week's article in the series on 21st century learning, I will discuss collaborative teaching and cooperative learning.

Teacher collaborations present powerful opportunities for educators to learn from each other which can increase the strategies available in their pedagogical toolboxes. There are many ways collaborative learning (or teaching) can happen. OCA is unique in that the administration actively mentors teachers to stimulate ongoing, collaborative growth. Another way we do this at OCA is by scheduling after-school professional development programs throughout the year. For example, at next week's upcoming professional development program, teachers will work in small groups to learn from and with each other on various aspects of differentiated instruction. Other models we use at OCA include the following:

- **Lead, Observe, Assist** – One teacher presents new content while the assistant (or mentee) observes students and assists any who may be off-task or struggling with concepts.
- **Teach and Reteach** – The lead teacher presents new material and activities while assistant or mentee reviews previous information and skills for retention purposes.
- **Simultaneous Teaching** – The class is divided into two smaller groups and both

teachers present the same material at the same time.

- **Instructional Stations** – Students rotate between several centers to receive instruction or work on activities monitored by teachers or members of the support team.
- **Supplemental Teaching** – While one teacher instructs the majority of learners, the other takes a small group aside to work on different instructional goals related to readiness or literacy skills.

Cooperative learning (CL) is an instructional strategy in which small groups of students work together on a common task. This is typically done to achieve project-based goals or even solve a multi-step math problem. CL is a powerful strategy to achieve curricular and standards based objectives. What's more, when students are focused on the goals of a project, they are more inclined to negotiate with their peers, a process which clarifies their understandings and solidifies their learning. According to David Johnson and Roger Johnson (1999), there are five basic elements that allow for successful small-group learning:

- **Positive interdependence:** Students feel responsible for their own and the group's effort.
- **Face-to-face interaction:** Students encourage and support one another; the environment encourages discussion and eye contact.

- **Individual and group accountability:** Each student is responsible for doing their part; the group is accountable for meeting its goal.
- **Group behaviors:** Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others occurs.
- **Group processing:** Group members analyze their own and the group's ability to work together.

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The authors of *Classroom Instruction that Works* cite research showing that organizing students in cooperative learning groups can lead to significant gains in student achievement. Therefore, as part of OCA's Social-Emotional Education and Support Program, we teach elementary school students the social learning skills necessary for cooperative learning in the classroom in partnership with their teachers. Our goal is for OCA students to engage fully, learn deeply, and interact with one another productively through cooperative learning.

Have a Wonderful Shabbat!

Counselor Corner

With Ms. Jen

Dear Ohr Chadash Families,

Every weekday morning we have our routine. The kids get ready, they hop in the car, and we get them to school. At drop off we say, "Have a great day!" We send our children off to school with a smile, hoping that they will have an enriching experience.

Once the afternoon rolls around, we arrive to pick up our children. We greet them with cheery faces. We have missed them, and we are eager to hear about their day. We want to know what they did, who they interacted with, what their teachers taught them, and what projects they worked on. So naturally we ask the innocent and endearing question, "How was your day, sweetie?" We hope to hear it all, yet after asking this ordinary question, we are typically met with answers such as:

"Good."

"Fine."

"Bad."

"I didn't do anything today."

"I don't know."

The conversation about school quickly dissipates. We may ask follow-up questions, but answers continue to be one worded. Eventually we give up, realizing we're not going to get much out of

our kids about how their day went. We're left guessing based on our children's demeanors, without any details.

While it is polite and socially expected to ask "How was your day?" or "How are you?," these questions are open-ended, mundane, and tempting to answer in just one word. Think about when someone asks you how your day was. Without detail in the question itself, even adults tend to answer:

"Crazy."

"Nice."

"Busy!"

Try asking questions that cannot be answered with a yes or no, or that contain detail within the actual question.

The question, "How was your day?" is a friendly, small talk, conversation starter, but big details are not likely to come out of it.

As parents, we strive to have that conversation with our children about their day. We want them to communicate with us, and we hope to give them our

feedback. When our children share details about their day with us, it is beneficial for them as well, as they have someone to listen to them, support them, and bounce ideas off of. It also fosters open communication, something very important for the healthy parent-child relationship.

In an effort to open the communication about your child's school day with him/her, try asking questions that cannot be answered with a yes or no, or that contain detail within the actual question. Here are some examples of alternative questions to ask your children after school:

Which friends did you play with outside today?

What was the silliest thing that happened today?

What was the most challenging part of your day?

What did you do with your friend, [insert name], today?

Which rule was the easiest/most difficult to follow today?

I hope that you will have many enlightening conversations with your children after school.

Wishing you a wonderful Shabbat!



What would you like your parents to ask you at the end of the school day?

"What was something fun you did today?" Zelig, 6th

"I think it is good for questions to be engaging, so I would want them to ask me what my favorite and least favorite parts of the day were." BZ, 6th

"What was something unique about your day?" Kfir, 6th

"If they see my face looks sad or down, I would want them to ask me what was bothering me today. If My face looked happy, I would want them to ask me what was great about my day." Esther, 7th

"I like that my mom always asks me 'What did you do for someone else today and what did someone else do for you today?'" Aliza R, 7th



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

Last week was the first SATURDAY NIGHT LEARNING and it was awesome!!! Ner Tamid was filled with happy children and their "buddies" learning Torah-it was incredible to see and be a part of! Thank you to The Brandriss family for sponsoring this past week's SNL in honor of Noam's siyum. We were so happy to be able to celebrate this amazing accomplishment with you!

This Motzei Shabbat we will also have SNL and it promises to be just as amazing! There will, again, be pizza and prizes for the students! So, students remember to bring a buddy and something to learn this week!

Thank you to the Goldstein family for being a sponsor this week for a Refuah for Gabby's father and grandfather; We wish them both an easy and speedy recovery! Also, thank you to the Gertz family for also being a sponsor for this week's SNL!

The PTA sponsored lunch for the teachers in honor of Parent-Teacher Conferences. Teachers, we cannot thank you enough for the time and effort you put in for our children!!!

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.

Have a wonderful Shabbat,
 Lauren and Michelle

<u>Date</u>	<u>Start Time</u>	<u>Date</u>	<u>Start Time</u>
November 16 th	6:20pm	January 18 th	6:35pm
November 23 rd	6:20pm	January 25 th	6:45pm
December 7 th	6:15pm	February 1 st	6:50pm
December 14 th	6:15pm	February 8 th	7:00pm
December 21 st	6:15pm	February 22 nd	7:15pm
January 4 th	6:25pm	February 29 th	7:25pm
January 11 th	6:30pm		

MEET THE NEW ASSISTANT ECC DIRECTOR

Who is Morah Tzippy Levin?



Morah Tzippy Levin is our new ECC Assistant Director.

Tzippy, a New York native (as her accent can attest), has been calling Baltimore home for the last 17 years since she settled here with her husband, Yechiel, and their three children; Yoni, Baily, and Sruli.

You may know Morah Tzippy from her early days at the JCC preschool, Talmudical Academy, summers in Camp Bais Yaakov, or just from bumping into her on her walks around the Quarry.

Morah Tzippy joins the ECC admin team after 16 years of teaching in the community. She has a degree from Towson University in Early Childhood Education and Psychology. With her passion for early childhood education and her overall excitement for life, we are thrilled to have her as part of our team.

Torah for the Shabbat Table פרשת וירא

In this week's Parsha we learn how אבינו אברהם did the מצוה of אורחים הכנסת in a very great manner. He would even invite people to his tent who served עבודה זרה (idols)! When they were done eating and the guests would want to thank אבינו אברהם, he would tell them to thank Hashem, from whom the food really came from.

The מדרש says that if a guest did not want to praise Hashem, אבינו אברהם would give them a big bill, charging them a lot of money for the meal that he gave them. אבינו אברהם explained, "It is hard to get food in the desert, so it is really expensive". When the guest would see that he had no choice he would finally agree to praise Hashem.

Question - אבינו אברהם' point was that the guests should praise Hashem, but if the guest was forced into praising Hashem then that's not really praising Hashem, the guest didn't even mean what he said!

Answer - Every person, even a non-Jew, has a Mitzva to believe in Hashem. They are also capable of understanding and praising Hashem. אבינו אברהם therefore did all he could to explain to everyone about the one Hashem. Sometimes, however, a person was so involved in his own life, his own ego, that he wasn't interested in hearing about Hashem. So when אבינו אברהם would meet such a person he would "shake him up" and shock him by telling him the big price that he would have to pay. Once he was shaken up, he forgot about himself and was now ready to agree to praise Hashem.

Lesson - Every person is ready to believe in Hashem. We must therefore never be shy to tell people about Hashem. When the neighbor asks us how we are doing we should answer "Fine, Thank G-D!", or when the mailman asks us how our day was, we are proud to say "Thank G-D great!" and if we say it with our full heart, they, in turn, will praise Hashem too!
Chinuch.org

Questions for the Shabbat Table פרשת וירא

1. Why did אברהם come to visit אברהם? *To do the מצוה of ברית מילה אברהם's - visiting the sick after בקור חולים*
2. Who did אברהם send to אברהם because he wanted guests so badly? What were their jobs? *Three מלאכים dressed as people 1. To heal אברהם and save לוט 2. To destroy 3. To tell אברהם and שרה that they would have a son in one year*
3. What did שרה do when the מלאך said she would have a baby, and why? *She laughed because she thought she was too old to have a baby.*
4. Why did אברהם destroy אברהם? *They were רשעים. They mistreated guests and stole ...*
5. What did לוט do when he saw the מלאכים? *Invited them in and prepared food for them הכנסת אורחים*
6. What happened to לוט's wife, and why? *She turned into מלח salt when she looked back.*
7. How old were אברהם and שרה when יצחק was born? *אברהם was 100. שרה was 90.*
8. Why did אברהם tell אברהם to send away ישמעאל? *So יצחק wouldn't learn from his bad ways.*
9. What did אברהם tell אברהם to do with his son יצחק? *On which mountain? To put him on a מזבח as a תקרבת - where the בית המקדש would later be built.*
10. Who was the first person to daven שחרית? *אברהם*

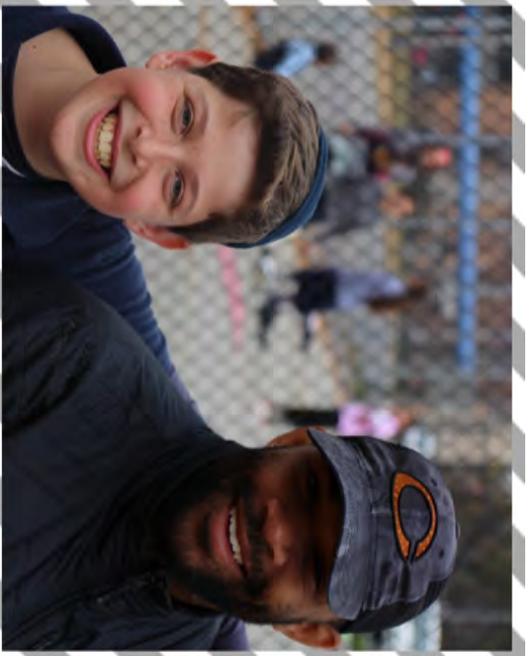


OCA Special Announcements

Happy Birthday to...

Shayna	Diamond	1st	11/16
Aaron	Mehrzadi	K	11/16
Noam	Brandriss	8th	11/17
Efraim	Margolese	4th	11/18
Gabriella	Dinovitz	ECC-4	11/23
Uriel	Adler	7th	11/24
Yuval	Avneri	5th	11/24
Esther	Dubosky	7th	11/26
Moshe	Goldberg	2nd	11/27
Hadasa	Schoenfeld	2nd	11/30
Judah	Abramson	K	12/03
Ayden	Abramson	ECC-3	12/03
Zevi	Goldsmith	6th	12/05









OHR CHADASH ACADEMY'S
ELEMENTARY SCHOOL

Talent Show!

12.24.2019
TIME/LOCATION TBD

Acts may include:

Singing
Dancing
Gymnastics
Joke-telling
Playing a musical instrument
... and more!

Please sign your child up for the
talent show no later than
Monday, November 18 (see
email for sign-up instructions).

Please direct all questions to
Ms. Jen at
jnaiman@ohrchadashbaltimore.org

PLEASE NOTE: This year
most rehearsals will take
place after school.



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
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





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SHEMESH Presents

In Partnership with YACHAD and
The Macks Center for Jewish Education

REACHING FOR THE STARS:

**Raising Motivated, Secure
and Successful Children**



featuring

William R. Stixrud, Ph.D.

Renowned clinical neuropsychologist and co-author of the new
book, *The Self-Driven Child: The Science and Sense of Giving
Your Kids More Control Over Their Lives.*

Monday, December 9, 2019

7:30 - 9:00 p.m.

Weinberg Park Heights JCC, Community Room
5700 Park Heights Avenue, Baltimore

Register Today! shemeshdecemberlecture.eventbrite.com

\$5 in advance

\$10 at the door

To request more information or accommodations, contact
rsvp@shemeshbaltimore.org or 410-843-7524.

William R. Stixrud, Ph.D., is a clinical neuropsychologist and author who lectures extensively on neuropsychological assessment, learning and executive disorders and the effects of stress and technology on the brain. Dr. Stixrud is a faculty member of the Children's National Medical Center and George Washington University School of Medicine and Health Sciences.

