

ASHREINNEWS

Vaera



Menahel's Message Substance Over Style

Each time Moshe Rabbeinu approaches Pharaoh, he is accompanied by his brother Aharon, who serves as his spokesman. As we know, Moshe was *k'vad peh*- he had difficulty speaking - and his older brother was selected by Hashem to serve as his mouthpiece. Why couldn't Hashem have made Moshe physically perfect? If G-d can split the Red Sea, would it have been so difficult to make sure that the greatest of prophets was also articulate?

Rabbeinu Nissim, in his classic *Derashos HaRan*, suggests that G-d purposely selected a leader and *navi* who was not an eloquent orator in order to ensure that the Children of Israel gravitate to Moshe solely based on their belief in Hashem and their recognition of Moshe's innate righteousness rather than being attracted to a charismatic showman. The leader destined to lead us out of slavery and bring down the Torah would per force have to be appreciated for what he *was* and not for how he presented himself. Moshe, as the Chumash later reports, was "*anav mi'kol ha'adam*", as *anivus* encompasses not simply humility in the limited sense but more broadly, substance over style.

When initially approached by Hashem to lead B'nei Yisrael out of Mitzrayim, Moshe demurs: "*mi anochi ki eilech el Pharaoh*". Hashem responds "*v'zeh l'cha ha'os ki anochi shlachticha*." Your ever-present reluctance born out of humility will serve as a constant indication that I have sent you. One who is truly humble and understated, explains the Meshech Chochma, best represents Godliness and is most likely to enjoy an especially close relationship with the Ribbono Shel Olam.

Contemporary society embraces charisma and typically overlooks those who do not promote themselves- and by contemporary society, I refer to the Jewish world as well. Teach your children to pay attention to all, and to learn especially from those who get more points for substance than style. Those are the people cut from the mold of Moshe Rabbeinu.

Shabbat Shalom!

Rabbi Ari Jacobson

Complex Texts: A Solution to a Problem

Mrs. Mindy Reifer: Director of Curriculum, General Studies

When the Common Core State Standards were developed, the creators set out to address very specific deficiencies in the American education system. Researchers had discovered that the majority of high school graduates were unprepared to tackle the complexity of college-level readings. Thus, standards were developed aimed at introducing students to "complex texts," and teachers were encouraged to develop and implement strategies and practices that guide students in comprehending the variety of difficult readings they would encounter post-high school.

"Complex text" can describe content-based informational writing, in which domain-specific vocabulary plays an important role in comprehension. These types of texts might require a significant amount of background knowledge, and readers might need to access previously acquired information in order to understand the material. "Complex text" can also refer to literature, and in this realm the term takes on a very different meaning. In literary texts, the difficulty of the text can be based on complex sentence structure or formality of language, both of which are intimidating to young readers. The literary text can also consist of a variety of unfamiliar structures, involve complicated plots, and even consist of figurative language and literary devices that are difficult for students to untangle independently.

To assist our students in meeting the new standards for complex text comprehension, our teachers use a variety of tools. Teachers model active reading strategies, with specific strategies dedicated to fiction and non-fiction texts. Students practice each strategy in guided reading groups, independent reading, and content-based classes. We also provide students with a variety of paired texts in multiple genres to complement class novels, and we further coordinate multi-disciplinary assignments and activities to allow for across-the-curriculum practice of reading skills. It is a pleasure to watch our students meet the rigorous expectations of today's standards, navigating complex material with engagement, determination, and even excitement.



BOYS

3B Learning How to Daven!

The third grade boys are preparing for a lifetime of meaningful communication with Hashem through davening. Rabbi Auslander has developed an innovative program to teach his students the meaning of the words they say in Shemoah Esrei every morning. Each boy is preparing his own intra-linear translation one bracha at a time Thank you to Mrs. Yitty Fried in the office for turning the idea into a reality!

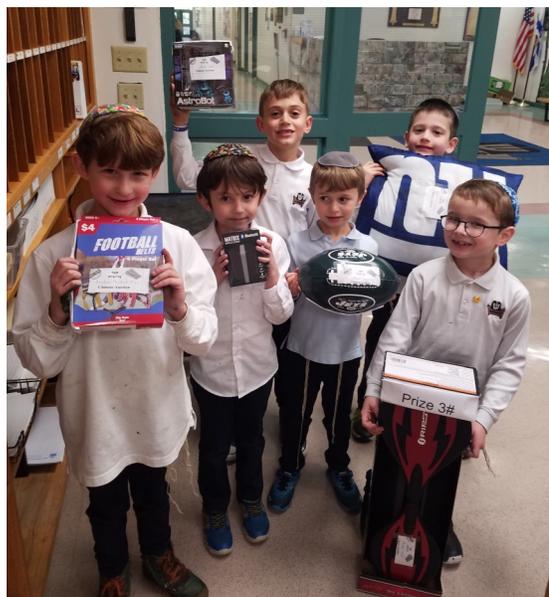
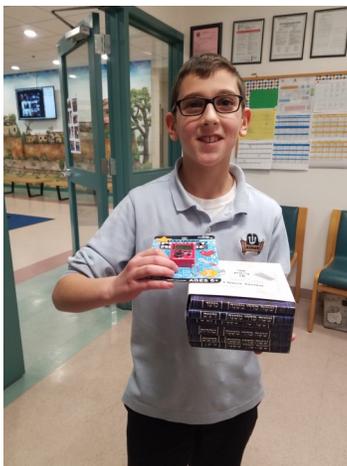


Regular participants in the Sunday Morning Program were treated to bowling after learning! All 4-8 boys welcome!



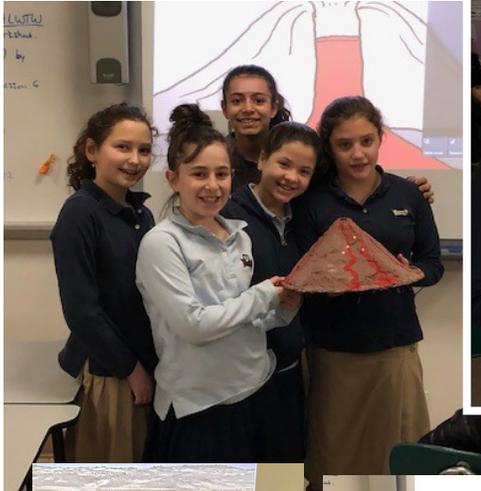
Congratulations to the SMVT Chinese Auction Winners!

Many boys have taken upon themselves to study the parsha each week as part of the Shnayim Mikrah V'Echod Targum program! The completion of Sefer Bereishis was celebrated with a Grand Auction! **Continue turning in the blue SMVT sheets for a chance to win a prize in the Shemot Auction!**



GIRLS

6G Earth Science: Mountains of FIRE! Volcanoes



2G See-Run-Do with Mrs. Blumenthal CAPS therapist

The second grade girls played a game called See-Run-Do, as a fun team-building and communication activity. The girls were split into four teams, and each team had to work together to recreate a picture that only one team member was allowed to see. At the end of the first round, we compared the drawings to the actual picture. While many girls were upset that their drawings did not match the picture, we worked together to identify the many similarities. We reflected that every similarity was a result of the team's excellent communication and working together. During the second round, the girls had a better understanding of how to be effective communicators and how to work well together. During this round, they knew what to do, and the results were phenomenal. We did a recap discussion at the end of the activity, and most girls were proud of what they were able to accomplish together. They talked about the power of communication and understanding one another.

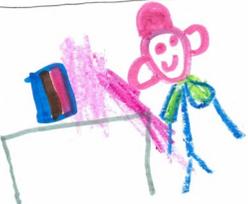


The walls of Jerico in 4B



Mazal Tov first grade on receiving your first siddur!

Chan 11 2019



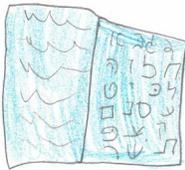
Today the siddur play was fun because I colored a cover. I get to daven from it.

Michael



Thank you Mrs. Pelsinger for the beautiful pictures!

Jaan. 1



I am so happy I got my siddur. I am going to daven in it.

Chany



Jani



I loved the siddur play because I saw my mom. I colored the siddur cover. The cake was very nice.

Zalmi

ASHART



TEXTURE



HUMOR



COLLABORATION



COLOR



TONE





SEE YOU JAN 5!

MONSEY BOYS CHILLZONE
WHEN: Saturday nights @6:45 pm

WHERE: Young Israel of Monsey
 58 Parker Blvd.
 Monsey, NY 10952

CONTACT: Eli Cohen - 845.692.2093
 Rabbi Don Braunfeld 845.304.1704

CHILLZONE.ORG
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 CHILLZONE.PRESENTS.ORG

Riddle of the Week

(submit answer in your SMVT sheet for a chance to win a prize)

Who am I?

I was proof of Hashem, I was from a finger, I am tiny, I came from the sand.

I defied nature, I made them go inside, I was suspended, I am waiting for Gog and Magog.

Last week's answers:
 Har Sinai, Tzoraas

Karate! New session after break

www.ashar.org
 /karate



Bat Mitzvah

Shoshana Bennet

פרנס היום

כ"ו שבט • January 3

לעלוי נשמת

Bernard Yadlovker z"l
ברוך בן יחזקא-ל ז"ל

Uncle of Miriam (Class of '10), Avi (Class of '11) & Rocky (Class of '12) Pincus

Sponsored by the Pincus Family



January 16, 2019



Thank you Mr. Gres for coming into 4B to discuss growing esrogim!



SAVE THE DATE

65TH ANNIVERSARY
DINNER

03.31.2019

MORE DETAILS TO FOLLOW

ASHAR PARENT MEETING AND MELAVE MALKA



Motzei Shabbos, January 12th, 8:00 PM

Please join us for a delicious Melave Malka (dairy),
brief school update by professional and lay leadership,
and a special presentation by
Dr. Isaac Schechter, ASHAR Consulting Psychologist:

“Mommy, I’m Bored!”

*Helping Children Manage
Sadness, Boredom and Disappointment*



Dr. Schechter, a recognized leader in emotional and behavioral health care in the Jewish community, is a clinical psychologist and Director of The Center for Applied Psychology (CAPs) at Bikur Cholim in Monsey New York. He launched the Institute for Applied Research and Community Collaboration (ARCC), a unique institute whose mission is to conduct, analyze and disseminate rigorous research on psychiatric, psychological and social issues of the frum community in an effort to empirically base and guide decision making, resource allocation and program development.