

REUVEN REVIEW

YOUR WINDOW INTO THE WORLD OF YESHIVA KETANA OHR REUVEN...

כ טבת

4:17 p.m.

Vol. 6 Issue #12 December 28, 2018



We're Off!



..Pre-1A Flies Off to Eretz Yisroel on Asarah B'Teves

PRECIOUS PARSHA PEARLS

פרשת ויקחי The Three Rs

Respect

Yaakov sat up for Yosef, even though he was sick because he wanted to show respect for the second to the king.

Doni Stern (1), Gavriel Silber (3), Moshe Weisberg (3), Meir Rubin (1), Avraham Peikes (2), Menachem Perkowski (4),

Responsibility

Yosef did he what his father asked him. He buried him in Eretz Yisroel.

Avi Weg (4), Shlomo Gottlieb (7), Avraham Peikes (2), Menachem Perkowski (4), Mordechai Brick (2), Elya Adler (3), Shalom Adler (1), Dov Ives (8), Tzvi Schwab (6), Menachem Goldstein (1), Doni Stern (1), Roni Fuchs (2), Teddy Reichman (2), Gavriel Silber (3), Meir Cohen (3), Gavriel Perlman (5), Yoel Weisberg (5), Moshe Weisberg (3), Meir Rubin (1), Shua Cohen (1)

Ruach

Chazak Chazak Vinischazeik!
Meir Cohen (3), Shua Cohen (1),

Naftali ran to get the paper that said that Eisav sold the bechor to Yaakov, so Yaakov could be buried in Maaras Hamachpeila.

Doni Stern (1), Gavriel Silber (3), Moshe Weisberg (3), Meir Rubin (1), Avraham Peikes (2), Menachem Perkowski (4),

How Can I Follow the Example in the Parsha?

Recognize that each person has a talent.

Shloimy Goldstein (6)

Last Week's Winners

Doni Stern (1), Roni Fuchs (2), Teddy Reichman (2), Gavriel Silber (3), Meir Cohen (3), Yehoshua Weg (5), Gavriel Perlman (5), Shloimy Goldstein (6), Azriel Laster (8)



Second Graders Sharpening Their Mental Acumen with Chess During Recess



Mrs. Lampert's First Grade Practicing Reading



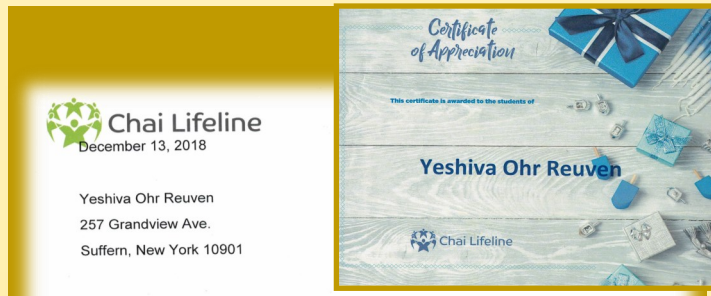
Kumzitz in the Eighth Grade



Rabbi Ephraim Roitman, Author of Sefer *והאר עיניו* Giving an Enthralling Torah Codes Presentation to the 6th Grade



Parsha Comes Alive In Pre-1A



To the students of Yeshiva Ohr Reuven:
 We are so thankful to you and your wonderful student body for your involvement in collecting toys for our Annual Honey Engel Toy Drive!
 The eagerness with which your students responded to our need for toys this holiday season is a testament to the quality education they receive at your distinguished institution.
 Thanks to your students' enthusiasm and willingness to help the less fortunate, this year, we were able to collect over 25,000 toys across the New York region. It is only because of caring people like you and your students that Chai Lifeline can continue its vital work of supporting children and families confronting life-threatening and lifelong illnesses.
 On behalf of the over 5,500 Chai Lifeline children and families, we thank you for joining with us to bring joy and a sense of normalcy to these families during the Chanukah season. We look forward to partnering with you again next year.
 With best wishes for a happy and healthy year,

Nachman Maimon
 Nachman Maimon

Chani Traube
 Chani Traube

A Peek Into Yeshiva Ketana's Upcoming Events

Monday, December 31st ~ No transportation
 Arrival K-5: 9:00 a.m., 6-8: 7:45 a.m.
 Dismissal: K-1: 3:00
 2-8: 4:15

Tuesday, January 1st ~ No Transportation
 Arrival K-5: 9:00 a.m., 6-8: 7:45a.m.
 Dismissal: K-8: **12:45 p.m.**

Mazel Tov

Rabbi Yehuda Brodie, Mesivta Rebbe and math teacher on the birth of a son. Mazel tov to the grandparents, S'gan Rosh Yeshiva, Rabbi and Mrs. Benzion Brodie. Ben Zion Shuster, 7th grader- on his Hanachas Tefillin



Weather Hotline Number
 In case of inclement weather, please call the YKOR message line (920) 940-8936

1 Baruch Attar 6 Binyamin Engelstein
 4 Moshe Schiller



Parenting in the Parsha

פרשת שמות

Power Failure

וכאשר יענו אתו כן ירבה וכן יפרץ ויקצו מפני בני ישראל

But the more they were oppressed, the more they increased and spread out, so that the (Egyptians) came to dread the Israelites.

וכאשר, וכ"ז לא הועיל לא לענין הרבוי כי כן ירבה, ולא לענין חוזק גופם כי כן יפרץ, ומאז ויקצו מפני בני ישראל, שתחלה לא שנו אותם והיה עצתם רק שלא יעלו מארצם לעת מצוא, אבל אח"כ קצו מפניהם ומאסו אותם

And none of this helped, not with regard to the multiplication, for "so did they multiply" and not with regard to the strength of their bodies for "so they spread out" and from then, 'they dreaded the *bnei Yisroel*' for initially they did not hate them and their plot was just that they should not exit the land when possible, but after, they despised them and were repulsed by them.

- Malbim

A lot of us were raised by parents who were more oriented toward power and control. If they start moving toward collaboration and influence, they feel like they're losing control, but the reality is they didn't have control in the first place.

-Ross W. Greene, Raising Human Beings

Ross W. Greene is a noted child psychologist, author, and expert on dealing with challenging behavior in children. After numerous written works, lectures, and seminars on his revolutionary approach for educators dealing with challenging behavior in the school setting, Dr. Greene recently published a companion guide for parents, titled Raising Human Beings.

His premise, in part, is that the exercise of power as a means of controlling our children and their behavior does not solve the underlying issues that cause the problematic behavior. Instead, leveraging the power imbalance with our children to control them usually exacerbates the problems. It also teaches our children to attempt to use power to control others when they are able to do so.

The Egyptians attempted to use power as a means of subduing and controlling the *Bnei Yisroel*. It backfired. As they oppressed, so did they multiply, and so did they spread. It's what follows that's even more fascinating. As the *Malbi"m* explains, the frustration that the Egyptians felt at the failure of their power to control the *Bnei Yisroel* was the cause of their great hatred of them. It is an all too common scenario as parents grapple with behaviorally challenged children. Without the proper tools in their parenting toolbox, parents will attempt to use power to control their child's behavior. When that fails, parents interpret that failure as defiance and *chutzpah*. That's when the sparks really begin to fly.

Greene argues that children do well if they can. Children with behavioral issues are usually aware of our expectations of them and actually want to meet those expectations. Behavior problems arise when our expectations of children exceed their ability to meet those expectations. If a child lacks the ability to meet an expectation, no amount of pressure, incentive, or punishment will change that. It will only increase frustration and make the problem worse.

As Dr. Greene explains, a child's inability to meet a behavioral expectation is a form of developmental delay. Just as a child might be delayed in his ability to read or compute, a child can be delayed in his ability to share, to remain quiet, to keep his hands off his siblings, or to follow parental instructions.

If power doesn't work, and a child's behavior is unacceptable, is there an alternative? Dr. Greene believes there is. His solution lies in collaborative parenting, where the child takes part in solving the problem. In the Dr. Greene approach, there are three crucial steps to solve children's behavioral issues.

The first step is what he refers to as the Empathy step. That is where the adult gathers information from the child with regard to the unmet expectation and/ or underlying problem that leads to the unmet expectation. This information gathering must be done impartially and non-judgmentally. It requires time, patience and a willingness to listen. Don't offer answers to the child in order to move things along. You want the child to really focus on what's bothering him. Usually, we adults assume we understand the problem and simply jump to the step of trying to solve it. Our children have valuable information about the problem that is often far different from our assumption.

Step two is the Define Adult Concerns step. That is where the adult explains what he needs from the child. What are the expectations? How is the failure to meet the expectations affecting the child? The family? Here is where you express to the child your concern about the issue. (After you have earned the child's trust by listening to his concerns, he is more willing to listen to yours.)

The third step is the invitation, where you work collaboratively with the child to find a solution that will address both your concern and his. You are looking for a mutually agreeable, realistic, and durable solution that will address all concerns. Otherwise, any solution is doomed to fail. Don't impose the solution. Work with the child to develop it together.

The Ross Greene approach is not magic. It will not solve any problems immediately, and you will need to know much more about it than this little summary in order to implement it properly. But, if you are a parent who believes that you may have to deal with behavioral issues with your children as you raise them, it behooves you to familiarize yourself with Dr. Greene and his approach. After all, you are raising human beings.

Good Shabbos

Rabbi Yisroel Gottlieb



P“R”ECIOUS PA“R”SHA PEA“R”LS

The Three “R”s in the Parsha

What examples can you find?

Name _____ Grade _____ Parshas _____

Respect

Responsibility

Ruach

What Can I do to follow the example in the Parsha?



OHR REUVEN
אור ראובן
YESHIVA KETANA

פרשת שמות
שנים מקרא ואחד תרגום



OHR REUVEN
אור ראובן
YESHIVA KETANA

Parshas Shemos'

שנים מקרא ואחד תרגום
program
is sponsored לעילו נשמת

אונקלוס הגר

• - - - - - •
to the first grade on joining the
YKOR שנים מקרא ואחד תרגום *program!!*

**Many פרשיות of this year
are still available for sponsorship!**
Please help support this wonderful program.

Monthly (4 weeks) sponsorship: \$275
One week full sponsorship: \$75
One week partial sponsorship: \$40

To sponsor a פרשה please contact Rabbi Plotzker.
bplotzker@ohrreuven.com

First

Last

Name of תלמיד (Please Print Clearly)

Class: (Please Check One)

1st Grade – 5 פסוקים

2nd Grade – 10 פסוקים

3rd Grade – 15 פסוקים

4th Grade – 20 פסוקים

5th Grade – 25 פסוקים

6th Grade – 30 פסוקים

7th Grade – 40 פסוקים

8th Grade – The whole פרשה

My son completed שנים מקרא ואחד תרגום for
this פרשה in the amount specified for his class.

Parent's signature

Machzikei Torah
Zichron Yitzchak



מחזיקי תורה
זכרון יצחק

LEARNING PROGRAM

Erev Shabbos & Shabbos



שנים מקרא ואחד תרגום

Raffle

- Grades 1-2: Until שני
- Grades 3-4: Until שלישי
- Grades 5-6: Until רביעי
- Grades 7-8: Whole פרשה

לז"נ הרב ירחמיאל שלום
משה בן הרב ישראל זצ"ל
מגיד שיעור - ישיבה דרך חיים

**GRAND RAFFLE
ON FEBRUARY 6TH**

IN ADDITION THERE WILL BE A
WEEKLY RAFFLE
FOR A \$25 GIFT CARD

שבת פרשת

- Learned 15 minutes on Erev Shabbos
- Learned 15 minutes (Grades 1-4) / 30 minutes (Grades 5-8) on Shabbos
- Learned 15 minutes (Grades 1-4) / 30 minutes (Grades 5-8) on Motzei Shabbos
- שנים מקרא ואחד תרגום

Name _____

Address _____

City _____ State _____ Zip _____

Yeshiva _____ Grade _____

Phone _____ Parent's Signature _____

Completed forms must be received by Friday, February 1st to be included in the raffle.
Completed forms should be faxed to 646-595-2402 or emailed to egoldberg417@gmail.com.

**Grand raffle will take place on February 6th
50 PRIZES WILL BE RAFFLED OFF!!**

**ALL
LEARNING
COUNTS!**

**WEEKLY WINNERS:
AKIVA GOLD
YESHIVA KETANA OF QUEENS.**

EREV SHABBOS / FRIDAY NIGHT

Name _____
Phone _____

SHABBOS

Name _____
Phone _____

MOTZEI SHABBOS

Name _____
Phone _____

שנים מקרא ואחד תרגום

Name _____
Phone _____