

Heritage Academy

TIMES

Jewish Community Day School



Winter 2008
Shevat/Adar I 5768
Volume 5, Issue 2

EVENTS:

Tuesday, December 4 - First videoconference between Grades 6-8 and students in *Afula, Israel* at STCC
Monday, December 10 - *Keshet l'Booger* - Connecting with our Graduates, meeting 3
Thursday, December 20 - *Sulamot* Program entitled "*The Light of Shabbat*"
Tuesday, December 11 - *Rosh Chodesh* Assembly
Monday, January 7, 2008 - Board Meeting
Tuesday, January 8 - *Rosh Chodesh* Assembly
Wednesday, January 9 - Grade 8 to the *Higgins Armory*
Tuesday, January 15- *Geography Bee & Fair*
Thursday, January 17 - Grade 5 visit to the *Springfield Library*
Friday, January 18 - *Martin Luther King Day* Assembly (with grade 5 "stepping up" to Middle School)
Monday, January 21 - *Keshet l'Booger* - Connecting with our Graduates, meeting 4
Tuesday, January 22 - Grades 4 & 5 field trip to the *Botanical Gardens at Smith College*
Wednesday, January 23 - *She'at Chesed* program starts
Saturday, January 26 - *Family Night* at Heritage (sponsored by PTA.)
Friday, February 1 - Part I of *Writing Buddies* - a joint project between students in Grade K & 1 and Middle School
Saturday, February 2 - *Sulamot* Program entitled "*The Magic of Havdallah*"
Wednesday, February 6 - Board Meeting, *Rosh Chodesh* Assembly
Friday, February 8 - Grades 6-8 to the *Springfield Symphony* to see "*Mozart & Mendelssohn*"
Friday, February 15 - Part II of *Writing Buddies*
Monday, February 18-Friday, February 22 - No school, midwinter break
Tuesday, February 26 - *Sulamot* Program entitled "*The World of Bread*"; Parent to Parent Meeting
Saturday, March 1 - Second Grade *Family Havdallah Get Together*
Sunday, March 2 - *Parlor Meeting* with Grades 4-6 of the *Lander-Grinspoon Academy*

Monday, March 3 - Board Meeting
Friday, March 7 - *Rosh Chodesh* Assembly
Saturday, March 8 - Fourth Grade *Family Havdallah Get Together*
Wednesday, March 12 - *Bring a Skeptic Night*; Grades 6-8 to *Symphony Hall* to see *A Midsummer Night's Dream*
Friday, March 14 - Return to Friday 3:15 dismissals
Saturday, March 15 - Seventh & Eighth Grades *Family Havdallah Get Together*
Sunday, March 16 - Third Grade *Family Havdallah Get Together*
Monday, March 17 - No school: Teacher In-Service Day, *Keshet l'Booger* - Connecting with our Graduates, meeting 5
Wednesday, March 19 - *Traveling Lantern Theatre Company* presents *Ben Franklin*
Friday, March 21 - *Purim Carnival*, come in costume! - 1:00 P.M. dismissal, *Bring a Friend to Heritage Day*
Saturday, March 22 - Fifth & Sixth Grades *Family Havdallah Get Together*
Tuesday, March 25 - *Science Fair* for Grades 6-8; *Open House*
Saturday, March 29 - Kindergarten *Family Havdallah Get Together*
Monday, March 31 - Grade 6-8 to Elms College to see the opera "Brundibar"
Saturday, April 5 - First Grade *Family Havdallah Get Together*
Monday, April 7 - Board Meeting
Monday, April 7 - 1:00 P.M. dismissal, Parent/Teacher Conferences
Tuesday, April 8 - 1:00 P.M. dismissal, Parent/Teacher Conferences
Tuesday, April 15 - *Performing Arts Club* Benefit Production for Animals
Friday, April 18 - 1:00 P.M. dismissal, pre-*Pesach*
Monday, April 21-Friday, April 25 - No school: *Pesach* break
Monday, April 28 - School resumes
Tuesday, April 20 - Grades 3-5 to *Springfield Symphony* to see "*Encounter*"
Friday, May 16 - Grades K-2 see *The Paperbag Players* at the Karen Sprague Cultural Center of AIC

MESSAGE FROM

THE HEAD OF SCHOOL:

"*Love Your Neighbor as Yourself*" (Leviticus 19:18) Sounds so simple, yet not always easy; and certainly children are not born knowing how to practice this. Embedded in Judaism are all the values and behaviors of how one should interact with one's fellow man/woman. From the *Chumash* to *Pirke Avot* it is all laid out for us. Here at Heritage Academy, our Judaic studies teachers and curriculum take every advantage to highlight these values. Our *Rosh Chodesh assemblies*, oftentimes, have themes to kick-off *middot*. Two of these have been: *Shmimirat HaLashon* (watching one's words) and *Rodef Shalom* (peacemakers). Our *Derech Eretz* curriculum includes: *Slichah* (forgiving), *Haverut* (friendship), *Gelooi Lev* (honesty), *Hachnasat Orchim* (welcoming guests), *Pesarah* (compromise), *Yetzer hatov v'yetzer harah* (self-control), and so much more. Complimenting our own Jewish teachings, our students have been part of the *Open Circle* program. This program is a social competency program that guides students in the techniques and skills needed for positive social interactions. From learning how to calm down, give and receive compliments, not be a "tattle-tale," yet recognize dangerous and destructive situations whereby a responsible adult must be enlisted to help; our students are learning the ins and outs of healthy relationship building. Matter of fact, on a recent Report Card, a teacher wrote about a student: "She has demonstrated tremendous growth in her social skills and

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I am pleased to see that she uses *Open Circle* strategies to handle challenges.” Our middle school *Havurah* curriculum also includes: honesty, caring, and how to be a good friend.

Affective learning is an important component of the environment and curriculum at Heritage Academy. The emotions, attitudes and values of our students complete their total education. Students have a structured, safe and consistent environment in which to develop their communication, self-control and interpersonal problem solving skills in order to enhance relationships with their peers and adults. Teachers enable students to develop their social competency skills through specific **Derech Eretz** and **Open Circle** lessons. The students follow a strict anti-bullying policy and act accordingly.

What is so interesting is that what is so “routine” here, is not “routine” in our nation’s schools. And even more surprising, oftentimes, not even valued. Until now. On the cover page of *Education Week* (December 19, 2007), there is a two-page article about the latest research findings regarding social skills programs; not only are these programs productive socially, but they yield student gains in academic subjects. “A forthcoming research review offers some counterintuitive advice for educators: Take time out of the curriculum to teach students to manage their emotions and to practice empathy, caring, and cooperation – and their academic achievement could improve in the bargain.” (p.1) These findings are based on a not-yet-published analysis of 207 studies of school-based programs designed to foster children’s social and emotional skills. “Across the board, the researchers found, the programs did what they were supposed to do: After the lessons, the students in the experimental groups were better behaved, more positive, and less anxious than their control-group peers. The program students had also, apparently, gotten smarter, as measured by their grades and test scores.” (p.15) “Social and emotional learning likely produces beneficial changes in the brain. Though research is needed to better document the mechanics of such transformations, qualities such as patience, calmness, cooperation, and kindness should really now best be regarded as skills that can be trained.” (p. 15)

So once again, we see the advantage of having your child enrolled in a Jewish Day School. Here, we expect our students to learn and exhibit Jewish values. Here, there is no question that character and integrity are an important part of a student’s education. At Heritage Academy students learn how to “*Love Your Neighbor as Yourself*”. If an added benefit is increased academic achievement, we will take that, too. *Tell your friends about us. We have room to grow!*

Gul#Gheruck#Ul#Vwduu

FROM MR. SHIMON SHUSHAN

JEWISH LIFE DIRECTOR:

Shalom everyone,

One of our goals at Heritage Academy is to engage the soul of our students to the beauty of Judaism. In order to achieve this goal, our devoted faculty strives to bring into the classroom and into the environment of the school the spirit and the sweetness of Judaic Studies. In the Judaic teachers’ articles in this *Heritage Times* you will find the unique activities that each teacher brings to his/her class. In addition to all of this, we continue with our Rosh Chodesh (first day of the new Hebrew month) Assembly and with an important monthly theme such as: *Hakarat Hatov*- appreciation, *Kibbud Av Vaem* – honoring your parents, *Bal Tashchit*- Environmentalism and *Betzelem Elokim*- in the image of G-d.

The Hebrew word for school is *Bait Sefer* - House of the Book. Indeed Heritage Academy is not only a place of learning, but also a home for the many families that constitute this wonderful community. With this in mind, we have initiated a number of educational programs that take place in our children’s homes. Among these, we have our *Havdalah program* that has now extended out to our families’ homes on assorted Saturday nights for each class. Also our *Chesed Starts at Home program* - when parents notice an act of kindness exhibited by their child, they acknowledge it on a special form. For our *Tezdakah* project our students are collecting money for needy families in Israel.

Special days in the Jewish calendar are always highlighted at school: Our Hanukkah Show coordinated by Cantor Berke, and the Tu- B’ Shvat Assembly led by Morah Tali for the lower school and by Morah Hofit for the middle school were absolutely outstanding.

In the Middle school, our students are experiencing the excitement of connecting with a group of students from Afula, Israel. We did this through video-conferencing on Hanukkah and through the online education program about the meaning of Bar/Bat Mitzvah.

In the *Alternative Tefillah Program*, led by Cantor Berke and Mrs. Wesley, our students in the Middle school explored new melodies for Tefillah and they learned about the meaning of different parts in the Tefillah and worked on visualization of the “Amidah”.

One of the highlights of the year has been our *Kesher La Boger* program - connecting to the graduates. Every month my wife and I host the most recent Heritage Academy graduates in our home. We have created a social getting-together event and it is a time to explore various Jewish topics such as: *Jewish Identity in America*, *Jewish ethics in war*, *Sabbatical Year* and more. The graduates love to attend and participate in these events, and as one of the parents shared with me recently, “They are always happy and looking forward to being there, no matter how much homework or how many tests they have.”



All of the above programs and events as well as the daily education that we provide at Heritage Academy create an excellent environment for our children. B'ezrat Hashem (with the help of G-d), may we go from strength to strength.



Grade 6-8's first Videoconference with students in Afula, Israel

SULAMOT FAMILY EDUCATION PROGRAM (AND OTHER SCHOOL-WIDE EVENTS!) - Morah Tali

In early February, a school wide *Sulamot* Family Education program took place about Havdallah. Many mishpachot (families) gathered to learn about, and celebrate, this weekly ritual. All those that participated assembled their own free Havdallah set to bring home. Dinner was served and everyone had a wonderful time! Shabbat will continue to be an ongoing theme for the remainder of the year.

Recently, Rabbi Micah, from the JCC (and Gan's classroom rabbi), joined us at a Shabbat assembly for grades K - 5. Morah Tali was responsible for putting together this enriching and heartening program; sharing some of the elements that make up our weekly celebration of Shabbat. Todah rabah, thank you very much, to Rabbi Micah for his time and wonderful energy. To the parents of Gan Yeladim, please save the date, March 28th. Come and celebrate Shabbat with your mishpacha, family.

Grades K-5 rejoiced in the holiday dedicated to the trees, Tu B'Shevat. The children rotated through different centers that included art, storytelling, playing tic-tac-toe, and making a yummy edible treat.

Purim and Pesach are chagim (holidays), we are looking forward to.

Families at the Sulamot Havdallah Program.



BRINGING YOU UP TO DATE IN GAN YELADIM, KINDERGARTEN - MS. FRAN & MORAH TAL

Ola, hello! In social studies, Kindergarten learned about Mexico, our neighbor to our south. **Uno, dos, tres...** counting from 1 – 10 in Spanish, reading leveled appropriate readers, some in **Espanol** (Spanish), crafting masks and worry dolls, learning about Frida Kahlo, creating a portrait of her, and dancing the Mexican Hat Dance were some of the number of activities the **ninios** (children) did. They also loved hearing stories that incorporated Spanish words, Goodnight Moon and Buenas Noches, Luna (the Spanish version), and finally eating tortilla chips and salsa. **Gracias** (thank you), to Mrs. Shaker, Cantor Berke, and Mrs. Johnson for contributing your talents and time in helping to make this unit come alive. First grade invited us to hear them explain their display about Japan. The boys and girls of the kindergarten are looking forward to learning about that country next year.

February began with *Punxutawny Phil* seeing his shadow (6 more weeks of winter – and boy, has he been right!), and introducing *Dental Health* month. Adorable and engaging videos and storybooks helped bring this important topic to the awareness of the boys and girls. A tooth brushing chart at home and a snack time chart in school for eating healthy fruits and vegetables were incentives used to promote better dental hygiene and care. An “*egg experiment*” using an egg submerged in coke for 24 hours demonstrated what a tooth would look like if you didn't brush your teeth. Yuck! Graphing lost teeth, toothbrush colors, toothpaste flavors, and writing a thank you note to the tooth fairy integrated math and writing into the unit. At the end of the month we will have a special guest visiting our class. Dr. Falk, a dentist (and Aleza's daddy!), will be joining us to talk about keeping our smiles healthy.

Upon our return from vacation we will start a unit about the *5 Senses* followed by the *body*. In March, we will celebrate the birthday of a famous Springfield resident, *Dr. Seuss*.



Aleph, bet, vet, gimmel... The banim and banot (boys and girls), have already been introduced to half of the letters in the aleph, bet, (Hebrew alphabet). They have acquired many vocabulary words and phrases. Stickers are used to encourage practice in speaking b'ivrit (Hebrew). The students have been writing short stories that have a repetitive phrase, and then illustrating them. This has been a new and exciting skill. Recently, Gan worked on a b'rachot (blessings), pop-up book that contained 6 b'rachot. Before eating snack the appropriate b'racha was recited. If there is a question about which one to say, the book is a good reference. Shalom!

Abraham Lincoln walked many miles just to borrow books to read so he could learn many things.

We hope you enjoyed seeing all of our things on display at the *Geography Fair*. Learning about Japan was fun. We decided that we liked writing English letters the best; Japanese letters are just too hard to do.

In Science, we are learning about magnets and magnetic force. We love playing at the magnet center and finding out all the different things magnets can do.

We are looking forward to our winter vacation and can't wait to share our stories when we get back to school.

FIRST GRADE JUDAIC STUDIES - MORAH IDIT

The children are settling in quite well in their first grade class (kita alef) and getting used to our Hebrew routine and the vocabulary we use in class. The learning process takes place exclusively in Hebrew. Just prior to Chanukah, the children learned the story behind the holiday as well as a number of Hebrew songs. They mastered the Dreydel Dance and performed it beautifully at the Chanukah Show. In addition, these energetic children designed candle boxes for use at home on Chanukah. Rabbi Schwartz, our class rabbi, disguised as Judah Maccabee, acted out the moments of the victory of the Maccabees.

The students just finished the unit *Ariot-3* wherein they mastered Hebrew skills such as recognizing letters and sounds, reading stories, writing, talking and following instructions that were given in Hebrew. Their Hebrew vocabulary expands every day. The students benefit from some beautiful, colorful software that teaches them Hebrew through songs and games and other activities.

During the *Tu B'shvat* unit, the students learned many new Hebrew words that are connected to trees and the environment. They took the parts of various trees, and presented the tree's body parts. The unit *Shabbat* is one of the highlights of the class. The students experience Shabbat through the learning process and through the Kabbalat Shabbat assembly that we have every Friday along with new songs, stories and the Parashat Shavuah lesson - the weekly Torah portion. Rabbi Schwartz sometimes joins us to lead an interesting Parasha class. For last Shabbat, our unit was concerned with the Challah bread. We explored the meaning of Challah in Judaism, accompanied by stories and songs. We concluded this unit with a Challah-baking project. Our students loved it and were very excited to bake their own Challah.



Kindergarten leads the recent Shabbat Assembly with Morah Tali.

FIRST GRADE – MRS. Z.

The first grade class has been full of excitement and learning. In math, we have learned all of our math facts, both addition and subtraction, to 10.

We have learned about odd and even numbers. We know how to count by 2's, 5's and 10's.....just ask us to tell you. We like to play money bingo and addition bingo. If you have any change you would like counted, we can do that, too. Soon, we will be celebrating *The 100th Day of School* with the Kindergarten. We can't wait for all the fun activities!

We went upstairs to the middle school and heard stories the sixth, seventh and eighth graders wrote. Next time we are going to help draw the illustrations for the stories. In our classroom, we are reading and writing and enjoying many different kinds of books.

We learned about Martin Luther King Jr., Groundhog Day and Presidents' Day. We know that we will have 6 more weeks of winter (if Punxsutawney Phil's forecast is correct). Did you know that Martin Luther King Jr. was a man who worked to make all men free and equal? We learned that George Washington was the 1st president of the United States, and that



First Graders making challah.



SECOND GRADE JUDAIC STUDIES— MORAH IDIT

It is cold outside but warm here in our classroom and in our hearts...

In the second grade we were busy for the last several months learning in class about daily life, while using only the Hebrew language. As part of our Hebrew instruction, we mastered the words for a number of useful items that we find in the classroom and in our backpacks, and more. The students wrote their own little book entitled, “*What I can do by Myself*” in Hebrew. The results were impressive. The students shared their books with their classmates and were understandably proud of them.

At Chanukah time the students learned the historic Chanukah story along with a number of related customs and laws and beautiful songs. The children worked diligently to perfect their glow-stick dance, which they performed on-stage admirably at the Chanukah show. As an additional project, they made colorful menorahs to light at home with their families. Rabbi Schwartz, our class rabbi, disguised as Judah Maccabee, acted out the moments of the victory of the Maccabees.

On Tu B’shevat (Rosh Hashanah for the trees) we studied different kinds of trees and their fruits as well as products that we can make from those fruits. In addition, we learned many new songs. The students enjoyed a number of fun activities in class regarding Tu-B’shevat, such as making fruit salad, squeezing orange juice, and baking an apple cake. As a conclusion project for this unit, every student explored a different type of tree, wrote about the tree and designed a tree-model. Our students invited the third grade class to their exhibit and shared their projects with them.

Recently, the students began exploring a new Hebrew vocabulary topic, “*My Daily Routine.*” They are learning how we wake up and get ready in the morning, and how we get dressed in clothes that are appropriate for the weather. In this unit our students enriched their Hebrew vocabulary significantly.

On the top of all this, the students celebrate Kabbalat Shabbat every Friday. They enjoy an interesting Shabbat story that brings out Jewish values, and they learn new songs.



SECOND GRADE NEWS – MRS. KRAMER

Dinosaurs, dinosaurs!! The 2nd grade classroom is filled with all kinds of dinosaurs. We are doing dinosaur math, dinosaur reading, and dinosaur writing. The children chose 3 different types of dinosaurs and measured out each one of them in the school hallway in feet, meters, and kids’ length. If you want to see the actual length of some of our prehistoric friends, please stop by and take a look at the graph the students made comparing the size of the dinosaurs to one another. We have a large library of books in our room all about dinosaurs and each day you can find many children at the science center either reading, doing dinosaur puzzles, or just play-acting with some of the dino toys. Some children have chosen an original name from Latin and Greek prefixes that describe dinosaur characteristics and have written a story about an imaginary dinosaur. When we return from vacation, to culminate this unit each child will choose a dinosaur to learn about and do a book report. We are also going to the Springfield Science Museum March 4th to see the dinosaur exhibit; Dinosaurs, Air, Sea, and Land.

In math, most of the children have mastered regrouping in addition, telling time to the quarter hour, counting money using pennies, nickels, dimes, and quarters, reading a thermometer, and different types of graphs. After vacation we will begin regrouping with subtraction problems. Each morning we continue to have a math meeting where the children think of very complex number sentences for the number of the day.

Twice a week the children become sentence detectives where they learn how to edit sentences and paragraphs. They look for mistakes in spelling, capitalization, and punctuation. It is a fun way for children to learn how to become good writers.

My 2nd grade students did a wonderful job on their book report and mini books. When all the books are completed we will be visiting the kindergarten class and each child will read his/her book to a kindergartener.

There is a lot of excitement and learning going on in our room at all times. The children have made tremendous strides and I am so pleased that they are working to become independent learners.

Open Circle continues to be a favorite activity for the children. Please discuss the lessons with your child at the end of every week. It is important for them to know that you are aware of what they are learning in school.

I hope you had a wonderful, safe vacation.

Second graders proudly show their Tu B’shevat projects.



GREETINGS FROM GRADE 3... OR IS SNOWBIVORE A WORD? – MR. PREWANDOWSKI

When last we spoke, our class was in the middle of a study of American Indian culture. That unit culminated with our contribution to the all school Geography Fair, which was presented in the auditorium just after the first winter break. On display were original weavings, Indian dolls, appaloosa designs, and reports on various tribes throughout the U.S. Our unit culminated with a surprise visit by Chief Crazy Horse, of the Sioux Nation and General George Armstrong Custer, of the Seventh Cavalry. A good time was had by all as we listened to the two old war veterans laugh and reminisce whimsically about their exciting exploits at Little Bighorn.

At present, our class is just finishing up our unit on Animals. For the first three weeks we studied animals in general. We learned about carnivores, omnivores and herbivores; we can tell you about the various animal habitats throughout the world; we can even describe the traits of predators as opposed to prey (and many of us can tell you the correct wine to order with each). The last few weeks have been spent studying a specific animal of the student's choice. When we return from February vacation, each child will be ready with an original poster, a written report, and an oral presentation.

In language arts, the children continue to work on original stories. In addition, each child also takes a turn, once a month, presenting a book report. Friday afternoon is one of our favorite times of the week because it is "Sharing Time" and whoever is ready with a story or book report gets their chance to shine.

In conclusion, it seems that both inside and outside of Heritage Academy we have been inundated by snow. If you look in the front entranceway you will see showmen... on one side of the hallway, snow scenes, and on the other, snow stories. It only made sense that Grade 3 add to the theme. So... after a recent snowfall we all went out to play. We built various "things" out of snow, played in the snow, and posed with our friends... in the snow. If you happen to pass by our classroom you might still get a chance to see our homage to snow. Do take a look.

THIRD GRADE, KITAH GIMEL – MORAH HOFIT

Third grade has had a warm winter. The wonderful children cooperate and show interest in every subject we learn in class.

Judaic Studies and holidays: for the *Chanukah* show the third grade danced and sang the song "*Baruch Hashem*". For *Chanukah* we made olive oil in class: we squeezed, filtered and mainly, enjoyed. On *Tu B'shvat*, we learned about the different cycles in nature and in life and we had a special class activity: a competition of tastes and recognition of fruits, Bingo, and flower decorations made from fruits.

Hebrew: the students wrote short stories about winter and demonstrated their improvement in vocabulary. Lately, we are learning the subject: "me and my family". The students "built" their house, researched about their family, and wrote about their place in their family (the meaning of their last name, why they have been called that name, etc).

Swing Period: we learned about the subject *Birkot Hanehenin* (benedictions) and the students made picture-sketches – in it they classified the foods according to the correct

blessing. We also learned about the appropriate conduct in synagogue and the students made signboards with conduct rules.

I am sure the sweet children in third grade will continue their wonderful progress. Well done !!!

3rd Grade
Snowbivores!





FOURTH GRADE GENERAL STUDIES - MRS. ZMURKO

The fourth grade students at Heritage Academy have been busy working to become well-rounded learners. They have been studying in many subject areas, as well as taking part in community projects. Some of the areas of learning in fourth grade include: studying American history through the social lens, studying birds through the biology lens, mastering the paragraph, writing research reports on family histories, writing poetry, writing persuasive pieces, studying the English language and using what we know to spell and decode what we don't know, writing about math and seeing problem solving as a process, reading for better comprehension on both explicit and implicit levels, conducting fishbowl discussion groups, participating in Open Circle, and practicing oral reading fluency. Some of the community projects include: participating in the performing arts club where the focus is on helping animals in need, collecting supplies for children in Honduras, collecting supplies to make birthday bags for children in need in our community, collecting money to buy ice cream tickets for children in need in our community, and performing with song and dance for the residents at the nursing home. Recently, each fourth grade student expressed his/her favorite part of this fourth grade program.

"I love fourth grade math and it loves me. I used to only love multiplication, but now I love division. I am great at it. This year, I learned long division, square roots, sales tax, change back, and much more. I also enjoy the Performing Arts Club where I learn to celebrate the importance of animals, respect animals, and help animals in need. I am also very excited about my role as a soloist in the benefit production for animals." - Kiarra Austin

"In fourth grade, I like to study birds and learn to identify them based on their looks. I am learning so much about birds. It's cool". -David Yashgur

"My favorite subject is Reader's Theater. I enjoy it because we can bring stories to life in our own way". -Jeffrey Gruen

"My favorite subject is poetry. I like when we can write free verse so we can write any poem we want. I have always liked poetry and writing." -Jesse Goldman

"My favorite fourth grade general studies subject is math. I like math, because we learn about so many new things. I like learning new things. It's fun to learn new things in math." -Emily Libowitz

"I like fishbowl discussions, because it gives the kids a chance to run their own discussions without the teacher's help. We set up a fishbowl where three kids sit in the middle and the rest of the class circles the three kids in the middle. The first part of the discussion involves the three kids in the middle, with the kids on the outside listening without talking. After five minutes, everyone is invited in to the discussion". -Sasha Weissman

"I like Mrs. Zmurko's math class. I like being challenged with all of the new things we've learned this year. I also like expanding my knowledge of things I'd already learned." -Eli Kessler

"My favorite subject in the fourth grade is our bird unit in science. I like the bird unit, because I find birds interesting. I want to find out how they fly and how they survive." -Talya Hyman

"My favorite subject in fourth grade is Reader's Theater. I like it because I get to practice reading and performing in front of an audience and I get to practice reading fluently. I also like it because I get to pair up with friends and act out something that my friends or I wrote or we get to act out something that Mrs. Zmurko gives us. (Usually the things Mrs. Zmurko gives us to read and act out are funny.)" -Sarah Goldstein

"I really love the swing period with Mrs. Zmurko. My favorite time was when she let us enter this contest. We had to either draw a picture to encourage people to vote or write about our favorite candidate." -David Bogdanis

"I love writing because it is when I can use my imagination and I can be creative. Writing is a wonderful way to express your feelings. I love writing so much and it is really fun. I will always love writing". -Arianna Bouchard

"My favorite thing about general studies is Reader's Theater. I like it because we can be ourselves and practice fluency. We get to be a little out of our normal day. We get to have fun." -Julia Dash



Grades 4 & 5 deliver Birthday Bags to Rachel's Table.



EXAMPLES OF STUDENT WORK - GRADE 4

ELI KESSLER
PERSUASIVE ESSAY

In class we read the book The Double Life of Pocahontas by Jean Fritz. It involves tolerance and intolerance in many ways, and according to *tolerance.org*, "Tolerance is harmony in difference." In the book, the Indians and the English of Jamestown, Virginia struggled with tolerance but in time made peace.

Because of their initial problems with tolerance, the Indians and the English struggled to keep peace. The Indians killed the English for no reason. The English never agreed with trades. Jean Fritz writes, "Powhatan sent twenty wild turkeys and asked for twenty swords in return. John Smith replied with a thundering 'No!'" When Indians tried to steal stuff from the English the English would kill them. All of this intolerance led into battles between the English and the Indians.

Because of their problems with tolerance, the Indians and the English had many battles. In the beginning of Jamestown, the Indians would kill any Englishman who stepped out of the fort. The Indians invaded Jamestown many times in battles. Jean Fritz writes, "Outside the fort day and night, rain or shine, winter, spring and fall, the Indians lay in ambush, waiting." The English also invaded Indian tribes and killed Indians. Eventually the Indians and the English couldn't fight anymore which led to peace.

In time, the Indians and the English learned to tolerate each other. When the Indians couldn't defeat the English, they stopped fighting, which led to peace. Because there was peace in Virginia, there was more trade. Once there was more trade, Jamestown became stable. Finally, the English and the Indians could live in harmony.

In the beginning, the Indians and the English were very intolerant, but in time they learned to live in peace and harmony. Though the Indians and the English made peace, I think that they still struggled.

SASHA WEISSMAN
PERSUASIVE PARAGRAPH

In the book The Double Life of Pocahontas, by Jean Fritz, tolerance was demonstrated because the Indians and the English worked to get along. Even though they were two different groups, they learned to live together in one area. The English and the Indians both talked with each others' leaders to get advice. They traded their goods with each other in order to survive. Also, in order to survive, the two groups taught each other what the other group did not know. The Double Life of Pocahontas demonstrates tolerance because the Indians and the English worked to get along. It's important that tolerance

happened in history and that it is still happening in the real world today with everybody like parents and kids.

WHEN I SAW YOU IN THE STREET
BY EMILY LIBOWITZ

When I saw you walking in the street,
I noticed your sad eyes,
I couldn't help but take a little peek.

It looked like you had been hit, kicked, and beat,
I heard you making baby cries,
When I saw you walking in the street.

Someone was so cruel, and that's hard to see,
Because a furry little animal like you tells no lies,
I couldn't help but take a little peek.

When I saw you come over to me,
I walked to you, too, with tears in my eyes,
When I saw you walking in the street.

When I touched your beautiful fur worry-free,
You did not move a muscle as if you were paralyzed,
I couldn't help but take a little peek.

Then you started to walk away from me,
When you looked back I could only sympathize,
When I saw you walking in the street,
I couldn't help but take a little peek.

GRADE 4 JUDAIC STUDIES – MR. EDRY

In the fourth grade, the students are very excited and eager to learn. In Chumash we finished Parashat *Chaye-Sarah* and we did a great project about the Jewish Wedding. Since the marriage of Yitzchak and Rivka is the first marriage that the Torah describes, we learn about the Jewish wedding ceremony. The students researched different parts of the ceremony such as the Ketubah, the Chupah, breaking the glass, and the ring. We invited Cantor Burke to share her wedding story with the class and she also presented parts of her wedding video. The students presented their projects under a real Chupah that we had in class. We discussed the importance of the Jewish wedding for the continuation of the Jewish people.

The students learned to read from Rashi and they were very excited to learn a different Hebrew Alphabet that has been used for thousands of years. We also learned about Rashi and his contribution as a commentator and scholar for the Jewish people.



We have Rabbi Shapiro, from Sinai, as our classroom Rabbi. He visited our class and taught our students about the fifth commandment of “Honoring you father and mother”.

On Tu B’shvat, we had a field trip to Smith College in North Hampton to learn about different trees and plants in different climates of the world; such as tropical and desert climates. It was a great experience to make the connections between climates, plants, and water. We also had wonderful school activities for Tu B’Shvat, and every student participated in six different activities.

In Hebrew we finished the book of Chaverim B’vrit. The students mastered many phrases in Hebrew and increased their vocabulary by about 120 words. In that unit, we learned about after school activities such as swimming, music, sport, cooking, etc.

During our swing period, we are about to finish the first 10 chapters in the book of Joshua. We learned about the great leadership of Joshua from the story of *Jericho, hai, crossing the Jordan River, Mount Ebal, and Mount Gerizim.*

We enjoy having guest speakers in our class, and we have many parents that come in and make presentations to us. We encourage many parents to come and be part of our class learning. We continue to work with fourth grade on different programs and the students feel very close to the fifth graders and are able to socialize and increase their friendship circle.

GRADE 5 JUDAIC STUDIES – MR. EDRY

In fifth grade we are working hard to be prepared for middle school. This year we have designed a plan for the fifth grade students to have opportunities to study with the middle school teachers and students in order to get used to the middle school curriculum and schedule for next year. In order to have a smooth transition between fifth grade and middle school, we need to prepare the students as much as we can, and we are taking that seriously.

In Chumash we are studying the book of Shemot (Exodus) about the slavery in Egypt. We studied about the importance of the Nile back then and today. We are also studying Ancient Egypt, the pyramids, and the mummies. We went to the Springfield library so that we could gather more information about Egypt.

In Hebrew we are studying the book of *Tal-Sela*, which focuses on different students’ personalities and also about manners and greetings in Hebrew. During the swing period, we are studying the book of Judges and celebrated the completion of the first 10 chapters with an ice-cream party at Friendly’s. We continue having the fourth grade as part of our social group and so as to increase the number of opportunities for the students to get together; such as Tefillah, recess, gym, and lunch.

FIFTH GRADE GENERAL STUDIES- Ms. STOKES

The fifth grade has worked extremely hard this winter. They read *Freedom Crossing* by Margaret Goff Clark. Upon their completion of the novel, they worked on a series of projects that involved the book and their study of the Underground Railroad. The class created quilts out of graph paper with hidden codes that would lead slaves through the Underground Railroad. They also worked in groups, to build a board game using their knowledge of what they read in *Freedom Crossing*. I am tremendously pleased with their creativity, teamwork and persistence throughout the *Freedom Crossing* projects. *Freedom Crossing* links directly to their social studies unit on the Civil War. Integrating reading with the social studies curriculum reinforces their understanding of what occurred during this time period.

In social studies, they are working on a biography of an individual that had an important role during the Civil War. The students have begun their research in the school library, and are continuing to work on this project.

As we all know, weather is a determining factor in all of our lives. Weather can cause schools to close, flights to be cancelled, along with countless other interruptions in our lives. The students participated in many class activities to enhance their understanding of the weather around us. A popular activity the class worked on was creating a tornado in a bottle. This activity was not only enjoyable to make, but provided the class with a visual aid on what tornadoes look like on a smaller scale.

In life, we all have had individuals that have made lasting impressions on us. In writing, the students have completed a booklet of memoirs of someone that has truly impacted their life. We recently have begun a unit on poetry and will create a book filled with their creative poems.

We have many exciting activities to look forward to and I am pleased to say that the fifth graders are working hard to prepare for middle school.

ENRICHMENT COORDINATOR - MRS. SHOLES

Spring may still be month away, but our enrichment programs are blooming all over the classrooms of Heritage Academy! We have groups of students branching out in all directions from our curriculum, and I look forward to cultivating their curiosity and skills for the remainder of the school year.

Our *Destination Imagination* teams are heading into a period of intense work, leading up to the Regional Competition, to be held at Dennis-Yarmouth Regional High School on Cape Cod on Sunday, March 30th. The *Rising Stars* are working hard on their *Historic Twist* project with Mrs. Pisani and Mr. Schneider. Our two elementary teams, are busy building structures from wood to support weights (with Ms. Stokes and Mrs. Yashgur) and a small vehicle to propel itself around a course and surmount obstacles (with Mrs. Zmurko). Mr.



Prewadowski's middle school team is developing optical illusions and disguises as part of their performance. It will be an exciting performance by all, I am sure, and we extend special thanks to our appraiser volunteers who will be judging at the competition.

Middle school students and Grade 4/5 students who are pursuing independent study projects are also in the thick of their work. One student has already completed a computer slide show and is choosing a second project to pursue. Others are working on web pages, reports, videos, games, stories and photographic projects. It is fascinating to follow the diversity of interests and I'm enjoying facilitating these creative productions.

Enrichment activities are also going on in regular classrooms and small group settings. Grade 2 has measured dinosaurs and observed casts of real dinosaur footprints. Special origami projects in Grades 1, 3 and 4 have been tied to the curriculum. Grade 5 did a great job on an advertisement-writing project for "Gnu Foods." I look forward to more whole class projects throughout the rest of the year.

Students in Grades 1-5 who have demonstrated mastery of some regular classroom material or skills have been meeting in small groups once or twice weekly to work on some challenging material in various subjects. Grades 3 and 4 math students piloted a unit on place value and numeration. I was quite pleased with the improvement in their math journaling skills and their understanding of the ways numbers work. I will pilot another unit (one on probability) from the same series in Grade 5. Math students in Grades 1, 2 and 3 have been working on problem solving, logic and geometry.

Reading and writing groups have continued to develop their skills in analyzing and expressing themselves. I have read some quite creative stories and responses to reading, and look forward to many more. We're currently working on editing skills, descriptive and figurative language, and persuasive writing. We have also studied character and thematic development in books we are reading.

It may be a gloomy February outside, but the bright minds and enthusiastic spirits inside Heritage Academy continue to light up our school!

WORDS FROM THE ART ROOM

MRS. SHAKER

Some say that Art speaks for itself; that is certainly true as you walk the hallways of Heritage Academy. Colorful creations adorn the walls and bulletin boards, showing visitors the creative abilities of our students. Viewers get a taste of what we do here...drawing, painting, weaving, mask-making, printmaking, art appreciation, and so much more.

In recognition of YOUTH ART MONTH in March, I thought it would be insightful to share with you some of the children's comments about Art.

HERITAGE STUDENTS SPEAK ABOUT ART

"I think Art is important because it lets the kids at Heritage Academy express their imaginations." –*Alexandra Jellinger*, Grade 3

"I love Art; it is so much fun, because your hand just makes the picture while you just relax." ART RULES! –*Marin Pisan*, Grade 3

"Art is fun, because of our teacher. Almost everything famous is Art. –*Eitan Rothberg*, Grade 3

"I like Art, because I like to draw and I can express myself through the pictures I draw." –*Micah Pava*, Grade 5

"Art class gives kids a chance to express themselves and use their imaginations. In Art class we learn about the history of art. This class lets kids have a break and express themselves without words. I LOVE ART!" –*Noa Pisani*, Grade 5

"I like Art, because I can express my imagination and I can draw all the images from my brain to my paper." –*Adam Acker*, Grade 5

"Everything we do in Art class is fun. Everyone is very creative and I think that everyone has fun." –*Eli Kessler*, Grade 4

"I love Art, because it's a fun time to be creative. It also teaches me about art history and how artists used to do art projects." –*Lianne Zana*, Grade 5

"I think Art is important, because it's a time to express your creativity. I enjoy coming to Art because it's a time to talk to friends while doing an art project." –*Emily Libowitz*, Grade 4

"Art is good, because if you want to be an art teacher you need to know about art. I like Art, because we do a lot of cool projects like making masks and free-time drawings. I like to paint in Art. It is fun!" --*Sasha Weissman*, Grade 4

"Art "rocks," because it's fun and we always do fun projects." –*Shoshi Wintman*, Grade 3

As always, I am enjoying the time I spend with your children in the Art Room. Not a day goes by that I am not amazed by their talent and creativity. Heritage Academy artists are T-H-E B-E-S-T!!!



LIBRARY CORNER – MRS. JOHNSON

Library Time introduces our students to the wonders and mysteries of the library, and to laying the foundation for them to know where and how to find information. All classes are on target with their library skills. We continue with read-alouds of: Caldecott, *Open Circle*, classic, and just plain old favorite books for the younger classes. We complement classroom activities with a related story to reinforce and round out the subject. Mr. Dewey has been introduced to the third grade; and the fourth and fifth grades put Dewey Decimal System skills into practice.

We have designated a special area in the library for the PJ Library books. Although we already have many of these books in the collection, we feel it is important to highlight and recognize this fabulous program. We love when a student points to a PJ Library book and says: I have that at home!

Just a reminder, that Monday is Library Day for all classes, and be sure your child's book is in his/her backpack Sunday night. They may also return their book anytime by leaving it on the library desk. Another clarification is that generally, a student may check out one book per class. However, books used for class work are not counted as that one. Another exception is that after a student proves he/she is responsible, they may take out more than one book.

The Book Fair is coming! The Book Fair is coming!

The Scholastic Book Fair will be held during Parent/Teacher Conferences on April 7th & 8th. The Fair will also be open Thursday morning, April 10th, for last minute purchases by students. Please remember, the more you buy, the more Heritage Academy reaps rewards, as we get 40% of the total sales back in books. This provides a financially pleasing way for new books to be added to the collection; particularly the paperbacks. Books do not spoil, so the Scholastic Book Fair provides an ideal opportunity to buy ahead for birthdays, and gifts, and greatly benefit our school at the same time.

PHYSICAL EDUCATION - MR. WELLS

All of the students at Heritage Academy (Kindergarten - 5) have Physical Education (P.E.) once a week, and grades 6-8 have two classes each week. The class sessions begin with stretching and loosening-up exercises, followed by 2 or 3 laps of running. The exercises and running take about 8 minutes of the 40 minute class. The classes are held during the winter in the spacious gym in the JCC. During the fall and spring we have the option of holding classes outdoors on any of the quality playing fields that are available. We are fortunate to have such excellent facilities for the students at Heritage Academy.

In grades K-2, we have enjoyed a variety of activities and games this year. Most recently we have been working on skills relating to throwing and catching beanbags and balls. We

have also practiced bouncing and kicking balls. These skills will be useful later on in kickball, soccer, and basketball games.

In grades 3-8, we have played a variety of games including whiffle ball, kickball, soccer, and basketball. Most recently we have been playing basketball and developing basic skills of dribbling, passing, and shooting. Small 2-on-2 and 3-on-3 games have emphasized the importance of playing as a team.

One other aspect of the P.E. program, for grades 1-8, is the *President's Challenge* - a physical activity and fitness awards program. Students participate in 5 different activities—Curl-ups, Push-ups/Pull-ups, Shuttle run, Sit and reach, and Distance run. They compare their performance with National norms and are eligible for 3 different awards. 1.) The Presidential Physical Fitness Award—performance at or above the 85th. percentile 2.) The National Physical Fitness Award—performance at or above the 50th. percentile 3.) Participant—completes all of the activities at or below the 50th percentile. For all involved, the most important thing is that each student further improves his/her own strength, endurance, flexibility, and physical condition by being an active participant in the program. Each student should seek his/her own *personal best*.

JUDAIC STUDIES: MR. SHIMON SHUSHAN

In Middle School Judaic Studies, the students concentrate on three aspects of Judaism, namely Bible, Hebrew language, and our homeland, Israel. Here are some of the highlights of our studies:

In the sixth grade, the children explored the Uganda proposal that Theodore Herzl presented at the Six Zionist Congress in 1904. The highlight of this unit was a play performed by the students, discussing the Ugandan proposal. Following this, we researched the leadership and motives for the First Aliyah (1882-1904).

The sixth-graders spent a week at the Teva Learning Center, on the Isabella Freedman campus. During this exciting week, the children learned about environmental preservation, recycling, and natural treasures in a hands-on way. We try to integrate the lessons of Teva (nature) into our daily learning.

In the seventh grade, the children researched the process that King David went through to rule over the Jewish kingdom in the land of Israel, and each student delivered a PowerPoint presentation related to this topic.

In the eighth grade, the children researched King Solomon's kingdom and the First Temple, which he built, and the students made related presentations.

In Talmud class our students are learning (from the original Talmud text) topics concerning the relationship between parents and children, as well as the relationship between teachers and students.

In *Parshat Ha-Shavua* (the weekly Torah reading), we have been studying the period of our forefathers: the descent of Israel into Egypt, the story of Joseph and his brothers, the enslavement of the Jews in Egypt, and the exodus of the Jewish



Nation. From time to time, we ask a few of our students to perform a short play that is related to a topic from the Parasha. The play is always followed by a discussion. It keeps the students engaged in the subject of the Parasha. We have been fortunate to have a few classes that were taught by our local rabbis: Rabbi Schwartz, Rabbi Hyman, Rabbi Shapiro, Rabbi Rudolph and Rabbi Micah. In addition to being compelling, these special classes allowed our students to become acquainted with the local rabbinate.

MIDDLE SCHOOL CHAVURAH

The *Caring/Kindness* Chavurah unit was coordinated with Torah studies. Students demonstrated acts of kindness and understood the relevancy to Judaism. With the conclusion of the *Caring* unit, students are addressing the personal integrity aspects of *honesty* by role playing solutions to moral dilemmas. Students are encouraged to consider the impact of poor decisions on the greater community.

Periodically, all the Havurah groups meet together to discuss student issues. In September, students compiled objectives that they committed themselves to, by trying to achieve mutually agreed upon student objectives. On January 11th, students assessed how well their achievement of their objectives was progressing. They were candid and serious about improving their efforts.

MIDDLE SCHOOL ENGLISH – MRS. ROY

All Middle School students have continued their study of grammar, vocabulary, writing, and literature. In addition to the short story literature sections in their textbooks, students read a novel of their choice and presented an oral book review to their respective classes. Grade 8 students studied the Arthurian legends and Cervantes's *Don Quixote* in coordination with their social studies unit on the Middle Ages.

The finale of the short story unit culminated in the writing of a short story to be read and illustrated to the Lower School students in Kindergarten and Grade 1. On Friday afternoon, February 1st, during the Middle School assembly, the Lower School students were escorted upstairs where they were paired with Middle School buddies who read their original stories to them. The authors were very receptive to suggestions for improvement and questions about their pieces. In addition to the readings, on Friday, February 15th, the buddies will get together to illustrate these stories. The stories received such an enthusiastic reception that perhaps a compilation of these illustrated stories is in order.

In preparation for the March 12th performance of *A Midsummer's Night Dream* at City Stage, Grade 8 students are preparing two assemblies for Grades 5, 6, and 7. On Friday, February 29th, Shakespeare's life, theater, times—entertainment,

food, dress, housing—and Queen Elizabeth will be presented in a unique format. On Friday, March 7th, eighth grade students will summarize the play and perform a brief scene in modern English. These grade 8 students are most apt, because they have studied this play as well as Thornton Wilder's *Our Town*.

Sixth graders are reading John Steinbeck's *The Pearl*; seventh graders are reading *Across Five Aprils*; eighth graders are reading *To Kill a Mockingbird*. After February break, sixth grade students will read *The Monsters on Maple Street*, and seventh graders will read the dramatization of *The Diary of Anne Frank*. Grade 8 will tackle *Antigone*.



Brooke Baevsky, left, reads to Kindergartener Kalia Sullivan.

MIDDLE SCHOOL NEWS – MRS. HEATH

It has been an exciting, fun-filled, and active past few weeks for all the students in the Middle School. Besides following the regular curriculum, the 6th, 7th, and 8th graders were busy preparing group, as well as individual projects for our annual *Geography Fair and Bee*. In conjunction with the Fair, the students also participated in preliminary competitions to qualify for the final round of the Geography Bee which was held on January 15th.

The preliminaries were challenging and very competitive. All the students were very knowledgeable about many of the questions asked and we had to go to tie-breakers, in some cases more than one, to determine our finalists. Each grade, including the 4th and 5th, were represented and the final competition and each of the finalists did an outstanding job. The final winners were 7th graders Stephen Freyman and Jessica Faust. Each and every student is to be commended for their outstanding participation.



The Geography Fair was FANTASTIC!!! If you missed it, you missed seeing some of the best displays of art and projects from around the world. All grades from kindergarten through Grade 8 participated and the results were colorful, informational, and showed a great deal of talent and effort. Many thanks to Mrs. Susan Shaker for her help in displaying and coordinating the exhibits.

Grade 6 students presented various regions around the world. Japan, Madagascar, Australia, Arizona, and Cuba were represented by colorful three-dimensional maps created by the students. The maps depicted the region's topography. There were even mountains made out of Hershey Kisses! 7th Grade students traveled to the ancient cultures of Greece, Egypt and China for their projects. Their displays covered a myriad of topics; even samples of the food eaten by those cultures were part of the displays. Grade 8 students created castles with moats, feudal villages, weapons, clothing and even a moving jousting tournament in conjunction with their study of the Middle Ages. No matter what the grade, each and every student is to be congratulated for a job "well done".

A recent activity in the Middle School also involved the younger members of Heritage Academy. All the Middle School students, under the guidance of their English teacher Mrs. Roy, created children's stories to read to the kindergartners and first graders. Each Middle School student had a younger "buddy" and the stories were read and enjoyed by everyone. Although the stories were enjoyed, I think the most exciting part for the younger students was the trip upstairs and the ride in the elevator downstairs. Every 6th, 7th and 8th grader got into the spirit of the afternoon and all of us who were there were very proud of them.

As you can tell, it has been a busy year. Hope you all have a good winter break!

ALGEBRA – MRS. LORENZO

The Algebra students spent most of the last few months learning about and using polynomials. Most of the time was spent learning the various methods of factoring. Finding a common factor, checking for special patterns (such as difference of two squares and perfect square trinomials), using grouping, and the trial and error method were strategies to un-FOIL a polynomial. A favorite activity of the class was going to the computer lab to practice their factoring skills.

After extensive practice with factoring, the students' skills were put to use in solving quadratic equations. The "*Product Principle of Zero*" played an important role in finding solutions to these equations. The class even took an early look at using the quadratic formula when a polynomial was not factorable by any other method. A preview of how the solutions relate to the graphic representation of parabolas was an exciting highlight of things to come.

Factoring also played an important role in adding, subtracting, multiplying, and dividing fractions which had

polynomial expressions as their numerators and denominators. Long division of polynomials was also introduced at this time.

GEOMETRY – MRS. LORENZO

The Geometry students spent most of the past few months working with triangles, quadrilaterals, and circles. They began by studying triangle relationships and congruency. An important distinction was made between "congruent" and "equal". The students discovered, by working with their construction skills, that two sides and an included angle (SAS), two angles and an included side (ASA), three sides (SSS), or two angles and an adjoining side (AAS), all determined unique triangles.

After working with triangles, the class moved on to a study of polygons. Using inductive reasoning and the fact that all triangles have 180 degrees, they found the formula for determining the number of degrees in any polygon. The study of polygons then concentrated on the different types of quadrilaterals—parallelograms, trapezoids, and kites. Parallelograms were especially interesting as the students learned many new things about rectangles, squares and rhombuses.

After becoming experts on types of polygons, we moved on to circles. Although circles were very familiar figures, the mathematical relationships between their angles, their arcs, and their segments proved to be quite challenging.

Another aspect of the Geometry class has been reinforcement and enrichment of the students' Algebra skills. The main topic covered during this marking period was working with systems of equations. These problems were solved graphically, by use of the substitution method, and by the elimination method. The methods were then extended to systems of inequalities and culminated with a linear programming project.

ALGEBRA ½ - MRS. CLARK

The Algebra ½ students are progressing nicely this term. They have learned a lot about finding area, volume and perimeter of different structures, including some hands-on work using different shaped objects. They are continuing to learn about fractions, percents and decimals. They have begun learning the properties of algebra as well as reinforced their knowledge of order of operations, scientific notation, and solving two step problems. As we move on through the year, our focus will turn to algebraic phrases and sentences in order to prepare for algebra next year.

MIDDLE SCHOOL SCIENCE - MRS. CLARK

Once again, the middle school students are working very hard. They are all continuing with the curriculum and they are working on their *Science Fair* projects. The *Science Fair* is



scheduled for March 25th at 6 P.M. Please join us for the festivities.

The sixth graders have finished the *Universe* and are now working on the *Dynamic Earth*. They have just begun learning about the constant stress that the earth is under. They will soon be learning about volcanoes and earthquakes, and how destructive they can be. We will be performing labs to enhance this learning, including building an earthquake-proof building.

The seventh graders have moved on from learning about the *cell* and are now learning what the different *systems of the body* are. They will begin with skeletal and muscular systems and move onto the circulatory system. The students will start to have labs involving dissecting organs as we move forward with the culminating activity being the frog dissection at the end of the year.

The eighth graders have moved on from *matter* and are now exploring the *chemistry of matter*. We will begin learning about bonding and chemical reactions that can occur. As we progress through the year, they will be performing many labs that show different chemical reactions including igniting hydrogen balloons.



8th graders Yoni Rubenstein (front) and Jackie Chipkin (back) read their short stories to Kindergarteners

ALTERNATIVE TEFILLAH - MRS. WESLEY

Alternative Tefillah is Heritage Middle School's new approach to developing a more positive attitude toward traditional Tefillah. For the Month of January, we used *Hineni-The New Hebrew Through Prayer*. We focused on the Amidah prayer. An additional project for last year's Middle School Heritage Siddur, students worked on the Amidah prayer.

ISRAEL STUDIES

In the second trimester, the seventh and eighth grade students have intertwined computer programming with Modern Israeli subjects. Each student received a subject according to his or her class grade curriculum. Then students researched the net for information, learning to use Israeli official websites. Students organized the subject using *Inspiration* for an outline and choosing an appropriate graphic organizer. The entire project will be published on a web page using the program Pro-Web.

BIBLE – LEADERS AND LEADERSHIP

This trimester we studied two important, but very different leaders: Jacob and Joshua. We studied the Biblical text of Jacob wrestling with the angel; we viewed artwork made by famous painters interpreting the text. For the project "Jacob and the Ish," each student received a painting that they had to explain according to the text. The second part of their project was to create their own interpretation of the text. After they finished learning about Joshua and the battle of Jericho, the students created a special addition magazine called "People Joshua Time".

COMPUTER CLASSES

Kindergarten continues to explore fun and educational web sites as well as playing computer games to identify the computer parts. This is a list of some of the sites:

www.wacona.com

<http://www.snopi.com/kids/kids.asp>

<http://www.zooloo.co.il/games/>

Third grade learned how to use Power Point. Their first project was "All about Me"

Ask your children to show you their special presentations.

Fifth grade improved their research skills as well as their Power Point skills.

Middle school students worked on excel worksheets creating diagrams and a Trivia Quiz.

Now the students are learning to use the graphic organizer program *Inspiration*.

NAOMI COHEN, GRADE 7

DESCRIPTIVE ESSAY

On November 13, 2007, I went to a Hasidic wedding. Everyone had a smile on his or her face. The bride, Sarah, was wearing the most beautiful dress of all. It was white with white sparkles on it and it had a long train. She had black, wavy hair that went a little bit past her shoulders. Sarah was also wearing a silver, sparkling tiara that was approximately one inch high. Her three younger sisters were wearing identical dresses. They were brown with rectangular silver sequins in an offset row. There was lots of music, dancing, and laughter. Hasidic weddings can be fun for men and women of all ages.



Before the wedding, Hors D'oeuvres were being served in a small room. Sarah, Sarah's mother and the groom's mother were sitting on a platform, greeting the women. This was when I met my mothers' childhood friends. First, I met Mr. Rosenthal.

"Donna!" he exclaimed to my mother, throwing his arms back for a hug.

"Oh, Mr. Rosenthal," my mother said, while running over to him and giving him a hug "it is so wonderful to see you on this miraculous night."

"Who is this gorgeous young lady?" he asked, gesturing toward me.

"This is my daughter, Naomi" my mother told him.

"So, how old are you, Naomi, and what grade are you in?" he asked me.

"Twelve," I told him "and I am in seventh grade, with wonderful teachers, especially math, science, and English" I told him.

"Ah, what a wonderful grade!" he said "seventh was my favorite grade" he finished.

"Yes, I do enjoy seventh grade" I said.

"Come, Donna, come" Mr. Rosenthal gestured for my mother and me to follow "come, let us go and find Yihodous," he said.

"Who is Yihodous?" I asked my mother, in a whispering voice.

"The bride's aunt," my mother told me "Yihodous is the bride's mother's twin sister" she explained.

"Okay, I understand now" I said.

"But Naomi, you will never believe these two are twins, they look nothing alike!" my mother told me.

"Oh" I said.

Mr. Rosenthal led my mother and me into a large room with many people, and many different types of food to try.

"Excuse me, Yihodous," Mr. Rosenthal said, "lovely Miss Donna is here to see you."

My mother could not restrain herself from hugging Yihodous because they had not seen each other for twenty years.

"Donna!" Yihodous screamed, throwing her arms back for a hug, just as her father did.

"Yihodous!" my mother screamed as the two friends exchanged hugs.

"This is my daughter, Naomi," my mother said.

"Hello Naomi, how wonderful it is to meet you," she said.

"Nice to finally meet you too, considering my mother told me just about your entire life story," I said.

"Yes, knowing your mother, that is *definitely* possible," she said.

"Hm...now let us see, where could Riva be?" Yihodous asked herself. "There she is, let us go say hello."

"Donna!" Riva exclaimed when we went over to her.

"Riva!" my mother exclaimed.

After a long conversation about their childhood, my mother finally decided to go find Mrs. Rosenthal.

"Mrs. Rosenthal!" my mother exclaimed.

"Oh, Donna, how wonderful it is to see you again!" she exclaimed

"You must be Naomi," she said to me.

"Yes, I am," I said.

"I have heard so many things about you," she said.

"I hope they were good things!" I thought.

"Oh look, it is time for the wedding service" Mrs. Rosenthal said.

My mom and I sat in the second row on the left side of the Chupah. I took many pictures of the beautiful white Chupah. It had gorgeous red and yellow flowers coiled around it. Then, the Ketuvah, or marriage license, was read to the bride and groom in Hebrew. Then, the groom broke the wine glass. At Jewish weddings, this is a symbol of a long marriage.

Then, it was dinner time. When we went in to the reception room, I saw the off-white wallpaper with yellow daisies on the walls. My mother and I found our table and met the unknown people with whom we were sitting. Fortunately, we were seated with Yihodous and her engaged eighteen-year-old daughter. When we got the first course of our meal, we found



Mother and daughter Donna and Naomi Cohen make candlesticks together at the Sulamot program *The Magic of Shabbat*.

that there was nothing we liked. Most of the items on our plates were unknown. There were shredded carrots, for decoration, and a triangular pastry with a red, potato-like substance in the middle. My mother and I both silently decided we were not going to eat this unknown food object. Then, soup came.

"Butternut squash or vegetable soup?" asked a woman with an accent.



“Vegetable” my mother and I both said.

I enjoyed the soup, but my mother did not. I felt badly because she *still* had nothing to eat yet. Then, the dinner came.

“Chicken bottom, or chicken breast?” the woman with the accent asked.

My mom and I did not understand her, so we just pointed. Apparently, we both got the chicken breast. It was not horrible but it was not amazing. After dinner, everyone danced for about two hours. Some of the women did short skirts. On the men’s side, they juggled fire and played jump rope with tablecloths. The best part was when the men lifted the groom up on a platter and the women lifted the bride up in a chair. Then they each held a different end of a tablecloth and they danced together.

Finally, there was an announcement that dessert would be served in the hallway. My mother and I went into the hallway to see what was for dessert. My mother just had tea but I had a light brown chocolate cookie cake and some ice cream. Then, we danced even more until about midnight when my mother and I both gave up because we were so tired. We said our ‘goodbyes’ and headed off to bed.

Hasidic weddings can be fun for people of all ages. There is lots of dancing and music. It is fun to see old friends. It is also great to meet new ones. I cannot wait to see all the pictures I took and relive all the fun moments.

JOSH KESSLER - GRADE 8

MODERN SUPER HERO

Characters that are now legends today were super heroes in the Middle Ages, like King Arthur and Ivanhoe. They were brave, strong, invincible, loyal, wise, honorable, trustworthy, and showed leadership. Do super heroes like them still exist today? It is impossible for a human being to be perfect, although some people do share several of these qualities. They are modern super heroes.

The New York firefighters who risked their lives on September 11, 2001, shared several super heroes’ qualities. They were very brave to run into a building that could have collapsed at any minute to save the lives of people they had never met. They were also loyal to their fellow citizens and dedicated to their job by doing what they were meant to do, while everyone else was running for their life. The fire fighters showed great leadership to their country by showing America that they should never give up fighting for the right cause. These firefighters shared many of the qualities of legendary knights from centuries ago.

Many soldiers in the United States Army also show several of these legendary qualities. They are all loyal to their country by giving up everything they have to fight in a country thousands of miles away. Some soldiers, like my uncle Paul Iorio, risked their lives in Iraq to save another person. They are also brave, honorable, and trustworthy. It takes great courage in a

person to put themselves in harm’s way for somebody else’s safety. My uncle proved that he was honorable and trustworthy by saving another man’s life. Although the soldiers are not perfect, they do share many of the super heroes’ qualities.

Two men who are leaders in their community show many of the good qualities of King Arthur and Ivanhoe. The first is Martin Luther King Jr., who fought for the equality of African-Americans in America even though he was putting his own life in danger. He showed great bravery and leadership, and finally after great perseverance he succeeded. The other man is John Passacantando, the Greenpeace Executive Director. He has spent a large portion of his life fighting for the protection of the environment, and has been arrested standing up for this cause. He shows bravery by putting his beliefs before his own comfort and safety, and also he has shown great leadership in his role as Executive Director of his organization. Finally, Passacantando has shown wisdom in his decisions of how to help protect our planet from harm.

People in World War II who helped save Jews from the Nazis also had many legendary qualities. They were honorable and trustworthy because they put their own life in danger to help save friends and even strangers. They were brave, loyal, and compassionate to their fellow human beings. They also showed leadership by being the only people who stood out against the Nazis, while the rest of the population did nothing. This helped to guide everyone else by showing them that they should do the right thing even if it was dangerous.

These ordinary people showed many of the same qualities as the legendary super heroes, King Arthur and Ivanhoe. These people show that heroes still exist today, even though their actions are very different than heroes from the Middle Ages. They were just everyday people who had many outstanding traits. These are the super heroes of the twentieth and twenty-first centuries.

ILANA PESKIN - GRADE 6

EXPOSITION: SUMMARY OF RIKKI-TIKKI-TAVI

Most stories are told from a person’s point of view. However, in the short story “Rikki-tikki-tavi” by Rudyard Kipling, the tale is told from a mongoose’s point of view. The main character Rikki-tikki-tavi the mongoose, is willing to put himself at great risk in order to save his human family when danger is near. Rikki-tikki-tavi has many of the characteristics that people expect from our human heroes. He is strong, caring, brave, and he saves his human family.

In the exposition, the main character, a mongoose named Rikki-tikki-tavi, is caught in a flood (Kipling 408). Teddy, a young boy, and his mother find Rikki lying on the ground (408). Teddy assumes that he is dead, but his mother suggests that they bring him in and dry him, for he may indeed be alive (408). The story takes place in India during the nineteenth century (408). Rikki, the mongoose (408), is the main character. The other important



characters include Nag and Nagaina, the two cobras that live in the garden of Rikki-tikki's family (411). Darzee is the scatterbrained bird (411) who also lives in the garden. Teddy is the little boy who spots Rikki-tikki and takes him in to care for him (408). The conflict of the story is mongoose versus snake, which are symbols for "good versus evil." Rikki-tikki-tavi is against Nag and Nagaina because it is pure instinct for a mongoose and cobra to be enemies. They both want to rule the garden, but they must fight to get control of it.

Rikki finds that living with the family is a very interesting experience, an adventure. This is when the rising action begins. One day Rikki is in the garden when he meets Darzee (Kipling 411). Darzee tells Rikki about the two vicious cobras, Nag and Nagaina, in the garden (411). Rikki meets the two snakes and wounds Nagaina while defending himself. Later, Rikki kills Karait, a small snake, to save Teddy (413). One night, Rikki takes a walk in the house and meets Chuchundra, a muskrat, who tells Rikki that Nag and Nagaina go into the bathroom at night (414). Rikki goes into the bathroom and starts a fight with Nag, and then Teddy's father comes in and shoots Nag (416). Rikki-tikki-tavi desperately wants to destroy Nagaina's eggs, so that there will be no more cobras in the family's garden in the future. Rikki tells Darzee's wife to distract Nagaina so that he can kill her eggs, and he succeeds (418). Nagaina goes to the veranda where Teddy's family is eating breakfast and attempts to kill Teddy (419), but Rikki is too quick for her and ends up killing Nagaina (421), which is the climax.

After defeating three snakes and saving his family, Rikki-tikki-tavi is extremely proud of himself (Kipling 422). At first, Teddy's mother worries about Teddy sleeping with a wild animal because he might bite (410). Yet once Rikki proves himself to her and the others, she changes her perspective (422). The falling action is that all of the animals in the garden are very happy that they can now live in peace, and Rikki is their new hero (421). Rikki's loyalty and bravery has proven to everyone in the garden that they can trust him and look up to him (421).

In conclusion, this story is about the heroic actions of the main character, Rikki-tikki-tavi. His courage and decisiveness make him a very appealing character. However, it is his willingness to take risks in order to protect those he feels strongly about that is his most impressive feature. Rikki-tikki-tavi takes great risks when he battles the deadly cobras, Nag and Nagaina. It is this bravery and fearlessness that make Rikki-tikki-tavi a character that the reader will compare to any of the great heroes read about in other works of literature.

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ARIEL ROTHBERG - GRADE 8 COMPARISON AND CONTRAST

The legend of King Arthur is a subject that has captivated writers and readers alike for centuries. *Morte d'Arthur*, a 19th century poem written by Alfred Lord Tennyson, and "Arthur Becomes King of Britain" from *The Once and Future King* by T.H. White, published a century later, are two such pieces. Both works draw on the historical identity of the real King Arthur, a medieval English king who united Britain and defeated the Saxons at the battle of Badon Hill. However, the contrast between the two pieces is striking. The narratives tell of totally separate events in the great hero's life: in White's retelling, Arthur is just entering his kingship, while Tennyson's work deals with the passing of Arthur and the age of chivalry. The saga of King Arthur is a renowned legend and White and Tennyson's different viewpoints are worth comparing.

To begin with, the king himself is quite different between the two pieces. Tennyson's Arthur, at the end of his life and dying from his wounds, understands and accepts the passing of his way of life. He tells Sir Bedivere, the last of his knights, "The old order changeth, yielding place to new" (Tennyson 291). In *Morte d'Arthur*, Arthur also possesses strong wisdom, some of which he tries to impart to Bedivere (Tennyson 298-307). White's character could not be more different. He is styled "the Wart" in the comic retelling of the



legend and comes into the story as a young, inexperienced boy. However, from the outset, it is obvious that he is both loyal and humble (1037), as well as having faith and perseverance.

The tone of the two works also provides a strong contrast. Tennyson's tone is respectful (Tennyson 50-51), and even reverent at times (350-354). His admiration for King Arthur is also shown throughout the piece (Tennyson 250-254). White, on the other hand, takes a much more humorous approach to the legend. The juxtaposition of the two tones is another example of the contrast between the two works.



The language of the two pieces also differs greatly. Tennyson's poem is in a formal, elevated voice (Tennyson 175-179). White, on the other hand, uses a very light narrative (White 1032). The playful and affectionate style is filled with malapropisms, such as "next of skin" (White 1032). Therefore, the character, language, and tone of the pieces are all greatly contrasted.

White and Tennyson's differing viewpoints on the legend of King Arthur create a worthy contrast. White's piece depicts a young Arthur in a casual tone. Tennyson, however, portrays an older Arthur in a more serious manner. Both pieces deal with the legend of King Arthur. The saga is a fascinating tale which has been retold countless times in many different ways.

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