



Congregation  
**Emanu-El**  
of Westchester

**Religious & Hebrew  
School  
Year in Review  
2018-2019**

Dear Religious School families,

The rabbis of the Talmud teach that in Judaism, the work that we are obligated to participate in is twofold: we are obligated to study and to take action. The rabbis debate which work is most important, study or action. They conclude that study is the most important work we can do as Jews because study leads to action. Your studies this year have inspired actions great and small. You have collected tzedakah for three important local organizations. You have shown up to class with focus and intention. You have been there to support friends and family on joyous and sad occasions. You have built friendships, developed relationships with teachers and staff. And you have been an essential part of a community that would not be exactly as it is without all of your contributions.

I am so proud of all that you have accomplished this year. Remember that your learning does not stop here. Please practice your grade-level Hebrew packet, sent home and sent digitally to all current 4th-6th grade students, for the opportunity to claim a wonderful prize that will keep on giving when you return next year!

All of your teachers, Rabbi Goldsmith, Cantor Stone, Tal and I look forward to your continued engagement in the work of Jewish learning and living. For now we say, l'hitraot (see you later) and we look forward to welcoming you back in September after what we hope will be a summer of continued growth for you.

Mazel tov on reaching this moment, and we look forward to celebrating many more milestones with you!

Rabbi Jade Ross

## **TZEDAKAH RECIPIENTS FOR 2018-2019**

“You are not obligated to complete the work, but neither are you free to desist from it (Pirkei Avot 2:21).” Giving tzedakah in Judaism is not just about putting coins in a box. Tzedakah teaches us to work constantly towards building a more just, whole world. This past January, a couple of teens in our community asked if they could lead a tzedakah project in our religious school in partnership with an organization called World of Change. World of Change is an organization that engages youth in understanding the powers they have as individual change agents, and their capacities for local and global impact.

In each classroom, our students participated in researching, understanding and selecting three out of six local organizations to support with their tzedakah. Our students chose three wonderful local organizations: Feeding Westchester, Kids Kloset and Midnight Run. Between January and May three large jars, one for each of these organizations, was placed at our main entrance during Religious School. All of our students had the opportunity to place their spare change in these jars, thinking daily about the changes our world needs, choosing an organization or organizations that spoke to them that day, and working towards real change.

Our students welcomed visitors from or volunteered with all three of these organizations as well. Not only did they research and bring in tzedakah, our students from first grade through seventh grade had the opportunity to see who their tzedakah would help, to learn more about the challenges faced by many members of our local community, and how much of an impact they could have through the simple act of giving their time or spare change. By Mitzvah Shabbat on May 10, 2019, just four months after beginning this initiative, our students collected over \$600 in tzedakah. Our social action committee was so inspired by our students that they offered to match what our students raised, dollar for dollar. Together, our congregation is giving over \$1200 to these three extraordinary organizations, raised in just four months! Our students were thrilled with this accomplishment and moved to know that each and every penny and dollar counts towards doing our part to participate in the work of building a better community and world more whole world. Imagine what an impact we will have over eight months!

# GRADE ONE & TWO

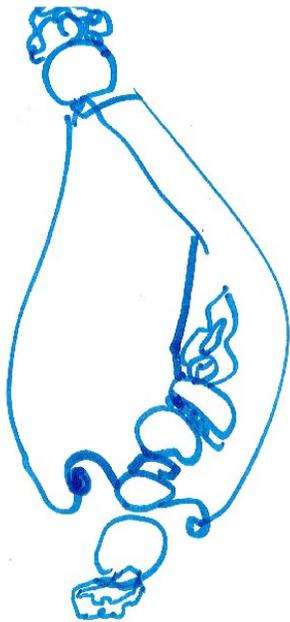
## Fern Tannenbaum

This Year the First and Second grade learned a great deal about our Jewish heritage, the Temple, Jewish holidays and values. We discovered a lot of information about our Temple and enjoyed our special Torah and Temple Experience with you. The Torah stories we learned before and after that activity also helped us understand our role in doing mitzvot to make this world a better place. Our mitzvah candy box was filled with chocolate kisses. Each piece of candy represented something each of us did to help others. The First and Second grade not only enjoyed the candy but we appreciated all the mitzvot we had done to make the lives of others better. Studying the Jewish holidays helped us to learn about Jewish culture and history as we gained knowledge about the traditions and their meaning. Below is a list of all we have covered over the year.

- The first few stories from Genesis, the first book in the Torah, about Creation, Noah and the Tower of Babel. We covered the values of observing the seventh day of rest: Shabbat, being made in God's image and consequently, being God's partner by caring for others.
- The Fall/Winter holidays of Sukkot, Simchat Torah and Chanukah where we learned the values of our heritage, our traditions and the joy of celebrating the holidays with our families and our community.
- The Winter holiday of Tu B'Shvat, the Birthday of the Trees, where we learned about the value of caring for our environment.
- The Spring holiday of Purim where we learned the value of standing up for what we believe in like Esther and Mordecai and experienced finding joy in this fun Jewish holiday of costume wearing and noise making groggers.
- The Spring holiday of Passover where we learned the values of faith, leadership and bravery like Moses had and the Passover traditions that remind us of the important value of freedom.
- The Temple and the Torah while learning about the people and important religious objects in our Temple and the environment as well as the decorations and content of our Torah.
- Israel, our Jewish homeland, where we learned about Israel's geography and places of interest and the Holiday of Yom HaAtzma-ut, Israel Independence Day, to learn the value of self-reliance.
- The values of giving Tzedakah and doing Mitzvot by contributing money to help those in need and telling about the ways we each help people in our family and community.

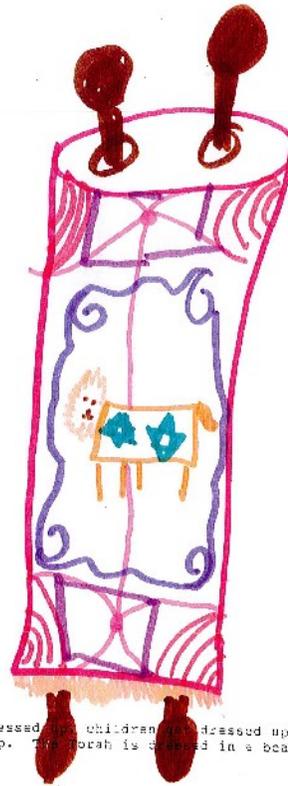
I would like to thank three very important members of our class, our Madrichim: Charlie Cooper, Jillian Kaplan and Ellie Millard. Their help made every lesson flow seamlessly and also added extra fun. The children have been very enthusiastic students, and this has been a most productive year of Jewish learning. We have learned much this year about Jewish values, our Temple, doing Mitzvot and the Jewish holidays, but most importantly, we have had a lot of fun doing it together.

# GRADE ONE & TWO WORKS OF ART



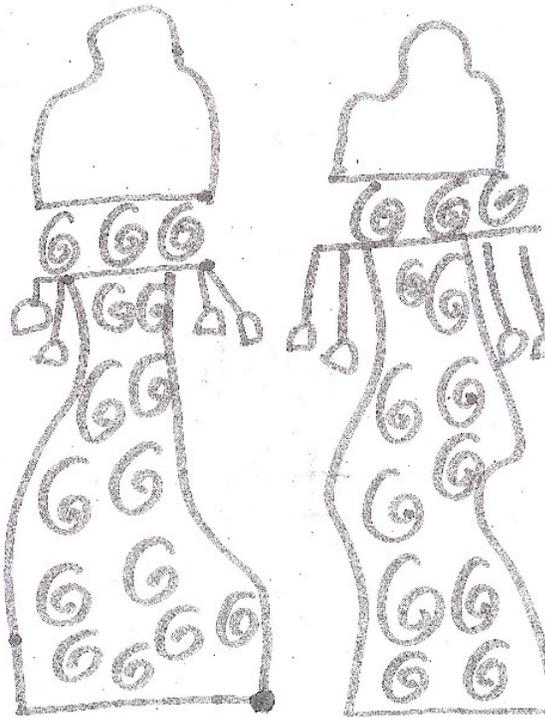
There are several different kinds of lights inside our Temple. One light burns all day and all night. It is called a Ner Tamid. Ner Tamid means eternal light.

Suzanne



Parents get dressed up, children get dressed up and the Torah also gets dressed up. The Torah is placed in a beautiful cover called a K'tonet.

Elie



The Torah spindles may be covered by bells called Rimmonim or a crown called a Keber.

Jill



Suzanne

GRADE ONE & TWO WORKS OF ART CONT.

Helping Someone carry groceries

Samantha



Telling your parents you love them

Julia



# GRADE ONE & TWO TORAH AND TEMPLE EXPERIENCE



GRADE ONE & TWO  
CELEBRATING JEWISH HOLIDAYS

OUR SUKKOT DECORATIONS



BUILDING CHANUKIYOT (CHANUKAH MENORAHS)



CELEBRATING PURIM (DRESSED UP AS MORDECHAI)



## GRADE THREE

### **Alanna Kardon-Alkalay and Karen Bender**

Throughout the year, our Third Grade students focused upon significant Jewish values that we hope they will always carry with them. We have explored how, as Jews, we have made a conscience decision to partner with one God. Our class has learned how this strong commitment enables us to have a positive impact upon the world around us.

The presence of one God and our commitment to this God is one of the central tenants of Judaism. This concept was introduced to the students through a clever story called Abraham's Great Discovery. Abraham worked in his father's idol shop as a boy and eventually determined that it made no sense to pray to inanimate objects that have no power or influence. Abraham became the first individual in a people that multiplied for generations into one large community. Our ancestors made a covenant with God to follow his commandments/laws. As Jews and Americans, we follow certain laws in order to have a civilized society. We applied this concept as we wrote our own class rules that allow us to function as an effective community.

As Jews, we all share a responsibility to tend to the Earth. At the beginning of the school year, we discussed the seven days of creation while each student created their own version of what that may have looked like. We also discovered how Noah's wife, Naamah, helped preserve the plants and trees during the Great Flood. God created people with special gifts, so in many ways we are in charge of this earth. In addition, we have a responsibility to partner with God to take care of the earth and its creatures. While Naamah is a collector of seeds, she is also a woman of strong character who is resilient, creative and patient. While the students listened to her story, they chose some of Naamah's admirable characteristics and wrote one on each petal of a flower. Although Naamah's work may not always be easy, she knew that it was worth the effort. We can use 'the best of who we are' to tend to this earth and appreciate all living things.

The Third Grade also learned about important Jewish holidays, how they are traditionally celebrated, and their significance. Some examples include: Shabbat, Chanukah, Purim, Passover and Shavuot. We used active learning strategies to better engage our students. For example, our class created a Ten Plagues mural when we learned about how God helped us to escape slavery in Egypt. Cantor Stone taught the students songs for each holiday celebration. This allowed the students to celebrate each holiday with a deeper understanding.

Our class explored how important Jewish values, such as hospitality, compassion and forgiveness can be incorporated into their daily lives. The idea of hospitality is exemplified in the story of Abraham and Sarah welcoming the Three Strangers into their home. The students thought about how they felt welcomed in different communities and how they can welcome others into their lives. The students learned about compassion through the story of "Rebecca and the Well". Rebecca offered water to Abraham's servant AND his camel. Forgiveness is something that everyone struggles with at one point in their lives. The students explored this concept through the story of Jacob and Esau and the story of Joseph and his brothers. The class thought about how they could be more forgiving in their lives.

## **GRADE THREE CONT.**

Tzedakah is our way of giving back and caring for those who do not have enough to live comfortably. It allows for us to get directly involved and make a difference. The students had the opportunity to vote where their Tzedakah went. This gave the class a voice to choose which causes they felt were the most important. The top three choices for the Religious School were Kids Kloset, Midnight Run, and Feeding Westchester. Additionally, Carole from Hope Community visited our class. Hope community serves as both a soup kitchen and food pantry. Carole explained what Hope Community does and answered all of the students' questions. The class enjoyed this experience as they were better able to grasp the concept of Tzedakah and learned how they can get directly involved in helping others who are less fortunate.

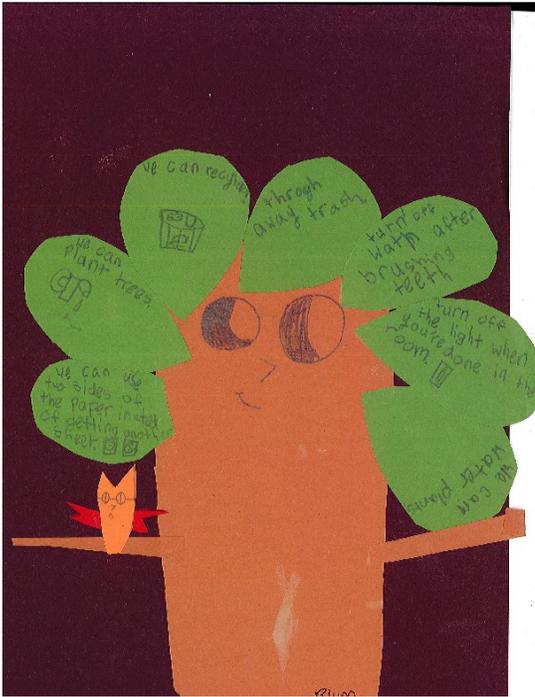
Tikkun Olam means "repairing the world". As Jews, it is our responsibility to make this world a better place. Each of the Jewish values we have learned about this year play a vital role in tikkun olam. Our students learned how to incorporate these values in to their lives and use social action to play a role in helping to repair the world.

It has been a pleasure having your children in our class this year! We hope that they will come back and say "hello". Enjoy your summer break!

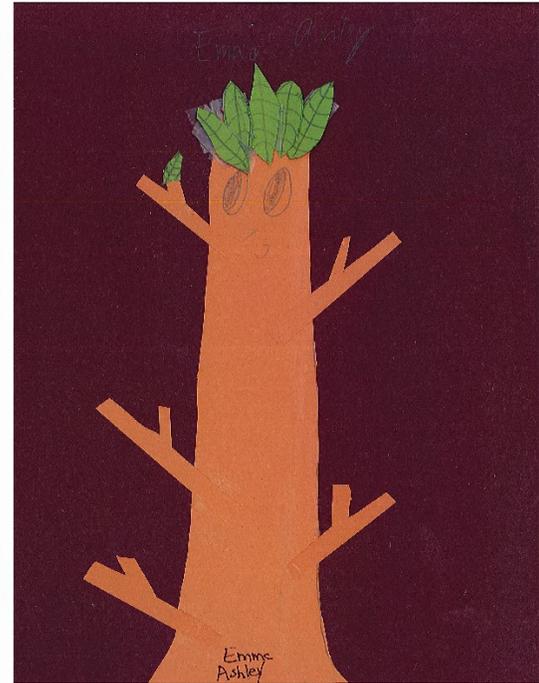
# GRADE THREE

## CELEBRATING JEWISH HOLIDAYS — TU BISH'VAT

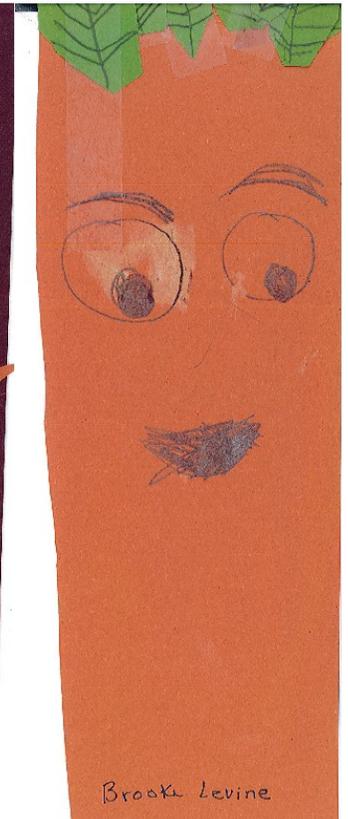
Our Third Graders discussed how the holiday of Tu BiSh'vat celebrates the importance of trees in our world. The students also thought about the many ways we can take care of our environment. They wrote their ideas on the leaves of the trees they created.



Sabrina Blum

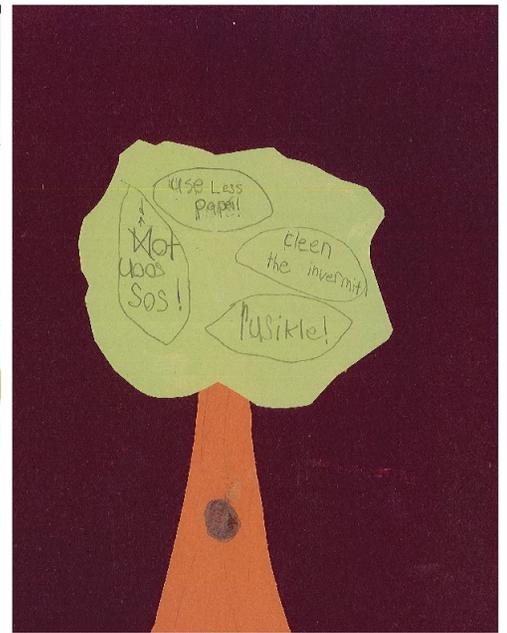
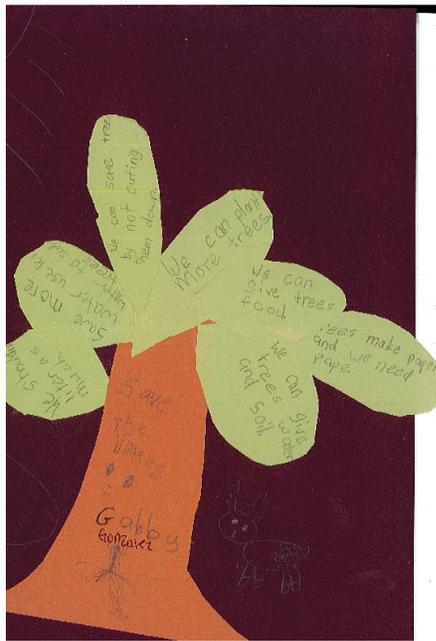


Danny Dipaola

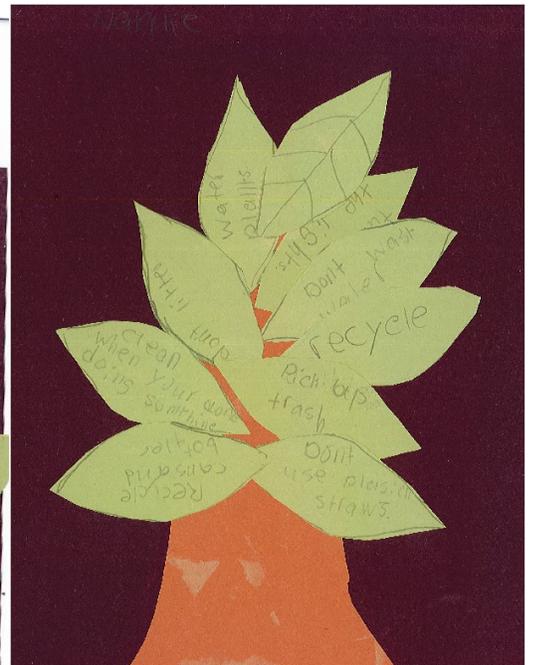
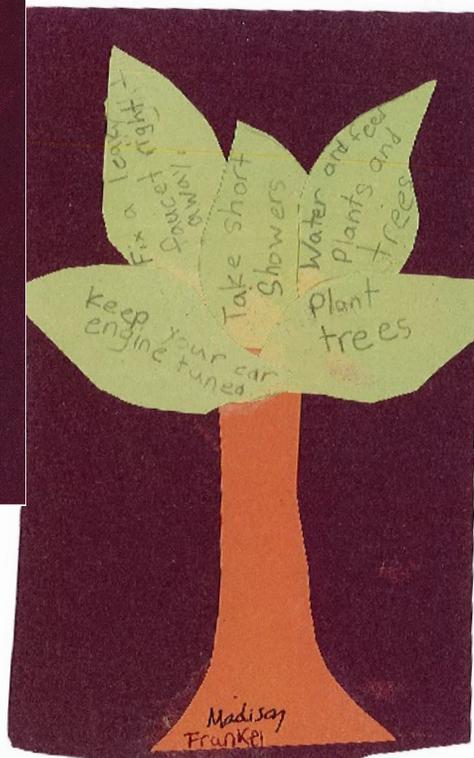
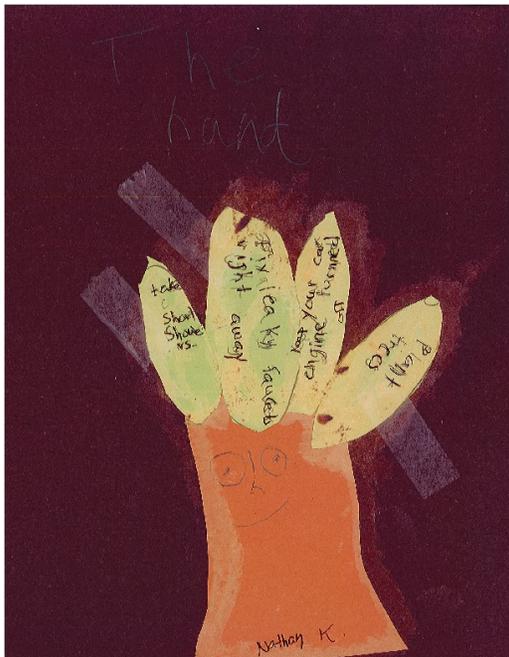


Brooke Levine

GRADE THREE  
TU BISH'VAT TREES CONT.

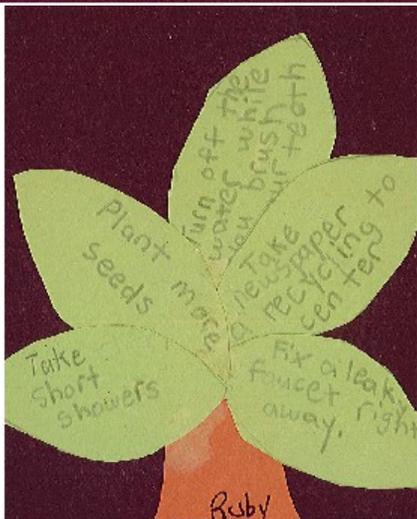
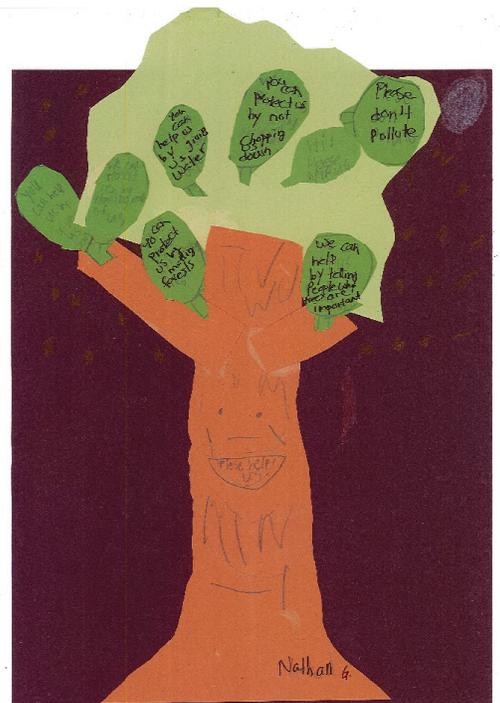
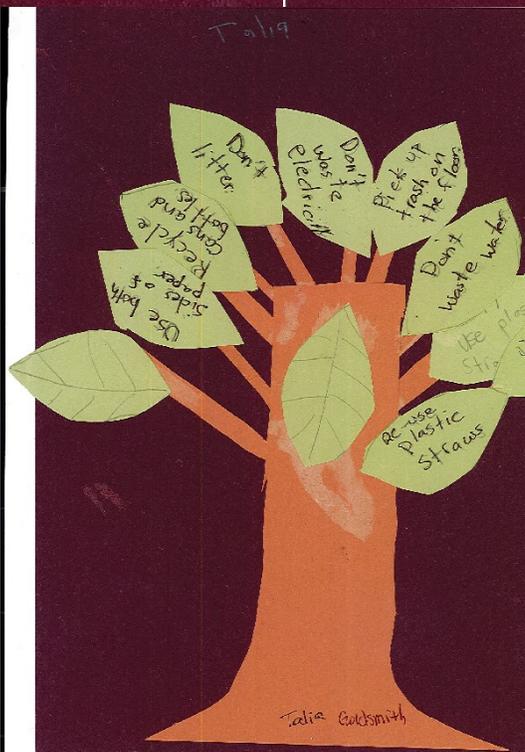
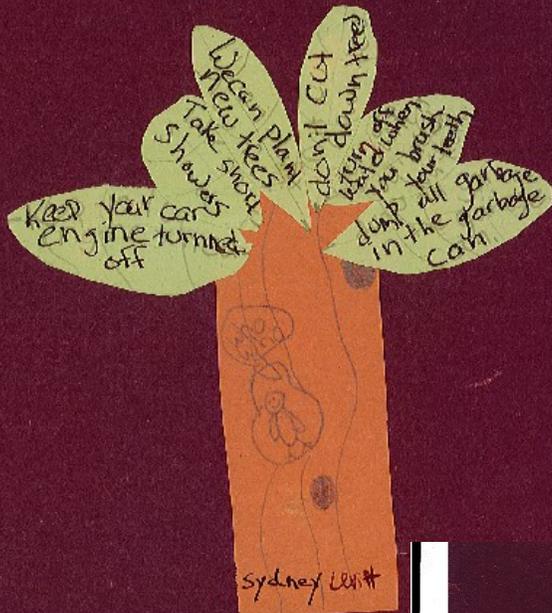


Layla Morris



Natalie Modica

# GRADE THREE TU BISH'VAT TREES CONT.



# GRADE THREE

## CELEBRATING JEWISH HOLIDAYS — PASSOVER

The class reviewed how Moses helped free us from bondage, and also learned about the importance of his sister Miriam. She is also a hero in the Passover story.

① She helped save Jews from Pharaoh. Emma B-K  
 ② The Jews were slaves.

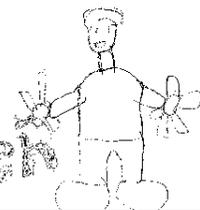
Miriam is Moses's sister. She protected Moses and helped save the Israelites' life. She is important because she is very helpful and nice to every body especially the Jews. Without Miriam they would not have been motivated to find one help etc. etc.

Emmie  
 Modes



Emmie Modes

Miriam is Moses's sister and was important for him.  
 Miriam saved the Jews.  
 Miriam helped the Jews escape from getting died.



Josh Cohen

During our Passover lesson we discussed the significance of all of the items on the Seder plate. Additionally, each child had the opportunity to make their own Seder plate. We hope that you enjoyed using them during your Passover celebration.



# GRADE THREE

## CELEBRATING JEWISH HOLIDAYS — SHAVUOT

During Shavuot we think about the Ten Commandments and the Torah. Commandments are rules that help us lead good lives and treat others well. Below are some examples of commandments that students follow in specific areas of their lives.

Jake Nachman

Ways to obey	
1. Family follow rules	4. Temple Listen while others are speaking
2. Friends Make funny jokes	5. My home community/neighbors don't pollute
3. School do homework	

Jake Nachman

Dylan Gold

Ways to Obey	
1. Family Care for them	4. temple Ask before leaving the room
2. friends Be nice to them	5. my home community/neighbors Help them with stuff
3. school Listen to your teacher	

Ryan Brown

Ways to obey	
1. Family: do homework, don't leave your dishes on the <del>table</del> table	4. people: Listen while others are speaking
2. Friends: be nice to them, don't lie	5. My home community/neighbors: don't pollute
3. school: listen in school, pay attention, try your best	

GRADE THREE  
IN THE CLASSROOM



CREATING TU BISH'VAT TREES



CELEBRATING PURIM



# GRADE FOUR RELIGIOUS SCHOOL

Sharon Baranowski and Gabby Leigh

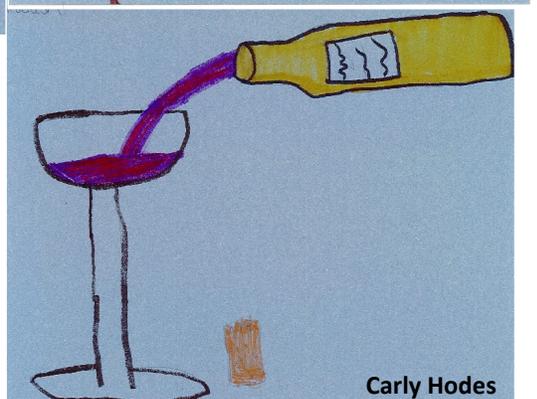
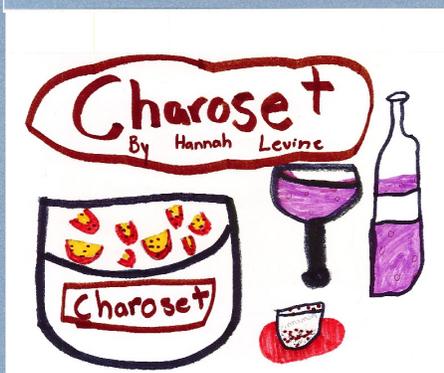
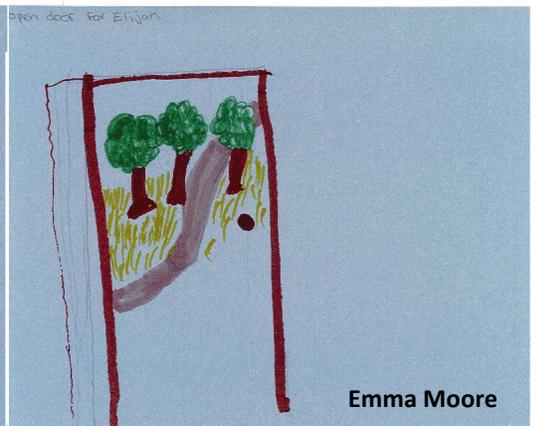
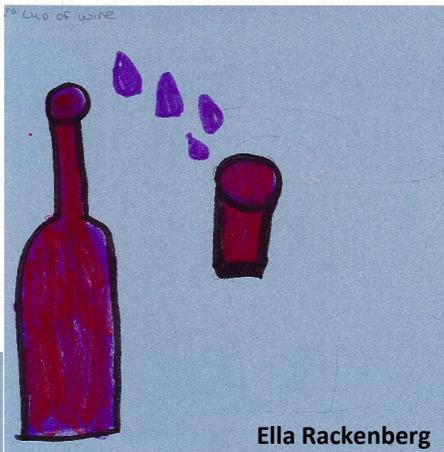
The curriculum of Grade Four included the study of the Jewish holidays with an emphasis on Shabbat, the Hebrew calendar, Jewish values and Israel. The core values of community were integrated into the curriculum.

- This year, we learned the Jewish holidays: Rosh Hashanah, Sukkot, Chanukah, Tu Bis'hvat, Purim and Passover; their importance and traditions.
- We have spent time with the Hebrew calendar and discovered how it is different from the calendar we use: the different months, that it follows the lunar cycle and that each month starts on a new moon. The students found the dates of their birthdays on the Hebrew calendar, and that the new year is Rosh Hashanah.
- We have spent special time on the weekly holiday of Shabbat. We have discovered why it is important and ways we can have a peaceful Shabbat along with bringing more mindfulness into our own lives.
- We finished making our Jewish calendars for the years 5779-5780. We learned the names of the months, saw which holidays are celebrated in each month, and how the dates lined up with the English calendar.

Have a wonderful summer!

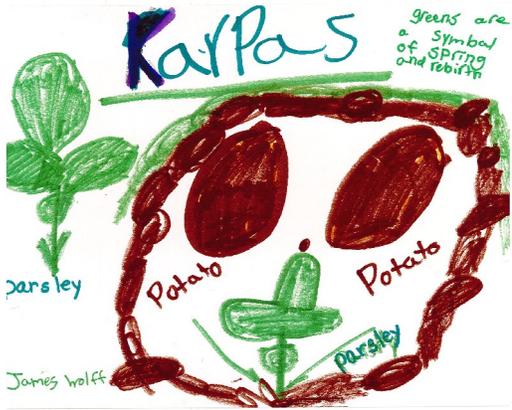
## GRADE FOUR

### CELEBRATING JEWISH HOLIDAYS — PASSOVER

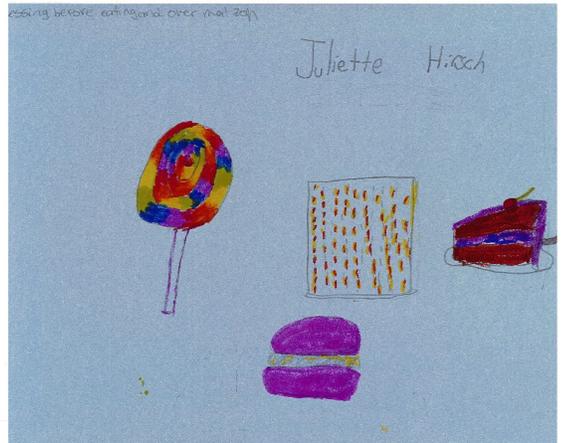


# GRADE FOUR

## CELEBRATING JEWISH HOLIDAYS — PASSOVER CONT.



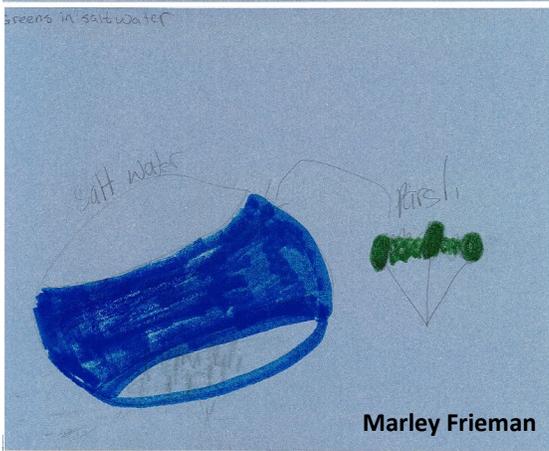
Cup For ELIJAH



Miriam's Cup

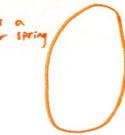


By: Marlowe Kulla

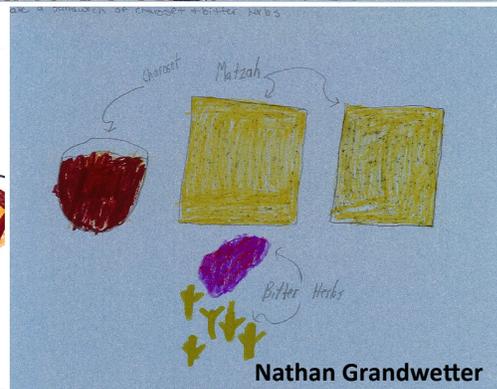


EGG

The egg is a symbol for spring and life.

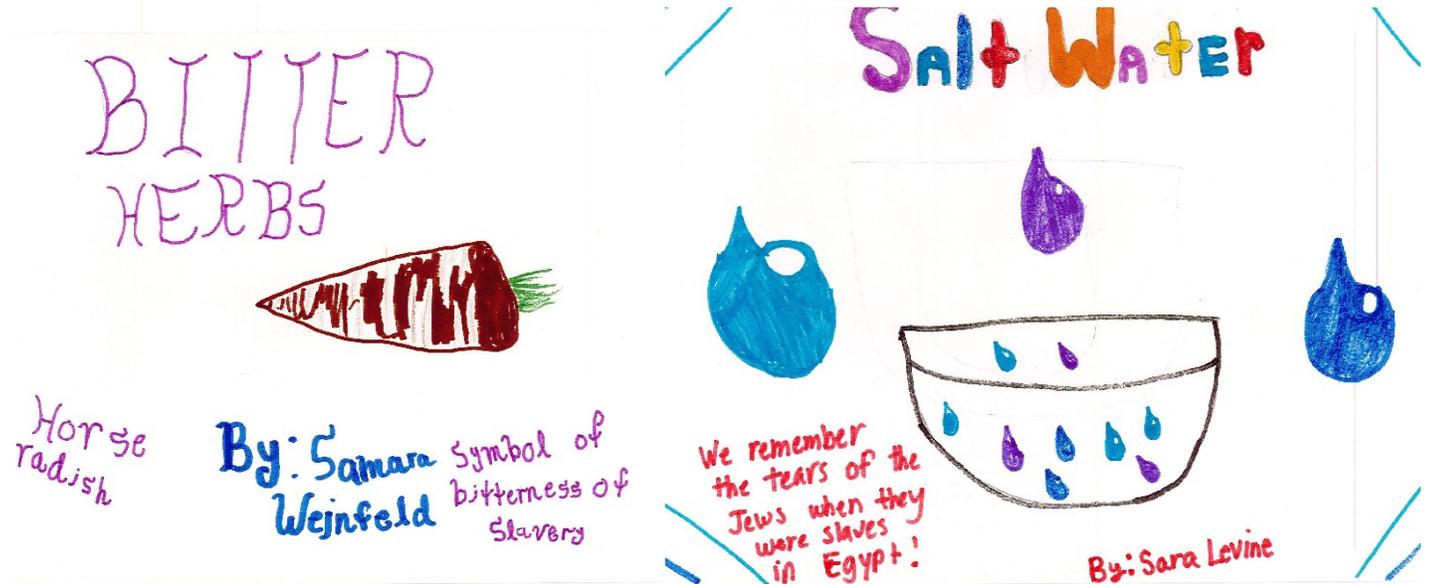


Zachary Schwartz



GRADE FOUR

CELEBRATING JEWISH HOLIDAYS — PASSOVER CONT.

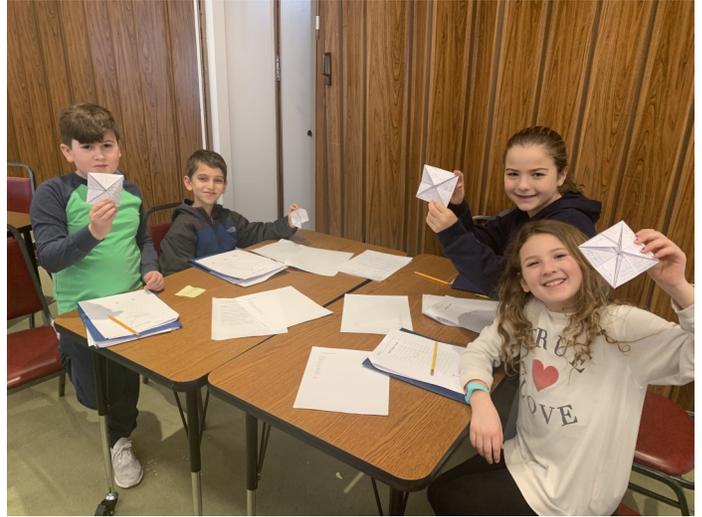


GRADE FOUR

ART



GRADE FOUR  
IN THE CLASSROOM



CELEBRATING PURIM (DRESSED UP AS KING ACHASHVEROSH)



# GRADE FOUR HEBREW

Amanda Fogel

Thank you for a wonderful academic school year. The months have gone by and have been brilliantly filled with growth, laughter, new friendships, and a great deal of learning. In 4th grade, we grew both as individuals and as a class. Each student brought tremendous enthusiasm and energy to our work and we are grateful for every single contribution!

This year we covered many topics and had meaningful discussions in class. Each week we tackled a question or a theme, and during the service in the sanctuary, it was further discussed and/or answered in greater detail. The regular material included learning new words on a weekly basis (please ask your child what are some of the words they know!), practicing reading skills, identifying and sounding out letters and vowels, and working in our workbooks. The students worked on writing the Hebrew letters on index cards regularly, and eventually created “decks” of cards with all of the letters, vowel sounds and words that we had learned.

Some of the “special” material that was covered included projects for holidays, special guests and a special activity day where we learned about each other through an active game of questions of musical chairs! The students had a new appreciation for each other and were able to share details about themselves and their lives in a fun setting! We learned about important subjects such as respect - respect for ourselves, our families, our community, our classroom, and our materials, and talked a great deal about what it means to respects others. We focused on the core value of kindness and treating others how we would like to be treated. Each student came up with what this meant to him/her, and we shared these ideas in class and revisited this topic periodically, as it is an important topic in Judaism and in the secular world.

We learned about the concept of Shoresh, or root, within each word, and this was beautifully incorporated into our classroom with our Shoresh tree that we made together. Each time we learned a new word, we would create and decorate a new leaf, with the word written in Hebrew print and vowels, translated into English below. The students were very excited about our Shoresh tree throughout the year and continued to be excited even as the year closed. The students now truly understand that each Hebrew word has a root, and an explanation as to why it might be spelled a certain way, or pronounced a certain way, or related to other similar sounding words. The students always loved learning about these details, and were very quick to connect other words they had heard before to these “Shorashim.”

We also decorated our classroom with “stained glass letters” that we made from pasteboard and colorful tissue paper and feathers! We chose the word Shabbat, and each letter, Shin, Bet, and Tav, was worked on collaboratively by the students. We hung the letters in the front of the classroom, as if they were our “stained glass.” The letters were a great reminder of so many things - of course, anytime a Shin, Bet, or Tav appeared in our lesson, it was useful, but more than that, each letter represented our class, our creativity, our ability to collaborate, and how capable we were to learn and grow together!

## GRADE FOUR HEBREW Amanda Fogel cont.

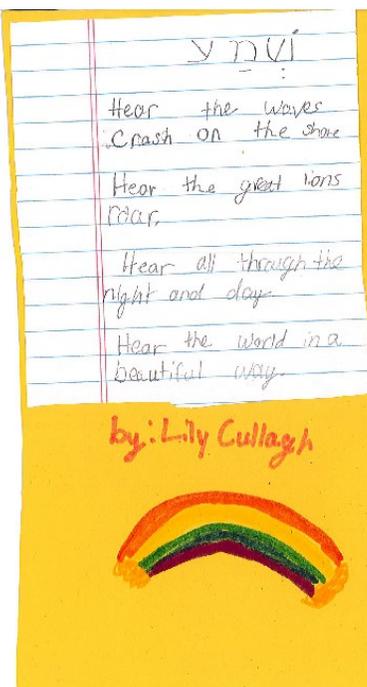
The students also created vendiagrams for the word “Tzedakah” or justice, as it has multiple meanings, and the students seemed intrigued by this! We focused on ideas that challenged us, as this word did, and made room for big questions and concepts to be explored freely and without judgement. Towards the end of the year, the students also created beautiful original poems from words that they chose that we had learned together throughout the year.

We worked on “Body Charts,” in which the students traced each other on giant paper, and labeled their body parts in Hebrew! The charts were so creative and showed how unique each student is, how that student sees his/herself and how their point of view might be expressed.

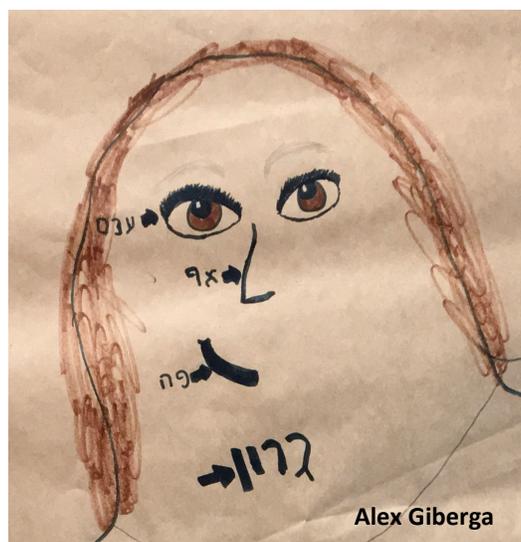
We were fortunate to have a lesson on Israeli Dance, where we learned about culture in Israel, including languages spoken, foods eaten, and of course, types of dance and music incorporated in Israeli dance and then we learned an entire Israeli/Balkan dance and danced to the music together in the social hall! We baked hamantaschen for Purim as a grade and at the end of the year we baked cookies made in the shape of Hebrew letters together, to celebrate how much we had learned, as well as made Israeli flags for Yom HaAtzma-ut! We were so excited and privileged this year, to have students volunteer to bring in lessons of their own! One of our students did a mini lesson on the history of the Hebrew language, concluded by making model magic Mezuzot and another student did a mini lesson on Kindness! Thank you for sharing with us!

Thank you so much for all of your commitment and effort this year. Wishing everyone a beautiful summer with lots of fresh air and fun and of course, growth. Please continue to look at your review packets, as this will help keep the memory alive and reinforced for next year!

### SH'MA



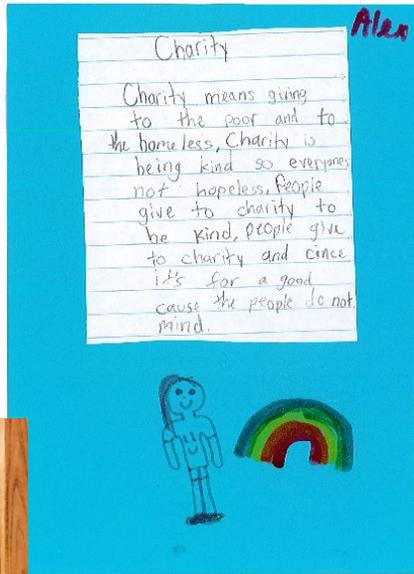
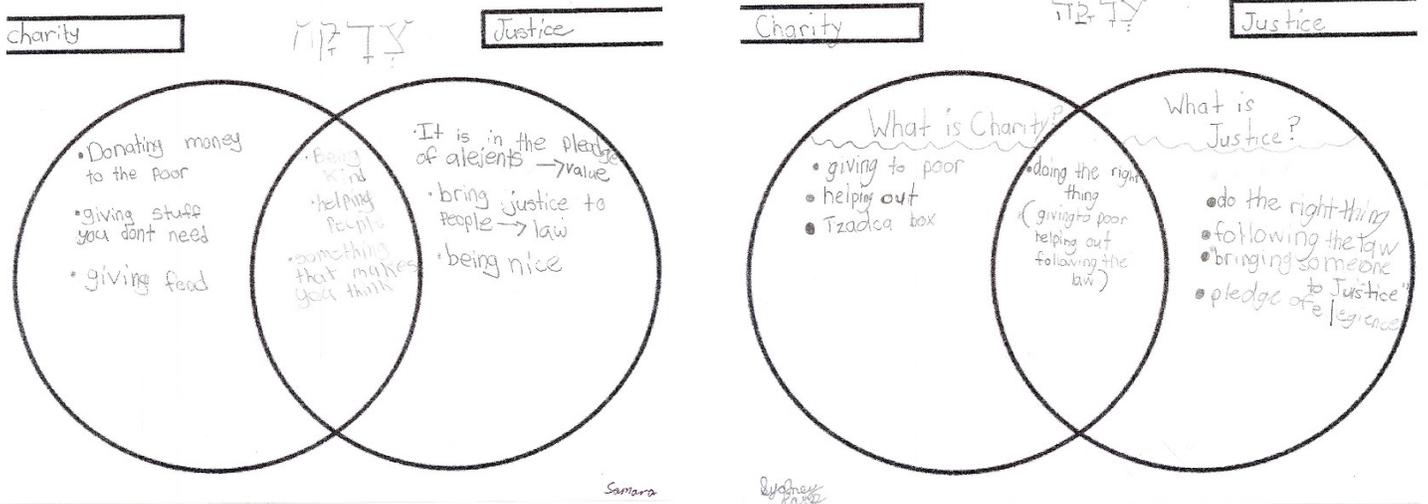
### BODY CHART



### HEBREW LETTERS



# GRADE FOUR HEBREW Amanda Fogel cont.



## OUR SHORESH TREE



## SPELLING THE WORD "SHABBAT"



# GRADE FOUR HEBREW

**Gal Segall**

Thank you for a wonderful academic school year. The months have gone by and have been brilliantly filled with growth, laughter, new friendships, and a great deal of learning. In 4th grade, we grew both as individuals and as a class. Each student brought tremendous enthusiasm and energy to our work and we are grateful for every single contribution!

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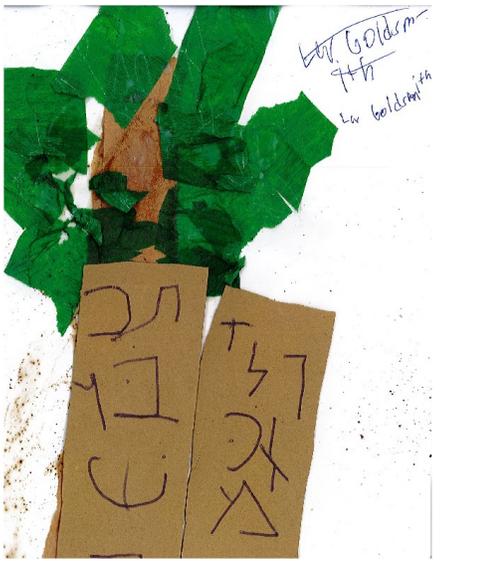
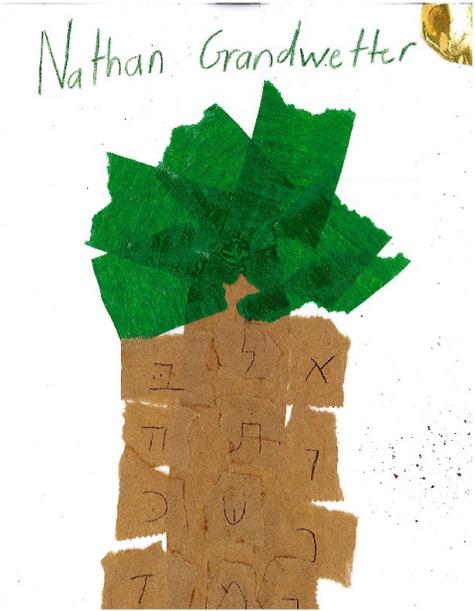
Some of the “special” material that was covered included projects for holidays, special guests and special activities. We were fortunate to have two sessions with Shmulik who led us in learning about the history of the Hebrew language and many games to better learn and understand the aleph-bet. We baked hamantaschen for Purim as a grade and at the end of the year we baked cookies made in the shape of Hebrew letters together, to celebrate how much we had learned, as well as made Israeli flags and bracelets for Yom HaAtzma-ut (Israel independence day)! We were so excited and privileged this year, to have students volunteer to bring in lessons of their own! A few of our students spoke about their recent trips to Israel and taught the class mini lessons on the favorite places they visited.

The students continued to strengthen their relationships with their peers and continued to build strong community values. Each Tuesday, we began our time together by talking about different topics the students brought up. This included learning about prophets, biblical figures who could communicate directly with God, and Israel. Through this the students learn to respect, listen and support each other.

This year, the students very much enjoyed participating in Hebrew Through Movement (HTM). HTM introduces Hebrew in a playful and meaningful way. It is a language acquisition strategy in which students learn Hebrew by hearing and responding to Hebrew commands such as “run”, “walk”, “stop” and “sit down”. This helped the class to put into practice some of the Hebrew that they learned in class and to see the utility of the Hebrew language. This also helped to establish a classroom culture of focus and listening.

Thank you so much for all of your commitment and effort this year. Wishing everyone a beautiful summer with lots of fresh air and fun and of course, growth. Please continue to look at your review packets, as this will help keep the memory alive and reinforced for next year!

GRADE FOUR HEBREW Gal Segall cont.  
TU BISH'VAT TREES



Carly

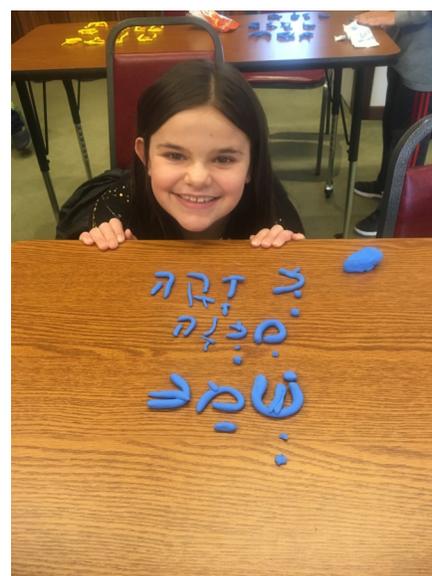
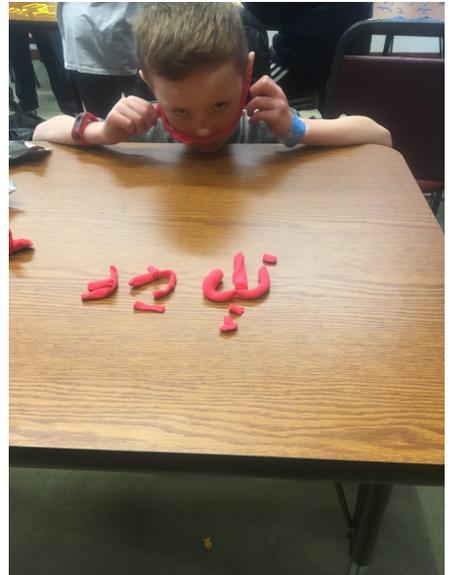
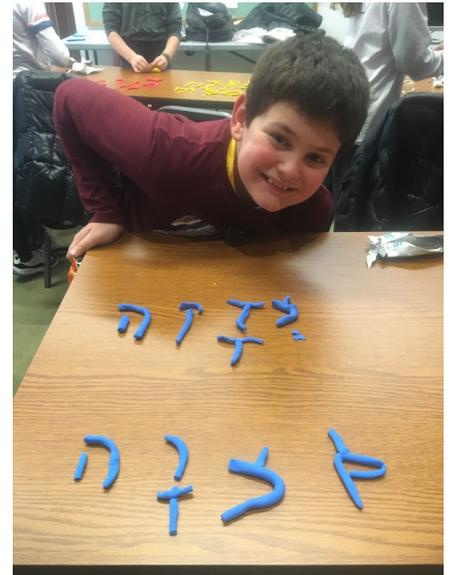
GRADE FOUR HEBREW Gal Segall cont.  
CREATING TU BISH'VAT TREES



HEBREW THROUGH MOVEMENT (HTM)



GRADE FOUR HEBREW Gal Segall cont.  
MODEL MAGIC HEBREW WORDS



# GRADE FOUR HEBREW

Heather Klaiber

Thank you for a wonderful academic school year. The months have gone by and have been brilliantly filled with growth, laughter, new friendships, and a great deal of learning. In 4th grade, we grew both as individuals and as a class. Each student brought tremendous enthusiasm and energy to our work and we are grateful for every single contribution!

This year we covered many topics and had meaningful discussions in class. Each week we tackled a question, or a theme, and during the service in the sanctuary, it was further discussed and/or answered in greater detail. The regular material included learning new words on a weekly basis (please ask your child what are some of the words they know!), practicing reading skills, identifying and sounding out letters and vowels, and working in our workbooks.

Some of the “special” material that was covered included projects for holidays, special guests and a special activities. We were fortunate to have two sessions with Shmulik who led us in learning about the history of the Hebrew language and many games to better learn and understand the aleph-bet. We baked hamantaschen for Purim as a grade and at the end of the year we baked cookies made in the shape of Hebrew letters together, to celebrate how much we had learned, as well as made Israeli flags and bracelets for Yom HaAtzma-ut (Israel independence day)!

We learned and discussed key themes from our prayers including classroom activities and discussions in class each week that connected with a question that Rabbi Goldsmith would ask during our all school services. One of the questions that our students particularly enjoyed exploring was about the V’Ahavta prayer; What does it mean to love God with all of your heart, soul and strength?

In class, we also enjoyed playing many games to review Hebrew letters, vowels and words that we learned throughout the year. These review games helped us to practice Hebrew, of course, and also helped the class to get to know one another better, create a sense of community and a shared learning experience.

This very creative class enjoyed collecting twigs outdoors in the warm weather and forming Hebrew letters and words with them. The class enjoyed using clay, coloring and many mediums both to learn to read Hebrew and to explore some of the key questions of our prayers.

Thank you so much for all of your commitment and effort this year. Wishing everyone a beautiful summer with lots of fresh air and fun and of course, growth. Please continue to look at your review packets, as this will help keep the memory alive and reinforced for next year!



# GRADE FOUR HEBREW DANCING LETTERS WITH SHMULIK



# GRADE FIVE RELIGIOUS SCHOOL

**Debbie Briks and Amy Reich**

Our fifth graders significantly broadened their understanding of their Jewish heritage this year. The fifth graders initially spent time learning about ancient Jewish heroes who remain as role models today and whom we as Jews emulate. We also learned about modern Jewish heroes, such as Anatoly Sharansky, Golda Meir and Albert Einstein. Rabbi Abraham Joshua Heschel actively campaigned for social justice and was a powerful role model. Sandy Koufax, a Jew who would not compromise his Jewish values, was another modern Jewish hero who was discussed.

In our next unit, the students learned about some of the famous ancient Israelite Judges: Gideon, Deborah and Samson. They loved writing and performing creative skits for their peers, based on the stories of their lives.

The fifth graders then learned that the Israelites wanted to be like the other nations and have a king. In small group discussions, the children debated the advantages of having a physical king or God as king. A vote was taken. Our students chose G-d to be king of the Israelites, but the Israelites had chosen to have a physical king (not G-d).

In our unit on the Kings of Israel, we learned about the great friendship between David (who later became King) and King Saul's son, Jonathan. Everyone played a friendship game and we discussed the Jewish value of friendship, and how the state of Israel is a friend to the world. The children watched videos about Israeli medical units that were first on the scene all around the world in times of disaster, such as the earthquake in Haiti and the tsunami in Indonesia. In addition, we learned how Israel contributes to the world through its inventions.

In our next unit, our students learned about the four prophets: Micah, Isaiah, Jeremiah and Amos, their teachings and how their messages, relayed to them from G-d, were a direct result of the iniquities of the societies they were living among. The fifth graders composed nomination and campaign speeches for the fourth graders who then elected Amos as the prophet president. The students were able to relate to these prophets from 2,000 years ago because their societies had many of the same concerns and issues as ours.

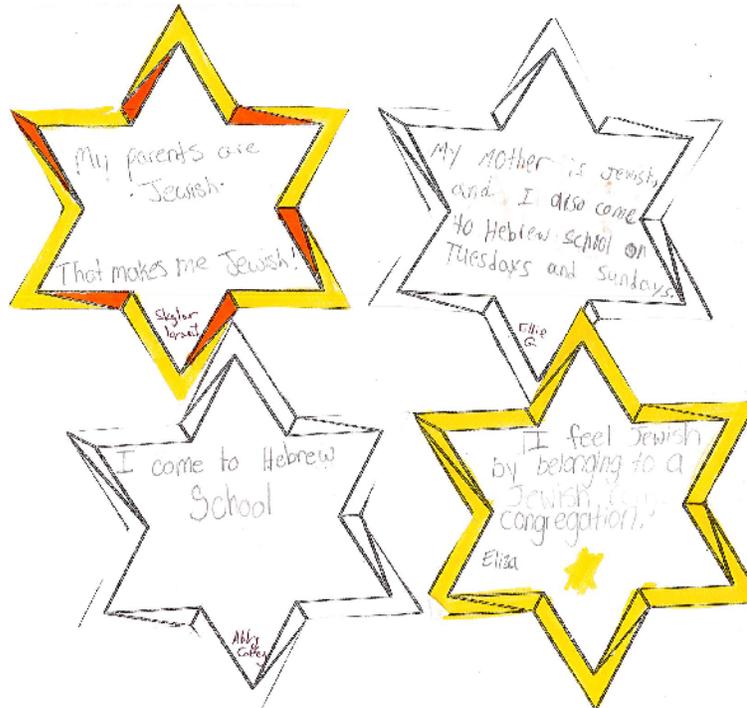
Our students then learned about the country of Israel, its origins, history, culture, geography and food. We focused on Theodore Herzl, the founder of Zionism, and Eliezer Ben Yehuda, who single handedly revived the Hebrew language in the early 20th century. The class created their own beautiful Israeli watercolor landscapes.

At the end of the year we were fortunate to have Dr. Moshe Avital come and speak to us. Dr. Avital is a Holocaust survivor and educator who has written many books and lectured extensively to groups all over the world.

In our final unit our students were guided to understand that the Jewish people are an eternal people.

Fifth grade regularly participated in the mitzvah of giving Tzedakah, and helped make lunches for a Homeless Shelter. We were so proud of them for thinking of those less fortunate than themselves. We were happy to have such eager and enthusiastic students, who contributed so much to our class discussions. It was a great year of learning and activities. We hope that you have a wonderful summer.

GRADE FIVE  
FEEL JEWISH...



# GRADE FIVE

## ISRAEL IMPRESSIONS

Nina Bortner

What impressed me about Israel is that the people there always find a way to help other parts of the world. They travel there and make sure that the people who are struggling regain health. Something else that impressed me is the fact that Israel invents these amazing technologies that help their country and others in many ways. The inventions created in Israel impacted the world a lot and helped accomplish things that could not be accomplished without the important things that Israel made.

Justin Frankel

The invention that impressed me the most was the invention of the pill that has a camera on it.

The reason why it impressed me is because it would be a way helped for people to find out what food they ate if they forgot what they ate. Also if they were allergic to something that they ate.

Harley Boruch

It impressed me that Israel is alone in having Hebrew as its official language. Also, there are more than 40 kosher McDonald's in Israel. The only one outside the Jewish state is Buenos Aires. Israel also produces more milk per cow than almost any country in the world, with only New South Wales.

Charlie Zelman

Israel has fought in 7 wars as an official state in 1948. Israel spends more money on security than any other country in the world.

Eliza Barnett

One thing that impressed me about Israel is how thoughtful the country really is. They brought clean water to African Americans who never had clean water, and their reactions were amazing.

~~Harper~~

What surprised me about Israel is that they got water for all of Africa. They saved almost 3 million people from thirst. It really helped people.

Sina

Your teaching about the history of how Israel came to be and all of the important people who made Israel what it is today. I also liked that you showed me what Israel is like and what it's like to live there.

Lucy Malra

Israel

I am so amazed by all the history there and what they have created. They made so many technology and when I went to Israel, there was so much to see. All I went to the first community in Israel, house David Ben Gurion. They created lots and lots of technology. I can go on and on!



Savylava

5<sup>th</sup> Grader

I learned this year about Israel is that they gave water and light to Africa. That was the first time they saw light / had light and had clean water.

Samantha Motis

What impressed me about Israel is that they helped so many people from different countries when they are still being their own.

Isabelle Kaplan

Israel

What stood out to me about Israel is that Israel doesn't only develop & create things for themselves, they help other countries, neighboring countries, and even enemies. For example, Israel created the drip system & shared it with other places. Israel is impressive.

GRADE FIVE

ISRAEL IMPRESSIONS CONT.

Natalie Geller  
Israel

- began 21<sup>st</sup> century with more trees
- Size of New Jersey
- 9 climate zones
- Only democracy in Middle-east
- 2<sup>nd</sup> in the world of tech

I was impressed about how much clean water and power that Israel had brought to the poor african villages.

How some of the biggest companies in the world have huge office spaces in Israel.

Eliana Gattarini

Y/16/19

I think it's very impressive that they make so many helpful inventions. Also they are very thoughtful by giving water to those that might not have. They don't just create things, they share their creations.

Abby Coffey

I learned that Israel has a really good air base. I liked how we learned while we watched a video. I also liked how we learned different facts.

Tyler Gold

Things that impressed me the most is that they made a car out of a pill. Also how much things they made.

Alexa S.

How to be so high tech now

Sophia Kaplan

Technology

It impresses me how much technology come from Israel. They created cell phones there, they created tons of technology even though the country is so small. It is only the size of New Jersey yet it is the 2<sup>nd</sup> in the world in tech.

Rebecca

How in such a short time the small population of Israel turned in to a high tech country. It was not as obvious as it is now. How they are leaders in tech.

Samira S. Poole

What impressed me was that I didn't know much about Israel before and I learned so much about it. It is very small.

There are seven million people in Israel (which is small amount), but they do so much for everyone in the world. That is impressive. The first antivirus software for computers was created in Israel in 1995. Wireless technology was developed in Israel and cell phones were developed in Israel. Pretty much all of our technology was created in Israel. That is amazing.

Dora Millard

Jacob

I'm amazed that it has so much technology, because it has less people than Washington.

MAR 500  
5/7/19

Harrison

What I'm impressed by about Israel is that it is so tiny and so small but it has so many inventions. SO MANY things in only 20 years.

Love this

Something that impressed me is how many things grew over 100 years in Israel.

GRADE FIVE  
WATERCOLOR ISRAEL'S LANDSCAPES



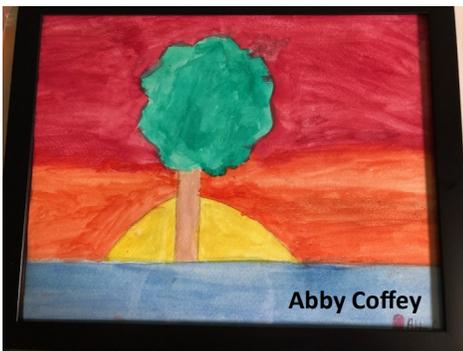
Harison Fliegenspan



Charlie Zelman



Ellie Genitrini



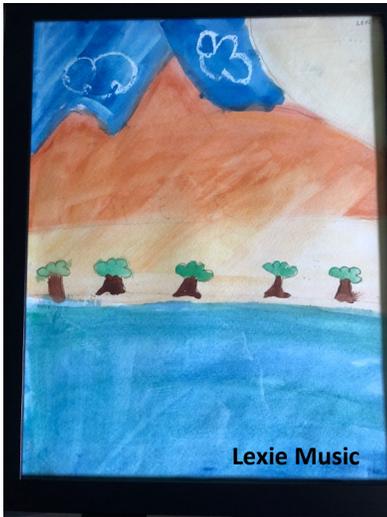
Abby Coffey



Lucy Modica



Eliza Barnett



Lexie Music



Abia Eabdino



Hailey Baruch



Natalie Kaplan

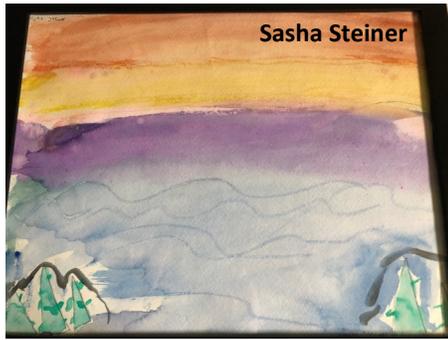


Nina Bortner



Natalie Geller

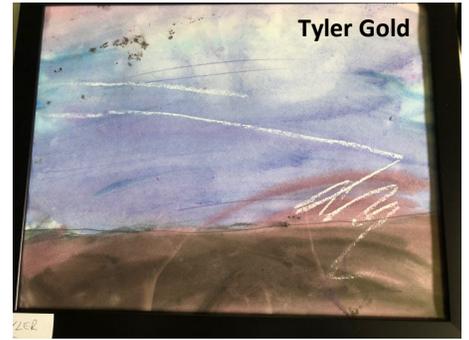
GRADE FIVE  
WATERCOLOR ISRAEL'S LANDSCAPES CONT.



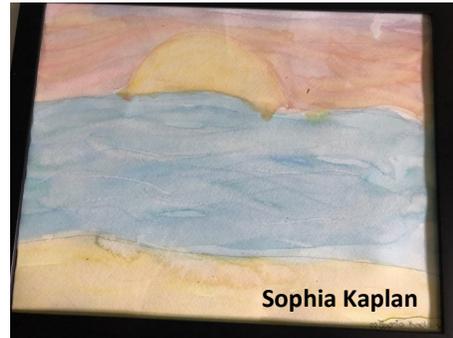
Sasha Steiner



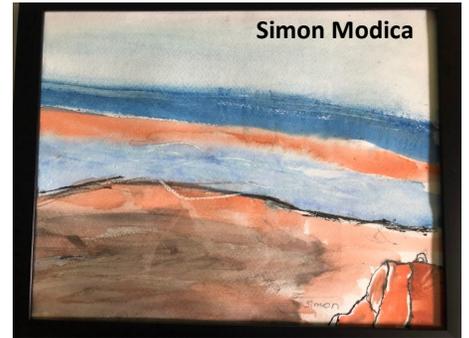
Skylar Kraut



Tyler Gold



Sophia Kaplan



Simon Modica

CREATING HEROS PORTRAITS



CELEBRATING PURIM (DRESSED UP AS EVIL HAMAN)



# GRADE FIVE HEBREW

**Debbie Briks and Sharon Baranowski**

The fifth grade Hebrew school curriculum focused on having the students review all Hebrew letters and vowels. In addition, the students familiarized themselves with the following prayers: Barchu, Sh'ma, Oseh Shalom, Mah Tovu, Mi Chamocha, the blessings before and after the reading of the Torah and Avot v'Emahot. The students also gained an understanding of the meaning of these prayers through discussion both in class and at the Hebrew school weekly service. Furthermore, the students learned blessings associated with the holidays Chanukah and Passover.

This year we continued learning Hebrew shorashim. A shorash is generally a three-letter root of a verb. Knowing a shorash allows our students to gain a greater understanding of Hebrew words and makes prayer more meaningful for them. The shorashim we learned this year were: yud-yud, meaning Adonai/G-d; tet-vav-bet, meaning good; bet-reish-chaf, meaning bless; shin-mem-ayin, meaning listen/pay attention; aleph-hey-bet, meaning love; and daled-bet-reish, meaning speak/word/thing. Each week, the children were actively engaged in many small group discussions, answering questions posed by Rabbi Goldsmith. By learning these shorashim, our students expanded their understanding of the prayers and Jewish ideas and values.

Have a nice summer!

## GRADE FIVE HEBREW DANCING LETTERS WITH SHMULIK



# GRADE SIX RELIGIOUS SCHOOL

**Heather Klaiber**

Over the course of this year, the sixth graders have focused on "Mi Ani," or Who Am I? Students reflected on who they are and their connection to the Jewish people through our many lessons. The sixth graders studied the history of Jews as being a people of the book, our Torah. They took a closer look at the Torah, prayer meaning and how the Torah is made. It was a great privilege for the students to meet a Sofer or Torah scribe and watch him work. They also enjoyed studying the prayer meanings. Additionally, the sixth grade studied the Jewish life cycle events such as the B'nei Mitzvah and the Jewish wedding. The students especially enjoyed a wonderful experience making their own beaded Yads or pointers with our art teacher, Terry Schwarz.

The sixth graders also examined their Jewish ancestry as they studied the Jewish journey to America through Ellis Island. Students learned about personal experiences and struggles with immigrating to America from videos, photographs and audio clips. This Jewish Eastern Europe immigrant study tied in beautifully with the students' experience meeting children their age from immigrant families at the Don Bosco Community Center. The students also enjoyed learning about the Jewish holidays including Chanukah as they studied the Maccabees during Greco/Roman times, and Passover as they learned the fifteen steps to the Passover Seder. Lastly, the sixth graders reflected on their own families' experience as the sixth grade created the Family Heritage Museum Exhibit.

I would like to thank our very helpful Madrichim: Lily Baranowski and Mollie Potkin who facilitated many group activities and truly connected with the students. The sixth graders have completed this year with an understanding of Mi Ani, who they are and their connection to Judaism.

Have a great summer!

GRADE SIX  
FAVOURITE MOMENTS

Our Favorite Part OF 6<sup>th</sup> Grade.



Uziel Sen Can

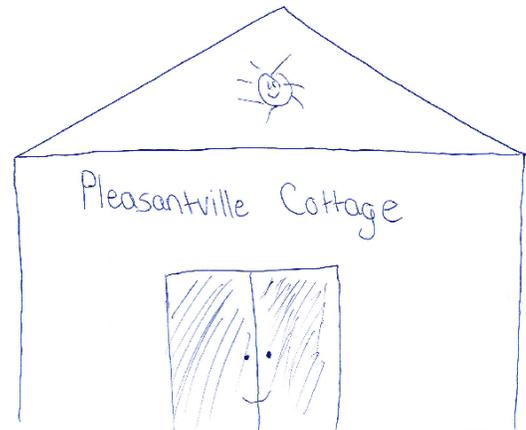
I enjoyed dancing  
**THE  
HORA**

My favorite part of religious school was when we went to the Pleasantville cottages. It was a very nice experience.



Abby Goldstein

My favorite part of religious school was when we went to pleasantville cottage.



Abby Merin

My favorite part of religious school was when we went to Pleasantville Cottages.  
-Hayden Cohen

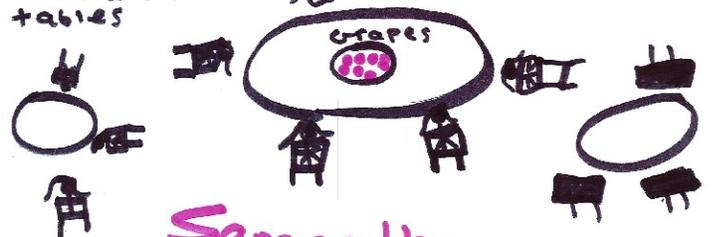


This year I enjoyed to the holocaust survivor

~~listening~~  
listening.

We all were going to different tables

Active tables



Samantha

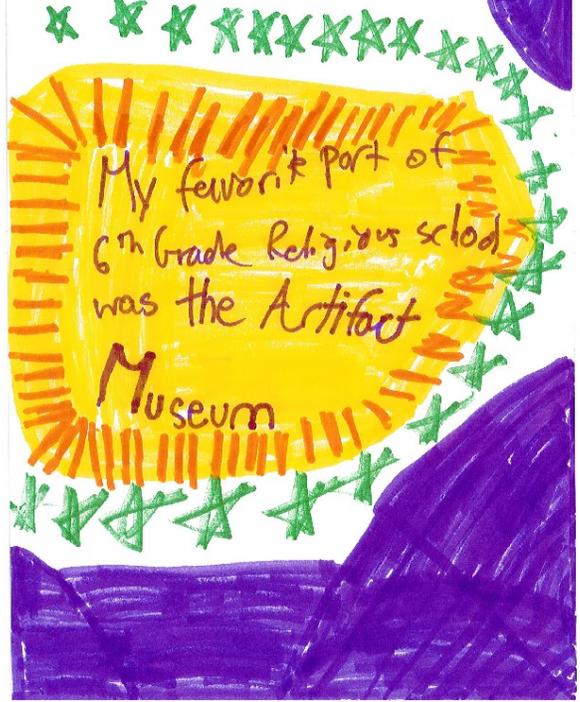
GRADE SIX  
FAVOURITE MOMENTS CONT.

I loved the artifact  
Museum.



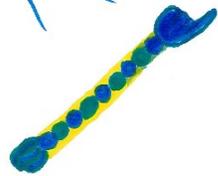
Madelke Hirsch

Josh Pajorno



Sydney

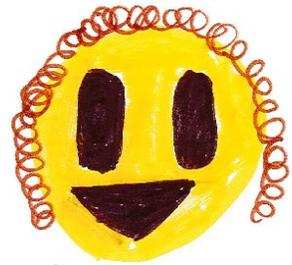
My favorite  
part of HS (Hebrew school)  
was yad making  
and the artifact  
exhibit



Finnor

My favorite part of  
Sunday School is when we  
play capture the flag with  
the tfo's.

I liked making the yad.



-Talia Ifrah!

## GRADE SIX

# FAMILY ARTIFACT MUSEUM EXHIBIT

### Mezuzah / by Tyler Taerstein

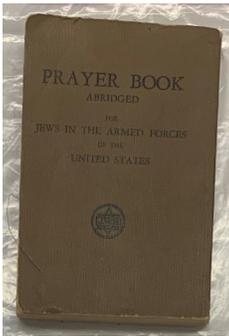
My artifact is called a mezuzah. A mezuzah is a small parchment scroll that's in a case fixed to a door post by Jewish families as a reminder of their faith. The story behind my mezuzah is that my parents bought it when they moved into their house and placed it on their bedroom door to represent good luck. It is made up of blue and brown colored glass. Also, my mezuzah is made of metal. The significance of this artifact is that it represents our Jewish faith. It was bought thirteen years ago by my parents, which was six years after they married. That's when they moved into their new house. The mezuzah was given to my parents by my grandparents. They gave it to them because they wanted my parents to have good luck in their new house and to have good luck for the rest of their lives. This shows that my artifact had a huge impact on my Jewish history and it keeps my home safe because there is a Jewish reminder hanging on my doorway.

Tyler Taerstein  
It is important to us because the intelligent artifact  
Our class is having an artifact museum today to  
represent our connection to all of the artifacts in  
our Jewish history.



### Prayer Book / by Hayden Cohen

This is the story of my great grandpa's prayer book. My great grandpa, Noah owned this siddur. My great grandpa was born March 11th, 1914. This prayer book was given to my great grandpa Noah in the army while he was serving in Texas. This siddur was printed in New York. The siddur was printed by the National Jewish Welfare Board. The siddur was given to my dad when his grandfather passed away. This artifact means a lot to me because it reminds me of all my Jewish heritage. This was the prayer book that my great grandpa prayed with. This book is made of paper. It was used during World War II to fight against Nazi Germany while the Holocaust was going on. During my great grandpa's time serving, he caught pneumonia that kept him out of battles. My family felt so grateful that although he has pneumonia which was very dangerous back then, it may have been what saved his life because he never went to the front lines of battle.



### Kippah / by Maya Vinikoor

The artifact I brought in today is a kippah from my parents, Jason and Carla Vinikoor's wedding. Jason was born on May 7, 1975. Carla was born on November 11, 1975. The kippah was made in 2005 and was used at Temple Beth David in Coral Gables, Florida. It was also probably made in a factory 14 years ago. It was ordered from a website called Kippah.com. This kippah was worn by men in the sanctuary at my parents' wedding to cover their heads. This kippah is made of suede. My father and the men at the service wore these kippahs.



### Kippah / by Zach Taerstein

My artifact is a kippah from my older brother's Bar Mitzvah. A kippah is usually made of cloth and worn by Jewish males. This kippah was made for our guests of my brother's Bar Mitzvah. The significance is that it was very important for our family as my brother became a bar mitzvah. Historically, men should wear a kippah when they are praying in a temple. This kippah is made of suede, but others can be made from cloth. I have included a picture of my brother's bar mitzvah to go along with this kippah.



The importance of an artifact exhibit is to learn more about the history and legacy of these objects. Also it shows our connection to the Jewish tradition and the history.

Henry Fogel

## GRADE SIX

### FAMILY ARTIFACT MUSEUM EXHIBIT CONT.

#### Tallit / by Samantha Shaw

The artifact of this owner is Paul Shaw, my Grandfather. My Grandfather was born in Borough Park, Brooklyn. He was born in the year 1937. The tallit is fifty nine years old. I do not know where the artifact was made or who made it. I got this artifact from my Grandfather. I chose this artifact because it is very important in my family. It is important because my Grandfather wore it on his bar mitzvah. My Dad wore it on his bar mitzvah. My Brother wore it on his bar mitzvah. I will wear it on my bat mitzvah. The cover of this artifact is made out of velvet. The tallit is made out of silk. A tallit is what you wear on a bar or bat mitzvah.



#### Tallit / by Ella Grann

This tallit belonged to my great grandfather, Calvin Lieberman. He came to the United States from Russia with his younger brother when he was only twelve years old. They first came without their parents and were looked after by members of the Jewish community. He worked his way from selling candy bars to support his younger brother to becoming a businessman. He got this tallit when he had achieved success and visited Israel, which was very meaningful to him. He gave it to his daughter, my grandmother, and she loaned it to my parents, who were wrapped in it during their wedding ceremony and to my brother, who wore it during his bar mitzvah. I plan to use it in some way at my bat mitzvah because it is a connection to my family and to Judaism.

#### Challah Cover / by Owen Blaine

My name is Owen Blaine, and I was born on October 29, 2006. I made this in preschool when I was about 4 years old. We used this for Shabbat during Hanukkah and I was very happy. This challah cover represents my childhood. It is made out of linen, and it has paint that I literally splattered onto it. On the middle, it says "Shabbat" in Hebrew. The lettering was made from a sponge dipped in paint. I plan on using it during my Bar Mitzvah and I will pass it down to my kids.



#### Kiddush cup / by Henry Fogel

This kiddush cup belongs to my father, Darren Fogel. He was born in Philadelphia, Pennsylvania in 1971. My father was given this kiddush cup, made of brass, for his Bar Mitzvah which took place in 1984. The significance of this artifact is it will be used for my Bar Mitzvah and I hope to pass it on to my children. It is interesting to think how long this cup could be passed on for and how many B'nei Mitzvah's have used these cups over the generations. This kiddush cup was also used at my sister, Eliza's, Bat Mitzvah. I look forward to using it at my Bar Mitzvah in October.

#### Kiddush Cup / by Madeline Hirsch

The artifact I chose today is a Kiddush cup from my parents wedding. It was given to Scott and Christine Hirsch by a rabbi before they got married. They said blessings with this Kiddush cup during their wedding. This was a gift. This cup is eighteen years old. This Kiddush cup is made of brass. The cup was given to my parents in 2001. This Kiddush cup symbolizes my parents' wedding and Shabbat. Every week, my family uses this cup for Shabbat. We also use it every year for Passover as Elijah's cup. I chose this because it reminds me of my Jewish heritage.

#### Wine Pitcher / by Madeline Hirsch

This artifact on display is a wine pitcher from my grandfather's immigration to the U.S.A. His name was Johann August Staeger. He was born in 1938 in St. Gallen, Switzerland. This pitcher was made in 1970. My grandpa was given this for my grandparents' wedding and their move to America from his company, S.I.P. The company, S.I.P., is a machine tools company, and my grandfather was an engineer. He eventually became the president of the company. This artifact is significant because we remember our grandfather and Switzerland when we see it. This pitcher is forty-nine years old. This pitcher is made of pewter- a metal. This object was given to my mother when my grandfather passed away in 2004. It is engraved with the saying in German: "Vos Amis S.I.P. Geneve -Sept-1970." The translation is "Your friends from S.I.P. in Geneva (September, 1970.)" This artifact is very significant to me as it connects me to my family's past.



## GRADE SIX

### FAMILY ARTIFACT MUSEUM EXHIBIT CONT.



It is important to have this artifact museum because we get to learn more about artifacts we have and some of our history, and we also get to learn about the different artifacts that other people have, and some of their history. We all get to share our artifacts with other people. This artifact museum shows how we connect to Judaism and now we can learn the story behind our artifact.

-Abby Goldstein

#### Menorah / by Abby Goldstein

This menorah is my artifact. The owner of this artifact is my mom, Lorri Goldstein. She was born in Waterbury, CT 1975. We are unsure to when the artifact was made and we don't know who made it. My mom got it as a prize for winning an essay contest from her Hebrew school. She got to pick an item from a Jewish catalog, and she chose this because she thought it looked old which made it very beautiful. The significance of the menorah is that it represents how long the oil lasted in the temple for the Maccabees. The historical significance of this artifact is that my mom used it with her parents and grandparents, and my family is using it now, so it is something that is connected to my family. It is made of brass. It was given to my mom in 1990 and she still uses now in 2019. This is a very special artifact to me because we have used it every year for Chanukah, and it has been used through different generations of my family.



#### Seder plate / by Talia Ifrah

The owner of my artifact, a Seder plate, is Caroline Lily Ifrah and Fred Ifrah (my mom and dad). I don't know where or when my artifact was made. I don't know who made it. My Grandma gave it to my mom and dad as a gift. This artifact is important to me because I always celebrate Passover with this plate. This plate is made of plastic. The Seder plate is white with Hebrew writing on it. The Seder plate was given to my mom and dad seven years ago.

#### Afikoman bag / by Ben Ptashnik



I made this artifact when I was about 5 years old, in my preschool class and it has been used at my family Passover Seder since that time. I am the owner and creator of this artifact and I was born in 2007. My grandma uses it every year to hide the Afikomen. It means a lot to me because, at our Passover Seder, my brothers, cousins and I have so much fun looking for it. My grandma gives \$10 to who ever finds it. We all run through the house and open cabinets and drawers until someone finally finds it. I chose that artifact because Passover is one of my favorite holidays and we will be celebrating it in a few weeks.

#### Wedding Glass / by Jack Gold

My artifact is the glass that my parents broke at their wedding. Their names are Lauren and Jeff Gold. My dad, Jeff was born April 28th, 1976. My mom, Lauren was born February 25th, 1976. This glass was made in Jerusalem, but I don't know when it was made. I am also not sure who made it. My parents bought it at a store called West Side Judaica to stomp on it at their wedding at the end. This means a lot because this was an important part of my parent's wedding. The significance of the artifact is that a broken glass cannot be repaired and this reflects the permanence of marriage. This artifact was used for my parents wedding on November 20th, 2004. It took my dad two times to break the glass. The glass did not break when he stomped on it the first time, so he had to do it a second time.

#### Jewelry Box / by Sydney Morris

This jewelry box was my great aunts. Her name was Madeline Newburger. She was born around 1910 and never had children. She passed this box down to my grandma, she gave it to my cousin, and she gave it to me. This box is made of wood and is significant to me because it is from someone I care about and its very old. I use this jewelry box today to hold my jewelry.



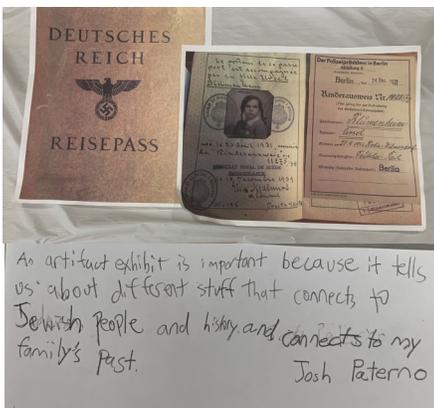
This artifact museum is important because our past helps our future.  
Finn.R

## GRADE SIX

### FAMILY ARTIFACT MUSEUM EXHIBIT CONT.

#### Painting from Israel / by Finn Rosenbaum

This painting was made in Israel by an artist, but I don't know his name. My parents bought this painting because they thought it was a very deep painting and they liked it. My Dad was born in Short Hills, NJ in 1971. This artifact was made in Israel, but we don't know when. I got it when my parents traveled to Israel last year and thought this was an amazing painting. It is a picture of two lambs, and it represents the innocent lives of Jews taken in the holocaust. This is significant to me because I think it represents innocent people because lambs are innocent. This is historically significant because the person who made it was trying to say that the Jews in the holocaust that were slaughtered were beautiful and innocent. This artifact is a painting so it is made of paint. There really isn't that many extra things about it except that my mom thinks that it represents my little sisters, which I disagree with because they definitely aren't innocent.



#### Grandmother's Cousin's Passport / by Josh Paterno

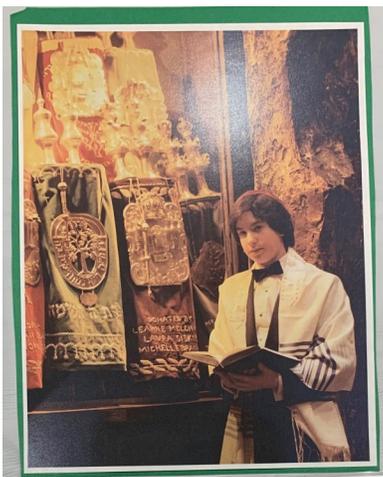
This artifact became in my possession a few years ago when Ursel Curtis, my grandma's cousin, who's original name was Ursel Blumenheim, died. She was the person the passport belonged to. Ursel was born in Berlin, Germany in the year 1931. In 1938, Ursel got this passport, a paper document, from the Nazi Government in Berlin. Ursel was lucky, she was a girl during the very beginning of the Holocaust, and she escaped before getting captured and before World War II broke out. If she was captured, she would have been punished by the Nazis – just for being Jewish! Now the full story – in 1939, Ursel escaped to France (the stamps on the passport are French) and then took a boat to the USA. She needed to get through Ellis Island, which was very difficult, but she made it! I think this is important to know because this connects me to my Jewish history.

#### My Great Grandfather's Memoirs / by Abby Meron

The artifact I brought in today is my Great Grandpa's memoirs. These memoirs are by Emanuel Jacques Mizrahi. My Great Grandpa was born in Cairo, Egypt in 1914. This artifact was written by my Great Grandfather in his elderly years. He dedicated and passed these memoirs on to his wife and kids. This artifact is very significant to me because it tells me all about my family and my Jewish history. Also, it is very original and only my family possess it. These memoirs are made of paper. They were made throughout the years and published in 1990. These memoirs are also important to me because they teach me so much about my family that I didn't know before. My family reads these memoirs on holidays and special occasions. I hope you enjoyed learning about my artifact.



An artifact exhibit is very important because it tells us about not just our family history but our Jewish culture.  
Abby Meron



#### My Father's Bar Mitzvah Photo / by Reid Englander

The full name of the owner of this artifact is Jason Englander, my father. My father was born on March 29, 1969 in New York City. This picture was taken on March 28, 1982. The Torahs in this picture were donated by congregation members of the synagogue. I found the picture in my father's bar mitzvah album. The significance of this picture to me is that next year I will have my bar mitzvah and that is exciting. The historical significance of this picture is that every person in my family (my parents and grandparents) have had the opportunity to become a bar/bat mitzvah and will continue. The artifact is a photo album consisting of pictures of my father's bar mitzvah. This artifact was made in 1982 and has always been in my home for me and my family to enjoy.

# GRADE SIX

## FAMILY ARTIFACT MUSEUM EXHIBIT CONT.



The artifact museum is important because we need to thank our ancestors for what they've done. This event thanks them.

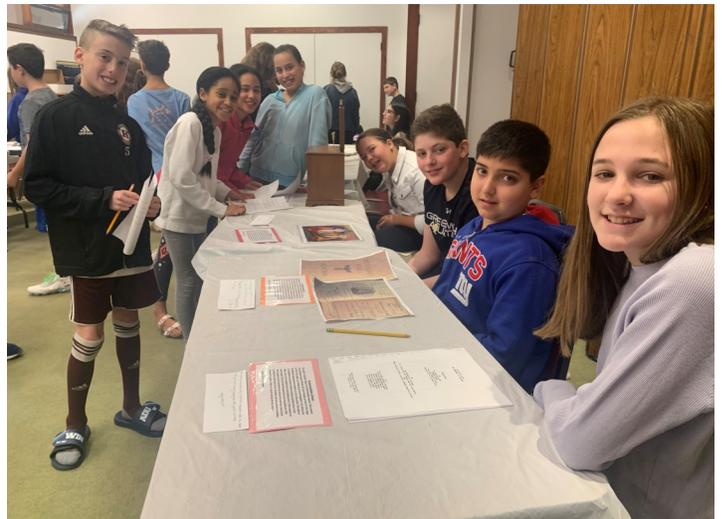
Hayden Cohen



Ella Grann  
Having an artifact is important to me because I <sup>learned</sup> the story behind it. I am grateful that I will get to wear this tallit when I have my bat mitzvah.

Having an artifact museum is important because you learn about your fellow classmates' history. We can learn about our similarities and differences.

Madelhe Hixchi



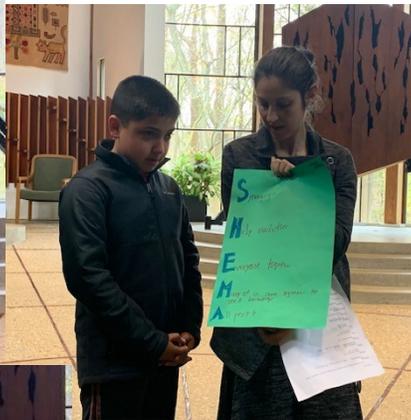
This artifact exhibit is important because people can learn about our culture

- Owen

# GRADE SIX IN THE CLASSROOM



# PRAYER INTERPRETATION PRESENTATION



GRADE SIX CONT.  
CREATING YADS



GRADE SIX CONT.

CELEBRATING PURIM (DRESSED UP AS QUEEN ESTHER)



# GRADE SIX HEBREW

**Arlene Cole and Fern Tannenbaum**

This year has been marvelous, successful, and memorable. We hope the students feel the same, as all made significant progress. Their positive attitudes towards learning led to a successful completion of numerous required prayers and blessings.

This year our curriculum included the Avot, G'vurot, and blessings for before and after reading the Torah. Additional prayers studied and completed by some students were the V'avavta, the blessing before the Haftarah, and the Friday night Kiddush. The students worked well together and encouraged each other to achieve.

The weekly service allowed the students to use what was studied in class. It was also a time to discuss the prayers to gain a better understanding. Proper sanctuary behavior is stressed. If, during the summer, your child is home on a Friday evening, attending the lay led Shabbat service (some of which, Ms. Cole leads) is a good way to continue to reinforce service participation.

Other class activities included numerous sight readings especially at holiday times, introduction of conversational vocabulary words, and drills. We also had a very enjoyable and productive time at the Don Bosco Community Center in Port Chester, working with a group of youngsters and distributing books. A freshly baked and yummy snack was enjoyed by all! The students talked and bonded with each other.

Each student achieved more than they thought they would. We strongly urge them to review over the summer so that all they accomplished this year will not "be lost". All will continue on to tackle "Boot Camp".

We wish you all a fun filled, healthy, happy and safe summer.

## GRADE SIX HEBREW VISIT TO DON BOSCO



## GRADE SIX RETREAT



# SCHOOL WIDE ACTIVITIES AND CELEBRATIONS

## SUKKAH MANIA



## CHNUKAH FAMILY EDUCATION MORNING



## MACCABIA GAMES



# MACCABIA GAMES CONT.



# PURIM SHPIEL AND CARNIVAL



# PURIM CARNIVAL CONT.



# BOOK FAIR



# PASSOVER FAMILY EDUCATION MORNING



# SCHOOL'S OUT CELEBRATION



**ENJOY  
YOUR  
SUMMER!**