

# The Hillel Gazette

TEACH. EMPOWER. INSPIRE.

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## Hillel Receives The Apple Distinguished School Award

Alexa Heumann and Emunah Garmaise, 6th Grade

“It feels very wonderful - it's always great to plant a seed and watch it grow.” - Rabbi Y. Boruch Sufrin, Head of School

What's that seed? In 2009, Harkham Hillel Hebrew Academy brought iPads into the school. No one imagined that this decision could have led to a Apple Distinguished School Award, recognizing the school for its achievement in educational technology. But by 2016, it was an option; Hillel was invited to apply. A short while later, it was announced that Hillel had received the Apple Distinguished School award. “We began bringing the iPads in about seven years ago, and then one thing led to another,” Rabbi Sufrin says. The Apple Distinguished School Award is exactly what it sounds like: an award given by Apple, recognizing an excellent school. According to Apple.com, the Five Best Practices that qualify a school for this award are everything a good school should exhibit. The Five Best Practices are steps schools should take to successfully implement the Apple ecosystem into the curriculum. These include: visionary leadership, innovative learning and teaching, ongoing professional learning, compelling evidence of success and flexible learning environments. These are all things that Hillel has successfully completed.

So, what exactly did Apple see in Hillel? What are we doing right? Mr. Ablin discusses professional development days, iPads, CoLabs and many other things, all of which are examples of integrating those five practices into the program. Rabbi Sufrin says that he feels that by receiving the award, Hillel is showing that a great education can be acquired in a bilingual school.

Because Hillel is so up-to-date in technological advances, other Jewish schools around the state, the country and the world should follow the example. This sets a good example for other Jewish schools, Rabbi Sufrin says. “It's also a great example for other Jewish schools in the country.”

(Continued on page 5).

-  Visionary Leadership
-  Innovative Learning and Teaching
-  Ongoing Professional Learning
-  Compelling Evidence of Success
-  Flexible Learning Environment



### פרס נכבד מחברת "אפל"

Orelle Maghen, 7th Grade

ב29 לנובמבר, בבית ספר הלל, באולם ההתעמלות יכולנו להרגיש את ההתרגשות של התלמידים, המורים, וההורים. כולם ישבו בקהילה אחת. כולם באו למטרה אחת. כולם באו לחגוג את ההישגים וההצלחה של תלמידי הלל בטכנולוגיה. בית הספר שלנו כל יום התלמידים עובדים ולומדים באיפוד. כל התלמידים בחטיבת ביניים יש להם איפוד אישי ויכולים לקחת אותם הביתה. תלמידי בית ספר היסודי גם יש להם איפוד בכיתה ועושים הרבה פרויקטים בכל השיעורים. ככה התלמידים לומדים בצורה יותר מעניינת וכיף להם ללמוד. חברת אפל בחרו לתת לבית ספר הלל את פרס הנכבד, כי אנחנו משתמשים בטכנולוגיה כדי ללמוד בצורה יצירתית. הלל הוא בית הספר הראשון בקליפורניה שמקבל את הפרס הזה. בטקס הנציגים של חברת אפל אמרו שבית הספר שלנו זה בית ספר מיוחד וידועים להשתמש בטכנולוגיה גם בשעורי אנגלית וגם בשיעורי יהדות ועברית. אני שמחה וגאה ללמוד בבית ספר הלל. אנחנו העתיד!



## Distinguished School

## Message from Student Council

### Dear Hillel Students, Faculty and Friends,

The Hillel Middle School Student Council (STUCO) has had an action-packed last few months. We kicked off the year by putting a Hershey Kiss in each Middle School student's locker, as a way of saying, "Let's have a great start to the school year!" We also began the year with sukkah-building, when we invited anyone who wanted to come and have a part of the Beth Jacob's sukkah by decorating the inside of the sukkah.

We are also continuing STUCO's series of middle school Town Hall meetings we call The Hillel Voice. During these meetings, which are run by the Student Council, we discuss school-wide, community, and global issues, and upcoming STUCO events. We show our Hillel Hawks pride, and it is always an interactive experience to remember.

Finally, the annual middle school Shabbaton was a huge success! We planned it and organized lots of details, including the centerpieces on the tables at meals. These centerpieces included fun facts about students and teachers that many people did not know. The Shabbaton was filled with ruach and fun, and it really brought the middle school and our community together.

Look out for more exciting activities that we will have in the next few months!

Hillel Middle School Student Council

Written by Yaelle Shaye and Daniel Sentchuk, 7th Grade

## Highlighting Our Hillel Maintenance Staff

Elisheva Ferszt, 6th Grade

Why are custodians important? I think that custodians are important because they are there to help clean everything up! We should all really appreciate them. They make our school better every day. It's our responsibility/akchrayut to appreciate the maintenance staff. We should also show respect to them. They are hard working people and they are a huge part of the Hillel family.

One way you can help out is staying after lunch and helping clean up! Last year, a couple of other kids and I stayed late on Fridays after lunch to help clean up. You can also pick up any trash if you see it. I want to give a big thanks to Mrs. Orenshein, because whenever she sees trash, she picks it up right away. You can help out after recess too: you can pick up all the equipment and trash around the yard. What if your classmate sees trash and says, "It's not mine?" You should tell him or her that it doesn't matter: you should still clean it up. You can also convince other people to help out and clean up. You should show them that you're doing it and try to make them follow your lead. We need to help out, so get up and clean

## Contributing Hillel Gazette Staff Writers

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I sat down with Eli Arce, the head of our facilities team, and did an interview to find out more about him. Eli loves to go to car shows, go hiking and go out to eat with his wife and daughter, Olivia. Eli was born in Los Angeles, and his family is from El Salvador. Eli found Hillel on Craigslist and has been working at Hillel for three years. He says that he loves Hillel because he can never have a dull day. He says he would want to be at Hillel for a long time because the longer he's here, the more it feels like home. He says that one memory he has was of me, Elisheva Ferszt. I came up to him on his first week and said, "My name's Eli too!"

Carlos, another one of our custodians, loves spending time with his daughter. He also likes to go walking and shooting. I can connect to that because I go shooting with my dad. Carlos was born in El Salvador and moved to L.A. 34 years ago. Carlos also found Hillel on Craigslist and has been at Hillel for a year. His one-year anniversary was November 4. Carlos has three children: Emily, Samantha and Mia.

## Hebrew Language Contributors

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## Inside the Hillel Gazette

### Shmuel Kligman, 8th Grade

Twelve students, from 6th, 7th, and 8th grade, enter room 256, all with the hopes of finishing off their writing, about current events, book reviews, and anything that catches their attention. Here at Hillel, the Gazette team works independently, all for the sake of working together. They all work on their own articles, about whatever they think is important to the students and parents of Hillel. Even though they only meet for 40 minutes per week, many of the junior journalists come during their free time, for the sake of finishing their hard work.

Here, Ms. Pack, Morah Golan, and Ms. Rudin help these students with their form of expression, readying the work to send out for all of Hillel to see. The Gazette is completely student-run, with the exception of printing the paper, as well as conferencing with teachers to make articles the best that they can be. With the hundreds of students at Hillel, the Gazette sorts through everything from pictures, articles, and book reviews, to short stories and personal opinions about the 2016 election.

Daniel Kunin, one of the 6th graders here at the Gazette, is writing articles for the first time. Having been a student here for six years, he has written about Special in Uniform, an assembly with Former Lieutenant General Tiran Attai of the IDF, included in this edition. Kunin enjoys working for the Gazette, saying that writing articles is, "Fun, and it gives me the opportunity to express what I've always wanted to write about and show the community what I want to tell them about." He is one of the students to stay during his free time to write, in order to express his opinions about the world.

Joelynn Aynesazan, a 6th grader working on the newspaper staff, has written three articles before this year. In 2016, Joelynn wrote about Shimon Peres and Sukkot, both included in this edition, and is currently working on the ever-growing fad of Pokémon Go, which will be featured in the next edition. Like Kunin, Aynesazan uses articles to share her opinion. She enjoys working on her articles, as she says that, "It lets me express my feelings towards what's happening in the world." Along with several other students, she works on her articles during her free time to show her views on current events at Hillel and the world.

Daniel Sentchuk, a 7th grader on the Gazette staff, has written two articles for the Gazette in the past. However, he does much more behind the scenes, as the layout manager. Now in his second year on the Gazette, Sentchuk is the one who compiles everything submitted from the entire school into less than 50 pages. He completes the Gazette, and works on one of the most important jobs on the staff. As he says, "It's not just writing an article, it's also layout. People think that after you write an article it just appears on the paper, but there's a lot that goes into it." He also joins some students during his free time, to work on creating the "blueprint" of the paper, which is one of several steps that have to happen before the finished product.

All three of these students are similar to the twelve members of the Gazette staff that work their hardest to create a great newspaper to show parents and alumni of Hillel around the world what happens here, as well as share their views on society. They work together to piece together as much as they can in such a small amount of time. Now, their hard work is pieced together to create a masterpiece called The Hillel Gazette. Please enjoy reading this issue, and remember the hard work that has gone into this edition by the twelve students, compiling all they can into less than 50 pages, and the hundreds of students here at Hillel that have submitted their hard work.



Above: Shmuel Kligman (left) and Daniel Sentchuk discuss the newspaper's layout.



Above: Atara Samson (left) and Joelynn Aynesazan hard at work on their articles for this edition of the Gazette.

## Shabbat Onegs in Middle School

Atara Samson, 7th Grade

We celebrate Shabbat at Hillel on Fridays. For the past five years there has been a special program for middle school students called Shabbat oneg. Once every six weeks, each class goes to Rabbi Sufrin's office. The word oneg means to enjoy a mitzvah, and when each class gets to experience this special Shabbat celebration, they enjoy singing and eating cholent together. The important goal for the students is to have a Shabbat experience with their friends.

I had an interview with Rabbi Tsaidi to talk about what an oneg is all about. There are a few questions that I asked him. One question was about how he chooses the songs that we sing at the onegs. He answered, "We like to choose songs that the students know, and also some songs that they do not know." I love the onegs because we get to learn new songs for the next oneg. Another question I asked is, "What is the role of the bat ami?" Rabbi Tsaidi said, "They add a lot of ruach, and they also play a helpful role by serving the cholent." The bat ami hand out the cholent to the kids that are in that oneg for the week. The bat ami add some ruach because they usually play the guitar. The best thing about an oneg is when you walk out with all the ruach in your body - and eating the cholent!

In addition, I interviewed a few students about the onegs. One of them was Sara Adatto in seventh grade. I asked Sara how she felt after her first oneg. She said, "I felt that our class was closer and it was like we are bonding with each other." I think this bonding is really nice because as a classmate of Sara's, I feel like we got closer after the oneg experience. Another question I asked her was what her favorite song was, and she told me Ana bekoach because there is so much ruach. Another student I asked about the oneg experience was Joelynn Aynesazan, in sixth grade. I asked her how she felt physically during the oneg and she said, "I feel awakened during the onegs." I think that is amazing because in my experience with the oneg, I was so eager for it to be the week my class gets to go. The kids cherish the onegs - I know I do.

Other people that cherish the onegs are the bat amis. I interviewed Hodaya about the onegs. One of the questions I asked Hodaya was, "Do you like the onegs and why?" She answered, "Yes because we are all together and sing all the songs. We also get to meet new children every week." I think that is very nice because we as students can get closer to the bat ami during the onegs. One other question that I asked her was, Why do you think the onegs are important? "I think they are important because you have the special time with Rabbi Sufrin." I also think special time with Rabbi Sufrin is good to have because some kids in schools do not even speak to their principals. Hodaya finds onegs meaningful and beneficial.

The onegs in our school really brings us all together. All the students get to cherish their time with all the rabbis and bat amis. Every Friday, I wait to see if it is my grade's week to go to the onegs. I interviewed those people so I can get different perspectives: a sixth grader, a seventh grader, a bat ami, and a rabbi. I hope everyone can celebrate the way we do with the onegs.



Right: Seventh grade girls enjoy a festive Shabbat oneg in Rabbi Sufrin's office. Rabbi Tsaidi and Rabbi Elgrably join them.

### שנה טובה לחיילי צה"ל

Emily Klausner and Bayley Sandler, 7th Grade

בבית ספר הלל התלמידים אוהבים את חיילי צה"ל. לפני ראש השנה התלמידים מכיתות א'-ח' כתבו כרטיסי ברכה ומכתבים לחיילי צה"ל. התלמידים כתבו את כרטיסי הברכה בעברית. אנחנו רוצים שהחיילים מרגישים בבית בהלל והם יודעים שאנחנו אוהבים אותם וכולנו משפחה אחת גדולה. החיילים שומרים על המולדת שלנו וכך הם יודעים שאכפת לנו ואנחנו מתפללים לשלום החיילים ושיהיה שלום בארץ ישראל. כך אנחנו מרגישים קרובים לחיילים ושנחנו קהילה אחת.

## Hillel Wins Apple Distinguished School Award



Left: Eighth grader Elie Ibgui meets with his book club group and shares a visual representation of his outside reading book. This is just one of the many ways students engage with iPad technology to enhance learning at Hillel.

What does this award mean to the Head of School? “What it means to me is that we have been successfully able to use technology as a tool to transform our learning,” Sufrin says. Mr. Ablin, the General Studies Principal, agrees. “It really is an honor to be recognized like this.”

And on Wednesday, October 6, the intercom beeped to life, and Rabbi Broner announced that we were recognized with Apple's prestigious academic award. Was the award expected, or did it come as a surprise? “When we first began integrating technology into the curriculum, we never even imagined this honor,” Sufrin says. An email, followed by a phone call with Apple, sealed the fate - Harkham Hillel Hebrew Academy would be recognized prestigiously with a nationwide award.

Much of the work that went along with the award is credited to Rabbi Michael Cohen (aka The Tech Rabbi), who became an Apple Distinguished Educator in 2015. Cohen is a navigator of the Five Best Practices. “Rabbi Cohen and I have been very closely working together, and we implemented the practices together,” says Mr. Ablin, the General Studies principal of Hillel.

As students filed into the upper gym on November 30 for the award assembly, we noticed rows and rows of chairs. Within moments, everyone rose to their feet and erupted in loud cheers as the Apple representatives walked in. Rabbi Sufrin greeted the student body, teachers and representatives with a warm welcome. Rebecca Cohen, an eighth grader, presented a gift; a menorah, and spoke about the light Apple brought into the world.

Then, two Hillel alumna, Jacqueline Englanoff and Ari Schlacht, who currently attend Shalhevet High School, spoke about the impact of Hillel's technology program on their lives as ninth graders. A plaque, banner and congratulatory speeches by Rabbi Cohen and Cheryl Lee (the Development Executive of Apple Education), accompanied by Kevin Walsh (Account Executive) and Dale Fleming (Systems Engineer), ensued. Dancing, singing and cheering ended the inspiring assembly. As students filed out and returned to classes, the words rang in our ears as staff repeatedly announced that we are the only Jewish day school in California to receive this designation. It was a proud moment for Hillel and a great example for our community. Congratulations!

Right: Rabbi Michael Cohen speaks about the progress Hillel has made as a school during the Apple Distinguished School Award ceremony on November 30. Rabbi Cohen highlighted the students as the true winners of this award.



**תוכנית הערכים בבית ספר הלל**

Atara Samson, 7th Grade

השנה בבית הספר שלנו התחלנו תוכנית חדשה "character Counts". בתוכנית הזו אנחנו לומדים על ערכים חשובים. אנחנו רוצים להיות טובים לאחר ולקחת אחריות על המעשים שלנו. התוכנית עוזרת לנו לעשות את כל הערכים האלה בהלל. הערכים האלה מאוד חשובים למנהלים, המורים וההורים. לכן הם מנסים ללמד אותנו את הערכים בצורה מעניינת.

הערכים שאנחנו לומדים בעזרת התוכנית הם:

אחריות - responsibility בצבע ירוק

יושר - fairness בצבע כתום

כבוד - respect בצבע צהוב

אהבה - caring בצבע אדום

קהילה - citizenship בצבע סגול

נאמנות - trustworthiness בצבע כחול

התחלנו את השנה בערך "אחריות". למדנו שאנחנו צריכים לקחת אחריות על המעשים שלנו בכיתה, בשיעורי בית ועבודות כיתה וגם לסביבה שלנו עם החברים והמשפחה. אנחנו אחראים על מה שאנחנו עושים גם כאשר אין לנו כוח או שקשה לנו. שאלנו את גברת צדוק, האחראית על התוכנית, את השאלות הבאות.

1. למה חשבתם על הרעיון של Character Counts?

הרעיון היה להביא לתלמידים משהו חדש וערכי. רצינו להפוך את הבית ספר לקהילה. היה לנו חשוב העניין של

הכבוד, רצינו שכולם יכבדו אחד את השני ויתנהגו באחריות.

2. מי חשב על הרעיון של Character Counts?

הייתה קבוצה של הורים מורים ואנשי צוות שישבו ובנו תכנית שהמטרה שלה היא יצירת קהילה בהלל. הם חפשו תכנית ואהבו את הרעיון של Character Counts ומשם התחלו ללמוד את התוכנית ולהביא אותה לבית הספר.

3. שאלנו תלמידים איך הערכים משפיעים עליהם:

- אנחנו למדנו שצריכים לקחת אחריות על כל מה שאנחנו עושים ושצריכים לכבד כל אחד מהקהילה שלנו.

"קרקטר קאונטס" עזר לנו להבין את הערכים החשובים ואכפת לנו מאנשים והסביבה שלנו. אנחנו חושבים שזה טוב לנו ולקהילה שלנו. (יעל ואוראל כיתה ז')

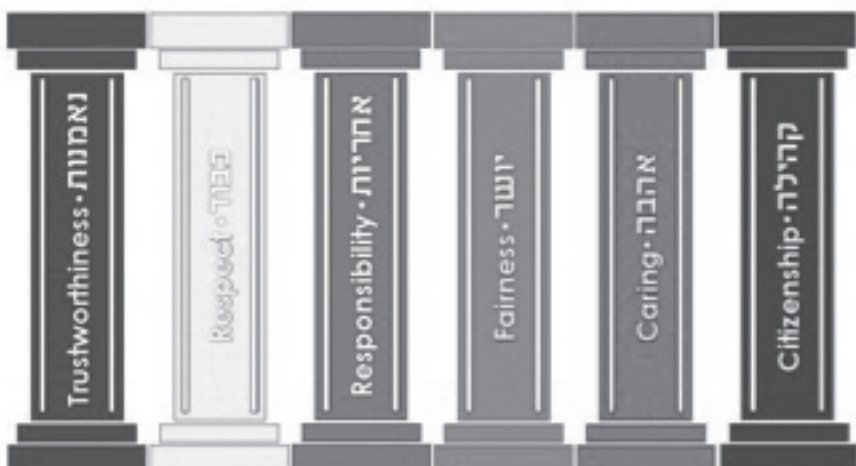
- זה גורם לי להיות אדם יותר טוב, כי אני מבינה שצריך להיות אחראים ושנחנו חלק מקהילה. (אליענה וקיילה כיתה ו')

- זה גורם לי לחשוב לפני שאני עושה דברים. (דורין כיתה ז')

- אני חברה יותר טובה ויותר פעילה בקהילה, מרגישה שכולם חלק מקהילה! (מעין כיתה ה')

- Character Counts עוזר לנו ללמוד יותר טוב בבית ספר, ולקחת אחריות בקהילה. (עטרת כיתה ה')

- זה עוזר לי ולכולם להרגיש יותר טובים לכולם ולהיות יחד. זה עוזר לנו להקשיב למורות יותר טוב. (חנה כיתה ד')



For example if someone is sitting alone, the eighth grader will sit with that person. That shows both responsibility and kehilla, because we are a community and we have a responsibility for every person. In addition, part of Character Counts is the idea of T.E.A.M, which stands for Teach, Enforce, Advocate, and Model. As part of the T.E.A.M. approach and the Character Counts program new that Hillel adapted is a few special people called ACEs. ACEs are people that help the school. Their name stands for All-campus Educator. The ACEs make sure the kids are happy and cared for. For example, this year at lunch, the school purchased games so kids can play with other kids during lunch. Alon is one of the ACEs, and he also plays with the students during lunch. Barbara is also an ACE.

The ACEs tie into the pillar of caring because we have to care for each other and Alon sets that example.

My experience using the pillars at Hillel has been AWESOME because it motivates me to learn more and be helpful to others. The goal of Character Counts is to help students at Hillel see and care for one another. (Continued on next page).

**לבן צבע של מקום ושל תרבות**

Madeleine Bollag, Alexa Heumann, Shalva Kaplan, Talia Schapira, Michaela Jahan, 6th Grade

הצבע הלבן חשוב בתרבויות רבות, אבל בכל תרבות יש לו משמעות אחרת.

אם אתה חי במערב, או אם אתה יהודי, לבן הוא סמל של התחלה ושל מזל. נשים מתחנות בשמלה לבנה והצבע הלבן קשור לשבת וחגים. ביום כיפור אנשים הולכים בבגדים לבנים ונעליים לבנות.

בסין, לבן הוא סמל של מוות, ואדום הוא סמל של שמחה ודברים טובים בחיים.

באפריקה, אנשים צובעים את הפנים של האיש המת בצבע לבן כי הצבע הלבן עוזר למת בדרך החדשה שלו.

בפואה גינאה החדשה ההורים צובעים את הפנים של הילד בצבע לבן כשהוא בן 14. הלבן הוא סמל של "מוות" ושל התחלה חדשה, הילד מת ונולד איש.

## Character Counts, continued from previous page

Our advisory class has been discussing אחריות lately. On the first day of school, the seventh grade boys made videos about responsibility in advisory. We went to different areas of the school and started recording ourselves. We were recording how can we show responsibility at these different locations. We asked ourselves: How do we show responsibility at our lockers? How can we show responsibility in the classrooms?

Later on in the semester, we had a lesson about responsibility in which we broke down the word into parts. The first two letters are נא, which means responsibility for oneself. Everybody is responsible for himself or herself. The meaning of the word נא means brother. The next level is responsibility to your siblings, or to your fellow classmates. A person is responsible for his or her relatives and friends. After that, the word אחר means other. A person is responsible for his or her surroundings. On top of that, the word אחרי means follow me. A leader wants people to follow him or her. A leader must deserve people following him or her. The next word is אחרי, which means after him or follow him. A good leader knows that he or she is also following somebody. He or she needs to trust other people. Last but not least, אחריות, which is a combination of all three words. One who knows how to take care of himself, his family, and his surroundings understands the fullest extent of responsibility. During the lesson we realized אחריות didn't mean just responsibility - it means way more.

## Hillel Voice and Memorial Assembly for Shimon Peres

Ittai Louie, 6th Grade

Middle School students walked into the Lower Gym on September 30, 2016 for the Hillel Voice assembly. Mrs. Zadok started out by telling us a story about a \$5.00 bill she was given. That person had a lot of choices about what he could have done with the \$5 bill, but he decided to give it to Mrs. Zadok because he wasn't sure who it belonged to. Then, Mrs. Zadok re-introduced us to some of the members of our community: the members of our facilities team. Brijido has been at Hillel for 30 years. Carlos has been at Hillel for one year. Mr. Gardinez has been here for 16 years, Memo has been here for 19 years, and Eli has been here for three years. They all love being part of our Hillel family. What would our campus look like without them? Without them, we would be missing the smiles, the love of being here. We discussed that at every Hillel voice, we will get to meet or re-meet members of our community.



Then we transitioned to the Shimon Peres memorial assembly. A quote from Shimon Peres was up on the projector screen: "To find a cause that's larger than yourself, and then devote your life to it." Today, we came together to celebrate his life, and the fact that he guided Israel through some of its most defining moments. We watched a few memorial videos. We learned that Shimon Peres was present at the very beginning of Israel's birth. Rabbi Sufrin spoke about the people who write history as they are living. Shimon Peres was one of those people. President Obama said in his speech at Peres's memorial that Peres believed that justice and hope are at the heart of the Zionist ideal. This is unique. Peres had a seven-decade political career. He said that without compromise, you cannot have peace. On his 93rd birthday, he joined Snapchat, which shows that he was always learning new things. In conclusion, Shimon Peres cared deeply about his country and we honored him.

### שמעון פרס

Joelynn Aynesazan, 6th Grade

שמעון פרס נשיא התשיעי של מדינת ישראל נפטר ב-27 לספטמבר, 2016. הנשיא אובמה, הנסיך צ'רלס מאנגליה ותשעים מנהיגים אחרים מכל העולם הגיעו להלוויה שלו בירושלים. שמעון פרס נולד בפולין בשנה 1923 ועלה לישראל עם המשפחה שלו כאשר הוא היה בן עשר. הוא עבד עם דוד בן גוריון במשך הרבה שנים. הוא שירת את המדינה יותר מ-70 שנה! בשנת 1994 שמעון פרס קיבל את פרס נובל לשלום. בשנים האחרונות בחיים שלו הוא עבד בארגון למען השלום בישראל ובעולם. בבית הספר הלל כל התלמידים בחטיבה למדו על החיים של שמעון פרס ועל המורשת שלו בכיתות עברית והיה גם טקס רשמי לזכרו של שמעון פרס. אני, באופן אישי, אחרי מה שלמדתי על שמעון פרס, התחלתי לחשוב, למה הוא נתן את כל החיים שלו למדינת ישראל? אז הבנתי כמה מדינת ישראל היתה חשובה לו ולכל יהודי בעולם!

## IDF Soldiers Visit Hillel

Sara Adatto, 7th Grade



Above: The IDF soldiers and eighth grade boys sing together during oneg following the IDF assembly. Right: Eighth grade girls join in conversation with the IDF soldiers as they enjoy cholent during the oneg.

Lior Ronen, fifth grader asked, "If I joined the army what would you say to give me support?" The soldier replied by saying that in the army, we'd give you everything you need. This fact was confirmed by another soldier, who was born 20 minutes from Hillel! He has four soldiers under his command. He tells us that, "the FIDF gives us everything that we need."

To close off the assembly Rabbi Sufrin stated, "Let's take these moments and remember them." As the fourth through seventh graders were dismissed, the eighth graders went to the Bet Midrash for a special oneg with the soldiers. They sang songs, enjoyed cholent, and had a special visit from the nursery students, who had baked challot to give to the soldiers.

This visit affected both us, the Hillel students, and the soldiers. Times like these are important for us because we get the great opportunity to have our questions answered in person by soldiers who are protecting the country of Israel. As the assembly came to an end, it became obvious how much we care about all of the soldiers. By the flag waving and Hebrew singing, it was clear how much Hillel had helped the soldiers feel at home.

Have you ever wondered what it was like to be in the Israeli Army? Today, the Hillel students got the chance to hear about the lives and experiences of these soldiers. To start the assembly off, the students and choir welcomed the soldiers with some songs. Following that, the soldiers had a chance to tell the students some stories about their army experiences.

One lone soldier shared a very touching story of his army memories. The lone soldier was from England, which often made it hard for him to see his family. One day, he was working at night in the cold without food. He was checking a woman's car and she asked him if he was cold and hungry and then she left. Later that night, the soldier was shocked to see the same woman with her kids in her car. Her children came out, handing him his gloves and a variety of food. The soldier explained that he felt the same love then as he had in this moment, with all of the children greeting him with songs and waving Israeli flags.

Later, the Hillel students had the opportunity to ask the soldiers some questions that they had come up with. One soldier said, "The army is like a big family. We should protect and build its values. It's amazing. We hope you will feel how amazing it is." Then, when asked if she had always wanted to join the army, the lone soldier from Orange County responded, "I did not always know I'd want to join. I started looking into it last year and I do not regret it."



## ביקור השנתי של חיילי צה"ל בהלל

Sara Adatto, 7th Grade

האם אי פעם חשבת איך החיים של החיילים בצה"ל? היום, התלמידים בהלל יכולים לשמוע את הסיפורים על החיים של החיילים של ישראל. בתחילת הטקס, התלמידים קבלו את החיילים עם שירים ודגלים ישראלים. אחרי זה, החיילים סיפרו את כל הסיפורים המעניינים שלהם בצה"ל. חייל בודד מבריטניה מספר את החוויה המעניינת שלו בצה"ל. החייל לא יכול ללכת לבריטניה לראות את המשפחה שלו, כי זה רחוק מישראל. יום אחד, החייל עובד בלילה קר. החייל מסתכל על מכונת של אישה. האישה שאלה את החייל עם הוא רעב או קר לו ואחרי זה היא הולכת לבית שלה. באותו לילה, החייל הופתע לראות את האישה עוד פעם אבל בפעם הזאת, האישה באה עם הילדים שלה. במכונת של האישה היה הרבה אוכל וגם כפפות לחיילים. הוא כל כך שמח לדעת כמה האנשים בישראל אוהבים את החיילים. החייל הסביר שבביקור שלו בהלל הוא הרגיש אותו דבר כאשר ראה את כל הילדים מנופפים בדגלים ושירים. הוא הרגיש שהילדים והמורים בהלל אכפת להם ואוהבים את החיילים בישראל. חייל אחד אמר שאם התלמידים של הלל הולכים לצה"ל, צה"ל עוזר להם ונותן כל מה שהם צריכים. ליאל קרנדיין בכיתה ה' שאלה חייל אחר: כאשר היית קטן, אתה חשבת להצטרף לצה"ל? החייל ענה שהוא לא חשב להצטרף לצה"ל עד לפני שנה. הוא גם אמר שהוא לא מתחרט. רבי סופרין אמר: אנחנו צריכים לזכור את הדברים שהחיילים מספרים לנו ולזכור את הביקור שלהם בבית הספר שלנו. החיילים מלמדים את התלמידים הרבה סיפורים על צה"ל. אנחנו אכפת לנו מהחיילים ויותר חשוב אנחנו צריכים לתת להם להרגיש בבית.



## Special in Uniform: Everyone Belongs

Daniel Kunin, 6th Grade

A couple months ago we were privileged to be visited by retired IDF Lt. Col. Tiran Attia, who is in charge of the Special in Uniform Program.

The Special in Uniform Program is sponsored by the IDF and allows Israelis with disabilities to serve like real soldiers. To make sure they feel included and they can and they do everything normal IDF soldiers they have a four year serve time, they fight, they do base chores and also they also eat together. It really gives all of them a sense of purpose and allows them to realize that we can do anything we put our minds to. Part of Special in Uniform's mission is also to make Israeli society more compassionate towards people with disabilities. It is our responsibility to tell people with disabilities, "you can." We can do so much to give them a better life. People with disabilities are people like everyone else.

Lt. Col. Tiran Attia, some ten years ago, was in a battle and was injured by his tank exploding. He then woke up in a field hospital in extreme pain, and he saw a group of people in uniform but they looked different. A woman walked up to him: she had Downs Syndrome. She asked if she could pat his hand. At that moment, he says that all the pain went away and that day changed his life. He then thought to himself, "Why haven't I thought of including people with disabilities in the army?" He also realized that all people with disabilities want is to be a part of something, to help and to heal.

The main goal of this program is to include every type of member of Israeli Society. Then, Lt. Col Tiran Attia also spoke about a disabled soldier who had trouble communicating. So, he developed a communication method that uses touch and then translates the touch by a computer. His commanders discovered that he is a technology genius and that he has already developed software, which the IDF is currently using!

Mrs. Zadok closed the assembly. She shared that in advisory, we've discussed that there's a difference between doing something nice and having responsibility. She used this example: sprinkles are nice, but the flour to make the cupcake is essential. We are challenging our students to think about how to translate that message to our school.

When we see someone sitting alone at lunch, is it nice to sit with them, or is it our responsibility? She shared that her advisory, which is the 8th grade girls decided as a group that every Thursday, they will sit with the 7th and 6th graders because everyone matters to us and we want to show them that. Together, we will are everyone here feel like they belong. That is our responsibility.



Right: Lieutenant Colonel Tiran Attia.

## צה"ל, הצבא של העם

Liam Abucasis, 8th Grade

השירות בצה"ל היא זכות גדולה, זו זכות להגן על הארץ הקדושה שה' נתן לנו, לשמור על האחים והאחיות שלנו, על עם ישראל. ב"ה אני רוצה להתגייס לצה"ל כמו בחור ישראלי ואני רוצה לעלות לישראל בשנה הבאה. כל נער שמסיים תיכון בישראל מתגייס לצה"ל והוא צריך לעבור הרבה שלבים, הרבה מיונים ומבחנים, כדי שכל אחד יגיע למקום שמתאים לו. השלב הראשון הוא "צו ראשון". בצו ראשון יש בדיקות בריאותיות כדי לדעת אם אתה בריא ויכול לשרת בצבא. אחרי השלב של "צו ראשון" השלב הבא הוא מבחנים וראיונות שבוחנים את הרמה ואת הידע של החייל, כדי לשלוח אותם ליחידות השונות בצבא. בצה"ל יש יחידות ותפקידים שונים שמתאימים לאישיות וליכולות של כל אחד. בצה"ל יש יחידות שמשרתות ביבשה, כמו גולני, גבעתי וכפיר. יחידות שמשרתות בים, כמו הצוללות והשייטת. ויחידות שמשרתות באוויר, כמו הטייסים. אחרי כל המבחנים והמיונים, החיילים מקבלים מדים ומתחילים את השירות שלהם. כשהיה גדול אני רוצה לשרת בגולני, כל המשפחה שלי שירתה ביחידה הזאת, ואני רוצה להמשיך את המסורת ולהיות כמוהם. שירות קל!

## Second Annual Shabbaton Trip

### Dorin Rabbanian, 7th Grade

“Andy’s Coming!” All the students that knew of this challenge fell down to the floor and the students that didn't know of the challenge looked at the others to see what to do. This connects to the theme of kehilla because the people that didn't know of this challenge looked at their friends to see what they were doing because they relied and trusted their friends. All of the people contributed to the kehilla with this challenge. The second annual Shabbaton took place on Friday, November 18 to Sunday, November 20, 2016. The Shabbaton took place in Running Springs California in the Dovid Oved Retreat Center. The middle school students of Harkham Hillel Hebrew Academy attended the Shabbaton.

Once we arrived, we ate our lunch. After, there was an activity which was for team-building, and was about choosing a person from each grade and putting all of them into a different group every time. When we finished the activity we did the Andy’s Coming challenge which was about the main character in the movie, Toy Story was coming and all the toys had to fall down. Rabbi Swigard yelled, “Andy’s Coming” and all of us fell to the floor, like the toys in Toy Story did when Andy was coming. Then, we gathered together for a Shabbat dinner at the lunchroom which was very nice. Once dinner was finished, we all went to the lodge and sang songs which made us all together as a kehilla.

One of the most memorable parts of the Shabbaton was the flash-mob that the 7th grade girls performed during dinner. The whole middle school was sitting and eating dinner and all of the sudden the song, “Schar Mitzvah” by Mordechai Shapiro was playing and we started dancing to the song. At the end, the rest of the middle school joined them to dancing and connected everyone to the kehilla. The 7th grade girls prepared for the flash mob by practicing the dance during our free time: recess, mishmar, and at people's houses on our own time. We put in a lot of hard work to choreograph our own dance moves for the flash mob and preparing. Morah Emunah helped manage the dance by telling us when we can practice for the dance. For Havdallah we went to the lodge and started singing and reciting the Bracha for Havdallah. After Havdallah we played the game, Minute-To-Win-It where we joined as a kehilla high by cheering for our teammates. Right after that, we had dinner. During dinner the 7th grade girls had the unexpected flash mob.

The Hillel Middle School Shabbaton was a great experience which brought many wonderful memories for us to make. I am looking forward to the Hillel Middle School Shabbaton next year.

Right: The middle school gathers for a photo at the Middle School Shabbaton.



## שבתון

Juliet Wiener and Juliana Kerendian

בבית הספר שלנו פעם בשנה התלמידים של חטיבת הביניים נוסעים לשבתון ב-Running Springs. השנה השבתון היה בנושא "קהילה", אחד מהערכים של בית הספר. אחת מהמטרות של השבתון הייתה לאחד את כולנו לקהילה אחת גדולה ומגובשת. בשבתון הכרנו הרבה חברים חדשים מכיתות אחרות בבית הספר, שיחקנו ושרנו עם התלמידים מכיתות אחרות, התפללנו, אכלנו כולנו ביחד ועשינו הרבה דברים שגיבשו אותנו כקהילה ומשפחה. בכניסת שבת כולם הלכו ביחד לחדר אוכל, הדלקנו נרות שבת, שרנו, רקדנו ואכלנו ביחד כמו משפחה אחת גדולה. במוצאי שבת עשינו הבדלה עם שירים וריקודים, שיחקנו ביחד משחק של כל קהילת התלמידים, למשחק קראו "דקה כדי לנצח". במוצאי שבת, בזמן הארוחה תלמידות כיתה ז' עשו "פלאש מוב", ולאט לאט כל החטיבה הצטרפה ורקדנו כולנו ביחד. הריקוד והשירה המשותפים נתנו לנו הרגשה של אחדות ושנחנו קהילה אחת גדולה ושמחה. בזכות השבתון התחברנו יותר זה לזה, הכרנו חברים חדשים מבית הספר, הרגשנו יותר קרובים למורים ולרבנים וכך היינו קהילה אחת גדולה. קהילת הלל.

## Sukkot Madness!

Joelynn Aynesazan, 6th Grade

It is right after Rosh Hashana and everyone is rushing to the stores to get their very own sukkah! Decorations? Check! Lights? Check! Chairs? Tables? Yummy food fit for the whole family? Check, check, and check! From eating all your meals in your own sukkah, to even SLEEPING in your tent of glory, everyone loves Sukkot! Happiness is in the air, and lots of business is happening as stores sell S'chach, Lulavs, Etrogs, and decorations. Let's see what these holiday go-ers had to say.

I asked Sandy Krietenberg in the front office a few questions about Sukkot. First I asked why she loves Sukkot, and she said, "Because after Rosh Hashana and Yom Kippur, we are in shul and praying a lot. When Sukkot comes, it's a very fun, exciting time. My husband is building the sukkah, I'm cooking and shopping, and all the kids come with decorations that they have made over the years. The family comes over and we have a big meal in the sukkah."

I asked her, How special is Sukkot for you, and why? She said, "just love having my family together and it's just a very joyous time for everyone. I love to prepare the special foods that my children look forward to every year." I asked if any of her family members sleep in the sukkah? She said, no but when her kids were little, they wanted to - but they only lasted about an hour.

Finally, I asked her, Do you have any special traditions for Sukkot? She said, "We have a lot of guests and every man has a Lulav And Etrog and we shake them under the sukkah. The family always looks forward to Sukkot!"



Left: Joelynn Aynasezan with her family in their sukkah during the Sukkot holiday.



Right: The shuk in Israel during Sukkot.

## סוכות בישראל

Orelle Maghen, 7th Grade

סוכות בישראל הייתה חוויה נהדרת. אני והמשפחה שלי נסענו לישראל לפני יום כיפור עד אחרי סוכות. בערב סוכות הלכנו לירושלים במלון והלכנו לשוק מחנה יהודה וראינו הרבה אנשים שקונים לולב ואתרוג בשוק ארבעת המינים. היה אוהל גדול והיו הרבה אנשים שמוכרים לולב ואתרוג. האח שלי קנה לולב ואתרוג בשוק ארבעת המינים. בערב החג שוק מחנה יהודה מאוד עמוס. כי כולם רוצים דברים לחג כמו אוכל, לולב ואתרוג, ופרחים. אחרי שעה שתיים הרחובות שקטים. כמעט כל החנויות נסגרו אבל היו כמה חניות שהיו פתוחות. כאשר החג התחיל היו הרבה אנשים ברחובות. כולם הלכו לבית כנסת. בשמחת תורה אני ומשפחה שלי הלכנו לכותל המערבי וזה היה מאוד מרגש. כל היהודים שרים ורוקדים ליד הכותל וכולם שמחים. היו גם אנשים מדתות אחרות והם גם התפללו ליד הכותל. אני רוצה להיות בחגים בישראל עוד פעם כי זאת הייתה חוויה רוחנית לי ולמשפחה שלי.

## School Uniforms: Yes or No?

Batsheva Glaser, 6th Grade

I think there should be no uniform. I think that everyone should have a way to express himself or herself however they feel they should, even if it includes dressing however they want. I think that you can express yourself by the color of your clothes, by the style of your clothes and by the designer of your clothing. You can also express yourself by your jewelry and accessories. Finally, you can express yourself by your shoes and how you do your hair. I think that when the principals decided that there should be a uniform, they weren't thinking about all the possibilities we could have without uniforms. They were most likely thinking about the students being tznius.

I think that there should also be guidelines about what you can wear. For instance, your shorts have to go down to your knees and you can't wear crop tops. Also, you should wear gym shoes: you can't wear heels or flip flops because in heels you can easily fall and get hurt and in flip flops you can stub your toe. You can't wear inappropriate symbols or pictures on your shirt or sweater. Overall, the freedom to wear what you want and to express yourself is important.

## Together, We Can Do Anything

Sophia Ratner-Stauber, 7th Grade

As a Jewish community in the Pico Robertson neighborhood, we can connect to the Jewish community all around the world. Together we can help people around the world, whether it's an individual person, group of people, a community, or a country. Social media can do so many things, by spreading awareness and letting people know what is going on in the world that we are living in. Our Jewish community has done so much in the past and the present from spreading awareness on social media, to finding a bone marrow donor. Our community shows great caring, forgiveness, responsibility, and respect by doing the most and best we can to help somebody in need.

One of the things that our Jewish community did to help somebody in need was finding Adam Krief a bone marrow donor. Adam Krief was diagnosed with Leukemia and needed a bone marrow transplant. The Jewish community spread awareness on social media about Adam. Before you knew it, celebrities, non-Jews, and even strangers were supporting Adam and got their cheeks swabbed to see if they could be Adam's bone marrow match. There are many locations where you can swab to see if you are a match for somebody in need for a bone marrow transplant. Swabbing is when you get a specially made stick that looks similar to a Q-TIP and rub it against the inside of your cheek. Then, the stick gets sent to a lab where your cells are tested and your information is put into a computer and saved forever, in case there is anybody in need of a transplant. You can go to a location to swab or you can get the swab stick sent to your house. There are fundraisers and all kind of events to help raise money for Adam's medical bills and for swabbing kits.

I myself have been to one of the events where there was a swabbing station for Adam. The event was Challah Baking, and it was an experience that I will never forget. One hundred and ten women gathered together at a school and baked challah together as well as saying Tehilim. We all cried, but that's okay because soon those tears will be turned into happy tears. At the end of the event, they said how much money was raised that night. We were all shocked because they raised \$200,000! I had a great night which was filled with happiness and tears.

Another example of caring is the ALS Ice Bucket Challenge, which billions of people have participated in. The ALS Ice Bucket Challenge in our community started when a rabbi who lives in our community was diagnosed with ALS, which was extremely devastating. The Jewish community started the ALS Ice Bucket Challenge. In order to participate in the challenge, you get a bucket of ice cold water and pour it on your head. You then nominate other people to do the challenge, and so on. Many people have poured the bucket over their heads and donated money for the rabbi and all the other people who have been diagnosed with ALS. Celebrities, non-Jews and groups of people have participated in the ALS Ice Bucket Challenge. Another thing the Jewish community has done for this rabbi was they made a song for him, which was heard all over the world.

A different way the Jewish community has spread awareness is by helping Israel raise money to stay safe. At Hillel, we have sent letters to the Israeli soldiers wishing them a happy, sweet new year. During Shabbat, we all daven and pray that Israel will remain safe and holy. At our Shabbat assemblies, we sing songs about our home, Israel, and how the Israeli Soldiers should stay strong and safe, and that Moshiach should come.

Our Jewish community can do anything when we actually put our heads and hearts into it. Based on the paragraphs above, it is obvious that we will do anything - even if it means pouring freezing cold ice water over our heads. Our Jewish community will continue to help people and countries all around the world, because together, we can do anything.

## **אנטישמיות**

Yaelle Shaye, 7th Grade

היום יש הרבה אנטישמיות בעולם וקהילות היהודיות נפגעות מזה. הרבה יהודים עולים לישראל כי זה מאוד מסוכן ליהודים בארצות שלהם. לדוגמה, בצרפת בשנה שעברה היו הרבה התקפות אלימות ו-8,000 יהודים עלו לישראל. בסוכות ביקרתי בישראל וראיתי הרבה אנשים שעלו מצרפת. הבנתי ממה שסיפרו לי שהרבה אנשים עלו לארץ, כי היהודים בצרפת לא יכולים ללכת ברחוב עם כיפה או ציצית והם צריכים להיזהר מלהראות סימנים של יהדות. אחרי שעות בית הספר הם חוזרים הביתה ולא יוצאים לשחק בחוץ, כי הם מפחדים שיפגעו בהם בגלל שהם יהודים. קשה להיות יהודי בצרפת. בארצות הברית אין הרבה מקרים של אנטישמיות. בשנה שעברה באוניברסיטת UCLA תלמיד יהודי אמר שתוכניות למען ישראל באוניברסיטה משפיעות לרעה על התלמידים בבית הספר. ב"ה אין הרבה מקרים של אנטישמית בארצות הברית ולכן היה קשה למצוא דוגמאות נוספות על מקרים שקרו. אנשים בארצות הברית אוהבים את היהודים. אני חושבת שהפגיעה בעם היהודי היא לא נכונה. העם היהודי הוא עם כמו כל עם אחר. הם מאמינים בדברים שונים בדיוק כמו שעמים אחרים מאמינים בדברים שלהם. השנאה לעם היהודי לא צודקת וצריכים להפסיק את האנטישמיות בעולם!

## Kehilla Shabbat

### Orelle Maghen, 7th Grade

When you first walk in to the upper gym on Kehilla Shabbat, you experience students, teachers and parents davening as a Kehilla. This is a time for the whole community to be together on Shabbat. All students and their family are invited.

Hillel hosted a recent Kehilla Shabbat on September 24-25, 2016. The students' favorite part was davening with the whole school and being with all their friends, which was also my favorite part. After the davening, there is a kiddush for all friends and family. At the kiddush everyone gets to eat and talk with their friends and family.

On Friday afternoon, the whole school gets ready for this Shabbat. The seventh grade girls helped make cholent with Rabbi Swigard for the kiddush. They pitched in by cutting the meat, making the sauce - and when we leave, Rabbi Swigard puts a secret ingredient into the cholent. Another way the school gets ready for Kehilla Shabbat is that the custodians help set up the upper gym with rows of chairs, carpets and siddurim. After the kiddush on Saturday, everyone goes home and enjoys the rest of their Shabbat with their family!

## Welcome to Middle School

### Orelle Maghen, 7th Grade

Being a sixth grader can be very overwhelming. When I first walked into middle school about a year ago, I felt very nervous because in middle school we have eight classes! In elementary school we only had three. I also had eight completely new teachers. A challenge I faced on the first day was opening my locker. At the beginning it was very difficult but over time it got easier and easier.

This year, when the sixth graders arrived in middle school as sixth graders, we wanted to see if they felt the same as me and my classmates did when we entered sixth grade. We also wanted them to feel comfortable and secure. In this article you will see how we prepared the new sixth graders for middle school and how they felt about middle school when they first walked in.

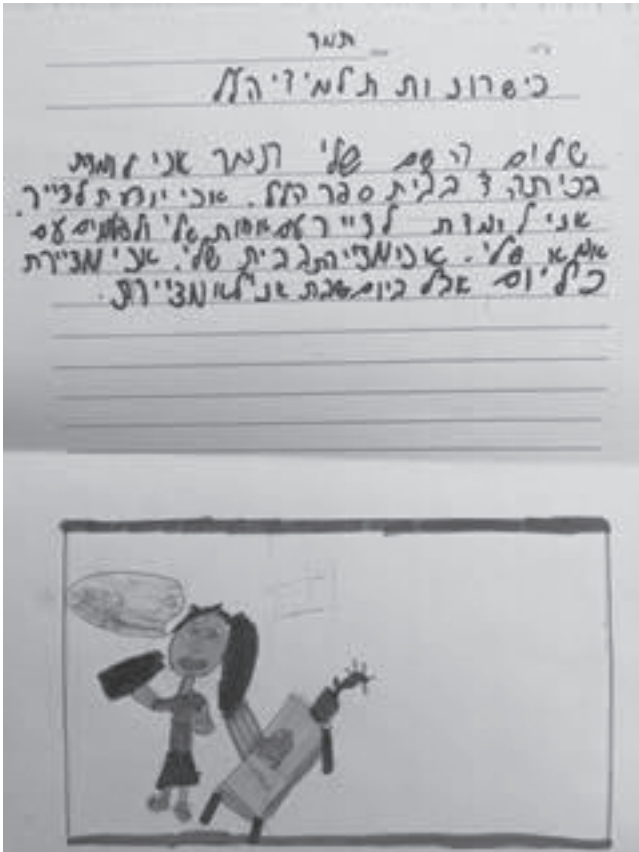
In middle school students feel more independent. I felt that middle school made me feel more independent, by going to our classes ourselves with no teacher guiding us. Eliana Kerendian also felt independent when she said, "We have breaks between our classes and we can go to recess, lunch and classes by ourselves which makes me feel more independent." In conclusion, students in middle school feel more independent than in elementary school by going to their classes themselves, along with the breaks between each class.

Before arriving to middle school the sixth graders felt nervous because of their lockers and coming to class late. Opening your locker can be very difficult. In middle school, the students have lockers where they can store their books, binders and other supplies. The reason why the students find their lockers useful is because the students don't have to store all their supplies in their backpack. They need to go to their locker at least three times a day during their breaks. Another reason the sixth graders felt nervous was because they thought about coming to class late. In middle school, you have to arrive to class on time otherwise, you often get points off your grade, but sometimes there are exceptions. Lockers can be hard to open at the beginning, but they are very useful.

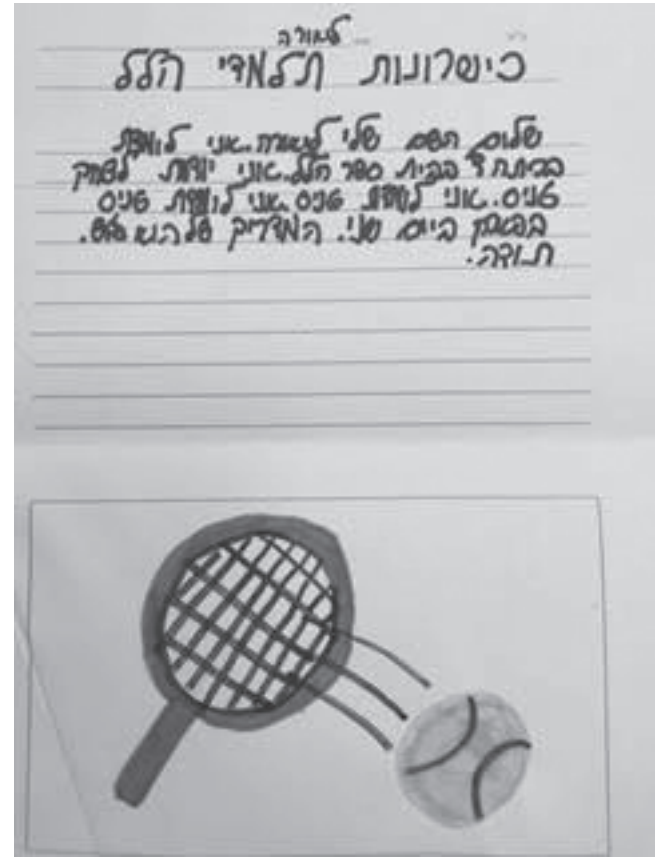
Before the sixth graders joined middle school, the school had an idea of a buddy program at the end of 5th grade to prepare them. The buddy program gave the sixth graders a day in the middle school life. It made them feel like they were in middle school and their buddies would give them advice. I interviewed a sixth grader to get her feedback about the buddy program. A sixth grader Eliana Kerendian felt like the buddy program really helped her adjust to middle school because she got all the information she needed to know before coming. That's how we really know that the buddy program helped prepare the upcoming sixth graders for middle school.

When students arrive in middle school on the first day, they feel very overwhelmed with eight classes, new teachers, and opening their lockers. Over time, these challenges become a part of your daily routine and they are not challenges anymore. The buddy program helps prepare the upcoming sixth graders for middle school so they don't really have these challenges. The sixth graders feel like they adjusted to middle school in the first week. They had an interesting experience when arriving to middle school. How was your middle school experience?

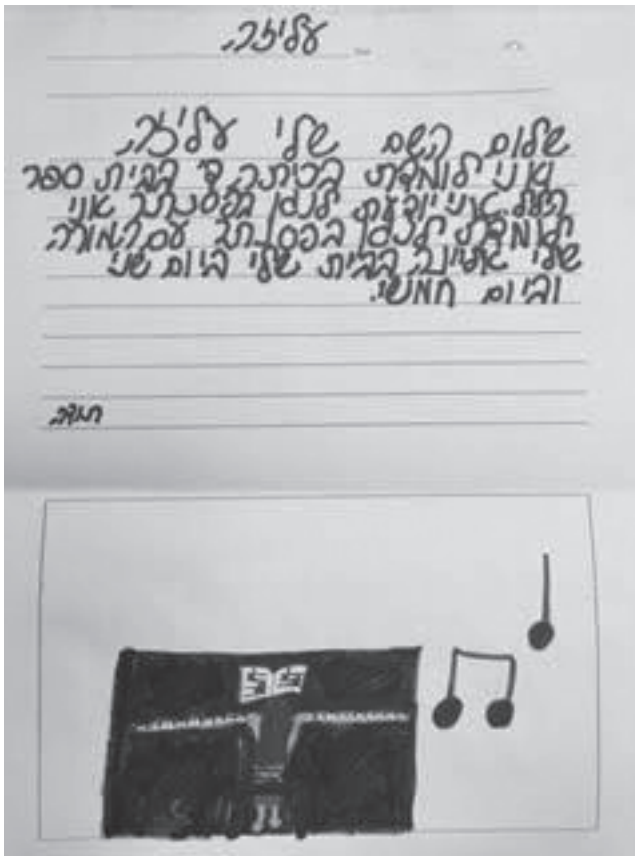
A Picture is Worth 1,000 Words...



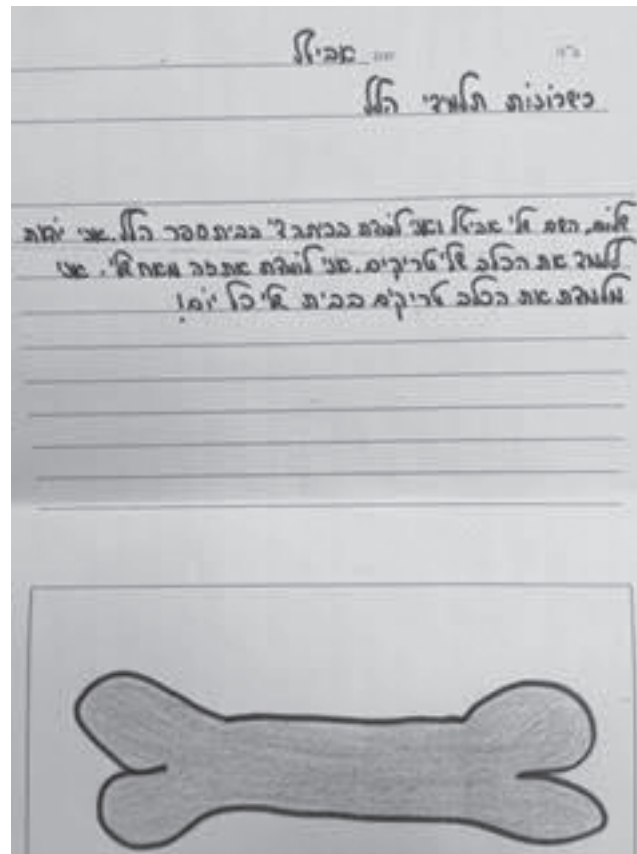
Tamar Rose, 4th Grade



Lila Kessler, 4th Grade



Aliza Katz, 4th Grade



Chloe Noorani, 4th Grade

עץ הזית

Rachel Serure, 3rd Grade

הילדים יושבים מתחת לעץ הזית. קוראים למדריך אבנר. המדריך מספר לילדים איך עושים שמן זית לפני הרבה שנים. שירה ודן רוצים לעשות שמן זית. שירה ודן קוטפים זיתים הם דופקים את הזיתים באבן קצת שמן יוצא מהזיתים זה קשה לעשות שמן זית ביד.



Fifth Grade Literature Study

BARBED WIRE BASEBALL, by Marissa Moss

How one man brought hope to the Japanese Internment Camps of WWII

Yalee Schwartz

Zeni always loved baseball, but his parents didn't know why he wasted his time on a "silly" game. In the book *Barbed Wire Baseball*, written by Marissa Moss, we are taking on a journey with a young Japanese boy who follows his dreams of becoming a professional baseball player. "You should study and become a doctor," his father would say, but Zeni knew exactly what he wanted to do. Zeni was chosen to play with the star members of the New York Yankees.

During that time, the United States was at war with Japan. The Japanese were forced into internment camps in the desert, because the Americans thought they were spies. Zeni, his wife and their two teenagers were sent to a camp. There was only one thing that could make the desert camp a home - baseball. First, they would need a playing field. They worked all day until finally, they got to play baseball. Zeni was determined to make something good out of something bad and he created a baseball field that would be the only positive thing people could turn to.

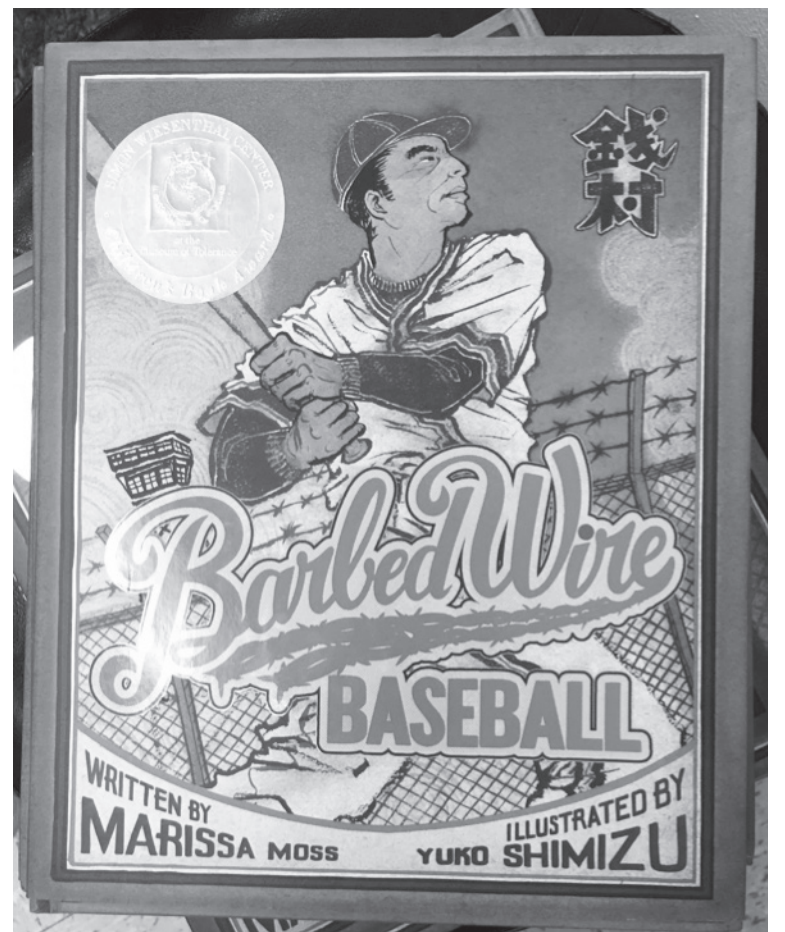
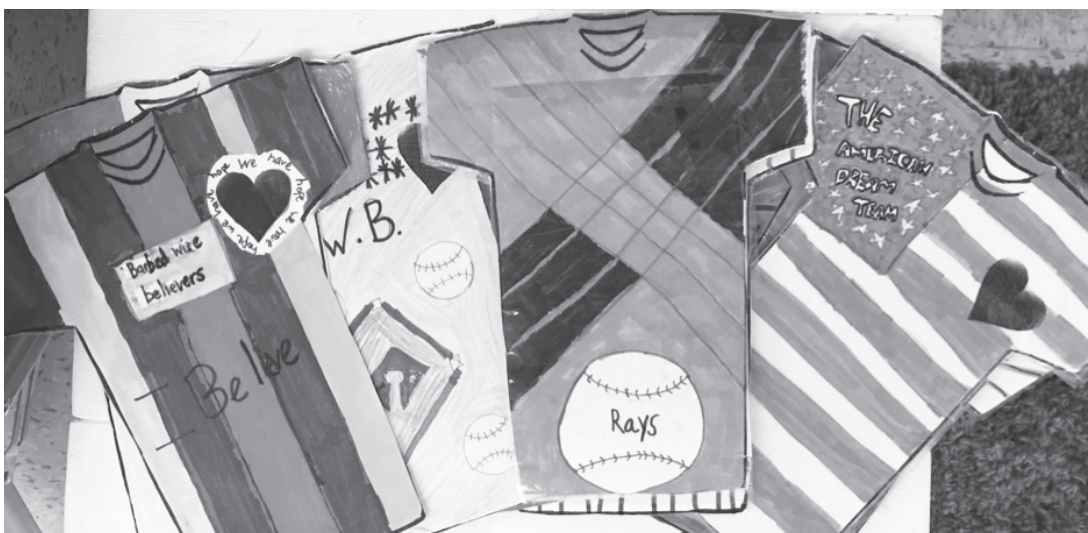


Above: The fifth grade girls display the jerseys they created as part of their study of the book *Barbed Wire Baseball*.

Meagan Rabbani

Zeni was eight years old and it was his first time seeing a baseball game. That was the day he decided he wanted to become a professional player. The book *Barbed Wire Baseball* by Marissa Moss, introduces us to Zeni, a Japanese boy who fulfills his life long dream of playing ball. Sadly, he is sent to a Japanese internment camp where he is treated as if he was a prisoner.

There was only one thing that could make the desert camp a home, baseball. Zeni took out his favorite photo from his bag, the one that showed him in uniform, lined up with baseball legends Babe Ruth and Lou Gehrig. In order for Zeni to play baseball in camp he would need a playing field and an empty space. There was plenty of empty space but it was filled with sagebrush and clotted with rocks. So he spent long hours in the blazing sun. Once the ground had been smooth, Harvey, his son, brought out his bat and ball and they began to play on the field. The important lesson is that you can always make something good out of something bad.



## Remembering Elie Wiesel

Juliet Wiener, 7th Grade

Elie Wiesel passed away this summer on July 2, 2016 - he was 87 years old . This was a tremendous loss for not only the Jewish people but for the whole world. He wrote more than 40 works of fiction and nonfiction over the course of his literary career, most of them documenting his experiences at Auschwitz, a death camp in Poland. His writing talked about many themes relating to the Shoah- persecution, loss, suffering, and even courage, and acts of bravery and kindness. He spent his life “testifying” on behalf of those that perished and openly talked about his “forced” responsibility to “bear witness for the dead and for the living” so as not to “deprive future generations of a past that belongs to our collective memory.”

Elie Wiesel was born in 1928 to a Chasidic family in the small town of Sighet, Romania. His parents, Shlomo and Sarah were Yiddish speaking shopkeepers who were deeply committed to raising their four children - Elie and his three sisters - in an observant Jewish home. By 1944, the family was deported to Auschwitz. Wiesel emerged from the Shoah at the age of 16, traumatized and an orphaned. It was this experience that led him to Never Forget those that had perished and to keep their memory alive through his writings.

Elie Wiesel was awarded the Nobel Peace Prize in 1986, with a citation that read “ Wiesel is a messenger to Mankind. His message is one of peace, atonement, and human dignity.” In his acceptance speech, Mr. Wiesel claimed he had attempted “to keep memory alive” and “to fight those who would forget... because if we forget we are all guilty, we are all accomplices.”

When Mr. Wiesel passed away the world lost a very special man who dedicated to preserving the memory of all those who were lost at the hands of the Nazis. He reluctantly accepted his task of “bearing witness” through his documentation of the Holocaust in *Night*, which has sold over 10 million copies to date. Additionally, this book serves as a permanent reminder of the consequences of “Man’s Inhumanity to Man.”

Last year on Rosh Hashana, I had the opportunity to meet Mr. Wiesel at my grandparents shul in N.Y. At the time, I didn't fully appreciate who he was or what he represented. But, now that I have become aware of his legacy, and of his contributions to humanity, I am grateful for the brief moments I shared with him.

## Jacqueline Woodson's *Brown Girl Dreaming*

Yaelle Shaye, 7th Grade

*Brown Girl Dreaming*, by Jacqueline Woodson, is a book written in verse about the author’s childhood as a young African American girl, and the racism she faced that affected her life. After Jacqueline's father leaves them, they return to the South to live with their grandparents. As they adapt to life in the South, Jacqueline's family faces racism that did not exist back in the North. Once her mother leaves for New York to search for a better life for her family, Jacqueline and her brothers continue to stay with their grandparents, who face inequalities at work and during everyday life. For instance, Jacqueline’s grandfather’s fellow workers refuse to acknowledge him as a leader of their team because he is black. Jacqueline's mother’s high school was burned to the ground during a senior dance because of racial influence.

Jacqueline faces not only racism but also exclusion because of her religion. She's set apart because of her religion, and is excluded from classroom events. For example, she and two other Witnesses have to leave throughout the national anthem, during birthday celebrations, and during holidays, because it is forbidden to them. Moreover, Jacqueline always longs for the freedom of her fellow classmates, wishing to act and do what they do. Her role as a Jehovah's Witness causes everyone to judge her and make assumptions about what kind of person she is.

In the 1960’s, when Jacqueline Woodson was born, the United States had not yet accepted African Americans into their society. African Americans were still feeling the impact of white superiority, and therefore had to reshape their lives around the racism that surrounded them. Still being forced to sit in the back of the bus and children being segregated in schools, the world had not yet realized that the color of your skin does not place one person above the other.

Racism is just one pressing issue in the world today. All over the globe, there are acts of anti-semitism occurring that are significantly affecting people's lives. Jews are being forced to leave their homes in order to stay safe. It is unacceptable for people to judge each other by the color of their skin, how they dress, or their religion. Although we may all look different and have various beliefs, we are all human and deserve to live our lives with freedom and peace.



## Happiness is For All

Benjamin Sarir, 6th Grade

This poem was inspired by the book *Counting by Sevens*, by Holly Goldberg Sloan, in which a girl takes in a horrible tragedy but ends up with close family.

We all take our special things for granted  
But once they're gone it all seems slanted.  
Those who seem to be blind  
But don't stop to find  
Will never end up in a shrine.  
If you think that to you happiness can't  
Then to you chances are as small as an ant.  
But really the chances of you having happiness is up to you.

### Book Reviews

## Magnus Chase: The Sword of Summer

Bayley Sandler, 7th Grade

*Magnus Chase* by Rick Riordan is an electrifying series of 3 books (2 of which have been released and they are both amazing). The first is called *Magnus Chase: Sword of Summer*. This book is about about a homeless teenager who finds out he is not an average boy. Magnus has a Godfather meaning that he is a demigod. This God's name is Frey. Frey is the God of peace and fertility, rain, and sunshine. Finding this out after 16 years without a father was a huge shock to Magnus.

The story unfolds when Magnus pays a visit to his family mansion and is busted by his Uncle Randolph (Magnus's uncle who currently lives in the mansion). Randolph takes Magnus to Longfellow Bridge where he finds the truth about his past in his last moments of life. He is taken to Valhalla by Sameriah and is given a prophecy that he must fulfill. It stated that he must rebind Fenris the Wolf and Rangork (the end of the world) will come to early. This is not an easy task and in order to see how the the quest will end you have to read this exhilarating book that will instantly compel you to run to the bookstore and buy the second. This book is recommended for ages 10 years and older. I highly recommend this amazing read that I instantly fell in love with!

## Legend, by Marie Lu

Gabriella Gomperts, 7th Grade

*Legend* by Marie Lu is an exhilarating novel. It is filled with action, suspense and a code of honor. The story takes place in a dystopian Los Angeles, a plague-ridden city split into rich and poor sectors. The United States no longer exists, rather the Republic and the Colonies are fighting for complete control of the country.

The story unfolds through the dual perspectives of the protagonists, Day and June. They are two people whose paths should never have crossed. Day is a criminal, wanted for various offenses against the Republic's war effort. He is struggling to maintain his identity and keep his family alive, through the terrible plagues inflicted on the poor by the Republic. June is a prodigy of the Republic, easily the smartest teenager to walk the city streets.

June is fooled by the Republic into thinking that Day has killed her brother Metias, a general in the Army. The military then sends June to hunt down and kill Day. While on this mission, June is embroiled in a fight in one of the poorer sectors. A boy helps her and they remain together for the next few days. June soon learns the terrible truth about the horrors inflicted on the poor inhabitants by the Republic. And that her comrade in arms is the very same Day that she is meant to destroy.

## שיר ישראלי

Jessica Melamed and  
Abigail Benhaghazar, 7th Grade

בברלי הילס שלך ובברלי ווד שלי  
חוף וניס שלך והוליווד שלי  
נפגשים סוף סוף בחוף סנטה מוניקה  
עם כל החלומות והגעגועים  
עם כל הזיכרונות הטובים והרעים  
בשיר חדש ישן שמאחה את הקרעים  
הנה מה טוב, הנה מה טוב ומה נעים

במקצב ראפי  
עם מבטא פרסי  
בסלסול מקסיקני  
עם תוף ישראלי  
מי אני? מי אני?  
כן אני, קלי קלי,  
שיר ישראלי - אמריקאי

ההמבורגר שלך והציפס שלי  
הפיצה שלך והסושי שלי  
נפגשים סוף סוף בחוף סנטה מוניקה  
עם כל החלומות והגעגועים  
עם כל הזיכרונות הטובים והרעים  
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במקצב ראפי  
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בסלסול מקסיקני  
עם תוף ישראלי  
מי אני? מי אני?  
כן אני, אלי אלי,  
שיר ישראלי- אמריקאי

## בעלטת

Zohar Sabag, 6th Grade

אם יראוני אבן ואומר אבן יאמרו אבן  
אם יראוני דג ואומר דג יאמרו דג  
אם יראוני סכין ואומר סכין יאמרו ברזל  
אם יראוני סכין ואומר סכין יאמרו ברזל

Read this novel to find out how the twists and turns resolve. I can guarantee that while you read about Day and June fighting for revenge, freedom and each other, you will be heartily cheering them on.

*Legend* is recommended for 5th through 8th graders.



## Second Grade Publishing Party!

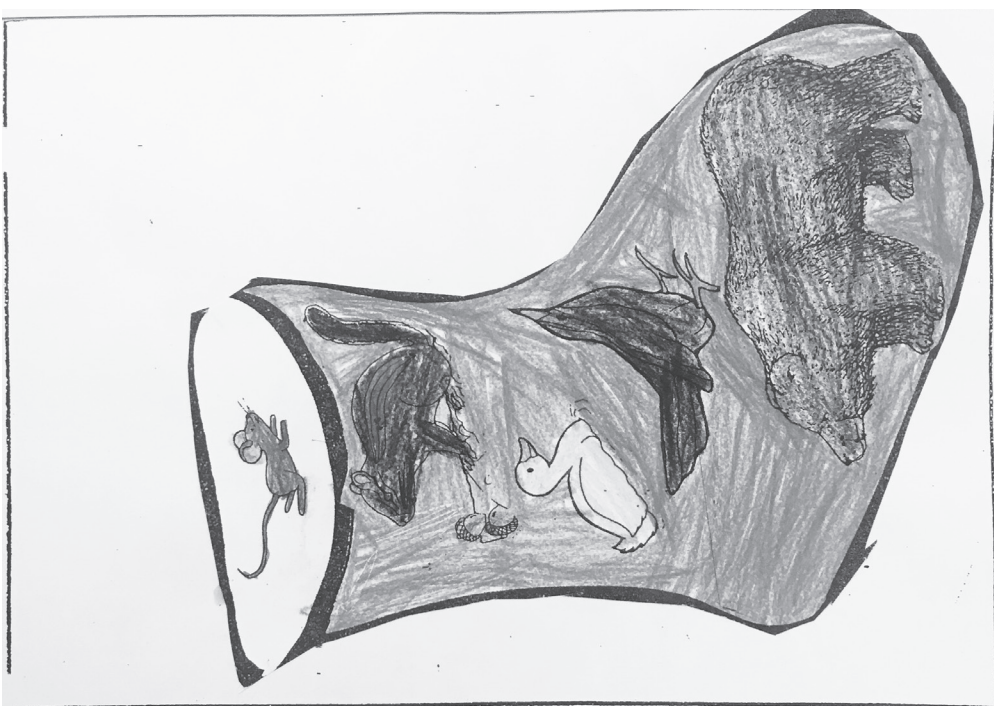
On December 1, second graders had their first publishing party! Students completed small moment, personal narrative pieces over the course of two months. They worked hard through each stage the writing process, stretching their stories across four pages using a variety of writing craft techniques that made their stories interesting and long.

We invited the third grade students to help celebrate our students' accomplishments. The third graders were familiar with the work we have been doing in second grade, so they could reflect on themselves as writers and see how far they, too, have come.

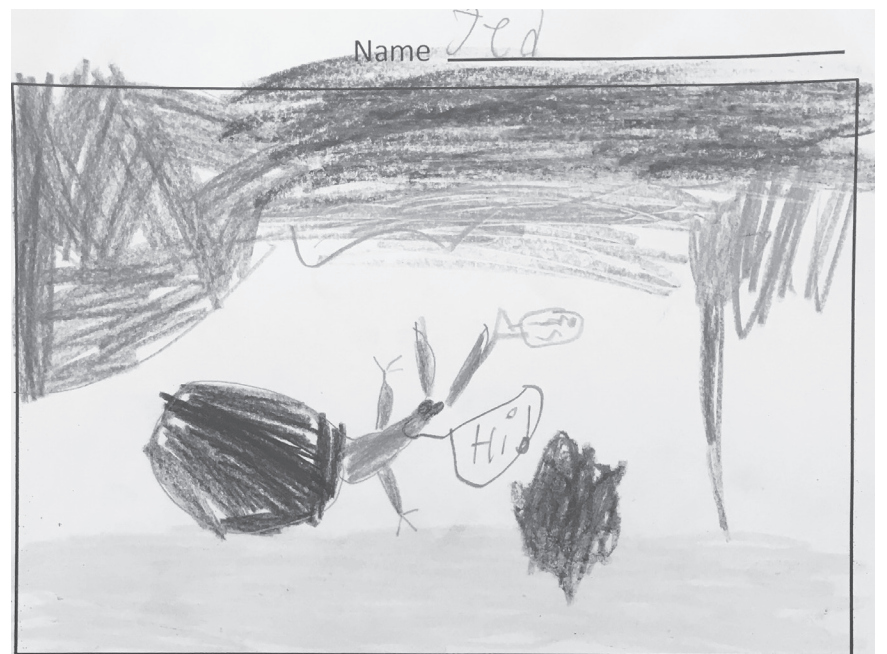
## First Grade Literacy Work

Students listened to the story "The Mouse's House", then had a discussion about the main idea. Once the class generated a main idea, they wrote it down then colored, cut and glued the picture of the objects and characters from the story to the paper.

Below, right: First graders listened to a nonfiction story about hermit crabs, then learned the difference between fact and fiction. They then wrote 2 facts about hermit crabs using the information from the story. Then they made an illustration of a hermit crab.



The sock was too small for all of the animals to fit in.



Hermet crabs live in the ocean. They find shells for the

## Book Reviews

### *A Torch Against the Night* by Saaba Tahir

Sarah Nachimson, 8th Grade

This book took a definite step up from its predecessor, *An Ember in the Ashes*. Unlike the first book in the series, this one didn't follow the mold of your average YA fantasy novel, with a love triangle, a girl on mission who also just so happens to look pretty doing it, and a slow plot.

I did find that the book moved slowly over the first hundred pages or so. Elias was poisoned as he and Laia were fleeing from the empire that they just so happened to be on the bad side of. I was a bit curious as to why the author choose to give Helene her own point of view, but I just assumed that it was because the reader needed to have knowledge of what was occurring at Blackcliff with Marcus and The Commandment. Turns out I was very, very wrong.

When Keenan - the one-dimensional resistance soldier from the first novel - showed up, all that I thought was, Who's that? Forced love triangles are not exactly my forte. And Keenan was definitely not helping my opinion of this. How could any self-respecting human ever date him, let alone the main character of the entire trilogy?! I didn't really understand why the author even made him a character in the first place. However, in this book, Saaba definitely found a use for this character. I think this book revived itself in the overly cliché area.

In this book, character development comes into play. The characters have more solid motives in this book: to save Darin from Kauf (not mentioning that they had a happy-go lucky plan about this, which is probably the worst way to rescue someone from anything, especially a well-orchestrated prison). The characters finally had valuable reasons for their actions. Also, when Elias got poisoned (don't worry, it's not a spoiler, because it happens in the beginning of the novel), he needs to be cured, which motivates him to search for one. He also gets some very interesting side effects. He stopped using a girl he liked to sway his actions, which is enjoyable to all of us who don't like romance in books that aren't meant to be romance.

### *Harry Potter and the Cursed Child* By Jack Thorne

Sarah Nachimson, 8th Grade

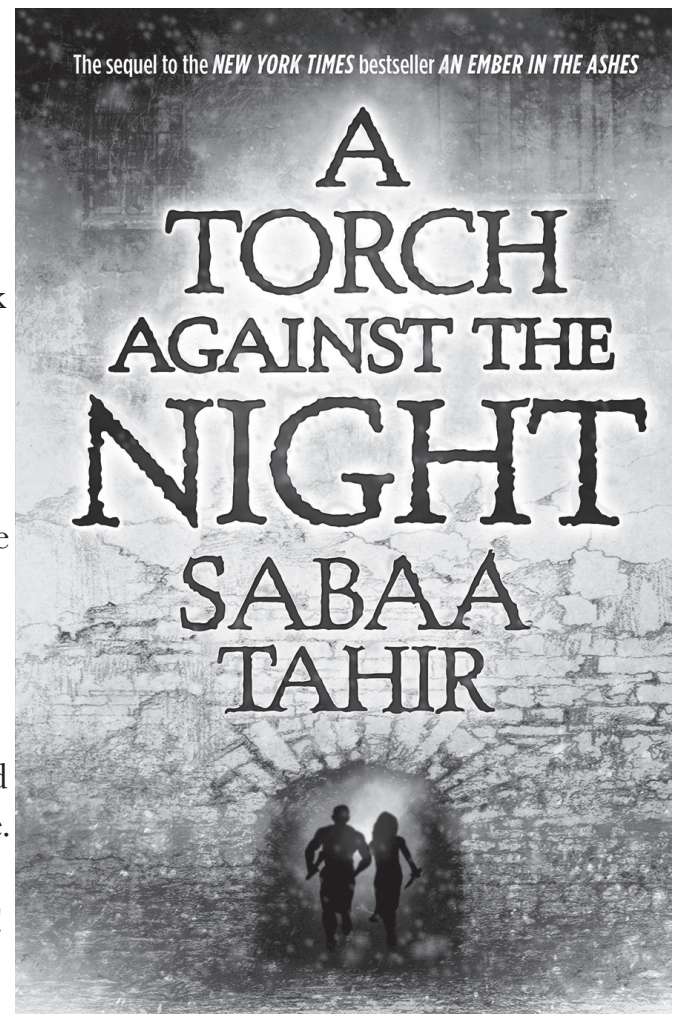
I found that this book was a large step down from the original Harry Potter series for a number of reasons, especially the characters, plot holes, and style.

There was a huge number of plot holes throughout this play. Many of the events wouldn't be possible if you attempted to line them up with the events in the seventh book of the Harry Potter series, which would be a gigantic disappointment for anybody anticipating this novel.

Another letdown was the characters. Many of the main characters from the original series were made into jokes. I found that Ron and Hermione were nothing like they were in the previous novels. They lacked their original wholeheartedness, and they were definitely not as important as the previous novels.

The style was subjective, as it was written as a play instead of as a novel. This makes the passages lacking in the detail that was cherished through the original novels. It was obviously lacking in plot and detail.

In my opinion, this book was meant to be seen as a play, which I will go to as soon as I am able to. It is currently playing at London's West End, but there have been plans to go to Broadway and, possibly, a movie adaptation.



There was some pretty nice writing throughout this novel. I liked the title and the quote it is based on, "You are a Torch Against the Night." There will still be a couple of clichés hidden in the writing. I mean, there are only a select few YA fantasy novels that do not have clichés. But I noticed that the writing contained a clear lack of clichés. There was still enough room for improvement left for the third book, and I'm excited to see what the author conjures up!

## Science Fiction Book Review: The B.F.G, by Roald Dahl

Ella Herskovitz, 3rd Grade

The *B.F.G.* is a very nice story. Or should I say a person. Or, should I say GIANT. I like how in the story, the BFG helped the human population and saved the EARTH! He's like a, well, I don't know what to call him: Super Hero, Super Giant, Giant Hero. Hey! Yeah, I like that last one. Giant Hero! Okay, back to the story. As I was saying (and he was doing), he saved the human population! Have you ever read, *I Robot*? If yes, then do you know Isaac Asimov's Three Laws of Robotics? Well, the zeroth law is, "A robot may not harm humanity." It's like the B.F.G. read the rules!



Above:

## Keeper of the Lost City

Jocelyn Bacall, 3rd Grade

This is about a girl who can travel on a beam of light by using a wand called a pathfinder. It got its name because you make it face in a certain way and it will take you to the place on a beam of light. I like this book because it is about adventure and mystery. It is science fiction because in the future we may invent something that can let us travel on a beam of light.

## Do You Know What Science Fiction is?

Olivia Wintner, 3rd Grade

Science fiction is what could have happened in the past or could happen in the future. Some examples are robots being nannies or taking over the world. But people wouldn't get paid if robots take over people's jobs, so there could be good or bad if this happened. People could maybe live on the moon or in rocket ships or in the water in science fiction. I think it could be good because people could have three houses, one on earth, one in space and another in water and people could explore all of these different places.



## Science Fiction Book Review: Robbie, by Isaac Asimov

Sophia Katz, 3rd Grade

I would recommend the short story Robbie in the book *I, Robot* to 6th graders because you can't really call the story a "childish" story, nor can you really call it an "adult" story, so it appears to be somewhere in between. The story first begins in Gloria's backyard. Now who is Gloria?, you could ask. Gloria is the owner of Robbie the robot I could say back to you. But how could you say Gloria is really the owner of Robbie? Robbie can do stuff on his own accord. When Gloria and Robbie were playing in the backyard, Gloria asked Robbie to give her a dolphin ride/piggyback ride and Robbie refused. Most of the time Robbie, listens to Gloria, but sometimes Robbie acts of his own accord. How would you think of Robbie? How would you describe his personality? I would describe it as kind, loyal and brave. Gloria can be sweet, stubborn and shy. Her mother, Mrs. Weston, can be bossy, a liar and convincing. Her father, Mr. Weston can be humorous, friendly and stubborn like Gloria. I really hope you read *I Robot* if you haven't already read it. Happy reading!



Above: Ella Herskovitz's drawing of the robot "Robbie."

Left: Nathaniel Kurzban and Jake Blank, second graders, collaborate to draw a robot as part of the science fiction unit with Dr. Glass.

## Science Fiction Panel Discussion

### Shmuel Kligman, 8th Grade

Science-fiction beyond classic boundaries, hunks of metal experiencing ethical dilemmas, and the future of robotics; all subjects shown to students from 2nd to 8th grade at Dr. Elizabeth Glass's assembly on November 14th. With science-fiction author Mr. Dani Kollin, Dr. Joshua Sharfman, Jewish ethicist, Dr. Alex Fax, who works with computer systems, and Ms. Kim Filchak, science-fiction enthusiast.

Starting off with Mr. Kollin, the students learned about how robotics can be used in science fiction. This gives a representation of how imagination can create tomorrow's robots. Mr. Kollin prefers not to consider himself associated with robotics, but with Artificial Intelligence (AI) and the stories it can create. He doesn't work with AI, but loves the psychological effects it can have on stories and on readers. Unlike several technology-savvy inventors, Mr. Kollin believes that technology doesn't change everyday life in terms of parenting. He says, "Parents will find any excuse to distract their kids however they can. From generation to generation." He feels that of course, technology has had a huge impact on day-to-day life, but in terms of at home, it's just another tool that can be used to distract kids. After learning what robotics could be used for, the kids got to hear about the ethical dilemmas that robots can face.

Dr. Sharfman, who holds a PhD in business, taught the kids about the Jewish ethical perspective of Isaac Asimov's 3 laws of Robotics. He gave some examples from Isaac Asimov's many short stories, and how humans could combat these laws, and use them to their advantage. As for technology's impact on life, Dr. Sharfman points to Asimov's "The Feeling of Power," set in a dystopian future where humans forget basic skills needed, as the robots can do that for them. He says that we have already lost some of our skills, as he responded, "One of the risks of technology is that young men and women do not learn the fundamentals. We're accustomed to Googling information rather than using primary research skills." Despite this, he believes that what Mr. Kollin said is somewhat true. However, he defines "distract" as a way to redirect towards discovery, which a tablet certainly can do. Then, the kids learned about the new advancements in technology and what exists out in the open today.

Dr. Fax, the father of Hillel alumnus Neima Fax, holds a PhD in control systems, and works on military projects for the United States. He showed the kids amazing examples of technology in today's world, such as a Roomba or IBM's Watson. He also helped show the students think about the definition of a robot. Unlike Mr. Kollin and Dr. Sharfman, Dr. Fax believes that parenting has encountered new challenges thanks to technology. When asked, he responded, "It's a lot harder to be a parent with technology. There were no iPads, no cell phones, no social networks, and kids had a lot of freedom 30 years ago." Dr. Fax sees new difficulties in being a parent, with new things to take away from the kids, as well as children having more privileges than 30 years ago. Finally, the students heard another view of science fiction, and the evolution of robotics.



Ms. Filchak talked to the students about the history and evolution of robotics, as well as what we think of science-fiction. From the Millennium Falcon to the TARDIS, she gave examples of space travel through robotics in popular culture, and how it has evolved from Jules Verne's idea of a submarine. She feels that technology has evolved differently from our expectations, especially from the near past. Technology has evolved, from the simple Roomba to the complicated idea of an android, a nearly unbreakable robot. Thanks to Dr. Glass, all of these wonderful teachings were brought to Hillel, from 2nd Grade to 8th Grade. These kids, from age 7 to age 13, all learned about the future of robotics and what it could become. Any of these students could easily become the future and the foremost authority in robotics, with their inspirations from an assembly in the library at Harkham Hillel Hebrew Academy.

## Isaac Asimov's Three Laws of Robotics

Daniel Nazarian, 4th grade

Daniel Nazarian uses his own words to state Isaac Asimov's Three Laws of Robotics.

1. A robot can't injure a human even if the human says to kill him. Also, a robot can't hurt the human, even if he wants to hurt the human.
2. A robot must do anything a human says except if it breaks the first law.
3. The robot must not do any harm to itself except if it breaks the first or second laws

Shlomo Bookstein, Hilly Nachimson and Elijah Stern, middle school students, discuss their thoughts about robots.

Shlomo feels that robots are useful for saving lives, such as for surgery as well as for performing dangerous work such as mining and drilling. He believes that robots should not be used by countries for war because no side will ultimately win. This is because there is no end to the number of robots that can be utilized and no emotion would be involved when robots get destroyed.

Hilly sees robots performing jobs that humans can do, but are dangerous and repetitive. He visualizes robots being used for transportation as well, such as self driving cars and teleportation. Hilly is concerned that high use of robots may lead to a loss of jobs and that our economy would be impacted.

Elijah feels that robots are useful in factories for repetitive and heavy work. He expects robots will be used for teaching in the future yet is concerned that people will lose their jobs. He is concerned that it will be more difficult for people to make a good living because their jobs will be performed by robots.

## How are Robots Used Today?

Leah Cohen, 4th Grade

Robots are used today in good and bad ways. For example, a good way would be X-Ray machines. X-Ray machines help doctors and dentists to help you. An example of a bad way robots can be uses is a machine gun. Machine guns are meant for killing. Killing is a bad thing. In the future, robots will be used for all sorts of things: flying cars, surgeries, maybe even flying wheelchairs! In the future, I believe, lives will be better because of robots.

## What is Science Fiction?

Discussion with Shalva Kaplan, Emunah and Bracha Garmaise, Dorin Rabbanian, Gabriella Gomperts and Adina Kurzban

Science fiction is a genre that involves fiction and science. It may contain themes that involve science in the future, machines, flying objects, time travel and space and exploration. While the stories may never happen, the point is that they could happen in the future. Note: science fiction is not magical. Authors write about "What if" and how something could be in the future and warn about what could happen as a result.

Here are some questions we will continue to address:  
Why would we create something that could hurt us later on?  
Can the role of robots hurt us in the future?

## Science Fiction Exhibit at the Ronald Reagan Library

Eli Schwartz and Parker Gruenbaum, 4th Grade

There is a robot exhibit at the Ronald Reagan Library.

Some of our favorite parts are:

- A hoverboard from Back to the Future that still has Marty's sneakers.
- A dinosaur in a glass enclosure and a nest of egg-shaped rocks. You control a robotic arm to try to get the eggs without the dinosaur catching you.
- A part of the museum was dedicated to toilets of the future. The waste will be filtered into clean water and can be used at the sink.

We recommend this exhibit, but realize that anyone under ten years old can't use the VR headsets.

Left: Eli Schwartz, Parker Gruenbaum and Hanna Schwartz at the Ronald Reagan library's Science Fiction exhibit.



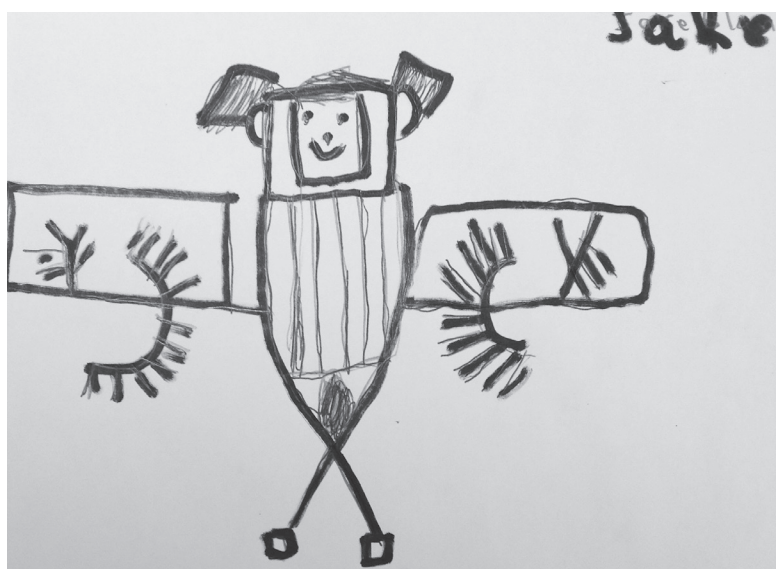
## The Milken Community High School's Award-winning Robotics Team Visits Hillel

Rami Melmed and Isaac Herskovitz, 5th Grade

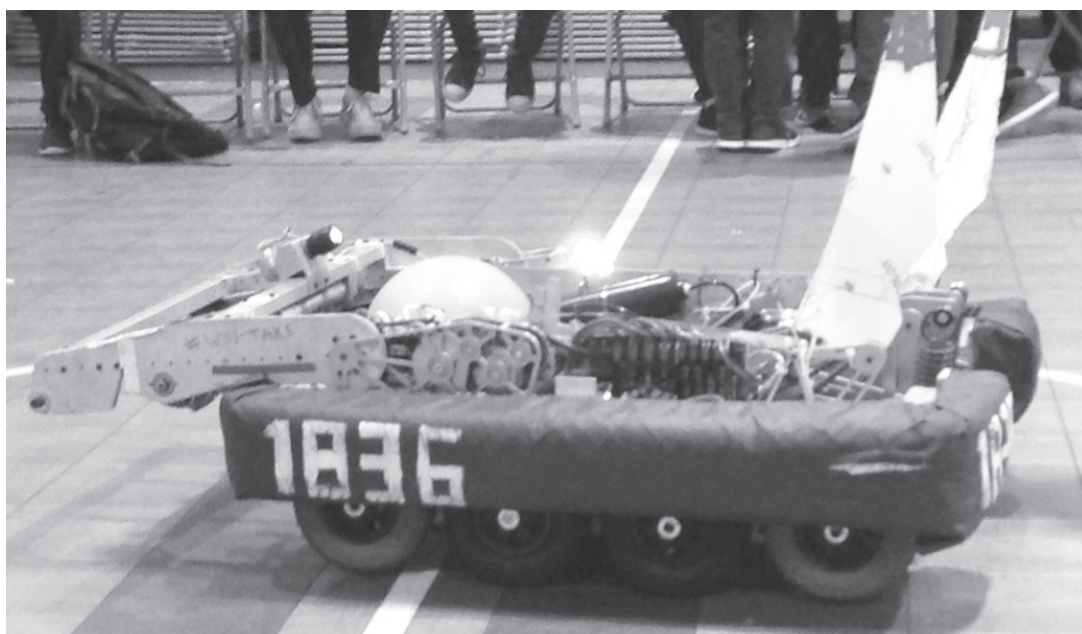
Each year, Milken competes in a robotics league. They have made it all the way to the international championship. Annually, the robot has to do a different task. Last year, they had a medieval castle set, and the robot had to do a number of things, including throw a ball into castle windows, go past various obstacles and scale a wall. In the first couple seconds of the competition, the robot is driven by itself, and for the rest of the competition, there is a human driver that can make or break the results.

Milken has an excellent robotics reputation. They have won third place at a prestigious robotics competition. The Milken robots don't have names like Horsie-Man, Blowtorch, Yeti, or Mr. Donald J. Trump, as you would see on BattleBots, or other Robotics competitions. The robots are known by numbers, such as 5438, 649, or 1886. The robot pictured has a 'serial number,' which is 1836.

First, we were introduced to the members of the team. Zev Melmed, Rami's brother, builds robots and he has been on the team for three years. We were very inspired by the robotics team because we never knew that teenagers could build such sophisticated robots. This makes us hope that one day we will be on such an amazing robotics team as the Milken Knights.



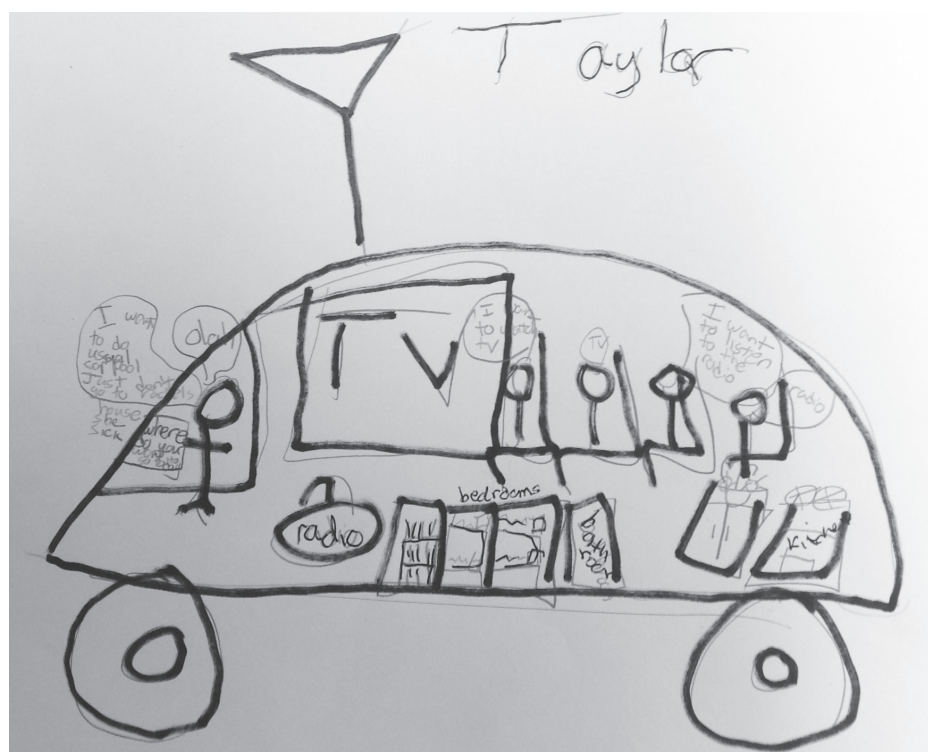
Jake Blank, second grade, describes a robot he invented (pictured above): This robot has armor on his stomach and wings so he can fly around the world. He protects people from harm by going in front of them. His armor absorbs the bullets. He has warning senses near the ears.



## Traveling to Mars Jonathan Dayani and Matan Zadeh, 4th Grade

Let's go to 2031! Do you want to go to Mars? Well, if yes, come with us. Now we are in the spaceship. It takes 8 months to get to Mars. To eat you have 2 choices. 1. A tube filled with air that tastes like anything you want. 2. Let's take a 3D printer and print a hamburger! After you go the bathroom you use the same water to wash your hands! Gross? No, the water is clear because it is filtered. Need to fix something? Use a 3D printer. What to wear? Try an inflatable body suit.

Left: Taylor Gruenbaum, second grader, designs a robot of the future as part of the science fiction unit with Dr. Glass.



The drawing is a self-driving car that you tell what to do and it does it. It has a submarine to protect the car, a satellite to connect to the TV and radio, bedrooms, bathroom and kitchen. You can live in it but it isn't a RV because it is also a submarine with propellers in the wheels so you move in the water.

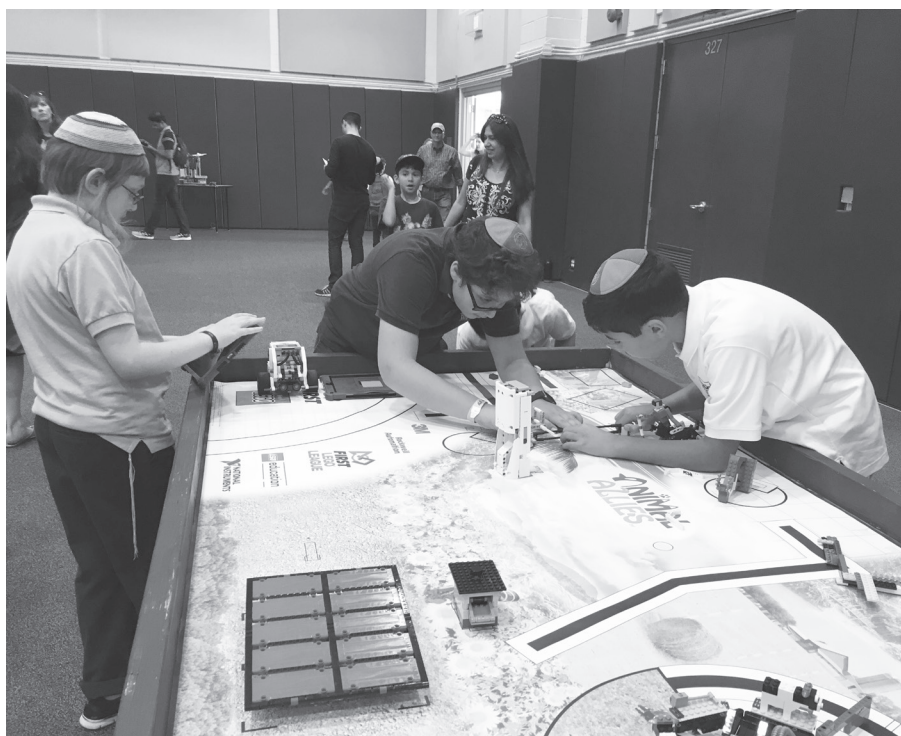
## Lego Robotics Elective and Robotics Competition

### Benjamin Sarir, 6th Grade

Robotics was a challenging elective from the beginning, but as we moved on we learned more and it became easier. We had our first meeting after the students decided which elective to choose. This year's theme for the robotics elective was Saving the Animals. Hillel had two teams of seventh and sixth graders competing. Our sixth grade team had about 10 boys, and the seventh grade team was about 5 boys. We had our team leader and teacher Mr. Barkai helping us with our Lego work and social work. What I mean by social work is when our team got in arguments or someone didn't have something to do, Mr. Barkai would help us find a job for that person so that everyone could be working happily.

When we first started, we needed to build Lego sets to practice the challenges. Once we finally finished building all the Lego sets, we got to program the Lego robot, which we also worked with for the rest of the time. In my opinion, the programming was the best part. We used a special app on the iPads to create the right pattern to match the challenges. For the challenges we had to get the robot to go through a special path to accomplish its objective without hitting other objects in the way. We had to make a project on helping animals and think of a product that would do this.

When we went to the Robotics competition in November, aside from the challenges, we showed two judges our presentation. There were different judges too, asking us questions about how well we worked together and how we programmed. When we finally started doing the challenges against other teams, we were in a large gym with lots of judges, competitors and friends and family. At the end of the competition, they gave trophies to teams that won the meetings with judges and to the winners. What was nice of them was that they gave everyone medals, even those who did not win. I had a great time during this year's Lego robotics elective with my team and I'd like to give thanks to Mr. Barkai for leading us to an awesome time.



Left: Sixth graders hard at work at the Robotics competition.



Right: Seventh grader Jake Wainburg focuses on a robot.

## Pre-1 Fall Harvest Unit

Throughout the fall season, Pre-1 students studied fruits and vegetables to prepare for their first field trip to Underwood Farms. On the farm, they picked a variety of fall crops and learned that some fruits and vegetables grow below the ground, while others grow above. Pre-1 students used a variety of skills, such as predicting, observing, cutting and pasting, measuring, floating and sinking, and sorting. They used their senses to touch, feel, smell, and taste these various fruits and vegetables. Students captured their learning experience using iPads. (Continued on next page).



Left: Liat Fisch explores Underwood Farms.

Right: Aaron Azeroual and Jace Roshan collect produce as they explore Underwood Farms.





## Pre-1 Fall Harvest Unit

Students also learned the Ha'etz vs. Ha'adama Brachot. They participated in a pumpkin investigation, played Fruit and Vegetable Bingo, measured squash, wrote poems, and performed a sink or float experiment with pumpkins. Students learned that not only is a pumpkin a type of squash, but it is also a fruit!



### Vegetable Poem By the Pre-1 students

Carrots, onions  
Parsnips. Kale -  
If you'll come help me  
We'll soon fill the pail  
Peas in the springtime  
Pumpkins in fall  
Beans in the summer -  
Food for us all.



## ארכאולוגים: "מצאנו את תיבת נח"

Jacob Hoenig, 7th Grade

הארכאולוגים מצאו אונייה גדולה על הר אררט. הם חשבו שזאת תיבת נח. הם ראו את התיבה בראדר ולא נכנסו כי הם פוחדים שאולי הם הורסים את התיבה. הם חשבו שזה תיבת נח כי יש שלש קומות כמו מה שכתוב בתורה. היו חדרים, היה חלון, והייתה דלת. הם חושבים שהאונייה בת 100,000 שנים! הארכאולוגים מתרגשים וחושבים שהם מצאו את תיבת נח.

הר אררט הוא הר גבוה בין טורקיה לאירן. יש שם שלג וקר. הארכאולוגים מאוניברסיטה בטורקיה וכל העולם עובדים בחפירות בהר אררט. שם הם אומרים שמצאו את תיבת נח.



## Part 1: Space Exploration Sam Mackler, 5th Grade

The National Aeronautics and Space Administration or "NASA" was founded on July 29, 1958 by President Dwight D. Eisenhower. Although most of us were not even born yet, the 1st space mission with a person was on April 12, 1961. The Russian cosmonaut (a Russian astronaut) Lt. Yuri Gagarin was the first man to orbit the Earth in Vostok 1. His flight lasted only 108 minutes and he circled the Earth at an altitude of approximately 202 miles. Rushing not to be too far behind, America first traveled to space less than 1 month later. On May 5, 1961, Alan B. Shepard Jr. was launched from Cape Canaveral in Florida in the Mercury Spacecraft Number 7. He flew at an altitude of approximately 132 miles and traveled only 302 miles. Less than one year later, John Glenn became the 1st American to orbit the Earth on February 20, 1962. This was called the Friendship 7 mission. Eight years later, Neil Armstrong made his famous moon walk on July 20, 1969.

You may be surprised to learn that there were actually 14 Jewish space travelers! The 1st was the Russian cosmonaut Boris Volynov who flew in the Soyuz 5 mission in 1969. The most recent was the American astronaut Greg Chamitoff who flew the STS-134 mission in 2011. In fact, there was even an Israeli astronaut named Ilan Ramon. Sadly, he perished in the Columbia disaster on February 1, 2003.

The next manned mission to space is scheduled for this coming March and will include both American astronauts and Russian cosmonauts who will be traveling to the International Space Station. NASA has been working on projects for Mars, Jupiter, even Saturn!

Today, a private company called SpaceX founded by Elon Musk is working hard to build new advanced rockets and spacecrafts. SpaceX's rockets help support NASA and send materials to the International Space Station. Mr. Musk's goal however is to help people explore and live on other planets.

## Hillel Students Participate in Mock Debate and Election

Sophia Ratner-Stauber, 7th Grade

This year was the year we elected a new president, which means that there is a lot of discussion. The debates, campaign and election and were on everybody's mind. Even people who aren't voting, like students. That is why we had a mock election at Hillel. We do a mock election in election years, every four years. This year, Hillel added a little twist: we had a debate and a mock election. Rather than just having a mock election and not knowing what both parties stand for, we had a debate where the 8th graders elaborated on the opinions of the Republican Party and the Democratic Party.

At Hillel, all students in middle school learned about the election process. In 7th grade, we learned about the Democratic and Republican parties. The 6th graders learned about the process of the election, and how to run for president. In 2016, Donald Trump and Hillary Clinton were both candidates for President. Donald Trump was the Republican candidate and Hillary Clinton was the Democratic candidate. On Tuesday, November 8, every American citizen had an extra weight on their shoulders, waiting to figure out who their president would be for the next four years. All citizens of America went to the polls. Later that evening, the winner was announced and Donald Trump won. Donald Trump won 290 electoral votes, while Hillary Clinton won 232 electoral votes. Donald Trump will be going into office January 20, 2017 as the new United States President.

Hillel's debate this year featured five 8th graders representing the Republican Party: Rebecca Cohen, Liel Moyal, Uri Cohavy, Joey Blumofe, and Shmuel Kligman, and five 8th graders representing the Democratic Party: Ze'ev Remer, Yaelle Shink, Sarah Nachimson, Liam Abucasis, and Gabby Bentolila. Mr. Mangione helped the students prepare for the debate. Each of these 8th graders discussed one of the following questions, which were provided to them beforehand, in a two-minute presentation: Should the National Security Agency (NSA) continue to collect phone and email metadata on US citizens? Should any federal taxes be increased? Does the Black Lives Matter movement benefit America? Should the United States continue to build a fence/wall along the US/Mexican border? Should healthcare be an American right? An 8th grader from each party answered one of the questions above in their opinion, according to their party. There were two moderators to present questions to the Republican Party and one to the Democratic Party. The two moderators were Elijah Feldman and Rena Harkham. There were also Secret Service agents who stood by the entrances and exits, keeping the debaters and the viewers of the debate safe. Because the 8th graders represented either the Democratic party or the Republican party during the debate, their presentations helped middle school students choose who they wanted to vote for.

In addition to the middle school debate, Hillel held a mock election for the entire school. The actual voting took place in the Beit Midrash. Each student had his or her own private voting station where everyone was able to vote for the president they would like to win. The students also voted on two propositions. One proposition asked about banning plastic bags due to their negative impact on the environment, and the other proposition asked about adding two extra dollars to tax for cigarettes.

The mock election and debate were both a huge success and the students enjoyed these programs very much. Hillel's student body was proud to participate in politics and to make their voices heard.



Left: This year's eighth grade held a mock debate in honor of the election. During the debate, eighth graders presented their views about issues and situations that are talked about worldwide. The students also had the task of presenting their positions within the guidelines of their political parties. Secret service agents stood by to keep everyone safe.

## Unbelievable and Amazing, But True: A Story About American History Tamar Scheinfeld, 5th Grade

There are 7.4 billion people in the world. Many of them have grandparents who were born in the 20th century (the 1900s) and a few have grandparents born in the 19th century (the 1800s). Amazingly, there are two men whose grandfather was born in the 18th century (the 1700s)! Meet Lyon Gardiner Tyler Jr. and Harrison Ruffin Tyler, who are still alive and who are the grandsons of the 10th president John Tyler who was born 1790.

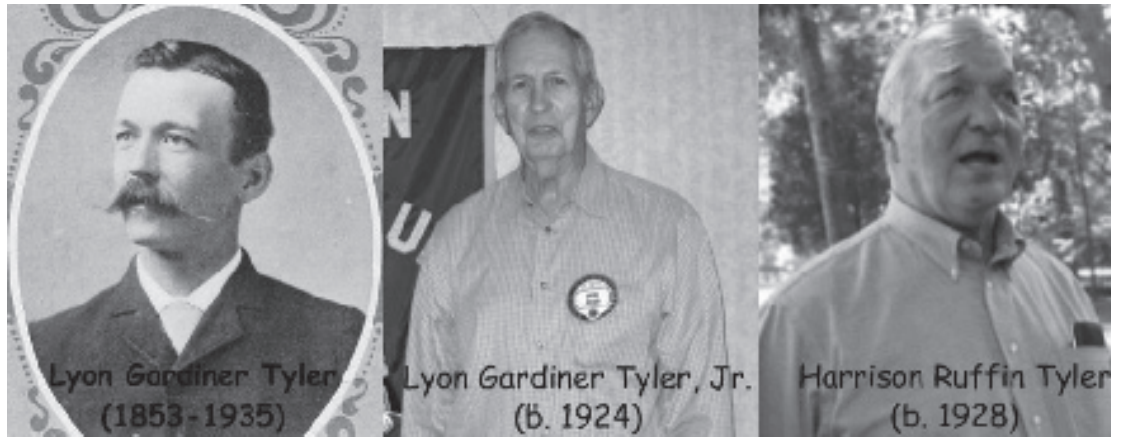
John Tyler was born less than a year after George Washington became our 1st president. He was elected vice-president in 1841 and he became president after President William Henry Harrison died from pneumonia. John Tyler's biggest achievements as president were opening diplomatic ties with China and welcoming Texas into the Union.

He also had 15 children. One of the children was born when John Tyler was 63. His name was Lyon Gardiner Tyler and Lyon had sons at ages 71 (Lyon Jr.) and 75 (Harrison). And they are still alive today even though their grandfather was born 226 years ago.

Even though 175 years have passed since John Tyler was sworn in as president, his grandsons are unbelievably and amazingly alive today. They are the closest link to the founding of the United States of America, a time when George Washington, Thomas Jefferson, and John Adams were still alive.



Left: President John Tyler.



## Presidential Word Search Batsheva Scheinfeld, 3rdGrade

### Presidents

### Word List

### Bonus Question:

What do all these presidents have in common?

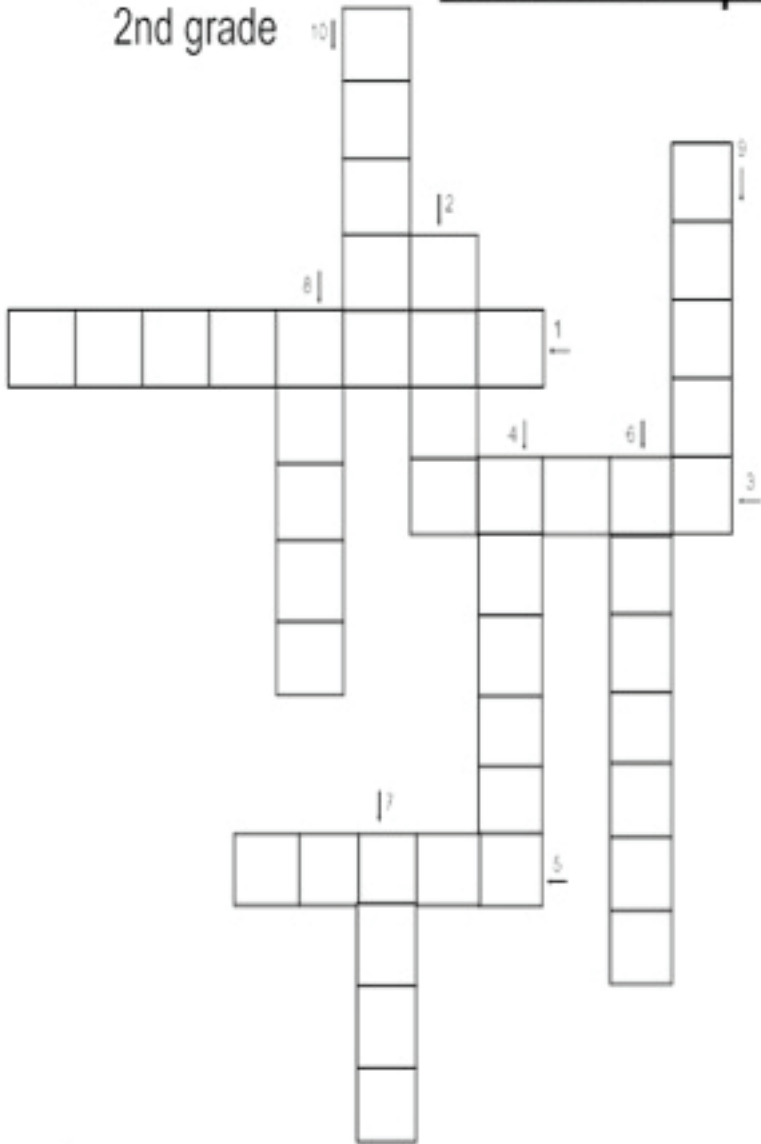
Answers to word search and bonus question can be found on p. 37.

K	E	N	N	E	D	Y	W	I	L	S	O	N	Q	E
I	O	F	M	C	L	I	N	T	O	N	D	I	E	P
K	S	P	R	R	O	O	S	E	V	E	L	T	Q	C
S	M	L	Y	F	D	D	O	P	O	L	K	T	W	L
B	C	J	V	K	P	D	I	X	D	T	G	Q	R	E
U	U	B	A	A	S	G	V	Q	E	R	O	C	H	V
W	D	C	V	C	N	A	I	U	W	U	N	A	J	E
C	J	E	H	J	K	B	V	E	U	M	X	R	G	L
Q	D	O	X	A	F	S	U	P	X	A	O	T	B	A
A	P	C	H	Z	N	N	O	R	I	N	W	E	Y	N
O	H	H	L	N	J	A	R	N	E	E	A	R	Y	D
A	E	D	G	Y	S	I	N	X	C	N	R	W	A	J
F	U	S	I	E	V	O	J	U	Z	W	R	C	X	S
K	C	G	B	O	J	Q	N	Y	D	L	D	I	E	T
S	U	X	K	C	O	B	A	M	A	N	A	P	F	I

J	O	H	N	S	O	N		
T	R	U	M	A	N			
P	I	E	R	C	E			
V	A	N	B	U	R	E	N	
C	A	R	T	E	R			
K	E	N	N	E	D	Y		
P	O	L	K					
B	U	C	H	A	N	A	N	
O	B	A	M	A				
C	L	I	N	T	O	N		
C	L	E	V	E	L	A	N	D
R	O	O	S	E	V	E	L	T
J	A	C	K	S	O	N		
W	I	L	S	O	N			

By: Ariel Kohan  
2nd grade

תשבץ-יום הולדת



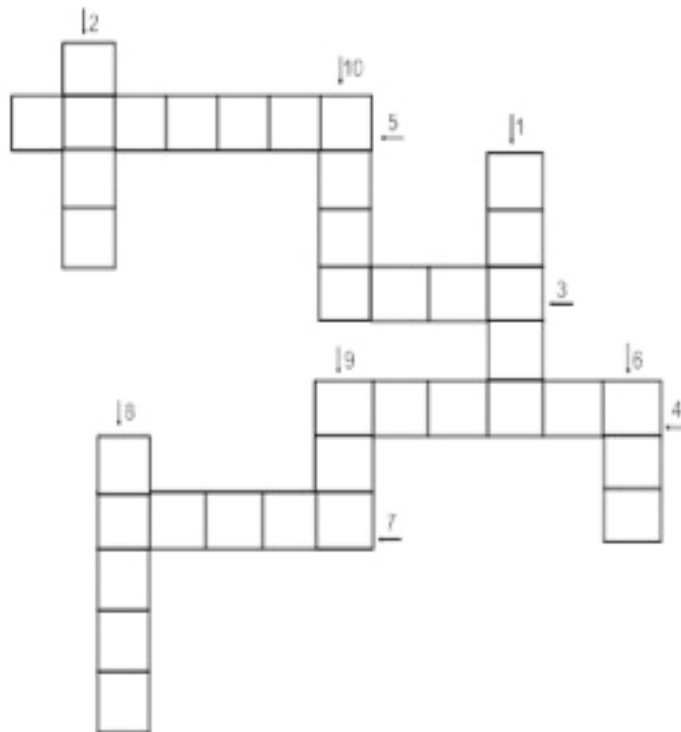
- 1 עושים לי מסיבה בשביל ה...
- 2 אוכלים אותי במסיבות יום הולדת
- 3 מילה נוספת לחגיגה
- 4 מנפחים אותי לכבוד היום הולדת
- 5 מקבלים אותם מהחברים ומשפחה ליום הולדת
- 6 אוהבים לאכול אותי על העוגה
- 7 שמים אותי על העוגה
- 8 שולחים אותי לכל החברים כדי שיבואו למסיבה
- 9 אוהבים לרקוד איתי
- 10 מזמינים אותם למסיבת יום הולדת



מחסן מילים:  
בלונים / מתנות / עוגה / יום הולדת / חברים / מסיבה / הזמנה / שירים / נרות / סוכריות

By: Brooke Barak  
Olivia Wintner  
3rd grade

תשבץ-הטיול



- 1 שמים על הגב בטיול
- 2 שמים על הראש
- 3 לובשים כשקר
- 4 שמים על הרגליים
- 5 אנשים נוסעים ב\_\_\_\_\_ לטיול
- 6 הוא לוקח את הילדים באוטובוס
- 7 הוא יודע הרבה שירים וסיפורים בטיול
- 8 בטיול אנחנו שרים באוטובוס
- 9 אנחנו שותים הרבה בטיול
- 10 אנחנו אוכלים כשרעבים

מחסן מילים:  
מדריך / מים / נהג / תרמיל / מעיל / אוכל / שירים / כובע / נעליים / אוטובוס

By Rivky Kaplan  
3rd grade

תפזורת - הטיול

מ	י	ר	ז	ו	ח	ב	ר	נ	ל	ע	א	ס	ב
ש	ו	ה	ג	ל	נ	א	א	ה	ק	י	ל	ר	ק
ק	ת	מ	י	מ	ו	ד	ק	ת	ו	א	נ	פ	ב
פ	ר	ע	ו	ח	ס	כ	ס	ר	ו	ל	ר	ד	ו
י	מ	י	צ	ג	ע	ב	ה	מ	ע	ב	ה	ג	ק
י	ד	ל	א	ע	א	א	נ	י	כ	י	ר	ד	מ
מ	י	א	י	ז	ו	ס	ז	ל	ו	ב	מ	ת	י
ל	ז	ק	מ	כ	ט	ו	ד	ק	ב	נ	ד	ב	מ
ח	ק	ו	ל	י	ו	ר	י	כ	ע	ה	כ	ו	נ
ק	א	כ	ו	ז	ב	ל	א	ל	ת	ג	ר	ש	ר
ג	י	ל	ר	ה	ו	ו	י	כ	ס	ק	ט	נ	מ
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- תרמיל
- נהג
- יותר מדי
- חוזרים
- יוצאים
- לוקח
- אסור
- בקבוק מים
- משקפיים
- מדריך
- ילדים
- טיול
- נוסע
- אוכל
- נעליים
- כובע
- נאות קדומים
- אוטובוס
- מעיל
- כבד

By: Maddie Bernstein  
2nd grade

תפזורת - יום הולדת

י	כ	ט	ת	מ	י	ק	ג	ל	ב	ה	נ	מ	ז	ה
ו	פ	א	ג	ה	ה	ג	ו	ע	ס	ד	ג	ס	ש	ו
מ	ל	ש	ו	ק	ה	ב	מ	א	ב	ק	ו	י	ע	ל
ה	מ	י	ר	י	ש	ג	ח	ת	מ	כ	פ	ב	י	ש
ו	י	ש	ד	ס	כ	ע	נ	ב	ר	ח	א	ה	ט	ו
ל	פ	ת	ל	ו	ה	ח	ד	י	ז	ג	ד	ס	א	ק
ד	י	י	נ	מ	י	נ	ו	ל	ב	ת	ז	ו	ר	ו
ת	ט	י	ט	נ	ר	ר	ד	ג	א	כ	מ	ב	ל	ל
ר	ח	ה	פ	ו	ד	ל	ט	י	ע	ל	ז	ש	נ	ד
ל	א	צ	ת	ת	ו	נ	ת	מ	י	ד	ו	ק	י	ר

- מסיבה
- חטיפים
- ריקודים
- שוקולד
- בלונים
- סוכריות
- שירים
- הזמנה
- אוכל
- עוגה
- נרות
- מוסיקה
- מתנות
- יום הולדת
- שתייה
- ילדים

## Paralympics

Sara Adatto, 7th Grade

Imagine being an amazing athlete one day, and then the next, not being able to compete in your favorite sport or activity. The Paralympics are an amazing opportunity for people like this. They are able to compete with people just like them and have the same Olympic experience as others.

The Paralympics are multi-sport events created especially for athletes with disabilities. These events include everyone: people with mental as well as physical disabilities. To become a Paralympian, you must also have the same skill, mental focus, fitness, and other qualities of Olympians. The fact that Paralympians are treated equally to Olympians excites most athletes because they do not want to have special treatment due to their conditions.

The Paralympics have come a long way since they first started in 1948. The idea came from a Jewish man named Sir Ludwig Guttmann. The first Paralympic Games took place on the grounds of a hospital with only eight competitors. Archery was the only sport in the Paralympics. After more years, more sports were added to the Paralympics. Now, there are a total of 22 sports and 526 medal events in the summer Paralympics. The winter games include five sports and 72 medal events, but the numbers and events change from year to year.

Many Israelis have participated in the Paralympics. The reason for the big number of Israeli Paralympians is that many of them get injured in war. After their accidents, these soldiers are still young and strong, the perfect fit for a Paralympian! These events are a great opportunity for soldiers everywhere. It is a chance for them to use all of their skills to compete.

This year, Hillel has started a new program called Character Counts. It is meant to teach students to have good values. Not only can we use these values in school, but we can also apply them to almost everywhere else in our life. Many of these characteristics apply to the Paralympics too! The fact that the disabled are included in these events too shows signs of fairness, yoshar, and caring, ahava. The Paralympics lets people know that we care whether they get to participate or not. Also, we see that our communities supported the decision to start the Paralympics and help it grow to where it is today, which shows that the people have the value of citizenship, Kehillah.

Sources:

Wikipedia

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## The Chicago Cubs Win the World Series!

Abigail Kestenbaum, 5th Grade

This year, the Chicago Cubs won the world series for the first time in 118 years! This was also the first time they have been in the World Series for 71 years. The last time they were in the World Series was 1945. This season was a very exciting season for the cubs.

The Cubs went to the World Series against the Cleveland Indians. The game was filled with so much tension, especially when there was a rain delay. Also, the Cubs and the Indians were tied at one point because the Indians scored two runs. It was a crazy game. In the end, the Cubs won and everyone was so excited. Throughout the game, people were standing outside Wrigley Field (the Cubs stadium) watching the game together. Articles in newspapers were published and at the game everyone was screaming and going crazy. My whole family was so excited and my cousin who works for the Phillies got my grandpa and my uncle tickets to the game, so they were there and they sent us so many pictures. It was an amazing historical night that will be remembered forever.

## משחק כדורסל - מי אוהב לשחק כדורסל?

Leah Cohen, 4th Grade

אני ואביטל משחקות כדורסל בחוץ. אני אוהבת לשחק עם אביטל היא קולעת הרבה סלים. אני גבוהה אבל אני לא רצה מהר. בסוף השבוע יש לנו משחק כדורסל. אני רוצה לקלוע הרבה כדורים לסל, אני רוצה לנצח!

## Olympians Behind a Magen David

### Shmuel Kligman, 8th Grade

You've probably heard something about the Olympics, whether from Michael Phelps tying Leonidas of Greece for individual gold medals, or Ryan Lochte's fake robbery story. But despite all the records broken for the USA, from first vault gold (Simone Biles) to first African-American woman to win an individual swimming gold (Simone Manuel) to a 2nd straight decathlon win (Ashton Eaton), the Israeli Olympic team made headlines this year.

This year, with 41 athletes competing for Israel, the country broke its personal record of the most athletes competing in a single games. With 7 medals in their history, they were excited to add to that number. However, the bus to the Olympic Stadium caused some tension between Israel and Lebanon. As the Israeli team started to pack their bags onto the bus, the Lebanese flag bearer blocked their path. He told them to board a separate bus, as political tensions sparked once more at the beginning of this sports event of the year. As the International Olympic Committee (IOC) checked the remaining buses that had not left, the Lebanese team urged the Israeli team to quickly move so as not to make a scene. The IOC appeared by their bus and quickly discovered the problem. Israel ended up boarding a different bus, much to their chagrin. And so, the games began.

After the opening ceremony, history was made once more. For the first time, the Israeli athletes murdered in the 1972 Berlin Olympics were finally remembered in a memorial ceremony in the Olympic village. Germany had not hosted the Olympic games since 1936, and was trying to rid the Nazi idealism from their image. However, in 1972, 11 Israelis and 1 West German police officer were killed by a terrorist group known as Black September. Before the games, a forensic psychologist was hired to devise 26 possible scenarios of terrorist attacks in order to prepare to defend the Israeli athletes. Scenario 21 accurately depicted the attacks, but was not defended like the others, as it was considered to destroy the purpose of the games. After 1972 came the boycott of 1980, in which the Olympic games were hosted in a socialist country for the first time: Russia. During the reign of the Soviet Union, Moscow had won the right to the Olympics over the United States. This prompted a huge boycott of many nations--including Israel--to not participate in these games. Israel has participated in every games since. Now, back to Rio.

After a week of competition, Israel had still not won a medal. However, in the men's 73kg judo, Sagi Muki narrowly lost in the semifinals and did not win the bronze medal. That bitter disappointment for Israel was quickly diminished, as Yarden Gerbi won bronze in the women's 63kg judo. The bronze was Israel's 2nd in history and 8th medal overall. The very next day, Ori Sasson won a 2nd bronze for Israel, in judoka. En route to winning the bronze, he faced Egyptian athlete Islam El Shehaby. After a close match, Sasson won the match, and extended his hand for a handshake. However, El Shehaby backed away from the friendly gesture, and walked from the match without bowing, as common judoka etiquette says, despite Sasson bowing to him. IOC staff brought him back to the match, for the sake of respect for each other to bow. El Shehaby was to be punished by the IOC, but after the match, he announced his retirement. He was sent home before the closing ceremony for unsportsmanlike conduct by the Egyptian Olympic team. His actions were booed by fans, and looked down on by the media. Sasson then went on to the semifinals, where he sadly lost, but won Israel's 9th medal.

After an eventful 2016 Olympic Games, Israel returned with 2 bronze medals to add to their collection. The Rio Games were a success for Israel, with 2 bronze medals, a close 4th place finish, and a ceremony in honor of the victims of the 1972 Berlin Games. With the most competitors for Israel in their history, it's no wonder that they made such an impact on these games.

## Aly Raisman: U.S. Olympic Gymnast

### Nicole Kahen, 7th Grade

Aly Raisman is an American Olympic gymnast who also has a Jewish heritage. She has won two gold medals and a bronze in the 2012 Olympics in London. At the 2016 Olympics, she won a gold in a team event and she also won a silver medal in the individual all-around and for floor exercises. Aly also grew up in a reform Jewish home. At the 2012 Summer Olympics, she performed to the Israeli song, "Hava Nagila." According to Aly, she chose that song at that time because people could clap along to it. In addition, she dedicated her routine to the 11 Israeli Olympians who were murdered by Palestinian terrorists at the 1972 Summer Olympics in Munich. Clearly, Aly Raisman is proud of her Jewish heritage.

Aly Raisman started gymnastics at an early age. Aly helped the U.S. Gymnastics team win at the 2011 World Championships. The following year, she won two gold medals at the 2012 Summer Olympics in London, one in the gymnastics team competition and the other in the individual floor exercise, as well as a bronze medal for the beam. During Aly's early life, she started learning her sport not long after she began walking. In an interview with USA Gymnastics, she said, "I was two years old when my mom put me in mommy and me classes. I always had a lot of energy so it was perfect fit!" She made the U.S. Olympic women's gymnastics team in 2012. She stated, "Making the team was a dream come true." The 18 year-old gymnast was elected as the team's captain. She uses her middot inside and outside of her career.

## Ryan Lochte's Olympic Antics

Shmuel Kligman, 8th Grade

A man with white hair, though he was not old, lied to Brazilian police about a robbery. The night before, he and four friends had won gold medals in swimming. This man is Ryan Lochte, a US gold medalist in the men's 4x200 relay. After winning, he and his teammates went to the France House and celebrated. However, the trouble began when they left.

According to Lochte, they called a cab to drive them back to the Olympic Village at around midnight. But they were pulled over by a man with a police badge, who told them to get out of the car. He pointed a gun at them and told them to get on the ground. Lochte allegedly had no reason to get on the ground, until the man brought the gun to his head and cocked it. Then, the Olympians turned over some cash, and the man left. He told this to his mother, who contacted NBC immediately and relayed the story. When NBC asked Lochte, he once again said this story. They asked his teammates, who said that there was more than one man, and the men did not steal anything else. In addition, Lochte said he could not remember the color or model of the cab.

Before the Olympics in Rio, crime was a serious problem for officials and athletes, so Lochte's story about a fake policeman robbing him was like a slap in the face to Brazilian police. The police brought him in for questioning along with his teammates. After the questioning, Lochte was interviewed by NBC again, this time changing his story slightly. Instead of being pulled over, he said that he asked the driver to pull into a gas station for them to use the restroom. As they began to come out of the station, the Olympians were mugged. In addition, rather than having the gun pointed at Lochte's head, he said that the man pointed the gun in his general direction. Then Brazilian officials realized he could be lying. They took Lochte's teammates off of a plane to the US and seized their passports. Lochte had already made it to the US, so officials asked the US to send him back for punishment. The US Olympic team tweeted that his actions do not represent the Olympic spirit or the American mentality and when the team returns, Lochte will be punished.

Officials looked at security camera footage, Snapchat stories of the swimmers, and asked the gas station owner as to what happened. One important video is the footage of the swimmers returning to the village. They all are smiling and laughing, which does not seem like the way one would act after a robbery. In addition, they take their wallets out and their watches off to get through the metal detector, which a thief surely would have stolen.

Continued at right.

## Equine Athletes

Shmuel Kligman, 8th Grade

They eat plenty of food, and have a trainer monitor their diets. Unlike other athletes, they get to keep a flag of their country outside of their room to show their patriotism. Their water is modified with electrolytes to make it taste the same no matter where they are. They come two weeks before the competition to beat the jetlag before they compete. No, it's not Olympic swimmer Michael Phelps or any other veteran: it's the Olympic horses. The horses, along with the USA men's basketball team (vacationing on a cruise ship), have the best lodging in Rio de Janeiro.

Each horse gets its own trainer, two groomers, and one jockey. Their water contains added electrolytes so that during travel and at the competition, their water tastes the same as at home. Flags are considered dangerous in front of the human rooms, due to fire safety. If you consider it slightly ridiculous, consider this: there was a false fire alarm in the Olympic village, at the same time that American gymnast Simone Biles was creating a Snapchat story with her gold medal. As the fire alarm went off, she quickly grabbed her medal, and ran out of the village, snapping the entire way out. The horses (no, they don't have social media), on the other hand, do not have this problem, as all their stalls are on the ground rather than on different floors. Their stalls also have more hallway room.

The constant problems with water, crime, and living spaces for Rio de Janeiro are no problems for the horses, as they get better living spaces than their jockeys. We can only assume that PETA approves of this. This luxury treatment of the horses paid off for the USA, as they won a silver medal in team dressage. After a successful win for the horses, they head home, without their jockeys, who celebrate at the closing ceremony. This luxury treatment continues in the US after the Olympics, and they may continue racing.

The second important piece of evidence is Ryan Lochte's Snapchat story, which says he is leaving, but the night lighting shows that it is about 4:00 or 5:00 in the morning, not midnight, like Lochte said. Finally, the video shows the gas station security footage. It shows the swimmers getting out of the cab, and going to the restroom. Surprisingly, they came back and a security guard asked them to pay for damages, including destroying a mirror, breaking a soap dispenser, and taking down the sign. In the video, Lochte tried to run, so the security guard pulled out his gun. They handed back less than \$50 to pay for damages. The day after the incident, Lochte's teammates apologized for their actions and for lying to officials. One week after the events, Lochte issued an apology. And so ends Ryan Lochte's lies against his hosts.

Lochte was issued a ten-month suspension, but will be back in Tokyo for the 2020 Olympic Games. He was also stripped of his earnings from the Rio Games, and lost many sponsors following the Olympics. Hopefully he has learned from his mistakes, and will not pull another lie like this again. But think about this: what are the psychological effects from winning a gold medal? And with Michael Phelps's substance abuse scandal, do multiple medals affect the brain psychologically even further?



## The Future of the Olympics

### Shmuel Kligman, 8th Grade

As the 2016 Olympics draw to a close, two International Olympic Committee (IOC) members plan for eight years in advance. As they finish the meeting, they head to watch the swimming finals. They talk about the United States, Italy, Hungary, and France. They plan the 2024 Olympic Games, the games of the XXXIII (33rd) Olympiad. Either Los Angeles, Rome, Budapest, or Paris will achieve the right to host these games.

After thinking about Boston and the capital city Washington, D.C. for the 2024 Summer Olympics, the United States thought about using the Los Angeles Memorial Coliseum, the UCLA Olympic Tennis Courts, the Los Angeles Convention Center, Staples Center, and many more arenas to host the Olympics. Rather than building new arenas for international competition, mayor Eric Garcetti says that what we have now will definitely suffice.

Los Angeles has its own history with the Olympics, winning the 1932 and 1984 Games and the 2015 Special Olympics. The UCLA tennis courts were designed for the 1984 Olympic Games. The Coliseum was designed for the 1932 Olympic Games. However, public transportation will play a big factor in the atmosphere of these games. Buses, trains, and subways will be packed with newcomers, and is an issue that will need to be resolved. In addition, Garcetti says that the upcoming election will be a make-or-break challenge. The Los Angeles mayor has said that he believes that if Donald Trump is elected as president, the USA will not have enough of a budget to bid for 2024. If Los Angeles were to win the bid, the Olympic village would be held in UCLA, on Bruin Walk.

We begin our travels to Europe, to Rome. We look at its history of the Olympics throughout the ages. Rome created the idea of a Coliseum, despite its dark past of Gladiator fighting. It seems that Rome would be an incredible candidate for the position, except for the idea of money. While Rome did choose to place a bid, the recent earthquake in Italy may hinder their opportunity to host these games. After a 6.2 magnitude earthquake that killed 297 and injured 388, Italy's has, naturally, begun to use their money wisely, spending it on rebuilding. Sadly, the destruction from the earthquake may block Rome's chances of being the home of the 2024 Olympic Games. The city hosted the competition in 1960, and came second only to Athens for the 2004 Olympics. After holding back a bid for the 2020 Olympics (which Tokyo won), Italy showed interest in hosting the games. Rome was the only candidate for its country.

As we go to Paris, its Olympic past also gleams and sets itself apart. Hosting the games in 1900 and 1924, these games would be the first time in a century that Paris has hosted the games. On the other hand, France has also expressed interest in bidding for the 2025 World's Fair. Paris's mayor, Anne Hidalgo, has said that the 2028 Olympic Games are always a possibility. She has also agreed to the 2024 Olympics. Despite this interest in the Olympics, France has not always wished to do so. During the 1900 Olympics, the World's Fair was held in the same city, Paris. The fair was so popular that it became more important than the games, which were the second modern Olympics in history. In fact, the Eiffel Tower was not built for the Olympics; rather, it was built for the World's Fair. Compare that to the 2012 Olympic games, in which London ripped off the roof of the largest dome in the world for the sake of hosting track and field. The former French Minister of Sports, Jean-François Lamour, has said that France would spend roughly €35,000,000 creating and refurbishing new arenas for the games were they to get the bid.

Finally, we move to Hungary, to see Budapest. Budapest has a minor history regarding the Olympics, having bid for 1916, 1920, 1936, 1944, and 1960, but having lost all of them. Hungary has made very little effort, but the Hungarian Parliament gave a bid in July. This would be Budapest's first Olympics, despite this being its 6th bid. However, Budapest has said very little regarding these Olympics, other than placing its bid.

Both Berlin and Hamburg had chances for the Games, but Germany dropped out of the race, blocking their first hosting chance since 1976. Other dropped bids include Azerbaijan, Turkey, Ukraine, Mexico, South Korea, Malaysia and Singapore\*, Kenya, Morocco, Spain, India, South Africa, Peru, Australia, Taipei and Chinese Taipei\*, Saudi Arabia and Bahrain\*, Russia, and Canada. (The asterisks indicate shared hosting). Other US cities that were rejected were San Francisco, Boston, Tulsa, Washington, D.C., New York City, Philadelphia, Dallas, and our neighbor, San Diego.

So in 2024, you could see the Coliseum being used for the third Olympics in its history, see France's centennial of Olympics, watch a competition in the home of the original coliseum, or even see Hungary's first time hosting the Olympic Games. 2024 is sure to be an exciting year.

## Welcoming the Elgrably Family to Hillel

### Bracha Garmaise, 6th Grade

This year, Hillel has had the honor of welcoming five noteworthy people to our school, a wonderful young family. Mrs. and Rabbi Elgrably came all the way from Israel this summer, along with their three children. Morah Revital and Rabbi Elgrably are the mom and dad to three children in Pre-nursery, Kindergarten and first grade at Hillel. Morah Revital and Rabbi Elgrably are Hillel parents and teachers.

About life before they arrived in Los Angeles this year, Rabbi Elgrably says, "I served in the army for three years in a unit called Machal. After that, I became an IDF spokesperson. I also used to be a lawyer in Israel, and worked as a Jewish law lecturer in Israel." About her previous profession in Lod, Israel, Morah Revital says, was being a Judaic studies and Hebrew language teacher.

"The first thing I noticed about Los Angeles is the palm trees," says Morah Revital. With every new experience, culture shock is usually part of the scene. "I was shocked by the amount of emails I get. In the beginning, it took me a while to catch up to all the emails. In Israel, you just don't get that amount of emails." Rabbi Elgrably was previously a Chazzan in Lod. "Besides having a good voice, a Chazzan has to have good middot. Being a Chazzan is about the congregation and the community." Both Rabbi and Morah Revital Elgrably agree that being part of the Hillel family is a huge privilege. "It's a huge merit to be here," shares Rabbi Elgrably. "It's so warm and comfortable at Hillel." But of course, disadvantages come with living so far away from home. "I miss living in a building right next to my sister in law, who is my best friend," shares Morah Revital.

Rabbi Elgrably and Morah Revital's students are thrilled to have such great, experienced teachers on staff. "Morah Revital makes learning more fun with activities and games," says Alexa Heumman, a sixth grader. Recently, while teaching her sixth grade class about maaser shani and maaser ani, Morah Revital created an elaborate game involving giving maaser of chocolates. The best part? The students got to eat the chocolate afterwards! "Morah Revital makes davening more fun with her reward system," says Elisheva Ferszt, a sixth grader. Students have great things to say about Rabbi Elgrably, too. "I like Rabbi Elgrably's attitude towards learning," says Daniel Kunin, a sixth grader and student of Rabbi Elgrably. Michael Kahen, a seventh grader, loves Rabbi Elgrably's dynamic and engaging approach to teaching and learning. "I love playing Kahoot games in his class." We love having you here, Elgrably family!



Above: Our own Rabbi Elgrably is interviewed by sixth grader Bracha Garmaise.



Above: Morah Revital helps the sixth grade girls during a team-building exercise.

### Rabbi and Morah Revital share Hebrew messages:

" אני רוצה לאחל לתלמידי בית הספר המשך שנה טובה ומבורכת ושבעז"ה תהיה זאת שנה של עשיה הצלחה שמחה ואהבת. חינם זה מחמם את הלב לראות איך קהילת בית הספר שנמצאת במרחק של אלפי מיילים מארץ ישראל כל כך מחוברת למדינה לצה ל ולאזרחי ישראל;

בכל יום יהיו בעיניך כחדשים זה העיקרון שמנחה אותנו בלימוד ובחינוך, עבורנו כל יום מוסיף נדבך חדש של לימוד אנחנו מאחלים לקהילת הלל המופלאה שנזכה להתחדשות יומיומית ליצירתיות ולאהבת תורה

**אגדה/ סיפור: העיוורים והפיל**

Uri Cohavy, 8th Grade

האגדה מתחילה בסיפור על כפר של עיוורים. יום אחד שישה אנשים יצאו לטיול ובדרך הם פגשו איש שרוכב על פיל. כל אחד מששת העיוורים נגע בחלק אחר של הפיל. העיוור הראשון נגע בבטן של הפיל ואמר שהפיל גדול ועבה כמו קיר. העיוור השני לא הסכים כי נגע בשיניים של הפיל ואמר שהפיל נמוך, עגול וחד כמו חרב. בנוסף, העיוור השלישי נגע באוזניים של הפיל ואמר שהפיל הוא כמו עלה גדול שזז כאשר נוגעים בו. האיש הרביעי צעק "לא נכון!" ונגע בחדק של הפיל. האיש אמר שהפיל דומה לנחש ענק! העיוור החמישי כעס ולא הסכים לדברים שנאמרו קודם. העיוור החמישי נגע באחת מרגלי הפיל ואמר שהפיל עגול ועבה כמו עץ. העיוור השישי והאחרון, שרכב על גבו של הפיל אמר שכל העיוורים לא מתארים את הפיל נכון. הוא אמר שהפיל הוא כמו הר ענק שזז מצד לצד. עד היום אף אחד בכפר של העיוורים לא יודע איך הפיל נראה. מהאגדה הזו אנחנו לומדים שלפעמים אנשים לא רואים את כל התמונה. יש אנשים שרק רואים חלק מהתמונה ואנחנו צריכים ללמוד לראות את כל התמונה. לפעמים בחיים אנחנו לא יודעים את כל הסיבות לדברים מסוימים, אך עלינו להסתכל על התמונה הכוללת בצורה חיובית.

**על פרח אדמדם**

Gaby Bentolila and Liel Moyal, 8th Grade

בעולם שלנו, יש הרבה פרחים. פרחים קטנים, גדולים וצבעוניים. יש פרח אחד מאוד מיוחד ששמו פרח דם המכבים. פרח דם המכבים הוא צמח דק עם פרחים צהובים קטנים, ומסביב יש עלים אדומים שהם נראים כמו טיפות דם. הפרח גדל בישראל בחודשי האביב. פרח דם המכבים הוא פרח מאוד מיוחד. יש אגדות שמספרות שהפרח האדום גדל במקום שבו גבור נפל ומת. כאילו מהדם שבאדמה גדל הצמח עם הפרח האדום. לכן הוא קיבל בישראל את השם "דם המכבים האדום". בישראל אסור לקטוף או למכור את הפרח הזה. הפרח צריך להישאר במקום שבו הוא צומח.

**Seventh Grade Storytellers**  
Abby Benhaghanazar, 7th Grade

Imagine you are a writer. In the 7th Grade Grade class, we imagined it already. We began the year by doing out short story unit. In the short story unit we started by reading these stories: "The Friday Everything Changed" by Anne Hart and "All Summer in a Day" by Ray Bradbury. When reading each short story we had to do requirements that had to be done. The first one was annotating the story, which means writing questions in the margin, underlining or highlighting lines that "speak" to you, and circling words that you don't understand. Another requirement was to get the five elements for each story. The five elements are: plot mountain, settings, theme, conflict, and characters. This helped us start our own short story.

When starting to write our own short story we went through several steps. Our first step was collecting. Collecting means gathering ideas. The way we gathered ideas was by writing in our Writer's Notebook, and we had several strategies to start our gathering: starting with an idea such as family and friends and free writing about that, starting with a setting and free writing about that, and starting with a person and free writing about that.

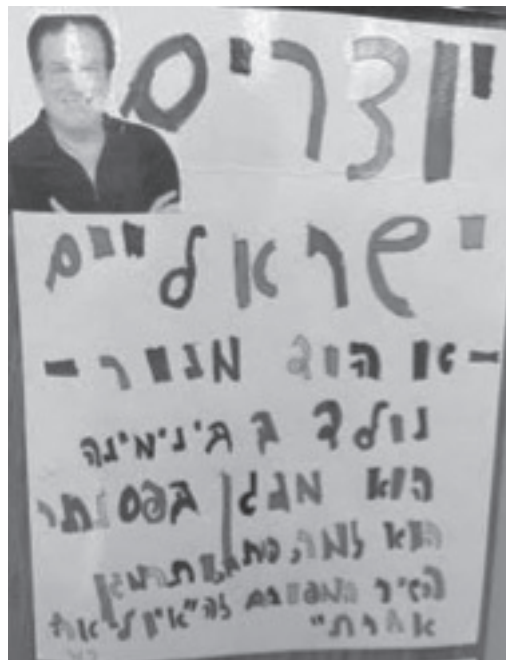
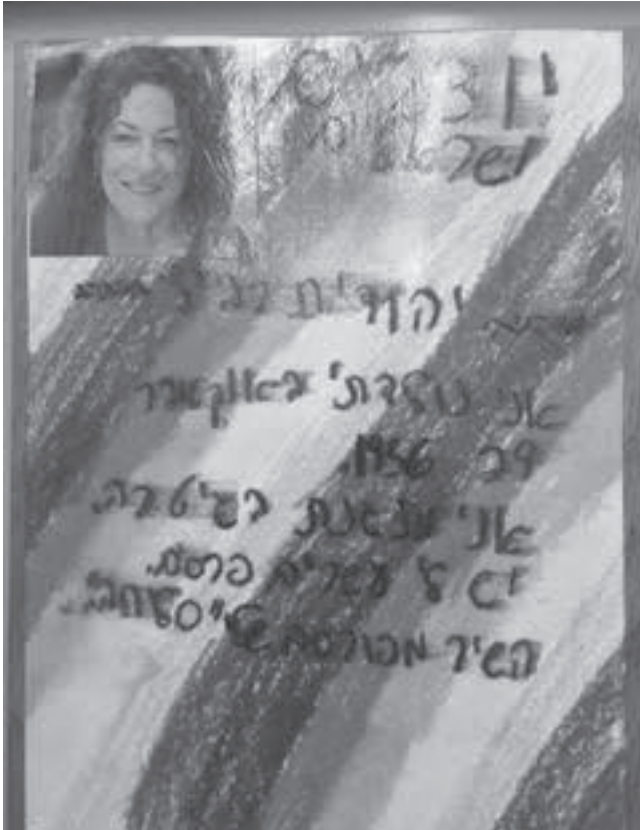
Our second step was developing. Developing means to grow or become more advanced. When developing we used the five elements of a story. With my own short story I wrote in my own Writer's Notebook the five elements of my story. To help me get started I wrote who my characters are going to be, where my story is taking place, and I wrote my plot mountain. My own theme was "If you believe in yourself, your dreams will come true". Our third step was drafting. Drafting is the easiest part because we already have our ideas written down, all we had to do is put it together into a short story. This was my favorite part because I had my ideas in my head and in my Writer's Notebook. The way we drafted was by using our ipads to type and get all our thoughts into a short story. Our fourth step in the writing process was revising and peer editing. The way we revised is by partnering up with another student and taking notes on each others short story. This part really helped me because my partner gave me advice to make my story better.

The way we ended off the short story unit is by sitting in a circle and giving each other a little sneak peek of our own short story! If you want to read any of our short stories, just come to Hillel!

**יוצרים ישראליים**

ליאור רוני, 5th Grade

בכיתה ה' אנחנו לומדים על יוצרים ישראלים. כך אפשר ללמוד על ההיסטוריה של ישראל. בישראל יש הרבה יוצרים מפורסמים ומיוחדים כמו: נעמי שמר, יהורם גאון, שלומי שבת, עידן רייכל, אהוד מנור ועוד. היוצרים הישראליים מלמדים אותנו על מוזיקה ועל החיים בישראל. אני למדתי מיוצרים ישראלים שצריך לשיר שירים שעושים אחדות בין כולם. לפעמים זה קשה לעשות, אבל אסור להפסיק להאמין. כאשר כולם שרים את השירים של היוצר הישראלי, מרגישים יותר קרובים ומתחברים לישראל דרך הזמרים והיוצרים.

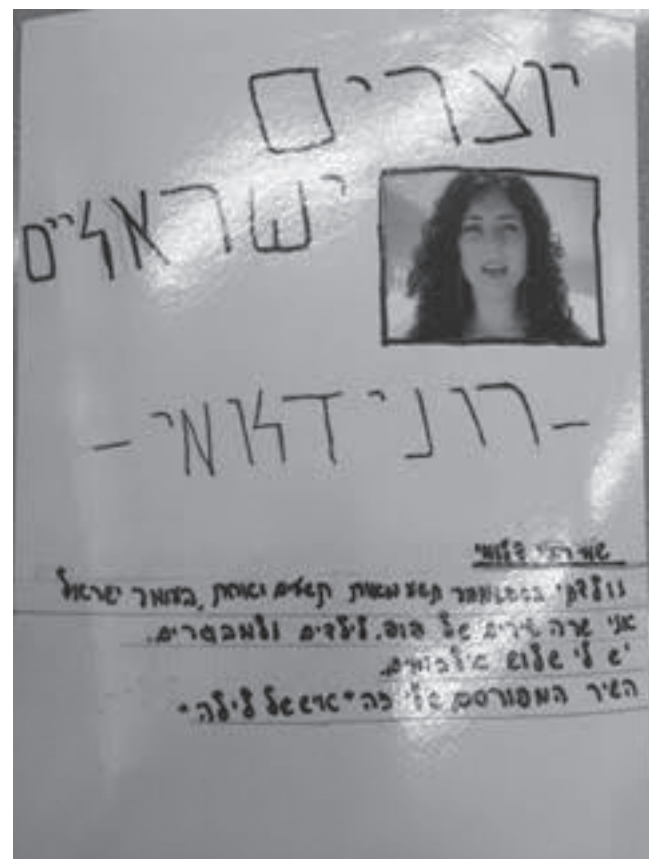
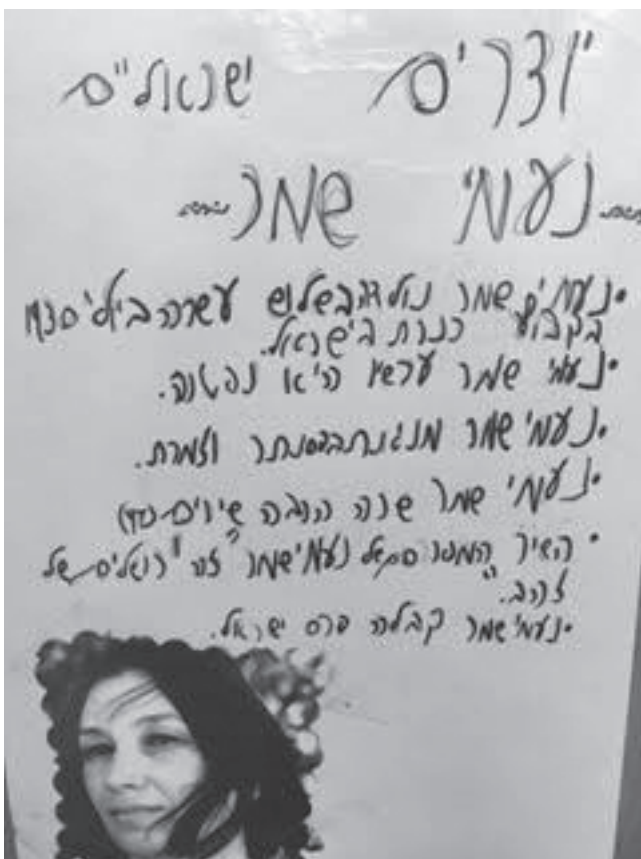


**יוצרים ישראליים**

Abigail Kestenbaum, 5th Grade

גיטל קסטנבום

בשיעור על מוזיקה ישראלית, למדתי שלהיות יוצר ישראלי מפורסם זאת עבודה קשה. למדתי שצריך לעשות מאמץ בשביל להצליח. דרך היוצרים אני הרגשתי חיבור לישראל. רוב הזמן כאשר אנחנו לומדים על ישראל, זה בעיקר על מקומות בארץ, אבל עכשיו כשאנחנו לומדים על מוזיקה, אנחנו לומדים על אנשים בישראל, מה הם אוהבים ומה קורה בחיים שלהם בישראל.



**מטיילים בעבר**

Renana Regev and Dorin Rabbanian, 7th Grade

בשיעור עברית למדנו על ההיסטוריה של היהודים והשפות שהיו רק ליהודים. אנחנו למדנו סיפור על אישה שגרה בקליפורניה בשם דורין. היא חושבת שהיא נוצרייה אבל היא לא מנהגים כמו שהחברים היהודיים שלה. היא לא יודעת למה צריך לעשות את המנהגים האלה אבל היא עושה את זה בגלל שההורים שלה עושים את המנהגים האלה. דורין נסעה לספרד כי היא רצתה לטייל ולהכיר את הארץ. היא הגיעה לכפר שבה המשפחה שלה גרה לפני 500 שנה. היא לא הייתה בכפר הזה אף פעם אבל הרגישה שהיא חזרה הביתה, "התחלתי ללכת ברחובות הקטנים של השכונה היהודית בכפר, והרגשתי שההיסטוריה של המקום היא חלק מהחיים שלי. כאילו זכרתי משהו שאף פעם לא הכרתי". כך היא מגלה שאבות אבותיה היו יהודים שגרו בספרד והמנהגים שלהם עברו מדור לדור. בכיתה שלנו התלמידות כתבו עבודת שורשים. כל תלמידה מספרת על המשפחה שלה, מאיפה הם באו, וגם מה השפה שדיברו באותה ארץ. הבנות לומדות על המנהגים של המשפחה שלהן והרבה דברים חדשים אחרים. ארבע בנות בכיתה מגלות שהמשפחות שלהן ממגורשי ספרד ואפילו סבא שלה מדבר "לדינו" והוא לימד אותה שיר ב"לדינו". הן גם בודקת אם לשם שלהן יש קשר למישהו במשפחה שנפטר. עכשיו אנחנו יודעות שלכל אחד יש היסטוריה מעניינת.

**Spend High School in Israel With the Na'ale Program**  
Liam Abucasis, 8th Grade

Have you ever thought of attending school in Israel? Well, if you have, you can with Na'ale Elite Academy. It is a program that offers students from all around the world that are in grades 9-12 the chance to study in Israel. The students are partnered with all different kinds of school in Israel that fit for non-orthodox and orthodox families, and this program gives them the experience of a lifetime.

The Na'ale program was established in 1992 and has given the opportunity of studying in Israel to more than 16,000 students from 40 different countries since it was established. The program looks for kids from all around the world - students of all levels and academic interests - that want to expand their horizons. When students are selecting their school, they have all types of school that fit each student's personality to choose from. The types of schools are secular, national religious, ultra-orthodox and kibbutz schools.

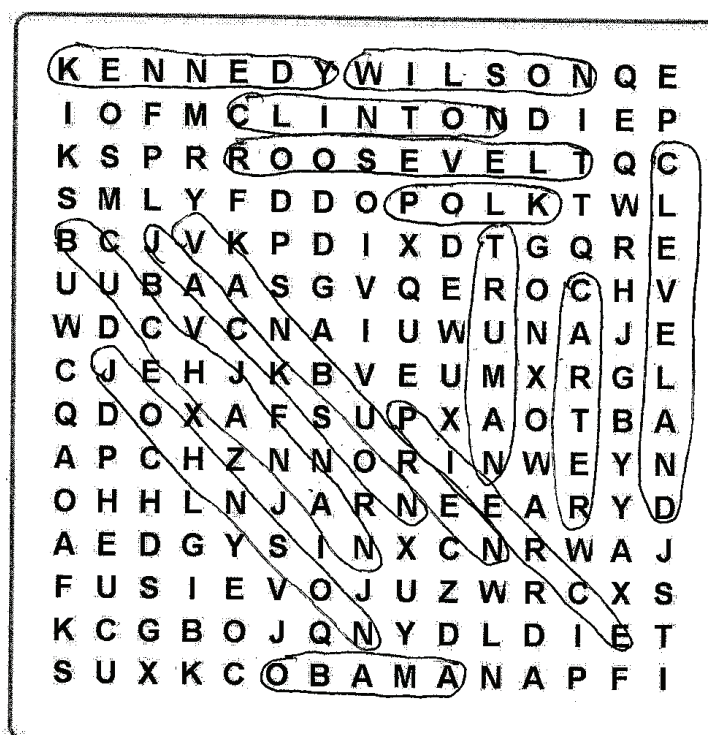
Students can begin the program from ninth to tenth grade and are able to start learning in English. They then have the option to switch to Hebrew learning when they feel ready. Na'ale has a goal for their first year students to speak, read, and write Hebrew when they end their first year. At the end of tenth and beginning of eleventh grade, students are expected to write reports, assignments, and assessments in Hebrew. If the student cannot or does not want to come home for Pesach, Sukkot, and Chanukah there are special seminars and trips for them to attend. Also, if he or she does not have a place to stay for Shabbat the Na'ale program gives the student a host family.

Next year, I will have this amazing opportunity to participate in this program as I am going into ninth grade. I was notified about this program from my sister's friend because she heard that I want to learn in Israel. Her brother is a part of this amazing program, so she thought I would like to know about it too. I was interested in going to school in Israel because I always wanted the experience of living in another country and I had the love for Israel my whole life.

**Presidential Word Search**  
**Answer Key**  
Batsheva Scheinfeld, 3rd Grade

**Presidents**

**Word List**



- JOHNSON
- TRUMAN
- PIERCE
- VANBUREN
- CARTER
- KENNEDY
- POLK
- BUCHANAN
- OBAMA
- CLINTON
- CLEVELAND
- ROOSEVELT
- JACKSON
- WILSON

Answer to Bonus Question, What do all these presidents have in common?

Answer: They are all Democrats.



**המוזיקה בישראל**

Eleanor Moheban and Yuval Regev, 8th Grade

מוזיקה זה דבר קסום שיש בעולם שלנו. מוזיקה עוזרת לנו להתגבר על קשיים ודרך המוזיקה יכולים להביע את עצמנו בצורה נפלאה. בישראל יש הרבה סוגים של מוזיקה: מוזיקת פופ, מוזיקה מזרחית ומוזיקת רוק. בישראל יש מוזיקת טראנס קצבית ולעומת זאת מוזיקת ארץ ישראל היפה - שירי מולדת.

יש גם שירי ראפ ואחד הזמרים המצליחים בישראל הוא סאבלימינל. בשנים האחרונות המוזיקה בישראל מאוד התפתחה. הזמרים התחילו לכתוב שירים עם מילים מהמקורות ושירים שקשורים לאהבת הקדוש ברוך הוא ואפילו שירים שיש בהם מילים מתוך תפילות. בזמר הים התיכוני - המזרחי יש זמר בשם עומר אדם, ששר את השיר המפורסם בישראל "מודה אני".

הנה השיר והקישור להנאתכם: <https://www.youtube.com/watch?v=YQ5f1OMFFL0>

"מודה אני כל בוקר

שהחזרת את נשמת

מודה אני על בגד

שהנחת על גופי

שלא יהיה לי קר אתה שומר עליי

מודה אני כל בוקר

על האור על עצם היותי

מודה אני על לחם

שהנחת לשולחני

שלא אהיה רעב שלא אדע כאב

על אין ספור חיוכיי מודה אני

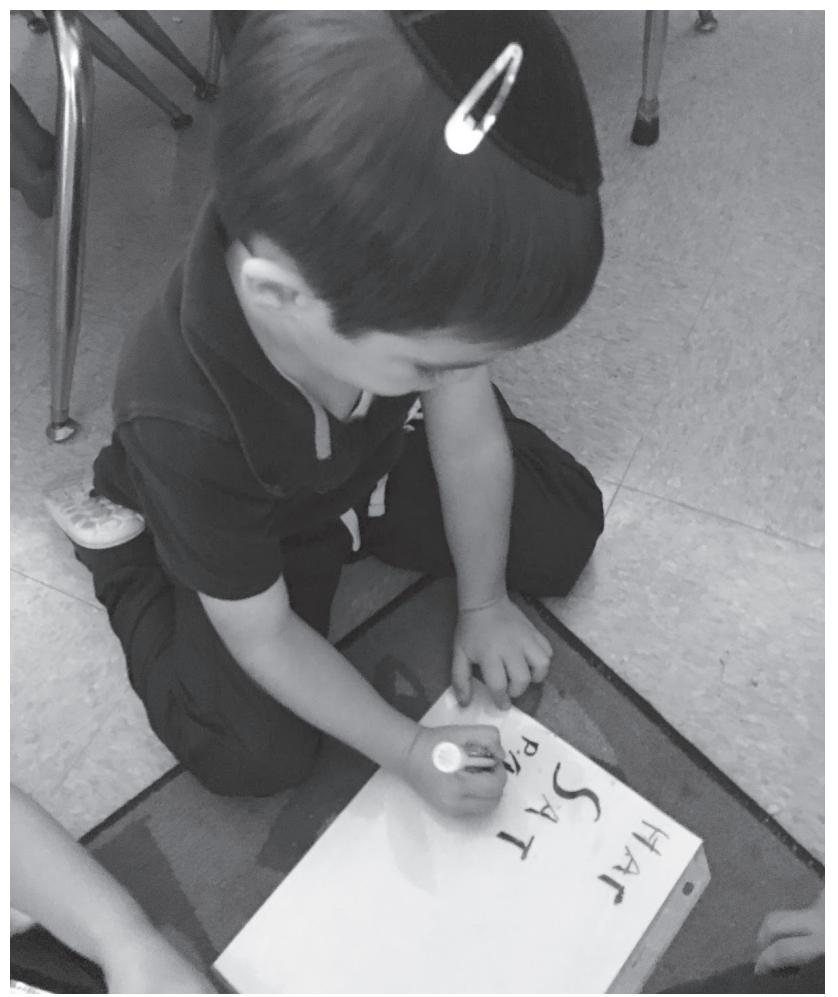
על כל כישרונותיי ועל כל שיריי

את כולם אקדיש לך

דע לך דע לך שמודה אני לך "

**Pre-1 Students are In Charge of Their Writing!**

Pre-1 Students write narrative stories during Writing Workshop. Several times a week, students participate in guided mini-lessons, which give the Pre-1 students the tools to extend their writing. They also participate in conferences and partner shares to accelerate their skills. Their writing consists not only of pictures, but also labels, and simple sentences. They are currently learning to write across a series of pages, stretch out the sounds in words and add details to their stories.



### One Point Perspective Artwork

Fifth grade completed a visual arts unit during which they learned how to create perspective using a single point.



### Administration

Rabbi Y. Boruch Sufrin  
Head of School

Mr. Jason Ablin  
General Studies Principal

Rabbi Yahel Tsaidi  
Judaic Studies Principal

Mrs. Wendy Kellner  
Early Childhood Director

Mrs. Ilana Zadok  
Director of Campus Life

### הסמל שלי לבית הספר הלל

Elijah Stern, 6th Grade

בסמל שלי, יש כחול ולבן הצבעים של ישראל. צבע הירוק לחיילים, כי החיילים עובדים ושומרים על ישראל במלחמה. אני שם מגן דוד כי המגן דוד הוא הסמל של יהודים ובית ספר הלל הוא בית ספר יהודי.

### הסמל של הלל




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