



# כוכב הציפור

## NEWSLETTER

NORTH SHORE HEBREW ACADEMY

**EDITOR: MICHELLE RUTTA****FRIDAY NIGHT CANDLE LIGHTING: 7:54 PM** הדלקת נרות:**SHABBAT ENDS: 9:03 PM** זמן הבדלה:**Parshat Bamidbar**

## WHO REALLY COUNTS:

### A Shabbat Message from Rabbi Dr. Jeffrey Kobrin

For a while I think I received at least one email a day asking me to fill out my 2020 census form. It also came in the mail -- at least three times. It's actually very important to complete the 2020 census, especially in a time when we cannot take for granted the number of essential services that an accurate census helps provide for us.

The commentators explain why the need to count the people of Israel dominates this week's parasha of Bamidbar. Rabbi Avraham Shmuel Binyamin Sofer in his Ketav Sofer notes that the Torah really emphasizes this count (just like my repeated emails did). At one point, the Torah mentions the act of counting three times! The Ketav Sofer, citing Ramban, gives three corresponding reasons for the count: first, the people were counted in order to remind Moshe and Aharon of their numbers so they could pray on the people's behalf; second, to determine who would be able to serve in the army; and finally, to emphasize Hashem's chesed, chasdei Hashem, as the large numbers of this census would contrast dramatically from the mere seventy people of Yaakov's family who came to Egypt two centuries earlier.

One tribe, though, was not counted in the initial process: that of Levi. Why not? Some suggest that they were not counted because they had no Nasi, no prince, like the other tribes had. Rabbi Naftali Tzvi Yehuda Berlin rejects this idea, noting that Moshe or Aharon could easily have stood in as the tribal leader of Levi. Levi was left out, he says, because the Leviim were not going to war in the numbers of the other tribes. Their job was to be oskei Torah, students and teachers of God's Torah.

It seems that these days, we have all become Leviim. As our children learn in our dining rooms, kitchens, or even in our laps, we have become as much their teachers as their wonderful actual teachers are. "You lied to me," a parent wrote to a friend who is an educator. "For years you told me that my kids are a pleasure to teach. After two months with them, I can tell you that's just not so." I do think that the current at-home situation has made us appreciate our kids' teachers in new ways: many of us now get to see those teachers in action every day, and many of us now need to do what they do in order to help our kids learn. This can be humbling: I have experienced this at home with my own children, and I'm fairly comfortable in the teaching business.

As we head to a week which begins with Memorial Day, an appreciation of the memory of those who served in the armed forces, our parasha's census of soldiers reminds us that each one of them counts. (Indeed, as we focus on forty-three years of the liberation of Yerushalayim by some of the bravest soldiers of the twentieth century, that's an easy lesson to remember.) And as the coming week ends with a celebration of matan Torah, we should also celebrate the teachers among us, our modern-day Leviim, whether they are our kids' teachers or ourselves.

Shabbat Shalom.



## SPOTLIGHT ON: OUR NURSERY PROGRAM

This week our Nursery classes are very busy learning about the upcoming holiday, Shavuot. We explain the story of Shavuot and the birth of the Jewish nation in ways that our students can digest and relate to their own lives.

Each day we count the Omer in Hebrew and in English. After seven weeks of the Omer, Hashem gathered the Jewish people at the bottom of Har Sinai. Hashem chose Har Sinai because it was a small, humble mountain that never bragged or boasted. Moshe went to the top of the mountain to receive the Torah. Hashem spoke to the Jewish people through Moshe. He gave Moshe the Ten Commandments and Moshe read the rules to the Jewish people. By following the Ten Commandments we show respect for Hashem and concern for the people and creatures around us. In our classroom there are rules to keep everyone safe and happy. The children contributed to a list of class rules of their own.

We are also learning about what living on a farm is like. The children are learning about farm animals and the fruits and vegetables that grow on a farm. We have learned the names of baby animals such as chicks, kids, ponies, and ducklings. We learned that milk and eggs come from animals on the farm. Fruit and vegetables are grown on a farm. Farms provide us with the healthy foods that we eat.

This week we are celebrating Yom Yerushlayim and learning about the importance of this Holy City to the Jewish people. We talked about the Kotel and everyone will be leaving their special "wish" in a note at the Kotel.

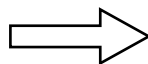
Each day we are growing, learning and discovering new and exciting lessons about our Jewish heritage and the wonderful world Hashem has created for us.



## MIDDLE SCHOOL MATH BRAIN TEASERS

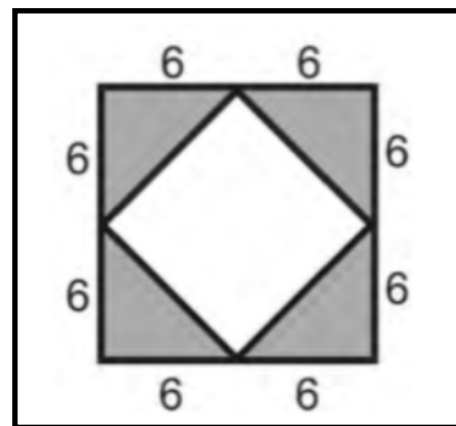
**Brought to you by: Mrs. Comito, Ms. Eleyahouzadeh, and Mrs. Zuckerman**

In **6th and 7th grade** classes we are learning how to calculate areas of different shapes. See if you can find the area of the shaded region.



An ice cream shop offers customers the choice of a cup or a cone. It offers a choice of three different flavors: chocolate, vanilla, or strawberry. It also offers three different toppings: sprinkles, nuts, or hot fudge.

How many different combinations result from choosing a cone or a cup, one kind of ice cream, and one topping?



The **8th grade** is coming to the end of their pre-algebra curriculum. As we review and prepare for the upcoming algebra year, here are some multi-step problems to take your knowledge to the next level:

$$\frac{3c + 8}{3} = \frac{1}{2} + \frac{c}{4}$$

$$3\left(a - \frac{2}{3}\right) = \frac{3}{4}a + 2\frac{1}{4}$$

$$-3x - 4(4x - 8) = 3(-8x - 1)$$



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**Sixth Grade**

6A and 6B: Morah Ravit Douek

One of the highlights of the last few weeks was celebrating Yom Ha'Atzmaut together. Our students came to Zoom ready for the day wearing blue and white and decorating the space where they are learning.

We screened a fascinating documentary film that explores characteristics of Israeli society from a humanistic, psychological, and emotional perspective: "Israel Inside: How a Small Nation Makes a Big Difference". This film offers an emotional and inspiring look at what makes Israel tick and what accounts for its technological and financial success.

We loved seeing our students' creativity when we challenged them to collect 72 items and create something that related to Israel in honor of her 72nd birthday.

On a more technical note, we're delving into the nuances of infinitives, expanding our vocabulary, and mastering writing in past and present tense. The Hebrew language is very different from English with many more facets to its tenses. Our students are showing wonderful progression in understanding and applying these technical elements.

When schools were first shut, no one could have anticipated that sadly we would still be dealing with this virus for this amount of time. This has proven to be an extraordinary challenge for all of us! At this crucial time we are dedicated to being there for each other as a community. In a spirit of cooperation, partnered with administrators, teachers, parents and students, we have been successful in standing up to the challenge. I couldn't be more proud of our students, families and community!

6C: Morah Haya Karavani

I am very proud of all my students in 6C and 6D as they have met the remote learning challenge with responsibility and great effort.

As a result of the students' enthusiasm, we have continued progressing in our Lashon skills. We are currently reading and exploring the book, Matafa Besir Marak which translates to The Envelope with the Letter. The book is a mystery that tells the story of a family living in Israel and the unique community within their apartment complex. The story is a glimpse into Israeli culture and allows us to expand our vocabulary, grammatical and writing skills. We'll culminate our exploration with a project based on the story which will include creative writing components in Hebrew that touch upon Israeli culture such as names of locations, markets and places in Israel. We're getting closer to solving the mystery within the story and we can't wait to get to the bottom of it. I hope everyone is staying safe and I cannot wait to see you and your children face to face.

6D: Morah Karavani

We have continued reading and learning the book שמונה בעקבות אחד which is a classic Israeli text allowing for exploration of vocabulary, literary concepts, grammar and writing skills. This week we are going to watch the movie and continue to write notes about the book and create artwork as a cover for it. Next, we'll be working on grammar and specifically the binyan pa'al through the end of the year.

**Seventh Grade:**

7A and 7B: Morah Netta Jansenson

We are doing a deep dive into the city of Teveria and its unique characteristics. We visited the Kineret (Sea of Galilee) and learned about the water in Israel. We spoke about the importance of preserving water and how the State of Israel managed to develop solutions for the water shortages that it faced. B"H today Israel offers help to many countries that face similar hardships. In honor of Yom Haatzmaut we visited the first Kibbutz that was built by the south of the Kineret called Kibbutz Deganya. We learned about life in the communal kibbutz and how the idea of "all for one and one for all" was incorporated into kibbutz life. We learned of the contributions that the kibbutzim offered prior to the establishment of the State of Israel. We furthered our study of Teveria, one of the four holy cities of Israel, and learned about the ancient city and the chachamim who lived and are buried there. We utilized small group learning on Zoom with students working together in groups and utilized new vocabulary

words and concepts.

7C: Morah Karavani

Lights, camera, binyan piel – action verbs! We started reading a book about Eli Cohen who was a spy for the State of Israel in Syria from 1961-1965. We discussed how the Mossad changed his identity and the extraordinary work and sacrifices he made for the Jewish people. We worked on creating new and fake passports for Eli Cohen. This book will take us through the end of the year and I look forward to continuing our discussions about what we can learn from this Israeli hero.

### 8th Grade:

8A: Morah Karavani

We have been reading and are nearly finished with the book *The Spy008* and we will soon see the movie as well. Throughout this year the students practiced and strengthened their Hebrew language skills. They have been doing activities to fit missing Hebrew words in short paragraphs and use vocabulary words in sentences. I hope everyone stays safe and I cannot wait to see you and your children face to face.

8B: Morah Douek

We completed our book about “Eli Cohen: Our spy in Damascus.” We expanded our Hebrew vocabulary through the story. The students were disappointed and sad to find out that despite his heroic efforts, Eli Cohen was caught and executed. Nonetheless, they were very moved by his courage and self-sacrifice for the State of Israel.

We started to study the second largest of the בנינים = groups/shapes of verbs in the Hebrew language which is called "בנין פיעל". We are expanding our vocabulary of verbs in this בנין and are practicing writing in past, present and future tenses.

We celebrated Yom Ha'Atzmaut and watched the same documentary film as we did in the 6th grade.

8C: Morah Netta Jansenson

My 8th grade Lashon class started the last unit of the curriculum which will take them through the challenges in reviving the Hebrew language in the land of Israel and throughout the world. We began with a discussion of Zion and Zionism and learned how every Jew has a connection to the land of Israel. We spoke about the famous Rabbi Yehudah Halevi and read a poem that he wrote which described his immense love for the Holy Land although he had not yet visited Israel. We then learned about Theodore Herzl and the Zionist movement. We studied the importance of the first Zionist Congress and how it brought leaders from all Jewish communities and ideologies together. In the next few weeks we will learn about the fighting created by the attempt to bring back the Hebrew language and turn it in to the official language of the people of Israel and the State of Israel.

## FROM THE DESK OF ELANA HELFGOTT- EARLY CHILDHOOD DIRECTOR



We continue to connect with our students via zoom. Our teachers are working tirelessly to ensure that each student is moving forward in both secular and Judaic curriculums as well as connecting socially with their teachers and classmates. Over the past two weeks we have boxed up our students' textbooks and cubby items to facilitate our continued learning. We hope this has been helpful to you at home. Thank you to all our parents for picking up your children's boxes in a timely fashion and for upholding all of the social distance rules in order to keep us all safe.

We learned about Lag B'omer and our classes celebrated in many different ways. We had virtual farm and zoo trips, virtual picnics, bonfires and outings too. As we continue to count the Omer and prepare for Shavuot, we are now learning about this special holiday. We have many activities planned as well. We are looking forward to our Pre- Shavuot learning ("Tikon L'Shavuot" ) on Wednesday evening May 27th. Many of our E.C. teachers are busy planning some interesting workshops that we hope you will participate in and enjoy along with your children.

We are also very busy planning our “End of the Year Virtual celebrations” and “Kindergarten Graduation Drive by Parade”. We are trying to make these events festive and meaningful for each child. We want to provide closure and



of course a much -deserved celebratory spirit to end our school year. Our teachers have sent out save the dates for these celebrations so please be sure to mark your calendars. Our Kindergarten students now have beautiful "Mazel Tov" lawn signs out on their lawns. We applaud their accomplishments this year.

Wishing you all a wonderful Memorial Day weekend!

## PARSHAT BAMIDBAR

**By Rabbi Nir Shalom**



This Shabbat we begin reading the book of Bamidbar, which tells of the journey of the Jews in the desert, and next week we will celebrate the holiday of Shavout at which time we will read Megillat Ruth. It is interesting to think about whether there is any connection between these two readings.

Our Rabbis tell us that the Torah was given in the desert for a reason. One of the reasons relates to a pasuk in which Hashem praises the Jews, saying "I remember the chesed of your youth....that you followed me in the infertile land of the desert." This quality of following God through the tough situations in the desert is the zechut that offered the Jews the opportunity to receive the Torah. Just as the Jews followed Hashem in pure faith, so too Ruth tells her mother-in-law that she will follow her through thick and thin. Even as Naomi tried to dissuade Ruth from following her into a life of poverty, Ruth insists on accompanying Naomi and eventually she accepts the Torah. Ruth's actions are symbolic of the strength of the Jewish people to follow in the ways of Hashem even through life's difficulties.

During the holiday of Shavout we accepted the Torah and agreed to keep it always. May we merit following in the ways of the Torah and witness many yeshuot bekarov!

## A Day of Learning

A Day of Learning was sponsored on **Tuesday May 19th** by the Aharon, Geller, Lemonik, and Malen/Leibowitz families in memory of **Max Cohen z"l**, beloved father of our parent, Paulette (Ronnie) Shaban and beloved grandparent of Rochelle (grade 7), Abraham (grade 6), Simone (grade 3) & Miriam (Pre-K). If you would like to sponsor a day of learning in memory of a loved one or to commemorate an important event, please [click here](#).

## THE ONE THING EVERYONE NEEDS

**By: Ofier Sigal, General Studies Principal**



In one of my favorite early 1990s movies, City Slickers, there was a great scene with the main character, Mitch, played by the funny Billy Crystal, and a rough cowboy, Curly, played by the rough actor, Jack Palance. The plot of the movie revolves around three fortyish-year-old men, who are all going through different phases of their lives, and who decide to adventure west to wrangle herds of cattle as a life-changing vacation. Curly offers his insight into the secret of life. He holds up one finger and declares that the secret to life is focusing on one thing - just one thing. You stick to that and the rest doesn't really matter. A confused Mitch asks what that "one thing" is. Curly answers with a smile, "that's what you have to find out."

Watching hours of Zoom classes and our teachers masterfully interacting with their students has gotten me thinking about what the secret to academic life is, and I think I've figured it out. It's reading! Just like walking and talking, reading comes to some children very easily while others struggle to make sense of the shapes in front of them.

While we were in our school buildings, I used my commute from NYC to Long Island to "read." I would listen to books on my phone that I borrowed from the library. Although I wasn't reading with my eyes, listening to books calmed my commute and helped me learn topics that interested me. My favorite genre of late is biographies of military generals. Since I do not commute anymore, I realized that I'm not "reading" as many books. I read emails and texts all day long, but not books. While walking my dog in Central Park early mornings and evenings, I've

decided to plug my headphones in and begin reading again. I realized that travel books are a good genre to read while locked away in our homes, they are able to take us to other places for a little while.

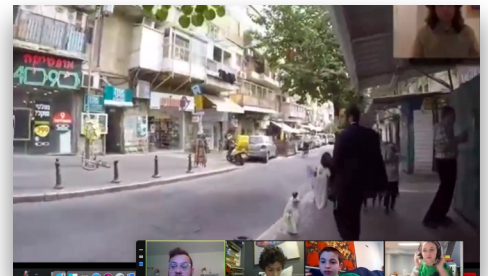
There are lots of great resources for encouraging your kids to read, even if you don't have access to physical books from your local library. Teachers are recommending different online sites to help our children be exposed to as many texts as possible. There is [getepic.com](http://getepic.com), [razzkids.com](http://razzkids.com), [storytimeonline.net](http://storytimeonline.net), and many others that will keep children engaged and entertained. My words of caution about using these online sites are that it means more screen time for our students. Although Amazon is delivering on a slower schedule, the local Barnes and Noble have curbside pickups and physical books are best for sharing on the couch and reading before bedtime. Another great idea is to do a safe social distancing book swap with some neighbors for books that you can share with your children.

If I can recommend one thing that every child needs right now, it is to continue to read! For some, it's not so simple and for some, they don't stop, but everyone needs to read as much as possible. Always listen to a cowboy and your child's general studies principal!

## #NSHAANYWHERE GOES TO YERUSHALAYIM! CHAG SAMEACH!

Hop on the Egged bus with **Jon Zar** - he's taking us to the holiest city in the world as we celebrate Yom Yerushalayim! A former resident of Yerushalayim, Jon took our students to some of his favorite and most meaningful spots in the city during his sessions this week with grades 1-5. The first stop was Mea Shearim, which is one of the oldest neighborhoods in the city. We learned that Yerushalayim is home to Jews from across the entire religious spectrum, with this neighborhood being populated by Charedi Jews. Next up was Machane Yehuda - while on the simplest level, one might see it just as an open air market, this maze of narrow alleys and small streets is a microcosm of small business in Israel. Every shop represents a specialty unique to its owners. Whether it is spices, candy, meat, fish or crafts, every individual comprises part of a unique community of entrepreneurs and business owners. Next up is the Knesset, the Israeli Parliament where important laws of the State of Israel are made. Unique to the Middle East, this government is comprised of both Jews and Arabs who represent the broad political affiliations that make up this tiny state. From there we head to Har Herzl where we take a solemn moment to acknowledge the sacrifices of all those who are buried there - our brave chayalim and the former Prime Ministers of the State of Israel. As if we entered a time machine, our next stop is the Cardo in the Old City which was the ancient marketplace (like Machane Yehuda) of the Roman days. Even today, we can see the ancient Roman architecture of arches and columns that comprised the shops, including those where Bnei Yisrael could purchase items for their sacrifices before heading to the Beit Hamikdash. Walking on the path of our ancestors, we head from the Cardo to the Kotel where we all say a prayer for ourselves, our families and the future of the world and Jewish people. There is nothing quite like standing at the Kotel with the blue sky above you and a quiet moment to pray and we were amazed that as little as 53 years ago, we could not have visited it. We are so grateful for the brave chayalim who brought Yerushalayim back into our hands. Our last stop is a visit to Har HaBayit - which is a spot holy to both Jews and Muslims. Our two Batei Hamikdash stood on this spot thousands of years ago and it is also a pilgrimage location for Muslims as they pray at the gold Dome of the Rock.

Whether our students had been to these places in person or not, we had an incredible time visiting them together to honor Yom Yerushalayim!



## OUR 2ND GRADERS PRESENT THEIR FAIRYTALES OVER ZOOM

Once upon a time, in a far away land called "Zoom," there were five queens - Mrs. Goodman, Mrs. Levine, Mrs. Krimko, Mrs. Lubeck and Morah Kashi. They presided over 80 of the most creative, hardworking, determined second graders in all the lands.

Starting Friday, May 22, through Tuesday, May 26, these second graders will come together in costume to

share their knowledge about a fairytale they read and will present a three dimensional diorama they created. Each student will identify the characters, problem, and solution in their selected story, along with discussing the specific elements of a fairytale, for example, magic or talking animals, they identified in their story.

Thank you to all of our second graders and their families for helping to keep the 2nd Grade Fairy Tale Celebration tradition alive, despite it happening on many streets in Zoomland, as opposed to on Cherry Lane! It's times like these that remind us that despite us all being in our own castles, we're all a part of the same special kingdom!



## SPOTLIGHT ON: THIRD GRADE JUDAIC STUDIES

**Brought to you by the Third Grade Judaic Studies Team: Morot Bashie Simon, Liora Tabaria and Shlomit Wand**

Our third grade students are learning that the words of the Chumash transcend all places and we continue our Limudei Kodesh on Zoom. This week we have been diving deep into one of the most intense and dramatic parshiyot in Chumash. After having spent twenty years in Laban's home, Yaakov is commanded by G-d to return to the land of Canaan. How will Yaakov face Eisav after taking away from him his Bechora? Will Eisav carry out his threat to kill Yaakov? Does Eisav still hate him as he did on the day he left? The two of them prepare for their meeting like warriors about to enter into battle. Yaakov sends men to spy on Eisav, as well as gifts meant to appease him. Eisav surrounds himself with a 400-man army. Each is nervous about seeing his brother again. At last, Eisav takes the first step. He embraces Yaakov, falls on his neck, and kisses him. The tension has been broken. But even if Eisav's actions were genuine, it didn't make them friends forever. Yaakov and Eisav continued to live very differently from each other as they did at the time of their births. Even if Eisav invited his brother to continue the journey together, Yaakov realized that there was no point to it. He did not trust Eisav or his intentions. Yaakov continued along his path to the land of Canaan, and Eisav made his way to Seir Edom. They understood that there was room in the world for both of them.

לא תרצח  
לא תנאף  
לא תגנב  
לא תענה  
לא תחמוד

אנוכי ה'  
לא יהיה  
לא תשא  
זכור את  
כבוד את



NSHA Presents a

# VIRTUAL TIKUN L'SHAVUOT

Wednesday, May 27th 4:00-9:45pm

An evening of Shavuot programs tailored for children of all ages, parents & grandparents. Stay tuned for the full schedule of classes & experiences.



#ClothesAren'tTrash

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# GOODS DRIVE

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Sunday, May 24th  
9:00 AM - 12:00 PM

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\*Social distancing practices will be enforced. Cars will line up in the Cherry Lane parking lot and only individuals at the head of the line may exit their cars to remove their items. Please wear a mask, gloves and touch only your items while loading and unloading. Please exit the parking lot as soon as you have completed your drop-off.

Thank you to Brown Harris Stevens and the #SpringCleanChallenge for connecting us with HELPSKY.

PLEASE EMAIL RACHEL SPINNER FOR ANY QUESTIONS [RSPINNER@NSHA.ORG](mailto:RSPINNER@NSHA.ORG)



NSHA PTA

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