Hello, everyone! Hope all is well with you and your families, and I hope you all had a pleasant Yom Tov.

First of all, I want to take this opportunity to thank everyone who took out the time before Yom Tov to call to be Menachem Aveil when I was sitting shiva for my brother z"l, as well as those who undertook to learn Mishnayos for Yisroel Chaim ben Reuven Mordechai z"l. It really meant a lot to me to hear from all of you, and I appreciate it greatly.

For our first two assignments, this Monday, April 27th and next Monday, May 4th, we will focus on reviewing the skills that we developed the first half of the school year – the Text Analysis Essay.

We will start with the short story "The Stamp Collection" published by Artscroll-Mesorah Publications by their subsidiary Text Word Press. Thanks to the efforts of Rabbi Neuman Shlita, he was able to post up the story along with a shortened version of the Text Analysis Glossary

Next week's story, when posted, will include our own full-length Text Analysis Glossary that are you are so familiar with.

The assignment for this story is to write a Text Analysis Response in the format that you have become so familiar with.

1. First, identify the Central Idea or Theme of the story, documenting your choice with a minimum of two quotes.
2. Next, identify the primary Literary Element or Literary Technique that the author uses to develop the Central Idea, documenting your choice with a minimum of two quotes, with appropriate analysis.
3. As always, close the essay with a concluding statement.

Note that in this case, Artscroll has narrowed down the choices for you by identifying what they feel are the author's primary Literary Elements, but you can feel free to choose your own. (After all, by now all of you are bigger experts on the subject of Text Analysis Responses than Artscroll's team, since there were no Common Core ELA Regents in existence when they prepared this short story anthology, only the "old-fashioned," now extinct, "Critical Lens" component of the Regents!)

Additionally, you must complete the following Vocabulary Workshop:

<u>**V**OCABULARY **W**ORKSHOP</u>

1. dumbfounded

a. built incorrectly

b. completely lost
C. speechless with astonishment

2. archeologist

a. one who designs buildings
b. one who studies ancient peoples and their cultures
C. one who collects stamps

3. curt

a. excessively friendly

b. sharp-edged

c. abrupt in speech or manner

4 ransack

a. to search thoroughly and vigorously

b. to carry in a backpack

c. to conceal by placing in a secure location

5. aloof

a. reserved; detatched

b. wise; sensible

c. foolish; silly

6. Woebegone

a. having overcome sorrow

b. rickety conveyance

c. became confused or dizzy

7.confiscated

a. by took away by or as if by authority

b. beat with the fists

c. showing or indicating distress or trouble

8. sheepishly

a. in a childish manner

b. in an embarrassed or bashful manner

c. in an obedient manner

Starting from the 3rd week of our course, Monday, May 11th, we will be resuming our English course from where we left off after Purim, namely developing a document based Argument. We are in the midst of developing for you a most fascinating portfolio of documents on the most timely subject of the current (Corona Virus) pandemic.

I cannot emphasize enough that it Is extremely important that you put in your very best efforts to produce a high-quality Text Analysis Response similar to what you have done in the first half of the of the school year. All documents should be filed as soon as possible using the method described to you by Rabbi Neuman shlita, in a **timely manner** so they can be marked, annotated and kept on file to present to the State **in order that you should receive credit in place of your Common Coe ELA Regents.**

If you have any questions at all on the assignment, please feel free to call me between the hours of 4:00 to 10:00 PM at 718-375-9847 or 718-404-8422.

As always, looking forward to speaking to everyone,

Rabbi E. Isralewitz