

Heritage Academy

TIMES

Jewish Community Day School



Fall 2006;
Cheshvan/Kislev 5767
Volume 4, Issue 1

EVENTS:

Thursday, September 7, 2006 - Middle School to Springfield College Ropes Course
Monday, September 11, 2006 - 9/11 Commemoration
Tuesday, September 12, 2006 - Back to School Night for Grades K-5
Thursday, September 14, 2006 - Back to School Night for Grades 6-8
Wednesday, September 20, 2006 - Kindergarten Parent Welcome Breakfast
Wednesday, September 20, 2006 Destination Imagination Parent Meeting
Wednesday, September 27, 2006 - New Family Welcome Breakfast
Thursday, September 28, 2006 - Grades 1 & 2 Field Trip to UMass Cold Spring Orchard
Tuesday, October 3, 2006 - Board of Directors' meeting at 7:30 P.M.
Wednesday, October 4, 2006 - PTA meeting at 8:00 A.M.
Wednesday, October 4, 2006 - Grade 8 Field Trip to Jewish Nursing Home for Sukkah Decorating
Wednesday, October 11, 2006 - *Sukkah-Fest!* 5:30-7:30 P.M.
Thursday, October 19, 2006 - Grades 4 & 5 Field Trip to Forest Park
Monday, October 20, 2006 - *Ad Journal for Dummies* workshop at 8:00 A.M.
Thursday, October 26, 2006 - Meet our Special Specials Teacher Breakfast, 8:00-8:45 A.M. Featured specialists: Art teacher Susan Shaker and Music Teacher Cantor Liz Berke
Wednesday, November 1, 2006 - Kindergarten Field trip to the Longmeadow Fire Department
Thursday, November 2, 2006 - Specials Breakfast featuring Brian Zimowski and Rachel Wesley
Monday, November 6, 2006 - Board of Directors' meeting at 7:30 P.M.

Thursday, November 9, 2006 - School Picture Day. Also, Specials Breakfast featuring Geri Johnson and Darice Clark.
Sunday, November 12 - *Chaver l'Chaver* (Sunday Funday)
Monday, November 13 - Author Tami Lehman-Wilzig presents "Tasty Bible Stories" to grades 1 & 2.
Thursday, November 16, 2006 - *Ad Journal for Dummies* workshop from 6:30-7:30 P.M.
Friday, November 17, 2006 - Chumash Party for Grade 2 at 8:30 A.M.
Tuesday, November 21, 2006 - Family Thanksgiving Luncheon for Grades K-5
Wednesday, November 22, 2006 - 1:00 P.M. dismissal (pre-Thanksgiving)
Thursday, Friday, November 23-24, 2006 - No school, Thanksgiving break
Monday, December 4, 2006 - No School, Day School Conference
Tuesday, Wednesday, December 5-6, 2006 - 1:00 P.M. dismissal, Parent/Teacher conferences (no afternoon bus service)
Wednesday, December 6 - Heritage Academy Game Night at Barnes and Noble in Enfield Ct.
Thursday, December 7 - Shop & Read with Dr. Starr at Barnes & Noble in Enfield
Tuesday, December 12, 2006 - "Countdown to Chanukah" - a joint program with the JCC. Pre-K to Grade 1
Wednesday, December 20, 2006 - Chanukah Show
Monday, December 25-Friday, December 29, 2006 - No school, winter break
Monday, January 1, 2007 - No school, New Year's Day
Tuesday, January 2, 2007 - School resumes

MESSAGE FROM THE HEAD OF SCHOOL

I cannot believe it is November, already! There has been so much happening at the school; I do not know where to begin. It is so satisfying to have visions, and then to see them unfold in front of one's eyes.

This is certainly the year of *Middle School Initiatives*. First, under the previous guidance of Iris Mastey (Interim Judaic Studies Curriculum Coordinator), and input from the middle school Judaic teachers, Shimon Shushan and Rachel Wesley, the Judaic programming has been redesigned. All of last year, this team of three reassessed our curriculum and proposed the new design.

Judaic courses have been identified as *Core* courses and *Elective* courses. *Core* courses are required of all students, whereas *Elective* courses allow for choice. In most cases, Hebrew, Bible (Chumash and Navi), and Parasha of the Week are all *Core* courses. Judaic *Electives*, thus far, have included: Talmud, Women In Judaism, American Jewish History, Jewish Life Cycle Events, Making Jewish Choices, Current Events in Israel, and Jewish Holidays. Additionally, *Tefillah* is also allowing for greater choice. Each month there is an alternative to *Tefillah*. Students sign up for the entire month for either *Tefillah* in the chapel, or the alternative. Students must choose *Tefillah* in the chapel a minimum of four times during the course of the school year. Students in the chapel may choose a traditional or conservative siddur for the service. A reform siddur will also be added.



Thus far, the alternatives have been study of particular prayers (meaning and history), and creating a student siddur. Future choices will include: Bibliodrama, prayer and movement, and prayer and meditation. Many of the alternatives are coming from a PEJE publication on successful alternative *Tefillah* programs in Jewish middle schools across the United States.

Second, this year has also seen the addition of an *Enrichment* period, once a week, in the middle school. The first four weeks, the *Enrichment* period revolved around the theme of the High Holidays. In small groups, students rotated through four different activities. The activities were: (1) study of the practices and rituals of the High Holidays, (2) an arts and crafts activity whereby students made glass apples and honey plates, (3) baking honey cakes, and (4) the study of High Holiday liturgy with Cantor Liz Berke. The current *Enrichment* period is a Theater program. Students will work for six weeks on four short skits that are moral tales. Two are Aesop's Fables, and two are Jewish Tales concerning King Solomon. The students are the actors, make the scenery, obtain all necessary props, and figure out any needed sound effects or music. The students will perform for an audience of all the kindergarten through fifth grade students at the school.

Third, each grade of students has a weekly double-block of English in the computer lab. This period is always dedicated to *Writing Workshop*. Students do their English writing at this time under the guidance of their English teacher. This has allowed for the extended amount of time needed to carefully guide and assist students during their writing assignments. With the nation's continued emphasis on the importance of excellent writing, as demonstrated by the newly added writing component of the SAT exam, our students will be well prepared for the exam, college, and the workforce.

Our middle school's reputation is growing. We have newly enrolled students in our middle school this year. They have successfully transitioned to Heritage Academy, even with limited Hebrew ability. The students, faculty, and administration are happy to welcome new students

to our school. Tell your friends about us, we have room to grow!

Gu1#Gheruck#U1#Vwduu

ENRICHMENT - MRS. SHOLES

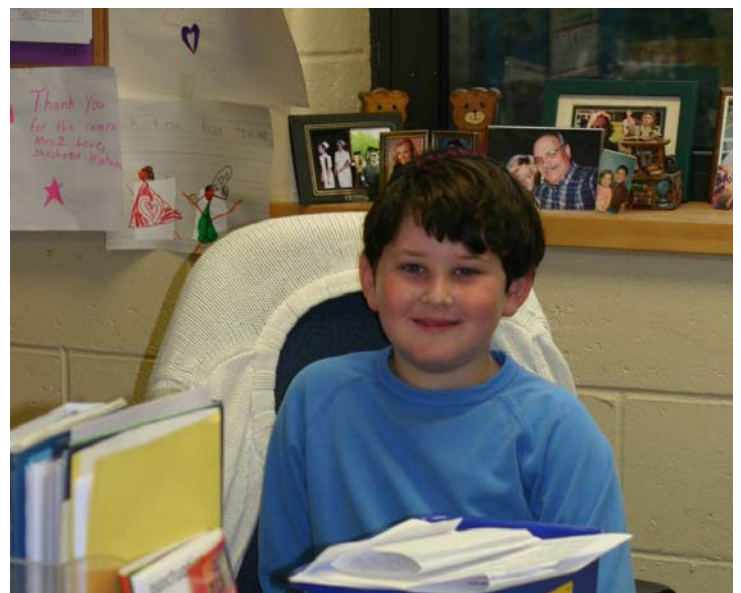
The Enrichment program at Heritage continues to grow and diversify this year. We have quite a few students participating in the various opportunities we offer for Enrichment, both within and beyond the regular classroom.

Some students in grades 1 through 5 are working in small groups a couple of times during the week to go beyond the standard curriculum, if they have demonstrated mastery of the skills or material expected at their grade level in Math, Reading or Language Arts. In Math, students may graph data, solve a variety of challenging problems, unravel logic problems or build origami versions of solid geometry figures. In Language Arts, they may read additional books or try their hands at creative and analytical writing.

All students in Grades 3 and 5 are using a new research process (Independent Investigation Method) to write reports in Social Studies and Science. This method is intended to help students learn to take notes from multiple sources, organize their writing and avoid plagiarism.

Heritage Academy will also be fielding two creative problem solving teams in the *Destination Imagination* regional competition in Andover on March 11th. One team will be a non-competitive "Rising Stars" team (gr. 1 & 2) coached by Lara Pisani. The other team, of gr. 3-5 students, will be coached by Jami Zmurko. We hope that in future years, more students will be interested in participating in this wonderful afterschool program. The two teams met for the first time on November 8th and their enthusiasm was overwhelming.

Coming up this winter and spring, we hope to offer the opportunity to a few students to develop and pursue their own independent study projects in an area of their interest. This year has gotten off to a great start, and I hope the students are as excited as we are!



Danny, Grade 2, as teacher of the day!
He bought this privilege with his "Mitzvah Money."



MIDDLE SCHOOL
LANGUAGE ARTS/ENGLISH - MRS. ROY

MICA
ENGLISH 8

Middle School students studied poetry through the analysis of literary and musical devices found in the poems each class read. This analysis laid the foundation for the expository writing that ensued. Using the technical vocabulary they have learned, students wrote comparison/contrast, response to literature, character sketch, and literary review essays and paragraphs (sixth grade). Preliminary work consists of prewriting using various graphic organizers, the formal outline, the first draft, and the revised final draft. Students are guided by a writing rubric that serves as the cover sheet and have the opportunity to revise again to improve their grades.

Fortunately, the schedule affords a double class for writing workshops for each class in the computer lab. Students use the computers for word processing and the editing capabilities of the program that address spelling, grammar, and style. During the workshops, students and teachers have the opportunity to conference individually. The first focus was the Summer Reading program. Presently, conferencing addresses individual writing problems inherent in the current weekly writing assignments and the revision of the previous weekly writing. This provides an excellent opportunity to gain insight into individual student's writing process and problems to improve the process and eliminate problems.

Outside of class reading is an important component of the program. The current outside reading is a biography. As an introduction to nonfiction, students will consider the role of bias in the biography they have read. Activities will vary with the classes when the readings have been completed on November 20.

Consistent use of MLA standards continues to be a part of the writing process and is included on the writing rubric. Following a prescribed format is essential to good writing and the ability to read and comprehend. Success on standardized tests presumes knowledge of format and the ability to make inferences. These skills are difficult, but with consistent effort to meet standards, students can improve with every reading and writing assignment.

Analysis of a Poem

Many authors write inspirational works. "Metaphor" by Eve Merriam is a wonderful and intriguing piece of poetry. This poem shows how life appears to Merriam as a metaphor and how she represented each element in life to objects in the lyric. This piece of poetry sends a strong and meaningful message to the readers. "Metaphor" by Eve Merriam is a motivational poem.

This poem can have many interpretations. The basic meaning of "Metaphor" is every morning one can start fresh as if the new day is a fresh piece of paper to record one's actions during the day on. At night, the piece of paper or what one does is filed and put away. The central message of "Metaphor" is that people can put their past behind them and start with a clean slate in the morning. What people do during the day is stored so the paper is clear to start again. These points are expressed in the poem using musical devices.

The musical devices in "Metaphor" give the mood of the poem strength as well as the point it is trying to get across. The musical devices used are rhyme and assonance. Mainly rhyme is used throughout the whole poem. Examples of rhyme in "Metaphor" are "Whatever you want to say, all day, until night folds it up and files it away" (4- 8) and "The bright words and the dark words are gone until dawn and a new day to write on" (9- 13). The rhyming gives the poem its mood and atmosphere. This poem also has assonance in a few of the lines including "Bright" (9) and "Write" (13) in addition to "Paper" (2) and "Say" (4). The assonance in the poem shows the actions taking place including folding up the paper at night and starting a new day.

The poem "Metaphor" uses the figures of speech, metaphors and personification. The metaphors in this poem are "Morning is a new sheet of paper for you to write on" (1- 3) and "Whatever you want to say, all day, until night folds it up and files it away" (6- 8). The metaphors show how the author relates to life using an image as each new day. "Until night, folds it up and files it away" (4-8) is the personification in this poem. It represents a person as the night putting away the actions of the day to start fresh in the morning.

"Metaphor" is a motivating and positive poem that represents each day as a new start. This piece of poetry symbolizes how life is a piece of paper that one can write



on and start over each day. This is a strong point that one can use to forget about his or her mistakes and begin a new day putting one's past behind. The poem's lesson is that people can embark on a fresh, new day.

WORK CITED

Merriam, Eve. "Metaphor." Prentice Hall Literature. New Jersey: Pearson Prentice Hall, Inc., 2005. 953.

ELLIOT ENGLISH 8

Analysis of Poem

"Metaphor" by Eve Merriam is a beautiful poem about the new opportunities presented each day. Eve Merriam was born in Philadelphia, Pennsylvania ("About the Author" 953). Merriam began her lifelong fascination with poetry at an early age ("About the Author" 953). Merriam called poetry the most immediate and richest form of communication ("About the Author" 953). "Metaphor" is an inspirational poem that sheds a new perspective on life ("About the Author" 953).

The main message of "Metaphor" can be interpreted in many different ways. One interpretation can be that Eve Merriam was trying to explain that each day new opportunities arise. This can be explained by, "Morning is a new sheet of paper for you to write on" (Merriam 953). This quote can be interpreted to mean that each day one has a new chance to achieve goals in different events. This interpretation alone clarifies the meaning of a new day and the possibilities for change. Eve sends this message with her use of musical devices.

"Metaphor" is a lyrical poem because of the various musical devices in the poem. One example of a musical device is rhyme. "Are gone" (Merriam 953) and "until dawn" (Merriam 953) are examples of rhyme. Repetition is found in "The bright words and the dark words" (Merriam 953), where "words" is being repeated. The fact that this is a lyrical poem creates a more musical mood and contributes to the deep meaning of the poem.

Various figures of speech are also a part of "Metaphor". One example of a figure of speech is personification in "Until night folds it up and files it away" (Merriam 953). Metaphor can also be found in "Metaphor" when "Morning is a new sheet of paper to write on". This compares the morning of each day to a new sheet of paper. Figures of speech, like the musical devices, help contribute to the theme of "Metaphor".

The literal meaning of the poem is that each day one has new opportunities to achieve new goals. This is evident with the words "The bright words and the dark words are gone until dawn and a new day to write on" (Merriam 953). Also, "Morning is a

new sheet of paper for you to write on" (Merriam 953). This means that at the beginning of each day we have a new chance to do things and that the mistakes and successes of yesterday are gone. Life can be lived more relieved knowing that we can always start over the next day.

The idea of life that Eve Merriam sheds is comforting because it reflects the idea that even if a mistake is made, the next day one has a chance to start over. Her view on life is both optimistic and mostly accurate. The poem's optimistic because Eve believes that if she makes a mistake, the next day it is gone, and life goes on. "Metaphor's use of musical devices, the theme, and all of the components of the poem help send the message.

Work Cited

"About the Author". "Metaphor". Prentice-Hall Literature: Platinum. Boston: Pearson Prentice-Hall, Inc., 2005. 953.

Merriam, Eve. "Metaphor". Prentice-Hall Literature: Platinum. Boston: Pearson Prentice-Hall, Inc., 2005. 953.

TOVA ENGLISH GRADE 6

Martin Luther King Jr. is a symbol of human dignity. In the "Martin Luther King" poem, Raymond Richard Patterson, the author, expresses his ideas using musical devices, meter, and rhyme. The meter he uses is trimeter, which means three beats per line. "came/upon/an age" (Patterson 1). The rhyme is end rhyme and always falls at the end of each line like "age"(1) and "rage"(2) or "slain(9)" and "again"(10). In this poem, Raymond Richard Patterson shows that Martin Luther King was a symbol of equality to all humanity. His assassination was pointless because his ideas will always live for downtrodden people. Since Martin Luther King represented not only his people, but also all people, his belief in "man's worth (8)... "will come again" (10).

Work Cited

Patterson, Raymond. "Martin Luther King." Prentice Hall Literature Bronze. New Jersey: Prentice Hall, 2005.



JACKIE

SHORT STORY

Connected Waters

“Emma, Isabelle, can you come here for a minute?” called Emma’s mother from down the hall.

“Coming, Mom!” Emma shouted back.

“Me too!” shouted Isabelle. She had an amazingly loud voice for a five-year-old. Filled with energy, she skipped out of the tiny room she and Emma shared and ran down the stairs.

“Walk Isabelle! You might hurt yourself!” Emma heard her mom yell up the stairs.

Emma giggled. She paused and glanced out her window. It was summer now. The beaches in Maine were covered with colorful umbrellas and relaxed people lying on their towels, making it hard to tell where the ocean met the sand. She watched the steady beat of the falling and rising deep-blue waves, glittering from the sun’s reflection. She sighed. “It is just so beautiful,” she thought.

“Emma!” Her mother yelled a second time.

“Sorry! I’m coming!” She looked away from the window and hurried down the stairs, her blonde hair streaming behind her. “What do you need?” Emma asked, almost out of breath.

“Your father and I need to...talk to you two for a second. How about you sit down.”

“Okay,” Emma and Isabelle replied, pulling out oak wood chairs from under their kitchen table.

Her father began to talk. “We have some very exciting news. You probably know that I haven’t been very happy working at the hospital recently.”

“So?” Emma said.

“Well, I got a job offer somewhere else. And I took it.”

“Where is it?” Emma asked, panic rising in her voice.

“Is it that new community health center down the street?”

“Ya, where Daddy?” Isabelle asked. She always copied what Emma said.

“No, it’s not the health center,” her father replied, pausing. “It’s at another hospital...in Michigan.”

A long silence followed.

“W-what?” questioned Emma, salty, fat tears beginning to swell up in her eyes. “Michigan? Like t-the state Michigan? Like halfway across the country?” The tears came faster now, streaming down her face. Isabelle sat still.

“Yes,” answered her mother. “But it isn’t that far. And you can come visit your friends whenever you want.”

“We’re moving? You already accepted the job? You-you

didn’t even ask me!”

“Emma...” soothed her mother.

“No! Don’t do this to me! I’m not moving! I’ve lived in Portland all my life and you’re not about to take me away!” With that, she ran back up the stairs and slammed the door.

Her parents’ faces remained solemn. “We had to tell her sometime, Joe,” sighed Emma’s mother.

“I know,” he said. “I just wish she would understand.”

Upstairs, Emma sat on her bed, sobbing. “No,” she thought, “I won’t leave. No one can take me away from Maine. No one can take me away from the ocean—my ocean—No one can.” Emma then thought about the people she would have to leave... her friends, her family, her school, her teachers...yes, even Mr. Green, Emma’s mean science teacher. She knew she would miss him...and Shayna...especially Shayna.

Shayna and Emma had been best friends since preschool. Their birthdays were one day apart, and they were the only two girls in the seventh grade who loved sushi. No matter what, they were there for each other. For funerals, birthdays, and just bad days in general, they would make each other laugh until it hurt. “And Shayna will be there for me now,” Emma thought.

Emma picked up the phone in her room and dialed Shayna’s telephone number. She knew the number by heart, of course. After ringing a little bit, someone picked up.

“Hello?” said the person on the phone.

“Shayna!” yelled Emma.

“Oh hi, Emma! Hey, do you know the answer to question seven for math? I can’t figure it out.”

“Not now Shayna,” tears collecting in her eyes again. “I need to talk to you about something really important.”

“Emma is something the matter? You don’t sound too good.”

“I’m moving,” blurted out Emma. “All the way to Michigan.” The tears returned, gushing down her face once again.

“You’re what?” Shrieked Shayna. “No, you can’t. You’re my best friend Emma. You can’t!”

Barely understandable through her crying, Emma sobbed “My dad got some job in Chesterfield, Michigan, and he took it. Without even asking me. He just took it.” There was a long pause

“Emma...” eased Shayna. “It’ll be all right. We’ll find some way to make it work. I’ll visit you, you’ll visit me. I’m sure I’ll see you. Look, I know it’s gonna be hard, but we can do this. I know we can.”

“Shayna!” screamed Emma. “It won’t be all right! I’m moving all the way across the country! It’s expensive to fly! I’ll never see you!”



“Emma calm down...” Again, a long silence.

“Can I live with you?” Emma asked quietly.

“What?”

“Can I live with you? You know, not have to move to Michigan. I want to stay with you, Shayna.”

“Emma, think about what you’re saying.”

“I know it sounds crazy, but we’re like sisters anyway. C’mon Shayna.”

“What would your parents say?”

“I wouldn’t have to tell them.”

“Emma!”

“Well, I’m coming over anyway. I just need to talk with someone about this face to face. You’re the only one who understands...Shayna...both my parents think this move is a good thing.”

“All right, come on over, but I can’t guarantee you can stay. Hey, maybe if you help me with my math homework...”

“Shayna!” giggled Emma “I’ll be over there soon.”

“See you then. And Emma?”

“Ya Shayna?”

“It’s going to be okay. I don’t know how or when, but it will be.”

Emma smiled. “Thanks Shayna.”

“All right, bye.”

“Bye. See you soon.”

Emma hung up the phone. “I’m lucky to have a friend that nice,” thought Emma. She packed a small backpack with some clothes, a water bottle, and a jacket, and grabbed her bike helmet from her closet. She didn’t need much to run away. She knew Shayna would let her live with her. Emma began to creep quietly down the stairs. She didn’t want her parents to hear her. Emma would rather do anything than have to talk to them right now. “Maybe it will be easier to run away if I don’t have to say goodbye,” Emma thought. Halfway down the stairs, she saw Isabelle.

“Hi Emma,” Isabelle said, trudging up the stairs.

“Hey, Isabelle,” responded Emma, looking down at her sister affectionately. “Are you all right? This move must be hard on you, too.”

“I’m okay. But I don’t want to move either.”

“I know the feeling,” Emma said, a slight smile appearing on her face.

“But it could be worse. We could be moving to a whole different country!” she joked. Emma laughed. Isabelle was an optimist, even in times like this. “And it’ll always be you, me, mommy, daddy and teddy,” Isabelle added. “We’ll always have each other.” Isabelle smiled back. Tears started to stream down Emma’s face.

“Isabelle is, right,” Emma thought. “We’ll still have each other.” “Come here, little one,” Emma said smiling, her arms open. Isabelle ran up the next couple steps and gave her sister a hug. “All right now, go on up to our room. I’ll be back later. I’m going to...do some other stuff. Okay?” Emma asked.

“Okay,” answered Isabelle and went in to their room.

Emma sat down on the stairs. How could she have ever thought about running away? How could she have ever thought about living without her family? She needed them more than anything else. “I can’t do this,” Emma thought. “I can’t leave.”

Emma began to think about Michigan. She had been there once when she was about eight years old when her father was on a business trip and had taken her along to see the country. “Michigan is pretty cool,” Emma remembered. “But it’s no Portland.” She remembered the quaint little houses and all the trees. “And, the schools,” thought Emma. The schools were huge, some of the best in the country.

Emma gazed around the stairwell and her eye fell on a map of the United States hanging on the wall. She stood up to look at it. She found Chesterfield, Michigan, on the map. “Wow,” she whispered, “It’s right next to the Great Lakes.” Emma had heard of the Great Lakes before; her father was going to take them there during their trip, but it had rained. He said the Great Lakes were supposed to be beautiful. Emma put her finger on the lakes and followed them, until she reached a blue line that looked like a river labeled “St. Lawrence Seaway.” She traced it with her finger, following it all the way back to the Atlantic Ocean and then to Portland, Maine. “They’re connected,” Emma thought. “My ocean is connected to the Great Lakes.” Emma smiled. She thought about how Shayna could look out at the Atlantic and how she could look out at the Great Lakes, and in a way, they would be looking out at the same water. Not directly, but connected. “Maybe this won’t be so bad,” Emma thought. “A part of me will always be in Maine, always be with Shayna, always be with the ocean-my ocean.” Emma jumped up. “Mom!” she yelled, “Mom, I’ve got something to tell you!”



LIBRARY CORNER – MS. GERI JOHNSON

Library! An oasis of peaceful calm in a busy school day is something we all enjoy. When entering the open and welcoming arrangement of our beautiful new furniture (thank you so much Dick and Betsy Gaberman), students embark on a journey to different places and time, lose themselves in a good read, and are fascinated by mysteries of the world without ever leaving the room. Students learn library decorum, enjoy the computer catalog, have fun learning how the library works and how to find library materials, and of course, participate in the ever popular Story Time. Our Kindergarten and First grade are listening to classic picture books, Caldecott books, popular books, and learning how to keep library materials in their place. Second and third grades make the transition to Newbery Books, as they discover the foundations for library organization set up by Melvil Dewey. The fourth and fifth grades learn the finer points of libraries and use these skills to for class projects and library activities.

Our Library provides the perfect kick-off for Enrichment at Heritage. This year, in anticipation of our *Leonardo Da Vinci Enrichment* program, we have purchased over 30 books, on all levels, covering the vast magnitude of Leonardo's legacy to the world. It is going to be so exciting to learn about Leonardo, and the Library has the pleasure of introducing this great man!

Without the support of parents, grandparents, friends, and our most valuable resource, our students, the Library would be far less comprehensive. The gifts and donations range from "The Step into Reading" series for emerging readers, the latest books for Harry Potter and The Series of Unfortunate Events, and invaluable books in Hebrew for early readers, and books of Judaic content. Please remember the Library Book Program which honors your child's birthday or achievement with a purchase of a book in his or her name. Ask me for volunteer opportunities, particularly for our annual, and highly successful Scholastic Book Fair which will be held April 2007 during Parent/Teacher conferences. I can not thank everybody enough.



Kindergarten, during their Library time.



Third Graders Sasha and David in the Library.



MIDDLE SCHOOL JUDAIC STUDIES — MR. SHUSHAN

In the course of the last few months, the Middle School Judaic curriculum has undergone many changes for the positive. One of the most prominent examples of this is the new elective program, in which students are given a wide range of choices. By allowing the students to shape their own program of study, we are giving them a sense of control and accountability that will help them grow intellectually and emotionally. This approach is particularly suitable for a community day school like ours, as it gives all our students, regardless of their background, an opportunity to choose the learning environment that best suits them.

The elective that I teach is *The Jewish Life Cycle*. What is the Jewish life cycle? What is a family tree, and how does it fit into the larger community? We have looked at how different Jewish denominations approach such pivotal events as birth, naming a child, and celebrating that child's Jewishness, whether through circumcision, naming ceremonies, and/or other rituals. By the time you read this, we will have studied the meaning of Bar and Bat Mitzvah, and the countless ways this event can be celebrated.

This year, students are leveled for Hebrew language instruction. Students in my Hebrew class have been improving their vocabulary and grammar through interactive games; the children enjoy this so much that they do not even realize how much they are learning. Most recently, we have begun a unit on small animals, in which each child was asked to prepare a poster in Hebrew- on a small animal that they have seen in the movies. In addition to Batman and Spiderman, the children introduced me to a host of famous creatures that I had never even heard of. During class, we speak primarily in Hebrew.

In Bible studies, we are analyzing the many ways that the *Tanakh*- the Bible- is relevant to our contemporary life, and how the landscape of modern Israel makes Biblical history come alive. Most importantly, the students are developing the fundamental skills of Biblical exegesis, skills which they will carry with them as they grow Jewishly. They are learning to look for key words that can help them understand the deeper meanings of *Tanakh*.

My sixth grade Israel Studies class is exploring the history of Israel, from the awakening of Zionism through Herzl and the first Aliyah. As the year progresses, we will study the later stages of modern Zionism. We rely on historical photographs and maps of early Israel to give us a better sense of what it was like during those groundbreaking years.

This year, we have incorporated a new, more inclusive approach to prayer. While all students are required to spend a minimum of three months practicing the traditional prayer service, they are given the option of selecting alternative *Tefillah*. This includes learning about *Tefillah*, or prayer, in a more

innovative way during the rest of the year. Students who choose to participate in the alternative service have learned about the general meaning of *Tefillah*, focusing on the *Amidah* prayer. They learned about how our sages used *Tefillah* to become strong leaders and better Jews. Most recently, they learned first-hand about the structure of the prayer book by creating their own *Siddurim*. They are given the opportunity to write their own *Tefillot* and include them in their prayer books.

Once a week, we have an enrichment class. During September, in preparation for the High Holidays, we learned about the meaning of *Rosh HaShanah*. Additionally, students had a variety of hands-on projects, including baking a honey-cake and an arts and crafts project which was making a plate for apples and honey. Cantor Liz Berke educated the students about High Holiday liturgy.

After the holidays, we moved onto a Theater unit. The middle school students divided into four groups, each of which is currently producing a skit based on either a Jewish story or a folktale or one of Aesop's fables. Students are actors, scenery makers, prop gatherers, and advertisers. The skits will be performed for the K-5 students. Parents will be informed as to our production date so that you might also attend!

The middle school Judaic program is off to a wonderful and creative start, and I look forward to continuing to work and grow with your children in the months to come.



Madison carries the Torah during the Simchat Torah assembly.



SCIENCE – MRS. CLARK

All of the students in the school have been very busy in science class. Kindergarten has been coming to the science lab this year and has learned about the characteristics of living things. They now know all about pumpkins, plants, seeds and bears. They can tell you what makes things living or nonliving. First graders have really enjoyed learning about what makes them healthy. They know how important it is to eat right, exercise and get enough sleep. Second graders started with a unit on weather, they made working pinwheels, thermometers and a cloud in a bottle. Third grade has been studying animals. They have made a field guide of animals indigenous to our area. Fourth grade started the year studying the skeletal and muscular system. They have done activities using their muscles and bones and are now studying their nervous system. Fifth grade started the year learning about the weather on our planet and are learning about the atmosphere and wind. They recently made barometers and anemometers in lab. They are working very hard on their project on Global Warming, and I am looking forward to the upcoming debate.

The middle school students have been working very hard in science. The sixth grade is exploring the universe. They are enjoying learning about the formation of the universe and our solar system. From here we will move onto the Dynamic Earth and learn all about the surface of our planet. The seventh grade began this year by studying cells. We have looked at them under a microscope and are able to differentiate between plant and animal cells. We were lucky enough to have Japanese Medaka fish eggs donated to us and we watched the eggs grow and develop under the microscope. We will move on to mitosis and then move onto body systems. The eighth grade has learned about different types of matter. This is in preparation for learning about atoms and molecules and how they combine. The year so far has been exciting and challenging. I look forward to the rest of the school year with all the students.

ART ROOM – MRS. SHAKER

Heritage Academy artists have been a busy bunch since September. Kindergarten students have started the

year learning about color: primary, secondary, warm and cool. All grades studied a unit on the famous French artist Henri Matisse. We covered topics such as organic and geometric shapes, pattern, and color. Students really enjoyed learning about Matisse's creative use of color and his fabulous paper cutouts.

Currently we are working on projects to complement our Geography Fair that will be held in January. Second grade students have been busy creating African masks out of paper and raffia, while third graders have been weaving up a storm as part of their Native American unit. Seventh graders are working on ancient Egyptian mummy cases. There is plenty more to come...it will all be on display in January!

Fifth graders have just completed a portrait project that combines color theory and the techniques of artist Andy Warhol. These masterpieces are hanging outside of the auditorium and are getting rave reviews! Be sure to check out the art work displayed throughout the building whenever you are here. The children are so proud of their work and I am so proud of them!



First Day of School Assembly



GRADES 5-8 SOCIAL STUDIES – MRS. HEATH

The first term of this year found Grades 5-8 not only learning the history curriculum from their textbooks, but also by becoming actively involved in their particular area of study. They expanded by participating in a variety of creative projects.

* Grade 5 – Jewish History: These students, while learning about the Jewish people in past centuries, also learned about their personal history. Through interviewing family members and looking at old family photographs, the students were able to further enhance their knowledge and pride on what it means to be Jewish.

* Grade 6 - Created their own “fantasy country” using favorite food products to explain the variety of landforms and bodies of water on the surface of the Earth.

* Grade 7 - Became archaeologists by “digging up” objects around their homes and neighborhoods. They found objects, made in the 21st century that future historians and archaeologists would have to identify and describe.

* Grade 8- In groups of three, eighth graders expanded their knowledge of three of the world’s major religions: Judaism, Christianity and Islam. They researched these religions, and reported on them in both written reports and visual representations.

ALTERNATIVE *TEFILLAH* IN THE MIDDLE SCHOOL – MRS. WESLEY

The offering of an Alternative *Tefillah* in Middle School is a new approach to help develop a more positive attitude toward traditional *Tefillah*. For the month of September, we use *Hineni-The New Hebrew Through Prayer*. We focused on selective prayers and discussed rituals and concepts inherent in our mitzvot.

For the month of October we started our mornings with Jewish stories. The students were introduced to classic Jewish tales from *Sefer Ha-agada* as well as well-known Jewish literature by *Shalom Alichem*.

This month the Alternative *Tefillah* group meets every morning in the Computer Lab to create our own Heritage Academy *Siddur*. The students looked through different *Siddurim* and researched on the internet for alternative prayers. They summarized their results in a Table of Contents. Next, they worked on different prayers adding English translations or their personal reactions

expressed as poems. Some added new prayers such as a prayer for Israeli soldiers.

The students are looking forward to finally editing their finished product and to begin using their new *Siddur*.

COMPUTER CLASS – MRS. WESLEY

I would like to introduce parents to some of the Web sites the students work from in class:

Kindergarten – www.wacona.com go to Kindergarten games. This is a great place for games to practice eye hand coordination. It also has a link to favorite character sites.

Jewish web sites - www.babaganewz.com
www.torahtots.com
www.akhlah.com

Typing websites – www.snopi.com This is an Israeli web site that includes games and dictionaries. Go to the third on the right <http://www.sense-lang.org/typing>

PRE-ALGEBRA – MRS. CLARK

The students in pre-Algebra have had a good start to the year. We have covered many topics using the Saxon Algebra ½ book. The book uses an incremental approach to math. The philosophy of this program is that students learn by doing and that students cannot fully learn a concept on the day that it is introduced. The problem sets for each lesson contain only three or four problems from that lesson and 26 problems from previous lessons. Throughout the course of the year, the students are reviewing every concept that has been introduced. If a student has difficulty with a topic, they will have many opportunities to practice and understand the topic more fully. The goal of the pre-Algebra class is to introduce the concepts needed for algebra throughout the course of the year so that the students are well prepared for algebra next year. As we more through the year, and more and more properties of algebra are being introduced, the students are gaining a better understanding of the basics of algebra.



MIDDLE SCHOOL MATH – MRS. HEATH

The Middle School students who are participating in the Saxon 7/6 program are working on mathematical skills and concepts, which are intended to not only reinforce, but also to extend their math abilities. Through introduction, review, reinforcement and daily practice, students will improve their retention skills, as well as give them the foundation and critical thinking skills required for algebra and other higher level mathematics. The students have done well in all concepts so far, and are moving quite well through the subject matter presented.

MIDDLE SCHOOL MATH – MR. Z.

This year in algebra, we will be covering a variety of topics including algebraic expressions, areas, volume and equation solving, along with many more exciting topics. Aside from the topics covered in our Saxon Algebra text we will also be exploring outside topics such as famous mathematicians and the roots of modern algebra. It is my goal that by the end of the year, all of the students will have a strong mathematical foundation to build upon, along with a greater appreciation for mathematics as a whole.

FOURTH & FIFTH GRADE – MRS. ZMURKO

Fourth and fifth grade students have been off to a great school year. Both classes enjoy spending time together during Open Circle, teffilah, physical education, special programs/ activities, and recess and lunch. Many new friendships have developed as our community continues to grow stronger. Not only are the students building social competency skills, they are also developing as academic learners. Throughout this school year, 4th and 5th grade students will be collecting pieces of their work to build individual portfolios. These portfolios will display a collection of work showing growth over time, illustrating experiences as a learner, showing evidence of reflection and gaining new perspectives, and representing the uniqueness of the individual student. Again, this school year is off to a great start and will only get better as the year progresses.

STUDENT EXAMPLES:

Response to Reading Journal by Lauren

In this part of On the Far Side of the Mountain, Sam and Bando go to look for Sam's sister, Alice, who goes missing, along with her pet pig Crystal. Bando is a grown up friend of Sam's, who understands Sam and how much the forest means to him. Sam recalls Alice talking about waterfalls so Sam and Bando look on a map to find a river that might lead to a waterfall. During their search they keep finding evidence that Alice and Crystal had been there. It seems to me that Alice is trying to get Sam to follow her, because she keeps leaving signs that she has passed there.

Sam and Bando find a hand-made compass right near Sam's "campsite" that was made by Alice. This type of compass is made by putting a stick in the sand and looking at which way the sun makes the shadow go. Alice could have dismantled her compass, but she chose not to because she wants to show Sam where she is going.

Sam and Bando come to a clearing where there is a pile of leaves. Sam and Alice always put leaves to cover where they made a fire, slept, or did anything that might leave a mark. But Alice makes sure that she uses different colored leaves than what were around the clearing so Sam could tell that she had been there.

Near a cabin's outdoor fireplace, Sam and Bando find an arrow made out of rocks. By stacking three rocks on top of each other and putting a fourth stone on the ground in the direction the person is going, people can find where one is headed. " 'Bando I say,' squatting beside the sign, 'Alice has been here.' 'She's changing course, going in the direction of that stone on the ground.' " (page 101) This arrow is called a pathfinder sign and its only purpose is to help other people find you.

I think that the points above really show that Alice is trying to show Sam where she is. I think that Alice wants to feel like she's really tough and grown up enough to go on her own far away, but she also wants him to follow her for protection.



My Summer Experience
by Noa

As I, Noa, got up on that chair I knew getting my ears pierced was going to hurt, but after I was really happy. I have always wanted to get my ears pierced because a lot of people wear earrings and it looks so pretty.

On July 1, 2006 I went with two of my best friends to get our ears pierced. Jordan, Sydney, and I went to the Enfield Mall with our families. All of us were nervous and I was especially nervous and excited. I really just wanted it to be over. As soon as we walked into Claire's Fashion Boutique I knew there was no turning back. First, my friend Jordan got her ears pierced and when I saw her face it looked like it hurt a lot. I got really agitated, because next it was my turn.

I saw the piercing chair and it was tall, made of leather, and a light grayish purple color. When I sat in it, I realized it was comfortable but then I saw the piercing guns and they looked scary. I got scared. The piercing guns were a silver color and had dents to fit your ear. The guns had two holes where the diamond stud earrings were placed and each gun was a little bigger than a computer mouse. The piercing guns had triggers and that is what scared me the most.

When the ladies loaded the guns, I heard a scary sound. It sounded uncomfortable. Then they cleaned my ears and made a dot on each ear where the earrings would be placed. My mom and my dad checked the dots to see if they were lined up correctly. They both agreed they were, and then the ladies placed the cold silver piercing guns on the dots on my ears. They said, "One, two, three!" They pressed the trigger, "pchika!", and I started to cry, but after I was really happy! My parents were so happy that they started to cry. Well, my mom cried and my dad had a big smile on his face. The ladies let me look into a mirror. I loved the way it looked. I couldn't even wait until I could change my earrings and I even bought a new pair to wear for when that happened. (Actually, as I am writing this piece, I am wearing the monkey earrings I bought that day!) In the end, one of my friends, Sydney, did not get her ears pierced.

After we left Claire's, we went to get pizza in honor of me and my friend Jordan. We still honored Sydney, because she was going to get her ears pierced but didn't, and because she was feeling bad.

I now look back to that very moment and feel that I made a good choice about getting my ears pierced. I love it!

My Summer
by Mica

When I was at the Baseball Hall of Fame (in Cooperstown, New York) I saw a few differences between baseball a long time ago and baseball today.

The uniforms were the first difference I saw. Until about the 1950s and 60s the uniforms didn't have as much color as they do now. The reason they added more colors was because baseball managers saw how popular color TV was. I saw some old uniforms at the Hall of Fame. Two I remember were the Pittsburgh Pirates and the New York Yankees. Pittsburgh had red shoulders with the word Pirates across the chest, and a zipper down the middle. New York had plain black stripes and a NY symbol on it. Although they looked different, they both had one thing in common. They were cool!

The second difference I noticed was the statistics. A long time ago players didn't hit as many homeruns because the ball was made differently from today's baseball. Today the baseball has cork in the middle. Rubber surrounds the cork. On top of the rubber is a layer of yarn and horsehide surrounds the entire ball. A long time ago the ball was just yarn and horsehide. This ball was softer and therefore was harder to hit homeruns with. This time was known as the "Era of the Dead Ball". This period ended in 1918 when Babe Ruth was traded to the New York Yankees. Another difference in today's statistics and the statistics of the past is that the E.R.A.'s (Earned Run Average) are higher today. In 1968 Bob Gibson had a 1.12 E.R.A. Today if you even get a 2.00 E.R.A you're pretty lucky. The final difference in statistics was that a long time ago players had more wins. The last 30 game winner was Denny McClain in 1968 with 31 wins. A player today will only get about 21 wins, and that's only if they're really good. I think a long time ago the pitchers were better, but the batters weren't.

The last difference I saw was the equipment. For example, a long time ago the gloves were the size of the player's hand, and now the gloves are about double the size of the player's hand. Also a long time ago the catcher's mask was about 6 inches away from the catcher's face. Today, it's pretty close to the catcher's face. The



cleats of the past were also different from the cleats of today. A long time ago, the cleat spikes were like nails. Today, they're like rubber bumps. I think the equipment is better now, because it gives more protection to the players.

At the Baseball Hall of Fame, I learned a lot about baseball a long time ago. I hope I get to go again next year!



Mrs. Zmurko and her 4th and 5th graders during Open Circle.

FOURTH & FIFTH GRADE - MR. EDRY

In Fourth Grade, we are learning about the *Parsha Chaya Sarah*. We learned about Sarah's death, and her burial in the Cave of *Machpelah*. We used this opportunity to learn about

Jewish mourning customs such as: sitting *shiva*, eulogy, and the mitzvah of comforting the mourners. The students researched the Cave of *Machpelah* and took virtual tours on the Internet to really see it. We paired off and each pair created a model of the cave and wrote a research paper. The models were displayed to the entire school.

In Hebrew, we are studying the *Chaverim B'Ivrit* program, which encourages you children to speak Hebrew as much as possible. We learn the vocabulary of programs held after school such as basketball, cooking, music and dance.

It is the first time for these 4th graders to study the Book of Prophets. We are studying the book of Joshua, which deals with the conquest of the Land of Canaan.

We combine the 4th and 5th graders as much as possible to increase their social skills and create more opportunities to develop friendships.

In Fifth grade, with the help of Mr. Shushan, we have four different levels of Hebrew going on at the same time. The levels go from skilled Hebrew speakers, to those who are still acquiring the Hebrew oral language. We are studying the *Chaverim B'Ivrit* program.

The *Chumash* group is studying the Book of *Shmot/Exodus*, the story of slavery and freedom out of Egypt. We speak a lot of biblical and modern Hebrew in the class. The students are writing an Egyptian newspaper, reporting about the events that occurred in the *Parsha*.

Mrs. Zmurko and I are encouraging the 4th and 5th grade students to intermingle more. We are taking every opportunity to increase their social interaction, such as: *Shabbat* prayer, Open Circle, recess, lunch, field trips and guest speakers.

We are encouraging the mitzvah of *chesed* by bringing in speakers and programs dealing with kindness. For *Parsha Noah*, we invited a Springfield MSPCA representative to speak about kindness to animals. The students were very involved and brought donations to the

MSPCA. Before Thanksgiving, we invited Mrs. Rubenstein from Rachel's Table, to tell us about the *tzedakah* that Rachel's Table does.

MUSIC PROGRAM -

CANTOR ELIZABETH BERKE

The music program is in full swing and we have been very busy in the opening weeks of school. The classes have been working on differentiating between beat and rhythm, and notating some of their own rhythms. Many grades are learning note reading skills, which we are applying to the recorder, beginning in the third grade, and the keyboard, in the fourth and fifth grades.

While learning these aspects of music, we have been using them with Jewish songs for each of the holidays, from Rosh Hashanah through Simchat Torah.

In the lower elementary grades we are using songs to help us remember our Hebrew vowels and to learn how to keep a steady beat. We use a variety of instruments (shaky eggs, triangles, tambourines, drums) to accomplish this task. We are also learning the basics of musicality, such as piano (soft) and forte (loud), along with crescendo (going from soft to loud), and decrescendo (going from loud to soft). And each class loves to engage in movement activities. They are quite expressive with their dancing.



THIRD GRADE NEWS – MRS. KRAMER

If you walk by room 6 you will hear the sounds and laughter of children learning! Each day begins with a math meeting and the children are encouraged to work with their peers to solve a daily word problem, count money, tell time, or write a number sentence for the number of the day. The Saxon math program is very exciting and through each lesson the 1, 2, 5, 7, 10, 11, and 12 times tables have already been introduced. This has been done by learning the doubles patterns, counting the minutes on a clock by fives, the days of the week, and the months of the year. Each day the students get to practice their fact mastery with timed problems. When the students know the basic math facts it makes every math concept easier. Your support is critical for your child's success with math facts. Place value, expanded notation, measuring skills, estimating answers, counting money, and geometry are some of the other topics being taught in math.

The study of animals, their needs, habitats and food chain are being covered twice a week with Mrs. Clark in the science room.

Each student is the proud owner of 2 states in our country! The children are presently doing a research report on their second state. We are spending time in the library learning to use encyclopedias and other reference books. The children are very excited to learn about the topography, economy, history, and many other topics about their state. All of the work will be done in school under my supervision. If your child would like to retrieve information from the internet please use the site: enchantedlearning.com that I have informed you about already. The children are thinking, reading, and writing constantly! You will be able to see the final products at the yearly geography fair in January.

I have wonderful writers in my room. Each child is learning to edit his/her work and write more descriptively. Their first piece of writing was about the season of fall.

Here are a few examples of some of the children's work.

Julia coloring in the map of the United States at recess time.

Fall

The fall is fun because I get to jump into the pile of leaves on my driveway. I also like the fall because my favorite holiday, Thanksgiving, is in the fall. The other thing I like about the fall is that the leaves change colors and I can make a leaf collection. That is why I like the fall !!

Sarah

A Fall Poem

In the fall season, there is a reason to laugh and say hurray!
Day by day the trees go bare and leaves go off and away.
Give it a kick, give it a score, soccer try-outs are in store!
For the fall we waited long, but now it's finally here,
The turkey's on the table, Thanksgiving is now here!

Talya

Fall

I like the fall season because you can rake leaves and jump in them. I also like that the weather changes. It gets colder in fall, I like that a lot! I like the holidays; like Thanksgiving, Succot, Rosh Hashanah. I love to get to spend time with my family. That's why I like fall!

Julia

Fall

I like fall because I can rake and then jump in the leaves. I also like when the leaves change into different colors. I can make a leaf collection. I can go on walks and collect leaves so I can trace them. There are also many activities to watch on T.V.; like the World Series and football. I also like the holidays. That is why I like fall!

Eli





THIRD GRADE – MORAH SHIFRA

Third graders began the year learning about the Jewish holidays through stories, pictures, songs, and projects. The children made Hebrew Rosh Hashanah cards for their parents. If you enter our classroom, you will hear the children speaking Hebrew. I speak to the children throughout the day in Hebrew – teaching them everyday language. For example, numbers, colors, telephone numbers, occupations, animals, and food. To reinforce the food vocabulary, the children wrote individual menus and we had a mock restaurant during *Kabbalat Shabbat*. We combined math and Hebrew language and the children enjoyed the food and activity. While teaching about animals, the children are learning about Noah's Ark in *Chumash*. They work in groups and design their own ark. There is a lot of learning going on in our room.

SECOND GRADE – MRS. Z.

The Second grade has had a busy beginning to the school year. We have finished our first project which was our "Leaf Books". We had to gather leaves and identify them. It was a fun project. Everyone brought their books in so we could share them.

We are getting ready to perform at the Thanksgiving Day Luncheon at school. We will be putting on a short skit about Thanksgiving. We are all excited about dressing up like pilgrims and putting on a play for everyone that will be there.

We also have had time to get into our books for second grade. In reading we have read two chapter books and are reading books about Thanksgiving. We have been working on our vocabulary and learning new words and their meanings. In Math we are reviewing our math facts, both addition and subtraction, and learning about coordinates and how to map them on a grid.

We are excited about the upcoming holidays and wish everyone a very Happy Thanksgiving!

KITAH BET – MORAH IDIT & MORAH INBAL

We started the year with enthusiasm, joy and success. Kitah Bet students were glad to come back to school. They love Hebrew and they are good, achieving students.

The holiday period went well: We welcomed the Jewish New Year by writing Rosh Hashanah greeting cards and making a gorgeous napkin tray. Before Yom Kippur,

each one of the students wrote and illustrated a Hebrew book that was about good deeds, requesting forgiveness and being a good friend. Kitah Bet was very involved with the *Simchat Torah* celebration. We learned songs and part of the holiday's tefillah. We danced happily with our Torah scrolls.

Second grade is now very busy with our preparations for the *Chumash* party. In *Chumash*- our main subject recently - we are learning a lot in a variety of interesting ways: We had a lesson in the chapel, we went to visit at Temple *Beth-el*, and we heard a very interesting lesson from Rabbi Schwartz. He showed the children the different kinds of Torah scrolls and explained to them what the Torah scroll is made from. Each student could each read a few words from the Torah. They asked questions and were very cooperative. We also had an interesting lesson about scribes from Mr. Edry. Each student had the opportunity to try writing his/ her name using Torah script.

During the week, we study about *Shabbat* and its customs. We learn the meaning of the *Shabbat*, and about the different kinds of blessings and songs for *Shabbat*. The highlight of the week is on Friday. It's a special time when we have *Kabbalat Shabbat*. We learn the portion of the week, sing *Shabbat* songs, light *Shabbat* candles, make *Kiddush*, eat *challah*, and of course, enjoy special refreshments.

The students' Hebrew is getting better from day to day. Their vocabulary is getting larger and it's a joy to hear them having a Hebrew conversation in class. It's a pleasure to teach this terrific class!

FIRST GRADE – MRS. Z.

The First Grade has been very busy this first 50 days of school. We have had to learn many new things and have adjusted very well.

We have been practicing our letters and learning to write them much smaller on our new 1st grade writing paper. We have even written a few stories. Mrs. Z said she could see some budding authors in the group.

In Math we are busy learning our Math facts to ten. We have learned a new game called "Around the World." It is fun to play, and it helps us practice our Math facts. We have also done geometry and have learned our shapes and how to fill in a design using the right shapes.

In Social Studies and in Reading we are learning all about the Pilgrims and the Indians. We also know how the 1st Thanksgiving came to be. Our reading vocabulary is



getting bigger and bigger. We love to read and we have read so many different kinds of things.

It is a special time of the week. We celebrate the Shabbat by singing Shabbat songs, lighting candles, and saying the blessing for the wine and *challah*.

Every week we have a Shabbat Ima and Aba who bring a snack for the whole class. We all enjoy the celebration.

There are many opportunities to get up out of our chairs and be active learners.

One morning we were learning about colors. Morah Idit entered the room with many colored balloons. Every child picked a balloon and said out loud

the name of the color in Hebrew. The kids were very excited to play with and fly the balloons up in the air. While they were sharing with their friends they were learning Hebrew!

Another time we learned about the Autumn season – *Stav*. We took our books and went outside! Our assignment was to collect different kinds of colorful leaves.

After doing our assignment, the children made a big pile of leaves and jumped in them. They had a lot of fun. We took the time to play and enjoy the nice weather.

In the beginning of the year every student received a temporary *siddur* for use in class. This is a teacher-made *siddur* that was put together after a day of photographing. Every youngster got his/her own *siddur* with his/her picture. The kids were delighted to get that gift and loved the surprise and every day they pray with enthusiasm.

The atmosphere in the class is great. We hope to continue having a great year of learning and having fun!



Fall Friends (here and below) - Grades K and 1 work together on their leaf projects.

The holidays kept us very busy. We made many fun things and learned many new things about the holidays. Now we are settled back into our routines.

We hope that everyone has a great Thanksgiving. We are all looking forward to great feasts with our families just like the Pilgrims had.

KITAH ALEPH – MORAH IDIT & MORAH INBAL

It's fun- kan, it's fun- here.....Shalom, shalom Kitah Aleph!

What a wonderful sweet group of children we have in *Kitah Aleph* this year.

We are fortunate to start the year with 15 lovely boys and girls all eager to learn and continue their journey of knowledge. After getting to know each other better and not being as shy we started the year reviewing the Hebrew *Aleph-bet*.

Learning about the first holidays of the year was fun: *Rosh Hashanah, Yom Kippur, Sukkot* and *Simchat Torah*, writing Rosh Hashanah cards and making a Honey dish.

The students learned about themselves and each other; *Me and My friends in Kitah Aleph*. We also continued the week learning about *Parashat HaShavua* – the portion of the week. We end the week with *Kabbalat Shabbat: Welcoming the Shabbat*.





NEWS FROM KINDERGARTEN,

GAN YELADIM

MS. FRAN AND MORAH TALİ

When you walk into our classroom you can immediately see and read about a bible story and *parsha* of the week. You are also greeted by beautiful photographs taken of the boys and girls, *banim* and *banot*, by Morah Tali. Ask the students and they will tell you that their picture frame is either a pattern or a design. Patterns are everywhere, including in the language they listen to when we read books to them in English and Hebrew, *Ivrit*. The boys and girls are quick to recall the word patterns they hear, and have also become very good at creating patterns in their *aleph-bet* book, holiday and *chag* books. They identify and make patterns using materials such as snap cubes, crafty foam animals, and insects.

Since the beginning of the year the children have been participating in the Open Circle curriculum, learning the language and skills it has to offer. The *banim* and *banot* have also learned *aleph* through *zayin*, have been adding to their Hebrew vocabulary including colors, and can understand and follow-through with directions given *b'ivrit*.

Some of the Kindergarten highlights have included: K and 1st grade friends working together on a Fall leaves project, a field trip to the Longmeadow Fire Department, and Officer Michael Kirby from the Longmeadow Police Department visiting and talking to us about "Stranger Danger".

We look forward to learning about the 5 senses, Chanukah, and Mexico.

Kindergarten Field Trip to the Longmeadow Fire Department.



Singing and dancing during Kabbalat Shabbat

