

Message from Head of Lower School, Dr. Daniel Kahn

As we look forward to the start of a new year and a new decade, there is a tendency to make resolutions to help us lead happier, healthier and more productive lives. In this spirit, please consider some New Year's resolutions for better parenting in the coming years.

Ten Resolutions for Good Parenting

1. Give your children regular responsibilities.

Responsibility is a learned trait. It is one of the major traits necessary to be successful in the adult world. The responsibilities you give your children should be commensurate with their age and capability. They should be taught to carry out these responsibilities without constant reminders to parents. By learning these skills they will develop an internal sense of responsibility. In addition, they will learn that by carrying out their tasks, they are making a personal commitment to the well-being of the entire family.

2. Refrain from giving your child gratuitous gifts.

When children receive too much for too little the result is diminished of motivation and creativity. Why work and invest effort if rewards are free? To succeed an individual must want something. We must teach them to obtain what they want which requires effort, a willingness to work. We must teach our children there is a link between effort and reward.

3. Teach your child to be sensitive.

Parents who have weak parenting skills do not demand respect from their children; they overlook or excuse rude or inappropriate behavior. Mandating respect is critical for your child's success. The ability to be

both sensitive and empathetic to others is an important interpersonal skill necessary in the workplace. If these traits are developed now, your child will reap great benefits from them later.

4. Teach your child to finish what they start.

Insist on completion as a personal value. Commitment is learned and not inborn. Commitment in our business, social, and personal lives builds trusts, respect, and love.

5. Teach your child to take risks.

It is essential for your child to learn that failure is not debilitating. Teach them that it is more glorious to strive for magnificent dreams and fail, than to let those dreams die stillborn because fear of failure precluded the attempt.

6. Teach your child to believe on personal values and over conformity.

Our children are constantly bombarded with pressure to conform through the media, by peers and sometimes by parents. Sometimes these pressures are wearing the right clothes with the right labels. Sometimes these pressures are to participate in certain group behaviors such as alcohol and drug consumption. Sometimes the pressure to conform is a need of parents to have their child maintain a certain image to serve the parents' needs. We must teach them that one person can make a difference. The need to maintain your moral and ethical beliefs in the face of all manner of temptation is both honorable and praiseworthy.

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Important Dates

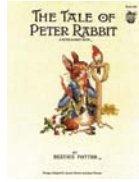
- DEC 19 - JAN 3 NO SCHOOL / WINTER BREAK
- JAN 18 NO SCHOOL / MLK DAY
- JAN 23 4TH GRADE POETRY CAFE (7:15PM-9:00PM)
- JAN 29 SPECIAL PERSON DAY (8:00AM - 10:30AM)

Kindergarten

Jackie Miller & Lisa Baldukas

Language Arts

The kindergartners are currently studying Beatrix Potter, the English children's author who wrote The Tale of Peter Rabbit. They learned that Ms. Potter grew up wealthy; however, she was very lonely. She loved nature. She studied plants and became "friends" with the animals in the woods. Beatrix wrote 23 children's books. When her books were published, she insisted that the books be small so that little children's hands can hold them.



In the Junior Great Books series, the kindergartners listened to 3 poems. The first poem was called *Theme in Yellow* by Carl Sandburg. The poem was a riddle with the answer being pumpkins. They learned new vocabulary words such as *tawny*, *clusters*, and *prairie*. Some of the discussion questions included, "Why does the pumpkin say it lights the cornfields?" and "Why do children love the harvest moon?" The other 2 poems were *Wind* by James Reeves and *Seashell* by Federico Garcia Lorca.

The kindergartners learned the short Aa vowel sound. They brainstormed words that begin with the short Aa sound as well as words that have the short Aa sound in the middle. The children practiced writing the letter Aa and put some of the words they brainstormed into sentences in their journals. The class is now blending words using all of the consonants and the vowel sounds learned in class. They also learned the high frequency words *in* and *are*.

The students learned that a noun is a person, place, or thing. Using their knowledge of sorting and classifying, the children sorted through pictures and placed them into a *person* pile, a *place* pile, and a *thing* pile. They also found the nouns in sentences. When we return from Winter Break, the kindergartners will study adjectives (describing words) and verbs (action words).

Math

The children have learned odd and even numbers. They are also counting by fives and tens to 100. The class continues to practice place value and counting with money. Next month, the kindergartners will begin addition and telling time to the hour and half hour.



Science



We have completed our observation journals of redworms and night crawlers. Next month, the class will study 2 kinds of isopods: pill bugs and sow bugs. Also, the kindergartners will be doing a class science fair project!



Social Studies

The kindergartners are enjoying their study of England. They have learned many English landmarks including Stonehenge, Buckingham Palace and Big Ben. They know that Gordon Brown is the Prime Minister and Elizabeth II is the Queen. Annika's family brought in pounds and pences for the children to observe. They noticed that Queen Elizabeth II is on English money and presidents are on American money. They also learned that the United Kingdom's flag is called the Union Jack flag. When we return next month, we will listen to the music by the English composer, Sir Edward Elgar (*Pomp and Circumstance*) and study the artwork by English landscape artist, JMW Turner.



Owning Up Curriculum/Social Skills

The students have learned and discussed each category on our Dignity Wheel. They also made dignity necklaces, which they wear proudly at school.

The categories are as follows:

Respect: We talked about the importance of treating each other with respect such as using nice hands, feet and words. We read the story The Crayon Box That Talked. This story talked about how every color is needed to make a picture complete, just as every student is needed to make our kindergarten family complete.

Responsibility: The kindergartners talked about their responsibilities at home such as brushing their teeth and making their beds. They also discussed their responsibilities at school such as doing their best work and treating each other with dignity. We read the story I Just Forgot that helped to illustrate responsibilities that children have at home and at school.

Trustworthiness: The students discussed the importance of honesty and telling the truth.

Fairness: The kindergartners discussed that what is fair for one person may not be the same kind of fair for another person.

Citizenship: The class discussed that good citizens follow the rules at home and at school. They also decided that a good citizen is someone who takes care of the Earth. We read the story Wump World which was about aliens from another planet coming to Wump World and how this impacted the wumps.

Kindergarten:

The kindergartners worked very hard to prepare for the Hanukkah show and they looked great! Thank you to all of the families for bringing your children to the show, I hope you enjoyed it! Besides our show preparations we spent time studying about Hanukkah, too. We learned about the history and the miracle, candles and dreidels, latkes and sufganiot, chanukkiot and brachot. In Hebrew we learned many Hanukkah words and have covered through the letter tet. Enjoy your Hanukkah and winter break!

Caring: The students discussed how they can show they care. For example, if a friend falls down, you should help that person up and make sure s/he is okay.

We will continue to reinforce all of the components of our Dignity Wheel throughout the school year.

The kindergartners are also learning the life skill of “winning and losing”. They are learning that not everybody wins the game or the contest. The class knows that games are for learning and having fun. There are many different lessons to be learned for the person who loses and the person who wins. We are working on how to say “Great job!”, “Way to go!” and “Congratulations!” when someone wins. The winner knows to tell the person who did not win that s/he did a great job as well. I encourage you to play games at home with your child such as Checkers, Uno, Connect Four, Scrabble Jr., etc. and let your child lose a few games. Please encourage your child to use the vocabulary mentioned above.

We hope you have a wonderful and relaxing winter



First Grade

Paige Confino & Jennifer McCauley

Math



Our focus this unit is on measurement and reading a thermometer. Most people think of temperatures as measures, but temperatures are actually numbers used in different number-line reference systems. There is an arbitrary zero (where a saturated salt solution freezes in the Fahrenheit system and where pure water freezes in the Celsius system) and temperatures are measured above and below that zero. The students begin reading temperatures to the nearest two degrees and report temperatures using phrases like “*between_and_degrees Fahrenheit*” or “*almost_degrees Fahrenheit*.” First graders are measuring the lengths of classroom objects using non standard units such as hands, paces and arm spans. The first graders are learning that basic measuring techniques require placing the units end to end, without gaps, and then labeling the resulting measure with which ever unit was used. The students are learning measurements are approximations, so a measurement is taken to the nearest unit. This is because the object being measured never corresponds exactly to marked intervals and because the tools we use to measure things are precise. Thus, first graders are learning the development of “estimation” vocabulary like “about,” “almost,” “a little more,” and “a little less.” Some of the activities include tracings of their feet to measure the lengths of objects. Then they compare the measurements and find that they get different numbers of feet for measurement of the same objects. This activity demonstrates to them the importance of having a “standardized” foot. A standard U.S. customary foot unit is then used to

measure the same objects to get the same measures, emphasizing the need for standard units. This unit is exciting and the students are highly engaged.

Social Studies

First graders are really “getting into” Japan. This is a small land, so wrinkled with hills and mountains that there remains scarcely any space for growing food. It is a young land as geological time is reckoned; an old land with respect to customs and traditions. Japan is four large islands and numerous lesser ones dotting the Pacific Ocean off the coast of Asia. Our students are learning various traditional folk tales which community writers published, including *The Two Frogs*, *The Mirror of Matsuyama*, *Little Peachling*, *The Stone Cutter* and more. We are comparing, rating and discussing each folk tale. In addition, we are discussing higher level questions that reflect Jewish life in Japan. Our Japanese display is growing every day with the many wonderful Japanese objects our students bring in. We have enhanced the Japanese atmosphere here at THA by carefully picking Japanese lighting and Japanese music which we play throughout the day. When you walk into first grade at THA, the students report the atmosphere is relaxing, calm and meditative! We are having a lot of fun creating a culture, looking at the foundation for government, examining why communities need governments, how the Japanese government works and what Jewish life is like in Japan.



The last few weeks have been very exciting for the 1st graders. We practiced singing and dancing for our part in the Hanukkah show and made Hanukiyot and other Hanukkah projects to take home. We even performed “Hanukkah Bamba” for Mayor Walkup who declared: “That was superb!”

In Judaics class, we continued our study of the weekly Parsha (portion). We had a very meaningful Shabbat morning service with almost 100 percent family participation.

We have concluded the book of B’reshit: from the creation story to the story of Joseph and his brothers in Egypt.

When we return after winter break we will begin to learn all about Moses and the Israelite’s Exodus from Egypt.

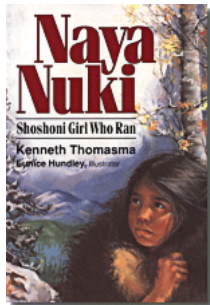
It has been a wonderful quarter and I look forward to the second half of the year with your delightful children!
HaMorah Melissa

2nd Grade

Nancy Young & Tessa Morgan

Reading, Writing, and Social Studies

What challenges do 10 years olds face? Would you be able to care for yourself completely alone for a month or more? What does slavery mean? What would you risk for freedom? These are some of the questions your children will be responding to as we read the book Naya Nuki. Naya Nuki and her best friend, Sacajawea, were taken prisoner by a rival Indian tribe when they were about 11 years old. I don't want to give away any of the story in this newsletter before the children get to hear it, so be sure to ask your child to tell you what is happening in this story. This historical novel written by Kenneth Thomasma presents a fascinating and authentic account of the Shoshoni Indian tribe before the arrival of the white man. Although this work is considered fiction, specific historical documents assure us that Naya Nuki was a real person. This story presents an amazing account of danger, courage, and survival skills. After reading each chapter, we discuss what the main ideas of the chapter were. We then take the point of view that each of us is Naya Nuki and we are keeping a journal. We are writing our entries as a group right now. After a few chapters of working together as a class, children will be working first with a partner to write journal entries, and then working alone. They are also illustrating each journal entry. We will then contemplate this question. Is Naya Nuki a heroine? This unit of study always brings up lots of thoughts and questions, as children don't often realize what they can accomplish with determination and hard work – even though they are still children.

**Science**

Our study of creatures will end, at least for now, with a guest visit from Ms. Cynthia Reiners. Ms. Reiners is my neighbor who works at both the Desert Museum and the Botanical Gardens. She has landscaped her yard with native plants, many of which attract butterflies. She will visit the classroom just before our Winter Break and teach us about butterflies and winged creatures. As January comes into view, our second graders will be working on our next unit of study, Balance and Motion. This should be a lot of fun as we discover how things balance, and what we can do to make things balance.

**Math**

Second graders are just finishing up Unit 5 which focuses on 2 and 3 dimensional shapes. While this is a really “fun” unit for children, it also offers some challenges. There are many new terms for the children to learn – line segment, end points, parallel lines, polygons, quadrilaterals or quadrangles, face, base, vertex, and the list goes on. During class discussions and instruction, I have found that the children are able to see examples of these words in the world around them. Giving the children experiences with shapes at an early age will hopefully give them lots of understanding for real life situations. For example, I have been retiling my house using large squares tiles placed in a diagonal pattern. Each time I draw the cutting lines on a tile I become more aware of how triangles can be used for measurement in my work. I also realize that perhaps more experiences when I was a child might have helped me to work more quickly and not feel so spatially challenged.

2nd grade MATH continued...

In January we will begin Unit 6 in Everyday Mathematics. Children will build on earlier work with whole numbers in addition and subtraction. We will also use diagrams to help us understand and solve word problems. Children will then have the chance to work more formally with multiplication and division as they develop procedures for multiplication/division problems. Again, children will be given hands on experiences in working with all these operations so they know why they are doing something, not just how to do something.

Another component of math involves working with Number Corner. Children are learning about probability and fractions as they pull colored magnetic tile out of a container. We determine how many tile we have all together (the denominator) and how many out of that number are red (the numerator). Then we establish if that fraction is less than half, exactly half, or greater than half. It's been a fun part of our day to participate in Number Corner Activities.

Thank you for all you do to continually support your children in their school work. We are glad you chose to share them with us this year. They have sparkling personalities and have boundless energy. Some of the children have told us about their plans for Winter Break. We hope that whatever you do, you will be safe. Enjoy your family time and make some memories. We'll see you on January 4, 2010.

THA's annual Hanukkah Concert was such a success!!



2nd grade continued...

2nd grade Hebrew and Judaics:**Hamorah Sigal**

Hanukkah, Hanukkah and more Hanukkah! That is what 2nd grade was busy preparing for! We are all familiar with the Dreidle song "I have a little Dreidle." The 2nd graders came up with their own verses. Enjoy!

Lulu Youngerman:

I have a little dreidle
I played it with my cat,
and then she went and ate it
and now she's really fat.

I had a magic dreidle
I put it in a box
and then the box exploded
and now I have dreadlocks.

Dylan Juhl:

I have a little dreidle
I made it out of chairs
and when I tried to spin it
It turned into bears.

Rebecca Freund:

I have a little dreidle
I made it out of oil
and when I tried to spin it
it dripped on to the foil.

Katie Kanter:

I have a little dreidle
I made it out of plastic
and when I tried to spin it
it went wild and fantastic.

Janae Newhouse-Waine:

I had a little dreidle
I made it out of glue
I did not spin the dreidle
or it'll get all over you.

Dania Ben-Shabat:

I have a little dreidle
I made it out of wood
and when I tried to spin it
I wonder if I could.

Ana Rosman:

I had a little dreidle
I made it out of dough
and when I tried to spin it
I made it go slow.

David Badalov:

I have a little dreidle
I made it out of sand
and when I tried to spin it
it fell on the floor instead.

Lucila Thal:

I have a little dreidle
I made it out of wood
and when I tried to spin it
It went under the hood.

Clara Rubin:

I have a little dreidle
I made it out of paper
and when I tried to spin it
it just fell with a crunch!

Ben Helming:

I had a little dreidle
I made it out of metal
and when I tried to spin it
It span into a kettle.

Chad Tarr:

I have a little dreidle
I made it out of goo
and when I went to spin it
it went all over the place.

Danika Selmon:

I had a little dreidle
I made it out of Orkas
and when I put it in the water
it broke and swam away.

Maggie Newman:

I have a little dreidle
I made it out of glue
And when it was dry and ready
It splattered all over you.

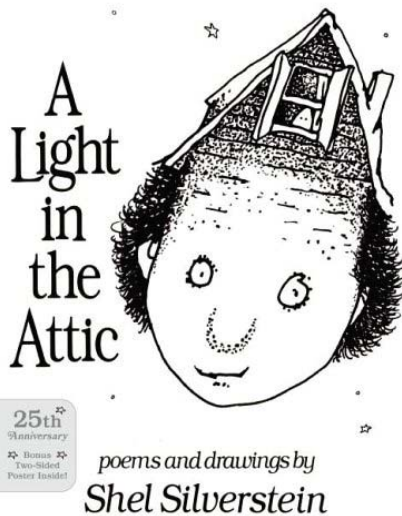


3rd Grade

Alyssa Novick & Melissa Mendel

Writing:

Over the past few weeks students have been exploring consonant -le words in their writing packets. Their thorough understanding of this spelling rule will assist them as we move on to -stle words when we get back from break. This week, students have been exploring poetry and writing their own poems. The concepts of word choice, adjectives, and rhyme have helped them write some fantastic poems. Here are a few examples of quatrains and quatrain-variations the students wrote:



Feet

The new kid at school was big and hairy
And his name was Jerry.
He sat right next to me in writing,
But it was kind of frightening
Because one of his feet was bigger
than the other.

By Danielle

The Bride

The wedding always has to have a
bride,
When she gets married people are
filled with pride.
It would be great if bells would
ring
And then everybody will sing.

By Lela

Rice

The sweet little mice
Run in the heat of the night
To find some rice.
And to his delight,
He found two pieces!

By Eva

Along with quatrains, students wrote cinquains, questions poems, and acrostics. They learned about various poetic forms as well as meter.

Reading:

Over the past few weeks in reading we have completed another great novel! Students enjoyed the new approach to our reading groups. Each child showed a tremendous amount of responsibility while reading these books, and we are looking forward to starting new books when we return from break. Additionally, we will be enjoying another Junior Great Books story entitled It's all the Fault of Adam as told by Barbara Walker. This Nigerian folktale will bring about great discussions focusing on when we want to do something versus when we feel we must do it.

This week we are concentrating on different kinds of poetry. In class we are exploring Chain Poems, Haikus, and Limericks. Students are showing a great love for poetry. Here are a few examples of Chain Poems that the students wrote:

Mirrors

The Mirror reflects
It's clear, shines.
You see your face.
You are yourself as always.
You're fabulous as you are.
It's fantastic when you see yourself
It's great to be you.

By Marlee

Mirrors

A mirror is like another world
A glass is a sea or the sign of the
sun.
The glasses are a melted liquid.
A wind is like glass and it can
break.
Time of the future.
A T.V. is a movie that you can
watch.

Another world you can live.

By Semyon

Mirrors

I have a mirror
That reflects my movements
And shows me in it
As pretty as I can be.
I'm cute like a rose
I laugh adorably too.
I have a nice tone of voice.

By Esabella

3rd grade continued...

**Social Studies:**

The students have continued learning about the Revolutionary War by listening to selections from the book Liberty: How the Revolutionary War Began. This book also covered some of the major battles of the revolution. Additionally, students had the opportunity to explore various historical figures from the time of the revolution, including George Washington, Betsy Ross, and Paul Revere. Students visited centers with books and pictures of each figure and put together a brochure with facts about each person.

When we return from break, we will be exploring the Declaration of Independence as well as the Constitution. Some of the activities that we will be doing with these documents include exploring each individual document transcribing them into modern English. Students will also be learning some songs about the Bill of Rights and watching various video clips emphasizing the drafting of these important documents.

Math:

In math we have successfully finished our introductory unit on multiplication and division. The skills that the students have learned will be applied in all of our upcoming units including unit 5 which discussions place value, decimals, and whole numbers. We have had the opportunity to play many different math games reinforcing these skills such as: Multiplication Baseball, The Place Value Game, and Multiplication Top-it.

Science:

We are well into our unit on water. Students have been investigating the way water reacts in different climates. We have done experiments relating to what happens to water when it freezes (expansion) and what happens to water when it is set outside for long periods of time (evaporation). Students are truly enjoying these weekly hands-on experiments!

**Third Grade Judaics:**

The third graders worked very hard to prepare for the Hanukkah show and they looked great! Thank you to all of the families for bringing your children to the show, I hope you enjoyed it! Besides our show preparations we spent time studying about Hanukkah, too. We learned about the history and the miracle, candles and dreidels, latkes and sufganiot, chanukkiot and brachot. Enjoy your Hanukkah and winter break!



4th Grade

Chris Graves, Robin Garcia & Amy Pozez

Reading, Social Studies and Science

Bones, Bones, Bones – We are investigating the human skeleton from the outside in. We’ve watched our bodies in action, jumping rope and taking notes. We’ve pressed and squeezed and fingered as many of the bones in our body as we can feel. We’ve made estimations, predictions, done a lot of math. And we’ve figured out there are 206 bones in the body! We can even name many of them – clavicle, sternum, radius, phalanges... We took our investigation to the next level by dissecting owl pellets, separating fuzzy fur and feathers from tiny mandibles and fully-shaped skulls. Are they mice? Are they voles? Are they moles? We’re hoping to find out – no bones about it!

Our journey through Aztec society is about to end with its actual demise – the Spaniards have arrived. We’ve learned so much about Mexican history and geography and are about to go south of the equator to our neighboring continent, South America, and a study of Inca society.

For our fantasy genre study, we each created a “Breakfast Box Book Report.” These ended up being gorgeous works of art with cleverly written recommendations and information about each book. Such excitement occurred as we shared our projects, moving from box to box, reading carefully, learning about other books, and admiring each other’s work. Our fourth genre study of the year will be announced just before winter break.

This fourth grade class loves poetry. They love to listen to it, write it, share it, read it aloud. We’ve studied Valerie Worth, Robert Frost (and memorized “Stopping by Woods on a Snowy Evening”), William Carlos Williams, Walter Dean Myers, Arnold Adoff and concrete poetry. We read *Love That Dog* by Sharon Creech. Here are a few of the poems that have been created:

Love That Book*Inspired by Walter Dean Myers and Jack*

Love that book
 Like a chef loves to cook,
 I said I love that book
 Like a chef loves to cook.
 Love to read it in the morning
 Hate to ask, “Where’s my book?”

Andrew Gross**Love My Bed**

Love my bed
 Like mice like to sleep.
 I said I love my bed
 Like mice like to sleep.
 Like to snuggle in my kingdom,
 Like to burrow way down deep.

Michael Artzi**Love That Kitchen**

Pots and Pans
 go bang – bang – bang
 the stove goes crack – crack - crackles

Coming
 from the kitchen

Smells of
 sweet
 salty
 bitter
 savory....

Wait no longer
IT’S ON THE TABLE!
 Alexis McKinstry

4th grade continued...

Love That Mic

Mic is fast,
kind, and
huge.
He always
likes to eat
anything
he can get
his face on,
but he gets put outside
when he does the bad dog deed.

I never get mad at him,
and I say:
Mic, want a bone?
and he comes to me.
He always barks at strangers
when we walk by the road,
he never wants to run away,
but always wants to go.

Mic never wants to harm a being,
unless they want to harm me.

Mic is the best dog in the world.
Rafe Centuori

Love Mrs. Pozez

Love Mrs. Pozez
Like a telemarketer likes to dial,
I said we love Mrs. Pozez
Like a telemarketer likes to dial,
We'll miss her super teaching,
We'll miss her lovely smile.

Our Mrs. Pozez leaves us now, at the end of the year, to move to another part of the state. Oh we will miss her! She is a wonderful teacher, a wonderful person, and a wonderful friend. We have been so lucky to have her here at T.H.A. May all the luck in the world go with her.

Math – We have finished up with decimals and place value (for now) and I'm sure many of the students are breathing a sigh of relief! Now on to multiplication and division! These concepts are getting harder as we introduce bigger and bigger numbers. Parents: there are many great websites where your students can get extra help with multiplication and division. Everydaymathonline, AAA math and Mathbrain are just a few examples. If you do not have access to a computer or internet, you can create problems for your student to have extra practice at home.

Language Arts – We are still focusing on writing superb topic sentences and detail sentences to support the topic sentence. Both 4th grade groups are working together to create paragraphs based on the social studies unit on Aztecs. We have had tremendous fun working together and plan to do more interdisciplinary projects in the upcoming future. We also hope to start our newspaper when we come back from break. Have a wonderful holiday and we will see you soon!

Mrs. Garcia

4th grade continued...

Fourth Grade Judaics Hamorah Malka

The past few weeks the class has been learning about the history of Chanukah. We began with Alexander the Great in the year 336 BCE, then Antiochus the Third and then Antiochus the Fourth. The class discussed the impact that each of these rulers had on the Land of Judea and the Jewish people. The students learned about those Jews that chose to become like the Greeks, or Hellenized. We also discussed that today many Jews are assimilated and the impact of that on American Jews and Judaism. In addition, the message of this holiday -- religious freedom -- was discussed.

The class also had a few writing assignments, and one had the following theme: "When I see the Chanukah candles burning, I think about..." The students also read a beautiful poem by Russian poet Saul Tchernichovsky (1874-1943) entitled "We are the Maccabees". The class spent time interpreting his words and meanings of the poem. This was followed by each student writing his or her own poem entitled "I am the Maccabee."

We reviewed customs associated with celebrating Chanukah, the traditional way to light the Chanukah Menorah, etc. The class enjoyed sponge-painting Chanukah T-shirts; they were quite creative and beautiful! In addition, of course, making delicious *latkes* was a big hit.

Third and Fourth Grade Tefillah Hamorah Malka
During Tefillah the group learned about the additional prayers that are said during Chanukah. These are added during the *Amida* and the *Birkat Hamazon*, (blessing after we eat). The theme is being thankful for the miracles that occurred during the time period of the Maccabees. Also, Hallel is chanted during Chanukah, and the group practiced chanting this prayer. The students also sang a variety of Chanukah songs.

Shalom 4th grade families,

The 4th grade class refreshed their memories with a few units studied in grades 1-3. We went over colors, but added to that the way of declining colors in feminine and plural. We reviewed clothing, but added two new verbs for "wearing" shoes and hats. (Did you know that we have as many as 5 different verbs for wearing things on ourselves? We have different verbs for wearing clothes, hats, shoes, jewelry and glasses!) We also reviewed and added new fruits and vegetables, and we also reviewed old adjectives and added many new ones. We classified them in pairs of opposites. It is great to see how many family words the students have in their everyday "bag" of Hebrew vocabulary. Hag Sameach, and have a safe, relaxed Winter Break!

Hamorah Sigal

Library

Laraine Pritts

DECEMBER LOWER SCHOOL LIBRARY NEWS**Kindergarten**

When school resumes in January, we will be talking about the following parts of a book; spine, cover, pages, and dust jacket. We will also review the concepts of author, title, illustrator, and illustrations. The class will practice recognizing these written terms using a coloring activity sheet. We will also continue using our *story box characters* as our method for choosing the books we read.

1st Grade

In January, we will be learning how to locate fiction books using the call numbers on the spine of the book. We will be participating in various activities designed to help the students understand how to alphabetize these call numbers so that they are then able to locate them on the shelf.

2nd Grade

Next month we will continue our reading and discussion of Caldecott books and their illustrations. Each child will receive a list of the Caldecott Award books from 1938 to the present. They will mark each of the books on the list that they have read in library class or on their own. They will also make an illustration of their own from their favorite Caldecott book.

3rd Grade

The class will learn how to access the books in our library, using the student computer. Once they understand how to locate books on the computer by *key word, title, author, and subject*, they will then practice locating fiction and non-fiction books on the shelf by the call number for a particular book found on the computer.

4th Grade

The class will review how to access the books in our library, using the student computer. They will then practice locating fiction and non-fiction books on the shelf by the call number for a particular book found on the computer.

Music

We have had a very busy month in Music Class in the past month. Our composer of the month has been Tchaikovsky, and the music room has been enlivened by some of the most gorgeous music ever written. The Third and Fourth Grade students practice their reading skills in class, as well, in that they are asked to read aloud biographies of the composers and a description of the work being presented in the class lesson. The students love this and are somewhat challenged at times, but the result is that music becomes meaningful to them. Because Tchaikovsky wrote such beautiful ballet music, I invited a ballet authority, Ms. Shirley Curzon to lecture to our classes. The students treated her with the utmost respect, and thoroughly enjoyed her sharing of her experiences in the world of dance. Because this is the month of Hanukkah, all classes prepared Hanukkah music to be performed not only in the Hanukkah Concert on Dec. 14, but also performed for the Prospective Student Salon, Preschool Concert, and made us all very proud when the Fourth Grade participated in the "Greatest Hanukkah on Earth" at Temple Emmanu-El. It has been a busy season, but a most joyful and rewarding one!

Dr. Stephanie Don Carlos

P.E.**1st and 2nd Grades**

Sprints for time – Our students worked on establishing personal base recordings for time measured sprints which allowed them to track their individual accomplishments and set goals for future sprint training. Students ran in sprint formations with partners to create a sense of spatial awareness and to help students gauge their speed. We learned proper techniques for better performance which in turn lead to more enjoyment and improved motor patterns.

Baton relays – The students transitioned their learning skills of sprinting for times into sprint relays involving batons. The skill development of earlier sprint work helped students to recognize the necessity to understand their awareness of space and to develop a strategy to improve their motor functions and work as small group units. For the passing of batons, our students were able to focus on hand/eye coordination, tracking of an object (baton), timing (as it relates to passing/receiving a baton) and balancing an object.

S.P.U.D. – The students enjoyed playing our game of SPUD, which involved the entire class to be involved in awareness of space and catching of an object (ball). The game involves students calling out an individual to catch a thrown ball while other students scatter away. The individual must catch the ball and call out SPUD to let other students know when to stop. The student with the ball then may roll the ball at another student's feet to collect the letters S-P-U-D. The game is played until someone is eliminated. While allowing students to enjoy the atmosphere of playing an entire class game, it also involves them in their development of catching, throwing (underhand), sprinting, dodging, space awareness, memory and rolling of an object.

Art

We have had a wonderful month in art. Our students have covered a variety of artists from the Pop movement to the Harlem Renaissance. We have worked in many different media such as fabric, clay, magazine grade paper, markers, colored pencils and watercolors. All students have continued to work on creative and technical skills while learning and reviewing the elements of design. As December goes out we will be working on several new artists in the upcoming months as well as moving into more three dimensional media and hand building techniques.

Jeremy Lerner

3rd and 4th Grades

Basketball – Our emphasis for basketball was on instruction and skill development. Our skill developments included passing (chest, baseball, and bounce), catching (above/below waist), shooting (two handed chest) and dribbling (standing and moving).

Sprints for time – Our students worked on establishing personal base recordings for time measured sprints which allowed them to track their individual accomplishments and set goals for future sprint training. Students ran in sprint formations with partners to create a sense of spatial awareness and to help students gauge their speed. We learned proper techniques for better performance which in turn lead to more enjoyment and improved motor patterns.

Trench – Our classes were introduced to the game of trench. The game is similar to a dodge ball game however the classes are divided into two teams and players who are tagged as out still participate in helping their teams eliminate members from the opposite team. The game provides an opportunity for students to focus on spatial awareness, dodging, throwing of an implement, catching, tracking of an object, team work and strategies and balance.

7. Make a child personally accountable.

Children must be taught to face the consequences of their actions. When parents allow or provide excuses for their children, they stunt their child's moral and ethical growth. Internal limits and self-discipline must be present if a child is to be successful. Knowing that one's actions and choices determine how an individual is judged is a critical lesson to be learned.

8. Work with your child in consequential endeavors.

As parents, you are the child's model. Your children pay much closer attention to what you do rather than what you say. Get involved with school, synagogue, scouts, or any other worthwhile organization. Teach your child how to work in a team and be part of a group. Cooperation skills are not inborn, they are taught.

9. Create clear boundaries between work and play.

It is important to teach your child to focus. They need to develop the skill of concentration. By learning to focus on work without distractions (television, radio, and Nintendo), they are making a commitment to doing their best, giving their all. Conversely, when it's time to play, let them enjoy the moment and relish the freedom from obligation.

10. Severely limit television time and electronic game time.

Research demonstrates that excessive television viewing and excessive playing of video games develops a dependence on external stimulation. The result is in children's inherent creativity being stifled. These electronic activities also subvert children's participation in high-energy activities as well as leading an unhealthy passivity. Both of these activities should be limited and carefully monitored by parents.

Finally, I would like to offer an 11th resolution. Raise your children with passion. Teach passion for excellence. Teach passion for honor. Teach a passion for ethics. Teach a passion for caring.