

# MONTHLY



A Monthly Newsletter for Charlotte Jewish Day School Parents and Staff NOVEMBER 1, 2006 10 CHESHVAN

## Sukkah Hopping Fun!



**FROM MARIASHI'S DESK:** An article came across my desk recently concerning the value of investing school and class time in teaching students social and emotional skills. In "Academic and Social – Emotional Learning," by Maurice J. Elias, the question was posed whether this represents a good use of classroom time, especially since there are so many academic requirements and so few hours available to teach the required subjects. Based on the past two years of implementing this emphasis at CJDS, we are confident that the program, The Responsive Classroom – The First Six Weeks of School methodology, is a sure way to prepare our students in this crucial area. I would like to share the introduction to this pamphlet with you, since it succinctly explains the reasons behind our decision to spend as much time as we do in this facet of education.

The following conclusions that are listed below are some of the concluding statements in this study.

*Effective, lasting academic and social-emotional learning is built upon caring relationships and warm but challenging classroom environments.*

*Life-skills that promote academic and social-emotional learning must be taught explicitly in every grade level.*

*Application of social-emotional skills to everyday life is aided greatly by a consistent, developmentally appropriate structure of supportive services in the school.*

*Goal-setting and problem-solving provide direction and energy for learning.*

*Instruction for academic and social-emotional learning should use varied modalities and approaches to reach diverse styles and preferences of all learners.*

*Implementation of social-emotional learning into a school is an innovation that should be built on existing strengths of the setting and occurs in stages over a period of several years.*

The sponsoring organization of this publication is The International Academy of Education. It is a not-for-profit scientific association that promotes educational research. The general aim of the IAE is to foster scholarly excellence in all fields of education.

For a complete reading of this study, you may go to:  
<http://www.ibe.unesco.org/publications/EducationalPractices-SeriesPdf/prac11e.pdf>  
(See article below.)

## INTRODUCTION

In every society, children will inherit social roles now occupied by adults. Our education systems have the job of preparing children for this eventual responsibility. Therefore, around the world, people want to improve education. Some want to strengthen basic academic skills; others want to protect children against the dangers of drugs, violence and alcohol. Some want parents to play a larger role; others feel the entire community should be involved.

There are some areas of growing consensus. As indicated by numerous polls of parents and community leaders, we are clear what we want our children to know and to be able to do, and this defines what we want schools to teach. We want young people to:

- Be fully literate, able to benefit from and make use of the power of written and spoken language, in various forms;
- Understand mathematics and science at levels that will prepare them for the world of the future and strengthen their ability to think critically, carefully and creatively;
- Be good problem solvers;
- Take responsibility for their personal health and well-being;
- Develop effective social relationships such as learning how to work in a group and how to understand and relate to others from different cultures and backgrounds;
- Be caring individuals with concern and respect for others;
- Understand how their society works and

be prepared to take on the roles that are necessary for future progress;  
– Develop good character and make sound moral decisions.

All of these are aspects of what some refer to as the 'education of the whole child.' Educating the whole child is not a new idea. It is rooted in the writings and teachings of many ancient cultures. Yet, achieving the kind of balance that encourages all children to learn, work and contribute to their fullest potential has been a continuing challenge as our world has grown more complex and our communities more fragmented. The final six points refer to aspects of education that have been referred to as character education, service learning, citizenship education and emotional intelligence. All of these can be expressed in the single term, social-emotional learning, and it is this form of education, when added to academic learning, that provides educators with the possibility of capturing the balance children need.

While some may disagree about what is most important, educators, parents, business leaders and those who make social policy share the same set of concerns. Schools must become better at guiding children toward becoming literate, responsible, non-violent, drug-free and caring adults.

The challenge of raising literate, responsible, non-violent, drug-free and caring children is familiar to parents, policy makers, administrators and teachers.

Experience and research show that each element of this challenge can be enhanced by thoughtful, sustained and systematic attention to the social and emotional skills of children. Indeed, schools worldwide must give children intellectual and practical tools they can bring to their classrooms, families and communities. Social-emotional learning provides many of these tools. It is a way of teaching and organizing classrooms and schools that helps children learn a set of skills needed to manage life tasks successfully, such as learning, forming relationships, communicating effectively, being sensitive to others' needs, and getting along with others. When schools implement high-quality social-emotional learning programs effectively, the academic achievement of children increases, incidences of problem behaviors decrease, and the relationships that surround each child are improved.

Social-emotional learning is sometimes called 'the missing piece,' because it represents a part of education that links academic knowledge with a specific set of skills important to success in schools, families, communities, workplaces and life in general. As recent world events have taught, there is a danger to each of us—locally and globally—when children grow up with knowledge but without social-emotional skills and a strong moral compass. Hence, a combination of academics and social-emotional learning is the true standard for effective education in the world today and for the foreseeable future.

# PARSHIOT

NOVEMBER 1 - NOVEMBER 30

## Vayikra

The new Chumash begins with Hashem communicating with Moshe from the Mishkan (tabernacle). Only Moshe could hear the sound of Hashem's voice. Although this privilege was exclusive, Moshe didn't let it go to his head. In fact, the name of the Chumash (Vayikra) is written with a tiny alef, to symbolize Moshe's humility.

The Parsha includes a couple of noteworthy principles. When a Jew brought an offering in the Beit HaMikdash, he was only expected to contribute within his own means. This was the origin of tiered pledges. The Torah says that whether an offering was (monetarily) large or small was not significant, as long as the person's heart was sincere!

Another mitzvah in the parsha is the obligation of a witness to testify in court.

One theme of Vayikra is the procedure of offerings brought in the Beit HaMikdash as atonement for various sins. It is interesting to note that today's prayer book is our modern way of communicating with Hashem. Since we don't have the Beit HaMikdash, our prayers are a substitute for the Temple service.

## Tzav

The origin of the Eternal light comes from the fire that always burned on the Altar in the Temple. This Parsha includes some of the laws of kashering (making kosher) of pots and pans, and the fact that earthenware utensils can not be koshered.

The Karban Todah was a thanksgiving offering brought by someone who recovered from illness or survived three other dangerous situations. Nowadays, we make the blessing of HaGomeil at the Torah for

the same situations. Moshe brings his brother Aharon and his children into the Mishkan to inaugurate their service in the Mishkan.

## Shemini

In this Parsha, Hashem issues an injunction against DUI (Devoted service in the temple Under the Influence of alcohol). This applies to both priests in the temple and judges serving in court.

Kosher animals are listed: those that have split hooves and chew their cud and fish that have fins and scales. A list of non-kosher birds is also included.

## Tazria-Metzorah

This double-parsha covers the miracle of childbirth, including the related mitzvah of brit milah (circumcision). Incidentally, in the 3rd through 5th grades, children are exposed to higher level learning, including "gematria," the study of Torah using numerology. Each letter of the alef bet has a numerical value. The Hebrew word "brit" has a numerical value of 612. This indicates that the baby boy has just completed his first Mitzvah, which makes- one down, six hundred twelve to go!

Also addressed in these Parshiot is Tzaraat, usually translated as leprosy, although unrelated to the modern day skin disease. The Torah records episodes of this phenomenon, which was Hashem's way of warning a person to change his ways, especially regarding the behavior of lashon hara (evil talk or gossip). On the other hand, if these supernatural signs were observed on a house, this sometimes required quarantine or even destroying the house.

### **Mensch Rule 8**

Share your good fortune with others.

### **Mensch Rule 9**

Always watch what you say.

### **Mensch Rule 10**

Do not be cruel to animals.

We had lots of fun in the art room this month! Kindergarten focused on color, layering tissue paper to change primary colors into secondary colors and creating warm and cool color collages. They learned that shapes are important in drawing objects, using either one or several geometric shapes as a starting point for their creations. First grade also worked with color, creating warm and cool color panels with magazine cutouts, crayons and markers. In addition, they created collages using different textures and geometric shapes to create animals and robots. First grade studied Swiss artist, Paul Klee. Like Klee, they drew simplistic animals and people on a colorful watercolor background. Second grade helped decorate the sukkah. Using complementary colors, they made fruit mosaics to hang from the schach. They also practiced their paper weaving skills by making woven landscapes. Third grade completed two different types of landscapes this month, one with tissue and one using various textures to create interest. We talked about how objects look different if they appear in the foreground or the background.



## Mrs. Lerner's Art Class

In separate projects, they used overlapping circles to create a sense of space and black and white cutouts to look at positive and negative space. Continuing their study of art through the ages, fourth grade looked at Egyptian art, Renaissance art, and art in the Mannerist style. They updated the Mona Lisa, placing her face on the body of a modern girl. They imagined her rocking to the latest hits, shopping in the mall and sporting new hairdos. In the Mannerist style of El Greco, they created long and tall people and objects. First they drew normal size pictures, then they stretched them out. Fifth grade shined this month with their beautiful sukkah decorations! Having studied the seven guests that visit the sukkah (Abraham, Isaac, Jacob, Aaron, Joseph, Moses, and David) with Rabbi Gordon, they used their knowledge to create wonderful pictures. Along with the guest's name in Hebrew, each picture showed symbols representing something about the person's story. For example, David was represented by a slingshot while Joseph was represented by his coat of many colors. They really made the sukkah special!



### Q. What are Kosher Laws?

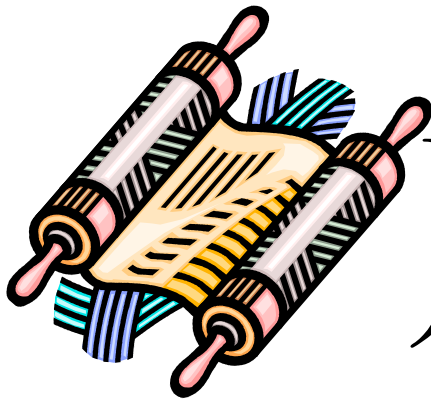
A. Kosher Dietary Laws are derived from biblical laws and rabbinical extensions.

#### *In a nutshell:*

1. Certain animals may not be eaten. Only specific birds, such as chicken, turkey, and duck and animals that are ruminant (chew their cud) and have split hooves such as lamb, beef, bison, and deer may be eaten.
2. Of the specific animals and birds that may be eaten, the birds and mammals must be slaughtered in accordance with Jewish law.
3. Certain parts of permitted animals such as hindquarters may not be eaten.
4. All blood must be removed from the meat in accordance with Jewish law.
5. Meat cannot be eaten nor cooked with dairy.
6. Fish that have both fins and scales such as cod, salmon, tuna, talapia, sole, mahi mahi, and flounder are Kosher. Shark, swordfish, and shellfish are not kosher.
7. Eggs, fruits, vegetables, and grains in their raw state are inherently kosher and are considered pareve. They can be eaten with either meat or dairy. Fish is also considered pareve.

## NOVEMBER BIRTHDAYS

12 Cheshvan	Sholom Ber Weiss
13 Cheshvan	Sari Lerner
17 Cheshvan	Ian Bodenheimer
17 Cheshvan	Josh Carbuto
17 Cheshvan	Jake Carbuto
19 Cheshvan	Ethan Sorell
20 Cheshvan	Sheina Gordon
21 Cheshvan	Michael Strunk
26 Cheshvan	Mendel Gordon
27 Cheshvan	Cleo Cohen
27 Cheshvan	Max Cohen
29 Cheshvan	Joel Truzman
29 Cheshvan	Joey Kelso
1 Kislev	Mia Goldman
2 Kislev	Tommy Winterfield
6 Kislev	Maddie Gorelick
9 Kislev	Noah Miller



# JUDAICA

## **Morah Rochele'e's Kitah Aleph K**

We are so excited to begin our Torah story unit this month. Come check out the murals on the six days of creation, displayed on the bulletin board near the Kitah Aleph classroom. We will focus on one story each week, by playing games and making art projects. We will be making a Noach's Tevah book (Noah's Ark) with three pages to represent the three floors of the Tevah. We will be making a get well col-

lage when we learn about Hashem visiting Avraham while he is sick. The highlight of this month will be making a tent with four doors just like Avraham did, to welcome guests coming from every direction. All in all, we are heading for a month full of fun, learning, and lots of Mitzvot.

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## **Morah Channie's Kitah Aleph 1**

Now that Simchat Torah is behind us, it's time to begin the new cycle of the Torah reading.

We will introduce the children to the weekly Shabbat service. They will learn how to sing the blessing before and after the reading of the Torah. They will also learn about aliyot (when seven people are honored by receiving the opportunity to say the blessings over the Torah). Also, they will learn the meaning of parsha (weekly Torah portion), and how the Torah is divided into fifty-four parshiot (portions); each week another parsha is read until the cycle is concluded on Simchat Torah.

The children will be bringing home their parsha books weekly to review and to enhance your family's Shabbat table.

We will also begin learning the months and seasons of the year. We will help the Jewish calendar and its months come to life by learning each child's Jewish birthday. To add some excitement to our daily calendar routine, each child will motion when his/her special birthday month is said.

We will focus on the season of stav (fall), and the colors of the alim (leaves). We will take a trip bachutz (outside) to collect alim of various colors .

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## **Morah Yiska's and Morah Devorah Leah's Kitah Bet 2**

### **Kitah Bet Highlights**

As we started reading the Torah all over again after Simchat Torah, Kitah Bet started learning the long awaited Parshat Hashavua. Be sure to ask your second grader every week about the Parsha update. The workbook will be in the backpacks every Friday, to be returned to school on Monday.

Have you heard? Kitah Bet has started to learn

Chumash: an in depth study of the verses of the Torah! The children have started a new collection: Kartisei Torah (*Torah Coupons*). These coupons are only available in Chumash class. When the children show active participation and answer questions, they may receive a Kartis Torah. They are saving up for some great prizes at the end of the year!

### **Rabbi Weiss's *Kitah Gimmel* 3**

Kitah Gimmel is looking forward to the introduction of “Shana Yehudit,” the Jewish Year, and “Parsha and Tefillah,” the weekly Torah Portion and Prayer. Using new workbooks, CDs, and beautifully written Hebrew stories, we will bring

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the Parsha, the Chagim Holidays, and Tefillot Prayers to life and into our lives.

### **Rabbi Cohen's *Kitah Daled* 4**

Kitah Daled will be doing a number of activities this month, relating to the weekly Parsha. We are starting the Torah all over again! We will explore the hospitality of Avraham by creating our own “Avraham’s Café.” We will imagine what it was like for Avraham to leave his home and birthplace without any moving company. We will meet Noach and

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experiment with a world without laws, then quickly realize why Hashem gave Noach and his family seven laws to follow when they exited the ark.

### **Rabbi Gordon's *Kitah Hey* 5**

It’s almost Bar/Bat Mitzvah time in Kitah Hey! Towards the middle of the month, we will need dates and Torah Portions of your children’s future Bar/Bat Mitzvah. For those of you that haven’t planned three years in advance yet, we will use the students’ Birthday Torah Portion. This project will be ongoing through April. We will be studying several Torah Portions together to understand how to use our own portion. This will be followed by extensive research by

each student of his/her own portion. Parents will be invited for an end of the year Bar/Bat Mitzvah celebration. Stay tuned for details.

Be prepared for a lot of loud Shofar sounds. Kitah Hey students will be trumpeting all their knowledge of the shofar! The Shofar Projects are due this month. Each student will present his/her project during class.