

לכבוד שבת

L'chvod Shabbat



...where education, tradition, and caring go hand in hand.

September 15, 2005

WELCOME!



Welcome to New Staff

Welcome to Joanne Lam
Hebrew Day Institute hired a new bookkeeper, Joanne Lam, who started with us this week. Joanne will be working at the school on Monday's and Wednesday's from 9:00am to 2:00pm. Her office is located in the house with the preschoolers. Her

office number is (301) 649-5808 and her e-mail address is jlam@hebrewdayinstitute.org.

Joanne will be handling the day to day accounting functions at the school. She will be preparing invoices for each family as to what they owe and mailing them out this week. Those of you who are paying by credit card or

direct debit may contact Joanne directly. If you are paying by check you may mail them directly to the school.

I am sure you will all meet Joanne on the school campus. Please give her a big welcome to the HDI family.



Music Notes

By Nancy Carlson

Hello HDI families,

I am so excited about this year's music plans! We will be doing a Spring musical. The show has yet to be decided. Right now the kindergarten, first, and second grade is learning about rhythms as well as singing some really fun

songs and playing interactive music games. The third and fourth grade will be starting playing recorders next week---please send in \$8.00 to cover the cost of the instrument and instructional book. Fifth and sixth grade are playing "boom whackers"--they love them--as well as singing and learning a little

music theory.

I am looking forward to musical endeavors and am delighted to help enrich your children's education through music.

Thank you for your support,
Nancy Carlson



Art News

By Eileen Wolpert

Dear Parents
I look forward to another exciting year of art experiences with your children.

The children will be learning about artists and their works. Art work reflecting the style of the artists has been created by the children. In September, the following artists have been discussed.

Kindergarten

-Cave drawings and paintings

First Grade

-Marc Chagall-Childhood scenes; stained glass designs; mosaics

Second Grade

-Leonardo da Vinci-Self-portraits; inventions; nature scenes

Third Grade

Pieter Bruegel-Crowd scenes; game creations

Writing for L'Chvod

To submit articles and information for the L'chvod, please send your information by email to Robin Lempert at rlemper@hebrewdayinstitute.org. Information must be received by Tuesday for each week's L'chvod.

Hurricane Katrina Read-A-Thon

HDI's Read-A-Thon is going strong. Students are reading and getting pledges to help the victims of Hurricane Katrina. Please keep your students reading, help them record the pages they read, and help them keep track of pledges. Pledges and reading log forms are due by September 30.

Art News

(Continued from page 1)

Fourth Grade

Michelangelo-Ceiling drawings; scenes from Genesis

Fifth Grade

-Albrecht Dureer-Pencil and watercolor drawings; prints

Sixth Grade

Caravaggio-Scenes emphasizing light and dark; cut paper scenes

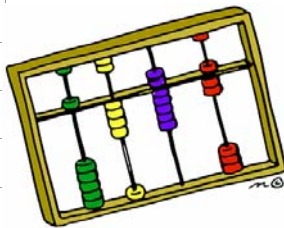
Reminders

Hot Lunch begins next week.

Read-A-Thon ends Friday, September 23.

Challah order forms are due Friday, September 16.

Sign-up forms for HDI clubs will be available during Back-To-School Night.



Math Message

By Robin A. Lempert

HDI's students are continuing to develop strong skills in math, critical thinking and problem solving through our math program. In addition to class work, all students in the school are welcome to come to the math section of the Media and Technology Center to work on Star Work, which is an individually paced program of practice and testing in math computation skills and problem solving. Times for Star Work outside of class time will be announced shortly.

First Grade

The first graders have a dual math program designed to give them a solid grounding in math and make them feel confident in their ability to succeed in math. The dual program also allows us to address different learning styles. In addition to classroom math taught by Mrs. Stolzberg, the first graders are also being taught math by me, with the help of Mrs. Turpie. The program Mrs. Turpie and I are teaching is Everyday Math and it involves learning through a variety of hands-on activities that help bring math skills and learning into the context of the children's lives. We started out by exploring numbers and developing a number sense. We count, play games with special cards and other manipulatives, hear counting stories and complete art projects related to math. The Everyday

Math program continues the learning at home through "Home Links" which will be sent home periodically to help reinforce the children's learning and prepare them for the next day's lessons. When Home Links are sent home, it's important that the students complete them and return them the next day. It is also very important for everyone to arrive to school on time and be settled and in their seats, ready to go at 8:30 am, because math starts at 8:30 and I don't want the students to miss out on anything. Thank you for your cooperation with helping your children arrive on time and complete their Home Links when assigned.

Second Grade

The second grade class has been divided into two math groups based on learning styles, one meeting with Mrs. Chapman and one with me. The group that meets with me (I call it 'group mine') is learning using the Everyday Math program, supplemented by practice sheets and skill drills from the Scott Foresman – Addison Wesley Math program. We started out by building a calendar routine and talking about patterns in the numbers on a calendar. We have been looking at number grids and creating our own and the students have completed grid pages up to 600, working in teams. We have also played Addition Top-It, a game similar to the card game War but players draw two cards instead of

one and have to add the cards to see who has the higher sum. Homework includes a series of Home Links that help the students bring their learning home and into the real world. This is supplemented from time to time with activities and pages from their Math Journals. It is very important for students to complete their homework and bring it back the next day. This helps them practice skills and prepare for the next day's lessons.

Third Grade

The third graders have been divided into two groups based on learning styles, one meeting with Mrs. Chapman and one with me. The group that meets with me is learning using the Everyday Math program, supplemented by practice and skill drills from the Scott-Foresman – Addison Wesley Math program. We have been exploring numbers, grids, grid puzzles and graphs. The students conducted a school-wide survey about favorite sports. They then brought that data back to the math classroom, tallied it and decided how to use it to create a pictograph depicting their results. They decided to use pictures of each sport, with one picture representing two votes. They then created their graph. You can see it on the wall in the Math room. Now they have been interviewing each other and analyzing the data to find median numbers and frequency distributions which they

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then used to create a bar graph. Homework includes a series of Home Links that help the students bring their learning home and into the real world. This is supplemented from time to time with activities and pages from their Math Journals. It is very important for students to complete their homework and bring it back the next day. This helps them practice skills and prepare for the next day's lessons.

Fourth Grade

The fourth grade class has been divided into two groups based on learning styles, one meeting with Mrs. Kaplan and one with me. Both groups meet in the Media and Technology Center. The group that meets with me is using the Silver Burdett Ginn Math book and the materials are being supplemented with practice sheets from a variety of different sources. The program also has activities on its web site which parents may want to visit: www.sbgmath.com. The students have

been using the Internet to complete activities on numbers and place value in Chapter One. Ask them and they'll tell you all about it. We are also using a variety of math games to help build our understanding and deepen our critical thinking abilities. There is usually math homework each night (Monday – Thursday) to reinforce the learning and help the students practice their basic math facts. It is really important that everyone complete their homework as best they can and remember to bring it back to class the next day where we go over the problems as well as the way the students solved the problems. We are looking at the process of getting to the answers, as well as at the answers themselves. This will help the students build a strong set of problem solving skills to apply to many areas of life.

Fifth Grade

This class is using the Silver Burdett Ginn Math book along with worksheets and enrichment activities from a variety of different sources.

The program also has activities on its web site which parents may want to visit: www.sbgmath.com. The students have been using the Internet to complete activities on numbers and place value in Chapter One. Ask them and they'll tell you all about it. We are also using a variety of math games to help build our understanding and deepen our critical thinking abilities. There is usually math homework each night (Monday – Thursday) to reinforce the learning and help the students practice their basic math facts. It is really important that everyone complete their homework as best they can and remember to bring it back to class the next day where we go over the problems as well as the way the students solved the problems. We are looking at the process of getting to the answers, as well as at the answers themselves. This will help the students build a strong set of problem solving skills to apply to many areas of life.



Media & Technology Center

By Robin A. Lempert

We have opened the pages of learning in the Media & Technology Center this year with lots of stories and learning to use the computer as a tool for our learning. The focus of this year's program is on mastering information literacy skills which includes locating, collecting, organizing, enjoying, interpreting and sharing information from a variety of media sources. Students are enthusiastic about borrowing books from the Media Center to read at home. Each student can check out two books a week and when they return them, can check out more.

Kindergarten

This eager class has learned how to be good library citizens with the help of several stories set in libraries, by learning how to take care of books and how to find books to borrow. We have now started learning about what makes a good story and how you can use pictures as well as words to figure out what's happening. We read two dinosaur books and the children used the words and pictures to determine what was true and what was made up in the stories. They then made dinosaur finger puppets to help tell their own stories. Next we will begin our first author study of the year with the

books of Robert Munsch. We supplement our reading with rhythm games, puppet making, graphing of class ideas, art and other projects. In technology classes students are learning to log on and log off, use the mouse and keyboard, open programs, and use the tools in Paint. They have been drawing computer pictures to illustrate the sounds of the letters they are learning in Mrs. Joseph's class. We have made pictures with "C" and "O" so far.

1st Grade

First graders are exploring the parts of a story this year, starting with the plot. We have started exploring the elements of a good plot and the students learned a movement exercise to demonstrate the sequence of story plots. We have read and acted out the "Bremen Town Musicians" and read "The Little Red Hen" with special attention to the plot of that story. We've also been using story sequence cards to learn about plot sequences. In Technology Classes we have reviewed the basics of logging on and off and using the mouse and keyboard. We are now looking in more depth at the tools available in the Paint program to create illustrations, which we



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Media & Technology Center

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will later match up to words.

2nd Grade

The second graders have been learning about illustrators and the importance of pictures to stories. They learned what an illustrator's job is and "read" some books that are mostly pictures, discussing how the pictures helped to tell the story even in the absence of words. We then started looking at books that have won Caldecott awards and honors. The award is given each year for illustrations in children's books. We are discussing the various styles of the artists and how their art helps tell the stories. We each picked a book that had an illustration style we liked and used that illustrator's style to create our own Rosh Hashanah pictures. In Technology Classes the students are learning to use the Internet as a research tool to find information about frogs and toads, complementing the unit they are studying in Mrs. Chapman's class. We will be learning lots of computer skills and applying them to a variety of curriculum activities.

3rd Grade

The third graders are learning about research techniques and note taking techniques which they are applying to the Pond research projects they're working on in Mrs. Chapman's class. They will be learning how to use key words to find information and will also be learning how to use dictionaries and encyclopedias. In Technology Class the students have begun learning keyboarding skills, starting with using the keys on the home row with the proper fingering. They are also using the Internet to compare different search engines and using the search engines to gather information on Ponds for the their Pond unit with Mrs. Chapman.

4th Grade

The fourth graders are beginning to learn about ways to classify and organize books. They are learning about the Dewey Decimal system of classifying books, with a focus on non-fiction categories. They will learn about this by first trying their own hand at developing a way to classify books; and by exploring a Web Quest about Dewey that was created by a group of 6th grade students

in 1999. They will then practice classifying books into Dewey categories while playing a class game of basketball. In Technology Class fourth graders are practicing keyboarding skills starting with the home row keys. They are also using the Internet to gather information and are deciding which search engines are most useful.

5th Grade

The focus for fifth grade is on story telling. We started by reading a book together in class: *Things Not Seen* by Andrew Clements. It's the story of a boy who wakes up invisible one morning. We will also be presenting some "Reader's Theater" plays in class in preparation for our story telling unit and festival later this year. In Technology Class fifth graders are practicing keyboarding skills starting with the home row keys. They are also using the Internet to gather information and are deciding which search engines are most useful.

6th Grade

We have started the year with a focus on reading aloud. Research has shown that reading aloud has a dramatic affect on reading and learning success in all grades, as well as on building lifelong learners. Reading aloud to children of all ages has been shown to be the single most important activity leading to success in reading. It introduces students to the pleasures of reading, highlights the importance of reading in life, introduces students to the riches of literature, builds curiosity and vocabulary. What are we reading? We're reading a selection of stories from fiction, poetry, newspaper articles, magazine stories, non-fiction essays and more. In addition to materials I'm reading to them, the students have been asked to bring in materials they want to read to the class. In Technology Classes we have been learning to use the Internet to search for information for the unit on Continents in Mrs. Gilbert's class. We will also be starting on an exciting project next week working with 6th graders in Israel. See the article in this week's L'chvod about that project.

Writing for L'Chvod

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Making Connections with 6th Graders in Israel

By Robin A. Lempert

This year's 6th grade class is going to be studying with 6th graders in Israel in Beit Shemesh, the sister city to the Washington, DC area. We will be doing this through a program called **Building a Jewish World**.

Building a Jewish World is a web-based educational program started in 1998. It was created to help Diaspora Jews establish and maintain personal connections with their counterparts in Israel. We will work as a class to explore issues of identity, family, community, roots and more. Participants in the program work individually and in groups, as well as collaborations with their peers in their partner country.

Online Curricula

The 6th graders will be working spe-

cifically on the Bar/Bat Mitzvah curriculum. Together with the students in Israel they will **Discover** the meaning of the meaning of the Bar/Bat Mitzvah celebration in Jewish tradition; **Address** issues relating to the age of Mitzvot; **Learn** about the significance of Bar/Bat Mitzvah in the Jewish tradition; **Think** about their Jewish identity and their ties with the family tradition; and **Share** their opinions and ideas with friends in their partner group, and discover similarities and differences between themselves and the partner group. All units include a personal activity, a group activity and an interactive activity.

In the individual activities participants conduct research, gather data, and analyze it. In the group activities participants review their work to-

gether and prepare a group report. In the final, inter-group activity, each group shares and compares results with its partner group. This process enables participants to learn cooperatively and share their work products online.

We will be starting the program during the 6th grade Technology class next week. I am being trained in the curriculum and web tools on Monday through a teleconference with the people in Israel who developed the program. Work will be conducted primarily during Technology class but may extend into other times as well. I am working with Mrs. Bardack and Ms. Gilbert to coordinate this exciting opportunity for the 6th graders.



Science Explorations

By Sharon Turpie

Kindergarten Science

We started our science unit "All About Me." The students cooperated with each other to make tracings of themselves. They then colored them in, and attached labels to some of their body parts. We read a book and talked about how we are all unique in many ways but the same on the inside.

First Grade Science

We did some super science this week. We read a book *Greg's Microscope* where we learned about looking at tiny things. Then we got to look at a variety of tiny things through a microscope.

Second Grade Science

This week we learned about the earth's magnetosphere. Last week we

learned that the outer core is made of molten iron and nickel. Convection currents produce a magnetic field that makes the earth act as a giant magnet. This field surrounds the earth and helps produce the beautiful auroras. We did some experiments using powdered iron to find the magnetic fields on a variety of magnets. Iron, nickel and cobalt can become magnets when the atoms "are all pointing in the same direction". We made the atoms in a needle line up and used it to make a compass which could detect the earth's magnetic field. We also used this principle to help us line up after class.

A number of students have asked me about books we have used in class so they can check them out of the library.

How to Dig to the Other Side of the World by Faith McNulty, Illustrated by Marc Simont

Bamboozled by David Legge

Can You See What I See? Dream Machine by Walter Wick

Third Grade Science

In upcoming experiments, students will be using thermometers. Learning to read a thermometer can be tricky so we practiced this lab skill. We looked at different types of thermometers and learned how they worked. We talked about how temperature is a measurement of how fast the molecules are moving. Scientists use more than one scale for measuring temperature usually they use the Celsius scale but in meteorology the Fahrenheit scale often used. Students learned about both these scales

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Science Explorations

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and practiced using them. The students took a quiz showing off their skills on analog thermometers.

We also discussed the difference between weather and climate. Climate is what you expect, weather is what you get.

Fourth Grade Science

In our studies, the fourth grade will have to learn how animals and plants interact to each other in an ecosystem. The organisms in an environment have relate to each other in different ways. Students learned that it sometimes these relationships between species can benefit one, both, or neither. Energy moves though an environmental system and organisms in a 'food chain'. Producers (most plants) capture

energy from the sun to produce their own food. Consumers cannot make their own food and must get it by eating producers or other consumers.

Consumers can be further classified as carnivores, herbivores and omnivores. Decomposers break down dead organisms so the components can be recycled back into the system. Students did an activity where they had to classify a variety of organisms by their food source.

Fifth Grade Science

We completed the lab from last week and discussed the need for standardizing to make fair experiments that can be compared with the results of others in a meaningful way. Students practiced their skills in graphing to make analyzing data easier. To keep experimental error within reasonable limits,

scientists have certain procedures for making measurements. We began learning how to use various lab equipment the correct way make measurements of volume, length and weight. We also practiced the very important skill of making observations.

Sixth Grade Science

Last week we discussed how we know if something is alive. This week the students took a quiz on it and discussed how these characteristics could be used to design an experiment to test for life on another planet. We also debated how these definitions applied to viruses, proto-viruses, DNA and RNA. Students will be required to prepare specimens and use a microscope in upcoming lessons. Students began learning how to do this.

Club ED and After School Programs

This year Club ED's After School program will be from 3:30 p.m. to 6:15 p.m. Monday through Thursday and 2:30/3:30 until ONE hour before Shabbat on Fridays. Brochures are available in the HDI office.

Vouchers: Prepaid vouchers are available to pay for Drop INS at Club ED. Parents are strongly encouraged to purchase these vouchers

ahead of time as you never know when you may need the Drop IN service at Club ED. Please see Mr. Thompson for details.

Clubs: Clubs and after school activities for this school year are forming. So far we have The Kids Moving Company, Newspaper Club, Math Enrichment, The Science Club, The Chess Club, Mishmar, Brownies, and The Sports Club. With more to come. A complete

list of clubs and after school activities will be available at "Back-To-School" night on September 15, 2005. We'll see you there.



Open House

Dear HDI Parents,

The first Hebrew Day Institute open house for prospective parents is Thursday, September 29, 2005 at 10:00 a.m. Please feel free to invite any of your friends who might be interesting in learning about our Day School program. Thanks for your help!

Dina Korman,
Admissions Director

Homework Excuses

By Robin A. Lempert

I have found it very entertaining over the past few weeks to hear some of the excuses students come up with for not completing homework. My personal favorite this year has been "It fell in the toilet." (That, of course, begs the question of what the homework was doing in the bathroom in the first place but that's for another time.) I've heard:

"I just didn't feel like doing it."
 "I didn't think it was important."
 "My dad forgot to pack it in my backpack."
 "I left it in my backpack in my locker. No, I left it home. No, I didn't do it."
 "Oh, was that for today?"
 "That's what you meant?"
 "I'm still working on it."

So, I started thinking about homework and why we, as teachers, assign homework, and how we can, as parents, help our children have a less stressful and more successful time doing homework.

First, I looked at why homework is given and why it's important. Practice assignments are given to help students reinforce newly acquired skills. Let's face it. Most people need to practice a skill after they learn it in order to become good at doing it. For example, if you've just learned a new way to solve a math problem, homework consisting of similar problems can help reinforce what was learned and ensure it will be remembered. Other homework is valuable in helping students prepare for the next day's class. Students may need background information for an upcoming project.

Homework also, in addition to reinforcing skills, can help our children develop good self discipline, responsibility, study and concentration habits and more. So what can we, as parents, do to help our children be successful at homework – without the stress and yelling and fear and frus-

tration I've been experiencing and hearing about? Here are a few ideas that I've read about that might be worth trying.

1. Encourage your child to carefully write down the assignments in his or her planner book and ask the teacher if they don't understand what to do.
2. Provide a special area and the necessary tools to complete the assignments. It's best to have a quiet area free of distractions with paper, pencils, scissors, glue sticks, rulers, a dictionary and good lighting. You can make this area special by putting up pictures, having special places for each child in the family, letting your child pick out a desk blotter, etc.
3. Monitor TV viewing and set up a specific homework time.
4. Plan a homework schedule with your child. Also, help your child plan the order in which he or she will complete that day's assignments.
5. Also plan long-range assignments and projects. Get a large calendar, with space for writing things in daily boxes. Tear off the pages and hang up the school months on the wall next to each other, if you have room. That way you can chart projects. Have your child use bold color markers to put in different assignments. Use one color for projects and mark when each part of the project is due. Use a different color for book reports. Use another color for weekly spelling tests. Use another color for Hebrew assignments. This will help your child see what is coming so it doesn't get overlooked. It will also help you fit this work in with the daily homework.
6. Remind your child to only take out one homework item at a time from his or her backpack. If they take out everything they often become overwhelmed just thinking about what there is to do. They should take out one thing, finish it and put it back in

the backpack before getting out the next assignment's books.

7. Praise your child's efforts. If questions arise about the assignments, and your child asks for help, ask him or her questions or work through an example rather than simply providing the answer.
8. Younger children might need more help from you. Go over homework assignments with your child before he or she starts. You may have to do several problems or questions together, then observe your child doing the next one or two. And please check the completed assignments. Also, ask to look at homework once it has been marked and returned.
9. Try Classical Music. It really does work like a charm and easily creates an environment where concentration can be maximized.
10. Create a competition between you, (yes you) and your child to see who can finish the assignment first. Believe it or not, this creates a lot of laughs for both you and your child. The competition aspect encourages your child to focus and work quickly which will ultimately help increase confidence and improve classroom performance.
11. Invite other kids to come over to do homework or have your child work with a homework buddy by phone.
12. Learn with your children. Don't watch TV while you expect your children to work. Try reading a book while sitting in the same room as your child. It creates togetherness and shows your child you want to be with him or her, and that you take learning seriously.

I, personally, am going to try some of these ideas at home. I'll also continue to look for new ideas which I'll be happy to share with you. Hang in there! And remember, it's our job as parents to help our kids embrace learning.



Sally Foster Time

By Alyssa Drucker

It's that time of year again,
To call your neighbors, co-workers and friends.
For it's Sally Foster Fundraising Time,
To explain it all, here is a rhyme:

Sally Foster has so much to offer you,
Gift wrap, bows, and ribbons too.
Chocolates, gift items and something new!
Bath and beauty line for all to use.

'Why do this?' you ask,
How does HDI benefit from this task?
Remember Sally's Golden Rule:
50% of each sale goes to the school!

The teachers and staff deserve so much,
The profit helps give them so much stuff.
From classroom supplies, appreciation events and more,
Let's all give them a big encore!

People out of town? Don't worry or fret!
You can still sell to them yet.
It's online! It's simple! It's easy to get.
They go to www.sallyfoster.com and they will be set.

All the info you need is below,
The dates, the instructions and contacts to know.
Thank you for supporting HDI's PTA!
For HDI students are great every day!



Important Dates:

The Sale is from **September 15 to October 7**. All forms and payments must be in to the school by Friday, October 7, 2005. Delivery will be Nov. 14 (in time for holiday giving).

Online Ordering:

Out of town friends and family may order online by going to www.sallyfoster.com. Please have them select HDI, **Account #505893**. Parents must register their child in order to receive the prize credit from online orders, by going to www.sallyfoster.com/student. Online orders are sent directly to the individuals. Orders over \$60 will be shipped free; otherwise there's a nominal fee.

Questions? Please call Alyssa Drucker at (301) 946-2287. Check your child's backpack for the Sally Foster packet of information.

Hebrew Day Institute

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