

Main Line Classical Academy
Newsletter
September, 2017

English, Kindergarten, 1st, & 2nd Grade - Frank Chilbert

Kindergarten:

We have been reading the Ancient Mesopotamian Epic, "The Epic of Gilgamesh" in class. We have had many discussions about this text revolving around the themes of friendship, humility, and fear. In phonics, we have memorized sight words including: who, is, a, the, and see. In poetry, we have memorized "By the Seaside" by R.L. Stevenson and are beginning to memorize, "Who Has Seen the Wind?," by Christina Rossetti.

1st Grade:

We have been reading an abridged Ancient Greek Epic, "The Iliad" in class. We have had many discussions about this text revolving around the themes of jealousy, prudence, and courage. In phonics, we have studied the short "a", the short "e", and the short "i" sound. In poetry, we have memorized "A Chill" by Christina Rossetti and are beginning to memorize, "The Lord Will Provide," by William Cowper. Lastly, we have begun practicing penmanship using the italic script.

2nd Grade:

We have been reading, "The Tales of King Arthur" in class. We have had many discussions about this text revolving around the themes of honor, prudence, and authority. In phonics, we have studied the short "a", the short "e", the short "i", the short "o" sound, and the short "u" sound. In poetry, we have memorized "A Chill" by Christina Rossetti and are beginning to memorize, "The Lord Will Provide," by William Cowper. Lastly, we have made a lot of headway practicing our penmanship using the italic script.

English, 3rd, 4th, 5th & 6th Grade - William Walter

What is a hero? That is the question I asked the fifth and sixth graders on the first day of the school year before we read a story of one of the greatest heroes in Swiss history, William Tell. The class thought about the question for a minute and eventually

came up with three basic qualities of a hero—bravery, an extraordinary skill or strength, and a self-sacrificing spirit to fight for a good cause. The students were then assigned to think of a great hero (or heroine) and in an expository paragraph explain why their particular choice fit our definition. The task of writing about heroes and heroism, I think, is a good one for literature students to take on. Any serious study of fiction—especially epics, short stories and adventure fiction—will involve understanding the term “hero” and the conflicts he undergoes—“man against man,” “man against his environment,” and “man against himself.”

As part of our discussion of heroes, and in particular the Swiss hero William Tell, I mentioned Rossini’s William Tell Overture. I did so because I think that the finale of the overture, titled “March of the Swiss Soldiers,” captures the uplifting exhilaration felt when a hero enters the field of conflict—whether that field is found in a work of fiction or in our world of serious geopolitical conflicts. Rossini? Who is he? I was surprised that the students neither knew the great Italian composer nor had heard of his famous Overture, but relieved their curiosity by giving them an extemporaneous performance. I did not whistle, sing, or hum. And I did not play a recording of any kind. If you are curious to know how the piece was rendered by their English teacher, see if your child remembers the lecture!

Robert Louis Stevenson showed that he knew the child’s mind when he wrote his poem “Bed in Summer.” The speaker of the poem, a child, laments having to go bed early only to “hear grown up people’s feet/Still going past me in the street.” Before reading the poem, I asked, “How many of you just love going to bed early while the adults are up and enjoying themselves downstairs?” The students immediately recognized the irony in my voice and after we enjoyed the poem, each contributed his or her reason why going to bed was so difficult to do, especially in summer when it is still light outside.

“Are we going to have a poetry night again this year?” one of the fourth grade students asked me after I read aloud Lord Byron’s Destruction of Sennacherib.” “If we are,” he continued, “I want to memorize this poem!” Byron’s poem, written in a riveting anapestic stress pattern, narrates the Assyrian siege of Israel: “The Assyrian came down like the wolf on the fold/And his cohorts were gleaming in purple and gold...” I had prepared the students for the reading by giving them a detailed history of King Hezekiah’s reign, but it was Byron’s carefully crafted words that brought the story to life.

History, Kindergarten, 1st , 2nd, 3rd & 4th Grade - Frank Chilbert

Kindergarten & 1st Grade - Early American History:

We have learned and retold the stories of the early European explorers, primarily focusing on Christopher Columbus, the Pilgrims settling in the Plymouth Plantation, the early interactions of the settlers and American Indians, and the founding of the 13 original colonies. Ask your children to sing and chant about Christopher Columbus and the 13 colonies!

2nd, 3rd & 4th - Greek History:

We have been introduced to the early inhabitants of the Greek archipelago. By learning where these people were from and what they believed about themselves and their deities, we have learned which virtues they hold in highest esteem, what they fear above all else, and what made them different than any other civilization in History. By now, your children have heard many stories about the 12 Olympian Gods and the Titans with whom they sometimes fight and sometimes collaborate. They have also begun learning some of the oldest stories about early Greek heroes such as Theseus and the Minotaur, as well as Jason and the Argonauts.

History, 5th & 6th Grade - Graham Gormley

We began the year with a brief review of Mesopotamia in preparation for our primary study of ancient Greece. We reviewed some of the early settlements there and what life must have been like. We discussed the development of the notions of civilization and empire as a turn away from the nomadic lifestyle of the times prior to settlement. A brief review of Sargon of Akkad, Hammurabi, Ashurbanipal II, and Nebuchadnezzar II helped the children to see the general pattern, so often repeated, of one ruler's pursuit of glory leading him to conquest and empire, only to have it fall apart upon his death.

We began a brief review of Egypt last week and we will continue with that and a similar review of ancient Persia as we head into the early histories of the Greeks next month.

In general, my goal is to foster self-government among the students. I have them taking notes during class, but I do not police the content of those notes. Our first quiz revealed that they have been paying attention to detail, as all three boys did very well. The quizzes should have found their way home by now.

In all, I am looking forward to an exciting year studying history!

Math, Kindergarten - Yulia Shpilman



The kindergarteners all have a very solid grasp on the order of numbers 1-10, and are very good at finding the largest and smallest number in a set and in comparing two numbers between 1 and 10. In September, we focused on number representation in many forms, understanding, for example, that the symbol “5” is the same as five dots on a card or five claps. We start the day with various counting routines and exercises using fun manipulatives, which help the students build a strong number sense.

We have also started to lay a foundation for good mental math skills by learning to recognize, group and add small quantities. For example, the students are learning to quickly recognize that two dots, and two more dots and two more dots equal six. We practice this skill daily - I hold up and quickly hide cards with various objects on them and the students write the quantity they see on the board.

In addition to building their number sense, the students have been playing many fun games that build their logic and spatial reasoning skills, such as Blink, Swish, and Cats and Owls. We spent at least a few minutes of every class playing these games, which is very enjoyable to the kids and to me!

Finally, every Thursday, we read a math story which includes concepts that we covered in class, and often a life lesson thrown in for good measure.

The MLCA kindergarteners are a wonderful group - very engaged, focused and enthusiastic to learn! It's a joy to work with them and I am looking forward to covering a lot of mathematical ground this year.

Math, 1st, 2nd, 3rd & 4th Grade - Sasha Fradkin



1st Grade:

This month, first grade math was all about exploring the numbers 1-10. The students counted dots in various arrangements, put the numbers together and broke them apart in different ways, and solved both basic and tricky word problems involving the first 10 counting numbers. They practiced skip counting by most of the numbers up to 10, using snap cubes to help them keep track. The students finished the first two chapters of their Singapore Intensive Practice workbooks.

2nd Grade:

The first few weeks of second grade math were spent exploring numbers 1-20, including learning strategies for adding and subtracting them. The students played games that involved identifying different arrangements of up to 10 dots, as well as combinations of two or more such arrangements. The last week of the month was spent on an introduction to the concept of place value. The students counted collections of objects by grouping them into tens and ones. We discussed the concept of a digit, reviewed that there are only 10 of them and that with those 10 we can write as big of a number as we want. The students worked on some fun problems involving place value in their Beast Academy practice books.

3rd Grade:

The first month of third grade math was all about shapes. The students learned about three types of angles (acute, obtuse, and right) and learned to identify triangles by their angles as well as by their sides. They worked on problems involving triangles, quadrilaterals, and other polygons. In their Beast Academy practice books, they solved puzzles involving pentominoes and toothpicks. The first 5-15 minutes of each class were spent on warmup and review problems involving the concept of place value and addition of 1-, 2-, and 3-digit numbers.

4th Grade:

The first month of fourth grade math was devoted to fractions. We talked and read about the different ways to think about a fraction: number on a number line, division, part of something. The students learned about the concept of equivalent fractions and what it means to put a fraction into its simplest form. They solved many problems involving these concepts as well as converting improper fractions to mixed numbers and back. This is the first of several encounters that the students will have with fractions this year. In future ones, they will, among other things, learn how to perform the four arithmetic operations with fractions.

Math, 5th & 6th Grade - Tatiana Ter-Saakov

In math, the fifth and sixth grade students reviewed order of operations, and are working on operations with fractions and mixed numbers. Throughout the year (in addition to any current topic), we will be regularly working on mental calculations techniques and word problems.

Science - Tatiana Ter-Saakov



In science, the students reviewed properties of different materials, creating their own “which one does not belong” puzzles. We also talked about the three states of matter, observing all three for water. We continued with a more detailed conversation about gases, and in particular the air around us. Fourth, fifth and sixth graders started studying the elements and were comparing some English and Latin names in the periodic table.

Robotics, Computer Programing - Tatiana Ter-Saakov

In programming, we started by making “drawing robots”, which lead us naturally to the question: “What is a robot?” Since then, students successfully put Ev3 robots together, and our first programming assignment will be to make the robot move forward a given distance.

Latin, Grades 4-6 - Asya Sigelman

This month, in order to set the stage for proper study of Latin, we began with thorough review of the building blocks of English grammar and syntax. We reviewed basic parts of speech: noun, verb, adjective, adverb, definite/indefinite article. We began with nouns, discussing the difference between proper and common nouns and noting that the word “noun” in fact comes from the Latin word *nomen*, “name”—nouns name people, places, things, and ideas. We also discussed the difference between concrete and abstract nouns (e.g., “library” vs. “liberty”) and noted that while for us, modern people, the difference is important (you can grasp a concrete noun with one of your five senses; but you cannot use the senses to grasp an abstract noun), for ancient Greeks and Romans this difference did not really exist (ask you child to see if she/he remembers why!). Transitioning to verbs, we noted how constructions that we use in everyday speech can in fact be tricky to analyze properly. For example, we all use verbal phrases (he **has worked**; he **is working**; he **did work**), but we do not tend to think of the notion of “helping verb” nor of the fact that, in English, the same verb can be the helping and/or the main verb (e.g., “he **has had** a chance to work”).

From parts of speech, we moved on to broader syntactical principles—subject and predicate. We spent time diagramming sentences and discussing how to identify the main part of the subject (hint: it’s a noun!) and of the predicate (hint: it’s a verb!). As we got better at identifying subject and predicate, we learned the all-important principle of DIVIDE AND CONQUER: in order to understand a sentence properly, we must analyze it properly, and to do that we must be able to divide it into its macro- and micro-building blocks (subject, predicate and all their components – e.g., prepositional phrases, relative clauses, etc.). This is tricky material that we will be practicing in both English and Latin throughout this year and throughout future years of Latin study.

We also made an interesting discovery: English allows constructions that are perfectly proper grammatically yet are considered poor style (e.g., many prepositional phrases or relative clauses strung together; use of the passive voice).

Most recently in our grammar review, we focused on the building blocks of individual English words: prefixes, suffixes, and inflectional endings. Words, we discovered, are very

much like Lego constructions: you can take them apart block-by-block. Thus the “divide and conquer” principle works as well on the level of individual words as on that of phrases and sentences!

Finally, we did an introductory lesson in preparation for Penelope Lively’s adaptation of Vergil’s *Aeneid*, which we will be reading together throughout this semester. We reviewed the events leading up to and during the Trojan War, discussed the ruse of the Trojan horse and the fall of the city, and noted that the Romans believed themselves to be descendants of the Trojan warrior Aeneas who fled the burning city.

We covered lots of ground this month and are ready for our first encounter with Latin itself!

French - Betty d’Herve



Kindergarten:

Bienvenue dans la classe de français! In September, we introduced simple greetings and polite words. We learned the colors and the numbers 1 to 10 in French, using games. We also learned four traditional French songs: *Tête, épaules, genoux et pieds*; *Jean Petit qui danse* (which are both about parts of the body; *Pomme de reinette et pomme d’api*; and *Petit escargot* (see youtube links below).

We started to work in our French book, *Mes premiers pas* (book level 1) and introduced the Syntalk method. We have already studied lessons 1 to 5. With the cards, the students created French sentences and we read sentences in our book.

We also played the game *Jacques a dit* (Simon says) about body parts and colors as well as memo games with the words of our French book.

Vocabulaire:

Bonjour (good morning, good afternoon)

Comment ça va ? Ça va bien/mal/comme ci, comme ça (how are you doing ? I am doing well/bad/so so)

Je m'appelle ...(My name is...)

Merci (thank you)

Au revoir (goodbye)

Brigitte

Antoine

le singe (the monkey)

le chat (the cat)

le chien (the dog)

le ballon bleu (the blue ball)

le ballon jaune (the yellow ball)

le ballon rouge (the red ball)

le ballon vert (the green ball)

le croissant

la pomme (the apple)

du jus d'orange (orange juice)

du lait (milk)

de l'eau (water)

mange (eats)

regarde (looks at)

joue (plays)

boit (drinks)

avec (with)

1st & 2nd Grade:

Bienvenue dans la classe de français! This month we introduced our routine about the date and weather. We learned some colors and number 1 to 29 in French, using games. We also learned two traditional French songs: Les Marins d'Iroise, and Malbrough s'en va-t-en guerre (see youtube clips below).

We started to work in our French book, *Mes premiers pas* (book level 3 of the Syntalk method) and learned the French spelling of all the vocabulary. We have already studied lessons 1 to 3. We wrote and read French sentences. We described pictures orally and in writing.

Vocabulaire:

Gérard

Sylvie

Brigitte
Antoine
le chat (the cat)
le chien (the dog)
mange (eats)
joue (plays)
aime (likes)
regarde (looks at)
avec (with)
de / d' (of, 's)
le pain (the bread)
la glace (the ice cream)
le fromage (the cheese)
la pomme (the apple)
le ballon bleu (the blue ball)
le ballon jaune (the yellow ball)
le vélo (the bike)
au parc (at the park)
le parc (the park)
à la maison (at home)
la maison (the house)

3rd, 4th, 5th & 6th Grade:

Bienvenue dans la classe de français! This month we continued our routine about the date, season and weather. We learned two traditional French songs: Les Marins d'Iroise, and Malbrough s'en va-t-en guerre (see youtube clips below). We did a lot of review of lessons 1 to 19 in the book *Gérard et ses copains* (book level 4 of the Symtalk method).

- conjugation of the present tense of *ÊTRE* (to be), *AVOIR* (to have), *FAIRE* (to make/ to do), *ALLER* (to go), *PRENDRE* (to take), *VENIR* (to come), *regular -ER verbs*, *irregular -IR verbs* (as *LIRE* to read, *ÉCRIRE* to write...);
- Vocabulary of food;
- Vocabulary of places;
- Vocabulary of professions;
- Vocabulary of games;
- Vocabulary of transportation;
- Vocabulary of classroom objects;
- Prepositions and conjunctions which as *CHEZ* (at someone's place), *AVEC* (with), *ET* (and), *POUR* (to/for) + infinitive;
- Pronouns subject (*je, tu, il, elle, on, nous, vous, ils, elles*) and pronouns object (*moi, toi, lui, elle*);
- the special construction *chez/avec/pour* + pronoun;

- Questions words and sentences : *est-ce que/qu'* (yes/no questions), *où* (where), *comment* (how), *qui* (who);
- Negative sentences (sujet + *ne/n'* + *verbe conjugué* + *pas*);

We wrote French sentences as well as read them individually. At the end of the review sessions, we took a test.

This week, we started a lesson in our French book. We completed lesson 20 about adjectives and adjective agreement in gender and number with the noun described. We also learned expressions using AVOIR and the conjunction PARCE QUE/PARCE QU' (because). We also played a game with the days of the week.

Vocabulaire:

fatigué/ fatiguée (tired)
content/ contente (happy)
grand/ grande (tall)
petit/ petite (small)
français/ française (French)
américain/ américaine (American)
avoir soif (to be thirsty)
avoir faim (to be hungry)
avoir chaud (to stay warm)
avoir froid (to stay cool)
parce que/qu' (because)

[Preview YouTube video Tête, épaules, genoux et pieds](#)



[Preview YouTube video Jean Petit qui danse \(comptine à gestes avec paroles\)](#)



[Preview YouTube video Pomme de reinette et pomme d'api | comptine](#)



[Preview YouTube video Petit escargot](#)



[Preview YouTube video Les Marins d'Iroise - Santiano \(clip officiel\)](#)



[Preview YouTube video Malbrough s'en va-t-en guerre](#)





Music - Karina Butterworth



Kindergarten:

The group music lesson is divided into five blocks of about nine minutes each: singing, listening, music theory, violin ensemble, piano performance. In September, the children learned songs such as “Five Little Ducks,” “Lazy Mary,” “Baby Shark,” “This Little Pig,” “Hickory Dickory Dock” and half of long song “Over in the Meadow”. All the children showed a good ear for music, they just need to work on coordination between the ear and the voice. In the listening block, the children learn how to listen to music quietly and respectfully, how to describe the music and feelings and images the music evokes, and they learn to recognize minor and major scale. In the music theory block, the children learned how to write G-clef and the most recognizable notes. During the violin ensemble, the children learn how to hold the violin and the bow correctly, and how to play songs together. They learned to play various songs on open strings. In the piano performance block, the children had a chance to practice the piano songs that they are learning in their individual lessons. They were all brave and performed for each other. They also had chance to play the xylophone.

1st Grade:

The first grade music class is also divided into five blocks of about nine minutes each: singing, listening and discussion, music theory, violin ensemble, and piano performance.

For September, the children learned such songs as “Five Little Ducks,” “Lazy Mary,” “Baby Shark,” “This Little Pig,” “Hickory Dickory Dock,” and half of a long song “Counting is Wonderful.” All the children showed a good ear for music, they just need to work on coordination between the ear and the voice. In the listening block, the children learn how to listen to music quietly and respectfully, how to describe music and the feelings and images the music evokes, and how to recognize minor and major scales. In the theory block, the children practiced how to write G-clef and the most recognizable notes. They also began to write music dictations of three notes songs. In violin ensemble, the children learned how to hold violin and bow correctly and how to play songs together. They played a few songs on open strings, the most complicated is “Pastoral.” They are a good team and are ready to start using their fingers. In the piano performance block, the children each had an opportunity to practice the piano songs that they learn in individual lessons several times. It is recommended that they practice everyday for at least for fifteen minutes.

2nd & 3rd Grade:

The class is usually divided into five blocks of activities: violin ensemble, listening and discussion, music theory, piano performance, and singing. During violin ensemble, the children practice holding the violin and the bow correctly. They learned songs on open strings and two songs using their first and second fingers. In theory, we reviewed how to write a G-clef, some notes and duration. We have couple beginners in this group, but we finished this month with music dictation in C major and A minor. The new children have a good ear for music, but just need some practice. During listening and discuss part the children were introduced to the Romantic period in music and such composers as Nikolo Paganini and Frederic Chopin. Everyone had chance to play piano in front of the class. It is recommended that the children practice for at least twenty minutes a day.

4th, 5th & 6th Grade:

During the violin ensemble, the fourth, fifth and sixth graders reviewed how to hold the violin and the bow correctly. They learned one song for open strings and three songs using three fingers on one string. During music theory, we reviewed some basic notation, G-clef, notes and durations. We have a couple of beginners in this group, but we finished this month with music dictation in C major and A minor. The new children have a good ear for music and whole class is ready for more difficult and interesting melodies. During listening and discussion, the children were introduced to the Romantic Period in music and such composers as Nikolo Paganini and Frederic Chopin. Everyone had chance to perform piano in front of class. It is recommended that the children practice piano for at least thirty minutes a day.

Art - Karina Butterworth



Kindergarten & 1st Grade:

In art class, the children learned about perspective and practiced drawing objects that were close up and faraway. The children also worked on observing and drawing proportions of human body and face by looking for the simple shapes within complicated objects. The children were taught how to correctly hold a pencil without applying too much pressure, and how to use watercolor. They drew topics such as, “my family”, “landscape with trees and houses,” “walking the dogs in the park,” “mother’s portrait,” and “tea party.”

2nd, 3rd, 4th, 5th & 6th Grade:

The second, third, fourth, fifth and sixth graders worked on seeing and drawing the horizon line, drawing objects in perspective, drawing simple objects from different angles, and looking for simple shapes within complicated objects. The children are learning how to draw using the correct pressure on the pencil, drawing without using an eraser, and how to use a ruler. We drew such topics: “after the tennis lesson,” “still life with American flag,” “room in frontal perspective,” and “kitchen utensils.” The fourth, fifth and sixth graders worked on copying “Woman with Spinning Wheel” by Jan Vermeer.

Art History, 3rd Grade - Asya Sigelman

This month in Art History we began with the story of Johannes Gutenberg and his invention of the printing press ca 1450. We based our readings and discussions on James Rumford’s beautifully illustrated book, *From the Good Mountain: How Gutenberg Changed*

the World. We discussed the scarcity of both books and literacy in Europe prior to Gutenberg and the significance of Gutenberg's invention. I chose this topic to start us off in Art History for two reasons: first, it immerses students in Gutenberg's times, when art was much more varied than simply oils on a canvas. We looked at some beautiful examples of illuminated manuscripts and discussed how every book—both before Gutenberg and even for a while after—was in itself a work of art, contributed to by talented painters. Additionally, the invention of the printing press and the easy-to-remember date of 1450 gives students a tangible anchor in the historical timeline. We discussed that many scholars believe Gutenberg's invention to have been *epoch-making*, and that for this reason some date the beginning of the Renaissance to 1450. We also noted that 1492, the year when Columbus discovered America, is also sometimes used to date the start of the Renaissance. We discussed that ultimately both dates make sense: Gutenberg was an inventor; Columbus was an explorer. In the Middle Ages, people did not do much inventing or exploring—both of these are signs of the new epoch, the Renaissance. With the stage thus set, we embarked on our next unit—the life of a Renaissance painter and inventor, Leonardo DaVinci, born right around the time that Gutenberg invented the press, in 1452 (we discussed that, in the year that baby Leonardo was born, no one in Europe suspected of the existence of the New World!). Over the next several weeks we will be reading about Da Vinci and discussing his place in the Italian Renaissance. We will be using Diane Stanley's text as the basis for our readings and discussions.

Art History, 4th & 5th Grade - Jessica Todd Harper

We have been studying medieval art by looking at examples of illuminated manuscripts. Each child has a notebook with 8x10 reproductions to keep. So far we have collected examples from The Book of Kells and The Codex Aureus, each from the 9th century. We have learned about monasteries and the process by which monks created illuminated manuscripts, using calfskin, precious stones and gold. The children are learning to recognize and interpret the biblical iconography as well as to think about the specific cultural influences that influenced its expression. The notion of beauty and why these monks invested so much of their time and resources in pursuing it, is a reoccurring class exploration.

Hands-On Skills - Adam Darer

This month in Hands-On Skills we spent a lot of time building and working in the school garden. The students measured out and put up a fence around the garden. We also finished building the raised garden beds, during which we learned how to use common carpentry tools such as measuring tape, hand saw, a square, and electric drill. The students planted lettuce, spinach, peas, and radishes in the garden and look forward to harvesting the vegetables in the next several weeks.

Enrichment - Jessica Jaskot

Kindergarten:

This month in Kindergarten Enrichment, the students have been working on the alphabet. We solidified letter recognition and are practicing identifying the different sounds of each letter. As a part of this process, the students have been working on beginning, middle, and ending sounds of words to identify which part of the words they hear a letter. We will continue to work on beginning, middle, and ending sounds as well as handwriting.

1st Grade:

This month in First Grade Enrichment, the students have reviewed their knowledge of the long A and short A vowel sound. In addition to recognizing the sound, the students have also learned the different spellings that make up the long A sound. The students are working on understanding homonyms as they relate to long A words such as "pane" and "pain." Next month, the students will continue to work on homonyms.

2nd Grade Enrichment:

This month in Second Grade Enrichment, the students have reviewed their knowledge of the long A and short A sounds. In addition to recognizing the sound, the students have also learned the different spellings that make up the long A sound. The students enjoyed using their knowledge of long A sounds by identifying long A words in their free reading books in Enrichment. Next month, the students will continue to work on understanding complete sentences by working on their understanding of subject and predicate.

Hebrew - Tal Gutman

3rd & 4th Grade:

The first month of the school year was dedicated to reviewing the past year's units as well as studying new vocabulary, grammar and syntax topics. The students especially enjoyed learning the pattern of language names, and were able to independently construct the

names of various languages. Another exciting topic was, as always, related to food: learning about an Israeli winter sweet "Krembo" in the context of the blessing for a sweet new year in Rosh Hashana. We studied about the parts of the Krembo and its ingredients. In the end of the class every student ate a Krembo.

מְדַבֵּר	medaber	Speak (Singular, masculine
מְדַבְּרִים	medabrim	(Speak (Plural masculine
מְדַבֶּרֶת	medaberet	(Speak (Singular, feminine
מְדַבְּרוֹת	medabrot	(Speak (Plural feminine
אֲנִגְלִית	anglit	(English (language
צָרְפָּתִית	tzarfatit	(French (language
רוֹסִית	rusit	Russian
עִבְרִית	ivrit	Hebrew
לְטִינִית	latinit	Latin
סִינִית	sinit	Chinese

Kindergarten & 1st Grade:

The first month of the school year was dedicated to reviewing/studying the past year's units: the colors, numbers 1-20, pencil case items and body parts. We also practiced daily expressions and manners such as hello, goodbye, thank you, please, yes and no. In the kindergarten level we started to work on the Aleph Bet letters and its order. In first grade we reviewed the Aleph Bet, and are now working on writing letters and vocabulary in script. We had a special unit for Rosh Hashana with related songs and a story, and students made a craft of bees and a beehive. In the past week we started the animals unit.

דְּבוּרָה	dvora	Bee
דְּבַשׁ	dvash	Honey
צֶבֶד	tsav	Turtle
פָּרָה	para	Cow

אַרְיֵה	arieh	Lion
נָחָשׁ	nahash	Snake
כֶּלֶב	kelev	Dog
דָּג	dag	Fish
עֶכְבָּר	achbar'	Mouse

Shana Tova to all the students and their families!
שנה טובה!

Judaic Studies - Dale Dunoff

The early morning Judaic class has been busy learning about all the Jewish Holidays in September and October with worksheets, craft activities, baking, study telling, and coloring/activity pages. We are concentrating on our morning prayers and saying them diligently. The younger students are mastering their Hebrew reading skills and the older students are brushing up on their Chumash (Bible) skills. I'm looking forward to a year filled with positive learning!

Christian Studies - Betsy Bashore

In Christian Studies, the students have been learning about Genesis 1-3 and John 1-2:11. Approaching the Scriptures with curiosity, we have highlighted God's goodness, holiness, and creativity in creation; as well as His desire for us to be co-creative. The Gospel of John highlights Jesus' divinity, John the Baptist's message, and the making of the first disciples. We learned that the true mark of a disciple is to see them following in their teacher's footsteps. In the final week of September, we made sin tangible through an activity based on the story of Adam and Eve's original sin. As we saw, shame is a powerful force that drives us away from community and leaves us lonely. God, however, reaches out to us in our brokenness to pull us out of the depths of despair from our sin and shame and into right relationship with Himself and others.