



Calendar Corner

פינת לוח הזמנים

Wed. 10/8

י"ד תשרי

NO SCHOOL-Erev Sukkos

Thurs.-Fri. 10/19-17 ט"ו-כ"ג תשרי

NO SCHOOL- Sukkos-Simchas Torah

Mon. 10/20

כ"ו תשרי

Tues. 11/11

י"ח חשוון

NO SCHOOL

Parent-Teacher Conferences

3-7 p.m.

Below: all students recited *kaparos*.



October 3, 2014

ערב יום כיפור, תשע"ה

Candle Lighting 7:01 p.m.



A Message from our Head of School

Last year, a middle school student suggested we invite a variety of our local *rebbeim* to address them during the days between *Rosh Hashanah* and *Yom Kippur*. What a great idea! The ten days between *Rosh Hashanah* and *Yom Kippur* are an optimal time for introspection, study, making amends, and determining a freshened or renewed course for the coming year. With the assistance of Rabbi Zalman Lipskier, Rabbi of Chabad of Emory, Rabbi Eliezer Cohen, Rosh Kollel of the Ner Hamizrach Kollel, Rabbi Doniel Pransky, Rosh Kollel of Atlanta Scholars Kollel, Rabbi Ilan D. Feldman, Rabbi of Congregation Beth Jacob, and Rabbi Karmi Ingber, Rabbi of The Kehilla, we hope the students were able to achieve those goals. Each rabbi, with his own unique method of delivery and message, shared emotional and moving stories, discussed the essence of the day of *Yom Kippur*, how one should perform *teshuva*, and what *teshuva* actually means. We want to sincerely thank them for sharing their erudite *Torah* perspectives with our students and hope that the messages imparted will help to deepen and enrich their relationship with *Hashem*. Thank you to Mrs. Chashy Alterman for hearing her student's suggestion and organizing a *Drasha* a Day.

I just have to share that this morning's middle school boys' *davening* of *Shema koleinu* was so spiritual and beautiful; it actually gave me goose-bumps. Imagine, eleven, twelve and thirteen year old boys, singing in unison, "*Shema Koleinu, Hashem Elokeinu, chuss veracheim aleinu, vekabeil berachamim uvratson es tefilaseinu*." Dads, please feel welcome to join our middle school boys' *minyan* any day, Monday through Friday at 7:30 a.m. These boys are incredible.

Wishing you all a *G'mar Hasimah Tovah*.

Rabbi Joshua Einzig

Yom Kippur Divrei Torah by Eighth Graders

By Simcha Freida Kayser

Why do we observe יום כיפור? Wasn't ראש השנה enough? We already had all of חודש אלול and ראש השנה to do תשובה; why then does ה' desire to give us another ten days to do תשובה? A possible answer is that ה' loves us and wants us to succeed. Therefore, He grants us extra time to accomplish our goals of improving ourselves. Another suggestion could be that ה' knows and understands that a person needs time and space to think, "Do we really want this and really want to have ה' in our lives." He knows that it is hard, and we push it off saying "We have until יום כיפור, so it's okay." That could be why we have around seven weeks to do תשובה. יום כיפור is a fast day; It is telling us this is your last chance. Do תשובה now! The same thing can be said about a parent and a misbehaving child. The parent gives the child more and more chances to improve because they love the child and want him/her to do well and succeed in life. גוט יום טוב and good luck (on your תשובה).

By Summer Pitocchelli, inspired by the Artsroll *Machzor*

Yom Kippur: a day of three "R's"- Repentance, Reflection, and Relationship. This entire week, we've been trying to do all three. Repenting and doing תשובה for things we did, asking forgiveness from ה', friends, and family, Reflection on what we can do better in the future, and repairing our Relationship with those we wronged. Why do we care so much about forgiveness and תשובה, and what is the first step to doing תשובה? The first step is WANTING to have a relationship with ה' or with the other person. If you are secretly glad you sinned, it is not a תשובה. For example, if Reeva spoke *lashon hara* about her friend Necha, even if she says she's sorry, if secretly a part of Reeva was glad she said it, the תשובה doesn't count.

Imagine this: You're standing in *shul* at the end of the day, saying נעילה, and you see people starting to cry. What's going on? נעילה is the last opportunity for you to change your judgment, written on *Rosh Hashanah*, and typically people try to bring themselves to tears to concentrate on having כוונה and *davening* with intensity and feeling. נעילה is when we are literally standing before ה', watching Him seal us in whatever book we're in. Now what does one have to do with the other? We need to realize our last chance is נעילה, the last plea of the day to ה' asking forgiveness. Every day in שמונה עשרה, we say "רצה ה' אלקינו בעמך ישראל ובתפלתם" "Be favorable, ה', our G-d, towards Your people *Yisrael* and their prayer..." We also say this in the נעילה in עמידה. The lesson is to reflect upon ourselves BEFORE *Yom Kippur* comes, so we are prepared and ready for ה' to seal us in the ספר החיים טובה. וגמר חסימה טובה!!

Teaching Safety and Courtesy

Our children learn what we model for them on a daily basis. Opportunities to teach about safety, courtesy, and middos tovos happen every moment. Each of the points below has been a repeated and serious source of concern to parents, teachers and members of the community. Please observe the following school policies as they apply to driving:

- Do not make a left turn out of TDSA's driveway during carpool hours. Left turns delay the drivers behind you and often block LaVista Road traffic.
- Do not park on Jody Lane or Empire Road to pick up or drop off children. It blocks traffic on busy streets, creates visual hazards for children, and inconveniences our neighbors.
- The left turn lane into TDSA is not a turn lane into Jody Lane. Crossing the double yellow line is illegal and risks a head-on collision with drivers who are using it correctly.
- Do not make U-turns in the Jody/LaVista intersection. You risk accidents with cars making right turns onto LaVista Road.
- State law requires drivers to stop for pedestrians in crosswalks. When our crossing guards stop traffic for students, these are 4-way stops unless you are signaled by the uniformed police guard to proceed.

From the Desk of Mrs. Lisa Stroll, Director of Students/Literacy Coach,

We are now bringing our sixth full week of school to a close. Our students and teachers have been busy in all areas of their studies, but I want to highlight what is going on in the realm of English Language Arts (ELA).

I just returned from in-depth professional development sessions at Columbia University Teacher's College. In our ongoing efforts to implement a more rigorous, coherent writing program that follows our students through the grades, we will be implementing a program produced by the Teacher's College Reading and Writing Project. The Units of Study will walk our teachers through the implication of the Common Core State Standards for writing opinion, information, and narrative pieces of writing. The focus is on how to use grade-by-grade curricula to help our students reach and push beyond the standards. In my capacity as Literacy Coach, I will be working with our teachers in kindergarten-fifth grades to implement the Units of Study.

Two other exciting ELA pieces of news worth mentioning involve reading! This year, students in second through eighth grade will all be reading non-fiction novels as a new genre in their literature studies. Literacy standards place a

greater emphasis on reading non-fiction texts, and we also know that students at all grade levels develop stronger research skills across content areas when focusing on non-fiction texts. We have discovered that it is not only how much students read that matters, but also what they read that matters! Reading non-fiction and informational texts encourages students to go beyond summarizing what they've read and move to analysis of their reading. It also allows students to also explore their interests within a broad array of informational texts and can help them to see that the real world can often be just as surprising and intriguing as the make-believe world of fiction.

Lastly, we have incorporated Daily Reading Practice (DRP) into our first through eighth grade classes. Each level of Daily Reading Practice contains 30 high-interest reading selections with related questions and assignments. Selections cover a variety of subject areas and prepare students to handle passages on standardized tests. Student "help pages" provide useful information about everything from root words to literary techniques to summarizing skills.

We are looking forward to an enriching year ahead!
Wishing you all a *G'mar Chasima Tovah*.

Class Acts פעילויות בכח

First grade General Studies – Mrs. Bryant's boys and girls

We're off to a TERRIFIC start in first grade. Our wonderful students are working so hard each and every day. We are currently working on our writer's rules. The children have also been introduced to many different genres of literature. We read the biography of Johnny Appleseed. The children did a beautiful job writing facts about John Chapman's life. We are also enjoying the many math and reading learning centers that are being integrated into our learning day. In our class meetings, we've learned to give and receive compliments. Our character word for the week was gratitude. The children did a lovely job sharing the many things that for which they are grateful.

Third grade General Studies – Mrs. Bolnick's boys and girls

Last week, third graders learned about similes. We began the study of similes when introduced to them in the novel we are currently reading, *Stone Fox*. In the story, the doctor refers to the grandfather as being "as strong as an ox." We looked for other similes in the book and the students quoted a few they had previously heard before in other situations. We then brainstormed keywords to do with the *chagim* and the students created their own *Rosh Hashana* and *Yom Kippur* similes. They did an amazing job! A few examples were a *shofar* is as loud as a crying baby, life's as sweet as honey (Temima), my high pitched scream is as loud as a *shofar* (Amiella), *mitzvos* are as sweet as honey (Yehuda F.), the *minyan* on *Yom Kippur* is as big as Chimney Rock (Yoni), honey is as sweet as doing *Yeshiva* (Asher), people fasting on *Yom Kippur* are as hungry as lions (Simcha), and fasting makes me as hungry as a bear that's been hibernating (Moshe).

K-5 Science – Dr. Feingold



Wednesday, October 1st was crab day in the science room. Second grade had a lesson that taught them all about crustaceans, most especially crabs. They learned how to tell male from female crabs (females have wide tails, males narrow tails). They learned that crustaceans do not have noses, ears, or tongues, and yet, they can taste, smell and hear very well. For those senses, they use millions of tiny sensory hairs that are all over their legs. At the end of the lesson, the children had time to examine live crabs that I bought at the DeKalb Farmers' Market. The fourth grade also studied the crabs as part of their lesson on renewable and sustainable natural resources. Blue crabs are a very important natural resource of the Chesapeake Bay region, which they study as part of their Social Studies curriculum.

Fifth graders learned Newton's First Law of Motion - the Law of Inertia: "An object at rest stays at rest unless acted upon by an unbalanced force." We conducted a number of simple experiments to prove the validity of Newton's statement, such as balancing different objects, dropping things by pulling away a support and observing that they fall straight down, and levitating magnets. They all had an interesting learning experience and now know some party tricks to astound people.

The third grade classes learned the basics about Newton's Three Laws of Motion and then did various experiments to help understand just what these laws mean and how the laws apply to everything we do in everyday life. In this picture, the children are feeling the force that occurs when spinning bicycle wheels are moved out of their plane of motion. The children in the large janitorial bucket are feeling the effects of Newton's Third Law, that every action has an equal and opposite reaction.

Astronomy to teach your children for Sukkos:

The first night of Sukkos (erev Sukkos) show your children the full moon. The full moon will rise at sunset (in the east just as the sun rises in the east). Here is the astronomy lesson to teach them: 1. Every Sukkos, every year, will start with a full moon because Sukkos starts on the

15th day of the month. Since the Jewish month starts with the new moon, the full moon is always 14½ days later because the moon takes 29 and 1/2 days to go around the earth. This means there is a full moon each month on the 14th and 15th of the Jewish month. 2. The full moon always rises at sunset because, for the moon to be full, it must be exactly opposite the sun on the other side of the earth. 3. Every Yom Tov that falls on the 14th or 15th (Pesach, Purim, Tu B'Shvat, Tu B'Av) will see a full moon that night.

Seventh grade *Limudei Kodesh* – Rabbi Alterman's boys

We are currently learning the sixth chapter of *Bava Kama*. We recently discussed the concept that sometimes a human court can rule that a person is exempt from making payment in a case of damages, but the person could still be obligated in the heavenly court. In order to avoid the heavenly punishment, the person can voluntarily agree to make restitution to the damaged person. This is a very appropriate lesson to learn this time of year, before *Yom Kippur*, to go above and beyond the letter of the law so that all your obligations are fulfilled.

Eighth grade *Limudei Kodesh* – Mrs. Alterman's and Mrs. Schwerzmer's girls

How cool would it be to design a society from scratch?! Many great thinkers over the last few centuries have pondered and dreamed and many have tried, some with greater success than others. In our study of the second half of *sefer Devarim*, we are eavesdropping on *Moshe Rabbeinu* as he is guided by *Hashem* to envision and bring into being an ideal society. We have been mulling over the instructions and injunctions given, in order to understand their importance and their ramifications. On a skill level, we have focused on basic decoding and grammar skills. Having already completed two *perakim* in *parshas Shoftim*, we are skipping to the last *perek* with the goal of mastering it before the *Sukkos* break. After *Sukkos*, we intend to begin a new *parsha*, *Ki Tetze* and immerse ourselves in *Rashi* and other commentaries.

Since we know that only the *נבואות* (Nevu'ot) that are *הוצרכו לדורות* (needed for future generations) were recorded, we have been having a grand time figuring out why we need to know that *דוד המלך* (King David) was cold and how *אדוניאח* (Adoniyahu) tried to take over. Studying *מלכים א'* (Kings I) is truly an adventure, and with our first *perek* behind us, we are looking forward to the life lessons we will glean from the reign of the young *שלמה המלך* (King Solomon).

תפילה (Tefillah) class has been taken up with the *ימים נוראים* (Yomim Norayim). We have been using the words of *אורי* (L'Dovid Hashem Uri, Unesaneh Tokef) and other excerpts of the *מחזור* (Machzor) to open our own hearts and minds to the internal work needed during this time of year. The pictures created, poems written, and goals and aspirations we have shared have served to inspire and empower us to develop our relationship with *Hashem* and feel His closeness to us.

During the Ten Days of Repentance, the girls are working on developing their relationship with *Hashem*. One of our projects is to look for ways in which *Hashem* communicates His love for us on a daily basis- we call them "hugs". They can be present or past things that happened where you felt "hugged" by *Hashem*. Come check out our "Have You Been Hugged by *Hashem*?" wall. It testifies to our awareness of how *Hashem* communicates His love for us on a moment-to-moment basis. Due to popular demand, we are extending this project at least through *Sukkos*. YOU can contribute to our wall by adding your hug(s). Please take a Post-it, write down your "hug" and stick it to the wall outside the eighth grade classroom or email your "hug" to mschwarzmer@torahday.org.

Wishing you all a *גמר חתימה טובה* (Gmar Chasima Tova) and a year full of joy, growth, and awareness of *Hashem's* love.

Middle School Social Studies – Mrs. Gleicher's boys and girls

Sixth grade students are learning about and practicing study skills in order to make the transition to middle school smoother. So far, the students have identified their personal learning style, examined their attitudes toward school, homework, friends, and family, and are working on being aware of how and on what they are spending their time.

Seventh grade classes have been looking at the development of human societies. This unit is an introduction to world history, as it gives the students background information on migration, natural resources, history, government, culture, and economics. *The Butter Battle Book*, by Dr. Seuss, is a story about the escalation of war between two neighboring societies, the Zooks and the Yooks. Because Dr. Seuss leaves it to the reader to imagine the ending, our students were challenged to think about and describe how they believe the story should conclude. Be on the lookout for some of the endings in our Literary Magazine.

Eighth graders are studying Georgia's geography. After gathering facts about one of the five geographic regions, small groups were asked to create a visual of the region. They then had to write and perform an original song the tune of "Georgia on My Mind" about their region. Some of the performances were definitely ready for prime time!

תנחומינו With our Condolences

- To Mr. Gedalya Silverstein and family on the loss of his father, Rabbi Shraga Silverstein. Shiva was completed erev Rosh Hashanah.
- To Mrs. Sarah Nir and family on the loss of her father, Mr. Noach Chudadatov. Shiva was completed in Israel erev Rosh Hashanah.

May you be comforted among those who mourn for Zion and Jerusalem

מזל טוב Mazel tov

- **Our October birthdays:** Aaron Berger, Talia Bolnick,, Gavriel Castriota, Jahaziel Clemente, Sarah Estreicher, Yechezkel Estreicher, Abby Fishman, Rochel Gelbtuch, Donny Grossblatt, Mikkell Hertzberg, Ahuva Kerzner, Noam Landman, Joshua Leff, Moshe Leff, Zalman Lew, Chaya Litvin, Yael Lovett, Shaina McGhee, Esther Rodbell, Shira Salomon, Eliezer Schwarzmer, Laya Senior, Moriah Shmuel, and Sara Silverman.
- Rabbi Reuven and Mrs. Rachel Stein and family on the birth of a grandson, born to Mr. Yehuda and Mrs. Yehudis Rotenberg. Yehudis is a TDSA graduate.
- Mr. Noach and Mrs. Kayla Levin and family on the birth of a son.

Please let us know about your *simchos*; our TDSA family likes to share in your *nachas* with you! A great way to celebrate your *simcha* is by sponsoring a TDSA Day of Learning for \$180 to sponsor a full day or \$90 for half a day (must be shared with another person). You can also do a Group Day of Learning if you have a number of friends who want to sponsor with you. Please contact Ms. Shawndrika Lewis in our Business Office, 404-982-0800 or email dlewis@torahday.org.

Below: top row: Three of the *rebbeim*, Rabbi Lipskier, Rabbi Feldman and Rabbi Ingber, who spoke to our middle school students; Bottom row: elementary science experiments; 8th grade "Have You Been Hugged by Hashem" Project.

