



**Hasten Hebrew Academy
of Indianapolis**

**Friday, April 9, 2021 Vol. 17 #25
"Shabbat Shalom"
27 Nissan 5781**

Friday, April 9, 2021

Saturday, April 10, 2021

Candle Lighting 7:57 p.m.

Shabbat ends after 9:18 p.m.



**A Message from the Principal
Mrs. Miriam Gettinger**

People with way too much time and money on their hands have bid \$2.5 million to buy Twitter founder, Jack Dorsey's initial message on the platform. In the latest digital craze known as 'non-fungible tokens' which are cryptographic assets with unique identification codes, the auction winner receives a digital certificate allowing them to virtually lay claim to the 2006 tweet in which Dorsey wrote "just setting up my twttr." Ironically, even after Dorsey's tweet is purchased, it will stay where it is on Twitter despite the ubiquitous 'disappearing message' function used in What's App and other social media. We are a culture obsessed with newer zanier shinier toys, futilely wasting resources on artificiality as evidenced by the enormously popular celebrity trend during the pandemic of collecting tweets, videos and digital art with billion dollar transactions. Altogether, we worship social media and overinflate the value of banal words allowing this oft pompous and contrived communication reality to permeate every aspect of our lives.

Recently I discussed the concept of silence during *tefilla*/prayers with the 6th and 7th grades who enjoy the quietude during their brief session daily as an opportunity for reflection and meditation. They studied the origin of the silent Amidah/ the *shmone esrei* from the Biblical heroine Chana, mother of Samuel whose poignant prayer for a child was misunderstood by the high priest Eli for its soulful emoting. Personal request of G-d as well as acknowledgment and gratitude for the blessings in their lives is meant to be private and thoughtful. The students expressed the importance of rest and reset in taking a mental break from the noise and harried nature of their day and more significantly a time for intrapersonal introspection and growth without technology. Additionally, they mused that silence can be awkward in social interactions as in the pregnant pause and even distracting allowing their minds to wander freely rather than focus on the task at hand. I shared that a trendy vacation a few years ago had been to a California monastery where the austere furnishings, natural peaceful surroundings and more importantly a 12 hour mandated silence afforded a welcome respite from the hectic and frenzied pace of life in allowing people to anchor themselves and their values.

We begin reading Ethics of the Fathers/*Pirkei Avot* on the long Shabbat afternoons after Pesach. The first chapter aptly quotes Rabbi Shimon, son the leader Rabban Gamaliel commenting that all his life he grew up amongst scholars and found that the best thing for the human condition is silence/"*lo matzatzi tov laguf mishitika.*" At the time of great noise in the Jewish political world post Temple destruction he repeated the significant aphorism that silence is golden, reflecting that the attribute he gleaned from spending time amidst truly wise leaders was, in fact, the discipline of quiet, of not getting the last word in nor arguing vociferously with his colleagues and peers. Measured speech tamps down anxiety and wards off anger and frustration while



CALENDAR OF EVENTS



Homework Club for grades 4-8 will meet Monday - Thursday next week.

Grades 1-3 will meet on Monday & Wednesday



The next scrip order will be placed on April 13. Orders will be here on April 16. Please call Toni at 251-1261 ext. 158 to place an order.



**Ilearn Testing
Grades 3-8
Testing Window Begins April 19**



**School Pictures
April 20 & 21
More info coming soon**



**EC & Kindergarten
Parent Teacher Conferences
April 28
EC & Kdg Dismiss at 1pm
After School Care Available for
registered students**



**Online Scheduling Available
4/14**

**Yom Haazmaut
April 15**

tweets by nature are impulsive streams of consciousness often unedited and unfiltered, frequently 'sound bites' of ugliness and hurt. Communicating this message to our students addicted to the dopamine rush of likes to their social media pictures and posts is a formidable challenge of our modern parenting and instruction.

Would you donate \$250 to the school in non-fungible tokens for the bidding rights to my initial column in 2008?! It is a genuine digital collector's item because I had never used a computer before writing it!



Parshat Shmini By Rabbi Berel Wein

One of the more distinguishing life values which Judaism advocates is the type of food that a Jew eats. There are foods that Jew is commanded to eat such, as matzah on Pesach and continuing with Pesach, Pesach there are also forbidden foods such as leavened bread. The laws and customs regarding kosher food are numerous and complex. Perhaps no other area of Jewish life, except for the Sabbath and its laws, has evoked, over the centuries, so much scholarship and divergence of opinions regarding Halacha and practice. Nevertheless, there are clear lines of the delineation that established the basic rules regarding kosher food. There have been many explanations and reasons given regarding this facet of Jewish life concerning permissible and forbidden foods. These reasons range from the mysteries of kabbalistic thought to the seemingly practical ideas of good health and proper diet. However, even after all the rational explanations have been expounded upon, the laws of kosher food remain one of the great commandments of the Torah for which we have no completely rational explanation. Therefore, Kashrut belongs in the realm of Chukim -- laws and commandments that we follow simply because that is the will so to speak of our Creator. Our limited capacity of human understanding makes for the mystery behind the commandment.

One thing, however, crystal-clear. All Jewish history attests that this commandment, the consumption of only kosher food, has been one of the main contributors to the survival of Judaism and the Jewish people over the ages. It has created the necessary boundary that delineates us and our faith. By so doing, it has given us a deep realization that being a Jew relates also to the body and internal organs of a person, and not only the cerebral notion of religion that many people have. It is very important to be a good Jew in heart and mind. But for all the unknown and unseen reasons that lie behind the survival of the Jewish people over the millennia against all odds, it is just as important, if not even more so, to be a good Jew gastronomically.

One of the great blessings of our modern time is the abundance of all types of kosher food in Israel and in the United States facilitating the practice of kashrut. As the Torah is our friend and protector, we should therefore always be aware of its demands. It is for our own sake that we should do so.

Shabbat shalom

Rabbi Berel Wein

Classroom News

Middle School Math

By Matt Tucker



Making 24

24 The Math game is a great way for students to improve their computation and number sense. The object of the game is to use addition, subtraction, division, and multiplication to get to 24. The example above has a 6, 9, 9, and a 2. A solution uses all four numbers to get to 24. There are no answer keys that come with the Game 24, it is up to the players to agree on the mathematics of each solution.



This game has been around the U.S. since 1988 in various forms. The original version of 24 is played with an ordinary deck of playing cards with all the face cards removed. The aces are taken to have the value 1 and the basic game proceeds by having 4 cards dealt and the first player that can achieve the number 24 exactly using only allowed operations (addition, subtraction, multiplication, division, and parentheses) wins the hand. The earliest record of this game was in Shanghai in the 1960's and has had various names such as Maths24.

Here in the Hasten Hebrew Academy Math Classroom we use it often to start or end a middle school math lesson. We just had the 10th annual Math 24 competition before break. This was our first and hopefully last zoom competition. Students all logged into zoom and could view the math problems and share their solutions. The 2021 winner was Chaya Schusterman. The runners up were Aviya Melrose and Zalman Schusterman.

There are many patterns and strategies used to solve these problems. Students work these problems in front of each other, providing them with opportunities to learn from each other. The game is quite simple, this slows down students' explanations of their reasoning and allows us to appreciate each other's solutions. Here in middle school the four numbers include, decimals, fractions and integers. I am going to leave you with a few of the problems from our competition. There were some good ones!

	$\frac{3}{8}$.8		7		4
2	3	9	3	8	4	-3	-3
	$\frac{1}{4}$		4		2		1

Classroom News

3rd and 4th Judaic Studies

By Yaakov Rutstein

With Pesach now behind us and the end of the year quickly approaching, it is a great time to reflect on all that has been accomplished thus far in 3rd and 4th Grade Judaics. The students have grown tremendously in both their knowledge and skills. We have had opportunities for not only traditional learning, but experiential learning as well. The Model Matzah Bakery before Pesach was an enjoyable and exciting, hands on experience in which the students



were able to put into practice what we had been learning in class. Of course there was also the exciting, annual Pesach Quiz bowl, in which students in 4th through 8th were challenged on their knowledge of the holiday of Pesach. I am proud to say that the Fourth graders, after spending a great deal of time learning about the laws of Pesach, as well as the Seder, performed admirably in the competition.

In 3rd Grade, we have recently finished Parshat Chayei Sarah and the in-depth study of the life of our forefather Avraham, whom the children began learning about back in 2nd Grade in Parshat Lech Licha. The class had a siyum to celebrate the completion of the parsha. Packaged goodies were served and the students watched an entertaining and informative animated movie about the early life of Avraham. We have recently begun Parshat Toldot, in which we learn the story of Yaakov and Eisav, the sale of the firstborn right by Eisav to Yaakov, as well as Yaakov's "tricking" his father Yitzchak into giving him the blessings, at the command of his mother. The students have been enjoying practicing their reading and translating skills by using the Seesaw platform, to record themselves reading the psukim being learned in class.

In addition, in January, the class began learning how to recite the lengthy yet important and beautiful daily Shemoneh Esrai prayer. The students have been doing a great job learning the procedures as well as the content of the tefillah thus far.

In 4th Grade, we have continued learning the story of Yosef and his brothers. The past few months we have been learning about the rise of Yosef to become the Grand Viceroy of Egypt, his testing of his brothers by accusing them of being spies, and forcing them to bring their younger brother, Binyamin, down to prove that they are telling the truth. The students have enjoyed learning many of the lessons from the story through catchy songs from the Lihavin U'lihaskil Chumash curriculum. Some of the lessons we have learned are: speaking nicely, taking responsibility (from Yehuda, who took responsibility for Binyamin by guaranteeing to be responsible for his safe return to his father) as well as the power of tefillah, which our forefather Yaakov taught us in the short prayer that he offered before sending Binyamin down to Egypt with his brothers. We have also been continuing to develop our critical thinking skills, as well as our ability to read Rashi script through fun games such as Rashi Bingo. I am looking forward to seeing continued growth from the 3rd and 4th Grade as we finish off this unprecedented academic year strong!



Artist of the Week

By Mrs. MaryEllen Fellegly

Congratulations to third grader Harrison Zuckerman! Third graders just finished working on an exciting project called "Moving Lines". After discussing the difference between vertical, horizontal, wavy and diagonal lines students learned that they are different. Vertical lines seem tall and strong while horizontal lines seem calm and peaceful. Wavy and diagonal lines seem to have more energy and show movement. To begin, students drew diagonal lines across a 9 x 12 white paper. They colored inside these lines with a variety of colorful markers. Then, using a ruler as a measurement tool, they drew straight lines every half inch across the white side of the paper and numbered the sections from 1-24. Then they cut carefully on all 23 lines. After creating two piles of 1-12 and 13 - 24 the fun began! They started with the number 12 and glued it down as a horizontal line on a 12 x 18 piece of black paper. Then they went backwards from 11 - 1 and glued each piece down with one side overlapping. They used the same technique going in the opposite direction going from 13 - 24. The finished projects showed how straight lines can bend and move by slowly altering their placement on the black paper.



Early Childhood

Peuton By Batya Kogan

A Peek to Peuton's Morning Meeting

What a beautiful journey of growth it has been for the Peuton children this year as they continue to grow and blossom each week.

The Peuton children started the year by having daily morning meetings. Each morning, we get together on the rug to start our morning routine where we sing two songs, "when I wake up in the morning" which is followed by chanting of the Modeh Ani and "good morning boker tov" chanting Shema Israel.

In the beginning, the children had their morning circle time for about five to eight minutes. As the months went by and the children grew, their attention span grew as well.

After one month, the children were introduced to the two Hebrew words -Toran/ helper [boy] and Toranit / helper [girl]. Each day, we'll have a new picture of Toran or Toranit on the job chart.

Excitedly, the children look at the Toran and Toranit job chart each day to see if it is their turn to be the helper. The jobs of the helper include:

- Counting the children and pointing to the right number on the number line
- Pick up the question of the day and answer it
- Organize and assist with the presentation of picture schedule for the day
- Feed the Betta fish named Blue
- Water the plants
- Be the line leader



What big responsibilities!

As months passed by the children grew and so did their understanding of math.

The Peuton children constantly love to count. They count on their fingers; they count the number of family members they have, even including their pets! They count the number of their letters in their names; every opportunity they have, they count!

We decided to add some more "twists" to our morning meeting. Not only does the helper need to count the children, but now they also learn to add the teacher as well as the children that are not in class by the morning meeting time. They also challenge themselves by practicing counting backwards.

As the helper jobs become routine for the children, we decided to add more jobs to help challenge their abilities. Two of the jobs added are the helper can now add magnet letters of his/her name to the magnet board as well as become the "cleaning patrol" making sure the room is clean after the children have cleaned up.



Morning Meeting Skills:

- Listening and turn taking
- Talking and sharing
- Counting
- Following multistep directions
- Gain a sense of daily schedule
- Grow attention span
- Accepting and valuing peer contributions
- Community building