



**Hasten Hebrew Academy  
of Indianapolis**

**Friday, August 27, 2021 Vol. 18 #3**

**“Shabbat Shalom”**

**19 Elul 5781**

Friday, August 27, 2021

Candle Lighting between 7:04-8:03 pm

Saturday, August 28, 2021

Shabbat ends after 9:22 pm



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

We live in the throwaway society where we all too readily discard food and tableware items, school and office supplies, books, toys and tragically relationships and memories. This summer in cleaning out the kitchen storage room, we unfortunately had to discard many boxed items past their ‘expiration’ dates. Ditto with our annual protocol of stocking classrooms with emergency water and crackers and throwing away the expired lot. Sadly, these items are not accepted by food banks either even as in most cases the quality of the optimal freshness, texture and crunch and not the actual food safety of the products is the underlying issue. Post World War II as Americans began purchasing groceries from larger supermarkets rather than farms and local small corner shops, marketing codes were embedded to enable grocers to rotate stock while maintaining full shelves to give the illusion of plenty. Savvy consumers demanded a deciphering of the expiration codes and hence the use by, best by and sell by date system was adopted as a marketing tool.

Interestingly, I read of a Harvard University student gaining entry to the New England Aquarium a few weeks ago with a ticket that was older than she! Rachel Carole, 26, was gifted the ‘Late Gate Ticket’ upon moving to Boston by her great aunt Catherine Cappiello, 85, who purchased it in 1983 always planning to return but somehow never making that happen as with most of our good intentions. The ticket read ‘you have arrived too late to fully enjoy our facilities, this ticket is good for admission at any time in the future’ and true to their word, the tattered ticket did not expire and was fully honored some 38 years later. An anomaly in the competitive gift card market where companies calculate a 5% guaranteed percentage of cards will be lost, misplaced or never redeemed, this oddity of actually holding onto and successfully utilizing the card after nearly four decades naturally made the national news as a ‘golden ticket’ of sorts.

As a school celebrating its own golden Jubilee year we look back on the previous 50 years of formative Jewish education in this community and look forward to the 22nd century skills we will impart to our students for the next 50 years. The educational pendulum swings back and forth but foundationally we teach reading through phonics, writing through mentor texts and drafting feedback, Humanities through Socratic seminar and conceptual inquiry, math through logic and numerical reasoning, science and technology through hands on experiential projects and simulations and Judaics through vibrant Jewish values and textual skills.

As American Jews we live with an underlying tension between the old and the new, between the historic and the modern, between tradition and innovation and most significantly between timeless values and the challenge of current relevancy. After all the United States is but 250 years old while Judaism dates back over 3000 years. What do we flippantly discard or



**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 August 31. Orders will be here on September 3. Please call Toni at 251-1261 ext. 158 to place an order.



**Labor Day  
September 6th  
NO SCHOOL**



**Rosh Hashana  
September 7 & 8  
NO SCHOOL**



**Erev Yom Kippur  
September 15  
1:00 pm Dismissal  
No After School Care**

**Yom Kippur  
September 16  
NO SCHOOL**

disregard as irrelevant on these shores which so warmly welcomed our immigrant ancestors? How do we preserve future eternity while simultaneously living and addressing today's challenges and issues? The High Holidays beckon and invite us to reflect upon the very traditions and family celebrations which are the hallmark of our longevity. The Shofar sounds, the poignant melodies and prayers, the apples and honey, round raisin challah and the myriad of customs and blessings symbolized in these rituals must not be allowed to ‘expire’ as we anticipate 5782 and beyond in health and tenacity.

No worries, I purchased ‘fresh fish’ (gummies of course but from Jelly Belly and not the New England Aquarium:) for the students to enjoy before Rosh Hashana as we actualize the symbol of being the head and not the tail ... שנהיה ראש ולא רגל. Somehow leftovers from last year although not past the ‘best by’ date simply wouldn’t do in raising the next generation of strong and committed Jewish leaders!



## Parshat Ki Tavo By Rabbi Berel Wein

The opening words of this week's Torah reading have been repeated often throughout the entire discourse by Moshe with the Jewish people, which constitutes the bulk of this book of Devarim. This two-word phrase, KI TAVO, should be understood as meaning when you will come into the land of Israel, and not in an alternative meaning of "if you will conquer the land of Israel". There is a certainty in the words of Moshe regarding the Jewish people and the land of Israel. He assures them that they will certainly come into the land, and even though it is temporarily occupied by strong and inimical tribes and nations, the land belongs to the Jewish people by the commitment made to our father Abraham, the founder of Judaism. One of the outstanding, almost wondrous, characteristics of the Jewish people throughout their long and bitter exile, has been the certainty that resided in their hearts and minds of the Jews, that they would one day return to settle the land of Israel once again. This certainty was inserted into all the prayers of Israel in every generation. The Jewish people make commitments to heaven that they would return to the land of Israel. and there they would fulfill their mission of service to the God of Israel. The influence of our teacher Moshe was so strong and lasting, that even thousands of years later, the Jewish people accepted his assurances that they would return to the land of Israel, and always thought of it as being a case of when and not if.

The question, therefore, always existed only regarding when it would be possible for the Jewish people to return and settle in the land of Israel. We were never told in advance how this would happen, and who would be agents that would facilitate this return. Nevertheless, in the imagination of the Jewish people, they dreamed of a miraculous return, accompanied by a renaissance of goodness and spirituality. The past two centuries of Jewish history have been marked by the unexpected and inexplicable events that have led to the return of the Jewish people to their land, and sovereignty over the land of Israel. This steps in which this occurred were unforeseen as a plan by anyone. Many of the leading actors in this drama, who propelled the project forward towards its completion, certainly by the measurement of Jewish standards, were the most unlikely people to accomplish such an end. Nevertheless, the certainty implanted within us by our teacher Moshe long ago stood the test of time and the vicissitudes of events, so that no matter how unlikely such a return to the land of Israel seemed to be, the masses of the Jewish people believed that it would indeed occur and rallied to help it occur. Unfortunately, there are Israel deniers that currently exist within the framework of Jewish society. Like the Holocaust deniers, they are anxious to escape from his destiny of the Jewish people. It is tragic in the extreme that in the face of all the wonders and accomplishment of the Jewish people in the land of Israel in our time, there are those that still are deaf to the words of both Moshe and of the certainty of Jewish national existence in the land of Israel.

Shabbat shalom

Forever Berel Wein

# Classroom News

## Middle School Math

By Matt Tucker



### Middle School Math: Building Order and Finding Patterns

Students in middle school math are building the foundation for a great year of problem solving in mathematics. When there is a problem that needs solving we first must organize the information. 7th and 8th grade students model this process by putting together their math binders for the year. The binder is where they do warm up problems, take their notes, do their homework, and keep their tests and quizzes. The binder is all paper and pencil that organizes their math work, they use google classroom and their iPad as a resource for their assignments and classwork. Learning how to organize their assignments and their classwork is critical to becoming a successful middle school student.

I stick to having my students do most of their math work with paper and pencil because I think it is the best way for them to learn math. Most students agree, although once in a while there is a student who prefers to work digitally. Research on learning math supports my decision to not rely on a device. Parents should expect to see students using both technology, and pencil and paper to learn. We expect to see 7th and 8th graders with their binders and 6th will have their Everyday Math journals.

Once students are organized they are ready to solve some problems. Middle school math begins with looking at the order of operations in a math problem. This topic includes learning how to write mathematics from words. Some of the problems that have found their way onto social media come from middle school math. Here is an example:

$$6 \div 2(1+2)$$

This problem is often solved by doing  $6 \div 2(3) = 6 \div 6 = 1$ . A review of mathematics will remind students to do  $()$  first, then to do division and multiplication from left to right. This shows a solution = 9. Students accept 9 as following the correct order of operations, PEMDAS. This problem can be taken further, and if you're interested put it into Google and look at the comments. These problems bring about welcome arguments both in social media and in math class. Division is best written with a fraction bar  $5/2$ , not  $5 \div 2$ . Division is NOT associative  $(8/4)/2 \neq 8/(4/2)$ ! We can use this problem to help us understand how we order our mathematics, and how we can use critical thinking to illustrate our reasoning.

When we are looking for patterns in math we need to organize and order. Students learn they can often better find patterns by making a list, table, or drawing. Here is an example that we did in 6th grade:

Dontrell, Jasmine, and Ray are shooting baskets after school. Dontrell makes twice as many shots as Ray. Jasmine makes 4 more shots than Ray. Together they all three friends make 48 shots. How many shots did each person make?

Algebra students would organize this problem with variables and equations. Sixth are not fluent with those tools so they would use a table or drawing to solve this problem. Both groups will be trying to reach the same goal, adding order to their mathematics!

# Classroom News

## Elementary Science

By Dawn Bick



“Exciting Elementary Science”

Elementary Science is bursting with hands-on experiences for your child. Hopefully you have been hearing about the exciting things we are learning and doing. Please look over the papers that are sent home and review student planners for homework for third, fourth, and fifth grade students. If you missed the Back To School Video and handouts, please check your email or go to my weebly sciencewithmrsbick.weebly.com to access them.

HAI currently uses a completely hands-on curriculum designed to teach students science concepts through discovery and experimentation. The students love the activities that we do in class each day and the live organisms that we encounter as we learn.

All of the students have begun the first few weeks of school learning about scientists and the scientific method. We have been practicing our skills, such as observing and recording. We believe that all of us are scientists.

Kindergarten began the school year with a unit called Push, Pull, Go in which we will be learning about forces.

First Grade began the year with a unit called Sky Watchers. We learn about the patterns we see in the sky, such as the apparent sunrise and sunset, the moon phases, the seasons, and why these phenomena happen.

Second Grade began the year with a unit called Air and Weather in which we are learning about all the tools meteorologists use to study the weather. Each student gets to go outside and be our class meteorologist twice.

Third Grade began the year with a unit about plant and animal structures. We will be learning about the structures and adaptations of living things.

Fourth Grade has begun with a unit called Sun, Moon, and Stars in which we will observe the patterns of apparent motion in the sky of the sun, moon and stars.

Fifth grade students have begun the year with a unit called Earth and Space Systems. We learned about the solar system and the patterns of these celestial bodies.

Elementary STEM is lots of fun. Our first challenge was to make the longest paper chain we could with only 2 pieces of paper and a foot of tape. Students worked very hard to problem solve and come up with different ideas to extend their paper and tape use.

I look forward to more exciting adventures in the elementary science room with your children. If you have any questions or concerns, please contact me at school. 251- 1261 x216.

# Classroom News

## Kindergarten General Studies

By Marti Gough



The children look forward to spending time in the Outdoor Classroom each week. This area is popular for a variety of reasons. The children are able to totally immerse themselves in a tactile sensory experience while playing in the sand box. Bare toes wiggle in the sand. Children

bury each other's legs. I overheard “Here, lay down and we'll bury all of you.” just in time to help guide a discussion of other ways to fully experience the sand. Sand play is so versatile and open-ended that most children cannot resist it. Other children love challenging themselves physically while climbing the tree. “I can see everything from up here!” The children look at the garden box they helped plant last spring in Ganon. “Wow!! Look at all those tomatoes!” “Can you believe how tall those sunflowers are up there!” “The flowers are like a tree!” Another group of children talked about the vegetables in the Kindergarten garden box. Auggie is able to safely join us in the Outdoor Classroom. Everyone enjoys watching him hopping and exploring the area. The children watch him find the garden and begin eating the kale. “Auggie knows this is the kindergarten garden.” “Yes, he knows those vegetables are for him.” Other children search for bugs and cicada “shells.” I walk with a group of children inviting them to smell the different herbs growing. They marvel at the softness of the Lamb's Ear leaves. “It feels like a soft blanket.” Each year, the Fairy Garden has grown. Personally, I enjoy moving the figures and houses among the plants and rocks knowing the next class to visit will search the area thoroughly to find them. When I go out the next day, I see how the children have rearranged the items and imagine the reasoning behind the arrangement. The Outdoor Classroom is arranged for active physical play and calmer, reflective play. I enjoy spending time there as much as the children.



# Middle School Retreat

This year, the middle school retreat took place at Koteewi Park in Noblesville. We didn't let rain and hot temperatures dampen the fun! Students began the day at the Edge Adventure Aerial Park, where they strapped on helmets and harnesses and took to the trees on zip lines and other aerial obstacles. After lunch, we headed over to the archery range, where many students received blunted arrows for hitting their targets after much perseverance. Finally, we explored a recreated Native American village and archeological dig site and shared our advisory team songs and posters at Strawtown Park. We returned to school sore, tired and sweaty after enjoying a day full of adventure and team bonding.

