



Friday, September 3, 2021 Vol. 18 #4

“Shabbat Shalom”

26 Elul 5781

**Hasten Hebrew Academy
of Indianapolis**

Friday, September 3, 2021

Candle Lighting between 6:55 - 7:52 pm

Saturday, September 4, 2021

Shabbat ends after 9:11 pm



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

Time and space are relative phenomena especially when viewed through the lens of children. Paradoxically, tomorrow seems like an eternity to a first grader for whom waiting for lunch at 11:00am is painfully long to endure and yet simultaneously outer space feels very real and tangible to their imaginative curious minds as many have travelled to exotic locations across the globe. Recently, one of the precocious younger students insightfully commented about my living next door to the school that that is both good and bad and when queried he explained that I could wake up a minute before the school day starts (even suggesting Mr. Simon could build me a bed so I might sleep in school) but that really would not be so good as I would never ever have a break from school! Out of the mouth of babes...

In a July article in *The Atlantic*, columnist Jerry Useem wrote of the unappreciated benefits of a daily commute analyzed through the pandemic working from home scenario which millions enjoyed or endured depending upon their personal situation for months on end. Prepandemic, many complained about their commutes- traffic jams, gas bills, potholes, crowded subways and the general malaise of tedious time consuming holes in their day. Now “many people liberated from the commute have experienced a void they can’t quite name. Theaters of life collapse into one. There are no beginnings and no endings. The hero’s journey never happens. The threshold goes uncrossed. The sack of Troy blurs with Tommy’s math homework.”

Historically, the amount of time people have been willing to spend getting to and from work remains remarkably consistent, about a half hour each way. Ancient cities like Rome were never more than three miles in diameter, allowing the outermost citizens to stay within walking or horseback commute time. The advent of cars and modern transport stretched the distance people could travel but the time remains remarkably constant with the average one way commute in the United States set at 27 minutes. In a 2014 study, researchers asked people for their ‘ideal’ commute time and reported it as an average of 16 minutes and surprisingly not zero because of a sincere need to buffer and decompress with time to plan, zone out or simply listen to audiobooks. The “boundary theory” facilitates bringing our authentic selves to our jobs and on return to our families in crossing the role between our work personas and our home psyches; the commute is an efficient way to affect the physical and psychological shift from one role to another. Role clarifying prospection in deactivating in the emotions and thoughts of home versus job and vice versa yields greater satisfaction and productivity in both arenas.

This boundary theory applies equally to students which is why a 15 minute carpool or bus ride actually benefits them as role crossover and decompression time. Significantly, teacher / student relationships are additionally enhanced with boundaries as the former grapple with the sweet spot between availability



CALENDAR OF EVENTS



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



The next scrip order will be placed on September 14. Orders will be here on September 17. 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**

and accountability, with being supportive and empathetic while simultaneously pushing academic achievement rigor, independence, agency, advocacy and resilience with students, deftly moving the fulcrum of instruction and personal growth from teacher to student. Students need personal space and time to process not only content instruction but the subliminal modeling of adult patience, perseverance and problem solving to overcome their instinctive dependence on teacher guidance and reassurance as well as their classic “I don’t get it. I don’t know what to do” which stymies their growth mindset.

The holiday of Rosh Hashana, commemorating the creation of the world with its pinnacle anniversary of the creation of man beckons us to explore boundaries both in our interpersonal as well as in our relationships with G-d. The natural world order symbolizes clear demarcations between the time and space of light and dark with the Biblical refrain of ‘*vayihyee erev vayihyeh boker*’ and it was evening and it was morning’ for each day of creation. Ironically, I live next door to school as well as to the synagogue and as a couple we often spend more time in one of those places than in our own home-location, location and location!

My best wishes for Shana Tova, a healthy successful New Year 5782.



Parshat Nitzavim By Rabbi Berel Wein

Towards the conclusion of his long final oration to the Jewish people, our teacher Moshe refers once more to the covenant between God and Israel. A covenant is much more than a relationship or an agreement. Covenants, in the Jewish sense of the word, are not altered by changing times and differing circumstances. A covenant has the ring of eternity. Not only in eternity and time but also in content. Covenants are immutable and unchangeable. Therefore, they have a binding quality that ordinary agreements or even contracts do not possess. And this is true from the beginning of the story of the Jewish people, and maybe even from the beginning of the history and God's relationship to the human beings as Creator, as we find in the story of the flood, the rainbow, that the relationship is always based on a binding and unchangeable covenant. The Jewish people have always sensed the gravity of the covenantal relationship with God. It is the sole explanation for all the events and patterns of Jewish history from the time of Abraham until today. We are a covenantal people, and, therefore, are bound by restrictions and fueled by prophetic vision and utopia hope. Only a people who feel themselves part of and bound by an eternal covenant, would have the strength, the ability to survive and even prosper under the circumstances of persecution and enmity, that have surrounded the Jewish world from time immemorial. It is no cause for wonder why the circumcision ceremony in Jewish life is always called the covenant, for it represents in a physical manifestation this binding covenant between God and the Jewish people.

It is, therefore, well understood why Moshe fills this final oration to the Jewish people with references and lessons, explicit and implicit, to the covenant and to Sinai as the basis of Jewish existence. Only the power of covenant is strong and mighty enough to guarantee survival and resilience of the Jewish people. But the shepherd knows very well the weaknesses and strengths of his flock. The 40-year sojourn in the desert has been a learning experience for Moshe, and through his example, for all future leaders of the Jewish people in all times and under all circumstances. The one thing that Moshe feels is deeply implanted within this people is this idea of covenant. It is this covenant that creates within us the feeling of being special, chosen and bound with a mission, that is far greater than the mundane activities of even life itself. The covenant contains many harsh conditions and predictions. It also portrays an exalted future and a continual message of productivity and influence, that will permeate Jewish society. The vital behavior of the Jewish people, its ability to rise to all occasions, is based on our appreciation of the covenantal relationship between God and Israel. Individually, there are many Jews that may not feel bound or even be aware of the existence of this covenant. But within the Jewish soul, as part of our DNA so to speak, we know that we are a covenantal people, and, therefore, we are charged to think and behave accordingly.

Shabbat shalom

Rabbah Berel Wein

Classroom News

3rd Grade General Studies

By Natalie Hines



Art by Emma

Third graders kicked off the year with a classic, The Wind in the Willows by Kenneth Grahame. The goals in reading this story were to identify fantasy as a type of fiction, to understand from which character's perspective the story is being experienced, and to identify common themes as demonstrated by the characters. We also focused on the rich vocabulary found in the text and crafted written responses to the story.

I was apprehensive at first about reading a book that was written over a hundred years ago based on the English countryside where the author grew up. Would our students enjoy it? Would they understand the differences in the language? I soon found out I had nothing to worry about! The third graders absolutely loved the story and the characters, Rat, Mole, and Toad. Not only did we meet the goals of this unit of study, we have also enjoyed so many laughs as we read about the hilarious antics of the characters, especially Mr. Toad.



Art by Henya



The Wind in the Willows made learning about themes simple and enjoyable. We found four common themes in the story including friendship and loyalty, hospitality, responsibility, and irresponsibility. As we progressed through the chapters of the book, we watched the characters demonstrate

the themes through their actions and words. This naturally led to discussions about examples of the themes we see in our daily lives.



Our culminating writing piece for The Wind in the Willows is an opinion paragraph about a theme and a

character we saw exhibiting the theme in the story. Students will use the words and actions of the character to support their opinion in their writing. I can't wait to see their final published pieces!

This has been a fantastic first unit of the year. I am looking forward to all the stories we will read together this year in third grade!

Classroom News

Music

By Ann Sloan



Music classes have gotten off to a great start this year. Students in Kindergarten through Grade 2 have been reviewing skills and remember an amazing amount of material. Activities in Music classes at those levels are designed not just to teach music, but also, to improve learning in all study areas. Through our activities we improve listening skills, mid-line crossing to improve fine and gross motor skills, left to right progression, patterning, memory, quick response, and concentration. Children in the picture are “echo clapping.” They listen to a pattern and immediately respond with the exact rhythm. This works on listening skills, quick response, and motor skills. In each level, K-2, we have reviewed all rhythms previously studied, the concept of beat and keeping the beat, the pattern of the musical alphabet, physical response to specific music, high and low, treble and bass clef, and note placement on the staff. I have been very impressed by the amount of material the children have retained. Especially in the Kindergarten group because they have not had music class since they were in Peuton.



Grades 3-7 are participating in a fairly new activity which is being used in music classrooms across the country and even in summer camps, bucket drumming. The activity enables everyone to have an instrument at a low cost while producing interesting rhythmic sounds and patterns. So many skills are improved through this activity! The students must be able to read the rhythm patterns, switch hands, play on different parts of the buckets, and stay together with the entire class. Technique involved in properly holding and moving the sticks helps develop coordination and has been challenging for some of us - myself included as I am learning some of the drumming skills along with the students. We are using a series of worksheets and videos on Youtube that teach the skills sequentially and in small enough steps that everyone can feel proficient as we proceed. We have been drumming in the CAC lobby as we need a large area in which to work and carpet under the buckets to keep them from sliding around when we play. Because of that, we owe a big thank you to Mrs. Fellego for putting up with our drumming while she is teaching Art. We are really having fun with the new activity and hope to become good enough to include a bucket drumming presentation in a performance later in the year.

The 8th Grade began playing their first actual chimes piece this week. There is a great deal involved in students learning to play chimes. First, they write counts on the rhythm then mark the notes each of them plays. Due to the amount of virtual learning this 8th Grade has had during Middle School, they hadn't completed as much of the preparatory material from 6th and 7th Grade as has usually been done. However, they are catching up quickly and did a great job with their first piece. Playing chimes is like having the whole class sit at the piano with each student assigned only one or two keys to play. This means they must pay attention to what everyone else is doing and be ready for their notes when they come. In addition to following and playing and the correct time, chimes must be rung in a specific way to produce the best sound. They surprised me this week by completing $\frac{3}{5}$ of the first piece on the first day. We actually played and read the music so they will be playing advanced pieces soon. As we develop a repertoire, we would love to perform for organizations outside of school so please let us know if you have a group that would like a chimes performance. Based on their progress to this point, I am sure this group will be playing very well and can present an entertaining and pleasing performance.

Classroom News

Peuton

By Rachael Wendling



Hello from the Peuton Class at Giving Tree Early Learning! Our children in this class come to school every day with unmatched energy and curiosity for the world around them. Our goal in this class is to help this delightful enthusiasm for life blossom into a love of learning.

If you walk into the Peuton classroom on any given morning, you will likely see a group of busy children surrounding a long table covered end to end in a variety of art supplies. Scissors, glue bottles, markers, paints, brushes, papers big and small. These kids *love* creating and it shows! Nearby on a shelf, sits a picture frame that reads “Sorry about the mess but we are learning here.” Sure, creating art every day is fun for the kids, but *what exactly* is a three-year-old learning amongst all that mess?



In our Peuton classroom, all of the activities that the children in this class have access to serve multiple purposes for skill building. For each invitation set out, the children are working on a developmental skill we are targeting (such as building fine motor coordination through scissor practice, learning one to one correspondence when counting objects, or recognizing our own names in print), as well as opportunities for social-emotional growth (such as flexible thinking, recognizing feelings in ourselves and others, and conflict resolution). The art table is a perfect example of how these learning opportunities come together.



When the children are working at the art table together, they are indeed developing important pre-academic skills. When they squeeze that glue bottle (and squeeze and *SQUEEZE* some more) they are strengthening the muscles in the hands to be able to properly hold a pencil later on to write. When they swirl all the paint colors together into a new color I can only describe as “preschool brown” over and over again, they are gaining scientific understanding about physical properties, cause and effect, and learning how to repeat a process to obtain reliable results. They are scientists! It's amazing! When they share ideas about their painting with those around them, they are strengthening their expressive communication and pre-literacy skills by connecting pictures and symbols with meaning. Furthermore, they are also presented with ample opportunities to learn about taking turns for space at the table and developing the ability to negotiate for in demand supplies. They are learning to respect each other's work by only creating on their own papers unless invited to collaborate with a friend. They are starting to understand the feelings of their peers who express sadness or disappointment when someone uses the last of the blue glitter when they still needed some, as well as what they can do to help when a friend is sad. These learning opportunities, as well as countless others, are all valuable, real-world skills that each Peuton child gets to practice every day at school under the guidance and support of caring teachers.

So, if you ever stop by the Peuton classroom and see paint splatters and paper scraps still decorating the tabletop, we hope you'll smile and know that we learned a lot that day!

Ram Visit

The Jewish month of Elul heralds the upcoming High Holidays. In preparation for Rosh Hashana, classes had the opportunity to experientially learn about the making of a shofar in seeing and touching a beautiful live ram. Students also actually saw the split hooves and chewing its cud signs of a kosher animal. We appreciate Emma from Little Eagle Creek Valley Farm in Zionsville for bringing our annual visitor!

Thank you to Susie Skok, former beloved teacher of HHAI, for sharing her therapy dog with the first grade class.

