

Heritage Academy

TIMES

Jewish Community Day School



Spring 2007
Sivan/Tammuz 5767
Volume 4, Issue 3

EVENTS:

Friday, January 5 – PTA meeting
Tuesday, January 9– *National Geographic Geography Bee and Fair*
Monday, January 15 – Martin Luther King Day
Thursday, January 18– *Sulamot Program - Read With Your Children*
Friday, January 20 – *Special Shabbat Assembly* for Grades K-5
Wednesday, January 24 – Middle School Field Trip to *Temple Beth El Library*
Thursday, January 25 – Enrichment Classes for Preschool Children (Session I - *Science*) begins at Heritage Academy
Saturday, January 27 – *Family Night* at Heritage Academy
Monday, January 29 – Kindergarten Field Trip to *Gus & Paul's Bakery*
Thursday, February 1 – Grade 4 and 5 Field Trip to *Mount Holyoke College*
Thursday, February 1 – Middle School Parents - *Round Table Discussion*
Friday, February 2 – *Tu B'Shevat Assembly* for Grades K-5
Monday, February 5 – Board of Directors' Meeting
Friday, February 9 – *Israel Studies Tour* – Send-off Assembly for Grades K-8
Monday, February 12- Monday, February 26 – *Israel Study Tour for 7th and 8th graders*
Monday, February 19-Friday, February 23 – No school; mid-winter break
Friday, March 2– *Megillah Reading* in the Heritage auditorium at 8:30 A.M. Purim Carnival in the afternoon – **Come in costume!**
Monday, March 5– Board of Directors' Meeting
Thursday, March 8 – *Sulamot Program Read With Your Children* from 1:30-3:00 PM
Thursday, March 8 – Program entitled “*Everything You Always Wanted to Know About Middle School But Were Afraid to Ask*” – for Grade 5 parents
Thursday, March 15 - Enrichment Classes for Preschool Children (Session II - Art) begins at Heritage Academy
Friday, March 16 – End Friday 2:30 P.M. dismissals (resume 3:15 P.M. dismissals on Friday)
Monday, March 19 – No school - Teacher In-Service Day
Wednesday, March 21 – *Science Fair*
Thursday, March 22 – Grades 4 & 5 visit to the *Springfield Public Library*
Monday, March 26 – *Model Seder*
Wednesday, March 28, – *Traveling Lantern Presents- The Life of Leonardo DaVinci*; 5th grade presents “*From Slavery to Freedom*”
Monday, April 2-Tuesday, April 10 – No school - Passover break
Wednesday, April 11 – School resumes

Monday, April 16 and Tuesday, April 17 – 1:00 P.M. dismissal for Parent/Teacher Conferences, Scholastic Book Fair; *Yom HaShoa* assembly
Monday, April 23 – *Yom HaZikaron Assembly*; *Yom HaAtzmaut* parade and flag dance, Israel Bee
Thursday, April 26 – *Read With Your Children* (PJ Library and Heritage Academy) - *Sammy Spider's First Visit to Israel*
Monday, April 30 – Board Meeting; Grade 2 Field trip to the *Little Red School House*
Monday, April 30-Friday, May 4 – Standardized Testing (Stanfords)
Monday, May 7 Friday May 11– Step-Up Days for grades K-5
Tuesday, May 8 – *Lag B'Omer Field Day*
Wednesday, May 9 - Grades 1, 2 and 3 to *American International College* to see *The Paperbag Players*
Thursday, May 10 - Enrichment Classes for Preschool Children (Session II - Computer) begins at Heritage Academy
Friday, May 11– *Grandparents'/Special Friends' Day*
Monday, May 14– Grade 3 Field Trip - *Mashantucket Pequot Museum*
Tuesday, May 15 – First Grade *Siddur Party*
Wednesday, May 16 – Grade 6-8 Field trip to *Yiddish Book Center*; *Jerusalem Day* at Heritage Academy
Thursday, May 17 – *Pirkei Avot* – Jewish Ethics program for Middle School students and families
Tuesday, May 22 – 1:00 P.M. – *Erev Shavuot*
Wednesday, Thursday, May 23-24 – No School - *Shavuot*
Friday, May 25– No School - Teacher In-Service Day
Sunday, May 27 – *End of the Year BBQ at High Meadow*
Tuesday, May 29 – *Scholarship Dinner* at Chez Josef – honoring Steve Dane
Monday, June 4, 2007 – Annual Meeting
Wednesday, June 6 – Kindergarten Field trip to *Magic Wings*; Grade 5 *Open Circle Show*; Author Jackie Greene presents *Out of Many Waters* to Grade 5
Monday, June 11 – 5th Grade Field trip to *Ellis Island*
Wednesday, June 13 – Open House for Prospective Parents at 8:30 A.M. and 7:00 P.M.
Friday, June 15 – *Heritage Academy Student Talent Show*
Monday, June 18 – 4th Grade field trip to the *Freedom Trail - Boston*
Tuesday, June 19 – 3rd Grade *Book & Author Tea*
Thursday, June 21– 8th Grade *Graduation at 6:30 P.M.*
Friday, June 22– *Awards Assembly - 1:00 P.M.*
dismissal - LAST DAY OF SCHOOL

MESSAGE FROM THE HEAD OF SCHOOL

It has been an extraordinary year at Heritage Academy. There was so much happening and so much excitement. A short recap: first, arts and culture continue to be part of what we do. Thanks to a grant from the Arts and Culture Initiative of the Harold Grinspoon Foundation, Heritage Academy students have heard author Jackie Green (*Out of Many Waters*), been entertained by the *Traveling Lantern Theater Company*, handled instruments of the *Springfield Symphony Orchestra* at the *Musical Petting Zoo*, followed recipes from *Tasty Bible Stories*, had their own Talent Show, and so much more.

Second, Field Trips occurred in every grade, allowing the outside world to enhance our curriculum. Students saw the *Paper Bag Players*, a play at the *Yiddish Book Center*, visited the *Hatikvah Holocaust Center*, journeyed to *Ellis Island*, walked the *Boston Freedom Trail*, went to greenhouses, camped at *TEVA - Jewish Environmental Center* at Camp Isabella Freedman, experienced the *Mashantucket Pequot Indians* in Connecticut, simulated study at the *Little Red School House*, the list goes on and on – with the most important being the 7th/8th grades Israel Studies Tour last February. (Thank you to Yehudah Edry and Chris Heath for accompanying the children on this trip.)

Third, there was a new model for Judaic Studies courses in the middle school. Courses are now either *required* or *elective*. Some of the new elective course choices included: *Women in Judaism*, *Hebrew Songs*, *Making Jewish Choices*, *Talmud*, *Pirke Avot*, *Jewish Life*



Cycle Events, and *Current Events in Israel*. There were also alternative minyanim available many months of the year. A crowning accomplishment of a group of middle school students was the creation of their own siddur for the shacharit (morning) service. (Thank you to the anonymous donor who paid for the books to get printed and bound.) Next year will see even more improvement, as we bring in guest teachers for a number of the course offerings.

Fourth, for the first time I attended a RAVSAK Conference (the network for pluralistic day schools; schools not aligned with any particular denomination of Judaism). It was intellectually stimulating to meet with over 200 administrators from across the United States, Israel, Canada, and Mexico who lead these schools. I learned that we share many of the same problems, but I was also reassured in knowing our strengths. The key message to the Head of School was: *Pursue Excellence*. That is what I constantly strive to do.

Heritage Academy must be an institution that is constantly re-visioning, evaluating, and improving. An institution that does not do that is an institution in decline. Join me in supporting and building the school – with time, money, and additional students.

Tell your friends about us. We have room to grow!

Gul#Gherudk#Ul#Vwduu
Khdg#ri#Vfkrro

MIDDLE SCHOOL ENGLISH - MRS. ROY

Students have completed a study of drama and nonfiction. The final writing project was a research paper. Grade 6 worked through the process of researching, note taking, creating a first draft, editing, and creating a final draft in a specific format. Grades 7 and 8 used their learned research skills in a more sophisticated method of writing a research paper from researching sources, gathering information, creating a first draft and final draft. Grade 6 researched an author, Grade 7 researched a literary genre, and Grade 8 researched how to write and present an effective speech. All grades were assessed with an appropriate rubric. At this stage in middle school students' writing development, the emphasis has been on the process rather than the quality of their expository writing. The importance of acknowledging sources using in-text citations and a Works Cited will help them to avoid accidental plagiarizing when the consequences are severe. Students have been working very hard, and their efforts are evidenced in their progress.

The Summer Reading Program includes a Writer's Journal component that will be incorporated into students' writing during next year. Observations recorded in the journal will become material for narrative, descriptive, and expository essays.

DEVORAH

HUMOROUS ESSAY

Ugh! My parents went to Israel for a week. We were stuck home with my grandma who was babysitting. My grandma is one of my favorite babysitters, but she does not know our daily routines. In addition, although my grandma is kind and loving, she is always nervous. She gets nervous over small things that most people would never even notice. Here is a typical "grandma" story that took place the week she watched us.

The first night my parents were gone, my brother put our alarm on so that burglars could not get into our house. My brothers assured my grandma and me that they knew how to turn



Congratulations
to our
graduates!



it off. We believed them. Therefore they turned it on and we went to sleep. The next morning when we opened the door to go to school, the alarm went off. My brothers, of course, had forgotten how to turn it off. My grandma became nervous and began to try herself. This did not work. The alarm continued to ring.

My brother finally remembered how to turn it off. He turned it off, not fast enough. My grandma was hysterical, and we could not do anything to calm her down, and we were now getting a call from the police station. My grandma answered. Her voice was slow and squeaky. I felt as if I would better stuck face first into the ground. That way I could scream at my grandma and she would not hear.

We heard my grandma stop in mid sentence. I had no idea what was happening. All of a sudden I heard my brother ask, "What is mom's secret password?"

"We don't know the password!" exclaimed my brother. At this point I almost screamed at my grandma out loud, but I held it in. Chaos was the mood in the kitchen. We all thought long and hard about what password mom might have chosen and we even gave a few guesses as to what it was. We were wrong and finally had to admit to the police that we just didn't know.

We could hear the person's voice on the other end. He sounded angry. We told the police man that my parents had gone out of town and explained the whole story. They still sounded suspicious, but they let it go.

After this excitement my grandma had to rest for a few minutes. We brought her a cold towel and wiped her forehead. What a way to start a morning!

I was late to school. I told every one what had happened but no one believed me. I tried and tried but still every one said that that probably did not happen. Even the teachers seemed to think I was lying.

When my parents got home, we told them the whole story. Once we started telling the story, we were all laughing. I could even see my grandma laughing. All my parents said was "Oops we forgot to give you the secret code!" And there you have it, a typical story about my very nervous grandma. At the time it was frustrating, but now that I look back on that morning I think it is actually funny.

JACKIE

REFLECTION ESSAY- ISRAEL TRIP

One of my favorite parts of traveling is finding gifts for my family. Every two years, my Jewish day school, Heritage Academy, takes the seventh and eighth graders on a two-week long trip across the ocean to our homeland. This was my year. My dad isn't the easiest person to shop for, so I made sure to ask him before my trip to Israel in March 2007 what he would like me to bring back for him. My father gave me two options for gifts. "I haven't gotten a new pair of talis clips since I was your age," he said. "But I've got a second option. There's this quote I really

like." He told me the quote in Hebrew and translated it into English for me: "If I am not for myself, who will be? If I am only for myself, what am I? And if not now, when?" "If you could find anything with that quote on it," he continued, "I'd love it."

Immediately, I thought "Well how on earth am I going to find someone who knows that exact quote?" Then a second problem popped into my head: What would this quote be written on? I decided to look for the talis clips. Unfortunately, talis clips aren't as easy to find as one might think. They're either made of plastic for five dollars or made of sterling silver surrounded by white gold and diamonds for five hundred dollars. I thought I was stuck.

Two weeks later, I found myself leisurely walking down the cobblestone road of Nachmat Benyamin Street in Tel Aviv, Israel, chatting with my friends about the first things we would do when we got home from our trip. It was Friday, and every Friday on Nachmat Benyamin Street the police close the street to cars and let people set up booths to sell their crafts. I nearly had to yell over all the noise to be heard. I felt the heat pounding on my shoulders, so I casually unzipped my sweatshirt and swung it over my shoulder, adjusting the strap on my backpack at the same time. I was constantly looking at all the little shops that lined the street. Great canvases covered delicate pieces of jewelry, from amethyst rings to necklaces embedded with rubies. Candlesticks for Shabbat and hand-carved wood mezuzahs glittered in the sunlight, appearing to be made of gold. People of all shapes and sizes rushed by with their shopping bags swinging back and forth. Others took their time at the shops, examining every aspect of the objects which the craftsmen took so long to make. Then, I remembered that I still needed to buy presents for some of my family members, especially my father. And then I saw the man.

He was an old man, with a long gray beard and glasses. He was wearing a blue kippah and a button-down shirt with khaki pants. His booth was located on the corner of the street, hardly noticeable with the thick crowd passing by. Truthfully, I don't know why or how I noticed him; I just did. Most people would have walked by the old man, but something about him attracted him to me like a magnet. I told my friends I wanted to look at the booth.

As I approached the booth, the old man's features became clearer. Although his face was wise with myriad wrinkles, his Mediterranean-blue eyes sparkled with youth. He was writing on something, which from where I was standing seemed to look like a rock. "Rocks?" I wondered curiously. "What can that old man be doing with rocks?" Intrigued, I quickened my pace and forgot all about my friends.

Finally, I arrived at the booth. Indeed, the old man was selling rocks. As I looked at the rocks, I noticed that on them was Hebrew writing. But not just any Hebrew writing; the unique style of writing that was found only in the Torah. The writing was also filled in with color, and seemed to come alive as you stared at it. Some of the words and phrases I could recognize, like the



Hebrew word for mother, or the prayer for one who is traveling. Others I could not. The man looked up at me and smiled.

“Shalom,” he said. I responded with as much Hebrew as I could, trying to ask him what he could write on the rocks. “Kol Davar,” he responded in Hebrew, “Anything.”

“Do you know this quote?” I asked, as I started to recite as much of it as I could in my broken Hebrew with an American accent.

“Ken!” He said, “Of course!”

“Tov Me’od!” I almost yelled. “Great!” He asked me to choose a rock from his pile, so I chose a flat, ivory colored one, about the size of a fist. As he was preparing his inks, we started talking. I told him about myself: where I was from, why I was here, how long I was staying in Israel and so on. Then, he told me about himself. It turns out that he was a retired sofer, or someone who writes holy writings, such as the Torah. I had instant respect for the man, knowing how he devoted his life to Jewish scripture.

I was so excited that I had found a present for my father that I almost forgot to look at the time- 2:35. I had to be back at my group’s meeting spot, Burger King, at three o’clock. “How long does it take you to make these?” I asked him, my heart racing.

“About twenty minutes,” he said. It was cutting it close, but I decided to take the chance.

“Okay,” I said. “I’ll be back in twenty minutes.”

And sure enough, when I returned, he was done. I grabbed the rock, paid, thanked the old man, and raced down to Burger King, arriving at exactly three o’clock. Our chaperones and group leaders counted us to make sure everyone was there, and my group and I started walking back to our hotel.

As I strolled along the streets of Tel Aviv, holding my rock wrapped in bubble paper and tied with a bow, I began to think. I live halfway around the world, and this old man knew the exact quote my father had told me. How was this? I realized something important at that moment: my father is a Jew; this old man is a Jew; I am Jew; and that’s how all of us knew. It’s the connection of Judiasm among Jews that links us together, no matter how geographically far apart we are or where we live. We will always have each other, we will always have the Torah, and we will always have God; our Torah, and our God.

As I continued to wander around Tel Aviv with my group, I began to wonder: why a rock? I mean, this man could have painted the quote on anything—a piece of wood, a canvas, glass...anything. So why did he chose a rock? I then started to think about what a rock means. A rock is strong, immovable, and a piece of nature. In Judiasm, one of the many names for God is “the rock.” After that, I realized that the rock that my father’s quote was painted on represents the state of Israel. Through all the years Jews have been trying to establish a Jewish state, Israel has been there. And today, Israel remains a Jewish state, and hopefully always will. Israel is another aspect of Judaism that connects Jews from all around the world. So it turns out this

present represents a lot more than just some quote a man wrote on a rock. I was bringing my father back a part of Israel, a part of this man, and a part of every Jew, everywhere.

When I presented my father with his rock, he was quiet for a moment. He looked up at me and smiled. “I love it,” he exclaimed.

MICA

ANTIGONE ESSAY

Many plays have a universal theme and are filled with conflict. Antigone by Sophocles is a wonderful piece of ancient Greek drama with a suspenseful plot. This piece of literature is a tragedy because the play concludes with many of the characters’ committing suicide. Although Antigone has many themes that have an application to the reader’s lives, the main theme in Antigone is authority.

Antigone has an absorbing and stimulating plot that draws the reader into the action of this tragedy. This literary work begins with the sisters, Antigone and Ismene, disputing Antigone’s desire to bury her brother Polyneices (773). Antigone and Ismene’s two brothers, Eteocles and Polyneices, were each fighting for and against the king in a civil war. Since Eteocles was fighting for the king he was buried with honors; however, Polyneices was left unburied because he was against the king. In accordance with divine law, Antigone feels that it is her duty to bury her brother, but, unfortunately, King Creon has decreed the punishment of death for the person that buries him. The sentry catches Antigone burying Polyneices and takes her straight to the king (778). Creon orders her immediate death and commands his slaves to encrypt her into a vault to die (784). The king’s son Haimon, who is also Antigone’s fiancé, pleads with the king to save her, but Creon refuses (795). The fortune teller Teiresias comes to the palace to tell Creon to stop the death of Antigone before it is too late; otherwise, the curse of death will fall upon him (802). Creon follows the words of the fortune teller and proceeds to free Antigone; however, he finds her dead along with his son. They had both committed suicide (806). When queen Eurydice learns of her son’s death, she kills herself (807). This action-filled plot introduces each character and his or her role in this tragedy.

Many characters are involved in the plot of this play; however, the protagonist in this literary work is Antigone. Antigone is brave (781), daring (773), dedicated (783), and fearful of death, because she buries her brother (778) after King Creon decrees the punishment for burying Polyneices is death (775). The conflict in this play is man’s law versus divine law. Antigone wants to bury her brother. Man’s law was holding her back, but divine law overcame her in the end and she buried her brother. She believed this action was right. This conflict was exacerbated because she is the king’s niece. This relationship puts her closer to the king and his laws that she must follow. This conflict is



symbolic represented by the conflict of divine law, Antigone, and man's law, Creon. The good and evil in this drama is universal.

Many plays have a link to the present. Antigone has a strong connection between ancient and modern times, which gives this play its universality. The conflict between man's law and divine law still exists today. An example of this is in a life or death situation. If a person is about to die and an expensive medication is the only one that can save him or her, but the person does not have the money to pay for the medication, should this person steal? Man's law states that it is prohibited to steal, but divine law states that it is acceptable to do what that person feels is right to save an individual's life. Many people may often encounter this dilemma.

Antigone is an excellent piece of literature that clearly develops the theme and its application to the reader's lives. Because of its universality, this play appeals to diverse readers. The application of the conflict in this play to modern times gives the readers a better understanding of the problem. This piece of literature is from ancient times, which shows that human nature never changes; therefore, the conflict of man's law versus divine law will always exist.

Work Cited

Sophocles. "Antigone." Prentice Hall Literature, Platinum Edition. Upper Saddle River, NJ: Prentice Hall, Inc., 2005. 773-808.

JONAH

HUMOROUS ESSAY

I would say that my family probably has the weirdest taste for breakfast in the whole wide world. I like pickles for breakfast. My brother loves pizza, and my sister dreams of brussel sprouts for breakfast every morning. My Dad likes coffee, not hot coffee, but cold coffee. He mixes his coffee with ice cubes and water. He claims he just needs that caffeine. My mother craves rice. No one in my family actually gets to eat their favorites, except my Dad because.... Well, to tell you the truth, I don't know why. Maybe I should ask him.

One morning, however, I woke up at 5:00 A.M. I tried to go back to sleep, but I couldn't. So, I lazily went downstairs to have breakfast. I saw a jar of pickles sitting on the table. I thought to myself, "Oh boy, oh boy, a jar of pickles, and no one to stop me!" I walked over to it and tried to open it. I tried to unscrew the lid, but it wouldn't move. It was sealed tight. I probably tried for about 5 minutes, and I thought to myself, "I'm a lot stronger than this." I turned on the lights to have a better look at the situation. Then I realized that it was a fake jar of pickles. I thought to myself, "This must be for my mother's nursery school class." I was so disappointed. The one time that I thought I was actually going to have pickles for breakfast, it turned out to be a fake jar. The disappointment was too much for me to bear. Tears flowing from my eyes, I quickly went back upstairs and went to sleep. What did I dream of? I think you all know. It was pickles!

GRADES 5-8 – MRS. HEATH:

It is hard to believe that this school year is coming to a close. This past year, my first at Heritage, has flown by. Personally, it has been a wonderful and exciting year. I have enjoyed teaching all my classes, and getting to know each and every student and their families. Many thanks to all of you, as well as the entire staff at Heritage, for making my first year such a pleasure. I will miss the 8th graders, especially since I really got to know them when we went to Israel. I am looking forward to next year's middle school students.

Grade 8 Social Studies: The 8th graders completed the year with an intense study of World War II and the Holocaust. Through readings, discussions, trips to the Hatikvah Holocaust Center, as well as video presentations, the students learned about this period of history and its importance to their Jewish heritage.

Grade 7 Social Studies: The 7th graders traveled to the Ancient World as we studied the ancient civilizations of Greece and Rome. In conjunction with the textbook, the students researched and created presentations on many of the contributions of the Ancient Greeks, such as the Olympics, theater, literature, democracy as well as the arts. While studying Ancient Rome, the students were divided into groups to create one of the many architectural wonders of Ancient Rome. Both presentations were well done and showed a great deal of effort, thought and talent.

Grade 6 Social Studies: Grade 6 ended the year by learning about the formation of our American system of government. From the Articles of Confederation to the Bill of Rights, to the Constitution, the students learned about how our government works and the reasons the American Constitution has lasted for over 200 years. Presentations included artistically interpreting the six goals of the Preamble, researching their town and state officials, debates concerning ratification of the Constitution, as well as creating a mobile of the entire Constitution.

Grade 5 Jewish History: The students in Jewish History studied the immigration of many Jews during the First and Second Aliyot. They learned how these people were determined to establish a homeland for all Jews. We also did a brief study of the Holocaust and its effect on European Jews.

Grade 6 Math: The last semester of math concentrated on the many operations using fractions and decimals. The students also learned about square roots and how to measure many geometric shapes. They enjoyed measuring items in the classroom and learning shorter ways to simplify fractions.



MIDDLE SCHOOL - MRS. WESLEY

I like to initiate this article to some hands-on or “fun” projects as my students say. First and second grade computer class created greeting cards for Israel 59th Independence Day. My Hebrew class made for Mother’s Day a special circle greeting card in Hebrew describing mom’s best characteristics. They also made beautiful aprons.

Women in Judaism Grade eight learned Yiddish words and visited the Yiddish center. For their project the students rewrote a children’s book adding Yiddish phrases and words. It was very funny! Yiddish has a hilarious sound dialect. Women in Judaism grade six ended their study with learning Jewish women’s rules of modesty. To check our learning we took a trip to Longmeadow shops and found which clothes fit the Rules of traditional Modesty.

MR. SHUSHAN- MIDDLE SCHOOL JUDAIC STUDIES

“What have you gotten out of your Judaic studies?”

This is the question that I put to my students as we wrap up the school year. Usually, the answers focused on projects and other fun activities. Of course, projects are only one aspect of experiential learning. In the middle school, we incorporate a wide spectrum of methods: frontal instruction, individualized study, source study, films, computer use, to list a few. Clearly, over the course of the year, our students explore Judaism in depth. What are the highlights of their studies this past trimester?

Intermediate Hebrew- In their unit on clothing, the students created their own Israeli Clothing Store. Everything- the names of the designers, the price tags, the money, the terminology- was done in Hebrew. The students ran the store, and the other middle-school students were their customers. Through this hands-on experience, the students learned many words and sentences relating to clothing and shopping.



Sixth graders in their Israeli Clothing store

Sixth Grade Israel Studies- The students created extraordinary models of Israeli Kibbutzim, incorporating their unique ideas about the Kibbutz movement. Each group built its own model, each with its own name, ideology, and lifestyle. Here, too, through experiential learning, the children learned a great deal

about the Second Aliyah, that occurred eighty years ago, and about the modern-day Kibbutz.

Sixth Grade Bible- The students made models of the ancient Jewish tribal camps in the desert. They investigated the structure of the camps, and the logic behind this structure. The results were very impressive.

Seventh and Eighth Grade Bible- This class integrated general and Judaic studies, with remarkable outcomes. The students learned about the *cities of refuge* in the time of the bible, and compared them with modern-day prisons in America. Students contrasted the rationales of the current prison system with the purposes of the *cities of refuge*. Through this experiential learning, the students were able to connect this biblical theme with contemporary life.

Sixth through Eighth Grade Parshat HaShavua- In general, the discussions have been interactive and compelling: One week, the children divided into groups. Each group was given a theme from the Parsha to study. The students went on to prepare a commercial marketing the Biblical ethic of their theme. Mrs. Wesley video-taped the commercials and shared them with the class, which everyone enjoyed.

On another occasion, the eighth-graders, led by Elliot Scher, prepared a class that connected the tragedy of Virginia Tech with the Biblical commandments, “Do not stand by idly while the blood of your fellow is shed” and “Love your neighbor as yourself.” We looked specifically at professor Liviu Librescu, the Holocaust survivor, who sacrificed his life to save his students.

During another class, the students studied the Parsha’s analysis of kosher and non-kosher animals and their habitats. They prepared excellent presentations, which they shared with their classmates.

The eighth-graders took a meaningful field trip to the *Mark Twain Congregate for the Elderly* in Enfield, CT where they led and explained Kabbalat Shabbat: candle-lighting, Kiddush and songs. They participated in an open discussion with the residents about Judaism and its practices.

The middle school is full of dynamic, interesting and productive Jewish learning. The students take pleasure in learning, and in strengthening their Jewish identity.

SCIENCE - MRS. CLARK

Another successful year is about to come to a close. In the science department, the children have had a very busy and exciting year. Starting in kindergarten, the students really enjoyed exploring the Earth and the sky, and learning how the living things that inhabit the Earth, change and grow. First graders had a great time learning about simple machines and push-pull forces. They have also spent some time exploring the Earth’s land and water. The second grade students have discovered all the exciting things that magnets can do. In addition, they truly enjoyed hatching chicks for our life cycles unit. The third graders studied the properties of matter and



finished the year learning about the Earth, sun and the moon. The fourth grade class has studied the properties of sound and learned about hearing and recorded sound. The fifth grade finished up their unit on weather, and has been learning about the forces of motions. They have been speeding marbles, learning about the effects of gravity and air resistance.

In the middle school, the sixth grade has been studying the dynamic Earth in earth science. They have learned about earthquakes and volcanoes, plate tectonics, convection currents and rocks and minerals. The seventh grade has been studying the human bodies' organ systems in their life science class. They began with the skeletal and muscular systems and moved onto the digestive, circulatory, respiratory and excretory. The culminating activity was the frog dissection. The eighth grade has continued studying physical science. They learned about chemical reactions, reactants and products and balancing equations. They finished the year with acids and bases and solubility.

MATH - MRS. CLARK

The Saxon algebra $\frac{1}{2}$ class (pre-algebra), which consists of sixth and seventh graders, had a very good year. They covered many topics during the year, including finding volumes, areas and surface areas of triangles, cylinders, pyramids and cones. They have also learned graphing, multiple term equations, variables on both sides of the equation, and roman numerals. They finished up the year with conversions, permutations, Pythagorean theory, and probability. It was a successful year overall and all the students worked very hard to make it so.



Seventh Grader Naomi in Science class.



Third graders Eli, David B. and David Y. show off their Enrichment project they made themselves!

ENRICHMENT COORDINATOR - MRS. SHOLES

The second year of our Enrichment program has continued to build upon our earlier successes. Students in grades four and five have read extra books and tried to write from the point of view of a character. Some students in grades three and four have written their own stories and worked on putting them into publishable form. I have worked with fourth and fifth grade math students on everything from algebra to origami and problem solving to geometry.

The third grade math group applied some 3-dimensional geometry and built an inflatable wigwam from plastic sheeting. We had to calculate the length of the pieces to form a 12-foot diameter dome that was 6 feet high, and then to make a circular floor. They used their knowledge about Native Americans from the Northeast Woodland tribes to "furnish" the wigwam and explained the process of design and construction to other students. I will be showing their wigwam to a workshop of teachers from around the world this summer, along with some pictures of the design and building process.

First and second grade math students did some problem solving, some logic matrices, coordinate graphing and data collection and graphing. Second graders have written poetry and



worked up an advertising campaign for a new imaginary hot dog. I hope they all enjoyed our enrichment activities as much as I did!

A few students have been piloting a new opportunity in our Enrichment program; an independent study on a topic of the student's choice. We are running out of time to complete these projects, but both the students and I have found the process pretty exciting, and perhaps incomplete projects could be finished off in the fall.

Destination Imagination was launched at Heritage Academy this year with two teams: a grade 3-5 and a K-2. Children and parents have been overwhelmingly enthusiastic about the program, and I hope to field more teams next year. I will be holding an informational session early in the new school year and looking for additional adults to manage a team or two so that more students will be able to participate. It is possible that there will be a group of middle school students interested in forming a team next year, if we can recruit a manager. We will also be looking for volunteers to work as "assessors" at the tournament, helping to judge the competition. If your child is interested in **DI** for next year, please keep in mind that we will need some adults - not necessarily parents - to be involved. Feel free to speak with me, Lara Temkin-Pisani or Jami Zmurko about **DI** if you would like to learn more about what is involved.

We will be continuing to refine our identification process next year; incorporating some of the new test data we are going to have available.

I wish all of you a wonderful summer and I look forward to seeing you in the fall, recharged and ready to tackle all sorts of challenges!

Destination Imagination Teams: K-2 (below) and Grades 3-5 in action (right)



LIBRARY CORNER - MRS. JOHNSON

Great News! This year, our Scholastic Book Fair was the most successful ever. We were able to select \$500 worth of books which greatly updates our collection. Thank you for participating and helping to make this year's Fair so great.

Great News! This year our students' library skills were quite evident as they rushed to use the computer to find books! Our students got accustomed to library protocol, and began to see, and then to realize, the relationship between our library cheer: "Last Name First", finding books, and the necessity of keeping books in order.

Great News! Summer is a great time to continue to strengthen reading habits. We strongly encourage you to check out your local library Summer Reading Programs. Responsible students may also take out Heritage books for the summer! The warm weather encourages a family to read with tall glasses of cool lemonade in a cool spot. Just remember that books do not like to go swimming!

I want to thank everyone for another wonderful Heritage Library year. Your support and generous donations truly make a difference. Have a healthy, happy reading summer.





MUSIC NEWS - CANTOR BERKE

In music we had a blast (at least I have!) In coordination with art, science and library, the primary grades took a look back in time at Leonardo DaVinci. This exploration of his genius, in so many areas, culminated in a performance by *The Traveling Lantern Theatre Company of The Life and Times of Leonardo DaVinci*. This was the second year that they performed for us, and the students thoroughly enjoyed them. (Last year they presented *The Life of Mozart*.)

For much of the Spring, we focused on singing – we had a number of budding soloists – and also learned about different instruments and their sounds. There were a few performance opportunities for students: On June 17th 11 of our students in first through fifth grades represented the school at the Teacher Appreciation Dinner. In addition to a song praising and blessing teachers they sang “Our Heritage Will Last,” the school song written by last year’s 8th grade class, which was warmly received. I am grateful these students were able to take the time to prepare and perform, they represented Heritage Academy beautifully.

On June 17th a number of our students in Kindergarten, First and Second grades sang as an opening act for Peter and Ellen Allard at the Yiddish Book Center. Great fun was had by all! Additionally, I was lucky to spend time with the fifth graders in preparation for their Open Circle Show. I am very proud of all they accomplished through this performance opportunity, from stage décor to stage crew, costumes, prop responsibility, singing, dancing and dialogue. They hit all the major areas of what it means to put on a show.

I have thoroughly enjoyed my second year as the music teacher at Heritage Academy, and I look forward to next year to continue to see your children blossom in my classroom and on the stage.

GRADE 4 & 5 JUDAIC STUDIES- MR. EDRY

In 4th and 5th grade we have been working on “getting to know Israel”. The 4th grade worked on Jerusalem in honor of Yom Yerushalayim/ Jerusalem Day. The 5th grade worked on different places in Israel in honor of Yom Ha’atzmaut/Israel Independence Day. Every student researched a place in Jerusalem or Israel and made a model of the place and a show-board to display his/her research. The students created outstanding and creative models. Each student presented the model and the research to the rest of the class and showed great knowledge of the topic. We displayed all of the projects in the school lobby to bring the spirit of Jerusalem and Israel to our school. I am very proud of the knowledge and love that our students have for Israel. For Yom Yerushalayim we had a special day in school in which all of the students rotated around six stations about Jerusalem. We all enjoyed the special event and learned how special Jerusalem is to the Jewish people.

We also learned about the Holocaust. The 4th and 5th grade walked over to the Hatikvah Center and learned how the Jewish people lived before the Holocaust and what happened during the Holocaust in Europe. The 4th grade learned in Hebrew class about a boy that survived the Holocaust in a doghouse and needed to share the dog food with the dog. The 5th grade learned about Anne Frank. We learned about Anne Frank’s diary and the students wrote an essay about her.

In Chumash, the 4th grade finished Parashat Toldot. We had a play about the Parsha for the parents. Later, each student shared a story about the family that they worked on during social studies. It is wonderful to see how much our students know about their family ancestry. The Chumash class in 5th grade has already learned how to read from the Torah. I enjoyed hearing them reading from the Torah, using the tropes like they have been practicing for years. I prepared the students to read in their Synagogue.

In Navi, we learned about the Judge Samson. We learned that his character had positive and negative qualities. Each student made a project about Samson and presented it to the class. I am proud to say that we finished the entire book of Judges.

During the year we had many field trips to reinforce the curriculum. The trip to Ellis Island with the 5th grade was a great conclusion for all of what we learned this year. We had a wonderful day in New York and we learned a lot about our families’ journeys to America. The 4th grade trip to Boston to the Freedom Trail connected to the idea of what it means to be a free people.

I would like to take this opportunity to thank the parents for giving us the opportunity to teach your children and to Mrs. Zmurko for being a great partner to work with. Enjoy your summer!

FIFTH GRADE GENERAL STUDIES - MRS. ZMURKO

During this term, the fifth grade students spent a lot of time writing and reading poetry. It is important for the students to write poetry to enhance their writing voice and word choice, and to also read poetry for reading fluency and comprehension. The students were taught structured poetry and free verse. They read different models of poetry, and used some of Shakespeare’s sonnets for reading fluency and comprehension. The students used the writing process to plan, draft, request and consider feedback, revise, edit and publish their poems. They have made great progress as writers and readers. Poetry is a great medium for bettering voice and word choice in writing, and for bettering comprehension and higher-level thinking. The fifth graders hope to continue to write poetry, and they hope their poems inspire you to write poetry as well.



A Poem Inspired by Shakespeare's Sonnet Number 12

When summer is winter and light is dark,
When nature's green is gone and killed from frost,
When song is gone from the old meadowlark,
And all that has wonder is gone and lost.

I see everything dying, nothing left,
Trees all cut down and flowers ripped apart,
No one alive to accuse for this theft,
For everything good is forced to depart.

And I ask why good things themselves are made,
For they all in turn must leave this earth,
While some will thrive, some others will fade,
And the world is robbed of all of its mirth.

While time takes everything, destroying all,
The world keeps on going around like a ball.

-Michael

Blackbird

(Inspired by Blackbird by the Beatles)

I want to be free.
I sing all night.
I want to be free.
I use "broken wings" to fly.
I want to be free.
I use "sunken eyes" to see.
I want to be free.
I fly to the tiny light in the dark night.
I want to be free.
Finally, I am.

-Noam

Clear Waters

How plain are the town streets here?
When over there the water flows very clear.
Big cities, so far, so near,
How plain are the town streets here?
Over town, the waters flow so clear.
How plain are the town streets here?
When over there the water flows very clear.

- Matthew

Once the Swirling Colors Rose

Once the swirling colors rose,
Into the sky where they were blown,
Then one day, as if it knows,
Once the swirling colors rose,
And so the sky softly glows,
Now up in space they wander alone,
Once the swirling colors rose,
Into the sky where they were blown.

-Carmi

January Rain

(Inspired by the song January Rain by David Gray)

The night of dreams and courage,
The thought of ocean lines, friendship, and love,
The sound of birds soaring through the moonlight,
The picture of dolphins jumping in the calm, crisp air.

-Hannah

Traveling

Traveling far the trees are bare.
The windmill blows.
I look to see if anyone is there.
Traveling far the trees are bare.
Through the meadows I travel nowhere.
Over the fence I go.
Traveling far the trees are bare.
The windmill blows.

-Alina

FOURTH GRADE GENERAL STUDIES - MRS. ZMURKO

This year, alongside learning the history of our country, we took the time to learn about our personal family histories, because each of our ancestors and family members came to America at a particular time for a particular reason. To research these stories, the students completed family trees, hunted for clues and artifacts, and conducted interviews with family members of a different generation. Once the information was collected, the students studied and shared their information, and made connections to classmates and to patterns of immigration. For example, we made a timeline of when our ancestors and family members came to America, and the pattern that we saw on our timeline follows the story of America. Many of our ancestors'



arrivals in America connected to the largest wave of immigration that took place between the late 1800s and early 1900s. However, not only did we have a cluster of ancestors coming to America during this large wave of immigration, but we also had some family members coming in the late 1900s. Our timeline reading is true to the story of America, because the United States is a gathering of many peoples who have made up the country and are still changing it. In the end, the students captured their individual stories on paper. This project is a lot of work, and we have only begun the endless journey into researching family stories. When you think about it, our school is called Heritage Academy, and therefore, learning about family stories is a big part of who we are. The fourth grade students learned a lot about their families, and made many connections to their classmates and to patterns of immigration. This project is very rewarding as it promotes lifelong learning.

My Family Story

by Lianne

In the Family Stories project, we mostly studied **when, why** and **how** our ancestors came to America. In the late 1800s, my ancestors came to America to have freedom to practice their religion. I am very thankful that they came.

My ancestors were pushed out of their homeland and pulled into America for religious freedom. My maternal ancestor, Adolf Weissbach, came by boat to America in the 1800s. Adolf and some of my other maternal ancestors came to America from Russia and they came to America through Ellis Island. (Some of my paternal family members came much later and even came by plane.) My ancestors came from Russia, their homeland, into America, their new home, for freedom to practice their religion. My ancestors had a rough time in their homeland, so to have a better life and freedom of religion, they were pushed out of Russia and pulled into America.

During this project, I have collected a lot of pictures, information, and a few artifacts from my ancestors that helped me to tell their stories. It was very hard for my ancestors in America, because they were not used to new experiences. For example, once my ancestors came, they had to get used to the language of English. One of the artifacts I have that helps me to tell a story is a graduation autograph book from my great grandmother, Eleanor Servint, which dates back to the late 1920s to the early 1930s. Most of the letters in the book are written in cursive and the book has some Yiddish and Hebrew writing in it. This book smells very old. I think that this book is very valuable to me, because it is very old and has some letters from some of my ancestors that I never even knew about. One of the notes, from my great uncle Charles, says, "To Eleanore, the best of luck from the best fellow in the world." Some of these notes were written in 1928. This book is so old, that you can barely see most of the words in it, because the ink has been fading for the past 77 years. The pages inside the book are all types of colors like white,

yellow, orange, green and blue, and the edges of the pages are gold. The outside of the book is black and bumpy. This autograph book helps me tell a story about my great grandmother.

Another piece of information that I have, to help me tell the story of my family, is an interview with my grandmother about her life. I asked her many questions, and here's how it went: I asked her, "**What did you like best about being a kid?**" and she answered, "**Living on the farm, playing with the horses and having a good time.**" I asked her, "**What was your earliest memory in childhood?**" and she answered, "**Going to my grandmother's house everyday after lunch.**" I asked her, "**Where were you born?**" and she answered, "**Ludlow, Massachusetts.**" I asked her, "**Who are some interesting people in your family?**" and she answered, "**My two sisters.**" I also asked her, "**If you can share one piece of wisdom that you have learned, what would it be?**" and she answered, "**Doing the right thing.**"

Something I learned about my grandmother, after interviewing her, is that she is very funny and enjoyed talking about her life. I noticed that her childhood seemed much different than mine, especially her story about living on the farm. Noticing these differences helps me to tell the story of my family.

During this family stories unit, I realized that my family stories are similar to some of my classmates' family stories, because my ancestors came to America from Russia and some of my classmates' ancestors came to America from Russia, too. My ancestors had a difficult life in Russia, because they didn't have freedom to practice their religion, so they came to America for religious freedom and they lived an easier life. Because my family had religious freedom and practiced Judaism in America, my mother was given a strong Jewish background. As a result, she developed a great connection to the Jewish homeland and moved to Israel for a few years where she was in the Israeli army for a period of time. I have asked my mom a lot of questions about this, and she said that she had a great experience with it. I am thankful that I now practice Judaism in America.

THIRD GRADE NEWS – MRS. KRAMER

As I reflect back on this year, I am amazed at how much more mature the third graders have become. Having had the opportunity to teach this class for the past two years has enabled me to see growth both academically and socially. Two years ago they stepped into my 2nd grade class as "dependent learners" and now they are leaving my class as "independent learners".

The Native American reports were well researched and written. The children were taught reading and writing strategies to help them write the paragraphs for the report. After weeks of research about the tribe and way of life, each child did an extraordinary job on building a village to depict the tribe's lifestyle. Some chose to work together if their tribes came from



the same region, and others worked alone. Our culminating trip to the Mashantucket Pequot Museum was very educational and a lot of fun.

The poetry unit was a huge success and many of the students became fantastic poets. Each child will read 2 original poems at the 3rd grade “Book and Author Tea” on June 19. All of their 3rd grade pieces of writing will be showcased at the tea. I am so pleased with the growth in all the students’ writing ability.

In math, most of the students have mastered the multiplication and division facts. It would be very helpful if each child practiced the facts throughout the summer. This will help them have a smooth transition into the 4th grade math curriculum.

I would like to thank all of you for giving me the privilege to teach your children for the past two years. I have had the pleasure of watching them develop physically, socially, and academically into unique individuals with a love for learning. They are a united class and each one values each member. I hope you have a wonderful summer vacation and look forward to seeing all of you next year.

THIRD GRADE NEWS – MORAH SHIFRA

Fall, Winter, Spring and Summer. It is hard to believe that we are finishing this school year. The 3rd grade has been very busy studying Ivrit (Hebrew), Chumash (bible) and Holidays.

Every morning after Tefilla (prayers), we studied Jewish history in an interesting way. We learned about our important bible heroes. We learned and talked about leaders: Judges, Kings and Prophets. Each student chose his/her own Bible hero whom he/she looked up to. We also learned the meaning of our own names, and spent time reading and listening to stories. These stories taught us lessons for life.

In Chumash, we were busy studying about Avraham in Parashat Lech-Lecah. We learned how God promised Avraham the Land of Israel and lots of children. We learned about Avraham’s belief in God and of Avraham’s good deeds. In Hebrew, we studied 65 verbs. We learned how to conjugate them in the present tense. The students developed their own sentences using these verbs. We also finished studying the 3 books “Haverim Beivrit” – we used these books as a model to write our own journal. We wrote about ourselves, birthday parties, our friends, what we love, our favorite pet and our room – all in Hebrew! We will share these Journals at the *Book and Author Tea*.

We also spent time doing various activities for Israeli Independence Day. We had special activities for the third grade. We wrote Israeli passports and took an imaginary trip to Israel. On Independence Day, the third grade girls had an exciting experience dancing at the *Israeli Dance Festival* at the J.C.C. of West Hartford. They represented the school proudly. For Jerusalem Day we enjoyed celebrating with the third grade

students’ grandparents. We studied what Jerusalem Day is by reading stories, listening to songs, and writing notes for the Western Wall. The third grade has worked hard this past year academically and socially. They are looking forward to next year entering the fourth grade as a united and cooperative class.

NEWS FROM THE ART ROOM - MRS. SHAKER

The year has FLOWN by...and things are winding down in the art room as the school year comes to an end. Large bags filled with art work have made their way home, hopefully to be proudly displayed. The supply cabinets and shelves are getting their annual cleaning and the room is starting to look bare!

I have truly enjoyed working with your children and am always amazed at the quality of work that they produce. The integrated art, science and library unit on Leonardo DaVinci was a particular success.

Best of luck to the eighth grade class as they are off to high school. Have a wonderful summer!



Third graders Talya (above) and David B., Jesse and David Y. (below) with their art projects.



SECOND GRADE - MRS. Z. AND MS. KAREN

The second grade has been busy bees since our last newsletter.

Spring has sprung and we were the proud parents of 6 baby chicks. The students, along with Mrs. Clark, Science teacher, did a unit on embryology. The children turned the eggs, learned to “candle” the eggs and then to see the chicks shortly after they hatched. What an exciting experience it was.

We also took our field trip to “The Little Red Schoolhouse”. We had lots of fun learning what it was like to go to school in the 1800’s. We got dressed in costumes so we looked the part. We wrote on slate boards, learned our lessons, and even wrote with quill pens and ink. If you have not seen our stories and pictures, stop by our room soon.

It is hard to believe the school year is coming to a close. The children have grown in so many ways this past year. In the past two years I have seen growth academically and socially, and now they are ready to move on to a new experience in 3rd grade. Thank you for letting us be a part of that.

Over the summer I hope everyone has time to relax and enjoy many new adventures. Don’t forget to read every day!

KITAH BET - MORAH IDIT AND MORAH INBAL

Summer is here and it is time to say goodbye. We are happy to go on summer vacation, but sad because we will miss our friends.

The students of kitah bet learned a lot of new things this semester. In chumash we finished our Bereshit book and learned the story of Qayin and Hevel. In Hebrew we learned about our schedule. The things we do from the morning until the night. What is best to wear in the winter, the summer, the spring and autumn. We learned about nutrition and food. We learned about food groups and what is healthy to eat and what is not and we made a beautiful collage about kinds of food.

We celebrated Shavout and Lag B’omer and counted together the days from Pesach to Shavout. We enjoyed celebrating Yom Hatzmot – the Israeli Independence Day; waving our flags, which we made ourselves in class, throughout the school and the J.C.C. We learned about the flag and the fact that it is a symbol of the state of Israel. We enjoyed celebrating Yom Yerushalayim and learned about places in the city and made a beautiful decorative fun folder of the city. For Shavout, we learned about the bikurim –the first fruits we used to bring to the temple – Beit Hamikdash.

We continued celebrating the Shabbat every week, sometimes with our special guest Rabbi Schwartz. We continued learning about the Shabbat from welcoming the Shabbat with Shabbat dinner until the end of the Shabbat when we do the Havdalah ceremony.

For the end of this unit, the students of kitah bet made a beautiful Havdalah set to take home to their families.

We wish you all a great summer and we are already excited about seeing you next year!

FIRST GRADE - MRS. Z & MS. KAREN

The first grade class has been full of hustle and bustle this semester. We have now learned all the basics and we have been busy putting all of them into practice.

We have learned about the “writing process” and have been writing stories and using the steps we have learned. We hope you have enjoyed reading them as they came home.

We also went to A. I. C. in Springfield to see “The Paper Bag” players perform “Dandelion”. We really enjoyed all the music and songs. All of their props were made from paper. It was very interesting.

This year has flown by. The children can’t believe that their first grade year is almost over. We have planned some exciting things to end the year. We will have our class birthday/P.J. party day. It will be lots of fun.

We hope that everyone has a great summer and comes back to school with lots of exciting stories to tell.



Dressed in period costume at the Little Red Schoolhouse



Recent Heritage Academy graduate Harvey P. mentors younger students during a school wide program for Israel Independence Day.



KITAH ALEF - MORAH IDIT AND MORAH INBAL

Summer is here and the end of the year is near. We are sad to say goodbye, but we will see you next year, all grownup and ready for kitah bet.

We are very proud of kitah alef. They made some big steps this year. They learned to read and write in Hebrew! We finished our print and script books and learned a lot of new words in Hebrew. We learned about our day and the things that we do in the morning. We learned about our body parts and how we can thank G-d for them. We learned about the seasons and about food. After practicing the blessings over food, we invited the parents for a delightful, beautiful, tasteful breakfast! The students enjoyed reading, writing, talking, and singing in Hebrew.

The highlight of this semester was the Siddur party. The kids loved going outside making the video for the Siddur party. The kids of kita alef were so excited to get their siddurim – their first prayer books – and they made the evening special and charming with their beautiful performance. They were great and we were very proud!

We celebrated Lag b'omer and counted together the days from Pesach to Shavout. We gladly celebrated Israel's 59th birthday waving our personally made Israeli flags as we marched in a big parade around the school and the J.C.C. We learned all about the flag, the symbol of the state of Israel. We celebrated Yom Yeroushliam by building a model of Yerushalayim made out of candy.

We continued celebrating the Shabbat. During Kabbalat Shabbat, every week, we had a special guest, Rabbi Schwartz. We learned about the things we do on Shabbat from the beginning until the end – the Havdalah. We had lots of fun making challot for Shabbat and bringing them home to our parents. We continued learning about the Parashat Hasavouah every week.

We had lots of fun this year and the students enjoyed their studies. See you all next year!



Kindergarten birding with Fourth Grade.

KINDERGARTEN - GAN YELADIM

We finished our year in an upbeat fashion. Mrs. Zmurko and her 4th grade graciously agreed to come into our classroom and teach about birds, one of Mrs. Zmurko's passions. It innocently began when our own Jacob and his mom came up with a special activity to do in our class. They had some scrap wood available, and built a nesting box for each Kindergartner to paint, and one for 4th grade. The mini unit culminated with finding the ideal spot to hang the 4th grade nesting box. It is in our bird sanctuary. Did you know that Heritage Academy even had one?

Other highlights included: learning and observing the life cycle of the Painted Lady butterfly, and going on field trips to Magic Wings, a butterfly observatory, and seeing Dandelion, a show performed by the Paper Bag Players, a troupe based in NYC.

Gan yeladim enjoyed participating in the Sulamot programs, created and taught by Morah Tali. It included books selected from the PJ library, and learning about the ritual of the Shema. Kindergartners and their parents made a book box, cozy blanket, and pillowcase with the letters of the Shema traced onto it. Morah Tali also shared that reciting the Shema can help keep bad dreams away, a sweet idea to consider for young children.

The banim (boys) and banot (girls) were very excited to finish learning the letters of the aleph, bet, and acquire so many words in their Ivrit (Hebrew) vocabulary.

It was a wonderful year. We want to thank all the teachers, support, office, and kitchen staff that enriched our curriculum, Dr. Starr for being open to new ideas, and Drew who kept our classroom clean and safe. Finally, todah (thank you) to all our parents for being supportive and entrusting your children to Heritage Academy, where they receive a wonderful jumpstart in their education.



Kindergartners showing off their blankets made during the PJ Library program from *Sulamot*.



Kayla and "friend" at Magic Wings.













