

# Heritage Academy

# TIMES

Jewish Community Day School



Winter 2004; Adar 5764  
Volume 1, Issue 2

## UP & COMING:

- \*Monday, February 23 – Kindergarten Parent Workshop led by Rabbi Hyman “Shabbat at Home”
- \*Friday, February 27 – Kindergarten Shabbat Luncheon
- \*Friday, February 27 – Middle School Guest Speaker from Shriner’s Hospital George Gordon
- \*Sunday, February 29 – Israeli Dance Festival and Art Show at the JCC in West Hartford
- \*Monday, March 1 - Board Meeting
- \*Friday, March 5 – Purim Carnival! Come in Costume!
- \*Sunday, March 14 – HHNE dinner honoring Ann & Jeremy Pava
- \*Monday, March 15 – 1:00 P.M. dismissal – Parent/Teacher Conferences
- \*Tuesday, March 16 – 1:00pm dismissal – Parent/Teacher Conferences
- \*Monday, March 15-Friday, March 19 – Scholastic Book Fair at Heritage Academy
- \*Wednesday, March 24 – Middle School Science Fair
- \*Thursday, April 1 – Board Meeting
- \*Friday, April 2 – Model Seder
- \*Monday, April 5 – Tuesday, April 13 – *Pesach Break*
- \*Wednesday, April 14 – School resumes
- \*Tuesday, April 23 – “Mamuna” – Moroccan Festival
- \*Friday, April 16 – resume Friday 3:30 P.M. Dismissal

## FROM THE DIRECTOR

I cannot believe that the school year is half over! Your children have accomplished so much, and are still eager for more. That is what I love about Heritage Academy; everyone is involved in the learning. Our faculty, students, and parents are continuously on the journey.

The faculty continues to implement the new social studies curriculum. Our *Geography Fair* was a huge success. We had coverage in three newspapers. The auditorium was filled with exhibition booths displaying Mexico, Japan, Israel, Medieval Europe, Ancient Egypt, South America, the United States, and the African continent. Additionally, the kindergarteners presented *The Mexican Hat Dance*. The Fair culminated in the *National Geographic Geography Bee* with seventh grader Neal Freyman our declared winner.

Both Judaic and general studies teachers are teaching *The Writing Process*. Writing is being done across the curriculum, in both Hebrew and English classes. The faculty has been attending professional development sessions to expand and fine-tune their skills.

Our halls and classrooms are filled with the products of our students’ learning. There are DNA diagrams, 3-D topographical maps, Hebrew cartoon strips, *Shabbat* Projects, Memory Quilts, Storyboard Book Reports, and so much more. Each piece of work shows the

pride and dedication of its maker. Browsers welcome!

Many parents have taken part in our newly returned Family Education Program. Kindergarten parents will enjoy two different upcoming workshops. Rabbi Hyman will lead the first workshop, *Shabbat*, and our Family Educator, Ronda Jackowitz, will lead the second on *Hebrew Names*.

The administration continues to focus on the retention and recruitment of students at our school. Kindergarten parents have been invited to observe our first grade classes, to see for themselves the wonderful education their children will continue to receive here. JCC preschoolers are coming here for Story Time in our Library, and will be coming to an Arts and Crafts Program. An outstanding slide show and panel presentation was given to current fifth grade parents, giving them an overview of what their sons and daughters have to look forward to in our rich middle school program.

These are exciting times at Heritage Academy. Read through the *Heritage Times* and you will see all the reasons why. Share the news with your friends. We have plenty to offer, and still have room to grow. Remember, as parents and friends of the school, you are our best ambassadors. Increased enrollment helps everyone, both socially and economically.

-Dr. Deborah R. Starr



## ART NEWS – SUSAN SHAKER

Since November, the art studio has been an active place at Heritage Academy. **Kindergarten** students worked on Thanksgiving projects that included a giant Pilgrim boy or girl. These added just the right touch to the school-wide Thanksgiving feast. We then created *Ojo de Dios*, or Mexican G-d's Eyes, from yarn and craft sticks. Along with our Mexican coffee filter suns, these were displayed at the Geography Fair held in January. Giant lime green *dreidels* decorated the walls of the auditorium for the annual Hanukkah show. In January we explored the concept of horizon line by drawing winter landscapes. We then learned about American artist Keith Haring (1958-1990), and his famous symbol "the barking dog". Students created bright and colorful cut paper designs in the style of Keith Haring. They are on display in the main hallway and really brighten things up!

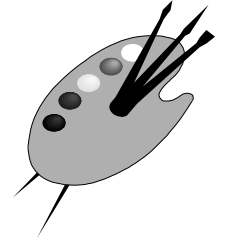
**First graders** made beautiful Thanksgiving turkeys using leaf stamps for the feathers. We explored the art of Japan and created Origami cats and dogs as well as *Gyotaku*, fish printing. These works of art were on display for all to see at the Geography Fair. Additionally, students designed snowmen or snow "characters". First graders also studied Keith Haring and the barking dog. These creations are on display in the lunchroom. We are now preparing for Purim with a mask-making unit.

**Second graders** completed their unit on portraiture and began the study of African art. Beautiful tribal masks were created out of paper using a variety of folding and cutting techniques. These were embellished with raffia, corrugated paper, and patterned contact paper for a distinctively African feel. All those who attended the Geography Fair enjoyed these fabulous creations. Students also completed winter landscapes, as well as the unit on Keith Haring. Presently we are working on wallpaper quilts. This is a great project to test our knowledge of color families and patterns.

**Third grade** artists created Native American weavings and designed *Kachina* Dolls for the Geography Fair. We did a unit on portraiture. Torn paper snow scenes were a challenge for all (we prefer using scissors!) but the results were spectacular! Most recently we have studied the work of Keith Haring. Many children enjoyed visiting Haring's kid-friendly website to play interactive games and "paint" his work. The web address is [www.haringkids.com](http://www.haringkids.com). Our next unit is mask making using a variety of materials on a *papier mache* form.

Our **fourth graders** painted some beautiful terra cotta pots we then filled with ivy to present to our parents for Hanukkah. The pots were decorated with foam shapes, glitter, and pompoms to make each a true original. The children then

created collages using the symbols of Israel. We used a mix of media for this project including rubber stamping, embossing, and pastels. These were on display at the Geography Fair. Presently we are finishing a three dimensional piece in the style of Israeli artist Yaacov Agam. Students must choose three works of art by well-known artists and reproduce each one. The drawings are then divided into strips and mounted onto a three dimensional frame. The viewer then becomes a participant in the art by moving around the piece; one can see the three drawings from different perspectives and views. Ask your child to describe it to you!



**Fifth graders** prepared large posters of world famous explorers for the Geography Fair. Presently we are finishing up beautiful mixed media pieces that we refer to as "spacescapes". They are both creative and imaginative.

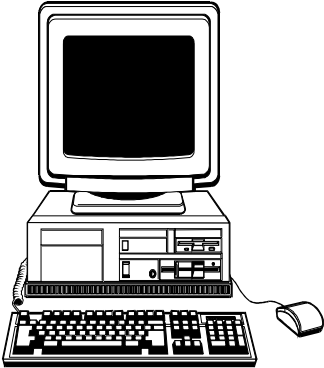
**Eighth grade** artists created mixed media portraits of unique characters from their imaginations. After drawing out their portrait, I opened the supply cabinets and let them "go at it!" Students had to use a minimum of five different art materials and incorporate them into the piece. They finished the semester with the three dimensional Agam piece; for their three drawings they had to design a landscape, a portrait, and a still-life. These finished pieces are getting loads of compliments from all who see them. Eighth graders have completed their semester of Art and are on to Music. I do still get to enjoy their company for another semester as we work together on the school yearbook with Ms. Terrones.

**Sixth and seventh graders** have just started Art for the year as the second semester begins. Sixth graders are designing masks using copper tooling. Seventh graders are beginning the semester doing the Agam project using Judaica as the content matter.

Look for the 6<sup>th</sup> Annual Clothesline Art Show at **KiddyWinks** in Longmeadow. The show runs for the month of March, in celebration of Youth Art Month. Heritage Academy is always well represented at this show. Eighth grade work will also be on display at the Greater Hartford Israeli Folk Art and Dance Festival at the end of February. *Todah Raba* to all of the families who have sent in extra art supplies to the art department. We use anything and everything! As the saying goes, "One man's trash is another man's treasure". I am greatly enjoying working with your children in art. EVERY child at Heritage Academy is an artist!



## TECHNOLOGY TALK - NATE ROSENTHAL



The change is complete. The Computer Lab at Heritage Academy is officially a PC domain and is running quite efficiently. Over the last couple of months, the school has purchased several more new computers from a local merchant and now they are all able to function together. The fifteen workstations are tied

together on the network and are capable of sharing files with one another, as well as the two printers located in the lab.

But there is more! A computer donated by Andrew Rosenthal has been attached to the school's projection device and will be utilized as the school's roving computer. If a teacher wants to make a presentation to the class on the Internet or an existing program, they need only bring this computer to their classroom for that purpose. We have also purchased one PC for the lab that is "loaded". This "super" computer has the capability to video edit with the digital videocam we purchased a few months ago. Equipped with a DVD burner, this computer will be able to produce high quality video for the school. In its location, it will also function as the print server for the lab computers.

The ultimate goal has been to get at least one PC in every classroom and that has been achieved. Thanks to more donations—five computers from Aspen Square Management (owned by Harold Grinspoon) and ten from the Shatz, Schwartz and Fentin law firm—we will be able to place even more around the school. With the influx of systems, we are now trying to do what we can with our existing Macs. We have donated most of the older desktops to Jewish Family Service, and will be looking to donate the towers that made up the lab for the last several years.

Finally there is our website. A new one is up and running, thanks to the tireless efforts of the Wintmans, who took our older website and redesigned it. While it is still a work in progress, we invite everyone to pay a visit to: <http://www.heritageacademy.org>.

## THE LIBRARY CORNER - GERI JOHNSON

We have fabulous news about our Library. We are automating! Heritage Academy is part of the Jewish Library Consortium, a group of area Jewish Libraries that has received a grant from the Jewish Endowment Foundation to computer-

ize each site. Once computerized, the Jewish Library Consortium will be linked, and there will be web access to all the resources and materials from the organizations to the greater community. This is very exciting for Heritage Academy, the participating libraries, library users, students, and anyone seeking access to the collections of Jewish Libraries. Initially, the Katz Family Library at Temple Beth El, Yeshiva Academy, Sinai Temple Library, and Heritage Academy will be linked. Then, the libraries at B'nai Jacob and Kodimoh will be included. Ultimately, information on programming, a community bulletin board, links to Jewish sites, and local Jewish organizations are part of the vision. An awesome job lies ahead, so *please, please* see me if you are interested helping with this long-range project.

We are happy to announce that we will be holding a Scholastic Book Fair during Parent-Teacher Conferences, March 15 and 16. This is a wonderful and very affordable opportunity for you to buy books. Our students will preview the books, and make their wish lists. When you come for your conference, just pop in to take a look and purchase the books. The more we buy, the more your child and the school benefits. We also need volunteers to cover the Book Fair. If you have had any experience with Book Fairs, or are able to give a block of time, please let me know.

Thank you!



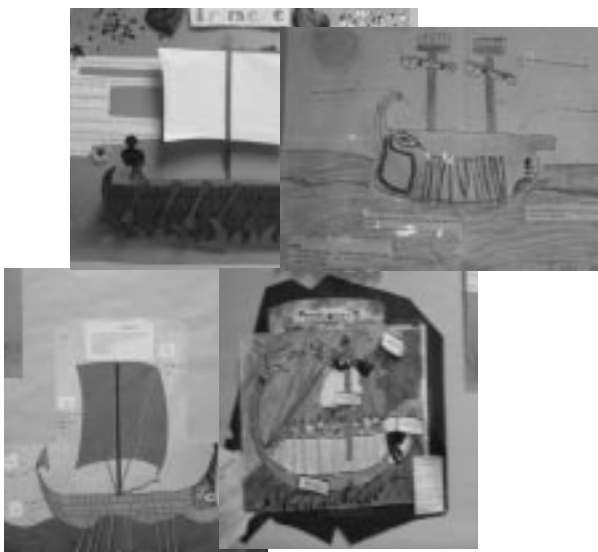
## MIDDLE SCHOOL SOCIAL STUDIES - Ms. TERRONES

The Middle School students are engaged in an array of learning experiences that shape our Social Studies curriculum. Topics to be researched include *World Geography*, *Ancient Greece*, and *World Religions*. Each grade level has a specific focus and challenge.

The 6<sup>th</sup> graders started their trimester with an adventure in world geography. In this simulation, students team up (Caravans) to race across a world map. Students accept a challenge to form caravans and scour the world, collecting museum artifacts for which they will be paid in gold. Students complete *Geographical Activities* that earn their team "points". They also must complete country study sheets, topical study sheets related to latitude, longitude, language, culture, government and world news, and provide oral and written reports.



## Greek Ship Building



By Neal Freyman, Tohar Edry, Ori Mastey  
and Julia Zana

The 7<sup>th</sup> Grade curriculum involved exploring the history and culture of the cities of Ancient Greece. Students were divided into two city-states or *polises* and experienced the breadth of Greek contributions to our civilization. They will explore four phases of the simulation covering everything from philosophy to sports. Students have already created their Greek names and debated fifth century B.C. Greek issues: women's status, slavery, political reform, and the growing Persian threat. The following is a list of other areas to be explored during this unit.

- As a group, students will construct miniature Greek temples.
- Produce short mini-dramas illustrating Greek virtues, flaws and myths
- Compete in Olympic games.
- Students are part of an informal panel of Hellenic superstars (Socrates, Pericles, et al.) who talk about how Greek culture has influenced them.
- Compete in a team Panhellenic Quiz Bowl to show what they have learned, at the same time preparing the whole class for the final exam.

The legacy of Greece is vast. The Greek understanding of democracy makes the study worthwhile and informative.

*“Do not then train youth to learning by force and harshness, but lead them to It by what amuses their minds so that you may discover the peculiar bent of the genius of each.”—Plato*

The 8<sup>th</sup> graders have completed a research paper about a world religion. They will be presenting their findings in a panel discussion. Many students developed an essential question to guide their research. Some research was centered around the following questions:

*What beliefs in the religion that you researched will help us to move towards lasting world peace?*

*What does the religion have in common with other religions?*

*Where did the religion begin and how did it spread?*

Each student has completed their research and will represent the religion during this week's panel discussion. We must listen to one another in order to understand the similarities and differences between other religions and our own. Our study focused on the following religions: Buddhism, Christianity, Hinduism, Islam, Jainism, Native American, Taoism and Rastafarianism. The following are student responses to this process:

**Why is it important to study various religions? In your opinion, does your religion move toward world peace? How?**

**George Wilensky**

**Rastafarianism** - First of all it is important to be educated, you need to understand that not everyone is like you. If you know about other religions you can be more sensitive to other people. Yes, peace is one of the main pillars that have to be upheld in this religion. They are totally against violence. If everybody adopted these beliefs, there would be fewer wars. Even though this religion can be thought of as a cult, or something really different and foreign, that doesn't mean it shouldn't be respected. They do have a really sophisticated, intelligent system of beliefs.

**Miri Rosen**

**Taoism** - I want others to know my religion and I want to understand their religion as well. Yes, their whole religion is about accepting good and evil in all things and finding a good medium. It is important that they want others to be peaceful and content with what they have...Material things are not important.



**Adam Nathanson**

**Christianity** - I want to understand other people's beliefs because then I will have a better understanding of other people's actions. Some Christians believe that every one has some good in them while others believe that other religions are going to hell. I want people to understand how in this religion there are various beliefs on how it should be observed.

**Daniel Shemesh**

**Hinduism** - Throughout your life, you will meet all kinds of people, and it's good to know what they believe in and to be respectful of their beliefs. It most definitely does, because of Gandhi, and his movement. They all appear peaceful, calm and content. (We need this so multiple nations can work together.) The deeds that you do together with the life you lead, determine who you will become. The Hindu word for this is *Karma*.

Creating social studies units that stimulate students not only to think, about but also to participate in ideas and events is the goal of our Social Studies curriculum. This is just a sampling of our time in social studies. Stay tuned to "The Archeological Dig," another "Caravan Excursion", and the "Warlords of Japan!"



**WRITING IN MATH CLASS? - MR. LOMBARD**

As part of the school wide writing focus, the school's middle school mathematics classes embarked on creating, writing, and presenting mathematics skill posters. The goal of the assignment was to have students select a mathematics skill that they understood and communicate it in writing their knowledge onto a clear concise poster. Effective technical writing is a critical life-long professional and personal skill. The goal of the skill poster assignment was to help students communicate their mathematics knowledge and improve their writing skills. The students completed the following assignment.

**Math Writing Exercise – Skill Poster**

**Objective** - Select a math skill that you understand and that you enjoy. Describe the sequence of steps (on a poster board you must make) in order to properly complete the skill. The Skill Posters will be displayed in the auditorium.

**Poster Sections** – Your Skill Poster must have the following sections

1. The Skill – What skill are you teaching the class?
2. The Problem – What problem are you going to solve with the skill?
3. The Skill Sequence – How to complete the skill?
4. Conclusion – Why was your skill useful to the class?

**Format** - All Skill Poster text must use complete sentences to answer all the sections. The Skill Poster must have diagrams indicating the correct sequence and the result on the calculator screen. Diagrams may be hand- drawn, but the text should be typed in size 18 with font Arial, Times New Roman, or Comic Sans. You may use a cartoon format for the Skill Poster, it may make the Skill Poster more fun to read and learn from.

**Hint:** If you would like to write about a TI-83 skill, The Texas Instruments website has an interesting help page for all of its calculators at <http://education.ti.com>. At the **Find your TI solution** window try Middle School Math or any of the other areas that might have a useful skill. Another source for Skill Poster ideas is to look up the TI-83 Plus manual at <http://education.ti.com/us/product/tech/83p/guide/83pguideus.html>.



## JUDAIC STUDIES - MR. MASTEY

A REVIEW BY GEORGE WILENSKY & ADAM NATHANSON

In Mr. Mastey's class we recently watched two movies. They were revolutionary movies, made in Israel, all in Hebrew. One was a comedy, and the other was a drama. We learned a lot about Israeli culture, and learned some fun Israeli sayings and phrases.

The first movie that we watched was called *Hahesder*. A *Yeshivat Hesder* is a yeshiva that is in connection with the Israeli army. The boys from the yeshiva spend a few months learning, and then go to the army for some time. Then they go back to the yeshiva, to start the process over again. Besides the basic political conflict dealing with the Israeli army and what it stands for, there was also a romantic sub-plot. It instilled a sense of pride in the Israeli army in us, but also had familiar characters and an endearing storyline.

The second movie that we watched was called *Hagiga Basnuker*. It was a comedy about two guys who are forced to organize a marriage between the daughter of the rabbi and their friend so that they could get some money to pay off a debt. This bungling duo bites off more than they can chew, and the ways that they deal with it are very funny.

The two movies, the papers we wrote about them, and the discussions that we had in class afterwards, taught us about two different aspects of Israeli culture. *Hahesder* taught us about the distinctions and nuances of the Israeli government and army. We learned about *Gaavat Yichida*, or personal pride in your platoon, that drove the soldiers to take their actions. We learned about how many different types of people come to the army, from the orthodox, who come *Leshmah*, or to fight for G-d, and a Jewish country where the temple can be rebuilt, all the way to the most secular of Israelis who fight only for their own safety and the safety of their families.

*Hagiga Basnuker* showed us the differences between the American way of life and the things that Israelis do for fun. We learned some Hebrew slang phrases, and used them in the papers that we wrote. Both movies were played all in Hebrew, their original language.

In conclusion, these movies helped us understand a lot about Israel, and Israeli life, while improving our Hebrew skills. It was a good opportunity to have fun and learn at the same time.

## SCIENCE NEWS – MRS. RUTKOWSKI

**Our Middle School students have been continuing to explore the wonders of science.**

The **eighth graders** have been examining how energy travels in waves. They have been making all different types of waves using everything from water to slinkys to string. Measuring the parts of waves and how they are related to each other has also been part of their work. They just wrapped up a unit on sound where they experimented with tuning forks and making instruments out of straws. Our students also used computer models to learn about how ultrasound works and the intricacies of the Doppler effect. Next they will be looking into light.

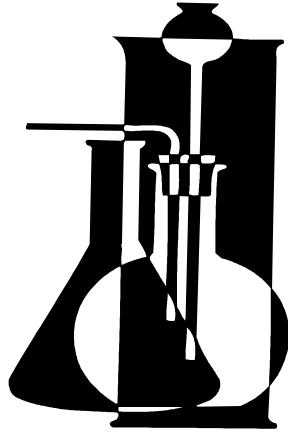
The **seventh graders** have been exploring genetics and patterns of inheritance. Pondering probability with flipping coins and Punnett Squares, they have been following in the footsteps of Gregor Mendel, the father of genetics. Seeing who in their family can roll their tongue and who can't, helps them make connections between the real world and genetic theory. They have also been learning about DNA, the code of life. They made models where they deciphered DNA code, transcribed RNA code, and translated RNA code into amino acid chains of protein. Soon they will be investigating the controversy of cloning and biotechnology.

The **sixth graders** have been learning about how scientists map out this world. They have been transversing both globes and maps using the coordinates of latitude and longitude. Tracing the continents on a globe they see how the round earth can be represented as a flat map. They can take a model of a mountain and make a topographic map, or transform a map into a three-dimensional model. Our students have been exploring mountains, plains, plateaus and domes, and figuring out which types of faults are responsible for these landscapes. They have been learning about isostasy and the balance of forces that shape our earth. Soon they will be learning about Pangea and the theory of plate tectonics.



## SAVE THE DATE

Heritage Academy is planning its annual Science Fair on Wednesday, March 24, 2004. All of our sixth, seventh and eighth graders are planning projects in which they explore a question through research and experimentation. Students will be presenting their findings before a panel of judges and to the Heritage Academy community on the day of the Fair. The general public is welcome and encouraged to see the results of our students' hard work. Project viewing will take place in the afternoon from 1:00 P. M. – 3:00 P. M., and in the evening from 6:30 – 8:00 pm. We are all looking forward to an exciting Science Fair, full of innovative projects.

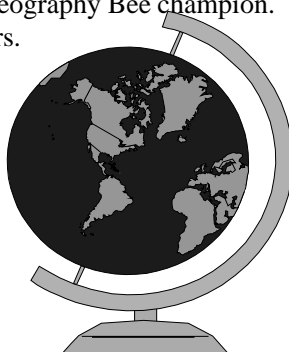


## GEO-BEE RECAP

January 8, 2004 marked the date for this year's National Geographic Geography Bee & Fair. The turnout for this event was phenomenal. The entire Middle School participated, along with many courageous 4<sup>th</sup> and 5<sup>th</sup> Graders.

The action did not disappoint those in attendance. Our Heritage academy students rose to the challenge posed by increasingly difficult questions. At the completion of the preliminary round, Neal Freyman, Daniel Shemesh, Ari Okun, Josh Lieberman and Ariel Rothberg met the required score and moved on to the next round. Ariel, a 4<sup>th</sup> grader, deserves special recognition for being the youngest student to advance out of the preliminary round.

After over 2 hours of competition, Neal Freyman became Heritage Academy's 2004 Geography Bee champion. Congratulations to all our competitors.



## MR. ASULIN – JUDAIC STUDIES VICE-PRINCIPAL

As you read this newsletter during the month of *Adar*, I hope you are happy and anticipating the celebration of Purim. The sounds of laughter and music, the sight of colorful and decorative costumes, and the taste of *hamantaschen* are familiar during the holiday, as is the mitzvah of giving *Shalach Manot* baskets. Less recognized is the fact that within the story of Queen Esther, the name of G-d is not mentioned once. Notice while you read through the story of the heroine of the Jewish people that G-d's presence is hidden among the characters and their actions throughout the *megillah*. Mordechai's devotion to his G-d and to his religion is obvious, as well as Esther's bravery and loyalty to her people. They understand why it's important for the Jewish nation to survive and why they should be a part of it. They realize that the Jewish people cannot survive without G-d.

Symbolizing that G-d's name is not visible in the story of Purim, we cover ourselves up in costume. It is fun to masquerade. Jewish children and adults alike dress up in elaborate masks and costumes. It is when we pretend, in our real lives, to be something that we're not, that the fun disappears. Some people feel that they need to "wear a mask" and act in certain ways because they think that's what others expect of them. On Purim, Esther reveals that she is a Jew and saves her people. We, too, can learn to drop our masks and be who we really are. We can realize that G-d has made each of us in his image and that we are all special.

*Pirkei Avot*, Ethics of the Fathers, is the wisdom of the Torah summarized, organized and given to us to absorb. It teaches us how to look at the world through Jewish eyes. Like Esther and Mordechai, we begin to understand why Jews need to study, and to live by Torah and to believe in G-d.

In *Pirkei Avot, Mishnah 4:27*, Rabbi Meir says, "Do not look at the jug, but at what is inside." He teaches that we must look deeper than "the costume" that is seen on the outside. At Heritage, we want to open up the eyes of all our children and teach them the difference between looking and really seeing. We want them to distinguish between image and reality; what is insignificant and what is most important. *Pirkei Avot* reminds us that the real source of decency and morality is G-d and it cannot exist without him. Moses received the Torah at Sinai and has handed it down to us. Moses did not just listen to the words of the Torah; he studied and lived by it. For us, the Torah is not just about learning information. It is about hearing an idea, making it part of ourselves, and then changing ourselves to become better people. It's about shedding our costume and becoming our true selves. *Chag Purim sameach!*



## WHAT'S BEEN HAPPENING IN KINDERGARTEN, *GAN YELADIM*?

On February 3<sup>rd</sup>, Kindergarten and 1<sup>st</sup> grade enjoyed participating in a Mini Chinese Cultural Fair. As part of our new social studies unit, the primary grades are focusing on world cultures. During the fall, Kindergarten learned about our neighbors to the south, Mexico, and more recently China, the culture of one of our Kindergartners. Beginning January 22<sup>nd</sup>, China celebrated their new year, an event that continued for 15 days. It was interesting to read books, do Chinese math, add Chinese words to our vocabulary, and complete a Venn diagram comparing 2 Cinderella stories, the Disney version and *Yeh-Shen*, A Cinderella story from China. Following this activity, the children wrote about and illustrated their favorite part from either story. Our classroom was embellished with dragons and lanterns and various artifacts. Fair day was exciting! Mei Ju, a Chinese calligrapher, kicked off the events with a talk about China. Afterward, the students, divided into 5 Chinese zodiac groups, and rotated through centers set up in both classrooms. They included: eating Chinese noodles with chopsticks, making a den-den (noise-maker), sorting mah jong tiles, hearing a story, playing a Lotto game, and doing calligraphy. The following morning each child was also given a decorative red bag, a lucky color, containing a coin, another custom. The fair was a huge success that was covered by a few local newspapers. A special thank you to the family of our Kindergartner who sponsored this wonderful program and to our parent volunteers! Future topics will be: Dental Hygiene, President's Day, The 5 Senses and Human Body.

The *yeladim* (children) are diligently working on different projects to put inside their *Shabbat* boxes. The items include: challah covers, candle blessings, candlesticks, and *Kiddush* cups. The *banim and banot* (boys and girls) are looking forward to bringing them home and also teaching their *mishpachot* (families) *zimirot* (Shabbat songs). We will culminate our Shabbat unit enjoying a special Shabbat luncheon with our *ema and abba* (mother and father) at the end of February. So far, we have learned the first 8 letters of the *aleph-bet* and are currently creating a *b'rachot* (blessings) pop up book. Ongoing projects are a dictionary and Torah that each child will bring home at the end of the year.

## FIRST GRADE NEWS – MRS. Z

The first grade class has been very busy since our last newsletter. **In Math**, we have been studying fractions and geometry. We have learned about plane and space figures. We know what corners, curves and faces are and the names of the shapes. Our next unit in math will be telling time to the hour, half hour and quarter hour. We can't wait!

**In English** we have been learning about how to write a good sentence and then how to make our sentences into a story. We have learned the 5 steps in the Writing Process and we now have completed the first two: Planning and the Rough Draft. Our next step is Revising. Revising is not our favorite step but one that will make our sentences and stories much better.

**In reading and phonics** we continue to learn the rules that help us decode our words. We have been reading some very exciting stories and our oral reading is becoming much better. Reading at home every night has helped us become much better readers. Thanks for your help and giving the time to listen to us read.

February has been a very busy month so far. Our Social Studies unit sent us to Japan. We learned many interesting things about Japan. We had Lianne Zana's uncle come in and give us a lesson in how to write in Japanese. It was fun, but it was much easier to write in English! Dr. Starr brought in Kimonos for us to try on and many other interesting things to look at. We went to China and had a Chinese Cultural Fair Day with the kindergarten class. We learned that many things are similar in the two countries. On our special day we learned about the Chinese New Year, and had a Chinese calligrapher visit and give us a lesson. It was lots of fun to do all the different stations, making *den-dens*, playing the lotto game, and listening to Chinese stories. The one we liked the best was eating Chinese noodles with chopsticks.

We then went on to celebrate *Tu B'Shevat* and to learn about how important it is to plant trees every year. We even made our own colorful tree to celebrate the day.

Next came Day 100. We all brought in a collection of 100 things. There were lots of different things. 100 nails, 100 marshmallows, 100 raisins, and 100 pennies were just a few. We then joined Kindergarten and together shared a 100-day snack and watched the movie 101 Dalmations. That's the closest movie the teachers could find to 100!

We are now learning about President's Day and about the two famous men it honors, Abraham Lincoln and George Washington.

Our next unit in Science is **Through Earth and Time**. It is about dinosaurs! We can't wait.



## FIRST GRADE NEWS – MORAH ZVIA

Lots of excitement fills our classroom as the first graders listen to the Torah stories from the weekly parsha. They are learning through many processes: drawing, listening, writing, reading and singing. They enjoy listening to Torah reading on tapes.

Hebrew reading is moving along very swiftly. The students are excited and challenged to read new books in Hebrew even though they haven't finished learning all the alef-bet.

*Tu B'shevat* brought another opportunity to improve their Hebrew skills. Besides singing, dancing and performing a play, the students each wrote a story in Hebrew. Friday, February 13<sup>th</sup> at 8:00 A.M. the first grade children hosted their parents to show off what they had learned.

## SECOND GRADE NEWS – MRS. Z

The second marking period has been a busy one in the Second grade. We started our **Social Studies** unit on Africa and had some fabulous projects come in for the Geography Fair. Congratulations to all for a job well done. We studied about the land, animals, rainforest and many other exciting things that happen in Africa.

In **Math** we have moved on to regrouping in addition and subtraction. We now can add and subtract 6 numbers and are getting better at borrowing and carrying. Next we will study weights, measures and geometry. It is fun because we get to do a lot of practical applications in this unit.

In **Reading** we are finishing a chapter book. There are 3 books and we will all get to read each one. It will be fun to compare and contrast as we finish the books.

It was a busy beginning to the month of February. We found news articles to share about Groundhog Day. Unfortunately Phil saw his shadow and that means 6 more weeks of winter, but it was fun predicting and learning about the most famous groundhog!

We made trees and wrote about the holiday of *Tu B'shevat*. We know how important it is to celebrate the trees to keep Israel green and beautiful. We also celebrated Day 100 on Feb. 9, 2004. We had to find 100 colored dots and graph them. We found out how far 100 footprints would go down the hall. We wrote our name as many times as we could in 100 seconds and shared some fun books for Day 100.

We are now learning about President's Day and some interesting facts about 2 famous presidents. We are looking forward to February vacation and enjoying all the plans our families have made. See you when we return with great

stories about how you spent your vacations!!

## SECOND GRADE NEWS – MORAH ZVIA

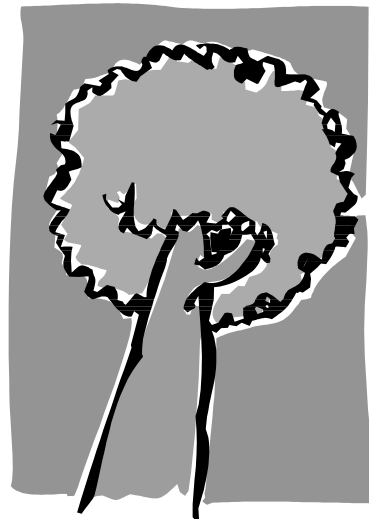
Second grade is full of activity, as their studies get more difficult. The children are meeting the challenges of learning new words, improving their creative writing skills, and acquiring greater reading skills.

Every day a bit of the week's *parsha* is revealed to them and on Fridays we are able to act out a scene from the *parsha*. They love to dress up and make their own props.

This year our students are focusing more on learning about the *Torah*, synagogue, and Jewish life. They will soon be making a beautiful *Chumash* cover and a *yad* (a pointer).

*Tu B'shevat* brought us another opportunity to practice our reading, creative writing and verbal skills. We enjoy learning the blessings for all the fruits and food.

My second grade students continue to do well in Hebrew grammar. We are following the second grade Hebrew curriculum closely, and each student is allowed to work at his/her own ability level. The students challenge each other and therefore all are doing quite well.





## THIRD GRADE NEWS – MRS. KRAMER

I was very proud of the 3<sup>rd</sup> graders and the beautiful flags and maps they made of the individual states of the United States of America. They were all displayed at the Geography Fair! The students worked many hours to research information about the states. They will continue to study about the states throughout the year but we have taken a little break to also learn about the Native Americans and the different regions they live in the country.

The children are making charts that compare the food, clothing, and shelter of Native Americans from the southwest region, the plains, the eastern woodland, and the northwest coastal regions. Everyone has an Indian name and we have a welcome tepee on our door to the classroom.

I have been reading many Native American legends to the children and they are in the process of writing their own legend on how something came to be. What incredible imaginations they all have!!! Some children have made legends about: “How the Stars got Their Shine”; “Why Things Smell”; “How Leaves Got Their Colors”; and “How Clouds Were Formed”. When the story is published the children will be using pictures as sign language within their final copies. We have some extraordinary writers in the third grade! The next book report project will be for the children to select a tribe they would like to read about, and then teach the class what they have learned.

The Writing Process is being used in all the writing that goes on in class. The children know that they are responsible for proper punctuation, spelling, and grammar. During the week we have “Writer’s Workshop,” and each child gets a chance to read to the class his/her “work in progress”. The other students then give positive feedback or corrective suggestions on how to make the story better. The children look for descriptive language, and proper sequencing of events.

We have just completed a unit in math on time and measurement. Everyone will be able to cook now that they know about measurements! They have been filling bottles and cans with water and comparing cups, pints, quarts, and gallons to milliliters and liters...In science the children are studying “properties of matter,” and Mrs. Rutkowski also has them measuring and comparing. When we return from February vacation multiplication will begin. PLEASE encourage your child to practice the multiplication tables each evening. It will make the transition to multiplication and division much easier for them if they can learn the facts.

Third grade is a “happening place.” I have seen academic growth and maturity in all the children.

## THIRD GRADE NEWS – MORAH IRIS:

Since the beginning of the year, we focused on strengthening our reading and writing skills, and speaking Hebrew. Shortly before *Chanukah*, we started our Hebrew library. Each week the children pick a book, and the star of the week writes their names in their Hebrew library cart. The student reads the book every night. On Monday a few students read their book out loud in front of the class. (I think the part that they like the most is to be able to sit in the swinging chair .)

For the past month the children can hardly wait for snack time because of our *Mischakiya*- playing games. All the games are in Hebrew or on a Judaic studies subject and include Go Fish, Bingo, Puzzles, *Torah* Island. Their children play together, have fun, and learn a lot.

*Tu Bishvat* was a great opportunity to learn about *Brachot*, *Brachot* rituals and *Tefillah*, which is the Jewish way to show appreciation. We can always find reasons to be thankful for blessings that G-d has bestowed on us. Just as we thank G-D daily for what G-d had given us, so too, our tradition teaches, we should thank those who have partnered with G-d to bring good to our lives.

Every day, morning or afternoon we start our classes with *Tefillah*. The children are very excited during *Tefillah*. We pray with a great deal of *ruach* and *kavanah*: we sing, we dance and we clap during *Tefila*. Every week we discuss a portion of *Tefillah*- we discuss the meaning, learn the vocabulary and connect it to our daily lives. I teach my students that *Tefillah* is communication between the student and G-d, the student and the community and the student with him/herself.

In the beginning of our discussions I ask the children to write what they felt and thought about when they hear the word *Bracha* (or when they say a *Bracha*). Each student wrote something and shared it with the class. They wrote wonderful things. Each student made a poster of what he/she wrote. We discuss questions such as: Why do we say *Brachot* every day? Who else do we need to be thankful to for having the good in our lives? How else can we show our appreciation? This discussion led us to talk about *Tzedaka*, and how fortunate we are to be able to give *Tzedaka*. We bring *Tzedaka* to class, each student as much as he can.

We learned the *Brachot* through games such as Bingo, Go Fish, puzzles, and more. We perform the *brachot* ritual every day by praying, saying “*Bore Mine Mezonot*”, and “*Shehakol Nihiya Bidvaroh*” before we eat our snacks. We do “*Netilat Yadaim*”, and “*Hamotzi*” before lunch. We also learn how to greet each other in modern Hebrew, for example: “*shalom*”, “*boker tov*,” “*beteavon*,” etc.



*Rashi* has been a great success in our class. The children love working in their book and learning *Rashi* handwriting. Soon we will be able to read from the *Chumash*, and we will try to interpret some *psukim*, (verses), for our *Chumash* studies, and for the portion of the week.

Additionally, we have the pleasure of meeting with our Classroom Rabbi, Rabbi Perlman, every other week. We made an “Ask the Rabbi” box where the students wrote questions to ask the Rabbi. When he came, he picked a few questions and answered them. He also talked about the portion of the week, told us some *midrashim*, and asked the children questions about the story. The children enjoyed it very much.

I am enthusiastically looking forward to the rest of the year, and I am certain the children are too. I wish you all a great vacation.

## FOURTH GRADE NEWS – MORAH IRIS

The fourth grade Judaic class has been very busy since *Chanukah*. Immediately after the *Chanukah* show we started working on the Geography Fair. We learned about the map of Israel. Each student picked a different region to research. When we came back from our vacation, we started to build models. Our theme was *Israel: Old and New*. For old, we built the *kottel*- western wall. For new, we built Tel Aviv towers. We also made a topographic map of Israel. The children learned many geographic terms and expanded their knowledge about Israel. We had a great time working on this project.

As you know, every week we read and discuss the weekly *Torah* portion. A few weeks ago we finished reading “*Bereshit*”-the first *Chumash*. This book starts with Abraham’s family, from Abraham and his journey to the land of Israel, to the 12 tribes being in Egypt. We made a family tree for Abraham’s family. We integrated this with *Tu B’shvat*, and talked about the phrase “the man is like a tree.” We discussed this metaphor and each student prepared a family tree, and wrote his family story. The children brought pictures of their relatives to class. They presented their family tree very proudly, and we have learned a lot about each other and about Jewish history through their stories.

We are currently studying the prophet Joshua. We discuss questions such as: Who is a leader? What qualities does a leader need? The book of Joshua tells of the entrance of the Israelites to the land of Israel, about the conquering of the land, and the setting of Israel. We will review again the map of Israel, the different geographic regions, and the different events that took place in each region.

Additionally, we have the pleasure to meet with our Classroom Rabbi, Rabbi Bernstein every other week. We

made an “Ask the Rabbi Box” where the students wrote questions to the Rabbi. When he came, he picked a few questions to answer. He also talked about the portion of the week, and told us some *Midrashim*. He also asked the children questions. The students enjoy it very much.

I am enthusiastically looking forward to the rest of the year, and I am certain the children are too. I wish you all a great vacation.

## FOURTH GRADE NEWS – MRS. KRAMER

The fourth graders are an extraordinary group of students. They have vivid imaginations; therefore their creative writing is excellent. We are following the “Writing Process” and the children are writing personal narratives about an experience in their lives. They had to choose a subject, gather details, and describe why the event was worth sharing. The “Geography Bee”, trips, getting favorite pets, and winning championship games are some of the topics discussed.

We have completed reading the novel *Pocahontas* and we are now enjoying the book *Sign of the Beaver* by Elizabeth George Speare. This ties in nicely with our study of the 13 colonies. It is about the life of a young boy living in the Maine wilderness as the colonies were being developed, and his relationship with a Native American boy. Through reading this book the children are able to experience what life was like during that period of time. The students are keeping a daily journal written from the main character, Matt’s, point of view. After February vacation we will begin learning about the American Revolution and all the events that led up to the United States becoming an independent country.

We are very proud of the students in the room who chose to participate in the school wide “Geography Bee”. Congratulations to Ariel Rothberg and Jackie Chipkin!

Each week the children visit the science lab with Mrs. Rutkowski for hands on activities about light and sound. They are learning how light and sounds are produced and how they travel through the air. They are challenged to think and make predictions and then they put all their ideas into a science journal.

We have completed a unit on graphing and the students have chosen different data to graph in various ways. We compiled information on heights, hours studying, playing sports and even watching T.V. Some children drew picture graphs, line graphs, bar graphs, or stem and leaf graphs to show their data. Multiplying two and three digit numbers is also part of our day. Solving word problems occurs frequently, and the children enjoy working in groups to solve the problems.



## MIDDLE SCHOOL NEWS - MR. EDRY

**Sixth Grade:** The sixth grade students are moving along in the *Chumash*, and we learned about the great miracles that *B'nei Yisrael* had during their journey through the desert. For example, the clouds that protected them, and the manna that G-d provided for them. Also, we learned how Moshe dealt with difficult times, and how he led the people so well.

In the Book of Samuel we learned about King Saul, the first king of the Jewish people. We compared the way we elect our president in the United States to the way Saul was "elected" to be king in the time of the bible.

**Seventh Grade:** The seventh grade learned *Parashat Kedoshim*. We had a long discussion about the meaning of holiness and how a Jew can bring himself onto a higher level of holiness. We compared the meanings of holiness in different religions to Judaism's belief. Each student is going to teach a class about one verse or topic from this *Parasha*. He will need to teach the vocabulary and about the commentaries that explain his topic.

In the book of Samuel 2, we continue to see how King David dealt with his sin. We learned about the meaning of real repentance, *t'shuva*, and how one bad deed leads to another, and how good deeds, *mitzvot*, leads to more *mitzvot*.

**Eighth Grade:** We learned about the leadership of Moshe in the desert, and how Moshe took responsibility during the sin of the golden calf. We learned also about the Ten Commandments, and the meaning of each one of them.

In the book of Kings, we learned about the civil war between the northern tribes and the tribe of Judaea, and the comparison to the civil war in the United States.

**Guest Speakers:** We invited a guest speaker from the community to teach the middle school students. Dr. Phillip Miller came to speak about the meaning of *kashrut* and on having a *kosher* home. The students asked many questions regarding keeping *kosher* in our time and were very impressed with his knowledge. As a continuation of this discussion we visited Big-Y kosher department, and we met with the *Mashgiach* who is in charge of supervising the process of keeping Big-Y's *kashrut*. We learned about their kosher bakery and the kosher meat, and the separation between meat and dairy. As a treat, the kids got to help in the bakery, and have their own cupcakes.

Dr. Robert Baevsky come to speak to our students about volunteering in the community. Dr. Baevsky is a very busy person, but finds time to help many institutions in our community, and outside the community. He spoke about the importance of helping your community, and the great feeling that you have after you volunteered to help an organization.

During the month of February we have been discussing famous African Americans in honor of Black History Month. We have read some stories about Jackie Robinson, Alvin Ailey and Jerry Pinkney who is an excellent artist. The children also have been studying their favorite presidents, and presented a time line to the class about their lives.

The children love to learn and their enthusiasm for learning is wonderful to see. I am very proud of the way they all get along, and continue to do *mitzvot* for each other.

## FIFTH GRADE NEWS – MR. LIRANGE & MR. ASULIN

The fifth grade will be involved with a very exciting and worthwhile integrated unit on life in the *shtetls* of Eastern Europe. The students will learn what the conditions were like for the Jews of that period and actually picture themselves living in a *shtetl*. This study will lead directly into United States immigration.

The month of *Adar* is upon us and we will be happy and excited as we explore the laws and customs of *Purim*. We will learn about the mitzvah of giving gifts to the poor and decide how we may actually take part as a group. The students will discover that G-d's name is not mentioned once in *Megillat Esther*, as well as the significance of that. We will discuss tolerance and respect for those who are different.

In *Chumash Bereshit*, we are learning about the separation of Yaacov and his family from Lavan. We are realizing the difficulties that Lavan has in letting Yaacov go. Soon we will be celebrating our completion of *Bereshit*, and then, begin *Shmot*.

The fifth graders will be working alongside the second graders on a special project. They will be designing their own *yads* (pointers). At the same time, the 5<sup>th</sup> graders will teach the younger students the significance of a *yad*.

In our study of *Shoftim*, we are focusing on Devorah the Judge. We will tie in the role of women and their importance in Judaism.

We have been working on our writing skills by designing complex sentences, by looking at our grammar and vocabulary, and by implementing the *Writing Process*. In *Ha Mikraa Sheli*, we have been reading stories on seeing the world through Jewish eyes and it is our hope that we will be writing our own stories on this subject.



## BOBBIE'S DEVELOPMENT NOTES

As one of the newest members of Heritage Academy's staff, I would like to introduce myself. My name is Bobbie Haber. I'm the new Development Director. I have been working in the fundraising field for 20 years, most recently with the YMCA of Greater Hartford. I look forward to meeting you and working with everyone to help Heritage Academy become even better well known, and financially secure. Thank you to everyone who has already greeted me and made me feel welcome. My door is always open and I'm always excited to hear your ideas on fundraising.

### SAVE THE DATE!!

**WHAT:** Heritage Academy's Scholarship Dinner

**WHEN:** Tuesday, May 18, 2004

**WHERE:** Chez Josef, Agawam

**WHEN:** 6:00 P.M.

**HONORING:** All Heritage Academy Past Presidents

### WAYS TO SUPPORT HERITAGE ACADEMY:

1. Contribute to the ongoing ANNUAL FUND. First letters were sent in December and a second letter will be sent in the spring. Contribution envelopes are available in the office. Your support is important!!
3. Celebrate your family's Simchah by purchasing a leaf on the Heritage Academy tree. Leaves are for sale for \$180 and will be engraved with your greeting.

*Donations cards are available in the Heritage Academy office. Cards are \$50.00 for a 5-card bundle for you to send yourself; or \$18.00 each (chai). Cards purchased individually will be processed by the office staff. Thank you.*

## DONATIONS

(SINCE PREVIOUS NEWSLETTER)

### Heritage Academy Short Term Challenge Campaign

Rabbi & Mrs. Jon Perlman

Matching funds given by

**The Harold Grinspoon Foundation**

### 21<sup>st</sup> Century Fund for Excellence

Mr. & Mrs. Bruce Hambro

Mr. & Mrs. Kenneth Abrahams

Ms. Sharon Cohen & Mr. Eric Barker

Mr. & Mrs. Paul Bloom

Mr. & Mrs. Irwin Chase

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### ANNUAL FUND

Mr. Abraham Atik

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Dr. Vivian Newman & Dr. Cary Dash

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Mrs. Yetta Izenstein

Ms. Geri Johnson

Mrs. Zelma Lavin



Mr. & Mrs. Ronald Burke in memory of Noel Martin Burke  
Mr. & Mrs. Yehuda Edry in honor of Mrs. Smith –  
for all of her help  
Marcelle & Theodore Freyman in honor of Neal Freyman  
Dr. Jonna Gaberman & Dr. Bruce Wintman  
in honor of Noah, Talya & Shoshana  
Dr. & Mrs. Mark Jackowitz to Fran Ochs & family  
in memory of her mother  
Mr. & Mrs. Cliff Kramer to Linda & Moshe Ronen  
in memory of Irma Wiener  
Ms. Goldie Newman in memory of Ted Newman  
Dr. & Mrs. Jeff Ochs in honor of  
her beloved mother, Sally Levin  
Mr. & Mrs. David Peskin  
Sonya Roberts in memory of Sergey Slootsky  
Mr. & Mrs. Andrzej Rutkowski  
Dr. Deborah R. Starr in memory of Eva & Morris Deutsch  
Mr. Jack Weiner in memory of his wife, Ruth Weiner

#### GENERAL FUND

Mr. & Mrs. Abraham Atik to Pnina Schacter  
in honor of special birthday  
Sonia Baidack to Margie Feinberg wishing her  
a speedy recovery  
Mr. & Mrs. Robert Clark in memory of Gloria Engelson  
Brenda & Alan Curtis to Bill Feinberg & family  
in memory of his sister  
Brenda & Alan Curtis to Helen Goldband  
in memory of her husband  
Anita & Ed Finkel & family to Lynn Dashevsky  
in honor of new position  
Ms. Myra G. Foreman to Helena Friedman and family  
in memory of her father  
Freyman Family to Fran Ochs and family  
in memory of her mother  
Freyman Family to Helena Friedman and family  
in memory of her father  
Freyman Family to Donna Feldman and family  
in memory of her father  
Ms. Elizabeth Heit Gaberman to Fran Ochs and family  
in memory of her mother  
Dr. Jonna Gaberman & Dr. Bruce Wintman  
Mr. & Mrs. Alan Goodman to Caryn Resnick  
in memory of her son  
Diane & Larry Goodman to Caryn & Richard Resnick  
in memory of their son  
Diane & Larry Goodman to Donna Feldman and family  
in memory of her mother  
Diane & Larry Goodman to Joanne Kata and family  
in memory of her mother

Mr. Al Greenfeld to The Joel M. Greenfeld Fund  
Janet & Craig Kannel & family to Fran Ochs and family  
in memory of her mother  
Ronnie & Jay Leib to Jane Schulman in memory of her father  
Mr. & Mrs. Arthur Levi to Heritage Academy  
Ms. Gail Levine in memory of Gloria Engelson  
Ms. Vivian Newman & Dr. Moses Pava  
Dr. Deborah R. Starr to Yehuda Edry and family wishing  
his brother a speedy recovery  
Dr. Deborah R. Starr in memory of David Resnick  
Dr. Deborah R. Starr to Fran Ochs and family  
in memory of her mother  
Dr. Deborah R. Starr to Harvey Pava  
in honor of his Bar Mitzvah  
Mrs. Gertrude Steinberg to Joanne Kata and family  
in memory of her mother

#### The Harold Grinspoon Foundation to Heritage Academy – Operating Grant

Adam Nathanson's B'nai Tzedek Fund to Heritage Academy  
Dara Wilensky's B'nai Tzedek Fund to Heritage Academy

#### ARLEEN ROBERTS SCHOLARSHIP FUND

**Arleen & Allan Roberts** to Dr. & Mrs. David Freedman  
wishing them luck in their new home; to Caryn and Dick  
Resnick in memory of beloved son David; to Ms. Sheila  
Goodless in memory of her husband, Leon; to Karen Winer in  
memory of beloved father; to Mrs. Paul Keller in memory of  
beloved husband; to Judge Sidney Cooley wishing him a  
happy birthday; to William Feinberg in memory of his sister;  
to The Goldband Family in memory of beloved  
husband and father

#### Technology Fund

Shatz, Schwartz & Fentin  
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#### Air Conditioning Fund

Adam Curtis  
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Dr. & Mrs. Jay Ungar

*We apologize for any donations that may have been  
inadvertently omitted.*



**PAST EVENTS AT  
HERITAGE ACADEMY**

- December 3<sup>rd</sup> – Middle School students visit  
Shriner's Hospital
- December 3<sup>rd</sup> – Middle East bias seminar at  
Heritage Academy
- December 10 – Middle School students visit  
Shriner's Hospital
- December 12-14 – *B'nai Tzedek Shabbaton*
- December 23 – Heritage Academy  
*Chanukah Show*
- January 7 – National Geographic Geography  
Bee & Fair
- January 26 – *“Everything You Always  
Wanted to Know About Heritage  
Academy,  
But Were Afraid to Ask”* – 5<sup>th</sup> Grade Parent  
Meeting
- February 3 – Kindergarten & First Grade  
Chinese Culture Festival with guest  
Calligrapher
- February 11 – JCC Preschool visit for  
*Storytime*
- February 12 – Step- Up day at Heritage  
Academy and HHNE
- February 13 – Tu B'Shevat Celebration
- February 13 – First Grade Tu B'Shevat