



# Oak Hill Academy Newsletter #1 October 2016

## Headmaster's Message Joseph A. Pacelli

As we all know, the academic side of a child's development is essential for a life time of success. However, we often talk about educating the entire child, which includes the social and emotional parts of growing.

I recently read an article which talked about the difference between happiness and meaning in life. The writer Eric Baker explains, "meaning in life" is one of those things everybody insists is vitally important – yet nobody tells you what it really is and directions on how to get there. So what makes for a meaningful life? How does it differ from just being happy? Let's get to it...

Baker reports that research shows meaning and happiness can be at odds with one another. People with the most meaningful lives were "givers." But those with the happiest lives were "takers." As an example, as parents we know children bring enormous meaning to people's lives. Getting zero sleep for the first year of your child's life does not make you happy. But as we see, happiness isn't everything. Parenthood is the ultimate form of giving, and givers lead meaningful lives. A meaningful life does produce good feelings – but it takes a while to catch up.

A study was made in which one group of students could just do things that made them happy. They slept in, played video games, and ate candy for example. The second group was told to do only things that were

meaningful. They helped people! They cheered up others! After ten days it was found that happy groups' feelings faded fast and they felt empty; whereas the meaningful group felt more "enriched," "inspired," and "part of something greater than themselves." They also reported fewer negative moods. The happiness alone fix is short term!

Baker concludes "Meaning is the tortoise. Happiness is the hare. You remember who won that race? Exactly."

## Mrs. Larkins Director of Development

### Enrollment

We are happy to report that applications have already been accepted in some grade levels and testing for the coming school year will begin in the coming months. If you are considering enrolling one of your other children for next year, please submit an application to the school office as soon as possible. If we know of your intention prior to the January 7, 2017 entrance exam, we can provide preference to families who already have children at Oak Hill. Please contact the school office if you need an application or if you have any questions about the admissions process. Applications are also available on the school website.

### Annual Giving Appeal Begins

Annual giving at any private school is an important means to fund those aspects of the school that help to make it so unique. Each year the school relies on these funds to maximize the program offered to our students. I am proud to say that when called upon, Oak Hill families always care enough to give the school support when it is needed and to make a difference for our students. I would ask that each member of the OHA community offer a contribution at any level! During these times, OHA recognizes that any gift, large or small, conveys the message that you support our goals for your children. We thank you in advance for your generosity.



## Miss Murray Director of Personnel/Administration

### Veterans Day Assembly

Our annual Veterans Day Assembly will be held on **Wednesday, November 9th at 8:30am.**

We will have the United States Marines here to present the colors and the Bagpipers from Christian Brothers Academy! Our theme this year will be focusing on "Respecting and Supporting our Military." Mrs. Tyma and Mrs. DeVivo will also have their groups performing that morning. Parents are invited to attend! It is the most moving assembly that we have all year and our students are so respectful to message. Please try to come!

### Marine Academy of Science and Technology Jeopardy Contest – 2nd place!

On October 21st, a group of seventh and eighth graders competed in the MAST Jeopardy Contest.

### **Oak Hill Academy came in 2nd place!!**

Twenty-eight teams from 11 schools took place in this challenging academic format! Congratulations to our top team who are all seventh graders: Alex Mitchell, Molly Jain, Maria Giannakopoulos, Aarya Doshi, Elizabeth Wright! **OHA had three teams in the top five and four teams in the top ten!! We placed 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 10<sup>th</sup>.** No school has the depth that we do!! Congrats to all who participated!

### Middle States Association Re-accreditation

The faculty is continuing to emphasize "cultural diversity across the curriculum." This is our focus for our Middle States Association re-accreditation.

### High School Information Night

On October 5th, we held our annual High School Information Night. We had approximately 120 people in attendance! Our graduates and three parents represented 17 different high schools. They shared their personal experiences and insights on their high school. They all echoed how prepared they were for the rigors of high school. The hard work that they had exhibited during their OHA years paved their way into their chosen schools. We thank the following alumni for coming back:

Zach Basile '15 & Seth Britton '14  
Marine Academy of Science &  
Technology

Dylan Servilla '15  
BioTech

Shayna Cohen '15  
Allied Health & Science

Jacob Yatvitskiy '13  
High Tech

Mr. Soler (Richard '12)  
Lawrenceville

Mr. Small, Brittany Small '06  
(Victoria '08, Blake '11, Hunter '15)  
Blair Academy

Mr. Burrell (Morgan '11)  
Phillips Exeter

Shannon Gorman '14 & CJ Gorman '15  
Ranney

Jake Fradkin '16  
Hun

Kerry Fell '13, Caitlin Antonio '16  
Red Bank Catholic

Mary Mahoney '15  
St. John Vianney

Matthew Misson '13 & Gerald Sharpe '14  
Christian Brothers Academy

Kaitlyn Vogel '13  
Trinity Hall

Brycen Greco '14  
Red Bank Regional Information Tech

Harry Jain '14  
Red Bank Regional Engineering

Leah Wilson-Lyons '16  
Colts Neck Law & Public Service

Ella Gammino '16  
Middletown South

Also, our eighth graders heard presentations from the following schools that came to OHA during September and October: Lawrenceville, Phillips Exeter, Peddie, CBA, RBC, SJV, Mater Dei Prep, and Trinity Hall.

## **Mr. Bruckmann Communications Administrator**

### **Web Page Updates:**

#### **1. Oak Hill Academy has a new LOOK!!**

Check it out for updates, photos, videos and more . . .

All of our social media links (Facebook, Twitter, Instagram, LinkedIn and Google+) all have links at the top and bottom of our pages.

2. See the "[Experiences](#)" link for student guided tours, photos, past news events and more!

3. Check out the scrolling "[Daily Announcements](#)" link on our homepage which is updated with the latest daily goings on for Oak Hill Academy.

### **Mrs. Livingston Lower School Guidance**

#### Gr. 1

Jack's Talent is the story of a first grade class that spends time getting to know each other and sharing their talents. This worries Jack because he feels that he does not have a talent. He keeps listening to the other children tell their talent, but this is still not helpful. When it is Jack's turn, he goes through each classmate and their talent and ends with, "But I am not good at anything." His teacher reminds him that he remembered all of the other children's names and their talents; therefore, he is good at remembering. We learned from this story that we have varied talents and we should each be proud of our talent.

#### Gr. 2

The Band-Aid Chicken is a story that stresses kindness and acceptance. In this story, a chicken enters the barnyard eager to make new friends. Unfortunately, she had to endure the initiation of being pecked by the other chickens. After this ordeal, she was accepted into the group. When another new chicken enters the barnyard the Band-Aid Chicken refuses to participate in this initiation and succeeds in convincing the other chickens to stop the pecking. Through the Band-Aid Chicken making the right choice, instead of following the crowd, the children learned that it isn't necessary to do what others want just to be accepted into a group. It is more important to be kind and considerate of others' feelings.

#### Gr. 3

I always love to share the story Chrysanthemum with the children. It is a wonderful story focusing on the character trait of acceptance. Chrysanthemum loved her name and everything about herself until she started school and some

of her friends continually made fun of her name. A lesson was learned when, at the end of the story, a favorite music teacher named her new baby Chrysanthemum. In our discussion, we pointed out that it isn't our name, our looks, where we live, or the kind of car we drive that makes us who we are, rather it is how we treat other people. The children were all aware that "it's what's inside" that counts.

#### Gr. 4

This year my meetings with the fourth grade students will include stories from Rhinos and Raspberries. This collection includes multicultural folktales that give the children a model for active engagement in real life issues. Our first folktale an American tale of co-operation entitled "Raspberries." After sharing this story with the children, we discussed the value of teamwork in solving problems. We all agreed that in using everyone's strengths to identify and solve problems or get past hurdles while working together, we can often come to a solution that we could not if we were working alone.

### **Mrs. Weikes, Director Mrs. Wood/Miss Bonnano Mrs. Menges Pre-Kindergarten**

Fall is in the air; the sky is a brilliant blue; leaves are a riot of color and crisp underfoot. The children in the Pre-K have been busy observing leaves, bugs, bees, all the way to pumpkins and trees.

Following a stellar start to the school year, Pre-K traveled to Eastmont Orchards in Colts Neck to pick apples for our first field trip. The weather was spectacular and the children picked a variety of apples, posed for photos, and observed the subtle changes of fall. We then left the apple farm and traveled to Thompson Park enjoying lunch and play. We made delicious applesauce and apple crisp with apples brought back to school, and each child took some home. We also celebrated the tradition of the Jewish New Year, Rosh Hashanah, by dipping apples in honey and sharing sweet Challah bread, wishing our Jewish friends and families a sweet New Year.

October is Fire Prevention month and Mr. Chris Quincannon, a Colts Neck volunteer firefighter and father of Oak Hill Academy students Chris and Clare, presented an informative fire safety lesson to Pre-K and Kindergarten. The tour of the fire truck was certainly the highlight for our students as they learned safety songs, participated in school-wide fire drills, and practiced Stop! Drop! and Roll.

We were lucky to enjoy another wonderful trip to Huber Woods with fabulous

weather, and hayride through the woods. We also picked pumpkins, observed some of the live animals, snakes, and insects that live in Huber Woods. A class favorite was the giant stick bug.

Our "Star Student" program is well underway and eagerly anticipated by all the Pre-K children. Each star student will surely shine when they bring in their personal "All About Me" posters along with family members who help with a craft and favorite book reading. The weekly activity helps us get to know one another a little better, and celebrates our individual uniqueness.

This year's Pre-K class has become completely immersed in our new Wonders Language Arts program. The curriculum is filled with wonderful literature and incorporates science, social studies and other cross-curricular lessons. In addition, everyone's favorite, Letter People, engages the children in wonderful projects, artwork and skill strengthening activities which develops reading skills.

Students have successfully completed the introduction to math manipulatives and patterns in Singapore Math. In addition, Morning Meeting and daily activities include calendar skills, graphing, sorting and varied number sense activities.

The Pre-K staff is looking forward to November when parent/teacher conferences take place. We anticipate another exciting and successful school year, and always welcome parent involvement in our program. Fall is the colorful time of harvest and we hope that our students, staff and Oak Hill Academy families enjoy the beauty and brilliance of this season.

**Mrs. Colbert/Mrs. Gilfillan  
Mrs. Lambert  
Kindergarten**

We can hardly believe that this group of students we welcomed such a short time ago is doing such an extraordinary job in Kindergarten! These children are the first to use our new Wonders Reading program and they seem to be enjoying it. The students are also excited each week with the arrival of a new Letter Person. So far we have welcomed Mr. M, Ms. S, Ms. P and our first vowel Ms. A to our classroom. The children are embracing each letter and learning the sound and formation of each one. With each reading unit the children are introduced to a new high frequency word. We are looking forward to their first spelling test!

Every Wednesday is Special Snack Day. The children look forward every week to

one of our parents coming in to spend time in our classroom. We are grateful for the preparation and effort the parents put into making this time so special.

In Math we incorporate our morning circle time as part of our lessons. The children are introduced to several number concepts including odds and evens and counting by 2's, 5's and 10's. We have begun estimating the temperature each morning. This is when the children can implement their number skill to make their "best guess." In our Singapore program are working hard on our numbers 1-10. The children are extremely involved in the lessons and are learning both skills and vocabulary that will help them as they progress through the rest of the program.

The class took its first of many class trips. We went to Eastmont Orchards to pick apples. The children enjoyed choosing apples for home and a few for our classroom. We look forward to visiting Casola Farms at the end of this month to pick pumpkins, go on a hayride, ride a pony and enjoy the beautiful fall weather. We have many more trips planned to continue the fun outside of the classroom.

We have been discussing fire safety in honor of Fire Prevention Month and were lucky enough to have Mr. Quincannon (father of Clare in Pre-K and Christopher in 2<sup>nd</sup>) bring a real firetruck to the Early Learning Center. A special thank you to him for letting us spray the firehose!

Please remember to check the Kindergarten website ([oakhillacademy.com](http://oakhillacademy.com) – staff directory - then choose either of the Kindergarten teachers) for important information and a photo or two!

Happy fall everyone!

**Miss Colson/Mrs. Quagliato  
Grade 1**

The first graders have been busy writing original stories using THE WRITING PROCESS. First, we brainstorm to get ideas and vocabulary. Each child then writes a rough draft using these ideas. The children then conference individually with the teacher to edit the rough draft, using their first grade dictionaries. The edited copy is then "published" on good paper and illustrated. We are extremely PROUD of our first grade authors and we applaud their hard effort and work.

We are busy learning our facts in math. Please practice every day as we add new facts weekly. We continue to explore number bonds. We are learning that we can make number sentences from our

number bonds. We are making addition stories and writing the related number bonds. Our daily morning MATH MEETING teaches and reinforces telling time to the hour, number patterns, calendar skills, counting money and tally marks and overall number sense. The STUDENT of the DAY has a responsible job as he/she leads the class through the 20-minute meeting.

Our READING FESTIVAL will be held on November 15 in the SAC. It will be a fun and exciting afternoon to see how the different books are displayed and brought to life through imagination and creativity.

**Mrs. Buchner/Mrs. Caprara/  
Mrs. Savarese  
Grade 2**

Second grade is off to a wonderful start. Everyone has settled nicely into their routine and class. We are excited about the upcoming year!

In Reading, we are just finishing our first unit. Our Big Idea for our first unit was: How do families and friends, learn, grow, and help one another? We have had some interesting and meaningful exchanges about friends helping friends and families around the world and their culture. We have also discussed how pets need love and care, and even read a story about a little girl who had to feed, bathe, and care for a baby rhino. This has carried over into our writing exercises, where we have written clever rhyming poems about Halloween that are hanging on black spiders above our hooks. We have also written a "Who am I" story where students provided clues about themselves, and students had to identify each other by reading their clues. These fabulous writing assignments are hanging in our classroom. We have learned the parts and format of a friendly letter, are now able to identify subject and predicate in a sentence, and focused on using commas correctly in our writing. We are looking forward to taking our first field trip to see the story "Click Clack Moo" come to life on stage at Monmouth University on November 3<sup>rd</sup>.

In Math, we continue to work with number bonds, and addition and subtraction facts. We are adding and subtracting two and three digit numbers, and have recently begun renaming in addition. We are also reading and solving word problems.

We have officially launched our Post Card project, where classes are trying to collect one postcard from every state. Students have been learning state names and capitals, identifying states on the map, and answering trivia questions about each state. Students love receiving mail and

displaying these postcards in our classroom!

Finally, we are looking forward to Halloween! Students eagerly anticipate the Halloween parade, especially so they can show off their costumes to their friends and teachers! We just know it will be a day full of fun and excitement!

**Mrs. Alexander/Mrs. Staley**  
**Grade 3**

Third grade is off to a great start. Students are becoming used to our classroom routines – from unpacking in the morning to transitioning between classes and finally to collecting their belongings at the end of the day.

The reading program has students critically thinking. Students are asked to read like detectives and write like investigative reporters. They are looking for details, making inferences, and making connections to their own personal experiences, other stories they have read, as well as the world around them. We are settling into our reading routines and looking forward to watching the students' love for reading grow.

The students have just celebrated their first genre challenge with the watching of *The Miracle Worker* (the Disney version from 2000) while wearing their crazy socks. We are very proud of the effort that the students made in completing this first challenge. The next two genres are due December 19.

The personal narrative was the focus of our writing this marking period. Students learned about adding details, time order words, and how to describe a personal experience. They have been learning that writing is not an easy process with first drafts, revising, and editing.

In math, students reviewed place value and reading numbers to begin the year. Addition was about learning new ways to think about combining numbers. They are learning there is more than one way to solve a problem. They have begun using the Singapore math method of bar modeling to help solve word problems. To help them with this, we recommend visiting our web page. We have lessons that we have created along with links to sites that provide practice in this method of problem solving. Oh, yes, please remember to keep practicing math facts. Again, there are links on our site.

The third grade is learning just how fascinating biographies can be this marking period in novel study. The students learned about the life of Helen Keller and how a woman who faced so

many obstacles changed the lives of so many. They watched footage of Helen Keller demonstrating how the vibrations of the vocal chords helped her learn to speak. The students also worked in groups to create their own scripts for a Helen Keller puppet show. Each group was given a chapter from the book to recreate for the show. We are very proud of the students and their ability to cooperate in this team building activity.

In Social Studies, students were asked to learn their world address to help them visualize their place in the world. Students completed their study of life during colonial times and the reasons for the Revolutionary War with our reading of *Felicity Learns a Lesson*. Students learned that girls and boys did not have the same types of education. Our students danced, made their manners, and are now writing their letters to King George III and drawing a cross-stitch design.

We are looking forward to seeing your child progress as we work with you towards a successful school year.

**Mrs. Cook/Mrs. Tolleth**  
**Grade 4**

We welcome our fourth graders and their families to this 2015– 2016 school year. Our new reading series *Wonders* has challenged us right away with more stories per unit and work with many comprehension and literary skills. We have had four different genres to delve into thus far. Through fairy tales, folk tales, realistic fiction, and expository text, we have been learning and reviewing context clues, problem and solution, making predictions, compare and contrast, multiple meaning words, and rereading. Each unit we focus on an essential question that we pose as we read all the selections for that week. The second one we worked with was, "How do our actions impact others?" The questions prompt good discussions.

The fourth graders have finished the Geology unit in our study of New Jersey. We enjoyed learning about the violence that shaped the land we live on and the ancient lakes that left us the Jersey Meadows, Paterson Falls, the Passaic River, and Great Swamp National Wildlife Refuge. We've learned that the *Hadrosaurus Foulkii*, the first dinosaur skeleton found in the USA, was found in our state near Haddonfield in 1858. We learned about other prehistoric creatures and about our "living fossils" – horseshoe crabs, which have inhabited this planet for over 200 million years. We are off to Rutgers to the Geology Museum to see the first mastodon skeleton found in New

Jersey. We will also see dinosaur footprints and many, many other fossils, bones, and skeletons. As we begin our study of the process of electing a president, we are making collages and we will soon build the time line to complete our Geological Time Line!

In English class fourth graders have been studying sentence structure. Along with sentence structure, we've been practicing our proofreading and editing skills. Our first part of speech was the noun, and we are now tackling the verb. We have been working with different poetry forms and have enjoyed creating our own autumn Haikus and noun adjective poems.

We have completed our first unit on whole numbers in math. We are clearly seeing how important it is to know our basic facts. They are the basis of all we do in math. Soon we will be applying bar modeling to our word problems using the four operations of whole numbers.

**Mrs. Cahalane**  
**Lower School Science**

PreK students have been learning about nature at the Science Center. Kindergarten students have been learning about the needs of plants, humans, and animals. First graders are building bridges and second graders are creating Lego robots. The third grade students have been using the green screen to learn about the solar system and fourth graders are creating air-propelled cars. Please see my blog for more details and photos!

**Mrs. Bordiuk/Mrs. Mee**  
**Lower School PE**

During the month of September, we acclimated students to the structure and expectations of P.E. class, and we worked on movement skills to help improve their coordination and agility. We declared October to be "Fitness Month," and we have been working on students' overall conditioning, strength, and flexibility. We recently began physical fitness testing, and we use the standards that were previously set by the Presidential Fitness Council. These various tests assess students' agility, endurance, and upper and core body strength. We will retest the students in March; therefore, they have the opportunity to continue to develop proficiency in their overall fitness as well as to improve their scores.

In November, we will perform manipulative skills utilizing beanbags, hula hoops, Frisbees and balls to help develop students' hand/eye coordination. During swim class, we have been introducing and practicing many skills designed to increase swimmers' stamina



while also improving breathing and stroke technique. Please remember that the last day of fall swim classes is November 22.

### **Mrs. Vacca Ho (Heads On, Hands On)**

This class for K-4<sup>th</sup> grade meets twice a month for the first two marking periods and then once a week for marking periods 3 and 4 as we prepare for our annual event called Littletown Day which will be held on Wednesday, March 8<sup>th</sup>, 2017. Detailed information will be coming home as we approach that date.

"G'Day Mates!" We are heading south and "down under" to the island, country, continent of Australia, where the students will become "Aussies" for the school year.

Students have been watching video clips about this interesting and diverse country, British ruled and a melting pot of cultures. We have been learning some songs such as "I Am Australian" and "If you go into the Bush." Through books, iPads, informative websites and students' items, this has made the first marking period very exciting.

Students will continue with various projects such as putting together a booklet on the "3K"s (kangaroo, koala, kookaburra), making passports, and even their own version of a Didgeridoo and boomerang.

Please remind your child to bring in items pertaining to Australia to earn those much needed **"tiny bucks."** The maximum is **\$100** and will give your child the money needed on Littletown Day. Remember, students can also draw pictures, bring in books, or look up things on the internet to earn the **"tiny bucks."**

Also, I am in need of a Littletown Press Editor. Your student will earn **50 "tiny bucks"** as co-editor.

I am looking forward to a fun year while learning with your child! Any questions you can e-mail me as I would be more than happy to clarify anything, anytime during the year.

### **Mrs. Scheuer Upper School Guidance**

The start of the new school year often begins with sheer excitement and nervous anticipation. Our fifth graders transitioned from Lower School to Upper School rather smoothly. The fifth graders adjusted to their new environs, changing classes and having ten different teachers rather well. Way to go 5<sup>th</sup> grade!

We were delighted to welcome new students to OHA. Incoming students

include fifth graders: Isabella Cantalupo, Daniel Fiskin, and Matthew Kim. Sixth graders: Matilda Attardi, Saujan Christie, Isabelle Darman, Laura Hurley, Carl Lindmark, Ayla O'Conner and James Sabbagh.. Seventh graders: Micaeli Dym, Tyler Florence, and Hailey O'Donnell.

Prior to the start of the school year, the newest members of our OHA family were paired with an OHA buddy to answer questions and connect before school started. Several meet and greets occurred this summer including a pool party. Special thanks to Giada Incognito, Grace Hager, Karan Patiak, Stefan Wenzelberger, Samantha Garber, Nick Mavica, Caroline DiBiasi, Catherine Zhang, Lynx Cassino, Ryan Stefko, Lauren Jordan, Addy Basile, Adam Holden, Olivia Lawrie and Paige Lane for serving in this capacity.

Our Character Counts theme for 2016-2017 school year is The Golden Rule! Mr. Pacelli and Miss Murray introduced our campaign during upper school assemblies with emphasis placed on students treating one another as they would like to be treated. In addition, Mr. Pacelli reviewed the OHA Code of Respect in a Community of Kindness.

The Golden Rule ties into the Six Pillars of Good Character which for 36 years remains an integral component of the OHA philosophy and incorporated into our all phases of our curriculum. The Six Pillars of Good Character are Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Monthly initiatives at each grade level will be delivered to students to reinforce these character traits throughout the year.

The Upper School is off to a fantastic start! If you have any questions or concerns regarding your child, I am available five days a week. For your convenience, please see me, call (ext. 5) or email [sscheuer@oakhillacademy.com](mailto:sscheuer@oakhillacademy.com) to schedule an appointment. My office hours are Monday through Friday 7:30-10am and Monday, Wednesday and Thursdays afternoons 1:30-3:30pm.

### **Miss Lee Grade 5 Literature/LA**

The fifth graders have made an impressive transition to the Upper School and made it through the first marking period! Kudos to all!

In Literature, we kicked off the school year by reviewing and discussing different aspects of our summer reading books. I'd like to commend each of you for your creativity and efforts on your summer reading book projects! More recently, we

began exploring the selections in our Literature anthology books. We read two science fiction stories set in the future, "All Summer in a Day" and "The Fun They Had," and we analyzed the settings and characters in each story. I appreciate everyone's tremendous effort. We've started reading our first class novel, Bridge to Terabithia. I'm really looking forward to reading and discussing this book together! I'd also like to encourage parents and students to read it and talk about it together at home as well.

In Language Arts, we spent the first marking period diligently studying and exploring the realm of nouns. Now, we are beginning our studies in capitalization and punctuation, starting with an exploration of comma uses. We continue to make steady progress in our Vocabulary Workshop books, while looking for ways to incorporate vocabulary words into our class discussions and writing. In the upcoming marking period, we will continue to integrate what we've been acquiring in grammar and vocabulary studies into our own writing--namely our descriptive essays about our favorite places or times of year. We've been hard at work drafting and revising paragraphs focusing on each of the five senses. I'm enjoying going through the writing process together and reading everyone's works in progress. I am also encouraging students to share their works in progress with their families.

Please remember to bring pleasure reading with you to class every day! Also, you can visit our class website at home for more information about what we're doing in Literature and Language Arts: [MsLeeLLA.weebly.com](http://MsLeeLLA.weebly.com)!

### **Mrs. Matson Grades 5 & 6 Geography**

Fifth grade students will begin the study of Land forms, after having mastered all of their map skills. They are anticipating their visit to Tuckerton Seaport this Friday, Oct. 28<sup>th</sup>! Sixth graders all enjoyed learning about Central America, the Caribbean and the Maya. On October 20, the students visited the Penn Museum of Archaeology, and got to read the dates on some real Mayan statues, as well as seeing a Sphinx and real mummies in the Egyptian Gallery, and visiting a special exhibition about King Midas, which is on loan from Turkey. We are currently studying the Middle East, and will soon read an excerpt of The Lemon Tree. The students eagerly anticipate their study of Africa when they will design their Africa Games!

### Model UN

The Model UN Club will send 42 students to Christian Brothers Academy on Friday,

November 4<sup>th</sup> to participate in their fourth annual Middle School Model UN. Students will serve on committees which will make resolutions about the Use of the Death Penalty, the Treatment of Prisoners, Women's Right to Equal Pay, and a Girl's right to Education as well as a committee trying to find a solution to the Israel Palestinian Problem. This year there are three small "Crisis Committees": The Cuban Missile Crisis as seen from the Soviet Perspective and from the perspective of the members of the Kennedy Cabinet. A third Cabinet will meet on the US response to the Soviet invasion of Afghanistan. All the participants are enthusiastically preparing for this event!

**Mr. Bruckmann**  
**Grades 5 & 6 Math**

Our fifth grade math students are well on their way to transitioning into their role as "UPPER-SCHOOLERS." During this marking period we completed our first chapter test as Upper School students as well as the summer skills math test which was a review of their summer skills book. We are in the midst of working on the second chapter from our Singapore Primary Mathematics 5A book which deals with more calculations with whole numbers including the order of operations; distributive property, mental calculations and word problems. Soon we will dive into Chapter 3 and our investigation into fractions. Remember that corrections for the tests and quizzes are due the day following when the test/quiz has been handed back. All students need to be prepared with a sharpened pencil, all three books and a desire to learn and increase their math knowledge. Also, please use my website as a tool to enhance learning as well: [http://www.oakhillacademy.com/faculty\\_and\\_administration/bruckmann](http://www.oakhillacademy.com/faculty_and_administration/bruckmann).

I am looking forward to another exciting and rewarding school year.

The sixth grade class began the school year with our most challenging unit of the year giving us a taste of some algebra lessons and using strategies to explore both expressions and equations all throughout Unit 1. Unit 2 was a brief look back at fractions and decimals with the new introduction of negative fractions and decimals and how compare to their positive counterparts. As we move towards the beginning of Unit 3, students will look at the four operations of fractions as we transition into percentage in Unit 4. Remember that corrections for the tests and quizzes are due the day following when the test/quiz has been handed back. All students need to be prepared with a sharpened pencil, all three books and a

desire to learn and increase their math knowledge. Also, please use my website as a tool to enhance learning as well: [http://www.oakhillacademy.com/faculty\\_and\\_administration/bruckmann](http://www.oakhillacademy.com/faculty_and_administration/bruckmann).

I am looking forward to another exciting and rewarding school year.

**Mrs. Cotterell**  
**Grades 5 – 8 Math**

**Grade 5**

The best way to describe our first marking period is as a foundation work. Although the first unit of our book is not long in pages, it is filled with so many important concepts. We have taken our time going through each page and have used homework from a variety of resources to reinforce the concepts.

Concepts covered in first marking period include: writing big numbers in standard form, word form and expanded notation, rounding and estimating whole numbers, exponents, prime and composite numbers, rules of divisibility, finding factors of a number, determining the GCF and LCM, finding multiples of a number, doing prime factorization tables and finally, multiplying and dividing by powers of ten. These are all covered in the first 26 pages of the textbook!

Overall the assessments have been very good. Proper note-taking during class and following the notes very carefully for homework is key to success. Each example explained and written on the board is presented in such a way so when the students sit down to do their work later in the day, they have this as a study guide to aid them.

**Grade 6**

We hit the ground running from day 1. The Singapore approach does not include a review of prior year concepts; they pick up where the previous book left off. As a result, we immediately began with algebra. The first few weeks of the marking period were focused on what algebraic expressions were and how to translate words into numbers, variables and operations. While some of the questions were basic, many were quite difficult!

From there we moved on to solving algebraic equations. The emphasis was on solving equations with "style". The reason why we emphasize the style is that as the students' progress through their math studies, they will need to have this system well in place in order to solve the more complex questions ahead of them.

The algebraic equations the students solved included one step, two step, negative variables and rational equations.

The solved 50 or more questions by the time the test arrived! From there we moved to graphing on the coordinate plane. They started out by graphing simple ordered pairs and then eventually progressed to solving linear equations. We finished off the marking period by studying how to change fractions into decimals and decimals into fractions.

This is a very hard working group. Proper note-taking and proper completion of homework assignments are very important tools for success in this class.

**Grade 7**

We're off to a great start. We completed chapter 1 and are half way through chapter 2. I am very happy with the quality of the work I have been seeing.

Chapter 1 started out with a thorough review of algebraic expressions, order of operations and exponents and quickly progressed to more challenging concepts such as solving equations (using proper algebraic style) and inequalities and graphing the results. The students sailed through equations since they recalled doing this in the Singapore program last year, but were initially daunted by the inequalities. After seeing several examples solved on the board by me, after solving dozens for homework and after working with classmates in cooperative learning sessions, the students turned

We are half way through chapter 2 – integers. We began by discussing what integers are, where they are found in the "Real" world, how to write them, graph them, order them and compare them. The students also learned how to both add and subtract integers. We will continue with the remaining sections of the chapter in the 2<sup>nd</sup> marking period.

The students have excellent work ethics and are a pleasure to teach. Note taking and proper, thoughtful completion of their homework is key to their success!

**Grade 8 Algebra 1**

We are off to a good start. Since the entrance tests for many high schools is coming up over the next several weeks I took the first few weeks of the marking period doing a thorough review of decimals, percents, fractions, order of operations, mean, median and mode and graphing. These are all very important concepts; mastery of these will be assumed in high school so it is quite possible that the entrance tests will have questions related to these concepts. Upon completion of these areas, the students took their summer skills test and were more than ready for chapter 1 to begin.

Chapter 1 started out with a review of algebraic expressions by substituting in variables, translating words into algebraic expressions, equations or inequalities. We also worked on new areas, such as verbal models and functions. The students were not too happy with verbal models at first. Many times when something is new it appears more difficult than what it is. After doing several questions the students began to understand how these worked. While the students saw function tables briefly last year, it was their first real experience working with them. They did a great job!

Their assessments have been terrific. Each of the students is progressing so well. We began the first few sections of chapter 2 right before the marking period ended. This chapter focuses on real numbers and their operations.

The students are a pleasure to teach! I will miss them when they graduate!!

### **Grades 7/8 Algebra 2**

We began the year by having a thorough review of certain concepts in geometry which were problematic for the students.

This course is taught a bit differently than our any other math course in that we only meet 3 times a week. Since I generally teach two lessons per day, it is very difficult for the students to complete all of their homework in one evening. As a result, I give the students a week to complete their work.

Once the week is over, I give the students a copy of my completed homework for them to use to correct their work. Since we do not have time to correct the homework together in class, it is largely on an honor basis when correcting.

After about 5 weeks, we finished our geometry review and moved on to Algebra 2. Since the beginning of Algebra 2 is largely review, I picked out certain salient points I wanted to emphasize such as: eliminating the denominators in rational equations, solving and graphing compound inequalities, and solving absolute value equations and inequalities. They will be taking their test on chapter 1 early in the next marking period.

This is a very fast moving, intense, high school level class. Homework will be long and challenging, but my goal is to prepare the students for their placement test for high school.

### **Grades 7/8 Geometry**

Chapter 1 began with a thorough review of basic vocabulary: lines, planes, points, angles, mid-points. These are the building blocks for their proofs. We also took time to study some basic 2 and 3

dimensional figures. We will be spending a significant amount of time on these figures as the year progresses. This really was serving as a basic introduction. We moved pretty quickly through this chapter as it was primarily summarizing terms and concepts the students encountered in previous math courses.

Chapter 2 however, started immediately with some new concepts. Words such as hypothesis, conditional statements, inverse, converse and contrapositives were used in our lessons and homework. The students also learned the difference between inductive reasoning (looking for patterns) and deductive reasoning (looking for facts). The most important new endeavor however, was our foray into postulates and theorems. The students were introduced to paragraph proofs and formal two column algebraic and geometric proofs. We need to look at proofs as a lawyer looks at building his case. We have something we need to prove and we write all of the facts down until we reach the intended conclusion. We are out of most of the students' comfort area: we are doing a lot of writing in math and we are forcing the students to use our logical reasoning skills which is not a necessarily easy task to do.

I very much enjoy teaching this class and look forward to an exciting year.

### **Mr. Clapp Grade 5 Science**

In our first marking period I got to meet and get to know all of your students and I think it is going to be a great year! So far we have learned about how scientists answer questions, do experiments and research using the scientific method. We have done many labs in class and used a lot of equipment including triple beam balances, graduated cylinders and beakers. They have also learned many ways that we can describe matter and how to measure all of these properties. Next Marking Period we will be going deeper into matter and chemistry to learn about what everything is made of.

Pretty soon we will go to the Tuckerton Seaport and will learn about the wildlife in the area and how different life was for people who lived there decades ago. The students will be able to spot all of the different plants and animals that can be found in the salt marshes of South Jersey!

### **Mrs. Vacca Grades 5 and 6 Math Workshop**

This class meets once a week and gives students a chance to challenge their math skills in a hands on fun way. An effort grade of 1-5, with 5 being the highest, is

given for class work and participation. There is no homework, quizzes or tests; therefore, all work is completed during class. After receiving the guidelines and expectations for Math Workshop, students were then given their first of many short, 10 minute warm-ups to gain those "bonus points." These points are then added up at the end of every other marking period and the top 4-6 students will then receive a free dress down day.

**Fifth grade students** completed their first project on time and distance using map quest for driving directions. They had to estimate the distance between their home and school both in time and mileage. Comparisons were also made as to what route they took versus what route the driving directions suggested. Another activity was the "Trainer" Paper Airplane folding project. An introduction to the concepts of lift, drag, thrust, and gravity were reviewed. Students folded their planes, personalized them and then were put into groups. "Clear the runway" and each group flew their plane and the distance was recorded in meters/centimeters. Averages were then tallied and the class average was documented to make comparisons to the other classes.

Students have just completed their UNICEF packet. This was a brainstorming group activity in which "needs vs. wants" was discussed. Everyday items we take for granted such as food and shelter vs. luxury items such as our iPads and cell phones. Students were given the task of packing a suitcase with much needed supplies for children in other countries. Priced items such as water filters, blankets, nutritional supplements, vaccines, jump ropes and basketballs, to name a few were some of the options they could bring with them. How much could they afford with only \$100? Quantities of items were calculated according to each person's decision on what to bring. This was a great project involving real math skills and the compassion for those less fortunate.

**Sixth grade students** also completed the project on paper folding airplanes. This year it was the "The Rockin' Gym Bird" design. Flight terms were reviewed, planes flown, distances measured and averages tallied and completed. Continuity continued with a project called: "Flight Paths". Students were given a map of the U.S.A. and 3 worksheets along with a protractor. The question was: Why would precise degree measurement be important in plotting flight paths? A review of angles and their degree of measurement were reviewed and then flight paths were given. Lines were drawn from one city to another and then the

angle was measured. This activity was a lot of fun, showing how busy air travel is in the U.S. and also a great opportunity to review the map of our states.

**Mrs. Vacca**  
**Grades 5 & 6 Tech**

Grade 5 Tech

This class meets once a week with an effort grade based solely upon the student's work in class. There are no quizzes, tests or homework, and no project work can be done at home. The objectives of the class and guidelines were discussed, and the process of putting together a power point to showcase their research was also discussed.

After watching a DVD on UNICEF, and discussing what this organization's purpose is all about, "Kids Helping Kids", students then chose a country to research, locating it on a map along with their flag. How is UNICEF helping the children in their selected country? What are the problems that children are dealing with in their country? This project accompanies the Math Workshop section of packing their suitcase to bring to their country, depending upon the needs. Global awareness and cultural diversity are highlighted in this project.

Grade 6 Tech

This class meets once a week with an effort grade based solely upon the student's work in class. There are no quizzes or tests or homework, and no project work can be done at home. After discussing the objectives of the class and reviewing the guidelines on how to put together a power point to showcase their research, students then chose an Olympian from the Rio 2016 Olympics. A list of requirements was posted such as the Olympian's name, country representing, including a map and flag, accomplishments, training, personal story and placing in the Olympics. These presentations were very informative and interesting, and some included good visuals.

**Mrs. Duffy**  
**Grade 6 English/LA**

Sixth grade students are off to a strong start, beginning the school year with enthusiasm and hard work.

After discussing the summer reading and deciding that Where the Red Fern Grows is one of their all-time favorite novels, sixth graders have moved on to the literature text and are reading coming-of-age stories. Students are discovering that the challenges of growing up are universal and know no time barriers, a theme that is

echoed in the novel they are currently reading- *Old Yeller* - by Fred Gipson. In their first writing assignments the students recounted the favorite and impressionable books and special memories of their growing-up years.

In Language Arts, we are reviewing the kinds of sentences and compound, simple, and complete predicates and subjects, but our biggest challenge is studying vocabulary, "cycling" through the units in an effort to build word power.

As the first marking period closes, sixth grade English students should congratulate themselves for their hard work. Their insights are on target and as varied as they are.

**Mrs. Daly/Mrs. Grier/Mrs. Scheuer**  
**Grade 6 Reading**

Sixth graders are fascinated by the world's unsolved mysteries. Our Reading Program, *Read for Real*, challenges students' comprehension skills in many unique ways. In addition to practicing comprehension skills, students gain insight into some unusual creatures. Topics have included leeches in medical procedures, giant squid, and many others. The *Heroes/Monsters* series have provided some wonderful mysteries such as the Loch Ness Monster, Bigfoot, Grendel, and the Cyclops.

To reinforce reading skills, students have been analyzing ancient timekeepers such as Stonehenge and the Mayan Calendar Round. Using the MimioConnect technology, students can isolate facts and figures from the internet while completing graphic organizers. Comparing and contrasting observations have also been detailed as the students read about the ancient code of Hammurabi and its connections to our judicial system.

Our visits to the Harkness Room have enhanced understanding of curriculum themes and reading strategies. Students love the discussion topics and prepared well for each scheduled visit.

Students are developing their skills each week as we continue our program.

**Mrs. Palamara**  
**Grades 6 – 8 Math**

Grade 6 Singapore

In this first marking period students extended their understanding about algebraic expressions in one variable to solve simple algebraic equations. They also covered algebraic expressions in two or three variables. These ideas are introduced using concrete situations followed by pictorial representations in the form of bar models. Eventually, the

students will deal with algebraic expressions in symbolic form.

They also applied their understanding of graphs of functions to solve equations using a graphical method. They identified points on the coordinate plane, decoded a secret message using ordered pairs and drew a picture of Snoopy by plotting and connecting points on a coordinate plane.

The students then moved on to review the relationship between fractions and decimals. They combined their understanding of fractions, decimals and negative integers to learn about negative rational numbers (fractions and decimals).

Grade 7 – Gateways

Students are turned off by starting another year with a dose of whole numbers and decimal arithmetic. It is important to start the year off with something different and Gateways felt that patterns were a good choice. Patterns permeate mathematics and are an important strand throughout Gateways. This marking period gave the students ample experiences with the following notions: 1) problem solving involves creativity; 2) there is more than one way to solve a problem; and 3) problems often have more than one correct answer. They discovered that learning to think and solve problems should be their main goal in this course.

Algebra I – Chapter 1

During this marking period students learned how to solve linear equations and to use formulas, ratios, rates, and percents. They learned to solve linear equations which involve multiple steps; to solve decimal equations; to solve a formula for a specified variable; and to solve real-world problems involving ratios, rates, and percents.

Students are using a variety of methods to explain mathematical reasoning including words, numbers, symbols, and models and developing strategies that can be used with more complex problems.

Algebra I – Chapter 6

During this marking period students learned to write, solve and graph linear inequalities in one variable. They also solved compound inequalities, absolute value equations and inequalities. They graphed linear inequalities in two variables. In Chapter 7 we moved into systems of two linear equations and the students learned to solve these systems by graphing, substitution and linear combinations. We have just moved into the special types of linear systems which may have no solutions or infinitely many solutions. Soon, we will study linear inequalities and their solutions.



### CBA Math Tournament

Congratulations to OHA students for their first place win in Round 1 of the CBA Math Tournament. OHA earned 592.5 points, 62.5 points higher than the second place school. The top six scores are summed to form the OHA score.

Congratulations to Aarya Doshi with a perfect paper, including the correct answer on a most challenging bonus question earning her a score of 115. Thibaut Fabricant and Alex Mitchell each earned a score of 100. Sydney Yan earned a score of 97.5, and Michael Gao, Grant D'Orsi and Mason Garber each earned a score of 90.

Kudos to all 35 participants on a job well done.

### **Mrs. Billet** **Grades 6 & 7 Science**

#### Grade 6 Life Science

Students have been exploring the features, needs, and origins of living things. The importance of the microscope to the study of cells was discussed. Photosynthesis, respiration, and fermentation were our experiments. We learned a great photosynthesis song to help us remember the equation. We are collecting our photos (not originals) to display our growth and development. Check out the pictures in the back of Room 16 in the Science Center.

#### Grade 7 Physical Science

Students were introduced to the important role of problem solving as an activity of science. The identification of problems and the choosing of strategies to solve them are related to scientific method and experimental design. The unit closed with a discussion on the importance of measurement and graphing as a useful means of displaying and interpreting data. Newton's Three Laws of Motion were brought to life by some exciting experiments. Action reaction and the balloon rockets and balloon helicopters were the hit of the chapter.

### **Sra. Dotto** **Grades 6, 7 & 8 Spanish**

In the sixth grade, after a comprehensive review we covered definite articles, plurals, sentences in the negative forms, the four forms of you, all subject pronouns, adjectives and the conjugation of the verb to be. At the present time students are learning the conjugation of over 20 regular **-ar** verbs in the present tense. To reinforce this material, we have used power point presentations, Kahoot, Educreation, videos, songs, verbal drills, played games and the site "quizlet" for visual and auditory processing.

In seventh grade, we have spent a few weeks re-examining material covered last year including subject pronouns, how to say time, the verbs **gustar, ser**, over 30 -**ar** regular verbs, questions formation and indirect object pronouns. We just finished learning a good amount of **-er** regular verbs and currently, we are working on Chapter 3A. In this Chapter, the students are acquiring a lot of vocabulary and expressions that have to do with every day activities and learning a few stem-changing verbs and irregular verbs. All this material is reinforced with power point presentations, videos, classroom interaction and by logging on the site "quizlet" for visual and auditory processing.

In eighth grade, after a comprehensive review we covered various verbs with the irregular first person like **traer, salir, dar, poner, hacer, ver, venir** and the irregular verbs **tener and decir**. In addition, the students have mastered the usage of the verbs **saber and conocer**. Both verbs mean "to know," but are used in different ways. We will soon be studying family relationships and memorize a dialogue which they will present in front of the class. All this material is reinforced with videos,

classroom interaction, power point presentations, using Kahoot and by logging on the site "quizlet for visual and auditory processing.

### **Mrs. Tirella/Mrs. Duffy** **Grade 7 Literature**

In seventh grade English, we are off to a fine beginning. Our literature series **Mirrors & Windows** has introduced us to a unit on **FINDING OURSELVES**. We will be studying the elements of the short story and discussing literary terms as they relate to each selection we read. In addition, we will continue to reinforce our critical thinking and test-taking skills with various comprehension stories.

### **Mrs. Tirella** **Grade 7 Language Arts**

With our **Vocabulary Workshop** series, we continue to strengthen our word power. We are always looking for new words to use in our writing. In **English** grammar, we have studied a unit on different Kinds of Sentences and how to correct them and are now beginning a unit on Nouns. This will be very beneficial for future writing projects.

### **Mrs. Daly** **Grades 7 & 8 Critical Reading**

The seventh grade classes are off to a great start. Our reading text, *Read for Real*, concentrates on nonfiction strategies for comprehension success. Great scientists like Albert Einstein and Rachel Carson allow the students to make real-world connections as the story content progresses.

Students are working on written skill development through news summaries. Topics have included later-start school times, the presidential election, and other relevant stories. Each week, the classes focus on different stories to read and report. Vocabulary development is also studied using the *Vocabulary from Classical Roots* series. Technology is adapted and strengthened through our class page on padlet.com. This innovative site allows students to post vocabulary definitions simultaneously as the units are introduced and mastered.

It's a great year!

The eighth grade classes began with a look at the Olympics as we study our *Read for Real* books. Using the MimioConnect technology, a look at the ancient games provided great contrast to the more recent games in Beijing. Past and present Olympians were studied as we examined the great commitment and dedication the athletes possessed. The games themselves also provided great insight into world events. Places like Munich, Mexico City, and Berlin were studied as political issues entered the games. The classes analyzed the last six Opening Ceremonies and each host country's message to the world. Students were amazed as short videos provided an in-depth look at Olympians such as Michael Phelps, Jim Thorpe, Dick Button, Usain Bolt, Kerri Strug, Gabby Douglas, and others. The 2016 Games unit not only focused on the record-breakers but also the ones whose personal stories make the games more intense. Student projects focused on individual athletes. The Olympics are always a favorite topic for class discussions.

Our reading program helps students practice their comprehension skills daily. We also study vocabulary from Latin/Greek roots as supplemental material. Every Tuesday, the eighth graders summarize a news article and report to the class. We have had great stories in the last few weeks ranging from the economy, professional sport injuries, new technological advances, and new ways to produce energy. It's a great year!

**Mrs. Larkins**  
**Grades 7 & 8 Math Workshop**

It is another great year to study the stock market! Given the upcoming presidential election, the issue of the economy and stock market is certainly in the news. They have had many questions about what is currently happening in the stock market. Although I don't claim to have all the answers, we have tried to explain our country's current financial situation in simpler terms for the students. These seventh grade math workshop students are also learning how to invest using different research terms so as to make the greatest profit (or perhaps least amount of loss) on their investments. Each group is given an imaginary bank roll of \$10,000. Using financial websites and project pages, students study terms such as the New York Stock Exchange, shares of stock, price/earnings ratio, history of companies, stock brokers, dividends, and yield. Each week the students are given four new companies to investigate and determine how to invest their money as well as when to buy and sell. It is an interesting project that takes a lot of teamwork. Hopefully you have noticed them taking more of an interest in today's economic news.

**Mrs. Vacca**  
**Grade 8 Explorations**

This class meets once a week with an effort grade based solely upon the student's work in class. Students were asked to select an Olympian from the 2016 Rio Summer Olympics on which to research. A list of requirements was posted such as the Olympian's name, country representing, including a map and flag of their country, accomplishments, training, personal story and placing in the Olympics. A video clip of their Olympian performing their sport was also included. Presentations have just been completed and were both enlightening and entertaining. Presenters also expressed their personal opinion of their Olympian and the endurance and commitment they had to their sport.

**Mrs. Williams**  
**Grade 8 Language Arts/Literature**

In eighth grade Language Arts, students began their study of vocabulary, while concluding the grammar unit: *The Sentence*. Students worked on various writing, such as journal writing, creative writing, and a personal narrative. During the second marking period, students will continue with their writing, vocabulary lessons, and grammar lessons. In eighth grade Literature, students reviewed the summer reading novels. Then, students read works of fiction.

While reading the short story, "Thank You Ma'am," students analyzed characterization. In the story, "The Interlopers" students examined the elements of plot: exposition, rising action, climax, falling action and resolution. Finally, students identified the extended metaphor in the poem, "A Poison Tree." During the second marking period, students will continue studying works of fiction.

**Mr. Clapp**  
**Grade 8 Science**

In our first marking period I got to meet and get to know all of your students and I think it is going to be a great year! So far we have learned all about topography and the different landforms found on Earth's surface. More recently we have really been focusing on reading and making topographic maps. When you first look at a topographic map it looks like a bunch of random and wavy lines to the untrained eye, but now all of our eighth graders are expert map readers.

Next marking period we will be continuing with Earth Science but we will be focusing on the Earth's system and how everything on Earth interacts with one another. Then we will switch over to plate tectonics and see how Earth has changed over millions of years.

**Mr. Pacelli**  
**Intermediate Algebra**

This first marking period we spent some time solidifying the basics and introducing many extensions giving us a strong foundation to move forward. We wanted to make sure that we were using the rules of algebra properly. We moved quickly into using the tools of absolute value and linear equations to enhance our work. We introduced graphing with the use of our on-line calculator and studied parabolas as well. We also used the Harkness Room to collaborate sharing our thoughts by solving some out of the box problems. Next up is solving systems of 2 and 3 equations as well as graphing inequalities.

**Ms. Salloom**  
**Grades 7 & 8 Latin**

The seventh graders have gotten off to a great start in Latin. We have already read several stories from our textbook that follow the life of a Roman family. By reading these stories, the seventh graders have begun to develop their reading comprehension skills in Latin and the ability to translate from English to Latin. We have also begun to learn some basics about Latin grammar, such as how verb and noun endings change. Finally, we have started to learn about the history and

culture of the ancient world by reading the Aeneas myth, and we will continue to look at more cultural concepts as the year continues.

The eighth graders have had a great start to the year as well. We began by reviewing key grammatical concepts from last year, such as the meanings of noun and verb endings, and we have moved onto a unit on irregular verbs. We read stories frequently in order to continue to build students' reading comprehension and translation skills. We also started to read an age-appropriate translation of Vergil's *Aeneid*, and we will continue to look at this and other cultural topics as the year continues.

**Mme Simon**  
**Upper School French – 5/7/8**

With the fifth grade, the first marking period started really well and the new students adjusted.

I am following the curriculum of the book "Bon Voyage." The material and homework are posted on my WEEBLY website on a daily basis. In addition to the textbook page, we use Educreation videos, Quizlet and Kahoot games to reinforce the material. (I bring iPads to class on occasion.)

We have studied the ER verbs, question words, negative, the clothing and we are now studying the verb to be. I strongly advise the students to attend extra help on Mondays and to study from my website since it really enhances their learning comprehension and speaking skills. Bon travail !

It is a pleasure to teach the seventh graders. In the French class, we started reviewing material learned during the previous years such as ER verbs and irregular verbs, question words and negative. The new students adjusted really well.

We worked on a dialog and the students about two French teenagers going shopping and the students performed the narrative in front of the class (from memory).

We are now focusing on clothing and the placement of adjectives. I strongly advise the students to attend extra help on Tuesdays and to study from my website since it really enhances their learning comprehension and speaking skills. Excellent travail !

In the eighth grade, after an extensive review which is the basis for a good foundation, we studied the IR verbs, the

clothing, the placement of adjectives and important rules. We are now learning the reflexive verbs. We use YouTube videos, Educreation videos (created by the teacher), Kahoot games and Smartboard games. Moreover, we have times when we play games such as Kahoot, Socrative or eventually SmartBoard games to enhance the instruction. We are also working on a project called Movenote (on the iPad or computers) and the student has to play the part of a French speaking person. I cannot wait to see the finished product.

I like to use a lot of technology and this method of learning is a lot of fun and very engaging. I strongly advise the students to attend extra help on Tuesdays and to study from my website since it really enhances their learning comprehension and speaking skills.  
Excellent travail !

### **Mr. Rosenfeld/Mrs. Bordiuk Upper School PE**

We are off to a great start this year in Physical Education! The upper school classes started off with a pickleball unit in September. The students enjoyed the brand new equipment and courts. The unit culminated in class tournaments. In addition to pickleball, students also used the wonderful new tennis facility. Upper school classes are now in the process of their Oak Hill Fitness testing which is similar to the previous version of the Presidential Fitness testing. Students will test again in the Spring and their best result will be the one that counts. Students are tested in endurance, core strength, upper body strength, flexibility, and speed and agility. Upon completion of fitness testing, classes will participate in soccer and ultimate Frisbee. Classes will be going outside for as long as possible, so students should prepare accordingly!

As a reminder, students are still required to have sneakers for dress down days even though they do not have to change. We are looking forward to continuing a great year!

### **Mrs. Griller/Computer**

We are off to a great start in Computer Class. The lower school has begun working on several fun projects. First graders have been tested on basic parts of the computer and have made pictures using Tux Paint. Second graders learned more keys of the keyboard and have researched on a country and graphed their findings in Kidspiration. While the third graders used the same program to create Venn Diagrams on books that they have read. In fourth grade everyone was assigned a Google for education account

and they created and shared an acrostic poem using Google Docs. They are also learning proper fingering while typing on the computer. In the upper school students continue their touch typing practice and are learning features of Microsoft Office. Fifth graders wrote Business letters and essays using MLA format in Word, sixth graders created a spread sheet and charts in Excel, and seventh and eighth graders used Publisher to create brochures or write their resume. We are already starting new projects for the second marking period!

### **Mrs. DeVivo Drama**

Welcome back!

The Pre-K students are having a wonderful time in Drama! Their imaginations are running wild and they are such a joy to work with. Each class meets once a week for 30 minutes and in that time the students are role playing and reenacting some favorite children's books. One book that the students especially enjoyed was "Caps for Sale" by Esphyr Slobodkina. They had a great time playing the roles of the mischievous, silly monkeys that take the peddler's caps.

Kindergarten is easing into Drama by learning how to pantomime, use their imaginations and play a variety of drama games. A short time ago, we acted out a story about children who planted apple trees. When the apples were ripe, the children picked them all. The students had fun pantomiming the different foods made with all of those apples.

First grade is brushing up on their pantomime, performance, and audience listening skills. They enjoy acting out animals and verbs. The students also read and acted out two plays; "New Frog in Pond" and "Me and My Shadow." These plays dealt with the theme of acceptance.

Second grade also spent time reviewing drama skills. They, too, have been reading and acting out a variety of plays in class. The first play was entitled, "Rhymin' Liz and the Rhyme Time Kids," which dealt with how to make new students feel welcomed at school. They also acted out a Columbus Day play entitled, "Getting to Know You."

The third graders began the year reading Cinderella tales from around the world. First the students read "Yeh Shen" from China, next "The Hidden One," a Native American version and they just finished up "Rhadopsis" the Egyptian Cinderella. Still to come "Mufaro's Beautiful Daughters" and "Tattercoats. After each play is performed, students discuss all the

different versions similarities and differences. The fourth grade read and acted out a play called "CSI: Mother Goose Land." In this mystery play, Humpty Dumpty didn't accidentally fall off the wall, he was pushed! Detectives Jack B. Nimble and Miss Muffett have the tough job to find out who committed this terrible crime. After reading the play, the students designed costume sketches for the characters and made model set designs.

The seventh grade just completed a unit on Vaudeville. They watched excerpts of Abbott and Costello's "Colgate Comedy Hour" and the Marx' Brothers' "Duck Soup." We ended the lesson with each student preparing and presenting a vaudeville act in class. Students danced, sang, told jokes and did magic tricks just to name a few. Soon, the seventh grade will learn about Charles Dickens and read and act out in class the ever popular "A Christmas Carol."

The eighth grade students have been writing original skits that have a Character Education theme. We hope to perform these skits for some of the lower school classes in early December.

### **DRAMA CLUBS**

Forensics team is working hard preparing for our first competition of the year. It will take place at Rumson Country Day School date still to be determined. This club meets Thursdays from 2:25-3:30.

Dance Ensemble has been meeting on Tuesdays in the SAC from 2:25-3:05. The dancers are preparing for the upcoming Veteran's Day Assembly.

It has been a great start and I look forward to all of the fun and creative work ahead!

### **Mrs. Tyma/Music**

We began this school year in the Lower School by reading a variety of children's books in which we performed melodic refrains and rhythmic patterns to accompany the story telling. Our listening, vocal and rhythmic skills were refreshed after a summer away from music making together.

During October, Kindergarten and first grade youngsters are exploring their voices and the sounds of unpitched percussion instruments with Halloween stories and songs. We are developing/reinforcing skills of steady beat and beat vs. rhythm as well as a conceptual understanding of like and unlike phrases as we chant rhymes and sing songs about carving pumpkins and brewing witches' potions.

Witches are flying in the second grade as well. With songs about witches and their brews, youngsters are developing more advanced rhythmic and melodic skills. We are reading a three-note song from the staff, learning to play it on the xylophones and then adding an accompaniment. We will be creating a rhythmic B section and orchestrating it with "spooky" instrumental accompaniments.

The third grade classes are exploring triple meter and harmonic progressions as we learn to play an orchestration for a Halloween song on the barred instruments (xylophones, metallophones and glockenspiels). In addition, we will be creating our own choreography for "In the Hall of the Mountain King", a movement from the *Peer Gynt Suite* by Edvard Grieg. The concepts of contrast in tempo and dynamics are explored as we study this music.

The fourth graders began the year dancing by learning a square dance (stretching our musical and locomotor skills) and enjoying video performances of banjo, washboard, spoons, jaw harp and other instruments of the Appalachian Mountains. Also, we are brushing off the recorders, reviewing and learning new notes for a descant to an instrumental composition on the barred instruments. This composition is played in various tonalities to compare the difference in sound and structure; we will search for a tonality that will create the most effective Halloween sound. Later in the month we will enjoy guided listening lessons of the tone poem *Danse Macabre* by Camille Saint-Saens who based his composition on a poem by Henri Cazalis. Connections with the Language Arts curriculum will be made when the students study this poem with Mrs. Cook.

The fifth grade classes are continuing the study begun last spring of the music of the American composer, Aaron Copland. This year we focus on his ballet *Billy the Kid*. We've studied the five American folk songs on which the scene "Street in a Frontier Town" is based. As we listen, we'll create dances to show the action that is being described by the music.

In the sixth grade classes, we began the year reviewing meter (simple vs. compound) using hand drum and African drum compositions. In addition, we are exploring a variety of sounds that can be made on these drums as we improvise contrasting sections to these compositions. A piece by Carl Orff for the barred instruments will sharpen our musicianship and listening skills while also reviewing and deepening our knowledge of melodic (pentatonic vs.

diatonic scales), rhythmic (sixteenth notes in all configurations) and elemental harmonic elements.

The Chorus and Oak Hill Players are preparing music for the Veterans' Day Assembly on November 9th. We are very grateful to Mrs. Momyer for joining us again this year as our accompanist for the Chorus. A performance schedule for the year has been sent home to all members of the performance ensembles. If you did not receive it, please contact Mrs. Tyma (ktyma@oakhillacademy.com).

Your interest in your child's musical education makes a difference. **SING, SAY, DANCE, PLAY, LISTEN, CREATE!** These are things you can do at home to enrich your child's musical interest and skills.

SING with your child. Your child prefers your voice to any recording! Singing helps build routines: bedtime, bath-time, cleaning up. Whistle while you work.

LISTEN - I encourage you to attend the family concerts offered by the New Jersey Symphony Orchestra. To find more information about these wonderful concerts, go to [www.njsymphony.org](http://www.njsymphony.org) to view "Education/Community" then "Family Concerts."

Next time.....SAY (talk).

#### **Miss DiMaggio/Art**

First grade made Y-tree's using sharpie and watercolor. They also made symmetrical beaded necklaces and started working on their self-portraits.

Second grade worked in groups to make Eric Carle inspired animal collages. They are currently working on their Piet Mondrian inspired animals using only the primary colors and horizontal and vertical lines.

Third grade made a color collision drawing using watercolor pencils following the rhythm of the color wheel. They made self-portraits in an abstract style based on Pablo Picasso and they are currently working in small groups to make Monet inspired tissue paper collages.

Fourth grade learned how to draw self-portraits based on artist Frida Kahlo and they are currently learning about foreground, middle ground and background while making construction paper building silhouettes.

Sixth grade drew buildings in one-point perspective. They also studied artist Henri Rousseau and drew jungles using water color pencils.

Seventh grade studied Georges Seurat and made a painting using tiny dots called pointillism. They spent some time outside drawing the school. They also learned about positive and negative space in their drawings based on each class' theme.

Eighth grade studied American artist Keith Haring and made their names in a graffiti style using pastels. Using tiny words and no lines, the class made drawing called micro calligraphy.

All fifth through eighth grade students are entering the Doodle for Google contest. Anyone currently in computers may see Miss DiMaggio for information if you would like to enter.

#### **Mrs. Vacca/Mrs. Savarese Student Council**

We're off to an exciting start with our new student council body. They are full of wonderful ideas. On Thursday, October 6<sup>th</sup> we held a **PINK** Dress Down Day for the "Susan G. Komen Foundation, for Breast Cancer awareness. We were happy to be able to send them a donation of \$461. Thank you to everyone for their extra contribution to this worthy cause.

Student Council members went to a Crop Walk Rally in Red Bank in September and then came back full of creative energy in preparation for our motivational Crop Walk assembly which took place on Thursday, October 13<sup>th</sup>. An informative slideshow about local foodbanks was created by Student Council members which started the program and the famous song "We Are the World" was played at the end. How appropriate that was, as the walk was occurring on World Hunger Day. Our dear friend Mrs. Janie Schildge joined in with some personal words that hopefully inspired and motivated all of us. Special return guest was William Gleason, and alumni of OHA, who has been active with the Crop Walk since he was seven years old. William addressed the student body and faculty with some interesting and informative insight about the Crop Walk.

The 36<sup>th</sup> RED BANK Crop Walk was held on Sunday, October 16<sup>th</sup> and we had an awesome Oak Hill turnout of over 50 students. Even alumni came for our family photo which proudly displays our OHA banner. Beautiful weather and walking with friends for a good cause made the 5 miles seem not so long. Remember: WE WALK, BECAUSE THEY WALK! We want to give a big thank you to everyone who walked, or raised money or contributed food. **AMAZING** how selling crop walk stickers for \$.25 and bracelets for \$1 can raise \$305.25. Thanks to everyone who purchased them.



Please remember to turn in your pledge envelopes as soon as possible. Thanks also to all of the Homerooms who reached their class goal of the three items needed to help fill those foodbanks. They had a dress down day on Wednesday. **Oak Hill contributed 183 jars of peanut butter, 582 cans of beans, 63 bags of rice, and 108 boxes of rice. The stage in the gym was overflowing, which certainly did help Crop Walk's goal of food collection of 12,000 pounds to 13,000 pounds!**

**"Mixed Bags"** sale will end on **Wednesday, October 26<sup>th</sup>**. OHA will receive 50% back from all orders places and remember, you can continue to order all year long. Thank you to all those who ordered.

The **FALL HARVEST DANCE** for 7<sup>th</sup> and 8<sup>th</sup> grade students was held on Friday, October 28th from 7:30-10 pm. in the Gym. Snacks and beverages will be provided all for \$5. Students should please remember to wear sneakers and always appropriate clothing to the dance.

Once again, the Mercy Center in Asbury Park will be having a Thanksgiving Food Drive to serve 315 families in the area. A flyer with suggested items will be e-mailed home. Please bring in your food items to the stage in the gym. Anything perishable, please notify the office prior to bringing in the food item. Thank you in advance for your kindness.

Lastly, calling all 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade students! After reviewing the first marking period report cards, the **"S-Elections"** will be selected on Wednesday, November 2nd and results will be posted later that day. Forms will be handed out during homeroom on Wednesday, October 26th and are due back no later than Tuesday, Nov. 1st<sup>th</sup> 8:22 am. Please remember that meetings take place on Mondays!

## ATHLETICS

### Boys Soccer

Mr. Misson's team hung in there this season, but was unable to secure a victory. There are a number of students who will be back next year after gaining the year of experience this season. The following 8th graders will be missed: Grant D'Orsi, Mason Garber, William Hurley, Peter Jaworski, Michael Jordan, Ryan Peduto, Brett Servilla, and Steven Grumet.

### Girls Soccer

This is the fifth year in a row that the Girls Soccer team has qualified for the play-offs after a 21 year absence! Mr. Clapp, in his inaugural season, led his team with a 4-4 record heading into the play-offs. The team lost the opening round to Oceanport to end their season with a 4-5 record. The team finished in third place in the E Division. The following 8<sup>th</sup> graders will be missed: Jordan Codispoti, Nolan Forsyth, Joan Hager, Allie Massimino, Julia Nappi, and Emily Robertson.

### Cross Country

Mrs. Gilfillan and Mrs. Scheuer's cross country team is always a popular sport! Twice a week, students in grades 3-8 run and try to improve their times. The students run between one and one-half miles, depending on their ages.

The team did well in their meet against St. Jerome's of West Long Branch on October 14<sup>th</sup>! Top finishers were: Boys – Steven Sharpe 6:12, Julien Lacher 6:17, Ryan Peduto 6:23, Nicholas Geissler 6:37 and Daniel Shallcross 6:56.

Girls – Sydney Yan 6:55, Jessica Yatvitskiy and Jordan Codispoti 7:33, Sohah Kulkarni 8:14 and Kelsey Scafaria 8:18.

Thank you to Mrs. Bordiuk who organizes the meet against St. Jerome's every year!

On November 6th, the team will compete in the "Run for the Roses" race at the St. Rose athletic fields in Wall Twp.

### Intramural Tennis

Mr. Clapp has his intramural tennis program playing once a week on our **three beautiful Gorski tennis courts!** The students in grades 5-8 play doubles against each other and learn the skills of tennis!

### Pickleball

Our physical education students in the Upper school are enjoying Pickleball this fall! Two courts were set-up on the Harris Family outdoor basketball court!