

OAK HILL ACADEMY
JANUARY 2012
NEWSLETTER

Headmaster's Message
Joseph A. Pacelli

This third newsletter brings us to "Respect," the third trait of the "Six Pillars" on the Character Counts list. This attribute is one which we constantly try to follow here at OHA. Respect is always a two way street. By using respect it shows that we care for others and that we treat them as we would like to be treated. When we respect others, we listen to their thoughts and show that we notice them as people. Showing respect has no age limit. No matter how young or how old, it says a lot about us when we respect others.

Here are the quotes for "Respect."

"Every man is to be respected as an absolute end in himself; and it is a crime against the dignity that belongs to him as a human being, to use him as a mere means for some external purpose."

- Immanuel Kant, Prussian geographer and philosopher

"The highest result of education is tolerance."

- Helen Keller, American social activist, public speaker and author

"The true measure of an individual is how he treats a person who can do him absolutely no good."

- Ann Landers, American newspaper advice columnist

"Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great."

- Mark Twain, American humorist, author and journalist

"Always imitate the behavior of the winner when you lose."

- Unknown

"When you are content to be simply yourself and don't compare or compete, everybody will respect you."

- Lao-Tzu, Chinese philosopher

"I'm not concerned with your liking or disliking me ... All I ask is that you respect me as a human being."

- Jackie Robinson, first major league African-American baseball player

"When we show our respect for other living things, they respond with respect for us."

- Arapaho (Native-American) proverb

"We must learn to live together as brothers or perish together as fools."

- Martin Luther King, Jr., American civil rights leader

"One of the basic causes for all the trouble in the world today is that people talk too much and think too little. They act impulsively without thinking. I always try to think before I talk."

- Margaret Chase Smith, politician

Mrs. Larkins
Director of Development

Spread the Word

We will be having a special open house for families interested in pre-kindergarten and kindergarten during the school day on Friday, February 24th. Attendants are to arrive at the Scire Student Activities Center at 9:00 a.m. The morning will include an information session, classroom visit, tour of campus, and performances by some of our Oak Hill students. Please spread the word to any family that you know might be interested in OHA.

Also note that Oak Hill Academy will continue its financial aid program to benefit our current students as well as prospective applicants. Information has been sent home and is available on our website. Thank you in advance for your continued help.

"Night on Bourbon Street" Cash Raffle and Ad Journal

In celebration of Mardi Gras, "A Night on Bourbon Street" was chosen as the 2012 theme of this year's annual cash raffle, dinner dance/auction, and ad journal.

The cash raffle is part of the school's major fundraising event of the year. The cash raffle itself is a wonderful opportunity to win sizable amounts of money. This will be the 20th year of our progressive 50/50 cash raffle whereby three cash prizes are awarded. The FIRST PRIZE is 70% of the winning 50/50 share up to \$17,500. The SECOND PRIZE is 20% of the winning 50/50 share up to \$5,000. The THIRD PRIZE is 10% of the winning 50/50 share up to \$2,500. Tickets are \$50 each are limited to the first 1,000 sold.

Each current Oak Hill Academy family has received a raffle packet containing four raffle tickets. For every four tickets sold, you will receive, in turn, an incentive ticket qualifying you for our incentive prize, a beautiful amethyst and diamond bracelet valued at \$1700!

The winners of the cash raffle prizes and incentive prize will be drawn during the March 10th dinner and auction at the PNC Arts Center. It should be an evening to remember and we hope you can join us.

Please encourage friends, relatives, co-workers, etc. to take a ticket. Why not take a chance....like they say...you never know!!! (and you will be supporting a worthy cause!)

We will continue the tradition of the OHA Ad Journal in conjunction with our Cash Raffle. It is a wonderful opportunity for a business to advertise to our local school community and a nice place to send a personal message to your child, teacher, etc. Ad forms recently were mailed home.

Proceeds from all these events will continue to support teacher professional development and expand school technology. Please participate at any level and help us prepare for an even brighter future for our children.

Mrs. Misson
Business Manager

This is just a reminder that Re-Enrollment contracts are due Friday, February 10, 2012. Please make sure that both parents have signed the contract/s and that your payment accompanies the signed contract/s. Please include your completed transportation form/s as well. This form is a requirement even if you DO NOT intend to avail yourself of bus transportation.

Miss Murray Director of Personnel/Administration

"Night on Bourbon Street" Kick-Off

On Friday afternoon, January 6 we kicked off our cash raffle season in the SAC in New Orleans style! Students were assigned to teams in the Mardi Gras colors of gold, purple and green and requested to wear those colors on this special dress down day. All students were given beads in the three Mardi Gras colors as well as a lunchtime cupcake snack decorated in those same colors.

Three teams were pitted against each other in a "Wheel of Fortune" type game with answers pertaining to Mardi Gras. To prime the students for the game, two short videos were shown. The videos provided information about king cakes, king and queen of Mardi Gras, floats, krewes and beads. This information came in very handy in solving the "Wheel of Fortune" puzzles.

At the conclusion of the game, the strains of "When the Saints Go Marchin' In" began and Mardi Gras revelers (our own faculty members dressed in masks, hats, boas, etc.) entered the SAC from the side doors dancing and clapping into the crowd. Then another door opened and out came the OHA Mardi Gras float (actually the golf cart decorated in gold, purple, and green tinsel and garland). As the "float" slowly moved through the crowd, our King (Mr. Pacelli) and Queen (Miss Murray) of Mardi Gras could be seen waving from the rear of the float to everyone in the room. Another group of faculty revelers followed them, dancing, clapping and twirling umbrellas.

Everyone enjoyed the afternoon and hopefully came away with a better knowledge of how Mardi Gras is celebrated in 'Nawlins!

Admissions

Our first entrance test was given on Saturday, January 7th. Over 20 children were tested for entrance into grades one through eight. Our kindergarten testing has also begun this month. The PreK is accepting applications for the 5 and 3 day programs.

Hoop Shoot Update

On December 4th, Oak Hill Academy students took top honors at the Red Bank Elks Hoop Shoot at Red Bank Regional HS! Each contestant shot 25 foul shots. There were three age groups for the girls and boys: 8-9; 10-11; 12-13. OHA had four first place winners, three second place winners and two third place finishers!! First place: Brandon Klatsky 17 of 25 (age 8-9); Abigail Cieri 13 of 25

(age 8-9); Alex Klatsky 19 of 25 (age 10-11); Ghillian Ferraiola 19 of 25 (age 12-13). Second place: Stephen Braunstein 15 of 25 (age 10-11), Kristina Nappi 9 of 25 (age 10-11); Logan Lukenda 17 of 25 (age 12-13). Third place winners were: Julia Nappi 8 of 25 (age 8-9), Isabella LoSordo 5 of 25 (age 10-11). Our first place winners competed in Old Bridge on January 7th at the district level. Coming in first place, again, was Brandon Klatsky in the 8-9 year old age group. Brandon will now advance another level in February! Good luck Brandon!! Great job by OHA hoopsters!

Lip Sync

The 23rd Annual Lip Sync will continue with the two-night format! Due to the large number of participants, the PreK-2nd grade will perform on Thursday, March 1st at 6:30pm. Grades 3-8 will perform on Friday night, March 2nd at 6:30pm. The faculty acts will perform on both nights. Songs need to be less than three minutes in length. Details will be coming in February. Practices will be starting on February 21st.

Parent Basketball Game

The Annual Parent Basketball Game will be played on Sunday, March 4th at 12:00 noon. The Lower School parents will compete against the Upper School parents. There will be a practice on Sunday, February 26th. Look for details in the upcoming month!

8th Grade American Scholastic Challenge

This will be the fourth year that our 8th graders will be competing in the American Achievement Scholastic League's Scholastic Challenge on February 24th at 2:30.

This 100 question online test will cover the following subjects: Language & Literature, Geography, History, Science, Mathematics and General Knowledge (i.e., food, art, sports, music, current events, entertainment, mythology). Results will be calculated as a school and as an individual. The contest will take one hour to complete. At the conclusion of the test, the students will convene in the Scire Student Activity Center for pizza and a movie!

M.A.S.T. Academic Tournament

A small group of 7th and 8th graders will be chosen to compete in the Marine Academy of Science and Technology Academic Tournament on Friday, March 9th! The students take a 20 question test in eight subjects. Oak Hill students have done very well in this competition in years past!

Jump Rope - A-Thon for the American Heart Association

On February 14th, the entire school will be participating in a Jump Rope-A-Thon with all proceeds going to the American Heart Association. Students will be asked to wear red that day (along with sneakers) and contribute their dress down day dollars (or more!) to this worthy cause. Jumping will begin at 8:30am and will continue through the entire day, ending at 2:00. Students will be jumping during their PE class. If PE is not scheduled for certain classes that day, a schedule will be created to allow all 422 students to participate! Each participant will receive a memento of the day and the PE teachers will be having lessons geared around heart healthy information. We'll even be taking a school wide picture of all of the students in the gym, shaped in a heart!

SCIENCE UPDATE

The Soler Science and Environmental Center is certainly a busy place! The walk on the boardwalk through the Harris Scienceplex allows the students to observe nature and the changing environment first hand! Our Lower School students are having science classes with Mrs. Cahalane every week (Grades PK-1 are once a week; grades 2-4 are twice a week). In the Upper School, Mrs. Schroeter and Mrs. Billet are exposing the students to a variety of scientific topics through their lessons and hands-on experiments.

Mrs. Cahalane has had the Kindergarten, first and fourth grades conducting experiments in the Kolber Family Solarium. The Pre K, second and third grades are scheduled to start their experiments in the Solarium sometime soon! There are over 50 different species of plants, plus a hydroponics (growing plants with out soil) system in the Solarium for the students to work with. The Upper School will be experimenting during this half of the year, too.

The new science series has a multitude of resources that correlate with each lesson. Students can log onto pearsonsuccessnet.com (every child has already been given a password) to access corresponding videos, labs (including virtual), vocabulary games, quizzes, "science coach," key concepts and main idea. The fifth grade book is Investigative Science; sixth grade books are Cells & Hereditary and Diversity of Life; seventh grade books are: Forces & Energy, Intro to Chemistry; Source and Light; eighth grade books are: Earth

Structures, Earth Surfaces, Astronomy and Space Science.

With a double period of science (84 minutes), a lesson is taught and experiments are conducted, or a lesson is explained and the experiment takes place the next time there is science class.

Listed below are the science experiments that have been conducted during the first semester:

Fifth Grade Labs

1. Intro to Science – Measurement

- A. Using a ruler (metric)
- B. Thermometers
- C. Graduated cylinder-volume, H₂O displacement
- D. Balance-Mass
- E. Volume
- F. Density – mystery masses

2. Scientific Method

- A. What keeps bread freshest?
- B. What will keep apple slices?
- C. Why do scientists use thermometers?
- D. How do scientists make observations?
- E. How does data help draw conclusions?
- F. Which towel absorbs more water?
- G. Which water transport system works best?

3. Matter & Periodic Table

- A. Is air matter?
- B. Matter and mass
- C. Making element models-Fruit Loops
- D. Electrified conductors- metals and non
- E. Matter and volume
- F. Making marshmallow molecules

4. States of Matter

- A. Properties of matter
- B. How can water change state?
- C. Melting temperatures
- D. Too dense to float? (buoyancy)
- E. Changes of state (seltzer tablet)

5. Mixtures

- A. What materials disappear in H₂O?
- B. How can a mixture be separated?
- C. What are solid properties?
- D. Will food coloring mix with oil and water?
- E. How can you speed up dissolving?
- F. How can you separate mixtures by chromatography?
- G. What happens when air heats up?
- H. Observing dissolving

6. Chemical Changes

- A. How to recognize chemical change
- B. Observing energy changes in a chemical change
- C. Exploding bag experiment

D. Which are acids and which are bases and pH?

E. Using a universal indicator – red cabbage

7. Energy

- A. How magnets interact
- B. To bounce or not to bounce (PE and KE)
- C. How do marbles pass along KE?
- D. Conductors and insulators, which is better?

8. Human Body

- A. Microscopes
- B. Making a cell model
- C. Cell models

Sixth Grade Labs

1. Discovering Cells

- A. Compare animal and plant cells
- B. Gelatin cell models
- C. Detecting starch
- D. What is a compound?
- E. Diffusion in the Cell
- F. Effect of concentration on diffusion

2. Cell Processes and Energy

- A. Photosynthesis
- B. Where energy comes from
- C. Cellular respiration
- D. Observing Fermentation
- E. Observe Mitosis with microview
- F. Make model of mitosis

3. Genetics

- A. Heredity
- B. Looking at parent and child
- C. Probability and heredity
- D. What's the chance?
- E. Patterns of inheritance
- F. Is it all in the genes?
- G. Model meiosis

4. DNA

- A. Can you crack the code?
- B. What is RNA?
- C. Effects of mutation
- D. Human genetics
- E. How tall is tall?
- F. The eyes have it
- G. Extract DNA from split pea

Seventh Grade Labs

1. Motion

- A. Speed and velocity
- B. Motion graphs
- C. Describe acceleration

2. Forces

- A. What is it?
- B. Modeling unbalanced forces
- C. Observing friction
- D. What changes motion?
- E. Newton's 2nd Law
- F. Colliding cars
- G. What makes objects move in a circle?

3. Work & Machines

- A. What is work?
- B. Investigation power
- C. Six simple machines
- D. Mechanical advantage
- E. Machines in the kitchen

4. Energy

- A. How high does a ball bounce?
- B. Mass, velocity, kinetic energy
- C. Determine mechanical energy
- D. Soaring straws
- E. Thermal energy
- F. How heat slows - measure heat/temp
- G. Thermal conductivity wheel
- H. Measure heat transfer by conduction, convection, radiation

Eighth Grade Labs

1. Skills Review

- A. Balance
- B. Length, area, volume
- C. Graduated cylinder-H₂O displacement
- D. Measure volume & density
- E. Thermometer
- F. Surface tension
- G. Mystery Masses (density)

2. Introducing Earth

- A. What is a system?
- B. What forces shape earth?
- C. Models of earth's Interior
- D. Identifying unknown inside earth
- E. Density of hot and cold water (convection)

3. Minerals

- A. Microscope review
- B. Mineral hardness test
- C. Classifying objects as minerals
- D. Identifying minerals
- E. Separating elements in a compound
- F. Density, specific gravity of minerals
- G. Examining minerals w/ specific prop
- H. Copper recovery
- I. Crystal trees for holidays

4. Rocks

- A. How rocks compare
- B. Three classifications of rock
- C. Textures & identification
Igneous rocks-course/fine
- D. Liquid to solid- crystal size due to cooling
- E. Sedimentary rocks-classifying into clastic, chemical, organic
- F. Acid test for rocks – sedimentary, metamorphic
- G. How does pressure affect rock particles?
- H. What causes layering of sediments?
- I. Identifying Metamorphic rocks – banded or not
- J. The Rock Cycle
- K. Plate tectonics – models of Pangaea
- L. Earthquakes
- M. Volcanoes

Mrs. Livingston
Lower School Guidance

Grade 1 - This month I shared Be Polite and Kind from the 'Learning to Get Along' series by Cheri Meiners. We learned that when we are courteous, respectful, and kind other people enjoy being around us. When we are polite, others return that politeness thus encouraging everyone to get along with each other. Through our discussion of this story, the children saw the benefits that courtesy brings. We always want to treat others the way we would like others to treat us.

Grade 2 - I shared the book I Like Myself! by Karen Beaumont with the second grade children. Through humorous prose and captivating illustrations, this story reiterates that 'I like myself just because I'm ME inside and out.' We discussed how each of us is different in some way. Not only must we accept our own visible differences, but we must also accept others' differences. After all, it is who a person is on the inside that defines their character.

Grade 3 - The rewards of kindness are many. The children learned through the story Ordinary Mary's Extraordinary Deed, that indeed KINDNESS is contagious. Because of Mary's good deed, the kindness that she showed is multiplied as it is passed on by those who have been touched by the kindness of others.

Grade 4 - From the collection of folk tales entitled Rhinos & Raspberries, I read "The Blind Man and the Hunter." This is a West African tale of learning from your mistakes. We followed with a good discussion focusing on the following points: If you do something wrong and no one sees it, how does it affect you; differing abilities—focusing on one's strengths and abilities rather than one's weakness or disability; apology and forgiveness; and prejudging.

Mrs. Weikes, Director
Mrs. Wood/ Mrs. Grobelny
Mrs. Scheuer/Mrs. Lambert
Pre-Kindergarten

Happy New Year and best wishes for 2012 to all of our Oak Hill Academy students and their families. We hope that everyone enjoyed a memorable and joyful holiday season.

Students in both Pre-K classes eagerly returned to school and welcomed in the new year with a unit on hibernation. Students brought in bears from home and created individual caves for the bears. Lessons included graphing

animals that migrate and those that hibernate.

Speaking of bears! Author, Jan Brett's story "The Mitten" came to life as students acted out this wonderful story stressing inclusion and friendship. The students wore puppet masks and climbed under a white blanket to represent the mitten. The children then rolled across the floor as the huge bear in the story sneezed. What fun!

Pre-K discovered Ms. E and completed an alphabet review of letters and sounds introduced to date. Rhyming is a Pre-K ongoing skill, while word families and curriculum generated sight words have now been introduced.

In preparation for 100 Days of School, students are practicing counting to 100. You may also observe the students counting by 2's, 5's and even 10's.

We are graphing, sorting, and classifying objects. Lessons on telling hourly time, coins and correctly forming numbers to 20 are being highlighted throughout January. Our new-for-2011 iPads provide us with numerous APPs and opportunities to strengthen and reinforce reading and math skills.

Our character trait for January is perseverance. Students developed a meaning for dedication and hard work and have easily transferred these concepts to Martin Luther King, Jr. and his effort for peaceful change and civil rights. Students in both classes placed stockings over their hands to see if they felt different when shaking a friend's hand. Their responses reaffirmed children possess wisdom beyond their years. Literature included: The Little Engine That Could, and Martin's Big Words. Students also listened to portions of M.L. King's "I Have a Dream" speech and illustrated pictures detailing their own hopes and dreams. To culminate the lesson, each student traced their handprint in various skin tone colors creating a friendship wreath which included the handprints of other classmates.

Coinciding with Martin Luther King Day our author of the month for January is Ezra Jack Keats. Students were amazed to learn that Keats classic tales, "A Snowy Day" and "Whistle for Willie" were the first children's books to depict an African American boy named Peter.

Pre-K will begin swim in January and students cannot wait. On January 23rd our Chinese New Year celebration highlighting "The Year of the Dragon" will

begin with some festivities in the Student Activities Center including a Lion Dance parade, Chinese writing on rice paper, crafts and a sampling of various Chinese foods.

During Music and Movement classes with Mrs. Weikes, children will work on strengthening gross motor skills and begin to prepare for our trip to the Sunrise Assisted Living facility in February to present "Love Songs for Seniors." Students will complete valentines and plan a party for our senior friends. Our Valentine's Day Tea will be held on February 13th when the Pre-K moms will be in attendance.

Once again, Happy New Year, and as these bone-chilling days continue, think spring!

Mrs. Schwartz/Mrs. Caprara
Mrs. Colbert/Mrs. Gilfillan/Mrs. Shaw
Kindergarten

HAPPY NEW YEAR! We are thrilled to start 2012 in Kindergarten and to reflect on all of the exciting things we did at the end of 2011! December was a truly festive month in our classroom. We learned how the holidays are celebrated around the world by leaving a shoe outside of our classrooms for St. Nicholas and his horse and preparing cinnamon buns for Santa Lucia Day. Our class holiday party included a surprise visit from Santa who distributed gifts to all of the children. What fun to have the Kindergarten parents come in to help decorate individual gingerbread houses! Each and every house was so unique and we're sure just as delicious to eat.

No month would be complete in Kindergarten without a field trip. In December we visited Woodfield Christmas Tree Plantation. We learned a great deal about different types of trees and were treated to hot chocolate and candy canes.

We are so excited about beginning this new year that we celebrated with a special New Year's party complete with hors d'oeuvres and watching the ball drop in Times Square. Wednesday has become such an anticipated day in Kindergarten with special snack. The parents are doing a great job-thank you!

In Math the children have learned how to identify geometric shapes and patterns. They're realizing that math is a part of their everyday lives which makes it easier for them to relate to the concepts.

The Letter People continue to join our Kindergarten family. We have welcomed Ms. P, Mr. B, Mr. Z, Mr. I and Ms. S. With two vowels now we are able to make so many more words.

The children have begun our Writing to Read program. We are so impressed with the progress they are making thus far. They are now starting to apply their sounds and sight words into writing stories. The children will soon be given journals to write in at home. This is a great opportunity for them to further fine tune their writing skills.

We are gearing up to celebrate the 100th day of school in February and look forward to what the rest of the year has in store for us!

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

Happy 2012 to all our first grade families!!! We are all back and hard at work. We are off to a good start!!! We have been learning about Martin Luther King, Jr. and his pursuit of PEACE, LOVE, and HARMONY. The wonderful book, "Martin's Big Words, the Life of Dr. Martin Luther King, Jr." by Doreen Rappaport inspired us with actual stories about Rosa Parks and Dr. King. We were also able to view the video of the book on our big screen TV.

In math, we are expanding our higher level thinking skills in the following areas: making addition and subtraction stories, writing number bonds for number pairs, ordinal numbers and addition facts. Parents please continue to review all fact cards.

Our Wordly Wise lessons have provided our students with stories and materials which enrich not only vocabulary but also oral language. The use of workbook pages really helps our students to broaden their proficiency and fluency.

We wrote delightful stories about how our mittens keep us warm during the cold winter months. Using colorful adjectives really made our stories fun to write and FUN TO READ!!!!

**Mrs. Buchner/Mrs. Connell
Mrs. Hunter
Grade 2**

Happy 2012 to all our families! A new year allows us to discuss the meaning of setting realistic goals, and the steps necessary to reach them. All our second graders have chosen one goal, and have

written ways in which they will work hard to attain this goal.

In our reading program, we have almost completed Unit 3 entitled "Better Together." We had many writing assignments relating to working together as a team. At the end of each unit we administer the unit test which covers all skills taught. A unit usually lasts four to five weeks.

In social studies, we had meaningful discussions and lessons on the lives of Martin Luther King, Jr. as well as Rosa Parks. We wrote down ways we could all make a difference by showing respect and acceptance of the "differences" we see each and every day. We will continue our study of famous African Americans during the month of February.

We also began our lessons on Chinese New Year. Happy New Year (Year of the Dragon) to our Chinese families. The beginning of the New Year begins on January 23rd and lasts for fifteen days.

In our Singapore Math Program we have started Chapter 5, multiplication and division. We are stressing the importance of understanding that multiplication and division deal with equal groups, and to use related multiplication facts to find related division facts. It is very important that your child memorize the two, five, and ten times tables. They are timed on a daily basis.

Lastly, we have begun cursive handwriting. The children are so excited and they will occasionally have practice homework assignments sent home.

We are looking forward to the second half of the school year with your hard working children.

**Mrs. Alexander/Mrs. Pampel
Mrs. Rooney
Grade 3**

We are pleased that the majority of the third graders have mastered their multiplication and division facts.

In social studies, students are beginning the study of American pioneers as they moved westward with the reading of Kirsten Learns a Lesson. Students are learning facts the way they did in 1854 with lots of memorization and recitation.

In novel study the students have finished reading our second novel Emily's Fortune, and have enjoyed seeing each student's presentation of their activity. "Jeopardy" concluded our fun with this widely enjoyed novel.

Our first series of three books in book club will be ending soon. We're pleased at how well the students are able to discuss their ideas and insights.

Scholastic News articles about Mt. Vesuvius, endangered animals, Washington crossing the Delaware and the sport of Lacrosse were among the topics we read and discussed. Each issue also helps strengthen a specific reading skill, such as main idea and details or compare and contrast for example. Vocabulary building and various types of graphs, tables, and maps are also reinforced each week.

**Mrs. Crouse/Mrs. Roehrig
Mrs. Tolleth
Grade 4**

Many thanks to our fourth grade room mothers for a delightful Christmas party. We appreciate your efforts at such a busy time of year.

The fourth graders had a phenomenal time in the Pine Barrens in historic Whitesbog Village on December 1st. We attended a program called Lenape Living. We had beautiful, cool December weather and we experienced life, as close as it could be, to the way the Lenape lived. We spent most of the day outside. In clans of four or five we thatched a wigwam made just as we learned. We ground corn into corn meal and added cranberries and maple syrup to fat being heated over an open fire. We were making pemmican, which we got to eat after it chilled in the cold air. We made herbal medicines and learned their uses, and played Lenape games made of bones, stones and string. The students took part in a couple of Lenape stories. We experienced the life of these people who lived in Scheyechbi (Lenape name for New Jersey) for over 12,000 years. We learned from them that we need to respect our earth and all that it gives us. Our instructors showed us how the Lenapes' respect for land and life ties into our lives and the need for respecting people, resources, and our earth. Reduce, reuse and recycle are not modern ideas. The Lenape did it for thousands of years.

We finished up our novel study and hated to say goodbye to our *All-of-a-Kind Family* by Sydney Taylor. We gained lots of insight into character traits and literary techniques as we enjoyed this story. Upon our return to our *Treasures* reading book, we were entertained with a folk tale and the timely biography of Martin Luther King, Jr., which was written by his sister. Lessons

of perseverance and working together came alive in these selections.

In English, we finished our unit on verbs and tried a poetry format which combined words and math. Look for our Mathematickles in *Early Reflections* this spring. We visualized cold, snowy weather to help spark our creativity as we wrote another poetry form, the cinquain.

The fourth grade had their first Writer's Celebration where their personal narratives were enjoyed by our guests. We then focused our studies over the next few weeks on examining the components of what makes a good paragraph. Putting our studies to test, students created group paragraphs. Each student created a lead sentence and then passed their paper on. The next student had to properly identify the topic and main idea so as to add a supporting sentence. The papers were then passed around for subsequent students to add additional supporting sentences with the final student added a closing sentence. Needless to say we had some exciting writings!

For holiday fun, the students watched popcorn being popped in a dome popper. They were then asked to write a descriptive piece, using their five senses, taking the perspective that **they** were one of the kernels! Of course, as a reward for their fabulous stories, the popcorn was enjoyed by all.

Our next unit of study is expository or informational writing. We finished immersion - studying text and text formats - in preparation for our own autobiographies. We are ready to create interesting informational paragraphs in preparation for our wonderful autobiographies. Watch for our next big Celebration----you certainly won't want to miss it!

Mrs. Reago/Mrs. Bordiuk
Lower School PE

In the third marking period part of the children's grades are based on their swimming skills. In the pool we have been working on specific skills since September. The children are tested on these skills and then graded. There will be no more swim classes until March or April. A note will be sent home informing you when your child will swim.

Now that swimming classes have ended until March, we are having health class once a week for grades 1-4. The subjects we will be covering are safety (stranger, fire, bike, automobile, etc.), hygiene, nutrition, and drugs. In the area

of drug education we will be introducing the gateway drugs of alcohol, tobacco, and marijuana. Also in the third and fourth grades we will be touching on harder drugs (cocaine and heroin).

In the P.E. classes we have started our jump rope clubs. Once or twice a week, the children will be working on their jump rope skills. Each student is given a card with the skills they need to accomplish to pass a certain club. A child starts in the green club and then continues to yellow, red, blue, silver, and gold. At the end of the year, everyone who passes a club is recognized at an award assembly and is presented with a certificate. Children passing the silver or gold club are presented with a trophy.

In March we will be re-testing for the presidential challenge. I hope all of the children have been practicing to improve their fitness. The U.S. ranks first in the world for having the most overweight and unfit children. Fast foods and computer games have turned many children into overweight couch potatoes. Please encourage your children to be active and to achieve the awards we offer. Also try to keep them away from fatty & sugary snacks.

Mrs. Cahalane
Lower School Science

The Pre-K students completed a unit on The Five Senses. "Hearing Eggs," "Mystery Smells" and color filters were some of the hands-on ways students explored their senses. We are now doing science activities using magnets.

Students in Kindergarten have been learning about plants. All kindergarteners planted Brassica seeds and we kept them in the greenhouse as they grew. When the plants reached a height of two inches, we ran a controlled experiment testing the effect of Miracle-Gro on our plants. We have just started a unit on Color Chemistry.

First grade students completed a unit on Rocks and Crystals. We used our large collection of rocks & crystals in the Science Center to study rock classification. We have recently begun a unit on botany. The first grade students are running an experiment on plant cuttings. Our plant cuttings are kept in the greenhouse and we check them weekly. We are trying to find out the best way to propagate plants from cuttings - using water or soil.

Second grade students have been studying paleontology. They made their

own mold fossils and cast fossils. Students dug for dinosaurs in the classroom and completed a virtual excavation using the classroom interactive whiteboard.

Students in third grade are studying Earth Science. We created models of the Earth's interior and have begun studying the three different types of rocks: igneous, metamorphic and sedimentary.

Fourth grade students are finishing up a unit on DNA and genetics. All students created three-dimensional models of DNA and completed an activity on space alien genetics to understand the laws of heredity. The fourth grade students have an experiment in the greenhouse as well. We have a hydroponics systems up and running and all students are growing lettuce from seed in the hydrofarm. They are amazed to see how quickly the plants are growing in this soil-less system. The students can see first hand that nutrients are delivered directly to the plants' roots which results in a faster growth rate. We are hoping to have a salad party soon!

Mrs. Vacca
HO HO (Heads On, Hands On)

Gung Hay Fat Choy! or Happy Chinese New Year! Students have been busy making various types of dragons to celebrate the beginning of the Chinese New Year. January 23rd starts the beginning of the Year of the Dragon, 4709. Those individuals born this year are energetic and full of determination. They inspire others, set high standards for themselves and usually succeed. This holiday lasts 15 days which tends to focus on giving thanks and spending time with family and friends. Lion dances, RED envelopes, eating special foods, fireworks, and kite flying all contribute to the celebration of this lunar calendar honoring Heaven and Earth. The use of the iPads provided a wonderful powerpoint on various Chinese dragons. The visuals were both colorful and informative.

Preparations will be in full swing now that all the lower school students are meeting once a week for Ho Ho. Posters will be sketched as advertisement, Littletown houses drawn, along with stamps for the Pagoda Post Office, creative masks for the Tang Theater located near Hunter Hill, menus for the Chang Café, clay pretzels for Buchner's Panda Pretzels, and so much more. Final touches are being put on the Littletown Day invitations, thanks to Mrs. Griller and the third graders along with the design of the "tiny bucks," by the fourth graders. In February, a much detailed packet will be

coming home about our annual event called **Littletown Day** which be held on Thursday, March 8, 2012. It is a half day and fun for all, so mark your calendars and encourage your child to continue earning those important **"tiny bucks."** Also, students should be writing mail to each other using the Littletown Day Address Book that will be going home at the end of the month. Students can also earn **"tiny bucks"** by submitting items for inclusion in the Littletown Press. Thanks again to our editor, Mrs. Wiener for taking on this important job. The Ho Ho room is bursting with enthusiasm anticipating the upcoming event.

Mme Koar Lower School French

The first grade song du jour is "Avec un gros nez" ("With a big nose"). The children are practicing the names of animals: dog, cat, cow, pig, bird and fish, all of which have a big nose. Alain le Lait is the song writer and he also has un gros nez, but he doesn't care because he likes his nose. This lesson blends nicely with a review of the parts of the body and playing "Madame dit," (Simon Says) which is a favorite game in first grade.

The second grades continue to acquire vocabulary about the calendar. We have learned the days of the week, months of the year, and the four seasons. We will be adding new phrases to describe the weather in each season. The "Salut" rap song about greeting by John De Mado can be viewed on my web page: www.madamekoar.weebly.com

The third grade continues to design their Pictionary which now includes many foods and beverages. Our song "du jour" is "Je suis une pizza" (I am a Pizza) which can be viewed on the above web page for third grade. We will be acquiring much new vocabulary about food and comparing eating habits between France and the USA.

The sixth grade completed chapters four and five from their text, a total of nearly 140 new vocabulary words! The students also illustrated many well-known monuments and sites in France to add to their cultural notebook. I am very proud of all the sixth grade students who gave their best effort to acquire all the vocabulary in a few short months. Bravo!

Mme Simon Grade 4 French

After studying some verbs, we ended the school year by studying the food with the help of a power point that I created and then we practiced a dialog about

"Ordering Food" in a restaurant. The students did a great job with their pronunciation and I saw a great improvement.

This week, we started the "Clothing" theme with the help of an iPad projected on the big screen. While the students will be mastering the vocabulary, we will go to the Tech Class and each child will be able to play games on a "Quizlet" on an iPad to practice the vocabulary. The children are very excited to play with the iPad.

The students can access my website and the "Quizlet." This can be used with a regular PC, iPad or Mac as well. Just click on the link 4th grade on my website: <http://ohamadamesimon.weebly.com>

It is a pleasure to see the enthusiasm of the children during our classes. EXCELLENT TRAVAIL !

Mrs. Juska Upper School Advisor A New Semester with a New Attitude

For every student, the fall semester in school is a time to adapt, try to meet their resolutions for better grades, and put all their energy into producing their best work. After midterms or big tests, students have a tendency to relax. This is chiefly due to the fact that they are comfortable with their teachers and know what is expected in class. Classwork and homework are routine. And, they know how to compensate when they relax a little too much.

On the other hand, spring semester differs from the fall in that review of the prior grade has finished, and new material is presented on a higher thinking level. By the end of spring semester, students are introduced to their next grade level's material. What causes many students' grades to drop during the spring semester is taking for granted that the spring semester will be a repeat of the fall.

What can you do to keep your child going strong and not giving into the "lazy days of winter?"

- Keep up with checking your child's homework planner.
- Stay in touch with teachers.
- Minimize the after school activities/sports that drain your child's energy needed for homework.
- Stress a good night's sleep and an ample, nutritious breakfast.
- Don't take extra vacation days – this disturbs your child's routine and learning process at school.

- Use weekend days to review the past week's work with your child. Also, this is a good time to anticipate what he/she may need to prepare for the following week.
- Check on your child's school supplies – pens, pencils, calculator, notebooks, and textbooks.
- Missing something? The school's gym has a lost and found that houses jackets, bags, and miscellaneous clothes and shoes. It's worthwhile to check!

Mrs. O'Connor Grade 5 Literature/LA

The fifth graders should be congratulated for successfully completing their first Big Test experience! They all worked hard to try to do their best. Now the students know what to expect in June as we start our second semester curriculum.

In Unit 4 of the Literature Series, we will experience fiction, nonfiction, and poems exploring insights from animals.

Unit 5 in Grammar will focus on capitalization and punctuation. We will write personal narrations relying funny experiences we had. They should be fun to share in the classroom!

Mrs. Daly/Mrs. Juska Grades 5 & 6 Reading

The fifth grade students are just finishing our first textbook, *Read for Real*, with great success. While practicing reading comprehension skills, students studied many fascinating topics ranging from the Wild West and the Pony Express to relocating wolves in national parks. The reading program taught students how to map out stories and themes while focusing on comprehension strategies. Our next series, *Voices in Reading*, introduces students to new skill units. These stories focus on specific moments in history that have made a difference in our world.

Students continue to enjoy the supplemental series, *Surprises*, and the monthly magazine, *Storyworks*. The fifth graders did well on the "Big Test," and, they should be proud of themselves.

Mrs. Matson Grades 5 & 6 Geography

The Results of the final round of the National Geographic Bee are in! **Anne Medlin** was the winner and she will take the test to qualify for the State Geographic Bee this week. The runner-up was **Sela Britton**, followed by **Matthew Prince**. The other finalists

were: **Anshul Agrawal, Richard Soler, Tim Scafaria, Victoria Momyer, Liam Haley, Jonah Haskin, and Megan Scafaria.** Scoring right below them were: **Eighth Graders: Alex Kelly, Peter Samaras; Seventh Graders: Travis Schuhardt, Jacob Yatvitskiy, Gilbert Rashkovsky, Amanda DeStefano, Jasmin Shen, Josie Larkins, Rebecca Carmeli-Peslak, and AJ Niedermeyer; Sixth Graders: Luke DeCresce, Jake Lawrie, and Dylan Raskin, and 5th Grader Lucas Bruckmann.**

Congratulations, Anne, and good luck on the State Qualifying Test!

History and Geography Fair News Coming in MAY!

The History and Geography Fair will be held in the Gym from Wednesday, May 16th through Friday May 18th.

Sections of projects will be handed in on these deadlines, using the following format:

MARCH 15th: SUBMIT PRELIMINARY EVIDENCE OF RESEARCH

Student brings in evidence of at least two sources, with notes.

APRIL 20th: SUBMIT FINAL RESEARCH & PRELIMINARY FINDINGS

A neat description or outline of research, work and findings. Record Bibliography!

APRIL 30th: LIST MATERIALS YOU HAVE OR WILL USE IN PROJECT AND THE PROCEDURE YOU FOLLOWED, OR ARE FOLLOWING.

Type or write each section separately and neatly, and submit to teacher.

Each student should describe his or her individual part in a shared project.

MAY 7th: SUBMIT A BIBLIOGRAPHY OF SOURCES. Type or write neatly.

Must use correct bibliographical form. **Minimum** number of resources: 5th Gr: 2, 6th Gr: 3, 7th Gr: 4, 8th Gr: 5.

MAY 14th: FINAL CONCLUSIONS/ COMPLETE YOUR PROJECT.

The conclusion should be typed or written in correct paragraph form and should be approximately one page long. Conclusion must be handed in separately to teacher, even if a copy is on display board! Each student in a pair must have his or her own conclusion! Conclusions may NOT be identical!!!

MAY 16th: PROJECTS SET UP IN GYM BEFORE HOMEROOM.

All projects must be complete, and set up in the gym by Wednesday, May 16th, or risk a seriously lower grade. Student name(s), Grade and Class Period must be visible on all parts of presentation. On Thursday and Friday they will be viewed by Grandparents/Special Relatives.

Projects must be removed at the end of the day on Friday, May 18th!

**Mr. Bruckmann
Grade 5 Math – Glencoe**

From adding and subtracting decimals to multiplying and dividing decimals, this was the initial focus of our new unit in the Glencoe series. The students spent some time incorporating the distributive property in multiplying decimals by whole numbers and other decimals. These skills were then used in finding perimeter and area of objects before progressing into the dividing of decimals by whole numbers; decimals as well have zeroes in the quotient. The unit concluded with using the metric system to understand mass and capacity and how our understanding of multiplying and dividing decimals was used in changing metric units.

The divisibility theme continued in the fifth unit as we looked into divisibility rules so that we could use prime factorization to help us find the Greatest Common Factor (GCF) and thus simplify ratios and fractions more efficiently. Most recently we prepared for our first Math Mid-term (or BIG TEST) as an upper school student. Students were given review packets and participated in class reviews to prepare for this milestone.

Chapter six will bring to light the methods behind adding and subtracting fractions and what that means in terms of our number sense based on what fractions represent.

**Mrs. Cotterell
Grades 5 – 8 Math**

Grade 5 Math

This marking period started with Chapter 5 which is a detailed study of prime numbers, prime factorization, Greatest Common Factor (GCF) and Least Common Multiple (LCM). This hard working group of students grasped these topics quickly. A firm understanding of these concepts is essential for their study of fractions. Chapter 6 introduces the addition/subtraction of fractions. This chapter encompasses estimating fractions, working with unlike

denominators and subtracting with renaming. Chapter 7 covers the remaining operations for fractions. The students liked learning the new skill of cross simplification; this makes multiplying fractions quite easy! We had to take a break from our work in order to review for the big test; however, we will resume Chapter 7 when exam week is over. Homework continues to be done in a conscientious manner. Thank you for your support at home.

Grade 6 Math

We have continued our study of SAT questions. The students are very enthusiastic about solving them. They are a pleasure to watch and teach because they always want more! The entire marking period was essentially devoted to signed numbers. The students worked diligently as they progressed through the four basic operations. We applied the concepts of signed numbers to solving equations and inequalities. The students used proper algebraic form including checks and graphing solutions. Graphing solutions for inequalities can be quite challenging! The last 2 concepts in Chapter 6 were completing function tables and graphing linear equations. I hope you had a chance to look at your child's homework. The quality of the homework was outstanding! We also began Chapter 7. This chapter focuses on all operations as they related to fractions. We are moving at a very good pace. We will be covering many new topics as the school year continues.

Grade 7 Math – Glencoe

The primary focus this marking period was statistics and geometry. Because we have an integrated approach to teaching mathematics, the students were familiar with several of the graphs we studied i.e. bar graphs, line graphs, line plots, circle graphs. We took this basic understanding and added new dimensions. For example, in previous years, the students learned how to construct circle graphs based on estimates whereas this year the students had to construct circle graphs by calculating the percent of each component and determining the corresponding number of degrees. The students were not too anxious for the geometry chapter. We covered new concepts such as transversals, alternate interior and exterior angles and theorems to determine congruency between triangles. In spite of the moans and groans, the students did quite well. I reminded the class that geometry will return in high school, so the firmer their grasp of the concepts now, the easier it will be the second time around! We were

also able to begin Chapter 5 which involves the foundation for fractions. The students began with topics they were familiar with such as divisibility rules, prime factorization, GCF and LCM. We also introduced new concepts such as rational numbers. We took a break from this chapter to prepare for mid-terms. We will resume our work after the exams.

Grade 8 Math – Introduction to Algebra

The focus of this marking period was the foundation for fractions: rules of divisibility, prime numbers and factorization, exponents, Greatest Common Factor, simplifying, Least Common Multiple, multiplying and dividing monomials and negative exponents. These concepts are particularly important as they allow the students to perform the four basic operations of fractions. From there we moved on to rational numbers – adding and subtracting fractions and decimals and solving equations and inequalities. We spent the last week of the marking period reviewing for the mid-term. The small class size allows me to be certain that each student has a firm understanding of the concepts. The students are continuously asked questions so there is ready identification of any weaknesses. These students are truly a pleasure to teach!

Mrs. Schroeter **Grade 5 Science**

Our fifth graders are continuing their study of physical science. While learning about elements and molecules, the students enjoyed another delicious lab by making “marshmallow” molecule models. A review of the properties of matter included labs about density and buoyancy. Mystery masses was a favorite lab in this section. Students were able to figure out, by knowing density, whether objects will sink or float. After a review of the use of thermometers and discovering the Celsius boiling and freezing points of water, a unit about the 4 states of matter (solid, liquid, gas, and plasma) was completed. A favorite lab was observing the melting points of several food items (which became a food lab in the making of smores – the students are so creative). The fifth grade has now successfully experienced their first “Big Test” (congratulations), and a new semester has begun.

Dr. Kuyat **Grade 5 Math Workshop**

In fifth grade Math Workshop, we are continuing to offer warm up exercises that both allow students to solve problems their own ways and encourage

them to implement Singapore Math strategies. The major project for the marking period was the research and design of a presentation demonstrating the importance of mathematics in several key holidays—Three Kings, Diwali, Chinese New Year, Hanukah, Kwanza, and Christmas. We began another project that will continue through the next marking period in which students must investigate the many ways mathematics is utilized in the sport that has been assigned to each group. In addition to mathematics, students are learning the responsibility of roles in a group, the need to be original in their writing, and how imperative good communication is in delivering effective presentations.

Mrs. Juska **Grade 5 Tech**

The fifth grade tech class is working hard. The new year has brought new enthusiasm to the tech room each week. The students are focusing on creating projects about ancient civilizations using the ipads. Each student is exploring the use of keynote and continues to follow the program while explaining his/her individual project to classmates.

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

Sixth graders prepared diligently for the “Big Tests” this marking period. Learning to review a large body of material, to identify what is important in that material, and then to synthesize the information reinforces the study skills that Oak Hill students develop and carry with them.

After reading the quirky and sometimes menacing stories of the “Chills and Thrills” unit in literature, we are ready for gods and goddesses to fill the classroom as we begin our new literature unit, exploring the theme of passing on the oral tradition in our reading of myths from around the world. These engaging stories will entertain us with how ancient civilizations explained the beginnings of things in the natural world before the emergence of science...

In the writing of their compare/contrast essay, sixth graders used their critical reading skills to analyze and synthesize material from the “Finding Your Place in the World” unit in their literature text and then created well organized and well thought-out writing pieces.

Mrs. Daly **Grade 6 Reading**

The sixth graders are successfully completing the *Read for Real* program. The series offers reading drills, comprehension strategies, and great stories. In addition to historical events, the readings introduced the students to several people who have made a difference in the world. Other readings have included Gandhi, Miep Geis, Hans and Sophie Scholl, and more heroes who have helped those in need.

The classes also took a turn on the dance floor as the finale of a story called *Mad. Hot Ballroom*. This is a non-fictional account of the ballroom dance competition in New York City’s public school system. Three schools were followed from the beginning of the program right through to the City Championships. Stories of goal-setting, perseverance, winning and losing helped students understand the universal themes about life. At the end of the unit, students learned the meringue, the fox trot, and the swing. The sixth grade loved it. It was a nice end to the unit.

Students did well on the “Big Test” and should be proud of themselves.

Grade 6 Tech **Mrs. Juska/ Mrs. Grier/Mrs. Vacca**

The sixth grade traveled from the Middle Ages to the Age of Renewal – the Renaissance. They will focus on the illustrious families of the Medicis and Borgias, and the artistic and literary personages of that time. Their goal is to become experts of their topic – and deliver multimedia-enhanced presentations. They may choose between the iPad2 and the PC for producing their work. All work will be completed at school.

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

Details to follow in next newsletter.

Mrs. Palamara **Grades 6 – 8 Math**

Grade 6 – Glencoe

This marking period focused on number patterns, fractions and percents. Students learned to find the prime factorization of a composite number and to use these factors to find the greatest common factor and the least common multiple of two or more numbers. They learned to recognize and extend a pattern for sequences; to solve problems by making a list; to illustrate the meaning of percent; and to find the probability of a

simple event. They also began work on integers: comparing, ordering and finding the absolute value. They also learned to add and subtract integers and to plot points on a coordinate plane.

Grade 7 – Gateways

Ratio and proportion are at the center of many relationships among real world objects. Therefore, there are many ways to approach the subject. Students learned to emphasize ratios between different units of measure. Many of the applications of ratio and proportion were treated in the problems. Density was formally discussed because it is such a rich application and an important link to science. They also continued to emphasize the relationship between geometry and arithmetic, culminating in a section on similarity. They also began their work on data analysis, looking at circle, line and bar graphs, and histograms, scatterplots, pictographs and artistic graphs.

Algebra I

During this marking period the students learned to write linear equations and how to apply them to real-life situations. They discovered the relationship between the slope formula and the point-slope form, as well as the relationship between the slope-intercept form and the point-slope form. They found the equation of the line using two points and equations of parallel lines and perpendicular lines. They learned that the product of the slopes of perpendicular lines is -1 and discovered that the slopes are negative reciprocals. They have also begun their study of solving and graphing linear inequalities. They are on their way to solving compound inequalities, absolute value equations and inequalities and graphing linear inequalities in two variables. They have a most challenging marking period ahead.

Math-A-Thon

Our annual fundraiser for St. Jude Children's Hospital is here again. Math-A-Thon is designed to be an educational learning experience for your child while raising money for the children at St. Jude who are counting on our help.

Last year 98 students participated and raised \$10,511. Aside from the prizes awarded by St. Jude Hospital, all participating students will receive a dress down day in the spring.

The Math-A-Thon Funbook is now available at www.mymathathon.org. It includes games, hospital information and updated problems. Please decide if you want the online or the paper version of the Funbook for your child when turning

in the permission slips. All grade levels are included online.

For more information about Math-A-Thon, please visit the website: www.mathathon.org. Look for permission slips coming home soon!

Mrs. Vacca **Grade 6 Math Workshop**

Students continue to put the final touches on their toy projects. We've worked on filling out a check, addressing mailing labels with postal directions and the difference between cost to make and prices to sell to compute your profit. Creativity will be an important part of this project along with applying good math skills. Presentations will be made and students will tally their purchases spending their \$50.

Sra. Dotto **Grades 5-8 Spanish**

Spanish - 5

This marking period, the fifth graders have worked very hard and have mastered all the material covered. In Spanish class, we learned all subject pronouns, the conjugation of the irregular verb ser (to be), descriptive adjectives, formation of sentences in the plural and negative form, and over 15 ar-regular verbs. Also, we studied the geography and history of Spain.

Class, I want to take this opportunity to tell each one of you how much I enjoyed getting to know you. It was a great pleasure to teach you, we had fun and learned quite a lot. I am very proud of what you have accomplished and I am looking forward to seeing and working with all of you in sixth grade. ¡Buena suerte!

Spanish – 7

In the seventh grade, we have progressed at a very nice pace. We have covered expressions and vocabulary about making plans, inviting someone to do something, body parts, the conjugation of over 15 er-regular verbs, the irregular verbs decir and dar, the usage of the verb venir, along with irregular first person verbs such as: traer, poner, salir, hacer, ver and saber. The students have also learned the geography, history, and culture of Costa Rica.

Furthermore, students have been practicing a dialogue, which they presented in front of the class (from memory). Their pronunciation was great and they all showed a great deal of enthusiasm. ¡Buen Trabajo!

Class, it was a great pleasure working with you. We had a lot of fun and learned quite a lot. I will miss you.

STUDENTS TAKING SPANISH IN 8TH GRADE. PLEASE KEEP YOUR TEXTBOOK AND WORKBOOK FOR NEXT SCHOOL YEAR.

Spanish – 8

In eighth grade we have been studying one of the most confusing irregular verbs for a non-Spanish speaker to learn, the difference between the verb ser and the verb estar (both verbs mean "to be", but are used under different circumstances). The students have worked very hard with these verbs and I am pleased to say that they have mastered them. Also, they have been working with a good amount of prepositions and adjectives specifically used with the verb estar, negation with nunca and casi nunca and completed the second section of chapter 5.

Mrs. Tirella/Mrs. Duffy **Grade 7 Language Arts**

We have accomplished so many things this first semester. Our written work continues to develop as well as our vocabulary and sentence structure.

In Language Arts, we have just completed a unit on verbs and will begin a unit on modifiers: adjectives and adverbs. In vocabulary, we will carry on with our units in *Vocabulary Workshop* and continue to add to our list and understanding of new words.

Mrs. Tirella **Grade 7 Literature**

In Literature, we finished our in-depth novel study of *The House of Dies Drear* by Virginia Hamilton. To finalize our unit, the students created an illustration of the Dies Drear house (a house on the Underground Railroad) emphasizing the architectural detail and color. Come see our wonderful illustrations on display in the upper school.

In our next unit, we will embark on a new adventure into the world of William Shakespeare. We will learn about his life, as well as the Globe Theatre, and we will read a prose and play version of *A Midsummer Night's Dream*. This will certainly broaden our horizons and provide us with a new perspective of the English language. Our unit will culminate with a visit to see a performance of *A Midsummer Night's Dream*.

Mrs. Mayer
Grades 7 & 8 History

Both the seventh and eighth graders worked hard preparing for their midterm exams this marking period. We practiced various study techniques to ensure success on these tests. Strategies such as outlining, charting, the SQ3R method, and paraphrasing ensured real knowledge and understanding of historical topics covered this year. Students truly benefited from this opportunity to go back and take an in depth look into topics covered, then evaluate the information, and make connections between events in history. Through this experience they truly comprehended historical events and were able to apply the information to the exam. I am very proud of them! We look forward to learning about the first American colonies in the seventh grade, and the First World War in the eighth grade.

Dr. Kuyat
Grades 7 & 8 Latin

In seventh grade Latin, we learned singular and plural nominative, accusative, and vocative endings for Declensions 1, 2, and 3. In addition, we learned the complete personal endings for present tense verbs. We worked on putting this all together for effective translation. We continued to study the Greek gods and goddesses and their Roman counterparts. We will be moving a little more quickly in the 4th marking period. We will be doing projects on individual mythological stories as well as exploring slavery in ancient Rome.

In eighth grade Latin, we learned all the tenses in the active voice—present, imperfect, future, perfect, pluperfect, and future perfect. We learned all the endings for the last two Latin declensions - 4th and 5th. Finally, we learned the uses of all the various pronouns—personal, reflexive, demonstrative, relative, and interrogative. Each student delivered a short presentation on a Roman building. We will start the passive voice in the 4th marking period. We will pick up our reading of Vergil's epic, the Aeneid, completing books 7 and 8, and doing a project based on our readings.

Mrs. Larkins
Grades 7 & 8 Math Workshop

One of our final projects was an analysis of the mathematics behind the Interstate Highway System. The two digit main highways and three digit extensions are numbered for a very specific reason. Please ask your seventh grader about

the system the next time you are driving on one of these interstates. Food was a great motivator in our latest math workshop project. First we used goldfish crackers in order to simulate a method called "tag and recapture" that is used by scientists to estimate the total number of sharks within a body of water. Groups used their data from the goldfish simulation to form proportions and find averages.

It was a pleasure having the seventh grade this semester. Good luck to them in Explorations!

My eighth grade class has been very busy doing several small projects (in addition to their daily warm-up problems and homework). One project was a discrete math project entitled "Sprouts." It started with a game and ended with the students discovering the mathematics and economics behind map making. Another project looked at the mathematics behind the naming of airport runways. A ray is formed between magnetic north and the degree heading of the approaching runway. Each day we are discovering that math permeates all that we do!

Mrs. Williams
Grade 8 Language Arts/Literature

In eighth grade Language Arts, students have been continuing their study of vocabulary. In addition, they concluded the grammar unit: *Modifiers*. Students also continued their writing assignments, which included a persuasive essay, journal writing, creative writing, and poetry. During the fourth marking period, students will continue their writing, vocabulary lessons, and grammar lessons.

In Literature, students concluded the novel, *The Outsiders*. Moreover, students read nonfiction short story selections. They made connections to history and examined the literature for figurative language. Next marking period, students will begin reading Shakespeare's *Romeo and Juliet*.

Mrs. Daly/Mrs. Juska
Grade 8 Critical Reading

The eighth grade students have been working on reading skills diligently. They have just finished the *Read for Real* program, which offered several strategies for reading success. The readings immersed students in the past, the present, and the future. The NASA space program provided great insight into America's plan for the future, whether there will be moon colonies someday,

and the land conditions on Mars. Technology advances in medicine and communication provided students with up-to-the-minute information. The *Read for Real* text ended with a terrific story about the history and future of transportation. The eighth graders all want the new "Skycar" now!

Our weekly news summaries have increased students' writing skills while providing insightful topics for class discussion. Class news summaries have included technological advances in medicine, education, and the business world. New ways of reducing our carbon footprints sparked great discussions on global warming, energy usage and other consumer issues. The class even read about the use of iPads in American zoos. Each weekly topic is designed to increase written summary and opinion skills.

The eighth graders prepared well for the midterm exams and should be proud of themselves.

Mrs. Schroeter
Grade 8 Science

The eighth graders completed their study of minerals by growing beautiful crystal trees (which were unfortunately too fragile to take home) for the holidays. They have now completed the unit on rocks – igneous, sedimentary, and metamorphic – and the rock cycle. They had the opportunity to observe our large collection of rocks and minerals. All of the information acquired will become more meaningful to the students when the class visits the zinc mine on a field trip this spring. Labs included finding the specific gravity of different minerals which helped to explain why some, like galena, feel so heavy; comparing the rate and appearance of liquid to solid formation depending on the temperature; the effects of acid on a certain family of rocks that indicated they were carbonates; and observing the effects of pressure on bread (another eating lab as I brought the jelly) which demonstrated the formation of sedimentary rocks. The students will now begin the study of plate tectonics, volcanoes, and earthquakes this semester.

Mr. Pacelli
Algebra I – An Integrated Approach

We have hit the mid-way point of our curriculum. We have completed six chapters and have started chapter number 7. My students have completed equations, absolute value, inequalities, and the graphing of numerous relations. We are now heading for functions and simultaneous equations. Our study of the Singapore Math word problems has brought us a diverse array of problems challenging our thinking skills. We will continue these for the second part of the year.

Mrs. Vacca
Grade 8 Explorations

This class meets three times a week, so project work is more detailed and thorough. This past marking period students were researching famous landmarks around the world. Location, description, how/why did this landmark become famous, and the origin or (time frame) were investigated. Landmarks researched were Potala Palace in Lhasa, Tibet, The Hagia Sophia in Istanbul, Turkey, Ankor Wat in Cambodia, and Petra in Jordan. Pictures of these unique structures were included in the powerpoints.

Mme Simon
Upper School French

For the seventh grade, the third marking period was the last marking period for the three classes of French. I feel that we have accomplished quite a lot. The students have worked very hard and we have covered regular and irregular verbs, practice of dialogs, placements of the adjectives and vocabulary relating to food and clothing. "Quizlets" that I created were helpful in learning the vocabulary and the students enjoyed "iPad Friday" when we played games to review the material. We also worked on a dialog "En voyage en Bretagne" and a text about "Justin Bieber" (after a vote!). We also learned a lot of cultural facts regarding France and the French language.

The students showed a great level of enthusiasm and it was a pleasure to teach you. I wish you the best in the Spanish class (I will miss you) and I welcome the new class of 7th grade. BON TRAVAIL ET A BIENTOT.

In the eighth grade, we have mastered quite a lot of regular and irregular verbs, the reflexive verbs, the routine of the day, prepositions and classroom objects. "iPad FRIDAY" is a lot of fun and the

students study the material with "QUIZLETS" that I have created.

We have already started to practice for the FRENCH NATIONAL EXAM, which will take place on March 20th. During the next few weeks, we shall focus on oral comprehension for the auditory part of the exam. The weekly practice will give the students an opportunity to work on understanding different accents and intonations other than mine.

After the French National exam, we will study the past tense and future tense which will allow the students to be placed in advanced levels of French in high school. BON TRAVAIL.

Mr. Bruckmann/Mrs. Bordiuk
Upper School PE

The eighth and fifth grades have just completed their units on health education and will be returning to the gym for physical education class. There will be no swimming until the fourth marking period is complete (March 5). We will have three full days of dry land physical education. Our first unit will focus on basketball beginning with ball, passing, and defensive skills culminating in games.

The seventh and sixth grades have just finished their unit of basketball while playing some pretty competitive games, both half and full court. The next unit for seventh grade will be volleyball. The sixth graders will now be moving into the classroom for a unit of health education. The sixth grade will study first aid and specific injuries, nutrition, alcohol, the nervous system and the reproductive system. There will be no physical education during the fourth marking period and swimming will begin when we return to PE during the fifth marking period on March 8.

Mrs. Grier/Library

We are continuing to have a marvelous year in the library. Kindergarteners are now taking their library books home, and they are delighted. However, some of the children do need help in remembering to return their books. Grades one and two are learning and/or reviewing vocabulary words such as fiction versus nonfiction, parts of a book and favorite authors. Third graders are learning how nonfiction books are on the shelves with other books about similar topics, author match ups and genres. Fourth graders are working on reference materials and continuing to absorb the Dewey decimal system and special authors.

The students continue to amaze me with their enthusiasm to read. May they continue to enjoy the gift of reading forever.

Mrs. Griller/Computer

With the end of the third marking period, those students who currently are in computers will now be going to art and those who were in art will now be coming to computers. To complete computer class:

The first grade created slide shows using KidPix, which is their first exposure to animation creation.

In second grade they learned about the different keys on the keyboard and used Internet research to create Information wheels about Martin Luther King, Jr.

Third grade students created the invitations for Littletown Day, while the fourth grade students designed the Tiny Bucks for that day.

The fifth grade used Internet research and Microsoft Word to create a 2012 calendar of holidays around the world.

Sixth and seventh graders created animated programs. The sixth graders used Scratch to create animated games and stories, while the seventh graders made games using Game Maker.

Eighth graders completed their Microsoft Access development by designing queries and reports for their data.

Although I will miss seeing the current students in class each week, I am looking forward to working with a new group of creative developers.

Miss DiMaggio/Art

First grade learned how to weave using paper; they drew a flower still life using black sharpies; and also drew seasonal drawing to submit for next year's school calendar. They made "Snowvals" (oval shaped snowmen) out of construction paper.

Second grade completed their mother's day gifts and finished their ceramic tiles.

Third grade drew a Pablo Picasso inspired abstract oil pastel self portrait. They also learned about Claude Monet and did an acrylic painting based on a class chosen theme (*Water Lilies with a Bridge, Sunsets and Lily Pads*).

Fourth grade drew this year's still life "*Converse Sneakers*" and colored those using watercolor pencils. They learned

about artist Paul Gauguin and painted seasonal paintings using acrylic paint.

Fifth grade carved linoleum blocks and printed with one color. They learned about pop artist Andy Warhol and created a pop art drawing showing that art is fun using bright colors and everyday objects. They learned about one point perspective and learned how to draw a room. They also did a fun project using curved, stretched, distorted #2 pencils.

Sixth grade learned about the Principles of Design. They carved linoleum blocks and printed them using two colors. They learned about artist Chuck Close and did a grid drawing of their own face that was squeezed, stretched or mirrored using the Ipad creating funny face self portraits.

Seventh grade learned about artist Vincent Van Gogh and drew a sunflower still life using oil pastels on black paper. They had the opportunity to make a ceramic dish or bowl of their choice. They used acrylic paint to paint on a canvas board anything of their choice showing many different textures.

Eighth grade did another ceramic project; used sculpey clay to cover a pen; and used professional watercolor supplied to paint a beach scene.

On January 13th I mailed out the "Silent Flight" Art Contest. We are hoping for some good news soon.

Fall art classes will switch to computers starting on January 23rd.

Check out the Oak Hill Academy Art website at [www.oakhillacademyart.weebly.com!](http://www.oakhillacademyart.weebly.com)

Mrs. Tyma/Music

The December holidays were celebrated in the lower school music classes with Kwanzaa songs and dances accompanied by conga drums (2nd grade), Hanukkah and Christmas songs/dances (K-4th), and dancing to the *Nutcracker Suite* by Tchaikovsky (1st, 2nd, 4th). Accompaniments appropriate to the skill level of each grade were performed with these songs, and the joyfulness of the season was experienced by all.

Songs and stories about wintertime provide opportunities to explore music concepts and to be creative. In **first grade** we are experiencing triple meter as we "skate" (on paper plates) to the *Skater's Waltz* by Waldteufel. We are creating an accompaniment of sound effects for a snow song as we experience

compound meter. In **Kindergarten** classes, we are singing songs about snow angels and snow children as we explore ascending/descending melodies and play games to develop our singing voices, beat competency and movement skills. The wonderful children's book *Owl Moon* by Jane Yolen about owl watching in winter is being enjoyed again this year by the **first and second grade** classes. After reading the story, we listen to the composition *Cathedral Forest* by the contemporary composer Paul Winter in which he depicts the sounds of the forest, including the song of the spotted owl. Some of the classes may choose to interpret the music with creative movement. This unit gives us the opportunity to explore several areas: 1) the importance of protecting wildlife and their habitats and 2) for those older children for whom this is a second and third listening, an opportunity to apply newly acquired musical knowledge to a previously studied composition.

The **second, third, and fourth** grade classes are learning about the life of Martin Luther King Jr. through books, videos, songs and poetry. In **second grade**, we are learning a rhythmic poem about Dr. King's life that we are orchestrating for unpitched percussion instruments while experiencing syncopated rhythms and reviewing half notes. In **third grade** we are learning a song about his work, adding an accompaniment on the barred instruments and then expanding the form of the song by improvising a contrasting section. These improvisations are based on rhythmic patterns that each class creates. We are exploring the pentatonic scale and working on our compositional skills of rhythmic and melodic phrase building. In addition, we have begun to learn to play the recorder! (More on this exciting unit in the next newsletter.) In **fourth grade**, a rhythm piece about Dr. King is being orchestrated for drums by the class while gaining a better understanding of syncopated rhythms. A song and book about the Underground Railroad and Harriet Tubman continues our study of famous African Americans. The American spiritual *Follow the Drinking Gourd* will be accompanied on the barred instruments in order to continue our study of syncopation and to begin a study of harmonic progressions.

Experiences in syncopated rhythms and in new notes for recorder were had in the **fifth grade** with a song from the Caribbean in calypso style. The addition of drums and other percussion characteristic of calypso music rocked the room with rhythm. Additional experiences in rhythmic syncopation

were offered through a song in celebration of the winter solstice. Not only was choral singing highlighted, but also the class demonstrated their understanding of these more complex syncopated rhythms by improvising melodies on the barred instruments as a B section for the song.

After completing our study of a canon by Carl Orff for the barred instruments, the **sixth grade** classes decided to use it as a model for our own improvisations, giving us the opportunity to apply all the knowledge we gained from the study and to work on music composition. Using the rhythmic text (in compound meter) of the lovely book *Harvest Home* by Jane Yolen as a model, we improvised more melodies and created a melodic refrain to serve as an accompaniment to the reading of the poem. Finally, we enjoyed a drum piece that used almost every kind of drum we have in the music room, from congas to log drums, in a wonderfully rhythmical finale to the semester.

As part of our mission as ambassadors of Oak Hill Academy, the Chorus, Oak Hill Players and Oak Hill Music Makers will be performing for the PreK and Kindergarten Open House on February 24th. There will be some changes in the days of rehearsals for that week due to the Presidents' Day Holiday. Please refer to the performance/rehearsal schedule that was distributed in September for those changes. Additional copies of the schedule are posted on the information board outside the music room.

Mrs. DeVivo/ Drama

I am so happy to be back at OHA!!! I would like to thank Mrs. Carroll for all of her hard work over the past few months. During the month of December, **Kindergarten** enjoyed reading and acting out some familiar holiday stories, such as "*The Gingerbread Man*" and "*The Nutcracker*." The students also watched a unique video of "*The Nutcracker*." The performers were not ballet dancers, but marionettes!

First & Second grade students took part in similar holiday activities. The students played pantomime drama games that required them to act out holiday words and themes. Snowmen, snowflakes, Rat Kings, toy soldiers, Rockettes, and more visited the Drama room this December. They also had a blast acting out one of their favorite stories, "*Mrs. DeVivo's Toy Shoppe*." In this story, students become their favorite toys and each night when Mrs. DeVivo locks up the shop, the toys come to life!

The Third grade students began working on their play "LIVE: It's Fairy Tale News." Each student received a role and a script. In the coming weeks, the students will also create original Fairy Tale Commercial Ads which will be inserted into this script. They will be practicing this play over the next few months and will eventually perform it for their families. A performance date will be announced soon. After rehearsing, the students will have fun by playing a variety of pantomime and improvisation games.

Fourth grade students have just begun rehearsing "Yeh-Shen" and "Lon Po Po." These are two Chinese fairy tales. "Yeh-Shen" is the Chinese version of "Cinderella" and "Lon Po Po" is the Chinese version of "Little Red Riding Hood." Students learned about Chinese shadow puppetry and they will create puppets for these two stories. Not only will the puppets act out the plays, but students will take on the roles as well and perform the scripts in a Reader's Theatre fashion. A performance date will be announced soon.

The Seventh grade students finished their unit on Vaudeville by presenting their own Vaudeville shows in class. Performances included singing, playing the piano, magic tricks, pogo-stick jumping, joke telling, dancing, guitar playing and many other talents. They were awesome!!!

The Eighth grade students finished their original character education scripts and performed them in front of an audience of lower school students in grades 1 and 3. The lower school students seemed to enjoy the skits and had many questions for the 8th graders about their plays as well as what it is like to be an 8th grader. This was the first year that the Drama program has done a project like this; having the lower and upper school students interacting with one another.

During the last few days of drama, the 7th and 8th graders are enjoying playing some favorite improvisation games.

Drama Clubs

Tiny Dancers began on January 2nd. The club is open to 1st through 4th graders and meets in the SAC on Mondays from 2:20-3:00. This year the girls are working on dance selections from the musical "Annie."

Due to Upper School play rehearsals, Improv Club will go on a break and begin again on April 18th.

The Forensics team competed at Rumson Country Day School on

November 10th. Overall, the team did an outstanding job. Congratulations to Victoria Momyer who came in 2nd place in the category of 8th and 9th grade Declamation and congrats to Nicole Marinaro and Julia Pardee who came in 2nd in the category of 7th Grade Dramatic pairs. Now the team is working hard in preparation for their upcoming competition at Ranney scheduled for April 28th.

And finally, congratulations to all of the upper school students who auditioned for the play, "Not-So-Grimm Tales" by Kevin Bean. We are going to have a fun time working on it over the next few months!

Mrs. Vacca/Dr. Kuyat Student Council

First, a big thanks to all of our Oak Hill Academy families for their generous holiday donations, whether it was toys, specific items, or money/gift cards. All the organizations that we collected for were deeply touched by our generosity. We received letters from Project Linus NJ thanking us for \$633.31 in donations; the Mercy Center of Asbury Park for providing Thanksgiving dinners to 312 families in need; and UNICEF for \$467.39 in donations to save and protect the lives of children around the globe. We are certain that numerous smiles and happy faces were evident this past holiday season.

January ends with our first Dress Down Day of the year on Monday, Jan. 31st. As a reminder, we ask both upper and lower school students to contribute at least \$1. We will be making a donation to the "Ronald McDonald House" which is called a "home away from home," located in Long Branch. A flyer will be coming home about this wonderful facility. Additional money is always gladly accepted and checks can be made out directly to the Ronald McDonald House.

On Tuesday, February 14th, we will be having our **RED DRESS DOWN DAY**. Students will dress in **RED** to help bring awareness to the American Heart Association. Once again we ask that all students contribute at least \$1, and additional donations made out to the above mentioned will be gladly accepted. We also will be selling new RED DRESS pins for \$3 to show support for this organization.

On Thursday, Feb. 9th, the 4th, 5th, and 6th graders will be invited to the SAC for an afternoon of a good movie, pizza/drinks, hot pretzels and ice cream sundaes. The

fee is \$2 and it is a half day and only those students who will be joining in the fun may dress down that day. Students with food restrictions may also bring in their own lunch and snacks if necessary. Permission slips will be coming home the first week in February.

PHOTO NEWS

The Eighth Grade Class Picture will be retaken in the morning of Wednesday, February 1st, along with the winter and spring sports pictures. Information and order forms for sports pictures were given out this week.

Students may order sports pictures for \$15.00 each, if they want them, but all participants should come to be photographed. **Winter basketball and cheering participants must wear uniforms for pictures!** Swimming and spring participants cannot be photographed in uniforms. Students who think they are going to participate in baseball, softball or tennis and have not notified Mrs. DeVivo or Mrs. Matson, should do so immediately. Cross country pictures are taken in the FALL only.

Directory Changes

Change of Address

Grade 1

Giovanna Clemente
2 Lexington Court
Colts Neck, NJ 07722
Phone # unchanged

Grade 3

Nicholas Kaskiw
1908 Parkview Terrace
Spring Lake, NJ 07762

Mom (Nancy Rhine-Kaskiw) Ph.#
732-359-6427 - Home
732-597-0228 - Cell

Phone # Change

Grade 8

James Panzini
732-449-2843

New Student

Grade 7

Madeline Ryder
420 Tuttle Avenue
Spring Lake, NJ 07762

Parents: Michael & Joanne
Phone: 732-449-4427

ATHLETICS

MUSTANG MASCOT!!!

On December 15th, our Mustang Mascot was revealed to the entire student body during an exciting winter sports pep rally! This is the first time in our 31 year history that Oak Hill has had a Mustang Mascot! Fifth grader Zachary Basile approached Mr. Bruckmann with the idea of a mascot. After rousing approvals, Mrs. Vacca and the Student Council agreed to purchase the costume! The Mustang will attend as many basketball games as possible! He is working with Mrs. Colbert and the cheerleaders to pump up the spirit at the games! We are currently holding a contest to name the Mustang. All of the students have submitted potential names and from that, a ballot will be created with a few names for the student body to cast their votes! Thirty-one years ago, Mr. Pacelli entrusted the first graduating class of Oak Hill Academy to decide on a school mascot. They came up with the idea of "Mustangs." They took their vote seriously and realized that they would be creating a legacy for years to come! This year's student body has been given the same responsibility of coming up with a name (that has some connection to Oak Hill) that will be given to our very first Mustang Mascot!

Boys Varsity Basketball

Mr. Bruckmann's team is playing tough games and are competing well. They currently have a 4-5 record. A convincing win over Ranney 42-40 in double overtime and a 33-8 win over Solomon Schechter was a great way to head into exam week! Upcoming games include, Rumson Country Day, Oceanport, Lavallette and Union Beach.

Girls Varsity Basketball

Mrs. Porzio's team has been playing well! They currently have a 4-2 record! They had a dominating win over Ranney, 35-23, just before exam week! The team has also defeated Little Silver, Keyport and a very physical Monmouth Beach team! Upcoming games include Oceanport, Red Bank Charter, Lavallette, Union Beach, Rumson Country Day and Calvary Christian.

Boys JV Basketball

A very large group of enthusiastic fifth and sixth graders are playing on Mr. Misson's JV Basketball team! Due to this large number and our desire to give all the boys a better opportunity to play and learn, we created two teams, Red and White. So far, the Red team has a 2-1 record, with wins over St. James and Ranney. The White team is currently 0-4, but has had two very close games with

Lavallette. Our intention is to have each team to have an eight game schedule.

Girls JV Basketball

In only our fifth year of Girl's JV Basketball, Mrs. Scheuer has been pleased with the effort of the fifth and sixth graders! They are a talented and eager group! The team is 4-0 and has won games against Ranney, 23-2, Lavallette (twice) and St. James, 11-8! The remaining games are against Ranney, St. James, Holy Cross and Rumson Country Day.

Swim Team

Mrs. Schwartz and Mrs. Bordiuk have both been working hard with the Swim Team.

There are some veteran swimmers and many young swimmers, too. Eighth grader Chris Centrella has broken two OHA Swim Team records in the 50 yard breaststroke and the 100 meter Individual Medley! The team has competed against Montclair Kimberly and Kent Place in a tri-meet and Ranney in a dual meet. Although we haven't broken into the win column, yet, there are more meets to come! They will also swim against Elizabeth, Pennington, Montclair Kimberly, and Ranney in their remaining meets. On Feb. 15th, our team will compete in an invitational at Ranney.

Cheerleading

Mrs. Colbert is quite pleased with the cheers and halftime routine that the squad has worked out! They are a very enthusiastic group that has been adding support to our basketball teams! The cheerleaders have also been working with our new Mustang Mascot! The girls lead the school in cheers during our winter pep rally on December 15th!

Also, Mrs. Colbert thanks Mrs. Lupo for making the cheerleaders bows!

Scorekeepers

If you haven't noticed, a group of very dedicated and talented students are running the scoreboard and keeping score of the basketball games. They have received many compliments from the basketball officials for their work. It is a pressured job, but these students are handling it quite well!

Summer Basketball Camp

Miss Murray will be running her basketball camp this summer at the following times:

Girls, ages 9-15
June 25 – June 29
9:00am-2:00pm

Boys, ages 9-15
July 30- August 3
9:00am-2:00pm

Mr. Misson's Basketball Camp will run the week of:

June 18 -22
Girls and Boys, ages 6-8
9:30am-12:30pm

IMPORTANT DATES TO REMEMBER

January

29 Family Fun Day
30/31 Kindergarten Conferences
31 Dress Down Day

February

1-3 Kindergarten Conferences
3 Upper School Awards
Assembly 8:20AM SAC
**NO MIDDLETOWN TRANSP.
TO/FROM SCHOOL**
4 New students entrance exam
Gr. 1-8, 8:30AM
6-10 Food Collection - Open Door
9 12:15 DISMISSAL
**NO MIDDLETOWN
TRANSPORTATION HOME
P/T Conferences, Gr. 5-8
Movie Day, Gr. 4-6, 12:30-3PM
Warning Notices Mailed**
10 Re-Enrollment Contracts Due
17-20 **NO SCHOOL**
Presidents' Day Holiday
24 PreK & K Open House 9AM
29 Dress Down Day

March

1 PO Meeting 8:30AM
Lip Sync, Gr. PK-2, 6:30PM
Pennies for Patients Begins
thru March 30
2 End of 4th Marking Period
Lip Sync, Gr. 3-8, 6:30PM
5 Read Across America Day
8 Littletown Day Gr. K-4
PK Pretendtown Day
12:15 DISMISSAL
**NO MIDDLETOWN
TRANSPORTATION HOME**
9 Report Cards Distributed
10 "Night on Bourbon Street"
PNC Arts Center at 7PM