

OAK HILL ACADEMY
MARCH 2012
NEWSLETTER

Headmaster's Message
Joseph A. Pacelli

This newsletter we look at number four of our "Six Pillars," Fairness.

In today's fast-paced world it seems that fairness sometimes gets lost in the mix. Being fair can lead to so many positive attributes such as real friendship and caring. Fairness is often the personal link between people which could last a life time.

It is your response to winning and losing that makes you a winner or a loser.
Harry Sheehy, athletic director

It is not fair to ask of others what you are unwilling to do yourself.
Eleanor Roosevelt, First Lady, civil rights advocate (1884-1962)

Examine what is said, not the person who speaks.
Native American proverb

These men ask for just the same thing, fairness, and fairness only. This, so far as in my power, they, and all others, shall have.
Abraham Lincoln, 16th U.S. President (1809-1865)

A bad workman blames his tools.
Chinese proverb

A single penny fairly got is worth a thousand that are not.
German proverb

Though force can protect in emergency, only justice, fairness, consideration and cooperation can finally lead men to the dawn to eternal peace.
Dwight D. Eisenhower, 34th U.S. President (1890-1969)

Fairness is man's ability rise above his prejudices.
Wes Fessler, American writer

Fairness is what justice really is.
Potter Stewart, Supreme Court Justice (1915-1985)

What is hateful to thyself do not do to another. That is the whole Torah [Law], the rest is Commentary.
Hillel, ancient Jewish religious leader (c. 110 B.C.E – 10 C.E.)

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 (1907-1995)

Mrs. Larkins
Director of Development

Admissions/Thank You

Thank you to all those OHA families who have helped spread the word about our special community here at Oak Hill. Prospective families almost always remark that they heard about OHA from a current parent. You are our best spokespeople! We ask that you continue to recommend Oak Hill Academy to your friends, relatives, and business associates. Our final Saturday Open House is March 24 from 10am to 1pm, and we continue to do private tours of our campus during the school week. As always, your help is truly appreciated.

Miss Murray Director of
Personnel/Administration

LIP SYNC

The 23rd Annual Lip Sync was held on March 3 & 4 in the Scire Student Activities Center! Once again, we had record crowds! Between both nights, a total of over 950 people were in the audience to watch the 300 students and 11 faculty members perform!

All of our students in PK-8 who performed did an outstanding job! They worked hard on their routines and it showed! Mr. Pacelli portrayed Rupert from *Survivor*. He and his grandchildren danced to Gloria Gaynor's "*I Will Survive*." Mrs. Colbert, Mrs. Gilfillan, Miss Murray danced to Cee Lo Green's "*Forget You*." In her stage debut, Madame Simon led her 8th grade French class in a "*Salut Rap*" lip sync! Following a television theme, the following faculty members re-created *Glee*'s version of "*Bad Romance*": Mr. Misson as Puck, Miss Murray as Sue, Mr. Livingston as Blaine, Mrs. Hans as a Cheerio, Mrs. Gilfillan as a Cheerio, Mrs. Larkins as Quinn, Mr. Pacelli as Finn, Mrs. Misson as Rachel, Mrs. Colbert as a Cheerio and Mrs. Alexander as Kurt.

A special thank you goes to the many creative parents who helped with the acts. Start thinking of ideas for next year!!

PARENT BASKETBALL GAME

The Annual Parent Basketball game was held on Sunday, March 4th. Teams were evenly divided amongst the 15 dads, 1 alum and 2 moms who showed up to play. The Upper School team won 61-40! A halftime shoot-out was held to win a dress down day. Congrats to Lucas Bruckmann, Alyssa Lopez, Stephen Braunstein, Josh Harmon, Daniel Shallcross, Josie Larkins, Shannon Tormey, Brandon Klatsky, Chole Van

Berkel, Dylan Van Berkel and Brooke Tackett who all made a basket! Special thanks to Seth Britton, Matthew Misson, and Christopher Misson who were the scorekeepers! Many students won the many door prizes that were given away!

M.A.S.T. ACADEMIC TOURNAMENT
WINNERS!!!!

The M.A.S.T. Academic Tournament will be held on March 9th. A number of our 7th and 8th graders will be competing in the Marine Academy of Science & Technology's Academic Tournament.

JUMP ROPE-A-THON for THE
AMERICAN HEART ASSOCIATION

On February 14, all of our students in grades PreK-8 grade participated in a Jump Rope-A-Thon for the American Heart Association! In conjunction with the student council, all of the dress down day monies collected that day were donated to this worthy cause. A picture was taken of all of the students and faculty posing in the shape of a heart! Mrs. Reago and Mrs. Bordiuk's jump roping program paid off as so many students enjoyed their day! Thank you for your support and participation!

Mrs. Livingston
Lower School Guidance

This month when I visited the Lower School classes, the main focus was 'bullying.' We discussed that bullying takes many forms. Some of the types of bullying that the children came up with included calling you names, saying bad things about you, taking things that belong to you, telling you what you can or cannot do, and/or physically hurting you.

In grade 1, I read Words Are Not For Hurting by Elizabeth Verdick. Through this book, we learned that words belong to us. Our words come from our head and our heart. We use our words to express how we think and feel. Each one of us chooses what to say and how to say it.

We are encouraged to 'think before we speak.' It was suggested that the next time they're about to say something hurtful to somebody else, take a deep breath and count to 5 in their head. After thinking about it, can they come up with a better, kinder way to say what they feel? Or can they say nothing at all. Wouldn't it be nice if only kind words came out of our mouths!

Grades 2-4 listened to Howard B. Wigglebottom Learns About Bullies by Howard Binkow and Susan Cornelison. Howard was picked on day in and day

out by two bothersome classmates. He tried to avoid, ignore, joke around, and have words with the bullies, but none of those tactics worked. Finally, Howard listened to the little voice in his head telling him the right thing to do—"Be Brave, Be Bold, A Teacher Must Be Told." After getting help from his teacher, Howard felt safe again. We all need to listen to that little voice or intuition and ask for help when we need it.

Mrs. Weikes, Director
Mrs. Wood, Mrs. Grobelny
Mrs. Scheuer, Mrs. Bilello
Pre-Kindergarten

"In like a lion, out like a lamb" is the saying used to depict the volatile weather in the month of March. The seasonal changes and erratic weather will be used to plan exciting discoveries about wind, weather, and water.

Pre-K celebrated Mardi Gras with a festive parade, colorful beads and traditional masks. United Streaming provided students with first hand information and a trip on-line to Mardi Gras in New Orleans.

Ring in the Chinese New Year was exciting and fun. We learned about various Chinese customs and celebrated "The Year of the Dragon." Students enjoyed creating lion masks for our lion dance parade. Dr. and Mrs. Seiler, parents of Pre-K's Micah Seiler, practiced the art of Chinese number writing with the children and presented each of them with red envelopes containing coins. This custom is a symbol of good luck. To bring the event to a close, Pre-K shared a delicious Chinese lunch consisting of Lo Mein, fried rice, and fortune cookies.

February brought our favorite valentines to school for a tea and class party. Both classes, along with their moms, met in the Scire Activities Center for a morning filled with valentine centers and fun. The centers included decorating heart-shaped cakes, a valentine mailing center, valentine crafts, and a valentine book center. Everyone had a good time and many happy memories were created. We want to once again thank our class mothers for all they did to help make the party so special.

On February 14th, Pre-K traveled to the Sunrise Assisted Living Center in Lincroft. The students sang a medley of "Love Songs for Seniors" which included "You Are My Sunshine", "A You're Adorable", and "Bushel and a Peck." The children delighted the residents and presented them with handmade

valentines and heart-shaped cookies which they helped to bake.

Pre-K worked very hard performing "Who Says?" by Selena Gomez for Lip Sync. Needless to say, the children delighted the audience as they exhibited tremendous self-confidence and enthusiasm. Way to shine Pre-K!

In February Pre-K welcomed visits from Mr. G, Ms. S and Mr. R. with his Rainbow Ribbons. Their friend Roy G. Biv helped students learn the colors of the rainbow and welcome marvelous March.

We recently celebrated 100 Days of school and the birthday of children's author Dr. Seuss. Activities during "Read Across America Week" included getting together with our Kindergarten friends for a "Buddy Reader" session. We love our literature in Pre-K, with a trip to the New Brunswick State Theater for a stage performance of "Sylvester and the Magic Pebble" slated for early March.

Once again, Pre-K enjoyed "Pre-K Pretentown Day" our version of OHA's Littletown Day. This annual event is held for Pre-K in the Multi-Purpose room of the Center for early Learning and provides students with a wonderful array of role-playing activities and fun in familiar places like the OHA Diner, a dinosaur museum, car wash, beauty salon, library, post-office, movie theater, gym, pet store, bowling alley, and donut shop.

Pre-K is looking forward to warmer weather and playing outdoors as the subtle seasonal changes take place and spring emerges throughout the Oak Hill campus. Happy spring everyone!

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

Frantic February!! What a busy time for Kindergarten. We celebrated Groundhog's Day with a trip to Kateri Environmental Center, honored our presidents, studied Black History Month, learned how to keep our teeth healthy, and celebrated Valentine's Day with a party from our class Moms.

100 Days in School, 100 Days in School, That's How Long We've Been in School, 100 Days of School! On Tuesday, February 14th, the Kindergarten class marched up and down the hallways with our flags and headbands singing our song and spreading the news! We would like to thank all of the families and friends of Kindergarten who helped us reach our

goal of receiving 100 emails. With a combination total of 247 emails from 9 countries and 10 states, we were very excited to check the Inbox each morning. We thank you all!

We would like to thank The Fang family for preparing delicious treats to celebrate Chinese New Year. The children helped make their own dumplings and were able to participate in a real dragon dance! What a special way to learn about such an important tradition!

The learning continues in Kindergarten as we improve our reading skills, take spelling tests and learn about height, length and weight. The children were given journals to write in at home and share with the class. We enjoy hearing their stories and the children are strengthening their writing skills. Keep up the good work Kindergarten!

Although we're enjoying the spring-like weather we are still hoping there is a chance to use our snow pants and snow boots to play in the snow. We'll see what Mother Nature has in store for us!

Miss Colson/Mrs. Klopacs
Mrs. Quagliato
Grade 1

The first grade has been busy preparing for their responsibilities as the official post office of Littletown. We learned to write letters to our friends and teachers who live in Littletown. In preparation we watched a wonderful video showing what goes on in a real post office. Learning to stamp, sort and deliver mail to the Littletown residents was hard work, but totally enjoyable. We learned to take our jobs seriously and to contribute to the well-being of the town.

Our creative writing has taken on a fun theme about the person we would most like to meet. Some of the "famous friends" we wrote about were President Obama, George Washington, Scott Hartnel, a leprechaun, the Beatles, Snoopy, and Bruce Springsteen. Our sentences and paragraphs have really developed into fantastic stories. They are both colorful and interesting-----a sure sign of good, solid first grade writers!!

We have begun recording the daily weather. The Student of the Day reports the cloud cover, precipitation, temperature, and wind speed on a classroom graph. How exciting to go outside each day & collect the data.

Our Character Education unit this marking period told the story of Florence Nightingale. We discussed compassion, kindness, and friendship with an emphasis on the importance of listening to, sharing with, and encouraging others. The need for courtesy, manners, and civility at school and in the community was also studied. Another unit told the story of George Washington. We read about patriotism, cooperation, community service, and hard work; protecting the environment and natural resources, and obeying laws and rules. We also explored the traits that make someone a good neighbor.

Please continue to study our math fact cards!!

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

The second grade had a few exciting things happen this month and last month. We went on a class trip to Kateri Environmental Center on Friday, February 24th. On this trip we discovered the history and folklore of maple sugaring. We saw how a maple tree is tapped and gathered sap from the tree. We then got to take part in the Great Maple Sugar Taste Test and voted on our favorite sample. Our votes were added to the many other children's votes in Monmouth County who have taken the Great Taste Test. We hope to hear the results sometime this spring.

The following week was very busy. We had another class trip. We went to Count Basie Theatre and saw a wonderful performance called Nate the Great. We are familiar with the character Nate as he was one of the characters in one of the books on our summer reading list. That night some of the second graders did a magnificent job performing in OHA's well known Lip Sync. The next event that we saw was Littletown Day. Mrs. Hunter's room was converted into a movie theatre, Mrs. Connell's room was the Health Center, and Mrs. Buchner's room was selling hot pretzels. It's always such an exciting day for the whole lower school. We will also be celebrating Read Across America by reading and sharing Dr. Seuss books.

We are spending some time as poets, writing limericks and doing a beautiful job. We also took a little break from our reading book and did a novel study with our reading class. In math we have become quite proficient with our times tables, division, telling time, and counting money. We only have a few more weeks

with our Wordly Wise books and our vocabulary has grown quite a bit.

Although we have had a very mild winter, we are all looking forward to the first day of spring and more outdoor activities.

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

As part of Current Events Class, each group is being asked to do some research on a topic from Scholastic News. Their research should be information they understand and can explain briefly to their classmates.

In Novel Study there's a sticky web going on in our novel Charlotte's Web by E.B. White. The class is looking forward to finding out if Charlotte saves Wilbur's life, and looking forward to presenting their next activity.

In Social Studies, students are completing Kirsten Learns a Lesson which focuses on pioneer days. They are reciting poetry, toeing the line, and learning facts about Native Americans too. The students' posters, which advertise for a pioneer teacher, are being exhibited.

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

In language arts, the fourth graders are writing their drafts in 'writer's workshop.' We studied expository, fact filled, writing, and are composing our autobiographies. We also have stressed good paragraph formation and varied text structure when writing our stories. To make our writing even more exciting, we are attempting to write mystery autobiographies by not divulging our identities. Readers will be asked to ponder who we might be based on the facts we present. You also might be asked to take a guess by the author! We will reveal our identities at the end of our story. Keep your eyes peeled for our upcoming Writer's Celebration date and be ready for some great reading and big surprises!

In Social Studies, we have been learning about the geography of our state, learning the six 'faces' of New Jersey. The 'faces' are named for the use of the land and the geographic features. We've learned about the great diversity of our state. We have 127 miles of coastline; the Kittatinnies are our part of the Appalachian Trail. We have a sandy soil pine forest that covers 1/5 of our state, and farmland that grows fruits and vegetables in the southern part of our

state. New Jersey's 'variety' encompasses crowded cities, small towns, places of research and business, factories, seaports, an international airport, horse farms, lakes, rivers, suburban housing, parks, and so much more. This chapter is of particular interest because it helps us know how to decorate the two four-foot New Jersey cakes that we will make to culminate our NJ studies.

Our English classes have been filled with eagle eyed detectives searching for proper punctuation and capitalization in all forms of our writing, including dialogue. Our proofreading skills are improving each day. We put our character traits to good use in writing our *Feelings* poems. By using the five senses we attempted to describe many different feelings like loneliness, freedom, confusion, and joy.

In our reading series we have been enjoying biographies and legends. We have been working with the skills of sequence, summarizing, main idea/details, as well as figurative language.

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

During the fourth marking period the P.E. classes were busy working hard on their jump rope skills. At an award assembly the students will receive an award certificate for each set of skills they pass.

The following students have achieved a high level of jump rope skills for their grade level.

Kindergarten – Will Gilfillan, Noah Kline

1st Graders – Audrey Yan, Laura Hurley, Olivia Bellone, Kevin Kinsella, Demetra Giannakopoulos, Charlotte Memon, Lauren Soler

2nd Graders – Brooke Tackett, Alexey Stout, Cristian Trujillo

3rd Graders – Simar Arora, Ethan Hood
Silver Club - Nicholas Troccoli

4th Graders - Gold Club – Sophia Littman, Erin Gilfillan, Abby Cieri

Silver Club – Morgan Feiler, Kyle Harris, Jason Wang, Max Giamanco, Ashley Mangan, Christine Markey, Myles Gorski

Swimming classes will begin the week of March 12. Swimming will only be held once a week for grades K-4. A schedule will be sent home to let you know what day your child swims.

In March and April we will be giving the presidential fitness test again. I hope everyone will try to improve their scores.

This marking period your child's P.E. grade is on jump rope skills. The next marking period will be based on their physical fitness.

Just a reminder: If your child is to be excused from PE or Swim they must have a note that day explaining why or they are considered unprepared. Also your child must have SNEAKERS on dress down days and fabulous footwear days to be able to participate in PE, or they are considered unprepared.

Mrs. Cahalane Lower School Science

The Pre-K students completed a unit on magnets. Students went on a magnetic scavenger hunt searching for metals containing iron. We also classified objects as magnetic or not and played a magnetic guessing game.

Students in Kindergarten completed a unit on Color Chemistry. All students used labware found in real chemistry laboratories – beakers, test tubes, graduated cylinders. They found out what happens when acids and bases are mixed together. Rather than just watching me demonstrate an experiment or hearing about science from a book, our students are allowed to be scientists – they performed all experiments themselves. We made predictions and carried out experiments testing those predictions. Students changed experimental variables and observed the outcome. The kindergarteners enjoyed adding chemicals to our classroom volcanoes and then watching them erupt!

First grade students learned about solids, liquids and gases in a series of chemistry experiments. Recently, we began using the gram weights and balance scales. The students are weighing many items including rocks, crystals and minerals.

Second graders studied paleontology. Everyone made their own fossil to take home and we trapped a tiny bug in "amber." Recently, we began using the gram weights and balance scales. Students found the mass of various rocks, crystals and fossils while learning about geology and paleontology.

Students examined trilobite fossils, agates, amethysts, tiger eyes, pyrite, obsidian, and geodes.

The third grade students studied geology and learned about the different types of rocks. They studied samples of igneous, sedimentary and metamorphic rocks. Students created models of the Earth's interior. We have begun a unit on astronomy.

The fourth graders are studying the Scientific Method. We used "fake snow" and "ghost crystals" to understand what scientists do. Students followed the steps of the Scientific Method and wrote lab reports. All students had the opportunity to design and carry out their own experiment using Gummy Bears.

In the greenhouse: Pre-K students are growing flowers from seed, second graders are growing vegetables from seed and third grade students are growing herbs from seed. We check on our plants weekly and it is exciting to see how fast they grow!

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

Final preparations have been under way for Littletown Day which has kept all of our lower school students very busy for the last several months. Our annual event with a **Chinese flair** was held on Thursday, March 8th. I am confident that it was a fun day for all. A detailed follow-up will be coming home shortly, including a thank you to everyone for making it such a successful time.

Mme Simon Grade 4 French

Students are having a lot of fun in French class. During the past few weeks, students have been practicing various materials with iPads. Students used the App, called "Frenchie Teachie," to study the means of transportation, kitchen objects and the objects of a bedroom. Students enjoyed singing along with a classic French song they learned.

Furthermore, students have started reading the French classic book BOUCLES D'OR (the 3 bears.) During class, students read a few pages while listening along to a recording; their pronunciation is excellent! In a few weeks, the students will go home and read the book to their parent. Bon Travail!

Mrs. Juska Upper School Advisor

"Ten skills every student should learn" excerpts from an article by Meris Stansbury, eClassroom News

This is an excerpt from the above titled article – I found these 10 skills right on target here in OHA.

What students should learn in school is at the forefront of the education reform debates taking place across the U.S. and elsewhere.

Ed-tech stakeholders for years have been touting the need for students to learn so-called "21st century skills" such as problem solving, critical thinking, and media literacy to prepare for the new global, digital economy, while others are calling for students to have strong math and science skills.

All of these skills are important—but what do educators and other school stakeholders think are the most important skills?

We recently asked our readers: "If you could choose only one, what's the skill you'd like every student to learn?"

According to readers, every student should be able to (in no particular order):

Read

"To read well, reading is the first step to good writing. In order to learn social studies, science, and math, you need to know how to read. Reading is the gateway to all knowledge." —Krista Bethke

Type

"If I could choose one skill that I would love students to learn, it would be the proper keyboarding techniques to ensure typing speed of at least 40 words per minute. Mastering the QWERTY keyboard helps establish confidence when working various software applications." —Anonymous

Write

"The essential skill that all students need is the ability to write fluently and persuasively. This includes being able to formulate and sustain an argument by providing supporting evidence, which demonstrates each student's ability to examine and integrate multiple perspectives/sources." —Elizabeth Ann Sanders, Ph.D., associate professor, Baker University

Communicate effectively, and with respect

"The skill I would like every student to learn would be to honor 'dignity,' since this is something we all have, can't be taken away, but it is the very essence of caring." —Diane B. Sheehan

Question

"The skill I think students should learn is asking good questions. This is a component of critical thinking that allows students to begin formulating their own ideas." —Elly Faden, educational technology consultant

Be resourceful

"To be independently resourceful, students should learn how to find and use resources around them to assist in their learning. Finding things out on your own boosts your learning and makes it stick!" —Gabrielle Schoppa

Be accountable

"The skill I would like for students to learn is accountability/responsibility. Lifelong learners need to know their own capacity and what is out there to find and learn. Accountability/responsibility allows students to be lifelong learners." —Don Lyon, assistant principal, Sturgis Brown High School, Sturgis, South Dakota

Know how to learn

"The most important thing we can teach our children is how to learn on their own. Like the old adage, 'If you feed someone they eat one meal, if you teach them to fish they can eat for life.' Our students will need to know things during their lifetime that we can't even imagine right now. If we teach them how to learn, they will always have the tools/skills to teach themselves." —Sydney Gilbey, Windham Middle School

Think critically

"Students need critical thinking skills; they need to be able to apply knowledge and be problem solvers. If they can think outside the box and learn to feel comfortable with their own creativity, then we might have helped our students learn to be their own teachers." —Margaret Ross

Be happy

"The skill I think students need most is how to be a happy, caring person. Although it isn't directly taught in school, if the focus was on character education at home and at school, we would see a decrease of all sorts of negative things in our world and an increase in the positive. It amazes me today how much the students' personal lives interfere with their learning. How can a student learn

who is hungry? Scared? Tired? Anxious?" —Sherril Studley

Mrs. O'Connor
Grade 5 Literature/LA

We are reading the novel Island of the Blue Dolphins by Scott O'Dell. It is based on the story of an Indian girl who is stranded on an island off the California coast during the mid- 1800's. The courage and self-reliance of twelve year old Karana is inspiring.

After Spring Break, I will be offering an optional Novel Enrichment Program as part of the Literature Curriculum. This Independent Study will feature the classic, The Twenty-One Balloons by William Pene DuBois in which a "burnt-out" teacher travels the world in a hot air balloon. Participating students will receive the novel and a set of guided reading worksheets. Interested students can sign up in April.

Mrs. Daly/Mrs. Juska
Grade 5 Reading

The fifth grade students finished our second novel study, The Last of the Really Great Whangdoodles, by Julie Andrews Edwards. This fictional story dealt with acceptance and personal growth. The novel also encourages imagination as the characters journey through many adventures on their way to meet the very last Whangdoodle. The characters wear scrappy caps whenever they are using their imagination. OHA students wore their own scrappy caps through our class novel study. The physical descriptions of the characters allowed students to draw their own pictures. Predictions and cliffhangers encouraged students to continue to read the chapters to find out what happens next. Our closing activity included formal letters to the author detailing each student's favorite character and section. This novel was a big hit!

Our new reading series, Voices in Reading, showcases the art of storytelling. Students studied the ancient Griots of West Africa, rodeo clowns, and rap music. Students love the format as they practice their comprehension skills.

Mrs. Matson
Grades 5 & 6 Geography

THE HISTORY-GEOGRAPHY FAIR IS COMING IN TWO MONTHS!

The first Due Date is March 15th!

DUE DATES OF GEOGRAPHY FAIR SECTIONS

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

MARCH 15TH: (If student is changing topic, or doesn't have a parent's signature)

STATE THE PROBLEM OR QUESTION YOU ARE STUDYING,
and partner's name, if any, on tear off sheet, with parent signature, and submit to teacher.

MARCH 15TH: SUBMIT PRELIMINARY EVIDENCE OF RESEARCH

Student brings in evidence of at least 2 or 3 sources: highlighted printouts, books, or notes. Summarize what you have learned. Start to record bibliography.

APRIL 20TH: SUBMIT FINAL RESEARCH, & PRELIMINARY FINDINGS

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

APRIL 30TH: MATERIALS YOU HAVE OR WILL USE IN PROJECT LISTED.

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 FINAL BIBLIOGRAPHY OF SOURCES. Typed.

Must have correct number of sources and **use correct bibliographical form.**

MAY 14TH: FINAL CONCLUSIONS / COMPLETE YOUR PROJECT.

The conclusion should be typed or written NEATLY 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**

After our first "BIG Test" as upper school students, we continued where we left off in our study of number patterns, fractions and ratios. The students picked up with the sixth chapter that built upon our exploration of fractions and our ability to find the LCM and GCF of numbers. The students used their estimation skills to round fractions and mixed numbers to find their sums and differences. They then progressed to adding and subtracting mixed numbers and fractions with like and unlike denominators.

We will continue to work with fractions this marking period by expanding our investigation to include multiplication and division. We began with multiplying common fractions and then moving on to mixed numbers and using those skills to find the circumference of circles using either the diameter or radius and our new friend π (pi). Dividing fractions and mixed numbers was next as we learned the importance of reciprocals. Chapter 7 concludes with sequencing as well as converting customary units of capacity and weight.

We will then move on to the cousin of fractions by exploring ratios, proportions and percents and see their close relationship not only to each other, but to fractions and decimals as well. The students continue to build their knowledge in mathematics using previous lessons as the foundation for new concepts.

**Mrs. Cotterell
Grades 5 – 8 Math**

Grade 5

The sixth marking period began right after the mid-terms. The students performed very well on the big test. We realize this is a large undertaking for fifth graders; however, the goal is to have the students learn how to prepare for and take a comprehensive test. By the time these students reach high school, mid-terms and finals will not be such a daunting task.

We began this marking period by completing our study of multiplying and dividing fractions and mixed numbers. This concept was applied to calculating the circumference of circles as well as

converting customary units of measurement.

We then turned our attention to ratios, proportions, scale drawings and percents. This was their first time calculating proportions and scale drawings. After some initial frustration, they began to understand the calculations.

The next two chapters, 9 & 10, are on geometry. We completed Chapter 9 which is the identification, construction and measurement of angles. We also worked with concepts such as symmetry and congruency and characteristics of polygons. Chapter 9 focused strictly on 2 dimensional figures while Chapter 10 deals with primarily three dimensional figures. The students continue to put forth great effort.

Grade 6

It's hard to believe that we're already on the down side of the year. The students are working at an amazing pace. Our goal is to complete the text book again this year. It is truly a pleasure to teach such enthusiasm.

I'd like to briefly reflect on the mid-terms. The big test the students took was quite long and very comprehensive. The students' results were outstanding. As you may know, every evening I assign several cumulative review questions. It is so critical that prior concepts are not lost. These questions coupled with your child's outstanding work ethic contributed to the results. The students should be commended for their hard work.

Our primary focus this marking period was proportions. It is so important that the students understand this concept as it is used for scale drawings and percent proportions. We will use it again in the next chapter to determine similar polygons. Many of the concepts we addressed so far this year were covered to some degree in prior years. The students will see that for the remaining portion of the year we will be learning new concepts. I am sure they will embrace these new concepts with their usual eagerness.

Grade 7 - Glencoe

Chapter 6 serves as the foundation for our fraction work. We reviewed rules of divisibility, calculating greatest common factors, least common multiples, simplifying fractions and converting fractions to decimals and the opposite. The students did well on their assessment. The students are now ready to work with fractions. Unlike prior years where their work was exclusively

with positive fractions, now they are working with both positive and negative numbers.

Chapter 7 addressed all operations of fractions. This is a challenging chapter. The grades tipped downward a bit for some students, but this is the first time the students are seeing this type of work. The students were required to use their knowledge of fractions as well as signed numbers throughout the chapter. The chapter began with the 4 basic operations and then ended with solving equations and inequalities with rational numbers. This chapter required a lot of perseverance. The next chapter should be much easier!

I would like to remind you that corrections should be made to all quizzes and tests. These corrections along with a parent's signature are due the day after the assessment is returned to the student. Corrections not only can add a few points to your child's grade, but it is an opportunity for the students to improve their understanding of the subject matter.

Grade 8 – Introduction to Algebra

We spent the beginning of the marking period reviewing Chapter 5 which was essentially fraction work. Although this was part of the midterm I did not feel that the students demonstrated mastery, so I decided to revisit the topics again. The students performed much better the second time around.

We spent the rest of the marking period on Chapters 6 and 7. Chapter 6 was essentially a review of rates and ratios, proportions and scale drawings, converting fractions to decimals and percents, percent proportions, percent of change and probability. We also addressed interest, discount, tax, tip and commission – all concepts essential to the "real" world.

Chapter 7 was the first time the students worked with variables on both sides of the equal sign. The students needed to solve equations with grouping symbols and have identity and null sets for answers. We spent quite a bit of time on solving equations and inequalities as well. We did checks and graphing for the inequalities. The students have been doing remarkably well on this important pre-algebra topic.

I would like to remind you that the students are encouraged to make corrections to their tests and quizzes. The corrections are due the day after the assessment is returned to the student. This will not only add a few points to their

overall average, but also help firm up any weak areas.

Mrs. Schroeter
Grade 5 Science

Fifth grade has now concluded the study of physical science. The unit on mixtures included new skills used in the science lab such as using a filter to separate suspensions and evaporation to separate solutions. Chromatography was used to separate the colors of a black Crayola marker into the colors of the rainbow – ROY G BIV. Students also observed a mixture of oil and water and discovered in which layer added food coloring would be located. The discussion of the purpose of shaking salad dressing and some liquid medicines was a follow-up to this demonstration. In the final mixtures lab, the fifth graders made four mixtures, and they had to determine which were solutions and which were suspensions, using the knowledge gained in previous labs. The final unit covered chemical and physical changes in matter. The students first learned the evidence of a chemical change and then performed different experiments to determine if a chemical change had occurred. A favorite was the “bursting bag” lab. The process of photosynthesis was introduced in this unit in order to prepare the students for this topic in sixth grade life science. Chemical equations were lightly covered. Students learned how to recognize the reactants and products in a chemical reaction. Fifth grade has now moved on to the study of biology and the correct use of the upper school microscope.

Mrs. Juska/Mrs. Grier
Grade 5 Tech

Fifth grade has marched on into world history by studying Ancient Civilizations. From Mesopotamia to the Etruscans to the Ancient Greeks, the fifth graders are busy piecing together information from the internet to create Power Point or Keynote presentations.

Dr. Kuyat
Grade 5 Math Workshop

In fifth grade Math Workshop, after introducing a warm-up exercise involving Super Bowl statistics, we began a large project researching how math is used in sports. Groups of two were each given a sport—ice hockey, volleyball, baseball, basketball, golf, lacrosse, and football—and then they presented their findings to the class, achieving a point for each way they could identify math being used in that sport.

Mrs. Duffy
Grade 6 English/LA

During the fourth marking period, sixth grade students enjoyed reading the suspenseful and engaging novel The True Confessions of Charlotte Doyle by Avi. This story tells of a young girl's struggles (including being accused and found guilty of murder) which begin when she boards a brig called the Seahawk. As the only passenger, and only girl, on a voyage across the Atlantic during the early 1800s, Charlotte finds herself questioning all that she has learned in her short life in regard to class, race, and gender.

In language arts, students studied lessons on modifiers and combining sentences. Both skills enrich their writing and were helpful in writing the sequel or epilogue to The True Confessions of Charlotte Doyle. The sixth graders will soon polish their skills in the writing of a three-paragraph essay, describing in detail a city scene or beachscape.

Mrs. Palamara
Grades 6 – 8 Math

Grade 6 – Glencoe

Knowing how to solve equations and inequalities is a very valuable skill. Sometimes we use this skill without even realizing it. For example, we use inequalities to decide if we have enough money to buy a particular item. Relating math skills to everyday events is just one way we try to help students appreciate what they are learning in class. Students learned how to solve equations, write expressions and equations, solve inequalities, and graph functions.

Grade 7 – Gateways

A firm grasp of signed numbers is critical for success in algebra. Students used real-world applications of signed numbers as the basis of each lesson and made liberal use of number lines. Students were given the opportunity to practice computation with signed numbers in a variety of contexts. Multiplication in matrices, in particular, provided a considerable amount of practice. The emphasis of graphing inequalities visually reinforced the meaning of signed numbers. The final section on two-dimensional graphs reinforced the geometrical aspects of signed numbers and sets the stage for the upcoming chapter on geometry.

Algebra I

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

Math-A-Thon

Participating students are now working on their St. Jude Math-A-Thon booklets or CDs to help raise money for St. Jude Children's Hospital.

All donations should have been returned by Friday, March 2. All cash should be converted to check or money order made payable to St. Jude Children's Research Hospital.

All participating students will be entitled to a dress down day in the spring. All prizes will be awarded at the Academic & Activities Awards assembly in June.

Mrs. Daly
Grade 6 Reading

The sixth graders have successfully completed 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.

After reading about the invention of the television and the internet, students were challenged to report on other great inventions within the last 100 years. The criteria were simple; yet, the reports were amazing. Student topics ranged from the iPhone 4S Projector to the first credit card to the remote control. Other topics included contact lenses, Neoprene, immunizations, eReaders, and the GPS system. Students were well-informed and demonstrated great presentations.

Signature Reading and *Voices in Reading* are the current programs we are using. These nonfiction stories present students with challenging ideas and skills.

Mrs. Billet
Grades 6 & 7 Science

The sixth grade class just finished a unit discovering patterns of heredity and how inherited changes can influence evolutionary trends. Both simple and Mendelian heredity patterns of multiple alleles and polygenic inheritance were explained. We investigated evidence for evolution by looking at fossils, embryology, and DNA relationships.

The seventh grade continues its study of physical science by studying electricity. Electricity not only provides us with light, but also heat, refrigeration, and power to run countless electrical devices we use everyday. Where does electricity come from? How does it get to our homes, schools, and offices? And how can you control it by flicking a switch or pushing a button? We learned the answers to these questions.

Mrs. Grier
Grade 6 Tech

Sixth grade technology class has been a menagerie of new technology being explored. This grade is working with I-pads and are learning to present presentations using a program called keynote. I am amazed how quickly students absorb new concepts and are eager to lend a hand with those who need help. The project they are working on connects to their history lesson and deals with the Medieval Era, Middle Ages and the Renaissance. All students seem to be fully engaged using their new "toy."

Mrs. Vacca
Grade 6 Math Workshop

Students continue to be challenged with 10 minute math sheet warm-ups to accumulate points towards their next dress down day. Mustang Toy Projects were presented and students will now have the opportunity to purchase them with their \$50 budget. The construction paper crafted toys were creative and very inventive. Students will fill out order forms and write a check for their purchases. Practical math once again!

Sra. Dotto
Grades 6 - 8 Spanish

In the sixth grade, we have been reviewing material covered last year. All students received their Spanish textbook and workbook called ¡Exprésate! which we have already started using. We have also learned how to say the time and how to change civilian time to military time. To reinforce this material we have used

videos, songs, verbal drills, and my personal site gallery me.

In seventh grade, we have spent a few weeks re-examining material covered last year including indirect object pronouns, the verbs *gustar* (to like), *ser* (to be) and over 20 *ar* and *er* regular verbs. Currently we are in the process of completing Chapter 3. In this Chapter, the students are acquiring a lot of vocabulary and expressions that have to do with every day activities. They are also learning the irregular verb *ir* (to go) and the stem-changing verbs *jugar* (to play a sport) and *querer* (to want). All this material is reinforced with PowerPoint presentations, games, by going to the quizlet and gallery me sites and classroom interaction.

In eighth grade, the students have covered formation of sentences in the negative form by using *tampoco*, *nada* and *nadie*. They have mastered the past tense of over 50 regular verbs plus the preterit of the irregular verbs *hacer* (to do), *ir* (to go) and *ser* (to be). All this material is reinforced with PowerPoint presentations, classroom interaction and by going to quizlet and gallery me sites. Also, we started reading a novel "Pobre Ana" which students are enjoying and acquiring a lot of vocabulary.

Mrs. Tirella
Grade 7 LA/Literature

In Language Arts, we continue to move at a steady pace in our *Vocabulary Workshop* texts as we increase our vocabulary and strengthen our test taking skills. In grammar, we have begun a unit on Capitalization and Punctuation which will be extremely beneficial for our standardized tests in the spring.

In Literature, we have concluded our unit on William Shakespeare, the Globe Theatre, and *A Midsummer Night's Dream* with a trip to Drew University and the Kirby Shakespeare Theatre for a performance of the play. It brings our study of the play full circle.

Our next unit will focus on the theme of discrimination and emphasize the importance of equality in education. In the Newbery Award winning novel *Roll of Thunder, Hear My Cry* by Mildred D. Taylor, we will explore school segregation in Mississippi in the 1930's. We will highlight the critical thinking skills of classification, fact and opinion, and analyzing word definitions. We will conclude by comparing and contrasting the novel with the film.

Mrs. Daly/Mrs. Juska
Grade 8 Critical Reading

The classes are continuing to practice readings skills in many ways. The students are reading the newspapers and summarizing stories each week. The *Signature Reading* program helps students isolate critical skill development while offering great nonfiction stories to absorb.

Students are also researching pre-World War II events as they relate to readings focusing on the years between 1939 and 1945. Building background helps to understand nonfiction stories. Visual literacy skills also aid in passage understanding.

The classes are continuing to study vocabulary, as well.

Mrs. Mayer
Grades 7 & 8 History

During this marking period, the seventh grade covered an array of topics spanning from the Enlightenment in Europe to the effects it had on The American Colonies. We explored the conflicts that occurred across Europe which led to different groups seeking freedom in the colonies. Students were very interested to learn about philosophers, such as John Locke and Baron de Montesquieu, analyzing their ideas about natural rights and separation of powers. The class has made several presentations and look forward to creating more, when we cover The American Revolution.

Throughout the marking period, the eighth grade studied the impact westward expansion had on the Native American way of life. We are currently researching inventions that were created during the Industrial Revolution, and how they changed our country forever. Our class was fascinated to discover just how many brilliant contributions Americans, such as Thomas Edison and many others, made to the modern world. They were shocked to learn about how many of these inventions led to modern deadly warfare during World War I. We will be exploring the drastic societal differences Americans experienced during the Roaring 20's and Great Depression.

Dr. Kuyat
Grades 7 & 8 Latin

In seventh grade Latin, we expanded our knowledge of verbs to include all persons singular and plural of the present tense as well as singular and plural imperative, positive and negative. In addition we introduced the genitive case (possessive). Putting all these new components together so as to be able to translate or compose Latin sentences and narratives was the challenge. We have now covered all cases of nouns. We have just begun working with the imperfect tense for verbs.

In eighth grade Latin, we introduced all tenses of the passive voice as well as present passive infinitive and perfect passive participles. We have been able to recognize and translate these new verb forms in the narratives we are reading in *Ecce Romani*. In addition we read two more chapters in the story of Aeneas and answered questions involving the importance of the supernatural in the epic.

Mrs. Juska/Mrs. Vacca
Grade 7 Explorations

The seventh grade started their Explorations classes with the 2nd semester. Their first project utilizing the iPad 2 and Keynote app tackles the big idea of "What are the key factors that create a revolution and its consequences?" Each small group chose a revolution that occurred outside the United States. The students are now in the process of researching the information necessary to answer that question.

Mrs. Williams
Grade 8 Language Arts/Literature

In eighth grade Language Arts, students have continued their study of vocabulary, while concluding the Grammar unit: *Mechanics*. In addition, students began working on their research project. They selected a topic, completed a preliminary outline, located various sources, and completed their bibliography and note cards. During the fifth marking period, students will continue with the research project, vocabulary lessons, and grammar lessons.

In Literature, students explored Shakespeare's play, *Romeo and Juliet*. Students examined various literary techniques, such as: foreshadowing, dramatic irony, and motifs. In addition, students analyzed the text, and explored the plot. Students are really enjoying the

play! During the fifth marking period, students will conclude *Romeo and Juliet*.

Mrs. Schroeter
Grade 8 Science

The eighth grade has completed the study of "Plate Tectonics." The students are now familiar with the supercontinent *Pangaea* and with the Earth's moving plates. They are now aware of the fact that earthquakes and volcanoes are common along convergent and divergent plate boundaries. They have also studied the San Andreas Fault in CA caused by a strike-slip fault on a transform boundary between the North American plate and the Pacific plate. They have investigated the three main types of volcanoes and are now studying the "hot spot" volcanoes of Hawaii and the "hot spot" in Yellowstone National Park. Lab work included making a model of *Pangaea* and models of the forces of stress acting along plate boundaries. Finding the epicenter of an earthquake was a project in the study of earthquakes. The Volcanoes chapter will conclude the study of Earth's interior.

Mr. Pacelli
Algebra I – An Integrated Approach

This marking period we made a great deal of progress toward finishing our book. We studied systems of equations and inequalities. We also applied these new principles to the solutions of Singapore Math word problems. Next we dealt with the chapter on exponents. All of this is setting the stage for all levels of advanced math.

Mrs. Larkins
Grade 8 Math Workshop

All classes did a probability project taken from ESPN2 entitled "Stealing with Pythagoras." It used the Pythagorean Theorem to figure out the distance a catcher has to throw to 2nd base. We also used the distance formula to determine the time a runner has to steal either 2nd or 3rd base. The speed of the catcher's throw was an essential factor.

We are beginning March Madness for the eighth grade this marking period as we entered into our college basketball project. We are investigating the mathematics behind the process of a tournament and will get to make our picks for the NCAA men's basketball tournament. We used this 64 team tournament to answer some questions on probability and statistics.

For Valentine's Day my two day/week students did a project that compared regular Hershey kisses to the caramel variety. They experimented to see how often the kisses would land on their bases when tossed from a cup. They analyzed their data using box and whisker graphs. Of course, we had some delicious results! They also spent time analyzing the mathematics behind zip codes and bar codes. Those short and long lines on our mail and consumer products have a special meaning.

All classes have been completing some challenging warm-up problems. I commend their persistence!

Mrs. Vacca
Grade 8 Explorations

"Historical landmarks around the world" were concluded this marking period with not only a powerpoint but pod casting also. This is a form of recorded narration to the individual slides which gives the presentation a more personal touch. Presentations were informative, creative, including some wonderful transitions giving the slides a fun animation. Students learned about some historical locations such as The Petra in Jordan, The Hagia Sophia in Istanbul, Turkey, Ankor Wat in Cambodia, and the Potala Palace in Lhasa, Tibet.

Mme Simon
Upper School French

The first marking period in the fifth grade started very well. I am very happy that the transition from Spanish to French has been very smooth. The students have excellent accents and are learning very quickly. We are now working on learning the verb "to be." Next, we will learn "questions words," ER verbs and how to understand a story. We play games and use the QUIZLETS to learn the material. The QUIZLETS are also posted on my website: <http://ohamadamesimon.weebly.com> I strongly advise the students to learn from the website. BON TRAVAIL!

With the seventh graders, there has been a smooth transition from Spanish to French. After spending a few weeks reviewing the material learned in the sixth grade, we are now working on the food theme. Next we will be working on a dialog of two teenagers ordering at a restaurant. The students will be presenting their dialog in front of the entire class. Then, we will be working on the clothing theme and writing letters to our pen-pal Astrid from Brittany, France. Astrid is the same age as our seventh

graders and is looking forward to getting to know our students.

For quiz review, the students are using QUIZLETS that I created and are posted on my website: <http://ohamadamesimon.weebly.com>.
BON TRAVAIL!

With the eighth grade, we have been working very hard on auditory and comprehension for the National French Exam which will take place on March 20th. The hardest part is to understand a French native speaker who may speak with a different intonation than mine. After the NFE exam, we will work on cultural material.

After the Spring Break, we will work on the passé composé which is our past tense and then we will learn the future tense in order to be prepared for French 2, French 2 honors or even French 3 in high school. SUPER !!!

CONGRATULATIONS on a great performance of "Salut Rap" at the lip sync event!

Mr. Bruckmann/Mrs. Bordiuk Upper School PE

The fifth, sixth, seventh and eighth graders have nearly completed their volleyball units with some rather competitive games after practicing the basic skills needed both offensively and defensively. There is always some satisfaction in keeping a ball off the ground and volleyed back and forth over the net.

We will be revisiting the Presidential Physical Fitness testing to see how the students have progressed over the year as well as partaking in some ultimate Frisbee, lacrosse and softball once the weather cooperates. The fifth marking period also brings back with it the swimming portion of our Physical Education curriculum, so please remember to bring your suit and towel on your swim day. All grades will continue to learn and review the four main strokes and as well as water safety awareness and pool games. The eighth graders will be starting to plan their synchronized swimming routines that will be performed in May for their classmates.

Please see the following revised upper school swim schedule for the spring 2012 that was sent home on February 29:

- **8th grade Period 1 with Mr. Bruckmann** will swim on **Wednesdays** beginning March 7th.
- **7th grade Period 1 with Mrs. Bordiuk** will swim on **Tuesdays** beginning March 6th.
- **6th grade Period 2 with Mr. Bruckmann** will swim on **Mondays** beginning March 5th.
- **5th grade Period 2 with Mrs. Bordiuk** will swim on **Wednesdays** beginning March 7th.
- **5th grade Period 3 with Mr. Bruckmann** will swim on **Wednesdays** beginning March 7th.
- **8th grade Period 3 with Mrs. Hans** will swim (4th period) on **Wednesdays** beginning March 7th.
- **6th grade Period 4 with Mrs. Bordiuk** will swim on **Mondays** beginning March 5th.
- **7th grade Period 4 with Mrs. Bordiuk** will swim on **Tuesdays** beginning March 6th.
- **6th grade Period 7 with Mr. Bruckmann** will swim on **Mondays** beginning March 5th.
- **7th grade Period 7 with Mr. Bruckmann** will swim on **Fridays** beginning March 9th.
- **8th grade Period 8 with Mr. Bruckmann** will swim (7th period) on **Wednesdays** beginning March 7th.
- **5th grade Period 8 with Mrs. Reago** will swim on **Wednesdays** beginning March 7th.

Mrs. Grier/Library

Over 3,000 books have been checked out of our Library since the opening of school in September! That's a statistic of which we can all be proud, with many thanks to all those parents who encourage your children to return the books on time.

Kindergarten library skills are growing. It's rewarding to see the progress they have made in such a short time. The first graders were enthralled with their introduction to the books on varied themes followed by the works of black Americans. Second graders are comparing the original versions of classic fairy tales with those in current literary fashion. Interestingly enough, they seem to prefer the classic versions, some of which date back over 200 years, to their

present-day counterparts. Third graders continue to explore the varied details associated with library skills. Fourth graders are making enormous strides in their use of the Library computer system. It is a joy to observe them looking up the books they need, ascertaining if the book is in or out, and transferring that knowledge to finding the books on the shelves.

Our Library operates on a very positive note; however, some children do need their parents to help them return their books on Library day. The lower grades may not take additional books if their current book has not been returned, and this is not the most productive use of their special time in the Library.

Mrs. Griller/Computer

Computer Class has started with a new group of students, so we discussed Cyber Safety in each class. We also continue to practice our touch typing in grades 4-8, through computer lessons, tests and games.

The first graders have been working on their eye hand coordination and building dexterity, while making beautiful pictures and playing tic-tac-toe in Kidpix.

The second graders are learning about computer peripherals and whether they are used for input or output. Also, they have been finding Internet sites that are appropriate for their age and/or grade.

In third grade the students have been practicing touch typing skills in Mavis Beacon Teaches Typing.

Fourth graders started to learn about the features of Microsoft PowerPoint, by creating a presentation about their self.

In fifth grade they had a Microsoft PowerPoint refresher. They created and presented a presentation about a topic of their choice. Also, they began learning about the features of Microsoft Word and created acrostic poems.

The sixth grade classes learned the basic features and terminology of Microsoft Excel. They put together a spreadsheet of items they would purchase to decorate their bedroom if they had \$5,000 to spend.

While learning about the features of Microsoft Publisher the seventh graders created brochures. They provided information about a black historian in honor of Black History Month. They also created banners that teach us good character traits.

In eighth grade the students completed writing their resume. Then they evaluated websites on the Internet and began creating their own website using Microsoft Publisher.

Miss DiMaggio/Art

First grade learned to use the letter Y to make a Y-Tree. Using sharpies and watercolor paint they made a summer or winter tree. They made a ceramic pinch pot and used beads to make a symmetrical necklace.

Second grade worked in groups to make a giant version of Eric Carle's animal characters. They used the slab method of ceramics to make an imprinted tile. They are currently studying artist Piet Mondrian and creating animals with a Mondrian twist using the primary colors and horizontal and vertical lines.

Third grade used Model Magic to make a coil pot. They used watercolor pencils while following the color wheel to make their colors blend and collide together. They also made a keychain using shrinky dink.

Fourth grade worked in groups. Using wooden pieces they made sculptures based on Pablo Picasso and Cubism along with Louise Nevelson and her Found Object Assemblages. They made a ceramic slab dish and are currently learning how to draw self portraits using correct facial proportions.

Fifth grade made a 3D Color Wheel while learning how to mix secondary colors from the primary colors. They learned about the Elements of Art and even took a quiz to show off how much they learned. They studied American artist Jackson Pollock and made their own splatter painting. They studied American Artist Georgia O'Keefe and drew a large scale flower colored with oil pastels. They studied Russian artist Wassily Kandinsky and created a Non-Objective piece using sharpie and watercolor pencils.

Sixth grade learned how to draw a building in one point perspective using a horizon line and a vanishing point. They learned about the Principles of Design and will use these in all of their future art work. They made a ceramic imprinted vessel and are currently studying French Artist Henri Rousseau and drawing overlapping jungles that they will color using watercolor pencils.

Seventh grade learned about Pointillism and studied artist Georges Seurat. Their pointillism is currently on display in the commons and looks excellent. They just

finished their positive and negative fish with geometric shapes. Keep your eyes open for these sharp bold drawings. They just started their canvas board painting that they will show many different textures while paint the subject of their choice.

Eighth grade created ceramic slump bowls. They used tiny words and no lines on a project called Micro Calligraphy. They also used the medium of their choice to make their name in a graffiti style based on American artist Keith Haring.

Any students who do not have art this marking period stop in to see me if you are interested in entering the Monmouth Day Care Center Art Contest. Entries must be in by March 20th.

Check out the Oak Hill Academy Art website at www.oakhillacademyart.weebly.com!

Mrs. Tyma/Music

In February, our music making turned to melodious thoughts of love for our families and friends. Our songs of love were vehicles for learning to read solfege (*do, re, mi, etc.*) on the grand staff. While first graders had their first experience with reading three notes, *mi, sol* and *la*, the second graders reviewed the same three notes and added *do* and *re*. Soon we'll be creating our own melodies with these tones. In kindergarten, we enjoyed singing and playing the glockenspiel melody instruments as we learned about melodies that go up and down the scale. Valentine dances and dramatizations rounded out the holiday celebration. In addition to the Valentine songs, the second graders celebrated African American History Month by reading about Rosa Parks and learning a civil rights song that was written in her honor.

Third grade classes created melodic improvisations based on a song about Martin Luther King, Jr. (as reported in the last Newsletter). Also, we are piping away on recorders. We've listened to recorder consort music of the 16th and 17th centuries and will be looking at the four different sizes (voices) of recorders used in the consort. While becoming proficient on our first three notes, we are exploring many styles of music (jazz, tango, waltz, folk) as well as working on our music reading skills. The students will be bringing their recorders home to perform for their families. In addition, we will be learning about the woodwind family of orchestral instruments in the coming weeks.

In fourth grade we have learned additional notes on recorder so that we could sing, play and dance a song about the winter snows. We continue to work on choral singing with a song based on the ragtime music of Scott Joplin. Our work on the song *Follow the Drinking Gourd* about the Underground Railroad (as discussed in the previous newsletter) has the most complicated barred instrument accompaniment we've tackled so far this year with six independent rhythmic and melodic parts. We'll be listening to several versions of this song performed by folk musicians to discover how a folksong changes as it is passed down through the years.

It is a pleasure to begin working with the seventh and eighth grade classes again. We are reviewing the elements of music (melody, harmony, form, rhythm and timbre) through compositions by Carl Orff for the barred instruments and drumming exercises. The seventh graders are working on compositions by Orff that explore meter (simple and compound) and tonalities (major, minor and modal). The eighth graders are being challenged by African drum compositions that are polyrhythmic (triple and duple meter combined). In addition we are listening to recordings of master drummers and marimba players of Africa. This study of African music with its complex rhythms is a prelude to our unit on Jazz, and in particular, the Blues.

The Oak Hill Players and Chorus showed off their hard work over the past couple of months when they served as ambassadors of the school by performing for the Pre-K/Kindergarten Open House on February 24th. All of these young performers can be very proud of what they have accomplished. Not only did they perform beautifully, but also their approach to the performances was very professional. Congratulations to these two groups!

March will bring a St. Patrick's Day celebration in all the classes with lots of jigs and reels, pipes and drums!

Mrs. DeVivo/ Drama

Over the past few weeks, Kindergarten has enjoyed re-enacting several popular stories such as *"The Three Billy Goats Gruff," "The Three Little Pigs," "The Little Engine that Could," Little Red Riding Hood," "Goldilocks and the Three Bears,"* and **SO** many others. The students have also been very creative in acting out their own unique alternate endings to these stories.

First grade had a great time making Paper Bag puppets. They created so many wonderful characters such as rabbits, puppy dogs, cheetahs and Lego men! Once their puppets were complete, the students brought them to life in entertaining puppet shows!

Second grade also made puppets this marking period. They made paper tube puppets. Their creations and shows were fun and unique. Some puppets that came to the puppet stage were rock stars, vampires, princesses and pigs.

The third graders have been rehearsing their Reader's Theatre Presentation of "LIVE: It's Fairy Tale New." In a Reader's Theatre presentation, students do not need to memorize their roles as they would for a traditional play. Rather, the point of Reader's Theatre is to enhance reading skills and build vocabulary all while having fun pretending to be a make believe character. The students also created commercials for inventive fairy tale products. Some products that will be advertised during their show are "Mega Bricks" for the Three Little Pigs, "Fairy-o's" for Tinkerbell, and "The Professional Gold Spinner" for Rumpelstiltskin, just to name a few. Their play presentation is scheduled for the following dates and times: 3A 8:30-9:00 Wednesday, March 21st, 3P 8:30-9:00 Thursday, March 22nd and 3R 8:30-9:00 on Friday, March 23rd. The play will take place in the Drama room. Break-a-leg third grade!

The fourth grade has also been busy rehearsing their upcoming shadow puppet plays; "Yeh-Shen" the Chinese version of "Cinderella" and "Lon Po Po" the Chinese version of "Little Red Riding Hood." The choice to use shadow puppets to present these plays instead of people was made because shadow puppetry originated in China. Obviously, the plays selected and the format in which they will be presented ties in nicely with Mrs. Vacca's Ho-Ho theme of China. The play presentation dates for the 4th grade are as follows: 4T 8:40-9:10 Tuesday, March 20th, 4C 9:10-9:40 Tuesday, March 20th and 4R 9:10-9:40 Friday, March 23rd. The plays will take place in the Drama room. Break-a-leg fourth grade!

The fifth and sixth grades entered drama in the early part of the year. They spent the first part of the marking period brushing up on improvisation and story building skills by playing a variety of Improv games and acting out various Improv scenarios. The students also learned about monologues and had to perform an original, personal monologue

in front of the class. Some students talked about vacations, family members, funny memories and pets just to name a few. They were a great way to break the ice and for everyone to get to know each other better and feel more comfortable around one another.

Drama Clubs

Students on the **Forensics Team** have been practicing for our upcoming competition. It will be held at Ranney School on Saturday, April 28th. Reminder: NO forensic practice on March 22nd as it is a Mandatory play practice.

Upper School Play practices have been going very well. Rehearsals are now being held in the SAC. All lines should be memorized by March 7th. There will be practice on the half day for Littletown Day, March 8th. Students should bring a bagged lunch. Rehearsal will be over at 2:15. Students should start bringing in props and costumes to work with. If you are running late you can find your child in after care located in the Tech Center. Mrs. Alexander is looking for students in grades 5-8 to help out with lighting and sound crew. See her ASAP if interested. Mandatory rehearsal dates are March 22nd, 23rd, 26th, 27th, and 28th. The performance is right around the corner, **Thursday, March 29th!!!!!!**

Finally, in **Tiny Dancers** the girls are busy learning choreography for selections from "Annie." So far, they have learned 2 numbers and we are moving on to a third. Reminder: NO Tiny Dancers on Monday, March 26th as it is a Dress Rehearsal for the Upper School Play.

Mrs. Vacca/Dr. Kuyat Student Council

"**Movie Day**" for the 4-6th grade students took place on Thursday, February 9th in the S.A.C. An afternoon of a good movie, Zookeeper, and food and drinks was a fun time for all.

This month's dress down day will be for the **March of Dimes**, held on Friday, March 30th. We ask that all students wear **GREEN**. It will be \$1 for both upper and lower school students, and additional monies will be gladly accepted. Checks can be made out directly to the March of Dimes.

The final seventh and eighth grade dance for this school year will be held on Friday, April 27th instead of the 20th, so please mark your calendars. The **Spring Fling** will be held in the gym from 7:30-10 pm. The admission fee is \$5 and pizza/beverages will be served.

Returning DJ John will be helping us dance the night away.

I want to thank everyone for their donation to the American Heart Association. We were able to send a check for \$1,038.00 to such a worthy organization.

Just a friendly reminder: All Dress Down Days for the entire school are \$1.00 whether it is for a specific organization or for OHA. The money collected for an unspecified organization helps pay for Littletown Day rides, movie day, dances and year-end gifts to the school. Please remember to bring your dollar when you dress down. **THANK YOU!**

Directory Changes

Change of Address

1C

Ramisha Khan
4 Jamesworthy Court
Marlboro, NJ 07746

3R

Shadmehr Khan
4 Jamesworthy Court
Marlboro, NJ 07746

Dates to Remember

March

10	OHAPO Gala "Night on Bourbon Street" PNC Arts Center
15	NO MIDDLETOWN TRANSPORTATION TO/FROM SCHOOL
16	NO SCHOOL
19	NO MIDDLETOWN TRANSPORTATION TO/FROM SCHOOL
20-26	Parent/Teacher Conf. Gr. 1-4
22	Warning Notices Mailed Home
24	Open House for New Students 10AM – 1PM
29	School Play – 1PM/7PM

April

2-13	Spring Vacation NO SCHOOL
16	Classes Resume
27	5th Marking Period Ends
30	Dress Down Day

May

3	Report Cards Distributed
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ATHLETICS

Boy's Varsity Basketball

Mr. Bruckmann's team finished with a solid 10-6 record, including winning a decisive game over Rumson Country Day 31-26 to end the season! The boys had won their last three games in a row! The team had also defeated Ranney, Lavallette, Union Beach, Oceanport, Solomon Schechter, Keyport and Monmouth Beach. Many of the 7th graders gained experience this year and worked well with the 8th graders. The team, along with the 8th grade girl's basketball team members, had defeated the faculty on March 6th 46-44! We will be missing the following 8th graders: Jimmy Panzini, Kyle McKean, Gaurav Singh, Owen Corrigan, Rohan Sahdev, Tim Scafaria and Liam Haley

Girl's Varsity Basketball

Mrs. Porzio's team finished with a very impressive 12-2 record! The team opened the season with two losses and then won 12 games in a row! The first game was an overtime loss and the second game was a loss was to Monmouth Beach by 5 points. The girls came back to avenge their loss to Monmouth Beach by defeating them in January! Along the way, the team defeated Ranney, Rumson Country Day, Oceanport, Keyport, Little Silver, Union Beach, Lavallette and Calvary Christian. The girls had played very well as a team all year. A number of 7th graders contributed to the success, as well as the following 8th graders: Shannon Tormey, Alex Kelly, Mansi Pandya and Anne Medlin. The 8th grade girls played with the Boy's Varsity team on March 6th in the student/faculty game. They defeated the faculty 46-44!

Girl's JV Basketball

Mrs. Scheuer and her players did a great job during the JV Basketball season! Playing a tough schedule, the team finished with a 6-2 record! They had defeated Lavallette, St. James, Rumson Country Day, and Ranney. These girls received valuable experience to eventually help the varsity team in years to come!

Boy's JV Basketball

Due to such a large turn-out this year, we created two separate Boy's JV Basketball teams! Mr. Misson's Red team finished with a 7-2 record. The team had defeated St. James, Pennington, Rumson Country Day, Ranney and St. Leo's. They all played hard and gained experience. Many of these 5th and 6th graders will be helping out the basketball program in the next few years! The White team was competitive in all of their games. Even though they did not win, three of their six games were decided by 5 points or less! Each player gained valuable experience and will also help strengthen our program.

Swim Team

Mrs. Schwartz and Mrs. Bordiuk were pleased with the improvement shown during the season. Although the team finished with only one victory (over Elizabeth), there were a number of outstanding individual performances! The team also had a great showing in the Ranney Invitational! There were a number of 8th graders who anchored the team and some younger students who swam very well. As the season progressed, you could see the improvement of all of their times. Congratulations to 8th grader Chris Centrella who broke four school records this season: 50 breaststroke; 100 freestyle; 200 freestyle; 100 Individual Medley. Medal winners at the Ranney Invitational were: Chris Centrella (4), Max Kelly (2), Daniel Dodaro (1), Miller Corrigan (1), Evan Semet (1), and Cameron Centrella (1). The following 8th graders were the leaders of the team and will be greatly missed: Chris Centrella, Max Kelly, Daniel Dodaro, Natalie Straub, Jonah Haskin, Maddy Denton.

Cheerleading/The Mighty Oak

A large group of dedicated girls, led by Mrs. Colbert, were at all of the home basketball games. Also, our Mustang Mascot (5th grader Zach Basile), the "*Mighty Oak*" helped the cheerleaders and got the crowd into the games!! These cheerleaders were enthusiastic and provided excitement each afternoon! They also choreographed a great halftime dance! The following 8th graders will

be missed: Caroline Maggs, Christine Raso, Jenny Loshiavo, Victoria Martorana, Morgan Shapero, Claudia Washburne, Stephanie Falletta and Alyssa Plodwick.

Scorekeepers

The winter sports season could not happen without the dedication from our scorekeepers. Each student who is interested in learning how to keep score for the basketball games must come to a number of training sessions. Many of the officials compliment our scorekeepers for their knowledge, dedication and professionalism! Other schools choose to have teachers run their clocks and keep score. We have always given our students that responsibility! Thank you to: Seth Britton, Matthew Misson, Josie Larkins, Ryan Gilfillan, Christopher Misson, Alec Garbely, Riya Singh and Hunter Small.

SPRING ATHLETICS

The winter is just about over and the spring season is just about here!

Mr. Bruckmann will start the Boy's Baseball (gr. 6-8) team on March 13th.

Mrs. Porzio's Softball (gr. 5-8) team and Miss Murray's Tennis (gr. 5-8) will both start the end of March.

Mrs. Gilfillan's spring cross country training will start in April.