

# OAK HILL ACADEMY MAY 2012

## Headmaster's Message Joseph A. Pacelli

### *The Fifth Pillar – "Caring"*

This marking period we are highlighting "Caring," the fifth of the "Character Counts" Six Pillars.

Caring is a universal trait which can be shared by all people from all parts of the globe. Also, it is easy to use, in abundance, and we have no language barriers. The best friends in the world are those who really care. They are there in the good times and the bad. They are the source of encouragement when we are in need. However, a truly good friend who cares will also help us correct a mistake we make.

So below we share "Character Counts" quotes for caring.

What wisdom can you find that is greater than kindness?  
*Jean-Jacques Rousseau, French philosopher (1712-1778)*

No act of kindness, no matter how small, is ever wasted.  
*Aesop, Greek fabulist (fl. 6<sup>th</sup> century B.C., possibly legendary)*

There are two ways of spreading light: to be the candle or the mirror that reflects it.  
*Edith Wharton, American novelist (1862-1937)*

Real generosity is doing something nice for someone who will never find out  
*Frank A. Clark*

Our prime purpose in life is to help others. And if you can't help them at least don't hurt them.  
*The Dalai Lama, Tibetan religious leader*

Forgiveness is a funny thing. It warms the heart and cools the sting.  
*William Arthur Ward, American writer (1921-1994)*

You have not lived a perfect day, even though you have earned your money, unless you have done something for someone who cannot repay you.  
*Ruth Smeltzer, American writer (1894-1950)*

Write injuries in dust but kindnesses in marble.  
*French proverb*

Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world.

*The Most Rev. Dr. Desmond Tutu, first black South American Anglican Archbishop*

We must learn to live together as brothers or perish together as fools.  
*Martin Luther King Jr., American civil rights leader (1929-1968)*

Nice words are free, so choose ones that please another's ears.  
*Vietnamese proverb*

Love all, trust a few, do wrong to none.  
*William Shakespeare, English poet and playwright (1564-1616)*

If you have nothing else to offer me, offer me your smile.  
*Chinese proverb*

**Mrs. Larkins**  
**Director of Development**

*Golf Outing 2012*  
Please save the date of **Thursday, October 4, 2012** for Oak Hill Academy's next **golf outing**. It will again be held at the beautiful Colts Neck Golf Club and will certainly be a good time filled with a fine round of golf, as well as fabulous prizes.

*Grandparent/Special Relative Day*  
Our annual Grandparent/Special Relative Day will be held on **Thursday, May 17 (Grades PreK and 5-8) and Friday, May 18 (Grades K-4)**. Teachers have already started making arrangements for some creative and fun activities. **In order to accommodate the large number of guests, the program will once again be divided into two days according to grade.** Visitors will gather for refreshments in the Scire Student Activities Center at 8:30am and will be treated by a performance by Mrs. Tyma's school chorus and Oak Hill players. Then they will be welcomed by Mr. Pacelli. Next, they will visit student classrooms at 9:45. All guests are free to visit the Upper School social studies fair after their classroom visits. Visitors with students in multiple grades are encouraged to change classes during their assigned visit times.

Any guest with special parking needs should contact the school office.  
**Umbrellas are recommended in case of inclement weather.**

An invitation and reply form has been sent home and is being mailed to those grandparents who have previously attended.

*"Night on Bourbon Street Cash Raffle"*  
Our "Night on Bourbon Street" fund raiser including the Cash Raffle, Evening Dinner & Auction, and Ad Journal turned out to be a fantastic event that resulted in **675 raffle tickets being sold**. This relates to **\$16,875** being raised for updating our school's grounds as well as professional development for teachers. All of the current families, alumni families, and OHA friends who participated in the raffle were an important element to our success.

And the lucky winners were....

**1<sup>st</sup> Prize \$11,812.50**  
**Mrs. Patricia Grier,**  
**OHA Librarian**

**2<sup>nd</sup> Prize \$ 3,375.00**  
**Mr. & Mrs. Dan Weber**  
**OHA students Justin, Gr. 2,**  
**and Jared, Pre-K**

**3<sup>rd</sup> Prize \$1,687.50**  
**Green Horizon Landscape,**  
**OHA Lawn Maintenance**  
**Company**

**Incentive Prize**  
**The John Harris Family**  
**OHA student, Jack, Pre-K**

The entire Parent Organization, especially chair people Mrs. Tracy Shallcross and Mrs. Dawn Zolek and their committee, deserves our highest praise and our sincerest thanks for running an outstanding dinner party and auction. Their tireless work culminated in an evening filled with fabulous prizes, fine dining and dancing, along with many friendly faces.

The Program/Ad Journal was another attractive and high quality booklet this year that grossed nearly **\$10,000**. Many thanks to Mrs. Donna McShane and Mrs. Casey Burdge for their hard work.

Finally, I would like to personally thank **every person who participated** in the raffle, ad journal, and dinner dance in any way. Whether you stuffed an envelope, sold a raffle ticket, donated a gift or service, decorated a prize, placed an ad, etc., you helped OHA celebrate Mardi Gras in style and pave the way for an even better future for our students!

**Miss Murray**  
**Director of Personnel/Administration**

Marine Academy of Science and Technology (MAST) Academic Tournament

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> place team trophies!!! 1<sup>st</sup> place and 3<sup>rd</sup> place overall students!!! These are familiar headlines for Oak Hill Academy students participating at the MAST Academic Competition that was held on March 9<sup>th</sup>! Fifteen teams from six schools competed in this challenging academic tournament. There were eight subjects (math, science, geography, literature & language, US history, world history, vocabulary and fine arts) and each student took a 10 minute, 20 question fill in the blank test in each subject. We had taken a group of 7<sup>th</sup> and 8<sup>th</sup> graders to this competition.

The first place team of Natalie Straub, Anshul Agrawal, Sela Britton, Richard Soler, Victoria Momyer and Tim Scafaria (all 8<sup>th</sup> graders) had 73 points. The second place team of Owen Corrigan, Max Kelly, Alex Kelly, Mansi Pandya, Julie Sumski and Gaurav Singh (all 8<sup>th</sup> graders) had 55.5 points. The third place team of Josie Larkins, Matthew Prince, Gilbert Rashkovsky, Jasmine Shen, Roxanna Altus and Jacob Yatvitskiy (all 7<sup>th</sup> graders) had 52.75 points.

On the individual side, Ahsul Agrawal came in first place with 90 points and Victoria Momyer came in third place with 82 points. 90 students had competed! Also placing were: Richard Soler (4<sup>th</sup> - 77 points), Sela Britton (5<sup>th</sup> place - 76 points), Alex Kelly (9<sup>th</sup> place - 63 points), Nikki Mikkilineni (10<sup>th</sup> place - 61 points) and Gaurav Singh (11<sup>th</sup> place - 60 points).

Also competing were: Sarah Berger, Sofia DiAntonio, Aneesha Doshi, Nicole Marinaro, Travis Schuhardt, Zoe Sucato, Miller Corrigan, Stephanie Falletta, Kyle McKean, Matthew Misson, Shannon Tormey, Mae Corrigan, Christian Corvisiero, Cameron Gruss, Caroline Maggs, Alyssa Plodwick, Morgan Shaper, Carly Belz, Gabby Chinae, Olivia Malson, Camryn Mercatanti, Hannah Nagy and Julia Pardee.

Red & White Day

On Saturday, May 5, all of our new students have been invited to get acquainted with each other. Games will be played in the morning and we will conclude with donuts and juice. Each student will receive a red or white t-shirt. Our current students will be volunteering to help out that day. Please note the 9:00am start time!

Incoming parents are invited to stay for a coffee hosted by the Parent Organization in the Commons. They will be able to meet new parents as well as current parents.

Field Day

On Friday, May 25th, students in grades K-7 will have their annual Field Day. Mrs. Reago, Mrs. Bordiuk and Mr. Bruckmann will be sending home details.

Class Trips

The Upper School has been on some fascinating trips, with still some more to come!

Grade 5

- 10/3 Tuckerton Seaport
- 5/2 Liberty Science Center
- 5/9 Paper Mill Playhouse

Grade 6

- 10/27 IPS Games at Arrowhead
- 4/30 Brooklyn Aquarium
- 5/8 Sandy Hook
- 5/23 U. Penn Museum

Grade 7

- 10/18 Low Ropes/Climbing Wall at Arrowhead
- 3/9 Drew University
- 4/19 Franklin Institute

Grade 8

- 10/6 Amish Country, Lancaster, PA
- 5/1 Sterling Hill Mine, Ogdensburg, NJ
- 5/15 Sandy Hook
- 5/30 Canoe in Pine Barrens

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

Gr. 1 - During the month of April, I shared the book The Enormous Potato by Aubrey Davis with the children. This is a humorous folk tale that focuses on the spirit of co-operation. In our discussion of the story, the children came to the conclusion that it is much easier and more fun if we work together to accomplish something that we can not do on our own.

Gr. 2 - Chester's Way by Kevin Henkes is the story of two friends Chester and Wilson, who do everything alike. Lilly, who is as different from them as can be, moves into their neighborhood. They refuse to play with her until one day she comes to their rescue when bullies are trying to frighten Chester and Wilson. The twosome soon becomes a threesome as Wilson and Chester learn the advantages of accepting friends who are not 'exactly like them.'

Gr. 3 - The rewards of honesty are many. The children learned through the story The Empty Pot, that sometimes our honesty is being tested in the most unlikely ways. Discuss this story with your child to see how the Emperor knew that Ping was honest and find out what was Ping's reward.

Gr. 4 - Our If You Had To Choose, What Would You Do? story for this month was "Double the Money." It was a story that encompassed the characteristics of honesty and trust. A young girl was mistakenly overpaid for doing yard work for a neighbor. She was really tempted to keep the extra money because she was saving to buy a new bike. She knew that she really had not earned the money, so "if you had to choose, what would you do?" Some good discussion followed regarding how trust is earned and what happens when, through our actions, that trust is lost.

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

Spring is here, the sky is blue, and soon Mr. Q and Miss U, will say I do. Yes, Mr. Q and Miss U will become Mr. and Mrs. "QU" on May 23, 2012. Preparations have already begun and excitement is in the air in anticipation of the "big day." Friends since childhood, Q and U share a love of music, with Broadway and patriotic songs among their favorites. During a recent interview the couple even recalled favorite songs from their Early Childhood school days. Pre-K will take part in the wedding and serenade the happy couple. The ceremony and festivities will be held in the Student Activities Center (SAC) at 10:00 a.m. Pre-K will host a surprise shower for the couple on May 7th, as Q and U will be lavished with Q, U, and QU gifts. Our headmaster, Mr. Pacelli, will escort Miss U the day of the wedding and Miss Murray will stand for Mr. U. Invitations are now being sent to the Letter People, our Pre-K families, members of the Oak Hill Academy staff, and students in grades K and 1. Following the nuptials, Pre-K will host a light luncheon buffet reception for family members, Letter People friends and Oak Hill Academy staff members.

Recently members of the OHA student body took part in Littleton Day and the Pre-K participated in their own "Pre-K Pretend Town Day." Some of the activities set up in the multi-purpose room of the Center for Learning were: the Oak Hill None Finer Diner, Movie Theater, a dinosaur museum, art school,

car wash, library, post-office, beauty salon and an Oak Hill Runs on Dunkin' Doughnut shop. The day was a huge success and filled with many wonderful learning experiences and activities. Students role played and interacted with their classmates and teachers. In an effort to reinforce money concepts being taught in the classroom; students were given a bag of "Bunny Money" to purchase small items in the Pre-K School Store. Thanks to Mayor Engel of Colts Neck (Charlotte's dad) for bringing the Colts Neck fire truck for us to tour.

On May 2nd, Barnes and Noble of Holmdel was the scene for this year's OHA Book Fair as the Pre-K girls performed Eric Carle's, "Brown Bear, Brown Bear" and the boys performed "Dinosaur Roar" by Paul and Henrietta Stickland. They also had a few surprises in store for those in attendance.

Pre-Kindergarten students have also been busy preparing for May Day. Students will deliver "hand-made" baskets to teachers and staff across the campus following the Kindergarten Maypole celebration on May

On May 10<sup>th</sup>, Pre-K students will be joined by their moms to plant spring flowers around the perimeter of the Center for Learning. Following the planting an outdoor picnic and several activities honoring the moms have been planned in celebration of Mother's Day.

In Science class and during Science for Young Minds club, students have been engaged in learning about the various stages of frog and butterfly life cycles. The frogs are in their tank and our butterflies are currently in the chrysalis stage. Classroom greenhouse plants continue to grow and flourish as students are well versed as to what they need to thrive. Our most recent lessons have been about Earth Day, Arbor Day and our Solar System. Our Pre-K classes got together for Earth Day projects, recycling activities, and recently bagged trash during a campus walk.

The Letter People contribute to our classrooms by supporting our reading program. Ms. V with her vegetable vest, Mr. I with his incredible inches and love of insects, Mr. Q and his unending questions and of course Ms. U adorning her upside down umbrella. Mr. L with his longest laugh, and Ms. J with her jingle jacket. To review the alphabet, a Letter People Parade will be held on May 29th. This month's classroom literature will include fables which always stress an important lesson to be learned for Pre-K.

Singapore Math lessons include graphing the weather during unpredictable March, recognizing and comparing number 1 through 10, telling time to the hour and half-hour, daily calendar work, coins, geometric shapes and measurement in inches. Students have become independent with the use of our IPADS and the benefits are quite evident during individual assessments and one on one lessons with the teacher.

Our school wide character trait for the month of April was cooperation and developing teamwork in the classroom, on the playground, and at home. Never has cooperation been more evident than with student working together during classroom centers and while practicing for the play and QU wedding. Way to shine Pre-K!

Just like spring, our Pre-K students continue to blossom because "they're a bloomin' good bunch." We look forward to all of the upcoming activities slated for Pre-K and getting together with family members and staff. Happy springtime everyone!

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

Well, so much for sledding! Mother Nature had other plans. According to our weather graphs that we complete each month, we had only 4 snow days all winter! Now that spring is here, we are certainly enjoying the mild weather.

We are so proud of the fabulous job the children did at lip sync this year. They certainly sang and danced their hearts out! We would like to thank all the parents who were involved in creating such a successful night for the children. Great job!

"All aboard the Chinese dragon" as the lower school was transported to China this year for Littletown Day! What an adventure that was! They were so excited to be able to participate in their first Littletown Day. They worked so hard all year earning tiny bucks by bringing in items related to China. They worked equally as hard selling tickets and using their math skills to make change. We would like to thank Mrs. Vacca for another successful year!

Our trip to Huber Woods was exciting. We learned about snakes and even had a chance to touch some and we found out that snakes are not slimy at all!

We would like to thank our class moms for throwing us a wonderful spring party. The children had so much fun trying to find all of the eggs during our egg hunt.

We continue to meet new Letter People. The children are doing a great job applying these sounds into their stories which we will see published in the upcoming school journal called Reflections. We hope you enjoy reading all their terrific stories!

The new Singapore Math program is progressing along nicely. The children are using their thinking skills to problem solve. We are now working through the second part of the program in textbook B.

We look forward to the many exciting Kindergarten events to come in May. Enjoy!

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

In our recent Character Education Studies Weekly we read about Helen Keller and talked of her courage and patience in dealing with her everyday life. We also learned all about Braille and how it helps blind people find signs in the world for elevators and rest rooms. We discussed how we have Braille right here at Oak Hill Academy. The science building uses Braille to designate room numbers. Character Education Studies Weekly magazines present high frequency words along with practicing and applying phonics skills while we read the articles. The pictures capture our imagination and encourage many interesting discussions.

Did you know we all have a World Address? In Social Studies we learned our World Address here at school. Here is Mr. Pacelli's World Address at Oak Hill Academy:

Mr. Joseph Pacelli  
Oak Hill Academy  
347 Middletown-Lincroft Road  
Lincroft, New Jersey 07738  
North America, United States of America,  
Earth

We enjoyed working with our classroom Science Unit on weather. We tracked the wind direction and the outdoor temperature every day. This data was recorded on a temperature graph along with a tally chart for the types of weather we had in the month of March. We also recorded the precipitation and the cloud cover. We discovered that the color of our clothing regulates how hot or cold we feel when outdoors. We put some thermometers in black sleeves and some in white sleeves. We then placed them in the sun. We found that it is better to wear white clothing in the summer to keep cool.

We are looking forward to meeting the grandparents and special relatives on May 17. We have a special math meeting presentation our class would like to show our families. We also will be working on some family word searches and crossword puzzles with our loved ones !!

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

With the arrival of spring there has been a flurry of activity in second grade. We have spent a great deal of time working hard preparing for and then finally taking the ERB tests. We are so proud of the wonderful effort that the children have demonstrated while taking the tests.

Our writing skills have really blossomed this season. We have been busy sprouting poetry and writing stories about sprouting. The children have shown much improvement in their writing skills.

In Singapore math our second graders are excited about learning many new concepts such as showing, counting, and writing money amounts to \$20, area, perimeter, and reading, comparing and ordering fractions. We'll continue to practice the math facts daily including subtraction and multiplication facts.

In our reading program we are working on Unit 5 entitled Discoveries. The children are reading stories about surprises and discoveries that happen every day. In this unit we are focusing on the skills of summarizing, identifying the the author's purpose, main idea and supporting details, sequence, and classifying.

We look forward to Grandparents' Day so that we may invite our grandparents into our classrooms to share many special activities, stories, and poems with them. It will be a fun and memorable day for all!

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

Drop by to view the very engaging spring poetry on our hallway bulletin boards! This writing assignment required several poetic elements – rhyme, repetition, and alliteration.

In Novel Study, we have finished Charlotte's Web. Students did a great job on their presentations. Our next novel is Sarah, Plain and Tall. We will learn more about life on the prairie and homesteading.

In Social Studies, students have begun Samantha Learns a Lesson. They will research inventions from the turn of the 20<sup>th</sup> century using our laptop computers. A time line of inventions from the "Age of Progress" will be created from the research. We look forward to an exciting adventure at the Newark Museum on May 2. We will explore the Ballantine Mansion to see first hand what family life was like for the wealthy toward the end of the Victorian Age.

All three Math classes are moving along quite smoothly. It appears we will complete the entire grade 3 curriculum.

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

On March 23<sup>rd</sup>, the fourth graders made our two four-foot New Jersey cakes. The baked counties came to school having been baked and cut out following the stencil at home. The students each frosted their piece. The cake's 21 counties were frosted in five different colors and then each cake was put together like a giant four-foot puzzle. Then the students decorated as to the 'six faces' of New Jersey. The 'faces' are determined by their geographic features and how the land is used. The decorations consisted of chocolate cars, vegetables, fruits, and airplanes, Swedish fish, gummy bears and worms, sugary flowers, licorice, and Hershey kisses for the Kittatinnies, pretzel and gum drop trees, etc. Our very diverse and beautiful state was well represented by our 4-foot replicas. Of course, we now know that our **New Jersey** was delicious, too. We thanked with special notes to all the room mothers and other parents who helped on this day, but a special thank you needs to go to Mr. Misson and Mr. Livingston for all their help. We really appreciate you.

We culminated our study of New Jersey, playing New Jersey facts games on the I-Pads. Thank you to Madame Simone for her help. We played a Jeopardy game on the computer/ big screen that Mrs. Tolleth made to test our knowledge, and we looked up NJ trivia using the I-pads. We learned a lot about our state! Now we are off to study about the ancient Egyptians.

The fourth grade classes held their second annual writer's celebration on Friday, March 30th. We had been studying both paragraph formation and expository writing. To that end, the students put together a 'Mystery Autobiography,' giving the reader information about themselves, without acknowledging authorship. Students also experimented with varying text format, giving readers additional information in creative charts, bubbles, and graphs. Students hoped their reading audience would be able to guess who they were, by writing many facts about their lives. At the end of every story, our reading audience was challenged to see if they could guess who authored the piece. It was great fun for all and many people were surprised to see who the author was!

In English, we completed our unit on pronouns. We now understand when and how to use subject pronouns, object pronouns, and possessive pronouns. Our latest poetry form involved praises to our friends in the form of an Ode. We used the literary technique of metaphor to describe and pay tribute to our friends. We are looking forward to compiling all of our poetry into our own poetry books.

Our *Treasures* reading book has taken us from enjoying realistic fiction and fantasy stories to the non fiction topics of exploring undersea territories and wild horses. We have been practicing the skills of summarizing, making judgments, fact/opinion and cause/effect.

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

This marking period we have been retesting for the Presidential Physical Fitness Awards. Anyone achieving a high degree of physical fitness will receive a National or Presidential Patch at the end of the year.

Our Jump Rope Unit was successful this year with the following students winning trophy awards.

Silver Trophy Award – Abby Cieri, Erin Gilfillan, Sophia Littman

During the last marking period, we will be practicing field day events. Field Day will be on Friday, May 25<sup>th</sup>. Teams will be made up of students in grades K-3. Fourth grade will be placed on teams made up of students in grades 4-7. Each team tries to accumulate as many points as they can at each station. The top five teams are awarded ribbons. We need parents to help run the stations that day. Most of the parents who have helped in the past really enjoyed the day and we enjoyed having them. If you are interested please let the Parent Organization Know.

All Presidential Fitness Awards and Field Day ribbons will be presented at the end of the year awards assembly in June.

The PE grades will be based on the student's physical fitness testing scores for the fifth MP.

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

The PK students studied dinosaurs and fossils. All students made their own fossil out of clay to take home. We then used the interactive whiteboard to build a virtual dinosaur. The PK students have started a unit on Buoyancy. The children were given various objects to sort and they predicted whether or not an object would float. Then everyone tested their predictions using tubs of water.

Kindergarteners have been studying magnets. We went on a magnetic scavenger hunt in the Science Center searching for metals containing iron. Students sorted various objects, predicted and then tested whether or not the objects were magnetic.

First grade students made Animal Classification books. We walked around the grounds of the Science Center searching for animals and then classified them as invertebrates or vertebrates.

Students in second grade completed a unit on Astronomy. After learning about the planets, each student created their own planet and described the planet's atmosphere, temperature and life forms.

Third grade students studied the moon. Students were given a "moon surface" and "meteoroids" were dropped onto the surface. Crater diameters were charted and graphed to study the effect of a meteoroid's speed and size.

The fourth grade students finished a unit on Engineering and Technology. The students were given a challenge: create a "Puff Mobile" using only straws, pins

and Life Savers. Everyone created a unique Puff Mobile and the designs were amazing! Photographs can be found on my [website:](http://ohalowerschoolscience.weebly.com)  
<http://ohalowerschoolscience.weebly.com>

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

WOW! We had another fun and successful Littleton Day for all to enjoy. I congratulate all the students who worked hard at their jobs and showed good manners throughout the morning. Once again the Mayor of Middletown commended the students for a job well done. Thank you to all the teachers and parents for all of their help in numerous ways. Without all the team work this day could not be so successful. Thank you also to Miss Murray and Mr. Pacelli for all of their support in this day.

We are concluding our unit on China with some time spent on the iPads searching and watching video clips on the life cycle of the silkworm, silk factory work, and virtually traveling the Silk Road. This secret of silk was the most amazing and profitable secret of China's for over 3,000 years.

### **Mme Koar Lower School French**

Song and rhyme are effective methods for acquiring language in elementary grades. First grade students enjoy singing to songs from the CD, Soyons Amis, which can be found at Yadeeda.com. Many of the songs we sing in class are also on YouTube which allows the students to learn the song while watching the vocabulary unfold with pictures. "J'ai faim, J'ai soif," (I'm hungry, I'm thirsty), is one of our favorites. We continue to reinforce our colors, numbers during each class.

The second grade class is practicing a song, "J'aime les voitures," (I like cars) from the CD, "C'est si bon!" We are learning to identify different means of transportation, and how to describe each one with different colors.

The third grades continue to illustrate each new vocabulary word in their Dictionnaire. We learned the song, "Je suis une Pizza," by Charlotte Diamond, which can be found on YouTube with lyrics and pictures. Our next song, "En voici, En voilà" (Here are some) describes more food and treats. Lyrics and translations can be found at Yadeeda.com

When we finish with food vocabulary, we will finish with the last song, "Je me brosse les dents," (I brush my teeth).

French club students are enjoying playing cards, (Go fish, and Concentration) which we play with French vocabulary cards, and they especially enjoy playing on the I-Pad using the app, "Frenchie Teachie." It is an excellent app that helps to reinforce vocabulary for many of the themes, Food, Animals, Objets, and ABC's, we use in class.

### **Mme Simon Grade 4 French**

In the fourth grade, we just finished reading "Les 3 ours" (Goldilocks and the 3 bears). The students have been very patient in listening to their classmates read the book page by page, and the good news is that everybody benefitted from the listening, and their pronunciation has improved tremendously. I will be editing the videos, and this will be transformed into a movie. Congratulations 4th graders.

This week, we are starting to learn about classroom items with a video that you can find on YouTube " Le sac à dos. " The song has a very catchy tune, and the students love it!

You can also find it on my website: <http://ohamadamesimon.weebly.com>.

Next, we will be learning French question words and reviewing verbs to be ready for the 5th grade. BON TRAVAIL!

### **Mrs. Juska Upper School Guidance**

***Summer is in the distance, but there is still work left to do!***

Although a parent's role in their children's learning evolves as kids grow, one thing remains constant: we are our children's learning models. Our attitudes about education can inspire theirs and show them how to take charge of their own educational journey.

**Practice what your child learns at school.** Many teachers encourage parents to go over what their children are learning in a non-pressured way and to practice what they may need extra help with. This doesn't mean drilling them for success, but it may mean going over basic counting skills, multiplication tables or letter recognition, depending on the needs and learning level of your child. "There may be times to review, but don't take on the role of drill master," adds

Diane Levin, Ph.D. And when you do review, it should feel as if your child wants to be a part of the practice."

**Set aside time to read together.** Read aloud regularly, even to older kids. If your child is a reluctant reader, reading aloud will expose her to the structure and vocabulary of good literature and get her interested in reading more. "Reading the first two chapters of a book together can help, because these are often the toughest in terms of plot," notes Susan Becker, M. Ed. "Also try alternating: you read one chapter aloud, she reads another to herself. And let kids pick the books they like. Book series are great for reluctant readers. It's OK to read easy, interesting books instead of harder novels."

**Connect what your child learns to everyday life.** Make learning part of your child's everyday experience, especially when it comes out of your child's natural questions. When you cook together, do measuring math. When you turn on the blender, explore how it works together. Have give-and-take conversations, listening to your child's ideas instead of pouring information into their heads.

**Connect what your child learns to the world.** Find age-appropriate ways to help your older child connect his school learning to world events. Start by asking questions. For example, ask if she knows about a recent event, and what she's heard. Then ask what she could do to help (such as sending supplies to hurricane victims).

**Help your child take charge of his learning.** "We want to keep children in charge of their learning and become responsible for it," says Dalton Miller-Jones, Ph.D. "We want them to be responsible for their successes and failures, show them how engaging learning is, and that the motivations for learning should be the child's intrinsic interests, not an external reward."

**Don't over-schedule your child.** While you may want to supplement school with outside activities, be judicious about how much you let or urge your child to do. Kids need downtime as much as they may need to pursue extra-curricular activities. "If a child has homework and organized sports and a music lesson and is part of a youth group in church or synagogue, it can quickly become a joyless race from one thing to another. Therefore, monitor your child to see that he is truly enjoying what he is doing. If he isn't, cut something off the schedule," advises Michael Thompson, Ph.D.

### **Mrs. O'Connor Grade 5 Literature/LA**

We now start our last marking period for fifth grade. When we begin our Big Test review, we will be amazed at how much we have learned.

Unit Six in Literature will have us visiting "Fantastic Places." The students will discuss the role of imagination in their lives. How has it changed since they were younger? What possible uses can imagination have? How would people be different if they had no imagination?

In Unit 8 in Grammar, the students will learn that a true story about something that happened to the person telling the story is called a personal narrative. They will have an opportunity to write their own personal narrative about a funny experience they have had.

My third period class looks forward to visiting with Grandparents and Special Relatives on Thursday, May 17<sup>th</sup>.

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

The fifth graders are reading the third novel study in Reading Class, The Borrowers. This classic story tells the enchanting tale of a small-sized family in a large-sized home. This family "borrows" whatever they need from the household and travels unnoticed until the visiting boy uncovers them. Students are thrilled as the plot twists and turns in many ways. Comprehension strategies are introduced and character development helps the classes understand the novel's themes.

In addition to the novel study, students are practicing reading strategies through textbook stories, magazine articles, and supplemental readings. Students should be proud of their hard work and growth this year!

Sixth graders are improving reading comprehension skills in many different ways. Students study challenging stories about varied and interesting topics. We just finished a great unit on amusement park rides. This nonfiction series focused on core-based areas such as science, history, math and geography. Students also enjoyed the history of rides throughout the world as they viewed video segments about Luna Park, Coney Island, the Russian ice slides, Atlantic City and many other early parks. We also studied how ride designers implement ideas and viewed some rides of the future.

The classes have also practiced their skills in many different ways. Students are beginning our final novel of the year, *The Library Card*, which tells the story of a magical library card and how it has profound effects on the students who find it. The classes love the format and the projects involved with the novel. Students should be proud of their hard work this year!

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

#### **FINAL DUE DATES OF GEO FAIR SECTIONS**

**APRIL 30<sup>th</sup>: MATERIALS YOU HAVE OR WILL USE IN PROJECT LISTED. AND: THE PROCEDURE YOU FOLLOWED, OR ARE FOLLOWING (Should be in already!)**

Each student should describe his or her individual part in a shared project. Type or write each section separately and neatly, following this example:

#### **MATERIAL**

1. Three-sided Posterboard
2. Anything (other than markers, glue, etc.) used on Posterboard
3. Special pictures, maps or charts
4. List supplies used to make a model, or diorama, if you are using one

**5. MUST LIST ANYTHING ELECTRONIC WHICH NEEDS TO BE PLUGGED IN, if you plan to use any electronics!**

Continue with anything else you have used or plan to use

#### **PROCEDURE**

1. Get books and look online for research
2. Finish research; write bibliography
3. Get supplies
4. Choose pictures, create diagrams, etc. for display
5. Build model, if making one.
6. Continue, ending with Write and Hand in Conclusion; bring project to school.

**MAY 7<sup>th</sup>: SUBMIT A BIBLIOGRAPHY OF SOURCES.** Type or write neatly.

Must have correct number of sources and **use correct bibliographical form. EACH STUDENT MUST USE AT LEAST ONE BOOK!**

**GRADE 5 - two sources per student** (minimum; does not = 10)

**GRADE 6 - three sources per student** (minimum; does not = 100%)

**MAY 14<sup>th</sup>: FINAL CONCLUSIONS / COMPLETE YOUR PROJECT.**

The conclusion should be typed in correct paragraph form and should be approximately one page long. It should briefly summarize your topic, your

research, and then explain completely, using examples and supporting details, your answer to the question or problem you posed. Conclusion does not necessarily have to go on display board. It 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 16<sup>th</sup>: PROJECTS SET UP IN GYM BEFORE HOMEROOM**

**All projects must be complete, and set up in the Gym by Wednesday, May 16<sup>th</sup>, or risk a seriously lower grade. Student name(s), Grade and Class Period must be visible on all parts of presentation.** On Friday they will be viewed by Special Relatives. We anticipate that most single student projects will be about the size of a three-sided poster-board: between 24"-28" wide by about 18" -20" deep. Let us know if they are much larger.

**Projects must be removed at the end of the day on Friday, May 18<sup>th</sup>!**

#### **Mr. Bruckmann Grade 5 Math**

Chapter 7 was completed by the students' investigation of multiplying and dividing of fractions as well as using those skills to find circumference and sequencing. We have begun Chapter 8 through exploring ratios, proportions and percents and see their close relationship not only to each other, but to fractions and decimals as well. Students will then use this knowledge to convert between fractions, percents and decimals and concluded with finding the percents of numbers. The students continue to build their knowledge in mathematics using previous lessons as the foundation for new concepts. Chapter 9 will bring with it some newer topics and a break from the last few chapters, and that will be with geometry. The students will look at different types of angles and use protractors and compasses to measure, construct and bisect angles of all types. They will also have to use their skills to draw lines of symmetry in dealing with all types of two-dimensional figures.

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

##### **Grade 5 Math**

We completed both Chapters 10 and 11. Chapter 10 began with the identification of three dimensional figures (including determining the vertices, faces and edges) as well as the introduction of several new formulas: area of parallelograms, triangles, circles and

volume and surface area of rectangular prisms. The chapter was very short and the students did a very good job keeping up with the pace.

Chapter 11 begins with the introduction of integers. The students were able to identify several areas where we use negative numbers in the "real world" and how important they are in our math world. The students learned how to compare and order the integers as well as perform all four operations. The last two sections of the chapter introduced the coordinate system (which is used extensively in higher level courses) and transformations.

The students are working very hard. We still are on target for completing the entire book by the end of the next marking period. We will begin solving algebraic equations in the next chapter.

##### **Grade 6 Math**

We completed two chapters this marking period and are midway through with Chapter 11. Chapter 9 focused on geometry. The students were happy that they did not have to draw or bisect any angles; instead, the focus was on measuring angles, identifying two dimensional figures, using proportions to determine similarity between triangles and identifying tessellating figures. They even learned how to perform indirect calculations. Ask your child how they can tell you how to determine the height of a building without actually measuring it! Chapter 10 began with the connection between squares and square roots. The students applied this concept to the Pythagorean Theorem. They moved onto calculating the area of triangles, parallelograms, circles and trapezoids. Chapter 11 starts out with familiar concepts of estimating percents and percent equations and quickly moves onto new areas such as drawing a circle graph by calculating degrees for each area, calculating the rate of change and discount and tax. Many of the concepts in Chapter 11 have "real world" application.

This group of energetic, enthusiastic students is a joy to teach. Thank you for all of your support at home.

##### **Grade 7 Math – Glencoe**

We completed Chapters 8 and 9 this marking period. Chapter 8 primarily focused on proportions. The students learned how to use proportions to solve scale drawings, indirect measurements, and discounts and mark ups. They were terrific at the percent proportions and overall have done very well on their quizzes and tests. Chapter 9 began with

a connection between squares and square roots. The students then learned how to incorporate them into the Pythagorean Theorem and apply the Theorem as well. The students also learned the distance formula which they will see again in Algebra 1. They were taught how to calculate the distance between two coordinate points using the algebraic method since that will be expected of them when they are in high school.

The students are working at a very good pace. I am very proud of these students and their accomplishments.

##### **Grade 8 – Introduction to Algebra**

We completed Chapter 8 this marking period. We took our time since Chapter 8 is very intense as it is "full blown algebra". We went into full detail on such concepts as slope, intercepts, simultaneous equations and graphing inequalities. The topics are not necessarily difficult, but it is like learning a new language. Everything is new and requires a great deal of effort. The students persevered through the chapter though it was quite difficult. Next year when they see these same topics again, it should be easier. They will be quite happy to move onto Chapter 9 which is a nice change of pace after the intensity of Chapter 8.

#### **Mrs. Schroeter Grade 5 Science**

The fifth grade has now begun the study of the Structure and Function of the Human Body. This unit began with an introduction to the "cell" – the building block of living organisms. After reading about cells and their parts (called organelles), the Micro-Viewer with its beautiful prepared slides was used by each student to actually observe cells in the human body – cheek, nerve, blood, bone, and muscle. Model cells were then made in the lab, allowing the students to see the selective movement of molecules through a cell membrane. In the microscope unit, the fifth graders learned the parts of and the proper use of the upper school microscope. They especially enjoyed seeing that the microscope turns everything "upside down and backwards." The final lab allowed them to use the microscope to read and record science vocabulary words that were printed on slides in among jumbled words. The systems of the body are now being introduced to the students, beginning with the skeleton and the muscles. With the assistance of "Bill Nye" and "Nat Geo" videos, the fifth graders should be able to understand how their body works.

**Mrs. Vacca/Dr. Kuyat**  
**Grade 5 Math Workshop**

Students were given the opportunity to create a menu based upon their selected location of their restaurant. Project managers were chosen within the groups and the creativity began with catchy names for food items along with the pricing of food items. Presentations of menus were made and then students switched their menus with other classmates to place their orders. This was a **practical math** activity computing a 20% tip and calculating totals for their food selections.

**Mrs. Grier/ Mrs. Juska**  
**Grade 5 Tech**

The BC time era has become even more interesting as students take the role of a significant person and research his or her life. People such as Julius Caesar, Cleopatra, Justinian, Confucius and others are the focal point for the 5<sup>th</sup> grade Tech classes until the end of the school year.

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

During the fifth marking period, sixth graders read *The Westing Game* by Ellen Raskin. In this fun mystery, sixteen unlikely people are brought together and given the opportunity to become the heirs of the eccentric millionaire Sam Westing. The possible heirs must prove themselves worthy of Sam's millions by winning a tricky and maybe even dangerous game. This story kept us guessing with each new clue and suspect as we eagerly read on.... to solve Mr. Westing's riddle.

The classes also flexed their creative muscles by writing a descriptive composition, using vivid detail and imagery that appeals to the five senses to transport the reader to a city, country, or beach scene. Grammar reviews of capitalization and mechanics supported our writing efforts and were also good practice for the ERB tests.

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

Grade 6 – Glencoe

This marking period focused on operations with fractions and then on integrating both measurements and geometry. We used fractions and mixed numbers to find perimeter and circumference. We learned to apply the associative, commutative, identity, distributive, and reciprocal properties of real numbers.

We also practiced solving problems by eliminating possibilities. We explored ratios, proportions and percents. After a survey of ratios, rates and proportions we applied the concept of proportion to geometric figures and scale drawings. Percents were introduced as a kind of ratio and various problems were solved. We studied percents greater than 100% and less than 1%. We studied finding the percent of a number and explored the connection between percent and proportion.

Grade 7 – Gateways

Geometry is concerned with the size, shape and location of objects. This marking period focused on these various aspects of geometry. We discussed line and angle relationships, quadrilaterals, symmetry and transformations on the coordinate plane. We also used matrix addition and multiplication to model translations, reflections and rotations. We then began our studies in the language of algebra. This chapter introduced and reinforced many of the central ideas of the first part of the course. Topics were presented concretely, geometrically and abstractly. Our objective was to become comfortable with representing quantities with variables and to skillfully manipulate the variables. We solved inequalities and equations with absolute values, roots and exponents. The concept of a function was presented as a way of applying equations and relating them to formulas.

Algebra I

During this past marking period we focused on exponents and exponential functions. We formulated the rules of operation on powers and exponents that are central to their use in Algebra. We studied zero and negative exponents and learned to simplify expressions involving these exponents. We reviewed reading and writing numbers in scientific notation and then performed operations on these numbers. We also learned how to use the calculator to perform these operations and to write the result in scientific notation and decimal form.

Math-A-Thon

Congratulations to everyone who worked on the St. Jude Children's Research Hospital Math-a-Thon. The 81 participating students raised \$7,086.90 to be donated to the hospital for research and patient care. Our gift will help the hospital's life saving work continue. The children at St. Jude receive their treatment without regard to race, religion or ability to pay. I thank you and I am sure that the patients at St. Jude thank you for the generous amount you raised.

All students who participated will enjoy a dress down day in May.

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

The sixth grade has been learning about living organisms and their characteristics. They use classification to organize living things into groups so that they are easier to study. We made fictitious organisms out of clay and gave them their scientific names. Please stop by Room 16 in the Soler Science Center to see the students' work. Viruses and bacterial cells are also on view.

In the seventh grade we are exploring the periodic table, the elements, and their bonding. Chemical reactions will be examined and we will learn how to balance equations.

**Mrs. Grier**  
**Grade 6 Tech**

Our sixth graders are happily exploring the new Ipad that are being exposed to the students. They continue to work on a presentation about the Renaissance period. Each student is assigned a specific topic on which they will present using keynote from the Ipad. Their presentations will include creative slides using special effects and knowledge of the subject matter.

**Mrs. Vacca**  
**Grade 6 Math Workshop**

The final project is a **time management** one. Students formed groups, selected the location of their radio station, are putting together a play list of songs and informative features such as weather, events and a public service announcement. Groups must follow the time schedule with 3 minutes of music and 2 minutes of information to equal a 5 minute presentation. Working together, coordinating music and info will be challenging all within the 5 minute time frame. Presentations as "DJ's for 5 minutes" will be a fun and creative way to end the Math Workshop class.

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

The sixth graders have been working with the verb *gustar* (to like) to express their likes and dislikes together with indirect object pronouns. They have learned a good amount of vocabulary and expressions. All this was reinforced with games and by logging on to my websites Gallery me and Quizlet for visual and auditory practice. In addition, students worked in groups on a dialogue.



Each group presented their conversation in front of their classmates with great excitement and terrific pronunciation.

During this marking period the seventh grade students completed section 2 of Chapter 3 and have mastered the conjugation of the irregular verbs *to go*, *to do* and *to have*. Also, we have covered interrogative words, the weather, how to say what school items they have or need, and to talk about their school subjects and schedule.

Furthermore, the students memorized a dialogue, which they presented in front of the class with great enthusiasm and fantastic pronunciation. At this time we are in the process of learning common expressions with the verb *to have* and the culture of Costa Rica. All this has been reinforced with power point presentations, classroom interaction and by logging in to my sites, Gallery.me, Weebly, Quizlet, and Flashcard Machine for visual and auditory practice.

In Spanish, the eighth grade students have learned a great amount of vocabulary identifying food items, talking about meals, taking an order and making a polite request in a restaurant and commenting on food. Furthermore, students have learned the verbs *ayudar* (to help), *probar* (to try), *pedir* (to ask) and *servir* (to serve). Also, we are in the process to complete reading the novel "Pobre Ana" which the students are enjoying very much and acquiring a lot of vocabulary and expressions. In addition, they memorized a colloquy and presented it in front of the class. Their pronunciation was outstanding and we had a great time. Finally, we are working in preparation for "El Cinco de Mayo" which will be celebrated in a few days.

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

In Language Arts this marking period, we have completed a unit on Capitalization and Punctuation. We have begun a unit on the various types of Pronouns which will benefit our essay writing for our literature units.

At this time, we have completed our **Vocabulary Workshop** textbook and will revisit the words again when we prepare for our June exam which will include Units 10 – 15 for our final test.

In Literature, we are currently reading a unit in our textbooks entitled: STORIES TO TELL: FICTION. The selections focus on literary terms for Elements of Fiction told in the format of the short

story. The selections emphasize point of view and the twisted ending.

Our next unit will bring us to the story of Anne Frank. We will be reading the Pulitzer Prize winning play version of ***The Diary of Anne Frank*** by Frances Goodrich and Albert Hackett. We will be discussing the topics of discrimination, the Holocaust, and World War II to give students a better understanding of the historical events happening during the time Anne's diary was written. We will end our unit with the Academy Award winning documentary, ***Anne Frank Remembered***.

We pay a tribute to the heroic Miep Gies who was the protector of the Frank family when they were in hiding and was instrumental in saving Anne's diary. She passed away on January 11, 2010. She was 100 years old.

#### **Mrs. Daly/Mrs. Grier** **Grade 8 Critical Reading**

The eighth grade students have been diligently working on skills as they finish out the year. The classes just finished a Mount Everest unit that covered many different strategies. First person accounts of the climb provided great insight about the expeditions, their troubles and their successes. Map skills incorporated base camp locations and the Hillary step. After approaching the topic from many angles, students wrote essays answering the question, "Why climb?" Videos showcased the history, the lore, and the climb itself. Students enjoyed this unit.

The Mount Everest unit was the end result of a larger unit defining success. The classes began with personal successes and the difference between goals and dreams. As the unit progressed, reading comprehension stories included short biographies of people who have succeeded against huge odds. All had amazing life stories.

Eighth graders are also practicing writing skills as they summarize current news stories. Topics have included the rising gas prices, social media, the presidential election, world news, driving age restrictions, and many more.

#### **Mrs. Mayer** **Grades 7 & 8 History**

The seventh grade has learned about The American Revolution, how we launched our new government, and the challenges George Washington faced as he first took office. Some students thought the U.S. should have gotten involved in the French Revolution, while others agreed with Washington's strict isolationist policy. Students worked hard analyzing new political parties, and the presidency of John Adams. We are presently learning about the Industrial Revolution and the rise of sectionalism in our government as we grow and new states are created.

The eighth grade has covered major historical events this semester. Students analyzed the reasons why the U.S. plunged into two catastrophic events, the Great Depression and World War II. Students engaged in exciting projects that evaluated the effectiveness of President Roosevelt's "New Deal" program. Students had many different opinions about the New Deal, which allowed for many heated debates.

We are presently learning about World War II and The Cold War era.

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

In eighth grade Language Arts, students have continued their study of vocabulary, while concluding the Grammar unit: *Pronouns*. In addition, students continued working on their research project. Students completed a final outline and a rough draft. During the sixth marking period, students will complete the research project, and continue vocabulary lessons and grammar lessons.

In Literature, students completed Shakespeare's play, *Romeo and Juliet*. Furthermore, students began reading *To Kill a Mockingbird*. While reading, students took notes on the plot and characters. In addition, students worked in groups to evaluate and analyze the novel. In the sixth marking period, students will complete this classic novel and watch the award winning movie.

#### **Dr. Kuyat** **Grades 7 & 8 Latin**

This marking period in seventh grade Latin we worked exclusively on grammar and syntax, putting off further cultural and mythological studies until the final marking period. We learned all endings for the first three Latin noun declensions

including neuter gender, the endings for first and second declension adjectives, and the way in which adjectives must agree with the nouns they modify in case, number and gender. We introduced two new uses of the ablative case which do not use prepositions: time and means. We finished introducing the imperfect tense (comparable to the past progressive in English). We will be starting Book 1B shortly.

This marking period in eighth grade Latin, we worked exclusively on grammar and syntax. We will finish the book *Aeneas* in the final marking period. We studied all forms of the participles (present active, perfect passive, future active, and future passive) and of the infinitive (present active, present passive, perfect active, perfect passive, and future active). In particular, we saw the way in which participial phrases work in Latin. In addition, we studied the formation and use of comparative and superlative degree adjectives and adverbs. We introduced deponent verbs that look passive but are translated actively. Most of all, we concentrated on improving our translation skills.

#### **Mrs. Schroeter Grade 8 Science**

The eighth grade has received a new book, Earth's Surface, and is studying Geologic Time. The topic of the first lesson was fossils. The first lab involved how a fossil forms. The students had to completely cover a sugar cube with clay, place the clay cube in water, and see if the sugar dissolved. For most groups the experiment worked well. Students learned that for a fossil to form, the specimen must be buried quickly and totally so that water and oxygen cannot react with it. (Personally, I think that the best part of this lab for the classes seemed to be eating sugar cubes!) Fossil molds of shells were made out of "Model Magic."

The relative age of rocks was the second topic covered. The students learned many big words in this lesson, such as "superposition," "uniformitarianism," and "unconformity." The third lesson covered radioactive dating, radioactive decay of isotopes, and the half-life of several elements, potassium-40 and carbon-14. Students learned that by the using radioactive decay, scientists are able to find the absolute ages of igneous rocks and fossils.

The next topics to be studied are the Geologic Time Scale, Early Earth, and the Eras of Earth's History.

#### **Mrs. Larkins Grade 8 Math Workshop**

It was March Madness for the eighth grade this marking period as we entered into our college basketball project. We investigated the mathematics behind the process of a tournament and got 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.

Congratulations to Adam Doynow for winning our in-school pool! Next, the students took on an alias and received their very own W-2 forms. With a new identify and income, they were required to file their own taxes. We examined how taxes are collected and spent by our government and then each student completed their own EZ tax form. It was an eye-opening experience for all of them!

Now it is on to the biggest (and usually favorite) project of the year...the fantasy baseball project. Let's play ball!

#### **Mr. Pacelli Algebra I – An Integrated Approach**

We are nearing the end of the book with two more chapters to go. We have just completed factoring and are starting the chapter on algebraic fractions. We continue to do some Singapore Math problems and will also do some Trig. We will end the year studying quadratic equations and parabolas in great detail.

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

This final marking period allows these students to become travel agents and plan a vacation for their family to some remote locations. Transportation, lodging, travel restrictions, medical requirements if any, landmarks and other points of interest will be included. Students are excited to start their travel preparations. Who knows, maybe their trip will become a reality!!!!

#### **Mme Simon Upper School French**

In the fifth grade, we have progressed at a very nice pace and have mastered the verb TO BE and about 15 ER verbs. With the mastery of these verbs, students can engage in a conversation regarding many topics, especially practicing a sport, singing, speaking, tasting, etc..... I also want to congratulate the new students on their hard work and the fact that they caught up with the rest of the class without prior knowledge of the

French language. We use QUIZLETS to practice the vocabulary and auditory. We also play games and the students really enjoy it. Next, we will write a letter to Astrid and Constance (8 and 12 year old) who live in France and would love to communicate with the Oak Hill Academy students. I think it is a great opportunity to learn about the French culture through this program. BON TRAVAIL !

In the seventh grade we studied the clothing and food theme during which we tasted some "crêpes" with sugar and Nutella. We also have "iPad Day" on occasion when the students study the material with a game that I create on "Quizlet" to reinforce the material learned in class and to prepare for the quizzes. Then we learned the placement of adjectives and the students made their own "Bags" which is a drawing of the adjectives placed before the noun. Next, we will study a text about 2 teenagers traveling to France and planning their activities. The students will present their dialogues in front of the class.

Remember to take a look at my website for information regarding the material that we are learning. This website allows me to update power point presentations, YouTube files, Quizlets and date of our quizzes.

<http://ohamadamesimon.weebly.com>

We will play "Who wants to be a millionaire" to learn cultural material on France. FANTASTIQUE !

As a French teacher who strongly believes in teaching grammar and verbs in order to communicate, I am very happy because the eighth graders are mastering the skills of Passé Composé which is not such an easy tense in French (past tense). We have to learn the future tense, and we will be done with the grammar for this year.

We will spend the rest of the year focusing on conversing and using the vocabulary we know in a dialogues. We will also learn the lyrics of a song that the students enjoy listening to called "Les Ricochets." I am very pleased to hear that my students are going to high levels of French in high school. EXCELLENT TRAVAIL!

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

After the fourth marking period, it was time to jump back into the pool for the aquatic portion of our physical education curriculum. All grades continue to learn and review the four main strokes and as well as water safety awareness and pool

games. The eighth graders have started to plan their synchronized swimming routines that will be performed in May for their classmates as well as learn how to make floatation devices out of the clothes they are wearing. This is always a very interesting and fun experience for all.

On dry land in the gym and outside, we completed our volley ball unit and are nearly finished with the spring portion of the Presidential Physical Fitness Test. We also have begun to play kickball and wiffleball in preparation for our softball unit as well as some ultimate Frisbee, and lacrosse. Hopefully we can be outside more now that spring is here. Field Day will be held on Friday May 25, and there will be more news to come concerning that in the upcoming weeks.

### **Mrs. Grier/Library**

As the spring season approaches, many of the children seem to be drawn to books dealing with flowers, animals and the outdoors. To date, our OHA students have checked out close to 52,000 books. Each time a book is taken out of our library, it sends a message to me that the student's brain is opening to new information. Topics that we discuss vary with the appropriate age level. Our younger students might be learning about baby animals and their moms, rainy days and where rain comes from or books dealing with good character traits. As the children get older, we discuss famous authors such as Leo Lionni, Frank Asch and Steven Kellogg. Children explore the library and get to review the endless new books that have enhanced our library. You will be surprised to see how the older students can maneuver around the library to find the appropriate book they might be searching. Third as well as fourth graders are quite familiar with the Dewey decimal system, award winning books/authors and library terminology.

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

During this marking period, computer classes in grades 3-8 continued practicing touch typing with Lesson and tests, so they can improve upon their typing accuracy and speed.

- The first grade continues making fun projects in KidPixs. They made coloring books, holiday pictures and stick puppets.
- Second grade used the website [www.yahookids.com](http://www.yahookids.com) for Internet research on a science topic. Then they took the information and created a

graphic web in Kidspiration to show what they learned.

- Third grade continued practicing their touch typing in Mavis Beacon. Also, they made a Venn diagram comparing two books that they read.
- Fourth grade students created Microsoft Power Point Presentations about themselves and presented them to the class.
- The fifth grade wrote friendly letters and business letters in Microsoft Word.
- Sixth graders measured their classmates' heights, created a spreadsheet of the heights in Excel and then learned how to make charts to show the difference in heights.
- In the seventh grade they worked with a partner to write an Oak Hill Academy newsletter in Microsoft Publisher.
- Eighth graders completed their Microsoft Publisher websites and presented them to the class.

### **Miss DiMaggio/Art**

First grade learned about the primary colors and artist Piet Mondrian while coloring fish using the primary colors. If their fish overlapped they used the secondary color that the primary colors would make. Using watercolor the students painted a bouquet of flowers. They traced their hands to show they were giving the bouquet to someone based on Pablo Picasso's "Flower Bouquet." Using sharpie the students drew a flower still life and using paper the class learned to weave.

Second grade used construction paper to form a picture using the collage method.

Third grade used their prior weaving knowledge to weave a blanket for a tucked in animal. They learned about artist Claude Monet and, with inspiration from his paintings, they are painting using tempera paint. They also used oil pastels to draw a self portrait based on Pablo Picasso where they showed half their face from the front view and the other half as a side profile.

Fourth grade studied artist Fridah Kahlo and drew self portraits from direct observation. They are currently looking at work from artist Paul Gauguin and will create a seasonal based painting.

Fifth grade created a Mexican inspired God's Eye out of yarn and chop sticks. They studied Non – Objective artist

Wassily Kandinsky and created a piece based on his work. They also studied artist Salvador Dali and created a Surreal drawing. They are currently working on their Linoleum Block Prints.

Sixth grade finished up their Henri Rousseau watercolor overlapping Jungles and are currently working on their Funny Face Self Portraits which are coming out amazing.

Seventh grade tie dyed t-shirts, drew a still life of their shoe and studied artist Vincent Van Gogh while using oil pastels on black paper to draw a Sunflower Still Life.

Eighth grade finished their Watercolor Beach Scenes and are currently working with concentrated watercolor to create Blown Watercolor designs.

A Special Thank you goes to Hannah Nagy, Mae Corrigan and Zoe Sucato for painting the Pre K bathroom. Great job girls!

This year's Monmouth Day Care Center Art Journal Winners are Elizabeth Wright (2<sup>nd</sup>), Shane Learn (4<sup>th</sup>), Megan Scafaria (6<sup>th</sup>), Hannah Nagy (7<sup>th</sup>), Anne Medlin (8<sup>th</sup>) and Jonah Haskin (8<sup>th</sup>).

Congratulations !!! There will be an Ice Cream Social for the winners and their families at the Monmouth Day Care Center in Red Bank on June 8<sup>th</sup> from 4:00-5:00.

On May 4<sup>th</sup> we will have our first Arts Assembly. There will be at least one piece of work from all spring semester art students and a slide show of the fall semester's work.

This year's Summer Art Camp schedule is as follows:

**Painting Camp** – June 18<sup>th</sup> - June 22<sup>nd</sup>  
from 8:00-9:30 (1 week camp)

**Sculpey Camp** – June 25<sup>th</sup> - June 29<sup>th</sup>  
from 8:00-9:30 (1 week camp)

**Art Camp (Session 1)** – June 18<sup>th</sup> - June 29<sup>th</sup>  
from 9:30-11:00 (2 week camp)  
Lunch / Snack 11:00 - 11:30

**Art Camp (Session 2)** – June 18<sup>th</sup> - June 29<sup>th</sup>  
from 11:30-1:00 (2 week camp)

Contact Miss DiMaggio for details, camp sign-up forms and club questions at [cdimaggio@oakhillacademy.com](mailto:cdimaggio@oakhillacademy.com).

## Mrs. Tyma/Music

Our spring classes began with a St. Patrick's Day celebration. We listened to music of the Irish groups *DeDanaan* and *The Chieftains* and identified the sounds of the tin (penny) whistle, the bodhran (Irish drum), Celtic harp, uilleann pipes (Irish bagpipes) and accordion.

In Kindergarten, we read a story about St. Patrick's Day festivities in Ireland and danced a jig to an Irish song while experiencing compound meter and learning movement vocabulary. We will be playing the barred instruments for the first time in the coming weeks. Games and songs using rhythm sticks will give us a feel for the mallets and the technique (large motor skills) required to play the instruments. Soon we will be playing simple accompaniments to our songs.

In a cooperative learning setting, the first graders created their own movement sequence for a song about shamrocks and leprechaun. Each group of four children incorporated elements of the movement vocabulary we had studied and embellished their dances with scarves. We added unpitched percussion accompaniments and then performed the songs in celebration of St. Patrick's Day.

The second graders danced a traditional Irish folk dance called *The Waves of Tory* that depicts the waves and whirlpools that occur along the coast of the Island of Tory in Ireland. In addition, we've begun our study of the brass and string families of instruments with the opportunity each week to see and hear a different instrument.

In the third grade classes, we're playing recorder countermelodies to several folk songs and enjoying the sound of the voice and recorder together. We celebrated St. Patrick's Day with a delightful Irish folksong and dance, *The Rattlin' Bog*. We're completing our study of the orchestral instruments by listening to musical examples that use the woodwind instruments and seeing demonstrations of these instruments.

The fourth grade classes are preparing for a listening unit they will experience in fifth grade of the ballet *Billy the Kid* by the American composer Aaron Copland. The second movement, *Street in a Frontier Town*, uses several American folk songs as themes. This year we are learning the five folk songs used which are excellent vehicles for vocal development and learning about various musical elements that are found in these songs (compound

meter, sixteenth notes, major and minor tonality). In addition, we are celebrating St. Patrick's Day a little later than usual with the wonderful American folksong *Paddy Works on the Railway* about the Irish immigration in the 1840s. As we learn the barred instrument accompaniment for this song, we are gaining greater understanding of harmonic progressions and compound meter as well as strengthening our musicianship skills.

The third and fourth grade classes are looking forward to a concert by the New Jersey Symphony Orchestra at the NJ Performing Arts Center in Newark on May 22nd. This is a wonderful opportunity for our students to hear an outstanding symphony orchestra and to see in action the orchestral instruments that we have studied. This year's program is a tribute to the art of composing music, highlighting some of the most famous compositions ever written for orchestra (Brahms' *Hungarian Dance No. 5*, Strauss' *Blue Danube Waltz*). In addition to the story *The Composer is Dead* by Lemony Snickett, a delightful picture book about the instruments of the orchestra with music by a living composer Nathaniel Stookey, will delight the children.

The seventh grade classes explored a drum ensemble in compound meter. The challenge was the introduction of an additional drum part in a rhythm that implied simple meter, thus creating the feeling of 3s against 2s. Next, we will experience the irregular meter of 9 with a composition for the barred instruments which requires more advanced percussion techniques (use of three mallets). After we learn the composition, we will use the harmonic progression as the basis for our own improvised melodies.

The eighth graders completed their unit in African drumming which focused on the rhythms of simple and compound meter. A wonderful video of Ghanaian drummers and dancers in action was viewed. This drumming unit was a prelude to the study of the Blues since this style of music was heavily influenced by African music. We'll be listening to some of the greatest Blues artists and trying our hand at blues composition.

On May 4<sup>th</sup>, the Chorus, the Forensics team and Mrs. DeVivo's dancing students will present an Arts Assembly. Ms. DiMaggio will present a slide show of student art projects to be accompanied by Victoria Momyer and TJ Lundborg on piano and Michael Gualario on guitar. We hope this will be an annual event and

will include all the performance ensembles that we have at OHA.

The Oak Hill Players, Music Makers, and Chorus are busy preparing their program for Grandparent/Special Relative Day on May 17<sup>th</sup> and 18<sup>th</sup> as well as the end of year Awards Assemblies on June 7<sup>th</sup>. Please join us for all of our upcoming performances and enjoy our music making.

## Mrs. DeVivo/ Drama

Drama students celebrated Dr. Seuss' birthday early this marking period by reading and acting out some of his famous works in Reader's Theatre style presentation. Plays included *"Daisy-Head Mayzie," "One Fish, Two Fish, Red Fish, Blue Fish,"* and of course *"Green Eggs and Ham."*

Kindergarten continued to act out several familiar tales such as *"Little Red Riding Hood"* and *"Hansel and Gretel"* creating different outcomes. They were even introduced to the Chinese version of *"Red Riding Hood"* entitled *"Lon Po Po"* which tied in with Littletown Day this year: China.

First grade students read several Reader's Theatre scripts this marking period including *"Me and My Shadow"* and *"We are your Community."* In *"Me and My Shadow"* the students learned about "mirroring" and had fun playing a mirroring game called *Who Started the Motion?* After reading *"We are your Community"* students devised their own original community play with new characters such as veterinarians, ballet teachers, farmers and astronauts.

Second grade students enjoyed playing several improvisation games and participating in narrative pantomime. They too read and acted out several Readers' Theatre scripts about famous fairy tales with a twist. Some titles included *"Once upon a Hundred Year's Nap"* and *"Cinderella Outgrows the Glass Slipper."*

Congratulations to the third grade! Their performance of *"LIVE! It's Fairy Tale News!"* was awesome!!! Thanks to all of the parents and relatives who attended.

And congratulations to the fourth grade!!! The Chinese shadow puppet plays they performed, *"Yeh Shen"* and *"Lon Po Po"* were a big success. And once again, thanks to all of the parents and relatives who attended.

Fifth grade students worked in pairs and wrote and performed short TV interview skits. The interviewer questioned famous fairy tale villains about their various evil deeds. The villain's then gave their side of the story, the side that never gets told which proves their innocence.

Sixth grade students learned about monologues and read a few examples in class. Then, they each wrote and performed their own monologue. However, the characters they wrote for were inanimate objects!

Congratulation to the cast and crew of **"Not-So-Grimm Tales!"** Another great performance!

Fourth grade and Upper school **Improv Club** is back! The schedule is as follows:  
Upper School – May 16<sup>th</sup> and May 23<sup>rd</sup>  
Fourth grade – May 16<sup>th</sup> and May 30<sup>th</sup>.

The **Forensics team** performed their monologues and dramatic pairs scenes for adjudication at Ranney School on Saturday, April 28<sup>th</sup>.

The **Tiny Dancers** performance will be held on Monday, May 21<sup>st</sup> from 2:20-3:00 in the SAC.

### **DRAMA SUMMER CAMPS**

Don't forget to sign up for Drama Summer Camps!!! Two are being offered this year.

**LIGHTS UP: Putting on a Play!** This camp is open to students entering grades 2<sup>nd</sup> – 9<sup>th</sup>. It will be held June 25<sup>th</sup>-June 29<sup>th</sup> from 8:00-11:00. Students participating in this camp will create an original play and then perform it on the Scire Student Activities Center's stage on the last day of class.

**BROADWAY BOUND** This camp is open to students entering 1<sup>st</sup> - 8<sup>th</sup> grade. It will be held June 25<sup>th</sup> - June 29<sup>th</sup> from 11:00-12:30. Students will dance, act and sing/lip-sync to selections from popular Broadway musicals. On the final day of camp, students will perform these selections on stage in the SAC for family and friends.

### **Mrs. Vacca/Dr. Kuyat Student Council**

On Monday, April 16<sup>th</sup>, Student Council members had the opportunity to get a guided tour of the Ronald McDonald House located in Long Branch. This is a "home away from home" for families who have children needing medical treatments at local hospitals. Each room has been decorated with a theme, enhancing the warmth of the house. Thank you for your continued Dress Down Day contributions as we were able

to give them a check for \$597.50. Thanks also to Mrs. Corrigan for driving all of our students to the house.

The Spring Fling Dance for the 7<sup>th</sup> and 8<sup>th</sup> grade students was held on Friday, April 27<sup>th</sup> in the gym. Pizza and other refreshments were served while DJ John helped to dance the night away.

Thank you to all those who purchased a book for the Monmouth Day Care Center at the recent Barnes and Noble Book Fair held on Wednesday, May 2nd. Student Council members will be going to the center to read the newly purchased books to the children on Monday, May 21<sup>st</sup>. The donation of books helps to replenish their library. Thanks again for all your support in our projects.

**ATTENTION ALL SEVENTH GRADE STUDENTS:** Student Council elections for the upcoming school year 2012-2013 will be held in May. A packet was handed out on Tuesday, May 1<sup>st</sup> with all the details and time frame that must be followed.

### **Directory Changes**

**New Student**  
Anjoli Bharadwaj – Gr. 1  
40 Oxford Ky  
Colts Neck, NJ 07722  
732-444-2780

**Change of Address**  
Jack Berkeley – Pre-K Scheuer  
301 New York Blvd.  
Sea Girt, NJ 08750

## **ATHLETICS**

### **Cross Country**

Mrs. Gilfillan and Mrs. Scheuer has been conducting cross country practices this spring! Every Thursday, which started on April 20th, Mrs. Gilfillan and Mrs. Scheuer are having the team practice and race against each other. This is a great way to stay sharp and to get ready for the fall season!

### **Tennis**

Miss Murray's Tennis team has been practicing and honing their skills for a few weeks. An enthusiastic bunch of 36 students have been

practicing for the Mustangs this season. Since only seven players during each match, a developmental squad has been created to give some of our players a chance to gain experience. The team will be tested early as they look to keep their winning ways in tact from last year! The opening matches are scheduled for April 30<sup>th</sup>, May 2nd, May 3rd against Holy Cross, St. Catherine's and HW Mountz, respectively. The ten match season will conclude with a doubles tournament against the faculty at the end of May.

### **Softball**

Hoping to pick-up where they left off last year, Mrs. Porzio's Softball Team has been practicing hard in order to continue their winning ways. The opening two games have been wins over Rumson Country Day (5-2) and Ranney (3-0). Their nine game schedule will conclude with a game against the faculty at the end of May.

### **Baseball**

Mr. Bruckmann's Baseball team has gotten off to a good start with a win over Rumson Country Day! A close loss to Ranney followed. Veteran players and some new younger players will make up this year's team. Their nine game schedule will be held during April and May.

