

# Oak Hill Academy Newsletter #5 May 2014

## Headmaster's Message Joseph A. Pacelli

### Thinking Ahead

During the spring break I took the opportunity to do one of my most rewarding activities. From the beginning of the school year I have collected numerous books and articles on school improvement. As the school year progresses, with all the activity and learning, I don't get the chance to make a dent in my pile. So with the down time I am able to enthusiastically dive into the literature, looking for insight to help OHA become just a little bit better with, as always, planned consistent improvement as the key.

So as I got excited with many possible opportunities, I came across "The Triarchic Theory of Intelligence." This plan adds the following elements to the traditional list of educational topics:

1. Creative skills – With the fast pace of change, people now are often faced with problems for which there are no precedents. We can teach children how to deal with these situations.
2. Invention – This encourages students to think outside the box and to break out of the mindset of "just tell me what I need to know so I can get a good grade."
3. Ideas into practice – This shows students how to take an idea from an intellectual exercise to a purposeful use.
4. Leadership – Teaches students about devout listening, understanding group dynamics, consensus building and decision making.
5. Independence & collaboration – Students learn when it's best to collaborate, when it's best to be independent and become adept at working both ways.
6. Embracing change – By framing the idea of change in positive terms, we can teach children to look forward to it and even be agents of constructive change.

7. Wisdom skills – These help students to substantiate their original point of view or belief, or, by being exposed to multiple points of view, to change theirs. It teaches them to keep an open mind.
8. Common good – This can teach a willingness to sacrifice a degree of personal gain for the benefit of the common good.
9. Perseverance – This teaches children to deal with delays or obstacles, but not to lose sight of their ultimate goal.
10. Ethical thinking – Just doing the right thing.

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

### Grandparent/Special Relative Day

Our annual Grandparent/Special Relative Day will be held on **Thursday, May 15 (Grades PreK and 5-8) and Friday, May 16 (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 was mailed to those grandparents who have previously attended.

### "A Night in Old Hollywood Cash Raffle"

Our "A Night in Old Hollywood" fund raiser including the Cash Raffle, Gala & Auction, and Ad Journal turned out to be a fantastic event that resulted in **636 raffle tickets being sold**. This relates to **\$15,900** being raised for educational technology and improvements of our campus. 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 \$11,130.00**  
**The Stout Family**  
**(OHA students Alexey,**  
**Grade 4 and Kelsey, Grade 7)**

**2<sup>nd</sup> Prize \$3,180.00**  
**R & S Cancelosi**  
**(Relatives of OHA Alumni**  
**Parents, Mr. & Mrs. Rich**  
**Cancelosi)**

**3<sup>rd</sup> Prize \$1,590.00**  
**The Langeveld Family**  
**(OHA student John, Grade 8)**

**Incentive Prize**  
**Mrs. Nancy Niedermeyer**  
**(OHA students Angelica,**  
**Grade 6 and AJ, Class of '13)**

The entire Parent Organization, especially the Gala Committee, deserves our highest praise and our sincerest thanks for running an outstanding gala 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 **\$8,000**.

Finally, I would like to personally thank **every person who participated** in the raffle, ad journal, and gala 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 party in style and pave the way for an even better future for our students!

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

### Red & White Day

On Saturday, May 3rd, all of our new students were invited to get acquainted with each other. Games were played in the morning and concluded with tasty donuts! Each student received a red or white t-shirt. Our current students volunteered to help out that day.

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

### Field Day

On Friday, May 23rd, students in grades K-7 will have their annual Field Day. Mr. Goldfarb, Mrs. Bordiuk and Mr. Rosenfeld will be sending home details. PreK details will be handled by Mrs. Weikes.

### Class Trips

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

### Grade 5

10/7 Tuckerton Seaport  
5/6 Liberty Science Center

### Grade 6

10/24 IPS Games at Arrowhead  
11/20 Intrepid  
5/19 Museum of Natural History

### Grade 7

10/2 Low Ropes/Climbing Wall at Arrowhead  
3/7 Shakespeare at Drew University  
5/13 Franklin Institute

### Grade 8

9/18 Canoe in Pine Barrens  
1/13 MLK program at Ranney  
4/29 Sterling Hill Mine, Ogdensburg, NJ  
5/29 Amish Country, Lancaster, PA

### **Mr. Bruckmann Communications Administrator**

### 2014 Oak Hill Academy Summer Programs

The 2014 Oak Hill Academy Summer Programs are on-line. The [summer program brochure](#) lists all of the programs so far, but will be updated as more are added. Check out the [Summer Program's page](#) for more information regarding individual programs. <http://www.oakhillacademy.com/summer-programs>

### **Oak Hill Academy.com Updates:**

#### **1. Oak Hill Academy on FACEBOOK and Google+!!**

Check it out for updates, photos, videos and more . . .  
"Like" us at: [Oak Hill Academy on Facebook](#) or see the link at the top of our website.

Add us to your [Circles on Google+](#) or see the link at the top our website.

2. See the "[Experiences](#)" link for recent videos, picture montages and more.

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

During the month of May, I will visit the classrooms and share the following with the children.

Gr. 1 - I will continue The Lovables Kingdom of Self-Esteem by Diana Loomans. Various animals that reside in The Kingdom of Self-Esteem illustrate the different character traits that promote a positive self-esteem. These qualities include sharing, acceptance, kindness, joyfulness, politeness, cooperation, respect, and trust. We discussed that we must be kind to ourselves in order to extend these feelings to others.

Gr. 2 - From Sippi the Canine with Character, I will share "Sippi Learns the Meaning of Respect." In this story Rudy the Rat, Sippi's classmate, was disrespectful to his classmates. Rudy calls people names, gossips, interrupts, and takes things that belong to others. This makes Sippi angry. Mrs. Goff, Sippi's teacher, suggests that Sippi respectfully sits down with Rudy and explain how Rudy's behaviors bother him. She encouraged Sippi and his classmates to be good role models and treat Rudy with respect so that, hopefully, Rudy would then treat them with respect. We learned from this story that we must treat others with respect if we expect them to respect us.

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

Gr. 4- Our folk tale this month from Rhinos and Raspberries is "The Emerald Lizard." This is a Guatemalan tale of helping others. This is the story of a priest who helps a poor man who cannot afford medicine for his sick wife. Many years later the man returns to the priest to return the gift to him. We will discuss the kinds of things that enrich our lives other than money or expensive material goods.



### **Mrs. Weikes, Director Mrs. Wood, Mrs. Capra Mrs. Grobelny Pre-Kindergarten**

Spring has grudgingly arrived at Oak Hill Academy, along with some sunny but cool weather. Pre-K students are finally enjoying playing outdoors and exploring our beautiful campus. The arrival of spring provides students with the opportunity to enjoy exciting lessons and activities about insects, life-cycles, and baby animals. Our classroom habitat of butterfly larvae will arrive soon, and in about two weeks, emerge from their chrysalis to be released several days later. The large terrarium in the main office offers students many opportunities to observe living things and the interesting changes that take place. Developing an understanding of what all living things need to grow and thrive is a big part of our Pre-K curriculum.

Students are busy completing "top secret" projects for May Day, Mother's Day, and Grandparents Day. Pre-K will play host to their Moms in early May when they plant flowers around the perimeter of the Center, and enjoy an outdoor picnic complete with a tribute to our wonderful moms. After attending this year's Kindergarten May Day performance, Pre-K students will deliver their handmade Bumblebee May Day baskets to faculty and staff across the campus.

Our school wide character trait for April was "cooperation." Examples of this have been strong in the classroom, while working with classmates and teachers, and playing outdoors. The "Q and U" western themed wedding and spring serenade, planned for May 21st in the Scire Activity Center, will be attended by family members and Oak Hill Academy students and staff. The program will reflect the effort, cooperation and teamwork of our Pre-K working together to learn the songs and dances. The QU wedding has been one of the Pre-K highlights for the past ten years.

The Letter People continue to excite and motivate students to master their consonants and vowels. It also offers support to our Little Treasures Language Arts curriculum. Mr. Q has unending questions, Ms. U has an upside down umbrella and Mr. L has the longest laugh. To review the alphabet, a Letter People Parade will be held on campus with students and teachers dressing as their favorite Letter People characters.

Singapore Math lessons during April included graphing the weather,

measurement, daily calendar activities, coins, geometric shapes and the recognition of numbers and objects 1 through 10. Our classroom IPADS provide students with additional reinforcement and practice following the introduction of every new lesson. Individual assessments, group lessons, and one on one meetings with the teacher, confirms that our Pre-K students have become more confident and better problem solvers since adopting the Singapore Math program.

The school year may be winding down; however things in the Pre-K are still going strong. Just like spring, our Pre-K students continue to blossom. Their social, emotional and academic growth has been amazing.

We are looking forward to several upcoming events in May and June; our trip to Longstreet Farm in Holmdel, our annual OHA Pre-K Family Day at Pt. Pleasant Beach and the eagerly awaited Doughnuts for Dads day celebration.

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

"Kindergarten Swings into Spring" according to our bulletin board. With open arms we welcome the warm weather. The Kindergarten has been enjoying playing outside during recess. We observe the changes outside on a daily basis. Even though March came in like a lion and went out like a lion, spring has finally arrived!

The Kindergarten rocked the house with their lip sync performance of "What Does the Fox Say?" We'd like to thank all of the moms who volunteered to put the performance together. Way to go!

We had a dashing time this year for Littletown Day. The children were so excited to be able to participate in their first Littletown Day. They worked very hard all year accumulating tiny bucks by bringing things in that had to do with England. 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 very educational. We were able to see a variety of snakes and learn the differences between them. A few of us were even brave enough to touch them. Our next trip was to Kateri Environmental Center where we learned about animals and their habitats. We even had the opportunity to pretend that we were

forest animals and had to build our own nests!

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

We continue to meet new Letter People. We now have all five vowels to help us make even more words. The students are doing a great job applying those sounds into their stories which we will see published in the upcoming Reflections. We hope you get a chance to read their terrific stories!

In Math we are working on our addition and subtraction skills and have started identifying coins with the children. We encourage parents to let the children explore and count coins at home.

On May 1<sup>st</sup> we invited the entire school, along with our parents, to watch us perform our Maypole dance. They practiced for many hours and we are so proud of them. It is a performance we look forward to every year! Way to go Kindergarten!

We haven't wasted any time getting ready for our next big performance. On May 9<sup>th</sup> we will honor our Mother's with a Mother's Day Tea and spring play. We look forward to spending a beautiful day with them!

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

**SPRING HAS FINALLY SPRUNG!!!!**

Our Singapore Math lessons have been very challenging and exciting. We have learned to use number bonds when adding and subtracting a two digit number and a one digit number with and without renaming. We have started learning multiplication by learning to recognize equal groups and using mathematical language such as "4 threes" and "2 groups of 5" to describe equal groups. We are practicing writing number sentences for given situations involving multiplication. We work out multiplication facts by repeated addition and we will be using rectangular arrays to illustrate the multiplication facts.

Each child has had many chances to be STUDENT OF THE DAY for our daily morning MATH MEETING. This involves life skills such as writing the date two different ways, counting money, telling time, charting the weather and reading the outdoor temperature on the thermometer.

Our most recent Character Ed lesson involved a wonderful story about Abraham Lincoln and how he got his nickname HONEST ABE. We then drew a colorful picture of a time when we practiced honesty either at home or in the classroom.

We will be looking forward to meeting the grandparents and special relatives on Grandparents/Special Relatives Day!!

**Mrs. Buchner/Miss Colson  
Grade 2**

With the arrival of spring, finally after our very long winter, there has been a flurry of activity in second grade. We have spent a great deal of time working hard to prepare for and then finally taking the ERB's tests. We are so proud of the wonderful effort that the children have demonstrated while taking the tests.

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

In Singapore math our second graders are excited about many new concepts such as mental addition and subtraction of numbers to one hundred, arrays, and the multiplication and division facts for the 3 and 4 tables. In the future units we will be counting and writing money amounts to \$20 and reading, comparing and ordering fractions. Please continue to practice the facts daily, especially the subtraction, multiplication, and division facts.

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

We wish all of our families a wonderful spring!

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

Littletown Day was a success in the third grade. Students ran many places of business in the "mall." It was obvious the students worked hard prior to the day which allowed them to have a positive experience that day. Fun was had by all. We were very impressed with our third grade pianists Audrey Yan, Thibaut Fabricant, and Michael Gao. You can hear them perform by visiting our third grade web page.

With hints of springtime in the air, students composed poetry that required them to use rhyme, repetition, and refrain. We were delighted with the outcome. We also applied our new found knowledge of adjectives and adverbs in another poetic piece – shape poems.

In math, we completed a unit dealing with money and then moved on to fractions. The children are progressing nicely.

In Novel Study many beautiful poster projects and original drawings were presented after we completed Sarah, Plain and Tall. We also watched the movie by the same name. Our next novel was The Indian School which allowed for many discussions of the unique characters and the examination of a serious cultural clash between the Native Americans and the Europeans of the mid 1800s.

Samantha Learns a Lesson was the jumping off point in social studies for discussions about progress in the early 1900s. We examined inventions and learned that many times along with the good progress that was made, bad effects could also happen. The story focused on factories and all the good things they produced but at the expense of child labor. In class, students also researched inventions produced from 1875 to 1925 on our laptops to create a timeline of inventions. Students also completed an essay at home about progress in 2014. They researched innovations and shared their essays with the class.

The students achieved the third genre reading challenge if they completed 7 of the 10 genres. We were thrilled with the overall effort of our students.

It was exciting for our students to be involved with two fantastic fine arts productions, the school play and the arts assembly. Our students seemed to enjoy both of these presentations immensely.

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

In Language Arts, students finished their unit of study on paragraph development by applying their knowledge to create a well written research report on New Jersey. This was done by having random fact sheets about New Jersey in class that students reviewed. Students selected information that created a main idea for each paragraph. Each paragraph had to contain five or more supporting detail sentences that were fact based and properly sequenced in

presentation. The paragraph was then closed with a sentence that either restated or commented on the main idea. This unit of study accompanied the Social Studies unit on New Jersey that Mrs. Tolleth taught. Students got to revisit their knowledge and see how to prepare and draft a research report, a very valuable tool for the future.

Next we moved onto our next Writer's Workshop project of realistic fiction. We finished our review of what characteristics make up the genre of realistic fiction by studying some simple texts. Students then had to create characters for use in their stories. Using the traits we credited to our characters, we will be setting up scenarios that might make for an interesting story. We decided on a theme for our ideas which will help drive our story development in a particular direction. We are off and running.

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.

In Social Studies, we have been working on map skills and New Jersey's place on the map. We've compared maps with a scale of five miles to an inch to one with 550 miles to an inch. We know about a map's key. We understand latitude lines and longitude lines and the four hemispheres. We have learned the seven continents and know which one we are part of. We learned a big word *contiguous*, describing the 48 continental states of the US. We know that Alaska and Hawaii are newer to the USA and apart from the contiguous states. All of this information is important so we know more than our street address. We will know our 'world' address.

We are aware that there is a debate in the geographic world as to whether there are four or five oceans. "Five oceans!" some readers are saying. Some geographers believe that there is a Southern Ocean surrounding Antarctica instead of the southern parts of the Indian, Atlantic and Pacific Oceans.

This chapter in our studies also taught us New Jersey's thirteen symbols set by law. Ask a fourth grader what they are. We know the most important symbol is used on all official documents. The Great Seal of the State of New Jersey is

also found on our state flag. We made the two - four foot NJ cakes. Next newsletter you will read all about it!!!

**Mrs. Cahalane  
Lower School Science**

PK students had fun learning all about dinosaurs. Everyone made a movable dinosaur to take home. Kindergarten students learned about marine mammals and the ocean. We made a blubber glove and used it in ice water to see how blubber keeps whales warm. First grade students learned about the water cycle, clouds, and rainbows (white light). Everyone made a pet cloud and we used prisms in class to see what white light is really made up of. Second grade students solved a mystery using science. By doing chromatography and chemistry experiments, they figured out who sent the jailhouse cake! Third grade students learned how to use our classroom microscopes. They examined many microscopic specimens including pollen, sand, and cells. Fourth grade students began a unit on light waves. We used rope to look at the parts of a wave and we used color filters to create hidden messages.

**Mrs. Bordiuk/Mr. Goldfarb  
Lower School PE**

During the fifth marking period at Oak Hill Academy the lower school Physical Education classes have resumed swim classes once per week. The students are continuing to work on proper breathing and stroke technique. The second round of Presidential Fitness tests have begun. Students are being tested on their strength, flexibility, agility, and endurance. The children will receive their award patches in June. Field day is Friday May 23; a letter will be going home explaining the specifics. Parents' help is greatly appreciated during this event.

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

This year's class concludes with our final destinations to Scotland and then Wales. First a verbal pre-test was given to see how much students knew about Scotland. The flag is a component of the Great Britain flag and yes they share the same ruler, her majesty, Queen Elizabeth II. Scotland was located on the world map, along with the capital, Edinburgh and the bodies of water that surround this part of the island known as Great Britain. Students watched a wonderful and informative video on Scotland highlighting Scottish traditions, their foods, plaid kilts and all the various

tartans (fabrics for each clan) along with the state flower, the thistle, and even the white peacock. Did you know that the unicorn is the country's state animal? Students watched some of the events at the famous "Highland Games," their own mini version of the Olympics, and enjoyed listening to the beautiful sound of the bagpipes. We will continue to learn about this beautiful country where the queen loves to vacation at Balmoral Castle and gather an appreciation for the Scotts! Next onto Wales!

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

The first grade students like the game "Qui est-ce?" (Guess who?). Students guess the mystery person using clues about hair and eye color, and of course whether it is "une fille ou un garçon." This game can be found on the I-pad and is available in Spanish, French, and English.

The second grade students begin the class by reciting the date, (day, month, year) in French. We talk about the calendar, the season, weather and upcoming holidays and birthdays. Our best resource for acquiring French is through songs, chants and games.

The third grades are reading "Petit Chaperon Rouge." (Little Red Riding Hood) We will be adding new vocabulary words to our dictionnaire as we read. There is an excellent App available about the story of Red Riding Hood, "Le Chaperon Rouge de Grimm," available in seven different languages. It is an interactive pop-up game, an excellent source for vocabulary reinforcement.

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

In the fourth grade, we just finished reading "Les 3 Ours" (Goldilocks and the Three 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 fourth graders. The parents are invited to come for the reading of the "3 Bears" the week of May 5th.

We now have four pen pals in France and we will be sending letters soon.

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) <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. Scheuer** **Upper School Advisor**

I hope all of our families enjoyed a restful spring vacation. Upon our return to OHA, signs of spring are evident throughout our beautiful campus: lush, green grass, trees and flowers in bloom, birds singing and butterflies fluttering.

One right of passage, ringing in spring at OHA is Kindergarten Maypole. This is a breathtaking performance by some of OHA's youngest students. Special thanks go to upper school students participating in Mrs. Tyma's Maypole chorus. This event is so near and dear to my heart as Kindergarten (BTW - everything you need to know, you truly learned in Kindergarten) was my first teaching assignment at OHA.

Bravo to cast and crew participating in the OHA school play, *The Wizard of Oz*. I can see why Mrs. DeVivo saved this script for this particular group of actors. What a brilliant performance! Equally impressive was the OHA Performing and Fine Arts assembly. Congratulations to all students, Mrs. DeVivo, Mrs. Tyma and Ms. DiMaggio for an amazing presentation.

The conclusion of the fifth marking period indicates we are on the cusp of exciting transitions - our eighth graders preparing for graduation and high school and our fourth graders heading to the Upper School. I am proud to report the eighth graders are putting the finishing touches on an amazing year, working very hard in the classroom and coordinating exciting trips and memorable events. Our fifth graders have been outstanding ambassadors to fourth graders visiting in the Upper School.

We were delighted to welcome Mrs. Victoria McKenzie, Middletown District Anti-Bullying Coordinator to Oak Hill Academy for four separate, grade-level sessions. Mrs. McKenzie covered a plethora of topics and techniques to assist Upper School students with teasing, conflict resolution and bullying. Students and teachers alike benefitted from these sessions and our students are newly equipped with dialogue, behavioral strategies and coping skills if

encountering conflict in the future. These sessions were the initial step in redefining OHA Community of Kindness. A formal committee comprised of students and teachers, will launch in 2014-2015 school year.

Finally, special thanks to students and OHAPO members that volunteered their time on Saturday, May 3rd to assist at Red and White Day. We welcomed new students attending OHA next year by getting to know each other with fun and games in the gym. After a photo opportunity, students and teachers enjoyed continental breakfast together in the Commons. It was another opportunity to demonstrate what makes Oak Hill Academy extraordinary...our students, core values and an amazing home/school connection!

### **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 Seven in Literature, "Pass It On: The Oral Tradition" tells us that long before people invented writing they were telling stories, reciting poetry, and singing songs about their beliefs, dreams, and experiences. Together, these works made up what is known as a culture's oral tradition. Eventually, many of these stories, poems, and songs were written down and have become an important part of literature. We will encounter "Hercules," The Brothers Grimm, and the origins of such superstitions as 'Step on a crack, break your mother's back' among other interesting readings in this unit.

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 15th.

### **Mrs. Daly/Mrs. Scheuer** **Grade 5 Reading**

The fifth graders have been working diligently on their comprehension skills. Through a variety of texts, students are tracking developmental strategies daily. Our textbooks provide for great discussions, as well. Topics have included Louis Braille, UFOs, Olympians,

and sea creatures. Each unit focuses on specific skill reinforcements and allows for extension activities, as well. Using the technology in our classroom, students have seen short videos and have examined our reading themes closely.

Fifth graders are entering the final marking period of our year together. We are beginning our last novel study, *The Borrowers*. This is a delightful story about small people who constantly take things from the homeowners. Many character themes are addressed in this perennial favorite.

**History – Geography Fair**  
**Mrs. Matson and Mrs. Mayer**

**The 2014 Gr. 5-8 History-Geography Fair** will be held from Wednesday May 14 to Friday May 16, in the Gym. Students have received the outline of the DUE DATES for the different portions of their projects. All Upper School Students should have chosen their topics, and should already handed in:

**The Projected Title** (phrased as a Question) of their presentation, which should have been accompanied by a parent's signature.

**MARCH 13<sup>th</sup>: SUBMIT PRELIMINARY EVIDENCE OF RESEARCH**

Student brings in evidence from at least two sources, with notes OR OTHER WORK.

**APRIL 9<sup>th</sup> - 11<sup>th</sup>: SUBMIT FINAL RESEARCH, & PRELIMINARY FINDINGS**

A neat description or outline of research, work and findings. Record Bibliography! Must be their own work, and not copied from an online source.

**UPCOMING DUE DATES:**

**APRIL 30<sup>th</sup> (Wed): a list of MATERIALS YOU HAVE OR WILL USE IN PROJECT AND THE PROCEDURE YOU FOLLOWED, OR ARE FOLLOWING.**

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

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

**MAY 5<sup>th</sup> (Mon): SUBMIT A BIBLIOGRAPHY OF SOURCES.** Type or write neatly.

Must have correct number of sources and use correct bibliographical form. Students have received the correct Bibliographic format required. Request another if it didn't make it home.

**MINIMUM RESEARCH REQUIREMENTS BY GRADE LEVEL: EACH STUDENT MUST USE AT LEAST ONE BOOK!**

**Wikipedia should only be used for background information, not a primary resource!**

**GRADE 5 - two sources per student.**

**GRADE 6 - three sources per student.**

**GRADE 7- four sources per student.**

**GRADE 8 - five sources per student.**

**MAY 12<sup>th</sup> (Mon): FINAL CONCLUSION/ COMPLETE YOUR PROJECT.**

The conclusion should be typed or written in correct paragraph form and should be approximately one page long. **The 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 different conclusion!**

**MAY 14<sup>th</sup> (Wed): PROJECTS SET UP IN GYM BEFORE HOMEROOM.**

All projects must be complete, and set up in the Gym by Wednesday, May 14<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.

Projects must be removed at the end of the day on Friday, May 16!

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

Fifth graders are continuing to learn about the geography of Europe. They can study the map of Europe, for their Map Quizzes, on: [www.ilike2learn.com](http://www.ilike2learn.com).

Sixth Graders are now studying Japan, and will end the year in Central America.

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

Grade 5

The 5<sup>th</sup> marking period coming to end also concluded a very extensive Unit 7 that focused on Decimals in our second book of the year (5B). Students studied addition, subtraction, multiplication and division of decimals by other decimals as well as multiples of tens, hundreds and thousands. We have now moved on to Unit 8 that reviews concepts learned throughout the year and now integrated them in converting both standard and metric measures as well as finding the volume of rectangular prisms. As we continue to pursue our goal of moving

through our program, students will then progress to Unit 9 with percents from fractions and decimals using our understanding of the relationship of decimals and fractions. Unit 10 brings with it a look into angles and how they are incorporated into triangles and quadrilaterals as well as parallelograms, rhombuses and trapezoids. Please remember that corrections of quizzes and tests is not optional and that homework is a very important step in the process of learning lessons of both that day as well as previous days.

Grade 6

Students have just completed Chapter 10 which involves a good amount of geometry. We built on our lessons from the previous chapter about measuring and classifying angles as well as their measures within polygons. Classifying different polygons in addition to our exploration or translations and reflections and polygon inscriptions as well, will expand our focus. Square roots and perfect squares came into play as we learned about Pythagoras and his very famous theorem. We then investigated how this theorem could be used in real life situations as well as find the area of triangles and how they can be used to help us understand how to find the area of trapezoids as well. This area study continued with circles and finally combined previous lessons with some probability of are models. Chapter 11 although short, is made up of percent equations as well as how to use them to construct a circle graph using protractors and compasses. The study of statistics continues with percent change and real life application with discount and sales tax as well as simple interest. We will continue with our mad dash to keep our accelerated pace until the end of year. Please remember that corrections of quizzes and tests is not optional and that homework is a very important step in the process of learning lessons of both that day as well as previous days.

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

I WOULD LIKE TO THANK ALL THE STUDENTS AND PARENTS WHO PARTICIPATED IN, ATTENDED OR CONTRIBUTED TO THE PI CONTEST ON MARCH 14TH. A SPECIAL CONGRATULATIONS GOES TO MASON GARBER FOR BREAKING THE SCHOOL RECORD FOR THE NUMBER OF DIGITS RECITED. I HAVE A FEW PLATTERS IN MY CLASSROOM STILL FROM THE DELICIOUS GOODIES, SO IF YOU ARE LOOKING FOR YOUR PLATE, PLEASE LET ME KNOW! STAY

TUNED FOR NEXT YEAR. BIGGER AND BETTER!!

#### Grade 5

Decimals. Decimals. Decimals. We spent the entire marking period focused on this one topic. The students' grades were outstanding. Even though decimals are not very exciting, they do play a big role in our everyday life, so it is so important for the students to feel confident with this topic.

We finished off the marking period with a quick study of metric conversion. This goes nicely with the decimals since the metric system and decimals are both based on ten.

We will hit the ground running for the last marking period. I plan to cover percents, geometry, rates and statistics before the year is over.

I hope you had a restful spring break.

#### Grade 5

The majority of the marking period was spent on geometry topics. It is always interesting to see who excels in this area right away. Perhaps I have some budding engineers in my class. In addition to the usual angles, polygons and area, we expanded our focus to the Pythagorean Theorem and finding the area of irregular figures. We spoke about the application of both the concepts to our real world. The students continued to do quite well through these chapters. Their work ethic remains strong and they are focused.

We will complete the entire book before the year is out so we will not stop to catch our breath until the last day of school.

I hope you enjoyed the break.

#### Grade 7

The students are thrilled to know that Chapter 7 has come to an end. First of all it was a very long chapter - 10 sections. Second, each of the sections was quite challenging. The last two sections focused on solving algebraic equations and inequalities with rational numbers. The homework required concentration and perseverance.

There were lots of smiles as we ended this chapter and began Chapter 8. This chapter's primary focus is proportions. We will be using proportions to solve a variety of problems. The students will be back in their comfort zone for the last two chapters. This will be a great way to end the year.

I hope your vacation was restful.

#### Grade 8 – Pre-Algebra

The students just completed their most challenging chapter of the year. They learned all sorts of new terms like: domain and range, slope, slope intercept form, y and x intercepts, simultaneous equations. We essentially stepped out of the pre-algebra area and into algebra. The students will be learning these same concepts next year as freshmen in high school. Anything new requires hard work and determination. It is important that the students truly learn this material so when it is introduced in high school it will not be so daunting. It was a long chapter and the students were quite happy to see it end!

We will finish off the year focusing on geometry.

I hope you enjoyed your vacation.

#### Grade 8 – Algebra 2

We are still on pace to complete all 14 chapters in this very big book! The class works tirelessly and will do so until the last day of class. Topics studied this marking period included sequences and series and probability and statistics. These were actually fairly easy for the students. The chapters covered previous to these were quite challenging and the two chapters left in the book are on a relatively high level of trigonometry so this was a good opportunity to gear up for the final push.

I hope you had a wonderful, restful spring break.

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

The fifth graders were mineralogists this marking period. The labs performed by the students included doing and observing many tests for minerals – streak, hardness, luster, breakage, heft, magnetism, crystal formation, and acid test. To observe different crystal shapes, the students learned the parts of and the proper use of the upper school microscope. They especially enjoyed seeing that the microscope turned the specimens that were observed “upside down and backwards.”

Then the students compared the shape of salt crystals to crystals of sugar. Some of the interesting minerals observed by the classes were calcite (bubbled in acid), feldspar (“Lincroft dirt”), quartz (in its many colors), mica (pioneer’s windows), Iceland spar (split images), talc (talcum powder and softest on the Mohs scale), galena (most dense

– mineral of lead), and hematite (iron ore). The classification of rocks – igneous, sedimentary, and metamorphic – was also discussed. Students were able to study many of the rocks in our large collection, such as granite, basalt, pumice, obsidian, sandstone, conglomerate, coal, coquina, gneiss, slate, and marble. The ecology of mining was the important lab of this unit. Each student was given a chocolate chip cookie to remove (mine) the chocolate chips from its surface. The task had to be completed with little damage to the cookie. After mining the chips, the students had to calculate the amount of money made on the chips. Then they had to subtract all the costs of the mining operation, including fines for damaging the land. This was a fun and also “delicious” lab.

#### **Mrs. Vacca**

#### Grade 5 Math Workshop

Students continue with their five minute warm-ups to earn those bonus points. Another practical math project for this year is “**Party Planner.**” Students have been given the task of planning a party for 29 guests. First, students were given a shopping list of food/beverage and paper products that had to be purchased for the party. Prices had to be calculated along with quantities needed. A theme was then chosen and now the creativity comes into play. Students are working in groups with a project manager who is delegating jobs to be completed. This is a great teamwork project with real life math.

#### Grade 5 Tech

Final presentations were made on Ancient Civilizations which proved interesting and informative. These ancient regions were compared to a present day map of the world along with various informative innovations and technology and lifestyle both past and present.

Students will now start their final project on United States National Parks. Students were asked to name a few parks prior to selecting one that they would like to research. First a map of the United States was provided and then students must locate where their park is in relation to New Jersey. Transportation - car or plane and distance are calculated. Various questions about the park such as habitat, wildlife, activities, and weather, make a good guideline for researching. Is the park endangered, what makes each park unique and when is the best time of year to visit? Collages will make a good visual for presentations.

**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 in the writing of an epilogue to *The True Confessions of Charlotte Doyle* by Avi. Students used vivid detail, dialogue, and strong plots to transport the reader to life at sea aboard the brig Seahawk. Grammar reviews of capitalization and mechanics supported our writing efforts and were also good practice for the ERB tests.

**Mrs. Daly**  
**Grade 6 Reading**

Sixth graders are enjoying our reading units as they practice skill development. Using our *Reading Drills* and *Signature Reading*, students have come face-to-face with new ways of thinking about the world. From learning about the *Kindertransport* trains during WWII to iron lungs and vaccines, classes have been reading nonfiction stories and using reading tools and strategies to enhance understanding.

We are starting our last novel together this year called *The Library Card*. Students find this short tale of four vignettes interesting and unusual. Classes have a variety of projects for our novel study, as well.

**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 41 participating students raised \$5,185.00 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.

All prizes will be distributed to homerooms.

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

Students continue their 10 minute warm-ups of challenging math problems all compiled along with next marking periods bonus points towards a dress down day. The current project is in its final stage. Presentations of the students' toys were made and then their classmates decided on which ones to purchase all within a \$50 budget. Order forms were tallied, tax added and total completed. This was a fun and creative project implementing math in both monetary and geometrical ways.

**Mrs. Koar**  
**Grade 6 Tech**

The sixth grade students created many interesting presentations on various topics and people from the Middle Ages. Some of these keynotes are shared on our website. We will update them periodically as the students complete their projects. Students are expected to research and create a slideshow about their topic to present to the class.

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

Grade 6

The sixth graders have learned how to say the time, how to change civilian time to military time, the conjugation of the verb *gustar* (to like) to express their likes and dislikes together with indirect object pronouns. Currently, the students are in the process of learning a good amount of vocabulary, expressions and how to clarify with *gustar*. All this material is reinforced with power point presentations, verbal drills, videos, and by logging on to the websites

Educreation and Quizlet for visual and auditory practice. In addition, students are working in groups on a dialogue which they will present to their peers.

### Grade 7

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*, *to go out* 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.

At this time we are in the process of learning common expressions with the verb *to have*, *to come*, *to do* and the culture of Costa Rica. All this has been reinforced with power point presentations, videos, audio CDs, classroom interaction and by logging on the site "Quizlet" for visual and auditory processing.

Furthermore, the students are memorizing a dialogue, which they will present in front of the class.

### Grade 8

In Spanish, the eighth grade students have learned a great amount of vocabulary, identifying food items, talk about meals, take an order and make a polite request in a restaurant and comments on food. Furthermore, students have learned the verbs *ayudar* (to help), *probar* (to try), *pedir* (to ask) *servir* (to serve) and are in the process to learn direct object pronouns. Finally, we are working in preparation for "El Cinco de Mayo" which will be celebrated at OHA in shortly.

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

In Language Arts this marking period, we have just 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.

In Literature, we are beginning a new unit entitled: **Stories to Tell: Fiction**. We will focus on the Elements of Fiction and Freitag's Pyramid. We will also emphasize the literary devices of characterization, setting, plot, verbal irony, point of view, theme, and irony of situation through the stories that we read. We will investigate the "twist" or

"surprise" ending in the various selections in the unit.

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

The seventh grade has learned about 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. We are looking forward to the History Fair to show our families and community just how talented we really are.

The eighth grade had an interesting semester exploring in-depth topics for our History Fair. We also examined current events and analyzed the conflicts and challenges that America faces today. Our frequent trips to the OHA library gave us the research skills we need in preparing for high school. Controversial discussions and debates really made our class time interesting. Presenting our power points enhanced our ability to confidently speak in a public forum, as well as sharing information and have fun. The eighth grade students are truly preparing to meet the social and political challenges of the future.

### **Mrs. Grier** **Grade 7 Critical Reading**

Our students continue to explore different skills used while reading different selections. This marking period the students worked on nonfiction stories where students were graded on comprehension/ vocabulary.

They completed this marking period by working on a huge project based on organization and following directions.

### **Mrs. Koar** **Grade 7 Explorations**

The students are currently researching landmark Supreme Court cases and will be able to present their topic to the class in the next few weeks. Students are encouraged to analyze information, understand and organize their topic, and create their presentation using maps, diagrams, and photos.

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

In eighth grade Language Arts, students have continued their study of vocabulary, while concluding the grammar units: *Pronouns* and *Phrases*. In addition, students completed the research project. During the sixth marking period, students will continue vocabulary lessons and grammar lessons.

In Literature, students completed Shakespeare's play, *Romeo and Juliet*. Furthermore, students completed the novel, *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 watch the award winning movie.

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

The eighth graders are continuing to show mastery of reading comprehension skills. We are reading *Signature Reading* and focusing on explorers. Our unit of Jacques Cousteau ended with a short documentary on his life and his legacy. Students were amazed at some of the underwater footage shot around the world.

Students are continuing with news summaries. Classes have often found that there can be many differences of opinion when it comes to topics. Students have reported on app development, tornado activity, energy sources, and undersea discoveries.

Our last marking period focuses on the media as students practice skills.

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

The eighth graders were very excited to begin their mini-course on Human Anatomy. The first topic covered was the cell (a review of fifth and sixth grade) and tissues, organs, and organ systems in the human body. The second unit covered the topics of skin, bones, and muscles. The main lab was the dissection of an owl pellet and the identification of the bones found in the pellet. Many of the bones observed were similar to those in the human body. At present, the students are studying the respiratory and circulatory systems. While learning about respiration, the students made three gases found in the air – oxygen, carbon dioxide, and hydrogen – in their chemistry lab. They also measured their lung capacity for the

amount of air in their lungs. The remaining body system to be covered will be the digestive system, after which the classes will dissect a fetal pig.

The eighth grade science trip this year was to the Sterling Zinc Mine in western New Jersey. The students toured the mine and the museum where they observed many of the rocks and minerals that they studied earlier this school year. The museum also included a Periodic Table with all of the actual elements shown. The trip seemed to be enjoyed by all!

### **Mr. Pacelli** **Accelerated Algebra 1**

As we study the last two chapters of our book, we realize just how much we have accomplished. We recently finished our work on factoring and have moved onto our study of rational expressions. After we did a section on direct and inverse variation, we quickly got into simplifying radical expressions. We soon found that these algebraic fractions can be handled just like numeric fractions. They can be multiplied, divided, added and subtracted in the same way with just a few basic rules. Our last chapter will be devoted to working with quadratic equations. With this, my students will be well prepared for any math course ahead.

### **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 David Neuwirth, Maya Shah, and Catherine Curtin 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. Bruckmann** **Grade 8 Math Workshop**

Tax season began in class as students learned how to fill out an actual 1040EZ form based on an alter ego that was portrayed on a real looking W-2 form. Congratulations to our own David Neuwirth who won the March Madness contest with 70 overall points before the final four even begun. Students looked into the process behind who makes the Big Dance and who is left out and why.

Spring is in the air and the sounds of America's past-time are as well as which means it is time for our huge annual Baseball Challenge. Each team receives an imaginary budget of \$13,000,000 to use to purchase a pitching staff and line-up of 9-10 major league players. They will use the skills of maintaining a budget and tracking the baseball categories each week while using their math skills to calculate and work together to try and accumulate the most points.

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

Students just completed their individual projects as a travel planner for their families. Locations were chosen, and then flights, hotels, transportation, travel restrictions, and sightseeing options were researched. Some of the locations selected were: Australia, the Philippines, Paris, a cruise along the Amazon River, and even South Africa. Beautiful picture collages on the iPads, along with itineraries on the computer, made not only informative presentations but also eye appealing to watch. We all learned so much about these spectacular places wishing our trips would become a reality!

### **Ms. Burke** **Grades 7 & 8 Latin**

The seventh graders continued their study of Latin grammar by working on forming and translating the imperfect tense and the irregular verbs *sum* (to be) and *possum* (to be able). They also learned the final gender in Latin (neuter) and refined their understanding of adjectives. As always, we worked on developing translation skills by reading stories about a famous Roman family, the Corneli, and supplemented their grammar studies with cultural elements that included stories of the kings of Rome and Roman numbers and numerals. Finally, we continued our of Vergil's *Aeneid* with a close look at the geography of Aeneas' journey and his first encounter with Dido in Chapter 1.

In the eighth grade, we completed *Ecce Romani 1B* by studying pronouns (including the first and second person singular and plural forms as well as the third person personal and reflexive forms) and possessive adjectives. We also worked on compound verbs in Latin and the use of the dative with intransitive verbs. We then discussed the differences between pronouns and possessive adjectives in Latin and English. We supplemented these skills by working on a multiple-page dialogue in Latin which was set at the Circus Maximus. Finally, using their dialogue as a jumping-off point, we studied Roman *spectacula*, or holiday activities, specifically the chariot races at the Circus Maximus and the gladiatorial games in the Colosseum.

### **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, eating, 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 and I create Educreation videos to study the material. Remember that this material is posted on the WEEBLY.

This marking period, we are continuing our studies with the textbook BON VOYAGE and we will finish Chapter 3. Soon, we will write a letter to Astrid and Constance (10 and 14 years 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 this marking period, we learned the placement of the adjectives and clothing. We are now studying a text called "En voyage en Bretagne," a text about two teenagers traveling to France and planning their activities. The students are presenting their dialogues in front of the class. This allows the students to learn more about the province of Brittany where I come from. Soon, we will be studying a text on Tahiti which is a French territory. The goal of this assignment is to learn new vocabulary and to also to be accustomed to the culture of the people living in Tahiti.

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, Education videos, YouTube files, Quizlets and updates on homework and quizzes.

<http://ohamadamesimon.weebly.com>

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

Congratulations to the students who placed so well in the FRENCH NATIONAL EXAM, New Jersey placement:

We are happy to announce the winners:

- Seth Britton earned 10th place in NJ and 13th place National
- Matthew Jaworski earned 9th place in NJ and 12th place National
- Andy Thermos earned 4th place in NJ and 7th place National
- Harry Jain and Luke DeCresce earned 1st place in NJ and 4th place National

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 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!

Meanwhile, to mark the 70th anniversary of The Battle of Normandy and the liberation of France by the Allies, we are working on a big project to present to the parents and members of Oak Hill Academy at the end of June.

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

The fifth marking period is completed and the students went through another round of Presidential Physical Fitness testing. We will take the students' best results from testing and give out the award patches in June.

The Physical Education program will include Ultimate Frisbee, Lacrosse, Volleyball and Kickball for the sixth marking period. The students are ready to get outside to play for this marking period. The 5-8 grade students are also swimming once a week which adds to overall body fitness.

Field Day for grades K-7 will be held on Friday May 23, 2014. The students will receive more information in the coming 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 40,000 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. The third and fourth graders are preparing for the fun king/queen test to determine who has absorbed the most information.

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

In first grade the students made fun art projects, flying fish and coloring book, using Kidpix. They also played Tic-Tac-Toe using Kidpix and discussed cyber safety.

The second grade students used Internet research and Kidspiration to create graphic webs on a country of their choice.

The third graders continued practicing their touch typing and used Kidspiration and Internet research to create a Venn diagram comparing and contrasting two countries.

Fourth graders began creating PowerPoint presentations about themselves that included information and pictures.

In fifth grade they used the Microsoft Word to write a business letter and the draw tool features to create a picture of a house.

The sixth grade classes ran a lemonade stand using an online math game and tracked their business results in Microsoft Excel. They then created several charts that show their business results and put together a business portfolio.

Expanding on the features of Microsoft Publisher, the seventh grade created holiday cards for teachers and character education banners with their original sayings.

In eighth grade the students completed and presented websites that they created.

In all grades we discussed Cyber Safety and students in grades three through eight have continued to practice their touch typing.

### **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 counter-melodies 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 celebrated St. Patrick's Day with the wonderful American folksong *Paddy Works on the Railway* about the Irish immigration in the 1840s. As we learned the barred instrument accompaniment for this song, we gained greater understanding of harmonic progressions and compound meter as well as strengthening our musicianship skills.

The fourth grade classes are looking forward to a concert by the New Jersey Symphony Orchestra in Neptune 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 entitled "Meet the Orchestra" based on *Young Person's Guide to the Orchestra* by Benjamin Britten in which the orchestra will explore all the sounds that an orchestra can make.

The seventh grade classes, after finishing a study of Indonesian Gamelan music, explored another Orff composition for the barred instruments that focused instruction on tonalities in music (major, minor, modal, etc.). Next we will work on a drum ensemble in compound meter with the challenge of creating the feeling of 3s against 2s.

The eighth graders completed their unit in African drumming which focused on the rhythms of simple and compound meter. 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.

It was a wonderful Arts Celebration Assembly on April 11<sup>th</sup> with performances by the Oak Hill Chorus, Music Makers (4<sup>th</sup> and 5<sup>th</sup> grade) and Oak Hill Players. In addition, the Forensics team and the Upper School Dance Ensemble performed. A slide show of student art projects, accompanied by music provided by Seth Britton and Michael Zhang on piano and John-Gabriel Bermudez on guitar, was presented as well as displays of art work throughout the SAC. Congratulations to all of our fine artist-performers!

The Oak Hill Players, Music Makers, and Chorus are busy preparing their program for Grandparent/Special Relative Day on May 15<sup>th</sup> and 16<sup>th</sup> as well as the end of year Awards Assemblies on June 5<sup>th</sup>. Please join us for all of our upcoming performances and enjoy our music making.

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

First grade drew self portraits of themselves now and what they think they will look like in fifty years. We learned about the primary colors and how to make secondary colors from them, used watercolor to paint a bouquet of flowers based on the work of Pablo Picasso, and we also started our ceramics projects using the pinch and slab method.

Second grade used construction paper to make a collage representing their favorite foods. They studied artist Piet Mondrian and the use of primary colors and horizontal and vertical lines. They also used the pinch method of ceramics to make a special gift.

Third grade studied Pablo Picasso and created a cubist self portrait using oil pastels. They used model magic to make a coil pot and used the slab method of ceramics.

Fourth grade learned the proportions of the facial features and drew a self portrait after learning about artist Frida Kahlo. They also used the slab method of ceramics to create a slab dish.

Fifth grade used yarn to weave a Mexican inspired God's Eye. They used the slab method of ceramics, learned about artist Salvador Dali and created a Surrealistic drawing. Great thanks to Non-Objective artist Nolan Willence who showed us his creative ways of making art without using a paintbrush.

Sixth grade drew their funny face self portraits using the grid method after studying artist Chuck Close. They drew jungles using watercolor pencils after learning about Henri Rousseau and also used the slab method to build a ceramic vessel.

Seventh grade, using sharpie and geometric shapes, created a positive and negative overlapping drawing. They used the slab method in ceramics and did an acrylic painting showing many different textures on a canvas board.

Eighth grade used tiny words to make a picture called micro-calligraphy. They used the slab method of ceramics and painted a beach using watercolor. They used a compass to draw a circle and drew a distorted zoomed in picture inside of it.

Congratulations to this year's Monmouth Day Care Center Art Journal Winners – Olivia Bellone, 3<sup>rd</sup>, Michael Gao, 3<sup>rd</sup>, Christine Markey, 6<sup>th</sup>, Kaila Domanski, 7<sup>th</sup>, Anna Effenberger 7<sup>th</sup>, Maya Shah, 8<sup>th</sup>, Logan Lukenda, 8<sup>th</sup> and to our Grand Prize Winner Aron Wiener, 6<sup>th</sup>. Their drawings will be published in the Two River Times on Friday May 30<sup>th</sup>.

#### **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."*

Pre-K and Kindergarten continued to act out several familiar tales such as *"Little Red Riding Hood"* and *"Hansel and Gretel"* creating different outcomes. We are beginning to enter the world of Eric Carle. The student put on a "Brown Bear, Brown Bear" puppet show and acted out "The Mixed-up Chameleon."

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."

Third grade students have been reading and acting out the many of "Cinderella" from around the world. Reader's Theatre scripts included "Yeh-Shen," "The Rough Face Girl" and "Mufaro's Beautiful Daughters."

In fourth grade, the students learned about the rich culture behind shadow puppetry. Now, the students are working in groups to create their own shadow puppet shows. Working off of already popular folk tales and fairy tales, they are adding their own unique twist to the story. Instead of The Three Little Bears waiting for their porridge to cool, they are waiting for their popcorn to pop!

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!

Congratulations go to the cast and crew of "The Wizard of Oz!" It was a fabulous performance and I am so proud of them!!! And congratulations to all of the drama and dance performers for the fantastic work they displayed at the Arts Assembly on April 11<sup>th</sup>. Bravo!!!

### **DRAMA SUMMER CAMPS**

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

**PUPPETS!** This camp is open to students entering 2<sup>nd</sup> - 9<sup>th</sup> grade. Students will make a variety of puppets and perform a puppet show each day.  
June 16<sup>th</sup> – June 20<sup>th</sup> 8:30-9:30  
\$75.00

**LIGHTS UP: Putting on a Play!** This camp is open to students entering grades 2<sup>nd</sup> - 9<sup>th</sup>. 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.  
June 16<sup>th</sup> – June 20<sup>th</sup> 9:30-12:00 \$200

### **Mrs. Vacca/Mr. Goldfarb Student Council**

Friday, April 4<sup>th</sup>, the seventh and eighth grade students attended their last dance of the year "The Spring Fling." Students ate pizza and snacks and danced the night away with music provided by a new and awesome DJ who motivated them and even provided fun props.

The student council members will be going to the Monmouth Day Care Center on Monday, May 12<sup>th</sup> to donate and read books to the children. I encouraged everyone to attend the Barnes and Noble book fair on Wednesday, April 30<sup>th</sup> and to purchase a book that will then be donated to the center. These children look forward to our visit and the interaction of our students with them. They love to be read to and played with.

### **SEVENTH GRADE STUDENTS**

Student Council elections for the upcoming school year 2014-2015 will be held in May. A packet was handed out on Wednesday with all the details and time frame that must be followed. Please adhere to all the guidelines and not to deviate from them or you will be disqualified. Good luck to all the candidates!



### **ATHLETICS**

#### **Cross Country**

Mrs. Gilfillan and Mrs. Scheuer have been conducting cross country practices this spring! Every Friday, which started on April 2nd, 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 45 students have been practicing for the Mustangs this season. Two teams had to be formed due to the overwhelming response! The JV team will play five "matches" against each other on our courts. Mr. Goldfarb will run this program. Miss Murray's Varsity team will play nine matches against other schools. Since only seven players during each match (three singles and two doubles) can participate, a number of exhibition matches are also played 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 team has already defeated Ranney 3-2. The 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 first four games have been washed out! The team lost to Pt. Pleasant Beach and looks to rebound against RCD and Red Bank Charter, Ocean, Henry Hudson and Ranney. Their eight game schedule will conclude with a game against the faculty at the end of May.

#### **Baseball**

Mr. Bruckmann's and Mr. Rosenfeld's team has gotten off to a good start with a come from behind win over Pt. Pleasant Beach! The next three games were rained out, but the team is anxious for games against RCD, Ranney, Red Bank Charter, Ocean, and Eatontown. Veteran players and some new younger players make up this year's team. Their nine game schedule will conclude at the end of May.