



## Oak Hill Academy Newsletter #4 March 2017

### Headmaster's Message Joseph A. Pacelli

#### Can Failure Be Good!

Well it all depends on how you look at it! Certainly failure should not be feared. Henry Ford once said, "Failure is simply the opportunity to begin again, this time more intelligently." We will all have failed one time or another in our lives and our children will also experience downers as they mature. We must teach our children that not being continuously successful is a fact of life because hidden within every failure is a blessing. Actually, failure teaches us more than our successes. It reveals our mistakes and areas needing improvement. It also uncovers our carelessness and unpreparedness. It allows us to be curious and stirs our imagination. It sometimes humbles, but also motivates. Dealing with failure permits our children to take ownership of what they accomplish and, oftentimes, offers proof that maybe they didn't work hard enough.

Even Thomas Edison admitted that it took hundreds of tries to get the light bulb to perform to illuminate the world we live in today. We cannot deny our children this wonderful lesson

that failure brings so that they establish the ability to be determined and fight through hardships. They must be allowed to sometimes face the hard truth that they fell short. We must care about our children building up the strength to recognize that sometimes their effort – listening, preparation, concentration, attention to detail, etc. – may not have been good enough.

Opportunity lies in the ability to get up and start all over again. We all want our children to be happy and successful, but often, if students think they're doing well but they're not, we crush their will to improve. We give unreliable feedback. It is best to keep the bar high and discourage laziness, however we must also understand that learning is personal and all children should be encouraged to really reach for their own individual goals for success. Measurement must be how they are improving rather than if they always get the trophy.

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

#### Admissions/Thank You

Thank you to all those OHA families who have helped spread the word about our special community here at Oak Hill. Prospective families almost always remark that they heard about OHA from a current parent. You are our best spokespeople! We ask that you continue to recommend Oak Hill Academy to your friends, relatives, and business associates. Our next Saturday Open House is March 25 from 10am to 1pm, and we continue to do private tours of our campus during the school week. As always, your help is truly appreciated.

#### "Nobody Does It Better" Gala Cash Raffle and Ad Journal

Cash raffle sales are progressing nicely. Tickets are \$50 each and there are three cash prizes being offered: 1<sup>st</sup> prize is 70% of the winning 50/50 share up to \$17,500; 2<sup>nd</sup> prize is 20% of the winning 50/50 share up to \$5,000; and 3<sup>rd</sup> prize is 10% of the winning 50/50 share up to \$2,500. Tickets are limited to the first 1,000 sold and, if we meet that goal, we will raise \$25,000 for added technology

at the school. The drawing will take place at the Parent Organization's "Nobody Does It Better" gala at the Navesink Country Club on Saturday, April 1. Any unsold tickets should be returned to the school office by Monday, March 20 so they may be sold to someone else.

Monday, March 20 is also the deadline for ad copy for the program/ad journal which will be distributed on the evening of the gala. Contracts have been mailed home, but if you need another, please contact the office.

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

During the month of March, I will visit the classrooms of children in grades 1-4 and share the following stories with them.

Gr. 1 - We shared The Enormous Potato by Aubrey Davis. In this story, the farmer plants a potato that grows, and grows, and grows. When it came time to pull the potato out of the ground, he enlisted the help of everyone from his wife to the mouse. With the help of many, the potato was pulled up, cooked, slathered with butter and shared with the townspeople. This was a humorous tale that focused on the value of co-operation and the joys of working together to achieve a common goal.

Gr. 2 - "Sippi Learns the Meaning of Kindness" comes from a collection of stories written by Chad and Carrie Mason. Sippi is a bit different from most other dogs and is teased by the other dogs in his neighborhood. When a neighborhood squirrel saw this happening, she befriended Sippi. The others began to feel badly for what they had done, and, after a while, invited Sippi to join in with their fun. In our discussion, we covered points such as how one feels when they are picked on, what being kind to others means, and how we show kindness to someone who is being teased or left out. We learned that we are all different from each other, but each of us is special on one way or another.

Gr. 3 - In the fable "The Camel and the Horse Become Friends," the issue of teasing and not appreciating another's uniqueness is handled through the interaction of the horse and the camel with the king. However, one day the king wanted to cross the desert to visit the children in the other cities. The horse did not want to take the king across the desert because it was too hot and there was no water. Upon hearing this, the camel said that he would be happy to take the king to the children. After all, he

had special pads on his feet, and he could store energy in his hump. The king shared these words with the camel, "What you do or what you say can't make me less in any way. I am special. You are, too. I'm as valuable as you." We all need to remember this about ourselves and each other. We are all special!!!

Gr. 4 - From Rhinos and Raspberries, I shared "The Fiery Tail," a Chinese tale of true beauty. In the folktale, the Peacock Fairy was having a difficult time choosing an apprentice because all of the peacocks looked alike. She asked them to return at midnight and not look all the same. While most of the peacocks concentrated on making themselves more beautiful, one little peacock met others along the way who needed his help. He helped them by giving away his feathers, to one for beauty, to another for warmth, etc. Upon the peacocks return at midnight, the Peacock Fairy asked Little Peacock where his feathers were. He explained that he had given his feathers away to help others. This was the peacock that the Peacock Fairy chose to be her apprentice for it was the beauty on the inside, rather than outward beauty, that the Peacock Fairy recognized. We learned that, like Little Peacock, our gifts make a difference in the lives of others, and that it is our gain, rather than loss, when we give to others in need.

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

"In like a lion, out like a lamb" is the saying used to depict the volatile weather in the month of March. There is no doubt that March has come in like a lion as we are anxiously waiting for mild lamb days to arrive. The seasonal changes will be used to plan exciting discoveries about wind, weather and water.

Along with the weather changes and arrival of spring during the month of March, students will be "wearin' the green" in celebration of St. Patrick's Day. We will be practicing our Irish jig and sampling Irish soda bread and special green snacks.

Our Valentine's Day lessons and Tea were amazing. The children enjoyed writing out valentines at home, playing post office at school, creating colorful crafts, decorating heart-shaped cookies, reading and critiquing books. Our moms joined us to share in the celebration which was followed by lunch. Moms were then presented with special heart-shaped picture necklaces.

During the month of February, we also concentrated on good dental hygiene; practicing proper brushing, graphing good and bad snacks, and discussing our visits to the dentist. Dr. Emma Haddad (Andrew's Mom) presented a wonderful lesson on dental hygiene to the children.

Lip Sync was a joy for the youngest participants and their parents and teachers alike. The children happily sang and danced "*We Go Together*" from Grease. They certainly wowed the crowd with their hand jive and penguin movements.

On March 8<sup>th</sup>, Pre-K celebrated "Pretendtown Day" a spin-off of the annual OHA Littletown Day. The Multi-Purpose room of the Center for Early Learning was transformed into a familiar neighborhood as children from both classes interacted with one another in a town much like their own. To reinforce specific skills taught in class, students were given "Bunny Money" to spend in the: I Want More School store, the None Finer Diner, Smooch Your Pooch pet store and the Get Slim Gym, just to name a few. Each year "Pretendtown" activities receive rave reviews from the students.

To "coin" an expression from the title of one of Dr. Seuss' books, "Oh the Places You'll Go." Pre-K traveled to the Sunrise Assisted Living Facility to present "Love Songs for Seniors." Our students were well-received and invited back for a spring sing. *A You're Adorable* and *You Are My Sunshine* were big hits with the senior group. Students introduced themselves, interacting with residents and presenting seniors with valentine cards, heart-shaped pins and necklaces. Before getting back on the bus, the children and residents enjoyed valentine cookies together.

We really look forward to the onset of spring and the wonderful experiences we will share together in this time of new beginnings; the birth of baby animals, arrival of our chick eggs and a newly refreshed Earth.

Happy springtime everyone!



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

Kindergarten made it through "Frantic February" with flying colors!! There were so many topics to learn about! We celebrated Groundhog's Day and were surprised when we learned there would be 6 more weeks of winter! Shane's Dad, Dr. Regan, visited us and taught us how to take care of our teeth for Dental Health Month. We discovered how many African Americans have made contributions to our country for Black History Month and were treated to a wonderful party from our class moms for Valentine's Day. We celebrated the year of the rooster for Chinese New Year and enjoyed chocolate covered fortune cookies by Edwards family! Thank you to the Yu family for coming in! We honored our first and sixteenth Presidents with books, movies and projects. Finally, we spread the word of our 100<sup>th</sup> day of school with a parade! As a class project we asked that the families and friends of our Kindergarten students send us an email congratulating us on our 100<sup>th</sup> day of school. Our goal was to reach 100 emails and we surpassed that amount! Our grand total was 182 emails! We received them from 15 states and 3 countries. We extend our greatest gratitude to everyone who helped us out!

Kindergarten tried a new class trip this month to the Ocean County College Planetarium. We learned so much and had a great time! Thank you to the parents who volunteer their time and attend our trips with us!

We need to acknowledge Mrs. Harris, Mrs. Hobbs and Mrs. Kane for all of their hard work in getting us ready for Lip Sync! There were many wonderful performances but we think Kindergarten stole the show!!

In reading, we continue to meet and greet more Letter People. We now have 4 vowels and 10 consonants to help us make words. The children have completed their fourth story in our Writing to Read Program. We are so impressed with how they can now apply their reading skills into their writing and look forward to seeing their stories published this spring in Early Reflections.

In math we have completed a unit on length/size, comparing sets, and learning the place value of ones and tens to make teen numbers. We continue to strengthen our counting skills and patterning skills on a daily basis during Circle Time.

Although Mother Nature has given us a gentle winter this year, we are anxiously awaiting the arrival of spring! Stay tuned to see what "blooms" in Kindergarten this season!

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

We saw a FANTASTIC play, "Miss Nelson Is Missing" at the Algonquin Theatre in Manasquan. The play was based on the book of the same which we read in class & discussed several times. Not only was the acting very good, but the songs were catchy & easy to sing along. We are so PROUD of our First Graders for their EXCELLENT behavior and attitude. Several adults attending commented to us about this and we were smiling from ear to ear ☺

Our individual writing for the month was fun. We finished the beginning sentence SOON I WILL BE OLD ENOUGH TO.... Some students wrote about being old enough to drive a car, go to college, own their own iphone, enter 2<sup>nd</sup> grade and get married and have children of their own. The illustrations were colorful and very creative, expressing the main idea of their writings.

In math class we have been learning to identify the attributes of common shapes and to sort them by color, size, sides and angles. We also studied patterns and the manner in which the shapes are repeated in the pattern. We seem to zip through our FACT PRACTICES now that we know the addition and subtraction facts up to 20.

Can you believe we already celebrated our 100<sup>th</sup> DAY OF SCHOOL!??? Before we know it we will be in SECOND GRADE!!!!

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

The second grade had some very exciting events happen last month and is having some great things occurring this month as well. We watched to see if the groundhog saw his shadow (which he didn't so they say six more weeks of winter), we exchanged many cards on Valentine's Day, we discussed and read about Chinese New Year. February was also Black History Month. The children researched a famous Black American they were interested in and wrote a biography on him or her and then shared their report with the class. Their research and work was quite impressive. We had our Math Arcade on February 23<sup>rd</sup>. Parents, friends, relatives, and children enjoyed our games and reading the math

problems from the books the children published. It was a very exciting day for everyone.

On March 2<sup>nd</sup> we celebrated Dr. Seuss's birthday by sharing one of the children's favorite Dr. Seuss's books with a classmate and compared and contrasted the books they read with each other. Littletown Day is only a few days away and everyone can't wait for all the transformations the lower school is about to take. The classes have been writing letters, drawing pictures, learning so many interesting things about Australia, and cannot stop talking about the big day.

We have also been writing poetry and found we are quite the poets. In math we are getting proficient with our times tables, division, telling time and learning different techniques for mental math. Everyone is keeping up with their Reading Logs and we see such a growth in the children's comprehension and reading skills.

It was nice to see March come in calmly, even though it was a little cold. Hopefully it will go out like a lamb. In the meantime, stay warm and before you know it we will be going on our spring break which we are all looking forward to.

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

March has come in like a lion, and hopefully will be leaving like a lamb! The warmer weather has brought out our energy as well as our creative side. In writing, the students have become book critics and are writing reviews for their favorite stories. When we share these writings, the students will have plenty of recommendations to look at for inspiration on what to read!

In Social Studies, students have just completed the historical fiction novel, Meet Addy, the story of an enslaved girl in 1864 who must escape from the plantation before the family is sold away and separated. Students are gaining a beginning understanding of the plight of slave life. They are reviewing map skills, too, while reviewing the events of the story. We are just beginning a unit on immigration with the reading of Samantha Learns a Lesson, a story about 1904. To start the unit, students learned that our country was founded on the principle of tolerance and that this idea was started by William Penn in Philadelphia. Students learned that cultural diversity is not possible without tolerance.

In novel studies, the students are in the midst of The Wind and the Willows. The language in the story is very descriptive, so the students are learning to take apart sentences and discuss the sections to better understand the characters and plot. The students have also begun working on dioramas that illustrate their favorite home in the tale. The author gives vibrant descriptions of the characters' homes, and now the students are bringing them to life with the information that they are reading.

In math, students have been working on measurement and conversions. We will be starting lessons on time, fractions, and money. Students will continue to work on one and two step word problems for all operations. Remember to always keep practicing fast facts in all operations.

We are very pleased with the students' eagerness to keep up with their reading for the Genre Challenge!

### **Mrs. Cook/Mrs. Laffin Grade 4**

Fourth grade has been busy at work in the fourth marking period! In Reading, we finished the novel *Wonder* by R.J. Palacio, and for World Read Aloud Day, we Skyped author Lauren Magaziner! These two experiences helped us understand how authors work. As we read *Wonder*, we learned about the four types of story conflict (Human vs. Human; Human vs. Nature; Human vs. Society; Human vs. Self). We also learned about point of view (P.O.V.) in stories. Presently, we are reading a fantasy unit in the *Wonders* reading program, and as we read, we are learning the characteristics of the "fantasy" genre, like: talking animals, magic, imaginary settings, good vs. evil plot. In our own writing, we are practicing character development and "showing" instead of "telling." In English, we studied capitalization and punctuation, punctuating dialogue, and we are now studying pronouns. We also composed odes and character poems, based on the novel *Wonder* (check them out in the fourth grade hallway, along with our amazing African American History Month Book-Its!).

In math, fourth graders began to study **geometry**, and they became proficient at measuring and drawing angles with protractors. Students defined and identified which shapes are quadrilaterals (4 sides) and which are triangles (3 sides). We used many types of graphic organizers to classify the shapes and name them in different ways. Students

even made triangles out of straws and pipe cleaners to practice their skills! In addition, we identified the characteristics of prisms and pyramids and built them using cut-out nets that fold into the shapes. We are practicing applying our perimeter and area concepts in problem solving situations.

In Social Studies, students investigated life in colonial NJ, and they each wrote incredibly creative and detailed postcards from Colonial NJ. We also studied the "faces" of NJ - the 6 distinct geographic areas of this little state. Students worked collaboratively to create Padlet sites on ipads about various counties in New Jersey. The objectives for this project were: develop research skills, develop computer competency, analyze the quality of content they find, discern what information is most important and interesting to use, apply summarization techniques, and improve peer communication and compromise skills. We are excited **NJ Cake Day on March 15 (parents welcome)!**

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

PreK students have been learning about animals and their habitats. Kindergarten students have been doing solar system activities. First graders completed a unit on shadows and are now working on animal classification. The third grade students have been using microscopes in class and are learning about microscopic organisms. Fourth graders are learning about what is inside the earth as well as igneous, sedimentary, and metamorphic rocks. Please see my teaching blog for some great photos of the students at work in science class!

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

During the fourth marking period, Lower School PE classes worked on the Jump Rope Unit. Students have developed a better sense of timing and coordination, while simultaneously improving their strength and cardiovascular health. In addition to this unit, students watched health videos which are intended to give them the tools necessary to maintain a healthy lifestyle. Health classes also convened in the tech center so students could participate in an interactive nutrition lesson. Fourth marking period grades are bases on students' progress in jumping rope, along with overall sportsmanship, conduct, and active participation during PE class. Students will resume swimming the week of March 13. The PE department will administer the Presidential Fitness Tests during the fifth

marking period, giving students an opportunity to improve upon their fitness scores from the fall.

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

Final preparations were under way for Littletown Day which has kept all of our lower school students very busy for the last several months. Our annual event with an "**Australian flair**" was held on Wednesday, March 8<sup>th</sup>. It was a fun day for all. A detailed follow-up will be coming home shortly, including a thank you to everyone for making it such a successful time.

**Mme Koar**  
**Lower School Spanish/French**

Spanish – Grades 1 & 2

The first grade started off this semester with a quick review of Spanish greetings, numbers and colors. We learned to identify some parts of our body, (eyes, ears, nose, mouth, hands), followed by a unit about farm animals. New vocabulary is introduced through a story and practiced with games and songs. You can listen to some of these songs and videos on my website under first and second grades. We are currently learning the days of the week, and will be able to say what day was yesterday and tomorrow. Please email me if you would like to view the lessons we are learning online through Middlebury Interactive.

French – Grade 3

The third grade students are learning vocabulary for classroom objects. Each student is creating their own "dictionnaire" of classroom objects. We will also learn to talk about our families, their ages, and physical descriptions. All the additional materials, songs, videos will be located on my website, under third grade/ French.

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

It is a pleasure to teach the fourth grade. The students retained a lot of material taught by Madame Koar the last few years and the new students have adjusted really well.

We studied the numbers, the alphabet, colors and the weather. Next week we will start the classroom objects and then the ER verbs and prepositions.

The material is learned in a fun way. We use YouTube videos, Educreation videos (created by the teacher), Kahoot games and Smartboard games. This method of

learning is a lot of fun and very engaging. Bon travail !

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

The switch was ON in January as students rotated specials; Art and Computers, Music and Drama, Tech and Math Workshop and French and Spanish. Upper school students adjusted to their new schedules without missing a beat.

Our Cash Raffle Kick Off assembly demonstrated true OHA spirit! Corresponding with the *Nobody Does It Better* theme, teams wearing black and white competed in the Family Feud-style question and answer game. Celebrity appearances via teacher performances were a huge hit with the students.

February holidays provided a great opportunity to reflect upon OHA character traits. Presidents Washington and Lincoln are both widely respected for being honest. I observe our students finding wallets, change purses, calculators and flash drives on a daily basis. Without teacher direction, students return the item to the owner or the office. OHA students help each other not because someone is watching or for a reward. They help each other because it is simply the right thing to do.

Lip Sync rocked the SAC on both nights. Each year the acts are more dynamic! The faculty practiced long hours and gave two solid performances but the 8<sup>th</sup> graders stole the show! Way to go Class of 2017! Congratulations to all the performers. You did a great job!

Read Across America, Littletown Day, the arrival of Daylight Savings Time, and St. Patrick's Day signify...spring is just around the corner!

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

It is hard to believe that the fourth marking period has just come and gone! I want to once again commend the 5th graders on their perseverance and endurance. This past marking period, we continued to build on the foundations we set in previous marking periods.

In Literature this marking period, we read the novel, *Esperanza Rising*, by Pam Munoz Ryan. We discovered numerous connections between this novel, and our two selections from our Literature textbooks from last marking period, "The Circuit" and *Harvesting Hope: The Story of Cesar Chavez*. We also made



connections to history and learned about The Great Depression and The Dust Bowl. We continue to examine and analyze narrative elements such as point of view, characterization, conflict, and thematic ideas. Our Literature classes are continuously and consistently full of lively, thoughtful, and engaging discussions. Next, we begin an exploration into the realm of poetry.

In Language Arts, we've concluded our studies of pronouns and sentences. Next, we are delving into studying adjectives, followed by studies of adverbs and prepositions. We've also submitted our historical essays to the Monmouth County Historical Commission's annual essay contest for 5th graders. Students had the choice to research either an event from their family history or a historical place located in Monmouth County. It was a wonderful learning experience as we collected facts and stories, and then reflected on our own understanding and view of history. We continue to expand our vocabulary and find ways to incorporate vocabulary words in our academic and daily lives. Our writing journey will take us on an exploration of poetic techniques and styles.

As we enter the fifth marking period, I want to remind and encourage students to make sure they come to class prepared with their appropriate books, notebooks, folders, and pens or pencils. Also bring your assignment planner to each class to keep track of homework assignments. Visit and explore our class website to keep track of what we're up to and to access some "extras": MsLeeLLA.weebly.com.

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

#### Grade 5 Singapore Math

As the second semester began, the students participated in a short unit on Ratios in Unit 6 that will then complete our first book!! Then it was on to Unit 7 and a very extensive unit that focuses 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 continued to move a nice clip and will be embarking on Unit 8 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 percent from fractions and

decimals using our understanding of the relationship of decimals and fractions. 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. Also, please use my website as a tool to enhance learning as well. [http://www.oakhillacademy.com/faculty\\_and\\_administration/bruckmann/mr\\_brickmann\\_s\\_5th\\_grade\\_math\\_class/](http://www.oakhillacademy.com/faculty_and_administration/bruckmann/mr_brickmann_s_5th_grade_math_class/)

#### Grade 6 Math

The sixth grade class come and conquered our Singapore 6A books. The final Unit was on Rate and Speed, and then it was time to move onto a look into Integers in Unit 13. Positive, Negative Integers as well as how to add, subtract, multiply and divide will be our focus before we move on to Circles and some geometry. Remember that corrections for the tests and quizzes are due the day following when the test/quiz has been handed back. All students need to be prepared with a sharpened pencil, all three books and a desire to learn and increase their math knowledge. Also, please use my website as a tool to enhance learning as well. [http://www.oakhillacademy.com/faculty\\_and\\_administration/bruckmann/mr\\_brickmann\\_grade\\_6\\_math\\_class/](http://www.oakhillacademy.com/faculty_and_administration/bruckmann/mr_brickmann_grade_6_math_class/)

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

Fifth graders are learning about Western Europe, starting with Scandinavia and the British Isles. Our studies will include the different peoples who settled in Britain, the voyages of the Vikings, and the geography and history of west central Europe and Southern Europe, as well.

Sixth graders are winding up their study of Africa in South Africa, concentrating on Apartheid and the life of Nelson Mandela, before we move on to India and Pakistan, and learn about Hinduism, Buddhism and the work of Mahatma Gandhi in the past, and Malala Yousafzai in the present. We will finish the year studying China, Japan and the Koreans.

#### Geography News

Congratulations to our school champion, Alex Mitchell, who has qualified to compete in the state level competition of the National Geographic Bee! The New Jersey State Bee will be held at Rowan University on Friday, March 31, 2017. Good luck, Alex!

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

#### Grade 5

We completed all operations related to fractions. The students began by multiplying fractions and whole numbers, then moved on to fractions and fractions and finally progressed to fractions and mixed numbers. They did the same for division. In the middle of this we applied our multiplying fractions to conversion of measurement. The students were taught how to find  $\frac{3}{4}$  of a gallon expressed in quarts for example. We worked on converting customary and metric measurements as well. Finally, we learned how to solve various word problems involving fractions. The students learned how to solve some word problems with bar models and others by strictly doing the math. After fractions, we changed directions and recently began our study of two dimensional figures. We discussed the meaning of perimeter and practiced how to find it for squares, rectangles, parallelograms and triangles. Next we will move onto how to find the area of the same figures and then finish our study of geometry by learning about the different types of three dimensional figures and how to find the volume of a rectangular prism. Homework continues to be a big part of the class. Thank you for your continued support at home.

#### Grade 6

Since the mid-terms ended we spent a significant amount of time on rate, speed and average speed. These are not ordinary type of questions. The problems are often put in word problems requiring the students to prepare proportions in order to solve them. The homework and quizzes were quite challenging, but the students persevered. From there we started an intensive study of circles. The students learned the parts of a circle and the formulas for calculating the circumference and area. They learned how to apply this not only to full circles but also semi-circles, quadrants and fractional pieces. We finished the marking period by beginning our study of integers. This is the first time most of them have worked with negative numbers so we started from the beginning. We reviewed what integers are, how they are used, where we find negative numbers in the "real world". The students learned about absolute value and how to compare two numbers with absolute value. Now that the foundation is set we will move onto solving expressions involving all four operations. We will use a standard deck of playing cards to help reinforce the concepts of negative numbers so do not

be surprised if your child says we are playing cards in math! These students are a pleasure to teach. Thank you for your continued support at home.

#### Grade 7

We completed Chapter 6 and almost all of Chapter 7 in this marking period. Chapter 6 primarily covered all of the foundation lessons for fractions. The students learned their divisibility rules, learned about prime numbers and how to do factor trees and were shown how to find the GCF and LCM using the "slide" method. They learned what rational numbers were and how to compare and order them. Finally, they learned what scientific notation is, why it is used and how to write both very large and very small numbers using exponents. All of these lessons brought us to Chapter 7 which is primarily fractions. The students have learned fractions before, but this time the fractions are both positive and negative. The students had to not only follow their rules for fractions but also the rules for negative numbers. We covered all four operations as well as some geometry concepts such as finding the area of triangles, trapezoids and finding the circumference of circles. These are logical concepts to be included in this chapter since the measurements were often expressed as fractions. The chapter finishes with a section on solving algebraic equations and inequalities with rational numbers. The word for Chapter 8 is proportions. I will be teaching the students how they can use proportions throughout the entire chapter to solve a variety of scenarios. This group of students is bright and hard working – a pleasure to teach. Thank you for your continued support at home.

#### Grade 8 Algebra

What a way to finish the day!! We are heads and shoulders into algebra. The students have learned how to find the slope of an equation, they have learned how to write an equation in slope intercept form, how to find the equation of a line using two points (called point slope form), how to write an equation in standard form and how to write lines both parallel and perpendicular to a given equation. They truly embrace these new topics. Sometimes it takes an evening until the "light" comes on, but invariably, it does! We began chapter 6 at the end of the marking period. The first three sections are a review of topics covered in 7<sup>th</sup> grade – solving addition/subtraction inequalities, solving multiplication/division inequalities and solving two step inequalities, then it is back to learning new concepts again!

#### Grade 8 Geometry

We are progressing beautifully. It is truly a pleasure to teach this group of students. Since mid-terms we have covered almost 3 chapters! We began with triangles, moved to trigonometry and are now on transformations, dilations and tessellations. Our study of triangles included understanding how to find missing parts in similar triangles, using the concept of parallel lines and proportional parts, scale drawings and simple ratios and proportions. Chapter 8 was primarily trigonometry. For those students who already took Algebra 2, this was a walk in the park. We began with the familiar Pythagorean Theorem then moved to the 6 basic trigonometric measures. The students learned how to find the inverse sine, cosine and tangent and they learned how and when to use the Law of Sines and Law of Cosines. Chapter 9 is heavy on the graphing and light on the math. The students have learned how to make rigid transformations of various figures by reflecting, translating and rotating. They also have learned what composite transformations are and how to find symmetry in figures. We are moving at a great pace.

#### Algebra 2

We finished two chapters and are half way through a third chapter this marking period. Each of these chapters were quite challenging, but the students handled the topics well. Chapter 7 focused on rational exponents, power functions, graphing square and cubic roots and solving radical equations. We even dabbled a bit in statistics by finding standard deviation. Chapter 8 introduced logarithms. These essentially are the inverse of exponents. The students learned how to use logs (without their calculators as will be expected in high school), graph exponential growth and decay functions, how to condense and expand logs and how to solve equations with logs. Next chapter the students worked with rational functions. They graphed rational functions and learned how to multiply and divide them. We will work on how to add and subtract them next. These chapters were heavy math and required a lot of time, focus and attention. None of these concepts are easy. Mastery requires an excellent work ethic.

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

The fifth graders have switched from Space Science to Earth Science. We are now looking at what makes up most of our natural world all around us. Our first topic is minerals and with that we will start to look at the different properties of minerals and identifying minerals based on their characteristics. After this we are going to start looking at the different types of rocks and the minerals that make up all of the rocks we see every day. Pretty soon they will not only know about minerals and rocks in the natural world but they will know about the minerals and rocks that are useful in their everyday life.

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

These classes have been very busy becoming more financially literate utilizing the workbook provided by JA Biz Town. Writing checks, recording withdrawals and deposits, discussing public/private goods and services, taxes, interest rates, percentages, and gross/net pay. Next marking period will be geared towards job interests and personal attributes that would help with job positions. Our field trip is scheduled for April 26<sup>th</sup>, and more information will be coming home with regards to this exciting opportunity.

#### **Mrs. Vacca Grade 5 Tech Class**

Students have begun to present their slide shows of Spectacular Snow Sculptures and Ice Festivals around the world. After watching a video clip of the 25 most amazing snow sculptures, the students were inspired to research and learn about these awesome ice carvings and the talent and inspiration behind them. From Quebec City, Canada, to Sapporo, Japan, the Yukon, Breckenridge, Colorado, and Harbin, China, all these locations have amazingly beautiful, unique creations. Students learned about the art of ice sculpting along with other activities that occur at these snow festivals. Presentations were informative and very eye catching.

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

During the fourth marking period, sixth grade students enjoyed reading the suspenseful and engaging novel The True Confessions of Charlotte Doyle by Avi. This story tells of a young girl's struggles (including being accused and found guilty of murder) which begin when

she boards a brig called the Seahawk. As the only passenger, and only girl, on a voyage across the Atlantic during the early 1800s, Charlotte finds herself questioning all that she has learned in her short life in regard to class, race, and gender.

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

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

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

After reading about the invention of the television and the internet, students were challenged to report on other great inventions within the last 100 years. The criteria was simple; yet, the reports were amazing. Student topics ranged from computer programming to the DaVinci Robot to sunscreen. Other topics included the GPS, pointe ballet shoes, frozen food, and many more. Students were well-informed and demonstrated great presentations.

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

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

#### Math 6

During this marking period the students extended their understanding about rate to situations with changing rates. They also learned about speed as a special case of rate and they focused on constant-speed situations. Sometimes they had to interchange the quantities, such as hours to minutes, minutes to seconds, meters to kilometers, etc. in a rate relationship before they began to solve the problem. Many of the problems were complex and multi-step. The most complex cases involved two people who

did not both start and end together. They needed to find the time difference, the distance, and the average speed.

#### Math 7

Because algebra is rooted in arithmetic we began this marking period by continuing to focus on multiplication and division and encountering some of the fundamental properties of real numbers that are central to both arithmetic and algebra. We used these properties to simplify expressions by combining like terms. We wrapped up the chapter by identifying and using inductive and deductive reasoning and if-then statements.

Chapter 3 began our study of linear equations starting with simple one-step equations to multiple step equations to solving equations with variable on both sides.

#### Algebra I – Period 5

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

#### Algebra I – Period 3

Last marking period, the quadratic formula provided a powerful tool for solving quadratic equations. But an ability to factor polynomial expressions provides another important technique for solving algebraic equations. During this marking period, students added, subtracted and multiplied polynomials. They also learned the FOIL method to multiply two binomials. They learned the special products and how to factor polynomials leading to solving equations by factoring.

#### Math-A-Thon

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

All donations must be returned by Friday, March 10, 2017. Please convert all cash to check or money order made payable to St. Jude Children's Research Hospital.

All participating students will be entitled to a dress down day in the spring as well as prizes based on their donation. Thank you for your generosity.

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

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

You can see our fossils on display in Room 16 in the Soler Science Center

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

### **Sra. Dotto** **Grades 5, 7 & 8 Spanish**

#### Grade 5

In fifth grade, students have been studying polite expressions, greetings, and numbers from 0 to 199. This material has been reinforced with classroom interaction, songs, games, videos and by logging in to my sites Weebly and Quizlet for visual and auditory practice.

The students really enjoy these sites and their pronunciation is getting better each day. Over all, the children have adjusted very well to the study of Spanish and are very eager to learn.

#### Grade 7

In seventh grade, we spent a few weeks reviewing material covered last year including how to say time, subject pronouns, indirect object pronouns, how to clarify with indirect object pronouns, questions formation, the verbs *gustar* (to like), *ser* (to be) and over 20 -ar regular verbs. Students just finished learning a good amount of -er regular verbs and are currently working on 2 stem-changing verbs, the irregular verb to go and Chapter 3A. In this Chapter, the students are acquiring a lot of vocabulary and expressions that have to do with every day activities. All this material is

reinforced with PowerPoint presentations, classroom interaction, videos, audio CD's and by logging in to my sites Weebly and Quizlet for visual and auditory practice.

### Grade 8

In Spanish, the eighth grade students have learned a great amount of vocabulary, identifying food items, talking about meals, offering help, taking an order, making a polite request in a restaurant and commenting on foods. In grammar, they mastered the usage of direct object pronouns with singular and double verbs, learned the conjugation in the present tense of the verbs *probar*, *calentar*, *mezclar*, *pedir*, *servir*, *desayunar* and *cenar* plus the imperfect subjunctive of the verbs *querer* and the conditional of the verb *gustar*.

All this material is reinforced with power point presentations, classroom interaction, audio CD's, videos and by logging in to my site Weebly and Quizlet for visual and auditory practice.

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

In preparation for our April 26th visit to Biz Town, the sixth grade tech classes are currently completing a brief research project about the history of a good or service whose price has changed considerably over time.

Students had no difficulty finding examples of goods or services whose prices changes drastically, especially before an event such as Super Bowl or Christmas. Some students are creating their presentations using Thinglink and these will be posted to my website in the near future.

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

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

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

In Literature, we have just completed our unit on William Shakespeare, the Globe Theatre, and *A Midsummer Night's Dream* with a reading of both the prose version and a modified play version for which we assigned parts and practiced reading Shakespeare. We culminated our

unit with a wonderful performance of *A Midsummer Night's Dream* by the NJ Shakespeare LIVE theatre company.

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

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

In the seventh grade, the classes have been successfully working on comprehension skills in many ways. Our news summaries each week provide students with current topics about the world in which we live. These assignments enrich the writing portfolios, as well. Through the *Signature Reading* books, the classes are mastering strategies while reading about great Olympians like Jackie Joyner-Kersey. *Vocabulary through Classical Roots* helps students with word study. Our padlets have become useful ways to review for tests and quizzes.

Students are learning how to research through the artist reports. The presentations will include all aspects of an artist's life and works. After the required work is completed, students will try their hands on recreating a selected masterpiece. Presentations begin in a few weeks.

In the eighth grade, the classes are continuing to practice readings skills in many ways. The students are reading the newspapers and summarizing stories each week. The *Signature Reading* program helps students isolate critical skill development while offering great nonfiction stories to absorb. The *Success* series focuses on nonfiction stories of survival against all odds. The classes are continuing to study vocabulary, as well. Students are focusing on world events as we follow stories in *Junior Scholastic* each week. Topics have included politics, World Almanac charts and graphs, robotics, athletic cash incentives, and other timely events.

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

The seventh grade has been hard at work learning about our U.S. Constitution. We have been analyzing every aspect of this "living document." Students are looking forward to learning and debating Supreme Court cases that changed our country forever.

The eighth grade has spent the last marking period learning about the Great Depression. Students have truly been engaged in this topic because some of their grandparents experienced this period of history firsthand. We look forward to learning all about World War II.

### **Mrs. Vacca Grade 7 Explorations**

Second semester classes have just started their job as a "Travel Agent" planning a trip for their family. Locations have been selected and the research begins. Transportation, booking flights and hotel accommodations, points of interest, landmarks, historic sites, activities, travel restrictions, currency exchange rates, restaurants, and any other important information needed prior to departure of the trip.

Some interesting and fun locations that have been chosen are: Anchorage, Alaska, Hong Kong, New Zealand, Vancouver, Bangkok, Thailand, Fiji, Maldives, Novosibirsk, Russia, Iceland, African Safari, Vienna, Austria, and Zurich, Switzerland.

### **Mrs. Williams/Mrs. Daly Grade 8 Literature/LA**

In literature, students read, comprehended, interpreted, and analyzed Shakespeare's tragedy Romeo and Juliet.

In language arts, students continued their vocabulary and grammar studies. Also, students completed the first phase of the research project. They created a working outline, located sources, created bibliography cards, and wrote note cards. During the next marking period, students will work on their rough draft.

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

The eighth graders have switched from Earth Science to the Human Body. We started by looking at the skeletal system and will move into the muscular system next. In order to better learn the skeletal system my students traced their



classmates on plastic tarp and then drew in a labeled skeleton inside the trace. They are now hanging up in the science hallway and they can see them when they walk by every day! After this we will go into the circulatory system to learn about how our heart pumps blood throughout our body.

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

We just finished a somewhat difficult chapter on radicals and their application. We also explored the world of complex numbers. I am very proud of my students' hard work and effort. Next comes the chapter of quadratics (2<sup>nd</sup> degree equations). There will be some challenges, but I am confident that we'll work together to succeed. I think the various applications will be very engaging and eye opening.

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

Our first small project had students look at the mathematics behind the electoral college versus the popular vote. We were also introduced to the process of "gerrymandering" where districting is done to give one political party an advantage. These were timely topics given our current presidential election.

Next some groups used boxes and colored tiles to model physical representations of algebraic equations. It felt gratifying to solve for "x" and "y" when they could actually hold them in their hands.

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

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

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

The seventh graders continued to work on noun cases, focusing on the ablative and genitive cases. Students also concentrated on developing their knowledge of verbs via conjugating the present tense of all four verb conjugations as well as forming positive and negative imperatives. Regarding culture, classes studied Roman family

values, the twelve major Greco-Roman gods and goddesses, the treatment of slaves and Latin expressions used in modern English. Students presented their Greco-Roman god and goddess projects and subsequently participated in the National Mythology Exam on Thursday, March 2<sup>nd</sup>. Classes regularly prepared for the upcoming National Latin Exam, which will be held on Tuesday, March 14<sup>th</sup>. Finally, students continued to build upon their assortment of classical influences with great success!

The eighth graders focused on learning new grammar concepts, from subordinate clauses with the conjunction "dum" to familiarizing themselves with the four principal parts of a verb for continual study. Students spent time comparing and converting verbs to and from present, imperfect, and perfect tenses. Additionally, they worked on their translation skills through many stories from *Ecce Romani*. Culturally, classes reviewed Rome's early Republic, Roman hospitality and Latin expressions used in modern English. Students presented their Greco-Roman god and goddess projects and subsequently participated in the National Mythology Exam on Thursday, March 2<sup>nd</sup>. Classes regularly prepared for the upcoming National Latin Exam, which will be held on Tuesday, March 14<sup>th</sup>. Students continued to collect and explain various classical influences found in our everyday society.

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

In the sixth grade, during the first marking period, we studied the ER verbs, the verb to be, how to make questions and answers as well as the food vocabulary. The students have many chances to practice their speaking skills. Soon we will be practicing skits.

We are now studying the vocabulary of the family and have the opportunity to reinforce the material with games such as KAHOOT and SOCRATIVE. The students use devices to answer questions from games that I created. These games are very engaging and students answer the questions in real time which are projected on the big screen. They love to see their names appear on it!

It is a pleasure to see the enthusiasm of the students during our classes. Great job!

In the seventh grade, during this marking period, we reviewed the ER verbs, irregular verbs, how to make questions and answers and the food and family

vocabulary. We are now studying the clothing vocabulary and soon the placement of adjectives.

The students have the opportunity to reinforce the material with games such as KAHOOT and SOCRATIVE. The students use devices to answer questions from games that I created. These games are very engaging and students answer the questions in real time which are projected on the big screen.

The students have many chances to practice their speaking skills. Soon we will be practicing skits. Good job!

In the eighth grade, we have mastered quite a lot of regular and irregular verbs, vocabulary and speaking exercises.

We are in the process of studying the passé composé which quite a complex tense. The students are able to relate to events that occurred in the past while creating stories and expressing themselves in writing and orally.

We are also preparing an event for April, 5 which will be called "Francophonie" and we will be speaking of George Washington and Le Marquis de Lafayette.

In my French class we combine the study of grammar, vocabulary, practice of speaking skills and are also introduced to a lot of culture from the 33 countries where French is the official language all around the world.

We had a lot of fun presenting the "C'est la vie" song at the Lipsync event. It was great to see the students' enthusiasm. Great job!

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

The upper school enjoyed a fun and productive fourth marking period! Both fifth and seventh grade students returned to the gym for Physical Education after a marking period of Health. Students participated in a speedball unit that combined previous games played. The marking period culminated in class tournaments to determine a winner. Students had a great time and demonstrated terrific sportsmanship and teamwork.

Sixth and eighth grade students were off to Health classes for the fourth marking period. Sixth graders learned about treating injuries for first aid, had an in-depth unit on nutrition, and the abuse and misuse of alcohol. In their nutrition

unit, students learned how to properly read a nutrition label as well as the benefits of certain foods in relation to others. Eighth grade students learned about the basics of CPR and Rescue Breathing, nutritional disorders, and drug abuse. The students exhibited a strong desire to learn and took great interest in the subjects. All students were able to benefit from the marking period of health but look forward to heading back to the gym!

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

As students transition between art and computers, we have a new set of students learning the same great computer skills that those who took computers in the first half of the year learned.

*All grades have participated in a Cyber Safety Presentation. We discussed what to do and what to avoid whenever connected to the Internet.*

The first graders have been working on their eye hand coordination and building dexterity, while making beautiful pictures in Tux Paint and learning the parts of the computer.

The second grade classes have been learning about countries, researching facts about them on the World Atlas website and displaying what they learned in a graphic web using Kidspiration.

Third graders began learning about how to hold their hands when typing and what fingers should be used when typing certain letters. They also created the Littletown Day invitations.

Fourth grade students have been working the Tiny Bucks for Littletown Day and have been given their Google accounts.

The sixth grade classes learned the basic features and terminology of Microsoft Excel. They put together a spreadsheet with the count of beads in 10 bags and then created charts depicting that count.

While learning about the features of Microsoft Publisher the seventh graders created brochures. They provided information about a current event in the news today.

In eighth grade, the students completed their resume and continued improving their typing skills.

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

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

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

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

It is a pleasure to begin working with the seventh and eighth grade classes again. We are reviewing the elements of music (melody, harmony, form, rhythm, timbre, dynamics and tempo) through drumming exercises and compositions for barred instruments. The seventh graders are working on compositions by Carl Orff that explore meter (simple and compound) and tonalities (major, minor and modal).

In addition, we are exploring Indonesian Gamelan music in which we are able to compare tonalities of this style of world music with tonalities with which we are most familiar. The eighth graders are being challenged by African drum and mallet compositions that are polyrhythmic (triple and duple meter combined) and syncopated. In addition, we are listening to recordings of African master drummers, mbira and marimba players and vocalists. This study of African music, with its complex rhythms, is a prelude to our unit on Jazz, and in particular, the Blues.

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

Congratulations to the Oak Hill Players and Music Makers for their excellent performances at the Awards Assembly in February. Also congratulations to the Chorus for their wonderful singing in their performance at the Parent Organization meeting in March with outstanding accompaniment performances by Sydney Yan on violin, Audrey Yan on flute, and Priya Kuruganti and Charlotte Walsh on conga drums.

Congratulations also to the following students:

- Sydney Yan who was accepted into the All-State Regions Chamber Orchestra for middle school students. They presented a concert in March in Basking Ridge. Sydney has now qualified to audition for the All-State Orchestra for middle school students.
- Annabel and Andie Sparano for being selected by the American Protégé International Piano Competition to play at Carnegie Hall this spring. Annabel will perform a solo; Andie and Annabel will perform a duet.
- Michael Gao for his High Honor ranking in the American Allegro Fine Arts Association Piano Competition. He performed at a recital at Carnegie Hall in February.

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

**CREATE** opportunities for discovery. Lower the volume on a familiar movie or show and create your own sound track. Listen to and imitate all kinds of sounds: animal sounds...environmental sounds.

**LISTEN** to live or recorded music of different styles.

### Miss DiMaggio/Art

First grade made Y-Tree's using sharpie and watercolor and they learned how to draw self-portraits.

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

Third grade made a color collision drawing using watercolor pencils following the rhythm of the color wheel. They made coil pots out of model magic.

Fourth grade learned how to draw self-portraits based on artist Frida Kahlo. They are currently working on a falling for foreshortening project where they trace their hands and feet and draw in their body.

Fifth grade made creative color wheels, learned about Wassily Kandinsky and made a Non-Objective drawing. They studied flower paintings by Georgia O'Keefe and used oil pastels to draw a close up flower. We learned the Mexican form of weaving and made Gods Eyes.

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

Seventh grade studied Georges Seurat and made a painting using tiny dots called pointillism. They also learned about positive and negative space while drawing based on each class' theme.

Eighth graders studied American artist Keith Haring and made their names in a graffiti style using pastels. Using tiny words and no lines, the class made drawing called micro calligraphy and are currently working on their Instagram inspired circle drawings.

### Mrs. DeVivo/Drama

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

Kindergarten embraced the cold weather by acting out stories such as *"The Snowy Day," "The Mitten," "The Biggest Snowman Ever,"* and *"Snowmen All Year."* They played charades and performed a variety of winter pantomime activities such as making snowmen, skiing and one of their favorites having a snowball fight!

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

Second grade also made puppets this marking period. They made paper tube puppets. Their creations and puppet scripts were fun and unique as well. Some puppets that came to the puppet stage were rock stars, vampires, famous sports players, princesses and lots of cute animals!

The third graders read a Reader's Theatre script entitled *"LIVE: It's Fairy Tale New."* Now they are working in groups, to create fairy tale commercials. Some products up for sale in these commercials were "Shimmer Shampoo", "A Better Magic Carpet" for Jasmine, and an "Wolf Detector 3,000" for the Three Little Pigs. There were so many wonderful creations! The students wrote the commercial script using persuasive writing, made the prop/product. This play and these commercials will be presented for their parents...details to follow!

The fourth grade has been introduced to the world of improvisation. They have enjoyed playing improv games like "Press Conference," "Improv Ball Toss," and "Improv Freeze Tag." They also did some duet script writing and learned about character and plot development.

The fifth and sixth grades entered drama in the early part of the year. They spent the first part of the marking period brushing up on improvisation and story building skills by playing a variety of improv games and acting out various improv scenarios. The students also learned about monologues and had to perform an original, personal monologue in front of the class. Some students talked about vacations, family members, funny memories and pets just to name a few. They were a great way to break the ice and for everyone to get to know each other better and feel more comfortable around one another.

The school play, *"Willy Wonka and the Chocolate Factory"* is just days away!!! The cast and crew is so talented and dedicated. This is a show you don't want to miss!!! Please come out and support these wonderful performers as well as the importance of Arts Education! The show is on Thursday, March 23<sup>rd</sup>. School assembly at 12:45 and evening performance at 7:00.

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

**"Movie Day"** for 5th and 6th grade students took place on Wednesday, February 8<sup>th</sup> in the S.A.C. An afternoon of a good movie, **Finding Dory** and food and drinks was a fun time for all.

I want to thank everyone for their donation to the **American Heart Association**. We were able to send a total monetary donation of **\$672.00** to such a worthy organization.

Our **"Rock your Socks"** dress down day for the month of March was held on Monday, March 6<sup>th</sup> in recognition of **National Down Syndrome Day** which is on the 21<sup>st</sup>. The Apolito family belong to a non-profit organization that supports activities, outings, and workshops for children with Down Syndrome and their families, called Network-21. Monetary donations are still coming in so I do not have a total as of yet. Thank you in advance for your contribution.

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

### 2017 Oak Hill Academy Summer Programs

The 2017 Oak Hill Academy Summer Programs are on-line as well as in the office. We have streamlined our [Summer Program Registration Process](#); so that is easier for you to Register. Check out the [Summer Program's page](#) for more information regarding individual programs. [http://www.oakhillacademy.com/experiences/2017\\_summer\\_programs](http://www.oakhillacademy.com/experiences/2017_summer_programs)