



## Oak Hill Academy Newsletter #2 February 2018

### Headmaster's Message Joseph A. Pacelli

#### Developing Positive Life Skills

Education expert and best-selling author, Tony Wagner, often writes about the traits that help make young people into productive, successful and happy adults. These survival skills, as he calls them, are characteristics that are celebrated and supported here at Oak Hill Academy.

#### 1. Critical Thinking and Problem Solving

In today's world, information is at our fingertips. The challenge is to have the patience and thought process to be able to dig deep to solve problems that we confront in our work and daily lives.

#### 2. Collaboration and Leading by Influence

More than ever before, we need people who are capable of exerting leadership. The mantra is to lead by influence, rather than authority. Our society needs people who have confidence and who can focus.

#### 3. Agility and Adaptability

We live in a world of constant change. Jobs that exist today may not exist in the future, so this is why adaptability and learning skills are crucial for constant growth. Learning from mistakes give us the ability to stick with tasks and to move forward.

#### 4. Initiative and Entrepreneurship

We just cannot wait around and expect a magic pill to solve all of our problems. We need our children to have curiosity and to wonder what is possible. They will need to be self-

directed, finding creative solutions to some very tough, challenging problems.

#### 5. Effective Oral and Written Communication

Not only will our children be able to think on their feet, it is essential that they be able to communicate clearly and convincingly in both written and oral presentations. Their ideas must be presented with flair and authority.

#### 6. Accessing and Analyzing Information

Great ideas cannot be shared unless the information being presented is researched and analyzed. Often there is too much data and it takes a person who can dig deep and process the information effectively. By being patient, thoughts must begin to form structure and understanding.

#### 7. Curiosity and Imagination

Today's world needs individuals who can literally think both inside and outside the box. It is no longer adequate to have the knowledge and skills to accomplish a task; it is now necessary to interpret situations, brainstorm with others and develop solutions that are well tested. Curiosity and imagination must be welcomed and harvested for great results.

At our school, we will continue to give our children the foundation for success, but we will also encourage them to use these gifts in creative and productive ways.

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

#### Spread the Word

We will have a special FRIDAY open house for families interested in Oak Hill during the school day on February 9th. Attendants are to arrive at school at 9:00 a.m. The morning will include an information session, classroom visit, and tour of campus by OHA students. Please spread the word to any family that you know might be interested in OHA.

Also, note that Oak Hill Academy will continue its tuition assistance program to benefit our current students as well as prospective applicants. Information has been sent home and is available on our

website. Thank you in advance for your continued help.

#### "Gatsby Gala" Cash Raffle and Ad Journal

"The Great Gatsby" was chosen as the 2018 theme of this year's annual cash raffle, gala, and ad journal.

The cash raffle is part of the school's major fundraising event of the year. The cash raffle itself is a wonderful opportunity to win sizable amounts of money. This will be the 25<sup>th</sup> year of our progressive 50/50 cash raffle whereby three cash prizes are awarded. The FIRST PRIZE is 70% of the winning 50/50 share up to \$17,500. The SECOND PRIZE is 20% of the winning 50/50 share up to \$5,000. The THIRD PRIZE is 10% of the winning 50/50 share up to \$2,500. Tickets are \$50 each are limited to the first 1,000 sold.

Each current Oak Hill Academy family received a raffle packet containing four raffle tickets. For every four tickets sold, you will receive, in turn, an incentive ticket qualifying you for our beautiful incentive prize donated by Ashford & Grace Fine Jewelers of Colts Neck (owned by OHA's Blankenbaker Family).

The winners of the cash raffle prizes and incentive prize will be drawn during the March 10th gala at the lovely Shadowbrook in Shrewsbury. It should be an evening to remember and we hope you can join us.

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

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

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



**Mr. Bruckmann**  
**Communications Director**

**1. Oak Hill Academy has a new APP!**

Go to the App Store and download the New Oak Hill Academy APP! (It will make navigating the main pages easier) - <https://itunes.apple.com/us/app/oak-hill-acad/id1314687632?mt=8>

2. All of our social media links (Facebook, Twitter, Instagram, LinkedIn and Google+) have links at the top and bottom of our pages, so please subscribe for the latest goings on @ OHA!

3. Sycamore has launched and is keeping all of our Oak Hill families "in the loop" with their child's progress. Just click the Leaf icon on our homepage or app!!

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

With the happy holiday of Valentine's Day taking place in February, the stories that I will share with the children will focus on reaching out to other people through "heart thoughts".

Gr. 1 - Heartprints by P.K. Hallinan defines heart-print as "the impression left behind by a deliberate act of kindness." Throughout the story many examples of ways that we can leave heart-prints behind were given. It was also pointed out that the heartprints we give out make us happy too. It is a win-win situation. We are encouraged to make a deliberate effort to leave heart-prints behind each day!

Gr. 2 - Howard B. Wigglebottom Listens to His Heart by Howard Binkow is the story of a little bunny that stops doing what he loves the most because he wants to "fit in". He tries the activities that his friends are involved in but finds them not to be the answer to his problem. Howard's grandpa convinces him to keep doing what he loves—dancing. His classmates come to appreciate Howard's talent for dancing and cheer him on. Upon completion of the story, the class discusses what "following your heart" means. It is important to be true to yourself as we all have different talents and reasons to be proud of ourselves.

Gr. 3 - Somebody Loves You Mr. Hatch by Eileen Spinelli is a favorite that we share around Valentine's Day. Mr. Hatch was a lonely man who thought no one liked him and therefore led a very solitary life. One day an anonymous valentine arrived that changed to life of unsociable Mr. Hatch, turning him into a joyful friend who began to appreciate and help his neighbors. We never know when our

kindness touches someone's heart and changes the outlook of his or her day!

Gr. 4 - Our folktale this month from Rhinos and Raspberries is "The Emerald Lizard". This is a Guatemalan tale of helping others. It is the story of a priest who has a kind heart and helps a poor man who cannot afford medicine for his sick wife. The priest gives the man an emerald lizard. Many years later, the man goes to the priest to return the gift to him. Be sure to ask your children about this special lizard and the part it plays in this story. We will discuss the kinds of things that enrich our lives other than money or expensive material goods.

**Mrs. Weikes, Director**  
**Miss Bonanno/Mrs. Bucci**  
**Miss Straub, Teacher Assistant**  
**Pre-Kindergarten**

Happy New Year and best wishes for 2018 to all of our Oak Hill Academy students and families. We hope that everyone enjoyed a memorable and joyful holiday season.

Students eagerly returned to school and welcomed in the New Year. January brought a substantial amount of cold weather, a snowstorm and plenty of opportunities for winter science experiments that included animals in winter. During after school Science for Young Minds Club, the students took part in a lesson on Birds in Winter. The children enjoyed making bird feeders to be placed on trees around the campus and at home while also learning about hibernation in the classroom.

Author Jan Brett set the scene for the story, The Mitten. This classic piece of literature came to life during Creative Kids Club, with students acting out the story stressing inclusion and friendship. In addition to rich literature, Pre-K will also be enjoying exposure to famous artists in the classroom; Jan Brett, Picasso, Cezanne and van Gogh are just a few. It turns out that watercolor paintings and still art are student favorites.

Pre-K recently completed an alphabet review of letters and sounds introduced to date. Pre-K loves The Letter People and literature based activities from our Little Treasures reading program. Rhyming is an ongoing skill, while word families and curriculum-generated sight words have now been introduced. Our Pre-Emergent reading skills continue to evolve.

The school-wide character trait for January is perseverance. Ask any of the students in Pre-K what perseverance means and you will certainly get a clear response through their daily effort in the classroom.

In celebration of diversity and Martin Luther King's birthday, students enjoyed the story Martin's Big Words that were then highlighted when Mr. Pacelli read a part of M.L. King's, I Have a Dream speech over the public address system. Students illustrated and recorded words and pictures detailing their hopes and dreams.

Whistle for Willie and A Snowy Day, just a few of the first classic pieces of children's literature by Ezra Jack Keats, depicting an African American boy named Peter, will be highlighted in February during Black History month.

In preparation for 100 Days of School, students are practicing their counting skills to 100. As a challenge students are counting objects by 2's, 5's and even 10's and counting using tally marks and bundling sticks. Lessons in Singapore Math continue to stress graphing, sorting, classifying objects and strengthening our basic shapes and geometric shapes. Lessons on telling time to the hour, coins and correctly forming numbers to 20 are being highlighted throughout January and February. ST Math has also been introduced to the Pre-K helping boost math comprehension and proficiency through visual learning. Life skill lessons in math include learning family telephone numbers, addresses and birthdates.

Some of the highlights for Pre-K during the next several weeks will be our scheduled swim and play classes in the OHA pool. Students cannot wait! In addition, a February trip to Sunrise Assisted Living facility has been planned. Students will deliver handmade valentines, necklaces, and Valentine cookies, and serenade the residents with their "Love Songs for Seniors." On Monday, February 12th at 10:30 a.m., a special loved one will join each Pre-K student for a Valentine's Day Tea to be held in the Student Activities Center (SAC).

Mrs. Weikes, Pre-K Director, will sponsor a free "Parent and Me" class for 3's and 4's on February 3rd from 10:00 - 11:30. The exciting theme for the class is Monsters Love Color. The class introduces the children to the Pre-K experience and the strong and nurturing environment at Oak Hill Academy. The class is open to both Oak Hill Academy and non-Oak Hill Academy Pre-K eligible

families. For more information, or to register please contact Mrs. Weikes in the Pre-K at: 732.530.1326.

February will usher in Chinese New Year, "The Year of the Dog." Pre-K festivities will include; a Lion Dance parade, Chinese number writing, a craft and sampling of Chinese food. Dr. and Mrs. Yu, parents of OHA students Robert and Edward Yu, will join us to celebrate this happy occasion. We wish all of our families celebrating the Lunar New Year, "Gung Hay Fat Choy." Happy Year of the Dog from all the Pre-K students and staff

Once again, the Pre-K staff wishes all of our OHA families a Happy and Healthy 2018, and Think Spring.

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

HAPPY 2018! We are thrilled to start 2018 in Kindergarten and welcome a new student to our class. The children have embraced Sophia and it seems as if she has been with us since September!

In keeping with our theme of diversity, Kindergarten learned how holidays are celebrated around the world. Each child was asked to bring in one shoe to leave for St. Nicholas in hopes that he would leave us a treat. We were thrilled the next day to see that his horse had traveled all the way from Sweden and left us brand new crayons! We thank Mrs. Lowenberg for coming in to read to us and teaching us more about this holiday. We then "traveled" to Holland where our Kindergarten girls wore a headband of candles and served our class a sweet treat in honor of St. Lucia. On the first day of Hanukkah Mrs. Groyzburg was kind enough to come in and give the children chocolate gelt and driedles. The students enjoyed lighting the Menorah as well as delicious potato latkes! On December 15<sup>th</sup> we were treated to a special visit by Santa who helped hand out presents to all of the children. Parents and friends were there to help us decorate gingerbread houses. We thank our class moms for the wonderful party we had beforehand!

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

In Math, the children have learned how to measure the length of objects using items other than a ruler and to utilize a

balance to compare the weight of objects. We also had a unit on patterns, which will strengthen their number concepts. The children are beginning to realize that math is a part of their everyday life, which makes it easier for them to relate to the concepts.

The Letter People continue to join our Kindergarten family. We have welcomed Mr. N, Mr. D, and Mr. C. With Letterlights I and O, we are able to make so many more words! We'd like to take a moment to thank the parents who come in every week for special snack. Coming up with creative snacks for each letter sometimes tests ones creativity! We appreciate your time and always have so much fun during your visit!

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

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

**Miss Colson/Mrs. Wood  
Grade 1**

Happy 2018 to our wonderful first grade families. We are back and hard at work. We are off to a good start!!! Our World Citizen Day was a wonderful success! Our students worked very hard reading about their famous world citizen and helped to write and edit the biographies that they read at the presentation to their parents and families and the OHA administration and several teachers. The stories and lessons of the successes and challenges of these important historical figures were so well-received. The children are still referring to their friends by the names of "their" famous person! What a great way to meet and learn about 26 world figures!

We have been learning about Martin Luther King, Jr. and his pursuit of PEACE, LOVE and HARMONY. The book and video "Martin's Big Words, the Life of Dr. Martin Luther King, Jr." inspired us with actual stories about Rosa Parks and Dr. King. Our discussions included similarities and comparisons to some of the world citizens we learned about (Cesar Chavez, Nelson Mandela, Katherine Johnson, Harriet Tubman, Ghandi, Abraham Lincoln to name a few)

In math, we are expanding our higher level thinking skills in the areas of number bonds, addition and subtraction facts to 20, length, weight, capacity, and position. We have expanded our morning math meeting number patterns to include skip counting by 2's, 3's, 5's, 7's (that's a touchdown), and many other combinations in ascending and sometimes descending order!

Our Wordly Wise lessons have provided our students with stories and materials that enrich not only vocabulary but oral language. The use of these exciting and colorful vocabulary cards and fun workbook pages really help our students broaden their proficiency and fluency.

We wish to thank our many families who have come into our classrooms to read for our "Share A Story" program. We have heard some very interesting, funny and exciting stories from books that are old and new favorites!!! THANK YOU !!!

**Mrs. Caprara/Mrs. Savarese  
Mrs. Teehan  
Grade 2**

Happy New Year to all of our Oak Hill families!

We are back and running since our long winter break! In Math, we have begun Multiplication and Division. We are working hard to master our 2's, 3's, 4's, 5's and 10's facts. We practice these facts with a game called "Around the World". This is a fast-paced game of facts requiring speed and accuracy. So go home, practice those facts, and be ready for our next round of "Around the World".

In Reading, we have been reading Narrative non-fiction and informational texts. We have been learning lots of information and fun facts about animals and their habitats. We are writing our own informational text about animals and their habitats. We will put all of our entries into our own class book complete with a table of contents, text features and a glossary.

We have some exciting events coming up! We will be having our State Fair on Thursday, January 25<sup>th</sup>. All are invited to join us for a wonderful array of song, movie news reports, state presentations and food. The entire second grade has been working so hard on their state projects since September. They are very excited and proud to share with you all their hard work and fun facts they have researched! In February, we will be celebrating the 100<sup>th</sup> day of school!! On this 100<sup>th</sup> day of second grade, all

activities we will be participating in will have to do with the number 100. We will be counting to 100 multiple ways, doing 100<sup>th</sup> day GoNoodle, reading books about the 100<sup>th</sup> day, making a 100 word list to name a few. What a fun day we will have!

We are excited to share this news with you!

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

The ground hog has seen his shadow, which means six more weeks of winter for us. Thankfully, things are brightening up in the third grade classroom as we continue to work hard and have fun!

In Math, third graders just wrapped up completion of Book A in our Singapore math curriculum. Students now have a solid foundation in number sense, operational and algebraic thinking, and problem solving. We'll be starting a data analysis unit this week and will then move on to measurement, fractions, and geometry during this semester.

In English, students are working on proofreading their writing across all content areas by checking for proper punctuation and capitalization. Students will be reviewing the four types of sentences, avoiding run-on sentences, proper nouns, commas, and abbreviations.

In novel studies, the students have recently finished the story Stuart Little. The story is a wonderful fantasy about a little mouse growing up with a human family. In the story, Stuart goes on many funny adventures; including a boat race, driving an invisible car, and searching for his dear friend Margalo. The students really enjoyed learning about Stuart's personality and hearing about his fashionable outfits. The children used their inferencing skills when identifying the feelings of the characters based on their actions.

Students are in the midst of learning about life on the frontier with the reading of Kirsten Learns a Lesson. Kirsten is a pioneer girl who meets a Native American named Singing Bird. Students are learning about the impact that westward expansion had on the Native Americans. To help understand about the lives of Plains Indian and what was lost, students learned about homes and customs of the Plains Indians. Students learned of the importance of the buffalo, too.

We enjoyed a Plains Indian Day when students, with the help of many parents, (thank you, thank you,) designed and made leg fringes, beaded necklaces, and headbands. Boys drew winter counts, and girls designed dresses. Students enjoyed learning and performing Native American folktales about animals. We look forward to seeing what blooms this spring!

**Mrs. Laffin/Mrs. Forsyth**  
**Grade 4**

Oak Hill fourth grade has participated in many exciting events. We celebrated Heritage Day in November. Families cooked foods that represented their heritage, and students wrote essays about their family tradition. It all came together on one special day where we heard the stories and shared food all the parents and family members. The fourth grade also traveled to the Pine Barrens to see how the Lenape Indians lived, heard from guest speaker Emily Merrill, and spoke to author Shannon Hitchcock on the new Spark board.

Students are very busy learning in Math and Reading. In reading, they are working hard to complete their goal of reading forty books for the year. Small projects are completed by collaborating in groups of two or three. Presenting the project is always fun, and students are able to learn many new things about different topics. Students are also challenged in Math! They are learning about fractions, two step word problems, and geometry. Classes work on activities that promote critical thinking and decomposition of numbers.

We look forward to many more events and learning opportunities in the second half of the year.

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

During the first half of the second marking period, the Lower School Physical Education classes continued to swim once a week. Prior to Thanksgiving, students' swimming skills were tested. The assessment of swimming skills included adequate floating skills, breathing technique, body rotation, stroke development, and conduct in the locker room. Upon returning from the holiday break, all classes began our annual jump rope unit. During this unit, students gain proficiency in coordination and timing while working on their cardiovascular health. In addition to jumping rope, once a week, students participate in a health class. The health portion of our curriculum includes age-

appropriate topics such as safety, stranger-danger, hygiene, bullying/what it is to be a good friend, and nutrition.

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

PreK students have been learning about magnets. Kindergarten students have been learning about the solar system. First graders have been studying the water cycle. Second grade students have been working with simple machines. The third grade students have been learning about the scientific method and fourth graders have been studying biomes.

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

Students are learning so much about the **Medieval Times** or **Middle Ages** through songs, stories, video clips, myths and legends, biographies of famous people like Charlemagne, King Arthur, Saint Benedict of Nursia, Attila the Hun, and the various armies of countries, along with the eastern and western Roman empires.

Preparations are starting for our annual event called "**Littletown Day**" which will be held on Wednesday, March 7<sup>th</sup>. Now that the lower school students are meeting once a week for Ho Ho, we have much to do such as brainstorming about transportation and the naming of the Gym and other business locations. The first graders will be designing their postage stamp and their artwork will go on display at the **Post Office**. Second graders will be having fun creating clay pretzels for their business of selling pretzels on **Littletown Day**. Posters will be sketched as advertisement for the market, bank, and café. **Littletown** houses will be drawn, and so much more. Progressive work is being done on the **Littletown Day** invitations. Thanks to Mrs. Griller and the third graders along with the design of the "**tiny bucks**," by the fourth graders.

In February, a much detailed packet will go home about our annual event called **Littletown Day** which be held on **Wednesday, March 7, 2018**. It is a half day and fun for all, so mark your calendars and encourage your child to continue earning those important "**tiny bucks**." In addition, students should start writing mail to each other using the **Littletown Day Address Book** that will go home at the beginning of February. Students can also earn "**tiny bucks**" by submitting items for inclusion in the **Littletown Press**. As of right now, I am in dire need of an editor for the press. If you are interested, please contact me

ASAP. Your child will receive **50 “tiny bucks”** for helping you!! The Ho Ho room is bursting with enthusiasm anticipating this upcoming event. Any questions, please feel free to e-mail me at any time.

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

Ring in the New Year provided a great opportunity to make resolutions. During Language Arts and Critical Reading classes, upper school students wrote their goals for 2018. Students referenced; continuing to work hard at their studies, avoid procrastinating, devote more time for pleasure reading, exercise more frequently and increase involvement in community service projects.

Service learning projects have taken root both on and off campus. Student Council efforts assist numerous charities to help those in need in Monmouth County, Haiti and Africa. Our upper and lower school interaction provides an opportunity for our students to connect within our school community. Grade levels were paired accordingly; 1<sup>st</sup> & 5<sup>th</sup>, 2<sup>nd</sup> & 6<sup>th</sup>, 3<sup>rd</sup> & 7<sup>th</sup> and 4<sup>th</sup> & 8<sup>th</sup>. Each marking period, teachers coordinate a meaningful project to foster the interaction. Two grades meet to work on arts and crafts, read together or view presentations. The interaction experience, bolstered by Mr. Pacelli, yields wonderful results. It has been a joy to observe upper school students greet their lower school friends by name, offer a big hello in the commons and high fives around campus.

An equally rewarding experience pertained to the lessons throughout the upper school featuring the work of Dr. Martin Luther King, Jr. The classrooms were alive with role playing, video and audio excerpts of his speeches, stories as well as music and art projects. Dr. King's principles of fairness, equality and education resonate throughout Oak Hill Academy. A famous quote of Dr. King's exemplifies our core values; "Intelligence plus character – that is the goal of true education".

In conjunction with the evolving technological needs of our upper school students, a statewide Cyber Safety initiative was implemented during Computer class. The program identifies the perils of social media. Student instruction identified responsibilities on line and via electronic messaging as well as the ramifications of improper usage in and outside of school.

Cyberbullying and sexting, via internet or text messaging were addressed and the legal consequences clearly outlined. Best tips for students: every key stroke leaves an electronic footprint, do not take or share inappropriate pictures, do not share passwords, do not let anyone follow you that you do not know and THINK before you post or send. Useful tips for parents: remain proactive; monitor your child's computer postings and cell phone messages on a **daily** basis, limit number of pictures posted with identifiable markers and report inappropriate postings/texts to school or the authorities **immediately**.

For fifth graders and students new to the school, mid-term exams presented an enhanced experience for cumulative review. A round of applause for students and parents alike for instilling effective time management skills and the level of preparedness for mid-terms. Congratulations to upper school students for a job well done!

As we turn the page on the first semester, we reflect upon our student's accomplishments to date. This mid-way point in the school year also provides renewed focus for the second semester and great anticipation for what the future holds!

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

Congratulations to all 5th graders! Impressive work preparing for and taking your "Big Tests"!

During the second marking period, we had a lot of fun reading and discussing the book, Bridge to Terabithia together as a class. I enjoyed hearing everyone's thoughts and experiences as we read the book. It was amazing for us to reflect on the genre of this particular story; most likely when it was written it was classified as realistic fiction, but to us readers today, it could also be classified as historical fiction. In addition to continuing our studies of literary elements such as setting, characterization, and conflict, we also spent some time exploring some of the thematic ideas of the novel. Some of the thematic ideas that came up in our discussions included friendship, imagination, acceptance, and cultural diversity. As part of the Literature "Big Test," students read the short story, "The Circuit," about a family of migrant farm workers. In the third marking period, we will continue to read about migrant farm workers in a biography of Cesar Chavez and Pam Munoz Ryan's novel, Esperanza Rising.

In Language Arts this past marking period, we finished our Capitalization & Punctuation studies and embarked on a study of Verbs. We studied different types of verbs such as action verbs, helping verbs, and linking verbs; and also had some fun "time traveling" using present, past, and future tenses. I enjoyed reading everyone's creatively written short stories this marking period and working through the writing process together. Our next writing project will be our historical essays, which we plan to submit to the Monmouth County Historical Commission's annual 5th grade essay contest. Our writing focus is gathering and organizing information. Students have chosen their topics and are already gathering information about their topics to include in their essay. Our grammar studies will take us into the realm of pronouns and parts of a sentence. In addition, we continue to steadily progress in our *Vocabulary Workshop* studies, and eagerly listen for, keep an eye out for, and find ways to use these words.

Looking forward to another industrious and exciting semester in Literature & Language Arts! Remember to check the website (MsLeeLLA.weebly.com) and Sycamore portal for updates and more information about what we're doing in class.

**Mrs. Duffy/Mrs. Grier/Mrs. Scheuer**  
**Grade 5 Reading**

Fifth graders covered a great deal of material in the second marking period! We completed our first novel *The Last of the Really Great Whangdoodles* by Julie Andrews Edwards. Students and teachers donned scrappy caps to activate our imaginations! Illustrations, role-playing, and string games such as cat's cradle made the story, its characters and settings jump off the page. In Wonders Literature Anthology, we enjoyed Who Wrote the U.S. Constitution, an excerpt from Where the Mountain Meets the Moon, and The Boy Who Drew Birds. In our non-fiction series Read for Real we completed Unit 4 Your Heritage, Our Heritage. Each of the three stories focused on food and recipes from around the world. We were all especially hungry come lunchtime during this particular unit. We continued our work in Surprises! as well as Storyworks magazine and weekly library visits. Kudos to all students on their successful completion of mid-term exams. Thank you parents for your assistance from home and promoting good study habits.

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

The first round of Oak Hill's Geography Bee was taken by all upper school students upon their return from Winter Break.

The top four finalists: Aarya Doshi, Alex Mitchell, Elizabeth Wright and Robert Schweikert had perfect scores and automatically advanced to the Final Round of competition.

The following students took part in the tie breaker competition:

GRADE 8

Cakie Dym, Ronan Downie, Shane Gazdus, Maria Giannakopoulos, Adam Holden, Molly Jain, Ansh Kulkarni, Daniel Mooney, Daniel Shallcross, Chris Skelton, Mala Shah, and Justin Weber.

GRADE 7

Michael Gao, Audrey Yan, Ryan Daniels, Thibaut Fabricant, Kevin Kinsella, Lauren Soler, and Ryan Stefko.

GRADE 6

Gavin Blankenbaker, Luke DeAngelis, Nico Fabricant, Karan Patnaik, and Stefan Wenzelburger

After a hard fought competition, Alex Mitchell emerged as Oak Hill's finalist for the fourth year in a row! Lauren Soler finished in second place and Gavin Blankenbaker was third place in the competition.

**2018 OHA History/Global Studies Fair**  
**May 16-May 18, 2018**

Attention Oak Hill Academy students grade 5 through 8! This year we are having our tenth **Social Studies Fair**.

**It will take place on May 16<sup>th</sup> through the 18<sup>th</sup> in the GYM.**

The fair is a **COMPULSORY**, non-competitive event. Our goal is to encourage meaningful thought at all levels. This learning experience will also build self-confidence, responsibility, and a greater appreciation and enjoyment of History and Global Studies. **It is strongly recommended that students work alone**, as arranging time to work together is difficult. A maximum of two students may work together, and they **MUST** be in the same History or Geography Class period. **To make things fair, each pair is responsible for twice as much work as one student!** Each student must write and submit his or her own conclusion, which **MAY NOT** be

**identical to his or her partner's conclusion.**

Choose a topic that is **MEANINGFUL and INTERESTING to YOU**. Your topic must be presented as a question, or a problem to be solved. For example, Global Studies students **MAY NOT** do a project on *Egypt*, but they **MAY** do a project on *Why is Egypt sometimes called 'The Gift of the Nile?'* This would describe the importance of the river for agriculture and transportation, and discuss the effects of damming, etc. **Seventh and eighth grade History Projects MUST be able to connected to United States History. Fifth and sixth grade Global Studies Projects MUST relate in some way to Global Studies.**

All topics must be approved by teacher and section deadlines, on the next page, must be followed.

These projects must include a poster display and/or constructed model or demonstration, or technological presentation, created by the student. The project is a visual display of the entire investigation, as opposed to a report. Material displayed in the project must be labeled or explained. The project or display board must be able to stand on its own and **MUST include the student's name, class period and grade prominently placed!** Students requiring a computer or other device for their display must supply their own. Valuable electronics will be safely secured when the teacher is not in the Gym. Each project will be allotted approximately 2 feet of space.

**Presentations will be graded in the 4<sup>th</sup> marking period, based on five criteria:**

1. **THOUGHT/RESEARCH**
2. **ORIGINALITY**
3. **THOROUGHNESS**
4. **TECHNICAL SKILL**
5. **CLARITY**

MINIMUM RESEARCH REQUIREMENTS BY GRADE LEVEL

**Wikipedia should only be used for background information, not a primary resource! It is recommended that a book be used as well as internet.**

**GRADE 5- three sources per student**  
**GRADE 6- four sources per student.**  
**GRADE 7- five sources per student.**  
**GRADE 8- six sources per student.**  
**More sources are encouraged!**

**DUE DATES OF PROJECT SECTIONS**

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

**FEB 22<sup>nd</sup>: STATE THE PROBLEM OR QUESTION YOU ARE ADDRESSING including partner's name, if any, on slip below, or on 8 1/2 X 11 paper.**

**MARCH 9<sup>th</sup> (Fri.): SUBMIT PRELIMINARY EVIDENCE OF RESEARCH**

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

**MARCH 20<sup>th</sup> (Tues.): SUBMIT ADDITIONAL RESEARCH & PRELIMINARY FINDINGS**

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

**SPRING BREAK: March 26<sup>th</sup> - April 6<sup>th</sup> Look for display objects - Take pictures!**

**APRIL 16<sup>th</sup> : LIST MATERIALS YOU HAVE OR WILL USE IN YOUR PROJECT AND THE PROCEDURE YOU FOLLOWED OR ARE FOLLOWING.**

Type each section separately and neatly, and submit to teacher. Each student should describe his or her individual part in a shared project.

**APRIL 30<sup>th</sup> (Mon.): SUBMIT A BIBLIOGRAPHY OF SOURCES. Must have correct number of sources and use correct bibliographical form.**

**MAY 10<sup>th</sup>: FINAL CONCLUSIONS / COMPLETE YOUR PROJECT.**

The conclusion should be typed in correct paragraph form and should be approximately one page long.

**Conclusion must be handed in separately to teacher, even if a copy is on display board!**

**REMEMBER: Each student in a pair must have his or her own conclusion. Conclusions may NOT be identical!!!**

**MAY 16<sup>th</sup> (Wed.): BRING PROJECTS TO GYM BEFORE HOMEROOM.**

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

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

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

Students in the fifth grade have been working to complete Book 5A soon after Mid-term exams. Unit 4 introduced fractions and division as well as more multiplication. We learned a few riddles to help in the process. The students have since moved onto Unit 5 that concentrates on Perimeter, Area and Surface Area of various shapes both two-dimensional and three-dimensional. We then used this understanding and attempted to put it into use to solve various types of word problems. This took us into our first "BIG Test" or mid-term in January where students needed to show their understanding of Units 1-5. Since our program is constantly integrating information from past Units, this was just a longer test. As the second semester begins, we are now moving into a short unit on Ratios in Unit 6 that will then complete our first book!! Then it will be on to Unit 7 and a very extensive unit that focuses on Decimals in our second book of the year (5B). Students will study addition, subtraction, multiplication and division of decimals by other decimals as well as multiples of tens, hundreds and thousands. 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/).

The sixth grade class continues to move through our Singapore 6A books. Unit 4 which included the study of percentages that included percent of a quantity; percent change; Sales Tax, Discount and both simple and compound interest. Students then transitioned before the Mid-term and will complete their study of ratios and how they can be used to compare different numbers of quantities in terms of units of measure as well as different proportions in addition to putting all of these skills together in some rather challenging word problems. This Unit will transition into our study of Rate and Speed as we finish Book 6A. 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. Cotterell**  
**Grades 5 – 8 Math**

**Grade 5**

We began the marking period with a study of multiplication of two and three digit whole numbers and then moved to division problems with two or three digit whole number divisors. From there we began to study multi-step word problems. The students did a great job with all of these concepts!

We began our study of fractions a few weeks before winter vacation. We reviewed the basics of what fractions mean, how to compare them, order them, convert mixed numbers into improper fractions, convert improper fractions to mixed numbers and simplify them! We studied how to add and subtract fractions with like and unlike denominators, how to add and subtract mixed numbers and how to rename when subtracting!

We will work on multiplying fractions and solving word problems with fractions when we begin the next marking period. This group of students are truly a delight to teach. I love their enthusiasm and enjoy seeing their love for math begin.

**Grade 6**

We covered a wide variety of topics this marking period. We started with multiplying and dividing fractions. Singapore math has a strong emphasis on solving multi-step word problems. Consequently, we spent a number of classes solving word problems with fraction elements.

Once we were done with the fraction unit, we began to focus on percents. The students learned how to convert decimals to percents and the opposite. They also learned how to convert fractions into percents. The students learned how to find the percent of a number and learned many real life applications such as sales tax, discount, commission and tips. They calculated both simple and compound interest and how to calculate the percent of change.

From there we moved onto ratios and proportions. The students learned how to express ratios for both two and three quantities. In addition, they learned how to solve word problems using ratios. They solved these either algebraically or by preparing and analyzing bar models. Our next topic after exams will be rates.

**Grade 7**

We completed three chapters this marking period: integers, ratios, proportions and percents and basic geometry.

The students have now worked through at least 100 equations with positive and negative numbers. I am pleased to say that their basic algebra skills are quite strong. Command of negative numbers will be very important as they progress through their higher level of math classes. They will have one more chapter on solving equations with decimals and fractions later on in the year.

We spent a few weeks on ratios, proportions and percents. Percents have great significance in real life. For example, the students were shown how to calculate percents by using mental math; ask them to find the tip when you go out to eat!

We finished off the marking period with a detailed review of triangles and quadrilaterals as well as symmetry and Escher translations. Since the students will not have geometry until high school, we did not go into theorems or transversals; however, we did go into enough detail in case there are basic geometry questions on the high school entrance tests.

**Grade 8 – Algebra 1**

We took the first two weeks of the marking period to finish Chapter 2 and then spent the remaining six weeks studying Chapter 3. This was chock full of new concepts! Nearly every lesson was new. Terms such as coefficients, terms, domain and range became an integral part of the homework assignments.

Although most of the concepts the students are learning are new, it is very important that they realize that new does not necessarily equate to hard. A conscientious review of the examples I provide in class will be a great aid in the completion of homework.

Since math is a course built on mastery of a previous concept, it was important that we not continue until the concepts were understood.

Chapter 4 will be the beginning of the graphing portion of algebra. Students will learn how to find the slope between two points, how to put an equation in slope intercept form and so forth.

Everything the students learn and master this year will make their transition to their high school class so much easier.

### **Grades 7/8 - Geometry**

We began the second marking period with our study of triangles. The students learned that they could determine congruency of two triangles without having to compare every side length and angle size. The students learned a host of theorems to assist them along the way. In addition to completing formal proofs, they learned how to complete a coordinate proof as well.

As soon as we began the next chapter, the students were wishing for proofs from Chapter 4 again! The first two sections of Chapter 5 introduced vocabulary such as perpendicular bisectors and circumcenters, angle bisectors and incenters, medians and centroids and altitudes and orthocenters! A single question to find an orthocenter can take a full page of computations plus a graph! In spite of the challenging new concepts, the students did remarkably well on the chapter assessments.

Chapter 6 had a focus on quadrilaterals. The students learned the characteristics of the various quadrilaterals, the many theorems associated with the quadrilaterals and an assortment of calculations such as the mid-segment of a trapezoid. This subject matter was far easier than the previous chapter and a very welcome way to end the second marking period!

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

Happy New Year everyone! I want to give a big Thank You to all of the parents and students for their very thoughtful gifts. They were all very generous and well appreciated.

Over the last marking period our fifth graders have been learning about all of the different physical and chemical changes that substances can go through. We discussed the differences between the two types of changes and then we experimented with them, trying to see real-life demonstrations of each. They are all chemistry magicians now! They know some substances that will mix and create a brand new substance in front of your eyes. We also took a look at molecules and compounds so they now know much more about everything that is around them in their everyday lives.

After their big, half of the year test we will start to switch into space science to learn about the planets, stars, and maybe a few other things that might be lurking in outer space!

### **Mrs. Vacca Grades 5 & 6 Explorations**

In keeping with our theme of **Cultural Diversity**, grade 5 students now had the opportunity to research and learn how various holidays are celebrated around the world. The objective was to inform their classmates about the holiday traditions, foods, decorations, and even include music links. A map of the country was also included showing where this holiday is celebrated. This was a very colorful presentation and enjoyed by all!

Grade 6 students just completed their presentations of **Wonders Around the World**, which were very interesting and informative. We traveled to see the Victoria Falls in Africa, Stonehenge in England, Pont de Millan in France, the Hagia Sophia in Turkey, and the Great Barrier Reef near Australia.

Students are now researching the evolution of popular products such as twizzlers, Oreos, Lay's Potato Chips, clocks, Barbie, Milk Way, the bicycle, and Sour Patch Kids. This is a fun project showing how the product's packaging and price have changed, along with colors, flavors and the history behind each product.

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

In the fifth grade, students continue working on 5-10 minute warm-ups to earn those "**bonus points.**"

Both marking period totals were calculated and those students with the highest points will have a free dress down day this month. The big project this marking period was planning a Thanksgiving menu for your family with a budget of \$200. Students were given food store flyers to help plan their menu of appetizer, main course with all the fixings, and of course dessert. Those students who had correct calculations and came closest to their budget earned higher bonus points.

In the sixth grade, students continue working on 5-10 minute warm-ups to earn those "**bonus points.**" Both marking period totals were calculated and those students with the highest points will have a free dress down day this month. This marking period we started on Time Zones across the United

States, and are now working on **The Million Dollar Project**. Students have just inherited a \$1,000,000 along with guidelines to follow. Money must be put away for college, purchase a house, plan a family vacation, and make a charitable donation to a worthy organization. Students are researching colleges, comparing in-state versus out-of-state tuitions, checking out real-estate prices across the U.S. and surfing the web for great vacation spots. This is a wonderful opportunity for students to see what things cost in planning for their future.

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

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

After completing a variety of short stories, the sixth graders are immersed in Israel Horovitz's play, *A Christmas Carol: Scrooge and Marley*, adapted from Charles Dickens's *The Christmas Carol*. The students rotate parts so that everyone gets a chance to exercise their 'inner 'drama.'

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

### **Miss Lee Grade 6 Reading**

We've had another industrious and productive marking period in 6th grade Reading! Great work on all of your "Big Tests," 6th graders!

This past marking period, we explored myths and legends from different cultures and countries, including Grendel, King Arthur, Hercules, and several Greek monsters. Students also practiced preparing and delivering a presentation about a Greek monster. Currently we are in the middle of studying Innovative Thinkers and have read about some "Pioneers in Tech" like Ada Lovelace, as well as the history of the Internet and World Wide Web. We also read about great discoveries and innovations in technology, science, and medicine. Students will continue to practice their presentation skills with their Invention Projects. They have each chosen an



innovative invention to research and present to the class.

We are also reading about "Great Races," such as the Tour de France and Iditarod, in our Read for Real books. This marking period, we will also read the novel, Freedom Crossing. As part of our novel study, we will learn more about the Underground Railroad.

The sixth graders continue to delve deeply in their reading by writing about their reading experiences in the Reading Response Journal. My list of books to read keeps on growing based on their journal entries!

It continues to be an exciting year in sixth grade Reading! I enjoy exploring and learning about such a vast variety of topics together this year! I appreciate everyone's curiosity and collaborative spirit! Looking forward to a fantastic second semester of reading together!

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

Grade 6 Singapore Math

During this marking period, students began the study of percentage and percent of a quantity. They extended their understanding about percent to percent of change and the application of percent to common daily situations involving interest, taxes and discounts. They also practiced tasks providing further examples, such as commission, income tax, and bank interest including compound interest.

In Unit 5 students deepened their understanding of ratio. They explored the idea of direct proportion in a wide range of context and its connection to ratio. The concept of proportion was introduced using a concrete situation. Pictorial representations (bar models) were used to help students understand the idea of proportion. Five consolidation tasks provided variations. They included recipes, solution mixtures, scaled map, enlargement and similar figures.

Grades 7 and 8 Algebra

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

In Chapter 4, students learned how to graph lines, solve direct variation problems and evaluate functions. They graphed linear equations using tables of values and point-plotting, intercepts and slope. They learned to identify equations of horizontal and vertical lines and used

graphs of linear equations to model and solve real-life problems. They wrapped up the chapter by identifying and evaluating functions.

Grade 8 Algebra

This class started the marking period in Chapter 7. They moved into systems of two linear equations and learned to solve these systems by graphing, substitution and linear combinations. They moved into the special types of linear systems which may have no solution, or infinitely many solutions and then expanded into linear inequalities and their solutions.

In Chapter 8, students learned to simplify expressions involving exponents, to graph exponential functions and to model real-life situations using exponentials. They learned the properties of exponents and how to read, write and perform operations using scientific notation.

**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.

Blood types were learned. DNA was investigated and made using twizzlers and colored marshmallows. Some lower school students came over to the Science Center and put it together with us. Our doggy DNA lab was interesting because it showed us that no two dogs were alike.

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 leaned the answers to these questions.

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

Grade 6 Spanish

This marking period, the sixth grade students have been immersed in learning a lot of grammar. We covered the verb "gustar," indirect object pronouns, how to clarify with the indirect object pronouns and how to answer questions with gustar.

This is a very hard concept to understand and apply, but students have mastered it.

Students also learned how to say the time (including am and pm), how to change civilian time to military time and they also acquired a lot of vocabulary and expressions. To reinforce this material we have used power point presentations, audio CD's, Youtube videos, verbal drills, games, kahoot and the site Quizlet for visual and auditory processing.

I want to take this opportunity to let you know what a great pleasure it has been working with all of you these past few months. We have had a lot of fun and your enthusiasm has made my job easier. See you all in seventh grade!

**SIXTH GRADERS: SAVE YOUR TEXTBOOK AND WORKBOOK FOR NEXT SCHOOL YEAR.**

Grade 7 Spanish

In the seventh grade, we have progressed at a very nice pace. We have covered expressions and vocabulary about making plans, inviting someone to do something, saying what you have and what you need, talking about classes, body parts, expressions with the verb *tener*, the usage of the verb *venir*, conjugation of the verbs *salir*, *poner*, *traer*, *hacer*, expressions with the verb *hacer*, along with some irregular first person verbs.

Furthermore, the students memorized a dialogue that they presented to their peers. All this has been reinforced with power point presentations, audio CD's, Smart board games, Kahoot, Educreation, Youtube videos, classroom interaction and by logging in to my Weebly site for visual and auditory practice.

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

**STUDENTS TAKING SPANISH IN 8<sup>TH</sup> GRADE. PLEASE KEEP YOUR TEXTBOOK AND WORKBOOK FOR NEXT SCHOOL YEAR.**

Grade 8

This marking period the eighth grade students have continued building vocabulary.

In addition, they have studied expressions on how to describe people, family relationships, vocabulary on locations where people live, chores and responsibilities plus negation with *nunca* and *casi nunca*. In grammar, they have expanded their study on possessive adjectives, a good amount of adjectives used with the verb *estar*, usage of the preposition "de" and covered over 15

stem-changing verbs **e→ie** and **o→ue** like *empezar, dormir, merendar, almorzar, preferir* etc.

Furthermore, student learned the usage of *parecer* and *tocar* with indirect object pronouns. All this material has been reinforced with power point presentations, audio CD's, classroom interaction, Youtube videos, Educreation videos, Kahoot and Quizlet for visual and auditory practice of vocabulary and expressions.

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

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

In Language Arts, we have just completed a unit on Verbs and will begin a unit on Modifiers: Adjectives and Adverbs. In vocabulary, we will go on with our units in *Vocabulary Workshop* and continue to add to our list and understanding of new words.

We will also be starting on our Red, White, and Blue Compositions dealing with the topic of Community Service. We will be working on the complete writing process using our Google Docs accounts.

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

In Literature, we have just completed our in-depth novel study of *The House of Dies Drear* by Virginia Hamilton focusing on various critical thinking skills that will be beneficial for our standardized tests in the spring. To finalize our unit, the students created an illustration of the Dies Drear house (a station on the Underground Railroad) emphasizing the architectural detail, color, and design of the house. They will be on display in our Upper School.

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

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

The second marking period proved to be very informative and entertaining! We continued our work in Vocabulary with Classical Roots units four through eight.

Studying Latin and Greek roots certainly enhances word attack and deciphering strategies. I encourage students to retain their vocabulary Quizlet cards for future review, as these words will likely appear on ERB, PSAT, SSAT, and SAT assessments. Our Echoes from Mount Olympus unit offered each student the opportunity to read an assigned story, complete supplemental research, and design a poster. Every student gave an oral presentation to the class sharing information about their God, Goddess, or creature. The presentations and posters were simple amazing! We closed the unit with creative formative assessments. Students made individual Padlets, joined our ThingLink group, and added QR codes. We launched the class project on our newly acquired Spark Board in Mrs. Susan Murray's classroom. Please visit the complete class presentation on my website. Kudos to all students on their successful completion of mid-term exams. Thank you parents for your assistance from home and promoting good study habits.

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

The seventh grade has been hard at work learning about early English colonization. We focused on the hardships early settlers endured and analyzed the first local governments that were formed. We discussed which governments were most effective and are creating creative assessments about the different relationships each colony had with England. We also created ThingLinks that showed European colonization of The Caribbean Islands both past and present. Please check them out on my website.

In the eighth grade, we studied the dramatic changes our country experienced between the Civil War and The Great War. We analyzed the effects inventions had on our daily lives and how they transformed our country. We also took a close look at world-wide imperialism and how this fierce competition led to The Great War. We enjoyed learning about interesting topics such as The Roaring 20's and The Harlem Renaissance. We look forward to learning about The Great Depression and World War II.

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

The seventh graders continued their study of Latin with translating passages about the Cornelius family in *Ecce Romani IA*. They studied the accusative and ablative cases of first, second and third declension nouns. Students also learned how to conjugate the present tense of all regular verbs. Students added to their knowledge of new phrases of the day (*per se, cum laude, etc.*) and Ancient Roman geography. Many of our classes centered on learning new vocabulary words along with numerous English derivatives stemming from those Latin words. Using this knowledge, students continued to build an assortment of classical influences for their binders!

The eighth graders continued to develop their Latin knowledge, with the addition of third declension adjectives and perfect tense verbs. Classes covered agreement of third declension nouns and first, second and third declension adjectives perfect tense of regular verbs and present and imperfect tense of a handful of irregular verbs. Additionally, classes worked on discerning the dative and the ablative cases in context of specific translations. Students also acquired a great deal of new vocabulary words as they move toward completion of the Latin II textbook come June. Students spent time converting verbs to and from all the different tenses as well as translating a number of passages from which follow the stories of several characters they met in their seventh grade Latin I books. Culturally, classes reviewed Roman travel and modes of transportation, the Seven Hills of Rome and Ancient Roman geography. Students continued to collect and explain various classical influences found in our everyday society with great success!

### **Mrs. Larkins Grade 7 Math Workshop**

Seventh graders had some fun ordering virtual pizza over the internet. With such toppings as smiley faces, peace signs, eyeballs, and nails, it was easy to investigate such topics as area and best buy. We also finished our project on the Interstate Highway System and the mathematics behind its numbering system.

Food was a great motivator in our latest math workshop project. First, we used goldfish crackers in order to simulate a method called "tag and recapture" that is used by scientists to estimate the total number of sharks within a body of water.

Then, groups used their data from the goldfish simulation to form proportions and find averages.

It was a pleasure having the 7<sup>th</sup> grade this semester. Good luck to them in Explorations!

**Mrs. Daly**  
**Grade 8 Literature**

The eighth grade literature classes finished *The Outsiders*, a classic coming-of-age tale. Students analyzed the story and discussed many of the themes. The focus of the story is still relevant today, as the classes connected the concepts of belonging and judging to some current issues.

The students also focused on nonfiction literature. Our first example was *swimming to Antarctica*, which chronicles the story of the first woman to swim the Bering Strait as a way to shed light on the Cold War. Students examined the historical times and watched a video of President Reagan and Mikhail Gorbachov greeting this swimmer at the White House.

Many historical speeches were studied and analyzed. Students compared/contrasted the impact of both Martin Luther King, Jr. and Nelson Mandela. Another nonfiction selection was *Only Daughter*. This insightful examination of Maria Cisneros' views of being the only daughter of seven children sparked much discussion of what it was like to be *only a daughter* in the household.

Our third marking period brings us to *The Tragedy of Romeo and Juliet*.

**Mrs. Daly/Mrs. Mayer**  
**Grade 8 Language Arts**

In Language Arts, our focus has been on the Research Paper. From selecting a topic to writing an outline to finding supporting evidence, students are becoming very familiar with this writing process. They are learning the key steps to drafting a formal paper. Students were introduced to the three-point thesis statement, which can dictate the form of writing. As students write the Rough Drafts, they are learning the many ways to document sources.

Our essay writing continues for the *Asbury Park Press*. Aarya Doshi received 3<sup>rd</sup> Place in the November/December *Student Voices* section. We await for more winners in the future!

Grammar and Vocabulary continue with formal lessons. Poetry is also included in our classes for both personal reflection and for our *Reflections Literary Magazine*, which is published in the spring each year.

As students eagerly await high school acceptance letters, the classes focused on midterm success!

**Mrs. Grier**  
**Grade 8 Critical Reading**

As the second semester begins, our eighth grade will be working on a Newberry Honor book. This novel study will last for 5-6 weeks and, hopefully, lead to meaningful discussions. The class will continue to work on Vocabulary words and comprehension skills.

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

Happy New Year everyone! I want to give a big Thank You to all of the parents and students for their very thoughtful gifts. They were all very generous and well appreciated.

Over the last marking period, our eighth graders learned all about the integumentary system, which includes the skin as its major organ, and the digestive system. They all now know how the food we eat is digested and turned into useful energy and nutrients that our body needs. They also did a project on the human body where they needed to find a structure that represented the major body systems. They will be presenting them soon.

Starting this coming marking period, we begin to look at the circulatory system and the respiratory system that include the heart and the lungs, respectively. Soon the eighth graders will know everything about the human body!

**Mr. Pacelli**  
**Advanced Algebra**

We have completed just about half of the curriculum planned. We have finished Chapter 5 that was rational expressions. We solved problems having to do with work and distance travelled. Next, we will be moving into quadratics, exponents and imaginary numbers. These topics are on a high level and my class will continue to establish depth for their high school studies.

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

Students selected some unique topics to finish out the semester with and were even more creative in their presentations. Some topics were: The evolution of the watch, Strangest wars ever fought, Egyptians and hair color dyes, 3-D printing, The Wara Art Festival in Japan, Area 51, and the Kepler 90 Solar System. We also had a culinary tour of the world encompassing foods and their descriptions along with various cooking styles. All were interesting, informative, and followed with an open discussion.

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

The upper school enjoyed a terrific second marking period! Students in sixth and eighth grades remained in the gymnasium for Physical Education. During class, they participated in an Olympic sport, Team Handball. This game requires teamwork and communication. Students must progress the ball up the court by passing to one another with the objective of scoring a goal by throwing the ball past a goalie and into the net. The students progressed well and displayed some real talent! Students also were able to play a variety of other PE games inside of the gym such as Capture the Flag and Capture the Football.

Fifth and seventh grade students left the confines of the gym for the health classroom. Fifth graders learned about minor wounds, poisoning, self-esteem, and hygiene. Meanwhile, the seventh grade class was able to learn about burns, heat and cold related illnesses, and the human skeletal system! During the fourth marking period, fifth and seventh grade will head back to the gym for Physical Education and the sixth and eighth graders will move into health class. We are all looking forward to continuing a great year!

**Mrs. Griller/Computer**

We had many great posters submitted for the Cyber Security Poster contest and I am happy to say that 13 OHA winners had their posters sent on to the NJ State poster contest.

With it being the middle of the school year, it is time for those who have been in Computers to go to Art and for the Art students to begin Computer Class.

In the first grade, we ended our computer class by making NJ State Symbol books, participating in the Hour of Code,

creating pictures in Tux Paint and Learning where the letters are on the keyboard. The second graders learned the parts inside the computer, participated in the hour of code and programmed Lego robots. The third graders created and presented PowerPoint presentations about themselves. While the fourth graders created Tiny Bucks for Littleton Day and wrote poems about countries using Google Docs. In fifth grade, students programmed EZ-Robots and created Infographics about technology. The sixth grade classes created Technology words out of Bits and Bytes and programmed animated stories using Scratch animation. The seventh graders designed computer games using Game Maker software and learned basics of JavaScript. In eighth grade the students programmed an Informational database in Microsoft Access and participated in the Hour of Code. That completes their computer classes for the year!

### Miss DiMaggio/Art

First grade used the primary and secondary colors to color their stacked up birds while following the flow of the color wheel. They made a hand build ceramic pinch pot, drew a flower still life, participated in a Cyber Safety art contest, wove paper and drew an ice cream cone showing the value scale in the ice cream scoops.

Second grade used the primary colors to draw an animal influenced by Piet Mondrian using horizontal and vertical line. They used construction paper to make a collage of their favorite foods, used the pinch method of ceramics, drew an underwater self-portrait with a watercolor resist, and made a foam print using the printmaking technique.

Third grade worked in groups to make a tissue paper collage based on Monet and his bridge and water lily paintings. They used the slab method of ceramics, drew multi-textured monsters, and drew a penguin and colored the belly based on the value scale.

Fourth grade used the slab method of ceramics, drew a mandala, and will be collaborating with computer and science to print out their animal on the 3D printer.

Fifth grade printed linoleum blocks using the print making technique and used their extra prints for an Andy Warhol inspired Pop Art piece. They used the slab method of ceramics, learned about Salvador Dali and drew a surrealist picture. We drew an animal portrait, learned about one point perspective and

learned how to draw a room. Additionally, we traced our hand and, using lines, made it pop off the paper in our Pop Art project. We cut paper snowflakes and drew Zentangles on them. Using Model Magic we made a mini replica of the LOVE sculpture and using yarn and chopsticks we made a God's Eye.

Sixth grade used Model Magic to make a mini replica of Jeff Koons' balloon animal dog. We drew funny face self-portraits using the grid method based of Chuck Close. We used the slab method of ceramics, drew a colorful oil pastel bird on black paper, and drew an Op Art design.

Seventh grade used sharpies to draw positive and negative pictures on the chosen class theme. With acrylic paints, they made a texture painting. They also used the slab method of ceramics and used oil pastels to draw sunflowers based on Vincent Van Gogh. They drew their name in bubble letters and colored them using a monochromatic color scheme and they drew Op art tubes.

Eighth grade painted a beach using watercolor paint. They drew portraits, used concentrated watercolor to make very creative blown watercolor pictures, and used the slab method of ceramics. They drew hands and shaded them using hatching, cross-hatching, stippling and blending. They used acrylic paint to paint the value scale in the different tints and shades of a chosen color and painted a silhouette over it. They drew a zoomed in version of their favorite candy wrapper.

### Mrs. DeVivo/ Drama

In Pre-K, we geared up Thanksgiving by making pilgrim and turkey finger puppets. We then put on a Thanksgiving Finger Play. The students also learned a funny turkey finger puppet song about five fat turkeys running away from a cook! During the month of December, the students enjoyed reading and acting out some familiar holiday stories, such as "The Gingerbread Man" and "The Nutcracker." The students also watched a unique video of "The Nutcracker." The performers were not ballet dancers, but marionettes!

Kindergarteners made turkey hand puppets out of brown lunch bags. The children decorated their puppets with bright, beautiful feathers, googly eyes, beaks and gobblers. Additionally, each turkey puppet was holding up a sign pleading "Don't Eat Me" on Thanksgiving. Some signs created by the children read "Don't eat me; Eat Cupcakes!" and

"Don't eat me; Eat Hot Dogs!" In December, the students enjoyed acting out a variety of favorite holiday stories such as "If You Give a Mouse a Christmas Cookie," "The Gingerbread Man" and "The Runaway Latke." We also read "The Nutcracker" and acted out some scenes from the story in pantomime to the music by Tchaikovsky.

First graders creating some new characters that we continued working on pantomime and good audience skills. We played games like *Indian Chief* and *This is not A...* which asks the students to turn everyday objects into something else by using their imaginations. For example, if you hold up a pencil, the students say, "This is not a pencil, it's a..." and then act in pantomime to pretend that the pencil is instead a toothbrush, or a worm, or a flute. The possibilities are endless. The first graders also read and acted out a few plays this marking period such as "Autumn Leaves," "Autumn Sounds," and "Snowflakes Fall." The students also enjoyed making Gingerbread puppets and acting out a variety of holiday stories.

Second Grade students read a play entitled, "A Native American Welcome," which tells the story of how Squanto helped the Pilgrims when they first arrived in America. The students also learned to play the *peach stone game*. It is a traditional game played by the Native Americans at their Green Corn Festival and they taught it to the Pilgrims on the first Thanksgiving. During the month of December, the students read and acted out "The Elf on the Shelf." Each student had to create an Elf name for themselves and then fill out a report on the children they were watching over. The students also had a blast acting out one of their favorite stories, "Mrs. DeVivo's Toy Shoppe." In this story, students become their favorite toys and each night when Mrs. DeVivo locks up the shop, the toys come to life!

The students read quite a few plays in third grade. We finished up our unit on Cinderella's Around the World by reading and acting out the Native American version entitled "The Hidden One" also sometimes called "The Rough Face Girl" and we read "The Irish Cinderlad." Additionally, the students got such a kick out of read "A Turkey Takes the Stand" which tells the story of Trevor Turkey who appears before Congress and asks that a new bill be put into effect that would abolish turkeys as the main course for Thanksgiving. He proposes that the new main course of Thanksgiving be fish! In the script, we learned that fish truly was one of the main dishes at the first

Thanksgiving. Of course, Sonya Salmon protests this law and fights to have the main dish go back to Turkey! We also read a play entitled, "*Squanto's Home*" and learned what it was like when the Pilgrims came to America from the Native American's perspective.

Fourth grade students completed their costume and set designs for "*CS! Mother Goose Land*," and they look great! We also read a Thanksgiving play entitled "*Fish Heads and Snake Skins*" which focused on the Pilgrim's very first days in America and the origin of the Mayflower Compact. The students also enjoyed playing "*Holiday Charades*" and learning a new improvisation game called "*Press Conference*." The students read a variety of holiday Reader's Theatre scripts such as "*Red Headed Robbie's Christmas*," and "*Carol's Christmas*" which is a modern day re-telling of Charles Dicken's "A Christmas Carol."

After the seventh grade students finished their unit on Vaudeville, we jumped into Improvisation by playing a variety of drama games such as *Charades*, *Press Conference*, and *Act the Song*. During the month of December, the students read and acted out Charles Dicken's "*A Christmas Carol*" in Reader's Theatre style presentation. It took several classes to read the entire play because, as the students learned, Charles Dickens was paid per word. Therefore, in order to make more money, his novels are quite wordy with a lot of repetition!

The eighth grade students spent much of the second marking period researching and creating power points for Broadway Musicals, past and present. As part of their research, they discovered that what they see on stage is only a small fraction of all of the work that goes into putting on a production. Some plays researched included newer plays like "*A Bronx Tale: The Musical*," "*Dear Evan Hansen*," and "*Hamilton*." Others researched revivals like "*Hairspray*" and "*Les Mis*" as well as some oldies but goodies like "*South Pacific*" and "*The Sound of Music*." Each presentation was very informative and we enjoyed watching video clips or listening to songs from each of these musicals.

## DRAMA CLUBS

Congratulations to all of the members of the Upper School Dance Ensemble!!! Your performances in the Veteran's Day program was incredible! Mala Shah (8<sup>th</sup>), Olivia Bellone (7<sup>th</sup>), Amelia Shaffer (7<sup>th</sup>), Caitlin Shallcross (6<sup>th</sup>), Isabella Cantalupo (6<sup>th</sup>) and Sophia Cameron (6<sup>th</sup>) performed a modern lyrical number to

"*Go the Distance*" by Michael Bolton. Bravo...so proud of all of you!!!

The **Forensics Team** attended the Rumson Country Day School's Forensics Festival on November 16<sup>th</sup>. Congratulations to Cakie Dym (8<sup>th</sup>) who won first place in her category - Humorous Interpretation. Rounding out the team with impressive performances were Samantha Garber (7<sup>th</sup>), Lexi Cassino (7<sup>th</sup>), Catherine Zhang (7<sup>th</sup>), Alex Mitchell (8<sup>th</sup>) and Luke Del Priore (8<sup>th</sup>). No date has been set for Ranney, but we are looking forward to it!

Finally, congratulations to all who tried out for the Upper School Play **Charlotte's Web!** Rehearsals are underway. The cast list and rehearsal calendar can be found on my web page under the School Play tab. The performance is on Thursday, March 22...only 8 ½ weeks away!

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

First, a big thanks to all of our Oak Hill Academy families for their generous holiday donations, whether it was toys, specific items, or money/gift cards. All the organizations that we collected for were deeply touched by our generosity. We are certain that numerous smiles and happy faces were evident this past holiday season.

On **February 6<sup>th</sup>**, we had our **RED DRESS DOWN DAY** for the **American Heart Association** and students were encouraged to dress in **RED** to help bring awareness to this important organization. Once again we asked that all students contribute at least \$1, and additional donations made out to the above mentioned will be gladly accepted. We sold **RED DRESS** pins for **\$2** to show support for this organization in addition to **BLACK/RED/WHITE** bracelets and, brand new this year, the keychain for **\$5**.

## ATHLETICS



### Girls Basketball

Congratulations to Mrs. Porzio and the girls basketball team for making the play-offs! They played a tough #1 seeded Red Bank team, but came up short. They finished their season 9-7. Best of luck and we will miss our 8<sup>th</sup> graders: Sara Braunstein, Addy Basile, Anna Hindermann, Cakie Dym, Kim Cannon, Madison Lucosky, Hailey O'Donnell and Paige Lane.

### Boys Varsity Basketball

The boys varsity basketball team had a tough season finishing with a record of 4-12 and included a sweep of Red Bank during the season. Mr. Misson and Mr. Bruckmann will miss the contributions of 8<sup>th</sup> graders: Louis Ambrosio, Billy Attardi, Pierce Blankenbaker, Douglas Cannon, Shane Gazdus, Daniel Mooney, Daniel Shallcross, Wyatt Slagle, Alexey Stout and Justin Weber.

### JV Boys Basketball

Mr. Rosenfeld and the JV Boys basketball finished with a 2-1 record and swept Ranney in both meetings this winter. They will continue to work on their skills as they prepare for the varsity level in the years to come.

### Swim Team

Although the swim team was shut out of any team victories this winter, they continued to work hard and get better each meet, with some close ones toward the end. The hard work paid off at the Ranney Invitational in February as 8<sup>th</sup> grader, Elizabeth Wright, broke two Meet records and set two new Oak Hill records in both the 50M & 200M freestyle. Seventh grader Aaron Lee also medaled in the 50M backstroke finishing third. Thank you to the dedication of the 8<sup>th</sup> grade swimmers who will find new pools as they move to high school: Elizabeth Wright, Adam Holden, and Ansh Kulkarni.

