

BRADFORD BULLETIN

BRADFORD ACADEMY'S PARENT UPDATE

SPECIAL POINTS OF INTEREST:

- **FIELD TRIPS:** Mark your calendars...

Mon., Oct. 8th (K, 1st, & 5th)
Colonial Days

Alamance Battleground
8:30 AM—2:00 PM

Mon. Oct. 22nd (K—5th)
Ken Ham, Dinosaurs
Lawndale Baptist, Greensboro
8:00—11:30 AM

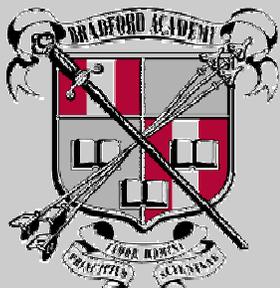
Thurs., Oct. 25th (K-5th)
Greek Olympics
Special field day at Bradford
8:00-Noon

Wed. Oct. 31st (3rd-5th)
NC Symphony
Raleigh
10:00—2:00 PM

- **BRADFORD NIGHT**
Tuesday, Nov. 13th, 7:00

PRAYER

- **First things first!** - Pray that we would always seek the glory of Christ in our work. Our priority is for love to God and one another!
- Please pray for spiritual fruit among our students.
- Leadership as we make plans for the future of the school.



RUNNIN' WITH B.A.



Lined up and ready to run!

I was very pleased with our turn out this year at the Mebane on the Move Family Fitness Festival. The Lord blessed us with beautiful weather and a great time of fellowship. We had two students run in the 5K race and over forty participants in the Mad Dash! I am very proud of our students! I am especially proud of our girls who took first, second and third places in the Mad Dash! So who is the fastest elementary girl in Mebane? Just ask Bella Brown, she'll tell you with a grin. We are also very proud of Jack Johnston who placed second in his age group in the 5K and ran over 100 miles over the summer! Kudos also go out to those students who finished their 26 miles over the summer to fulfill their Running Club Marathon Challenge. Great work and keep moving!



Thanks MOTM for putting on another great event!



Bella Brown
1st Place

Olivia White
2nd Place

Avonlea Johnston
3rd Place

5TH GRADE — MISS WINDES:

Math: Rounding Whole Numbers and Estimating; Mixed numbers; Finding the Average; Factors and Prime Numbers.

History: We studied three French and English explorers who discovered the Northeast – Cartier, Champlain, and Cabot.

Reading: Continue reading *The Hobbit*.

Grammar: Learning the preposition song, subject pronoun and possessive pronoun.

Writing: We are writing paragraphs from Key Word Outlines while using strong verbs, quality adjectives, and adverbs.

Art: Our artist of the quarter is Audubon, the lover of nature. In honor of him, we went outside and made nature sketches.

Verse: Romans 12:9-12

3rd/4th Poetry: Personification and iambs.

3rd/4th Art: Introduction to drawing pencils and shading, the first of the nine fundamentals of drawing.

3rd/4th/5th PE: Field trip to the soccer fields!

4TH GRADE — MRS. PRENTICE:

Math: The next Math test is Thursday, October 4. This kids will be tested on Lessons 1-20.

Literature: Thank you for all of your homework support, especially in reading. We are enjoying Rolf & the Viking Bow.

History: The next History test is scheduled for Friday, Oct. 5th on Card 6- Justinian the Great.

You can check all of your child's grades online through Jupiter Grades. I post them as soon as they are graded. Thank you for all of your continued support.

3RD GRADE — MR. JOHNSTON:

Verse: Prov. 23:22-26

Math: Dividing circles into two, three, four, eight, and twelve parts, identifying and shading halves, fourths and eighths; radius and diameter; measurement of line segments.

History: Division of the Tribes of Israel into 2 Kingdoms.

Literature: Completed the first five chapters of *Black Ships Before Troy*.

Grammar: Reviewing parts of speech (Nouns, Verbs, Adjectives, Adverbs, Article Adjectives), Reviewed how to answer questions in complete sentences.

3rd Grade Latin: REVIEW CHAPTER—The review test for chapters 1-5 will be next Friday.

4th Grade Latin: We finished chapter three (Verb Tense Endings) with a quiz and began chapter four (The irregular verb Sum/Esse/Fui/Futurum). The test will be Friday.

5th Grade Latin: Finished chapter 3 (3rd Declension Adj., 2-Termination) with a quiz and began chapter 4 (3rd Declension Adj., 3-Termination). The test will be Friday.

3rd/4th Science: Reviewed creation, and classification began bird study.

5th Science: Reviewed creation, and classification began plant study.

2ND GRADE — MISS STEVENSON:

Math: Dividing squares into two, four and eight parts, identifying and shading halves, fourths and eighths, reading a thermometer to the nearest 10 degrees F, rounding numbers to the nearest 10, writing addition and subtraction fact families, using logical reasoning to solve a problem, working backward to solve a problem, naming and drawing polygons

History: Tower of Babel

Grammar: Adverbs, Adjectives, Adjective Articles

Phonics: Consonant Digraphs

Spelling: CCCVC Words

Reading: My Father's Dragon/ Now We Are Six

Latin: Vocabulary (boy, girl, man, woman, table, chair, pencil, book)

Memory: By Night When Others Soundly Slept, Audubon Song

Verses: Col. 3:1-2, James 1:17

1ST GRADE — MRS. HICKS:

Math: Fractions, adding 10 to single digits, sorting geometric shapes and illustrating number sentences.

Phonics: Reading and writing S blend words, THR and letter formation.

Grammar: Common and Proper nouns, "The Caterpillar" and addresses.

Spelling: Short vowel middle sound: Consonant Vowel Consonant words.

Music (1st/2nd): Singing together: 1st and 2nd grade practiced singing several hymns with accompaniment.

Art: (1st/2nd): Overlapping: 1st and 2nd grade began the basics of overlapping objects in art.

History: The history of Mebane. This week the 1st graders began their community projects.

Verse: John 1:12-13

K — MRS. MITCHELL:

Math: Counting from 0-23 using wrap-ups, written & oral assessment, making an organized list to solve a problem, writing addition number sentences, ordinals to 6th, doubles with sums to 10 .

Phonics: Review of Pp beginning sounds, "a " as a medial sound, Target sound Tt

Sight Words: to, for, in, be

Music: The woodwind family. Students examined a flute & clarinet. Listened to Mozart's Clarinet Concerto

Art: Exploring lines to show texture, movement and shading.

History: Birth & sacrifice of Isaac. A wife for Isaac.

P.E.: Review of balancing movements: running, hopping, leaping. Playing Crows & Cranes and Squirrels in the Trees.

Science: Review of 5 senses: Sight, smell & taste. Focus on hearing.

Verse: Ecclesiastes 9:10



Some Thoughts on School Vouchers

The conversation begins something like this, "Wouldn't it be great if we could have some of that money we are paying in taxes to fund our own children's education?" On the surface it seems like a fair sentiment. We just want an equitable system, right? We are currently funding through our taxes many programs, causes, and initiatives with which we disagree. Couldn't we get that money to help fund something we do support, namely our child's education?

Milton Friedman, Nobel prize winning economist and economic advisor to Ronald Reagan, proposed that the best way to improve education in America was to publicly fund education and privately administrate it. In other words, put the money in the hands of parents and let them choose. In his mind this answered the criticism that the value and location of your house determined the quality of your child's education. He also argued that the free market forces of unfettered school choice would force all schools to improve.

I agree with the ideas in principle, but cannot imagine how a program like that could be administered in such a way that the private school's freedom is not infringed upon. I worked for 10 years in a charter school organization and saw first hand how government regulation

slowly began to undermine the freedom of the school to operate by its on charter. On one occasion during a discussion about parents as "customers," one of my superiors pointed out that the parents weren't really the customer because they don't pay the bills. We had to be more concerned about government's scrutiny since they were the money holders.

If the government were to start doling out vouchers, what would stop them from also defining where those vouchers could be used? (e.g. Vouchers may not be used at schools that discriminate against homosexuals in their hiring practices or only at schools that do not teach creationism.) What if a school began taking the vouchers and then the policy changed? Could the school continue to operate or would it have to compromise in order to survive?

The association to which we currently belong has a written policy that schools seeking accreditation with them may not receive funding through vouchers. A lengthy discussion of the policy can be found here http://www.accsedu.org/ACCS_Statement_on_Vouchers.ihml?id=36675 . Until we can find a safe and equitable way to access that funding Christians should be committed to funding privately the Christian education in their community.