

BRADFORD BULLETIN

BRADFORD ACADEMY'S PARENT UPDATE

SPECIAL POINTS OF INTEREST:

- 10/5 - Moms' Prayer Group
- 10/5 - V-ball scrimmage @ ACS
- 10/6 - V-ball game @ MACC
- 10/7 - 3rd Grade - Greensboro Science Museum
- 10/7 - 2nd & 4th Grades Life and Science Museum Durham
- 10/12th - 16th Fall Break
- 11/11 - Veterans' Day - no school
- 11/17 - Bradford Night
- 11/24 - Bradford Feast
- 11/25th - 27th Thanksgiving Break
- 12/4 - Mebane Christmas Parade
- 12/12 - Book Fair at B&N
- 12/15 - Middle school Christmas concert
- 12/17 - Middle school Christmas concert at Burlington First Presbyterian Church

PRAYER

Please pray for God's supply regarding specific needs:

- 1) Scholarship fund for next year!
- 2) Plans to expand into HIGH SCHOOL program.
- 3) Growing athletic program! Pray that the Spirit of God would use the practice and competition to build character in our scholar athletes.
- 4) Plans for facilities to house our growing school.

TECHNOLOGY TOOL

When I was a child, one of the games we often played was floor hockey. We played it at school in the gym in P.E. class, on the playground, on the street, and even at boys' clubs at my church. I have distinct and unpleasant memories of the sting of the hard plastic ball and the smashing of the knuckles as we vigorously imitated the NHL players so many of the boys adored. Of course, we played without gloves, pads, helmet, or mask (which made playing goalie very unpopular). Nevertheless, it was a very popular past time. In gym class, the students would be instructed to grab a stick out of the barrel of battered school issue (government approved plastic) hockey sticks. The first thing the boys would do is start bending the blade to the chagrin of the teacher. We all loved curved blades because it helped us control the ball better. The curve made our wrist shots look sweeter and even seemed to help grab the ball from opponents faster. The benefit of the curved stick has not been lost on professional players and as such the NHL put restrictions on the amount of curve permitted.

In the eighties a beloved player, Wendell Clark of the Toronto Maple Leafs, was known for being one of the few players

who still played with a perfectly straight stick. It allowed him to shoot and pass back handed with devastating accuracy. He was considered "old school" but ended up Captain of the Leafs for several seasons.

The funny thing was that despite the advantage of a curved blade the best hockey players in our gym class were still the ones who practiced and trained. I could work a plastic blade into some unusual u-shape but still it would not guarantee that my play was sufficient to defeat some one who knew what they were doing.

I think the curved stick in hockey can be analogous to improved or increased technology. I am certainly in favor of technology (I'm writing this on a laptop and expecting you to read it electronically), but I don't view technology as an educational panacea. Adding a computer doesn't fix educational weaknesses any more than bending my stick really made me a better hockey player. Bending my stick just covered up some of my deficiency in skill. I remember playing at my church against a fellow who repeatedly would flick the ball up over my stick against a wall go around me and pick it up again on the other

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The Wonders of Creation Continue to Amaze!



2nd grade delights in the emergence of the butterflies! During the course of an hour, five Painted Ladies broke out of their cocoon and flapped their wings for the first time!

TIMOR DOMINI PRINCIPIMUM SCIENTIAE

From the Teacher's Desk

MRS. RIVERA (KINDERGARTEN)

Math: Creating and reading a repeating pattern, doubles with sums to 18, identifying lighter and heavier objects using a balance

Phonics: Target sounds F & S, handwriting S & F, review of D, N & G, reading 3 letter words

History: Call of Abram, God's Covenant with Abraham, B.C. History Facts Song verses 1&2

Music: The conductor; practiced conducting in 2/2 and 3/4 time to familiar tunes; continued learning several songs for Bradford Night.

Art: Introduced The Color Wheel

P.E.: More activities with balance and hopping

Science: Unit on the Trees: the parts of a tree; the purpose of trees

Verse: Ecclesiastes 9:10, Review Proverbs 1:7 and 1 Corinthians 13:4-8a, (NKJV)

Hymn: Take My Life And Let It Be (verses 1,2,3,and 4), Review All Hail The Power Of Jesus' Name (verses 1,3,5,and 6)

MRS. CAMPBELL (1ST GRADE)

Math: This week we practiced counting dimes and pennies, writing addition and subtraction fact families, identifying geometric shapes that are alike in only one way, creating and reading a bar graph, problem solving by looking for a pattern, and sums of 8 and 9.

Phonics: Review: Short vowels; Art activity and drama with reader *My Clara*

Reading: *My Clara*

Grammar: Review of common and proper nouns; Story narration: "The Hen and the Golden Eggs"; Poem memorization: "Days of the Week"

History: The Story of the Native Americans

Art: Students learned the technique of overlapping.

Music: We began watching a dramatized biography about the life of Johann Sebastian Bach. We also reviewed a quarterly hymn and continued learning songs for Bradford Night.

Science: This week we took our final Biology test. We also watched a video about coniferous forests and identified the vertebrates and invertebrates that are shown in the video. Bird of the Month: Mourning Dove

PE: Bradford Bootcamp

Hymn: "Take My Life, and Let It Be" (verses 3-4)

Verse: I Peter 1:20-21 (NKJV)

MISS STEVENSON (2ND GRADE)

Math: Reading and Shading a Thermometer to the Nearest 2 Degrees, Adding 3 and 4, Using Guess and Check to Solve a Problem, Tallying, Collecting Data, Adding Multiples of 10 Using Mental Computation, Estimating the Sum of Two Two-Digit Numbers, Estimating, Measuring, and Drawing Line Segments, Using Centimeters

History: This week we learned about the Old Kingdom in Egypt.

Phonics: This week we learned how to code two-syllable words with VCCV syllable division. We also learned about accents and schwas.

Reading: *My Father's Dragon* - reading aloud and looking for information by using key words

Spelling: Words with a vowel-consonant-silent e pattern

Grammar: This week we learned about prepositions, objects of the preposition, prepositional phrases, and how to classify them.

Science: This week we took the final Biology test. We also watched a documentary on ants and the behaviors of social insects. Bird of the Month: Carolina Wren

Art: Students discovered positive and negative space and completed a practice exercise in preparation for a composition using this element of art.

Music: We reinforced our knowledge of the orchestra by watching the Vancouver Symphony Orchestra's presentation of "Peter and the Wolf". We also reviewed a quarterly hymn and continued learning songs for Bradford Night.

P.E. Bradford Bootcamp

Latin: Household Item Words (house, door, wall, window)

Verses: James 1:17

MRS. MITCHELL (3RD GR.)

Math: Measuring & drawing line segments using 16th; identifying and writing multiples

History: The Olympics

Reading: Greek myths: Zeus' family.

Latin: Chapter 7, 2nd conjugation verb endings & sum.

Grammar: Chapter 7, subject, possessive and object pronouns..

Writing: Keyword outlines & paragraph writing from history curriculum continued...

Music: We reinforced our knowledge of the orchestra by watching the Vancouver Symphony Orchestra's presentation of "Peter and the Wolf". We also reviewed a quarterly hymn and continued learning songs for Bradford Night.

Art: Thickness.

P.E.: We started our unit on volleyball this week.

Science: Test on biomes. Preview of Greensboro Science Museum.

Verse: 1 John 1:5-6

Upcoming Assessments:

Tuesday: 10/6 Grammar

Friday 10/09 - Math, Latin, History

Upcoming Field Trip:

Wednesday 10/7 - Greensboro Science Museum

MRS. HAMILTON (4TH GRADE)

Math: This week we worked on word problems about equal groups, division with and without remainders, recognizing



halves, parentheses and the associative property, and listing the factors of whole numbers.

History: Mohammed and Islam: students learned about the beginnings of Islam and about its founder, Mohammed.

Grammar: In Grammar, we worked with prepositional phrases at the beginning and the end of a sentence, worked on practice sentences, and completed our fifth assessment.

Writing: Students completed the first drafts of their stories from borrowed conflicts and began improving them for their final product; students also had a chance to work on their poems.

Literature: *Rolf and the Viking Bow* — Because of his brother's crimes, Hiarandi, Rolf's father, is served with two suits and is about to lose the farm and become an outlaw, when an unlikely friend, Snorri the Priest, helps him get lesser punishment.

Latin: We reviewed noun endings, worked with derivatives from our new vocabulary, and took our chapter assessment.

Science: This week in Science students learned about the parts of the flower and plant reproduction.

Art: This week the students drew houses and pyramids, still practicing the creation of 3D models.

Music: The students will have their first "performance assessment" (playing "quiz") next Tuesday, 10/6. They will need to play "Merrily We Roll Along" on pg. 10. It does not have to be memorized. They also may practice anything up to the bottom of pg. 12.

P.E.: We started our unit on volleyball this week.

Upcoming Activities:

Tuesday 10/6: Music - Recorder assessment

Tuesday 10/6 at 1:30pm: *Door in the Wall* play in the auditorium

Wednesday 10/7: Field Trip to the Durham Museum of Life and Science

MISS WINDES (5TH GR.)

Math: Writing Division Answers as Mixed Numbers; Multiples; Review and Test; Reducing Fractions; Adding and Subtracting Mixed Numbers; Measures of a Circle.

History: Our focus this week was the first permanent English settlement in the New World, the Jamestown colony founded in 1607. Initially regarded as a rebel, John Smith became the unlikely hero of Jamestown who helped the colony avoid complete starvation.

Reading: Using his ring, Bilbo figured out a clever way to rescue the dwarves from the capture of the woodelves; the travelers have finally escaped Mirkwood and are moving towards the Lonely Mountain.

Grammar: We have begun learning about subject pronouns and continue to work on classifying sentences and learning new vocabulary.

Latin: We have reached the end of Primer C! The final chapter is a review of the vocabulary and grammar from the entire book and is proving to be a helpful review as we get ready for our new book!

Writing: The students continue to progress through their Spanish Explorers essays, this week finishing the body paragraphs and adding the conclusion.

Art: We continued the still life picture in pencil of blocks and chess pieces.

Music: We began a several week study in music history. Today we briefly touched on the Medieval and Renaissance periods in preparation for the subsequent periods. We also continued working on harmony as we prepare for Bradford Night.

Memory: Romans 12:14-16

Science: With our extended Science time this week, we studied the circulatory system, began learning about the digestive system, and discussed the upcoming projects.

P.E.: We started our unit on volleyball this week.

Upcoming tests:

Thursday, 10/8: Math, Ch. 7 Vocab Quiz

Friday, 10/9: Spelling, Ch. 7 Grammar, Mayflower History Test, Latin Ch. 1 Test

MR. GARBER (6TH/7TH GRADE)

Math: The students learned about estimating numbers, common denominators, coordinate planes, and adding and subtracting fractions with uncommon denominators.

Science: The students learned about the structure of biological organization and how to use a microscope. They practiced using a microscope to make observations as well.

History: The students learned about Westward Expansion.

Grammar: Expository paragraphs and essays, pronouns and pronoun case, analogies, and more with subject-verb agreement.

6th Literature: This week we continued our reading of *With Lee in Virginia*, riding along with the protagonist, Vincent, as he joins the Confederate cavalry during the Civil War. Among the many important themes the book raises, we have discussed slavery in the South, the causes of the Civil War, the Southern way of life, a young man's passage to adulthood, the trials of battle and the forging of character, and many others. The students also took a literary terms quiz and began working on their final assessment and project.

Omnibus I: This week wrapped up our study of *Hammurabi* by analyzing the justice and mercy of God via a comparison of the law code of Hammurabi with that of Moses. We then moved on to *Samuel* and *Kings*, reading and analyzing the rapid change that occurred in Israel during the time of Samuel, and discussing great Biblical figures such as David and the lessons we can learn from them. We also prepped for our final history projects and the quarter exam.

Logic: This week the students learned about the ad hominem fallacy. This is when somebody attack a person's character instead of their argument.

Music: We are working slowly but surely as we press on toward learning all our pieces for the Christmas program. The students are excited and doing a great job so far!

Art: We continued work on learning

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From the Teacher's Desk (Continued)

to draw portraits.

P.E.: We started our unit on volleyball this week.

Verse: Philippians 1:21-25

Latin: Finished our review of Chapter 12. Our final test for the quarter will be over chapter thirteen vocabulary next Thursday.

MR. HAMILTON (8TH GRADE)

Algebra: The students learned about negative exponents, equations with parentheses, algebraic phrases, and word problems.

Science: The students learned about work and internal energy. We also did a lab on kinetic energy.

Omnibus II: We came to the end of our journey through Augustine's *Confessions* this week, reading and discussing, among other things, Augustine's conversion story, the death of his mother and the deathbed conversion of his father, and Augustine's subsequent entry into the ministry. We continued to mull over many of the critical topics Augustine raises, such as the origin of evil, the necessity of God's grace, and many others. This classic book proved as profitable as any we have studied over the past year or so in the Omnibus curriculum.

Logic: Began discussing the SQUARE of OPOSITION

8th Composition: More practice with punctuation, subject-verb agreement, clauses and phrases, and general editing; preparation for the end-of-quarter assessment.

Music: We are working slowly but surely as we press on toward learning all our pieces for the Christmas program. The students are excited and doing a great job so far!

Art: The students are finishing their work with the cloth project.

P.E.: We started our unit on volleyball this week.

Verse: Colossians 1:15-20

MIDDLE SCHOOL EVENTS & DATES

Please note:

- **Not all practices are listed here, watch for updates**
- **TRIP to DC will be postponed to the SPRING**

October:

- 5th Monday
 - 5:30 Volleyball scrimmage @ ACS
- 6th Tuesday
 - 3:30 Volleyball game @ MACC
- 9th Friday
 - 4:30 XC meet @ HOME vs. ACS
- 22nd Thursday
 - 3:30 Volleyball @ HOME
- 23rd Friday
 - 4:30 - Co-Ed Soccer Scrimmage against Haw River Christian
- 29th Thursday - Last volleyball practice
- 30th Friday
 - Last XC practice - will have a **timed run**.

November

Basketball practice for boys and girls to begin. (Days/times TBA)

- 17th Tuesday
 - Bradford Night
- 20th Friday
 - 3:00 - Girls Basketball @ ACS

December

- 4th Friday
 - 4:30 - Boys Basketball @ HRC (subject to change)
 - 7:00 - Mebane Christmas Parade
- 10th Thursday
 - 3:15 - Girls & Boys Basketball @ ACS
 - Girls play at 3:15, boys follow
- 12th Saturday
 - Afternoon? (TIME TBD)- **CHRISTMAS CONCERT** @ Barnes and Noble, Burlington (Alamance Crossing)
- 15th Tuesday
 - 7 PM -**CHRISTMAS CONCERT** (Location TBD)
- 17th Thursday
 - 11 AM -**CHRISTMAS CONCERT** @ Burlington 1st Presbyterian Church's Senior Luncheon

January

- 8th Friday
 - 1:00 PM - School Spelling Bee
- 14th Thursday
 - 7:00 PM - Girls & Boys Basketball @ ACS

ARCHER'S SUCCESS!

Bradford runners make us proud! Competing against middle and high schools runners, our Cross Country Team placed 2nd for the girls and 3rd among the boys overall bring home our first trophies! Several individual runners also placed among the top ten bringing home medals! Congratulations!



side. He used this maneuver repeatedly to my frustration and humiliation. Perhaps I am a slow learner or I just didn't have a mind for the game or the ability to combine moves or tactics. A better tool did not necessarily produce a better user.

This understanding is what is behind our decision to downplay technology in the early grades at Bradford Academy. Essentially we have wanted the students to learn the skills necessary to write or compose well before using the technological aid. While spell check can catch some errors, the autocorrect may actually cause some unintended mistakes. There is no replacement for knowing the skill. For example, witch which is wich? Or is it which witch is witch? You get the point. Me and my sister could never get that write. Your not going be able to catch everything. As a matter of fact my spell check only cot one of the many previous errors in this paragraph.

Additionally, we have wanted the students to learn to read well, think well, and create well, without aids and before they had access to the internet. My thought is that we wouldn't ask our children to take a sip of water from a fire hose nor should we give them unfettered access to do research online at a young age.

Technology in school has been a rallying cry for education reformers for years. Unfortunately, there has been numerous studies demonstrating that increased spending in technology in school and increased access to broadband internet has actually correlated with a decline in math and reading scores.¹ Steve Jobs himself famously avoided letting his kids have iPads and admitted, "We limit how much technology our kids use at home."² Oddly enough, this seems to be the trend among many high-tech executives. The NY Times reported that many of the most influential tech CEO's limit screen time to only 30 minutes to 2 hours on weekends and none during the week for kids under 10. They limit their older kids to "homework only" on weekdays. More importantly, the Times article reported, "...there is one rule that is universal among the tech parents I polled... rule No.1: There are no screens in the bedroom. Period. Ever."³ The Guardian recently reported on a similar trend in Europe.⁴

Again this is not to say technology is in itself wrong or dangerous, but as one tech writer put it, "Technology's primary effect is to amplify human forces..."⁵ That is to say, if you already have good things in place, technology can increase its effectiveness and efficiency. However, conversely if you have poor or weak things in place, technology may also amplify those weaknesses.

So what are the tech skills we want for our students at Bradford Academy?

- **We want the students to think and problem solve well.**

Women in Prayer

Please join us as we
come together to pray
for the school, the teachers
and the students.

Mondays
8:00 am
at Bradford Academy
(in the Auditorium)

*The prayer of a righteous person
is powerful and effective.*

James 5:16

How do we achieve that? By implementing a strong mathematics curriculum that emphasized computation in the early grades and moves into more complex abstract thinking as the students mature.

- **We want the students to think and compose written output well.** How do we achieve that? By emphasizing grammar, spelling, sentence and paragraph structure, exposure to and imitation of good writing at young ages and working towards greater complexity and excellence as the student matures.
- **We want the students to read and comprehend well.** How do we achieve that? By teaching them the importance of the written word and giving them the guidance and practice necessary to understand and discern both the obvious and subtle messages found in text. As they grow we add the mental discipline of logic.

In all these areas we want to foster creativity and excitement. Thankfully, we are seeing these skills growing among our students and in time we hope to add the tools that will amplify these skills. But until then, we will persevere with paper and pen. We will have our students do the heavy lifting by way of mental exertion in order to develop strong minds and a spirit of diligence. Peace and grace.

Notes:

- 1 - <http://www.bloomberg.com/bw/articles/2013-11-11/the-false-promise-of-classroom-technology>
- 2 - <http://www.theatlantic.com/education/archive/2015/06/why-technology-alone-wont-fix-schools/394727/>
- 3 - http://www.nytimes.com/2014/09/11/fashion/steve-jobs-apple-was-a-low-tech-parent.html?_r=0
- 4 - <http://www.theguardian.com/technology/2015/may/23/screen-time-v-play-time-what-tech-leaders-wont-let-their-own-kids-do>
- 5 - <http://www.theatlantic.com/education/archive/2015/06/why-technology-alone-wont-fix-schools/394727/>