

BRADFORD BULLETIN

BRADFORD ACADEMY'S PARENT UPDATE

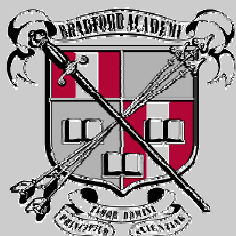
SPECIAL POINTS OF INTEREST:

- **04/15-** Equestrian Club 4th&5th
- **04/17-** Running Club
- **04/18** Good Friday (No School)
- **04/21-25** SPRING BREAK
- **04/25** Dogwood Festival 5K run

PRAYER

- **Staff** - Pray that we would identify the best candidates to fill our teaching slots next year.
- **Enrollment**—We have been praying that God would increase enrollment by at least 25 students. This would put us on stronger footing as we move into the next phase of our program development, i.e. middle and upper school.
- **Students** - Pray for their spiritual growth and understanding of the Word.
- Please pray for God's supply regarding specific needs:

- 1) Facilities to meet the needs of our growing school.
- 2) Wisdom as we make plans to launch high school program in 2016.
- 3) Financial resources to establish an excellent upper school program.

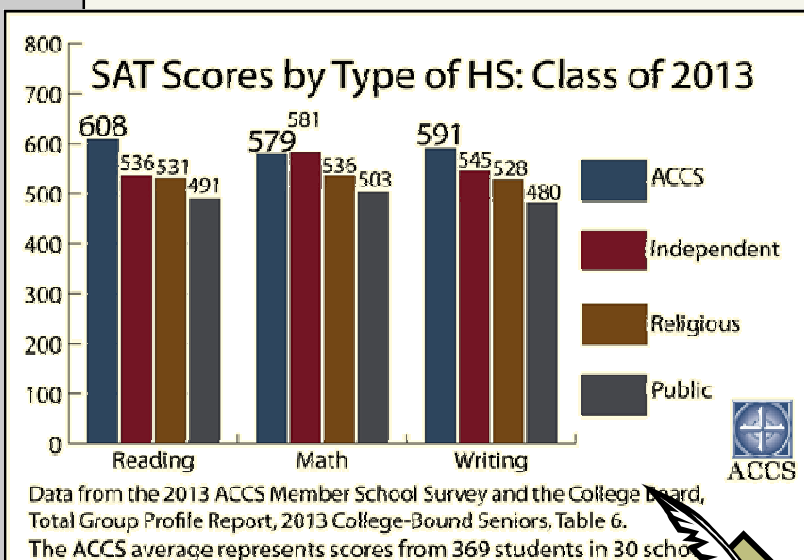


DOES IT WORK?

Bradford Academy annually administers a standardized test at the end of the school year. The test helps us compare our students to the national average and to other private schools and other classical Christian (ACCS member) schools. Our school averages have consistently been well above the national averages, and our scores compared to high-priced private schools have also been very strong (even exceeding them in several categories). For example, last year our fifth grade surpassed

research into the best practices of the past and of current schools. I trust the model and the curriculum we are implementing to give our students a tremendous and well-rounded educational foundation. After all, each child only gets one shot at kindergarten, first grade, and the rest. We try to avoid the trends of current educations doctrine but at the same time keep an open mind for fresh ideas. We are always trying to improve. One thing we will not alter is our commitment to be both

Christian and classical. That commitment can not be demonstrated on most standardized tests which is why we will always make testing only a small part of our continual improvement process. Never-the-less, standardized test scores are real part of our current educational climate so we must keep an eye on quantitative measures. So how do we know our



(Continued on page 4)

BRADFORD WRITERS TO BE HONORED



Two of our young writers will be recognized this Sunday by the Burlington Writers Club for outstanding works in Fiction and Poetry. Lucy Hawkins won first place in the 2014 Alamance County Writing Contest for an original poem, and Reagan Morrison won first place for a short story. The Awards Ceremony will be on **Sunday, April 13th at 2:00pm** at the Graham Municipal Building at 201 S. Main St., Graham. A reception will be at 3:00pm next door. Both Lucy and Reagan will be reading their pieces at the ceremony since they were the first place winners!

From the Teacher's Desk

KINDERGARTEN

Math: Four of the last 8 additions facts!! Geometric solids: cones and spheres; using dollar bills to pay for items; adding 3 single digit items.

Phonics: Target blend, Ch. Building words that start with ch; writing ch; adding tch and nch to the ends of words.

History: The Mayflower Lands at Plymouth, 1620, part 2.

Music: Lesson about classical composers Bach and Handel; finished learning lyrics for "Taps"; did some "copycat" Boomwhacker rhythms.

Art: Continuing project for the Patriotic Program using the color wheel and color harmonies.

P.E.: Baseball; batting, part 2.

Science: Plants - Making observations about growing plants; parts of a plant song; *The Magic School Bus Plants Seeds*.

Hymn: All Glory, Laud and Honor

Verse: Ephesians 6:1-3

1ST GRADE

Math: This week the first graders learned about mixed numbers, multiplication and adding three-digit numbers. It was exciting week in math! **The next math test will be on 4/17/14.**

Phonics: This week we continued learning about the TION/SION phonics rule. We also reviewed vowel sounds and worked on reading comprehension.

Reading: *Mission to the Moon* by Tom Garfield.

Grammar: This week we learned all about statements, questions and exclamations.

Spelling: Review word list. **The next spelling test 4/17/14.**

History: This week first grade continued learning about the North Carolina Constitution and continued working on our official state song, "The Old North State."

Music: Continued listening to story about Tchaikovsky; finished learning lyrics for "Taps."

Art: First grade continued working on a collaborative project that focuses on seeing and drawing basic lines and shapes.

P.E.: Bradford boot camp.

Verse: 2 Corinthians 9: 6-7.

2ND GRADE

Math: Identifying Perpendicular Lines and Line Segments, Adding and Writing Checks for Money Amounts to \$99,999.99, Drawing Pictures and Writing Number Sentences for Division Story Problems, Multiplying a Multiple of 10, 100, or 1,000 by a Single-Digit Number

History: Reign of Tutankhamun

Grammar: Writing a Thank-You Letter

Phonics: VCVCCV and VCCVCV Syllable Division

Spelling: -ou vs. -ow Words, Words with Final, Stable Syllables and Hard Cs

Reading: Baby Island

Latin: Sky Words (sky, moon, star, sun), Review

Music: Finished learning lyrics for "Taps"; practiced "Butterflies and Moths" and "Grannies and Grandads"; did some "copycat" Boomwhacker rhythms.

P.E.: Bradford boot camp.

Art: Second grade continued working on a collaborative project that focuses on seeing and imitating specific lines, shape and color.

Verse: Proverbs 25:9-11

3RD GRADE

Math: This week we continued working on LONG DIVISION and writing our remainder as a fraction. We also worked on improper fractions and mixed numbers as well as identifying polygons.

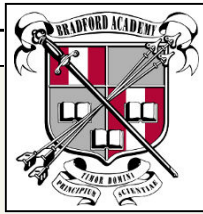
Reading: We continued reading the exciting mystery *Detectives in Togas*. The story is a delightful "who dunnit" set in Imperial Rome.

History: Our march through history brought to the destruction of Jerusalem in 70 AD

Grammar: continued working on POSSESSIVE NOUNS

Verse: Prov. 24:27

Latin: Chapter 27: The irregular verb, to go in all tenses; what makes irregular verbs irregular. Review of prepositions.



Science- This week we started our unit on physics.

Art: We began working on our end of the year project, copying Van Gogh's "Wheatfield with Cypresses" in colored pencil.

P.E.: Bradford boot camp.

Music: Finished learning lyrics for "Taps"; practiced "Butterflies and Moths" and "Grannies and Grandads"; did some "copycat" Boomwhacker rhythms.

4TH GRADE

Math: Our next test is Thursday, April 17 on Lesson cumulative through 90.

History: It is hard to believe we will be on card 28 next week of 32 cards! We will be learning about Ulrich Zwingli and the Anabaptists. Our Test will be on Thursday, April 17. Please continue to help review the dates with your young scholar!

Verse: Next week we will start learning Ephesians 4:1-3.

Spelling: Next week we will be studying Lesson 32 "oi" and "oy".

Literature: Next week we begin reading *This was John Calvin*, as we continue to study the Reformation in class. We will be studying John Calvin in History a few weeks after we return from Spring Break.

Writing: The students edited their Pandora's Box story critiques and began a second critique about a narrative of their choice.

Grammar: We learned how to AVOID double negatives and reviewed all three sentence patterns. Our next test (ch. 19) will be next Wednesday, April 16.

Music: Recorder - played pg. 19 (great staccato!) and began learning pg. 20; also, finished learning lyrics for "Taps"; Practice pg. 20 and pg. 29 #11-16.

Science- This week we learned about motion, and speed.

Art: We continue working on our end of the year project, copying Vermeer's "View of the Delft" in colored pencil.

P.E. - This week we had Bradford Bootcamp..

5TH GRADE

Math: Area of a Circle; Finding Unknown Factors; Using Proportions to Solve Word Problems; Estimating Square Roots; Measuring Turns.

History: We have learned about George Washington this week - his life, character, and the immense formative influence he had on America.

Reading: We continue reading *Johnny Tremain*.

Writing: The students edited their Pandora's Box story critiques and began a second critique about a narrative of their choice.

Grammar: The students now know how to detect predicate nouns and linking verbs in their sentences.

Science- This week we learned about motion and speed.

Art: We continue working on our end of the year project, copying Winslow Homer's "The Fox Hunt" in colored pencil.

Music: Recorder - played pg. 19 (great staccato!) and began learning pg. 20; also, finished learning lyrics for "Taps"; Practice pg. 20 and pg. 29 #11-16.

P.E. - This week we had Bradford Bootcamp.

Verse: 1 Samuel 2:1-2

Upcoming Tests: Math on Tuesday; Grammar on Wednesday; History and spelling on Thursday.

6TH GRADE

Math: This week we learned how to multiply algebraic terms, about number families, and multiple unit multipliers.

History: This week we continued our study on WWII. We learned about the start of the war, the US entering the war, domestic life, and the Holocaust.

Literature: The student have continued reading *The Hiding Place*.

Grammar- The students reviewed object complement nouns and adjectives and learned about contractions and confusing pronouns.

Science- This week we learned about motion, and speed.

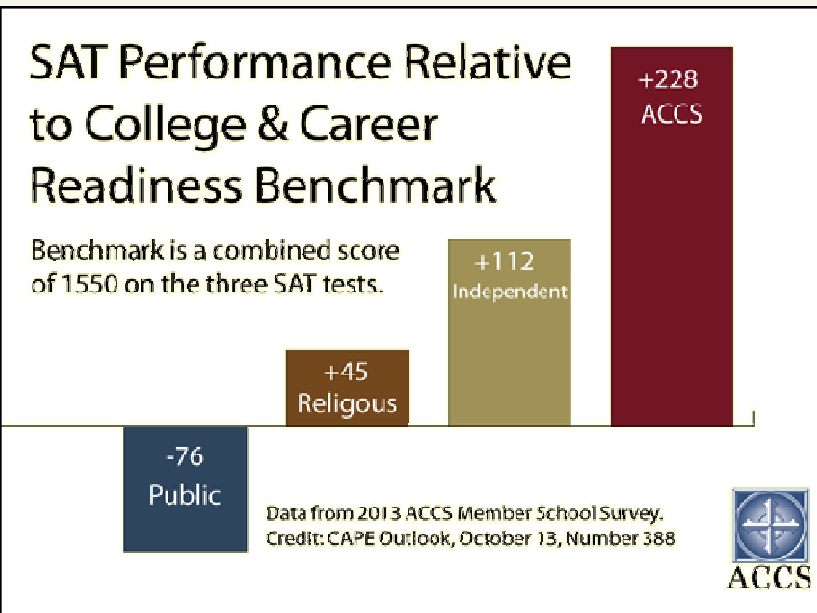
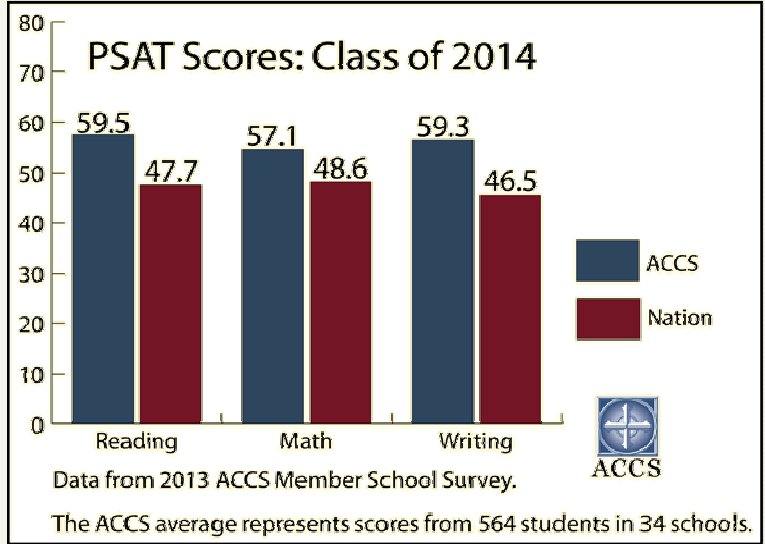
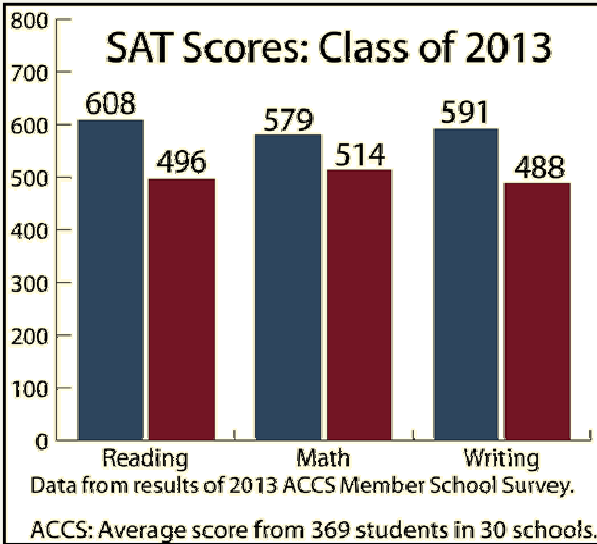
P.E. - This week we had Bradford Bootcamp.

Logic-We learned about propaganda and we looked at how the US and other countries used propaganda during the WWII era.

Music: Finished learning lyrics for "Taps"; practiced "Badgers and Hedgehogs" and "Grannies and Grandads"; did some "copycat" Boomwhacker rhythms.

Art: Since we will be painting for our end of the year project, we began practicing mixing colors by painting a color wheel using only the primary colors.

Memory Verse - This week we learned Ephesians 4:25-29



(Continued from page 1)
 approach or “educational model” will work?
 We are members of an association of schools that are committed to the same principles and approaches that we are and use many of the same materials and curriculum pieces that we use. These schools, the Association of Christian and Classical Schools, annually submit data to collate test results. I’ve included in this Bulletin the reports they publish which demonstrate some very encouraging results.

As expected, the association averages tend to surpass the national norms. The data point that is most impressive is that the classical Christian model tends to produce scores that surpass both traditional religious schools and typical independent schools (see chart on page one).

If we had to choose between strong academics and strong Christian worldview thinking, we would always move towards Scripture. Fortunately, we don’t have to choose, because biblical thinking and Christian living is a strong foundation for rigorous academic pursuits. As a matter of fact, scripture declares that the fear of the Lord is the principal part of beginning part of knowledge and wisdom (Proverbs 1:7 , 9:10, and Psalm 111:10) They are not competing ambitions and to think so creates a false and deceptive dichotomy. Christian schools should be the best places to be educated and Christian classical schools appear to be delivering on that expectation. Does the CLASSICAL and CHRISTIAN model work? The evidence seems to indicate that schools that have adopted the TRIVIUM and traditional liberals arts approach are doing quite well. While we do not know what the future holds, we can be confident that we are walking on well trod paths, and those paths lead to success. May the Lord bless us in this journey! Peace and grace.

