

BRADFORD BULLETIN

BRADFORD ACADEMY'S PARENT UPDATE

SPECIAL POINTS OF INTEREST:

- **9/13 - MEBANE on the MOVE**
 - 5K Race
 - 1 Mile Mad Dash
- **EQUESTRIAN LEADERSHIP**
 - Tuesday, Sept. 16th
 - 5th Grade (only)
 - 2:45-4:30
- **HOUSE SOCCER TOURNEY**
 - Thurs. Sept. 18th
 - 12:30-2:30
 - Mebane Rec Fields
 - 1st-7th Grades
- **Fall Break:** No classes Mon, Oct. 13th—17th.
- **Veterans' Day:** No classes Tuesday, Nov. 11th.
- **Bradford Night:**
 - Tuesday, Nov. 18th,
 - 7:00 PM
 - Presentation and Open House
 - ALL INVITED!
- **Thanksgiving Break:** No classes Nov. 26th—28th

PRAYER

- Please pray for God's supply regarding specific needs:
 - 1) Planning and execution of the many tasks that make Bradford a special place!
 - 2) Scholarship fund for next year!
 - 3) Plans to expand into HIGH SCHOOL program.
 - 4) New athletic program!
 - 5) Plans for facilities to house our growing school.



Here are a couple links to articles summarizing some of the benefits of eating as a family:

<http://thefamilydinnerproject.org/resources/faq/>
www.ag.ndsu.edu/eatsmart/eat-smart.-play-hard.-magazines-1/2009-eat-smart-play-hard-magazine/test-item

HOW WAS SCHOOL?

My mother has often reminded me of my behavior when I was young. Perhaps it is a way to keep me humble, or perhaps she just enjoys hearing my children laugh at their dad. It is usually good natured, but it always reminds me that my children are more like me than I would like to admit. One common theme to these discussions about my childhood revolve around my apparent unwillingness to reveal to my family what happened at school. Apparently, every day of my elementary school career was "fine" and I learned "nothing much."

Now I see that my own children tend to have fine days but I refuse to let them report that they learned "nothing much." I, of course, have an advantage over the average dad because I usually know what they are at least *supposed* to be learning. I also have another advantage: my daughter, who often does the asking. At just about every meal my daughter asks each person at the table in turn, "What was the best part of your day? And don't just say *The Hobbit*." I don't remember teaching her to do it but it happens at just about every meal. I'm glad she does. It causes us all to reflect and answer honestly about a positive aspect of our day. It also allows me to re-enforce something that was said, help strengthen what they have learned, add a story that demonstrates the point, or correct something they may

explain why families that eat together tend to produce stronger, well-adjusted children.

What can we do if our children have trouble articulating the events of the day?

How do we get productive discussions going each day? I believe a lot of the discussion can be launch by being specific. For example, instead of "What did you learn today at school?" try "What are you studying this week in history?" "What happened in the book you are reading?" You can ask questions about the moral qualities of the characters they have read about and if we should imitate them or learn from their mistakes. Interject stories from your youth and lessons you learned. There are many ways to get children talking about school, we just need to be creative. (More examples can be found in this blog post: www.simplesimonandco.com/2014/08/25-ways-ask-kids-school-today-without-asking-school-today.html)

I believe this method of conversing and discussing is a means to learning is both expected and commanded in Scripture. In many places the Lord commands His people to

remind the generations (i.e. children) of his marvelous works and that reminding must happen not always in one big lecture but "...line upon line, here a little, there a little." (Is. 28:10). It

Deuteronomy 6:6 & 7

And these words which I command you today shall be in your heart.
 You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up.

have misunderstood. Through these kinds of discussions, the learning process is extended and strengthened. I believe it is these kinds of discussions around the dinner table that must also happen in all walks of our daily life. We see this kind of expectation in Deuteronomy chapter six where the Lord expects ongoing instruction in His word. So, what did you learn today? Peace and grace!

From the Teacher's Desk

MRS. MITCHELL (KINDERGARTEN)

Math: Counting to 23 with wrap-ups; working on doubles up to 16 (ie. 1+1, 2+2, etc); addition number sentences and fact families for 4 (4+0, 3+1, 2+2, 1+3, 0+4); ordinal numbers 1st - 6th;

Phonics: Target sound Pp; handwriting P is so similar to B that this was a much easier one to conquer; P as a leader in words.

History: Tower of Babel.

Art: Drawing geometric shapes and combining them to make pictures.

Music: Learned about the percussion family of instruments; played a variety of percussion instruments while we reviewed our quarterly hymns.

P.E. More activities with balance and leaping.

Science: Unit on the 5 Senses: Taste. Identified the 4 areas of our taste buds by, you guessed it, tasting: sour (lemon juice), sweet (sugar), salty (salt), and bitter (cocoa).

Hymn: "A Mighty Fortress" vs. 2.

Verse: Ecclesiastes 9:10 - A great encouragement during homework time!

MRS. CAMPBELL (1ST GRADE)

Math: This week we completed assessment #2; learned how to create and read a pictograph; identified polygons and fractional parts of a whole

Phonics: Our target sounds this week: L blends (bl, cl, gl, fl, pl, sl).

Reading: *Alfred the King*

Grammar: We continued in our study of proper nouns and reviewed the poem "The Caterpillar".

History: This week we continued our study of the early English settlers including John Smith, Miles Standish, William Bradford, and John Winthrop. We also continued memorizing the poem "In 1492."

Geography: Students were introduced to 'Mr. Latitude' and 'Mr. Longitude' through the reading of *Legends and Leagues*. They also learned how to make a strip map.

Art: We became acquainted with the life and work of Leonardo da Vinci. The kids enjoyed the book *Who Stole Mona Lisa?*

Music: Learned about the percussion family of instruments; played a variety of percussion instruments while reviewing our quarterly hymns.

Science: Invertebrates: Mollusca and Annelida, Bird of the Month: Mourning Dove

PE: Soccer

Hymn: "A Mighty Fortress" (verse 2)

Verse: Psalm 145:9 (NKJV)

MISS STEVENSON (2ND GRADE)

Math: Writing the Date Using Digits, Dividing Squares Into Two, Four, and Eight Equal Parts, Identifying and Shading Halves, Fourths, and Eighths, Reading a Thermometer to the Nearest 10 Degrees Fahrenheit, Rounding Numbers to the Nearest Ten, Adding 2, Writing Addition and Subtraction Fact Families, Using Logical Reasoning to Solve a Problem, Working Backwards to Solve a Problem

History: The Flood

Grammar: Article Adjectives, End Marks

Phonics: Consonant Digraphs

Spelling: Blends

Reading: *My Father's Dragon*, *Encyclopedia Brown*

Latin: Test

Science: Complete and Incomplete Metamorphosis, Bird of the Month: American Crow

Art: We became acquainted with the life and work of Leonardo da Vinci. After reviewing da Vinci's drawings of horses, students began learning how to sketch a horse using the elements of shape (mostly circles and curved lines!)

Music: Learned about the percussion family of instruments; played a variety of percussion instruments while reviewing our quarterly hymns; began learning the song "All Things Bright and Beautiful."

PE: Soccer

Memory: Proverbs 15:33

MR. JOHNSTON (3RD GRADE)

Math: This week we continued practicing mental computation with two digit numbers, reading a clock and a calendar, and worked with fact families. We also began drawing measuring and naming line segments. We will continue practicing addition facts and have also begun drilling subtraction facts. Be sure to be drilling those math facts at home.

Reading: We continue our journey into the strange world of Greek mythology as seen in our version of the *Illiad* titled *Black Ships Before Troy*.

History: We looked at the historic Phoenicians and their Alphabet.

PE: Soccer

Grammar: Students are becoming proficient in the classification of pattern one sentences. This week they also worked on recognizing and writing the four basic sentence types. They are



also continuing to build vocabulary and expand their journals.

Latin: Students performed much better on Chapter 2 tests and are well on their way to learning how to study Latin. This week's chapter covered nouns and noun cases, which is a foreign concept to English speakers. However, the students' growing knowledge of Shurley Grammar will come to the rescue. Stay tuned and keep encouraging them to *master each week's chart and vocabulary*.

Writing: After turning in the final draft of their ancient feats paragraph, the students began a new paragraph on booklice also using the key word outline method.

Science: Students completed the final Biomes activity and quiz and began reviewing the classification of species.

Music: Learned about the percussion family of instruments; played a variety of percussion instruments while reviewing our quarterly hymns; began learning the song "All Things Bright and Beautiful."

Verse: Proverbs 22:23-26

Upcoming tests:

Thursday, 09/18: Spelling Test

Friday, 09/19: History Test, Saxon Math Speed Test 2

MRS. HAMILTON (4TH GRADE)

Math: Studied missing numbers in subtraction and made a multiplication table; students took their second Power-Up and Cumulative assessments, and applied their math knowledge in the second Investigation; students also worked on word problems about separating and learned to multiply by one-digit numbers.

History: We got into some serious discussions regarding the main point of the Council of Chalcedon (History Card #4). This chapter might not have been as exciting as the Barbarian Invasion and Vikings, but students were on task and ready to learn this important part of church history.

Writing: I have been very pleased with the progress students are making in writing their paragraphs. Many of the paragraphs ended up much more exciting and informative than the original. Best pieces are displayed on our classroom's "Wall of Fame." Students also had an unexpected creative writing exercise titled "My Excuse Note."

Grammar: Noun checks, more complex introductory sentences, adverbs and adjectives, pattern 1 sentences, complete subject and predicate, and end punctuation.

Literature: We are on our last few chapters of *The Door in the Wall*. Robin's cheerful attitude in the midst of serious trials has led us into some great discussions about happiness, bravery, physical disability, parenthood in the middle ages, etc. We are also very excited to be working on a small classroom play, acting out the last few chapters of the book.

Spelling: Students did an amazing job in last week's test (First Vowel Talks) and tackled Lesson 4 (-ough) with much confidence.

Science: Students completed the classification of species unit and took their first quiz. Students also had the chance to go outside and begin exploring Kingdom Plantae.

Art: After being provided with an unrestored copy, our young artists completed their own restoration version of da Vinci's *The Last Supper*. The best works of art will be displayed in our classroom.

Music: Practice pgs. 7 & 8. I have sent home a practice sheet which should be marked with the number of minutes practiced, the date, and a parent's signature or initials. Students should practice a minimum of 30 minutes per week. This could be divided however you wish, although a little bit of practice daily (5 minutes, Mon.-Sat., for example) would produce the greatest benefit to them.

Latin: Noun review; students had to complete several "decoding" and translation activities in teams, including the *Jerominus* translation.

PE: This week we continued our unit on soccer. We learned all of the rules of soccer and practiced it on a large field.

Upcoming assessments:

Wednesday 09/17: Latin quiz (Chapter 3)

Thursday 09/18: Spelling test

Friday 09/19: History (*St. Benedict and Monasticism*) and Math (Chapters 16-20) assessments

MISS WINDES (5TH GRADE)

Math: The Number Line and Negative Numbers; Equal Groups Problems; Rounding Whole Numbers; Fractions and Mixed Numbers.

History: We learned about four Spanish explorers -- Cortes, de Soto, de Leon, and Coronado -- who ventured into four different areas of North and Central America.

Reading: By the help of the eagles, the travelers have finally overcome all the obstacles that arose in the Misty Mountains only to find themselves foodless, mapless, friendless, and lost; fortunately, Gandalf leads them to a friend who shows them hospitality and prepares them for the next part of their journey.

Grammar: We reviewed the parts of speech, how to classify sentences, and reviewed the basic outline for writing a three point paragraph.

Writing: The students have been excelling in their writing as they finished composing stories about scenes from our history curriculum as well as completed a paragraph about the lost colony of Roanoke.

Art: We finished learning to draw the human eye with as much photographic realism as possible.



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Teacher's Desk Cont'

Music: Practice pgs. 22 & 24 this week. The students now have their practice sheets. Please be sure to date and initial the time they practice. Like last year, I would like them to practice at least 30 minutes per week. That time can be divided however is best. A little bit each day is ideal for their improvement, but if not possible, that is okay.

PE: This week we continued our unit on soccer. We learned all of the rules of soccer and practiced it on a large field.

Science: This week we learned about photosynthesis and what it does for a plant. There will be a quiz next week on the classification system and photosynthesis.

Verse: Romans 12: 9-13

Upcoming Tests: Grammar, math, spelling, and history on Friday.

MR. GARBER (6TH GRADE)

Math: This week math 8/7 learned about measuring angles, similar and congruent polygons, and the US customary system.

History: This week we learned about slavery in the south and its eventual collapse due to the 13th Amendment to the Constitution.

Literature: This week we continued reading *The Jungle Book* by Rudyard Kipling.

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

Science: We learned about the skin and what it does for us.

PE: We continued our unit on soccer. We learned all of the rules of soccer and practiced it on a large field.

Grammar: Students are expanding their knowledge of parts of speech and sentence classification. This week we covered adverb exceptions and word order in sentences. We also completed our Chapter Three Quiz. We have also begun the crucial task of applying our knowledge of grammar to writing.

Composition: Students are showing more and more mastery of the key word outline, and their paragraphs are beginning to show signs of real polish. This week, in addition to our work on outlines and retelling, we engaged in an intense writing exercise designed to eliminate all errors from writing. The students persevered and eventually produced mistake-free work. Our diligence is paying off and I am proud of our progress!

Art: We viewed and discussed several paintings by Leonardo da Vinci as well as reviewing his life and accomplishments.

Music: We continued fine-tuning our singing/memorizing old and new songs.

LATIN ALIVE!: Beginning Chapter 4, finished 1st

Conjugation Verbs and tenses.

Verse: Ephesians 1:10-12

MR. HAMILTON (7TH GRADE)

Math: This week math 8/7 learned about measuring angles, similar and congruent polygons, and the US customary system. Algebra ½ learned about exponents, area, and multiplying fractions with whole numbers.

Logic: This week the students learned about the Four Idols as proposed by Francis Bacon. They discuss how we bring personal prejudice and biases into every part of our lives, through which we inherently deceive ourselves.

Science: This week we reviewed everything that we have learned so far this year and took a quiz on this information.

Grammar: Students are expanding their knowledge of parts of speech and sentence classification. This week we covered adverb exceptions and word order in sentences. We also completed our Chapter Three Quiz. We have also begun the crucial task of applying our knowledge of grammar to writing.

Composition: This week we discussed the academic essay, including moving from topic to thesis, thesis statements, essay structure (intro, body, and conclusion), strong and weak arguments, etc. Students are beginning to grasp the importance and nature of persuasive writing at a high level. In addition, we wrote several journal entries, and I am quite pleased and impressed with much of our writing!

Greek: We concluded our introduction this week by finishing accents and breathing marks, and once again our students performed admirably on their quiz. We also began Chapter One, memorizing our first Greek Bible verse and learning basic vocabulary and conjugation rules. We are now on our way!

Omnibus: We are marching right along in our Omnibus course; this week we jumped headfirst into *The Code of Hammurabi* and *Till We Have Faces*, a C.S. Lewis favorite. We put *The Code of Hammurabi* on trial and compared its stringent laws and punishments to the Bible's. We also began looking at characters and themes in Lewis's novel. In addition, the students spent considerable time planning for their Gilgamesh enactments, which make up a crucial part of their classwork grade for the quarter. We are now approximately halfway through the first nine weeks, and as you know, most of our significant assignments occur in the final half of the quarter. Parents, please encourage your children to persevere and produce their best work! So far they have done just that.

PE: This week we continued our unit on soccer. We learned all of the rules of soccer and practiced it on a large field.

Art: We viewed and discussed several paintings by Leonardo da Vinci as well as reviewing his life and accomplishments.

Music: We continued fine-tuning our singing/memorizing old and new songs.

