

BRADFORD BULLETIN

BRADFORD ACADEMY'S PARENT UPDATE

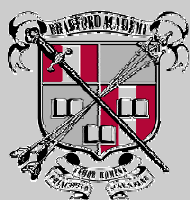
SPECIAL POINTS OF INTEREST:

- **EQUESTRIAN LEADERSHIP**
 - Tuesday, Oct. 7th
 - **3rd & 5th Grades**
 - 2:45-4:30
- **Fall Break:** No classes Mon, Oct. 13th—17th.
- **Greek Olympics—** 10/30
- **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) Continued peace and unity as we work together for the glory of God.
- 2) Planning and execution of the many tasks that make Bradford a special place!
- 3) Scholarship fund for next year!
- 4) Plans to expand into HIGH SCHOOL program.
- 5) New athletic program!
- 6) Plans for facilities to house our growing school.



PSALM 127:4&5

Like arrows in the hand of a warrior, so are the children of one's youth. Happy is the man who has his quiver full of them; They shall not be ashamed, but shall speak with their enemies in the gate.

WHEN I FIRST WENT TO NARNIA

This month marks the 64th anniversary of the publishing of C.S. Lewis's children's classic *The Lion, the Witch, and the Wardrobe*, the first in the *Chronicles of Narnia* series. That book and the others in the series have sold over 100 million copies and have been translated into 47 different languages. It has been widely praised and adapted for radio, T.V., film, and stage.

I first visited the magical land of Narnia as an adult. I was at that time beginning my teacher training and wanted to read more "kid lit" in order to be better versed in what was available. At the same time an elderly Christian brother had scolded me for never having read it. I didn't know what to expect when I began the book because my only previous exposure to C.S. Lewis was his apologetical work *Mere Christianity*. I thought that work of nonfiction was good

but it was Narnia that made me love the author. I was immediately caught up in the story and read it in one sitting. It was a book written for children but was worth so much more to me as an adult. As the years have gone by I have come to love and respect Lewis the more I've read his works.

In Narnia, Lewis doesn't merely set up an allegorical world, he inserts images and characters that do and say things that have profound impact on my worldview and my understanding of spiritual things. For example, consider Lewis's image of the stone table in *The Lion, the Witch, and the Wardrobe*. If you're familiar with the story you will immediately recognize that Aslan, the Christ figure, is

sacrificed on the stone table as an atonement for the treasonous rebellion of the character Edmund. In effect the king dies for the lost. That picture is an obvious allusion to Christ upon the cross and is clear even on your first visit to Narnia. The beautiful image that still captures my attention on each subsequent visit is the stone table itself. Why a table made of stone? In that image Lewis was reminding the Christian of the deeper meaning behind the cross. Jesus dies because you and I

"Welcome child," he said.

"Aslan," said Lucy, "you're bigger."

"That is because you are older, little one," answered he.

"Not because you are?"

"I am not. But every year you grow, you will find me bigger."

violated the holy standard written on "tables of stone" called the ten commandments. The law requires obedience and therefore its transgression requires punishment. It is the Law that required the cross. Lewis simply refers to this as the deep

magic, we call it justice. In the story there is justice achieved but then Aslan returns from the dead and talks about a deeper magic which is grace and mercy. In the image of the sacrifice on the stone table, we see justice being satisfied and redemption being accomplished. In the story, the stone table demanded death. In real life that same demand is made by the Law and is satisfied by Christ. In real life, it is you and I who stand in the place of Edmund who's life was in need of redemption.

Lewis also includes many memorable lines. One of my favorites come when Lucy sees Aslan across a Valley and knows she

Continued on page 4.

From the Teacher's Desk

MRS. MITCHELL (KINDERGARTEN)

Math: Writing some went away stories; counting backwards from 10; adding 1 to a number; Morning, Afternoon and Night; Assessments.

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

History: Joseph as a slave; Famine in Egypt; The 12 Tribes of Israel.

Art: More on the color wheel; drawing with warm and cool colors

Music: Learned about conductors; finished learning the song "All Things Bright and Beautiful"; practiced "Non Nobis Domine."

P.E. Jumping; practice for the Greek Olympics.

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

Hymn: "Jesus I Am Resting" vs. 1

Verse: Exodus 15:2

MRS. CAMPBELL (1ST GRADE)

Math: Students practiced counting dimes and pennies, writing addition and subtraction fact families, identifying geometric shape pieces that are alike in only one way, and creating and reading a bar graph. They are also reviewing the sums of 8 and 9 addition facts.

Phonics: Our target sounds this week: tw/dw blends; review

Reading: *My Clara*

Grammar: Along with exercises in story and picture narration, students learned how to write their addresses (proper nouns) and mailed a letter home!

History: This week we explored the story of the Native Americans including their way of life and the factors which produced both friendly and deadly relationships with the early settlers.

Art: Students were introduced to the technique of overlapping.

Music: Finished learning "All Things Bright and Beautiful"; practiced hymns of the quarter and "Non Nobis Domine".

Science: Review for Test, Bird of the Month: Canada Goose

PE: Basketball

Hymn: "Jesus, I Am Resting" (verse 1)

Verse: Isaiah 40:8 (NKJV)

MISS STEVENSON (2ND GRADE)

Math: Writing Money Amounts Using Dollar Signs and Cent Symbol, Reading and Shading a Thermometer to the Nearest 2 Degrees Fahrenheit, Adding 3 and 4, Using Guess and Check to

Solve a Problem, Solving a Problem by Acting It Out, Collecting Data, Tallying, Adding Multiples of 10 Using Mental Computation, Estimating the Sum of Two Two-Digit Numbers

History: Old Kingdom in Egypt

Grammar: Subject Noun/Verb Sentence Pattern

Phonics: Dividing Two-Syllable VCCV Words, Schwas, Accents

Spelling: Long Vowel With Silent E Words

Reading: *Sarah, Plain and Tall*

Latin: Classroom Items (table, chair, pencil, book)

Science: Biology Test, Ant Documentary, Bird of the Month: American Crow

Art: Students began a still life drawing in our continued study of overlapping technique.

Music: Finished learning "All Things Bright and Beautiful"; practiced hymns of the quarter and "Non Nobis Domine".

PE: Basketball

Memory: James 1:17

MR. JOHNSTON (3RD GRADE)

Math: This week we continued practicing mental computation with two digit numbers and worked with more fact families. We also continued drawing, measuring, and naming line segments and circles. We also looked at the calendar and place value.

Reading: The battle for Troy rages on as Achilles rejoins the fight. The exciting conclusion is not far off.

History: This week we learned about the original Olympics! The students are in the midst of learning the major gods of Olympus.

PE: Basketball

Grammar: Chapter Four vocabulary, practice and improved sentences, Chapter Four test, paragraphs and expository writing, two-point paragraphs.

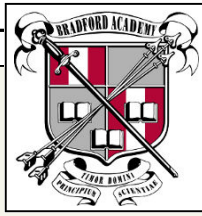
Latin: Chapter 6: Second declension (masculine) nouns and the English translation of the 5 noun cases. Mostly review vocabulary, just with the masculine endings.

Writing: We practiced key word outlines and writing from them using a paragraph about the ancient Sumerian ziggurats.

Science: Students observed feathers under the microscope, drew and labeled parts of a feather, learned the physics of flight, memorized the bird sound-off, and prepared notes for the "Duckumentary" they are going to view next week.

Music: Finished learning "All Things Bright and Beautiful"; practiced hymns of the quarter and "Non Nobis Domine".

VERSE: 1 Pet. 3:8 & 9



Hymns: "Jesus, I Am Resting Resting"

MRS. HAMILTON (4TH GRADE)

Math: Students continued work on parenthesis and the associative property, learned to list the factors of whole numbers, worked on division algorithms, and learned to read scales. Students also completed an activity with fractions and were able to practice all multiplication and addition facts after Wednesday's test.

History: Mohammed and Islam. Students were able to compare Christianity and Islam through thorough references from the Bible; we also completed several class readings on Mohammed, the rise of Islam, and the birth of Europe.

Literature: Rolf is determined to bring to justice to those who plotted the murder of his father Hiarandi. Students are doing a wonderful job analyzing the actions of the characters of this book through the eyes of Scripture.

Writing: Students began working on a three-paragraph summary of the last three tablets of "The Epic of Gilgamesh." The final drafts will be due at the end of next week.

Grammar: After much study and review, students successfully completed the Chapter 4 test, which included classifying sentences, identifying simple and complete subjects and predicates, completing a noun check, working with indefinite articles ("a or an,") identifying synonyms and antonyms from the new vocabulary, composing four types of excellent sentences using our vocabulary words, and writing an expository paragraph in their journals.

Spelling: Two Families (i.e. might and mite). The weekly Spelling Bee is becoming a very competitive and exciting time in our classroom!

Science: Students learned about and observed the parts of a flower and memorized the flower sound-off.

Art: Students learned to add layers (with a bit of imagination) to their three-dimensional spheres. They also continued working on their microscope observation art.

Latin: Analyzing and labeling sentences has begun! Students had a great time reviewing new vocabulary (Chapters 1-5), noun jobs, completing verb (person/number/tense) and noun (number/case/gender) analyses, labeling sentences, and translating passages.

Music: Finished learning "All Things Bright and Beautiful"; practiced "Non Nobis Domine"; played pgs. 10 and 11; please practice up to and including pg. 12.

PE: We practiced kickball.

Upcoming tests and deadlines:

Thursday: Spelling and "The Plant of Life" final draft due
Friday: History and Math

MISS WINDES (5TH GRADE)

Math: Review and test; Reducing Fractions; Measures of a Circle

(using a compass!); Angles.

History: We learned about Jamestown this week, the first English settlement in America that did become permanent despite significant struggles against starvation, ill-equipped settlers, diseases, and attacks by the Powhatan tribe.

Reading: After leaving the celebrations of Lake town, the troop became grim as they realized the reality of the dragon. Fortunately for the dwarves, Bilbo was willing to sneak into the mountain to investigate the dragon situation.

Grammar: We practiced the distinction between writing from first person perspective and third person perspective as well as reviewed pronouns as a part of speech.

Writing: The students continue to speed along in writing and composed two paragraphs; one about the Roanoke settlement and the other about slavery in Jamestown. We also reviewed personification.

Art: We worked on making a model of the James Fort from the settlement of Jamestown.

Music: Finished learning "All Things Bright and Beautiful"; practiced "Non Nobis Domine"; played pgs. 25-27; please practice pgs. 25-17.

PE: We practiced kickball.

Science: This week we learned about the two popular phylum angiosperms and gymnosperms, and how they differ.

Verse: Romans 12: to the end!

Upcoming Tests: Math on Thursday; spelling, grammar, and history on Friday.

MR. GARBER (6TH GRADE)

Math: This week math 8/7 learned about fractions of a group, subtracting mixed numbers, reducing fractions, and dividing fractions.

History: This week the students learned about the Benefits of Westward Expansion

Literature: This week we continued reading *With Lee in Virginia* by G.A. Hentey.

Logic: This week we reviewed ad hominem abusive and about ad hominem circumstantial. The students were introduced to the Tu Quoque fallacy which literally means "you too" or "you also".

Science: This week we discussed the cardiovascular system.

PE: Basketball

Grammar: Paragraph writing, subject and object pronouns, analogies, possessive nouns and pronouns, practice and improved sentences, and collective nouns

Composition: More work with history-based key word outlines, retelling with outlines, and paragraph writing; we also worked

Teacher's Desk Cont'

with style, -ly words, showing emotion, and appealing to the five senses in writing

Art: This week the students used clear panes to trace their hands on the pane and then began using that same way of looking at their hand to draw on paper.

Music: We worked on the "Alphabet Song"; practiced the hymn "None Other Lamb"; practiced quarterly hymns and "Non Nobis Domine".

Verse: Ephesians 1:13-14

MR. HAMILTON (7TH GRADE)

Math: This week math 8/7 learned about fractions of a group, subtracting mixed numbers, reducing fractions, and dividing fractions. Algebra ½ learned about unit multipliers, the metric system, and the US Customary system.

Logic: This week the students learned about the different fallacies that we can make when defining a word. The students learned about ambiguous and vague words.

Science: This week we learned about constellations.

Grammar: Paragraph writing, possessive nouns and pronouns, collective nouns, Chapter Five skill and application tests.

Composition: This week we continued to spend extra time working on our quarter essays, which are due in a little more than a week. The students are really starting to show depth and clarity in their writing! It's exciting to see.

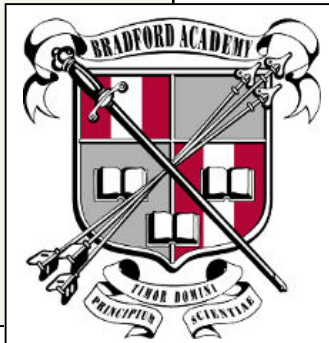
Greek: Our Greek students are continuing into Chapter Three, learning new Bible verses and new vocabulary, continuing to conjugate verbs, and learning the basics of Greek noun declensions.

Omnibus: This week we took on the *Odyssey!* We will take our time with this classic epic poem, spending nearly five weeks to take in its vast expanse of characters, themes, and events. Also, Friday was our first quarter final exam! We also gave over more time this week to work on quarter essays and history projects.

PE: Basketball

Art: This week the students used clear panes to trace their hands on the pane and then began using that same way of looking at their hand to draw on paper.

Music: We worked on the "Alphabet Song"; practiced the hymn "None Other Lamb"; practiced quarterly hymns and "Non Nobis Domine".



NARNIA (continued from page 1)

should follow him but doesn't because her brothers and sister say she was just seeing things. Later Aslan asks her why she didn't follow and she replies because the others wouldn't believe and she would have been alone. She then realizes she would not have been alone, she would have been with Aslan. How often have we not followed Christ because we were afraid of being alone.

Another great line appears in the *Silver Chair* when Lewis inserts a very metaphysical debate by way of a the Green Witch in an underground world. Through enchantment the children begin to doubt whether Narnia even exists until one character, Puddleglum, makes a stand. He very simply argues that if Narnia isn't real and just their imagination, their imagined world is much better than the witch's so-called real world. He continues by declaring that he is on Aslan's side even if there is no Aslan, and he will live like a Narnian even if there is no Narnia. That simple declaration of faith breaks the spell and the witch is revealed as the snake that she is. I cannot count the times those words (of a fictional Marshwiggle named Puddelglum) have helped me through times of doubt and discouragement.

Another favorite (which not surprisingly they excised from the movie) appears in *Prince Caspian*. The very skeptical dwarf, Trumpkin, volunteers for a mission he doesn't believe makes sense. Caspian the King asks why he would volunteer:

"But I thought you didn't believe in the Horn, Trumpkin?"

"No more do I, your Majesty. But what's that got to do with it?... You are my King. I know the difference between giving advice and taking orders. You've had my advice, and now it's time for orders."

I have always been impressed by this character's clarity of thought and action built upon his loyalty and respect for his king.

There are so many more scenes and images, and characters and events woven through these books that call me back again and again. When I first went to Narnia I was captured by them. Each time I return, I am encouraged and excited by what Lewis is able to reveal about reality in his children's fiction. I would encourage you to visit Narnia. Peace and grace.

P.S. If you have any time for such things, I would love hear your favorite quote or picture from Narnia.