

BRADFORD BULLETIN

BRADFORD ACADEMY'S PARENT UPDATE

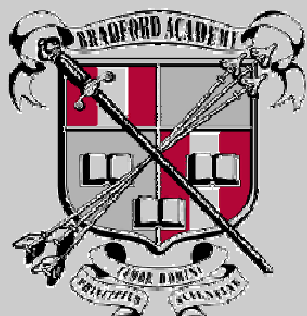
SPECIAL POINTS OF INTEREST:

- **Veterans' Day:** No classes Tuesday, Nov. 11th.
- **Bradford Night:**
 - Tuesday, Nov. 18th, 7:00 PM
 - Presentation and Open House
 - ALL INVITED!
- **Art Museum Field Trip** - 11/20 - More info. to come
- **Thanksgiving Feast** - 11/25
- **Thanksgiving Break:** No classes Nov. 26th—28th
- **Mebane Christmas Parade:** Friday, Dec. 5th
- **Class Christmas Celebrations:** Friday, Dec. 19th

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) 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.



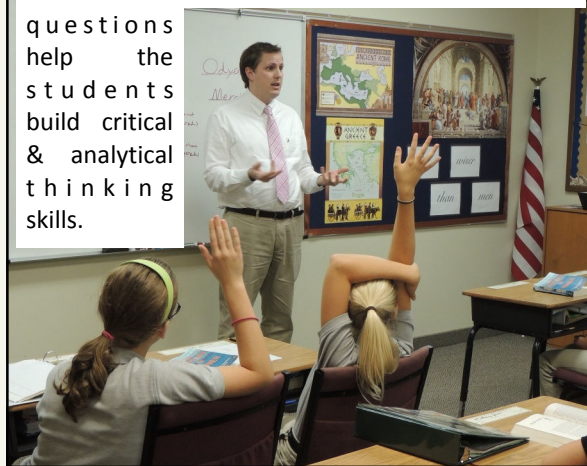
ARE MIDDLE SCHOOL STUDENTS DIFFERENT?

I have been very blessed to have taught children of all ages. My students over the years have ranged from 3 year olds to 12th graders; however, the majority of my regular teaching experience has been with middle schoolers. Before beginning Bradford Academy, even my primary duties as an administrator at a charter school focused on the middle grades. I feel uniquely qualified to answer the question, "Are middle school students different?" Are they really a unique group to be distinguished from elementary students on the one hand and high school students on the other?

It is without hesitation that I answer in the affirmative. Generally speaking, children will begin the physical changes associated with puberty around sixth or seventh grade. By eighth or ninth grade the outward differences are indisputable; they are not quite high schoolers but they are definitely not elementary students. These radical physical changes also provoke many behavioral and emotional changes. But, is there also a cognitive or intellectual difference? Again I would answer yes. Your

Mr. Hamilton has the 7th grade thinking through the reading from last night's assignment. The

questions help the students build critical & analytical thinking skills.

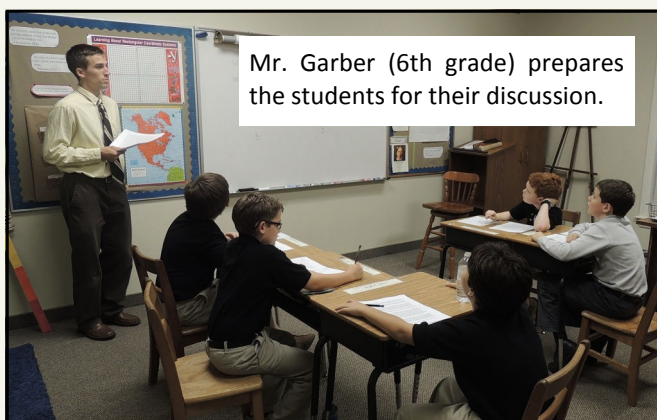


younger children delight in repetition but your adolescent bores easily. Your younger students are satisfied with repeating information but your middle schooler will ask "Why?"

Around the middle years, the students generally begin to think more abstractly, understand nuances in language, and increase in their capacity to argue. At the same time they have yet to learn the self regulation that come with maturity and experience. It is therefore my conviction

that the method of teaching must also change. Younger students feel success when they remember information, but simply remembering facts is not the best kind of learning and rarely satisfies older students. So, while we still have our students memorize, that strategy decreases in priority (and because they have done so much of it in the lower grades, it is a

Mr. Garber (6th grade) prepares the students for their discussion.



Continued...

From the Teacher's Desk

MRS. MITCHELL (KINDERGARTEN)

Math: What are even numbers? When everybody has a buddy; identifying even numbers to 20; locating numbers on a 100 chart; counting dimes and pennies; assessments.

Phonics: Reading vocabulary and sight words for our 2nd book; "e" in the middle of words; read *Bad Meg*.

History: Growing up in Ancient Greece.

Art: How artists use texture: texture for the eyes.

Music: Introduction to rhythm; worked on fine-tuning songs for Bradford Night.

P.E. Slide and spring.

Science: Unit on the Seasons: Characteristics and activities of Spring.

Hymn: "O Come, O Come Emmanuel", vs. 4.

Verse: John 14:6 "Jesus said to him, 'I am the way, the truth and the life. No one comes to the Father except through me.'"

MRS. CAMPBELL (1ST GRADE)

Math: Students practiced adding 10 to a two-digit number; identifying 1 and ½ -cup measuring cups and spoons; reading a recipe; identifying similarities and differences among coins; counting nickels; writing the date using digits.

Phonics: Our target sounds this week: Final silent E and vowel sounds of Y. Students also practiced syllabication, alphabetical order, and long vowels in open syllables.

Grammar: We reviewed proper nouns (months of the year) and practiced correct usage of "see/saw/seen".

History: This week's study was an overview of the American fight for freedom. A few highlights were Washington at Valley Forge, the Battle of Bunker Hill, and the key role of France in winning the war.

Art: Students were introduced to our featured artist of the quarter, Claude Monet, along with key characteristics of 'Impressionism.' We began a project using Monet's 'Water Lilies' as inspiration!

Music: Rhythm and form; worked on fine-tuning songs for Bradford Night.

Science: Review for States of Matter and Scientific Method Test, Discuss How Molecules Behave in Different States of Matter, Bird of the Month: Carolina Chickadee

PE: Bradford Boot camp was rained out.

Hymn: "O Come, O Come Emmanuel" (verse 4)

Verse: Romans 12:1-2

MISS STEVENSON (2ND GRADE)

Math: Naming Line Segments, Identifying and Making Scalene, Isosceles, and Equilateral Triangles, Identifying a Missing Digit in an Addition Problem, Multiplying by 1 and by 10, Identifying Factors and Products, Identifying Pint, Quart, Half-Gallon, Gallon, and Liter Containers, Reading a Thermometer to the Nearest Degree Fahrenheit, Identifying the Freezing and Boiling Points of Water and Normal Body Temperature, Estimating a Reasonable Temperature

History: Sodom and Gomorrah

Grammar: Subject-Verb Agreement

Phonics: Vowel Y

Spelling: Words With Combinations

Reading: *Owls in the Family*

Latin: Classroom Commands (Sit, Stand, Write, Repeat)

Science: Scientific Method and States of Matter Test, Introduce Differences Between Physical and Chemical Changes, Bird of the Month: Barred Owl

Art: Students were introduced to our featured artist of the quarter, Claude Monet, along with key characteristics of 'Impressionism.' We began a three-part project using Monet's 'Water Lilies' as inspiration!

Music: Rhythm and form; worked on fine-tuning songs for Bradford Night.

PE: Bradford Boot camp was rained out.

Memory: Ecclesiastes 10:10

MR. JOHNSTON (3RD GRADE)

Math: This week we continued practicing mental computation with rounded number. We continued measuring with sixteenth of an inch and learned some new multiplication facts. We learned how to write checks and reviewed reading the clock in various increments. We will have an ASSESSMENT on Monday.

Reading: We have said farewell to our heroes of the Trojan war but have now jumped into more mythology using D'Aulaires book of Greek Myths!

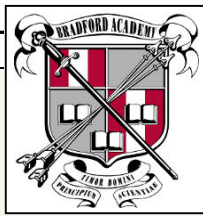
History: Fall of Israel and Judah

PE: Bradford Boot camp was rained out.

Grammar: More with subject-verb agreement; practice and improved sentences for Chapter Six; vocabulary; Chapter Six test.

Latin: Chapter 9 - Neuter noun endings, declining nouns and the predicate nominative part of speech.





Science: Students were able to make their own (safe) experiments while learning about elements and compounds.

Writing: The students continued rewriting the tale of the *Epic of Gilgamesh* and we added eight new vocabulary words.

Music: Rhythm and form; worked on fine-tuning songs for Bradford Night.

VERSE: 1 John 1:5-10

MRS. HAMILTON (4TH GRADE)

Math: Students studied fractions and mixed numbers on a number line, learned to compare fractions by drawing pictures and write quotients with mixed numbers; students also took their cumulative assessment and completed Investigation 4.

History: This week in history we studied the schism between the Latin Churches of the West and the Greek Churches of the East.

Literature: We are in the last few chapters of "Rolf and the Viking Bow." Students are anxious to find out if Rolf will keep his vow of vengeance against Einar.

Writing: Students continued to improve and edit their Cinquain and Diamante poems. They also began working on a "Rolf and the Viking Bow" writing project.

Grammar: Students continued to work with more complex sentences, reviewed subject and verb agreement, and successfully completed the chapter assessment. We also reviewed and organized all of our vocabulary words.

Spelling: Full review of lessons 1-10. There will be no test for the review lessons, but students will participate in an all-lesson spelling bee on Monday, November 10.

Art: Students continued working on their watercolor paintings using Monet's still life and other less-known works as a starting point.

Latin: This week we continued memorizing third-person singular and plural pronouns, translated and analyzed sentences, and continued working on our Latin presentation for Bradford Night.

Science: Students had a chance to learn about and experiment with atoms, molecules, and compounds.

Music: Great practice in class! Continue practicing Handel's "Water Music" this week, trying to memorize it; students may write names of notes below them, if that will help.

MISS WINDES (5TH GRADE)

Math: Adding and Subtracting Decimal Numbers and Whole Numbers; Squares and Square Roots; Multiplying Decimal Numbers; Circle Graphs; Review and Test.

History: This week we studied two events that happened in the Massachusetts Bay Colony:

Roger Williams leaving the colony and forming the settlement of Providence, Rhode Island in 1636 and the Salem Witch Trials in 1692.

Reading: Continuing *Voyage to Freedom*; our passengers endured a mighty storm yet still persevere.

Grammar: We practiced distinguishing between homonyms and learned about conjunctions, compound parts, and interjections.

Writing: Besides finishing *The Hobbit* writing assignment, each of the students has been revising the poem they composed.

Art: This week the students began work on a still-life project.

Music: Great practice in class! Continue memorizing "Twinkle, Twinkle Little Star"; may also practice up through pg. 7.

PE: Bradford Boot camp was rained out.

Science: This week we learned about acids and bases.

Verse: Proverbs 15:1-2, 4

Upcoming Tests: Spelling and history on Friday.

MR. GARBER (6TH GRADE)

Math: This week math 8/7 learned about the degrees of angles in a triangle, stem and leaf plots, box and whisker plots, and the distributive property.

History: This week the students learned about Abraham Lincoln and his impact on our nation.

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

Logic: This week we learned about the appeal to the mob fallacy. We have been continuing our study on appeals to the emotions.

Science: This week we reviewed everything we learned about the periodic table last week. We also memorized the periodic table song.

Grammar: This week we finished up our study of expository essays with an intensive two-day exam which tested the students' ability to move from broad topic to essay.

Composition: This week we wrapped up our unit on the essay in conjunction with grammar class. The students are showing some real proficiency now in the writing process!

Art: The students continued working on their negative space project.

Music: We worked on fine-tuning the "Alphabet Song" and practiced the hymn "None Other Lamb"; tried singing "Stille Nacht" ("Silent Night" in original German).

Verse: Ephesians 2:7-11

MR. HAMILTON (7TH GRADE)

Math: This week math 8/7 learned about the degrees of angles in a

Continued...



Continued "From the Teacher's Desk"

triangle, stem and leaf plots, box and whisker plots, and the distributive property. Algebra ½ learned about average, multiplying and dividing mixed numbers, and symbols of inclusion.

Logic: This week the students learned about the fallacies associated with the common topic of testimonies.

Science: This week we reviewed the different planets in our solar system and took a test on planets in general.

Grammar: This week we finished up our study of expository essays with an intensive two-day exam which tested the students' ability to move from broad topic to essay.

Composition: This week we wrapped up our unit on the essay in conjunction with grammar class.

THE MIDDLE SCHOOL DIFFERENCE

Continued from page 1

sufficiently trained skill). We believe that students and the teacher should change the focus to more of a dialectic or conversational approach. This model is often called the Socratic approach. It is essentially a means of bringing students to the truth or a better understanding of information by way of question. With well-planned questions, the young mind is forced to reason from known facts or data to an understanding of its relation to other facts. (This is especially effective if the student has had a strong grammar school education and has learned a lot of seemingly disjointed facts.) When the student is able to synthesize various strands of information into a coherent whole, that child is changed forever. It is that capacity that we begin to strive after in the middle school. To that end, we have added Logic as a subject in and of itself. We often remind parents that middle school students love to argue so we might as well teach them how to do it correctly. This subject explicitly trains the mind and sets the student in a good position to apply the skills of rational thought to the other classes. It also will guard their mind against poor thinking. I couldn't count the number of times I've heard my middle school student say while watching a commercial, "Oh, that's a fallacy."

In addition, we also begin teaching students how to have discussions. So much of what we do as adults is accomplished by way of discussion and committee that we believe it is an essential but often neglected skill. Again this approach accesses the adolescent's growing social awareness. Each week the students in sixth grade are given a topic and guided through a discussion called the Paideia Talk. In seventh grade that discussion time is greatly expanded in their Omnibus class.

Middle school children are still novices in the world of academic thought but they are making progress. We believe we need to challenge and stretch them in those areas that are naturally inclined. Middle school students are definitely different. When directed towards positive goals, it is a good kind of different!

Peace and grace.

The students are given a chance to lead the discussion.



Greek: Chapter Six verse, vocabulary, worksheets, and quiz.

Omnibus: As we come to the end of Homer's *Odyssey*, we continue to look at plot developments, genre questions, characters, themes, and worldview. This week we paid special attention to the problem of Odysseus's character—in particular, whether he was justified or not in taking twenty years to return home—and how to view this period of his life in terms of the epic's overall themes.

Art: The students continued working on their negative space project.

Music: We worked on fine-tuning the "Alphabet Song" and practiced the hymn "None Other Lamb"; tried singing "Stille Nacht" ("Silent Night" in original German).

