



MLCA NEWSLETTER

ACADEMIC EDITION

June 2021



Our MLCA Graduates (standing, left to right): Hugh Nicholson, Ronan Myers, Maria Butterworth, Raica Tarr, Noah Posner, Nicky Zafiriou, Katie Fradkin, Marshall Zafiriou, Mara Ankenman, Antonella Tarr, Newsa Butterworth, Izzie Greenfield, Lilly Sigelman, (front row, left to right) Connor McManus, Ari Shpilman, Caleb Sigelman, Malcolm Weinstein, Daniel Fedorov. Congratulations, all! We are very proud of you!

A MESSAGE FROM OUR BOARD

Turning and turning in the widening gyre
The falcon cannot hear the falconer;
Things fall apart; the centre cannot hold;
Mere anarchy is loosed upon the world,
The blood-dimmed tide is loosed, and everywhere
The ceremony of innocence is drowned;
The best lack all conviction, while the worst
Are full of passionate intensity.

Those are the words of William Butler Yeats writing at the conclusion of the first world war, a time when, perhaps like this past year, it truly seemed that all of civilization was unraveling. To our graduates, there will be times in your life when many of those around you will say that the world has lost its center, that we stand at the precipice of chaos.

Instead, you have proven this year a very different wisdom. The eleventh century Jewish philosopher Rashi famously taught that before God created the universe, He created the earth, and before He created the earth,

He created his holy Temple, and before He created His holy Temple, he created children to learn there. The hard work you invest in your studies every day isn't just about algebraic expressions and subjunctive moods, as important as these are. Through your learning, what you are doing – and what I hope you will always do – is to affirm and to bind the center of everything that is beautiful and true. You are quite truly holding the universe together.

At a time when around the country monuments are being desecrated, you have been immersed in the study of history, time traveling through the epochs far and wide and appreciating its greatest heroes. At a time when science has become the playing field of politics and true scientific enquiry seems to be all but forgotten, you have immersed yourselves in the fundamental laws of physics and in the exquisite objectivity of biochemistry. At a time when we are awash in data and yet citizenship has come unmoored from basic numeracy, you are plumbing the mysteries of Cartesian planes and placing high

in national math competitions. At a time when language is being weaponized and words are being excised, you have immersed yourself in the structure, literature, and poetry of three – and sometimes four – different languages.

You have done it all with grace, despite the discomforts and frustrations of this year. In fact, today’s broiling weather seems perversely fitting – perhaps it’s Heaven’s way of making sure that you have finally thawed out after enduring months of frosty classrooms.

None of this – except, we hope, the year’s discom-

forts – ends here. In that regard, a graduation is an odd moment, and one that is too often misunderstood. It seems to mark a conclusion but it is nothing of the sort: not the end of a book, but rather the start of a next chapter. I can’t wait to watch you continue in this extraordinary endeavor come the fall.

God bless you.

Matt Sigelman, Chairman of the Board

MLCA Graduation Ceremony
June 6, 2021

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To ensure high academic standards, MLCA follows a high school-style format from the very first, with every academic subject taught by a specialist teacher. Up to eight different specialist teachers interact with every grade in the course of a day, teaching mostly in 45-min blocks (shorter for Gym and longer for Science lab, and Art Studio). The various subjects are thus led by teachers accomplished in their respective fields and possessing the presence and zeal to inspire their charges. We hope you enjoy this summary review of what the children have been studying this spring.

KINDERGARTEN

TEACHER: MR. CHILBERT
SUBJECT: ENGLISH

Our Kindergarten English students have learned 8 poems that they can recite by heart: "At the Seaside" by Robert Louis Stevenson, "The Swing" by Robert Louis Stevenson, "Stopping by Woods on a Snowy Evening" by Robert Frost, "Something Told the Wild Geese" by Rachel Field, and "The Tyger" by William Blake, "Sweet and Low" by Alfred Lord Tennyson, "Fairy in Armor" by Joseph Rodman Drake, "Bed in Summer" by Robert Louis Stevenson, and "Who has Seen the Wind?" by Christina Rossetti.

In phonics, we have spent the spring specializing in consonant blends. The full list of our repertoire includes, fr, sh, sl, sn, fl, tr, sw, th, gr, cl, st, gl, sp, br, bl, dr, ch, and cr. The students have all progressed in fluency and been able to read through a set of short early readers.

This Spring, we have completed our exploration of Ancient Greek Myth. After learning about the establishment of the Olympian gods and goddesses, we discovered many stories about the 12 major Olympians. These stories invited us into the world of magical creatures and beasts such as nymphs, nereids, centaurs, satyrs, and maenads. By the end of April, we turned our attention to the heroes of Ancient Greece with a predominant focus on Jason and his quest for the Golden Fleece.

During the months of May and June, we have learned about the stories about the Ancient Israelites. We have learned many stories from the Hebrew Bible including the creation and fall of man, stories of Abraham, Isaac, and Jacob, the story of Israel's captivity in both Egypt and Babylon and their salvation from both. The students should know many names of prophets and kings including Moses, David, Solomon, Jonah, and Daniel.

TEACHER: MR. DARER
SUBJECT: SCIENCE

The last few months in Kindergarten Science class were filled with hands on activities and fun projects. We grew an Amaryllis flower bulb, measured its height each class, and recorded our data on a bar graph. The students learned the parts of a flower and dissected their own flowers to identify the structures inside.

We also discussed weather and weather patterns, and each made a wind vane to determine the direction the wind is blowing. We even placed our wind vane outside in time to watch how it changed during a thunderstorm. Continuing the unit on weather and earth systems, we performed an experiment to see if the sun heats up water, soil, or rocks faster. The students practiced making a hypothesis and recording their data by coloring in a picture of a thermometer on their worksheets.

The students grew oyster mushrooms from a kit and learned about the parts of a mushroom and the fungi life cycle.

We also spent time catching insects outside using nets and bug jars and sang a "head-thorax-legs and abdomen" song to the tune of "head shoulders knees and toes."

This last month we observed how celery stems and leaves turn different colors when placed in a jar of water with food dye and played games connecting water droplets on wax paper using popsicle sticks. From these two activities, we then discussed how plants transport water through their system.

Most recently, we have been learning about electricity through static electricity demonstrations, a hand crank generator demonstration, and building our own circuits using Snap Circuits.

TEACHER: MME. NSELEL SUBJECT: FRENCH

Since our previous newsletter in February, students in Kindergarten have been working hard at continuing learning a new language! We finished our way through the Syntalk method Français 2 a few weeks ago.

Throughout this book, they continued to encounter familiar characters (Antoine, Brigitte, Sylvie, ect..) and animals (le chien, le chat, etc..) but were also introduced to new objects (la table, la lampe, l'assiette, la fourchette, etc..). With these characters, they've learned to describe and repeat actions like working, drawing, playing, going places (à l'école), using French verbs conjugated at the 3rd person of the singular form.

The goal of French Kindergarten is developing speaking skills and listening comprehension as well; therefore, in addition to say/repeat words first then small sentences associated with the pictures in their book, we sing and memorize lots of French songs/nursery rhymes. So far this trimester students have learned more than 10 of them! They particularly enjoyed Pomme de Reinette et L'Empereur, la Femme et le Petit Prince. Please ask your student to sing to you!

In French Enrichment, we continued playing familiar games to reinforce the words learned (I Spy, Pictionary, Memory game, etc..). Now that kindergartners have more French vocabulary, we can also play "Odd One Out" or jeu de l'intrus in French. They're still enjoying illustrating the lyrics of the songs learned the previous weeks. We also continue practicing what I call "class routines" such as how to say in French "can I go to the bathroom?", "can I drink some water?", " can I sharpen my pencil?", etc... Finally they love to listen to stories! Ask your child about a rabbit who doesn't want to eat carrots anymore or a wolf who thinks he is the strongest in the forest!

It has been a pleasure teaching this class, I look forward to more French with your student next school year!

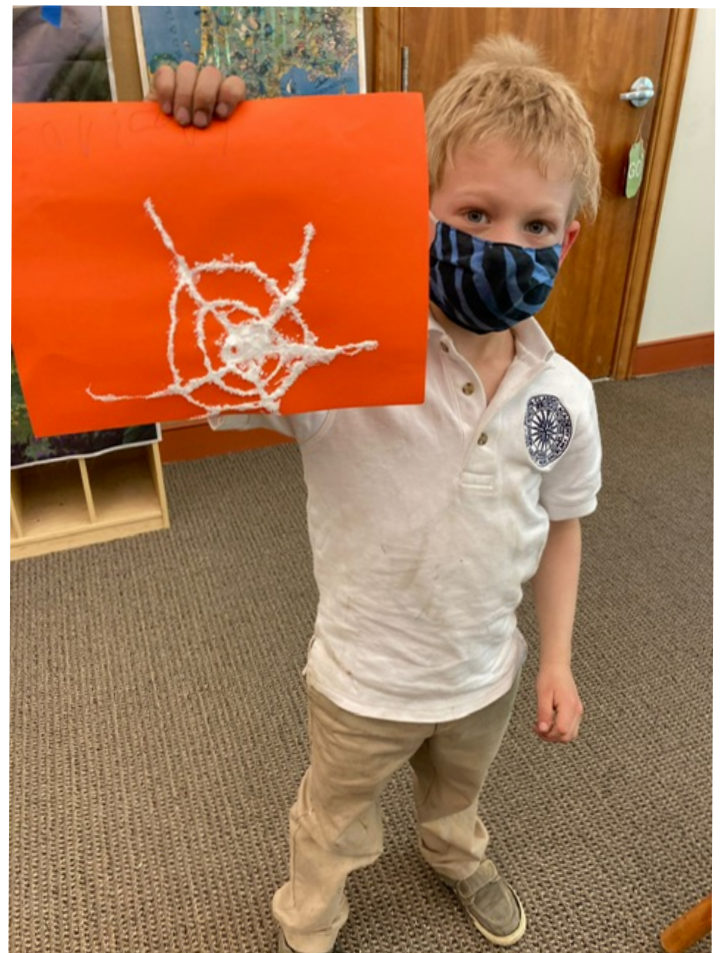
right: Covi Hungerford shows off the salt web he made as part of the Kindergarten's Charlotte's Web unit.

TEACHER: MRS. BUTTERWORTH SUBJECT: K-3 VIOLIN ENSEMBLE

In Violin Ensemble the Kindergarteners are learning to connect the fingers and bow. It is hard for young students to maintain stamina, so we play some songs with open strings and some with 4 fingers and the bow.

TEACHER: MS. WOO SUBJECT: STORYTIME

From February to April, the Kindergarteners read Winnie the Pooh by A. A. Milne and My Father's Dragon by Ruth Stiles Gannett. We had so much fun during Story Time turning the classroom into Wild Island. We spent the final months of the year reading Charlotte's Web by E. B. White. To supplement the story, we made various crafts, for examples, Wilbur the pig covered in "mud" (brown paint) and Charlotte the spider's web (in oil pastel and watercolor, as well as salt). We also decorated the front of the classroom with hand-made farm decorations. It has been a joy to read wonderful stories to the children all year. May their summers be filled with more reading adventures!



TEACHER: MR. DARER
SUBJECT: HANDS ON SKILLS

In Kindergarten Hands On Skills class, we began the trimester by learning the songs of several birds. The students are now able to identify the songs of the following birds: Mourning Dove, Black-Capped Chickadee, Cardinal, White-Breasted Nuthatch, and a House Finch.

We also practiced figuring out North/East/South/West directions by playing a direction game and began to learn how to use a compass to do a scavenger hunt around the school.

We planted radishes, cilantro, and swiss chard in the garden and have been harvesting and eating kale and chickweed.

The students have also been using binoculars to look for birds around the school. They are becoming great naturalists and have been observing birds and listening for bird songs with a lot of enthusiasm.

TEACHER: MR. GORMLEY
SUBJECT: HISTORY & GEOGRAPHY

As we draw to a close for the year, we are completing the story of our revolution. From the early days of the Boston Massacre, Lexington, Concord, Bunker Hill, and the retreat to Philadelphia by the continental army, we then moved on to the winter at Valley Forge, Nathan Hale, John Paul Jones, Lafayette, Benedict Arnold and many more.

In particular, a theme that emerged more than once was the respect that opponents, even enemies, showed to one another often in ways that may seem out of place to contemporary sensibilities. For example, an American woman who favored the continental army nursed the notoriously merciless British officer Tarleton back to health after he was wounded. He had set colonists' houses on fire and even killed Americans who had surrendered to him. She could have refused to help, given what he had done, but she chose to care for him in spite of that, nevertheless gently mocking him for cowardice all the while.

For the remainder of the year, we'll be looking at the situation in Philadelphia in 1787 and the process of framing our Constitution.

TEACHER: MRS. BUTTERWORTH
SUBJECT: STUDIO ART

In an Art Studio the Kindergarteners are working on summer projects: a seagull at the beach, an ice cream cone, and a summer meadow. We always try to show some perspective by drawing far away objects higher and smaller, and close by objects bigger, lower and brighter. Even when the children have free-drawing time, they follow these rules of perspective. It is fun to see how the kids draw objects more and more recognizably and color them more accurately, learning to use their 45 minutes productively.

TEACHER: MORAH CRAMMER BAR-TUV
SUBJECT: JUDAIC STUDIES

Throughout the trimester the students learned: How the Jewish people got the Torah and kept it while wandering in the desert; what were the roles of the Kohanim and Levi'im in the Mishkan (Tabernacle) and later in the Beit Hamikdash (Temple); what happened such that Moshe didn't enter Israel; and how each tribe received its share in Israel's land. The students learned Parsha weekly. They learned new parts of their prayer book. They studied about the holidays and special dates in the Hebrew calendar including Purim, Passover, Israeli Memorial Day, Israeli Independence Day, Holocaust Memorial Day, Jerusalem Day, and Shavuot. The students took part in the Gur Arye ceremonies parties and special activities.

TEACHER: CANTOR PORTNOY
SUBJECT: HEBREW

The class is "rounding the turn" on learning the Hebrew alphabet. We have about eight or nine letters left, in addition to the final letters. The writing is also coming along nicely. The children respond well to basic commands, "Walk," "Run," "Stop," "Go down the stairs," etc etc. We have completed the delightful book Habibi and Yowand have begun What Danny Did.

TEACHER: MRS. SHPILMAN

SUBJECT: MATH

We finished out the year strong in kindergarten math. Our focus continued to be foundational areas - single-digit addition, subtraction within 10, two-digit and three-digit numbers, and counting.

Arithmetic: We continued to play 1-2-3 peek and see and discuss addition strategies for the most convenient ways to add up the numbers. This trimester, we also moved to more abstract work, rolling 10-sided dice with numbers and completing the addition problems and completing worksheets with various addition practice problems on them. I am pleased to say that most of the students are quite fluent in their single-digit addition facts and are quite creative with their strategies - I am very proud of them!

We practiced using the number line for addition and subtraction problems and played the bug-catcher game (low tech version on the board), which the students found silly and I found to be very productive!

This term, we moved on from Splat to digits in masks to practice subtraction (and get introduced to very basic algebra too!). Students also used 10-sided dice to practice subtraction problems, which are much more challenging and less intuitive than addition. I encourage everyone to continue practicing, even on their fingers, over the summer, to keep up the skill.

Counting and number recognition: We continued to use our 100 chart to skip count by every number from 2 to 7, and I must say that by the end of the term, the students were very impressive. They hardly ever made mistakes and really got the idea of skip counting, even though they couldn't name every number without looking at the chart. This will be a helpful and valuable skill that they'll carry with them to first grade and beyond.

We moved on from 2-digit to 3-digit numbers and talked about place value and the importance of zero. We practiced naming and comparing three-digit numbers and built them using our base 10 blocks. Keep practicing this skill during the summer!

Special topics: We enjoyed a number of origami and cutting projects throughout the term, which helped

us learn about the names of various geometric shapes (all kinds of quadrilaterals, pentagons, hexagons, etc) and helped us build our spatial reasoning skills. We also loved making many Qbitz puzzles and playing "Which stick moved". The students really loved all activities involving these manipulatives and I encourage you to let them play with scissors at home this summer!

TEACHERS: MRS. BUTTERWORTH &

MRS. VOZNAIA

SUBJECT: K-3 PIANO

We have been very glad to end the year with in person piano lessons, and thank all the parents and Emily Woo for helping us to stage beautiful recorded concerts. Congratulations to all our students for their performances!

It has been a challenge this year for some of our students to keep track of their binders, and that makes it harder for them to advance in skill. It will be most helpful for students to bring their binders home to practice over the summer so that they don't lose the progress they have made this year.

Also, when students return in the fall, please keep old music and notes in the binders so that we can continue to build on past work! Have a wonderful summer, and keep making music!

TEACHER: CANTOR PORTNOY

SUBJECT: MUSIC THEORY

The class is learning the lines and spaces in the treble and bass clefs, and has nicely mastered ascending and descending skips and steps in the treble and bass clefs. They have enjoyed learning about Bach, Mozart and Beethoven.

FIRST GRADE

TEACHER: MR. DARER

SUBJECT: SCIENCE

In First Grade Science, we have been observing the temperature outside each class and recording the temperature on a line graph. We have been using this graph to discuss data analysis questions such as determining how much did the temperature increase or decrease from last class. The students learned the parts of a flower and dissected their own flowers to identify the structures inside. We also learned about the greenhouse effect of atmospheric gases, compared this concept to how a greenhouse stays hot, and each constructed our own solar oven to use the energy of the Sun to make smores!

The students grew oyster mushrooms from a kit and learned about the parts of a mushroom and the fungi life cycle. We also spent time catching insects outside using nets and bug jars and sang a "head-thorax-legs and abdomen" song to the tune of "head shoulders knees and toes." This last month we observed how celery stems and leaves turn different colors when placed in a jar of water with food dye and played games connecting water droplets on wax paper using popsicle sticks. From these two activities, we then discussed how plants transport water through their system.

From here, we learned about electricity through static electricity "magic" demonstrations, a hand crank generator demonstration, and building our own circuits using Snap Circuits. Most recently, we started dissecting owl pellets to find and identify bones of rodents the owls ate and used this activity to learn about food webs.



TEACHER: MR. DARER

SUBJECT: HANDS ON SKILLS

In First Grade Hands On Skills class, we began the trimester by learning the songs of several birds. The students are now able to identify the songs of the following birds: Mourning Dove, Black-Capped Chickadee, Cardinal, White-Breasted Nuthatch, and a House Finch. We also practiced figuring out North/East/South/West directions by playing a direction game and began to learn how to use a compass to do a scavenger hunt around the school. We planted grapes, raspberries, and a fig tree in the garden and have been harvesting and eating kale and chickweed. The students have also been using binoculars to look for birds around the school.

TEACHER: MR. GORMLEY

SUBJECT: HISTORY & GEOGRAPHY

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In particular, a theme that emerged more than once was the respect that opponents, even enemies, showed to one another often in ways that may seem out of place to contemporary sensibilities. For example, an American woman who favored the continental army nursed the notoriously merciless British officer Tarleton back to health after he was wounded. He had set colonists' houses on fire and even killed Americans who had surrendered to him. She could have refused to help, given what he had done, but she chose to care for him in spite of that, nevertheless gently mocking him for cowardice all the while.

For the remainder of the year, we'll be looking at the situation in Philadelphia in 1787 and the process of framing our Constitution.

TEACHER: MME. NSELEL

SUBJECT: FRENCH

First grade French class has just finished Syntalk method Français 3 covering topics such as family members, new foods and drinks, new stores...

Students continued practicing the 1st and 2nd person of the singular form of verbs (je/'i' and tu) in addition to the 3rd (il/elle) . Some of the new verbs this trimester describe actions like swimming, going to the movies, drawing,etc.. We also spent a good amount of time using two very important verbs in French: "être" (to be) and "avoir" (to have). Every time a new verb is introduced, we try to memorize and recite its conjugation of the singular form. Students kept practicing negative sentences and interrogative ones as well.

We have added many French songs/nursery rhymes to our repertoire and for the first time in French, first graders memorized a poem about spring and the changes it brings to nature: "Une histoire à suivre" by Claude Roy. They all did an impressive job memorizing it and reciting it in front of the class.

In French Enrichment, we continued reinforcing the vocabulary learned through games and activities such as I Spy, Pictionary, Memory game, word search, odd one out, hangman, etc.. I added a new game in which I write a word on the white board and students need to find a new word that starts with the ending letter of my word and so on until as long as possible using each word only once!

It has been a pleasure teaching this class, I look forward to more French with your student next school year!

TEACHER: MR. CHILBERT

SUBJECT: ENGLISH

The first graders have loved becoming strong readers this year. They have a large working knowledge of phonics rules, sight words, and vocabulary comprehension. On top of the A is for Apple phonics curriculum, the students have been reading their own short chapter books from our shelf in the classroom.

The students have enjoyed learning eight poems by heart this year. I encouraged each of them to try to remember them over the summer. This is a lofty goal, and so I made sure to tell them that, in order to ensure that they don't forget them all, to pick one poem to make sure never to forget. You may ask your kids which one they chose for this challenge.

Penmanship has gone well this year. We have practiced 80 pages of italic print in the classroom. Beyond that, to prepare for next year, we have begun some rudimentary practice with cursive writing. They look forward to beginning the cursive curriculum next year in full swing.

In the last few months, the students have been enchanted with the story of Peter Pan. We read this during the last few minutes of class. It is a daring tale of the love between parents and their children. Along the way, we encounter hundreds of incredible images of Neverland, pirate battles, and fairies. Ask your child to tell you about their favorite of Peter Pan's adventures.

below: first graders Rosie LaRue and Everett Yu attend to Mme Nselel's French storybook.



TEACHER: Ms. Woo

SUBJECT: STORYTIME

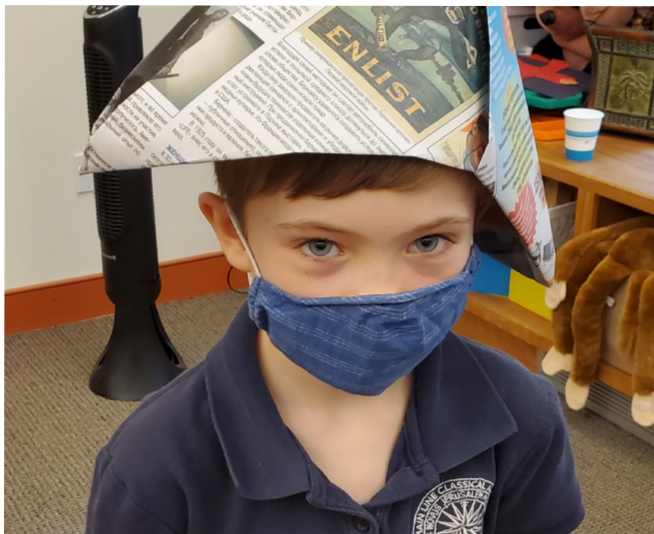
The First Grade read through the first few stories from *The Jungle Book* by Rudyard Kipling and were captivated by the stories of Mowgli. We had a lot of fun making jungle-themed crafts, playing jungle-themed games, and turning the classroom into a jungle! Then, we read *My Father's Dragon* by Ruth Stiles Gannett, a funny and engaging story of a boy rescuing a dragon from Wild Island. Finally, we finished the year reading *Charlotte's Web* by E. B. White. To supplement the story, we made various crafts, for examples, Wilbur the pig covered in "mud" (brown paint) and Charlotte the spider's web (in oil pastel and watercolor, as well as salt). We also decorated the back of the classroom with hand-made farm decorations. It has been a joy to read wonderful stories to the children all year. May their summers be filled with more reading adventures!

TEACHER: MRS. BUTTERWORTH

SUBJECT: STUDIO ART

In an Art studio the First Graders learn how to draw difficult objects by finding simple shapes in those objects. We always try to show some perspective by drawing far away objects higher and smaller, and close by objects bigger, lower and brighter. Our most successful subjects were A seagull at the beach, an ice cream cone, and a woodland scene. It is fun to see how the kids draw objects more and more recognizably and color them more accurately, learning to use their 45 minutes productively.

Kindergarteners Calvin Krellner-Oathes and Elea Portier show off paper hats they made in Ms. Woo's Storytime.



TEACHER: DR. FRADKIN

SUBJECT: MATH

The first grade started *Beast Academy* this trimester! The first chapter was about becoming more familiar with the concept of place value. First, the students broke up 2-digit numbers into ones and tens in many different ways. They then learned how to use place value to quickly add ones, tens, and hundreds to a 3-digit number. The students also solved some puzzles involving numbers that are one, ten, and one hundred apart and as well as a number of word problems.

The second part of the trimester was spent ordering and comparing 3-digit numbers and then learning different strategies for adding them. The students first learned how to add the numbers just by using place value, a strategy that always works but is not always the most efficient! They then practiced adding numbers by shifting some amount from one number to the other to make one of the numbers round and easy to add (for example, in $57 + 36$, they would give 3 from the 36 to the 57 and this would create the equivalent problem $60 + 33$, which is much easier to solve). Picturing the numbers as balls in buckets or candies in boxes, really helped the students visualize why the shifting does not affect the sum. Other strategies included using number lines and adding a bit extra, again to make the problem easier, and then adjusting (e.g., turning $99+99$ into $100+100$ and then subtracting 2).

SECOND GRADE

TEACHER: MR. WALTER

SUBJECT: ENGLISH

Poetry: In addition to learning a poem for Poetry Night, the second graders memorized four poems in the third trimester: Emily Dickinson's "In the Garden," Alfred Tennyson's "The Lotos Eaters" (excerpt), Edgar Allan Poe's "The Bells" (excerpt) and William Wordsworth's "The Sun Has Long Been Set." In the first trimester, the students were perhaps surprised to learn that many poems contain humor, such as Robert Frost's "Gathering Leaves." This trimester they were exposed to yet another poem with a humorous tone—Emily Dickinson's poem "In the Garden"; the students seemed particularly fond of the first stanza in which a worm is called a "fellow." Most of the students were able to identify the figure of speech found in this unusual and humorous choice of words—personification:

A bird came down the walk
He did not know I saw.
He ate an angleworm in halves,
And ate the fellow raw.

When teaching poetry, the teacher must first get students to understand the literal meaning of the poem. It is more difficult, however, to get students to learn a poem's technical aspects and figurative meanings. At first, the task may seem insurmountable for second graders to learn terms like epizeuxis or understand how poets like Edgar Allan Poe use such poetic devices to create an effect. Like learning a new language, however, students in time will find new strange-sounding words rolling off their tongue, such as alliteration, onomatopoeia, simile, metaphor, enjambment, imagery, plocé, epizeuxis, trochaic, and iambic—just some of the words that were discussed in our memorization sessions!

In memorizing the poems, students also learned biographical details of the authors, such as Edgar Allan Poe. Some of this biographical information was prompted by the students' own inquiry. A few of the students, for instance, wanted to know why they were not memorizing "The Bells" in its entirety. I said that the poem was too long, and besides, the first part of the poem—the

poem that they were memorizing—was pleasant, and not all of the poem was pleasant. "You are memorizing the part about silver bells," I said, "which deals with happy moments, such as riding in a sleigh on a crisp, clear night when all the stars are shining—"silver bells! / What a world of merriment their melody foretells!" The last part, I told them, was not pleasant. "Why?" one of the students asked. I said, "Because it is about iron bells." "What's so bad about iron bells?" "Because," I answered, "they are rung when someone dies." They all wanted to memorize that part, too, but I said there would be time when they were older. I then went on to tell them a story about Edgar Allan Poe's life, which explains why he was preoccupied with sad things. One of the stories dealt with his "gym" activity as a student in England, and the other was about his young mother's acting career. If you are curious about the details, see if your child still remembers what I told him or her in the class!

Reading, Phonics, Vocabulary and Grammar: The second graders went over the parts of speech and punctuation as well as various letter combinations, including age, ai, ee, ending y, tch, dr, tr, dge, ar, aw, or, ph, ck, qu, ay, and oo.

The reading included selections from literature and history, such as a story about a magic pen; a retelling of a novel written by the French author Joseph Xavier Boniface, titled *Picciola*, or the *Prison Flower*, originally published in 1836; a story about the Inchcape Rock, made famous by the English poet laureate Robert Southey (I read his original poem out loud); the myth of Icarus; a story about Philip of Macedon and the Spartans; James Field's "The Captain's Daughter"; a story in the oral tradition originating with the Iroquois; a story from Rudyard Kipling's *Just-So Tales*; and various poems, such as by Christina Rossetti.

After answering multiple choice reading comprehension questions on the stories, the students discussed the reading. For example, when we went over the *Native American Tale*, the students were encouraged to look at the details of nature in the story; it is the animals, the West Wind and the river that give the story a Native American flavor. There is also a wigwam mentioned in the story,

TEACHER: MR. WALTER
SUBJECT: ENGLISH (CONTINUED)

which was a Native American dwelling. The students were then given a lesson on the Native American, learning that the Iroquois lived in the Eastern woodlands of North America. They were made up, in fact, of a confederacy of five tribes, including the Mohawk, the Oneida, Onondaga, Cayuga, and Seneca tribes. All the tribes except the Oneida sided with the British during the French and Indian War. I pointed out the "hero" of the story, the fox, is pictured as very crafty—but that this quality was seen as something very positive. The students then learned of the many stories of yore that have less-than-honest but very clever heroes, such as the Greek hero Odysseus of the Odyssey and Robin Hood of the old Medieval English ballads.

Handwriting: In the last trimester, students practiced lettering practice using their handwriting exercise book and through dictation. Throughout most of the year, the students practiced the connections between the letters, but in the last trimester, students concentrated on the forms of the individual letters. Most of the students now have beautiful penmanship. It is my hope that parents encourage their children to take the time and effort to write in cursive whenever they pick up their pencil.

below: Second grader Agnes Sigelman made this charming drawing of Mowgli in her Studio Art class with Mrs. Butterworth

TEACHER: MORAH CRAMMER BAR-TUV
SUBJECT: HEBREW

In our last trimester of 2-3 Hebrew we completed two books of the Tal Am program. In each book we focused on the following topics: myself at home, family members, seasons, clothes, favorite foods, and things I can do independently. We also studied the following the following holidays: Purim, Passover, Israeli Independence Day, Israeli Memorial Day, Holocaust Memorial Day, and Shavuot.

The students made special projects, played games, read and listened to stories, wrote a story, and learned songs. They participated in parties and ceremonies. They also learned current affairs related to Israel.

TEACHER: MRS. BUTTERWORTH
SUBJECT: STUDIO ART

In an Art Studio the Second Graders are working on summer projects: a seagull at the beach, an ice cream cone, and a summer meadow. We always try to show some perspective by drawing far away objects higher and smaller, and close by objects bigger, lower and brighter. Even when the children have free-drawing time, they follow these rules of perspective. It is fun to see how the kids draw objects more and more recognizably and color them more accurately, learning to use their time efficiently.



TEACHER: DR. FRADKIN

SUBJECT: MATH

The second grade class began the third trimester with evaluating and simplifying mathematical expressions that involved positive whole number addition and subtraction, parentheses and some variables. They explored strategies such as changing the order in which to perform the operations, grouping numbers that go nicely together, adding or subtracting a bit extra and later adjusting, among others. They learned about the concept of a variable and solved some simple equations. Finally, they worked on some tricky puzzles in which they had to insert operations and equals signs between numbers to make true equations.

Next, the second grade focused on the topic of measurement, more specifically measuring length. We began by making our own rulers using our thumbs or pointers as a unit. After measuring objects with our different rulers and getting different measurements for the same object, the students saw the need for standard units. We also discussed why it is important to have units of many different sizes. The students then measured many objects in inches and centimeters. They finished off the unit solving many conversion problems, both in standard units (inches, feet, and yards) and metric.

For the final few weeks of the trimester, we went back to learning about strategies for evaluating expressions. The students explored how terms can often be rearranged or combined to simplify calculations. Here are two examples of expressions that the students worked with: $49 - 33 + 99 + 33 - 100$ and $(13+14+15+16+17) - (14+15+16)$.

TEACHER: CANTOR PORTNOY

SUBJECT: MUSIC THEORY

In addition to learning the lines and spaces in the treble and bass clefs, the class has mastered the whole note and half note relationships in the major scale, both vocally and on the keyboard. This has prepared them for mastery of the major scales and the skill of modulation. Along with all the music theory classes, the class has learned four anthems for Memorial Day, "April Showers", and many other songs. All classes have also practiced conducting in 3/4 and 4/4 time.

TEACHER: MR. DARER

SUBJECT: HANDS ON SKILLS

In Second Grade Hands On Skills class, we began the trimester by learning the songs of several birds. The students are now able to identify the songs of the following birds: Mourning Dove, Black-Capped Chickadee, Cardinal, White-Breasted Nuthatch, and a House Finch. The students have also been using binoculars to look for birds around the school.

We also practiced figuring out North/East/South/West directions by playing a direction game and began to learn how to use a compass to do a scavenger hunt around the school.

Finally, we planted grapes, raspberries, and a fig tree in the garden and have been harvesting and eating kale and chickweed.

TEACHER: MR. GORMLEY

SUBJECT: HISTORY & GEOGRAPHY

During the last half of this year we've done a brief overview of ancient Greece and Rome, hitting some of the highlights as well as a few stories for which there will be little time when they return to those topics in third and fourth grade. For example, we read directly from Homer's Iliad and Xenophon's Cyropaedia, the former being more mythological and the latter more philosophical. In addition, we discussed the Persian Wars, the Peloponnesian Wars, and the rise of Alexander the Great. Currently we are reading Appian's account of the death of Julius Caesar after which we'll discuss a few of the early emperors.

As always, I try to add a philosophic component to the discussion and recently it may be worth noting that the class was eager to discuss the seeming dichotomy between liberty and security, given that Appian suggests that the people of Rome were glad to surrender the former for the latter under Caesar. Among the class were outspoken advocates on both sides. It may make for an interesting dinner conversation to find out upon which side your student falls on a question so important. Next year, we'll go into greater depth regarding ancient Greece!

TEACHER: MR. DARER
SUBJECT: SCIENCE

In Second Grade Science, we have been observing the temperature outside each class and recording the temperature on a line graph. We have been using this graph to discuss data analysis questions such as determining how much did the temperature increase or decrease from last class. The students learned the parts of a flower and dissected their own flowers to identify the structures inside. We also learned about the greenhouse effect of atmospheric gases, compared this concept to how a greenhouse stays hot, and each constructed our own solar oven to use the energy of the Sun to make smores!

We spent time catching insects outside using nets and bug jars and sang a "head-thorax-legs and abdomen" song to the tune of "head shoulders knees and toes" and learned about electricity through static electricity "magic" demonstrations, a hand crank generator demonstration, and building our own circuits using Snap Circuits. Most recently, we started dissecting owl pellets to find and identify bones of rodents the owls ate and used this activity to learn about food webs.

TEACHER: CANTOR PORTNOY
SUBJECT: JUDAIC STUDIES

The class chants the daily service until Yishtabach, and we have made great progress in cantillation, having mastered the etnachta and sof pasuk clauses. By the end of the year, we shall have completed the katon clause as well. The class has learned many wonderful songs for Passover, Yom Hasho'a, Israel Independence Day, Lag Ba'omer and Yom Y'rushalayim. Finally, the class has achieved solid command of the lu'ach, particularly connected to the counting of the Omer and its relationship to Passover, Shavuot and of course Lag Ba'omer.

TEACHER: MRS. BUTTERWORTH
SUBJECT: VIOLIN ENSEMBLE

In Violin Ensemble the first graders are learning to connect the fingers and bow. It is hard for young students to maintain stamina, so we play some songs with open strings and some with 4 fingers and the bow.



Students and teachers alike have appreciated the warmer spring weather at MLCA. Above, second graders June Winfield and Asha Ponnuru make beautiful music in Mrs. Butterworth's Violin Ensemble.

TEACHER: MME. NSELEL

SUBJECT: FRENCH

As I'm writing this newsletter, second grade students are finishing the last lessons of the Syntalk method Book D (Gérard et ses copains).

This trimester we have reviewed/learned the days of the week and times of the day, the many uses in the French language of the verbs "être" (to be) and "avoir" (to have), the notion of masculine/feminine and singular/plural for adjectives as well as possessive adjectives, irregular verbs such as "pouvoir" (to be able to/can) and "devoir" (to have to/must), reflexive verbs such as "s'appeler", "se réveiller" (to wake up), "s'habiller" (to get dressed), etc...

We continue to focus on speaking and listening skills as well as spelling. Students use their own white board to practice spelling words before writing them again in their book.

Many new verbs provided opportunities for practicing interrogative sentences and their answers. Students also get to use negative sentences every time a new verb is introduced or reviewed. In addition to using those when describing what the characters from the book are doing, I dialogue more and more with the student by asking him or her in French the same questions (Do you have to go to school on Sunday? Are you able to watch tv at home? Do you have a brother?...)

In addition to a few songs, we added another poem to our "répertoire" : Une Histoire à suivre by Claude Roy whose theme is the spring season and all the changes it brings to nature. I'm very pleased with how much the class was able to memorize and recite one by one in front of everyone.

In French Enrichment, we continued reinforcing the vocabulary learned through games and activities such as I Spy, Pictionary, Memory game, word search, odd one out, hangman, etc.. I added a new game in which I write a word on the white board and students need to find a new word that starts with the ending letter of my word and so on until as long as possible using each word only once!

It has been a pleasure teaching this class, I look forward to more French with your student next school year!

TEACHER: Ms. WOO

SUBJECT: STORYTIME

The Second Grade finished reading *Mary Poppins* by P. L. Travers, a story filled with adventures of the Banks children and their magical nanny. In the book, Mary Poppins uses her magical compass to take the children on a trip around the world. To enrich the reading, each student similarly took a "trip around the world" by studying a foreign country and creating a presentation for the class. I was extremely impressed by the students' work and enthusiasm for the project. Next, we read *A Single Shard* by Linda Sue Park, a story of a poor orphan boy, who longs to be a potter in 12th century Korea. The students had a lot of fun playing with uncooked rice and sculpting their own creations with air-dry clay. It has been a joy to read wonderful stories to the children all year. May their summers be filled with more reading adventures!

right: Second grader Francesco Grigoli shows off a punch out design of *Mary Poppins'* umbrella. This activity is designed to build finger strength and dexterity to support young writers.



THIRD GRADE

TEACHER: MR. CHILBERT SUBJECT: ENGLISH

Phonics and Spelling: The third graders have formally reviewed 27 chapters of phonics sounds this year. From this, I have seen a great rise in their reading fluency and speed throughout the year. To test their understanding of these various rules, we have developed a game of reading "Fake words" such as "tentious" and "quel-lage". It is quite a fun game!

Poetry and Poetics: With Rossetti, Tennyson, and Stevenson to help us, we have given our attention to the many poetic elements apparent in great poetry. After memorizing our class poems, we discuss where things like "alliteration, repetition, and personification arise." Together we have memorized "Hunting Song of the Seeonee Pack," by Rudyard Kipling and "The Owl," by Alfred Tennyson. Soon, I will assign new individual poems for the students to begin memorizing for the Spring Poetry Night.

Grammar and Punctuation: After spending a great deal of time on punctuation this year, we have shifted gears toward an intensive study of grammar. We have covered the terms, "complete subject", "simple subject", "predicate", "main verb", "helping verb", and "modifiers". We have also focused on the following parts of speech and how to find them in sentences: adjectives, adverbs, conjunctions, pronouns, and prepositions. Grammar lessons always involved creating and taking apart interesting (and sometimes, silly) sentences.

TEACHER: MME. NSELEL SUBJECT: FRENCH

Since my previous newsletter, students in Third grade have finished the Syntalk method Book E (Le Français en images). New vocabulary learned this trimester includes new hobbies and activities, seasons and vacation destinations.

Students have memorized or reviewed verbs, many of them with irregular conjugation (venir, finir, dire..). I regularly quiz them on the memorization of these verbs.

We recently worked on how to ask and say the price of an item in French (combien coûte..?).

In addition to a few songs, we added another poem to our "repertoire" : Le Muguet by Maurice Carême. The lily of the Valley is very much celebrated in France on May 1st when people buy bouquets and give them to friends and family as a good luck charm.

In French Enrichment, we continued reinforcing the vocabulary learned through games and activities such as I Spy, Pictionary, Memory game, word search, odd one out, hangman, etc.. I added a new game in which I write a word on the white board and students need to find a new word that starts with the ending letter of my word and so on until as long as possible using each word only once!

We regularly go back and practice "class routines" such as how to say in French "can I go to the bathroom?", "can I drink some water?", "can I sharpen my pencil?", etc... Others learned recently are "can I get a tissue?", "how do you spell ...?", "can I go to the office?", etc..

It has been a pleasure teaching this class and I wish all the students good luck with the continuation of French next year!

TEACHER: DR. NAGELBERG
SUBJECT: SCIENCE

The third graders explored life in the ocean and the biotic and abiotic factors that influence it, the movements of continents and how this movement is studied, chemicals that are part of living and nonliving things, engineering and experimental design.

Additionally, we completed our reading of Quentin Reynolds' *The Wright Brothers: Pioneers of American Aviation*.

TEACHERS: MRS. BUTTERWORTH & MRS. VOZNAIA
SUBJECT: PIANO

We are very glad to end the year with in person piano lessons, and thank all the parents and Emily Woo for helping us to stage beautiful recorded concerts. Congratulations to all our students for their performances!

It has been a challenge this year for some of our students to keep track of their binders, and that makes it harder for them to advance in skill. It will be most helpful for students to bring their binders home to practice over the summer so that they don't lose the progress they have made this year. Also, when students return in the fall, please keep old music and notes in the binders so that we can continue to build on past work! Have a wonderful summer, and keep making music!

TEACHER: MORAH CRAMMER BAR-TUV
SUBJECT: HEBREW

In our last trimester of 2-3 Hebrew we completed two books of the Tal Am program. In each book we focused on the following topics: myself at home, family members, seasons, clothes, favorite foods, and things I can do independently. We also studied the following holidays: Purim, Passover, Israeli Independence Day, Israeli Memorial Day, Holocaust Memorial Day, and Shavuot.

The students made special projects, played games, read and listened to stories, wrote a story, and learned songs. They participated in parties and ceremonies. They also learned current affairs related to Israel.

TEACHER: DR. FRADKIN
SUBJECT: MATH

The third grade class began the last trimester with exploring the concept of division. They played games and solved puzzles to become comfortable with the concept of remainders. They also learned and practiced a simplified and more intuitive version of long division. As with all previous concepts that we covered this year, they solved a number of word problems that tested their understanding of the concept.

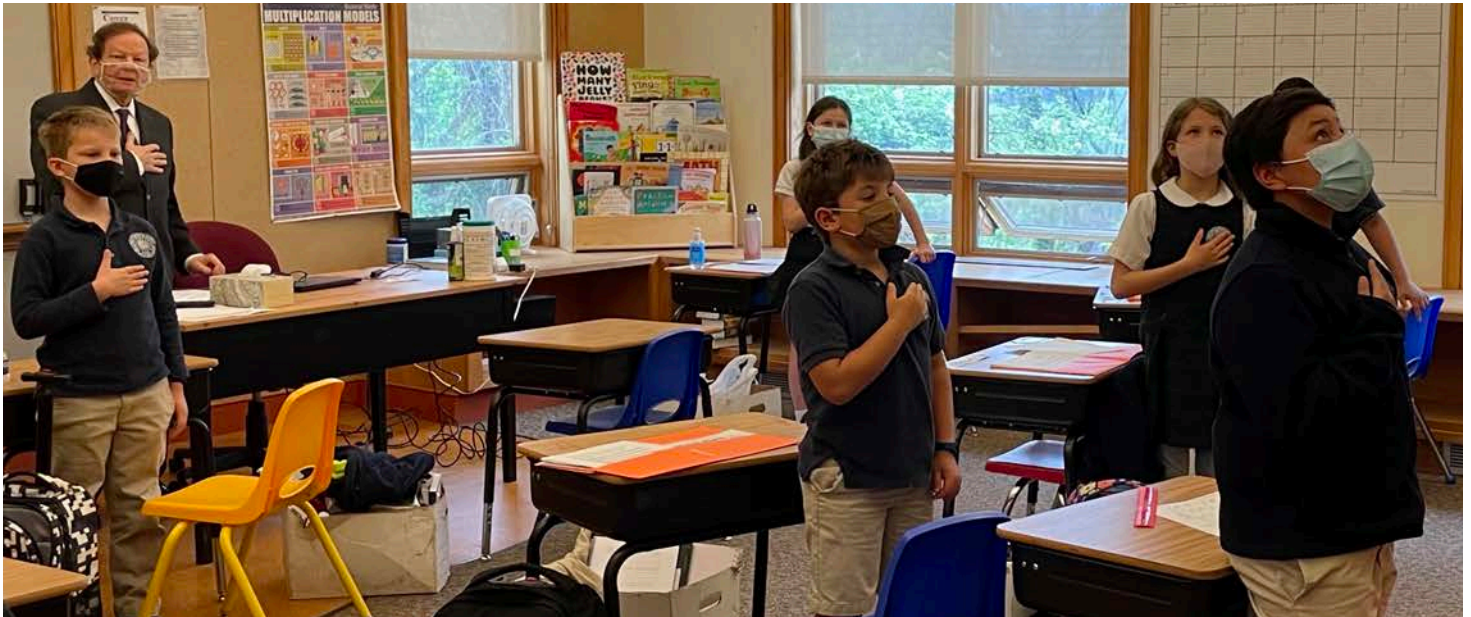
For our second unit of the trimester, the third grade class learned about different types and units of measurement. They solved problems involving length, weight, capacity, temperature, time and money. As usual, the first few problems on each topic were straightforward while the later ones required the students to use their logic and reasoning skills in addition to their new knowledge about measurement.

Our third unit was devoted to fractions. We talked and read about the different ways to think about a fraction: number on a number line, division, part of something. The students learned about the concept of equivalent fractions and what it means to put a fraction into its simplest form. They solved many problems involving these concepts as well as converting improper fractions to mixed numbers and back. This is the first of several encounters that the students will have with fractions this year. In future ones, they will, among other things, learn how to perform the four arithmetic operations with fractions.

The final big topic of the year was estimation. When do we need to know an exact answer to a computation and when is an estimate good enough? How do we quickly obtain a reasonable estimate when an exact answer is not needed or not possible? These are the sort of questions that the fourth graders have been working on during the month of October.

If I add two 3-digit numbers and get a 6-digit result, is that reasonable or should I be concerned? What if I had multiplied the two 3-digit numbers?

Being able to quickly get ballpark answers is helpful in checking the sensibility of the results of mathematical computations and is also a useful life skill.



Third graders begin their day with Cantor Portnoy reciting the Pledge of Allegiance.

TEACHER: CANTOR PORTNOY
SUBJECT: MUSIC THEORY

This class has mastered the basics of music theory with respect to lines and spaces in the treble clef, manipulating bar lines in duple and triple meter, and beginner skills in composition. The class has shown ability to take dictation both vocally and from the keyboard. Along with all the music theory classes, the class has mastered four anthems for Memorial Day, "April Showers", and many other songs. We have also learned the biographies of Mozart and Beethoven. All classes have also practiced conducting in 3/4 and 4/4 time.

TEACHER: MRS. BUTTERWORTH
SUBJECT: VIOLIN ENSEMBLE

In Violin Ensemble the Third Grade students can all play one by one with accompaniment and made successful recordings for our Spring Musical Evening. They have tested well, and are showing an understanding of their songs. Nevertheless, We have continued to work on "Piece" by Hayden and "Slovak Polka", songs that require high and low second finger, slurs and syncopé.

TEACHER: MS. WOO
SUBJECT: STORYTIME

The Third Graders have finished My Side of the Mountain by Jean Craighead George, a story about a boy who runs away from New York City to live in the Catskills. Along the way, we have been reinforcing the story by playing review games, in which I ask the students questions about what happened in the story. Additionally, students have completed a journal project, drawing inspiration from the main character's journal entries. To finish the year, we read The Phantom Tollbooth, a fun and witty adventure featuring word play, philosophy, and mythology. The students have enjoyed making maps of the journey of the main character, Milo. It has been a joy to read wonderful stories to the children all year. May their summers be filled with more reading adventures!



TEACHER: CANTOR PORTNOY

SUBJECT: JUDAIC STUDIES

Grades 2-4 Jewish Studies. This delightful group undertakes prayer daily, both from an academic and conceptual perspective. We read the prayers with close attention to correct articulation of "Siddur" Hebrew, and we discuss the important lessons behind each prayer. This class is very musical, and we learn dozens of songs for each Jewish holiday; this trimester was particularly fun with Chanukah, Tu B'Shvat and Purim. Rounding out our time together are many stories and games revolving around Jewish life, and the Portion of the Week.

TEACHER: MR. GORMLEY

SUBJECT: HISTORY & GEOGRAPHY

Since last newsletter we've covered all the major parts of Herodotus' Histories regarding ancient Greece's encounter with the Persians. The stories of the battles of Marathon, Thermopylae, Artemisium, Salamis, and Plataea never fail to excite. These battles tend to be all the more meaningful to the students given how much we learn of the Persian kings - Cyrus, Darius, and Xerxes.

Lately we've been contemplating the cases of Pausanias and Themistokles. Both were in their own way responsible for saving Greece from the Persian invasion, yet both slowly turned to Persia in their later years for different reasons. Pausanias seemed to want to rule over all of Hellas, even if he had to bow to Xerxes and Themistokles arrived there after fleeing assassins who his countrymen had permitted to be sent after him in the name of reconciliation with Sparta. Is it tantamount to treason in both cases, only one, or neither? Is there ever a case wherein it is ethical to work for the sworn enemy of one's homeland? Of course, all these questions remind one of the case of Alkibiades who we will only briefly cover (due to time constraints) who switched allegiances from Athens to Sparta to Persia and back to Athens again.

We're currently wrapping up the Peloponnesian Wars and proceeding to Alexander the Great for the remainder of the year.

TEACHER: MR. DARER

SUBJECT: HANDS ON SKILLS

In Third Grade Hands On Skills class the last few months, we have been focusing on navigation, how to use a compass, orienteering, and map reading. We reviewed the main North/East/South/West directions as well as directions in between them (ex. North East) and played a few direction games. We then learned how to use a compass to find these directions and practiced doing so outside. Next, we covered how to use a compass to take a bearing of an object.

Keeping with the navigation theme, we discussed how to read maps, what topographic lines represent, and practiced matching a 2d sideview sketch of a mountain to its topographic map image. We then learned about the sport of Orienteering and practiced first inside by using a map and compass to determine the bearings from one flag to another on a printed orienteering course from Delaware Valley Orienteering Association.

The students took their practice into the field by following an orienteering course I laid out around the school. They were able to find a series of hidden orange cones around our campus only given the compass bearings to each cone and number of steps from one cone to another. This is quite challenging work and the students have all done a wonderful job learning this new skill!

TEACHER: MS. WOO

SUBJECT: CHRISTIAN STUDIES

The Third Grade Christian Studies class has finished the gospel account of Mark, which chronicles the life, death, and resurrection of Jesus Christ. Afterwards, we read through accounts from the book of Acts, which details the life and mission of the apostles after Jesus' ascension. We also had an Easter party this semester, complete with an egg hunt. The students have enjoyed learning the stories, making crafts, singing Bible songs, and playing review games. I am grateful for the year we got to spend together learning God's Word and I pray that these students would continue to grow spiritually in the Lord.

FOURTH GRADE

TEACHER: MR. CIALINI
SUBJECT: LATIN

In the third trimester the fourth grade was introduced to the third declension and learned how to conjugate first and second conjugation verbs in three tenses, the forms of sum in the present system, the five noun cases, their functions, and all the case endings of the first and second declensions. This trimester we did more group work in which students helped one another translate more complex Latin sentences. In the third trimester, the 4th grade worked on the following:

- Interrogative pronouns and adverbs
- Imperative mood of the verb
- Third declension nouns
- Imperfect tense
- Future tense
- Imperfect of sum
- Future of sum
- Genitive case
- Ablative case

We had three tests this trimester. The first focused on conjugating in the present tense the Latin verb sum "to be" as well as verbs in the first, second, and third conjugations; the second covered interrogative pronouns and adjectives and how to form Latin imperatives in the 1-3 conjugations. The last was on the verb endings and sum of the present system, i.e. the present, imperfect, and future tenses.

This trimester we continued our reading of *Lingua Latina*, covering two chapters. In the final three weeks of school we reviewed the grammar and vocabulary we learned in the first trimester. Although they were introduced to the subject and object endings of the 3rd declension in all three genders, I thought it better for students to spend the remainder of the year learning the noun and verb endings which they will encounter in the beginning of 5th grade. Thus, they will already be familiar with the content of the first seven chapters of next year's book, *Jenny's First Year Latin*.

TEACHER: MR. GORMLEY
SUBJECT: HISTORY AND GEOGRAPHY

After our lessons on the Holy Roman Empire and Charlemagne, we've continued on to Alfred the Great of England and his struggle with the Danes (vikings). We read some eye-witness accounts of those who first encountered the vikings in England and the narrative of Raphael Holinshed, who is often used by Shakespeare as a source for his historical plays. Similarly, we read several chapters from Saxo Grammaticus' *History of the Danes*, in particular his tale of Amleth, the prince of Jutland, whose story was also used by Shakespeare for Hamlet. From there we turned to Dudo of Saint Quentin's history of Rollo, the founder of the Normans, who settled in France. Most recently we've been looking at Wace's record of the battle of Hastings in 1066 as well as William the Conqueror's difficulty in ruling the English.

By year's end, we will have explored some of the early crusades using Anna Comnena's description of her father, the emperor Alexius of Constantinople, and his encounter with the crusaders. We will end with Richard III and his effort to retake Jerusalem from Saladin.

TEACHER: CANTOR PORTNOY
SUBJECT: HISTORY OF ART

We have transitioned from the Minoan and Mycenaean cultures of Crete and early Greece to the glory of ancient Greece. We are learning one or two examples of pottery, sculpture and architecture from each of the three commonly taught periods of Greek culture: Archaic, Classical and Hellenistic. Among the works we have studied are the New York Kouros, The Penthesilea amphora, and the Choice of Paris amphora. We diagrammed classical Greek columns, and learned the Doric, Ionic and Corinthian orders. In order to understand the role of art in culture, we intensively studied "Ode on a Grecian Urn" by John Keats, and a few of the students drew original images on pictures of Grecian urns.



Fourth grader Vivian Farwell shows off a cap the students made to illustrate the location and function of different centers of the brain.

TEACHER: DR. NAGELBERG

SUBJECT: SCIENCE

The fourth graders explored factors influencing life, including light, gravity, touch and biogeochemical cycles. The passage of some wavelengths of light deeper into the ocean than others is related to the coloring of organisms living on the ocean floor. Plants and *Artemia* (brine shrimp) respond to light, gravity and touch in making decisions about growth and movement.

With guidance from Mrs. Harper, we explored connections between light, chemistry and natural history by making cyanotypes. We also explored plant taxonomy, nomenclature for describing chemicals and chemical reactions, engineering and experimental design. In our final week, we are poised to return to the second trimester topic of explosions.

TEACHER: RABBI SINENSKY

SUBJECT: HEBREW

4th and 6th grade Hebrew focuses on both spoken and biblical Hebrew through conversational Hebrew, direct instruction, writing and speaking in modern Hebrew, and in-depth study of the Bible, the canonical Hebrew-language text of the Judeo-Christian tradition.

This year the class is studying the narratives of Abraham, focusing on the parshiot of Lekh Lekha and VaYera in the book of Genesis.

As a cornerstone of the class' approach, each verse is read aloud by either the entire class or an individual student in the traditional cantillation. This enhances student enjoyment of the learning process, comprehension, and retention. Next, we translate each term, identifying the root, any prefixes or suffixes, and any broader principles of biblical Hebrew grammar that help to explain the meaning of the verse.

Class notes are accordingly divided into a chart that comprises three sections: words and roots; principles of the language; and basic knowledge, which generally includes a summary of the verse. Notes are written in Hebrew. 6th grade students are now able to read, translate, and summarize most verses entirely on their own.

Additionally, 4th graders are studying a set of classic biblical roots, as well as practicing formulating verbs in various parts of speech. Each day, they review an additional ten vocabulary words, providing them with a firm foundation in both modern and biblical Hebrew.

Sixth graders have nearly mastered the cantillation, and are moving at an excellent pace of approximately five verses each class. They celebrated the completion of both Parshat Lekh Lekha and Vayera this year, demonstrating the ability to decode and master large swaths of biblical texts. Fourth graders have similarly completed the full parsha of Lekh Lekha, and have demonstrated similar abilities.

TEACHER: DR. FRADKIN

SUBJECT: MATH

The fourth grade class began the third trimester with exploring the concept of division. They learned a version of the long division algorithm and spent some time discussing why it works. A lot of time was also spent on solving certain types of division problems mentally, without the use of the long division algorithm. For example, a problem like $36,036 \div 9$ can be broken down into $36,000 \div 9 = 4,000$ and $36 \div 9 = 4$ to obtain the answer of 4,004.

After finishing a chapter on division, the fourth grade class moved on to exploring the related concept of factors. They learned about prime numbers and used the Sieve of Eratosthenes to figure out all of them less than 100. They also learned about prime factorization and the importance of primes as the building blocks for all other numbers. They factored many numbers, solved tricky problems and puzzles involving prime factorization and learned how to use the factorization of a number to determine what it is divisible by.

The students' expertise with factors helped them a lot with their next topic - fractions. In this unit, the students simplified fractions, converted them to mixed numbers and back, compared fractions, and learned how to add and subtract fractions and mixed numbers with like denominators.

The last major topic of the year for the fourth grade class was about integers. Whereas all of the students had a vague knowledge of negative numbers, none of them had previously done much arithmetic with them. Thus, they learned how to add and subtract positive and negative numbers, first using a number line and then without it. They filled in gaps in skip-counting patterns that involved negative numbers and solved logic puzzles involving negative integers. They also learned about and solved problems involving the concept of absolute value.

TEACHER: MS. FRIDMAN

SUBJECT: PROGRAMMING

Since February, the students have progressed in understanding variables and lists in Scratch. They worked on several games projects and had fun creating visual effects and animations.

TEACHER: CANTOR PORTNOY

SUBJECT: JUDAIC STUDIES

The class chants the daily service until Yishtabach, and we have made great progress in cantillation, having mastered the etnachta and sof pasuk clauses. By the end of the year, we shall have completed the katon clause as well. The class has learned many wonderful songs for Passover, Yom Hasho'a, Israel Independence Day, Lag Ba'omer and Yom Y'rushalayim. Finally, the class has achieved solid command of the lu'ach, particularly connected to the counting of the Omer and its relationship to Passover, Shavuot and of course Lag Ba'omer.

MATH KANGAROO

The Math Kangaroo results are in and we would like to congratulate Nicole Fedorov for receiving 1st place nationally in level 4 and Raphael Sommers for receiving 3rd place nationally in level 3!

Further congratulations go to Ben Shpilman and Zoe Fradkin for also being among the national winners.

The Math Kangaroo is an international math competition that is known for its logic-type and spatial reasoning problems.

TEACHER: M. PORTIER

SUBJECT: FRENCH

This semester was devoted to the study of tales and poetry. The 4th graders read and studied a tale of Perault, Le Chat Botté and a tale from the Middle Ages, L'histoire de Renart et Tiecelein, in Le Roman de Renart. They also memorized three new poems, one celebrating the return of spring, a Rondeau written by Charles d'Orléans, contemporary of the Fox Tales. The students deepen their understanding of the theme we have been practicing during the entire school year: Parler de soi et du Quotidien by listening to audio documents and speaking in class. We covered many subjects in grammar related to these main topics: demonstrative adjectives, partitive articles, relative pronouns, indirect interrogation and le passé composé. Despite the difficulties of this unusual school year the 4th graders did an excellent job.

TEACHER: MR. WALTER

SUBJECT: ENGLISH

Poetry and Poetics: The highlight of this trimester was our second poetry night for which all of the fourth grade students memorized their own individually assigned poem. The students also finished memorizing John Greenleaf Whittier's poem "Barefoot Boy," a wonderful example of American Romanticism extolling the simple pleasures of nature; Emily Dickinson's "I'm Nobody," a poem that gives an interesting perspective on fame; and Isaac Watts' poem "Praise to the Creator."

Students also memorized "Daffodils" in preparation for our April 15th celebration of "Daffodils Day," which I hope will become an annual celebration at MLCA. I was telling Mr. Chilbert that I had no intention of marking the occasion with such celebration, but the students of the class were so enamored by the history behind the poem that they went all out to make the date a festive occasion. On Thursday, April 15th, 1802, the Romantic poet William Wordsworth and his sister Dorothy wandered into the woods beyond Gowbarrow Park located in the English Lake District and saw a few daffodils close to the waterside. As they went along they saw more and yet more, and at last under the boughs of the trees, they saw a long belt of them along the shore. Dorothy wrote that she had never seen daffodils so beautiful. Much affected by the experience, Wordsworth wrote one of his most famous poems on the subject, commonly known as "Daffodils." Wordsworth described himself as a lover of nature—the inspiration behind much of his poetry. Each of the students chose his or her own way of celebrating the anniversary: one student sent a card to a friend or relative, one student brought in artificial daffodils, another student made origami daffodils, and yet another brought in a real one that she placed on her desk. On Thursday, April 15 (the actual day that Wordsworth went out with his sister and saw the mass of daffodils by the lake), we had a program of reading Wordsworth's poetry and ate some cupcakes that Mrs. Rice had bought for the occasion.

In addition to the poetry memorization, students continued their systematic study of poetry and poetics, studying, among other things, masculine and feminine rhyme, internal rhyme, caesura, rhyme scheme, musical meters (common meter, long meter and short meter), narrative poetry, epic poetry, lyric poetry, themes of poetry, enjambment, end stop, and periods of poetry.

Literature and Reading: The fourth grade class read literary and historical works, including a story about Robert Bruce; an excerpt from Dickens' *Oliver Twist*; a story by the 18th-century popular writer Hannah More; a biography of the founder of the Methodist denomination, Charles Wesley, by poet laureate Robert Southey; and a chapter from Booker T. Washington's "Up from Slavery." When they read Washington's autobiographical account of traveling miles to take an "unusual test," they learned what it was like to live as a slave in the Reconstruction Period.

They also learned about the determination that the author had to have to circumvent all the obstacles that faced him. Booker T. Washington's journey to the Hampton Institute was long, tiring and difficult. He passed by food stands where fried chicken and apple pies were being sold, yet he had no money with which to buy food to quiet his hunger. "At that time," Washington says in his autobiography, "it seemed to me that I would have promised all that I expected to possess in the future to have gotten hold of one of those chicken legs or one of those pies." By his determination and patience, however, Washington finally arrived at the Hampton Institute and achieved his goal of becoming a student there. Later in life, Booker T. Washington became a famous man and a sought-after public speaker. In talking about his journey to the Hampton Institute, Booker T. Washington uses a Biblical allusion—he called the institution "The Promised Land." The students learned not only why Washington made the allusion but also how allusions can bring meaning into a text.

Writing: Students wrote extensively this trimester, writing a dialog, a descriptive composition and a book report. We went over the organization and development of the descriptive essay format.

Grammar: This trimester, the students covered commas, apostrophes, capitals, punctuation with titles of small and large works, end marks and abbreviations. At the end of the year we had a final exam on all of the material covered during the school year.

FIFTH GRADE

TEACHER: MR. WALTER
SUBJECT: ENGLISH

Poetry and Poetics: In addition to the poem that they memorized for poetry night this trimester, the students learned by heart Isaac Watts' metrical rendering of Psalm 90 (a Psalm of Moses) as well as Robert Frost's "Stopping by Woods on a Snowy Evening" and his "Time to Talk." Students studied the poetics and themes of the various poems. I personally believe that like his poem "The Pasture," "Stopping by Woods on a Snowy Evening" is a poem about poetry. At least it's a given that the poem is about those things of beauty that we all want to stop and admire, but only for a while, as we have to finish our business.

In addition to their memorization of poetry, the students did an in-depth study of poetry as well as poetic, literary and rhetorical devices. Here is a sample list: verbal irony, dramatic irony, situational irony, metaphor, simile, metonymy, synecdoche, kenning, personification, apostrophe, pathetic fallacy, symbol, allegory, hyperbole, understatement, litotes, imagery, onomatopoeia, and kinds of poetry (ballads, epics, sonnets, odes, dramatic poetry, dramatic monologs, lyric, elegy, pastoral).

Literature and Reading: The students studied an adaptation of Spenser's *Faerie Queene*, and studied the historical background to the section of the poem that we focused on, namely the conflict between Spain and England. The students learned about allegory and were encouraged to see people, concepts and historical events allegorically represented in the work, such as Queen Mary allegorically represented by the enchantress Duessa. Students also read a prose rendering of Hamlet before reading a scene from Shakespeare's original tragedy. We discussed the themes of corruption and pretense and then watched a scene from the play in class in which King Claudius makes a pretense of mourning for his brother's death.

Other works that we read and studied include poems from William Wordsworth's *Lyrical Ballads*, Hans Christian Andersen's "The Emperor's New Clothes," poetry by John Keats, poetry by John Greenleaf Whittier, Grimm's *Fairy Tales*, poems by Robert Frost, and Guy de Maupassant's "Piece of String." In discussing "A Piece of String," the class learned about stories of realism and the ironic endings that typify them. The students listened to other stories of realism by O. Henry, such as "The Gift of the Magi" and "The Cop and the Anthem."

Grammar, Spelling and Writing: In grammar students are currently studying punctuation (apostrophes, quotations marks, etc.). Each week students are quizzed on a spelling list. Students wrote a descriptive composition, a mock epic, and a book report this trimester.

TEACHER: MRS. TER-SAAKOV
SUBJECT: MATH

5th grade students continue working on level 5 of *Beast Academy*. Some of the topics students encountered are quite advanced. If you happen to peek over your student's shoulder, you may notice more than half of the sections in chapters of Statistics, Factors & Multiples, and Sequences are marked with the "enrichment" symbol, a tiny monster shade on the left side of the frame. This icon indicates lessons that go beyond what is typically taught in most classrooms, even in higher grades. Most chapters have only four or five of such advanced sections. We did slow down to tackle those extra-hard chapters, but all the hard work makes a solid foundation for the future studies. The chapter of Fractions seemed easy in comparison. We'll spend the remaining few days reviewing charts and graphs.

TEACHER: MR. CIALINI

SUBJECT: LATIN

The trimester began with an introduction to the moods of verbs, specifically the imperative mood. We then moved away from the world of verbs and then spent three chapters learning the third declension. Though that declension is quite a departure from the first and second, it is equally important, and so much time was devoted to memorizing the new forms in all three genders. We concluded with the second conjugation and third declension adjectives. The 5th grade covered the following this trimester:

Imperative mood

Vocative case

Third declension masculine, feminine, and neuter

Third declension masculine, feminine, and neuter

i-stem

Ablative of manner

Ablative of accompaniment

Second conjugation

Third declension Adjectives

Much time this trimester was spent doing short, oral drills on noun endings, declining nouns, on the principal parts of verbs, and vocabulary. Through their hard work, most of the class has most of the vocabulary from chapters 1-17 memorized, and can decline any noun and conjugate any verb in all six tenses in the active voice from those chapters.

right: In an effort to combat the creeping influence of screens which has been a side effect of this year's response to the Corona virus pandemic, Head of School Dr. Sitelman introduced book clubs for each grade. The clubs have included discussions, games, parties, and a competition for best command of the details of Henry Wadsworth Longfellow's *Hiawatha*, a competition won by Emilio Chissell's 5th grade class and rewarded with an ice cream party.

TEACHER: DR. NAGELBERG

SUBJECT: SCIENCE

The fifth graders explored a range of topics this trimester, including the anatomy of the heart, the stellar life cycle, how to discover exoplanets, the carbon cycle, speed, vectors, chromatography, and experimental design. For their final project, the fifth graders are engaged in completing their own science comic books.

TEACHER: MS. FRIDMAN

SUBJECT: PROGRAMMING

Since February, the students have progressed in understanding variables and lists in Scratch. They worked on several games projects and had fun creating visual effects and animations. The students also practiced creating step by step algorithms for their programs.



TEACHER: M. PORTIER
SUBJECT: FRENCH

The students finished reading *Histoire d'une Revanche*: they followed the Count of Monte Cristo in his final moments of revenge until he was transformed by the torment of his doubts. We studied the rich vocabulary linked to the novel which also gave us the opportunity to discover the complexity of French history of the first part of the 19th century.

The students worked on multiple audio documents related to the tasks of daily life in France. They had the opportunity to deepen their understanding of the future tenses, and they studied the formation and use of adverbs, comparative and superlative. The 5th graders had an excellent semester and I am eager to continue with them next year.

TEACHER: MRS. HARPER
SUBJECT: HISTORY OF ART

We have been studying the fascinating life of Michelangelo, whose nascent artistic talent as a young boy happened to attract the attention of Lorenzo de Medici who promptly plucked him from his father's care and installed him in his own household to be raised together with the Medici clan, a group of schoolboys that included two future popes. The students cheer for Michelangelo when he insists to his father that he wants to become an artist (considered a lowly trade) or when he becomes famous with his first really big commission, his *Pieta*, and hearing that some other guy was claiming credit, chisels across Mary's shoulder strap, "Michelangelo Made This." Perfectionistic, and difficult to get along with, Michelangelo had a lonely life, which we can know something about from anecdotes from his personal diary about being married to his art and working tirelessly. When he was painting the Sistine Chapel he collapsed into bed at night with all his clothes and his boots on for months until when he finally took off his boots, "the skin came off too, just as a snake sheds its outer layer." Lively discussions in class compare da Vinci to Michelangelo, as the students wonder who was the superior genius, and consider how much they had in common. Everyone yearns for a field trip to Florence and Rome!

TEACHER: MR. CIALINI
SUBJECT: HISTORY & GEOGRAPHY

In the first half of the third trimester we proceeded from Charlemagne in Francia to Alfred the Great in Wessex and his series of wars with the Great Heathen Army from Scandinavia. In Asser's *Life of King Alfred*, the Welsh monk and contemporary of the king himself chronicles Alfred's long struggle to expel the Danes from the island and to unify the disparate kingdoms of England into one under a single crown. Like Charlemagne, Alfred, too, had a genuine love of letters, and saw the liberal arts as not only necessary for the betterment of the soul but for the prosperity and welfare of his kingdom. Unfortunately for Alfred, his efforts to bring scholars into his kingdom was checked by recurrent waves of Viking invasions which began a century before his birth and didn't cease until a century after his death. Yet, Alfred managed to build a culture amidst wartime whose vestiges can still be felt in England to this day.

In the second half of the trimester we read the saga of Harald Hardrada in Snorri Sturluson's *Heimskringla: The History of the Norse Kings*. The half-brother of St. Olav II, king of Norway, Harald Hardrada took students across Scandinavia, Russia, Constantinople, the Mediterranean, and beyond. As a mercenary for the Byzantine emperor he fought the Normans in Sicily and the Saracens in Palestine. After a brief imprisonment on false charges, he journeyed north to claim the throne of Norway and ruled alongside his nephew Magnus Olafson while warring with his vainglorious rival, Swein Ulfson. Harald's adventures ended, however, when getting mixed up in earl Tostig's scheme to usurp the English throne from his brother, Harold Godwinson. Harald Hardrada and Tostig's invasion in northern England ended in defeat, and also resulted in a wearied and ill-equipped English army hurrying south to meet William duke of Normandy—another contender for the English throne. We then read of the battle of Hastings and the Norman conquest of England from Robert Wace's *Roman de Rou*.

We ended the trimester with a series of lectures on the First Crusade and readings from the *Gesta Chronicle* on the conquest of Jerusalem in 1099.

SIXTH GRADE

TEACHER: MR. GORMLEY
SUBJECT: HISTORY & GEOGRAPHY

Since finishing the Hundred Years' War, we've moved on to the Wars of the Roses, with students playing the roles of the major characters involved. Our version didn't end with Henry Tudor uniting the Yorks and the Lancastrians, but it gave students a face and character to place with each actual historical figure. All the while, we read passages from Raphael Holinshed's account of the conflict to understand how it really occurred.

From there we turned to the Italian Renaissance-era city states, particularly Florence, to read of the plot of the Pazzi family against Giuliano and Lorenzo Medici. Next we read Francesco Guicciardini's account of Charles VIII's invasion of Naples and his underestimation of the capacity for treachery of many in charge at the time, in particular Ludovico Sforza, who invited him to invade, but also sought to chase him away.

We had a debate on Columbus after reading his journals as well. Later we'll have a look at Cortez's conquest of the America's.

More recently we've spent time looking at the 95 theses of Martin Luther as well as the early years of Henry VIII of England.

Before the year's end, we'll learn of the Emperor Charles V and his capture of Francis I, as well as the subsequent bungling of the former's advantage. Finally, we'll cover Henry VIII's break with Rome and his many wives.

TEACHER: M. PORTIER
SUBJECT: FRENCH

During this semester, a special attention was given to the listening and speaking skills. The students have been asked in class to answer questions about audio documents of ordinary life and they worked on more complicated documents at home. Their progress has been surprisingly fast concerning the Friday speeches and conversations they prepared weekly.

They finished reading the novel of Jules Verne in time. Emphasis was placed on the description of the characters in the novel. They successfully assimilated the vocabulary of the psychological descriptions. During this semester, complicated grammar concepts were studied in class such as "la concordance des temps du futur" and the passive voice.

TEACHER: MS. FRIDMAN
SUBJECT: PROGRAMMING

The students continued to create projects in Scratch, and those projects became more complex and required additional planning on their part. They learned how to customize their work with additional visual effects. The longest, most complex project was a platformer game. In the last month of the year, the students were introduced to the JavaScript language and learned several basic programming concepts while using a real-life programming language.



Head of School Dr. Sigelman (standing, center) leads the big kids' discussion of *Ivanhoe* carried out into the school yard. Group discussions like this are important to guide the students through difficult texts they might otherwise find inaccessible.

TEACHER: RABBI SINENSKY

SUBJECT: HEBREW

4th and 6th grade Hebrew focuses on both spoken and biblical Hebrew through conversational Hebrew, direct instruction, writing and speaking in modern Hebrew, and in-depth study of the Bible, the canonical Hebrew-language text of the Judeo-Christian tradition.

This year the class is studying the narratives of Abraham, focusing on the parshiot of *Lekh Lekha* and *VaYera* in the book of Genesis.

As a cornerstone of the class' approach, each verse is read aloud by either the entire class or an individual student in the traditional cantillation. This enhances student enjoyment of the learning process, comprehension, and retention. Next, we translate each term, identifying the root, any prefixes or suffixes, and any broader principles of biblical Hebrew grammar that help to explain the meaning of the verse.

Class notes are accordingly divided into a chart that comprises three sections: words and roots; principles of the language; and basic knowledge, which generally includes a summary of the verse. Notes are written in Hebrew. 6th grade students are now able to read, translate, and summarize most verses entirely on their own.

Additionally, 4th graders are studying a set of classic biblical roots, as well as practicing formulating verbs in various parts of speech. Each day, they review an additional ten vocabulary words, providing them with a firm foundation in both modern and biblical Hebrew.

Sixth graders have nearly mastered the cantillation, and are moving at an excellent pace of approximately five verses each class. They celebrated the completion of both *Parshat Lekh Lekha* and *Vayera* this year, demonstrating the ability to decode and master large swaths of biblical texts. Fourth graders have similarly completed the full parsha of *Lekh Lekha*, and have demonstrated similar abilities.

TEACHER: MR. CIALINI

SUBJECT: LATIN

The 6th grade worked deliberately to build up their discipline and self-control this trimester. There was an appreciable improvement at following through with homework assignments in the spring, and they are incrementally growing more disciplined. Similarly, interruptions and side conversations during class were less frequent. While they still can get better, each student has grown much more aware of how their individual self-discipline helps to strengthen the class' performance.

At the start of May, it was clear that some students needed to review material while others needed the pace to slow down. A week was set aside for me to work with students individually to that end. By the close of the trimester, students are able to conjugate verbs in conjugations 1-3 in all tenses in both the active and passive voice and decline nouns and adjectives in declensions 1-3. This trimester we covered the following:

- Second conjugation
- Third conjugation and third conjugation i-stems
- Passive voice of conjugations 1-3
- Third declension adjectives
- Ablative of accompaniment
- Ablative of personal agent
- Ablative of separation
- Ablative of Time
- Apposition
- Objective genitive
- Numerals
- Demonstratives: *is, hic, ille*
- Personal pronouns

TEACHER: MR. WALTER

SUBJECT: ENGLISH

Poetry and Poetics: In addition to memorizing their own poems for poetry night, the sixth grade students memorized Christina's long poem "Another Spring" as well as Robert Frost's "Stopping by Woods on a Snowy Evening."

Grammar and Spelling: Students completed a chapter in Wombley's Grammar Notes once every two weeks, and studied modifiers (adjectives and adverbs), pronouns, conjunctions and interjections. They learned about predicate adjectives, attributive adjectives, attributive nouns, proper adjectives, participles, substantives, and definite and indefinite articles.

Literature: This trimester we studied the Neoclassical, Romantic and Victorian Periods. We read and studied the following works:

The Neoclassical Period

"Being Chased by the King" by Frances Burney; "Tawney Rachel, or the Fortune-Teller" by Hannah More; Selected Poems by Isaac Watts; "Elegy Written in a Country Churchyard" by Thomas Gray; "The Diverting History of John Gilpin" by William Cowper; "An Elegy on the Death of a Mad Dog" by Oliver Goldsmith; Selected works by William Cowper; "The New Neighbor" (from *Pride and Prejudice*) by Jane Austen; Selected poems by Robert Burns.

The Romantic Period

Songs of Innocence and Experience by William Blake; Selected poems by William Wordsworth; Selected poems by George Gordon Byron; Selected poems by Percy Bysshe Shelley; Selected poems by John Keats; Selected poems by John Clare; "The Convalescent" by Charles Lamb; "The Death of Horatio Nelson" from the biography by Robert Southey; "The Battle of Blenheim" by Robert Southey.

The Victorian Period to Modern Period

Selected poems by Christina Rossetti; Selected poems by Gerard Manley Hopkins; Selected works by Thomas Hardy; "If" by Rudyard Kipling; "The Hunting of the Snark" by Lewis Carroll; Selected Poems by Alfred Tennyson; "The Duty of Remembering the Poor" by C. H. Spurgeon; Selected detective stories by Arthur Conan

Doyle; "The Devoted Friend" by Oscar Wilde; Horatius Defend the Bridge by Thomas Babington Macaulay; Selected poems by William Butler Yeats; Selected poems by Katharine Tynan.

TEACHER: RABBI SINENSKY

SUBJECT: JUDAIC STUDIES

6th grade Judaic Studies combines prayer with advanced study of the holidays, weekly Torah portion, and close text study of rabbinic texts.

Prayer runs for approximately 20-25 minutes, and comprises an engaging mix of joint recitation, singing, reading with the cantillation, and silent recitation of the Amidah (standing) prayer.

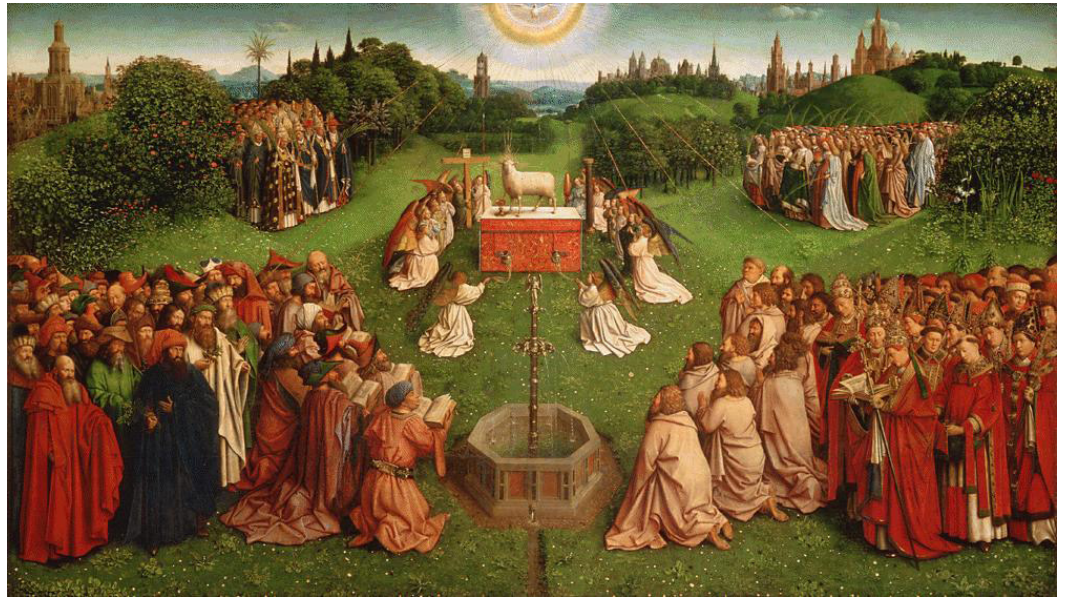
Following prayer, on Monday through Thursday, we rotate units between the holidays and rabbinics. The study of Jewish holidays is designed to ensure that students have a comprehensive understanding of the central themes and Jewish practices of each holiday. Notes are structured in a clear, tight outline form to facilitate comprehension and retention.

In our study of Mishnah (the foundation for Talmud, the central text of the rabbinic canon), which we began studying following the High Holidays, students have now completed the entire first tractate of the Mishnah. Congratulations!

Each Friday we review the weekly Torah portion, summarizing the content of each chapter. Recently, for instance, students reviewed and considered the content and larger significance of the Ten Commandments. This weekly study enables students to develop a comprehensive understanding of not only each portion but also the continuity of subject matter of each chapter. Each week at least one aspect of the Torah portion is reviewed in greater depth, with an eye toward fostering engaging conversation at home with family over Shabbat. We are on pace to complete summaries of fifty-four Torah portions of the Pentateuch.

Instruction as well as class discussion is conducted overwhelmingly in Hebrew, with the students required to speak strictly in Hebrew as well.

Jan van Eyck's Ghent Altarpiece (1432), of which this is a central panel, uses meticulous attention to detail to create a fantastic landscape symbolic of the central aspects of the artist's faith.



TEACHER: DR. NAGELBERG
SUBJECT: SCIENCE

The sixth graders explored topics in physics including some microscopy and biophysics, the electromagnetic spectrum and Newton's law of universal gravitation. They focused especially on gaining confidence in dealing with very small and very large numbers, in understanding direct and inverse relationships, and using algebra in a science class. Students completed the trimester by developing their own "Kahoot" review games for the entire class to play.

TEACHER: MRS. TER-SAAKOV
SUBJECT: MATH

6th grade revisited Exponents this spring, and studied Square Roots, as well as the application of square roots finding sides of the right triangles using Pythagorean Theorem. Students practiced distributive property in algebra, expanding products of binomials. The current and probably the most fundamental topic of the year 6th grade is working on now is the study of linear functions, the most common forms of equations of linear functions, and their graphs. This is a new level of abstractions, and it took students some time to get used to this topic, but gradually everyone is becoming more comfortable with the topic.

TEACHER: MRS. RICE
SUBJECT: ART HISTORY

We shifted focus this trimester from Italy to the Northern Renaissance. Starting with Jan van Eyck's Ghent Altarpiece, the students enjoyed both his technical virtuosity with oils to create fine texture and detail, and the layers of symbolic meaning behind van Eyck's compositions, themes that were repeated throughout the unit.

While there were plenty of comparisons between North and South--Durer's careful study of human proportion, or Breughel's Alpine vistas, for instance--the contrasts were more dramatic, and opened a window into some of the cultural forces at work behind the Protestant Reformation. Troubling details in the distance of Breughel's landscapes led us to a discussion of the violence that erupted between Catholics and Protestants as European rulers figured out how to accommodate this new way of being Christian.

Our conversation reached a turning point with the Beeldenstorm, iconoclastic riots that broke out in the Spanish [sic] Netherlands in 1566. This led us to revisit questions of representative art that marked our very first lessons at the beginning of last year.

A final look at examples from the Golden Age of Dutch Still Live painting made it clear that in the right hands even a vase of flowers or a bowl of fruit can convey social and even spiritual meaning.

7TH & 8TH GRADE



Undaunted by Covid protocols, MLCA Mathletes continued to meet remotely or under the trees as weather allowed.

TEACHERS: DR. FRADKIN AND MRS. TER-SAAKOV SUBJECT: MATHEMATICAL OLYMPIADS FOR ELEMENTARY AND MIDDLE SCHOOLS

This was the third year that MLCA students participated in the MOEMS (Mathematical Olympiads for Elementary and Middle Schools) competition. There are two levels of this competition, E for grades 4 to 6 and M for grades 6 to 8.

MLCA received a High Achievement Certificate in level E for placing in the top 20% of all participating schools in the nation.

All students in grades 4 through 6 participated in the level E competition. Out of the 26 participants, 17 received a Patch for placing in the top 50% of all participants nationwide, with 9 of them placing in the top 20%.

Special congratulations go to Ari Shpilman for receiving a Gold Pin, placing him in the top 2% of all participants. We further congratulate Avery Zhang and Connor McManus for receiving a Silver Pin, awarded to the top 10% of all participants.

The level M competition was taken by all the students in grades 6 through 8. Out of the 18 participants, 14 placed in the top 50% of all participants nationwide and received a Patch. Katie Fradkin, Ronan Myers and Ari Shpilman received a Silver Pin for placing in the top 10% of all participants nationwide.

Congratulations to our outstanding MLCA students and to their Math teachers!

TEACHER: MS. FRIDMAN SUBJECT: PROGRAMMING

This semester the students continued their work with Python. They were introduced to its graphical module (Turtle), which enabled them to write programs for drawing multiple pictures. The final project of this year was a text-based game that gained them a lot of practice using classes and objects.

TEACHER: MR. CIALINI SUBJECT: LATIN A

The demanding grammar the students confronted this trimester did little to discourage them; really, it seemed to encourage them, resulting in what I believe was their most successful trimester in Latin.

With only two students in the class plenty of time was devoted to oral drills on vocabulary, conjugating, and declining. Their memorization skills greatly improved as well and they could translate Latin sentences into English without much difficulty. With the progress they've made this trimester they will be able to join Latin group B next year.

This trimester we covered the following:

- Comparison of Adverbs
- Ablative of degree of difference
- Ablative of specification
- Ablative of Cause
- Temporal and Causal Clauses
- Demonstratives: ipse, idem
- Irregular adjectives
- Subjective and Objective infinitives
- Tenses of infinitives
- Indirect statement
- Reflexives
- Dative of reference
- Dative of purpose
- Double dative
- Participles
- Subjunctive mood



MLCA Mathletes Connor McManus, Ari Shpilman and Avery Zhang display their trophies at the end-of-year Math Club celebration.

TEACHER: MR. GORMLEY SUBJECT: HISTORY & GEOGRAPHY

Since finishing the Hundred Years' War, we've moved on to the Wars of the Roses, with students playing the roles of the major characters involved. Our version didn't end with Henry Tudor uniting the Yorks and the Lancastrians, but it gave students a face and character to place with each actual historical figure. All the while, we read passages from Raphael Holinshed's account of the conflict to understand how it really occurred.

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More recently we've spent time looking at the 95 theses of Martin Luther as well as the early years of Henry VIII of England.

Before the year's end, we'll learn of the Emperor Charles V and his capture of Francis I, as well as the subsequent bungling of the former's advantage. Finally, we'll cover Henry VIII's break with Rome and his many wives.

TEACHER: MR. WALTER

SUBJECT: ENGLISH

Poetry and Poetics: In addition to the poetry that they recited on Poetry Night, students finished memorizing Gerard Manley Hopkins' "Pied Beauty" and Robert Frost's "The Road Not Taken." While memorizing the poems, the students learned their various technical aspects and important historical background of either the poem or poet. For example, while memorizing "Pied Beauty," we read two letters by Gerard Manley Hopkins that explain his view of nature and God.

Literature and Reading: In addition to reading the remainder of works in their literature textbook *Speaking in Symbols*, students read Charles Dickens' novel *Great Expectations* (1861) and H. G. Wells' *Time Machine* (1895). The students learned biographical information that had a bearing on the authors' works. For example, they learned that Charles Dickens had worked at a law office before he became an author—a job that made him acquainted with the law and lawyers. This fact helps explain Dickens' harsh satire of the law and lawyers in his works, including *Great Expectations*. Throughout his career as a writer, Dickens satirized the judiciary, most notably with the characters Jaggers and Wemmick in *Great Expectations* and with the "perpetual suit" in *Bleak House*. Another example detail of Dickens' life that the students learned was that throughout his life, the author was an amateur actor and producer of plays—a fact that helps the understanding of his parody of amateur actors in *Great Expectations* and *Nicholas Nickleby*.

While going over *Time Machine* we discussed late Victorian politics and history. Wells was a member of the Fabians, a society of socialists that included playwright George Bernard Shaw. (Many people know the musical *My Fair Lady*, which was inspired by Shaw's play *Pygmalion*.) As a late 19th-century socialist, Wells viewed the labor of the working class as having a dehumanizing, brutish effect—an effect that the aristocracy would pay for in the future. The *Time Machine*'s central characters are the future two races of human beings—the Morlocks, who allegorically represent the working class, and the Eloi, who represent the land-owning class. In their ugly brutishness, the Morlocks represent the threat of mob violence against a system of class division. In their lazy prettiness, the Eloi of the novel represent the effete aristocracy, who have for so long lived off the labor of the

working class, that they have become weak and vulnerable to the threat of violence of those whom they have so long oppressed. In effect, then, the Eloi have become victims of their own oppression and their relationship to the Morlocks allegorically represents the final struggle of the classes.

Grammar and Writing: After completing their study of grammar, students have been studying SAT Grammar.



above: Contemporary photo of H.G.Wells sitting in a model of his imagined Time Machine

TEACHER: DR. NAGELBERG

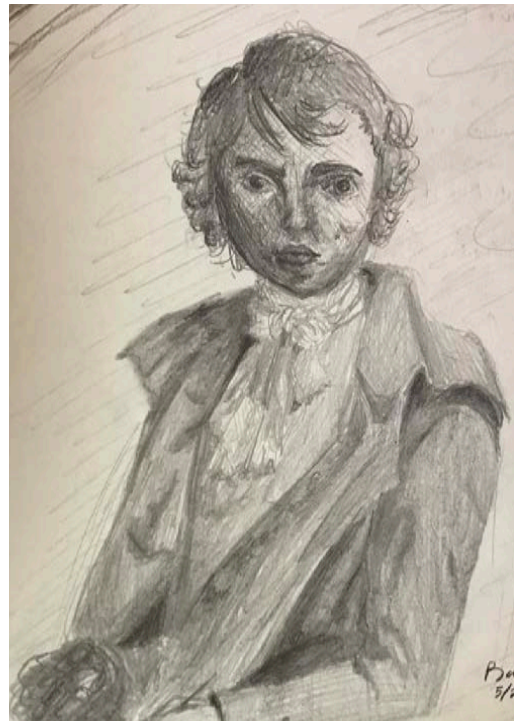
SUBJECT: SCIENCE

The seventh and eighth graders explored using genetic data to understand ourselves and the relationships between species, the structure and function of proteins, and some introductory topics in neuroscience, including brain anatomy, the structure and function of neurons, the role of RNA in determining cell types in the brain, and the structure and function of neurotransmitters. Students completed the trimester by reviewing research projects presented at this year's International Science and Engineering Fair and presenting their own research proposals to the class.

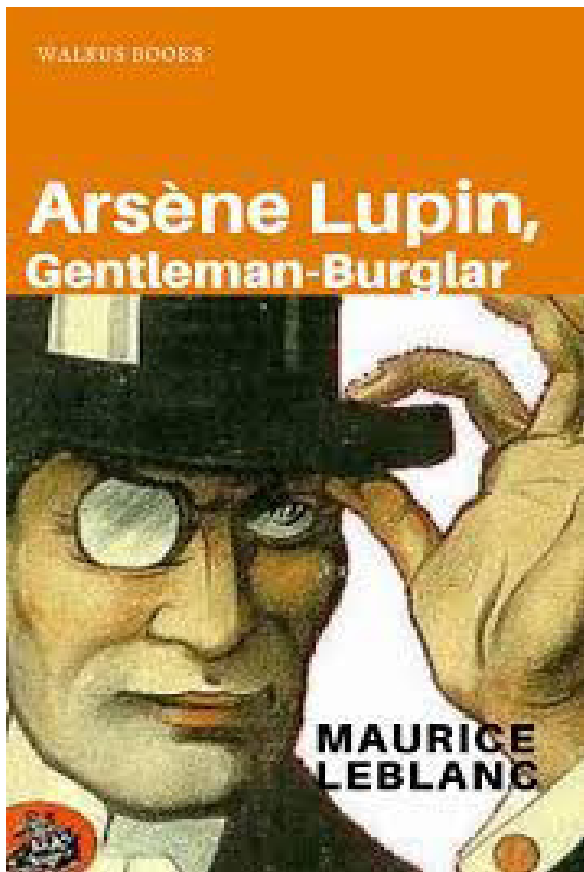
TEACHER: MRS. HARPER
SUBJECT: HISTORY OF ART

European history is never boring. For instance, one of the things we learned was that Velázquez's big break came when he was able to paint King Philip IV, a man who, due to much inbreeding among the Hapsburg royal family, suffered from a good deal of rather unflattering facial morphology. Velázquez somehow managed to create a painting that both succeeded in portraying a likeness of the Spanish king while still making him passibly handsome. After Philip saw the painting he had all others taken out of circulation and Velázquez became the official court painter. And thank goodness for that, because it was while having intimate access to the royal family that he was able to create the masterpiece of the

infanta and her parents (and their dog and various servants- and Velázquez himself) that we know today as Las Meninas. We also followed the career of Rubens which involved another royal family, this one in France, when he created the 6 painting Marie de Medici cycle which can now be viewed at the Louvre. Greek gods, sea nymphs and other Romantic embellishments make Marie de Medici's life look far more interesting than it probably was. Also included in the cycle is her famously Huguenot husband, Henry IV, who upon ascending to the French throne, after much hemming and hawing, finally decided to convert to Catholicism, because, as he famously reasoned, "Paris, il vaut bien une messe" (Paris is well worth a mass.)



Eighth grader Raica Tarr recorded this study of Jean-Louis David's self-portrait in her Truth, Beauty and Goodness journal.



TEACHER: M. PORTIER
SUBJECT: FRENCH

During this semester, an emphasis has been placed on the weekly class conversations and grammar. The students were asked to defend their opinion in a structured manner on various topics. Their progress reflects the work done during this period, especially concerning the different ways to express their thoughts.

The grammar studied has been particularly challenging: they studied the subjunctive present and indirect speech. Both required a lot of practice in class and at home. They were asked to rewrite long paragraphs using indirect or direct speech or changing the voice used. I am glad to say that most students did very well.

We quickly read *Arsène Lupin*, a detective novel, which was an opportunity to immerse ourselves in the France of the beginning of the 20th century.

TEACHER: MRS. TER-SAAKOV
SUBJECT: MATH

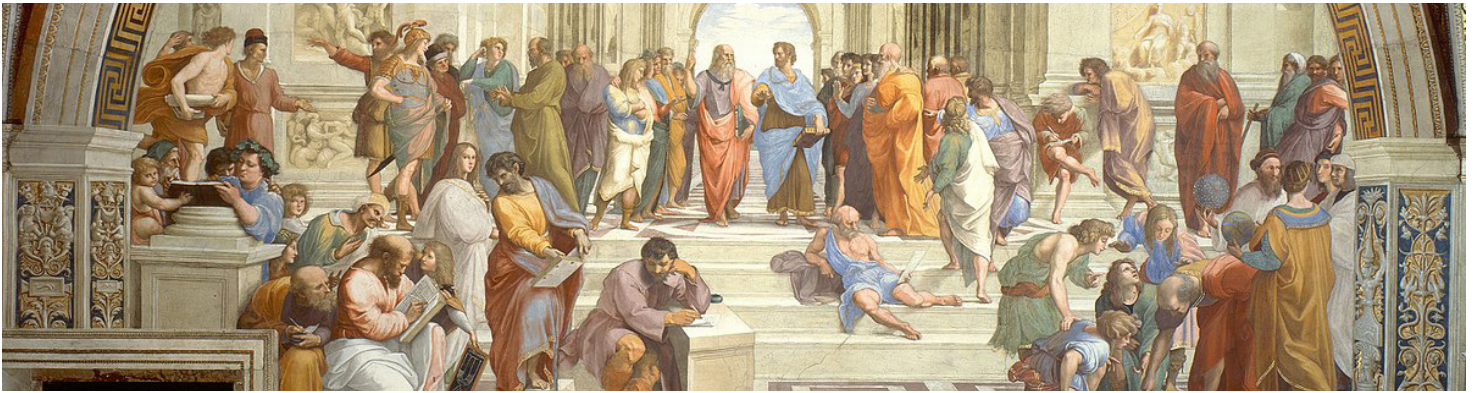
7th-8th Geometry class worked on Similarity of triangles, then revisited the Pythagorean Theorem and right triangles. Definitions of trigonometric functions in the right triangle were introduced for the first time. Then the class moved on to study the circles, from measurements of arcs, to relationships of arcs and inscribed angles, as well as angles with vertices inside and outside of the circle, to lengths of chords and Power of a Point theorem. We'll wrap the year up practicing construction with compass and straightedge.

TEACHER: MR. CIALINI
SUBJECT: LATIN B

Though it was our goal, we didn't quite finish Jenny's First Year Latin this trimester. Some of the chapters—especially those that introduced the Subjunctive mood with its many forms for verbs—proved too demanding to learn in a single week. We made it to chapter 44 and then in the closing three weeks of the school year we selected chapters to work on which were most vital to the reading of Caesar's *De Bello Gallico*: Cum clauses, deponent verbs, and the ablative absolute. This trimester we completed the following:

- Reflexives
- Dative of reference
- Dative of purpose
- Double dative
- Indirect statement
- Participles
- Subjunctive mood
- Hortatory subjunctive
- Adverbial clause of purpose
- Relative clause of purpose
- Cum clauses
- Deponent verbs
- Locative case
- Special place constructions

Many class periods began with rapid fire questions covering all the grammar and vocabulary from chapters 1-44. This warm-up activity revealed not only that the students' grasp of vocabulary is excellent but also that their ability to form complex verb constructions such as infinitives, participles, and the subjunctive mood from memory is outstanding.



WALKING WITH PLATO AND ARISTOTLE: A WELCOME TO OUR RISING UPPER SCHOOL STUDENTS FROM INTERIM PRINCIPAL, RABBI SINENSKY

Members of the Board of Directors and fellow administrators, esteemed faculty, parents, family members, and above all, graduates:

Many will recall Raphael's sublime fresco, *The School of Athens*, which he painted between 1509 and 1511 in the Vatican's Apostolic Palace. The dominant figures, situated beneath the archway in the center of the composition, are the venerable Plato and a mature Aristotle. The titans stroll side by side, engrossed in a dialogue transcending time and space.

Raphael was commissioned to prepare the painting for Pope Julius II's personal library. By designing the mural for a space of study, Raphael suggests that to learn in an ethereal educational environment is to be a fly on the wall and listen in on the ingenious discourse between the pillars of the Western intellectual tradition. Indeed, *The School of Athens* not only features avid students listening in on Plato and Aristotle, but also others engaging with figures such as Socrates and Ptolemy, respectively the fathers of philosophy and astronomy, and an enigmatic scientist or mathematician variously identified by scholars as Euclid or Archimedes. By including contemporary figures, including his mentor Leonardo de Vinci and even a self-portrait, Raphael suggests that those who continue the conversations of the ages are participating in those very same discussions, from the Renaissance down until today.

Graduates: During your years at the Main Line Classical Academy Lower School, you studied under the tutelage

of our world-class scholar-educators, whether it be science, math, English, French, Latin, history, art, music, and more. In essence, you were offered the unique privilege of listening in on some of the greatest ideas that the West has ever produced.

And now, having completed that first course of study, you are ready to take the next step. For to alight from Main Line Classical Academy's Lower School and embark on the next stage of your journey upon our Upper School vessel, is to discourse directly with the giants of the Western canon. There is simply nowhere else where you can journey alongside Virgil and Ovid, Shakespeare and Tolstoy; Moliere and Balzac; Albert Einstein, Max Planck, and Niels Bohr.

It will be rigorous and rewarding; intense and exhilarating; toilsome and transformational. And it will all flow from the bounty you have reaped during your formative years here at MLCA, our crown jewel.

Raphael left the doorway to *The School of Athens* open, suggesting that the close observer is invited to walk in. Today each of you has earned the right to step straight into that immortal mural.

Come on in, stand tall beside your fellow graduates, and behold the scholars who surround you. With the support and guidance of your parents and teachers, today you join the greatest conversation in the history of humankind.

June 6, 2021