



# Main Line Classical Academy

## Newsletter: April, 2019

*Because children are  
never too young to  
learn great things*

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K, English

### English, Kindergarten — Mr. Frank Chilbert

In Kindergarten, the students have been glowing with love for their poems. They proudly recited these at the recent poetry night and have since continued reciting them at the beginning of each class. We will be studying the following poems between now and the end of the year: “Escape at Bedtime” by R.L. Stevenson and “The Cow” by R.L. Stevenson.

We have finished studying the stories of Greek Heroes such as Theseus, Perseus, and Jason. We now move on to foundation stories of the Ancient Israelites. Taking from the Hebrew Bible, our book gives the students a glimpse into some of the most important stories about the covenant between God and His people. We have already learned about the Creation of the world, Adam and Eve, Cain and Abel, and Noah’s Ark.

### English, 1st Grade – Mr. Frank Chilbert

In First Grade English, we have made great efforts not only to memorize the poems that we recited on Poetry Night, but also to have each other’s poems memorized as well. As a class, we are committing the last few lines of Beeching’s poem to memory (shown below). We have also been reading longer and longer paragraphs in the “A is for Apple” phonics textbooks. Since March we have covered the following sounds, “er” as in “butter”, “y” as in “puppy”, “oy” as in “boy”, “ind”, soft “c”, “old”, “ea” as in “head,” and “ought.” The students have nearly begun working on connecting their letters in the penmanship textbooks. Once they have completed this handwriting technique, it will become much easier by the time they begin formal cursive penmanship next year in second grade.

1, English

With lifted feet, hands still,  
I am poised, and down the hill  
Dart, with heedful mind;  
The air goes by in a wind.

Swifter and yet more swift,  
Till the heart with a mighty lift  
Makes the lungs laugh, the throat cry:—  
“O bird, see; see, bird, I fly.

“Is this, is this your joy?  
O bird, then I, though a boy,  
For a golden moment share  
Your feathery life in air!”

Say, heart, is there aught like this  
In a world that is full of bliss?  
‘Tis more than skating, bound  
Steel-shod to the level ground.

Speed slackens now, I float  
Awhile in my airy boat;

Till, when the wheels scarce crawl,  
My feet to the treadles fall.

Alas, that the longest hill  
Must end in a vale; but still,  
Who climbs with toil, wheresoe'er,  
Shall find wings waiting there.

--Henry Charles Beeching

### English, 2nd Grade – Mr. William Walter

The inviolable love of a mother for her baby is captured superbly by “Mother’s Song,” one of the poems that the second graders studied this week. The poem presents a woman’s perspective of her dear child through motherhood’s lens. Rendered recently by the popular singer Natalie Merchant in her album *Love Your Sleep*, the anonymous “Mother’s Song” was probably composed originally in the 19th century. After reading the poem, the class discussed simile, a rhetorical device in which one thing is compared to another using like or as. In the poem the baby is compared to a rose, a honeycomb, a star, a boat, silk, a fish, a flower, a queen’s scepter, crown and ball, parks and pearls. The mothers reading this who have little ones will understand the comparisons more fully than the rest of us. The class also went over the literary device of hyperbole. The baby’s eyes, for example, are compared to the stars in the sky in the statement: “There’s not a star that shines on high / Is brighter than my baby’s eye.” Because of her love for her baby, the baby’s beauty, as it were, “shines” much more brightly. I then asked the second-graders if they had any younger brother or sister in the family and whether their mothers pampered them. I found one of the responses quite funny though it did not answer the question the way I had expected. The student started talking about her mother’s love despite her sibling’s very annoying habits: “You wouldn’t believe,” the student said, “how annoying my younger sister can be...” On to the next question ...

The poem contains a refrain: “And it’s O! sweet, sweet! and a lullaby.” I mentioned that many ballads and old songs contain refrains (often nonsensical and sung as a chorus), such as the old English ballad “The Three Ravens,” which I read to the class, represented below.

There were three ravens sat on a tree,  
They were as black as they might be  
With a down derrie, derrie, derrie, down, down.

### English, 3rd Grade — Mr. Frank Chilbert

The third-grade class has been putting their thoughts on paper every week this spring. Most recently, they wrote essays which compared the virtues and vices of Shakespearean characters. We had read an abridged version of Shakespeare’s *King Lear*. In it we saw the apparent and unapparent differences between Cordelia and her two sisters, Regan and Goneril. The students were able to argue that appearances are not always what they seem and that it takes careful attention to determine in whom virtue exists and in whom it does not. In their writing, the students have been practicing many of the grammar and punctuation rules they have been learning all year. They are accustomed to writing multiple drafts before moving onto the next writing assignments – a writer’s best practice! Whenever we have time, we read a bit of MacDonald’s *Princess and the Goblin* to help acquaint ourselves with excellent English prose and wonderful storytelling. It has produced a bounty of conversations about trust, belief, courage, forgiveness, and perseverance.

### English, 4th Grade – Mr. William Walter

One of the reading selections that the 4<sup>th</sup>-grade class studied this past month was Guy de Maupassant’s “The Diamond Necklace.” Before going over the work, I gave a talk on realism. Writing the acronym REAL on the whiteboard, I tried to get the students to remember and understand more deeply the genre of realism—which contrasts greatly with fairytale and romance—by remembering that works of realism 1) are realistic; 2) deal with everyday occurrences; 3) are amoral (do not have a moral lesson; the good guy does not win in the end) and 4) often have local color. In order to achieve a realistic effect, authors such as de Maupassant will

2, English

3, English

4, English

have very specific detail to their works. Through the minute description contained in “The Diamond Necklace” the modern reader gets a wonderful picture of everyday life in 19th-century France.

After answering multiple choice questions on the story, the class had a discussion of its possible themes. Often De Maupassant’s stories talk about the fate of the poor, and this story is no different. If you have read the story, you know that the protagonist is a poor woman who borrows a necklace, loses it, replaces it with another (unknown to the original owner) and then spends ten years in hard labor to pay for the replacement, only to find out from the original owner in the end that the necklace was a fake. Like tragic heroes, the poor often struggle to get what the rich have, but end up losing in the end.

I stressed to the students, however, that that the plight of the less fortunate is only one possible theme. Others might look at “The Diamond Necklace” and stress the faults of the protagonist’s character rather than her heroic qualities (exhibited by her stoic effort of paying back the loans to replace the necklace). Madame Loisel is vain and ignores the “beauty” around her, such as her thoughtful husband. The end of the story reveals that she has wasted her life on something that was fake (the necklace). The theme of the story might, then, be expressed this way: The true and noble things of life are right before us for us to have, but if we fall for false pleasures, we end up disappointed.

Most of the students loved the story, but were ambivalent about the ironic ending. Although the conclusion provides a pleasantly surprising twist, the students were bothered by the protagonist’s ignorance that led to her horrible fate. Like the Ancient Greek tragedies, such as Sophocles’ Oedipus Rex, stories of realism contain situational ironies and moments of “recognition” that underscore man’s unfortunate position in life – a third theme of “The Necklace.”

#### **English, 5th Grade – Mr. William Walter**

Do you know what the “Uncle Bob” grammatical error is? Years ago, when my four sons were young (ages 6 to 11), the Walter Family attended a classical music concert at a school where there was a playground. My boys’ Uncle Bob went along with us. After the concert, my children got seated on the playground’s seesaw—all on one end. Their uncle Bob—who is a weightlifter and a lot heavier than I am (one hundred pounds heavier)—climbed onto the other end, and the seesaw tipped all the way to Uncle Bob’s side. It was a humorous sight to see all four children on one side and their lonely uncle on the other. We took a picture of the funny lopsidedness. After relating the story to the class about imbalanced seesaws, I explained that sentences, too, can be lopsided, and when they are, they are said to lack parallel structure. Can you tell which of the following two sentences is correct? The 5th graders could after they studied the Uncle Bob grammatical error! (1) The notebook contained not only tinted pictures of Africa but also it had a lot of space to write notes in. (2) The notebook contained not only tinted pictures of Africa but also a lot of space to write notes in.

#### **English, 6th and 7th Grade – Mr. William Walter**

“There are three kinds of friends in the world,” I said to the 6th grade class, “friends with buckteeth, friends with straight, white teeth and friends with big teeth.” The students laughed or smiled, and I asked them what was wrong with my sorting friends into such groups. The students knew that the classification was nonsensical, but could not explain exactly why, so I verbalized the reason for them. A system of classification is a way of dividing up a topic into logical groups or categories in order to give the reader some insight into the topic. Classifying friends according to teeth is not a suitable or sensible system of classification because it does not tell us anything about friendship or give us any insight into what makes a friend. One sensible way to classify friends, however, would be according to how long one has known the friend. Old friends are quite different from newer friends, and it might make an interesting and insightful composition to talk about those differences as it would give us insight into what friendship requires: time spent getting to know each other. After reading two example essays—one student example and one professional—the students were asked to choose from a list of topics that I gave out and write a classification and division essay. Some of the topics that the students were given were kinds of noses, kinds of eaters, ways of walking, kinds of candy, kinds of teachers (“Be careful!” I warned), kinds of students, kinds of personalities, kinds of lying or deceitfulness, kinds of happiness, and kinds of ticks and quirks.

5, English

6-7, English

K-1, History

### History, Kindergarten and 1st Grade – Mr. Graham Gormley

This month we worked our way through the story of Mrs. Mary Lindley Murray, who delayed General Howe long enough for the Continental Army to escape. Apparently Howe’s appetite often got him into difficulties. We discussed the intrigue with Charles Lee, who was willing to risk severe losses to elevate himself at Washington’s expense. The battles of Trenton and Princeton seemed to be a hit with the children. General Washington’s friendship with Lafayette was also a point of interest. The fact that Lafayette gave up a life of luxury and defied the French king to help the American cause seems almost unthinkable through modern eyes. We also read about the battles at Bennington and Saratoga. The story of Molly Pitcher was also a favorite, especially with kindergarten.

We continue to work on memorizing the beginning of the Declaration. It appears a little competition has developed and now some of those who were reluctant have been doing their best to memorize more than the others. We’ll continue with that for this month. Any help from home on that front is appreciated.

In sum, we’re right on track and I look forward to our remaining time to work through the end of the Revolution and into the Constitutional Convention.

2, History

### History, 2nd Grade – Mr. Graham Gormley

After quite a build-up, we are just wrapping up the Persian Wars this week. As we considered the battles of Thermopylae, Artemision, Salamis, and Plataea, I find it hard to overestimate just how different things would be even for us if fortune had favored Persia instead of the Greeks. All of the great contributions to civilization that we can attribute to the Greeks might well have gotten swept away. There probably wouldn’t have been an Alexander to spread Greek thought. Would Rome have come to conquer them later? Would we know the works of Aristotle, Sophocles, Euclid, and so many others?

In any case, apart from the observation that there was a historical moment when there was *almost* a united Greece due to the Persian threat, the thing that I’ve been trying to impress on the students is the unique attribute of the Greeks – their desire for excellence. It’s something the Persians, at least in Herodotus’ account, were unable to understand. Xerxes, for example, couldn’t imagine that men would organize themselves for their own defense to any effect, believing that armies must be led by fear of the king’s punishment. When it turned out that he was sorely mistaken, Xerxes’ nephew summed it up best by remarking of the Greek athletic games (which they attended even in war), “What kind of men did you lead us here to fight, who compete not for money, but for excellence alone?”

We’ll be moving right along to the Peloponnesian Wars next and then wrapping up the year with Alexander.

3-4, History

### History, 3rd and 4th Grade – Mr. Graham Gormley

This month we finished discussing the First Punic War. One noteworthy development during that period is the Roman navy. With so much fighting on Sicily during the first war, the Romans began to realize that 1) it was quite a hassle to borrow cargo ships to transport troops to the island, but 2) they would never be able to counter the threat of Carthage popping up unexpectedly on their shores without taking to the sea themselves. They certainly couldn’t move against them offensively and few have ever won a war purely through defense. In typical Roman fashion, they went from having no navy to one that rivaled the most powerful navy in existence at the time in short order, even altering the design of their warships.

More recently we’ve been moving at a quick pace through the Second Punic War, which is famous for Hannibal’s trek across the Alps, among other things. For the most part I’ve been emphasizing the scope of the disaster that it was for the Romans for much of the beginning, especially the battles of Trasimene and Cannae. This week we read of the death of the two elder Scipios in Spain, shortly before things began to slowly improve for Rome.

Next month I plan on moving full speed ahead to Julius Caesar and Augustus Caesar after that.

5-7, History

### History, 5th, 6th and 7th Grade – Dr. Jacob Feeley

In Roman history, students studied the Catiline conspiracy. They read a portion of one of Cicero’s prosecution speeches (*The First Catilinarian*). They also a section of the speech Julius Caesar gave to the senate, in which he opposed Cicero’s position that Catiline should be executed. In the process, students got a taste of Roman rhetoric. We then moved forward to the age of Pompey and Caesar, and read an account from Caesar’s *Commentaries* that describes his siege of Alesia and capture of the Gallic leader, Vercingetorix. Students deepened their knowledge of Roman military tactics and learned about Caesar’s talents in military strategy and leadership. In not too long they, will be able to read his works in the original!

### Math, Kindergarten – Mrs. Yulia Shpilman

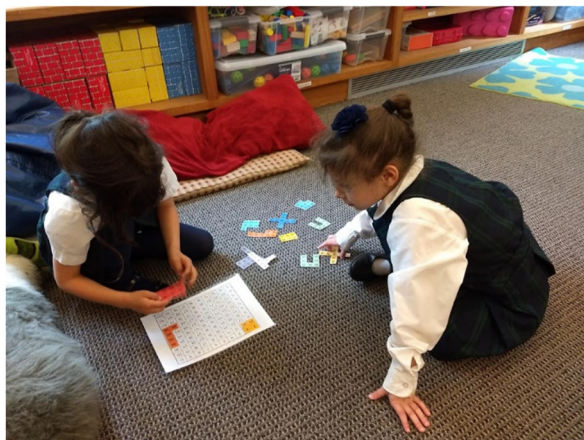
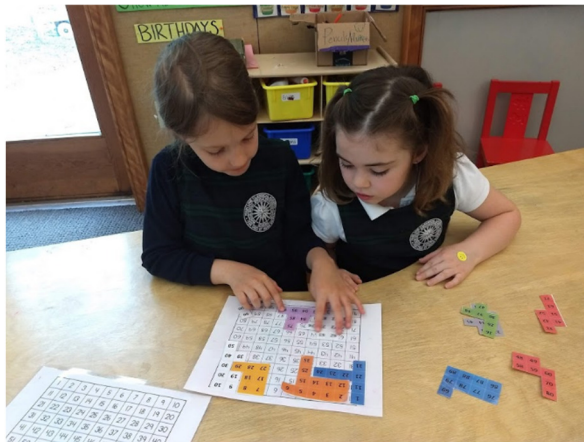
#### Counting routine:

We are continuing to use the 100 chart to work on recognition and comparison of 2-digit numbers. We have put together puzzles, matched up numbers, skip-counted by 2s, 5s and 10s, found the biggest and smallest number in a group, found numbers in specific ranges, and more. This wonderful tool offers many opportunities for exploring patterns; we will continue using it until the end of the year.

#### Arithmetic practice:

We continued our practice of single digit addition and subtraction and exploration of strategies. This month, we focused on learning and remembering sums of pairs, e.g., 4+4, 6+6, and recognizing that if you know that 6+6 is 12, then 6+7 is just one more, and 6+5 is just one less. We talk through these strategies as we use them on a daily basis, and they are starting to stick. I see the students using them and becoming faster in their calculations. We are also using Splat cards to work on subtraction.

K, Math



1, Math	<p><b>Math, 1st Grade – Dr. Sasha Fradkin</b></p> <p>The first-grade class spent the month of April becoming more familiar with the concept of place value. First, they 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 solved a number of word problems.</p>
2, Math	<p><b>Math, 2nd Grade – Dr. Sasha Fradkin</b></p> <p>This month in second grade math our main focus was on 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.</p>
3, Math	<p><b>Math, 3rd Grade – Dr. Sasha Fradkin</b></p> <p>The third-grade class spent the month of April 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.</p>
4, Math	<p><b>Math, 4th Grade – Mrs. Tatiana Ter-Saakov</b></p> <p>4th grade has been working on the chapter devoted to factors. On one hand, this was a great first glimpse into number theory for the students. On the other hand, understanding prime factorization lies in the foundation of methods of finding GCF (greatest common factor) and LCM (least common multiple), the later essential in efficient addition of fractions, both numerical and – later – algebraic.</p> <p>Students started with distinguishing prime and composite numbers, applying the fascinating process of finding all prime numbers up to 100 with the Sieve of Eratosthenes. The next step was learning prime factorization. Eventually, students are exposed to quite powerful tools that prime factorization gives us when testing divisibility.</p> <p>Next, we are going to apply the acquired knowledge to master adding, subtracting and converting fractions.</p>
5, Math	<p><b>Math, 5th Grade – Dr. Sasha Fradkin</b></p> <p>The fifth-grade class spent April working on ratios and rates. They adjusted recipes, computed the dimensions of scaled models, calculated the side lengths of similar figures, and determined how long it would take to drive between cities going at various speeds. They converted rates of miles per hour into feet per second and dollars per yard into cents per inch. The students solved word problems about situations that were both realistic and unheard of.</p>
6-7, Math	<p><b>Math, 6th and 7th Grade – Mrs. Tatiana Ter-Saakov</b></p> <p>6th- and 7th-graders spent April polishing such fundamental technical skills as opening parentheses using the distributive property and solving linear equations with one variable. Even though distributive property by itself is familiar to students, correctly applying it to abstract algebraic expressions presents a challenge. Negative coefficients add even more difficulty. We'll continue to regularly review correct implementation of distributive property through our studies of algebra.</p> <p>Next, we are moving to a completely new topic – quadratic equations.</p>

Hands-On	<p><b>Hands-On Skills, Kindergarten to 3rd Grade – Mr. Adam Darer</b></p>
	<p>In Hands-On-Skills class we finished building the garden gate.</p>
	<p>We are now beginning to learn how to tie knots.</p>
	<p>The knots we are learning how to tie are the bowline, figure eight, square, and overhand.</p>
K-1, Science	<p><b>Science, Kindergarten and 1st Grade – Mr. Adam Darer</b></p>
	<p>This month in Science class we began our unit on Biology by learning the names for different parts of a plant. We then went outside to find flowering plants and practiced naming the different parts (stems, flowers, leaves, roots).</p>
	<p>We had some great discussions on what plants need to survive and then began a laboratory activity where we placed bean seeds in moist paper towels and put the paper towels in plastic bags. We placed some of the bags in the light and others in the dark. For this lab, the students reviewed the steps of the scientific method and recorded their hypotheses, experiments, observations, and conclusions on paper by either drawing pictures, writing words, or doing both.</p>
2-3, Science	<p><b>Science, 2nd and 3rd Grade – Mr. Adam Darer</b></p>
	<p>In Science class this month, the students finished up the electricity unit by working through a laboratory activity that explored how series and parallel circuits respond differently if one component is removed. For this lab, the students used the steps of the scientific method and wrote out their answers/responses to these steps in their lab notebooks.</p>
	<p>As a reward for their hard work the students chose projects from the snap-circuit book to build. They built water-detectors, doorbells, space-sound simulators, and other projects.</p>
	<p>We began our unit on biology where we are learning about parts of a plant. We set up a lab to explore how bean seeds in a moist paper towel respond differently when placed in the light versus the dark.</p>
4, Science	<p><b>Science, 4th Grade – Mrs. Tatiana Ter-Saakov</b></p>
	<p>Students studied the properties of metals and non-metals, expanding their vocabulary with adjectives like sonorous and ductile. We wrapped up the chemistry unit this year by playing “Ion: a compound building game,” reinforcing the concept of ionic bonds in molecules.</p>
	<p>Now 4th grade is moving on to physics for the rest of school year.</p>
5, Science	<p><b>Science, 5th Grade – Mr. Adam Darer</b></p>
	<p>This month in 5th-grade Science class we wrapped up our unit on electricity with several laboratory activities. For these labs the students worked through calculations of current, resistance, and voltage in several types of circuits. We then learned how to use a multi-meter to measure current, resistance, and voltage in a circuit and practiced making these measurements in circuits with different components in them.</p>
	<p>Before the vacation, we had a test on our Physics unit and we are now starting our unit on Biology. We first explored characteristics of living organisms and are now beginning our study of microbiology.</p>
6-7, Biology	<p><b>Biology, 6th and 7th Grade – Dr. Danielle Nagelberg</b></p>
	<p>This month the sixth- and seventh-graders worked to deepen their understanding of modern genetics. Students used paper cut-outs, computer simulations and games to model details of the two central processes of genetics:</p>
	<ul style="list-style-type: none"> <li>(1) transcription — the generation of RNA sequences from DNA sequences; and</li> <li>(2) translation — the generation of amino acid (protein) sequences from RNA sequences.</li> </ul>

We also modeled replication — the process of generating new strands of DNA from existing strands of DNA. This allowed us to discuss replication-based mechanisms of generating mutations, some of which can alter the function or production of proteins. Students also practiced applying concepts in modern genetics to topics covered earlier in the year, such as taxonomy — the organization of living things into groups based on shared characteristics.

This week we are reading a Scientific American article by science journalist Carl Zimmer, titled “The Case for Junk DNA,” as an opportunity to review concepts and vocabulary as well as to gain an understanding of some contemporary issues in interpreting genetic information.

As we head into these last several weeks of the school year, we will focus on building connections between different topics in biology and increasing our fluency in the biology vocabulary we have touched on throughout the year. Another focus over the remaining weeks will be to continue to explore species diversity, and to delve into the topic of dissection.

Robotics

### Robotics / Programming, 4th to 7th Grade – Mrs. Tatiana Ter-Saakov

As students are seeking precision on the farthest part of the mat, more need arises for the use of sensors.

The last one to be mastered this year is gyro sensor, which will be used to make more precise turns.

Students will continue working on accuracy and consistency of their programs for a few more weeks.

K, French

### French, Kindergarten – Mme Betty d’Herve

This month, we continued our routine with the date, numbers, and the weather. We continued to play games in order to practice French vocabulary and we read every day individually to the teacher. We also continued to learn “traditional” French songs:

- Trois p’tits chats
- 1, 2, 3 nous irons au bois: [www.youtube.com/watch?v=MpUNmriaiz4](http://www.youtube.com/watch?v=MpUNmriaiz4).
- Promenons-nous dans les bois: [www.youtube.com/watch?v=P-jNlnVdWaE](http://www.youtube.com/watch?v=P-jNlnVdWaE).

We learned the vocabulary of the “table setting” and set a table the “French” way. We talked about manners at dinner time. We also discovered two “special” adjectives placed in front of the noun. We finished our book “Mes copains et moi,” reviewed all the vocabulary in this book and made sentences individually.

#### Vocabulary:

travaille	(works)	de la limonade	(some lemonade)
dessine	(draws)	du chocolat	(some chocolate milk)
boit	(drinks)	du lait	(some milk)
une assiette	(a plate)	petit/petite	(small, little)
un verre	(a glass)	un petit verre	(a small cup)
une fourchette	(a fork)	une petite cuillère	(a small spoon)
un couteau	(a knife)	grand/grande	(big/tall)
une cuillère	(a spoon)	un grand chien	(a big dog)
une serviette	(a napkin)	une grande cuillère	(a tablespoon)
de l’eau	(some water)		

1, French

### French, 1st Grade – Mme Betty d’Herve

This month, we continued to learn “traditional” French songs:

- Il était un petit navire: [www.youtube.com/watch?v=pHNIpMO5q\\_s](http://www.youtube.com/watch?v=pHNIpMO5q_s)
- Dans sa maison, un grand cerf: [www.youtube.com/watch?v=8SW1dg7ZipU](http://www.youtube.com/watch?v=8SW1dg7ZipU)
- 1, 2, 3 nous irons au bois: [www.youtube.com/watch?v=MpUNmriaiz4](http://www.youtube.com/watch?v=MpUNmriaiz4)
- Promenons-nous dans les bois: [www.youtube.com/watch?v=P-jNlnVdWaE](http://www.youtube.com/watch?v=P-jNlnVdWaE)



We will finish our French book “Mon monde” very soon. We conjugated the auxiliary verb “avoir” and the regular verb “travailler.” We studied the written form of the numbers one through ten. We worked a lot on the spelling of the new vocabulary as well as on writing sentences on our individual white boards.

**Vocabulary:**

avoir	(to have)	une gomme	(an eraser)	1 – un
j’ai	(I have )	un stylo	( a pen)	2 – deux
tu as	(you have, singular)	un euro	(one euro)	3 – trois
il/elle a	(he/she has)	des euros	(euros)	4 – quatre
nous avons	(we have)	à la boulangerie	(at the bakery)	5 – cinq
vous avez	(you have , plural)	le boulanger	(the baker)	6 – six
ils/elles ont	(they have)	à l’épicerie	(at the grocery store)	7 – sept
travailler	(to work)	l’épicier	(the grocer)	8 – huit
je travaille	(I work)	le gâteau	(the cake)	9 – neuf
tu travailles	(you work, singular)	le croissant		10 – dix
il/elle travaille	(he/she works)	une banane		11 – onze
nous travaillons	(we work)	une salade		12 – douze
vous travaillez	(you work, plural)	du raisin	(some grapes)	13 – treize
ils/elles travaillent	(they work)	une tomate		14 – quatorze
coûte	(it costs)	un café au lait	(coffee and milk)	15 – quinze
coûtent	(they cost)	un chocolat chaud	(hot chocolate)	16 – seize
				17 – dix-sept
				18 – dix-huit
				19 – dix-neuf
				20 – vingt

**French, 2nd and 3rd Grade – Mme Betty d’Herve**

This month, we continued to learn “traditional” French songs:

- Le petit cheval blanc: [www.youtube.com/watch?v=srFL6xXsQQ](http://www.youtube.com/watch?v=srFL6xXsQQ)
- Vois sur ton chemin: [www.youtube.com/watch?v=P-Zz\\_bSCsBE](http://www.youtube.com/watch?v=P-Zz_bSCsBE)

We will start to study a new Jean de la Fontaine’s fable, “La grenouille qui se veut faire aussi grosse que le bœuf”: [www.youtube.com/watch?v=Fp\\_GJXZ9dPE](http://www.youtube.com/watch?v=Fp_GJXZ9dPE).

We continued to work on the possessive adjectives “mon/ma/mes (my); ton/ta/tes (your); son/sa/ses (his/her).” We also studied the conjugation of “verbes pronominaux” like “s’amuser (to have fun); se reposer (to rest)”... in the present tense. We are close to finishing our book, “Gérard et ses copains.” This month, the homework was more focused on spelling and conjugation study. We continued to have French spelling tests “dictée” on the first day of the week.

**Vocabulary:**

s’amuser	(to have fun)	la gare	(the train station)
se reposer	(to rest)	s’appeler	(My name is...)
se réveiller	(to wake up)	Comment s’appelle ...?	(What is his/her name?)
se lever	(to get up)	Comment tu t’appelles?	(What is your name?)
s’en aller	(to leave)	monter dans	(to climb, to step into)
s’habiller	(to dress)	descendre de/du	(to go down, to step out of)
se laver	(to wash)	entrer dans	(to enter)
donner	(to give)	sortir de/du	(to exit, to go out)
attendre	(to wait)		

4, French

### French, 4th Grade – Mme Betty d’Herve

This month, we continued to learn “traditional” French songs:

- Le petit cheval blanc: [www.youtube.com/watch?v=srFL6xXsQQ0](http://www.youtube.com/watch?v=srFL6xXsQQ0).
- Vois sur ton chemin: [www.youtube.com/watch?v=P-Zz\\_bSCsBE](http://www.youtube.com/watch?v=P-Zz_bSCsBE).

We will start to study a new Jean de la Fontaine fable: “La Colombe et la Fourmi,” [www.youtube.com/watch?v=-zvHUbYgYZ8](http://www.youtube.com/watch?v=-zvHUbYgYZ8).

In our book First Start French, we completed lessons 23 and 28. The vocabulary involved in these lessons was about food, -RE verbs, animals, and the expressions we use when describing time. We reviewed the conjugation of pouvoir, devoir, and -RE verbs, as well as an introduction to the passé composé. In our symtalk book “Plein la vue,” we worked on some dialogues and oral evaluation. We studied nationality, physical characteristics, personality traits and agreement of these adjectives, and we also studied demonstrative adjectives versus demonstrative pronouns.

#### French Proverbs:

On ne fait d’omelette sans casser des œufs. (One can’t make an omelet without breaking some eggs.)

Quand le chat n’est pas là, les souris dansent. (When the cat is not there, the mice dance.)

Une hirondelle ne fait pas le printemps. (One swallow doesn’t make the spring.)

Qui ne risque rien n’a rien. (Whoever risks nothing has nothing.)

5-7, French

### French, 5th, 6th and 7th Grade – Mme Betty d’Herve

We finished studying one of Jean de la Fontaine’s fables, Le Lion et le Rat, [www.youtube.com/watch?v=GhBFq8-CVd8](http://www.youtube.com/watch?v=GhBFq8-CVd8). The students did excellent work presenting this fable individually in front of the class.

We learned the traditional French song Alouette ([www.youtube.com/watch?v=L\\_hFw\\_cWg9U](http://www.youtube.com/watch?v=L_hFw_cWg9U)) and we reviewed the song Les Comédiens ([www.youtube.com/watch?v=V7EOrUEUaPI](http://www.youtube.com/watch?v=V7EOrUEUaPI)), by Charles Aznavour.

Then, in the book French First Year, we focused on the conjugation of PASSÉ COMPOSÉ for irregular avoir verbs. The students took a test on this. We also started to study the conjugation of PASSÉ COMPOSÉ for irregular être verbs.

The students also took a test about chapters X and XI of Histoire d’une revanche. We continued with the reading of chapter XII, we practiced reading aloud, and we summarizing the settings of the story.

4, Latin

### Latin, 4th Grade – Dr. Jacob Feeley

Latin I students are currently learning about participles. This is a challenging subject, but they are progressing quite well with it. They are translating short sentences, reading short stories, and continuing to build vocabulary.

This past week, we finished reading the abridged account of the *Aeneid*, a book they thoroughly enjoyed.

5, Latin

### Latin, 5th Grade – Dr. Jacob Feeley

Latin II students have now learned all six tenses in Latin. They learned three new tenses recently: the perfect, pluperfect, and future perfect tenses. They have also been reviewing third declension nouns.

As is our custom, we discuss English derivatives of Latin words. We also continue to read our historical novel, *The Eagle*.

6-7, Latin

**Latin, 6th & 7th Grade – Dr. Asya Sigelman**

This month in Latin grammar we studied several additional subgroups of the third declension (regular i-stem nouns such as *ignis* (fire) and *navis* (ship), as well as some particularly tricky neuter third-declension i-stems, e.g., *mare* (sea) and *animal* (animal). At the same time, we have been practicing three different uses of the ablative case: ablative of means; comitative ablative; and ablative of manner. All three are (treacherously!) translated into English with the preposition “with.”

After completing an extensive review of the five preceding chapters, we embarked on a new topic: the second conjugation.

Now that we must be mindful of both first- and second-conjugation verbs, we have been taking particular care to memorize the four principal parts of all the verbs we encounter. To cement knowledge of all the old and new forms, we have been doing daily at-the-whiteboard drills. Finally, we are continuing in our study and memorization of Horace’s “Cleopatra Ode.” The students have now mastered stanzas 3-4. Here is the text they know by heart so far:

Nunc est bibendum, nunc pede libero  
pulsanda tellus; nunc Saliaribus  
ornare pulvinar deorum  
tempus erat dapibus, sodales.

To drinking now, now all to the nimble foot  
that beats the earth, now friends, now at last it's time  
to heap the festive couches deep with  
Salian feasts for the gods' enjoyment.

antehac nefas depromere Caecubum  
cellis avitis, dum Capitolio  
regina dementis ruinas,  
funus et imperio parabat

Before this day, to break out the Caecuban  
from our ancestral cellars had been a crime,  
while that demented queen was working  
havoc to Capitol, death to Empire

contaminato cum grege turpium  
morbo virorum quidlibet inpotens  
sperare fortunaque dulci  
ebria. sed minuit furorem

with her polluted mob of retainers whom  
disease alone made men-unrestrained in all  
her impotence of fancied power and  
drunk on sweet fortune. But seeing scarcely

vix una sospes navis ab ignibus  
mentemque lymphatam Mareotico  
redegit in veros timores  
Caesar ab Italia volantem

a single ship come out of the flames intact  
subdued her rage, and Caesar impelled a mind  
distracted on Mareotic wine to  
tangible terrors, pursuing closely

remis adurgens...

by oar her flight from Italy... (Steven Willet, transl.)

We have also been reading about the events described in the poem – the Battle of Actium, waged between Octavian on the one hand and Mark Anthony and Cleopatra on the other, in 31 BCE. Ask your child about the poetic liberties that Horace takes with his treatment of actual historic events.

K, Music

**Music, Kindergarten – Mrs. Karina Butterworth**

During April we focused on violin ensemble. The kids learned six songs with a simple 4-finger pattern that they can use later for a lot of songs.

Those kids who took it seriously from the beginning already have fun playing violin and feel comfortable holding the instrument.

1, Music

**Music, 1st Grade – Mrs. Karina Butterworth**

During April we focused on violin ensemble. The kids learned “Go tell Aunt Rhody” from Suzuki book 1 and they are able to play it solo. They learned “Happy Birthday to you,”; which has a low 2nd finger pattern. They were able to play it for the April birthday kids. In addition, every day they played a new simple duet exercise,

	<p>“I play melody.” They have to decode it by ear and play; I add a second voice. The students are working better as a team and their hand positions are better. Also we wrote a few dictations with 7 notes.</p>
<p>2-3, Music</p>	<p><b>Music, 2nd and 3rd Grade – Mrs. Karina Butterworth</b></p> <p>During April we focused on violin ensemble. The kids learned a piece, “He’s a pirate.” This song is in D Minor and has low, normal and high positions of fingers 1, 2 and 4, a finger pattern the students understand. In addition we played duets in the D minor key and relative F major.</p> <p>We also repeated old songs and learned songs with easy finger patterns.</p>
<p>4-7, Music Theory</p>	<p><b>Music Theory, 4th to 7th Grade – Mr. Geert Ruelens</b></p> <p>During the month of April, we worked on transforming the major scales into harmonic minor scales. The subject was well-received and mastered by all the students. In essence, to make a major scale minor, one lowers the third and the sixth steps of the scale. The rest of the scale remains the same. The students completed an in-class assignment on the subject, as well as a test.</p> <p>Additionally, we broadened our knowledge of intervals by adding the major and minor thirds. Simply put, the major third sounds “happy” while the minor sounds “sad.” We learned to listen for the difference between the two, which isn’t quite as easy as it appears. We will keep practicing.</p> <p>As the musical evening date approaches, we will have more frequent performance opportunities. There will be a performance class on Friday, May 3rd. The last class before the concert will be the last opportunity to practice pieces in class.</p>
<p>K, Art</p>	<p><b>Art, Kindergarten – Mrs. Karina Butterworth</b></p> <p>During April, the girls sewed toy Easter Bunnies. They had to sew the pieces together, sew on buttons, and decorate it. Also they made “Spring on the Farm appliques, where they had to show perspective, with the objects that are farther appearing higher up on the page and the closer objects looking lower. We also drew “Mother duck with ducklings.”</p>
<p>1, Art</p>	<p><b>Art, 1st Grade – Mrs. Karina Butterworth</b></p> <p>This month we spent a few lessons sewing stuffed Easter Bunnies, using neat and complicated buttonhole stitches. Also, the students made a “Spring in City” applique where they had to show perspective, with buildings close by looking lower and buildings far away looking higher. They do know this but sometimes their far-away buildings were covering the nearby buildings. Doing this applique helped them see their mistake and fix it.</p> <p>When the weather was nice we went outside to draw “Bare Feet on the Grass.” We refreshed our previous learning about the proportions of the human face, and the kids were drawing each other.</p>
<p>2-3, Art</p>	<p><b>Art, 2nd and 3rd Grade – Mrs. Karina Butterworth</b></p> <p>This month we spent a few lessons sewing stuffed Easter Bunnies, using neat buttonhole stitches. Also the students made appliques with the theme, “Spring in the City,” where they had to show perspective, with buildings close by looking lower and buildings far away looking higher. The students kids know this but sometimes their far-away buildings cover the nearer buildings. Doing this applique helped them see their mistakes more easily.</p> <p>Also the students started free drawing on the “Springtime” theme.</p>
<p>4-7, Art</p>	<p><b>Art Studio, 4th, 5th, 6th and 7th Grade – Mr. John McCormick</b></p> <p>In the Art studio we are working with acrylic paint and doing still life painting. We are seeking to learn the importance of color and its influence on other colors. This requires a more careful examination of what is seen, not simply a casual glance as most of us tend to do when looking at color – objects, landscape, etc.</p>

All Grades, GYM

**Gym, All Grades – Mr. Ed Soto**

**Character Words:**

- Respect – We treat others the right way.
- Sportsmanship – We follow the rules of the game and respect others.
- Confidence – We believe in ourselves because we are AWESOME!
- Honesty – We always tell the truth.
- Encouragement – We cheer for our friends.
- Sharing – We provide something we have to a friend who needs it.
- Teamwork – We help each other by working together.
- Patience – We wait quietly for our turn.
- Appreciation – We should thank someone for being a good friend, parent or classmate.
- Positive – We are happy to play games!
- Responsibility – We do our jobs.
- Determination – We never give up!
- Leadership – We set good examples by helping and listening to others.
- Integrity – We do the right thing, even when no one is watching.
- Courage – We are brave!
- Commitment – We do our best and stick with it.

K-2, Judaic

**Judaic Studies, Kindergarten to 2<sup>nd</sup> Grade – Dr. Asya Sigelman**

This month, we began to apply our knowledge of the ten *sofiot* (pronominal suffixes) to create compound words in Biblical Hebrew. We have thus far covered three different categories of such compounds: *tehillit* (prepositional prefix) + *sofit* (pronominal suffix) = preposition + pronoun (*li*, to me; *banu*, in us, *bo*, in him, etc.). *Shem etzem* (noun) + *sofit* (pronominal suffix) = possession (*yadi*, my hand; *beitenu*, our house, etc.). *Shoresh* (three-letter verb root) + particular kind of suffix = *zman avar* (past tense). We have been paying attention to all these constructions not only in our grammar worksheets but also in our daily prayers and in our Chumash readings. In the latter, we have progressed nicely with the opening chapter of Parshat Vayeirah. Here is what we have covered thus far (*Vayeirah* 18.1-6):

א	1
וַיֵּרָא אֵלָיו יְהוָה, בְּאֵלֵי מַמְרֵא; וְהוּא יֹשֵׁב פֶּתַח-הָאֹהֶל, כְּחֹם הַיּוֹם	And the LORD appeared unto him by the terebinths of Mamre, as he sat in the tent door in the heat of the day;
ב	2
וַיִּשָּׂא עֵינָיו, וַיֵּרָא, וְהִנֵּה שְׁלֹשָׁה אַנְשִׁים, נֹצְבִים עָלָיו; וַיֵּרָא, וַיִּרְץ לִקְרֹאתָם מִפֶּתַח הָאֹהֶל, וַיִּשְׁתַּחוּ, אֶרְצָה	and he lifted up his eyes and looked, and, lo, three men stood over against him; and when he saw them, he ran to meet them from the tent door, and bowed down to the earth,
ג	3
אֲדֹנָי, אִם-נָא מְצָאתִי חֵן בְּעֵינֶיךָ--: נִיאֹמֵר אֶל-נָא תֵעָבֵר, מֵעַל עַבְדְּךָ	and said: 'My lord, if now I have found favour in thy sight, pass not away, I pray thee, from thy servant.
ד	4
יִקַּח-נָא מְעֹט-מִמֶּימ, וְרָחֲצוּ רַגְלֵיכֶם; וְהִשְׁעֲנוּ, תַּחַת הָעֵץ	Let now a little water be fetched, and wash your feet, and recline yourselves under the tree.
ה	5
וְאֶקְחָה פֶת-לֶחֶם וְסַעְדוּ לְבָבְכֶם, אַחַר תֵּעָבְרוּ- כִּי-עַל-כֵּן עֲבַרְתֶּם, עַל-עַבְדְּכֶם; וַיֹּאמְרוּ, כֵּן תַּעֲשֶׂה כַאֲשֶׁר דִּבַּרְתָּ	And I will fetch a morsel of bread, and stay ye your heart; after that ye shall pass on; forasmuch as ye are come to your servant.' And they said: 'So do, as thou hast said.'

<p>ו          וַיִּמְהַר אַבְרָהָם הָאֱלֹהִים, אֶל-שָׂרָה; וַיֹּאמֶר,          מְהֵרָה שְׁלֹשׁ סָאִים קֶמַח סֶלֶת--לוּשִׁי, וַעֲשֵׂי          עֲגוֹת</p>	<p>6          And Abraham hastened into the tent unto Sarah, and          said, 'Make ready quickly three measures of fine meal,          knead it, and make cakes.'</p>
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Finally, in preparation for Passover, we read and discussed Pesach with Bina, Benny and Chagai Hayonah. We went over the laws and customs of preparation for the holiday; the three things we must do with chametz (sell, find, and burn); and some of the most prominent aspects of the seder. We worked on memorizing the Ten Plagues in both Hebrew and English, and we practiced singing the order of the seder.

4, Judaic

**Judaic Studies, 4th Grade – Dr. Jacob Feeley**

In Jewish Studies, students have reached the halfway point of the Book of Ruth.

Students are learning about the grammatical aspects of each verse, and also the social and cultural context of the story.

In addition, our class also devotes time to biblical grammar. Recently, we learned about the future tense.

K-2, Hebrew

**Modern Hebrew, Kindergarten to 2<sup>nd</sup> Grade – Dr. Jacob Feeley**

Students are beginning to do basic reading, now that they have learned the alphabet. We also read children’s stories aloud in Hebrew.

They also continue to work on learning traditional Israeli songs.

Some students are working on the present and past tenses in Hebrew, and learning basic Hebrew adverbs.

4, Hebrew

**Modern Hebrew, 4th Grade – Tal Gutman**

During April, the 4th-graders worked on another unit in the textbook, the main subject of which was space. This topic exposed the students to new vocabulary related to space, which by coincidence was very fitting to the news about the “Beresheet” spacecraft which Israel sent to land on the moon earlier this month.

We combined the work in this unit with the actual news and watched the disappointed responses of people in Israel to the unsuccessful landing.

In this unit we read texts about a group of 4th-graders who are watching a movie about Maya, a 9-year-old who flies to another planet and meets a creature named Lumbu who lives there. In the beginning both are afraid from one another, but they become good friends until Maya has to come back to earth.

Through this story we studied patterns such as as “similar to / different from” (דומה ל... / שונה מ...). The students described who in their family they are similar to, and what is different and what is similar between them and their siblings.

We also continued to learn a new model of impersonal phrases with infinitive forms – “possible / impossible” (אפשר / אי אפשר) related to the topic – for example, when is it possible to go to the movies and when isn’t it? When is it possible to buy tickets to a movie and when isn’t it?

We discussed this pattern also in relation to our school procedures and rules – what is possible to do in school and when something is possible or impossible (to play, to eat, to run, to scream, to sing and more).

Another topic we dedicated time to is telling the time. In Hebrew there are two ways to say each time – the hour AND the number of minutes that have passed since, or the number of minutes remaining TO the next hour. We practiced both options and converted one to another.

We also started to review materials and vocabulary from the past year and to strengthen the students’ knowledge, with whiteboard activities, oral quizzes and bingo games

K-2, Christian

**Christian Studies, Kindergarten to 2nd Grade — Mr. Frank Chilbert**

The students traveled many weeks through the season of Lent before finally arriving at Easter. Since then, we have been celebrating the Resurrection of Jesus Christ. First, we had a party outside where we feasted and constructed our own empty tomb with playground equipment. In our classes since then, we have been announcing the Resurrection in many languages. So far the students have learned how to say, “Christ is Risen!” in Greek, French, Russian, and Latin. Since there are 40 days of Easter, we will have time to learn many more. We have been focusing our memorization efforts on the first verses of the Gospel of John, which invoke Trinitarian theology:

“In the beginning was the Word, and the Word was with God, and the Word was God. All things were made through him, and without him was not any thing made that was made.” (John 1:1-3 ESV)

3-7, Christian

**Christian Studies, 3rd to 7th Grade — Miss Betsy Bashore**

We have been going through the book of Acts to learn about the lives of Jesus’ first followers. Our study leads us to ask the question, “What shall we then do?” This month we drew on stories in Acts 8-9 (Simon the magician, the Ethiopian Eunuch and Saul from Tarsus) to highlight how followers of Christ do not seek power; rather they receive it through the Holy Spirit.

Poetry Club

**Poetry Club, 1st to 5th Grade – Mrs. Rebekah Martindale**

This month Poetry Club has been rehearsing for our performance of Midsummer Night’s Dream. Students are off to a good start with memorizing lines and blocking scenes. Last Wednesday the children each had a chance to put their creativity to work as they assembled their own costumes during our “costume potluck.”

We are all looking forward to the performance for family and friends on June 4th.

**Math Club, 4th to 7th Grade – Mrs. Tatiana Ter-Saakov and Dr. Sasha Fradkin**

This year our students participated in MOEMS – Mathematical Olympiads for Elementary and Middle Schools. There two levels of this competition, E (elementary) for grades 4th to 6th, and M for grades 6th to 8th. The competition consists of five monthly 30-minute tests, five problems each.

We congratulate Katie Fradkin on receiving a Silver Pin in level E with a score of 18, placing her in the top 10% of all participants nationwide.

The following students earned a MOEMS Patch (top 50% of all participants nationwide) in level E:

- Daniel Fedorov, Ronan Myers (who shared 2nd place in school with a score of 15)
- Ari Shpilman, Nicholas Zafiriou, Anna Butterworth, Maria Butterworth, Marshall Zafiriou

In MOEMS level M, we congratulate Jane Stalnaker with the top school score of 12 points.

The following students earned a MOEMS Patch (top 50% of all participants nationwide) in level M:

- Katie Fradkin, Thomas Kaplan, Ronan Myers

Every student in our school who made it to all five rounds of the competition got into the 50th percentile this year. We congratulate everyone, and wish them success in future competitions.

AWARDS

**Awards – Ms. Jackie Bagwiza**

This month we started Recognition Charts as a competition that would recognize the top ten most responsible students in the school. The goal was to teach students how to become more responsible for their own stuff and school materials. Despite our original plan to recognize the ten best, everyone was doing so well that 36 students ended up getting the awards.

The April awards were personalized pencils. Fifteen students with a perfect score received pencils saying, “MLCA Award Winner, April 2019,” then a student’s first name. The other 21 award winners received pencils saying, “MLCA Award Winner, April 2019,” without their names.

This is how it worked: Every student would get a star in the morning if they brought the five items that they have to bring with them every day AND placed them in their cubbies. The items are:

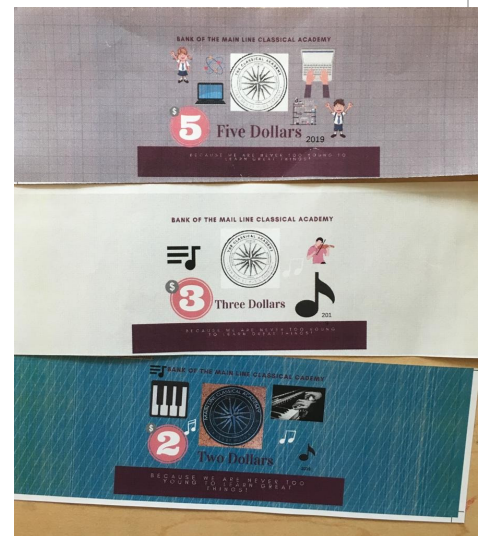
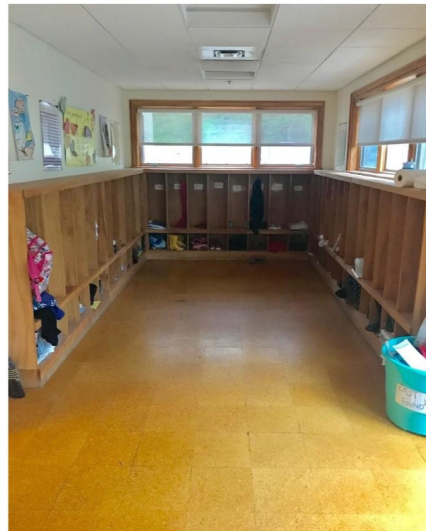
**Lunch box, water bottle, homework folder, pencil case, and outdoor shoes.**

Students are expected to keep all their belongings in their designated areas (cubbies) at all times. Failure to do so could result in losing their earned star for that day. Throughout the day, students would get three reminders if they left something outside during recess or had any of their belongings on the floor, in the hallway, etc. For the third reminder, they would lose the star that they earned.

This coming month, we are continuing the star charts. We also introduced a concept of token money with the goal of having a market day at the end of the school year where, depending on how much each student earns, they will be able to buy something of their choice. The objective of token money is to introduce the students to the concept and value of money, by practically showing them what it takes to earn money, and to motivate them to save money with purpose of spending it on things they need or want. We are all very excited about this idea because not only are students very engaged and interested in the idea, they are also increasingly becoming more responsible, accountable to one another and clean in their cubbies.

Please help students take care of their token money. It has value and is not just a scrap piece of paper!

The photos below show the award pencils, the token money, and how sparkling and clean the cubby area looks these days.



Office

**Front Office – Mrs. Sarina Kopinsky, Office@MainLineClassical.org**

I am greatly enjoying my Office Manager role in the inspiring atmosphere of MCLA. Please do continue introducing yourselves to me, even if you have done so before, until I learn to match names to faces for everyone. Please include me on emails about absences, late arrivals, and early departures.