



Main Line Classical Academy

Newsletter: March, 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 learned stories about all twelve major Olympian gods. Their names are Demeter, Hermes, Hephaestus, Aphrodite, Ares, Hera, Zeus, Poseidon, Athena, Apollo, Artemis, and Dionysus. Since then, we have taken our time diving deep into the legendary story of Jason and the Golden Fleece. We have watched as Jason and his Argonauts traveled through terrible dangers, encountered terrible monsters, and helped needy strangers.

Poetry night will be on Monday, April 29th, at 6 pm. We have begun practicing individual recitations. Here is the list:

- Olympia – “The Tyger” by William Blake
- Ella – “Stopping by Woods on a Snowy Evening” by Robert Frost
- Reina – “Who Has Seen the Wind?” by Christina Rossetti
- Claire – “Stopping by Woods on a Snowy Evening” by Robert Frost
- Olivia – “The Tyger” by William Blake
- Agnes – “Fire and Ice” by Robert Frost
- Lily – “Fire and Ice” by Robert Frost
- June – “Fire and Ice” by Robert Frost

English, 1st Grade – Mr. Frank Chilbert

In First Grade English, we have continued going through complex spelling rules. Most recently, we have explored the reasons behind different “ing” spellings. For example, the students now know how to explain the difference between “filling” and filing.” This has helped fill out their knowledge of a previous phonics rule that determines the pronunciation of “fill” and “file.”

As we move forward in italic penmanship workbooks, students have been getting closer and closer to connecting their letters. Starting next year, they will begin their cursive penmanship workbooks.

Whenever we have time at the end of class, we have read a little out of our new chapter book, *Stuart Little* by E.B. White. Stuart’s search for his friend Margalo has brought him far from home. As he travels, he is met with various journeys which beg his attention away from his ultimate goal. We go along with Stuart as he makes his decision whether or not to pause his search for the sake of a seemingly smaller, but still important task.

Poetry night will be on Monday, April 29th, at 6 pm. We have begun practicing individual recitations. Here is the list:

- Alex B. – “A Chill” by Christina Rossetti
- Evelyn – “The Lord Will Provide” by Isaac Watts
- Roshan – “The Arrow and the Song” by Henry Wadsworth Longfellow
- Fausto – “A Chill” by Christina Rossetti
- Zoe – “There is but One May in the Year” by Christina Rossetti
- Alana – “Going Downhill on a Bicycle” by Henry Charles Beeching
- Sally – “A Chill” by Christina Rossetti
- Joseph – “The Arrow and the Song” by Henry Wadsworth Longfellow
- Elijah – “The Lord Will Provide” by Isaac Watts
- Nadiya – “There is but One May in the Year” by Christina Rossetti
- Raphael – “The Arrow and the Song” by Henry Wadsworth Longfellow
- Alex W. – “I am Nobody” by Emily Dickinson

1, English

English, 2nd Grade – Mr. William Walter

This past month, students have been memorizing Edgar Allan Poe’s poem “The Bells.”

This famous American poet and short story writer is always referred to by his three names, the middle being the surname of his foster father. Both of his parents died by the time he was three years old, at which time he was taken from Boston, his birth place, into the home of his wealthy foster parents in Richmond, Virginia. With his foster family, Poe later moved to England where he was educated in boarding schools. He returned to the United States in 1820 and in 1826 went to the University of Richmond. While a student, Poe accrued gambling debts, which caused a rift between Poe and his foster father.

At this point in my biographical presentation one of the students in the class raised her hand and innocently wondered what gambling was. She had the impression that it must have been something very bad, as it eventually caused the falling out between the two. I continued the biography, telling them that Poe was forced to leave the University after less than a year because of a lack of funds.

Although I included many other details, the students understood that authors are people like us and often have more than their share of foibles and failings, as well as problems and obstacles to overcome in life.

“The Bells” contains some formidable words that the students nonetheless loved to learn, such as tintinnabulation, which has a sort of musical sound to it. Indeed, Poe is attempting to capture the pleasant musical sounds that emanate from sleigh bells on a pleasantly cold winter’s night.

The students learned a large number of poetic devices as I applied them to the work, such as onomatopoeia, alliteration, end rhyme, masculine and feminine rhyme, imagery, and meter—all of which serve to make the poem a delightfully sonic experience.

For example, the first line of the section the students are memorizing contains a repetition of the word time and the last lines contain a repetition of the word bell. Both repeated words create a rhythmical pattern called a spondee. A spondee consists of two consecutive “loud,” or stressed, syllables. The repetition creates a carefree, rollicking sound and mood.

I attempted to conjure up in the students’ minds the picture of riding in a sleigh on a cold winter’s night, with the clear, starry sky above, and with the sound of the sleigh bells jingling. I asked the students how they would feel about the experience on hearing the bells. Their answers agreed with the third line of the poem, which says, “What a world of merriment their melody foretells!”

The imagery of this section of Poe’s poem is particularly pleasant and hopeful—even joyful. The four excerpted sections that the students are memorizing, however, are only one picture that Poe presents of bells. There are actually four “pictures” to the poem, the last of which (not printed) talks about funeral bells. In earlier times, bells were regularly tolled when someone died. Certainly, when hearing funeral bells, we get a feeling of gloom or sorrow.

I asked the students what other kinds of bells there are and what kinds of feelings are brought to mind when hearing them—such as wedding bells, performance bells, bicycle bells, ice cream truck bells, clock bells, and doorbells.

English, 3rd Grade — Mr. Frank Chilbert

The third grade English students have recently encountered a lot of literature. To name a few authors, they have read selections from R.L. Stevenson, Carolyn Sherwin Bailey, James Baldwin, John Clare, Benjamin Franklin, and Charles Foster Kent. Just before Purim, the students finished reading a long adaptation of the story of Queen Esther.

The students have also been putting their own pens to paper more regularly. We have practiced several kinds of paragraphs with topic sentences and transition words. As their vocabulary increases with the B is for Birds exercises, their writing has become more precise and compelling.

We have continued reading George MacDonald’s *The Princess and the Goblin* at the end of class when we have time. The students are eager (and nervous) to see what kind of cruel plot the goblins have for the princess and her friends and how they will respond to the coming danger.

Poetry night will be on Monday, April 29th, at 6 pm. We have begun practicing individual recitations. Here is the list:

- Tiago – “Now Shall My Inward Joys Arise” by Isaac Watts
- Kaylee – “Seasons” by Christina Rossetti
- Anne – “Elixir” by George Herbert
- Matteo – “If I Could Stop One Heart from Breaking” by Emily Dickinson
- Avery – “The Owl” by Alfred Tennyson

2, English

3, English

4, English

English, 4th Grade – Mr. William Walter

One very good pedagogical reason to prefer older literature over newer in the classroom is that studying older literature often allows for a history lesson.

In March, the fourth graders read a story by the 18th-century writer Hannah More, who, I said, was the J. K. Rowling of her day, as she sold about 2 million of her “penny books” within a year — a phenomenal success back in the 1700s before the opening of the global market!

The particular work that the students read was “The Happy Waterman,” which is a story about a ferryman who was happy despite his circumstances. Although a somewhat patrician and elitist attitude toward the working classes is evident in the story, there is the positive message regarding the importance of thrift, hard work, and honesty.

The history lesson included talking about the rigid class system of 18th-century England, explaining outdated occupations such as the “ferryman,” and discussing the writing modes of the 18th century.

5, English

English, 5th Grade – Mr. William Walter

In March, the 5th graders went over one of Keats’ most famous sonnets, “On the Grasshopper and Cricket.”

Using the cricket and grasshopper as symbols and metaphors, the poem is a very engaging discussion of the nature of poetry. In Keats’ poem, the songs of nature, illustrated by the sound of the grasshopper and cricket (which is called, the students learned, stridulation), are being compared to poetry.

What do they have in common? First of all, they are both eternal; in other words, they “never die.” The ideas found in a poem, if they are true, never die — ideas such as mercy, justice, love, and beauty. The songs of nature seem also never to die. Though the birds fly away in the fall and make the winter silent, they return in spring and fill the air with their songs. But the songs of nature can also be much more than the sounds that we hear. They can be the evidence of life in nature: the blossom of a flower, the buzz of a bee, the sprouting of a tree leaf.

One of the most important aspects of Keats’ poem is its structure. The students learned that Keats’ work is an Italian, not English, sonnet, which means that it has two sections: an octave (eight lines) and sestet (six lines). In the octave, the grasshopper is described with the imagery of eternal summer — light, warmth, happiness, and day, while in the sestet, the cricket is described with the imagery of winter — darkness, cold, gloom, and night.

To have a better understanding of the poem and the function of its metaphors, the students learned all about crickets and grasshoppers and wrote a comparison composition contrasting the two insects. Would you be able to mention three differences between the two?

6-7, English

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

The 6th and 7th graders began their study of Romanticism this past month, and in the next month they will continue studying a galaxy of great English poets, including William Blake, Percy Bysshe Shelley, George Gordon Byron, John Clare, John Keats, and William Wordsworth.

Students learned some interesting facts about the poets, like the following: Contemporaries thought William Blake was insane and that Shelley was a feckless wretch; Wordsworth wrote from experience rather than the imagination; and Southey was a bad poet but an excellent biographer — at least that is what Byron thought (and I agree with his assessment!).

Students also enjoyed discussing the themes of the works about art, poetry and the imagination. I was especially pleased with the students’ reaction to the narrative poems taken from William Wordsworth’s Lyrical Ballads, which attempts to capture the emotions of his subjects when they are stirred up into a “passion” by particular incidents.

The first poem that appears in Lyrical Ballads is “The Tale of Goody Blake and Harry Gill.” In the narrative, a man (Harry Gill) heartlessly denies a poor old widow (Goody Blake) firewood for her hearth, and ever afterwards cannot get warm.

The poem begins:

Oh! what’s the matter? what’s the matter?
What is’t that ails young Harry Gill?
That evermore his teeth they chatter,
Chatter, chatter, chatter still.

Of waistcoats Harry has no lack,
Good duffle grey, and flannel fine;
He has a blanket on his back,
And coats enough to smother nine.

The story is interesting, the meter and rhyme thoroughly entertaining (especially the feminine rhymes which Wordsworth was so fond of), and the overall effect of the poem pleasurable.

Wordsworth wrote in his Preface to his work that “the Poet ought especially to take care that whatever passions he communicates to his Reader, those passions should always be accompanied with an overbalance of pleasure.” Wordsworth, therefore, would have been very pleased when, after reading the poem, one student remarked, “I like this poem!” He said it with a broad smile and his comment was completely unsolicited.

It made me happy to know that I have brought a “dead poet” back to life again for a new generation of students to enjoy!

I told the class that if they ever want to give me a birthday surprise, they could acquire a first edition copy of Lyrical Ballads. The students seemed enthusiastic to grant my request—until I told them the last time I looked, the book was selling for at least \$10,000!

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

Early American History: Despite the breaks this month, we’ve really gotten into the details of the early parts of the revolution. Among other aspects we covered Revere’s ride, Lexington and Concorde, the capture of Fort Ticonderoga, the battle of Bunker Hill, the siege of Boston, the dismantling of the statue of King George, the making and signing of the Declaration of Independence, and Nathan Hale’s capture.

In particular, we’re going to try to learn to recite the first and (in part) second paragraphs of the Declaration. I’m always surprised at how quickly students at this age can commit these kinds of things to memory when they decide to. For now, it’s a work in progress, but we’ll get there and I’m persuaded it’s worth it.

The children seem to also enjoy lining up for the occasional minute-man inspection we have at the end of class, although they don’t yet have the kind of discipline required to keep a straight face ...

History, 2nd Grade – Mr. Graham Gormley

This month went by rather quickly with break, but we’ve managed to cover a good bit of ground despite that.

We began with Darius’ failed attempt to subdue the Athenians. Landing at Marathon with the ousted Athenian tyrant Hippias who hoped to restore his own power, Darius’ generals managed to underestimate the spiritedness of the Athenians while defending their liberty. They knew what was in store for them if Hippias were to rule once again. Herodotus leaves us all sorts of interesting details of the engagement including the Athenians (in full armor) sprinting under the range of the Persian archers and Hippias losing his tooth in a coughing fit.

More recently, we’ve been reading of Xerxes’ succession to king, his great canal that he built, the prodigious army he assembled, and his penchant for building himself up as if he were immortal, only to have some small recognition bring him down to earth. For example, while looking down from his marble throne onto his massive army and navy that covered the land and sea before him, he began to weep. When asked why, he observed that everyone there (himself included) would be gone in 100 years. Could it be that amassing or partaking in something even that notable cannot produce immortality, try as one might?

The tests from last week went well in general. They should have arrived home by now.

Looking forward to the Persian Wars under Xerxes and the Battle of Thermopylae for next month.

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

We ended last month with the Italian Wars which resulted in making Rome the major power of most of the Italian peninsula. The Samnites, whose power derived from their wealth (much like Carthage, but not as powerful), proved no match for Rome in the end. Despite relying on having its citizens take a terrible oath to curse the families of those who would retreat, Samnium fell to Rome.

Not long after, Pyrrhus, a Greek who wanted to mimic Alexander, tried his hand at bringing Rome to her knees. It turns out that not even a highly trained Greek army full of war elephants was enough to subdue Rome (although he was a formidable opponent).

A few notable stories arose from this episode, including Pyrrhus’ advisor Cineas inquiring after the aim of empire and Pyrrhus’ doctor promising the Romans to poison him – though they rejected his offer, preferring to win the old-fashioned way.

K-1, History

2, History

3-4, History

More recently we've been delving into the Punic Wars with Carthage, although we still have a bit to get through on that account. I'm looking forward to finishing the Punic Wars and working our way through the Macedonian Wars as well!

Most of the recent tests went well. They should have made their way home by now.

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

Students are learning about some of the big names in Roman history: Marius, Sulla, Pompey, Julius Caesar, Cicero, Marc Antony, and Cleopatra. Key events are also being covered: the Catiline Conspiracy, Caesar's conquest of Gaul, the civil war between Caesar and Pompey, and the fall of the republic.

Students will get a chance to read the powerful rhetoric of Cicero and some of Caesar's Gallic Wars. Studying the Catiline conspiracy will give them a chance to debate the conflict between state interest and personal liberty, always a relevant topic.

Math, Kindergarten – Mrs. Yulia Shpilman

Counting routine:

- We have started working with our 100 charts not only to recognize and order two-digit numbers, but also to look for patterns in the chart itself. This will be a tool that we will continue to use through the rest of the year.
- Additionally, we are still working on two-digit number recognition, as there is still a lot of confusion on the difference between 12, 20, and 21, for example. Please continue to reinforce these concepts at home as opportunities arise.

Arithmetic practice:

This month we continued our practice of single digit addition and subtraction. This month, we are working on exploring various strategies (for example, counting on and recognizing that it's easy to add numbers to 10). We also started doing more written problems, where students roll dice or pick cards and need to write down the complete problem and the answer.

As I mentioned to a number of parents during conferences, fluency or near-fluency in single-digit addition is our goal by the end of kindergarten. I want to emphasize that fluency is defined not only as ability to quickly produce the answer to a problem like $8+7$, but also to be able to figure it out by remembering that $8+8$ is 16, and $8+7$ is only one less than 16, so it must be 15. In other words, we are not aiming for rote memorization of a number of isolated facts, but an understanding how our number system works, which will serve as an important foundation for future study of math.

Pictures below - students playing a strategy game and practicing their arithmetic skills!



Math, 1st Grade – Dr. Sasha Fradkin

The first-grade class spent the month of March playing with time. They made their own analog clocks and learned how to use them to tell time within 5 minutes. They worked on many problems that involved converting between time on digital clocks, time on analog clocks and time written in words (such as half past three or twenty minutes to six). They practiced counting by various amounts of time (mostly whole numbers of hours or amounts involving halves), both forwards and backwards. Finally, they solved word problems that involved these concepts.

5-7, History

K, Math

1, Math

2, Math	<p>Math, 2nd Grade – Dr. Sasha Fradkin</p> <p>The second-grade class spent the month of March 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, and 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.</p>
3, Math	<p>Math, 3rd Grade – Dr. Sasha Fradkin</p> <p>The third-grade class spent the month of March exploring the concept of variables. They simplified and evaluated many expressions involving variables, solved equations, and even some simple systems of two equations. They worked on problems that involved translating words into “math language.” An example is, “Ninety-seven is fifty-nine more than the number of pandakeets. How many pandakeets are there?” They also worked on puzzles and problems involving balance scales.</p>
4, Math	<p>Math, 4th Grade – Mrs. Tatiana Ter-Saakov</p> <p>4th grade students must have had a very refreshing break. They are finishing the chapter on division in the record time of two weeks.</p> <p>In April, we’ll move on to studying factors, laying the foundation to learning number theory in the future.</p>
5, Math	<p>Math, 5th Grade – Dr. Sasha Fradkin</p> <p>The fifth-grade class spent the month of March on solidifying their knowledge of and comfort with fractions. They learned, and in some cases discovered, how to add, subtract, multiply, and divide any two fractions. Then they simplified and evaluated many expressions involving multiple fractions and the four operations. This was followed by a number of different puzzles and word problems of various difficulty.</p>
6-7, Math	<p>Math, 6th and 7th Grade – Mrs. Tatiana Ter-Saakov</p> <p>6th- and 7th-graders covered the basics of graphing linear equations just before the spring break, and have continued with more challenging problems. Students studied the notion of slope, various forms of line equations, and properties of slopes of parallel and perpendicular lines.</p> <p>We are going to review simplifying algebraic expressions and solving linear equations in April, before we move on to quadratics.</p>
Hands-On	<p>Hands-On Skills, Kindergarten to 3rd Grade – Mr. Adam Darer</p> <p>This month in Hands-On Skills, the students have been hard at work learning woodworking skills. The Kindergarten class is building a doll house and the 1st- to 3rd-graders are building gates for the garden.</p> <p>The students are learning how to use a hand-saw, hammer, measuring tape, square, and clamps. They have developed great teamwork skills while working on these projects. We have finished tapping the maple trees and are almost done boiling down the maple sap to make maple syrup!</p>
K-1, Science	<p>Science, Kindergarten and 1st Grade – Mr. Adam Darer</p> <p>We began Science class this month by learning about conductors and insulators and then testing which classroom objects would conduct electricity. We first built a circuit and then attached the object to the circuit and observed if the lightbulb in the circuit would turn on. Next, we explored how switches work in a circuit and realized that the electricity doesn’t flow when the switch is off. We then discussed how resistors cause the flow of electrons to slow down in a circuit and played a game where the students were electrons and had to walk around a rope circle (circuit). The students had to change their speed depending on the number of resistors in the circuit. With just one resistor, the students were walking at a medium pace, but with 4 resistors in the circuit the students walked very slowly. Next, we learned how the brightness of a lightbulb is dependent on how much electricity is flowing through it. We built a circuit with a lightbulb and made a prediction about what will happen to the brightness of the light when we add more (higher number) resistors into the circuit.</p>

2-3, Science

Science, 2nd and 3rd Grade – Mr. Adam Darer

This month, we continued our exploration of electrical circuits. The students learned the symbols to draw the following components in a circuit (wire, battery, light, motor, slide switch, and press switch) and then practiced drawing circuits using these symbols. We spent several classes discussing some differences between series and parallel circuits and the students had to determine if circuits I drew were series or parallel. We just began our topic of resistance in a circuit and recently observed how adding resistors into a series circuit causes a light bulb to dim. We built a circuit with a lightbulb and made a prediction about what will happen to the brightness of the light when we add more (higher number) resistors into the circuit.

4, Science

Science, 4th Grade – Mrs. Tatiana Ter-Saakov

4th grade reviewed different states of matter. We discussed the boiling and melting points of nitrogen, with temperatures given in degrees Celsius. Negative temperatures are not easy to comprehend, but eventually we all agreed that warming nitrogen up from -215°C to -185°C will result in its melting, and then evaporating.

Students got to measure the pH of different substances using litmus paper. Next, we'll continue with properties of metal and non-metal elements.

The highlight of the month was a chance to observe newly hatched artemia (tiny shrimp) through a microscope, thanks to Dr. Nagelberg.

5, Science

Science, 5th Grade – Mr. Adam Darer

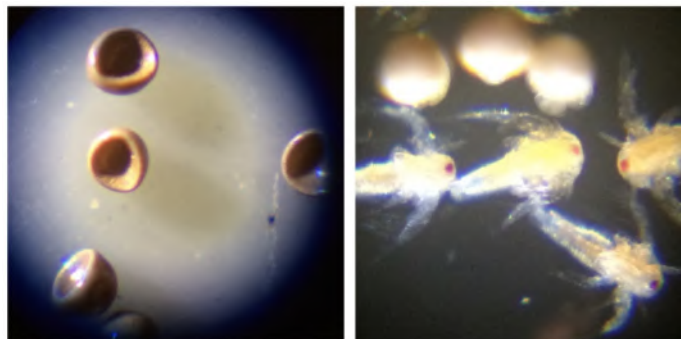
In 5th-grade Science class, we began our unit on electricity by reviewing the parts of an atom. We discussed what happens when similarly charged objects (+, +) or (-, -) are brought close together (they repel), and what happens when charged objects of different charges are brought close together (they attract).

We then used this concept to explore what would happen if we lined several atoms up touching each and introduced an electron to one at the end (the electrons would start "flowing" from one atom to the next).

We then looked "inside" a battery and drew a picture of the positive charges on one end and negative charges on another end. After reviewing that wires are made up of these atoms, we then discussed how electricity flows when the wires are attached to the battery and how we can use this energy to power a light bulb.

We discussed what voltage, resistance, and current are and then used Ohms law to calculate the voltage, resistance, or current in sample problems. We then completed an interactive lab building electrical circuits where we had to practice these calculations again.

6-7, Biology

Biology, 6th and 7th Grade – Dr. Danielle Nagelberg

At left, dehydrated Artemia cysts. At right, our hatching and hatched Artemia larvae

This month the 6th and 7th graders have turned their attention to raising the arthropod *Artemia salina*, also known colloquially as "brine shrimp" or "sea monkeys". To the naked eye, hatched *Artemia* larvae can be seen as bouncing orange-red dots, but with our microscopes we have the resolution to observe them in more detail. We will attempt to raise our *Artemia* to the adult stage, which may take several weeks.

In the meantime, we are continuing our study of the language of DNA. We are currently exploring how DNA is similar and different between different groups of living things. As we do this, we are returning to and building on what we learned about classification and cell biology in the first half of the year.

As we move into April, we will learn about the structure of proteins, what they do, and how they relate to nucleic acids.

Robotics

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

A few students have their missions completed, and are now measuring accuracy and timing their runs. Some are still finishing up their second mission.

Students are getting better at splitting missions into sections, and debugging each section separately before combining everything. The next step will be putting together 3-minute-long runs with maximum potential scores.

K, French

French, Kindergarten – Mme Betty d’Herve

We studied lessons 8, 9, 10, and 11 in our second book “Français 2”. We made sentences using different verbs and several adjectives such as colors and numbers in one nominal group. We completed some evaluations about these lessons and we continued our routine which included learning the date and numbers in French.

We continued to play more games in order to review French vocabulary. We learned a new song:

- Les petits poissons (<https://www.youtube.com/watch?v=P7ipiEODceM>)

And a poem:

- Le chat, Maurice Carême.

We also reviewed some of the songs learned previously.

Vocabulary:

achète (buys)	un feutre (a marker)
une glace à la vanille (vanilla ice cream)	une table (a table)
une glace à la fraise (strawberry ice cream)	un pinceau (a paint brush)
une glace au chocolat (chocolate ice cream)	une/l’école (a/the school)
une lampe (a lamp)	à l’école (to the school)

1, French

French, 1st Grade – Mme Betty d’Herve

This month, we learned several new songs:

- Dansons la Carmagnole: www.youtube.com/watch?v=d7zxoJBcFYQ
- Petit escargot: www.youtube.com/watch?v=47YLtvBrIWQ
- Il était un petit navire: www.youtube.com/watch?v=pHNIpMO5q_s
- Toc toc toc Monsieur Pouce

We conjugated the regular verb “dessiner.” We reviewed how to express the possessive ‘s in French with de.

We studied two adjectives petit and grand and their different forms according to their gender.

We worked on the spelling of the new vocabulary and on writing sentences on our individual white boards.

We also played games in order to review French vocabulary we had learned.

Vocabulary:

et (and)	un/l’arbre (a/the tree)
dessiner (to draw)	la tour Eiffel (the Eiffel tower)
je dessine (I draw)	un/l’oiseau (a/the bird)
tu dessines (you draw, singular)	une/la fille (a/the girl)
il/elle dessine (he/she draws)	un/le garçon (a/the boy)
nous dessinons (we draw)	une/la sœur (a/the sister)
vous dessinez (you draw, plural)	un/le frère (a/the brother)
ils/elles dessinent (they draw)	un/le copain (a/the boy friend)
petit/petite (small, little)	une/la copine (a/the girl friend)
grand/grande (big, tall)	

2-3, French

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

This month, we finished memorizing one of Jean de la Fontaine’s fables: Le Corbeau et le Renard (<https://www.youtube.com/watch?v=IPkxWKRHVg8>). The children did an excellent work presenting this fable individually in front of the class.

We learned the traditional French song Alouette (https://www.youtube.com/watch?v=L_hFw_cWg9U) and we reviewed the song Les Comédiens (<https://www.youtube.com/watch?v=V7EOrUEUaPI>), by Charles Aznavour.

We have finished studying lessons 24 and 25, and we did the beginning of lesson 26 in book D.

The main topic of this month was the possessive adjectives mon/ma/mes (my); ton/ta/tes (your); son/sa/ses (his/her). In French, the possessive adjectives agree with the gender and number of the noun described and not with the gender and number of the “owner.”

We wrote complex sentences with the words mais, parce que/qu’, and pour.

We also played games in order to review the French vocabulary we had learned.

Vocabulary:

le matin (morning)	mon/ma/mes (my)
l’après-midi (afternoon)	ton/ta/tes (your)
le soir (evening)	son/sa/ses (his/her)
à midi (at noon)	ma/ta/sa soeur (my/your/his/her sister)
le goûter (snack)	mon/ton/son frère (my/your/his/her brother)
le petit déjeuner (the breakfast)	mon/ton/son père (my/your/his/her father)
le déjeuner (the lunch)	ma/ta/sa mère (my/your/his/her mother)
le dîner (the dinner)	la/ma/ta/sa chambre (the/my/your/his/her bedroom)
la soeur (the sister)	le/mon/ton/son chat (the/my/your/his/her cat)
le frère (the brother)	le/mon/ton/son chien (the/my/your/his/her dog)
le père (the father)	
la mère (the mother)	

4, French

French, 4th 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). 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) and we reviewed the song Les Comédiens (www.youtube.com/watch?v=V7EOrUEUaPI), by Charles Aznavour.

In our book First Start French, we completed lessons 21 and 22 which were about the vocabulary used to describe a house (rooms, objects, and the “table objects”), the imperatives, the expression il faut and the conjugation of vouloir. In our syntalk 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:

- Il faut manger pour vivre et non vivre pour manger. (It is necessary to eat to live, not to live to eat.)
- Bon repas doit commencer par la faim. (A good meal must begin with hunger.)

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). 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) and we reviewed the song Les Comédiens (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 about 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 have been learning the challenging third declension nouns and adjectives. They are also now reading short stories in Latin. They will soon be learning infinitives.

We continue to discuss the Latin roots of English words (e.g. abbreviate, fortitude, laborious, nocturnal, illuminate, pedestrian, sediment). Each week we learn a new Latin phrase (e.g., per aspera ad astra; e pluribus unum; non sequitur).

In keeping with our class tradition, we usually spend the end of each class reading about the adventures of Aeneas.

5, Latin

Latin, 5th Grade – Dr. Jacob Feeley

Latin II students have recently learned the perfect tense. Now they know three of the six different tenses in Latin! They are also continuing to study the English derivatives of Latin words. In their new textbook, they are reading short stories in Latin. Generally, we play Latin jeopardy once a week. At the end of each class, if time permits, we continue to read our historical novel, *The Eagle*.

6-7, Latin

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

This month in Latin grammar we embarked on the third declension. We have been memorizing paradigms for third declension masculine and feminine nouns in all five cases, both singular and plural. We have also been reviewing first and second declension nouns and adjectives.

In the past, whenever we encountered noun-adjective agreement, the endings comfortably matched (for example, “*servorum bonorum*” or *reginis pulchris*”. Now, however, we are learning to modify third declension nouns with first/second declension adjectives, which means students can no longer rely on matching the endings but must instead juggle two different declensions, making sure that the noun and adjective match by gender, number, and case (for example, *celeritatibus magnis* or *legionum multarum*).

Next week, we will progress to neuter nouns of the third declension. We have also continued our translation and memorization of Horace’s “*Cleopatra Ode*”. By now, students know the first two stanzas by heart:

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

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

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.

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...

[translation by Steven Willett]

We have also continued reading from Diane Stanley’s *Cleopatra*. We have read about the Egyptian queen’s Greek heritage, her love affair with Julius Caesar, and about Caesar’s assassination and the rise of Mark Anthony. Students will soon re-encounter these figures in the Roman history class.

K, Music

Music, Kindergarten – Mrs. Karina Butterworth

In March the girls were divided into two groups. Only 4 girls per lesson can perform their piano songs, so we get more time for theory and violin.

During the theory part, girls write dictations, and then they play it on the piano. This helps them to better understand the melody.

	<p>During violin ensemble girls learn to connect 3 fingers and the bow. They have 3 short songs with the fingers. We play a music card game and they recognize a lot of notes and other musical signs.</p>
1, Music	<p>Music, 1st Grade – Mrs. Karina Butterworth</p> <p>During March the children started to learn “Go tell Aunt Rhody” from Suzuki violin book 1.</p> <p>We also repeated our old songs.</p> <p>In music theory, I checked how well they can recognize bass and treble clef notes.</p>
2-3, Music	<p>Music, 2nd and 3rd Grade – Mrs. Karina Butterworth</p> <p>During March we continued to learn “Mazurka” by Baklanova, and half of the group had a chance to pass the test. We will keep working on it till everyone is able to play with minimum mistakes, and then we will make a video.</p> <p>Also, we started to learn “He’s a Pirate” by Hans Zimme. This song contains low 1st and 4th fingers. The kids understand the pattern very fast and they are enthusiastic.</p> <p>In music theory we tried to write a few simple two voice dictations and then we sang them with two voices.</p>
4-7, Music Theory	<p>Music Theory, 4th to 7th Grade – Mr. Geert Ruelens</p> <p>March was all about chords! The first part of the month, we worked on major chords in root position – how to find them, based on the students’ knowledge of the major scale, how to hear them, using our adapted “musical chairs” game, how to identify them in music, how to sing them using solfege (Do-Mi-Sol), and finally, how to write them. We finished our time leading up to spring break with a test. Most students had very good results.</p> <p>After break, I was pleased with the level of retention of the material that the students showed. We were able to continue with the next building block – the inversions of the major chords.</p> <p>Each root position major chord has two inversions (Mi-Sol-Do and Sol-Do-Mi). This is not as easy as it sounds and we practiced very hard in class to master this skill. The students completed two in-class assignments and had lots of chances to come up to the white board and try some inversions before their classmates. We held a second test with very favorable results.</p> <p>In my opinion, if there are two pillars in music, they would have to be the scales and the chords. The students have now mastered both major scales and chords. From there, it will be a small step to minor chords, a subject we will tackle in April.</p> <p>The last class of March was a piano performance lab. We have not had a piano lab since last calendar year and so this was somewhat overdue. We have a good two months to prepare for the last musical evening of the school year (Sunday June 2nd, 4 pm) and so it is important to get a sense of where each student is in their preparation. It is even more important for each student to have some practice performing in front of others.</p> <p>This will also be a good reminder of what it means to be good listeners, as well as how to provide respectful and constructive criticism. As we get closer to the concert, I will think of some way to provide more performance opportunities.</p>
K, Art	<p>Art, Kindergarten – Mrs. Karina Butterworth</p> <p>This month we spent three lessons on modeling with Roma plastilina, which can be reused.</p> <p>The girls were excited about it and some of them kept trying to improve their models, so we decided not to paint it but to make a background with paper.</p> <p>Also, the girls drew a “family of elephants” and made a “sea world” applique.</p>
1, Art	<p>Art, 1st Grade – Mrs. Karina Butterworth</p> <p>This month we spent three lessons on modeling with Roma plastilina, which can be reused.</p> <p>The students were excited about it and some of them kept trying to improve their models, so we decided not to paint it but to make a background with paper. The kids drew one still life with flowers in a glass vase.</p> <p>Also, we drew a copy of “Prince Baltasar Carlos” by Velazquez, after first measuring the proportions of his body.</p>

2-3, Art	<p>Art, 2nd and 3rd Grade – Mrs. Karina Butterworth</p> <p>This month we spent 3 lessons on modeling with Roma plastilina, which can be reused.</p> <p>The students were excited about it and some of them kept trying to improve their models, so we decided not to paint it but to make a background with paper. Also, the children drew still lifes of an old fashioned “wash stand.”</p>
4-7, Art	<p>Art Studio, 4th, 5th, 6th and 7th Grade – Mr. John McCormick</p> <p>In the Art studio we are working with acrylic paint and doing still life painting.</p> <p>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	<p>Gym, All Grades – Mr. Ed Soto</p> <p>Mr. Soto has introduced numerous games and physical challenges to each grade level in gym class. The focus of these games and challenges is to have fun while exercising so it does not feel like Exercise.</p> <p>Various skills include jumping rope, throwing a ball for accuracy, and maneuvering on a sit-down scooter which helps with core strength, leg strength, and spatial awareness.</p> <p>Teamwork has also been a big part of the games introduced. Most importantly the classes have been introduced to the following character words and reinforced during the activities and games played. Examples have been shared as well as the students participating in expressing their understanding of the word.</p> <p>Typically, class ends with me asking the students how they enjoyed the activity of the day by showing me a thumbs up, thumbs in the middle and/or a thumbs down.</p> <p><u>Character Words:</u></p> <ul style="list-style-type: none"> • 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	<p>Judaic Studies, Kindergarten to 2nd Grade – Dr. Asya Sigelman</p> <p>This month, we have continued practicing our sofiot (pronominal suffixes) and the students are now comfortable with all ten of them. We have also been reviewing shorashim (three-letter roots of Hebrew verbs, nouns, and adjectives) as well as prefixes (= prepositions).</p> <p>At the end of the month, we embarked on a new unit in Chumash: Avraham hosting the three angels (Vayeirah, Genesis 18.1 ff.). Here is the first verse we are studying:</p> <p style="text-align: center;">וַיֵּרָא אֵלָיו יְהוָה בְּאַלְנֵי מְמָרָא וְהוּא יֹשֵׁב פְּתַח־הָאֵהָל כְּתָם הַיּוֹם</p>

4, Judaic

Judaic Studies, 4th Grade – Dr. Jacob Feeley

In anticipation of Shavuot, students have begun reading the Book of Ruth. We hope to complete the entire story in time for the holiday.

Simultaneously, students are expanding their knowledge of basic Biblical grammar (dikduk), building their vocabulary, and working on pronunciation.

K-2, Hebrew

Modern Hebrew, Kindergarten to 2nd Grade – Dr. Jacob Feeley

It is an exciting time in Hebrew, as some students are completing their alphabet books. Congratulations!

Now they will apply their newfound knowledge to reading and writing in Hebrew. They will be working on pronunciation, building their vocabulary, and learning some basic grammatical rules.

Students at a higher level are working on different verb forms. We have also learned some new songs and are reading some basic poems.

4, Hebrew

Modern Hebrew, 4th Grade – Tal Gutman

During March, the 4th graders finished working on the traveling unit, practicing the structure of impersonal phrases with forms related to instructions – what is allowed and is not allowed during the trip.

In this unit we read and discussed texts about a class field trip, while learning new time-words and their use in a sentence [before/after, first/then].

We also learned verbs related to physical condition [thirsty/hungry] and dedicated time to practicing questions words and their functions, and the use of cardinal numbers in feminine and masculine in agreement with the gender of the noun.

The highlight of this month was our annual costume party for K-4th grade and the celebration of Purim. During March we reviewed the holiday vocabulary and kept track of the students process of choosing and buying/making their costumes. At the Purim party, the students enjoyed a festive lesson with Israeli snacks and holiday songs, created animal masks and had a special quiz which combined language items we studied throughout the year.



It was a lovely party!



K-2, Christian

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

Early this month, the Christian Studies class entered into the season of Lent. The students were all invited to join the annual Ash Wednesday service in order to help signify the start of an important journey. Since then, we have discussed several stories in the Old and New Testament which illuminate the Lenten theme of Journey, Waiting, and Transformation. These stories have included Noah's Ark, the Israelites wandering in the desert, and Jesus' fasting in the wilderness.

In class, we begin as usual singing the Doxology, but now quietly and with candles instead of the overhead lighting. We have been focusing our memorization efforts on the Beatitudes (listed below). Feel free to have your children practice these humbling words at home.

The Beatitudes:

Blessed are the poor in spirit, for theirs is the kingdom of heaven.

Blessed are those who mourn, for they shall be comforted.

Blessed are the meek, for they shall inherit the earth.

Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.

Blessed are the merciful, for they shall receive mercy.

Blessed are the pure in heart, for they shall see God.

Blessed are the peacemakers, for they shall be called sons of God.

Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven.

Blessed are you when others revile you and persecute you and utter all kinds of evil against you falsely on my account.

Rejoice and be glad, for your reward is great in heaven, for so they persecuted the prophets who were before you.

– Matthew 5:2-12 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 year Poetry Club has been exploring different verse forms such as Haiku, Ballad, Syllabic Verse, Alliterative Verse and finally, Iambic Meter. At the end of each session, students have had a chance to write using the forms discussed that day. The writing time has not only given them an opportunity for creative expression, but also helped them understand the challenges and nuances of metrical poetry. We spent quite a bit of time on different types of four-beat meters, and the students enjoyed listening to how they can easily be put to music. Our most recent topic was Blank Verse (unrhymed Iambic Pentameter). We read Blank Verse excerpts from four famous poets – Tennyson, Wordsworth, Shakespeare and Milton. Students shared some of their favorite examples of imagery from these passages, such as this one spoken by Titania in *A Midsummer Night's Dream*:

The fairy land buys not the child of me.
His mother was a votaress of my order:
And, in the spiced Indian air, by night,
Full often hath she gossip'd by my side,
And sat with me on Neptune's yellow sands,
Marking the embarked traders on the flood,
When we have laugh'd to see the sails conceive
And grow big-bellied with the wanton wind;

For the rest of the year we will be working on a dramatic performance of *A Midsummer Night's Dream*. Students will be memorizing Shakespearean verse and also get a chance to see how he uses some of the poetic forms that we have been discussing. I am looking forward to working with them on this project!

Office

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

I am delighted to join the staff of MLCA as Interim Office Manager.

Please keep introducing yourselves to me until I learn to match names to faces.