



Main Line Classical Academy

Newsletter: May-June, 2019

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

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K, English

English, Kindergarten — Mr. Frank Chilbert

In Kindergarten English, we have spent quite some time rehearsing the words from all of our poems this year. I have included the full list below. We have finished our stories about the ancient Israelites. The most recent highlights included stories about King David, King Solomon, the Prophet Daniel, and the Prophet Jonah.

For the last week of school, we are revisiting some of our old favorite stories. We will retell the story of *Jason and the Golden Fleece*, *The Epic of Gilgamesh*, and *Theseus and the Minotaur*. The tales of these heroes should help invigorate a great love for adventure once summer greets us.

“At the Seaside” by Robert Louis Stevenson

“Who Has Seen the Wind” by Christina Rossetti

“Fire and Ice” by Robert Frost

“The Tyger” by William Blake

“The Cow” by Robert Louis Stevenson

1, English

English, 1st Grade – Mr. Frank Chilbert

First-graders have nearly completed their *A is for Apple* phonics textbook. On the last day of the year, students will each take home their *A is for Apple* books as well as their *A is for Apple* penmanship workbooks.

We have been reciting each of our class poems every day so that we do not forget them over the summer. (Titles listed below.)

For our end-of-class literature, we have returned to an old favorite, *The Epic of Gilgamesh*, to see us into the summer. It is, as some of the students remember from their previous year, a story of love, loss, and friendship. I look forward to seeing each of the first-graders begin their *B is for Bear* textbooks for next year as second-graders.

“A Chill” by Christina Rossetti

“The Lord Will Provide” by William Cowper

“A Morning Song” by Isaac Watts

“The Seasons of the Year” by Isaac Watts

“The Arrow and the Song” by Henry Wadsworth Longfellow

“There is But One May in the Year” by Christina Rossetti

“Going Down Hill on a Bicycle” by Henry Charles Beeching

2, English

English, 2nd Grade – Mr. William Walter

The second-graders read a wide variety of literary genres this year.

This past month we read a story by the American author T. S. Arthur who, like Tolstoy, took a moralist approach to writing. Edgar Allan Poe, who was not only a writer of fiction but also a renowned literary critic, criticized Arthur for his unsophisticated approach, but moral stories do appeal to children and are particularly apt for them.

The title of Arthur’s story was “The Power of Kind Words.” The story’s lesson was, as the title suggests, that kind words have power.

I anticipated the story by having a discussion of how words and the way that we say them can greatly affect others. I began the discussion by asking the following questions:

- 1) How can we express anger or kindness through what we say and how we say it?
- 2) Can we always change people’s behavior by what we say and how we say it? Do kind words work never, sometimes, often or always?
- 3) The 26th President of the United States, Teddy Roosevelt (1858–1919), said that he liked to speak softly and carry a big stick when dealing with other countries. What do you think that means? Can this apply to dealing with people who are being cruel?

These three questions led to the following discussion about the way we speak:

1) The words that we choose and the way that we say them communicate an attitude toward the person we are saying them to. I asked students to suppose the following situation. A classmate ruins a book that he has borrowed, and no apology is given; in fact, he says that it was “a dumb book anyway.” Compare the following two responses, A and B.

- A) You careless slob! Is that how you treat everything anybody lends you? You should be ashamed of yourself!
- B) Please be more respectful of other people’s property. If I borrowed something you liked and damaged it, even if I thought it wasn’t worth much, how would you feel?

2) What we say and how we say it will affect how our message is received. If we want to persuade people to our side or change people’s attitude toward something, it is better we speak softly than angrily. People who show self-restraint, too, have more credibility and respect. Although it may not always work the way we like it, soft words will have some effect on either the person being spoken to or those who are looking on.

3) The maxim “Speak softly and carry a big stick” refers to communicating peacefully but having the power to use force when needed. The situation may involve, for example, bullies who are pestering or even tormenting others. Children may first attempt to speak kindly, but eventually an authority such as a parent or teacher may have to come in to solve the situation.

3, English

English, 3rd Grade — Mr. Frank Chilbert

In third grade, we have been writing many letters. Letter writing is a lost art, and becoming familiar with the correct form seems unnatural at first. We read letters written by Beethoven, Charles Lamb, and many others in order to imitate their style and structure. Since then, we have written letters, both formal and informal, to people we know, characters we have read about in stories, and even inanimate objects.

Their writing always goes through multiple drafts. At this time in the year, we have been able to master many of the grammatical and mechanical techniques that were much harder at the beginning of the year. Such mastery helps give us time to work more on style.

At the end of our classes, we have been able to read some of the tale of Theseus as it is presented by Nathaniel Hawthorne.

4, English

English, 4th Grade – Mr. William Walter

Among other stories, the fourth-grade class read an excerpt from Booker T. Washington’s famous autobiography *Up from Slavery*, which chronicles a former slave’s rise out of ignorance and poverty. In particular, the students read about Washington’s journey to the Hampton Institute to get an education.

The journey was long, tiring and difficult. In one city he passed by food stands where fried chicken and apple pies were being sold, yet he had no money with which to buy food to quiet his hunger. “At that time,” Washington says, “it seemed to me that I would have promised all that I expected to possess in the future to have gotten hold of one of those chicken legs or one of those pies.”

Washington fell asleep under a boardwalk without much reason for hope. At this low point in his journey, he might indeed have given up altogether. When Washington woke up, however, he offered to work for a captain, who took him up on it, and after a while he was again on his way to the Hampton Institute. By his determination and patience and after showing his willingness to work hard by passing a very unusual test – cleaning a room – at the end of the journey, he at last achieved his goal of becoming a student.

After reading the passage, students answered reading comprehension questions. We had a class discussion on the purpose of Washington’s narrative – to show the virtue of disciplined hard work and determination, a virtue that eventually led Booker T. Washington to rise from slavery and become a very important leader and public speaker, addressing leading business people and even the President of the United States.

5, English

English, 5th Grade – Mr. William Walter

This past month the fifth-graders read one of the most famous passages from Edmund Spenser’s interesting historical allegory, *The Faerie Queene*. To prepare the students for this unusual story, I first had to inform them about the religious wars that went on between Protestant England and Catholic Spain.

My talk centered around the exciting battle in which Elizabeth’s fleet of small ships, led by the privateer Francis Drake, defeated the “invincible” Spanish Armada, which consisted of more than 130 monstrously large vessels.

Each of the people, places, things, and events in Spenser’s allegory relates to the details of the 16th-century contention between two world powers. Spenser’s story influenced later writers, including John Milton: Spenser’s fierce monster, which the Red Cross knight slays, appears as sin in Milton’s allegorical passage of sin and death, in *Paradise Lost*.

Before having the students write an allegory of their own, I presented other, simpler, allegories for them to read, including one by Nathaniel Hawthorne, some Old Testament narratives, and an allegory of my own on education.

6-7, English

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

This past month the students in 6th and 7th grades started reading the literature of the Victorian Period. After they were given a lecture on the general characteristics of the era, they learned the important themes presented in the works of Victorian author Thomas Hardy. In class the students read a passage from Hardy’s *Mayor of Casterbridge*, which describes a Roman coliseum.

Although mentioned in a work of fiction, the coliseum is a real entity, located in the vicinity of Thomas Hardy’s own home on the outskirts of Dorchester. Occupied by the Romans in the first half millennium, the town of Dorchester (called Casterbridge in Hardy’s novel) has many artifacts of the ancient empire.

To the Victorian author, the presence of the Roman roads and ruins betokened the march of time and the transience and relative insignificance of man within the cosmos.

The students related Hardy’s prose to his poetry, which we also read – in particular, “The Darkling Thrush,” “Song of the Soldiers’ Wives,” and “The Tenant-for-Life.”

I think the highlight of our talk, however, was my showing pictures of a trip I had made to England with my wife. Among other pictures, I showed them one of myself standing in the center of the vast coliseum that Hardy describes in his novel. The picture was taken almost thirty years ago in my much younger days, before “the march

of time” had taken its toll on my mortal frame. “This picture was taken in my youth, which has clearly fled,” I said to the students jestingly. “You don’t look that much different,” one of the students said in consolation.

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

We had quite a bit packed into this month, from the end of the Revolution to the Articles of Confederation to the Constitutional Convention. We discussed the treachery of Benedict Arnold, the surrender of Cornwallis, the lives of Hamilton and Madison, the Virginia Plan vs. the New Jersey Plan, Sherman’s Compromise, and ratification.

At this point we have spent quite a bit of time discussing the problem of slavery in respect to representation in congress. The three-fifths clause is a little abstruse for kindergarten and first grade, but I wanted the children to see that counting the enslaved by a fraction for purposes of representation was not a statement about their humanity. It was, contrary to what one often hears today, an effort on behalf of the free states to keep the official population numbers of the southern states lower in order to diminish their power in the new legislature, but not so low that they would fail to enter the union.

Our competition to learn the beginning of the Declaration has gone far further than I intended, which is fantastic. Many of the students surprised me with just how much of it they can recite. In all honesty, one first-grader, who deserves to be named here – Evelyn Carpenter – can recite it by memory further than I can. Likewise worthy of note, in Kindergarten, Ella d’Herve has gone well beyond the required lines. Hopefully they will return to it at a later age to reflect once again on the meaning and principles behind those words.

History, 2nd Grade – Mr. Graham Gormley

We spent this month working our way through the Peloponnesian Wars. We read some of Thucydides’ account of Pericles’ funeral oration, the plague, the Athenian retaliation at Sphacteria, the death of Brasidas and Kleon at Amphipolis, and the would-be 50 years of peace that followed. Then we read most of the life of Alcibiades from Plutarch’s account. Alcibiades was such a trouble-maker and such a central figure to the war that his story is always worth reading, because it shows what kind of impact one person alone can have on more than one society (for better or worse). We then returned to Thucydides for the disastrous Sicilian expedition. Finally, we switched over to Xenophon’s *Hellenica* for the rise of Lysander on the Spartan side and the tearing down the walls of Athens.

With Sparta and Athens war-weary, it wasn’t long before other powers tried their hand at empire. By the time Alexander rose to power, there were many among the Greeks who were only too ready to exchange self-rule for rule by another. As we were reading Plutarch’s *Life of Alexander*, we’ve been reflecting on whether Alexander’s actions were just, unjust, or somewhere between.

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

After the thrilling conclusion of Livy’s account of the Second Punic War, we moved quickly ahead (past the Macedonian Wars) to the rise of Sulla and Marius in order to have time for the Roman Civil Wars. While Marius argued that Roman citizenship should be extended to all Italians, Sulla felt that Rome was for Romans only. After a series of bloody affairs with one side persecuting the other, Sulla seemed to have ended on top, having made himself dictator for life, but the “ghost” of Marius lingered on in his followers.

We looked at the Catiline affair and Cicero’s expert handling of it in between, but found that it wasn’t long before Caesar was able to use Marius’ supporters for his own purposes.

More recently, we’ve been exploring Plutarch’s Life of Caesar and we’ll wrap up with Appian’s account of the aftermath of Caesar’s death.

I almost wrote “Caesar’s assassination” in the last sentence instead of “Caesar’s death,” which would have been begging the question. Was Caesar’s murder tyrannicide or was it simply murder? Was it just or unjust? Was there some unexplored alternative?

Leading up to Caesar crossing the Rubicon the class had a tense “senate meeting” to determine what they would have done. The students were split three ways, between fighting, trying to trick him, or allowing him into Rome without resistance. It came down to one vote, which was to fight him, just as Pompey Magnus did. Unfortunately, it didn’t work so well for him...

K-1, History

2, History

3-4, History

5-7, History

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

In Roman History, students learned about the transformation of the Roman Republic into rule by one in the person of the Emperor. They learned about the accomplishments and personalities of the first five emperors. Roman History students also completed a couple of projects. They chose a Roman coin, researched it, and gave an oral presentation about it. This showed students how material objects can be used to understand the past, and taught them how to understand things in their context, an essential task for the historian. Students had an opportunity to see how technology can help advance our understanding of the Roman world. Using ORBIS: The Stanford Geospatial Network Model of the Roman World, students learned how established land and sea routes helped the Roman empire maintain control over its empire for so long. We are concluding our year-long immersion into Roman history with the Judean revolt against Rome and the fall of Masada.

Math, Kindergarten – Mrs. Yulia Shpilman

Counting / number recognition:

Our kindergarteners have gotten quite comfortable with two-digit numbers in recent months, so in May, we moved on to recognition and comparison of three-digit numbers. To do so, we used our trusted base 10 blocks, and the children were thrilled to have a chance to build numbers over 100. Please keep practicing, recognizing, and naming three-digit numbers over the summer!

Arithmetic practice:

We continued practicing addition within 20 using a variety of strategies such as counting on, one more or one less than double, getting to 10 and beyond, etc. As always, there was a great variety of activities, from worksheets to Peek-and-See to mental math practice. We also started practicing subtraction within 10, mostly using our fingers for now. We also worked on writing down the problems and recognizing the difference between addition and subtraction. The students have begun to understand the concept, but they all would benefit from more practice over the summer. I recommend a game called Sum Swamp, which is hard to play in a large group but works really well for 2-3 players, to practice addition and subtraction.

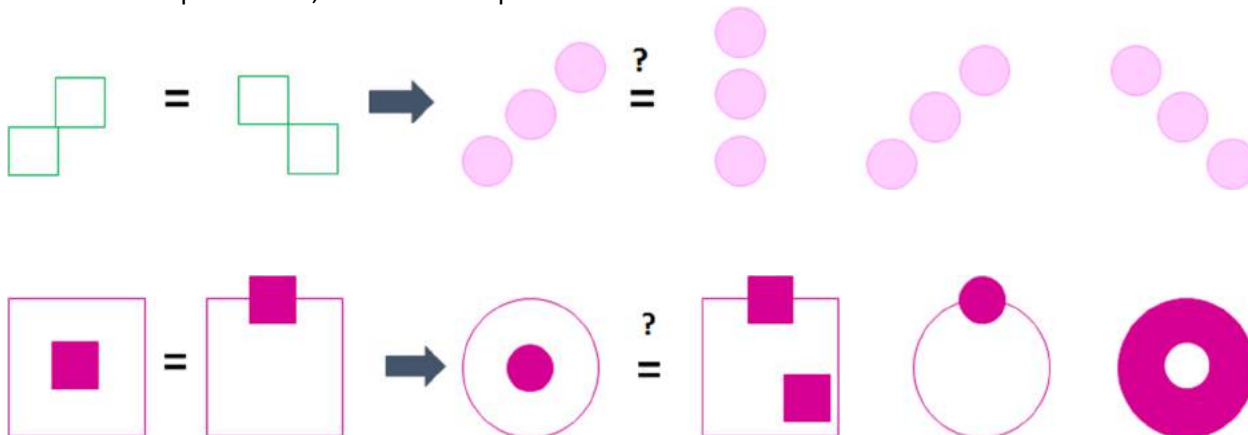
Special topics:

- Function Machine / Guess My Rule: we had a lot of fun playing with functions, and figuring out what rule the function machine was following. For example, if the machine turns 8 into 7, and 3 into 2, what will 6 turn into? Or if 27 turns into 72, and 81 turns into 18, what will 64 turn into? We also did a variety of worksheets with a similar concept, but without numbers, figuring out what shapes and figures will turn into.
- When time permits, we continue to play Swish, Ghost, Blink and Where’s the Penguin, which the students enjoy!

K, Math

Shapes:

We had a chance to review and play with shapes this month. Ask your kids if they remember what a five-sided or a six-sided shape is called, and what a trapezoid looks like.



1, Math

Math, 1st Grade – Dr. Sasha Fradkin

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

2, Math

Math, 2nd Grade – Dr. Sasha Fradkin

The second-grade students spent the months of May and June playing with the concepts of odd and even and also learning about big numbers. What sort of number do you get when you add two odd numbers? What about three odd numbers? If you add an even number of odd numbers, will the result be odd or even? If you cross a river 57 times, are you on the same bank as where you started or should you cross it one more time? The students explored many such problems. On the topic of big numbers, the students learned about the place values in the thousands, millions, and billions. How does one write the number sixty-five million, five thousand, thirty-seven? How does one say the number 342,903,008,043? In addition, the second graders solved many puzzles involving numbers beyond a thousand.

3, Math

Math, 3rd Grade – Dr. Sasha Fradkin

After finishing a chapter on division, the third-grade students took a step backwards to learn about big numbers and algorithms for adding and subtracting whole numbers of all sizes. Even though they were comfortable at this point with mental math strategies for manipulating 3-digit numbers, they had not learned the standard addition and subtraction algorithms that extend to bigger numbers.

In addition to practicing straight forward calculations, the students also solved many missing-digits puzzles as well as puzzles called “cryptarithms.” These are puzzles where all digits have been replaced by letters (same digits by same letters and different digits by different ones) and one has to use the addition or subtractions clues to figure out which letters stand for which digits.

4, Math

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

4th Grade maintained a great pace through the school year, completing four Beast Academy books. For most of May the students were mastering converting improper fractions to mixed numbers and back, simplifying fractions, and adding and subtracting fractions and mixed numbers with the same denominator, as well as applying those skills in word problems.

The last chapter this year was devoted to integers. Students learned to place negative numbers on the number line, to compare negative and positive numbers, and to add and subtract positive and negative numbers in various combinations. Even though traditionally this material is presented during grade 6, our hardworking 4th-graders breezed through this chapter in record time, and are showing excellent results on the test. The fact that students were exposed to negative numbers through the year while programming the robots may have helped them feel more comfortable with this topic.

In September students will resume with learning multiplication and division of fractions.

5, Math

Math, 5th Grade – Dr. Sasha Fradkin

The fifth-grade students spend the last month and a half of school becoming more comfortable with the concepts of decimals and percentages. They practiced multiplying and dividing decimals, as well as converting them to fractions and back. They also learned about the concept of repeating decimals. They solved many word problems

involving decimals and percentages and practiced going between the two concepts. As always, challenging problems and puzzles tested the depth of their understanding of these very important topics.

6-7, Math

Math, 6th and 7th Grade – Mrs. Tatiana Ter-Saakov

During the last few weeks of the year, students in 6th and 7th grades practiced graphs of quadratic functions and learned to factor and solve quadratic equations in the form of x^2+bx+c . They then moved to solving by factoring equations in the form of ax^2+bx+c , and applied those skills in word problems. Students were also working on recognizing the special cases of difference of squares, and squares of binomials. We are wrapping up the year with a final test to check on all the topics students worked on during the school year.

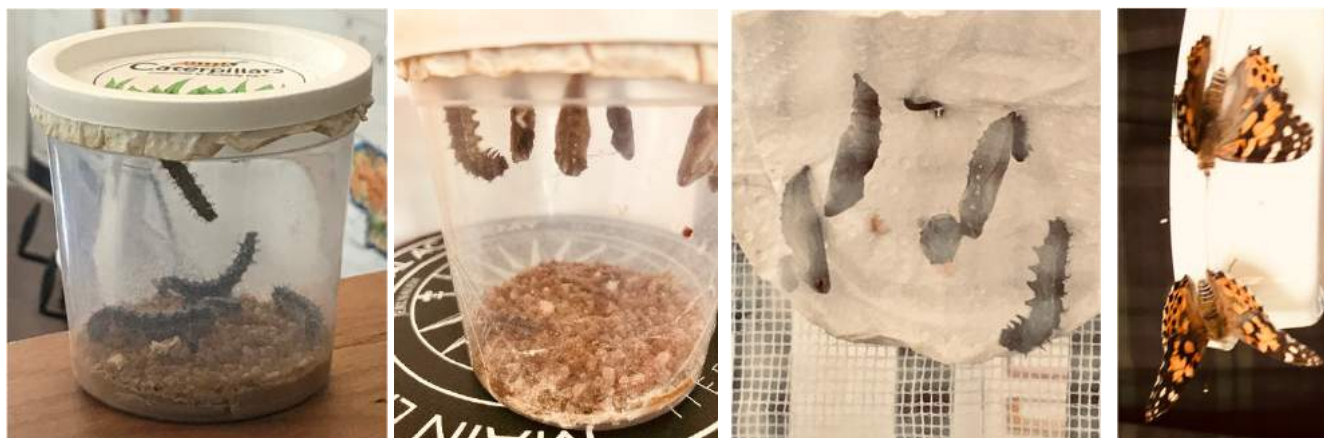
Hands-On

Hands-On Skills, Kindergarten to 3rd Grade – Mr. Adam Darer

In Hands-On-Skills class we finished learning how to tie the bowline, figure eight, square, and overhand knots and began our unit on outdoor orienteering. We learned the four cardinal directions, played several direction-based games, and then began exploring how to use a compass. We learned why a compass needle always points north, how to hold a compass, and how to set a bearing on a compass and walk in that direction. The students spent a lot of time outside practicing using a compass and made great progress!

Science, Kindergarten and 1st Grade – Mr. Adam Darer

Since the last newsletter, we took a short break from our unit on biology to explore bar graphs and how we can use bar graphs to present data. The student planted sunflower seeds and measured the height of their plants each class. After measuring the sunflower height, each student would then record the data down on their bar graphs (showing height of sunflower plant vs. date). We then moved on to our topic of bugs and learned all about different types of insects (and other bugs), such as the name of their body parts, what habitats they live in, and their life-cycles. In addition to learning about bugs inside the classroom, we also spent time outside collecting bugs in observation jars and practiced identifying different bugs using a field guide. One of the highlights of this past month for the students was learning about the life cycle of butterflies and then raising caterpillars to become butterflies.



2-3, Science

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

Since the last newsletter we have continued our exploration of biology by learning about microorganisms.

The students conducted a lab examining the how temperature affects respiration in yeast. 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. We then tested if “The 5-Second Rule” is valid by dropping graham crackers on the floor for 5 seconds, 20 seconds, and 1 minute, swabbing each graham cracker with a sterilized cotton stick, and placing the end on a petri dish. For this experiment, the students learned about how agar petri-dishes are useful to grow microorganisms.

4, Science

Recently, we learned about food webs, drew our own food webs, and then examined the food webs of owls by dissecting pellets. Inside each pellet are the bones and fur of organisms that owls consume. The students practiced dissecting these pellets and identifying the bones they found in each pellet.

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

Students spent a few lessons taking a deeper look into mechanics. We reviewed the notion of force in Physics, giving a more precise meaning to the term “balanced forces” through vectors. Students got to determine a vector balancing two given ones, imagining the “Swan, Pike and Crawfish” situation from the Krylov fable, http://max.mmlc.northwestern.edu/mdenner/Demo/texts/swan_pike_crawfish.htm.

A few selected results were verified with actual dynamometers.

Students also experimented with a Hot Wheels mechanical set to determine what it takes for the toy car to complete a loop track. In the last couple of classes students are taking a peek into optics, which we will continue next year.

5, Science

Science, 5th Grade – Mr. Adam Darer

Since the last newsletter, we have gotten deeper into our study of biology. We learned about the parts of animal and plant cells and specialized cells. We practiced using microscopes to look at slides and then explored different types of microorganisms. The students conducted a lab examining how temperature affects respiration in yeast and submitted lab reports for this experiment.

We also practiced designing an experiment, including identifying independent and dependent variables and designing a procedure. Each group of students had several petri-dishes and had to come up with an experiment to see the presence or absence of microorganisms in different situations. For example, one group looked at the quantity of bacteria they could detect on different door handles in the basement. The students then identified the types of bacteria in their petri dish based on the form (overall shape), and elevation (height contour).

We discussed how we can use an oral presentation to share experimental methods and data. After practicing in groups, the students then presented their experiments to the class.

6-7, Biology

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

For more than two millennia, natural philosophers have used dissection as a tool to explore and better understand the anatomy and physiology of living things. During the Renaissance, artists and natural philosophers (and natural philosopher-artists such as Leonardo da Vinci) combined dissection with careful observation, notation and hypothesis-testing to revolutionize the biological sciences.

In class, we briefly discussed the English translation of William Harvey’s 1628 *Exercitatio Anatomica de Motu Cordis et Sanguinis in Animalibus*, which transformed the study of the vertebrate circulatory system.

We then moved into our own dissection studies of the mammalian (sheep) heart. We also dissected a sheep brain, and a fish (*Perca flavescens*), which we prepared for by assembling a paper fish model.

Aside from dissection, we worked to expand our understanding of biological diversity by discussing ecosystems, bacteria and the nematode roundworm *Caenorhabditis elegans*.

Robotics

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

All programming classes were busy with video recordings of their missions.

This is a very emotional time of the year. We’ve seen quite a few successful robot performances, as well as exuberant victory dances.

There are still a few cases of more challenging missions where the accuracy of the robot performance needs to be improved to get a reliable outcome. However, all students learned new skills through the year, and had a chance to implement them in their programs.

Such ambitious projects as the milking automation (each grade created their own solution), the panda release, the camera recovery, refrigerator and feeding, and animal conservation were successfully accomplished. (See www.youtube.com/watch?v=5TI1XEK3N8E for a description of the missions students were working on this year).

French, Kindergarten – Mme Betty d’Herve

In May, we continued to learn “traditional” French songs and poems:

- Promenons-nous dans les bois, www.youtube.com/watch?v=P-jNlnVdWaE.
- Ah les crocodiles, www.youtube.com/watch?v=3YI08sRToU0.
- Ah vous dirai-je maman (to the tune of twinkle, twinkle little star), www.youtube.com/watch?v=VINThOqPmqo.
- Review of all the songs and poems learned this year.

Ask your child about the song, Game of the Wolf.

We started our new third book, “Mon Monde.” With this book, we will write French sentences. We worked a lot together on how to learn and memorize the French spelling of the vocabulary words. We completed almost three lessons of this book. The children were very excited about their new book and did very well completing it.

In June, we learned one last “traditional” French song, Meunier tu dors, www.youtube.com/watch?v=P-LTlrkjSs, and we reviewed all the songs and poems that we had learned this year.

We continued to work on the spelling of the vocabulary words in the first three lessons of the book “Mon Monde.” We made sentences on our individual white boards and we completed some pages in “Mon Monde.” We played games that involved singing and dancing.

Before summer break, the children will receive their second Symtalk book and the vocabulary cards of the two first Symtalk books. I really encourage them to play with the cards (memory games, making sentences) and to review the spelling of the vocabulary of the book “Mon Monde.” Bonnes vacances!

Vocabulary:

Gérard		la glace	(the ice cream)
Sylvie		le pain	(the bread)
Antoine		le fromage	(the cheese)
Hiko		le ballon bleu	(the blue ball)
mange	(eats)	le ballon jaune	(the yellow ball)
aime	(likes)	le vélo	(the bike)
joue	(plays)	la pomme	(the apple)
regarde	(looks at)	au parc	(at the park)
de/d’	(of)	à la maison	(at the house)
avec	(with)		

French, 1st Grade – Mme Betty d’Herve

In May, we continued to learn “traditional” French songs and poem:

- À la volette, www.youtube.com/watch?v=J4aoJTogyQ4.
- The first verse of the song “Un jardin extraordinaire” – Charles Trénet, www.youtube.com/watch?v=Z7H57p1HNbY.
- Review of all the songs and poems learned this year.

As we finished our book “Mon Monde,” we did several evaluations: listening comprehension, vocabulary memorization, and writing sentences. We also continued to work on “dictée” (French spelling tests). We started our new book, “Gérard et ses copains,” and we completed five lessons. We continued to work on conjugation of the verbs in the present tense.

Besides the new vocabulary listed here, we wrote a lot more words that we had learned from the previous book. (Refer to the homework binders.)

In June, we learned one last “traditional” French song, *Compère Guilleri*, www.youtube.com/watch?v=cSPzQzIOits, and we reviewed all the songs and poems that we learned this year.

We continued to work on our new book “*Gérard et ses copains*” and we completed lessons 6 and 7. We practiced some dialogues with the interrogative words, *Comment* (how?) and *Où* (where?). We also reviewed the construction of negative sentences.

Bonnes vacances!

Vocabulary:

un croissant		bien	(good, well)
un beignet	(a doughnut)	un peu	(a little)
un coca		mal	(bad, poorly)
en France	(in France)	ne ... pas	(do/does not)
en Louisiane	(in Louisiana)	avec lui	(with him)
au Québec	(in Quebec)	avec elle	(you have, singular)
au hockey		il/elle a	(with her)
au baseball		on	(we/people)
Comment	(how?)		
Où	(where?)		

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

In May, the students recited “*La grenouille qui se veut faire aussi grosse que le bœuf*,” www.youtube.com/watch?v=Fp_GJXZ9dPE, in front of the class.

They all did an excellent job as you could see in the video I sent you earlier.

We learned “traditional” French songs:

- Il était un petit homme, www.youtube.com/watch?v=9Rz8gTYEt4.
- Review of all the songs and poems learned this year.

We finished the fourth French book D (*Gérard et ses copains*) and we took a vocabulary evaluation.

We started our fifth French book (*Le français en image, book E*). In the first lessons, we reviewed the conjugation of the -ER verb and the verb ALLER (to go), insisting on the plural forms of the conjugation. We wrote expressions about date and weather, as well as complex sentences (containing at least two propositions in one sentence).

We talked about how to study and to memorize spelling vocabulary, conjugations, songs, and poems. We practiced spelling with “dictée.”

In June, we learned one last French poem, *Le Cancre*, written by Jacques Prévert. We also reviewed all the songs and poems that we had learned this year. We continued to work on our new book E and we studied the vocabulary of the house and the school. We practiced dialogues using these vocabulary words with a classmate.

Bonnes vacances à tous!

Vocabulary:

ensemble	(together)	au basket	(at basketball)
beaucoup	(a lot)	au restaurant	(at the restaurant)
une quiche lorraine	(a quiche)	dans le salon	(in the living room)
aujourd’hui	(today)	dans la chambre	(in the bedroom)
il fait chaud	(it’s hot)	dans la cuisine	(in the kitchen)
il fait froid	(it’s cold)	aux toilettes	(in the bathroom)
il fait beau	(it’s a nice day)	dans la salle de bains	(in the bathroom)
Il pleut	(it’s raining)	dans le garage	(in the garage)
il ne fait pas	(it’s not)	dans la salle à manger	(in the dining room)

c'est/ce n'est pas	(it is/it isn't)	dans le jardin	(in the garden)
quand	(when)	à la leçon	(at the lesson)
chez nous	(at our place)	en classe	(in class)
chez vous	(at your place)	à l'école	(at school)
chez eux	(at their place – boys only or boys and girls)	musique	
chez elles	(at their place – girls only)	math	
chez lui	(at his place)	histoire	
chez elle	(at her place)	art	
		géo	
		à la gym	

French, 4th Grade – Mme Betty d'Herve

We finished learning Jean de la Fontaine's fable, "La Colombe et la Fourmi," www.youtube.com/watch?v=-zvHUbYgYZ8, and the students recited it in front of the class.

We also learned the refrain and the second verse of "Le soleil a rendez-vous avec la lune," www.youtube.com/watch?v=RShIJvrjD80.

In June, we reviewed all the songs and poems that we learned this year.

In May, we completed lessons 29 to 32 in our book *First Start French*. The vocabulary involved in these lessons was about weather, season, size, weight, measures, stores and shopping.

We introduced the *passé composé* with AVOIR and ETRE of a few regular and irregular verbs. In our Syntalk book "Plein la vue," we worked on some dialogues and oral evaluations. We studied nationality, physical characteristics, personality traits and agreement of these adjectives, and we also studied demonstrative adjectives versus demonstrative pronouns.

In June, we completed lessons 32 and 35 of the book *First Start French*. We spend several days studying direct and indirect object pronouns, and their positions in sentences. We also studied more irregular verbs in the *passé composé* tense.

I have been delighted to teach you French, all these years! Bonnes vacances à tous!

French Proverbs:

Après la pluie, le beau temps.	(After the rain, good weather.)
Le cœur a ses raisons que la raison ne connaît pas.	(The heart has its reason that reason knows not.)
Vouloir, c'est pouvoir.	(To want is to be able.)

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

In May, we finished learning Jean de la Fontaine's fable, "La Colombe et la Fourmi," www.youtube.com/watch?v=-zvHUbYgYZ8, and the students recited it in front of the class.

We also learned the refrain and the second verse of "Le soleil a rendez-vous avec la lune," www.youtube.com/watch?v=RShIJvrjD80.

Then, in the book *French First Year*, we studied the conjugation of Future Tense, which is mostly a regular conjugation tense. We continued with the reading of chapters XV to XVIII. We also practiced reading aloud and summarizing the settings of the story in French.

The students took several tests in May, including one about *imparfait* and one about chapters XIII to XVI of *Histoire d'une Revanche*.

The comte de Monte Cristo, alias Edmond Dantes, is very close to achieving his goal: his revenge. The comte de Morcef, alias Fernand Mondego, is faced with his past treachery in front of the chamber of "pairs de France." He loses his honor, his wife and his son. Two enemies are still to be brought down!

In June we reviewed all the songs and poems that we had learned this year. We finally finished the book *Histoire d'Une Revanche*. Félicitations! Bravo!

I have been delighted to teach you French all these years! Bonnes vacances à tous!

Latin, 4th Grade – Dr. Jacob Feeley

4, Latin

Latin I students recently completed a unit on relative pronouns and the genitive case. In addition, they continue to learn about word origins and to gain practice reading Latin. They are in reach of finishing the textbook: One more chapter to go! That is quite an accomplishment. They have learned a great deal of Latin this year and it has been a pleasure to teach them.

Latin, 5th Grade – Dr. Jacob Feeley

5, Latin

Students in Latin II have worked hard this year and shown a positive attitude towards learning Latin. They recently had a unit on the passive voice, and the ablative of personal agent. They continue to build their Latin vocabulary and learn about the Latin origins of English words. They participated in friendly competitions which reinforced their knowledge of Latin grammar and vocabulary.

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

6-7, Latin

This May and June we made good progress in grammar, covering third declension adjectives and then moving onto the next big topic: the PASSIVE VOICE. After getting comfortable with the use and meaning of the passive voice in English, we began practicing it in Latin with first and second conjugation verbs. We learned that for three of the six Latin tenses (present, imperfect, and future), the passive voice is formed by the addition of special passive suffixes to the proper tense stem. For example:

vocatur = he/she is called.

vocabatur = he/she was being called.

vocabitur = he/she will be called.

However, for the remaining three Latin tenses, which all belong to the perfect family (perfect, pluperfect, and future perfect), the passive voice is formed by declining the fourth principal part plus the proper form of the verb “to be.” For example:

vocata est = she has been called

vocata erat = she had been called

vocata erit = she will have been called

We discussed that one interesting “side effect” of this system is that in the three perfect tenses, the passive voice reveals the gender of the subject. We also did a unit on the role of Latin prefixes and we discussed how these prefixes (originally prepositions) continue to live on in English vocabulary. After completing the first twenty units of our textbook (*Jenny’s Latin*), we concluded the year with a review chapter and with a test on a reading passage which focused on the battle between Alexander the Great and Porus, king of India. Finally, we also made good progress with Horace’s *Cleopatra Ode*. The students now know seven out of the eight stanzas. Please ask them to review the poem at home this summer!

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

with her polluted mob of retainers whom
disease alone made men-unrestrained in all

<p>sperare fortunaque dulci ebria. sed minuit furorem</p> <p>vix una sospes navis ab ignibus mentemque lymphatam Mareotico redegit in veros timores Caesar ab Italia volantem</p> <p>remis adurgens, accipiter velut mollis columbas aut leporem citus venator in campis nivalis Haemoniae, daret ut catenis</p> <p>fatale monstrum: quae generosius perire quaerens nec muliebriter expavit ensem nec latentis classe cita reparavit oras,</p> <p>ausa et iacentem visere regiam vultu sereno, fortis et asperas tractare serpentes, ut atrum corpore conbiberet venenum.</p>	<p>her impotence of fancied power and drunk on sweet fortune. But seeing scarcely</p> <p>a single ship come out of the flames intact subdued her rage, and Caesar impelled a mind distraught on Mareotic wine to tangible terrors, pursuing closely</p> <p>by oar her flight from Italy, even as the hawk a gentle dove or the hunter, swift in chase, a hare across the plains of snow-mantled Thessaly, keen to put chains</p> <p>around a monster laden with doom: one who, intent to die more nobly, had nothing of a woman's fear before the sword nor fled by swift fleet to a secret border,</p> <p>audacious still to gaze on her humbled court with tranquil face, and valiant enough to take the scaly asps in hand, that she might drink with her body their deadly venom.</p> <p style="text-align: right;">(Steven Willet, transl.)</p>
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Music, Kindergarten – Mrs. Karina Butterworth

K, Music

During May and June, besides preparing for our final recital, we also emphasized violin ensemble and recorded a video of some of our violin songs. All videos will be made available to parents. We still need to fix hand positions and intonation, but the girls understood the basic pattern and learned to work as a team. I am very proud of my students!

Music, 1st Grade – Mrs. Karina Butterworth

1, Music

During May and June, besides preparing for our final recital, we also focused on violin ensemble and at last recorded a video of all our violin songs. Kids played all together and also one by one. All videos will be made available for parents. We still need to fix hand positions and intonation, but the kids understood the basic pattern and learned to work in a team. I am very proud of my students!

Music, 2nd and 3rd Grade – Mrs. Karina Butterworth

2-3, Music

During May and June besides preparing for our final recital, we also focused on violin ensemble and at last recorded a video of all our violin songs, as well as we could.

I am very proud of my students!

Music Theory, 4th to 7th Grade – Mr. Geert Ruelens

4-7, Music Theory

During the month of May the students took the rhythmic dictation skills they had developed earlier in the year one step further. We tried our hand at melodic dictation for a few classes. We warmed up with scale singing, solfege exercises, and interval recognition. Melodic dictation proved to be very challenging to many of our students and certainly needs to be revisited on a regular basis in the future.

We spent generous amounts of time preparing for the musical evening which was held on Sunday, June 2. Congratulations to everyone who participated. It was a very enjoyable recital.

In class, we played our recital repertoire for one another and practiced being good audience members (which for some is even harder than melodic dictation!).

Our last two weeks of class before the summer were used for review. I was impressed to see the level of retention. During our last class, we will enjoy a special treat – listening to *Peter and the Wolf* by Russian composer Sergey Prokofiev.

K, Art

Art, Kindergarten – Mrs. Karina Butterworth

This month the kids spent a few lessons drawing illustrations for songs that they were playing during this year. They drew three watercolor pictures, “The Owl,” “Sunrise in Egypt” and “Portrait of Troll Toy,” and also made a “Summer Time” applique. In addition, they were finishing some of the pictures that they had not finished during the school year.

1, Art

Art, 1st Grade – Mrs. Karina Butterworth

This month the kids spent a few lessons drawing illustrations for songs that they were playing during this year. Kids drew three watercolor pictures, “The Owl,” “Sunrise in Egypt” and “My summer” and also made a “Summer Time” applique. An addition they were finishing some of the pictures that they had not finished during the school year.

2-3, Art

Art, 2nd and 3rd Grade – Mrs. Karina Butterworth

This month the students spent a few lessons drawing illustrations for songs that they were playing during this year. Also, the kids drew two watercolor pictures, “The Owl” and “Sunrise in Egypt,” and a pencil sketch of cars in our parking lot. They also made a “Summer Time” applique. In addition, they were finishing some of the pictures that they had not finished during the school year.

4-7, Art

Art Studio, 4th, 5th, 6th and 7th Grade – Mr. John McCormick

This final period of the school year brought an opportunity for the students to work with linoleum block printmaking. Printmaking has many outlets to explore but the approach we used is effective both in cost and boldness. Following block prints we have worked on a requested series of portrait studies where the students have found that the human portrait is among the most difficult, in terms of gaining a likeness and the use of subtle plane changes.

To conclude, the school year was, as we trust, a profitable period of learning to see that which is normally not observed and gaining skills in pencil, charcoal, oil pastels, acrylic paints and lino block prints.

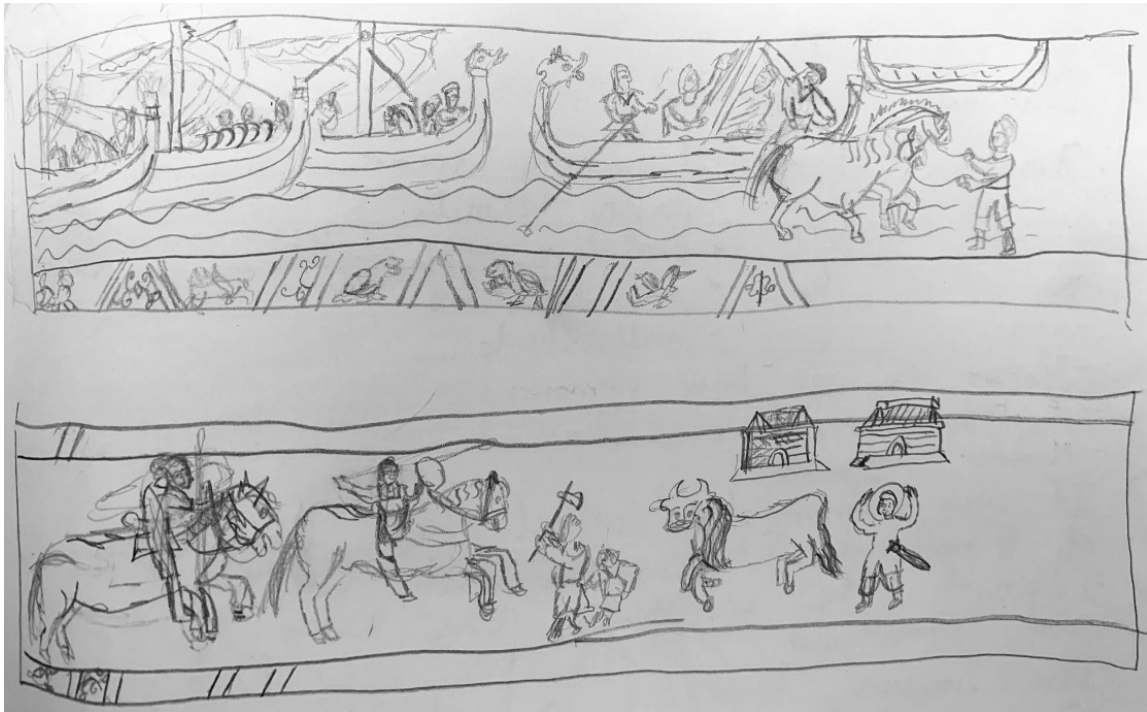
Art History, 4th Grade – Mrs. Jessica Todd Harper

We have been learning about The Bayeaux Tapestry and the Norman Invasion of England that it depicts. While spending some weeks studying the embroidery of the tapestry, the students enjoyed *The Little Duke*, by Charlotte Yonge. This fictional account of William the Conqueror’s great grandfather, Richard the Fearless, takes place in medieval Normandy and France at the time when Richard’s father dies and he becomes Duke of Normandy at age 8.

The students enjoyed depicting the battle scenes from the Tapestry, and one sketch is included below.

“This is why we have so many words with French roots!” one student declared while learning about the effects of the Invasion. While adding that it is also why we have so many duplicate words for the same thing, I smiled and said she was right (Germanic origin) – as well as correct (Latin, via French).

Recently we have started looking at Giotto’s frescoes of Christ’s life in the Scrovegni Chapel and how different these figures who live in a three-dimensional space are from the flat depictions of Medieval narratives. Giotto’s interest in depth is one of the reasons he exemplifies the early Renaissance, which we will get investigate more next year!



4th grade art work, Heather Kaplan: The Bayeux Tapestry

Art History, 5th, 6th and 7th Grades – Mrs. Jessica Todd Harper

We have been learning about the Northern Renaissance and how it differs from the Greco-Roman influenced Italian Renaissance. Jan van Eyck has been of particular interest, and one of his paintings, a self-portrait, can be seen in the attached student drawing. We have discussed religion and the affects the Reformation and Counter-Reformation had on the imagery of the time. I have been trying to emphasize all the different influences that caused the advent of the Renaissance in general, and that it was not an instantaneous change or just one thing that made it come about. One influence we have been learning about is the Black Death of the late 14th century and how the resultant social upheaval helped to create many changes including an openness to new ideas, the rise of a merchant class and a shake-up of church orthodoxy.



6th grade art work, Hugh Nicholson: van Eyck

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.

To you the eager MLCA gym students,

I really appreciated my time with every grade this year. Each of you brought passion and drive in wanting to learn new games and skills, and be the best you could be. You were generally focused, regularly disciplined and you sustained effort no matter the challenges. These will help you to be successful at games, school, and most importantly in life.

If there is one thing I hope you walked away with this year, it's the fact that you matter, you are powerful and you have the ability to improve. I hope that you recognize your greatness, that you have deep self-love and confidence in yourself, and that you know the only person you should compete with is you. Be the best you can be.

I also want you to remember that kindness matters. The character words we learned this year: respect, sportsmanship, confidence, honesty, sharing, teamwork, patience, and responsibility developed over time will help you be kind, admired, and proud of who and what you become.

We have to get into the habit of building each other up. We have to work hard to counteract all the negative imagery we see about ourselves by being kind and supportive of each other, by congratulating each other and pushing each other towards positive goals. Love and respect each other – win, lose, or draw!

Remember when you need to regroup to take a deep breath or two and center yourself. Get yourself focused, grounded and through each moment. You are indeed made of love, hope and joy and it is my aspiration that you let that shine through you to others.

I've tried to model compassion and understanding. I hope you recognized that. I hope it rubbed off on you.

I can't explain how much I enjoyed seeing your passion, hearing your thoughts, your after-class responses: thumbs up, thumbs down, or thumbs in the middle, and your passion in gym class. You eventually will be the ones to change things, because you don't take no mess!

Thank you for growing with me and allowing me to grow with you. For those moving on from MLCA, cherish this year we had together and take what you learned with you. For those coming back, build on what you have learned this year and come back a better version of you, ready to expand.

Sincerely,
Mr. Soto

Judaic Studies, Kindergarten to 2nd Grade – Dr. Asya Sigelman

In May, we progressed to the next big topic in Ancient Hebrew grammar: vav ha-hipuch, the “vav conversive.” We learned a funny mnemonic song that the children love, which helps them remember the job that this kind of vav does in a Hebrew sentence and how its role is different from the regular prefix vav which simply means “and.” We practiced forming our own verbs with vav ha-hipuch and practiced identifying this construction in our Chumash passages. We also discussed that this vav functions essentially as a time machine: it transfers a verb from the future tense into the past tense. In the last week of school, we did a preview lesson on z’man atid (future tense) – something we will be studying in depth in the fall. In Chumash, we have progressed nicely in Parshat Vayeirah, ending the year with the famous dialogue between Hashem and Avraham on the destruction of S’dom (we skipped some of the more difficult lines, which are colored in grey). Vayeirah – *Genesis* 18.16-33:

<p>טז וַיִּקְמוּ מֵשֶׁם הָאֲנָשִׁים, וַיִּשְׁקֹפוּ עַל-פְּנֵי סֹדֹם; וַאֲבְרָהָם – הִלֵּךְ עִמָּם, לְשַׁלְּחָם.</p>	<p>16 And the men rose up from thence, and looked out toward S’dom; and Abraham went with them to bring them on the way.</p>
<p>יז וַה' אָמַר: הֲמִכְסֶה אֲנִי מֵאַבְרָהָם, אֲשֶׁר אֲנִי עֹשֶׂה.</p>	<p>17 And the L-rd said: ‘Shall I hide from Abraham that which I am doing;</p>
<p>יח וַאֲבְרָהָם – הִיוּ יְהִיָּה לְגוֹי גָדוֹל, וְעַצִּים; וְנִבְרְכוּ-בוֹ – כָּל, גּוֹיֵי הָאָרֶץ.</p>	<p>18 seeing that Abraham shall surely become a great and mighty nation, and all the nations of the earth shall be blessed in him?</p>
<p>יט כִּי יָדַעְתִּיו, לְמַעַן אֲשֶׁר יִצְנֶה אֶת-בְּנָיו וְאֶת-בֵּיתוֹ אַחֲרָיו, וְשָׁמְרוּ דְרֹךְ יְהוָה, לַעֲשׂוֹת צְדָקָה וּמִשְׁפָּט – לְמַעַן, הִבִּיא ה' עַל-אַבְרָהָם, אֶת אֲשֶׁר-דִּבֶּר, עָלָיו.</p>	<p>19 For I have known him, to the end that he may command his children and his household after him, that they may keep the way of the L-rd, to do righteousness and justice; to the end that the L-rd may bring upon Abraham that which He hath spoken of him.’</p>
<p>כ וַיֹּאמֶר ה', וַעֲקַת סֹדֹם וְעַמָּרָה כִּי-רַבָּה; וְחַטָּאתָם – כִּי כְבֹדָה, מְאֹד.</p>	<p>20 And the L-rd said: ‘Verily, the cry of S’dom and Gomorrah is great, and, verily, their sin is exceeding grievous.</p>
<p>כא אֲרִדָּה-נָא וְאֶרְאֶה, הֲפָצַעְתָּהּ הַבָּאָה אֵלַי עֲשׂוּ כָלָה; וְאִם-לֹא, אֲדַעָה.</p>	<p>21 I will go down now, and see whether they have done altogether according to the cry of it, which is come unto Me; and if not, I will know.’</p>
<p>כב וַיִּפְּנוּ מֵשֶׁם הָאֲנָשִׁים, וַיֵּלְכוּ סֹדְמָה; וַאֲבְרָהָם – עֹדְנֵו עִמָּד, לִפְנֵי ה'.</p>	<p>22 And the men turned from thence, and went toward S’dom; but Abraham stood yet before the L-rd.</p>
<p>כג וַיִּגַּשׁ אַבְרָהָם, וַיֹּאמֶר: הֲאֵף תִּסְפֶּה, צְדִיק עִם-רָשָׁע.</p>	<p>23 And Abraham drew near, and said: ‘Wilt Thou indeed sweep away the righteous with the wicked?</p>
<p>כד אוּלַי יֵשׁ חֲמִשִּׁים צְדִיקִים, בְּתוֹךְ הָעִיר; הֲאֵף תִּסְפֶּה וְלֹא-תִשָּׂא לְמַקּוֹם, לְמַעַן חֲמִשִּׁים הַצְדִּיקִים אֲשֶׁר בְּקִרְבָּה.</p>	<p>24 Peradventure there are fifty righteous within the city; wilt Thou indeed sweep away and not forgive the place for the fifty righteous that are therein?</p>
<p>כה חַלְלָה לְךָ מַעֲשֵׂת פְּדָבָר הַזֶּה, לְהַמִּית צְדִיק עִם-רָשָׁע, וְהָיָה כְצִדִּיק, כְּרָשָׁע; חַלְלָה לְךָ – הַשֹּׁפֵט כָּל-הָאָרֶץ, לֹא יַעֲשֶׂה מִשְׁפָּט.</p>	<p>25 That be far from Thee to do after this manner, to slay the righteous with the wicked, that so the righteous should be as the wicked; that be far from Thee; shall not the Judge of all the earth do justly?’</p>
<p>כו וַיֹּאמֶר ה', אִם-אֶמְצָא בְּסֹדֹם חֲמִשִּׁים צְדִיקִים בְּתוֹךְ הָעִיר – וְנִשְׂאתִי לְכָל-הַמָּקוֹם, בְּעִבּוּרָם.</p>	<p>26 And the L-rd said: ‘If I find in S’dom fifty righteous within the city, then I will forgive all the place for their sake.’</p>

<p>כז וַיַּעַן אַבְרָהָם, וַיֹּאמֶר: הֲגַה־נָּא הוֹאֲלֹתִי לְדַבֵּר אֶל-ה', וְאַנְכִי עֶפֶר וָאֶפֶר.</p>	<p>27 And Abraham answered and said: 'Behold now, I have taken upon me to speak unto the L-rd, who am but dust and ashes.'</p>
<p>כח אוֹלֵי יַחֲסֵרוֹן חַמְשִׁים הַצְדִּיקִים, חֲמִשָּׁה – הֲתַשְׁחִית בְּחַמְשָׁה, אֶת-כָּל-הָעִיר; וַיֹּאמֶר, לֹא אֲשַׁחֲתָהּ, אִם-אֶמְצָא שָׁם, אַרְבָּעִים וְחַמְשָׁה.</p>	<p>28 Peradventure there shall lack five of the fifty righteous; wilt Thou destroy all the city for lack of five?' And He said: 'I will not destroy it, if I find there forty and five.'</p>
<p>כט וַיִּסֹּף עוֹד לְדַבֵּר אֵלָיו, וַיֹּאמֶר, אוֹלֵי יִמְצְאוּן שָׁם, אַרְבָּעִים; וַיֹּאמֶר לֹא אֶעֱשֶׂה, בְּעִבּוֹר הָאַרְבָּעִים.</p>	<p>29 And he spoke unto Him yet again, and said: 'Peradventure there shall be forty found there.' And He said: 'I will not do it for the forty's sake.'</p>
<p>ל וַיֹּאמֶר אֶל-נָּא יַחַר לְה', וְאַדְבַּרְהָ – אוֹלֵי יִמְצְאוּן שָׁם שְׁלֹשִׁים; וַיֹּאמֶר לֹא אֶעֱשֶׂה, אִם-אֶמְצָא שָׁם שְׁלֹשִׁים.</p>	<p>30 And he said: 'Oh, let not the L-rd be angry, and I will speak. Peradventure there shall thirty be found there.' And He said: 'I will not do it, if I find thirty there.'</p>
<p>לא וַיֹּאמֶר, הֲגַה־נָּא הוֹאֲלֹתִי לְדַבֵּר אֶל-אֲדֹנָי – אוֹלֵי יִמְצְאוּן שָׁם עֶשְׂרִים; וַיֹּאמֶר לֹא אֲשַׁחֲתָהּ, בְּעִבּוֹר הָעֶשְׂרִים.</p>	<p>31 And he said: 'Behold now, I have taken upon me to speak unto the L-rd. Peradventure there shall be twenty found there.' And He said: 'I will not destroy it for the twenty's sake.'</p>
<p>לב וַיֹּאמֶר אֶל-נָּא יַחַר לְה', וְאַדְבַּרְהָ אֶף-הַפַּעַם – אוֹלֵי יִמְצְאוּן שָׁם, עֶשְׂרֵה; וַיֹּאמֶר לֹא אֲשַׁחֲתָהּ, בְּעִבּוֹר הָעֶשְׂרֵה.</p>	<p>32 And he said: 'Oh, let not the L-rd be angry, and I will speak yet but this once. Peradventure ten shall be found there.' And He said: 'I will not destroy it for the ten's sake.'</p>
<p>לג וַיֵּלֶךְ ה' – כַּאֲשֶׁר כָּלָה, לְדַבֵּר אֶל-אַבְרָהָם; וְאַבְרָהָם, שָׁב לְמִקְוֹ.</p>	<p>33 And the L-rd went, when He had left off speaking to Abraham; and Abraham returned unto his place.</p>

In preparation for Shavuot, we read and discussed *Shavuot with Bina, Benny and Chagai Hayonah*. We went over the connection between the holiday and the harvest on the one hand and giving of the Torah on the other. We also discussed *Megillat Rut* and we baked our own yummy cheesecakes! Finally, we have continued reading the story of King David. We ended the year with the episode of King Saul's death in the battle with the Philistines and David's famous lament over Saul and his son Jonathan: "How low have the mighty fallen!" (*Samuel 1.19*).

4, Judaic

Judaic Studies, 4th Grade – Dr. Jacob Feeley

In addition to participating in daily *tefillah* (prayer), students have begun reading the book of Joshua, with discussions on the history of the time period and *dikduk* (grammar). We spend a couple of days a week studying selected *mishnayot* from Baba Kama, too, and discussing in depth the various issues and debates in each mishna. The students have made great progress this year in Jewish Studies.

K-2, Hebrew

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

Students in Hebrew have been developing their writing skills. They have learned the alphabet and built up a basic vocabulary, and are now working on composing sentences in Hebrew. We have also read some Israeli Children's books, and played games that build vocabulary. The Hebrew students have showed a good attitude to learning Hebrew this year, and have done great work!

4, Hebrew

Modern Hebrew, 4th Grade – Tal Gutman

Our beloved Ivrit teacher, Tal, sends greetings from the Land of Israel.

She looks forward to seeing you all next year.

המורה האהובה שלנו, טל, שולחת ברכות מארץ ישראל. היא מצפה לראות את כולכם בשנה הבאה.

(Google Translate can be useful, but really, we all need a teacher!)

(יכול להיות שימושי, אבל באמת, כולנו צריכים מורה!) גוגל תרגום

K-2, Christian

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

During the months of May and June, the students have learned to say the Easter greeting in seven languages (below). We have studied the immediate events after Christ's resurrection from the visitation of the myrrh-bearing women, to the Lord's ascension into heaven, to the visitation of the Holy Spirit to the disciples on Pentecost. In preparation for the summer, we have each chosen a Psalm to memorize and make more a part of our classes next year and of our daily lives.

English – "Christ is risen! Indeed, He is risen!"

Russian – Христос воскрес! Воистину воскрес! (Khristos voskrese! Voistinu voskrese!)

Greek – Χριστός ανέστη! Ἀληθῶς ἀνέστη! (Khristós anésti! Alithós anésti!)

French – Le Christ est ressuscité! Vraiment il est ressuscité!

Spanish – ¡Cristo ha resucitado! ¡En verdad ha resucitado!

Latin – Christus resurrexit! Resurrexit vere! (Or Vero Resurrexit!)

Arabic – المسيح قام! حقًا قام! (al-Masīḥ qām! Ḥaqqan qām!)

3-7, Christian

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

In Upper level Christian Studies, we have been examining the end of the book of Acts. We have walked with Peter and Paul on their missionary journeys, learning about the joy and suffering that come with being a disciple of Christ, and what that might mean for us.

Through a lens of curiosity, we have sought to understand the discussions and arguments occurring being the Jewish Leaders and early Christians.

We end our year asking, "In light of these events, how ought we respond?"

We had a wonderful time at our final class of the year, celebrating all that we learned this year. The younger students joined the older ones for snacks and then we closed the year by talking about Pentecost and the visitation of the Holy Spirit to the disciples.

Do remember to make a memorization plan for your child's Psalm this summer!

Poetry Club

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

Poetry Club was excited to perform *A Midsummer Night's Dream* for their families on June 4th. We are looking forward to sharing it with MLCA students on the last day of school.



Above: Oberon and Titania.

Top right: Pyramus, Thisbe, Wall, and Lion perform for Theseus.

Lower right: Bottom instructs Moth, Mustard Seed, Cobweb, and Peaseblossom, under Titania's loving gaze.



Math Club

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

A number of our students in Grades 1 through 7 participated in the Math Kangaroo competition, a national competition with over 30 thousand participants nationwide.

We would like to congratulate all of the participants, most of whom scored in the top 50% of all participating students within their grade level.

Special recognition goes to Kaylee Lee, who tied for 8th place nationally and 2nd place in the state of Pennsylvania, and Anna Butterworth who tied for 17th place nationally and 7th in the state.

We also would like to congratulate Lilly Sigelman, Daniel Fedorov and Marshall Zafirio for placing in the top 25% of all participants in their respective grade levels.

Awards – Ms. Jackie Bagwiza

As announced in the April newsletter, we introduced the concept of token money in May to help students keep track of the items they need at school.

The students are accumulating “money” and saving it for a Market day to be held on the last day of this school year. At this Market, they will be able to buy anything of their choice. The items for sale at the Market are donations that were collected from our community.

Students earn a dollar at the end of each school day, only if they bring all these items: **outdoor shoes, pencil case, lunch** (not yesterday’s!) **and water bottle**, AND store them in their cubbies rather than leaving them lying about.

They pay a one-dollar penalty for leaving any of their belongings outside during recess or lunch. They forfeit five dollars if they leave their **homework folder, music binder, homework or any school book** at home.

This Awards program is aimed at helping students learn how to be responsible and how to be accountable for one another. For example, students are always encouraged to remind each other to put away their lunch boxes or sweaters instead of a teacher reminding them and taking away their token money.

Ms. Bagwiza Preparing for the Market



Recess with Students and Butterflies



We have noticed a tremendous change in how our students care for each other and for their surroundings and belongings. Their first responsibility was learning to look after their “wallets” containing their token money. Of all the students who paid the five-dollar penalty for leaving educational materials at home, not one of them ever did it twice!

This makes me, as the person in charge of this project, very proud of our students. I am also very impressed with the powerful way this competitive Awards program inspired our students. They responded with growing maturity and responsibility to the challenges of becoming organized.

Our notorious “Cubby Room Problem” has been solved. Our cubby room has remained clean and tidy since the beginning of April when the Awards program began!

My personal wish is that our students will continue next year to be encouraged to be responsible and accountable for one another – at school and also at home.

I have had a memorable experience as a volunteer here at Main Line Classical Academy. Besides introducing the Awards program and paying very careful, detailed attention to each student and their items, stars and prizes throughout each day, I enjoyed helping out at lunch and recess periods with Mr. Ed Soto and Ms. Megan Bullick, as well as subbing when teachers were absent. I wish you all a pleasant summer.

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

My three months as Office Manager at MLCA have been a great joy to me. The front desk is blessed by music all day long – piano and violin lessons and French songs, all performed with pleasure and musicality.

I have subbed at least once for each grade and felt a pleasant connection with each boy and girl.

Office Observing and learning from Mr. Chilbert’s educational leadership and Mrs. Jaskot’s kind style of efficiency were a privilege. I watched in amazement as the Sub team seamlessly made the school run while loving and educating each student. I am constantly inspired by Mr. Soto’s profound wisdom and insight – he is a gem! I made friends with MLCA’s talented faculty members while observing their teaching styles, logistics, and lesson preparation. I connected productively with members of the HSA and other parents and saw in practice the truth of Dr. Sigelman’s vision that Learning Great Things is possible for both children and adults.

Besides producing these newsletters, I have tried my best to help the office become more organized and efficient, to see what teachers, parents and students need in order to help fill in the gaps, to keep brainstorming new ideas, and to help our school become more widely known in the community.

As a child in my South African public school, we sang “Lord Dismiss Us” at the end of each school term, a meaningful song with fond, nostalgic memories for me, <https://youtu.be/nNFqsbwY2Es>:

Lord, dismiss us with Thy blessings.	Let Thy father-hand be shielding
Thanks for mercies past received.	All who here shall meet no more.
Pardon all, their faults confessing.	May their seed time past be yielding
Time that’s lost may all retrieve.	Year by year a richer store.
May Thy children, may Thy children	Those returning, those returning,
Ne’er again Thy spirit grieve.	Make more faithful than before.

After-Care – Mrs. Regina Campbell

After-Care We have had a vibrant aftercare group and enjoyed a mix of indoor activities and crafts, as well as free play outdoors, including a nature walk. Children made mobiles, 3D snowflakes and 4-seasons trees, experimented with paint and materials, a favorite: water fountain painting, and made their own T-shirt designs. We also embarked on a year-long building and creating of a Spartan warrior all clad in plastic plates and cups (in progress)! It’s been a joy to be with everyone even though it is just two hours a day.

Please see the collage of After-Care photos on the next page.



Fun at After-Care, MLCA 2018-19