



Hollis Brookline Middle School

KNIGHTLY NEWS

April 5, 2006

From the Administration

At this point in the school year we devote a tremendous amount of time to the upcoming **transitions** for our students. Grade 6 parents have attended an interactive Orientation designed to acquaint them to the Middle School Model and to increase their understanding of the curriculum. Grade 6 students have selected their choice of music and language, after having met with specialists from HBMS. The students have also been assessed in reading and math to support the placement process.

Grade 7 parents have been given the opportunity to share input for their child's placement into 8th grade. In addition the 7th grade teachers have provided a variety of information to aid in the placement process.

Parents of grade 8 students recently attended an evening at the High School. Tuesday, March 28th High School staff came to meet with the 8th grade students in small groups to describe graduation requirements, the course selection process and many other aspects of the High School.

On March 21st, two hundred thirteen students left for **Washington, DC**. The three days of touring were educational, enlightening and I dare say, fun. On many occasions the chaperones received comments from tour guides regarding the outstanding, respectful behavior of our students. Despite sickness, we deem this week one of the most successful.

Tryouts began Monday, March 27th for baseball and softball. At the time of this writing over 40 students are participating in the process for both teams. The track and field has attracted 120 students, and we expect that track will increase after tryouts have been completed. (No cuts for track.)

NECAP results were shared on March 21st. Many questions have surfaced and will be answered in a timely fashion. The full interpretation of the NECAP results have yet to be described.

As we begin the 4th quarter, plans are underway for the end of the year events. To date we have had three snow days and plan to end school on June 21st. In closing, we wish the absolute best to Mrs. Rizzo Saunders and Mr. Saunders as they welcome Baby Saunders into their lives!

Sincerely,
Patricia Goyette, Principal

PTSA President's Report

Spring has sprung!!! It is so nice to see the buds on the trees and the robins returning. I have just come back from another successful 8th Grade trip to Washington D.C. It was a bit chilly, but it did not seem to phase the 213 students who participated. I just want to compliment Mrs. Goyette and her wonderful staff on a job well done. Parents of 8th Grade students you are to be commended on the behavior and demeanor of your children while we were touring our nation's capitol. I know many of you will be pleased to know that the Hollis Brookline Middle School students were dressed appropriately and received many compliments because of the respect shown to those who helped to build and defend the United States of America. As a parent and a chaperone I am very proud of these young gentlemen and ladies.

7th Grade Generations was a great success!!! I am told we had a record attendance and that the day went very smoothly. Many thanks to Deb Pucci and Darlene Kohler for spear- heading the luncheon and to Susan Holroyd and Ruth Kabel for helping out with registration. I know that I have enjoyed the Generations Days with my children and encourage parents to continue supporting this wonderful opportunity provided by Erin White.

8th Grade celebration planning is in full swing. Parents have received information about what they can do to help make this a fun evening for all our 8th grade students. If you have any questions, please feel free to call me or Regina Koszan (465-7084) who is leading this wonderful committee. Thanks to all the parents who have responded so very graciously to our requests for time and items!! We can't do it without you.

7th Grade parents will be receiving their letters in the April report cards. Shelley Bower and Janet Listowich are in the process of drafting that now. They too will be looking to the parents for help in making the 7th Grade Barbecue a day to remember for the 7th grade students.

Last month I told you that our By-Laws were awaiting approval from the State PTA office. We received the approval and they are now posted in the PTSA book in the front office. Thanks to all who helped with this process.

Finally, we begin the process for PTSA Officers, Committee Chairs, etc. We have a couple of people lined up to fill positions and are hoping to sign up a few incoming 7th grade parents at the 6th Grade Transition night on March 28th. Nominations will be made at the April meeting on 4/21 with voting to happen on 5/19. All PTSA members are invited to join us!!

Spring sports are beginning and we will be using our volunteers where they are needed. Please come and support our student athletes!!!

Thanks so much for all that you do!!! Come join us at our next meeting on April 21st at 8:30 a.m. at the Middle School

Trish MacDonald, PTSA President

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School and Community News

MATH COUNTS Team Places 4th in State Competition... Student Makes STATE Team!

Congratulations are in order for the Hollis Brookline Mathcounts Team coached by Rosemary Mezzocchi for coming in 4th place in the New Hampshire State Mathcounts Competition. On Saturday, March 11, 2006, the team, whose members are Lasya Thilagar, Kayleigh Ryherd, Ryan Heden and James Lu with Eric Beaudette serving as an alternate, competed against 18 other middle schools in the State of New Hampshire. They started the day off with the Sprint round, which consists of 30 tough math questions, that they worked on for 40 minutes individually. This round was followed by the Target round which consists of four (4) pairs of questions given one pair at a time and six (6) minutes to solve each set of problems. Following this set of individual tests the teams went into another room to compete as teams and answer ten (10) questions in twenty (20) minutes. After being treated to lunch, the teams gathered together to read the posted results. Hollis Brookline had two (2) team members in the top ten (10.) Lasya placed sixth (6th) and James placed second (2nd), which means that James is one of four (4) students representing the State of New Hampshire at the National Competition in Arlington, Virginia from May 11th through May 14th. James receives a new TI-84 graphing calculator along with the all expense paid trip to the DC area for four (4) days. The sponsor of this year's National Competition is Lockheed Martin.

Following the initial competition, everyone was treated to watching the top ten (10) Mathletes compete in the Countdown Round. This is a very exciting part of the competition played very much like jeopardy. By answering questions that are flashed on the overhead within 45 seconds, a competitor moves on to the next round. In this part of the contest, James came in first (1st) place.

To end the day, the top four state team members were each given the same problem, isolated in a room (at staggered times) and then given twenty (20) minutes to solve the problem in different stages. After working on this problem they were then escorted out of the room and presented the solution and explained their process to a group of college professors who were the judges. The final results of this Master's Round put James in 2nd place.

Congratulations to the entire team for a job well done. The whole Hollis Brookline Middle School community is very proud of all of you. We wish James good luck at the National Competition.

PARENTING EDUCATION WORKSHOPS

STRESS & EMOTION MANAGEMENT—Manage your emotions, control your behavior and eliminate stress, all in one night. Much of the stress and negative emotions we experience does not arise from what is happening around us, but what is happening within us. Managing your emotions, control your behavior and eliminate stress all in one night is an hour and a half workshop designed to introduce you to the basic foundation of stress and emotion management.

Richard Melillo has worked for over ten years with court-ordered clients helping them address issues of stress, anger and emotion management, he has taken the key concepts from his 12 week emotion management course and jam-packed them into an hour-and-a half presentation that is intended to be informative, entertaining and interactive.

This parent workshop will take place on Thursday, April 6, 2006 at HBMS. It is at 7:00PM in rooms 14 and 15. For further information call Ruth Kabel at 465-7487.

“WHY KIDS DO THE THINGS THEY DO (AND WHAT CAN I DO ABOUT IT?)”—Popular speaker Jack Agati will talk at the Milford Middle School Music Room on Wednesday, April 12, from 6:30 to 8:30 PM. Specific issues he will touch on include how to make kids more responsible and accountable for their behavior, to avoid raising a generation of “house guests” in our homes and schools, to avoid guilt trips and cut down on battles and to avoid situations of “us” versus “them”. This parent talk is open to all local parents of elementary and middle school aged children.

Jack Agati is a graduate of West Virginia University with a Masters Degree in Counseling, and has done post-graduate work at the University of Vermont. Jack worked for over fifteen years in public education as a teacher, counselor and Director of Special Education. Over the past fifteen years Jack has worked full time as a presenter, and has gained a national reputation for presenting material that is not only useful and relevant, but also for presenting the material in a fun and enjoyable way that truly makes an impact on those who attend.

The presentation is sponsored by: MMS PTO, NH Children's Trust Fund, CAST, MMS Enrichment and The Youth Council, Nashua. There is no charge for the presentation.

As a bonus event “Games Galore” will entertain the kids during the Jack Agati talk with a round robin of age-appropriate activities for preschoolers through middle schoolers in the Milford Middle School gym and outdoors. Pre-registration for this event is requested.

For more information contact Libby Anderson at 672-9876 or mmsenrich@charter.net.

School and Community News

TETANUS SHOTS DUE FOR MANY 9th GRADERS

It's not too early to look at your child's immunization needs. If you have a child entering 9th grade in the fall, they may be due to receive a Tetanus booster. The State is now MANDATING that all students MUST have an updated Tetanus booster. Tetanus boosters are required every 10 years. Some students may have already received this immunization, but there is no record of it at the school. Those students, in grade eight needing to be immunized before the start of school in September, will be notified by phone before April vacation. If your child has already received their updated tetanus booster please send documentation of this to the nurse's office. If you have any questions regarding your child's immunization status, please call the school nurse (Dee Dee Adams 465-2223)

Documentation of this immunization may be sent to Mrs. Adams up to June 4th. After this date it should be sent to Cathy Saunders, nurse at the High School.

PHYSICALS FOR ENTERING 9TH GRADE STUDENTS

All incoming Freshmen need a current physical on file to enter the High School. Physicals received between March 1 and June 4 may be given to Mrs. Adams at the Middle School. After June 4 documentation of physicals need to be sent to Mrs. Cathy Saunders at the High School. **Please Note:** Any students planning to try out for High School Athletics must have a physical on file in the Nurse's office by Friday August 13. You will not be allowed to try out without this documentation on file.

SEVENTH GRADERS TO STUDY REPRODUCTION

Mrs. Adams, the School Nurse, will be in seventh grade science classes this spring presenting a unit on reproduction. This unit includes discussion of the male and female anatomy as well as discussing the prenatal development of the baby. This unit is based on the chapter presented in the seventh grade science book. For any further information, please feel free to contact Dee Dee Adams at 465-2223.

Life Skills' Progress Reports

Our Integrated Specialists (Art, Industrial Arts, Computer/Library, Guidance, Health, and Family and Consumer Science) have been redefined as Life Skills teachers.

They have worked collaboratively to clearly articulate the life skills promoted within each discipline. The *life skills* teachers attach themselves to each core team for approximately 7 weeks. Since there are 5 rotations, their progress reports do not fit with our quarterly ones.

The final progress reports for the life skills teachers will be sent out **May 30 & 31**

CALENDAR OF EVENTS

| | |
|-------------|---|
| April 6th | Seminar: Stress & Emotions Management. 7:00pm HBMS |
| April 11th | Delayed Opening |
| April 24-28 | SPRING VACATION |
| May 6th | 2006 NH Music Education Assoc. South Central Middle School Music Festival—David R. Cawley Middle School, Hooksett, NH |
| May 10th | Team McClintock 2nd Annual Celebration of Student Work |
| June 5th | 7th Grade Concert |
| June 6th | 8th Grade Concert |

Seventh Grade News

TEAM MCCLINTOCK

Ms. Ellerin, Mrs. Grupposo, Mrs. Rossetti

Dissections continue to abound in science. Team McClintock scientists recently finished a heart dissection. They followed the flow of blood; some intrepid scientists actually followed the flow with their fingers, through the heart. They found each chamber, compared the size of the two sides of the heart and saw how the tricuspid and mitral valves worked. Before ending the unit on the circulatory system, we discussed a new bio-technological advance called polyheme. This discussion leapt into a brainstorming session of possible advances that may exist within the next few decades -- good fodder for the bionic body project which will happen later this spring.

The respiratory system will be our next system to explore. We'll see the close connections not only between the circulatory system and respiratory system but also how cellular metabolism plays a role in our need for oxygen. In this unit we will be dissecting a sheep's lung. This is one of the most exciting dissections because we'll not only see the parts of the lung, but we'll also use an air pump to see how it can inflate and deflate.

When we return from April vacation, we should be starting the nervous system which culminates with the dissection of a sheep's brain.

Team 6 students also spent the week of March 27 with Mrs. Adams, the school nurse. They studied the reproductive system.

In 7th grade math, we have reviewed the basic operations of addition, subtraction, division and multiplication with positive and negative integers. We have learned the powers of ten and furthered our knowledge of scientific notation. As part of our integrated unit with humanities, students will use their knowledge of proportions and scale to draw an engineering blueprint of their castle. These engineering prints are a work in progress and will be completed in school as student's research medieval times. This unit incorporates the student's previous knowledge of isometric view, frontal view and the "blueprint" of their uniquely designed castle as well as building their castle to scale.

In History / English (Humanities) students are designing, and in some cases building castles to protect against specific invading tribes in Western Europe after the withdrawal of the Romans. Students will write an essay justifying their location and design based on their research and ingenuity. Students have also read stories connected to the King Arthur legend and will compare the motifs, themes, traits of those stories to fantasy novels they have read. Students will use a Venn diagram to organize their notes and thoughts before writing the essay during class.

As we move into the middle to late Middle Ages students will read and practice writing ballads. They will also participate in a "simulation" of the Crusades and an activity dealing with the issues facing towns and cities during the Black Death. Students will also take a look at the importance of the Magna Carta to our Bill of Rights.

Congratulations to Katie B. who is the New Hampshire state seventh grade winner of the 2006 Daughters of the American Revolution American History Essay Contest. Katie, as well as other state winners, will be honored at a luncheon in Portsmouth on May 6.

Please save Wednesday, May 10, for the second annual McClintock Celebration of Student Work. This whole-family tradition involves displays of student work (including the castle project), readings from some student writings, and a pot luck supper. A flier with an RSVP form will be coming home in early April.

TEAM MCCLINTOCK – WELLNESS

Team McClintock has just barely begun their time in wellness class. In our first week we explored how stress affects our lives. We interviewed our parents as to what stressed them out too. Interestingly enough, we found that many of the things our parents worried about are stressors for us too! We looked at what makes something a stressor and what effects stressors might have on us, what happens to our body, mind and relationships. Most importantly we discussed what can relieve stress or better yet prevent it! Just like each person has their own stressors, every person will also have different stress relievers.

The last two weeks Mr. Melillo, the guidance counselor, has been in class talking about self-esteem and bullying.

In the weeks before April vacation we will cover more topics such as media, body image, the immune system, HIV awareness and alcohol use/abuse. Each topic will have a parent interview with it so be ready at home!

Seventh Grade News

Team Jordan History—Mr. Capraro

In 7th grade History on Team Jordan we are coming to the end of our long unit on the Middle Ages. Since the last newsletter we have completed our study of the Crusades and the unbelievable changes they brought to Europe. Ask your student what two F's we moved from and what two T's we moved to! Each student chose a guild to join and the room is filled with the sights and smells of the chosen projects. This year I had a record number of bakers! We have spent the last few weeks looking at the culture of the late Middle Ages. We read some literature, with the epic poem Beowulf and the morality play Everyman being particular favorites. Did you know that only Good Deeds follows Everyman to Heaven? We looked at what makes a cathedral "Gothic"—the new architecture of the late Middle Ages-- and played a game called "Gothic or Not?" as we looked at several Middle Ages cathedrals. From the hallway by the MPR, take a look up at my class' windows; you'll see the stained glass windows we created! We even listened to some Gregorian chants—not a favorite among the students but interesting to listen to, nonetheless! We finished this unit with a close look at the Magna Carta and the Black Death and their effect on Europe in the 14th century.

We are about to dive into the Renaissance to finish the year. I like to use real people like Michelangelo, Shakespeare, Queen Elizabeth and Johann Gutenberg to unlock the secrets of that time period. We will again spend time on the literature, music and especially the art of this important time. We will finish the unit by examining the impact of the printing press on European learning and (my favorite activity) giving a close look at the family tree and hereditary succession problems of Henry VIII and his family! If time permits, at year's end, we will spend some time reviewing all we have done in European history so far this year—from the Fall of Rome up to the Renaissance. All in all, I think we have had a very interesting and educational year!

Our room is nearly complete—only the "Sistine Ceiling" is missing. I hope I have time to get that done! I invite you to take a moment and see what the room looks like. The students are pleased with the way their work is displayed and I am glad to have such great examples of historical art displayed! Stop by if you can...

Team Jordan English—Ms. Rasmussen

The 7th graders have just completed the poetry unit with everyone reading an original poem at the poetry café. Thank you to all who sent in goodies. The students are now beginning a unit on Greek Mythology. They will be asked to read several myths, which they have not read before, and identify various story elements within those myths. We will also be visiting the open lab where students will research a Greek god, goddess or hero of their choice and write a descriptive narrative showing how their character would solve a typical middle school problem.

Problems to choose from will include, solving math equations, missing the bus to school, and dealing with peer pressure. We will also look at the influence of Greek Mythology on pop culture, everything from literature, movies, song lyrics to brand names and logos. Help your child by keeping an eye out for any contemporary references to myths and mythological beings.

Team Jordan Life Sciences—Mrs. Cleveland

We have completed our study of the heart and circulatory system with our models of the heart and our dissection of the sheep hearts. I hope you enjoyed your lesson on the heart with your child using his or her own model.

We are now working on the respiratory system. Before we could do that, however, we had to spend some time learning how to use the triple beam balances, determining volume by water displacement and various mathematical formulas, and improving abilities to accurately measure liquids using graduated cylinders. Then, in addition to learning the parts of the respiratory system, how oxygen and carbon dioxide are exchanged in the lungs and the body, how the cells ultimately use the oxygen to produce energy for the cell, and how certain choices in life style can influence our respiratory health, we are spending time determining our own lung capacities. In one activity, all the students follow the same procedure to find their capacities. For the second lab, students are divided into groups and are given certain materials. They are then challenged to use only those materials and all those materials to design a procedure to find their volumes. Some use water displacement, some use air displacement, some use math. Most involve pans of water. Needless to say, the mop is kept very close by. In doing this last lab, hopefully students will see that creativity is very important in science and will reinforce the need for good techniques and observation.

Once again, I would like to thank our parents for their help and support in our various activities.

Team Jordan Math—Mrs. Fordin

Students have started their journey into the abstract world. They have been working hard with integer manipulation and will soon combine this knowledge with algebraic concepts. Yes, that did say algebraic. This means students will begin their quest with solving equations and applying the abstract to the real world.

In addition, students will have the opportunity to "Show Off". This means they will be using their multiple intelligences and their knowledge about mathematics to present solutions to real world problems. Keep an eye out for their creativity!

Seventh Grade News

Team Emerson History—Mrs. Beale

We are just finishing our study of Islam. Nearly everyone on our team can recite "The Five Pillars of Islam," and we've learned the preferred Arabic spellings for several words and places. A major project for this unit was the Muhammad or Desert Life essays which students wrote after viewing the video "Islam: Empire of Faith."

We worked on a map of the Middle East, locating countries where Islam is the predominant religion and culture today, and on the same map outlined the borders of the Muslim Empire at its height. We found that the two areas are very similar. We have also been paying attention to predominantly Muslim countries in the news, particularly reactions to the Danish cartoons of Muhammad, the bombing of the Shiite mosque outside of Baghdad and women's rights issues. Test your student on the differences between the Sunni and the Shiite Muslims. They should also be able to tell you how these differences are reflected in present day Iraq.

Our Islamic culture activity was a short research project on a topic from "The Golden Age." We spent one class period in the computer lab doing research, then prepared a two paragraph illustrated report. They are currently on display in our classroom. Since this was a double unit, the portfolios are a bit longer than usual.

Our next unit takes us back to the Middle Ages in Western Europe. Vikings and Vandals, serfs and peasants, lords and ladies, knights in shining armor, the feudal system; the rivalry between church and state, the Crusades – are some of the topics we will be studying.

Team Emerson English—Mrs. Jahns

Mythology Musing and Poetry Power

By Gates L. and Zach R.

In Mrs. Jahns' English class we learned about mythology in quarter three. We read many myths with each one being different and unique. Pandora's Box, for example, taught us that curiosity can be both good and bad. With the myth of Prometheus, we learned that sacrifices do not go forgotten. While reading these myths, we learned new vocabulary such as endow, caprice, and explicit. In class we took notes and answered questions, comparing the myths from different cultures. Lastly, we wrote our own myths, based on common story elements. This unit has taught us many different things that we won't soon forget.

Currently, we have been reading and writing poetry. We have learned the meanings of such words as simile, metaphor, personification, onomatopoeia, imagery and more. That way we could write our poems and determine what language is in them. We are collecting ten poems from different authors; from there we determine the structure and language of the poems. Right now we are creating our own simile and metaphor poems.

Here is an example:

Green sounds like hundreds of birds chirping.
Green smells like a new dollar bill.
Green tastes like a freshly picked apple.
Green feels like wet grass under your feet on a summer's day.
Spring is a great time for poetry!

Team Emerson Science—

Mrs. Evans/Mrs. Kalenik

A Lesson in Life

We have just completed our study of genetics and forensic science. I would like to thank my students for their keen investigative skills in determining who Mistee's (CPR mannequin) parents are, for narrowing down the suspects (eleven staff members), and finding the perpetrator of the crime. A special thank you to Officer Friendly (Brendan LaFlamme-Hollis Police Dept) for seeing that justice was served!!! Also, I would like to thank the following "suspects" for their part in making the forensic science unit challenging and enjoyable: Jingle Jangle Jahns (Mrs. Jahns), Clever Cleveland (Mrs. Cleveland), Bad Books Ball (Mrs. Ball), Western Hook Melillo (Mr. Melillo), Mr. Spaceman (Mr. Picariello), Battles Beale (Mrs. Beale), Senora Lash (Mrs. Lash), G-Clef Depine (Mr. Depine), Gears Gigabytes Gruce (Mr. Gruce), Singer Songwriter Spencer (Mrs. Spencer), and Doc Adams (Mrs. Adams).

Monday, March 27 we will begin our embryology unit. What will happen to the weight of a fertile chick egg while it is incubating over 21 days? Well, this is the question posed to our students, and following the six steps in the scientific method their conclusion will be determined in 21 days. Each class is assigned ten fertile eggs (two lab partners share one fertile egg) and will weigh their egg on a triple beam balance and record the weight. We will candle the fertile eggs often so we can see first hand the development of the embryos and compare it to that of other embryos (including humans).

Team Emerson Math—Mrs. Hall

Students have started their journey into the abstract world. They have been working hard with integer manipulation and will soon combine this knowledge with algebraic concepts. Yes, that did say algebraic. This means students will begin their quest with solving equations and applying the abstract to the real world.

In addition, students will again have the opportunity to Show Off. This means they will be using their multiple intelligences and knowledge in mathematics to present solutions to real world problems. Keep an eye out for their creativity!

Eighth Grade News

Team 3 U.S. History—Mr. Twichell

Team 3 History classes have had a busy 2006. We began the new calendar year studying the problems our new republic had and the disputes that arose between our leaders as they tried to put the ideas of the Constitution into practice. Connections to today were easy to make as people still have differing ideas as to how much power the government should have and how it should be run. Many of the accomplishments of our first 6 presidents, Washington through John Quincy Adams, were studied as well as numerous events and trends for the time period. We also studied what daily life in the early 1800's was like in America. Although our leaders probably led a refined life, the students learned that life for the everyday American was much more basic and crude. After a generation America was changing and no one epitomized this change like Andy Jackson, the hero of the common man. His presidency was studied in detail along with the changing views and practices of democracy. A study of Federal and Classical architecture, very common throughout this area, was used to help bridge these differing views.

Next, we studied Westward Expansion and the concept of Manifest Destiny. Emphasis was placed on the history of the different land acquisitions. Geography and map work were major components of this chapter. Expansion always seemed to lead to disputes between the sections of the country, especially the North and South.

Returning from February vacation, we jumped ahead in time to prepare for our visit with area veterans. Students choose different projects from WWII to the present. Speaking with the veterans helped the students make connections to many of the memorials they saw in Washington, D.C., as well as gaining a greater appreciation of our culture and heritage. The sacrifices the veterans made had a meaningful impact on the students.

We are now beginning our study of the Civil War and Reconstruction. There is much history yet to be studied, but we will get to the 20th century and examine some of the events that have shaped our current world.

Team 3 English—Mrs. Cicciu

Where have we been? The time since the last newsletter article has been spent on completing the famous radio project and sharing the results in class. It is always delightful to hear the sighs, groans, laughter, and applause during moments in the plot when suspense has really been captured. Questions from the class often focus on the skillful use of sound effects and the appropriate choice of music.

Students have also done their poem presentations, utilizing a prop and dramatically delivering the memorized lines. They have completed a second letter exchange with the students in Lesotho, a country in southern Africa where a Peace Corps volunteer is stationed and from whom team 3 has received photos, descriptions of life, and gifts; the books students sent for their school library in mid-December finally arrived in mid-March.

Finally, students continue to analyze the style features authors use to build suspense in their stories. The genre for March is science fiction with logs due on April 3 along with a 3-dimensional model or paper sculpture to capture an item that figured prominently in the story.

Where are we going? The month of April and probably a bit into May, students will be reading, acting out, and analyzing the Shakespearean play The Taming of the Shrew. Daily notes, vocabulary study, and written responses and analyses will be other graded assignments during this exploration of this comedy from the 16th century. During April, the genre for reading outside of class is multicultural fiction which will help students explore life outside their American culture and become more accepting of differences. The final project will be a computer-generated poster detailing at least ten aspects of life from the target culture in each book and containing the texts' foreign words used to provide authenticity.

Team 3 Math—Mrs. Mezzocchi

The **pre-algebra** classes have just finished the first unit on statistics and graphs. They all did a great job on the assessment for the unit. As these classes continue with statistics, Stem & Leaf plots and Box & Whisker graphs will be introduced and properly interpreted. The use of the TI-83 graphing calculator will continue throughout the statistics unit. The students always enjoy using these sophisticated tools. Following the statistics units, the students will study number theory and the Pythagorean Theorem.

In the **power packed algebra** class, students are finishing up with area formulas before delving into **Trigonometry**. Once they have mastered the basic trigonometric functions, they will return to the algebra book and finish out the year with rational expressions and radicals. This unit will solidify the connection between algebra and geometry.

The **Gateways** classes are finishing up matrices. The multiplication was a difficult concept to understand but most students are doing this algorithm with ease now. I can not wait to show them how easy it is to multiply matrices on the TI-83 graphing calculator. Students always get so upset when I show them after making them do so many out long hand. Following this unit, the students will learn the language of algebra and do lots of problem solving using algebra. We will end the year with the study of number theory and the real number system.

So as you can see, there is a lot of learning yet to be done. There is still $\frac{1}{4}$ of the school year left so mathematically there is still **25%** of the curriculum to study. So homework will continue as usual until the last day!! Preparing for high school mathematics is a tough job but we will get there. I promise.

Eighth Grade News

Team 3 Earth Science—Mrs. Smith

Volcanoes are the topic currently and we are viewing a slide show on Mt. St. Helens. Students will be learning about the four main volcano types. I am sure this will be a dinner discussion once we start researching about volcanoes. Look for changes in Mt. St. Helens now and receive bonus points towards fourth quarter tests and quizzes. Later in the term we will be studying about earthquakes.

Students will participate in designing and building an earthquake proof four-story building. After researching this interesting topic, students will learn that the most destructive waves of an earthquake are the waves that reach the surface of the earth called secondary waves or s waves. These waves are the waves that shake buildings up and down and side to side. Students will build their towers to withstand this type of shaking and hopefully resist a 5.0 magnitude on a simulator earthquake machine for 15 seconds. Some students will build their tower to try and withstand a 9.0! This project can be very frustrating for students because accuracy in their measurements is a must. So please encourage their tenacity! This is a very fun activity for each student, as they become very competitive with each other. I will certainly enjoy watching them problem solve, cooperate, compromise, reason, and be rewarded for their efforts. The day of testing is an anxious one.

Don't forget to bring in current event articles about science in the news to receive bonus points on tests and quizzes. You only have until June 2 to do so. Be sure to take advantage of this opportunity.

Team Prescott Earth Science—Mr. Bond Earth Science Rocks!

Mr. Bond's Earth Science classes have been rocking! ... exploring the world of rocks and minerals. Students have been logging a lot of hours in the lab ... learning the techniques scientists use to identify some of the unique characteristics of minerals, as well as, mixing solutions to grow laboratory crystals. Recently, in one lab investigation, students used a flame-testing technique to identify the elements in powdered mineral samples. In another lab activity, they grew crystals and made observations of crystal growth patterns and symmetry. In the next few days, students will design a procedure to investigate the effects of acid rain on limestone. They will also learn that, in the past, under the correct environmental conditions, some of the earth's large deposits of limestone have been changed into the rock known as marble. And, because many of the buildings and monuments in Washington, DC are constructed of marble, students will make the connection between this rock material and the effects acid rain has had on our nation's capital!

In their next unit of study, Mr. Bond's students will conduct a lab investigation where the process of distillation is explored. Students will build a distilling apparatus designed to purify water. Tests for pH and chloride will be run on the "contaminated" liquid before and after distilling and the data compared to demonstrate how the distilling process is really a purification process. Our lab-built system will be compared to the natural distillation process of

the earth's water cycle.

Also, students will continue their work in the lab when they explore the chemistry of their home well water. Tests for pH, chloride, iron, copper and hardness will be completed so they can compile a basic water quality report of their own tap water. Also, classes will be collecting information on the type and depth of their home well and will research the causes and effects of their home water quality.

Remember to visit our HBMS Earth Science Department web site at www.hbms.k12.nh.us/bondd. Many students continue to visit the site to try out their investigative talents by clicking on "Are You a Super Sleuth"?

Team Prescott English—Mrs. Coutu

Spring is coming, especially to those who saw tulips and daffodils last week in D.C. The chaperones and students enjoyed the sightseeing, despite the chill in the air. Seeing the students' reactions to the visits at Arlington Cemetery and the Holocaust Museum will stay with me for quite some time.

In preparation for the trip, we spent some time reading about Vietnam in conjunction with what was occurring in ROCK with the making of the memorial items and with the Veteran's visit to the history classes. We also wrote about what it would be like to be a soldier in battle. Now that we have returned from D.C., students are writing poems and short plays about what it may have been like to witness or be part of one of the many events that have occurred in the history of our country. This will lead us to our focus on the human spirit and pursuing the American dream.

Prescott Math with Mr. Jahns

Wow! 4th term already! And this year the list of remaining topics matches the time left! We are beginning Exponents and Exponential Functions., then on to Quadratic Equations and Function. We have certainly used polynomials all year, but now we formalize them as a topic of study. Here we will learn how to solve quadratic equations, using the Quadratic Formula and by Factoring (after learning to multiply binomials). We'll finish with Completing the Square method of solving quadratics and then using this method to derive the Quadratic Formula. So, it will be busy, but exciting new stuff!

The Pre-Algebra students are starting the unit Exploring Number Theory. Then on to Real Numbers and Inequalities. This involves the study of Squares, Square Roots and Irrational Numbers. The highlight of the chapter will be the study of the Pythagorean Theorem, one of the "big ideas" of 8th grade math. We will also build on our formal Algebra exposure by learning to solve inequalities, as well as equations. "Help Night" continues to be Thursdays. Students should come with their questions in hand, ready to go! I am here, right after school, until all questions are answered (or 3:15, whichever comes first!)

Eighth Grade News

Team Prescott History—Mr. Lyle

Students recently completed a group project concerning wars in the 20th century. They made use of the computer labs and the library for this occasion. Local veterans were invited to come in to the classrooms and share their personal experiences with the students. The student body was invited to ask questions of our panel of veterans. The whole experience was a phenomenal success. It was a great tune-up for Washington, D.C.! We wrapped up the whole thing with a group presentation of all their related posters in class.

We're currently engaged in a study of Sectionalism in the 1820's. It's when people of a given area of the country are more wrapped up in local affairs than the nation as a whole. Henry Clay, John C. Calhoun and Daniel Webster are the three prominent movers and shakers at this juncture in our history. We'll be discussing nullification and secession as part of this whole piece.

Next week we'll be moving into the Age of Jackson. It's a wild ride with this good old boy from Tennessee! Folks either loved him or hated him. There was little in between. Jacksonian Democracy (and the origins of the Democratic Party of today can trace their roots to this period), the fight with the 2nd National Bank, the Removal of the Five Civilized Tribes across the Mississippi River to Indian Territory, and the Nullification Crisis with South Carolina will be the major emphases of our study of this remarkable President.

After the flambouyant antics of our 7th President we turn to the settlement of the far West and Southwest. There's a discussion of the Mountain Men, the development and problems in Texas, the war with Mexico, the California Gold Rush, the Mormon settlement of the Great Salt Lake area, Spanish missions in the SW and California, and the Pony Express. It's another wild ride folks and we're gearing up for it now! There's a lot of high interest material we'll be dealing with so hopefully everybody's ready for an adventure!

Team Jordan History—Mr. Capraro

In 8th grade American History on Team Jordan, we have been looking at the first few elections of the Nineteenth Century, including a couple of highly contentious ones. If you think nasty campaigning and mudslinging are products of modern elections, think again! The election of 1828 between Andrew Jackson and John Quincy Adams is one of the most negative in history! We also spent a little time on the War of 1812, including the events leading up to it and some important events during it. Did you know that Star Spangled Banner was written during the War of 1812? The flag that flew over Fort McHenry that inspired Francis Scott Key to write that poem is on display at the American History Smithsonian in Washington, DC. I encouraged all my students to find it and check out a real piece of American History!

Now that we have covered the Missouri Compromise and the Western movement of Americans, we can focus on the growing sectionalism of the early 1800's as Captain Industry in the North and King Cotton in the South battled for supremacy. In the coming weeks we will be covering the decades between 1820 and 1850 as we begin the long slow climb to the War Between the States! Keep your eyes open...things are about to get interesting!

Team Jordan English—Ms. Rasmussen

The 8th graders have returned from their trip to Washington DC. Before they left, they walked to the high school to watch the film *In the Shadow of the Blade*, an excellent film that shows Vietnam Veterans coming together to continue the healing process. They also read a brief biography of Maya Lin, the architect of the Vietnam Veteran's Memorial in Washington DC, and short stories dealing with the Vietnam War. Jack Taber also presented a slide show which chronicled his own experiences as a helicopter pilot in Vietnam. The students will now turn their attention to the craft of persuasive writing. Students will choose a contemporary issue that's important to them and write an essay which argues their side of that issue. Students will be required to do research to find facts, statistics and expert opinions to support their arguments. We will look at the differences between fact and opinion, identify opposing arguments and discuss the different styles of reasoning.

Team Jordan Earth Science—Mrs. Cleveland

We have just completed our study of earthquakes. Students were challenged to design and build a "four story" tower of balsa wood that could survive a magnitude 5 earthquake for 15 seconds on our Earthquake Simulator. Students were given a supply of wood and a packet with the specifics of dimensions, and information on designing and building the structure. Students worked very hard, and patiently to accurately construct their models to be tested. I am very pleased that several advanced to withstand a magnitude 9!

We are now delving into the study of Earth History. Considering this earth of ours has been around for 4.6 billion years, it will be interesting to see where along the timeline, life as we know it fits. We will also be investigating how we can use fossils to tell us about the types of past life and when it lived. From there, we will be identifying rocks and minerals, understanding how they were formed and what they tell us about the area in which they were found.

Our time in Earth Science this year is going very quickly. I hope the students are proud of all they have accomplished so far.

Team Jordan Math—Mrs. Fordin

Students have wrapped up a unit on solving algebraic equations, and have begun an exploration of data and graphs. We will be wrapping up our unit on data and graphs with stem and leaf as well as box and whisker plots. Watch for student surveys as students work to collect data for use in their final graphs!

Additionally, these students have also begun research to select a topic about which they will "Show Off" their mathematical knowledge. This activity will require that they use their multiple intelligences and knowledge about mathematics to present solutions to real world problems. Keep an eye out for their creativity!

LIFE SKILLS / PHYS. ED.

El Español—Senora Banks & Senora Lash



Our 7th grade students did a wonderful job on their new student orientation package project. Congratulations! Now we are beginning to explore family life. We are learning how to refer to and talk about members of our extended families. In this unit we will learn how to express possession using verbs, possessive adjectives and “de phrases”. Have your student tell you how to use them in Spanish!

Our 8th grade students are still exploring the preterit tense. We added another group of irregular verbs, which brings us up to six!!!! Our students have been able to apply the principles they have learned about the preterit tense to many different situations. We are learning new vocabulary and practicing our pass tense as we discuss the places and things we saw in Washington DC . With our upcoming field trip to see the “Dancers of the Americas” we are hoping to reinforce our units on culture.

French—Madame Rankins



French students recognized in the month of February:

| | | |
|-----------|-------------|----------|
| Cardin M. | Caroline Q. | |
| Julia W. | Kellie D. | Grave V. |

7th. grade students did a great job with our Crepe Fete. Thanks to Moms who provided necessary items. We are now working on names of shops and items sold in them. The next oral presentations will involve shopping rather than eating.

8th. grade did a fantastic job on their winter trip presentations. I was very impressed with the progress that most have made!!! We are now discussing illness symptoms, runny noses, sore throats etc. This always captures their attention and brings out their dramatic side.

C'est tout pour maintenant, mes amis!!!!!! Happy Spring to you all !

Family and Consumer Science

Written by: Sara, Alyss, and Aimee

For the fourth specialist rotation, Team Jordan will have the pleasure of working with Mrs. Sarvaiya for Family and Consumer Science (Home Economics).

During this term, we have learned about kitchen safety and sanitation, and basic techniques of cooking. Soon, we will be learning about food science, food preparation, measurement, reading and interpreting recipes, and meal planning. We learn from different teaching strategies, such as, demonstrations, lectures, films, and cooking labs.

In nutrition and food science, we will be covering a variety of topics that will be used in our everyday lives. We will learn about nutrients, such as, carbohydrates, proteins, fats, vitamins and minerals. We will be studying how to read food labels, and we will discuss how dangerous high cholesterol can be. Together, we will learn the effects of excessive amounts of sodium, sugar, and fats in our body. At home, we will visit www.mypyramid.gov to get our own personalized

food pyramid and health guide based on the new 2005 food pyramid. This will teach us how to make good choices and choose to have healthy eating habits.

Our first experience in the cooking lab was making brownies. We learned how to prevent injuries and germs from spreading, by keeping the kitchen neat and sanitary while cooking. In future cooking labs, we will apply these skills in cooking pizzas, Mexican food, Mediterranean wraps, hummus, cakes, cookies, muffins, and many other dishes of our choice.

Along with cooking, all of us will learn the basics of creating a sewing design. This design can be any theme, object, or image of our choice to be put on a felt piece. This will teach us how to take a drawing and recreate the picture on felt. We are learning how to make small, organized stitches and sew detail on our designs.

By the end of this rotation, we will have the basic techniques of reading and following recipes, preparing meals, using the proper utensils, eating healthy food, measuring fabric and sewing, and learning about pattern layout and embroidery. Within the eight weeks that we are with Mrs. Sarvaiya, the skills that we learn will be used in our future lives. Whether it's pursuing a career or maintaining a healthy life style, these techniques will guide us through a successful life!

PHYSICAL EDUCATION

Submitted by Gayle Botcher and Ron Johnston

The seventh grade students completed the volleyball unit with a round robin tournament. Students completed a written reflection on their sportsmanship and selected a student they felt displayed the best sportsmanship throughout the tournament. These names are listed in the gymnasium next to the brainstormed list of the qualities of a good sport-check it out!

We have just completed team handball—a combination of soccer, basketball and hockey- where the students learned the skills, rules, and defense for playing this fast paced and exciting Olympic sport. We were very fortunate to have Jim Murphy speak to us about luge. We saw a video clip of the thrills and spills of the sport, participated in exercises and activities that would be performed to prepare for the sport and tried our hand at a “roller luge” start.

The next unit for the seventh grade is racket sports where the students will be learning and participating in pickleball and badminton.

The eighth grade students have just completed a high ropes program using our climbing wall. All students learned how to put on a harness, tie knots used for climbing, and hook up the climbing rope, carabineer, and friction device used for belaying. All students then learned about the safety and the relationship between climber and belayer while practicing “on ground” belay technique. After completing this part of the program, students had the option to climb, dive for a trapeze, belay a climber, or act as an anchor or back-up belayer. Now we will begin a fitness unit where the primary focus will be on strength training. Discussion will be centered around safety, setting up a program, understanding the benefits of strength training, learning and performing exercises for each muscle group, and understanding the principles of overload, specificity, and progression.

Life Skills—Cont'd

NON-FICTION

READING SUGGESTIONS

MS. DUFRESNE/MS. LUCAS



Improving Comprehension— Preparing for Standardized Tests

Reading comprehension is a part of most standardized tests. How can you help your child improve his understanding of what he reads? Try a “paired reading.” First, you and your child silently read the same part of a story, an article, or a textbook. Try two or three paragraphs to start. Next, one partner listens while the other reader summarizes aloud what she has just read.

She might say, “I learned that sedimentary rocks are made from pressure.” After summarizing, the listener provides corrections or additions to what he heard. Example: “We also learned that igneous rocks come from cooling lava.”

Then, each of you reads another two or three paragraphs and changes roles. Switch back and forth until the whole story, article, or chapter is read.

This activity is a good study aid for subjects like science or history – and it builds listening skills.

Otherwise Known as Sheila the Great by Judy Blume

Is Sheila the funny, outgoing girl she seems to be? Or is she the one who’s afraid of spiders, dogs, swimming, and the dark? Sheila must face all these fears in Judy Blume’s hilarious story.

White Fang by Jack London

Can a wolf-dog leave his wild life behind and learn to love a human? White Fang becomes an Indian sled dog and a fighting dog before he finds a home. See the world through the eyes of White Fang in this classic by Jack London.

Guts by Gary Paulsen

Gary Paulsen’s adventures include plane crashes, treks through the wilderness, hunting accidents, and struggles for survival. Find out how these real events became the inspiration for his popular fiction books Hatchet and Brian’s Winter.

Some websites for finding great books

ALA Resources for Parents, Teens and Kids
Yalsa (Young Adult Library Services Assoc)
<http://www.ala.org/ala/yalsa/yalsa.htm>
The Book Bag
www.teenreads.com
Teen Hoopla
www.ala.org/teenhoopla
PSLA Book Reviews
<http://www.psla.org/association/committee/mediaselectionandreview/topforty.php3>

The library media center web pages offer a wealth of information for our students to use during the school year. During the summer months there is also a **Summer Reading** web page dedicated to giving suggestions of authors/titles for incoming 7th graders, 8th graders and those 8th graders going into high school. Many of the selections are old favorites and some are titles of the newest and best young adult literature ever written as suggested below:

Alvarez, Julia
[Their Accents](#)

[How the Garcia Girls Lost](#)

Bennett, Paul

[Follow the River](#)

Cooper, James Fenimore

[The Last of the Mohicans](#)

Creech, Sharon

[Chasing Redbird](#)

Crossley-Holland, Kevin

[Arthur at the Crossing Places](#)

Defoe, Daniel

[Robinson Crusoe](#)

DiCamillo, Kate

[The Tale of Despereaux](#)

Farmer, Nancy

[The House of the Scorpion](#)

Funke, Cornelia Caroline

[Thief Lord](#)

Gaiman, Neil

[Coraline](#)

Jones, Diana Wynne

[Dark Lord of Derkholm](#)

Ibbotson, Eva

[Journey to the River Sea](#)

Lee, Harper

[To Kill a Mockingbird](#)

London, Jack

[White Fang](#)

Martin, Ann

[A Corner of the Universe](#)

Myers, Walter Dean

[Fallen Angels](#)

Park, Linda Sue

[When My Name Was Keoko](#)

Pattou, Edith

[East](#)

Peck, Richard

[Fair Weather](#)

Pullman, Phillip

[The Broken Bridge](#)

Sachar, Louis

[Holes](#)

Scott, Sir Walter

[Ivanhoe](#)

Tolan, Stephanie

[Surviving the Applewhites](#)

Van Draanen, Wendelin
[for Snake Eyes](#)

[Sammy Keyes and the Search](#)

Yumoto, Kazumi

[The Friends](#)

These and many other titles may be viewed at the HBMS Library Media Center web site:

<http://www.hbms.k12.nh.us>
click **Library Media Center**
[search](#) **Summer Reading.**

Eileen Ball

Music, Band, Drama & Clubs

General Music

Seventh grade music students are currently learning skills on MIDI keyboard exploring various uses and applications of the instrument. Fundamental keyboard knowledge and skills are emphasized. The concepts of musical form and theme and variations are studied. Future projects including internet use will be implemented in the near future.



Eighth grade students completed their first assignment using the new MIDI Computer/Synthesizer stations with the software program Music Lessons I. If your son or daughter asks to borrow some pots and pans, measuring spoons or other common household items please know that they are starting to compose music! We are composing our first group tune using two common items and one guitar. Each group will write a picture music piece with these "instruments". Students have been given a project rubric and three music classes to complete their songs. Performances in class will showcase each piece.

Art

In Mrs. Papadeas' Team 2 art class, students have just completed a large drawing of geometric shapes and block letters using one point perspective rules. First they learned that perspective began in the Renaissance with great artists such as Leonardo da Vinci, Michelangelo, and Raphael. An architect named Filippo Brunelleschi developed this technique. Perspective creates the illusion of depth on a flat surface. It combined geometry and drawing skills to portray the world as it had never been portrayed before the Renaissance. First, students were asked to draw on their paper a horizon line that was in the center of their paper. They began by experimenting drawing different one point boxes all around the vanishing point so that they could see different views of the boxes. Students drew puzzle-like shapes, free form shapes and continued to practice making them look three dimensional. After they felt comfortable with this they began drawing large block letters all around the point adding in working lines to make them look three dimensional. For color, it was suggested that they use the darkest colors close to them, medium color for the sides and light color for the tops and bottoms of the shapes. The results are very exciting to look at and the students were pleased with their hard work. For a second and more challenging assignment they are now completing city scenes with several buildings.



Mrs. Papadeas is always reminding them that they need to be sure to keep those vertical lines straight in perspective. Another really important tip is to be sure that all the windows and doors line up with the vanishing point. The next art unit that Team 2 students will be working on is watercolor techniques. We will also be working on a picture that combines the English poetry unit and watercolor techniques.

Chorus

CONGRATULATIONS to Seana D., Chaille P., Chelsea D., Kimberly S., Anna Z., Julianne S. and Steve S. for being selected to sing at the 2006 NH Music Education Association South Central Middle School Music Festival on Saturday, May 6 at the David R. Cawley Middle School in Hooksett, NH.



Band

Seventh and eighth grade band students are currently working on skill development and music for the spring concert. The seventh grade will be performing "Malaguena", "Land of a Thousand Dances", "Copper Creek March", and "Apollo Fanfare". The eighth grade will be performing "Can Can", "Pink Panther", "Theme From James Bond", and "Washington Post March". Jazz band continues to rehearse on Wednesday in preparation for our first performance at 7th grade orientation.

Congratulations to our honors band students Tamara Liu, Devin Macdonald, JT Trull, and Jenny Grossman. They will be participating in an honors band program March 31st at Timberlane Regional High School. Many thanks to everyone who supported our fund raiser. The funds raised will significantly help our program. See you at the concerts.

SPORTS & PHYS. ED.



Inside Story Headline

