



# Hollis Brookline Middle School

## KNIGHTLY NEWS

January 26, 2009

### From the Administration

Certainly we would be hard pressed to find one word that would accurately describe this winter thus far! Our experiences and personal stories will inevitably be told again and again. The most common question relative to the ice storm is "How will days be made up?" The Hollis Brookline Cooperative School Board voted at their last scheduled meeting to take away the **May 22nd** Professional Development Day and establish it as a **regular school day**. They also agreed to make **June 24th the last day of school**. More snow days will necessitate further discussion.

Many of our staff members have expressed an interest in *Smart Boards*. Mr. Gruce, our technology instructor, organized an on-site demo of a product called **Mimio Boards**. Staff members who attended the after-school demonstration were very impressed and sold on the benefit to our programs. In summary, the *Mimio Boards* provide all the functionality of *Smart Boards* and are portable, as opposed to permanently affixed to a traditional white board in a single classroom. Additionally, their cost is less than a *Smart Board*. Eight hours of on-site staff training was negotiated into the purchase price. Be listening for your child's description!

Grade 8 students have been working during their skills classes to create their **ICT (Information Communication Technology) portfolios**. Each student will select a Word document, spread sheet, presentation and web page, and one choice from their cumulative work during 7th and 8th grade thus far. A reflection must accompany each sample describing the project that was selected, three reasons supporting the choice and a summary statement. Portfolios will be evaluated in March. Students who do not receive a proficient rating will have another month to make improvements. Proficient status will allow a student to elect any computer class at the High School, while a repeat rating will require a student to take a basic computer class at the High School for no credit.

As you are aware, our primary building goal is **literacy**; writing, reading, speaking, listening, thinking and viewing across all content areas. Writing has been the primary focus. Your input has been welcomed.

**Second quarter** has been extended due to the amount of instructional time lost. Grades **will close January 30th** and report cards will be sent home February 6th. Please make note and watch for your child's second quarter grades.

Lastly, parents of 8th grade students have received a letter describing the **final Washington, DC payment and behavior agreement plan**. Please return the signed contract with final payment attached. Also, two dates were enclosed for the mandatory student - parent meeting. Please select one evening for your convenience, either March 17th or 19th, 6:30 in the HBMS gymnasium.

Sincerely,  
Patricia Lewis Goyette, Principal  
Stephen R. Secor, Asst. Principal

### PTSA President's Report

Happy New Year Everyone!! 2008 ended in a more memorable way than many past years! We hope everyone enjoyed the holidays and had power for their celebrations. Some of the PTSA events that regularly occur in December were cancelled, including the General meeting and Generations for the 8<sup>th</sup> graders. The school dance and Generations are not going to be rescheduled.

We did have our January meeting, if you were unable to attend, some highlights that were discussed included: the Reflections deadline, the Blue Ribbon Awards submission, ideas to increase Gift Card/Scripps orders, the By-Laws Committee is working on the revision of our current By-Laws, ideas for a membership drive and fundraising.

It is hard to believe that half of the school year is over. A huge thank you to all of our committee chairs for everything they have done to make the first half of the year go so smoothly. We have many events coming in the remaining 5 months, so keep your eyes and ears open for opportunities to join in and help.

Now is the time to think about helping out your PTSA by getting involved for the 2009/2010 school year, by volunteering to sit on the Board or Chair a committee. At the February 13<sup>th</sup> General meeting, we will be discussing and forming a nominating committee to fill upcoming open positions that will be available. We are especially interested in seeing current 6<sup>th</sup> and 7<sup>th</sup> grade parents who would like to be involved in the PTSA. We are also going to have a *High School counselor* on the agenda to answer questions for 8<sup>th</sup> grade parents about the transition to the High School.

Please note that due to the mid-winter break, our February general meeting will be held Friday, February 13<sup>th</sup>, from 8:30am-10:00am. Mark this next meeting on your calendar now!

Co-President's:  
Cindy Van Coughnett      cwvanc@gmail.com  
Robin Gegg                      robingegg@hotmail.com

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# SCHOOL AND COMMUNITY NEWS



## Parent Education Series "Nutrition and Your Teen"

Late nights, not enough sleep, busy schedules, snacks, irregular meals, sports, energy drinks, convenience food, and eating on the run all play a part on how our teens deal with food and what they gravitate to. Not to mention, the access our children have to items such as energy drinks, caffeine, and a multitude of items that were not available when we were growing up. How do you know what they should have and in what amounts? As a parent, do I try to control the food my child eats? Learn the answers to these questions and more by attending an informative and enlightening workshop. Susan O'Keefe, a registered dietitian with Southern NH Medical Center will help answer some of your questions regarding this issue. Hollis Brookline PTSA S-Team will sponsor this educational workshop, free and open to anyone in the community, on **Wednesday, February 11<sup>th</sup>**, at 7 p.m., at the Hollis Brookline High School. For more information you may contact Pat Marquette at 673-1957.

### From The Health Office

#### Update: Peanut Butter Contaminated with Salmonella



Parents and students, please follow these guidelines from the NH Department of Health and Human Services to prevent salmonella infection:

- Visiting the U.S. Food and Drug Administration website daily for the most current information on recalled peanut butter and peanut butter-containing products.
- Not eating products that have been recalled and throwing them away in a manner that prevents others from eating them.
- Postpone eating other peanut butter-containing products (such as cookies, crackers, cereal, candy and ice cream) until more information is available about which brands are affected.

Most persons infected with Salmonella develop diarrhea, fever, and abdominal cramps 12 to 72 hours after infection. Infection is usually diagnosed by culture of a stool sample. The illness usually lasts 4 to 7 days. Although most people recover without treatment, severe infections may occur. Infants, elderly persons, and those with impaired immune systems are more likely than others to develop severe illness. Please contact your primary care provider if you feel you may have acquired an infection.

**Sheila Mandragouras, R.N, BSN**  
**mandragourass@sau41.k12.nh.us**

### REFLECTIONS PROGRAM

Congratulations to our 2009 Reflections winners!

Literature: Anne Reuter  
Visual Arts: Aidan Loftus  
Photography: Lily Steiner

We sent 7 students on to the State level competition. All students will be congratulated at the next recognition assembly.

## 8th Grade Transition into HBHS

The high school Guidance Department is busy working on your 8th grade son or daughter's transition to the high school. We know this is both an exciting and anxious time, and it is our hope that you find the following information helpful until we are able to meet with you in March.



Our Registration Information Night for 8th Grade Students and Parents is March 31st. This night gives you a chance to hear about the registration process, graduation requirements, timeline, and pertinent information from each department chair. Following the presentation, you have an opportunity to meet with individual department heads. On April 1st, the Guidance Department will introduce the registration process to the eighth graders at the middle school. The online registration begins that same day and students will be able to choose their freshmen classes.

Your son and daughter's current English, Math, Science, and Foreign Language teachers will recommend and approve their course selections. Over the years we have learned how much we trust your child's middle school teacher recommendations. There are ongoing conversations that happen behind the scenes between the high school and middle school departments to ensure correct placement. We are confident that the middle school teachers know your child's abilities and the high school curriculum to best give input on their placement.

Following our evening presentation, parents are invited to attend one of our Parent Breakfasts at the high school to meet with administration and guidance to ask any follow-up questions they may have.

Additionally, we will hold an Open House on May 7 where current high school students will give tours of the high school. The first day of high school, Orientation Day, is attended only by freshmen and transfer students. This allows your child to find their classes, meet their teachers, try their locker combinations, and attend a club and activity fair. Attendance at all transition events has proven to be a positive experience for students and families.

Please keep in mind the following dates:

- Mar. 31 8th Grade parents scheduling info night
- April 1 Guidance presentations at HBMS
- April 1 Online registration begins for 8th graders
- April 3 8th grade parent breakfast with HBHS administration and counselors
- April 7 Online registration closes for 8th graders
- April 8 Printed course selection sheets distributed to 8th grade students for sign off by parents and teachers
- April 10 8th grade parent breakfast with HBHS administration and counselors
- April 13 Course selection sheets returned to HBMS for collection

# SCHOOL AND COMMUNITY NEWS

## "School Study Tips and Your Learning Style" — by the Special Education Dept.

Effective study strategies can help students achieve good grades on quizzes and tests. Study strategies can be simple yet effective. It is important that students develop study strategies that match their own learning style. Study methods that work well for one person may not work well for another. Most study strategies are classified under three main learning styles: visual, auditory, or kinesthetic. Students may not use one style exclusively, and there is usually overlap in learning styles. Visual learners relate more effectively to information that is written, i.e., notes, pictures, webs, diagrams, etc. Auditory learners relate more to the spoken word and tend to pick up information through lectures or by reading aloud or hearing information read aloud. Kinesthetic learners learn more effectively through actual hands-on activities, imitation, and practice.

The following are some helpful tips to improve study skills at school and at home. Students will need an environment that allows for full concentration. This includes an environment that is free from distractions and has good lighting. Paying attention during class, taking notes, and reviewing class notes daily during study hall or at home will prepare students as they move from middle to high school and onward to post-secondary education. Keeping an organized binder for each subject is one method of organizing class notes, past tests, handouts, and assignments for review. Developing memorization methods such as lists, flash cards, acronyms/acrostics, and mnemonics may aid with recall of information.

The following web site ([www.smithhomework.us/studyskills](http://www.smithhomework.us/studyskills)) provides additional mnemonics/strategies for improving memory based on the different learning styles. Working with other students may also be a useful strategy. Study groups allow students to access other students as a resource. By working together, students may quiz each other or help review information in a different format. Do not procrastinate. Long-term planning is the key! Oftentimes we tend to put off studying until the night before the quiz/test. Know your own memory. Break up information into small chunks and study a couple of days prior to a quiz or test. Most importantly, don't forget to log on to the school's website at [www.hbms.k12.nh.us](http://www.hbms.k12.nh.us). Many teachers at HBMS have worked hard to post on their individual websites various study skills tools such as homework/project assignments and due dates, study guides for tests and quizzes, vocabulary sheets, rubrics, and useful links. Parents and students are encouraged to view the teachers' sites on a daily and/or weekly basis to access these useful tools.

There are a lot of creative ways to study and prepare for upcoming quizzes and tests if you put your mind and memory to it. Developing study skills/strategies that work for you in middle school will also help prepare you

for high school. Use the time and resources that you have now to earn good grades and to develop memory and study skills for the future.

## Parenting Talk at Milford Middle School

If you could create one habit that would make your family more effective, wouldn't you want to do it? How about seven habits? Parent-to-Parent presents the fourth of a series of five parent-planned interactive talks for parents of elementary and middle school students on Tues., Feb 10. The topic is: "*The 7 Habits of Highly Effective Families*". Presenter Jane Richards-Jones is a Parent Educator and mother of two young adults, one step-child and several grandkids. Ms. Richards-Jones will lead a discussion based on Steve Covey's book and parents will learn how to be pro-active rather than re-active, and how to build family traditions and improve communication. Every family needs a "tune-up" from time to time, and this discussion will send you away with a few new ideas to try out at home. The talk will be held at the Milford Middle School from 6:30 to 8:00 PM. There is no fee for the talk. Weather cancellation Date is Wed., Feb 11.

"*Games Galore*", a recreational program for students aged 3-14 will be held at the same time as the talk. Older students will have gym games, open gym time and winter craft. For younger students there will be a seasonal craft, stories and games.

The talks are sponsored by NH Children's Trust Fund, CAST (Community Action for Safe Teens), MMS Enrichment, The Youth Council, Nashua, Brookline Women's Club, and Milford ES PTO. For questions contact Libby Anderson at [mmsenrich@charter.net](mailto:mmsenrich@charter.net) or 672-9876.

## Hollis Woman's Club News

All area women are invited to the Hollis Woman's Club's meeting on Wed., Feb.11 at Faith Baptist Church, 43 Wheeler Rd. Members and guests will gather at 11 a.m. to socialize, and the business meeting will begin at 12 p.m. Babysitting is available for \$5 per family at noon, so please pre-register for this service by contacting Ellen at 465-7981. Our speaker is Chick Wetherbee of Earthward in Amherst, who will discuss outdoor survival strategies. For more information about our February Charity, our active club and its 13 activity groups, visit [www.holliswomansclub.org](http://www.holliswomansclub.org), or contact President Jane Taylor at 465-2849.

## Calendar of Events

Jan. 30/Feb.6	Marks close; report cards issued
Feb. 11	"Nutrition and Your Teen", 7:00pm HBHS
Feb. 23-27	Winter Break
March 17or19	Gr. 8 Parent-student D.C. meeting, 6:30p
March 30	Baseball/Softball tryouts
March 31	HBHS Registration Info Night (incoming 9th graders) - HBHS
May 7	HBHS Open House—8th Graders

# SEVENTH GRADE NEWS

## Team McAuliffe Science—Mrs. Evans

### Keep Your Eyes on Science

Please welcome Ibeska Roldan, who is student-teaching with us until the spring. Ibeska is from the Dominican Republic and is passionate about teaching science. We are fortunate to have Ibeska join us as she is enthusiastic and eager to learn.

Our most recent focus (no pun intended) is a unit on the eye. I hope the parents enjoyed dissecting the eyeball "model" that students made. They were very diligent and precise when making their eye model and were eager and excited about doing an "eye dissection" with their parent(s). Many of the students did not let on to their parents that the dissection was an eye "model" and some parents were quite stressed in anticipation of doing a dissection, while others were thrilled. The next day, the students were very eager to share feedback.

Here are a few comments from the parents:

- "He really had us wondering what was going on when he kept telling us we had an eye to dissect and then produced a damp bag—a nice touch, I thought. His father almost had to sit down he was so alarmed."
- "I was quite squeamish about the idea of dissecting a real eyeball—he had me fooled."
- "I enjoyed doing this dissection with my daughter. She got me good! (Thinking I would be using a real eye)."
- "The eyeball was very life-like. I was looking forward to the real thing."
- "Learning about the eye this way was interesting. Looking forward to more dissections."
- "I really believed him that I had to dissect a real eye."
- "My daughter waited until the last minute before letting me know it was a model of the eye."
- "I was led to believe it was a real cow's eyeball. I'm glad it wasn't."

During this unit, the students also had an opportunity to test their peripheral vision, determine their dominant eye, test for astigmatism, note the differences between a near and farsighted eyeball, and view cataract surgery. In addition, they will compare the size of their right eye blind spot to that of their left eye blind spot. In this lab, titled, *Mapping Your Blind Field and Blind Spot*, the students will use trigonometry to determine the size of their blind spots after they test their blind field (blind field is the area on paper where a person is blind from a distance of 300mm). Students will then follow the six steps of the scientific method and write their first lab report.

## Team McAuliffe English --Mrs. Rasmussen

The Team McAuliffe English students are now reading biographies about a subject of their choice. In conjunction with reading a biography, the students will also write a research paper about their subjects. In order to do this, the students will be learning and practicing several new skills. First, the students are finding additional sources about their subjects using the Biography Database which is available through the HBMS library. The students also practiced evaluating websites, looking for accuracy of content, authority and currency. The students will also learn ways to avoid plagiarism by correctly paraphrasing, summarizing and quoting from sources. Finally, students will learn how to cite sources within the text of their papers by using in-text citations. Each step will be done together as a class, with the students writing the final paper at home. Final papers will be due during the second week of February.

## Team McAuliffe Math and Algebra — Mrs. Werne and Mrs. Marquette

Now that we are halfway through the school year, it is a good time to review good study habits, organizational strategies and the tools that are available to all students. On the Team math website are links to the textbook, homework assignments, extra challenge problems, general expectations and other helpful math sites. In addition, students should ensure that they have plenty of pencils, pens, erasers and other math supplies, since this is traditionally the time of year when student supplies run low. Preparation of materials, utilization of proper tools and the development of appropriate habits help to develop a stronger student.

Building on previous concepts, seventh grade math continues with a study of the Real Number system. Do you know the differences between counting and whole numbers, or between integers and rational numbers? Is zero a counting number? What makes a number rational? How do we manipulate integers? Check in with your son/daughter and they can tell you; but beware: They might drag you into their new-found problem solving unit instead.

The investigative teams in Algebra just finished solving a "Who Dunnit?" using linear equations and deductive reasoning. By analyzing data, they looked at correlations and determined which piece of data had the strongest relationship to height. They used this information to solve the crime and present their case to their peers. Ask your son/daughter about the Sherlock Holmes unit. Some of them came up with very creative stories about the missing student. Let's see how creative they can be as we continue on with equations and head into linear inequalities, how to solve them and seeing what their solution sets look like.

# SEVENTH GRADE NEWS

## Team McAuliffe History—Mrs. Connelly

On Team McAuliffe, we are learning about the Islamic and Muslim culture; then we dive right into learning about the Middle Ages!

Over the last quarter, students learned all about the Miracle Stories and wrote amazing newspaper articles. They collected information as news reporters and also wrote and performed their own commercials. As we examine the split of the Roman Empire, we made maps displaying the attack of Barbarian tribes, the split in the empire, and formation of the Byzantine Empire. We will have a readers' theater about Justinian and Theodora to learn what the last great Byzantine emperor and empress were like and the conflicts they had to live through. The Reader's Theater about Byzantium and the people who revolted in the streets of Constantinople and shouted, "Nika! Nika!" was exciting!

Students learned about the formation of the Cyrillic alphabet by Cyril and Methodius. This alphabet is still used today in Russia and Slavic countries. It was interesting to compare our alphabet to theirs. There is no hard A or J in Cyrillic, so we had to figure out what to replace those sounds with in Cyrillic. Come in and see your child's beautiful name plate on display in the 7<sup>th</sup> grade wing hallway.

As we move on into Islam, students will look forward to learning about how the religion influenced the people of the Arabian Peninsula. We will see how the 5 pillars are the foundation of Islam, and how this culture impacted Byzantium.

We will then participate in a simulation about the Crusades of the Middle Ages. As we find out about the 'Dark Ages' we will be enlightened to changes in Europe. The power of the church and its impact on increasing education of the populous made way for a new era. Also, we will look forward to traveling to the Higgins Armory where we will see different techniques used to decorate armor and all forms of Armor from this time period. Watch for more news about this upcoming, exciting field trip during the third quarter.

## Team Jordan Math and Algebra — Mrs. Hall and Mrs. Marquette

Now that we are halfway through the school year, it is a good time to review good study habits, organizational strategies and the tools that are available to all students. On the Team math website are links to the textbook, homework assignments, extra challenge problems, general expectations and other helpful math sites. In addition, students should ensure that they have plenty of pencils, pens, erasers and other math supplies, since this is traditionally the time of year when student supplies run low. Preparation of materials, utilization of proper tools and the development of appropriate habits help to develop a stronger student.

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## Team Jordan Science—Ms. Ellerin

In proving some of the characteristics of light, we have made a piece of paper disappear, bent an inflexible fork, and have made a hidden penny reappear. Students explored the characteristics of reflection by using mirrors and lasers to send a beam of light to specific targets set up around the room. Not only have students been exploring the characteristics of light, we'll be linking these characteristics with the physiology of the eye. Refraction of light happens in the cornea and the lens; cones on the retina react to different wavelengths of light to allow us to see color; and in order to see an object, light must be reflected from the object into our eye. The upcoming dissection of the cow's eye will allow all of Team Jordan scientists to actively "see" all the parts that we'll be learning.

Students will then take their understanding of the parts of the eye and synthesize their knowledge in a kinesthetic way by creating their own model of an eyeball. With a nod to our linguistic learners, students will also be challenged to create an acrostic poem about two parts of the eye.

Even though we know how the eye and nervous system work, we can still fool our brains with optical illusions. Students will enjoy a day of exploring optical illusions during one of our rotation labs.

In our next unit of study, the circulatory system, students will be introduced to the major parts of the heart, blood vessels and blood. We'll also be taking a side trip to explore how our circulatory system helps to regulate our body temperature.

# SEVENTH GRADE NEWS

## Team Jordan History—Mr. Capraro

In History on Team Jordan, the students have left the Byzantine Empire behind and are about halfway through our unit on the Middle Ages. We started out by looking at the Western half of the old Roman Empire after the Fall. We spent some time on Charlemagne and the Holy Roman Empire, but quickly moved into the feudal period in Europe. We studied castles (do you know what a murder hole is?) and knighthood. Ask your child what the four parts of the Code of Chivalry are. We even got to handle some pieces of suits of armor that the school owns. I read them a story about Sir Gawain called, Sir Gawain and the Loathly Lady. The Loathly Lady made quite an impression on them! We will even design our own heralds which will be proudly flying in the classroom! The classroom continues to evolve to reflect what we have learned in History this year. Stop by sometime for a look! If you haven't seen the students' heralds and Byzantine mosaics, you're in for a treat. We will culminate our journey through the early Middle Ages with a trip to the Higgins Armory in Worcester, MA. This museum contains the largest collection of Middle Ages armor and weapons in North America. Besides the guided tour through the exhibits, we will have a demonstration of armor and even have time for a Middle Ages art project. Look for more info about that in the coming days!

Once we have finished the Crusades and the changes they brought to the European West, it is onward and upward to the later Middle Ages which will include glimpses of medieval literature, Gregorian chants, Gothic architecture and much more. From there, we move straight into the Renaissance!

## Team Jordan English—Mrs. DiZazzo

Team Jordan English students are writing up a storm! After wrapping up the Victorian Unit with projects associated with the novel ***A Christmas Carol***, students began exploring various types of writing and the styles indicative of each form. Students brushed up on their grammatical skills, and understand how to better utilize the English language in their writing.

During the month of February, we look forward to an in-depth study of non-fiction writing, taking a look at memoirs, articles, essays, and more. During this unit, in a writing workshop format, students will craft a memoir based on a life experience, and will also create a well-researched essay on a topic that evokes much passion within them. Technological skills, such as creating Works Cited documents, note-taking, accessing databases, etc., will all be utilized and strengthened during this unit of study.

In Reading news, students are furthering their exposure to classic literature by reading a classic novel of their choice. In February, students will move on to nonfiction selections.

## Team Hypatia Earth Science—Mrs. Smith

Plate Tectonics is our topic presently. A PowerPoint presentation was an introduction to our dynamic planet we call Earth. Ask your child who is Mrs. Smith's favorite scientist? They have information on him and why he is my favorite. Imbedded into this module is the scientific method. Each student will be following this model for all formal lab reports. As we come to a close with plate tectonics, and after several experiments, we will move on to volcanoes.

A slide presentation will be presented on Mt. St. Helens, a strato volcano. We will be visiting the webcam, which is always an interesting site because we get to see the volcano blowing off some steam. It's always easier to teach a topic if it's in your backyard. Mt. St. Helens is under careful watch by volcanologists because it is in a rebuilding stage. Students are encouraged to go to the website and report any unusual happenings. Hint: Lately the mountain has been having some tremblors of 2.9 to 3.2 magnitudes. Our next topic will be on earthquakes, quite a shaky topic if you ask me!

Remember to have your child look for current events. These points will be used on tests and quizzes. The next due date for quarter three current events is March 27.

## Team Hypatia Math—Mrs. Rossetti

The 8th grade Pre-Algebra classes will be working on the Fundamental Counting Principle and tree diagrams, as well as combinations and permutations over the next several weeks to finish their unit on data analysis and probability. They will continue to work on mastering the basic skills of fractions and decimals with their before-class work.

The Algebra classes have continued working with slope and writing equations in their various forms, including slope-intercept, point slope and standard form. They have been using the graphing calculator and real activities to find "Best Fit lines" and the correlation coefficient. The class will soon begin working on solving and writing linear inequalities and how they relate to real life situations.

# EIGHTH GRADE NEWS

## Team Hypatia U.S. History—Ms. Lawler

Our current studies pick up after the strategic victory at Yorktown. This battle marks the start of American Independence and the creation of our Constitution. Through studying the debates of the Founding Fathers, students have a better understanding of how difficult compromise is when there are a variety of viewpoints.

Discussions have included the three branches of government, checks and balances, and the plans that were disputed before the states ratified the Constitution. Students also have read through the Constitution and can explain the organization. A recent class activity had the students complete a scavenger hunt for information and state what Article, Section and Clause it related to.

In class we will begin to discuss what outcomes students would like to see under President Obama. In hopes of teaching students how to exercise their rights as a citizen, they will each write a letter to President Obama expressing their concerns, criticisms and hopes. Our government unit couldn't have come at a better time!  
<http://www.hbms.k12.nh.us/lawler1>

## Team Hypatia English—Mrs. Gruposso

Mrs. Gruposso English students on Team Hypatia have just completed a mini-portfolio, and many students submitted writing to The Alliance for Young Artists and Writers. I am particularly proud of how seriously students took the process of conferencing and revision – many continuing to work hard through vacation. They knew we couldn't move the contest's deadline and met the challenge. We saw amazing growth in the quality of writing.

We have started the Mystery / Suspense / Tension unit on style. Students will practice analyzing style using short stories, such as "Runaway Rig," and poems, such as "Foul Shot." The independent reading journals will be used to practice analyzing the elements of style: diction, emphasis, rhythm, imagery / figurative language. The ultimate purpose of the study is to help students energize their own writing using vivid verbs and precise nouns, varied sentence structure to create a desired rhythm / flow, as well as "show, don't tell." They will use this information to write poems and a new short story. They will also examine a couple of radio play scripts in preparation for writing and producing their original radio plays, an eighth grade tradition at HBMS.

For parents who are not familiar with the Radio Play assignment, this is a cross-team assignment with students working in groups (or solo if they choose) to write, produce and perform a radio play. Since it is cross-team and Team Hypatia and Team Prescott schedules do not match up, students are expected to complete the assignment outside of the classroom. Students will be selecting groups, planning their schedule of meetings, with locations as well as tasks to be completed. They will place the information on calendars that also provide check-in dates with Mrs. Coutu and myself so that the group process will go as smoothly as possible. These calendars require a parent's signature. Please do not sign them if all the information isn't filled in.

Students will be clearly told that conflict during the radio play DOES OCCUR. It is not always wise for best friends to work together; students are encouraged to work with those with whom they can be successful. We do our best to prepare students to deal with the conflict that may arise from working with a group. Group work situations are part of our lives, and we are trying to help students learn strategies for working successfully in groups. Parents are asked to help with transportation and providing the group a location to work. It is the students' work, however. No matter how tempting it is to get involved, we ask you to please help us keep it the work of just the eighth graders.

## Team Prescott Earth Science—Mr. Bond It's the Right "Time" in Team Prescott Earth Sciences Classes

In the next few weeks, Mr. Bond's Earth Science classes will be spending their "time" investigating "time"... "geologic time", that is. Students will play the roles of earth history scientists, using timelines to assemble the sequence of past events and past life on earth. They will also discover how to use sequencing techniques on cross-sectional diagrams to interpret the geological history of the region of the earth depicted in the diagram.

Our earth history unit will also include an in-depth look at a very LARGE subject...dinosaurs! Students will research a dinosaur of their choice, and work in the computer lab designing and building a website that introduces the appearance and behavior characteristics of their dinosaur. Our research will provide us with information about dinosaurs that has been accumulated by scientists since the mid-1800's. As we all know, popular motion pictures have depicted the dinosaur as looking and behaving in a variety of ways. How much of what we see in movies is science fact versus Hollywood "special effects?"

One thing is certain. All eighth graders will be looking at "time" from a different perspective. What seems like a long time to them....like the 90 days left in this school year...can't compare to the 500 million year old clam!

For more information on our year in science, check out our Earth Science Department website at <http://www.hbms.k12.nh.us/bondd>

## Team Prescott English—Mrs. Coutu

Prescott English has weathered many interruptions over the last few weeks and is finally back on solid ground. We completed the broadside assignment, creating newspapers based on the revolutionary novels, using Microsoft Word in order to meet the ICT standards. In addition to writing for a newspaper, students learned how to format a banner, create columns, insert borders, and insert pictures using the "tight" feature so that the writing goes around the picture. We also worked on creating an authentic document as the students used Paint for their artwork.

(continued Page 8)

# EIGHTH GRADE NEWS

## Team Prescott English—Mrs. Coutu

With historical fiction behind us, we moved forward with our Mystery, Suspense, and Tension Unit. Students are stepping up their analysis of literature beyond the plot level. We are studying style—specifically diction (word choice), rhythm, emphasis, imagery, and figurative language. We read “Runaway Rig,” “The Most Dangerous Game,” and the poem “Foul Shot.” They are becoming better detectives in finding style. We will also read “The Lottery” before we move to radio productions like “The Shadow” and scripts to study mystery.

We are mirroring what we are studying for literature in our writing. Students drafted a short story before the holidays which they are now working on revising their leads, dialogue, diction, and plot structure. We are also drafting a poem containing suspense and tension of *one moment in time*, with the goal of them independently crafting the style elements in their writing.

The Radio Play projects are just around the corner. For parents who are not familiar with this assignment, this is a cross-team assignment with students working in groups to write, produce and perform a radio play. Since it is cross-team and Team Hypatia and Team Prescott schedules do not match up, students are expected to complete the assignment outside of the classroom. Students will be selecting groups at the end of January. Several handouts will outline the process and the expectations. Parents must approve the group their child will be part of, and agree that the child can meet at the location of the meeting for the allotted time on the given day. Calendars will be handed out that provide check-in dates with Mrs. Gruposso and I so that the group process will go as smoothly as possible. Students will be clearly told that conflict during the radio play WILL OCCUR. It is not always wise for best friends to work together—students are encouraged to work with others in which they know they can be successful. We do our best to prepare students regarding how to deal with the conflict that will arise from working with a group. Group work situations are part of our lives, and we are trying to help them learn strategies for working successfully in groups. Parents are asked to help with transportation and providing the group a location to work. It is the students’ work though—no matter how tempting it is to want to get involved—please help keep it just the eighth graders’ work.

In a few weeks we will also be studying film as literature. We have done prep work for this already by watching a short film called “The Red Balloon.” We analyzed the usage of special effects, sound, lighting, and the camera angles. We will study the history of science fiction in the form of film.

## Team Prescott Math -- Mrs. Mezzocchi

Besides measuring the SNOWFALL in the past month, you’re eighth grade math student is trying to keep pace with his/her algebra or pre-algebra curriculum.

At present, the Pre-algebra classes are learning about all the operations with integers. The Gateways class has

just finished a unit on Geometry, including angles, polygons, diagonals, perimeter, area and volume. The Algebra classes are learning about linear equations, both graphing them and finding slope and intercepts.

All classes will begin a unit on Statistics beginning 3<sup>rd</sup> term. Part of the STAT unit is using the TI-84 graphing calculator. Students will be using *scatterplots, histograms, line graphs and box & whisker plots*. They will employ one of these graphs and write a lesson plan for teaching another student how to use the TI-84 to display a set of data. In one of the computer labs there is software that allows the students to take pictures of their calculator screens and insert these displays into a Word document. This will be used as an Integrated Computer Technology (ICT) Project that they may choose for their ICT Portfolio. This particular project will give the students a chance to showcase two (2) forms of technology, the TI-84 graphing calculator with the computer.

The ICT projects will bring us up to the preparation for the trip to D.C. in March. There is a Math Holocaust packet that all classes will participate in, including research and graphs to help them understand the size of the number, 6 million (as in the amount of Jewish people killed in the Holocaust). The students will write a reflection/impact paper describing how the graphs helped them to realize how big that number really is.

The Prescott math classes have a busy couple of months ahead. Let’s hope we don’t lose anymore days to SNOW!!!

## Team Prescott History — Mr. Lyle

The month of January was spent studying the Articles of Confederation, the Founding Fathers, and finally the Constitution itself. Students got their feet wet dealing with various aspects of the Federal legislature and the Executive Department. Term 2 ends as we’re in the middle of our study.

Soon, the intrepid adventurers of Team Prescott will boldly attack the study of President George Washington’s domestic and foreign policies, Native American problems, in-fighting within the administration, and a host of fiscal problems. Sound familiar?! Honestly, it has an amazingly similar ring to it!

We’ll soon be in the middle of John Adams’ turbulent administration. Students will be studying the Quasi-War with France, more Native American problems in the NW Territory, etc. Soon we’ll be studying Thomas Jefferson and all that he brought to the White House. This will include problems in the Mediterranean with the Barbary pirates, and the Louisiana Purchase. The latter will be closely followed by the journey of Lewis and Clark.

It’s really a very exciting time in the nation’s history, and I’m hoping to share some of that excitement with all of my students! We’ll take a look at the route they followed, out and back. We’ll take a look at some primary source documents so we know what these are and why they are important.



# SEVENTH & EIGHTH GRADE NEWS

## Math with Mr. Jahns

### 7th Grade Intervention Math -

Seventh Grade Math is concentrating on all things fractional: GCFs, LCMs, Reducing, Comparing, Adding, Subtracting, Multiplying, Dividing, etc. We will then proceed into decimals, percents, ratios and proportions.

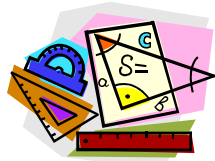


### 8th Grade Intervention Math -

We have just finished reviewing Order of Operations (with PEMDAS - Please Excuse My Dear Aunt Sally) and Integers (positive and negative numbers) in multi-step problems. Fraction review will happen along the way as we begin to explore algebraic concepts. This will involve becoming familiar with new vocabulary such as Variables, Terms, Coefficients, Expressions, Like Terms, etc. It will also involve simplifying and evaluating expressions. We will explore the algebraic Equality, Commutative, Associative and Distributive Properties and their use in solving simple one- and two-step equations. The level of success in this unit will determine whether students are in Pre-Algebra next year as 9<sup>th</sup> graders, or in Algebra I.

### 8<sup>th</sup> Grade Geometry -

Geometry is moving along nicely, having recently completed our study of circles, triangles and their properties. We are making extensive use of the Geometry Sketchpad to explore properties and propose conjectures through inductive reasoning, and then to prove the validity of these conjectures with Deductive proofs. Soon, we will be moving on to Transformational Geometry.



## Who, When, Where @ Your Library— By C. Jahns

This has been an industrious month in the LMC with 8<sup>th</sup> grade students seeking mystery and adventure, a 7<sup>th</sup> grade team handling “who” with biographies, and one 7<sup>th</sup> grade team experiencing “when and where” with classics. Computers were also in demand for letters in English, manor creations for Social Studies, or Spanish projects.

We do set up displays, mark books with genre stickers, and assist in selection, but some genres are newer to students. Mystery had good appeal, with authors such as Avi, Agatha Christie, Tom Clancy, Caroline B. Cooney, Robert Cormier, Lois Duncan, Charles Higson, Joan Lowry Nixon, and Robert Westall.

**Mystery of the month: Last Shot by John Feinstein.**



Most students generally recognize mystery or adventure books, but **classics** can be complicated. At About.com, “classic literature” is defined with the following points:

- A classic usually expresses some artistic quality--an expression of life, truth, and beauty.
- A classic stands the test of time.
- A classic has a certain universal appeal.
- A classic makes connections.

[http://classiclit.about.com/od/forbeginners/a/aa\\_whatisclass.htm](http://classiclit.about.com/od/forbeginners/a/aa_whatisclass.htm)

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Many students have chosen classic novels by Louisa May Alcott, Jane Austen, Charles Dickens, Arthur Conan Doyle, Fred Gipson, Rudyard Kipling, Harper Lee, Jack London, Lois Lowry, Farley Mowat, Robert Louis Stevenson, Wilson Rawls, J. R. R. Tolkien, Mark Twain, H. G. Wells, or Jules Verne.

An interesting site that includes book recommendations, author interviews, and much more is:

<http://www.teensreadtoo.com> Check it out!

## Grades 7 and 8 Reading— Mrs. Dufresne



Grade 8 reading classes have just finished the novel *Scorpion Shards* by Neal Schusterman. The book was a combination adventure and science fiction in genre. The students ended the unit by writing a letter to their teacher that described a character transition. The story had six wild characters that made the task very simple. The main emphasis for the response was to follow up on the letters on literature all grade eight students wrote for English class. We are beginning the Holocaust unit in preparation for the Washington, DC trip which is fast approaching. There will be more on that next month.

Grade 7 reading completed their science fiction and adventure unit by reading another novel by Neal Schusterman called, *The Dark Side of Nowhere*. Our essential question in this unit revolved around what makes someone human versus an alien. This was a dilemma for our protagonist in the novel. The unit ended with a project that required each student to determine if our main character, Jason, was one or the other. The mechanics of paragraphing were incorporated into their final response. We head off to Mount Everest in our next novel, called *Peak* by Roland Smith.

Nightly reading is assigned from their novels. Please watch the website.

# INTEGRATED SPECIALS

## French--Ms. Cloutier

### Quoi de neuf de la classe de français?

The 7<sup>th</sup> grade classes are finishing their section on the vocabulary for family members. They have presented a photo to the class of a cousin, brother, parent, pet, etc., with a short description of that person. They now know two very important irregular verbs, être and avoir, as well as their “er” verbs that they could use. They completed their ICT Projects in the computer lab, creating a document with a drawing and a paragraph about two relatives or a pet. The finished products are really wonderful!

In February they will start the first chapter on foods and talk about going to a café or restaurant. After they have learned some vocabulary we can have our own café in the classroom which they all love.

The 8<sup>th</sup> graders have just completed the reflexive verb chapter, which introduces many verbs to talk about one’s morning routine and getting ready for the day. This was the format for our recent ICT Project in the computer lab. They created three very good drawings, (some were like illustrations for books!) depicting reflexive verbs like brushing one’s teeth, waking up in the morning, etc., and then wrote a text in French to accompany the picture. Their new chapter is the driving unit, which introduces four important verbs and words associated with cars, driving, problems with cars and related grammar. They have a lot of fun with this chapter and get to talk about the car of their dreams while presenting a photo and description to the class.

### El Español

### HOLA de SEÑORA LASH y SEÑORA BANKS!

It is unbelievable, but we are halfway through this school year. We are very proud of our students; they have come a long way since September. They just finished learning how to express their likes and dislikes. 7<sup>th</sup> grade students will soon learn the first conjugation of verbs.... Exciting stuff! Through this skill they will expand their vocabulary and greatly enhance their ability to communicate.

Our 8<sup>th</sup> grade students are still exploring the preterit tense. It is wonderful to see how their range of communication has “exploded” by learning this new verbal tense! We are presently learning how to use direct and indirect object pronouns. These little words play a big role in helping us to speak Spanish in a more natural way.

Please keep checking our website for homework and other activities. To get to our pages, go to the HOMEWORK link on the school web site, then select your child’s team. From there click on “Tarea” link for homework.



## 8<sup>th</sup> Grade Family and Consumer Science— Team Prescott Mrs. Sarvaiya



Family and Consumer Science helps students learn to live and work together in a diverse society. The focus of this class is to help us learn a variety of skills, attitudes, and behaviors needed to improve the balance between family, work, and community life. Family and Consumer Science class teaches us basic and fundamental skills in a classroom and lab environment. With these skills in the palm of our hand, we can progress to high school, college, and hopefully a family of our own. As students, we ask ourselves whether or not food and nutrition along with clothing and textile design are valuable skills in the 21<sup>st</sup> century. Family and Consumer Science provides us with an answer. These skills open up a wide array of career options to pursue.

Cooking is a very important and relevant skill in the 21<sup>st</sup> century. One day we will all need to feed ourselves and our family with a healthy diet, but how will we do that if we do not have the skills to do so? Many important jobs today deal with food and cooking. Some of the jobs in that field are a nutritionist, chef, food stylist, culinary educator, dietician, food product developer and food journalist. This year, we have graduated to gourmet cooking, which includes activities such as baking cheesecake, pizza and coming up soon, Mexican foods. An exceptional knowledge of nutrition (Example: low-fat diets, low sugar intake, low sodium diets, fruits, vegetables, whole grain, etc.) is required in order to be successful in the kitchen and to maintain a healthy lifestyle. We are all very excited to take on these challenges and enjoy the delicious results!

Sewing is a very important and valuable life skill. Clothing and textile design are always necessary in life and fashion is always changing. Occupations presented to us based on sewing comprise of fashion designer/coordinator, sales associate, pattern maker, retail buyer, textile chemist/machine technician, and many more. This quarter, Team Prescott has been working hard on their various pillows, animals, and other creations to improve these basic sewing skills. Although this skill might not be appealing to everyone, it is good to have many open doors in life.

There are many goals that we aim to accomplish during this quarter. Displaying skills in advanced kitchen management is an important part of this course. We are expected to work and communicate cooperatively with others. We are expected to explore and combine technology in the Foods and Nutrition class. We previously constructed PowerPoint presentations based on the importance of eating our vegetables. To prepare ourselves for optimal results in relation to time and resource management, sanitation, accident prevention, and food storage are also goals in this course. Although this quarter is coming to a close, many things that we have learned have improved the way we live our life at school and at home.

# INTEGRATED SPECIALS

## Wellness--Ms. White

Team Hypatia students spent a good deal of time talking about alcohol and other drugs. Specifically, we learned what happens as we ingest alcohol and other substances in our bodies. Why do we feel certain things (even emotions) from different substances? We learned how those physiological changes can lead to tolerance and also dependence.



Team Hypatia has just finished their CPR and first aid unit. Students worked hard to pass both the written and the mannequin tests. These potentially life-saving skills are like second nature to us now. We learned first about caring for an emergency involving an adult and then about children and infants. In a few weeks, students who passed their tests will have their certification cards. Be on the lookout for them at home!

Students will finish up with health on January 30, when they will move on to industrial arts with Mr. Picariello.

## Reading — Mr. Gershgorin

In January, each class has been working diligently on completing their Newbery Medal book projects, which were postponed because of the wintry weather in December. Students are using what they learned during the story elements unit to create the various pieces of their book jacket. Throughout this month and last, some classes have also been familiarizing themselves with the syllabication process in order to help with pronouncing and comprehending unfamiliar vocabulary.



During February and into March, classes will read Call of the Wild, Black Star, Bright Dawn, or Stone Fox. Students will also follow the 2009 Iditarod, which will kick off on March 7<sup>th</sup>. In addition, students will continue to gain new insight on syllable patterns, which they will use to assist them in comprehending their particular novel.

## MUSIC-BAND-CHORUS-CLUBS



### Band—7th and 8th Grade

Members of band are finishing up winter concert music. We are moving swiftly into new pieces while continuing to use the Pearson Standard of Excellence method book. The second half of the year, students will start memorizing scales and honing their technical ability.

### General Music- 8<sup>th</sup> Grade

Our next unit will be: After discussing appropriate audience behavior at a classical or school concert, general music students will be asked to produce a **concert**

**conduct brochure** using the computer lab during music classes. This is considered an ICT project. Students will answer the following questions after class discussion and research: where to find concert listings, how to purchase tickets, what to do before a concert (preparation), and how to follow the appropriate etiquette procedures while in attendance.

### 7<sup>th</sup> and 8<sup>th</sup> Grade Chorus

Chorus members have just completed winter concert music. We will now begin spring concert music. Building singing skills is also a current goal using our Sight Singing Book series. Students have memorized and recorded the warm-up, *Betty Botter* for 7<sup>th</sup> grade, and *A Toad Story* for 8<sup>th</sup> grade. A copy may be found on our school website on the chorus page.

### General Music- 7<sup>th</sup> Grade

Our next unit will be: Writing original compositions using the music notation program *Sibelius*.

Students will compose original musical phrases and enter them on the computers. This lesson will allow students to create an original AABA composition. AABA compositions will be played for the class, a copy will be saved in the student's music folder, and a printout will be placed in music binders.



## Art — Mrs. Papadeas

### Clay and Team McAuliffe

Clay is pliable, movable, wet, dry, slimy, sticky but lots of fun. Team McAuliffe art students have been working in clay and making clay shields with slab and relief design. Students first decided the shape of their medieval shield and selected a symmetrical cut-out of that shape. Next, the students rolled a slab of clay about a quarter inch thick and about the size of an eight-inch pancake with a rolling pin. Placing their cut-out cardboard stencil on top of their clay slab, they used a clay tool and cut the clay to the shape of their shield. As instructed they decorated their shields with their initials and with objects that represented themselves, such as a lion. These items were placed on the shield so that they were relief forms. Many added animals, inanimate objects, and created texture on their shield with various tools.

Students have also been experimenting with different hand-building methods. The basic methods are pinch, coil, slab, and hollow out. Many of these forms are from nature. Many students made cups, containers, paper weights, and reptiles. Clay is very close to natural form because it becomes hard, durable and smooth like stone once it has been fired in the kiln. All of the projects need to be cooked in the kiln for about eight hours and then allowed to cool.

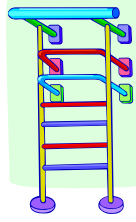
Our next step in the days to come will be painting and staining. Students are always very pleased with their results and have said that the clay unit is their favorite. Hopefully, they will save the pieces that they have made and keep them for many years.

# PHYS. ED. AND SPORTS

## PHYSICAL EDUCATION—

Mrs. Bottcher and Mr. Johnston

The seventh grade students are working on a personal fitness unit. The students have looked at their own habits (eating, sleeping, studying, and activity) and feelings about fitness. They learned how to take their pulse and what various activities do to their heart rate. The students figured out their target heart rate (where to exercise to strengthen their heart) and are assessing their health-related and skill-related fitness components. After learning their strengths and weaknesses, the students will use charts to see what activities they can participate in to improve themselves. The culminating activity will be a presentation of an in-class project depicting one phase of fitness. The next unit of study will be racket sports - pickle ball and badminton - along with sport stacking.



The eighth grade physical education class has begun its Project Adventure unit. Individuals must problem-solve various physical tasks in order to complete them successfully. Trust, risk taking, cooperation, communication, recognizing individual differences, and teamwork are just a few of the skills needed. 100% participation in a relaxed, fun environment is something that each class has accomplished. In February, we will move from “on ground” problem-solving activities to our climbing wall. Students will be given the chance to try an assortment of challenges while traversing our rock wall. Later in the month, students will be taught how to belay and use our climbing equipment while climbing vertically up the wall. A rock climbing field trip to Vertical Dreams in Manchester is planned for Thursday, February 19<sup>th</sup> (Hypatia) and Friday, February 20<sup>th</sup> (Prescott).

## SPORTS UPDATE

### INTERSCHOLASTIC SPORTS

**Monday, March 30<sup>th</sup>** Tryouts for the baseball team and the girls’ softball team will begin on this day. Track and field practice will also begin on this day. As we get closer to March 30<sup>th</sup> the times will be announced and posted.

### BASEBALL COACH NEEDED

The Hollis Brookline Middle School is looking for a coach for their baseball team. The season begins on March 30<sup>th</sup> and ends June 4<sup>th</sup>. Anyone interested should send a letter of intent and resume to the Athletic Director, Gayle Bottcher.



### INTRAMURAL FLOOR HOCKEY

**Friday, February 6<sup>th</sup>** There will be an organizational meeting for all students interested in participating in floor hockey intramurals. These intramurals will meet on Mondays, Wednesdays and Fridays from 2:15 – 3:30. Students MUST arrange for pick-up promptly at 3:30! Floor



hockey will be held on the following dates : February 6, 9, 11, 13, 16, 18, 20, March 2, 4, 9, 16, 18, and 20.

### BASKETBALL

**Boys---Coach Gershgorin**

The **HBMS boy’s basketball team** is overcoming the weather-related issues with strong basketball performances so far this year. Their record is 6 wins and 2 losses as of January 15. Defensive rebounding, blocks and guarding have been excellent throughout the season, and strong offensive rebounds have been the difference maker. All in all, the entire team has shown great attitude, impressive work ethic, and an abundance of energy and hard play.



**Girls---Coach Gray**

The **HBMS girl’s basketball team** is having a rebuilding season with 4 wins and 5 losses as of January 16<sup>th</sup>. “Team effort” and “unselfish play” are the key words for this team. With each game the girls have become more aggressive, learning strengths to build on and adjusting to their opponents.

### WRESTLING — Coach Oliva

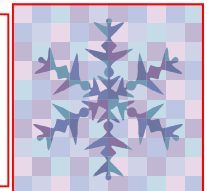
The **HBMS wrestling team** started practice under new coach Matt Oliva. The team practices every day after school from 2:15 to 4:15 pm. The competitive season includes approximately eight dual meets with other middle schools. The culmination of the season is the Tri-County Championships on February 1, 2009.



Wrestlers also have an opportunity to compete at the regional and state tournaments. Twenty-seven wrestlers make up this years team. Many of the wrestlers have had outstanding meets, showing great determination and heart. The overriding emphasis of this year’s team is to learn the basics of wrestling and be able to make the transition to high school wrestling if desired. Wrestling is not a sport for everyone, but for those select few who are willing to train hard, there is no greater sport. Wrestling teaches discipline, courage and how to react to adversity. And it is those life lessons that a wrestler will carry with him or her for the rest of their lives.



# Hollis Brookline Middle School February Cafeteria Menu



Monday 2/2/09	Tuesday 2/3/09	Wednesday 2/4/09	Thursday 2/5/09	Friday 2/6/09
<b>Meatball Subs!</b> Garden Veggies Assorted Fruit	<b>Grilled Ham &amp; Cheese and Chicken Noodle Soup</b> Pretzels Assorted Fruit	<b>Chrysanthi's Pizza</b> Capri Veggies Fruit Snacks Assorted Fruit	<b>Chicken Fajita Subs</b> Onions & Peppers Brown Rice Assorted Fruit	<b>Macaroni &amp; Cheese</b> Dinner Roll Sliced Carrots Assorted Fruit
Monday 2/9/09	Tuesday 2/10/09	Wednesday 2/11/09	Thursday 2/12/09	Friday 2/13/09
<b>Crispy Chicken Fingers</b> Buttered Noodles Mashed Sweet Potatoes Assorted Fruit	<b>Cheeseburger Deluxe!</b> Lettuce & Tomato Spicy Fries Assorted Fruit	<b>Chrysanthi's Pizza</b> Corn Animal Crackers Assorted Fruit	<b>Chicken Teriyaki Wrap</b> Veggie Seasoned Rice Fortune Cookies Assorted Fruit	<b>Mozzarella Cheese Sticks</b> Yogurt Caesar Salad Assorted Fruit
Monday 2/16/09	Tuesday 2/17/09	Wednesday 2/18/09	Thursday 2/19/09	Friday 2/20/09
<b>Cheese or Chicken Quesadillas</b> Salsa & Sour Cream Seasoned Rice Baby Carrots & Dip Assorted Fruit	<b>Ravioli w/ Sauce</b> Garlic Breadstick Capri Veggies Assorted Fruit	<b>Chrysanthi's Pizza</b> Nacho Chips & Salsa Veggies Assorted Fruit	<b>Chicken Patty/Bun</b> Green Beans Chips Assorted Fruit	<b>Cook's Choice</b> Veggies Assorted Fruit
Monday 2/23/09	Tuesday 2/24/09	Wednesday 2/25/09	Thursday 2/26/09	Friday 2/27/09

***Mid - Winter Vacation!***  
***Rest up—Be safe—Come back Healthy!***

**MENUS ARE SUBJECT TO CHANGE!**  
 Student Lunch is \$2.25.  
 Please include your student's name  
 on all checks, payable to HBMS Cafeteria.

Pizza and a variety of snacks and beverages is available for sale daily.  
 Daily assortment of sandwiches on rolls, croissants, bagels, wraps ...  
 Freshly made assortment of salads.  
 A variety of snacks and beverage are available for sale daily!



**Hot Soup Available  
Daily**

