



Hollis Brookline Middle School

KNIGHTLY NEWS

May 22, 2006

From the Administration

This is the time of year that students begin the countdown and we as administrators would like time to stop in order to accomplish the varied tasks needed to bring closure to the year. **Placement** commands the majority of our time. Many thanks to all of the parents who shared information and to those who did not, simply stating, "I trust the process." Please understand that due to the budget not passing we have re-structured to 4 teams, two at each grade level. There will no longer be a cross graded team. The input that you shared in March was addressed to the best of our ability.

Our **incoming 7th grade students** will receive their placement letter on or about May 19th. They will then visit by their assigned teams on May 24th. **Next year's eighth grade** class will receive their placement letters early June. Placement letters will include the new Team configuration. Finally, the **current 8th graders** have completed course selections for their freshman year. Transitions are taken seriously at the middle school, both *in* from the elementary schools and *out* to the High School.

The conversation of the week has been, "**Will we have to make up our flood day?**" There has been communication from the Commissioner stating that school districts need to submit a letter requesting the day be waved. The Hollis Brookline Coop School Board supported that a letter be written. We stand firm believing our last day will be June 21.

News from the Department of Education states that all students will need to create an electronic portfolio K-8, and later 9-12. This goal falls under the new **ICT (Information and Communication Technology) Literacy Requirements**. Creative energy is flowing and discussion has begun at the middle school. This summer, the Technology Task Committee will identify standards for each grade level. Mastery of the skill will need to be demonstrated in content areas, not within a computer class. Phase I planning will address the nature of portfolios, District needs for professional development, model activities to integrate into lesson plans and review of the standards. We will continue to inform you as our plan develops.

Our specialists have a new look; **Life Skills Teachers**. In most middle schools the specialists are grouped under the title of Unified Arts. The reality is they are not all arts and they are not unified by sharing the same students. For the past year the art, music, physical education, computer, family and consumer science, tech. ed., library/media, guidance and health teachers have worked to identify themselves strongly with connections. Nine common skills have unified their mission. We look forward to sharing more in the Fall during our annual Open Houses.

I always hesitate to publicly thank people for fear of leaving anyone out. First to our parents, there is little that is more rewarding than reading your input sheets or listening to your feedback after completing a year. "I would just like the whole Team to move to the next grade!" Middle school can be a most turbulent time. Working collaboratively is a win-win for your student. **Thank you for your time, care, respect for our organization and willingness to volunteer in any fashion!** Mrs. Trish MacDonald, we are happy you are only moving up the hill as we can't let you go entirely. You have been an exemplary role model and we thank you for serving as PTSA President. You have made a difference! Peg Teichman, your dedication to these Knightly News publications is noteworthy. We so appreciate your time. Cindy Ullrich, Marie Degulis and Mary Thomas, thank you for brightening our days! To the many officers returning, we look forward to growing together!

We hope you have a restful summer,

Patricia Lewis Goyette, Principal
Kimberly Rizzo Saunders, Asst. Principal

PTSA President's Report

It is hard to believe we are in the middle of May and the 2005-06 school year is quickly coming to a close. Our 7th and 8th Grade Committees are hard at work on the end of the year celebrations and they are gearing up to be a great time for both classes. If you haven't signed up to do something or would still like to send something, you can reach Regina Kozsan at 465-7084 and she can let you know what the 8th Grade Celebration is still in need of or Shelley Bower at 465-7735 to see what the 7th Grade Barbecue is looking for. Thanks to everyone who is involved with these activities. It takes a lot of hands to make these events the great successes that they are each year.

We will be holding elections for the 2006-07 HBMS PTSA Executive Committee at our next PTSA meeting on May 19th. The following people are running:

- President:** Susan Holroyd/Ruth Kabel (They will share the position)
- 1st Vice President:** Jill Russell
- 2nd Vice President:** Lynn Goldberg
- Secretary:** OPEN
- Treasurer:** Julie Forgaard

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School and Community News

PTSA President's Report-(Cont'd)

As you can see, we are still looking for a secretary to take the meeting minutes and do some minor correspondence, please email or call if you are interested in this position. Thanks to all of you who are stepping forward to continue the great work that this PTSA does!!!

On June 3rd, the Second Annual Walk for Mental Illness will be taking place at Nichols Field. Students will be receiving more information as the date gets closer. I encourage everyone to take part in this worthwhile activity to help support those who are less fortunate. If you would like more information you can contact Ms. Christy in the guidance department or Devin MacDonald the student coordinator at 465-2898.

Our spring sports are well underway and I want to thank all the parent volunteers who help out with our baseball, softball, and track teams. Your help and support is what keeps our teams playing and successful!!!

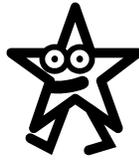
The PTSA would like to take this opportunity to wish the best to Assistant Principal Kimberly Rizzo Saunders and her husband on the upcoming birth of their first child. Kimberly will be sorely missed while on her maternity leave, but we hope that she enjoys all the awe and wonder that a new baby brings to a family.

We would also like to Congratulate and send best wishes to the Retiring Staff of HBMS: Happy Beale, Jean Cleveland, Eileen Ball, Louise Rankins, and Dr. Pat Hecht. Thank you for your years of service to the students and families of the Hollis and Brookline Communities!

Finally, on a more personal note, I would like to thank all of the volunteers who have made my job as PTSA President such an incredible experience. You are the most wonderful group of people it has been my privilege to work with. I will be moving on to the high school with my youngest child and will be concentrating my volunteer efforts there. To Mrs. Goyette, Mrs. Rizzo-Saunders, and the wonderful staff of Hollis Brookline Middle School, thank you so much for the support that you give the PTSA as well as your time and presence. I feel that our PTSA is so successful because of the cooperation and support given by the administration and staff. It made my job that much easier. My personal thanks for giving me the opportunity to be involved with my child in such a hands-on manner. I am grateful for the time both of my children have spent in the Middle School and the experiences we have shared here.

Please join us on May 19th for our next meeting at 8:30 a.m. at the Middle School. Good-Bye and Thanks Again,

Trish MacDonald, PTSA President
Trish_macdonald@charter.net /465-2898



Let's All Walk Together
for the Minds of America
A "Lap Walk"

June 3rd Nichols Field Track 9 – 12:00

Did you know, in the United States one in ten children suffer severely from mental illness, some severe enough to cause impairment? Now however, in any given year less than one in five of these children receive needed treatment. Stigma associated with mental illness reinforces silence and continues to be the single most significant barrier to people getting the help they need. People who suffer from mental illness are humans, such as everyone else. They are different, because they have a disability. You are different too. You may have different colored eyes than your best friend, but is she/he different? Is she/he not cool? What is normal? In the human eye anyone who suffers from some sort of disability is not normal. The fact is, many people would rather admit that they had been in jail than admit to being in a psychiatric hospital.

Take a second and imagine not having a normal brain behavior. Imagine pulling open a report card envelope, excited believing you have received a great grade. You carefully examine the list of A's. This is perfect right? You are completely overwhelmed with joy. When suddenly you are angry, violent, annoyed, irritated, and you cannot understand why? You just got perfect grades, the best you have ever accomplished. Now you are tearing the slip of paper in two and you are unsure of the reason. This is just one example of how a disability that someone with a mental disorder might experience. Everyone can help them to feel more comfortable in the school they are in. Hollis Brookline Middle School is holding the Second Annual Walk for Mental Health. The proceeds are going to benefit the Community Council in Nashua and the National Alliance for the Mentally Ill. The Community Council will use the money raised towards sending children and adolescents who normally cannot afford it, on therapeutic and fun fieldtrips as well as funding new supplies for therapy.

Anyone interested in participating can pick up a pledge form at any of the local schools or businesses. Walkers can request pledges based on an amount per lap **or** a flat fee donation. If you can not walk there are other family activities planned. The students at Hollis Brookline Middle School have organized a day full of family fun; including a dunk tank, bake sale, live music, raffles, games and more! Come and let's all walk together for the mind of America.

By Haley R.

School and Community News

1st Annual Jordan's Walk and Run for Wishes

Save the date: Saturday, Sept. 9th, 2006. The first annual **Jordan's Walk and Run for Wishes** will be held in Brookline at 2:00 p.m. rain or shine. This event is being held in the memory of Jordan Coffey, a student in the Hollis Brookline Co-Op, who succumbed to a brain tumor on September 10th of last year while he was in the 8th grade. Participants can choose a 10K run, or a 6K walk, which should appeal to serious athletes and strollers alike.

All proceeds will benefit the Make-A-Wish Foundation of New Hampshire. The Make-A-Wish Foundation grants wishes for children who are between the ages of 2 ½-18 that have life threatening medical conditions. Jordan and his family were able to enjoy a wonderful trip to Disney World. They were so moved by their experience that they would like to help others enduring similar personal tragedies. It can only happen through the generosity of others. So, mark your calendars and come out to support this very worthwhile cause. For further information, please check out the website at www.huskeynh.com.

ATTENTION INCOMING 9th GRADERS: (AS A REMINDER...)

- **All students MUST have an updated Tetanus booster prior to entering 9th grade. Documentation of this may be sent to Mrs. Adams at HBMS thru June 4th, then to Cathy Saunders post-June 4th.**
- **ALL incoming Freshmen need a current physical on file to enter High School. Documentation of this should be sent to Mrs. Adams at HBMS thru June 4th, then to Cathy Saunders post-June 4th.**
- **ANY students planning to try out for High School athletics MUST have a physical on file by Friday, August 13.**



CALENDAR OF EVENTS

May 26	Teacher Workshop (no school)
May 29	Memorial Day (no school)
June 5th	7th Grade Concert 7pm — HBHS Auditorium
June 6th	8th Grade Concert 7pm — HBHS Auditorium
June 9	Field Trip—Teams 3 and 1 (Gr. 8) 7:30-5:00pm
June 12	Concert — Jazz Band 7:30pm HBHS Auditorium
June 16	Celebration--Grade 8 Students 7:00pm HBMS
June 21	Final Awards -- 7:30am--9:00am HBMS Canobie Lake -- 9:15-5:00pm Gr. 8 Alpine Grove BBQ -- 10:15-1:45 Gr. 7

Last Day of School

Seventh Grade News

TEAM MCCLINTOCK

Ms. Ellerin, Mrs. Gruposso, Mrs. Rossetti

The Celebration of Student Work held by Team McClintock on the evening of May 10 provided precisely the positive energy needed for a rainy night. The multi-purpose room and adjoining spaces pulsed with the music of the jazz band as well as the excitement of students showing off their work to parents, grandparents, siblings and friends. After eating the generous offerings to the pot luck supper, the audience of over 250 people was entertained by the chorus students of Team McClintock, with readings of students' poetry, reflections and essays as well as a power point presentation of activities from Ms. Ellerin's science classes. This was a wonderful night that celebrated the learning of our students.

In terms of learning for the rest of the year, English/history classes continue to be busy. Students are preparing to role-play the parts of decision makers of a 14th century town attempting to keep out the plague. They will also propose what the most history-shaping events were of the Middle Ages in a persuasive essay before moving on to the Renaissance. Relevant to both periods of history, students will read several ballads and practice writing this poetic form as a possible inclusion to their writing portfolio required for the end of the year. The last book they will read and study is The Outsiders by S.E. Hinton. We will finish the year by returning to the short story.

Bird flu continues to make headline news. In science class, we'll follow the progression of the virus from country to country and compare this current health crisis to the plague of the 14th century. Students have just finished a frog dissection; they were able to follow the digestive track from the mouth to the colon as well as see the liver, pancreas and gall bladder that are associated with the digestive process. Fertilized chicken eggs will be brought into the science lab in the next couple of weeks. We'll be incubating the eggs, candling the eggs to see the development of the chicks and hopefully watching them hatch. The last body system that we'll cover this year is the nervous system. We'll be studying the neuron and the brain, with our final dissection being the brain.

Over the past few weeks, 7th grade math has been getting to know the many properties of mathematics: how they work and the significance of using the properties to provide the proof. Students have been practicing solving equations using addition, subtraction, multiplication and division in the "traditional" algebraic method of steps. Students will begin delving into the world of word problems. This will then lead to the student use of input and output tables along with their gaining knowledge of the interconnection of equations, graphs, lines and real life word problems as we finish up the year.

WELLNESS AND TEAM MCCLINTOCK

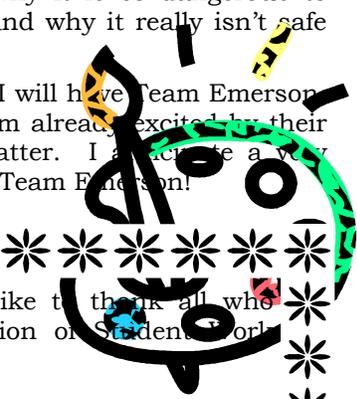


After the refreshing April vacation, my team McClintock has drawn to a close. Our time was lengthier than times with other teams so we were able to do more with each topic.

We began with stress, moved on to media, body image and then to eating disorders. It is fascinating to look at what the world shows us and pick it apart. For instance, we learned the average model is 23% UNDER weight! WOW! Why would anyone want to be UNDER a healthy weight? Because that is what society/media show us as ideal we have learned to admire that look.

We also looked at society's attitude toward alcohol. Often young people get very mixed messages about alcohol. One message comes from parents and teachers and another from media. Instead of trying to decide who we should believe more, we looked at what really happens when we ingest alcohol. From its effects on the esophagus and stomach to our brain (where it can really do some damage!). We learned why it is so dangerous to drink when we are teenagers and why it really isn't safe until we are 24!

In the final weeks of school I will have Team Emerson. In my first week with them I am already excited by their curiosity about the subject matter. I am sure to have a very productive couple months with Team Emerson!



- * * * * *
- * Team McClintock would like to thank all who helped with our Celebration of Student Work and Pot Luck Supper.
 - * We would especially like to thank Annette Jacoby and her small army of volunteers particularly Lisa Eliopoulos, Lesley Bentall, Denise Chrisman and Sandy Ward.
 - * We also thank the Girl Scouts and students who helped set up and all who helped clean up afterwards. Because of you we were done in record time.
 - * Thanks also to Liz Murray in the kitchen, Glen Depine and the jazz band, Nancy Spencer and her chorus, Gayle Bottcher for her wonderful DVD, the custodial staff, the PTSA and Mrs. Goyette for her support.
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Seventh Grade News

Team Jordan History—Mr. Capraro

In History on Team One, we are working on bringing the year to a conclusion. We are knee-deep in the Renaissance right now and will continue to be for most of the time we have left. We have completed a look at Renaissance painting and sculpture. One of the most interesting things we did was to compare the Middle Ages style of painting to the Renaissance style. I must say that the students have become quite good at analyzing a painting and determining in what period it was painted. I think the favorite activity of the unit is when we study the painting of the Sistine Ceiling. I will ask the students to pair up and paint a section of our own ceiling. When all the “panels” are finished I put them up. Team Jordan’s very own Sistine Ceiling will soon be complete! I invite you all to come up and take a look. If you thought the stained glass windows were great, wait until you see this! In the coming days we will continue to look at Michelangelo and DaVinci as two examples of “Renaissance Men.”

Currently we are preparing to read some Renaissance writing. We have read portions of Thomas More’s Utopia and had great discussions regarding what is utopian. I hope to be able to read a very funny excerpt from Cervantes’ Don Quixote. We spent a few days looking closely at Shakespeare’s Romeo and Juliet with a special emphasis on Act II, scene 2, best known as “the balcony scene.” We may also read portions of the Canterbury Tales. With time in the school year so quickly running out, it is hard to fit it all in!

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!

Team Jordan English—Ms. Rasmussen

During the last weeks of the school year, the 7th grade students will be honing their creative writing skills. Recently, the students practiced their powers of perception by writing a descriptive essay. The students chose a favorite place and described that place, using details that appeal to all five senses. Students are also reviewing the story elements through reading and writing exercises that teach plot development, characterization, the importance of point of view and building suspense. As they write, they are also reviewing the rules of grammar. So far the focus has been on verb tense, pronouns and antecedents, and sentence structure. I have enjoyed working with the 7th grade this year and would like to thank all of you parents for your support. I wish each student much success in the future.

Team Jordan Life Sciences—Mrs. Cleveland

Our study of respiration involved two parts; breathing and cellular respiration. Students really enjoyed the lung dissection where they could actually blow up the lungs (using a bicycle pump) to see how the healthy lung looked and felt. Hopefully, the lab will help students make choices that will help keep their lungs clean and healthy. We continued our work to see how we can see how energy in food is released when the nutrients are oxidized in the cell. We used marshmallows as our food source. We then calculated the number of Calories released by a gram of that food. (A wonderful way to show how science and math go hand in hand!) Our results weren’t very close to the numbers given on the package but, then again, our coffee can calorimeters are a little less refined than the ones the manufacturer uses. The concept of how energy is released in cellular respiration was understood and that is what counts. By the way, do you know the difference between calories and Calories?

We are now doing a rather quick study of the digestive system, seeing how important enzymes are in so many chemical reactions in the body. In our labs here, we will also delve into the steps of the scientific method. We will then continue with the frog dissection which will emphasize how all the systems of the body are interdependent on one another. Our final unit will be on Genetics and we will do several fun activities to see how our 46 chromosomes are so important in controlling what we look like. Our final week will be spent on an end of the year project which will bring together so much of what we have learned this year.

The year has flown by. I could not ask for a better year with my students. It has been a wonderful year full of learning, discoveries, and activities. I am so very proud of my young scientists and of all they have accomplished. I hope they are proud of themselves too. I would also like to thank the parents for all their support in so many ways. Have a wonderful summer.

Team Jordan Math—Mrs. Fordin

Team Jordan seventh grade students are busily preparing to “Show off” as the year winds down. Using their multiple intelligences and their creativity, they will present a mathematical concept of their choice to their peers. I have heard that we will have both live and recorded songs, drama, and dances, as well as PowerPoint presentations, animated movies, and perhaps even a walk outside to illustrate how math and nature are related. These seventh graders have proven themselves to be extremely creative, so I eagerly anticipate watching the results of their labor!!

Additionally, Team Jordan seventh grade students will be continuing their exploration of linear equations, and if time allows we will explore some of the world’s most exciting roller coasters, to discover why they are touted to be so extraordinary! We will end the year solving equations, and touching on the topic of probability. I have thoroughly enjoyed these seventh grade students this year, and wish them and their families a happy and peaceful summer vacation!

Seventh Grade News

Team Emerson History—Mrs. Beale

We have just finished our feudal system projects. Each student chose a feudal role (king, lord, lady, vassal, knight, freeman, artisan, reeve, serf), researched their daily routines and relationships to others in the feudal pyramid and presented their findings in the form of a skit, interview, story, picture book, game, diorama or journal. Some classes were even treated to a Medieval feast! Our classroom became a research center and production room. After all the projects were presented and graded, we held an exhibition/game day when students played the home-made games, read journals, and took a closer look at some of the work done by their colleagues in other classes.

In addition to our feudal system projects which fill the room, we are soon to have guild banners hanging from the ceiling along with mottos such as: “always baked with perfection,” “need the time? give us a chime,” “balancing liberty with justice, you know you can trust us,” and “come to our merchandising trade where great bargains are made.”

We will end the year with the Renaissance. After a brief introduction of Renaissance ideas and people, students will be responsible for their own learning in the computer lab as they create headlines, articles, cartoons, editorials and classifieds for their Renaissance newspapers.

Team Emerson English—Mrs. Jahns

By S. McDaniel, Team Emerson Student

“Different styles of writing belong to different authors.” Team Two has been discovering exactly how true this is in their short story unit. Students have studied various literary terms relating to writing and short stories, as well as both reading and observing several classics in action. They debriefed the stories they read, some of which include Guy de Maupassant’s *The Necklace*, Edgar Allen Poe’s *The Tell-Tale Heart*, and W.W. Jacobs’ *The Monkey’s Paw*. Students were in awe of the vivid emotions that authors conveyed in their writing. The eloquence of *The Necklace* made it so that a reader would see and sense the pain of living the poor lifestyle. The psychopathic narrator in *The Tell-Tale Heart* made a lasting impression on how madness affects the body, mind, and soul. Probably one of the most favorite short stories, *The Monkey’s Paw* was able to allow the students to witness true sorrow and the precise meaning of the saying, “Be careful what you wish for, you may receive it.”

Team Emerson students highlighted the unit with a trip to the Capitol Center for the Arts. There they watched how actors were able to portray the characters and scenes of the short stories they read. Right now, in English classes, students are continuing the short story unit and are reading *The Celebrated Jumping Frog of Calaveras County* by Mark Twain. Also, students will be watching the movie presentation of *The Necklace* and comparing it to the play and the written story. They also have created a new ending for *The Monkey’s Paw*, and add in story vocabulary words and their own creative ideas.

Students are now experts on the writing of a short story, the sometimes quite advanced vocabulary words in several stories, and the plot of various literary works! If

you haven’t already, students recommend that you read the short stories mentioned above for a good read.

Team Emerson Science—Mrs. Evans

Our most recent focus (no pun intended) is a unit on the eye. The students had an opportunity to test their peripheral vision, determine their dominant eye, note the differences between a nearsighted and farsighted eyeball, view cataract surgery, dissect a cow eye and make an eye model. Next week, 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 these 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).

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 parents. Many of the students did not let on to their parents that the dissection was an eye “model” and many parents were quite stressed in anticipation of doing a dissection. The next day, the students were very eager to share feedback.

As soon as we finish our study of the eye, we will begin studying the digestive system. Our scientists will have an opportunity to “act out” the process of digestion by participating in a play, titled, Down the Hatch. Each student will carefully select a digestive organ/helpful research. Our “stage” will become a buzz of activity as the performers prepare their skits, create signs, and consider how they need to enhance their role. As the “meal” is digested, some additional highlights might include the following: heartburn (a flame), gall stones (golfball), and appendix (a poon). And of course, to “end” our play the student spectators will undoubtedly leave us feeling full with laughter.

To further enhance this unit, our students will participate in a week long frog dissection that will allow us to explore all aspects of the digestive system. Further studies of the nervous system, respiratory system and reproductive system will also be included.

.....And that’s our ribbiting news!

Team Emerson Math—Mrs. Hall

Students have been working diligently on identifying and graphing linear equations. They are ready to use their algebraic knowledge in the real world when looking for a cell phone company, video rentals or even determining the cost of fixing a car.

We are reaching our final journey through 7th grade mathematics. It will be filled with learning and explorations dealing with such concepts as percentages, proportions and probability. This is going to be a fun way to end our year together.

A great big “Thanks” goes out to all of the 7th grade students for their enthusiasm towards learning this year. Have a great summer and we will see you next year!

Eighth Grade News

Team 3 Earth Science—Mrs. Smith

During the month of May we have been studying earthquakes. Students have been completing earthquake research by completing student activities. They are better able to understand the epicenter project because of the different opportunities given them in these activities. Some students have found the online project quite interesting because they are able to listen to actual earthquakes. Others like reading about the different fault lines around the world. But lately, our days are numbered with frustration, excitement, and then, in some, disappointment!! We are in the testing stage of the earthquakes now, such excitement and lots of wet palms! As we exit this unit our next one will be Earth history.

Students will be producing a time line of 4.6 billion years. What was it like back then? It is difficult to imagine what the earth looked like and what was living. We will be reading a play to better understand these earthly processes. We will also take a walk through time as a way of interpreting the time line.

Our last and final unit on rocks and minerals will end the year. This unit will culminate with a trip to the White Mountains National Forest visiting the Flume Gorge and Cannon Mountain Tramway. This area is a geological wonder! I am positive that students who have never visited this area will consider this a very fascinating field trip. This trip truly puts the whole year's worth of studying geology in perspective. To be honest it is my very favorite trip of the year.

Please do not forget to get those extra credit points in by looking for articles relating to tectonics. Students have until to **June 9** to get credit.

I have enjoyed having your children. Please play safe this summer.

Team 3 English—Mrs. Cicciu

"I burn, I pine, I perish," the eighth grade students remark when they walk into English class. They're quoting Shakespeare as they express their desire to read more of his play, The Taming of the Shrew! That might be a bit of an exaggeration, but they are intrigued by Shakespeare's cleverness in developing his theme of deception both in the players' identities and actions and in the language he uses with its double meanings. They have been expected to take good notes during the reading, discussion, and movie viewing so that they are well-prepared with study resources before the quizzes.

In addition to this reading in class, students are reading from the fantasy genre outside of class this month. It seems to be one of the most popular genres read this year, and many are receiving good recommendations for further reading. All the students have "caught" the reading habit this year and no longer find 600 pages a month to earn an A such a formidable task.

The writing assignments this quarter have been focused on writing with detail and developing a topic thoroughly. Knowing there is a "formula" to writing an essay has helped many in organizing their thoughts and presenting convincing arguments and observations in response to prompt ques-

tions. The students have also sent off another letter to their pen pals in Lesotho. This has been an enriching experience for many...to learn about a third world country through the eyes of children their same age. They have dabbled in poetry, trying to write in the same unrhymed iambic pentameter that Shakespeare used in crafting his play. The quarter will end with more poetry writing that will tap into their powers of observation and ability to think comparatively.

The year went by so quickly. It was a pleasure sharing the year with the team 3 students. I wish each one of you a happy, fun summer and successful high school years ahead.

Team 3 Math—Mrs. Mezzocchi

It is hard to believe that summer is approaching and school is into the last few weeks of the year. The year certainly flew by all of us. In math classes we are right on schedule with the curriculum allowing at least a week to review for the FINALS. If students remembered to save all their tests and quizzes they will have an advantage because each test or quiz will add extra points onto their final exam grade. Not only will the students be able to use them to study from but they will get the additional points too. Isn't that worth saving your tests for?

In **pre-algebra**, we are finishing up the unit on the Pythagorean Theorem. We are making and planning to fly KITES. We are building two (2) kites in each of the classes. These kites are made up of ten (10) tetrahedrons that are tied together. We had planned to fly them the week of May 12th but we all know how that week was.....pouring rain! By flying the kites, the students have to figure out the height of the kite by using their knowledge of the Pythagorean Theorem. We will finish out the year with a unit on Number Sense which will definitely help them in algebra and geometry in high school.

In **Gateways** classes, we are learning the language of algebra. This unit has turned out to be a real challenge to the students but they are doing a nice job learning it. Once we finish this unit we will end the year with a unit on problem solving using algebra. The students in these classes will be very well prepared for the algebra they will take in high school.

Finally in the **Power Packed Algebra** class, we are ending our unit in Trigonometry. The students had a great time flying kites and using clinometers to find the tangent and then figure out the height of the kite they flew. Some did not have much luck getting their kites to fly but the concept was well learned. We will now return to the algebra book and finish the year out with a unit on radicals and their connection to geometry. These students are going to succeed tremendously in their high school mathematics.

I would like to take this opportunity to thank you for sharing your children with Team 3 this year. They are a very special group of young adolescents. I wish them all the very best in high school and please come back to visit us.

Eighth Grade News

Team 3 U.S. History—Mr. Taber

The turmoil of the Civil War and Reconstruction are behind us. The Team has just completed a unit on the Plains Indians and the Western Migration and is now focused on the emergence of modern America. They will study the progressive reform of the late 1800's, our overseas expansion and the events that lead to World War One.

In the classroom the students will continue to work on multi-discipline projects that expose them to this period of time. The next project will look at the impact Henry Ford had on American industry when he introduced the Assembly Line. This project will allow the students to see what it was like to hand-build a Model T and then apply the assembly line process and see the improvements it provided.

Team Prescott Earth Science—Mr. Bond— Students Are Climbing to New Heights

Students in Mr. Bond's Earth Science classes are beginning their study of meteorology by climbing to new heights -- up Mt. Everest. Classes have viewed the PBS Nova film, *Mt. Everest: The Death Zone*, as an introduction to the effects of high altitude climbing on the human body and, especially, the brain. The film explores the nagging question, "Why do seemingly rational people make poor, sometimes fatal decisions as they approach the peak (of Everest)?" Using mobile laptop computers in the science lab, students logged on to the HBMS Earth Science Department web site, and linked to the NOVA Everest Online Adventure, where they experimented with some of the same brain function tests climbers on Everest were subjected to. We are using our experience with Mt. Everest as a centerpiece for our study of the atmosphere -- what the atmosphere is made of, why it thins out as altitude increases and how it functions as a protective shield surrounding our planet.

If you would like to try a sample of the tests used by researchers to test the reaction time, short-term memory, concentration and problem-solving abilities of climbers at 29,035 feet, log on to <http://www.hbms.k12.nh.us/bondd> and click on NOVA Everest Online Adventure, then a link to "Exposure", and "Test Your Brain."

Team Prescott English—Mrs. Coutu

Upon returning from D.C., Prescott English students went into creative writing mode. To bridge our trip to D.C. and the English curriculum, we examined the human spirit and the will to survive despite many hardships. Our first piece involved taking on the voice of someone from history by writing creatively about the event through that person's voice. Students chose voices of survivors of the Holocaust, soldiers from Vietnam, witnesses of the Armstrong's moonwalk, and even a victim of Mt. St. Helens' eruption. The pieces were outstanding and allowed students to develop a character by stepping into his or her shoes.

Once completing the sharing of the voice writing, students applied all the techniques we have studied for short

story development this year and wrote stories using the wireless laptops. The students enjoyed having their stories written directly in the classroom. Students spent much time in and out of class fine-tuning their stories.

Immediately before April vacation, we began our Shakespeare unit. We are currently reading and listening to *Taming of the Shrew*. Students are adapting their ears to understand Shakespeare's language, as well as examining how Shakespeare portrays the relationships between people in his play. After finishing listening to the text, students will form their own acting companies and perform a scene from the play. This will be our final opportunity this year to bring a character to life through dramatic presentation.

I have enjoyed working with all Team Prescott English students this year and watching them develop as both readers and writers. I wish everyone a relaxing, safe summer.

Prescott Math with Mr. Jahns

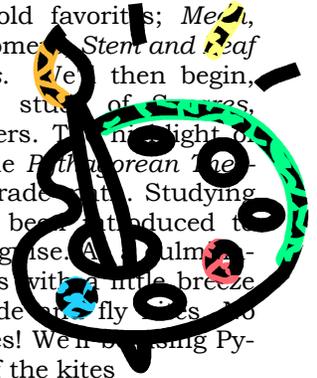
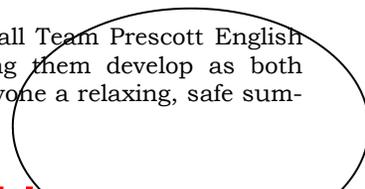
The Pre-Algebra classes have just finished *Exploring Number Theory*. We are now in the middle of a short tour of Statistics, looking at Measures of Central Tendency. This includes everyone's old favorites; *Mean, Mode and Median*, as well as newcomers; *Stem and Leaf tables and Box and Whisker Plots*. We then begin, *Real Numbers*. 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. Studying Pythagoras means students have been introduced to the Quadratic Equation, but in disguise. As a culmination, if the weather ever cooperates with a little breeze and no rain, we plan to go outside and fly kites. No keys, no electrical storms, just kites! We'll be using Pythagoras to calculate the altitude of the kites.

The Algebra class has officially entered the land of *Quadratic Equations*. We are looking at graphing quadratics, recognizing and solving special cases, factoring quadratics and using the *Quadratic Formula*. We will also be looking at *Exponents and Radicals*. If time permits, we'll learn the "Completing the Square" method and use it to derive the Quadratic Formula.

I'd like to remind all my students and parents that all my math classes end the year with a Final taken the last two days of class. Quizzes, Quests and Tests saved through the year for studying will count as extra credit toward the Final Test.

"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!)

As this is the last newsletter, I'd like to thank all my students for their attention and efforts, and all the folks at home for their support and consistency. Good luck next year in the high school and beyond!



Eighth Grade News

Team Prescott History—Mr. Lyle

Lately students have been sizing up the differences between the industrial Northern states and the agricultural Southern states. Students have been studying the intricacies of the Cottonocracy and the plantation system in the South. They don't know it yet but they're about to get emotionally involved in the whole mess!

Shortly we'll be studying the various reform movements that sprang up in the 1840's, including Abolition, Temperance, Educational Reform, Women's Movement, etc. We'll be taking a close look at the people that made those movements go as well as the concepts involved.

Politics and laws, laws and politics.....all related to slavery and reform. Students will be outlining the short term reasons for the outbreak of Civil War in the U.S. in a week or two. We'll be able to see, step by step, how these two areas of the country, so very different economically speaking, simply cannot reconcile their differences. As a result they feel as though they need to go to war.

Students will have a wonderful time working on a group project dealing with the "War of Northern Aggression".

I know that I love dealing with the topic and hope some of that rubs off on my impressionable and most excellent students!

Team Jordan History—Mr. Capraro

In Eighth Grade American History, we are finally making the slow trek through the 1850's on the road to the Civil War. The 1850's was a time of increasing tensions between the Slavery and Anti-Slavery forces. All this acrimony came to a head when Abraham Lincoln was elected in 1860. To that end, we have looked closely at the Compromise of 1850 and the Dred Scott decision, as well as other important pieces of legislation. I also wanted to study some of the non-fiction writings of the time and so we spent some time with the monumental anti-slavery story, Uncle Tom's Cabin. Although Simon Legree is the villain of that piece, most of my students were more angered by Mrs. St. Clair. Ask them about it! They never fail to offer an opinion. In the coming weeks, we will study the Civil War and end the year with the process of Reconstruction. So much to do...so little time!

I also am looking forward to seeing the Washington, DC monument designs. I must give special thanks to Mrs. Fordin and Mrs. Rasmussen for agreeing to help me extend this project into other classes! I am hoping to be able to follow the process Maya Lin went through with her design of the Vietnam Wall. Once all the scale models are in, they will be graded, a set of finalists will move to the selection committee and a winning design will be chosen. Stay tuned!

Team Jordan English—Ms. Rasmussen

During the last weeks of the year, the students will be studying William Shakespeare's comedy *A Midsummer Night's Dream*. They began the unit by researching several aspects of the Elizabethan Period, including Elizabethan daily life, the London theater scene, and Shakespeare's sources. We are reading the play together in class and are watching scenes

from film versions of the play, but the students are responsible for completing study guides and vocabulary exercises for each act of the play. This is a fun play to read and perform, and the students seem to be really enjoying it. For fun, ask your child to recite and explain some of the more famous quotes from the play.

I would like to thank you all for your support this year. This is a great group of kids, and I wish them all much success.

Team Jordan Earth Science—Mrs. Cleveland

We have completed our study of Earth History. In making our time lines to represent the 4.6 billion years the Earth has been here, students got to see what a very tiny part of that time has seen life as we know it. To give you an idea, the Earth was already 4.535 billion years old when the dinosaurs became extinct!

In our Geology and Earth History units we discussed what information we could learn from rocks and rock layers. Now, we are working on Minerals and Rocks, learning how they were made and how to identify them by their unique properties. In early June, we will be going on a field trip with Team 3 to Cannon Mountain and the Flume to see how this area illustrates so many of the concepts that we studied this year. We will conclude the year by a brief study of the Earth-sun connection.

I have really enjoyed working with my eighth graders this year. It was wonderful to be given the opportunity to work a second year with some of the students who looped with us from 7th to 8th grade. To all my eighth graders --In my eyes, you are a Special group of young people. I wish you all a great summer and success in the high school.

Team Jordan Math—Mrs. Fordin

Team Jordan eighth grade students have just completed presenting their research in both the graphing and the Show Off! activities! Their presentations were extraordinary! I continue to be impressed with the creative insight and talent that our students exhibit. These students are currently designing their "John Adams" monument, an interdisciplinary unit between social students, English and math. I have seen some of their blueprints; and if these blueprints are an indication of their final product, these monuments will be very special indeed.

As the year comes to a close, we will continue our study of the Pythagorean Theorem and move into Number Theory. This will be followed by a quick review of probability and geometry. I wish these students well as they move on to high school. It has been a wonderful experience to be with many of these students for the past two years. I will miss them very much!

LIFE SKILLS / PHYS. ED.

El Español—Senora Banks & Senora Lash

It is hard to believe that we've come to the close of another year! We are very proud of our 7th graders' progress. We are now finishing a fun sports unit and soon we will learn about the present progressive tense – allowing us to describe actions in progress and to accurately describe pictures and photos.

We are looking forward to more learning and challenges next year!

Eighth graders are finishing up with the unit on foods. We had a great time talking about dishes in different Spanish speaking countries. They just finished an independent, mini research project that ended in our sampling a dish from a country of their choice. We are also finishing up with the preterit tense. They are very happy to see the LAST group of irregular verbs!

We are very pleased with our 8th graders' hard work. They have come a long way since September of 2005. We will miss them all as they go on to bigger and better Spanish things!

French—Madame Rankins

French students recognized in the month of February:

Alex B. Krista T.

Derek B. Rachel W.

Derek R.



Students in 7th, grade are speaking in French about airplane travel. Next we will be traveling by train! It's been a good year and we have accomplished a lot.

Students in 8th, grade are speaking in French about their cultural pastimes and will be discussing staying in hotel soon. Our last unit will be about banking.

I would like to take this opportunity to thank all of my students for making my last year as a teacher a good one with a lot of nice memories. I have enjoyed working with ALL of you.

I also would like to thank all of you parents for sharing your children with me. They are a great group to end my career with. Thank you also to the PTSA parents who have been so good to us this year!

As I end my teaching career I feel truly blessed to have been a part of the Hollis Brookline community. I am leaving with memories to last me a lifetime. Good luck to all of you students and enjoy the years ahead of you.

Merci BEAUCOUP pour tout! Je vous aime tous!!!!

Au revoir mes amis.

Family and Consumer Science

For the last specialist rotation, team McClintock is attending family and consumer science with Mrs. Sarvaiya. In this class we will be focusing on cooking, nutrition and wellness, as well as the basics of sewing. We will gather information through movies, cooking labs, notes, tests, projects and lectures.

During family and consumer science we will have the opportunity to learn about how a variety of nutrients affect our

physical health. We will learn to eat healthy foods and maintain a nutritious and balanced diet. This will help us live more care-free. At mypyramid.gov we had to create our personalized food pyramid. These are personalized food pyramids that take into account age, gender, and the amount of daily exercise. The personalized food pyramid will help us to make healthier choices. These healthier choices will be helpful in the physical well being of our daily lives.

We will have the chance to cook various types of foods in this class from brownies to homemade hummus. Before we begin the process of cooking, we have to learn about kitchen safety, food safety and sanitation. We will also learn about the utensils we will use and the terms that are affiliated with cooking. Reading and interpreting recipes is an essential skill that we will also learn while working in the kitchen. During family and consumer science we will also learn the basics of sewing. The majority of students that enter this class have never sewn before. When we are done with this class, we will know all the techniques of sewing and how to work a sewing machine. In this class we will also be creating a felt design. To do this we will draw the design on paper and then make an exact model with the felt using our newly acquired sewing skills.

All of these skills can come in handy at any time in our lives. Within the six weeks that we are in this class, we will learn different skills that could be useful in pursuing a career. All of these techniques will help guide us through a healthy and successful lifestyle.

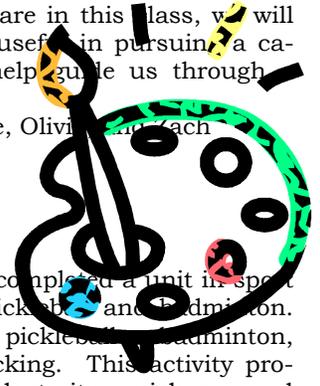
Written by: Garlande, Olivia and Zach

PHYSICAL EDUCATION

Submitted by Gayle Bottcher and Ron Johnston

The seventh grade students just completed a unit in sport stacking and the racket sports of pickleball and badminton. When the students were not playing pickleball or badminton, they timed themselves in sport stacking. This activity promotes hand-eye coordination, ambidexterity, quickness and concentration. The students learned the 3-3-3 stack, 3-6-3 stack and the cycle. The quickest hands at HBMS include Alyssa K., Alyssa L., Ben P., Hanna M. and Griffin C. The students learned the basic rules, etiquette, strokes and strategy needed for the singles and doubles game in pickleball and badminton. We are beginning the track unit where students will experience the discus, shot put, javelin (turbo jav), starts and hurdles before moving on to the final unit of target archery. During rainy weather, the students will also get use out of the new indoor climbing wall

The eighth grade students just completed a fitness unit with the emphasis on strength training. Discussion centered on setting up the program, understanding the benefits of strength training, learning and performing exercises for each muscle group, and understanding the principles of specificity, overload and progression. Students also reviewed cardiovascular training, its benefits, and types of training and training zones. We are now moving on to lacrosse, the fastest growing sport in the U.S.A. Rules of the game, positions, skills and game play will be learned. Primary emphasis will center on cradling, scooping, throwing, catching and dodging techniques. When playing the game in class, girls' rules will be enforced so that protective equipment will be minimal.



Life Skills—Cont'd

Grade 7 Reading -

Mrs. Dufresne / Mrs. Lucas



Criss Cross

by Lynne Rae (2006 Newbery Medal)

Criss Cross follows the lives of four fourteen-year-olds in a small town, each at their own crossroads. This ensemble cast explores new thoughts and feelings in their quest to find the meaning of life and love.

Hitler Youth: Growing up in Hitler's Shadow

by Susan Campbell Bartoletti (2006 Newbery Honor) Nonfiction

How could the Holocaust have happened? Bartoletti delivers a chilling answer by exploring Hitler's rise to power through the first-hand experiences of young followers whose adolescent zeal he so successfully exploited and the more extraordinary few who risked certain death in resisting. The meticulously researched volume traces the Hitler Youth movement from the time it formally gathered strength in the early 1930s through the defeat of the Third Reich. The grace and clarity of the writing make *Hitler's Youth: Growing up in Hitler's Shadow* a powerful addition to Holocaust literature for children.

Whittington

by Alan Armstrong, illustrated by
S.D. Schindler (2006 Newbery Honor)

In *Whittington*, Armstrong creates a glorious barnyard fantasy that seamlessly weaves together three tales: Whittington the cat's arrival on Bernie's farm, his retelling of the traditional legend of his 14th-century namesake, and one boy's struggle to learn to read. These three tales unite the disparate citizens of the barn community in a celebration of oral and written language, the support of friends, and the healing power of humor and the triumph of life.

Kira-Kira

by Cynthia Kadohata (2005 Newbery Medal)

Two sisters lie on their backs, watching the stars and repeating the Japanese word for "glittering" – "kira-kira." Like this quiet opening scene, Kadohata's tenderly nuanced novel glitters with plain and poignant words that describe the strong love within a Japanese American family from the point of view of younger sister Katie. Personal challenges and family tragedy are set against the oppressive social climate of the South during the 1950's and early 1960's.

Al Capone Does My Shirts

by Gennifer Choldenko (2005 Newbery Honor)

Alcatraz is the evocative backdrop of *Al Capone Does My Shirts* – a highly original novel set in 1935. Twelve-year-old Moose Flanagan tells about his travails on "the Rock," where his father has taken a job. Hilarious antics are deftly interwoven with themes of isolation and imprisonment, compassion and connection.

Welcome to the Newbery Medal Home Page! Association for Library Service to Children. 2006 <www.ala.org/ala/alsc/awardsscholarships/literaryawds/newberymedal/newberymedal>

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>

Grade 8 Reading -

Mrs. Dufresne / Mrs. Lucas

Our last term in Reading class began with a research project for each of the novels we are reading this month. For the novel *Downsiders* by Neal Shusterman, the classes used our new mobile laptop lab and researched a man called Alfred Ely Beach. Beach was a real life inventor who built the first subway in New York City in 1870. The amazing part of his story was that Beach built the subway in secret using citizens of New York who were indigent and downtrodden. Beach plays an integral role in the novel the *Downsiders*. The story is about a community of people who live underneath the city of New York in current day time. A second novel, *Steal Away Home* by Lois Ruby, is about the Underground Railroad and the state of Kansas becoming a free state in 1856. Two stories run parallel in current time and in 1856. A young girl finds a secret room in an old home her family purchased in Kansas. In this room were the remains of a human skeleton along with a diary of events in the home which was once part of the Underground Railroad system in 1856. The research project for this book focused on Kansas, Quakers, the Underground Railroad and abolitionism. The research in all classes required the students to use the new laptops, take notes on Internet sources, provide a works cited, and transform the notes into the research paper. No pens or pencils allowed. No copying off articles to a printer. They worked using dual screens; a word document for notes and the Internet article they were reading on the other screen.

Two other contemporary novels being read are *Dark Side of Nowhere* also by Neal Shusterman and *Hope Was Here* by Joan Bauer. Both novels explore young adult issues of identity and the importance of family, especially if they are not a traditional family. How would you feel if you found out you, your family and most of your community were really aliens?

Life Skills—Cont'd

From the Library Media Center

Team 4 students are involved in the 8th grade Computer Exit Project. Library skills covered include completing note cards and works cited cards on their chosen subjects for a 1920's and 1930's two page newspaper. In computer class, with Mr. Gruce, they will also complete a spread sheet project and a power point presentation.



During the eight years I have been the middle school librarian, there have been several library coordinators, many substitutes and over fifty volunteers that contributed their time and effort during our renovations move and the library day-to-day operation. I would like to say a big THANK YOU to these wonderful community members who give support in making our library look its best. Thanks a million! You're the Best!!

FROM 1998-Present

Library Coordinators:

Pat Miragliolo
Jeanne Stein
Shelly Bower

Library Substitutes:

Cindy Clark
Fawn Wheat
Donna McLaughlin
Jeanne Stein

Volunteers:

Andrea Bilotta
Dot Hyde
Barbara Kowalski
Erin Magee
Elaine McCartney
Deb Tremblay
Ellen Lones
Debra Slater
Brenda Ross
Kathie Clement
Diane Vlatas
Martha Young
Jill Russell
Fawn Wheat
Don Braffitt
Susan Menner
Steve Simons
Gail Connolly
Jackie Bozutto
Liz Comstock
Cindy Ullrich
Mary Thomas
Cheryl Hines
Julia Mook
Lex Bundschuh
Merle Carrus
Becky Jamison
Jessica Paulson
Lynn Post
Ginny Brooks
Lyn Neilly
Debbie Pucci
Cynthia Andreola

Meredith Bohn
Denise Chrisman
Dana O'Shea
Janice Kagenski
Darla Thyng
Darlene Kohler
Andrea Mazella
Megan King
Amy Zapp
Sandy Schutz
Sandy Ward
Nancy Waldron
Lynn Westberg
Trish McDonald
Lynn Westberg
Laurie Mullin
Irene Redmond
Deb Tamasanis
Janet Vaughn
Kate Ricci
Ruth Kabel
Joyce Hegarty
Ilgo Skilins
Sherry Edmonds
Marygrace DiGiacinto
Arlene d'Arbonne
Liz Crittenden
Kathie Lewis
Ann Conway
Dave Holroyd
Regina Kozsan
Lynn Goldberg
Dot Miller

Music, Band, Drama & Clubs

General Music

7th Grade General Music:

Seventh grade music students have recently completed a unit on American Musical Theatre watching a video of "The Music Man". We discussed the history and current trends in musical theatre. We are now continuing to develop keyboard skills with a variety of familiar songs. Future projects including music composition and internet use will be implemented in the near future.

8th Grade General Music:

Progress reports went home on Wednesday, May 17th. Please arrange a time with me after school to complete any missing assignments and/or re-do any assignment this quarter for a new grade. We have just finished playing guitar for the song "Over in the Meadow". Students were asked to practice and play the chord pattern along with singing and playing the melody. Nice job by all students! We are currently working with the notation program Sibelius composing melodies for the piano.



Band

Seventh and eighth grade band students continue to prepare for their concerts. The seventh grade concert will take place June 5th and the eighth grade will be June 6th. The concerts will take place at the high school auditorium and begin at 7:00. Seventh grade band will be performing "Malaguena", "Copper Creek March", "Apollo Fanfare", and "Land of a Thousand Dances". The eighth grade band will perform "Washington Post March", "Carpe Diem", "Pink Panther", and "Theme from James Bond". The Jazz Band and Solo and Ensemble Concert will take place on June 12th at the high school auditorium. We are looking forward to all the performances. Hope to see you there.



Chorus

Monday, June 5, 2006 7th grade Spring Concert
Tuesday, June 6, 2006 8th grade Spring Concert

*Attendance is mandatory at all concerts since absences greatly affect the performance of the group.

*Girls need to wear a white shirt/blouse, black school length skirt or black dress pants, and their best dress shoes. Boys need to wear a white collared shirt, black dress pants, a tie and their best dress shoes.

*Students should arrive at 6:30pm for warm-ups and meet in the chorus room across from the stage.

We look forward to singing for you!!

Visit us on the internet at www.hbms.k12.nh.us



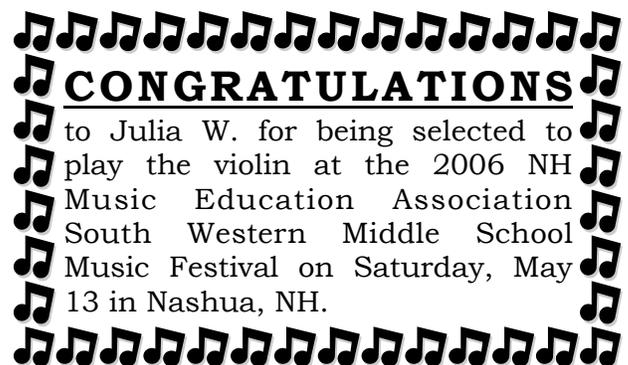
Art

African Art Masks and Team 3

Team 3 is ending their life skills rotation with art. We have started designing our portfolio covers to house our art work. After Memorial Day we will be making African masks out of clay. Masks are considered to be among Africa's finest art forms. They serve many different purposes. Some are used in ceremonies to ensure a good harvest. Others are worn to mark the transition from childhood to adulthood.

The Hollis Brookline Rotary Club awarded the art classes a grant of \$500.00 which will provide materials needed for this project. The students are very excited to explore this creative assignment. We will be viewing a video of mask making. Each student will then sketch out a mask that is respectful of the original culture. After the masks have been made out of clay they will be fired in the kiln for about eight hours. We will then paint and glaze them. For a more authentic look we will embellish them with beans, feathers, and raffia. It is coincidental that raffia comes from an African palm tree whose leaves yield a fiber. This fiber is used in basket making and mats. My plan is to display the masks in early June.

It is hard to believe that the school year has almost come to an end. The students have really enjoyed the new art room and all the extra space. The new kiln has been invaluable for the clay unit. Having two sinks with so many students is an asset. Wishing you a creative, happy, and healthy summer.



CONGRATULATIONS

to Julia W. for being selected to play the violin at the 2006 NH Music Education Association South Western Middle School Music Festival on Saturday, May 13 in Nashua, NH.

SPORTS

BASEBALL & SOFTBALL

The **Hollis Brookline Middle School Baseball and Softball Teams** had a good start on their season this year as they were able to begin their try-outs and practice sessions outside from the beginning. They have since been hard at work practicing their pitching, catching and fielding efforts daily.



Baseball-

On April 11th, the **Hollis Brookline Middle School baseball team**, focused and relaxed, and with solid team effort won their first game of the season against Milford with a score of 5 to 1. On April 14th the boys played host to South Meadow and with another solid team performance and all players contributing, won 8 to 2. April 18th brought the boys their first loss of 5 to 8 against Nashua Catholic despite some strong defensive and offensive plays. On April 20 the boys traveled to Litchfield for an exciting 9 to 9 tie game. Players have begun showing their capabilities in positions which are instrumental in formulating a strong line-up. May 4th found the team playing host to Milford for a great game win of 1 to 0 where the game turned into a real pitchers "duel" that involved twenty strike-outs. A rescheduled South Meadow game on May 5th brought another win to the baseball team. With strong pitching and batting the "Knights" continue to play tough on the road and came away with a 16 to 1 win. May 11th brought another victory for the baseball team in a game against Nashua Catholic. Another strong dual pitching performance by Justin and Joe and an eight run sixth inning clinched the game along with terrific team effort.

Standings as of May 12th - 5 wins, 1 loss, 1 tie.

Baseball team members this year are: Kevin C., Macyn C., Justin D., Kenny G., Robert G., Jake H., Bryan L., Brian L., John L., Ryan McG., Joe N., Justin P., Kyle P., Eric S., and Zach W. with Nick U. as manager and coaching the team this year is Mr. Rossetti.

Softball-

The **Hollis Brookline Middle School softball team**, with opening day jitters and despite some great plays, lost to Milford on April 11th, 13 to 23. On April 14th however, playing host to South Meadow, and with great pitching and catching and great defensive effort, the girls won 22 to 9. April 18th brought the girls another win against Nashua Catholic. Again, great pitching and catching and all around team effort led to a winning score of 9 to 7. Traveling to Litchfield on April 20th, the girls, despite some great catching and hitting, found themselves with a loss of 3 to 15. Playing host to Milford on May 4th, the girls softball team had a tough game losing 8 to 20. On

May 5th, the girls played a rescheduled game against South Meadow returning home victorious. With great pitching for Katie in 5 innings, great catching, and awesome attitudes, the girls won 13 to 5. On May 11th, great fielding by Charlotte and Alina and some hitting by all led the softball team to another great win of 17 to 5 against Nashua Catholic.



Standings as of May 12th are 4 wins and 3 losses.

Softball team members this year are: Maura A., Garlande B., Julia B., Alina B., Charlotte C., Katie D., Rachael F., Meghan G., Melissa L., Dani P., Kaitlyn S., Kelsey S., Tiffany W., with Bernadette A. as manager. Returning to coach the girls again this year is Mr. Dulac.



Track and Field-

The **Hollis Brookline Middle School Track and Field teams** have entered into a great season with 130 students participating. In their first meet of the season on April 13th with Elm Street, Goffstown and Hooksett, the girls came away with a first place win with 171 points. The boys with 71 points took second place. On April 20th the track team traveled to Fairgrounds for a meet against Elm Street, Fairgrounds and Moore where the boys and girls did a tremendous job both taking first place once again. In their third meet of the season, played in the pouring rain against Nashua Catholic and Vaughan on May 9th the teams, once again, placed first. Great team effort so far this year!

Coaching the track and field teams again this year are Mr. Lyle and Mrs. Smith and Mr. Gray.

Attention Cheerleaders!!!!

An informational meeting for anyone interested in the 2006 HBHS Fall Spirit Team will be held in Room 332 at Hollis-Brookline High School, Tuesday, June 13th at 6:30 p.m. Information regarding camp, tryouts, fall practice schedule, anticipated costs and team commitment will be discussed. If you are unable to attend, please call Coach Candy Ripley at 465-5695.



GO CAVALIERS!!!

Inside Story Headline

