



Hollis Brookline Middle School

KNIGHTLY NEWS

October 26, 2005

From the Administration

Last year at this time, I described our transition into the school year as smooth. As we have entered the 05-06 school year smooth is not the first word that comes to mind, rather **highly charged, enthusiastic and kinetic**. Our new space is ever evolving! Most expressive have been the 8th grade students' comments, "This is awesome," "Sweet," "I love the skylights," It (the building) is so big," "I really could fit in my new locker," and "the old new gym is the best!" The remaining renovated areas include the library/media center, foreign language and reading rooms and the student learning centers for each Team. We expect the rooms to be ready for occupancy within the next two weeks.

Regular and consistent communication remains a goal. Please make certain to visit our school website. We have recently added a feature that includes notice of after-school activities being cancelled. So, on days where the weather presents as problematic, please check the website after 1:30 for the latest update of information. In addition, **homework continues to be posted by 4:00** each day either on the homework link or on a teacher's individual page.

An informational night was held for parents of grade 8 students regarding the **Washington, DC** trip. If you were unable to attend, the packet of materials has been sent to your home. Please review and call with any questions. The first payment, to secure a spot, is due October 28th.

We had a very smooth kick-off to our **Fall school fundraiser. Parent Volunteers** have been diligent with the magazine drive collections, awarding tickets, supervising the prize table and problem-solving lots of questions! Many thanks to Mrs. McGee and Mrs. Davis for coordinating the effort a second year, as well as the many, many parents who supported the effort with their time. Profits are consistently used for the students. As an example, the PTSA has purchased helmets, harnesses and other safety items to be used with our new climbing wall in the multi purpose room.

Progress reports were issued October 4th. Please note the article later in this newsletter describing **progress reports for our life skills teachers**.

Our annual **Veteran's Day Assembly** will be held November 10th at 1:30 pm. Over the years we have created a database of our participating veterans. If you are new to the area or new to our program, please contact Mrs. Desmarais to add your name.

The **Plan for Social Excellence** Committee received fabulous news from the grant organization. The second application submitted by the middle school was favorably approved for \$95,000 to allow us the purchase of two mobile labs! Plans are underway for the purchase of laptops, carts, projectors and training for staff.

We have completed our **NECAP** (New England Common Assessment Program) testing for the year. Grade 7 students were tested in math and reading; Grade 8 in math, reading and writing. Many thanks for your support from home. The majority of students were present, on time and engaged seriously with the assessments. Terra Novas for Grade 8 will not be administered this year.

In each Knightly News we will include a **Calendar of Events** that will take you through the next 6-7 weeks. Please reference and include these on your family calendars. Your input is valued. Please do not hesitate to call with questions or concerns.

Sincerely,
Patricia Lewis Goyette, Principal

PTSA President's Report

WOW!!! Have you seen the renovations? I am so impressed and pleased for all the staff and students. What a beautiful new space they have to work in!! If you haven't had a chance to visit the Middle School, please do. I am sure you will be impressed as well.

Our 2005-2006 PTSA year is off to an awesome start!! Our membership numbers have already exceeded those of last years and we are very excited. If you haven't joined our ranks, it is not too late. Please contact me and we will get you registered. Remember, this is a Parent, Student, Teacher association and we want to hear from you!! We are a team and working together can accomplish much! The first PTSA meeting was held on September 23rd and we had a record attendance of 30 members!! Thanks to all who attended and we hope to see you all again at our next meeting.

Debi Davis and Erin Magee are in the midst of our major fundraiser, the magazine drive. We should have preliminary numbers to report at our October meeting. Huge thanks to these ladies who chaired this fundraiser last year and are doing a wonderful job again this year!! If you are interested in chairing this event next year, please contact Debi, Erin, or me and we can explain the details.

PTSA volunteers have also been hard at work with our fall sports teams helping to run events and support our coaches. Thanks so much to all of you for your time and efforts!

Shelley Bower will be coordinating our library volunteers again this year. She is looking for help to get the library set-up in the next couple of weeks. If you are not already on her email list as a helper and would like to help, please contact Shelley (Shelley.Bower@charter.net) I know she can use all the help she can get.

Finally, congratulations to our HBMS Student Council election winners!! One of our major goals for this year is to get more involved with the Student Council and have them more involved with us! We look forward to an exciting year with many accomplishments.

The next PTSA meeting will be held on Friday, October 21st at 8:30 a.m. in the Middle School conference room. Please join us and bring a friend!!! If you have an item for the agenda, please contact me and we will get you on.

Happy Fall!!!

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



Have a Spooktacular Halloween!!!

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School and Community News

Presentation on Saving for College

Your middle school children will be going to college in just 4-5 years. Do you have enough saved for their education? Do you know the best way to save for college? If you would like the answers to these and other questions, then plan to join us on November 3, at 6:30PM in the HBMS band room. The NH Higher Education Assistance Foundation will present a very informative talk to help you and your children prepare for college. For more information call Ruth Kabel at 465-7487.



Hollis Woman's Club News

The Hollis Woman's Club is offering a great opportunity to get some special deals, secret prizes, and a 'private' shopping experience while supporting the Hollis Community and Schools! The club is selling \$10 tickets to the Pheasant Lane Mall's annual 'Evening of Giving'. The mall is opened ONLY to those holding these tickets on Sunday, November 20th, from 6:30-10pm. Most of the stores are also having special sales that evening to entice buyers. A portion of the \$10 ticket will go into the HWC community charity fund which directly supports town and school activities, while the remaining amount is donated to Children's Charities. All in all, a great chance to support many organizations, while getting a start on holiday shopping! Grab a friend, neighbor, or relative and make an evening of it! To buy your tickets, please print out the form found on www.holliswomansclub.org, or call Monique Delage at 465-9170.

Destination Imagination

It's DI time! Destination Imagination (DI) gives you a unique opportunity to explore the unlimited potential of your imagination. It encourages students to work creatively as a team to solve challenges, while promoting creativity, critical thinking, self-confidence and teamwork.

Teams choose one of five problems, and present their solution in the form of an eight-minute skit. Teams must design and make their own sets and costumes, write the dialog and build technical elements. Teams need members with a variety of skills and interests, as everything must be done by team members without interference by adults.

For more information, see the attached Top Ten DI Questions sheet, go to www.nh-di.org or call Ruth Kabel at 465-7487. Then fill out the registration form (also attached to this newsletter) and return it to the school by Friday, November 4th.

Consider joining a team this year, it's a lot of fun!!

New! Boxtops For Education Booster Club

Now you can earn money for TOPS when you shop online. Register with Boxtops4education.com and our school will earn up to 10% of your online purchases. Participating merchants include: Dell Computer, Lands End, Nordstrom, Eddie Bauer, Barnes & Noble, Office Depot, Expedia.com, Gap.com and many many more. Remember to check out the Booster Club marketplace at www.boxtops4education.com when you do your holiday shopping online this year!

Hannaford Helps Schools

Just a reminder that the Middle School is collecting Hannaford School Dollar Certificates and Boxtops for Education again this year. Please send your Boxtops or "red bordered" School Dollar Certificates in to school with your child. A jar for collection is in the school office.

Hannaford supports local schools with a fund raising program called Hannaford Helps Schools. Customers receive school dollar certificates based on their purchases at the register with purchases of participating products. In addition to the funds raised by the individual schools, each Hannaford Supermarket will award a \$1,000.00 education grant to the registered school that raises the most dollars. This year's program runs from September 4th to December 3rd, 2005 and all School Dollars must be turned into their local store by December 19th, 2005. You can pick up a list of products at the information counter in the store or print one by going to http://www.hannaford.com/Contents/Our_Company/Community/product_list.pdf

You can also help by clipping the Boxtops logos from participating products that you buy (General Mills Cereals, Betty Crocker cake mixes, Go-Gurt to name a few). Clip Boxtops coupons from hundreds of products found at your local grocery store. Each coupon is worth 10 cents when we redeem them from General Mills. Go to www.boxtops4education.com to see a complete list of participating products.

School and Community News

Life Skills' Progress Reports

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

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

Oct 3 & 4

Nov. 28 & 29

Jan. 30 & 31

Mar. 27 & 28

May 30 & 31

SKI TIME

The ski season will soon be upon us. **HBMS students attend Wachusett Ski Area** on Monday afternoon/evening for six consecutive weeks beginning January 9, 2006. Coordination is done at the office with applications, collections, busses, etc. however, in order to run the ski program smoothly as in previous years, we are looking for parent volunteers who are willing to chaperone each week. Chaperones are needed especially to ride with students on the bus. It is **not necessary for parents to be skiers** as we also need supervision for students in the cafeteria and just simply walking around the lounge. Please consider whether or not you would enjoy spending some extra time with our students, be it skiing or just watching them have fun.

Applications for Hollis Brookline Middle School ski program will be available in the office beginning November 14th with a return deadline for **ALL** applications on November 21st. However, students should return their applications as soon as possible as **eligibility is on a first come first serve basis**.

Remember, in order to run a **successful ski program** for our seventh and eighth graders, **parent volunteers are a necessity**. If your child enjoys skiing, please consider helping us out! If you can help or for more information, please feel free to contact Linda Desmarais at the Middle School at 465-2223.

DUE TO A CONFLICT IN SCHEDULES, ANY STUDENT PARTICIPATING IN INTERSCHOLASTIC BASKETBALL OR WRESTLING IS NOT ELIGIBLE FOR THE SKI PROGRAM.



CALENDAR OF EVENTS

October 28

School Dance

—7:00p-9:00p Grade 7

—7:00p-9:15p Grade 8

November 1

No school for students
(Teacher Development)

November 3

Drama Dress Rehearsal

—2:30p-8:00p

November 4

Drama Showcase

—7:00p Doors Open 6:30p

November 4

Grades Close

November 10

Veteran's Day Assembly

November 14

Report Cards Distributed

November 11

No school—Veteran's Day

November 16

Cooperative School Board

—6:00pm

November 22

Recognition Assembly

—7:30am SHARP

VISION AND HEARING SCREENINGS



Vision and hearing screenings have just been completed for 7th grade students. Notices have been sent home if your child requires a follow-up evaluation by their physician. 8th grade students will begin screenings October 17th. If you have any questions please call Dee Dee Adams at 465-2223

Seventh Grade News

Team McClintock

Ms. Ellerin, Mrs. Gruposso, Mrs. Rossetti

For the first half of the first term certain motifs can be found across the core classes: number lines, use of grids / graphs, Cornell notes, graphic organizers and supporting an opinion. The team will continue its integration as students move into writing essays and researching specific topics.

Math has had an exciting beginning. We have begun our year by assessing student math skills in various content areas; throughout the year we will keep revisiting our basic skills while learning new ones and applying them to real life. The integration of key concepts such as number lines (timelines), graphs, communicating mathematical thought through writing, and Cornell notes will continue across the team's core classes. We are starting work on order of operations beginning with polishing our integer, decimal and fraction skills and ending with the finessing of complicated order of operations equations. Within the next two weeks students will be given a project, "The Mathematics of...." as an overview of where mathematics is in our daily life.

Students in English / history classes developed good questions based on their timelines in order to interview each other and write a biography. They also wrote personal experience stories which will continue to be revised as students practice "show, don't tell" and become aware of story structure. Final drafts will be due the last week in October. We are looking forward to a return to Beaver Brook to gather new sensory details. This time the water should be running and there should be more color. We will write "found poems" using the input.

Awareness of story structure was also the focus of the first series of self-selected reading. Students created book jackets which examined plot structure and character traits using the rules of writing good paragraphs. Books read for October are fiction novels, excluding fantasy. After closely examining the characteristics of Greek and Roman myths and legends in class, these books will be used to take a look at the influence of Greek and Roman myths and legends on today's fiction. Student observations will be presented as an oral essay.

Students are just completing their first teacher guided essays. Using a lesson on the influence of geography on settlement, students wrote an outline and essay based on a traditional model. This guided practice led into the contest essay season. From the VFW, Fleet Reserve and DAR we have received this year's history based essay topics. Students picked one topic to take to final draft.

In history, students have completed a quick review of Rome up to the empire and are beginning to look at its fall as well as the rise of Christianity. They will then study the rise of Islam and will focus on the issues of the Middle East today and how they are connected to history. This study will continue into the Middle Ages

and the Crusades.

Team McClintock scientists designed, conducted and reported on their first self-generated experiment. Some questions investigated included the following: "Do different types of salt cause melting rates of ice to change?" "Does ice melt faster in plain water or chlorinated water?" "Is there a correlation between the age of a person and the melting rate of ice?" Once students chose the question to investigate, they designed their procedures and determined the constant, independent and dependent variables needed to keep the experiment fair. After gathering their data, they had to use their understanding of coordinate planes and chose the best-fit graph for their data.

As we finish our unit on light, students are once again challenged to design, conduct and report on a self-generated experiment. The experiment design will be based around the concept that light is a form of energy. The unit on light will segue into our discussion on the anatomy of the human eye. We will see how the different characteristics of light merge with the structure of the eye to allow us to see.

We have also finished our practice debate on the topic of whether SUVs should be made illegal. Students determined the needed characteristics of a winning debate team, the rudiments of public speaking, as well as the protocol to a formal debate. We will take some time to discuss the importance of analyzing newspaper and internet articles for bias before we move onto our formal in-class debate on cloning and animal research.

Clearly McClintock students are busy. They are off to a great start.

Team Caesar History—Mr. Capraro

We are just finishing our study of the end of the Roman Empire. We have been paying particular attention to the "new" religion in Rome: Christianity—where it came from, what it believes and most importantly, its affect on the Roman Empire in the first few centuries AD. From there we moved to the fall of Rome and the split of the Roman Empire into the Byzantine Empire of the East and the Middle Ages of the European West. One of our favorite parts of this chapter will be a brief look at Celtic illuminations. These were elaborately designed letters used to decorate the pages of a hand-copied Bible. After looking at some illuminations, I will ask the students to try their hand at making one. They will soon find out that making an illumination is not as easy as it looks! The illuminations made by the students will be organized into words and hung up as a banner in the classroom. Stop by sometime and check it out! We will finish up our unit on the fall of Rome and Christianity by reviewing all of the vocabulary and important people in the chapter as preparation for the chapter test.

Seventh Grade News

Team Caesar English—Ms. Rasmussen

The 7th grade English students have just finished reading *The Outsiders*. We will wrap-up the unit with some fun activities. The team will watch the 1983 movie on Monday the 17th, and all three blocks will play a jeopardy game in which all of the questions will be based on the themes, plot, and characters in the book. On Wednesday the 19th, the students will have an opportunity to play the board games based on the book that were created by their classmates. We will also have our hula hoop contest and crown the Team One hula hoop champion. For Halloween week, we will be reading "The Tell Tale Heart" by Edgar Allan Poe.

Team Caesar Math—Mrs. Fordin

Math is off to an exciting start this year. Students have finished their first unit in math. We have looked at powers, roots and exponents. Students are able to independently use exponents to write powers, recognize and calculate the first 12 perfect squares and their corresponding roots, estimate non-perfect squares and use the appropriate vocabulary to describe powers, exponents and square roots. We have even learned how we can change the world by applying the theory of exponential growth, and by "Paying It Forward."

Up and coming is our second unit involving the order of operations and expressions. Students will be reaffirming the importance of order in mathematics and showing that order when they solve a math problem.

Team Emerson History—Mrs. Beale

We began our study of history by asking the question, "What is history?" and from there looked at how historians work, the problems encountered and the questions they need to ask. One concept we worked with was, "Today's headlines are tomorrow's history." In applying this, we investigated Hurricane Katrina and the War in Iraq as we looked for primary and secondary sources, artifacts, important questions and different points of view. We then put our knowledge to work as each of us became historians researching our own family history - creating historical questions leading to interesting stories, searching for primary and secondary sources and artifacts and finally, writing our own histories. Students even brought some of their own family resources and artifacts in to share with the class.

From "What is history," we moved to a review of map and globe skills, learning the names of essential parts of the globe and playing location games using grid coordinates. Now, well-armed with these historian's tools, we begin our study of history with the "Rise of Christendom" and the "Fall of the Roman Empire."

Team Emerson English—Mrs. Jahns J&J Chronicles by Jackie & Julia

This semester in English we are doing free choice reading, also known as "SSR". In order to keep track of the number of pages students have read, we have reading logs. Besides recording how long and how much we've read, we figured our reading rates too, and wrote responses to what we had read.

Team Emerson students have also completed a project called "Book Talk". After reading a book of their choice, students wrote paragraphs summarizing characters, setting, action and ending, as well as creating a visual. The visuals in our class are highly colorful and interesting!

In English we interviewed someone we didn't know much about in the beginning of the school year. We created detailed questions to ask our partners and interviewed them. We actually communicated with our classmates more than we might have done before this project and we learned lots of new things about each other. Then we did an oral presentation of the interview and our classmates graded us on eye contact, clarity, voice, expression, and how well we interviewed our partners. Our next presentations will be our book talks.

Team Emerson Math—Mrs. Hall

Math is off to an exciting start this year. Students have finished their first unit in math. We have looked at powers, roots and exponents. Students are able to independently use exponents to write powers, recognize and calculate the first 12 perfect squares and their corresponding roots, estimate non-perfect squares and use the appropriate vocabulary to describe powers, exponents and square roots. We have even learned how we can change the world by applying the theory of exponential growth.

Up and coming is our second unit involving the order of operations and expressions. Students will be reaffirming the importance of order in mathematics and showing that order when they solve a math problem.

Team Caesar Life Sciences—Mrs. Cleveland

We started the year by studying ourselves. Students determined which of Howard Gardner's Eight Intelligences were their strongest. They also discovered whether one hemisphere of the brain had a stronger influence on their thinking, or whether both sides were co-dominant. We continued to study the lobes of the cerebrum and the parts of the brain. The brain models the students made were great! The imagination and creativity shown really reflected our young scientists' right brain influences. We have made neuron models and then modified them to represent the different types of nerve cells. Students' reaction times were determined and many were amazed to learn that their reaction times were as quick as 15 one-hundredths of a second. The first dissection, a sheep's brain, will be done shortly. There will be an alternate activity available for students who are uncomfortable with that lab.

Seventh Grade News

Team Emerson Science—Mrs. Evans

Seventh Graders are Using Their Brains

Our seventh grade scientists are exploring the central nervous system, focusing primarily on the brain. Our school year began with students discussing at length Howard Gardner's, "Theory of Multiple Intelligence". Each student determined his/her area of greatest intelligence, thus allowing each one to note the strengths he/she brings to our science class, team, and school. Come see our "intelligence" board in room 101.

To further enhance our study of the brain, each student, through a series of questions and discussions, determined his/her own dominant hemisphere in the brain. The results are as follows:

- 18 %-right brain
- 35 %-whole brain favoring the right
- 25 %-whole brain
- 18 %-whole brain favoring the left
- 4 %-left brain

Regardless of the results, we are just so happy they are "using their brains"!

To help better understand the function and structure of the brain and spinal cord, our scientists had an opportunity to dissect a cow spinal cord and a sheep brain. As the students worked in pairs, they tapped into their interpersonal, kinesthetic, spatial and mathematical intelligences while feeling, exploring, measuring and cutting. The most challenging part of the spinal cord dissection was to cut seven equal pieces. The most challenging part of the brain dissection was to cut eleven pieces and put it back together to make the brain look as if there were no cuts made at all. Congratulations to our students for demonstrating maturity, responsibility and cooperation during their first two dissections. I am very proud of our scientists!!!!

As a "getting to know you" activity, our students "introduced" themselves through poetry. Memories of their past as well as hopes for their future were shared in the, "I Come From...." poems. I hope you enjoyed reading your child's poem. I certainly did!

HEY 7th Graders!!!



Looks like you've been working hard and have gotten used to life at the Middle School!!! Keep up the good work, keep smiling, and have a GREAT year!!

Eighth Grade News

Team 3 Earth Science—Mrs. Smith

Welcome to Team 3 Earth Science! We are off to a wonderful start to the year. Safety in the classroom has been the topic since the first day of school. Lab safety tests are completed and all students are ready to participate in the laboratory.

Junior scientists are fully engaged in the Sun-Earth connection. The discussions are full of inquiry, curiosity, and simple theories. Our first lab is going to involve building and testing a magnetometer. Students have been very interested in how the Magnetosphere works. This will be a simple experiment to show how sensitive our atmosphere is to the solar happenings. I also have encouraged all students to look outside at night to perhaps see an aurora. They have seen the aurora through a video, but there's nothing like seeing it in person.

Students who go beyond the classroom are rewarded with extra credit points. Students who report to me about any earth science "happenings" or events will be given five extra credit points on a test or quiz. A maximum of (three) articles, news events, etc. will be accepted for each quarter. Extra credit will be accepted up to October 28, 2004.

Stay tuned for updates on the magnetometer results and other natural phenomena!

Team 3 U.S. History—Mr. Twichell

Team 3 History classes began the school year with a brief review of geography concepts and terms. This was followed by a settlement project where teams of students planned and created a hypothetical 17th century settlement here in the New World. Maps, diagrams, sketches, timelines and fictional diary entries were some of the requirements of the project. The study of actual early settlements in our history, by regions, was then completed.

Next, we studied the similar and different characteristics of the New England, Middle and Southern Colonies. Colonial governments, economies and emerging culture were also examined. Then we focused our attention to New Hampshire history during this time period. Using a special textbook on NH History, the students prepared a brief presentation on Colonial and Pre-Revolutionary events in NH History. These included The Great Awakening, Pine Tree protests, slavery, and an attack on Fort William and Mary. Our field trip to the Isle of Shoals will help to complete this study.

We will then begin our study of the events that led to the Revolutionary War while working on our skills in the areas of sequencing, cause and effect and making timelines. Our geographic area, including the Town Common in Hollis, is vital in this period of our country's history. New Hampshire's contributions to the Revolutionary War will be emphasized.

Team 3 English—Mrs. Cicciu

The Fall is slipping by! Can report cards be coming out in just a few weeks? Despite the late start, the long weekend, and the interruption for NECAP testing, the

students on Team 3 HAVE managed to accomplish varied tasks that demonstrate their creativity and/or will prove useful later.

Students have practiced five methods of note-taking: outlining, webbing, bulleting, designing a timeline, and using a categories chart. Students will be called upon to use these techniques as the year progresses. They also learned the advantage of devising mnemonic devices to memorize vocabulary and concepts; these have been useful as they learn the "word of the week" and the literary terms associated with poetry.

For content, students have reviewed the features of poetry, including the difference between free verse and traditional poetry. They have learned to scan lines for the pattern of meter. They have written some wonderful examples of free verse on rather serious topics and the traditional limerick form to bring out their humorous side. Students have sent friendly letters to a group of 12-15 year olds in Lesotho, a tiny country within South Africa and will correspond with students their age in Tokyo, Japan next month. Both of these groups are just learning English and welcome the opportunity to participate in this pen pal exchange. Our students here will have the opportunity to learn about diverse cultures and life styles and broaden their understanding of the world. Currently, students are involved in writing entries to the annual contests sponsored by civic, historical, and literary groups. For these, they have reviewed the importance of and kinds of leads; the need for the body of the paper to have detail, unity and clarity; and the purposes of the concluding paragraph. They will begin story writing next, working in groups on a story format called *Kamishibai*.

Students seem to have accepted the challenge of selecting a reading goal each month and have commented that, "it's not so bad!" The game projects from September were wonderfully clever and creative. For October's biography/autobiography genre, students have a choice of one project out of three to do for their favorite book of all those read. During November, they'll be delving into the mystery genre. This will help to lay the groundwork for writing radio plays during the second quarter.

Team 3 Math—Mrs. Mezzocchi

What a great start to the year in mathematics! All classes are off to a great start. The Power-Packed Algebra class is learning about factoring polynomials in non-traditional ways. They are doing a phenomenal job in factoring and solving quadratic equations both algebraically and geometrically. Next in the curriculum is the infamous (or dreaded?) Quadratic Formula. This is the Dream Math class. There is so much enthusiasm that each class goes by so quickly it seems as though we don't have enough time for all we want to do. The understanding that goes along with learning the skills is so important and these students are going to benefit from this specially-designed class.

Eighth Grade News

The Gateways class is moving along at a very accelerated pace. The understanding of the importance of patterns is the key to succeeding in mathematics. These students can tell you when there exists a pattern plus tell you the “**N**”th term of the pattern. When these students are in algebra these concepts will be second nature to them. The unit on probability was very interesting especially when we used “M&M’s” to determine probability. Ask them about the best letters to choose in the game, “The Wheel of Fortune”.

The Pre-Algebra classes are also moving along very well. They are ‘showing their work’ which is so important to their success in higher mathematics. Usually it takes at least the first quarter to get everyone to buy into ‘showing their work’, but already (only half-way through the quarter) they are all on board with this concept for success. Understanding that the idea of “doing it in my head” doesn’t hold weight in higher mathematics has become a reality to most of the students.

All in all, I am very pleased with the effort and enthusiasm of this year’s eighth grade students. Keep on MATHIN’!!

Team Prescott History—Mr. Lyle

All students jumped for joy at the prospect of taking copious notes on our Native American friends! Although definitive and interesting, most of the troops were ready to move on as soon as we finished the SE Woodlands Indians. We got some real mileage out of the data that was provided on the overhead projector, however. Most enjoyed it.

Lately we’ve been studying the Lost Colony at Roanoke Island and other English expeditions to the New World, like Jamestown and Plymouth. Shortly we’ll be having some fun with our Puritan forefathers and things like stocks, pillories, whipping posts and ducking stools. We may bring down Mr. Capraro to Room 10 and see if these things really worked!

There’s a major test on the horizon (10/21) on this great material so I’m hoping the troops are soaking it all up in class.

Team Prescott is mounting up and heading to Salem on Wednesday the 19th. This is all about the Puritans and their harsh code. The witchcraft hysteria of 1692 is all about them, so we study their interest in public humiliation. There is a project associated with the field trip, so gear up folks!

After all the madness settles down, we’ll continue with our study of the New England colonies at large. Then we’ll move to study the Middle colonies. Finally, we’ll end our Colonial unit with a study of the Southern colonies. We study geography, politics, people and customs on our ride through this period.

Team Prescott Earth Science—Mr. Bond

Mother Nature has been on the rampage this fall.

Team Prescott Earth Science students have watched nature’s fury unfold as they witnessed the most active hurricane season since 1933, a colossal quake in Pakistan and the most devastating flooding New Hampshire has seen since the 1939 hurricane. We’re all in agreement ... the planet needs to take a break!

And, as nature has been the lead story each day in class, we have been exploring the “shaky” business of plate tectonics. Several recent activities in the lab have modeled how the earth’s internal heat provides the forces necessary to crack and shift the relatively thin crust of the earth. And, one activity in particular helped to answer why the seafloor is lower than the continents. In upcoming activities, students will explore the consequences of living on a dynamic planet – the constant activity of earthquakes and volcanoes.

Team Prescott English—Mrs. Coutu

Classes have had a busy start to the school year. For their first assignment, students created line graphs of events that impacted their lives, which were displayed in the classroom. The students as well as visitors, enjoyed looking at these and learning about students’ past experiences. The graphs were further used to provide writing ideas for their first creative writing piece: writing a short story using the voice of someone other than himself or herself. Students are currently in the revision process with this piece and are learning various revision techniques to improve diction and details in their writing.

Moving from creative to more formal writing, the five-paragraph essay process has been reviewed and the students will spend the remainder of October drafting, revising, conferencing, and editing essays for the various essay contests. Students are strongly encouraged to enter their writing into a contest. It is, however, optional.

Students have mastered critically reading text to make connections between text-to-text, text-to-world, and text-to-self. Students have and are currently writing journal entries based on the novels they chose for their SSR Projects. In November, we will begin our first genre study: historical fiction. Students have been introduced to historical fiction through their essay writing work based on the story Encounter by Jane Yolen.

Feel free to check out Team Prescott’s English homepage at any point to learn about current assignments.

Eighth Grade News

PRESCOTT MATH with Mr. Jahns

The year is off to a splendid start! My 8th grade math students are enthusiastic and well prepared by their 7th grade teachers; both Pre-Algebra and Algebra I classes alike!

The Pre-Algebra curriculum is designed to prepare students for success in Algebra, Geometry and beyond by laying a good foundation of underlying mathematical principles and working to develop mathematically abstract thinking. Most of these students will go on to study formal Algebra next year in ninth grade and some may require an additional year of preparation.

The Algebra I students are studying formal Algebra, equivalent to the class usually taught at the ninth grade level. Most of these students will study Geometry as ninth graders. This class assumes/requires the students are developmentally ready to deal with the abstractions of algebraic thinking and notation. In Algebra I we begin to develop the algorithms associated with algebraic manipulation and learn to recognize and name the body of algebraic properties that support these algorithms, beginning with linear equations and moving to quadratic equations as the year progresses.

Both classes blend the computational and problem-solving sides of math, making what we do relevant to the world around us. Homework is given most nights and will average about ½ hour of work. And yes, I do give homework over normal weekends. Thursday is my extra help day. I attempt to keep my Thursday calendar free and am here after school to help all comers (2:15 to 3:00 or so.) Students should arrive with questions in hand from their own work. I will try to let the students know at least 24 hours in advance if I have an unavoidable scheduling conflict.

In summation, I hope we are un-divided in our resolution and find no difference of opinion that the product of hard work is exponential success!! I am looking forward to a mathematically outstanding year!

Team One Math—Mrs. Fordin

Students have hit the ground running in math this year! We have been developing rules for sequences and patterns, looking for both linear and non-linear relationships. Students have been amazed to see the relationships between numbers and events. We have also been looking for patterns in everyday life. There are many patterns in nature and in our everyday lives without which we could not survive. We have even learned how we can change the world by applying the theory of exponential growth, and by "Paying It Forward."

In the next month, we will do a quick review of order of operations, incorporating square roots, brackets, and other grouping symbols. Moving on to the distributive property, students will begin working with both verbal and algebraic expressions, as well as algebraic equations. We

will utilize various strategies while solving for the unknown in equations. Should be a busy time before Thanksgiving!

Team One History—Mr. Capraro

In 8th grade History, we have finished our study of the exploration and settlement of the New World. We spent some time on the religious and economic reasons people came to the New World and how that settlement affect the Natives already here. We paid particular attention to the 13 English colonies. Did you see the "Lift the Flap" chart we made to organize our information? We are going briefly to look at some of the cultural and economic forces working in the colonies in the late 1600's. From there, we are going to begin a unit on the causes, struggle and eventual end of the conflict we call the French and Indian War. The war itself may be a minor event in American history—but its long-term effects are going to be explosive in the American colonies!

Team One English—Ms. Rasmussen

The 8th grade Team One students have been busy writing their "This I Believe" essays. The final revisions are due this week, and I hope that many students will submit their essays to the National Public Radio program. We are now reading "The Raven" by Edgar Allan Poe and recently watched a biography about Poe's tragic life. Next we will be reading the book *Monster* by Walter Dean Myers. The book is about sixteen year-old Steve Harmon who has been charged with murder. The students will read the book and gather evidence as to his guilt or innocence, prepare a case, and then debate the issue.

Team One Earth Science—Mrs. Cleveland

After reviewing lab equipment and lab techniques, we began our study of meteorology. Our daily observations of the clouds gave us insights of what was happening in the atmosphere. We followed the hurricanes as they developed and progressed toward land, the devastation they could bring, and how they dissipated. We learned about air masses, air fronts, and conditions which lead to various weather conditions. Our study also included the storm which led to the flooding in the western part of the state recently. Students built their own anemometers or wind vanes to test them and to compare their results with the Weather Bug Weather Station instruments on the school. I think we have some future meteorologists among us.

After our concluding labs and tests, we will be beginning our Geology unit.

Integrated Specials

El Español—Senora Banks & Senora Lash

Welcome to our 7th grade students and welcome back to our 8th grade students. Our 7th grade students are transitioning well into a language class that meets every day. We are taking many opportunities to talk about how to prepare for class and discussing strategies for required nightly independent studying. Our unit theme focuses on friends and school. We are beginning to take a look at different parts of speech and how they relate to each other in Spanish. It is fun to see how similar and different our two languages are! Ask your children to show you some of our strategies for learning verb conjugations!

In 8th grade, we too are reinforcing strategies that enhance the quality of our work. We have just completed our ski/skate theme. We are learning how to talk about these and other winter sports. We soon will be starting our unit on health. I wonder which of the Spanish classes will have the healthiest habits?

Hasta la proxima vez!.

Team 3 Family and Consumer Science

By: Kendall, Ashlee & Caroline

This year Team 3 got to start off in a renovated classroom. Since the kitchen wasn't finished, we could not start off with cooking, so we made felt pieces. Instead of making our own designs, we had to make a geometric pattern. With three different patterns to choose from, we had to start quickly because of testing. We were doing this first because we had to learn how to get a paper pattern onto a piece of felt. This took a lot of time to figure out especially when the sewing part came around. But it was very relaxing during the NECAP testing.

Also this year, we made stuffed animals. Out of 300 different animals to choose from, from the Haan Crafts catalog, we all chose two or three projects. Not every project in the catalog was a stuffed animal. Some were pillows, stuffed sport items, and handbags. There was even clothing in back of the catalog. The animals that were commonly used were Dooley the donkey, Giggles the bunny, Bernie the bear, Shaggy the dog, Squeaky the mouse and Andy the panda bear.

Note to Team 4: Be ready to choose your stuffed animals and bring your sewing supplies to the first class. You start right away!

Team Caesar Health & Wellness—Ms. White

On our first day we introduced ourselves to the concept of wellness. Students have been encouraged to think of wellness as something that is more than the absence of illness. In our class we learn that health is biological, psychological and social in nature.

In the course of introductions to one another we learned that we were all in a similar boat – pretty stressed! Through discussion in small groups, class discussion and discussion with our parents, we learned that many of us were stressed about the same things; school,

parents, siblings, homework, sports, and friends to name a few. Next, we moved on to the important part – how do we get rid of stress? We brainstormed as a class and now have a solid list for our reference. Our stress unit was complete when we all made our own “stress book”. In its first section we identified things specific to ourselves that stressed us. We collaged and captioned why these were stressors for us. In the second half we identified things that we could specifically do to help us relax. These stress books were extremely creative and wonderfully put together. Be sure to look for them as they come home!

Our second unit was media and advertising. Through dissection of advertisements we have become more informed about companies' strategies to sell us things. We have become more educated consumers and recognize many more places we receive media than we once thought. Student interviews with their parents about what fads they followed when they were in middle school were hilarious. What are hot pants anyway? Did people really spend money on pet rocks?

Team 1 is currently working with Mr. Melillo, the seventh grade guidance counselor on self-esteem, bullying and harassment, and mental health issues. The goal of the self-esteem section of the class is increase the student's awareness of their internal dialogue, and how this internal dialogue effects how a person feels and behaves.

The bullying and harassment section of the class will focus on defining bullying, and discussing the negative impact bullying can have not only on the individual but the entire school community.

Finally, the goal of the mental health section of the class is to increase the student's awareness and understanding about mental illness, thus reducing the stigma often associated with mental illness.

Team 1 Health & Wellness—Ms. White

Much of our time was spent working on our CPR skills. Students had the opportunity to become certified in Adult CPR, First Aid and Child and Infant CPR. Students worked very hard to master the skills necessary to become certified. Many thanks go to all the volunteers who helped test students.

Students are currently working with Ms. Christy on developing values that will be useful in the career development process. Students will then use the Harrington-O'Shea Career Decision Making System to inventory their own individual abilities and interests. This self assessment will then lead them to career clusters that match their input. If time permits, we will also discuss the topic of sexual harassment in conjunction with the Flirting or Hurting curriculum by Nan Stein and Lisa Sjostrom.

Health class will start its next rotation with Team 3. As a reminder, all students need to bring in \$8.00 if they have not already done so for CPR training. Any parent who would like to become involved in CPR training can contact me at whitee@sau41.k12.nh.us

Integrated Specials—Cont'd

Fall Art News—Mrs. Papadeas

In September, students were pleased when they saw the wonderful art room with lots of new additions. Long counters, four faucets, new display boards, new stools, and a new kiln added to the excitement of starting the school year. Being in the main building truly added to the feeling of being connected to the school. However, those of us who experienced working and learning in the Farley building will remember the historic architecture with the tin ceilings.

Team 4 students are currently completing the first Life Skills rotation. It will end October 21, 2005. Art students are experiencing working with acrylic paint on canvas board. For many, painting on canvas is a first-time experience. We have just recently practiced Van Gogh's line techniques in paint. Some of the line techniques are curved lines, dots, dashes, swirls, and cross-hatching, which helps with their paintings. Students have been instructed to plan their acrylic painting so that it has an impressionistic feeling. This style of painting started in the 1830's. Since we only have a few classes left and we are waiting for the installation of the new kiln, students will be working in self-hardening red clay. Many students are anxious to work 3-dimensionally. Even with testing and a few field trips planned, students on Team 4 have really accomplished a lot. I am very proud of all their creative efforts.



READING

Mrs. Dufresne and Mrs. Lucas

Lizzie Bright and the Buckminster Boy by Gary D. Schmidt

Thirteen-year-old Turner Buckminster becomes friends with Lizzie, a smart, life-loving African American girl from a poor community on a nearby island. When the town's racist elders try to force Lizzie's community off their island to make way for a tourist resort, Turner must decide whether or not he should stand up to everyone or remain silent.

Al Capone Does My Shirts by Gennifer Choldenko

When his family moves to Alcatraz prison for his dad's new job in 1935, twelve-year-old Moose struggles to cope with the strange new environment. The warden's wife is a troublemaker. Moose has an autistic sister who needs to attend a special school in San Francisco. Life as the son of a prison guard on the island is never easy.

True Stories of the Second World War by

Paul Dowswell.

Twelve pivotal moments in World War II are chronicled. They include the dropping of the atomic bomb on Hiroshima, the battle at Iwo Jima, and the bravery and suffering of war is revealed.

Loser by Jerry Spinelli

His classmates brand him a "loser" but Donald Zinkoff's optimism and the support of his family help him overcome the mistreatment of his peers. Donald's elementary school years are recounted leading to a touching ending of a snow-storm rescue.

Harry Potter and the Half Blood Prince

J.K. Rowling has promised that each of Harry Potter's years at Hogwarts School of Witchcraft and Wizardry will be darker and more difficult than the one before. She has kept her promise in this sixth installment, which is the darkest and most complex of the books yet. But just in case you have any doubt, Harry is proving well up to the tasks at hand and his magical world seems more vivid and real than ever.

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

Music, Band, Drama & Clubs

General Music

Seventh and eighth grade general music students are working with the acoustic guitars learning tuning, the notes E, F and G on the high E string and chord patterns. Students practice and perform individually and in small groups a variety of guitar songs. Eighth grade students have started a year long project to improve their musical listening skills. Each month they are listening to a new piece. The month of October has been "The Four Seasons-Spring" by Antonio Vivaldi. Students should be able to recognize this piece along with citing several characteristics of the time period the piece was written.

Winter Concert Dates

Tues., Dec. 13th —7:00pm
High School Auditorium-
Seventh Grade Chorus and
Band

Wed., Dec. 14th —7:00pm
High School Auditorium
Eighth Grade Chorus and Band



Chorus

Seventh and eighth grade students are currently working on their winter concert songs. The seventh grade will be singing "Happy Winter", "Let It Snow/Winter Wonderland", "A Gift for Every Child" and "Celebrate Our Holidays". The eighth grade will be singing "Song for a Russian Child", "All the Pretty Little Horses", "Goin' on a Sleigh Ride" and "My Favorite Things". The entire seventh and eighth grade chorus will also be singing the song "Land That We Love" at the November 10th Veteran's Day Assembly in the gym. We are very excited to sing for our school.



Band

Seventh and eighth grade band students are currently working on the development of skills with instruction books in addition to preparing music for the winter concert. We have also started rehearsals for jazz band which meets on Wednesday from 5:00pm to 7:00pm. Students who are interested still have the opportunity to participate. The 8th grade band will also perform November 10th at our Veterans Day Assembly in the gym. We are looking forward to a successful year. See you at the concerts.

Drama Club Fall Showcase

The Hollis Brookline Middle School Drama Club will be presenting their fall showcase on Friday, November 4th at 7pm in the Gym. This year's presentation will be three one act mystery/comedies. Tickets are \$5.00 and will be sold at the door. Doors open at 6:30 pm.

THERE'S A BODY IN THE CLOSET by Stephen Bagley and Gail Blake

Join Janet and Bob Westbrook as this newly married couple move into their new apartment only to find that they have a body in their closet.

DIAMONDS IN THE ROUGH by Susan Stepp

A group of campers find out that there is a thief among them.

MURDER AT BRANTLEY MANOR by Susan Stepp

This comedy will have you laughing as the list of suspects becomes increasingly larger.



ART CLUB

Art Club will again this year be held every Tuesday afternoon from 2:15-3:15 pm in the art room (Room 108). Students may choose to work on whatever they wish with suggestions and art help. Everyone is welcomed to join in for some creative art fun. Please be sure to arrange for a ride home.

SPORTS & PHYS. ED.

BOYS SOCCER

The Hollis Brookline Middle School **Boys Soccer Team** have 5 wins and 3 losses and 1 tie game as of October 18th. Great work by midfielders redirecting balls to fullbacks and sweepers. Offense has done great with passing in tight situations and assists in goals. Team members this year are: Nick, Alex, Eric, Alex, Gaetan, Ben, Andrew, Ian, Dylan, Jacob, Michael, Tyler, Kyle, Trevor, Justin, Jeffrey, Kenneth, Clarke, Kendall, and Ryan. Coaching the boys soccer team once again this year is 8th grade Social Studies teacher Coach Barry Lyle.



GIRLS SOCCER

The Hollis Brookline Middle School **Girls Soccer Team** have had a great undefeated season so far with 11 wins as of October 18th. Great job by sweeps and halfbacks in defense. Offense has been doing an equally great job fighting for the ball and maintaining control. Team members this year are: Ciara, Jill, Rachel, Alyssa, Caroline, Katie, Michelle, Samantha, Alyssa, Morgane, Alyssa, Emily, Allison, Alyss, Alyssa, Devin, McHale, Lauren, Alicia and Amanda. Coaching the girls soccer team again this year is Coach John Gray.



FIELD HOCKEY

The Hollis Brookline Middle School **Field Hockey Team** have played some intense games so far this season with 5 wins and 3 losses as of October 18th. Defense has done a great job of getting the ball out to the wings and the offensive forward line has done well keeping the ball at our end of the field leading to some outstanding games. Team members this year are: Lisa, Caroline, Erin, Kimberly, Lorin, Rachael, Jessica, Meghan, Eileen, Nina, Mikaela, Hailey, Sandra, Becky, Alyssa, Emily, Kara, Alicia, Melissa, Katina, Lindsay, Alexa, Caroline. Team managers for the team are: Tess and Bridget. Coaching the field hockey team once again this year is 8th grade Science teacher Patricia Smith.



VOLLEYBALL

The Hollis Brookline Middle School **Girls Volleyball Team** have had a great season so far with 10 wins and 1 loss. Having played Milford, Boynton, Windham, Mountain View, Fairgrounds, Nashua Catholic, Elm Street, Pennichuck and Timberlane, the girls have returned home victorious on all occasions but one. Team member this year are: Kayla, Ashlee, Emily, Nicole, Sara, Lizzie, Kelsey, Audrey, Hanna, Cassandra, Haley, Julia, Erica and Grace. Coaching the girls again this year is Coach Amy Dunbar.



CROSS COUNTRY

The Hollis Brookline Middle School **Boys and Girls Cross Country Teams** have been off and running for the season with 21 boys and 17 girls. Battling some powerful schools the teams have made great improvements. Competing in the Tri-County League Championships on October 15th, the girls finished fourth and the boys finished seventh out of 28 small schools. Coaching the team once again this year is 8th grade Physical Education teacher Coach Ron Johnston.



PHYSICAL EDUCATION—Seventh Grade

Ms. Bottcher's seventh grade classes began the year with a game called Tchoukball. This game requires the students to work together throwing and catching a ball without any defense. The object of Tchoukball is to rebound the ball off one of the two frames located at either end of the playing field so their opponent cannot catch the ball on the fly. The students are now studying the Olympic sport of field hockey played by both men and women. They are working on skills and basic strategies needed for small game play. It is advised that students wear shin guards during these games.

At this time the students still are not changing for class as the locker rooms are not complete. We anticipate that they will be completed in about two weeks.

PHYSICAL EDUCATION—Eighth Grade

We had beautiful weather for the entire month of September which allowed us to play Ultimate Frisbee outside every day. Team play, cooperation, movement without the Frisbee, and offensive and defensive transition were a large part of our focus. Our beautiful gymnasium was re-finished and updated just in time for the torrential rains of October. We are now in the middle of a soccer unit, reviewing the rules, skills, and strategies of the game. Volleyball will follow.

BASKETBALL TRYOUTS

The Middle School basketball tryouts will begin on Monday, November 7th from 2:15-4:15. Any student wishing to tryout should have a change of clothes and sneakers with them on Monday. Students should be picked up promptly at 4:15.



Inside Story Headline