

Wolf Times

Volume 13, Issue 9

May, 2016



From The Desk of Jacqueline Norcel...

Dear Frenchtown Families,

This year the month of May will be Family Month and the culmination of another outstanding and productive school year. Our May theme at Frenchtown School will be *Spring Into Spring* and will be a great time for us to see and be seen. The month will be dedicated to all our families. We will also recognize our staff (teachers and paraeducators) during the month of May. To excite and support the children with the month's theme, we have an assembly as a highlight of the month. Our special show will be seen by kindergarten through grade 2 at 9:00 and grades 3 – 5 at 10:30 on May 19th. It is *Animal Embassy, Creating Kindness Through Creatures*.

Our theme will allow our “specialists” Mrs. Hawkins, Mrs. Tavella, Ms. Dean, Mr. Turechek, Mr. Ullman, Mr. Bourque, Mr. Strychalsky, along with our classroom teachers, to present our children with a fresh approach to integrating the Arts with all the other curriculum areas.

During May students in Grades K through 4 will be presenting their class science projects. Our goals for conducting the Science Fair include the following:

- To demonstrate and evaluate student understanding of science concepts.
- To encourage creativity in the area of science.

- To stimulate scientific inquiry.
- To enable students to feel pride in their science skills and level of understanding.
- To help students get “hooked” on science.
- To develop STEM concepts.

This activity is another way for us to bring science to life at Frenchtown.

Our fifth grade Invention Convention winners will display their inventions.



Other activities for the month of May will help to develop poise and confidence in our children. The joy and fun associated with music participation is obvious to all of us. Our second and fifth grades will present their concert on Tuesday, May 17, 2016 at 7:00 p.m. for families and for our student body on Friday, May 27, 2016. The Band and Strings concerts will be held on Wednesday, June 1, 2016 at 7:00 p.m. for families and for our student body on Tuesday, May 31, 2016. Grade 3 will present their Flag Day tribute to families and grade 2 students on June 9. There are many well-documented reasons for incorporating the Arts –including the visual arts, poetry, dance, and theater- in students’ learning programs. To quote Ernest L. Boyer, past president of the Carnegie Foundation for the Advancement of Teaching, “During the past quarter century, literally thousands of school-based programs have demonstrated beyond question that the arts cannot only bring coherence to our fragmented academic world, but through the arts, students’ performances in other academic disciplines can be enhanced as well.” The teamwork needed to produce our activities will also develop and spotlight individual growth. These activities will help develop your child’s talent abilities and unearth undiscovered talents. These “special happenings” make for good teaching and meaningful learning.



Our Student Only Spring Picnic is a bag lunch and will be on Tuesday, May 24 during student lunch shifts. Parents are not invited to join us. The theme will be a Mexican fiesta in honor of Cinco de Mayo.

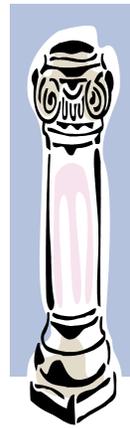
Children are encouraged to wear sombreros, ponchos, etc. The PTA Book Fair will be held the week of May 16. Students K-2 who have completed their F.R.E.E. reading calendar contract for the year will receive a certificate for a free book.

In May and June, our children will be learning the history and customs of Mother's Day, Flag Day, Father's Day, and Memorial Day. These are American holidays. In 1915, Congress proclaimed Mother's Day to be an annual observance on the second Sunday in May, this year to be celebrated on May 8, 2016. Father's Day is observed on the third Sunday in June, this year to be celebrated on June 19, 2016.



Memorial Day was established to honor the Civil War dead. Today, all the war dead are honored on this day. Since the end of World War I, Poppy Day has been observed in the United States on Memorial

Day. On this day, ex-servicemen sell poppies to aid disabled veterans. Poppies are a symbol of the tragedy of war since they bloomed on many World War I battlefields. Memorial Day is officially May 30, and is celebrated on the last Monday in May, this year May 30, 2016. **As a school community we will once again be marching in our town's Memorial Day Parade on Monday, May 30 at 10:00 a.m.** Our students will be submitting their suggested names for the parade's theme. Perhaps a Frenchtown students name will be chosen again this year. Watch for more information. June 14, 2016 is Flag Day. The Fourth of July was traditionally celebrated as America's birthday, but the idea of an annual day specifically celebrating the flag is believed to have first originated in 1885. We look forward to our third grade presentation celebrating the flag on Thursday, June 9 at 9:00 a.m.



Character
Corner—
Social Worker
David Weitzman
Courage

The Character trait that we will focus on in May is courage.

- Having courage means that children will be brave as they meet new experiences, difficult situations, and/or dangerous encounters. Courage may also involve being firm because of strong moral convictions. In either case, there may be feelings of fear, anxiety, or apprehension.

Here are some tips for teaching your children about courage:

- **Help them see their own courage.** When you see courage in your children, identify it. "It took courage to stand up for yourself like that." "It sounds like you did the right thing even though it wasn't easy. That is what we call courage."
- **Make a family practice of connecting and contributing.** Plan a short activity that gives back each week. Children have fun doing this as a secret. They can deliver flowers anonymously to a neighbor's doorstep, take a short clean-up walk around the block or write a note of appreciation to a teacher or friend.
- **Model doing what is right for you, even when it isn't popular with your child.** "Mom, can I stay over at Liz's house?" "Will her parents be home in the evening?" "Probably." "I'll call." "Nooo...! No one does that anymore!" "Well, I do. I trust you, and I think it is important for parents to be home when there are friends over."



Kindergarten News...

**Mrs. Bershefsky, Mrs. Buswell,
Mrs. Capone, Mrs. Crawford**



Wow, how the children have blossomed into little learners. We have had a lot of great experiences this month. The children have been able to learn about animal coverings and clouds, they learned about Passover and Earth Day, worked on adding more details to their writing, they began to learn about nonfiction books, and were exposed to composing and decomposing numbers in story problems.

The children have made such great progress this year in reading. Currently, we are working on nonfiction text features and understanding the difference between fiction stories and nonfiction books. The children have enjoyed making text connections in nonfiction books by thinking about how the book reminds them of things that they have experienced themselves. They have also learned about the variety of text features that a nonfiction book contains. They have learned that nonfiction or expository writing has a table of contents, headings, bold words, glossary, index, extra information and captions in a nonfiction book. When reading at home, see if your child can pick out the nonfiction text features and find a fun fact that they learned while reading a nonfiction book at home.

Wow, have the children grown in writing! They have made beautiful progress with using a capital at the beginning of a sentence and an end mark to show where a sentence ends. We are still working on elaborating a sentence by putting in descriptive details to tell us more about a topic. Connecting our reading and writing curriculum, the children have worked on nonfiction stories where they have shared facts that they know about kindergarten, school, their home, favorite animals and friends. If your child keeps a journal at home, have them go back and reread their work to see if makes sense and to also check if they included capital letters and end marks.

The progress the children have made in math is remarkable. They are doing a wonderful job of recognizing their numbers up to 20, answering story problems and playing a variety of games that reinforce combining numbers to make sums of ten.

In social studies, the children learned about Passover and the ten plagues, and Earth Day. The children enjoyed listening to various stories about Passover and the ten plagues. For Earth Day, the children learned how important it is to keep our Earth clean and recycle and reuse.

In science, the children explored various animal coverings, different types of clouds, and they even were able to make a few observations on our soon to be chicks. They were so excited to learn about the chicken life cycle and are extremely eager to watch the chick eggs grow. When learning about clouds, they have enjoyed viewing the various types and looking for them when they are playing on the playground.

The children are doing such a wonderful job and are growing into first graders. Keep up the great work and let's hope for a warm and bright May!

Grade One News...

**Mrs. Gambardella, Mrs. Mordecai,
Mrs. Rodrigues, Mrs. Shinnick**

Spring has sprung! First graders continue to grow as readers as we celebrated Earth Day with all great literature and activities that focused on saving the Earth! We have some wonderful ideas about things they can do to help the Earth! We focused on non-fiction text features and created amazing reports using laptops and iPad's as resources. We are learning to take notes from non-fiction text and use features to help us understand ideas and write information. Many of these reports will be shared at our Publishing Parties/Author' Tea in May/June. We were geared up and jumped for Jump Rope for Heart as a grade level and even the first grade teachers participated! We completed our study and observations on our paper white bulbs and came to many scientific conclusions! Look for our board at the Science Fair in May. We released our painted lady butterflies on one of the warm days at the beginning of April and even named them as they soared! April has been another successful learning month. It has to be, second grade, here we come!

March Homework Winners

Owen Dueck	Sleeping Bag
Vivian DeLoma	Stuffed Animal
Caitlin Stocknoff	Art Set
Ryan Osvay	Truck

Grade Two News ...

**Mrs. Angon, Mrs. Boyle,
Mrs. Pereira, Ms. Sansone,
Mrs. Tuohy**

We didn't have much rain this month, but that didn't stop the children from blooming! Their skills are maturing now! They are becoming greater mathematicians with stronger number sense, fantastic authors with good organizational skills, careful readers with the ability to use several comprehension strategies, and wonderful scientists with good observational skills. It is truly amazing how far they have come!

Language arts took a new twist in April. The children explored many different types of non-fiction texts to determine important ideas and to identify different features and functions of texts. The students learned that texts serve different purposes and they have different features to help the reader understand the information, such as table of contents, index, heading, photos, drawings, labels, and text boxes, to name just a few. So, when you are out and about this summer, don't be surprised if your child is able to navigate your family through a zoo with their new knowledge of functional texts! Maybe they will whip up a smoothie for the family to enjoy by following the directions from a recipe. The possibilities are endless. ☺

In math, the emphasis was on making sense of, and developing strategies, to solve addition and subtraction problems with totals up to 100. They added multiples of 5 and 10 up to 100. They also played many fun games involving money and learned how to trade coins and make change. It was a lot of fun!

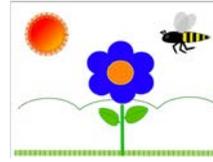


Science was a real eye-opener for many. Students realized that matter is everywhere and that there are three states of matter.

They explored liquids, solids and gases through text books and mini experiments. They explored how matter changes from one form to another through heating and cooling. They were able to identify properties of solids as well! It was also a great review of the water cycle!

In social studies students learned about the many people they depend on which include learning the several steps it takes to get bananas and peanut

butter to their homes. They couldn't believe that there are so many workers involved in the process! Lastly, April was National Poetry Month. The children were exposed to many different forms of poetry. They also experienced being young poets as they worked hard to be creative!



We have enjoyed watching the children bloom this spring! We hope that you all enjoyed a fun and relaxing spring vacation.

Grade Three News...

**Mrs. Atwood, Mrs. Cretella,
Mrs. Makoski, Mrs. Martins**

The month of May is upon us and our third graders continue to work hard across all subjects. In reading, students learned to compare and contrast companion texts. These are texts about a similar topic, but they have different styles to convey the main idea. They also learned how illustrations, accompanied by text can convey a mood. The students are becoming more analytical readers as they work to compare the similarities and differences between the themes, settings, and plots of a story. These exercises teach your child how to think deeper about the texts they are reading in order to have a higher level of comprehension. We are excited to introduce our students to the third grade author study of Patricia Polacco. The students will have the opportunity to listen to a wide variety of rich literature written by Patricia Polacco. In math, we finished our unit on fractions. Your child practiced finding equal parts of a whole and naming fractions. They also learned to order fractions from greatest to least and identified equivalent fractional parts. We have moved into more practice with adding and subtracting three digit numbers. Your child should be using the third grade math strategies to solve addition and subtraction. We also want to make sure our students are working toward committing their math facts to memory. Please have your child practice them nightly. Our end of the year focus is on being able to solve multiplication and division facts quickly and accurately.

Our statewide embedded task called Soggy Paper will be our area of focus for science. The students will conduct a fair test while making observations of the properties of different papers.

Be sure to ask your child which brand of paper towel is the most absorbent.



In social studies, we are studying about our final tribe called the Navajo. This tribe lives in the deserts of the southwestern part of the United States. Ask your child about how they managed to survive in such hard conditions.

We are in the midst of SBAC testing and students are working very hard. We appreciate your support at home by making sure your child gets a good night's sleep and eats a healthy breakfast. The students are looking forward to the Biography Book Report Day on May 20th. Please make sure they are working on their reports and creating a costume to represent their historical figure. They will also be taking part of a "Living Museum!" Parents will be invited to attend the "Living Museum" from 9:15-9:45 on Friday, May 20th. It will be an exciting day!

Grade Four News...

**Mrs. Carley, Mr. Fiore,
Mrs. Grunow, Mrs. Weinstein,
Mrs. Wolfe**

In reading, during Making Meaning, students have been focusing on biographies of risk-takers. Students are analyzing the elements of a biography and learning important information about the historical figure the biography is about. Students are determining the main idea of a text and are supporting the main ideas using key details and information from stories read. Using this information, students are also summarizing the texts read.

The new unit in math, Moving Between Solids and Silhouettes, students are exploring the relationships between 3-D solids and their 2-D representations. Students are identifying shapes of silhouettes, as well as learning and applying mathematical terminology for these solids and their attributes. By using cubes as manipulatives, students are investigating silhouettes of solids from several different perspectives. Through hands-on experiences, students construct rectangular boxes that are designed to hold various arrays of cubes in

order to determine the volume in cubic units of such prisms.

In science, students are growing plants and are studying the different parts of plants. Students are learning about the process of photosynthesis and how plants require specific conditions to manufacture their own food. As their plants are growing, students are able to identify the differences between monocots and dicots. In social studies, students are learning about the different water features and landscapes in the United States. By studying natural resources, students are gaining an understanding of how natural resources affect people and how they can change the environment,

Students are working diligently during SBAC testing and we are very proud of their efforts.

Grade Five News...

**Mrs. Alfano, Mrs. Demshak,
Mrs. Ferraro, Mrs. Gaspar**

In social studies, your child will be learning about the events that led to the American Revolution. The French and Indian War was a great victory for England but created a debt and resulted in conflict between the colonies and the King of England. Students should be able to summarize events using supporting details and elaboration to create a clear picture of the increasing tension that leads to declaring independence and war.



In reading, the entire 5th grade will be experiencing a read-aloud of My Brother Sam Is Dead and learning that not everyone was in support of declaring independence from England and the costs of war. The novel begins with Sam Meeker returning home from college in the spring of 1775 and announcing that he has decided to enlist in the "rebel" army. As the story unfolds, it becomes clear that his decision sets in motion a series of events that affect the entire family. This book is historical fiction based in the town of Redding. The house that the Meeker tavern is based on is still at the junction of Route 58 and Cross Highway and General Putnam's Redding encampment is now known as Putnam Park.

As a culminating activity, the fifth grade on Tuesday, May 24th will travel back in time to Putnam Memorial State Park in Redding, the site of

the Continental Army's 1779 winter encampment. They will visit stations and learn from professional re-enactors what it was really like to live during that time. They will see first hand the methods to cook, what a surgeon did to "cure" you, and see a live musket firing.

Students will be visiting middle schools on June 2nd. They will be given tours, try opening lockers, and get whatever questions they have about middle school answered by student tour guides and guidance counselors. We will also be having our Health Talks with students on June 2nd at 2pm. Girls and boys will be separated and parents are encouraged to attend. More information will be sent home from our school nurse when we are closer to that date.

You will want to mark your calendars for upcoming events:

- May 5th and 6th: Plant Sale
- Tuesday, May 17th: 2nd and 5th grade Spring Concert at 7p.m.
- May 17th, 18th, and 19th: Book Fair
- Tuesday, May 24th: Putnam Park Field Trip
- Friday, May 27th: In School Spring Concert for students only
- Monday, May 30th: No School but march with Frenchtown in the Memorial Day Parade
- Tuesday, May 31st: In School Band and Strings Concert for students only
- Wednesday, June 1st: Band and Strings Concert at 7p.m.
- Thursday, June 2nd: Students Only visiting middles school in morning
- Thursday, June 2nd: Health Talks at 2pm
- Friday, June 3rd: YMCA – ALL PARENTS ARE WELCOME!

Our Frenchtown Inventors

Benjamin Barton	Zip Sock
Caitlin Carley	Eco – Fundly Snack Bag
Dana Lee	Comfortable Harmony
Isabella Lee	Spotless
Warren Little	The Bat Pad
Mitchell Macura	Pod Pocket
Christopher Sarlo	Sarlo Safety Socket
Connor Smith	Toothpaste Terminator
Matthew Wich	EZ Pour
Jake Zawel	Cleat Clings

Alternates

Max Kimball	Popcorn Holder 3000
Ava Rose	Triple S Softball Sun Shield

Gifts to School

Grade 2 Reading, Writing and Map Skills Resources

520 Copies of *Electing a President*

Booklets for Grades 1 to 5

Lifetouch Spring Photos Profit

Set of six 20 inch Bright pillows\

One 8' x 12' Cranberry Carpet



Thank you to everyone who listed their Stop and Shop card in the A+ School Rewards Program. We will receive a check for \$5054.73.

*Celebrate Teacher Appreciation Week
May 2 – 6, 2016*



*“Teaching
A Gift That
Lasts A Lifetime”*

Teacher Appreciation Week is a time to focus national attention on the outstanding contributions teachers make to our society, our country and our future. Giving teachers the recognition and status they deserve as professionals is just one way we can continue to add to the quality of education in our country.

From the desk of Ms. Strever, Assistant Principal

In March, we celebrated our **Dream, Reach, Succeed** winners. Congratulations to the following students: Nicholas Ambrosio, Kimberly Aulac, Brianna Blanco, Matthew Delfino, Henri LaVoie, Sara Liptak, Kaitlyn Russell, Yeabsera Williams.



Astronaut Chris Hadfield



As you know, each month I have been covering one of the eight characteristics of our Dream, Reach, Succeed program. This month we will focus on **Leadership and Responsibility**. Recently I have been reading a book written by Chris Hadfield, a Canadian astronaut, entitled An Astronaut's Guide to Life on Earth: What Going to Space Taught Me about Ingenuity, Determination, and Being Prepared for Anything. (I lament that our students never had the opportunity to view the heroes that launched into space on NASA missions or to the Space Station!) Chris's writing embodies the values of leadership and responsibility, both individually and collectively, as part of an astronaut team. As he decided at age nine that he wanted to be an astronaut, *"I recognized even as a 9-year-old that I had a lot of choices and my decisions mattered. What I did each day would determine the kind of person I'd become."* Coincidentally, a quote from Jane Goodall came across the computer this morning: *"You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make."* That self-awareness, that mindfulness, that understanding that you are in control of the choices you make and the interactions you have with others, is a true quality of leadership. That mindfulness is a critical component of social/emotional learning. It is interesting to read in Chris's book how the choice of extremely qualified individuals for the space program often was determined by how the person was viewed in interactions and attitude toward others. Each astronaut must rely on the other to keep the spacecraft operational, and to protect lives. If they are viewed as selfish or egotistical, they don't make the program. "One Chief Astronaut used to make it a point of phoning ...the clinic where applicants are sent for medical testing, to find out which ones treated the staff well- and which ones stood out in a bad way"... "Anyone who views himself or herself as more important than the 'little people' is not cut out for this job." It is about a positive attitude and acceptance of the dignity of everyone you meet. Ultimately, leadership and responsibility is about attitude toward self and others. It is working to prepare for what will be coming down the road, and finding those opportunities to strengthen one's own skills and talents. It also means refining social interactions with others, because working in teams is critical in the classroom, the workspace, or a space capsule!

One chapter in the book is entitled, *"The trip takes a lifetime."* Hopefully your child's experiences here at Frenchtown, as well as your life lessons at home, prepare him/her for the "life on earth" of leadership and responsibility they will encounter in the future.

Enjoy the beautiful spring ahead, and a very busy month of May!

Diane Strever

Math News

Mrs. Sangeeta Gidwani

Mrs. Lisa Zielinski



ONE HALLMARK OF MATHEMATICAL UNDERSTANDING IS THE ABILITY TO JUSTIFY, IN A WAY APPROPRIATE TO THE STUDENT'S MATHEMATICAL MATURITY, WHY A PARTICULAR MATHEMATICAL STATEMENT IS TRUE OR WHERE A MATHEMATICAL RULE COMES FROM.

~COMMON CORE STATE STANDARDS

As we continue exploring the Mathematical Practice Standards, it is important to keep in mind that each standard is important and is often interdependent of the others.

To refresh, here are the 8 Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. **Attend to precision**
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

This month we are highlighting **Standard 6~Attend to precision**

The standard states:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussions with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Source: Insidemathematics.org



WHAT DOES IT REALLY MEAN?

The title is potentially misleading. While this standard does include "calculate accurately and efficiently," its primary focus is precision of communication, in speech, in written symbols, and in specifying the nature and units of quantities in numerical answers and in graphs and diagrams.

The mention of definitions can also be misleading. Elementary school children (and, to a lesser extent, even adults) almost never learn new words effectively from definitions. Virtually all of their vocabulary is acquired from use in context. Children build their own "working definitions" based on their initial experiences. Over time, as they hear these words in other contexts, they refine their working definitions and make them more precise. For example, the toddler's first use of "doggie" may refer to all furry things, and only later be applied to a narrower category. In mathematics, too, children can work with ideas without having started with a precise definition. With experience, the concepts will become more precise, and the vocabulary with which we name the concepts will, accordingly, carry more precise meanings. Formal definitions generally come last.

In order for students to demonstrate precision, teachers explicitly teach what that looks and sounds like. Teachers model precision in communication and in mathematical solutions. They identify incomplete responses and ask students to revise their response. Educators encourage students to identify when others are not addressing the question completely.

Teachers are continually stretching their students to use math vocabulary and clearly and explicitly "explain their thinking." Here are the types of questions we can ask to get students to communicate with precision:

How might you explain the problem in another way?

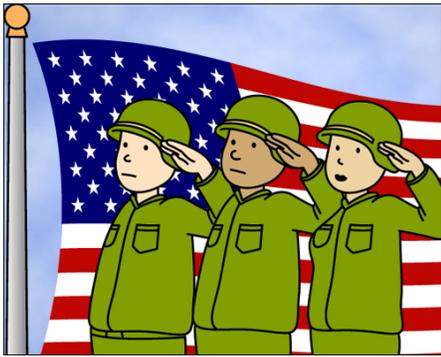
- What math words have you learned that might help explain your thinking?
- How would you describe the problem in your own words?
- What words from your vocabulary journal, anchor chart, or word wall might be helpful to help you describe your thinking?

Now we know how teachers support students in this mathematical practice, but what are students doing?

Students are:

- Using and clarifying mathematical definitions in discussions and in their own reasoning (orally and in writing)
- Using, understanding, and stating the meanings of symbols
- Expressing numerical answers with a degree of precision

At home, please help your child continue to develop this practice standard by never allowing them to just say, "I don't get it!" Have your child clearly explain what they do not understand and where their understanding falls apart, and let your child's teacher know. This strong home/school partnership is critical to student's success.



Frenchtown Reading Dept.

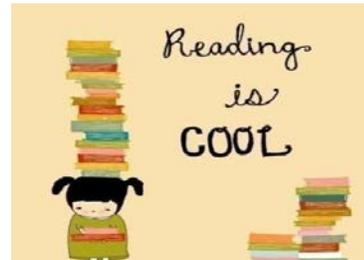
May 2016

Free Resources for Parents!

1. <http://www.dogonews.com/> - this site has non-fiction articles based on genre and level – with key vocabulary highlighted (clickable for definition) and a 1-2 minute video clip at the end that culminates the topic. ☺
2. http://etc.usf.edu/lit2go/readability/flesch_kincaid_grade_level/ - This site has chapter books, short stories, and poems at all levels and she will have the option to listen to them as well.
3. <http://www.storylineonline.net/> - Storyline online is a site that has famous actors reading award winning literature.
4. <http://www.wegivebooks.org/>- We Give Books- offers students a unique opportunity to read for social good. Each book that is read, results in a book that is donated to charity for children.
5. <http://www.reading-rewards.com/> Reading Rewards allows your child to log in their reading time, and you'll have to validate it for their time to count. This helps to avoid situations where kids say they read a lot more than they actually did. There is also a tool to get recommendations for new books from your children's peers that makes selecting books and buying books easier.

End of the Year Book Sale!!!

The book sale will be the week of **May 16th**. This is a great time to stock up on books for summer reading! Be on the lookout for flyers coming home with more information.



monday	tuesday	wednesday	thursday	friday
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FRENCHTOWN ELEMENTARY
Citizens of the Month
April

Grade One

Mrs. Gambardella	Cassidy Koch
Mrs. Mordecai	Allysa DeLeo
Mrs. Rodrigues	Matthew DeGroot
Mrs. Shinnick	Daniela Monroy-Montoya

Grade Two

Mrs. Angon	James Angus
Mrs. Boyle	Lily Maher
Mrs. Pereira	Madison Hess
Ms. Sansone	Quinn Jordan
Mrs. Tuohy	Delia Fruin

Grade Three

Mrs. Atwood	Justin Ho
Mrs. Cretella	Matthew Pomposello
Mrs. Makoski	Toby Cummings
Mrs. Martins	Sierra Steele

Grade Four

Mrs. Carley	Sofia Fabrizio
Mr. Fiore	Brett Bochicchio
Mrs. Grunow	Julianna Cifatte
Mrs. Weinstein	Annie Cretella
Mrs. Wolfe	Talia Cook

Grade Five

Mrs. Alfano	Joseph Sabato
Ms. Demshak	Calista Ibaran
Mrs. Ferraro	Ben Barton
Mrs. Gaspar	Katie Duenges