



The Legend

An English-language magazine for news, sports and entertainment. Independently written by the students at St. George's College for your reading pleasure.

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If you're interested in writing for *The Legend*, email: Mr. Caleb Cobbin ccobbin@saintgeorge.cl, Miss Christine Frea cfrea@saintgeorge.cl, or Miss Rachel Rothans rrothans@saintgeorge.cl. All are welcome!

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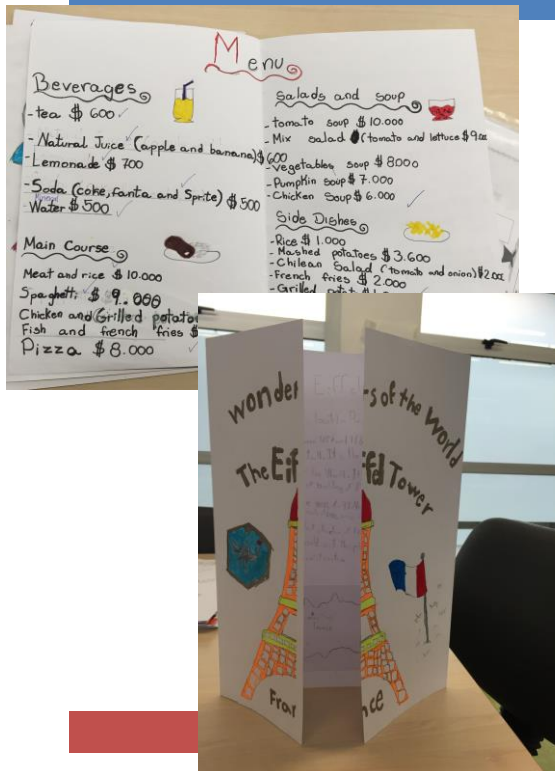
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Sophomore Theatre Festival. See pages 12 & 13 for more details.



Pen Pal Club

Students in third grade were able to write and create a 3D postcard based on activities people do in Santiago, in the summer and winter seasons. Also, students learned how to write a friendly letter, identify the main parts of a letter, and label each part accordingly. In order to reinforce the main parts of a letter, students created a Flip Book and a Friendly Letter Lap Book.

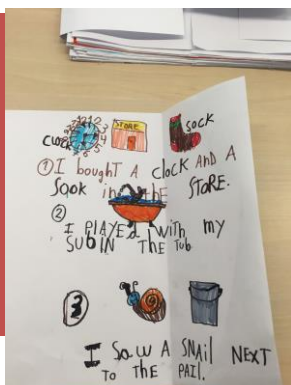

World Club

Students in fourth grade carried out "The Menu Project," where they were able to identify the main parts of a menu, classify foods into categories, order in a restaurant, and create their own thematic restaurant.

Additionally, the students started the "Wonders of the World Project." Students have chosen a specific "Wonder of the World" and described it, investigated their main features, type of construction, location, and importance. They have created a Lap Book to show what they have learned about their research and are still currently working on this project.

Rhyme Time Club

First graders have been learning about word families and reinforcing this learning by creating foldables.



In Kindergarten, students have been solidifying their knowledge of graphemes and phonemes. They have been learning the alphabet and content-specific vocabulary through many differentiated strategies, pictured below.

1. A Kindergarten student practices forming the letter G, capital and lowercase.



2. Students read aloud their beginning /i/ sound patterns.



3. Students build patterns and present their work to a partner.



Pre-Kindergarten

Pre-Kindergarten students are practicing creating patterns, with colors, letters, and numbers.



4. Kindergarten students build words in the reading corner.



5. Students tell their classmates what they have created after folding pieces of paper and decorating them.



The week before Winter break, the families of the first graders had the wonderful opportunity to visit the classroom for an “Open Class.” Below, the pictures show the various activities the families participated in.

Reading with Families



Oral Production Practice with Classmates



Prayer with Miss Gabriella



Oral Production Practice with Families



FIRST AND SECOND GRADE SERVICE LEARNING

As part of a service learning experience, students in twelfth grade observed, developed and taught lessons to students in the first and second unit. This collaboration has occurred for many years in the English department. As the years progress, the project continues to develop and improve. This year, the students taught content related to their elected English courses in twelfth grade. For example, the students, in the course *Senior TV and Film*, reviewed the elements of plot, characters, and setting with the students.



Many thanks to the teachers and members of the first unit community who contributed photographs: Fernanda Lara, Rachel Rothans, Carolina Paredes Carvallo, Jaqueline Sofía Peña Bierberach, and Gabriela Cassigoli

During the second bimester, the second graders expanded their knowledge of places around town, using prepositions to describe a place, and how to ask and answer in regards to directions. They concluded the bimester by completing a summative project with their families. Families were invited to assist in creating a three dimensional model of Saint George's College. The students collaborated in teams, each creating a grand model of an important place on campus. The day concluded with the students uniting their models and reflecting upon their work through metacognition questions. The models were displayed in the English Fair for several days.



Colors and Shapes

In the third grade poetry club, students engaged in creating a color, shape poem! First, they choose their favorite color, then they brainstormed many descriptors or connections to the colors. They completed their color poem by adding an original shape

Step 1: Choose a Color

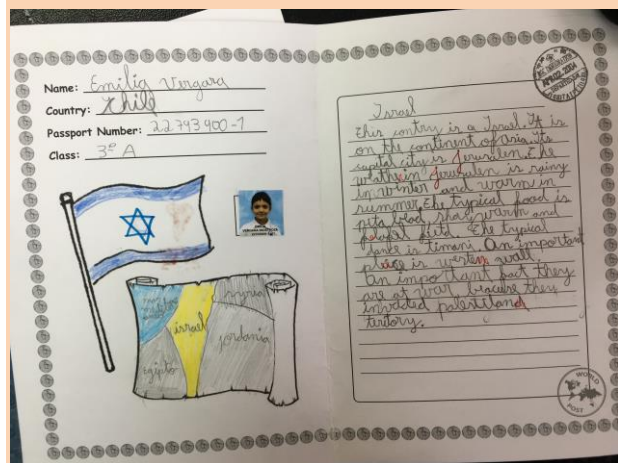
Step 2: Explore the color by defining its characteristics

Step 3: Write the rough draft

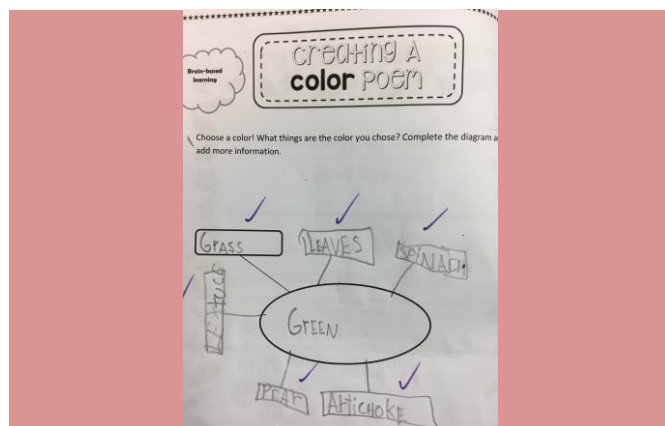
Step 4: Create the final product



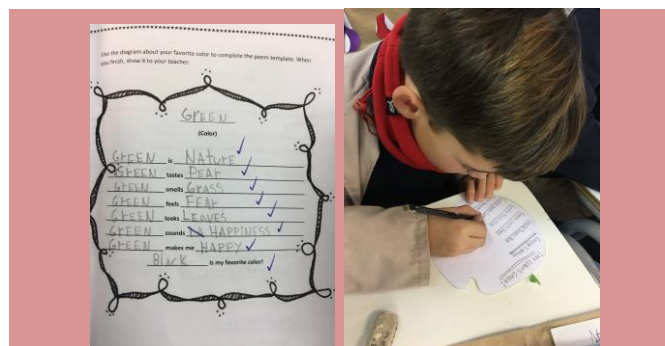
Our World Final Project



Step 2:



Steps 3 & 4:



Global Awareness

In third grade English, students worked in a project titled "Our World". Each student researched a different country. They found relevant information about their countries like the capital cities, weather, typical food and dance, among other facts. Then, they created their own passport and they shared their countries with their classmates.



The Recess of St. George

Why is the recess so short? I am a student of St. George and my opinion is important. I believe that we need more time during recess. I think that recess is enjoyable. I think that the classes are so long. I think that the recesses are so short. I think that the school should give the students longer recess. Our students will be more concentrated in class with a longer recess.

- Lucas Escobar

Casino

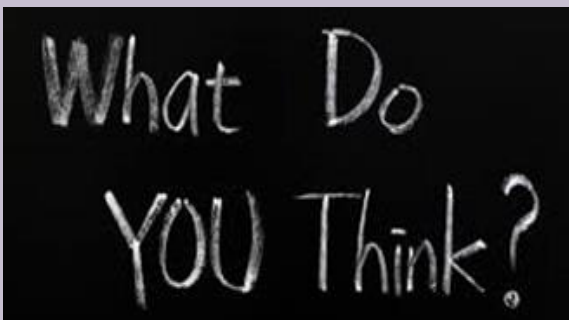
Are you bored waiting in the line of the casino? I am an important voice because as a student. I wait a lot to eat. In my opinion, the casino should add more places for serving. The food of the casino is healthy. The time for waiting is boring. In the future, my recommendation is to add more to eat. The casino is good, but the line to eat is very long.

- Inaki Laiseca

The Sports of SGC

Do the children enjoy the sports of Saint George College (SGC)? As a student at SGC, my opinion is that the sports of SGC are very healthy. The sports of SGC are very healthy because the coaches are very professional. In the sports of SGC, many children participate. In the sports of SGC there are many sports. I would recommend including more children. The sports of SGC are very good, but have to include more people.

- Francisco Irizar



Opinion Editorials from 6C

***The Sports of the School***

Will you add more sports in the future? As a student at St. George's, I think adding more sports will let people play the ones they like. The sports are very healthy for the body. The sports are very entertaining and many people in the world practice different sports. In the future, they should put sports in the school. The sports are healthy, entertaining, and fun.

- Lucas Basaure

First Unit Notebooks

Why don't the first unit students buy their own notebooks? As a student at St. George, I know the first unit students want their own notebooks, but nobody cares. The students of every grade should have their own notebooks. In the first unit, you can confuse your notebook with others. If they had their own notebook, they would be more careful with their notebook. You can easily lose your notebook if everyone's is the same. The first unit students should be allowed to buy their own notebook. The students will be happy and looking forward to study.

- Matilde Covarrubias

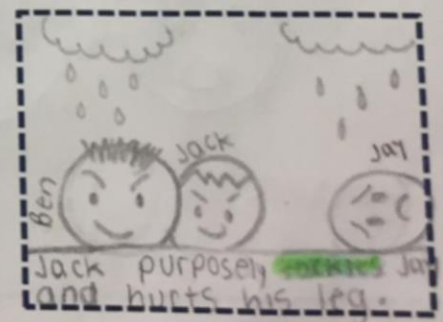
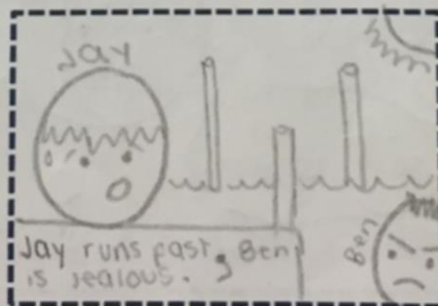
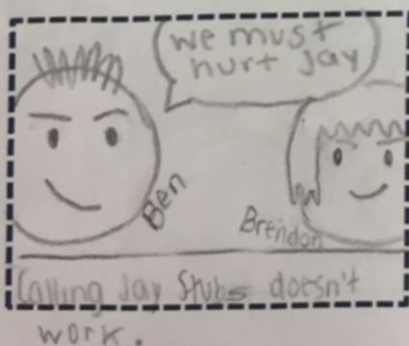
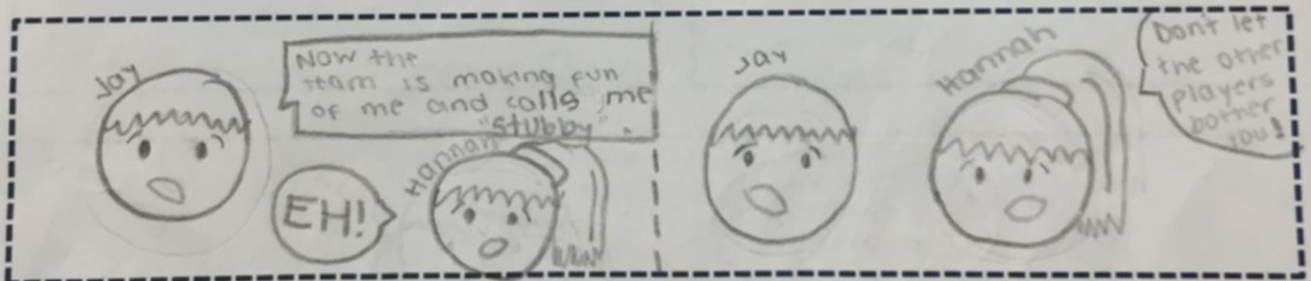
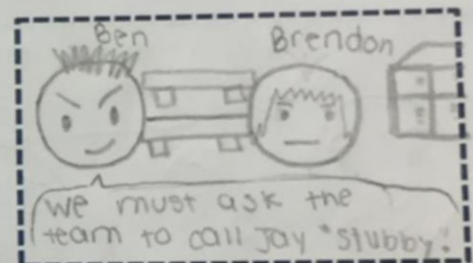
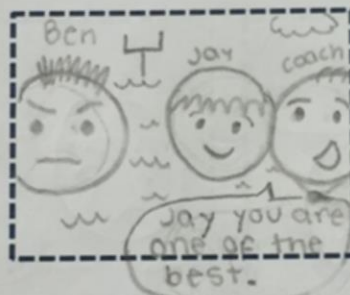
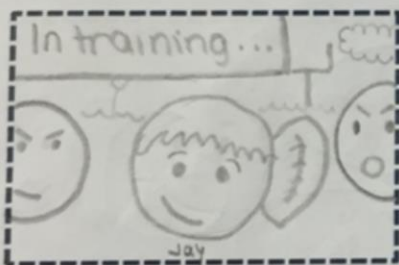
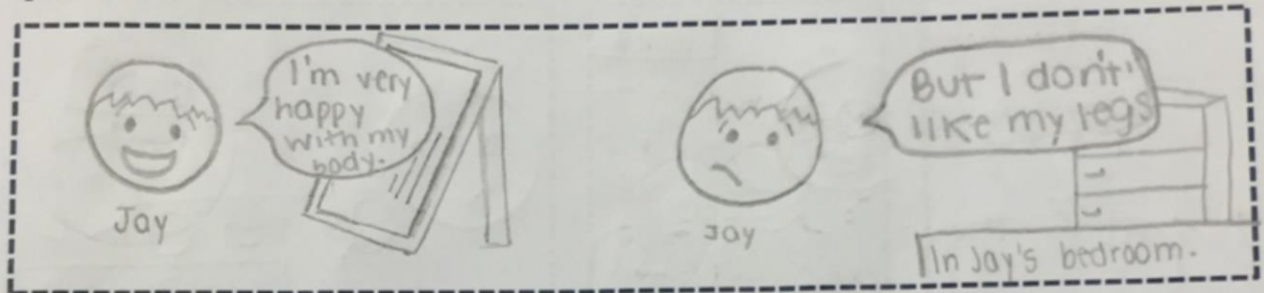
The Cafeteria of St. George

I'm an important voice because sometimes I go to lunch in the cafeteria. The cafeteria is not too delicious, but you may eat something. The cafeteria is big. There is some juice, cookies, and more. They don't have fruit. I recommend you go and buy something. The cafeteria is a great place to relax and have a coffee.

- Ema Delpiano

Seventh graders designed comic strips based on the book *Stubs Grows Up*. Each student was responsible for reading the book and then portraying the main events in their comic strips. They incorporated the main literary elements, setting, characters, and plot.

Chapters 1 – 5:

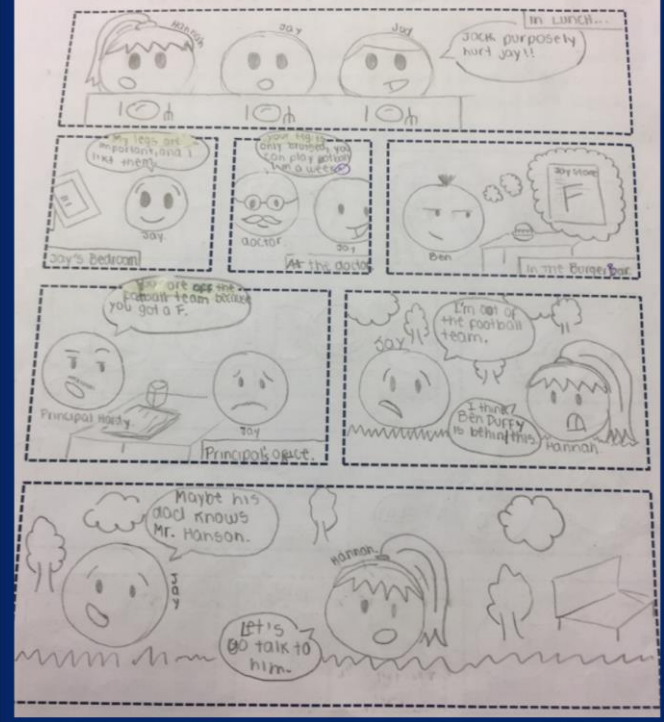


Comic strip above designed by Sofia Schiappacasse, 7E.

Chapters 1-5:



Chapters 6-10:

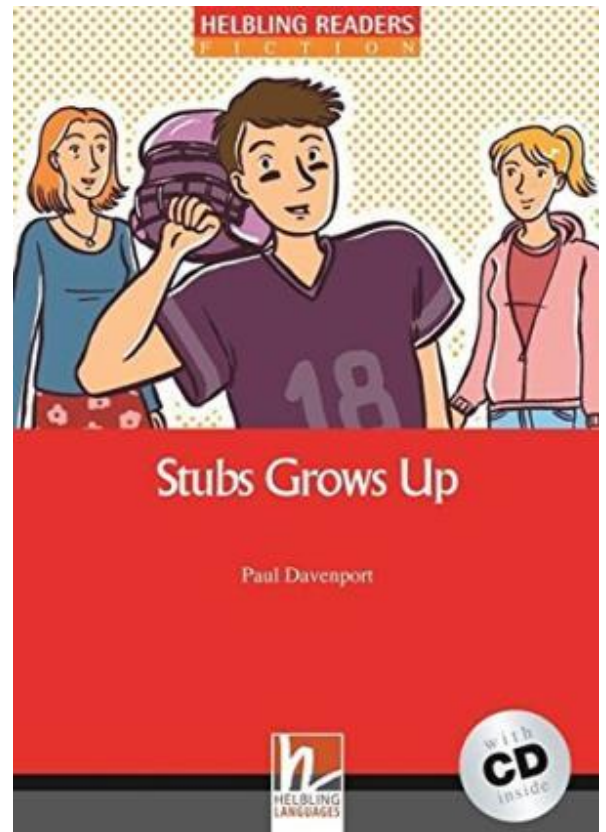
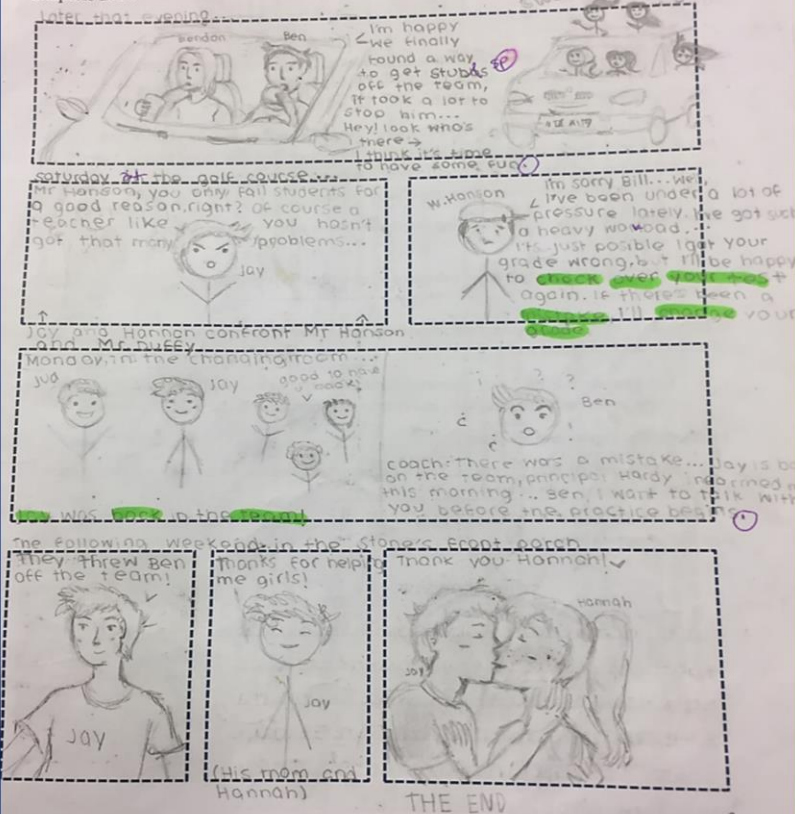


(Above Left) Chapters 1-6 written and illustrated by Trinidad Otaegui, 7D.

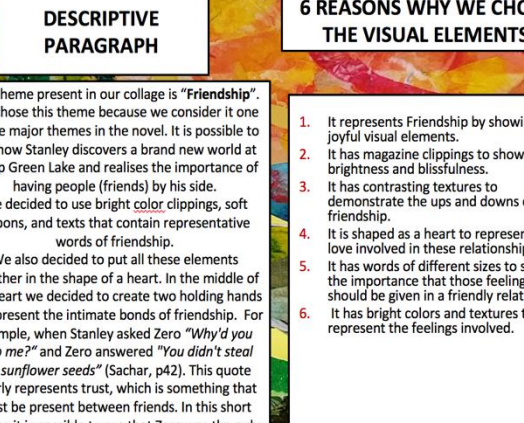
(Above Right) Chapters 6-10 designed by Matilde Munoz, 7E.

(Bottom Left) Chapters 11-14 created by Florencia Toro, 7C.

Chapters 11-14:



9th graders were immersed in the world of "Holes" by Louis Sachar. The objectives were to demonstrate their reading comprehension of the novel and to identify the elements of literary fiction, especially, themes. This was finally portrayed in the creation of a collage, which was also an instance to challenge their creativity and artistic skills. Finally, they orally presented and explained the collage to the rest of their classmates.



DESCRIPTIVE PARAGRAPH

The theme present in our collage is "Friendship". We chose this theme because we consider it one of the major themes in the novel. It is possible to see how Stanley discovers a brand new world at Camp Green Lake and realises the importance of having people (friends) by his side.

We decided to use bright color clippings, soft ribbons, and texts that contain representative words of friendship.

We also decided to put all these elements together in the shape of a heart. In the middle of the heart we decided to create two holding hands to represent the intimate bonds of friendship. For example, when Stanley asked Zero "Why'd you help me?" and Zero answered "You didn't steal the sunflower seeds" (Sachar, p42). This quote clearly represents trust, which is something that must be present between friends. In this short phrase it is possible to see that Zero was the only person that believed in Stanley's version of the story.

6 REASONS WHY WE CHOSE THE VISUAL ELEMENTS

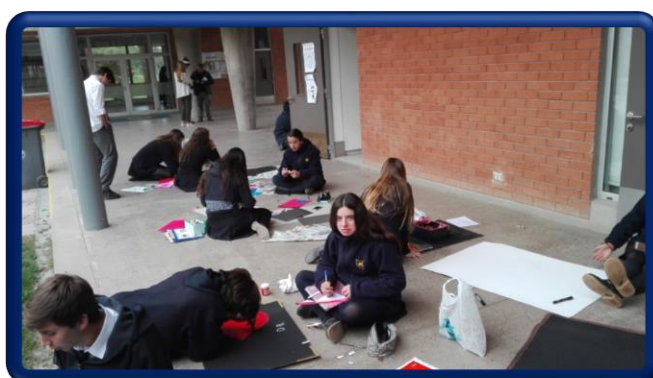
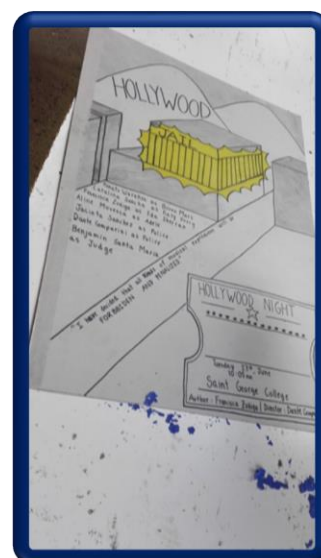
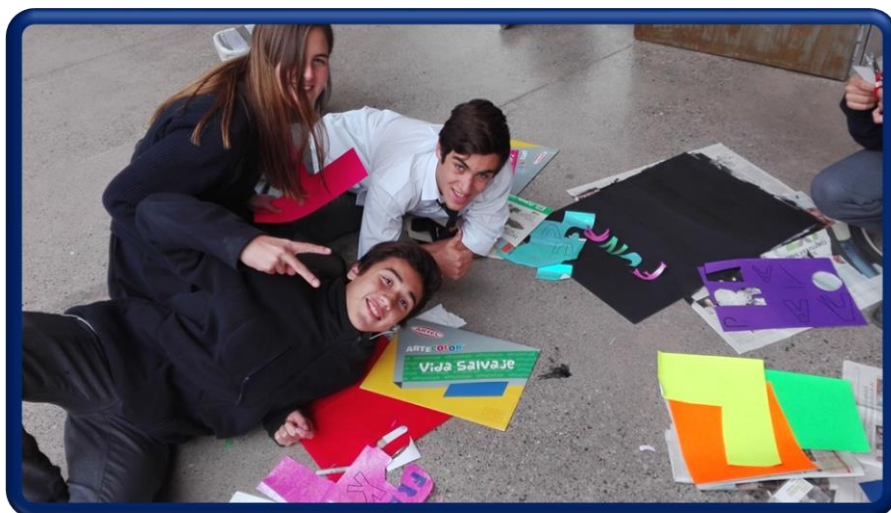
1. It represents Friendship by showing joyful visual elements.
2. It has magazine clippings to show brightness and blissfulness.
3. It has contrasting textures to demonstrate the ups and downs of friendship.
4. It is shaped as a heart to represent the love involved in these relationships.
5. It has words of different sizes to show the importance that those feelings should be given in a friendly relationship.
6. It has bright colors and textures to represent the feelings involved.

After reading the novel *Holes* by Louis Sachar, students made collages and a poster emphasizing themes from the novel. 9th grade teachers Naomi and Gonzalo made the examples above. The pictures below show the students' work and their oral presentations.



Sophomore Theater Festival 2017

Sophomores worked hard second bimester in groups to write, advertise, and act out their own play. This year, we are celebrating the 100th birthday of Violeta Parra. Considering this celebration our students honored her through the theme for their plays: "Popular Music as a type of Art." Students had to memorize their lines, create props and scenery, direct, and edit their plays. Some of the best plays were chosen to perform for the Theatre Festival. Above and below highlight the play making process.



The plays selected for the Sophomore Theatre Festival were...

- 1° " Red Hearts " Mrs. Carolina Roessler class.
- 2° " A Chilean in New York" Mr. Caleb Cobbin class.
- 3° " Blood in de Jazz Floor" Mr. Jack Casey class.
- 4° " The PM Factor " Mrs. Dora Sanz class.



(Above) Diego Zapata (Best Actor), Amanda Claro, and Emilia Aurora act in their play 'Blood in the Jazz Club'. This play will go on to win 1st place in the Theatre Festival.

(Below): Teresa Muñoz and Benjamin Muñoz act in the first scene of their play 'A Chilean in New York.' They play will go on to win 2nd place.



(Below) 'The PM Factor performs their play for their classmates.



(Above) Antonia Ferrando, Francisca Pinto, and Trinidad Marín act in their play 'Red Hearts.' This play will go on to win 3rd place in the Theatre Festival.

Congratulations for the winners of the acting awards!!!!

Best Actor: Diego Zapata

Best Actress: Sofía Valencia



This bimester in our English class 12th graders did a very interesting project, called: "Service Learning Project", this consisted in the planning and making a class to students in the first and second units. Students taught them some contents related to the theme of our English class. Some 12th graders reflect on their experience below.

Last June we were asked to do English classes to second unit students. The plan involved teaching about some subject treated in class, in our case, about immigrants. At first we thought it was an easy task and that it would only demand us to prepare a small activity, then show a video and keep them quiet. What teachers always do and that seems to be so simple. When the moment arrived, we realized it was far from being that simple and that it is not easy to be a teacher. "It happened the moment we went entered the 8th grade class, then we faced the real challenge" says Franco Rossi, one of the students who participated in the project.

As the class went on, we faced no problems at all and it easily flowed thanks to very participative children, leaving 8th grade teacher, Mr. Alvaro Moraga, very satisfied with our work. This project leaves a lot to talk about since it challenges us, students, to put ourselves in our teacher's place and do our best not only to teach the little ones but also to keep their attention in order to ensure they understand what we want to teach. Andres Jaureguay is emphatic about it: "In this way you learn to respect the teacher in front of you". We expect this project to develop into a formal subject, since it helps not only the younger students but also the bigger ones to understand and respect their teacher.

Martin Vicente Gebauer 12D

My group consisted of the following members: Gonzalo Barrientos Guajardo, Dominga Besa Witto, and Francisca González Fuentes and myself. We decided to teach the children the basic elements of a story including plot, setting, and characters. In the making of our class, first, we asked the kids what did they know about plot, setting, and characters and we clarified the concepts. Then we showed them a Pixar short film called "Presto". After that we asked them to identify in the video the concepts we have taught them previously, and also we asked them to draw their favorite scene in groups of 3.

My classmates think that the class was better than they thought it would be.

- "I thought the kids were not going to take us seriously because we were not teachers" (D.B.W.)

Contrary to what my friend thought, the children were very interested and participated a lot.

- "The situation turn a bit complicated at the moment of making the groups, but we quickly solved it" (G.B.G.)

The children got a bit 'complicated' because they wanted to be with their friends, but after telling them that we would finally be together, they calmed down.

- "it would have been better if the class had been longer so that we could do a better closing" (F.G.F.)

All in all my group told me that this was an excellent experience and that they enjoyed very much.

-Magdalena Araya 12 E