



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.

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!

Volume 1 | Issue 3

Bimester IV 2017



To find out what
9th grade is
learning in these
pictures, turn to

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Kindergarten

As Kindergarteners start to near first grade, they have mastered decoding consonant-vowel-consonant (CVC) words and several sight words. With these literacy skills, they are starting to read the first of the Floppy Phonics stories. Pictured below, two classes in Kindergarten are reading the book, *Cats*.

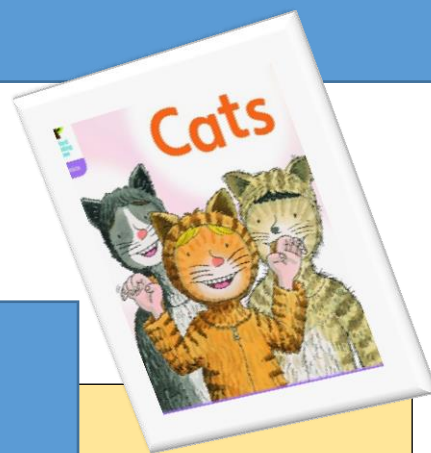


Image taken from: <https://www.floppysphonics.com/wp-content/uploads/2014/09/9780198484974.jpg>

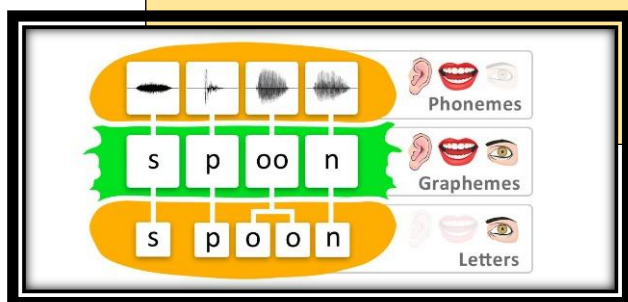


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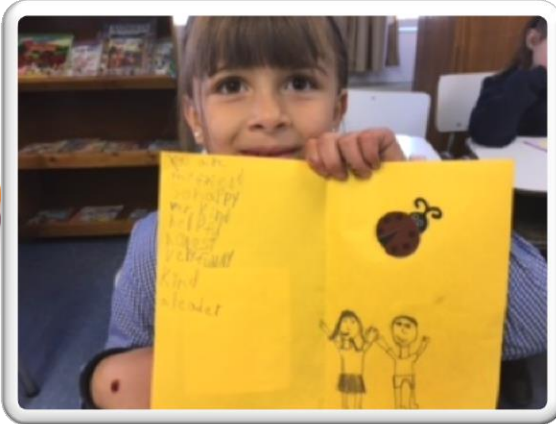
The students in Kindergarten continue to develop their knowledge of phonemes, graphemes, and letters by practicing in small group centers or corners.



Practicing Initial Sounds with a Puzzle



Building and Reading words



4. Community Involvement-
Father David visits the class and explains the gift of life

1. Brainstorm-
Students brainstorm ideas and character traits for birthday cards



2. Writing Process-
Write the first draft, edit, and complete the final draft of birthday cards

3. Birthday Celebration-
Share cards with birthday buddies



Pictures taken from: <http://fyf.tac-cdn.net/images/products/large/FTD-EO-6033.jpg>,
http://images.clipartpanda.com/birthday-20cake-20clip-20art-birthday_cake_clip_art_13685.jpg,
<http://www.mommyish.com/wp-content/uploads/2015/05/stack-of-colorful-presents.jpg>



For centuries, families and communities have gathered to share meals together, allowing for a deepening in relationships. For this reason, the second graders enhanced their knowledge of food in the third bimester. They have explored the implications of healthy and unhealthy food and the importance of water. Also, they learned how to describe and classify their favorite foods and least favorite foods by texture, flavor, and mealtimes. Their learning culminated in the ultimate "taste test!"



Dia De Chilenidad



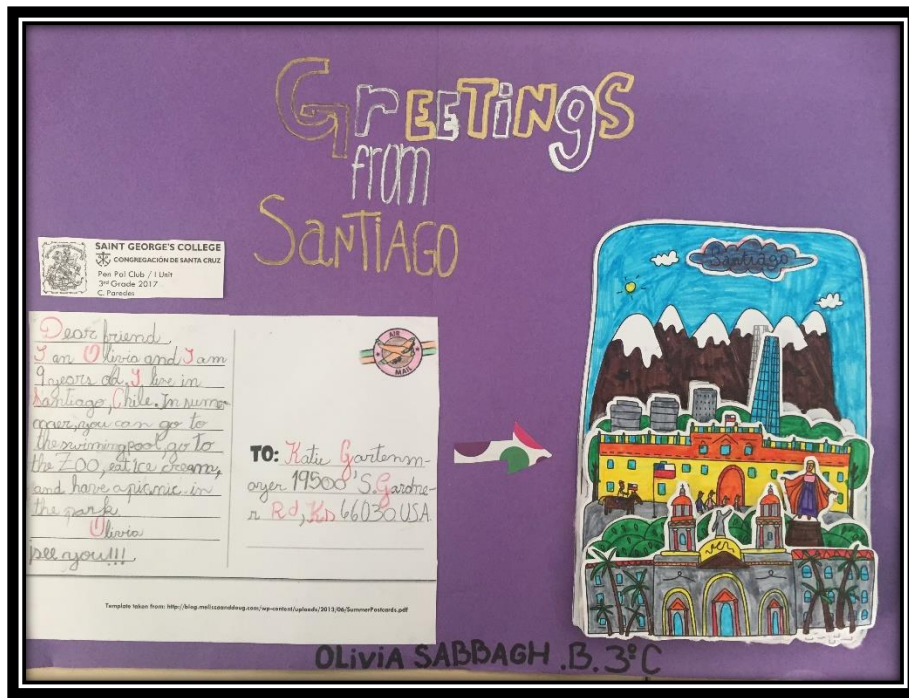
Students used their knowledge of food vocabulary, including words to describe texture and flavor, to create a Chilean menu for the school celebration.

The children worked in groups of 2 or 3 to describe and translate traditional Chilean dishes to English. For example, sopaipillas can be translated as fried pastries.



During Dia de Chilenidad, the students celebrated the history of Chile by continuing to learn about Fiestas Patrias, performing traditional dances and having a fonda with choripán, or in English, chorizo and bread.





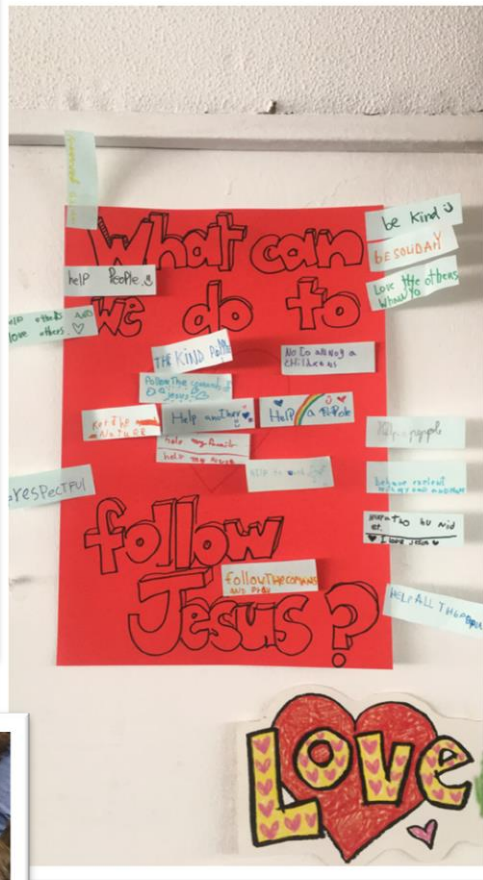
Third graders in Penpal club completed a project titled, "Writing a Postcard." They first learned about the parts of a letter: heading, greeting, body, closing and signature. In their letters, they described Santiago and the activities they participated in during vacation. After completing the writing portion of the project, the students developed a 3-D postcard, allowing their creative juices to flow.

To learn a fun song about the parts of a letter, scan the QR code below! ☺



Social Media QR Codes





Spirituality in the Classroom

The students of third grade have participated in many different reflections, spiritual exercises, meditations, and typical prayers at the beginning of each class. Pictured to the left is a picture of students' reflections about how to follow Jesus, in every facet of their lives. They wrote their reflections after watching a class video and having a class discussion.



Image taken from:
<https://i.pinimg.com/736x/24/20/1b/24201b7ddd7a22b7eddaf4f4ae00ade4--the-cross-of-christ-jesus-cross.jpg>



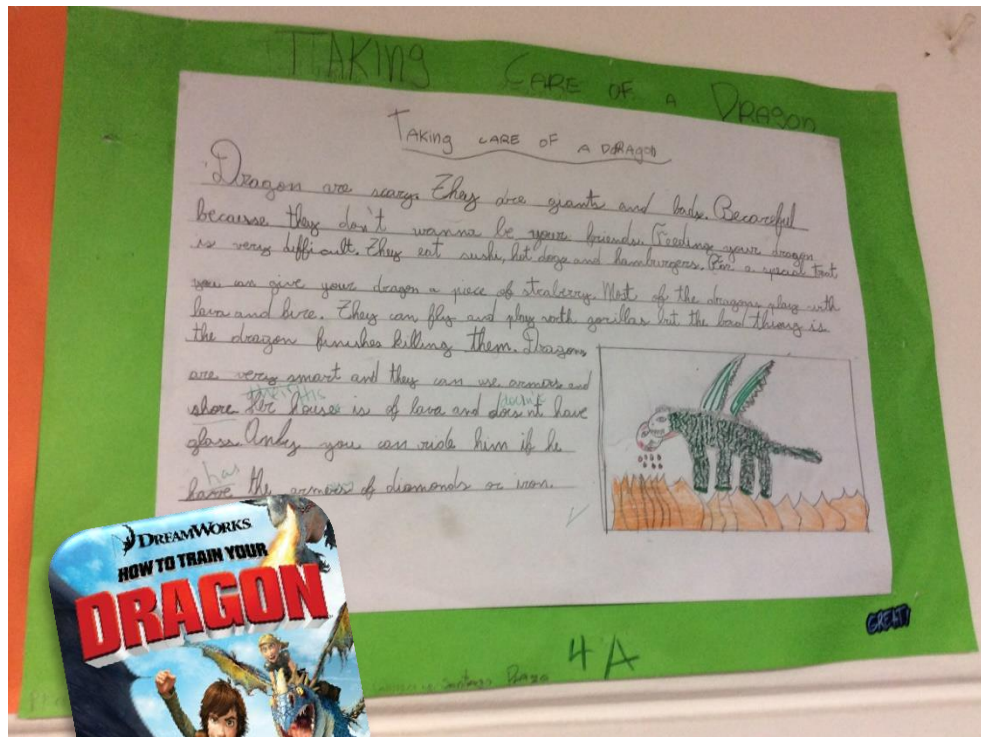
"The person who follows the crowd will usually go no further than the crowd. The person who walks alone is likely to find himself in places no one has ever seen before." -Albert Einstein

The third graders have taken Albert Einstein's motto to heart this bimester. They have delved into the idea that all people are individually unique and special. They have learned how to describe their differences using intrinsic and extrinsic character traits. One of their learning activities included an art project where one student gives a verbal description of a picture, while the other student, the artista, draws a portrait of the person in the picture. Additionally, they have described their best friends and ways in which their best friends are unique. This past bimester, the third graders have grown tremendously in their oral production of English. Way to go third grade!



Social Media QR Codes

Scan the QR code to watch a video!
 about being different! ☺



FANTASTICAL ANIMALS

Children in fourth grade worked in a unit titled, "Fantastical Animals" during the third bimester. The pictures show the students' paragraphs giving advice on how to take care of a pet dragon. The inspiration for the activity stems from story of Saint George and the dragon, as well as the movie titled, *How to Train Your Dragon*.

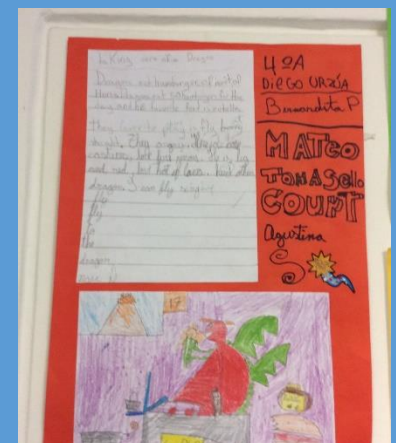
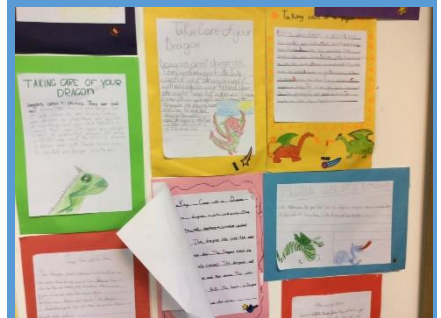


Image taken from: <https://www.steadfastfamily.com/wp-content/uploads/2014/06/how-to-train-your-dragon-poster-1.jpg>

6th graders have been investigating and learning about different heroes in the world and then writing biographies! Here is some of the work, which summarizes major achievements of these heroes and their personal thoughts about these important world figures.

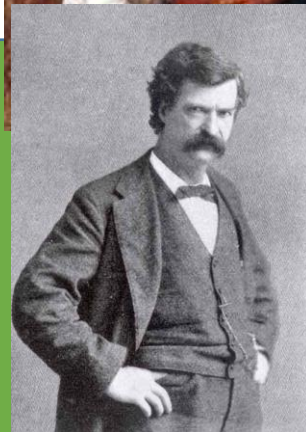
The “Playful One”

Pocahontas was a brave woman. She was really named “Matoaka,” but she is better known as Pocahontas a name that means “playful one”. She was the loved daughter of the chief of an Algonquin tribe. Thanks to her the Native Americans and the English settlers started getting along and making trades. We think she was intelligent, she wasn’t afraid to be very sociable.

Pocahontas:
https://upload.wikimedia.org/wikipedia/commons/thumb/0/01/Sedgeford_portrait.jpg/170px-Sedgeford_portrait.jpg

Rosa:
https://www.biography.com/image/c_fill%2Ccs_srgb%2Cg_face%2Ch_170%2Cq_80%2Cw_300/MTQ1MTM5Nzk3MDg0NzQzMDY0/rosa-parks---legacy.jpg

Samuel:
http://shsmo.org/historicmissourians/name/c/clemens/images/gallery1/1b_0243052.jpg



The Segregation Killer

Rosa Parks wanted to fight for the rights of African American people in the U.S.A. Rosa married Raymond Parks in 1932. Raymond worked in the NAACP, an organization that wanted equal rights for everyone. Rosa refused to give her seat to a white man, so she was arrested in 1955. Rosa started the Rosa and Raymond Parks Institute for Self-Development, for the civil rights education. We think that Rosa became a hero because she fought for the rights of black people.



The Real Tom Sawyer

Samuel Longhorne Clemens was an amazing writer who wrote with the pseudonym of Mark Twain. He left school at the age of 14 to be an apprentice in a print shop. He was very smart because he learned every landmark from New Orleans to St. Louis. His most famous book is “The Adventures of Huckleberry Finn.” We think that Mark Twain is an example to follow for future writers.

Seventh grade students had a special treat from the 7th to the 18th of August when some of their parents gave presentations about their careers in class. Students were interested to listen to the many amazing things their parents do for their living, how they help the community and the importance of English to both.



"I liked the project because parents come to teach us about what they do and I found it very fun."

- Student Antonia Iosifidis (7th C)

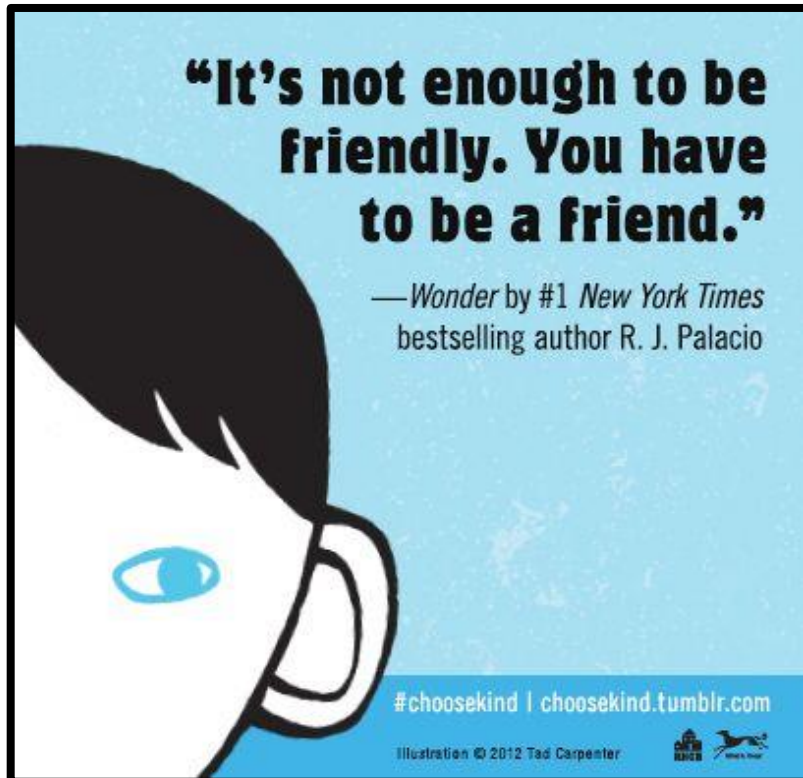
John Zoltner presenting via Skype for Seventh A (pictured above).

Many parents said they were grateful for the opportunity to talk about what they do and were impressed by their children's English skill:

"Thank you again for the opportunity to talk to the class. It meant a lot to me because I rarely get to participate in Luciano's school activities", remarked John Zoltner, a parent who joined the class via skype from the United States (pictured above).

Overall, everyone enjoyed the presentations which were part of a larger project on advertising. Teachers, students, and parents alike said they wanted to repeat it next year.

Eighth graders have been busy practicing their writing for the PET in a variety of ways, including, which is going to be made into a movie this year! Students wrote reflections on the main character of the novel from the point of view of different characters.



http://edtech2.boisestate.edu/loripetzel/images/wonder_socialmediainage_4.jpg

Jack Will

My life has changed since I met August. My name is Jack Will, and I want to talk about my story with my friend August. At the beginning we were friends, but then Julian and other kids started making fun of me because I was the friend of August, so I took distance from August. And on Halloween, I said something horrible about August and he was listening, but then he forgave me. All of this helped me to understand that being popular is not the most important thing, it is to have real friends, and it's not important how they look. The inside, the feeling, how they think, their personality are the important things, and I prefer to be kind than to be impolite or mean. August is a real friend and a good one. I want to keep sharing moments and situations with August. And the last thing is that saying sorry is easy but not making mistakes is difficult, so I'm so ashamed about what happened.

Antonio Lopez, 8C

Via

My life has changed since I met August. It's so different now, it's so strange. When I was the only daughter, I was the one that had all the attention, all the care, all love, all worries were on me. But when Auggie was born, it was completely different. Because of his different qualities, my parents had to put all their time on Auggie. Of course they had time for me, but it was as if they didn't. At the time, I was growing up, I learned to solve my problems on my own, or when I didn't understand something in school, I had to figure it out, when I need to study, I did, when I had a play my parents rarely went. I understood that August was the priority, the center of the Galaxy, and we were planets circling around him. I learned not to worry my parents with my stuff because comparing it with August's problems, mine were nothing. So that's it, I've been moved to the second place, and I'm not so happy about it.

Emilia Venezian, 8D

Some students also wrote more general reflections on themes in the novel or letters of advice to the main character, August, to help him solve the problems he

Dear August,

I know school isn't very fun sometimes, but it's normal. There are always kids that will disagree with your opinion, it's normal too. You just have to be calm and ignore the bully, because once they get bored of you ignoring them, they will stop. If Via is acting weirdly, maybe she just fought with her friends or her boyfriend. I think you should wait two more days and if she is still weird, talk to her. Remember to ignore the rude kids and just talk to your friends or Via about how you feel.

Hope I see you soon,

Fernanda Paredes, 8D

Summer

My life has changed since I met August. With this experience, I'm learning how to make relationships with different types of kids. This is very important because in the future I will have to work with people that I don't know who they are, and with this experience it will be easier to work with them. When I looked at him for the first time, I was surprised I didn't know how to react in that momento, but after that I reflecte don how difficult his life must be. I started sitting with him in lunch and I have to say that he is a very nice person. You must meet him.

Bruno Nattino, 8E

Not all friendships are forever, but they can last very long. This means that friendships, like August and Jack's friendship, can have a lot of changes. At the beginning of Wonder, Jack is "forced" to be friends with August; he has to show him the school, they have many classes together, etc. So, that's why Jack doesn't have lunch with Auggie the first day (he has been with him all morning). Later in the book, Jack says a really mean and shocking thing about August. August listens and never wants to go to school again. Jack Will, during winter break, apologizes with Auggie and they become best friends again. Finally, August and Jack go to August's house to do the science project. As you may have noticed, this friendship is always changing.

Sabrina Puschel, 8D

Students are excited to see the movie which releases next month. Use the QR code to see the official trailer!



<https://i.ytimg.com/vi/ngiK1gQKgK8/hqdefault.jpg>

8th graders have also been writing short stories where the reader is the protagonist! The reader makes decisions throughout the story that can change the ending!

Harry the Scientist

By Vicente Egaña, 8B

Harry walked to the N.A.S.A. office. He really wanted to have a job in there. When he arrived, he entered to the office and he talked to the boss: John. Finally, John said: "We are going to send you a message telling you our opinion."

If you think N.A.S.A accepted Harry, read Middle #1.

If you think N.A.S.A. rejected Harry, read Middle #2.

Middle #1

One week later, Harry received the message. He read it and then he jumped of happiness. N.A.S.A. accepted Harry. The next day, Harry went to the job. He started working studying the light and energy of stars and supernovas.

If you think the project was bad, read Ending #1.

If you think the project ended well, read Ending #2.

Middle #2

One week later, Harry received the message. He read it and then he started crying: N.A.S.A. rejected Harry. When he finished crying, Harry started to feel angry, so he said to himself: I have to get revenge.

If you think Harry got revenge, read Ending #3.

If you think Harry didn't get revenge, read Ending #4.

Ending #1

After 4 years of work, Harry did the final experiment. He tried a new electrical machine that he invented to analyze the light of the stars. But something went wrong, suddenly an explosion occurred and his body changed. Harry threw fire with his hands!

Ending #2

Harry did the final experiment and everything occurred perfect. He discovered a new characteristic of the stars. He won a lot of money with his experiment, so he bought an amazing house, and he traveled around the world. He became a very famous scientist.

Ending #3

Harry went to N.A.S.A. Labs and he tried to create a fire. But the plan failed, so the police caught him. So he went to jail and he was there for 15 years and one day.

Ending #4

Harry thought better so he didn't seek revenge. He started working on a project by himself. After all he had a lot of success, so Harry created a new office called P.A.Z.A. This office became a very important building.

Georgians can sing and dance like Pop Stars! This year for English Day students incorporated the themes from the books or current classroom content into song. 11th grades had to choose a song that they could connect to the book they were currently reading (1984/Divergent). Some 12th grade groups did the same with the content of their class. In groups they choose their songs and explained how their song related to the story/class.



Group Elisa Martens, Paula Prieto, Marianne Schmidt, Luz Maria Jaramillo, and Amelia Pino sing “The Best of Both Worlds” emphasizing how Tris wants Dauntless but still is fond of qualities of Abnegation.



12th grade groups sing songs about growing up/moving on as they prepare for their last bimester at Saint George’s College.

Pictured above from left to right

Grp 1: Clara Raveau, Camila Gigli, Clara García, Sofia Bravo, and Victoria Salas

Grp 2: Pedro Vilaplana, Clemente Sánchez, Sofía Schmidt, and Dominga Artega



This unit the 9th graders have been working tirelessly on preparing and practicing their debating skills. After reading and discussing the themes of *The Giver*, students had the chance to collaboratively research and support their positions on certain controversial topics that come up in the book (like euthanasia or genetic engineering). Below and above show students during the evaluations where they finally get to put their research, hard work, and speech into practice.



“I think that in English we learn more when we do projects than when we do tests. In the case of the debates, we have had to research new information and support our ideas with the book and other sources. For example, I’ve learned the countries where euthanasia is legal and the high price it takes to care for someone who is dying, which is an injustice.”

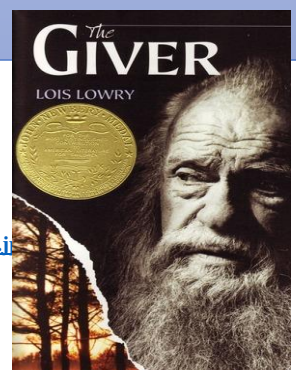
-Maximiliano Figueloa

STUDENT OPINION

Picture: <https://nekelecelestine.files.wordpress.com/2015/03/studentopinion.jpg>



<https://images.gr-assets.com/books/1342493368/3636.jpg>



10th grades have been writing reflective essays related to themes found in the book “The Curious Incident of the Dog in the Night-Time. The students were taught to support their ideas with textual evidence and the structure for their essay. The following essay was done by two ladies in 10CD (Sofía Aguilera and Renata Mozó).

A Needed Friend in the Classroom

“In years to come, a child may forget what you taught them, but they will always remember how you made them feel.” –Maya Angelou

Do kids remember what they learned when they were little? They probably don’t but they do remember their cheerful teacher and the great time they had in class. On the other hand, if their teacher is cross all the time, students will also remember it, and the classes could become dreadful. This demonstrates that the relationships students maintain with their teachers are very important in their everyday life because getting along with the teacher affects their learning process. Besides, the teacher’s support affects students psychologically.

One reason why teacher-student relationships are very important is that for a student, getting along with the teacher affects their learning process. This is shown in the book (The Curious Incident of the Dog in the Night-Time) where it says “...she got out a pencil

and another piece of paper and said it probably made people feel very 😞 and then she laughed. So I tore the original piece of paper up and threw it away. And Siobhan apologized” (Chapter 3, page 3). Christopher has difficulties interacting with people; when Siobhan made him feel sad he stopped wanting to learn and he threw the piece of paper away. This quote shows that a teacher can avert a student from wanting to learn and, as a result, actually learning more. Yet, this is not the only reason how getting along with teachers affects the learning process.

Another way to prove that that the relationship a student makes with their teacher is important is that it affects them psychologically in their everyday lives. We can see this in the book on page 122, chapter 167 when Christopher says, “I had to get out of the house. Father had murdered Wellington. That means he could murder me, because I couldn’t trust him, even though he said “trust me,” because he had told a lie about a big thing.” Even though this doesn’t prove the point directly, it shows that Christopher has trouble trusting people, and that when his father

lied, he was scared of him. This indicates that when the teacher resonates with a student, he or she can feel assured and safe thus bringing a better learning process and more confidence so they don’t lose their rag. These two reasons prove the importance of the student-teacher relationship and they show how important it really is for students and teachers.

To conclude, the relationships between students and teachers is very important. The way students relate to teachers can hypothetically affect their learning and can also affect them psychologically. This is important because if the teacher and the student maintain a good relationship, the teacher may detect an improvement in the students’ education, and that will even affect their development outside of the school.

Picture taken from: https://www.amazon.com/dp/B000FC1MCS/ref=dp-kindle-redirect?_encoding=UTF8&btcr=1

