The Legend

An English-Language magazine for news from all of the grades! Independently written by students and teachers at St. George's college for you reading pleasure.

Volume 1 | Issue 1

Bimester 1 I 2018

If you are interested in writing for The Legend, email: Mr. Conor Fitzpatrick cfitzpatrick@saintgeorge.cl, Miss Monica Schneider mschneider@saintgeorge.cl, or Miss Cristina Medina cmedina@saintgeorge.cl All are welcome!

Students at the English Lunch on Tuesdays!

In This Issue

02: PK & K: Shapes & Sounds

03: 1st Grade: See-Think-Wonder

04: 2nd Grade: The Peace Book

05: 3rd Grade: Daily Routines

06: 4th Grade: Celebrations

07: I Unit– English Clubs

08: I Unit– English Clubs

09: II Unit—Drama Club

10: 7th Grade Similies & Metaphors

11: 7th Grade Stubs Grows Up

12: 8th Grade Video Partners

13: 9th & 10th Grade Projects

14: 11th Grade Public Speaking

15: 11th & 12th Grade Projects

16: 12th Grade Science Fiction

On April 20th Pre Kinder and Kinder levels celebrated "Bookworm Day" in the library. They listened to different stories and enjoyed a role play performed by their English teachers.
Kinder students also listened to a story told by Father David Halm C.S.C.

Kinder students are working on "Unit 2: Numbers and Shapes" counting 1 up to 20 and creating compositions with shapes. With this activity they are displaying their creative thinking abilities.

They are distinguishing between the /s/, /a/ and /t/ sounds from Floppy's Phonics Reading Program. In the pictures they are tracing sound letter "A – a" with chalk, and also working in groups to draw things that start with the /s/ sound. This activity is showing collaborative work among students.

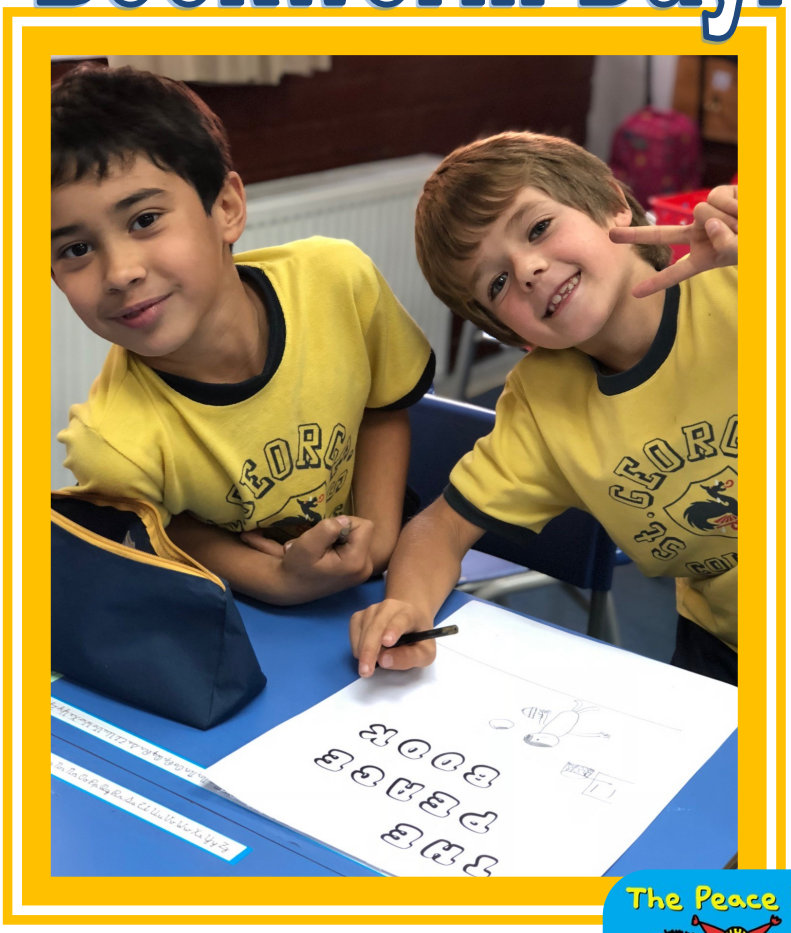
The first grade students watched the Rio Paralympics 2016 trailer on YouTube and used the routine, **See-Think-Wonder,** to develop their ability to look carefully and synthesize information.

Students have been working with the thinking routines.

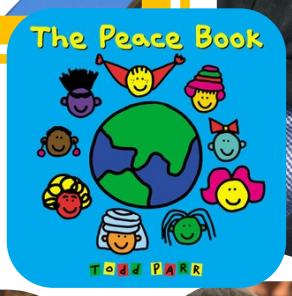
See-Think-Wonder

They were fascinated by the wonders performed by these amazing competitors.

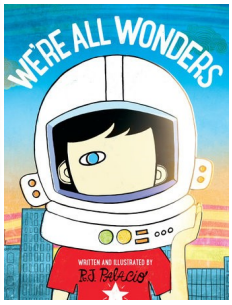
Bookworm Day!



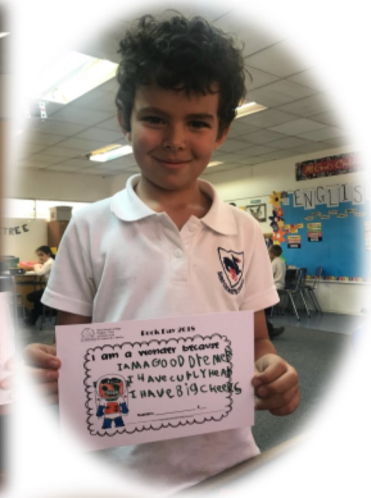
Children illustrated different pages of ***The Peace Book.*** Each group created a giant book for their class!



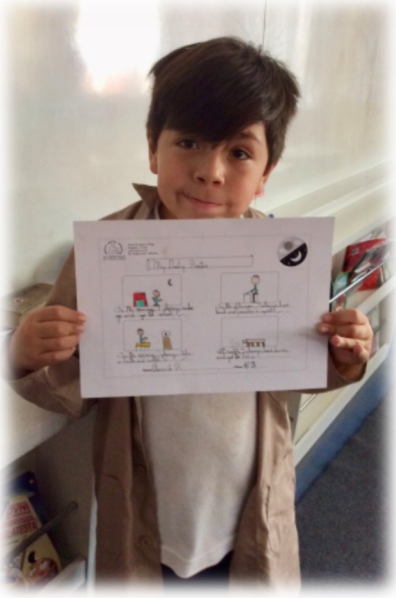
We're All Wonders



For **Bookworm Day**, the third grade students read the story, *We're all Wonders*, and discussed the ways that they are each wonders in this world.



My Daily Routine



The students have also been learning about **daily routines**, parts of the day, and adverbs of frequency. This student work showcases their ability to construct sentences that describe routines that they do throughout their day.

The 4th graders celebrated **Bookworm Day** by creating a comic where everybody learned about the importance of books, working in groups and the use of the most important super power: imagination!

Celebrations

The students in 4th grade were working on the project, ***Celebrations Around the World,*** learning about different customs, traditions and cultures. They included important information, such as: origins, dates, activities, symbols, costumes, etc.

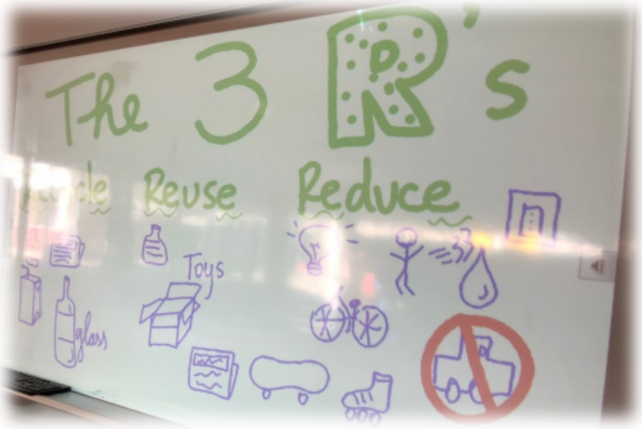
English Clubs

1st Grade - Rhyme Time

Students have been learning different nursery rhymes. Using the rhyme, "Five Little Monkeys", students worked in groups and they colored their monkey's masks before acting it out.

2nd Grade - Rhyme Time

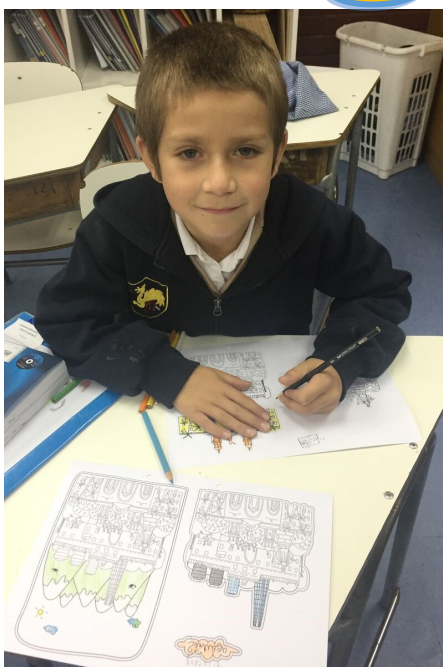
Students learned the nursery rhyme "I'm a Little Teapot". They created teapots using playdough. They also learned the nursery rhyme, "Humpty Dumpty", identified the plot, and illustrated their favorite part.

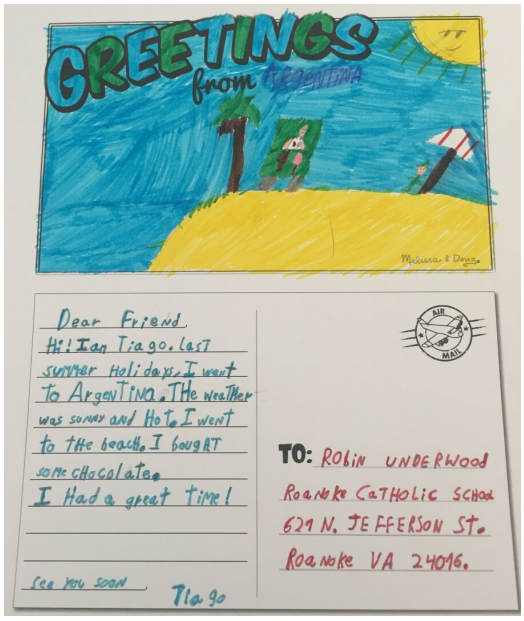


2nd Grade - Green Club

In the **Green Club**, 2nd graders are learning about the impact we have on our planet and the ways we can fix the damage! One of the important characteristics of this club is that students are making their thinking visible through several different thinking routines.

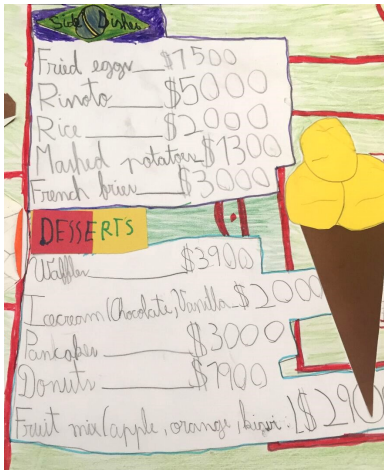
English Clubs

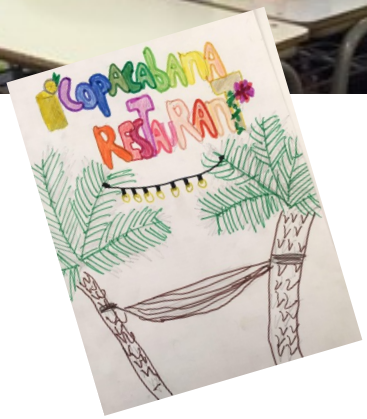




3rd Grade - Pen Pal Club

Students are working on the project called "Writing a Postcard". In this project, students have learned how to write a postcard, identify the main parts of it and describe activities they did during the summer. When students finished, they started working on a 3D postcard about Santiago.



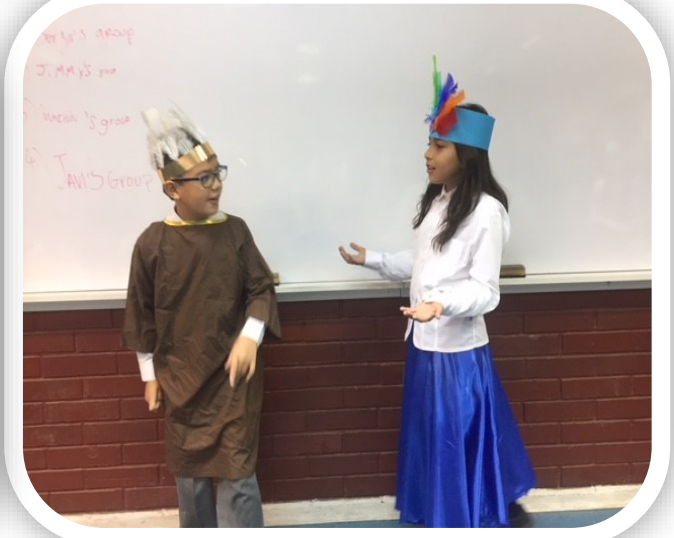


4th Grade - World Club

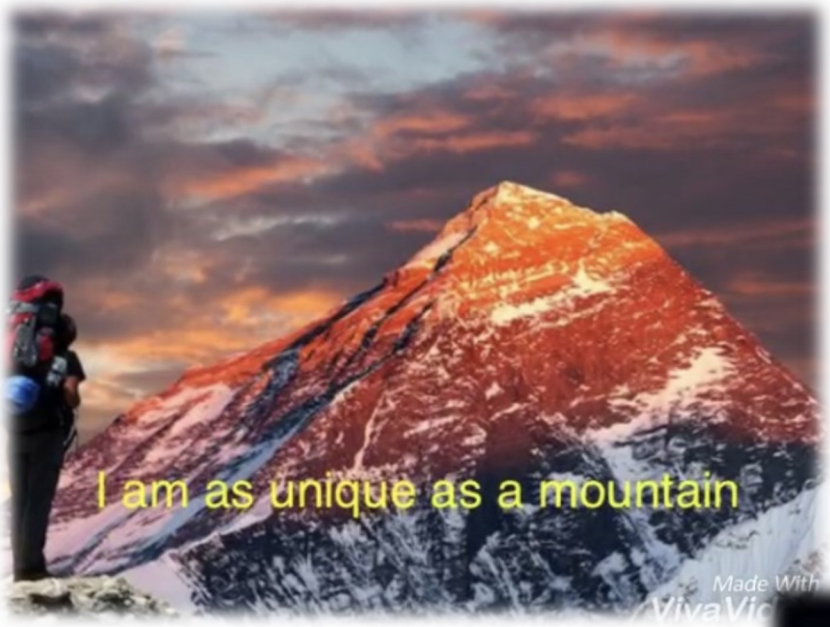
Students are working on the "Menu Project". They have classified food into categories and created their own menu. After this, students practiced using dialogue by acting out the process of ordering and serving food in a restaurant.

Drama Club

The 5th and 6th graders have been practicing and performing plays this bimester, including *Chilean Legends* and *A Midsummer Night's Dream*. The students read the script, memorized their lines, made costumes, and performed the plays in front of their classmates.



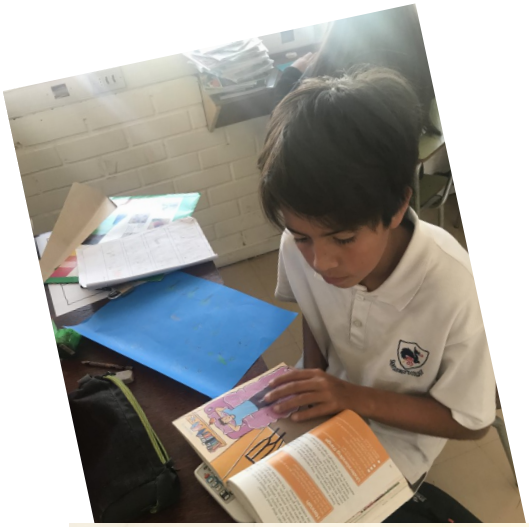
The first Project the 7th graders created was an expression of themselves using technology. Students created similes and metaphors to describe themselves through comparisons. Then, they used VivaVideo to create a movie about themselves. The students had a fun time showing their classmates their videos.

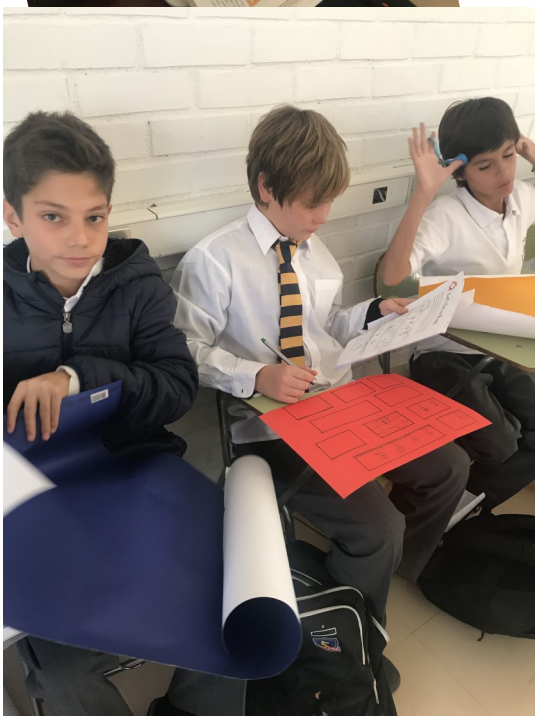


Similes

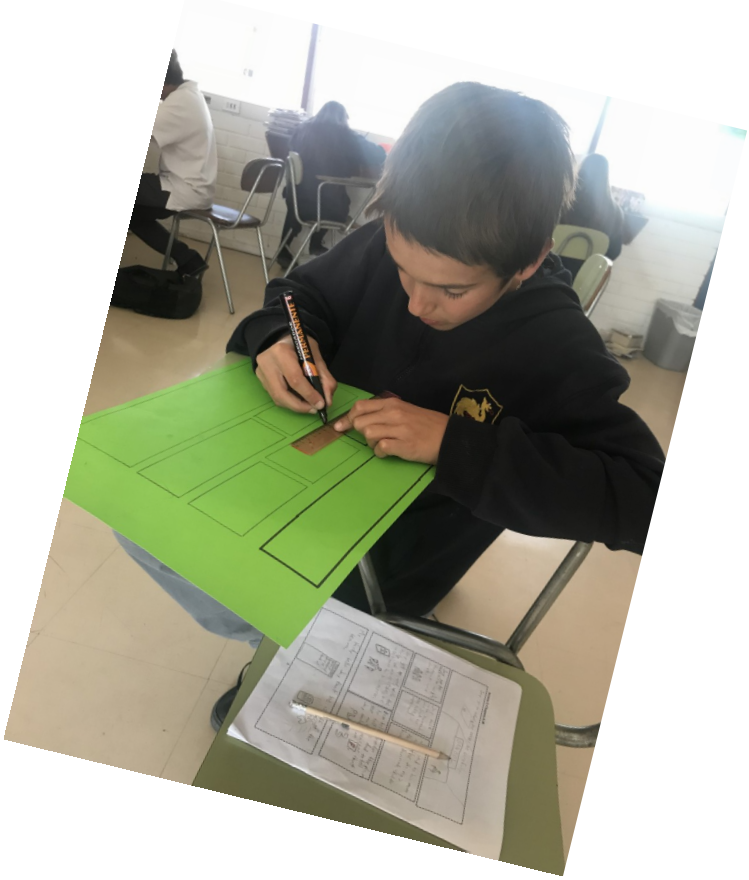
Metaphors

In the second half of the first bimester, 7th grade students studied Literary Elements by reading the book *Stubs Grows Up*. Using the plot, characters, and setting from the book, students created comic strips,

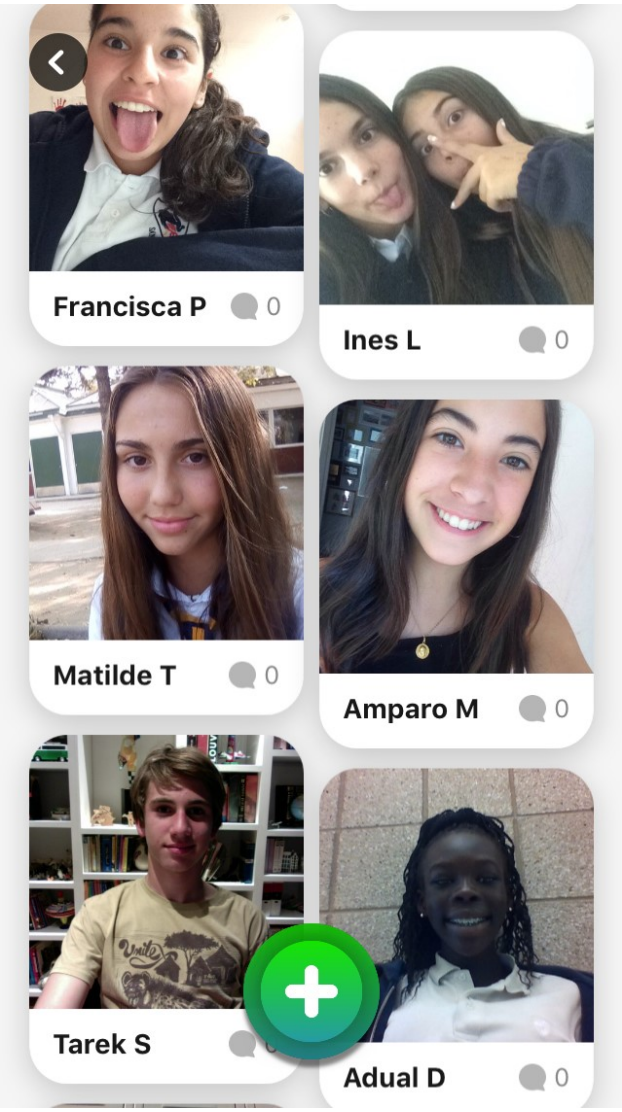




Stubs Grows Up



8th Grade VideoPartners!



Nowadays, we do not need to be in the same place to communicate with other people. Technology has helped us to express our ideas, opinions, and experiences with others, which has led us to become citizens of the world. Based on this idea, we want students to experience what it is to have a VideoPartner from the United States. Students will share and respond to their partner in three different videos, through the use of an application called Flipgrid. The students will discuss three different topics with their partners:

1. **Themselves:** Students will introduce themselves sharing personal information.

2. **Their Country/City:** Students will become an ambassador for their country/city.

3. **Their School**: Students will describe what it means to be a Georgian.

Chile ⟷ USA

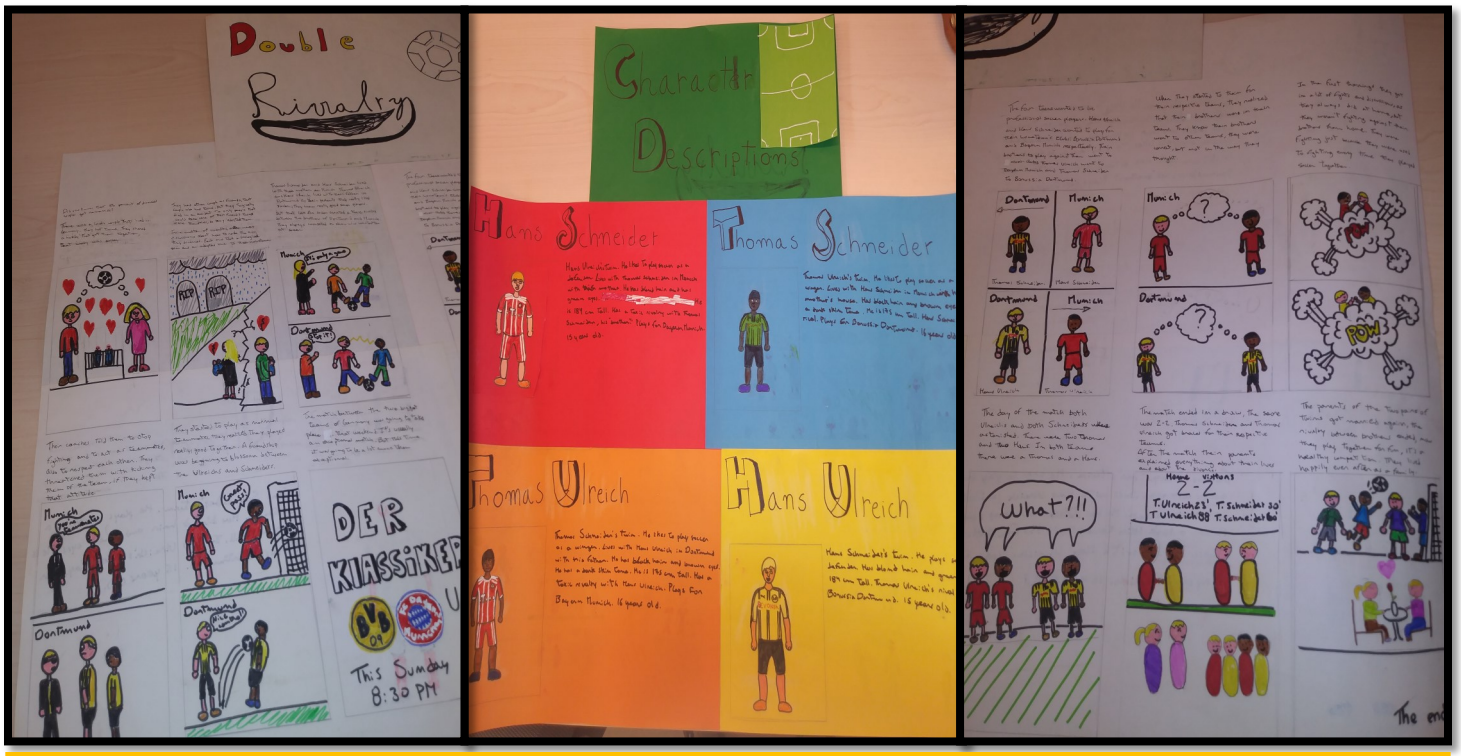
9th Grade– Letter Writing

In 9th grade students have been practicing writing using Journal Entries as regular writing practice. Below is an example from Ana Garnham 9A:

Dear diary,

I'm a rock star at school. I got a 6.5 in Spanish and a 6.4 in Math. My coach offered me an exchange program of cheerleading. This could be a great opportunity for me. People from other countries would know me. Imagine this diary, "Ana cheers the official soccer team" I could be famous! On the other hand, I have all my friends here, the exchange would be for a whole year. My friendship with Joanne is weak but we have been working things out, although it's hard because she really hurt me. Imagine if she replaces me for another girl that would be horrible! Also Kevin (my new boyfriend) would be very lonely and he is not very smart either. He could confuse me with another girl. It happens a lot in parties. He told me he doesn't see very well in the dark. I believe him; he Is the most popular guy in school after all.

If I go, my family would be very sad. How could they live without me, right? My dog, Bora, would miss me as hell and my twin sister wouldn't have another person to fight with. But I think I really am scared, do you think I could do it, diary? Of course you think it! I write you, dah! I am scared I don't know what to do…



10th Grade- Storyboard Project

Students in 10th grade have been working on adaptations of Shakespeare's The Comedy of Errors. They made storyboards of their adaptations then presented them to their classmates and teachers. Above is an example from Juan Olave from 10D.

11th Grade– Public Speaking Contest

On Saturday, April 14th Diego Zapata participated for the first time in the Public Speaking Competition put on by the English Speaking Union of Chile! Students prepared a 5 minute speech on the theme "Great artists have no country". Below is Diego's speech

Roots

I love to make bets. It's a guilty pleasure of mine, either I win tons of money, or I go into bankruptcy. So a couple months back, I was hanging out with a couple of friends, and the topic of AC/DC came up. I said: "Yeah, great American band". My friend looks at me with this face, like I was committing a sin or something. He said "Dude, AC/DC is an Australian band". I was like "You are totally wrong! Bet you 20 bucks AC/DC is an American band". I was completely sure AC/DC was from the U.S. And that was the day I lost 20 bucks, and my dignity. To this day I still think of how many Starbucks coffees I would of had with those 20 bucks.

Am I the only person foolish enough to think that these dudes are from the States? They could of been literally from any place in the world. But Australia? Come on…
But why is this the case? Well, it's probably because we don't even see these artists as citizens of a single country, at this point in time, we see them more as citizens of all countries. Great artists have no country, because they have all of them. Nowadays, all great artists must drop the roots they've spread out in their respective countries in order to go through the turning point that transforms them from just an ordinary artist, to an icon.

This turning point is globalization. But in our current time, this turning point doesn't only affect big name artists. Globalization has also come to affect us, "regular" people. Do we need to drop our roots in order to become global citizens?

Let's take a look at the United States. The Mexican-American community has done an amazing job keeping their Mexican roots, while adapting to the country they live in. But at what cost? Nowadays, Mexican-Americans struggle to find work opportunities, being discriminated against just because of their Mexican roots. And not even they have avoided the inevitable. As time passes, the Mexican culture inside the US starts to become just a shadow of what it once was. A study done by Princeton University shows how up to 4th and 5th generations, only 1 in 30 Mexican-Americans show a fluent level of Spanish. The rest only showing a basic level of Spanish, even some showing complete loss.

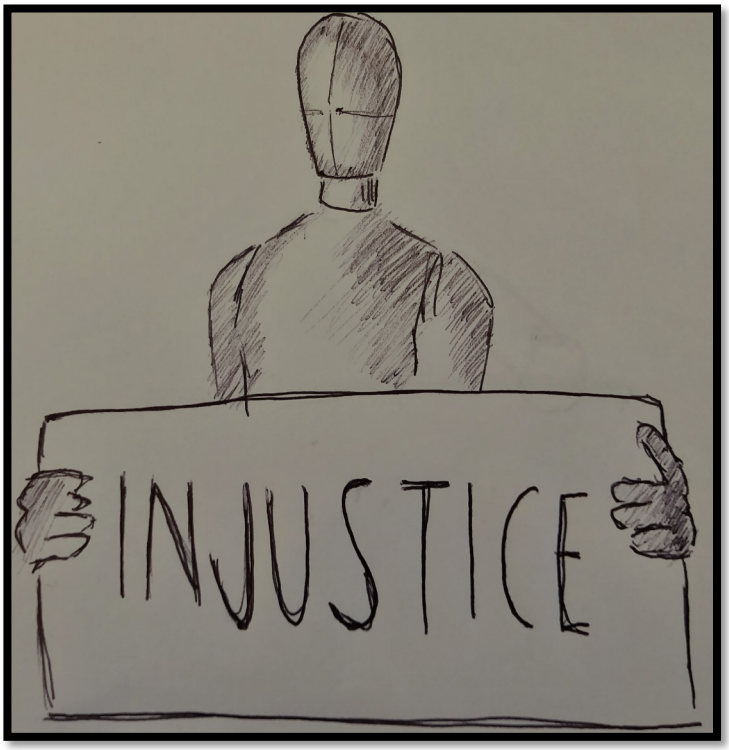
This only shows how as time passes, we seem to lose our roots in a society that everyday becomes more united at a global level. But I want to ask everyone here a question; What are the benefits of becoming a global citizen? Is it even worth it?

Well, let's take a look at artists again. When artists make the choice to leave their culture behind to become international icons, they do it for a reason. Icons have something that only a handful people have. A voice. A voice that will not only be heard by the people in his or her country, but in the entire globe. Big name artists have the power to reach out to the world, and be understood by it. If you ask me, that´s beautiful. And it's not like by letting go of your cultural roots, you lose what makes you who you are. Nationality doesn't really define you.

A little story about me. I moved to the States when I was 6, because my dad was finishing his P.H.D. in New York. But my dad went there not only because of himself, he decided to go there because he wanted me, to learn english.
He didn't want me to be stuck within the borders of my country because of my language, he wanted me to be able to carry a message not only for people in Latin America, but in the entire world.

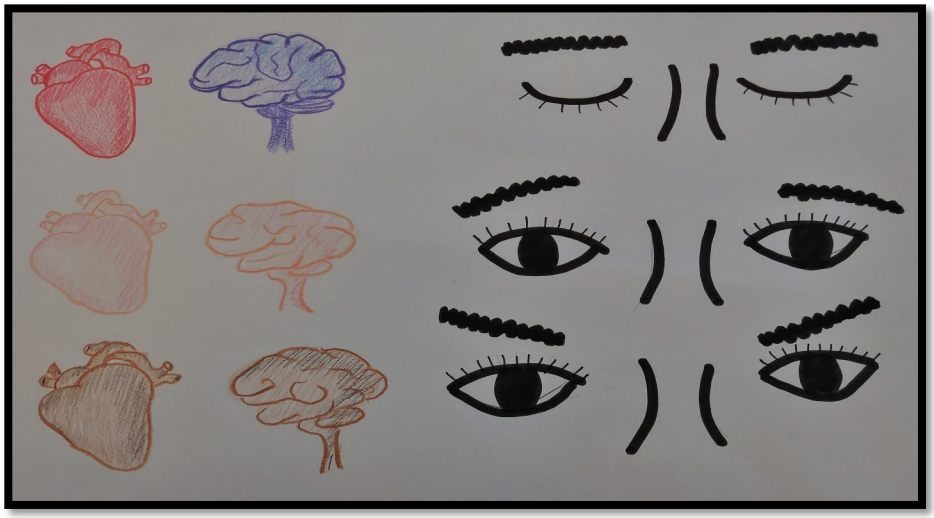
That's the whole reason I'm here, and probably why everyone here speaking in this contest is present today. To carry out a message beyond language barriers, beyond, and any barrier. To reach out to the world, just like artists.
What we do with this voice is up to ourselves, but what I do what everyone present here, is to realize that this power we acquire by becoming global citizens, and transcending cultural limits, is the key to changing other people's lives.
So let's all be great artists here, and have a voice that goes beyond any barrier imaginable.

Immigration in Chile: benefit or problem?



By Cristian Violic

Chile is a south-western country in South America which is suffering one of the most important phenomena of the century, immigration. Immigration according to the Merriam Webster dictionary is "the act to travel into a country for the purpose of permanent residence there". The most common reasons to **migrate** are: looking for new job opportunities, looking for refuge from war or to escape from the **famine** and bad conditions in their native country. Due to the economic and political stability (conforming to Bio Bio Chile) "Chile has recently become a magnet for migrants. From 2007 to 2015 the number of immigrants living in Chile increased by 143% to 465,000 people, about 2.7% of the population of Chile" . The immigration rate went up after the return of the democracy in 1990, becoming a good option for people whose condition in their native country weren't good, the main influx of immigrants comes from Peru followed by Argentina, Bolivia and finally Colombia. Most of the migrants come to Chile for work reasons, 52% are woman and 60% of them come from Peru. The majority of them live in the Metropolitan Region and work in construction, industries or home services. Many of them are illegal in Chile because they didn't have the official papers to pass the border and pass as a tourist or enter hidden so the police won't find them. Crossing Chile's country limits illegally is very dangerous because to pass the border you must cross the driest desert in the world and a minefield. Also, if you enter illegally you can't have a work contract so you are exposed to work abuse. Nowadays the government just made a new immigration policy to mitigate these problems and improve the conditions for immigrants in Chile.



12th Grade Current Events and Politics (Text)

In the Current Events and Politics Module for 12th grade students studied immigration specifically in Chile. For this assessment students needed to research and write up an article from their research. This excerpt is from Cristian Volic.

11th Grade Literature and Culture (Pictures)

In the Literature and Culture class, 11th grade students have been reading *To Kill a Mockingbird.* After studying racially charged images from the U.S., students created their own interpretations. These two are provided by Valentina Sanchez and Rocio Vasquez.

12th Grade– Science Fiction Module

In the 12th grade Science Fiction Module students wrote their own short science fiction stories. Below is an exceprt from Nicolas Santa Maria from 12D.

Image from: https://www.kaybeemacon.com/product/watch-test-1/

No Regrets

I´ve arrived at the same scene, the floor sprayed with red, contrasting with the metallic background, nothing changed; the same scorching sun, drying my tears away, the same blue sky, mocking my futile attempts, the same expression in his lifeless eyes, asking me to try again. Everything's the same, nothing´s different.

I clench my fist, bite my lip to control my urge to scream, So frustrating! It's not fair! This shouldn't happen to me! No mistake, never a mistake.

I take out "The Watch". The sun is setting, the sky turns orange. I press the button at the top and close my eyes. A small shock goes through my body, from my right to my left. I feel the floor disappear beneath my feet, the warmth of the sun leaves my skin, the sky turns blue again, then grey. Then everything stops and time starts again, I´m back! Back to the beginning of the end. Again looking at the same wall on which is written "No regrets". There's no need for regrets if you never make a mistake. The sun comes out again and my horrendous day starts again. Make no mistake.

My clock reads 8:37 AM, I quickly get up and get ready for another day. I go downstairs to the kitchen.

"Good morning," I hear him greeting me as he's having breakfast.

"Morning Anry," I answer. He's professor Anry, an independent scientist obsessed with time travel, too kind and naive for the job, and also my boss.

Well, that's how it's supposed to be, but he's more like a dad to me, even if he insists that he's too young to be it, when it's clearly obvious that he's old enough to be my grandpa. I mean, the gray, ragged hair surrounding his bald spot, wrinkled face and body, tired eyes, and his decolored mustache kind of give him away.

This sixty-something-year-old man (forty in his head) saved my life ten years ago when he took me in from the streets of the lowest district in the city.

I was just a brat around eleven years old, no parents, no real home, no one to rely on. I only lived off of begging and stealing. One day, I strayed from my usual area and went into a higher district. That's when I spotted the professor with one of his students walking down the street.

I´ve had bad experiences with academics before; they never give you anything if you beg and are usually too sharp to steal from without them noticing, so I decided to avoid them, but something made me change my mind.

There was something glinting in the pocket of the professor´s coat that was calling for me to try and take it.

I got close from behind and with a swift move of the hand I took it out from the pocket without Anry noticing immediately. It seemed like a pocket watch. I couldn´t stop contemplating it. Maybe I spent too much time doing it because he noticed it was missing and alerted his student who, when he saw me with it, took it out of my hand, twisting my arm. He would've hit me if Anry had not stopped him.

Next thing I remember is the two of them arguing. I don't know why I didn't escape then. I was still fixated on the device the professor was holding.

He got close to me and kneeled to talk to me, saying, "Why did you try to steal it?" I looked back at him with my best begging eyes. "Where are your parents?" I shook my head. He sighed and turned to his student, who was visibly angry. The professor turned to face me again, "You hungry?"

With that, he adopted me, placed a roof over my head, gave me a nice bed, warm food; he taught me how to read and write, math, biology, physics, almost everything that I know today. What I am today is thanks to him. There's not a chance in hell I am gonna let him die by the end of the day.

"Did you sleep well?" Anry asked, worried. "You look tired." I haven't really slept since I started this cycle.

"Not really", I answer. I approach him and take the piece of bread and butter he was about to eat from his hand and throw it in the trash.

"Hey!" He complained, "What are you doing?" The first one was poisoning. I go to the fridge and take out two yogurts.

"Here", I hand the strawberry one to him. "This is better." He takes it reluctantly and starts eating it, frowning like a small child. Meanwhile I head towards the gas line and cut it. The second was an explosion.