



Boxberry School Routes

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News from the Periwinkle Room

By Jessica Person

Our learning expedition, First in Flight, has come to land at last with the commencement of our most recent potluck presentation. All Periwinklers worked diligently on their projects and felt prepared to present them that evening. Their animation short film presentation was a success, as each group won awards based on the Oscar's. The assignment was to become more familiar with animation technology, develop storyboards loosely based on the theme of flight, and creatively solve the problem of sequencing their ideas. The first two groups used the technology of Scratch animation from M.I.T. to manifest their hand-drawn storyboards.

According to M.I.T.'s website, Scratch is designed to help young people (ages 8 and up) develop 21st century learning skills. As they create and share Scratch projects, young people learn important mathematical and computational ideas, while also learning to think creatively, reason systematically, and work collaboratively.

For "Best Directing" Emily H. and Emily T. accomplished this as they managed to refine and simplify their elaborate plans for a movie, which then became clearer as they told their story of how eating ice cream cones gives them the ability to fly. They also incorporated their own images into their movie. The second group, Riley and Tesla, created a film about a pig who accidentally eats a red liquid in a bottle, mistaking it for ketchup, who then grows wings and flies. Their film won "Best Visual Effects" for its ability to convincingly incorporate a web image of an airplane.

The next two groups used SAM animation from Tufts University to bring their stories to life. According to Tufts Center for Engineering Education and Outreach webpage, using SAM Animation (Stop Action Movie making software), students can create simple frame-by-frame animations of science, mathematics, and engineering concepts. Simon and Jack creatively problem solved a way to make their main characters smaller as they fell down a spiraling hole into an alternate universe, where they had the unique ability to fly when chased by a scary monster. Their film won an award for "Best Art Direction". Finally, Madeline and



Many thanks to Mike Murphy for his work with the animation projects!

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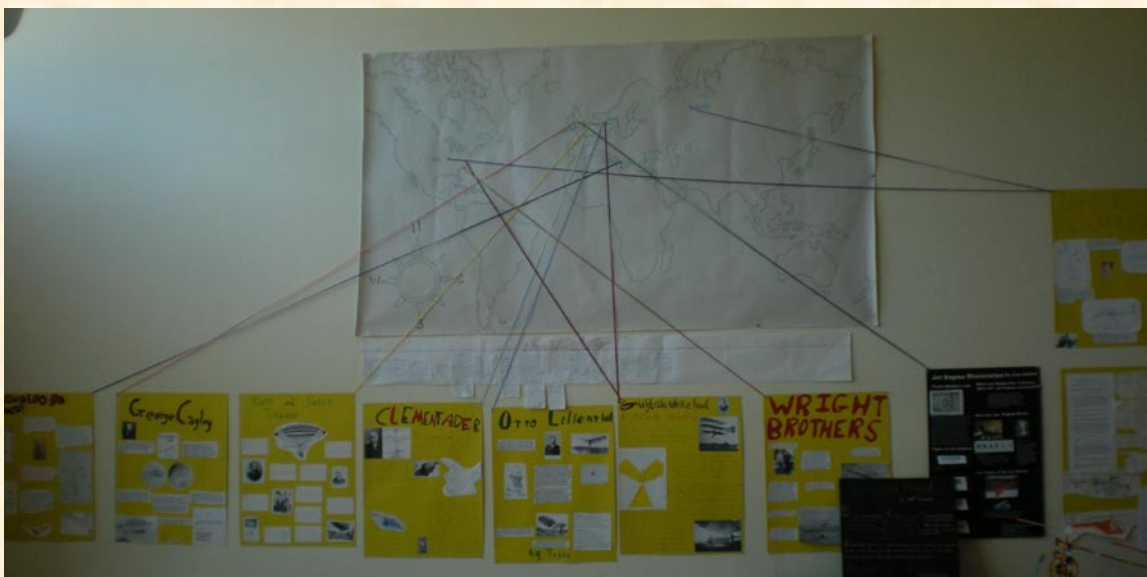
Sophie, also creative in their ability to design costumes and scenes that were not only beautiful to look at but aided in the functionality of their storytelling, won the award for “Best Costume Design”.

These films were made in a total of 5 weeks, once a week for only about 2 hours. What an accomplishment for our Periwinklers! They not only learned a lot about how to use animation technology, which will undoubtedly be a valuable tool for them in the future, but they also worked on problem solving, creatively and sequentially, with their partner.

The next project presented was our flight timeline and flight inventor's poster projects. In their book and internet research the students answered the following questions:

1. *Who is your inventor? Include a brief history of where they grew up and possibly what led them to invent their flying machine.*
2. *When did your inventor invent the flying machine? Where? Include a brief history of the time period in which the invention was created.*
3. *What kind of flying machine did your inventor make? Describe what it looked like, how it worked, etc.*
4. *Was their flying machine successful or not? Describe the way it was successful or if it led to other successful inventions.*

Periwinklers created a poster with this information and images from the internet, then we connected our posters to the world map, using brightly colored strings, to illustrate where the inventor invented their flying machine and/or what country the inventor came from. Also, they kept track of their research in their invention log books and documented their sources on index cards, then used that information to help them invent their own flying machine based on similar principles and design of their researched inventor. They drew diagrams, then brainstormed materials to use, then began to create their inventions. We decided upon what we wanted our invention to be able to do, tested it, recorded the results, and then pondered what we could do differently next time. Some students invented new models and tested them again, further solidifying their understanding of the scientific method. The older students researched a flight timeline and transposed it on the wall under the map, using a scale of 1cm = 5 years.



Flight Timeline

Printmaking Field Trip to Greg Shattenburg's Studio **By Jessica Person**

We finished up our lino blocks, illustrating a Chinese character with a simple drawing of that character, for example peace was illustrated with a peace sign. We learned how to roll out ink using a brayer and then printed a proof on copy paper, adjusted the ink and then printed on high quality and/or rice paper. The early 1900's printing press we used required us to spin a wheel to push the plate through the press, then push a giant wooden lever to press down onto the plate, thus making an impression on the paper. Our prints were beautiful. Three students then donated one of their prints to our annual appeal sponsors.



Sophie and Mr. Shattenburg

News from the Green Room **By Sam Armstrong**

March and April in the Green Room have been busy and we have been enjoying the transition from winter to spring. During Math time we have been continuing to work on addition and subtraction, estimating objects and then graphing our estimates, counting money using pennies, dimes, nickels and recently introducing the quarter. They have been working on telling time, to the hour, half hour and quarter past the hour and place value up to the thousands. During Literacy time we are working on grammar, punctuation and capitalization, hand writing (lower case letters), and spelling long vowel sounds. The students are also enjoying the listening station (books on tape). They continue working with sequencing and forming complete sentences used to describe an image. During Writing time we have been working on developing stories or retelling moments that have a clear beginning, middle and end. Starting with a rough draft, and ending with a written and illustrated finished product.

We wrapped up our Learning Expedition "First in Flight" by creating two different flying objects as well as a Learning Expedition time line. Our first flying project came from a model airplane book and was modeled after a bird. Each student made and decorated their own bird plane. We then discussed and used the scientific method to go about testing our paper birds. We wanted to test how adding weight to the front of the bird plane would effect how the plane flew. Each student wrote up their own hypothesis, and then was able to test it by first flying their planes without any added weight and then a second time by adding weight. Our last flying invention project was a fun and creative project based on the flying inventions that we had studied. Each student had to design their own flying invention. They first had draw up a plan and create a list of materials needed. After that they made their inventions. Each invention was very unique. The students then created their own Learning Expedition time line, first by drawing their own wonderful images of flying insects, birds and then flying inventions. They then painted their own time line banner to put their drawings on. The end result is creative, fun and colorful and can be

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seen hanging up in the classroom. The last two Thursdays before April break we joined Mike Murphy and the Periwinkle room for some science projects. The first Thursday each student paired up with a Periwinkle room student to create a marble maze. The second Thursday they worked with some model rockets, flew a kite and tested a hot-air balloon made out of a garbage bag. These two Thursdays were a lot of fun and the students really enjoyed working with Mike.

Our last week before vacation we observed Earth Day with several activities. We first discussed endangered species, what being endangered means and what some of the factors are that lead to animals becoming endangered. The students then each selected an endangered animal read some facts about them, where they are from and then found these locations on the map. In celebration of the outdoors we took advantage of the beautiful spring weather and had a scavenger hunt, not only did the students have to look for natural objects but they also had to listen to the sounds outside, and seek out different textures and scents. In addition to the scavenger hunt the students were also given a trash bag and asked to collect trash. We had a great time and our outdoor play area looks great!

Art

By Samantha Armstrong

In celebration of Dr. Seuss birthday, March 2nd, we created artwork inspired by one of Seuss' paintings titled "Joseph Katz and his Coat of Many Colors". This project was an opportunity to have fun and use several different mediums. Each student had to design their own cat wearing a unique and creative coat. The three mediums used for this project were Cray-pas, watercolor and collage. Cray-Pas was used first to draw the cat and the outline of the coat. Next they used watercolor for the background and finally collage was used to create the colorful coats. The finished projects are wonderful! They are a colorful addition to our hallway above the cubbies. Our last art project was inspired by Earth Day. Each student was asked to bring in a bag of junk or trash from home so that they could create a found object sculpture. We started out the project by looking at work created by found object artists such as Marcel Duchamp, Robert Rauschenberg, and Louis Nevelson. The students then got to work creating their own sculptures, using junk they had found as well as tape, wire and glue. The objective was to have fun and to create a dynamic and unique sculpture. The finished sculptures were a lot of fun.



Tesla and Katie's Marble Maze



Emily's Trash Sculpture

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Spanish **By Dareth Law**

We had a culmination 'transportation/flight' day where we converted the school into a travel agency, an airport and an airplane. The Middle School students, plus Tesla, Emily and Riley were the 'staff' and the rest had to order and buy tickets, check in and get to the gate, get seated once on board, ask for drinks, and understand the pilots' announcements. Nothing like using Spanish to get it to stick!

After the April break Spanish will be focusing on school and home vocabulary..... we will have a song for parents in the near future.

Handwriting **By Dareth Law**

The youngest members of the school have completed all their letters, upper and lower case, but the latter are still to be worked on. Most important at this age is recognition and the sound of the letters, as we have been putting them together to read!

The 'veteran' Green Room students are working very hard on spatial organization on the lines and on the page, and we have some very neat and careful writers. The approach is to focus on correct letter formation and to introduce the serifs (those connecting lines) of each letter at this age, so that the transition to cursive will be easier. The students can already see how many letters may be joined.

The Periwinklers are working on cursive in two groups, and now that most connections have been addressed, they are getting neater and more accurate with each practice. Some of the older students are choosing to write in cursive over printing, as it is faster for them.

The Youngest Group **By Dareth Law**

The youngest (and mostly part-time) group have been working diligently on their math and writing/reading skills. Representational counting is mastered, and they are now adding and subtracting combinations between 0 and 20, working on symmetry and geometric shapes, and we are presently exploring teens and tens in placement values - all very exciting!

Each student has begun to read using words with short vowel sounds. Every year it is fascinating to observe the 'Ah-ha' moments for each student when all that letter work connects and those letter sounds go together to make words! The BOB books continue to be a great building block for reading, and are supplemented with additional materials as needed. The reading buddy times are a wonderful moment in the week for the school, when each student is helping another student - the learning goes both ways!

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Drama and Music at Boxberry **By Dareth Law**

On April 11 all the students participated in "Oliver Twist", which we performed on stage at the Universalist Church on Main Street, Norway.

This was a huge undertaking for all concerned, including researching the social history of the times, set and costume design, complex dialogue and involved music.... and an incredible amount of patience from the students!

The next block planned for music involves modern a capella with Kristen, and for drama some improv sessions with Dawson who is returning after a stint of working on a cruise ship. The students are already excited!



The Cast of Oliver

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Mission Statement

The Boxberry School provides an educationally challenging environment where children can explore their individual creativity and expand their minds to become life-long, enthusiastic, and confident learners.

We Do This By:

- ❖ giving individualized attention in small, multi-aged classes
- ❖ recognizing the importance of comprehending and achieving success in the traditional 3-Rs, yet giving a balanced curriculum by making the arts and creativity an integral component of each child's education
 - ❖ instilling a respect for self, others, and the environment
 - ❖ honoring diverse cultures and providing enrichment opportunities
- ❖ offering a supportive setting for developing problem solving skills and effective communication
 - ❖ inspiring creative and independent thinking



Questions or comments? Email us at boxberryschool@gmail.com or call 743-9700.