



# Boxberry School Routes

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## News from the Periwinkle Room By Jessica Person

Our "First in Flight" learning expedition is in full swing. Our individual projects include researching a flight invention and/or inventor. The students in our multi-age classroom (grades 2-5) are learning many research strategies, including using multiple sources and how to efficiently take notes using index cards, as well as how to site their sources. They are currently in the process of gathering information and applying procedural information about the flight invention to help inspire them to create their own invention, similar to the one they are researching. Soon, production of these student models will take place, and the students will use the scientific method to hypothesize, test, and record their results of how their inventions work. Additionally, the final project will result in a poster project about their inventor/invention, which will then be connected to our class project of a historical timeline of flight.



*Reading Buddies*

Other science activities include our investigation of technology in the form of SAM animation and Scratch animation. Students are deeply engaged in the process of creating short animations based loosely on the concept of flight. Their stories are mostly fantastical, but all are highly developed and creative. While working in pairs, the students have created background collage scenes and movable pieces for the animation for SAM. While other students using Scratch started with a story board, too, but then moved directly into the program to create their characters and scenes. Everyone is very excited and interested in this process, which will lend to their technological success in the future.

We continue to read "The Mysterious Benedict Society", which the students continue to be so engaged in that when I come to the end of a chapter I am met with a chorus of remorseful cries, in the form of, "oohhh noooo...please don't stop reading!!!"

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Also, recently our students have displayed some of their best writing on the bulletin board in the hallway. The oldest group wrote personal narratives, in response to a writing prompt, asking them to identify a particular talent they might wish to explore in more depth as a career later in life. They also had to meet specific criteria, involving a goal of including two similes and two metaphors in their piece, as well as goals they personally set for themselves. They all wrote very quality stories, went through the revision process and then typed, illustrated, and mounted them on colorful paper. The rest of the class worked on another writing project, involving utilization of their dictionary skills. Their project guidelines were to look up one of their spelling words, write the definition, and create a concrete or "shape" poem about their word. They also went through the revision process, and then created an illustration of their poem, in which their words helped to define that shape.

Everyone has been working very diligently and to the best of their ability, and now that we have rested a little from our break, hopefully we will return with new found enthusiasm and energy to complete all our projects in-progress and new ones to come!

## News from the Green Room

By Sam Armstrong

The Green Room has been busy learning and exploring the world of flight. They have been studying the history of flight as well as the mechanics of flight. We have been focusing on seven inventions or events within the history of flight; Leonardo da Vinci's Ornithopter, Montgolfier Brothers Hot-Air Balloon, The Wright Brothers motor powered airplane, Amelia Earhart, first female pilot to cross the Atlantic Ocean, the German monoplane, Igor Sikorsky's helicopter and the modern Space Shuttle. Using a timeline, the students have been recording each invention, the inventor, and where and when the invention was created. We have also been learning about how each of these inventions work. Based on each invention studied, the students created small inventions of their own.

With each invention, they needed to think about materials, symmetry, weight, launch location and how all these factors affect flight speed and distance. So far we have tested the ornithopter, hot-air balloon, and the helicopter. After vacation, we will move on to the monoplane and modern airplanes, as well as the modern space shuttle.

Students in the green room have also been continuing with their Literacy and Math work. With the Literacy Stations, they have been working on Spelling (blends,



*Math Games*

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short and long vowel sounds as well as sight words), Punctuation (capitalization, period, question mark, exclamation point and comma), Books on Tape (with a listener response), Letter Writing, Picture Writing, and Story Sequencing. We have also recently finished reading Mr. Poppers Penguins, which we read during Read –A- Loud time. After February vacation, the students will be doing a book report project on Mr. Poppers Penguins. In Math groups, we have been working on addition and simple subtraction. We have also done a lot of work with money, adding up sums, using the penny, nickel and dime. They have also done some work with symmetry, discussing objects found in nature and the use of symmetry in flying inventions. We have also continued our work with place value and have used this to help us put our timeline in the correct order. Recently we have moved on to measuring. Using Unifix Cubes as a unit of measurement, students have been measuring objects found in the classroom. On Fridays, we play math games that the students really enjoy and it is a great opportunity to have fun and learn at the same time.

The Friday after vacation (February 27, 2009 at 12:00) the Green Room students will be presenting a puppet show that they have been working on with Dareth. The class has done a wonderful job creating the puppets, scenery and story for their show. They are really looking forward to sharing this with their families and friends.

## **Drama and Spanish at Boxberry**

By Dareth Law

In **Spanish** we have been learning about foods of all kinds, which involves tasting - and asking (in Spanish) for the specific food types. The green room students have loved this, especially the bakery items, and lots of vocabulary retention and sentence formation is happening! The periwinkle room gang have been using the present tense, 'the' and 'a' or 'some' accurately with their sentence formation, and during these last couple of lessons the students have shown some "aha" moments - so much is now getting pulled together. The oldest group (doing Spanish the longest) are doing translations, dictations and the future tense.... they join the middle school students on Mondays, and have done a 'shop' for me at the supermarket, and next will visit Café Nomad and order their lunch in Spanish.

In **Drama** and **Music** we are plowing full speed ahead through OLIVER - we have joint lessons with the whole school and times with the separate classes to work on specific scenes or songs. The younger group are very enthusiastic pick-pockets and the older group are taking it all very seriously... we are still working on a performance date - stay tuned! In the meantime, please encourage your child(ren) to listen to the CD of the musical and sing along as often as possible.

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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](mailto:boxberryschool@gmail.com) or call 743-9700.