



PUMA PRESS

Staff: Daisy Ober, Zoey Lazzaro, Alex Cummings, Oliver Wilson,
Ted McLaughlin, Otto McLaughlin

Spanish Class

By Otto McLaughlin

Spanish class this year is starting in the first two quarters of the year. Last year it started in the third quarter because Senora Pacheco taught at Great Brook for the first two quarters. Senora Pacheco is the Spanish Teacher for SMS and Great Brook. Senora is the Spanish equivalent of Mrs. Her classroom is near the IAT room and right across from the back door to the cafeteria. It's Mrs. Couture's old room. It is also the classroom we sell popcorn out of on Wednesdays. Senora Pacheco only teaches 7th and 8th grade. When you walk into her class you grab your folder and notebook, and sit down at your assigned seat. You then do the "Entrada De Hoy" (Today's Entry), which is usually what you have been learning recently. Sometimes she wants us to do colors, so she picks 3-5 colors and then you have to write them in Spanish. While it's

still the beginning of class, we pick a leader, and that leader goes up to the bulletin board. The leader then says the current day, month, date, and year in Spanish. For instance, "Jueve, Octubre veinticuatro del dos mil dieciocho." (Thursday, October 24, 2018.) Then we say the School motto in Spanish, which is Bondad, Cooperatividad, Respeto. The leader also has to say the weather. After that, Senora Pacheco teaches us today's lesson. We are currently learning "Human Body Parts." So far we have learned how to talk about animals, Halloween, and the furniture and rooms in the house in Spanish. We have also learned the basics, such as the ABC's, and numbers from one to fifty. Senora Pacheco is from Bolivia (in South America), so Spanish is her first language. Spanish is a fun class, and it's nice to have a primarily spanish-speaking teacher.



Puma Pride Winners October 2018

My Life At SMS; From The Perspective Of An 8th Grader At The Beginning Of The Year

By Daisy Ober

I'm not the best example of an eighth-grader at SMS, because I haven't been here since 5th grade. But I *have* been at SMS for over two years now, and that's long enough to form an opinion. Except, there is a variable. At the beginning of each year, my opinion is very different from my opinion in June, and I think that other students would agree with me. In August, when school starts, everyone is excited to see their friends, to get new teachers, and to learn what their new grade is all about. But by June, we're all tired, bored of school, and ready to move on with our summer. To record the difference between the two points in time, I am going to write this article again at the end of the year.

School isn't the favorite thing of many of my friends, but even *they* say that they were excited to come back to school this year. It's always fun to see friends after being away from them for a few months, and personally I think it's really exciting to meet new teachers and learn about the classes that we'll be taking in the upcoming year. Sixth grade is so different from fifth grade, as is seventh from sixth, and eighth from seventh. There is a certain thrill to seeing the differences between our current 'team' and last year's. The anticipation of having different teachers, classes, advisories, and even friends is a thrilling feeling that you could only feel at the beginning of a new school year. Besides, Back-To-School usually means new supplies and clothes. There's just something about wearing new clothes for the first time that makes me feel so new. But more important than anything that can be bought, is the mental feeling of going back to a scheduled routine. During my summers, and many of my friends' summers as well, there is no routine to be followed, no sleep, meal, or work schedule that can be used to keep your time organized and well managed. It's refreshing to go back to an organized daily schedule.

As a final addition to the excitement of a new school year, I'd like to touch on the feeling of seeing how other people have changed, and having other people see how I've changed over the summer. As middle-schoolers, we're changing fast. There are students in my grade that grew more than two inches over the summer, who are making me feel quite small. There are also voice changes, hair color changes, style changes, and lots of other changes.

To contrast the excitement, there is a certain comfort in being at SMS. Like the comfort of our family, our home, and even our old friends, there is a comfort in our school. Most of the eighth graders at SMS have been here for over three years now and know the school as well as most of the teachers. Next year, we'll be starting in a brand new, mostly foreign school, and no matter if we end up in the same place or not, we'll still all have to start the year in a new school. We'll also be the youngest and be able to sympathize with the fifth graders once again. But for now, we have almost ten more months of being in a familiar school, with people that we know. There's also the added bonus of being the oldest and not feeling overshadowed by the "big kids." It's a bit nostalgic, but in the end, we'll all be ready to leave when it's time. Thankfully, it's not time yet.

My life at SMS has been a roller coaster, that's for sure. But as much as I might complain about getting up early and having to go to school every day, I know I'll miss it. But we don't have to get into that until June, when I will most likely be writing a pretty sentimental article about leaving. Of course, that all depends on my mood. Who knows? Maybe by June, I won't feel nostalgic at all! In the best case scenario, I will be a bit saddened, but ready to go. Only time will tell. Stay tuned for my article in June to find out!



HAPPY THANKSGIVING!

The Art Of Mask Making

By Alex.C



Every year, billions of people all around the world celebrate different holidays in a variety of ways. Depending on the holiday, families may exchange gifts or have a family dinner to show their love and appreciating for each other. But perhaps one of the most exciting ways to celebrate is with a mask. The 7th and 8th graders in Mrs. Russell's art class know that. They learned about the history of a certain kind of celebrational mask called a Gahndi and then got to create their own. However, this was no small task. Students first chose a mask mold. There were a variety of different options available, including a human, horse and even a fish! After selecting their preferred mask, students had to papier maché two to three layers of paper onto their mask mold and then wait for it to dry. Next, students added physical features such as noses, ears, and horns. They did this by either using Sculpty Clay or by folding a special kind of hard paper. After that, students added papier maché over their features so when the time came, they would be able to paint over the features of the mask. They then left the masks to dry. Next, everybody added a base layer of paint. They then added their designs of choice using the various different paint options that the art room has to offer. Finally, when all of the students had completed their masks, the whole class took pictures together and had a celebration to replicate the environment where their mask would most likely be worn.

Physical Education

By Ted McLaughlin

PE, doesn't everyone look forward to it? I think that everyone gets excited about PE. I currently have PE, and we are doing a little game called Nitro ball. Nitro ball basically is a toned-down version of volleyball. We play with a lower net and a bigger ball. The actual play is different as well. Unlike volleyball, the ball has to hit the ground before anyone on your team can touch it. The teams are smaller as well; there are usually three players per team. We played this game a lot last year so I started to get tired of it. I think that Nitro ball is a little like a steak dinner for me. Once in awhile it's enjoyable, but every week or even every day ruins the flavor. Even so, I think that the new PE teacher, Mr. Kevin, has done a splendid job teaching nitro ball.

Last week, instead of nitro ball, we played floor hockey, which was fun, other than the occasional smash to the ankle. I am a hockey player, so I love it when we play floor hockey in PE. I played goalie a couple of times, but I was mostly on offence. With all of this happening we had to have some floor hockey lessons with Mr. Kevin.



We learned about stick-handling and proper sportsmanship. Today we are playing nitro ball which doesn't get me up and jumping, but there is only one week left in the quarter, so hopefully we will do something really exciting like football soon. Maybe a couple walk and talks would be nice (nudge nudge). I am looking forward to next week, but I am sad that I won't have PE after that. This is Ted signing off; have a nice day or a great rest of your night.



The Difference Between 7th and 8th Grade

By Daisy Ober

Since this school year started, I've noticed that 8th grade is very different from 7th. Though some people preferred last year, I'm one of the people who is looking forward to a better year this year. But opinion aside, the highest grade in our school is a lot different from the younger grades. First of all, the work is harder, and we do a lot more. We do more projects, read more books, and take more tests. So far, we've read an entire book in ELA, learned how to write our names in Ancient Runes in Social Studies, and gone on a field trip to the Harris Center. There is also a lot more homework. Personally, I didn't think that the difference in curriculum between 6th and 7th grade was that big, but there is an obvious contrast between 7th and 8th. Another thing that I've observed is the difference between the wings. The 8th grade wing is closer to the office, the front door, the lunch room, pretty much everything. The school was probably designed like that so the 5th graders wouldn't have to walk as far to get to where they needed to be, but it is a benefit that the 8th graders get to enjoy as well. The 8th grade wing is also more spread out, and we mingle more with the 5th graders than we did with the 6th graders last year. Without the bathrooms in the middle of the wing, it feels more open. Finally, we just have more responsibility and freedom. In the past, we have felt overshadowed by the 8th graders, but this year we are the 8th graders. We have the responsibility of setting a good example for the 5th graders, but at the same time, we can get away with a lot more. The teachers this year are a little more relaxed in discipline, even if the work is harder. All things considered, I am having a much better year in 8th grade than in 7th. To all of the current 7th graders, you have quite a year to look forward to.



Peer Mentors

By Oliver Wilson



The Peer Mentors meet with their mentees every other Friday at advisory. On Friday the 26th, multiple Peer Mentors teamed up with each other and did a 15-minute challenge. There were 15 cards with challenges on them, and we had 15 minutes to complete them all; some were harder or easier than others. At the peer mentors lunch on Tuesday the 23rd, we tried it out with 3 cards in 10 minutes and each group did it very fast, which resulted in a reward of M&Ms. Some of the cards included going around one letter at a time saying the alphabet backwards, naming states with an "R" in its name, saying something about SMS that you like, sitting in a circle and playing a quick round of Duck Duck Goose, and each person naming their favorite show. On some of the Fridays that we meet with our mentees we just play games, but we try to play more unique games instead of just board games. Peer Mentors meet every Tuesday at lunch, but this year the lunches sometimes are limited to a certain grade. (For instance, just 8th grade would meet, or 6th and 7th grade would meet.) I prefer when just one grade is there because it's not as crowded and my voice feels bigger. Peer Mentors

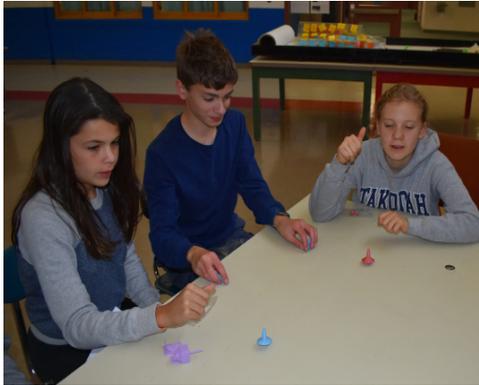
each have a group of mentee, ranging from a group of two to a group of four. The eighth graders are usually the ones with four mentees and the 6th and 7th graders usually have two or three. Sometimes the fifth graders can be a little crazy, but luckily my mentees are pretty chill. This year there are 25 Peer Mentors which is a lot less than last year's 42. I'm new to Peer Mentors this year and it's a lot of fun. I've wanted to be one since 5th grade so I was excited when I was chosen. One of my favorite parts is the assemblies. I've always wanted to be the big puma! This was Oliver, and this is how Peer Mentors works.



TinkerCad

By Alex. C

There are sure a lot of possible EHP classes that students here at SMS can take, but perhaps one of the best classes available is TinkerCad. Every A day during D block students in TinkerCad come to the EHP room to learn the ways of the 3D printer. Through this EHP class students gain two things. The first thing that TinkerCad students gain is extensive knowledge of the 3D printer. Students are taught by workers in the UK in video form. The videos teach them a number of things such as resetting work planes, changing the measurement of the snap grid, learning how to select different shapes and letters, and also how to rotate things so the printer can print them with the least margin of error as possible. On top of that students in the TinkerCad EHP class also learn step by step on how to make certain things such as tops, pens, atom models, models of Big Ben, castles, and much much more. Aside from actually learning how to use TinkerCad you have assignments that you do in between classes in order to improve your skill. So far students have explored making braille alphabet blocks and two different types of tops, one that students followed exact directions on and one that they make up themselves. However the best part may be that you practically get to decide what you make; in other words you work at your own pace, so if you feel like what you are doing in class is a little bit below your level you can ask to do another assignment perhaps one that is more complex than the last so long as you keep up with the rest of the class and do the assigned creations as well. Overall TinkerCad is a great way to let your creativity flow endlessly while simultaneously learning something that will be very helpful in the future. Have fun out there Tinkerers!



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• • • • • Little People Graphics • • • • •

By Zoey Lazzaro

I am the one who makes the little people in the newspaper. The little people get put into the newspaper to fill in some space. I am going to tell you how to make the people. First, I go into Photoshop, and then I go and choose what size I want the white background to be. Next, I start making my people. I make them by drawing with the “pen tool,” and drawing basic shapes like lines, circles, or even triangles. Also, one thing you can do to help not messing it up is to practice on paper beforehand. I also use a little book that Mrs. Brezovec showed me. It gives me ideas. I think that if you put your mind to it then you can think of many positions you can draw the person in. For example, I could make the person lie down. Or, if I wanted a little person to do splits, I could make one doing splits. Of course, there is always a difficult part to this. The most frustrating part is when I want it to look like something and it does not end up looking how I wanted. So that gets on my nerves. To make it look right you have to make it the right size. Also, you have to make it look well-defined. Usually it takes a while to just make one little person. This job also takes some patience. Sometimes I even have to restart, but all of my hard work pays off when I see my finished creation. I personally think that they are really fun to make. I also think that the little people just spice up the newspaper a little. The little people fill up some space in the newspaper that would otherwise be blank. I love drawing the people because it is something to do when I have done my articles, and I’ve done it so many times that it feels easy now.



Hallway Etiquette Movie

By Avery Swasey, Lili Juarez, Danielle Luke, Sophia Clayton, Inaya Vaidya, and Katherine Craig

The Big Picture

By Avery Swasey

The making of the movie *How to Walk in the Hallway* required weeks of organization, filming, editing and processing. Our team of eight girls spent over 50 hours to bring this movie together. We brought two groups of kids together to be our actors. We wanted to make sure that our idea of a safe, clean hallway was thoroughly portrayed through the movie. We planned to demonstrate three different ways of walking in the halls; two incorrect and one correct. We spent a week planning and organizing, three weeks on filming, and three weeks editing and adding final touches. We encountered many technical errors, but pushed through and learned from it. Finally after several weeks of hard work, we ended with a wonderful movie that turned out to be even better than anticipated.

Filming

By Lili Juarez

Filming the movie was a three week process. We gathered three different RTI groups and had them all give their input on the movie idea. The next day we filmed the kids demonstrating good and bad behaviors. After that, we put the hallway part into the movie. We then had to record the narrations. That took three takes, which took about two weeks. This put off some of the editing for a while. Once we were finally finished with the filming, it was smooth sailing. It was semi-difficult to film, but our group of actors were cooperative and very helpful. There were a few little complications that made the procedure tougher, but in the end we managed to complete the movie.

Organization

By Danielle Luke

The team started brainstorming and coming up with ideas for the movie as soon as Mr. Conway brought it up. Five different scripts and video outlines were created before we finally settled on the one we liked best. After the basic outline was done, we gathered Mr. Sil, Mr. Morneault, and Mrs. Brezovec's RTI groups. We handed out parts and started filming. Once every actor had a part, the action they were doing had to be timed so the audience would know what was happening throughout the video. The filming took three weeks, and then we had to begin editing. Several parts had to be replanned and re-edited before they made it to the final cut. After six weeks of struggles and frustration, we finished the video, which turned out better than any of us thought possible!



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Hallway Etiquette Movie

By Avery Swasey, Lili Juarez, Danielle Luke, Sophia Clayton, Inaya Vaidya, and Katherine Craig

Slides

By Sofia Clayton

Slide-making is one of the first steps of the long process of making a movie. I created most of the slides seen in the hallway movie. They were all made using Adobe Photoshop. Before I made any of the slides, I had to google the RGB code for the exact color of blue that would be used on every single slide to keep it consistent. Also, I had to select the font and type size we would use, so every slide would look the same. After I finished each slide, I had to double check spelling and alignment, and make sure that there would be a place for the person speaking to sit without blocking out any words. Even after hours of working on these slides, and checking everything, there were still mistakes that I had to go back and fix. It was great to be part of this movie production.

Editing

By Inaya Vaidya

The editing process took about three weeks to complete. We edited the same parts several times to make sure we covered everything and it was cohesive. Every time we added a new piece of footage to the movie, we edited more. Most of us were still trying to learn how to edit and use iMovie during the process. This made it a more difficult assignment, but it was a great learning and team building experience. In the end we edited at least 16 video clips, though not all of them were used in the final product. The editing process was challenging and took a long time, but in the end it paid off.

Final Product

By Katherine Craig

After some 50 hours of filming, organizing, and editing, we came up with the final product. This title had been announced and then revised again multiple times, usually because of a misspelling. In the end, the video had to make sense as well as appeal to the audience, which in this case was our school. The fluidity of the editing process made an already good movie into a better one, and we were all very happy with the final product. After the first showing of the movie, though, we noticed that after all of that work, there was a misspelling in someone's name.

Sixth Grade World

By Zoey Lazzaro

In 6th grade, we are being taught to use our Chromebooks as a tool, not a toy. We are also doing a lot in classes. In social studies, we are learning about climate and the Great Lakes. In math, we are learning how to make decimals into fractions and percents, and also fractions to decimals and percents. In science, we are doing labs, but we just recently went over variables again. Right now we are doing a gummy bear lab. We did this in 5th grade, so we already know how to do it. In Language Arts, we are doing conflict and characterization. We haven't read a new book in awhile, but I think we are starting one soon.

In specials, I have Art and Health. In Health, we just finished a unit about HIV/AIDS. We have taken at least five tests so far this quarter. In Art, we are doing weaving, which is really fun. I am a fast weaver because I have done it before. I like Art because it is fun to take a break from academic classes for once.

In RTI, I have Ms. Koban, and we are reading a book called *The Boy In The Girls Bathroom*. It is really funny and I think it is a good book to read. We also have a packet to fill out, where we answer questions about the book.

Anyway, that is all I have for the 6th grade so far this year.



Robotics

By Beau Olesky, Katherine Craig, Maya Bennett, Bryson Boice, Owen Beaulieu, Connor Stajduhar, Sophia Clayton, and Wyatt Beaulieu

Robotics: Introduction

By Beau Olesky

There are many aspects of robotics that are needed for a robot to work. We are especially good at the attachment part of the Robot, because Simple Machines and Mechanical Engineering prepare us to build these attachments. In Robotics we work on programming, building, taking pictures of the team, designing t-shirts (for the team) and TinkerCad. These are useful for many things during the seasons of Competition. We generally Program and Build for most of the time, and even if some people join for the Research Project, everybody has to at least program and build. The other parts (pictures, design t-shirts, TinkerCad,) are usually worked on by two people, and go towards the Research Project.

To get into Robotics, you have to at least do Simple Machines. You can also take Mechanical Engineering and be doubly prepared for Robotics. The wait for the year in which you can actually join Robotics is worth it. If you think you aren't ready for Competition Robotics, there is the option of taking Non-Competition Robotics. In Non-Competition Robotics, there is a range of material you can learn, but a lot of it has to do with the six simple machines.

The competition is called "LEGO and First Origins." The people who conduct the competition have certain rules and regulations that you need to abide by in order to get points. For example, the judges watch for teamwork, and if your team argues at all, you get a deduction. There is also the Board Point System (which you will hear about later) which determines how many points we can get during the robot's run around the board. I encourage those who are thinking about doing Robotics or Simple Machines to do so.

Robotics: What I Am Getting Out of Robotics

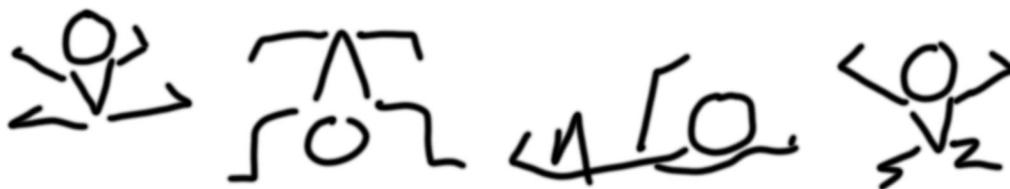
By Sophia Clayton

Robotics is an all-around great learning experience. Being new to the team, I did not have a whole lot of experience with programming a robot before. The only programming I had ever done was with the Mbots, and that is considerably different than the kind of programming we do with EV3.

I have been working on the food growth chamber part of the challenge, and it has been really beneficial for me to work with the robot and get a solid understanding of how it all works.

On the side, I have also been learning a lot about photography and the editing process that goes along with it. My goal is to get at least two really good pictures of each member of the team either working with the robot or doing different parts of the research project. The point of this is for the judges at competition to have a visual of the amount of work we have put into this project. Surprisingly, the most difficult part of this task is getting good angles and lighting, while making sure that the camera focuses on the right place. It takes many tries to get just a few good shots. For example, I had to take at least 40 pictures of each team member to ensure that even a few of the pictures would be usable. And while editing, I delete almost half of them.

It is actually quite fun taking pictures of people and trying to get all the right conditions for the perfect action shot. I have learned so much in the past month or so that I have been part of this team. Although it would be nice, I did not join this robotics team just to win at the competition. I decided to be part of this team because of the opportunities to learn that I wouldn't have gotten otherwise.



Robotics: Core Values/Gracious Professionalism

By Maya Bennett

One thing that your team should try to focus on and accomplish are the core values. The core values are the things that bring your team together, and help them with teamwork. The more core values you have, the better, because they help your team accomplish their goals. Some of the main values that you should work towards and focus on are discovery, team spirit, integration, effectiveness, efficiency, inclusion, respect, and Coopertition. Coopertition is a core value that is made up by First Lego League, the company who runs our competition. It means paying attention, showing respect, and helping other teams. And in case you didn't notice, it's a cross between the words Cooperation and Competition. Team Spirit is another important one. It means that we are enthusiastic and don't give up when something is hard. If you don't have Team Spirit, you wouldn't be able to get anywhere, because you would never try anything if it was even the littlest bit hard! That would get you nowhere. Another one of them is that kids do the work. The coach should be helpful, but they shouldn't do the work for the kids. Another core value is respect. A lot of people know what it means; treating others the way you want to be treated. It's very important. There is also effectiveness and efficiency. Both are about defining and accomplishing good goals and managing your time well. Also, you should try not to just complete your project--try to learn things as well and discover new things! Try to appreciate everyone's job on the team. Those are the final two values, inclusion and integration. To tie it all together, you need all of the other values or at least a little bit of them. Always remember to work well with your team members and staff around you!

Robotics: Robot/Programming

By Bryson Boice

Having a good robot is very important in robotics; after all, it's kind of the whole point. So when we started creating our robot last year, we knew that it had to be sturdy, reliable, and be able to complete the tasks that the First Lego League put forth. We decided that each person would build a robot, and then we would test them at the end of the year. When we tested the robots, mine performed the best on all of the challenges. Unfortunately though, it had an issue with one of its motors. These issues happen to everybody and if you cannot overcome them then your team will not succeed. When you have finished overcoming this issue you can start to design and build attachments. Attachments are built so they can attach to your robot and allow it to complete tasks for points. The more attachments you make the more points you get. You then may start to realize that just completing one task at a time is not an effective way to earn the most points. At this point the programs start to become a little more difficult and have more of a chance of messing up. Therefore, you want to complete the simplest tasks first and then start to work on the more difficult ones. Now, when the competition comes, the judges are looking for all of the things I have listed above. They want a strong and reliable robot that can complete various tasks in one run. With the robot we built this year, I truly believe that we can accomplish all the challenges the judges have put forth.

Robotics: Poster

By Owen Beaulieu

One of the things that we need to do before competition is create a poster. On a robotics team poster or billboard, you would need to have pictures of the whole team working, or a headshot of each teammate. You would also need to have everyone's name and, though it's not required, you could have a few facts about the team. For example, you could have something like "Wyatt-- Robotics" or "Bryson Plays Soccer" or you could have something a little more complicated such as "Katherine is Supervising the Team's Research." On the poster, you need to have your research. You also may want to have pictures of the solution to the research project. This year, we might take a picture of the 3D printed robot or the stand for the robot. Above all, you need the team name on the board. You may also need two boards. I have seen teams use one board for background information on the teammates and another for the information on the research project. All in all, the poster is an important part of competition.



Robotics: Research

By Katherine Craig

The research project is crucial for the competition, as it is one-third of the presentation. It can be very difficult to find a solid topic for this part. It took us almost 5 weeks to decide on ours. Once there is a good topic, there has to be a lot of in-depth research conducted by all of the team members. It takes a lot of time to do this research because multiple sites have to be cited. Because of this, the research may be the longest part of the project. Also, if a fact is possibly unreliable, then it must be checked against other websites. Sometimes, after much comparing, some facts may still be incorrect. In the process of putting all of this information together, it has to be overviewed and include most of the facts. Once it has all been pieced together, it must be reviewed and revised over and over again. Even after the closest of observation, sometimes the facts can still be inaccurate. Not to mention the misspellings, which can avoid even the most careful of eyes. Both of these obstacles have to be overcome in order to make an excellent research project. The final section of this part is the way that we will present our project. There are many options, such as a poster, slideshow, skit, song, et cetera. The entire group has to agree on the present form, because if not everyone agrees, then the ones that don't might not put their all into it. At the end of this journey, we end up with what we hope to be a flawless and solid project. Finally, it should be ready for competition.

Robotics: Board Points

By Connor Stajduhar

At competition, we get a certain number of points if we pick up the robot, and a certain number if we drive it back. We've always driven back, but maybe we should try something new for a different run. Not all of the runs though, because that could waste a lot of points. We need to be careful to balance it. For example, the ones that are really far away would be worth grabbing. The ones that are close aren't worth it because it would waste five points. We should only do it on runs that get more than 20 or 30 points, because otherwise it's really not worth it if we are going to get only 10 points from a long run. We need to be careful with this. Plus, it could take a while for us to grab it and reset it. Basically, the farther away from base the run goes and the more complicated the path back it needs to take, the more sense it makes for us to pick it up by hand instead of it driving back. We also need to be careful, because if we bump something while picking up the robot it could mess up the run and possibly nullify the score on that mission because we would have disrupted it. If we do this, we could lose, for instance, 25 points instead of 5. Depending on the time savings, this might still be worth it. It's hard to find the balance between both of these, and we need to do it correctly.

Robotics: Conclusion/Competition

By Wyatt Beaulieu

These are all the key parts to the competition that we have to focus on to move to the next level. Certain things that were talked about above have their own respective rooms where the judges assess our levels of mastery of the topics. For example, in the teamwork room, they will have us do team building activities to see how we work together to solve problems as a team. Another judging room at the competition is the robot design room. This is where the team shows the judges all the features on the robot and how they work. A team may also run a few of their programs to show them off. The last room that we will be judged in is the research design room; this is where the judges will be shown our project and then decide if it is good enough for us to move on. The final part of the competition isn't a room, but it is the most important part. That part is where all the teams run their robots. The team with the highest score gets a special award and is very likely to move on. All of this though requires our team to be ready before the competition, meaning that we will need to work very hard. We have a list of what we need to do and as long as we stick to what is on the list we should be fine. Even if our team doesn't do well in the competition, we still will have gotten a lot out of it. As long as everyone on the team gets better at even just one thing then the whole team will have done their job. That being said, hopefully our team does well so that we can go on and win the whole competition.



IAT

By Ted McLaughlin

IAT: Integrated Art and Technology. Overall this was a really fun class, and personally I prefer it over art. In IAT, painting only comes after all of the fun stuff. For instance, in IAT we did a project where we cut letters into a piece of wood. We would sketch out the word we wanted to carve out on the piece of wood, and the maximum amount of letters was four. I just did my name. So, I drew “Ted” on my piece of wood, making sure all of the letters were connected, and then I grabbed a pair of safety goggles. Once I made sure I was all safe, I went over to the bandsaw with Mr. Hammett to carve my piece of wood, which was really fun. Once I was done cutting the wood, it was time to paint. I chose blue and red because those are the colors of my hockey team, the Boston Jr. Rangers.



Before the wood project, we made solar powered cars. My partner was my good friend Brody Thompson, and we made one of the fastest cars in our class. It was really exciting. It was about a four-week process; we first had to watch videos and listen to “lectures” about solar panels and how they work. Then we had to bring in some of the supplies for our cars from home. Brody brought in Chopsticks, and I brought in a Mountain Dew can. We were graded by how many supplies we brought in. After grading and seeing all the little test drives out of his classroom, Mr. Hammett took the two best cars out of both of his classes and ended up picking two cars from the second class. The winners go to a local competition, and if they win that they end up going further in the competition. Overall, IAT was a really fun experience. I got to make solar panels, carve wood for the first time, and work on my artistic skills. With a great teacher like Mr. Hammett, and a great class with all my friends, IAT will go down as one of my favorite specials. So this is Ted Bing

McLaughlin signing off. Have a wonderful rest of your day or great rest of your night.

Turkey Trot

By Otto McLaughlin

Every year we have this annual race called the Turkey Trot. It is something the entire school does in mid-November. This year, we were supposed to have it on the first day of November, but it was postponed to November 20th. Honestly, I’m pretty happy that it was postponed because I didn’t feel like running a mile filled up with a ton of candy. When you run in the Turkey Trot and you are a 5th grader, you run with the 6th graders. When you run in the Turkey Trot in 7th grade, you run with the 8th graders. The Turkey Trot is about 1.5 miles long, but it is harder than you think because you are running in the cold. In the Turkey Trot, only 30 can place, so the class with the most amount of people in the top 30 wins. They also get their advisory teacher’s name put under the banner in the gym. If you finish the race top five for boys, you get a T-shirt, and the same thing goes for the girls. You also get a Shaw’s gift card to buy a turkey if you place first for your category.

The Turkey Trot starts at the top of the hill and then you run a mile and a half to the side of the parking lot, and if you place top 30 you get a card that says what you have placed. At the start of the race, Mrs. Grady says “if you are racing come to the front, and if you’re not, go to the back.” Some people just walk in the Turkey Trot, so having them in the back is helpful so you don’t have people getting in the way of a \$5 gift card for a state-of-the-art turkey. I like how Mrs. Grady starts the race because she shoots a gun up in the air to start the race, and it feels like a real race. She also wears this turkey hat thing on top of her head, which really gets us all into the spirit.

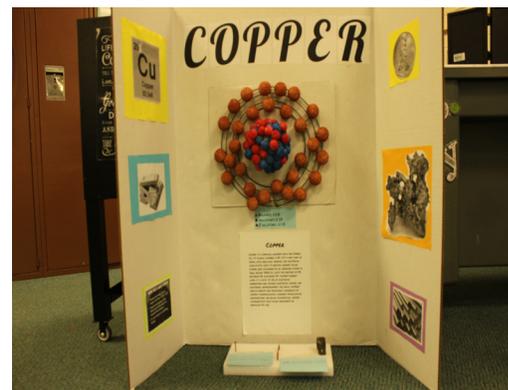
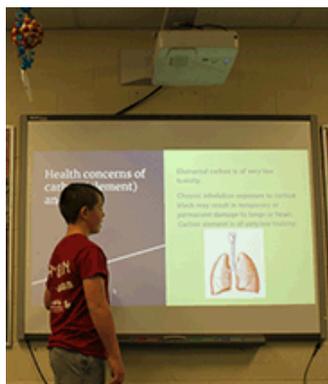
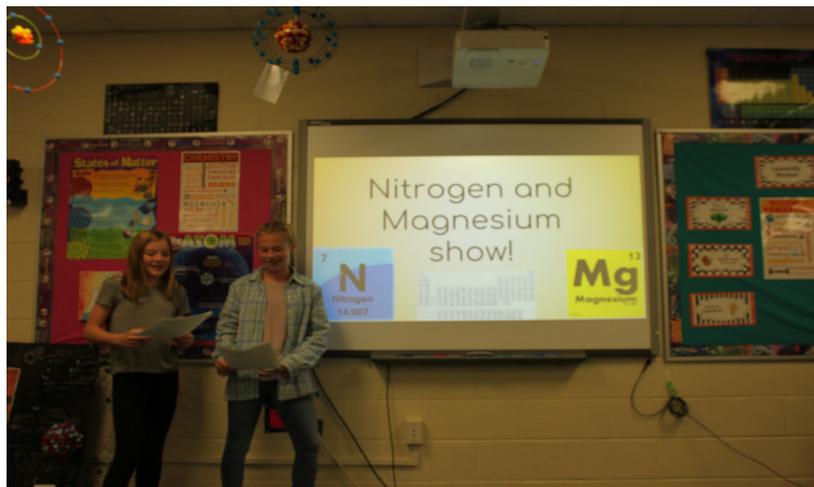


7th Grade Science

By Oliver Wilson

In 7th grade Science this year, we did an atom project where you made an atom model and an atom commercial. It was a very fun project that you could work on either with someone or by yourself. Everyone would choose an element from the periodic table and, for example, I chose Oxygen. I worked with my friend Kell, and we made a slideshow which made Mrs. Norby cry from laughter. The goal was to make it as cheesy as possible because we were trying to sell our element. Part of our slideshow was a song based on O'Christmas tree:

O' Oxygen O' Oxygen
 Thy atomic mass is 15.999
 O' Oxygen O' Oxygen
 Thy atomic mass is 15.999
 But it's rounded to 16
 Not only when you are a teen
 O' Oxygen O' Oxygen
 Thy atomic mass is 15.999
 O' Oxygen O' Oxygen
 8 protons thou can have
 O' Oxygen O' Oxygen
 8 protons thou can have
 How many elements have 8 electrons
 Only Oxygen
 O' Oxygen O' Oxygen
 8 protons thou can have
 O' Oxygen O' Oxygen
 Thy life you bring to animals
 O' Oxygen O' Oxygen
 Thy life you bring to animals
 O' we breathe you happily
 We are only slender for the breathing
 O' Oxygen O' Oxygen
 Thy life you bring to animals
 O' Oxygen O' Oxygen
 How richly our oxygen is
 O' Oxygen O' Oxygen
 How richly our oxygen is
 Thou thankful for our oxygen we be
 And trust in it unchangingly
 O' Oxygen O' Oxygen
 How richly our oxygen is



We got plenty of applause and laughs, and overall I think we aced it. We had 73 slides, and it took twenty minutes when it was supposed to take 1-2 minutes, but it was definitely worth it. We also made an atom model using styrofoam balls and wire. We presented second, and I would say we set the bar pretty high. Mrs. Norby said that she had done this project in the past, but no other classes could compete with our's. So, that is what we are doing in 7th grade science, and this was Oliver.