

**EIGHTH
GRADERS:**

IT HAS TRULY BEEN MY PRIVILEGE TO WORK WITH YOU DURING THESE PAST THREE YEARS, ESPECIALLY SINCE YOU ARE THE FIRST GROUP OF STUDENTS THAT I HAVE WORKED WITH AS 6TH, 7TH, AND 8TH GRADERS. I HOPE YOUR TIME HERE AT LMS HAS BEEN CHALLENGING AND FUN. WHETHER YOU GO TO FC, COX, OCEAN LAKES, OR ANY OF OUR OTHER ACADEMIES, I WISH YOU THE BEST OF LUCK AND THE BRIGHTEST FUTURE. STAY IN TOUCH!

Bluefish Bugle

VOLUME 3, ISSUE 4

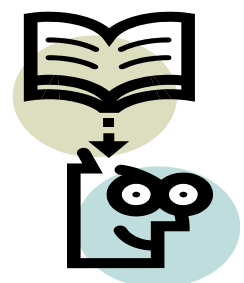
FOURTH QUARTER, 2009

Depth and Complexity

Sandra Kaplan's Model for Depth and Complexity is a way to encourage students to look at material from numerous dimensions. Depth and Complexity is a powerful instructional tool because it can be used in all disciplines. It utilizes levels that take students deeper into the discipline, and over time students gain a greater understanding of the content they are studying. The dimensions of Depth and Complexity are as follows:

1. **Language**—the vocabulary used by experts in the discipline
2. **Details**—facts and pieces of evidence pertaining to the discipline
3. **Patterns**—recurring events in the discipline
4. **Trends**—ongoing and significant factors that have influenced this topic, concept, or discipline
5. **Unanswered Questions**—what questions the disciplinarians in this field are grappling with today
6. **Rules**—the universally accepted elements and/or concepts that govern a field
7. **Ethics**—issues of right and wrong associated with a topic
8. **Big Ideas**—the generalizations that come from the discipline, or the big pictures
9. **Overtime**—how ideas are related to the past, present, and future
10. **Points of View**—the different perspectives on the issue
11. **Interdisciplinary**—connections we see across the disciplines

Hobie Cat and Hurricane students used Kaplan's Model to study two classic short stories: "The Lottery" and "A Rose for Emily." The students examined the language of the two stories and how the language was used to create mood. They also looked at the rules that governed the settings of the stories, the patterns in the writing styles, and the ethical issues that were present in the stories. Using Depth and Complexity really helped the students gain a more sophisticated understanding of these two great pieces of literature.



Digital Portfolio Night!

Digital Portfolio Night is a celebration of excellence in writing and technology. This year's event was held on the evening of June 4th.

The cafetorium was divided between Mrs. Nardelli's students and Mrs. Block's students. When parents entered, they found the computer with their child's picture on it. Then parents were encouraged to sit, relax, and peruse their child's writing portfolio. The portfolios included poetry, historical fiction, fables, reflections, and many other writing samples. In addition, each child personalized their portfolio with their own layout, pictures, and some even had music. While in the cafetorium, parents were treated to

live readings by some of our seventh grade writers. Mrs. Morrison's students were in the computer labs. Parents also came in, found their child's portfolio, and were encouraged to view it at their leisure. Mrs. Morrison's pieces included works about the Holocaust, persuasive writing, poetry, and much more.

Dr. Denny's students gathered in the library where students did readings from their original novels. Parents also viewed the electronic WIKI process and learned how it was used in the classroom setting. Dr. Denny's top writers earned awards, and everyone in the library was treated to live music performed by some of Dr.

Denny's talented students!

All parents were given a reflection form to fill out after viewing the portfolios. Parents wrote to their child and reflected on their progress as writers this school year. Parent reflections were as entertaining to read as the student writing! It was obvious that parents were extremely proud of their children, and as well they should be.

In addition to the awesome writing there were plenty of refreshments in Commons II. Along with the goodies, participants watched poetry come alive on the big screen as they viewed Mrs. Nardelli's Moviemaker poetry projects.

Public Service Pod Casting

The Argonaut English and science students joined forces in the name of public service. Students were charged with the task of created science-related public service announcements in order to either raise awareness about an issue or to call people to action. Students chose a wide variety of topics ranging from genetic disorders to non-point

source pollution.

First students researched their topic thoroughly. Then they created scripts containing dialogue, much like one might hear in a radio ad. Then students learned the ropes of using Audacity and Sounszabound software. They had to learn how to create an audio public service announcement pod cast. Each pod cast

was required to use background music, sound effects, and other technological elements such as fading in, fading out, etc.

This project was an excellent example of how science, English, and technology go hand in hand to make a real-world product.



Fun with Probability

Mrs. Morgan's students participated in the Disease X simulation while studying probability. This activity puts kids in the role of disease experts examining blood profiles. Students examine the theoretical blood profile of various diseases, including the mysterious Disease X. This disease must be diagnosed and treated before there is a huge epidemic! (This also provided a good modern day tie-in with the swine flu that has been so much in the news.) Then students

used experimental probability to examine a group of "patients" that may have the disease. Finally, students had to make a diagnosis. Which patient has malaria? Which one is normal? Which one has Disease X? This activity gave students the opportunity to see that what they are studying in math could be applicable to another field of study, such as medicine.

Mrs. Clemente's students did an exemplar on probability.

Students were presented with a scenario about a dice game. The question was, "Is this a fair game?" First students used experimental probability to answer the question. In other words, they played the game. Next, they used theoretical probability. Students could use any mathematical method of their choice to determine if the game was mathematically fair. So, was it a fair game? Ask a Marlin!

LMS Literary Magazine Goes Green!

This year's addition of the LMS literary magazine is missing something: paper! In an effort to save thousands of sheets of paper and hundreds of dollars, the magazine has gone completely digital! This year's magazine is called *Writing on the Wall*, and it can be viewed in its entirety by clicking on the link on the LMS home page.

What is the process for putting together a school literary magazine? It all starts with a great staff! Our staff of Sarah M.,

Alexia R., Mikaela C., Sam C., Megan A., Nikki G., Erik H., Ellen C., and Rachel N. started by decorating envelopes for students to submit their best writing and art. Then they developed a series of morning announcements to promote the magazine. After collecting hundreds of pieces of writing and art, the real work began. They had to read every submission and determine whether or not it would go into the magazine. The staff was careful to include a variety of styles and to

see that all three grade levels were represented. Accepted submissions had to be re-typed and edited. Finally, the staff had to come up with a title for the magazine so that our resident artist, Erik H., could design and create the cover.

When it was all said and done, the paper version of the magazine was given to one of our awesome Computer Resource Specialists, Mrs. Rybak, who put it in digital form and linked it to the home page. Thank you Mrs. Rybak!

Lynnhaven Middle School

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Forensics Team Report

In true Lynnhaven fashion, the LMS Forensics Team left this year's tournament with an armload of medals! Rae P. gave a flawless performance in humorous interpretation.

Purvika G. placed 3rd in extemporaneous speaking.

Samantha C. placed 2nd in original oratory.

Julia S. placed 2nd in impromptu speaking.

Nick M. placed 3rd in poetry.

Annie O. placed 3rd in prose.

Genna K. placed 3rd in serious dramatic interpretation.

Chelsea H. placed 2nd in storytelling.

And our duo of Ryan T. and Anna K. came in **first place** in duo interpretation!!

Mrs. Kirk and Mr. Schenck are so proud of all of you. What a great night for Lynnhaven!

Thanks to the awesome alternates who came out to support their team: Madison H., Caitlin R., Charlotte S., Mia A., Shannon S., and Elizabeth S.

Popcorn Panic!

Mrs. Stephens' students got a first hand look at what could happen to future generations if we do not manage our natural resources properly. Students received slips of paper telling them whether they were 1st, 2nd, 3rd, or 4th generations. 1st generations got to come up and take as much popcorn as they wanted. Then 2nd generations did the same. The students began to notice that the popcorn supply was dwindling over time. By the time we got to the 4th generation, there was no popcorn left, and those students were left with nothing! This caused

quite a bit of consternation in the 4th generation group, which was the largest group! This simulation gave the students some real "food for thought" with respect to our natural resources.

Next students read an article on renewable and non-renewable resources. This article gave a different perspective on what it means to be renewable. Finally, the students were given reflection questions from the Parallel Curriculum Model. These questions are designed to help students make connections with what they are learning to

their own lives. The questions also helped facilitate meaningful discussion on the issue. Some of the questions were as follows:

- Who might have a different perspective on this issue and why? Can their perspective be justified?
- How can I connect this information to my own life and times?
- To what degree was this familiar, surprising, or intriguing to me?

We hope that this activity helped students better understand the need to protect all of our resources.