



CALVERT *Connection*



Jack O' lanterns

Pumpkins
Yellow lights
Gleaming in darkness
Standing guard on porches
Jack O' lanterns

Sophia Tanner

Third Grade
Irvine, California

Belle

Belle, my horse,
Is a funny sight to see.
Sometimes when I am with her,
Her tongue sticks out at me.

Belle, my horse,
Runs as fast as a racecar.
When I come in to see her,
She sounds like a starting motor.

Belle, my horse,
Shivers and shakes her hide,
When an unknown person,
Gently touches her side.

Belle, my horse,
Can get frustrated too.
When she's not fed right away,
She kicks her bucket at you.

Belle, my horse,
Is a funny sight to see.
Even if she gets happy or sad,
She still loves you and me.

Emily Shuttleworth

Sixth Grade
Cambridge Springs, Pennsylvania

The Bee

There once was a bee.
It lived in a tree.
The bee was a stripy fellow.
All in black and yellow.
It made me honey.
The honey was yummy.

Nicholas Kmosko

First Grade
Flemington, New Jersey



Adventures

Books
Many pages
Telling a story
Of worlds far away
Adventures

Isabelle Ryan

Third Grade
Orlando, Florida

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Creative Writing

The Storm at Sea

One of the most amazing sights at sea is a storm. It is the most powerful, destructive thing. Yet it can be so beautiful at the same time. It almost seems impossible.

The wave's crests with their white, foaming mouths tower above the beach searching for a place to strike only to roll back into the water and once again begin their endless search to escape the vast depths.

The wind tears away at ship's sails hunting and howling like a wolf searching for its helpless prey.

The air heavy with salt water blows fills up the lungs of sailors as they desperately try to cope with the oncoming storm.

The rain batters away at the water making a seemingly endless chorus of splashes and patters on a helpless ship's deck.

Just when you think it's all over the thunder booms out deafeningly shattering away all thoughts of hope.

There is thunder there is lightning. It may offer brief glimpses of light but whatever you see is once again enveloped by darkness.

Sascha Post

Fifth Grade
Louisville, Kentucky



Sea Child

I am a sea child. I live on a sailing catamaran. It is quiet where I live. The ocean is my yard and my neighborhood is full of boats. The outside of my home is circular and bright white. We also have a trampoline. I like my house because I can swim off the back step. The best thing is sailing around the world with my family.

Asbley Medina

Third Grade
Castle Rock, Colorado

A Storm on the Ocean

I am at the beach in my mom's car watching the vicious storm on the ocean. I can see the waves crashing against the sand, the ocean mist spraying everywhere, and when I put my hand out of the window I feel harsh winds and rain. I can hear the waves moan and crash and can almost taste the sea salt in the air. The smell of the ocean and the sea salt is stronger than ever. This storm is the worst one I have ever seen; yet, we are still safe in the car.

Gabriella Boucher

Fifth Grade
Falmouth, Massachusetts

Haiku

The Seagull's wings beat
Fiercely as its heart and breath
Shine to carry on

Jade Barnett-Irons

Seventh Grade
New York, New York

Rain

The rain fell down
and splashed on my head.

I wanted to run
straight back to bed.

Pitter-patter
It doesn't matter

Pitter-patter
It doesn't matter

The sun is hiding its
Yellow, orange, red

Behind the clouds
Which might seem dead

Yet I am cozy and
Snuggled in bed

Daniel Janney

Second Grade
Fredricksburg, Virginia



The Jump

The girl stands,
Knees shaking,
Heart thumping,
At the edge of the cliff,
The abrupt descent into the canyon,
The beginning of the zip line.

There are dark shadows and dark plants
At the bottom of the canyon.
The cable is as thin as a thread to the girl.
What if her harness breaks, out there on
The middle of the zip line?
Will she f

a
l
l

Into the deep beckoning canyon
With the sun sinking and the
Clammy, crawling darkness settling in?

Suddenly she forces her knees to stop shaking,
Her heart to stop thumping so loudly.

She grips her harness,
Transforming into a solid, gritted, motionless steel statue,
Frozen in place and time.

Then she j
u s
m p

out over the sage,
the sand,
the shadows.

Slowly and gracefully she melts
In the lingering afternoon rays
And glides across the canyon.

Veronica Tanner

Sixth Grade
Irvine, California

Lightning Bolt the Peregrine Falcon

My pet is a Peregrine Falcon. His name is Lightning Bolt. I gave him this name because he flies at a "breath taking speed" of 200 miles per hour, almost as fast as lightning. He has a grey beak as sharp as a needle. His talons are so strong that it could kill an animal bigger than its own size in one squeeze. Lightning Bolts eyes are so keen it can detect a mouse from 7 miles away.

The story how I found Lightning Bolt goes like this. I was walking in the forest on an early Summer morning when something sharp hit my shoulder. I looked around and saw a baby Peregrine Falcon staring at me. He started to peck my head. I tried to leave, but he flew after me and pecked again. I decided to bring him home. Since that time I put the bowl of food on my head when I feed him.

I play with Bolt when I finish my school. We spend time hunting in the woods or climbing up mountains. His best trick is to do eight loops in the air and dive down. Before smashing into the ground he swoops up and lands on a tree. This makes me feel proud of my falcon.

Benjamin Fang

Third Grade
Woodbridge, Connecticut

Blue

I've always liked the color blue.
If I could change something to blue,
it would be my shoes.
It's true! It's true!

Logan Roettgers

First Grade
Lichfield, Illinois

Diamante

Fishing
Outstanding, fun
Bait, cast, reel, yank, fix, catch
Scaly, slimy, wiggly, fishy
Colorful

Nicholas Nolte,

Fourth Grade
West Palm Beach, Florida



Advisory Teacher Spotlight

Interviews



Genesis Barmore
Fourth Grade Advisory
Teacher

Q: What was your favorite book as a child? Why?

A: I liked the Clifford books in elementary school because I liked animals, especially dogs. I enjoyed reading about his many adventures.

Q: What was your favorite subject in school? Why?

A: I always enjoyed science, particularly when we would study the planets. I thought each planet's features were fascinating, and I wanted to be an astronaut when I grew up so I wanted to learn everything I could about space.

Q: Do you have a study tip that you like to share with your students?

A: It is always a good idea to look back in a story, if possible, to find answers to questions.

Q: What is an interesting story about one of your students that you always remember?

A: I had a student who studied in Spain for two years before entering the fourth grade. It was interesting to me that he became fluent in Spanish in the short two years he was in Spain. Then in sixth grade, he went to China to study abroad. What fascinating experiences!



Marsha Brett
Fourth and Sixth Grade
Advisory Teacher

Q: What was your favorite subject in school? Why?

A: My favorite subject in school was reading. I had a teacher in fourth grade who read to us every day after lunch, and I just lived for that time. It really made me realize how entertaining a good book is and how it opens the door to our imagination and really does take us places. It is still one of my favorite pastimes.

Q: What is your favorite leisure-time activity?

A: I like to weave baskets. I started out making Nantucket Lightship Baskets and now make those and Split Woven Baskets. It can be relaxing (when the weaver doesn't break) and the results are usually very satisfying.

Q: What is an interesting story about one of your students that you always remember?

A: When I was a school administrator, I used to greet the students each day and give them hugs when they entered the building (back when you could still hug!). One little girl always sought me out each day. When a new little girl came to her class after the start of school, they entered the building together, and I heard her say to her new friend, "This is Mrs. Brett. She gives good hugs!" That made my day (and I realized that sometimes hugs are few and far between for some of us).

Counselor Corner

In Their Own Words

Approaching the subject of plagiarism with your student

There was a time when the assignment of a research report meant a trip to the library to search the card catalog for appropriate materials, followed by hours spent scouring books and magazines to find specific information. Then those pages were copied for reference or handwritten notes were taken. For today's student, research has been simplified through the use of the Internet. However, not only is this an easier, faster way to find information, now with a highlight and a click of the mouse, material can be copied.

While this is a great way to gather information, often these copied selections find their way directly into the student's report. And while a student may rationalize that the author knows the information best and his or her words should be used, this is a form of stealing called *plagiarism*. Plagiarism is the act of using another's words or thoughts as one's own. It is also considered plagiarism if a student remembers an author's words and includes them in the report without proper citation.

To avoid this ever becoming an issue for your student, have a conversation about plagiarism as you begin the school year. For help with this, consider these resources:

"Homeschool Kids and Plagiarism" by Susan Richman
<http://www.pahomeschoolers.com/newsletter/issue78b.htm>.

"What is Plagiarism?" at KidsHealth.
<http://kidshealth.org/kid/feeling/school/plagiarism.html#>.

"When Your Writing Isn't Your Own" by Cara Pitterman, <http://www2.scholastic.com/browse/article.jsp?id=1604>

Michele Josselyn
Education Counselor



When the occasion arises, guide your student through the process of writing the research report. Together, brainstorm a suitable topic that is neither too specific nor too large. Then help your student gather material from a variety of sources. Have your student keep a record of the sources to later cite in the bibliography. Require that the sources be reliable. Many students go to Wikipedia first when searching for information on a topic, and while it may serve as a springboard to other sources, Wikipedia is a contributory site and its content is not verified. Therefore, it is not an acceptable source to cite.

Ask your student to "check-in" regularly with you while he is gathering information. Encourage him to explain his notes in his own words. Then remind him that writing the research report should follow all the steps in the writing process.

Finally, when the final draft is complete and you read your student's work, listen for his "voice." While the writing in a research report may be more formal, it should still be appropriate for his age and writing skill.

By discussing the issue of plagiarism with your student and reviewing his writing carefully, you help reduce the possibility that his writing will use someone else's words.

INSPIRE



Art Gallery

& Photo Art



Grace McAdams, First Grade, Groton, Connecticut



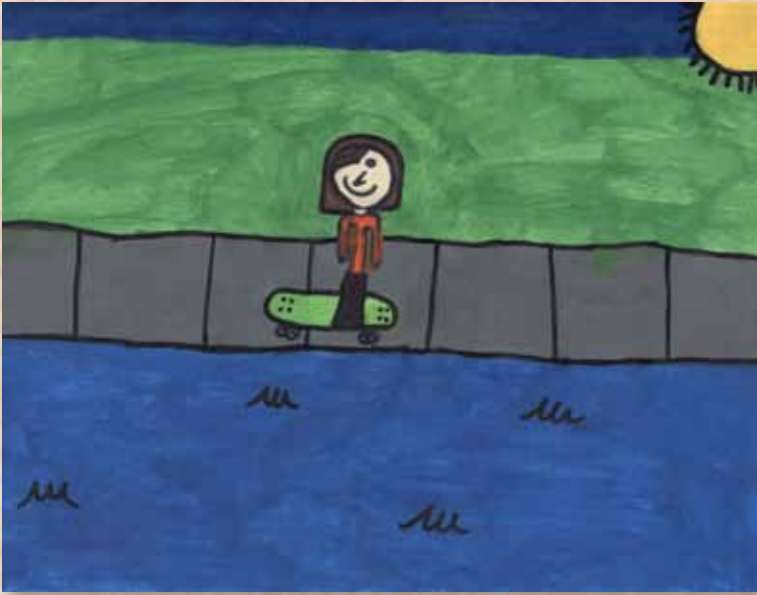
Megan Anderson, Eighth Grade, Central Islip, New York



Liliana Willson, Pre-Kindergarten, Sykesville, Maryland



April Bailey, First Grade, Texas City, Texas



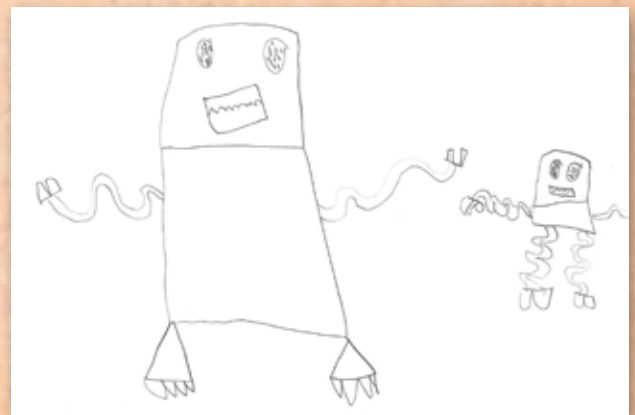
Morgan Mercure, Fifth Grade, Sparta, Tennessee



Yahaira Guerra, First Grade, San Antonio, Texas



Madelyn Paterson, Second Grade, Hampstead, Maryland



Christian Steves, Fourth Grade, Baltimore, Maryland

Achievements



William Paterson, Sixth Grader, Hampstead, Maryland, made his third appearance at the Oregon Ridge Dinner Theater as Louis Leonowens in the King and I. He recently performed the role of Kurt in the Sound of Music and a Snow Child in Carousel. William performs annually in the Baltimore Actor's Theater production of the Victor Herbert operetta, Babes in Toyland.



Nino DeBarros, Fourth Grader, Waterford, Virginia, competed in the 2011 Loudoun Homeschool Spelling Bee tying for first place. The bee consisted of a written round of twenty words, including *organic* and *civics*, and four oral rounds, of which he spelled all words correctly. This is the second year in a row in which Nino took home a bronze medal of honor in recognition of overall excellence in spelling, learning concepts and demonstrating correct English usage.



Calvert Connection showcases Calvert School and Verticy Learning students' best artwork, poetry, compositions, photographs, and achievements submitted.

This newsletter allows students to share accomplishments with other Calvert homeschoolers.

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Copyeditor: Margaret E. Mills

Submissions

We will be on the lookout for submissions for our winter edition! Please send your submissions to:

Calvert Connection
c/o Calvert Education Services
10713 Gilroy Road, Suite B
Hunt Valley, MD 21031

-or-

Calvertconnection@calvertservices.org
(Electronic Submissions of Photographs and artwork must be at least 300 pixels per inch to be considered.)

Please identify submissions with student's name, Grade, and account number. If your student's work is published, you will be notified.

When submitting your child's work or photo, you are authorizing Calvert Education Services, LLC, to use the material in Calvert publications, including newsletters, brochures, catalogs, advertisements, website, etc.

Calvert School reserves the right to edit submissions. Artwork of licensed characters/materials cannot be published. Due to the high volume of submissions, not all entries can be included. We're sorry, but we cannot return submissions.