



Renovation: YES or NO?

by Amira B. and Lila H.

There has been talk about renovating Pierce School for the last few years. Renovation would mean a lot of disruption to Pierce and the Pierce community. We don't know when it will happen but we know that administrators are working on a plan. We wondered how students and staff members felt about this.

First, we spoke to Principal Ryan-Miller to get her input on the topic. She feels that Pierce is in need of renovation. There are too many kids for the building to hold, and there are a lot of places in the school that are not wheelchair accessible. Also, she said, Pierce is an old building that is in need of upgrades and repairs.

We created and administered a survey to get a snapshot of how students and staff at Pierce feel about a renovation: We asked 29 people (students and staff members) whether or not they support renovation. You can see the data below.

Should we renovate?		
	Yes	No
Teachers	6	1
K-5 students	5	11
6-8	5	1

To the people that support renovation we asked "what would you most like to change about Pierce?" Most people (12 of the 17) said that they would want classroom walls in the renovated building (the other five prioritized better use of space, better playgrounds, air conditioning, and better bathrooms). Pierce was originally built without walls for a reason: the architect thought that it would be easier to adjust classrooms and provide many different types of spaces. While this may be true, with so many students at Pierce, Unit A is incredibly crowded and loud, especially for kids trying to concentrate on their schoolwork. So it makes sense that walls might be a priority for those supporting renovation.



Twelve of the people we interviewed did not support a renovation. Many of these people explained that they love Pierce the way it is, and don't want it to change. Ten of the 12 people we interviewed thought that the answer to our population problem was to rent (or buy) more space. Pierce has already rented space in the Teen Center and the building next to Pierce, and is spread over 4 buildings. The remaining people said we should do nothing, and let the problem take care of itself.

To get a more in-depth perspective we visited all the fourth grade teachers, because their classrooms are in the middle of Unit A. Mr. Conlon gave us a unique opinion. He said that the distractions offered by the lack of walls and the old building made school more memorable and interesting. He used the example of a leak in the ceiling, saying that a student with a leak in their ceiling would have a more interesting day than a student who had a regular school day without any leaks. He also commented on the amount of waste a full scale renovation would create. Is it worth it just for a school with walls?

Ms. Harvey noted that she loved the sense of community she got from Unit A, but she thought that there were just too many challenges. For example, before they do lessons or prepare for transitions, teachers are forced to think about the level of noise they would cause. Building off this concern, Ms. Gallagher suggested that there might be ways to creatively use non classroom space. She suggested, "maybe teachers could 'rent' out the Pit for especially noisy projects."

While we love our school, the fact remains that frankly put, Pierce is an overcrowded school with no walls and in need of updates. In other words, while some things about Pierce are amazing and unique, many people agree that the negative things outweigh the positive when it comes to the Pierce building and it is time for a renovation.

The Point of

by Jem B-J

Once, when my 5th grade class was running back to the classroom from band, we saw Ms. Barnum and quickly slowed to a walk in hopes of getting Penguin Points. It worked. When we got back to Ms. Woogmaster's class, she was surprised that most of the kids had Penguin Points. "Ms. Barnum must have been feeling generous!" she remarked.

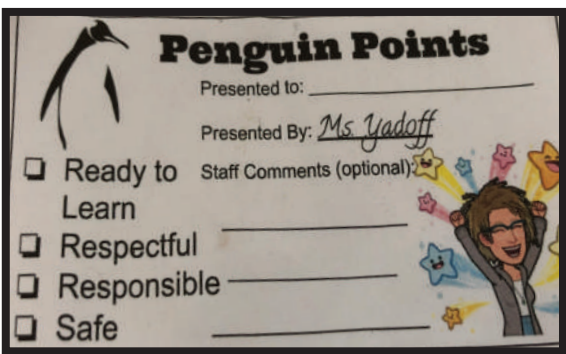
Students will do anything for Penguin Points. Why? Because they get a reward. In our class, Penguin Points transfer into marbles, and when we get enough marbles, we get to enjoy a movie or pajama day or extra recess. Every class has its own way of turning Penguin Points into rewards.

Penguin Points were introduced this past fall, with the new school year. They were created to reward students for good behavior. Many students weren't following the same school policies and the staff wanted a positive incentive system that would motivate students to follow the four keys to success: be safe, be ready to learn, be respectful, be responsible.

Pierce's principal, Lesley Ryan-Miller, explained that Penguin Points are a way to teach students about the behaviors that create a positive school environment.

Penguin Points enable the Pierce community to:

- use a common language,
- have shared expectations,
- provide positive reinforcement, and
- have an approach that our entire school community can participate in.



Principal Ryan-Miller explained that with Pierce's growing number of students and overcrowding in the hall ways and cafeteria, Penguin Points provide a way for every one to get rewarded for sharing common spaces respectfully. She feels that students have done a great job following school-wide rules and earning points.

Another thing that makes Penguin Points special is that they offer a reward system across grades. In the past, there were only marble jars in each classroom, and marbles could only be given to students by their own teachers. Now, a student in kindergarten may get a Penguin Point from an 8th grade teacher and a 2nd grade teacher may give a Penguin Point to an 6th grader. All teachers are involved in reminding all students of the four keys to success.

It has not always been easy, however, to implement Penguin Points fairly. Some teachers are not always mindful about giving out Penguin Points, so students don't always receive them, even when they are behaving well. Principal Ryan-Miller and a committee of teachers are working on a system for encouraging and reminding teachers to continue rewarding Penguin Points (perhaps they could use Penguin Points for giving out Penguin Points?!). For instance, there was recently a school-wide Penguin Point challenge: if your class earned 50 Penguin Points, you got to participate in a school-wide pajama day. Within two days, we were halfway there. We were super motivated!

Principal Ryan-Miller says that Penguin Points seem to be working. "I've had many students and teachers write me letters or share positive comments about this new approach," she said. Ms. Woogmaster also says she likes them because they "unite the school in a new way."

Some well-behaved students think that Penguin Points aren't necessary because they don't need an incentive to obey the rules. Others think that Penguin Points can sometimes encourage mischievous behavior because students directly ask teachers for Penguin Points, for no particular reason. In our class, a student jokingly tried to steal them from Ms. Woogmaster by distracting her: "Look, Ms. Woogmaster, a bird!" And when she looked, the student tried to grab a handful of Penguin Points. It didn't work because she caught them in the act. "I can't believe I nearly fell for that," she said, laughing.



by Zanna B.

At least once in almost everyone's lifetime, he or she has had to go to a new school, and that can be daunting. Some people might be excited, but a little scared. Not gonna lie, when I was in this position, I was too! So in this column, we'll talk about the ways that I felt, and what helped me to power through.

Before starting at Pierce, I attended the Brimmer and May School. As I was starting first grade at a new school, I was nervous and I had a lot of questions. Would my classmates hate me? Would we get a lot of homework? Would my twin sister and I be in the same class? And whoever my teacher was, would he or she be mean? I honestly didn't have a clue! It can be very overwhelming in a new school! When I got there, I cried. I mean who wouldn't? I thought I would be the only new kid there, which made me feel lonely. So, it is an understatement to say I was just a bit jittery.

Rest assured! This is a 'happy ever after' story! Luckily, I found that a lot of kids were just like me and they too were starting in a new school. At Pierce, the teachers and students alike are very understanding and welcoming to the new kids. It also turns out that there are programs and extracurricular activities designed to help you make some friends too. For me, some programs that were helpful, and ones that I would recommend are:

Girls on the Run, (a running group that focuses on self care and friendships), Heart and Soul (Girls on the Run for older kids), Lunch Group, (a lunch group that meets up and plays games while talking about school), and PSED (an after school program with a BUNCH OF FUN activities). If you feel lonely, you can always talk to teachers or guidance counselors, because their doors are always open. So, using a bunch of these strategies, I made some friends that would stay with me until and through fifth grade!

As a side note, these feelings of worry do not disappear all at once; when it turned out that only one of my new friends was in my 2nd grade class, I felt those feelings of loneliness come back. I decided to take this as an opportunity to make more friends. I not only kept the old friends from first grade, but made many more, who all helped make my 2nd grade experience awesome!

Of course, having new friends doesn't fix everything. One thing that can be very hard is differences in subjects and teaching techniques. For instance, maybe you weren't learning Spanish or Mandarin in your old school, but now have to jump in to these new topics. In the next issue of The Penguin Post, I hope to continue this advice column and address these and other experiences I've had at Pierce and share them with you.



By Jasmine F., Lilah F., Lila H., Elizabeth K.

Pierce has a great theater program. We have about 3 plays/musicals a year (6th grade play, 7-8 grade play, and 3-6 grade play). This year's 3-6 play was *The Little Mermaid*. A record 69 kids were split among the three casts. They were great to watch, but a lot of work went into the play, which we will highlight below.

Producing the plays:
Phil Schroeder is an incredibly important part of the Pierce musical productions. This winter, he produced and music directed the three casts of *The Little Mermaid*, assisted by directors Olivia Painchaud and Cami Del Guercio. He first got involved with Pierce plays in 2011, and has been helping ever since.

Some might wonder how he chooses which plays to produce for Pierce. He describes this as a hard part of the job, saying, "I find that most of [the options] are written below the intelligence level of Pierce students." Because of this, he was initially apprehensive about this year's play. He said, "I wasn't very excited about *The Little Mermaid*.....but I saw a video of it on YouTube and thought maybe there was more there than I thought." In the end, as we know, he did decide to go with it, but not before changing a few things about the story.

There are bound to be a few challenges when producing a school play with this many students. Phil notes that his biggest challenge was time and space. With 3 different casts, each rehearsing twice a week (to say

nothing of the chorus), the difficulty was ensuring that each cast had space to practice. The solution? The Veterans of Foreign Wars (VFW) building across the street from Pierce! He made arrangements for Pierce to use the VFW twice a week this year, and has already arranged for us to use it next year too.

What about next year? While it is still undecided, Phil raised an exciting possibility! He said, "maybe we'll have an original play for the Grade 3-6 musical! I'm hoping to do two originals next year!"



— Continued on next page —

Backstage With *The Little Mermaid* — Continued

Though he has been doing this for some time, he is still thinking about ways to make the program better. He would love to “change the way kids experience rehearsals” in future productions. For example, he would love to add an additional instructor to work with kids on drama techniques or directing techniques. Maybe even playwriting!

The biggest change this year was the growth from two casts to three, but there were some less obvious changes as well. Some seventh graders helped with the show in ways students had never helped before, and it worked really well. There were some kids running the backstage, or helping with costumes or props. Others helped with lights, sound or tech. “I think that Pierce students are smart enough to eventually be running their own plays.” If they are, it will be because they have been taught well by Phil Schroeder.



The Beach Cast

Designing the set:

If you watched the play, *The Little Mermaid*, you know that there were some complicated set pieces: like the sunset painted in the back, the wooden ship that rolled through the stage, and the fancy trident. Can you believe kids were involved in designing and building these? To get the set design perspective, we asked Akash H. about his experience working on the art and props for the musical.

Penguin Post: “Was set design fun?”

A: “Yes, it was.”

Penguin Post: “How did it work? What did you paint?”

A: “We painted the shell, the palace, the columns, the boat, and Ariel’s grotto.”

Penguin Post: “What was it like to see your work on stage?”

A: “I was a bit proud.”

The work on stage during the play was fabulous, it was so good and we were blown away with the fact that 3rd, 4th, and 5th grade kids did that! They did amazing an job.



The Beach Cast

Working on Tech Crew:

When you are watching a play, have you ever wondered how, within a few seconds of darkness, the stage changes completely? This magic is the job of the tech crew. They manage all the behind the scenes work that make the shows run smoothly. Older kids control the lights and sound. The rest of the tech team moves set pieces on and off stage.



This year, I was on the tech team. In order to understand what we were doing, before we started practicing moving the set pieces, we watched some parts of the play. Then the instructor taught us exactly where the set pieces went on the stage. To help guide us at the performances, there was tape on the stage floor marking where each set piece belonged (example: Ariel’s Grotto, goes on the tape spots that say “Ariel’s Grotto”). There were some small problems and challenges. Sometimes, the set pieces were not where they were supposed to be. Once, a large set piece rolled over my foot, causing a bruise. Another kid on the tech team accidentally broke a set piece, but it was very easy to fix. Oh, and of course, there is a lot of waiting around. Despite these minor challenges, being on tech was pretty interesting, and I’m glad I decided to help out with this year’s musical, because I learned a lot about theater. It was a great experience - just watch your feet when you roll the set pieces around!

Singing in Chorus:

The Pierce Grade 3-6 grade musical is a big production. There are the actors, who act out the parts, the set crew who make the backdrops and set pieces, and the tech crew who control the lights and move the set pieces on and off the stage. But there is another group of kids onstage during the show, whose participation is just as important: THE CHORUS. They are in grades 3 and 4 and are seated on the risers next to the stage. Their job is to back up the actors during the songs. For kids who love singing and who want to participate in the musical, but are too young, this is a great choice. The chorus has rehearsals once a week, so participation won’t take up as much time as being an actor. They get to watch the entire show while they’re sitting on the risers, so it’s basically a front-row seat to the show, with the added plus of getting to sing along to all the songs. Because the chorus participates in all the dress rehearsals for their cast, it is likely that chorus members might memorize parts of the play. In my opinion, it is fun to know what the characters are going to say before the words come out of their mouths.

The chorus’s star moment is usually just after intermission, when they have a dance number and a song. Sometimes it is a part of the action of the play, and sometimes not. In the case of *The Little Mermaid*, their dance number was “Put on a Happy Face.” It was not part of the show, though it was still very



The Beach Cast



Backstage With *The Little Mermaid* — Continued

entertaining. The dance number was choreographed by Ms. Manion, a music teacher for grades K, 1, and 5. According to Hannah Friedland, a 3rd grader in the chorus, the dance number washer favorite part of being in the chorus. Being in the chorus is super fun, and if you are going into 3rd or 4th grade next year and enjoy singing, dancing, or musicals in general, I highly recommend it!

Being in the Play:

People often wonder what it is like to act in the school play. Overall, it is a fantastic experience. Like any other after-school activity, it takes up a lot of time; rehearsals are twice a week and dress rehearsals and shows can add up to more when it gets closer to the show. You are expected to practice at home, too. However, it's all worth it, because you have a good time and at the end you feel very accomplished. Some actors from the three different casts got together to discuss their experiences.

How much did you practice?

Lila (Sea Cast): I was pretty much practicing my song and lines every night after school.

Amira (Beach Cast): A lot. Probably about 2 hours a week, plus play practice.

How do rehearsals work?

Lilah (Palace Cast): We first learned scenes while holding script binders, and then once we memorized our lines we did it without them. After we would get notes, which are things that we did well or needed to work on.

Lila: Our director would take us for scenes, and Phil would take us for songs.



The 3 photos above are the Palace Cast



The 4 photos above are the Sea Cast

If we weren't in a scene, we would wait in the cafeteria, or VFW, and hang out with our friends or do our homework.

Amira: Your director decides what we need to work on, and calls people for different scenes.

Did you like singing the songs?

Lilah: I really enjoyed them. In my spare time, I found myself going onto the website, listening to all the songs, even the ones I wasn't in, and watching all the choreography videos.

Lila: I agree. I found myself singing the songs CONSTANTLY!!!

Amira: Yeah, they were so fun. I sang them way too much that I got sick of them. I agree with Lilah.

What did you like or dislike about the play?

Lilah: I like that they let everyone get a part. One thing I didn't like is the mic tape because it hurts when you take it off. But if you are wondering whether or not to try out next year don't be intimidated by the mic tape, because it's only one tiny part of it and the rest is really fun.

Lila: I love acting so that was super super fun. I also love singing so that was fun. The costume was WAYYYYY too heavy but I loved it anyway.

Amira: I liked how everyone was supportive. It felt like the Pierce directors really cared about us.

So, if you love musicals, acting, singing, or even trying new things, you should try it!



The Mysterious Box Called the “Front Office”

by Yancheng Z. and Bryan C.

We walk past the front office almost every day and don’t actually consider what goes on inside. Do you think its main function is to stop people from poking into the principal’s office, and distracting her from her work? The answer is no. You may have thought that the front office seems unimportant in the running of the school, but you would be wrong! It actually plays a big part in our school community.

The people who work here have many different jobs. These jobs include helping and supporting Principal Ryan-Miller, checking in substitute teachers in the morning, answering parents’ questions, welcoming students, sending out community-wide emails, getting in touch with custodians, and most importantly... pressing the button to let people into the buildings! These jobs may seem puny compared to big jobs like principals and custodians, but without the office staff, we might not be able to go to school at all. Think about what our days would be like without them!

That’s why we decided to interview one of the office staff, Mrs. Clairemarie O’Leary. She kindly agreed to talk with us and answer some of our questions. As she put it: “You know, you guys should spend a day in the front office, it’s crazy!”

Penguin Post: What time does your day begin?

Mrs. O’Leary: 7:30. Substitutes teachers will come in really early so sometimes when I walk in the door at 7:30, they’ll already be waiting for me. I have to unlock the door, put my coat away, turn on the computer and figure out who they are and where they’re supposed to be.

Penguin Post: What happens next?

Mrs. O’Leary: [After] we check in the subs, parents will come in often with questions and to tell us that they need to pick up their kids early that day. Sometimes parents come in just to tell us their kids aren’t going to come in that day.

Penguin Post: What else do you do?

Mrs. O’Leary: One of my main jobs is to keep Mrs. Miller on schedule; because Mrs. Miller is so friendly, sometimes her meetings will run really late... so I’ll have to come knock her door and tell her that she’s got another meeting she has to go to. At Pierce, we have a lot of students who come and go during the school year; we’ll have a lot of students who are here for a few months and then withdraw, a lot of students who start this time of year. [For instance] today, when I go back down to the office, I have to withdraw three students and we’ve got one or two starting on Monday. So there’s a lot of computer work involved.

Penguin Post: Do you handle problems in the building?

Mrs. O’Leary: Every time there is a problem, or no one else is in the room, or there is a leak in the sink or if somebody doesn’t have paper towels in their classroom, we have to call Jackie. The teachers don’t call Jackie directly, they call the office and we call Jackie. So keeping the custodians on track is another thing we do.

Penguin Post: What about attendance?

Mrs. O’Leary: Mrs. O’Malley, who sits at the little desk near the door, she does attendance. When you check in late on the computer, she has to go into her computer and register that. Otherwise, at 9:30, automated phone calls go out to every kid who has been marked absent telling their parents that they’re not at school.

Penguin Post: What time does your day end?

Mrs. O’Leary: Usually at 3:30. There are days when we have extra things so we might have to work late but our hours are 7:30 through 3:30 and Mrs. Miller is very good about it; you know, if it’s 3:45 or 4, she tells us to go home because she knows that we’re not supposed to be working that late.

Penguin Post: What is your least favorite part of the job?

Mrs. O’Leary: It’s pushing the button to let people in.

Penguin Post: Is that just your job?

Mrs. O’Leary: Mrs. Gibbons and I. There are three buildings and kids go back and forth between the buildings all the time and constantly ring the button so you always hear the ringing.

Penguin Post: What is your favorite part of the job?

Mrs. O’Leary: Absolutely the kids. I really like this job. I love the teachers and the school but my favorite part is the kids.

The office is actually a really busy and interesting place, and maybe the next time you walk past the front office, you will say “hi” and consider all the cool things that go on inside.



Mrs. Clairemarie O’Leary

Come One Come All Tweens

by Elizabeth K.

Are you looking for a place to go after school, where you can be around kids your age? If so come to the Tween Room. The Tween Room is a new space on the bottom floor in the main Brookline Library. It opened in mid-January, 2019. It’s a mini-library for kids ages 11 to 13, a space for them to relax, read or do homework. Though it is filled with age-appropriate books, the Tween Room also provides Chromebooks for homework or for games. The Tween Room is only for kids in grade 5-7.

It is similar to the Teen Room which is for kids in grades 7th grade and up. I have been going to the Tween Room since it opened, and I really enjoy it. Before, kids my age (grade 5) didn’t have a place to go: they were too young for the Teen room, and the Children’s room was mostly occupied by little kids. When the Tween Room opened, fifth graders finally had somewhere to go. I think that the Tween Room was a good idea.

The Tween Room librarian is Abbey Stephens. From a young age she learned to love books. She said, “When I was a kid, my mom would always take me to the library after school every day, and



I just really enjoyed all the books, so when I went to college, I got my librarian degree and started working at my hometown public library in Arkansas. From there I went on to work at a library in Nashville, and then finally came here to Brookline.”

Children’s Librarian Supervisor Natalie Layne noticed that middle-school kids didn’t have a place to go, so the library system agreed to create and open the Tween Room.

Ever since it opened, the Tween Room has been filled with students almost every day after school. They come to do homework, read, play games on the Nintendo Switch and on the Chromebooks or just to be with their friends. Because of its location, it is most used by kids from Pierce. Ms. Stephens hopes that over time, kids from other schools will discover this space as well. When asked about anything else she would change about the room, Ms. Stephens says she would add more study spaces for kids to do homework “because we only allow one student per study room”.

The Tween Room is a great addition to the library because kids in my grade finally have a comfortable and inviting space. Hope to see you there soon!



Galactically Cool Places Around Pierce

by Lucas A. and Aeden R.

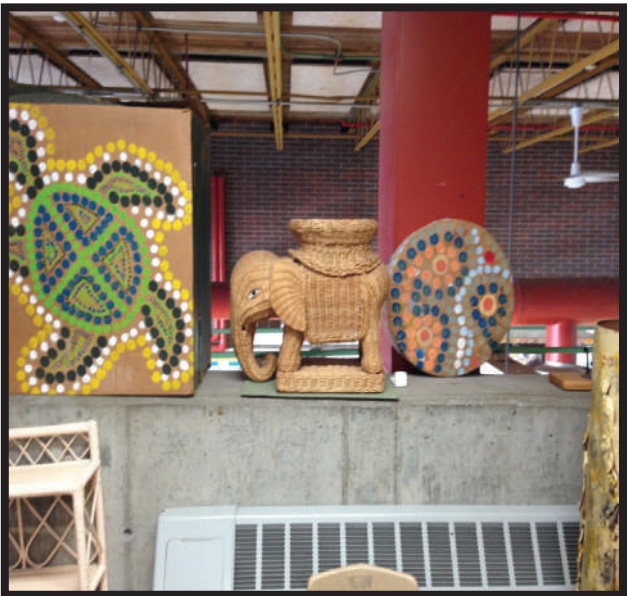
Pierce School, unlike most other school buildings, has lots of unique nooks that many people may not notice. They are hidden, but in plain view. We decided to take a few pictures of some of these interesting spots in Pierce so they can get the attention they deserve. We hope you enjoy looking at these peculiar places that are hidden from most (if not all) Pierce students. Can you tell where they are? (None of these places are off limits to students.)

The photo to the right is one of Mr. Rae’s two storage rooms. It is commonly missed as Pierce students make their way to and from Mr. Rae’s art room. However, despite being ignored by students, this place is filled with numerous interesting things such as a globe with no map on it, interesting artwork, cardboard, big sheets of paper, and bubble wrap. Apparently, this room used to be a big empty hole leading to the cafeteria and it remained so until an art teacher (before Mr. Rae) asked the school to put floorboards in. At first, temporary boards were installed but they were eventually replaced by permanent ones.



Do you ever wonder how your teacher - who may live far away- gets to and from school? Well this is how they do it. For anyone who didn’t know, the photo on the left shows where teachers park their cars! If you come down here early in the morning you will see teachers getting ready to start their days. Although you can enter the garage by car, the easiest way to get here on foot is by going down the steps you pass on the way to recess. Unfortunately, looks like the windows need a little scrubbing...

The photo on the right shows another very interesting place. Chances are, you have passed by it on your way to the art room. You can get here by going up the metal stairs (sound familiar?) This balcony is used for many things. It serves as a second storage space for the art room, a place for props from previous plays, and a PSED (Pierce School Extended day) space. It is amazing how so many things happen in such a cramped space. Who knows what you might find in here?



We are lucky to go to school in a building filled with these curious places. Next time you are on your way somewhere, look around - who knows what you will see!



by Aspen J.

Every day you make choices in your life that affect the environment. Here are five impactful tips for reducing your environmental footprint. These tips can lead to a greener future:

- 1. The manufacture of clothing takes a lot of energy and creates tons of waste. Shopping at consignment and resale stores helps to reduce this waste. Another way to lessen your impact is to resell and donate used items to your local consignment shop! Shop (and resell) locally at Thrifty Threads, Savers and Boomerangs.
- 2. Have you ever looked into what is done to your food? If so then you know that disgusting pesticides are used on most produce. Adding organic and local foods to your school lunches, snacks and dinners is a nice way to avoid these! Shop at farmers’ markets to find local organic produce. The Brookline Farmers’ Market runs every Thursday, 1:30 – 6:30 PM, from the first Thursday in June until the last Thursday before Thanksgiving (except for July 4th, 2019).

- 3. Birthday parties create a large amount of waste: wrapping paper, plastic utensils, and more. What if you made some changes to create less waste at your parties? At your birthday party, provide book swaps as give-away gifts! Also, serve food and beverages using durable, reusable dishes, cups, utensils, tablecloths and napkins. Try to serve homemade food and treats when possible to keep packaging and waste to a minimum!
 - 4. As I mentioned before, wrapping paper can create a lot of waste so here is a quick substitute that you will love and the earth loves too. For holiday and other gifts, go plastic free and make your own wrapping paper with repurposed brown paper bags. This gives you a lot of creative freedom to decorate it as much as you want! Or you could go without wrapping paper!
 - 5. Lastly, you might think that leaving the lights on at home doesn’t waste much energy; you are mistaken! The energy needed to keep all the lights on in the house all day accumulates very fast. At home, save energy by simply turning off lights when you leave the room. During the late afternoon into the evening, don’t turn on lights at all for as long as you can. Just open your curtains and enjoy natural light.
- For more eco-friendly tips, go to Youtube’s The Gaia Report! Or, if you have great eco-friendly tips, be a guest on The Gaia Report! For details email AspenGaiaReport@gmail.com



Interviews with Teachers New and Old

by Lilah F.

Have you ever wondered what different teachers think about things at Pierce? I thought it would be interesting to find out, especially if the teachers were very different. I thought it would make it even more interesting to compare their answers. In fact, there were a few answers that I was totally surprised by. Maybe they'll surprise you too!

The student body at Pierce is always growing, but we sometimes forget that the staff is too. Pierce has over 840 students and roughly 120 staff. Some teachers are new, like Ms. Roberts. She is a 5th grade teacher who is brand new this year. On the other hand, Pierce has some teachers who have been here for a long time, like Mr. Rae, one of the art teachers, who has been here for 24 years. I asked both teachers some of the same questions, so you might want to look at those and compare them. They might be different, or surprisingly similar. You can see for yourself in the interviews:

Ms. Roberts:
What job did you work at in the past?
I went to culinary school before and worked as a pastry chef.
Where did you work?
In restaurants, and cake shops. Decorating cakes. It was pretty awesome.
Why did you decide to teach?
I really wanted to help more people. Although I really loved being artistic and decorating cakes, I just thought I wasn't helping enough people. Also, I love sharing knowledge.
What drew you to Pierce?
Well, I went to graduate school at Boston University and I did my student teaching here at Pierce, and from my first day teaching here, I felt like I had been teaching here for years. Everyone is just so happy and welcoming.
What surprised you at Pierce?
Definitely Unit A. I didn't even know schools like this exist, where there are no walls or doors, and that was pretty shocking.
What do you think about Pierce in general?
I think it is a wonderful community, And I can go to any teacher in the school and ask for help, and the students, even if they don't know me, are so kind and helpful. It just feels like one giant family.

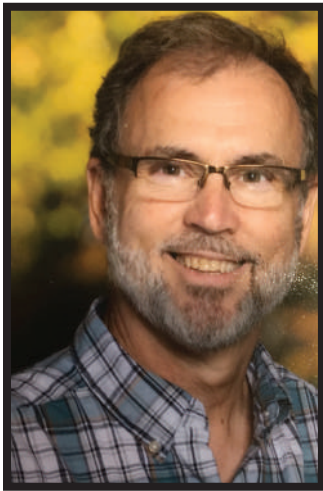
Mr. Rae:
What drew you to Pierce?
Pierce is the only school in Brookline that I've ever taught in, and I liked Brookline's commitment to the visual arts, to the art department.
What surprised you at Pierce?
2 things surprised me. The building itself. And the 2nd was the respect shown to students and teachers. When I came it was a very respectful environment, and that was very different. Children are listened to.
How long have you been here?
I started teaching at Pierce in September, 1994.

How has Pierce changed while you were here?
Oh, it's changed a lot. This is the 4th principal that I've worked for at Pierce. And then there's 9 vice principals, including the 3 we have now. When I started we had 1, now we have 3.
What do you think about that change?
Well, the 3 vice principals is definitely a good thing. We need them. We need them because we have so many kids.
What is the biggest challenge about being an art teacher?
Well, I think that's a really good question. I think the biggest challenge is managing time well enough so kids have plenty of studio time.

What do you think about Pierce in general?
I think it's a great school. We always move forward to make it even better.
What job did you have before you were an art teacher?
Well, I was an art teacher, right out of college, but I had a lot of funny part-time jobs. I was a lifeguard, and I taught swimming. I worked at the aquarium, and I helped with some of the parties there.
Sure, you might think you know these teachers well, but did you find yourself thinking, "Whoa! I had no idea about that!" As for me, even though I have Ms. Roberts for Science, I was really surprised that she used to be a pastry chef. One surprising thing from Mr. Rae's interview was his assortment of part-time jobs. It was really nice to get to know to both of their perspectives. So, next time you see a teacher walking around Pierce, you might find yourself wondering about their perspective and what uniqueness they bring to Pierce.



Ms. Roberts



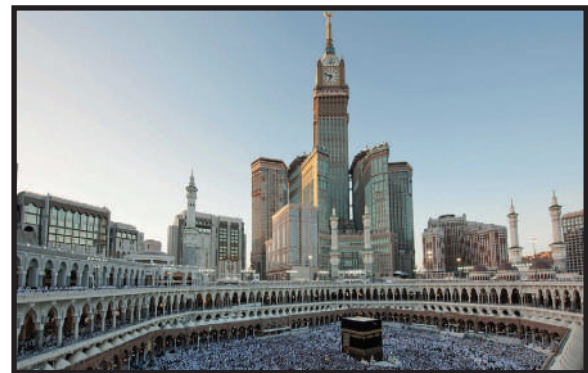
Mr. Rae

Mecca and Medina

by Khalid T.

In February of 2019, my sister, my mother, my father, and I went to visit Saudi Arabia. We also traveled with my Grandmother, which made it special. Saudi Arabia is a country in the Middle East and we spent time in two main cities: Medina and Mecca. The trip was exciting for me because Mecca and Medina are both very ancient cities with major historical sites and were crossroads for trade and merchants.

Medina is important because the Prophet Mohammed traveled there and it is where he started the religion of Islam in the year of AD 579. The city is known for the very famous mosque (Al Masjid al Nabawi) which was built by the Prophet Mohammed (peace be upon him) and is where he is buried after he died at the age of 63. We stayed in a hotel close to the mosque. In Medina the type of clothing you would see is very traditional: white robe (Dishdasha) for men, and full body robe (Abaya) and a head covering (Hijab) for women. Medina is also famous for all of the perfume they have there as well as a traditional toothbrush called a miswak, and fresh dates.



Medina



Mecca

Mecca is important because it is the holiest city of Islam. It is located in the west of Saudi Arabia. Prophet Muhammed was born in Mecca and he lived there for almost 50 years before he moved to Medina. When my family went to Mecca the first thing we saw was al Kaaba, a giant stone cube built by Prophet Ibrahim and his son Ismail as a place to worship God. Then we saw the royal clock tower which is a clock so big that you can see it even when you are circling the Kaaba and when you pray.

Mecca is an important place for Muslims because they go there to do Umrah and Hajj. Umrah is an islamic pilgrimage made by muslims to Mecca which can be performed at any time of the year. In contrast, Hajj (main pilgrimage) must be done on specific dates according to the Islamic lunar calendar.



My Favorite Authors:
Lucy and Stephen Hawking

by Tony L.



Knowing that I loved learning about space and that I loved fiction, my 4th grade teacher, Ms. Harvey introduced me to the first book of a 5 book series, *George's Secret Key to the Universe*.

I ended up reading the entire series because each book was great. I love reading informational books about space; I think that it is interesting how space never ends and that there is an endless amount of things that we can learn about space. While reading this book, I focused both on the story but also payed attention to the scientific things about space that Stephen Hawking included. This series is about George and his friend Annie and their supercomputer, Cosmos.

Cosmos has the power to teleport to wherever it wants. Using Cosmos, George and Annie solve many mysteries together, and sometimes these mysteries take them on adventures in space! In the first book, *George's Secret Key to the Universe*, George and Annie discover that Cosmos makes portals from Annie's house to outer space. In the second book, *George's Cosmic Treasure Hunt*, a new kid named Emmett joins George and Annie to fix Cosmos (what happened to it? read the book to find out!), and they have to uncode a hidden message from "aliens" to save the world. In the third book, *George and the Big Bang*, George, Annie, and Vincent save the smartest scientist from a quantum mechanical bomb (read to find out how the kids disarm the bomb). George and Annie are confronted by a mystery again in *George and the Unbreakable Code*, when they have to find out who poured money all over the world, made food free, and opened the dams to help the poor. Finally, in *George and the Blue Moon*, as George and Annie join a program that trains young people for a trip to Mars in the future, they quickly learn that strange things are happening - on Earth as well as up in our skies. Mysterious space missions are happening in secret, and the astronaut training they're undertaking gets scarier by the moment (Curious? Read to find out what happens).

After reading these books I wanted to learn more about Stephen Hawking. He turned out to be a very famous, smart person. Sadly, in 1963, at the age of 21, while studying Cosmology at the University of Cambridge, he discovered that he had Lou Gehrig's disease, or ALS (amyotrophic lateral sclerosis). ALS is a nervous system disease that weakens muscles and impacts physical function. Within several weeks of his diagnosis, Hawking became physically unstable, sometimes falling over for no obvious reason. After being affected by ALS, he slowly lost control over his own body. However, even with some trouble moving, he was able to become a theoretical physicist, cosmologist, actor, mathematician, astrophysicist, screenwriter, and last but not least, an AUTHOR! I think that this is UNBELIEVABLE! 7 jobs!

After Stephen passed away, his daughter, Lucy continued to write the books in this series. Hawking brought a ton of his science knowledge to the series. In the first book, for example, I learned about space and comets (for instance, "In 1996, passing within 9.4 millions miles of the earth, Hyakutake was one of the brightest comets of the twentieth century") and stars. The books also explain Lucy and Stephen's latest ideas about space, including about black holes. All of the books have real pictures of people and things in space and a lot of great, scientific information.

In addition to information, these books have a lot of action in them. Action books make it hard to stop reading because you want to find out what happens next! Sometimes, there is a lot of suspense; for example, the third book is filled with many dramatic moments (many of them are towards the end when the kids disarm the bomb). Despite being science fiction, action-filled books, however, there is also a lot of feeling in them. Throughout the books, the characters have to make hard decisions. The series has a little bit of everything.

So, I encourage all of you reading this article to read *George and the Secret Key To The Universe* and all the other books in this series by Lucy and Stephen Hawking



The Slingshot's
Secret

by Lorcan P. and Jonah G.

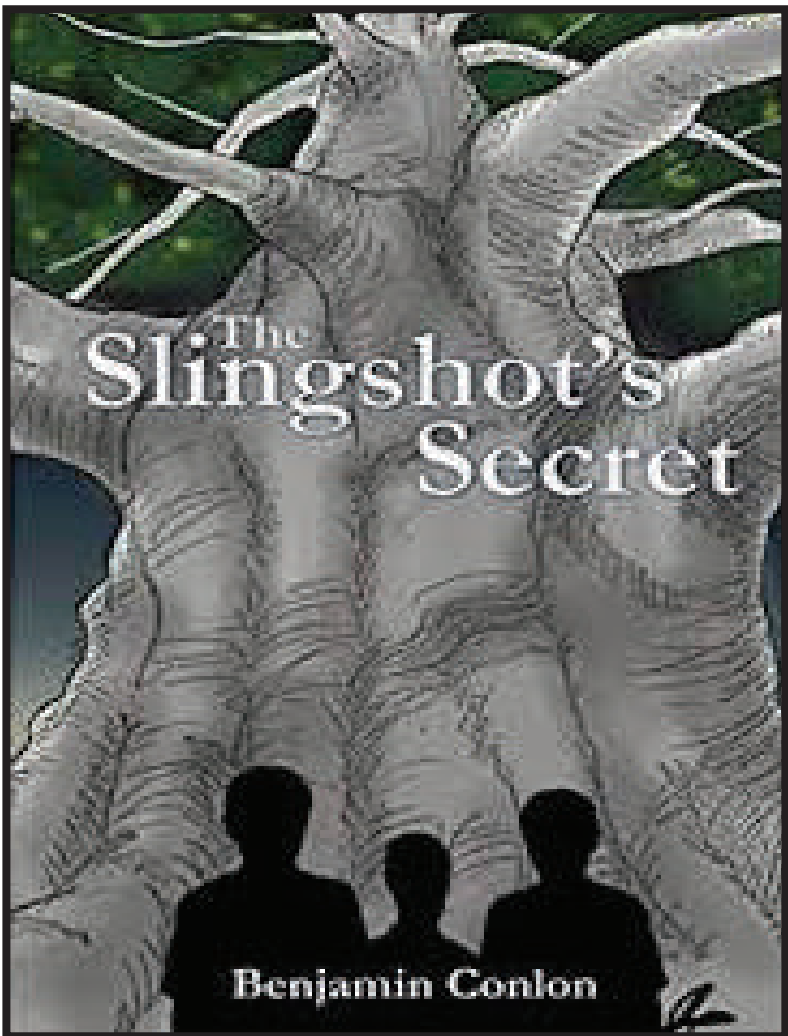
Have you ever wanted to meet a skilled author? Well, it turns out that we have one right here at Pierce! It's 4th Grade teacher Benjamin Conlon! *The Slingshot's Secret* is a

fantastic new mystery written and published by Mr. Conlon. The book is about three friends - Sam, Henry, and Milo - and their adventures in a world that is glued to technology. Sam and Henry meet each other on the school bus on their way to the first day of middle school, understandably anxious. When the bus turns up at Perkinsville Middle School Public, Sam and Henry are surprised at what they find. It's a big mysterious school with many strange teachers and kids, including the Vice Principal, who instead of chastising, is more fond of advertising his book. Unfortunately, the trouble does not end there. They are bullied continuously by 8th-grade smokers, including Sam's old best friend. From there, the group of friends get involved in a mystery about a slingshot. Read the book to find out what happens next!

We sat down with Mr. Conlon for an interview, and this is what we heard:

- Penguin Post:** Why did you write the book?
Mr. Conlon: I started telling stories in my 4th class, and the kids liked them, so I started writing them down. Eventually, I wanted to make a book from them. Most of the stories are real.
- Penguin Post:** Who is your favorite character?
Mr. Conlon: I like Milo and Sam.
- Penguin Post:** How long did it take you to write the book?
Mr. Conlon: I started telling stories 8 years ago. I started writing this book five years ago. I never gave my book my full attention until 2 or 3 years ago.
- Penguin Post:** Are you proud of the book?
Mr. Conlon: Yes, I am going to write a second book bringing in the girls' stories.
- Penguin Post:** Any info on the treasure?
Mr. Conlon: Sam's full name is an anagram for a name of another book about a boy finding treasure.

Luckily, Mr. Conlon is planning on releasing a sequel to the book so we can enjoy more. We created a poll for anyone to suggest things that they believe should be in the sequel. To fill out the survey, go online and type in the link below. Responses are due by Friday, May 31, 2019 , and the answers will be delivered directly to Mr. Conlon the following week. Please fill it out! Link: <https://bit.ly/2U1ToB6>.





The Bricks Are Back
by Finn C.



In 2014, *The Lego Movie* was released. It was a huge hit. Even now, at age 11, I still think that it’s hilarious. It is made as you might imagine - EVERYTHING is made of Lego bricks, the popular building toy. Following this success, *The Lego Batman Movie* and *The Lego Ninjago Movie* were both released in 2017. Both are Lego world movies (made entirely out of LEGO bricks), but the plots are not related to the original *Lego Movie*. But in February 2019, almost 5 years later, to my delight, Phil Lord and Christopher Miller, the directors of *The Lego Movie*, released *The Lego Movie 2: The Second Part*.

In the first movie, Emmett the main character, is a citizen of Lego city. He, like the rest of the city, has been brainwashed by the evil President Business, who has built walls between the realms of the Lego universe. Soon, Emmett finds out that he is the “chosen one” to defeat Business and save the Lego universe. He is ultimately successful, but at the end there comes a new threat. *The Lego Movie 2* picks up where 1 left off. It was good, but 1 was better. There were some weird plot twists that didn’t really make sense. I’m not going to tell you any more about *The Lego Movie 2*, because I don’t want to spoil it. Oh, but I’ll give you some hints: A dolphin-shaped alarm clock; The Sistar System; and “Ourmomageddon”. Watch it or these weird hints will haunt your dreams forever!

Two Friends, Two Books
by Iza B. and Riley J.

Riley:
Do you like to read? My friend Iza and I love books so we decided to give each other a challenge. I gave her a mystery book called *The Westing Game* by Ellen Raskin and she gave me a work of realistic fiction called *Counting By Sevens* by Holly Goldberg Sloan. Both of the books were great and we enjoyed reading them. I recommended *The Westing Game* because I found it to be a page-turning mystery that keeps you on your toes. I loved this book because the plot was very interesting and it was fun to read. Also my friend does not read mystery books often and I wanted to give her a challenge. She recommended *Counting By Sevens* to me because she knows that I like realistic fiction. Once we finished reading the books, we met up and had a spirited book talk. We both agreed that they were good books and we gave each other the next challenge of writing book reviews.

Counting By Sevens is about a girl named Willow who is incredibly smart. None of the kids in her school want to be friends with her but she doesn’t mind. Willow prefers to spend her time studying plants and human health. A misunderstanding in the classroom leads to her being sent to see a counselor named Dell Duke, who becomes an important character in her story. In his office, she meets a girl named Mai and they quickly become friends. When tragedy strikes in Willow’s life, she is devastated, but with the help of Mai’s family and Dell Duke, she perseveres. We see Willow through different living situations and even a home makeover! When Willow’s social worker finds a new family for her, she doesn’t know if she wants to leave Mai and her family. In the end will Willow find a family?
Counting by Sevens is a great book for readers that love realistic fiction. I recommend this book because it carries you through a character's journey and makes you feel like you are there. It makes you think about the characters and also the way they change throughout the book. It has compassion, courage and love, all sandwiched in between the covers of the book.

The Westing Game is an incredible family story built around a mystery. Sixteen different people are offered apartments in Sunrise Towers, an apartment building overlooking a lake that doesn't actually face the sunrise. Little do they know that they are the long lost relations of Samuel W. Westing. They discover their connection only after Samuel Westing is found dead in his own house and they are invited to his funeral. They are given the task of figuring out who killed him, and all the heirs have at least one suspect in mind.



As if that is not enough suspense, while all the contestants are busy accusing one another, someone is setting off bombs. The killer is not obvious and in the end I was shocked to find out who it was. Make sure to read this book all the way! It is really quite an exciting book that will keep you up at night. It really has you wondering who the killer is. When I got to the last page of the book I said “Dang it!” because I wish the book lasted much longer than it did.
I put the book down knowing that later I might think that this was the best book I had ever read. Turtle, Angela and all the other characters give me hope that even I can solve mysteries, even though I am terrible at solving them. Ellen Raskin, the author, has the best way of having all the characters’ traits come together to make one big story about betrayal, accusation, drama, confusion, lies and, of course, mystery.

Iza:
Both of the books that we chose really elevate the genres of mystery and realistic fiction. I really enjoyed the book that Riley gave me, and I personally want to read more of that genre. She gave me a really good book that I would never have picked up otherwise, even though I often pick up and read random books. Anyway, we both enjoyed the books that were outside of our comfort zones. It would be great if more people read both of the books that we wrote about. Moral of our story: next time you want a good book to read ask your friend for suggestions!





The Treasure Mystery

by Lilah F.

Author’s Note: Though this story is set in Pierce and Brookline, it is not a true story. However, anything can happen!

There was a treasure map in Mia Bordon’s attic. If I told you to imagine a treasure map, you would probably imagine something old and mysterious, like in a storybook. This treasure map was printed on a piece of computer paper. On the front, it said TREASURE MAP. On the back, there was a map. In the center there was a building marked Town Hall. Next to it was an X.

The next day, Mia took it to school to show her friends. At lunch, she took it out and showed them. “Wowie!” said Ol. “That’s really cool,” said Amelia.

“We should look for the treasure,” joked Ol. “Maybe we’ll get rich.” He started laughing. Ol laughed a lot. One thing he didn’t laugh at was his full name, Oliver. He didn’t like being called that at all. “It sounds like ‘a liver’,” he always said. Ol didn’t like liver. So people called him Ol.

“Yeah, then we won’t be called the Boredom Triplets,” Amelia agreed.

“I wish,” said Mia.

“I was just kidding,” said Ol. “But our last names really are a problem. Especially mine. Dullsmen. Ugh. It’s worse than this cafeteria food.” He spit out a hard lump of mac and cheese.

“I think I totally beat you on last name terribleness,” said Amelia. “Amelia Boartudeth. Who has a name like that?”

“I won,” said Mia. “Bordon. Boredom. My last name was the origin of the entire Teasing Age. ‘The Boredom Triplets. The Boring Kids. The Kids who Bore You to Tears.’ She sighed at the nicknames the kids called them. The three kids nodded. And Mia knew, somehow, that the next day, they would all be huddled over the treasure map, trying to figure it out.***

The next day they were all huddled over the treasure map, trying to figure it out. They were at Amelia’s house. “The treasure is definitely in the Town Hall,” Mia said. “So we need to go there.”

“Agreed,” said Amelia.

Mia cleared her throat.

Ol’s dad worked at the Town Hall. The only problem was, Ol’s dad was very strict.

They both stared at Ol. Ol turned red, than purple, then green. His face hardened and turned back to normal. “Let’s do it.”

Ol knew the only way to convince his dad to do something was to do it while he was watching TV. He waited until after dinner, when his dad switched on a basketball game on TV. “Um, Dad?”

“Yes?”

“Could I come with you to work tomorrow?”

“Yes!”

Ol’s face lit up.

“They scored again!”

Ol’s face went back to normal.

“Dad, could I come with you to work tomorrow?”

“Why would you want to do that?”

“Um...” Ol fumbled for a lie. He had a feeling his dad would recycle the treasure map the moment he saw it. “I, uh, have to write an essay about a parent’s job for school, and, uh, yeah.”

“Of course, Ollie.” His eyes were glued to the screen.

The next day, Mr. Dullsmen drove over to Amelia and Mia’s houses and picked them up. (Ol had lied that “they could be inspired by the town hall’s great work” while his dad was watching TV in the morning.) They hopped out of the car and walked into the town hall. Mr. Dullsmen walked into his office and swept his arm grandly. “This is my office. This is my whiteboard. This is my eraser. This is my chair.”

Ol, Amelia, and Mia tuned him out. “Let’s get out of here,” Ol whispered.

“Once he gets started, he’ll never stop. He won’t even notice we’re gone.” They snuck out. Mia discovered a copy machine. “Let’s make copies of the map,” she said. “That way we won’t be huddled over it all the time.” She stuck it inside the machine. It blinked. The little screen flashed *Paper Recognized. Activating Information Flow.* The paper came out with a little



paragraph printed neatly on one side. “Wow,” said Amelia.

“Someone must have programmed this copy machine to somehow print this writing on this paper when it recognized it.”

“Cool, but look,” Mia said. “It’s a riddle!”

*I can show you something big
On something small
I can have many colors
Or almost none at all
What’s at the end of a blimp?
How do you begin Maltese?
I don’t have one,
But both of these.*

“What?” said Amelia.

“Hmmm...” Mia was deep in thought. “What shows something big on something very small?”

“What about the Maltese and blimp part? You might begin Maltese by buying a pocket dictionary and learning new words, like what words normally start with and end with...”

“Ol, you’re a genius!” Mia squealed. “You begin Maltese with the letter M, and at the end of a blimp is the letter P! So the mystery object’s name has an M and a P. Can we walk around a little to get some ideas?”

“Sure, except I don’t know my way around here too well. My dad told me there are some map cards we can take with us near the front door.”

“The amazing Ol does it again!” Mia cried. “It’s a map!”

They walked over to the map cards area. Mia took out the map, but dropped it. There was a beep and they fell into deep, black, nothingness as a trapdoor opened beneath their feet.

“There must have been another machine sensing the paper,” Amelia sighed. They were stuck in a dusty room with a letter keypad on the only door. They were stuck.

“Hey, there’s another copy machine!” She dropped the map in. It came out with a new set of instructions.

*Use the riddle I’ve already given you
And soon enough you’ll get a capital idea.*

“A capital idea? Is that British?” Ol wondered.

“I don’t think that’s it,” said Amelia.

“Hey, what about the other kind of capital? Washington D.C.?” Ol suggested.

Mia shook her head. “But what about capital letters? If we use the capital letters in the first riddle, we can find the password.”

They tried it. I, O, I, O, W, H, M, I, B. There was a click and the door swung open.

And there it was. Treasure. Lots and lots of it. Piles of golden necklaces littered the floor. There were heaps of precious stones. There was a staircase leading back into the town hall. The three kids grinned. The Teasing Age was definitely over, and a positively Golden Age was to come.



SPORTS PAGE

Damage Done...Right? Can the Red Sox do it Again?

by Myles D.

Hi, my name's Myles, and I am the biggest MLB (Major League Baseball) fan on the face of the earth. My DNA is chock full of my grandpa's baseball-loving genes. He grew up as a young Yankees fan, but went to Harvard and then became a Red Sox fanatic. In 2018, as everyone knows, the Boston Red Sox won the World Series. Will they do it again? What could get in their way? I'm here to assess this upcoming season for the Sox: potential threats, disasters, and best case scenarios.

Threats:

Let's start with the teams that were threats in 2018. In my opinion, the biggest threats were the Houston Astros, the Yankees and the LA Dodgers; in 2019, I predict the Phillies will join that group. Here's why:

Houston Astros

In 2017, The Astros won the World Series, with a record of 103-59. The question to answer is were the Astros were good... or just lucky? After analyzing the lineup, I would say that Houston was not just lucky, but they were a good team in a bad division. The best players on Houston were most likely: Jose Altuve (2B), Alex Bregman (3B), Justin Verlander (SP), George Springer (RF), and Carlos Correa (SS).

New York Yankees

The NY Yankees were a good team... when they weren't playing against the Red Sox! The Sox had many blockbuster victories against New York, including victories of 14-1 and 16-1. The Red Sox definitely had a big advantage over NY in 2018, but the Yankees have had a huge off-season, signing Colorado Rockies stars DJ LeMahieu (3B) and Adam Ottavino (RP), and Blue Jays star shortstop Troy Tulowitzki.

LA Dodgers

Let's put it out there: the Dodgers were not good enough to beat the Sox in 2018. Look at the lineups! The Yankees are better, the Astros are better. They had absolutely no chance of winning. Heck, it took them 18 innings and a home game to beat the Sox...BY 1 RUN! And looking ahead to 2019, the Dodgers had a mixed but mostly bad offseason, signing Red Sox star Joe Kelly (RP), but losing star batters Manny Machado (3B) and Yasiel Puig (RF).

Philadelphia Phillies

If we focus on 2019, a possible additional threat are the Philadelphia Phillies. In preparation for this season, the Phillies have obtained a huge, postseason-worthy roster, signing these stars: Andrew McCutchen (RF), JT Realmuto (C), Jean Segura (SS), and mega superstar Bryce Harper (CF). They have a definite chance of making the postseason.

Final Threat Scores for 2019:

Astros: 75%
Yankees: 85%
Dodgers: 55%
Phillies: 82%

Disasters:

Nothing is certain in baseball. Here are possible disasters and worst case scenarios that could stand in the way of the Red Sox ultimate victory in the upcoming season:

- Dustin Pedroia does not heal from injury . This is a pretty minor issue, but the Sox would do great with Pedey back.
- JD Martinez slumps because of back injury . JD Martinez... third in MVP voting? Saying goodbye to JD for the season ultimately means goodbye World Series!
- Red Sox do not sign Craig Kimbrel . The Sox need Craig. They need a Closer!
- The Yankees sign a bunch of great free agents. It's Moneyball, folks. Of course the Yankees will sign everyone. But all we can hope is that they turn out worse than expected, like Stanton.
- Craig Kimbrel signs with Phillies . If this happens, expect the Phillies to be the new Red Sox.

Best Case Scenarios

On the other hand, some things could go spectacularly right.

- JD Martinez and Dustin Pedroia heal perfectly. Dustin Pedroia! Another MVP player for Boston! That's number... 1 million???
- Red Sox sign Craig Kimbrel ZIP A DEE DOO DAH, ZIP A DEE DAY!!! MY, OH MY, WHAT A WONDERFUL- no way. Dream on, Kimbrel lovers, Craig has dropped the mic with Boston.
- Rafael Devers goes BOOM! Rafael Devers has proved that he's got stuff. JD Martinez has been training him to be a STAR!
- New Sock, RP Jerry Mengia gets off drugs. Yeah... this one sort of speaks for itself.
- Prospects Michael Chavis, Bobby Poyner, and Darwinzon Hernandez dazzle . These minor league Sox are proving themselves.

Well Sox nation, it's been a good run. But we haven't even finished the marathon. We haven't reached the track yet. We sent our registration form, and now all we can do is wait. Wait and hope. Wait and cry. Wait and laugh, until we win it again. This is Sox Nation, so haters...BACK OFF!





Take the Shot

by Khalid T., Santi S., and Akash D-H.



Have you ever been so into watching a game that you lost your cool? For me this happened in the last World Cup final, France vs. Croatia. The World Cup is only held every 4 years and these two teams had beat the 30 other teams who had come to the tournament. I was on the edge of my seat waiting for the referee to blow his whistle, and when he did, I crossed my fingers and said “here we go”. When, at minute 18, a French player, Antoine Griezmann crossed the ball across the goal and a croatian player, Mario Mandzukic accidentally kicked it into his own net, I fell to my knees in disbelief, screaming “Nooooooo!” I didn’t get off my knees until minute 28 when faster than you could say pumpernickel, Croatia flew up the court and Croatian player Ivan Perisic took a shot, straight as a bullet, right into the french net. I yelled “Yes!” My faith rose again only to fall as France scored three more goals by halftime. At some point, I couldn’t watch anymore. I stood up and said “goodbye” and I marched outside to play soccer. By the time I came back inside the game was over, with a final score 2 to 4 France. I didn’t want to talk to anyone, I just went to my room to cry peacefully.

Soccer is one of the most popular sports in Europe. For most games, stadiums are filled with screaming fans, singing songs in support of their team. Soccer is a fast moving game, filled with lots of excitement.

European soccer gives fans a lot of opportunities to cheer the teams on. For one thing, there are many different leagues throughout the continent; so you can root for one team in La Liga (in Spain), another in the Premier League (in England), and another in the Bundesliga (in Germany). The teams in the individual leagues all play against each other, and there is also inter-league play in various tournaments (for example, the Europa League and the Champions League). The tournaments help keep soccer fans’ interest. If your team is out of the running for one championship, they may still have a chance for another. For example if your team is not good enough to place highly in the Champions League they still might make the Europa League.

Some fans look for teams that work well together. Cooperation and good communication between the players ensure that there is always a player on the field where there needs to be. Secondly, players should make good decisions about passing the ball. For example, sometimes a player may be close to the goal but surrounded by players of the opposite team; he could shoot, but a better decision might be to pass to an open player in the center and let them take a shot. Finally, you want to see good ball handling and cover designs to get around the other team. Often, a lot of how

a soccer team plays together is due to a good coach because the coach does all the planning. One team where you can see the effects of great coaching is Real Madrid because they have Zinedine Zidane; he is an all around good coach who is always calm and is a good role model for his players.

Some people root for “superstar” teams, or teams that are powered by one amazing player. One example of a superstar team is Juventus, based in Turin, Italy. Cristiano Ronaldo creates almost all of their offensive power (that’s not generated by Gonzalo Higuain and Mario Mandzukic). Another superstar team is Real Madrid. Luka Modric creates all of the passes (since Cristiano Ronaldo left) that lead to goals.

Out of the many soccer leagues, La Liga may be the most fun league to watch. They have many great teams like Barcelona, Real Madrid, and Atletico Madrid. Between these three teams, they have won 68 La Liga titles and 17 Champions League titles.

Other leagues, such as the Premier League in England, have great teams as well.

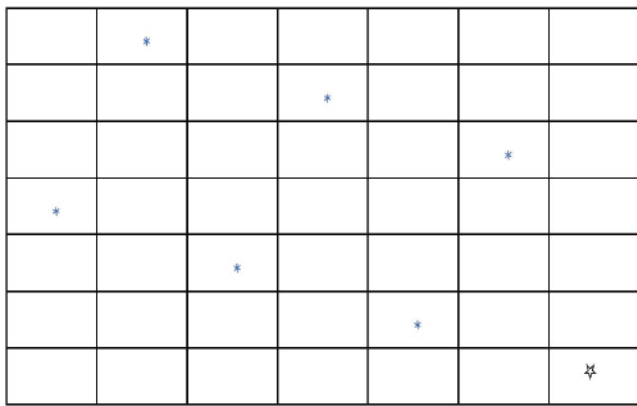
But don’t take it from us! Go out there and watch some teams and decide for yourself which ones are the most fun. But be forewarned: you may just get hooked on soccer.



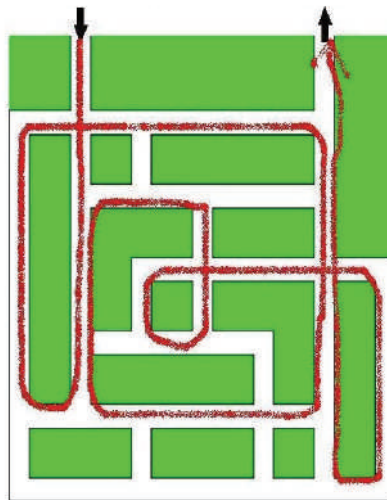


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Fun Things Answer Key



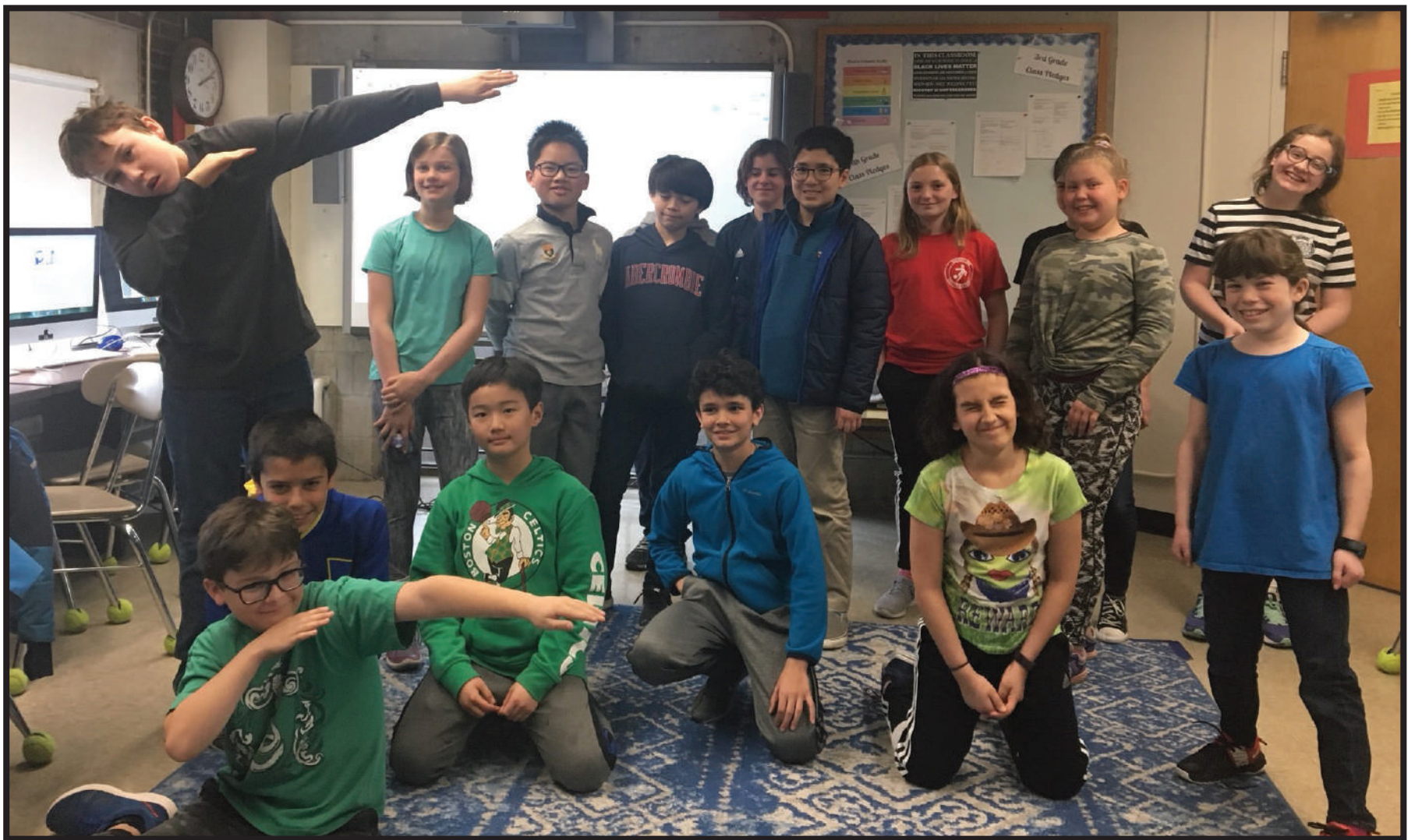
1)Star problem: Stars in blue=new stars



$$5) 8 \div (3 - 8 \div 3) = 24$$

4. You pick up the mirror and you see what you saw. You take the saw and you saw the table in half. Two halves equal one whole. You jump in the hole and escape.(Read this out loud. It helps)

Meet This Year's Penguin Post Team



The Penguin Post Team has worked hard throughout the 2018-2019 school year to bring you this Fourteenth Edition of the Penguin Post.

Thank you for reading Penguin Post!

The Penguin Post wishes everyone a happy and healthy spring.

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Journalists:
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