

SNAKY
design



"IN English class, after I was done with the class work and homework, I could draw. I normally liked to draw the graffiti letter 's' because they looked like little snakes. I also liked to draw eyes and Santa hats. One time even, in English class, I got to use my skills on a project when I got to draw four scenes from the book *Tangerine*."

C'Drianna Mills [6]
photo Chloe Amyx



POWER
of story

"I enjoyed being able to read different short stories, like *The Tell Tale Heart*. It was creepy and different from what we usually read in school. I favored short stories even though they were short, they had a lot of information. Other classes we only focused on one subject, but in English we could hear and learn about a variety of stories."

Camille Marrero [7]
photo Chloe Amyx

CREATIVE
escape



"I grew in my ability to tell a story creatively and build a storyline. My original introduction to a linear storyline was *Star Wars*. It set me up for what to expect in the future of what I would read later. I liked to read and write fantasy. It provided an escape from what was going on around me at the time."

Paul Crace [10]
photo Lexie Vinson

WORTH THE WORK Diving into her book during English class, sophomore Becca Cregger, with sophomore Pierce DuRard, analyzes quotes in *Dracula*. "We found certain quotes and summarized what was happening," Cregger said. "The class was challenging, but I kept reminding myself that the hard work would pay off and be worth it in the end." photo Lexie Vinson



TANGER-READ "Prepared for the day, sixth grader Mary Ely Lodge turns in her daily homework. "The jump in reading from lower school to middle school was not too difficult. Class moved a little bit faster, but I could handle it," Lodge said. "Hands down, my favorite book was *Tangerine* because it was all about standing up for what you believed." photo Chloe Amyx



ONE OF US IS READING Eyes scanning the pages, eighth grader Molly Jane Teasley eagerly reads during silent sustained reading time during literature class. "I was reading *One of Us is Lying* by myself, but as a class, we were reading *Romeo and Juliet*," Teasley said. "The way they talked was confusing, but we learned how to annotate and got to highlight quotes in bright colors to help us understand." photo Chloe Amyx



PROJECT WITH A PURPOSE Sophomore Sean O'Connell puts his literary analysis to the test through a collaborative class project. "In English, we wrote quotes that were significant to *Mosquito Coast*, the book we were reading, to help identify important traits of the main characters. I was in class with my friends [sophomores] James [Godfrey], Drew [Webster], and Braeden [Moore], and we would always joke with each other before class but were ready to focus when the bell rang." photo Laura Finley Hasenbank

BOOK smart

sophomore grasps literary concepts through the help of unique teaching techniques

by Gracie Clark
editor Lucy Ellis

IMMERSED in literary culture, sophomore Sean O'Connell experienced the out-of-the-box teaching methods of Ms. Kendra Posey. "English was an interactive class. As sophomores, she gave us more responsibility. Ms. Posey depended on us to lead discussions, which led us to be more independent students," O'Connell said.

O'Connell gained a deeper insight of the reading material through innovative techniques. "We did a project where we chose a song that represented a character in the book *Mosquito Coast* to help us understand the characters' motives. There was a character in the book named 'Father' who was trying to be a God-figure, and the song we chose for him was 'I've Got the Power,'" O'Connell said.