

Coyote Crier

Founding Editors: Raghav Peruri, Jordice Towne, and Shreya Goyalpatel

November 2, 2018

Neuroscience Day

By: Hudson Etkin

Images: Tomas Smilak

During last year's auction, Dr. Neelam Goyal, Amit Etkin, and April Zhu created an event called Neuroscience day where kids get to go to Dr. Etkin's lab at Stanford University and learn about the brain. The kids who participated got to do interactive virtual reality, touch and learn about real human brains, observe their



own brain waves through EEG, and have their hand stimulated by a powerful electromagnet.

First, everybody met up with Dr. Etkin's grad student, Cammie Rolle, and she took them to a virtual reality room. They all took turns with virtual reality. The most commonly done course was the heights course. You would first play a lights-out game in a room, then the walls would disappear and to play you would walk back and forth along a plank between buildings. The majority of the kids jumped off immediately. Some older students, such as Ryan Harrison, decided to play the game and not jump off.

The kids who participated in Neuroscience day also got to learn about real brains. Cammie had brains in her car

so the children got to touch and examine the human and animal brains. Unfortunately, we were not allowed to take pictures of the human brains for privacy reasons. While Amit was explaining everything, he was overwhelmed with questions but answered all of them. After they learned about the



brains they got to touch it on their own. I asked Tomas Smilak about what it was like to touch the brains. "It was an interesting feel and it was a sort of like a sensation. Like never before. It felt like touching something squishy but hard at the same time." Another activity the kids got

to do, was observing their own brain waves through a machine called an EEG (Electroencephalography). When the children saw their own brain waves appear on a screen in front of them, they were fascinated. One common reaction was going crazy and shaking their hands wildly so the waves would go crazy too. I interviewed Austin



Harrison about what it was like to see his own brain waves. “It was interesting because I never knew that there was so much activity in my brain” As an unplanned surprise, Dr. Etkin got one of Covington’s 6th-grade teachers, Ms. Kingman, to come. She did the EEG and stuck around for everybody to get their hand stimulated by a powerful electromagnet.

When Dr. Etkin would press a button on the electromagnet pressed to a wrist, it would make 2-3 fingers twitch. Kai Etkin said “I didn’t even feel it, but my fingers moved without me making it too. It kinda gave me a shock up my arm”. This was the last event but next year and for years to come, Dr. Amit Etkin, April Zhu, and Neelam Goyal will be doing Neuroscience day.

Acts of Kindness

By: Linuki E

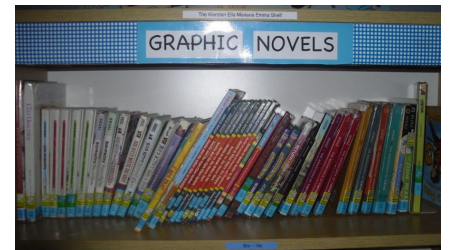
At Covington, kindness is huge. From cheering someone up to helping a peer who is hurt, acts of kindness happen all over our school. That’s why we give Coyote Way awards every Friday. The Coyote Way consists of four different types of character- Respect, Empathy, Responsibility, and Kindmind. For example, you can keep everyone happy and in a good mood. Someone who shows this is Alice C. Even complimenting your classmates is an act of kindness. Or being an upstander like Sara H. and Beckham G, to those who get bullied. They stood up for a student, who was having a hard time. Either way, everyone should be kind, even when people are not

watching.

Library

By: Linuki E

Our school library is full of exciting books. One of our most popular books is *The Book with No Pictures*. This book is hilarious and is great for laughing with the people who read *Roller Girl* is a popular comic book.



It’s about two girls who enter this roller skating camp. This year’s Newbery Honor book, is *Hello, Universe*. The book is about four kids, who meet when a bully pulls off a prank. These are only three of our library’s exciting books. Our school is inviting many different authors to give a talk about their books and what it took to make them. We are even hosting a Scholastic book fair on November 26. The book fair will last for a week so you have plenty of time to buy your books.

Olympic Gold Medalist Interview

By: Hudson Etkin

During neuroscience day at

Stanford, I met a research assistant named Erin Cafaro. She mentioned that she was an athlete and we asked her if she went to the Olympics as a joke. Turns out she did! She not only went to the Olympic Trials, but she also competed in the actual Olympics, won Olympic gold, TWICE! I was flabbergasted. I had to interview her for the Coyote Crier.

I conducted an hour-long interview and learned a lot about an exceptional career in sports. She is very dedicated and hard working. She is very wise and has lots of good mottos and morals. Erin came from the small town of Modesto and grew up with a supportive family. When she was young, she played a lot of sports like ballet, track and field, cross country, and basketball. She says that each sport she played helped with rowing. From these sports, she got the best training she could get for a rower. She got balance, rhythm, coordination, strength, endurance, and stamina. She was never considered the best athlete in the family as her brother played football, but she was the more “feisty” one and that led to her success. At first, she thought she would never get into the Olympics. She thought that

only amazingly talented people do that. In her case, winning the Olympics was only achieved by years and years of striving to be better, to be the best. I asked her a lot of questions and wrote down a summary of her answers.

Why rowing?

In her senior year of high school, her dad showed her a newspaper article on a girl trying out for the Olympics in rowing. She played basketball at the time and her coach wasn't that encouraging or helpful so that made her willing to try another sport. Erin thought she could do it so she tried it and got to walk on the UC Berkeley rowing team. After getting accepted into UC Berkeley, the rowing coach saw potential in her. This coach, on the other hand, gave her a lot of guidance and was very motivational.

How much training did you have to do to achieve your goals?

Erin did everything she could to get ahead of all of her competitors. She learned that you can't just do the bare minimum that the coach tells you to if you want to be the best. In college, she would practice 2-3 hours a day in the morning and afternoons.

As soon as she got better, she would want to do more to achieve more goals.

Did rowing get in the way of education and other things?

Yes. Erin spent most of her time rowing so she didn't have time to do other things. She doesn't regret it because she was doing what she loved to do. She thinks that it is hard to be good at everything so being good at one thing and acceptable at another is just fine. Even though she didn't have it, she thinks it is still important to have a good balance between things in life. She did so much rowing that she didn't have time to spend with friends or to study.

What do you do when you lose?

Throughout her career, Erin lost a lot of races. Whenever she would lose, she would get really sad. To her, losing was even getting second place. After she would lose, she would sit down with herself and make a plan to get better. Sometimes it was extreme changes and sometimes it was smaller changes. Once a friend told Erin that “I don't know if you like winning as much as you don't like losing.” As she progressed and got better, Erin stopped losing but

always had a fear of losing in the back of her mind.

Who's the most eccentric rower you've ever seen?

Erin remembered a couple girls with eccentric habits. 2 girls from her team really stood out. The first girl would use oregano oil to disinfect everything so she always smelled like pizza. The second girl had a habit of brushing her teeth before every race. During the Olympic Final, the team was late because she had to brush her teeth. Erin joked that her teammate at least got to show off her pearly whites at the medal stand.

What was something funny that happened in your career?

In Erin's first important race, she was in a pair with a silver medalist. They were doing great at the beginning of the race but when it was time to turn, Erin had to row harder. She rowed as hard as she could but the boat wouldn't turn. Her teammate was yelling at her to go harder. The rest of the race was terrible. When they finished and flipped the boat over to spray it down, they saw the issue. The fin was bent, making it turn against Erin, making the last 2 miles of the race twice as hard. They

cried and laughed about it and have been great friends ever since.

Why did you transfer to brain research after your career in rowing?

Erin transferred to brain research after her rowing career ended because she likes being new at something and being pushed to learn something new. During she studied to be a lawyer so she was a complete novice. Also, at the end of her career, she and her team were dealing with mental and physical health issues. She wanted to learn what is going on in your brain when you push yourself to the limit and wants to know how to recover after that.

What advice would you give to elementary school kids to pursue their own dreams?

Some advice to elementary school kids is that you should only do a sport because it is fun. When it isn't fun anymore, STOP. It isn't a bad thing to switch sports. It's good to try many things because it never hurts to have experience. Erin also believes in hard work to be the best. If you are only doing what everybody else is doing, you won't get ahead. You have to do more to get to the top. Finally, Erin told me that even though she was hard on

herself for losing, she knows that losing is more important than winning.

After the interview, we watched her races and saw her Beijing and London gold medals. Seeing the medals in front of me was pretty crazy because I had never seen something this valuable, this close to me. In comparison, the London medal was quite a lot heavier than the Beijing one but the Beijing one looked nicer and had jade on the back. Erin is a very kind, surprisingly modest, and wise person and was very inspirational to me, a random 6th grader.

Sports

By: Brian Burgess and

Raghav Peruri

Image Courtesy:

Yahya Hasan

Basketball -

Knock out has been a very popular activity for many years. Lately, Likith has been getting many wins. But now, people have been playing real games of basketball. Most games have gotten to almost 30 people! Although, the lower grades (mostly 2-3) have started knockout games of their own on the shorter hoop.

Trash Alert! Trash Alert!

Mr. Spenader only rates the cleanliness level at the lunch tables a six out of ten! Before you leave to play sports or other games, please pick up your trash. Do we want to be cleaner than the other schools or not!



Soccer

One of the most popular games out on the field that people play is soccer. Many 6th graders have been starting giant games. Kids who are passionate about soccer like Aaron and Yash have rated Soccer a ten out of ten. Now, the lower grades are catching on and also creating soccer games on their own, so don't be afraid to show your soccer skills, and play soccer!

Flag Football players rudely shove away reporter!

Fourth graders have started to play flag football games. When a reporter went to investigate the action, players rudely yelled at and shoved away the reporter. The reporter complains of

many gashes on his arm and a bruised head. I don't think that Flag Football is still Flag Football; it's Tackle Football.



Wall Ball

Many 6th graders such as Shrey and Connor have been playing wall ball since the beginning of the year, but now, 5th grade is taking over. If you like high energy games with a bouncy ball and a wall, this is your game.

Two - Square

All grade levels play this game. Even Izzie, a third grader rates this game a ten out of ten. There are plenty of ways to be good at this game. There are many ways to play. You can use your leg, head, hand, and even chest! This game is filled with tons of strategies.

A Playground Fit for Coyotes

By: Dylan Po

Ring!!! That was the recess bell! A usually quiet and orderly classroom suddenly transforms into a hive of

activity as fellow coyotes excitedly pack their desks and wait expectantly to leave the class for recess. Recess is an important part of the school day of the average Covington student. With the exception of a number of students who head to the library, the majority of students make a beeline for the playground. It is also an opportunity to catch up with friends from other classes. Students who play ball games will first rush to the ballroom to get equipment. The basketball groups play in the three courts, the soccer groups will occupy the field and there are many clusters of students playing two-square. The playground is also used for many reasons - many groups of students play tag or pretend games, and people hang out on the play structures. There is also an informal chess group in fifth grade that was recently formed that play at the lunch tables near the playground. On Fridays at recess, there are also students dancing near the playground next to the loudspeakers.

Overall, the playground is a very exciting and fun place to go to. However, in my investigation, I discovered that there are parts of the playground that are not heavily used. With

limited land resources around here, this felt like an opportunity to potentially replace under-utilized areas and structures with alternatives that would be more popular with students. For instance, as a comparison, the tetherball areas are rarely used and the basketball courts are almost always used. As part of my investigation, I interviewed and surveyed some students on the playground to see how they felt about it. Most students like the playground but the majority of them want more play structures like adding monkey bars or an obstacle course to the playground. According to my surveys of both boys and girls across grades two to six, the majority of them expressed interest in a rock climbing wall with most of them rating it a seven or higher out of ten. The rock climbing walls would be low and going sideways not up so it's not dangerous but just as challenging! Students from every grade would be crowding the wall to try the new rock climbing structure. It would be very popular because it's challenging, builds your strength and students get to compete with their friends. There would be soft surfaces surrounding the rock climbing wall structure in case

someone falls. There would also be a new advanced set of monkey bars connecting to the rock climbing wall replacing the tetherball area and thereby creating an obstacle course. The new advanced monkey bars would be a challenge for students willing to try on the rigs which are bars that are at varying heights. Students would love the obstacle course and this could be expanded in the future with more challenges. Thank you very much for reading my article about the playground and please let me know what you think. Have a great time at recess!

Why Do We Need To Sleep

By: Roger Guo

Sleep is very important for us. It helps us grow and refreshes our body for a new day. If we lose just one or two hours of sleep, we start to feel a bit grumpy or cranky. It doesn't matter when we go to bed, it matters when you fall asleep. Most people get confused with these two different topics. Recently, Covington students have been getting fewer hours of sleep, and some stay up all night. This is not good for students, as students will not be as healthy as they could

be. We need to change that habit.



First, how long does each of us need to sleep? Well, it depends on your age. The younger you are, the more sleep you need, because of your growing body (except for teens as they get most of their growth spurts). Little children (ages 3-7) need about 10- 14 hours of sleep. Sometimes they take naps midday as well. General "children" (ages 8-12) usually need 9-12 hours of sleep per night. Teens (ages 12 or 13-17 or 18) generally need 9-11 hours of sleep, and finally, young adults (18-early thirties) sleep around 7-9 hours, getting more of a light sleep than teens, as they have stopped growing. As you can see, when you get older, you need less sleep. In the meantime, you might want to learn what happens to us while we sleep? Well, of course, it all begins when you lay in bed, waiting for yourself to fall asleep. Then your mind drifts, and you fall asleep. That means you are unconscious, or not aware of what is going on in your

surroundings. You start off into a light sleep, which you can easily wake from. After ten minutes or so, you sink into a deeper sleep. You begin the cycle with the first stage, the “N-REM” period, which stands for “Non-Rapid Eye Movement”. During this stage, your mind and eyes aren’t active, but your body might move around. This is also the time when people sleepwalk and grow!

The next stage up is the “REM” period. It stands for “Rapid Eye Movement”. In this stage, your brain and eyes become active, but your body seems paralyzed! You may drool and start to snore. When you snore, you breathe through the mouth and nose, but the air rubs against the mouth, which makes a snoring noise. Also, the brain starts having dreams. Dreams use images, sensations, characters, and feelings that usually don’t make a lot of sense. They also tend to arouse strong emotions. Then suddenly, your brain shuts down and moves on. Then, you wake up or continue. If so, the cycle converts again to the N-REM period and it starts the pattern again. As each stage repeats over and over again, the time for each stage get longer too. The first REM period lasts for ten minutes while the last one

can last up to an hour! The cycle usually ends with a quick awakening, sometimes because of a nightmare. And finally, you wake up.

In addition, you might wonder, “Why do we want a good sleep, and how can we have a better sleep each night?” To be clear, sleep helps ourselves get rest. Have you ever had a hard day, and after a night of good sleep, you feel much better? Don’t say goodbye to those ten hours yet! Amazingly, sleep is linked to memory. If you don’t get a good sleep, you will likely feel woozy and have memory problems for the rest of the day. To add on, fewer hours of sleep can weaken your immune system that fights off germs. One important tip: the more sleep you get, the happier you’ll be! Some changes I’d recommend is to always sleep early! If you sleep early, you will feel better, because you are not as tired as when you sleep late. With the same hours, you can really rise and shine! Plus, you’re not going to be late for school! Another tip is to be happy each day, especially right before going to bed. As sleep can convert the day’s activities in the dream, if you want to have sweet dreams, you’d better take this advice! If you don’t get sleep for a night, your

eyebags swell and you look like a monster in distress. If you miss sleep for a week in a row, you start seeing weird things. If you didn’t get a good night sleep, try catching up with a midday nap!

To conclude, sleep is a vital part of our lives and can change our health and mood. From food to exercise, in my opinion, sleep is the most important of all. Learning what sleep is can change our mind how we think about sleep. I think sleep is the best way of resting. So sleep tight and sweet dreams!

Teacher Recognition

By: Brianna B

Many teachers don’t get recognized for all of their hard work. We questioned some of the supervisors who don’t frequently get appreciated.

Yard duties have a frustrating job. They work every day, just for kids to disrespect them. We should give more appreciation to them.

For example, Ms. Chiki works as one of our yard duties for all weekdays. She is assigned to help the first through third graders section. The most challenging task to her as a yard duty is to keep an eye on everybody at Covington Elementary to



make sure they are all following the rules.

Another Yard Duty who should be appreciated is Ms. Maria. She works as a Yard Duty, assigned to the lower grades. She comes to Covington Elementary on the weekdays also. When we interviewed her, she commented, "The hardest task as a Yard Duty is to keep kids from running."

Ms. Sanborn is the last yard duty we interviewed at our school. She also helps as a resource teacher. She is here from Monday to Friday. She



got assigned to the upper grades. The most challenging task for a yard duty in her opinion is to have to be telling kids directions over and over for them to follow them.

Also, the special daycare teachers, have a lot to handle but yet, some people don't

even know their names. These people should get acknowledged, just like any other teacher would.

Ms. Mitchell is a special day class teacher, and works every weekday and sometimes even on weekends. She teaches five upper-grade kids in room twenty-four. In her opinion, the most challenging responsibility is to remember which kids go where at what time, and to stay organized.

Ms. Daniel is another special day class teacher that also works in room twenty-four. She only helps in special daycare at Covington. All she had to say were positive things about teaching.

Ms. Cathy is the last special day class teacher we interviewed. She teaches kindergarten to fourth grade. The hardest thing, in her belief, is finding out what the kids want or need. She also told us that one day, she wants to become a student teacher.

All of these astounding people who don't get recognized, should from now on. They work very diligently. When you see one of these people, or even just someone who you don't know, say, Hi and ask them how their day is going. This way they can feel as if people are grateful for them, which we should and

could. Also, obey the Covington Coyote Way and if someone asks you to do something, listen, and always remember that they use their time to help us at school.

The last teacher we should appreciate is Ms. Kingman. She helped us during this process. Many think of her as just a teacher, but she is much more. She supports the students at this school. Whenever you see her, say hi and thank you.



Comics

Bob the coyote

by: Boris Bektchiev



goal



Ow



yellow card

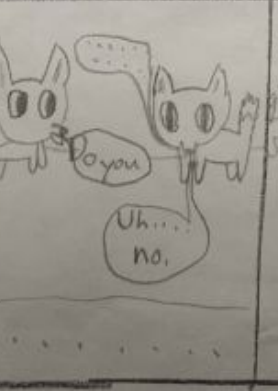
The End

Karen the Coyote Goes to School!

By: M. Rose
Maia L-F



At The End of The Day



Best Day a EVER!

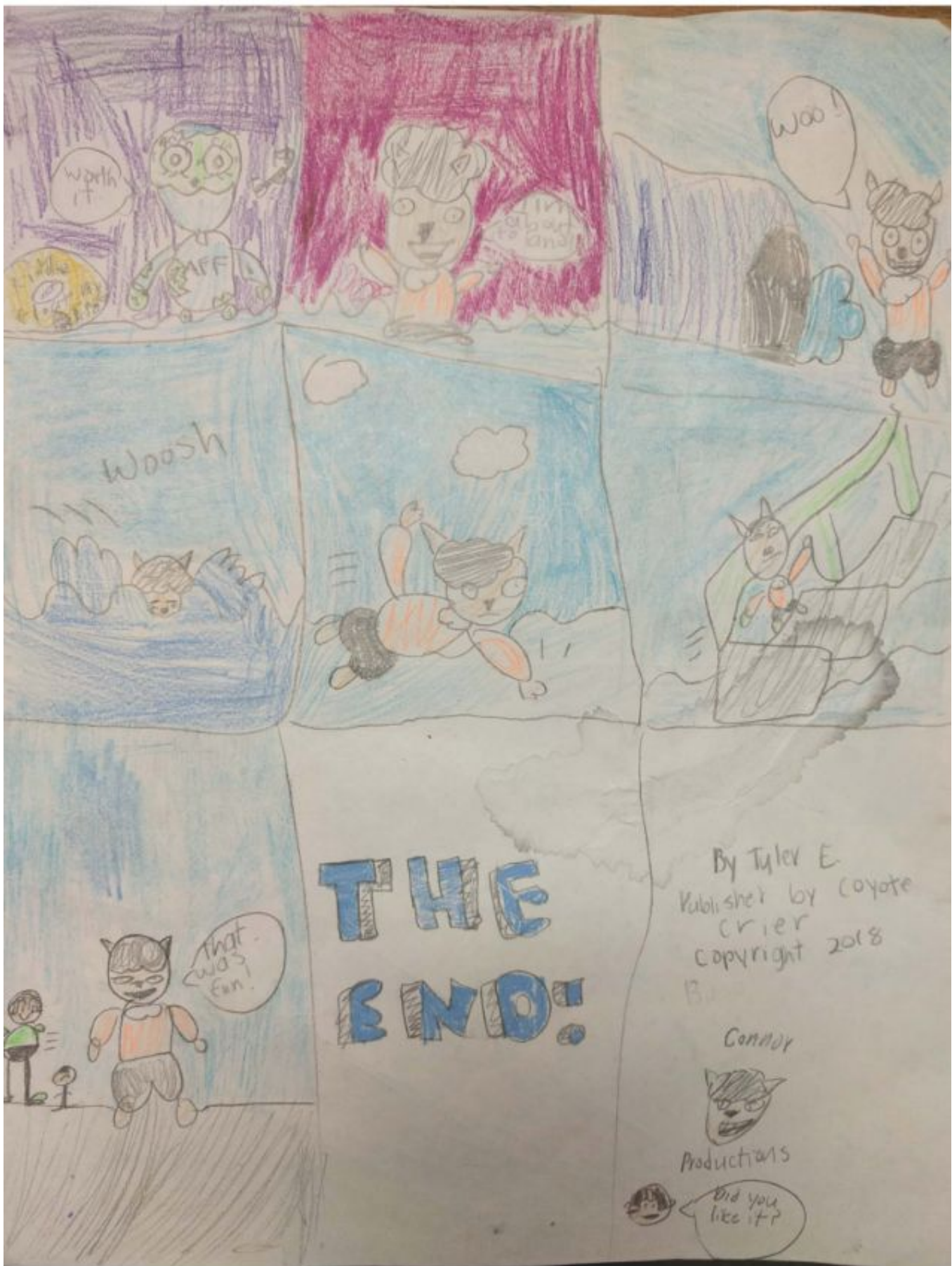
The End

Connor the Coyote Goes on a Waterslide By Tyler E.









worth it



Woo!



Woosh



THE END!

By Tyler E.
Published by Coyote
Crier
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Candy

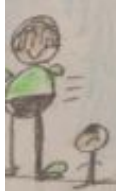


Productions



Did you like it?

That was fun!

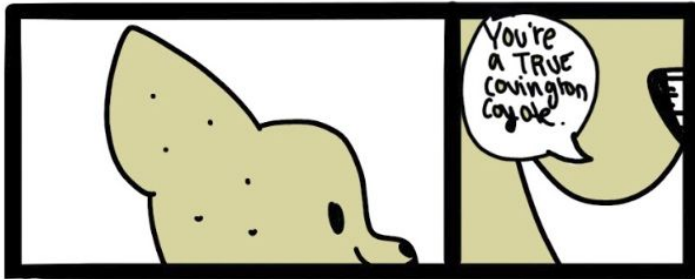
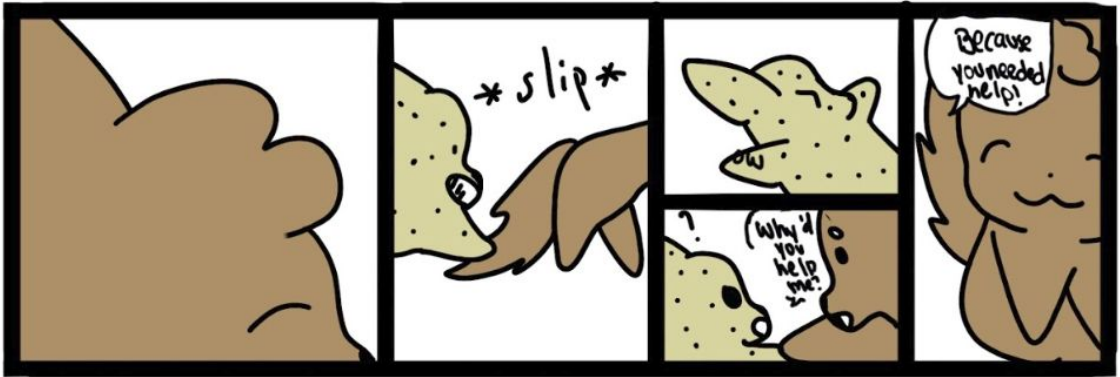
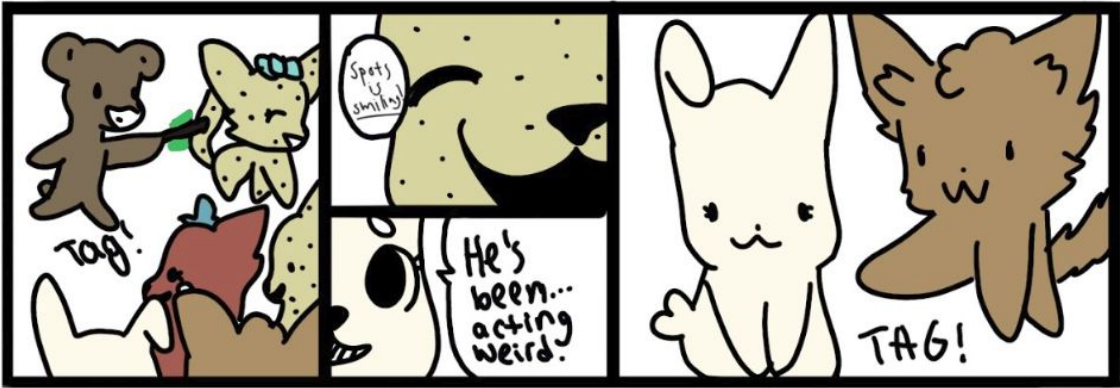


A True Covington Coyote



BY KAYLAC.





Remember to show the



Coyote Way every Day!



By: Olivia O

How Can We Help Covington Be The Best School It Can Be?

Complete The Puzzle To Find Out!
(Print out the puzzle or copy the
letters into a grid)

A B C D E F G H I J
K L M N O P Q R S T
U V W X Y Z A B C D
E F G H I J K L M N
O P Q R S T U V W X
Y Z

1. Cross out the letters in the word "kind" twice.
2. Cross out both x's & z's.
3. Cross out "legs" once.
4. Cross out "bugs" once.
5. Cross out both p's, q's, r's, and f's.
6. Cross out "hum" and "ham".
7. Cross out "BLT" once.
8. Cross out both j's and both v's.
9. Cross out the first letter of the school mascot once.
10. Cross out one "w".

Unscramble the rest of the letters
to reveal the answer!

By: Olivia G

What do the Items in the Groups have in Common?

1. Respect

Responsibility

Kindmind

Empathy

2. Blue

Orange

3. Pajama day

Ice cream social

Crazy hair day

Dress like a Monster

4. Ms. Mase

Ms. Nero

Ms. Temme

Ms. Beckwith

5. Football

Soccer ball

Bouncy ball

6. Project Cornerstone

Art Docent

7. Computer Lab

Library

Maker Space

8. Hamburger

Pizza

Chicken Strips

By: Olivia G

The Importance of Sleep

By Sarah Ardelean, Alanna Grier, and Nora Saraçi-Alonso, and
Rigby Snapp

We did this because we wanted to see the average sleeping time for all grades. With this data, we will show what time students should go to bed and be wide awake and ready to learn. Different grades need different sleeping times. For example, a younger kid would need a lot more sleep than a teenager to function.

4th & 5th Grade Average Fall Asleep Times

Grade	Time
4 th	9:35 pm
5 th	9:25 pm

Conclusion:

Fourth graders are falling asleep later than fifth graders.