

THE LP BULLETIN

NOTES, QUOTES, AND LOST COATS

The LP Bulletin #30
March 30th, 2017

UPCOMING LP EVENTS

Friday, 31st March - Stuffed Animal Day. 6th Grade IRS. LP Auction
Monday, 3rd April - Quarter Four After School Begins
Tuesday, 4th April - Sex Ed. Parent Meeting - 8:15/1st Grade to Paul Revere House.
Wednesday, 5th April - All School Trip to the Symphony
Thursday, 6th April - 5th Grade Play for Parents - 8:00 am/11:00 am for Students.
Friday, 7th April - 3rd Grade Special Friends - 8:05 am
Monday, 10th April - ERB Testing and 6th Grade to D.C.
Tuesday, 11th April - ERB Testing and 6th Grade in D.C.
Wednesday, 12th April - ERB Testing and 6th Grade in D.C.
Thursday, 13th April - ERB Testing and 6th Grade Return from D.C.
Friday, 14th April - ERB Make-Up Day/5th Grade Special Friends
Monday, 17th April - Friday, 21st April - April Vacation. School Closed
Thursday, 27th April - First Birdwatching Walk
Thursday, 27th April - 4th Grade IRS - 8:00 am
Friday, 28th April - 3rd Grade IRS - 8:00 am

HEADLINES

March to April

So ramps up the busiest of times at The LP. If you have not been a faithful reader of this weekly Bulletin to date, there is time--and good reason--to rectify the error of your ways. A lot happens between now and Graduation; some of it you don't want to miss; some of it I don't want you to miss.

Tomorrow: Stuffed Animal Day

When I am (occasionally) charged with running "a much too serious school," I often cite the event of tomorrow in our defense. Here, mostly from last year's LPB, the details:

This ancient and venerable LP tradition falls on April 1, or the closest, reasonable school day. Since the first of April is a day that conjures mischief and trickery, why not add a dollop of silliness?

Every child on Stuffed Animal Day is permitted to bring a furry friend to school. Please, help your child remember, because the disappointment can be immense if a special animal friend is forgotten. (In that event, children have the opportunity of borrowing an animal from the Headmaster's extensive collection.)

CURRENT 'HABIT OF THE HEAD, THE HEART, AND THE HAND'

Fairness

WORD OF THE WEEK

Harebrained (Hairbrained)
Rejuvenate
Devour
Emancipate
Suffrage
Vacate
Accumulate
Kerfuffle
Demonstrate
Farewell
Affirm
Curtail
Advocate
Flourish
Compromise
Apply
Concede
Responsibility
Indulge
Predicament
Dawdle
Germinate
Tarnish
Flounder
Maneuver
Artifact
Prompt

ATTACHMENTS

[April Calendar](#)

WHAT'S DUE?

5th Grade Special Friends
Information - Due by 4/4

Stuffed Animal Day guidelines are straightforward and fairly obvious: This is about animals, not dolls. Only one stuffed animal per child. (Kanga with Roo peeking out, a sow with a few piglets attached can be considered exceptions.) In general, small is better than large and gargantuan should not be brought because the animal needs to sit comfortably on a desk or table to learn the lessons of the day. Animals with noisemakers are prohibited; we already have enough bipedal versions of those!

Needless to say, animals are expected to conduct themselves as proper guests at a serious school (Well, hey, we still have work to do tomorrow!) A parental reminder about this might be helpful. So far, we've never had to send an animal home because of misconduct. Even amidst frivolity, we will retain our dignity, our core principles and mission, and our authority to do what is right and just.

TLAC (Teach Like A Champion) III

Last week I left off with the promise of describing the TLAC technique that will solve all domestic problems. That was an error on my part, and I apologize. As you would expect, there is rarely a single solution to a complex problem, a single technique for all situations.

The book's author, Doug Lemov, in fact, suggests a variety of techniques that certainly help with particular classroom challenges--and, potentially, with challenges at home. Among the Techniques that we use at school which would have *adapted* applicability and usefulness at home are 'Do it Again,' 'No Opt Out,' 'Right is Right.' I will describe those to you later.

Today, I want to preface (and contextualize) our later discussion of those Techniques by first sharing with you what Lemov describes as "The Five Principles of Classroom Culture: Discipline, Management, Control, Influence, and Engagement. While home and school are quite different venues, there are important ideas in TLAC that parents can also use at home--and these five principles are among them. (What follows is drawn from Chapter Five of TLAC, pages 145-151.)

The Five Principles of Classroom [and Home] Culture

Discipline: Most people, Lemov notes, use the word 'discipline' as a verb to refer to establishing *consequences*. "I prefer," he writes, . . . [to use it] as a noun that refers to the *process of teaching* someone the right way to do something or to the state of being able to do something the right way: 'I have discipline' or 'I teach discipline.' . . . This reminds us that at the core of this definition of discipline is teaching." [Italics mine] Lemov later comments about students, quoting a colleague, "If they're not doing what you asked, the most likely explanation is that you haven't taught them." One can see the direct connection back to "What to do"--the Technique described here last week.

Discipline--as in teaching *the right way to do things*--is what we regularly do as parents. It takes constant work, seemingly endless repetitions, and boundless patience. It doesn't happen without parental engagement; it rarely works as a 'one-off; and it will definitely not work if it is infused with anger and impatience. Not surprisingly, to teach discipline, one must also model discipline.

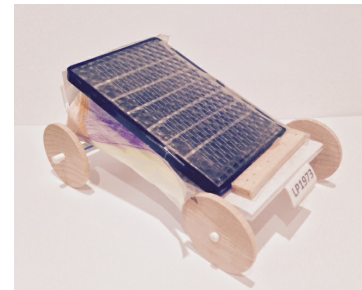
Management: Lemov describes management (in contrast to discipline) as "the process of reinforcing behavior by consequence and rewards." While he readily acknowledges that, "Effective classrooms need management systems," Lemov is most definitely not a fan of teachers who just 'manage' students without attending to the other four elements of classroom culture. We know, from years of studies on motivational theory, that 'rewards and punishments' don't necessarily effect permanent growth and change--and may work to undermine real change. Research shows that they can externalize motivation and have diminishing effectiveness--and none at all in their absence. More effective, by far, is deeply ingrained internal motivation--in part because there will always come a time when doing what is right comes with no external reward--or doing what is wrong with no external punishment. Those times are the test of self-management strengths--and of our ethical and moral fiber.

GIRL SCOUTS SCHEDULE

April 11th
April 25th
May 9th
May 23rd
June 6th



1st Grade performed a wonderful rendition of "The Wolf Who Cried Boy", Sixth Grade visited the Lowell Mills, and Niccolo Imbrogiano dropped off a solar-powered car he made as a younger student. It still runs!



While management (with consequences) cannot be the "whole game" (Lemov's phrase), the experience of many of us in the business of parenting or education is that imposing consequences for poor choices can have at least 'short term' beneficial results. Longer-term results are also possible, if we can simultaneously help children reflect on *their* power to make different and better choices going forward.

Many parents and educators would agree that poor conduct must be stopped. It needs to end before it becomes habituated, before it becomes entangled with other issues, before it alienates children from their peers, and before the bad behavior takes on a 'life of its own' -- perversely fulfilling and increasingly difficult to break away from. Children who are behaving badly often don't know how to break the pattern and they need our immediate and pro-active help to get them back onto the path of success. And sometimes that help involves a seemingly inordinate amount of 'management.' But the sooner we can bump a child off a path of failure and onto a path of success the better. And if that that 'bumping' requires a firm and consequential 'rest,' so be it.

Control: Control, Lemov writes, "is your capacity to cause someone to choose to do what you ask, regardless of consequences Control," he acknowledges, "is a dirty word to many people," and he then he forcefully challenges that perspective. His definition of *control* "does not imply a lack of subjectivity in the people you cause to do what you ask. They still choose. Controlling merely involves asking in a way that makes them more likely to agree to do it." Citing some behavioral research and the book called Nudge, Lemov writes that 'no choices are entirely neutral. Looking someone in the eye and speaking firmly is clearly exerting control. Meekly looking down and using a pleading tone of voice is not. But there is no way to ask that does not fall in the spectrum between the two.'

In an especially insightful passages Lemov writes: "The biggest paradox about control is that it is more than a necessary evil. It often supports freedom." And he offers the example of a parent who allows his children the freedom to run ahead on the sidewalk because he has taught them the rules of stopping. So, if, for example, a car backs unexpectedly out of a driveway, he knows that the children are sufficiently in his control that when he hollers "Stop" they will stop. Confidence in his control, paradoxically, allows him to 'let go' of control. And it is in that 'space' that our children develop their own control.

"Teachers who have strong control," he writes, "succeed because they understand the power of language and relationships: they ask respectfully, firmly and confidently but also with civility and often kindly. They express their faith in students. They replace vague and judgmental commands like 'calm down' with specific and useful ones like, 'Please return to your seat and begin writing in your journal.' Their actions evince clarity, purposefulness, resolve and caring."

Lemov observes that if teachers help children follow the directions they give-- directions that will enable children to succeed-- they are doing precisely what they have been charged to do-- and they will save consequences for when those are most needed. "So getting comfortable with the obligation to exert control is part of preparation for success [in teaching.]" And so it is in parenting.

Influence: "Ideally all teachers connect to their students and inspire them to want for themselves the things the class is trying to achieve. Inspiring students to believe, want to succeed, and want to work for it for intrinsic reasons is influencing them. It's the next step beyond control. Control gets them to do things you suggest; influence gets them to want to internalize the things you suggest."

Influence, Lemov acknowledges, is "less evident than getting kids to behave," but 'getting them to *believe*-to want to behave positively-is the biggest driver of achievement and success because it happens when kids want it for themselves and when it is real."

Beliefs are hugely powerful. They are maps for us throughout a lifetime, and they are often the wellspring of motivation. "If influence is the process of instilling belief," concludes Lemov, "maximizing it should be an intentional goal of every teacher's classroom culture." And so might the maximizing of influence be the intentional goal of every parental home.

Engagement: "Champion teachers give students plenty to say yes to, plenty to get involved in, plenty to lose themselves in. They get students busily engaged in productive, positive work. This gives them little time to think about how to act counterproductively and lots that seems important and interesting to focus their energy on." Lemov later notes that "Kids often change from the outside in. They see themselves being enthusiastic and start to feel enthusiastic. They see themselves lost in their work and start to think that they are productive, contributing members of society and begin to believe and act accordingly more frequently."

"Champion teachers keep their students positively engaged not just so that they are too busy to see opportunities to be off task but because after a while, they start to think of themselves as positively engaged people." Engagement might be easier to achieve in classrooms where children are supported in activity by one another than at home, on a school night, as parents are busy preparing dinner and trying to get children to bed, or on a weekend, when it's just family, rainy and cold outside, and easy for the children to simply switch on the television or other electronics.

But those predictably difficult moments are precisely the time--the hardest of times--when we as parents are called on to creatively redesign the scenario. Perhaps we need to declare it a time for family reading, or a board games, or an art project, or the making of a play or a movie, or some yoga or stretching exercises, or a museum trip, or a visit to grandma's, or a baking project, etc. Anything that engages children in generative (self-created) activity is better than endless passivity and will foster that critical belief that they are *capable*, even out of boredom, to find ways to amuse themselves in productive and positive activity.

Creating a culture of engagement, I can witness to as a parent, is perhaps the hardest of the 'Five Principles of a Positive Domestic Culture' to implement. It is also one of the most important.

Lemov ends his discussion about the "Five Principles of Classroom Culture" with the comment that his techniques to promote positive classroom culture depend sometimes more on one of the five principles than on the others, but that the "synergy of the five [principles] makes each one stronger." The core idea here, applicable to parenting as well as teaching, is that what we actually *do* to help children grow and learn can be deeply influenced by a schema of principles which, working together can, over time, move 'activity' to 'embedded learning' and changed conduct.

If there is something your child does that you want to change, you probably can cause that to happen--not overnight, not without intentional and consistent effort, not without setbacks--but over time. And keeping these five principles of a positive home culture in mind, and letting them work in concert will promote the change you seek.

Last Night's Board Meeting

Before the meeting officially began, the Board heard a sensational description from Ms. Michalow on the Writing Program in fifth grade. Ms. Michalow began by passing out some annotated writing rubric sheets (names whited out) for Board Members to look at and discuss in pairs, and then invited observations, most of which were about the specificity of her comments and their usefulness to a developing writer. Board Members were very impressed by the overall approach to writing which links it to reading (and mentor texts), which explores different genres, and which takes, whatever the genre, a systematic approach (built around the Six Traits of Writing and the Writing Process) that looks closely at the specific skills involved in this complex craft.

After the approval of the minutes from January, the Board heard the administrative reports, and reports from the following committees: Honorary Diploma, Trustees and Marketing. There were reports also on the purchase of 164 Marlborough Street and the development of a fundraising campaign to support that effort.

ERB's (Grades 1-5: Week of April 10th)

Synopsis: If you know what ERB's are about, then you can skip over most of what follows -- but not the next several paragraphs!

Here is the key message: Please do not make ERB testing into a 'big deal' at home. The children receive many messages about the ERB's here at school-- including that we want everyone to do his or her personal best. Additionally, in recent weeks the children have been doing regular preparations for ERB's and getting ready for the tests that start on the 10th. ERB's are 'on their minds.' Much more advice can be experienced as 'pressure,' which can be counter-productive. Trust your child, trust us, and let this piece of the school year unfold much as any other- without fuss or fanfare. I know that teachers in some schools will sometimes give children candy as a reward after standardized tests-- good intentions, for sure, but entirely the wrong message. As much as possible, we want to normalize testing as just something that happens which we all have learned to deal with-- end of story (unless we have reasons to be concerned about a child's anxiety levels, etc.)

In general, our children approach these tests-- as they do all tests-- very seriously, but they also do not view them as a life threatening exercises. This is good. And, essentially, if they need more reminders about the 'seriousness of ERB's' we will do that on your behalf.

There are times-- ERB time being one of them-- when the home should be a place of refuge from some of the 'serious' messages we deliver in school simply because of the perils of emotional 'overload'. What you can do that will help your child is the same thing you do every day-- ensure a proper bedtime, provide a nutritious breakfast and assure them that all you ever expect is that they do their 'personal best.' We'll do the rest, including making sure they 'feel the adrenaline' on testing days, but not anxiety because anxiety does not improve performance, nor does it help with long-term happiness.

Now, to what I wrote in last year's Parent Bulletin for parents new to the school:

"ERB" stands for Educational Record Bureau, an organization founded decades ago by independent schools to develop and deliver a standardized testing program suitable for the general independent school population. The actual tests are called "CTP's"-- which stands for 'Comprehensive Testing Program.' The CTP consists of a series of standardized tests of 4-5 hours in total duration. We do the testing usually over three to five days. The tests focus on Reading and Language Arts skills, and on Mathematics, and the results are nationally normed.

Our third through fifth graders have done these tests for decades and three years ago we included grades one and two. Our sixth graders get a break-- and go to Washington-- in part because they completed their standardized test for the year last November when, as part of the next schools process, they sat for a very similar exam called the 'ISEE.'

We spend time on these tests for several reasons. First, and chiefly, our children need practice at taking standardized tests since many more of them are in their scholastic future. Our annual pre-test preparations and discussions about test-taking strategies; our annual review with the children in the fall of the tests they took the previous spring-- the time when we discuss particular questions that were 'tricky' for many of them; and our annual administration of the test itself constitutes a significant three pronged 'test prep program' built directly into the rhythms of the school year.

Second, while the format of standardized tests is different than the formal (and informal) evaluations that we do constantly during the school day, we find that the CTP tests do, in fact, evaluate fairly accurately the skills that we teach and which we would want our students to master. The tests, therefore, are another measure of the success of our work and they can occasionally be useful to us for overall planning purposes and for planning individual interventions as indicated.

And, third, the format and content of the ERB's very closely parallels the ISEE test, mentioned above, which most of our students take for admissions to schools after sixth grade. The CTP's are, therefore, good preparation and practice.

The ERB's at the grade one and two levels are very similar in content to the older levels, but the presentation is occasionally different. For example, several long passages which test comprehension are read to the children by the teacher.

Ms. Cesarz met with our teachers several weeks ago to begin planning the test preparation process. Our preparation focuses both on test content and on test-taking strategies. On the content side, the teachers in all grades have reviewed last year's testing to learn from that data if there are content areas that they want to 'double down' on in preparation. On the strategy side, they are reviewing with the children how to approach timed tests which are multiple choice using 'fill in the bubble' answer sheets.

If there are questions about this testing program, please address them to Ms. Cesarz who is quite familiar with the ERB/CTP program and in charge of its annual implementation.

One last word: We never share the numbers with children-- and I will write more about that at a later date.

Spring Updates

In the spring of 2013, we instituted a supplemental component to our formal school-to-parent reporting schedule-- the

'Spring Update.' With that addition, we had five, not four, 'formalized' points of contact with parents during the year: the Fall Conference, the December Evaluation; the Winter Conference, the Spring Update, and the June Evaluation. Of course, close and frequent communication is a hallmark of this school, and teachers exchange many emails and phone calls and have 'sidewalk' conversations with parents almost every day.

Head Classroom Teachers are working on Spring Updates currently and they are slated for distribution just before or just after April break. You can expect a very brief (several sentences long) email from your child's teacher on how your child is doing in general, and any major challenges being addressed.

School Dance: Friday, April 7th; Grades 4,5,6 and 7 (Also From Last Year's LPB)

This grand annual event, open to students in grades four, five, six and LP students in grade seven who graduated last year, will be held at school on **Friday, April 7th, from 7:00-9:00 PM**. Sixth graders are hosting and they should plan to arrive at **6:50 PM**.

Several details:

Other than last year's graduates, children outside of school (even former LP'ers) are not invited, no exceptions. There are several good reasons for this having to do with experience and observations about group dynamics, which I would be happy to explain to anyone interested.

Dress should be 'appropriate.' Regular school clothes are fine. Tuxedos and ball gowns would not be. Spaghetti strap tops (not complying with our Puritanical 'two finger width rule') are not allowed-- on girls or boys. Wearing something 'special' is part of the fun, but keep in mind that we do not include vulgarity or degrading images printed on T-shirts in our definition of 'fun.'

A quick word to fourth grade parents, who may be feeling queasy about their fourth grader embarking on a path of debauchery: I promise you that you are normal for feeling this way; AND that path won't trace back to this event-- quite the contrary.

This is a perfect age for us to be introducing young children to the world of school dances, which will play an increasingly important role through the challenging period of adolescence. In the company of older schoolmates, our fourth graders feel quite safe, and the sixth graders make it their business to be good hosts with particular attention to their youngest schoolmates. Two members of the class of 2017 will go upstairs to talk about the dance with the fourth graders. They've fairly recently 'been there' -- as fourth graders (and fifth graders) -- and I'm sure they are in the best spot to answer the questions our current fourth graders might have.

Having the first school dance experience here, in this familiar setting with familiar schoolmates, helps our children learn to feel safe and confident about themselves in social situations. And because this is The LP, our expectations for this giddy life moment are framed entirely by the values that guide us day to day-- kindness, inclusivity and respect. The comfort level downstairs, I assure you, is much higher than any event of this sort that I have ever attended or chaperoned. The children are terrific and it is an immensely positive experience. I hope you will encourage attendance. If past experience is predictive, most if not all of the fourth graders in town will be there.

Sixth graders are hosting this event in part as a fundraiser for D.C. but no one should fail to come because of the cost, which is \$7.00, or what you can afford. The 'ticket' includes a snack.

Be assured that a large number of LP teachers are always present to make sure our children conform to LP behavioral expectations and values, and that they remain a ruler's length apart while dancing. Actually, that's never been a problem!

Finally, parents are permitted to go halfway down the stairs for a momentary peek at the decorated ballroom, but for reasons that should be at least distantly recallable, you are most definitely not welcome to 'hang out' with the faculty and children.

Sexuality Education at The LP

Attach no significance to the juxtaposition of this paragraph with the last.

This school's long-standing program on Sexuality Education will be starting after April vacation. We purposely call it a program on Sexuality to underscore that it is more than anatomy and reproduction, but also includes information, beliefs and values about identity, about relationships, and about intimacy.

Parents of children in first grade, and those who are new to the school with a child in grades 2-6, will receive a copy of

the Sexuality Ed Curriculum. In recent years, it has been updated to be more attentive to the variety of ways children come into families and the variety of ways that people express their gender identity. That part of the program that addresses reproduction begins in First Grade. While the topic of gender stereotypes has always been a piece of the program, this year we have added a more substantial gender strand to the curriculum (in part an outgrowth of our International Women's Day Celebration) which provides information about gender identity. That piece will begin in Kindergarten. We have, also, as mentioned earlier in the Bulletin this year, acquire a number of wonderful children's books that challenge gender stereotypes and broaden our understanding of gender identity.

The traditional meeting with interested first grade parents about the Sexuality Curriculum will be held **THIS COMING TUESDAY** in the lobby. Ms. Brinkley will describe her lessons, and share some of the resources. Parents who are new this year to the school with a child in an upper grade are welcome to attend that meeting and/or to talk with Ms. Cesarz about the curriculum at their child's grade level. In the past, with older children who have not been exposed to Sexuality Education in school before attending LP, we have had two older students, together with Ms. Cesarz, 'bring them up to speed,' and that has worked beautifully.

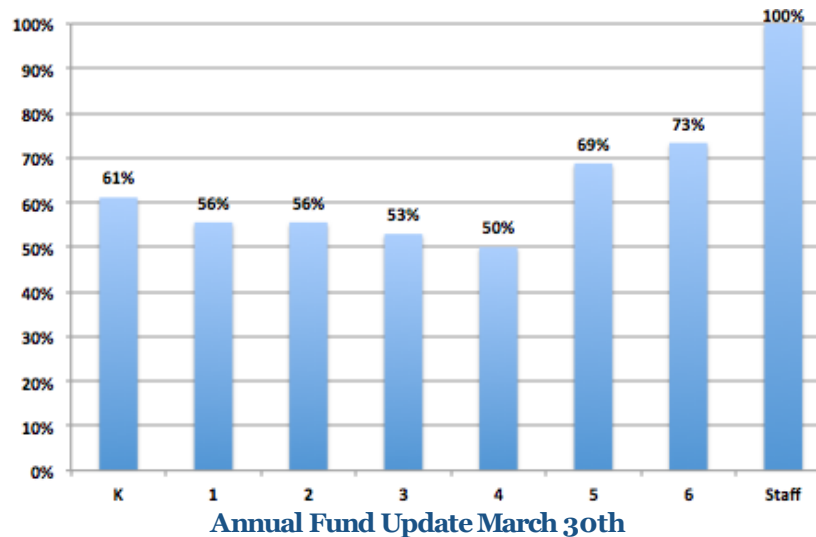
If you made it this far, 'Congratulations.'

Michael

Annual Fund Update

It's almost April and our Annual Fund contributions are coming in steadily! Thanks to all who help make this school a possibility, and for your generosity! Still plenty of time to contribute this school year, and help us reach our goal of 100% participation!

With each Annual Fund update in this Bulletin, we'll also include one hand to share with the community. This week's hand comes from Dan Salsberg, former alum, who writes, "I have fond memories of acting in The Music Man."



Word of the Week: Harebrained

Giddy or reckless.
Having or showing little sense; flighty, giddy, rash etc.

Origin of harebrained: from obsolete hare-brain, heedless person, one having a brain like a hare.

ANNOUNCEMENTS

Clothing and Diaper Drive - Cradles to Crayons

The L.P. Brownie Troop is collecting gently used or new children's clothing and diapers for Cradles to Crayons, an organization that serves underprivileged children in Massachusetts. Please donate items now through Tuesday, April

11th.

A box has been placed in the lobby for your contributions. **Thank you very much!**



Quarter Four - After School

A reminder that Quarter 4 after school begins on Monday, April 3rd. Please let your child know if you have made changes to their after school schedule to avoid any confusion at pick-up/after school.

Celebrate Spring with the Friends of Clarendon Street Playground

Date: Saturday, April 15th

Time: 10:00 am

Place: Clarendon Street Playground

Volunteers are needed to hide eggs at 8:00 am.

To help with the event, please contact NABB - 617-247-3961 - playground@nabbonline.com



Bicycle Lock on the Front Fence

Is the bicycle lock on the front fence yours? If so, please don't make the front fence it's permanent home. Please take it with you! Thank you!

Misplaced Rainboots

A pair of pink rain boots (size 3-4) have gone missing. They have a flower and butterfly design on the side. If found at home, please return to the front office. Thank you!

Kingsley Speaker Series



Ellen Galinsky



**MIND IN THE
MAKING**

Thursday,
April 13, 2017
6:30 - 8:00 p.m.
26 Exeter Street
Boston, MA

How do you keep the fire for learning burning in children's eyes? All of us are born with a passion to learn but life experiences stifle that passion for far too many children. Ellen Galinsky, early childhood expert, president of Families and Work Institute and former president of the National Association for the Education of Young Children, has moved beyond the achievement and opportunity gap to identify a gap in children's engagement in learning. Join Ellen to learn how to rekindle children's love of learning, understanding the very best research in child development, neuroscience, and the key skills of focus and self-control; critical thinking; communicating; making connections; and taking perspective.

Ellen Galinsky is the President and Co-Founder of Families and Work Institute, a Manhattan-based nonprofit organization conducting research on changing family, workplace, and community dynamics. Galinsky helped establish the field of work and family life at Bank Street College of Education, where she served on the faculty for a quarter century. Her more than 40 books and reports include *Ask the Children*, the now-classic *The Six Stages of Parenthood*, and *Mind in the Making*. She has published more than 100 articles in academic journals, books, and magazines.

FREE AND OPEN TO THE PUBLIC

Window Takeover

The Friends of the South End Branch Library have invited local creative entrepreneurs and artists to do window installations at the library based on library-related themes. The current takeover event is a foreign-language immersion program for young children, called "Language Together." The brainchild of local resident and LP parent, Germaine Choe, it proposes that the Spot Color Immersion Method taps the natural inclination of children to use their "language instinct" and learn a foreign language with ease, all while having fun. It is on display until mid-April.

For more information, call Anne Smart at the library branch at 617-536-8241 or visit friendsofsouthendlibrary.org

ARTISTS OF THE WEEK

Dots Inspired by Yoyoi Kusama

Dots, dots, and more dots! To continue their study of the color wheel and color mixing, the kindergarten class studied the vibrant work of Yoyoi Kusama, a prolific Japanese Pop artist. To Kusama, everything in the universe is a dot: the stars, sun, earth, and the humans that inhabit the earth. Her work celebrates this idea and consists of thousands of dots represented through painting and sculpture. The students read "The Dot" by Peter Reynolds and created paintings that demonstrate beautifully mixed colors and circular dot forms.



Avery Abu-Yousif, Kindergarten

Flower Prints

To create this project, the first grade class made several

observations about the upcoming spring season. We noticed that many flowers are starting to bloom across Boston, and thought it would be nice to celebrate this sign of spring through art. We examined the work of Georgia O'Keeffe and were inspired to create close-up drawings of flowers. We then transferred these drawings to foam and printed them in various colors. A beautiful garden background was then created using oil pastel and watercolor



Liam Walker, First Grade

Van Gogh-Inspired Still Lifes

For this project, the third grade class studied the work and style of Vincent Van Gogh. They examined images of his landscapes and still lifes, and noticed a common theme of large, thick, and numerous brushstrokes. The students observed a still life of sunflowers on their tables, and implemented VanGogh's signature style into their representations of it. They also mixed colors on the paper instead of in the palette and signed their work, just like Van Gogh.



Maureen McGrail, Third Grade

Cyanotypes with Luke Boelitz

This past week, the fifth grade students had a wonderful visit from Luke Boelitz, a Learning Project alum, who is now a professional photographer and filmmaker. Boelitz recently returned from filming a movie in South Africa called "Trophy" and shared

some of his photographs from his journey. He also talked about the history of photography and focused his lesson on cyanotypes, a type of photographic process used to capture the blueprint of an object. The students brought in small objects, and Luke guided the students in arranging the objects to create an interesting composition on cyanotype paper. They then exposed their paper to sunlight and captured the outline of their objects onto the paper. The cyanotype photographs were developed by dipping their paper into water.



Olivia Powers, Fifth Grade

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