

# THE LP BULLETIN

NOTES, QUOTES, AND LOST COATS

The LP Bulletin #12  
November 3rd, 2016

## UPCOMING LP EVENTS

- Saturday, November 5th - 6th Grade ISEE Test  
Sunday, November 6th - Daylight Savings  
Thursday, November 10th - Change of Date for photo day - moved to  
Thursday, November 17th  
Friday, November 11th - NO SCHOOL - Veterans Day

## HEADLINES

### November

With another flip of the calendar this past Tuesday, on we continued with our tenth week of school. Roughly three more weeks until the short Thanksgiving break and then a hop, skip and a jump (another three weeks) until we say 'goodbye' for Winter Vacation. These upcoming six week are a huge piece of time and, week by week, they will be just as busy and productive as the weeks we've completed. And they will also have their own special 'highlights' for the children--the Thanksgiving Feast, the Winter Concert, our first Performance Festival, not to mention several school-wide moments, let alone all the highlights in their own classrooms.

It has been a whirlwind of a fall--much happening--and in classroom after classroom what I see is good. Not perfect, but good. I *could* declare 'perfection,' if only *your* child would dot her 'i's (just kidding!) However, *imperfection* is the material of teaching--and parenting too, so we do our best with our imperfect children, and our imperfect selves.

And while falling short of perfection is always a bit disappointing, keeping positive, working hard, being patient, and staying on the path we have chosen for ourselves are critical to success. We know good attitude and hard work positively affect outcomes. We know that knowledge and, even more so, wisdom, often follow a circuitous route and require patience. And we know that appropriately high expectations coupled with accountability and a healthy skepticism about excuses will lift children (and adults) to levels of achievement they may not have believed attainable. We should 'stay that course.'

I share, again a favorite quote by Somerset Maughn:

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

Citizenship

### WORD OF THE WEEK

Responsibility  
Indulge  
Predicament  
Dawdle  
Germinate  
Tarnish  
Flounder  
Maneuver  
Artifact  
Prompt

### ATTACHMENTS

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Halloween was a wonderful day for all! Thanks to all of the parents who helped to make Trick or Treat for Unicef a success!

"It is a funny thing about life' if you refuse to accept anything but the very best, you very often get it."

We are sometimes so accustomed to accepting what we are presented with in terms of poor conduct by children--or at least conciliatory about it on the presumption that it is easier or kinder or more loving to ignore bad conduct than confront it--that we sometimes can completely forget that *refusing to accept* something is *always* an option. And exercising that option can be the most loving and most caring step we take on the child's behalf.



## Halloween

Yet another wonderful day in LP History--and in the memory banks of our children!

Even while quivering with excitement as they arrived to school, our children quite remarkably managed to focus on their lessons without being completely distracted by the impending celebrations. Our Kindergarteners started it all, changing into their costumes early in the day to Trick or Treat for UNICEF, and then coming to #107 for their traditional costume parade through the building. After lunch and recess, it was time for the other children, in grades 1-6, to change into costumes, and then to go together with pencil pals out to assigned corners in the Back Bay. And so we flooded the streets of the Back Bay with groups of six or eight to collect for UNICEF. After an hour of approaching strangers for contributions (a good life experience, if not too terrifying), our LP solicitors trickled back to school for cider and a cookie, for the 'game' of guessing the faculty's annual costume theme (this year: the months of the year) and for the traditional Zoodio dance--perhaps the highlight of the 'party.'



Thanks to the good efforts of an LP parent, who carried a very heavy bucket of coinage to a coin machine this morning, we can report on our UNICEF Total: \$1,696.75.

Halloween is certainly one of our favorite days of the year. So, also, is the day after. The 'sugar high' that is often feared by adults has never materialized in my experience--initially, much to my surprise. Instead, children, are generally quite mellow the day after Halloween, which may be a mixture of tiredness and contentment--I like to think it is more of the latter: They've had their grand moment of dressing themselves into someone or something other than who they truly are (a witch, a magician, a baseball player, a soda can, so forth and so on) and they have satiated themselves with joyful fun (not just with candy) and, perhaps, a late evening out with friends or siblings.

Halloween is a good day, one that doesn't last forever, but reminds us that a touch of fun (just a touch) every now and then (once a year, perhaps) is a good thing for the soul.

## Many Thanks

Our Halloween celebration, of course, is yet another LP team effort. It couldn't happen without parents helping--the third grade parents serving refreshments and parents from every grade escorting children on the Trick or Treating for UNICEF. We are hugely appreciative to all of you who were there to do those jobs. Your support was critical to the children's enjoyment of the day.

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## **Citizenship**

This is our current "3-H Habit "(Head, Heart and Hand) selected, of course, because of the connection to the coming process of voting for a president, but most certainly not limited to that responsibility of citizenship. Indeed, I told the children that I regretted, in a way, that we had linked citizenship to voting, because it is entails much more than that, and things that they can demonstrate right not, even when they are too young to vote.

The word, 'citizen' has origins in the Latin word for city, connecting us as individuals to community. The idea that 'No man is an island' is a familiar concept to LP'ers, who understand the interplay of community with our own individual lives.

*Related to the idea of citizenship is the idea of loyalty* which describes a 'steadfastness' of commitment--to friendships, family, faith, city, country, institutions (schools, for example,) principles and values, and we talked at Monday Morning Assembly about loyalty as well. I haven't yet made this additional critical point--that, as with all virtues, the proximity to vice is often closer than we first might imagine, and 'citizenship' and 'loyalty' are no exception. Both can slip into mindless obedience, dehumanization of the other (the 'aliens') and unfathomable cruelty. None of that is what 'citizenship' or 'loyalty' should be about.

Citizenship entails two distinct features: Rights and Duties--opposite sides of the same coin. To be a 'good citizen' means adjusting behavior so that one thinks deeply about others--and the well being of community--and not exclusively about self and ones own needs. Citizenship directs us outward in perspective and action, it calls on us to become engaged and to contribute to community. And we can, if we choose, frame poor choices, or good choices in terms of good or bad citizenship. Perhaps you could do so this week a home, as you extend the idea of citizenship down to the unit of family.

At Monday Morning Assembly, I gave each class an assignment for the week, with the charge that someone from each class would report back to their schoolmates (in five sentences) this coming Monday. So, K-2nd grade students are to discuss what it means to be a good citizen of a class and of the school; grades three will discuss what it means to be a good citizen of a neighborhood or of Boston; grade four will talk about what it means to be a good citizen of our country; and fifth and sixth grades will discuss what it means to be a good World citizen.

Most of that discussion, I expect, will not be just about voting--although that is an important duty, and I hope all parents in our community who are eligible to vote next Tuesday will model that aspect of citizenship for their children. And perhaps take your child. I remember vividly going to the polls with my father as a seven year old in 1952 when he voted for Adlai Stevenson. The voting machine was in a storage shack beside a drug store; the line was down the block and the wind was biting cold. My father wrapped me inside his long wool coat as we waited, and I remember, still, going behind the curtain and hearing for the first time the mechanical clunking of the enormous machine as it recorded his decision. It all seemed quite momentous and left an enduring impression. And so lessons in citizenship get taught, mostly by modeling, and in some measure through story telling and discussion.

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## **Word of the Week: Responsibility**

Responsibility (noun); the state or fact of being responsible-answerable to, accountable for, in control of something or an obligation or duty.

This is a word children hear all the time because it describes a critical concept, but we should not assume that they understand the word or the concept, and we should continually deepen their understanding of the meaning of 'responsibility.'

It comes from Latin, *responders*, to answer or reply, and the current way we use the word is a natural broadening of that narrower meaning, which is the way words often evolve--by being widen in application and concept.

To be responsible, indeed, is to 'answer the call of duty,' and this word was selected by Ms. Cesarz for this week's Word of the Week because of its intimate relationship to the idea of 'Citizenship.'

## ANNOUNCEMENTS

### Hand Foot and Mouth Disease

It appears that we do have this disease going around in Sixth grade and in Kindergarten--enough of a situation that we need to send you this alert. The disease, as I understand, is not terribly serious, but it is highly contagious, and contagious, as we know, can spread rapidly in a school community. Here is a brief description of symptoms, information about what we will do when we suspect a case, and our expectation for you, as parents:

Hand Foot and Mouth is a common viral infection among children and one that is contagious. Some of the symptoms are tiredness, a fever of around 101 to 103 degrees followed by sores or blisters which may appear on or in the mouth, on the hands, feet and sometimes on the buttocks. In some cases a skin rash may appear before the blisters. The blisters may break open and crust over. The sores usually disappear in a week or so. If we suspect that your child has Hand Foot and Mouth, you will be asked to come and collect your child. Your child may return to school with a Doctors note and when your child feels well, has been fever free for 24 hours and is exhibiting no new lesions.

### Open House Next Thursday, November 10th - Volunteers Needed

We have one final fall Open House next **Thursday, November 10th, from 4:00- 6:00pm.** At this point, we need 2-3 more parent volunteers. Please sign up here if interested, and thank you!  
<http://www.signupgenius.com/go/30eod4aaca828a6fb6-admissions>

### Photo Day - Calendar Change

Please note a change of date for Photo Day which is now scheduled for Thursday November 17th.

### LP Subject Teachers Website

Take a look at what students learned in their subject classes this October!  
<http://lpsubjects.weebly.com>

### Lost and Found

Our lost and found items are accumulating - please see if you recognize anything below:-

A silver Contigo coffee mug  
A blue Thermos  
A small pink Camelbak water bottle.  
A blue and white water bottle

A blue scarf with black flowers  
An 8 year old grey Jacadi sweatshirt - button down  
An XS purple zippered sweatshirt with love hearts on the front  
A Zara Boys red size 7 sweatshirt  
An adult green rain poncho  
An adult small blue LLBean fleece jacket  
A 6 year old Jacadi blue jacket - zippered

A small Gymboree blue cardigan.

Please check in with Claire if anything sounds familiar.

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## **Veterans Day**

Reminder: No school on Friday, November 11th.

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## **Thanksgiving Reminder**

The mention of Thanksgiving in the first paragraph of Headlines, is a reminder to include *this* reminder about our attendance policy and our expectations around the Thanksgiving Holiday. The following text is largely 'lifted' from last year's LPB:

A quick reminder, particularly to new parents in our community: I do not make exceptions to our attendance requirements around the Thanksgiving Holiday because were I to do so, I would have numerous requests to leave early on Wednesday for travel reasons and it would, frankly, be very difficult to make discerning judgments between them and to maintain a sense of fairness to all. So the rule is: Wednesday is a regular school day (with our Thanksgiving 'Feast' as a high-point) until dismissal at 12:15 and all children, without exception, other than serious illness that requires them to be at home in their bed and not in a car or plane traveling, are expected to be in school until dismissal.

Our clarity and firmness on this matter has not been a problem in the past and I trust it won't be going forward, even while I understand it might cause some individual inconvenience, change some expectations, or require rearrangements of hoped-for travel plans.

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## **Ms. Cesarz's Blog**

You can now benefit from some of Ms. Cesarz's professional wisdom 24/7 by going to her blog at <http://lpparents.weebly.com/about.html> and reading some of the articles she has posted for your consideration, and, because it is a blog, you can share with others your own insights.

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## **ARTISTS OF THE WEEK**

### **Sumi-e Painting**

For this project, the children observed ancient Chinese sumi-e brush paintings, which focused on representations of landscape, animals, and various brushwork. The students also noticed that the artists signed their work in bright red using Chinese characters. For the creation of their work, the students used a brush painting technique to create a landscape showing a sense of depth. They then used *Translator* to figure out their names in Chinese and



signed their work just as the ancient sumi-e painters did.



**Elle Stangle, Second Grade**

### **Textured Underwater Animals**

For this project, the students learned about tactile texture. They passed around different objects and described the way they felt using their sense of

touch. The students were challenged to create a raised, relief sculpture of an underwater creature showing various textures and designs. They used multiple clay tools and sculpture techniques to achieve their unique creations.



**Henry Taylor, Kindergarten**

### **Scientific Illustration Assemblages**

For this project, the students learned about scientific illustration, an area of art that communicates the details and characteristics of a structure. The students observed many close up images of insects and chose one to draw in detail, being careful to include legs, antennae, and the head, thorax, and abdomen. They examined the three-dimensional scientific illustration sculptures of Yumi Okita, and noticed that she uses various textiles, textures, and fabrics in her work. The fourth graders used various materials and collage processes to bring their scientific illustration assemblages alive.



**Molly Schwechheimer, Fourth Grade**

### **Gargoyle Sculpture**

This project connects to the Fifth Grade study of the Renaissance. In art, we examined sculptures created during the Renaissance period, particularly the stone grotesques found on the facades of cathedrals. After examining images and observing a video of gargoyles, the students created a detailed sketch of their idea, and then used clay tools and hand building processes to bring their sketches to life.



**Harry White, Fifth Grade**

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