

THE LP BULLETIN

NOTES, QUOTES, AND LOST COATS

The LP Bulletin #18
December 15th, 2016

UPCOMING LP EVENTS

Thursday, December 15th - Performance Fest #1 - 10:30 am
Thursday, December 15th - 7:00 pm Winter Concert
Monday, December 19th - Winter Vacation Begins.
Tuesday, January 3rd - **School Resumes**

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

Community

HEADLINES

Winter Concert Performance

Two rehearsals at the church, many rehearsals over the past four weeks at school. After Tuesday's second rehearsal at the church, Ms. Hill reminded the children that the next time they would be on that stage would be Thursday night for the performance - and, then, "There'd be no 're-do's!' A useful distinction: Rehearsals, by definition, are all about 're-do's;' performances are 'one and out.' In actuality, they may be opposite sides of the same coin, distinct but blended together--the surfaces distinct, the 'edges' less so.

There is a connection here to one of the school's 'chief mantras.' *This is a school where it is okay to make mistakes, but we expect ourselves to learn from mistakes and make different ones the next time.* Rehearse and perform; learn and improve. Grow.

Your children have worked immensely hard preparing for tonight. And during this 'rehearsal phase,' their effort and their attitude, have been unbelievably impressive --given that the oldest among them just arrived on this earth a mere 12 years ago.

I absolutely know that they want, tonight, to be good and that they want to make you proud. And if your Kindergartener or First Grader, in particular, suddenly forgets where he or she is and why, and behaves as though they are from another planet, pay no attention. It is *not* because that's what they *want* for themselves--and you; it 's because not all children are imbued with the same amount of maturity or self discipline that they will acquire in due time. Keep faith; don't despair. That child in fifth or sixth grade who will look so mature and perfect to you, tonight, was just like your child several years ago.

WORD OF THE WEEK

Advocate
Flourish
Compromise
Apply
Concede
Responsibility
Indulge
Predicament
Dawdle
Germinate
Tarnish
Flounder
Maneuver
Artifact
Prompt

ATTACHMENTS

[Chess Sign Up](#)

[After School - Q3 Changes Form](#)

[January 2017 Calendar](#)

If you want to have a special treat tonight, take special note of how amazing the younger chorus is, given their tender age; and then take note of what suddenly happens when the older chorus comes back on stage. Listen closely to the difference. The abrupt shift in musicality is a testament to the *accumulation* of musical experience and training that they have received--over several years--under Ms. Hill's tutelage. And, remember that making musical mistakes and working to remedy them got them to where they are.

ESSENTIAL CONCERT REMINDERS:

SCHEDULE

6:30: Lobby doors open

6:45: Curtain Call: All children should report to the warm up room (left side of lobby as you enter) no later than 6:50.

7:00 Concert Starts

OTHER REMINDERS:

Parking: Prepare for there to be none. Take public transport or park in a garage. If you find a street space, you are one of a very fortunate few.

Dismissal: Please check in with your child's teacher FIRST after the performance before greeting and taking your child from their supervision.

General Deportment: We are teaching our children 'concert etiquette,' so kindly help us maintain a 'Symphony Hall' level of respect for the performers. Please turn off cell phones, stay clear of the aisles, refrain from waving to your child; don't stand up to take pictures; remove (to the lobby) noisy children (or adults) in your party so others can enjoy the music.

Photographs: Jamie Hayhurst (Mother of Billy, grade one, Emma grade five) will be taking a gazillion photos that will be posted on the parent portal, along with the video that is being done, again, by Allan Nasseh (Father of Darian, grade two.) Our thanks of them, whose work tonight will allow you to sit back and enjoy the concert without feeling obliged to record it.



Everyone did a fantastic job at this morning's Performance Fest--a wonderful warm up for tonight's show!



First Term Reports

First term reports will be going out the end of this week. I remind you that these are 'snapshots' of our assessment of your child's scholastic work over the past three months and of their social and emotional development, and, overall, conduct. Fret not. If our description of your sweet child reminds you of Caliban, the bestial character in Shakespeare's The Tempest, it is but a temporary phase in your child's journey toward greater glory that will be revealed to all of us in June.

The next round of Conferences, in January and February, is deliberately placed so matters of concern in the report can be discussed in a face- to-face conference. You have already signed up for these conferences, and will be reminded as the time draws nigh.

Computer Science and Coding at The LP

For several years, our students have participated in the national "Hour of Coding" program, which has been quite engaging for them and, from our perspective, pedagogically successful. Wanting to explore the extension of this program into our regular science curriculum, earlier this fall Ms. Cesarz asked Mr. Hajj, Mr Krewson and Ms. Garcia to come up with a plan. They did, and yesterday they met with us. Here is a brief description written by Mr. Krewson, our Technology Coordinator.

There's a new language at The Learning Project! Coding, the language of computers and electronic programs, will arrive in Science starting January 2017. Fresh on the heels of our December Hour of Code, a national effort to get students coding, our coding curriculum will introduce students to the language through iPad Applications and block-based programming. With a six-week progression for every class, students in Kindergarten to our Sixth Graders will get hands-on, grade-level, experience and teaching about programs, algorithms, and writing their own code! Each class will culminate their coding sequence with writing and coding their very own animated script or story to share with their classmates. We are excited to bring computer science and coding to our Science curriculum, and look forward to seeing our students' boundless imaginations take flight through this new medium! Be sure to ask your student about what they've explored during their Hour of Code, and for more information visit the following links!

For more information on Hour of Code and computer science, visit: <https://code.org>
To explore some free coding programs for all ages visit:

<https://scratch.mit.edu>
<https://www.scratchjr.org>
<https://www.kodable.com>
<https://www.tynker.com>

Community: (Our Current H-4)

It seems particularly timely, on the verge of two grand community wide performances - the First Performance Festival at All School Meeting, and tonight's Winter Concert - to focus our attention on the idea of community. It is, as you know, a pivotal concept in our school's history and culture, an important Habit of the Head, Heart and Hand.

And so, we focused on this topic at our last Monday Morning Assembly. I talked, briefly, about its definitional meanings--those that are most likely to be encountered by young children: community as a *physical place*--a neighborhood for example; community as a *description of interdependent relationships* of living things --a community of plants and animals; community as a *description of people with some common bond* (a church community, a school community a classroom community; and *community as aspiration and feeling*--what most of us want to experience in life. And by way of contrast, I asked the children if they would prefer the opposite of community--life alone on an island. None raised a hand.

The search for community, I think, is part of most people's search for meaning in life. We yearn for the friendships that community offers, for the support in time of need and for the opportunity to provide support to others in their time of need. We want to bond, to connect, to have opportunities to serve and others to care about. Being part of something larger than self enriches the self, and, for many of us, connecting to community is like breathing--natural, instinctive, life sustaining.

We can help our children frame their lives around this vitally important *idea of community*, in many ways. We do it when we bring them into communities that matter to us--religious communities, athletic communities, social communities, service communities, the community of our extended family and friends. We do it when we send them to schools that value community and embrace diversity as opposed to uniformity. And we do it when we help children learn that community is not always easy --that it takes work and compromise, compassion and forthrightness. We do it when we help them learn that there are aspects of community they might not like--for example, rules designed not just for them but for the *common good*.

Our children well know that community is not always easy--that it can take work and self-restraint to be in community; that communities can have difficult moments that require time, attention and deliberate effort to resolve; and that compromise is always a part of living with others. But they also know that the alternative--living alone on an island--is far less attractive.

Much or what we do at The LP is aimed at helping children to become the best members of this community that they can be. Therein, I believe, lies the best promise for their happiness now and in the decades ahead.

I wish you all a happy and satisfying Winter Break,

Michael

Word of the Week: Advocate

A person who publicly supports or recommends a particular cause or policy. "He was an untiring advocate of economic reform."

A person who pleads on someone's behalf. "Managers can become advocates for their clients."

ANNOUNCEMENTS

School Photographs

Your children's portrait photographs are being sent home today via backpack mail. Please look out for them.

Intern Placements

On Wednesday, January 11th, all Interns will do a full day switch of grades, so they can get to know their new class well before hitting the ground running for semester 2 on January 17th. Here are the new intern placements.

First Grade : Paige Keady
Second Grade: David Chodakewitz
Third Grade : Natalia Christie
Fourth Grade : Nina Doonan
Fifth Grade : Amelia Ayers
Sixth Grade : Mikah Farbo

Admissions Volunteers Needed - Open House - January 5th, 2017

We have our final Admissions Open House on the Thursday we return from break. We have a morning session (8:30- 10:30) and an afternoon session (4:00- 6:00). We are looking for a few parent volunteers for each time slot. Please sign up here if you're available and interested, and also note the other volunteer opportunities through the winter. Thank you so much for your help!

<http://www.signupgenius.com/go/30e0d4aaca828a6fb6-winter>

Sign-Up for Chess with Igor

Our chess enthusiasts will be happy to hear that Igor is back! He is excited to resume his usual After School Chess Club at The LP starting Thursday, January 26th. Please see the attached form (in the Attachments box) for details and return it to Ms. Mellen no later than January 17th.

After School - Quarter 3

Quarter 3 after school begins on January 23rd. Should you wish to make any changes to your child's current schedule, please complete and return the 'changes form' found in the attachments box no later than **January 9th**. Please return the form to Claire.

ARTISTS OF THE WEEK

Mondrian-Inspired Assemblages

For this project, the First Grade students continued their examination of the color wheel. We looked at the primary colors (red, yellow, and blue) and discussed that all other colors are derived by mixing the primary colors together. We looked at the work of Piet Mondrian and his use of only the primary colors and black and white in his work. The students observed Mondrian's piece entitled "Broadway Boogie Woogie" and noticed that he used the placement of the primary colors to represent the movement of a city. For their project, the children were given the primary colors and pieces of cardboard. They listened to boogie-envoking music and painted as they danced. They cardboard pieces were assembled to create a composition similar to Mondrian's work.



Noor Shah, First Grade

Mickalene Thomas Portrait Collages

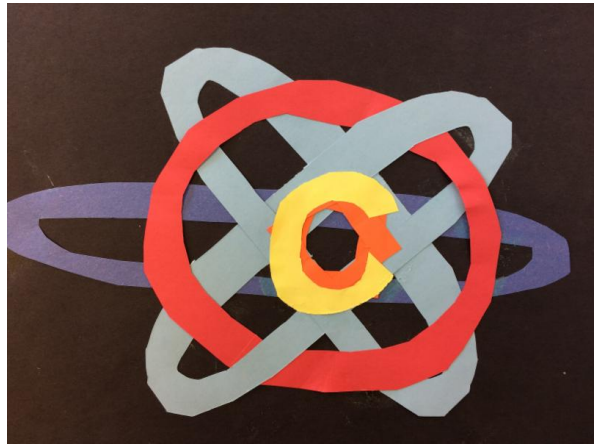
This project is a continuation of the second grade study of texture. We looked at the work of contemporary artist Mickalene Thomas and observed the non-traditional materials (sequins, rhinestones, textiles) she uses to give her portraits a sense of texture. The students first examined themselves in the mirror and painted their self-portraits. They then added clothes and collaged a colorful background using various patterned paper and fabric.



Julian Schmitt, Second Grade

Celtic Knot

This project is a continuation of the fourth grade study of Medieval Art. After a study of the Book of Kells, an Irish Illuminated Manuscript created in c. 800, the students noticed that many of the illustrations in this ancient book were created using convoluted, intricate designs called Celtic knots. These infinite-looking designs are now thought of as symbols of unity. The students examined images of Celtic knots and used a collage process to create their own version of an intricate design.



Caden Walker, Fourth Grade

Movement Prints

This project is an extension of the Fifth Grade study of the Renaissance. After discussing how Renaissance artists transitioned from representing the figure in a stoic manner to one that displays movement, the students participated in a series of gesture drawings, a quick sketch that captures the pose of a figure. They then chose one of their gesture drawings to use as a reference for a sustained gesture drawing. They used the printmaking process to depict athletes in movement, tenaciously striving toward their goals, and used the wax resist process to create an exciting background.



Jack Wagner, Fifth Grade

The Learning Project Elementary School | | ctoker@learningproject.org | <http://www.learningproject.org>
107 Marlborough St.
Boston, MA 02116

The Learning Project Elementary School, 107 Marlborough St., Boston, MA 02116

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