

THE LP BULLETIN

NOTES, QUOTES, AND LOST COATS

The LP Bulletin #20
January 12th, 2017

UPCOMING LP EVENTS

Friday, January 13th - 1st & 4th Ice Skating at Frog Pond - 10:00
Monday, January 16th - No School - In observance of MLK, Jr., Day
Tuesday, January 17th - Girl Scouts
Friday, January 20th - Read-a-Thon 6:30 pm.
Monday, January 23rd - Quarter 3 After School Begins
Monday, January 23rd - Kindergarten Conference Day
Tuesday, January 24th - 1st Grade Conference Day
Wednesday, January 25th - 2nd Grade Conference Day
Thursday, January 26th - 3rd Grade Conference Day
Friday, January 27th - 4th Grade Conference Day
Friday, January 27th - 2nd and 5th Ice Skating at Frog Pond - 10:00
Monday, January 30th - 5th Grade Conference Day
Tuesday, January 31st - 6th Grade Conference Day

HEADLINES

Headlines

Last week's Headlines provided information on several current or upcoming events--our Film month, Parent Conferences, the Read-a-Thon (next Friday)--which you can find in LPB #19 on the Website, along with the sensational video of the Winter Concert in the Parent Portal. (If you've forgotten the portal password, I'm not going to tell you it here because the LPB is available for everyone on the website. You'll need to ask Ms. Toker.)

I do apologize for the unconscionable length of last week's LPB; I know many of you don't have time to read ten pages and I will try to avoid such longwinded communications in the future. And better than just a verbal apology, I will take compensatory action this week and make my contribution to this LPB incredibly short. Let's see what 'short' might look like:

Stereotypes

'Stereotyping' is an issue that this school works on routinely with our children and recently, as part of our reflection on the movies that the

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

Community

WORD OF THE WEEK

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

ATTACHMENTS

[January 2017 Calendar](#)

[Read-A-Thon Pledge Sheet](#)

children have been watching over the past two weeks (today was the last session), we have been discussing stereotypes with added vigor.

Teaching Tolerance (www.tolerance.org) -- a project of the Southern Poverty Law Center, and a magazine and a website aimed at teachers--has a good definition of stereotypes.

Stereotypes represent a belief or assumed knowledge of an entire group based on experience with or information about a member or members of that group. It is an easy way of categorizing individuals.

The website continues: Stereotyping often occurs because persistent messages are reinforced by family members, in place of worship, on school campuses, and through the media. Stereotyping can be subconscious, where it subtly influences our decisions and actions, even in people who do not want to be biased.

A key component in the development of culturally responsive conflict resolution models is developing tools to identify and break down stereotyping. Stereotypes can be broken. When we bring people together to open up and honestly share who they are, stereotypes begin to shatter. We discover that other people are not the mental picture created by our stereotypes.

Stereotypes are likely so prevalent and have such a grip on our minds because they are a quick and easy way of categorizing and retaining the massive amounts of information that our brains receive. There may also be an element of truth in many stereotypes--but an 'element of truth' is a perilous rationale for a sweeping generalization that can negatively impact others, and certainly our own life experience.

Last week, in her advisory group, Ms. Cesarz asked the sixth graders to write down a stereotype that they have heard about themselves or someone close to them. Here are a few examples:

"Why did you drop the ball; this is why girls can't be offense."

"People who wear glasses are nerdy."

"People who wear glasses aren't good at sports."

"You must be a boy because you have short hair."

"You should have the Lego set with the pink and purple (because you are a girl.)"

And my personal favorite: "People who have to see Ms. Cesarz are in trouble."

And today, in staff meeting, we watched a short video on the damage that stereotypes do, especially to members of non-dominant groups (The website is www.mindsetkit.org). Afterwards we talked about the importance of always helping children to be



3rd Graders explored Ancient Rome at the MFA this Wednesday, and 2nd Grade braved the cold to go to the library Tuesday!



more aware of stereotypical thinking in themselves and challenging it when they hear it come from others.

Fair warning: You may be challenged on this account at home. When I was an LP parent I heard a fair amount from my children about 'stereotypical thinking'--as for example, "Probably Dad, not *all* children take their baths before going to bed." True enough!!

Coding Workshop - January 28, 2017

Parents of 4th, 5th and 6th graders - Does your child have an interest in computers, electronics, or coding? CoderDojo is a volunteer-led, community-based programming club for young people. Anyone aged seven to seventeen can visit a Dojo where they can learn to code, build a website, create an app or a game, and explore technology in an informal, creative, and social environment. Cathy Wong, parent to James (4th) and William (2nd), with Mr Krewson will be organizing an LP visit to a local CoderDojo site at LogMeIn near the Seaport on **Saturday, January 28th**. The workshop runs from **1:00-2:30pm** and will allow for all skill levels to work in a fun, engaging, hands-on atmosphere with computers and software! If interested, please e-mail Cathy Wong at cwong365@gmail.com.

For more info visit:
<https://zen.coderdojo.com/dojo/776>

Word of the Week: Affirm

To state or assert positively; maintain as true, to confirm or ratify, to assert solemnly, to express agreement with or commitment to.

- Michael

ANNOUNCEMENTS

LP Auction 2017

Black and White, with a Splash of Red - LP Auction 2017!

We have made arrangements with the Hotel Commonwealth for a room block for those that would like to stay at the hotel after the Auction. If you are interested in staying at the hotel, please see the link below:

<http://bookings.ihotelier.com/bookings.jsp?groupID=1718023&hotelID=15517>

In addition, LP families have historically donated many wonderful Auction items to our event, and we are hoping that many of you will again consider offering vacation homes, trips, wine, or services. **If you would like to donate an item to the Auction, please contact Chris Kandus-Fisher, Auction Chair, at ckandusfisher@berklee.edu.**

Lost and Found Potluck Items

We have an acrylic salad set and a corning white and blue casserole dish residing in our kitchen. If it sounds familiar, please see Claire.

Read-A-Thon Reminder

Please remember to bring your Read-a-Thon pledges in on **Tuesday, January 17th - thank you!**

ARTISTS OF THE WEEK

Self-Portraits a la Paul Klee

For this project, the Kindergarten class continued their study of the artist Paul Klee. Through observing a series of his landscapes, abstract paintings, and portraits, they noticed that his work was based on the elements of art, line, shape, and color. To create a Paul Klee-inspired portrait, the students examined themselves in the mirror and used a mixed-media process to bring their observations to life.



Salvatore Guerriero, Kindergarten

Metal Underwater Creatures

This project focused on the study of visual texture and color relationships. The students reviewed their knowledge of visual texture (the way something looks as if it might feel) and saw that many illustrations and photographs of underwater animals display visual texture and bright, vibrant colors. By looking at photos or using their imaginations, the students drew an underwater creature and etched it into metal foil. They then added color using permanent markers to give their compositions a sense of vibrant realism.



Claire O'Leary, Second Grade

Landscapes Showing Depth

For this project, the third grade class studied the landscape paintings of Albert Bierstadt. They noticed that he used multiple overlapping layers, and the four parts of a landscape (foreground, middle ground, background, and horizon line) to achieve a sense of depth in his work. Inspired by this, the students used a variety of materials, and collage and painting techniques, to create a landscape of their choice that demonstrates the idea that objects look big when they are close up and small when they are far away.



Carolina Domenech, Third Grade

Medieval Pop-Up Landscape

This project is an extension of the Fourth Grade history unit on medieval culture. The students read about life during the middle ages and examined beautiful medieval tapestries displaying mythological creatures and pastoral life. They looked at pictures of knights, castles, dragons, lords, pheasants, and other images associated with the middle ages, and created a landscape displaying three-dimensional pop-up features inspired by what they observed.



Robin Murphy, Fourth Grade

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