

# THE LP BULLETIN

NOTES, QUOTES, AND LOST COATS

The LP Bulletin #26

March 2nd, 2017

## UPCOMING LP EVENTS

Monday, 6th March - Lunch Week Begins for Grades 1, 3, and 5  
Tuesday, 7th March - Science Club  
Monday, 13th March - Lunch Week Begins for Grades 2, 4, and 6  
Tuesday, 14th March - Girl Scouts  
Thursday, 16th March - 3rd Grade to Hale House  
Friday, 17th March - 1st Grade Special Friends - 8:05- 9:30  
Tuesday, 21st March - Science Club  
Wednesday, 22nd March - 5th Grade to Otis House  
Thursday, 23rd March - 2nd Grade Play  
Friday, 24th March - Early Dismissal - 12:15 (Professional Development)  
Tuesday, 28th March - 6th Grade Keyboard Recital. 6th Grade Parent Meeting. Girl Scouts.  
Wednesday, 29th March - 6th Grade to Lowell Mills  
Thursday, 30th March - 1st Grade Play  
Friday, 31st March - Stuffed Animal Day. 6th Grade IRS. LP Auction

## HEADLINES

### An Amazingly Wonderful Experience

Just moments ago, our acclaimed Ballroom PERFORMANCE HALL was filled with the vibrant sounds of seven musicians playing excerpts from Vivaldi's Four Seasons. They were from Boston Baroque, and their presence, today, was a gift to the school from some splendid long time friends, parents of LP graduates from several decades past. (Ah, it is nice to be remembered . . . and our children so magnificently celebrated.)

The instruments were: three violins, a viola, a cello, a double base, and a harpsichord that was delivered and tuned this morning. I can easily imagine that today was the first time in the 100-year history of this building that a harpsichord was played within its walls. I can categorically say it's the first time it ever happened in the 'Ballroom.'

We were walked through the performance with a narrator, who dramatically told the story of the seasons while making the children aware of the different sounds of each. In summer the performers all put on sunglasses and batted at the swirling insects; in winter they put on wool hats and shivered with the music; in spring they covered their heads from the rainstorm and tossed lightning bolts (and invited the children to do the same;) and in fall they warmed their hands by the cello as it played the sound of a crackling fire.

After the performance ended, with a most enthusiastic round of applause by the appreciative audience, the performers stayed on and the children in grades K-2 had a chance to participate in an "Instrument Petting Zoo." Each child got a chance to 'play' each instrument--except the finicky harpsichord, which was being cautiously packed up by the movers for its next performance--and next tuning. (Little wonder the piano was invented!!)

Altogether, as I said above, this morning's performance by the Boston Baroque ensemble was an "amazingly wonderful experience" for our LP children--and a generous and perfectly splendid gift to

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

Respect

### **WORD OF THE WEEK**

Suffrage  
Vacate  
Accumulate  
Kerfuffle  
Demonstrate  
Farewell  
Affirm  
Curtail  
Advocate  
Flourish  
Compromise  
Apply  
Concede  
Responsibility  
Indulge  
Predicament  
Dawdle  
Germinate  
Tarnish  
Flounder  
Maneuver  
Artifact  
Prompt

### **ATTACHMENTS**

[March 2017 Calendar](#)

[Hill House Registration](#)

### **WHAT'S DUE?**

### **GIRL SCOUTS SCHEDULE**

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

## Next Wednesday: International Women's Day

This coming Wednesday is International Women's Day, an idea that has been around for well over a hundred years and has been celebrated on March 8th by the United Nations since at least 1996. It was then that the UN started to attach to the celebration an annual theme--this year: "Be Bold for Change."

Interestingly, however, another theme has emerged in the past few months and this is the one we are most likely to hear about in the days ahead. This second theme is: "A Day Without Women" and the organizers of this day are encouraging women across the country and around the globe to go on strike as a way of underscoring their critical importance to society in general and the economy in particular. The genesis of this movement, propelled by the recent Women's March, is explained in a Huffington Post article at this link: [http://www.huffingtonpost.com/entry/the-day-without-a-woman-is-happening-here-what-that-means\\_us\\_58b5e43ee4b0a8a9b786cf5b](http://www.huffingtonpost.com/entry/the-day-without-a-woman-is-happening-here-what-that-means_us_58b5e43ee4b0a8a9b786cf5b). Instead of a 'Walk-Out' next Wednesday, however, our plan is to have a 'Teach-In'--with the entire day being devoted to learning about women's history, gender stereotypes, and the inequality of opportunities that confront women day in and day out.

How did this idea come about? Not surprisingly, it was the work of women!! Starting over vacation--and since then with other faculty helping--Ms. Barcay, Ms. Farbo and Ms. Cesarz, have been working furiously to put together first the concept, then a program, and then a whole slew of activities and lessons to make good use of our children's time and to advance their understanding of a key historical and life issue.

Our current plan (designed entirely by them) is to have a day that mixes all school activities with activities in each classroom. Wednesday will start, as usual, in classrooms, with children considering the question: "What would your day be like without women?" Then we will have a school meeting, and Ms. Cesarz will introduce and show a video about hidden bias. ([https://www.ted.com/talks/yassmin\\_abdel\\_magied\\_what\\_does\\_my\\_headscarf\\_mean\\_to\\_you](https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you)). Grades will then adjourn to their classrooms and do several activities to stretch thinking about personal choices and personal biases; and then each class will work on grade-specific lessons using books as the primary resource. Grade themes will be:

K Gender stereotypes and how the ones about girls tend toward weakness.

1. How women are described and treated in literature and media; and what does it mean to stand up for something?
2. The wage gap and access to education.
3. The right to vote.
4. Title IX: Why do we need this? How/why access matters.
5. The double bind women face in politics and other careers.
6. Media Stereotypes.

We will then have Little All School Meetings (the whole school divided equally in eight groups) and the children from each class will share what they learned.

In the afternoon, we will be watching a movie (yet to be selected) that addresses gender discrimination and we will be discussing the film when children return to their classrooms. At the end of the day, each child will have the opportunity to make a small sign--a la 'protest sign format'--that tells (reminds them) of one thing that they learned during the day. Each child will carry their sign out at dismissal--a 'visual' which should have some dramatic impact as they see all of their schoolmates doing the same.

I am immensely pleased that we are addressing the huge issue of gender bias and inequality in this direct and effective manner, and I am grateful--as we all should be--to those mentioned above and to all of the teachers who will be bringing our first Teach-in in LP history to fruition less than a week from now. It promises to be sensational.

And the important work will continue.



We were visited today by Boston Baroque, gifted generously to us for a special concert! Musicians performed an interactive version of Vivaldi's "The Four Seasons", and students learned about and played their instruments after. What an amazing experience!



## March Goals

Oops. We're a few days behind! Here is the announcement about this tradition that was in last year's LPB:

of this school-wide activity and your important role as parent.

The objective of Goals Month is to help our children learn the benefits of setting specific, concrete, short term goals that they will have a good chance of accomplishing if they set their minds, hearts and hands to the task. So, we ask each child to set a personal goal of their selection, to develop a plan to accomplish that goal, and to determine a way to measure their progress over a month. As the month moves forward, they routinely check in with their teachers about their progress and, at the end of March, we allow time for assessment and reflection. Whether the goal is achieved or not, there are lessons to be learned.

Many children will accomplish what they set out to do--perhaps because of their enthusiasm for their goal, perhaps because of their diligence and perseverance, or perhaps because they set a goal that was overly modest. Others will fall short. All, however, will learn in the process about themselves if we let them.

For this reason, it is critical that we, the adults, remember that the goals belong to the children; they are not ours; it is their opportunity to learn from their success or from their failure and, if we allow either outcome to occur, we can make this exercise truly valuable. If, on the other hand, we intervene too much, we will rob our children of the lesson they could have learned.

So what is our role? We should gently encourage and guide, but not 'do.' Granted, this is a delicate line to define and to hold, especially as we instinctively recoil from letting our child experience disappointment or failure. We must, however try to avoid over engagement, remembering that this particular exercise is not a test of our ability to accomplish a child's goal, but a test of the child's ability to do so. And failure is always an option.

Parents, in short, are not expected to hover too closely, or to lash their child to the finish line as March 31st approaches. If your child loses interest in their goal, that experience is a teachable moment. Perhaps the conversation is about next time selecting personal goals that have personal importance and relevance, and will have sustaining power. If your child fails to accomplish the goal because he is horribly disorganized and/or easily distracted, then there are rich lessons to be learned, again-in this case perhaps about the helpfulness of checklists, charts, and other organizational 'tools'.

The children will be receiving Goal Month calendars in the next few days where they state their goal and track their progress. This is a 'low stakes' exercise with high reward potential. Let it happen-and be a success, or even a failure. There always opportunity to learn, either way.

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## **Lunch Weeks are Starting**

Grades 1, 3, and 5 next week; Grades 2, 4 and 6 starting Monday, March 13<sup>th</sup>. Sixth graders will be taking care of morning snack and lunch, **BUT NOT AFTER SCHOOL SNACK**, so please be sure to include that in our child's backpack on relevant days.

And thank you for your support of this entrepreneurial (and massive) effort. It is the single largest source of income for the sixth graders as they earn their way to D.C.

No other school that I know of asks their students to "earn their way" at this level. We do, believing it is one of the most important lessons among many embedded in this storied LP tradition called the 'D.C. Trip.

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## **Admissions Visits In Grades 1-6**

This is the time of year when we are typically doing admissions visits for students who have applied to grades one through six. Sometimes children are invited to visit even when we don't know of openings because our enrollment situation may change in the sixth months between now and September.

The school's current target enrollment is 118 students. That is the school-wide figure used for planning and budgeting purposes. It averages to 16.857142 children per grade. Sometimes we are over that average and sometimes we are under it. We have never had precisely the 'average' number in a single class because fractional children are difficult to find (inattentive, yes-not always 'there/there,' but always 'whole.')

Please help your child avoid the folly of assuming that a visitor for a day indicates that a new child is joining the class or that someone else is leaving. That is simply not consistently the case.

If and when there is a change in enrollment in a particular class, we will share that information at an appropriate time.

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## **Word of the Week:**

Suffrage (n) - 1) the right to vote in political elections. 2) A series of intercessory prayers or petitions

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## Admissions Volunteers Needed!

We are nearing our admissions decision deadline, and we need a few more volunteers to call accepted families after March 10th. This call is an opportunity for accepted families to connect with a current LP parent one final time, in case it might help them in the decision making process. Please let Laura know if you might be interested in calling 1 or 2 accepted families in March.

## And the Winners are...

Yesterday afternoon, we pulled the raffle winner for a free night's stay at The Hotel Commonwealth, and the winners are...Adnan Abu-Yousif and Alissa Lew (parents of Avery, '23)! Congratulations to them, and thanks to all of you who purchased tickets to benefit the school and this year's Auction.

Don't forget, **the last date to purchase Auction tickets is March 17th!** We hope to see you all there! Be sure to visit the following website to purchase tickets and register your credit card for the night of the event:

<https://learningproject.ejoinme.org/Auction>

## Last Call! Hill House Spring Registration

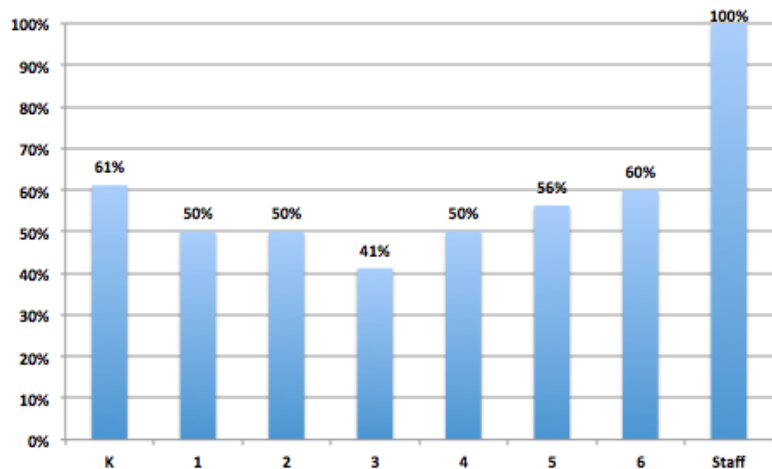
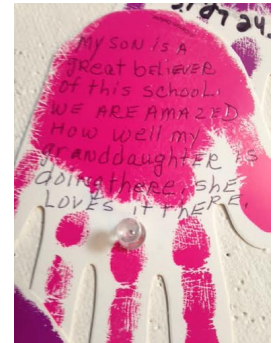
Last call to sign up for our Hill House "walking program." If you would like us to walk your child to Hill House Karate, Chess, or Girls' Running Club, you must return the attached form (found in the attachments box) to Claire no later than **Tuesday, March 7th**. Please remember that you must also register separately with Hill House.

## Annual Fund Update

It's March, 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. Today's hand is from a grandparent of an LP student!

*"My son is a great believer of this school. We are amazed how well my granddaughter is doing there. She loves it there."*



Annual Fund Graph  
Updated 03/02/2017

## Lost and Found

A small black Totes umbrella has been found. If it's yours, please let Claire know.

### Color Wheel Papier Mache

Continuing their study of the color wheel, the first graders noticed that the color wheel is divided into different categories: primary, secondary, warm, and cool colors. With this in mind, they observed colorful underwater creatures and drew them realistically using different color combinations. They then chose a color or color category to represent in the background through the technique of papier mache.



**Benno Becker, First Grade**

### Clay Bird Sculptures

To continue their study of color and form, second graders examined photographs of birds and sketched detailed drawings of them. They then used clay tools and clay techniques to create three-dimensional forms based on their drawings. Using their knowledge of color and realism, the students used a variety of glazes to make their bird sculptures look like the actual aviary creatures.



**Elinor Grant, Second Grade**

### Hyper Realism Drawing

This project is a continuation of the fourth grade study of the color wheel. After mixing various color categories (secondary, tertiary, complementary, and analogous) the students learned that artists use color to create extremely hyperrealistic works of art (paintings that look so realistic they look like a photograph). The students examined the work of

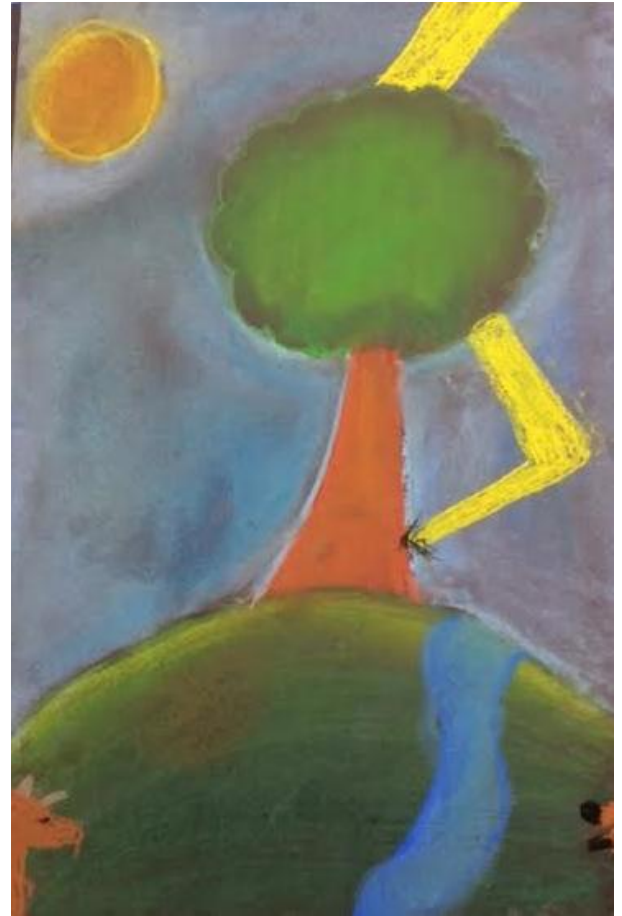
objects he paints are so realistic that they appear to be sitting on the paper. Inspired by this, the students chose an object in the classroom and created a hyperrealistic image of it.



**Judson Hally, Fourth Grade**

### **Illustrated Myth**

To connect to the fifth grade study of Ancient Greece, the students reflected upon the Greek myths they studied in their classroom. They thought about how to create visual representations of the myth, and how to create a composition that illustrates a narrative. The students drew multiple sketches of narratives and used chalk pastel to create exciting illustrations of their chosen myths.



**Oliver Barca, Fifth Grade**