

# THE LP BULLETIN

NOTES, QUOTES, AND LOST COATS

The LP Bulletin #29  
March 23rd, 2017

## UPCOMING LP EVENTS

Friday, 24th March - **Early Dismissal** - 12:15 (Professional Development)  
Tuesday, 28th March - 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

### More TLAC (Teach Like a Champion)

As I mentioned last week, the subtitle of the above book (by Doug Lemov) is "49 Techniques That Put Students on the Path to College." It has always intrigued me that the word 'technique' arises from the Greek word for *art*. According to Wikipedia:

#### **Greek**

[*ték 'nɛː*], Modern **Greek**: [*'texni*] (listen), that is often translated as "craftsmanship," "craft," or "art." ] So the very idea of art and the process of making art is not just about instinct, influences, inspiration, and imagination--all elements of what we might loosely call 'creativity.' It is also about technique--a concept that turns our attention to the tools and related skills an artist must know in order to create art.

Lemov, in the introduction to his book, describes this concept with marvelous clarity. (And again, substitute the word 'parenting' for teaching.)

Great teaching is an art. In other arts--painting, sculpture, the writing of novels--great masters leverage a proficiency with basic tools to transform the rawest of material (stone, paper, ink) into the most valued assets in society. This alchemy is all the more astounding because the tools often appear unremarkable to others. Who would look at a chisel, a mallet and a file and imagine them producing Michelangelo's *David*?

Great art relies on the mastery and application of foundational skills learned individually through diligent study. You learn to strike a chisel with a mallet. You refine the skill with time, learning at what angle to strike and how hard to drive the chisel. Years later, when and if your work makes it to a

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

Wonder

### WORD OF THE WEEK

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](#)

museum, observers will likely talk about what school of thought or theory it represents. They are far less likely to reflect on the degree to which proficiency with the chisel made the vision possible. But although lots of people conjure unique artistic visions, only those with an artisan's skill can make them real. Behind every artist is an artisan. And while not everyone who learns to drive a chisel will create a David, neither can anyone who fails to learn it do much more than make marks on rocks.

Most techniques are *specific, concrete, (often) sequential, and observable*. Those four (italicized) words may sound familiar to you because they are the four words Lemov uses to describe the key characteristics of **What to Do**, the technique I introduced last week. If you experience yourself (and who hasn't?) talking to your child in an ineffective fashion--roughly the equivalent of 'making marks on rocks'--I suggest you revisit the simple technique I described last week. I guarantee better results--maybe not the equivalent of a *David*, but improvement, and every step in the right direction is better than one backwards, or standing still.

So, if, for instance, you are tired of picking up dirty clothes every night, tell your child "What to do" (*specifically and concretely*): "Before you get into bed every night, look around the floor and see if there are any clothes that belong in the hamper." Then describe the sequence: "Pick them up, walk into the bathroom, put them in the hamper, return to your room and get into bed." You--and your child--should then be able to *observe* that this technique has been employed. And over time, your child will likely begin to internalize this particular "What to do" and it will become a routine, not requiring your reminders--and you can find some other annoying behavior to work on.

If positive change is evident, even imperfectly, begin with recognition and modest, reinforcing praise. It's always helpful. And if the clothes are still on the floor . . . well, stay tuned for next week's second TLAC technique--because 'failure' is not a TLAC option.

## Administrative Staff Update

In January, Laura Mellen informed me that she and Pete were purchasing a house in Wayland and that she would be leaving The Learning Project at the end of April--Obviously, I was happy for Pete and Laura but sad for ourselves. Laura has done a splendid job in her several areas of responsibility and with our admissions program, as those of you who were interviewed and introduced to the school by her can well attest. She is leaving at a time when most of our enrollment for next year will be completed, and when a good deal of August Scholars planning is completed or well launched. I am grateful to Laura for her almost three years of service, and we will miss her.

Fortunately, in the past two months we have been able to make two hires on the administrative side, which I am happy to announce now.

**Sarah Hutchinson** will be starting this Monday as our new Development and Events Associate. Sarah graduated from the University of Rochester with a BS in Brain and Cognitive Sciences in 2012. For the past two years, she has been working at the Dana-Farber Cancer Institute where she has been responsible for the scheduling and coordination among doctors of 300 patients on clinical trials. Prior to that she taught for two years at the Franciscan Hospital for Children in Brighton, MA.

## WHAT'S DUE?

3rd Grade Special Friends Information - Due by 3/28

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

## GIRL SCOUTS SCHEDULE

March 28th  
April 11th  
April 25th  
May 9th  
May 23rd  
June 6th



Second grade performed two wonderful plays today! They provided their very own second grade twist on two famous fables, *The Mermaid* and *The Woodcutter*, and *The Father, The Daughter, and The Donkey*. Bravo!



**Lane Dussault** will be joining us in July as our Director of Admissions and August Scholars, and as the Coordinator of Programs. Lane has a BA in Psychology from the University of Santa Barbara, 1998, and an M.Ed. from Pepperdine University, 2004. She will be moving from California to the Boston area this summer with her husband and two young children. She has been doing Admissions at The Archer School for Girls in LA (The school that Mr. Hajj taught in for several years--prior to her time there) and before that, she was a teacher in several California independent schools (grades 5, and 3) for a total of 12 years.

I want to take this opportunity to say how extraordinarily helpful **Rachel Hajj** has been these past three months, filling in as Development and Events Coordinator. Rachel has done an outstanding job covering the many responsibilities of that position (most recently, providing the critical administrative support to the Auction Committee, and has also helped to clean out old files, re-organize information better and improve our data base. She will be participating in training Sarah Hutchinson over the next several weeks while simultaneously learning from Laura the tasks associated with August Scholars that will need to be done in the months ahead, including registering students for the program, preparing for the program's operation and its launch in early July. (August Scholars Orientation starts on July 10<sup>th</sup>.)

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### **Next Week's Auction**

Next Week Friday's Auction is coming--next week, lo and behold! And today you will be receiving the sensational Auction Book, written this year by Rachel Hajj but the work of many, many hands. Take some time to peruse the Auction Book before the excitement of the evening and please don't forget to bring it with you. We are trying to reduce printing costs--and waste.

Hooray to the Auction Committee for getting this all together, and to the esteemed chair this year, Chris Kandus-Fisher.

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### **Tomorrow's Half Day**

Ms. Cesarz has again planned a full professional development day for our faculty. After lunch (Pizza from Dudley Dough, in Uphams Corner, one of the enterprises of Haley House, whose co-founder, Kathe McKenna was last year's Honorary Diploma Recipient) we will work together on the topic of Gender, which we have been studying about and will be incorporating with some new ideas and material in this year's Sexuality Education Curriculum. (More on that later.) Then, in the second half of the afternoon, it will be back to working on our Self Study for our AISNE Evaluation, 14 months hence.

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### **The New Building**

Several of you have asked why the "For Sale" sign is still up. We actually don't know the answer to that question since the building is not still being marketed. Perhaps the realtors are enjoying the 'free exposure.' In any case we have asked them to take the signs down to alleviate confusion. We'll see!

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### **A Happy Announcement**

Goli and Tom Parsi, parents of Sami Parsi in second grade, sent the following announcement: Benjamin William Parsi opted to join our family a few weeks ahead of the schedule. Mom and baby are doing well and

should be able to come home on Thursday.

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### **An Encouraging Update**

Ms Hill had her surgery for a broken elbow on Tuesday and informed Ms. Toker that she was home and doing as well as could be expected. The children have made many wonderful cards.

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### **Quote of the Week**

Facts are stubborn things; and whatever may be our wishes, our inclinations, or the dictates of our passions, they cannot alter the state of facts and evidence.

-John Quincy Adams

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### **Word of the Week: Rejuvenate**

To make someone or something look or feel younger, fresher or more lively - "a bid to rejuvenate the town center."

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## **ANNOUNCEMENTS**

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### **One Last Admissions Volunteer Opportunity**

Kingsley will be hosting their annual "Meet the Schools Night" on Tuesday, May 9th, from 6:00- 7:30pm. We are looking for two parent volunteers to attend the event on behalf of The LP. Please email Laura if you're interested in volunteering: [Lmellen@learningproject.org](mailto:Lmellen@learningproject.org).

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### **Reminder: Schedule Change for Chess Club**

A reminder that due to the snow day a few weeks back, Igor will do a make up Chess Club on 4/27. There will be no Chess Club on 4/13

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### **Rent-A-Rainbow/Auction**

Please note that Rachel Yates, a sixth grader, is available for babysitting on the night of the Auction, March 31st. Funds Rachel receives will support Rent-A-Rainbow fundraising for the DC trip. Please contact Mr. Gerstenlauer at [egerstenlauer@learningproject.org](mailto:egerstenlauer@learningproject.org) if you are interested.

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### **Evaluating the Good and Evil of Cell Phones for Children, Teens and Adults**

Please click [here](#) for more information.

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### **BC High Summer Programs - Grades 4-11**



How will  
**YOU**  
spend your  
**SUMMER?**

**SUMMER PROGRAMS  
FOR BOYS & GIRLS, GRADES 4-11**

- Athletic Clinics  
baseball / basketball / football / lacrosse  
rugby / soccer / volleyball
- Strength and Conditioning
- Makerspace
- First Lego League Skills
- Knucklebones
- Creative Computing  
with Minecraft, Scratch,  
and Virtual Reality
- French Immersion
- Visual Arts  
photography / sculpting / drawing / painting / printmaking
- Academics Enrichment  
math / science / English
- College Essay and  
Common Application Prep
- Test Preparation  
ACT / HSPT / ISEE
- Family Service Trip to Guatemala

**For more information or to register: [bchigh.edu/summer](http://bchigh.edu/summer)**

 **BC HIGH**  
1863

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## 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.



**Marlowe Coleman, Kindergarten**



### Pakistani Truck Art

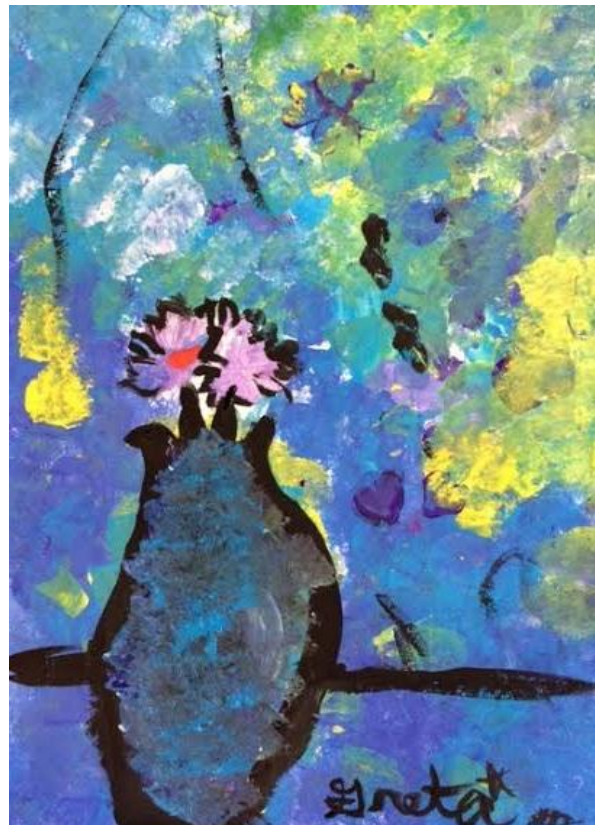
This project was inspired by art from Pakistan called Truck Art, which is a popular form of indigenous art featuring floral patterns, images of animals, and calligraphy. Noor, a first grade student who recently visited Pakistan, brought in several examples of Truck Art and shared her knowledge about how and why they are made. To make their own versions of Truck Art, the students made decorative images using clay and clay tools and added vibrant color using sharpie and watercolor.



**Abigail Louissaint, First Grade**

### Van Gogh-Inspired Still Lifes

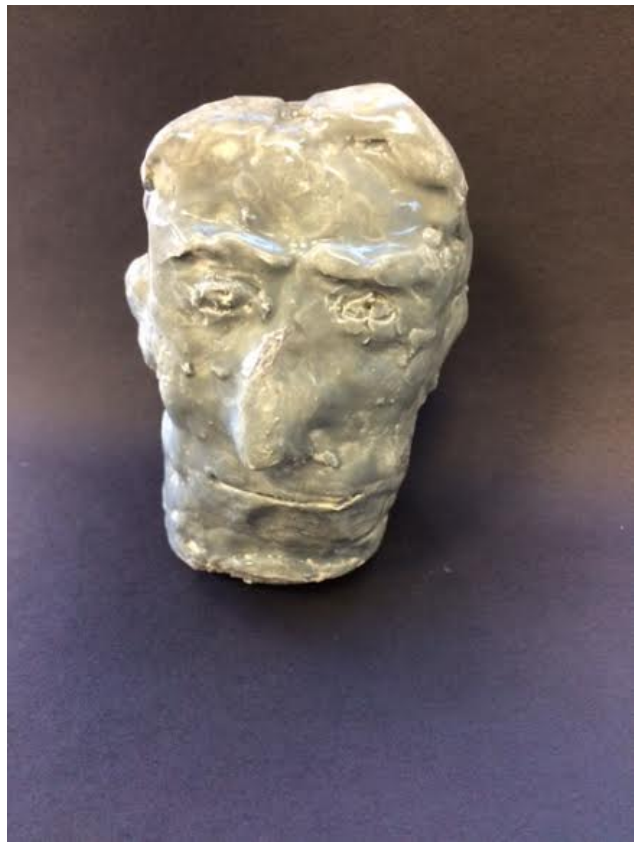
For this project, the third grade class studied the work and style of Vincent Van Gogh. They examined images of his landscapes and still lifes, and noticed a common theme of large, thick, and numerous brushstrokes. The students observed a still life of sunflowers on their tables, and implemented VanGogh's 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.



**Greta Nelson, Third Grade**

### **Self-Portrait Busts**

To continue their study of form and tactile texture, the sixth grade students used an additive process to create three-dimensional portraits of themselves. They examined master works of busts of historical figures and noticed how the artists captured the subject's realism through sculpture techniques. The students examined themselves in the mirror, created a sketch, and used various sculpting methods to transform their sketches into 3D self-portrait busts.



**Brian Gamble, Sixth Grade**

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