

THE SOULARD SCHOOL NEWS

January, 2011
www.soulardschool.org

head of school notes

THANK YOU!

to 100% of our school families who contributed to this year's Annual Giving campaign + the Grandparents who came out in force!
 see page 5 for more

The 2010-2011 Annual Giving Campaign was the most successful in the history of The Soulard School. We did exceed our monetary goal, but the story of this great success goes much further than that.

Grandparents came out in force supporting their grandchildren's school. A Grandparent Development Committee was formed and an additional 7 grandparents joined them in the first Grandparent Scholars Club. An anonymous grandparent matched every dollar of the grandparents' contribution.

With the help of aunts, uncles, neighbors, local businesses, and our growing board of directors we had more contributors than ever before. In fact, 100% of our Soulard School families participated in this year's campaign! Please take some time to read all the details and all the names on page 5. The Soulard School is a true community effort and this great success ensures our students' continued success.

- Kelly Bock, Head of School

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The Soulard School is now on Facebook. Come check us out!

THE SOULARD  SCHOOL

OPEN HOUSE

Saturday January 22

Spread the Word!

Tell your friends, neighbors, co-workers, relatives, passers-by ... the Soulard School is the place to be this Saturday from 1-4PM if they're looking for a great neighborhood school.

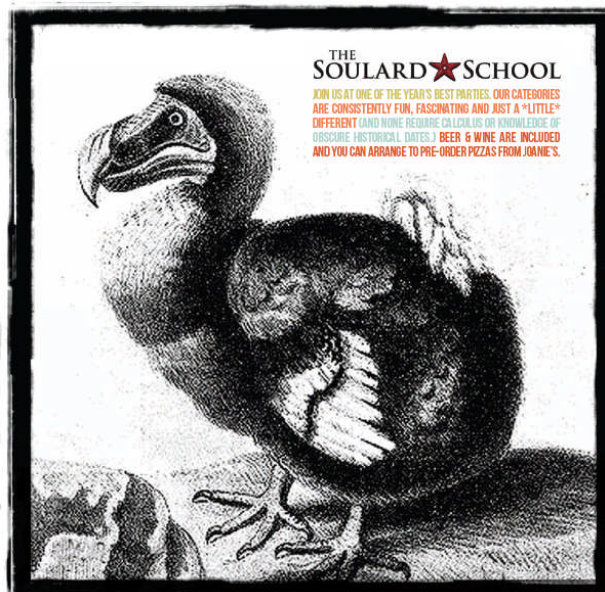
And THANK YOU to all the families, teachers and staff who turned out for our 2 work nights and painted, shoveled, planted, organized, caulked, hung, scrubbed, decorated, swept, assembled ... the school looks beautiful and we have them to thank.

FEBRUARY 5

THE SOULARD SCHOOL'S TRIVIA NIGHT

DON'T BE A DODO

COME HAVE FUN WITH US AT THE SOULARD SCHOOL'S TRIVIA NIGHT ON FEBRUARY 5.



WHEN: SATURDAY, FEBRUARY 5, 2011 — DOORS OPEN AT 6 PM, QUESTIONS START AT 7 PM
 WHERE: AT MAD ART GALLERY, 2727 S. 12TH STREET IN SOULARD
 HOW MUCH: WOW, JUST \$250 FOR A TABLE OF 10 (REMEMBER, DRINKS ARE INCLUDED!)
 FOR MORE INFO OR TO RESERVE A TABLE: SARAH.CHRISTMAN@SOULARDSCHOOL.ORG OR 314.865.2799 OR SOULARDSCHOOL.ORG/TRIVIA-NIGHT

happenings

re-enrollment

Important Dates

January 21 — In-house Re-Enrollment Applications & Financial Commitment Form due

February 11 — Family Financial Commitment Plan or waiver due

April 18 — Accompanying financial documentation (including 2010 tax returns) due



first tuesday coffee

Join us Tuesday, February 1st at 8:30 AM in the McGurk's Room (after dropping off your child/ren) for some good **company & great treats**. Hosted by the Enigma Class Families.

Tuesday, **February 1**, 8:30AM

PA grass fed beef sales

The Soulard School Parent's Association has bought another cow from our friend, Jeremy at Missouri Grass Fed Beef. We are offering **individual cuts for sale** to our Soulard School families. You can **buy this meat for less than you can find it at local farmer's markets** AND all **proceeds go to the Parent's Association!**

Contact **Lenny Jones** (Atticus + Cozette's dad) to find out what's available.



great lakes scrips

GLScrips is off to a great start! We **raised close to \$100 with just 6 orders!**

It couldn't be easier — simply go to www.glscrip.com and **order gift cards** for tons of businesses where you probably already shop. The school gets a **percentage of the purchase price** without you paying anything extra!

Thanks to Dave Stfacek (T.J.'s dad) for organizing this, and keep an eye out for the next order form.



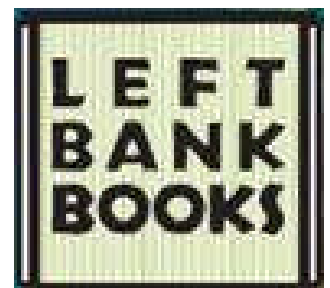
Thank you to everyone who attended this year's "State of the School" meeting last week.

This year's SOS included a **review of new systems, on-going developments**, and other administrative matters related to our school and our students' success.

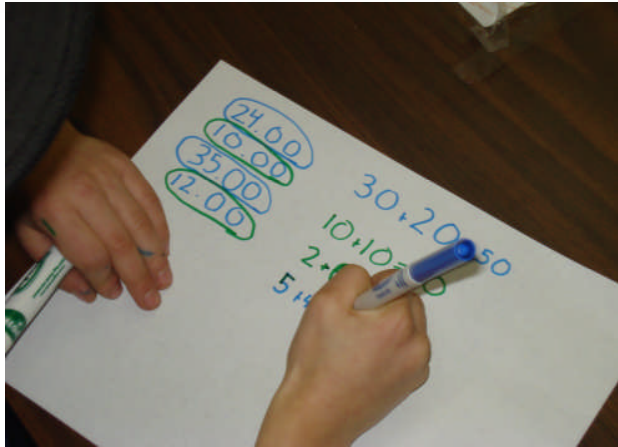
And thank you to the Parent Association for once again providing childcare so that parents could attend this important meeting.

book fair ... recap

Our book fair this year was another success, **raising almost \$1,200 in book credit** and bringing in **70 book donations** for the classroom and school libraries! Thanks to all who were able to come out that weekend, and to **Left Bank Books** for their **continued generosity and support** of our school!



class notes



math corner

Math Corner is intended to bridge the home school connection and articulate, with specific examples, the philosophical foundation of our mathematics curriculum which is guided by the National Council for the Teachers of Mathematics (NCTM). While your student may not be in the grade used in the example, the underlying principle behind the mathematics teaching is relevant to all grades.

It's likely that **the way your child is doing mathematics in school looks somewhat different from what you remember** from your own elementary school days. Most of us learned to add and subtract using a particular algorithm (a rule or procedure for solving a problem.) To add we were taught to

"carry," and to subtract we learned to "borrow." We did pages and pages of computation problems that were unrelated to any particular mathematical context. These assignments were designed primarily to help us remember the steps of the procedure we had been shown in class.

Because these methods are familiar to us, we tend to think of them as a standard for judging computational competency. Unfortunately, students frequently learn these algorithms without connecting them to the meaning of the numbers in a problem. Algorithms were invented to streamline computation. They are useful tools, but because they allow us to bypass an understanding of place value, they are a place to end, not the place to begin.

The **shortcoming to our standard carrying and borrowing procedure** as teaching tools is that they focus attention on the individual digits in the numbers rather than on the quantities that the numbers represent. **Students who forget the steps of the procedure often make fairly outlandish errors without even realizing they've made a mistake.**

There are many efficient ways to solve computational problems. Throughout the development of their problem solving skills, **students are increasingly capable of constructing their own procedures.** For example, suppose a problem calls for adding 58 and 25. Second graders often solve this type of problem by adding 50 and 20 to get 70, then adding 8 and 5 to get 13, and finally adding 70 and 13 to get 83. **This method is as efficient as the "carrying" algorithm** because it is easy to keep track of, results in numbers that are easy to work with, and takes only moments to carry out. It is superior to the standard algorithm from a mathematical standpoint because the problem solver never loses sight of what the digits represent. And it can be use to solve any similar problem.

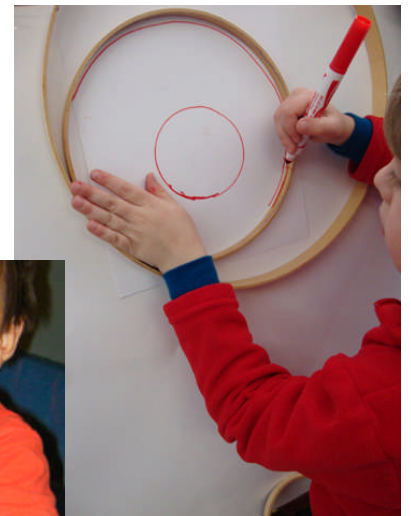
While this looks different than the way most of us learned it makes far more sense and is quite natural. Consider if two friends emptied their wallets to pool their money, would they first count the \$20 bills or the \$1 bills? Students have a profoundly deeper understanding of an approach they construct themselves *and* they make fewer errors. (adapted from *Math Solutions; NCTM Consult., Litton, 1998.*)

quietude (preK) notes

The **Quietude class has been focusing on space, specifically the moon.** We have learned many facts from books. One interesting thing we have learned is that Earth is four times the size of the moon. Juan Manuel (right) decided to make four balls out of clay to represent the moon. After rolling them together he created a bigger ball, which then represented Earth.

Our exploration shifted as we offered materials with which to explore physical space. Eitan (far right) creates a stencil using the inside space provided by the wooden circles. We have also been working to create our own stencils using paper and scissors.

Our study of space continues to grow along with the children's interest.



Juan Manuel & Eitan working on their space studies

class notes

nursery notes

At the Nursery, we explored the changes in nature throughout the fall season. We began our journey crunching through the leaves on our adventure to the Farmers' Market to pick some pumpkins and gourds. We washed and cleaned our pumpkins and gourds, as well as painted and decorated the smaller pumpkins. We saved the big pumpkin to be dissected! The toddlers reached as far as they could pulling out the endless seeds. Squeezing, piling, and sorting the seeds was as interesting as manipulating the pumpkin guts. After our experience with the pumpkins, we carried our ideas from playing with the pumpkin to cooking with the pumpkin. We wrapped up our unit with cooking a delicious batch of pumpkin pudding!



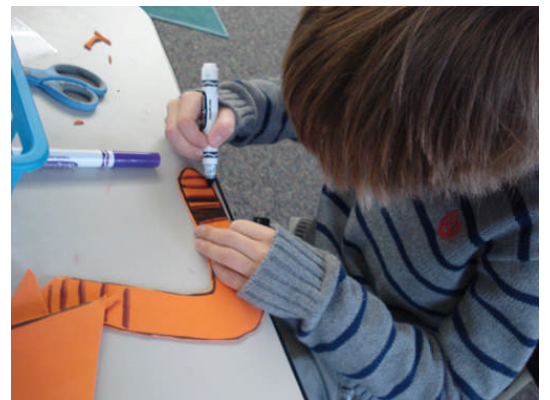
Frances & Fred making pumpkin pudding

enigma (1st) notes

"I would want to live in Asia because there are lots of animals and lots of people to meet and I think it will be fun." Gabrielle

"I want to live in Asia it is the biggest continent and they have cute animals also Europe is next to it." Zac

We are currently studying the 7 continents, which grew from our mythological creature unit. Myths led to folktales and trickster tales from around the world. As we began to track the origin of the stories we were reading, a class discussion about the continents naturally cultivated a way to explore geography and culture.



The Enigmas creating boomerangs after learning about Australia

annual giving report

Scholar's Level

(\$500 and above)

Rebecca & Mark Andrews
Commercial Bank, Brad Purcell
Shannon & Ben Diamond
Hager Hinge Company; Rusty Hager
Gloria Bilchik & Arthur Lieber
Cindy Jarvis-Liebson
Stephanie & Sebastian Mahfood
Angie & Sean Meara
Patsy King & Steve Sherman
Mary & Brent Waskow

Supporters

(\$100-\$499)

John Bohne
Kelly & Charles Bock
Ann Brown
Lisa & Christopher Green (Burke)
Mary Hart Burton
Missy Callis
Laetitia & Simon Caramane
Patti & Greg Chambers
Angela & Vincent Cooper
Carrie Costigan & David Stefack
Amy Davison & Tony Gerardy
Dave Dolan
Maia Dorsett & Justin Fay
Heather & Patrick Fitzsimmons
Carla & Jay Gibbs
Georgiana & Chris Grant
Rhonda & John Holt
Andrea Dunn & Devin Johnston
Diane & Bill Keaggy
Kathy Kitipitayangkul
Angie & Chris Lawing
Jess Lenzen
Larry & Liz Liszewski
Katie Mack
Kristin & Bob Maher
Maria & Jerry Miller
Kristin & Marcus Moomey
Kristine Mothershead & Lenny Jones
Sierra Cortazzo & Eric Nemens
CJ & Casie Neu
Nordmann Photography; Lisa & John Nordmann
Novack LLC; Aaron & Neal Novack,
Martie & Gary L. O'Grady
Ellen Post
Pamela Wiemann & Greg Redmond
Michelle & Geoff Rigsby
Kelly & Joe Schober
Scott Spannick
Soulard Family Dentistry; John Haas & Brenda Switzer
Pam Morris-Thornton & Byron Thornton
Theresa Barcom & Travis Williams
Winston-Salem Foundation; Lisa Purcell



Friends

(up to \$99)

Rachael & Michael Ackermann
Emily & Nathan Beckett
Andrea & Jay Binder
Jodi & Christopher Broussard
Rachel Kryah & David Burmeister
Ella Hunt & Ronnie Carlton
Amy & Ian Corey
Lisa Stief & Sam Crigler
Amy Zigler & Eric DeFord
Amy & Matt DeLaHunt
Kerri & Clayton Fair
Elizabeth Gavin & James Christopher
Julia Clements & Jason Gavril
Mary & Jason Grodeon
Natalia & Greg Hardey
Erin Quick & Heath Harris
Dawn Pulsipher & Jason Hufmann
Beth & Rob Hyser
Heather & Marty Johnson
Matt & Erin King
Elisabeth King
Sheena & Dan Koester
Vicky & Matt Leonard
Shannon & Erika Leslie
Shannon Chance & Colin McGrath
Anne & Andy Nea
Fannie & Bill Nordmann
Dan & Mary Pat O'Neill
Mark & Judy Panzeri
Pam Garvey & John Pendergast
Laura & Steve Pupillo
Catherine Schlick
Julie & Eric Severance
Lois Spannick
Meredith & Dave Tabscott
Erin Warner
Paige and James Waskow
Eleanor & Brad White

Grandparent Contributions

Grandparents contributed \$6,575 of the \$20,695! That's 32% of the contribution total! An anonymous donor matched your generosity for a total of \$13,150 in grandparent contributions! We are profoundly grateful!

Grandparents' Scholar's Club

(\$500 and above)

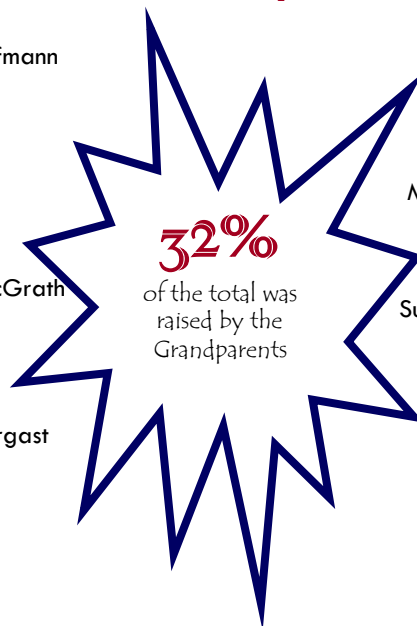
Jan & Wilson Beckett
Lance Callis
Carol & Ed Costigan
George Fitzsimmons
Ann & James Garvey
William & Martha Gavin
Jim Holloran
Anne Coggan Johnston
Beulah & B.J. Matthews
Larry & Brenda McClure
James Mothershead



Grandparent Supporters

(up to \$500)

Mike & Joe Bassa
Kathryn & Bill Bliss
John Bohne
Louise & Paul Cameron
Lois & Tom Coder
Michael & Rebecca Collins
Joan & Alan Durbin
Sam & Pat Grant
Ruth Hartzler
Susan & William Heggarty
Debbie & Pat Houlihan
Sharon & Clyde Jones
Julie & Marty King
Nick Kryah
David & Jayne Leonard
Jeff & Linda Mitchell
Jeff & Sherri Nemens
Lynn & Joyce Schober
Larry & Judy Sherman
Suzanne & Tom Stecher
Carolyn White



class notes

studio connections

Mums (Kindergarden) Have been enjoying an exploration color, and investigating what colors can make other colors. We have been using natural, and manmade dyes and paints. We will soon be **learning about pigments** found in nature, and use them to **create our own version of the Lascaux Cave Paintings** in France.

The **Enigma** Class (1st Grade) has almost completed an extended study of mythical creatures, constellations, and Contemporary art of Rivane Neuenschwander. The Enigma class will soon be learning about and **creating aboriginal art from Australia**.

The **Alchemist's** (2nd & 3rd grade) are **completing Tessellation designs** inspired by M.C. Escher, and will soon be applying their knowledge of patterns and repetitions into a mixed media fabric piece involving batik, sewing, and knitting. This class is also thinking they might like to earn points towards an **interactive, collaborative class sculpture project**...

The **Mosaics** have been very busy **traveling around town seeing new shows and exhibits**. These 4th, 5th, & 6th graders have recently attended a show at the Mad Art gallery titled "Famous and Fictional Verses and Songs". This show featured local illustrators making art about a character in a poem, nursery rhyme or song. The mosaic students are **connecting their gallery experience to the studio** as they are creating portraits about a character they are reading about in "The Whipping Boy", or "The Giver". The Mosaics have also visited the Saint Louis Art Museum Touring the Joe Jones Exhibit "Painter of The American Scene", and the "Depression Era Photography Exhibit". Students are able to make connections from this experience as they work on their "Surreal Life in Missouri" art works.

Studio arts is in need of donated paint smocks, aprons, or old button down shirts.

Feel free to leave donated items by Eleanor's desk, or send to school in your child's book bag and I will get them from teachers. Thanks!

mums (K) notes

It is truly **amazing when something so small can stir up BIG curiosities** in the mind of a young child, which recently occurred in the Mums' room. While counting and sorting lima beans, TJ posed a question out loud; **"Do these lima beans grow into plants?"**

A lively conversation quickly ensued.

"Yeah, but you have to put them in a garden." Jameson suggests. **"And give them water."** Sorena adds. **"We could put them in a container and put dirt in it and then put it under the lights so the plants grow."** Isa concludes. With this, an experiment was born which has led to new discoveries and inquiries. What kind of plant does the lima bean make? Why doesn't the seed without water break open?

Can we be scientists and do more experiments?

With that, Mums' students have been learning about what a scientist actually does and all the different types there actually are. After researching a few, each student thought and wrote about which kind of scientist they would like to be.

"I want to be a paleontologist to study dinosaurs." Xander

"I want to be an experimenter. Someone who makes potions." Gavin

"I like to know about flowers. I will be a botanist." Tedda

Hopefully we'll have time to be each type of scientist this year and grow small curiosities into BIG life lessons.

class notes

Civil War Monologues

The students studied the Civil War with our Metro Theater teaching artist, Beth, and had the opportunity to create characters based on historical facts and events. They wrote daily journal entries in order to "experience" the circumstances of the time period and of their particular "family group"- Union, Confederate, or Slave. Then, they used perspective-taking skills and independent research to write monologues about a particular problem the character was facing. They performed their monologues for their peers and parents as their final project.



"Oh Myra, I need to tell you somethin'. Tonight, I'm gonna run away, for I reckon it's gettin' mighty dangerous 'round here, both my home and my country."
- Iris as Georgina, slave girl



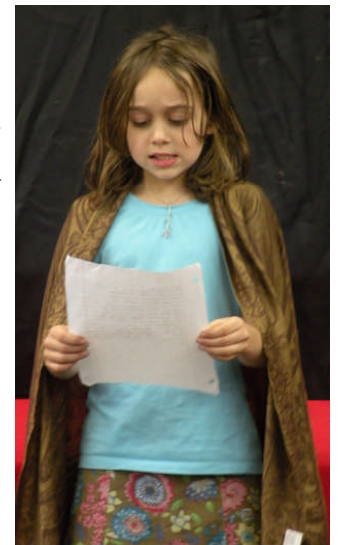
Oh Mar- oh no, the suns comin' up, oh no. Marcy I can hear master, I can hear him comin'. I'm sorry Marcy. Just promise me that if you run you run, you pray for you and pa first, you and pa, you need it the most. I'm sorry Marcy. Bye."
- Sarah H. as Liza, slave girl

"But when this cursed was started a year ago, everything changed. I started to question my life and whether I was happy. This sudden burst of thinkin' might have come from Leo's leaving to fight."

- Isabel S, as Sasha, slave girl



"Oh, Maddy! You're one of my favorite cousins. It's harder now that our Pa's ain't here. I wonder win Pa is coming back, it's 1864 already. Remember Leah? She was so nice before, but now she betrayed me! How dare her Pa go to the war for the Union!"
- Lyndsay M. as Caitlyn, a Confederate daughter



Financial assistance for this project has been provided by the Missouri Arts Council, a state agency.



"out of school time" notes

New things to come ... We are starting to consider **what new activities to add to our after school offerings**. We are looking to **form clubs and classes** that meet independently of the established after-care program and will be an **enrichment series run by professionals and volunteers**. These activities will be scheduled to **meet during the school week from 4:00 to 6:00**. Once established, Soulard School students will be able to enroll in these enrichment classes for a fee. I will be sending out a survey in the next month to gather input on what our kids and families might like to see in after school clubs and classes. Some ideas to consider: **yoga, music, martial arts, nutrition, babysitting clubs, knitting, and more**. I will also be asking what families feel is an appropriate fee for these classes and clubs.

2010/11 calendar

note: school is **CLOSED** on Friday, January 14 + Monday, January 17

January 2011

4	Tu	8:30am	Parent Coffee—hosted by the PA
5	W	5-8 pm	Work Night #1 for Open House
13	Th	7-8pm	State Of The School
14	F		School Closed- Prof. Development
17	M		School Closed- MLK Jr. Day
20	Th	5-9 pm	Work Night #2 for Open House
22	Sa	1-4pm	Open House
31	M	2:30pm	Assembly: Birthday Book

February

1	Tu	8:30am	Parent Coffee—hosted by Enigmas
5	Sa	6:00 pm	Trivia Night @ Mad Art
18	F		School Closed- Records Day
21	M		School Closed- President's Day
28	M	2:30pm	Assembly: Birthday Book

* event added/changed this month + mandatory attendance

March

1	Tu	8:30am	Parent Coffee— hosted by pre-K
5	Sa		Mardi Gras
8-10	Tu-Th		Conferences:
			Parent, Teacher (& Student K+)
11	F		End 2nd Trimester
14-18	M-F		School Closed- Spring Break
28	M	2:30pm	Assembly: Birthday Book

April

1	F		School Closed- Prof. Development
5	Tu	8:30am	Parent Coffee— hosted by the Admin.
22	F	10:30am	Teaching Peace Parade
25	M	2:30pm	Assembly: Birthday Book

May

3	Tu	8:30am	Parent Coffee— hosted by the PA
7	Sa		Soulard Soiree
13	F		School Closed- Records Day
23	M	2:30pm	Assembly: Birthday Book
25	W	6-8pm	Student Art Show & Concert
27	F		Last Day: Field Day & Portfolios

culinary arts recipe

Super Stuffed Burritos

Prepared by Maggie, Grace and Isabel S.

- 2 tbsp olive oil
- ½ cup Chopped yellow onion
- ¼ cup Chopped green bell pepper
- 1 tsp minced garlic
- ¾ tsp salt
- ¾ tsp ground cumin
- ¾ tsp dried oregano
- ½ cup long grain rice
- 1 cup water
- 1 (15 oz) can black beans, drained and rinsed
- 8 (8 inch) whole wheat tortillas
- 1 cup grated Monterey Jack, Pepper Jack or cheddar Cheese
- ¾ cup cilantro, chopped
- 1 ½ cups salsa
- 1 cup sour Cream

In a medium saucepan, heat the oil over medium-high heat until hot. Add the chopped onion and green pepper and cook until the vegetables are soft. Add the garlic, salt, cumin and oregano, and cook for 1 minute, stirring constantly. Add the rice and cook about 2 minutes.

Add the water and drained beans and bring to a boil. Stir well, reduce heat to low and cover the saucepan. Cook for 20 minutes, undisturbed, until the rice is tender and has absorbed all of the liquid. Remove from heat and let stand, undisturbed for 5 minutes.

Heat the tortillas according to package directions. Fill each warm tortilla with a heaping 1/3 cup of the cooked rice and bean mixture placed in a line down the center of each tortilla. Top each mound of rice with 2 tbsp of the grated cheese and a sprinkle of cilantro. Roll the bottom side of the tortilla over the filling. Fold both of the side edges up over the filling, then roll the tortilla into a cylinder shape.

Spoon 3 tbsp of salsa over the top of each burrito and then top each with 2 tbsp of sour cream. Garnish with ½ tsp cilantro and serve with hot sauce, if desired.