

THE SOULARD SCHOOL NEWS

January, 2013
www.soulardschool.org

head of school notes

MOTIVATION

At The Soulard School it is important to us to explain why we do what we do with our students. To do so we discuss and role-play, for example, the four ways humans get their needs met (passive, aggressive, passive-aggressive and active). Recently, we discussed MOTIVATION: why you act the way you act, to get your needs met. **Giving our students the opportunity to consider their actions and understand their decision making leads to personal empowerment a.k.a., motivation.**

In an article for Harvard Education, Laura Pappano writes about new longitudinal studies that are identifying key factors in leadership development of elementary students. The data showed that stronger motivation trumped higher IQ. Researchers found the **motivationally gifted were significantly more likely to be the leaders.** At TSS, we know a leader comes in many forms and that the meaning of success can be unique to the individual. So as we talked, we went deeper and **divided motivation into the intrinsic and extrinsic categories** and we wondered: "Which is better?" Studies based on rewards show opposite results when the goal is higher cognitive functioning, "Who wants that?" What if we looked inside ourselves for the motivation. Do you want to be able to think for yourself? Then **autonomy** motivates you. Do you want to become the fastest runner or read all the books in a series? Then **mastery** motivates you. Do you want to make a difference? Then **purpose** motivates you. By choosing experiences that give you a sense of purpose, lead you toward mastery and give you opportunity to think for yourself you are practicing intrinsic motivation.

Now **how can you, the parent, encourage this?** Build connections. Ask the simplest questions, like "how was that?" or "how'd that feel?" They can be the most powerful questions you ask your child, because they build connections. From these questions you learn about your child and what motivates them. With these answers you can make them feel safe, help them find their interests and use those things to take learning to new heights. **Connections lead to motivation.** "That is really all we want in life. You want to feel connected, relevant, like you are a participant." says astrophysicist, Neil deGrasse Tyson. This is the culture we are privileged to create at our school. You can see throughout this month's newsletter evidence of participation, purpose, connection, mastery, autonomy and all of this is relevant.

- Sarah Christman, Head of School

2013-14 RE-ENROLLMENT DATES

January 26
Re-enrollment forms due

February 11
Family Financial Commitment Plan
& Deposit due

April 19
2012 Tax Return due



Nigel getting his books signed by the author, Oliver Jeffers, who graciously made time to make a guest appearance at our Book Fair.

trivia night

ARE YOU SMARTER THAN A SOULARD SCHOOL STUDENT?

Find out at our annual Trivia Night, one of the year's best parties. We always have unique, very fun and interactive categories and not one of them will demand knowledge of advanced calculus or obtuse historical dates. Beer and wine are included and pizzas from Joanie's may be pre-ordered. Just follow these 6 simple steps and you too can trivia:

- Step 1** - Reserve your table online www.soulardschool.org/trivia-night
- Step 2** - Gather 10 of the smartest (or funnest) friends you can find.
- Step 3** - Ask them if they want to order Joanie's Pizza To Go and show them the menu.
- Step 4** - Call or email your pizza order 865-2799 or sarah.christman@soulardschool.org
- Step 5** - Collect \$ from each person.
- Step 6** - Arrive between 6 and 7 pm Saturday, January 28th for the greatest trivia night experience you can imagine!



Saturday, **January 28**, doors open 6PM, trivia starts 7PM

classroom notes

nursery notes



CULINARY CURIOSITY

Remy and Everett demonstrating their budding culinary talents.

The toddlers at the Nursery have discovered a new curiosity for cooking in the kitchen. Clyve told us one afternoon that he was in the mood for pancakes and asked if we could make some at school. Lucky for Clyve we had all of the ingredients and got down to work. Since then, the children take turns weekly bringing in ingredients for fun and healthy cooking activities. They are learning about utensils and ingredients through cooking together. The children take turns pouring the ingredients and stirring them together, something they very much enjoy. Although, eating the end result is definitely their favorite part of cooking.

alchemy notes

CULTURE CLUB

Alchemy has been learning about genealogy, culture, and heritage and recently completed a Family Tree project. Each student was asked to explore their family's history and attempt to trace their roots back at least five generations. The idea was to gain a better sense of our ancestors--who they were, what they did, and what became of them. We also discussed how learning about family traditions and customs helps us understand why our family believes, talks, or cooks the way they do.

Through our findings, many of us were able to trace our predecessors back to other countries. Each of us then decided on a country to explore further and are

quietude notes

THE QUIETUDE SHUTTLE

The Pre-Kindergarten spent the first trimester studying our solar system. After learning about the different environments of our neighboring planets we became curious about space travel. This led to an investigation of spacecrafts. We read books about the space shuttle and learned that it has three main parts: the orbiter, the external fuel tank, and the rocket boosters. Using our new knowledge along with pictures of the space program, we designed our own eight-foot tall shuttle. Dedicated students spent weeks drawing, painting, and building until we finally completed the project. The Quietude Shuttle has become a popular dramatic play area in our classroom and has facilitated many interplanetary adventures, with many more to come!



Alchemists on Top of the World! After learning about their classmates' cultural roots, the Alchemy class literally brings the world together with all the pieces in their place.

in the midst of our research. Our countries span across three continents—Africa, Asia, and Europe--providing us with a new appreciation for the diverse cultures all over the world. Our friends have selected Ireland, England, Denmark, the Netherlands, Germany, Italy, Czech Republic, Poland, France, South Africa, Lebanon, and India to learn more about and already we are amazed by the similarities and differences to our own culture!



Uriah painting the orbiter.



Emmett, Fred and Audrey measuring out one of the space shuttle's 3 main parts.

classroom notes

mums notes

MONUMENTS AND SYMBOLS OF AMERICA

During subject studies we began studying our country of the United States of America. We explored some of the great monuments of America, such as the White House, Mount Rushmore, the Lincoln Memorial, the Arch, and the Statue of Liberty. We even visited our own monument in our city, the Arch! Busch Stadium, Eads Bridge, and the Old Courthouse were all on our list of local monuments to see, and we checked them all off!

We also read about the history of the American Flag and found that there were many prototypes prior to the flag we know today. The children designed their own American flags with 13 stripes and 13 or 50 stars.

In Math Lab, we studied the Statue of Liberty and measured the size of her face to get a sense of how big she actually was. Her face can be seen on our door. We also compared pennies and nickels and noticed the different dates, words, and monuments like the Lincoln Memorial. Studying the material of the penny lead us to a science experiment.

We discovered that pennies were made of copper like the Statue of Liberty. "Why is she green?" many of the children asked. Two days and some vinegar later, we found out that the chemicals in the air turn the pennies green.

MOSAICS STUDY THE GREAT WAVE OFF KANAGAWA by Hokusai

In October, the Mosaic class was just getting started in a nature unit that included the study of regional trees and plant life. As students were approaching the study of nature as scientists in class, we saw an opportunity to also look at nature as artists during studio by introducing students to Japanese artwork, a style that gives us an opportunity to study both meaning and composition.

Most recently our study of nature in Japanese art has been focused on Hokusai's The Great Wave. Through watching a BBC produced special on the famous print, we learned much about the cultural significance of the image, its varied interpretations, and how and why Hokusai created it. Students selected an area of the composition to recreate on a larger scale, which helped them understand proportion. Each resulting drawing is unique in its emphasis and interpretation, and extremely expressive!



In order to better understand how a print like The Great Wave is produced, students are currently printing an edition of linoleum cuts based on their drawings. Block cutting requires students to use art elements such as line, texture and space. The process also demands control of certain technical skills, such as the correct use of cutting tools and the appropriate application of ink and pressure to the block during printing.

Mosaic students have become versed in the process of printmaking as well as in the imagery of The Great Wave. If you want to know more, such as the name of the mountain in the image or what the boatmen are doing, just ask any Mosaic student.

Tedda carves her linoleum; a collection of Reilly's hand carved wave prints; and Sorena's wave drawing.



Verona, Arianna, Jady, Max, and Mikayla touch the Arch and look up at the astounding height.

studio notes

classroom notes

thrive notes

SHOW ME MO

In a recent study of government, students explored Missouri geography which brought them to our state's capital – Jefferson City. What is a state capital and why is Jefferson City important to Missouri's government? Such natural curiosities provided the invitation for our annual field study – Visit the State Capital!

As students prepare to visit the capital, they continue to construct knowledge, develop further questions and make connections to other subjects. In science, students decided to turn their culminating chemistry project into a fundraiser for Jefferson City. We mixed and measured to make Green Clean, an all-natural cleaner to sell at school. In math, students mapped routes and compared prices for car, train and bus travel while considering factors such as the number of students per car, gas mileage and gas price. While in literacy, students applied their nonfiction skills to research and the creation of state official trading cards. Our cross curricular approach is deepening our understanding and providing further purpose for study. Mark your calendar, The Thrive Students are headed for the capital!



Maxine's hand drawn map of Missouri showing the historical locations she focused on in her state

enigma notes

FLAT STANLEY VISITS THE SOULARD SCHOOL

To kick off our new study of "How We Communicate", with a focus on the post office, we read a book called Flat Stanley by Jeff Brown. Stanley is a little boy who has an accident at school; a bulletin board falls on him and he becomes flat. In the book, he folds himself up and mails himself away. The children in our class are making their own Flat Stanley to mail to distant relatives in the United States. Before they are mailed, we first needed to learn about letter writing and the post office. We learned about the importance of the historic "town crier". Did you know that after the town crier shared the news, he attached the paper he read from on a post in the middle of town. Eventually, as messaging got more organized, the "post" office was created. Our first graders also explored a bit of science as they sealed special letters with sealing wax. They pressed the wax with a special seal; watching the wax go from solid to liquid and back to a solid. This entrance event allows us to tie in geography, science, culture, and language arts. We look forward to getting letters from all over the country soon!

mosaic notes

ALL ABOARD!

The students in the Mosaic Room are researching railroad history in North America. We have read several stories about the transcontinental railroad to acquire information and a better understanding of its challenges and its impact on the history of this time period. The students are working collaboratively in three time periods which incorporate the 1800's to the present day. As the students present their research, a time line is being created. In conjunction with the study of train history, the students are incorporating an imaginary train trip during Writer's Workshop. We are focusing on telling time to the second, minute, quarter hour, half hour and hour. We are also reviewing authentic train schedules in order to allow students to plan their stops and sightsee along their excursion route in a timely matter. The entire classroom is ablaze with activity as students compare their research, plan their trips and report their acquired knowledge to the other groups.

Sorena and Isa researching the 1800's to create a time line.

FOOD DRIVE

Thank you for all your help! Through your effort, we were able to donate 385 lbs of food for Operation Food Search.

2012-13 ANNUAL GIVING CAMPAIGN DONORS

As we near the end of our Annual Giving campaign, we are thrilled to say we have nearly reached our goals, with more gifts coming in each day. We have received \$40,000 in donations and \$1,600 in pledges, and expect to exceed the \$45,000 mark! The Annual Fund financially supports our innovative model. The sliding scale used in our model ensures that all students have access to a high quality education and demonstrates the possibility for school success in a true socioeconomically diverse population.

We are still shy of our goal of 100% family participation, with 53 of our 78 families having donated or pledged. 100% family participation is a key factor in our school's development, so please help us reach this very important goal. We want to thank everyone who has already donated or pledged! And if you have not done so yet, it is not too late! You can donate or pledge in person, or electronically. Donate online at www.soulardschool.org, or email your pledge to eleonor.white@soulardschool.org.

LEADERSHIP DONOR (\$7,500 - \$10,000)

Anonymous
Andrew O'Brien
James Dowd

MAJOR DONOR (\$1,000 - \$7,499)

Elizabeth Ballard & John Murray
Commercial Bank
Joan & Al Durbin
Theresa Mayberry – Deaconess Foundation
Bella Sanevich & Brad Fogel
The Soulard School Parent Association
Sarah Christman & Paul Nordmann

PATRON DONOR (\$500 - \$999)

Jan & Wilson Beckett
Kelly & Charles Bock
Louise & Paul Cameron
Maggie & Mike Gallagher
Ann & Jim Garvey
Martha & William Gavin
Virginia & Earl Heitzenroeder
Anne Coggan Johnston
Stephanie & Sebastian Mahfood
Dave Stefacek

BENEFACTOR DONOR (\$250 - \$499)

Rebecca & Mark Andrews
Susan & Marc Hyser
Katie Mack
Dana & Ken Moomey
Kristin & Marcus Moomey
Erin Quick & Heath Harris
Barbara & Michael Richter
Soulard Family Dentistry – Brenda Switzer, DDS
Robert Vatterott
Eleanor & Brad White

CONTRIBUTOR DONOR (\$100 - \$249)

Emily & Nathan Beckett
Lisa Berman & Alex Carter
Anne Brown

Morgan Cameron & Joseph Jackson
Anne Childers
Lois Kelly Coder & Tom Coder
Becky & Mike Collins
Michael Conner & Jenna Conner
Carrie Cosfigan
Shannon Holloran Diamond
David Dolan
Karen & John Dolan
Ann Donahue
Lisa Donahue & Karl Stiefvater
Gail Fisher
Stephanie Cordle Frankel & Todd Frankel
Pamela Garvey & John Pendergast
Carla & Jay Gibbs
Sue & Bill Heggarty
Kathryn Heitzenroeder
Heather Husek
Beth & Rob Hyser
Diane & Bill Keaggy
Erin & Matt King
JJ Lane & David Woldow
Jamie Lane
Bonita Leiber & Chris Koehler
Jayne & David Leonard
Vesta Martin
Linda & Jeff Mitchell
Lois & Robert Mueller
Nordmann Photography – Lisa & John Nordmann
Mildred Paden
Dion Pullam
Jimi Quick
Nancy Rutherford
Thomas Schwartz
Jenna & Jason Siebert
Kathy Sotelo & Thomas Rampy
Mary & Brent Waskow
Deborah & Gary Weinstein
Susie & Josh Weinstein
Carolyn White
Laura Leyes Woods & Eric Woods

FRIEND DONOR (UP TO \$99)

Suzanne & Paul Baldon
Michael Bassa
Sarah Kate Buckles & Matthew Thenhaus
Shannon Chance & Collin McGrath
Arika Clark
Amy & Ian Corey
Sierra Cortazzo & Eric Nemens
Amy & Matt DeLaHunt
Maia Dorsett & Justin Fay
Andrea Dunn & Devin Johnston
Kerri & Clayton Fair
Shawna Climer & Joseph Ploch
Sarah Folkemer & Justin Coleman
Joyce & David Fox
Laurie Frankel
Mary & Jason Grodeon
Heather & Martin Johnson
Debi & John King
Patsy King & Steve Sherman
Rachel Kryah & David Burmeister
Polly & Matt LaMartina
Maegan & Kevin Lemp
Vicky & Matt Leonard
Sue & Bob Lewis
Sharon & Martin Linde
Susan & Wes Marino
Anne & Andy Nea
Mark Panzeri
Judy Panzeri
Rina & Tony Panzeri
Kate Parsons & Joe Mentel
Suzanne Psujek
Laura & Steve Pupillo
Michele & Geoff Rigbsy
Catherine Schlick
Cate & Gary Skolnick
Tonya Steffens & Tony Marin
Katinka Vigh-Conrad & Don Conrad
Erin Warner

GRANDPARENT SCHOLARS CLUB

Elizabeth Ballard & John Murray
Jan & Wilson Beckett
Louise & Paul Cameron
Joan & Al Durbin
Ann & Jim Garvey
Martha & William Gavin
Virginia & Earl Heitzenroeder
Jim Holloran
Anne Coggan Johnston
Theresa Mayberry

GRANDPARENT DONOR

Suzanne & Paul Baldon
Becky & Mike Collins
Laurie Frankel
Lois Kelly Coder & Tom Coder
Michael Conner
Ann Donahue

THE GRANDPARENTS

Special thanks to our grandparents. This group contributed more than \$9,000 to our Annual Fund and, thanks to an anonymous donor, these donations will be matched dollar-for-dollar!

Sue & Bill Heggarty
Susan & Marc Hyser
Debi & John King
Bonita Leiber & Chris Koehler
Jamie Lane
Jayne & David Leonard
Vesta Martin
Linda & Jeff Mitchell

Dana & Ken Moomey
Lois & Robert Mueller
Rina & Tony Panzeri
Jimi Quick
Nancy Rutherford
Deborah & Gary Weinstein
Carolyn White

Thank You!

school notes



Club Soulard kicked off Session 2 with a couple of new clubs. Laura Johnson, one of our kindergarten teachers, is facilitating the [Creative Problem Solving Club](#). The 9 members of this club form 2 teams of creative thinkers who meet each week to play cooperative games, build relationships, and stretch their thinking. At the end of the 8 weeks, the teams will travel to compete with other children from area schools to imagine and create solutions to lifestyle problems (<http://www.giftedresourcecouncil.org/acc.htm>). Rich Hund, a community volunteer (and Catherine's husband) is facilitating [Lego Club](#) and working with Jr. First Lego League (Jr.FLL) to bring a fun and creative program to our school. The children in the Lego Club are working together to research a social issue affecting seniors in our community, meeting with a senior in our community to hear his or her feelings on the issue, and brainstorming ways to solve the problem. They will then create a solution from Legos and take their ideas and creation to a Jr.FLL expo to share the experience with other children in our area (<http://www.usfirst.org/roboticsprograms/jr.fll>). [Acting Up](#), [Origami](#), [Modern Dance](#), and [Sport Stacking](#) are all returning favorites that round out Session 2.

These clubs are made possible because of Nonpublic Afterschool Grant. We are able to offer these clubs at little cost to our families due to the generous funding of the Mental Health Board, the Incarnate Word Foundation, and the Lutheran Foundation of St. Louis.

library corner

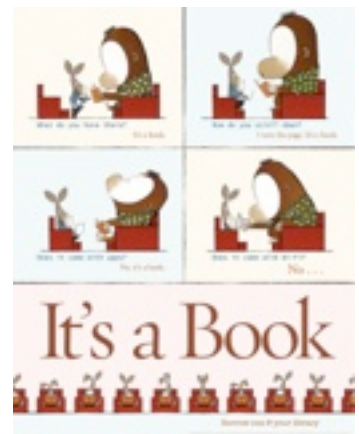
There has been a lot of talk about technology this year at The Soulard School. Our partnership with BWorks has allowed students access to a computer lab and technology education on the regular. Tablets and smartphones are used in lessons, from the kitchen to the classroom to the stage. Our STEAM Lab project has brought technology further into curriculum discussions. And as we look at the technology needs of the entire school, I have been thinking about our wonderful little library and its relationship with technology.

Back at one of our December assemblies, while discussing the STEAM Lab, I asked the students to recall for me what the letters in STEAM represented. When we came to the T (technology), friends were eager to share all manner of digital and electronic examples. Then one friend raised his hand and said, "Books." No surprise that his answer made his librarian's day.

Books are technology. This simple observation of his is so obvious it is almost forgettable. So often we link technology with electronics - if it plugs in, it's tech. Children are especially prone to this, and the phenomenon, while understandable, is also a tad unsettling to me. *Technology* comes from the Greek *tekhne*- "art, skill, craft, method, system" and *-logy* "study of." If we trace the root a bit more toward the source, we find *tek*- "shape, make" (the word *texture* is related) and the root of *legein* "to speak." Shaping our speech into something made. A book.

Don't get me wrong, I'm no luddite. I'm quite fond of my tablet and my computer (I read gobs of stuff online), and am even growing to like my mobile phone. But I also love books. I love their solidity, their smell, their portability, their lack of light-emitting diodes. I love the way they slide off a shelf, the feel of their weight in my hand, the sound of their spines first cracking open, the whisper of their turning pages, the way they make me slow down. I'm not waxing nostalgic here; reading is a physical experience that is very sensorial (both in the here-and-now, and in the imagined world we are reading about). It is important not to overlook this, how books in and of themselves remind us of our humanness and allow our brains precious time to go deeper into the text.

I am fortunate enough to work in a school and community that values these very successful pieces of technology (some school libraries are doing away with books altogether). This is a community of, among other things, readers. Avid readers, of media as diverse and wonderful and anything else on the planet. So in addition to digital technology literacy, which is important and necessary (and fun!), at The Soulard School we are also teaching them to love books - that old technology made new over and over again. Both the tech and the text, and both valuable. - Word. Erin the Librarian



For a list of some great books about books, [like this one](#), visit the [Library Blog](#) on our school's website. <http://www.soulardschool.org/library-blog/>

happenings

WINTER CONCERT AFTER PARTY This year was our first Parent Association Winter Concert After-Party, and it was a smash! After the students' fantastic performance, families got to mingle, enjoy some delicious holiday treats, make ornaments, play in the jail cell, and pose for a hilarious photo booth! Thanks to Mad Art Gallery for hosting us (again!); to Matt King and all the students for a stellar show; to 4-Hands Brewing Company and our Foodie Committee for the refreshments; and to Soulard School parent JJ Lane and Be Lovely Photography for the delightful photos! The photos are still available for purchase online, and JJ has generously offered to donate all proceeds back to the school! Check them out here (password Holiday): <https://www.collages.net/ConsumerSite/GuestLogin.aspx?FURL=1025969812>



GRASS FED BEEF

For the 5th year, the Parent Association is offering a healthy, unique fundraiser. Instead of selling candles or gift wrap, we are selling a cow. Our grass-fed beef sale is a fundraiser that supports both the school and a local, sustainable cattle farmer. Missouri Grass Fed Beef kindly provides us with the beef at cost, and the PA then sells it at retail price.



THE COMET Our school playground is soon to get a lively addition come Spring Break. With some of our Oktoberfest funds, the PA was able to purchase a new piece of playground equipment. It's called the Comet, and it is a spinning play event! Our kids will love the multisensory stimulation of this whirligig, which will help them develop core-strength, balance and coordination while they have a dizzy fun time!



PI TRUCK FUN Finally the Parent Association would like to give a great big THANK YOU to Eric Nemens and Pi for arranging to have the Pi truck at the school at our General Meeting in November. Families in attendance were able to make their own pizza and cook it on site in the Pi truck. It was delicious, and the proceeds from the pizza sales went directly to the school.



[2012 was a good year for The Soulard School, and we know that with our continued dedication and efforts 2013 promises to be even better. Happy New Year!]

strings update

The Soulard School put on a fabulous performance last December at the Mad Art Gallery. Our students sang, clapped, and fiddled for a crowd of over 250. In addition to performing on the violin, the Mosaic class performed "Clapping Music" by Steve Reich, which is 'played' only with the hands.

From their website: "We humanely and ethically raise 100% grass-fed beef without the use of hormones, steroids, or antibiotics and process our animals at about 1 year of age, which results in the leanest, most tender grass-fed beef available. Because each animal is born and raised on our farm, we have 100% traceability." Stay tuned for instructions on how to place your family's order, and be sure to let grandparents and friends know as well.



development updates

THE FOUNDING DONORS LIST

A big thank you also to those who help The Soulard School build capacity through very generous multi-year pledges.

FOUNDING DONORS (\$10,000 - \$25,000 PER YEAR, UP TO 4 YEARS)

The John and Joan Vatterott
Foundation
Dr. William Danforth
Lance Callis
James P. Holloran
Andrew O'Brien
Today for Tomorrow Education
Foundation
The Saigh Foundation

2012-2013 MAJOR DONORS

(\$5,000 - \$20,000)

Anonymous
Robert Blitz
Lance Callis
Dr. William Danforth
James Dowd
Norman Eaker
Thomas Green
Andrew O'Brien

Development Committee: Kelly Bock, Erin Quick, Eleanor White, Laura Pupillo, Brandy Ray, Nathan Beckett, Rachel Kryah, Andrea Dunn and Dave Stefacek

MARDI GRAS

We'll be working our usual spot outside John D. McGurk's again during Mardi Gras, February 9th. Thanks to McGurk's for sharing their very busy corner with us and to our volunteers who are braving the weather and antics! Just one of the more memorable ways



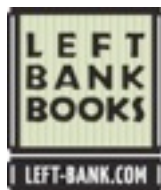
THANK YOU, LAURA!

Bill Griffin presents Laura Pupillo with a check for \$10,000 - a matching grant from Walden University - which will be donated to The Soulard School.



BOOK FAIR

This year's Book Fair raised \$2,335 in book donations and credits for our school! Thanks for all those who purchased! And even bigger THANK YOU to Left Bank for making this event possible.



FULL STEAM AHEAD!

Phase 1 of our STEAM Lab project, with a focus on renovations, is heading into its final weeks. We were awarded a \$10,000 grant from the Norman J. Stupp Foundation in October to support completion of Phase 1, and the HVAC heating system was installed in November. After a few more renovations, we will be ready to move into Phase 2, with a focus on furnishing and build-out. A big THANK YOU to the Norman J. Stupp



Foundation for supporting our STEAM Lab campaign!

Please continue to spread the word and invite others to visit our STEAM Lab microsite to hear our compelling story.

www.soulardsteam.org



theSAIGHfoundation.org

Litzinger Road Ecology Center

[Thank you to our many supporters and partners.]