11-1987

The Li’l Paws, n.s. v3n2, November 1987

Malcolm Price Laboratory School

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HAPPY THANKSGIVING!

FROM THE PRINCIPAL'S DESK

Again this year children in the elementary school will be involved in some service project. Each class is asked to plan a project in place of a party event. For example, instead of having a class Halloween party, students may plan to give time to making and delivering treats or books to a nursing home. Last year one of the classes adopted a family for Christmas. Working together these kids planned Christmas donations that would be especially appropriate to the family’s holiday dinner. They planned gifts that the children in the family might need and enjoy. We hope that by providing and carrying out a significant service project that the school extends your marvelous effort as parents to teach our children to be sensitive to significant needs and concerns of other people in our community. To that end we also hope that you will again be generous your support of our kids’ special project.

By now many of you have already joined Price Lab’s PTP, Parents and Teachers in Partnership. If not, we would ask that you consider sending your $3 membership support for our school. The organization sponsors the recently held fall carnival and contributes vitally to our program. Last year membership support sponsored two academic scholarships and paid for two tuition scholarships for our students to attend the 1987 Public Policy Institute. Your PTP support made possible the purchase of some special items for which our school has no budget. For example, we are ecstatic to own an electronic keyboard, compliments of your membership support. Your PTP dollars purchased blankets and sheets for the nurse’s office, a beautiful assortment of rolls of colored paper for bulletin board backings, contributed money towards the purchase of playground equipment, sponsored a pizza...
party for the Safety Patrol, bought packages of rich and warming hot chocolate for our patrols. We now own two adjustable basketball hoops and have a new tumbling mat, thanks to your donations.

This list of support in no way represents ALL the services the school receives from PTP, but I hope it suggests how extensively membership contributes to the school. On behalf of my colleagues who are members of this special partnership, and on behalf of your children, I must thank you all for your support of PTP in the past and ask that you send your 1987-88 membership to Marilyn Kinne, this year’s president. Her address is 1926 Iowa. Her phone number is 266-0896.

Judy Beckman

EARLY CHILDHOOD
SPECIAL EDUCATION

Not everyone that is enrolled in Malcolm Price Laboratory School goes to Malcolm Price Laboratory School. Sound strange? Not at all if you have met the three, four and five year old children attending the laboratory school’s Early Childhood Special Education class. They are very much a part of the laboratory school, but attend class a few blocks away. “Homeroom” is what up to eight preschool students call room 127 of the University of Northern Iowa’s Education Center.

All the youngsters enrolled in the class have been identified as having special learning needs. Lots of adults like physical therapists, speech clinicians and school psychologists, help the teachers plan lessons that are designed just for them. The lessons are individualized. Some children learn to use sign language to talk while others may learn to crawl or walk. It is not unusual for children in this class to work on developing skills that will help them to read later on. Each student works at their own pace on things that are important to them. That is what “special education” means.

You might wonder where these children live. That is a good question. Not all of the students live near the laboratory school as most enrolled students do. In fact, these children may live as far away as Grundy Center or Hudson, Iowa. People who work at the Area Education Agency-7 and laboratory school work together to determine who should be enrolled in the class. A big grey university van picks them up at home and brings them to and from school on Monday through Thursday. Friday is a day to stay at home for the students. Aren’t they lucky!

These preschoolers participate in some activities right in Malcolm Price Laboratory School. Once a week the whole class goes swimming. Some students even spend part of their day in the nursery-kindergarten room. Other students spend their whole day with their friends at the Education Center.

At five years old the children are usually ready to go on to another classroom. Some youngsters may be enrolled as a kindergarten student in the laboratory school. Other children attend special education classes in elementary schools near their homes. Either way they go right on learning and making friends the way any school kids do.
So if you see some little people in the halls at school from time to time, say, "Hello." Do not be surprised if some of the little ones do not say very much to you at first. Speaking up can be difficult to do when you are the smallest students in such a big school.

If you are ever in the Education Center, stop in to see them. They love to make new friends.

(Mrs. Marsha Budlong is the classroom teacher and Mrs. Rise Chaplin is the associate teacher in the classroom. Mrs. Linda Gleissner serves as the project director and head teacher. The classroom is funded by a grant from the Iowa Department of Education, Bureau of Special Education-Early Childhood Special Education. The project's major goals include service to young children with special needs and their families, inservice to teachers of early childhood special education in Iowa and preservice to university students. The classroom and project staff have been providing service in these areas since 1981.)

Linda Gleissner

NURSERY/KINDERGARTEN

LADIES and GENTLEMEN—BOYS and GIRLS! Welcome to the most exciting show on earth! A circus atmosphere greeted the nursery-kindergarteners as they began the school year. The children enjoyed clown activities and circus games as they reviewed shapes and colors and learned more about numbers and letters. Circus tricks and art helped them to develop motor skills. On September 30, and October 1, the children presented their own circus show for their parents. Mrs. Rouse's class performed a "high wire" act on the balance beam while Dr. Kirkland's class performed balancing stunts with the help of their sixth grade friends. Bucky the clown entertained everyone with his magic coloring book and his balloon creations. The festivities continued with a carnival complete with a cake walk, bean bag throw, fishing pond, magic booth and popcorn stand.

In October our student teachers, Miss Hotovec and Miss Gaffney, introduced a unit on Beauty. What better time to talk about the beauty of nature than in the fall? We learned about the seasons, weather, plants, trees and animals. A trip to the UNI Museum to view the animal collection was the highlight of the unit. Craig Johnson, our weatherman, visited Dr. Kirkland's class to share his information on weather. Mrs. Rouse's class had a Teddy Bear picnic as they celebrated Teddy Bear Day.
During the last week of October the children enjoyed a mini-unit on "Tricks and Treats". The tricks were scientific experiments with magnets, magnifying glasses and color blending. The magic of science was enjoyed by all the children.

Gloria Kirkland
Connie Rouse

**FIRST GRADE**

"Where would you be without your bones? On the floor!"

"You shouldn't be afraid of bats. They eat bugs."

These and other findings were reported by the first-graders in books they wrote to inform other children of the mythical nature of Halloween symbols. The books proved to be a true celebration for the teachers, principals, and parents as the children grow in their acquisition of literacy.

November will bring a concentration on wellness as we study the benefits of exercise, good health habits, balanced diet, and safety practices. Our Pie/Reading party will be coming up. Watch for the announcement.

In December we will study economics. How do you explain a 500-point stock market drop to a six-year-old? Well, we probably won't go quite that deep (no pun intended), but will stick to needs, wants, and cost comparison. Our White Elephant sale will take place in December, so start saving both "elephants" and pennies.

We are pleased to have Julie Holvec working as a student teacher in the unit this nine weeks.

In early November the long awaited Industrial Technology class begins. So, if your child tells you he/she used a power saw at school, believe it!

Judy Finkelstein
Lynn Moore

**CELEBRATING THE CONSTITUTION**

Patriotic songs, speeches, decorations of red, white, and blue—sound familiar? These traditional symbols of Americana were present and accounted for when the elementary students gathered in Butzier Auditorium on September 17 to commemorate the 200th birthday of the United States Constitution.

Decorated in beautifully-fashioned flag-colored banners, the auditorium rocked as the children opened the as-
Mayor Doug Sharp then challenged the student body to demonstrate their appreciation for the Constitution by actively participating in every level of government. These words had barely left his mouth when Martha and George Washington (alias Gretta Berghammer and Rick Vanderwall) dropped in to “actively participate” in the children’s celebration of the Constitution. (I doubt the mayor had this participation in mind.) However, Martha commended George for the good work on the Constitution but suggested that the “old boys who wrote the thing” might have considered their wives, sisters, and mothers when composing something as important as a constitution.

Judy Beckman, Elementary Principal, followed by officially introducing the book What Kids Think About the Constitution written and published by the elementary students of Price Lab School. Each child in grades K-6 received a copy of the book as a celebration of students’ literary achievements and a demonstration of school-wide cooperation. (Isn’t that what the Constitution’s all about anyway?)

But the highlight of the day was the reading of the Elementary Constitution which had been collectively composed by a delegation of representatives from each of the 13 states (classrooms). Sworn to secrecy, the delegates met throughout the long, hot afternoons of September 14-16 to frame what could have been an ornamental copycat of the real Constitution. This was not to be!

When Constitutional Convention President and sixth-grader, Stephanie Zerwas, stepped to the mike, it was apparent that what the delegates had written was not just an ornament but a dynamic document which established plans for an ongoing student government drawn from the models laid out in the Constitution.

Although the speeches are over, the banners are gone, and the music has faded, a commitment to democratic ideals remains embodied in a Constitution for the elementary school. The process which yielded this document will continue to influence the thinking and interactions of the students who will shape the democracy of tomorrow.

Lynn Nielsen

AN UN-FROG-GETABLE FALL

Riddle: What’s murky and wet, has little green things floating on top, and has living things in it and around it?

The answer to this riddle can be easily answered by second- and third-grade students in Unit III who studied
pond life this fall.

Daily classroom activities involved students in learning about the plants and animals found in and around the pond. Students observed samples of pond water in baby food jars and recorded their findings in a journal. Books, films, and a field trip to Black Hawk Park provided a closer look at such things as frogs, ducks, beavers, water beetles, and duckweed.

Students were busy observing, describing, and learning that "... some worms can swim around. That toads can give away postans [poisons] ... that frogs and toads can puff up so other animals would not eat them. That frogs can jump a real long way because it has long legs. That duck weed can get real thick. That beavers have the entrance of there [their] house under water. That algae can be defreont [different] sizes and shapes and colers [colors]. That the frogs can not be out of water or else will die."

(From a second-grader's journal) Our students learned these things and much more.

Oh—and the answer to the riddle—Pond Water!

Lynn Nielsen, Betty Strub
Janet McClain, Denise Tallakson
Mary Ellen Bollhoefer-Harberts

FOURTH GRADE

Our "pond" has crayfish that are well protected from the elements of nature but not from our watchful eyes as they provide us information and enjoyment. They have shown us how they eat, breathe, move, hide, fight and even shed their skins. Most of the class has learned how to handle them without hurting the crayfish or themselves. Crayfish are a part of our science study as has also been a study of different characteristics of rocks.

In social studies we have been brushing up on our map and globe skills and are studying forest regions. Our study has included a "Lumberjack Day" where we came to school dressed as lumberjacks. Many of our activities and subjects centered around lumbering. In a practical way (actually sawing some trees) we experienced the terms felling a tree, lopping off the branches and bucking the logs. We will continue to learn about different kinds of forests in various locations. Then we will study desert regions, plains regions, and mountain regions throughout this year.

Lessons on band and orchestra instruments are just beginning. Assignments for instruments are made and times for lessons have been set up. It appears that during these first weeks there will be lots of enthusiasm for practicing.

Our year is off to a busy start with all twenty children being active learners eager to do their very best in whatever subject they study.

Joanne Wolfe

Mrs. Telg's fourth grade class welcomed three new students this year. They are Brandon Baker, Dan Bolin and Patty Wood.

In science we have had fun learning about crayfish. Many of us enjoy picking them up. Two members of our class...
brought toads and a frog to school and we have been observing them. Miss Ahrens, our student teacher taught us a unit of classifying trees, which was a new experience for us. Now we are studying electricity.

We spend a large part of our day studying Language Arts. All of us have published a story. Our ideas have been interesting and it is exciting to share stories with our class. We are reading mystery books for reading class. Some of us are writing mystery and detective stories now.

Our social studies units have taken us from the N.W. United States to Hawaii and the Amazon to the Soviet Union. Our university friends have shared items from Hawaii with us and one of the high school teachers, Mrs. Findlay, talked to us about her native Puerto Rico.

Fourth grade is a year of big adjustments. We are finding out about homework and studying and are looking forward to starting band, chorus and orchestra.

Let's have a great fourth grade year!

Marilyn Teig

FIFTH GRADE

"I need a peer conference."
"What is your goal today during writing workshop?"
"My goal is to finish the third chapter."
"Do you think this introduction is a 'grabber'?"
"Oh, I’m getting to the good part now. Just you wait."

These are statements you would hear if you enter the classroom during writing workshop. Our thirty-seven authors have completed their September and October publications and are well on their way to meeting the November deadline!

Each day the fifth grade students are involved in writing workshop. This workshop is modeled after one suggested by Lucy McCormick Calkins in her book The Art of Teaching Writing. After a few days of reviewing what constitutes a story the students identified the following format. They felt this would be usable in conducting the daily writing workshop.

1. Write: You choose your topic. Develop your topic. Write, write, write!

2. Conference with a peer - reminders: Listen. Respond to the content.
Find something positive to say to the author. Ask questions such as:
Why did you choose this topic?
What part of your story do you like best? Why?
What do you think you can do to make this piece of writing better?
Offer suggestions.

3. Revise and edit.
Re-arrange words or sentences. Add descriptive words.
Does my story sound right?
Does my story make sense to the audience?
Does my piece of writing say what I want it to say?
Correct spelling, capitalization and usage.

4. Conference with a teacher. Add final touches and polish up the writing.

5. Publish the piece of writing.

We are now well into the routine of writing and using the appropriate terminology. In addition to the writing act itself, the students thoroughly enjoy our impromptu "Authors' Days" and those special days we take time out to rest the pencil and "Celebrate" our pieces. We also continue to take time to make daily journal entries.

In our literature-based reading program, students have read *Dear Mr. Henshaw, Welcome Home Jellybean, Where the Red Fern Grows, Sadako and the Thousand Paper Cranes, Anastasia Krupnik, Anastasia Again,* and excerpts from *All Things Wise and Wonderful* by James Herriot. As you can see, we are definitely into BOOKS!

Many of the students are enjoying Personal Pan Pizzas. These are furnished by the local Pizza Hut, as part of the BOOK IT program. We continue to set our monthly goals and work toward them.

May we take this opportunity to remind you of our December Service Project. We have adopted a family and a senior citizen. We plan to collect toys, food, clothing and other items. Class representatives will travel with their teachers to deliver the items. Such a project enables students to gain a different perspective on the true meaning of the upcoming holiday season. We look forward to you supporting this event and thank you in advance for sharing your time, talents and gifts of love.

Maribelle H. Betterton, David Christensen

**SIXTH GRADE AND SAFETY PATROL**

Sixth graders are asked to assume a tremendous responsibility as they participate in Safety Patrol every year. They develop strong feelings and deep understanding about their Patrol tasks. Recently they wrote their thoughts about Safety Patrol, and the following excerpts represent an idea from each current Patrol member:

- We take responsibility because:
  1. We help students across the street.
  2. We make judgments about traffic.
3. We set a good example.
4. You have lives on your hands.
5. We protect the little ones.
6. We must be alert at all times.
7. We are out every day - rain, shine, hot, cold.
8. It is important to be on time.

We face problems when:
1. Students distract Patrols from their jobs.
2. Children don’t listen.
3. We can’t see cars coming when the buses are in the way.
4. We must get along with students who disagree with us.
5. Some kids always run across the street.

We gain benefits by:
1. Dealing with younger kids.
2. Being captain.
3. Helping others in order to help yourself.
4. Learning patience.
5. Getting to be a part of the community by helping other people.

– Safety Patrol is:
1. Fun, but it is a serious job.
2. For a good cause.
3. Really a cinch, except when you move the signs out.

Joyce Hornby,
Marc Yoder, and
the Safety Patrol

ART DEPARTMENT

Patriotic party banners, fiery, fall, foliage paintings, and pizazzy pizza collages decorated our building this fall. Our celebration of the Constitution’s bicentennial birthday focused on festive banners by the fourth grade using red, white and blue streamers, designs of fireworks, and party decorations. All classes painted gnarly trunks, tapering limbs, and fiery leaves in their interpretations of autumnal landscapes. Sixth graders made textury assemblages of tissue paper and cardboard, pretty crusty stuff with cheesy layers and exotic toppings. Anyone for a 10 inch high Italian masterpiece? These were some of the media highlights of our two-dimensional semester.

We continued to learn the language of art in talking about the techniques and describing works of art? Do you know how to stiple and scumble? Did you know that some artists use brayers and barrens instead of brushes and pencils? We talked about the lush jungles of Rousseau, the wild animals of Hicks, and the serious clowns of Picasso among the many adventures of our visual heritage.

Annette Swann
PLS students are moving and learning in Physical Education this fall. A visitor might see learning activities of all kinds, ranging from soccer, football, and tennis skills to jumping rope, galloping, catching and kicking. A visitor would also observe fitness and aquatic activities.

Our students are very fortunate to have daily Physical Education. Unlike many elementary schools, our students have much more of an opportunity to develop fitness and learn physical skills. We believe this makes a positive difference in the development of our children.

Physical Education Department

NEW DIMENSIONS
FOR THE RESOURCE PROGRAM

This year my role as a teacher of students with a learning disability or behavior disorder will be expanding as I provide additional academic instruction in the regular classroom for both labeled and nonlabeled students. In this way Price Laboratory School will be implementing changes that appear to plague programs all across the country.

Working closely with the classroom teacher and in the classroom greatly enhances communications between faculty and the resource program. By working with learning disabled or behaviorally disordered students in their own room, other students view their peers as they are being helped by the resource teacher. Such knowledge eliminates caustic and uninformed peer comments that are made when the student is removed for instruction in another special classroom. Finally, students in the regular classroom that have special learning needs that don't require a special placement can receive extra classroom assistance.

Price Laboratory School faculty feel that this model allows us to provide the best educational services for all our students. We look forward to its continued success.

Kim Klaseus
**1987 - 1988 ELEMENTARY FACULTY DIRECTORY**

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November 26-27 ....................... NO SCHOOL - Thanksgiving Recess

December 9-15 ......................................................... Book Fair

December 18 ......................................................... Holiday Sing-A-Long

December 24 - January 3 .................. NO SCHOOL - Christmas Break

January 29 ......................................................... Winter Program

March 19-27 ......................................................... NO SCHOOL - Spring Break

April 8 & 13 ......................................................... NO SCHOOL - Parent/Teacher Conferences

April 22 ......................................................... NO ELEMENTARY CLASSES - Beginning Reading Conference

May 27 ............................... Last Day of School; dismissal at 11:30 a.m.

PRICE LABORATORY SCHOOL PUBLICATIONS
University of Northern Iowa, Cedar Falls, Iowa 50613